



# **SELF ASSESSMENT REPORT**

*for Master of Business Administration (MBA)*

*Complying with  
Higher Education Commission  
**SELF ASSESSMENT MANUAL***

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# Table of Contents

<b>Executive Summary.....</b>	<b>4</b>
<b>Criterion 1 Program Mission, Objectives and Outcomes .....</b>	<b>9</b>
Standard 1-1:.....	10
Standard 1-2:.....	15
Standard 1-3:.....	21
Standard 1-4:.....	23
<b>Criterion 2 .....</b>	<b>26</b>
Standard 2-1:.....	27
Standard 2-2.....	30
Standard 2-3.....	31
Standard 2-4.....	31
Standard 2-5.....	31
Standard 2-6.....	32
Standard 2-7.....	34
<b>Criterion 3 .....</b>	<b>35</b>
Standard 3-1.....	37
Standard 3-2.....	38
Standard 3-3.....	39
<b>Criterion 4 .....</b>	<b>42</b>
Standard 4-1.....	43
Standard 4-2.....	44
Standard 4-3.....	45
<b>Criterion 5 .....</b>	<b>47</b>
Standard 5-1.....	48
Standard 5-2.....	51
Standard 5-3.....	53
Standard 5-4.....	55
Standard 5-5.....	56
<b>Criterion 6 .....</b>	<b>57</b>
Standard 6-1.....	58
Standard 6-2:.....	59
Standard 6-3.....	61
<b>Criterion 7 .....</b>	<b>62</b>

Standard 7-1.....	63
Standard 7-2.....	64
Standard 7-3.....	65
<b>Criterion 8 .....</b>	<b>66</b>
Standard 8-1:.....	67
Standard 8-2:.....	68
Standard 8-3:.....	69
<b>ANNEXURES.....</b>	<b>70</b>
ANNEXURE C1.1 <i>Short Courses</i> .....	71
ANNEXURE C1.2 <i>Conference/Seminar/Workshop</i> .....	73
ANNEXURE C1.3 <i>Faculty Survey</i> .....	77
ANNEXURE C2.1 <i>Courses Flow Chart</i> .....	79
ANNEXURE C2.2 <i>Courses Outlines</i> .....	82
ANNEXURE C3.1 <i>Lab/Computer Facilities</i> .....	137
ANNEXURE C3.2 <i>Lab Support Personnel</i> .....	139
ANNEXURE C6.1 <i>Resume of Faculty</i> .....	141
<i>Dr. Alam Raza</i> .....	142
<i>Dr. Israr H. Khan</i> .....	145
<i>Dr. Javed Husain</i> .....	148
<i>Dr. K. M. Larik</i> .....	151
<i>Dr. Kashif Mehmood</i> .....	157
<i>Dr. Khan Muhammad Tariq Yousuf</i> .....	160
<i>Dr. Mohammad Azam Khan</i> .....	164
<i>Dr. Muzaffar Ali Isani</i> .....	166
<i>Dr. Siraj Jamal Siddiqui</i> .....	168
<i>Dr. Syed Asif Hasan</i> .....	171
ANNEXURE C7.1 <i>Lab/Computer Equipment</i> .....	173
ANNEXURE C7.2 <i>List of Journals</i> .....	175
<b>RUBRIC FORM.....</b>	<b>176</b>
<b>IMPLEMENTATION PLAN .....</b>	<b>182</b>

## **Executive Summary**

### **Self Assessment Report**

### **Master of Business Administration (MBA) Program**

It has been one of the concerns at Iqra University to impart quality education. In June 2010 Iqra University started Self Assessment as prescribed by the Higher Education Commission (HEC) of Pakistan. Initially three programs were self assessed including BE (Telecommunication Engineering), BE (Electronic Engineering) and Bachelor of Business Administration (BBA). In July 2011 self assessment for three more programs started including Master of Business Administration (MBA) program. The assessment for MBA program was carried out in Fall 2011 i.e. July 2011 to December 2011. The Self Assessment Report (SAR) for this program has been completed and the key points are as under:

#### **A. Self Assessment Procedure**

For the self assessment of Master of Business Administration (MBA) Program the procedure prescribed by HEC was followed and is as under:

- The Department of Management and Social Science was communicated in June 2011 to adopt the self assessment procedure.
- The department formed the program team (PT) in July 2011.
- The PT members were trained and relevant material was provided to them by the department/QEC.
- The PT prepared the Self Assessment Report (SAR) in November 2011 and forwarded it to QEC through concerned dean.
- Assessment Team (AT) was formed in November 2011.
- AT visit was conducted in December 2011 and implementation plan was made in December 2011.
- QEC would now monitor the implementation plan

#### **B. Criterion 1: Program Mission, Objectives and Outcomes**

The program has well documented vision statement, mission statement, program objectives and program outcomes. The objectives are aligned with the program, department and university's mission statement. A well designed strategic plan has been developed to achieve program mission and objectives. The department is already taking feedback from different stake holders such as students, faculty, employers, alumni etc however in order to complete the self assessment according to the HEC prescribed procedures new surveys provided by HEC were used by the department to

assess this program. According to the surveys 91.12% of the employers are satisfied by the performance of department's graduates, the average of student evaluation for all courses is 87.19%, 94.28% of the students are satisfied by the administrative services provided by the department and only 3.13% students are not satisfied by the administrative services. 94.16 % of the faculty members are satisfied by the administrative services provided by the department. The major areas where improvements can be brought are:

- Increased industry visits to give students more exposure of working conditions and industry practices.
- Number of international conferences & guest speaker sessions should be increased in-order to enhance interaction across the globe.
- Physical space for research activities should be increased.
- More books of latest edition should be acquired because of changing global environment.
- Internet bandwidth should further be increased.

The specific strengths of the program are PhD faculty with a mix of foreign qualified faculty members, state of the art information and communication technology labs, air conditioned classrooms with multimedia facility, affordable fee structure and financial assistance facility to students, co and extra-curricular activities both at national and provincial level, large number of books and e-resources are available at library, dedicated research facilities for students, standardized course contents and user friendly online system for students catering for semester registration, faculty lectures, technical resources etc.

The score according to the rubric form acquired by this criterion is 4.6.

#### **C. Criterion 2: Curriculum Design and Organization**

The program curriculum is well designed and consistent. Theoretical background, problem analysis and solution design are stressed within the program's core material. The program exceeds the requirements of HEC regarding courses and credit hours in MBA Program. All the courses within the program are integrated with latest user-friendly online system. The system is built in house and named \_\_\_\_\_ as Iqra University Learning Management System (IULMS). The program ensures that IU students have good oral, written communication, leadership and analytical skills.

The score according to the rubric form acquired by this criterion is 18.5.

#### **D. Criterion 3: Laboratories and Computing Facilities**

Access to e-lectures, power point presentations and documentations etc has been made easy by supplying all necessary data online using the IULMS. So whenever students or faculty members need to go through any of the documentation, students can do it at university or home. Moreover, in case of accessing the computer lab, the lab schedule is posted in every lab as well as available on the IULMS.

All labs at Iqra university are properly built keeping in mind the requirements of 21<sup>st</sup> century and comparable to any leading institute of the country.

The department is supported by 5 computer labs with state-of-the-art computing machines. 20 MB bandwidth has been provided for high speed browsing and downloading. All labs are multimedia supported facilitating the delivery of lectures. Each lab has an administrator for managing it in-terms of installation of required softwares and hardware maintenance.

The score according to the rubric form acquired by this criterion is 10.

#### **E. Criterion 4: Student Support and Advising**

The courses of the program are offered with sufficient frequency and number for students to complete the program in a timely manner. The courses are offered in a particular sequence that fulfils the pre-requisite requirements conveniently. Normally each course is offered once every year in either Fall or Spring Semester. The courses in the major area of study are structured to ensure effective interaction between students, faculty and teaching assistants. The Department has an open door policy for the students. Apart from that the faculty is responsible to entertain students during their office hours. According to IU policy each faculty member reserves two hours of counseling for student for each course every week.

Guidance on how to complete the program is available to all students through IULMS which is an online automated advising system. In addition, the program coordinators are also responsible to advise the students. Program coordinators are responsible to inform students about the program requirements. The Program requirements are also available on the website as well as on IULMS.

The department provides support to interact with industry by arranging visits to the industry and inviting qualified and experienced professionals for guest speaker sessions, workshops and seminars.

The score according to the rubric form acquired by this criterion is 9.3.

#### **F. Criterion 5: Process Control**

The process by which students are admitted to the program is based on quantitative and qualitative criteria and clearly documented. This process is also periodically evaluated to ensure that it is meeting its objectives. The process of student registration in the program and monitoring of students progress to ensure timely completion of the program is documented and this process is periodically evaluated by multidimensional feedback provided by the faculty and students. Feedback and suggestions from students help in improvement of the process and to ensure that it is meeting its objectives.

The department has sufficient number of qualified faculty members and the process of recruiting and retaining highly qualified faculty members is in place and clearly documented. The faculty members are provided with excellent remuneration packages at par to other universities. They are provided with research and academic facilities and the department facilitates them by all means to conduct their individual and team research. Faculty members are at freedom to chalk out their own semester schedule and timings. In addition to the salaries, university offers leave encashment, in-patient and out-patient medical facilities to their faculty members. They are also offered the contributory provident fund of up to 10% of their basic salary.

Each course in MBA Program has pre-defined objectives even to the extent of individual topics with pre-determined pattern of assessments to ensure that each course must meet its desired objectives as per the specifications of the industry. This procedure is evaluated weekly and a course control report for each course that has been taught at IU is submitted to the relevant authorities. Besides feedback from students is also very useful in evaluating this process and the results are reviewed by relevant authorities to further improve the process.

The process that ensures that graduates have completed the requirements of the program is in place and clearly documented. The Department and the Degree Office are responsible of ensuring that the program requirements are completely met. A multidimensional evaluation system is used to evaluate all the processes including the performance of Degree Office. The result of this evaluation is used to identify problems and improve the performance from time to time.

The score according to the rubric form acquired by this criterion is 13.4.

#### **G. Criterion 6: Faculty**

The department has dedicated full time faculty members for this program who are committed to the program to provide adequate coverage of the program areas/courses with continuity and stability. In the Department of Management and Social Sciences there are 20 PhD faculty members. The criteria for the faculty to be deemed current are based on the research activities of each faculty. The faculty members are given the freedom to outline their schedules and to find slots for themselves to conduct research activities.

Faculty members keep themselves current by inviting industry experts into their classes and learning from their experience, reading research papers, supervision of research projects & thesis of students of the university, contribution in updating curriculum at various forums like B.O.S, B.O.F, Academic council and BASAR.

The department and the university look forward for the development of every faculty member and in this regards strongly support their faculty members to enhance their qualification and provide financial assistance to pursue M.Phil and PhD degrees. A large number of faculty members are enrolled in university's M. Phil and PhD Programs. University also provides full support to its faculty members to participate in teaching development workshops & trainings.

The program is evaluated by taking feedback from faculty and program in-charge. The feedback and suggestions are used to make improvements in the program.

The faculty at IU is motivated and the reasons for this motivation are financial support for further education and development, compensation in case of exceeding the prescribed teaching load, medical benefits, provident fund and market competitive remuneration packages.

The score according to the rubric form acquired by this criterion is 19.4.

#### **H. Criterion 7: Institutional Facilities**

Iqra University has the infrastructure to support new trends in learning and includes high speed computing and internet facilities, multimedia resources for lecture delivery in each class room, e-library where all faculty lectures are available and can be accessed from within and outside the

university, dedicated internet bandwidth, video conferencing facility and live video streaming of lectures through IULMS.

The library offers a wide range of books on different areas related to business. The IU library has subscribed to a number of research journals. Some of the journals are online as well accessible from library computers. The library's database can be accessed through the IULMS and students and faculty members can access the details of the books and search for the books by their titles, ISBN and the publishers.

70 class rooms/lecture halls and 5 ICT labs are available for business students. All classes are equipped with latest branded computers, multimedia projectors, sound system and internet facility. These highly sophisticated classes and ICT labs enhance the learning experience of the students.

There are 8 faculty offices. Each faculty member is allocated his own desk with latest computers. All the machines are connected to Internet/Intranet. Wireless network is also available in the faculty offices for laptop computers. Each office is also equipped with laser jet printer.

The score according to the rubric form acquired by this criterion is 9.3.

#### **I. Criterion 8: Institutional Support**

The University has sufficient support and financial resources available to retain high quality faculty. This is proven by the fact that university offers high salary packages and perks to their faculties which are at par with any other private sector university.

University also extends its support for faculty development and provides opportunity to enhance their educational qualifications. The program has consistent and very eminent support of full time program coordinators and staff.

The University has provided ample financial resources to acquire and maintain library holdings, laboratories and computing facilities.

The score according to the rubric form acquired by this criterion is 10.

#### **Conclusion and Recommendations**

The overall assessment score obtained by Master of Business Administration (MBA) Program is 94.5 which indicate that academic and administrative performance is excellent at this stage. However, it is suggested that the improvements identified during the recent assessments should be incorporated to further enhance the performance and future growth of the program.

**Director  
Quality Enhancement Cell**



**Criterion 1**  
**Program Mission, Objectives and**  
**Outcomes**

**Standard 1-1:     *The Program must have documented measurable objectives that support Faculty/College and institution mission statement.***

- Document institution, college and program mission statements.
- State program objectives. Program educational objectives are intended to be statements that describe the expected accomplishments of graduates during the first several years following graduation from the program.
- Describe how each objective is aligned with program, college and institution mission statements.
- Outline the main elements of the strategic plan to achieve the program mission and objectives.
- Provide for each objective how it was measured, when it was measured and improvements identified and made. Table 4.1 provides a format for program objectives assessment.

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**Mission Statement of University:**

*“To be a world-class institution of higher education and research, promoting technical skills, critical thinking and public duty, to help develop a prosperous and progressive society.”*

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**Mission Statement of Management and Social Science Department:**

*“To prepare students for the leadership positions in public and private sectors with set of managerial and entrepreneurial capabilities attained through the curricula, research and field knowledge along with cross cultural tolerance and empathy for making organizational effectiveness resulting in prosperous society.”*

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**Mission Statement of Master of Business Administration (MBA) Program:**

*“To transform the students into global business leaders by empowering them ethically with business knowledge. The MBA program emphasizes the application of analytical tools and related skills that are essential for making informed business decisions. The program fosters excellence, creativity and innovation through a responsive, dynamic, challenging and culturally diverse learning environment, with a focus on empirical and applied learning and research.”*

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**Master of Business Administration (MBA) Program Objectives:**

1. Develop understanding of fundamental business concepts for taking up managerial positions.

2. Imbibe leadership skills to help them understand and practice the intrinsic art, and applied science of motivation.
3. Enable students to apply the concepts learnt to comprehend and analyze real or simulated business problems.
4. Impart effective communication skills imperative to their future roles as managers in an increasingly diverse workforce.
5. Create sound concepts of ethical and moral frameworks that will help them resolve organizational dilemmas.
6. Use critical thinking skills to evaluate information, solve problems, and make sound decisions.
7. Use information technology in decision-making.
8. Inculcate importance of team-work/group activity in order to achieve organizational goals and overcome indifference.

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**Alignment of Program Objectives with Program and University Mission Statement:**

University Mission Statement	Department Mission Statement	Program Mission Statement	Program Objectives
<p><b><u>To be a world-class institution of higher education and research, promoting technical skills, critical thinking and public duty, to help develop a prosperous and progressive society.</u></b></p>	<p><i>To prepare students <b><u>for the leadership positions in public and private sectors with set of managerial and entrepreneurial capabilities</u></b> attained through the curricula, research and field knowledge along with cross cultural tolerance and empathy for making organizational effectiveness resulting in prosperous society.</i></p>	<p><b><u>To transform the students into global business leaders by empowering them ethically with business knowledge.</u></b> The MBA program emphasizes the application of analytical tools and related skills that are essential for making informed business decisions. The program fosters excellence, creativity and innovation through a responsive, dynamic, challenging and culturally diverse learning environment, with a focus on empirical and applied learning and research</p>	<p><b><u>Objective 1:</u></b> Develop understanding of fundamental business concepts for taking up managerial positions.</p> <p><b><u>Objective 2</u></b> Imbibe leadership skills to help them understand and practice the intrinsic art, and applied science of motivation.</p>
	<p><i>To prepare students for the leadership positions in public and private sectors with set of managerial and entrepreneurial</i></p>	<p><i>To transform the students into global business leaders by empowering them ethically with business knowledge. <b><u>The MBA program emphasizes the</u></b></i></p>	<p><b><u>Objective 3:</u></b> Enable students to apply the concepts learnt to comprehend and analyze real or simulated business problems.</p>

	capabilities <u>attained through the curricula, research and field knowledge</u> along with cross cultural tolerance and empathy for making organizational effectiveness resulting in prosperous society.	<u><b>application of analytical tools and related skills that are essential for making informed business decisions.</b></u> <i>The program fosters excellence, creativity and innovation through a responsive, dynamic, challenging and culturally diverse learning environment, <u>with a focus on empirical and applied learning and research</u></i>	<p><b><u>Objective 4:</u></b> Impart effective communication skills imperative to their future roles as managers in an increasingly diverse workforce.</p> <p><b><u>Objective 6:</u></b> Use critical thinking skills to evaluate information, solve problems, and make sound decisions</p> <p><b><u>Objective 7:</u></b> Use information technology in decision-making.</p>
<i>To be a world-class institution of higher education and research, promoting technical skills, critical thinking and <u>public duty, to help develop a prosperous and progressive society.</u></i>	To prepare students for the leadership positions in public and private sectors with set of managerial and entrepreneurial capabilities attained through the curricula, research and field knowledge along with <u>cross cultural tolerance and empathy for making organizational effectiveness resulting in prosperous society.</u>	<i>To transform the students into global business leaders by empowering them ethically with business knowledge. The MBA program emphasizes the application of analytical tools and related skills that are essential for making informed business decisions. <u>The program fosters excellence, creativity and innovation through a responsive, dynamic, challenging and culturally diverse learning environment, with a focus on empirical and applied learning and research</u></i>	<p><b><u>Objective 5:</u></b> Create sound concepts of ethical and moral frameworks that will help them resolve organizational dilemmas.</p> <p><b><u>Objective 8</u></b> Inculcate importance of team-work/group activity in order to achieve organizational goals and overcome indifference.</p>

### **Main elements of the strategic plan to achieve program mission and objectives:**

#### **Main elements of the strategic plan to achieve program mission and objectives:**

1. MBA Program includes 30 courses in compliance with curriculum suggested by HEC and covers wide array of fields. The electives are included through Board of Studies (BoS) that have close liaison with industry experts. The entire program makes a holistic graduate who can handle positions of Finance Managers to HR Specialist, Marketer and Supply Chain Experts.
2. To develop conceptual frame work Case Studies, Seminars, Field Projects, and Industrial/Market Visits are used extensively. Thus, application of theoretical knowledge can be inculcated.
3. Term projects are used as regular feature in different courses like Marketing Management, Supply Chain Management, Strategic Management, Strategic Marketing Management, and HRM etc., to develop hands on experience, group dynamics, and importance of team work, intercultural tolerance, time management, discipline, critical approaches, and leadership skills.
4. Research Methods is core course that helps student to know about a concept in scientific way and helps them specialize in their field of interest and thus help getting employed.
5. Co/Extra-curricular activities are essential for student physical and psychological health. University besides, participating in all provincial / national level Extra / Co-curricular activities arranges inter and intra campus activities. University has state of the art Gymnasium and Swimming Pool, In addition to Basket Ball, Volley Ball, and Badminton Courts.
6. Structured student lead bodies are in operations for co/extra-curricular activities that include IUMUN, IU Drama, Debate, and Declamation Society, IU Seminar & Guest Speaker Session Society, IU Alumni Society etc. The societies develop leadership, Interpersonal, Creative Thinking, Event/Project Management skills, Team building, and Networking skills.
7. Importance of Information and Communication Technology is no more a matter of debate. University consistently enhances infrastructure and includes courses to equip students with cutting edge tools of information so that raw data can be transformed into meaningful information for decision making.
8. It is compulsory for students to write thesis in their graduating year. While working on a thesis paper students become aware with the subject they are working on. A good research before writing thesis gives students a clear idea about the work already done on a topic, problems faced and their solutions. The purpose of the research work is to add value to the existing knowledge of area of the specialization.

**Program Objectives Assessment:**

OBJECTIVE	HOW MEASURED	WHEN MEASURED	IMPROVEMENT IDENTIFIED	IMPROVEMENT MADE
1	Alumni Survey, Graduating Student Survey, Employer Survey, Quiz, Exams, Assignment, Project, Presentation.	During and end of Semester	More books of latest edition should be acquired because of changing global environment	By Spring 2012
2	Alumni Survey, Graduating Student Survey, Employer Survey, Quiz, Exams, Assignment, Project, Presentation.	During and end of Semester	None	-
3	Alumni Survey, Graduating Student Survey, Employer Survey, Quiz, Exams, Assignment, Project, Presentation.	During and end of Semester	Requirement of more industry visits to give students more exposure of working conditions and industry practices  As number of research scholars is increasing, physical space for research activities should be increased	Improvement will be made by Spring 2012 semester  By Fall 2012
4	Alumni Survey, Graduating Student Survey, Employer Survey, Quiz, Exams, Assignment, Project, Presentation.	During and end of Semester		-
5	Alumni Survey, Graduating Student Survey, Employer Survey, Quiz, Exams, Assignment, Project, Presentation.	During and end of Semester	Number of international conferences & guest speaker sessions should be increased in-order to increase interaction across the globe	Will be increased from Spring 2012
6	Alumni Survey, Graduating Student Survey, Employer Survey, Quiz, Exams, Assignment, Project, Presentation.	During and end of Semester		-
7	Alumni Survey, Graduating Student Survey, Employer Survey, Quiz, Exams, Assignment, Project, Presentation.	During and end of Semester	Internet bandwidth should be increased because of increasing number of ICT labs and students	By Spring 2012
8	Alumni Survey, Graduating Student Survey, Employer Survey, Quiz, Exams, Assignment, Project, Presentation.	During and end of Semester	None	-

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

- Describe how the program outcomes support the program objectives. In Table 4.2 show the outcomes that are aligned with each objective. A sample of such a table is shown in Appendix D.
- Describe the means for assessing the extent to which graduates are performing the stated program outcomes/learning objectives. This should be accomplished by the following:
  1. Conducting a survey of graduating seniors every semester.
  2. Conduct a survey of alumni every two years.
  3. Conduct a survey of employers every two years.
  4. Carefully designed questions asked during senior projects presentations. These questions should be related to program outcomes.
  5. Outcomes examinations.

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**Master of Business Administration (MBA) Program Outcomes:**

After the completion of Master of Business Administration (**MBA**) Program the graduates will:

- a. Display the sound understanding of the fundamental concepts of business administration.
- b. Be able to apply the theoretical framework to real life organizational problems.
- c. Demonstrate effective communication/interpersonal skills with ability to synchronize with different communities and work groups.
- d. Have a clear sense of social and moral responsibility towards their organizations and the society in a holistic framework.
- e. Be able to perform task(s) in group/teams.
- f. Be able to use information communication technology in day to day and long term management affairs.

**Outcomes versus Objectives:**

Program Objectives	Program Outcomes					
	a	b	c	d	e	f
1	★	✓	✓	●	✓	✓
2	✓	✓	★	✓	★	✓
3	✓	★	✓	★	✓	★
4	★	★	★	●	★	✓
5	✓	✓	●	★	✓	●
6	●	✓	●	●	●	✓
7	✓	✓	●	●	●	★
8	✓	●	✓	●	★	●

**Table 4.2 – Program Objectives Vs Program Outcomes****Legend:**

- ★ Substantial contribution to objective.
- ✓ Moderate contribution to objective.
- No contribution to objective.

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**Following are the means through which stated program outcomes/learning objectives for graduates performance is measured:**

The assessment of the accomplishment of the objectives is measured in several dimensions. Feedbacks are obtained through:

1. Survey of graduating students.
2. Survey of alumni.
3. Survey of employers.
4. For almost all courses there is term/research project and presentation towards the end of the semester and students go through a rigorous viva voce.
5. The feedback obtained from the various surveys is forwarded to Program In-charge, Knowledge Unit Leader (KUL) and Dean. The results are used to bring improvement in teaching learning environment.



Moreover, the examination process is also very comprehensive where the abilities of the students are measured via regular quizzes, thought provoking assignments, projects, midterm and final exams.

The analysis of the feedbacks obtained is presented next.

### Feedback from Graduating Students

S.No.	Questions	Very Satisfied	Satisfied	Uncertain	Dissatisfied	Very Dissatisfied
1	The work in the program is educative.	83.12%	1.33%	4.45%	5.22%	5.88%
2	The program is effective in enhancing team-working abilities.	86.54%	4.74%	3.59%	2.59%	2.54%
3	The program administration is effective in supporting learning.	91.25%	3.44%	1.98%	1.45%	1.88%
4	The program is effective in developing analytical and problem solving skills.	88.65%	3.89%	5.48%	1.10%	0.88%
5	The program is effective in developing independent thinking.	86.55%	5.32%	4.94%	2.04%	1.15%
6	The program is effective in developing written communication skills.	82.46%	9.60%	3.27%	2.67%	2.00%
7	The program is effective in developing planning abilities.	88.47%	3.63%	4.29%	2.02%	1.59%
8	The objectives of the program have been fully achieved	89.67%	5.11%	2.81%	1.19%	1.22%
9	Whether the contents of curriculum are advanced and meet program objectives	90.12%	4.55%	2.33%	1.55%	1.45%
10	Faculty was able to meet the program objectives	87.01%	6.05%	3.58%	1.89%	1.47%
11	Environment was conducive for learning	91.12%	2.45%	2.55%	1.89%	1.99%
12	Whether the Infrastructure of the department was good.	92.00%	2.28%	2.59%	1.43%	1.70%
13	Whether the program was comprised of Co-curricular and extra-curricular activities	89.89%	3.87%	3.10%	2.00%	1.14%
14	Whether scholarships/ grants were available to students in case of hardship	90.12%	4.87%	2.11%	1.45%	1.45%

### Feedback from Alumni

S. No.	Questions	Excellent	Very Good	Good	Fair	Poor
<b>1</b>	<b>Knowledge</b>					
	<i>Math, Science, Humanities and professional discipline</i>	81.63%	7.55%	9.45%	1.30%	0.07%
	<i>Problem formulation and solving skills</i>	79.25%	8.59%	2.53%	6.14%	3.49%
	<i>Collecting and analyzing appropriate data</i>	88.14%	4.29%	3.49%	3.07%	1.01%
	<i>Ability to link theory to practice.</i>	85.26%	5.57%	2.52%	4.50%	2.15%
	<i>Ability to design a system component or process</i>	83.00%	3.50%	7.45%	5.04%	1.01%
	<i>IT knowledge</i>	85.44%	2.50%	8.50%	2.55%	1.01%
<b>2</b>	<b>Communications Skills</b>					
	<i>Oral communication</i>	76.23%	8.95%	6.90%	5.62%	2.30%
	<i>Report writing</i>	85.40%	5.24%	4.21%	3.80%	1.35%
	<i>Presentation skills</i>	91.14%	3.24%	2.92%	1.85%	0.85%
<b>3</b>	<b>Interpersonal Skills</b>					
	<i>Ability to work in teams.</i>	83.25%	5.98%	3.24%	5.45%	2.08%
	<i>Ability to work in arduous/challenging situation</i>	74.65%	9.69%	6.55%	4.12%	4.99%
	<i>Independent thinking</i>	81.23%	3.10%	3.17%	10.40%	2.10%
	<i>Appreciation of ethical values</i>	74.15%	12.09%	3.69%	6.22%	1.45%
<b>4</b>	<b>Management/Leadership Skills</b>					
	<i>Resource and Time management skills</i>	86.25%	4.45%	6.63%	1.09%	1.58%
	<i>Judgment</i>	86.46%	2.81%	7.58%	1.45%	1.70%
	<i>Discipline</i>	78.00%	13.15%	2.58%	3.57%	2.70%
<b>5</b>	<b>Department Status</b>					
	<i>Infrastructure</i>	89.55%	5.74%	2.87%	1.00%	0.84%
	<i>Faculty</i>	82.16%	6.25%	5.46%	3.54%	2.59%
	<i>Repute at National level</i>	91.22%	2.60%	1.87%	2.47%	1.84%
	<i>Repute at international level</i>	81.45%	11.20%	1.29%	3.21%	2.85%

### Feedback from Employer

S. No.	Questions	Excellent	Very Good	Good	Fair	Poor
<b>1</b>	<b>Knowledge</b>					
	<i>Math, Science, Humanities and professional discipline</i>	79.12%	4.10%	8.58%	4.52%	3.68%
	<i>Problem formulation and solving skills</i>	88.55%	6.24%	2.15%	1.18%	1.88%
	<i>Collecting and analyzing appropriate data</i>	87.45%	7.49%	2.84%	1.10%	1.12%
	<i>Ability to link theory to practice.</i>	82.65%	5.18%	6.68%	3.20%	2.29%
	<i>Ability to design a system component or process</i>	94.22%	1.18%	1.45%	2.12%	1.03%
	Computer knowledge	89.16%	2.11%	4.59%	2.02%	2.12%
<b>2</b>	<b>Communications Skills</b>					
	<i>Oral communication</i>	82.62%	3.58%	7.15%	3.06%	3.59%
	<i>Report writing</i>	93.24%	2.35%	1.53%	1.54%	1.34%
	<i>Presentation skills</i>	81.21%	6.17%	5.60%	3.55%	3.47%
<b>3</b>	<b>Interpersonal Skills</b>					
	<i>Ability to work in teams.</i>	83.10%	8.99%	3.57%	2.87%	1.47%
	<i>Independent thinking</i>	89.24%	7.74%	1.04%	1.01%	0.97%
	<i>Motivation</i>	83.65%	10.19%	3.29%	1.85%	1.02%
	<i>Reliability</i>	96.11%	1.10%	1.10%	0.88%	0.81%
	<i>Appreciation of ethical values</i>	81.14%	11.17%	2.18%	3.55%	1.96%
<b>4</b>	<b>Work Skills</b>					
	<i>Time management skills</i>	83.57%	4.25%	4.36%	4.15%	3.67%
	<i>Judgment</i>	81.00%	9.70%	2.99%	3.59%	2.72%
	<i>Discipline</i>	79.21%	2.29%	8.76%	5.19%	4.55%

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

- Describe the action taken based on the results of periodic assessments
- Describe major future program improvements plans based on recent assessments.
- List strengths and weaknesses of the program.
- List significant future development plans for the program.

---

**Actions taken based on the results of periodic assessments:**

The program’s assessment by the students has been performed for the first time in line with HEC prescribed QEC standards. However, we have been practicing course/faculty/program evaluation constantly which resulted in addition/modification in course contents after approval by the statutory bodies (Academic Council) and improvements in teaching methodology.

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**Major future program improvements plans based on recent assessments:**

The major areas where improvements can be brought are:

- Requirement of more industry visits to give students more exposure of working conditions and industry practices
- Number of international conferences & guest speaker sessions should be increased in-order to increase interaction across the globe
- As number of research scholars is increasing, physical space for research activities should be increased
- More books of latest edition should be acquired because of changing global environment
- Internet bandwidth should be increased because of increasing number of ICT labs and students

---

**Strengths and weaknesses of the program:**

**Strengths of the program:**

- PhD Faculty with a mix of foreign qualified faculty members.
- State of the art labs for Information and communication technology.
- Air Conditioned Class Rooms with Multimedia facility.
- Affordable fee structure with ample opportunities of scholarships and financial assistance.
- Co and extra-curricular activities both at provincial and national level.

- More than sufficient library information resources comprised of large number of books, e – resources, electronic and print journals in related areas.
- A dedicated research facility under the head IQRA University Research Center (IURC) that facilitate students in understanding market research trends.
- Strong integration of e – Learning system assisting the students in all areas of their study.
- Course contents standardization.
- User Friendly online system for the students covering registration, applications, class schedules, faculty lectures, class attendance, examination results, unofficial transcripts, and other technical resources, etc. Parents/guardians can also access this system.

**Weaknesses of the program:**

- Increased exposure of working conditions and industry practices to students is required
- Interaction across the globe should be increased
- Physical space for research activities should be enhanced
- More awareness of changing global environment is required
- Increase in Internet bandwidth is required
- Increase in physical space of library

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**Significant future development plans for the program:**

The Significant future development plans for the program are as under:

- Sharing of field experiences through alumni in formal and informal sittings.
- Maximizing physical library space for research students
- Making more industry liaisons and arrange more industry visits in-order to keep students up to date with current market scenarios
- National and international conferences, seminars and workshops will be arranged on periodic basis.
- More books of latest editions will be acquired.

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

- Present students enrolment (undergraduate and graduate) during the last three years indicating percentages of honor students, student faculty ratio, average graduating grade point average per semester, average time for completing the undergraduate program and attrition rate.
- Indicate percentage of employers that are strongly satisfied with the performance of the department's graduates. Use employer's survey.
- Indicate the median/average student evaluation for all courses and the % of faculty awarded excellence in teaching award.
- Present performance measures for research activities. These include journal publications, funded projects, and conference publications per faculty per year and indicate the % of faculty awarded excellence in research award.
- Present performance measures for community services. This may include number of short courses per year, workshops and seminars organized.
- Indicate faculty and students satisfaction regarding the administrative services offered by the department. Use faculty and students surveys.

---

**Present student's enrolment (graduate) during the last three years indicating percentages of honor students, student faculty ratio, and average graduating grade point average per semester, average time for completing the undergraduate program and attrition rate.**

<b>Academic Year</b>	<b>2008 - 2009</b>	<b>2009 - 2010</b>	<b>2010 – 2011</b>
<b>Student Enrolment</b>	864	718	875
<b>Student Faculty Ratio</b>	1:12	1:13	1:15
<b>Average Graduating CGPA Per Semester</b>	3.02 CGPA	30.1 CGPA	3.00 CGPA
<b>Average Time for Completing the Program</b>	5 Semesters	5 Semesters	5 Semesters
<b>Attrition Rate</b>	11.6%	12.8%	13.5%

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**Percentage of employers that is strongly satisfied with the performance of the department's graduates.**

- According to Employer Survey **91.12%** of the employers rated the performance of department as either very good or excellent.

Indicate the median/average student evaluation for all courses and the % of faculty awarded excellence in teaching award.

S. No.	Question	Overall Score
1	The course objectives were clear	93.37%
2	The Course workload was manageable	82.45%
3	The Course was well organized (e.g. timely access to materials, notification of changes, etc.) access to materials, notification of changes, etc.)	91.12%
4	I participated actively in the Course	83.20%
5	I think I have made progress in this Course	86.45%
6	I think the Course was well structured to achieve the learning outcomes (there was a good balance of lectures, tutorials, practical etc.)	88.77%
7	The learning and teaching methods encouraged participation.	81.66%
8	The overall environment in the class was conducive to learning.	89.73%
9	Classrooms were satisfactory	90.54%
10	Learning materials (Lesson Plans, Course Notes etc.) were relevant and useful.	93.28%
11	Recommended reading Books etc. were relevant and appropriate	86.92%
12	The provision of learning resources in the library was adequate and appropriate	84.26%
13	The provision of learning resources on the Web was adequate and appropriate ( if relevant)	91.15%
14	The Course stimulated my interest and thought on the subject area	84.56%
15	The pace of the Course was appropriate	84.50%
16	Ideas and concepts were presented clearly	85.66%
17	The method of assessment were reasonable	83.58%
18	Feedback on assessment was timely	91.69%
19	Feedback on assessment was helpful	84.51%
20	I understood the lectures	87.55%
21	The material was well organized and presented	88.72%
22	The instructor was responsive to student needs and problems	85.64%
23	Had the instructor been regular throughout the course?	88.91%
24	The material in the tutorials was useful	89.67%
25	I was happy with the amount of work needed for tutorials	87.56%
26	The tutor dealt effectively with my problems	86.74%
27	The material in the practical was useful	83.42%
28	The demonstrators dealt effectively with my problems	85.59%
	<b>Overall Score Average</b>	<b>87.19%</b>

- The faculty evaluation was already in practice at IU, but the format of questions was not similar to the HEC format of faculty feedback, all faculty members who obtained evaluation score above the mean of evaluation of all faculty members were awarded the excellence in teaching award.



**Present performance measures for research activities. These include journal publications, funded projects, and conference publications per faculty per year and indicate the % of faculty awarded excellence in research award.**

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#### **Journal Publications**

The following faculty members have publications in journals during the year 2010-11:

<b>Sr. No</b>	<b>Faculty Member Name</b>	<b>No. Of Publications</b>
1	Mr. Imtiaz Subhani	27
2	Ms.Amber Usman	18
3	Mr. Rehan Shakoor	3
4	Mr. Yasir Ali Soomro	3
5	Mr. Irfan Hameed	2

**Present performance measures for community services. This may include number of short courses per year, workshops and seminars organized.**

<b>Year</b>	<b>Short Courses</b>	<b>Workshops/Conferences/Seminars/Guest Speaker Sessions</b>
2010-2011	23	72

- Details of short courses in **Annexure C 1.1**
- Details of Workshops/Conferences/Seminars in **Annexure C 1.2**

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**Indicate faculty and students satisfaction regarding the administrative services offered by the department.**

The results of the surveys regarding the administrative services are as under:

**91.12%** graduating students are satisfied. (Graduating Student Survey)

**89.52%** alumni are satisfied. (Alumni Survey)

**93.69%** faculty is satisfied. (Faculty Survey)

**See Annexure C 1.3**

## **Criterion 2**

# **Curriculum Design and Organization**

**Standard 2-1:     *The curriculum must be consistent and supports the program’s documented objectives.***

- Describe how the program content (courses) meets the program objectives.
- Complete the matrix shown in Table 4.4 linking courses to program outcomes. List the courses and tick against relevant outcomes. A sample of such a matrix is shown in Appendix D.

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**Master of Business Administration**

**Definition of Credit Hour:**

- **For Theory Classes:** an hour of work is the equivalent of 50 minutes of class time (often called a contact hour) or 60 minutes of independent study work, for theory courses 16 contact hours per credit is required.
- **For Lab Courses:** 32 contact hours per credit is required.

**Degree Plan:**

- Attach a flow-chart showing the Foundation, core, elective courses and Thesis **(See annexure C 2.1)**

**Curriculum Course Requirements:**

Complete Table 4.3 showing curriculum breakdown in terms of Basic sciences, Major requirements, social sciences and other requirements.

		Category (Credit Hours)			
Semester	Number of Courses	Foundation	Core	Elective	Thesis
1	6	6			
2	6		6		
3	6		6		
4	5		4	1	
5	7		3	2	Thesis (6 Credit Hours)
Total	30	6	19	3	2

Table 4.3: Curriculum Course Requirements

For each course in the program that can be counted for credit provide 1-2 pages specifying the following:

- Course title
- Course objectives and outcomes
- Catalog description
- Text book(s) and references
- Syllabus breakdown in lectures
- Computer usage

All this information is available in the prescribed course outlines attached as **Annexure C2.2**

**Describe how the program content (courses) meets the program objectives.**

Courses	Objectives							
	1	2	3	4	5	6	7	8
<i>Business English</i>	✓			✓				
<i>Managerial Communication</i>	✓	✓		✓				
<i>Business Mathematics &amp; Statistics</i>	✓							
<i>Self Management Skills</i>	✓	✓			✓			
<i>Introduction to Business</i>	✓							
<i>IT for Managers</i>	✓						✓	
<i>Essentials of Islamic Finance</i>	✓		✓		✓			
<i>Statistical Inference for Managers</i>	✓		✓			✓	✓	
<i>Principles of Management</i>	✓		✓		✓	✓		✓
<i>Accounting for Managers</i>	✓					✓		
<i>Principles of Marketing</i>	✓		✓		✓	✓		✓
<i>Business Economics</i>	✓		✓			✓		
<i>Finance for Managers</i>	✓		✓			✓		
<i>Human Resource Management</i>	✓	✓	✓		✓	✓		✓
<i>Marketing Management</i>		✓	✓	✓	✓	✓		✓
<i>Cost &amp; Management Accounting</i>			✓			✓		
<i>Organizational Behavior</i>		✓	✓	✓	✓	✓		✓
<i>Supply Chain Mgmt</i>	✓		✓			✓		✓
<i>Management Science</i>			✓			✓	✓	
<i>Financial Management Policy</i>			✓			✓		✓
<i>Research Methods</i>			✓			✓	✓	✓
<i>Economic Analysis for Management</i>			✓			✓		
<i>Specialization – I</i>		✓	✓	✓	✓	✓	✓	✓
<i>Quantitative Techniques in Analysis</i>			✓			✓	✓	
<i>Strategic Marketing Management</i>		✓	✓	✓	✓	✓		✓
<i>Strategic Management</i>		✓	✓	✓	✓	✓		✓
<i>Specialization – II</i>		✓	✓	✓	✓	✓	✓	✓
<i>Specialization – III</i>		✓	✓	✓	✓	✓	✓	✓
<i>MBA Thesis (6 credit hours)</i>			✓	✓	✓	✓	✓	

**Table 4.4: Courses versus Program Objectives**

Complete the matrix shown in Table 4.4 linking courses to program outcomes. List the courses and tick against relevant outcomes.

	Courses Category			
Outcomes	Foundation	Core	Electives	Thesis
a	✓	✓		
b		✓	✓	✓
c	✓	✓	✓	✓
d	✓	✓	✓	✓
e		✓	✓	
f	✓	✓	✓	✓

Table 4.4: Courses Category versus Outcomes

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

- Indicate which courses contain a significant portion (more than 30%) of the elements in standard 2-2.

**Indicate which courses contain a significant portion (more than 30%) of the elements in standard 2-2.**

Courses are design such a way that these courses provide students get strong theoretical background to build concepts for problem analysis and leading their knowledge to solution design for business community.

<b>Courses</b>	<b>Theoretical Background</b>	<b>Problem Solving</b>	<b>Solution Design</b>
<i>Business English</i>	✓		
<i>Managerial Communication</i>	✓		
<i>Business Maths &amp; Statistics</i>	✓	✓	
<i>Self Management Skills</i>	✓		
<i>Introduction to Business</i>	✓		
<i>IT for Managers</i>	✓	✓	
<i>Essentials of Islamic Finance</i>	✓	✓	
<i>Statistical Inference for Managers</i>		✓	✓
<i>Principles of Management</i>	✓	✓	
<i>Accounting for Managers</i>	✓	✓	
<i>Principles of Marketing</i>	✓	✓	
<i>Business Economics</i>	✓	✓	
<i>Finance for Managers</i>	✓	✓	
<i>Human Resource Management</i>		✓	✓
<i>Marketing Management</i>		✓	✓
<i>Cost &amp; Management Accounting</i>	✓	✓	
<i>Organizational Behavior</i>		✓	✓
<i>Supply Chain Management</i>		✓	✓
<i>Management Science</i>		✓	✓
<i>Financial Management Policy</i>		✓	✓
<i>Research Methods</i>	✓	✓	✓
<i>Economic Analysis for Management</i>		✓	✓
<i>Specialization – I</i>		✓	✓
<i>Quantitative Techniques in Analysis</i>		✓	✓
<i>Strategic Marketing Management</i>		✓	✓
<i>Strategic Management</i>		✓	✓
<i>Specialization – II</i>		✓	✓
<i>Specialization – III</i>		✓	✓
<i>MBA Thesis (6 credit hours)</i>		✓	✓

**Table 4.5: Standard 2-2**

**Standard 2-3:** *The curriculum must satisfy the core requirements for the program, as specified by the respective accreditation body. Examples of such requirements are given in Table A.1, Appendix A.*

**Standard 2-4:** *The curriculum must satisfy the major requirements for the program as specified by HEC, the respective accreditation body/councils. Examples of such requirements are given in Table A.1, Appendix A.*

**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. Examples of such requirements are given in Table A.1, Appendix A.*

---

The program satisfies all requirements of Higher Education Commission (HEC) for foundation courses, core courses, elective courses and thesis.

The program includes 6 Foundation Courses (18 credit hours), 19 Core Courses (57 credit hours), 3 Elective Courses (9 credit hours) and Thesis (6 credit hours).

Category (Credit Hours)			
Foundation	Core	Elective	Thesis
18			
	18		
	18		
	12	3	
	9	6	6
<b>18</b>	<b>57</b>	<b>9</b>	<b>6</b>

**Table A-1**

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

- Indicate the courses within the program that will satisfy the standard.
- Describe how they are applied and integrated throughout the program.

---

**Indicate the courses within the program that will satisfy the standard:**

The modern day business heavily relies on information technology. Considering the role that technology plays in business the MBA program at IU has following courses for preparing students in understanding and applying IT tools in business practices:

- **IT for Managers:**

This course ensures that business students have exposure to current and emerging operating systems and concepts. It introduces the effective use of different packages in analytical situations and also includes a serious in depth introduction of computer and software's. The overall aim of this course is to provide students with the knowledge and skills to use information technology as a part of managerial decision making.

- **SPSS-17:**

Statistical Package for Social Sciences (*SPSS*) is also been taught to stimulate in students a desire for life-long learning in the world of statistics. It provides a simple, easy to follow approach to understand and use quantitative methods in statistics.

---

**Describe how they are applied and integrated throughout the program:**

IT associated Courses ensure that business students have exposure to current and emerging operating systems and concepts. It introduces the effective use of different packages in analytical situations and also includes a serious in depth introduction of computer and software. The integration is performed via IULMS. The IULMS system automates almost all functionalities required to conduct online courses. It provides online activities including course registration, curriculum, lectures, collaboration, grading as well as many features that are related to university management itself.

The salient features a student can access are;

- Online Lectures
- Transcripts
- Semester Schedules
- Curriculums
- Computer Lab Availability
- Applications



- Student Attendance
- Registration
- Library
- Academic Calendar
- Campus News
- HEC Digital Library
- Faculty Profile
- Forms & Guidelines
- IU Email
- Policies
- Online Attendance
- Campus Directory

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

- Indicate the courses within the program that will satisfy the standard.
- Describe how they are applied.

---

**Indicate the courses within the program that will satisfy the standard:**

The modern day business requires that the graduates should have good communication skills. Considering this the following courses in the MBA program ensure that IU students have good oral and written communication skills:

- Business English
- Managerial Communication

---

**Describe how they are applied:**

The importance of Business English and Managerial Communication is vital to IU students. After the completion of these courses students can apply their knowledge, skills and abilities in the following manner which is an essential part of the MBA program:

- Preparing term reports and effectively presenting it in front of a group of people.
- Participate in academic group discussions and debates.
- Research, analyze, and present the company profiles.
- Write formal business letters to the organizations for conducting research and for fulfillment of term projects.
- Prepare professional resume for obtaining internships and jobs.
- Participate in co-curricular and extra-curricular activities.
- Since the mode communication at IU is English, the students are better able to comprehend academic lectures, respond to arguments and anticipate responses, comprehend literature and use increased knowledge of English vocabulary, especially as it is used in business background.

## **Criterion 3**

### **Laboratories and Computing Facilities**

**Describe the laboratory/ computer facilities that are available for use in the program under assessment. Indicate for each lab the following**

- Laboratory Title
- Location and area
- Objectives
- Adequacy for instruction
- Courses taught
- Software available if applicable
- Major Apparatus
- Major Equipment
- Safety regulations

**See Annex C 3.1**

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

- Explain how students and faculty have adequate and timely access to the manuals/documentation and instructions.
- Benchmark with similar departments in reputable institutions to identify short comings in laboratory.

---

**Explain how students and faculty have adequate and timely access to the manuals/documentation and instructions.**

Access to e-lectures, power point presentations and documentations etc has been made easy by supplying all necessary data online using the IULMS. So whenever a student or a faculty member needs to go through any of the documentation, students can do it at university or home. Moreover, in case of accessing the computer lab, the lab schedule is posted in every lab as well as available on the IULMS.

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**Benchmark with similar departments in reputable institutions to identify short comings in laboratory.**

Hi-tech computers at Iqra University help to train students in the field of Business Administration; labs are equipped with latest clients, servers and printers. Licensed softwares are installed on each system, and all systems are connected to internet having a bandwidth of 20 MB. All labs are equipped with multimedia projectors.

All labs at Iqra university are properly built keeping in mind the requirements of 21st century and comparable to any leading institute of the country.

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

- Indicate for each laboratory, support personnel, level of support, nature and extent of instructional support.

---

**Indicate for each laboratory, support personnel, level of support, nature and extent of instructional support.**

Each lab has an administrator for managing it in-terms of installation of required softwares, hardware maintenance, and these lab administrators ensures that all labs are functional and ready for lecture delivery.

Lab administrators assist the students and faculty members for ensuring that they can access the computers using their user account and password, e- lectures, intranet/internet resources if required, printing facilities etc.

**See Annex C 3.2**

The lab administrators assist the faculty members in successful delivery of following courses:

- IT for Managers
- Statistical Inference for Managers
- Quantative Techniques in Analysis

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

- Describe how the computing facilities support the computing component of your program.
- Benchmark with similar departments in reputable institutions to identify short comings in computing infrastructure and facilities if any.

---

**Describe how the computing facilities support the computing component of your program.**

The department is supported by 5 computer labs with state-of-the-art computing machines. All labs are multimedia supported and can be used as instruction labs as well. The machines are high speed systems with up-to-date licensed software installed on them. 20 MB Bandwidth is provided for high speed browsing and downloading. Moreover, color and black & white printing, scanning and CD/DVD burning facilities are also available. The department has just established a video conferencing lab where online teaching is made possible.

Sr. No.	Name of the Lab	Location
1	C-Lab 1	Main Campus
2	C-Lab 2	Main Campus
3	EDC Lab 0	EDC Campus
4	EDC Lab 1	EDC Campus
5	EDC Lab 2	EDC Campus

**Video Conference Facility**

Tandberg Edge 95 MXP Solution	Company	Model	Made
Edge 95 MXP Hardware Codec, HD Camera, Remote, Cables and Microphone	Tandberg	95 MXP	Norway
IP Network - 64K - 2Mbps Software	Tandberg	95 MXP	Norway
National Presenter Package (NPP) & DUO Video Software	Tandberg	95 MXP	Norway
Multisite Built-in Software - 4 Video + 3 Audio	Tandberg	95 MXP	Norway

<b>Accessories</b>	<b>Company</b>	<b>Model</b>	<b>Made</b>
HD External Camera	Sony	EVI-HD1	Japan
Tracker for Moving Camera	Tandberg	Infrared Tracker	Norway
Recording DVD-R	Philips	DVDR3570H	China
Audio Mixer	Peavey	Peavey 20	USA
Audio Amplifier System	TOA	A1031	Japan
Speakers	TOA	TOA BS 1030	Japan
Gooseneck Mike -	TOA	TS-701	Japan
Collar Mike	TOA	WS5300H	Japan
Cordless Mike	TOA	WS5300	Japan
UPS 3 KVA	Eaton Power ware	PW 9130	USA

### **Servers**

<b>Sr. No.</b>	<b>System</b>
1	Hp Proliant System DL 380 (G5) (Active Directory)
2	Hp Proliant System DL 380 (G5) (DB Server)
3	Hp Proliant System DL 380 (G5)(DB Server)
4	IBM System 3650 (Internet Proxy)
5	IBM e-server x-Series 306 (Anti Virus)
6	IBM e-server x-Series 306 (DB Server)
7	IBM e-server x-Series 3650(Online Lecturers)
8	IBM e-server x-Series 3650 (File Storage)
9	IBM e-server x-Series 3650 (Email Server)
10	IBM e-server x-Series 3650 (Active Directory Backup)



Accessories	Company	Model	Made	Price (\$)
HD External Camera	Sony	EVI-HD1	Japan	4496
Tracker for Moving Camera	Tandberg	Infrared Tracker	Norway	856
Recording DVD-R	Philips	DVDR3570H	China	651
Audio Mixer	Peavy	Peavey 20	USA	1124
Audio Amplifier System	TOA	A1031	Japan	591
Speakers	TOA	TOA BS 1030	Japan	712
Gooseneck Mike	TOA	TS-701	Japan	332
Collar Mike	TOA	WS5300H	Japan	428
Cordless Mike	TOA	WS5300	Japan	450
UPS 3 KVA	Eaton Power-ware	PW 9130	China	964

**Total Cost: \$. 24,170**

**Total Cost: Rs. 2,058,196**

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**Benchmark with similar departments in reputable institutions to identify short comings in computing infrastructure and facilities if any.**

The computing facilities provided at Iqra University are comparable to any other leading institution in Pakistan.

## **Criterion 4**

### **Student Support and Advising**

**Standard 4-1:      *Courses must be offered with sufficient frequency and number for students to complete the program in a timely manner.***

- Provide the department's strategy for course offerings.
- Explain how often required courses are offered.
- Explain how often elective courses are offered.
- Explain how required courses outside the department are managed to be offered in sufficient number and frequency.

---

**Provide the department's strategy for course offerings.**

- The courses are offered according to odd and even semesters in Fall and Spring semesters. The courses are offered in a particular sequence that fulfils the pre-requisite and semester requirements conveniently. Normally all 28 courses and thesis are offered in Fall and Spring semesters.
- Courses are also offered in summer semester for Grade/CGPA Improvement.
- The Department also offers courses upon student's requests. The course is offered if there is substantial number of students willing to take that course.

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**Explain how often required courses are offered.**

- All 28 courses and thesis of MBA program are offered in Spring and fall semesters.

---

**Explain how often elective courses are offered.**

- All elective courses are offered in spring and fall semesters.

---

**Explain how required courses outside the department are managed to be offered in sufficient number and frequency.**

- The same fashion of offering courses is followed.

**Standard 4-2:      *Courses in the major area of study must be structured to ensure effective interaction between students, faculty and teaching assistants.***

- Describe how you achieve effective student / faculty interaction in courses taught by more than one person such as two faculty members, a faculty member and a teaching assistant or a lecturer.

---

**Describe how you achieve effective student / faculty interaction in courses taught by more than one person such as two faculty members, a faculty member and a teaching assistant or a lecturer.**

The Department has an open door policy for the students. Apart from that the faculty is responsible to entertain students during their office hours. According to IU policy each faculty member reserves 2 hours of counseling for student for each course every week.

For the courses taught by multiple faculty members; at IU all courses are standardized, and IU provides the standardized curriculum to faculty members.

Faculty members share their course related material online through IXLMS, faculty can have direct interaction with its students through IXLMS even if they are out of station.

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

- Describe how students are informed about program requirements.
- Describe the advising system and indicate how its effectiveness is measured.
- Describe the student counseling system and how students get professional counseling when needed.
- Indicate if students have access to professional counseling; when necessary.
- Describe opportunities available for students to interact with practitioners, and to have membership in technical and professional societies.

---

**Describe how students are informed about program requirements.**

Program coordinators are responsible to inform students about the program requirements. The Program requirements are also outlined on the website as well as available on IULMS. More over all program requirements are already mentioned on the prospectus that students obtain at the time of their admission.

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**Describe the advising system and indicate how its effectiveness is measured.**

The online registration system is an automated advising system available on the IULMS. It shows all the completed courses and the courses that a student can undertake during the upcoming semester. If there is any short coming in the GPA or if any pre-requisite has not been cleared by the student, the online system will not allow the student to register for the subsequent course. In addition, the program coordinators are also responsible to advise the students.

This system is functioning since 2005 and has been improved significantly by obtaining feedback from all concerned stakeholders, and has proved to be very effective in advising, registering, course offering, scheduling of courses and classes etc.

---

**Describe the student counseling system and how students get professional counseling when needed.**

Apart from the online counseling for course registration, students are entertained during faculty member's office hours or can request for an appointment. A faculty member is bound to post his/her office hours and be available to the students for consultation regarding the course that they are teaching or any other project.

**Indicate if students have access to professional counseling; when necessary.**

Students can have counseling with the faculty members during their office hours or by appointment. Moreover, the department frequently arranges guest speaker sessions in order to provide its students access to the information provided by the experts in their respective fields. Seminars and workshops are arranged frequently in which professionals from industry visit the university and guide students about the latest trends in the industry.

University also has a placement department that is responsible for student's career counseling and arranging internships and jobs.

---

**Describe opportunities available for students to interact with practitioners, and to have membership in technical and professional societies.**

The department provides support to interact with industry by arranging visits to the industry and inviting qualified and experienced professionals for guest speaker sessions, workshops and seminars.

## **Criterion 5**

### **Process Control**

**Standard 5-1:**     *The process by which students are admitted to the program must be based on quantitative and qualitative criteria and clearly documented. This process must be periodically evaluated to ensure that it is meeting its objectives.*

- Describe the program admission criteria at the institutional level, faculty or department if applicable.
- Describe policy regarding program/credit transfer.
- Indicate how frequently the admission criteria are evaluated and if the evaluation results are used to improve the process.

---

**Describe the program admission criteria at the institutional level, faculty or department if applicable.**

*For the admission in Master of Business Administration (MBA) an applicant must have;*

- Minimum Second Division in Bachelor Degree or equivalent from a recognized university/institution.
- Number of credit hours needed to be completed for the award of a degree will be according to the policies of the Higher Education Commission.
- GMAT with 500 or Iqra University Admission Test.

**Describe policy regarding program/credit transfer:**

**Inter Program Transfer:**

- A student registered in a program may not be transferred to another program in the University until he/she has obtained the permission of the Dean and Registrar's office.
- Student must obtain an approval by the concerned Heads of the Departments.
- Permission to transfer will be given in writing using the form provided for this purpose.
- No student will get credit transfer without the permission of the concerned Heads of the Departments and Registrar's office.
- A student who seeks transfer to another program will have to follow all the requirements and policies (such as fee etc.) of the new program.
- The credits earned in any lower degree program (bachelor's or master's) are non-transferable to the higher degree program.
- Whenever a student's application to transfer to another program has been approved and all requirements related to such transfer satisfactorily fulfilled, the relevant program authority shall inform the concerned departments and forward the original documents to the student's personal file.



**Credit Transfer:**

- The application for credit transfer will be submitted by the student on a required form supported by the following documents:
  - The course outline and teaching plan of the course that was completed in a different University/Institution and which is being nominated for credit transfer.
  - The course contact hours and the name of the faculty who taught the course along with the relevant grades.

**Course Transfer:**

- If the course content is similar to the course content at Iqra to the extent of a minimum 60%, the course credit will be considered for transfer.
- A lower level degree course is non transferable to higher level degree program such as a course done at Bachelors level is non transferable to Master program.
- A course exempted elsewhere is non transferable until and unless it is pursued as a regular course.

**Course Exemption:**

- If any student is awarded with exemption in any of his course based on his past academic than that course will be replaced by another course. The course exemption will not reduce the total number of required courses or credit hours.
- The decision of the Registrar in accepting or rejecting a case of course exemption will be final.
- In case of exemption a course exemption form must be properly filled.

**Inter Campus Transfer:**

- A student registered in a program may not be transferred to another program/Campus in the University until he/she has obtained the permission of the Dean and Registrar's office and it is approved by the concerned Head of Department from where he/she is leaving.
- Permission to transfer will be given in writing using the form provided for this purpose.
- A student who seeks transfer to another campus will have to follow all the requirements and polices (such as fee etc.) of the new campus.
- No campus will accept a credit transfer until the credit transfer form has been duly filled.
- The credits earned in any lower degree program (bachelor's or master's) are non-transferable to the higher degree program.

**Transfer Students:**

The determination of acceptability of credit for course work completed at another recognized Institution of higher learning is made solely at the discretion of Iqra University. The evaluation of any course work or exam from another Institution for acceptance by the University will be based only on an official transcript from the institution originally offering the course work or exam.

- Credit is not given for grades lower than a C+ or 67%.
- All prospective transfer students must complete Iqra University's entrance requirements.

- Grades from other institutions are not included in the calculation of Iqra
- Principally the maximum credits for work done before joining the Iqra University will be considered only up to 50% of the Bachelor's and Master's program to which the application is being made.
- The course work being sought for credit transfer has been completed at a HEC recognized educational institution.
- Credit Transfer cases will not be entertained after a student has started the program of study.
- Remedial, vocational, technical, highly specialized and personal development courses are not accepted for credit.
- All transfer courses taken at bachelor level from Polytechnic Institutions with degree awarding status and foreign community Institutes that can award degrees will be reviewed individually by the Head of the Department and any transfers must be approved by the Dean.

Students are advised to check with the Admissions Office and Head of Department to determine the acceptability of credit from other Institutions. Acceptability of transfer credits to a student's academic curriculum is determined by the Head of the Department where the application is being made.

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**Indicate how frequently the admission criteria are evaluated and if the evaluation results are used to improve the process.**

Admission policies may be revised if there are any changes in the policies by the HEC.

**Standard 5-2:     *The process by which students are registered in the program and monitoring of student's 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.***

- Describe how students are registered in the program.
- Describe how students' academic progress is monitored and how their program of study is verified to adhere to the degree requirements.
- Indicate how frequently the process of registration and monitoring are evaluated and if the evaluation results are used to improve the process.

---

**Describe how students are registered in the program.**

The registration can be performed online via IULMS. The user-friendly online registration is very proficient, convenient and time efficient. It automatically checks for the GPA requirements, course pre-requisites, etc before registering a student into a particular course.

---

**Describe how students' academic progress is monitored and how their program of study is verified to adhere to the degree requirements.**

There are well defined university policies that constantly monitor students' performance and progress. The policies are as follows;

**Performance Requirements**

- Attendance in person, at all prescribed and elective lectures and seminars is mandatory. Maximum of 20% absences are allowed in a subject to cater for emergencies, sickness etc. There is no provision of leaves in excess of the allowance mentioned above. 20% or more absences in a subject will result in 'F' grade in that subject. Any student, who fails to comply with the rules, forfeits the right to appear at the examination in the course concerned. Such a situation shall earn the student 'F' (failure) in the course.
- The students who shall join the semester late because of any reason will be marked absent for the previous classes. In case, more than 20% of the sessions have been completed by the faculty the student shall earn 'F' Grade.
- In addition to punctuality and meeting the prescribed attendance requirements, each student is required to actively participate in the class and complete their assignments on time.
- A student, in order to become eligible for award of degree, must attain a graduating CGPA of 2.5.

## **Probation /Dismissal of Students**

### **Probation**

- A student can be placed on academic warning status if his/her semester GPA will fall below 2.0 in a semester. The GPA will be calculated with the F-grades included.
- If the GPA remains below 2.00 (calculated with F-Grades secured) in the second semester attended, the student will be placed on probation.
- If the semester GPA of the student remains below 2.00 for 3 consecutively attended semesters, his/her admission will be cancelled from the university.
- A student on probation will be allowed to take only 50% of the normal semester course load.
- The said student once dismissed cannot be granted admission in same or any other program of the University. Any student found taking admission, after dismissal, in any program, on any campus of Iqra University, will have the admission cancelled, without any warning and with no refund of fee.

### **Termination**

- A student who fails in all subjects or secures "0" GPA in the first semester will be terminated without any warning or further probation.
- Students who have up to 6 courses remaining for completing a program will be given one extra chance subject to the CGPA (including F-Grades) being above 2.

---

**Indicate how frequently the process of registration and monitoring are evaluated and if the evaluation results are used to improve the process.**

A multidimensional feedback is provided by the faculty and students related to the course registration process. Feedback and suggestions from students help in improvement of the process.

**Standard 5-3:**     *The process of recruiting and retaining highly qualified faculty members must be in place and clearly documented. Also processes and procedures for faculty evaluation, promotion must be consistent with institution mission statement. These processes must be periodically evaluated to ensure that it is meeting with its objectives.*

- Describe the process used to ensure that highly qualified faculty is recruited to the program.
- Indicate methods used to retain excellent faculty members.
- Indicate how evaluation and promotion processes are in line with institution mission statement.
- Indicate how frequently this process is evaluated and if the evaluation results are used to improve the process.

---

**Describe the process used to ensure that highly qualified faculty is recruited to the program.**

The Human Resource Department is responsible of collecting CVs received. The HR department filters the initially received CVs and forwards it to the department. The Program In-Charge and the Dean examines the CV and invites the applicants to conduct a demo lecture in front of the senior faculty members of the department. The faculty evaluates the competence and usefulness of the applicant viewing the lecture delivery, area of expertise, qualification and the courses where the applicant may deem useful. Program In-Charge and the Dean then examine the evaluation of the faculty members and recommend the higher authorities for recruiting through selection board.

---

**Indicate methods used to retain excellent faculty members.**

The faculty members are provided with excellent remuneration packages at par to other universities. They are provided with research and academic facilities and the department facilitates them by all means to conduct their individual and team research. Faculty members are at freedom to chalk out their own semester schedule and timings. In addition to the salaries, university offers leave encashment, in-patient and out-patient medical facilities to the faculty members. They are also offered the contributory provident fund of up to 10% of their basic salary.

---

**Indicate how evaluation and promotion processes are in line with institution mission statement.**

The university is devising a procedure of evaluation and promotion of faculty members ensuring both faculty development and the promotion of university's mission. The faculty evaluation is performed by all the stake holders including students, Heads of departments, Dean and the program coordinators.

**Indicate how frequently this process is evaluated and if the evaluation results are used to improve the process.**

This process will be evaluated in subsequent years.

**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.***

- Describe the process and procedures used to ensure that teaching and delivery of course material is effective and focus on students learning.
- Indicate how frequently this process is evaluated and if the evaluation results are used to improve the process.

---

**Describe the process and procedures used to ensure that teaching and delivery of course material is effective and focus on students learning.**

Each Faculty member maintains a course control report for every course. This report is updated after every lecture. The Faculty member has to report if the lectures objectives are met and the expected lecture outcome are achieved. If there is any lacking in meeting the objectives and outcomes, the faculty has to provide reasons and has to take necessary remedial actions. This procedure has been found very useful in achieving the desired course objectives and outcomes.

Each course has pre-defined objectives even to the extent of individual topics with pre-determined pattern of assessments to ensure that each course must meet its desired objectives as per the specifications of the industry.

---

**Indicate how frequently this process is evaluated and if the evaluation results are used to improve the process.**

This procedure is evaluated weekly and a course control report for each course that has been taught at IU is submitted to the relevant authorities. Besides feedback from students is also very useful in evaluating this process and the results are reviewed by relevant authorities to further improve the process.

On the other hand automated evaluation system is also used at Iqra University as per HEC (QAA) standards; this automated system provides following evaluation reports:

- Faculty Evaluation
- Employer Survey Report
- Alumni Survey Report
- Survey of Graduating Students
- Course Evaluation Report
- Grade Distribution Reports
- Reports on comments obtained from students, alumni, graduates, etc.

**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.*

- Describe the procedures used to ensure that graduates meet the program requirements.
- Describe when this procedure is evaluated and whether the results of this evaluation are used to improve the process.

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**Describe the procedures used to ensure that graduates meet the program requirements.**

The Department and the Degree Office are responsible of ensuring that the program requirements are completely met. The Department monitors the performance of each student before and after each semester and marks a probation or warning in case any student is not fulfilling the requirement of a CGPA of 2.5. The department also monitors if all the pre-requisites for any course are already completed. Once the student completes all the credits and courses the Department intimates the Degree Office about the completion of requirements. The Degree Office then reconfirms and checks if there is any other requirement left. Once the Department and the Degree Office concur upon the completion of all the requirements especially the overall CGPA of 2.5, the degree is awarded.

Iqra university also provide the facility of online registration to its students, through this system students can track their performance, course requirement, GPA requirement and follow the curriculum with respect to pre requisite courses. This system is also a very good method for faculty members to keep in touch with their students and departments, know their performance and solve their problems.

---

**Describe when this procedure is evaluated and whether the results of this evaluation are used to improve the process.**

A multidimensional evaluation system is used to evaluate all the processes inclusive on feedback from students and feedback from degree office as well. The results of this evaluation are used to identify problems and improve the performance from time to time.



## **Criterion 6**

### **Faculty**

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

- Complete the following table indicating program areas and number of faculty in each area.
- Each faculty member should complete a resume, prepared in a format included in Appendix B.
- Information recorded in Table 4.6 and faculty member's resumes will be sufficient to validate standard 6-1.

---

**Complete the following table indicating program areas and number of faculty in each area.**

**Faculty Distribution by Program Areas:**

<b>Program area of specialization</b>	<b>Courses in the area and average number of sections per year</b>	<b>Number of faculty members in each area</b>	<b>Number of faculty with Ph.D. degree</b>
Accounting and Finance	5 Courses, 5 Sections	14	2
Supply Chain	1 Courses, 1 Sections	1	1
Math & Statistics	2 Courses, 2 Sections	9	4
IT	1 Courses, 1 Sections	4	1
Economics	2 Courses, 2 Sections	5	4
Humanities	2 Courses, 2 Sections	4	3
Management	9 Courses, 9 Sections	10	3
Marketing	3 Courses, 3 Sections	3	2
Specialization	3 Courses each area, 18 section each area	VFM*	VFM*
Thesis	2 Courses, 2 Sections	VFM*	VFM*

\* Various Faculty Members

**Each faculty member should complete a resume, prepared in a format included in Appendix B.**

See Annexure C6.1

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**Information recorded in Table 4.6 and faculty member's resumes will be sufficient to validate standard 6-1.**

See Annexure C6.1

**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.***

- Describe the criteria for faculty to be deemed current in the discipline and based on these criteria and information in the faculty member's resumes, what percentage of them is current. The criteria should be developed by the department.
- Describe the means for ensuring that full time faculty members have sufficient time for scholarly and professional development.
- Describe existing faculty development programs at the departmental and university level. Demonstrate their effectiveness in achieving faculty development.
- Indicate how frequently faculty programs are evaluated and if the evaluation results are used for improvement.

---

**Describe the criteria for faculty to be deemed current in the discipline and based on these criteria and information in the faculty member's resumes, what percentage of them is current. The criteria should be developed by the department.**

The criteria for the faculty to be deemed current are based on the research activities of each faculty. The criterion is to publish at least one research paper every year.

Faculty members also keep themselves current through following contributions;

- Inviting industry experts into their classes and learning from their experience
- Reading research papers.
- Supervision of research projects & thesis of BBA/ MBA students of the university.
- Contribution in updating curriculum at various forums like B.O.S, Academic council and BASAR etc.

---

**Describe the means for ensuring that full time faculty members have sufficient time for scholarly and professional development.**

The faculty members are given the freedom to outline their schedules and to find slots for themselves to conduct research activities. The maximum teaching load is 9-12 hours per week for every faculty.

**Describe existing faculty development programs at the departmental and university level. Demonstrate their effectiveness in achieving faculty development.**

The department and the university look forward for the development of every faculty member. In this regard IU strongly supports their faculty members to enhance their qualification and provide financial assistance to pursue PhD degrees. A large number of faculty members are enrolled in university's PhD Programs. University also provides full support to its faculty members to participate in teaching development workshops & trainings.

---

**Indicate how frequently faculty development programs are evaluated and if the evaluation results are used for improvement.**

The faculty development programs are evaluated by taking feedback from faculty, program in-charge & Knowledge Unit Leaders (KULs). The feedback and suggestions are used to improve the faculty development programs.

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

- Describe programs and processes in place for faculty motivation.
- Obtain faculty input using faculty survey (Appendix C) on programs for faculty motivation and job satisfaction.
- Indicate how effective these programs are.

---

**Describe programs and processes in place for faculty motivation.**

- Support for M.Phil and Ph.D Degrees. The Faculty is offered up to 80% Fee waiver to pursue their M.Phil and Ph.D Degrees.
- Support for faculty development workshops and trainings.
- Funding by Iqra University to attend any professional course conducted by any professional organization or universities.
- Picnics, get-togethers, attractive salaries, flexible hours etc.

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**Obtain faculty input using faculty survey (Appendix C) on programs for faculty motivation and job satisfaction.**

See Annexure C1.3

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**Indicate how effective these programs are.**

IU does not have faculty turnover, this shows the level of satisfaction of faculty members.

## **Criterion 7**

### **Institutional Facilities**

**Standard 7-1:      *The institution must have the infrastructure to support new trends in learning such as e-learning.***

- Describe infrastructure and facilities that support new trends in learning.
  - Indicate how adequate the facilities are.
- 

**Describe infrastructure and facilities that support new trends in learning.**

- High speed computing and internet facilities
  - Multimedia resources for lecture delivery in each class room
  - E-library, where all faculty lectures are available and can be accessed from within and outside the university
  - High speed internet connectivity
  - Dedicated Internet bandwidth for video conferencing
  - Video Conferencing Facility
  - Live video streaming of lectures through IULMS
- 

**Indicate how adequate the facilities are.**

At IU the computer labs are equipped with latest branded computers and have 20 MB of dedicated internet bandwidth for high speed connectivity and live video streaming. All the labs have multimedia equipment for instructional purposes. The details of these facilities are listed in **Annexure C7.1**

**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.***

- Describe the adequacy of the library's technical collection.
  - Describe the support rendered by the library.
- 

**Describe the adequacy of the library's technical collection.**

Keeping in view the requirements of the students, IRC (Information Resource Center) is having more than 42172 books both in printed and electronic form on different subjects covering all topics of curriculum, professional and general reading materials. Latest editions of the leading text books and publications are being continuously added to the Information Resource Center (IRC) to meet the student and faculty requirements.

Apart from the text books several thousand journals are available both in printed and electronic form which facilitates student and faculty research.

List of journals is attached in **Annexure C7.2**

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**Describe the support rendered by the library.**

The library renders the following services:

- Library provides Selective dissemination of information (SDI) services for the students and scanning local newspaper articles via email for the faculty, PhD and M.Phil Students.
- Monthly Mail alerts for IU users.
- Library also has computers dedicated to research students only.
- IU is also in a process to maintain online library facility for the students.
- Book loan facility.



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

- Describe the adequacy of the classrooms.
  - Describe the adequacy of faculty offices.
- 

**Describe the adequacy of the classrooms.**

There are 70 class rooms and lecture halls inclusive of 5 labs are available for students. All classes are equipped with latest branded computers, Multimedia projectors, Sound system and internet facility. These highly sophisticated classes and computer labs enhance the learning experience of the students.

---

**Describe the adequacy of faculty offices.**

There are 8 faculty offices. Each faculty member is allocated his own desk with latest computers. All the machines are connected to Internet/Intranet. Wireless network is also available in the faculty offices for laptop computers. Each office is also equipped with laser jet printer.

## **Criterion 8**

### **Institutional Support**

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

- Describe how your program meets this standard. If it does not explain the main causes and plans to rectify the situation.
- Describe the level of adequacy of secretarial support, technical staff and office equipment.

---

**Describe how your program meets this standard. If it does not explain the main causes and plans to rectify the situation.**

The University has sufficient support and financial resources available to retain high quality faculty. This is proven by the fact that university offers high salary packages and perks to their faculties which are at par with any other private sector university.

University also extends its support for faculty development and provides opportunity to enhance their educational qualifications.

---

**Describe the level of adequacy of secretarial support, technical staff and office equipment.**

The program has consistent and very eminent support of full time program coordinators. The program coordinators for MBA program are:

- Mr. Adnan Fuzail
- Mr. Sani Hassan
- Mr. Rashid Khan
- Mr. Haider Abbas
- Ms. Rakshanda Aman
- Mr. Ghufraan

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

- Provide the number of graduate students, research assistants and Ph. D students for the last three years.
- Provide the faculty: graduate student ratio for the last three years.

---

**Provide the number of graduate students, research assistants and Ph. D students for the last three years.**

Number of graduate students

Degree	2008-09	2009-10	2010-11
MBA	804	718	875

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**Provide the faculty: graduate student ratio for the last three years.**

Year 2008-2009            1:12

Year 2009-2010         1:13

Year 2010-2011         1:15

**Standard 8-3:     *Financial resources must be provided to acquire and maintain Library holdings, laboratories and computing facilities.***

- Describe the resources available for the library.
- Describe the resources available for laboratories.
- Describe the resources available for computing facilities.

---

**Describe the resources available for the library.**

Library	
Year	Budget
2009	1,000,000.00
2010	2,000,000.00
2011	2,700,000.00

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**Describe the resources available for laboratories.**

Not Applicable

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**Describe the resources available for computing facilities.**

Computers	
Year	Budget
2009	690,000.00
2010	1,580,000.00
2011	2,500,000.00

# ANNEXURES

## **ANNEXURE C1.1**

### ***Short Courses***

<b>Sr.#</b>	<b>Title</b>	<b>Year</b>
1	BUSINESS MATHEMATICS	FALL-09
2	SELF MANAGEMENT SKILLS	FALL-09
3	PRINCIPLES OF ACCOUNTING	FALL-09
4	SELF MANAGEMENT SKILLS	FALL-10
5	INTRODUCTION TO BUSINESS	FALL-10
6	SELF MANAGEMENT SKILLS	FALL-10
7	INTRODUCTION TO BUSINESS	FALL-10
8	INTRODUCTION TO BUSINESS	SPRING-11
9	SELF-MANAGEMENT SKILLS	SPRING-11
10	BUSINESS ENGLISH	SPRING-11
11	INTRODUCTION TO BUSINESS	SPRING-11
12	SELF-MANAGEMENT SKILLS	SPRING-11
13	BUSINESS ENGLISH	SPRING-11
14	BUSINESS ENGLISH	FALL-11
15	PRINCIPLES OF MANAGEMENT	FALL-11
16	BUSINESS MATHEMATICS & STATISTICS	FALL-11
17	ESSENTIALS OF ISLAMIC FINANCE	FALL-11
18	ACCOUNTING FOR MANAGERS	FALL-11
19	BUSINESS MATHEMATICS & STATISTICS	FALL-11
20	BUSINESS ECONOMICS	FALL-11
21	IT FOR MANAGERS	FALL-11
22	ESSENTIALS OF ISLAMIC FINANCE	FALL-11
23	MANAGERIAL COMMUNICATION	FALL-11



## **ANNEXURE C1.2**

### ***Conference/Seminar/Workshop***

Sr.#	Topic for Session	Type	YEAR
1	Business and Economics	Seminar	FALL-09
2	Role Playing Interviews	Seminar	FALL-09
3	Personal Branding and Social Media	Seminar	FALL-09
4	Market Structure	Seminar	FALL-09
5	Marketing in Corporate World	Seminar	FALL-09
6	Student Development and Enlightenment	Seminar	FALL-09
7	Organizational Culture & Motivation	Seminar	FALL-09
8	New Developments in Urdu Short Story	Seminar	FALL-09
9	Self Grooming, Table Manners	Seminar	FALL-09
10	Tips on Communication Skills	Seminar	FALL-09
11	Business Etiquettes	Workshop	FALL-09
12	Communication Overview & Events Logistic	Seminar	FALL-09
13	Formation and Promotion of a Product from Consumer Perspective	Seminar	SPRING-10
14	Love, Relations	Seminar	SPRING-10
15	Project Management	Seminar	SPRING-10
16	Management of Operations	Seminar	SPRING-10
17	Business Automation	Seminar	SPRING-10
18	Training for Skill	Seminar	SPRING-10
19	IT Solutions	Workshop	SPRING-10
20	Business Ethics & Al-Quran	Seminar	SPRING-10
21	Role Playing Interviews	Seminar	FALL -10
22	Economies History of India and Pakistan	Seminar	FALL -10
23	Social Issues	Seminar	FALL -10
24	Social News	Seminar	FALL -10
25	How SCM & ERP help manufacturing Companies Increase efficiency	Seminar	FALL -10
26	Social Issues in Advertising	Seminar	FALL -10
27	Digital Mind Competition Orientation	Seminar	FALL -10
28	Career Drive Workshop	Seminar	FALL -10
29	Employability Test Workshop Guidelines	Seminar	FALL -10
30	Lipton Talent Hunt	Seminar	FALL -10
31	Business Idea Competition Orientation	Seminar	FALL -10
32	Change Management	Seminar	FALL -10
33	Entrepreneurship	Seminar	FALL -10
34	Total Success Management throughy Psychic Powers	Seminar	FALL -10
35	Total Quality Management	Guest Speaker Session	SPRING-11
36	Marketing Channels in 21st Century	Guest Speaker Session	SPRING-11
37	Future of IT in Business	Guest Speaker Session	SPRING -11
38	Advertising in Recession Periods	Guest Speaker Session	SPRING -11

39	Brand Wars	Guest Speaker Session	SPRING -11
40	Balance Score Card	Guest Speaker Session	SPRING- 11
41	Lien Management	Guest Speaker Session	SPRING -11
42	Value Proposition, Value Delivery and Creation	Guest Speaker Session	SPRING -11
43	Value Networks in Supply Chain	Guest Speaker Session	SPRING -11
44	BCG V/S 9 Cell Matrix	Guest Speaker Session	SPRING- 11
45	Score Model and it implication on Pakistani Industries	Seminar	SPRING -11
46	DCOR	Guest Speaker Session	SPRING -11
47	Evaluation of Distribution Channels	Guest Speaker Session	SPRING- 11
48	Social Media Management and its significance in today's Business	Guest Speaker Session	SPRING -11
49	7 C's of effective communication	Guest Speaker Session	SPRING- 11
50	Imp. Of research in marketing	Guest Speaker Session	SPRING -11
51	Imp. Of communication in an organization	Guest Speaker Session	SPRING- 11
52	Role of financial market in the economy with emphasis on banking sector	Guest Speaker Session	SPRING- 11
53	Public Relation & Branding	Guest Speaker Session	SPRING- 11
54	Future of Health Care	Guest Speaker Session	SUMMER - 11
55	Communication in Corporate World	Guest Speaker Session	SUMMER -11
56	Preparing for Leadership	Guest Speaker Session	SUMMER -11
57	Basic Law to start a business or a company	Guest Speaker Session	SUMMER -11
58	Business Idea Competition Orientation	Guest Speaker Session	FALL - 11
59	Change Management	Guest Speaker Session	FALL -11
60	Entrepreneurship	Guest Speaker Session	FALL -11
61	Total Success Management through Psychic Powers	Guest Speaker Session	FALL -11
62	Development of effective communication skills and presentation skills	Guest Speaker Session	FALL -11
63	How SCM & ERP help manufacturing Companies Increase efficiency	Guest Speaker Session	FALL- 11
64	News Production	Guest Speaker	FALL -11

		Session	
65	Economies History of India and Pakistan	Guest Speaker Session	SPRING -11
66	SCORE Model and it implementation on service industry	Guest Speaker Session	SPRING- 11
67	Creative Minds	Guest Speaker Session	SPRING -11
68	Time & Anger Management	Guest Speaker Session	SPRING -11
69	MIS V/S Marketing Research	Guest Speaker Session	SPRING- 11
70	Customer Value Analysis	Guest Speaker Session	SPRING -11
71	What is Brand Loyalty?	Guest Speaker Session	SPRING -11
72	Measuring Customer Satisfaction	Guest Speaker Session	SPRING- 11

## **ANNEXURE C1.3**

### ***Faculty Survey***

Sr. No.	Questions	Very Satisfied	Satisfied	Uncertain	Dissatisfied	Very Dissatisfied
1	Your mix of research, teaching and community service.	80.10%	7.89%	4.15%	5.24%	2.62%
2	The intellectual stimulation of your work.	85.10%	6.56%	3.57%	3.24%	1.53%
3	Type of teaching / research you currently do.	87.26%	7.26%	2.68%	1.80%	1.00%
4	Your interaction with students.	85.11%	9.15%	3.20%	1.52%	1.02%
5	Cooperation you receive from colleagues.	87.52%	7.51%	2.10%	1.22%	1.65%
6	The mentoring available to you.	82.36%	6.24%	5.29%	2.87%	3.24%
7	Administrative support from the department.	86.10%	8.06%	3.50%	1.19%	1.15%
8	Providing clarity about the faculty promotion process.	89.10%	7.05%	1.67%	1.10%	1.08%
9	Your prospects for advancement and progress through ranks.	91.20%	4.55%	1.94%	1.11%	1.20%
10	Salary and compensation package.	87.49%	6.24%	2.68%	1.64%	1.95%
11	Job security and stability at the department.	86.16%	7.26%	3.27%	1.98%	1.33%
12	Amount of time you have for yourself and family.	91.27%	5.14%	1.85%	0.89%	0.85%
13	The overall climate at the department.	88.47%	6.77%	1.68%	1.54%	1.54%
14	Whether the department is utilizing your experience and knowledge	90.14%	4.55%	2.50%	1.80%	1.01%

## **ANNEXURE C2.1**

### ***Courses Flow Chart***

90 CREDIT HOUR MBA PROGRAM			
Course Code	Course Title		Pre-Requisite
SEMESTER I			
FIN481	Essentials of Islamic Finance	*	Introduction to Business
ASC461	Statistical Inference for Managers	*	Business Math & Statistics
MGT401	Principles of Management	*	Introduction to Business
ACT401	Accounting for Managers	*	Nil
MKT401	Principles of Marketing	*	Introduction to Business
ECO441	Business Economics	*	Introduction to Business
SEMESTER II			
FIN501	Finance for Managers	*	Accounting for Managers
MGT523	Human Resource Management	*	Principles of Management
MKT511	Marketing Management	*	Principles of Marketing
ACT531	Cost & Management Accounting	*	Accounting for Managers
MGT511	Organizational Behavior	*	Principles of Management
SCM521	Supply Chain Mgmt	*	Marketing , Management & Finance (basic courses)
SEMESTER III			
MGT691	Management Science	*	Business Math & Statistics
FIN612	Financial Management Policy	*	Finance for Managers
MGT721	Research Methods		Statistical Inference for Managers
ECO601	Economic Analysis for Management	*	Business Economics
	Specialization – I		
SEMESTER IV			
MGT692	Quantitative Techniques in Analysis	*	Statistical Inference for Managers
MKT662	Strategic Marketing Management	*	Marketing Management
MGT641	Strategic Management		MM, HRM, FM,
	Specialization – II		
	Specialization – III		
BUS711-2	MBA Thesis (6 credit hours)		Research Methods & QT in Analysis
FOUNDATION			
HMT317	Business English	*	Nil
HMT412	Managerial Communication	*	Business English
ASC361	Business Math & Statistics	*	Nil
MGT331	Self Management Skills	*	Nil
BUS301	Introduction to Business		Nil
CSC341	IT for Managers	*	Nil
CATEGORY WISE BREAKUP			
Foundation Courses			6
Core Courses			19
Specialization Courses			3
Thesis			2



Specialization Courses List		
Course Codes	Course Title	Pre-Requisite
<b>Finance</b>		
FIN643	Security & Portfolio Management	FIN311
FIN644	Financial Markets & Institutes	FIN311
FIN601	Taxation Management	FIN311
FIN641	Analysis of Financial Statements	FIN311
<b>Banking</b>		
BNK601	Investment Banking	FIN311
BNK602	Credit Analysis	FIN311
BNK603	Commercial Banking (Practices & Regulations)	FIN311
<b>Islamic Finance</b>		
IFN602	Islamic Banking & Takaful	FIN311
IFN603	Islamic Jurisprudence	FIN381/IFN602
IFN604	Commercial Banking	FIN311
<b>Human Resource Management</b>		
MGT601	Recruitment & Selection	MGT323
MGT604	Training & Development	MGT323
MGT682	Performance & Comp. Management	MGT323
<b>Marketing</b>		
MKT605	Channels Management	MKT411
MKT604	Service/Direct Marketing	MKT411
MKT606	Advertising & Brand Management	MKT411
<b>Supply Chain Management</b>		
SCM604	Logistic Management	SCM511
SCM621	BPR / ERP	SCM511
SCM631	Procurement & Sourcing	SCM511

## **ANNEXURE C2.2**

### ***Courses Outlines***

## MBA Program

### Accounting for Managers

**Course Code:** ACT401

**Pre-requisite Courses:** Nil

#### **WELCOME TO THE CLASS**

**Introduction:** I look forward to have a fruitful and meaningful interaction with each one of you during the term. This will however depend on your active participation and attention during the class sessions and an active follow up afterwards.

**Course Description:** Accounting has often been called the language of business but now it has become everyone need. We live in an era of accountability. An individual must account for his or income and must file income tax return and supply information in order to qualify for a loan. The federal government and provinces use accounting information as the basis for controlling their resources ad measuring their accomplishments. Understanding of accounting is important whether a person work in manufacturing, trading, and service or not for private organization.

**Course Objective:** To provide students with a better understanding of the environment in which accounting information is developed and used. Particular emphasis will be placed on the preparation of accounting information.

**Teaching Methodology & Requirements:** Please arrive and leave on time. Class will begin promptly five minutes after the hour and will end exactly on the hour. Late arrivals and early departures disrupt class and ruin the presentations of others. They are unprofessional.

Do your own work. Plagiarism and cheating will lead to dismissal. Do not copy the work of others. Do not use others to do your work. Do not pass off work done in past semesters as work done for this course. Assignments must incorporate lessons taught in class. Personal assignments must be produced individually. Group assignments must be produced by the members of the group. Students will be expected to read assignments in advance of their discussion in class. Class time will be used to emphasize and clarify some text material, but additional topics will be discussed as well. This will not be a lecture-only course. You will be asked to discuss what you have read. While you should expect to be frequently called on in class, you should also voluntarily discuss and ask questions. **READ AND BE PREPARED TO DISCUSS ALL DISCUSSION QUESTIONS AND/OR CASES AT THE END OF EACH CHAPTER.**

Class meetings will NOT cover everything in the text. Separate instructions will be provided for assignments. All written assignments must be handed in at the beginning of class on the due dates. They will not be accepted after the class has begun. All assignments not completed on time (not handed in before class has begun) will receive a zero. Check the schedule for due dates. It is essential to keep current with the chapter assignments. Classroom conduct is predicated on the assumption that you have read the relevant material. You are most welcome

to ask questions in class dealing with any material being presented, and to take an active role in class participation.

### **Course Contents**

- The Accounting Equation.
- Nature of accounts.
- Transaction analysis.
- Double Entry System
- Journal entries
- ledger and trial balance
- Recording changes in financial position
- Measuring business income
- Completion of the Accounting cycle
- Accounting for Merchandising Activities
- The Control of Cash transactions
- Accounts Receivable and Notes Receivable
- Liabilities Short term and long term
- Corporations I
- Measuring Cash Flow
- Financial Statement Analysis

**Testing and Grading:** Learning will be accomplished through lectures, outside readings case analysis and student participation in classroom discussion and presentations. Grading will tend to focus on your overall personality rather than one or two aspects. A mid-term examination and a comprehensive final examination will be given. Another portion of the course grade will include the discussion/attendance grade, quizzes, cases and/or other assignments. Each student will also be required to complete individual project. The mid-term examination will be of 25 percent and final examination will be of 40 percent. Test questions may be taken from textbook readings, hypertext material, additional material discussed in class and /or other assigned readings. Students may prepare notebook for taking notes and for references.

### **Marks Distribution of 100%:**

Quizzes	_____
Assignments	_____
Class Workshops	_____
Cases	_____
Projects	_____
Mid-term	_____ 25
Final Exam	_____ 40
Total	_____ <b>100</b>

***Recommended Book:***

- ***Accounting: The Basis for Business Decisions*** by Meigs & Meigs 9<sup>th</sup> edition
- ***Hand out*** ( please collect your copy from photocopier)

***Reference Books:***

- ***“Business Accounting 1,”*** Frank Wood, 7<sup>th</sup> Edition.
- ***“Accounting: A Business Perspective.”*** Hermanson, Edwards and Maher, 7<sup>th</sup> Edition

**Please Note:** In the unlikely event of an unplanned absence by the instructor, the material to have been covered during that class meeting will be shifted to the next meeting. If a test was scheduled for that class meeting, the test will be given during the next class meeting. In the event of any necessary planned absences, information on schedule changes will be provided in advance.

## MBA Program

### Business Economics

**Course Code:** ECO441

**Pre-requisite Courses:** Introduction to Business

#### **WELCOME TO THE CLASS**

**Introduction:** I look forward to have a fruitful and meaningful interaction with each one of you during the term. This will however depend on your active participation and attention during the class sessions and an active follow up afterwards.

**Course Description:** The course introduces the students to the fundamentals of economics and how individual units operate in the economy. The topics included are introduction to microeconomics, law of demand and supply, theory of cost and market mechanism, price and output determination under different market structures, introduction to macroeconomics, law of demand and supply, fiscal and monetary policy and financial institutions.

**Course Objective:** On completion of the course the students will have the basic knowledge of the economic concepts and phenomena be able to understand the working of an economy in an international context and will have an understanding about major economic issues and problems of the day. The students will also have an insight into the functioning of the individual economic units of economy. They will be able to view the economy from the perspective of its individual participants.

**Teaching Methodology & Requirements:** Please arrive and leave on time. Class will begin promptly five minutes after the hour and will end exactly on the hour. Late arrivals and early departures disrupt class and ruin the presentations of others. They are unprofessional.

Do your own work. Plagiarism and cheating will lead to dismissal. Do not copy the work of others. Do not use others to do your work. Do not pass off work done in past semesters as work done for this course. Assignments must incorporate lessons taught in class. Personal assignments must be produced individually. Group assignments must be produced by the members of the group. Students will be expected to read assignments in advance of their discussion in class. Class time will be used to emphasize and clarify some text material, but additional topics will be discussed as well. This will not be a lecture-only course. You will be asked to discuss what you have read. While you should expect to be frequently called on in class, you should also voluntarily discuss and ask questions. **READ AND BE PREPARED TO DISCUSS ALL DISCUSSION QUESTIONS AND/OR CASES AT THE END OF EACH CHAPTER.**

Class meetings will NOT cover everything in the text. Separate instructions will be provided for assignments. All written assignments must be handed in at the beginning of class on the due dates. They will not be accepted after the class has begun. All assignments not completed on time (not handed in before class has begun) will receive a zero. Check the schedule for

due dates. It is essential to keep current with the chapter assignments. Classroom conduct is predicated on the assumption that you have read the relevant material. You are most welcome to ask questions in class dealing with any material being presented, and to take an active role in class participation.

### **Course Contents**

- Introduction to microeconomics and the use of graphs and tables
- Demand Model
- Supply Model and market equilibrium.
- Effect of shifts in demand and supply on the market equilibrium Elasticity
- Markets in action (Interference in market and effect of tax on the market equilibrium)
- Consumer Surplus & Producer Surplus
- Cardinal Utility Theory
- Ordinal Theory (Indifference Curve Approach)
- Production Theory
- Cost Analysis
- Perfect Competition
- Intro. to Macroeconomics
- Economic Systems
- Production Possibility Frontier
- Macroeconomic Problems
- Measuring Macroeconomic Performance (National Income Accounting)
- Aggregate Demand and Aggregate Supply Model
- Business cycle and its theories
- An overview of central and commercial banks
- Fiscal Policy & Monetary policy

**Testing and Grading:** Learning will be accomplished through lectures, outside readings case analysis and student participation in classroom discussion and presentations. Grading will tend to focus on your overall personality rather than one or two aspects. A mid-term examination and a comprehensive final examination will be given. Another portion of the course grade will include the discussion/attendance grade, quizzes, cases and/or other assignments. Each student will also be required to complete individual project. The mid-term examination will be of 25 percent and final examination will be of 40 percent. Excessive absences (more than 20 percent) will result in “F Grade”. Test questions may be taken from textbook readings, hypertext material, additional material discussed in class and /or other assigned readings. Students may prepare notebook for taking notes and for references.

### **Marks Distribution of 100%:**

Quizzes	_____
Assignments	_____
Class Workshops	_____
Cases	_____
Projects	_____
Mid-term	<u>25</u>
Final Exam	<u>40</u>
Total	<u><b>100</b></u>

***Recommended Readings:***

- ***Michael Parkins, Economics, 3rd edition, 1995, Addison-Wesley.***

***Reference Books:***

- ***John B. Taylor, Economics, 1997, AITBS***
- ***Bradley R. Schiller, The Economy Today, 7th edition, 1997, McGraw Hill.***
- ***John Sloman/Mark Sutcliffe, Economics for Business, 1998, Prentice Hall.***
- ***David N. Hymann, Economics, 1990***
- ***Ralph T. Byrns/Gerald W. Stone, Economics, 6th edition, 1995, Harper Collins.***
- ***Irvin B. Tucker, Economy for Today, 1981, West Publishing Company.***
- ***Prof. Dr. Khawaja Amjad Saeed, Economy of Pakistan, 1999.***
- ***Anjum Nasim, Financing Pakistan's Development in the 1990's, 1992, Oxford.***

**Please Note:** In the unlikely event of an unplanned absence by the instructor, the material to have been covered during that class meeting will be shifted to the next meeting. If a test was scheduled for that class meeting, the test will be given during the next class meeting. In the event of any necessary planned absences, information on schedule changes will be provided in advance.



**Essential of Islamic Finance**

**Course Code:** FIN481/FIN381

**Pre-requisite Courses:** Introduction to Business/ Microeconomics

**WELCOME TO THE CLASS**

**Introduction:** I look forward to have a fruitful and meaningful interaction with each one of you during the term. This will however depend on your active participation and attention during the class sessions and an active follow up afterwards.

**Course Description:** This program develops an understanding of financing options available. It discusses various prohibited equity and debt financing options that need to be avoided. How does the state's fiscal policy work in an interest-free context? The program helps to develop an understanding of this highly complex and theoretical topic. Islamic economics and finance, implemented properly, uplift the human condition and bring about a true welfare state. What role does Islamic economics and finance play in the development of a welfare state? It also discusses the role of Islamic economics and finance, in the absence of an Islamic state and how can in grassroots development be implemented.

**Course Objective:** This is a comprehensive program designed to give students an understanding of the issues involved in Islamic Finance, Banking & Economics. The program will benefit students with Islamic Finance as well as those new to the field. This program includes in-depth study of the new emerging system in corporate treasurers, financiers, bankers. Basic understanding of definitions used in the Islamic Financial System and it is an overview of the basic ideas and the foundations of Islamic Economics and Finance. Program presents a detailed discussion on other similar ideas that form the basis of Islamic Economics and Finance.

**Teaching Methodology & Requirements:** Please arrive and leave on time. Class will begin promptly five minutes after the hour and will end exactly on the hour. Late arrivals and early departures disrupt class and ruin the presentations of others. They are unprofessional.

Do your own work. Plagiarism and cheating will lead to dismissal. Do not copy the work of others. Do not use others to do your work. Do not pass off work done in past semesters as work done for this course. Assignments must incorporate lessons taught in class. Personal assignments must be produced individually. Group assignments must be produced by the members of the group. Students will be expected to read assignments in advance of their discussion in class. Class time will be used to emphasize and clarify some text material, but additional topics will be discussed as well. This will not be a lecture-only course. You will be asked to discuss what you have read. While you should expect to be frequently called on in class, you should also voluntarily discuss and ask questions. **READ AND BE PREPARED TO DISCUSS ALL DISCUSSION QUESTIONS AND/OR CASES AT THE END OF EACH CHAPTER.**

Class meetings will NOT cover everything in the text. Separate instructions will be provided for assignments. All written assignments must be handed in at the beginning of class on the due dates. They will not be accepted after the class has begun. All assignments not completed on time (not handed in before class has begun) will receive a zero. Check the schedule for due dates. It is essential to keep current with the chapter assignments. Classroom conduct is predicated on the assumption that you have read the relevant material. You are most welcome to ask questions in class dealing with any material being presented, and to take an active role in class participation.

### **Course Contents**

- Economic System in Islam
- Islamic Finance Introduction & Background
- Terms of Islamic Finance &
- Legal Framework
- Concept of Riba and Other Prohibited Activities
- Islamic Financial Products
- Numerical

**Testing and Grading:** Learning will be accomplished through lectures, outside readings case analysis and student participation in classroom discussion and presentations. Grading will tend to focus on your overall personality rather than one or two aspects. A mid-term examination and a comprehensive final examination will be given. Another portion of the course grade will include the discussion/attendance grade, quizzes, cases and/or other assignments. Each student will also be required to complete individual project. The mid-term examination will be of 25 percent and final examination will be of 40 percent. Excessive absences (more than 20 percent) will result in “F Grade”. Test questions may be taken from textbook readings, hypertext material, additional material discussed in class and /or other assigned readings. Students may prepare notebook for taking notes and for references.

### **Marks Distribution of 100%:**

Quizzes	_____
Assignments	_____
Class Workshops	_____
Cases	_____
Projects	_____
Mid-term	_____ 25
Final Exam	_____ 40
Total	_____ <b>100</b>

***Recommended Readings:***

- ***PowerPoint Presentations*** available in e-library
- ***Managing Finances, A shariah Compliant Way*** by Omer Mustafa
- ***Handout*** Available at Photocopier, you can collect yours

**Please Note:** In the unlikely event of an unplanned absence by the instructor, the material to have been covered during that class meeting will be shifted to the next meeting. If a test was scheduled for that class meeting, the test will be given during the next class meeting. In the event of any necessary planned absences, information on schedule changes will be provided in advance.

## MBA Program

### Principles of Management

**Course Code:** MGT401/MGT201

**Pre-requisite Courses:** Introduction to Business

#### **WELCOME TO THE CLASS**

**Introduction:** I look forward to have a fruitful and meaningful interaction with each one of you during the term. This will however depend on your active participation and attention during the class sessions and an active follow up afterwards.

**Course Description:** Have a broad understanding of contemporary management practices and theories. Understand the management functions. Develop technical and conceptual skills. Possess an idea into the development of human and decision-making skills

**Course Objective:** This course aims at providing basic understanding of general principles of Management applicable to various situations at different levels of organizations. Through lectures, assignments and case studies the students will be expected to develop an overall view of Management processes and acquire a synthesizing framework, which will help in systematic analysis of day-to-day management situations. The course is intended to prepare the students for different functional areas of management as well as to equip them with a broad perspective for reintegration of those functional areas in other courses.

**Teaching Methodology & Requirements:** Please arrive and leave on time. Class will begin promptly five minutes after the hour and will end exactly on the hour. Late arrivals and early departures disrupt class and ruin the presentations of others. They are unprofessional.

Do your own work. Plagiarism and cheating will lead to dismissal. Do not copy the work of others. Do not use others to do your work. Do not pass off work done in past semesters as work done for this course. Assignments must incorporate lessons taught in class. Personal assignments must be produced individually. Group assignments must be produced by the members of the group. Students will be expected to read assignments in advance of their discussion in class. Class time will be used to emphasize and clarify some text material, but additional topics will be discussed as well. This will not be a lecture-only course. You will be asked to discuss what you have read. While you should expect to be frequently called on in class, you should also voluntarily discuss and ask questions. **READ AND BE PREPARED TO DISCUSS ALL DISCUSSION QUESTIONS AND/OR CASES AT THE END OF EACH CHAPTER.**

Class meetings will NOT cover everything in the text. Separate instructions will be provided for assignments. All written assignments must be handed in at the beginning of class on the due dates. They will not be accepted after the class has begun. All assignments not completed on time (not handed in before class has begun) will receive a zero. Check the schedule for

due dates. It is essential to keep current with the chapter assignments. Classroom conduct is predicated on the assumption that you have read the relevant material. You are most welcome to ask questions in class dealing with any material being presented, and to take an active role in class participation.

### **Course Contents**

- Introduction to Management and organizations
- Evolution of management as a science
- Management skills and managerial roles
- Organizational culture and the external environments
- Social responsibility and ethics
- Decision Making
- Basic planning techniques and the Hierarchy of Plans
- Organizational structure and design/classification of organizations
- Human Resource management
- Change and innovation
- Motivation: Classical and Contemporary Theories
- Leadership: Models and Theories
- Controlling

**Testing and Grading:** Learning will be accomplished through lectures, outside readings case analysis and student participation in classroom discussion and presentations. Grading will tend to focus on your overall personality rather than one or two aspects. A mid-term examination and a comprehensive final examination will be given. Another portion of the course grade will include the discussion/attendance grade, quizzes, cases and/or other assignments. Each student will also be required to complete individual project. The mid-term examination will be of 25 percent and final examination will be of 40 percent. Excessive absences (more than 20 percent) will result in “F Grade”. Test questions may be taken from textbook readings, hypertext material, additional material discussed in class and /or other assigned readings. Students may prepare notebook for taking notes and for references.

### **Marks Distribution of 100%:**

Quizzes	_____
Assignments	_____
Class Workshops	_____
Cases	_____
Projects	_____
Mid-term	<u>25</u>
Final Exam	<u>40</u>
Total	<u><b>100</b></u>

***Recommended Readings:***

- ***Management (7<sup>th</sup> Edition)*** by Stephen P. Robbins & Mary Coulter
- ***Management*** by Koontz, O'Donnel
- ***Modern Management*** by Samuel C. Certo

**Please Note:** In the unlikely event of an unplanned absence by the instructor, the material to have been covered during that class meeting will be shifted to the next meeting. If a test was scheduled for that class meeting, the test will be given during the next class meeting. In the event of any necessary planned absences, information on schedule changes will be provided in advance.

## MBA Program

### Principles of Marketing

**Course Code:** MKT401/ MKT201

**Pre-requisite Courses:** Introduction to Business

#### **WELCOME TO THE CLASS**

**Introduction:** I look forward to have a fruitful and meaningful interaction with each one of you during the term. This will however depend on your active participation and attention during the class sessions and an active follow up afterwards.

#### **Course Description:**

This course has been designed keeping the following objectives in mind:

- To lay a solid foundation for building a strong sense of appreciation amongst the students for the discipline of Marketing.
- To enable the students to identify various aspects of the marketing mix as being applied by different market players in everyday life.
- To prepare the students for higher/advanced courses in marketing by imparting a comprehensive theoretical background.

#### **Course Objective:**

After completing this course a student will be able to:

- Understand and discuss the fundamental concepts of Marketing
- Have a sound idea of the factors involved in marketing planning
- Identify the roles carried out by different market players
- Possess a theoretical awareness of basic marketing theories and models for decision making

**Teaching Methodology & Requirements:** Please arrive and leave on time. Class will begin promptly five minutes after the hour and will end exactly on the hour. Late arrivals and early departures disrupt class and ruin the presentations of others. They are unprofessional.

Do your own work. Plagiarism and cheating will lead to dismissal. Do not copy the work of others. Do not use others to do your work. Do not pass off work done in past semesters as work done for this course. Assignments must incorporate lessons taught in class. Personal assignments must be produced individually. Group assignments must be produced by the members of the group. Students will be expected to read assignments in advance of their discussion in class. Class time will be used to emphasize and clarify some text material, but additional topics will be discussed as well. This will not be a lecture-only course. You will be asked to discuss what you have read. While you should expect to be frequently called on in class, you should also voluntarily discuss and ask questions. **READ AND BE PREPARED**

TO DISCUSS ALL DISCUSSION QUESTIONS AND/OR CASES AT THE END OF EACH CHAPTER.

Class meetings will NOT cover everything in the text. Separate instructions will be provided for assignments. All written assignments must be handed in at the beginning of class on the due dates. They will not be accepted after the class has begun. All assignments not completed on time (not handed in before class has begun) will receive a zero. Check the schedule for due dates. It is essential to keep current with the chapter assignments. Classroom conduct is predicated on the assumption that you have read the relevant material. You are most welcome to ask questions in class dealing with any material being presented, and to take an active role in class participation.

### **Course Contents**

- Introduction to Marketing and Evolution of Marketing
- The Marketing Environments
- Consumer Markets & Consumer Buying Behavior
- Business Markets
- Market Segmentation, Target Markets & Positioning
- Marketing Research and Product Planning & Development
- The Product Mix
- Branding & Packaging
- Services Marketing
- Pricing
- Personal Selling
- Advertising and Sales Promotion
- Strategic Marketing Planning

**Testing and Grading:** Learning will be accomplished through lectures, outside readings case analysis and student participation in classroom discussion and presentations. Grading will tend to focus on your overall personality rather than one or two aspects. A mid-term examination and a comprehensive final examination will be given. Another portion of the course grade will include the discussion/attendance grade, quizzes, cases and/or other assignments. Each student will also be required to complete individual project. The mid-term examination will be of 25 percent and final examination will be of 40 percent. Excessive absences (more than 20 percent) will result in “F Grade”. Test questions may be taken from textbook readings, hypertext material, additional material discussed in class and /or other assigned readings. Students may prepare notebook for taking notes and for references.



**Marks Distribution of 100%:**

Quizzes	_____
Assignments	_____
Class Workshops	_____
Cases	_____
Projects	_____
Mid-term	<u>25</u>
Final Exam	<u>40</u>
Total	<u><b>100</b></u>

**Recommended Readings:**

- ***Principles of Marketing, Philip Kotler & Gary Armstrong.***
- ***Marketing, Michael J. Etzel, Bruce J. Walker, William J. Stanton***

**Please Note:** In the unlikely event of an unplanned absence by the instructor, the material to have been covered during that class meeting will be shifted to the next meeting. If a test was scheduled for that class meeting, the test will be given during the next class meeting. In the event of any necessary planned absences, information on schedule changes will be provided in advance.

## Statistical Inference

**Course Code:** ASC142/ASC461

**Pre-requisite Courses:** Quantitative Analysis/Business Math & Statistics

### **WELCOME TO THE CLASS**

**Introduction:** I look forward to have a fruitful and meaningful interaction with each one of you during the term. This will however depend on your active participation and attention during the class sessions and an active follow up afterwards.

**Course Description:** The course will include SPSS, review of descriptive statistics through SPSS, discrete and continuous probability distribution, mathematical expectation, Normal distribution, confidence interval, hypotheses testing, inference concerning regression. Apart from manual calculations, students will be taught how to use SPSS for inferential statistics.

**Course Objective:** This course is intended for students who plan to major in an area of business such as accounting, finance, marketing or information systems. The primary goal of this course is to teach students the conceptual foundation of statistical analysis, particularly statistical inference

**Teaching Methodology & Requirements:** Please arrive and leave on time. Class will begin promptly five minutes after the hour and will end exactly on the hour. Late arrivals and early departures disrupt class and ruin the presentations of others. They are unprofessional.

Do your own work. Plagiarism and cheating will lead to dismissal. Do not copy the work of others. Do not use others to do your work. Do not pass off work done in past semesters as work done for this course. Assignments must incorporate lessons taught in class. Personal assignments must be produced individually. Group assignments must be produced by the members of the group. Students will be expected to read assignments in advance of their discussion in class. Class time will be used to emphasize and clarify some text material, but additional topics will be discussed as well. This will not be a lecture-only course. You will be asked to discuss what you have read. While you should expect to be frequently called on in class, you should also voluntarily discuss and ask questions. **READ AND BE PREPARED TO DISCUSS ALL DISCUSSION QUESTIONS AND/OR CASES AT THE END OF EACH CHAPTER.**

Class meetings will NOT cover everything in the text. Separate instructions will be provided for assignments. All written assignments must be handed in at the beginning of class on the due dates. They will not be accepted after the class has begun. All assignments not completed on time (not handed in before class has begun) will receive a zero. Check the schedule for due dates. It is essential to keep current with the chapter assignments. Classroom conduct is predicated on the assumption that you have read the relevant material. You are most welcome to ask questions in class dealing with any material being presented, and to take an active role in class participation.

## **Course Contents**

- Review of descriptive statistics, probability theory and SPSS
- Discrete probability distribution
- Mathematical Expectation (Mean and variance of random variables)
- Applications of distribution
- Joint probability distribution
- Continuous probability distribution
- Normal distribution (including functions on MS Excel)
- Application of Normal distribution
- Sampling theory
- Confidence Intervals
  - Confidence interval of a mean, difference of means, mean of differences (paired observations)
  - Chi-square distribution (including functions on MS Excel)
  - Confidence interval of variance
  - F distribution (including functions on MS Excel)
  - Confidence interval of ratio of variances
  - Use of SPSS in determining Confidence Intervals
- Hypotheses testing
  - Test concerning means
  - Test concerning variance and equality of variance
  - Goodness-of-fit
  - Test of independence
  - Analysis of variance (ANOVA)
  - Use of SPSS in hypotheses testing
- Regression (simple and multiple) correlation.
- Inference concerning the regression and correlation
- Use of SPSS in regression and correlation.

**Testing and Grading:** Learning will be accomplished through lectures, outside readings case analysis and student participation in classroom discussion and presentations. Grading will tend to focus on your overall personality rather than one or two aspects. A mid-term examination and a comprehensive final examination will be given. Another portion of the course grade will include the discussion/attendance grade, quizzes, cases and/or other assignments. Each student will also be required to complete individual project. The mid-term examination will be of 25 percent and final examination will be of 40 percent. Excessive absences (more than 20 percent) will result in “F Grade”. Test questions may be taken from textbook readings, hypertext material, additional material discussed in class and /or other assigned readings. Students may prepare notebook for taking notes and for references.

**Marks Distribution of 100%:**

Quizzes	_____
Assignments	_____
Class Workshops	_____
Cases	_____
Projects	_____
Mid-term	<u>25</u>
Final Exam	<u>40</u>
Total	<u><b>100</b></u>

***Recommended Readings:***

- *Introduction to Statistics* by Ronald Walpole, 3<sup>rd</sup> edition, published by Macmillan Publishing Co.

***Reference Books:***

- *Introduction to Statistics* by Neil A. Weiss and Matthew J. Hassett
- *Tools for Statistical Analysis* by Ahsen Hussain
- *SPSS for Dummies* by Arthur Griffith
- *Statistical Methods for Practice and Research* by Ajai S. Gaur and Sanjaya S. Gaur

**Please Note:** In the unlikely event of an unplanned absence by the instructor, the material to have been covered during that class meeting will be shifted to the next meeting. If a test was scheduled for that class meeting, the test will be given during the next class meeting. In the event of any necessary planned absences, information on schedule changes will be provided in advance.

**MBA Program**  
**Cost and Management Accounting**

**Course Code:** ACT531

**Pre-requisite Course:** Accounting for Managers

**WELCOME TO THE CLASS**

**Introduction:** I look forward to have a fruitful and meaningful interaction with each one of you during the term. This will however depend on your active participation and attention during the class sessions and an active follow up afterwards.

**Course Description:** Cost accounting concepts will be used by manufacturing concern as well as service industry and not for profit organization to work efficiently. Cost accounting is primarily concerned with the accumulation and analysis of information relevant for internal use by managers for planning, controlling and decision making. Management accounting is the process of identifying, measuring, analyzing, interpreting, and communicating information in pursuit of an organization's goals. Managerial accounting is an integral part of the management process, and managerial accountants are important strategic partners in an organization's management team. The management team seeks to create value for the organization by managing resources, activities and people to achieve the organization's goals effectively.

**Course Objective:** **Accounting** is a language that communicates economic information to people who have an interest in an organization-managers, shareholders and potential investors, employees, creditors and the governments. Managers require information that will assist them in their decision-making and control activities, for example, information is needed on the estimated selling prices, costs, demand, competitive position and profitability of various products that are made by the organization.

**Cost accounting** is concerned with cost accumulation for stock valuation to meet the requirements of external reporting, whereas **management accounting** relates to the provision of appropriate information for people within the organization to help them make better decisions.

To provide students with a better understanding of the environment in which cost accounting information is developed and used for decision making. **Actual task will be to use information to take decision.** To build management accounting concepts among the students and to equip them to take on the challenges that lie ahead of them. The course involves the study of basic principles of cost accounting as well as decision making process.

**Teaching Methodology & Requirements:** Please arrive and leave on time. Class will begin promptly five minutes after the hour and will end exactly on the hour. Late arrivals and early departures disrupt class and ruin the presentations of others. They are unprofessional.

Do your own work. Plagiarism and cheating will lead to dismissal. Do not copy the work of others. Do not use others to do your work. Do not pass off work done in past semesters as

work done for this course. Assignments must incorporate lessons taught in class. Personal assignments must be produced individually. Group assignments must be produced by the members of the group. Students will be expected to read assignments in advance of their discussion in class. Class time will be used to emphasize and clarify some text material, but additional topics will be discussed as well. This will not be a lecture-only course. You will be asked to discuss what you have read. While you should expect to be frequently called on in class, you should also voluntarily discuss and ask questions. **READ AND BE PREPARED TO DISCUSS ALL DISCUSSION QUESTIONS AND/OR CASES AT THE END OF EACH CHAPTER.**

Class meetings will NOT cover everything in the text. Separate instructions will be provided for assignments. All written assignments must be handed in at the beginning of class on the due dates. They will not be accepted after the class has begun. All assignments not completed on time (not handed in before class has begun) will receive a zero. Check the schedule for due dates. It is essential to keep current with the chapter assignments. Classroom conduct is predicated on the assumption that you have read the relevant material. You are most welcome to ask questions in class dealing with any material being presented, and to take an active role in class participation.

### **Course Contents**

- Introduction of Cost and Management accounting
- Preparation of Manufacturing Statement
- Job order costing
- Joint and by product costing
- Process Costing
- Material Costing
- Labor costing
- Factory overhead
- Activity based costing
- Budgeting
- Standard costing
- Direct costing
- Contribution margin
- Break even analysis
- CVP analysis
- Short term decision making
- Differential cost analysis
- Capital expenditure planning
- Control and evaluation

**Testing and Grading:** Learning will be accomplished through lectures, outside readings case analysis and student participation in classroom discussion and presentations. Grading will tend to focus on your overall personality rather than one or two aspects. A mid-term examination and a comprehensive final examination will be given. Another portion of the course grade will include the discussion/attendance grade, quizzes, cases and/or other assignments. Each student will also be required to complete individual project. The mid-term examination will be of 25 percent and final examination will be of 40 percent. Excessive absences (more than 20 percent) will result in “F Grade”. Test questions may be taken from

textbook readings, hypertext material, additional material discussed in class and /or other assigned readings. Students may prepare notebook for taking notes and for references.

**Marks Distribution of 100%:**

Quizzes	_____
Assignments	_____
Class Workshops	_____
Cases	_____
Projects	_____
Mid-term	_____ 25
Final Exam	_____ 40
Total	_____ <b>100</b>

***Recommended Books:***

- ***Cost Accounting: Matz and Usury 7<sup>th</sup> edition***
- ***Cost Accounting: Ralph S Polimini, Frank J. Fabozzi***
- ***Hand out( you can collect hand out from photocopier)***

***Reference Books:***

- ***Cost Accounting: Hilton, Hongren***
- ***Cost Accounting: T. Lucey***

**Please Note:** In the unlikely event of an unplanned absence by the instructor, the material to have been covered during that class meeting will be shifted to the next meeting. If a test was scheduled for that class meeting, the test will be given during the next class meeting. In the event of any necessary planned absences, information on schedule changes will be provided in advance.

## MBA Program

### Finance for Managers

**Course Code:** FIN501

**Pre-requisite Courses:** Accounting for Managers

#### **WELCOME TO THE CLASS**

**Introduction:** I look forward to have a fruitful and meaningful interaction with each one of you during the term. This will however depend on your active participation and attention during the class sessions and an active follow up afterwards.

**Course Description:** Finance is a key matter in every company. Financial management covers all the functions concerned in attempting to ensure that financial resources are obtained and use in their most effective way to secure attainment of the objectives of the organization. This course will give student basic concepts which will help them to understand financial management.

**Course Objective:** To introduce students to basic financial concepts, this will prove to be a foundation for subsequent courses such as financial management and corporate finance.

**Teaching Methodology & Requirements:** Please arrive and leave on time. Class will begin promptly five minutes after the hour and will end exactly on the hour. Late arrivals and early departures disrupt class and ruin the presentations of others. They are unprofessional.

Do your own work. Plagiarism and cheating will lead to dismissal. Do not copy the work of others. Do not use others to do your work. Do not pass off work done in past semesters as work done for this course. Assignments must incorporate lessons taught in class. Personal assignments must be produced individually. Group assignments must be produced by the members of the group. Students will be expected to read assignments in advance of their discussion in class. Class time will be used to emphasize and clarify some text material, but additional topics will be discussed as well. This will not be a lecture-only course. You will be asked to discuss what you have read. While you should expect to be frequently called on in class, you should also voluntarily discuss and ask questions. **READ AND BE PREPARED TO DISCUSS ALL DISCUSSION QUESTIONS AND/OR CASES AT THE END OF EACH CHAPTER.**

Class meetings will NOT cover everything in the text. Separate instructions will be provided for assignments. All written assignments must be handed in at the beginning of class on the due dates. They will not be accepted after the class has begun. All assignments not completed on time (not handed in before class has begun) will receive a zero. Check the schedule for due dates. It is essential to keep current with the chapter assignments. Classroom conduct is predicated on the assumption that you have read the relevant material. You are most welcome to ask questions in class dealing with any material being presented, and to take an active role in class participation.



### **Course Contents**

- Introduction to Finance
- Financing methods
- Time value of money
- Concept of valuation (Stock valuation and Bonds valuation)
- Capital Budgeting
- Working capital Management
- Financial Forecasting and Planning, Budgeting and Measuring Performance
- Financial Ratio Analysis

**Testing and Grading:** Learning will be accomplished through lectures, outside readings case analysis and student participation in classroom discussion and presentations. Grading will tend to focus on your overall personality rather than one or two aspects. A mid-term examination and a comprehensive final examination will be given. Another portion of the course grade will include the discussion/attendance grade, quizzes, cases and/or other assignments. Each student will also be required to complete individual project. The mid-term examination will be of 25 percent and final examination will be of 40 percent. Excessive absences (more than 20 percent) will result in “F Grade”. Test questions may be taken from textbook readings, hypertext material, additional material discussed in class and /or other assigned readings. Students may prepare notebook for taking notes and for references.

### **Marks Distribution of 100%:**

Quizzes	_____
Assignments	_____
Class Workshops	_____
Cases	_____
Projects	_____
Mid-term	25
Final Exam	40
Total	<b>100</b>

### **Recommended Readings:**

- *Fundamentals of Corporate Finance* by Brealey, Myers and Marcus 4<sup>th</sup> Edition

### **Reference Books:**

- “*Fundamentals of Financial Management*,” Ramesh K.S. Rao.
- *Foundations of Financial Management* by Stanley Block and G. A. Hirt, 4<sup>th</sup> Edition.
- *Introduction to Financial Management* by Iqbal Mathur

**Please Note:** In the unlikely event of an unplanned absence by the instructor, the material to have been covered during that class meeting will be shifted to the next meeting. If a test was scheduled for that class meeting, the test will be given during the next class meeting. In the event of any necessary planned absences, information on schedule changes will be provided in advance.

## MBA Program

### Human Resource Management

**Course Code:** MGT523/MGT323

**Pre-requisite Courses:** Principles of Management

#### **WELCOME TO THE CLASS**

**Introduction:** I look forward to have a fruitful and meaningful interaction with each one of you during the term. This will however depend on your active participation and attention during the class sessions and an active follow up afterwards.

**Course Description:** Human Resource Management is a course designed to make the students familiar with the concepts of managing human resources. As rightly said that the organizations need effective people not efficient people. The course also describes the benchmark practices of Human Resource Management

**Course Objective:** The course will cover the development of human resource for organizations with emphasis on planning, employee acquisition, training, professional development, performance appraisal; compensation and benefit packages and development of policies and procedures in international and domestic environments.

**Teaching Methodology & Requirements:** Please arrive and leave on time. Class will begin promptly five minutes after the hour and will end exactly on the hour. Late arrivals and early departures disrupt class and ruin the presentations of others. They are unprofessional.

Do your own work. Plagiarism and cheating will lead to dismissal. Do not copy the work of others. Do not use others to do your work. Do not pass off work done in past semesters as work done for this course. Assignments must incorporate lessons taught in class. Personal assignments must be produced individually. Group assignments must be produced by the members of the group. Students will be expected to read assignments in advance of their discussion in class. Class time will be used to emphasize and clarify some text material, but additional topics will be discussed as well. This will not be a lecture-only course. You will be asked to discuss what you have read. While you should expect to be frequently called on in class, you should also voluntarily discuss and ask questions. **READ AND BE PREPARED TO DISCUSS ALL DISCUSSION QUESTIONS AND/OR CASES AT THE END OF EACH CHAPTER.**

Class meetings will NOT cover everything in the text. Separate instructions will be provided for assignments. All written assignments must be handed in at the beginning of class on the due dates. They will not be accepted after the class has begun. All assignments not completed on time (not handed in before class has begun) will receive a zero. Check the schedule for due dates. It is essential to keep current with the chapter assignments. Classroom conduct is predicated on the assumption that you have read the relevant material. You are most welcome to ask questions in class dealing with any material being presented, and to take an active role in class participation.

### **Course Contents**

- Introduction to HRM
- Human Resource Planning
- Job Analysis
- Recruitment
- Selection
- Performance Appraisal
- Compensation management

**Testing and Grading:** Learning will be accomplished through lectures, outside readings case analysis and student participation in classroom discussion and presentations. Grading will tend to focus on your overall personality rather than one or two aspects. A mid-term examination and a comprehensive final examination will be given. Another portion of the course grade will include the discussion/attendance grade, quizzes, cases and/or other assignments. Each student will also be required to complete individual project. The mid-term examination will be of 25 percent and final examination will be of 40 percent. Excessive absences (more than 20 percent) will result in “F Grade”. Test questions may be taken from textbook readings, hypertext material, additional material discussed in class and /or other assigned readings. Students may prepare notebook for taking notes and for references.

### **Marks Distribution of 100%:**

Quizzes	_____
Assignments	_____
Class Workshops	_____
Cases	_____
Projects	_____
Mid-term	_____ 25
Final Exam	_____ 40
Total	_____ <b>100</b>

### **Recommended Readings:**

- ***Human Resource Management*** by Gary Dessler, Ninth Edition.
- ***Human Resource & Personnel Management*** by William Werther Jr. & Keith Davis, Fifth Edition.

**Please Note:** In the unlikely event of an unplanned absence by the instructor, the material to have been covered during that class meeting will be shifted to the next meeting. If a test was scheduled for that class meeting, the test will be given during the next class meeting. In the event of any necessary planned absences, information on schedule changes will be provided in advance.

## MBA Program

### Marketing Management

**Course Code:** MKT511/ MKT411

**Pre-requisite Courses:** Principles of Marketing

#### **WELCOME TO THE CLASS**

**Introduction:** I look forward to have a fruitful and meaningful interaction with each one of you during the term. This will however depend on your active participation and attention during the class sessions and an active follow up afterwards.

**Course Description:** This course has been designed keeping in view the following objectives:

- To introduce to the students the variables involved in Marketing Management
- To enable the students to understand the complexities involved in decision making as applicable to marketing problems
- To equip the students with enough understanding of the marketing environments to study and analyze the different environmental factors necessary for decision making
- To prepare the students for practical application of the concepts imparted in the classroom once he/she enters the real markets

**Course Objective:** After completing this course a student will be able to:

- Understand the finer implications of Marketing Planning and Decision Making
- Be able to analyze the factors involved in marketing planning
- Create at least a theoretical framework for a complete market plan
- Possess a complete understanding of marketing theories and models for decision making

**Teaching Methodology & Requirements:** Please arrive and leave on time. Class will begin promptly five minutes after the hour and will end exactly on the hour. Late arrivals and early departures disrupt class and ruin the presentations of others. They are unprofessional.

Do your own work. Plagiarism and cheating will lead to dismissal. Do not copy the work of others. Do not use others to do your work. Do not pass off work done in past semesters as work done for this course. Assignments must incorporate lessons taught in class. Personal assignments must be produced individually. Group assignments must be produced by the members of the group. Students will be expected to read assignments in advance of their discussion in class. Class time will be used to emphasize and clarify some text material, but additional topics will be discussed as well. This will not be a lecture-only course. You will be asked to discuss what you have read. While you should expect to be frequently called on in class, you should also voluntarily discuss and ask questions. **READ AND BE PREPARED TO DISCUSS ALL DISCUSSION QUESTIONS AND/OR CASES AT THE END OF EACH CHAPTER.**

Class meetings will NOT cover everything in the text. Separate instructions will be provided for assignments. All written assignments must be handed in at the beginning of class on the due dates. They will not be accepted after the class has begun. All assignments not completed on time (not handed in before class has begun) will receive a zero. Check the schedule for due dates. It is essential to keep current with the chapter assignments. Classroom conduct is predicated on the assumption that you have read the relevant material. You are most welcome to ask questions in class dealing with any material being presented, and to take an active role in class participation.

### **Course Contents**

- The importance and scope of Marketing, the basic functions of marketing
- An organization's internal and external environment; SWOT Analysis
- Concept and components of marketing information system, MKIS, MRS, MDSS
- Buyer Behavior Analysis: The consumer Decision Process
- Behavioral Dimensions of consumer markets
- Organizational Markets: Buying objectives &
- Structures
- Segmenting, targeting and positioning strategies
- New product development
- Marketing strategies
- Pricing strategies and policies
- Marketing channel systems
- Promotion mix decisions
- Branding and branding strategies
- Decision making for strategic business units
- Decision making models

**Testing and Grading:** Learning will be accomplished through lectures, outside readings case analysis and student participation in classroom discussion and presentations. Grading will tend to focus on your overall personality rather than one or two aspects. A mid-term examination and a comprehensive final examination will be given. Another portion of the course grade will include the discussion/attendance grade, quizzes, cases and/or other assignments. Each student will also be required to complete individual project. The mid-term examination will be of 25 percent and final examination will be of 40 percent. Excessive absences (more than 20 percent) will result in "F Grade". Test questions may be taken from textbook readings, hypertext material, additional material discussed in class and /or other assigned readings. Students may prepare notebook for taking notes and for references.

**Marks Distribution of 100%:**

Quizzes	_____
Assignments	_____
Class Workshops	_____
Cases	_____
Projects	_____
Mid-term	<u>25</u>
Final Exam	<u>40</u>
Total	<u><b>100</b></u>

**Recommended Readings:**

- Philip Kotler: *Marketing Management, Analysis, Planning, Control*, Prentice Hall.
- Jegdesh Sheth and Dennis E. Garrett: *Marketing Management: A Comprehensive Reader*, South Western Publishing.

**Please Note:** In the unlikely event of an unplanned absence by the instructor, the material to have been covered during that class meeting will be shifted to the next meeting. If a test was scheduled for that class meeting, the test will be given during the next class meeting. In the event of any necessary planned absences, information on schedule changes will be provided in advance.

## MBA Program

### Organizational Behavior

**Course Code:** MGT511/MGT312

**Pre-requisite Courses:** Principles of Management

#### **WELCOME TO THE CLASS**

**Introduction:** I look forward to have a fruitful and meaningful interaction with each one of you during the term. This will however depend on your active participation and attention during the class sessions and an active follow up afterwards.

**Course Description:** It is course designed to make the students familiar with the some of the important concepts related to the behavior in the organization. The things which should be kept in mind undergoing in to the organizations study

**Course Objective:** This course provides students an understanding about the behavior of people in an organization. It also gives an understanding of methods and techniques of managing people in an organizational setting.

**Teaching Methodology & Requirements:** Please arrive and leave on time. Class will begin promptly five minutes after the hour and will end exactly on the hour. Late arrivals and early departures disrupt class and ruin the presentations of others. They are unprofessional.

Do your own work. Plagiarism and cheating will lead to dismissal. Do not copy the work of others. Do not use others to do your work. Do not pass off work done in past semesters as work done for this course. Assignments must incorporate lessons taught in class. Personal assignments must be produced individually. Group assignments must be produced by the members of the group. Students will be expected to read assignments in advance of their discussion in class. Class time will be used to emphasize and clarify some text material, but additional topics will be discussed as well. This will not be a lecture-only course. You will be asked to discuss what you have read. While you should expect to be frequently called on in class, you should also voluntarily discuss and ask questions. **READ AND BE PREPARED TO DISCUSS ALL DISCUSSION QUESTIONS AND/OR CASES AT THE END OF EACH CHAPTER.**

Class meetings will NOT cover everything in the text. Separate instructions will be provided for assignments. All written assignments must be handed in at the beginning of class on the due dates. They will not be accepted after the class has begun. All assignments not completed on time (not handed in before class has begun) will receive a zero. Check the schedule for due dates. It is essential to keep current with the chapter assignments. Classroom conduct is predicated on the assumption that you have read the relevant material. You are most welcome to ask questions in class dealing with any material being presented, and to take an active role in class participation.

## **Course Contents**

- Introduction to Organization Behavior
- Organizational Design and Culture
- Organizational Reward System
- Cognitive processes of organizational behavior
- Personality and Attitudes
- Motivational Needs and Processes
- Positive Organizational Behavior
- Communication
- Decision Making
- Stress and Conflict
- Power and Politics
- Groups and Teams
- Managing performance through job design and goal setting
- Behavioral Performance Management
- Effective leadership processes
- Great leaders: Styles, Activities and Skills

**Testing and Grading:** Learning will be accomplished through lectures, outside readings case analysis and student participation in classroom discussion and presentations. Grading will tend to focus on your overall personality rather than one or two aspects. A mid-term examination and a comprehensive final examination will be given. Another portion of the course grade will include the discussion/attendance grade, quizzes, cases and/or other assignments. Each student will also be required to complete individual project. The mid-term examination will be of 25 percent and final examination will be of 40 percent. Excessive absences (more than 20 percent) will result in “F Grade”. Test questions may be taken from textbook readings, hypertext material, additional material discussed in class and /or other assigned readings. Students may prepare notebook for taking notes and for references.

## **Marks Distribution of 100%:**

Quizzes	_____
Assignments	_____
Class Workshops	_____
Cases	_____
Projects	_____
Mid-term	_____ 25
Final Exam	_____ 40
Total	_____ <b>100</b>

## **Recommended Readings:**

- ***Organizational Behavior*** by Stephen P. Robbins, 10<sup>th</sup> Edition.
- ***Organizational Behavior*** by Fred Luthans, 10<sup>th</sup> Edition.



**Please Note:** In the unlikely event of an unplanned absence by the instructor, the material to have been covered during that class meeting will be shifted to the next meeting. If a test was scheduled for that class meeting, the test will be given during the next class meeting. In the event of any necessary planned absences, information on schedule changes will be provided in advance.

## MBA Program

### Supply Chain Management

**Course Code:** SCM511

**Pre-requisite Courses:** P O MKT, P O MGT, IBF

#### **WELCOME TO THE CLASS**

**Introduction:** I look forward to have a fruitful and meaningful interaction with each one of you during the term. This will however depend on your active participation and attention during the class sessions and an active follow up afterwards.

**Course Description:** On completion of the course the students will be able to enhance understanding of the application of the supply chain to managerial decisions. Be able to understand the influence of different factors on the supply chain

**Course Objective:** This course has been developed to equip managers who are involved in decision-making and analysis of different facets of the supply chain, with sound conceptual and technical skills.

**Teaching Methodology & Requirements:** Please arrive and leave on time. Class will begin promptly five minutes after the hour and will end exactly on the hour. Late arrivals and early departures disrupt class and ruin the presentations of others. They are unprofessional.

Do your own work. Plagiarism and cheating will lead to dismissal. Do not copy the work of others. Do not use others to do your work. Do not pass off work done in past semesters as work done for this course. Assignments must incorporate lessons taught in class. Personal assignments must be produced individually. Group assignments must be produced by the members of the group. Students will be expected to read assignments in advance of their discussion in class. Class time will be used to emphasize and clarify some text material, but additional topics will be discussed as well. This will not be a lecture-only course. You will be asked to discuss what you have read. While you should expect to be frequently called on in class, you should also voluntarily discuss and ask questions. **READ AND BE PREPARED TO DISCUSS ALL DISCUSSION QUESTIONS AND/OR CASES AT THE END OF EACH CHAPTER.**

Class meetings will NOT cover everything in the text. Separate instructions will be provided for assignments. All written assignments must be handed in at the beginning of class on the due dates. They will not be accepted after the class has begun. All assignments not completed on time (not handed in before class has begun) will receive a zero. Check the schedule for due dates. It is essential to keep current with the chapter assignments. Classroom conduct is predicated on the assumption that you have read the relevant material. You are most welcome to ask questions in class dealing with any material being presented, and to take an active role in class participation.

#### **Course Contents**

- **Introduction to Supply Chain Management – I**
  - ✓ **Overview of SCM**
    - SCM processes

- SCM & SCM concepts including Reverse Supply Chains
- Value and Benefits of SCM including improved Profitability, decreased working capital and identification of stake holders
- Evolution of Supply Chain Management
- SCOR Model
- Value networks
- ✓ ***Aligning SCM with Corporate Strategy***
  - Corporate Strategy
  - Vertically Integrated or Outsourcing
  - Strategies
    - Customer Focused / Forecast Driven (Push) / Demand (Pull) Driven
    - Number of Supply Chains - Functional / Innovative
  - Bullwhip Phenomenon and strategies to reduce its impact
- ✓ ***Concepts***
  - Visibility, Variability, Agility, Trust & Collaboration, Velocity, Variety, Volume
  - Strategic Impact Vs Supply Chain difficulty Matrix
  - Competitive Priorities
  - Make or Buy Decisions
- ✓ ***Supply Chain Performance Measurement & Evaluation***
  - KPI's, Introduction to Balanced Score Card, SCOR Metrics and performance attributes (Level 1).
- ✓ ***Supply Chain Improvements***
  - Continuous improvement / TQM / JIT / LEAN / SIX SIGMA / Benchmarking / Value Stream Mapping /
  - Japanese concepts ( Kaizen, Poke Yoka, Jidoka, Heijunka, Muda, Muri, Mura, 5S)
- **Building Competitive Infrastructure- II**
  - ✓ ***Demand Planning***
    - Forecasting / Role of Marketing in planning / Bullwhip mitigation
    - Postponement Phenomenon
  - ✓ ***Product Design Considerations for Logistics***
    - Standardization / Modular vs. Integrated / Universality / Mass Customization / Collaborative design and development
  - ✓ ***Operations Planning and Control***

- Capacity Planning / Inventory Management / S&OP / MPS / MRP / MRP II / ERP / Short range & long range planning
- ✓ **Logistics**
  - Sourcing decisions (global / local / single source / multiple sources....)
  - Transportation / Warehousing
- ✓ **Concepts**
  - VMI, CR, QRP, 3PL, 4PL, CPFR Model , Cross Docking
- **Introduction to CRM / SRM- III**
  - ✓ Defining CRM / SRM
  - ✓ CRM
    - CRM and lifetime customer
    - Components of CRM strategy-4Ps (Product, Price, Place, Promotion)
    - CRM and Product lifecycle (Design, Introduction, Growth, Maturity, Decline)
    - Role of IT in CRM
    - Measuring CRM performance
  - ✓ SRM
    - Strategic Sourcing / Strategic Relationships / Strategic Alliances
    - SRM technology
    - Supplier Performance Evaluation
- **Short Videos / Case Studies / Articles - IV**
- **Student Project Presentations – V**

**Testing and Grading:** Learning will be accomplished through lectures, outside readings case analysis and student participation in classroom discussion and presentations. Grading will tend to focus on your overall personality rather than one or two aspects. A mid-term examination and a comprehensive final examination will be given. Another portion of the course grade will include the discussion/attendance grade, quizzes, cases and/or other assignments. Each student will also be required to complete individual project. The mid-term examination will be of 25 percent and final examination will be of 40 percent. Excessive absences (more than 20 percent) will result in “F Grade”. Test questions may be taken from textbook readings, hypertext material, additional material discussed in class and /or other assigned readings. Students may prepare notebook for taking notes and for references.

**Marks Distribution of 100%:**

Quizzes	_____
Assignments	_____
Class Workshops	_____
Cases	_____

Projects	
Mid-term	25
Final Exam	40
Total	<b>100</b>

***Recommended Readings:***

- ***Designing and Managing the Supply Chain*** “David Ssimchi-Levi. Philip Kaminisky .  
Edith Simchi. Levi

**Please Note:** In the unlikely event of an unplanned absence by the instructor, the material to have been covered during that class meeting will be shifted to the next meeting. If a test was scheduled for that class meeting, the test will be given during the next class meeting. In the event of any necessary planned absences, information on schedule changes will be provided in advance.

## MBA Program

### Economic Analysis for Managers

**Course Code:** ECO601

**Pre-requisite Courses:** Business Economics

#### **WELCOME TO THE CLASS**

**Introduction:** I look forward to have a fruitful and meaningful interaction with each one of you during the term. This will however depend on your active participation and attention during the class sessions and an active follow up afterwards.

**Course Description:** The course is about the major economic decisions and what are the major concepts to be kept in mind for doing analysis at the managerial level like Demand, Supply and equilibrium, Elasticities, Production and cost Analysis, Market structure, Pricing Strategies for the Firm, The Aggregate Model of the Macro Economy

**Course Objective:** The main objective is to introduce rigorous economics analysis to business students and relate the relevance of the same for strategic decision-making for the firm and its managers.

**Teaching Methodology & Requirements:** Please arrive and leave on time. Class will begin promptly five minutes after the hour and will end exactly on the hour. Late arrivals and early departures disrupt class and ruin the presentations of others. They are unprofessional.

Do your own work. Plagiarism and cheating will lead to dismissal. Do not copy the work of others. Do not use others to do your work. Do not pass off work done in past semesters as work done for this course. Assignments must incorporate lessons taught in class. Personal assignments must be produced individually. Group assignments must be produced by the members of the group. Students will be expected to read assignments in advance of their discussion in class. Class time will be used to emphasize and clarify some text material, but additional topics will be discussed as well. This will not be a lecture-only course. You will be asked to discuss what you have read. While you should expect to be frequently called on in class, you should also voluntarily discuss and ask questions. **READ AND BE PREPARED TO DISCUSS ALL DISCUSSION QUESTIONS AND/OR CASES AT THE END OF EACH CHAPTER.**

Class meetings will NOT cover everything in the text. Separate instructions will be provided for assignments. All written assignments must be handed in at the beginning of class on the due dates. They will not be accepted after the class has begun. All assignments not completed on time (not handed in before class has begun) will receive a zero. Check the schedule for due dates. It is essential to keep current with the chapter assignments. Classroom conduct is predicated on the assumption that you have read the relevant material. You are most welcome

to ask questions in class dealing with any material being presented, and to take an active role in class participation.

### **Course Contents**

- Economics and Managers
- Demand, Supply and equilibrium
- Elasticities
- Economic Model of consumer choice
- Production and cost Analysis
- Market structure - Perfect Competition
- Market structure - Imperfect Competition
- Pricing Strategies for the Firm
- Measuring Macroeconomic Activities
- Spending by Individuals, Firms and Government
- Role of Money in Macro economy
- The Aggregate Model of the Macro Economy
- The International Macro Economy
- Combining Micro and Macro Analysis

**Testing and Grading:** Learning will be accomplished through lectures, outside readings case analysis and student participation in classroom discussion and presentations. Grading will tend to focus on your overall personality rather than one or two aspects. A mid-term examination and a comprehensive final examination will be given. Another portion of the course grade will include the discussion/attendance grade, quizzes, cases and/or other assignments. Each student will also be required to complete individual project. The mid-term examination will be of 25 percent and final examination will be of 40 percent. Excessive absences (more than 20 percent) will result in “F Grade”. Test questions may be taken from textbook readings, hypertext material, additional material discussed in class and /or other assigned readings. Students may prepare notebook for taking notes and for references.

**Marks Distribution of 100%:**

Quizzes	_____
Assignments	_____
Class Workshops	_____
Cases	_____
Projects	_____
Mid-term	<u>25</u>
Final Exam	<u>40</u>
Total	<u><b>100</b></u>

***Recommended Readings:***

- ***Economics for Managers by Paul G. Farnham***

**Please Note:** In the unlikely event of an unplanned absence by the instructor, the material to have been covered during that class meeting will be shifted to the next meeting. If a test was scheduled for that class meeting, the test will be given during the next class meeting. In the event of any necessary planned absences, information on schedule changes will be provided in advance.



## MBA Program

### Financial Management Policy

**Course Code:** FIN612

**Pre-requisite Courses:** Finance for Managers

#### **WELCOME TO THE CLASS**

**Introduction:** I look forward to have a fruitful and meaningful interaction with each one of you during the term. This will however depend on your active participation and attention during the class sessions and an active follow up afterwards.

**Course Description:** The objective of the company must be to create value for its shareholders. Value is represented by the market price of the company's common stock, which, in turn, is a function of the firm's investment, financing, and dividend decisions. The idea is to acquire assets and invest in new products and services where expected return exceeds their cost, to finance with those instruments where there is particular advantage, tax or otherwise, and to undertake a meaningful dividend policy for stockholders

**Course Objective:** This course is dedicated to showing how a rich body of financial theory can be applied to corporate decision making, whether it be strategic, analytical or simply the routine decisions a financial manager makes every day.

**Teaching Methodology & Requirements:** Please arrive and leave on time. Class will begin promptly five minutes after the hour and will end exactly on the hour. Late arrivals and early departures disrupt class and ruin the presentations of others. They are unprofessional.

Do your own work. Plagiarism and cheating will lead to dismissal. Do not copy the work of others. Do not use others to do your work. Do not pass off work done in past semesters as work done for this course. Assignments must incorporate lessons taught in class. Personal assignments must be produced individually. Group assignments must be produced by the members of the group. Students will be expected to read assignments in advance of their discussion in class. Class time will be used to emphasize and clarify some text material, but additional topics will be discussed as well. This will not be a lecture-only course. You will be asked to discuss what you have read. While you should expect to be frequently called on in class, you should also voluntarily discuss and ask questions. **READ AND BE PREPARED TO DISCUSS ALL DISCUSSION QUESTIONS AND/OR CASES AT THE END OF EACH CHAPTER.**

Class meetings will NOT cover everything in the text. Separate instructions will be provided for assignments. All written assignments must be handed in at the beginning of class on the due dates. They will not be accepted after the class has begun. All assignments not completed on time (not handed in before class has begun) will receive a zero. Check the schedule for due dates. It is essential to keep current with the chapter assignments. Classroom conduct is predicated on the assumption that you have read the relevant material. You are most welcome

to ask questions in class dealing with any material being presented, and to take an active role in class participation.

### **Course Contents**

- Introduction and Overview of Finance
- Review of Time value of Money, Bonds and stocks
- Review of Capital Budgeting
- Risk, Return and Opportunity Cost of Capital
- Risk, Return and Capital Budgeting
- The Cost of Capital
- Corporate Financing
- Dividend Policy
- Debt Policy
- Term Loans and leases
- Financial Planning
- Working Capital Management
- Cash and Inventory Management
- Credit Management
- International Financial Management

**Testing and Grading:** Learning will be accomplished through lectures, outside readings case analysis and student participation in classroom discussion and presentations. Grading will tend to focus on your overall personality rather than one or two aspects. A mid-term examination and a comprehensive final examination will be given. Another portion of the course grade will include the discussion/attendance grade, quizzes, cases and/or other assignments. Each student will also be required to complete individual project. The mid-term examination will be of 25 percent and final examination will be of 40 percent. Excessive absences (more than 20 percent) will result in “F Grade”. Test questions may be taken from textbook readings, hypertext material, additional material discussed in class and /or other assigned readings. Students may prepare notebook for taking notes and for references.

### **Marks Distribution of 100%:**

Quizzes	_____
Assignments	_____
Class Workshops	_____
Cases	_____
Projects	_____
Mid-term	_____ 25
Final Exam	_____ 40
Total	_____ <b>100</b>

***Recommended Readings:***

- *Corporate Financial Management* by Douglas R Emery, 3<sup>rd</sup> Edition.
- *Fundamentals of Corporate Finance* by Brealey, Myers and Marcus

***Reference Books:***

- *“Financial Management: Principles & Applications,”* 10<sup>th</sup> Edition. Keown, Martin, Petty & Scott
- *Financial management Policy* Twelfth edition by James C. Van Horne

**Please Note:** In the unlikely event of an unplanned absence by the instructor, the material to have been covered during that class meeting will be shifted to the next meeting. If a test was scheduled for that class meeting, the test will be given during the next class meeting. In the event of any necessary planned absences, information on schedule changes will be provided in advance.

## MBA Program

### Management Science

**Course Code:** MGT691

**Pre-requisite Courses:** Business Maths & Statistics

#### **WELCOME TO THE CLASS**

**Introduction:** I look forward to have a fruitful and meaningful interaction with each one of you during the term. This will however depend on your active participation and attention during the class sessions and an active follow up afterwards.

**Course Description:** Management science has been used intensively in business, industry and government. Many analytical methods have evolved, such as: mathematical programming, network analysis, decision analysis, multi-criteria analysis, etc., which have powerful application to practical problems with the appropriate logical structure.

The course will contain quantitative decision-making, linear programming, integer programming, transport models, transshipment models, assignment models, inventory control, networking analysis (PERT/CPM), and Markov process. All topics will be taught with the help of a software QM for Windows.

**Course Objective:** Develop an awareness about the quantitative techniques and their applications to real world problems that frequently arise in management, marketing, financial planning, production, transportation, assignments and other business areas. Learn to identify and analyze decision alternatives for selection of an optimal decision strategy.

**Teaching Methodology & Requirements:** Please arrive and leave on time. Class will begin promptly five minutes after the hour and will end exactly on the hour. Late arrivals and early departures disrupt class and ruin the presentations of others. They are unprofessional.

Do your own work. Plagiarism and cheating will lead to dismissal. Do not copy the work of others. Do not use others to do your work. Do not pass off work done in past semesters as work done for this course. Assignments must incorporate lessons taught in class. Personal assignments must be produced individually. Group assignments must be produced by the members of the group. Students will be expected to read assignments in advance of their discussion in class. Class time will be used to emphasize and clarify some text material, but additional topics will be discussed as well. This will not be a lecture-only course. You will be asked to discuss what you have read. While you should expect to be frequently called on in class, you should also voluntarily discuss and ask questions. **READ AND BE PREPARED TO DISCUSS ALL DISCUSSION QUESTIONS AND/OR CASES AT THE END OF EACH CHAPTER.**

Class meetings will NOT cover everything in the text. Separate instructions will be provided for assignments. All written assignments must be handed in at the beginning of class on the due dates. They will not be accepted after the class has begun. All assignments not completed

on time (not handed in before class has begun) will receive a zero. Check the schedule for due dates. It is essential to keep current with the chapter assignments. Classroom conduct is predicated on the assumption that you have read the relevant material. You are most welcome to ask questions in class dealing with any material being presented, and to take an active role in class participation.

### **Course Contents**

- Linear Programming
- Transportation Models
- Transshipment Models
- Assignment Models
- Integer Programming
- Decision Theory
- Markov Analysis
- Inventory Control
- Networking Analysis

**Testing and Grading:** Learning will be accomplished through lectures, outside readings case analysis and student participation in classroom discussion and presentations. Grading will tend to focus on your overall personality rather than one or two aspects. A mid-term examination and a comprehensive final examination will be given. Another portion of the course grade will include the discussion/attendance grade, quizzes, cases and/or other assignments. Each student will also be required to complete individual project. The mid-term examination will be of 25 percent and final examination will be of 40 percent. Excessive absences (more than 20 percent) will result in “F Grade”. Test questions may be taken from textbook readings, hypertext material, additional material discussed in class and /or other assigned readings. Students may prepare notebook for taking notes and for references.

### **Marks Distribution of 100%:**

Quizzes	_____
Assignments	_____
Class Workshops	_____
Cases	_____
Projects	_____
Mid-term	<u>25</u>
Final Exam	<u>40</u>
Total	<u><b>100</b></u>

### **Recommended Readings:**

- *An Introduction to Management Science* 10<sup>th</sup> edition by David R. Anderson, Dennis J. Sweeney and Thomas A Williams. West Publishing Company, USA.
- *Quantitative Analysis for Management* 8<sup>th</sup> edition by Barry Render and Ralph M. Stair JR

**Please Note:** In the unlikely event of an unplanned absence by the instructor, the material to have been covered during that class meeting will be shifted to the next meeting. If a test was scheduled for that class meeting, the test will be given during the next class meeting. In the event of any necessary planned absences, information on schedule changes will be provided in advance.

## MBA Program

### Research Methods

**Course Code:** BUS612

**Pre-requisite Courses:** Statistical Inference

#### **WELCOME TO THE CLASS**

**Introduction:** I look forward to have a fruitful and meaningful interaction with each one of you during the term. This will however depend on your active participation and attention during the class sessions and an active follow up afterwards.

**Course Description:** This course aims at providing an understanding of the process of Research applicable to various segments of business and social life. It also aims to develop an attitude in the students for research and scientific learning.

**Course Objective:**

- To create awareness and understanding of contemporary tools to assess the quality and standard of research articles, publications and reports
- To provide guidelines to establish relations between academic research and business development
- To review research methodology and instruments for research.

**Teaching Methodology & Requirements:** Please arrive and leave on time. Class will begin promptly five minutes after the hour and will end exactly on the hour. Late arrivals and early departures disrupt class and ruin the presentations of others. They are unprofessional.

Do your own work. Plagiarism and cheating will lead to dismissal. Do not copy the work of others. Do not use others to do your work. Do not pass off work done in past semesters as work done for this course. Assignments must incorporate lessons taught in class. Personal assignments must be produced individually. Group assignments must be produced by the members of the group. Students will be expected to read assignments in advance of their discussion in class. Class time will be used to emphasize and clarify some text material, but additional topics will be discussed as well. This will not be a lecture-only course. You will be asked to discuss what you have read. While you should expect to be frequently called on in class, you should also voluntarily discuss and ask questions. **READ AND BE PREPARED TO DISCUSS ALL DISCUSSION QUESTIONS AND/OR CASES AT THE END OF EACH CHAPTER.**

Class meetings will NOT cover everything in the text. Separate instructions will be provided for assignments. All written assignments must be handed in at the beginning of class on the due dates. They will not be accepted after the class has begun. All assignments not completed on time (not handed in before class has begun) will receive a zero. Check the schedule for due dates. It is essential to keep current with the chapter assignments. Classroom conduct is

predicated on the assumption that you have read the relevant material. You are most welcome to ask questions in class dealing with any material being presented, and to take an active role in class participation.

### **Course Contents**

- Introduction to Research; Elements of Scientific Research
- Research Methodology & Design
- Conceptualization of Research
- Development of Hypotheses
- Literature Review & Problem Formulation
- Instruments & methods for data collection
- Questionnaire Construction
- Different types of Surveys
- Sampling: Methods & Application
- Research Publications & Academic Journals
- Statistical Analysis & Interpretation of Data
- Format of Research Reports

**Testing and Grading:** Learning will be accomplished through lectures, outside readings case analysis and student participation in classroom discussion and presentations. Grading will tend to focus on your overall personality rather than one or two aspects. A mid-term examination and a comprehensive final examination will be given. Another portion of the course grade will include the discussion/attendance grade, quizzes, cases and/or other assignments. Each student will also be required to complete individual project. The mid-term examination will be of 25 percent and final examination will be of 40 percent. Excessive absences (more than 20 percent) will result in “F Grade”. Test questions may be taken from textbook readings, hypertext material, additional material discussed in class and /or other assigned readings. Students may prepare notebook for taking notes and for references.



**Marks Distribution of 100%:**

Quizzes	_____
Assignments	_____
Class Workshops	_____
Cases	_____
Projects	_____
Mid-term	_____ 25
Final Exam	_____ 40
Total	_____ <b>100</b>

***Recommended Readings:***

- ***Marketing Research (:)* A Practical Approach for the New Millenium, Hair, Bush & Ortinau**
- ***Research Methods for Business (:)* A Skill Building Approach, Uma Sekaram**
- ***Business Research Methods, C. William Emory***
- ***Research Methodology: Methods & Techniques, C.R. Kothari***
- ***Research Methods for Business & Management, L.R. Gay and P.L. Diehl***

**Please Note:** In the unlikely event of an unplanned absence by the instructor, the material to have been covered during that class meeting will be shifted to the next meeting. If a test was scheduled for that class meeting, the test will be given during the next class meeting. In the event of any necessary planned absences, information on schedule changes will be provided in advance.

## Quantitative Technique in Analysis

**Course Code:** MGT692

**Pre-requisite Courses:** *Statistical Inference for Managers*

### **WELCOME TO THE CLASS**

**Introduction:** I look forward to have a fruitful and meaningful interaction with each one of you during the term. This will however depend on your active participation and attention during the class sessions and an active follow up afterwards.

**Course Description:** The course will include review of statistical interference, SPSS, data examination (analysis of missing data, testing of the assumptions of multivariate analysis, reliability of the data), factor analysis, multiple regression, multiple discriminate analysis, logistic regression, cluster analysis and multidimensional scaling.

**Course Objective:** The main objective of this course is to teach students how to convert information into knowledge. Some of the information can be analyzed and understood with simple statistics, but much of it requires more complex, multivariate statistical techniques to convert these data into knowledge. Students will learn what multivariate analysis is and when its application is appropriate.

**Teaching Methodology & Requirements:** Please arrive and leave on time. Class will begin promptly five minutes after the hour and will end exactly on the hour. Late arrivals and early departures disrupt class and ruin the presentations of others. They are unprofessional.

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### **Course Contents**

- Review of SPSS
- Review Statistical Inference
- Introduction to Multivariate technique
- Measurement scale, introduction to various terms used in research methodology
- Data examination (analysis of missing data, testing of the assumptions of multivariate analysis, reliability of the data),
- Factor Analysis
- Multiple Regression
- Multiple Discriminant Analysis
- Logistic regression
- Cluster Analysis
- Multidimensional scaling.

**Testing and Grading:** Learning will be accomplished through lectures, outside readings case analysis and student participation in classroom discussion and presentations. Grading will tend to focus on your overall personality rather than one or two aspects. A mid-term examination and a comprehensive final examination will be given. Another portion of the course grade will include the discussion/attendance grade, quizzes, cases and/or other assignments. Each student will also be required to complete individual project. The mid-term examination will be of 25 percent and final examination will be of 40 percent. Excessive absences (more than 20 percent) will result in “F Grade”. Test questions may be taken from textbook readings, hypertext material, additional material discussed in class and /or other assigned readings. Students may prepare notebook for taking notes and for references.

### **Marks Distribution of 100%:**

Quizzes	_____
Assignments	_____
Class Workshops	_____
Cases	_____
Projects	_____
Mid-term	_____ 25
Final Exam	_____ 40
Total	_____ <b>100</b>

### **Recommended Readings:**

- ***Statistical Methods for Practice and Research*** by Ajai S. Gaur and Sanjaya S. Gaur
- **Multivariate Data Analysis** by Joseph F. Hair 6<sup>th</sup> edition.

### **Reference Books:**

- ***Marketing Research*** by J. F. Hair, R. P. Bush and D. J. Ortinau, 2<sup>nd</sup> edition.
- ***Applied Multivariate Statistical Analysis*** by R. A. Johnson and D. W. Wichern, 5<sup>th</sup> edition.
- ***SPSS for Dummies*** by Arthur Griffith

**Please Note:** In the unlikely event of an unplanned absence by the instructor, the material to have been covered during that class meeting will be shifted to the next meeting. If a test was scheduled for that class meeting, the test will be given during the next class meeting. In the event of any necessary planned absences, information on schedule changes will be provided in advance.

## MBA Program

### Strategic Management

**Course Code:** MGT641

**Pre-requisite Courses:** MM, HRM, FM

#### **WELCOME TO THE CLASS**

**Introduction:** I look forward to have a fruitful and meaningful interaction with each one of you during the term. This will however depend on your active participation and attention during the class sessions and an active follow up afterwards.

**Course Description:** Business Policy is the capstone, integrative course for graduating business students. This is an exciting challenging course that focuses on how firms formulate, implement and evaluate strategies. Strategic Management concepts and techniques are studied, whereby students use all the knowledge acquired from prior business courses, coupled with new strategic management techniques learned, to chart the future direction of different organizations. The major responsibility of students in this course is to make objective strategic decisions and to justify them through oral and written communication. The first part of the course consists of interactive lectures on Strategic Management techniques and review of general management, marketing, and finance/accounting tools. Special attention is given to the integration of business concepts.

Four member Groups will be formed early in the course. Each Group of students will prepare experiential exercises and cases and make oral presentations. Groups will be required to answer questions from the class during and after presentations.

#### **Course Objective:**

Strategic Management course has been designed taking the following considerations: -

- 1) Discuss a reasonable comprehensive description of various Strategic Management concepts, tools and techniques that are useful in understanding Strategic Management.
- 2) Application of Strategic Management techniques through experiential exercises and case analysis, in order to make objective strategic decisions.

**Teaching Methodology & Requirements:** Please arrive and leave on time. Class will begin promptly five minutes after the hour and will end exactly on the hour. Late arrivals and early departures disrupt class and ruin the presentations of others. They are unprofessional.

Do your own work. Plagiarism and cheating will lead to dismissal. Do not copy the work of others. Do not use others to do your work. Do not pass off work done in past semesters as work done for this course. Assignments must incorporate lessons taught in class. Personal assignments must be produced individually. Group assignments must be produced by the members of the group. Students will be expected to read assignments in advance of their discussion in class. Class time will be used to emphasize and clarify some text material, but additional topics will be discussed as well. This will not be a lecture-only course. You will be

asked to discuss what you have read. While you should expect to be frequently called on in class, you should also voluntarily discuss and ask questions. **READ AND BE PREPARED TO DISCUSS ALL DISCUSSION QUESTIONS AND/OR CASES AT THE END OF EACH CHAPTER.**

Class meetings will NOT cover everything in the text. Separate instructions will be provided for assignments. All written assignments must be handed in at the beginning of class on the due dates. They will not be accepted after the class has begun. All assignments not completed on time (not handed in before class has begun) will receive a zero. Check the schedule for due dates. It is essential to keep current with the chapter assignments. Classroom conduct is predicated on the assumption that you have read the relevant material. You are most welcome to ask questions in class dealing with any material being presented, and to take an active role in class participation.

### **Course Contents**

- Class Assignments: Introduction & Setting up Class Norms  
An overview of Strategic Management Process  
Home Assignments: Study & prepare presentation on Chapters 1 & 2
- Class Assignments: Quiz on Chapters 1 & 2  
Presentation & discussion on Chapters 1 & 2  
Home Assignments: Study & prepare presentation on Chapters 3 & 4
- Class Assignments: Quiz on Chapters 3 & 4  
Presentation & discussion on Chapters 3 & 4  
Home Assignments: Study & prepare presentation on Chapters 5 & 6
- Class Assignments: Quiz on Chapters 5 & 6  
Presentation & discussion on Chapters 5 & 6  
Home Assignments: Study & prepare presentation on Chapters 7 & 8  
Minor Case 1- Body Shop International PLC
- Class Assignments: Quiz on Chapters 7 & 8  
Presentation & discussion on Chapters 7 & 8  
Group Presentation on Minor Case 1  
Home Assignments: Study & prepare presentation on Chapter 9 & 10  
Minor Case 2 – Sun Microsystems Inc.
- Class Assignments: Quiz on Chapter 9 & 10  
Presentation & discussion on Chapters 9 & 10  
Group Presentation on Minor Case 2  
Home Assignments: Study & prepare presentation on Chapter 11 & 12  
Minor Case 3 – Reebok International Ltd.
- Class Assignments: Quiz on Chapters 11 & 12  
Presentation & discussion on Chapters 11 & 12  
Group Presentation on Minor Case 3  
Home Assignments: Study & prepare presentation on Chapters 13  
Minor Case 4 – Mercedes Benz and Swatch

- Class Assignments: Quiz on Chapter 13  
Presentation & discussion on Chapters 13  
Group Presentation on Minor Case 4  
Home Assignments: Study & prepare for Comprehensive Test
- Class Assignments: Comprehensive Test  
Home Assignments: Major Case 1- KFC & the Global Fast Food Industry
- Class Assignments: Group Presentation of Major Case 1  
Home Assignments: Major Case 2 – FedEx Corporation
- Class Assignments: Group Presentation of Major Case 2  
Home Assignments: Major Case 3 – PepsiCo Acquisition of Quaker Oats
- Class Assignments: Group Presentation of Major Case 3  
Home Assignments: Preparation for Final Exams – Part I (Final Case)
- Class Assignments: Final Examination – Part I (Final Case)  
Home Assignment: Preparation for Final Exams – Part II
- Final Project Presentations  
Theoretical test on all Chapters covered in previous Sessions

**Testing and Grading:** Learning will be accomplished through lectures, outside readings case analysis and student participation in classroom discussion and presentations. Grading will tend to focus on your overall personality rather than one or two aspects. A mid-term examination and a comprehensive final examination will be given. Another portion of the course grade will include the discussion/attendance grade, quizzes, cases and/or other assignments. Each student will also be required to complete individual project. The mid-term examination will be of 25 percent and final examination will be of 40 percent. Excessive absences (more than 20 percent) will result in “F Grade”. Test questions may be taken from textbook readings, hypertext material, additional material discussed in class and /or other assigned readings. Students may prepare notebook for taking notes and for references.

**Marks Distribution of 100%:**

Quizzes	_____
Assignments	_____
Class Workshops	_____
Cases	_____
Projects	_____
Mid-term	_____ 25
Final Exam	_____ 40
Total	_____ <b>100</b>

**Recommended Readings:**

- ***Strategic Management and Business Policy (8th Edition) Thomas L. Wheelen & J. David Hunger***

- *Strategic Management, Concepts (8th Edition) Fred R. David*

**Reference Books:**

- *Strategic Management Concepts & Cases (13<sup>th</sup> Edition) Thompson & Strickland*

**Please Note:** In the unlikely event of an unplanned absence by the instructor, the material to have been covered during that class meeting will be shifted to the next meeting. If a test was scheduled for that class meeting, the test will be given during the next class meeting. In the event of any necessary planned absences, information on schedule changes will be provided in advance.



## **ANNEXURE C3.1**

### ***Lab/Computer Facilities***

Lab title	Location	Area	Objective	Adequacy for instruction	Courses taught	Softwares	Apparatus & Equipment	Safety Regulations
EDC - 0	Executive Development Center(EDC)	748.78 sqft	To accomplish the IT component of the curriculum	Multimedia Projectors, Branded fully equipped computers and UPS make IU labs adequate for taking classes	IT for Managers, Statistical inference for Managers, Quantative Techniques in Analysis	Windows 7, Microsoft office2007 and SPSS-17	Multi Media Projectors, Scanners, Printers, UPS, dedicated bandwidth for internet access	Complete First Aid Box, Fire Extinguishers and on campus doctor
EDC-Lab 1	Executive Development Center(EDC)	1552.28 sqft	To accomplish the IT component of the curriculum	Multimedia Projectors, Branded fully equipped computers and UPS make IU labs adequate for taking classes	IT for Managers, Statistical inference for Managers, Quantative Techniques in Analysis	Windows 7, Microsoft office2007 and SPSS-17	Multi Media Projectors, Scanners, Printers, UPS, dedicated bandwidth for internet access	Complete First Aid Box, Fire Extinguishers and on campus doctor
EDC-Lab 2	Executive Development Center(EDC)	1440 sqft	To accomplish the IT component of the curriculum	Multimedia Projectors, Branded fully equipped computers and UPS make IU labs adequate for taking classes	IT for Managers, Statistical inference for Managers, Quantative Techniques in Analysis	Windows 7, Microsoft office2007 and SPSS-17	Multi Media Projectors, Scanners, Printers, UPS, dedicated bandwidth for internet access	Complete First Aid Box, Fire Extinguishers and on campus doctor
C-Lab 1	Main Campus	600 sqft	To accomplish the IT component of the curriculum	Multimedia Projectors, Branded fully equipped computers and UPS make IU labs adequate for taking classes	IT for Managers, Statistical inference for Managers, Quantative Techniques in Analysis	Windows 7, Microsoft office2007 and SPSS-17	Multi Media Projectors, Scanners, Printers, UPS, dedicated bandwidth for internet access	Complete First Aid Box, Fire Extinguishers and on campus doctor
C-Lab2	Main Campus	600 sqft	To accomplish the IT component of the curriculum	Multimedia Projectors, Branded fully equipped computers and UPS make IU labs adequate for taking classes	IT for Managers, Statistical inference for Managers, Quantative Techniques in Analysis	Windows 7, Microsoft office2007 and SPSS-17	Multi Media Projectors, Scanners, Printers, UPS, dedicated bandwidth for internet access	Complete First Aid Box, Fire Extinguishers and on campus doctor

**ANNEXURE C3.2**  
***Lab Support Personnel***

<b>Lab Title</b>	<b>Name of Lab Administrator</b>	<b>Designation</b>	<b>Level of Support</b>
EDC Lab 1 (Morning)	Mr. Kashif Baig	Lab Administrator	To Assist Teacher and students
EDC Lab 1 (Evening)	Mr. Saad Mirza	Lab Administrator	To Assist Teacher and students
EDC Lab 0 (Morning)	Mr. Ali Shakir	Lab Administrator	To Assist Teacher and students
EDC Lab 0 (Evening)	Mr. Saad Hassan	Lab Administrator	To Assist Teacher and students
EDC Lab 2 (Morning)	Mr. Manzoor Ahmed Sheikh	Lab Administrator	To Assist Teacher and students
EDC Lab 2 (Evening)	Mr. Waseem Hassan	Lab Administrator	To Assist Teacher and students
C - Lab 1 (Morning)	Mr. Mansoor Ahmed Ismail	Lab Administrator	To Assist Teacher and students
C - Lab 1 (Evening)	Mr. Ehtesham Khan	Lab Administrator	To Assist Teacher and students
C - Lab 2 (Morning)	Mr. Tahir Abbasi	Lab Administrator	To Assist Teacher and students
C - Lab 2(Evening)	Mr. Hasan Zaidi	Lab Administrator	To Assist Teacher and students

## **ANNEXURE C6.1**

### **Resume of Faculty**

***Dr. Alam Raza***

<b>Name</b>	<b>Dr. Alam Raza</b>
<b>Personal</b>	43/11, Defence Garden Apartments, D.H.A. Phase-II, Karachi – 75500 Phone: 5890508 / 0300-2293144 E-mail: alamrm2000@yahoo.com
<b>Education</b>	<ul style="list-style-type: none"> <li>• <b>Ph. D.</b> (Social Sciences - Economics) in 2007.</li> <li>• <b>M. A. (Economics)</b> from University of Karachi in the year 1996.</li> <li>• <b>B. Sc. (Biology)</b> from University of Karachi in the year 1984</li> <li>• <b>F.Sc. (Pre-Medical)</b> from Higher Secondary Board, Karachi in the year 1980</li> <li>• <b>Matriculation (Science)</b> from Secondary Board, Karachi in the year 1976</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• At present, working at Iqra University, Defence View Campus (Business Administration Department), Karachi, Pakistan, as an Assistant Professor from April, 2008.</li> <li>• Worked at Hamdard University Karachi as an Assistant Professor from January 2008 to March 2008.</li> <li>• Worked at Hamdard University, Karachi from Nov. 2005 to Feb. 2008 as lecturer.</li> <li>• Worked as an Acting Director, HIESS, Hamdard University in May 2007.</li> <li>• Worked at Hamdard University, Karachi from year 2001 to 2005 as a visiting faculty. ( Sunday's only)</li> <li>• Worked as a Resource Person with ESRA in a project of UEI.</li> <li>• Worked on module writing with NDI institute Karachi.</li> <li>• Worked as a Resource Person for Hamdard University on Gilgit Project.</li> <li>• Worked at Trinity Degree College from year 2002 to 2005 as a lecturer.</li> <li>• Worked as a Secondary School Teacher in St. Patrick's Girls High School, Sadar, Karachi, from year 1990 to 2003 (Afternoon shift) and from 1997 to 1999 in morning shift.</li> <li>• Worked as a Secondary School Teacher in Convent of Jesus and Mary, Cannt, Karachi from April 1995 to March 1997. (It was morning shift)</li> <li>• Worked as a Senior Economics Teacher in O'Level at International School of Studies (ISS), from 1999 to 2002. (It was morning shift)</li> <li>• Worked as a Primary Teacher in Seven Oaks high School from January 08, 1989 to 1990.</li> <li>• Worked as a Science Teacher from January 1988 to December 1988.</li> </ul>
<b>Honors and Awards</b>	-
<b>Memberships</b>	<ul style="list-style-type: none"> <li>• Was member of Doctoral Research Committee since 2006 at Hamdard University, Karachi.</li> <li>• Was member of Admissions Committee since 2006 at Hamdard University, Karachi.</li> <li>• Was member Convocation Disciplinary Committee since 2006 at Hamdard University, Karachi.</li> <li>• Was member of Vision 2008, Hamdard University since April 2007</li> <li>• Member, Education Foundation</li> <li>• Member of Board of Studies at Iqra University, Karachi.</li> <li>• Member of publication Committee at Iqra University, Karachi.</li> </ul>
<b>Graduate Students Postdocs Undergraduate Students Honor</b>	-

<b>Students</b>	
<b>Service Activity</b>	-
<b>Brief Statement of Research Interest</b>	-
<b>Publications</b>	<ul style="list-style-type: none"> <li>• Read a research paper on “Gender Disparity in Education” on June 23, 2009 at Federation House, Main Clifton, Karachi, organized by FPCCI..</li> <li>• A research paper is accepted for SCHEMA, an annual journal of Humanities and Social Sciences, <b>“March of Developed Economies Towards Neo-colonization”</b>.</li> <li>• A research paper <b>“ The Role of Education in the Economic Growth Demands to Encourage Female Education in Pakistan”</b> is published in SCHMA, an annual research Journal of Humanities and Social Sciences, ISSN No. 1991-861, volume 04, 2007</li> <li>• An article is published in Business Recorder on September 17, 2006, on <b>“Pakistan’s Textiles can Easily Carve Out a Place in New Markets”</b></li> <li>• Paper was sent on “Islam and the West in Post 9/11 Period” in an International Conference on The Emergence &amp; Development of Islamic Civilization organized by the Department of History &amp; Pakistan Studies, University of the Punjab, Lahore. (Feb. 2006)</li> </ul>
<b>Research Grants and Contracts</b>	-
<b>Other Research or Creative Accomplish merits</b>	-
<b>Selected Professional Presentations</b>	-



***Dr. Israr H. Khan***

<b>Name</b>	<b>Dr. Israr H. Khan</b>
<b>Personal</b>	86 Forres Avenue, Glasgow, G46 6 LE, U.K. 441415718935 R-227 sector R2, Gulshan Maymar, Karachi Email: israr43@hotmail.com
<b>Education</b>	<ul style="list-style-type: none"> <li>• <b>Doctor of Philosophy in Econometrics</b>, Department of Economics, Strathclyde Business School, University of Strathclyde, Glasgow, U.K. in 1988.</li> <li>• <b>MS in Statistics</b>, Department of Mathematics, University of Strathclyde, Glasgow, U.K. in 1981.</li> <li>• <b>Postgrade Diploma in Statistics</b>, Department of Statistics, Karachi University, Karachi, Pakistan in 1968.</li> <li>• <b>Master of Science in Applied Mathematics</b>, Department of Mathematics, Karachi University, Karachi, Pakistan in 1964.</li> <li>• <b>B.Sc. In Mathematics, Physics and Statistics</b>. Punjab University, Punjab, Pakistan in 1961.</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Professor at Iqra University, Karachi since September, 2008.</li> <li>• Consultant Statistician, Grenada Institute, London from March, 2007 to August, 2008.</li> <li>• HEC Foreign Professor posted at IBA, Karachi from August, 2004 to February, 2007.</li> <li>• Dean, Faculty of Business Administration and Commerce, University of Karachi, Karachi, from April, 2003 to August, 2003.</li> <li>• Project Director, K.U. Business School, University of Karachi, Karachi, from August, 2002 to August, 2003</li> <li>• Professor at K.U. Business School, University of Karachi, Karachi, From June, 2002 to August, 2003.</li> </ul>
<b>Honors and Awards</b>	
<b>Memberships</b>	<ul style="list-style-type: none"> <li>• <i>Royal Statistical Society, London. Member Econometric Society.</i></li> <li>• <i>Member Statistical Society of Islamic Countries.</i></li> </ul>
<b>Graduate Students</b> <b>Postdocs</b> <b>Undergraduate</b> <b>Students Honor</b> <b>Students</b>	
<b>Service Activity</b>	
<b>Brief Statement of Research Interest</b>	<ol style="list-style-type: none"> <li>1. Structural transformation in resource dominated LDC's : the case of OPEC, submitted to the Review of Economics and Statistics.</li> <li>2. Resource domination and development: is oil a special case?, submitted to the Oxford Bulletin of Economics and Statistics.</li> <li>3. Economic growth and structural analysis of OPEC economies: an econometric approach, under preparation.</li> </ol>

Publications	<ol style="list-style-type: none"> <li>1. D-Optimal Measures for fourth-order Rotatable Designs, Applied Statistics, Vol.20, No.3, 1989, 353-356.</li> <li>2. Some A-S Optimal designs and their A-Efficiencies, Communications in Statistics: Simulation and Computation, Vol. 20, No. 1, 1991, 309-323.</li> <li>3. On some A-optimal second-order designs over cubic regions, Communications in Statistics: Simulation and Computation, vol. 22, No.1,1993.</li> <li>4. On optimal designs with restricted circular string property, Computational Statistics and Data Analysis, VOL 19, 1995.</li> <li>5. Efficiency of some D-Optimal designs in subset estimation Journal of Indian Society of Agricultural Statistics, vol. 47, No.2, 1995.</li> <li>6. Further results of A-optimal second-order designs over cubic region, Arab Journal of Mathematical Sciences, vol. 1, No. 1, 1995.</li> <li>7. These publications are co-authored with Professor S. Huda.</li> <li>8. Some properties of auto-correlation function of ARMA (1,0)</li> <li>9. A simulation study, Journal of King Saud University, vol. 7, No 1, 1995.</li> <li>10. Some conventional identification procedures for ARMA (1,0) with small parameter values: A simulation study, Gulf Journal of Scientific</li> <li>11. Research, vol. 14, No. 4, 1996.</li> <li>12. These publications are co-authored with Dr. A. M. Barry.</li> <li>13. Agricultural productivity in Shanghai region of China. An econometric analysis, Journal of Economic, Sciences, Vol.1, No 1, 1998.</li> <li>14. Indicator analysis approach to medium term employment Australian case study, Journal of Economic Sciences, vol.2, No. 1, 1998.</li> <li>15. A note on a complex model: An example of estimation using Bangladesh agricultural data, in Journal of Statistics and Management Systems, Vol. 3, No. 3, November, 2000.</li> <li>16. (10) A study of efficiency and structural change in banking: lessons from Australian Example, in Journal of Statistics and Management Systems, Vol. 10, No 4, 2007.</li> <li>17. These publications are co-authored with Dr. M. I. Bhatti</li> </ol> <p><b><u>Conference paper</u></b>  “Economic Challenge to Islamic Ummah: problem of underdevelopment” in International Conference on Islamic Banking organized by Sheikh Zayed Islamic Centre, Karachi in 2003.</p>
Research Grants and Contracts	
Other Research or Creative Accomplish merits	
Selected Professional Presentations	

***Dr. Javed Husain***

<b>Name</b>	<b>Prof. Dr. Javed Husain</b>
<b>Personal</b>	<b>DOB:</b> March 02, 1952 <b>CNIC No:</b> 42501-5761503-9 <b>Contact:</b> 021-99261598 (Residence) 0321-8927584; 0302-8285100 (Cell) <b>E-mail:</b> <a href="mailto:profdrjaved@yahoo.com">profdrjaved@yahoo.com</a>
<b>Education</b>	<ul style="list-style-type: none"> <li>• <b>B.Sc .</b> (Physics, Chemistry, Mathematics A &amp; B, and English) from the University of Peshawar in 1972</li> <li>• <b>M.A.</b> (Archaeology) from the University of Peshawar in 1974, securing first class first position</li> <li>• <b>PhD</b> (Archaeology &amp; Anthropology) from the Faculty of Archaeology &amp; Anthropology, University of Cambridge, Cambridge, UK</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Organized and participated in a number of National and International Seminars, Conferences, Exhibitions, Workshops, Excavation and Exploration projects Widely traveled around the globe and represented Pakistan in China, Germany, India, UK &amp; USA</li> </ul>
<b>Honors and Awards</b>	
<b>Memberships</b>	<ul style="list-style-type: none"> <li>• Chairman, Department of General History, University of Karachi for two consecutive terms (1997-2000 &amp; 2000-2003)</li> <li>• Chairman, Department of Social Sciences, IBA, Karachi from November 2003 to June 2007 (On Deputation from the University of Karachi)</li> <li>• Played leading role in K.U. Boys' Hostel Advisory team; Students' Advisory Council; Campus Management Committee; Convocation Management Committee; and several other Academic and Co-curricular committees</li> <li>• Conducted several guided visits of foreign delegations to various Archaeological sites of Pakistan</li> <li>• Conducted several Study visits of Graduate student delegations to different Universities in Pakistan</li> <li>• Played a pivotal role in the establishment of Italian Cultural center at the University of Karachi</li> <li>• Played a pivotal role in the establishment and development of Visual Studies Department at the University of Karachi</li> </ul>
<b>Graduate Students</b> <b>Postdocs</b> <b>Undergraduate</b> <b>Students Honor</b> <b>Students</b>	
<b>Service Activity</b>	
<b>Brief Statement of Research Interest</b>	<ul style="list-style-type: none"> <li>• <b>1988:</b> Supervised a Graduate student of Fine Arts for her thesis at the University of Pennsylvania, USA, during her six weeks of internship program in Pakistan</li> <li>• <b>1998:</b> Supervised Ms. Asma Ibrahim for her PhD thesis on the "<i>Indus Greek Coins: A new perspective</i>", in the Department of General History, University of Karachi. The PhD was awarded in 1998</li> <li>• <b>2001:</b> Supervised Ms. Tania Beg for her PhD thesis on the "<i>History of the Arts and Crafts of Kashmir</i>", in the Department of General History,</li> </ul>

	<p>University of Karachi. The PhD was awarded in 2001</p> <ul style="list-style-type: none"> <li>• <b>2001:</b> Supervised Mr. Mohammad Arif for his PhD thesis on the <i>“Study of Petroglyphs of Buddhist period along the Silk Roads, Northern Areas”</i>, in the Department of General History, University of Karachi. The PhD was awarded in 2001</li> <li>• <b>Supervising Research:</b> Six students of the University of Karachi are conducting their PhD research under my guidance at present and they are at various stages of research. Two of them are shortly going to submit their PhD thesis for evaluation</li> </ul>
<b>Publications</b>	Over 15 research papers in Journals of National and International repute
<b>Research Grants and Contracts</b>	
<b>Other Research or Creative Accomplish merits</b>	<ul style="list-style-type: none"> <li>• <b>1974:</b> Won the Gold Medal of the University of Peshawar for achieving first class first position in M.A. examination of the Department of Archaeology, University of Peshawar</li> <li>• <b>1976:</b> Won the Merit scholarship of the Ministry of Education, Government of Pakistan for higher studies abroad</li> <li>• <b>1994:</b> Awarded <i>Hirayama Silk Roads Fellowship</i> for the year 1994 by UNESCO to undertake a research program in the field of Archaeology, <i>“The language and scripts program and History of Art pertaining to the Silk Road”</i>, in China, Pakistan and Germany</li> </ul>
<b>Selected Professional Presentations</b>	

***Dr. K. M. Larik***

<b>Name</b>	<b>Dr. K. M. Larik</b>
<b>Personal</b>	Apt. No. 307-A, Al-Ahad Pride, Gulstan-e-Jauhar, Block 14, Karachi. <b>Phone:</b> Res: 92 (021) 4025520 <b>MOBILE:</b> 0300-2088 -372 Email: dr.larik@yahoo.com <b>NIC:</b> 41204-0955708-3 <b>Date of Birth:</b> 27-4-1940
<b>Education</b>	<b>Academic Qualifications:</b> Ph.D. (Engl.), M.Phil. (Engl), M.A. Eng. (1 <sup>st</sup> . position), B.A. (Hons.) Engl. (1 <sup>st</sup> . position), LL.B. (1 <sup>st</sup> Class) <b>Computer literate. All degrees obtained from University of Sindh.</b>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• <b>Professor of English, Iqra University, Defense View Karachi</b> from 1/8/2008 onwards</li> <li>• <b>HoD Communication Skills and member, Managing Committee, IoBM, Korangi Creek, Karachi</b> 05.09.2005 onward. Teaching Communication Skills at BBA/MBA level  <b>Principal, A.P.S., (O/A Level) Saddar, Karachi, Apr.8, 04 to July, 15, 05 (1yr)</b></li> <li>• <b>Principal, D.M.S. (O Level) T Allahyar, July, 24, 02 to Mar.8, 04(2yrs)</b></li> <li>• <b>Principal, Bahria Foundation College, Hyd. Sep. 9, 01 to Mar.7, 02(1yr)</b></li> <li>• <b>Principal, Public School, (Residential) Mirpurkhas</b> from 19.7.1999 to 8.4.2001 (2 yrs)</li> <li>• <b>Meritorious Professor:</b> BPS-21, University of Sindh., Sept.98 to Apr.26.2yk (21/2 yrs).Taught English Literature at the graduate and post-graduate level. Prepared C.S.S.students for English</li> <li>• <b>Professor:</b> BPS-20, University of Sindh., 6-5-87 to 28-9-98 (11 yrs. 4 ms.) .Taught English Literature to graduate and Post-graduate level.</li> <li>• <b>Dean, Faculty of Arts, University of Sindh, BPS-21, Nov., 25, 95 to Apr. 7, 99 (3 ½ yrs)</b> Taught English literature to post-graduate students.</li> <li>• <b>Chairman, Deptt. of English, S.U</b> Jan.20, 81 to May 5; May 20, 90 to July 7, 96 (10yrs) yr. Taught English literature to post-graduate students.</li> <li>• <b>Assoc. Prof.</b> BPS-19:- University of Sindh., 4-2-81 to 5-5-87 (6 yrs. 3 ms.).Taught English Literature at the graduate and post-graduate level and prepared CSS students for English</li> <li>• <b>Asst. Prof.</b> BPS-18:- University of Sindh. 1-6-70 to 3-2-81 (11 yrs. 4 ms.) Taught English for specific purposes at the Language Centre of MUET from 66 to 73 and taught Literature and Functional English to graduate and post-graduate students. Prepared CSS students for English at the C.S.S Coaching Centre S.U. I also taught English at the Pak-American Culture Centre, Hyderabad</li> </ul>
<b>Honors and Awards</b>	<ol style="list-style-type: none"> <li>1. Recipient of <b>Gold Medal</b>, ABI's Research Board of Advisors (RBA) 1998.</li> <li>2. <b>20<sup>th</sup> Century Achievement Award</b> ABI's Seventh Edition of five hundred Leaders of Influence, 1998.</li> <li>3. <b>Silver Medalist B.A. Hons. English, University of Sindh, 1963.</b></li> <li>4. Recipient of a <b>Medal</b> in recognition of "the invaluable services and illustriously meritorious achievements to the cause of Education and Research" from International Human Rights Commission, 2001.</li> <li>5. Recipient of a <b>Shield</b> in recognition of "the invaluable services and illustriously meritorious achievements to the cause of Education and Research" from Sindh Global Association, Mirpurkhas, 2000.</li> <li>6. Recipient of <b>Gold Medal</b> in recognition of the invaluable services and</li> </ol>



	<p>Illustriously meritorious achievements to the cause of Education and Research in general and University of Sindh in particular,” 1999.</p> <p>7. Recipient of <b>Gold Medal</b> in recognition of the “invaluable services and illustriously meritorious achievements to the cause of Education and Research in general and University of Sindh in particular,” 1998.</p>
<b>Memberships</b>	<ul style="list-style-type: none"> <li>• <b>Member, Editorial Board, <u>Pakistan Business Review</u></b>, from 5.9.2005 to 31.07.2008.</li> <li>• <b>Member</b>, Board of Governors, Sindhi Adabi Board, Hyd. 16-7-2002 to 15.9.2003.</li> <li>• <b>Biographee</b>, i) Marquis’ Who’s Who in USA ii) IBC: Dic of Int.Biog, U.K. iii) ABI’s 5000 Personalities IV) Asia/Pacific Who’s Who, 98 v) Asian/American Who’s Who, 99.</li> <li>• <b>Nominee</b>, International Culture Diploma of Honor, ABI, USA, 5th Edition.</li> <li>• <b>Member/Fellow</b> Research Board of Advisors, ABI, USA, 98.</li> <li>• <b>Member</b>, Advisory Board, <u>Arts Faculty Journal</u>, 1987 to 1995.</li> <li>• <b>Member</b>, Advisory Board, <u>Pakistan Education Journal</u>, 1988 to 1994.</li> <li>• <b>Member</b>, Board of Advisors, Dr. Annemarie Schimmel Institute of Language and Culture, Hyderabad, 1985-1887.</li> <li>• <b>Member</b>, National Text Book Committee for Classes VI to VIII, Ministry of Education, Islamabad, 1984.</li> <li>• <b>Member</b>, World University Service, Local Committee, Hyderabad from 73-74 to 74-75.</li> <li>• <b>Editor</b>, Ariel: <u>A Research Journal of English Language and Literature</u> from 72-73 to 99</li> <li>• <b>Editor</b>, University of Sindh, <u>Research Journal (Arts series)</u> from 1996 to 07-04-1999.</li> <li>• <b>Member</b>, Advisory Board, <u>Kashmir Journal of Language Research</u>, AJK, 1996 to-date.</li> <li>• <b>Member</b>, Board of Advanced studies and Research, S.U.Nov.91 to July 18, 99.</li> <li>• <b>Member</b>, Society for Pakistan English Language Teachers (SPELT) 1993 to -date.</li> <li>• <b>Guide</b> for M.Phil. /Ph.D. in English, University of Sindh from 1987 to-date.</li> <li>• <b>Member</b>, I.C.W.A.I. Islamabad, 1996 onwards.</li> <li>• <b>Member</b>, Shakespeare Association, England, 1995 to-date.</li> <li>• <b>Member</b>, Appointment Committee, B.I.S.E. Hyderabad from Sept.2000 onwards.</li> <li>• <b>Member</b>, Syllabus Committee for classes 6th to 12th for two years 1972-74.</li> <li>• Editor, South Asian Journal of Management Sciences, Iqra University, Karachi 2008-09</li> </ul>
<b>Graduate Students</b> <b>Postdocs</b> <b>Undergraduate</b> <b>Students Honor</b> <b>Students</b>	
<b>Service Activity</b>	
<b>Brief Statement of</b>	

Research Interest	
	<p>I have presently two students working for their M.Phil leading to PhD and PhD in English</p> <p>b) I have been a free-lance journalist, contributing <b>columns</b>, articles Letters in English as well as Sindhi National Dailies.</p> <p>c) I have also translated a score of articles from English to Sindhi</p> <p>d) 55_Publications in Journals of National and International repute:</p> <ol style="list-style-type: none"> <li>1. Satire: <u>Ariel: A Research Journal Of English Language And Literature</u>, 1965-66</li> <li>2. Literature and Science: <u>Mehran University of Engg. And Technology Journal</u>, 1966-67</li> <li>3. T.S. Eliot as a Poet: <u>Mehran University of Engg. And Technology Journal</u>, 1967-68</li> <li>4. G.B. Shaw as a Dramatist: <u>Ariel</u>, Vol.1, 1972</li> <li>5. Dickens' Humor: <u>Ariel</u>, Vol. 1, 1972</li> <li>6. James Matthew Barrie As A Dramatist: <u>Ariel</u>, Valhi, 1973</li> <li>7. Dickens' Child-Sufferers: <u>Ariel</u>, Vol. Iv, 1976-77</li> <li>8. Father Figures In Jane Austen's Novels: <u>Ariel</u>, Vol. V, 79-80</li> <li>9. Allama I. I. Kazi's Brown Girl as a Path-Finder: <u>Sindh Quarterly</u>, Vol IV, No.2. 1981-82</li> <li>10. The Evolution Of Shavian Drama From The Problem Play: Plays Unpleasant: <u>Ariel</u>, Vol.V, 1979-80</li> <li>11. Black Girl V/S Brown Girl: <u>Sindh Quarterly</u>, Vol. Ix, No.33,9181</li> <li>12. The Evolution Of Shavian Drama From The Problem Play: Plays For Puritans: <u>Ariel</u>, Vol. Iv, 1980-81</li> <li>13. Existentialist Element In The Plays Of G.B.Shaw: <u>Arts Faculty Journal</u>, Vol. Vii, 1981-82</li> <li>14. English As An International Language, <u>Ariel</u>, Vol. Vii,1981-82</li> <li>15. Teaching Of English Literature At The Secondary School, College And University Level In Pakistan: <u>Sindh Quarterly</u>, Vol. X, No.2, 1982</li> <li>16. Sasui As An Existential Heroine: <u>Sindh Quarterly</u>, Vol. Ix,No.3,1983</li> <li>17. Teaching Methodology for English: <u>Pakistan Education Journal</u>, Vol. 2, July 1987</li> <li>18. The Problem Of Responsibility And Freedom In The Eyes Of Latif: <u>Ariel</u>, Vol. X, 1984-85</li> <li>19. Latif's Philosophy Of Death: <u>Ariel</u>, Vol.Xi, 1986-87</li> <li>20. Annotated Bibliography On Major Romantic Writers: <u>Ariel</u>, Vol. Xii,1986-87</li> <li>21. Annotated Bibliography Of Early American Theatre: <u>Ariel</u>, Vol. Xiii, 1987-88</li> <li>22. Youth And Society: The Daily Muslim, 18.11.1988 &amp; 25.11.88</li> <li>23. Man And Superman: A Classic Work: <u>Ariel</u>, Vol.Xiv, 1988-89</li> <li>24. Cumulative Index Of Ariel 1959-60 To 1988-89: <u>Ariel</u>, Vol. Xiv, 1988-89</li> <li>25. John Bull's Other Island: Salvaged And Damned States Of Mind: <u>Ariel</u>, Vol. Xv, 1989-90</li> <li>26. Major Barbara: An Artistic Sermon: <u>Ariel</u>, Vol. Xvi. 1990-91</li> <li>27. Doctor's Dilemma: A Symposium On The Parlous State Of Dr's Profession: <u>Ariel</u>, Vol. Xvii, 1991-92</li> <li>28. St. John: An Iconography Of Religion, <u>Arts Faculty Journal</u>, Vol. Xvii, 1092</li> <li>29. Heart Break House: An Spiritual Odyssey: <u>Ariel</u>, Vol. Xviii, 1992-93</li> </ol>
Publications	

	<p>30. Pygmalion: A Study In Human Relations: <u>Arts Faculty Journal</u>, Vol. Xviii, 1993</p> <p>31. Back To Methuselah: Creative Evolution met Half Way: <u>Ariel</u>, Vol. Xix, 1993-94</p> <p>32. Androcles And The Lion: A Religious Pantomime: <u>Arts Faculty Journal</u>, Vol. Xxviii, 1993-94</p> <p>33. Cumulative Index Of Ariel From 1959-60 To 1992-93: <u>Ariel</u>, 93-94</p> <p>34. Teaching Of Humanities</p> <p>35. In Search Of God: The Daily Dawn, Sept. 29, 1993</p> <p>36. Too True To Be Good: A Dilemma Of Modern Man: <u>Ariel</u>, Vol. Xx, 1994-95</p> <p>37. Adieu Semester: The Frontier Post, 25.07.94</p> <p>38. Angry Youth V/S Angry Adults: The Daily Dawn, Feb.22, 1094</p> <p>39. Teaching Of English Through Literature: <u>Arts Faculty Journal</u>, Vol. Xxx, 1995</p> <p>40. G.B.Shaw's Later Plays (1929-1950): A Critical Evaluation: <u>Ariel</u>, Vol. Xxi, 1995-96</p> <p>41. Teaching Methodology: An Overview: <u>Kashmir Journal Of Language Research</u>, Ajk, Vol. li, No.1, 1996</p> <p>42. An Apple Cart: A Political Extravaganza: <u>Kashmir Journal Of Language Research</u>, Ajk, Vol. I, No.2, 1996</p> <p>43. Brown Girl, Black Girl And Candida: A Holy Trinity: <u>Arts Faculty Journal</u>, Vol. Xxi, 1996</p> <p>44. Humane Education And The Quality Of Life: <u>Arts Faculty Journal</u>, Vol. Xxxiii, 1997</p> <p>45. Cumulative Index, Ariel From 1959-60 To 1997-99: <u>Ariel</u>, Vol. Xxxiii, 1997-99</p> <p>46. The Importance Of Teaching Literature: Education Supplement, the daily <u>Dawn</u>, March 26, 2005</p> <p>47. The Problems With English Syllabus: Education Supplement, the Daily <u>Dawn</u>, Oct.9, 2005</p> <p>48 Teaching Of English: A Search for a Method, <u>Pakistan Business Review</u>, Vol.07, No.04, Jan.2006</p> <p>49 <u>Problems with English Syllabus</u>, Educ. Suppl. Dawn, Oct.09, 07</p> <p>50 Cumulative author Index :PBR, Vol.9, No.10, July 2007</p> <p>51 PhDs Galore: Dawn Education supplement, July 8, 2007</p> <p>52 Is Lecture on the decline? Educ.Suppl. Aug, 05, 2007</p> <p>53 Whither Curriculum? Educ. Suppl. Sept.23, 2007</p> <p>54 Cumulative Subject Index :PBR, Jan.2008</p> <p>55 Caliban: A symbol of Revolt (u.p.)</p>
<b>Research Grants and Contracts</b>	
<b>Other Research or Creative Accomplish merits</b>	<p><b><u>Columns contributed in English Dailies</u></b></p> <p>1. Sasui: an existential Heroine of Shah Lalif :The Muslim, 23.11.83</p> <p>2. Youth and Society: The Muslim, 25.11. 88</p> <p>3. Teaching Humanities: Dawn, 21.05.93</p> <p>4. Whither English?: Dawn, 16.07.93</p> <p>5. Literature and Science: Dawn, 30.07.93</p> <p>6. In Search of God: Dawn, 29.10.93</p> <p>7. Teachers as Vice-Chancellors: The Frontier Post, 07.11.93</p> <p>8. Angry Youth V/S Angry Adults: Dawn, 25.02.94</p> <p>9. Adieu Semester!: The Frontier Post, 07.94</p>

	10. Methodology Syndrome: The Frontier Post, 25.11.94 11. Sickly Semester: Dawn, 20.05.01 12. The Importance of Teaching Literature: Dawn, 26.03.05 13. Problems with English Syllabus: Dawn, 09.10.05 14. Distance Learning: Dawn, 22.11.2006 15. PhDs Galore:: Dawn, 08.07.2007 16. Is Lecture on the decline?: Dawn, 06.08.2007 17. Whither Curriculum? Dawn, 23. 09.2007 18. Myriad Methods: Dawn,(u.p)
<b>Selected Professional Presentations</b>	

***Dr. Kashif Mehmood***

<b>Name</b>	<b>Dr. Kashif Mehmood</b>
<b>Personal</b>	A-620 Block "H", North Nazimabad, Karachi-74700, Pakistan Cell: +92-(0)332-2412720, Home: +9221-6640712 kashifm@yahoo.com
<b>Education</b>	<ul style="list-style-type: none"> <li>• <b>2008-2010 ESSEC-Business School</b>, Cergy, Prance Ph.D. in Business Administration (Management)</li> <li>• <b>2006-2010 Conservatoire National des Arts el Metiers (CNAM)</b>, Paris, France</li> <li>• <b>Ph.D.</b> in Computer Science</li> </ul>
<b>Experience</b>	<p>04/2006 - 08/2006 <b>Conservatoire National des. Arts d Metiers (CNAM) Internee (Masters Research Internship)</b> Developed different modules of GeDeSID (Generateur de Systemes d'Information Decistionie'ls).</p> <ul style="list-style-type: none"> <li>• GeDeSID is a research based project conceived to generate a multidimensional data warehouse model from a UML model. The project is one of its kinds in the software market <b>integrating</b>, culling edge software applications such as Oracle and Business Objects.</li> </ul> <p>04/2002 - 06/2005 <b>Maritime Technologies Complex, Karachi, Pakistan Manager (Software)</b> Led the team to develop an ERP System named <i>Financial Accounting and Workflow Management Information System (FAWMIS)</i>. FAWMIS is among the largest ERP systems in Pakistan implementing cutting edge technologies. Some of the implemented functionalities include personnel management, payroll generation, work-order management, time <b>management</b>, overhead accounting, and real-time costing of work-orders. This project helped in polishing my management skills and leadership qualities and provided me a thorough knowledge of management functions.</p> <p>12/1998-03/2000 <b>Information Technology Generation (ITGeneration) Web Developer</b> Designed and developed several medium and large scale data driven web sites.</p>
<b>Honors and Awards</b>	Best University Teacher by HEC
<b>Memberships</b>	
<b>Graduate Students Postdocs Undergraduate Students Honor Students</b>	
<b>Service Activity</b>	
<b>Brief Statement of Research Interest</b>	<p><i>Conceptual Modelling Quality: Current state and future directions (Submitted to Ingenieur et Systemes d'information - ISI Journal, Hermes Lavoisier)</i> <i>A Pattern-Oriented Methodology for Conceptual Modeling Evaluation and Improvement (Submitted to 23<sup>rd</sup> International Conference on Advanced</i></p>

	<p><b>Information Systems Engineering-CAISE2011)</b> .</p> <p>My PhD dissertation is under review by Springer-link publishers for publication as</p>
<b>Publications</b>	<p>K. Mehmood, S. Si-Said <b>Cherfi</b>, I. Cornyn-Wattiau: <i>CM-Quality: A Pattern-Based Method and Tool, for Conceptual Modelling Evaluation and Improvement</i>. In Lecture Notes in Computer Science, 2011, Volume 6295, Pages 406-420.</p> <p>K. Mehmood, S. Si-Said Cherfi. <i>Evaluating the Functionality of Conceptual Models</i>. In Lecture Notes in Computer Science, 2009, Volume 5833, Advances in Conceptual Modeling -Challenging Perspectives, Pages 222-231.</p> <p>K. Mehmood, S. Si-Said Cherfi, I. Cornyn-Wattiau: <i>Data Quality through Conceptual Model Quality - Reconciling Researchers and Practitioners through a Customizable Quality Model</i>. In ' ICIQ (International Conference on Information Quality), 2009.</p> <p>K. Mehmood, <b>S. Si-Said Cherfi, I. Cornyn-Wattiau: Data Quality through Model Quality: A Quality Approach for Measuring and Improving the Understandability of Conceptual Models</b>. In DQS'09, <b>International Workshop on Data Quality and Security in conjunction with (CIKM'09)</b>, 2009.</p> <p>K. Mehmood, S. Si-Said <b>Cherfi</b>, I. Cornyn-Wattiau: <i>A Quality Based Approach for the Analysis and Design of Information Systems</i>, Journal of Theoretical and Applied Informatics (<b>Revisia de Informatica Teoretica e Aplicada RITA</b>), vol. 16, no 3, 2009.</p>
<b>Research Grants and Contracts</b>	
<b>Other Research or Creative Accomplishments</b>	
<b>Selected Professional Presentations</b>	

***Dr. Khan Muhammad Tariq Yousuf***



<b>Name</b>	<b>Dr. Khan Muhammad Tariq Yousuf</b>
<b>Personal</b>	Contact address: B-12, FL-7, Block-7, Gulshan-e-Iqbal Karachi Pakistan. Phone residence: 9221-401-2747. Mobile : 92-300-273-6403. Email: feitiq@se.is.tohoku.ac.jp
<b>Education</b>	<ul style="list-style-type: none"> <li>• Ph.D. (Economics), March 2001, Graduate School of Information Sciences (GSIS), Tohoku University Sendai Japan.</li> <li>• M.A.S (Applied Economics), 1994, Applied Economics Research Center Karachi University, secured first class.</li> <li>• M.Sc. (Economics), 1986, Karachi University, secured first-class second position.</li> <li>• B.Sc. (Honors) Economics, 1984, Karachi University, secured first class.</li> </ul>
<b>Experience</b>	
<b>Honors and Awards</b>	
<b>Memberships</b>	<p>Applied Regional Science Conference (ARSC).</p> <ul style="list-style-type: none"> <li>• Presented paper "Role of public capital and regional disparity in Pakistan economy" at ARSC 13* annual international conference in Kumamoto University, Kyushu Japan, December 1-4, 1999.</li> <li>• Presented paper "Role of public capital in Pakistan economy: production, investment and growth analysis" at ARSC 14* annual international conference in Tsukuba University Japan, December 2-4, 2000.</li> <li>• Presented paper "Growth of public debt in Pakistan: some macro economic consequences" at ARSC 16* annual international conference in Okayama University Japan, November 30- December 1, 2002.</li> <li>• Presented paper "Deficit financing, accumulated external debt and its impact on economic growth: A case study of Pakistan economy", at ARSC 17* annual international conference in Saitama University Japan, December 6-7, 2003.</li> <li>• Presented paper "Do Migrants React to Infrastructure Difference between Urban and Rural areas? Application of an Extended Harris-Todaro Model" (Co-author), in the refereed session of 44* European Congress of the European Regional Science Association, University of Porto, Portugal during August 25-29, 2004.</li> <li>• Presented Paper "Towards a vision 2030 and the challenges of openness to Pakistan economy: Export competitiveness of Pakistan's manufacturing sector, past trends and future prospects, at Institute of Developing Economies IDE-JETRO .Tokyo, Japan, September 22 2008.</li> </ul>
<b>Graduate Students Postdocs Undergraduate Students Honor Students</b>	
<b>Service Activity</b>	<ul style="list-style-type: none"> <li>• Worked as a senior statistical expert and consultant on a research study of Japan</li> <li>• International Cooperation Agency (ICA) &amp; International Development Center Japan</li> <li>• (IDCJ) "Towards a vision 2030: direction of industrial development in Pakistan" Pakistan</li> </ul>

	<ul style="list-style-type: none"> <li>• manufacturing establishments survey 2006" and a preliminary report.</li> <li>• Progress on the study entitled "Impact of globalization/openness on economic growth,</li> <li>• income inequality and poverty: An empirical study for Pakistan" is underway. <ul style="list-style-type: none"> <li>• Progress on an joint study "Financial reforms and macroeconomic stability in Pakistan" is underway.</li> </ul> </li> <li>• Help facilitate research activities of Japanese fellows and friends in GS1S Tohoku University</li> <li>• Sendai fapan &amp; Institute of Developing Economies "IDE" Tokyo, in Pakistan.</li> <li>• Visiting Professor at different forums.</li> <li>• Member of Board of Studies "Iqra University", CBM.</li> </ul>
<b>Brief Statement of Research Interest</b>	
<b>Publications</b>	<ul style="list-style-type: none"> <li>• "Role of public capital in Pakistan economy: production, investment and growth analysis".</li> <li>• Review of Urban &amp; Regional Development Studies (RURDS), Vol.13, No.2, July 2001.</li> <li>• ."Regional disparity in Pakistan's economy: regional econometric analysis of causes and</li> <li>• remedies", Journal of Interdisciplinary Information Sciences "JITS" Tohoku University</li> <li>• Japan, Vol. 9 No. 2, September 2003.</li> <li>• "Do Migrants React to Infrastructure Difference between Urban and Rural areas?</li> <li>• Application of an Extended Harris-Todaro Model" (Co-author), Review of Urban &amp;</li> <li>• Regional Development Studies (RURDS), Vol. 17, No. I, March 2005.</li> <li>• "Growth of public debt in Pakistan economy: some macroeconomic consequences and</li> <li>• remedies" Discussion paper, December 2002. Graduate School of Information Sciences,</li> <li>• Tohoku University Japan. The paper was presented at 16th Applied regional science</li> <li>• conference, "ARSC" annual international conference in Okayama University Japan,</li> <li>• November 30-December 1, 2002.</li> <li>• "External debt and its impact on economy: "A case for Pakistan economy". Discussion</li> <li>• paper, January 2004. Graduate School of Information Sciences, Tohoku University Japan.</li> <li>• The paper was presented at ARSC 17th annual international conference in Saitama University</li> <li>• Japan, December 6-7, 2003.</li> <li>• p No. 443, January 2009, Institute of Developing Economies IDE-JETRO</li> <li>• Tokyo, Japan.</li> <li>• "Regional Disparity and the Roles of Public Capital in Pakistan Economy" unpublished</li> <li>• Ph.D. Thesis March 2001, Graduate School of Information Sciences, Tohoku University</li> </ul>

	<ul style="list-style-type: none"> <li>• Sendai Japan.</li> </ul>
<b>Research Grants and Contracts</b>	
<b>Other Research or Creative Accomplish merits</b>	<ul style="list-style-type: none"> <li>• JSPS Post-Doctorate Fellowship, April 2002-April 2004, at the Graduate School of</li> <li>• information Sciences, Tohoku University Sendai Japan.</li> <li>• Research fellowship, April 2008, at the Institute of Development Economies (IDE), Japan</li> <li>• External Trade Organization (JETRO) Japan.</li> <li>• Invited research fellow at the Graduate School of Information Sciences, Tohoku University</li> <li>• Sendai Japan, 2006.</li> </ul>
<b>Selected Professional Presentations</b>	

***Dr. Mohammad Azam Khan***

<b>Name</b>	<b>Dr. Mohammad Azam Khan</b>
<b>Personal</b>	Date of Birth 05-05-1956 Address: 85/B-1 Block-3 Gulashtan-e-Johar Karachi E-mail <a href="mailto:getmyself@myself.com">getmyself@myself.com</a> Voice: - 092-21-34619310. 0321-5335323
<b>Education</b>	PhD. in Marketing from University of Pennsylvania USA
<b>Experience</b>	<ul style="list-style-type: none"> <li>Serving as Professor and Dean Faculty of Management Science at Iqra University Karachi, (2009-till date).</li> <li>Served as professor and HOD in Federal Urdu University at their Islamabad office for 3 years.</li> <li>Served as Deans Faculty of R &amp; D at Army Public college of Management and science Rawalpindi, (5 Years).</li> <li>Served as visiting Faculty member at Institute of Cost and Management accountant of Pakistan Islamabad taught marketing Management to P-4 students having best results in Pakistan (2001_2004).</li> <li>Served as visiting Faculty at University of Pennsylvania USA Took BBA classes and taught them marketing research (1995-1996).</li> <li>Served as visiting Faculty at London School of Economics England taught marketing to post graduate classes (1998-2001).</li> </ul>
<b>Honors and Awards</b>	
<b>Memberships</b>	
<b>Graduate Students Honor Students</b>	
<b>Service Activity</b>	
<b>Brief Statement of Research Interest</b>	
<b>Publications</b>	<ul style="list-style-type: none"> <li>In 1992 wrote and implemented a project for Philips Pakistan on Double the Sales Double the Profit read these papers at their convention held at Sarilanka It was five years project but was completed in two and a half years. Then this project was launched in India by Philips Bijaj Limited.</li> <li>In 1994 wrote Better Coverage for Philips Pakistan in their customer day, was declared first by Philips International out of 200 write-ups which were presented at head office. Had the honor to read these papers in the presence of 65 MD'S of various countries of Philips followed by question and answers session of 2 hours?</li> <li>Wrote many articles for local dailies like Dawn, News, Nations on corporate, socio-political issue's and also had the honor to get my articles published in Readers Digest , Times . London times etc.</li> </ul>
<b>Research Grants and Contracts</b>	
<b>Other Research or Creative Accomplish merits</b>	<ul style="list-style-type: none"> <li>Served as consultant and co-worker for SEVA, NGO working for the up gradation of women's of low lying areas of interior Sindh and Punjab through vocational training etc for 5 years.</li> <li>Served as organizer of refugee camps at Rawalakot and Muzafarabad and managed few myself.</li> </ul>
<b>Selected Professional Presentations</b>	

***Dr. Muzaffar Ali Isani***

<b>Name</b>	<b>Dr. Muzaffar Ali Isani</b>
<b>Personal</b>	Address: Defence View, Shaheed – e Millat Road (Extension) City: Karachi Postal Code: 75500 Phone: UAN 111 – 264 – 264 cell: 0300 – 8226381 Fax: 92 – 21 - 5385739 Email (1) <a href="mailto:mehranoil@hotmail.com">mehranoil@hotmail.com</a> (2) <a href="mailto:muzaffar_isani@iqra.edu.pk">muzaffar_isani@iqra.edu.pk</a>
<b>Education</b>	<ul style="list-style-type: none"> <li>• B.A., M.A. Economics (Punjab University)</li> <li>• M.A. (University of Nevada, USA)</li> <li>• Ph.D. Economics (Georgetown University, USA)</li> <li>• Also attended Pakistan Military Academy and Military College of Engineering (NUST)</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Chairman and Chief Executive, Isani Group of Companies</li> <li>• Mehran Oil Mills (Pvt Limited)</li> <li>• Tanocraft Limited</li> <li>• Mall Developers (Pvt) Limited</li> <li>• Faruk-Nicholas (Pvt) Limited</li> </ul>
<b>Honors and Awards</b>	
<b>Memberships</b>	<ul style="list-style-type: none"> <li>• Chairman AAP Admissions Committee for Pakistan, Georgetown University, U.S.A.</li> <li>• Editorial Committee, Journal of Independent Studies and Research (JISR), SZABIST</li> <li>• Editorial Committee, South Asian Journal of Management Sciences, Iqra University</li> </ul>
<b>Graduate Students</b> <b>Postdocs</b> <b>Undergraduate</b> <b>Students Honor</b> <b>Students</b>	
<b>Service Activity</b>	
<b>Brief Statement of Research Interest</b>	<ul style="list-style-type: none"> <li>• An Economic Model of Politics in Developing Countries</li> <li>• Economic Considerations for a Land Reform in Pakistan</li> <li>• Inter-sectoral Terms of Trade and their Impact on Agriculture</li> </ul>
<b>Publications</b>	
<b>Research Grants and Contracts</b>	
<b>Other Research or Creative Accomplish merits</b>	
<b>Selected Professional Presentations</b>	<u>Academic Association</u> <ul style="list-style-type: none"> <li>• Georgetown University</li> <li>• SZABIST</li> <li>• Iqra University</li> </ul>

***Dr. Siraj Jamal Siddiqui***



<b>Name</b>	<b>Dr. Siraj Jamal Siddiqui</b>
<b>Personal</b>	D-18 Block-1 Apt # A-3 K.A.E.C.H.S., Karachi Telephones: Home: Cell: 0333-2709195 Home: 021-34527772 Email: <a href="mailto:saju1948@hotmail.com">saju1948@hotmail.com</a> , Siraj.j@iqra.edu.pk
<b>Education</b>	<ul style="list-style-type: none"> <li>• 2005 Doctor of Philosophy in Public Administration University of Sindh, Jamshoro</li> <li>• 1980 Master of Arts in Social Sciences Edinboro State College (now University), USA</li> <li>• 1972 Master of Arts in Political Science University of Sindh</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Aug. 2009 to The present <b>Professor</b>, Management Sciences Iqra University, Karachi</li> <li>• 17/12/2008 to June 09 <b>Visiting Professor</b>, Public Administration University of Sindh</li> <li>• 12/2007 to 16/12/2008 <b>Professor</b>, Public Administration University of Sindh</li> <li>• 1994 to 11/2007 <b>Associate Professor</b>, Dept. of Public Administration, University of Sindh, Jamshoro</li> <li>• 1987 to 1994 <b>Assistant Professor</b>, Dept. of Public Administration, University of Sindh, Jamshoro</li> <li>• 1985 to 1987 <b>Lecturer</b>, Dept. of Public Administration, University of Sindh, Jamshoro</li> <li>• 5/2007 to 12/2008 <b>Chairperson</b>, Public Administration</li> <li>• 8-2000 to 5-2002 <b>Chairperson</b>, Dept. of Public Administration, University of Sindh, Jamshoro</li> <li>• 11-1994 to 3-1999 <b>Incharge/Director</b>, Federal Public Service Commission Information Center &amp; CSS/PCS Coaching Classes Center, University of Sindh, Jamshoro</li> <li>• 1990 to 1993 <b>Incharge/Chair</b>, Dept. of Public Administration University of Sindh, Jamshoro</li> </ul>
<b>Honors and Awards</b>	
<b>Memberships</b>	<ul style="list-style-type: none"> <li>• Member, Sindh University Academic Council (2005-2008)</li> <li>• Member, Council of Social Sciences, Pakistan</li> <li>• Member, Institutional Reforms Committee, SIDA, Hyderabad (2002-2003)</li> <li>• Member, American Society for Public Administration (ASPA)</li> </ul>
<b>Graduate Students Postdocs Undergraduate Students Honor Students</b>	
<b>Service Activity</b>	
<b>Brief Statement of Research Interest</b>	<ul style="list-style-type: none"> <li>• Doctoral Dissertation: <i>Public Administration in Pakistan: An Ecological Perspective</i>, submitted in 2003, Degree awarded 2005 (Book Conversion under Progress).</li> <li>• Research Project (1993-95) sponsored by Faculty of Social Sciences:</li> </ul>

	<i>Management Issues in Basic Education of Hyderabad's Rural Areas.</i>
<b>Publications</b>	<ul style="list-style-type: none"> <li>• "Organizational Culture and Leadership: Bases for Understanding." <i>Grassroots Biannual Research Journal</i>, Vol. 1, 2007, Pakistan Study Centre, University of Sindh.</li> <li>• "Human Resource Development Needs in Pakistan with special reference to Balochistan: Issues and Challenges." <i>International Research Journal of Arts &amp; Humanities [IRJAH]</i>, Vol: 34, July-December 2006. Faculty of Arts, University of Sindh.</li> <li>• "The Problem of Obesity and Integrated Weight Management Approach in Children and Adolescents." <i>The Shield: Research Journal of Physical Education &amp; Sports Sciences</i>, Vol. 1, 2006. Centre for Health &amp; Physical Education, University of Sindh.</li> <li>• "The Study of Organizational Culture in Public Administration." <i>Sindh University Research Journal of Social Sciences</i>, vol. 4&amp;5, 2002-2003.</li> <li>• "Leadership Development, Governance and Empowerment for Poverty Alleviation in Pakistan." <i>Reference Book on Poverty Alleviation</i>, University of Karachi, June 2002.</li> <li>• "Managerialism or the New Public Administration: A Paradigm Shift from the Traditional Model of Public Administration." <i>Sindh University Research Journal of Social Sciences</i>, vol. 3, 2001.</li> <li>• Theories of Public Administration: Recent Developments and Reform." <i>Sindh University Research Journal (Arts Series)</i> 2001.</li> <li>• "Implications of Technology and Values on Practising Administrators." <i>Sindh University Research Journal (Arts Series)</i> 1994.</li> <li>• "A Computer-based Criminal Search System." <i>The Sindh University Arts Research Journal</i>, 1993.</li> <li>• "The Study of Public Administration as a Discipline." <i>The Sindh University Arts Research Journal</i>, 1991.</li> <li>• "Japan-Pakistan Experience in Development: A Comparative Review." <i>Asia: The East and South East</i>, October-1991.</li> <li>• "Bureaucratic Politics in Pakistan: A Study in Mismanagement." <i>The Sindh University Arts Research Journal</i>, 1989.</li> <li>• "The Study of Public Policy: A Comparative Approach." <i>The Government</i>, 1989. Reprint 1992.</li> <li>• "Power and Politics as Important Dynamics in Organizational Behavior." <i>The Government</i>, 1987.</li> <li>• Current Research and Publications on Pakistan, India and Afghanistan, in <i>Sind Journal of Political Science and Modern History</i>, 1979.</li> </ul>
<b>Research Grants and Contracts</b>	
<b>Other Research or Creative Accomplish merits</b>	
<b>Selected Professional Presentations</b>	

***Dr. Syed Asif Hasan***

<b>Name</b>	<b>Dr. Syed Asif Hasan</b>
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<b>Education</b>	<ul style="list-style-type: none"> <li>• Doctor in Business Administration (Marketing)</li> <li>• Philippine School of Business Administration (Philippines)</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• B.P industries 1995-1996, as Head of Marketing</li> <li>• New Horizon Marketing &amp; Research Consultants, Marketing Consultant !Director Client Services 1996 – 2002</li> </ul>
<b>Honors and Awards</b>	<ul style="list-style-type: none"> <li>• Awarded as the Youngest Doctorate Graduate on record by media in Pakistan and abroad has developed new. Marketing Strategy Framework to overcome the Framework mistakes of Dr. Philip Kotler, Dr. Ansoff, Pride and Ferrel and it was accepted by these world known authors</li> </ul>
<b>Memberships</b>	<ul style="list-style-type: none"> <li>• Member American Marketing Association</li> <li>• Member Philippines Marketing Association</li> <li>• Member Philippine Council of Management</li> <li>• Member Board of Advance Studies and Research</li> <li>• Member Academic Council Iqra University</li> <li>• Member Board of Studies Institute of Adverting</li> <li>• Member Board of Studies Business Administration Department</li> <li>• Member Adverting Association of UST</li> <li>• Member Editorial Board South East Asian Journal of Management</li> </ul>
<b>Graduate Students Post-docs Undergraduate Students Honor Students</b>	
<b>Service Activity</b>	<b>Teaching History</b> <ul style="list-style-type: none"> <li>• Asian Management Institute, Iqra University ·</li> <li>• Greenwich University,</li> <li>• College of Business Management (CBM) ·</li> <li>• University of Karachi</li> </ul>
<b>Brief Statement of Research Interest</b>	
<b>Publications</b>	
<b>Research Grants and Contracts</b>	
<b>Other Research or Creative Accomplish merits</b>	<p>An international study on "Pakistan- Perception and Reality" Currently devising a "CUSTOMER SATISFACTION MEASUREMENT SCALE." This can be applied in any industry to measure customer satisfaction and retention level.</p> <p>The Effects of Multiple Satellite Channel on Consumer Behavior and Marketing Strategies.</p> <p>Lifestyle and living" A comprehensive study of 2200 respondents from 12 major cities of Pakistan.</p>
<b>Selected Professional Presentations</b>	

## **ANNEXURE C7.1**

### ***Lab/Computer Equipment***

Lab Title	Equipment Description	Quantity
EDC LAB 1	HP Core2 Quad Computers	60
	Multimedia Benq MS510	1
	50KVA Stablizer	1
	UPS 2 KVA	1
EDC LAB 0	Core i3 Computers	51
	Multimedia Optoma 526L	1
	50KVA Stablizer	1
	UPS 2 KVA	1
EDC LAB 2	Core i3 Computers	42
	Stablizer 30KVA	1
	UPS 2 KVA	1
C-lab 1	Viper Core2DUO Computers	56
	Multimedia Optoma 526L	1
	60KVA Stablizer	1
	UPS 2 KVA	1
Clab 2	Core i3 Computers	48
	Multimedia Benq MS510	1
	60KVA Stablizer	1
	UPS 2 KVA	1

## **ANNEXURE C7.2**

### ***List of Journals***

# RUBRIC FORM



Criterion 1 – Program Mission, Objectives and Outcomes						Weight = 0.05
Factors					Score	
Does the Program have documented outcomes for graduating students?					<b>5</b>	<b>4</b> 3 2 1
Do these outcomes support the Program objectives?					<b>5</b>	4 3 2 1
Are the graduating students capable of performing these outcomes?					<b>5</b>	4 3 2 1
Does the department assess its overall performance periodically using quantifiable measures?					5	<b>4</b> 3 2 1
Is the result of the Program Assessment documented?					<b>5</b>	4 3 2 1
Total Encircled Value (TV)					<b>23</b>	
SCORE 1 (S1) = [TV / (No. of Questions * 5)] * 100 * Weight						<b>4.6</b>

Criterion 2 – Curriculum Design and Organization						Weight = 0.20
Factors					Score	
Is the curriculum consistent?					<b>5</b>	4 3 2 1
Does the curriculum support the program's documented objectives?					<b>5</b>	4 3 2 1
Are the theoretical background, problem analysis and solution design stressed within the program's core material?					5	<b>4</b> 3 2 1
Does the curriculum satisfy the core requirements laid down by respective accreditation bodies? (refer to appendix A of the Self Assessment manual)					<b>5</b>	4 3 2 1
Does the curriculum satisfy the major requirement laid down by HEC and the respective councils / accreditation bodies? (Refer to appendix "A" of the Self-Assessment Manual)					<b>5</b>	4 3 2 1
Does the curriculum satisfy the general education, art and professional and other discipline requirements as laid down by the respective accreditation bodies / councils? (Refer to appendix "A" of the Self-Assessment Manual)					5	<b>4</b> 3 2 1
Is the information technology component integrated throughout the program?					5	<b>4</b> 3 2 1
Are oral and written skills of the student developed and applied in the program?					<b>5</b>	4 3 2 1
Total Encircled Value (TV)					<b>37</b>	
SCORE 2 (S2) = [TV / (No. of Questions * 5)] * 100 * Weight						<b>18.5</b>

Criterion 3 – Laboratories and Computing Facilities						Weight = 0.10
Factors					Score	
Are laboratory / manuals / documentations / instruction etc. for experiments available and readily accessible to faculty and students?					<b>5</b>	4 3 2 1
Are the adequate number of support personnel for instruction and maintaining the laboratories?					<b>5</b>	4 3 2 1
Are the university's infrastructure and facilities adequate to support the program objectives?					<b>5</b>	4 3 2 1
Total Encircled Value (TV)					<b>15</b>	
SCORE 3 (S3) = [TV / (No. of Questions * 5)] * 100 * Weight					<b>10</b>	

Criterion 4 – Student Support and Advising						Weight = 0.10
Factors					Score	
Are the courses being offered in sufficient frequency and number for the students to complete the program in timely manner?					<b>5</b>	4 3 2 1
Are the courses in the major area structured to optimized interaction between the students, faculty and teaching assistance?					<b>5</b>	4 3 2 1
Does the university provide academic advising on course decision and career choice to all students?					5	<b>4</b> 3 2 1
Total Encircled Value (TV)					<b>14</b>	
SCORE 4 (S4) = [TV / (No. of Questions * 5)] * 100 * Weight					<b>9.3</b>	

Criterion 5 – Process Control						Weight = 0.15				
Factors						Score				
Is the process to enroll the students to a program based on quantitative and qualitative criteria?						<b>5</b>	4	3	2	1
Is the process above clearly documented and periodically evaluated to ensure that it is meeting its objectives?						5	<b>4</b>	3	2	1
Is the process to register students in the program and monitoring their progress documented?						<b>5</b>	4	3	2	1
Is the process above periodically evaluated to ensure that it is meeting its objectives?						<b>5</b>	4	3	2	1
Is the process to recruit and retain faculty in place and documented?						<b>5</b>	4	3	2	1
Are the processes for the faculty evaluation & promotion consistent with the institution mission?						5	<b>4</b>	3	2	1
Are the processes in 5 and 6 above periodically evaluated to ensure that they are meeting their objectives?						5	<b>4</b>	3	2	1
Do the processes & procedures ensure that teaching & delivery of course material emphasize active learning & that course learning outcomes are met?						5	<b>4</b>	3	2	1
Is the process in 8 above periodically evaluated to ensure that it is meeting its objectives?						5	<b>4</b>	3	2	1
Is the process to ensure that graduates have completed the requirements of the program based on standards and documented procedures?						5	<b>4</b>	3	2	1
Is the process in 10 above periodically evaluated to ensure that it is meeting its objectives?						<b>5</b>	4	3	2	1
Total Encircled Value (TV)						<b>49</b>				
SCORE 5 (S5) = [TV / (No. of Questions * 5)] * 100 * Weight						<b>13.4</b>				

Criterion 6 – Faculty						Weight = 0.20
Factors					Score	
Are there enough full time faculty members to provide adequate coverage of the program areas/courses with continuity and stability?					<b>5</b>	4 3 2 1
Are the qualifications and interests of faculty members sufficient to teach all courses, plan, modify and update courses and curricula?					<b>5</b>	4 3 2 1
Does the faculty members possess a level of competence that would be obtained though graduate work in the discipline?					<b>5</b>	4 3 2 1
Do the majority of faculty members hold a PhD degree in their discipline?					5	<b>4</b> 3 2 1
Do faculty members dedicate sufficient time to research to remain current in their discipline?					<b>5</b>	4 3 2 1
Are there mechanisms in place for faculty development?					<b>5</b>	4 3 2 1
Are faculty members motivated and satisfied so as to excel in their profession?					<b>5</b>	4 3 2 1
Total Encircled Value (TV)					<b>34</b>	
SCORE 6 (S6) = [TV / (No. of Questions * 5)] * 100 * Weight						<b>19.4</b>

Criterion 7 – Institutional Facilities						Weight = 0.10
Factors					Score	
Does the institution have the infrastructure to support new trends such as e-learning?					<b>5</b>	4 3 2 1
Does the library contain technical collection relevant to the program and is it adequately staffed?					5	<b>4</b> 3 2 1
Are class rooms and offices adequately equipped and capable of helping faculty carry out their responsibilities?					<b>5</b>	4 3 2 1
Total Encircled Value (TV)					<b>14</b>	
SCORE 7 (S7) = [TV / (No. of Questions * 5)] * 100 * Weight						<b>9.3</b>

Criterion 8 – Institutional Support						Weight = 0.10				
Factors						Score				
Is there sufficient support and finances to attract and retain high quality faculty?						<b>5</b>	4	3	2	1
Are there an adequate number of high quality graduate students, teaching assistant and PhD students?						<b>5</b>	4	3	2	1
Total Encircled Value (TV)						<b>10</b>				
SCORE 8 (S8) = [TV / (No. of Questions * 5)] * 100 * Weight						<b>10</b>				

**OVERALL ASSESSMENT SCORE =** S1 + S2 + S3 + S4 + S5 + S6 + S7 + S8 + S9 + S10 = **94.5**

$$4.6 + 18.5 + 10 + 9.3 + 13.4 + 19.4 + 9.3 + 10 = \mathbf{94.5}$$

# IMPLEMENTATION PLAN

AT Finding	Corrective Action	Implementation Date	Responsible Body	Resources Needed
Requirement of more industry visits to give students more exposure of working conditions and industry practices	The number of industrial visits should be increased	Will be increased from Spring 2012	Dean Management and Social Science	Finance
Number of international conferences & guest speaker sessions should be increased in-order to increase interaction across the globe	International conferences guest & speaker sessions should be increased	Will be increased from Spring 2012	Dean Management and Social Science	Finance, Resource Person
As number of research scholars is increasing, physical space for research activities should be increased	More space for research scholars should be allocated	By Fall 2012	Administration Department, Information Resource Department	Finance, Furniture, Computer, Staff
More books of latest edition should be acquired because of changing global environment	Library should acquire more books of latest edition	By Spring 2012	Information Resource Department	Finance, Furniture, Physical Space, Staff
Internet bandwidth should be increased because of increasing number of ICT labs and students	Internet bandwidth should further be increased	By Spring 2012	IT SS	Finance
Program In-Charge Name: _____  Signature: _____				
Dean's Name: _____  Signature: _____				
Director QEC Name: _____  Signature: _____				