

Gujrat Institute of Management Sciences

Pir Mehr Ali Shah

Arid Agriculture University, Rawalpindi



Self-Assessment Report

(2018-2020)

Bachelor of Business Administration

Prepared by:

Ms. Zainab Mahmood

Ms. Maria Ashraf

Ms. Hina Kanwal

Convener

Member

Member

Table of Contents

Table of Contents	i
List of Tables	v
List of Figures.....	vii
Introduction	viii
Organizational Structure.....	ix
Program Delivery Approach and Location	ix
Quality Enhancement Department (QED)	x
Institute Curriculum Review Committee (ICRC).....	x
Criterion 1 Program Mission, Objectives and Outcomes.....	2
1.1 Institute’s Vision and Mission	2
1.2 Bachelor of Business Administration (BBA) Program Vision and Mission.....	2
1.3 Measurable Objectives, Outcomes and Strategic Plan.....	3
1.3.1 BBA Program Educational Objective	3
1.3.2 Strategic Plan to Work out the Measurable Objectives	3
1.4 Alumni Survey	4
1.5 Employer Survey.....	8
1.6 Graduating Survey.....	8
1.7 Review Process of PEOs	14
1.8 Using Obtained Results to Improve Program Effectiveness	15
1.8.1 Performance Indicators for PEOs	15
1.8.2 Relationship of Program Outcomes and Objectives	17
1.9 Define and Publish Program Learning Outcomes (PLOs)	17
1.9.1 Program Learning Outcomes	17
1.10 Process of Data Gathering and Results of Assessment of PLOs.....	18
1.10.1 Direct Assessment.....	18
1.10.2 Indirect Assessment	18

1.11	Application of Assessment Results to Develop and Improve the Program Learning Objectives	19
1.11.1	Results of PLO Attainment Obtained Through Direct Assessment.....	19
1.12	Admission Response and Percentage Admitted.....	25
1.12.1	Intake.....	25
1.13	Teacher and Course Assessment	25
1.13.1	Teacher Evaluation	25
1.13.2	Course Evaluation.....	26
Criterion 2	Curriculum Design and Organization.....	80
2.1	Curriculum and Learning Process	80
2.1.1	Degree Title	80
2.2	Consistency of Program Structure and Course Contents in Development of Intellectual and Practical Skills and Attainment of PLOs	80
2.3	Curriculum Design	81
2.4	Mapping of Courses to PLOs.....	83
2.5	Course Offering for BBA Program	87
2.5.1	Course offered for Specialization in BBA	89
2.6	Course Contents	90
2.7	Teaching Methods	90
2.7.1	Assessment Methods.....	90
2.8	Internship Report and a Final Year Project.....	91
Criterion 3	Laboratories and Computing Facilities.....	94
3.1	Computing Lab.....	94
Criterion 4	Student Support and Advising.....	97
4.1	Coursers.....	97
4.1.1	Core Courses	97
4.1.2	Elective Courses.....	97
4.1.3	Academic Standing	98
4.2	Students Workload, Class Sizes for Theory as well as Laboratory Sessions and Completion of Courses	99
4.2.1	Class Size	99
4.2.2	Semester Academic Load	100
4.2.3	Completion of Course and Student Feedback.....	100
4.3	Student Activities and Involvement	100

4.3.1	Participation in Competitions	100
4.3.2	Internships.....	100
4.3.3	Awards	100
Criterion 5	Process Control.....	103
5.1	Admission and Promotion.....	103
5.1.1	Admission Criteria.....	103
5.1.2	Academic Standing	103
5.1.3	Examination and Weightage	104
5.1.4	Eligibility for Examination	105
5.2	Faculty Development, Training and Retention	105
5.2.1	Faculty Training and Mentoring	105
5.2.2	Faculty Retention and Career Planning	105
5.2.3	Strength and Competencies of Academics Staff covering all Areas of the Program 106	
Criterion 6	Faculty.....	108
6.1	Present Scenario	108
6.2	Full Time & Part Time Faculty Member	108
6.3	Full Time Lab Engineers.....	109
6.4	Overall Staff Workload	110
6.4.1	Student Teacher Ratio.....	110
6.5	Sufficiency and Competency of Technical Staff.....	110
6.6	Sufficiency and Competency of Administrative Staff	110
6.7	Faculty Survey.....	111
6.8	Annual Faculty Review	111
Criterion 7	Facilities and Infrastructure	113
7.1	Adequacy of Teaching and Learning Facilities.....	113
7.1.1	Lecture Facilities.....	113
7.1.2	Computer Laboratories	113
7.2	Library	113
7.3	Other On Campus Facilities	114
7.3.1	Sports	114
7.3.2	Transport	114
7.3.3	Other Facilities.....	114

Criterion 8 Institutional Support and Financial Resources	116
8.1 Institutional Financial Commitment and Support	116
8.1.1 Student Teacher Ratio	117
Continues Improvement	119
Program Planning and Curriculum Development	119
Tracking of Contribution of Individual Courses to PLOs.....	120
Continuous Improvement.....	120
Annexure A. Alumni Survey	122
Annexure B: Employer Survey	126
Annexure C: Graduating Survey.....	127
Annexure D: Lesson Plan	137
Annexure E: Classroom Teaching Evaluation	194
Annexure F: Internship and FYP Policy and Rubric	201
Annexure F: Teacher and Course Evaluation.....	207
Annexure G: Teacher feedback on Teacher and Course Evaluation.....	216
Annexure H: Faculty Survey.....	224
Annexure I: Annual Faculty Review	230
Annexure K: Faculty Course Review Report.....	236
Appendix J: Faculty Resume	247

List of Tables

Table 1: Consistency of PEOs with Vision and Mission of GIMS, Mission of BBA	4
Table 2: Performance Indicators and Measurement Tools for PEOs.....	16
Table 3: Relationship of Program Outcomes and Objectives	17
Table 4: KPIs for PLO Assessment	19
Table 5: Courses in Which Student Performance on PLO 1 is Assessed	20
Table 6: Summary of Assessment Results for PLO1.....	20
Table 7: Courses in Which Student Performance on PLO 2 is Assessed	20
Table 8: Summary of Assessment Results for PLO 2.....	21
Table 9: Courses in Which Student Performance on PLO 3 is Assessed	21
Table 10: Summary of Assessment Results for PLO 2.....	22
Table 11: Courses in Which Student Performance on PLO 4 is Assessed	22
Table 12: Summary of Assessment Results for PLO 4.....	22
Table 13: Courses in Which Student Performance on PLO 5 is Assessed	23
Table 14: Summary of Assessment Results for PLO 5.....	23
Table 15: Courses in Which Student Performance on PLO 6 is Assessed	24
Table 16: Summary of Assessment Results for PLO 6.....	24
Table 17: Student Admissions and Enrolments	25
Table 18: Student Intake for BBA Program.....	25
Table 19: Curriculum Design.....	82
Table 20: Mapping of Semester-wise Courses to PLOs	83
Table 21: Courses Representing Theoretical Background, Problem Analysis and Solution Design	85
Table 22: BBA Program Categories and Credit Hours Details.....	86
Table 23: Course Offerings.....	87
Table 24: Elective Courses for the Specializations offered in BBA (Hons) in Finance	89
Table 25: Elective Courses for the Specializations Offered in BBA (Hons) in Human Resource Management.....	89
Table 26: Elective Courses for the Specializations Offered in BBA (Hons) in Marketing	89
Table 27: Examination Weight	90

Table 28: Computing Labs Details	94
Table 29: Examination Weights.....	104
Table 30: Full Time Faculty.....	108
Table 31: Part Time Faculty Members at GIMS.....	110
Table 32: Income and Expenditure Details.....	116
Table 33: Observations, Implementation Plan and Actions Taken Since Last SAR	120

List of Figures

Figure 1: Organization Overall Flow	ix
Figure 2: Flowchart of Processes Involved in Establishing and Reviewing PEOs.....	15

Introduction

Gujrat Institute of Management Sciences (GIMS) is an affiliated institute of Pir Mehr Ali Shah Arid Agricultural University Rawalpindi which is a public sector university. The Gujrat Institute of Management Sciences (GIMS) is located in Gujrat, Punjab. GIMS is established with the belief of providing affordable quality education to the youth. Being an allied institute of Pir Mehr Ali Shah Arid Agriculture University Rawalpindi (PMAS-AAUR) ranked at 8th among all Pakistani Universities and 1001+ among the world universities, GIMS aims to surpass in the field of Management Sciences, Economics, Statistics and Computer Sciences. In order to continue the mission, GIMS is dedicated to provide quality education through highly competent, skilled and enthused faculty, along with tremendous infrastructure and state-of-the-art facilities. This is a young, innovative, and enterprising business school enroots to compete with the foremost management schools of the country as well as to compete with international business schools. The Institute is dedicated to its unique approach (at least in the region) of providing management education based in cutting-edge research and comprehensive training.

GIMS and Department of Management Sciences is established in 2014 and committed to providing quality education through highly qualified and motivated faculty, excellent infrastructure, and state-of-the-art facilities. This is a young, innovative, and enterprising business school route to compete with the foremost management schools of the country as well as to compete with international business schools with the premise of providing affordable quality education to the youth. As the age of the department is no longer than 5 years, despite this department is adding a lot to its portfolio with the current (accumulated) enrollment of about 114 students in BBA.

The BBA (four-year) program is the major strength of this department. The program comprises 8 semesters (133 credit hours). Internship and research-based projects are key factors that transform students into appropriate candidates for jobs as well as higher education in business disciplines. Every year nearly 50 students are admitted into these programs, who by going through vigorous training are absorbed in the leading organizations of Pakistan. The institute, despite its lowest fees in the region, is working on a self-sustained basis and has not required, to this day, any funding from HEC, Government of Punjab, or any other body of the federal or provincial governments.

Unlike conventional academic organizations, GIMS widens its scholastic concentration in retort to new drifts in the developing field of management. Based on the social values of authenticity, honesty, professional excellence and a broader vision of life, the Organization aims to provide an educational experience that transform its students into business leaders at par with transnational managers, executives, and entrepreneurs.

Organizational Structure

The Gujrat Institute of Management Sciences (GIMS) and the Department of Management Sciences is established in 2014 and devoted to deliver quality schooling through greatly capable and highly motivated staff, excellent infrastructure, and state-of-the-art facilities.

The Gujrat Institute of Management Sciences (GIMS) is one of the affiliated institutes of Pir Mehar Ali Shah Arid Agriculture University Rawalpindi. The comprehensive organizational structure is presented in Figure 1.

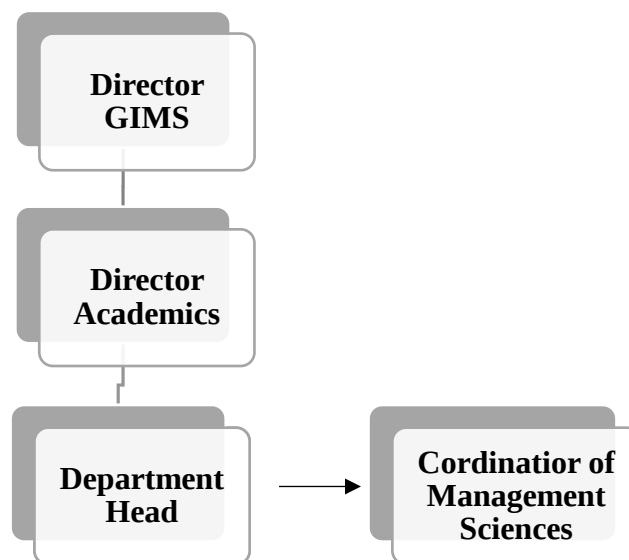


Figure 1: Organization Overall Flow

Program Delivery Approach and Location

The Department of Management Science offers the Bachelor of Business Administration (BBA) program courses during the weekdays between the hours of 08:30 AM to 04:30 PM at campus, Gujrat. Courses are generally offered in Fall and Spring semesters. Selected

courses are offered during the summer semester. Most of the courses are delivered in the lecture format and there is a computing component to some basic courses. In addition to the lectures, project work is also part of many courses, allowing students to conduct seminars and demonstrate the business ideas. A dedicated, final year project, and Internship report work is carried out by students during the seventh and eighth semesters.

Quality Enhancement Department (QED)

The Gujrat Institute of Management Sciences (GIMS), as an affiliated institute, believes in high quality of education and has a rigorous system of quality management in place. Several layers of quality enhancement are part of this overall system. The authorities and responsibilities of all layers of quality enhancement department are covered in GIMS statutes and policies. A Quality Assurance (QA) directorate is functioning at the AAUR level and is responsible for overlooking and ensuring the quality of all programmes offered at GIMS. GIMS has established internal Quality Enhancement Department (QED) in 2015 to carry out periodic audits of degree programmes to ensure that they meet highest standards of quality. The institute Curriculum Review Committee (ICRC) also function at the institute level and send their reports AAUR respective Department Board of Studies (DBS) are responsible for scrutiny and finalizing matters regarding a program's quality, necessary support and data is provided by Academics Branch of the department as well as by the Examination Cell.

Institute Curriculum Review Committee (ICRC)

The Institute Curriculum Review Committee (ICRC) is presided by Director Academics, GIMS. Its members include Department Head and departments' faculty members. Basically, ICRC is accountable for reviewing the recommended curriculum modifications and may approve up to 50% changes in curriculum of a program.

CRITERION 1 PROGRAM MISSION, OBJECTIVES AND OUTCOMES

Criterion 1 Program Mission, Objectives and Outcomes

1.1 Institute’s Vision and Mission

Vision

To become a nationally recognized institute by providing an affordable, high-quality research and sustainable learning environment, while propelling the country's economy forward through professionals.

Mission

GIMS inspires, prepares, and empowers students by providing advanced educational experience to foster critical thinking and promote modern technology to transform individuals into competent professionals with compassionate minds and moral values.

Standard 1-1: The program must have documented measurable objectives that support faculty and institution vision mission statements.

1.2 Bachelor of Business Administration (BBA) Program Vision and Mission

BBA Program’s Vision

“Our vision is to become a part of world’s transformational leaders in business research to produce successful entrepreneurs by advancing expertise in finance, human resource management, and marketing”.

BBA Program’s Mission

The BBA program aims to empower students by developing entrepreneurial and professional capabilities in enterprising manners with focus on effective communication, team leading skills, and critical thinking about managing and innovating business over the globe

1.3 Measurable Objectives, Outcomes and Strategic Plan

1.3.1 BBA Program Educational Objective

The BBA program aims at developing the student's intellectual ability, analytical thinking and managerial skills through an appropriate blend of theory and practice. The program assists the students in understanding and developing unique leadership qualities required for a changing and dynamic business environment. The five Program Educational Objectives (PEOs) are given below, these PEOs form the basis of the Department of the BBA at GIMS. Within few years of graduation, the students with bachelor's in business administration are expected to attain the following.

1. To develop critical thinking, problem-solving abilities and competence in Management sciences resulting in successful career.
2. To develop written and oral communication skills participating in efforts to address societal and technical / business challenges.
3. To develop global awareness and appreciation for cultural diversity and decision-making skills.
4. To Pursue higher studies in international and national universities.
5. To become Entrepreneur who will create job opportunities and play roles in economy.

1.3.2 Strategic Plan to Work out the Measurable Objectives

1. We follow the differentiation Strategy by nurturing the distinctive competence of quality education.
2. We achieve differentiation by hiring visiting faculty from the industry having strong theoretical background, practical expertise reputation and also by the development of permanent faculty.
3. We differentiate ourselves by introducing modern subjects.
4. We conduct Research Projects on a small scale to develop deep theoretical understanding.
5. We introduce modern technology and infrastructure not to be competent but to differentiate from others.
6. We orientate all the employees on how his or her job can affect the learning process of students and the quality of education.

Consistency of PEOs with Vision and Mission of GIMS, Mission of BBA Program

The Program Educational Objectives (PEOs) of the BBA are consistent with the vision and mission of GIMS and the mission of BS (Hons) Program.

Table 1: Consistency of PEOs with Vision and Mission of GIMS, Mission of BBA

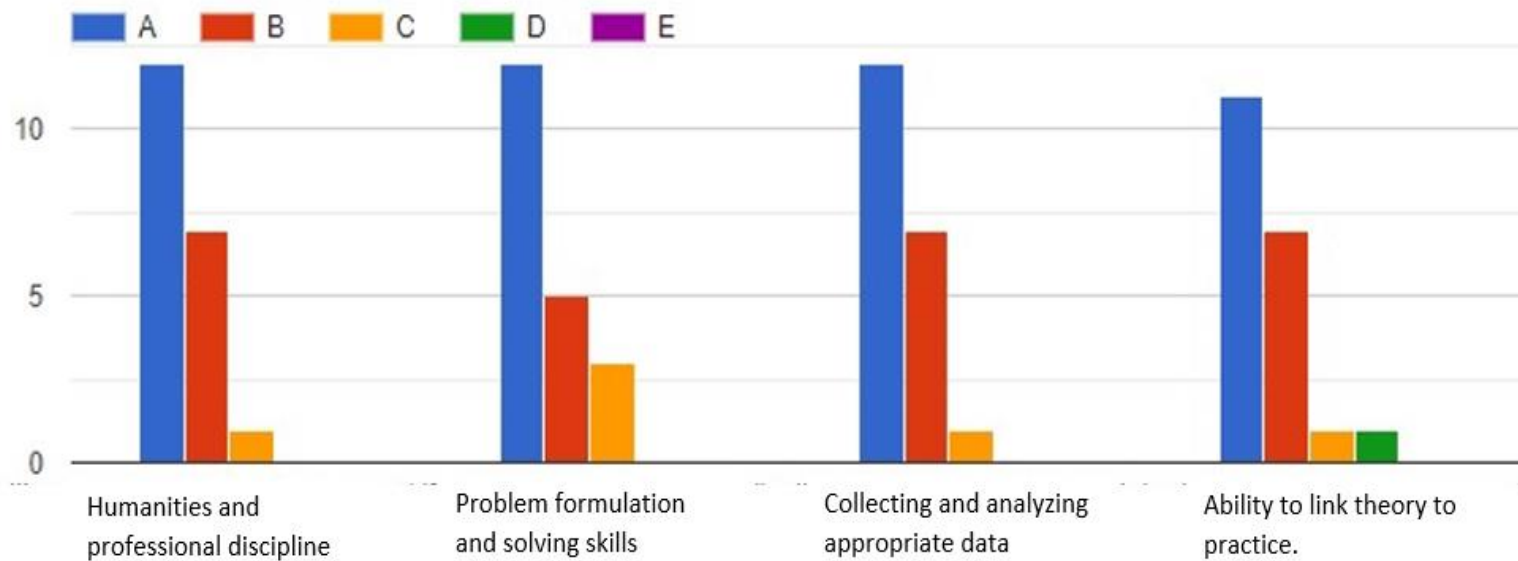
PEO No	GIMS Vision	GIMS Mission	Program Mission
1 (Basic understanding of business studies core areas)	✓	✓	✓
2 (Critical thinking and problem-solving skills related to business and economy)	✓	✓	✓
3 (Apply practical basis theories and practices to a variety of problem-centered solutions)	✓	✓	✓
4 (Ability to work effectively in multidisciplinary team to achieve come team goals)	✓	✓	✓
5 (Intrapreneur and management skills)	✓	✓	✓

1.4 Alumni Survey

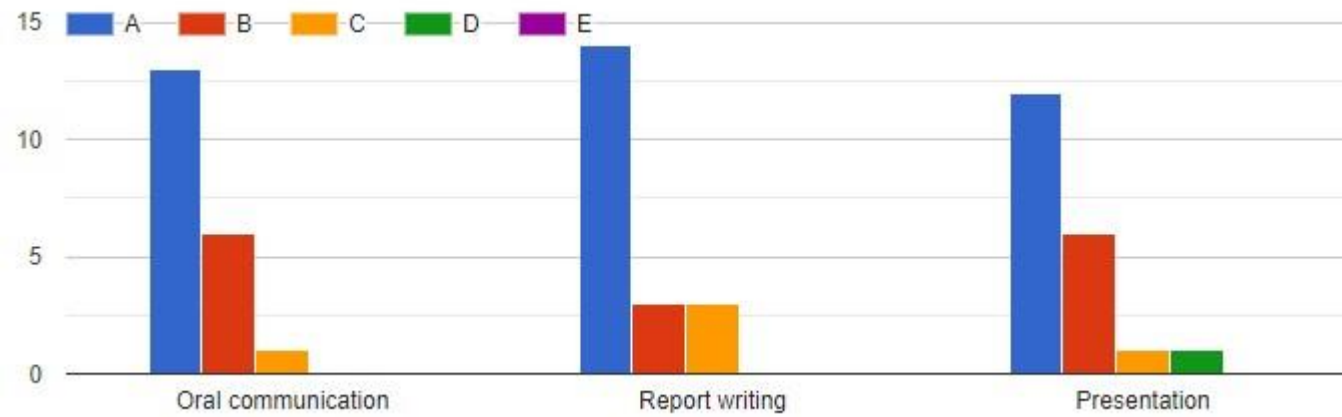
The program's coordinator conducts survey of graduating students about quality of the program. Alumni survey is also conducted by the department to obtain feedback from the graduates regarding the adequacy of the computer science program. The alumni feedback form is given in following pages and other details are given in annexure A.

Performa: 7 Alumni Survey
Department of Management Sciences
BBA Batch 2017-2021

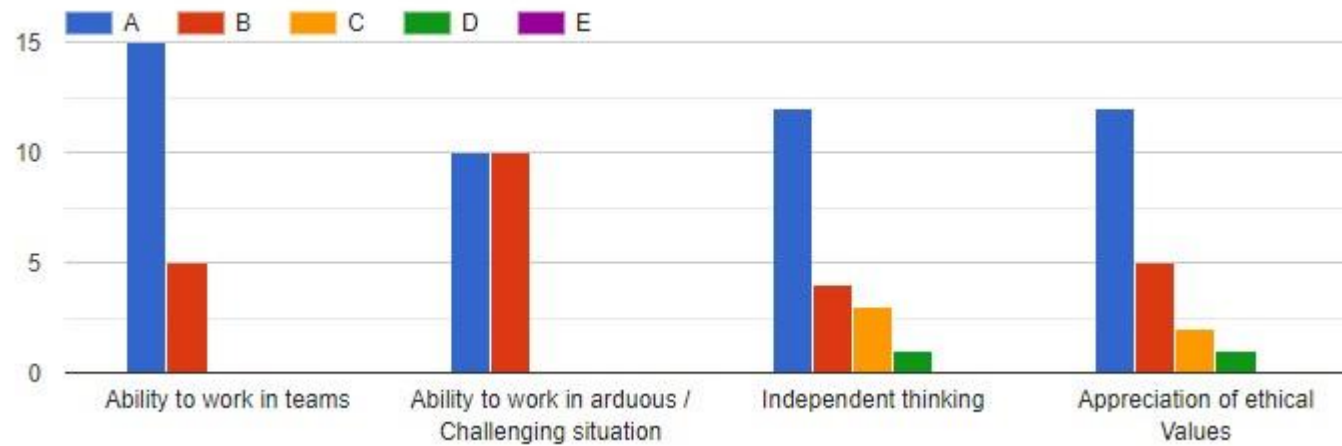
Rate yourself on the scale of A: Excellent B: Very Good C: Good D: Fair E: Poor
1. Knowledge



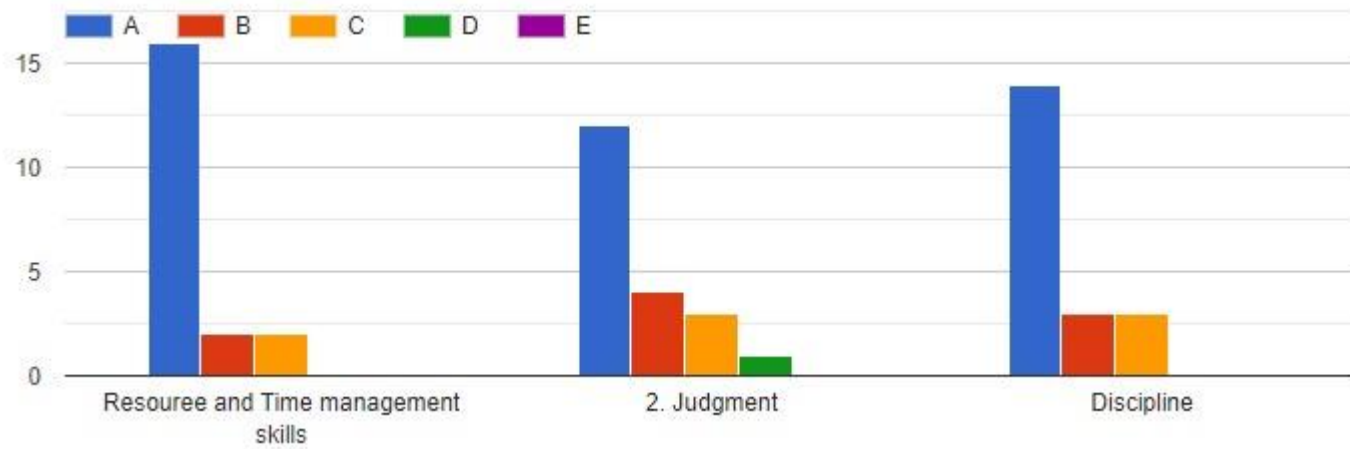
2. Communication Skills



3. Interpersonal Skills



4. Management and Leadership Skills



1.5 Employer Survey

The program's coordinator conduct survey of employers about the quality of the GIMS graduates and their performance in field. The employer's feedback form is given in following pages and other details are given in annexure B.

1.6 Graduating Survey

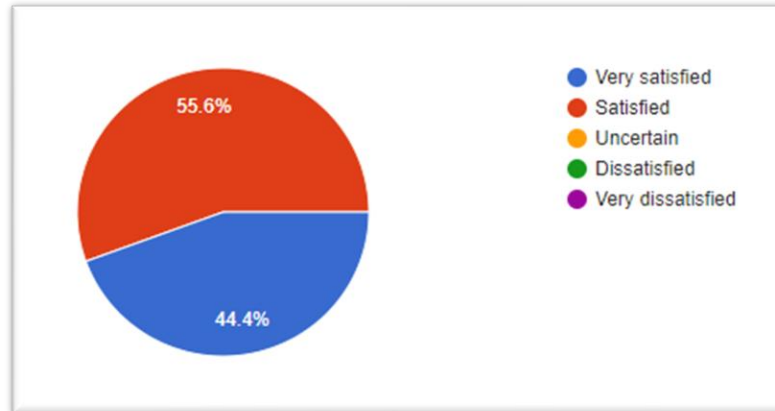
The program's coordinator surveys graduating students about the quality of the program. A survey is also conducted by the department to obtain feedback from the graduates regarding the adequacy of the BBA program. The graduating students survey results are given in following pages. The result of graduating survey shows that the 85-90 percent of graduates are fully satisfied with their learning outcomes. The detail results are given in annexure C.

Performa: 3 Survey of Graduating Students

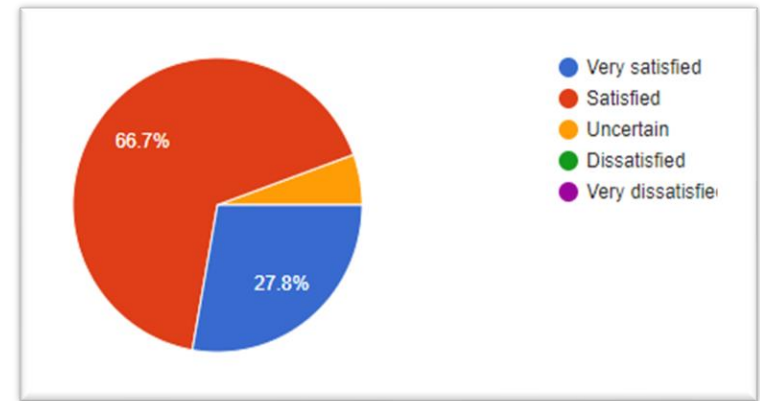
Department of Management Sciences

Batch (2016-2020)

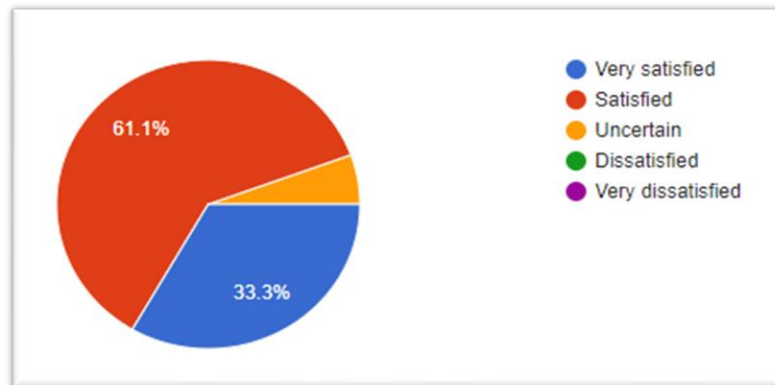
1. The work in the program is educative.



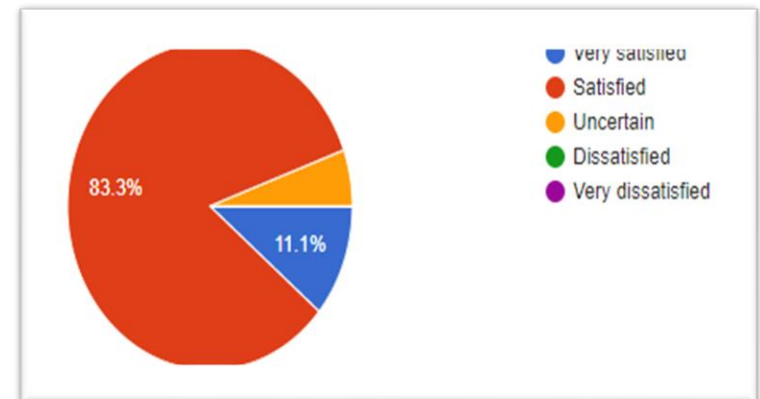
2. The program is effective in enhancing team-working abilities.



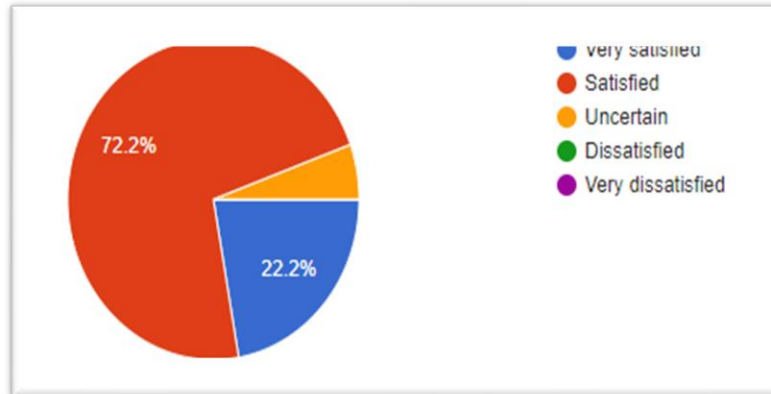
3. The program administration is effective in supporting learning.



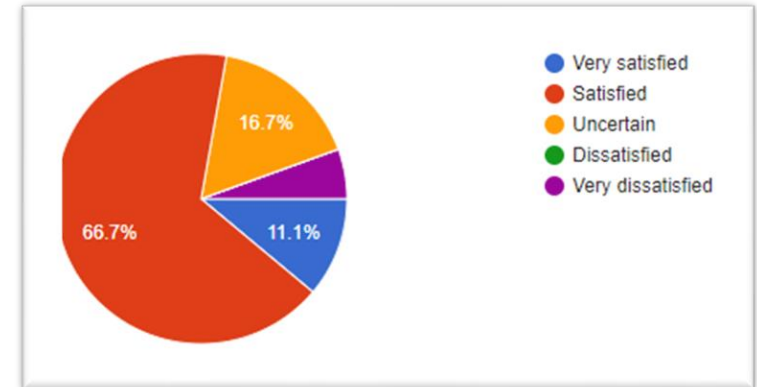
4. The program is effective in developing analytical and problem solving skills.



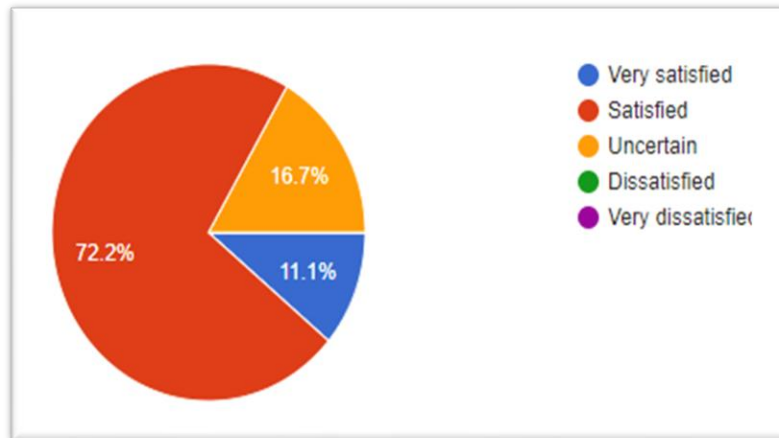
5. The program is effective in developing independent thinking.



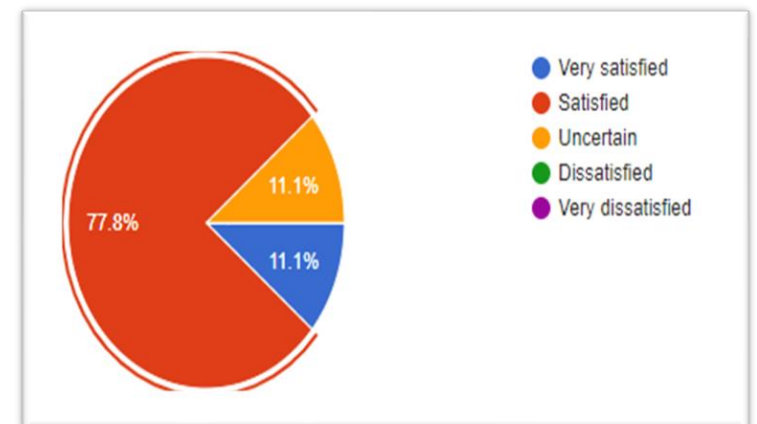
6. The program is effective in developing written communication-skills.



7. The program is effective in developing planning abilities

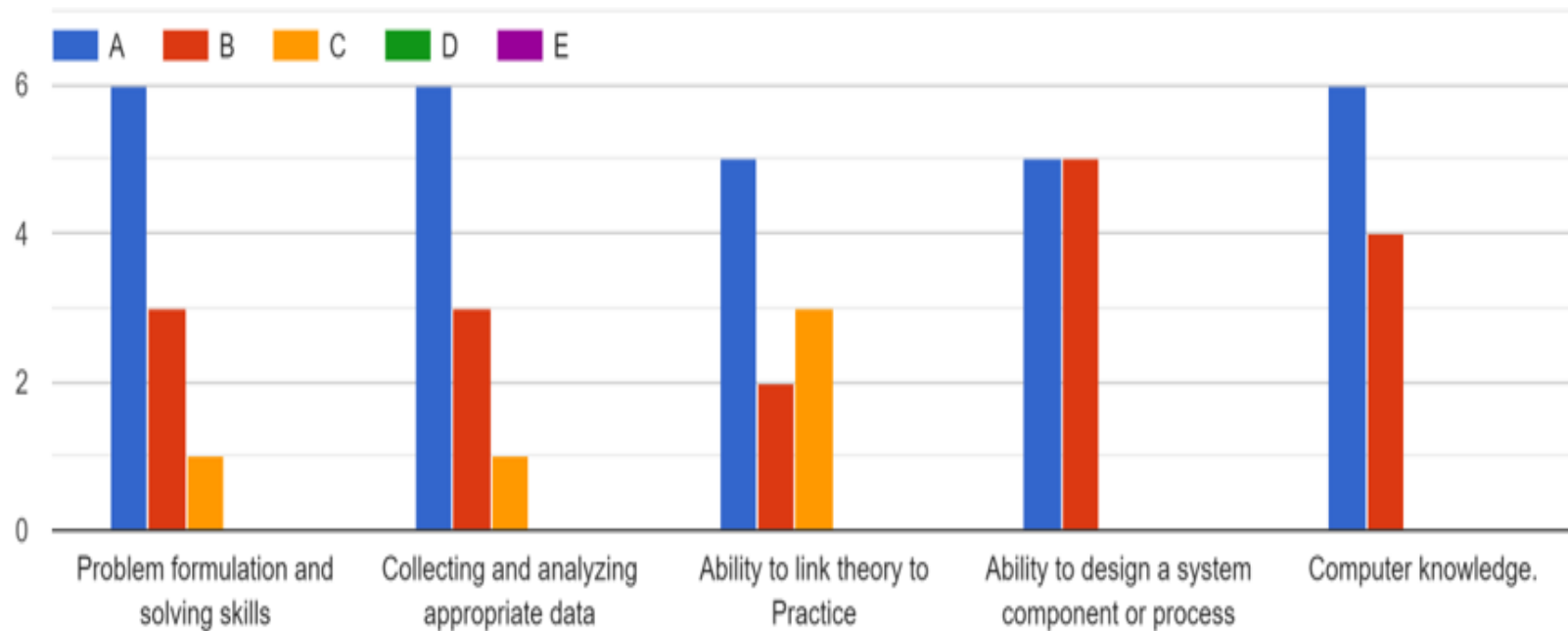


8. The objectives of the program have been fully achieved



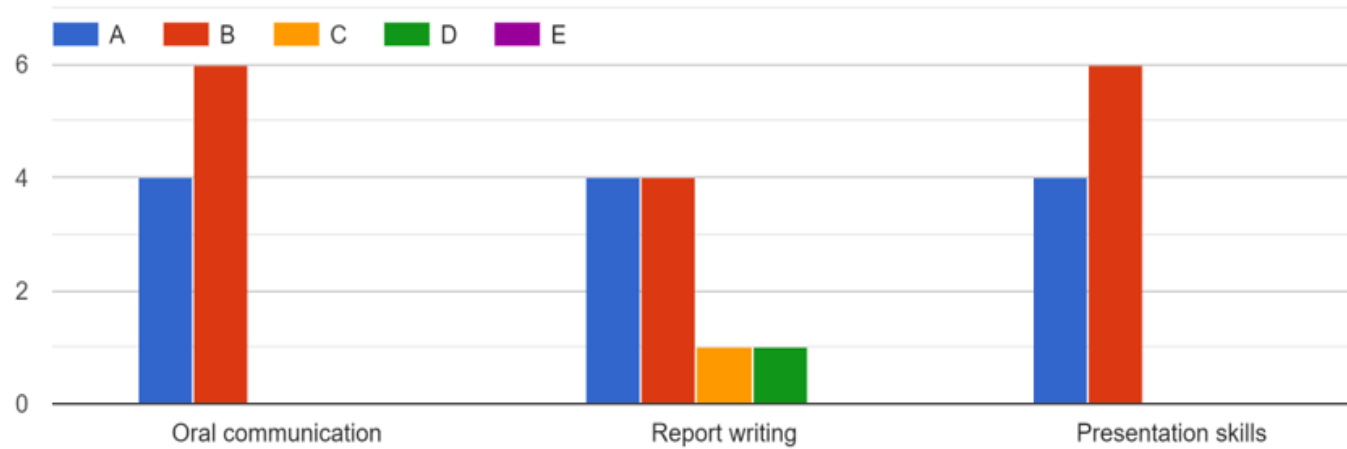
Performa: 8 Employer Survey
Department of Computer Science
(Batch: 2015-2019)

1. Rank Employee's Knowledge
A: Excellent B: Very good C: Good D: Fair E: Poor



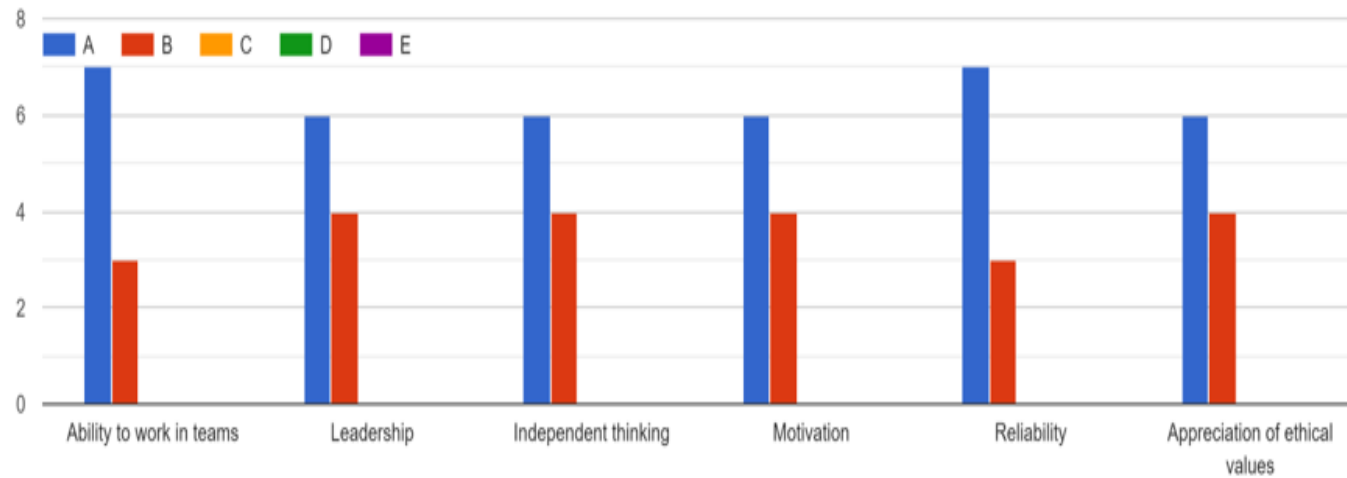
2. Rank Employee's Communication Skills

A: Excellent B: Very good C: Good D: Fair E: Poor



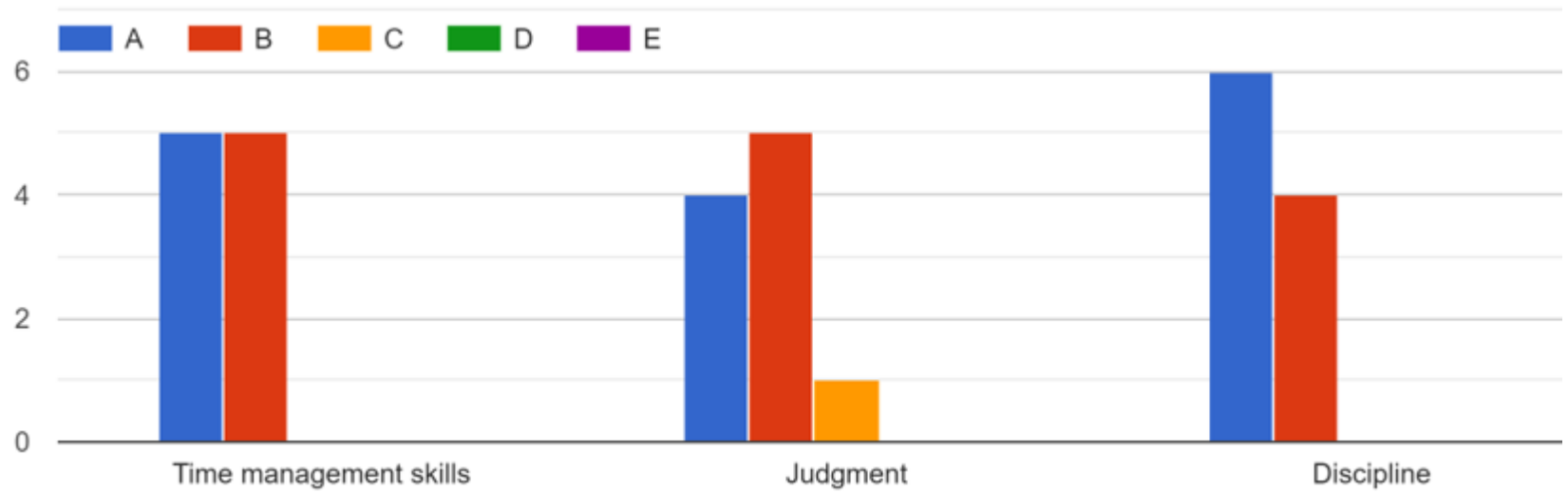
3. Rank Employee's Interpersonal Skills

A: Excellent B: Very good C: Good D: Fair E: Poor



4. Rank Employee's Work skills

A: Excellent B: Very good C: Good D: Fair E: Poor



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.

1.7 Review Process of PEOs

Measurement of the defined PEOs will be carried out by indirect assessment methods after 1-3 years of graduation. Surveys from employers / industry and alumni will be conducted periodically. Graduating student surveys and faculty feedback are being collected. However, the alumni and employers survey will be conducted after a period of 1-3 years of graduation of a computer science class. Since the first class of students passed out in year 2018, this data will be compiled in year 2017. Once this process starts, it will be carried out every year as a class of students is graduating every year.

The surveys will be carried out and their results will be compiled by the QED and program's coordinator. An analysis report will be presented by the Director and Director Academics to the review committee comprising Head of Department, Faculty, and QED member and program coordinators. The review committee will recommend improvements/modifications /enhancements (if required) and implementation will be carried out by department. Figure 2 depicts this process in the form of a flow chart.

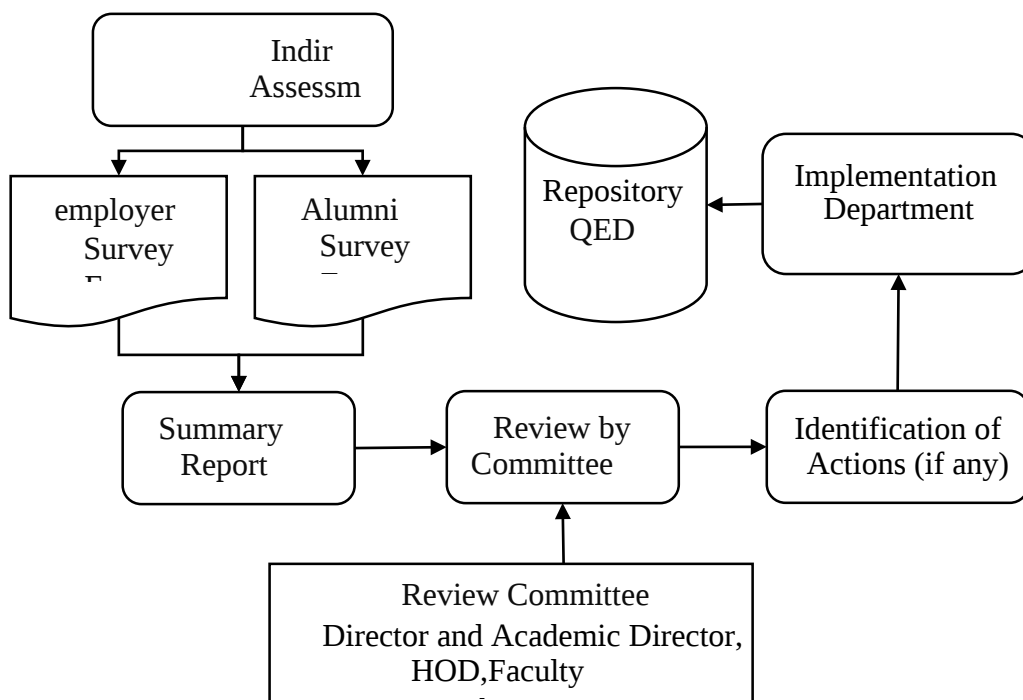


Figure 2: Flowchart of Processes Involved in Establishing and Reviewing PEOs

1.8 Using Obtained Results to Improve Program Effectiveness

1.8.1 Performance Indicators for PEOs

A minimum attainment level for each PEO has been defined along with its method of measurement. The measurement of PEO is carried out using indirect assessment tools. A single PEO has multiple performance indicators. The details of performance indicators and their measurement methods are listed in Annexure A and B. In case, multiple survey questions are attributed to the calculation of a single KPI, equal weightage is given to each question. All KPIs related to a PEO must be attained to achieve the relevant PEO.

Table 2: Performance Indicators and Measurement Tools for Program Objective Assessment.

Objective No.	Program objective	How Evaluated	When Evaluated	Betterment Required	Improvement Made
1	Basic understanding of business studies core areas	Through quizzes assignments, exams, and problem-solving exercise, research seminars.	Throughout semester	English language skills. Lack of real exposure to the business environment Presenting recent research issues to students	Focuses on presentation and communications Skills. Learning through real case studies. Business term projects to integrate with industry
2	Critical thinking and problem-solving skills related to business and economy	Through case studies, term projects linked with industry workshops, participation in business plan competitions.	Throughout semester	The practice of solving case studies. Workshops of the latest software required at the workplace.	Analytical analysis of case studies and recent research issues.
3	Apply practical basis theories and practices to a variety of problem-centered solutions	Through effective presentations and team work.	Throughout semester	Communication barriers the dearth of affective writing, and confidence	Class presentations and creative writing
4	Ability to work effectively in multidisciplinary team to achieve come team goals	Through reading articles and case analysis.	Throughout semester	Deficiency of critical thinking	Reinforcement
5	Intrapreneur and management skills	Term and Final Year Project Employer Survey	Last year Program After 2 year of Degree Completion	-	-

1.8.2 Relationship of Program Outcomes and Objectives

Table 3: Relationship of Program Outcomes and Objectives

Program Objectives	Program Outcomes					
	1	2	3	4	5	6
1	+++	+++	+++	+++	++	+++
2	++	++	++	+	++	+
3	++	++	++	+++	+++	++
4	+++	++	++	+++	+++	+++
5	++	+++	++	++	++	+++

Rating Scale

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

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

1.9 Define and Publish Program Learning Outcomes (PLOs)

1.9.1 Program Learning Outcomes

All the students in BBA program should be able to:

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

PLO No	Program Learning Outcome	PEO 1	PEO 2	PEO 3	PEO 4	PEO 5
1	Be competent in theoretical and mathematical foundations of computer science	✓				
2	Be proficient in one programming language and have a basic knowledge of several others		✓			
3	Understand the hardware and software architecture of computer systems		✓			
4	Demonstrate the ability to participate in professional practices related to software engineering		✓		✓	
5	Be able to communicate effectively about computer science-related topics	✓				
6	Demonstrate the ability to be responsible practitioners of computer science and understand the social and ethical implications of computing			✓		✓

1.10 Process of Data Gathering and Results of Assessment of PLOs

PLOs of the business management program are evaluated for two purposes.

1. Each student has to pass all five PLOs during the four-year degree program. This requirement is in addition to the GPA requirements of the program. This assessment is referred to as the Student PLO assessment.
2. Each PLO is also assessed to ensure the quality of the business administration program. This assessment is referred to as Program PLO assessment.

1.10.1 Direct Assessment

Direct assessment of PLOs is carried out from the assessment of CLOs pertaining to a particular PLO.

1.10.2 Indirect Assessment

Indirect assessment is carried out using graduating student survey, which is collected at the time of graduation. Detail of Annexure C. The graduating student survey results are only used in Program PLO assessments. KPIs for student and program PLO assessment are given in Table 5.

Table 4: KPIs for PLO Assessment

Program Learning Outcomes 1 to 6	Measurement Tool	Key Performance Indicator	Measurement time
Program PLO assessment	Graduating student survey form (<i>Indirect</i>)	Obtained at least 60% of the average score in the graduating student survey based on a score of 3 and greater on the scale of 1 to 5	At the time of graduation
	Attainment via course assessments (CLOs, FYP, Internship) (<i>Direct</i>)	60% of every cohort attains at least 50% in each PLO	At the end of each academic year and semester
Student PLO assessment	Attainment via course assessments, projects, assignments, etc. (<i>Direct</i>)	At least obtain 50% in each PLO upon graduation	At the end of each Semester

1.11 Application of Assessment Results to Develop and Improve the Program Learning Objectives

1.11.1 Results of PLO Attainment Obtained Through Direct Assessment

PLO 1: Be competent in Theoretical and Implementation of business projects

PLO 1: Be Competent in Theoretical and Mathematical Foundations of Computer Science	
Assessment Method	Minimum Level of Achievement
Attainment via direct assessments	60% of the students attain at least 50% of marks

Graduating student survey	Obtained at least 60% of the average score in the PO assessment survey based on a score of 3 and greater on the scale of 1 to 5
---------------------------	---

Table 5: Courses in Which Student Performance on PLO 1 is Assessed

S No	Semester No.	Course Code	Course Title
1	1	MGT-391	Business Mathematics
2	1	MGT-341	I.T in Business-I
3	3	MGT-492	Business Statistics

Table 6: Summary of Assessment Results for PLO1.

S No	Cohort	Fall 2018 (%age attainment)	Spring 2019 (%age attainment)	Fall 2019 (%age attainment)	Spring 2020 (%age attainment)	Overall Average (%age attainment)
1	MGT-391	100	60	95.92	84.14	85
3	MGT-492	85.3	-	85.7	92	87

PLO 2: Be Proficient in one to develop Critical Thinking and problem-solving abilities

PLO 2: Be Proficient in One Programming Language and Have a Basic Knowledge of Several Others	
Assessment Method	Minimum Level of Achievement
Attainment via direct assessments	60% of the students attain at least 50% of marks
Graduating student survey	Obtained at least 60% of the average score in the PO assessment survey based on a score of 3 and greater on the scale of 1 to 5

Table 7: Courses in Which Student Performance on PLO 2 is Assessed

S No	Semester No.	Course Code	Course Title
1	4	MGT-494	Introduction to Logics

2	5	MGT-514	Introduction to Project Management
---	---	---------	------------------------------------

Table 8: Summary of Assessment Results for PLO 2

S No	Cohort	Fall 2018 (%age attainment)	Spring 2019 (%age attainment)	Fall 2019 (%age attainment)	Spring 2020 (%age attainment)	Overall Average (%age attainment)
1	MGT-494	-	85.8	-	100	92
2	MGT-514	100	-	84.81	-	92

PLO 3: Understand the financial accounting that focuses on the record-keeping and financial statement preparation process

PLO 3: Understand the Hardware and Software Architecture of Computer Systems	
Assessment Method	Minimum Level of Achievement
Attainment via direct assessments	60% of the students attain at least 50% of marks
Graduating student survey	Obtained at least 60% of the average score in the PO assessment survey based on a score of 3 and greater on the scale of 1 to 5

Table 9: Courses in Which Student Performance on PLO 3 is Assessed

S No	Semester No.	Course Code	Course Title
1	4	MGT-424	Introduction to Business Finance
2	5	MGT-525	Introduction to Financial Management
3	5	MGT-526	Money and Banking
4	2	MGT-322	Financial Accounting

Table 10: Summary of Assessment Results for PLO 2

S No	Cohort	Fall 2018 (%age attainment)	Spring 2019 (%age attainment)	Fall 2019 (%age attainment)	Spring 2020 (%age attainment)	Overall Average (%age attainment)
1	MGT-424	-	84	-	93.75	88.8
2	MGT-525	97.34	-	90.9	-	97.7

PLO 4: Demonstrate the ability to participate in contemporary issues in management

PLO 4: Demonstrate the Ability to Participate in Professional Practices Related to Software Engineering	
Assessment Method	Minimum Level of Achievement
Attainment via direct assessments	60% of the students attain at least 50% of marks
Graduating student survey	Obtained at least 60% of the average score in the PO assessment survey based on a score of 3 and greater on the scale of 1 to 5

Table 11: Courses in Which Student Performance on PLO 4 is Assessed

S No	Semester No.	Course Code	Course Title
1	3	MGT-512	Introduction to Organizational Behavior
2	7	MGT-616	Total Quality Management
3	8	MGT-618	Contemporary Issues in Management

Table 12: Summary of Assessment Results for PLO 4.

S No	Cohort	Fall 2018 (%age attainment)	Spring 2019 (%age attainment)	Fall 2019 (%age attainment)	Spring 2020 (%age attainment)	Overall Average (%age attainment)
1	MGT-512	100	-	83.12	100	94.3

2	MGT-616	100	-	97	-	98
3	MGT-618	100	100	-	86.48	95.4

PLO 5: Be Proficient To communicate effectively about business administration-related topics.

Assessment Method	Minimum Level of Achievement
Attainment via direct assessments	60% of the students attain at least 50% of marks
Graduating student survey	Obtained at least 60% of the average score in the PO assessment survey based on a score of 3 and greater on the scale of 1 to 5

Table 13: Courses in Which Student Performance on PLO 5 is Assessed

S No	Semester No.	Course Code	Course Title
1	7	MGT-617	Entrepreneurship
2	6	MGT-574	International Business
3	5	MGT-580	Strategic Management

Table 14: Summary of Assessment Results for PLO 5.

S No	Cohort	Fall 2018 (%age attainment)	Spring 2019 (%age attainment)	Fall 2019 (%age attainment)	Spring 2020 (%age attainment)	Overall Average (%age attainment)
1	MGT-617	100	-	92	-	96
2	MGT-574	-	100	-	98	99
3	MGT-580	97.36	--	81	-	98

PLO 6: Demonstrate the ability to be responsible practitioners of business administration and understand the social and ethical implications of business.

PLO 6: Demonstrate the Ability to be Responsible Practitioners of Computer Science and Understand the Social and Ethical Implications of Computing.	
Assessment Method	Minimum Level of Achievement
Attainment via direct assessments	60% of the students attain at least 50% of marks
Graduating student survey	Obtained at least 60% of the average score in the PO assessment survey based on a score of 3 and greater on the scale of 1 to 5

Table 15: Courses in Which Student Performance on PLO 6 is Assessed

S No	Semester No.	Course Code	Course Title
1	6	MGT-493	Business Research Methods
2	4	MGT-351	Introduction to Marketing
3	5	MGT-411	Introduction to Management
4	4	MGT-515	Introduction to Human Resource Management

Table 16: Summary of Assessment Results for PLO 6

S No	Cohort	Fall 2018 (%age attainment)	Spring 2019 (%age attainment)	Fall 2019 (%age attainment)	Spring 2020 (%age attainment)	Overall Average (%age attainment)
1	MGT-493	--	89	--	87	90
2	MGT-515	--	95	--	98	96

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

1.12 Admission Response and Percentage Admitted

Student's response towards BBA program at GIMS has been encouraging as can be seen from the final merit list is given in Table 17.

Table 17: Student Admissions and Enrolments

Sr. No.	Intake Batch	Total Admissions offered	Total Students Admitted	Present Strength	No. of Section(s)
1	Fall 2018	100	68	50	2
2	Spring 2019	50	20	11	1
3	Fall 2019	50	49	37	1
4	Spring 2020	50	18	18	1

1.12.1 Intake

The student intake for the mechanical engineering program is shown in Table 20.

Table 18: Student Intake for BBA Program

Batch	Sections	No. of Students
Fall 2018 Entry	Section A	35
	Section B	33
Spring 2019 Entry	Section A	20
Fall 2019 Entry	Section A	49
Spring 2020 Entry	Section A	18
Total		155

1.13 Teacher and Course Assessment

1.13.1 Teacher Evaluation

At the end of every semester teacher evaluation is conducted from the students to assess the teacher/instructor performance and instructor attitude towards the student and classroom learning from students' perspective. Some of the teacher evaluation results are presented here. The results of teacher evaluation are shared with teacher and get feedback from teachers. In some case where QED and Department found unusual result and significant comment that shows the teacher and student had serious conflict regarding

the fair assessment, classroom learning and teacher attitude towards students. QED had meeting with concerned teacher to address the issues.

1.13.2 Course Evaluation

At the end of every semester course evaluation is conducted from the students to assess the learning outcomes of course. Some of the course evaluation results are presented here. The results of course evaluation is shared with teacher and get feedback from teachers. The results of course evaluations help to identify how much the course learning objectives were achieved.

Instructor Name: Mr. Qaism Ali

Course: MGT-411 Introduction to Management

The student shows the positive response towards instructor which showcase the student's satisfaction towards teacher. The 74% and 10% students were strongly agreed and agreed instructor was prepared for class. The survey results indicate that the instructor has completed whole course and also provide the additional material apart from the course textbook. The 80% and 10% were strongly agreed and agreed respectively exams covered the materials presented in the course.

Teacher Evaluation Summary					
S. A:(Strongly Agree) A:(Agree) UC:(Uncertain) D:(Disagree) S. D:(Strongly Disagree)					
Questions	S. A	A	UC	D	S. D
The instructor is prepared for each class.	74%	10%	8%	5%	3%
The instructor demonstrates knowledge of the subject.	74%	13%	3%	7%	3%
The instructor has completed the whole course.	72%	20%	2%	3%	3%
The instructor provides additional material apart from the textbook.	70%	10%	8%	5%	7%
The instructor gives citations regarding current situations with reference to Pakistan's context.	74%	11%	3%	7%	5%
The instructor communicates the subject matter effectively.	75%	11%	7%	3%	3%
The instructor shows respect toward students and encourages class participation.	82%	7%	5%	3%	3%
The instructor maintains an environment that is conducive to learning.	79%	3%	10%	3%	5%
The instructor arrives on time in class.	84%	10%	2%	2%	3%
The instructor returns the graded scripts in a reasonable amount of time.	79%	11%	3%	2%	5%
The instructor was available during the specified office hours after class for consultations.	77%	7%	10%	2%	5%
The Subject matter presented in the course has increased your knowledge of the subject.	77%	8%	8%	2%	5%
The syllabus clearly states course objectives requirements, procedures and grading criteria.	84%	8%	2%	3%	3%
The course integrates theoretical course concepts with real-world applications.	77%	11%	5%	2%	5%
The assignments and exams covered the materials presented in the course.	80%	10%	5%	2%	3%

Instructor Name: Ms Rabia Butt
Course: MGT-342 IT in Business-II

The student shows the positive response towards instructor which showcase the student's satisfaction towards teacher. The 97% students were strongly agreed instructor was prepared for class. The survey results indicate that the instructor has completed whole course and also provide the additional material apart from the course textbook. The 98% were strongly agreed exams covered the materials presented in the course.

Teacher Evaluation Summary					
S. A:(Strongly Agree) A:(Agree) UC:(Uncertain) D:(Disagree) S. D:(Strongly Disagree)					
Questions	S. A	A	UC	D	S. D
The instructor is prepared for each class.	97%	2%	2%	0%	0%
The instructor demonstrates knowledge of the subject.	95%	5%	0%	0%	0%
The instructor has completed the whole course.	97%	3%	0%	0%	0%
The instructor provides additional material apart from the textbook.	93%	7%	0%	0%	0%
The instructor gives citations regarding current situations with reference to Pakistan's context.	93%	3%	0%	2%	2%
The instructor communicates the subject matter effectively.	93%	5%	0%	2%	0%
The instructor shows respect toward students and encourages class participation.	95%	3%	2%	0%	0%
The instructor maintains an environment that is conducive to learning.	97%	3%	0%	0%	0%
The instructor arrives on time in class.	95%	3%	2%	0%	0%
The instructor leaves on time.	95%	3%	2%	0%	0%
The instructor was available during the specified office hours after class for consultations.	97%	3%	0%	0%	0%
The Subject matter presented in the course has increased your knowledge of the subject.	98%	2%	0%	0%	0%
The syllabus clearly states course objectives requirements, procedures and grading criteria.	97%	3%	0%	0%	0%
The course integrates theoretical course concepts with real-world applications.	97%	3%	0%	0%	0%
The assignments and exams covered the materials presented in the course.	98%	2%	0%	0%	0%

Instructor Name: Ms Umair Saeed

Course: MGT-404 Business Communication-1

The 56% and 25% students were strongly agreed and agreed instructor was prepared for class. Most of students are agreed that instructor demonstrates knowledge of the subject The survey results indicate that the instructor has completed whole course and also provide the additional material apart from the course textbook. The 75% and 19% were strongly agreed and agreed respectively instructor was available for consultation.

Teacher Evaluation Summary					
S. A:(Strongly Agree) A:(Agree) UC:(Uncertain) D:(Disagree) S. D:(Strongly Disagree)					
Questions	S. A	A	UC	D	S. D
The instructor is prepared for each class.	56%	25%	6%	6%	6%
The instructor demonstrates knowledge of the subject.	75%	13%	13%	0%	0%
The instructor has completed the whole course.	63%	19%	13%	6%	0%
The instructor provides additional material apart from the textbook.	63%	31%	6%	0%	0%
The instructor communicates the subject matter effectively.	69%	25%	6%	0%	0%
The instructor shows respect toward students and encourages class participation.	75%	6%	6%	6%	6%
The instructor maintains an environment that is conducive to learning.	88%	13%	0%	0%	0%
The instructor arrives on time in class.	88%	6%	6%	0%	0%
The instructor leaves on time.	88%	6%	0%	6%	0%
The instructor returns the graded scripts in a reasonable amount of time.	69%	13%	13%	6%	0%
The instructor was available during the specified office hours after class for consultations.	75%	19%	0%	0%	6%
The syllabus clearly states course objectives requirements, procedures and grading criteria.	63%	25%	6%	0%	6%
The course integrates theoretical course concepts with real-world applications.	69%	19%	0%	6%	6%
The assignments and exams covered the materials presented in the course.	69%	25%	0%	0%	6%
The course material is modern and updated.	56%	25%	13%	0%	6%

Instructor Name: Mr. Faizan Hussain
Course: MGT-391 Business Mathematics

Most of students are agreed that instructor demonstrates knowledge of the subject The survey results indicate that the instructor has completed whole course and also provide the additional material apart from the course textbook. The 96% and 4% were strongly agreed and agreed respectively instructor was available for consultation.

Teacher Evaluation Summary					
S. A:(Strongly Agree) A:(Agree) UC:(Uncertain) D:(Disagree) S. D:(Strongly Disagree)					
Questions	S. A	A	UC	D	S. D
The instructor is prepared for each class.	98%	2%	0%	0%	0%
The instructor demonstrates knowledge of the subject.	98%	2%	0%	0%	0%
The instructor has completed the whole course.	96%	2%	2%	0%	0%
The instructor provides additional material apart from the textbook.	98%	2%	0%	0%	0%
The instructor gives citations regarding current situations with reference to Pakistan's context.	96%	4%	0%	0%	0%
The instructor communicates the subject matter effectively.	96%	2%	2%	0%	0%
The instructor shows respect toward students and encourages class participation.	96%	4%	0%	0%	0%
The instructor maintains an environment that is conducive to learning.	96%	4%	0%	0%	0%
The instructor arrives on time in class.	96%	4%	0%	0%	0%
The instructor leaves on time.	96%	4%	0%	0%	0%
The instructor was available during the specified office hours after class for consultations.	96%	4%	0%	0%	0%
The Subject matter presented in the course has increased your knowledge of the subject.	96%	4%	0%	0%	0%
The syllabus clearly states course objectives requirements, procedures and grading criteria.	96%	2%	2%	0%	0%
The course integrates theoretical course concepts with real-world applications.	96%	4%	0%	0%	0%
The assignments and exams covered the materials presented in the course.	94%	6%	0%	0%	0%
The course material is modern and updated.	98%	2%	0%	0%	0%

Instructor Name: Ms Hafiza Sahar Afshan
Course: MGT-321 Fundamentals of Accounting

The student's response has been observed satisfactory towards the statement the instructor is prepared for each class. All students agreed that instructor was prepared for class. The survey results indicate that the instructor communicates the subject matter effectively. The 100% students strongly agreed that the assignments and exams covered the materials presented in the course

Teacher Evaluation Summary					
S. A:(Strongly Agree) A:(Agree) UC:(Uncertain) D:(Disagree) S. D:(Strongly Disagree)					
Questions	S. A	A	UC	D	S. D
The instructor is prepared for each class.	100%	0%	0%	0%	0%
The instructor demonstrates knowledge of the subject.	100%	0%	0%	0%	0%
The instructor has completed the whole course.	98%	2%	0%	0%	0%
The instructor provides additional material apart from the textbook.	100%	0%	0%	0%	0%
The instructor gives citations regarding current situations with reference to Pakistan's context.	100%	0%	0%	0%	0%
The instructor communicates the subject matter effectively.	100%	0%	0%	0%	0%
The instructor shows respect toward students and encourages class participation.	98%	2%	0%	0%	0%
The instructor maintains an environment that is conducive to learning.	98%	2%	0%	0%	0%
The instructor arrives on time in class.	98%	2%	0%	0%	0%
The instructor leaves on time.	98%	0%	2%	0%	0%
The instructor returns the graded scripts in a reasonable amount of time.	98%	2%	0%	0%	0%
The instructor was available during the specified office hours after class for consultations.	100%	0%	0%	0%	0%
The syllabus clearly states course objectives requirements, procedures and grading criteria.	98%	2%	0%	0%	0%
The course integrates theoretical course concepts with real-world applications.	98%	2%	0%	0%	0%
The assignments and exams covered the materials presented in the course.	100%	0%	0%	0%	0%
The course material is modern and updated.	100%	0%	0%	0%	0%

Instructor Name: Ms Hina Kanwal
Course: MGT-371 Microeconomics

The student's response has been observed satisfactory towards the statement the instructor is prepared for each class. The 80% and 10% were strongly agree and agreed respectively. The survey results indicate that the instructor communicates the subject matter effectively. The 80% and 20% were strongly agreed and agreed respectively that the assignments and exams covered the materials presented in the course

Teacher Evaluation Summary					
S. A:(Strongly Agree) A:(Agree) UC:(Uncertain) D:(Disagree) S. D:(Strongly Disagree)					
Questions	S. A	A	UC	D	S. D
The instructor is prepared for each class.	80%	10%	10%	0%	0%
The instructor demonstrates knowledge of the subject.	70%	20%	0%	10%	0%
The instructor has completed the whole course.	80%	10%	10%	0%	0%
The instructor provides additional material apart from the textbook.	70%	20%	0%	10%	0%
The instructor gives citations regarding current situations with reference to Pakistan's context.	60%	30%	10%	0%	0%
The instructor communicates the subject matter effectively.	80%	10%	0%	10%	0%
The instructor shows respect toward students and encourages class participation.	70%	20%	10%	0%	0%
The instructor maintains an environment that is conducive to learning.	60%	30%	0%	10%	0%
The instructor arrives on time in class.	90%	0%	10%	0%	0%
The instructor leaves on time.	90%	0%	0%	10%	0%
The instructor was available during the specified office hours after class for consultations.	70%	20%	0%	10%	0%
The Subject matter presented in the course has increased your knowledge of the subject.	70%	30%	0%	0%	0%
The syllabus clearly states course objectives requirements, procedures and grading criteria.	80%	10%	10%	0%	0%
The course integrates theoretical course concepts with real-world applications.	80%	20%	0%	0%	0%
The assignments and exams covered the materials presented in the course.	80%	20%	0%	0%	0%
The course material is modern and updated.	80%	10%	10%	0%	0%

Instructor Name: Ms Rameeza Andleeb
Course: MGT-423 Cost Accounting

The student's response has been observed satisfactory towards the statement instructor demonstrates knowledge of the subject. The 98% and 2% were strongly agree and agreed respectively. The survey results indicate that the instructor communicates the subject matter effectively. The 96% and 4% were strongly agreed and agreed respectively that the instructor shows respect toward students and encourages class participation.

Teacher Evaluation Summary					
S. A:(Strongly Agree) A:(Agree) UC:(Uncertain) D:(Disagree) S. D:(Strongly Disagree)					
Questions	S. A	A	UC	D	S. D
The instructor is prepared for each class.	100%	0%	0%	0%	0%
The instructor demonstrates knowledge of the subject.	98%	2%	0%	0%	0%
The instructor has completed the whole course.	94%	6%	0%	0%	0%
The instructor provides additional material apart from the textbook.	96%	0%	0%	2%	2%
The instructor gives citations regarding current situations with reference to Pakistan's context.	92%	6%	0%	0%	2%
The instructor communicates the subject matter effectively.	96%	4%	0%	0%	0%
The instructor shows respect toward students and encourages class participation.	96%	2%	0%	0%	2%
The instructor maintains an environment that is conducive to learning.	94%	2%	0%	2%	2%
The instructor arrives on time in class.	100%	0%	0%	0%	0%
The instructor leaves on time.	90%	0%	0%	0%	0%
The instructor returns the graded scripts in a reasonable amount of time.	100%	0%	0%	0%	0%
The instructor was available during the specified office hours after class for consultations.	96%	2%	0%	0%	2%
The Subject matter presented in the course has increased your knowledge of the subject.	100%	0%	0%	0%	0%
The syllabus clearly states course objectives requirements, procedures and grading criteria.	100%	0%	0%	0%	0%
The assignments and exams covered the materials presented in the course.	100%	0%	0%	0%	0%
The course material is modern and updated.	98%	2%	0%	0%	0%

Instructor Name:/Ms Rida Zainab
Course: MGT-561 Advertising and Promotions

The student's response has been observed satisfactory towards the statement instructor demonstrates knowledge of the subject. The survey results indicate that the instructor communicates the subject matter effectively. The 96% and 2% were strongly agreed and agreed respectively that the instructor shows respect toward students and encourages class participation.

Teacher Evaluation Summary					
S. A:(Strongly Agree) A:(Agree) UC:(Uncertain) D:(Disagree) S. D:(Strongly Disagree)					
Questions	S. A	A	UC	D	S. D
The instructor is prepared for each class.	100%	0%	0%	0%	0%
The instructor demonstrates knowledge of the subject.	98%	2%	0%	0%	0%
The instructor has completed the whole course.	94%	6%	0%	0%	0%
The instructor provides additional material apart from the textbook.	96%	0%	0%	2%	2%
The instructor gives citations regarding current situations with reference to Pakistan's context.	92%	6%	0%	0%	2%
The instructor communicates the subject matter effectively.	96%	4%	0%	0%	0%
The instructor shows respect toward students and encourages class participation.	96%	2%	0%	0%	2%
The instructor maintains an environment that is conducive to learning.	94%	2%	0%	2%	2%
The instructor arrives on time in class.	100%	0%	0%	0%	0%
The instructor leaves on time.	90%	0%	0%	0%	0%
The instructor returns the graded scripts in a reasonable amount of time.	100%	0%	0%	0%	0%
The instructor was available during the specified office hours after class for consultations.	96%	2%	0%	0%	2%
The Subject matter presented in the course has increased your knowledge of the subject.	100%	0%	0%	0%	0%
The syllabus clearly states course objectives requirements, procedures and grading criteria.	100%	0%	0%	0%	0%
The course integrates theoretical course concepts with real-world applications.	98%	0%	0%	0%	2%
The assignments and exams covered the materials presented in the course.	100%	0%	0%	0%	0%

Instructor Name: Ms Nida Arooj

Course: MT-664 Product and Brand Management

The student's response has been observed satisfactory towards the statement the instructor is prepared for each class and demonstrate the knowledge of the subject effectively. The survey results indicate that the instructor has completed the course outline. Majority of students said that the instructor shows respect towards students and encourages class participation during whole course.

Teacher Evaluation Summary					
S. A:(Strongly Agree) A:(Agree) UC:(Uncertain) D:(Disagree) S. D:(Strongly Disagree)					
Questions	S. A	A	UC	D	S. D
The instructor is prepared for each class.	100%	0%	0%	0%	0%
The instructor demonstrates knowledge of the subject.	98%	2%	0%	0%	0%
The instructor has completed the whole course.	94%	6%	0%	0%	0%
The instructor provides additional material apart from the textbook.	96%	0%	0%	2%	2%
The instructor gives citations regarding current situations with reference to Pakistan's context.	92%	6%	0%	0%	2%
The instructor communicates the subject matter effectively.	96%	4%	0%	0%	0%
The instructor shows respect toward students and encourages class participation.	96%	2%	0%	0%	2%
The instructor maintains an environment that is conducive to learning.	94%	2%	0%	2%	2%
The instructor arrives on time in class.	100%	0%	0%	0%	0%
The instructor leaves on time.	90%	0%	0%	0%	0%
The instructor returns the graded scripts in a reasonable amount of time.	100%	0%	0%	0%	0%
The instructor was available during the specified office hours after class for consultations.	96%	2%	0%	0%	2%
The Subject matter presented in the course has increased your knowledge of the subject.	100%	0%	0%	0%	0%
The syllabus clearly states course objectives requirements, procedures and grading criteria.	100%	0%	0%	0%	0%
The course integrates theoretical course concepts with real-world applications.	98%	0%	0%	0%	2%
The assignments and exams covered the materials presented in the course.	100%	0%	0%	0%	0%
The course material is modern and updated.	98%	2%	0%	0%	0%

Instructor Name: Ms Nazish Mushtaq

Course: MGT-635 Islamic Banking

The student's response has been observed satisfactory towards the statement the instructor is prepared for each class and demonstrate the knowledge of the subject effectively. The survey results indicate that the instructor has completed the course outline.81% and 19% strongly agreed and agreed respectively that the instructor shows respect towards students and encourages class participation during whole course.

Teacher Evaluation Summary					
S. A:(Strongly Agree) A:(Agree) UC:(Uncertain) D:(Disagree) S. D:(Strongly Disagree)					
Questions	S. A	A	UC	D	S. D
The instructor is prepared for each class.	81%	19%	0%	0%	0%
The instructor demonstrates knowledge of the subject.	78%	22%	0%	0%	0%
The instructor has completed the whole course.	81%	15%	4%	0%	0%
The instructor provides additional material apart from the textbook.	85%	15%	0%	0%	0%
The instructor gives citations regarding current situations with reference to Pakistan's context.	81%	19%	0%	0%	0%
The instructor communicates the subject matter effectively.	78%	22%	0%	0%	0%
The instructor shows respect toward students and encourages class participation.	78%	22%	0%	0%	0%
The instructor maintains an environment that is conducive to learning.	78%	22%	0%	0%	0%
The instructor arrives on time in class.	81%	19%	0%	0%	0%
The instructor leaves on time.	81%	19%	0%	0%	0%
The instructor returns the graded scripts in a reasonable amount of time.	78%	22%	0%	0%	0%
The instructor was available during the specified office hours after class for consultations.	81%	19%	0%	0%	0%
The Subject matter presented in the course has increased your knowledge of the subject.	81%	15%	4%	0%	0%
The syllabus clearly states course objectives requirements, procedures and grading criteria.	78%	22%	0%	0%	0%
The course integrates theoretical course concepts with real-world applications.	78%	19%	4%	0%	0%
The assignments and exams covered the materials presented in the course.	78%	22%	0%	0%	0%
The course material is modern and updated.	78%	19%	4%	0%	0%

Instructor Name: Mr. Qasim Ali

Course: SSH-307 Professional Practices

The student's response has been observed satisfactory towards the statement the instructor is prepared for each class and demonstrate the knowledge of the subject effectively. The survey results indicate that the instructor has completed the course outline. Majority of students said that the instructor shows respect towards students and encourages class participation during whole course.

Teacher Evaluation Summary					
S. A:(Strongly Agree) A:(Agree) UC:(Uncertain) D:(Disagree) S. D:(Strongly Disagree)					
Questions	S. A	A	UC	D	S. D
The instructor is prepared for each class.	95%	0%	5%	0%	0%
The instructor demonstrates knowledge of the subject.	100%	0%	0%	0%	0%
The instructor has completed the whole course.	92%	5%	3%	0%	0%
The instructor provides additional material apart from the textbook.	95%	0%	3%	3%	0%
The instructor gives citations regarding current situations with reference to Pakistan's context.	92%	8%	0%	0%	0%
The instructor communicates the subject matter effectively.	92%	5%	3%	0%	0%
The instructor shows respect toward students and encourages class participation.	92%	5%	0%	3%	0%
The instructor maintains an environment that is conducive to learning.	95%	5%	0%	0%	0%
The instructor arrives on time in class.	97%	0%	0%	3%	0%
The instructor leaves on time.	95%	3%	3%	0%	0%
The instructor returns the graded scripts in a reasonable amount of time.	87%	5%	8%	0%	0%
The instructor was available during the specified office hours after class for consultations.	95%	3%	3%	0%	0%
The Subject matter presented in the course has increased your knowledge of the subject.	92%	8%	0%	0%	0%
The syllabus clearly states course objectives requirements, procedures and grading criteria.	92%	3%	0%	5%	0%
The course integrates theoretical course concepts with real-world applications.	95%	5%	0%	0%	0%
The assignments and exams covered the materials presented in the course.	89%	5%	3%	3%	0%
The course material is modern and updated.	95%	5%	0%	0%	0%

Instructor Name: Ms Saiqa Abbas
Course: MGT-411 Introduction to Management

The course evaluation results are satisfactory, and it indicate that the students were clear about the course objectives and outcomes. All students in class were agreed the course was well organized and workload was manageable. Results also indicates the students were motivated to participate in class to achieve the learning outcomes.

Course Evaluation Summary					
S. A:(Strongly Agree) A:(Agree) UC:(Uncertain) D:(Disagree) S. D:(Strongly Disagree)					
Questions	S. A	A	UC	D	S. D
The course objectives were clear.	78%	9%	7%	4%	2%
The course workload was manageable.	80%	11%	5%	2%	2%
The course was well organized (e.g. timely access to materials, notification of changes, etc.)	82%	9%	5%	2%	2%
The approximate level of your attendance during the whole course.	80%	13%	4%	2%	2%
I participated actively in the course.	82%	9%	5%	2%	2%
I think I have made progress in this course	82%	7%	5%	4%	2%
I think the Course was well structured to achieve the learning outcomes (there was a good balance of lectures, tutorials, practical, etc.)	80%	9%	7%	2%	2%
The learning and teaching methods encouraged participation.	85%	4%	4%	4%	4%
The overall environment in the class was conducive to learning.	87%	2%	7%	2%	2%
The classrooms were satisfactory.	85%	4%	5%	4%	2%
Learning materials (Lesson Plans, Course Notes, etc.) were relevant and useful.	80%	13%	4%	2%	2%
Recommended reading Books etc. were relevant and appropriate.	84%	11%	2%	2%	2%
The provision of learning resources in the library was adequate and appropriate.	80%	11%	5%	2%	2%
The provision of learning resources on the Web was adequate and appropriate (if relevant).	85%	5%	5%	2%	2%
The course stimulated my interest and thought about the subject area.	87%	5%	4%	2%	2%

The course was appropriate with reference to current technologies.	84%	7%	4%	4%	2%
Ideas and concepts were presented clearly.	84%	5%	5%	4%	2%
The method of assessment were reasonable.	85%	5%	5%	2%	2%
Feedback on assessment was timely.	82%	7%	7%	2%	2%
Feedback on assessment was helpful	85%	5%	5%	2%	2%
I understood the lectures.	89%	5%	2%	2%	2%
The material was well organized and presented.	89%	4%	2%	4%	2%
The instructor was responsive to student needs and problems.	87%	5%	4%	2%	2%
Had The instructor been regular throughout the course?	87%	7%	2%	2%	2%
The material in the tutorials was useful.	89%	5%	2%	2%	2%
I was happy with the amount of work needed for assignments and projects.	89%	4%	4%	2%	2%

Instructor Name: Ms Nazish Mushtaq
Course: MGT-574 International Business

The course evaluation results are satisfactory, and it indicate that the students were clear about the course objectives and outcomes. All students in class were agreed the course was well organized and workload was manageable. Results also indicates the students were motivated to participate in class to achieve the learning outcomes.

Course Evaluation Summary					
S. A:(Strongly Agree) A:(Agree) UC:(Uncertain) D:(Disagree) S. D:(Strongly Disagree)					
Questions	S. A	A	UC	D	S. D
The course objectives were clear.	100%	0%	0%	0%	0%
The course workload was manageable.	80%	0%	0%	0%	0%
The course was well organized (e.g. timely access to materials, notification of changes, etc.)	80%	20%	0%	0%	0%
The approximate level of your attendance during the whole course.	100%	0%	0%	0%	0%
I participated actively in the course.	90%	10%	0%	0%	0%
I think I have made progress in this course	100%	0%	0%	0%	0%
I think the Course was well structured to achieve the learning outcomes (there was a good balance of lectures, tutorials, practical, etc.)	90%	0%	10%	0%	0%
The learning and teaching methods encouraged participation.	100%	0%	0%	0%	0%
The overall environment in the class was conducive to learning.	90%	0%	10%	0%	0%
The classrooms were satisfactory.	90%	10%	0%	0%	0%
Learning materials (Lesson Plans, Course Notes, etc.) were relevant and useful.	90%	10%	0%	0%	0%
Recommended reading Books etc. were relevant and appropriate.	100%	0%	0%	0%	0%
The provision of learning resources in the library was adequate and appropriate.	100%	0%	0%	0%	0%
The provision of learning resources on the Web was adequate and appropriate (if relevant).	100%	0%	0%	0%	0%
The course stimulated my interest and thought about the subject area.	100%	0%	0%	0%	0%

The course was appropriate with reference to current technologies.	100%	0%	0%	0%	0%
Ideas and concepts were presented clearly.	84%	0%	0%	0%	0%
The method of assessment were reasonable.	90%	10%	0%	0%	0%
Feedback on assessment was timely.	90%	10%	0%	0%	0%
Feedback on assessment was helpful	80%	20%	0%	0%	0%
I understood the lectures.	100%	0%	0%	0%	0%
The material was well organized and presented.	90%	0%	10%	0%	0%
The instructor was responsive to student needs and problems.	100%	0%	0%	0%	0%
Had the instructor been regular throughout the course?	90%	10%	0%	0%	0%
The material in the tutorials was useful.	100%	0%	0%	0%	0%
I was happy with the amount of work needed for assignments and projects.	90%	10%	0%	0%	0%

Instructor Name: Ms Nazish Mushtaq
Course: MGT-574 International Business

The course evaluation results are satisfactory, and it indicate that the students were clear about the course objectives and outcomes. As 81% and 19% agreed with statement. All students in class were agreed the course was well organized and workload was manageable. Results also indicates the students were motivated to participate in class to achieve the learning outcomes. Learning materials (Lesson Plans, Course Notes, etc.) were relevant and useful for most of students

Course Evaluation Summary					
S. A:(Strongly Agree) A:(Agree) UC:(Uncertain) D:(Disagree) S. D:(Strongly Disagree)					
Questions	S. A	A	UC	D	S. D
The course objectives were clear.	81%	19%	0%	0%	0%
The course workload was manageable.	74%	26%	0%	0%	0%
The course was well organized (e.g. timely access to materials, notification of changes, etc.)	74%	26%	0%	0%	0%
The approximate level of your attendance during the whole course.	78%	22%	0%	0%	0%
I participated actively in the course.	74%	26%	0%	0%	0%
I think I have made progress in this course	81%	19%	0%	0%	0%
I think the Course was well structured to achieve the learning outcomes (there was a good balance of lectures, tutorials, practical, etc.)	81%	19%	0%	0%	0%
The learning and teaching methods encouraged participation.	78%	22%	0%	0%	0%
The overall environment in the class was conducive to learning.	81%	19%	0%	0%	0%
The classrooms were satisfactory.	78%	19%	4%	0%	0%
Learning materials (Lesson Plans, Course Notes, etc.) were relevant and useful.	81%	19%	0%	0%	0%
Recommended reading Books etc. were relevant and appropriate.	78%	22%	0%	0%	0%
The provision of learning resources in the library was adequate and appropriate.	81%	19%	0%	0%	0%
The provision of learning resources on the Web was adequate and appropriate (if relevant).	81%	19%	0%	0%	0%

The course stimulated my interest and thought about the subject area.	81%	19%	0%	0%	0%
The course was appropriate with reference to current technologies.	85%	15%	0%	0%	0%
Ideas and concepts were presented clearly.	81%	19%	0%	0%	0%
The method of assessment were reasonable.	78%	22%	0%	0%	0%
Feedback on assessment was timely.	74%	26%	0%	0%	0%
Feedback on assessment was helpful	78%	22%	0%	0%	0%
I understood the lectures.	81%	19%	0%	0%	0%
The material was well organized and presented.	85%	15%	0%	0%	0%
The instructor was responsive to student needs and problems.	81%	19%	0%	0%	0%
Had the instructor been regular throughout the course?	81%	19%	0%	0%	0%
The material in the tutorials was useful.	81%	19%	0%	0%	0%
I was happy with the amount of work needed for assignments and projects.	81%	19%	0%	0%	0%

Instructor Name: Ms Hafiza Sahar Afshan

Course: MGT-525 Introduction to Financial Management

The course evaluation results are satisfactory, and it indicate that the students were clear about the course objectives and outcomes. As 94% and 6% strongly agreed and agreed with statement. All students in class were agreed the course was well organized and workload was manageable. Results also indicates the students were motivated to participate in class to achieve the learning outcomes. Learning materials (Lesson Plans, Course Notes, etc.) were relevant and useful for most of students According to the 94% students' provision of learning resources in the library was adequate and appropriate. the

Course Evaluation Summary					
S. A:(Strongly Agree) A:(Agree) UC:(Uncertain) D:(Disagree) S. D:(Strongly Disagree)					
Questions	S. A	A	UC	D	S. D
The course objectives were clear.	94%	6%	0%	0%	0%
The course workload was manageable.	94%	6%	0%	0%	0%
The course was well organized (e.g. timely access to materials, notification of changes, etc.)	94%	6%	0%	0%	0%
The approximate level of your attendance during the whole course.	94%	6%	0%	0%	0%
I participated actively in the course.	94%	6%	0%	0%	0%
I think I have made progress in this course	94%	6%	0%	0%	0%
I think the Course was well structured to achieve the learning outcomes (there was a good balance of lectures, tutorials, practical, etc.)	94%	6%	0%	0%	0%
The learning and teaching methods encouraged participation.	94%	6%	0%	0%	0%
The overall environment in the class was conducive to learning.	94%	6%	0%	0%	0%
The classrooms were satisfactory.	94%	6%	0%	0%	0%
Learning materials (Lesson Plans, Course Notes, etc.) were relevant and useful.	94%	6%	0%	0%	0%
Recommended reading Books etc. were relevant and appropriate.	94%	6%	0%	0%	0%
The provision of learning resources in the library was adequate and appropriate.	94%	6%	0%	0%	0%
The provision of learning resources on the Web was adequate and appropriate (if relevant).	94%	6%	0%	0%	0%

The course stimulated my interest and thought about the subject area.	94%	6%	0%	0%	0%
The course was appropriate with reference to current technologies.	94%	6%	0%	0%	0%
Ideas and concepts were presented clearly.	94%	6%	0%	0%	0%
The method of assessment were reasonable.	94%	6%	0%	0%	0%
Feedback on assessment was timely.	94%	6%	0%	0%	0%
Feedback on assessment was helpful	94%	6%	0%	0%	0%
I understood the lectures.	94%	6%	0%	0%	0%
The material was well organized and presented.	94%	6%	0%	0%	0%
The instructor was responsive to student needs and problems.	94%	6%	0%	0%	0%
Had The instructor been regular throughout the course?	94%	6%	0%	0%	0%
The material in the tutorials was useful.	94%	6%	0%	0%	0%
I was happy with the amount of work needed for assignments and projects.	94%	6%	0%	0%	0%

Instructor Name: Ms Hafiza Sahar Afshan

Course: MGT-637 Financial Institutions

The course evaluation results are satisfactory, and it indicate that the students were clear about the course objectives and outcomes. As 94% and 6% strongly agreed and agreed with statement. All students in class were agreed the course was well organized and workload was manageable. Results also indicates the students were motivated to participate in class to achieve the learning outcomes. Learning materials (Lesson Plans, Course Notes, etc.) were relevant and useful for most of students According to the 94% students' provision of learning resources in the library was adequate and appropriate. the

Course Evaluation Summary					
S. A:(Strongly Agree) A:(Agree) UC:(Uncertain) D:(Disagree) S. D:(Strongly Disagree)					
Questions	S. A	A	UC	D	S. D
The course objectives were clear.	94%	6%	0%	0%	0%
The course workload was manageable.	94%	6%	0%	0%	0%
The course was well organized (e.g. timely access to materials, notification of changes, etc.)	94%	6%	0%	0%	0%
The approximate level of your attendance during the whole course.	94%	6%	0%	0%	0%
I participated actively in the course.	94%	6%	0%	0%	0%
I think I have made progress in this course	94%	6%	0%	0%	0%
I think the Course was well structured to achieve the learning outcomes (there was a good balance of lectures, tutorials, practical, etc.)	94%	6%	0%	0%	0%
The learning and teaching methods encouraged participation.	94%	6%	0%	0%	0%
The overall environment in the class was conducive to learning.	94%	6%	0%	0%	0%
The classrooms were satisfactory.	94%	6%	0%	0%	0%
Learning materials (Lesson Plans, Course Notes, etc.) were relevant and useful.	94%	6%	0%	0%	0%
Recommended reading Books etc. were relevant and appropriate.	94%	6%	0%	0%	0%
The provision of learning resources in the library was adequate and appropriate.	94%	6%	0%	0%	0%

The provision of learning resources on the Web was adequate and appropriate (if relevant).	94%	6%	0%	0%	0%
The course stimulated my interest and thought about the subject area.	94%	6%	0%	0%	0%
The course was appropriate with reference to current technologies.	94%	6%	0%	0%	0%
Ideas and concepts were presented clearly.	94%	6%	0%	0%	0%
The method of assessment were reasonable.	94%	6%	0%	0%	0%
Feedback on assessment was timely.	94%	6%	0%	0%	0%
Feedback on assessment was helpful	94%	6%	0%	0%	0%
I understood the lectures.	94%	6%	0%	0%	0%
The material was well organized and presented.	94%	6%	0%	0%	0%
The instructor was responsive to student needs and problems.	94%	6%	0%	0%	0%
Had the instructor been regular throughout the course?	94%	6%	0%	0%	0%
The material in the tutorials was useful.	94%	6%	0%	0%	0%
I was happy with the amount of work needed for assignments and projects.	94%	6%	0%	0%	0%

Instructor Name: Ms Hafiza Sahar Afshan
Course: MGT-322 Financial Accounting

The course evaluation results are satisfactory, and it indicate that the students were clear about the course objectives and outcomes. As 90% and 10% strongly agreed and agreed with statement. All students in class were agreed the course was well organized and workload was manageable. Results also indicates the students were motivated to participate in class to achieve the learning outcomes. Learning materials (Lesson Plans, Course Notes, etc.) were relevant and useful for most of students According to the 90% students' provision of learning resources in the library was adequate and appropriate. the

Course Evaluation Summary					
S. A:(Strongly Agree) A:(Agree) UC:(Uncertain) D:(Disagree) S. D:(Strongly Disagree)					
Questions	S. A	A	UC	D	S. D
The course objectives were clear.	90%	10%	0%	0%	0%
The course workload was manageable.	90%	10%	0%	0%	0%
The course was well organized (e.g. timely access to materials, notification of changes, etc.)	90%	10%	0%	0%	0%
The approximate level of your attendance during the whole course.	90%	10%	0%	0%	0%
I participated actively in the course.	90%	10%	0%	0%	0%
I think I have made progress in this course	90%	10%	0%	0%	0%
I think the Course was well structured to achieve the learning outcomes (there was a good balance of lectures, tutorials, practical, etc.)	90%	10%	0%	0%	0%
The learning and teaching methods encouraged participation.	80%	20%	0%	0%	0%
The overall environment in the class was conducive to learning.	80%	20%	0%	0%	0%
The classrooms were satisfactory.	80%	20%	0%	0%	0%
Learning materials (Lesson Plans, Course Notes, etc.) were relevant and useful.	80%	20%	0%	0%	0%
Recommended reading Books etc. were relevant and appropriate.	80%	10%	10%	0%	0%
The provision of learning resources in the library was adequate and appropriate.	90%	10%	0%	0%	0%

The provision of learning resources on the Web was adequate and appropriate (if relevant).	90%	10%	0%	0%	0%
The course stimulated my interest and thought about the subject area.	90%	10%	0%	0%	0%
The course was appropriate with reference to current technologies.	100%	0%	0%	0%	0%
Ideas and concepts were presented clearly.	90%	10%	0%	0%	0%
The method of assessment were reasonable.	90%	10%	0%	0%	0%
Feedback on assessment was timely.	90%	10%	0%	0%	0%
Feedback on assessment was helpful	90%	10%	0%	0%	0%
I understood the lectures.	90%	10%	0%	0%	0%
The material was well organized and presented.	90%	10%	0%	0%	0%
The instructor was responsive to student needs and problems.	90%	10%	0%	0%	0%
Had the instructor been regular throughout the course?	90%	10%	0%	0%	0%
The material in the tutorials was useful.	90%	10%	0%	0%	0%
I was happy with the amount of work needed for assignments and projects.	90%	10%	0%	0%	0%

Instructor Name: Ms Hafiza Sahar Afshan
Course: MGT-321 Fundamentals of Accounting

The results indicate that the students were clear about the course objectives and outcomes. All students in class were agreed the course was well organized and workload was manageable. Results also indicates the students were motivated to participate in class to achieve the learning outcomes

Course Evaluation Summary					
S. A:(Strongly Agree) A:(Agree) UC:(Uncertain) D:(Disagree) S. D:(Strongly Disagree)					
Questions	S. A	A	UC	D	S. D
The course objectives were clear.	98%	0%	2%	0%	0%
The course workload was manageable.	98%	0%	2%	0%	0%
The course was well organized (e.g. timely access to materials, notification of changes, etc.)	98%	0%	2%	0%	0%
The approximate level of your attendance during the whole course.	98%	0%	2%	0%	0%
I participated actively in the course.	98%	0%	2%	0%	0%
I think I have made progress in this course	98%	0%	2%	0%	0%
I think the Course was well structured to achieve the learning outcomes (there was a good balance of lectures, tutorials, practical, etc.)	98%	0%	2%	0%	0%
The learning and teaching methods encouraged participation.	98%	0%	0%	0%	2%
The overall environment in the class was conducive to learning.	98%	0%	2%	0%	0%
The classrooms were satisfactory.	98%	0%	2%	0%	0%
Learning materials (Lesson Plans, Course Notes, etc.) were relevant and useful.	98%	0%	0%	0%	2%
Recommended reading Books etc. were relevant and appropriate.	98%	0%	0%	0%	2%
The provision of learning resources in the library was adequate and appropriate.	98%	2%	0%	0%	0%
The provision of learning resources on the Web was adequate and appropriate (if relevant).	98%	2%	0%	0%	0%
The course stimulated my interest and thought about the subject area.	100%	0%	0%	0%	0%

The course was appropriate with reference to current technologies.	100%	0%	0%	0%	0%
Ideas and concepts were presented clearly.	90%	0%	0%	0%	0%
The method of assessment was reasonable.	90%	0%	0%	0%	0%
Feedback on assessment was timely.	90%	0%	0%	0%	0%
Feedback on assessment was helpful	90%	0%	0%	0%	0%
I understood the lectures.	90%	0%	0%	0%	0%
The material was well organized and presented.	90%	0%	0%	0%	0%
The instructor was responsive to student needs and problems.	100%	0%	0%	0%	0%
Had the instructor been regular throughout the course?	100%	0%	0%	0%	0%
The material in the tutorials was useful.	90%	0%	0%	0%	0%
I was happy with the amount of work needed for assignments and projects.	90%	0%	0%	0%	0%

Instructor Name: Ms Hina Kanwal
Course: STT-500 Statistics and Probability

The results of course evaluation indicate that most of the students are satisfactory with respect to course learning objectives. 86% and 5% strongly agreed and agreed respectively indicate that the students were clear about the course objectives and outcomes. Most of students in class were agreed the course was well organized (e.g. timely access to materials, notification of changes, etc.). Results also indicates the students were motivated to participate in class to achieve the learning outcomes. Learning materials (Lesson Plans, Course Notes, etc.) were relevant and useful for most of students According to the 90% students' provision of learning resources in the library was adequate and appropriate.

Course Evaluation Summary					
S. A:(Strongly Agree) A:(Agree) UC:(Uncertain) D:(Disagree) S. D:(Strongly Disagree)					
Questions	S. A	A	UC	D	S. D
The course objectives were clear.	86%	5%	5%	0%	5%
The course workload was manageable.	76%	14%	5%	5%	0%
The course was well organized (e.g. timely access to materials, notification of changes, etc.)	81%	10%	5%	0%	5%
The approximate level of your attendance during the whole course.	90%	0%	5%	5%	0%
I participated actively in the course.	86%	5%	5%	0%	5%
I think I have made progress in this course	81%	10%	10%	0%	0%
I think the Course was well structured to achieve the learning outcomes (there was a good balance of lectures, tutorials, practical, etc.)	86%	10%	5%	0%	0%
The learning and teaching methods encouraged participation.	81%	10%	10%	0%	0%
The overall environment in the class was conducive to learning.	90%	5%	5%	0%	0%
The classrooms were satisfactory.	90%	5%	5%	0%	0%
Learning materials (Lesson Plans, Course Notes, etc.) were relevant and useful.	95%	0%	5%	0%	0%
Recommended reading Books etc. were relevant and appropriate.	90%	5%	5%	0%	0%
The provision of learning resources in the library was adequate and appropriate.	90%	5%	5%	0%	0%

The provision of learning resources on the Web was adequate and appropriate (if relevant).	90%	5%	5%	0%	0%
The course stimulated my interest and thought about the subject area.	86%	10%	5%	0%	0%
The course was appropriate with reference to current technologies.	90%	5%	5%	0%	0%
Ideas and concepts were presented clearly.	86%	10%	5%	0%	0%
The method of assessment was reasonable.	90%	5%	5%	0%	0%
Feedback on assessment was timely.	90%	5%	5%	0%	0%
Feedback on assessment was helpful	90%	5%	5%	0%	0%
I understood the lectures.	86%	10%	5%	0%	0%
The material was well organized and presented.	86%	10%	5%	0%	0%
The instructor was responsive to student needs and problems.	90%	5%	5%	0%	0%
Had the instructor been regular throughout the course?	90%	5%	5%	0%	0%
The material in the tutorials was useful.	90%	5%	5%	0%	0%
I was happy with the amount of work needed for assignments and projects.	95%	0%	5%	0%	0%

Instructor Name: Ms Hina Kanwal
Course: MGT-472 Macro Economics

The results of course evaluation indicate that most of the students are satisfactory with respect to course learning objectives. 96% and 4% strongly agreed and agreed respectively indicate that the students were clear about the course objectives and outcomes. Most of students 96% in class were agreed the course was well organized (e.g. timely access to materials, notification of changes, etc.). Results also indicates the students were motivated to participate in class to achieve the learning outcomes. Learning materials (Lesson Plans, Course Notes, etc.) were relevant and useful for most of students. According to the 96% students' provision of learning resources in the library was adequate and appropriate.

Course Evaluation Summary					
S. A:(Strongly Agree) A:(Agree) UC:(Uncertain) D:(Disagree) S. D:(Strongly Disagree)					
Questions	S. A	A	UC	D	S. D
The course objectives were clear.	96%	4%	0%	0%	0%
The course workload was manageable.	96%	4%	0%	0%	0%
The course was well organized (e.g. timely access to materials, notification of changes, etc.)	96%	4%	0%	0%	0%
The approximate level of your attendance during the whole course.	96%	4%	0%	0%	0%
I participated actively in the course.	96%	4%	0%	0%	0%
I think I have made progress in this course	96%	4%	0%	0%	0%
I think the Course was well structured to achieve the learning outcomes (there was a good balance of lectures, tutorials, practical, etc.)	96%	4%	0%	0%	0%
The learning and teaching methods encouraged participation.	96%	4%	0%	0%	0%
The overall environment in the class was conducive to learning.	96%	4%	0%	0%	0%
The classrooms were satisfactory.	96%	4%	0%	0%	0%
Learning materials (Lesson Plans, Course Notes, etc.) were relevant and useful.	96%	4%	0%	0%	0%
Recommended reading Books etc. were relevant and appropriate.	96%	4%	0%	0%	0%
The provision of learning resources in the library was adequate and appropriate.	96%	4%	0%	0%	0%

The provision of learning resources on the Web was adequate and appropriate (if relevant).	96%	4%	0%	0%	0%
The course stimulated my interest and thought about the subject area.	96%	4%	0%	0%	0%
The course was appropriate with reference to current technologies.	96%	4%	0%	0%	0%
Ideas and concepts were presented clearly.	96%	4%	0%	0%	0%
The method of assessment was reasonable.	96%	4%	0%	0%	0%
Feedback on assessment was timely.	96%	4%	0%	0%	0%
Feedback on assessment was helpful	96%	4%	0%	0%	0%
I understood the lectures.	96%	4%	0%	0%	0%
The material was well organized and presented.	96%	4%	0%	0%	0%
The instructor was responsive to student needs and problems.	96%	4%	0%	0%	0%
Had the instructor been regular throughout the course?	96%	4%	0%	0%	0%
The material in the tutorials was useful.	96%	4%	0%	0%	0%
I was happy with the amount of work needed for assignments and projects.	96%	4%	0%	0%	0%

Instructor Name: Ms Hina Kanwal

Course: MGT-492 Business Statistics

The results of course evaluation indicate that most of the students are satisfactory with respect to course learning objectives. 96% and 4% strongly agreed and agreed respectively indicate that the students were clear about the course objectives and outcomes. Most of students 96% in class were agreed the course was well organized (e.g. timely access to materials, notification of changes, etc.). Results also indicates the students were motivated to participate in class to achieve the learning outcomes. Learning materials (Lesson Plans, Course Notes, etc.) were relevant and useful for most of students. According to the 96% students' provision of learning resources in the library was adequate and appropriate.

Course Evaluation Summary					
S. A:(Strongly Agree) A:(Agree) UC:(Uncertain) D:(Disagree) S. D:(Strongly Disagree)					
Questions	S. A	A	UC	D	S. D
The course objectives were clear.	100%	0%	0%	0%	0%
The course workload was manageable.	96%	0%	0%	0%	0%
The course was well organized, timely access to materials, notification of changes, etc.)	100%	0%	0%	0%	0%
The approximate level of your attendance during the whole course.	100%	0%	0%	0%	0%
I participated actively in the course.	100%	0%	0%	0%	0%
I think I have made progress in this course	96%	0%	0%	0%	0%
I think the Course was well structured to achieve the learning outcomes (there was a good balance of lectures, tutorials, practical, etc.)	100%	0%	0%	0%	0%
The learning and teaching methods encouraged participation.	100%	0%	0%	0%	0%
The overall environment in the class was conducive to learning.	100%	0%	0%	0%	0%
The classrooms were satisfactory.	100%	0%	0%	0%	0%
Learning materials (Lesson Plans, Course Notes, etc.) were relevant and useful.	100%	0%	0%	0%	0%
Recommended reading Books etc. were relevant and appropriate.	100%	0%	0%	0%	0%
The provision of learning resources in the library was adequate and appropriate.	100%	0%	0%	0%	0%

The provision of learning resources on the Web was adequate and appropriate (if relevant).	100%	0%	0%	0%	0%
The course stimulated my interest and thought about the subject area.	100%	0%	0%	0%	0%
The course was appropriate with reference to current technologies.	100%	0%	0%	0%	0%
Ideas and concepts were presented clearly.	96%	0%	0%	0%	0%
The method of assessment was reasonable.	96%	0%	0%	0%	0%
Feedback on assessment was timely.	96%	0%	0%	0%	0%
Feedback on assessment was helpful	96%	0%	0%	0%	0%
I understood the lectures.	96%	0%	0%	0%	0%
The material was well organized and presented.	96%	0%	0%	0%	0%
The instructor was responsive to student needs and problems.	100%	0%	0%	0%	0%
HadThe instructor been regular throughout the course?	100%	0%	0%	0%	0%
The material in the tutorials was useful.	96%	0%	0%	0%	0%
I was happy with the amount of work needed for assignments and projects.	96%	0%	0%	0%	0%

Instructor Name: Ms Kanwal Shahzadi

Course: MGT-342 IT in Business-II

The results of course evaluation indicate that most of the students are satisfactory with respect to course learning objectives. All students were clear about the course objectives and outcomes. Moreover, all students in class found the course was well organized (e.g. timely access to materials, notification of changes, etc.). Results also indicates the students were motivated to participate in class to achieve the learning outcomes.

Course Evaluation Summary					
S. A:(Strongly Agree) A:(Agree) UC:(Uncertain) D:(Disagree) S. D:(Strongly Disagree)					
Questions	S. A	A	UC	D	S. D
The course objectives were clear.	100%	0%	0%	0%	0%
The course workload was manageable.	96%	0%	0%	0%	0%
The course was well organized (e.g. timely access to materials, notification of changes, etc.)	100%	0%	0%	0%	0%
The approximate level of your attendance during the whole course.	100%	0%	0%	0%	0%
I participated actively in the course.	100%	0%	0%	0%	0%
I think I have made progress in this course.	96%	0%	0%	0%	0%
I think the Course was well structured to achieve the learning outcomes (there was a good balance of lectures, tutorials, practical, etc.)	100%	0%	0%	0%	0%
The learning and teaching methods encouraged participation.	100%	0%	0%	0%	0%
The overall environment in the class was conducive to learning.	100%	0%	0%	0%	0%
The classrooms were satisfactory.	100%	0%	0%	0%	0%
Learning materials (Lesson Plans, Course Notes, etc.) were relevant and useful.	100%	0%	0%	0%	0%
Recommended reading Books etc. were relevant and appropriate.	100%	0%	0%	0%	0%
The provision of learning resources in the library was adequate and appropriate.	100%	0%	0%	0%	0%
The provision of learning resources on the Web was adequate and appropriate (if relevant).	100%	0%	0%	0%	0%

The course stimulated my interest and thought about the subject area.	100%	0%	0%	0%	0%
The course was appropriate with reference to current technologies.	100%	0%	0%	0%	0%
Ideas and concepts were presented clearly.	96%	0%	0%	0%	0%
The method of assessment were reasonable.	96%	0%	0%	0%	0%
Feedback on assessment was timely.	96%	0%	0%	0%	0%
Feedback on assessment was helpful.	96%	0%	0%	0%	0%
I understood the lectures.	96%	0%	0%	0%	0%
The material was well organized and presented.	96%	0%	0%	0%	0%
The instructor was responsive to student needs and problems.	100%	0%	0%	0%	0%
Had the instructor been regular throughout the course?	100%	0%	0%	0%	0%
The material in the tutorials was useful.	96%	0%	0%	0%	0%
I was happy with the amount of work needed for assignments and projects.	96%	0%	0%	0%	0%

Instructor Name: Ms Kanwal Shahzadi
Course: MGT-411 Introduction to Management

Satisfactory results for course evaluation were observed. All students were clear about the course objectives and outcomes. Results also indicate that learning and teaching methods encouraged student's participation. Most of students 90% in class were agreed the course was well organized (e.g. timely access to materials, notification of changes, etc.). Results also indicates the students were motivated to participate in class to achieve the learning outcomes.

Course Evaluation Summary					
S. A:(Strongly Agree) A:(Agree) UC:(Uncertain) D:(Disagree) S. D:(Strongly Disagree)					
Questions	S. A	A	UC	D	S. D
The course objectives were clear.	90%	10%	0%	0%	0%
The course workload was manageable.	90%	10%	0%	0%	0%
The course was well organized (e.g. timely access to materials, notification of changes, etc.)	90%	10%	0%	0%	0%
The approximate level of your attendance during the whole course.	90%	10%	0%	0%	0%
I participated actively in the course.	90%	10%	0%	0%	0%
I think I have made progress in this course	90%	10%	0%	0%	0%
I think the Course was well structured to achieve the learning outcomes (there was a good balance of lectures, tutorials, practical, etc.)	90%	10%	0%	0%	0%
The learning and teaching methods encouraged participation.	90%	10%	0%	0%	0%
The overall environment in the class was conducive to learning.	90%	10%	0%	0%	0%
The classrooms were satisfactory.	90%	10%	0%	0%	0%
Learning materials (Lesson Plans, Course Notes, etc.) were relevant and useful.	90%	10%	0%	0%	0%
Recommended reading Books etc. were relevant and appropriate.	90%	10%	0%	0%	0%
The provision of learning resources in the library was adequate and appropriate.	90%	10%	0%	0%	0%
The provision of learning resources on the Web was adequate and appropriate (if relevant).	90%	10%	0%	0%	0%

The course stimulated my interest and thought about the subject area.	90%	10%	0%	0%	0%
The course was appropriate with reference to current technologies.	90%	10%	0%	0%	0%
Ideas and concepts were presented clearly.	90%	10%	0%	0%	0%
The method of assessment was reasonable.	90%	10%	0%	0%	0%
Feedback on assessment was timely.	90%	10%	0%	0%	0%
Feedback on assessment was helpful	90%	10%	0%	0%	0%
I understood the lectures.	90%	10%	0%	0%	0%
The material was well organized and presented.	90%	10%	0%	0%	0%
The instructor was responsive to student needs and problems.	90%	10%	0%	0%	0%
HadThe instructor been regular throughout the course?	90%	10%	0%	0%	0%
The material in the tutorials was useful.	90%	10%	0%	0%	0%
I was happy with the amount of work needed for assignments and projects.	90%	10%	0%	0%	0%

Instructor Name: Ms Rameeza Andleeb
Course: MGT-322 Financial Accounting

Satisfactory results for course evaluation were observed. All students were clear about the course objectives and outcomes. The course workload was manageable according to 94% students of class. Results also indicate that learning and teaching methods encouraged student's participation. Results also indicates the students were motivated to participate in class to achieve the learning outcomes. However the a quite bit 3 to 6 percent of students which is 1 and 2 are strongly disagreed which show one or two class student need meeting with course coordinator to discuss his/her issues.

Course Evaluation Summary					
S. A:(Strongly Agree) A:(Agree) UC:(Uncertain) D:(Disagree) S. D:(Strongly Disagree)					
Questions	S. A	A	UC	D	S. D
The course objectives were clear.	97%	0%	0%	3%	0%
The course workload was manageable.	94%	0%	0%	0%	6%
The course was well organized (e.g. timely access to materials, notification of changes, etc.)	94%	0%	0%	0%	6%
The approximate level of your attendance during the whole course.	97%	0%	0%	0%	3%
I participated actively in the course.	97%	0%	0%	0%	3%
I think I have made progress in this course	97%	0%	0%	0%	3%
I think the Course was well structured to achieve the learning outcomes (there was a good balance of lectures, tutorials, practical, etc.)	97%	0%	0%	0%	3%
The learning and teaching methods encouraged participation.	97%	0%	0%	0%	3%
The overall environment in the class was conducive to learning.	94%	0%	0%	0%	6%
The classrooms were satisfactory.	94%	0%	0%	0%	6%
Learning materials (Lesson Plans, Course Notes, etc.) were relevant and useful.	94%	0%	0%	0%	6%
Recommended reading Books etc. were relevant and appropriate.	94%	0%	0%	0%	6%
The provision of learning resources in the library was adequate and appropriate.	94%	0%	0%	0%	6%
The provision of learning resources on the Web was adequate and appropriate (if relevant).	97%	0%	0%	0%	3%

The course stimulated my interest and thought about the subject area.	100%	0%	0%	0%	0%
The course was appropriate with reference to current technologies.	100%	0%	0%	0%	0%
Ideas and concepts were presented clearly.	90%	0%	0%	0%	0%
The method of assessment were reasonable.	97%	0%	0%	0%	3%
Feedback on assessment was timely.	94%	0%	0%	0%	6%
Feedback on assessment was helpful	94%	0%	0%	0%	6%
I understood the lectures.	97%	0%	0%	0%	3%
The material was well organized and presented.	97%	0%	0%	0%	3%
The instructor was responsive to student needs and problems.	100%	0%	0%	0%	0%
HadThe instructor been regular throughout the course?	97%	0%	0%	0%	3%
The material in the tutorials was useful.	100%	0%	0%	0%	0%
I was happy with the amount of work needed for assignments and projects.	100%	0%	0%	0%	0%

Instructor Name: Ms Rameeza Andleeb
Course: MGT-423 Cost Accounting

Satisfactory results for course evaluation were observed. All students were clear about the course objectives and outcomes. The course workload was manageable according to 100% students of class. Results also indicate that learning and teaching methods encouraged student's participation. Results also indicates the students were motivated to participate in class to achieve the learning outcomes.

Course Evaluation Summary					
S. A:(Strongly Agree) A:(Agree) UC:(Uncertain) D:(Disagree) S. D:(Strongly Disagree)					
Questions	S. A	A	UC	D	S. D
The course objectives were clear.	100%	0%	0%	0%	0%
The course workload was manageable.	94%	0%	0%	0%	0%
The course was well organized (e.g. timely access to materials, notification of changes, etc.)	100%	0%	0%	0%	0%
The approximate level of your attendance during the whole course.	100%	0%	0%	0%	0%
I participated actively in the course.	100%	0%	0%	0%	0%
I think I have made progress in this course	97%	0%	0%	0%	0%
I think the Course was well structured to achieve the learning outcomes (there was a good balance of lectures, tutorials, practical, etc.)	100%	0%	0%	0%	0%
The learning and teaching methods encouraged participation.	100%	0%	0%	0%	0%
The overall environment in the class was conducive to learning.	100%	0%	0%	0%	0%
The classrooms were satisfactory.	100%	0%	0%	0%	0%
Learning materials (Lesson Plans, Course Notes, etc.) were relevant and useful.	100%	0%	0%	0%	0%
Recommended reading Books etc. were relevant and appropriate.	100%	0%	0%	0%	0%
The provision of learning resources in the library was adequate and appropriate.	100%	0%	0%	0%	0%
The provision of learning resources on the Web was adequate and appropriate (if relevant).	100%	0%	0%	0%	0%
The course stimulated my interest and thought about the subject area.	100%	0%	0%	0%	0%

The course was appropriate with reference to current technologies.	100%	0%	0%	0%	0%
Ideas and concepts were presented clearly.	90%	0%	0%	0%	0%
The method of assessment was reasonable.	97%	0%	0%	0%	0%
Feedback on assessment was timely.	94%	0%	0%	0%	0%
Feedback on assessment was helpful.	94%	0%	0%	0%	0%
I understood the lectures.	97%	0%	0%	0%	0%
The material was well organized and presented.	97%	0%	0%	0%	0%
The instructor was responsive to student needs and problems.	100%	0%	0%	0%	0%
Had the instructor been regular throughout the course?	100%	0%	0%	0%	0%
The material in the tutorials was useful.	100%	0%	0%	0%	0%
I was happy with the amount of work needed for assignments and projects.	100%	0%	0%	0%	0%

Instructor Name: Ms Rida Zainab

Course: MGT-351 Introduction to Marketing

Satisfactory results for course evaluation were observed. All students were clear about the course objectives and outcomes. The course workload was manageable according to 73% students of class. Results also indicate that learning and teaching methods encouraged student's participation. Results also indicates the students were motivated to participate in class to achieve the learning outcomes. However, the 13 to 7 percent of students in class were uncertain about certain things like classroom, learning materials and interest in course.

Course Evaluation Summary					
S. A:(Strongly Agree) A:(Agree) UC:(Uncertain) D:(Disagree) S. D:(Strongly Disagree)					
Questions	S. A	A	UC	D	S. D
The course objectives were clear.	93%	7%	0%	0%	0%
The course workload was manageable.	73%	20%	7%	0%	0%
The course was well organized (e.g. timely access to materials, notification of changes, etc.)	73%	27%	0%	0%	0%
The approximate level of your attendance during the whole course.	73%	27%	0%	0%	0%
I participated actively in the course.	80%	7%	13%	0%	0%
I think I have made progress in this course	73%	27%	0%	0%	0%
I think the Course was well structured to achieve the learning outcomes (there was a good balance of lectures, tutorials, practical, etc.)	80%	20%	0%	0%	0%
The learning and teaching methods encouraged participation.	80%	20%	0%	0%	0%
The overall environment in the class was conducive to learning.	73%	20%	7%	0%	0%
The classrooms were satisfactory.	67%	27%	7%	0%	0%
Learning materials (Lesson Plans, Course Notes, etc.) were relevant and useful.	87%	0%	13%	0%	0%
Recommended reading Books etc. were relevant and appropriate.	80%	13%	7%	0%	0%
The provision of learning resources in the library was adequate and appropriate.	87%	13%	0%	0%	0%
The provision of learning resources on the Web was adequate and appropriate (if relevant).	73%	20%	7%	0%	0%

The course stimulated my interest and thought about the subject area.	73%	13%	13%	0%	0%
The course was appropriate with reference to current technologies.	80%	20%	0%	0%	0%
Ideas and concepts were presented clearly.	93%	0%	7%	0%	0%
The method of assessment were reasonable.	73%	27%	0%	0%	0%
Feedback on assessment was timely.	80%	20%	0%	0%	0%
Feedback on assessment was helpful	73%	20%	7%	0%	0%
I understood the lectures.	87%	7%	7%	0%	0%
The material was well organized and presented.	80%	20%	0%	0%	0%
The instructor was responsive to student needs and problems.	87%	13%	0%	0%	0%
HadThe instructor been regular throughout the course?	80%	13%	7%	0%	0%
The material in the tutorials was useful.	93%	0%	7%	0%	0%
I was happy with the amount of work needed for assignments and projects.	80%	7%	13%	0%	0%

Instructor Name: Ms Rida Zainab

Course: MT-664 Product and Brand Management

Satisfactory results for course evaluation were observed. All students were clear about the course objectives and outcomes. The course workload was manageable according to all students of class. Results also indicate that learning and teaching methods encouraged student's participation. Results also indicates the students were motivated to participate in class to achieve the learning outcomes.

Course Evaluation Summary					
S. A:(Strongly Agree) A:(Agree) UC:(Uncertain) D:(Disagree) S. D:(Strongly Disagree)					
Questions	S. A	A	UC	D	S. D
The course objectives were clear.	100%	0%	0%	0%	0%
The course workload was manageable.	73%	0%	0%	0%	0%
The course was well organized (e.g. timely access to materials, notification of changes, etc.)	100%	0%	0%	0%	0%
The approximate level of your attendance during the whole course.	100%	0%	0%	0%	0%
I participated actively in the course.	100%	0%	0%	0%	0%
I think I have made progress in this course.	73%	0%	0%	0%	0%
I think the Course was well structured to achieve the learning outcomes (there was a good balance of lectures, tutorials, practical, etc.)	100%	0%	0%	0%	0%
The learning and teaching methods encouraged participation.	100%	0%	0%	0%	0%
The overall environment in the class was conducive to learning.	100%	0%	0%	0%	0%
The classrooms were satisfactory.	100%	0%	0%	0%	0%
Learning materials (Lesson Plans, Course Notes, etc.) were relevant and useful.	100%	0%	0%	0%	0%
Recommended reading Books etc. were relevant and appropriate.	100%	0%	0%	0%	0%
The provision of learning resources in the library was adequate and appropriate.	100%	0%	0%	0%	0%
The provision of learning resources on the Web was adequate and appropriate (if relevant).	100%	0%	0%	0%	0%

The course stimulated my interest and thought about the subject area.	100%	0%	0%	0%	0%
The course was appropriate with reference to current technologies.	100%	0%	0%	0%	0%
Ideas and concepts were presented clearly.	93%	0%	0%	0%	0%
The method of assessment was reasonable.	73%	0%	0%	0%	0%
Feedback on assessment was timely.	80%	0%	0%	0%	0%
Feedback on assessment was helpful.	73%	0%	0%	0%	0%
I understood the lectures.	87%	0%	0%	0%	0%
The material was well organized and presented.	80%	0%	0%	0%	0%
The instructor was responsive to student needs and problems.	100%	0%	0%	0%	0%
Had the instructor been regular throughout the course?	100%	0%	0%	0%	0%
The material in the tutorials was useful.	93%	0%	0%	0%	0%
I was happy with the amount of work needed for assignments and projects.	80%	0%	0%	0%	0%

Instructor Name: Ms Nida

Course: MGT-665 Global Marketing

Satisfactory results for course evaluation were observed. All students were clear about the course objectives and outcomes. The course workload was manageable according to 73% students of class. Results also indicate that learning and teaching methods encouraged student's participation. Results also indicates the students were motivated to participate in class to achieve the learning outcomes.

Course Evaluation Summary					
S. A:(Strongly Agree) A:(Agree) UC:(Uncertain) D:(Disagree) S. D:(Strongly Disagree)					
Questions	S. A	A	UC	D	S. D
The course objectives were clear.	100%	0%	0%	0%	0%
The course workload was manageable.	73%	0%	0%	0%	0%
The course was well organized (e.g. timely access to materials, notification of changes, etc.)	100%	0%	0%	0%	0%
The approximate level of your attendance during the whole course.	100%	0%	0%	0%	0%
I participated actively in the course.	100%	0%	0%	0%	0%
I think I have made progress in this course	73%	0%	0%	0%	0%
I think the Course was well structured to achieve the learning outcomes (there was a good balance of lectures, tutorials, practical, etc.)	100%	0%	0%	0%	0%
The learning and teaching methods encouraged participation.	100%	0%	0%	0%	0%
The overall environment in the class was conducive to learning.	100%	0%	0%	0%	0%
The classrooms were satisfactory.	100%	0%	0%	0%	0%
Learning materials (Lesson Plans, Course Notes, etc.) were relevant and useful.	100%	0%	0%	0%	0%
Recommended reading Books etc. were relevant and appropriate.	100%	0%	0%	0%	0%
The provision of learning resources in the library was adequate and appropriate.	100%	0%	0%	0%	0%
The provision of learning resources on the Web was adequate and appropriate (if relevant).	100%	0%	0%	0%	0%
The course stimulated my interest and thought about the subject area.	100%	0%	0%	0%	0%

The course was appropriate with reference to current technologies.	100%	0%	0%	0%	0%
Ideas and concepts were presented clearly.	93%	0%	0%	0%	0%
The method of assessment were reasonable.	73%	0%	0%	0%	0%
Feedback on assessment was timely.	80%	0%	0%	0%	0%
Feedback on assessment was helpful	73%	0%	0%	0%	0%
I understood the lectures.	87%	0%	0%	0%	0%
The material was well organized and presented.	80%	0%	0%	0%	0%
The instructor was responsive to student needs and \ problems.	100%	0%	0%	0%	0%
Had the instructor been regular throughout the course?	100%	0%	0%	0%	0%
The material in the tutorials was useful.	93%	0%	0%	0%	0%
I was happy with the amount of work needed for assignments and projects.	80%	0%	0%	0%	0%

Instructor Name: Ms Asima Saleem
Course: MGT-322 Financial Accounting

According to survey all students were clear about the course objectives and outcomes. The course workload was manageable according to 73% students of class. Results also indicate that learning and teaching methods encouraged student's participation. Results also indicates the students were motivated to participate in class to achieve the learning outcomes.

Course Evaluation Summary					
S. A:(Strongly Agree) A:(Agree) UC:(Uncertain) D:(Disagree) S. D:(Strongly Disagree)					
Questions	S. A	A	UC	D	S. D
The course objectives were clear.	100%	0%	0%	0%	0%
The course workload was manageable.	73%	27%	0%	0%	0%
The course was well organized (e.g. timely access to materials, notification of changes, etc.)	100%	0%	0%	0%	0%
The approximate level of your attendance during the whole course.	100%	0%	0%	0%	0%
I participated actively in the course.	100%	0%	0%	0%	0%
I think I have made progress in this course	100%	0%	0%	0%	0%
I think the course was well structured to achieve the learning outcomes (there was a good balance of lectures, tutorials, practical, etc.)	100%	0%	0%	0%	0%
The learning and teaching methods encouraged participation.	100%	0%	0%	0%	0%
The overall environment in the class was conducive to learning.	100%	0%	0%	0%	0%
The classrooms were satisfactory.	100%	0%	0%	0%	0%
Learning materials (Lesson Plans, Course Notes, etc.) were relevant and useful.	100%	0%	0%	0%	0%
Recommended reading Books etc. were relevant and appropriate.	100%	0%	0%	0%	0%
The provision of learning resources in the library was adequate and appropriate.	100%	0%	0%	0%	0%
The provision of learning resources on the Web was adequate and appropriate (if relevant).	100%	0%	0%	0%	0%

The course stimulated my interest and thought about the subject area.	100%	0%	0%	0%	0%
The course was appropriate with reference to current technologies.	100%	0%	0%	0%	0%
Ideas and concepts were presented clearly.	93%	7%	0%	0%	0%
The method of assessment were reasonable.	73%	23%	0%	0%	0%
Feedback on assessment was timely.	80%	20%	0%	0%	0%
Feedback on assessment was helpful	73%	23%	0%	0%	0%
I understood the lectures.	87%	13%	0%	0%	0%
The material was well organized and presented.	80%	20%	0%	0%	0%
The instructor was responsive to student needs and problems.	100%	0%	0%	0%	0%
Had the instructor been regular throughout the course?	100%	0%	0%	0%	0%
The material in the tutorials was useful.	93%	7%	0%	0%	0%
I was happy with the amount of work needed for assignments and projects.	80%	20%	0%	0%	0%

Instructor Name: Ms Saiqa Abbas
Course: MGT-322 Financial Accounting

The course evaluation results are satisfactory, and it indicate that the students were clear about the course objectives and outcomes. All students in class were agreed the course was well organized and workload was manageable. Results also indicates the students were motivated to participate in class to achieve the learning outcomes. All students participated actively in the course.

Course Evaluation Summary					
S. A:(Strongly Agree) A:(Agree) UC:(Uncertain) D:(Disagree) S. D:(Strongly Disagree)					
Questions	S. A	A	UC	D	S. D
The course objectives were clear.	100%	0%	0%	0%	0%
The course workload was manageable.	73%	27%	0%	0%	0%
The course was well organized (e.g. timely access to materials, notification of changes, etc.)	100%	0%	0%	0%	0%
The approximate level of your attendance during the whole course.	100%	0%	0%	0%	0%
I participated actively in the course.	100%	0%	0%	0%	0%
I think I have made progress in this course	73%	27%	0%	0%	0%
I think the Course was well structured to achieve the learning outcomes (there was a good balance of lectures, tutorials, practical, etc.)	100%	0%	0%	0%	0%
The learning and teaching methods encouraged participation.	100%	0%	0%	0%	0%
The overall environment in the class was conducive to learning.	100%	0%	0%	0%	0%
The classrooms were satisfactory.	100%	0%	0%	0%	0%
Learning materials (Lesson Plans, Course Notes, etc.) were relevant and useful.	100%	0%	0%	0%	0%
Recommended reading Books etc. were relevant and appropriate.	100%	0%	0%	0%	0%
The provision of learning resources in the library was adequate and appropriate.	100%	0%	0%	0%	0%
The provision of learning resources on the Web was adequate and appropriate (if relevant).	100%	0%	0%	0%	0%

The course stimulated my interest and thought about the subject area.	100%	0%	0%	0%	0%
The course was appropriate with reference to current technologies.	100%	0%	0%	0%	0%
Ideas and concepts were presented clearly.	93%	7%	0%	0%	0%
The method of assessment was reasonable.	73%	27%	0%	0%	0%
Feedback on assessment was timely.	80%	20%	0%	0%	0%
Feedback on assessment was helpful	73%	27%	0%	0%	0%
I understood the lectures.	87%	17%	0%	0%	0%
The material was well organized and presented.	80%	20%	0%	0%	0%
The instructor was responsive to student needs and problems.	100%	0%	0%	0%	0%
Had the instructor been regular throughout the course?	100%	0%	0%	0%	0%
The material in the tutorials was useful.	93%	7%	0%	0%	0%
I was happy with the amount of work needed for assignments and projects.	80%	20%	0%	0%	0%

Instructor Name: Maryam Ashfaq

Course: MGT-512 Introduction to Organizational Behavior

Class: BBA(3rd)

The course evaluation results are satisfactory, and it indicate that the students were clear about the course objectives and outcomes. All students 92 and 8 percent student in class were agreed the course was well organized and workload was manageable. Results also indicates the students were motivated to participate in class to achieve the learning outcomes. All students participated actively in the course.

Course Evaluation Summary					
S. A:(Strongly Agree) A:(Agree) UC:(Uncertain) D:(Disagree) S. D:(Strongly Disagree)					
Questions	S. A	A	UC	D	S. D
The course objectives were clear.	92%	8%	0%	0%	0%
The course workload was manageable.	92%	8%	0%	0%	0%
The course was well organized (e.g. timely access to materials, notification of changes, etc.)	92%	8%	0%	0%	0%
The approximate level of your attendance during the whole course.	90%	10%	0%	0%	0%
I participated actively in the course.	92%	8%	0%	0%	0%
I think I have made progress in this course	92%	8%	0%	0%	0%
I think the Course was well structured to achieve the learning outcomes (there was a good balance of lectures, tutorials, practical, etc.)	92%	8%	0%	0%	0%
The learning and teaching methods encouraged participation.	92%	8%	0%	0%	0%
The overall environment in the class was conducive to learning.	92%	8%	0%	0%	0%
The classrooms were satisfactory.	92%	8%	0%	0%	0%
Learning materials (Lesson Plans, Course Notes, etc.) were relevant and useful.	92%	8%	0%	0%	0%
Recommended reading Books etc. were relevant and appropriate.	92%	8%	0%	0%	0%
The provision of learning resources in the library was adequate and appropriate.	92%	8%	0%	0%	0%
The provision of learning resources on the Web was adequate and appropriate (if relevant).	92%	8%	0%	0%	0%

The course stimulated my interest and thought about the subject area.	92%	8%	0%	0%	0%
The course was appropriate with reference to current technologies.	92%	8%	0%	0%	0%
Ideas and concepts were presented clearly.	90%	10%	0%	0%	0%
The method of assessment was reasonable.	92%	8%	0%	0%	0%
Feedback on assessment was timely.	92%	8%	0%	0%	0%
Feedback on assessment was helpful	92%	8%	0%	0%	0%
I understood the lectures.	90%	10%	0%	0%	0%
The material was well organized and presented.	92%	8%	0%	0%	0%
The instructor was responsive to student needs and problems.	92%	8%	0%	0%	0%
Had the instructor been regular throughout the course?	92%	8%	0%	0%	0%
The material in the tutorials was useful.	92%	8%	0%	0%	0%
I was happy with the amount of work needed for assignments and projects.	92%	8%	0%	0%	0%

CRITERION 2 CURRICULUM DESIGN AND ORGANIZATION

Criterion 2 Curriculum Design and Organization

2.1 Curriculum and Learning Process

The curriculum of Bachelor of Business Administration-BBA (Hons) program was developed keeping in view the guidelines provided by HEC.

2.1.1 Degree Title

Bachelor of Business Administration (BBA)

The curriculum design process takes into account feedback from the employers of our students, needs assessment of the industry, the trends in business education at other institutes and expert opinion. A committee of learned professors, subject-matter specialists and experts from other universities and research organizations from Pakistan help in the development of all the courses for the degree program. When and if needed, the curriculum for the BBA program is revised or updated. At the department level, the Board of Faculty, which comprises of senior faculty members from GIMS and outside, is responsible for updating the curriculum. This body is authorized to formulate syllabus and course content. The director of the Institute chairs the meetings of this body. The curriculum is then submitted to the University Academic Council for approval. All the changes, modifications, additions and deletions with respect to the curriculum must be approved by the academic council before they are adopted for implementation.

2.2 Consistency of Program Structure and Course Contents in Development of Intellectual and Practical Skills and Attainment of PLOs

The BBA (Hons) program curriculum is designed to fulfil the program learning outcomes and course learning outcomes. Each semester is of approximately 16 weeks duration. The BBA (Hons) program duration is four years and is offered on a full-time basis in morning session. The minimum duration for completing the course of degree is 8 semesters (4 years).

2.3 Curriculum Design

The curriculum supports the program objectives and consistent with market dynamics. The curriculum of the BBA (Hons) program was devised based on the needs of all stakeholders. The curriculum is broadly divided in Business and social science courses. The graduates of the program are specialized in Finance, Marketing and Human Resource Management. The Management sciences (MGTs) domain includes Strategic Management, Managerial Accounting, and Introduction to Financial Management, Production Management Operations and Cost Accounting. A comprehensive Internship report and a final year project are also part of the curriculum. The contents of breadth and depth courses are selected to provide students with knowledge of overall as well as specialized areas of Management sciences. A number of courses include Introduction to Marketing Management, Introduction to Business Finance, Introduction to Human Resource Management and Introduction to Organizational Behavior that allow the students to apply their knowledge and critical thinking and gain an in depth understanding of theory.

The BBA program offers courses in mathematics that support the program core courses. These courses are designed in a way to facilitate the students in their major areas. The mathematical courses are mainly comprised of Basic and Advanced mathematics and Statistics like Business Mathematics, Quantitative Techniques in Management, Business Statistics, and Inferential Statistics. These courses fulfilled the HEC requirement.

Communication skills are the topmost elements for the best presentation of a business school graduate. We make sure to offer the best courses to develop the communication skills of our students. Business Communication-I and Business Communication-II are offered in the BBA program in this regard. Along with the courses, we have developed a friendly and interactive environment in order to polish the students' communication skills.

The Information Technology (IT) domain includes the IT in Business-I, Introduction to E-Commerce, IT in Business-II and Introduction to Management Information System (MIS), All these courses develop skills of project management, teamwork, communication, entrepreneurship, ethical and moral responsibilities and sustainable development. The mix of Management Sciences Information Technology (IT) and Mathematics courses is in accordance with the national guidelines provided by the HEC.

The program includes courses in social science and humanities like Microeconomics, Macro Economics, Business Law, Taxation Laws, Logic, Social Psychology and Self Development, Pakistan Studies, Islamyat & Ethics, etc. which fulfill the HEC requirements.

Summary of the curriculum of BBA (Hons) is given in Table 19. The comparison shows that the Management fundamentals and credit hours are in-line with the benchmarked universities, whereas the credit hours of breadth and depth Business courses are on higher side.

Table 19: Curriculum Course Requirements Design

Semester	Course Number	Math and Basic Science		Core Courses	Humanities and Social Science	Technical Electives
		Math	Basic Science			
1 st	7	1	01	02	03	0
2 nd	6	0	0	03	03	0
3 rd	6	01	0	04	01	0
4 th	6	01	0	04	02	0
5 th	6	0	0	03	01	02
6 th	6	0	0	03	01	02
7 th	5	0	0	03	0	2
8 th	4	0	0	02		2

Curriculum Design by Knowledge Area

Domain	Knowledge Area	HEC Guidelines	
		Total	Overall
		Credits	%
Non-MGTs	Social Sciences & Humanities	08	20%
	Information Technology (IT)	12	
	English & Communication	06	
	Sub Total	26	
MGTs	Business-core	54	80%
	Business Elective	18	
	Domain Supporting	42	
	Others (Dissertation)	03	
	Sub Total	114	
Total		140	100

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

2.4 Mapping of Courses to PLOs

Program Semester-wise mapping of courses to PLOs is given in Table 20. The course to PLO mapping is only shown for the courses that are used for assessing a particular PLO.

Table 20: Mapping of Semester-wise Courses to PLOs

Semester No	Course Code	Course Title	Implementation of business Project	Be proficient in a problem solving skills	Structure of Financial planning	the ability to participate in contemporary issues in management	communicate effectively about business	responsible practitioners of business administration
			1	2	3	4	5	6
1	ARGO-301	Basic Agriculture					✓	
	SSH-302	Pakistan Studies		✓				
	MGT-304	Social Psychology and Self Development	✓					
	MGT-321	Fundamentals of Accounting			✓			
	MGT-341	I.T in Business-I						✓
	MGT-391	Business Mathematics						
	MGT-404	Business Communication-I						
2	IS-302	Islamic studies/ethics		✓				
	MGT-411	Introduction to Management						
	SOS-301	Moral Foundation of education					✓	
	MGT-322	Financial accounting			✓			
	MGT-342	IT-in Business II	✓					
	MGT-351	Intro to Marketing		✓				
	MGT-371	Microeconomics						✓

3	MGT-405	Business Communication-II		✓				
	MGT-423	Cost Accounting	✓					
	MGT-452	Introduction to Market Management						✓
	MGT-472	Macro Economics			✓			
	MGT-492	Business Statistics		✓				
	MGT-512	Introduction to Organizational Behavior					✓	
4	MGT-407	Ethics in Business		✓				
	MGT-594	Introduction to Logics						
	MGT-424	Introduction to Business Finance	✓					
	MGT-473	Introduction to Managerial Economics		✓				
	MGT-504	Managerial Accounting			✓			
	MGT-515	Introduction to Human Resource Management					✓	
5	MGT-513	Corporate Law				✓		
	MGT-514	Introduction to Project Management			✓			
	MGT-525	Introduction to Financial Management		✓				
	MGT-526	Money and Banking		✓				
	MGT-580	Strategic Management	✓				✓	
	MGT-595	Statistical Inference		✓				
6	MGT-493	Business Research Methods					✓	
	MGT-543	Introduction to Management Information System				✓		
	MGT-574	International Business					✓	

	MGT-696	Introduction to Production Operations Management		✓				
		Elective-I						
		Elective-II						✓
7	MGT-616	Total Quality Management		✓				
	MGT-644	Introduction to E-commerce					✓	
	MGT-698	Internship		✓				
		Elective-III			✓			
		Elective-IV			✓			
8	MGT-617	Entrepreneurship					✓	
	MGT-618	Contemporary Issues in Management						
	MGT-699	Project						
		Elective-V		✓				
		Elective-VI						

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

The program core material is designed in a scientific manner and assures that the graduates are equipped with the theoretical and practical aspects of it.

Table 21: Courses Representing Theoretical Background, Problem Analysis and Solution Design

Elements	Courses (Codes)
Theoretical Background	IS-302, MGT-304, MGT-321, MGT-341, MGT-543, MGT-391, MGT-404, SSH-302, MGT-342, MGT-351, MGT-371, GT-411, MGT-405, MGT-472, MGT512, MGT-424, MGT-515, MGT3, GT-526.
Problem Analysis	MGT-423, MGT-452, MGT-492, MGT-512, MGT-580, MGT493, MGT-696, MGT-618. MGT-407, MGT-424, MGT-473, MGT-514, MGT-525,
Solution Design	MGT-322, MGT-504, MGT-514, MGT-580, MGT-699, MGT-617, MGT-698. , MGT-493, MGT-696, MGT-616, MGT-644,

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

The BBA undergraduate degree program is offered well consistent with HEC's approved curriculum for business administration. A degree is offered after completion of 136 credit hours including an internship report of 3 credit hours. Major categories of taught courses include business core courses, business elective courses, support courses, courses related to social sciences, IT courses, business English & communication courses. Each taught-course is of 3 or 2 credit hours. The breakup of courses categories-wise, number of courses in each category and credit hours details.

Table 22: BBA Program Categories and Credit Hours Details

Category (Courses)	No. of Courses	Credit Hours
Business Core	18	54
Business Elective	06	18
Support	14	42
Social Sciences & Humanities	03	8
I.T.	02	06
English & Communication	02	06
Others (Dissertation)	01	03
Total	46	137

Standard 2-4: The curriculum must satisfy the core requirements for the program as specified by the accreditation body.

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

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

While the curriculum was prepared, all aspects of information technology were considered and after critical analysis, relevant aspects were integrated into the program as four computer and I.T. courses (13 credit hours) were included in the curriculum to fulfill the I.T. requirements for the students of BBA (Hons). However, efforts are undertaken to add value from time to time.

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

While the curriculum was prepared, all aspects of information technology were considered and after a critical analysis, relevant aspects were integrated into the program as four computer and I.T. courses (12 credit hours) were included in the curriculum to fulfill the I.T. requirements for the students of BBA (Hons).

Standard 2-7: Enhancing the oral and written communication skills of the students.

The 2 courses aimed at enhancing communication skills have been integrated into the curriculum of BBA (Hons). Assignments are given to BBA (Hons) students on specific titles (part of the course) which are presented orally and are submitted as a written report, to increase their oral and written communication skills. As it is important to note that in every course student have to present at least one topic of their interest or on a current topic in the form of a presentation with the help of multimedia.

2.5 Course Offering for BBA Program

Table 23: Course Offerings

Semester-I			
Sr. No.	Course No.	Course Title	Credit hrs.
1	AGRO-301	Basic Agriculture	3(2-2)
2	SSH-302	Pakistan Studies	2(2-0)
3	MGT-304	Social Psychology and Self Development	3(3-0)
4	MGT-321	Fundamentals of Accounting	3(3-0)
5	MGT-341	I.T in Business-I	3(3-0)
6	MGT-391	Business Mathematics	3(3-0)
7	MGT-404	Business Communication-I	3(3-0)
Semester-II			
Sr. No.	Course No.	Course Title	Credit hrs.
1	IS-302	Islamic Studies/Ethics	2(2-0)
2	SOS-301	Moral Foundations of Education	2(2-0)
3	MGT-322	Financial Accounting	3(3-0)
4	MGT-342	IT in Business –II	3(3-0)
5	MGT-351	Introduction to Marketing	3(3-0)
6	MGT-371	Micro Economics	3(3-0)
7	MGT-411	Introduction to Management	3(3-0)
*Muslim Students will enroll in Islamic Studies and non-muslim Students will enroll in Ethics.			
Semester- III			
Sr. No.	Course No.	Course Title	Credit hrs.
1	MGT-405	Business Communication-II	3(3-0)

2	MGT-423	Cost Accounting	3(3-0)
3	MGT-452	Introduction to Marketing Management	3(3-0)
4	MGT-472	Macro Economics	3(3-0)
5	MGT-492	Business Statistics	3(3-0)
6	MGT-512	Introduction to Organizational Behavior	3(3-0)
Semester-IV			
Sr. No.	Course No.	Course Title	Credit hrs.
1	MGT-407	Ethics in Business	3(3-0)
2	MGT-424	Introduction to Business Finance	3(3-0)
3	MGT-473	Introduction to Managerial Economics	3(3-0)
4	MGT-504	Managerial Accounting	3(3-0)
5	MGT-515	Introduction to Human Resource Management	3(3-0)
6	MGT-594	Introduction to Logic	3(3-0)
Semester-V			
Sr. No.	Course No.	Course Title	Credit hrs.
1	MGT-513	Corporate Law	3(3-0)
2	MGT-514	Introduction to Project Management	3(3-0)
3	MGT-525	Introduction to Financial Management	3(3-0)
4	MGT-526	Money and Banking	3(3-0)
5	MGT-580	Strategic Management	3(3-0)
6	MGT-595	Statistical Inference	3(3-0)
Semester-VI			
Sr. No.	Course No.	Course Title	Credit hrs.
1	MGT-493	Business Research Methods	3(3-0)
2	MGT-543	Introduction to Management Information System	3(3-0)
3	MGT-574	International Business	3(3-0)
4	MGT-696	Introduction to Production Operations Management	3(3-0)
5		Elective-I	3(3-0)
6		Elective-II	3(3-0)
Semester-VII			
Sr. No.	Course No.	Course Title	Credit hrs.
1	MGT-616	Total Quality Management	3(3-0)
2	MGT-644	Introduction to E-commerce	3(3-0)
3	MGT-698	Internship	3(0-6)
4		Elective-III	3(3-0)
5		Elective-IV	3(3-0)
Semester--VIII-			
Sr. No.	Course No.	Course Title	Credit hrs.
1	MGT-617	Entrepreneurship	3(3-0)
2	MGT-618	Contemporary Issues in Management	3(3-0)
3	MGT-699	Project	3(0-6)
4		Elective-V	3(3-0)
5		Elective-VI	3(3-0)

2.5.1 Course offered for Specialization in BBA

Table 24: Elective courses for the specializations offered in BBA (Hons) in Finance

Elective courses for the Specializations offered in BBA (Hons) in Finance			
Sr. No.	Course No.	Course Title	Credit hrs.
1	MGT-530	Investment Banking	3(3-0)
2	MGT-531	Analysis of Financial Statements	3(3-0)
3	MGT-631	Security Analysis and Portfolio Management	3(3-0)
4	MGT-532	Investment and Security Analysis	3(3-0)
5	MGT-533	Corporate Finance	3(3-0)
6	MGT-534	Credit Management	3(3-0)
7	MGT-535	Islamic Banking	3(3-0)
8	MGT-536	Portfolio Management	3(3-0)
9	MGT-537	Financial Institutions	3(3-0)
10	MGT-538	International Finance	3(3-0)
11	MGT-539	Money and Capital Markets	3(3-0)

Table 25: Elective courses for the specializations offered in BBA (Hons) in Human Resource Management

Courses for the Specializations offered in BBA (Hons) in Human Resource Management			
Sr. No.	Course No.	Course Title	Credit hrs.
1	MGT-581	Leadership	3(3-0)
2	MGT-582	Organizational Development	3(3-0)
3	MGT-683	Human Resource Development	3(3-0)
4	MGT-684	Learning and Management Development	3(3-0)
5	MGT-685	Collective Bargaining and Wage Policy	3(3-0)
6	MGT-686	International Human Resource Management	3(3-0)
7	MGT-687	Strategic Human Resource Management	3(3-0)
8	MGT-688	Seminars in Human Resource Management	3(3-0)

Table 26: Elective courses for the specializations offered in BBA (Hons) in Marketing

Courses for the Specializations offered in BBA (Hons) in Marketing			
Sr. No.	Course No.	Course Title	Credit hrs.
1	MGT-560	Consumer Behavior	3(3-0)
2	MGT-561	Advertising and Promotion	3(3-0)
3	MGT-562	Sales Management	3(3-0)
4	MGT-663	Services Management	3(3-0)
5	MGT-664	Product and Brand Management	3(3-0)
6	MGT-665	Global Marketing	3(3-0)
7	MGT-666	Marketing Research	3(3-0)
8	MGT-667	Marketing Channels	3(3-0)

9	MGT-668	Strategic Marketing Planning	3(3-0)
10	MGT-669	Seminar in Marketing	3(3-0)

2.6 Course Contents

Course contents are defined in teaching / lesson plans. Lesson plans contain detailed course contents, CLOs, teaching and assessment methods and other necessary details. Lesson plans of MGT-535-Islamic Banking, MGT-504: Managerial Accounting, MGT- 664: Product and Brand Management, MGT-617: Entrepreneurship, MGT-322: Financial Accounting are provided as samples in Annexure D.

Consistency of Program Delivery and Assessment Methods and their Support in PLO Attainment Academic calendar is prepared by the Academics Branch AAUR at the start of the semester and is forwarded to all concerned. Concerned faculty prepares the teaching / lesson plans, which are forwarded to the Academics Branch and are uploaded on the learning management system (LMS) before the start of the semester. A course folder is maintained during the semester for each course. Updating of the course folder is the responsibility of the concerned faculty member.

2.7 Teaching Methods

Teaching method are made an integral part of the teaching / lesson plan. Faculty members select an appropriate teaching method according to the learning level and desired outcomes. The teaching methods include presentations, lectures, videos, assignments, term projects. Sample lesson plans are attached as Annexure ‘D’. To access the effectiveness of teaching method we QED used to conduct the number of surveys access the quality of education.

2.7.1 Assessment Methods

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

Table 27: Examination Weight

Quiz-Assignment	Mid-Examination	Final Examination	Practical
20%	30%	50%	N/A

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

2.8 Internship Report and a Final Year Project

The students admitted to BBA (Hons) are required to pursue an internship in a registered business enterprise for a period of 6 to 8 weeks after completion of six semesters. At the end of the 7th semester, these students present their work at that organization to a group of evaluators (faculty members). The internship is counted as a three-credit hour course.

The final year project is assigned to the BBA Students in 8th semester, the main goal is to provide the skills of entrepreneurship to students that how they can initiate their businesses and how they can minimize the future risks regarding their businesses based on the knowledge and skills achieved while studying the BBA (Hons) program. A comprehensive policy has been prepared to assign, track, evaluate and assess the final. The purpose of the policy is to provide a uniform system of guidelines to students and supervising faculty to realize their Bachelor of Science (BS) Final Year Projects (FYP). The aim of the FYP is to give each student the opportunity to experience the business project designing process. The projects are assigned in the form of small teams of three members. In the latter case the student must still fulfill the requirements laid out by the departmental policy. The Academic Supervisor is a faculty member of Department of Management Sciences.

CLOs for the final year project are defined as the part of the FYP policy. The progress of FYP is monitored in various steps throughout the project duration by Project Management Office (PMO). PMO is responsible to schedule and monitor all the internship reports and FYP activities. Each individual and group is required to prepare a project proposal report and deliver a presentation to the department evaluation team for approval towards the mid during seventh and eight semester. In eight semester department conduct midterm evaluation each group is also required to make a presentation of their project and submit it to the project management office for evaluation. At the end eight semester

final project evaluation is conducted and evaluation committee accept the project or reject it. The students are required to submit four hardbound copies of the FYP report. A standardized template has been prepared for the FYP report and shared with respective students and supervisors. A project CD is also required which must contain the following items:

- Internship Report
- FYP Report
- Final defense Presentation
- All other material consulted/utilized.
- Soft Copy (Provided in a C.D) of Internship Report and FYP.
- Poster Presentation

CRITERION 3 LABORATORIES AND COMPUTING FACILITIES

Criterion 3 Laboratories and Computing Facilities

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

3.1 Computing Lab

The details of the computing lab including staff, related course work, type of workstations, are provided in Table below

- Number of total core/elective/Supporting computing Courses= 03
- Number of Lab courses = 03
- Number of Computer laboratories = 2

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

Standard 3-3: The university computing infrastructure and facilities must be adequate to support the program's objectives

Table 28: Computing Labs Details

Sr. No.	Name of Laboratory (Staff Names--Qualifications)	Lab(s) of Course(s) Conducted in the Lab.	Type(s) of Workstations (No. of each type)	Nature of Experiments	No. of Students per Workstation
1	Lab A (Muhamad Waqas Lab Admin)	MGT-543: Introduction to Management Information System. MGT-493: Business Research Methods.	Number of PCs-50 Multimedia-1 White Board-1 Internet Access	Hands on / Demonstration	1:1

2	Lab B (Muhammad Farooq, MCS, Lab Tech	MGT-341:IT in Business-1 MGT-595:Statistical Inference MGT-341:IT in Business- 11	Number of PCs-50 Multimedia-1 White Board-1 Internet Access	Hands on / Demonstration	1:1
---	--	---	--	-----------------------------	-----

CRITERION 4 STUDENTS SUPPORT AND ADVISING

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.

4.1 Coursers

Courses are taught as per HEC criteria.

- At the undergraduate level subjects/courses are offered as per the scheme of study provided by the HEC and approved by the Academic Council.
- Elective courses are offered as per the policy of HEC and the University.
- No course is offered consecutively in any two semesters.

The program successfully delivers all the required major and elective courses within the stipulated time. At the BBA level, subjects/courses are in accordance with the approved curriculum while assuring the relevant HEC criteria as well. As the University has only one intake a year, the courses are offered once a year which means if a student fails in a certain course, he/she can take it in the next semester.

4.1.1 Core Courses

All BBA core courses are offered every term per year. These core courses offered almost every semester spread over the whole duration of this degree.

4.1.2 Elective Courses

In BBA Elective courses are offered every semester commencing from the 6th semester in three areas for specializing the degree namely in Human Resource (HR), Marketing and Finance. This scheme continues in the 7th and 8th semesters as well.

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

Courses are designed keeping in mind the effect and application aspects. Student/teacher interaction is the main theme of these courses. The following principles are observed to ensure the creative and productive output.

- Each class is made of 50 students at most.
- 75% attendance during the semester in each subject is mandatory.
- At least 2.5 CGPA in the final semester must be scored by the students to obtain the degree in both program
- Students have to submit assignments and presentations on time.
- Typically, BBA course include ONE mid-exams and ONE final-exam
- Faculty distributes outlines at the beginning of the semester and devotes their office hours for student counseling.

4.1.3 Academic Standing

- i Grade Point average
 - a) Maximum grade point average 4.00
 - b) Minimum grade point average for obtaining the Degree 2.50
- ii To remain on the roll of the university, a student shall be required to maintain the following minimum CGPA in each semester:

Semester	CGPA
1 st Semester	0.75
2 nd Semester	1.00
3 rd Semester	1.25
4 th Semester	1.50
5 th Semester	1.75
6 th Semester	2.00
7 th Semester	2.25
8 th Semester	2.50

- A student who does not meet the above requirement for promotion shall cease to be on the university roll. However, he/she may repeat the whole semester only once.
- The course grades that a student earns in the repeated semester shall replace the previously earned course grades.

- In the 8th semester, if a student fails to achieve the 2.5 CGPA, he/she shall have to repeat the course/courses with lowest grades, so as to make CGPA of 2.5 within the maximum time period allowed for the degree.
- Migration from other Universities and institutes to university will be entertained as per University migration rules.

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

Mechanism for Providing Guidance to Students on Academic, Career and Aspects Pertaining to Wellness

Academic Counselling

Several steps have been taken to provide guidance to students by different ways such as:

- Students are informed about the program requirement through the director office.
- Through the personal communication of the teachers with the students.
- Meetings are organized by the director of the institute for counseling of the students. In addition, students can also contact with the relevant teachers whenever they face any problem.
- Students can meet director of institute whenever they feel need to meet on any serious issue.
- Realizing the need for exploring job opportunities for the university graduates, Directorate of Placement Bureau has been established.

Table 27: Student Teacher Ratio

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
1:5.5-1:5.1	1:5.1-1:5	1:9.1-1:9.2	1:7.7-1:12.6	1:16-1:14	1:17-1:20

4.2 Students Workload, Class Sizes for Theory as well as Laboratory Sessions and Completion of Courses

4.2.1 Class Size

There are 40-45 students on average per section in each batch of 85-90 students. During lab work each, students have a separate system to perform tasks effectively.

4.2.2 Semester Academic Load

Academic load in a semester is in the range of 17-19 credit hours except final semester where 12 credit hours are taught. This has been done intentionally to provide students with maximum free time, as they have to move in the market for completion of their final year projects. Students also have to appear for the interviews conducted by the employers.

4.2.3 Completion of Course and Student Feedback

Course files are prepared for each course and are available with the academic department. Instructors are required to submit a course teaching / lesson plan. HOD ensures completion and conduct of the course as per schedule. Student feedback is taken twice every semester on learning management system (LMS). Sample teacher and Course evaluation is provided in criteria 1 Faculty is counselled and corrective actions are taken where required see Annexure H.

4.3 Student Activities and Involvement

4.3.1 Participation in Competitions

Students are encouraged to participate in extracurricular activities. Such activities are held within GIMS as well as outside GIMS. Students are facilitated by providing them transportation.

4.3.2 Internships

Internships are integral part of the BBA (Hons) curriculum and are mandatory for all the students. GIMS provide opportunities of internships to learn in industrial environments and expose students to the pressure of professional life.

4.3.3 Awards

Student encouragement through awards is also a big part of the Management Sciences department's philosophy. Several types of awards are offered for competitions. The department also awards medals during the convocation ceremony. Department also have need based scholarship is offered to students

each year. The student who scored top position in his batch consecutive four semester will be awarded a laptop.

CRITERION 5 PROCESS CONTROL

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.

5.1 Admission and Promotion

5.1.1 Admission Criteria

- i A person holding an Higher Secondary Certificate, A-level, or an equivalent certificate from any recognized institute with at least second division or overall 45% marks, or any other marks specified shall be eligible to apply for admission.
- ii Admission will be on open merit basis, with the following weightage for merit (Entrance test 40%, Intermediate 50%, Matric 10%). .

The admission criteria are laid out by the Arid Agriculture University and are part of GIMS statutes. Admissions are handled by the Admission Office of GIMS for all programs of the GIMS.

5.1.2 Academic Standing

- i. Grade Point average
 - a) Maximum grade point average 4.00
 - b) Minimum grade point average for obtaining the Degree 2.50
- ii. To remain on the roll of the university, a student shall be required to maintain the following minimum CGPA in each semester:

Semester	CGPA
1 st Semester	0.75
2 nd Semester	1.00
3 rd Semester	1.25
4 th Semester	1.50
5 th Semester	1.75
6 th Semester	2.00
7 th Semester	2.25
8 th Semester	2.50

- A student who does not meet the above requirement for promotion shall cease to be on the university roll. However, he/she may repeat the whole semester only once.
- The course grades that a student earns in the repeated semester shall replace the previously earned course grades.
- In the 8th semester, if a student fails to achieve the 2.5 CGPA, he/she shall have to repeat the course/courses with the lowest grades, to make CGPA of 2.5 within the maximum time period allowed for the degree.
- Migration from other universities and institutes to universities will be entertained as per University migration rules.

Standard 5-2: The process by which students are registered in the program and monitoring of students' progress to ensure timely completion of the program must be documented. This process must be periodically evaluated to ensure that it is meeting its objectives.

5.1.3 Examination and Weightage

Theory

In theory paper, students' evaluation is done by mid-term examination, assignments/ quizzes and final examination. Both the mid-term and final examinations are compulsory. A student who misses the mid-term examination is not allowed a make-up examination and is awarded zero marks in that examination. In case a student does not appear in the final examination of a course, he/she will be deemed to have failed in that course. In theory, weightage to each component of the examination is as prescribed hereunder:

Table 29: Examination Weights

Credit Hours	Quiz-Assignment	Mid-Examination	Final Examination	Practical
3(3-0)	20%	30%	50%	N/A
2(2-0)	13.33%	20%	33.33%	NA

5.1.4 Eligibility for Examination

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

Standard 5-3: The process of recruiting and retaining highly qualified faculty must be in place and clearly documented. Also processes and procedure for faculty evaluation, promotion must be consistent with institution mission statement.

5.2 Faculty Development, Training and Retention

5.2.1 Faculty Training and Mentoring

Following opportunities and facilities are available for faculty training and mentoring.

- The new faculty attends orientation training and methods of instruction workshop.
- GIMS sometimes conducts faculty training to enhance the educational experience.

5.2.2 Faculty Retention and Career Planning

Faculty is one of the most important parts of the SMME and hiring and retention of best-in-class faculty is the topmost priority of the school. For this purpose, the following are being offered.

- GIMS offers a competitive pay package.
- Full funding for attending National/ International conferences/ seminars/ Workshops.
- Financial support for carrying out Masters & Doctoral studies.
- Funding through government and non-profit national and international organizations is facilitated.
- Promotions are based on experience and research work.
- The teaching load is based on the guidelines provided by the HEC so faculty can spend most of their time in research.

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 it is meeting objective.

5.2.3 Strength and Competencies of Academics Staff covering all Areas of the Program

GIMS has a mix of qualified and experienced faculty members for teaching and research. Most of the faculty members have qualifications from leading universities in the world.

CRITERION 6 FACULTY

Criterion 6 Faculty

Detail of faculty at GIMS is given below.

6.1 Present Scenario

Full-Time Faculty Size	Number of faculty members with PhD MS	Full Professors	Associate Professors	Assistant Professors	Lecturers	Teaching Assistants/Fellows
	1 6				6	

Standard 6-1: *There must be enough full-time faculty who are committed to the program to provide adequate coverage of the program.*

6.2 Full Time & Part Time Faculty Member

Table 30: Full Time Faculty

Name of Faculty Member	Designation	Highest Degree	Subject/D discipline of Highest Degree	Faculty Type (Permanent/Contract)	Total Experience in Teaching Degree Program	Retirement/ Contract End Date DD-MM-YYYY
Dr. Naveed Raza	Assistant Professor	PhD	Business Administration	Permanent	6 months	Continue
Ms. Hafiza Sahar Afshan	Lecturer	M.Phil Accounting & Finance	Business Administration	Permanent	3 Years	Continue
Ms. Rameeza Andleeb	Lecturer	M.Phil Finance	Business Administration	Permanent	3 Years	Continue
Ms Maryam Ashfaq	Lecturer	PhD Scholar Economics	Business Administration	Permanent	2.5 Years	30-06-2018
Ms. Kanwal Shehzadi	Lecturer	MBA (HRM)	Business Administration	Permanent	2.5 Years	Continue
Mr. Faisal Munir	Lecturer	PhD Economics	Business Administration	Permanent	2.5 Years	Continue
Ms. Hina Kanwal	Lecturer	MS Economics	Economics	Permanent	1.5 Years	Continue

Ms.Anmole	Lecturer	M,phil Mathematics	Mathematics	Permanent	3 Years	Continue
Ms. Bisma	Lecturer	M.Phil Linguistics	English	Visiting Contract	1 Year	30-06-2019
Mr. Bahasht Baig	Lecturer	M.Phil Islamic Stuides	Islamic Studies	Visiting Contract	4.5 Years	Continue
Ms. Nazish Mushtaq	Lecturer	MBA 3.5 (Marketing)	Management Science	Permanent	2 Years	Continue
Ms. Samia Azhar	Lecturer	MA English	English	Visiting Contract	1.5 Years	22-02-2018
Mr. Qasim Ali	Lecturer	MS Management Science (FIN)	Business Administrati on	Visiting Contract	2.5 Year	Continue

Table 31: Faculty Distribution by Program Areas

Program Area of Specialization	Courses in the Area and Average Number of sections Per-year(semester)	Number of faculty members in each area	Number of Faculty with Ph.D. Degree
Finance	2 courses (6 th ,7 th & 8 th)	3	01
HRM	2 courses (6 th & 8 th)	1	0
Marketing	0	2	0
others		6	0
Total		12	01

6.3 Full Time Lab Engineers

Name	Designation	Highest Degree	Date of Joining	Type of Job
Muhammad Waqas	Lab Engineer	BSCS (Hons)	October 2017	Permanent
Muhammad Farooq	Lab Engineer	MCS	January 2018	Permanent

Table 32: Part Time Faculty Members at GIMS

Part-Time Faculty Size	Number of Part-Time Faculty Members with		Total Number of Courses Offered by the Institute	Number of Courses Taught by Part-Time Faculty per Year
	PhD	MS		
(Fall-2016)		7	24	15
(Fall-2017)		9	31	18
(Spring-2017)		8	26	15
(Spring-2018)		8	31	15
(Spring-19)		12	41	20
(Fall-19)		10	34	10

6.4 Overall Staff Workload

Faculty Workload Teaching load based on 2018-2020	
Lecturer	12-16 Cr. Hr

6.4.1 Student Teacher Ratio

Table 32: Student Teacher Ratio

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2020-2021
1:11-1:14	1:16-1:17	1:32-1:34	1:28	1:26-1:29	1:32

6.5 Sufficiency and Competency of Technical Staff

The lab technicians and lab engineers are well qualified and meet the qualification requirements of their respective jobs. Lab engineers have B.Sc / M. Sc. Degrees in computer science while the lab technicians are technical diploma holders.

6.6 Sufficiency and Competency of Administrative Staff

GIMS has an adequate number of administrative staff for office and administration jobs. The administrative staff of the department is headed by Admin Manager. The staff is responsible for the general upkeep of the GIMS building and offices. In case of a medical emergency, several staff

members are trained to provide first aid. They are also responsible in case of a fire emergency and have been designated as fire marshals. The administrative staff is also responsible for office work.

Standard 6-2: All faculty members should be motivated and have job satisfaction to excel in their profession.

6.7 Faculty Survey

To measure the faculty satisfaction and identifying their experience at GIMS, QED conducted a faculty Survey at end of each semester. Faculty surveys help to identify faculty member level satisfaction and their experience with administrative staff and faculty members. Faculty member suggestions and feedback help to improve the department working. The faculty survey results are available in Annexure H.

6.8 Annual Faculty Review

The yearly survey is a necessary part of any institute to self-evaluate its execution and to assess the performance/contribution of its employees. The academic year 2019-2020 has been ended, QED and Departments have decided to take an initiative to do yearly evaluation this year and continue to do so. Some sample examples of annual faculty reviews are available in Annexure I.

Standard 6-3: There must be an adequate number of high-quality graduate students, research assistants and Ph.D. students.

Below is the list of students in BBA program over past ten years. GIMS is not accredited for a PhD Degree. Teaching Assistants positions are not available for GIMS.

2014-2015	2015-2016	2016-2017	2017-2018
39	81	124	172

CRITERION 7 FACILITIES AND INFRASTRUCTURE

Criterion 7 Facilities and Infrastructure

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

7.1 Adequacy of Teaching and Learning Facilities

The adequacy of teaching and learning facilities that include classrooms, learning-support facilities, study areas, information resources, library, computing and information technology, etc. is described in the following sections.

Standard 7-2: Classrooms must be adequately equipped, and offices must be adequate to enable faculty to carry out their responsibilities.

7.1.1 Lecture Facilities

The GIMS building is situated within the premises of Kalra Khas Gujrat. GIMS has its building. Construction of an additional wing is also in progress. The building has the following facilities:

- Classrooms: 10
- Seating capacity of each classroom: 50
- Audio-Video facilities: Computer, multimedia projector, audio system
- Seminar Hall with a seating capacity of 100 shared with other departments

7.1.2 Computer Laboratories

Following dedicated computer laboratories are available.

- Computational Lab A
- Computational Lab B

Standard 7-3: The library must possess an up-to-date technical collection relevant to the program and must be adequately staffed with professional personnel.

7.2 Library

The GIMS Library has the following facilities.

- Institute has its library which has a sufficient number of business administration-related books. New books are regularly bought, but currently, library contains low-cost editions. Expensive books are unavailable. A book bank is also required which provides effective support to students.
- Access to HEC Online Library via HEC.
- Reproduction facility is also available in the form of the printing press in GIMS where computing and other subject books like mathematics are being printed after necessary permission.

7.3 Other On Campus Facilities

7.3.1 Sports

At GIMS the implementation of a wholesome policy helps shape student's personalities and careers in a more efficient manner. Students are, therefore, encouraged to participate in various sports competitions held as a regular feature of campus life. The following facilities are available in the campus.

- | | |
|-------------------|------------------------------|
| ▪ Badminton Court | 12 |
| ▪ Table Tennis | Total 4, 3 x Girls, 1 x Boys |

7.3.2 Transport

GIMS maintains an organized transportation network within the campus for the students and staff. Vans provide transport from Gate 1 from 8:30 to 9:30 am. GIMS provides transportation within Gujrat city and outside Gujrat. Transportation facilities provided to students of Kharian, Jalapur Jattan, Lalamusa.

7.3.3 Other Facilities

The campus has the following facilities available for students.

- Cafeteria
- Photo Shop
- Stationery Shop

CRITERION 8 INSTITUTIONAL SUPPORT AND FINANCIAL RESOURCES

Criterion 8 Institutional Support and Financial Resources

8.1 Institutional Financial Commitment and Support

Table 33: Income and Expenditure Details

S No	Source of Income	Financial Year 2017-18 (July 2017 to August 2018)			Financial Year 2018-19 (July 2018 to August 2019)			Financial Year 2019-20 (July 2019 to June 20)		
		Budget	Income	Expenditure	Budget	Income	Expenditure	Budget	Income	Expenditure
1		25000000	246747735	23644527	4000000	39281610	37119271	60500000	54182899	51139207

Standard 8-1: Financial resources must be provided to acquire and maintain library holdings, laboratories and computing facilities.

	(July 2017 to August 2018)	July 2018 to August 2019)	(July 2019 to June 20)	(July 2020 to June 21)
Institution's yearly budget for research and faculty development for the past five years	Rs: 400000	Rs:	Rs:	Rs:
Institution's yearly budget for library	Rs: 400000	Rs: 350000	Rs: 475000	Rs:300000
Institution's yearly budget for computing facilities	Rs: 800000	Rs: 950000	Rs: 882000	Rs:125000
Department/school/ college's yearly budget for research and faculty development for the past five years	Rs: 1050000	Rs: 150000	Rs: 175000	Rs:130000
Fee Structure	Subsidized Fee: Rs. 19250 Regular Fee: Rs.34850	Subsidized Fee: Rs. 19250 Regular Fee: Rs. 34850	Subsidized Fee: Rs. 20450 Regular Fee: Rs.36200	Subsidized Rs. 20450 Regular Fee: Rs.36200

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

8.1.1 Student Teacher Ratio

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2020
1:11-1:14	1:16-1:17	1:32-1:34	1:28	1:26-1:29	1:32

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

	(July 2017 to August 2018)	July 2018 to August 2019)	(July 2019 to June 20)	(July 2020 to June 21)
Institution's yearly budget for research and faculty development for the past five years	Rs: 400000	Rs:	Rs:	Rs:
Institution's yearly budget for library	Rs: 400000	Rs: 350000	Rs: 475000	Rs:300000
Institution's yearly budget for computing facilities	Rs: 800000	Rs: 950000	Rs: 882000	Rs:125000
Department/school/college's yearly budget for research and faculty development for the past five years	Rs: 1050000	Rs: 150000	Rs: 175000	Rs:130000
Fee Structure	Subsidized Fee: Rs. 19250 Regular Fee: Rs.34850	Subsidized Fee: Rs. 19250 Regular Fee: Rs. 34850	Subsidized Fee: Rs. 20450 Regular Fee: Rs.36200	Subsidized Rs. 20450 Regular Fee: Rs.36200

CONTINUOUS QUALITY IMPROVEMENT

Continues Improvement

Program Planning and Curriculum Development

The curriculum of the BBA (Hons) program was developed to meet the requirements of HEC. A comprehensive exercise was carried out among all the stakeholders to unify the curriculum. During that phase, experts from all the AAUR departments and affiliated institute were brought together and careful deliberations were carried out. The finalized unified curriculum is implemented and taught in AAUR and Affiliated institutes. A number of elective courses are available for students to choose to increase their depth and breadth of knowledge.

Curriculum Review

A comprehensive policy exists at AAUR and GIMS level for curriculum review and updating. The curriculum could be reviewed on the basis of a number of factors including HEC revision of curriculum requirements, feedback from stakeholders, etc.

Content Review

Courses are assigned to the faculty at the start of the semester. The content of each course has been defined by the department and a lesson / teaching plan is prepared by the concerned faculty based on the approved course contents. The faculty member is allowed to change 10% of the course content of a course. Sample lesson plans are provided at Annexure 'D'. The lesson plans include detailed content breakdown, teaching methods and assessment methods.

Response to Feedback

Feedback from faculty and students is collected on regular basis through the LMS system. Students are required to provide feedback once during the course. The anonymous feedback becomes available to the concerned faculty for review and any necessary action. Faculty also provides feedback at the end of the course. The feedback provided by faculty and students is monitored by the QED, Academic Directors, and HODs.

Various type of feedbacks obtained from alumni, faculty, students, employers, etc. are addressed at various levels during the faculty meetings.

Tracking of Contribution of Individual Courses to PLOs

The course learning outcomes for each course has been defined and linked with appropriated program learning outcomes. The assessment methods of CLOs are part of the lesson plans where a specific CLO may be evaluated using any suitable assessment method. The assessment methods include quizzes, assignments, presentations, reports, term projects, end semester exams, etc. Specific CLO is attributed to a specific question. The question papers are approved by the HOD for appropriate level of learning and difficulty. The complete record of CLO attainment is maintained in the Academics Branch.

Continuous Improvement

Table 34: Observations, Implementation Plan and Actions Taken Since Last SAR

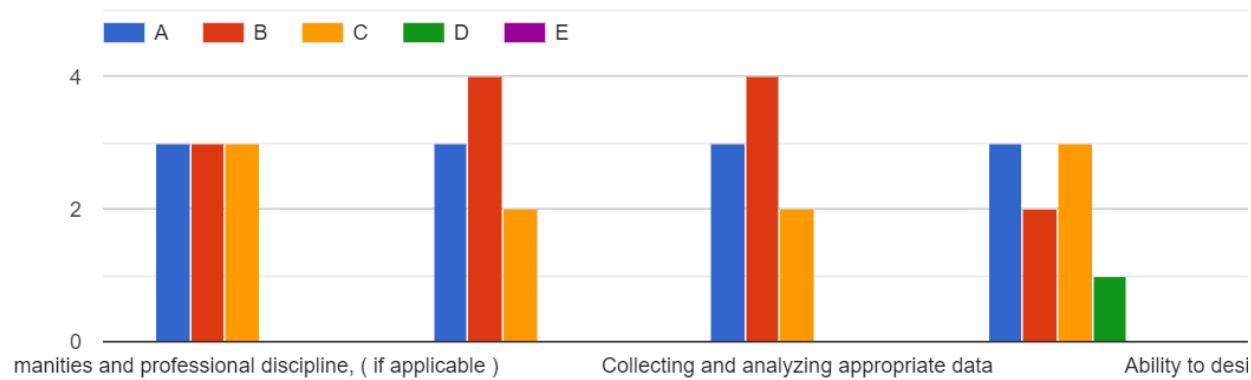
Sr. No	Observations	Action Take by Department	Status
1	Rubric was not designed for BBA (Hons) Final year project evaluation that would be used to measure program education objectives.	Department directed the Project Management office to design rubric with consultancy of faculty members. Rubric was implemented in final year project evaluation.	Achieved
2	Employer Survey was not designed in compliance to measure the program education objectives.	QED and department coordinator set together and redesign the survey which includes the statement that would help out the measuring the program educational objective.	Achieved
3	Department has not initiated the research cultural among the undergraduate students.	Institute recruit PhD faculty member as HOD with aims to flourish the research among the faculty members and take initiative among students for review paper and research paper.	Partially Achieved
4	Scheme of study for BBA (Hons) program not adequately state which course will help to achieve program educational objective and outcomes.	The course has been mapped with program learning and educational objective and sated is Table 6 and Tables 7-17 in this SAR.	Achieved

5	Institute has not dedicated any career counseling and job placement office students.	Job placement and career counseling office establishment is in under discussion of Director GIMS and Academic Director.	In process
6	Department has no dedicated meeting and conference room.	Infrastructure of institute has been improved as dedicated campus construction is completed in Spring 2020. Meeting room, discussion room and conference rooms are available for faculty and students.	Achieved
7	Institute has not had its own student and teacher portal where student and teacher can communicate subject matter effectively.	The GIMS has launched Learning Management System in Spring 2020 for instructor and faculty members, and it is accessible for all stakeholders.	Achieved
8	Proper teacher training and faculty development programs, particularly for the newly inducted young faculty members, need to be established on priority basis.	Department had planned number of training program but due to COVID'19 no physical training was possible for a year, Meanwhile the faculty members have attended a few virtual seminar and talks.	In process

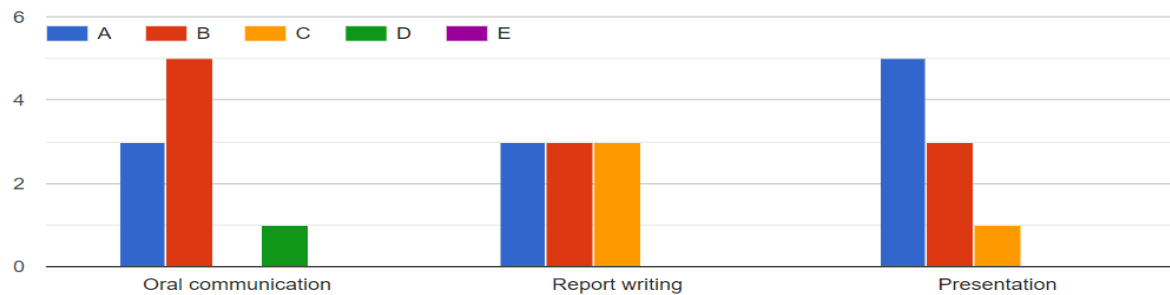
Annexure A. Alumni Survey

Performa: 7 Alumni Survey Department of Management Sciences BBA Programs Batch 2015-2019

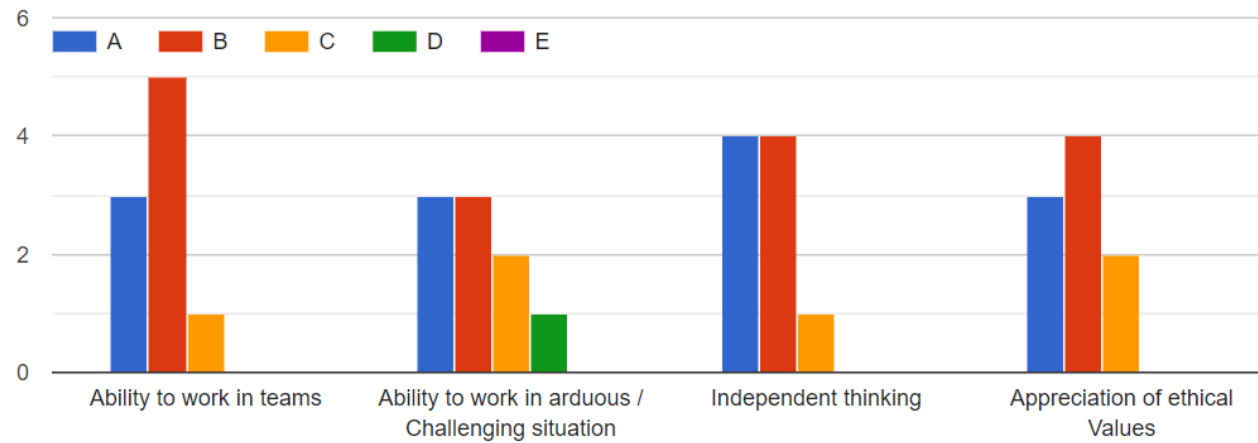
1. Knowledge



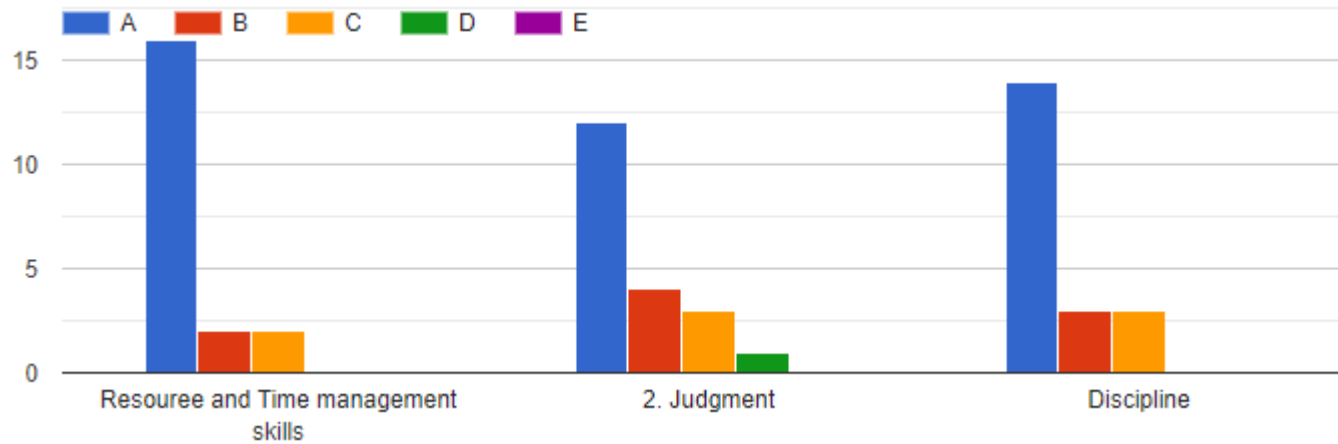
2. Communication Skills



3. Interpersonal Skills



4. Management and Leadership Skills



Alumni Survey Questions Summery

S. No	General Comments Please make any additional comments or suggestions, which you think would help strengthen our programs. (New courses that you would recommend and courses that you did not gain much from)	Career Opportunities	Name of organization (In which you are currently working)	Position in organization
1	Over all it was good . According to latest syllabus and additions you should add some extra activities and courses.	Business, banking	Iqra education school system	Teacher
2	Improve communication skills ... provide more information and knowledge about program	Anything in which u have interest. Business or job anything	No where	None
3	One subject on taxes should be added and some unnecessary subjects should not allocated	A lot of career opportunities in it	Service factory	Very good position
4	Accounting	Very few	No-one	Not working now
5	Have to improve environment others activities are best.	good	Not working now	Not working now
6	Have to give more value to seniors	By studying in this institute i get much confidence that i do anything	PIMS college	Lecturer

7	The organization should hire more experienced staff	Help to achieve career opportunity	None	None
8	Over all good	None	Gims arid agriculture University Gujrat campus	
9	All courses is good	There is a lot of opportunity for us for establishing strong career	I am not working right now	None

Prepared By:

Member

Ms Hafiza Sahar Afshan

QED | Zainab Mahmood

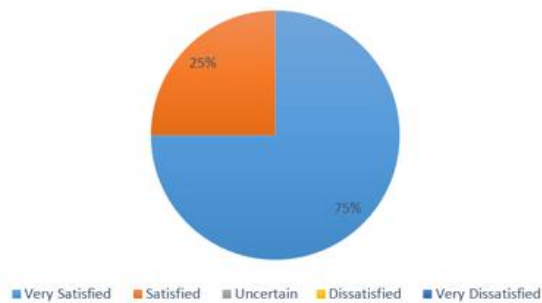
Date: November 26 ,2019

Annexure B: Employer Survey

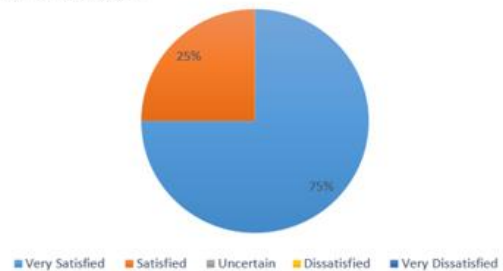
A survey has been conducted and feedback has been collected on Performa 8 from the employees where students have BBA from GIMS are working. The results are summarized in figure given below.

Performa: Alumni Survey Department of Management Sciences BBA Programs Batch 2017-2021

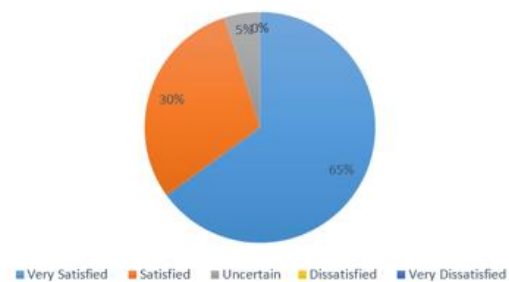
Subject Knowledge



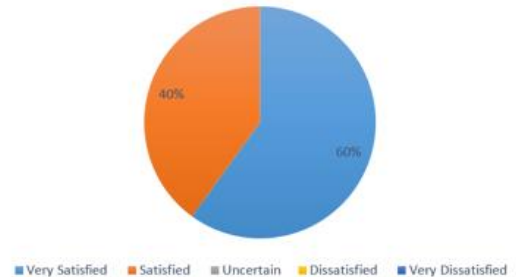
Professionalism



Personal Management



Management and Leadership Skills



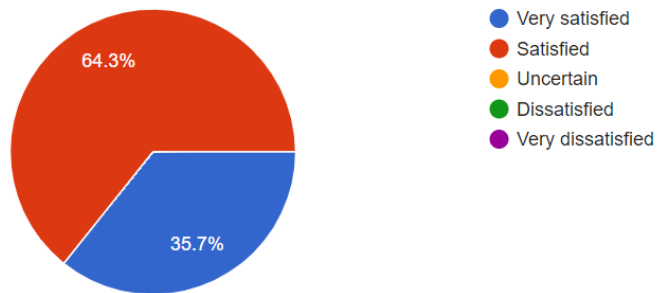
Annexure C: Graduating Survey

Performa: 3 Survey of graduating students Department of Management Sciences Batch (2015-2019)

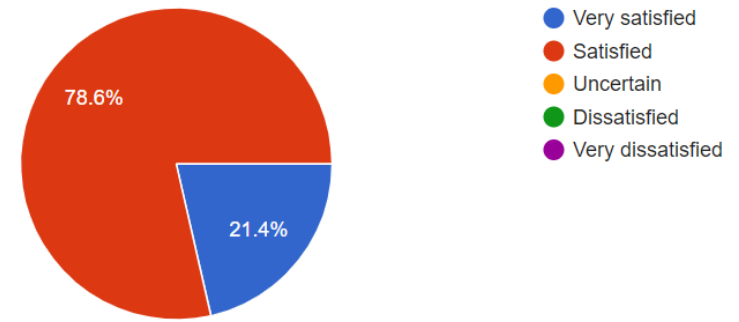
S.no	Statements	VS	SA	UC	DS	VD
1	The work in the program is educative	35.7%	64.3%	0%	0%	0%
2	The program is effective in enhancing team-working abilities.	21.4%	78.6%	0%	0%	0%
3	The program administration is effective in supporting learning.	38.6%	71.4%	0%	0%	0%
4	The program is effective in developing analytical and problem solving skills.	28.6%	64.3%	7.1%	0%	0%
5	The program is effective in developing independent thinking.	21.4%	57.1%	7%	14.3%	0%
6	The program is effective in developing written communication skills.	35.7%	57.1%	0%	7.1%	0%
7	The program is effective in developing planning abilities	28.6%	64.3%	7.1%	0%	0%
8	The objectives of the program have been fully achieved	28.6%	64.4%	6.7%	0%	0%
9	Whether the contents of curriculum are advanced and meet program objectives	21.4%	71.4%	7.1%	0%	0%
10	Faculty was able to meet the program objectives	35.7%	64.3%	0%	0%	0%
11	Environment was conducive for learning	35.7%	50%	14.3%	0%	0%
12	Whether the Infrastructure of the department was good	21.4%	57.1%	14.7%	0%	0%
13	Whether the program was comprised of Co-curricular and extra-curricular activities	21.4%	71.4%	0%	7.1%	0%
14	Whether scholarships/ grants were available to students in case of hardship	28.6%	57.1%	0%	0%	14.3%
VS: Very Satisfied SA: Satisfied UC: Uncertain DS: Dissatisfied VD: Very Dissatisfied						

Performa: 3 Survey of graduating students
Department of Management Sciences
Batch (2015-2019)

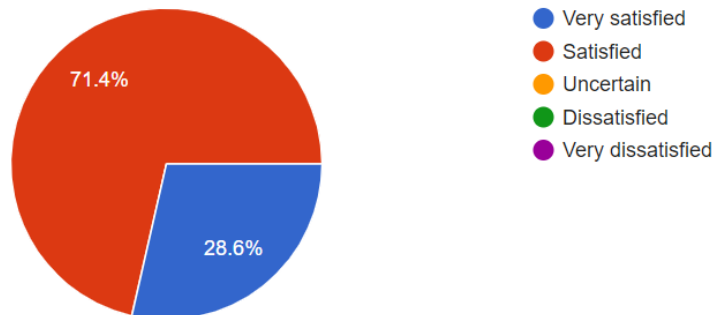
1. The work in the program is educative.



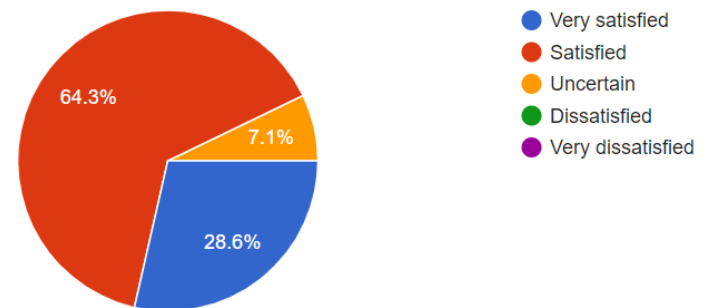
2. The program is effective in enhancing team-working abilities.



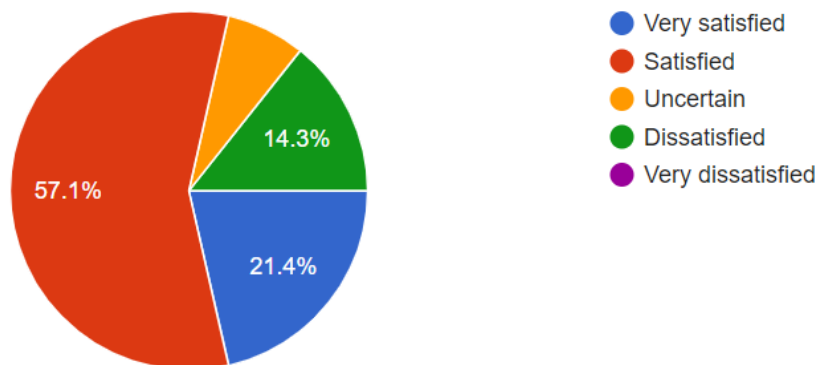
3. The program administration is effective in supporting learning.



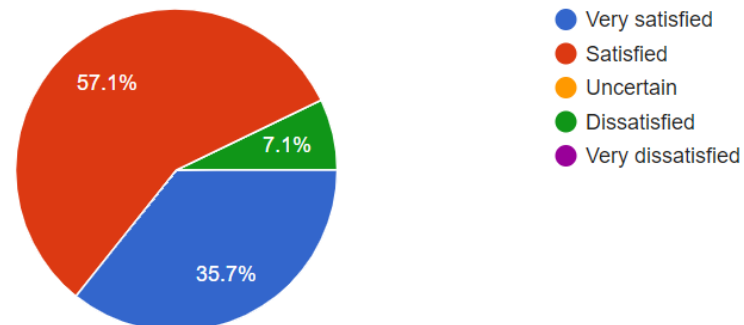
4. The program is effective in developing analytical and problem-solving skills.



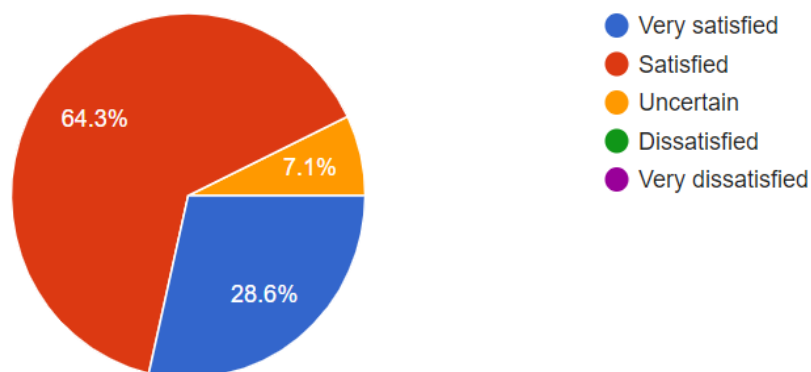
5. The program is effective in developing independent thinking.



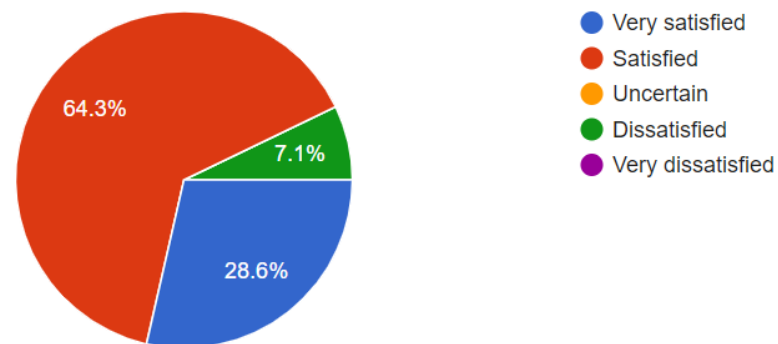
6. The program is effective in developing written communication skills.



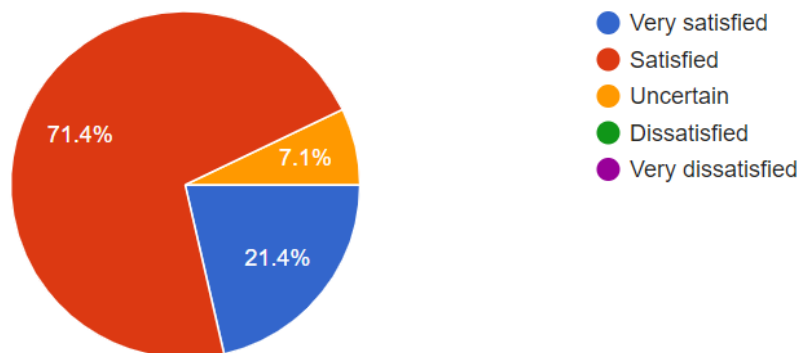
7. The program is effective in developing planning abilities



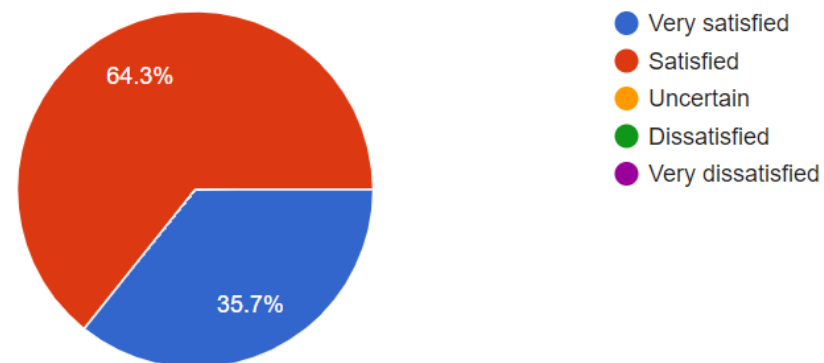
8. The objectives of the program have been fully achieved



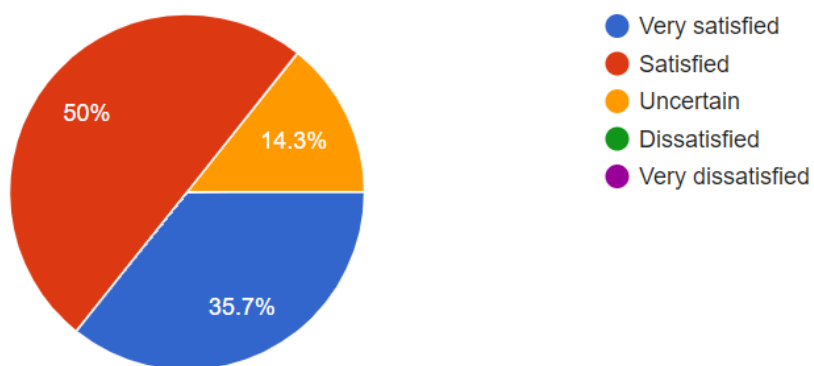
9. Whether the contents of curriculum are advanced and meet program objectives



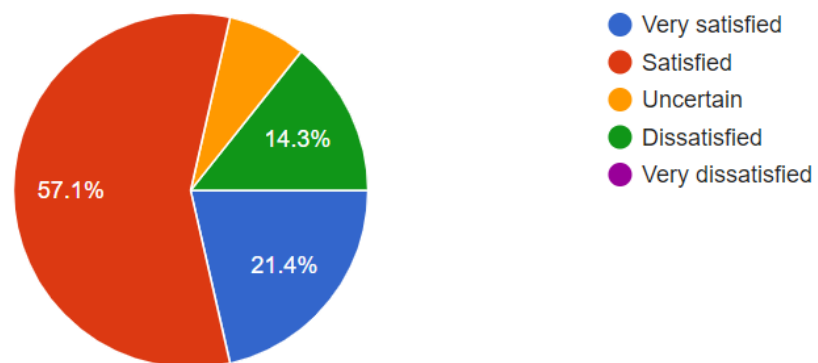
10. Faculty was able to meet the program objectives.



11. Environment was conducive for learning.

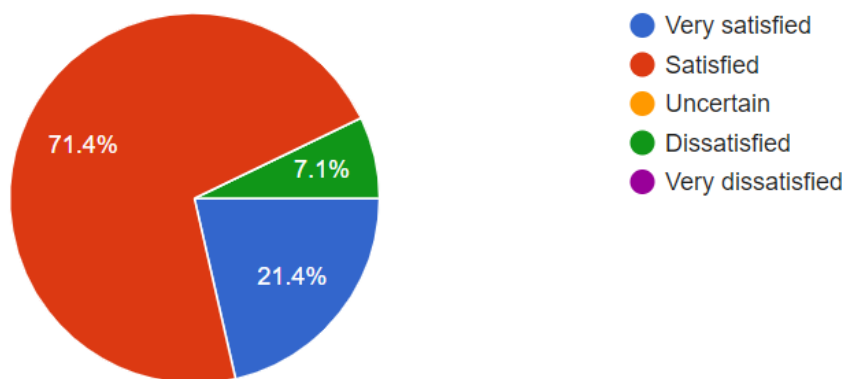


12. Whether the Infrastructure of the department was good.

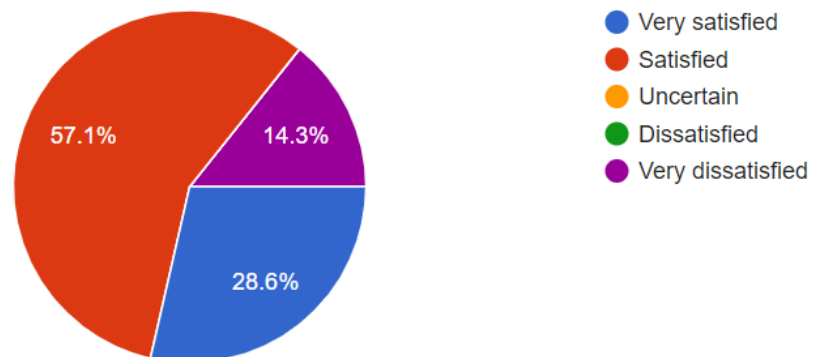


13. Whether the program was comprised of Co-curricular and extra-curricular activities

.



14. Whether scholarships/ grants were available to students in case of hardship.

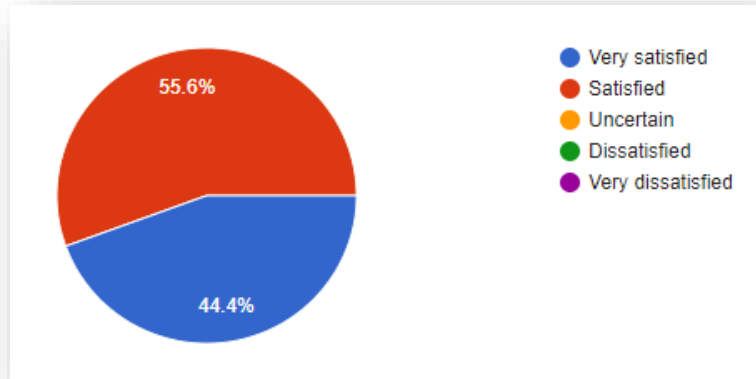


Performa: 3 Survey of Graduating Students
Department of Management Sciences
Batch (2016-2020)

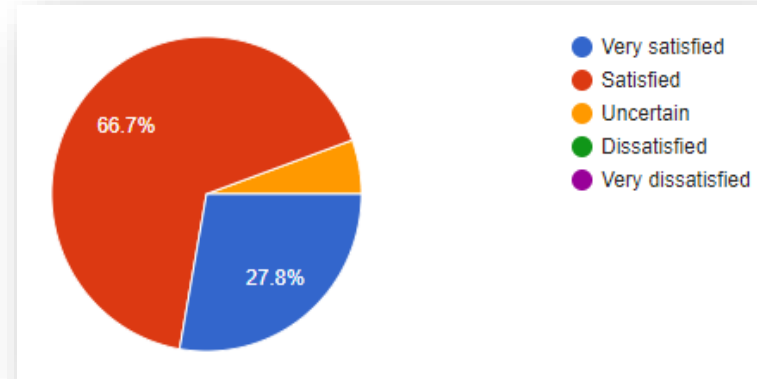
S.no	Statements	VS	SA	UC	DS	VD
1	The work in the program is educative	44.4%	55.6%	0%	0%	0%
2	The program is effective in enhancing team-working abilities.	27.8%	66.7%	0%	0%	0%
3	The program administration is effective in supporting learning.	33.3%	61.1%	0%	0%	0%
4	The program is effective in developing analytical and problem solving skills.	11.1%	83.3%	0%	0%	0%
5	The program is effective in developing independent thinking.	22.2%	72.2%	0%	0%	0%
6	The program is effective in developing written communication skills.	11.1%	66.7%	16.7%	0%	0%
7	The program is effective in developing planning abilities	11.1%	72.2%	16.7%	0%	0%
8	The objectives of the program have been fully achieved	11.1%	77.8%	11.1%	0%	0%
9	Whether the contents of curriculum are advanced and meet program objectives	11.1%	66.7%	22.2%	0%	0%
10	Faculty was able to meet the program objectives	16.7%	83.3%	0%	0%	0%
11	Environment was conducive for learning	38.9%	61.1%	0%	0%	0%
12	Whether the Infrastructure of the department was good	27.8%	55.6%	16.7%	0%	0%
13	Whether the program was comprised of Co-curricular and extra-curricular activities	11.1%	55.6%	27.8%	0%	0%
14	Whether scholarships/ grants were available to students in case of hardship	11.1%	50%	22.2%	16.7%	0%
VS: Very Satisfied SA: Satisfied UC: Uncertain DS: Dissatisfied VD: Very Dissatisfied						

Performa: 3 Survey of Graduating Students
Department of Management Sciences
Batch (2016-2020)

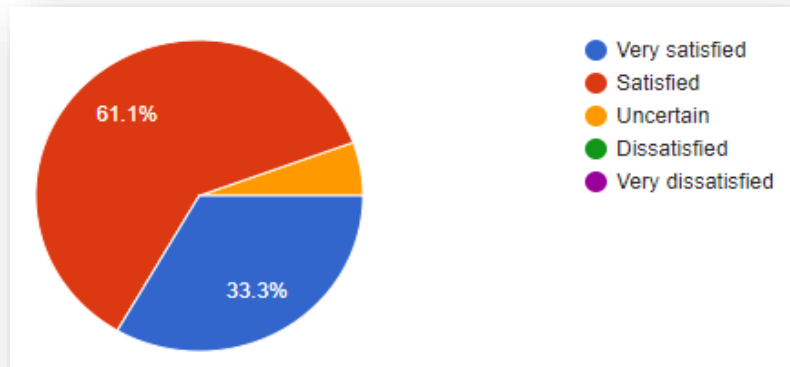
1. The work in the program is educative.



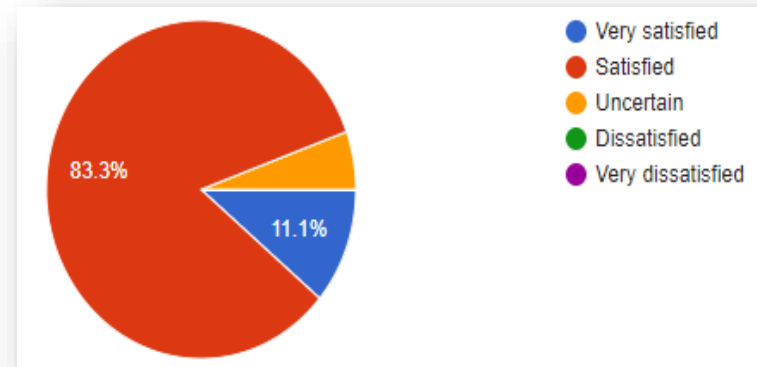
2. The program is effective in enhancing team-working abilities.



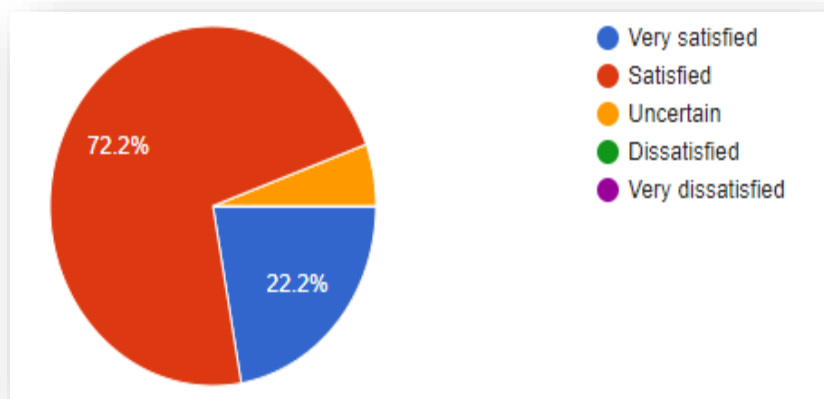
3. The program administration is effective in supporting learning.



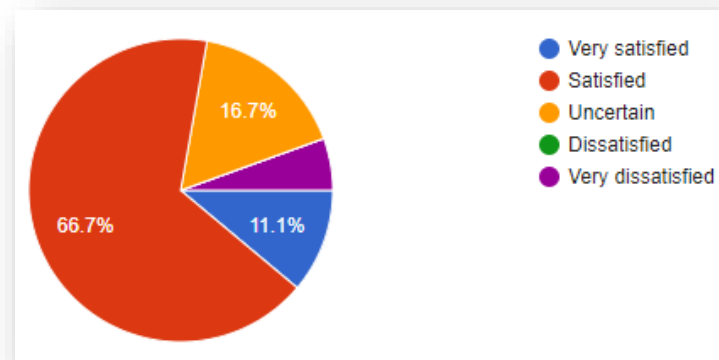
4. The program is effective in developing analytical and problem solving skills.



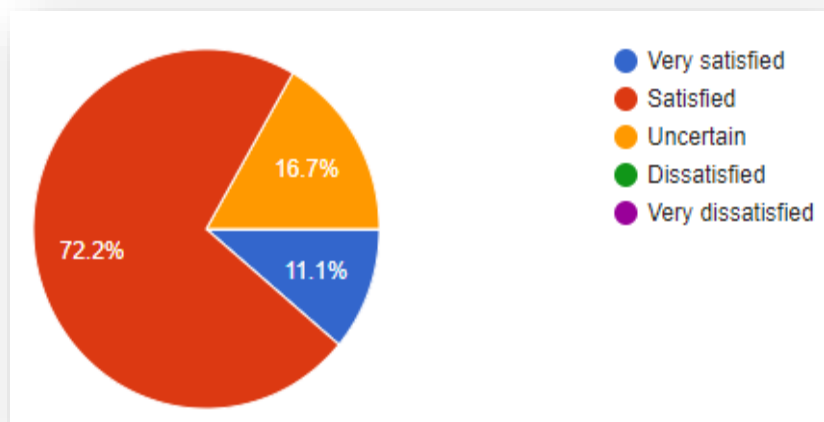
5. The program is effective in developing independent thinking.



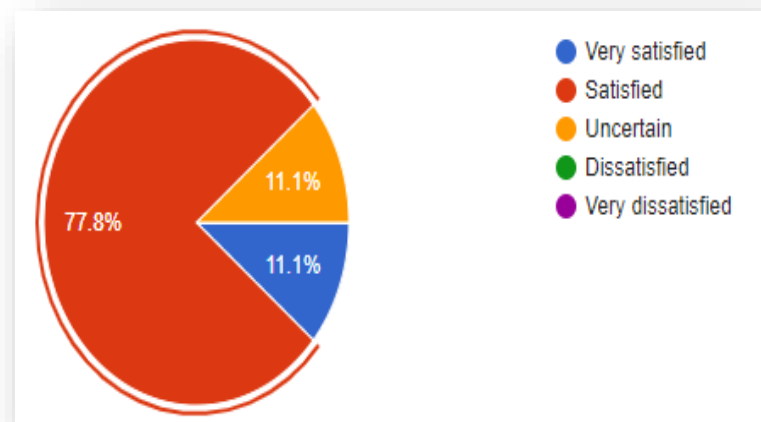
6. The program is effective in developing written communication skills.



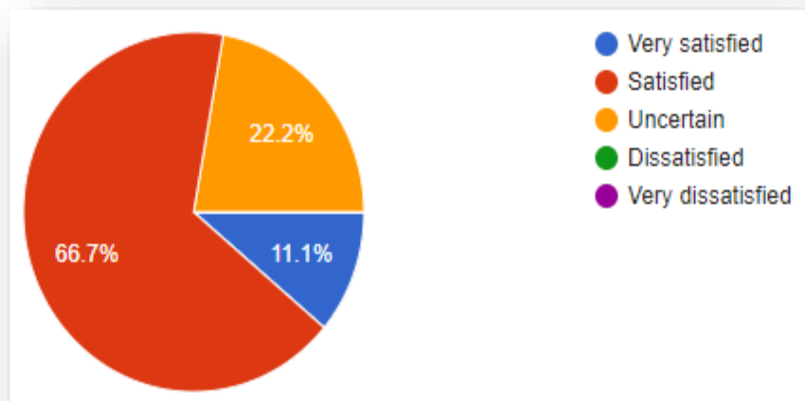
7. The program is effective in developing planning abilities



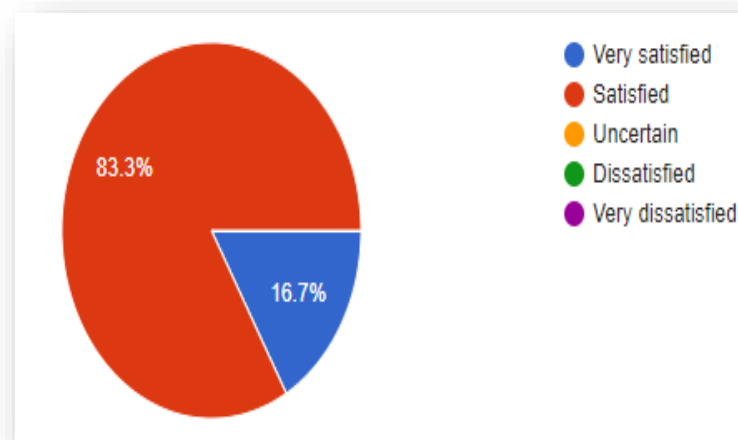
8. The objectives of the program have been fully achieved



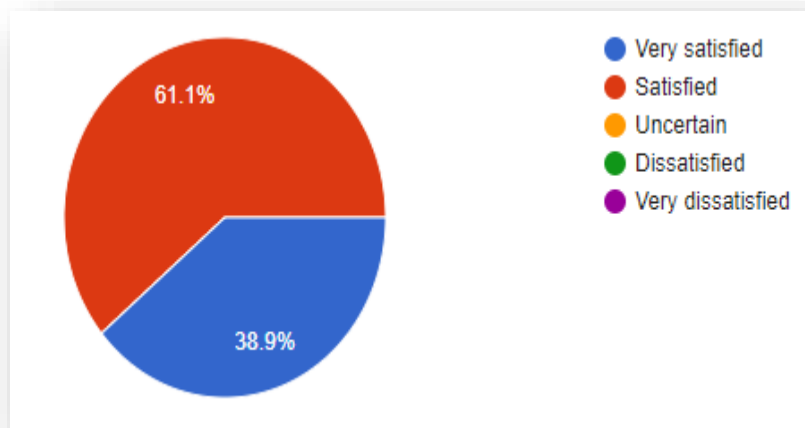
9. Whether the contents of curriculum are advanced and meet program objectives



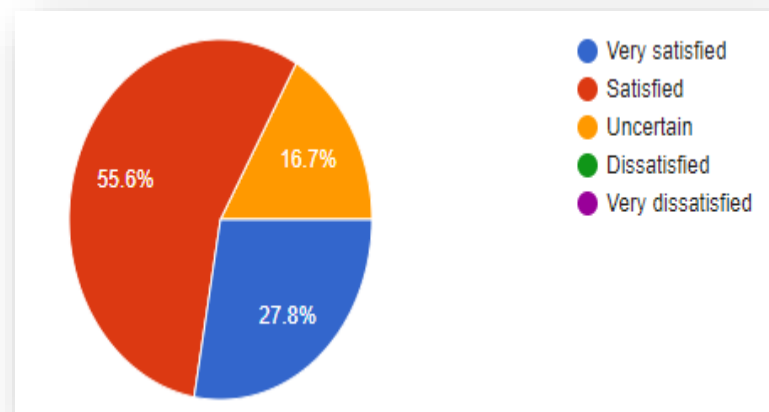
10. Faculty was able to meet the program objectives.



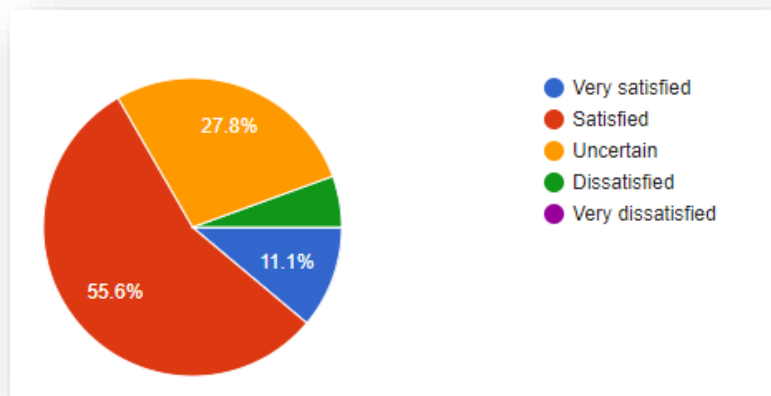
11. Environment was conducive for learning.



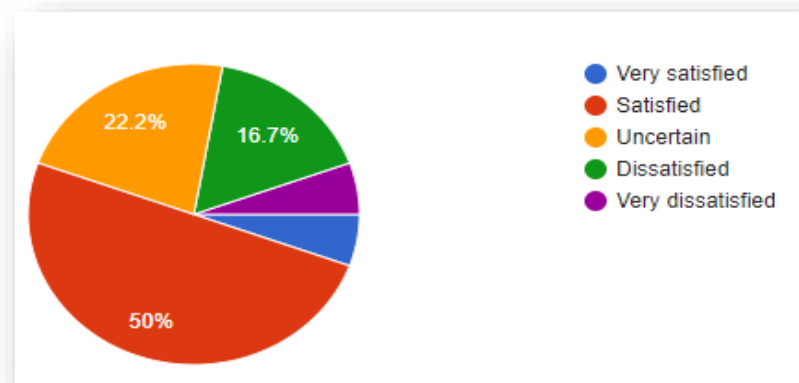
12. Whether the Infrastructure of the department was good.



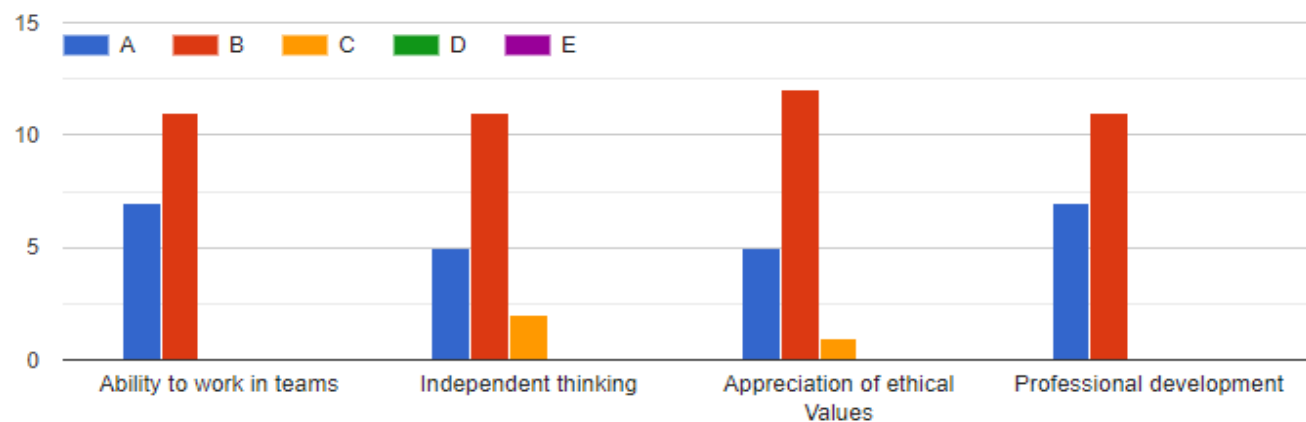
13. Whether the program was comprised of Co-curricular and extra-curricular activities.



14. Whether scholarships/ grants were available to students in case of hardship.



15. The internship experience is effective in enhancing.



Annexure D: Lesson Plan

<i>Course outline</i>			
Subject Title:	<i>Islamic Banking</i>	Course code	MGT-632
Semester	<i>Fall- 2019 (BBA 7th)</i>	Department	Management Sciences
Instructor Name:	<i>Nazish Mushtaq</i>	Contact No:	0336-1490683
Email I.D:	<i>Nzsh.mushtaq@gmail.com</i>		
Course Objective	• The main objective of this course is to make the students familiar with Islamic Financial system in its true spirit. • To train the students to deal with some major contracts like Murabahah, Musharakah, Mudarajah, Ijarah etc. • At the end of the course the students will be able to compare both conventional an Islamic Financial System in term of their main concepts, philosophies, mechanism, contracts, documentation etc	Consulting Hours	
Recommended/other reference books	<i>Introduction to Islamic Finance by Muhammad Taqi Usmani, Maktaba Marful Quran, 3rd Edition</i>		
Grading policy	• 30% Mid Tem Exam • 50% Final Exam • 10% Assignments • 10% Quizzes		

WEEK – 1

Lecture	TOPICS	Content delivered	Reference source	Comments
1	Chapter No 1: An overview of Islamic and Conventional System	Course objectives discussed Basic difference between Capitalist & Islamic Economy, Ribah Concept, Some preliminary points	Recommended Book/other: <i>Introduction to Islamic Finance by Muhammad Taqi Usmani, Maktaba Marful Quran</i> Book Edition: 3 rd Edition Chapter No: Ch 1 Page No: 9-11	
2	Chapter No 1: Asset Backed Financing, Islamic Modes of Financing	Detail of Asset Backed Financing. sMudarabah, Musharakah, Salam, Istisna, Murabah and details of all	Recommended Book/other: <i>Introduction to Islamic Finance by Muhammad Taqi Usmani, Maktaba Marful Quran</i> Book Edition: 3 rd Edition Chapter No: Ch 1 Page No: 9-13	

WEEK – 2

Lecture	TOPICS	Content delivered	Reference source	Comments
3	Chapter No 1: Capital and Entrepreneur, Present Practices of Islamic Banking	Capitalist Theory, Islamic Theory related to Capital and Entrepreneur, Criticism about Islamic Banking and Justifications.	Recommended Book/other: <i>Introduction to Islamic Finance by Muhammad Taqi Usmani, Maktaba Marful Quran</i> Book Edition: 3 rd Edition Chapter No: Ch 1 Page No: 14-15	

4	Legitimacy of Shariah & Role of State Bank of Pakistan for Promotion of Islamic Banking	Full fledged Islamic Bank, Setting Subsidiary, Stand Alone, Shariah Legitimacy	Recommended Book/other: <i>State Bank of Pakistan Regulation For Islamic Bank By State Bank of Pakistan</i>	
---	---	--	---	--

WEEK – 3

Lecture	TOPICS	Content delivered	Reference source	Comments
5	Chapter No 2: Musharakah: Islamic Business Partnerships	Interest, Loss/Profit sharing, Shirkah, Types of Musharakah, Basic Principles	Recommended Book/other: <i>Introduction to Islamic Finance by Muhammad Taqi Usmani, Maktaba Marful Quran</i> Book Edition: 3 rd Edition Chapter No: Ch 2 Page No: 17-23	
6	Chapter No 2: Capital Contribution to a Musharakah	Different Views of different Imams about Capital	Recommended Book/other: <i>Introduction to Islamic Finance by Muhammad Taqi Usmani, Maktaba Marful Quran</i> Book Edition: 3 rd Edition Chapter No: Ch 2 Page No: 23-27	

WEEK – 4

Lecture	TOPICS	Content delivered	Reference source	Comments
7	Chapter No 2,3: Musharakah and Mudarabah	Management of Musharakah, Termination of Musharakah,	Recommended Book/other:	

		Mudarabah Introduction, Difference between Musharakah and Mudarabah	<i>Introduction to Islamic Finance by Muhammad Taqi Usmani, Maktaba Marful Quran</i> Book Edition: 3rd Edition Chapter No: Ch 2,3 Page No: 28-32	
8	Chapter No 3: Mudarabah	Business of Mudarabah, Profit and Loss sharing of Mudarabah, Termination of Mudarabah, Combination of Mudarabah & Musharakah	Recommended Book/other: <i>Introduction to Islamic Finance by Muhammad Taqi Usmani, Maktaba Marful Quran</i> Book Edition: 3rd Edition Chapter No: Ch 3 Page No: 32-36	

WEEK – 5

Lecture	TOPICS	Content delivered	Reference source	Comments
9	Chapter No 3: Mudarabah	Mudarabah Partnership Structure, Management of partnership, Credit Risk and the Mudarib	Recommended Book/other: <i>Introduction to Islamic Finance by Muhammad Taqi Usmani, Maktaba Marful Quran</i> Book Edition: 3rd Edition Chapter No: Ch 3 Page No: 38-40	
10	Chapter No 4: Inner Details of Musharakah and Mudarabah	Musahrakah and Mudarabah as modes of financing, Combination of	Recommended Book/other: <i>Introduction to Islamic Finance by Muhammad Taqi Usmani, Maktaba Marful Quran</i>	

		Mudarabah and Musharakah	Book Edition: 3 rd Edition Chapter No: Ch 4 Page No: 40-41	
--	--	--------------------------	--	--

WEEK – 6

Lecture	TOPICS	Content delivered	Reference source	Comments
11	Chapter No 4: Inner Details of Musharakah and Mudarabah	Securitization of Musharakah, Project Financing	Recommended Book/other: <i>Introduction to Islamic Finance by Muhammad Taqi Usmani, Maktaba Marful Quran</i> Book Edition: 3 rd Edition Chapter No: Ch 4 Page No: 41-44	
12	Chapter No 4: Inner Details of Musharakah and Mudarabah	Financing of a single transaction, Financing of the Working Capital, Sharing in the Gross profit only	Recommended Book/other: <i>Introduction to Islamic Finance by Muhammad Taqi Usmani, Maktaba Marful Quran</i> Book Edition: 3 rd Edition Chapter No: Ch 4 Page No: 44-47	

WEEK – 7

Lecture	TOPICS	Content delivered	Reference source	Comments
13	Chapter No 4: Inner Details of Musharakah and Mudarabah	Objections related to Contract of Musharakah, Risk of Loss, Dishonesty,	Recommended Book/other: <i>Introduction to Islamic Finance by Muhammad Taqi Usmani, Maktaba Marful Quran</i>	

		Secrecy of the Business, Client unwillingness to share profit	Book Edition: 3 rd Edition Chapter No: Ch 4 Page No: 50-56	
14	Chapter No 4: Inner Details of Musharakah and Mudarabah	House Financing on the basis of diminishing Musharakah, Diminishing Musharakah for carrying business of services, Diminishing Musharakah in trade	Recommended Book/other: <i>Introduction to Islamic Finance by Muhammad Taqi Usmani, Maktaba Marful Quran</i> Book Edition: 3 rd Edition Chapter No: Ch 4 Page No: 57-63	

WEEK – 8

Lecture	TOPICS	Content delivered	Reference source	Comments
15	Chapter No 5: Murabahah	Cost plus Financing, Some basic rules of sale, Sale of deferred payment, Murabaha as mode of financing, Some issues involved in Murabah	Recommended Book/other: <i>Introduction to Islamic Finance by Muhammad Taqi Usmani, Maktaba Marful Quran</i> Book Edition: 3 rd Edition Chapter No: Ch 5 Page No: 65-76	
16	Chapter No 5: Murabahah	Different pricing for credit and spot sale, Istijrar, Fixation of price in Istijrar,	Recommended Book /other: <i>Introduction to Islamic Finance by Muhammad Taqi Usmani, Maktaba Marful Quran</i>	

		Master agreement and Istijrar, Relation of Murabahah, Ijarah, Mudarabah and Musharakah with Istijrar, Implementation of Istijrar in Islamic Banks	Book Edition: 3 rd Edition Chapter No: Ch 5 Page No: 76-83	
Lecture	TOPICS	Content delivered	Reference source	Comments
19	Chapter No 5: Murabahah	Use of Interest rate as Bench-Mark, Securities against Murabahah prices, Guaranteeing the Murabaha, Penalty for default	Recommended Book /other: <i>Introduction to Islamic Finance by Muhammad Taqi Usmani, Maktaba Marful Quran</i> Book Edition: 3 rd Edition Chapter No: Ch 5 Page No: 88-98	
20	Chapter No 5: Murabahah	Calculation of cost in Murabaha, Subject matter of Murabaha, Rescheduling of payments in Murabaha, Securitization of Murabaha, Some basic mistakes in Murabaha financing	Recommended Book /other: <i>Introduction to Islamic Finance by Muhammad Taqi Usmani, Maktaba Marful Quran</i> Book Edition: 3 rd Edition Chapter No: Ch 5 Page No: 99-104	

Lecture	TOPICS	Content delivered	Reference source	Comments
21	Chapter No 6: Ijarah: Islamic Leasing	Ijarah types and prerequisites, Rules regarding the leased asset, Rights and obligations of the lesser and lessee, defective asset	Recommended Book /other: <i>Introduction to Islamic Finance by Muhammad Taqi Usmani, Maktaba Marful Quran</i> Book Edition: 3 rd Edition Chapter No: Ch 6 Page No: 111-121	
22	Chapter No 6: Ijarah: Islamic Leasing	Sub Lease, Ijarah terminantion, Lease as mode of financing, Head Lease, Securitization of Lease	Recommended Book /other: <i>Introduction to Islamic Finance by Muhammad Taqi Usmani, Maktaba Marful Quran</i> Book Edition: 3 rd Edition Chapter No: Ch 6 Page No: 122-126	
Lecture	TOPICS	Content delivered	Reference source	Comments
23	Chapter No 7: Salam and Intisna: Forward Sales and Manufacturing	Basic conditions of Sales contact, Difference between Salam and an ordinary sale, application of Salam in Islamic banking, Salam as mode of financing, Some rules for parallel Salam	Recommended Book /other: <i>Introduction to Islamic Finance by Muhammad Taqi Usmani, Maktaba Marful Quran</i> Book Edition: 3 rd Edition Chapter No: Ch 7 Page No: 128-134	
24	Chapter No 7: Salam and Intisna: Forward Sales and Manufacturing	Difference between Salam and Istisna, Difference	Recommended Book /other:	

		between Ijarah and Istisna, Time of delivery, Istisna as mode of Financing	<i>Introduction to Islamic Finance by Muhammad Taqi Usmani, Maktaba Marful Quran</i> Book Edition: 3rd Edition Chapter No: Ch 7 Page No: 135-138	
Lecture	TOPICS	Content delivered	Reference source	Comments
25	Chapter No 8: Islamic Investment Funds	Principles of Shariah Governing Islamic Investment Funds, Equity Fund, Conditions for investment in shares, Ijarah Fund	Recommended Book /other: <i>Introduction to Islamic Finance by Muhammad Taqi Usmani, Maktaba Marful Quran</i> Book Edition: 3rd Edition Chapter No: Ch 8 Page No: 140-147	
26	Chapter No 8: Islamic Investment Funds	Sukuk in Islamic Finance, Commodity Fund, Murabaha Fund, Bai Al Dain, Mixed Funds	Recommended Book /other: <i>Introduction to Islamic Finance by Muhammad Taqi Usmani, Maktaba Marful Quran</i> Book Edition: 3rd Edition Chapter No: Ch 8 Page No: 141-151 Other Internet Source: https://www.investopedia.com/terms/s/sukuk.asp	
Lecture	TOPICS	Content delivered	Reference source	Comments
27	Chapter No 9: The Principle of Limited Liability	Basic concepts, Waqf, Bait ul Mall, Joiny Stock	Recommended Book /other: <i>Introduction to Islamic Finance by Muhammad Taqi Usmani, Maktaba Marful Quran</i> Book Edition: 3rd Edition Chapter No: Ch 9 Page No: 152-156	

28	Chapter No 9: The Principle of Limited Liability	Inheritance under Debt, The limited Liability of a Master and a Slave	Recommended Book /other: <i>Introduction to Islamic Finance by Muhammad Taqi Usmani, Maktaba Marful Quran</i> Book Edition: 3 rd Edition Chapter No: Ch 9 Page No: 156-160	
Lecture	TOPICS	Content delivered	Reference source	Comments
29	Discussion on Practical Implementation of all Islamic Banking concepts in Pakistani Economy	Full fledged Islamic Banks, Conventional Banks with Islamic Windows, Subsidiary of already existing Banks	Data collected from the websites of Islamic Banks serving in Pakistan and from their nearest branches	
30	Discussion on Practical Implementation of all Islamic Banking concepts in Pakistani Economy	Full fledged Islamic Banks, Conventional Banks with Islamic Windows, Subsidiary of already existing Banks	Data collected from the websites of Islamic Banks serving in Pakistan and from their nearest branches	
Lecture	TOPICS	Content delivered	Reference source	Comments
31	Chapter No 10: Understanding Islamic Insurance	What is Islamic Insurance? Difference between Conventional Insurance and Takaful, Why conventional Insurance is prohibited?	Internet Source: http://www.takaful.com.p https://mawazna.com/blog/key-differences-in-takaful-and-conventional-insurance/k/Home/TakafulVsConventionalInsurance	

32	Chapter No 10: Understanding Islamic Insurance	Islamic Insurance prerequisites, Types of Islamic Insurance (Takaful)	Internet Source: http://www.takaful.com.pk https://mawazna.com/blog/key-differences-in-takaful-and-conventional-insurance/k/Home/TakafulVsConventionalInsurance	

<i>COURSE READINESS</i>			
Subject Title:	Managerial Accounting	Course code	MGT-504
Semester	BBA 4 th	Department	Management Sciences

Course Introduction	Management Accounting is a course designed to begin your preparation in effective financial decision-making at a managerial level. That preparation will begin at the basics: understanding how much things cost. Only by understanding how much things cost can you, as manager, intelligently and strategically reach decisions and evaluate your results in today's competitive market. From the evaluation of past results, your role as manager would then be to plan and control future activities; hence, the course will then cover the use of cost accounting information for management decision-making including the role of budgeting as a management control tool. We seek to help you develop your analytical skills with respect to the identification and use of decision relevant accounting information.					
Learning Objective	• Use terminology appropriately • Use costing systems that are commonly utilized for different purposes • Identify and use different activity based management tools • Apply cost relationships for analysis • Prepare a master budget • Use standard costs and performance measures • Perform cost variance analysis • Correctly utilize costs in pricing and decisions making.					
Recommended Textbook	Managerial Accounting 15 th Edition by Ray H. Garrison, Eric W. Noreen and Peter C. Brewer					
Grading System (Weighted Percentages)	Assignments	12 Marks (20%)	Projects		Midterm Exam	18 Marks (30%)

	Quizzes		Presentations		Final Term Exam	30 Marks(50%)
Other Rules						
Logistics	Class Time	Day1 12:00- 1:30 Day2 8:30 -10:00		Consulting Hours	1:30 – 3:00 pm	
	Venue	G4 and G6		Contact Information		
Lesson Plan						
WEEK-1						
Lecture	TOPICS	Content delivered		Reference source	Assignments/Quiz/Class Activity)	
1	Cost Planning Control and Decision Making	Introduction to Managerial Accounting, Detailed classification of cost concepts		Recommended text book book edition:15 chapter no:1 and 2 page no: 1-26 and 27 to 80	Home work: Exercise Questions	
2	Traditional Product Costing Activity-Based Costing System	Introduction, Difference between traditional and ABC costing system		Recommended text book book edition:15 chapter no:7 page no: 286		
Lecture	TOPICS	Content delivered		Reference source	Comments	
3	Traditional Product Costing	Steps for Designing an ABC System		Recommended text book book edition:15		

	Activity-Based Costing System		chapter no:7 page no: 286	
4	Traditional Product Costing Activity-Based Costing System	Mechanics of ABC costing Implication of steps for practice Question	Recommended text book book edition:15 chapter no:7 page no: 286	Assignment 1 ABC Costing Due on April 3, 2020
Lecture	TOPICS	Content delivered	Reference source	Comments
5	Break-Even Analysis: CVP analysis, contribution breakeven chart, profit chart and multi product chart	Introduction, Contribution Format Income Statement, Effect of Changes in sales volume, Variable cost, Fixed cost on contribution margin and Net operating income Discussion of Activity based costing assignment	Recommended text book book edition:15 chapter no:5 page no: 189	
6	Break-Even Analysis: CVP analysis, contribution breakeven chart, profit chart and multi product chart	Break even Analysis (formula and equation method) Target profit analysis (formula and equation method)	Recommended text book book edition:15 chapter no:5 page no: 189	Quiz 1 Ch 5 Due on April 8, 2020
Lecture	TOPICS	Content delivered	Reference source	Comments
7	Break-Even Analysis: CVP analysis, contribution breakeven chart, profit chart and multi product chart	Margin of Safety and operating leverage, Practice Questions	Recommended text book book edition:15 chapter no:5 page no: 189	
8	Marginal and Absorption Costing	Difference between variable and absorption costing, Key concepts	Recommended text book book edition:15	Homework: practice question

			chapter no:6 page no: 233	
Lecture	TOPICS	Content delivered	Reference source	Comments
9	Marginal and Absorption Costing	Discussion of given quiz on Cost estimation and behavior, Variable costing contribution format income statement	Recommended text book book edition:15 chapter no:6 page no: 233	Assignment 2 Marginal and Absorption Costing Due on April 26, 2020
10	Marginal and Absorption Costing	Absorption costing income statement, Reconciliation concept and practice questions	Recommended text book book edition:15 chapter no:6 page no: 233	
Lecture	TOPICS	Content delivered	Reference source	Comments
11	Short run decision making, Acceptance of special orders, Dropping a product and Make or buy decision	Introduction of chapter and discussion of relevant concepts(relevant cost, irrelevant cost, avoidable cost, sunk cost and opportunity cost)	Recommended text book book edition:15 chapter no:12 page no: 532	
12	Short run decision making, Acceptance of special orders, Dropping a product and Make or buy decision	Make vs Buy decision and example	Recommended text book book edition:15 chapter no:12 page no: 532	Homework: practice question
Lecture	TOPICS	Content delivered	Reference source	Comments
13	Short run decision making, Acceptance of special orders,	Adding or Dropping a product line, Make vs buy decision, example question	Recommended text book book edition:15 chapter no:12	

	Dropping a product and Make or buy decision		page no: 532	
14	Short run decision making, Acceptance of special orders, Dropping a product and Make or buy decision	Opportunity cost, Special orders (Examples and Practice questions of both)	Recommended text book book edition:15 chapter no:12 page no: 532	Homework: practice question
Lecture	TOPICS	Content delivered	Reference source	Comments
15	Short run decision making, Acceptance of special orders, Dropping a product and Make or buy decision	Utilization of a constrained Resource	Recommended text book book edition:15 chapter no:12 page no: 532	Assignment 3 Decision making (Ch 15) Due on 6 May, 2020
16	Segment reporting and profitability analysis	Segmented Income statement and contribution approach	Recommended text book book edition:15 chapter no:6 page no: 243	Quiz 2 Decision making (Ch 15) Due on May 13, 2020
Lecture	TOPICS	Content delivered	Reference source	Comments
17	Segment reporting and profitability analysis	Break Even Analysis	Recommended text book book edition:15 chapter no:6 page no: 243	
18	Cost Estimation Cost Behavior	Weighted Average Method	Recommended text book book edition:15 chapter no:4 page no: 145	Homework: practice question
Lecture	TOPICS	Content delivered	Reference source	Comments

19	Cost Estimation Cost Behavior	FIFO Method and LIFO Method	Recommended text book book edition:15 chapter no:4 page no: 145	
20	Cost Estimation Cost Behavior	Practice Questions	Recommended text book book edition:15 chapter no:4 page no: 145	Quiz 3 (Ch 4) Due on May 20, 2020
Lecture	TOPICS	Content delivered	Reference source	Comments
21	Budget Administration: e- Budgeting, Zero-Based Budgeting, Participative Budgeting, & Budgetary Slack		Pdf File	
22	Budget Administration: e- Budgeting, Zero-Based Budgeting, Participative Budgeting, & Budgetary Slack		Pdf File	Home work: Reading of Concepts
Lecture	TOPICS	Content delivered	Reference source	Comments
23	Budget Administration: e- Budgeting, Zero-Based Budgeting, Participative Budgeting, & Budgetary Slack		Pdf File	
24	Budget Administration: e- Budgeting, Zero-Based Budgeting, Participative Budgeting, & Budgetary Slack		Pdf File	Home work: Reading of Concepts
Lecture	TOPICS	Content delivered	Reference source	Comments

25	The Master Budget	Introduction, Sales Budget, Production Budget, MOH budget and other budgets	Recommended book book edition:15 chapter no:8 page no: 342	text	Home work: Review problem
26	Activity-Based Budgeting (ABB)	Introduction, Sales Budget, Production Budget, MOH budget and other budgets	Recommended book book edition:15 chapter no:8 page no: 342	text	Assignment 4 Master Budget Due on 10 June, 2020
Lecture	TOPICS	Content delivered	Reference source		Comments
27	Standard-Costing and Operational Performance Measures	Understanding of the model for standard cost variance analysis	Recommended book book edition:15 chapter no:10 page no: 427	text	
28	Standard-Costing and Operational Performance Measures	Related Concepts and Practice Questions	Recommended book book edition:15 chapter no:10 page no: 427	text	Quiz 4 ch: 10 Due on 19 June, 2020
Lecture	TOPICS	Content delivered	Reference source		Comments
29	Flexible Budgeting and the Management of Overhead	Preparation of Flexible Budget	Recommended book book edition:15 chapter no:9 page no: 392	text	Homework: practice question
30	Flexible Budgeting and the Management of Overhead	Flexible Budget Variances	Recommended book book edition:15 chapter no:9	text	Homework: practice question

			page no: 392	
Lecture	TOPICS	Content delivered	Reference source	Comments
31	Review of whole Syllabus	Discussion of Queries		
32	Review of whole Syllabus	Discussion of Queries		

<i>COURSE READINESS</i>			
Subject Title:	Product and Brand Management	Course code	MGT-664
Semester	BBA 7 th	Department	Management Sciences

Course Introduction	The study of product and brand management are seen as a crucial area in marketing strategy because they are amongst the most valuable assets a company can have in today's highly competitive marketplace. An understanding of the psychological aspects of consumers' awareness, preference, and loyalty to brands is vital in developing strategies for long-term company growth. This course will provide appropriate theories, models and other tools on which to make better product and branding decisions. Consumers between brands and products, developing critical skills in building the product portfolio, measuring brand performance, and developing, implementing, and monitoring brand equity strategies, will place actual emphasis on decision-making. This course based upon the premise that the ultimate consumer is the key to success of many marketing efforts and hence marketers need to know how to manage their brands and products within these consumer markets.
Learning Objective	In today's highly competitive marketplace, brand equity is critical to ensure competitive advantage, growth and profitability in companies large and small. Thus, the primary objective of this course is learning how to develop, maintain and grow your product's brand equity. Other objectives of this course are: • To increase understanding of the important issues in planning and evaluating product and brand strategies. • To provide and be able to work with the appropriate theories, models and other tools to ensure better branding decisions, and to make these concepts relevant for any type of organization.

	• To provide “real world” experience and understanding of product and branding strategies. • To understand product and branding concepts from the consumer’s point-of-view. • To explore contemporary issues in product and branding development and sustainability. • To provide a strategic approach to product and branding issues.					
Recommended Textbook						
Grading System (Weighted Percentages)	Assignments	3	Projects	6	Midterm Exam	18
	Quizzes	3	Presentations	0	Final Term Exam	30
Other Rules						
Logistics	Class Time			Consulting Hours	14:30 to 16:00 Friday	
	Venue	GIMS		Contact Information	Ahmad1.chatha@gmail.com 0346-4155785	
Lesson Plan						
WEEK-1						
Lecture	TOPICS	Content delivered		Reference source	Assignments/Quiz/Class Activity)	
1	Briefly introduction to product & brand Management. What is product a detail overview? What is a brand?	Introduction about product and brand management. Defining Marketing and product.		Strategic Brand Management Building, Measuring, and Managing Brand Equity 4th edition by Kevin Lane Keller		
2	Product strategy development	Defining the bundles of offers by a		Strategic Brand Management		

		marketer on the behalf of its product. Product line Product mix Product length Product width	Building, Measuring, and Managing Brand Equity 4th edition by Kevin Lane Keller chapter no: 01	
Lecture	TOPICS	Content delivered	Reference source	Comments
3	Pricing and Positioning Strategies	Levels of the product Types of consumer product	Strategic Brand Management Building, Measuring, and Managing Brand Equity 4th edition by Kevin Lane Keller chapter no: 02	07-10-2019 1 st assignment
4	New product development. Product life cycle and stages of PLC.	New product development life cycle Introductory Growth Maturity Decline	Strategic Brand Management Building, Measuring, and Managing Brand Equity 4th edition by Kevin Lane Keller chapter no: 02	
Lecture	TOPICS	Content delivered	Reference source	Comments
5	Branding of a product. Brand development. Branding of services.	New product development process Idea generation	Strategic Brand Management Building, Measuring, and Managing Brand Equity	14-10-2019 1 st Quiz

		Idea screening Concept development and testing Market strategy Business analysis Product development	4th edition by Kevin Lane Keller	
6	Analyses of competitive environment.	Analyzing competitive environmentand creating the competitive advantage Micro environment Macro Environment BCG Matrix	Strategic Brand Management Building, Measuring, and Managing Brand Equity 4th edition by Kevin Lane Keller	
Lecture	TOPICS	Content delivered	Reference source	Comments
7	Understand comparison between: 1. Product and Brands 2. Signs and symbols 3. Symbols and Logos	Macro Environment and competitive analysis Demographic Economic	Strategic Brand Management Building, Measuring, and Managing Brand Equity 4th edition by Kevin Lane Keller	23-10-2019 2 nd Assignment

	4. Brand and Branding	Technological Cultural Political		
8	Overview of branding and Brand Management What is Brand? Why do Brand Matters <i>Reading 1: Coca Cola's Branding lesson</i>	Introduction of brand Characteristics of brand	Strategic Brand Management Building, Measuring, and Managing Brand Equity 4th edition by Kevin Lane Keller	
Lecture	TOPICS	Content delivered	Reference source	Comments
9	What can be branded Brand Challenges and Opportunities <i>Reading 2: Marketing Brand in recession</i>	Analysis of competitive Environment and competition Five forces Model Competitor analysis Competitor strategies	Strategic Brand Management Building, Measuring, and Managing Brand Equity 4th edition by Kevin Lane Keller	9-11-2019 2 nd Quiz

10	Understanding Brand Equity concept Strategic: Brand Management Process Reading 3: History of Branding	Brand Equity Firm based brand Equity Consumer Based Brand Equity	Strategic Brand Management Building, Measuring, and Managing Brand Equity 4th edition by Kevin Lane Keller	
Lecture	TOPICS	Content delivered	Reference source	Comments
11	Developing a brand strategy Brand Equity Model By Aaker Customer Based Brand Equity Model By Keller Reading 4: Brand critics	Brand Equity Model by Keller	Strategic Brand Management Building, Measuring, and Managing Brand Equity 4th edition by Kevin Lane Keller	
12	Making a brand strong Brand Knowledge Sources of Brand Equity	Conducting a research from students for determining the understanding of students	Strategic Brand Management Building, Measuring, and Managing Brand Equity 4th edition by Kevin Lane Keller	Project part -01 Research work
Lecture	TOPICS	Content delivered	Reference source	Comments

13	Identifying and Establishing Brand Positioning Positioning Guidelines Reading 5: positioning politicians	Defining the positioning process	Strategic Brand Management Building, Measuring, and Managing Brand Equity 4th edition by Kevin Lane Keller	
14	Brand Resonance And Brand Value Chain Building a Strong Brand: The Four Steps of Brand Building	Brand resonance model by Aaker	Strategic Brand Management Building, Measuring, and Managing Brand Equity 4th edition by Kevin Lane Keller	
Lecture	TOPICS	Content delivered	Reference source	Comments
15	Brand Judgements Brand Feelings Brand Resonance	Customer centric approval	Strategic Brand Management Building, Measuring, and Managing Brand Equity 4th edition by Kevin Lane Keller	
16	The Brand Value Chain Value stages Implications Reading 6: Putting Customers First	Brand value chain and its elements	Strategic Brand Management Building, Measuring, and Managing Brand Equity 4th edition by Kevin Lane Keller	

WEEK – 9

Lecture	TOPICS	Content delivered	Reference source	Comments
17	Measurement of Brand Value Chain	Brands elements	Strategic Brand Management Building, Measuring, and Managing Brand Equity 4 th edition by Kevin Lane Keller	
18	Relationships of brand and promotional techniques	Revision of the course Customer centric approval	Strategic Brand Management Building, Measuring, and Managing Brand Equity 4 th edition by Kevin Lane Keller	
Lecture	TOPICS	Content delivered	Reference source	Comments
19	Designing and implementing brand marketing programs Criteria for Choosing Brand Elements Memorability Meaningfulness Likeability Transferability Adaptability	Criteria for choosing brand elements 6 steps	Strategic Brand Management Building, Measuring, and Managing Brand Equity 4 th edition by Kevin Lane Keller	11-12-2019 3 rd Quiz

	Reading 7: counterfeit business is booming			
20	Options and tactics for brand elements Brand name Logos and symbols Slogans Packaging	Integrating marketing communication Brand Elements	Strategic Brand Management Building, Measuring, and Managing Brand Equity 4th edition by Kevin Lane Keller	
Lecture	TOPICS	Content delivered	Reference source	Comments
21	Developing marketing programs to build brand equity New perspectives on marketing integrating	Information processing model 6 step	Strategic Brand Management Building, Measuring, and Managing Brand Equity 4th edition by Kevin Lane Keller	
22	Product strategy Perceived quality After marketing pricing strategy Consumer price perspective	Marketing communication options	Strategic Brand Management Building, Measuring, and Managing Brand Equity 4th edition by Kevin Lane Keller	
Lecture	TOPICS	Content delivered	Reference source	Comments

23	(IMC) to build Brand Equity The new media environment Challenges in designing brand building communications Role of Multiple communication	Integrated Marketing Communication Four Marketing Communication Model	Strategic Brand Management Building, Measuring, and Managing Brand Equity 4th edition by Kevin Lane Keller	
24	Four major marketing communication options Advertising Promotions Online marketing communications Events and experiences Mobile marketing Word of mouth Developing integrated Marketing Communication program criteria for IMC program	Criteria for IMC program Six C's	Strategic Brand Management Building, Measuring, and Managing Brand Equity 4th edition by Kevin Lane Keller	

	Reading: brand building via X Games			
Lecture	TOPICS	Content delivered	Reference source	Comments
25	Leveraging Secondary Brand Associations to Build Brand Equity Conceptualizing the Leveraging Process Creation of New Brand Associations Effects of Existing Brand Knowledge	The roles of other promotional Mix Elements in international marketing	Strategic Brand Management Building, Measuring, and Managing Brand Equity 4th edition by Kevin Lane Keller	
26	Celebrity endorsement Potential problems guidelines <i>Reading : Managing a person brand</i>	Brand promotion through celebrity involvement	Strategic Brand Management Building, Measuring, and Managing Brand Equity 4th edition by Kevin Lane Keller	
Lecture	TOPICS	Content delivered	Reference source	Comments
27	Developing a Brand Equity Measurement And Management System. Conducting Brand Audits	Brand Amplifier Determine the worth of brand amplifier	Strategic Brand Management Building, Measuring, and Managing Brand Equity 4th edition by Kevin Lane Keller	

	Brand Inventory Brand Exploratory Brand Positioning and a supporting Marketing Program. The role of Brand personas			
28	Designing Brand Tracking Studies	Brand Amplifierstudies	Strategic Brand Management Building, Measuring, and Managing Brand Equity 4th edition by Kevin Lane Keller	
Lecture	TOPICS	Content delivered	Reference source	Comments
29	Class presentation of the assigned topics and course discussions.		Recommended Book /other: book edition: chapter no: page no: Attach slides copy with reference source	Research work Detail research about brand involvement Result defined. Project
30	Class presentation of the assigned topics and course discussions.		Recommended Book /other: book edition: chapter no: page no:	

			Attach slides copy with reference source	
Lecture	TOPICS	Content delivered	Reference source	Comments
29	Class presentation of the assigned topics and course discussions.		Recommended Book /other: book edition: chapter no: page no: Attach slides copy with reference source	
30	Class presentation of the assigned topics and course discussions.		Recommended Book /other: book edition: chapter no: page no: Attach slides copy with reference source	

COURSE READINESS						
Subject Title:	Entrepreneurship			Course code		MGT-617
Semester	BBA 8 th			Department		Management Sciences
Course Introduction	With more than half of the new jobs being created in the world economy by small businesses, the particular problems and experiences encountered in starting and developing new enterprises are clearly worth studying. This course of Entrepreneurship has been designed to provide the participants with an overall understanding of the concept of entrepreneurship and small business management. Participants will be prepared to start, survive, and succeed in their own businesses.					
Learning Objective	At the end of the term, the students should be able to: • develop an idea for a new venture; • research its potential and understand the risks associated; • undertake marketing, positioning, and customer development; • prepare an analysis of the financial requirements and build a financial strategy for the new venture, including incremental appreciation of the equity base; • plan for the execution and management of all the relevant functional areas of new venture including operations, supply chain, information systems, and human resources etc. • identify and prepare legal documents, IP policy, contracts, etc. and develop a comprehensive business plan for their venture.					
Recommended Textbook	Entrepreneurship – Theory Process Practice, Donald F. Koratko 8th Edition (South Western - Cengage Learning)					
Grading System (Weighted Percentages)	Assignments	10%	Projects		Midterm Exam	30%
	Quizzes	10%	Presentations		Final Term Exam	50%
Other Rules						
Logistics	Class Time	Wednesday: 1:30-3:00 pm Friday: 12:00-1:30 pm		Consulting Hours		
	Venue	Google Classroom/Zoom App		Contact Information		03456905705

Lesson Plan				
WEEK-1				
Lecture	TOPICS	Content delivered	Reference source	Assignments/Quiz/Class Activity)
1	Introduction to course	Course objectives Areas of expertise Practical implications	Recommended Book/other: book edition: chapter no: page no: Attach slides copy with reference source	Please mentioned the due date of submission here if have any.
2	Effective learning and memory techniques	Effective learning Enhanced memory Using the memorization skills for benefit in professional life	Recommended Book /other: book edition: chapter no: page no: Attach slides copy with reference source	

WEEK – 2

Lecture	TOPICS	Content delivered	Reference source	Comments
3	Personal and professional development	Techniques for self-discipline Improving habit integration	Recommended Book /other: book edition: chapter no: page no:	

		Following long term purpose in professional life	Attach slides copy with reference source	
4			Recommended Book /other: book edition: chapter no: page no: Attach slides copy with reference source	

WEEK – 3

Lecture	TOPICS	Content delivered	Reference source	Comments
5			Recommended Book /other: book edition: chapter no: page no: Attach slides copy with reference source	
6			Recommended Book /other: book edition: chapter no: page no: Attach slides copy with reference source	

WEEK – 4

Lecture	TOPICS	Content delivered	Reference source	Comments
7	ENTREPRENEURSHIP: EVOLUTION AND REVOLUTION	• Entrepreneurs facing the unknown • Are you a business or social entrepreneur? • Entrepreneurs have a particular enterprising mind-set • The evolution of the ‘under-taking’	Recommended Book /other: book edition: Entrepreneurship – Theory Process Practice, Donald F. Koratko 8th Edition (South Western - Cengage Learning) chapter no: page no: Attach slides copy with reference source	
8	ENTREPRENEURSHIP: EVOLUTION AND REVOLUTION	• Entrepreneurship through the ages • Early definitions of entrepreneurship • Approaches to entrepreneurship • The entrepreneurial revolution: a global phenomenon	Recommended Book /other: book edition: Entrepreneurship – Theory Process Practice, Donald F. Koratko 8th Edition (South Western - Cengage Learning) chapter no: page no: Attach slides copy with reference source	

WEEK – 5

Lecture	TOPICS	Content delivered	Reference source	Comments
---------	--------	-------------------	------------------	----------

9	THE ENTREPRENEURIAL MIND-SET: COGNITION AND CAREER	• The entrepreneurial mind, behavior and career • Who are entrepreneurs? • The dark side of entrepreneurship • The entrepreneur's confrontation with risk • Stress and the entrepreneur • The entrepreneurial ego • Entrepreneurial edge: dealing with stress • Pathways to your entrepreneurial career	Recommended Book /other: book edition: Entrepreneurship – Theory Process Practice, Donald F. Koratko 8th Edition (South Western - Cengage Learning) chapter no: page no: Attach slides copy with reference source	
10	ENTREPRENEURSHIP AND SUSTAINABLE DEVELOPMENT	• Entrepreneurship as if the planet mattered • Entrepreneurship in times of crisis • Climate change effects for entrepreneurs • Climate change economics for entrepreneurs	Recommended Book /other: book edition: Entrepreneurship – Theory Process Practice, Donald F. Koratko 8th Edition (South Western - Cengage Learning) chapter no: page no: Attach slides copy with reference source	

		• Entrepreneurial ecology		
--	--	---	--	--

WEEK – 6

Lecture	TOPICS	Content delivered	Reference source	Comments
11	SOCIAL AND ETHICAL ENTREPRENEURSHIP	• Social entrepreneurship • The mind-set of social entrepreneurs • Ecopreneurs • Ethics and entrepreneurship • Defining entrepreneurial ethics • Ethics in the cross-cultural business world • Entrepreneurship and organised crime • Environmental criminal entrepreneurs • Entrepreneurship and disadvantaged groups • Indigenous entrepreneurs	Recommended Book /other: book edition: Entrepreneurship – Theory Process Practice, Donald F. Koratko 8th Edition (South Western - Cengage Learning) chapter no: page no: Attach slides copy with reference source	

12	PATHWAYS TO ENTREPRENEURIAL VENTURES	• Walking entrepreneurship pathways • Bootstrapping • The classical pathway: Disruptive new venture creation • Acquiring an established entrepreneurial venture • Franchising one's way into entrepreneurship	Recommended Book /other: book edition: Entrepreneurship – Theory Process Practice, Donald F. Koratko 8th Edition (South Western - Cengage Learning) chapter no: page no: Attach slides copy with reference source	
----	--------------------------------------	---	--	--

WEEK – 7

Lecture	TOPICS	Content delivered	Reference source	Comments
13	OPPORTUNITY AND THE CREATIVE PURSUIT OF INNOVATIVE IDEAS	• Ideas and the search for opportunity • Four models of market-based opportunities • Entrepreneurial imagination and creativity • Arenas of creativity • Creating the right setting for creativity • Innovation and the entrepreneur	Recommended Book /other: book edition: Entrepreneurship – Theory Process Practice, Donald F. Koratko 8th Edition (South Western - Cengage Learning) chapter no: page no: Attach slides copy with reference source	

		• The innovation process • Innovation in the era of climate change		
14	ENTREPRENEURIAL FAMILIES: SUCCESSION AND CONTINUITY	• Entrepreneurship across the generations in the Asia-Pacific • Challenges facing family businesses • Succession as a pathway to entrepreneurship • Key factors in succession • Developing a succession strategy • Harvesting the venture: recycling wealth within the family	Recommended Book /other: book edition: Entrepreneurship – Theory Process Practice, Donald F. Koratko 8th Edition (South Western - Cengage Learning) chapter no: page no: Attach slides copy with reference source	
Lecture	TOPICS	Content delivered	Reference source	Comments
15	DEVELOPING ENTREPRENEURSHIP WITHIN ORGANISATIONS	• The entrepreneurial mind-set in organisations • Re-engineering organisational thinking	Recommended Book /other: book edition: Entrepreneurship – Theory Process Practice, Donald F. Koratko 8th Edition (South Western - Cengage Learning) chapter no: page no: Attach slides copy with reference source	

		• Not for businesses only: public sector entrepreneurship • Intrapreneurial strategy • Social intrapreneurship by creating shared value		
16	Entrepreneurship Article Discussion	8 Mindset Shifts Entrepreneurs Must Make to Achieve Their Ultimate Goal	Recommended Book /other: book edition: https://www.entrepreneur.com/article/337256 chapter no: page no: Attach slides copy with reference source	
Lecture	TOPICS	Content delivered	Reference source	Comments
17	THE ASSESSMENT OF	• The elements of an opportunity assessment	Recommended Book /other: book edition: Entrepreneurship – Theory Process Practice, Donald F.	

	ENTREPRENEURIAL OPPORTUNITIES	- How do we model the entrepreneurial process? - How to assess an opportunity	Koratko 8th Edition (South Western - Cengage Learning chapter no: page no: Attach slides copy with reference source	
18	THE ASSESSMENT OF ENTREPRENEURIAL OPPORTUNITIES	- When is an idea not an opportunity? - The evaluation process - The emergence of entrepreneurial ecosystems	Recommended Book /other: book edition: Entrepreneurship – Theory Process Practice, Donald F. Koratko 8th Edition (South Western - Cengage Learning chapter no: page no: Attach slides copy with reference source	
Lecture	TOPICS	Content delivered	Reference source	Comments
19	MARKETING FOR ENTREPRENEURIAL VENTURES	- Entrepreneurial marketing is essential - Entrepreneurial marketing defined - The components of effective marketing	Recommended Book /other: book edition: Entrepreneurship – Theory Process Practice, Donald F. Koratko 8th Edition (South Western - Cengage Learning chapter no: page no: Attach slides copy with reference source	

		Developing a marketing plan		
20	MARKETING FOR ENTREPRENEURIAL VENTURES	- Marketing research - Marketing on the Internet - Green entrepreneurial marketing - Pricing strategies	Recommended Book /other: book edition: Entrepreneurship – Theory Process Practice, Donald F. Koratko 8th Edition (South Western - Cengage Learning chapter no: page no: Attach slides copy with reference source	
Lecture	TOPICS	Content delivered	Reference source	Comments
21	STRATEGIC ENTREPRENEURIAL GROWTH	- Uncertainty and growth: key strategic drivers - Entrepreneurial strategy design and planning - Designing the business mode - Does an entrepreneur really want to be a manager?	Recommended Book /other: book edition: Entrepreneurship – Theory Process Practice, Donald F. Koratko 8th Edition (South Western - Cengage Learning chapter no: page no: Attach slides copy with reference source	

		Managing entrepreneurial growth		
22	STRATEGIC ENTREPRENEURIAL GROWTH	- Entrepreneurs directly influence growth - Key management issues encountered during the growth stage - Unique managerial concerns of growing ventures - Achieving entrepreneurial leadership - Strategic sustainable development	Recommended Book /other: book edition: Entrepreneurship – Theory Process Practice, Donald F. Koratko 8th Edition (South Western - Cengage Learning chapter no: page no: Attach slides copy with reference source	
Lecture	TOPICS	Content delivered	Reference source	Comments

23	GLOBAL OPPORTUNITIES FOR ENTREPRENEURS	• Asia-Pacific's entrepreneurial century • How do I actually go global?	Recommended Book /other: book edition: Entrepreneurship – Theory Process Practice, Donald F. Koratko 8th Edition (South Western - Cengage Learning chapter no: page no: Attach slides copy with reference source	
24	GLOBAL OPPORTUNITIES FOR ENTREPRENEURS	• How to become a born-global entrepreneur • Born global social entrepreneurs	Recommended Book /other: book edition: Entrepreneurship – Theory Process Practice, Donald F. Koratko 8th Edition (South Western - Cengage Learning chapter no: page no: Attach slides copy with reference source	
Lecture	TOPICS	Content delivered	Reference source	Comments
25	LEGAL AND REGULATORY CHALLENGES FOR ENTREPRENEURIAL VENTURES	• Legal and regulatory challenges • Understanding Asia-Pacific regulatory environments	Recommended Book /other: book edition: Entrepreneurship – Theory Process Practice, Donald F. Koratko 8th Edition (South Western - Cengage Learning chapter no: page no:	

		• International protections for intellectual property • Patents • Copyrights • Trademarks • Domain names • Trade secrets	Attach slides copy with reference source	
26	LEGAL AND REGULATORY CHALLENGES FOR ENTREPRENEURIAL VENTURES	• Opportunities from changing intellectual property attitudes • Identifying legal structures for entrepreneurial ventures • Incorporated companies • Unincorporated businesses • Other business forms	Recommended Book /other: book edition: Entrepreneurship – Theory Process Practice, Donald F. Koratko 8th Edition (South Western - Cengage Learning chapter no: page no: Attach slides copy with reference source	

		• Insolvency and bankruptcy • The legal framework regulating climate change		
Lecture	TOPICS	Content delivered	Reference source	Comments
27	SOURCES OF CAPITAL FOR ENTREPRENEURIAL VENTURES	• The times, they are a-changing • What are the forms of entrepreneurial capital? • Sources of financial capital • Debt versus equity • Equity financing	Recommended Book /other: book edition: Entrepreneurship – Theory Process Practice, Donald F. Koratko 8th Edition (South Western - Cengage Learning chapter no: page no: Attach slides copy with reference source	
28	SOURCES OF CAPITAL FOR ENTREPRENEURIAL VENTURES	• The venture capital market • Angel financing • New forms of entrepreneurial capital	Recommended Book /other: book edition: Entrepreneurship – Theory Process Practice, Donald F. Koratko 8th Edition (South Western - Cengage Learning chapter no: page no:	

		• Peer-to-peer lending	Attach slides copy with reference source	
Lecture	TOPICS	Content delivered	Reference source	Comments
29	MEASURING PERFORMANCE FOR ENTREPRENEURIAL VENTURES	• The dimensions of performance measurement • Measuring financial performance • Understanding the key financial statements • Preparing financial budgets • Capital budgeting • Break-even analysis • Financial ratio analysis • Sustainability performance measures entrepreneurs	Recommended Book /other: book edition: Entrepreneurship – Theory Process Practice, Donald F. Koratko 8th Edition (South Western - Cengage Learning chapter no: page no: Attach slides copy with reference source	

			• Triple bottom line performance measures • Sustainability performance measures		
30	DEVELOPING SUSTAINABLE BUSINESS PLAN	A	• The need for a sustainable business plan • Contrarian views on business planning • Benefits of the full-form business plan • Writing a well-conceived business plan	Recommended Book /other: book edition: Entrepreneurship – Theory Process Practice, Donald F. Koratko 8th Edition (South Western - Cengage Learning chapter no: page no: Attach slides copy with reference source	
			• How to structure a business plan • Updating the business plan		

		• Presentation of the business plan: the ‘pitch’		
--	--	--	--	--

COURSE READINESS /LESSON PLAN							
Subject Title:		Financial Accounting		Course code		MGT-322	
Semester		BBA 2 nd		Department		Management Sciences	
Course Introduction		Accounting plays a vital role as an information system for monitoring, problem solving and decision-making. However, the first step is to generate and present information in a manner that is useful. In recognition of this, Financial Accounting course focuses on the record-keeping and financial statement preparation process. On completion of the course, students should: • Develop a thorough understanding of accounting records and how to record transactions in them. • Be able to prepare a set of financial statements for various forms of businesses and non-profit entities. • Develop an ability to apply accounting concepts, principles and practices. Be familiar with the basic tools for analyses of financial statements.					
Learning Objective		This course should focus on: • Understanding of International Accounting Principles (GAAP), Accounting frameworks and users of accounting information. • Understanding of Cashbook and Preparation of three types of cashbook. • How provisions are made against bad debts, • Understanding of methods of depreciation, Bank Reconciliation Statement, Rectifying the errors. • Preparation of Final Accounts of Sole proprietors with Adjustments. • Detailed Understanding of liabilities, Corporations Accounting and Partnership Accounting. • Preparation of Cash flow Statement.					
Recommended Textbook		1. Financial Accounting by Muhammad Arif and Sohail Afzal B.com Part 1 2. Financial Accounting (7 th Edition By Charles T. Horngren, Walter T. Harrison, Linda S. Bamber)					
Grading System (Weighted Percentages)		Assignments	12 Marks (20%)	Projects		Midterm Exam	18 Marks (30%)
		Quizzes		Presentations		Final Term Exam	30 Marks(50%)
Other Rules							

Logistics	Class Time	Day1 8:30 -10:00 Day2 12:00- 1:30	Consulting Hours	1:30 – 3:00 pm
	Venue	F1 and G4	Contact Information	

Lesson Plan

WEEK-1

Lecture	TOPICS	Content delivered	Reference source	Assignments/Quiz/Class Activity)
1	International Accounting Standard 1 General Framework (Introduction)	Lecture delivered on white board through book Case study from book	Recommended text book 2 book edition: 7th chapter no: 1 page no: 1	Discussion of Case study
2	General Principles (Text book) Users of Financial Statements	Lecture delivered on white board through book Case study from book	Recommended text book 2 book edition: 7th chapter no: 1 page no: 1	Home work: Exercise Questions from book
Lecture	TOPICS	Content delivered	Reference source	Comments
3	Cash Book	Introduction, Three types of Cashbook (Single, double and triple column Cashbook	Recommended text book 1 chapter no: 8 page no: 183	Practice Questions given for homework

4	Cash Book	Classification of Debtors and Creditors, Types of Debtors Discount Allowed and Received	Recommended text book 1 chapter no: 8 page no: 183	Assignment 1 on cashbook Due on 25 April 2020
Lecture	TOPICS	Content delivered	Reference source	Comments
5	Bad Debt, Doubtful Debts, Provisions on Discounts	Introduction, Good debt, Bad Debt and Doubtful Debt	Recommended text book 1 chapter no: 11 page no: 335	Practice Questions given for homework
6	Bad Debt, Doubtful Debts, Provisions on Discounts	How bad debts, doubtful debts are written off in income statement and balance sheet, provisions for bad debts and doubtful debts	Recommended text book 1 chapter no: 11 page no: 335	Quiz 1 on Bad Debt, Doubtful Debts, Provisions on Discounts Due on April 8, 2020
Lecture	TOPICS	Content delivered	Reference source	Comments
7	Bad Debt, Doubtful Debts, Provisions on Discounts	Provision for discounts on creditors and Debtors and entry in balance sheet and income statement, Discussion of quiz questions	Recommended text book 1 chapter no: 11 page no: 335	
8	Property, Plant and Equipment IAS -16		EN-EUIAS -16 (pdf download)	Homework: Summarize the document
Lecture	TOPICS	Content delivered	Reference source	Comments

9	Methods of Depreciation and disposal entries	Introduction , Causes of Depreciation , Main elements of depreciation, Journal entries	Recommended text book 1 chapter no: 22 page no: 893	
10	Methods of Depreciation and disposal entries	Introduction to 11 methods of Depreciation, Detailed discussion 3 Methods of depreciation and practice questions	Recommended text book 1 chapter no: 22 page no: 893	Assignment 2 on Depreciation Due on April 25, 2020
Lecture	TOPICS	Content delivered	Reference source	Comments
11	Methods of Depreciation and disposal entries	Remaining 8 Methods of depreciation and practice questions	Recommended text book 1 chapter no: 22 page no: 893	Homework: Practice question
12	Methods of Depreciation and disposal entries	Revision of all 11 methods of depreciation and discussion of exercise problems	Recommended text book 1 chapter no: 22 page no: 893	
Lecture	TOPICS	Content delivered	Reference source	Comments
13	Rectifying the Errors	Introduction, Types of Errors causing Disagreement of a trial balance	Recommended text book 1 chapter no: 15 page no: 463	
14	Rectifying the Errors	Types of Errors not causing Disagreement of a trial balance,	Recommended text book 1 chapter no: 15 page no: 463	

		Creation and closing of suspense account for rectification of errors,		
Lecture	TOPICS	Content delivered	Reference source	Comments
15	Rectifying the Errors	Correction of One-sided and Two- sided errors	Recommended text book 1 chapter no: 15 page no: 463	Assignment 3 on Rectifying the Errors Due on 7 May, 2020
16	Bank Reconciliation Statement (BRS)	Introduction to BRS, Different causes of disagreement, Practice questions of BRS	Recommended text book 1 chapter no: 8 page no: 183	Quiz 2 on BRS Due on 13 May, 2020
Lecture	TOPICS	Content delivered	Reference source	Comments
17	Preparation of Final Accounts of Sole proprietors with Adjustments	Discussion of main types of Adjustments	Recommended text book 2 book edition: 7th chapter no: 8 page no: 417	Homework: Practice questions
18	Liabilities common to most business organizations	Introduction to Liabilities	Recommended text book 2 book edition: 7th chapter no: 8 page no: 417	
Lecture	TOPICS	Content delivered	Reference source	Comments
19	Current Liabilities	Types and detail of Current Liabilities	Recommended text book 2 book edition: 7th chapter no: 8 page no: 417	
20	Long term Liabilities	Types and detail of long term Liabilities	Recommended text book 2 book edition: 7th chapter no: 8	Homework: Practice questions

			page no: 417	
Lecture	TOPICS	Content delivered	Reference source	Comments
21	Liabilities common to most business organizations	Evaluating the safety of creditor's claims, estimated liabilities	Recommended text book 2 book edition: 7th chapter no: 8 page no: 417	
22	Cash Flow Statement	Introduction, Detail of Cash From Operating Activities	Recommended text book 2 book edition: 7th chapter no: 8 page no: 417	Homework: Practice questions
Lecture	TOPICS	Content delivered	Reference source	Comments
23	Cash Flow Statement	Cash from Financing Activities and Cash from investing Activities	Recommended text book 2 book edition: 7th chapter no: 8 page no: 417	Quiz 3 of Cash flow Statement Due on 3 June, 2020
24	Cash Flow Statement	Practice Questions	Recommended text book 2 book edition: 7th chapter no: 8 page no: 417	
Lecture	TOPICS	Content delivered	Reference source	Comments
25	Corporations Accounting	Introduction to Corporations Accounting	Slides link https://www.slideshare.net/Zorro29/chap013ppt-4682707	
26	Corporations Accounting	How initial capital is recorded, Recording of dividends payment	Slides link https://www.slideshare.net/Zorro29/chap013ppt-4682707	Assignment 4 on Corporations Accounting Due on 12 May, 2020

Lecture	TOPICS	Content delivered	Reference source	Comments
27	Corporations Accounting	Practice Problems and Discussion of Queries	Slides link https://www.slideshare.net/Zorro29/chap013ppt-4682707	
28	Partnership Accounting	How partnership accounts are prepared • Admission of new partner • Retirement of old partner • Death of a partner Settlement of partners accounts	Recommended text book 1 chapter no: 19 page no: 647	
Lecture	TOPICS	Content delivered	Reference source	Comments
29	Partnership Accounting	How partnership accounts are prepared • Retirement of old partner • Death of a partner Settlement of partners accounts	Recommended text book 1 chapter no: 19 page no: 647	Quiz 4 partnership Accounting Due on 19 May. 2020
30	Partnership Accounting	Practice Problems and Discussion of Queries	Recommended text book 1 chapter no: 19 page no: 647	
Lecture	TOPICS	Content delivered	Reference source	Comments
31	Review of whole Syllabus	Discussion of Queries		
32	Review of whole Syllabus	Discussion of Queries		

Annexure E: Classroom Teaching Evaluation

Instructor Name:			Department/Course:			Class:		
Week	Date	Lecture	Arrival Time			Leave Time		
3			On time ☐	Late ☐	Specify time:	On time ☐	Before ☐	Specify time:
Day 02			On time ☐	Late ☐	Specify time:	On time ☐	Before ☐	Specify time:
Day 03			On time ☐	Late ☐	Specify time:	On time ☐	Before ☐	Specify time:
Day: 01			Date:			Class:		
Instructor Attitude/Behavior								
Mobile Use	Once ☐	Thrice ☐	Number of times ☐		Comments:			
Sitting on chair	Once ☐	Thrice ☐	Number of times ☐		Comments:			
Eating	Once ☐	Thrice ☐	Number of times ☐		Comments:			
Class Environment								
Students are disciplined	Never ☐	Some time ☐	All the time ☐		Comments:			
Student's Group activity	Never ☐	Some time ☐	All the time ☐		Comments:			
Instructor maintained formal attitude	Never ☐	Some time ☐	All the time ☐		Comments:			

Day: 02			Date:			Class:		
Instructor Attitude/Behavior								
Mobile Use	Once ☐	Thrice ☐	Number of times ☐		Comments:			
Sitting on chair	Once ☐	Thrice ☐	Number of times ☐		Comments:			
Eating	Once ☐	Thrice ☐	Number of times ☐		Comments:			

Class Environment				
Students are disciplined	Never ☐	Some time ☐	All the time ☐	Comments:
Student's Group activity	Never ☐	Some time ☐	All the time ☐	Comments:
Instructor maintained formal attitude	Never ☐	Some time ☐	All the time ☐	Comments:
Day: 03		Date:		Class:
Instructor Attitude/Behavior				
Mobile Use	Once ☐	Thrice ☐	Number of times ☐	Comments:
Sitting on chair	Once ☐	Thrice ☐	Number of times ☐	Comments:
Eating	Once ☐	Thrice ☐	Number of times ☐	Comments:
Class Environment				
Students are disciplined	Never ☐	Some time ☐	All the time ☐	Comments:
Student's Group activity	Never ☐	Some time ☐	All the time ☐	Comments:
Instructor maintained formal attitude	Never ☐	Some time ☐	All the time ☐	Comments:

CMO Signature

Verified by
Quality Enhancement Department (QED)

Performa for Teacher's Work Evaluation

Start Date: _____ **End Date:** _____
Instructor's Name: _____ **Course No:** _____
Class/Section: _____ **Name of Subject:** _____

Sr. No.	Percentage of Course Executed	Instructor Feedback	Reason (if not taken)	Cross Observation
1	Number of Assignments taken			
2	Number of Assignments taken			
3	Number of Presentation taken			
4	Number of Assignments marked			
5	Number of Assignments marked			
6	Number of Presentation marked			
7	Percentage of marks uploaded on sessional sheets/portal			
8	Any other activity done in the class			
9	Number of classes/labs taken			
10	Percentage of Content covered/highlighted			

Date: _____ **Verified by:** _____

Instructor Feedback:

QED Feedback:

--

Date: _____

Verified by: _____

Survey for Enhancing Quality of Education

Instructor Name		Department	
subjects currently teaching			
1.	Subject in nature	☐ Theoretical	☐ Practical
Practical application:			
Does this subject meet the needs and expectations of industry?			
2.	Subject in nature	☐ Theoretical	☐ Practical
Practical application:			
Is this subject meets the need and expectations of industry?			
3.	Subject in nature	☐ Theoretical	☐ Practical
Practical application:			
Is this subject meets the need and expectations of industry?			
4.	Subject in nature	☐ Theoretical	☐ Practical
Practical application:			
Is this subject meets the need and expectations of industry?			
How quality graduates can be produced who would meet the expectations of employer in terms of the knowledge, skills, and competencies?			
Do you think, you are delivering updated knowledge?			

What mechanism do you suggest towards achieving learning outcomes of a given study program
How do you define a good quality teacher
What strategies do you generally use in class while teaching as how you clarify the concepts that you teach to your students?
How do you relate disciplinary knowledge to other subject areas?
Is this way working for students to make them clear?
How do you apply theoretical knowledge from discipline to practical situation?
What have you done to keep yourself up to date with developments in your subject area?
Do you plan your teaching in accordance to achieve the desire objectives?
What do you consider to be the key elements of teaching a successful lesson?
How many steps do you follow for planning a lesson? Can you give me an example of a lesson to which you consider good, and you are asked to repeat that lesson then what would you do to make that different?
What is your opinion about the use of modern instructional techniques in teaching relevant to your subject area?

Are these techniques beneficial for students?
Do you know the specific uses of technology in your discipline?
How you find technological resources specific to discipline?
Like is there any subject which you consider incomplete in teaching or learning if you do not use them?
Enlist technological tools use in your subject area
Suggestions..?

Annexure F: Internship and FYP Policy and Rubric

Supervisor Preference Form

Program BBA Semester 7th Fall-2020

Name	Registration #	Specialization	Email Address
Name of the internship organization			
Branch Code		Address	

List down the Names of the Supervisors from First Priority:

1 st preference:
2 nd preference:
3 rd preference:

Supervisors Available:

Supervisors Name	Area of Specialization
Mr. Muhammad Ahmad	Marketing
Ms. Hafiza Sahar Afshan	Accounting
Ms. Hina Kanwal	Economics
Ms. Maryam Ashfaq	Economics & Finance
Ms. Asma Saleem	Accounting
Mr. Qasim Ali	Finance
Ms. Nida Urooj	Marketing
Ms. Saiqa	Finance
Mr. Faisal	Economics
Ms. Kanwal Shehzadi	HR

Allocated Supervisor:

Supervisor's Signature:

PMO's Signature:

Student Signature:

Internship Report Evaluation

Date	February 4, 2021		
Time		Reg. #	Name of Student
Venue	Conference Room/G2		

Internship Report Title	
Supervisor	
Evaluators	

Instruction: Please give 20 minutes to each student for viva.

Things to Evaluate: Report content, Viva session, Report Documentation, Similarity index and on-time submissions.

Grading Criteria: (A=80-100%, B=65-79%, C=50-64%, D=40-49%, F=Below)

Evaluation	Maximum Score	Obtained Marks	Grade
Report Content part 1	10		
Report Content part 2	15		
Viva	15		
Documentation	10		
Similarity Index	05		
Pre-viva	05		
Total Marks			
Evaluator	Comments		Signature

Project Registration Form

Program BBA Semester 8th Spring-2021

Group Leader's Name:

Group Member Names	Registration #	Specialization	Email Address

Fill the below column:

Supervisor's Name:

Title of the Project:

Describe your project idea in 150-200 words:

Available Supervisors:

Supervisors Name	Area of Specialization
Dr. Naveed	Economics
Mr. Sheharyar Ali	Marketing
Ms. Hafiza Sahar Afshan	Accounting
Ms. Hina Kanwal	Economics
Ms. Maryam Ashfaq	Economics & Finance
Ms. Asma Saleem	Accounting
Mr. Qasim Ali	Finance
Ms. Nida Urooj	Marketing
Ms. Saiqa Abbas	Finance
Mr. Faisal Munir	Economics
Ms. Kanwal Shehzadi	HR

Allocated Supervisor:**Supervisor's Signature:****PMO's Signature:****Group Leader Signature:**

Note: University can assign you supervisor other than your preference list if the required number of students are already filled to that particular supervisor.

PROGRESS REPORT

SPRING 2020

Instructions:

Each BBA student should meet with their supervisor throughout the semester to formulate answers of the questions given below. This form should be completed by the student, signed by student, supervisor and returned to Project Management Office, Management Sciences, GIMS once in each month. In addition, students or supervisors are invited to write separately to the PMO of the Management Sciences department on any issue or concern not covered in the form. The Department will consider the completed forms to formulate any actions required.

Members' Name						
Student Reg. #						
Email ID						
Contact Number						
Project Title						
Supervisor Name						
Email						
Years on Programme		Programme	BBA			
Current Phase	The Business	☐	Organizational Structure	☐	Industry Analysis	☐
	Marketing Plans	☐	Operations Plan	☐	Risk Analysis	☐
	Financial Plan	☐	Title			

How many Student-Supervisor meetings have taken place in current month and what was their typical duration?	
Plans for the remaining semester	

Annexure F: Teacher and Course Evaluation

Instructor Name: Ms. Hafiza Sahar Afshan

Course: MGT-525

Introduction to Financial Management

Teacher Evaluation Summary					
S. A:(Strongly Agree) A:(Agree) UC:(Uncertain) D:(Disagree) S. D:(Strongly Disagree)					
Questions	S. A	A	UC	D	S. D
The Instructor is prepared for each class.	81%	16%	0%	3%	0%
The Instructor demonstrates knowledge of the subject.	81%	16%	0%	3%	0%
The Instructor has completed the whole course.	78%	22%	0%	0%	0%
The Instructor provides additional material apart from the textbook.	84%	16%	0%	0%	0%
The Instructor gives citations regarding current situations with reference to Pakistan's context.	78%	19%	0%	3%	0%
The Instructor communicates the subject matter effectively.	86%	14%	0%	0%	0%
The Instructor shows respect toward students and encourages class participation.	84%	16%	0%	0%	0%
The Instructor maintains an environment that is conducive to learning.	86%	14%	0%	0%	0%
The Instructor arrives on time in class.	81%	16%	3%	0%	0%
The Instructor leaves on time.	86%	14%	0%	0%	0%
The instructor returns the graded scripts in a reasonable amount of time.	86%	14%	0%	0%	0%
The Instructor was available during the specified office hours after class for consultations.	89%	8%	3%	0%	0%
The Subject matter presented in the course has increased your knowledge of the subject.	81%	14%	5%	0%	0%
The syllabus clearly states course objectives requirements, procedures and grading criteria.	89%	11%	0%	0%	0%
The course integrates theoretical course concepts with real-world applications.	86%	11%	3%	0%	0%
The assignments and exams covered the materials presented in the course.	78%	22%	0%	0%	0%

Instructor Name: Ms. Kanwal Shahzadi

Course: MGT-683 Human Resource Development

Teacher Evaluation Summary					
S. A:(Strongly Agree) A:(Agree) UC:(Uncertain) D:(Disagree) S. D:(Strongly Disagree)					
Questions	S.A	A	UC	D	S.D
The Instructor is prepared for each class.	67%	33%	0%	0%	0%
The Instructor demonstrates knowledge of the subject.	67%	33%	0%	0%	0%
The Instructor has completed the whole course.	67%	0%	0%	33%	0%
The Instructor provides additional material apart from the textbook.	67%	0%	0%	0%	33%
The Instructor gives citations regarding current situations with reference to Pakistan's context.	67%	0%	33%	0%	0%
The Instructor communicates the subject matter effectively.	67%	33%	0%	0%	0%
The Instructor shows respect toward students and encourages class participation.	67%	33%	0%	0%	0%
The Instructor maintains an environment that is conducive to learning.	100%	0%	0%	0%	0%
The Instructor arrives on time in class.	67%	0%	33%	0%	0%
The Instructor leaves on time.	67%	0%	0%	33%	0%
The instructor returns the graded scripts in a reasonable amount of time.	67%	0%	33%	0%	0%
The Instructor was available during the specified office hours after class for consultations.	67%	33%	0%	0%	0%
The Subject matter presented in the course has increased your knowledge of the subject.	100%	0%	0%	0%	0%
The syllabus clearly states course objectives requirements, procedures and grading criteria.	67%	33%	0%	0%	0%
The course integrates theoretical course concepts with real-world applications.	67%	33%	0%	0%	0%
The assignments and exams covered the materials presented in the course.	100%	0%	0%	0%	0%
The course material is modern and updated.	67%	33%	0%	0%	0%

Instructor Name: Ms.Saiqa Abbas

Course: MGT-512 Introduction to Organizational Behaviour

Teacher Evaluation Summary					
S. A:(Strongly Agree) A:(Agree) UC:(Uncertain) D:(Disagree) S. D:(Strongly Disagree)					
Questions	S.A	A	UC	D	S.D
The Instructor is prepared for each class.	82%	9%	0%	9%	0%
The Instructor demonstrates knowledge of the subject.	82%	9%	0%	9%	0%
The Instructor has completed the whole course.	91%	9%	0%	0%	0%
The Instructor provides additional material apart from the textbook.	82%	0%	0%	9%	9%
The Instructor gives citations regarding current situations with reference to Pakistan's context.	73%	9%	0%	18%	0%
The Instructor communicates the subject matter effectively.	82%	9%	0%	9%	0%
The Instructor shows respect toward students and encourages class participation.	91%	9%	0%	0%	0%
The Instructor maintains an environment that is conducive to learning.	82%	9%	0%	9%	0%
The Instructor arrives on time in class.	82%	9%	0%	9%	0%
The Instructor leaves on time.	82%	9%	9%	0%	0%
The instructor returns the graded scripts in a reasonable amount of time.	82%	9%	9%	0%	0%
The Instructor was available during the specified office hours after class for consultations.	91%	9%	0%	0%	0%
The Subject matter presented in the course has increased your knowledge of the subject.	73%	18%	9%	0%	0%
The syllabus clearly states course objectives requirements, procedures and grading criteria.	82%	18%	0%	0%	0%
The course integrates theoretical course concepts with real-world applications.	73%	27%	0%	0%	0%
The assignments and exams covered the materials presented in the course.	91%	9%	0%	0%	0%
The course material is modern and updated.	73%	9%	9%	0%	9%

Instructor Name: Mr. Qasim Ali
Course: MGT-617 Entrepreneurship

Teacher Evaluation Summary					
S. A:(Strongly Agree) A:(Agree) UC:(Uncertain) D:(Disagree) S. D:(Strongly Disagree)					
Questions	S.A	A	UC	D	S.D
The Instructor is prepared for each class.	S.A	A	UC	D	S.D
The Instructor demonstrates knowledge of the subject.	100%	0%	0%	0%	0%
The Instructor has completed the whole course.	100%	0%	0%	0%	0%
The Instructor provides additional material apart from the textbook.	100%	0%	0%	0%	0%
The Instructor gives citations regarding current situations with reference to Pakistan's context.	100%	0%	0%	0%	0%
The Instructor communicates the subject matter effectively.	100%	0%	0%	0%	0%
The Instructor shows respect toward students and encourages class participation.	100%	0%	0%	0%	0%
The Instructor maintains an environment that is conducive to learning.	100%	0%	0%	0%	0%
The Instructor arrives on time in class.	100%	0%	0%	0%	0%
The Instructor leaves on time.	88%	13%	0%	0%	0%
The instructor returns the graded scripts in a reasonable amount of time.	100%	0%	0%	0%	0%
The Instructor was available during the specified office hours after class for consultations.	100%	0%	0%	0%	0%
The Subject matter presented in the course has increased your knowledge of the subject.	100%	0%	0%	0%	0%
The syllabus clearly states course objectives requirements, procedures and grading criteria.	100%	0%	0%	0%	0%
The course integrates theoretical course concepts with real-world applications.	100%	0%	0%	0%	0%
The assignments and exams covered the materials presented in the course.	100%	0%	0%	0%	0%
The course material is modern and updated.	100%	0%	0%	0%	0%

Instructor Name: Ms. Nazish Mushtaq

Course: MGT-411 introduction to Management

Teacher Evaluation Summary					
S. A:(Strongly Agree) A:(Agree) UC:(Uncertain) D:(Disagree) S. D:(Strongly Disagree)					
Questions	S.A	A	UC	D	S.D
The Instructor is prepared for each class.	95%	5%	0%	0%	0%
The Instructor demonstrates knowledge of the subject.	95%	5%	0%	0%	0%
The Instructor has completed the whole course.	91%	9%	0%	0%	0%
The Instructor provides additional material apart from the textbook.	95%	5%	0%	0%	0%
The Instructor gives citations regarding current situations with reference to Pakistan's context.	98%	2%	0%	0%	0%
The Instructor communicates the subject matter effectively.	95%	5%	0%	0%	0%
The Instructor shows respect toward students and encourages class participation.	95%	5%	0%	0%	0%
The Instructor maintains an environment that is conducive to learning.	95%	5%	0%	0%	0%
The Instructor arrives on time in class.	98%	2%	0%	0%	0%
The Instructor leaves on time.	95%	5%	0%	0%	0%
The instructor returns the graded scripts in a reasonable amount of time.	95%	5%	0%	0%	0%
The Instructor was available during the specified office hours after class for consultations.	93%	7%	0%	0%	0%
The Subject matter presented in the course has increased your knowledge of the subject.	98%	2%	0%	0%	0%
The syllabus clearly states course objectives requirements, procedures and grading criteria.	95%	5%	0%	0%	0%
The course integrates theoretical course concepts with real-world applications.	95%	5%	0%	0%	0%
The assignments and exams covered the materials presented in the course.	93%	7%	0%	0%	0%
The course material is modern and updated.	95%	5%	0%	0%	0%

Instructor Name: Ms Maryam Ashfaq
Course: MGT-322 Financial Accounting

Teacher Evaluation Summary					
S. A:(Strongly Agree) A:(Agree) UC:(Uncertain) D:(Disagree) S. D:(Strongly Disagree)					
Questions	S.A	A	UC	D	S.D
The Instructor is prepared for each class.	76%	7%	7%	3%	7%
The Instructor demonstrates knowledge of the subject.	72%	10%	7%	3%	7%
The Instructor has completed the whole course.	66%	17%	3%	7%	7%
The Instructor provides additional material apart from the textbook.	72%	7%	3%	10%	7%
The Instructor gives citations regarding current situations with reference to Pakistan's context.	66%	17%	3%	7%	7%
The Instructor communicates the subject matter effectively.	72%	10%	7%	3%	7%
The Instructor shows respect toward students and encourages class participation.	83%	7%	0%	3%	7%
The Instructor maintains an environment that is conducive to learning.	79%	7%	3%	3%	7%
The Instructor arrives on time in class.	79%	7%	0%	7%	7%
The Instructor leaves on time.	83%	7%	0%	3%	7%
The instructor returns the graded scripts in a reasonable amount of time.	79%	7%	3%	3%	7%
The Instructor was available during the specified office hours after class for consultations.	83%	3%	0%	7%	7%
The Subject matter presented in the course has increased your knowledge of the subject.	76%	10%	3%	3%	7%
The syllabus clearly states course objectives requirements, procedures and grading criteria.	83%	3%	3%	3%	7%
The course integrates theoretical course concepts with real-world applications.	72%	10%	7%	3%	7%
The assignments and exams covered the materials presented in the course.	76%	10%	3%	3%	7%
The course material is modern and updated.	79%	3%	3%	7%	7%

Instructor Name: Ms Rida Zainab

Course: : MGT-452 Introduction to Marketing Management

Teacher Evaluation Summary					
S. A:(Strongly Agree) A:(Agree) UC:(Uncertain) D:(Disagree) S. D:(Strongly Disagree)					
Questions	S.A	A	UC	D	S.D
The Instructor is prepared for each class.	98%	2%	0%	0%	0%
The Instructor demonstrates knowledge of the subject.	98%	2%	0%	0%	0%
The Instructor has completed the whole course.	96%	2%	0%	2%	0%
The Instructor provides additional material apart from the textbook.	96%	4%	0%	0%	0%
The Instructor gives citations regarding current situations with reference to Pakistan's context.	96%	4%	0%	0%	0%
The Instructor communicates the subject matter effectively.	98%	2%	0%	0%	0%
The Instructor shows respect toward students and encourages class participation.	98%	2%	0%	0%	0%
The Instructor maintains an environment that is conducive to learning.	98%	2%	0%	0%	0%
The Instructor arrives on time in class.	98%	2%	0%	0%	0%
The Instructor leaves on time.	98%	2%	0%	0%	0%
The instructor returns the graded scripts in a reasonable amount of time.	98%	2%	0%	0%	0%
The Instructor was available during the specified office hours after class for consultations.	98%	2%	0%	0%	0%
The Subject matter presented in the course has increased your knowledge of the subject.	98%	2%	0%	0%	0%
The syllabus clearly states course objectives requirements, procedures and grading criteria.	98%	2%	0%	0%	0%
The course integrates theoretical course concepts with real-world applications.	98%	2%	0%	0%	0%
The assignments and exams covered the materials presented in the course.	98%	2%	0%	0%	0%
The course material is modern and updated.	98%	2%	0%	0%	0%

Instructor Name: Mr Umair Saeed

Course: MGT-404 Business Communication-1

Teacher Evaluation Summary					
S. A:(Strongly Agree) A:(Agree) UC:(Uncertain) D:(Disagree) S. D:(Strongly Disagree)					
Questions	S.A	A	UC	D	S.D
The Instructor is prepared for each class.	98%	2%	0%	0%	0%
The Instructor demonstrates knowledge of the subject.	96%	4%	0%	0%	0%
The Instructor has completed the whole course.	96%	4%	0%	0%	0%
The Instructor provides additional material apart from the textbook.	96%	4%	0%	0%	0%
The Instructor gives citations regarding current situations with reference to Pakistan's context.	96%	4%	0%	0%	0%
The Instructor communicates the subject matter effectively.	96%	4%	0%	0%	0%
The Instructor shows respect toward students and encourages class participation.	96%	4%	0%	0%	0%
The Instructor maintains an environment that is conducive to learning.	96%	4%	0%	0%	0%
The Instructor arrives on time in class.	96%	4%	0%	0%	0%
The Instructor leaves on time.	96%	4%	0%	0%	0%
The instructor returns the graded scripts in a reasonable amount of time.	96%	4%	0%	0%	0%
The Instructor was available during the specified office hours after class for consultations.	96%	4%	0%	0%	0%
The Subject matter presented in the course has increased your knowledge of the subject.	96%	4%	0%	0%	0%
The syllabus clearly states course objectives requirements, procedures and grading criteria.	96%	4%	0%	0%	0%
The course integrates theoretical course concepts with real-world applications.	96%	4%	0%	0%	0%
The assignments and exams covered the materials presented in the course.	96%	4%	0%	0%	0%
The course material is modern and updated.	98%	2%	0%	0%	0%

Instructor Name: Ms. Hina Kanwal

Course: Microeconomics

Teacher Evaluation Summary					
S. A:(Strongly Agree) A:(Agree) UC:(Uncertain) D:(Disagree) S. D:(Strongly Disagree)					
Questions	S.A	A	UC	D	S.D
The Instructor is prepared for each class.	98%	2%	0%	0%	0%
The Instructor demonstrates knowledge of the subject.	96%	4%	0%	0%	0%
The Instructor has completed the whole course.	96%	4%	0%	0%	0%
The Instructor provides additional material apart from the textbook.	96%	4%	0%	0%	0%
The Instructor gives citations regarding current situations with reference to Pakistan's context.	96%	4%	0%	0%	0%
The Instructor communicates the subject matter effectively.	96%	4%	0%	0%	0%
The Instructor shows respect toward students and encourages class participation.	96%	4%	0%	0%	0%
The Instructor maintains an environment that is conducive to learning.	96%	4%	0%	0%	0%
The Instructor arrives on time in class.	96%	4%	0%	0%	0%
The Instructor leaves on time.	96%	4%	0%	0%	0%
The instructor returns the graded scripts in a reasonable amount of time.	96%	4%	0%	0%	0%
The Instructor was available during the specified office hours after class for consultations.	96%	4%	0%	0%	0%
The Subject matter presented in the course has increased your knowledge of the subject.	96%	4%	0%	0%	0%
The syllabus clearly states course objectives requirements, procedures and grading criteria.	96%	4%	0%	0%	0%
The course integrates theoretical course concepts with real-world applications.	96%	4%	0%	0%	0%
The assignments and exams covered the materials presented in the course.	96%	4%	0%	0%	0%
The course material is modern and updated.	98%	2%	0%	0%	0%

Annexure G: Teacher feedback on Teacher and Course Evaluation

Performa 10/1: Teacher & Course Evaluation Feedback

Fall-2019

S. no	Instructor Name	Courses	Class	Remarks
1	Ms. Zohaib Aslam	AGRO-301 Basic Agriculture	BBA-1 st	Strongly Agree

Note: write your remarks as per the instructions i.e.

S.A:(Strongly Agree) **A:**(Agree) **UC:**(Uncertain) **D:**(Disagree) **S.D:**(Strongly Disagree)

Feedback:

Mention area of improvement:

Class Rooms

Please give your suggestions for academic improvements:

Please Provide Multimedia facility.

Zainab Mahmood

Member QED | Zainab Mahmood

Signature

Date: February 20, 2020

**Performa 10/1: Teacher & Course Evaluation Feedback
Fall-2019**

S. no	Instructor Name	Courses	Class	Remarks
2	Ms Rameeza Andleeb	MGT-423 Cost Accounting	BBA-3 rd	Strongly Agree
		MGT-423 Cost Accounting	BBA-3 rd	Strongly Agree

Note: write your remarks as per the instructions i.e.

S.A:(Strongly Agree) **A:**(Agree) **UC:**(Uncertain) **D:**(Disagree) **S.D:**(Strongly Disagree)

Feedback:

Mention area of improvement:

Please give your suggestions for academic improvements:

I recommend that in first and second semesters should be taught by experienced teachers.

Zainab Mahmood

Member QED | Zainab Mahmood

Signature

Date: February 22, 2020

**Performa 10/1: Teacher & Course Evaluation Feedback
Fall-2019**

S. no	Instructor Name	Courses	Class	Remarks
3	Mr. Maha Butt	MGT-342 IT in Business-II	BBA-2 nd	Strongly Agree

Note: write your remarks as per the instructions i.e.

S.A:(Strongly Agree) **A:**(Agree) **UC:**(Uncertain) **D:**(Disagree) **S.D:**(Strongly Disagree)

Feedback:

Mention area of improvement:

- Need to improve course contents for professional practices.
- There must be some training/sessions for teachers and students to build healthy relationship.

Please give your suggestions for academic improvements:

- Must be fast speed internet access atleast in Lab class.

Zainab Mahmood

Member QED | Zainab Mahmood

Signature

Date: February 22, 2020

**Performa 10/1: Teacher & Course Evaluation Feedback
Fall-2019**

S. no	Instructor Name	Courses	Class	Remarks
4	Ms. Humyle Munawar	MGT-304 Social Psychology and Self Development	BBA-1 st	
Note: write your remarks as per the instructions i.e. S.A:(Strongly Agree) A:(Agree) UC:(Uncertain) D:(Disagree) S.D:(Strongly Disagree)				
Feedback: Mention area of improvement: - We can add some research in this course, to improve students' learning. Please give your suggestions for academic improvements: - We can conduct different outdoor activities, to build the self-confidence in students.				

Zainab Mahmood

Member QED | Zainab Mahmood

Signature

Date: February 19, 2020

Performa 10/1: Teacher & Course Evaluation Feedback Fall-2019

S. no	Instructor Name	Courses	Class	Remarks
5	Ms. Swabia	MGT-341 IT in Business-I	BBA-1 st	Strongly Agree

Note: write your remarks as per the instructions i.e.

S.A:(Strongly Agree) **A:**(Agree) **UC:**(Uncertain) **D:**(Disagree) **S.D:**(Strongly Disagree)

Feedback:

Mention area of improvement:

Please give your suggestions for academic improvements:

Zainab Mahmood

Member QED | Zainab Mahmood

Signature

Date: February 22, 2020

Performa 10/1: Teacher & Course Evaluation Feedback Fall-2019

S. no	Instructor Name	Courses	Class	Remarks
6	Mr. Faizan Ul Mustafa	MGT-644 Introduction to E-Commerce	BBA-7 th (Finance)	
		MGT-644 Introduction to E-Commerce	BBA-7 th (Marketing)	

Note: write your remarks as per the instructions i.e.

S.A:(Strongly Agree) A:(Agree) UC:(Uncertain) D:(Disagree) S.D:(Strongly Disagree)

Feedback:

Mention area of improvement:

Please give your suggestions for academic improvements:

- Please arrange a tour to northern areas for atleast 5 days in semester break, sponsored by GIMS.

Zainab Mahmood

Member QED | Zainab Mahmood

Signature

Date: February 25, 2020

Performa 10/1: Teacher & Course Evaluation Feedback Fall-2019

S. no	Instructor Name	Courses	Class	Remarks
7	Ms. Nazish Mushtaq	MGT- 635 Islamic Banking	BBA-7 th (Finance)	Agree

Note: write your remarks as per the instructions i.e.

S.A:(Strongly Agree) **A:**(Agree) **UC:**(Uncertain) **D:**(Disagree) **S.D:**(Strongly Disagree)

Feedback:

Mention area of improvement:

Overall experience of this semester is good with my students and courses too, but there are some recommendations related to course of 'Islamic Banking', this is very informative and knowledgeable course. This helps the students to understand the basic concepts related to 'Shariah', in this regard this outline is not sufficient as a course of specialization.

Please give your suggestions for academic improvements:

- Course outline should be improved, if this offering is for finance specialization, otherwise this outline is best for the junior semester of BBA.

Signature

Zainab Mahmood

Member QED | Zainab Mahmood

Date: 03,February ,2020

**Performa 10/1: Teacher & Course Evaluation Feedback
Fall-2019**

S. no	Instructor Name	Courses	Class	Remarks
8	Ms. Hafiza Sahar Afshan	MGT-525 Introduction to Financial Management	BBA-5th	Strongly Agree
		MGT-637 Financial Institutions	BBA-7 th (Finance)	Agree
		MGT-322 Financial Accounting	BBA-2 nd	Agree
		MGT-321 Fundamental of Accounting	BBA-1 st	Strongly Agree

Note: write your remarks as per the instructions i.e.

S.A:(Strongly Agree) **A:**(Agree) **UC:**(Uncertain) **D:**(Disagree) **S.D:**(Strongly Disagree)

Feedback:

Mention area of improvement:

- Practical work (software work)
- Workshops and seminars should be conducted relevant to field.
- Study tours should be arranged.

Please give your suggestions for academic improvements:

- Lecture recording should be provided to students.

Signature

Zainab Mahmood

Member QED | Zainab Mahmood

Annexure H: Faculty Survey

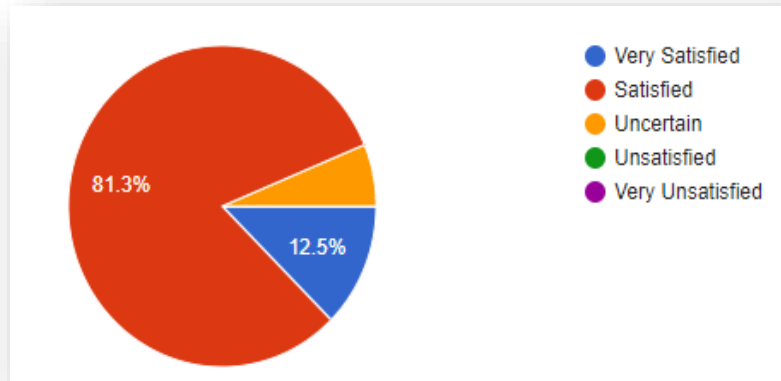
Performa: 5 Faculty Survey Report Department of Management Sciences

S.no	Statements	VS	SA	UC	DS	VD
1	Your mix of research teaching and community service	12.5%	81.5%	0%	0%	0%
2	The intellectual stimulation of your work	25%	68.8%	0%	6.3%	0%
3	Type of teaching / research you currently do	12.5%	87.5%	0%	0%	0%
4	Your interaction with students	43.8%	50%	0%	6.3%	0%
5	Cooperation you receive form colleagues	50%	50%	0%	8.3%	0%
6	The mentoring (guidance) available to you	18.8%	62.5%	12.5%	6.3%	0%
7	Administrative support from the department	66.7%	37.5%	0%	6.3%	0%
8	Providing clarity about the faculty promotion process	18.8%	50%	25%	6.3%	0%
9	Your prospects for advancement and progress through ranks	6.3%	62.5%	31.3%	0%	0%
10	Salary and compensation package	93.8%	6.3%	0%	0%	0%
11	Job security and stability at the department	18.8%	68.8%	12.5%	0%	0%
12	Amount of time you have for yourself and family	12.5%	68.8%	18.8%	0%	0%
13	The overall climate at the department	12.5%	75%	6.3%	6.3%	0%
14	Whether the department is utilizing your experience and knowledge	50%	50%	0%	0%	0%
VS: Very Satisfied SA: Satisfied UC: Uncertain DS: Dissatisfied VD: Very Dissatisfied						

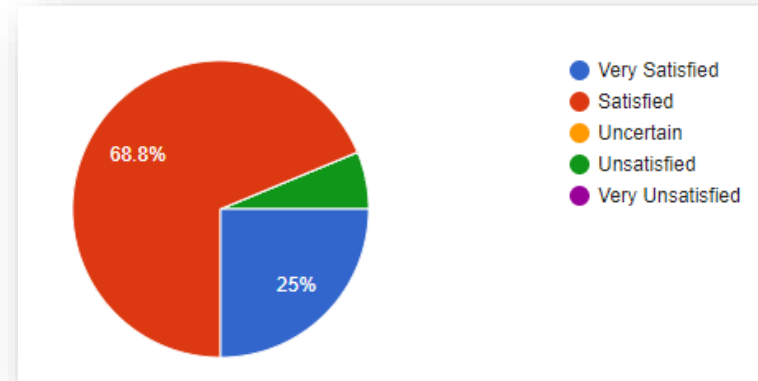
Performa: 5 Faculty Survey Report

Department of Management Sciences

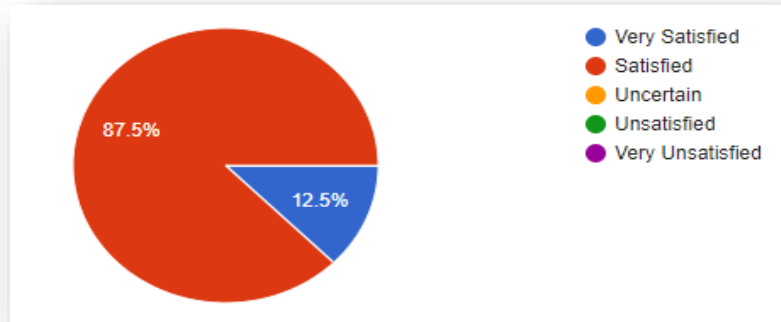
1. Your mix of research teaching and community service.



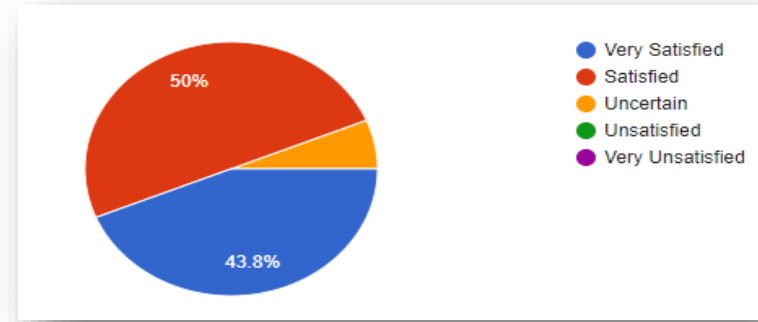
2. The intellectual stimulation of your work.



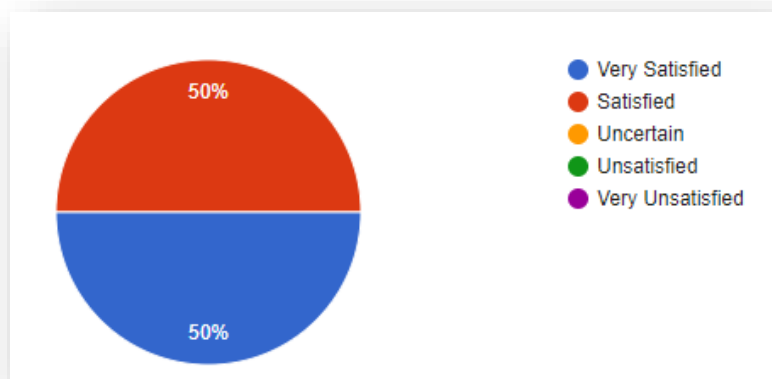
3. Type of teaching / research you currently doing.



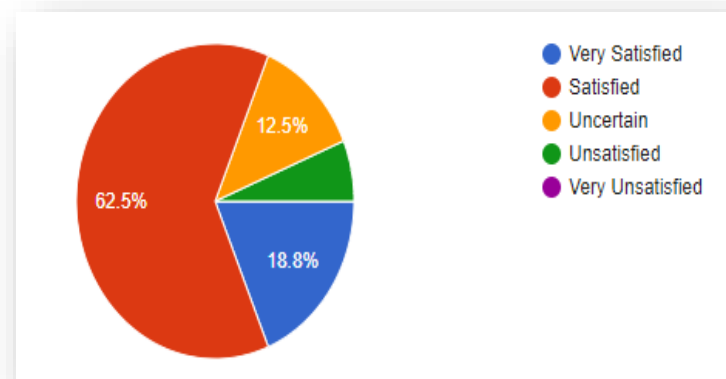
4. Your interaction with students.



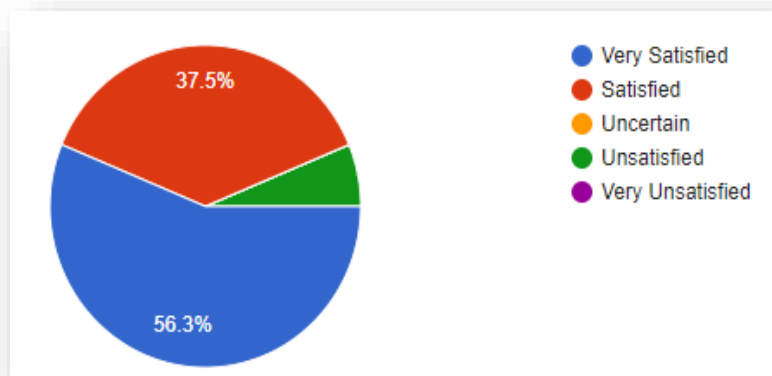
5. Cooperation you receive form colleagues.



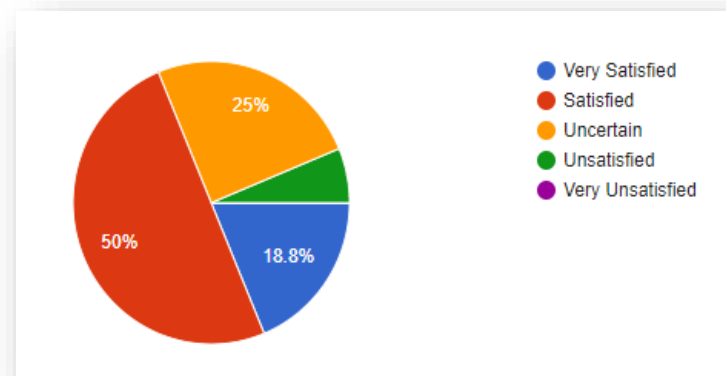
6. The mentoring (guidance) available to you.



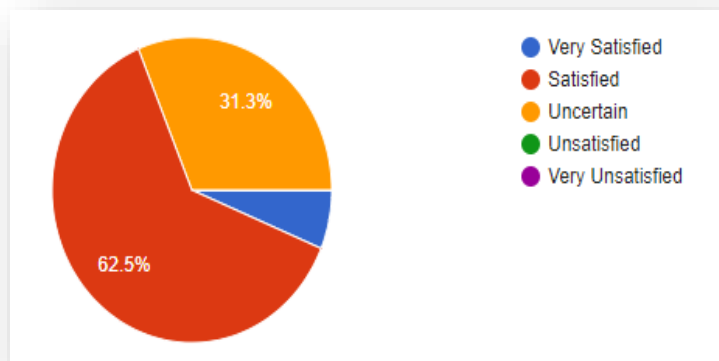
7. Administrative support from the department.



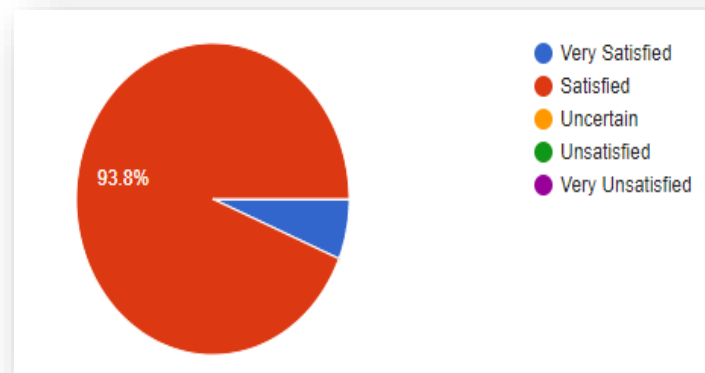
8. Providing clarity about the faculty promotion process.



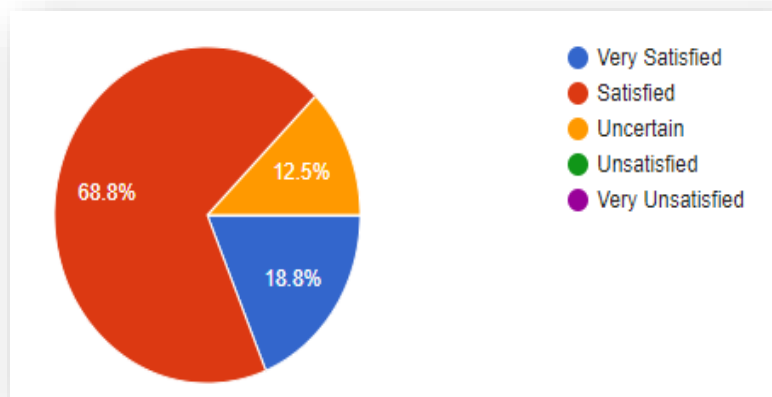
9. Your prospects for advancement and progress through ranks.



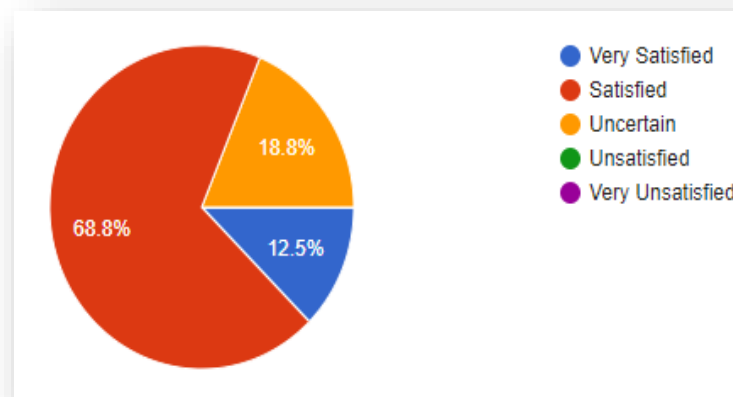
10. Salary and compensation package.



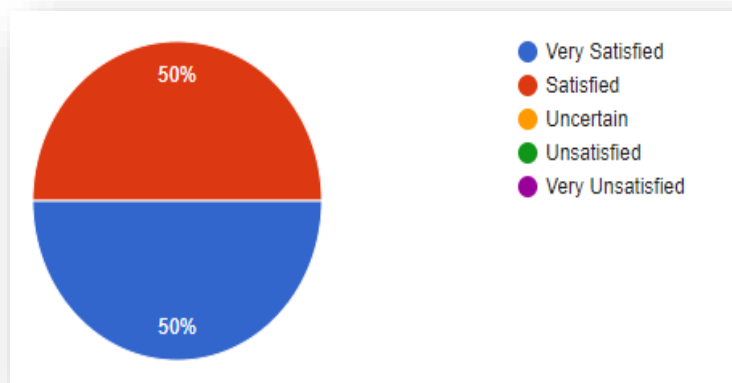
11. Job security and stability at the department.



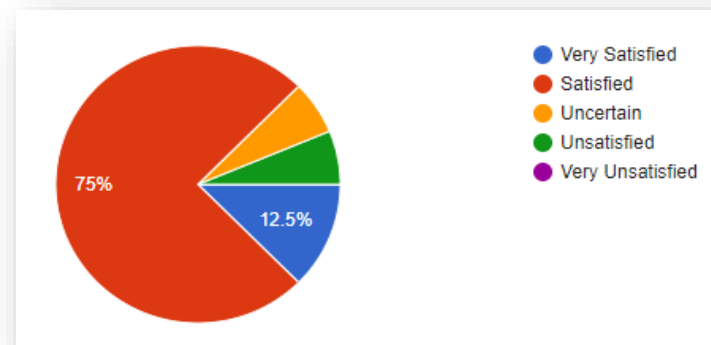
12. Amount of time you have for yourself and family.



13. The overall environment at the department.

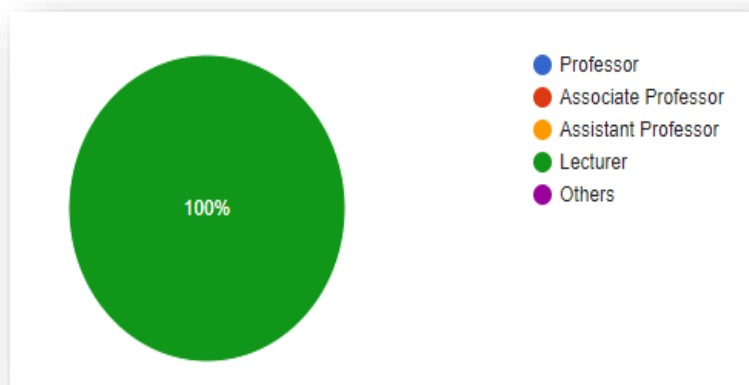


14. Whether the department is utilizing your experience and knowledge.

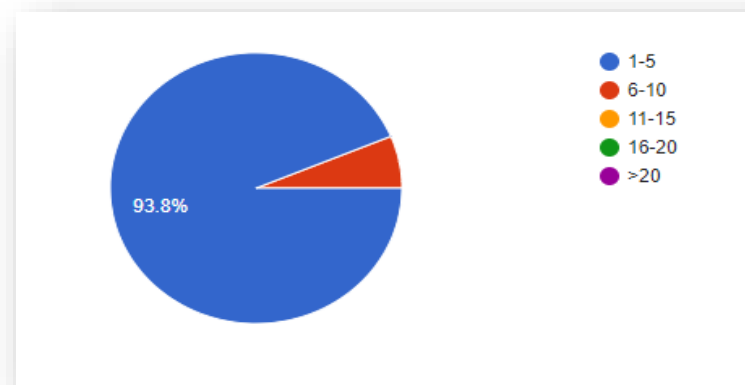


Information About Faculty

i. Academic Rank



ii. Years of Service



Annexure I: Annual Faculty Review

Annual Review: Faculty Self Evaluation

2019-2020

Faculty Name: Hina Kanwal

Designation: Lecturer

Department: Management Sciences

Date: 11-11-2020

Please answer the items below in the space provided to conduct a self-evaluation and forward it to your Department Head/QED. Typing is preferred, but you may complete in clear handwriting.

Five criteria are important in evaluating faculty performance:

- *Quality of teaching*
 - *Evidence that knowledge is being updated*
 - *Research and scholarly activity*
 - *Service to the institution and contributions to governance*
 - *Evidence that shows professional development efforts to improve as a teacher and/or advisor*
-

List responsibilities over the reporting period: Describe your assignment over the past two semesters or the past year in terms of courses taught, administration responsibilities, committees, advising, research, and service. Then estimate the percentage of your total effort you devoted to each type of activity. (Should total 100 %.)

Teaching load in Semester Fall 2019 ((■ Undergraduate / postgraduate)

Course 1 Principles of Microeconomics, 2 Principles of Macroeconomics, 3 Business Statistics, 4 Statistics & Probability, 5 Statistics Inference

Teaching load in Semester Spring 2020 ((■ Undergraduate / postgraduate)

Course 1 Principles of Microeconomics, 2 introduction to Managerial Economics, 3 Business Statistics, 4 Principles of Macroeconomics,

FYP Supervisory load for the year (■ Undergraduate / Postgraduate)

Course (Internship Reports Supervisory-2019) (08)

Course (Final Year Project Supervisory) (01)

{Note: I supervised three students in FYP-2020}

Formally Designated Supervisor: ■ Yes No

Formally Designated Administrative Role: Yes ■ No

Estimate of Activity (Use 40 hours' work week as the basis for your estimate):

(Teaching includes lectures, time for preparation, marking quizzes, assignments)

Activity	% of Effort
Teaching	<u>60%</u>
FYP	<u>20%</u>
Administration	<u>0%</u>
Research	<u>10%</u>
Service	<u>10%</u>
	100%

Teaching: How effective have you been as a teacher this year? How well have your students performed as a result of your teaching? What courses and programs have you revised and proposed?

My teaching philosophy is simple, easily understandable and up-to-date. The gift of teaching allows me to be in a true helping profession. After all, the things that I teach to the students are fundamentals that they will need thrive as a student of post-graduation. I use a hands-on technique and an approachable to my students.

I incorporated current studies (facts & figures) in my courses, such as in 'Principles of Macroeconomics' a report that is named as '**Pakistan Economic Survey**' is included, just to keep the students up-to-date. So, that they will be able to know the current trends of those macroeconomic variables that they study in theory.

With this, I am also able to adapt my style to the needs of the students, for instance; if I have such pupils, who does not participate actively and they are not comfortable with independent learning, in this situation I employ the facilitator style of teaching that calls for a student '**Centered Learning Approach**'.

During Spring-2020, classes were conducted via **Zoomin Meetings** (App) whereas lecture notes and recordings were shared with each class on 'Google Classroom' and in 'Whatsaap Classes' group'. Successively, during this pandemic time period, as number of communication modes were adopted, the students' performed really well and the performance of students was satisfactory.

Updating Knowledge: Describe what you have done this year to increase your knowledge and to remain “up to date” in your field (seminars attended, courses taken, reading program, research).

With the possible disruption to social gatherings presented by the COVID-19, there is increase discussion around, planning for the use of online learning as a continuity plan for most universities and schools. So, with this professional development is also mandatory, because it helps to enhance the professional skills. For this purpose, I have attended number of events, which are discussed below;

1. Participated in an event during Spring-2020(22nd April, 2020.), UK University organized an event in cooperation with **‘Kaplan international Pathways for School Counselors. Teachers and Principals’** which gave an insight on the following with regards to studying in the UK:
 - a. How to assess students and give those grades if SAT and other tests are not going to be run by the awarding bodies.
 - b. What are online study options for the foundation year and international year one?
 - c. Online English language assessment offered by Kaplan “KIBT”.
 - d. Become moderator of students during the online learning phase.
2. Participated in **‘World Marketing Summit’** on **‘Tuesday, 25th Feb, 2020** at **‘University of Asia’**.
3. Participated in a Seminar **‘Harassment Awareness’** on **‘20th Nov, 2019’**. at **‘GIMS-Arid Agriculture University’**.
4. Participated in a Workshop **‘SWOT Analysis’** on **‘Nov, 2019’**. at **‘GIMS-Arid Agriculture University’**.

List any degree programs in which you are currently enrolled: ■ No

- -GIMS Funded
- - Self-Funded
- - Other Funded (Specify source)

Research: Describe your research and scholarly work over the reporting period. List proposals, papers, and publications and in-press publications. Do not list work completed before the current evaluation period or work listed in other evaluation periods other than renewed research projects.

Although, I have some publications (Hina Kanwal, Tanveer Ahmed Naveed and M.Azhar Khan (2015), Socio-Economic Determinants of Rural –Urban Migration in Pakistan. *J.Asian Dev. Studies*, Volume 4, No.3, pp. 72-85.; Hina Kanwal, Tanveer Ahmed Naveed, Hina Afzal and Sami Ullah (2013), Impact of HEC- Based Teachers Training Program on Job Performance of University Teachers. *J. Asian Dev. Studies*, Volume 2, No. 1, pp. 107-114) before reporting period, but during this year research work is under-process.

Service to Students: Describe your involvement with students outside of the classroom. Judge the quality of your interactions with students in these informal settings. What evidence do you have that your formal and informal advising is effective?

Today, life-long learning is crucial for gaining new knowledge and skills in an ever changing society, and it does not necessarily happened in an assessment bases environment (Classroom), because sometimes, few students feel lack of confidence and did not ask any question related to contents, so, to resolve this issue, communication is compulsory, for this purpose ‘**Students Consulting Hours**’ were scheduled to answer the queries.

‘**Student-Faculty**’ interaction proved really fruitful, number of individuals who felt reluctant to communicate, they discussed their studies related problems and at the end of the semester the overall performance of students was satisfactory.

GIMS and Community Service: Describe the service have you provided to the institute community, institute’s other departments or to the broader community.

Since the reporting period, I ‘**Ms. Hina Kanwal**’ rendering my services to GIMS-Arid Agriculture University as a;

- a. Lecturer (Economics)
- b. Officially designated as a ‘Supervisor’

Being a supervisor, I supervised the ‘**Eight Internship Reports (Fall-2019)**’ and

‘Final Year Projects (Spring-2020)’ of Management Sciences Department.

Efforts to improve as teacher/advisor: Describe what you have done this year to increase your efforts to improve as a teacher / advisor. (Classroom visits, portfolios, training sessions)

With the promising distraction to communal meetings presented by the COVID-19, there is increase discussion around, planning for the use of online learning as a continuity plan for most universities and schools. So, with this professional development is also mandatory, because it helps to enhance the professional skills. For this purpose, I have attended number of events, which are discussed below;

- a. Participated in an event during Spring-2020(22nd April, 2020.), UK University organized an event in cooperation with **‘Kaplan international Pathways for School Counselors. Teachers and Principals’** which gave an insight on the following with regards to studying in the UK:
 - e. How to assess students and give those grades if SAT and other tests are not going to be run by the awarding bodies.
 - f. What are online study options for the foundation year and international year one?
 - g. Online English language assessment offered by Kaplan “KIBT”.
 - h. Become moderator of students during the online learning phase.
- b. Participated in **‘World Marketing Summit’** on **‘Tuesday, 25th Feb, 2020 at ‘University of Asia’.**

Strengths: In light of the above, assess your overall performance this year. What are your strengths as a faculty member?

In the light of above discussed contents, my overall performance is **‘Satisfactory’** this year. Being a faculty member, my strengths are;

- Responsible & Cooperative
- Punctual
- Intelligent & Skilled

- Honest & Sincere Employee
- Optimistic & Persistent
- Adaptable & Observant
- Creative & Self-Confident
- Focused & Unbiased
- Energetic & Courageous

Areas needing improvement:

‘Satisfactory performance’

Considering **ALL** aspects of your duties, in your judgment, your general performance during this academic year can be categorized as (check one):

- ☐ ____5__ Noteworthy achievement in most or all areas
- ☐ ____4__ Very good performance, with areas of especially noteworthy achievement
- ☐ ____3__ Satisfactory performance
- ☐ ____2__ Generally adequate, but with some areas of concern
- ☐ ____1__ Generally inadequate performance

Hina Kanwal

Date:11/11/2020

Annexure K: Faculty Course Review Report

Faculty Course Review – Performa 2 (To be filled by each teacher at the time of Course Completion)							
For completion by the course instructor and transmission to Head of Department of his/her nominee (Dept. Quality Officer) together with copies of the Course Syllabus outline							
Department:	Management Sciences			Faculty:			
Course Code:	MGT-322	Title:	Financial Accounting				
Session:	2020	Semester:	Spring				
Credit Value:	3(3-0)	Level:	BBA 2 nd	Prerequisites:			
Name of Course Instructor:	Hafiza Sahar Afshan	No. of Students Contact Hours	Lectures	3 hours			
			Seminars	N/A			
Assessment Methods: give precise details (no & length of assignments, exams, weightings etc)		3 Quizes, 3 Assignments, Presentation					

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

Undergraduate	Originally Registered	%Grade A	%Grade B	%Grade C	D	F	Total
No. of Students	34	1	9	18	4	2	
Post-Graduate	Originally Registered	%Grade A	%Grade B	%Grade C	D	F	Total
No. of Students							

N Ms. Zainab Date: 08-02-2020
 (Course Instructor)

a Mr. Bilal Mazhar Date: 16-02-2020
 (Coordinator of Department)

Faculty Course Review Report

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

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

Department:	Management Sciences	Faculty:	
Course Code:	MGT-515	Title:	Intro. To HRM
Session:	2020	Semester:	Spring
Credit Value:	3(3-0)	Level:	BBA 4 th Prerequisites:
Name of Course Instructor:	Kanwal shahzadi	No. of Students Contact Hours	Lectures 3 Hours
			Seminars/Lab N/A
Assessment Methods: give precise details (no & length of assignments, exams, weightings etc)		3 Quizzes, 3 Assignments, Presentation	

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

Under-Graduate	Originally Registered	%Grade A	%Grade B	%Grade C	D	F	Total
No. of Students	39	19	17	1	1	1	39
Post-Graduate	Originally Registered	%Grade A	%Grade B	%Grade C	D	F	Total
No. of Students							

Name: Ms Kanwal shahzadi (Course instructor)	Date: July, 2020
Name: Mr Shoaib Nazir (Campus Head)	Date: July, 2020

Faculty Course Review Report

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

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

Department:	Management Sciences	Faculty:	
Course Code:	MGT-342	Title:	IT in Business
Session:	2020	Semester:	Spring
Credit Value:	3(3-0)	Level:	BBA 2 nd
Name of (Course instructor):	Mehwashma Amir	No. of Students Contact Hours	3 hours
			1 hour
Assessment Methods: give precise details (no & length of assignments, exams, weightings etc)	3 Quizes, 3 Assignments, Presentation		

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

Undergraduate	Originally Registered	%Grade A	%Grade B	%Grade C	D	F	Total
No. of Students	33	13	7	4	8	1	33
Post-Graduate	Originally Registered	%Grade A	%Grade B	%Grade C	D	F	Total
No. of Students							

Overview/Evaluation (Course Co-coordinator's Comments) Feedback: first summarize, then comment on feedback received from:
(These boxes will expand as you type in your answer.)

Name: Ms Mehwashma Amir	Date: July 2020	(Course instructor)
Name: Mr Shoaib Nazir	Date: July 2020	(Campus Head)

Faculty Course Review Report

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

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

Department:	Management Sciences	Faculty:	
Course Code:	MGT-371	Title:	Micro Economics
Session:	2020	Semester:	Spring
Credit Value:	3(3-0)	Level:	BBA 2 nd
Name of (Course instructor):	Faisal Munir	No. of Lectures	3 hours
		Contact Hours	(N/A)
Assessment Methods: give precise details (no & length of assignments, exams, weightings etc)		3 Quizzes, 3 Assignments, Presentation	

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

Undergraduate	Originally Registered	%Grade A	%Grade B	%Grade C	D	F	Total
No. of Students	35	6	4	16	7	2	35
Post-Graduate	Originally Registered	%Grade A	%Grade B	%Grade C	D	F	Total
No. of Students							
Name: Mr Faisal Munir Date: July 2020 (Course instructor)							
Name: Mr Shoaib Nazir Date: July 2020 (Campus Head)							

Faculty Course Review Report

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

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

Department:	Management Sciences	Faculty:	
Course Code:	MGT-407	Title:	Ethics in Business
Session:	2020	Semester:	Spring
Credit Value:	3(3-0)	Level:	BBA 4 th Prerequisites:
Name of Course Instructor:	Rida Zainab	No. of Students Contact Hours	Lectures 3 Hours
			Seminars/Lab N/A
Assessment Methods: give precise details (no & length of assignments, exams, weightings etc)		3 Quizes, 3 Assignments, Presentation	

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

Undergraduate	Originally Registered	%Grade A	%Grade B	%Grade C	D	F	Total
No. of Students	39	15	18	05	0	01	39
Post-Graduate	Originally Registered	%Grade A	%Grade B	%Grade C	D	F	Total
No. of Students							
Name: Ms Rida Zainab (Course instructor)				Date: July, 2020			
Name: Mr Shoaib Nazir (Campus Head)				Date: July, 2020			

Faculty Course Review Report

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

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

Department:		Management Sciences		Faculty:			
Course Code:	MGT-424	Title:	Intro. To Business Finance				
Session:	2020	Semester:	Spring				
Credit Value:	3(3-0)	Level:	BBA 4 th	Prerequisites:			
Name of Course Instructor:	Rameeza Andleeb	No. of Students	Lectures		3 Hours		
		Contact Hours	Seminars/Lab		N/A		
Assessment Methods: give precise details (no & length of assignments, exams, weightings etc)		3 Quizes, 3 Assignments, Presentation					

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

Undergraduate	Originally Registered	%Grade A	%Grade B	%Grade C	D	F	Total
No. of Students	39	16	11	8	2	2	39
Post-Graduate	Originally Registered	%Grade A	%Grade B	%Grade C	D	F	Total
No. of Students							

Name: Ms Rameeza Andleeb (Course instructor)	Date: July, 2020
Name: <u>Mr Shoaib Nazir</u> (Campus Head)	Date: July, 2020

Faculty Course Review Report

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

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

Department:	Management Sciences	Faculty:	
Course Code:	MGT-515	Title:	Intro. To HRM
Session:	2020	Semester:	Spring
Credit Value:	3(3-0)	Level:	BBA 4 th Prerequisites:
Name of Course Instructor:	Kanwal shahzadi	No. of Students Contact Hours	Lectures 3 Hours
			Seminars/Lab N/A
Assessment Methods: give precise details (no & length of assignments, exams, weightings etc)		3 Quizes, 3 Assignments, Presentation	

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

Undergraduate	Originally Registered	%Grade A	%Grade B	%Grade C	D	F	Total
No. of Students	39	19	17	1	1	1	39
Post-Graduate	Originally Registered	%Grade A	%Grade B	%Grade C	D	F	Total
No. of Students							
Name: Ms Kanwal shahzadi (Course instructor)					Date: July, 2020		
Name: <u>Mr Shoaib Nazir</u> (Campus Head)					Date: July, 20202		

Faculty Course Review Report

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

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

Department:	Management Sciences	Faculty:	
Course Code:	MGT-594	Title:	Intro. To logic
Session:	2020	Semester:	Spring
Credit Value:	3(3-0)	Level:	BBA 4 th Prerequisites:
Name of Course Instructor:	Aysha Rehman	No. of Students Contact Hours	Lectures 3 Hours
			Seminars/Lab N/A
Assessment Methods: give precise details (no & length of assignments, exams, weightings etc)		3 Quizes, 3 Assignments, Presentation	

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

Undergraduate	Originally Registered	%Grade A	%Grade B	%Grade C	D	F	Total
No. of Students	39	19	16	3	0	1	39
Post-Graduate	Originally Registered	%Grade A	%Grade B	%Grade C	D	F	Total
No. of Students							

Name: Ms Anmool (Course instructor)	Date: July, 2020
Name: <u>Mr Shoaib Nazir</u> (Campus Head)	Date: July, 2020

Faculty Course Review Report

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

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

Department:		Management Sciences		Faculty:			
Course Code:	MGT-473	Title:	Intro. To Managerial Economics				
Session:	2020	Semester:	Spring				
Credit Value:	3(3-0)	Level:	BBA 4 th	Prerequisites:			
Name of Course Instructor:	Faisal Munir	No. of Students Contact Hours	Lectures	3 Hours			
			Seminars/Lab	N/A			
Assessment Methods: give precise details (no & length of assignments, exams, weightings etc)		3 Quizzes, 3 Assignments, Presentation					

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

Undergraduate	Originally Registered	%Grade A	%Grade B	%Grade C	D	F	Total
No. of Students	32	10	14	04	03	01	
Post-Graduate	Originally Registered	%Grade A	%Grade B	%Grade C	D	F	Total
No. of Students							
Name: Mr Faisal Munir (Course instructor)					Date: July, 2020		
Name: Mr Shoaib Nazir (Campus Head)					Date: July, 2020		

Faculty Course Review Report

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

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

Department:	Management Sciences	Faculty:	
Course Code:	MGT-504	Title:	Managerial Accounting
Session:	2020	Semester:	Spring
Credit Value:	3(3-0)	Level:	BBA 4 th Prerequisites:
Name of Course Instructor:	Hafiza sahar afshan	No. of Students Contact Hours	Lectures 3 Hours
			Seminars/Lab N/A
Assessment Methods: give precise details (no & length of assignments, exams, weightings etc)		3 Quizes, 3 Assignments, Presentation	

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

Undergraduate	Originally Registered	%Grade A	%Grade B	%Grade C	D	F	Total
No. of Students	39	20	9	1	8	1	39
Post-Graduate	Originally Registered	%Grade A	%Grade B	%Grade C	D	F	Total
No. of Students							

Name: Ms Hafiza sahar afshan (Course instructor)	Date: July, 2020
Name: Mr Shoaib Nazir (Campus Head)	Date: July, 2020

Faculty Course Review Report

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

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

Department:	Management Sciences	Faculty:	
Course Code:	MGT-644	Title:	Intro. To E.Commerce
Session:	2020	Semester:	Spring
Credit Value:	3(3-0)	Level:	BBA 7th
		Prerequisites:	
Name of Course Instructor:	Shahzad r	No. of Students Contact Hours	3 Hours
			N/A
Assessment Methods: give precise details (no & length of assignments, exams, weightings etc)		3 Quizes, 3 Assignments, Presentation	

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

Undergraduate	Originally Registered	%Grade A	%Grade B	%Grade C	D	F	Total
No. of Students	27	3	17	5	2	3	27
Post-Graduate	Originally Registered	%Grade A	%Grade B	%Grade C	D	F	Total
No. of Students							

Name: Mr Shahzad (Course instructor)	Date: July, 2020
Name: Mr Shoaib Nazir (Campus Head)	Date: July, 2020

Appendix J: Faculty Resume

Performa 9 Faculty Resume			
Name	Nazish Mushtaq		
Nazish Mushtaq	Department: Faculty of Management Sciences Date of Appointment: 28 th September 2018 Email Address: nzsh.mushtaq@gmail.com Contact No : 03361490683e feels is pertinent.		
Experience	Lecturer	University Of Gujrat	1.5
	Lecturer	Gujrat Institute of Management Sciences	0.5
	Lecturer	University of Central Punjab (Gujrat Campus)	0.5
Honor and Awards	List honors or awards for scholarship or professional activity.		
	May be as brief as a sentence or contain additional details up to one page in length.		
Factor effecting the Stock Market Development: Evidence from Pakistan VOL 6. NO 6. November, 2014 (INTERNATIONAL JOURNAL OF ACADEMIC RESEARCH)	List publications in standard bibliographic format with earliest date first. ○ Manuscripts accepted for publication should be included under appropriate category as “ in press;” ○ Segment the list under the following standard headings: • Articles published by refereed journals. • Books. • Scholarly and / or creative activity published through a refereed electronic venue. • Contribution to edited volumes. • Papers published in refereed conference proceedings. • Paper or extended abstracts published in conference proceedings. (refereed on the basis of abstract) • Articles appearing in in-house organs.		

Performa 9 Faculty Resume			
Name	Maryam Ashfaq		
Personal	Department: Management Sciences Date of Appointment: 25 Oct, 2016 Email Address: Maryam.warraich@hotmail.com Contact No: 0321-5991001		
Experience	Designation	Institute	No. of Years
	Lecturer	GIMS ARID	2.5
Honor and Awards	NA		
Memberships	NA		
Post Graduate Students	NA		
Undergraduate Students	Supervised 3 Final Year Projects from Fall 2016 to Spring 2018		
Honour Students	NA		
Service Activity	NA		
Brief Statement of Research Interest	My research interests: • Corporate Finance • Financial Economics • International Finance		
Publications	Munir, F., Ashfaq, M and Ashfaq, A (2018). Financial Development and Inclusive Growth in Pakistan: A Threshold Analysis. <i>International Conference of Economic</i>. Rashid, A., & Ashfaq, M. (2017). Financial Constraints and Corporate Cash Holdings: An Empirical Analysis using Firm Level Data. <i>Annals of Financial Economics</i>, 12(02), 1750009. Ashfaq, A., Ali, R., Habiba, U., & Ashfaq, M. (2017). Child labour in Pakistan: consequences on children's health. <i>International Journal of Human Rights and Constitutional Studies</i>, 5(1), 82-90.		
Research grants and Contracts.	NA		

Performa 9			
Faculty Resume			
Name	Faisal Munir		
Personal	Department: Management Sciences Date of Appointment: 16 Oct 2016 Email Address: faisal.leo4@gmail.com Contact No: 0343-6231112) candidate feels is pertinent.		
Experience	Designation	Institute	No. of Years
	Lecturer	GIMS ARID	2.5
	Lecturer	UOG	1
	Lecturer	NCBA & E	1
Honor and Awards	List honors or awards for scholarship or professional activity.		
Memberships	NA		
Post Graduate Students	NA		
Undergraduate Students	NA		
Honour Students	NA		
Service Activity	NA		
Brief Statement of Research Interest	Main objective of my research line is to produce quality research on the issues in development economics, mainly focusing on measuring and determining the concepts of multidimensional inequality, poverty, gender, social inclusion, inclusive growth and wellbeing.		
Publications	Munir, F and Samiullah (2018). Inclusive growth in Pakistan: Measurement and Determinants. <i>The Pakistan journal of Social Issues</i> Vol. 6. Munir, F., Ashfaq, M and Ashfaq, A (2018). Financial Development and Inclusive Growth in Pakistan: A		

	Threshold Analysis. <i>International Conference of Economic.</i> Munir, F and Samiullah (2018). External Efficiency of Education system of Pakistan: Measurement and Impact on Foreign Direct Investment. <i>2nd FCCU Economics Research Conference.</i> Munir, F and Samiullah (2018). Income Inequality and Education in South Asia: Empirical Investigation under Persistence, Endogeneity, and Heterogeneity. <i>National Conference on CPEC, Institutions and Inclusive Growth in Pakistan.</i> Faisal Munir, Khurram Shahzad, Sardar Shakeel and Abre Rehmat (2017). Rich-Poor Gap and Health Inequality Among Married Women in Pakistan. <i>International conference on poverty and social inequalities in Pakistan</i> Faisal Munir (2017). Impact of Ageing on equilibrium interest rate in Pakistan. <i>Help Age conference, American institute on Pakistan studies</i> Dr. Atif Ali Jaffri, Fatima Farooq and Faisal Munir (2016) Impact of Demographic Changes on Inflation in Pakistan. <i>Pakistan Economic and Social Review</i> Vol. 54. Faisal Munir, Nasir Mahmood and Amir Zeb (2015) Impact of Redistribution on Income Inequality and Economic Growth in <i>Pakistan Journal of Global and Scientific Issues</i> Vol. 3. Amir Zeb and Faisal Munir (2015). Impact of Foreign Direct Investment on Energy Saving in South Asian Countries. <i>Journal of Asian Development Studies</i> Vol. 4 Faisal Munir and Amir Zeb (2015). Impact of Population, Trade and economic development on Environmental degradation: A Cross Country Analysis. <i>Journal of Global and Scientific Issues</i> Vol. 4
Research grants and Contracts.	NA
Other Research or Creative Accomplishments	NA

Performa 9			
Faculty Resume			
Name	Rameeza Andleeb		
Personal	Department: Management Sciences Date of Appointment: 11-02-2016 Email Address: andleebrameeza@yahoo.com Contact No: 0333-8428462		
	Designation	Institute	No. of Years
	Visiting lecturer	University of Gujrat	
	Visiting lecturer	Mohid-ud-din University	1
	Teaching	Al-Mashraqi School	5
Honor and Awards	List honors or awards for Scholarship or professional activity		
Memberships			
Post Graduate Students			
Undergraduate Students	5		
Honour Students			
Service Activity			
Brief Statement of Research Interest	Impact of macroeconomic factors and firm heterogeneity on the capital structure adjustment speed.		
Publications			
Research grants and Contracts.	Research article on different topics in M.Phill studied.		
Other Research or Creative Accomplishments			
Selected Professional Presentations			

Performa 9			
Faculty Resume			
Name:	Rida Zainab		
Personal	Department: Management Sciences Date of Appointment: 15, September 2015 Email Address: ridz_zee@ymail.com Contact No: 0332-8348651		
Experience	Designation	Institute	No. of Years
	Lecture	UCP	2
Honor and Awards	List of Honors or award for scholarship or professional activity		
Brief Statement of Research Interest	My research interest area is consumer behavior. Analyzing and measuring those numerous factors that affect purchase intentions of consumer and behavior of the consumer in different situations, product categories, markets etc. Moreover my research interest area includes advertisement of the goods and services such as identifying factors which influence consumer behavior in response to advertisement, exploring different ways of advertising a brand and measuring impact of the promotional efforts on purchase intentions of consumers, customers satisfaction, brand equity and number of interesting topics which are researcher's considerations now a days in international journals of marketing		
Other Research or Creative Accomplishments	➤ Influence of Value Perception on Purchase Intentions of Luxury Goods in Emerging Markets ➤ Internal and External Drivers of Variety Seeking intentions In Restaurant Choice of Consumers ➤ Determinants of Behavioral Intentions for Restaurant Services in Pakistan ➤ Antecedents of Attitude Towards Mobile Advertising and their Effect on its Acceptance ➤ Employees Readiness towards Change		
Selected Professional Presentations	➤ Influence of Value Perception on Purchase Intentions of Luxury Goods in Emerging Markets presented in 5th National Conference of SZABIST ➤ Internal and External Drivers of Variety Seeking intentions In Restaurant Choice of Consumers presented in 6th national conference of SZABIST		

Performa 9			
Faculty Resume			
Name:	Faiza Gulshan		
Personal	Department: Management Sciences Date of Appointment: 28, September 2015 Email Address: faizagulshan@yahoo.com Contact No: 0331-6443880		
Experience	Designation	Institute	No. of Years
	Internee	Royal Bank of Scotland Kharian Baranch	6 months
	Lecturer	Kharian College of Commerce and computer Sciences, G.T Road Karian	2 years
	Visiting Lecturer	University Institute of Management Sciences, PMAS (AAUR) Rawalpindi	1.5 years
Service Activity	➤ Work as Usher during Convocation at convention center Islamabad for COMSAT Institute ➤ One day workshop on “Developing Your Skills” at Arid Agriculture University Rawalpindi ➤ One day seminar on “HR Practices” organized by Arid Agriculture University Rawalpindi ➤ Workshop on career development at International Islamic University		
Brief Statement of Research Interest	Thesis writing on the topics “Impact of Cost Leadership Strategy and Financial management Control System on Organizational Performance”		
Other Research or Creative Accomplishments	➤ Financial analysis of the annual reports of Attock Oil refinery ➤ Portfolio management by visit at Islamabad stock exchange ➤ Comparison of different universities ➤ Different project of Marketing		

Performa 9			
Faculty Resume			
Name	Kanwal Shahzadi		
Personal	Department: Management Sciences Date of Appointment: 03.07.2015 Email Address: kanwal.cheema@ymail.com Contact No: 03328107788		
Experience	Designation	Institute	No. of Years
	Lecturer	GIMS	7
Honor and Awards	Awarded with Laptop from Prime Minister Laptop Scheme		
Undergraduate Students	10		
Honour Students			
Service Activity	Examination Coordinator		
Brief Statement of Research Interest			
Publications	Corporate Governance practices and firm performance: A case study in banking sector of Pakistan (IJMSE Australia, UK) Journal		
Other Research or Creative Accomplishments	• Impact of HRM Practices on organizational performance: A survey in Gujrat, Pakistan • Impact of HRM Practices on organizational commitment: A Gujrat survey, Pakistan • The Impact of advertisement on Sale (A study Based on private production sector in Gujrat)		
Selected Professional Presentations			

