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Arid Agriculture University, Rawalpindi
Barani Institute of Sciences Burewala



Department of Management Sciences
Self-Assessment Report for MBA 3.5

Session: Fall 2018- Fall 2020

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INTRODUCTION

Barani Institute of Sciences (BIS) is an affiliate of Pir Mehr Ali Shah, Arid Agriculture University Rawalpindi. It was established in 2013 with the aim of providing a high-quality education to our youth in the fields of Life Sciences, Computer Sciences, Food Sciences Management Sciences and Social/Natural Sciences etc. As a nascent institution, BIS is in the process of establishing itself as one of the leading institutions in the country. Therefore, the institution is ought to become operationally efficient and more effective in achieving its objectives through excellent education, increased productivity and more knowledge driven work processes and practices. Today, we can rightly claim with immense satisfaction and gratitude before Almighty Allah that we have managed to conform to our standards and policies. We have successfully laid out inordinate amplitude of requisite facilities which are available on the campus to meet the multifarious requirements of our students. However, like any dynamic organization, our quest for excellence continues unabated and we are continually on the look-out for measures to improve our existing standards. In line with our basic policy of 'Quality Education for All', our doors are open to all individuals regardless of their religion, race or class and we remain committed to extend our facilities to any Pakistani youth desirous of attaining quality education. BIS provides a very conducive teaching environment (through the air-conditioned classrooms, elaborate workshops and laboratories, and a reasonably diverse and rich library). BIS strongly feels that while theoretical education is the scarlet thread which builds the base for higher learning, Creativity and Imagination are equally important for further academic advancement. Surely, it is the “wanting to know” which eventually results in “getting to know”. Hence, our foremost endeavor is to agitate the young minds in a manner that the spark of inquisitiveness is kindled and the ability to question and seek answers is generated. In addition to imparting high-quality education “character building” and “personality development” figure out very high on our priority list. Grooming the youth to become responsible citizens and inculcating a spirit of mental as well as physical self-discipline is vital for the uplift of any society. It is, therefore, our utmost effort to mold our students into disciplined, motivated, and polished members of the community.

CRITERION-1: PROGRAM MISSION, OBJECTIVES AND OUTCOMES

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

Standard 1-1:

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

Mission statement (BIS)

We are committed to:

- Delivering brilliance in teaching and learning
- Enhancing students learning experience through investments in infrastructure, facilities, resources and their well being
- Giving talented & deserving students access to quality higher education by providing them generous scholarships and loans
- Developing life skills of students by making them participate in co-curricular and extra-curricular activities
- Working in partnership with the community and local Govt. organizations to help students learn concepts of tolerance, social justice, democracy, cultural values and national ideology by organizing seminars, walks and other activities

Mission statement (MBA)

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

Documented measurable objectives of the program are as under:

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

Main elements of strategic plan to achieve mission and objectives

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

□ **Table 1: Program Objectives Assessment**

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

Program Learning Outcomes

All the students in MBA 3.5 should be able to:

1. Analytical thinking and problem-solving: MBA students are taught to think critically and analytically about business problems and make informed decisions based on data and analysis.
2. Financial management: MBA students learn about financial analysis, budgeting, and financial forecasting. They also learn how to manage financial risks and make sound financial decisions.
3. Entrepreneurship: MBA students learn about starting and running a business, including business planning, financing, and marketing.
4. Business ethics and corporate social responsibility: MBA students learn about the ethical and social responsibilities of businesses and how to create sustainable business practices.
5. Communication skills: MBA students learn effective communication skills, including presentation skills, negotiation skills, and interpersonal communication skills.

Standard 1-2:

The program must have documented outcomes for graduating students. It must be documented that the outcomes support the program objectives and that graduating students are capable of performing these outcomes Abovementioned.

Table 2: Program outcomes and their relationship with objectives

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

+ = Moderately Satisfactory

++ = Satisfactory

+++ = Highly Satisfactory

Standard-1-3:

The results of the program's assessment and the extent to which The department must assess its overall performance periodically using quantifiable measures.

Faculty members' research activities indicate that there are 29 research publications on the credit of faculty. We also have research project of 3 credit hours compulsory for each student which reflects that research culture is being inculcated among faculty and students at the institute,

Strengths of Program/Institute

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

Weakness of Program/Institute

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

Survey of Graduating Students

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

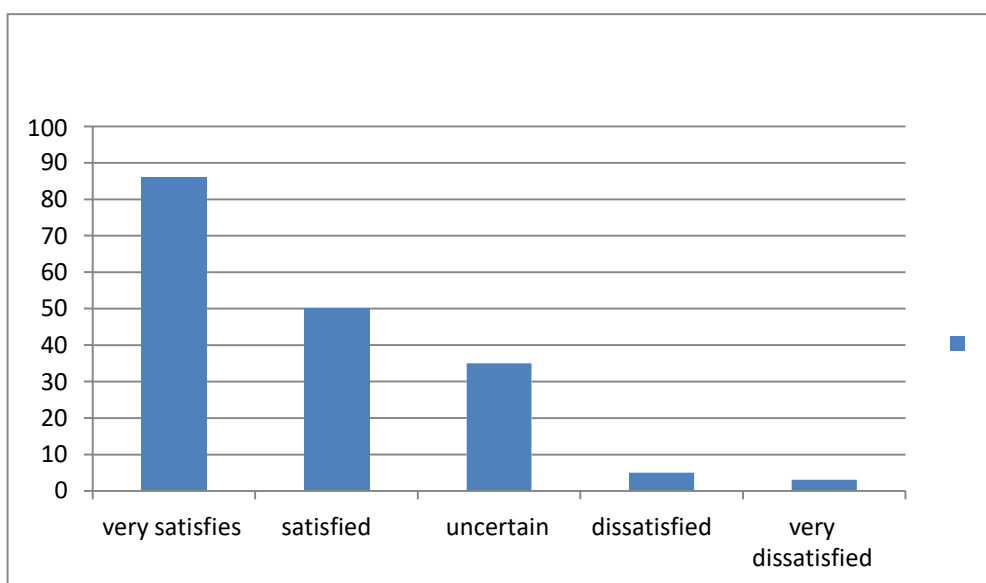


Figure 3: Survey of Graduating Students Best Aspects of the Program

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

Weaknesses:

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

Alumni Survey

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

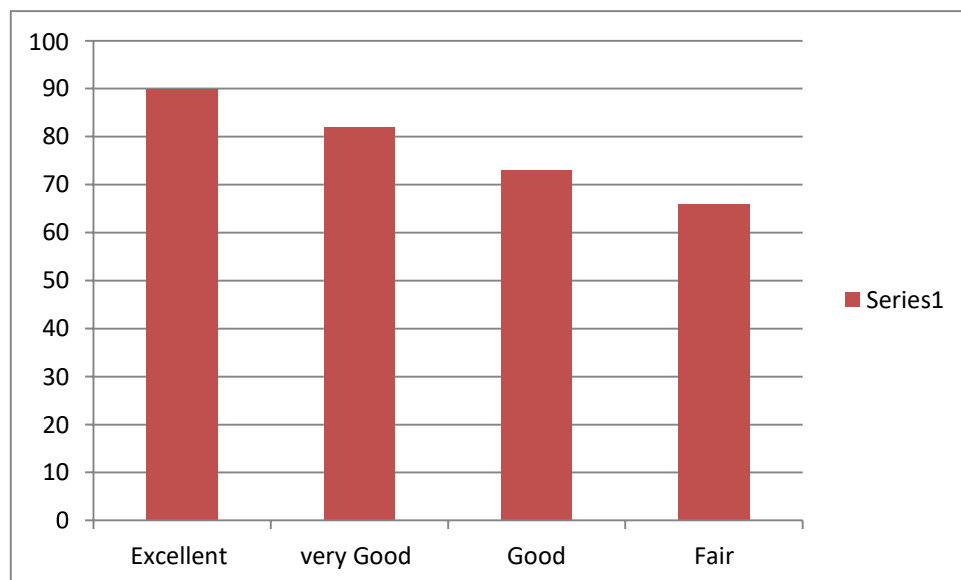


Figure 4: Result of Alumni Survey

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

Employer Survey

A survey has been conducted and feedback has been collected from the employer where students have a MBA degree from BIS are working. The results are summarized in the figure given below.

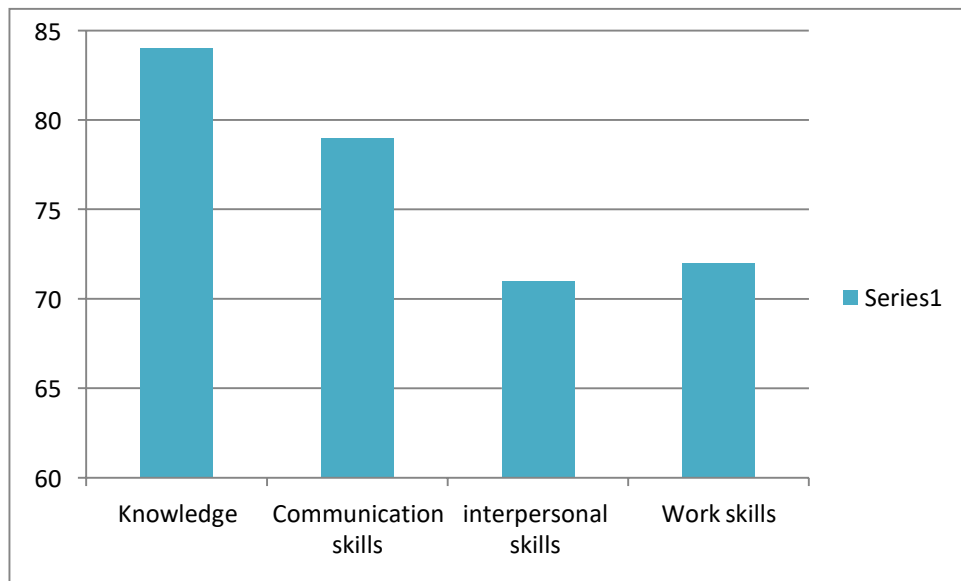


Figure 5: Employer Survey for Determining the Student's SkillLevel

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

Major Future Improvement Plans

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

COURSE EVALUATION FOR THE PERIOD OF 2018- 2020

Student course evaluation

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

The overall course evaluation is given below. The following graph shows an overall evaluation (average score) of all the courses on a scale of “A” that were being taught for the period of 2012-2014. An overall score of “A” shows a highly satisfactory course evaluation, “B” shows a satisfactory response by students, “C” show that students are uncertain course evaluation, “D” shows an unsatisfactory course evaluation and “E” shows highly unsatisfactory response by the students for the course.

Teacher Evaluation

Barani Institute of Sciences (BIS) offers Master in business administration in management sciences. The department consists of 11 full time faculty members. All of the faculty holds relevant academic degrees and are qualified in teaching at this level. The courses are carefully formulated and appropriate teaching methodology is adopted. Majority of the full time faculty holds higher degrees and rest are in the process. BIS has hired more than the required Visiting Faculty Members to manage the workload and improve the quality of education. Furthermore, the process of improving the level of education for full time faculty is being emphasized and the faculty is encouraged to acquire higher qualifications. 52 courses are taught in this program in a year, comprising fall and spring session, by permanent and visiting faculty members. All of these teachers were evaluated by the students at the end of the semesters in accordance with faculty evaluation proforma. The results are graphically presented on the following pages. Detail of individual performance of each teacher is illustrated with the help of a bar chart. Following is the list of questions asked in teacher’s evaluation performa. The bar chart describe the teacher’s evaluation for each question,

S No.	Questions
Q1	Instructor's preparedness for each class?
Q2	Instructor demonstrates knowledge of subject?
Q3	Whole course is completed?
Q4	Provision of additional material apart from text?
Q5	Citations are given according to current situations in Pakistan?
Q6	Subject matter is communicated effectively?
Q7	Students are shown respect and encouraged for class participation?
Q8	Conducive environment is maintained?
Q9	Timely arrival for class?
Q10	Class is left on time?
Q11	Fair examination?
Q12	Graded scripts are returned in a reasonable time?
Q13	Instructor was available for after class consultation?
Q14	Subject matter has increased students' knowledge of the subject?
Q15	Course objective requirements, procedures and grading criteria are clearly stated?
Q16	Integration of theoretical concepts with real world applications?
Q17	Assignments and exams cover the material presented in the course?
Q18	Course material is modern and updated?

Program Assessment Results

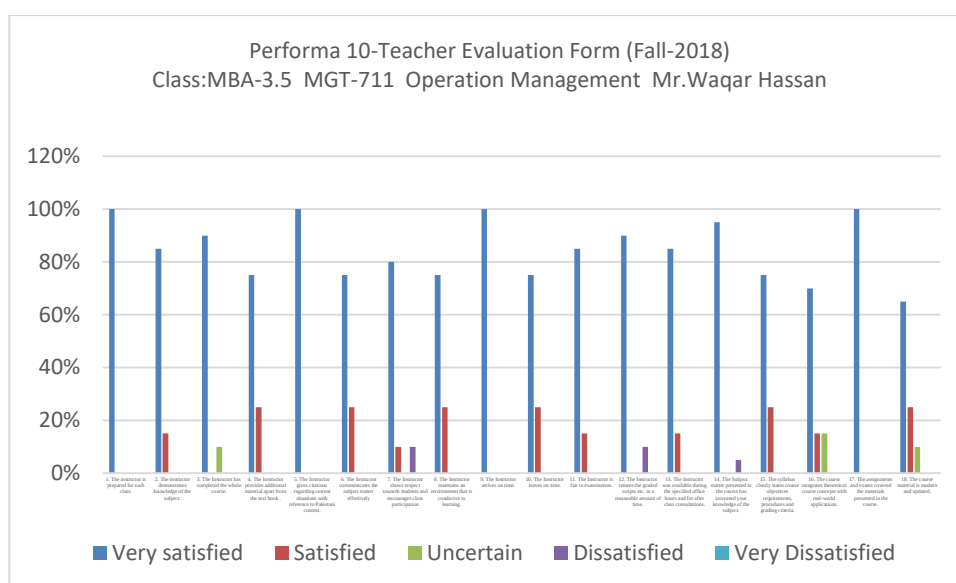
This section contains the Teacher Assessment and Student Course Evaluation in summarizing form as well as in detail form.

Teacher Evaluation Fall-2018

MBA-3.5 MGT-711 Operation Management Mr.Waqar Hassan

Question	Very satisfied	Satisfied	Uncertain	Dissatisfied	Very Dissatisfied
1. The instructor is prepared for each class.	100%	0%	0%	0%	0%
2. The instructor demonstrates knowledge of the subject.	100%	0%	0%	0%	0%
3. The Instructor has completed the whole course.	90%	0%	10%	0%	0%
4. The Instructor provides additional material apart from the text book .	75%	25%	0%	0%	0%
5. The Instructor gives citations regarding current situations with reference to Pakistani context.	100%	0%	0%	0%	0%
6. The Instructor communicates the subject matter effectively	75%	25%	0%	0%	0%
7. The Instructor shows respect towards students and encourages class participation	100%	0%	0%	0%	0%
8. The Instructor maintains an environment that is conducive to learning.	75%	25%	0%	0%	0%
9. The Instructor arrives on time.	100%	0%	0%	0%	0%
10. The Instructor leaves on time.	75%	25%	0%	0%	0%
11. The Instructor is fair in examination.	75%	25%	0%	0%	0%
12. The Instructor returns the graded scripts etc. in a reasonable amount of time.	100%	0%	0%	0%	0%
13. The Instructor was available during the specified office hours and for after class consultations.	75%	25%	0%	0%	0%
14. The Subject matter presented in the course has increased your knowledge of the subject.	95%	0%	0%	5%	0%
15. The syllabus clearly states	75%	25%	0%	0%	0%

course objectives requirements, procedures and grading criteria.					
16. The course integrates theoretical course concepts with real-world applications.	75%	15%	10%	0%	0%
17. The assignments and exams covered the materials presented in the course.	100%	0%	0%	0%	0%
18. The course material is modern and updated.	75%	25%	0%	0%	0%



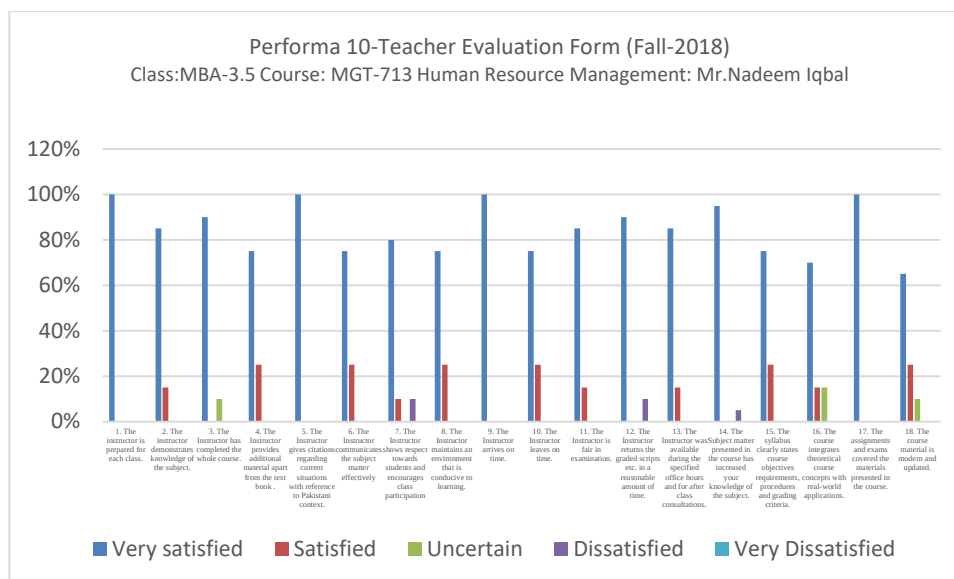
A = Strongly Agree / Highly Satisfactory, B = Agree / Satisfactory, C = Uncertain; D = Disagree / Unsatisfactory, E = Strongly Disagree / Highly Unsatisfactory

GENERAL COMMENTS: The evaluation suggests a satisfactory performance by the teacher in all quality aspects. Especially the students were quite content with teacher's ability to effectively communicate subject matter, his punctuality, his behavior, and clarity of course objectives. But the teacher needs to make available citations according to the current situation in Pakistan, the class environment more conducive to learning, and make course objectives clear before teaching the contents.

MBA-3.5 Course: MGT-713 Human Resource Management: Mr.Nadeem Iqbal

Question	Very satisfied	Satisfied	Uncertain	Dissatisfied	Very Dissatisfied
1. The instructor is prepared for each class.	100%	0%	0%	0%	0%
2. The instructor demonstrates knowledge of the subject.	75%	25%	0%	0%	0%
3. The Instructor has completed the whole course.	90%	0%	10%	0%	0%
4. The Instructor provides additional material apart from the text book .	75%	25%	0%	0%	0%

5. The Instructor gives citations regarding current situations with reference to Pakistani context.	100%	0%	0%	0%	0%
6. The Instructor communicates the subject matter effectively	75%	25%	0%	0%	0%
7. The Instructor shows respect towards students and encourages class participation	100%	0%	0%	0%	0%
8. The Instructor maintains an environment that is conducive to learning.	75%	25%	0%	0%	0%
9. The Instructor arrives on time.	100%	0%	0%	0%	0%
10. The Instructor leaves on time.	75%	25%	0%	0%	0%
11. The Instructor is fair in examination.	75%	25%	0%	0%	0%
12. The Instructor returns the graded scripts etc. in a reasonable amount of time.	100%	0%	0%	0%	0%
13. The Instructor was available during the specified office hours and for after class consultations.	75%	25%	0%	0%	0%
14. The Subject matter presented in the course has increased your knowledge of the subject.	95%	0%	0%	5%	0%
15. The syllabus clearly states course objectives requirements, procedures and grading criteria.	75%	25%	0%	0%	0%
16. The course integrates theoretical course concepts with real-world applications.	75%	15%	10%	0%	0%
17. The assignments and exams covered the materials presented in the course.	100%	0%	0%	0%	0%
18. The course material is modern and updated.	65%	25%	10%	0%	0%



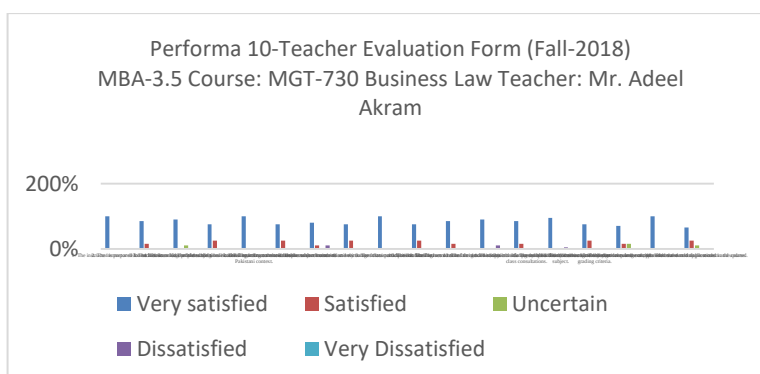
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MBA-3.5 Course: MGT-730 Business Law Teacher: Mr. Adeel Akram

Question	Very satisfied	Satisfied	Uncertain	Dissatisfied	Very Dissatisfied
1. The instructor is prepared for each class.	100%	0%	0%	0%	0%
2. The instructor demonstrates knowledge of the subject.	75%	25%	0%	0%	0%
3. The Instructor has completed the whole course.	90%	10%	0%	0%	0%
4. The Instructor provides additional material apart from the text book .	75%	25%	0%	0%	0%
5. The Instructor gives citations regarding current situations with reference to Pakistani context.	100%	0%	0%	0%	0%
6. The Instructor communicates the subject matter effectively	75%	25%	0%	0%	0%
7. The Instructor shows respect towards students and encourages class participation	100%	0%	0%	0%	0%
8. The Instructor maintains an environment that is conducive	75%	25%	0%	0%	0%

to learning.					
9. The Instructor arrives on time.	100%	0%	0%	0%	0%
10. The Instructor leaves on time.	75%	25%	0%	0%	0%
11. The Instructor is fair in examination.	75%	25%	0%	0%	0%
12. The Instructor returns the graded scripts etc. in a reasonable amount of time.	100%	0%	0%	0%	0%
13. The Instructor was available during the specified office hours and for after class consultations.	75%	25%	0%	0%	0%
14. The Subject matter presented in the course has increased your knowledge of the subject.	95%	0%	0%	5%	0%
15. The syllabus clearly states course objectives requirements, procedures and grading criteria.	75%	25%	0%	0%	0%
16. The course integrates theoretical course concepts with real-world applications.	75%	15%	10%	0%	0%
17. The assignments and exams covered the materials presented in the course.	100%	0%	0%	0%	0%
18. The course material is modern and updated.	65%	25%	10%	0%	0%



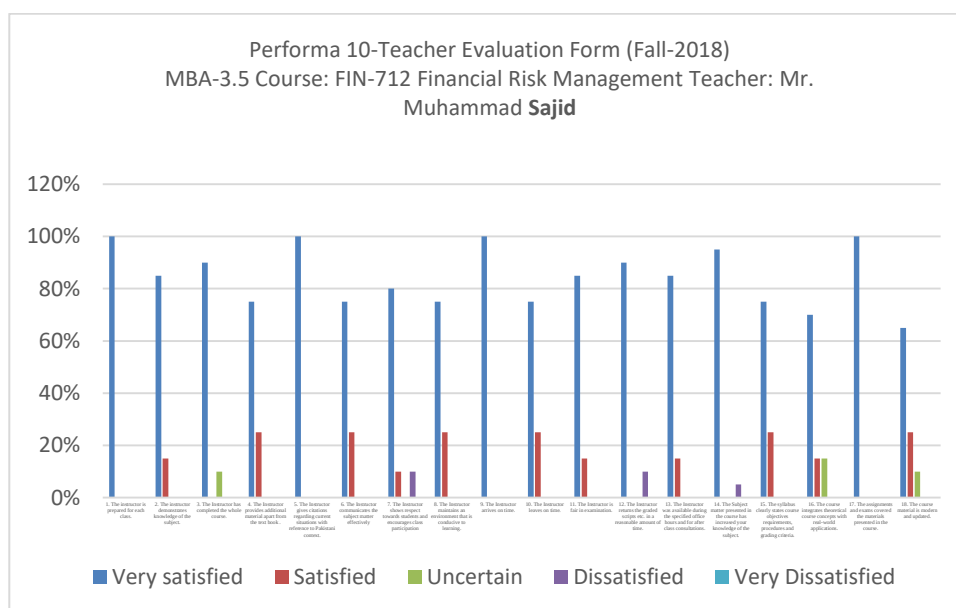
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MBA-3.5 Course: FIN-712 Financial Risk Management Teacher: Mr. Muhammad Sajid

Question	Very satisfied	Satisfied	Uncertain	Dissatisfied	Very Dissatisfied
1. The instructor is prepared for each class.	100%	0%	0%	0%	0%
2. The instructor demonstrates knowledge of the subject.	75%	25%	0%	0%	0%
3. The Instructor has completed the whole course.	90%	0%	10%	0%	0%
4. The Instructor provides additional material apart from the text book .	65%	25%	10%	0%	0%
5. The Instructor gives citations regarding current situations with reference to Pakistani context.	100%	0%	0%	0%	0%
6. The Instructor communicates the subject matter effectively	75%	25%	0%	0%	0%
7. The Instructor shows respect towards students and encourages class participation	100%	0%	0%	0%	0%
8. The Instructor maintains an environment that is conducive to learning.	85%	10%	5%	0%	0%
9. The Instructor arrives on time.	100%	0%	0%	0%	0%
10. The Instructor leaves on time.	75%	25%	0%	0%	0%
11. The Instructor is fair in examination.	75%	25%	0%	0%	0%
12. The Instructor returns the graded scripts etc. in a reasonable amount of time.	100%	0%	0%	0%	0%
13. The Instructor was available during the specified office hours and for after class consultations.	75%	25%	0%	0%	0%
14. The Subject matter presented in the course has increased your knowledge of the subject.	95%	0%	0%	5%	0%
15. The syllabus clearly states course objectives requirements, procedures and grading criteria.	75%	25%	0%	0%	0%
16. The course integrates theoretical course concepts with real-world applications.	75%	15%	10%	0%	0%
17. The assignments and	100%	0%	0%	0%	0%

exams covered the materials presented in the course.					
18. The course material is modern and updated.	75%	25%	0%	0%	0%



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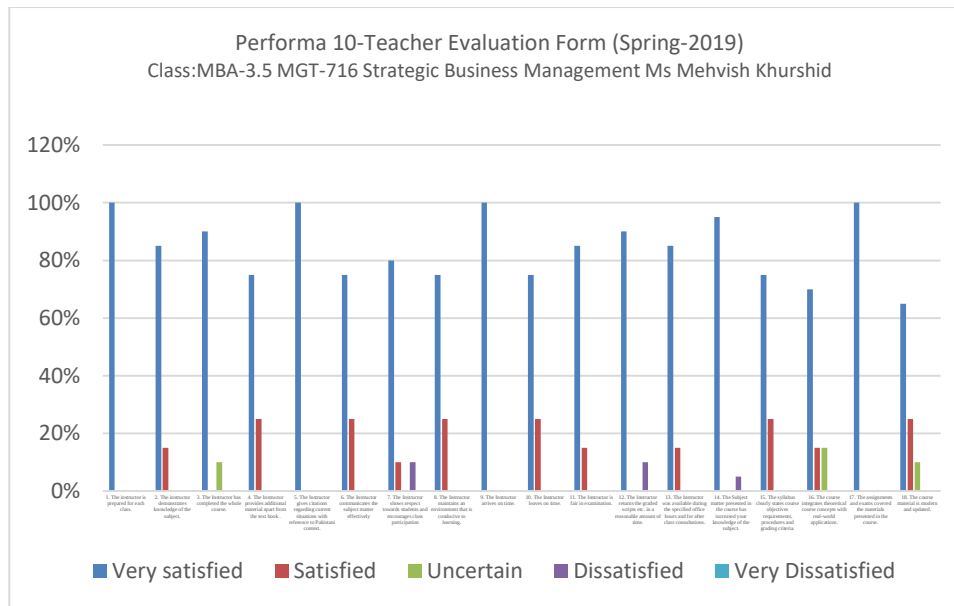
GENERAL COMMENTS: The evaluation suggests a satisfactory performance by the teacher in all quality aspects. Especially the students were quite content with teacher's ability to effectively communicate subject matter, his punctuality, his behavior, and clarity of course objectives. But the teacher needs to make available citations according to the current situation in Pakistan, the class environment more conducive to learning, and make course objectives clear before teaching the contents.

Teacher Evaluation Spring-2019

MBA-3.5 MGT-716 Strategic Business Management Ms Mehvish Khurshid

Question	Very satisfied	Satisfied	Uncertain	Dissatisfied	Very Dissatisfied
1. The instructor is prepared for each class.	100%	0%	0%	0%	0%
2. The instructor demonstrates knowledge of the subject.	75%	25%	0%	0%	0%
3. The Instructor has completed the whole course.	90%	0%	10%	0%	0%
4. The Instructor provides additional material apart from the text book .	65%	25%	10%	0%	0%
5. The Instructor gives citations regarding current situations with reference to	100%	0%	0%	0%	0%

Pakistani context.					
6. The Instructor communicates the subject matter effectively	75%	25%	0%	0%	0%
7. The Instructor shows respect towards students and encourages class participation	100%	0%	0%	0%	0%
8. The Instructor maintains an environment that is conducive to learning.	85%	10%	5%	0%	0%
9. The Instructor arrives on time.	100%	0%	0%	0%	0%
10. The Instructor leaves on time.	75%	25%	0%	0%	0%
11. The Instructor is fair in examination.	75%	25%	0%	0%	0%
12. The Instructor returns the graded scripts etc. in a reasonable amount of time.	100%	0%	0%	0%	0%
13. The Instructor was available during the specified office hours and for after class consultations.	75%	25%	0%	0%	0%
14. The Subject matter presented in the course has increased your knowledge of the subject.	95%	0%	0%	5%	0%
15. The syllabus clearly states course objectives requirements, procedures and grading criteria.	75%	25%	0%	0%	0%
16. The course integrates theoretical course concepts with real-world applications.	75%	15%	10%	0%	0%
17. The assignments and exams covered the materials presented in the course.	100%	0%	0%	0%	0%
18. The course material is modern and updated.	75%	25%	0%	0%	0%



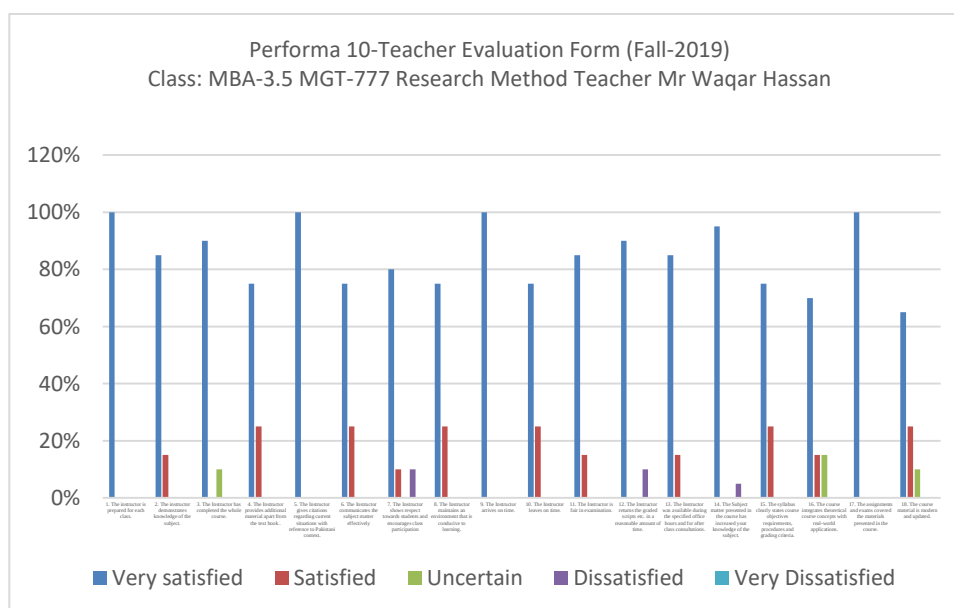
A = Strongly Agree / Highly Satisfactory, B = Agree / Satisfactory, C = Uncertain; D = Disagree / Unsatisfactory, E = Strongly Disagree / Highly Unsatisfactory

GENERAL COMMENTS: The evaluation suggests a satisfactory performance by the teacher in all quality aspects. Especially the students were quite content with teacher's ability to effectively communicate subject matter, his punctuality, his behavior, and clarity of course objectives. But the teacher needs to make available citations according to the current situation in Pakistan, the class environment more conducive to learning, and make course objectives clear before teaching the contents.

MBA-3.5 MGT-777 Research Method Mr Waqar Hassan

Question	Very satisfied	Satisfied	Uncertain	Dissatisfied	Very Dissatisfied
1. The instructor is prepared for each class.	100%	0%	0%	0%	0%
2. The instructor demonstrates knowledge of the subject.	75%	25%	0%	0%	0%
3. The Instructor has completed the whole course.	90%	0%	10%	0%	0%
4. The Instructor provides additional material apart from the text book .	65%	25%	10%	0%	0%
5. The Instructor gives citations regarding current situations with reference to Pakistani context.	100%	0%	0%	0%	0%
6. The Instructor communicates the subject matter effectively	75%	25%	0%	0%	0%
7. The Instructor shows respect towards students and	100%	0%	0%	0%	0%

encourages class participation					
8. The Instructor maintains an environment that is conducive to learning.	85%	10%	5%	0%	0%
9. The Instructor arrives on time.	100%	0%	0%	0%	0%
10. The Instructor leaves on time.	75%	25%	0%	0%	0%
11. The Instructor is fair in examination.	75%	25%	0%	0%	0%
12. The Instructor returns the graded scripts etc. in a reasonable amount of time.	100%	0%	0%	0%	0%
13. The Instructor was available during the specified office hours and for after class consultations.	75%	25%	0%	0%	0%
14. The Subject matter presented in the course has increased your knowledge of the subject.	95%	0%	0%	5%	0%
15. The syllabus clearly states course objectives requirements, procedures and grading criteria.	75%	25%	0%	0%	0%
16. The course integrates theoretical course concepts with real-world applications.	75%	15%	10%	0%	0%
17. The assignments and exams covered the materials presented in the course.	100%	0%	0%	0%	0%
18. The course material is modern and updated.	75%	25%	0%	0%	0%



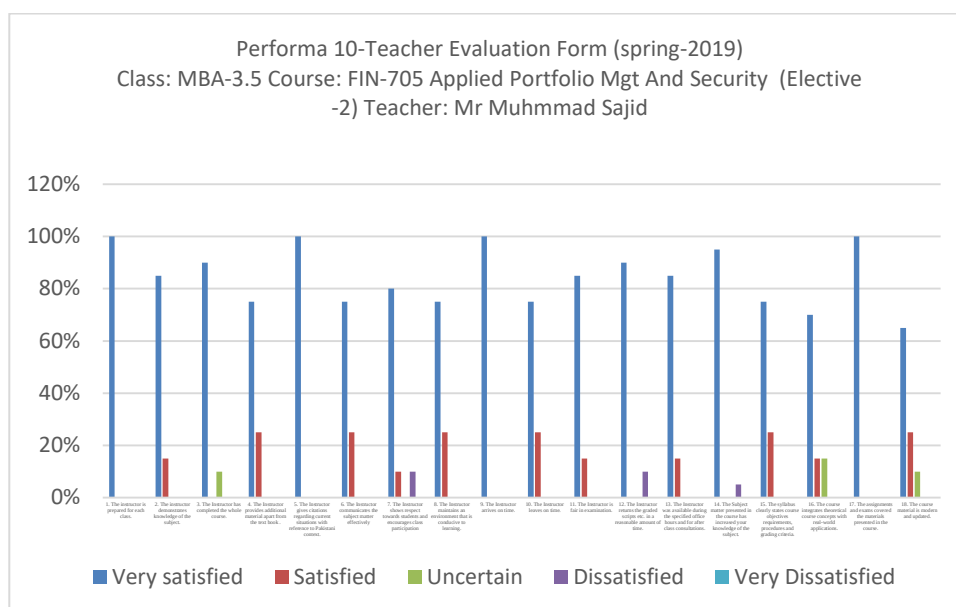
A = Strongly Agree / Highly Satisfactory, B = Agree / Satisfactory, C = Uncertain; D = Disagree / Unsatisfactory, E = Strongly Disagree / Highly Unsatisfactory

GENERAL COMMENTS: The evaluation suggests a satisfactory performance by the teacher in all quality aspects. Especially the students were quite content with teacher's ability to effectively communicate subject matter, his punctuality, his behavior, and clarity of course objectives. But the teacher needs to make available citations according to the current situation in Pakistan, the class environment more conducive to learning, and make course objectives clear before teaching the contents.

MBA-3.5 Course: FIN-705 Applied Portfolio Mgt And Security (Elective -2) Teacher: Mr Muhammad Sajid

Question	Very satisfied	Satisfied	Uncertain	Dissatisfied	Very Dissatisfied
1. The instructor is prepared for each class.	100%	0%	0%	0%	0%
2. The instructor demonstrates knowledge of the subject.	75%	25%	0%	0%	0%
3. The Instructor has completed the whole course.	90%	0%	10%	0%	0%
4. The Instructor provides additional material apart from the text book .	65%	25%	10%	0%	0%
5. The Instructor gives citations regarding current situations with reference to Pakistani context.	100%	0%	0%	0%	0%
6. The Instructor communicates the subject matter effectively	75%	25%	0%	0%	0%
7. The Instructor shows respect towards students and encourages class participation	100%	0%	0%	0%	0%
8. The Instructor maintains an environment that is conducive to learning.	85%	10%	5%	0%	0%
9. The Instructor arrives on time.	100%	0%	0%	0%	0%
10. The Instructor leaves on time.	75%	25%	0%	0%	0%
11. The Instructor is fair in examination.	75%	25%	0%	0%	0%
12. The Instructor returns the graded scripts etc. in a reasonable amount of time.	100%	0%	0%	0%	0%
13. The Instructor was available during the specified office hours and for after class consultations.	75%	25%	0%	0%	0%

14. The Subject matter presented in the course has increased your knowledge of the subject.	95%	0%	0%	5%	0%
15. The syllabus clearly states course objectives requirements, procedures and grading criteria.	75%	25%	0%	0%	0%
16. The course integrates theoretical course concepts with real-world applications.	75%	15%	10%	0%	0%
17. The assignments and exams covered the materials presented in the course.	100%	0%	0%	0%	0%
18. The course material is modern and updated.	75%	25%	0%	0%	0%



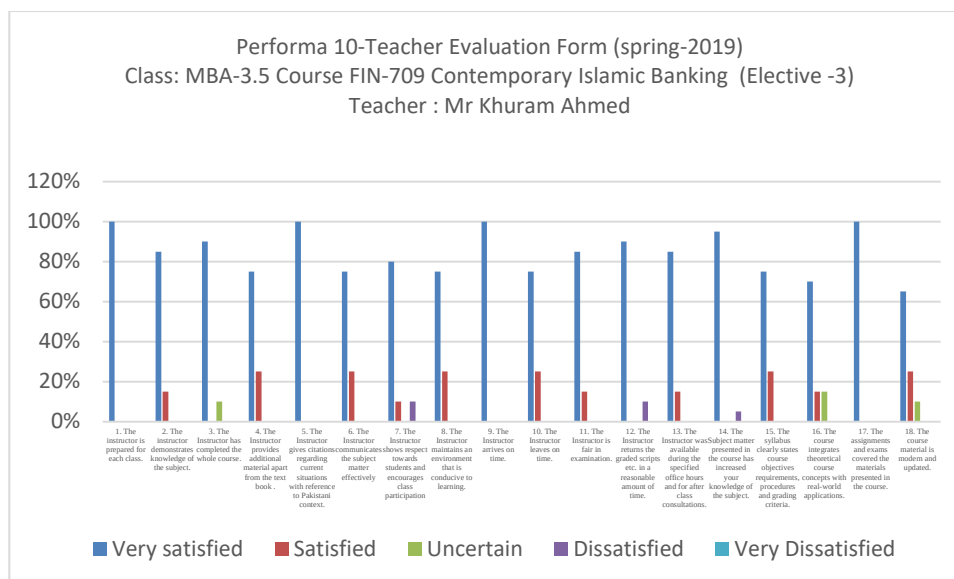
A = Strongly Agree / Highly Satisfactory, B = Agree / Satisfactory, C = Uncertain; D = Disagree / Unsatisfactory, E = Strongly Disagree / Highly Unsatisfactory

GENERAL COMMENTS: The evaluation suggests a satisfactory performance by the teacher in all quality aspects. Especially the students were quite content with teacher's ability to effectively communicate subject matter, his punctuality, his behavior, and clarity of course objectives. But the teacher needs to make available citations according to the current situation in Pakistan, the class environment more conducive to learning, and make course objectives clear before teaching the contents.

MBA-3.5 Course FIN-709 Contemporary Islamic Banking (Elective -3) Teacher : Mr Khuram Ahmed

Question	Very satisfied	Satisfied	Uncertain	Dissatisfied	Very Dissatisfied
1. The instructor is prepared for each class.	100%	0%	0%	0%	0%
2. The instructor demonstrates	75%	25%	0%	0%	0%

knowledge of the subject.					
3. The Instructor has completed the whole course.	90%	0%	10%	0%	0%
4. The Instructor provides additional material apart from the text book .	75%	25%	0%	0%	0%
5. The Instructor gives citations regarding current situations with reference to Pakistani context.	100%	0%	0%	0%	0%
6. The Instructor communicates the subject matter effectively	75%	25%	0%	0%	0%
7. The Instructor shows respect towards students and encourages class participation	100%	0%	0%	0%	0%
8. The Instructor maintains an environment that is conducive to learning.	75%	25%	0%	0%	0%
9. The Instructor arrives on time.	100%	0%	0%	0%	0%
10. The Instructor leaves on time.	75%	25%	0%	0%	0%
11. The Instructor is fair in examination.	75%	25%	0%	0%	0%
12. The Instructor returns the graded scripts etc. in a reasonable amount of time.	100%	0%	0%	0%	0%
13. The Instructor was available during the specified office hours and for after class consultations.	75%	25%	0%	0%	0%
14. The Subject matter presented in the course has increased your knowledge of the subject.	95%	0%	0%	5%	0%
15. The syllabus clearly states course objectives requirements, procedures and grading criteria.	75%	25%	0%	0%	0%
16. The course integrates theoretical course concepts with real-world applications.	75%	15%	10%	0%	0%
17. The assignments and exams covered the materials presented in the course.	100%	0%	0%	0%	0%
18. The course material is modern and updated.	65%	25%	10%	0%	0%



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

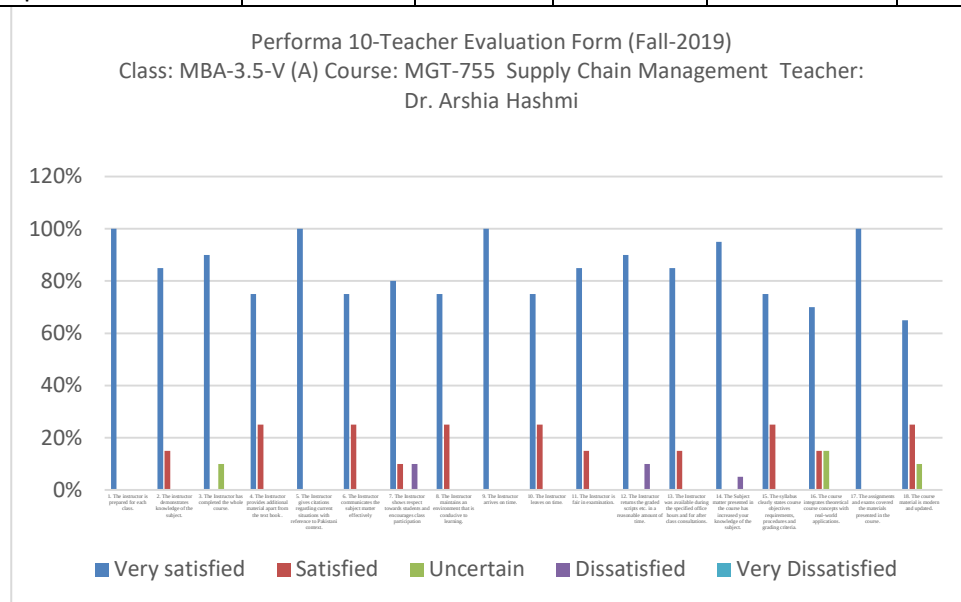
GENERAL COMMENTS: The evaluation suggests a satisfactory performance by the teacher in all quality aspects. Especially the students were quite content with teacher's ability to effectively communicate subject matter, his punctuality, his behavior, and clarity of course objectives. But the teacher needs to make available citations according to the current situation in Pakistan, the class environment more conducive to learning, and make course objectives clear before teaching the contents.

Teacher Evaluation Fall-2019

MBA-3.5-V (A) Course: MGT-755 Supply Chain Management Teacher: Dr. Arshia Hashmi

Question	Very satisfied	Satisfied	Uncertain	Dissatisfied	Very Dissatisfied
1. The instructor is prepared for each class.	100%	0%	0%	0%	0%
2. The instructor demonstrates knowledge of the subject.	85%	15%	0%	0%	0%
3. The Instructor has completed the whole course.	90%	0%	10%	0%	0%
4. The Instructor provides additional material apart from the text book .	75%	25%	0%	0%	0%
5. The Instructor gives citations regarding current situations with reference to Pakistani context.	100%	0%	0%	0%	0%
6. The Instructor communicates the subject matter effectively	75%	25%	0%	0%	0%
7. The Instructor shows	80%	10%	0%	10%	0%

respect towards students and encourages class participation					
8. The Instructor maintains an environment that is conducive to learning.	75%	25%	0%	0%	0%
9. The Instructor arrives on time.	100%	0%	0%	0%	0%
10. The Instructor leaves on time.	75%	25%	0%	0%	0%
11. The Instructor is fair in examination.	85%	15%	0%	0%	0%
12. The Instructor returns the graded scripts etc. in a reasonable amount of time.	90%	0%	0%	10%	0%
13. The Instructor was available during the specified office hours and for after class consultations.	75%	25%	0%	0%	0%
14. The Subject matter presented in the course has increased your knowledge of the subject.	95%	0%	0%	5%	0%
15. The syllabus clearly states course objectives requirements, procedures and grading criteria.	75%	25%	0%	0%	0%
16. The course integrates theoretical course concepts with real-world applications.	75%	15%	10%	0%	0%
17. The assignments and exams covered the materials presented in the course.	100%	0%	0%	0%	0%
18. The course material is modern and updated.	65%	25%	10%	0%	0%



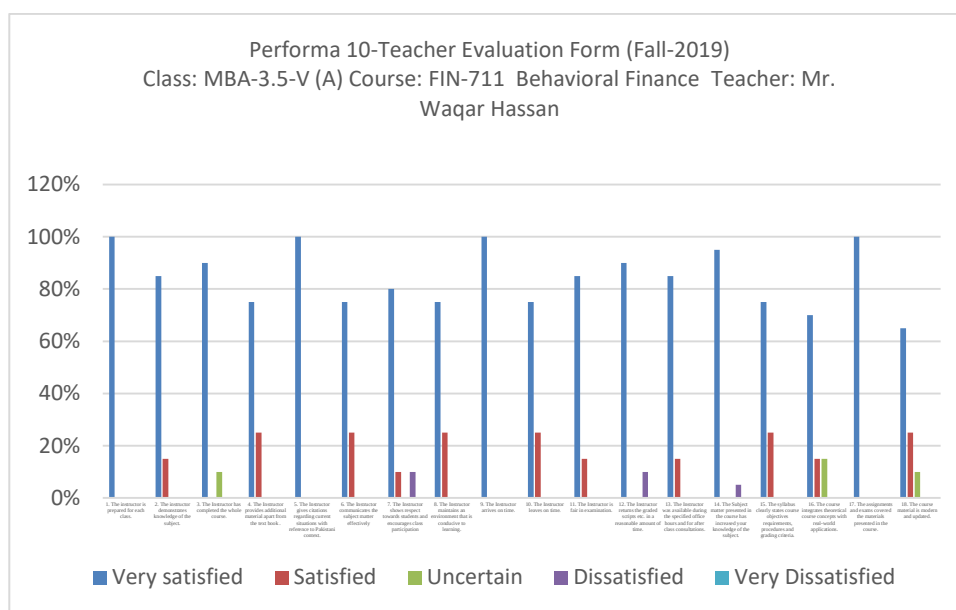
A = Strongly Agree / Highly Satisfactory, B = Agree / Satisfactory, C = Uncertain; D = Disagree / Unsatisfactory, E = Strongly Disagree / Highly Unsatisfactory

GENERAL COMMENTS: The evaluation suggests a satisfactory performance by the teacher in all quality aspects. Especially the students were quite content with teacher's ability to effectively communicate subject matter, his punctuality, his behavior, and clarity of course objectives. But the teacher needs to make available citations according to the current situation in Pakistan, the class environment more conducive to learning, and make course objectives clear before teaching the contents.

MBA-3.5-V (A) Course: FIN-711 Behavioral Finance Teacher: Mr. Waqar Hassan

Question	Very satisfied	Satisfied	Uncertain	Dissatisfied	Very Dissatisfied
1. The instructor is prepared for each class.	100%	0%	0%	0%	0%
2. The instructor demonstrates knowledge of the subject.	85%	15%	0%	0%	0%
3. The Instructor has completed the whole course.	90%	0%	10%	0%	0%
4. The Instructor provides additional material apart from the text book .	75%	25%	0%	0%	0%
5. The Instructor gives citations regarding current situations with reference to Pakistani context.	100%	0%	0%	0%	0%
6. The Instructor communicates the subject matter effectively	75%	25%	0%	0%	0%
7. The Instructor shows respect towards students and encourages class participation	80%	10%	0%	10%	0%
8. The Instructor maintains an environment that is conducive to learning.	75%	25%	0%	0%	0%
9. The Instructor arrives on time.	100%	0%	0%	0%	0%
10. The Instructor leaves on time.	75%	25%	0%	0%	0%
11. The Instructor is fair in examination.	85%	15%	0%	0%	0%
12. The Instructor returns the graded scripts etc. in a reasonable amount of time.	90%	0%	0%	10%	0%
13. The Instructor was available during the specified office hours and for after class consultations.	85%	15%	0%	0%	0%
14. The Subject matter presented in the course has	95%	0%	0%	5%	0%

increased your knowledge of the subject.					
15. The syllabus clearly states course objectives requirements, procedures and grading criteria.	75%	25%	0%	0%	0%
16. The course integrates theoretical course concepts with real-world applications.	70%	15%	15%	0%	0%
17. The assignments and exams covered the materials presented in the course.	100%	0%	0%	0%	0%
18. The course material is modern and updated.	65%	25%	10%	0%	0%



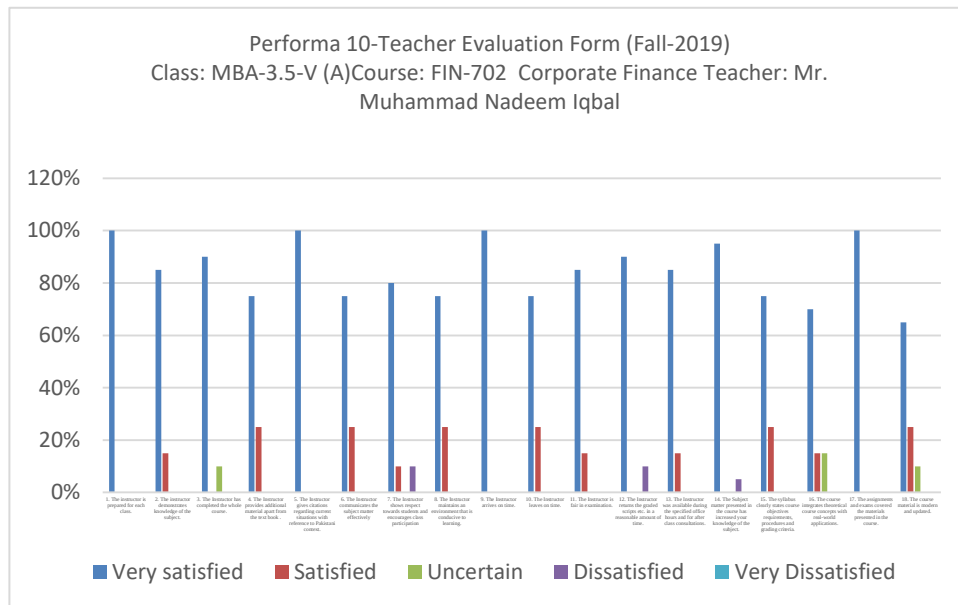
A = Strongly Agree / Highly Satisfactory, B = Agree / Satisfactory, C = Uncertain; D = Disagree / Unsatisfactory, E = Strongly Disagree / Highly Unsatisfactory

GENERAL COMMENTS: The evaluation suggests a satisfactory performance by the teacher in all quality aspects. Especially the students were quite content with teacher's ability to effectively communicate subject matter, his punctuality, his behavior, and clarity of course objectives. But the teacher needs to make available citations according to the current situation in Pakistan, the class environment more conducive to learning, and make course objectives clear before teaching the contents.

MBA-3.5-V (A) Course: FIN-702 Corporate Finance Teacher: Mr. Muhammad Nadeem Iqbal

Question	Very satisfied	Satisfied	Uncertain	Dissatisfied	Very Dissatisfied
1. The instructor is prepared for each class.	100%	0%	0%	0%	0%
2. The instructor demonstrates knowledge of the subject.	85%	15%	0%	0%	0%

3. The Instructor has completed the whole course.	90%	0%	10%	0%	0%
4. The Instructor provides additional material apart from the text book .	75%	25%	0%	0%	0%
5. The Instructor gives citations regarding current situations with reference to Pakistani context.	100%	0%	0%	0%	0%
6. The Instructor communicates the subject matter effectively	75%	25%	0%	0%	0%
7. The Instructor shows respect towards students and encourages class participation	100%	0%	0%	0%	0%
8. The Instructor maintains an environment that is conducive to learning.	75%	25%	0%	0%	0%
9. The Instructor arrives on time.	100%	0%	0%	0%	0%
10. The Instructor leaves on time.	75%	25%	0%	0%	0%
11. The Instructor is fair in examination.	75%	25%	0%	0%	0%
12. The Instructor returns the graded scripts etc. in a reasonable amount of time.	100%	0%	0%	0%	0%
13. The Instructor was available during the specified office hours and for after class consultations.	75%	25%	0%	0%	0%
14. The Subject matter presented in the course has increased your knowledge of the subject.	95%	0%	0%	5%	0%
15. The syllabus clearly states course objectives requirements, procedures and grading criteria.	75%	25%	0%	0%	0%
16. The course integrates theoretical course concepts with real-world applications.	75%	15%	10%	0%	0%
17. The assignments and exams covered the materials presented in the course.	100%	0%	0%	0%	0%
18. The course material is modern and updated.	65%	25%	10%	0%	0%



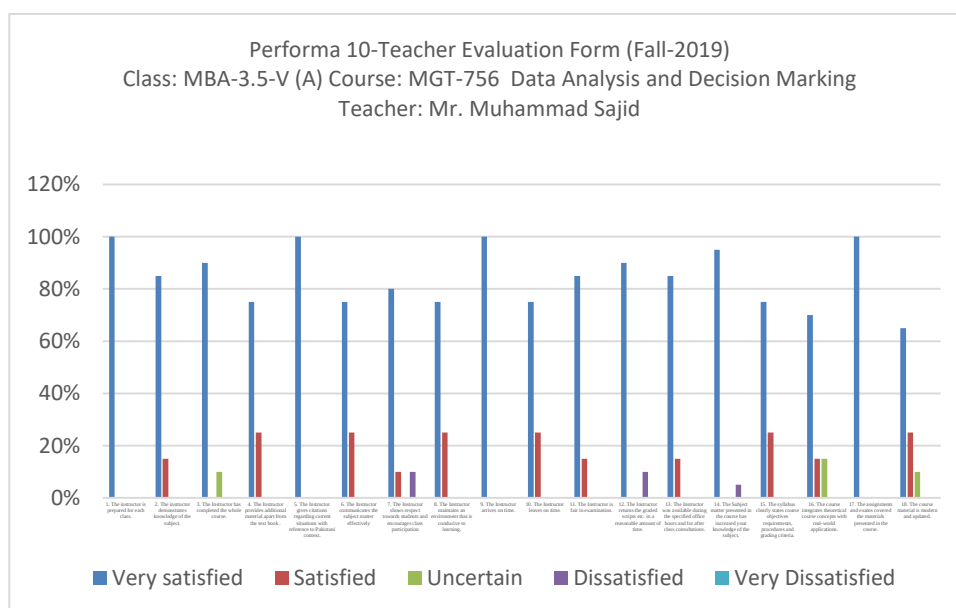
A = Strongly Agree / Highly Satisfactory, B = Agree / Satisfactory, C = Uncertain; D = Disagree / Unsatisfactory, E = Strongly Disagree / Highly Unsatisfactory

GENERAL COMMENTS: The evaluation suggests a satisfactory performance by the teacher in all quality aspects. Especially the students were quite content with teacher's ability to effectively communicate subject matter, his punctuality, his behavior, and clarity of course objectives. But the teacher needs to make available citations according to the current situation in Pakistan, the class environment more conducive to learning, and make course objectives clear before teaching the contents.

MBA-3.5-V (A) Course: MGT-756 Data Analysis and Decision Making Teacher: Mr. Muhammad Sajid

Question	Very satisfied	Satisfied	Uncertain	Dissatisfied	Very Dissatisfied
1. The instructor is prepared for each class.	100%	0%	0%	0%	0%
2. The instructor demonstrates knowledge of the subject.	85%	15%	0%	0%	0%
3. The Instructor has completed the whole course.	90%	0%	10%	0%	0%
4. The Instructor provides additional material apart from the text book .	75%	25%	0%	0%	0%
5. The Instructor gives citations regarding current situations with reference to Pakistani context.	100%	0%	0%	0%	0%
6. The Instructor communicates the subject matter effectively	75%	25%	0%	0%	0%
7. The Instructor shows respect towards students and	80%	10%	0%	10%	0%

encourages class participation					
8. The Instructor maintains an environment that is conducive to learning.	75%	25%	0%	0%	0%
9. The Instructor arrives on time.	100%	0%	0%	0%	0%
10. The Instructor leaves on time.	75%	25%	0%	0%	0%
11. The Instructor is fair in examination.	85%	15%	0%	0%	0%
12. The Instructor returns the graded scripts etc. in a reasonable amount of time.	90%	0%	0%	10%	0%
13. The Instructor was available during the specified office hours and for after class consultations.	75%	25%	0%	0%	0%
14. The Subject matter presented in the course has increased your knowledge of the subject.	95%	0%	0%	5%	0%
15. The syllabus clearly states course objectives requirements, procedures and grading criteria.	75%	25%	0%	0%	0%
16. The course integrates theoretical course concepts with real-world applications.	75%	15%	10%	0%	0%
17. The assignments and exams covered the materials presented in the course.	100%	0%	0%	0%	0%
18. The course material is modern and updated.	65%	25%	10%	0%	0%



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

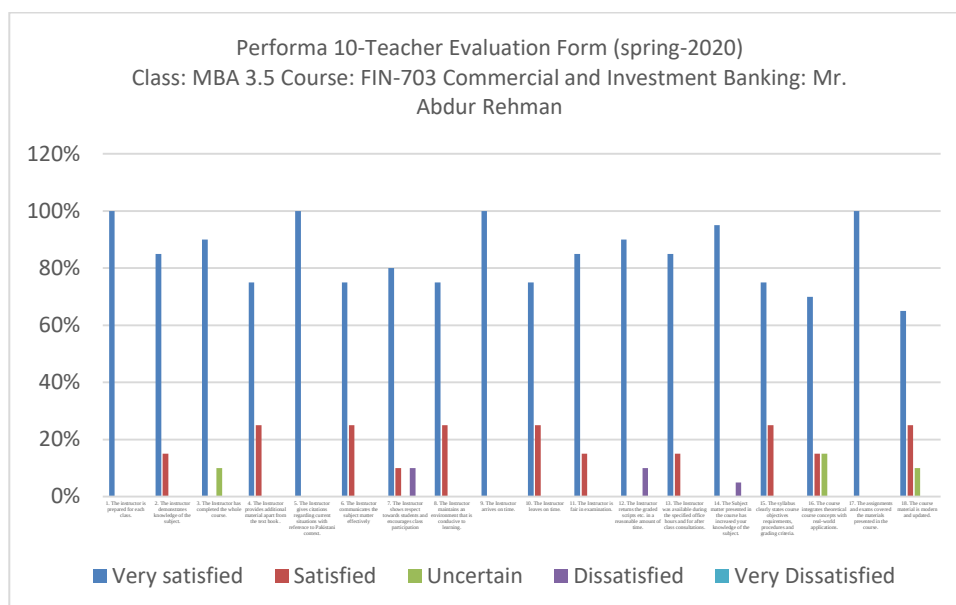
GENERAL COMMENTS: The evaluation suggests a satisfactory performance by the teacher in all quality aspects. Especially the students were quite content with teacher's ability to effectively communicate subject matter, his punctuality, his behavior, and clarity of course objectives. But the teacher needs to make available citations according to the current situation in Pakistan, the class environment more conducive to learning, and make course objectives clear before teaching the contents.

Teacher Evaluation Spring-2020

MBA 3.5 Course: FIN-703 Commercial and Investment Banking: Mr. Abdur Rehman

Question	Very satisfied	Satisfied	Uncertain	Dissatisfied	Very Dissatisfied
1. The instructor is prepared for each class.	100%	0%	0%	0%	0%
2. The instructor demonstrates knowledge of the subject.	85%	15%	0%	0%	0%
3. The Instructor has completed the whole course.	90%	0%	10%	0%	0%
4. The Instructor provides additional material apart from the text book .	75%	25%	0%	0%	0%
5. The Instructor gives citations regarding current situations with reference to Pakistani context.	100%	0%	0%	0%	0%
6. The Instructor communicates the subject matter effectively	75%	25%	0%	0%	0%
7. The Instructor shows respect towards students and encourages class participation	80%	10%	0%	10%	0%
8. The Instructor maintains an environment that is conducive to learning.	75%	25%	0%	0%	0%
9. The Instructor arrives on time.	100%	0%	0%	0%	0%
10. The Instructor leaves on time.	75%	25%	0%	0%	0%
11. The Instructor is fair in examination.	85%	15%	0%	0%	0%
12. The Instructor returns the graded scripts etc. in a reasonable amount of time.	90%	0%	0%	10%	0%
13. The Instructor was available during the specified	85%	15%	0%	0%	0%

office hours and for after class consultations.					
14. The Subject matter presented in the course has increased your knowledge of the subject.	95%	0%	0%	5%	0%
15. The syllabus clearly states course objectives requirements, procedures and grading criteria.	75%	25%	0%	0%	0%
16. The course integrates theoretical course concepts with real-world applications.	70%	15%	15%	0%	0%
17. The assignments and exams covered the materials presented in the course.	100%	0%	0%	0%	0%
18. The course material is modern and updated.	65%	25%	10%	0%	0%



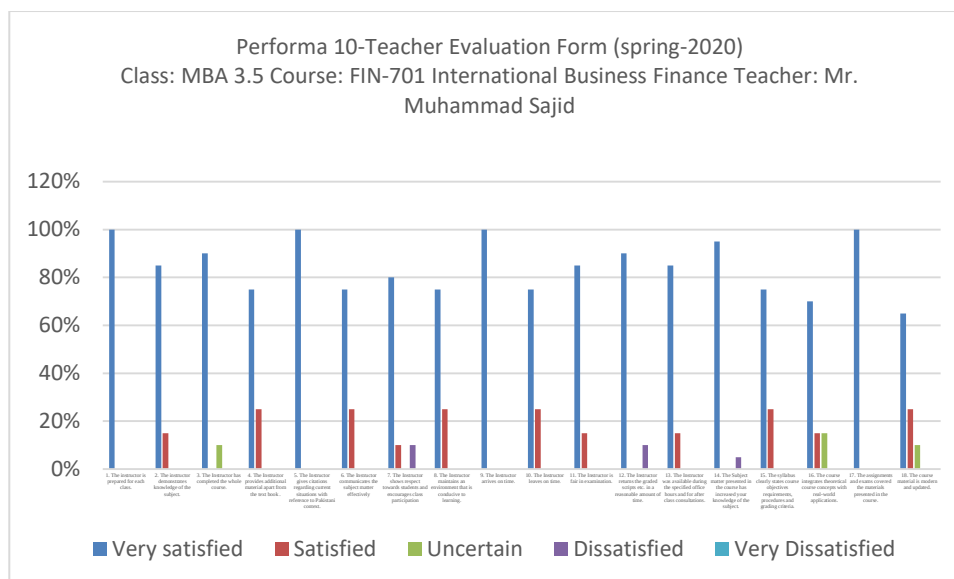
A = Strongly Agree / Highly Satisfactory, B = Agree / Satisfactory, C = Uncertain; D = Disagree / Unsatisfactory, E = Strongly Disagree / Highly Unsatisfactory

GENERAL COMMENTS: The evaluation suggests a satisfactory performance by the teacher in all quality aspects. Especially the students were quite content with teacher's ability to effectively communicate subject matter, his punctuality, his behavior, and clarity of course objectives. But the teacher needs to make available citations according to the current situation in Pakistan, the class environment more conducive to learning, and make course objectives clear before teaching the contents.

MBA 3.5 Course: FIN-701 International Business Finance Teacher: Mr. Muhammad Sajid

Question	Very satisfied	Satisfied	Uncertain	Dissatisfied	Very Dissatisfied
1. The instructor is prepared	100%	0%	0%	0%	0%

for each class.					
2. The instructor demonstrates knowledge of the subject.	100%	0%	0%	0%	0%
3. The Instructor has completed the whole course.	90%	0%	10%	0%	0%
4. The Instructor provides additional material apart from the text book .	75%	25%	0%	0%	0%
5. The Instructor gives citations regarding current situations with reference to Pakistani context.	100%	0%	0%	0%	0%
6. The Instructor communicates the subject matter effectively	75%	25%	0%	0%	0%
7. The Instructor shows respect towards students and encourages class participation	100%	0%	0%	0%	0%
8. The Instructor maintains an environment that is conducive to learning.	75%	25%	0%	0%	0%
9. The Instructor arrives on time.	100%	0%	0%	0%	0%
10. The Instructor leaves on time.	75%	25%	0%	0%	0%
11. The Instructor is fair in examination.	75%	25%	0%	0%	0%
12. The Instructor returns the graded scripts etc. in a reasonable amount of time.	100%	0%	0%	0%	0%
13. The Instructor was available during the specified office hours and for after class consultations.	75%	25%	0%	0%	0%
14. The Subject matter presented in the course has increased your knowledge of the subject.	95%	0%	0%	5%	0%
15. The syllabus clearly states course objectives requirements, procedures and grading criteria.	75%	25%	0%	0%	0%
16. The course integrates theoretical course concepts with real-world applications.	75%	15%	10%	0%	0%
17. The assignments and exams covered the materials presented in the course.	100%	0%	0%	0%	0%
18. The course material is modern and updated.	75%	25%	0%	0%	0%



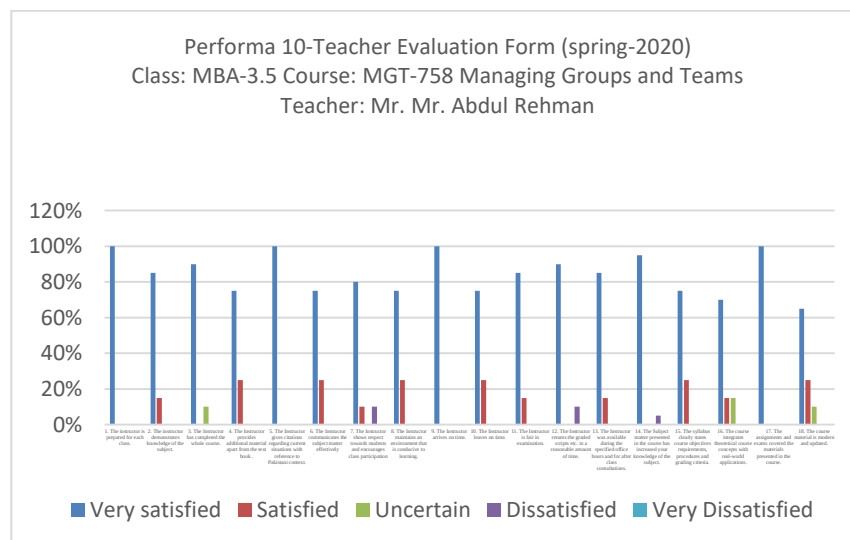
A = Strongly Agree / Highly Satisfactory, B = Agree / Satisfactory, C = Uncertain; D = Disagree / Unsatisfactory, E = Strongly Disagree / Highly Unsatisfactory

GENERAL COMMENTS: The evaluation suggests a satisfactory performance by the teacher in all quality aspects. Especially the students were quite content with teacher's ability to effectively communicate subject matter, his punctuality, his behavior, and clarity of course objectives. But the teacher needs to make available citations according to the current situation in Pakistan, the class environment more conducive to learning, and make course objectives clear before teaching the contents.

MBA-3.5 Course: MGT-758 Managing Groups and Teams Teacher: Mr. Mr. Abdul Rehman

Question	Very satisfied	Satisfied	Uncertain	Dissatisfied	Very Dissatisfied
1. The instructor is prepared for each class.	100%	0%	0%	0%	0%
2. The instructor demonstrates knowledge of the subject.	85%	15%	0%	0%	0%
3. The Instructor has completed the whole course.	90%	0%	10%	0%	0%
4. The Instructor provides additional material apart from the text book .	75%	25%	0%	0%	0%
5. The Instructor gives citations regarding current situations with reference to Pakistani context.	100%	0%	0%	0%	0%
6. The Instructor communicates the subject matter effectively	75%	25%	0%	0%	0%
7. The Instructor shows respect towards students and encourages class participation	80%	10%	0%	10%	0%
8. The Instructor maintains an	75%	25%	0%	0%	0%

environment that is conducive to learning.					
9. The Instructor arrives on time.	100%	0%	0%	0%	0%
10. The Instructor leaves on time.	75%	25%	0%	0%	0%
11. The Instructor is fair in examination.	85%	15%	0%	0%	0%
12. The Instructor returns the graded scripts etc. in a reasonable amount of time.	90%	0%	0%	10%	0%
13. The Instructor was available during the specified office hours and for after class consultations.	75%	25%	0%	0%	0%
14. The Subject matter presented in the course has increased your knowledge of the subject.	95%	0%	0%	5%	0%
15. The syllabus clearly states course objectives requirements, procedures and grading criteria.	75%	25%	0%	0%	0%
16. The course integrates theoretical course concepts with real-world applications.	75%	15%	10%	0%	0%
17. The assignments and exams covered the materials presented in the course.	100%	0%	0%	0%	0%
18. The course material is modern and updated.	65%	25%	10%	0%	0%



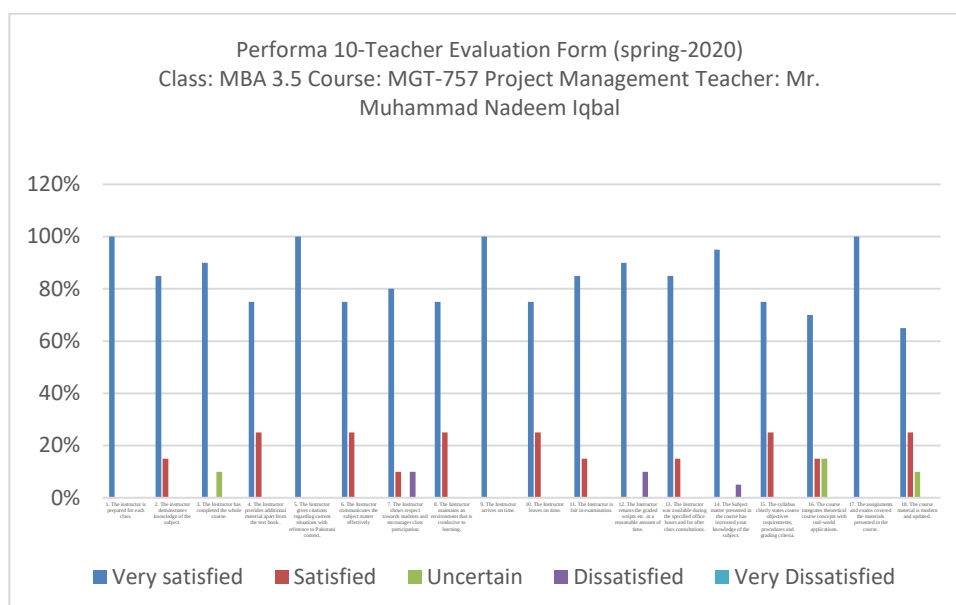
A = Strongly Agree / Highly Satisfactory, B = Agree / Satisfactory, C = Uncertain; D = Disagree / Unsatisfactory, E = Strongly Disagree / Highly Unsatisfactory

GENERAL COMMENTS: The evaluation suggests a satisfactory performance by the teacher in all quality aspects. Especially the students were quite content with teacher's ability to effectively communicate subject matter, his punctuality, his behavior, and clarity of course objectives. But the teacher needs to make available citations according to the current situation in Pakistan, the class environment more conducive to learning, and make course objectives clear before teaching the contents.

MBA 3.5 Course: MGT-757 Project Management Teacher: Mr. Muhammad Nadeem Iqbal

Question	Very satisfied	Satisfied	Uncertain	Dissatisfied	Very Dissatisfied
1. The instructor is prepared for each class.	100%	0%	0%	0%	0%
2. The instructor demonstrates knowledge of the subject.	85%	15%	0%	0%	0%
3. The Instructor has completed the whole course.	90%	0%	10%	0%	0%
4. The Instructor provides additional material apart from the text book .	75%	25%	0%	0%	0%
5. The Instructor gives citations regarding current situations with reference to Pakistani context.	100%	0%	0%	0%	0%
6. The Instructor communicates the subject matter effectively	75%	25%	0%	0%	0%
7. The Instructor shows respect towards students and encourages class participation	80%	10%	0%	10%	0%
8. The Instructor maintains an environment that is conducive to learning.	75%	25%	0%	0%	0%
9. The Instructor arrives on time.	100%	0%	0%	0%	0%
10. The Instructor leaves on time.	75%	25%	0%	0%	0%
11. The Instructor is fair in examination.	85%	15%	0%	0%	0%
12. The Instructor returns the graded scripts etc. in a reasonable amount of time.	90%	0%	0%	10%	0%
13. The Instructor was available during the specified office hours and for after class consultations.	85%	15%	0%	0%	0%
14. The Subject matter	95%	0%	0%	5%	0%

presented in the course has increased your knowledge of the subject.					
15. The syllabus clearly states course objectives requirements, procedures and grading criteria.	75%	25%	0%	0%	0%
16. The course integrates theoretical course concepts with real-world applications.	70%	15%	15%	0%	0%
17. The assignments and exams covered the materials presented in the course.	100%	0%	0%	0%	0%
18. The course material is modern and updated.	65%	25%	10%	0%	0%



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

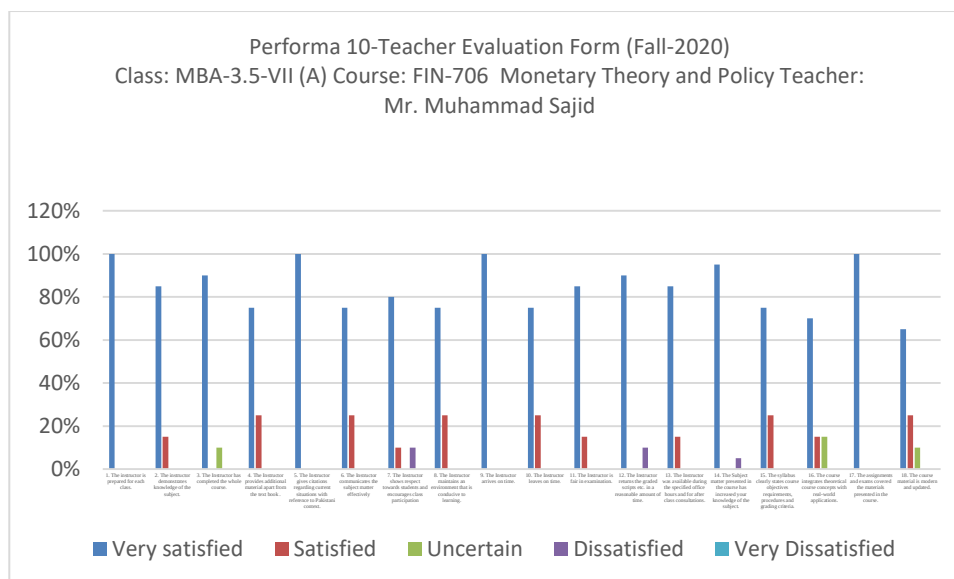
GENERAL COMMENTS: The evaluation suggests a satisfactory performance by the teacher in all quality aspects. Especially the students were quite content with teacher's ability to effectively communicate subject matter, his punctuality, his behavior, and clarity of course objectives. But the teacher needs to make available citations according to the current situation in Pakistan, the class environment more conducive to learning, and make course objectives clear before teaching the contents.

Teacher Evaluation Fall-2020

MBA-3.5-VII (A) Course: FIN-706 Monetary Theory and Policy Teacher: Mr. Muhammad Sajid

Question	Very satisfied	Satisfied	Uncertain	Dissatisfied	Very Dissatisfied
1. The instructor is prepared	100%	0%	0%	0%	0%

for each class.					
2. The instructor demonstrates knowledge of the subject.	100%	0%	0%	0%	0%
3. The Instructor has completed the whole course.	90%	0%	10%	0%	0%
4. The Instructor provides additional material apart from the text book .	75%	25%	0%	0%	0%
5. The Instructor gives citations regarding current situations with reference to Pakistani context.	100%	0%	0%	0%	0%
6. The Instructor communicates the subject matter effectively	75%	25%	0%	0%	0%
7. The Instructor shows respect towards students and encourages class participation	100%	0%	0%	0%	0%
8. The Instructor maintains an environment that is conducive to learning.	75%	25%	0%	0%	0%
9. The Instructor arrives on time.	100%	0%	0%	0%	0%
10. The Instructor leaves on time.	75%	25%	0%	0%	0%
11. The Instructor is fair in examination.	75%	25%	0%	0%	0%
12. The Instructor returns the graded scripts etc. in a reasonable amount of time.	100%	0%	0%	0%	0%
13. The Instructor was available during the specified office hours and for after class consultations.	75%	25%	0%	0%	0%
14. The Subject matter presented in the course has increased your knowledge of the subject.	95%	0%	0%	5%	0%
15. The syllabus clearly states course objectives requirements, procedures and grading criteria.	75%	25%	0%	0%	0%
16. The course integrates theoretical course concepts with real-world applications.	75%	15%	10%	0%	0%
17. The assignments and exams covered the materials presented in the course.	100%	0%	0%	0%	0%
18. The course material is modern and updated.	75%	25%	0%	0%	0%



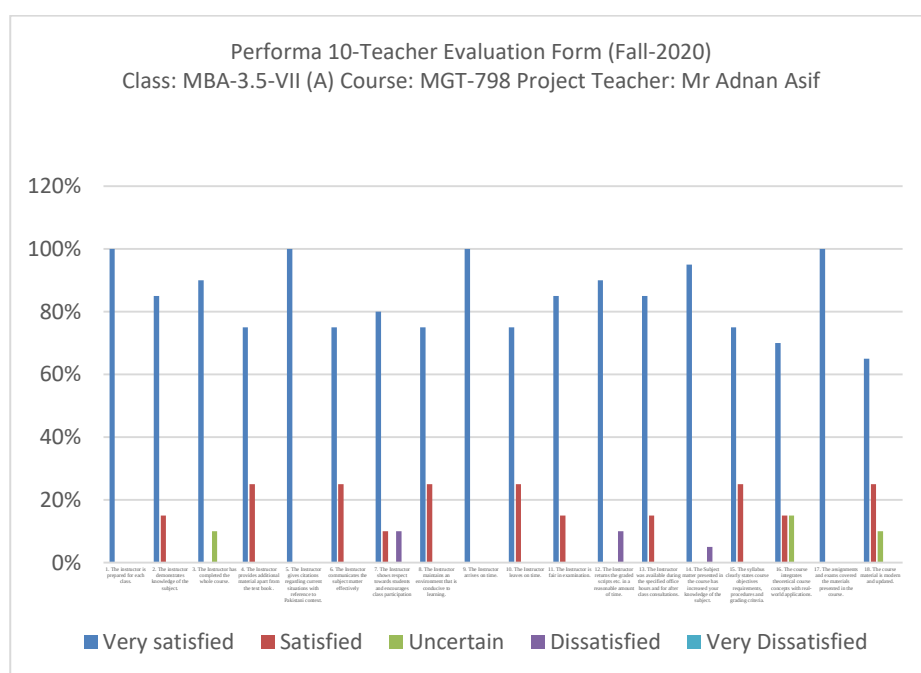
A = Strongly Agree / Highly Satisfactory, B = Agree / Satisfactory, C = Uncertain; D = Disagree / Unsatisfactory, E = Strongly Disagree / Highly Unsatisfactory

GENERAL COMMENTS: The evaluation suggests a satisfactory performance by the teacher in all quality aspects. Especially the students were quite content with teacher's ability to effectively communicate subject matter, his punctuality, his behavior, and clarity of course objectives. But the teacher needs to make available citations according to the current situation in Pakistan, the class environment more conducive to learning, and make course objectives clear before teaching the contents.

MBA-3.5-VII (A) Course: MGT-798 Project Teacher: Mr Adnan Asif

Question	Very satisfied	Satisfied	Uncertain	Dissatisfied	Very Dissatisfied
1. The instructor is prepared for each class.	100%	0%	0%	0%	0%
2. The instructor demonstrates knowledge of the subject.	75%	25%	0%	0%	0%
3. The Instructor has completed the whole course.	90%	0%	10%	0%	0%
4. The Instructor provides additional material apart from the text book .	65%	25%	10%	0%	0%
5. The Instructor gives citations regarding current situations with reference to Pakistani context.	100%	0%	0%	0%	0%
6. The Instructor communicates the subject matter effectively	75%	25%	0%	0%	0%
7. The Instructor shows respect towards students and encourages class participation	100%	0%	0%	0%	0%
8. The Instructor maintains an environment that is conducive	85%	10%	5%	0%	0%

to learning.					
9. The Instructor arrives on time.	100%	0%	0%	0%	0%
10. The Instructor leaves on time.	75%	25%	0%	0%	0%
11. The Instructor is fair in examination.	75%	25%	0%	0%	0%
12. The Instructor returns the graded scripts etc. in a reasonable amount of time.	100%	0%	0%	0%	0%
13. The Instructor was available during the specified office hours and for after class consultations.	75%	25%	0%	0%	0%
14. The Subject matter presented in the course has increased your knowledge of the subject.	95%	0%	0%	5%	0%
15. The syllabus clearly states course objectives requirements, procedures and grading criteria.	75%	25%	0%	0%	0%
16. The course integrates theoretical course concepts with real-world applications.	75%	15%	10%	0%	0%
17. The assignments and exams covered the materials presented in the course.	100%	0%	0%	0%	0%
18. The course material is modern and updated.	75%	25%	0%	0%	0%



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

GENERAL COMMENTS: The evaluation suggests a satisfactory performance by the teacher in all quality aspects. Especially the students were quite content with teacher's ability to effectively communicate subject matter, his punctuality, his behavior, and clarity of course objectives. But the teacher needs to make available citations according to the current situation in Pakistan, the class environment more conducive to learning, and make course objectives clear before teaching the contents.

Standard-1-4:

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

Employer Survey (Proforma – 8)

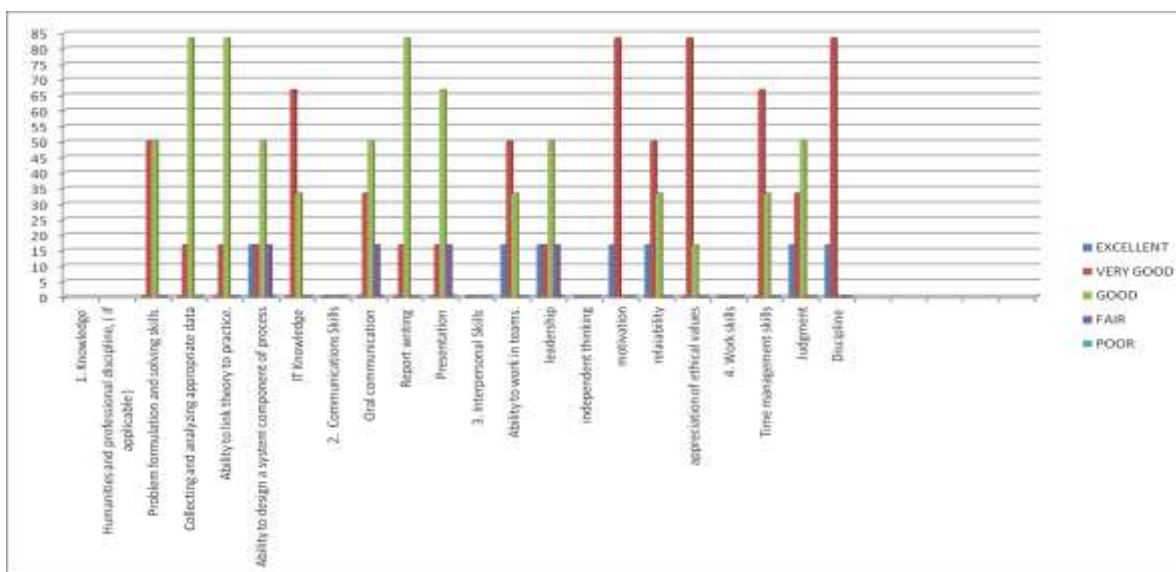
The employer survey was sent to many organizations but only six replied. They include **university of Ariculture, BOP, UBL, ZTBL, ABL, U-fone, and one other.** These organizations employ more than 25 BIS graduates. The feedback is very encouraging. The employers found the graduates very reliable, good team players and excellent in communication skills. Detailed results of the survey are shown on following page. The analysis is done on a scale of 5 where;

5 = Excellent, 4 = Very Good, 3 = Good, 2 = Fair and 1 = Poor

The illustration below summarizes views of the employers about the BIS graduates employed with them. Purpose of the survey was to know the employers' comments on the quality of education regarding: knowledge, communication skill, work skills and interpersonal skill possessed by our graduates.

Survey reflects that our graduates have scored high on all the criteria mentioned. This indicates that our graduates are adequately prepared in various knowledge, skill and attitude areas and show good potential in any given environment. The employer also suggested the following

- The students should be given practical training to conduct financial analysis of different business Projects, enabling them to highlight the risks involved in Project implementation
- The students should be offered a special course on Banking Laws and Practices.
- Special course be designed for IT solutions in banking sector.



Major Future Improvement Plans

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

CRITERION-2: CURRICULUM DESIGN AND ORGANIZATION

Degree Title: MBA

Purpose:

BIS being an affiliate of PMAS-AAUR follows the curriculum of University Institute of Management Sciences (UIMS). This body is authorized to formulate syllabus and course content. The director of the UIMS chairs the meetings of this body. The curriculum is then submitted to the University Academic Council for approval. All the changes, modifications, additions and deletions with respect of the curriculum must be approved by the academic council before they are adopted for implementation.

Credit Hour Requirements:

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

Degree Plan:

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

Pre-requisites: minimum academic requirements

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

Degree requirements

On the whole a student has to study 136 credit hours. In first four semesters, students study core courses. After the completion of four semesters, students choose a major. In the next four semesters 6 courses (18 credit hours) in the chosen major are taught along with some core courses. Students are also required to undergo an internship at some organizations of good reputation and size to have a practical exposure. Degrees are awarded after successful completion of the required number of credit hours (courses) followed by internship report, research project and oral presentations.

Minimum Grade Point Average (GPA) for obtaining the degree is 2.50. To remain on the roll of the university a student is required to maintain the following minimum Cumulative Grade Point Average (CGPA) in each semester.

Semester CGPA

First	0.75
Second	1.00
Third	1.25
Fourth	1.50
Fifth	1.75
Sixth	2.00
Seventh	2.25
Eighth	2.50

Theory

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

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

Practical

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

Eligibility for Examination

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

Scheme of studies and course contents of MBA

Scheme of studies MBA is given in the table below.

Detailed course contents of scheme of studies is given in Annexure 1.

SEMESTER-I

Course Code	Course Title	Credit Hours
MGT-700	Principles of Economics	NC
MGT-701	Principles of Marketing	3(2-0)
MGT-702	Principles of Accounting	3(3-0)
MGT-703	Principles of Management	3(3-0)
MGT-704	IT in Business	3(3-0)
MGT-706	Business Communication	3(3-0)

SEMESTER-II

Course Code	Course Title	Credit Hours
MGT-705	Economics Theory	3(3-0)
MGT-709	Statistical Methods in Business	3(3-0)
MGT-710	Organizational Behavior	3(3-0)
MGT-719	Consumer Behavior	3(3-0)
MGT-763	Management Accounting	3(3-0)

SEMESTER-III

Course Code	Course Title	Credit Hours
MGT-711	Operation Management	3(3-0)
MGT-712	Financial Management	3(3-0)
MGT-713	Human Resource Management	3(3-0)
MGT-730	Business Law	3(3-0)
	Elective 1	3(3-0)

SEMESTER-IV

Course Code	Course Title	Credit Hours
MGT-716	Strategic Business Management	3(3-0)
MGT-777	Research Method	3(3-0)
	Elective 2	3(3-0)
	Elective 3	3(3-0)
	Elective 4	3(3-0)

SEMESTER-V

Course Code	Course Title	Credit Hours
MGT-755	Supply Chain Management	3(3-0)
MGT-756	Data Analysis and Decision Making	3(3-0)
	Elective 5	3(3-0)
	Elective 6	3(3-0)

SEMESTER-VI

Course Code	Course Title	Credit Hours
MGT-757	Project Management	3(3-0)
MGT-758	Managing Groups and Teams	3(3-0)
	Elective 7	3(3-0)
	Elective 8	3(3-0)

SEMESTER-VII

Course Code	Course Title	Credit Hours
	Elective 9	3(3-0)
MGT-798	Project	6(0-12)

SEMESTER-VIII

Course Code	Course Title	Credit Hours
MGT-618	Total Quality Management	3(3-0)
	Elective-V	3(3-0)
	Elective-VI	3(3-0)
MGT-699	Project/ Elective VII	6(0-12)/ 3(3-0)

SPECIALIZATION COURSES OFFERED:

MARKETING

S. No	Course No.	Course Title	Credit Hours
1.	MKT-701	Research Techniques in Marketing	3(3-0)
2.	MKT-702	Promotion and Advertising	3(3-0)
3.	MKT-703	Marketing Policy and Strategy	3(3-0)
4.	MKT-704	Research Seminar in Marketing	
5.	MKT-705	Marketing Channel Management	3(3-0)
6.	MKT-706	Personal selling and Sales Management	3(3-0)
7.	MKT-707	Contemporary Issues in Marketing	3(3-0)
8.	MKT-708	Customer Relation Management	3(3-0)
9.	MKT-709	E-Marketing	3(3-0)
10.	MKT-710	Social Marketing	3(3-0)
11	MKT-711	Strategic Brand Management	3(3-0)
12	MKT-712	Services Marketing Management	3(3-0)

FINANCE

S. No	Course No.	Course Title	Credit Hours
1.	FIN-701	International Business Finance	3(3-0)
2.	FIN-702	Advanced Corporate Finance	3(3-0)
3.	FIN-703	Commercial and Investment Banking	3(3-0)
4.	FIN-704	Applied portfolio Management and Security Analysis	3(3-0)
5.	FIN-705	Contemporary Islamic Banking	3(3-0)
6.	FIN-706	Economic Analysis and policies	3(3-0)
8.	FIN-707	Taxation	3(3-0)
9.	FIN-708	Monetary Theory and Policy	3(3-0)
10	FIN-709	Financial Modeling and Risk Analysis	3(3-0)
10.	FIN-710	Financial Derivatives	3(3-0)
11.	FIN-711	Behavioral Finance	3(3-0)
12.	FIN-712	Financial Risk Management	3(3-0)

HUMAN RESORUCE MANAGEMENT

S. No	Course No.	Course Title	Credit Hours
1.	HRM-702	Leadership	3(3-0)
2.	HRM-703	Organizational Development	3(3-0)
3.	HRM-704	Human Resource Development	3(3-0)
4.	HRM-710	Compensation Management	3(3-0)
5.	HRM-711	Performance Management	3(3-0)
6.	HRM-706	Labor Relation and Wages Policy	3(3-0)
7.	HRM-708	Strategic Human Resource Management	3(3-0)
8.	HRM-709	Seminars in Human Resource Management	3(3-0)
9.	HRM-711	Change Management	3(3-0)
10.	HRM-712	Negotiations and Conflict Management	3(3-0)

Standard-2-1:

The curriculum must be consistent and support the program's documented objectives.

The curriculum of (MBA) is consistent with the objectives.

Table 4.4: Program Objectives Assessment

Subjects	Objectives		
	1	2	3
MGT-700, MGT-701, MGT-702, MGT-703 MGT-704, ICT-702,	+++	++	+++
ENG-702, MGT-705, MGT-709, MGT-710, MGT-719, MGT-763	++	+++	++
MGT-730, MGT-618, MGT-699, MGT-757, MGT-758	++	++	+++
MGT-706, MGT-758, , MGT-710, MGT-711, MGT-729,	++	++	+
FIN-701, FIN-702, FIN-703, HRM-702, HRM-703	+	+	++

+ = Moderately Satisfactory

++ = Satisfactory

+++ = Highly Satisfactory

Standard-2-2:

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

Programs' core material stresses the theoretical background, problem analysis and solution design.

Table 4.5: Detail of courses representing theoretical background, problem analysis and solution design.

Elements	Courses (Codes)
Theoretical Background	ICT-701, ENG-701, MGT-720, MGT 751,, ICT-702, ENG-702, MGT-701,
Problem Analysis	AGB-703, MGT-709,, MGT-730, MGT-777, MGT-701, MGT-702, MGT-703, FIN-701, FIN-702, FIN-703,
Solution Design	MGT-730, MGT-618, MGT-699, MGT-757, MGT-758 ,HRM-702, HRM-703, MGT 751, MGT 758

Standard-2-3:

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

The curriculum satisfies the core requirements for the program, as specified by the respective accreditation body.

Table 4.5: Courses versus Outcomes

Courses	Outcomes					
	1	2	3	4	5	6
MGT-700*	+++	+++	++	++	++	+
MGT-701	++	++	+	+++	++	++
MGT-702	++	+++	++	+	++	+++
MGT-703	++	++	++	+++	+	+
MGT-706	++	++	++	++	++	++
MGT-734	++	+++	++	+++	++	++

MGT-705	+++	+++	++	+	++	+++
MGT-709	+++	++	+++	++	+++	++
MGT-710	+++	++	++	+++	++	+
	++	+	+	++	++	+++
MGT-763	++	++	+	+++	+++	+++

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

Standard-2-4:

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

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

Standard-2-5:

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

Our curriculum satisfies professional requirements needed for professionals as per the HEC criteria. Information provided against **standard 2-1** reflected our curriculum satisfies professional requirements needed for business professionals.

Standard-2-6:

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

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

- Four computers and I.T. Courses (12 credit hours) were included in the curriculum to fulfill the I.T. requirements for the students of MBA (3.5).
- However efforts are undertaken to add value from time to time.

Standard-2-7:

Enhancing Oral and Written Communication Skills of the students

The 2 courses aimed at enhancing communication skills have been integrated in the curriculum of MBA.

- Assignments are given to MBA students on specific titles (part of the course) which are presented orally and are submitted as written report, to increase their oral and written communication skills.
- As it is important to note that in every course students have to present at least one topic of their interest or on current topic in the form of presentation with the help of multimedia and or A. V. aids.

CRITERION-3: LABORATORIES AND COMPUTING FACILITIES

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

Standards-3-1:

Laboratory manuals/documentation/instructions for experiments

The lab manuals are present for the students. However, some of the instructions are also hung on the lab's walls. The environment of the labs is good. Manuals for individual computers is available whose record is properly kept. The laboratories are spacious and adequate. The computers and air conditioners are working. At our lab, we understand the importance of providing high-quality laboratory manuals/documentation/instructions for experiments. Our manuals are carefully designed to provide students with a clear and concise overview of the experiment's objectives and the materials and equipment needed to conduct it. The instructions are easy to follow and provide step-by-step guidance for conducting the experiment, while also including important safety information to ensure that students can work in a safe and controlled environment. We also provide troubleshooting tips to help students overcome any difficulties they may encounter, as well as data analysis instructions to help them understand and interpret the results of their experiments. By using our laboratory manuals/documentation/instructions, students can learn key scientific concepts and techniques, while also developing critical thinking, problem-solving, and analytical skills that will be valuable in their future.

Standard-3-2:

There must be support personnel for instruction and maintaining the Facility

Three lab Instructors are available for instructing the students, issuing the glass wares, maintenance of equipment used in Laboratories and assisting the teachers for demonstrations and practical. These personnel include laboratory technicians, equipment maintenance specialists, safety officers, and administrative staff. They play a critical role in ensuring that the laboratory runs smoothly and efficiently, and that all equipment is maintained and calibrated properly. Additionally, support personnel are responsible for ensuring that students and researchers are aware of laboratory policies and procedures, including safety protocols and guidelines for using the equipment. They may also be responsible for training new students and researchers on the proper use of laboratory equipment and procedures. Overall, the support personnel are a crucial part of the laboratory team, helping to maintain a safe and productive environment for scientific research and experimentation.

Standard-3-3:

The University computing infrastructure and facilities must be

- Computing Facility Support: All the facilities related to computing are available to all faculty members and students for pursuing programme.
- Computing Infrastructure: Five computing labs are there in the campus. There are total 250 computers in the labs and also available for the faculty and some of the management staff.

We understand the critical role that computing infrastructure and facilities play in supporting the academic and research activities of our students, faculty, and staff. As such, we have invested in reliable, secure, and up-to-date hardware, software, and networking systems that are accessible and functional at all times. Our computing infrastructure is designed to handle the demands of multiple users and provide efficient and effective access to computing resources. We have implemented policies and protocols to protect against cyber threats, including viruses, malware, and phishing attacks, to ensure the security of our data. Additionally, we regularly update and maintain our systems to ensure that they continue to meet the evolving needs of our university community. Our goal is to provide a safe and secure computing environment that enables our students, faculty, and staff to achieve their academic and research goals, while also ensuring that their personal and sensitive information is protected at all times.

CRITERION 4: STUDENT SUPPORT AND ADVISING

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

Standard-4.1:

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

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

Standard-4.2:

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

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

- The effective interaction between each section of MBA classes are encouraged and emphasized.
- The courses are structured and decided in the faculty meetings.
- Faculty members interact with the students frequently to enhance the culture of asking questions in the class and after class.

Standard-4.3:

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

Proper guidelines are provided to the students by the Front Office and Faculty members.

Different steps have been taken to provide the proper guidelines to the students :-

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

Table 7: Student to Teacher Ratio at BIS

2018-2020
1:3.875

CRITERION 5: PROCESS CONTROL

This chapter deals with the admission, faculty recruitment, registration processes and other such activities.

Standard-5.1:

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

The admission process is according to the rules and criteria established by the University following the rules and regulations of HEC. For this purpose the advertisement is published in the national newspapers and social media by the Front Office.

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

Standard-5.2:

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

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

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

Standard-5.3:

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

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

Standard 5-4:

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

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

- The new courses are included and introduced in the curriculum on the basis of the demands and the emergence of new fields.
- The library of the BIMS makes sure the availability of the books by International and expert authors on subjects related to the Management Sciences Courses.

Documentations and internet facilities are also provided by the library.

- The handouts and other study materials are also provided to the students as supplements for almost all lectures.
- The efforts and aim are according to the vision and mission of the institute followed by the rules and regulations of HEC/PMAS-AAUR. Outcomes are regularly measured and evaluated in the staff meetings.

Standard 5-5:

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

The date of examinations is announced by the examination department. The results are notified and announced by the controller examination at the end of each semester. The evaluation of students is done with Finals, Mids, Quizzes and Assignments. Some teachers also evaluate students on the basis of projects and presentations. The minimum passing marks for each course is 40 %. The breakup and marks distribution are given below:

Mid Examination	30%
Assignments	20%
Final Examination	50%

Grade points are as

Marks Obtained	Grade	Grade point	Remarks
80-100%	A	4	Excellent
65-79%	B	3	Good
50-64%	C	2	Satisfactory
40-49%	D	1	Pass
Below 40%	F	0	Fail

Gold medals are awarded to the students who secure

CRITERION 6: FACULTY

Standard 6-1:

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

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

Table 8 (4.6) Full Time Faculty members in BIS

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

S. No.	Name	Position	Qualification	Specialization
1	Mr. Naveed khan	Lecturer	MS	Finance
2	Mr. Gulam Murtaza	Lecturer	MS	Finance
3	Mr. Adnan Asif	Lecturer	MS	Marketing

4	Mr. Sohaib Anwar	Lecturer	MS	Marketing
5	Mr. Umair Zulfiqar	Lecturer	MS	Human Resource
6	Mr. Nadeem	Lecturer	MS	Human Resource
7	Ms. Fariha Fatima	Lecturer	MS	Marketing
8	Ms.Ammara Amir	Lecturer	MS	Marketing
9	Mr. Nadeem Iqbal	Lecturer	MS	Finance
10	Mr. Qadeer Aslam	Lecturer	MS	Human Resource
11	Ms. Hira	Lecturer	MS	Project Management

Standard 6-2:

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

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

Standard 6-3:

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

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

Faculty Survey

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

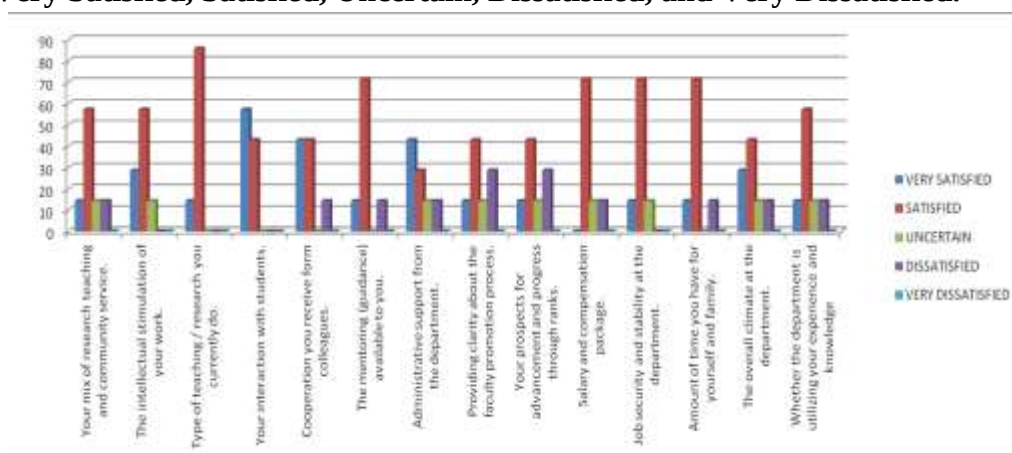
- Good environment for research as research is compulsory part of curriculum
- Good administrative support
- Full support from higher authority in all matters regarding faculty's further education, working hours etc.

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

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

The detailed results of the survey (**proforma-5**) are shown on the graph below. The analysis is done on a scale of 5:

Very Satisfied, Satisfied, Uncertain, Dissatisfied, and Very Dissatisfied.



CRITERION 7: INSTITUTIONAL FACILITIES

Standard- 7-1:

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

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

Standard- 7-2:

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

The Institutes possesses well equipped library. Library has more than 5000 books There are several local journals subscribed to help researchers in the department.

Standard- 7-3:

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

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

CRITERION 8: INSTITUTIONAL SUPPORT

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

Standard-8-1:

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

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

Endowment Fund	48 Million
Tangible Assets	54 Million
Working Capital	61 Million
Total Assets	163 Million

Standard-8-2:

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

Below is the list of students in the MBA program. BIS is not accredited for a MS or PhD Degree.

Table 9: Number of students enrolled 2018- 2020

2018-2020
8

Standard-8-3:

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

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

Table 11: Financial Information about the institution and the Program

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

SUMMARY AND CONCLUSION

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

ANNEXURES

ANNEXURE 1: SCHEME OF STUDIES AND DETAILED COURSE CONTENTS

Scheme of Study for MBA Professional Program

S. No	Course Code	Course Title	Credit Hours
1	MGT-700*	Principles of Economics	NC
2	MGT-701	Principles of Marketing	3(3 – 0)
3	MGT-702	Principles of Accounting	3(3 – 0)
4	MGT-703	Principles of Management	3(3 – 0)
5	MGT-706	Business Communication	3(3 – 0)
6	MGT-734	IT in Business	3(3 – 0)
7	MGT-705	Economic Theory	3(3 – 0)
8	MGT-709	Statistical Methods in Business	3(3 – 0)
9	MGT-710	Organizational Behavior	3(3 – 0)
		Consumer Behavior	3(3 – 0)
11	MGT-763	Managerial Accounting	3(3 – 0)
12	MGT-711	Operations Management	3(3 – 0)
13	MGT-712	Financial Management	3(3 – 0)
14	MGT-713	Human Resource Management	3(3 – 0)
15	MGT-730	Business Law	3(3 – 0)
16	MGT-716	Strategic Business Management	3(3 – 0)
17	MGT-777	Research Methods	3(3 – 0)
18	MGT-755	Supply Chain Management	3(3 – 0)
19	MGT-756	Data Analysis and Decision Making	3(3 – 0)
20	MGT-757	Project Management	3(3 – 0)
21	MGT-758	Managing Groups and Teams	3(3 – 0)

22		Elective – I	3(3 – 0)
23		Elective-II	3(3 – 0)
24		Elective-III	3(3 – 0)
25		Elective-IV	3(3 – 0)
26		Elective-V	3(3 – 0)
27		Elective-VI	3(3 – 0)
28		Elective-VII	3(3 – 0)
29		Elective-VIII	3(3 – 0)
30		Elective-IX	3(3 – 0)
31	MGT-799	Project	6(0 – 12)
Total Credit hours			93

*Principles of Economics is a non credit, compulsory deficiency course for those students who have not studied Economics in their Bachelor Degree.

Descriptions of the Courses

MGT-700* PRINCIPLES OF ECONOMICS 3(3-0)

Introduction:

This course has been designed to develop the conceptual framework of the graduate students particularly those who have nil or nominal exposure to economics as a subject. It is aimed to tender students a thorough understanding of the principles of economics that are necessary for optimal decision making within the larger economic system. Besides elementary micro and macro economics, appropriate theory of other allied economic concepts would be taught.

Content:

Definition of Economics, Scope of Economics, Positive versus normative economics, Static and dynamic economics, Circular flow model, Economic systems, Consumer Demand and various dimensions, factors affecting demand. Concepts of Elasticity, Utility concepts and laws, Supply and its various dimensions, Laws of return (short run and long run), Cost concepts and curves. Characteristics of various markets. GDP versus GNP, Economics growth and economic development, Aggregate demand and aggregate supply. Money and banking, Interest rate. Unemployment and inflation, exchange rate, international trade, balance of payment and balance of trade, poverty, and inequality.

Books:

1. McConnell and Brue, Economics: Principles, problems and policies, 17th addition, McGraw Hill Inc New York, 2007
2. Roger LeRoy Miller, Economics Today, 13th Edition, Addison Wesley, 2007
3. Richard G. Lipsey, Peter O Steiner, Douglas D. Purvis and Paul N. Courant, Economics 12th Edition, Harper and Row publishers, 2005
4. Samulson & Nordhus, Economics, 18th Edition, McGrawHill, 2004

MGT-701 PRINCIPLES OF MARKETING 3(3 – 0)

Introduction:

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

resources be allocated? What are our marketing strengths and weaknesses? What are our long term objectives and alternatives?

Contents:

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

Books:

1. Philip Kotler & Kevin Lane Keller ,Marketing Management, 13th Edition, Pearson Prentice Hall (Indian Edition) 2009.
2. Gary Armstrong and Philip Kotler, Marketing: An Introduction, 7th Edition, Pearson India, 2009.
3. Russ Winer, Marketing Management, 3rd Edition, Pearson education.2008.
4. Michael J Etzel, Bruce J. Walker, and William J Stanton, Marketing, 14th Edition, Mc Graw-Hill, 2007.
5. Peter Doyle, Phil Stern, Marketing Management and Strategy, 4th Edition, Pearson Education, 2006.

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

Introduction:

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

students to demonstrate an understanding of the basics of accounting and to explain how accounting can be used as a tool to assist in making business decisions.

Contents:

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

Books:

1. Charles T. Horngren, Gary L. Sundem, John A Alliot, Introduction to Financial Accounting, 9th Edition, Pearson India, 2009.
2. Frank Wood, Alan Sangster, Business Accounting – I, 11th Edition, Pearson Education, 2008.
3. Robert F. Meigs and Walter B. Meigs, Accounting: The Basis for Business Decisions, 12th Edition, Mc Graw Hill Inc., 2003.
4. Christopher Nobes, The Penguin Dictionary of Accounting, 2nd Edition, Penguin Group, 2003.

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

Introduction:

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

Contents:

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

Books:

1. James Arthur Finch Stoner, Freeman R., and Daniel R., Jr. Gilbert, Management, 6th Edition, Pearson India, 2009.
2. Stephen P Robbins, Marry Coulter, Management, 9th Ed, Prentice Hall Inc. 2007.
3. Richy W. Griffin, Management, 8th Edition, Wiley India, 2007.
4. Heinz Weihrich, Harold Koontz, Management: A Global Perspective, 11th Edition, McGraw Hill, 2004.

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

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

develop among the students excellence in written and oral communication. The course focuses on stimulating interest in the use of business English so that the students can write more accurately, clearly and precisely. The topics covered in this advance course also provide a thorough knowledge of report writing basics and techniques and will help the students to develop necessary skills to produce clear and effective reports.

Contents:

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

Books:

1. John V. Thill, Courtland L. Bovee, Excellence in Business Communication, 9th Edition Mc Graw Hill, 2010.
2. James S. O'Rourke, Management Communication: A Case/Analysis Approach, 2nd Edition, Pearson India, 2008.
3. Shirley Taylor, Communication for Business: A Practical Approach, 4th Edition, Financial Times Management, 2005.
4. Daniel G. Riordan & Steven E. Pauley, Technical Report Writing, 9th Edition, Wadsworth Publishing, 2004.

MGT-734 IT IN BUSINESS 3(3 – 0)

Introduction:

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

Contents:

Introduction of Information Technology, Internet Terminology, Browsing, Searching, Email, Computer Hardware: CPU, Memory, Motherboard, Computer Hardware: Storage: Magnetic, Optical, Computer Hardware: Input/Output Devices, Computer Software, Languages, MS Word : Creating and Formatting Documents, MS Word : Using some additional tools, Computer networks : introduction, Intranets, Extranets, and enterprise collaboration., Telecommunication networks, GSM, CDMA, FTTH, Wi-Max, , MS Excel: Spreadsheet overview, Data entering, formatting, editing, MS Excel: formula, function, chart, MS Excel: sort, filter, validate, naming, series, MS Excel and MS Word : Practice and test, MS Project: Project Planning, GANTT chart, Entering tasks, MS Project: Completing Project Plan., E-Commerce: Introduction and Concerns and issues, Process of developing an E-Commerce site, Database Systems: Introduction, terminology, MS Access: Creating tables, forms, and reports, MS Access: Creating a Database, Data Warehousing, Introduction to E-Banking, E-money, E-wallet, Information Security: Threats and their Remedies., Business Information Systems: Overview, Expert Systems, Robotics and Virtual Reality, MS PowerPoint: Creating, Formatting and editing slide shows., Mail Merge using MS Word with MS Excel and MS Access, Ethical Issues in Using Information Technology, Future Developments in Information Technology,

Books:

1. James O'Brien and George Marakas, Management Information System, 9th Edition, Tata McGraw-Hill, 2009
2. Peter Norton, Introduction to Computers, 6th Edition, McGraw Hill Technology education, 2006
3. Ralf Stair, Fundamentals of Information System, 3rd Edition, Pearson India, 2006
4. Barbara McNurlin, Ralph Sprague, and Tung Bui, Information Systems Management in Practice, 6th Edition, Pearson India, 2005

5. James A. Senn, Information Technology in Business, 2nd edition, Addison Wesley Longman, 1998

MGT-705 ECONOMIC THEORY 3(3-0)

Introduction:

The purpose of the course is to give students a thorough understanding of the principles of economics that are applied to the functions of individual decision makers, both consumers and producers, within the larger economic system. An overall theme is that macroeconomic theory is useful in helping us to understand real-world events, and in particular, to understand the role of macroeconomic policy. Specific theoretical ideas which recur are the importance of grounding macroeconomic theory in microeconomic reasoning and relatedly, the key role which economic agents' expectations of the future play in determining economic outcomes.

Content:

Microeconomics: Consumer's Behavior; determination of consumer's equilibrium. Analysis of demand and supply, Elasticity of Demand. determination of equilibrium price and its variations, elasticity of demand and methods of its measurement. Theory of production and cost, short run and long run analysis. Market and market structures; Pure competition and pure monopoly, Game theory and Oligopoly, equilibrium of firm and industry under different market situation.

Macroeconomics: Introduction to macroeconomics, basic parameters of an economy. Concepts of national Income. Equilibrium of national income and its determinants. Inflation; concept, causes and types. Business cycle, Classical theory of income and employment, Keynesian theory of income and employment, equilibrium in goods and money market, derivation of IS and LM curve, policy impact on both markets; fiscal and monetary policies.

Books:

1. Pindyck, Micro-Economics, 7th Edition, Pearson India, 2009
2. N. Gregory Mankiw, Macroeconomics, 5th Edition, southwestern college, 2008
3. Pindyck & Rubinfeld, Microeconomics, 6th Edition, Prentice Hall International, 2004
4. Samuelson & Nordhus, Economics, 18th Edition, McGrawHill, 2004

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

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

Contents:

Basic calculus, methods of solving equations, functions and equations, linear and quadratic equations, polymers and turning points, ratio of linear functions, differentiation and integration uses statistics and statistical data, table and chart construction, methods of data presentation, computing averages of ungrouped data, computing averages of grouped data, measures of variance, standard distribution, probability, probability distribution, frequency, statistical inference, estimation and testing of hypothesis, decision making by the use of statistics, time series, correlation, index numbers.

Books:

1. Sher M. Ch., Introduction to Statistical Theory, Ilmi Kitab Khana, 2009.
2. Alan Agresti, Barbara Finlay, Statistical Methods for the Social Sciences, 4th Edition, Allyn & Bacon, 2008.
3. Michael Sullivan, Statistics: Informed Decisions Using Data, 2nd Edition, Prentice-Hall Inc., 2006.
4. Richard A. Johnson, Statistics: Principles and Methods, 5th Edition, Wiley, 2005.
5. William L. Carlson, Betty Thorne, Applied Statistical Methods for Business, Economics, and the Social Sciences, 1st Edition, Prentice-Hall Inc., 1997.

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

This course emphasizes an empirical approach to the study of individual and group behavior within the context of the organization and as affected by a wide array of emerging organizational realities. It provides current and emerging theoretical and practical knowledge for understanding topics such as individual differences (personality), OB research methods,

motivation, job satisfaction, stress, leadership, managerial decision-making, and group processes. The major objective of this course is to understand basic organizational behavior concepts and research, models, and moving from individual behavior to the group and to the organization as a whole.

Contents:

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

Books:

1. Jerald Greenberg and Robert A. Baron, Behaviour in Organizations, 9th Edition, Pearson India, 2009
2. Steven L Mcshane and Mary Ann Von Glinow, Organizational behavior, 4th Edition, Tata McGraw Hill, 2008
3. George, M. J. & Jones, G. R., Understanding and Managing Organizational Behavior, 5th Edition, Pearson Education Co., 2008.
4. Fred Luthans, Organizational Behavior, 11th Edition, McGraw Hill, Higher Education, 2007.
5. Stephen P. Robbins, Organizational Behavior, 10th edition, Prentice Hall, 2002.

MGT-719 CONSUMER BEHAVIOR 3(3-0)

Introduction:

Consumer Behavior investigates the manner that people interact with products and their marketing environment. This can include the purchase of products (a new stereo), the consumption of services (Disneyland), or the disposal of goods (eBay). Since we are all consumers in the market place in some form consumer behavior can also tell us something about ourselves. As a result, consumer behavior (or CB) is one of the most interesting topics in Marketing. Understanding consumers enables marketers to more effectively meet the needs of buyers in the market, and be more successful in the market.

Contents:

Consumer Behavior in the Marketplace: Introduction to Consumer Behavior, The study of Consumer Behavior, Market Segmentation and Strategy, Consumers as Individuals: Personality and Lifestyles, Self and self identity, Consumer Motivation and Involvement, Attitudes and Persuasion, Consumer Perception, Consumer Learning and Memory, Communication and on-line Consumer Behavior, Product Meaning and Design, Consumers as Decision Makers: Individual Decision Making, Purchase Process / Problem Recognition, Information Search, Shopping / Retailing, Consumer Choices, Acquisition / Consumption / Disposal New Products / Diffusion, Postpurchase / Satisfaction, Consumers, Culture and Subcultures, Group influences and Opinion Leadership, Cultural Processes and Consumption, Social Influences, Family Influences, Subcultures

Books:

1. Leon Schiffman and Leslie Kanuk, Consumer Behavior, 9th Edition, Pearson India, 2009
2. David L. Loudon and Albert J. Della Bitta, Consumer Behavior Concepts and Applications, 4th Edition, Tata McGraw-Hill, 2007
3. Michael R. Solomon, Consumer behavior, 7th Edition, Prentice Hall, 2006
4. [Del I. Hawkins](#) and Kenneth A. Coney, Consumer Behavior: Building Marketing Strategy, 8th Edition, McGraw-Hill, 2000

MGT-763**MANAGERIAL ACCOUNTING****3(3-0)****Introduction:**

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

Contents:

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

Books:

1. Anthony A. Atkinson, Robert S. Kaplan, Ella Mae Matsumura, and S. Mark Young, Management Accounting, 5th Edition, Pearson India, 2009
2. Don Hansen and Maryanne Mowen, Management Accounting, 7th Edition, Thomson India, 2008
3. Garrison Noreen, Brewer Managerial Accounting, 12th Edition, McGraw Hill, 2007
4. Charles T. Horngren, George Foster, Srikan M. Datar, Cost Accounting: A managerial Emphasis, 10th Edition, Prentice Hall. 2003

MGT-711 OPERATIONS MANAGEMENT 3(3-0)**Introduction:**

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

Contents:

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

Books:

1. Scot T. Young, Essential of Production and Operation Management, Sage Publications Inc, 2009.
2. Lee J. Krajewski, Larry P. Ritzman and Manoj K. Malhotra, Operations Management: Processes and Value Chains, 9th Edition, Prentice-Hall Inc., 2009.
3. William J. Stevenson, Operations Management, 10th Edition, McGraw Hill, 2008.

4. Barry Render & Jay Heizer, Operations Management, 9th Edition, Prentice Hall, 2008.
5. R. Dan Reid and Nada R. Sanders, Operations Management: An Integrated Approach, 3rd Edition, Wiley, 2007.
6. R. Chase, F. R. Jacobs and N. Aquilano, Operations Management for Competitive Advantage, 11th Edition, McGraw-Hill/Irwin, 2005.

MGT-712

FINANCIAL MANAGEMENT

3(3-0)

Introduction:

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

Contents:

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

Books:

1. James C. Van Horne and John M. Wachowicz, Fundamentals of Financial Management, 12th Ed, Pearson India, 2009
2. Lawrence J. Gitman, Principles of Managerial Finance, 11th Edition, Pearson India, 2009
3. Stephen Ross, Randolph Westerfield, and Bradford Jordan, Fundamentals of Corporate Finance, 8th Edition, Tata McGraw-Hill, 2008
4. Muralimohan Banerjee, Fundamentals of Financial Management, PHI, 2008
5. Eugene F. Brigham and Micheal C. Ehrhardt ,Financial Management, Theory and Practice, 11th Edition, Prentice Hall Publisher, 2007

MGT-713 HUMAN RESOURCE MANAGEMENT 3(3-0)**Introduction:**

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

Contents:

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

Books:

1. Michael Armstrong, Armstrong's handbook of human resource management, 11th Edition, Kogan Page, 2009
2. R. Wayne Mondy, Human Resource management, 10th Edition, Pearson India, 2009
3. Mejia, David Balkin, and Robert Cardy, Managing Human Resource, 4th Edition, Pearson India, 2008
4. Gary Dessler, Human Resource Management, 10th Edition, Prentice Hall, 2004

MGT-730 BUSINESS LAW 3(3-0)**Introduction:**

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

Contents:

Introduction and Course Overview, Legal Environment Of Business; Sources Of Law; Courts And Alternative Dispute Resolution, Business Organizations, Entrepreneurships, Sole

Proprietorships, and Partnerships and Partnership Act 1932, Corporate Formation, Corporate Directors, Officers, Shareholders and Corporate Liability, Special Forms of Business, Securities Regulation; Corporate Governance, Contracts Act, Formation of Contracts, Performance of Contracts and Remedies, Sales And Leases Of Goods, Sales And Leases Of Goods; Warranties, Negotiable Instruments And Banking, Checks And Banking, Creditor Relationships, Personal Property, Real Property, Employment Law And Agency, Ethics and Social Responsibility, Labor and Worker Protection, Antitrust Law.

Books:

1. Nazir Ahmed Shaheen, Corporate Law and Secretarial Practices, 1st Edition, Petiwala Book Depot, 2009
2. Hand Book of Mercantile Law (Bare Acts), Petiwala Book Depot, 2009
3. Imran Ahsan Khan Nyazee, Company Law, 1st Edition, ALSI Publishers, 2008
4. Shukla, Mercantile Law, 13th Edition, S. Chand and Company, 1992
5. L B Curzon, Dictionary of Law, 13th Edition, Pitman, 1988
6. Selected Sections of Companies Ordinance 1984

MGT-777 RESEARCH METHODS

3(3-0)

Introduction:

The research methods course introduces students to the principles of research and the relationship between theory and methods. Particular attention will be placed on qualitative and quantitative research methodologies. The course will furthermore, enable participants to distinguish between scientific method and common sense knowledge.

Contents:

The Scientific Method; Research and Scientific Progress; What is Research?; The Research Process: An Overview; Research in Economics and Social Sciences; Introduction to Qualitative and Quantitative Research Methods, Types of Research, Qualitative Empirical Research; Quantitative Empirical Research; Experimental Research, Research Design The Research Problem; Sub problems; The Literature Review; Research Hypotheses, Research Design General Criteria for Research Design; Choosing an Approach; Choosing a Data Collection Strategy; Assumptions, The Research Proposal, The Problem and its Setting; The Review of the Literature; The Data and the Treatment of the Data; The Qualifications of the Researcher; Outline of the Proposed Study; Data Collection Strategies, Types of Data; Using

Secondary Data; Sampling Methods for Primary Data; Choosing a Sample Size, Survey Design, The Steps of Survey Design; Elements of a Good Survey; The Codebook; The Pilot Questionnaire; Conducting the Interviews, Data Preparation, Coding Primary Data; Inputting Secondary Data; Re-Coding Data; Selecting Observations, Data Analysis, Summary Statistics and Means Tests; Scatter plots; Some Common Regression Problems, Writing the Research Report, The Format of the Report; Notes on Writing; Presenting the Report

Books:

1. Alan Bryman, Social Research Methods, 3rd Edition, Oxford University Press, 2008
2. George M. Hall, How to Write a paper, 4th Edition, Wiley, 2008
3. Sharon Lawner Weinberg and Sarah Knapp Abramowitz, Statistics using SPSS – an Integrated Approach, 2nd Edition, Cambridge, 2008
4. Roger Gomm, Social Research Methodology – a Critical Introduction, 2nd Edition, McMillan, 2008
5. Uma Sekaran, Research Methods for Business – a Skill Building Approach, 4th Edition, Wiley India, 2008
6. C. William Emory and Donald R. Cooper, Business Research Methods, revised edition, R.D Irwin, 1980

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

Introduction:

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

Contents:

Study of Strategic management, Decision makers: strategic managers and the strategic audit, Environmental Scanning and Industry Analysis, Internal Analysis, Situation Analysis and Corporate Strategy, Business and Functional Strategy, Organizing, Staffing and Directing, Implementing Strategic Change, Evaluation and Control, Strategic Issues in MNCs.

Books:

1. Kazmi, Strategic Management and Business policy, 3rd Edition, Tata McGraw-Hill, 2008
2. Tom L. Wheelen and David Hunger, Strategic Management and Business Policy, 11th Edition, Prentice Hall, 2007
3. Charles Hill and Gareth Jones, Strategic Management: An Integrated Approach, 7th Edition, South-Western college Publisher, 2006

4. Jeffrey S. Harrison and Caron H. St. John, Foundations in Strategic Management, 2nd Edition, Thomson India, 2002

MGT-755 SUPPLY CHAIN MANAGEMENT 3(3-0)

Introduction:

This course primarily focuses on the concept of Supply Chain Management. Its objectives are to develop understanding among the students with supply chain operations, SC drivers and activities, cycles, inventory etc. This will help students to apply SC concepts to complex and realistic business management environments. The course addresses strategic issues related to marketing management

Contents:

Understanding the Supply Chain, Decision Phases, Process View of Supply Chain, Competitive & Supply Chain Strategies and Achieving Strategic fit. Drivers of Supply Chain Performance, A Framework for Structuring Drivers, Facilities, Inventory, Transportation and Information. Role of Distribution, Factors influencing Distribution Network, Manufacturing Storage with different options and value of distributors in supply chain. Role of Network Design, Factor influencing Network Design, and a framework for Network Design Decisions. Impact of Uncertainty on Supply Chain, Role of Forecasting in Supply Chain, Characteristics of Forecasts and Forecasting Approaches. Role of Aggregate Planning in Supply Chain, Responding to Predictable variability, Managing Supply, Managing Inventory and demand. Role of Cycle Inventory, Economies of Scale, Role of Safety inventory and determining appropriate level of Safety Inventory. Role of Sourcing in Supply Chain, Supply Scoring and Assessment, Supplier Selection and Contracts and role of Transportation in Supply Chain.

Books:

1. Ronald H. Ballou, Business Logistics/Supply Chain Management, 5th Edition, Pearson India, 2009
2. Rangaraj, Supply Chain Management for Competitive Advantage – concepts and cases, Tata McGraw Hill, 2009
3. Ballou h. Ronald and Srivastava k. Sameer,. Business Logistics / Supply Chain Management 5th edition. New Delhi, Pearson Ed Inc., 2008
4. Chopra, Sunil, Meindle, Peter, Supply Chain Management: Strategy, Planning and Operation, 2nd Edition. Singapore, Pearson Education Inc. 2004
5. Vivek Chopra,, Supply Chain Management Strategy, 3rd Edition, Pearson India, 2009

MGT-756 DATA ANALYSIS AND DECISION MAKING 3(3-0)

Introduction:

Business life is rife with problems to solve and decisions to make. People have a preferred style for solving problems, evaluating information and reaching decisions, the results, good or bad, tend to live with them forever. Therefore, managers require a sophisticated understanding of what one can (and cannot) infer from data, and how to use those inferences to make good decisions. This course is aimed at providing the students with analytical techniques for making smart decisions. The students need to have some prior background in topics such as probability theory and statistics to be able to interpret and analyze data. The course will be built further on those fundamental concepts.

Contents:

Introduction to Data Analysis, Introduction to Decision Making and Decision Theories, Univariate, Bivariate and Multivariate Numerical Data, Simple Linear Regression, Nonlinear and Multiple Regression, Time Series Data and Forecasts, Autocorrelation and Autoregression, Time Series Smoothing, Time Series Seasonality, Regression Models for Time Series Data, Decision Models, Financial Models, Sensitivity Analysis, Multi-Attribute Utility, Uncertain Quantities, Decisions in Uncertain Situations, Monte Carlo Simulation, Decision Tree Models, Value of Perfect Information, Value of Imperfect Information, Risk Attitude Utility, Optimization Models

Books:

1. Barry Render, Ralph M. Stair, and Michael E. Hanna, Quantitative Analysis for Management, 10th Edition, Pearson India, 2009
2. Robert H. Carver and Jane Gradwohl Nash, Data Analysis with SPSS version 16, Thomson India, 2009
3. S. Christian Albright, Wayne Winston, and Christopher Zappe, Cengage, Data Analysis and Decision Making with Microsoft Excel, 3rd Edition (Revised), Learning Academic Resource Center, 2008.
4. Ken Black, Business Statistics: Contemporary Decision Making, 5th Edition, Wiley, 2008.
5. Zur Shapira, Organizational Decision Making :Cambridge Series on Judgment and Decision Making, 7th Edition, Cambridge University Press, 2006

6. George E. Monahan, Management Decision Making: Spreadsheet Modeling, Analysis, and Applications, Cambridge University Press, 2000

MGT-75 PROJECT MANAGEMENT 3(3-0)

Introduction:

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

Contents:

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

Books:

1. Project Management Institute, Project Management Body of Knowledge (PMBOK), 4th Edition, PMI, 2009.
2. Project Management Institute, A Manager's Guide to Project Management (PMBOK Guide), 4th Edition, Project Management Institute, 2009.
3. Jack R. Meredith and Samuel J. Mantel Jr., John Wiley and Sons, Project Management: A Managerial Approach, 7th Edition, Wiley, 2008.

4. Harold Kerzner, John Wiley and Sons Project Management: A Systems Approach to Planning, Scheduling, and Controlling, 9th Edition, 2006.
5. Clifford Gray, Erik Larson , Project Management: The Managerial Process, McGraw-Hill, Management & Organization Series, 2003.
6. Svein Arne Jessen , Business by Projects, , Universitetsforlaget AS, 2002.
7. Manual published by GOP on Project Appraisal

MGT-758 MANAGING GROUPS AND TEAMS 3(3-0)

Introduction:

This course introduces you to the structures and processes that affect group performance, group interactions, key factors influencing group behavior, creating team players, team's culture, decision making and highlights some of the common pitfalls associated with working in teams. Upon successful completion of this course the students will have reliably demonstrated the ability to: Understand principles of team and group work, Diagnosing team and group problems, Apply techniques to improve overall performance within an team or group and Judge the right personalities for team work

Contents:

Work group behavior, External conditions imposed on groups, Group structure, processes and tasks, Group decisions making, Creating effective teams, Turning individuals into team players, Team culture, Fostering creativity and coordination, Contemporary issues in team management, Dealing with a variety of personalities, Achieving personality team fit.

Books:

1. Harris, sherblom, Small Group and Team Communication, 4th Edition, Allyn and Bacon Publishers, 2007
2. Mark Halan, High Performance Teams: How to Make Them Work, Praeger Publisher, 2004
3. J.T.Polzer, E. Mannix and M.Neale , Identity Issues in Groups: Research on Managing Groups and Teams, Volume 5, 1st Edition, JAI press, 2003
4. Nicky Hays, Managing Teams: A strategy for success, 1st Edition, Cengage Learning EMEA Higher Education, 2001.
5. Micheal T. Brannick, Eduardo Salas, Carolyn Prince, Team Performance Assessment and Measurement: Theory, Methods, and Applications, 1st Edition, Lawrence Erlbaum Associates, 1997

Annexure 2: SURVEY OF GRADUATING STUDENT

The survey was conducted by the students. There were 45 respondents. The results show that MBA programme has following qualities :-

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

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

- The course content should be aligned according to the current business environment.
- There should be permanent faculty members.
- Registration procedure should be improved to avoid long lines. The result of the detailed analysis is given on the next page.

ANNEXURES

ANNEXURE 3: ALUMNI SURVEY

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

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

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

ANNEXURE II: GRADUATING STUDENTS SURVEY

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

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

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

ANNEXURE 4: EMPLOYER SURVEY

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

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

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

Faculty Survey

The Purpose of this survey is to assess faculty members' satisfaction level and the effectiveness of programs in place to help them progress and excel in their profession. We seek your help in completing this survey and the information provided will be kept in confidence. **Indicate how satisfied are you with each of the following aspects of you situation at your department?**

No. Of Participants: 20

Question	Very satisfied	Satisfied	Uncertain	Dissatisfied	Very Dissatisfied
1. Your mix of research, teaching and community service.	59%	41%	0%	0%	0%
2. The intellectual stimulation of your work.	52%	48%	0%	0%	0%
3. Type of teaching / research you currently do.	62%	34%	3%	0%	0%
4. Your interaction with students.	79%	21%	0%	0%	0%
5. Cooperation you receive from colleagues.	69%	31%	0%	0%	0%
6. The mentoring available to you.	41%	45%	14%	0%	0%
7. Administrative support from the department.	72%	21%	7%	0%	0%
8. Providing clarity about the faculty promotion process.	10%	48%	38%	3%	0%
9. Your prospects for advancement and progress through ranks.	21%	55%	24%	0%	0%
10. Salary and compensation package.	0%	62%	24%	14%	0%

11. Job security and stability at the department.	10%	55%	34%	3%	0%
12. Amount of time you have for yourself and family.	21%	41%	14%	21%	3%
13. The overall climate at the department.	66%	34%	0%	0%	0%
14. Whether the department is utilizing your experience and knowledge	52%	45%	0%	3%	0%

ANNEXURE 5: FACULTY RESUME

Faculty Resume

Name	Ghulam Murtaza		
Personal	Address: Ghosia colony check no 9/11-L Tensile Chichawatni Dis. Sahiwal Contact No. 03057356232 Email: murtaza@baraniinstitute.edu.pk		
Qualification	Ms Management sciences		
Experience	Date	Title	Institution
	01/06/2014 to 23/05/2016	Lecturer	CFE Group of colleges Sahiwal Campus
	24/05/2016 to 30/07/2018	Lecturer	Barani institute of sciences Sahiwal Campus

	01/08/2018 to till date	Lecturer	Barani institute of sciences Burewala Campus
Honor and Awards			
Memberships			
Graduate Students	Years	Degree	Name
Postdocs	N/A		
Undergraduate Students			
Honor Students			
Service Activity	N/A		
Brief Statement of Research Interest	N/A		
Publications	Yes		
Research Grants And Contracts	N/A		
Other Research Or Creative Accomplishments	N/A		
Selected Professional Presentations	N/A		

Faculty Resume

Name	Muhammad Sohaib Anwar		
Personal	Address: House no.530 Tariq Bin Ziad colony, Vehari Email: Sohaibch686@gmail.com		
Qualification	MS Management Sciences major with Digital Marketing.		
Experience	Date	Title	Institution
	01-2-2021	Lecturer & S.O	BZU Multan Vehari Campus
	05-2-2017 to 10-8-2018	Lecturer & Campus	Punjab Group of College.

		Coordinator	UCP University Classes
	15-8-2019 to 15-4-2020	Lecturer & Campus Coordinator	KIPS Directorate Collegesoffice, Lahore & Islamabad
Honor and Awards	International Scholarship winner, International certification in Management & Businesses from National Research Tomsk States University Siberia.		
Memberships	Model United Nations , IBA Karachi Business School, COMSATS Literary society.		
Graduate Students Postdocs Undergraduate Students Honor Students	Years	Degree	Name
	2018	ADP &M.com.	UCP University
Service Activity	Project: I am working on a Project along Fed Minister Climate Change Madam Zartaj Gul & Advisor to Prime Minister Malik Amin Aslam.		
Brief Statement of Research Interest	N/A		
Publications	Two Research Papers are under process for publication 1: Impact Factor 2: HEC X- category Paper		
Research Grants And Contracts	N/A		
Other Research Or Creative Accomplishments			
Selected Professional Presentations	N/A		

Faculty Resume

Name	Wasim Sarwar
Personal	Address: chak no 259 E.B lot no 2 tehsil burewala district Vehari Contact No. 0321-6997258 Email: wasimsarwar259@gmail.com

Qualification	M.Phil history		
Experience	Date	Title	Institution
	01-10-2013	31-05-2014	Govt College chichawatni
	01-10-2014	10-04-2015	
Honor and Awards			
Memberships			
Graduate Students Postdocs Undergraduate Students Honor Students	Years	Degree	Name
Service Activity	Lecturer Pakistan studies		
Brief Statement of Research Interest			
Publications	In queue		
Research Grants And Contracts	N/A		
Other Research Or Creative Accomplishments	N/A		
Selected Professional Presentations	N/A		

Faculty Resume

Name	Mr. Muhammad Sajid		
Personal	Address: House-03 Street No-1 Sabzazar Town Burewala Contact No. +923216992135 Email: sajid_scorpio1@yahoo.com		
Qualification	MS Management Sciences		
Experience	Date	Title	Institution
	15-02-18 – Till Now	Lecturer	Barani Institute of Sciences Burewala

	2016-Till Now	Lecturer	Elementry School Educaor
Honor and Awards	Global Forum on Islamic Finance National Conference on advancement in Sciences and Research CIIT		
Memberships			
Graduate Students Postdocs Undergraduate Students Honor Students	Years	Degree	Name
Service Activity	Visiting Lecturer		
Brief Statement of Research Interest	N/A		
Publications	Intralingual error among ESL Learner at different level. Competitive Study a different level. European Journal of Scientific		
Research Grants And Contracts	N/A		
Other Research Or Creative Accomplishments	National Conference on advancement in Sciences and Research CIIT		
Selected Professional Presentations	N/A		

Faculty Resume

Name	AdeelAkram		
Personal	Address:Chak No-505/E.B Burewala Contact No.+923004455465 Email: adeelakram505@gmail.com		
Qualification	Master in Commerce / LLB		
Experience	Date	Title	Institution
	28-02-2018 to till date	Asst. Lecturer	Arid Agriculture Barani Institute Burewala Campus
	2008-2015	Lecturer	National College of Commerce

	2006-2007	Lecturer	Govt. College of Commerce
Honor and Awards			
Memberships			
Graduate Students	Years	Degree	Name
Postdocs	N/A		
Undergraduate Students			
Honor Students			
Service Activity	Visiting Lecturer		
Brief Statement of Research Interest	N/A		
Publications	N/A		
Research Grants And Contracts	N/A		
Other Research Or Creative Accomplishments	N/A		
Selected Professional Presentations	N/A		

Faculty Resume

Name	Naveed khan		
Personal	Address:H no 112 p block Burewala Contact No.03143500200 Email: naveedsaldera@gmail.com		
Qualification	MS Accounting & Finance		
Experience	Date	Title	Institution
	28-02-2018 to till date	. Lecturer	Arid Agriculture Barani Institute Burewala Campus
	2016-2018	Lecturer	Govt. College of Commerce
	2015-2016	Accounts officer	Continental Medical College Lahore
Honor and Awards	Gold Medalist		

Memberships			
Graduate Students	Years	Degree	Name
Postdocs	N/A		
Undergraduate Students			
Honor Students			
Service Activity	Permanent Lecturer		
Brief Statement of Research Interest	Accounting, Finance & Audit		
Publications	Yes		
Research Grants And Contracts	N/A		
Other Research Or Creative Accomplishments	N/A		
Selected Professional Presentations	N/A		

