

**Pir Mehr Ali Shah**

**Arid Agriculture University, Rawalpindi**



**Self-Assessment Report for BBA**

**Barani Institute of Management Sciences**

**Session: 2016-2018**

**Self-Assessment Report**

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## Introduction

Barani Institute of Management Sciences (BIMS) is an affiliate of Pir Mehr Ali Shah, Arid Agriculture University Rawalpindi. It was established in 2013 with the aim of providing a high-quality education to our youth in the fields of Management Sciences, Computer Sciences, and Social/Natural Sciences etc. As a nascent institution, BIMS is in the process of establishing itself as one of the leading institutions in the country. Therefore, the institution is ought to become operationally efficient and more effective in achieving its objectives through excellent education, increased productivity and more knowledge driven work processes and practices.

Today, we can rightly claim with immense satisfaction and gratitude before Almighty Allah that we have managed to conform to our standards and policies. We have successfully laid out inordinate amplitude of requisite facilities which are available on the campus to meet the multifarious requirements of our students. However, like any dynamic organization, our quest for excellence continues unabated and we are continually on the look-out for measures to improve our existing standards. In line with our basic policy of 'Quality Education for All', our doors are open to all individuals regardless of their religion, race or class and we remain committed to extend our facilities to any Pakistani youth desirous of attaining quality education. BIMS provides a very conducive teaching environment (through the air conditioned class rooms, elaborate workshops and laboratories, and a reasonably diverse and rich library). On top of that, much more awaits you at an extremely accessible location in the heart of the city, linked by all modes of transport including the very convenient Metro Bus Service.

BIMS strongly feels that while theoretical education is the Scarlet thread which builds the base for higher learning, Creativity and Imagination are equally important for further academic advancement. Surely, it is the “wanting to know” which eventually results in “getting to know”. Hence, our foremost endeavor is to agitate the young minds in a manner that the spark of inquisitiveness is kindled and the ability to question and seek answers is generated.

In addition to imparting high quality education “character building” and “personality development” figure out very high on our priority list. Grooming the youth to become responsible citizens and inculcating a spirit of mental as well as physical self-discipline is vital for the uplift of any society. It is, therefore, our utmost effort to mould our students into disciplined, motivated and polished members of the community.

## **CRITERION-1: PROGRAM MISSION, OBJECTIVES AND OUTCOMES**

The self-assessment is based on a number of criteria. To meet each criterion several standards must be satisfied. This section describes how the standards of the Criterion 1 are met.

### **Standard 1-1:**

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

#### **Mission statement (BIMS)**

BIMS aims at preparing outstanding educators, scholars, researchers and managers in a conducive environment of learning for creative, analytical and critical thinking to solve global societal problems through teaching and focused research.

#### **Mission statement (BBA)**

To provide competency-driven business education by transmitting knowledge as well as to develop skills, form attitudes and to prepare our student to become future ethical business leaders for the successful management of organizations in a changing business world.

Documented measurable objectives of the program are as under:

1. To develop basic understanding of core business knowledge
2. To develop critical thinking and decision making in business studies
3. To develop effective teamwork and leadership skills
4. To develop effective communication skills
5. To understand the dynamics of local industry and understand business as an integrated system

Main elements of strategic plan to achieve mission and objectives

- We follow Differentiation Strategy by nurturing distinctive competence of quality education.

- We achieve differentiation by hiring visiting faculty from industry having strong theoretical background, practical expertise and repute and also by development of permanent faculty.
- We differentiate ourselves by introducing modern disciplines (subjects).
- We conduct Research Projects at small scale in order to develop deep theoretical understanding.
- We introduce modern technology and infrastructure not to be competent but to differentiate from others.
- We orientate all the employees that how his or her job can affect the learning process of students and quality of education.

**Table 1: Program Objectives Assessment**

<b>Objectives</b>	<b>How Measured</b>	<b>When Measured</b>	<b>Improvement Needs Identified</b>	<b>Improvement Made</b>
1- To develop basic understanding of core business knowledge	Through exams ,quizzes, and assignments	During and at the end of each semester	Difficulty in writing skills.	Emphasis on reading, writing and language learning.
2-To develop critical thinking and decision making in business studies	Through case analysis and articles.	During the semester	Real exposure to business environment.	Introduction of different dimensions of economics and Real Case studies of business
To develop effective teamwork and leadership skills	Through projects preparations in group setting	During the semester	Lack of confidence and problems related to group conflicts	Practicing group leadership and resolving conflicts and focus on group project report
To develop effective communication skills	Through presentations and class discussion	During the semester	Language problems and lack of confidence	Practicing and presentations in class
To understand the dynamics of local industry and understand	Through business case studies and problem solving exercises	During the semester	Lack of innovative thinking	Solution to case studies questions and practical

business as an integrated system				assignments related to local industry
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### **Program Learning Outcomes**

All the students in BBA program should be able to:

1. Communicate well through presentations, oral discussions, review articles etc.
2. Use enhanced knowledge and vision
3. Apply basic knowledge of business subjects
4. Use analytical skills for understanding broader issues
5. Develop innovative mindset
6. Pursue higher studies

#### **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 Objectives**

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

+ = Moderately Satisfactory

++ = Satisfactory

+++ = Highly Satisfactory



### **Standard 1-3:**

#### **The Results of program's assessment**

##### ***Teacher evaluation***

Barani Institute of Management Sciences (BIMS) offers Bachelors in business administration in management sciences. The department consists of 11 full time faculty members. All of the faculty holds relevant academic degrees and are qualified in teaching at this level. The courses are carefully formulated and appropriate teaching methodology is adopted. Majority of the full time faculty holds higher degrees and rest are in the process. BIMS has hired more than the required Visiting Faculty Members to manage the workload and improve the quality of education. Furthermore, the process of improving the level of education for full time faculty is being emphasized and the faculty is encouraged to acquire higher qualifications.

52 courses are taught in this program in a year, comprising fall and spring session, by permanent and visiting faculty members. All of these teachers were evaluated by the students at the end of the semesters in accordance with faculty evaluation proforma. The results are graphically presented on the following pages. Detail of individual performance of each teacher is illustrated with the help of a bar chart. Following is the list of questions asked in teacher's evaluation proforma. The bar chart describe the teacher's evaluation for each question.

S No.	Questions
Q1	Communication of course break down with students?
Q2	Course coverage according to break down?
Q3	Number of assignments and quizzes taken?
Q4	Timely of assignments and quizzes?
Q5	Instructors effort to maintain discipline?
Q6	Subject matter presented in the course has increased knowledge of subjects?
Q7	How well issues resolved by the teachers?
Q8	Instructor preparedness for each class?
Q9	Additional material apart from text?
Q10	Enviroment for conductive learning?

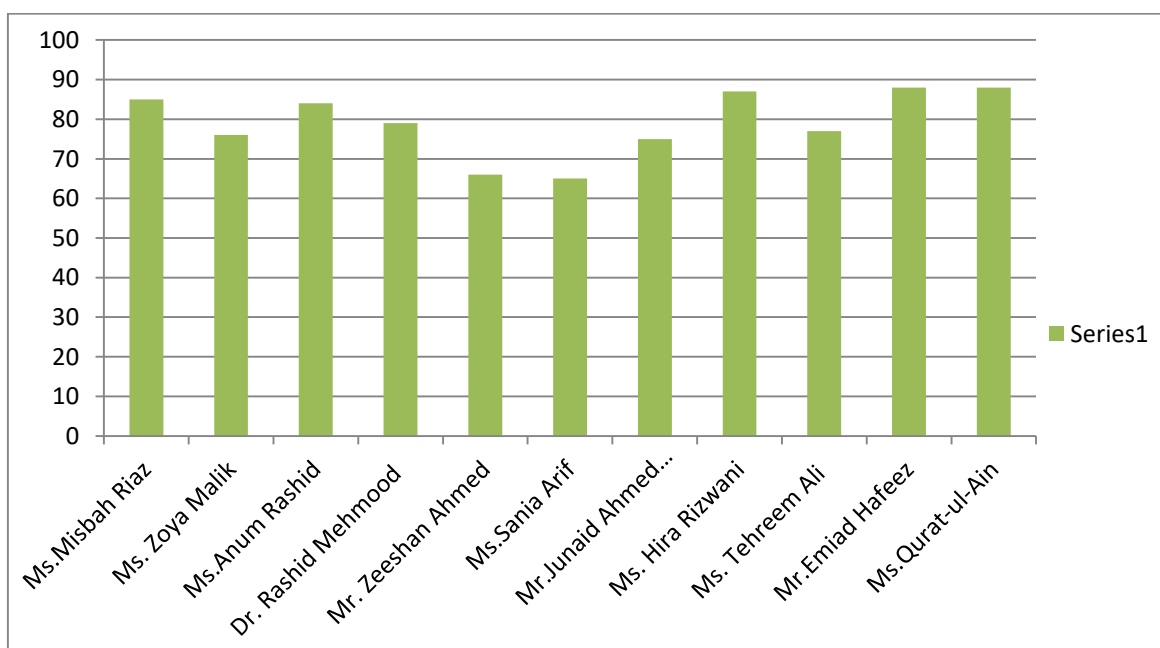
## Program Assessment Results

This section contains the Teacher Assessment and Student Course Evaluation in summarizing form as well as in detail form.

### Teacher Evaluation

This evaluation deal with the student's perspective of the teacher who taught courses of BBA . The summarized results of the teachers who are teaching courses in the BBA degree program are given in the graph below. **Ms.Misbah Riaz** has scored 92%, **Ms. Zoya Malik** has scored 85%. **Ms.Anum Rashid** has scored 90%, **Dr. Rashid Mehmood** has scored 82%, **Mr. Zeeshan Ahmed** has scored 93%, **Ms.Sania Arif** has scored 89%. **Mr.Junaid Ahmed kayani** has scored 75%. **Ms. Hira Rizwani** has scored 84%, **Ms. Tehreem Ali** has scored 85%, **Mr.Emiad Hafeez** has scored 80%. **Ms.Qurat-ul-Ain** has scored 82%. The comparison of their score is shown below.

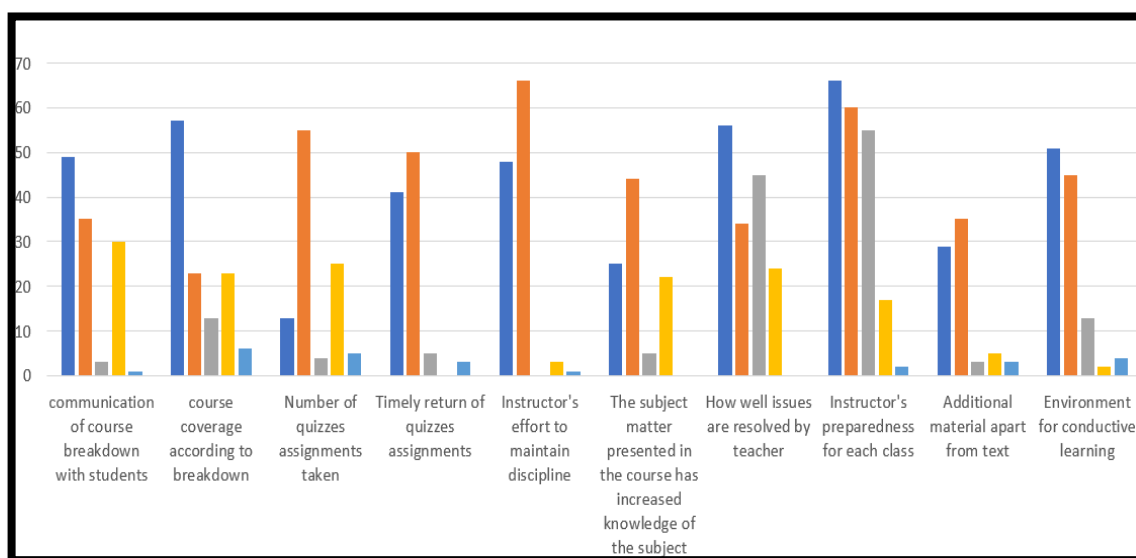
**Figure 1: Teacher Evaluation Graph**



A detailed evaluation of teachers is given below.

## Ms.Misbah Riaz

The graph for “The instructor is prepared for each class”, shows that 68% are strongly agreed, 60% are agreed, 55% are uncertain, 18% disagreed and 2% are strongly disagreed. The graph for “The instructor maintains an environment that is conducive to learning.”, shows that 50% are strongly agreed, 45% are agreed, 12% are uncertain, 3% disagreed and 5% are strongly disagreed. The graph for “The subject matter presented in the course has increased your knowledge of the subject” shows that 25% are strongly agreed, 45% are agreed, 5% are uncertain, 22% disagreed and 2% are strongly disagreed. The graph for “The Instructor’s effort to maintain discipline.”, shows that 48% are strongly agreed, 66% are agreed, 1% are uncertain, 2% disagreed and 1% are strongly disagreed.



### General Comments of the Students about the Teacher Strengths:

- Well-rehearsed
- Makes fair judgement in class matters
- Maintains an environment that is conducive to learning
- Punctual and respects the students
- The Instructor provides additional material apart from text
- The subject matter presented in the course has increased your knowledge of the

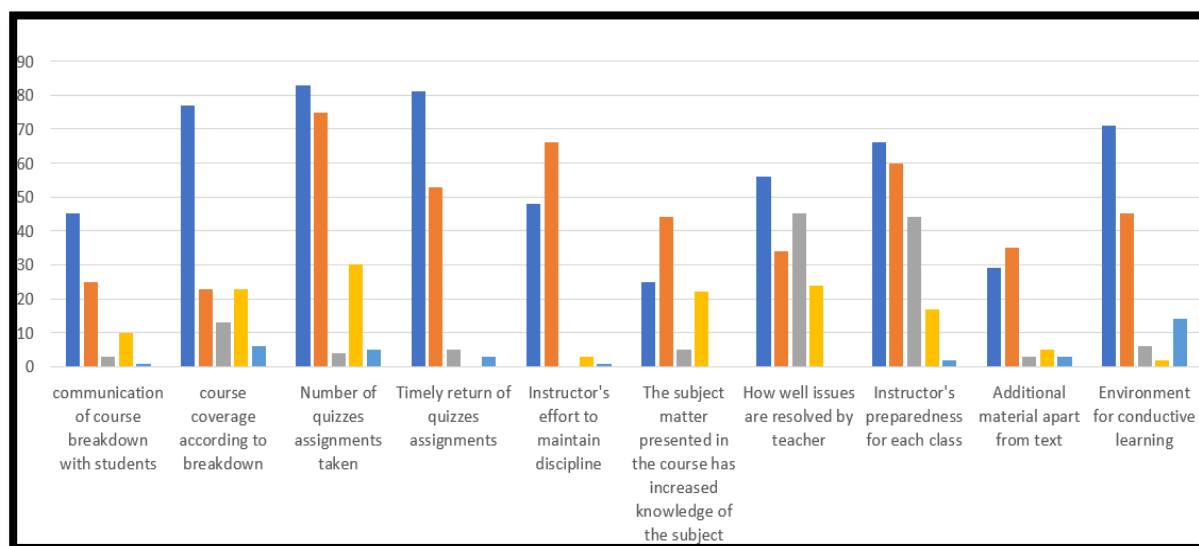
subject

### Weaknesses:

- No significant weakness was found.

### Ms. Zoya Malik

The graph for “The instructor is prepared for each class”, shows that 65% are strongly agreed, 60% are agreed, 43% are uncertain, 15% disagreed and 1% are strongly disagreed. The graph for “The instructor maintains an environment that is conducive to learning.”, shows that 70% are strongly agreed, 44% are agreed, 5% are uncertain, 1% disagreed and 11% are strongly disagreed. The graph for “Number of quizzes assignments taken with correspondence to course breakdown” shows that 82% are strongly agreed, 75% are agreed, 5% are uncertain, 30% disagreed and 5% are strongly disagreed. The graph for “The communication of course breakdown with students and coverage of course according to breakdown”, shows that 74% are strongly agreed, 22% are agreed, 12% are uncertain, 22% disagreed and 3% are strongly disagreed. The graph for “The Instructor’s effort to maintain discipline.”, shows that 48% are strongly agreed, 68% are agreed, 2% are uncertain, 2 disagreed and 1% are strongly disagreed.



**General Comments of the Students about the Teacher Strengths:**

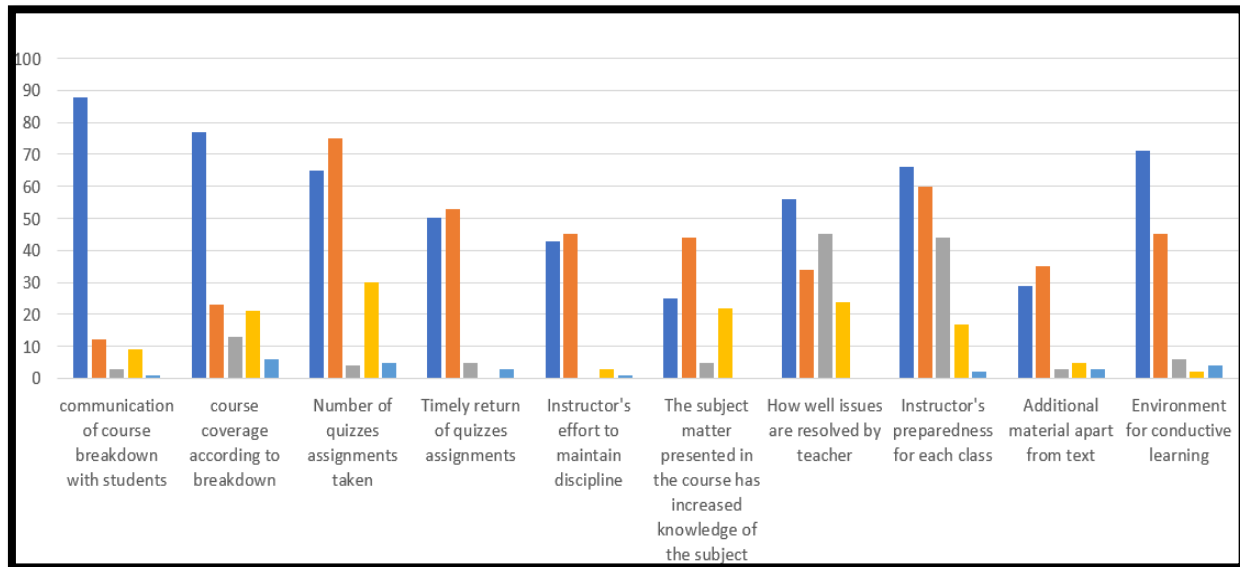
- Comprehensive course material
- Good Teaching method
- Take Quiz Weekly

**Weakness:**

- No significant weakness was found.

**Ms.Anum Rashid**

The graph for “The instructor is prepared for each class”, shows that 89% are strongly agreed, 10% are agreed, 2% are uncertain, 8% disagreed and 1% are strongly disagreed. The graph for “The Instructor maintains an environment that is conducive to learning.”, shows that 70% are strongly agreed, 45% are agreed, 7% are uncertain, 2% disagreed and 5% are strongly disagreed. The graph for “The communication of course breakdown with students and coverage of course according to breakdown”, shows that 89% are strongly agreed, 12% are agreed, 5% are uncertain, 8% disagreed and 1% are strongly disagreed. The graph for “Number of quizzes assignments taken with correspondence to course breakdown”, shows that 65% are strongly agreed, 60% are agreed, 40% are uncertain, 15% disagreed and 1% are strongly disagreed.



### General Comments of the Students about the Teacher Strengths:

- Good pace
- Provides Relevant Material
- Respects Students

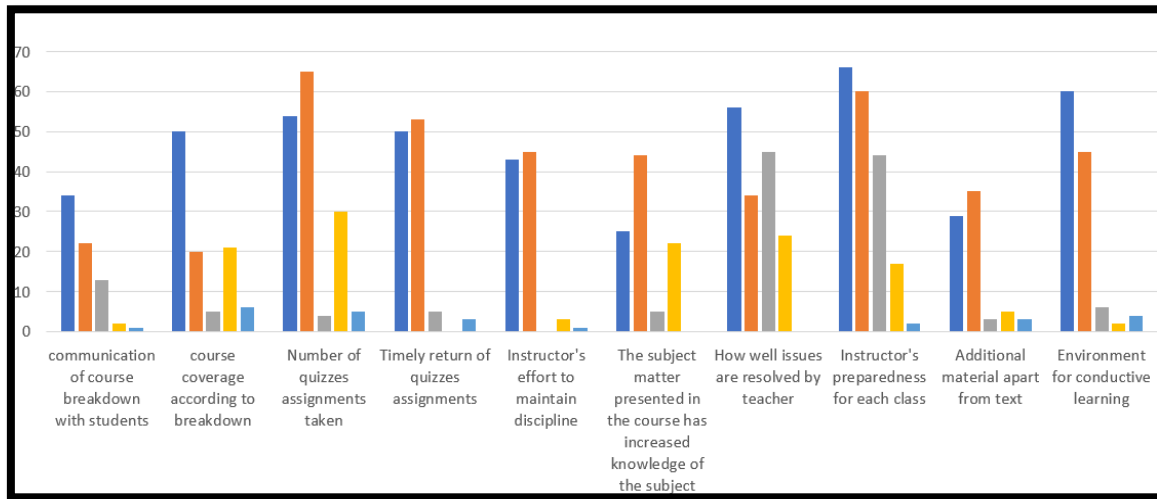
### Weakness:

- No significant weakness was found

### Dr. Rashid Mehmood

The graph for “The instructor is prepared for each class”, shows that 68% are strongly agreed, 60% are agreed, 45% are uncertain, 15% disagreed and 12% are strongly disagreed. The graph for “The Instructor maintains an environment that is conducive to learning.”, shows that 60% are strongly agreed, 45% are agreed, 8% are uncertain, 2% disagreed and 5% are strongly disagreed. The graph for “Coverage of course according to breakdown” shows that 50% are strongly agreed, 20% are agreed, 5% are uncertain, 20% disagreed and 5% are strongly disagreed. The graph for “The communication of course breakdown with students and coverage of course according to breakdown”, shows that 50% are strongly agreed, 20% are agreed, 4% are uncertain, 20% disagreed and 5% are strongly disagreed. “Number of quizzes assignments taken

with correspondence to course breakdown” , shows that 55% are strongly agreed, 68% are agreed, 5% are uncertain, 30% disagreed and 6% are strongly disagreed.



#### General Comments of the Students about the Teacher Strengths:

- Course material available
- The instructor is well prepared for each class
- The Instructor maintains an environment that is conducive to learning
- Good pace

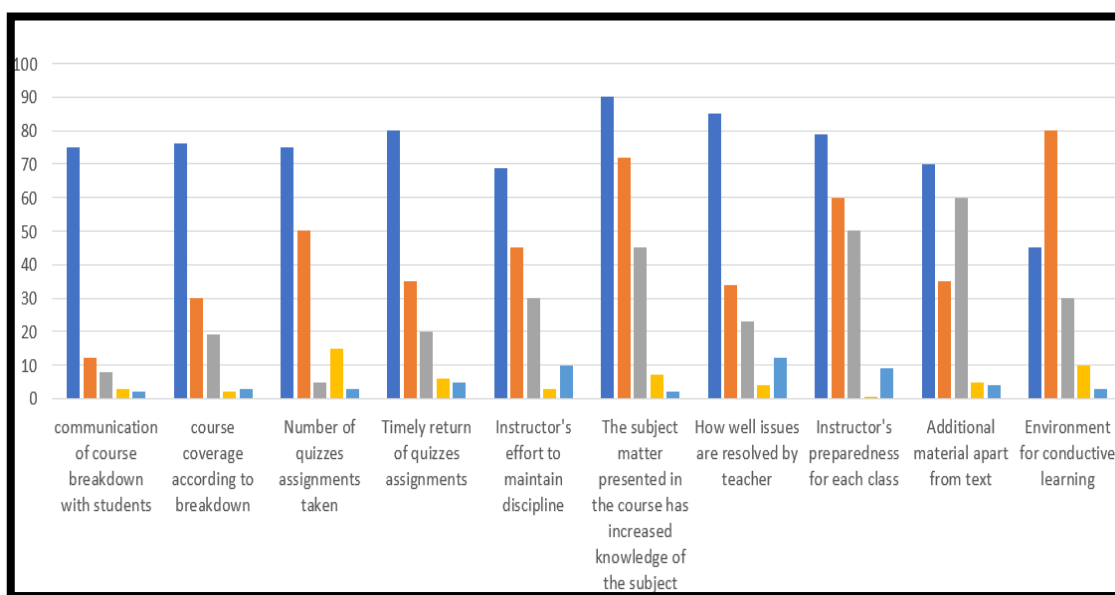
#### Weakness:

- No significant weakness was found

#### Mr. Zeeshan Ahmed

The graph for “The communication of course breakdown with students and coverage of course according to breakdown”, shows that 75% are strongly agreed, 12% are agreed, 8% are uncertain, 0% disagreed and 0% are strongly disagreed. The graph for “Number of quizzes assignments taken with correspondence to course breakdown”, shows that 75% are strongly agreed, 50% are agreed, 5% are uncertain, 10% disagreed and 0% are strongly disagreed. The graph for “The Instructor’s effort to maintain discipline.”, shows that 70% are strongly agreed, 45% are agreed, 30% are uncertain, 8% disagreed and 0% are strongly disagreed. The graph for “The subject matter presented in the course has increased your knowledge of the subject” shows that 90%

are strongly agreed, 70% are agreed, 45% are uncertain, 0% disagreed and 0% are strongly disagreed.



### General Comments of the Students about the Teacher Strengths:

- Good grip at course
- Punctual
- Fair in examination
- Good Teaching method

### Weakness:

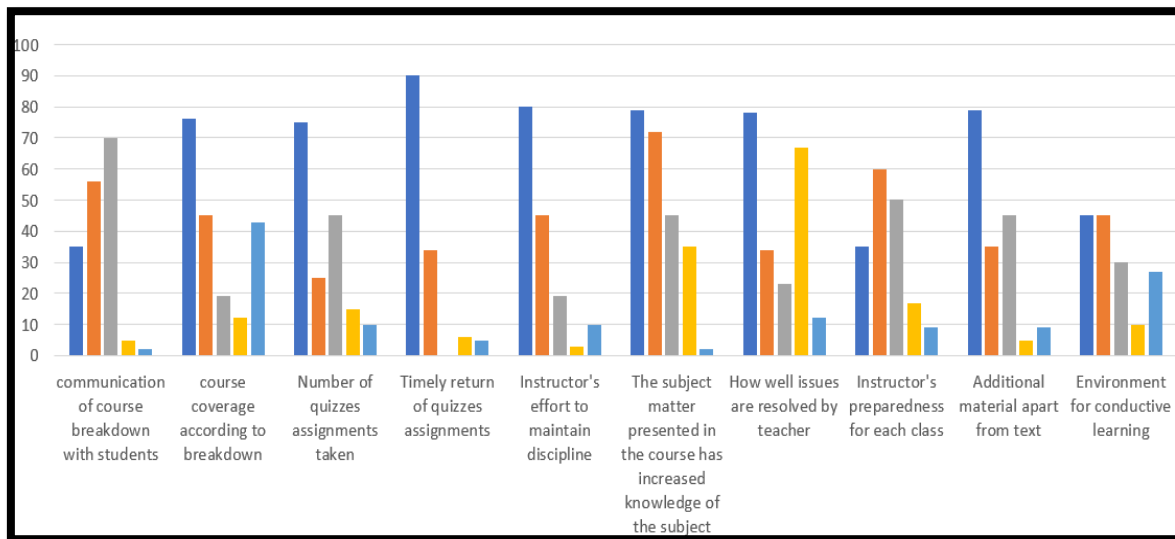
- No significance weakness was found

### Ms.Sania Arif

The graph for “The instructor is prepared for each class”, shows that 67% are strongly agreed, 13% are agreed, 15% are uncertain, 15% disagreed and 0% are strongly disagreed. “The Instructor provides additional material apart from text”, shows that 79% are strongly agreed, 25% are agreed, 30% are uncertain, 8% disagreed and 8% are strongly disagreed. The graph for “The instructor timely quizzes and assignments.”, shows that 90% are strongly agreed, 35% are agreed, 0% are uncertain, 3% disagreed and 1% are strongly disagreed. The graph for “The subject matter presented in the



course has increased your knowledge of the subject” shows that 80% are strongly agreed, 71% are agreed, 45% are uncertain, 35% disagreed and 1% are strongly disagreed.



#### General Comments of the Students about the Teacher Strengths:

- Well prepared

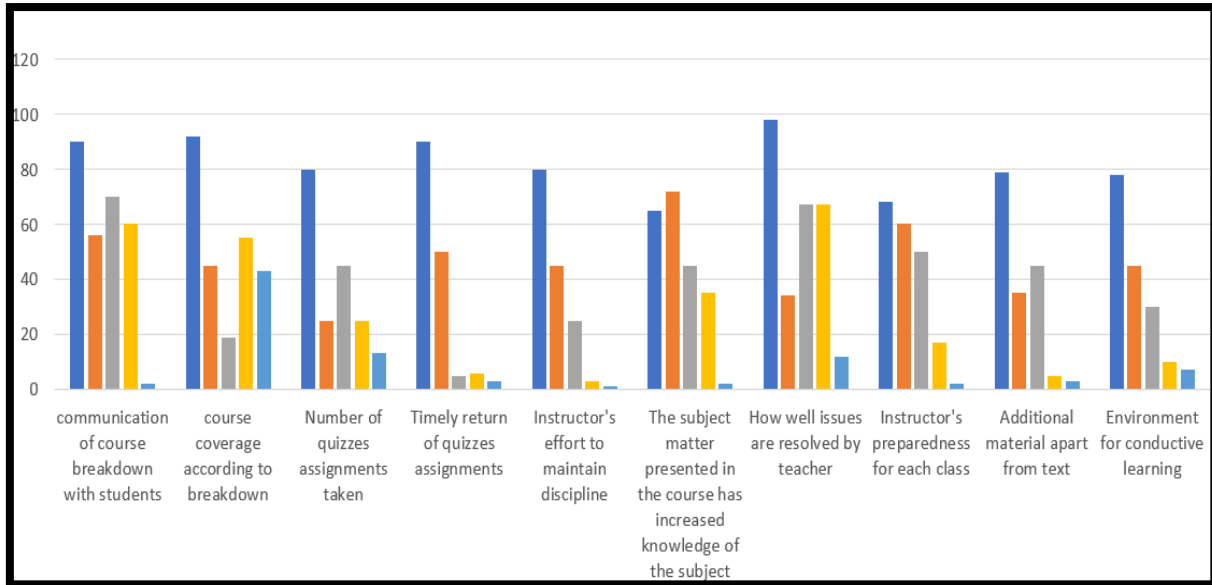
#### Weakness:

- No significant weakness was found.

#### Mr.Junaid Ahmed kayani

The graph for “Timely return quizzes and assignments” shows that 85% are strongly agreed, 42% are agreed, 5% are uncertain, 6% disagreed and 1% are strongly disagreed. “The Instructor provides additional material apart from text”, shows that 79% are strongly agreed, 30% are agreed, 42% are uncertain, 5% disagreed and 1% are strongly disagreed. The graph for “The instructor maintains an environment that is conducive to learning.” shows that 79% are strongly agreed, 42% are agreed, 23% are uncertain, 5% disagreed and 2% are strongly disagreed. The graph for “The instructor is prepared for each class”, shows

that 65% are strongly agreed, 60% are agreed, 50% are uncertain, 15% disagreed and 1% are strongly disagreed.



#### **General Comments of the Students about the Teacher Strengths:**

- Handles queries very well
- Understands students' problems
- Makes time for students

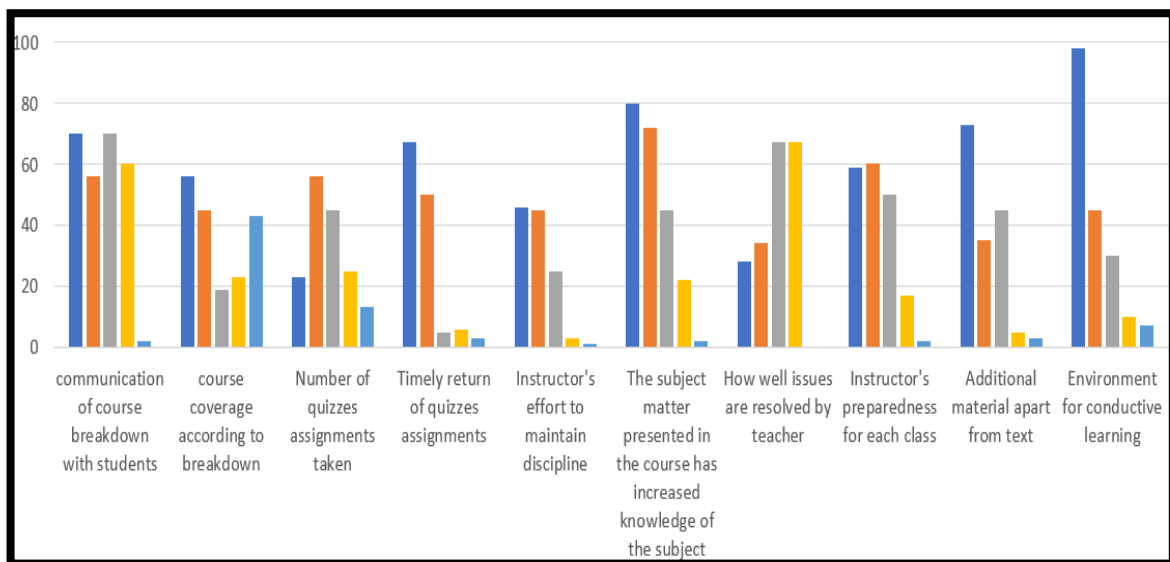
#### **Weakness:**

- No significant weakness was found.

#### **Ms. Hira Rizwani**

The graph for “The communication of course breakdown with students and coverage of course according to breakdown”, shows that 79% are strongly agreed, 13% are agreed, 8% are uncertain, 0% disagreed and 0% are strongly disagreed. “The Instructor provides additional material apart from text”, shows that 70% are strongly agreed, 19% are agreed, 11% are uncertain, 0% disagreed and 0% are strongly disagreed. The graph for “The instructor maintains an environment that is conducive to learning.”, shows

that 65% are strongly agreed, 21% are agreed, 14% are uncertain, 0% disagreed and 0% are strongly disagreed. The graph for “The subject matter presented in the course has increased your knowledge of the subject” shows that 75% are strongly agreed, 8% are agreed, 12% are uncertain, 5% disagreed and 6% are strongly disagreed. “The instructor is prepared for each class”, shows that 67% are strongly agreed, 13% are agreed, 15% are uncertain, 15% disagreed and 0% are strongly disagreed. The graph for “The subject matter presented in the course has increased your knowledge of the subject” shows that 70% are strongly agreed, 30% are agreed, 0% are uncertain, 0% disagreed and 0% are strongly disagreed.



### General Comments of the Students about the Teacher Strengths:

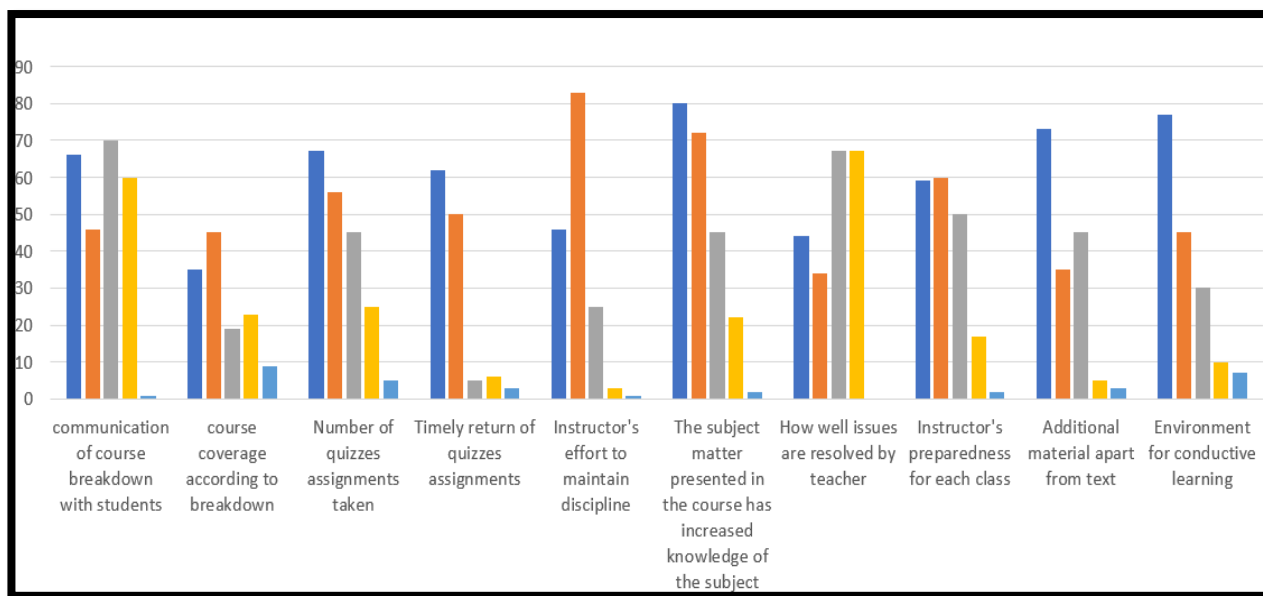
- Course intend delivered well
- Instructor demonstrate the knowledge of subject very well
- Instructor provides additional material apart from the text
- Fair marking
- Kind teacher

### Weakness:

- No significant weakness was found.

## Ms. Tehreem Ali

The graph for “The instructor maintains an environment that is conducive to learning.” shows that 78% are strongly agreed, 46% are agreed, 40% are uncertain, 10% disagreed and 5% are strongly disagreed. “The Instructor provides additional material apart from text”, shows that 71% are strongly agreed, 35% are agreed, 42% are uncertain, 2% disagreed and 1% are strongly disagreed. The graph for “The subject matter presented in the course has increased your knowledge of the subject” , shows that 80% are strongly agreed, 70% are agreed, 42% are uncertain, 20% disagreed and 1% are strongly disagreed. The graph for “Timely return quizzes and assignments” shows that 60% are strongly agreed, 50% are agreed, 4% are uncertain, 5% disagreed and 1% are strongly disagreed. The graph for “The instructor is prepared for each class”, shows that 59% are strongly agreed, 60% are agreed, 50% are uncertain, 15% disagreed and 1% are strongly disagreed.



### General Comments of the Students about the Teacher Strengths:

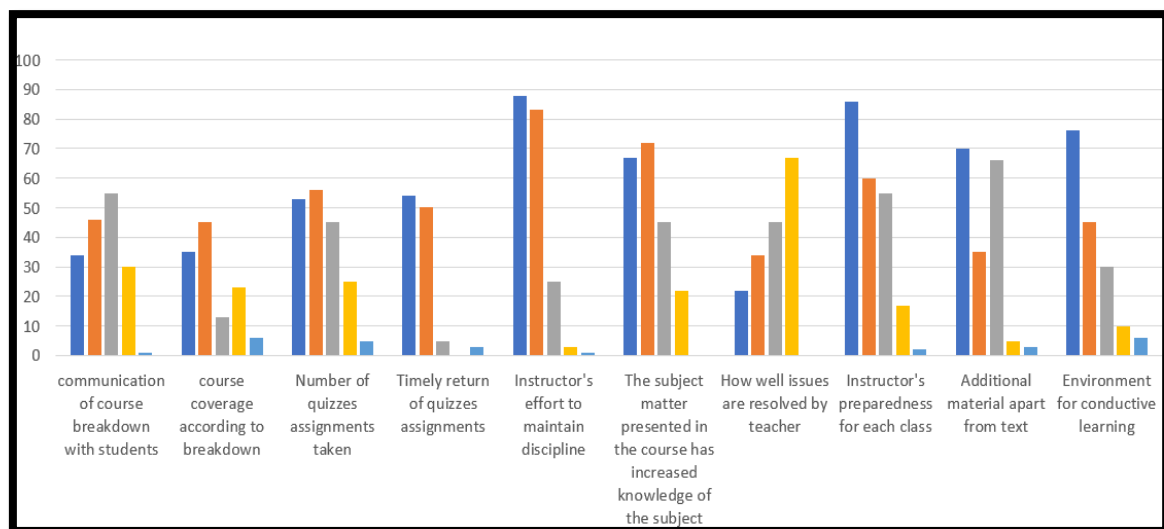
- Well prepared
- Punctual
- Instructor demonstrate the knowledge of subject very well
- Instructor provides additional material apart from the text
- Effective lab tasks

### Weakness:

- No significant weakness was found.

### Mr.Emiad Hafeez

The graph for “The instructor is prepared for each class”, shows that 85% are strongly agreed, 60% are agreed, 52% are uncertain, 12% disagreed and 1% are strongly disagreed. “The subject matter presented in the course has increased your knowledge of the subject” shows that 69% are strongly agreed, 70% are agreed, 42% are uncertain, 20% disagreed and 0% are strongly disagreed. “The Instructor provides additional material apart from text”, shows that 70% are strongly agreed, 33% are agreed, 66% are uncertain, 5% disagreed and 1% are strongly disagreed. The graph for “The instructor maintains an environment that is conducive to learning.”, shows that 75% are strongly agreed, 45% are agreed, 30% are uncertain, 10% disagreed and 2% are strongly disagreed. The graph for The graph for The graph for “The Instructor’s effort to maintain discipline.”, shows that 87% are strongly agreed, 83% are agreed, 22% are uncertain, 1% disagreed and 0% are strongly disagreed.



## General Comments of the Students about the Teacher

### Strengths:

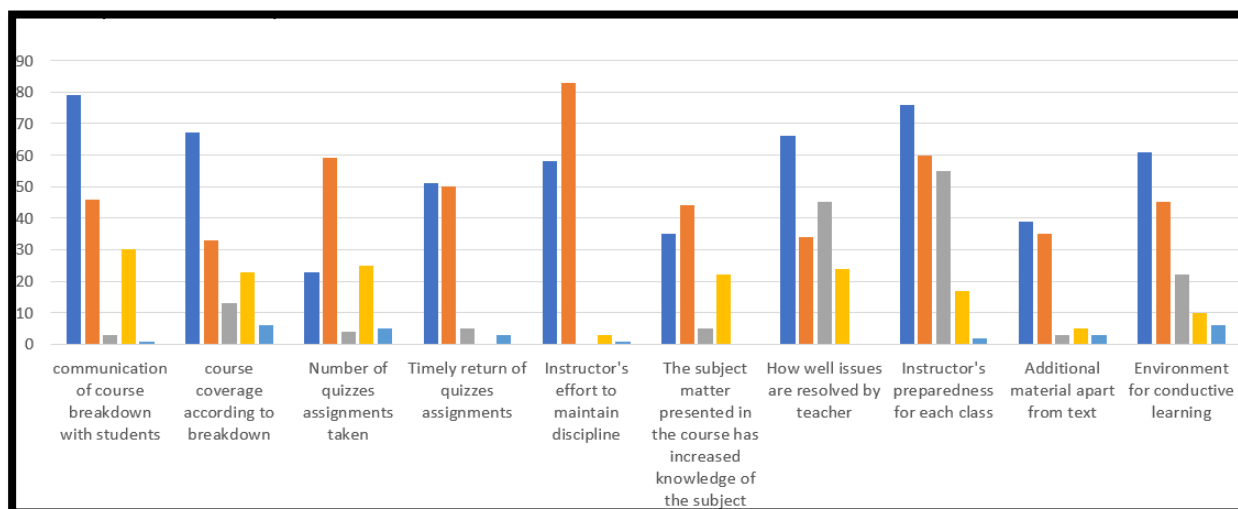
- Well-rehearsed
- Work hard on making assignments and quizzes
- Fair marking

### Weakness:

- No significant weakness was found

### Ms.Qurat-ul-Ain

The graph for “The instructor is prepared for each class”, shows that 78% are strongly agreed, 60% are agreed, 55% are uncertain, 13% disagreed and 1% are strongly disagreed. “The Instructor provides additional material a part from text”, shows that 40% are strongly agreed, 35% are agreed, 2% are uncertain, 5% disagreed and 1% are strongly disagreed. The graph for “The instructor maintains an environment that is conducive to learning.”, shows that 60% are strongly agreed, 45% are agreed, 20% are uncertain, 10% disagreed and 5% are strongly disagreed. The graph for “The Instructor’s effort to maintain discipline.”, shows that 59% are strongly agreed, 81% are agreed, 0% are uncertain, 2% disagreed and 1% are strongly disagreed.



## **General Comments of the Students about the Teacher**

### **Strengths:**

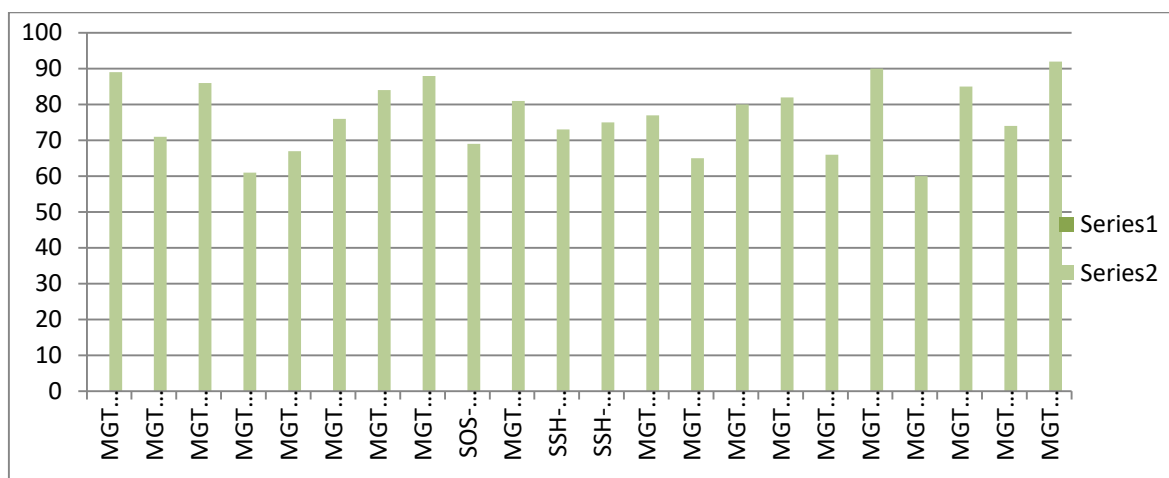
- Punctual in classes and fair in examination
- Well prepared
- Good communication

### **Weaknesses:**

- No significant weakness was found

## **Student Course Evaluation**

The results of course evaluations of BBA degree program are also summarized. the teacher for **MGT-411** has scored **89%**, the teacher for **MGT-574** has scored **71%**, the teacher for **MGT-530** has scored **86%**, the teacher for **MGT-531** has scored **61%**, the teacher who taught **MGT-321** has scored **67%**, the teacher for course **MGT-321** has scored **76%**, the teacher for **MGT-638** has scored **82%**, the teacher for **MGT-639** has scored **88%**, the teacher for **SOS-301** has scored **69%**, the teacher for **MGT-513** has scored **81%**, the teacher for **SSH-303** has scored **73%**. The teacher who taught **SSH-303** has scored **75%**, the teacher for course **MGT-351** has scored **77%**, the teacher for **MGT-452** has scored **65%**, the teacher for **MGT-405** has scored **80%**, the teacher for **MGT-514** has scored **82%**, the teacher for **MGT-341** has scored **66%**, the teacher for **MGT-341** has scored **90%**, the teacher for **MGT-342** has scored **59%**, the teacher for **MGT-407** has scored **85%**, the teacher for **MGT-688** has scored **74%**, the teacher for **MGT-512** has scored **92%**.



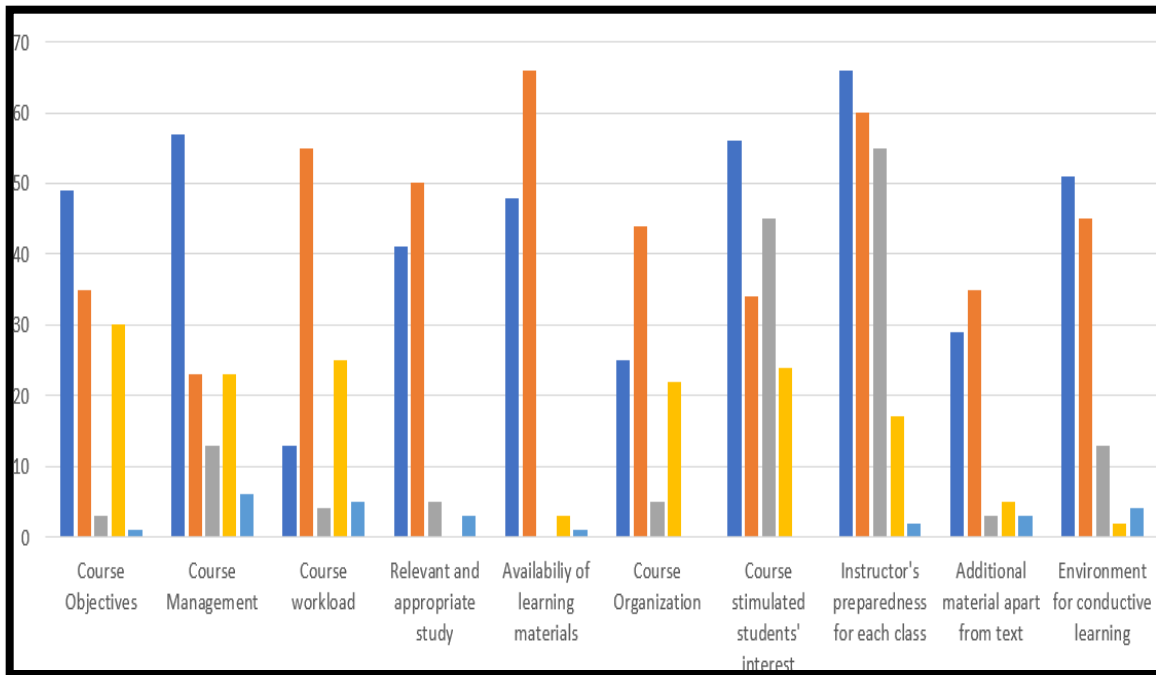
**Figure 2: Course Evaluation Graph**

Each course evaluation is presented graphically below.

#### **Ms.Misbah Riaz (MGT-411)**

The graph shows the details of the evaluation. The course objectives were clear and course proceeded according to the way of achieving this. The graph of “The Course Objectives were clear” indicates this, 49% strongly agreed, 35% agreed, 5% are uncertain, 30% disagreed and 1% strongly disagree. The teacher has managed the course workload very well. The graph “The Course workload was manageable” show this, 12% strongly agreed, 55% agreed, 5% are uncertain, 25% disagreed and 6% strongly disagree. The instructor recommended relevant and appropriate study material for this course. The graph “Learning materials (lesson plans, course notes etc.) were relevant and useful” reflects this, 49% strongly agreed, 66% agreed, 0% are uncertain, 4% disagreed and 1% strongly disagree. The course was very well organized. This can be seen in the graph “The instructor is prepared for each class” , 65% strongly agreed, 60% agreed, 55% are uncertain, 16% disagreed and 1% strongly disagree. The graph “The course simulated students interests and thought on the subject” shows that 55% strongly agreed, 35% agreed, 45% are uncertain, 22% disagreed and 0% strongly disagree.





### General Comments by Students about this course:

#### Strengths

Course objectives are clear.

- Learning materials (lesson plans, course notes etc.) were relevant and useful
- Course was well structured to achieve the learning outcomes

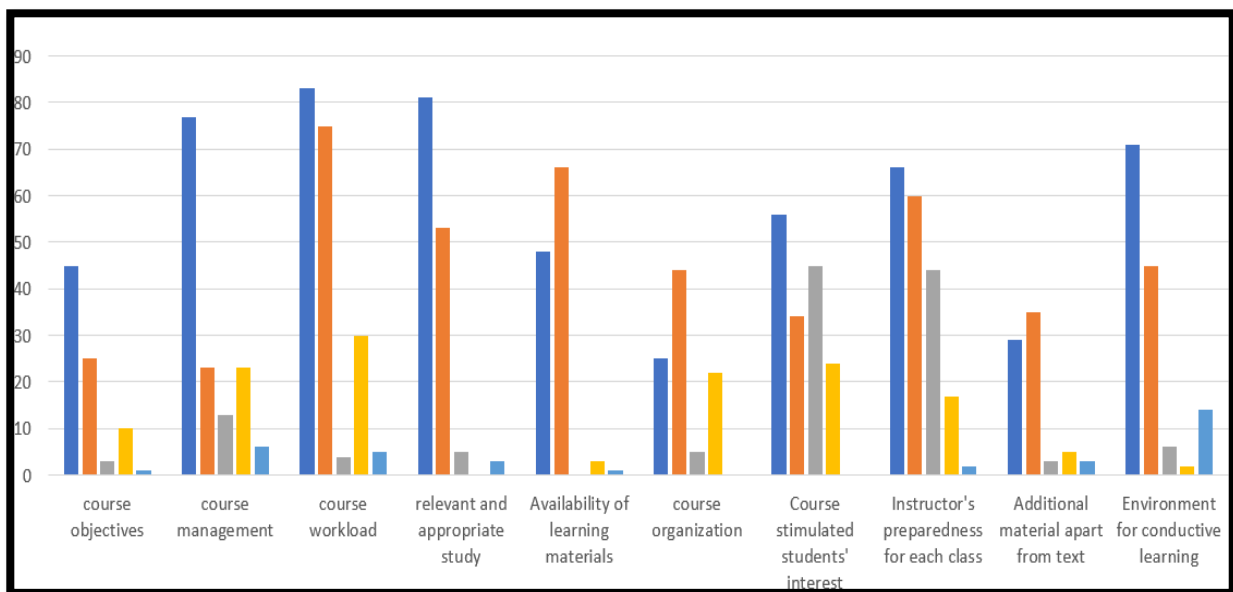
#### Weaknesses:

- No significance weakness was found

### Ms. Zoya Malik (MGT-530)

The graph shows the details of the evaluation. The course objectives were clear and course proceeded according to the way of achieving this. The graph of “The Course Objectives were clear” indicates this, 43% strongly agreed, 25% agreed, 5% are uncertain, 10% disagreed and 1% strongly disagree. The teacher has managed the course workload very well. The graph “The Course workload was manageable” show this, 82% strongly agreed, 75% agreed, 5% are uncertain, 30% disagreed and 6% strongly disagree. The instructor recommended relevant and appropriate study material

for this course. The graph “Learning materials (lesson plans, course notes etc.) were relevant and useful” reflects this, 48% strongly agreed, 65% agreed, 0% are uncertain, 3% disagreed and 1% strongly disagree. The course was very well organized. This can be seen in the graph “The course was well organized”, 25% strongly agreed, 43% agreed, 5% are uncertain, 21% disagreed and 0% strongly disagree. The graph “The course simulated students interests and thought on the subject” shows that 56% strongly agreed, 32% agreed, 41% are uncertain, 21% disagreed and 0% strongly disagree. The graph “Course was well structured to achieve the learning outcomes” shows that 78% were strongly agreed, 22% agreed, 11% are uncertain, 22% disagreed and 5% strongly disagree.



### **General Comments by Students about this course: Strengths:**

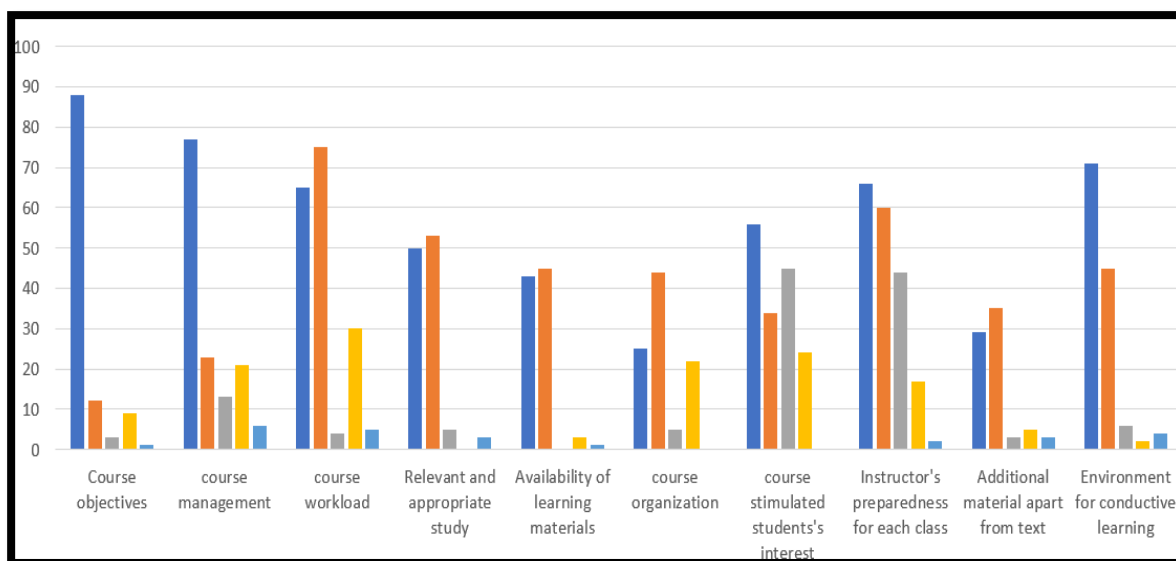
- The Course workload was manageable
- Clear Objectives
- Well organized material

### **Weaknesses:**

- No significance weakness was found

### Ms.Anum Rashid (MGT-321)

The graph shows the details of the evaluation. The course objectives were clear and course proceeded according to the way of achieving this. The graph of “The Course Objectives were clear” indicates this, 89% strongly agreed, 11% agreed, 5% are uncertain, 8% disagreed and 1% strongly disagree. The teacher has managed the course workload very well. The graph “The Course workload was manageable” show this, 62% strongly agreed, 73% agreed, 5% are uncertain, 30% disagreed and 6% strongly disagree. The instructor recommended relevant and appropriate study material for this course. The graph “Learning materials (lesson plans, course notes etc.) were relevant and useful” reflects this, 43% strongly agreed, 44% agreed, 0% are uncertain, 2% disagreed and 1% strongly disagree. The course was very well organized. This can be seen in the graph “For Course management” ,77% strongly agreed, 22% agreed, 11% are uncertain, 6% disagreed and 5% strongly disagree. The graph “The course simulated students interests and thought on the subject” shows that 55% strongly agreed, 33% agreed, 42% are uncertain, 21% disagreed and 0% strongly disagree.



### General Comments by Students about this course:

#### Strengths:

- Active participation
- Course objectives not clear

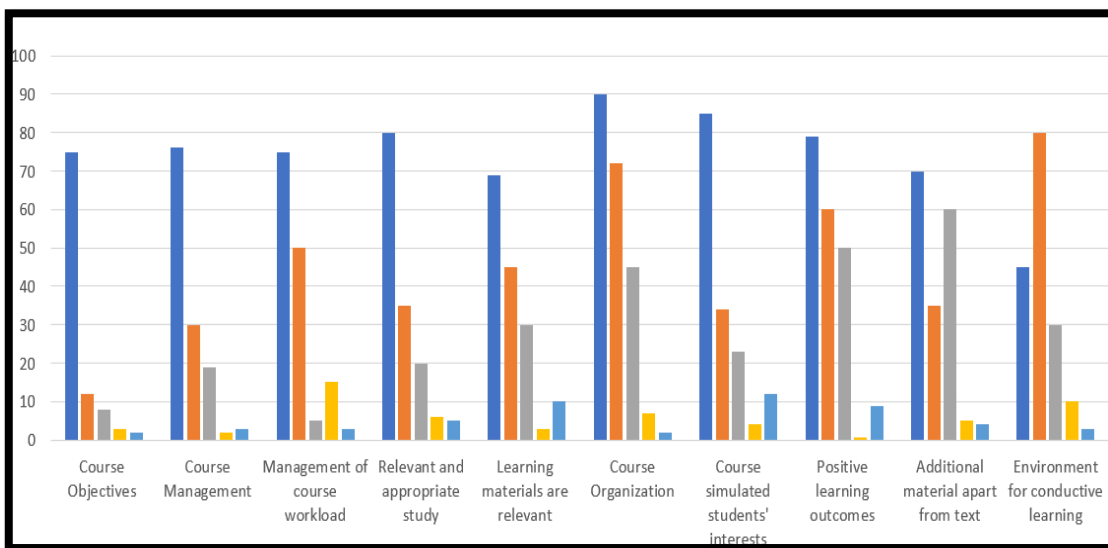
- Learning material (lesson plans, course notes etc.) was not relevant and useful
- Course needs to be well structured to achieve the learning outcomes
- The Course workload should be manageable
- The course should simulate students interests and thought on the subject

**Weaknesses:**

- No significance weakness was found

**Dr. Rashid Mehmood (MGT-638)**

The graph shows the details of the evaluation. The course objectives were clear and course proceeded according to the way of achieving this. The graph of “The Course Objectives were clear” indicates this, 73% strongly agreed, 11% agreed, 8% are uncertain, 5% disagreed and 2% strongly disagree. The teacher has managed the course workload very well. The graph “The Course workload was manageable” show this, 73% strongly agreed, 50% agreed, 10% are uncertain, 5% disagreed and 2% strongly disagree. The instructor recommended relevant and appropriate study material for this course. The graph “Learning materials (lesson plans, course notes etc.) were relevant and useful” reflects this, 70% strongly agreed, 34% agreed, 60 are uncertain, 3% disagreed and 2% strongly disagree. The course was very well organized. This can be seen in the graph “The course was well organized”, 90% strongly agreed, 70% agreed, 42% are uncertain, 5% disagreed and 0% strongly disagree. The graph “The course simulated students interests and thought on the subject” shows that 82% strongly agreed, 32% agreed, 22% are uncertain, 5% disagreed and 11% strongly disagree. The graph “Course was well structured to achieve the learning outcomes” shows that 40% were strongly agreed, 79% agreed, 60% are uncertain, 50% disagreed and 5% strongly disagree.



### General Comments by Students about this course:

#### Strengths:

- The Course Objectives were clear
- The Course workload was manageable
- The course was well organized
- The course simulated students interests and thought on the subject

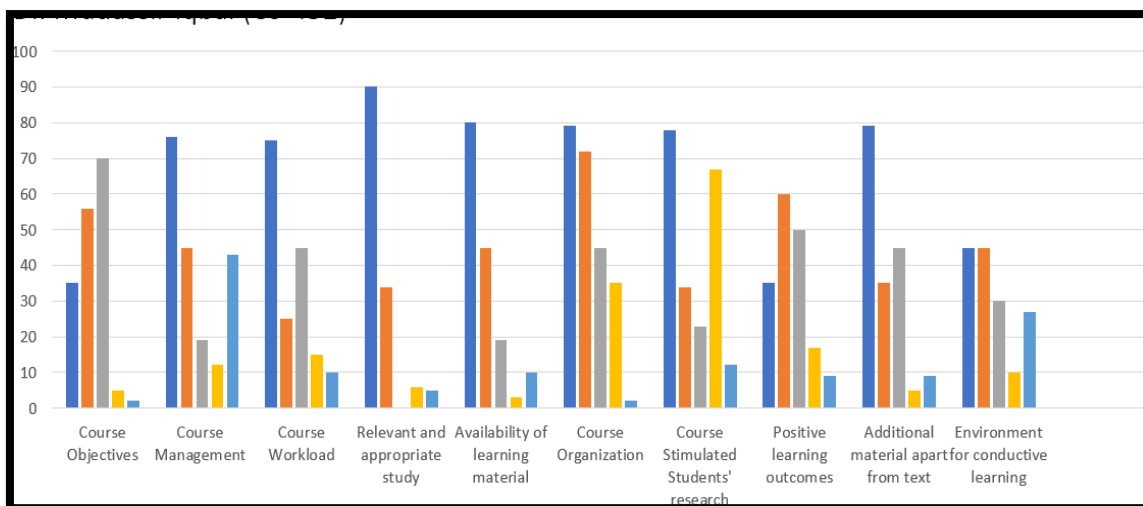
#### Weaknesses:

- No significant weakness was found

### Mr. Zeeshan Ahmed (SOS-301)

The graph shows the details of the evaluation. The course objectives were clear and course proceeded according to the way of achieving this. The graph of “The Course Objectives were clear” indicates this, 35% strongly agreed, 55% agreed, 70% are uncertain, 5% disagreed and 3% strongly disagree. The teacher has managed the course workload very well. The graph “The Course workload was manageable” show this, 72% strongly agreed, 23% agreed, 42% are uncertain, 15% disagreed and 10% strongly disagree. The instructor recommended relevant and appropriate study material for this course. The graph “Learning materials (lesson plans, course notes etc.) were relevant and useful” reflects this, 42% strongly agreed, 42% agreed, 30% are uncertain, 10%

disagreed and 8% strongly disagree. The course was very well organized. This can be seen in the graph “The course was well organized”, 80% strongly agreed, 71% agreed, 42% are uncertain, 32% disagreed and 1% strongly disagree. The graph “The course simulated students interests and thought on the subject” shows that 79% strongly agreed, 32% agreed, 22% are uncertain, 63% disagreed and 11% strongly disagree.



### General Comments by Students about this course:

#### Strengths:

- The Course workload was manageable
- The course was well organized

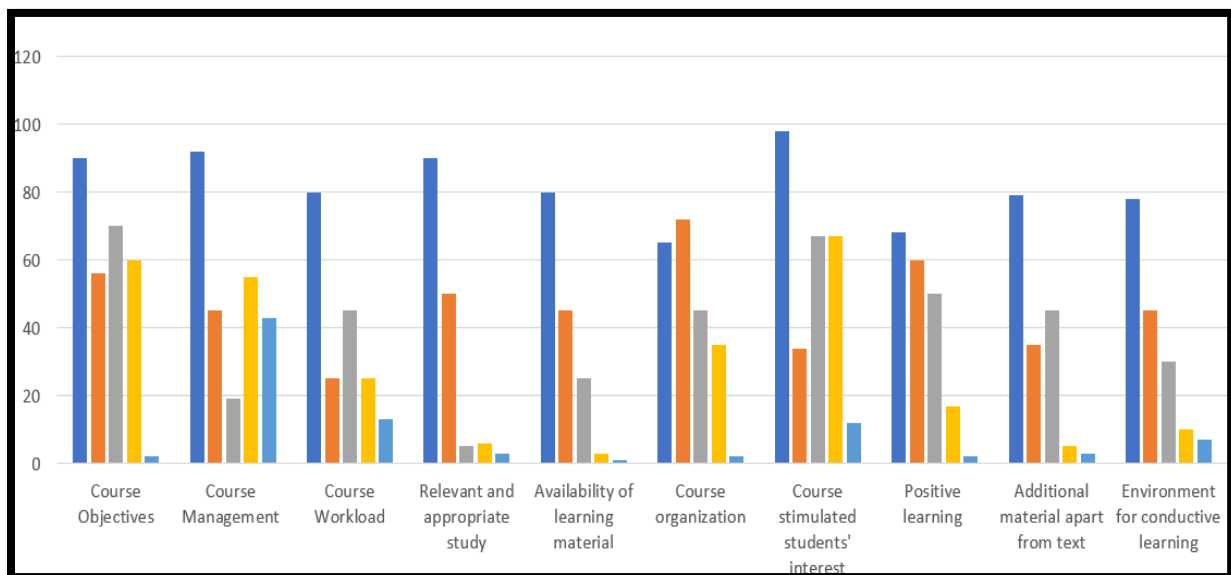
#### Weaknesses:

- The course objective should be clear.
- The course needs to be well structured to achieve the learning outcome.

### Ms.Sania Arif (SSH-303)

The graph shows the details of the evaluation. The course objectives were clear and course proceeded according to the way of achieving this. The graph of “The Course Objectives were clear” indicates this, 85% strongly agreed, 48% agreed, 65% are uncertain, 60% disagreed and 0% strongly disagree. The teacher has managed the course workload very well. The graph “The Course workload was manageable” show

this, 80% strongly agreed, 23% agreed, 42% are uncertain, 10% disagreed and 3% strongly disagree. The instructor recommended relevant and appropriate study material for this course. The graph “Learning materials (lesson plans, course notes etc.) were relevant and useful” reflects this, 80% strongly agreed, 43% agreed, 23% are uncertain, 2% disagreed and 1% strongly disagree. The graph “Learning materials (lesson plans, course notes etc.) were relevant and useful” reflects this, 65% strongly agreed, 60% agreed, 50% are uncertain, 10% disagreed and 1% strongly disagree. The course was very well organized. The graph “Relevant and appropriate study” shows that 90% strongly agreed, 50% agreed, 3% are uncertain, 5% disagreed and 1% strongly disagree.



### **General Comments by Students about this course:**

#### **Strengths:**

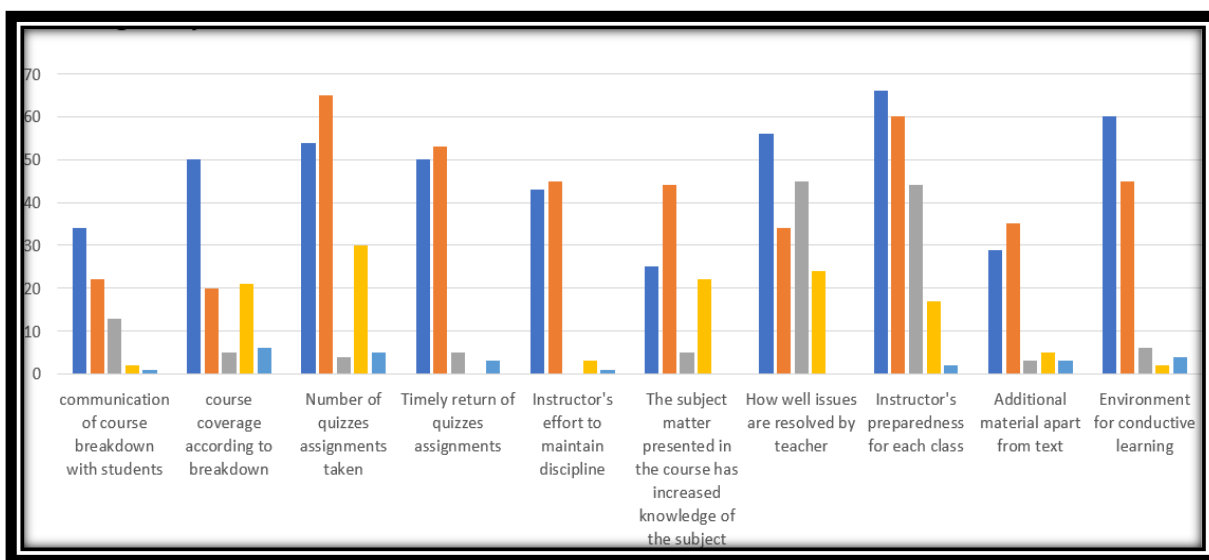
- The Course workload was manageable
- Clear Objectives
- Well organized material

#### **Weaknesses:**

- Course need to be well structured to achieve the learning outcomes

### Mr.Junaid Ahmed kayani (MGT-351)

The graph for “The instructor is prepared for each class”, shows that 68% are strongly agreed, 60% are agreed, 45% are uncertain, 15% disagreed and 12% are strongly disagreed. The graph for “The Instructor maintains an environment that is conducive to learning.”, shows that 60% are strongly agreed, 45% are agreed, 8% are uncertain, 2% disagreed and 5% are strongly disagreed. The graph for “Coverage of course according to breakdown” shows that 50% are strongly agreed, 20% are agreed, 5% are uncertain, 20% disagreed and 5% are strongly disagreed. The graph for “The communication of course breakdown with students and coverage of course according to breakdown”, shows that 50% are strongly agreed, 20-% are agreed, 4% are uncertain, 20% disagreed and 5% are strongly disagreed. “Number of quizzes assignments taken with correspondence to course breakdown” , shows that 55% are strongly agreed, 68% are agreed, 5% are uncertain, 30% disagreed and 6% are strongly disagreed.



### General Comments by Students about this course: Strengths:

- Understanding of the course
- Clear Objectives
- Well organized material

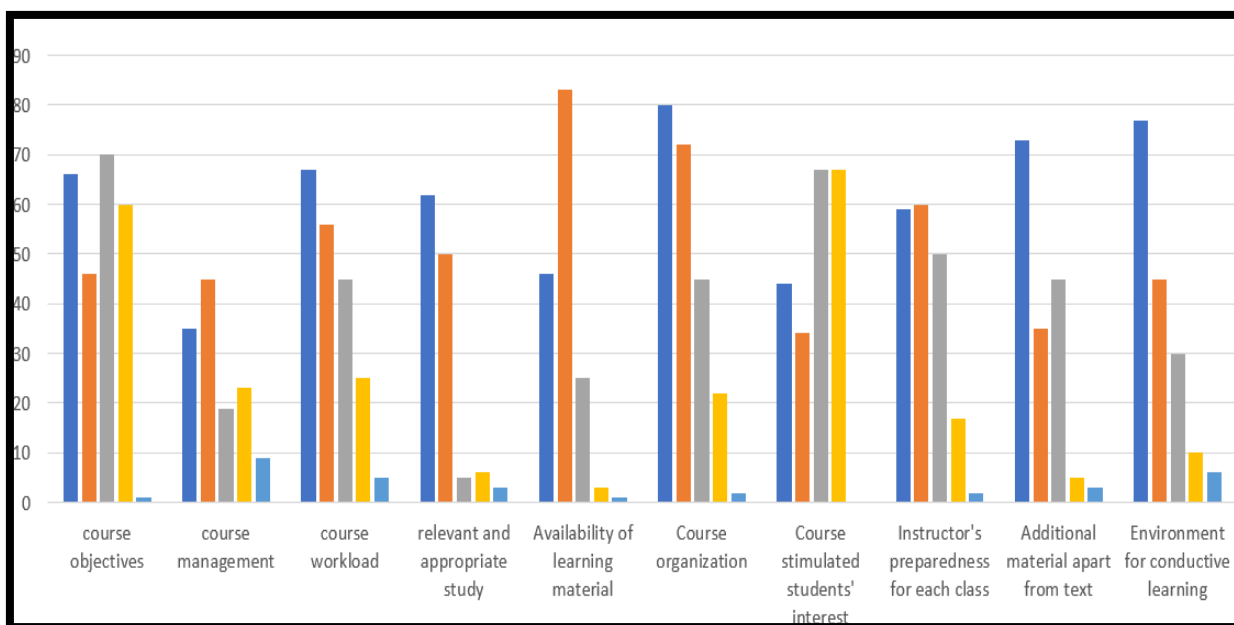


### Weaknesses:

- No significant weakness was found

### Ms. Hira Rizwani (MGT-405)

The graph shows the details of the evaluation. The course objectives were clear and course proceeded according to the way of achieving this. The graph of “The Course Objectives were clear” indicates this, 68% strongly agreed, 45% agreed, 70% are uncertain, 60% disagreed and 0% strongly disagree. The teacher has managed the course workload very well. The graph “The Course workload was manageable” show this, 68% strongly agreed, 55% agreed, 42% are uncertain, 22% disagreed and 3% strongly disagree. The instructor recommended relevant and appropriate study material for this course. The graph “Learning materials (lesson plans, course notes etc.) were relevant and useful” reflects this, 45% strongly agreed, 82% agreed, 23% are uncertain, 3% disagreed and 1% strongly disagree. The course was very well organized. This can be seen in the graph “The course was well organized”, 80% strongly agreed, 71% agreed, 45% are uncertain, 20% disagreed and 1% strongly disagree. The graph “The instructor maintains an environment that is conducive to learning.” shows that 78% were strongly agreed, 45% agreed, 30% are uncertain, 10% disagreed and 5% strongly disagree.



### **General Comments by Students about this course:**

#### **Strengths:**

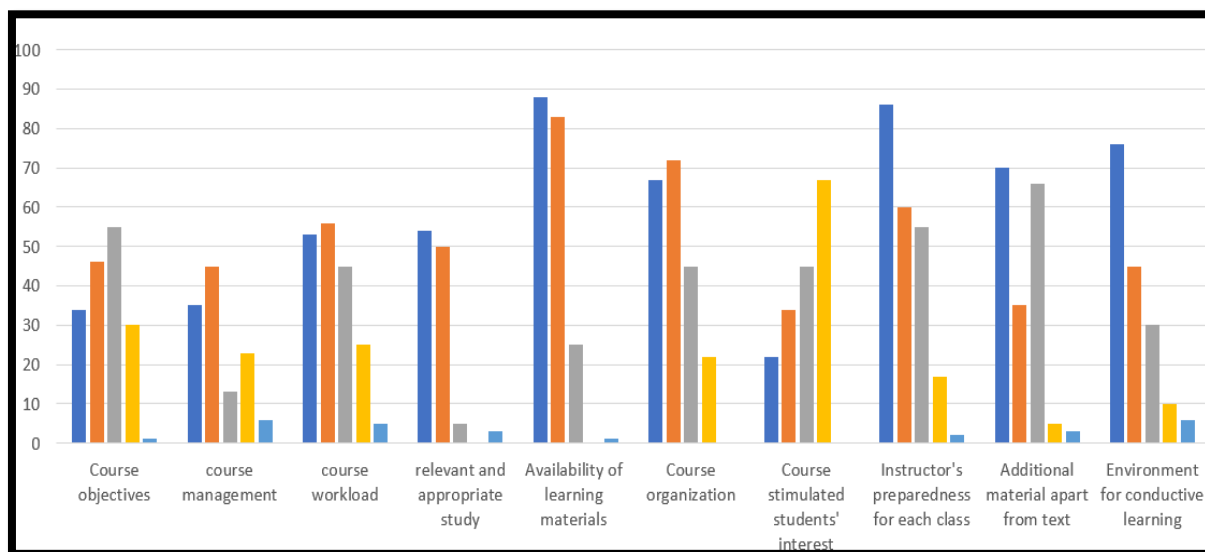
- The Course Objectives were clear
- The Course workload was manageable
- Learning materials (lesson plans, course notes etc.) were relevant and useful
- The course was well organized
- The course simulated students interests and thought on the subject
- Course was well structured to achieve the learning outcomes

#### **Weaknesses:**

- No significant weakness was found

### **Ms. Tehreem Ali (MGT-341)**

The graph shows the details of the evaluation. The course objectives were clear and course proceeded according to the way of achieving this. The graph of The teacher has managed the course workload very well. The graph “The Course workload was manageable” show this, 52% strongly agreed, 55% agreed, 45% are uncertain, 25% disagreed and 5% strongly disagree. The instructor recommended relevant and appropriate study material for this course. The graph “Learning materials (lesson plans, course notes etc.) were relevant and useful” reflects this, 88% strongly agreed, 82% agreed, 25% are uncertain, 0% disagreed and 1% strongly disagree. The course was very well organized. This can be seen in the graph “The course was well organized”, 68% strongly agreed, 71% agreed, 45% are uncertain, 20% disagreed and 0% strongly disagree. The graph “The Instructor provides additional material apart from text” shows that 70% strongly agreed, 35% agreed, 65% are uncertain, 4% disagreed and 2% strongly disagree. The graph “The Instructor maintains an environment that is conducive to learning” shows that 75% are strongly agreed, 45% are agreed, 30% are uncertain, 10% disagreed and 5% are strongly disagreed.



### General Comments by Students about this course:

#### Strengths:

- Course was well structured to achieve the learning outcomes
- Clear Objectives
- The Course workload was manageable

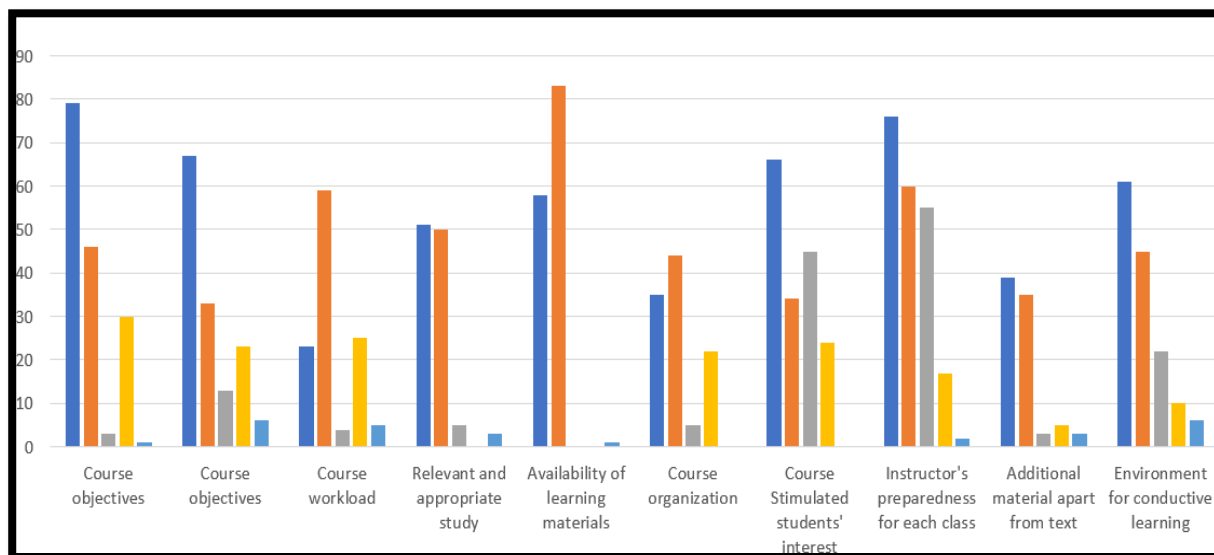
#### Weaknesses:

- No significance weakness was found.

### Mr.Emiad Hafeez (MGT-342)

The graph shows the details of the evaluation. The course objectives were clear and course proceeded according to the way of achieving this. The graph of “The Course Objectives were clear” indicates this, 79% strongly agreed, 46% agreed, 1% are uncertain, 30% disagreed and 1% strongly disagree. The teacher has managed the course workload very well. The graph “additional material a part from text” show this, 42% strongly agreed, 37% agreed, 5% are uncertain, 6% disagreed and 5% strongly disagree. The instructor recommended relevant and appropriate study material for this course. The graph “Learning materials (lesson plans, course notes etc.) were relevant and useful” reflects this, 58% strongly agreed, 82% agreed, 0% are uncertain, 0% disagreed and 1% strongly disagree. The course was very well organized. This can be

seen in the graph “The course was well organized”, 39% strongly agreed, 43% agreed, 5% are uncertain, 20% disagreed and 0% strongly disagree. The graph “The course simulated students interests and thought on the subject” shows that 66% strongly agreed, 33% agreed, 42% are uncertain, 21% disagreed and 0% strongly disagree. The graph “availability of learning material” shows that 59% were strongly agreed, 81% agreed, 0% are uncertain, 0% disagreed and 1% strongly disagree.



### **General Comments by Students about this course: Strengths:**

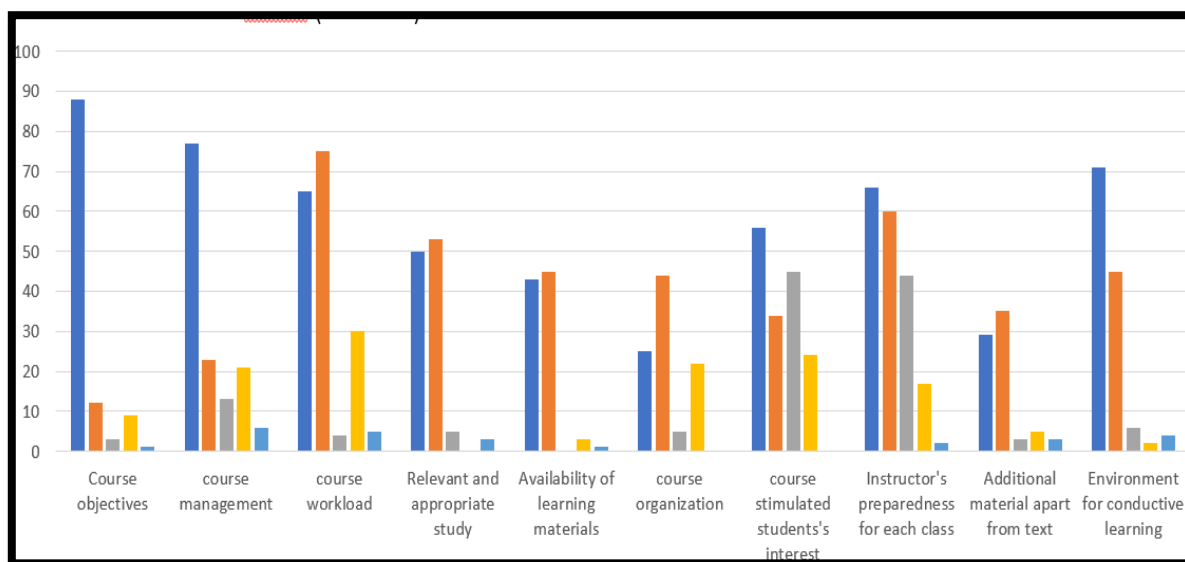
- Understanding of the course
- Clear Objectives
- The Course workload was manageable
- Course was well structured to achieve the learning outcomes

### **Weaknesses:**

- No significance weakness was found

### Ms.Qurat-ul-Ain (MGT-688)

The graph shows the details of the evaluation. The course objectives were clear and course proceeded according to the way of achieving this. The graph of “The Course Objectives were clear” indicates this, 89% strongly agreed, 11% agreed, 5% are uncertain, 8% disagreed and 1% strongly disagree. The teacher has managed the course workload very well. The graph “The Course workload was manageable” show this, 62% strongly agreed, 73% agreed, 5% are uncertain, 30% disagreed and 6% strongly disagree. The instructor recommended relevant and appropriate study material for this course. The graph “Learning materials (lesson plans, course notes etc.) were relevant and useful” reflects this, 43% strongly agreed, 44% agreed, 0% are uncertain, 2% disagreed and 1% strongly disagree. The course was very well organized. This can be seen in the graph “For Course management” ,77% strongly agreed, 22% agreed, 11% are uncertain, 6% disagreed and 5% strongly disagree. The graph “The course simulated students interests and thought on the subject” shows that 55% strongly agreed, 33% agreed, 42% are uncertain, 21% disagreed and 0% strongly disagree.



### General Comments by Students about this course:

#### Strengths:

- Active participation

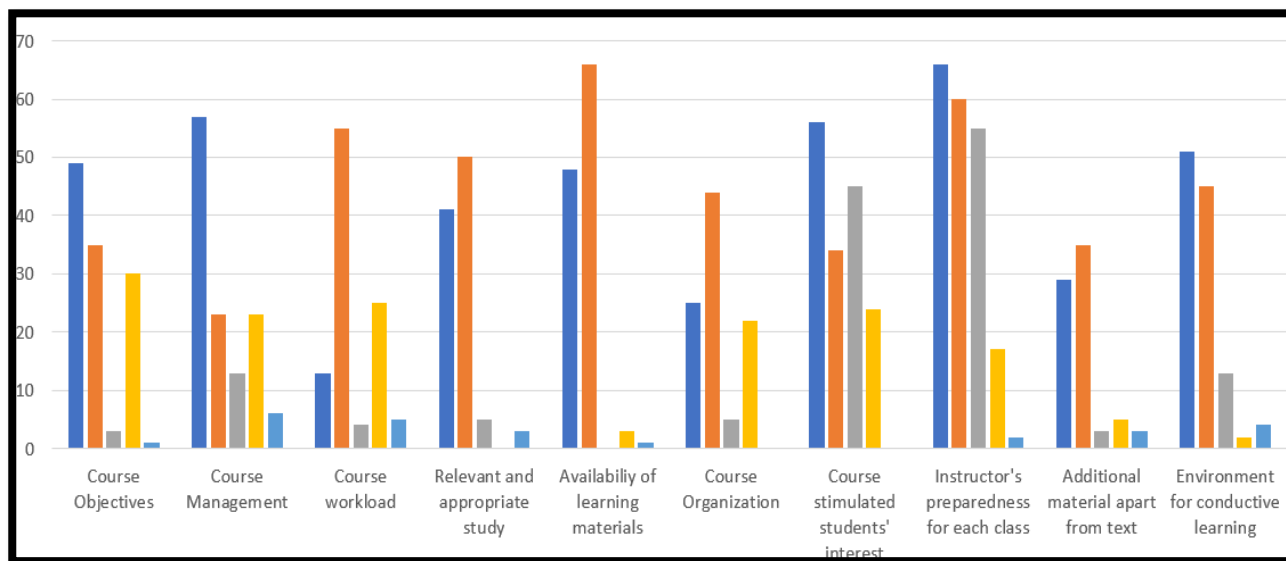
- Course objectives not clear
- Learning material (lesson plans, course notes etc.) was not relevant and useful
- Course needs to be well structured to achieve the learning outcomes
- The Course workload should be manageable
- The course should simulate students interests and thought on the subject

**Weaknesses:**

- No significance weakness was found

**Ms.Misbah Riaz (MGT-574)**

The graph shows the details of the evaluation. The course objectives were clear and course proceeded according to the way of achieving this. The graph of “The Course Objectives were clear” indicates this, 49% strongly agreed, 35% agreed, 5% are uncertain, 30% disagreed and 1% strongly disagree. The teacher has managed the course workload very well. The graph “The Course workload was manageable” show this, 12% strongly agreed, 55% agreed, 5% are uncertain, 25% disagreed and 6% strongly disagree. The instructor recommended relevant and appropriate study material for this course. The graph “Learning materials (lesson plans, course notes etc.) were relevant and useful” reflects this, 49% strongly agreed, 66% agreed, 0% are uncertain, 4% disagreed and 1% strongly disagree. The course was very well organized. This can be seen in the graph “The instructor is prepared for each class” , 65% strongly agreed, 60% agreed, 55% are uncertain, 16% disagreed and 1% strongly disagree. The graph “The course simulated students interests and thought on the subject” shows that 55% strongly agreed, 35% agreed, 45% are uncertain, 22% disagreed and 0% strongly disagree.



### General Comments by Students about this course:

#### Strengths:

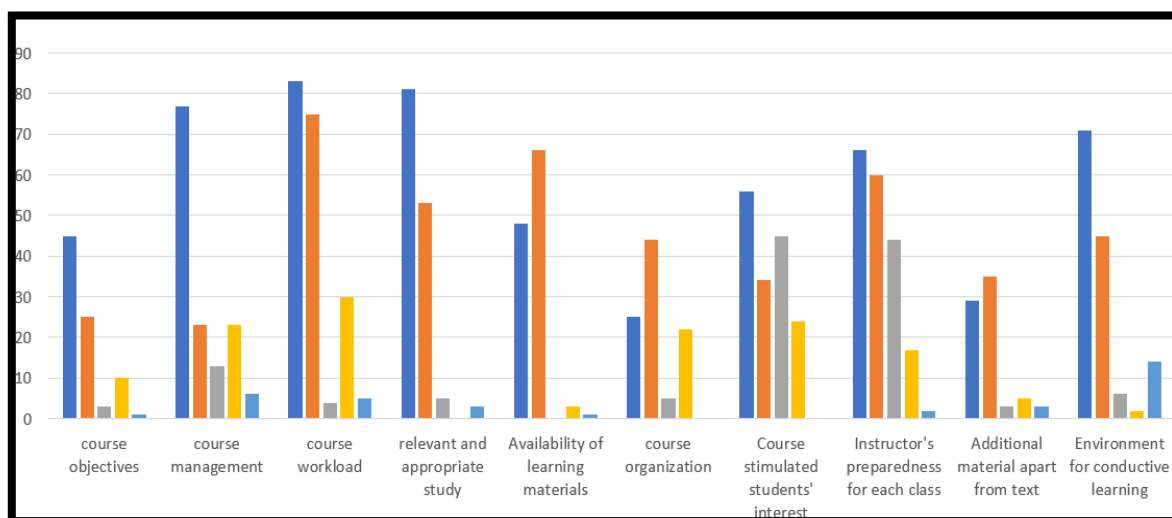
- Course objectives are clear.
- Learning materials (lesson plans, course notes etc.) were relevant and useful
- Course was well structured to achieve the learning outcomes
- The Course workload was manageable

#### Weaknesses:

No significance weakness was found

**Ms. Zoya Malik (MGT-531)**

The graph shows the details of the evaluation. The course objectives were clear and course proceeded according to the way of achieving this. The graph of “The Course Objectives were clear” indicates this, 43% strongly agreed, 25% agreed, 5% are uncertain, 10% disagreed and 1% strongly disagree. The teacher has managed the course workload very well. The graph “The Course workload was manageable” show this, 82% strongly agreed, 75% agreed, 5% are uncertain, 30% disagreed and 6% strongly disagree. The instructor recommended relevant and appropriate study material for this course. The graph “Learning materials (lesson plans, course notes etc.) were relevant and useful” reflects this, 48% strongly agreed, 65% agreed, 0% are uncertain, 3% disagreed and 1% strongly disagree. The course was very well organized. This can be seen in the graph “The course was well organized”, 25% strongly agreed, 43% agreed, 5% are uncertain, 21% disagreed and 0% strongly disagree. The graph “The course simulated students interests and thought on the subject” shows that 56% strongly agreed, 32% agreed, 41% are uncertain, 21% disagreed and 0% strongly disagree. The graph “Course was well structured to achieve the learning outcomes” shows that 78% were strongly agreed, 22% agreed, 11% are uncertain, 22% disagreed and 5% strongly disagree.





**General Comments by Students about  
this course:**

**Strengths:**

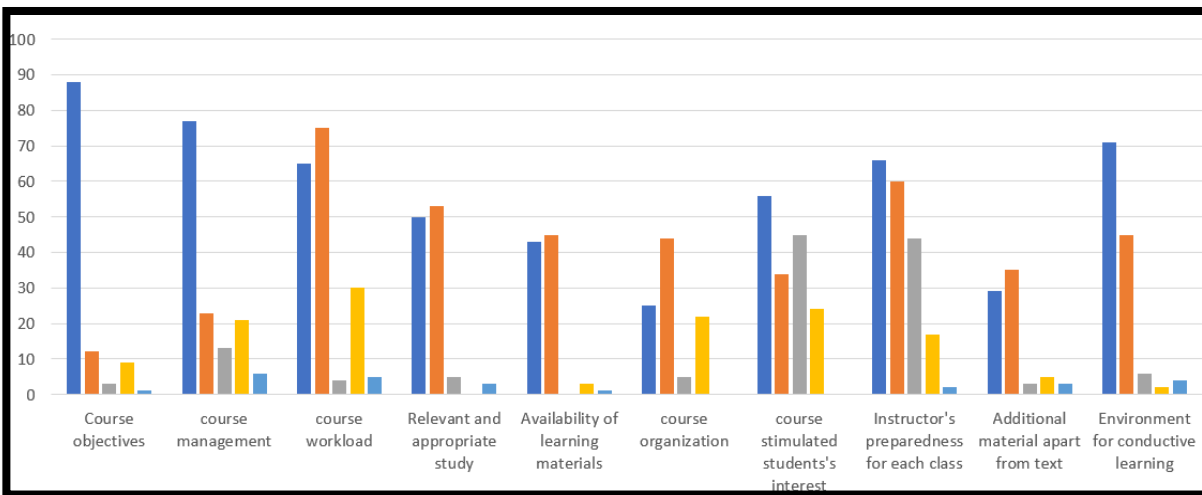
- The Course workload was manageable
- Clear Objectives
- Well organized material

**Weaknesses:**

- No significance weakness was found

**Ms.Anum Rashid (MGT-321)**

The graph shows the details of the evaluation. The course objectives were clear and course proceeded according to the way of achieving this. The graph of “The Course Objectives were clear” indicates this, 89% strongly agreed, 11% agreed, 5% are uncertain, 8% disagreed and 1% strongly disagree. The teacher has managed the course workload very well. The graph “The Course workload was manageable” show this, 62% strongly agreed, 73% agreed, 5% are uncertain, 30% disagreed and 6% strongly disagree. The instructor recommended relevant and appropriate study material for this course. The graph “Learning materials (lesson plans, course notes etc.) were relevant and useful” reflects this, 43% strongly agreed, 44% agreed, 0% are uncertain, 2% disagreed and 1% strongly disagree. The course was very well organized. This can be seen in the graph “For Course management” ,77% strongly agreed, 22% agreed, 11% are uncertain, 6% disagreed and 5% strongly disagree. The graph “The course simulated students interests and thought on the subject” shows that 55% strongly agreed, 33% agreed, 42% are uncertain, 21% disagreed and 0% strongly disagree.



### General Comments by Students about this course:

#### Strengths:

- Active participation
- Course objectives not clear
- Learning material (lesson plans, course notes etc.) was not relevant and useful
- Course needs to be well structured to achieve the learning outcomes
- The Course workload should be manageable
- The course should simulate students interests and thought on the subject

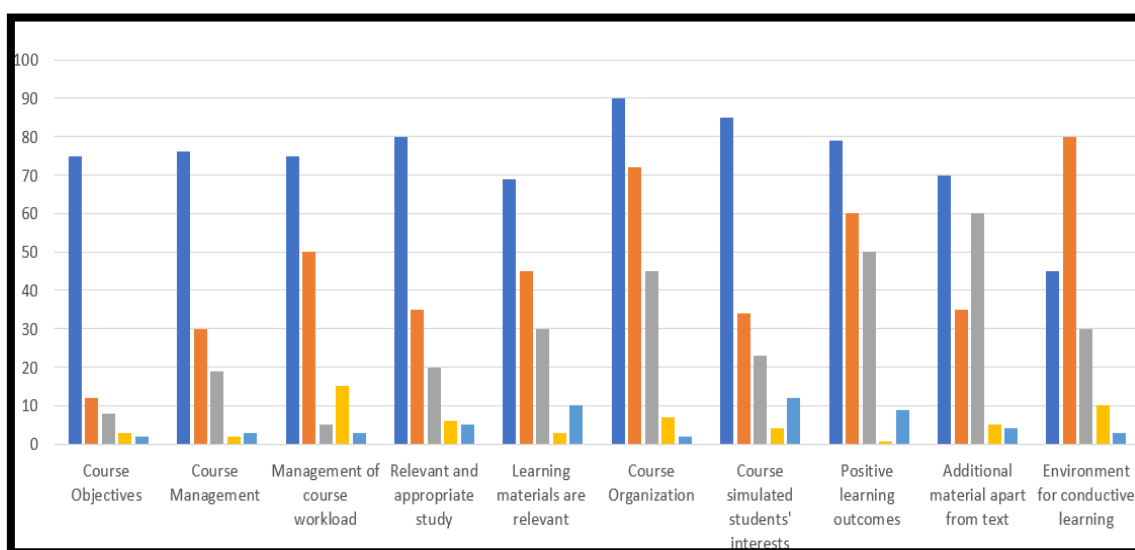
#### Weaknesses:

- No significance weakness was found

### Dr. Rashid Mehmood (MGT-639)

The graph shows the details of the evaluation. The course objectives were clear and course proceeded according to the way of achieving this. The graph of “The Course Objectives were clear” indicates this, 73% strongly agreed, 11% agreed, 8% are uncertain, 5% disagreed and 2% strongly disagree. The teacher has managed the course workload very well. The graph “The Course workload was manageable” show this, 73% strongly agreed, 50% agreed, 10% are uncertain, 5% disagreed and 2% strongly disagree. The instructor recommended relevant and appropriate study material for this

course. The graph “Learning materials (lesson plans, course notes etc.) were relevant and useful” reflects this, 70% strongly agreed, 34% agreed, 60 are uncertain, 3% disagreed and 2% strongly disagree. The course was very well organized. This can be seen in the graph “The course was well organized”, 90% strongly agreed, 70% agreed, 42% are uncertain, 5% disagreed and 0% strongly disagree. The graph “The course simulated students interests and thought on the subject” shows that 82% strongly agreed, 32% agreed, 22% are uncertain, 5% disagreed and 11% strongly disagree. The graph “Course was well structured to achieve the learning outcomes” shows that 40% were strongly agreed, 79% agreed, 60% are uncertain, 50% disagreed and 5% strongly disagree.



### General Comments by Students about this course:

#### Strengths:

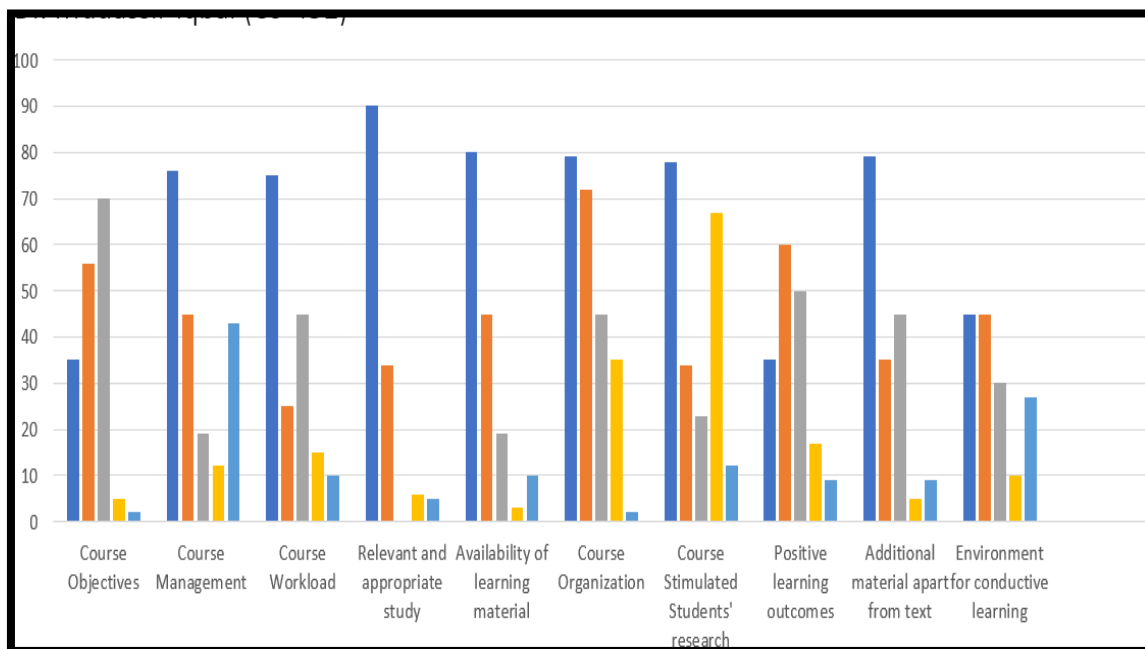
- The Course Objectives were clear
- The Course workload was manageable
- The course was well organized
- The course simulated students interests and thought on the subject

#### Weaknesses:

- No significant weakness was found

**Mr. Zeeshan Ahmed (MGT-513)**

The graph shows the details of the evaluation. The course objectives were clear and course proceeded according to the way of achieving this. The graph of “The Course Objectives were clear” indicates this, 35% strongly agreed, 55% agreed, 70% are uncertain, 5% disagreed and 3% strongly disagree. The teacher has managed the course workload very well. The graph “The Course workload was manageable” show this, 72% strongly agreed, 23% agreed, 42% are uncertain, 15% disagreed and 10% strongly disagree. The instructor recommended relevant and appropriate study material for this course. The graph “Learning materials (lesson plans, course notes etc.) were relevant and useful” reflects this, 42% strongly agreed, 42% agreed, 30% are uncertain, 10% disagreed and 8% strongly disagree. The course was very well organized. This can be seen in the graph “The course was well organized”, 80% strongly agreed, 71% agreed, 42% are uncertain, 32% disagreed and 1% strongly disagree. The graph “The course simulated students interests and thought on the subject” shows that 79% strongly agreed, 32% agreed, 22% are uncertain, 63% disagreed and 11% strongly disagree.



### **General Comments by Students about this course:**

#### **Strengths:**

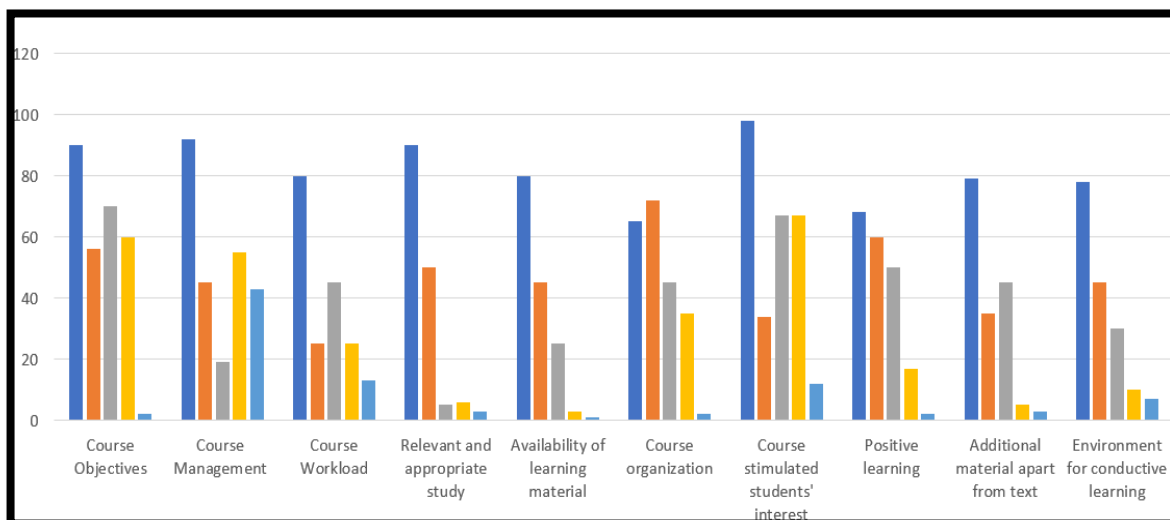
- The Course workload was manageable
- The course was well organized

#### **Weaknesses:**

- The course objective should be clear.
- The course needs to be well structured to achieve the learning outcome.

### **Ms.Sania Arif (SSH-303)**

The graph shows the details of the evaluation. The course objectives were clear and course proceeded according to the way of achieving this. The graph of “The Course Objectives were clear” indicates this, 85% strongly agreed, 48% agreed, 65% are uncertain, 60% disagreed and 0% strongly disagree. The teacher has managed the course workload very well. The graph “The Course workload was manageable” show this, 80% strongly agreed, 23% agreed, 42% are uncertain, 10% disagreed and 3% strongly disagree. The instructor recommended relevant and appropriate study material for this course. The graph “Learning materials (lesson plans, course notes etc.) were relevant and useful” reflects this, 80% strongly agreed, 43% agreed, 23% are uncertain, 2% disagreed and 1% strongly disagree. The graph “Learning materials (lesson plans, course notes etc.) were relevant and useful” reflects this, 65% strongly agreed, 60% agreed, 50% are uncertain, 10% disagreed and 1% strongly disagree. The course was very well organized. The graph “Relevant and appropriate study” shows that 90% strongly agreed, 50% agreed, 3% are uncertain, 5% disagreed and 1% strongly disagree.



### **General Comments by Students about this course:**

#### **Strengths:**

- The Course workload was manageable
- Clear Objectives
- Well organized material

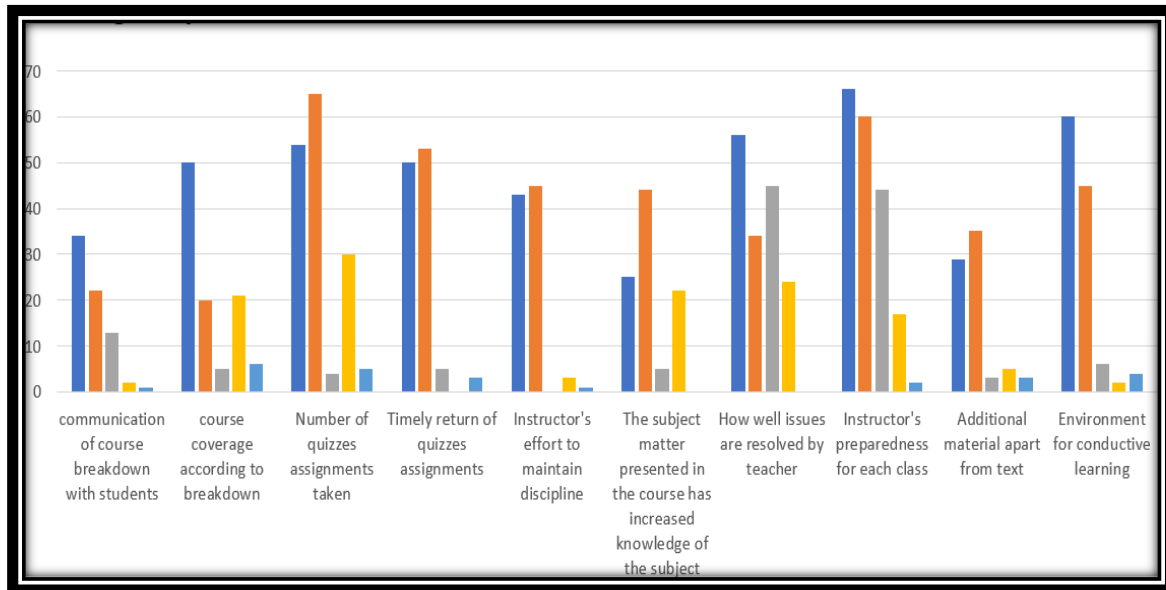
#### **Weaknesses:**

- Course need to be well structured to achieve the learning outcomes

### **Mr.Junaid Ahmed kayani (MGT-452)**

The graph for “The instructor is prepared for each class”, shows that 68% are strongly agreed, 60% are agreed, 45% are uncertain, 15% disagreed and 12% are strongly disagreed. The graph for “The Instructor maintains an environment that is conducive to learning.”, shows that 60% are strongly agreed, 45% are agreed, 8% are uncertain, 2% disagreed and 5% are strongly disagreed. The graph for “Coverage of course according to breakdown” shows that 50% are strongly agreed, 20% are agreed, 5% are uncertain, 20% disagreed and 5% are strongly disagreed. The graph for “The communication of course breakdown with students and coverage of course according to breakdown”, shows that 50% are strongly agreed, 20% are agreed, 4% are uncertain, 20% disagreed and 5% are strongly disagreed. “Number of quizzes assignments taken

with correspondence to course breakdown” , shows that 55% are strongly agreed, 68% are agreed, 5% are uncertain, 30% disagreed and 6% are strongly disagreed.



### **General Comments by Students about this course: Strengths:**

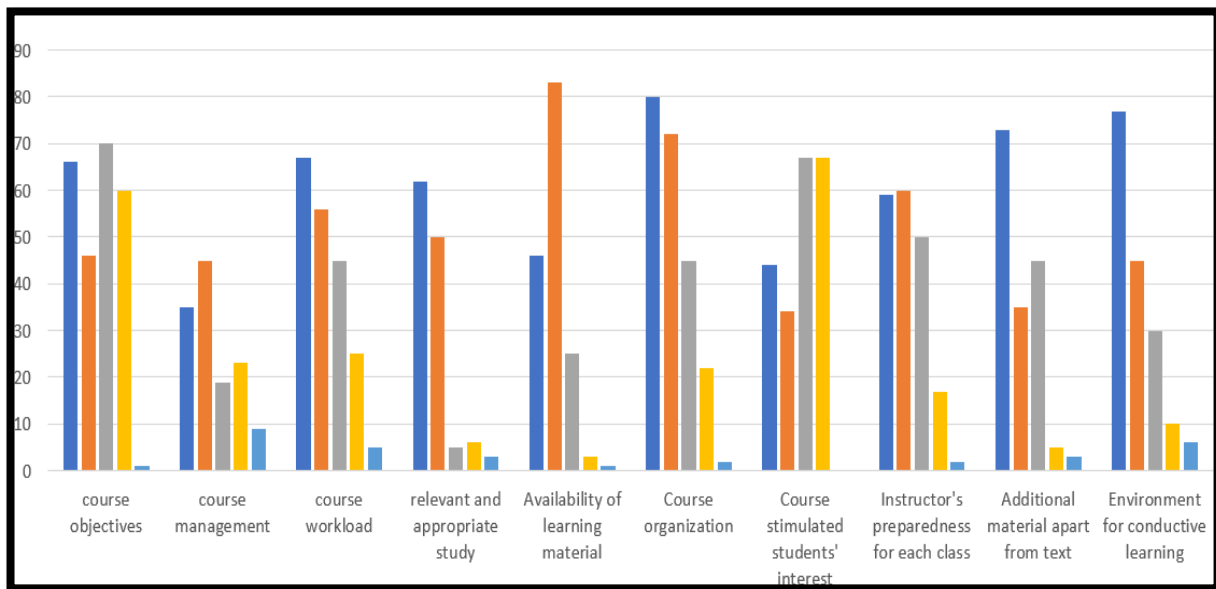
- Understanding of the course
- Clear Objectives
- Well organized material

### **Weaknesses:**

- No significant weakness was found

### Ms. Hira Rizwani (MGT-514)

The graph shows the details of the evaluation. The course objectives were clear and course proceeded according to the way of achieving this. The graph of “The Course Objectives were clear” indicates this, 68% strongly agreed, 45% agreed, 70% are uncertain, 60% disagreed and 0% strongly disagree. The teacher has managed the course workload very well. The graph “The Course workload was manageable” show this, 68% strongly agreed, 55% agreed, 42% are uncertain, 22% disagreed and 3% strongly disagree. The instructor recommended relevant and appropriate study material for this course. The graph “Learning materials (lesson plans, course notes etc.) were relevant and useful” reflects this, 45% strongly agreed, 82% agreed, 23% are uncertain, 3% disagreed and 1% strongly disagree. The course was very well organized. This can be seen in the graph “The course was well organized” , 80% strongly agreed, 71% agreed, 45% are uncertain, 20% disagreed and 1% strongly disagree. The graph “The instructor maintains an environment that is conducive to learning.” shows that 78% were strongly agreed, 45% agreed, 30% are uncertain, 10% disagreed and 5% strongly disagree.



### General Comments by Students about this course:

#### Strengths:

- The Course Objectives were clear
- The Course workload was manageable



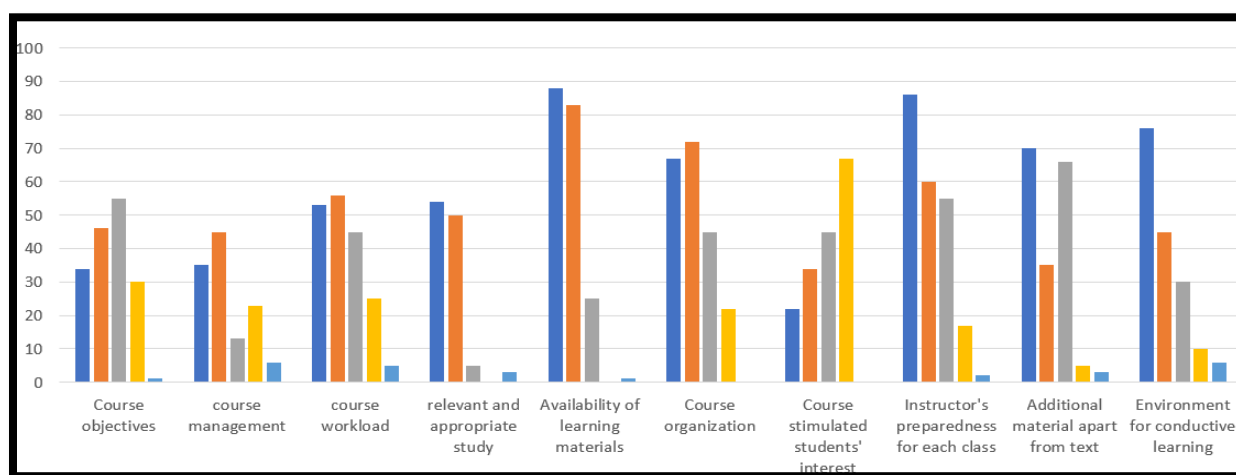
- Learning materials (lesson plans, course notes etc.) were relevant and useful
- The course was well organized
- The course simulated students interests and thought on the subject
- Course was well structured to achieve the learning outcomes

#### **Weaknesses:**

- No significant weakness was found

#### **Ms. Tehreem Ali (MGT-341)**

The graph shows the details of the evaluation. The course objectives were clear and course proceeded according to the way of achieving this. The graph of The teacher has managed the course workload very well. The graph “The Course workload was manageable” show this, 52% strongly agreed, 55% agreed, 45% are uncertain, 25% disagreed and 5% strongly disagree. The instructor recommended relevant and appropriate study material for this course. The graph “Learning materials (lesson plans, course notes etc.) were relevant and useful” reflects this, 88% strongly agreed, 82% agreed, 25% are uncertain, 0% disagreed and 1% strongly disagree. The course was very well organized. This can be seen in the graph “The course was well organized”, 68% strongly agreed, 71% agreed, 45% are uncertain, 20% disagreed and 0% strongly disagree. The graph “The Instructor provides additional material apart from text” shows that 70% strongly agreed, 35% agreed, 65% are uncertain, 4% disagreed and 2% strongly disagree. The graph “The Instructor maintains an environment that is conducive to learning” shows that 75% are strongly agreed, 45% are agreed, 30% are uncertain, 10% disagreed and 5% are strongly disagreed.



### **General Comments by Students about this course:**

#### **Strengths:**

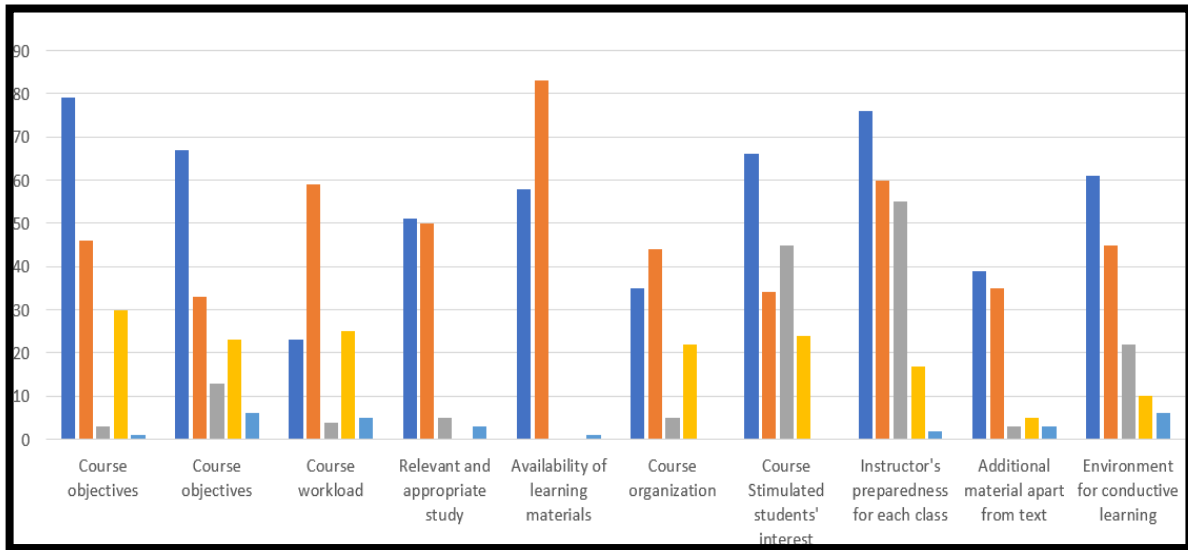
- Course was well structured to achieve the learning outcomes
- Clear Objectives
- The Course workload was manageable

#### **Weaknesses:**

- No significance weakness was found.

### **Mr.Emiad Hafeez (MGT-407)**

The graph shows the details of the evaluation. The course objectives were clear and course proceeded according to the way of achieving this. The graph of “The Course Objectives were clear” indicates this, 79% strongly agreed, 46% agreed, 1% are uncertain, 30% disagreed and 1% strongly disagree. The teacher has managed the course workload very well. The graph “additional material a part from text” show this, 42% strongly agreed, 37% agreed, 5% are uncertain, 6% disagreed and 5% strongly disagree. The instructor recommended relevant and appropriate study material for this course. The graph “Learning materials (lesson plans, course notes etc.) were relevant and useful” reflects this, 58% strongly agreed, 82% agreed, 0% are uncertain, 0% disagreed and 1% strongly disagree. The course was very well organized. This can be seen in the graph “The course was well organized”, 39% strongly agreed, 43% agreed, 5% are uncertain, 20% disagreed and 0% strongly disagree. The graph “The course simulated students interests and thought on the subject” shows that 66% strongly agreed, 33% agreed, 42% are uncertain, 21% disagreed and 0% strongly disagree. The graph “availability of learning material” shows that 59% were strongly agreed, 81% agreed, 0% are uncertain, 0% disagreed and 1% strongly disagree.



### General Comments by Students about this course: Strengths:

- Understanding of the course
- Clear Objectives
- The Course workload was manageable
- Course was well structured to achieve the learning outcomes

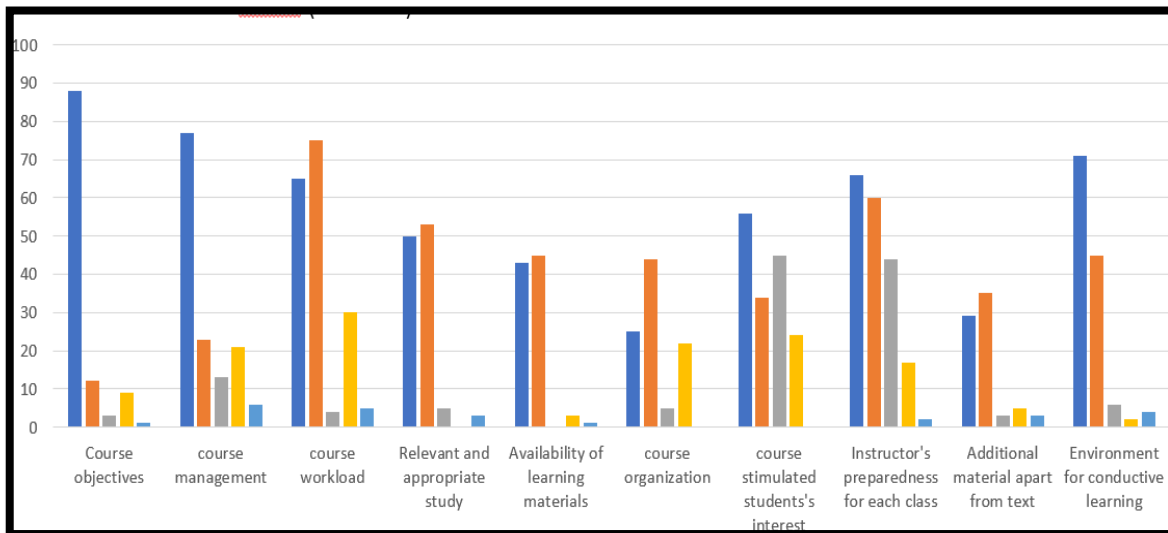
### Weaknesses:

- No significance weakness was found

### Ms.Qurat-ul-Ain (MGT-512)

The graph shows the details of the evaluation. The course objectives were clear and course proceeded according to the way of achieving this. The graph of “The Course Objectives were clear” indicates this, 89% strongly agreed, 11% agreed, 5% are uncertain, 8% disagreed and 1% strongly disagree. The teacher has managed the course workload very well. The graph “The Course workload was manageable” show this, 62% strongly agreed, 73% agreed, 5% are uncertain, 30% disagreed and 6% strongly disagree. The instructor recommended relevant and appropriate study material for this course. The graph “Learning materials (lesson plans, course notes etc.) were

relevant and useful” reflects this, 43% strongly agreed, 44% agreed, 0% are uncertain, 2% disagreed and 1% strongly disagree. The course was very well organized. This can be seen in the graph “For Course management” ,77% strongly agreed, 22% agreed, 11% are uncertain, 6% disagreed and 5% strongly disagree. The graph “The course simulated students interests and thought on the subject” shows that 55% strongly agreed, 33% agreed, 42% are uncertain, 21% disagreed and 0% strongly disagree.



### General Comments by Students about this course:

#### Strengths:

- Active participation
- Course objectives not clear
- Learning material (lesson plans, course notes etc.) was not relevant and useful
- Course needs to be well structured to achieve the learning outcomes
- The Course workload should be manageable
- The course should simulate students interests and thought on the subject

#### Weaknesses:

- No significance weakness was found

**Standard 1-4:**

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

Faculty members' research activities indicate that there are 05 research publications on the

credit of faculty in **Fall-16 to Spring- 18.**

We also have research project of 3 credit hours compulsory for each student which reflects

that research culture is being inculcated among faculty and students at the institute.

**Table 3: Present performance measures for research activities (Oct. 1<sup>st</sup> 2016 – Jun30, 2018)**

Faculty	Publication	Others (Conference proceedings)	Projects
Mr. Junaid Ahmed Kiani	01	-	-
Dr. Rashid Mehmood	-	-	-
Ms. Qurat-ul-ain	-	-	-
Ms. Anam Rashid	2	-	-
Ms. Tehreem Ali	2	-	-
Ms. Zoya Malik	-	-	-
Ms. Hira Rizwani	-	-	-
Mr. Eimad Hafeez	1	-	-
Mr. Zeeshan Ahmed	-	-	-
Total	06		

## Major Future Improvement Plans

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

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

### Strengths of Program/Institute

The course curriculum is well designed and updated. The institute has hired new faculty members to meet the needs of the students. The curriculum is up to date.

### Weakness of Program/Institute

There should be more sitting place on the campus in extreme summer weather for the visiting faculty.

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

As the BS IT program is not a research-oriented program. At BS IT levels, such topics are covered which are related to the latest trends so that students can have knowledge of the research fields and final degree projects are preferred to be the implementation of some latest existing research work.

**Table 3 Performance measures for research activities**

<b>Faculty</b>	<b>Publications in Journals/Conferences</b>	<b>Publications in proceedings/abstracts</b>	<b>Research Projects</b>
Dr. M. A Rizvi	6	7	2
Dr. Mudassir Iqbal	5	2	4
Dr. M Asif Khan	6	1	3
Dr. Javaid Ullah Khan	4	3	-
Dr. Fadia Shah	2	3	3
Engr. Aamir Mehmood	-	3	3
Mr. Hamid Hussain Awan	1	3	-
Mr. Fazal Rehman Shamil	7	2	4
Ms. Sehrish Khalil	1	-	-
Ms. Qurat-Ul-Ain Alam	1	3	1
Ms. Ayesha Siddique	-	-	-
Mr. Qaiser Khan	1	2	-
Mr. Seemab Janjua	3	-	5
Mr. Maaz Ahmed	-	-	-
Mr. Shahid Rathore	1	-	-
Mr. Rahmat Ullah Niazi	-	1	-
Engr. Haji Ahmed	3	-	-
Mr. Iftikhar Muhammad	-	-	-

## Future Plans

The Management of BIMS has planned a number of research studies and practical work in future deal with the issues of Management Sciences in different specializations as according to the requirement of HEC

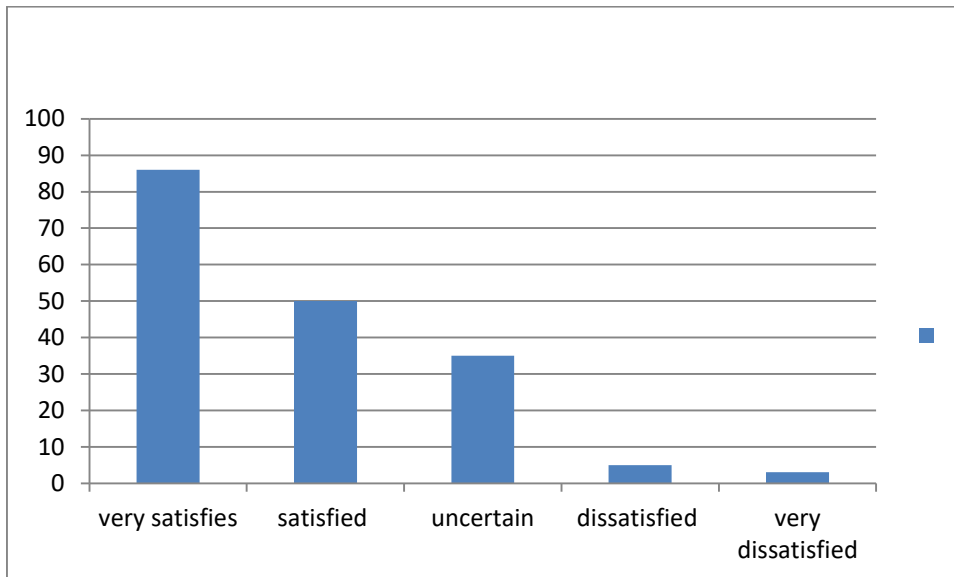
**Table 4: Quantitative assessment of the department**

<b>Sr. #</b>	<b>Particular</b>	<b>No.</b>	<b>Remarks</b>
I	BBA degree awarded	160	For the year 2016-2018
II	MS(MS) degree awarded	-	--
III	Ph.D. degree awarded	-	--
Iv	Post-Doc fellowship	-	--
V	Students: Faculty ratio	-	1: 22
VI	Technical: Nontechnical Ratio	-	Fulfill HEC criteria



## Survey of Graduating Students

A survey is conducted for the students of last semester and the results are summarized. The graph from the summarized results shows that 86% students are very satisfied from the program, 50% are satisfied, 35% are uncertain, 5% are dissatisfied and 3% are very dissatisfied.



**Figure 3: Survey of Graduating Students Best Aspects of the Program**

- Qualified faculty
- Director helpful and address the student's problem on time
- Introduction to the new technologies
- Much focus on the theoretical concepts which help to continue further studies.

### **Weaknesses:**

- More lab time should be provided which should be independent of the timetable so that students can work what work they want to do.
- More electives should be included.

## Alumni Survey

The purpose of this survey was to obtain alumni input on the quality of education, knowledge and communication and Interpersonal skills they received and the level of preparation they had at University. The total of 65 students provided the data. The survey results were shown as follows.

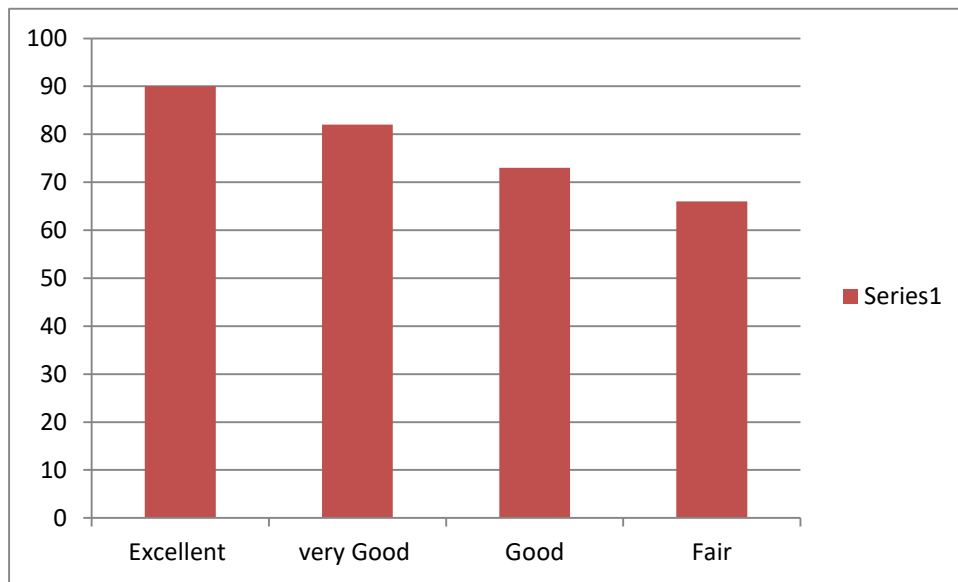
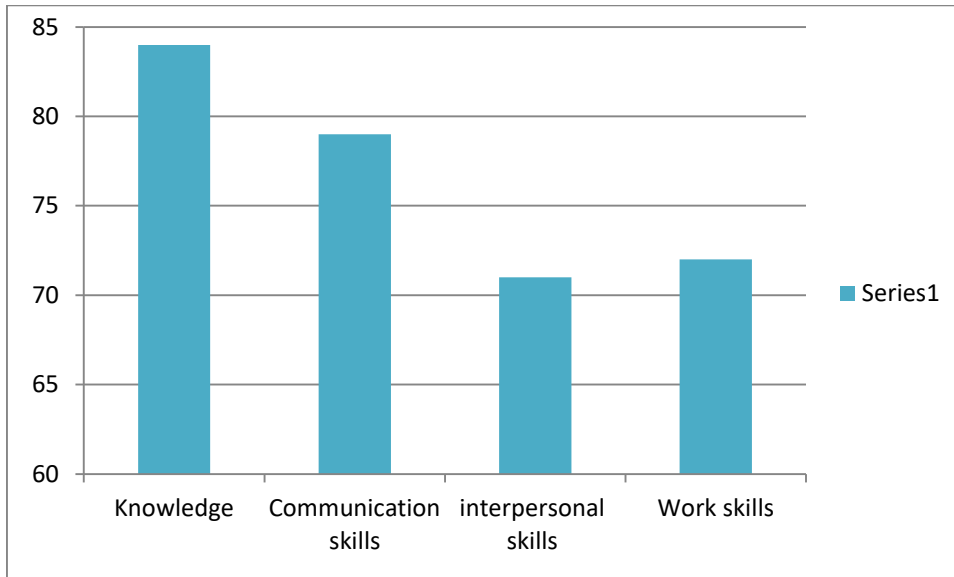


Figure 4: Result of Alumni Survey

It has been observed that 90% responded excellent regarding their abilities to work. 82% answered very good, 73% responded that department has improved their presentation skills. 66% has shown fair response.

## Employer Survey

A survey has been conducted and feedback has been collected from the employees where students have a BS IT degree from BIMS are working. The results are summarized in the figure given below.



**Figure 5: Employer Survey for Determining the Student's Skill Level**

The graph shows the employers view regarding the students. The 84% students have enough knowledge regarding their field. The 79% have communication skills to communicate with the people of their own field. The 71% students have Interpersonal skills and 72% students have work skills related to the field. The entire employer was of the view that the students have potential and they can be more productive.

## **CRITERION 2: CURRICULUM DESIGN AND ORGANIZATION**

**Degree Title: BBA (Hons)**

**Purpose:**

BIMS being an affiliate of PMAS-AAUR follows the curriculum of University Institute of Management Sciences (UIMS). This body is authorized to formulate syllabus and course content. The director of the UIMS 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 must be approved by the academic council before they are adopted for implementation.

**Credit Hour Requirements:**

A student must complete 136 credit hours in 4 academic years/8 semesters (minimum length of a semester is 15 teaching weeks).

**Degree Plan:**

Students are admitted on open merit based on their previous academic record and an entry test. The minimum duration of studies is 8 semesters (4 academic years) and maximum 12 semesters (6 academic years).

**Pre-requisites: minimum academic requirements**

- A person holding intermediate certificate, A-Level or equivalent certificate from any recognized institute with at least second division (or minimum of 50% marks) is eligible for admission to BBA (Hons.) Program.
- Admission is given on open merit basis; based on academic achievement.

**Degree requirements**

On the whole a student has to study 136 credit hours. In first four semesters, students study core courses. After the completion of four semesters, students choose a major. In the next four semesters 6 courses (18 credit hours) in the chosen major are taught along with some core courses. Students are also required to undergo an internship at some organizations of good repute and size to have a practical exposure. Degrees are awarded after successful completion of the required number of credit hours (courses) followed by internship report, 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	0.75
Second	1.00
Third	1.25
Fourth	1.50
Fifth	1.75
Sixth	2.00
Seventh	2.25
Eighth	2.50

### **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 40% for BBA (Hons).

***Scheme of studies and course contents of BBA. (Hons.)***

Scheme of studies BBA (Hons.) is given in the table below. Detailed course contents of under-graduate scheme of studies is given in Annexure 2.

**Table 4: Scheme of studies for BBA (Hons.)**

**SEMESTER-I**

<b>S. No</b>	<b>Course No.</b>	<b>Course Title</b>	<b>Credit Hours</b>
1.	IS-302	Islamic Studies/Ethics*	2(2-0)
2.	MGT-304	Social Psychology and Self Development	3(3-0)
3.	MGT-321	Fundamentals of Accounting	3(3-0)
4.	MGT-341	IT in Business-I	3(3-0)
5.	MGT-391	Business Mathematics	3(3-0)
6.	MGT-404	Business Communication-I	3(3-0)

Note: Muslim students will enroll Islamic Studies and non-Muslim will enroll ethics.

**SEMESTER-II**

<b>S. No</b>	<b>Course No.</b>	<b>Course Title</b>	<b>Credit Hours</b>
1.	SSH-302	Pakistan Studies	2(2-0)
2.	MGT-322	Financial Accounting	3(3-0)
3.	MGT-342	IT in Business-II	3(3-0)
4.	MGT-351	Introduction to Marketing	3(3-0)
5.	MGT-371	Micro Economics	3(3-0)
6.	MGT-411	Introduction to Management	3(3-0)

**SEMESTER-III**

<b>S. No</b>	<b>Course No.</b>	<b>Course Title</b>	<b>Credit Hours</b>
1.	MGT-405	Business Communication-II	3(3-0)
2.	MGT-423	Cost Accounting	3(3-0)
3.	MGT-452	Introduction to Marketing Management	3(3-0)
4.	MGT-472	Macro Economics	3(3-0)
5.	MGT-492	Business Statistics	3(3-0)
6.	MGT-512	Introduction to Organizational Behavior	3(3-0)

**SEMESTER-IV**

<b>S. No</b>	<b>Course No.</b>	<b>Course Title</b>	<b>Credit Hours</b>
1.	MGT-407	Ethics in Business	3(3-0)
2.	MGT-424	Introduction to Business Finance	3(3-0)
3.	MGT-473	Introduction to Managerial Economics	3(3-0)
4.	MGT-504	Managerial Accounting	3(3-0)
5.	MGT-515	Introduction to Human Resource Management	3(3-0)
6.	MGT-594	Introduction to Logic	3(3-0)

**SEMESTER-V**

1.	MGT-513	Corporate Law	3(3-0)
2.	MGT-514	Introduction to Project Management	3(3-0)
3.	MGT-525	Introduction to Financial Management	3(3-0)
4.	MGT-526	Money and Banking	3(3-0)
5.	MGT-580	Strategic Management	3(3-0)
6.	MGT-595	Statistical Inference	3(3-0)

### SEMESTER-VI

S. No	Course No.	Course Title	Credit Hours
1.	MGT-493	Business Research Methods	3(3-0)
2.	MGT-543	Introduction to Management Information System	3(3-0)
3.	MGT-574	International Business	3(3-0)
4.	MGT-696	Introduction to Production Operations Management	3(3-0)
5.		Elective-I	3(3-0)
6.		Elective-II	3(3-0)

### SEMESTER-VII

S. No	Course No.	Course Title	Credit Hours
1.	MGT-616	Total Quality Management	3(3-0)
2.	MGT-644	Introduction to E-Commerce	3(3-0)
3.	MGT-699	Project	3(0-6)
4.		Elective-III	3(3-0)
5.		Elective-IV	3(3-0)

### SEMESTER-VIII

S. No	Course No.	Course Title	Credit Hours
1.	MGT-617	Entrepreneurship	3(3-0)
2.	MGT-618	Contemporary issues in Management	3(3-0)
3.	MGT-698	Internship	3(0-6)
4.		Elective-V	3(3-0)
5.		Elective-VI	3(3-0)



## **ELECTIVE COURSES FOR THE SPECIALIZATIONS OFFERED IN BBA (HONS.)**

### **MARKETING**

<b>S. No</b>	<b>Course No.</b>	<b>Course Title</b>	<b>Credit Hours</b>
1.	MGT-560	Consumer Behavior	3(3-0)
2.	MGT-561	Advertising & Promotion	3(3-0)
3.	MGT-562	Sales Management	3(3-0)
4.	MGT-663	Services Marketing	3(3-0)
5.	MGT-664	Product & Brand Management	3(3-0)
6.	MGT-665	Global Marketing	3(3-0)
7.	MGT-666	Marketing Research	3(3-0)
8.	MGT-667	Marketing Channels	3(3-0)
9.	MGT-668	Strategic Marketing Planning	3(3-0)
10	MGT-669	Seminars in Marketing	3(3-0)

### **FINANCE**

<b>S. No</b>	<b>Course No.</b>	<b>Course Title</b>	<b>Credit Hours</b>
1.	MGT-530	Investment Banking	3(3-0)
2.	MGT-531	Analysis of Financial Statements	3(3-0)
3.	MGT-631	Securities Analysis & Portfolio Management	3(3-0)
4.	MGT-632	Investment & Security Analysis	3(3-0)
5.	MGT-633	Corporate Finance	3(3-0)
6.	MGT-634	Credit Management	3(3-0)
7.	MGT-635	Islamic Banking	3(3-0)
8.	MGT-636	Portfolio Management	3(3-0)
9.	MGT-637	Financial Institutions	3(3-0)
10.	MGT-638	International Finance	3(3-0)
11.	MGT-639	Money & Capital Markets	3(3-0)

## HUMAN RESORUCE MANAGEMENT

S. No	Course No.	Course Title	Credit Hours
1.	MGT-581	Leadership	3(3-0)
2.	MGT-582	Organizational Development	3(3-0)
3.	MGT-683	Human Resource Development	3(3-0)
4.	MGT-684	Learning & Management Development	3(3-0)
5.	MGT-685	Collective Bargaining & Wage Policy	3(3-0)
6.	MGT-686	International Human Resource Management	3(3-0)
7.	MGT-687	Strategic Human Resource Management	3(3-0)
8.	MGT-688	Seminars in Human Resource Management	3(3-0)

### **Standard 2-1: The curriculum must be consistent and support the program's**

#### **ocumented objectives.**

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

**Table 5: Program Objectives Assessment**

Subjects	Objectives			
	1	2	3	4
MGT-321, MGT-322 ,MGT-351, MGT-371 , MGT-411, MGT-452, MGT-424,MGT-473	+++	++	+++	++
MGT-514, MGT-525 ,MGT-594, MGT-526 , MGT-696, MGT-644, MGT-574,MGT-543 MGT-639, MGT-634, MGT-633,MGT-632	++	+++	++	+
MGT-301, MGT-303 ,MGT-404, MGT-405 , MGT-406, MGT-512,	++	++	+++	+
MGT-594, MGT-699 ,MGT-617, MGT-664 , MGT-666, MGT-668, MGT-669	++	++	+	++
MGT-472, MGT-492 ,MGT-595, MGT-616	+	+	++	++

- + = 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 6: Detail of courses representing theoretical background, problem analysis and solution design.**

<b>Elements</b>	<b>Courses (Codes)</b>
Theoretical Background	IS-302, MGT-304, MGT-321, MGT-341, MGT-543, MGT-391, MGT-404, SSH-302, MGT-342, MGT-351, MGT-371, MGT-411, MGT-405, MGT-472, MGT-512, MGT-424, MGT-515, MGT-513, MGT-526.
Problem Analysis	MGT-423, MGT-452, MGT-492, MGT-512, MGT-407, MGT-424, MGT-473, MGT-514, MGT-525, MGT-580, MGT-493, MGT-696, MGT-618.
Solution Design	MGT-322, MGT-504, MGT-514, MGT-580, MGT-493, MGT-696, MGT-616, MGT-644, MGT-699, MGT-617, MGT-698.

### **Standard 2-3:**

**The curriculum must satisfy the core requirements for the program, as specified by the respective accreditation body**

The curriculum does satisfy the core requirements of the program and efforts are made to add value to the program through revisions and modifications from time to time.

The table given below shows the list of courses those are consistent with the program objectives.

**Table 5: Courses versus Outcomes**

Courses	Outcomes					
	1	2	3	4	5	6
MGT-321	+++	+++	++	++	++	+
MGT-322	++	++	+	+++	++	++
MGT-351	++	+++	++	+	++	+++
MGT-371	++	++	++	+++	+	+
MGT-411	++	++	++	++	++	++
MGT-452	++	+++	++	+++	++	++
MGT-424	+++	+++	++	+	++	+++
MGT-473	+++	++	+++	++	+++	++
MGT-514	+++	++	++	+++	++	+
MGT-525	++	+	+	++	++	+++
MGT-594	++	++	+	+++	+++	+++
MGT-526	+	++	++	+++	++	++
MGT-696	++	+++	+++	++	+	+++
MGT-644	+++	+	++	+++	++	+++
MGT-574	+++	++	++	+	+++	+
MGT-543	++	+++	++	+	+	++
MGT-639	+++	+++	++	++	++	+++
MGT-351	+	++	+	+	+++	+
MGT-411	+++	+++	+	+++	++	++
MGT-668	+++	+	++	++	+++	++
MGT-405	++	+	+++	+	++	++
MGT-664	+	+	+++	+++	+++	+++
MGT-616	+++	++	++	++	+++	+++
MGT-492	+	+++	+++	+++	+	+++
MGT-669	+	+++	+	++	+++	++
MGT-633	++	+++	++	+	+	+++

**+ = Moderately Satisfactory, ++= Satisfactory, +++ = Highly Satisfactory**

**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 standard 2-1 reflected our curriculum satisfy professional requirements needed for business professionals

**Standard 2-6:**

**An Information Technology Component of the Curriculum Must Be Integrated Throughout The Program**

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

- Four computers and I.T. Courses (12 credit hours) were included in the curriculum to fulfill the I.T. requirements for the students of BBA (Hons).
- However efforts are undertaken to add value from time to time.

**Standard 2-7:**

**Enhancing Oral and Written Communication Skills of the students**

The 2 courses aimed at enhancing communication skills have been integrated in the curriculum of BBA (Hons).

- Assignments are given to BBA (Hons) students on specific titles (part of the course) which are presented orally and are submitted as written report, to increase their oral and written communication skills.

- As it is important to note that in every course students have to present at least one topic of their interest or on current topic in the form of presentation with the help of multimedia and or A. V. aids.

### CRITERION 3: LABORATORIES AND COMPUTING FACILITIES

The table contains the detail of the lab and computing facilities at BIMS.

**Table 6 Laboratory Facility**

Size of campus in Kanals			23 Kanals					
Covered Area			13.5 Kanals (Including 4 Kanal Covered Parking)					
Sizes of lecture rooms			Class Room 22 of different sizes (Avg. 540 sft)			Seminar Hall 50 x 50 ft		
Instructional facilities provided in lecture rooms			Multimedia 16 White Board 33			Sound System 2 Overhead 3		
General computing lab facilities: total number of PCs and lab hours			Approximately 100 hours Per Day Total PCs in Labs: Approx. 250 Labs Open: 8:00 am – 8:00 pm					
Nature and level of networking			40 Mbps Internet Bandwidth <ul style="list-style-type: none"><li>• PTCL – 20 MB</li><li>• Nayatel – 20 MB (Fiber Optic)</li></ul>					
Specialized lab facilities and hours of their availability			CISCO (Router/Switch) GIS (Plotter/Scanner)	<i>Linux Lab Teaching Lab Project Lab</i>  <i>The labs are open almost the whole day from 8:00 am to 8:00 pm</i>				
Average lifetime of a PC in computing Labs			3 to 4 years					
Library information		Area	Automated	Total Books	Total Computer Books	Total Journals (Give full details)	IEEE (Give full details)	ACM (Give full details)
		3000 Sft	Automated	Approx. 10,000 In addition to university main library resources	Approx. 1,200	BIMs library subscribes journals/Magazine in different subject such as IT professional	BIMS has an access to digital library services being extended by HEC	

<b>Lab Title:</b>	Computer Lab 1,2,3,4 & 5.
<b>Location and area:</b>	Barani Institute of Management Sciences
<b>Objectives:</b>	For BBA Students the objectives of the Labs are to develop the Report writing skills and Analysis for Research Project. Moreover the labs are also helpful for the students to get the online Data which can be helpful for the assignments.
<b>Courses Taught:</b>	IT in Business. In Business, SPSS Accounting.
<b>Major Apparatus/Equipment:</b>	Computers
<b>Safety regulations:</b>	Fire extinguisher has been Installed in the Labs.

### **Standards-3.1:**

#### **Laboratory manuals/documentation/instructions for experiments**

The lab manuals are present for the students, however some of the instructions are also hung on the lab's walls. The environment of the labs is good. The Air conditioners and computers are in working conditions.

### **Standard-3.2:**

#### **There must be support personnel for instruction and maintaining the Facility**

Six lab attendants are available for the maintenance of computers and 100 percent availability of the internet services to every stakeholder. They have got the technical knowledge. They all know the about the database management, networking and other troubleshooting.

### **Standard-3.3:**

#### **The University computing infrastructure and facilities must be**

**Computing Facility Support:** All the facilities related to computing are available to all faculty members and students for pursuing the BBA and MBA programme.

**Computing Infrastructure:** Five computing labs are there in the campus. There are total 250 computers in the labs and also available for the faculty and some of the management staff.

## **CRITERION 4: STUDENT SUPPORT AND ADVISING**

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The support programs and facilities are organized by the Front office and other management staff from time to time. The information about the admissions, schemes about different scholarships and also about different conferences and seminars are given by the Front Office and other management staff. The other activities like cultural, sports and other activities are done by different societies headed by the faculty members and manager student affairs. Moreover, other than front office, faculty members are also involved in solving students' problems. Faculty members also provide guidelines and support services to the students for the completion of the degree and move to the suitable path towards a successful career.

### **Standard-4.1:**

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

The courses are according to the approved curriculum as followed by the Arid Agriculture University Management Sciences Department and HEC criteria are followed strictly. The institution has intake twice a year and the courses are offered twice a year. Therefore the if a student fails in certain courses, he/she can take it in the next semester.

### **Standard-4.2:**

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

Students are prepared for the upcoming challenges by focusing on both theoretical and practical facets of different courses. Projects and assignments are given on the basis of theoretical problems and what they practically face those problems in their daily life as well as they will during their career. To observe the practical problems of different organizations Internship projects and different study tours are also arranged for the better learning. Moreover the above programs are also launched to updated situations and problems of the organizations and how they can be solved with the help theoretical framework. The internship consists of the placement of the students in different organizations and learn the practical implications of the theories studied according to their specialization areas for at-least 6-8 weeks. After the completion of the intership students need to submit the report regarding the learning they have done during their internship duration. They have to appear in the presentation after the completion for the evaluation. The evaluation is done by the faculty members in every semester.

- The effective interaction between each section of BBA classes are encouraged and emphasized.
- The courses are structured and decided in the faculty meetings.



- Faculty members interact with the students frequently to enhance the culture of asking questions in the class and after class.

### **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.**

Proper guidelines are provided to the students by the Front Office and Faculty members. Different steps have been taken to provide the proper guidelines to the students :-

- The details of the admission and courses are provided to the students in the printed form, for example Prospectus and pamphlets.
- The program and fee structure are also provided in the institute website.
- The Front Office and Management Sciences Department help the students and inform the students on the regular basis about the program requirements.
- Students and teachers can do communication and interaction.
- Students can also contact the teachers and relevant supervisors where they face any problem.
- The job placements are also done by the institution for their students. Moreover jobs advertisements are shared on the social media and different groups which can be helpful for the students.

**Table 7: Student to Teacher Ratio at BIMS**

2014-15	2015-16	2016-17	2017-18
1:24	1:22	1:23	1:21

## CRITERION 5: PROCESS CONTROL

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This chapter deals with the admission, faculty recruitment, registration processes 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 admission process is according to the rules and criteria established by the University following the rules and regulations of HEC. For this purpose the advertisement is published in the national newspapers and social media by the Front Office.

- Admissions are done twice a year in sessions Spring and Fall.
- The criteria for BBA (Hons) is Intermediate with second division (50% marks), however, the admissions are awarded on first come first serve basis.
- The criteria for admissions are reviewed every year in academic council before the announcement and if any changes and modifications are required, it needs to be approved first. The priority is also given to the students with good percentage in their Intermediate exams.

### **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**

The student name, after completion of the admission process, is forwarded to the Registrar's office of PMAS-AAUR for proper registration in the specific program and the registration number is issued to the student.

Registration is done in one time for each degree but evaluation is done through the result of each semester. Only those students, who fulfill the criteria of the University, are promoted to the next semester.

### **Standard-5.3:**

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

- The recruitment policy for the faculty followed by the BIMS is the same as recommended by the PMAS-AAUR. Induction of all posts is done as per rules.

- Vacancies and newly created positions are advertised in the national newspapers, applications are received by the Human Resource office, scrutinized by the scrutiny committee, and call letters are issued to the shortlisted candidates on the basis of experience, qualification, publications and other qualities/activities as determined by the University.
- The candidates are interviewed by the Institute Selection Board, and Principal and alternate candidates are selected.
- Selection of candidates is approved by the Board of Investors for issuing orders to join within a specified period.
- Induction of new candidates depends upon the number of approved vacancies. The standard set by HEC/PMAS-AAUR is followed

#### **Standard 5-4:**

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

The institute changed the curriculum periodical basis to maintain and enhance the quality of teaching and other administrative processes for the provision of high quality teaching and other services to the students. These changes are done according to the change in innovation and technology.

- The new courses are included and introduced in the curriculum on the basis of the demands and the emergence of new fields.
- The library of the BIMS makes sure the availability of the books by International and expert authors on subjects related to the Management Sciences Courses. Documentations and internet facilities are also provided by the library.
- The handouts and other study materials are also provided to the students as supplements for almost all lectures.
- The efforts and aim are according to the vision and mission of the institute followed by the rules and regulations of HEC/PMAS-AAUR. Outcomes are regularly measured and evaluated 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 date of examinations is announced by the examination department. The results are notified and announced by the controller examination at the end of each semester. The evaluation of students is done with Finals, Mids, Quizzes and Assignments. Some teachers also evaluate students on the basis of projects and presentations. The minimum passing marks for each course is 40 %. The breakup and marks distribution are given 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
40-49%	D	1	Pass
Below 40%	F	0	Fail

Gold medals are awarded to the students who secure high

## 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.

Currently there are Eleven full time faculty members. BIMS has hired Temporary Visiting Faculty (TVF's) to meet the academic load and enhance the quality of education.

**Table 8: Full Time Faculty members in BIMS**

<b>Program/Area of specialization</b>	<b>Courses in the area and average number of sections</b>	<b>Number of faculty members in each area</b>	<b>Number of faculty with PhD degree</b>
Finance	11 courses	3	2
Human Resource Management	11 courses	4	NIL
Marketing	8 courses	2	NIL
Project Management	3 courses	2	NIL

<b>S. No.</b>	<b>Name</b>	<b>Position</b>	<b>Qualification</b>	<b>Specialization</b>
1	Dr. Rashid Mehmood	Assistant Professor	Ph.D	Finance
2	Ms.Anum Rashid	Lecturer	MS	Finance
3	Mr. Junaid Kayani	Lecturer	MS	Marketing

4	Mr. M. Zeeshan	Lecturer	MS	Marketing
5	Mr. Qurat Ul Ain	Lecturer	MS	Human Resource
6	Mr. Eimad Hafeez	Lecturer	MS	Human Resource
7	Ms. Misbah Riaz	Lecturer	MS	Marketing
8	Ms. Tehreem Ali	Lecturer	MS	Marketing
9	Ms. Zoya	Lecturer	MS	Finance
10	Ms. Sania Arif	Lecturer	MS	Human Resource
11	Ms. Hira Rizwani	Lecturer	MS	Project Management

### **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 five faculty members are doing their Ph.D. degrees from different universities.
- Existing facilities include mainly internet access, which is available through local area network. In addition library facility with latest books is also available.
- Financial support is provided by the institute for research activities like paper publications and conferences.

good way. The faculty should be encouraged to continue excelling through the carrier.

### Standard 6-3:

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

Almost all the faculty members are fully satisfied with the workload and the amount they get in the form of salary. Most of the faculty members are satisfied with the mix of research and teaching method. The faculty members are satisfied with the support they are getting from the administration regarding the research and teaching. The faculty members are satisfied with overall climate of the institute. Most of the faculty members are satisfied that the institution is utilizing their capabilities in the

**Table 9: Result of Faculty Survey**

S. No	Parameters	Dr. Rashid Mehmood	Dr. Sohail Rizwan	Col Khalid Chohan	Mr. Eimad Hafeez	Muhammad Zeeshan	Ms. Anum Rashid	Mr. Junaid Kayani	Ms. Qurat ul Ain	Ms. Tehreem Ali	Ms. Sania Arif	Ms. Hira Rizwani
1	Your mix of research, teaching and community service	A	A	B	B	A	A	B	C	B	B	B
2	The intellectual stimulations of your work.	B	B	B	B	C	B	B	B	B	B	A
3	Type of teaching /research you currently do.	A	B	A	B	B	A	B	B	A	A	A
4	Your interaction with students.	B	A	A	B	B	A	B	A	B	A	B
5	Cooperation you receive form colleagues.	B	B	A	B	B	B	A	B	A	A	A
6	The mentoring available to you.	B	B	B	B	B	B	B	A	B	B	B
7	Administrative support from the department.	A	A	B	B	A	A	A	B	A	B	A

8	Providing clarity about the faculty promotion process.	B	A	A	B	A	A	B	B	A	A	B
9	Your prospects for advancement and progress through ranks.	B	A	B	A	B	A	B	A	B	A	B
10	Salary and compensation package.	B	A	A	B	B	A	B	B	A	B	A
11	Job security and stability at the department.	B	A	B	A	B	A	B	B	A	B	A
12	Amount of time you have for yourself and family.	A	B	A	B	A	B	A	B	B	A	B
13	The overall climate at the department.	B	B	A	B	A	A	B	B	B	B	A
14	Whether the department is utilizing your experience and knowledge	A	B	A	B	B	B	B	B	B	B	B
15	What are the best programs / facts currently available in your department that enhance you motivation and job satisfaction	The MS Program and BS CS Program	Administrative Support.	BBA MBA	BBA MBA	BBA MBA	BBA MBA -	BBA MBA	BBA MBA	BBA MBA	BBA MBA	BBA MBA



16	Suggest programs/factors that could improve your motivation and job satisfaction?	It is better to offer new courses in the existing programs	Different workshop related to Management Sciences should be organized.	More research oriented programs should be offered	More research oriented programs should be offered	More research oriented programs should be offered	-	More research oriented programs should be offered	Different workshop related to Management Sciences should be organized.	Different workshop related to Management Sciences should be organized.	More research oriented programs should be offered	More research oriented programs should be offered
----	---	--	--	---	---	---	---	---	--	--	---	---

**A= Very Satisfied;**

**B= Satisfied;**

**C=Uncertain;**

**D= Dissatisfied;**

**E= Very Dissatisfied**

## **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 on line books of all courses.

### **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 Institutes possesses well equipped library. Library has more than 800 books relevant to management sciences. There is a number of local journals subscribed to help researchers in the department.

### **Standard- 7.3:**

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

- The office environment is comfortable to work during the summer as well as during winter.
- Classrooms have adequate size white boards that provide enough space to write.
- Multimedia projectors are available in every class room.

## CRITERION 8: INSTITUTIONAL SUPPORT

The BIMS administration is continuously struggling to improve the quality education in every department.

### Standard 8-1:

**There must be sufficient support and financial resources to attract and retain high quality faculty and provide the means for them to maintain competence as teachers and scholars.**

The institute currently has limited resources for the research. However the following funds are provided as financial resources to attract and retain high qualified faculty.

Endowment Fund	48 Million
Tangible Assets	40 Million
Working Capital	59 Million
Total Assets	147 Million

### Standard 8-2:

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

Below is the list of students in the BBA program over past few years. BIMS is not accredited for a PhD Degree.

**Table 10: Number of students enrolled in BBA in last few years**

2013-14	2014-15	2015-16	2016-17	2017-2018
62	74	82	48	72

**Standard- 8.3:**

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

Following is the detail of the institution's budget for maintenance, library holdings, laboratories, computing facilities and faculty development.

**Table 11: Financial Information about the institution  
and the Program**

<b>LIB Holdings</b>	<b>Laboratories + Computer H/W</b>	<b>Computing (Software)</b>	<b>Total Assets</b>
4.1M	10.2M	5.4M	19.7M

## Summary and conclusions

Barani Institute of Management Sciences (BIMS) is an affiliate institute of the Pir Mehr Ali Shah Arid Agriculture University, Rawalpindi (PMAS – AAUR). BIMS was established in 2013 and in the same year the programs BBA, MBA (3.5) and MBA (1.5) were offered. The institute has policies for intake in BBA program as per the rules prescribed by arid university.

- a) **Faculty:** The institute have 11 full-time faculty members working as lecturers.
- b) **Infrastructure:** BIMS has enough infrastructural facilities and are approved by the parent university.
- c) **Equipment:** BIMS is well equipped with the latest technology and is clear from university affiliation committee in terms of equipment required for management sciences.

The faculty members and students are encouraged to arrange workshops and seminars as a part of their academic and practical work to further enhance their professional abilities. BIMS supports the new trends towards education such as e-learning including digital publications, journals, etc. The faculty and students have been provided with a full-time access to the e-library and internet through local area network, so that they have a ready access to many well-known journals relevant to their respective research areas. The overall student feedback about the department of management sciences is good. The facilities being provided for learning are overwhelmed by our graduates. Student is also satisfied and often appraise the faculty teaching at BIMS.

## **Annexure 1: List of Publications by Faculty**

### **Mr. Junaid Ahmed Kayani**

- *International Journal of Scientific & Engineering Research, Volume 8, Issue 2, February 2017* **Impact of brand image, quality, personality on customers brand loyalty: An empirical investigation in female cosmetics market**

### **Ms. Tehreem Ali**

- Tehreem Ali, Rauf I Azam, Ahmed Imran Hunjra, “Revision and validation of Retail Service Quality Scale in Branchless Banking”, *Business and Economic Review*, Vol. 9, No. 3, P.184-216, 2017.
- Tehreem Ali, “Factors Deriving Consumers’ Repurchase Intention in Online Shopping: a Pakistani Consumer’s Perspective”, *International Journal of Management Sciences and Business Research*, Issue 12, Vol. 5, P. 261-270, 2016.

### **Ms. Anum Rashid**

- Impact of Financial Health and Capital Structure on Firm’s Value, with Moderating Role of Intangible Assets, *Global, Management Journal for Academic and Corporate Studies*, Volume 6(1), 2016.
- Impact of Internal and External factors on the performance of Insurance Companies, *Economic Policy Researches*, volume 5(1), 2018.

### **Mr. Eimad Hafeez**

- Gogia, Eimad & Haq, Ayaz. (2017). THE IMPACT OF ABUSIVE SUPERVISION ON ORGANIZATIONAL CITIZENSHIP BEHAVIOR, WITH MEDIATING ROLE OF HOSTILITY TOWARDS SUPERVISOR AND MODERATING ROLE OF SELF-CONTROL. *Science International*. 29. 495-502.

## Annexure 2: Detailed course contents of BBA (4-years) Degree Program

S. No	Course No.	Course Title	Credit Hours
1.	IS-302	Islamic Studies/Ethics*	2(2-0)
2.	MGT-304	Social Psychology and Self Development	3(3-0)
3.	MGT-321	Fundamentals of Accounting	3(3-0)
4.	MGT-341	IT in Business-1	3(3-0)
5.	MGT-391	Business Mathematics	3(3-0)
6.	MGT-404	Business Communication-I	3(3-0)

**Note:** Muslim students will enroll Islamic Studies and non-Muslim will enroll ethics.

IS-302 ISLAMIC STUDIES/ETHICS 2(2-0)

As per UAAR Scheme of Studies.

<b>MGT-304</b>	<b>SOCIAL PSYCHOLOGY AND SELF DEVELOPMENT</b>	<b>3(3-0)</b>
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## Introduction:

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

- To determine how physical characteristics and non-verbal behavior affect our formation of impressions of others, and how that information is processed;
- To understand the sociological perspective of the self and how we relate to others;
- To discuss attribution theory, the internal and external causes, and its role in self-perception and the perception of others;
- To understand the emergence of attitudes, changes in attitude, and the effect of attitudes upon behavior and use as predictors of behavior;

- To discuss the emergence of prejudice, stereotypes and discrimination from the perspective of social psychology and attitudes;
- To understand the influence of physicality, similarity, familiarity and proximity on interpersonal relationships;
- To understand helping behavior through the influences of conformity, compliance, obedience and diffusion of responsibility;
- To define social psychological theories of aggression and to apply those theories;
- To understand the nature of group behavior and to demonstrate awareness of group cognition;
- To understand the effect of culture on behavior of individuals and groups.

### **Contents:**

Principal topics will include

Social cognition ,The self ,Attribution and perception of others ,Attitudes and attitude change ,Prejudice, discrimination and stereotypes ,Interpersonal attraction, Helping behavior ,Aggression ,Groups ,Cultural influences

### **Recommended Book:**

- Elliot Aronson, Timothy D. Wilson, and Robin D Akert ,*Social Psychology* (6th Edition) , ( 2006)
- Robert A. Baron, Nyla R. Branscombe, and Donn R. Byrne,*Social Psychology* (12th Edition) (MyPsychLab Series)
- Saul Kassin, Steven Fein, and Hazel Rose Markus ,*Social Psychology* (12th Edition) (MyPsychLab Series), 2007)

**MGT-321**

**FUNDAMENTALS OF ACCOUNTING**

**3(3-0)**

### **Introduction:**

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

- To introduce accounting concepts which enable students to recognize, understand and maintain different accounts of business according to the Accounting Standards, with a clear understanding of how transactions are recorded in different types of business.



- To make students understand the basic elements of double-entry accounting systems, accounting cycle, entering transactions in journals, posting to ledgers, compiling end-of-period worksheets with adjusting entries and preparation of financial reports.

### **Course Contents:**

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

### **Books Recommended:**

1. Robert F. Meigs and Walter B. Meigs Accounting: The Basis for Business Decisions, , 12<sup>th</sup> Edition, Mc Graw Hill Inc.2003
2. The Penguin Dictionary of Accounting, Christopher Nobes, Penguin Books
3. Business Accounting – 1, Frank Wood and Alan Sangster, 11<sup>th</sup> Edition, Pearson Education, 2008

### **MGT-341**

### **IT IN BUSINESS - I**

**3(3-0)**

Introduction to computer and computer systems, computer operations, software and hardware concepts, window, disk operating systems, use of different application packages i.e. Ms Word, Ms Excel, Ms Power Point, concept of networking, email, computer Security and Controls.

### **Books Recommended:**

1. Microsoft office by Peter G. Aitken
2. Introduction to computers by Peter Norton

**MGT-391****BUSINESS MATHEMATICS****3(3-0)**

Real Numbers, Solutions of Equalities and Inequalities, Solutions and Applications of Inequalities, Applications, Linear Equations in More Than Two Variables & 3-Dimensional Coordinate System, Graphs of Equations and Inequalities, Mathematical Functions, Applications of Systems of Linear Equations, System of Linear Equations, Mathematics of Finance.

**Books Recommended:**

1. Applied Mathematics for Business, Economics, and the Social Sciences. by Frank S. Budnick.
2. Precalculus, by James Stewart, Lothar Redlin and Saleem Watson

**MGT-404****BUSINESS COMMUNICATION-1****3(3-0)**

This part of the business communication course would serve as a basis for the business communication II course which will be offered in the preceding semester. The objective of the course is to give these students an overview of how to communicate professionally & interact with people within and outside organization. This course would lay down the foundations of communicating successfully in organizations; include how to interact interculturally & also communicating through technology. The course of business communication I would encompass solely the written part of communication, which would mainly include planning, organizing, composing & revising the business messages. Writing direct request letters, memos and other brief messages, writing routine, good news and persuasive letters, writing and responding to bad news messages will be an important aspect of this course.

**Books Recommended:**

1. Excellence in Business Communication by John. V. Thill & Courtland L Bovee.
2. Business Communication by Herta Murphy

**SEMESTER-II**

<b>S. No</b>	<b>Course No.</b>	<b>Course Title</b>	<b>Credit Hours</b>
1.	SSH-302	Pakistan Studies	2(2-0)
2.	MGT-322	Financial Accounting	3(3-0)
3.	MGT-342	IT in Business-II	3(3-0)
4.	MGT-351	Introduction to Marketing	3(3-0)
5.	MGT-371	Micro Economics	3(3-0)
6.	MGT-411	Introduction to Management	3(3-0)

**SSH-302**

**Pakistan Studies**

**2(2-0)**

As per UAAR Scheme of Studies.

**MGT-322**

**FINANCIAL ACCOUNTING**

**3(3-0)**

**Introduction:**

This course is a continuation of the introduction to financial accounting. Topics will include a study of long-term assets and current liabilities. Partnership and corporate accounting, the statement of cash flows, financial statement analysis, and investments in stocks and bonds. . Objectives of this course are

- Demonstrate an understanding of the accounting for long-term assets
- Demonstrate an understanding of the accounting for current liabilities
- Demonstrate an understanding of the accounting for partnerships
- Demonstrate an understanding of the accounting for corporations and contributed capital
- Demonstrate an understanding of the accounting for corporations and the statement of cash flows

**Course Contents:**

Plant and Equipment: their categories and cost determination, Depreciation and methods of calculating depreciation, Intangible Assets: Goodwill, patents and Franchise, Liabilities: current and long-term, Partnerships: characteristics, advantages and disadvantages, partnership accounting, death of partner and liquidation of partnership, Corporations: Common and preferred stock, stock split and stock dividend, corporate accounting, Statement of Cash Flows: operating, investing and financing activities, Analysis of Financial Statements: common size and index analysis, ratio analysis, Introduction to Accounting Software: Peachtree

**Books Recommended:**

1. Robert F. Meigs and Walter B. Meigs, Accounting: The Basis for Business Decisions, 11<sup>th</sup> Edition, Mc Graw Hill Inc.2003
2. Christopher Nobes ,The Penguin Dictionary of Accounting, , Penguin Books
3. Frank Wood and Alan Sangster, Business Accounting – 2, 9<sup>th</sup> Edition, Pearson Education, 2008
4. M.A. Ghani, Advanced Accounting , 4<sup>th</sup> Ed, 2008

**MGT-342**

**IT IN BUSINESS-II**

**3(3-0)**

Basic database concepts, use of Ms Access as end user software package, creating tables and relationships among them, designing queries, developing forms and generating reports, e-commerce, importance of information systems in business , E-banking.

**Books Recommended:**

1. Introduction to computers by Peter Norton
2. Teach yourself Microsoft access 2003 visually by Maran Graphics
3. Mastering Ms Access

**MGT-351**

**INTRODUCTION TO MARKETING**

**3(3-0)**

**Introduction:**

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

**Course Contents:**

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

Books Recommended:

1. Philip Kotler & Gary Armstrong ,Principles of Marketing ,12th Edition, Publisher: Prentice Hall. 2006
2. David Meerman Scott ,The New Rules of Marketing and PR: How to Use News Releases, Blogs, Podcasting, Viral Marketing, and Online Media to Reach Buyers, Wiley, John & Sons, Incorporated ,2007 .
3. Solomon, Greg, Elnora Stuart ,Marketing Real People, Real Choices: International, 6th Edition, Prentice Hall.

### **MGT-371**

### **MICRO ECONOMICS**

**3(3-0)**

An introduction to economics, definition and scope of economics, laws of economics, law of demand, law of supply, market characteristics and types, equilibrium, production function and factors and characteristics of organizations. Microeconomics is conceptual approach. Demand, supply and market equilibrium, elasticity of consumer demand and supply. Theory indifference curve theory of cost production, cost concepts, social vs. private consumption, and choice of input by firm, equilibrium of the firm. Market structure. Market equilibrium, price discounts & product differentiation. Theory of consumer behavior, consumer samples, income & substitution effect.

#### **Books Recommended:**

1. Micro Economics By Jackson McIver
2. Modern Microeconomics by Kout Sayianssis
3. Micro Economics by Paul Samuelson
4. Introduction to Economics by M. Saeed Nasir

### **MGT-411**

### **INTRODUCTION TO MANAGEMENT**

**3(3-0)**

Definition and function of management, evolution of management, thoughts and management, effects of external environment (economics, technical, social, political, legal and ethics) on management, introduction to concepts of planning, organization, staffing, leadership, decision making, Importance and steps in Decision Making, communication and controlling, planning and its tools and techniques, human motivation, management and productivity, Concept of organization, process of Organizing, communication Concept and importance of communication, Control, Concept, planning-control relationship, process of control, Brief review of Traditional Techniques & Modern Techniques of Control.

**Books Recommended:**

1. Fundamentals of Management by Ricky W. Griffin.
2. Management by Stephen Robbins & Coulter Mary
3. Fundamentals of Management by Robbins
4. Management (A Global Perspective) by Heinz Weihrich & Harnold Koontz
5. Principles of Management by Terry & Franklin.

**SEMESTER-III**

<b>S. No</b>	<b>Course No.</b>	<b>Course Title</b>	<b>Credit Hours</b>
1.	MGT-405	Business Communication-II	3(3-0)
2.	MGT-423	Cost Accounting	3(3-0)
3.	MGT-452	Introduction to Marketing Management	3(3-0)
4.	MGT-472	Macro Economics	3(3-0)
5.	MGT-492	Business Statistics	3(3-0)
6.	MGT-512	Introduction to Organizational Behavior	3(3-0)

**MGT-405****BUSINESS COMMUNICATION-II****3(3-0)**

Based on the knowledge which the students will gain in the Part I of the business communication, students would be trained at the advance level in communication that would include writing and planning short, long, formal, informal reports.

The course would also include writing resumes and job applications & preparing for job interviews. The last part of this course will encompass enhancement of listening skills which are as important as the writing skills. Oral presentations and speaking skills which would include speeches and conduction of meetings will also be a part of this course.

**Books Recommended:**

1. Excellence in Business Communication by John. V. Thill & Courtland L Bovee.
2. Business Communication by Herta Murphy

**Introduction:**

The course is designed to equip students with techniques involved in per unit cost estimation. This cost estimation is the basis for profit planning. Therefore this course focuses only on cost estimation involved in different manufacturing and service operations. . Objectives of this course are

- To make students learn different cost concepts and the accounting treatment for different cost elements
- To teach them the principles of cost estimation and enable them to generate different cost reports like Job Order Cost Sheet, Cost of Production Report etc.
- To enable them to use different costing methods used in different production and services concerns

**Course Contents:**

Costing and The Framework of Cost Accounting: Scope of cost accounting, types of cost and methods of costing, Factory Overhead (FOH): pre-determined, actual and variance analysis of FOH, Materials: Cost flow assumptions, Scrap, spoiled and defective work, inventory control, Labour: overtime premium and idle time wage, Cost of Goods Sold Statement, Job Order Costing: conventional build-up of cost and ABC, journal entries associate with job order costing, Process Costing: normal and abnormal losses, WIP beginning inventory, Service and Batch Costing: hotels, hospitals and pharmaceutical company's case study

**Books Recommended:**

1. Adolf Matz and Milton F. Usry ,Cost accounting, Planning and Control, 7<sup>th</sup> Edition, South-Western Pub. Co. 1980
2. Ray H. Garrison Irvine, Managerial Accounting, USA ,5<sup>th</sup> Edition, 2005
3. T. Lucey, Costing ,6<sup>th</sup> Edition
4. Charles T. Horngren, George Foster, Srikan M. Datar, Cost Accounting: A managerial Emphasis, 10<sup>th</sup> Edition, Prentice Hall.2007
5. Colin Drury, Management and Cost Accounting, 7<sup>th</sup> Edition, Thomson learning, 2003.

## **MGT-452 INTRODUCTION TO MARKETING MANAGEMENT 3(3-0)**

### **Introduction:**

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

### **Course Contents:**

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

### **Books Recommended:**

Philip Kotler & Kevin Lane Keller ,Marketing Management, 13th Edition, Pearson Prentice Hall (Indian Edition) 2009.

Peter Doyle, Phil Stern, Marketing Management and Strategy, 4th Edition, Publishers: Pearson Education, 2006.

Russ Winer, Marketing Management, 3rd Edition, Publishers: Pearson education.2008.



**MGT-472****MACRO ECONOMICS****3(3-0)**

Overview of macro economics, Introduction, markets, governments in modern economy, National income, Measurement of economic activity & economic growth, Consumption and investment, Concept to propensity to consume, Fundamental aggregate demand and supply, Tax Structure, Public finance, Public Debt & Debt Financing, Fiscal policy and saving, Commercial policies, Ensuring price stability, International trade and exchange rates & policy in the open economy, challenges faced by Pakistan Economy.

**Books Recommended:**

1. Macro Economy by Jackson Mclver
2. Macro Economic Analysis Edward Shapiro
3. Modern Economics Theory by Fischer & K. K. Dewett
4. Macro Economics by Samuelson Nordhaus

**MGT-492****BUSINESS STATISTICS****3(3-0)**

Introduction to business statistics, data organization, descriptive measures of locations, descriptive measures of variations and skew ness, probability, probability distributions, sampling and sampling distributions, statistical inference, regression and correlation, time series analysis, index number.

**Books Recommended:**

1. Introduction to Statistics by Ronald E Walpole
2. Introduction to Statistical Theory Part-1 by Sher Muhammad Ch.
3. Basic statistics for business and Economics by Earl K. Bowen & Martin star.

**MGT-512****INTRODUCTION TO ORGANIZATIONAL BEHAVIOR****3(3-0)**

Organizational Behavior - What managers do, definition of OB, contributing discipline to OB, challenges and opportunities for OB. Foundations of Individual behavior - Values, Attitudes and Job satisfaction, Personality and Emotions, Perception, Motivation Concept, Theories, Foundations of Group Behavior - work teams, Interpersonal Skill - Transactional analysis, Life Positions, Johari Window,

Leadership: Concept, theories, Styles and their application, Power and politics in organization, Conflict Management, Stress Management, Crisis Management, Organizational Change & Development, innovation, creating learning organization, Organizational Culture, Organizational Effectiveness.

### **Books Recommended:**

1. Organisation Behaviour by Robbins.
2. Organization Behavior by Luthans.
3. Management of Organizational Behavior by Hersey, Blanchard & Johnson.
4. Organizational behavior by Houghton Mifflin

### **SEMESTER-IV**

<b>S. No</b>	<b>Course No.</b>	<b>Course Title</b>	<b>Credit Hours</b>
1.	MGT-407	Ethics in Business	3(3-0)
2.	MGT-424	Introduction to Business Finance	3(3-0)
3.	MGT-473	Introduction to Managerial Economics	3(3-0)
4.	MGT-504	Managerial Accounting	3(3-0)
5.	MGT-515	Introduction to Human Resource Management	3(3-0)
6.	MGT-594	Introduction to Logic	3(3-0)

### **MGT-407**

### **ETHICS IN BUSINESS**

**3(3-0)**

An attempt to identify and discuss the major ethical and philosophical aspects of issues related to business environment. Determine business related responsibilities and obligations incurred by people at the individual and collective level, The Nature and Purpose of Ethical Reflection, Business Ethics, Moral Responsibility, Individual Responsibility, Moral Responsibility in Business Sphere, Entrepreneurial Performance and Public, Moral Goals and Moral Principles, Manipulative and Non Manipulative Relations.

**Books Recommended:**

1. Business Ethics by Laura P Hartman
2. Business Ethics Facing up the issues by Moore

**MGT-424                      INTRODUCTION TO BUSINESS FINANCE                      3(3-0)**

This course introduces to the student the concept of Business Finance. It familiarizes the student with business related finance and techniques used in finance. This course includes concepts of Business and Finance, The Financial System and environment, The Time Value of Money, The Basics and concepts of Capital Budgeting, Capital Budgeting Techniques, Working Capital Management, factors Influencing Working Capital Requirements, Cash Management, Objectives of the Cash Management, Receivables Management, Credit Evaluation, Need for Inventory, Different Levels of Inventory

**Books Recommended:**

1. Financial Management T.j Gahagher and J.D.Andrew, jr,
2. Foundation of Financial Management Geoffrey a. Hirt, Richard d.
3. Fundamental of Financial Management, Eugene f. Brighjam.
4. Fundamental of Financial Management, Ramesh Rao
5. Fundamentals of Corporate Finance, Brealy and Myers

**MGT-473                      INTRODUCTION TO MANAGERIAL ECONOMICS                      3(3-0)**

Introduction to Managerial Economics, Scope of Managerial Economics, Demand analysis: Types, determinants, elasticity, demand function, Demand forecasting. Cost Analysis: Concept of cost and its types, cost output relationship in short and long period, supply curve, pricing analysis: Market structures, price determination under different market situations, price discrimination, selling costs, product differentiation, various pricing methods, transfer pricing, break even analysis, profit planning. National income analysis: Theories of income, output and employment: Classical Keynesian. Demand behavior: Duessenbury and Friedman, Theory of multiplier, Theory of trade cycles: Concept and causes of trade cycles. Measures to control trade cycles, Macro economic policy: Monetary and fiscal, Theories of inflation: causes and control of inflation.

**Books Recommended:**

1. Managerial Economics by Mark Hirschey, , 10th edition
2. Managerial Economics by Dominick E. Salvatore.
3. Managerial Economics by H.C. Peterson & W.C. Lewis.
4. Managerial Economics – Maurice / Thomas
5. Managerial Economics by D.N. Dwivedi

**MGT-504****MANAGERIAL ACCOUNTING****3(3-0)****Introduction:**

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

Objectives of this course are

- Categorize costs into "fixed," "mixed," and "variable"
- Analyze cost behavior by using the appropriate accounting metrics
- Calculate desired profitability by using the appropriate accounting metrics
- Conduct a Cost-Volume-Profit (CVP) analysis to compare and project profits
- Conduct a variance analysis to compare projected and actual profits
- Perform internal and external comparative analyses using the appropriate accounting metrics

**Course Contents:**

Cost Planning, Control and Decision Making, Cost Behavior: variable and fixed cost behavior, cost behavior prediction and its problems, Marginal and Absorption Costing, Short-Run Decision Making, acceptance of a special order, dropping a product, make or buy decision, Break-Even Analysis: CVP analysis, contribution breakeven chart, profit chart and multi product chart, Budgets, Standard Costing

**Books Recommended:**

1. Adolf Matz and Milton F. Usry, Cost accounting, Planning and Control, 7<sup>th</sup> Edition, South-Western Pub. Co. 1980
2. Colin Drury, Management and Cost Accounting, 7<sup>th</sup> Edition, Thomson Learning, 2003.
3. T. Lucey, Cost Accounting, 7<sup>th</sup> Ed.
4. Ronald W. Hilton, Managerial Accounting: Creating Value in a Dynamic Business Environment, 5<sup>th</sup> Edition, , 2003.
5. Charles T. Horngren, George Foster, Srikan M. Datar, Cost Accounting: A managerial Emphasis, 10<sup>th</sup> Edition, Prentice Hall, 2007

**MGT-515 INTRODUCTION TO HUMAN RESOURCE MANAGEMENT 3(3-0)**

HRM is responsible for the people dimension of the organization between its people not building, the equipment or brand names that make a company. It is responsible for getting competent people, training them, getting them to perform at high effort levels and provide mechanism to ensure that these employees maintain their productive affiliation with the organization. Topics to be covered in this course are: Basic of HRM, understanding equal employment opportunity, employee planning, job analysis including job description and job specification, recruitment and foundation of selection, socialization, orientation an developing employees, establishing rewards and pay plans, health and safety programs, managing labor unions and motivating employees.

**Books Recommended:**

1. Human Resource Management by Robbins / Decenzo
2. Human Resource Management by Gary Dessler
3. Human Resource Management by Michael Armstrong.
4. Managing Human resources by Luis R. Gomez, David B. Balkin, & Cardy

**MGT-594****INTRODUCTION TO LOGIC****3(3-0)**

This is an introductory course in the discipline of logic. The primary objectives of the course are to formally introduce the skills that are essential to good critical reasoning.

The students will learn and apply logical forms of common types of argument, techniques for distinguishing between good and bad argument forms, techniques to identify some common fallacies, detect forms of arguments, test arguments for validity, and to construct valid arguments. Further topics

to be studied include Principles of deductive & inductive logic, Counting methods, Paradoxes (like Russel's Paradox & Goodman Paradox), Cause & effect relationships and Probability calculus.

**Books Recommended:**

1. A Concise Introduction to Logic by Patrick J. Hurley
2. Arguments, Critical Thinking, Logic and the Fallacies, by John Woods, Andrew Irvine and Douglas Walton

**SEMESTER-V**

1.	MGT-513	Corporate Law	3(3-0)	Same
2.	MGT-514	Introduction to Project Management	3(3-0)	Change of Title
3.	MGT-525	Introduction to Financial Management	3(3-0)	Contents Modified
4.	MGT-526	Money and Banking	3(3-0)	Same
5.	MGT-580	Strategic Management	3(3-0)	Picked from Major's List
6.	MGT-595	Statistical Inference	3(3-0)	Order reshuffled

**MGT-513 CORPORATE LAW**

**3(3-0)**

Basic concept of corporate law, forms of organization, features of private and public companies, jurisdiction of courts, incorporation of companies, memorandum and articles of association, share capital, meetings, director, chief executive, stock, stock exchange, sections 1 to 205 of companies ordinance 1984 and securities law.

**Books Recommended:**

The companies' ordinance 1984 with appendices by PLD publishers, Lahore

Introduction, Characteristics of Project, Types of Projects, Phases of Project or Project Life Cycle, Strategic Relevance of Projects, SWOT Analysis, Stakeholders, Project Portfolios, Roles of Senior Management in Project Preparation, Project Organizations and Its Types: Functional, Matrix and Projecticised Organization, Project Selection Process, Project Selection Criteria, Single and Multiple Selection Criteria, ROI/NPV etc, Project Selection Project Sourcing, Conceptual Phase: Initial Research, Project “Identification and Definition, Pre Project Studies: Feasibility Studies, Market Analysis, Demand and Marketing Research, Demand Forecasting, Marketing Strategy and Program, Financial and Technical Analysis, Social and Economic Analysis, Documentation Requirements and Feasibility Studies Practices in Public and Private Sector, Project Funding, Means of Financing, Funding agencies and Creditors, Project Appraisal.

**Books Recommended:**

1. Project Management: A Systems Approach to Planning, Scheduling and Controlling, by Harold Kerzner.
2. Project Management by Meredith and Mantel Jr.
3. Project Management: Strategic Design and Implementation by David I. Cleland / Lewis R. Ireland
4. Manual published by GOP on Project Appraisal.

**Introduction:**

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

- To give students a comprehensive understanding of financial system that how financial institutions mobilize funds through financial securities
- To equip students with techniques required to evaluate a project financially
- To equip students with skills required to efficiently control working capital

## **Course Contents:**

An Overview of Financial Management: financial management and its goals, The Financial Environment: Markets, Institutions, Interest Rates, Valuation Concepts (Time Value of Money), Valuation Models: capital stock valuation, preferred stock valuation and bond valuation, Capital Budgeting and Estimating Cash flows, Capital Budgeting Techniques: IRR, NPV, payback period, Overview of Working Capital Management: working capital issues and financing current assets, Cash And Marketable Securities Management, Account Receivable and Inventory Management: credit and collection policy, analyzing the credit applicant, Short Term Financing: spontaneous and negotiated financing, factoring accounts receivable

## **Books Recommended:**

1. James C. Van Horne and John M. Wachowicz ,Fundamentals of Financial Management, 13<sup>th</sup> Ed, Prentice Hall Inc.2009
2. Shim and Siegel, Schaum's Outline of Financial Management, 2<sup>nd</sup> Edition, 1997
3. Eugene F. Brigham and Micheal C. Ehrhardt ,Financial Management, Theory and Practice, 11<sup>th</sup> Edition, Prentice Hall Publisher, 2007

## **MGT-526**

## **MONEY & BANKING**

**3(3-0)**

Introduction to Money and Banking, State Bank Of Pakistan, Foreign Exchange Management, Commercial Banking, Practice and Law of Banking, Banker – Customer Relation ship, Types of Deposits, Types of Account holder/Precautions to be taken by a banker for opening such Accounts, Loans and Advances/Financing By Banks, SBP Prudential Regulations for Banks/NBFIs, Foreign Trade, Foreign Exchange and Letters of Credit, Investment Banking, Regulatory framework of Securities Markets in Pakistan.

## **Books Recommended:**

1. Practice and Law of Banking by Asrar H. Siddiqui.
2. Principles of money, Banking and Financial markets by Lawrence S. Ritter and William L. Silber.
3. INVESTMENT Analysis and Management by Charles P. JonesManaging



Definition, nature, scope, and importance of strategy; and strategic management (Business policy). Strategic decision-making. Process of strategic management and levels at which strategy operates. Role of strategists. Defining strategic intent, Objectives Environmental Appraisal Environmental scanning techniques, Internal Appraisal . Methods and techniques used for organizational appraisal . Identification of Critical Success Factors, Corporate level strategies-- Stability, Expansion, Retrenchment and Combination strategies. Corporate restructuring. Concept of Synergy, Business level strategies—Porter's framework of competitive strategies; Location and timing tactics. Concept, Importance, Building and use of Core Competence, Strategic Analysis and choice—Corporate level analysis Industry level analysis, Qualitative factors in strategic choice, Strategy implementation, Resource allocation, Projects and Procedural issues. Organization structure and systems in strategy implementation, Leadership and corporate culture, Values, Ethics and Social responsibility, Operational and derived functional plans to implement strategy. Integration of functional plans, Strategic control and operational Control. Organizational systems and Techniques of strategic evaluation

*Books Recommended:*

1. Business Policy & Strategic Management by Kazmi
2. Strategic Management: Concept & Cases by Thomson & Strickland
3. Strategic Management & Business Policy by Wheelen & Hungee
4. Business Policy & Strategic Management by Jauch & Glueck
5. Strategic Management by Pearce & Robinson

Introduction, Estimates and estimators, Point estimation, Methods of point estimation, Estimation by confidence interval, Statistical inference hypothesis testing, Introduction, Test based on normal distribution, Test based binomial distribution. Analysis and Variance the Chi-Square Distribution.

**Books Recommended:**

1. Ronald L. Walpole Statistical Methods
2. Afzal Beg Introduction to statistical theory
3. Lindgren statistical method
4. Lincorn I. Chao statistical theory

## SEMESTER-VI

S. No	Course No.	Course Title	Credit Hours
1.	MGT-493	Business Research Methods	3(3-0)
2.	MGT-543	Introduction to Management Information System	3(3-0)
3.	MGT-574	International Business	3(3-0)
4.	MGT-696	Introduction to Production Operations Management	3(3-0)
5.		Elective-I	3(3-0)
6.		Elective-II	3(3-0)

### MGT-493

### BUSINESS RESEARCH METHODS

3(3-0)

Introduction to Research Methods, Applying Scientific Thinking to Management Research Process, Research Proposal, Research Design, Sources and Collection of Data, Survey Methods and Questionnaires, Observational Method, Experimentation, Analysis and Presentation of Data, Problem Finding. Literature Review, Presentation of Data, Hypothesis Testing, Measure of Association, Writing Research Reports.

#### Books Recommended:

1. Business Research Methods by Donald R. Cooper and Pamela S. Schindler
2. Business Research By Uma Seekaran
3. Research methods for Business Students by Mark Saunders, Philip Lewis, and Adrian Thornhill.
4. Business Research Methods by Emory

**MGT-543      INTRODUCTION TO MANAGEMENT INFORMATION      3(3-0)**  
**SYSTEM**

Introduction, History of information systems and importance, Current focus on information use, Problems in implementing global information systems, GIS implementation strategies, Ethical implications of IT, ethics and information services, system theory and methodologies, The system approach, system development life cycle methodologies and phases of SDLC, Types of MIS e.g. Management Reporting System, Transaction processing system, Artificial Intelligence, Decision support Systems, office information system etc, Use of Ms Project.

**Books Recommended:**

1. Management Information systems- managing the digital firm by Kenneth C. Laudon
2. Management information systems by James O' Brien
3. Teach yourself Microsoft Project 2003 visually by maranGraphics

**MGT-574                      INTERNATIONAL BUSINESS                      3(3-0)**

This course is basically designed to give a comprehensive look of trade and international level. How the companies grab the international market share. Companies become multinational enterprise. How they enter in international market. What is the role of developed countries in international market? How the political changes are affecting the market on international level. How the economic integrations are taking place at various levels. How culture affects the international business. Various barriers on international level, International finance, balance of payment. What is monetary system and role of International Monetary Fund / World Bank in international trade? What is forex, participants of forex market? How the formulation of global strategy is being done. WTO, various challenges faced by developing countries. How can Pakistan grab more international market share, Challenge of WTO for Pakistan.

**Books Recommended:**

1. International Business by ALAN M. RUGMAN, RICHARD M. HODGETS.
2. International Business by John D. Daniels,.
3. International Economics by M. L. Jhingaln.
4. Economic Survey of Pakistan.

**MGT-696      INTRODUCTION TO PRODUCTION & OPERATIONS      3(3-0)**  
**MANAGEMENT**

A practical and theoretical attempt of identify the working of production sector and service sector enterprise. This subjects includes following topics: Operation management, objectives of operation management, strategies for competitive advantage, productivity, factor affecting productivity, international dimensions of productivity, forecasting, linear programming, designing product, services and processes, operating capacity, rated capacity, locating production and service facilities, business location analysis, transportation techniques, project management, scheduling, program evaluation and review techniques, critical path method, inventory control, material requirement planning, decision making / problems solving methods, decision tables, decision trees.

**Books Recommended:**

1. Essentials of Production and Operation Management by Ray Wild.
2. Production & Operation Management by Barry Render & Jay Heizer
3. Productions Operations Management by William J. Stevenson 7<sup>th</sup> ed
4. Production and Operations Management by James D. Dilworth
5. Production and Operations Management by Russell & Taylor.

**SEMESTER-VII**

S. No	Course No.	Course Title	Credit Hours
1.	MGT-616	Total Quality Management	3(3-0)
2.	MGT-644	Introduction to E-Commerce	3(3-0)
3.	MGT-699	Project	3(0-6)
4.		Elective-III	3(3-0)
5.		Elective-IV	3(3-0)

**MGT-616      TOTAL QUALITY MANAGEMENT      3(3-0)**

Concepts and introduction to TQM. History of TQM, Leadership for TQM, Customer Satisfaction, Employee Involvement, Continuous Process Improvement, Supplier Partnership, Performance Measures, Quality Systems, Benchmarking, Quality Function Deployment, Taguchi's Quality Engineering, Management Analysis and Tools

**Books Recommended:**

1. Total Quality Management by, Joel E. Ross, text, cases and readings.
2. Total Quality Management by Besterfield, Dale H.
3. Quality Management Practices by. Moosa Kamran
4. Pakistan Institute of Quality control – Proceedings

**MGT-644 INTRODUCTION TO E-COMMERCE****3(3-0)**

Introduces students to the current state-of-the-art in E-Commerce technology and instructs to make relevant, develop or buy and customize decisions on E-Commerce products. Provides an understanding of the application of special concepts and technology underlying e-commerce applications and the design and development of E-Commerce capabilities. Electronic Commerce Framework, Electronic Commerce and media Convergence. Types of Electronic Payment Systems, Electronic Data Interchange, EDI Applications in Business, Web interfaces, Architectural Framework for Electronic Commerce. Introduces concepts and models to analyze e-business firms.

**Books Recommended:**

1. Electronic Commerce by Green Stein
2. Electronic Commerce by Pete Iosuin and A. Murphy
3. E-Commerce, the Cutting Edge of Business by K. Bajaj & D. Nag

**MGT-699****PROJECT****3(0-6)**

Students will be offered a research project in the area of his interest preferably in the area of his/ her specialization. This research project will help the students in developing the competencies for research.

**SEMESTER-VIII**

<b>S. No</b>	<b>Course No.</b>	<b>Course Title</b>	<b>Credit Hours</b>
1.	MGT-617	Entrepreneurship	3(3-0)
2.	MGT-618	Contemporary issues in Management	3(3-0)
3.	MGT-698	Internship	3(0-6)
4.		Elective-V	3(3-0)
5.		Elective-VI	3(3-0)

**MGT-617      ENTREPRENEURSHIP****3(3-0)**

The objective of this course is to develop an understanding of the entrepreneurial process and to explore the strategies that improve new venture program. The heart of this course is the development of business plan for a prospective venture that you would like to start within five years of your business idea. The fundamentals purpose of this course is to equip the business students with all the techniques of marketing, production, financing, managing venture, risk management and project management and evaluation etc for successful management of their small businesses.

***Books Recommended:***

1. Managing and starting new business by Douglas Clonel .
2. Winning the entrepreneur's Game by David R . Rye
3. Small Business Entrepreneurship and beyond by Timothy S Hatten
4. Entrepreneurship by Robert Hisrich

**MGT-618      CONTEMPORARY ISSUES IN MANAGEMENT****3(3-0)****Introduction:**

This course will examine management in contemporary organizations extending the basic knowledge on management and organizations acquired earlier. The course is based around a list of topics generated by the faculty that are at the forefront of discussion in management studies, thereby extending the contemporary perspective. The topics will alter as contemporary issues change; a new list of topics will be generated each time the course is offered through faculty and students input obtained during the first week of the course.

Examples of topics may include great ideas in management, trends and changes in the global, political, legal, socio-economic, and cultural environments of business, learning organizations, knowledge workers, e-commerce, managing technologies and issues involved in managing a diverse workforce that is geographically dispersed. The course aims at providing students with an opportunity to explore the field and to develop an enquiring mind for life-long learning.

**Study Materials**

Articles published in the recent issues of professional journals, Case studies, Commentaries and analysis of any contemporary issues in management like mergers, acquisitions, bankruptcies, product recalls or even strategy revisions can form a basis for the course.

Students as part of the course must select any issue of importance in consultation with the faculty and write a report and make presentation in front of the class besides appearing for the traditionally required written examinations.

## **MGT-698 INTERNSHIP**

**3(0-6)**

As a part of their degree requirement students are required to do Internship with an organization of repute. This will help students in creating links with Industry and finding suitable jobs for them.

## **ELECTIVE COURSES FOR THE SPECIALIZATIONS OFFERED IN BBA (HONS.)**

### **MARKETING**

<b>S. No</b>	<b>Course No.</b>	<b>Course Title</b>	<b>Credit Hours</b>
1.	MGT-560	Consumer Behavior	3(3-0)
2.	MGT-561	Advertising & Promotion	3(3-0)
3.	MGT-562	Sales Management	3(3-0)
4.	MGT-663	Services Marketing	3(3-0)
5.	MGT-664	Product & Brand Management	3(3-0)
6.	MGT-665	Global Marketing	3(3-0)
7.	MGT-666	Marketing Research	3(3-0)
8.	MGT-667	Marketing Channels	3(3-0)
9.	MGT-668	Strategic Marketing Planning	3(3-0)
10	MGT-669	Seminars in Marketing	3(3-0)

## **MGT-560**

## **CONSUMER BEHAVIOR**

**3(3-0)**

Consumer behavior, scope, importance and interdisciplinary nature. Marketing concept, societal marketing concept, social responsibilities and ethics in marketing, the consumer research process, quantitative and qualitative research. Marketing segmentation, Consumer motivation, Personality and consumer behavior product personality and brand personification. Self image, Vanity and consumer behavior. Consumer perception, Product and service positioning, perceived price, quality and risk. Manufacturer's image, consumer learning, motivation, cues, response and reinforcement. Behavioral learning and cognitive learning theories, Attitudinal and behavioral measures of brand loyalty, Attitude formation and change, Communication process and design of persuasive communication, influence of reference groups, impact of social class, culture, subculture and cross-cultural factors on consumer behavior. The process of opinion leadership and motivation behind opinion leadership. Diffusion and adoption process of innovation, profile of consumer innovators, Consumer decision making process,

Howard-Sheth, Engell, Kollat Blackwell and Nicosia models of Consumer decision-making. Consumer gifting behavior. Relationship marketing.

**Books Recommended:**

1. Consumer Behavior by Schiffman & Kanuk.
2. Consumer Behavior by Laudon & Bitta.
3. Consumer Behavior by Nair.
4. Consumer Behavior by Engell, Kollat & Blackwell.

**MGT-561**

**ADVERTISING AND PROMOTION**

**3(3-0)**

**Introduction:**

This course focuses on the fundamental role of advertising in the communication process; how it works as an element of the marketing process, the basic terminology used; the functions and effectiveness of advertising for businesses; the influence of economics on the evolution of advertising; and advertising's overall impact on the society in which it operates. In this course student will also understand different media used for advertising. The course will address issues like how ads are produced for print and broadcast media? What makes an ad effective? And the creative side of advertising.

**Course Contents:**

Defining advertising, its types, its role and function, what makes an ad effective? Characteristics of effective ads, current issues in advertising. Advertising & its role in the society, ethics, regulation, advertising and social responsibility. Advertising and marketing process, advertising and target market approaches. ad agencies. The consumer audience and their behavior, cultural and social influences on consumer. Account planning and research, evaluative research and research challenges in advertising. How advertising works? How communication works? Perception, learning, persuasion. Action etc, How brand work? Media planning and buying strategy, developing media strategy, media selection & buying process. Print media, types of media, broadcast and interactive online media, forms of TV advertising. Creative side of advertising, creative advertising. creative thinking, creative process, copy writing, the language of advertising, the copywriter, copywriting for print, copy elements. Print media requirements, copywriting for radio, tools of radio copywriting, radio commercial planning, copywriting for television. Characteristics of TV Copy, tools for television copywriting and writing for the web.



**Books Recommended:**

1. Wells, William, John Burnett, and Sandra Moriarty , Advertising: Principles and Practice, Prentice Hall, 6<sup>th</sup> Edition, Published by McGraw hill February 2007.
2. Sandra Moriarty, Nancy Mitchell, William Wells, Advertising International Version ,8th Edition , Published by Prenhall ,May 2008
3. Kenneth Clow, Donald Baack, Integrated Advertising, Promotion and Marketing Communications, Global Edition, Published by Pearson Jan 2009.

**MGT-562****SALES MANAGEMENT****3(3-0)****Introduction:**

This course focuses on the overall management of selling activities. This will help students to understand the selling process, basic sales functions and activities. This course will also familiarize students with territory management and Time management, sale forecasting and Quota setting, Sales training and development, and lastly the motivation and compensation aspects of sale management.

**Course Contents:**

What is Sales Management? Sale Management Process, Strategic Role of Sales Function. Sale Management Trends, Overview of Personal Selling, Characteristics of Sales Careers, Personal Selling Approaches and Process. Classification of selling approaches, organization strategies and sales function, strategic change and the sale function, organizational strategies and the sale function, sale strategy framework. Organizational buyer behavior, relationship and sale channel strategy, sales organization structure and sales force deployment, organization concepts and selling situations, allocation of selling effort, designing territories, developing forecasts, forecasting by sales managers. Recruitment and selection, sale force socialization, model of socialization, recruitment and selection process, sale training and its role, managing the sale training process, selecting training methods, training media and location. Sales leadership and supervision, Contemporary Views, LMX model, transformational and BSM model leadership model for sales management, motivation and reward system management: motivation and reward, type of sale force rewards and sales expenses. Evaluating the effectiveness of the organization, sale audits, sales analysis, cost analysis, profitability analysis and productivity analysis. Sale force performance evaluation, purpose and approaches, key issues in evaluation, criteria, ranking and rating methods and measuring salesperson job satisfaction.

#### Books Recommended:

1. Thomas. Ingram/ Raymond LaForge/ Ramon Avila/ Charles Schwepker Jr. Michael Williams ,Sales Management: Analysis and Decision Making ,Fourth Edition, Pearson Prentice Hall ,2006.
2. Mark W. Johnston, Greg W. Marshall , Sales Force Management, McGraw-Hill Companies. , 2008.
3. David Jobber, Geoffrey Lancaster, Selling and Sales Management ,8th Edition.  
Publisher: Pearson education,2009

**MGT-663**

**SERVICES MARKETING**

**3(3-0)**

#### **Introduction:**

The objective of this course is to provide student a firm grounding in the application of marketing management techniques to all aspects of services. It will examine service characteristics and classifications, theoretical models of service, relationship marketing, interactive marketing, customer care, the services marketing mix, understanding service quality, organizing for service and internal marketing. Overall, the course outlines the unique challenges of managing services and successful strategies to address these. It will create an in-depth appreciation and understanding of the unique challenges inherent in managing and delivering quality services.

#### **Course Contents:**

Introduction to services marketing, gaps model of service quality, consumer behavior in services/customer expectations, customer perception of service & service, encounters, understanding expectations and perceptions through marketing research. Services relationship marketing, building customer relationships, service recovery, service development, and design. Customer defined service standards, physical evidence, the servscape, employees' role in service delivery, the customers' role in service delivery service through intermediaries, managing demand and capacity. Integrated service marketing communications, the pricing of services, the financial and economics effect of services and the integrated gaps model of service quality.

#### Books Recommended:

1. Zeithaml, Valarie A. & Bitner, Mary Jo, Services Marketing – Integrating Customer Focus Across the Firm, 2nd Edition, McGraw Hill ,2008.

2. Lovelock, Christopher, Services Marketing People, Technology, Strategy, 4th Edition, Prentice Hall, Europe , 2007.
3. Manfred Bruhn, Services Marketing Managing the Service Value Chain , Published by Pearson education 2005.

**MGT-664**

**PRODUCT & BRAND MANAGEMENT**

**3(3-0)**

### **Introduction:**

This course aims to develop understanding of brands and brand management. It also helps students to develop knowledge of how brands are developed, priced, promoted and distributed. The course is designed to make students understand the equities associated with brands. It provides the necessary depth and breadth for the students to understand how brands are chosen, how brand personalities are developed and how brand strategies are implemented with example from local industry. This course provides the knowledge that is important for marketing major students to effectively plan, implement and evaluate branding strategies.

### **Course Contents:**

Brands & Brand Management, What is brand, why do brands matter, can anything be branded, what are the strongest brands, brand equity concept. customer-based brand equity, brand knowledge sources of brand equity, the four steps of brand building and its implications, brand positioning & values, identifying & establishing brand positioning and brand values. Choosing brand elements to build brand equity, criteria for choosing brand elements, product strategy, pricing strategy, and channel strategy. Integrating marketing communications to build brand equity, developing IMC programs, and leveraging secondary brand knowledge to build brand equity. Measuring sources of brand equity: capturing customer mindset, qualitative research, quantitative research techniques, designing & implementing branding strategies, designing branding strategy. Introducing & naming new products & brand extensions, new products & brand extensions, understand how consumers evaluate brand extensions, evaluating brand extension opportunities. Managing brands over time, reinforcing brands. revitalizing brands, adjustments to brand portfolio, managing brands over geographical boundaries & market segments., rationale for going international.

### **Books Recommended:**

Kevin Lane Keller, Strategic Brand Management (Building, Measuring & managing brand Equity) 3rd Edition Published by McGraw hills Dec 2007.

David A. Aaker , Brand Portfolio Strategy, 2<sup>nd</sup> edition ,Published by Prentice Education. April 2004

Jean-Noel Kapferer ,The New Strategic Brand Management (Creating and Sustaining Brand Equity Long Term),4<sup>th</sup> edition, Published by Prenhall. March 2008.

**MGT-665**

**GLOBAL MARKETING**

**3(3-0)**

**Introduction:**

The objective of this course is to provide students with an introduction to the field of Global Marketing. The course develops an understanding of the basic concepts of global marketing and global marketing process, how decisions are made based on internal & external factors and also the impact of 4p's of marketing & their management in a global dynamic market, global market access strategies, global competition and sourcing decisions etc. The course will also include cases from international markets to make student analyze and different global situations and issues and how they were handled by renowned companies. This course provides the knowledge that is important for marketing major students to effectively plan, implement and evaluate branding strategies.

**Course Contents:**

Defines the scope & challenge of international marketing, international marketing task, stages of international involvement, international marketing concepts, global markets. The global economic environment, WTO and GATT, economic integration and bloc, free trade agreement, balance of payments. The global legal environment, currencies and exchange rate and repatriation of funds. The global political & legal environment, stability of government policies, political risks in global business, assessing political vulnerability, dispute resolution, protection of intellectual property. Creating products for consumers in global markets, global markets & product development, physical or mandatory requirements & adaptation. Marketing industrial products, the industrial demand, the industrial product market, promoting industrial products and marketing services globally. International distribution system, distribution patterns, factors affecting choice of channels, locating, selecting & motivating channels. Exporting & Logistics, Special issues for small business, export documents, and the foreign freight forwarder. The global advertising & promotion effort, global advertising, media planning & analysis and global sales promotion. Designing the sales force, recruiting marketing & sales personnel, selecting & training, motivating & controlling the international sales team. Pricing for international markets, pricing policies, and dumping.

**Books Recommended:**

1. Philip R. Cateora & John L. Graham ,International Marketing 13<sup>th</sup> edition , Published by McGraw hills ,March 2006
2. Warren J. Keegan & Marks C. Green ,Global Marketing, 4<sup>th</sup> edition, Published by Prentice Hall. (2008)

3. Svend Hollensen, Global Marketing A Decision-Oriented Approach, 4th Edition Published by Prentice Hall. April 2007

### **MGT- 666      MARKETING RESEARCH**

**3(3-0)**

Basic concepts of Marketing Research - Introduction, Marketing Research & MIS, Marketing Decision Support System, Research Process, Research Design: Exploratory, Descriptive, and Experimental Designs, Methods of Data Collection, Scaling Techniques and questionnaire design, Data Preparation, Data Analysis: Discriminant Analysis, Factor Analysis, Cluster Analysis, Conjoint Analysis, Multi Dimensional Scaling, Applications of Marketing Research, Sales Analysis, Market Potential Analysis, Sales Forecasting, Market Segmentation, Product Research: New Product Development Process, Test Marketing, Advertising Research: Media Research, Copy Testing, Brand Positioning, International Marketing Research, Motivation Research.

#### ***Books Recommended:***

1. Marketing Research: Applied Orientation by Naresh Malhotra
2. Marketing Research by Boyd, Westfall & Stasch
3. Marketing Research by Luck & Rubin
4. Research for Marketing Decisions by Green, Tull & Albaum

### **MGT-667                      MARKETING CHANNELS**

**3(3-0)**

Marketing Channel Framework, Where missions meets Market, Channel role in a dynamic market place, Conventional Marketing system, Marketing Mix and Relationship Marketing. External Channel Environment, Managing Uncertainty, legal Development in marketing channels, Ethical Issues in Relationship Marketing, Global Channels and Opportunities. Internal Channel Environment, Channel Climate, Conflict Resolution Strategies, Information system in relationship logistics, Cultivating Positive Channel Relationship. Economics of Exchange, Transaction cost in Marketing Channels, Vertical Marketing System, Franchising. Relationships and the Interaction Process, Emerging role of Strategic Alliances, Strategic Implication for new millennium.

#### ***Books Recommended:***

1. Marketing Channels by Barry Berman

### **MGT-668                      STRATEGIC MARKETING PLANNING**

**3(3-0)**

Marketing and its basic concepts, principles of strategic marketing planning, planning implementation and controlling of strategies, the marketing environment, international marketing research,

segmentation, product policy and planning, planning for pricing strategy, strategic planning for channel of distribution, promotion strategies, organization and control of marketing planning and strategy.

*Books Recommended:*

1. Marketing Strategy and Management by Micheal J. Baker
2. Strategic Marketing Management by Richard M. Wilson Colin Gilligan

## **MGT-669**

## **SEMINAR IN MARKETING**

**3(3-0)**

Seminar in marketing will be arranged each week. Different marketing personnel's will be invited to present seminars on different aspects of marketing, Teacher in-charge will be responsible to arrange the seminars and make it sure all students attend the sessions. Concern teacher will determine the examination procedures depending on the university policies. Students can also be encouraged to deliver seminar. The areas of marketing to be covered in that course are Business strategy, Marketing strategy, Relationship Marketing, CRM and its importance, Product Planning, Services planning, Total solutions planning, Distribution and logistics, supply chain management, pricing, promotion & integrated market communications, Marketing scenario in Pakistan, Web marketing and future trends in marketing.

## **FINANCE**

<b>S. No</b>	<b>Course No.</b>	<b>Course Title</b>	<b>Credit Hours</b>
1.	MGT-530	Investment Banking	3(3-0)
2.	MGT-531	Analysis of Financial Statements	3(3-0)
3.	MGT-631	Securities Analysis & Portfolio Management	3(3-0)
4.	MGT-632	Investment & Security Analysis	3(3-0)
5.	MGT-633	Corporate Finance	3(3-0)
6.	MGT-634	Credit Management	3(3-0)
7.	MGT-635	Islamic Banking	3(3-0)
8.	MGT-636	Portfolio Management	3(3-0)
9.	MGT-637	Financial Institutions	3(3-0)
10.	MGT-638	International Finance	3(3-0)
11.	MGT-639	Money & Capital Markets	3(3-0)

**Introduction:**

The landscape of banking has been changing of the years. There has been a constant decline in the intermediation activities of banks while there is a constant increase in the intermediary role of banks. Companies are no longer strictly dependent on bilateral borrowings from their bankers. They would prefer to source funds directly from economic units who have the funds by issuing financial instruments. The investors who have the liquidity will then consider investing in them. The main function of investment banking is to be an intermediary to bring this into fruition. This course addresses how banks can fulfill this role & how the respective instruments are structured on behalf of the issuers. It also addresses the considerations that drive investor decisions on the financial instruments available for their investment. . Objectives of this course are

The principal goal of this course is to provide a broad overview of investment banking and of the forces that are changing it worldwide. The focus is on the major activities of investment banks: (1) raising capital for clients; (2) making markets and providing brokerage services; (3) advising on and executing mergers and acquisitions; (4) trading and investing for the bank's own account; and (5) managing third-party assets. Throughout the course will examine some of the challenges of managing a global investment bank and discuss the trends in the investment banking industry.

**Course Contents:**

Financial Intermediation Vs Financial Intermediary, Roles of Financial Institutions Investment Banking Activities, Linkage between Investment Banking & Wealth Management Activities, Key Players in Investment Banking, Issuers: Investors: Growing Importance of Investment Banking, Regulating issues, Tax issues, Classification of Financial Markets, Equity & Equity Derivative Instruments, Common Stock & Preferred Stock, Warrants & Convertibles, Initial Public Offerings. Reasons for IPOs, Pros And Cons Of Going Public, Methods of IPOs, Equity Restructuring Rights Issue, Bonus Issue, Stock Splits, Debt Instruments or Fixed Income, Mergers & Acquisitions, Types of Mergers & Acquisitions, Economic Justifications for Mergers & Acquisitions, Rationale for Mergers & Acquisitions, Involving Cash & Share Swap, Investment Bank Structure, Front office - trading, sales and treasury, Middle office - product control, compliance and legal, Back office – settlement, accounting and IT Corporate finance – advisory and research, private placement.

**Books Recommended:**

1. Investment Banking: Institutions, Politics, and Law by Alan D. Morrison,, William J. Wilhelm Jr. Managerial Accounting by Ray H. Garrison Irvine, USA (5<sup>th</sup> Edition) Oxford University Press, USA; Revised edition (November 15, 2008).

2. Michel Fleuriot Investment Banking Explained: An Insider's Guide to the industry , 1 edition ,McGraw-Hill; (June 26, 2008).
3. James W. Kolari Benton E. Gup, Wiley ,Commercial Banking: The Management of Risk by; 3 edition , 2004

## **MGT-531**

## **ANALYSIS OF FINANCIAL STATEMENTS**

**3(3-0)**

### **Introduction:**

Course is based upon the intelligent use of published financial reports by decision makers external to the firm (e.g. investors and creditors). This course will focus on key accounting concepts, financial ratios and industry issues which are critical in interpreting and analyzing external financial reports. Throughout this course students will be involved in “hands-on” financial analysis by working on class exercises/problems, discussing special topical readings and analyzing assigned cases. The cases will include primary concepts from the assigned readings, as well as the topics and financial analysis techniques discussed in class.

The objectives of this course is provide you with advanced conceptual back ground and analytical tools necessary to evaluate financial statement issued by companies especially publicly held enterprises. The course is meant to complement related studies in accounting, finance and economics. It focuses on understanding the uses and limitation of financial statement.

### **Course Contents:-**

Overview of Financial Statements Analysis, Financial Statements Analysis and Reporting,, Accounting Analysis, Analyzing Financing, Investing ,and Operating Activities, Financial Analysis Applications and Interpretation, Short-Term liquidity, Forecasting and pro-forma analysis ,Capital structure and solvency ,Return on invested capital, Prospective analysis, Credit Analysis, Profitability Analysis, Earnings-Based analysis and Valuation, Comprehensive case applying financial statements analysis

### **Books Recommended:**

1. John J Wild, KR Subramanyam, and Robert Halsey,Financial Statement Analysis, 8<sup>th</sup> Edition
2. Charles. H Gibson ,Financial Reporting & Analysis: Using Financial Accounting Information,, Lighting Sources Inc., 2006
3. Gerald White, Don Fried Ashwinbaule.Sondhi ,The Analysis & use of Financial Statement , 3<sup>rd</sup> Edition , Johnwiley & Sons Inc, December 2002



4. Charles H. Gibson, Cases in financial Reporting , Patricia A. Frishkoff. Kent Publisher Co  
January 1981

## **MGT-631 SECURITIES ANALYSIS AND PORTFOLIO MANAGEMENT 3(3-0)**

### **Introduction:**

This course focuses at introducing the students about the various aspects of securities analysis and portfolio management. It will provide advanced practical concepts, tools and applications. The primary objective of this course is to familiarize the student with basic concepts of Securities Analysis and Portfolio Management and its various tools and techniques to facilitate the managers in managing their portfolio. The basic objective of the course is to acquaint the students with respect to the investment decisions related to financial assets, the risks and the returns involved, to make aware about the functioning of securities market alongside the theories and concepts involved in portfolio management.

### **Course Contents:**

Introduction of Security Analysis and Portfolio Management, Nature and Scope, Importance, Investment, Securities Market, Stock Exchanges and their Mechanics, Market Indexes, Trading System in the Stock Exchanges, Risk –Calculation and Analysis, Types, Problem, Calculation of Risk with Ms-Excel, Fundamental Analysis: Economic Analysis, Industry Analysis, Company Analysis, Share Valuation, Models of securities Valuation, Bond Valuation and Preference Share Valuation, Technical Analysis, Efficient Market Theory.

Portfolio Analysis, Portfolio Selection, Markowitz: Portfolio Selection Model, Sharpe: The Single Index Model, Capital Asset Pricing Model (CAPM), Portfolio Investment Process, Portfolio Evaluation Investment Timing and Portfolio Evaluation, Bond Portfolio Management Strategies, Derivatives, Futures, Options, Swaps, Hedging.

### **Books Recommended:**

1. Fran K, Reilly, Keith C. Brown ,Investment Analysis & Portfolio Management, South Western Publisher, January 2006
2. William J. Bernstein ,The intelligent Asset Allocator .How to build your Portfolio to maximize return & Minimize Risk, Mc Graw-Hill ,2000
3. Robert A .Strong , Thomson Learning ,Portfolio construction, management and protection, 2005.

**Introduction:**

The aim of this course is to study the basic issues involved in the management of investment. Major topics include application of basic investment theory, valuation of stocks and bonds, forecasts of trends in the stock and bond markets, fundamental analysis and technical analysis, measuring risk and return. Modern portfolio theory: Portfolio return, Risk and diversification, Efficient frontier and portfolio selection, Market models, CAPM and APT, Performance evaluation, Evaluation techniques, Decomposition of investment performance, Multi-index, APT, and performance evaluation, Trigonometry of the performance measurement. Evaluation of security analysis, The relevance of earnings, Types of Securities, Securities Market, Risk-return Concepts, Basics of Bonds, Valuation of Bonds, Basics of Common Stocks, Valuation of Common Stock, Economic Analysis, Industry Analysis, Company analysis and Technical Analysis, Investment Companies/Mutual funds, Futures Markets, Stock Market rules, Stock Market Indices

**Books Recommended:**

1. Reilly, Investment Analysis and Portfolio Management, 4<sup>th</sup> Edition, 1994
2. Jones, Investment Analysis and Management, 3<sup>rd</sup> Edition, 1991
3. Bruno Solnik, International Investment, 3<sup>rd</sup> Edition, Addison Wesley

**Introduction:**

Overview of corporate finance, financial analysis and planning, security valuation, capital budgeting, market efficiency, capital structure, dividend policy. Option and Hybrids, Asset Backed financing, Issuing Long-Term Debt and Equity, International financial Management, Risk Management. This course is designed to provide the basic conceptual background and analytical tools necessary to evaluate business decision in order to maximize shareholders wealth. The course is meant to complement related studies in finance. Student motivation and skill development will be enhanced by using problem and cases from books and everyday life.

**Course Contents:**

Introduction to Corporate Finance, Valuation of Long-term Securities: Bonds; Preferred stock; Common Stock; Dividend Discount Models; Concept of yield to maturity (YTM); Risk and Return: Definition, probability distribution to measure risk, Coefficient of Variation; Risk and Return in a portfolio context, Theory of Capital Structure, Dividends and Share Repurchase

Decisions, Lease financing and Financial Markets, Insurance ,hedging with futures and forward ,foreign exchange markets, Call and put option ,Warrants and Convertibles, Motive for mergers

### **Books Recommended:**

1. Eugene F.Brigham Joel F. Houston ,Fundamentals of Financial Management ., South Western Publication.2009
2. Richard A Brealey,Franklin Allen, Stewart C Myers ,Principles of Corporate Finance.MC Graw-Hill /Irwin/ 2008.
3. Stephen A. Ross, Randolph W Westerfield, and Bradford D Jordan Essentials of Corporate Finance , 2010.
4. by Stephen A. Ross, Randolph W. Westerfield, Jeffrey F. Jaffe, and Bradford Jordan ,Corporate Finance: Core Principles and Applications,2008

**MGT-634**

**CREDIT MANAGEMENT**

**3(3-0)**

### **Introduction:**

The main goal of this course is to develop a foundation of financial management concepts. This will enable the student to understand what is credit risk management, what are the lending objectives, and how to measure credit risk. The course also lays a foundation for more complex credit management topics that arise in additional elective courses in finance. This course in credit management also describes the credit rating systems.The main goal of this course is to develop a foundation of financial management concepts. This will enable the student to understand what credit risk management is, what the lending objectives are, and how to measure credit risk. The course also lays a foundation for more complex credit management topics that arise in additional elective courses in finance. This course in credit management also describes the credit rating systems

### **Course Contents:**

Introduction to credit risk management, The Credit Process, Credit Selection, Credit risk, Application of Credit Risk Measurement, Objectives of Credit Portfolio, Credit Risk Loss Distribution, Credit Rating Systems, The Economics of Credit, The Basel Accords.

**Books Recommended:**

1. Credit Risk Management [ILLUSTRATED] by Joetta Colquitt Management and Cost Accounting, Colin Drury McGraw-Hill; edition (May 24, 2007).
2. Global Credit Management: An Executive Summary (The Wiley Finance Series) by Ron Wells (Author Managerial Accounting: Creating Value in a Dynamic Business Environment, 5<sup>th</sup> Edition, Ronald W. Hilton.
3. Greg N. Gregoriou, Christian Hoppe ,The Handbook of Credit Portfolio Management ([McGraw-Hill Finance & Investing])

**MGT-635****ISLAMIC BANKING****3(3-0)****Introduction:**

The purpose of the course is to make the student aware of this fast growing and innovative mode of financing, particularly within the Arab and Islamic world. The above coverage will illustrate as to how the field of Islamic finance is different than the conventional financial world, with the emphasis on sharing of profit and loss related to a financial transaction.

Objectives of this course are

- Demonstrate a firm grasp of the history and development of Islamic banking
- Familiar with the basic principles and rules of Islamic banking
- Understand the differences between Islamic banking and conventional interest-based banking systems
- Understand the basic structure and operation of the key financial instruments used in Islamic banking
- Able to apply the knowledge gained to selected case studies
- Able to identify some of the key controversies in Islamic banking.

**Course Contents:**

Role of Islamic law in Islamic economic and financial institutions ,History of Islamic banking ,Relationship between finance and Islamic law, Basic principles of Islamic economics ,Differences between Islamic banking and conventional interest-based banking systems,Framework of Islamic finance,Nature of Islamic banking and finance ,Concept of money in Islam, Prohibition of interest

,Ethical dimension of Islamic banking ,Chief financing mechanisms used in Islamic banking ,Supervision and oversight of Islamic banks ,Reading and understanding contracts and financial statements of Islamic banks.

**Books Recommended:**

1. Muhammad Ayub Wiley Understanding Islamic Finance (The Wiley Finance Series) , 2008.
2. Mahmoud A. El- Gamal ,Islamic Finance: Law, Economics, and Practice , 1 edition Cambridge University Press; 2006.
3. Cheikh A. Soumare ,The Principles of Islamic Banking, Xlibris Corporation,2008.

**MGT-636**

**PORTFOLIO MANAGEMENT**

**3(3-0)**

Introduction, The Nature and Meaning of Investments, , Concept of Investment, Characteristics of Investment, Objectives of Investment, Investment Vs Speculation, Investment Vs Gambling, Types of Investors, Individual and Institutional Investors ,Investment Avenues, Introduction to Portfolio Management, Phases of Portfolio Management ,Security Analysis Portfolio Analysis, Portfolio Selection, Portfolio Revision, Portfolio Evaluation, Phases of Evolution, Speculative Phase, Phase of Professionalism, Scientific Phase, Role of Portfolio Management, Investment and Risk, Unsystematic Risk, Business Risk, Financial Risk, Fundamental Analysis Interest Rates, Industry and Company Analysis ,Cost Structure, Portfolio analysis selection: portfolio theory, return portfolio risk, efficient set of portfolios, optimum portfolio, capital asset pricing theory (CAPM), capital market line, security market line, cost averaging.

**Books Recommended:**

1. PORTFOLIO MANAGEMENT, S. Kevin, Latest Edition, Prentice Hall of India Pvt. New Delhi

**MGT-637**

**FINANCIAL INSTITUTIONS**

**3(3-0)**

The Field of Finance, The role of the finance Manager, The Financial System, Surplus Economic Units, Deficit Economic Units, Securities/ Financial Assets, Financial Intermediaries, Investment Bankers, Brokers, Dealers ,Financial Markets, Securities in the financial market place, Securities in the money market, Securities in the capital market ,Financial Institutions, Types of Financial institutions, Commercial Bank, Central Bank, State Bank of Pakistan, Specialized Financial Institution in Pakistan, Pakistan industrial credit and Investment Corporation, Small business Finance Corporation ,Industrial development Bank of Pakistan, Investment Corporation of Pakistan, National investment trust, International Financial Institutions

**Books Recommended:**

1. FINANCIAL MANAGEMENT (PRINCIPLES AND PRACTICE), Timothy J. Gallagher & Joseph D. Andrew, Jr., Prentice Hall (Latest Edition).
2. MONEY AND BANKING IN PAKISTAN, S.A.Meenai, Oxford University Press Karachi. (Latest Edition).
3. PRINCIPLES OF MONEY, BANKING AND FINANCIAL INSTITUTIONS Lawrence-S-Ritter and Willion-L-Silber (8th Edition) Harper Collins Publishers, New York.
4. FINANCIAL MARKETS, INSTITUTIONS AND MONEY--- Fredericl-S-Mishken (5th Edition) Harper Collins Publisher, New York.
5. financial Institutions, Markets and Money ,6th Ed By David S. Kidwel,Peterson and Blackwell

**MGT-638****INTERNATIONAL FINANCE****3(3-0)****Introduction:**

In this course, we study the management of the multinational firm's financial resources. Topics include international financial markets, foreign exchange rates and risk management, evaluating foreign investment opportunities, and theories and practices of financing multinational operations. After taking this course, you will be familiar with the aspects of financial management that are encountered by multinational enterprises. You will learn why and how international financial management is similar to domestic financial decision-making and how it differs. You will learn to make financial decisions when facing multiple currencies with frequent exchange rate changes and varying rates of inflation, multiple financial markets, and political risks. You will also learn about the international financial environment, its vulnerabilities and resilience.

**Course Contents:**

Students will study the concepts of arbitrage, risk management, cash management and capital market behavior. In the process, students will learn to use tools for foreign exchange determination and be introduced to the international securities markets. In addition, the course will describe the relevant aspects of European monetary policy and financial market integration.

The course is divided into 4 parts:

- I. Foreign Exchange
- II. Foreign Exchange Risk Management
- III. Corporate Finance

#### IV. European Context

##### **Books Recommended:**

1. Jeff Madura, *International Financial Management*, 8<sup>th</sup> edition, Thomson, 2003.
2. Finance of International Trade, Institute of Bankers Pakistan
3. UCP 600, International Chamber of Commerce and Industry

**MGT-639**

**MONEY AND CAPITAL MARKETS**

**3(3-0)**

##### **Introduction:**

The course is designed to equip students with knowledge of a financial system and its regulatory framework and environments in Pakistan, and how it exists in a developed economy. On completion of the course the students shall be able to demonstrate an understanding of the subject matter and financial environments in Pakistan. The structure of this unit is designed to provide students with a sound working knowledge of the money markets and capital markets within the context of a modern financial system with particular emphasis on the purpose, functions and operation of financial institutions, instruments and markets. This unit focuses mainly on business finance, investment and provides a strong foundation for learning in finance.

##### **Course Contents:**

Introduction to Money banking course- a course overview; Why Study Financial Markets and Institutions; Overview of Financial Systems; Financial Markets, Determination of Interest Rates and Security Valuation. Central Banking (Federal Reserve System), Monetary Policy, and Interest Rates , Money Markets & Capital Markets (Fixed Income Securities, Capital Markets, Stock Markets & Other Financial Markets , Commercial Banks, Thrift Institutions, Financial Statement Analysis of Banking Industry, Regulation of depository institutions, Insurance Companies, Other Non Banking Financial Institutions, Types of Risks Incurred by Financial Institutions, Managing Risk on the Balance Sheet, Managing Risk on the Balance Sheet, II & III Interest Rate and Insolvency Risk, Managing Risk with Derivative Securities, Securitization,

##### **Books Recommended:**

1. By Peter S. Rose, Texas A & M University. Milton H. Marquis ,Money and Capital Markets: Financial Institutions and Instruments in a Global Marketplace, Mc-Graw Hill , 2005
2. Viney, C, McGrath's Financial Institutions, Instruments and Markets, 4<sup>th</sup> ed, McGraw-Hill Australia, Sydney. 2003

3. Peter S. Rose Money & Capital Market. The financial System in the Economy Business Publication ,1986
4. Anthony Saunders and Maricia Millon Cornett, Financial Markets and Institutions, 2<sup>nd</sup> edition
5. By Lawrence S. Ritter, William L. Sliber and Gregory F. Udell, Principles Of Money, Banking & Financial Markets 10<sup>th</sup> Edition,

### **HUMAN RESORUCE MANAGEMENT**

<b>S. No</b>	<b>Course No.</b>	<b>Course Title</b>	<b>Credit Hours</b>
1.	MGT-581	Leadership	3(3-0)
2.	MGT-582	Organizational Development	3(3-0)
3.	MGT-683	Human Resource Development	3(3-0)
4.	MGT-684	Learning & Management Development	3(3-0)
5.	MGT-685	Collective Bargaining & Wage Policy	3(3-0)
6.	MGT-686	International Human Resource Management	3(3-0)
7.	MGT-687	Strategic Human Resource Management	3(3-0)
8.	MGT-688	Seminars in Human Resource Management	3(3-0)

#### **MGT-581**

#### **LEADERSHIP**

**3(3-0)**

Initial perspective, Situational perspective, Management effectiveness Vs Leadership Effectiveness, Leadership Environmental diagnostics, Situational leadership perception and impact of Power, Leadership training and development , Leading effective teams , managing high performances .

#### ***Books Recommended:***

1. Management of Organizational Behaviour – leading Human resource by Paul Hersey , Kenneth H Blanchard, Dewey E. Johnson
2. Organizational Behaviour and Managemenet By Ivancevich , Olekalns , Matteson



3. Behaviour in Organizations n by Jerald Greenberg , Robert A, Baron
4. Organizational Behviour –by Stephen Robbins John W. Newstrom /Keith Davis

**MGT-582                      ORGANIZATIONAL DEVELOPMENT                      3(3-0)**

Introduction to OD, Historical background, Foundations of OD, empowerment, Teams and teamwork, Parallel learning structures, A normative-reductive strategy of changing, Applied behavioral science, Action research, Managing OD, Action Research and OD, OD Interventions, Training Experience, T-groups, Behavioral Modeling and Career anchors, Issue in Consultant-Client Relations, Power, Politics and OD, Research on OD, The future of OD: Fundamental strengths of OD, OD's future: Leadership & value, Knowledge about OD, OD training, inter-disciplinary nature of OD, diffusion of technique, integration practice.

*Books Recommended:*

1. Organisation Development Strategies & Models by Richard Beckhard
2. Building a Dynamic Corporate through Grid OD Blake, Robert & Mounton
3. Organisation Development through Team Building Thomas H. Patten
4. Organisation Development & Change Edgar F. Huse
5. Organisation Development: principles & Practices Burke W.W.

**MGT-683                      HUMAN RESOURCE DEVELOPMENT (HRD)                      3(3-0)**

HRD, concept, benefits, pre-requisites, its distinction from HRM, HRD as a total system, modern HRD mechanisms, Development: Analyzing the role for development, Management development: concept, need, and management development methods. Performance appraisal Concept, need, objectives, methods, obstacles, designing effective appraisal system, performance appraisal in Pakistani organizations. Potential appraisal, Concept, need, procedures, requirements of a good appraisal system, Training, Training methods, evaluation of training, Quality of work life (QWL), Job enrichment, Quality Circles, concept, structure, role of management, HRA: introduction, scope, limitations, methods, Management of careers.

*Books Recommended:*

1. Personnel Management by Edwin Flippo
2. Human Resource & Personnel Management by Werthen Davis
3. Designing and Managing Human Resource Systems by Udai Pareek & Rao
4. Training by Michael Jinks

5.Training for Development by Udai Pareek & R.P. Lynton

6.Strategic Prospects For HRM Current Trends in HRD by Shaun Tyson

**MGT-684      LEARNING & MANAGEMENT DEVELOPMENT      3(3-0)**

Strategic Human Resource Development , Organizational learning and learning organizations, Human Learning processes, The delivery of learning and Training , E- learning , Training Need Analysis- Methods , processes , approaches, Learning Theories Concepts and components of management development, Management education & Training programs, Management development cycle – TNA, Training design , monitoring and evaluation, Compendium of methods and techniques.

*Books Recommended:*

1. Management Development by Joseph Prokopenko
2. Hand book of Staff development by Peter Sheal
3. Human Resource Management by SS Khanka
4. A hand book of Human Resource Management Practice by Michael Armstrong
5. Human Resource Management by John Bratton and Jeffrey Gold

**MGT-685      COLLECTIVE BARGAINING & WAGE POLICY      3(3-0)**

Collective Bargaining, Concept, historical introduction, meaning and purpose, features of Collective Bargaining, Approaches, techniques and strategies of Collective Bargaining, Determination of bargaining unit, the bargaining agent, the process of negotiation, preparation for bargaining, Issues in collective bargaining, Contract administration, Collective bargaining & technological change, Collective bargaining exercises, The concept of wages, Theories of wage, the minimum wage, fair wage, living wage, relative wages and wage differentials, productivity linkages, the dilemma of dearness allowance, the bonus issues, national wage policy.

*Books Recommended:*

1. Collective Bargaining B.N. Shukla & Bimla Shukla
2. Contemporary Collective Bargaining Harold W. Davey
3. Wage Policy by A.M. Sharma

## **MGT-686 INTERNATIONAL HUMAN RESOURCE MANAGEMENT 3(3-0)**

Managing Human Resources in a foreign subsidiary, Cultural & behavioral differences in different countries, cross cultural studies of Hofstede, Kluckhohn & Stoodbeck; Ethical relativity versus ethical absolutism, IHR planning & staffing: Practice & problems, Compensation Systems, Multinational compensation systems, factors affecting compensation systems, Training & development: General practices, approaches & short-comings, Appraising performance of subsidiary staff: Appraisal systems, acceptance & resistance, Expatriates: Determination of needs, selection process, attributes contributing to success & failure, special issue of female expatriates, expatriate re-entry, Accommodating & training of the family members: Education & vocational guidance, amenities & facilities.

### ***Books Recommended:***

1. Human Resource management: An International Comparison by Pieper R. Watter de Cruyter.
2. Cross-cultural Business Behavior by Gesteland
3. Managing Cultural Differences by Harris & Moran

## **MGT-687 STRATEGIC HUMAN RESOURCE MANAGEMENT 3(3-0)**

### **Introduction:**

This course deals with the ways in which strategic thinking can be applied to Human Resource Management. It aims to provide students with opportunities to synthesize managerial strategy issues with HRM processes, in a considered and reflective manner. The course focuses on the way strategies can be formed and enacted in organizations, and on the internal and external environmental contexts from which human resource strategies emerge. It also deals with a range of contemporary issues in human resource management against a backdrop of new and changing people management practices. Using your workplace as the starting point, you will walk through a strategic, competency-based facilitation model of human resource management. You will deal with practical aspects of managing people in the workplace in activities ranging from the assessment of the environment to the identification of staffing needs and competencies that impact human resource decisions. Students are given the opportunity to enhance their skills in teamwork, problem solving and strategic thinking - through research. Objectives of this course are

The goal of this course is to provide you with the knowledge and skills that you can use to effectively manage human resources to achieve organizational goals. In order to achieve this goal, you will:

- Take a strategic approach to human resource management.
- Assess the global human resources environment in which your organization operates.
- Forecast the human resource needs of your organization or department.
- Do a job analysis and competency audit of your organization and/or department.
- Identify competency gaps in your organization or department.

- Provide feedback to employees to help them reach personal and organizational goals.
- Use powerful "coaching" questions to help employees attain personal and organizational goals.
- Use competency-based recruitment and selection techniques.
- Manage and motivate employees using the basic principles of strategic human resource management.

### **Course Contents:**

Strategic HRM: An Introduction, Investment perspective of HRM, Understanding HRM in the context of organizations and their environment, The Evolving Strategic Role of Human Resource Management, Environmental influences on HRM, Design & Redesign of Work Systems, Evaluation of HR programme and policies, Downsizing and restructuring, Mergers and acquisitions.

### **Books Recommended:**

1. Gary Dessler, Human Resource Management 11<sup>th</sup> Edition, Prentice Hall, 2007.
2. Stephen P Robbins & Mary Coulter, Principles of Management, 10<sup>th</sup> Edition, Prentice Hall, 2008.
3. Jeffery A. Mello, Strategic Human Resource Management, 2<sup>nd</sup> Edition, Cengage Learning 2006,.
4. Randall S. Schuler and Susan E. Jackson, Strategic Human resource Management, 2<sup>nd</sup> Edition Wiley, John & Sons, Incorporated, 2007

### **MGT-688 SEMINAR IN HUMAN RESOURCE MANAGEMENT 3(3-0)**

Seminar in HRM will be arranged each week. Different HR personnel's will be invited to present seminars on different aspects of HRM, Teacher in-charge will be responsible to arrange the seminars and make it sure all students attend the sessions. Students can also be encouraged to deliver seminar. The areas of Human resource management to be covered in this course are Personal planning, succession planning, human resource scenario in Pakistan, Recruitment, selection standards, Interviews, Training needs and Analysis, Managing strategic change, Performance appraisals, Managing careers and fair treatment, compensation Planning, Benefits and services, Employee relations.

### **Annexure 3: SURVEY OF GRADUATING STUDENT**

The survey was conducted by the students in Fall 2018, Spring 2018, Fall 2019 and Spring 2019. There were 45 respondents. The results show that BBA programme has following qualities :-

- The students improved the teamwork capabilities.
- The students can think independently after the completion of graduation.
- The communication skills are improved.
- The faculty has achieved the objectives and curriculum content.
- The financial aid and scholarships are available for the needy students.

There are some suggestions given by the graduated students, which are as follows:-

- The course content should be aligned according to the current business environment.
- There should be permanent faculty members.
- Registration procedure should be improved to avoid long lines.

The result of the detailed analysis is given on the next page.

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## *ANNEXURES*

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### *ANNEXURE I: ALUMNI SURVEY*

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**The results of the Alumni survey in tabular form are given below:**

		<b>Excellent</b>	<b>Very Good</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
<b>I</b>	<b>Knowledge</b>					
1	Math, Science, Humanities and professional discipline, (if applicable)	70%	14%	9%	2%	5%
2	Problem formulation and solving skills	77%	8%	5%	5%	5%
3	Collecting and analyzing appropriate data	69%	8%	12%	9%	2%
4	Ability to link theory to practice	64%	12%	10%	9%	5%
5	Ability to design a system component or process	75%	10%	2%	11%	2%
6	IT knowledge	89%	4%	3%	4%	0%
<b>II</b>	<b>Communication Skills</b>					
1	Oral communication	47%	33%	10%	5%	5%
2	Report writing	78%	7%	6%	4%	5%
3	Presentation skills	64%	17%	10%	4%	5%
<b>III</b>	<b>Interpersonal Skills</b>					
1	Ability to work in teams.	74%	18%	4%	0%	4%
2	Ability to work in arduous/Challenging situation	79%	9%	8%	3%	1%
3	Independent thinking	52%	27%	9%	7%	5%
4	Appreciation of ethical Values	81%	7%	4%	2%	6%
<b>IV</b>	<b>Management/Leadership Skills</b>					
1	Resource and Time management skills	51%	29%	10%	5%	5%

2	Judgment	56%	23%	11%	5%	5%
3	Discipline	76%	8%	8%	3%	5%
<b>V</b>	<b>General Comments</b>					
<b>VI</b>	<b>Career Opportunities</b>					
<b>VII</b>	<b>Department Status</b>					
1	Infrastructure	68%	16%	12%	4%	0%
2	Faculty	74%	23%	2%	1%	0%
3	Repute at national level	64%	30%	6%	0%	0%
4	Repute at International level	61%	9%	8%	15%	5%

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## *ANNEXURE II: GRADUATING STUDENTS SURVEY*

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**The results of Graduating Student Survey in table form are given below:**

		<b>Very Satisfied</b>	<b>Satisfied</b>	<b>Uncertain</b>	<b>Dissatisfied</b>	<b>Very Dissatisfied</b>
1	The work in the program is too heavy and induces a lot of pressure.	63%	26%	4%	4%	3%
2	The program is effective in enhancing team-work abilities.	58%	33%	0%	5%	4%
3	The program administration is effective in supportive learning	38%	36%	17%	2%	7%
4	The program is effective in developing analytical and problem-solving skills.	40%	39%	16%	1%	4%
5	The program is effective in developing independent thinking.	55%	21%	12%	4%	8%
6	The program is effective in developing written communication skills.	54%	34%	8%	0%	4%
7	The program is effective in developing planning abilities.	46%	34%	4%	7%	9%
8	The objectives of the program have been fully achieved.	47%	38%	10%	4%	2%

9	Whether the contents of the curriculum are advanced and meet program objectives.	42%	32%	13%	4%	9%
10	The faculty was able to meet the program objectives.	48%	28%	6%	13%	4%
11	The environment was conducive for learning	34%	31%	17%	4%	13%
12	Whether the infrastructure of the department was good	36%	18%	31%	10%	4%
13	Whether the program was comprised of Co-curricular and extra-curricular activities	27%	17%	34%	13%	9%
14	Whether scholarships/grants were available to students in case of hardship.	69%	21%	8%	2%	0%

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### **ANNEXURE III: EMPLOYER SURVEY**

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**The results of Employer Survey in tabular form are given below:**

		<b>Excellent</b>	<b>Very Good</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
<b>I</b>	<b>Knowledge</b>					
1	Math, Science, Humanities and professional discipline, (if applicable)	58%	21%	15%	3%	3%
2	Problem formulation and solving skills	57%	29%	4%	7%	3%
3	Collecting and analyzing appropriate data	54%	25%	13%	3%	6%
4	Ability to link theory to practice	44%	31%	17%	8%	0%
5	Ability to design a system component or process	50%	32%	6%	7%	5%
6	Computer knowledge	70%	10%	5%	10%	5%



<b>II</b>	<b>Communication Skills</b>					
1	Oral communication	40%	30%	0%	20%	10%
2	Report writing	43%	27%	15%	2%	13%
3	Presentation skills	45%	45%	10%	0%	0%
<b>III</b>	<b>Interpersonal Skills</b>					
1	Ability to work in teams.	50%	10%	10%	20%	10%
2	Leadership	37%	30%	19%	0%	14%
3	Independent thinking	40%	40%	10%	5%	5%
4	Motivation	45%	15%	15%	10%	15%
5	Reliability	20%	30%	10%	15%	25%
6	Appreciation of ethical values	38%	40%	12%	10%	0%
<b>IV</b>	<b>Work Skills</b>					
1	Time management skills	42%	50%	6%	2%	0%
2	Judgment	47%	27%	11%	12%	3%
3	Discipline	25%	25%	20%	30%	0%

### Performa 9: FACULTY RESUME

Name:	Mr.Junaid Kayani
Personal:	Marital Status: Married Nationality: Pakistani Email: junaid@bims.edu.pk Phone: 0320-0514251
Experience:	7 years
Honors and Awards	-
Memberships	Admission Committee, Department of Management Sciences. Quality Enhancement Cell (QEC) team member, Department of Management Sciences
Graduate Students Postdocs Undergraduate Students Honor Students	Thesis / project supervisor of BBA & MBA Students
Service Activity	Teaching, Research
Brief Statement of Research Interest	Principles of Marketing, Marketing Management and Services Marketing
Publications	2
Research Grants and Contracts	No
Other Research or Creative Accomplishments	No
Selected Professional Presentations	No

## Performa 9: FACULTY RESUME

Name:	Ms.A num Rashid
Personal:	<p>Marital Status: Unmarried</p> <p>Nationality: Pakistani</p> <p><a href="mailto:anum@bims.edu.pk">anum@bims.edu.pk</a></p> <p>0308-5133784</p>
Experience:	05 years
Honors and Awards	<p>Gold Medal awarded by Szabist in MS Finance.</p> <p>Secured first position in inter departmental badminton tournament held in PIDE</p>
Memberships	Comprehensive Committee, Department of Management Sciences
Graduate Students Postdocs Undergraduate Students Honor Students	Thesis / project supervisor of BBA & MBA Students
Service Activity	Teaching
Brief Statement of Research Interest	Finance
Publications	2
Research Grants and Contracts	-
Other Research or Creative Accomplishments	Impact of internal and external factors on the performance of Insurance companies'' written with Usman Kemal presented in International conference on Economics and Finance in Istanbul University.
Selected Professional Presentations	Workshops, Seminars

## Performa 9: FACULTY RESUME

Name:	Ms.Qurat Ul Ain Amjad
Personal:	Department of Management Sciences Barani Institute of Management Sciences Email: qurat@bims.edu.pk Contact: 03401888131
Experience:	Lecturer Oct 2016 to-date Barani Institute of Management Sciences
Honors and Awards	PLS CERTIFICATE COMSATS UNIVERSITY SPSS QAU ISLAMABAD COMPUTER DIPLOMA JINNAH INSTITUTE OF INFORMATICS
Memberships	<ul style="list-style-type: none"> <li>➤ Admission Committee, Department of Management Sciences.</li> <li>➤ Quality Enhancement Cell (QEC) team member, Department of Management Sciences</li> </ul>
Graduate Students Postdocs Undergraduate Students Honor Students	Thesis / project supervisor of BBA & MBA Students
Service Activity	Teaching.
Brief Statement of Research Interest	HUMAN CAPITAL WORKPLACE BULLYING EMPLOYEE SILENCE
Publications	In Porgress
Research Grants and Contracts	-
Other Research or Creative Accomplishments	As described above
Selected Professional Presentations	Workshops, Seminars

## Performa 9: FACULTY RESUME

Name:	Mr. Muhammad Zeeshan
Personal:	Marital Status: Unmarried  Nationality: Pakistani  Department of Management Sciences. Barani Institute of Management Sciences  <a href="mailto:zeeshan@bims.edu.pk">zeeshan@bims.edu.pk</a>  +92 321 5546986,
Experience:	6 years
Honors and Awards	Nil
Memberships	Admission Committee ,Department of Management Sciences QEC member, Department of Management Sciences
Graduate Students  Postdocs Undergraduate  Students  Honor Students	Thesis / project supervisor of BBA & MBA Students
Service Activity	Teaching
Brief Statement of Research Interest	Marketing
Publications	In Progress
Research Grants and Contracts	-
Other Research or Creative Accomplishments	As described above
Selected Professional Presentations	-

### Performa 9: FACULTY RESUME

Name:	Ms. Hira Rizwani
Personal:	Marital Status: Unmarried Nationality: Pakistani Email: hira@bims.edu.pk Phone: +92-51-4853701
Experience:	04 year
Honors and Awards	-
Memberships	No
Graduate Students Postdocs Undergraduate Students Honor Students	Yes
Service Activity	Teaching, Research
Brief Statement of Research Interest	
Publications	2
Research Grants and Contracts	No
Other Research or Creative Accomplishments	No
Selected Professional Presentations	No

## Performa 9: FACULTY RESUME

Name:	Ms. Tehreem Ali
Personal:	Marital Status: Unmarried Nationality: Pakistani _tehreem@bims.edu.pk
Experience:	04 years
Honors and Awards	-
Memberships	<ul style="list-style-type: none"> <li>• Admission Committee, Department of Management Sciences</li> <li>• Quality Enhancement Cell (QEC) team member, Department of Management Sciences</li> </ul>
Graduate Students  Postdocs  Undergraduate Students  Honor Students	Yes
Service Activity	Teaching
Brief Statement of Research Interest	<ul style="list-style-type: none"> <li>• Service Quality</li> <li>• Value co-creation &amp; Customer engagement</li> <li>• Customer Experience Management</li> <li>• Artificial Intelligence (AI) in Marketing</li> </ul>
Publications	2
Research Grants and Contracts	-
Other Research or Creative Accomplishments	As described above
Selected Professional Presentations	Workshops, seminars

## Performa 9: FACULTY RESUME

Name:	Mr. Eimad Hafeez
Personal:	Department of Management Sciences Barani Institute of Management Sciences  <a href="mailto:eimad@bims.edu.pk">eimad@bims.edu.pk</a>  Contact: +92-51-4853701
Experience:	05 years
Honors and Awards	-
Memberships	<ul style="list-style-type: none"> <li>➤ Admission Committee, Department of Management Sciences</li> <li>➤ Quality Enhancement Cell (QEC) team member, Department of Management Sciences</li> </ul>
Graduate Students  Postdocs  Undergraduate Students  Honor Students	Yes
Service Activity	Teaching.
Brief Statement of Research Interest	Human Resource Management
Publications	01
Research Grants and Contracts	-
Other Research or Creative Accomplishments	As described above
Selected Professional Presentations	-



## Performa 9: FACULTY RESUME

Name:	Dr.Rashid Mehmood
Personal:	Department of Management Sciences Barani Institute of Management Sciences <a href="mailto:rashid@bims.edu.pk">rashid@bims.edu.pk</a> 0333-3332467
Experience:	07 years
Honors and Awards	Nil
Memberships	Admission Committee ,Department of Management Sciences QEC member, Department of Management Sciences
Graduate Students Postdocs Undergraduate Students Honor Students	Yes
Service Activity	Teaching
Brief Statement of Research Interest	Finance and Accounting
Publications	Nil
Research Grants and Contracts	-
Other Research or Creative Accomplishments	As described above
Selected Professional Presentations	-

### Performa 9: FACULTY RESUME

Name:	Ms.Sania Arif
Personal:	Marital Status: Married Nationality: Pakistani Email: sania@bims.edu.pk Phone: +92-51-4853703
Experience:	Lecturer Sep 2019 to-date Barani Institute of Management Sciences (BIMS) Visiting Faculty Sep 2017 to August 2019 International Islamic University, Islamabad Visiting Faculty Oct 2017 to August 2019 UIMS-PMAS-Arid Agriculture University, Rawalpindi,
Honors and Awards	-
Memberships	No
Graduate Students Postdocs Undergraduate Students Honor Students	Yes
Service Activity	Teaching, Research
Brief Statement of Research Interest	Leadership, Psychological contract breach, Employee work and job behaviors,
Publications	2
Research Grants and Contracts	No
Other Research or Creative Accomplishments	No
Selected Professional Presentations	No

## Performa 9: FACULTY RESUME

Name:	Ms. Misbah Riaz
Personal:	Marital Status: Unmarried  Nationality: Pakistani  misbah@bims.edu.pk  0333-3332467
Experience:	04 years
Honors and Awards	-
Memberships	Admission Committee ,Department of Management Sciences Comprehensive Committee, Department of Management Sciences
Graduate Students  Postdocs  Undergraduate Students  Honor Students	Yes
Service Activity	Teaching
Brief Statement of Research Interest	Marketing Research
Publications	-
Research Grants and Contracts	-
Other Research or Creative Accomplishments	As described above
Selected Professional Presentations	Workshops, seminars

## Performa 9: FACULTY RESUME

Name:	Col. Khalid Chohan
Personal:	Department of Management Sciences Barani Institute of Management Sciences <a href="mailto:khalidchohan@bims.edu.pk">khalidchohan@bims.edu.pk</a> Contact: +92-51-4853702
Experience:	04 years
Honors and Awards	-
Memberships	➤ Admission Committee, Department of Management Sciences
Graduate Students Postdocs Undergraduate Students Honor Students	Yes
Service Activity	Teaching.
Brief Statement of Research Interest	Finance
Publications	-
Research Grants and Contracts	-
Other Research or Creative Accomplishments	As described above
Selected Professional Presentations	-

#### ANNEXURE IV: FACULTY COURSE REVIEW REPORT

Faculty course review report for the courses those have been evaluated either in Teacher evaluation or in Student course evaluation.

#### Performa 2

#### Faculty Course Review Report



(To be filed by each teacher at the time of Course Completion)

For completion by the course instructor and transmission to Head of Department of his/her nominee (Dept. Quality Officer) together with copies of the Course Syllabus outline

Department:	Management Sciences	Faculty:	Barani Institute of Management Sciences		
Course Code	MGT-701	Title:	Introduction to Marketing		
Session:	2018	Semester:	Fall		
Credit Value:	3(3-0)	Level:	MBA	Prerequisites:	none
Name Of Course Instructor:	Mr.Junaid Kayani	No. of Students Contact Hours2 hours daily	Lectures(3 hours) Labs (N/A)		
Assessment Methods: Give precise details (no & length of assignments, exams weightings, etc.)	Quizzes, Assignment, Mid Term, Final term				

## Distribution of Grade/ Marks and other Outcomes (adopt the grading system as required)

Undergraduate	Originally	%Grade A	%Grade B	%Grade C	D	E	F	No Grade	Withdrawal	Total
No Of Students	65	7.46	14.93	17.91	25.37	26.87	26.87		4	
Post Graduate	Originally Registered	%Grade A	%Grade B	%Grade C	D	E	F	No Grade	Withdrawal	Total
No. of Students	15	2.43	6.09	29.27	20.7		34.15		9	

### Overview /Evaluation (Course Co-Coordinator's Comments) Feedback:

first Summarize, then comment feedback received form: (These boxes will expand as you type in your answer.)

1) Student (Course Evaluation) Questionnaires

2) External Examiners or Moderators (if any)

3) Student/Staff Consultative Committee (SSCC) or equivalent, (if any)

4) Curriculum: comments on the continuing appropriateness of the Course curriculum in relation to the intended learning outcomes (course objectives) and its compliance with the HEC Approved/Revised National Curriculum Guidelines. The course curriculum is in accordance with HEC approved guidelines

5) Assessment: comment on the continuing effectiveness of method(s) of assessment in relation to the intended learning outcomes (Course Objectives)

6) Enhancement: comment on the implementation of changes proposed in earlier Faculty Course Review Reports

7) Outline any changes in the future delivery or structure of the Course that this semester/term's experience may prompt.

Name: <b>Mr. Junaid Kayani</b>	Date _____
(Course Instructor)	
Name: <b>Dr. Hafeez Ur Rehman</b>	Date _____

Performa 2

## Faculty Course Review Report

(To be filed by each teacher at the time of Course Completion)



For completion by the course instructor and transmission to Head of Department of his/her nominee (Dept. Quality Officer) together with copies of the Course Syllabus outline

Department:	Management Sciences		Faculty:	Barani Institute of Management Sciences		
Course Code	MGT-702	Title:	Principles of Accounting			
Session:	2018	Semester:	Spring			
Credit Value:	3(3-0)	Level:	MBA	Prerequisites:	none	
Name Of Course Instructor:	Ms. Anum Rashid	No. of Students Contact Hours	Lectures (3 hours) Labs (N/A)	3(3-0)		
Assessment Methods: Give precise details (no & length of assignments, exams weightings, etc.)		Quizzes, Assignment, Mid Term, Final term				

## Distribution of Grade/ Marks and other Outcomes (adopt the grading system as required)

Undergraduate	Originally	%Grade A	%Grade B	%Grade C	D	E	F	No Grade	Withdrawal	Total
No Of Students	15	14.19	37.78	24.49	14.29	8.16				

Post Graduate	Originally Registered	%Grade A	%Grade B	%Grade C	D	E	F	No Grade	Withdrawal	Total
No. of Students	15	3.846%	5.769%	34.62%	9.615%			46.15%		

**Overview /Evaluation (Course Co-Coordinator's Comments) Feedback:**

first Summarize, then comment feedback received form: (These boxes will expand as you type in your answer.)

1. Student (Course Evaluation) Questionnaires

2. External Examiners or Moderators (if any)

3. Student/Staff Consultative Committee (SSCC) or equivalent, (if any)

4. Curriculum: comments on the continuing appropriateness of the Course curriculum in relation to the intended learning outcomes (course objectives) and its compliance with the HEC Approved/Revised National Curriculum Guidelines. The course curriculum is in accordance with HEC approved guidelines

5. Assessment: comment on the continuing effectiveness of method(s) of assessment in relation to the intended learning outcomes (Course Objectives)

6. Enhancement: comment on the implementation of changes proposed in earlier Faculty Course Review Reports

7. Outline any changes in the future delivery or structure of the Course that this semester/term's experience may prompt.

Name: **Ms. Anum Rashid** Date \_\_\_\_\_  
(Course Instructor)

Name: **Dr. Hafeez Ur Rahman** Date \_\_\_\_\_



## Performa 2



### Faculty Course Review Report

(To be filed by each teacher at the time of Course Completion)

For completion by the course instructor and transmission to Head of Department of his/her nominee (Dept. Quality Officer) together with copies of the Course Syllabus outline

Department:	Management Sciences		Faculty:	Barani Institute of Management Sciences	
Course Code	MGT-703	Title:	Principles of Management		
Session:	2018	Semester:	Fall		
Credit Value:	3(3-0)	Level:	MBA	Prerequisites:	none
Name Of Course Instructor:	Mr.Eimad Hafeez	No. of Students Contact Hours	Lectures (3 hours) Labs (N/A)		
Assessment Methods: Give precise details (no & length of assignments, exams weightings, etc.)	Quizzes, Assignment, Mid Term, Final term				

### Distribution of Grade/ Marks and other Outcomes (adopt the grading system as required)

Undergraduate	Originally	%Grade A	%Grade B	%Grade C	D	E	F	No Grade	Withdrawal	Total
No Of Students	13	0	23.08	61.54	7.692		7.692			26
Post Graduate	Originally Registered	%Grade A	%Grade B	%Grade C	D	E	F	No Grade	Withdrawal	Total
No. of Students	13									

**Overview /Evaluation (Course Co-Coordinator's Comments) Feedback:**

first Summarize, then comment feedback received form: (These boxes will expand as you type in your answer.)

1. Student (Course Evaluation) Questionnaires

2. External Examiners or Moderators (if any)

3. Student/Staff Consultative Committee (SSCC) or equivalent, (if any)

4. Curriculum: comments on the continuing appropriateness of the Course curriculum in relation to the intended learning outcomes (course objectives) and its compliance with the HEC Approved/Revised National Curriculum Guidelines. The course curriculum is in accordance with HEC approved guidelines

5. Assessment: comment on the continuing effectiveness of method(s) of assessment in relation to the intended learning outcomes (Course Objectives)

6. Enhancement: comment on the implementation of changes proposed in earlier Faculty Course Review Reports

7. Outline any changes in the future delivery or structure of the Course that this semester/term's experience may prompt.

Name: Mr.Eimad Hafeez Date \_\_\_\_\_

(Course Instructor)

Name: Dr. Hafeez Ur Rahman Date \_\_\_\_\_

(Director)

## Performa 2

### Faculty Course Review Report



**(To be filed by each teacher at the time of Course Completion)**

**For completion by the course instructor and transmission to Head of Department of his/her nominee (Dept. Quality Officer) together with copies of the Course Syllabus outline**

Department:	Management Sciences		Faculty:	Barani Institute of Management Sciences	
Course Code	MGT-734	Title:	IT in Business		
Session:	2017	Semester:	Spring		
Credit Value:	3(3-0)	Level:	MBA	Prerequisites:	None
Name of Course Instructor:	Ms. Tehreem	No. of Students Contact Hours	Lectures (3 hours) Labs (1.5 hours)		
Assessment Methods: Give precise details (no & length of assignments, exams weightings, etc.)	Quizzes, Assignment, Mid Term, Final term				

### **Distribution of Grade/ Marks and other Outcomes (adopt the grading system as required)**

Undergraduate	Originally	%Grade A	%Grade B	%Grade C	D	E	F	No Grade	Withdrawal	Total
No Of Students	15	6.81	36.36	31.82	15.91		6.81			
Post Graduate	Originally Registered	%Grade A	%Grade B	%Grade C	D	E	F	No Grade	Withdrawal	Total

No. of Students	15								
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**Overview /Evaluation (Course Co-Coordinator's Comments) Feedback:**

first Summarize, then comment feedback received form: (These boxes will expand as you type in your answer.)

1. Student (Course Evaluation) Questionnaires

2. External Examiners or Moderators (if any)

3. Student/Staff Consultative Committee (SSCC) or equivalent, (if any)

4. Curriculum: comments on the continuing appropriateness of the Course curriculum in relation to the intended learning outcomes (course objectives) and its compliance with the HEC Approved/Revised National Curriculum Guidelines. The course curriculum is in accordance with HEC approved guidelines

5. Assessment: comment on the continuing effectiveness of method(s) of assessment in relation to the intended learning outcomes (Course Objectives)

6. Enhancement: comment on the implementation of changes proposed in earlier Faculty Course Review Reports

7. Outline any changes in the future delivery or structure of the Course that this semester/term's experience may prompt.

Name: Ms. Tehreem Ali Date \_\_\_\_\_

(Course Instructor)

Name: Dr. Hafeez UR Rahman Date \_\_\_\_\_

(Director)

## Performa 2

### Faculty Course Review Report



(To be filed by each teacher at the time of Course Completion)

For completion of the course instructor and transmission to Head of Department of his/her nominee (Dept. Quality Officer) together with copies of the Course Syllabus outline

Department:	Mangement Sciences		Faculty:	Barani Institute of Management Sciences	
Course Code	MGT-763	Title:	Managerial Accounting		
Session:	2016	Semester:	Spring		
Credit Value:	3(3-0)	Level:	MBA	Prerequisites:	none
Name Of Course Instructor:	Dr. Rashid Mehmood	No. of Students Contact Hours	Lectures (3 hours) Labs (N/A)		
Assessment Methods: Give precise details (no & length of assignments, exams weightings, etc)		Quizzes, Assignment, Mid Term, Final term			

**Distribution of Grade/ Marks and other Outcomes (adopt the grading system as required)**

Undergraduate	Originally	%Grade A	%Grade B	%Grade C	D	E	F	No Grade	Withdrawal	Total
No Of Students	16	29.3	34	17	7.3		2.4			
Post Graduate	Originally Registered	%Grade A	%Grade B	%Grade C	D	E	F	No Grade	Withdrawal	Total
No. of Students	16									

**Overview /Evaluation (Course Co-Coordinator's Comments)**Feedback: first Summarize, then comment feedback received form:(These boxes will expand as you type in your answer.)

1. Student (Course Evaluation) Questionnaires

2. External Examiners or Moderators (if any)

3. Student/Staff Consultative Committee (SSCC) or equivalent, (if any)

4. Curriculum: comments on the continuing appropriateness of the Course curriculum in relation to the intended learning outcomes (course objectives) and its compliance with the HEC Approved/Revised National Curriculum Guidelines. The course curriculum is in accordance with HEC approved guidelines

5. Assessment: comment on the continuing effectiveness of method(s) of assessment in relation to the intended learning outcomes (Course Objectives)

6. Enhancement: comment on the implementation of changes proposed in earlier Faculty Course Review Reports

7. Outline any changes in the future delivery or structure of the Course that this semester/term's experience may prompt.

Name: Dr. Rashid Mehmood Date (Course Instructor)

Name: Dr. Hafeez Ur Rahman Date \_\_\_\_\_  
(Director)

## Performa 2



### Faculty Course Review Report

(To be filed by each teacher at the time of Course Completion)

For completion by the course instructor and transmission to Head of Department of his/her nominee (Dept. Quality Officer) together with copies of the Course Syllabus outline

Department:	Management Sciences		Faculty:	Barani Institute of Management Sciences		
Course Code	MGT-713	Title:	Human Resource Management			
Session:	2018	Semester:	Spring			
Credit Value:	3(3-0)	Level:	MBA	Prerequisites:	NA	
Name Of Course Instructor:	Ms.Qurat Ul Ain	No. of Students Contact Hours (02 hours)	Lectures (03 hours) Labs (N/A)			
Assessment Methods: Give precise details (no & length of assignments, exams weightings, etc.)		Quizzes, Assignment, Mid Term, Final term				

Undergraduate	Originally	%Grade A	%Grade B	%Grade C	D	E	F	No Grade	Withdrawal	Total
No Of Students	49	0	17	78	0	3				

**Distribution of Grade/ Marks and other Outcomes (adopt the grading system as required)**

Post Graduate	Originally Registered	%Grade A	%Grade B	%Grade C	D	E	F	No Grade	Withdrawal	Total
No. of Students										

**Overview /Evaluation (Course Co-Coordinator's Comments)** Feedback: first Summarize, then comment feedback received form: (These boxes will expand as you type in your answer.)

1. Student (Course Evaluation) Questionnaires

2. External Examiners or Moderators (if any)

3. Student/Staff Consultative Committee (SSCC) or equivalent, (if any)

4. Curriculum: comments on the continuing appropriateness of the Course curriculum in relation to the intended learning outcomes (course objectives) and its compliance with the HEC Approved/Revised National Curriculum Guidelines. The course curriculum is in accordance with HEC approved guidelines

5. Assessment: comment on the continuing effectiveness of method(s) of assessment in relation to the intended learning outcomes (Course Objectives)

6. Enhancement: comment on the implementation of changes proposed in earlier Faculty Course Review Reports

7. Outline any changes in the future delivery or structure of the Course that this semester/term's experience may prompt.

Name: Ms. Qurat Ul Ain Date                     

(Course Instructor)

Name: Dr. Hafeez Ur Rehman Date                     

(Director)



## Performa 2

### Faculty Course Review Report



(To be filed by each teacher at the time of Course Completion)

For completion of the course instructor and transmission to Head of Department of his/her nominee (Dept. Quality Officer) together with copies of the Course Syllabus outline

Department:	Mangement Sciences		Faculty:	Barani Institute of Management Sciences	
Course Code	MGT-777	Title:	Research Methods		
Session:	2016	Semester:	Spring		
Credit Value:	3(3-0)	Level:	MBA	Prerequisites:	None
Name Of Course Instructor:	Mr. M. Zeeshan	No. of Students	Lectures hours (03 hours) Labs (N/A)		
		Contact Hours (02 hours)			
Assessment Methods: Give precise details (no & length of assignments, exams weightings, etc)		Quizzes, Assignment, Mid Term, Final term			

Undergraduate	Originally	%Grade A	%Grade B	%Grade C	D	E	F	No Grade	Withdrawal	Total
No Of Students	15	2	9	10	6		9			36

**Distribution of Grade/ Marks and other Outcomes (adopt the grading system as required)**

Post Graduate	Originally Registered	%Grade A	%Grade B	%Grade C	D	E	F	No Grade	Withdrawal	Total
No. of Students										

**Overview /Evaluation (Course Co-Coordinator's Comments)**Feedback: first Summarize, then comment feedback received form:(These boxes will expand as you type in your answer.)

1. Student (Course Evaluation) Questionnaires

2. External Examiners or Moderators (if any)

3. Student/Staff Consultative Committee (SSCC) or equivalent, (if any)

4. Curriculum: comments on the continuing appropriateness of the Course curriculum in relation to the intended learning outcomes (course objectives) and its compliance with the HEC Approved/Revised National Curriculum Guidelines. The course curriculum is in accordance with HEC approved guidelines

5. Assessment: comment on the continuing effectiveness of method(s) of assessment in relation to the intended learning outcomes (Course Objectives)

6. Enhancement: comment on the implementation of changes proposed in earlier Faculty Course Review Reports

7. Outline any changes in the future delivery or structure of the Course that this semester/term's experience may prompt.

Name: Mr.M. Zeeshan Date \_\_\_\_\_

(Course Instructor)

Name: Dr. Hafeez Ur Rehman Date \_\_\_\_\_

\_\_\_\_\_  
(Director General)

## Performa 2

### Faculty Course Review Report



**(To be filed by each teacher at the time of Course Completion)**

**For completion by the course instructor and transmission to Head of Department of his/her nominee (Dept. Quality Officer) together with copies of the Course Syllabus outline**

Department:	Management Sciences		Faculty:	Barani Institute of Management Sciences		
Course Code	MGT-757	Title:	Project Management			
Session:	2016	Semester:	Fall			
Credit Value:	3(3-0)	Level:	MBA	Prerequisites:	None	
Name Of Course Instructor:	Ms. Hira Rizwani	No. of Students Contact Hours(2 hours)	Lectures (3 hours) Labs (N/A)			
Assessment Methods: Give precise details (no & length of assignments, exams weightings, etc.)		Quizzes, Assignment, Mid Term, Final term				

Undergraduate	Originally	%Grade A	%Grade B	%Grade C	D	E	F	No Grade	Withdrawal	Total
No Of Students	49	14.19	37.78	24.49	14.29	8.16				
Post Graduate	Originally Registered	%Grade A	%Grade B	%Grade C	D	E	F	No Grade	Withdrawal	Total

**Distribution of Grade/ Marks and other Outcomes (adopt the grading system as required)**

No. of Students	15	6.9(3)	18.6(8)	25.58(11)	13.95(6)		34.88(15)		43
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**Overview /Evaluation (Course Co-Coordinator's Comments)** Feedback: first Summarize, then comment feedback received form: (These boxes will expand as you type in your answer.)

1. Student (Course Evaluation) Questionnaires

2. External Examiners or Moderators (if any)

3. Student/Staff Consultative Committee (SSCC) or equivalent, (if any)

4. Curriculum: comments on the continuing appropriateness of the Course curriculum in relation to the intended learning outcomes (course objectives) and its compliance with the HEC Approved/Revised National Curriculum Guidelines. The course curriculum is in accordance with HEC approved guidelines

5. Assessment: comment on the continuing effectiveness of method(s) of assessment in relation to the intended learning outcomes (Course Objectives)

6. Enhancement: comment on the implementation of changes proposed in earlier Faculty Course Review Reports

7. Outline any changes in the future delivery or structure of the Course that this semester/term's experience may prompt.

Name: Ms.Hira Rizwani Date \_\_\_\_\_  
(Course Instructor)

Name: Dr. Hafeez Ur Rahman Date \_\_\_\_\_

## Performa 2

### Faculty Course Review Report



**(To be filed by each teacher at the time of Course Completion)**

**For completion by the course instructor and transmission to Head of Department of his/her nominee (Dept. Quality Officer) together with copies of the Course Syllabus outline**

Department:	Management Sciences		Faculty:	Barani Institute of Management Sciences	
Course Code	MGT-758	Title:	Managing Groups and Teams		
Session:	2018	Semester:	Spring		
Credit Value:	3(3-0)	Level:	MBA	Prerequisites:	None
Name Of Course Instructor:	Ms. Sania Arif	No. of Students Contact Hours (2 hours)	Lectures (3 hours) Labs (N/A)		
Assessment Methods: Give precise details (no & length of assignments, exams weightings, etc.)		Quizzes, Assignment, Mid Term, Final term			

### **Distribution of Grade/ Marks and other Outcomes (adopt the grading system as required)**

Undergraduate	Originally	%Grade A	%Grade B	%Grade C	D	E	F	No Grade	Withdrawal	Total
No Of Students	30	70	23	3.228	0	0	0	-	-	30
Post Graduate	Originally Registered	%Grade A	%Grade B	%Grade C	D	E	F	No Grade	Withdrawal	Total
No. of Students										

### Overview /Evaluation (Course Co-Coordinator's Comments)

Feedback: first Summarize, then comment feedback received form:

(These boxes will expand as you type in your answer.)

1. Student (Course Evaluation) Questionnaires

2. External Examiners or Moderators (if any)

3. Student/Staff Consultative Committee (SSCC) or equivalent, (if any)

4. Curriculum: comments on the continuing appropriateness of the Course curriculum in relation to the intended learning outcomes (course objectives) and its compliance with the HEC Approved/Revised National Curriculum Guidelines. The course curriculum is in accordance with HEC approved guidelines

5. Assessment: comment on the continuing effectiveness of method(s) of assessment in relation to the intended learning outcomes (Course Objectives)

6. Enhancement: comment on the implementation of changes proposed in earlier Faculty Course Review Reports

7. Outline any changes in the future delivery or structure of the Course that this semester/term's experience may prompt.

Name: Ms. Sania Arif Date \_\_\_\_\_

(Course Instructor)

Name: Dr. Hafeez Ur Rahman Date \_\_\_\_\_

(Director)

## Performa 2



### Faculty Course Review Report

**(To be filed by each teacher at the time of Course Completion)**

**For completion by the course instructor and transmission to Head of Department of his/her nominee (Dept. Quality Officer) together with copies of the Course Syllabus outline**

Department:	Management Sciences		Faculty:	Barani Institute of Management Sciences	
Course Code	MGT-716	Title:	Strategic Business Management		
Session:	2016	Semester:	Fall		
Credit Value:	3(3-0)	Level:	MBA	Prerequisites:	None
Name Of Course Instructor:	Col. Khalid Chohan	No. of Students Contact Hours (2 hours)	Lectures (3 hours)		
Assessment Methods: Give precise details (no & length of assignments, exams weightings, etc.)		<ul style="list-style-type: none"> <li>• Assignments will be submitted on time. There will be 4% per hour deduction on late assignment submission</li> <li>• Copying/Cheating whole or part of the assignment from anywhere without proper credit/references will not be tolerated. Whether you have copied or your work has been copied by someone else, you will get zero marks in that assignment.</li> <li>• Semester Projects shall be allocated by the instructor in first week of the course. Please decide your group members (atmost 3 members)</li> </ul>			

## Distribution of Grade/ Marks and other Outcomes (adopt the grading system as required)

Undergraduate	Originally	%Grade A	%Grade B	%Grade C	D	E	F	No Grade	Withdrawal	Total
No Of Students	33	24.24	27.27	21.21	6.06		21.21	Nil		33
No. of Students										

### Overview /Evaluation (Course Co-Coordinator's Comments)

Feedback: first Summarize, then comment feedback received form:

(These boxes will expand as you type in your answer.)

1. Student (Course Evaluation) Questionnaires

2. External Examiners or Moderators (if any)

3. Student/Staff Consultative Committee (SSCC) or equivalent, (if any)

4. Curriculum: comments on the continuing appropriateness of the Course curriculum in relation to the intended learning outcomes (course objectives) and its compliance with the HEC Approved/Revised National Curriculum Guidelines. The course curriculum is in accordance with HEC approved guidelines

5. Assessment: comment on the continuing effectiveness of method(s) of assessment in relation to the intended learning outcomes (Course Objectives)

6. Enhancement: comment on the implementation of changes proposed in earlier Faculty Course Review Reports

7. Outline any changes in the future delivery or structure of the Course that this semester/term's experience may prompt.



Name: Col. Khalid Chohan	Date: _____
(Course Instructor)	
Name: <u>Dr. Hafeez Ur Rahman</u>	Date: _____
(Director)	

## Performa 2

### Faculty Course Review Report



**(To be filed by each teacher at the time of Course Completion)**

**For completion by the course instructor and transmission to Head of Department of his/her nominee (Dept. Quality Officer) together with copies of the Course Syllabus outline**

Department:	Management Sciences	Faculty:	Barani Institute of Management Sciences		
Course Code	MGT-755	Title:	Supply Chain Management		
Session:	2017	Semester:	Spring		
Credit Value:	3(3-0)	Level:	MBA	Prerequisites:	None
Name Of Course Instructor:	Ms.Misbah Riaz	No. of Students Contact Hours (2 hours)	Lectures (2 hours) Labs (N/A)		
Assessment Methods: Give precise details (no & length of assignments, exams weightings, etc.)		<ul style="list-style-type: none"> <li>Assignments will be submitted on time. There will be 4% per hour deduction on late assignment submission</li> <li>Copying/Cheating whole or part of the assignment from anywhere without proper credit/references will not be tolerated. Whether you have copied or your work has been copied by someone else, you will get zero marks in that assignment.</li> <li>Semester Projects shall be allocated by the instructor in first week of the course. Please decide your group members (atmost 3 members)</li> </ul>			

### **Distribution of Grade/ Marks and other Outcomes (adopt the grading system as required)**

Undergraduate	Originally	%Grade A	%Grade B	%Grade C	D	E	F	No Grade	Withdrawal	Total
No Of Students	43	4.54	20.45	34.09	18.18		18.18	Nil		43

### **Overview /Evaluation (Course Co-Coordinator's Comments)**

Feedback: first Summarize, then comment feedback received form:

(These boxes will expand as you type in your answer.)

1. Student (Course Evaluation) Questionnaires

2. External Examiners or Moderators (if any)

3. Student/Staff Consultative Committee (SSCC) or equivalent, (if any)

4. Curriculum: comments on the continuing appropriateness of the Course curriculum in relation to the intended learning outcomes (course objectives) and its compliance with the HEC Approved/Revised National Curriculum Guidelines. The course curriculum is in accordance with HEC approved guidelines

5. Assessment: comment on the continuing effectiveness of method(s) of assessment in relation to the intended learning outcomes (Course Objectives)

6. Enhancement: comment on the implementation of changes proposed in earlier Faculty Course Review Reports

7. Outline any changes in the future delivery or structure of the Course that this semester/term's experience may prompt.

Name: Ms.Misbah Riaz

(Course Instructor)

Name: Dr. Hafeez Ur Rahman Date \_\_\_\_\_

(Director)