

RIPHAH INTERNATIONAL UNIVERSITY
ISLAMABAD



SELF ASSESSMENT REPORT

MBAE
Faculty of Management Sciences
June 2017

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1.0 Executive Summary

This report is being prepared almost at the end of the assessment cycle for selected programs of Riphah International University, as per requirements of Higher Education Commission (HEC). Quality Enhancement Cell (QEC) was formed in Riphah in Oct 2009. Program Team Members of all faculties, were notified by University. They worked with Dir QEC to pursue the application of Self-Assessment Manuals in their respective departments/faculties. From each faculty, one program is being selected for preparation of SAR was selected.

Currently, in Faculty of Management Sciences (FMS), MBA (Executive) program is selected for self-assessment, evaluation and improvements. A strong commitment of Respected Vice Chancellor and Dean FMS to support QEC made the difference and resultantly, a cycle of assessment is about to complete.

1.1 Objectives

Following are the two main objectives of the self-assessment report: -

- a To implement Self-Assessment Manual in selected program with a view to improve quality in higher education.
- b To identify the areas, requiring improvements in order to achieve objectives through desired outcomes.

1.2 Execution

A soft copy of self-assessment manual was given to all faculty members. Quality awareness lectures and workshops on preparation of self-assessment report (SAR) were arranged for the Deans/in-charge programs and program team (PT) members of the selected program. Hard copies of HEC issued 10 proformas, 8 criterion and 31 standards were provided to PT members to evaluate their respective program against defined standards. The PT members with an intimate support and follow up of QEC, completed the SAR and forwarded to QEC in given time frame.

After reviewing SAR, QEC arranged visit of assessment team to the Faculty of Management Sciences program. Dy. Dir QEC accompanied the AT and

participated in discussions with in-charge program / program team members and available faculty members.

The Chairman AT during his discussion, indicated salient points of the SAR, account of his discussions with the faculty members, improvements required in the infrastructure, syllabi and training of the faculty and support staff (Annex-J). A few points were resolved during discussion. The implementation plan (Annex-K) basing on the discussions in exit meeting have been made by in-charge programs.

At the completion of Self-Assessment cycle, QEC will submit the hard and soft copy of SAR to HEC before 30th June 2017.

Director
Quality Enhancement Cell

Self-Assessment Report

2.0 Introduction

Riphah International University is a private university, chartered by the Federal Government of Pakistan in 2002. The university was established with a view to produce professionals with Islamic moral and ethical values. The Riphah International University is committed to promote and impart quality education with character building of the new generation in the light of Islamic principles and values. Riphah International University is committed to a value based integrated educational philosophy. It is running 10 faculties in 3 different campuses.

2.1 University Mission Statement

Establishment of state of the art educational institutions with a focus on inculcation of Islamic ethical values

2.2 Faculty of Management Sciences (FMS)

Faculty of Management Sciences is running following programs:

- a. Bachelor of Business Administration (BBA)
- b. Master of Business Administration (MBA)
- c. Master of Business Administration (Executive)
- d. Master of Science (Management Science) (MS)
- e. MS in Accounting and Finance
- f. Master in Project Management (MPM)
- g. MS in Project Management (MSPM)
- h. Diploma in Project Management (DPM)
- i. PhD in Management Science
- j. MS in Disaster Management
- k. Master in Disaster Management
- l. MS in Health Care Management
- m. Master in Health Care Management

- n. Diploma in Business Administration (PGD)
- o. Certificate in Business Administration (Cert BA)
- p. Short-term professional capacity building courses and trainings

2.3 Program Selected

Riphah International University has selected the **MBA (Executive)** as model program for Self Assessment Report (SAR) for the year 2015-16 under the directives of HEC.

The selected program is in the process of getting accredited by National Business Education Accreditation Council (NBEAC). The program has got inbuilt mechanism for the revision of syllabi, has competent faculty and adequate infrastructure. New and modern tools have been introduced in the program to conduct research and quality teaching.

2.4 Program Evaluation

The program is being evaluated based on 8 criterion and 31 standards as given in the Self Assessment Manual provided by Higher Education Commission (HEC).

3.0 Criterion 1: Program Mission, Objectives and Outcomes

3.1 Standard 1-1

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

3.1.1 Program Mission Statement

The mission of faculty of management sciences is to exhibit excellence in teaching and research for our undergraduate and graduate students with emphasis on Islamic ethical values, integrity, social responsibility and entrepreneurial spirit along with continuous learning.

3.1.2 Program Objectives

The MBAE program aims to accomplish following objectives on completion of the degree:

1. To develop individuals with outstanding Managerial and leadership Skills

2. Impart expertise in decision making, management of business challenges, Entrepreneurship, Strategic planning, Marketing, Human resource management, Commerce and other related fields.
3. Make student to become highly responsible professional managers, who can identify and solve real-life complex business problems, but also serve as contributing professionals to solve social and economic problems.
4. To prepare students to work within ethical values and betterment of the society at large.

3.1.3 Alignment of Program Objectives with Program & University Mission Statements

MBAE program objectives are defined in the light of program and university mission statements that require the output to be inclusive of ethical values and industrial skills. This is done by imparting business, research related skills and sense of ethics in students through defined set of courses and training.

3.1.4 Main Elements of Strategic Plan

Strategic plan for MBAE defines the overall layout of the areas/elements that are included in the program to educate students to post graduate level. Provides an environment in which students primarily interested in a career of research, teaching and professional field of business and management. These elements prepare students through theory and practical work. These elements are Program Curriculum Design, Program Contents, Program Delivery Methodology and Program Output Evaluation.

3.1.5 Program Contents

MBAE program is comprised of 66 credit hours. 36 credit hours are for core subjects, whereas, 26 credit hours are for specialization related subjects, while, 6 credit hours are for final project.

3.1.6 Curriculum Design

Regular meetings of Board of Studies (BOS) and Board of Faculty (BOF) are conducted to review the curriculum. Prior to this, a regular meeting is called and

faculty members provide their feedback regarding course content and teaching methodology. These recommendations and observation are discussed in Board of Studies (BOS) meeting.

Once a proposal is discussed in BOS, its recommendations are forwarded to BOF. The BOF reviews the proposals and forwards the recommendations to Academic Council for the final approval. After the approval of a proposal by Academic Council the Dean is responsible for its implementation.

To ensure quality, a regular feedback from stakeholders is ensured. They include industry, students, faculty, alumni etc.

3.1.6.1 Program Delivery Methodology

To improve the delivery of the courses the department requires weekly, and semester wise course planners from the entire visiting and permanent faculty. Furthermore, senior faculty members occasionally sit in classes (picked on random basis) and take observations. These observations are discussed in person with respective faculty and in faculty meeting to learn from each other's experience.

Similarly Quality Enhancement Cell (QEC) conducts student feedback surveys. QEC discuss the results of these surveys with Dean and Incharge Programs of RSL. Necessary improvements in content and delivery of courses are inculcated in the design and delivery section of curriculum.

Program delivery methodology includes interactive lectures, Workshop, Seminar, Real-time case studies, Interactive video, Research projects and group work.

Lectures

Program delivery methodology includes lectures to explain the theme of the course. Power point slides and relevant videos are used to explain the required content.

Case studies:

Case studies are assigned to students to expose them to real business problems. These assigned cases are discussed in the class rooms and pros and cons of alternative choices are critically evaluated jointly by the teacher and students.

Tutorials:

These tutorials are in addition to regular lectures and are specifically helpful to understand and solve the case studies and assignments.

Hands on exercises are done in labs on softwares such as SPSS etc. Industrial visits and internships are assigned to nurture students for their future professional life.

Program Output Evaluation

Students are given projects, assignments, and presentations in each course which ensure that intellectual skills are transferred to students who are then evaluated on the basis of their decision making, comprehension, and research skills in these projects, assignments and presentations.

- End term research project (6 credit hours from industry)
- Real life projects and assignment.
- Case Studies
- Applied concepts taught in labs (Quantitative Modeling)
- Professional softwares such as SPSS etc. are used, taught, and practiced.
- Seminars and workshops are conducted.

3.2 Standard 1-2

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

3.2.1 Program Outcomes

The MBAE program is designed to produce following outcomes:

1. Graduates will be able to perform the fundamental activities of business
2. Graduates will be able to understand and apply business analytics in business decision making.
3. Students will be able to execute tasks in positive and constructive manner.

4. Graduates will be able to identify areas where ethical issues may arise in their work or discipline.
5. Graduates will be able to start entrepreneurial activities

3.2.2 Program Objectives and Outcomes Matching

Program Objectives	Program Outcomes				
	1	2	3	4	5
1	X	X	X		X
2	X	X	X		X
3	X	X	X		X
4				X	X

Table 1: Outcomes versus Objectives

3.3 Standard 1-3

The results of Program's assessment and the extent to which they are used to improve the program must be documented.

The program is being evaluated based on 8 criterion and 31 standards as given in the Self-Assessment Manual provided by Higher Education Commission (HEC). QEC staff carries out course and teacher evaluation survey in order to ensure unbiased feedback from students. The gathered data is analyzed by QEC and results are provided to department officials for further actions.

Dean of the Faculty of Management Sciences reviews the output and decides to put up the results in Board of Studies and Board of Faculty meetings for further discussion and actions. Initially the results are brought up in Board of Studies, who may decide to move results to higher level for discussion and decisions if required. This meeting is held during summer time every year.

The result of the program assessment is shown below in graphical charts for courses evaluation and teachers' evaluations.

3.3.1 Course Evaluation

Courses evaluation is shown in the following graphical chart:

Sr. No	Course	Marks	Responses /Enrolled students on VLE
1	Managerial Decision Making	4.46	35/48
2	New Product Development	4.45	11/16
3	Strategic Brand Management	3.94	13/17
4	Advanced Research Methods	4.6	56/73
5	Investment and Portfolio Management	4.47	22/43
6	Marketing for Engineers	4.38	7/14
7	New Product Development	4.45	11/16
8	Investment and Portfolio Management	4.47	22/43
9	Problem Solving & Decision Making for Managers	4.35	14/22
10	Supply Chain Management	4.42	39/53
11	Trade & Business in Islam	3.92	6/25

Figure 1: Course Evaluation Bar Chart

Students have graded the courses against the course structure, teaching methodology, learning objectives and outcomes and practical implementation of theory. The total graded marks are 5. Following is the list of courses that are being evaluated by the students along with their course code and graded scores.

3.3.1 Teachers Evaluation

Teacher's evaluation is shown in the following graphical chart:

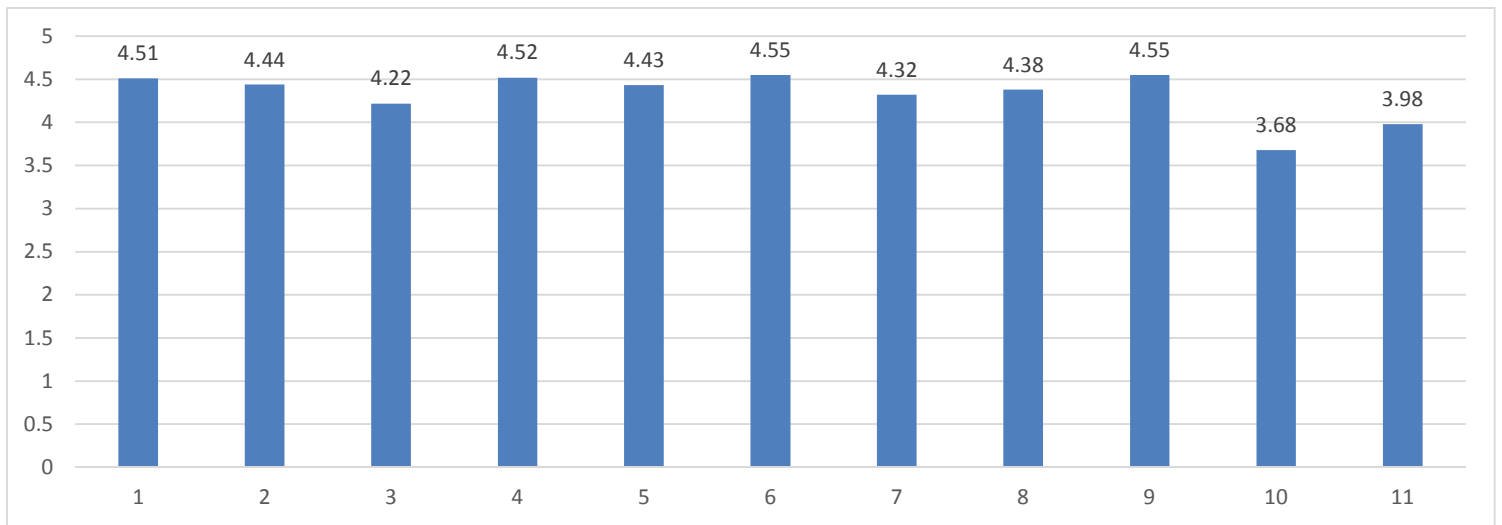


Figure 2: Teachers Evaluation Graph

Sr. No	Teacher Name	Course Name	Marks
1	Dr. Khurram Shahzad	Advanced Research Methods - MS Mgt	4.51
2	Dr. Shahzad Ahmad Khan	Strategic Brand Management - MS Mgt	4.44
3	Dr. Shahzad Ahmad Khan	Supply Chain Management - MS Mgt	4.22
4	Abdul Qayyum	Marketing for Engineers - MSEM	4.52
5	Abdul Qayyum 2	New Product Development - MS Mgt	4.43
6	Zeshan Ghafoor Awan	Problem Solving & Decision Making for Managers - MSEM	4.55
7	Zeshan Ghafoor Awan 2	Investment and Portfolio Management - MS Mgt	4.32
8	Zeshan Ghafoor Awan 3	Managerial Decision Making - MS PM	4.38
9	Zeshan Ghafoor Awan 4	Problem Solving & Decision Making for Managers - MSEM	4.55
10	Ikramullah Khan	Trade & Business in Islam - MS Mgt	3.68
11	Muhammad Ayub .	Trade & Business in Islam - MS Mgt	3.98

Students have graded the teachers against their lecture preparation, punctuality, general behavior, subject knowledge and teaching methodology. The total graded marks are 5. Following is the list of teachers that are being evaluated by the students along with the serial number and graded scores.

3.4 MBAE Program Strong and Weak Points

MBAE program is designed to educate students to meet the challenges of the modern world and present market needs. During the execution of the program

several observations were made that can be categorized as strong and weak points of the program. These points are listed below:

MBA Executive Program Strong Points:

- a. Attractive scholarship
- b. The curriculum has rich and logically arranged courses to prepare the students to be competent in research and professionally.
- c. Highly qualified and experienced faculty
- d. Research oriented environment
- e. Ideal location
- f. Weekend classes

MBA Executive program Weak Points:

- a. Poor condition of class rooms facilities (excessive light, multimedia, A.C)
- b. Poor condition of coordination office
- c. Lack of library resources

3.5 Significant Future Development Plans

Significant future development plan for the program includes rectification of weaknesses and improvement in overall performance of the program. As per agreed views, lack of learning resources will be rectified by the induction of more learning material including books, CDs and related research articles in the library. While, classroom facilities will be improved over a period of time during the next financial year. On the basis of self assessment, faculty management has decided to look into the improvement areas for course syllabi that would help achieve program objectives more efficiently.

3.6 Standard 1-4

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

3.6.1 Graduates/Undergraduates enrolled in last three years

Year	Enrolled
2014	53

2015	49
2016	62

3.6.2 Student Faculty Ratio:

FMS has 4-1 ratio.

3.6.3 Average GPA per semester:

The average GPA is 3.12

3.6.4 Average Completion time

The MBAE program has average completion time of 2 years.

3.6.5 Employer Satisfaction

The employer survey was conducted by Faculty with the help of QEC which resulted in 89% satisfaction level. See Annexure B for details.

3.6.6 Students Course Evaluation Average Response Rate

Student's course evaluation average response rate for all courses is 15.

3.6.7 Students Faculty Evaluation

QEC staff conducted the teachers' evaluation to ensure unbiased feedback. The results showed under section 3.3.2.

3.6.8 Research

The program faculty published research papers in different journals. List attached in Annexure E.

3.6.9 Community Service

The Faculty of Management Sciences launched a campaign to provide books to needy students in a nearby school. Faculty members and students were assigned different tasks regarding this campaign. Students were responsible to advertise and market the campaign in all campuses while faculty member were responsible to gather books and donations.

3.6.10 Students/Teachers Satisfaction

As per HEC defined standard, a ratio of 4:1 for the academic and administrative non-technical staff is maintained by the faculty of computing.

Students and teachers satisfaction is judged in different ways. For students this is done by faculty as well as QEC staff by conducting in-class discussions to know students views and through feedback provided by them on HEC Performa number

1 & 10. While, teachers satisfaction is judged using the HEC defined Performa number 5 and their views during in-person discussion with QEC staff.

4.0 Criterion 2: Curriculum Design and Organization

4.1 Title of Degree Program

MBAE

4.2 Definition of credit hour:

1.5 credit hours are 1.5 hour of theory lecture or 2 hours of laboratory (research) work in a week.

4.3 Degree plan

Following is the list of core courses taught in the selected program. Section 4.5 shows the details about these courses.

Sr. #	Course Name
1	Financial Accounting & Reporting- I
2	Principles Of Management
3	Business Economics
4	Principles Of Marketing
5	Marketing Management
6	Business Finance
7	Applied Statistics (Descriptive & Inferential)
8	Corporate Law
9	Cost Accounting
10	Financial Management
11	Business Research Methods
12	Corporate Governance
13	Strategic Management
14	Production and Operation
15	Banking and Takaful
16	Entrepreneurship
17	Business Communication
18	Introduction to HRM

19	Management Information System
20	Organizational Behavior
21	Project

4.4 Curriculum Breakdown

Semester	Course Number	Category (Credit Hours)				
		Math and Basic Science		Core Courses	Humanities and Social Sciences	Technical Electives / Others
		Math	Basic Science			
1	20			12		8
2	project			6		

Table 3: Curriculum Course Requirements (table 4.3)

4.5 Courses Information

4.5.1 Business Finance

4.5.2 Objective

1. Understand functions of business finance and finance manager.
2. Understand the basics of finance theory as it applies to corporate financial decisions.
3. Be able to understand and analyze financial statements.
4. Be able to apply tools and techniques of time value of money for investing decisions.
5. Understand and apply the concepts of risk and return for portfolio management.
6. Be able to apply the principles of capital structure in the determination of the appropriate level of debt for a company.
7. Be conversant with the incentives for and mechanics of issuing and retiring securities.
8. Be able to apply the weighted average cost of capital method to value real assets.
9. Understand the concepts and techniques of risk management

4.5.2.1 Books

Recommended Text Books (Latest available edition)

- Ross, Westerfield, Jordan: Corporate Finance Essentials.
- James C. Vanhorne: Fundamentals of Financial Management
- Eugene F. Brigham: Fundamentals of Financial Management
- Brealey, R. A. & Myers, Principles of corporate finance.

4.5.3 Business Economics

4.5.3.1 Objectives

1. Understand the key elements involved in business decisions.
2. Understand the strategies of the firm
3. Understand the nature of the market, price strategy and competitive environment.
4. Comprehend the functioning of the economy.
5. analyze the role of fiscal and monetary policy in stabilizing the economy.

4.5.3.2 Books

REFERENCE BOOKS:

- *“Economics: Theory and Practice” (7th edition) 2004 by Patrick J. Welch and Gerry F. Welch (W&W)*
- *“Principle of Microeconomics” (2001) by Mankiw N.G*
- *“Macroeconomics” by Mankiw N.G. 5th edition, (2006).*

REFERENCE:

- *Roger Leroy Miller (1998), “Economics Today” Addison Wesley*
- *Macroeconomics, 2007, by Olivier Blanchard.*
- *Economics: Principles, Problems and Policies by Campbell R*
- *McConnell and Stanley L. Brue (M&B) 2005, McGraw Hill Irwin*
- *Macroeconomics: Theories and Policies 8th edition, 2005 by Froyen R.T.*
- *Economics (2005) by Samuelson N.*
- *Economics: Principles and Application by Mankiw 2007.*

4.5.4 Principles Of Management

4.5.4.1 Objectives

1. Hold informed conversations with functional specialists and understand how to draw effectively on their expertise in managing organizations.
2. Understand the relevance of the western management principles and theories, for local settings.
3. Understand the Islamic perspective of managing businesses and organizations.
4. Apply course concepts and theory in a practical context.
5. Integrate several of the disciplines studied
6. Demonstrate empirical investigative skills by producing an in-depth analysis of a management situation usually presented through case studies, resulting in recommendations for a programme of action.
7. Recognize the need to take a holistic approach to performance improvement rather than a narrowly functional approach.

4.5.4.2 Books

Mary Coulter & Robbins, Management, International ed.

4.5.5 Principles Of Marketing

4.5.5.1 Objectives

1. Explain the importance of customer relationship in marketing.
2. Understand the marketplace and the consumers.
3. Discuss the elements in marketing mix.
4. Discuss supply chain management in marketing.
5. Outline the functions of marketing communication.
6. Discuss social responsibility and ethics in marketing.

4.5.5.2 Books

RECOMMENDED TEXT BOOKS

Principles of Marketing By Philip kotler, 11th edition

4.5.6 Marketing Management

4.5.6.1 Objective

1. To provide an understanding of and appreciation for the role of marketing in managing a business.
2. To share his/her experience of the concepts and skills utilized by today's marketing managers.
3. To describe the major elements of marketing process, including the influence of external environments on marketing, marketing research, consumer behavior, market segmentation, product strategy, distribution strategy, promotion strategy, pricing strategy, and positioning strategy.

4. To understand the advances in information technology that is shaping new marketing opportunities and strategies.
5. To understand the increasingly intense competition that is affecting the global markets

4.5.6.2 Books

➤ **REFERENCE BOOKS:**

- William J. Stanton & Charles Futrell, *Fundamentals of Marketing*, McGraw Hill.
- Jagdish Sheth and Dennis E. Garrett, *Marketing Management: A Comprehensive Reader*, South Western Publishing.
- E. Jerome McCarthy & William.D.Pareanth, *Basic Marketing: Managerial Approach*, IRWIN.

The Principles of Islamic Marketing by Baker Ahmad Alserhan, Gower Publishing

4.5.7 Financial Accounting & Reporting- I

4.5.7.1 Objectives

1. Comprehend the language of accounting and financial reporting;
2. Understand Accounting Cycle
3. Understand the role of Journal, Ledger and subsidiary books
4. Be able to prepare balance sheet, profit and loss and cash flow statement.
5. Understand Final accounts of companies.

4.5.7.2 Books

RECOMMENDED BOOKS

- *Williams, Haka, Bettner: Financial & Managerial Accounting, Latest Edition, Prentice Hall*
- *Professor Muhammad Ammanullah Khan: Financial Accounting, Latest Edition*
- *Frank Wood's: Business Accounting 1, Eleventh Edition*

4.5.8 Applied Statistics (Descriptive & Inferential)

4.5.8.1 Objective

1. Apply arithmetic and algebraic skills to everyday business problems.
2. Use ratio, proportion and percent in the solution of business problems.
3. Solve business problems involving commercial discount, markup and markdown.
4. Solve systems of linear equations graphically and algebraically and apply to cost volume profit analysis.
5. Apply Statistical Representation of Data, Correlation, Time Series and Exponential Smoothing methods in business decision making
6. Use elementary probability theory and knowledge about probability distributions in enveloping profitable business strategies.

4.5.8.2 Books

- Mansfield, E., Statistics for Business & Economics: Methods and Applications.
- Danier, W.W., Terrell, J.C., Business Statistics: Basic Concepts and Methodology.

4.5.9 Corporate Law

4.5.9.1 Objective

1. To provide basic philosophy of conventional Business Law so to enable a student to critically analyze these laws with those present in other legal system.
2. At the conclusion of this course, the student will be:
3. To know about the basic concepts of conventional business law.
4. To know about basic aspect of conventional Business Law
5. To explain that how such different aspects can be practically applied in the modern market
6. Can determine various hurdles in the way of implementation of such Laws in the modern market
7. Can put forward some suggestion that how such hurdles can be removed
8. Can describe easily advantages of conventional Business Law in the business activities
9. Can describe disadvantages of conventional Business Law
10. Can determine that how business can be made profitable in the eyes of philosophy of such Laws
11. Can compare the conventional Business Law with other conventional business laws

4.5.9.2 Books

Author	Title	Edition/year published	Publisher
Sajid A Qurashi	Business Law	Latest Edition	
Liaqat Ali Butt	The Negotiable Instrument	Latest Edition	PLD

4.5.10 Cost Accounting

4.5.10.1 Objective

1. Be able to recognize the importance of Cost Accounting as a first step in the Manufacturing process.
2. Define Cost Accounting and explain its purpose within an organization.
3. Describe the steps involved in the Accumulation of Total Cost in different departments.
4. Distinguish between Financial accounting and Cost Accounting.

5. Prepare and provide cost data for the decision making of the higher management.
6. Product costing preparation and process costing analysis.
7. Able to prepare Cost of production and cost of goods sold statements for onward reporting to financial statements.

4.5.10.2 Books

1. Matz Usry latest Edition, Cost Accounting: Planning and Control
2. Matz, Hammer Usry (1985) 9th edition Cost Accounting *South-western Publishing Co*
3. Garrison H. Ray, Noreen W. Eric (2004) 10th edition Managerial Accounting, *Irwin publishers*

4.5.11 Financial Management

4.5.11.1 Objective

1. Understand functions of finance manager.
2. Understand the basics of finance theory as it applies to corporate financial decisions.
3. Be able to understand and analyze financial statements.
4. Be able to apply tools and techniques of time value of money for investing decisions.
5. Understand and apply the concepts of risk and return for portfolio management.
6. Be able to apply the principles of capital structure in the determination of the appropriate level of debt for a company.
7. Understand the factors influencing the determination of corporate dividend policy.
8. Be conversant with the incentives for and mechanics of issuing and retiring securities.
9. Be able to apply the weighted average cost of capital method to value real assets.

Understand the concepts and techniques of risk management

4.5.11.2 Books

4.5.12 RECOMMENDED BOOKS

- *Jemes C. Vanhorne: Fundamentals of Financial Management*
- *Eugene F. Brigham: Fundamentals of Financial Management*
- *Brealey, R. A. & Myers, Principles of corporate finance.*

4.5.12.1 Business Research Methods

4.5.12.2 Objective

1. Recognize the importance of research as a first step in Business Studies.
2. Translate basic/applied business issues into appropriate academic research questions.
3. Understand the links between the issues being investigated and the method of investigation.

4. Understand the relevance of Western research in providing solutions to the local managers by investigating the dominant theories business education.
5. Understand the governing principles in the qualitative and the survey research traditions, the merits and limitations of each, and of their independent and supporting roles in business contexts.
6. Use different softwares for statistical analysis and interpretation including SPSS, Amos, and E-Views etc.
7. Understand and apply the skills required to design and conduct research studies using qualitative and/or survey methods.
8. Acquire the ability to interpret research results and establish the substantive meaning and implications of the findings for managerial practice.

4.5.12.3 Books

- *William G. Zikmund, **Business Research Methods**, Latest Edition, Thomson Learning*

4.5.13 Corporate Governance

4.5.13.1 Objective

- Outline and discuss the key legal, political and economic features of the major corporate governance systems found around the world;
- Analyse how corporate governance systems influence performance, including both the performance of individual firms and the allocation of capital within a country;
- Discuss the evolution of diverse ownership and governance structures across different economies;
- Evaluate theories of the firm, and explain how they are relevant to the diverse range of ownership structures that exist in reality;
- Address such practical questions, as how should the board of directors and executive teams be composed; how should executives and board of directors be remunerated given the legal, political and economic framework in the country; how do CEOs decide about the mix of debt and equity finance and how does the mix affect their discretion and control over cash flow?
- Explain why the quality of corporate governance is relevant to capital formation;
- Discuss the moral and social responsibility dimensions of corporate governance;
- Describe why systematic failure of corporate governance can lead to failure of confidence that could spread from individual firms to entire markets or economies

4.5.14 Introduction to HRM

4.5.14.1 Objective

- Demonstrate an in-depth knowledge of the activities and decisions that inform the employment relationship and management including recruitment, selection, training, health and safety, employment laws, motivation, and productivity of employees.
- Understand the relevance of the HRM theories and practices, developed in Western settings, in indigenous cultures.
- Develop and design different forms and memos for recruitment, selection, TNA and performance appraisal of employees.
- Understand the Islamic perspective of managing human resource.
- Demonstrate and assess leadership in a professional context, by selecting and appraising appropriate styles for situations, and contributing and discussing relevant expertise, liaising with and assessing professional colleagues, and managing and evaluating a supporting team.
- Identify and discuss ethical implications of situations and decisions, and develop appropriate professional stances.
- Participate in selection of personnel using psychometric assessment techniques.
- Conduct internal research on HR-related problems at work, and communicate results effectively to colleagues and peers.
- Understand the difference between HRM theories, their relevance and application from indigenous context.

4.5.14.2 Books

- *By Luis R. Gomez Mejia, David B. Balkin, Robert L. Cardy **Managing Human Resources.** (Fourth ed.)*

4.5.15 Business Communication

4.5.15.1 Objective

1. To understand communication techniques and their importance in daily business life.
2. To develop strong writing skills.
3. To develop strong oral communication skills.
4. To persuade audience with their communication abilities.

4.5.15.2 Books

Author	Title	Edition/year published
Court Bovee, John	Business Communications	Latest, Prentice Hall

Thill	Essentials	
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4.5.16 Organizational Behavior

4.5.16.1 Objective

1. Understand the components of individual behavior and group behaviors in the organizational context.
2. Understand the relevance of the OB theories and practices, emphasized by Western texts, in local settings.
3. Understand the Islamic perspective of understanding and directing human behaviour towards achievement of goals.
4. Understand the causes of job dissatisfaction and stress as well as methods of improving job satisfaction and dealing with stress.
5. Analyze the impact of individuals and team behaviour on organizational productivity
6. Evaluate the impact of organizational structure, design, culture and change
7. Synthesize various theories of motivation and leadership and understand their application to workplace.

4.5.16.2 Books

- *Robbins, P. S., & Judge, T. A. (2009). Organizational Behaviour. 13th ed*

4.6 Standard 2-1

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

4.6.1 Group 1: Finance

- Business Finance
- Financial Management

4.6.2 Group 2 Accounting

- Financial Accounting & Reporting- I
- Cost Accounting

4.6.3 Group 3 Marketing/ Supply Chain

- Principle of Marketing
- Marketing Management
- Supply Chain Management
- Production and Operation
-

4.6.4 Group 4 Management /HR

- Principles Of Management
- Strategic Management
- Introduction to HRM
- Organizational Behavior

4.6.5 Group 5 Economics

- Business Economics

4.6.6 Group 5 Research

- Business Research Method

4.6.7 Group General

- Applied Statistics (Descriptive & Inferential)
- Corporate Law
- Corporate Governance
- Banking and Takaful
- Entrepreneurship
- Business Communication
- Management Information System

4.7 Standard 2-2

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

Elements	Courses
Theoretical Background	<ul style="list-style-type: none">• Business Research Management• Principle of Marketing• Marketing Management• Business Finance• Principles Of Management• Strategic Management• Introduction to HRM• Organizational Behavior• Corporate Law• Corporate Governance• Banking and Takaful• Entrepreneurship• Business Communication

Problem Analysis	<ul style="list-style-type: none"> • Applied Statistics (Descriptive & Inferential) • Management Information System • Supply Chain Management • Production and Operation • Business Economics • Financial Accounting & Reporting- I • Cost Accounting • Financial Management
------------------	--

Table 5: Standard 2-2 Requirement (table 4.5)

4.8 Standard 2-3

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

MBAE program is under accreditation by the National Business Education Accreditation Council (NBEAC).

Minimum Requirements for each program (Program Semester Credit Hours)

Program	Core Course	Electives
MBAE	30	30

Table 6: Program Credit Hours (appendix A table)

4.9 Standard 2-4

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

Same as Standard 2-3.

4.10 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.

Same as standard 2-3 and Standard 2-1 (table 4.4) as defined above.

4.11 Standard 2-6

Information technology component of the curriculum must be integrated throughout the program

MBAE program contain 20 courses, these courses educate the students with the concept of the research and its application in the field of business management. The knowledge provided during these courses is theoretical based on latest research throughout the program whenever students do practical work (data analysis) in laboratory for any course that required the knowledge of information technology (software application) concepts to execute the work.

The software majorly taught to the students are following

1. SPSS

4.12 Standard 2-7

Oral and written communication skills of the student must be developed and applied in the program.

Students go through report writing, research writing and presentation during the course work which develops the oral and written communication skills of the students.

5.0 Criterion 3: Laboratories and Computing Facilities

RIPHAH has established multiple laboratories for students to practice their learning outcomes. Following is the list of available laboratories available to MBA students:

1. Computer Lab I
2. Computer Lab II

The details about these laboratories are provided as under:

Laboratory Title	Computer Lab I	Computer Lab II
-------------------------	-----------------------	------------------------

Location & Area	Block A	All-Mezan
Objectives	Provide students with IT facility to practice software applications	Provide students with IT facility to practice software applications
Adequacy for Instruction	All required instructions are displayed in the lab at appropriate places for use by faculty, students and support staff.	All required instructions are displayed in the lab at appropriate places for use by faculty, students and support staff.
Courses Taught	Business Research Method	Business Research Method
Software Available	MS Office, Java, SQL Server, MS Visio, SPSS, Eviews	MS Office, Visual Studio, SQL Server, SPSS, Eviews
Major Apparatus / Equipment	Computers, Scanners, Multimedia,	Computers, Network Printers, Multimedia
Safety Regulations	Safety regulations are being strictly followed. See Annexure I for details of Laboratory Precautions.	Safety regulations are being strictly followed. See Annexure I for details of Laboratory Precautions.

Table 8: Laboratories Details

5.1 Standard 3-1

Laboratory manuals/documentation/instructions for experiments must be available and easily accessible to faculty and students.

Laboratory In-charge is the custodian of all the manuals and instructions concerning his laboratory. Its copies are also available with the Program Coordinator to be used by the faculty and students. These manuals and instructions are issued to desired entity through a defined process and proper record is maintained. The laboratory in-

charge keeps the manuals and instructions in laboratory for immediate access to students and faculty members during the laboratory work.

Laboratory equipment and facilities in Faculty of Computing (RIPHAH) are equally good and comparable to any high reputed university of the country.

5.2 Standard 3-2

There must be support personal for instruction and maintaining the laboratories.

Each laboratory is authorized two staff members, Laboratory In-Charge and Laboratory Attendant. Laboratory in-charge is responsible for overall maintenance of laboratory and also maintains the manuals and instructions while laboratory Attendant is responsible to maintain the laboratory equipment and general duties within the lab.

5.3 Standard 3-3

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

The computer laboratories have the latest computers & equipment. The program objectives are that students shall be equipped with IT skills at the end of the program and facilities (equipment and software) provided in the computer laboratories are adequate enough to achieve defined goals. Computing facilities in RIPHAH are extremely good and can be compared with any high reputed university of the country.

RIPHAH is running a comprehensive Campus Management System. It facilitates the faculty members in maintaining the attendance record, examination schedules, time tables and student's data.

6.0 Criterion 4: Student Support and Advising

Since the launch of RIPHAH in year 2002, all its programs have started and finished on schedule. The culture in RIPHAH is that teachers and students have

facility of frequent interaction, even after classes, for any professional and academic advice. This aspect is even highlighted and indicated by the students in the feedback on HEC Performa number 10, taken by the Quality Enhancement Cell (QEC) in the university.

6.1 Standard 4-1

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

The required and elective courses are offered in a logical sequence that grooms the students to obtain the program's defined objectives and outcomes.

6.2 Standard 4-2

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

All courses in the program are taught by the single faculty member. Courses are structured in the board of studies before commencement of each semester. Faculty members interact frequently among themselves and with students. Students are encouraged to participate in providing feedback and their views about course contents during and after the classes.

6.3 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.

Students are informed about the program requirements at the start of the session during orientation week by in-charge program and QEC staff. In-Charge Program acts as advisor to guide students to choose appropriate courses and also provide guidance on different issues. He also maintains a list of guidance points provided to

students during the semester and program, which is being evaluated at the end of the program to take necessary improvement.

In-charge student's affair provides professional counseling to students when needed. Students can get in touch directly with him/her for any advice.

In charge Industrial Liaison arranges industrial tours for students to improve their subject vision and technical know-how. He/She also invites professionals from different business entities to conduct interactive sessions with students for advice on professional matters/future career planning.

Program coordinator maintains a list of professional societies and technical bodies, that is provided to students on demand and students can get membership of such organizations on individual basis.

7.0 Criterion 5: Process Control

7.1 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 program has a well-defined admission criterion, which include evaluation of student's marks at different levels and admission test results. The admission is done once a year, in fall semester.

Students who have completed the 14 years of education with 4 years experiences are eligible to appear in the admission test of the program. Admission is granted strictly on the basis of academic record, admission test and interview.

Students from accredited universities are eligible to transfer their credits to RIPHAH. Students have to submit complete course curriculum and internal evaluation certificate of each subject from his/her previous institution duly signed

by head of department/principal. Student's applications in this regard are dealt on case to case basis. Such applications are discussed in Board of Studies to evaluate them and make decision. Dean of the faculty is the final authority to make decision regarding credit transfers.

This admission criterion is evaluated every 2 years by the board of faculties and academic council in the light of instructions issued by HEC. Minor internal adjustments regarding admission test result weightages or test contents are made.

7.2 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's name, after completion of the admission process, is forwarded to the Registrar office for registration in the specific program and the registration number is issued.

Students are evaluated through assignments, sessionals, mid-term tests and final examinations at the end of each semester. The laboratory work is done on regular basis as per schedule and contributes significantly towards the student's evaluation for relevant course. Only qualified students in each semester are allowed to join the next semester.

7.3 Standard 5-3

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

Vacant and newly created positions are advertised in the national newspapers, applications are received by the Registrar office, scrutinized by the respective Deans, and call letters are issued to the short-listed candidates on the basis of experience, qualification, publications and other qualities/activities as determined by the University in the light of HEC guidelines.

The candidates are interviewed by the University Selection Board. Selection of candidates is approved by the BOG. Induction of new candidates depends upon the number of approved vacancies. HEC also helps RIPHAH in enrolling the foreign faculty.

Faculty members are retained by giving them good remuneration, favorable teaching environment, research facilities and management support.

On yearly basis faculty performance is evaluated basing on HEC Performa number 10 by the students, Deans recommendations and with the counter signature of vice chancellor and pro chancellor. The annual increment is based on the recommendations of the Dean and the vice chancellor.

7.4 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.

Students are the recipient of the delivery of course material, through their teachers. The program is actively evaluated by Dean, In Charge program and QEC. The feedback of the taught is best instrument to measure that the course learning outcomes are met. The students give feedback on Performa number 1 regarding course contents and how it was delivered. Through Performa number 10, students evaluate and comment on teacher's efforts, put in to deliver the course contents, his

general conduct in the class, the environment, he, maintains and extra efforts, he makes to satisfy students, thirst for knowledge.

Faculty feedback is also taken on HEC Performa number 2 (Faculty Course Review Report) and Performa number 5 (Faculty Survey) which is a very useful activity to evaluate the course contents, learning and teaching environments and overall teachers satisfaction level. Course evaluation by teachers also indicates what percentage of desired outcome has been achieved by the course contents and what needs to be improved or changed.

This exercise is done once a year. The feedback is discussed with Dean and In charge program, who focus on making improvements in the weak areas, identified by the students. Teacher's evaluation performs are fed to the computer and bar charts are made. Each teacher is graded out of 5 marks. The comparative bar charts indicate level of performance of teachers, as visualized by the students. QEC formally submits these bar charts to Dean and Vice Chancellor for their information and taking of necessary corrective actions.

7.5 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 program is run on semester basis and at the end of each semester examinations are held to evaluate the student's progress in that semester. Qualified students are allowed to join next semester and this cycle continues till the end of 4th semester which is the final semester. At the end of 4th semester all students are required to submit their respective project. Student's final results are announced on the basis of project results and examination results.

Requirements of this standard are met through 3 Performa issued by HEC. The feedback is documented and its evaluation indicates degree of satisfaction of the graduates. Three forms (Performa 3, Survey of Graduating Students, Performs 7, Alumni Survey and Performa 8, Employer Survey) are extremely good instruments to measure the program outcomes.

The feedback is taken on yearly basis. The suggestions given by the graduating students and graduates working in the industry are given due weightage. For example a few graduates through Alumni survey indicated that business communication and proposal writing aspect in program may be increased. The proposal is being evaluated by Board of Faculty of the Management Science program and recommendations are being made to Academic Council to grant approval for change in syllabi.

The feedback of employers has been achieved. Generally, they are satisfied; however, they have recommended that graduates be given more practice in business communication and proposal writing skills. This is also being processed to make changes in syllabi.

8.0 Criterion 6: Faculty

8.1 Standard 6-1

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

Program Area of Specialization	Courses in the area and average number of sections per year	Number of faculty members in each area	Number of faculty with Ph.D Degree
Finance	Business Finance Financial Management	2	
Management and HRM	Principles Of Management Strategic Management Introduction to HRM Organizational Behavior Entrepreneurship Business Communication	6	
Marketing and Supply Chain	Principle of Marketing Marketing Management Production and Operation	3	
Economics	Business Economics	1	
Accounting	Financial Accounting & Reporting- I Cost Accounting	2	2
Group General	Applied Statistics (Descriptive & Inferential) Corporate Law Corporate Governance Banking and Takaful Management Information System	6	4
Research	Business Research Method	1	
Total		21	6

Table 11: Faculty Distribution by Program Area (table 4.6)

8.2 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

Faculty concurrency in the discipline is determined based on the criterion set by the University in the light of HEC guidelines. All faculty members submit their

professional resumes on HEC Performa number 9 (Faculty Resume) once a year. This information is compared with the existing criterion set by university for the concurrency of the post.

All full time faculty members are allocated teaching hours as per HEC defined limit which enables the faculty to have enough spare time to perform scholarly activities and improve their knowledge and skills.

Faculty members are provided with adequate resources for research and academic activities. Every faculty members has been provided with computer system and access to internet. Faculty members have also access to library materials for academic and research activities. Professional training is also provided to faculty if required to enhance their capabilities.

University has defined the development programs for faculty members under the arrangement of RARE (Riphah Academy of Research and Education). RARE holds frequent interactive sessions of junior and senior faculty to discuss teaching methodology with a view to train the young faculty members. This practice is done on yearly basis during the summer vacations. After every 2 year the development program is analyzed in Deans Council for its effectiveness and necessary improvements.

The university encourages the faculty to participate in research activities by providing them sufficient financial support within or outside university.

8.3 Standard 6-3

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

Faculty members are motivated through public appreciation and documented appreciation (annual performance evaluation report) by the In-Charge Program and Dean on regular basis.

The faculty survey of the program using HEC Performa number 5 indicates the mix reactions of the faculty, which indicates that teaching load be distributed evenly and more relaxed environment be generated. Cumulative results of faculty surveys are attached in Annexure G.

9.0 Criterion 7: Institutional Facilities

9.1 Standard 7-1

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

The university has provided e-learning facilities to faculty members and students. Each faculty member has a computer system with access to internet and e-learning library section.

Students have been provided a number of computer systems in the library to access e-learning section. Every student has been provided with user ID to access the e-learning resources from within the university library. The university library is linked with foreign universities libraries through internet.

The support staff to look after the e-learning resources is sufficient in number, trained and responsive. The university has provided enough funding to support the e-learning.

9.2 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 university library has enough technical books in hard copies to support the program learning. The internet access to the external universities libraries provides opportunities to the students and faculty to obtain knowledge from their technical resources.

The library is staffed with more than 8 professionals to help students and faculty members to get access to required book or learning material efficiently.

9.3 Standard 7-3

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

Enough class rooms are available to run the program as per desired schedule. In few class rooms, there is a need of up-gradation of multimedia and other resources. The work orders have been initiated and procurement process is in progress.

10.0 Criterion 8: Institutional Support

10.1 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.

University allocates enough financial resources each year to hire competent faculty as required.

As already listed in standard 5-3, Faculty members are retained by giving them good remuneration, favorable teaching environment, research facilities and management support.

As listed in standard 6-2, Faculty members are provided with adequate resources for research and academic activities to maintain their competence. Every faculty members has been provided with computer system and access to internet. Faculty members have also access to library materials for academic and research activities.

Professional training is also provided to faculty if required to enhance their capabilities.

10.2 Standard 8-2

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

The university follows the guidelines of HEC for admission in this program. The number of graduate students during the last three years is 21 with no research assistants and Ph.D student in the faculty.

10.3 Standard 8-3

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

Library at RIPHAH holds more than 45000 books for all programs. Sufficient number of computers are available to be used by the students. Library is organized to accommodate 50 students (male, female) in research cubicles as well as in the common places. Separate common rooms for male and female students are available with internet facility.

Laboratories at Riphah holds adequate equipment to be used by the students to carry out desired experiments and laboratory work. Each year a handful of budget is allocated for laboratories to maintain and upgrade the equipment and other facilities.

Computing facilities at Riphah provide excellent platform to students to enhance their learning capabilities. There are 2 computer laboratories in Faculty of computing, which are accessible to all students for their use.

11.0 Conclusion

The self assessment report of the Faculty of Management Sciences MBA Executive, Riphah International University, Al-Mizan Campus is an important document, which gives strengths and weaknesses of the program. The management is striving hard to improve infrastructure for establishment of conducive environment for studies. The faculty is focused on imparting quality education, introduction of new and innovative techniques and conduct of quality research to produce competent engineers. The report has been prepared after evaluating the program in the light of 8 criterion and 31 standards given in HEC's Self Assessment Manual. The program mission objectives and outcomes are assessed and strategic plans are presented to achieve the goal, which are again measurable through definite standards. Teachers' evaluation revealed satisfactory standards. Alumni surveys revealed variable results with regards to knowledge, interpersonal skills, management and leadership skill. Weaknesses are identified which are related to space, laboratories and equipment. Improvements in curriculum design and infrastructure are suggested which are based upon set, well defined and approved criteria. Examinations are held on schedules, academic schemes are prepared well in advance, transparent admission, registration and recruiting policy, excellent student teacher ratio are some of the strong areas of this program. The numbers of courses along with titles and credit hours for each semester, course contents for degree program are thoroughly planned. Their efficacy was measured through different standards and it was found to be satisfactory.

The facilities and shortcomings in the laboratory have been discussed. It was concluded that laboratory facilities and class rooms need further improvement. The need of refreshal courses for the fresh faculty on method of teaching cannot be over emphasized.

Proper steps are taken to guide the students for program requirements, communication, meetings, tutorial system, tours, students-teacher interaction etc. Some improvements have been suggested. As regards the process control covering admission, registration, recruiting policy, courses and delivery of material, academic requirements, performance and grading, university, as well as Higher Education Commission have set forth proper

rules, which are properly followed. At present there are nineteen faculty members who are highly qualified in their fields. However, faculty members need motivation for advanced knowledge, research and external training.

Institutional facilities were measured through Criterion 3; infrastructure, library, class room and faculty offices and in each case, shortcomings and limitations are highlighted. Institutional facilities need to be strengthened. Accordingly, institutional support will greatly promote and strengthen academic, research, management and leadership capabilities.

In conclusion, the strong and weak areas of the program are as under:-

11.1 Strong Areas

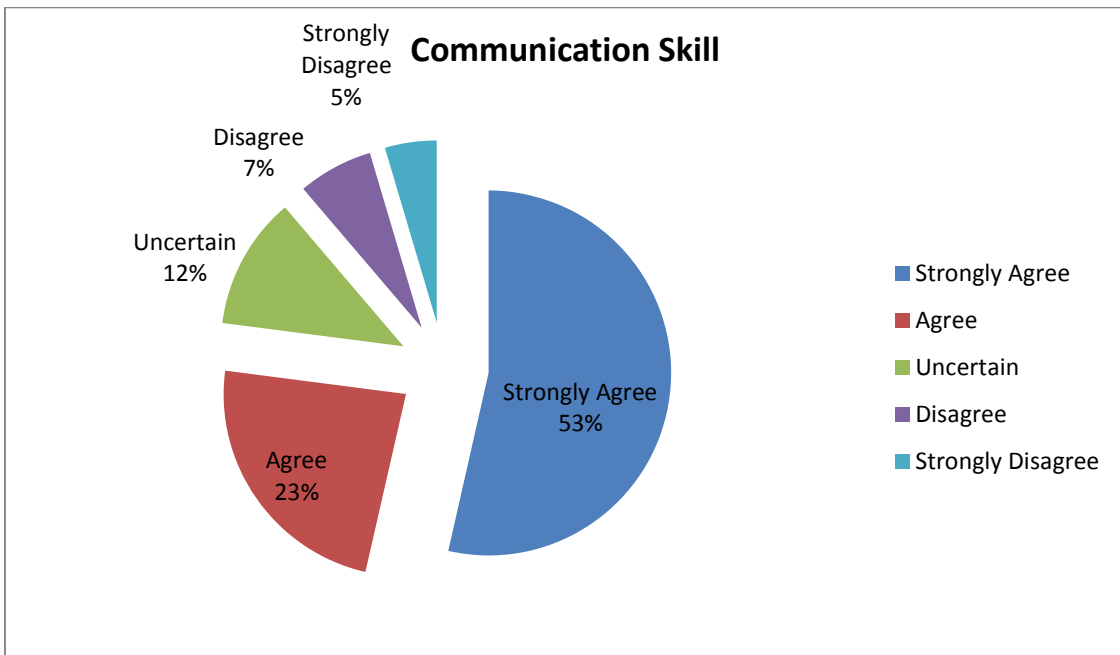
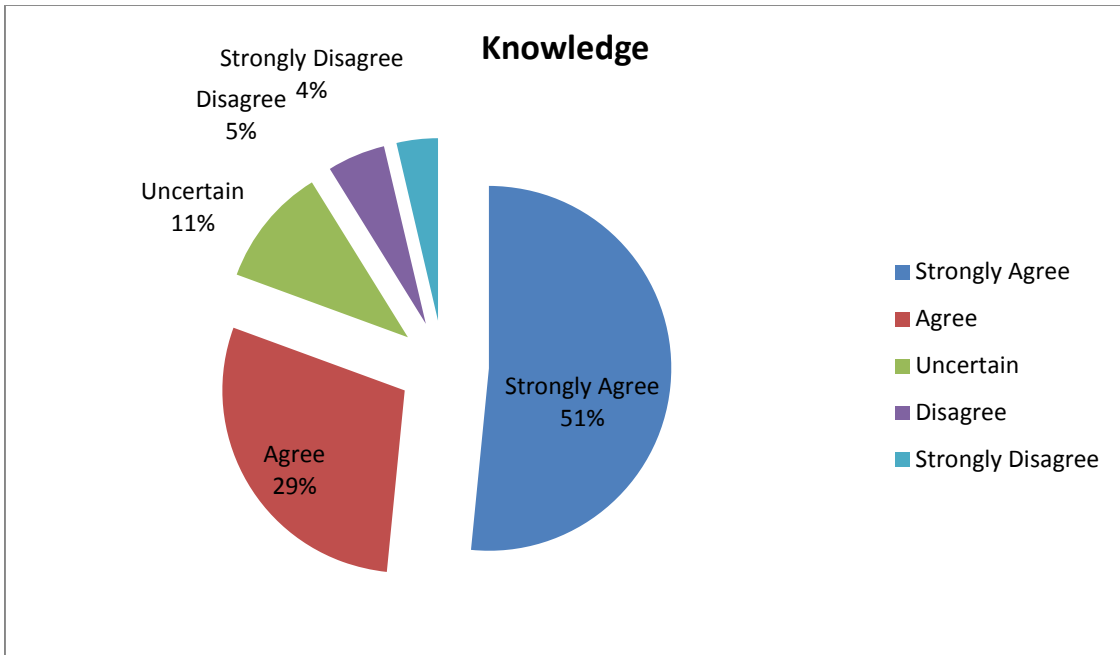
- ❖ Attractive scholarship
- ❖ The curriculum has rich and logically arranged courses to prepare the students to be competent in research and professionally
- ❖ Highly qualified and experienced faculty
- ❖ Research oriented environment
- ❖ Weekend classes
- ❖ Ideal location

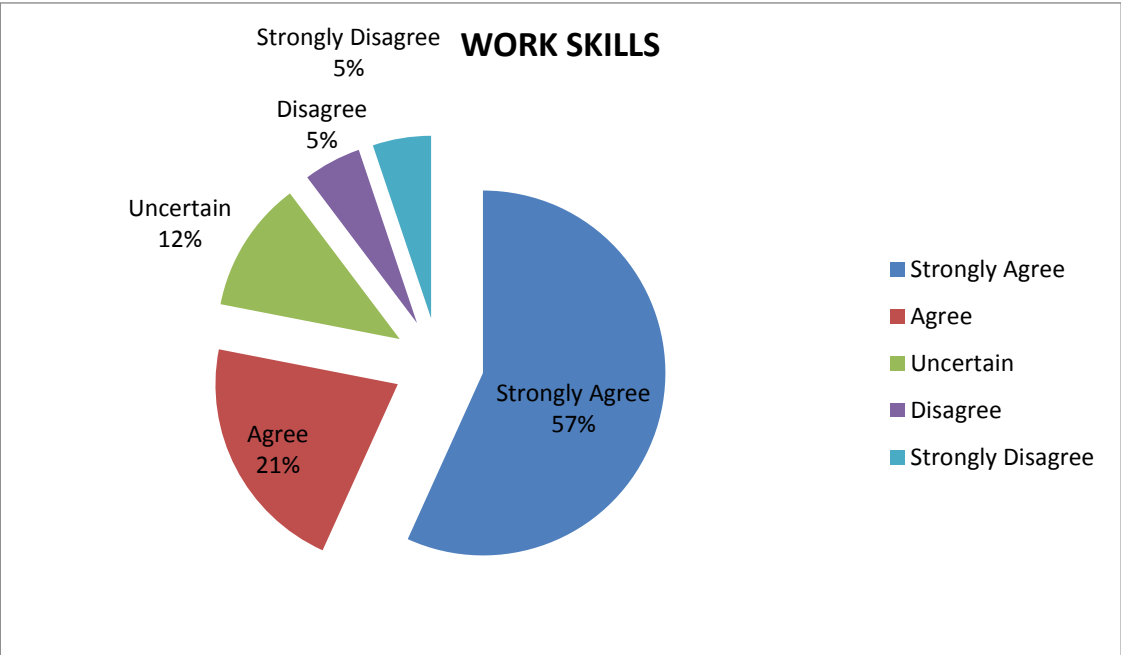
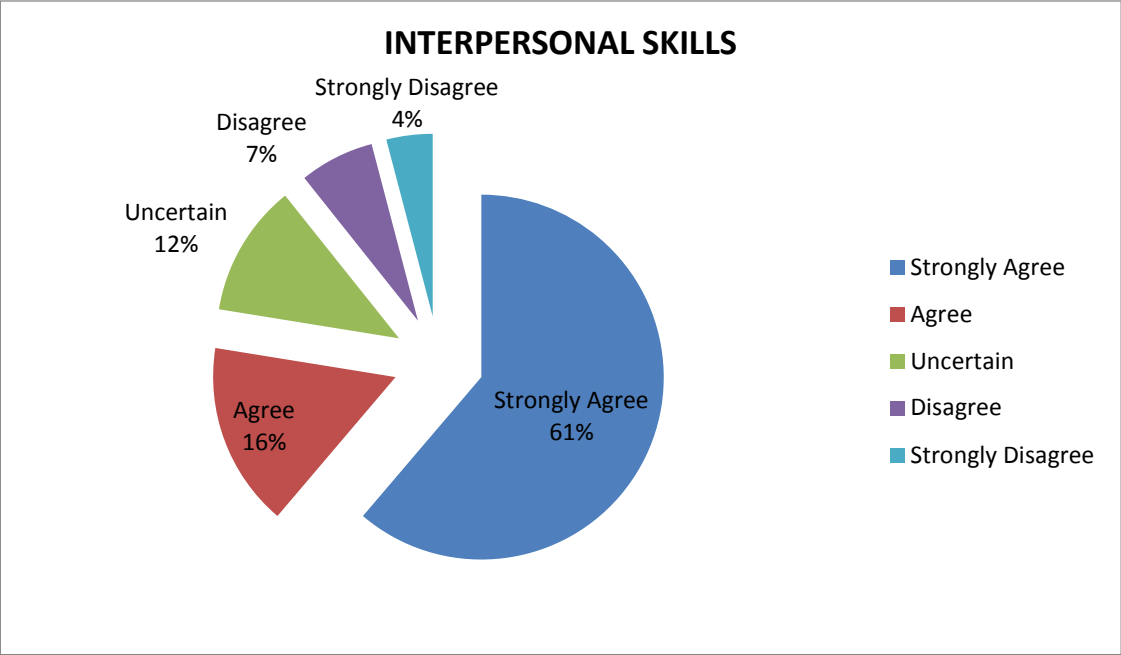
11.2 Weaknesses

- ❖ Poor condition of class rooms facilities (excessive light, multimedia, A.C)
- ❖ No proper coordination office
- ❖ Lack of library resources

Annexure- A:

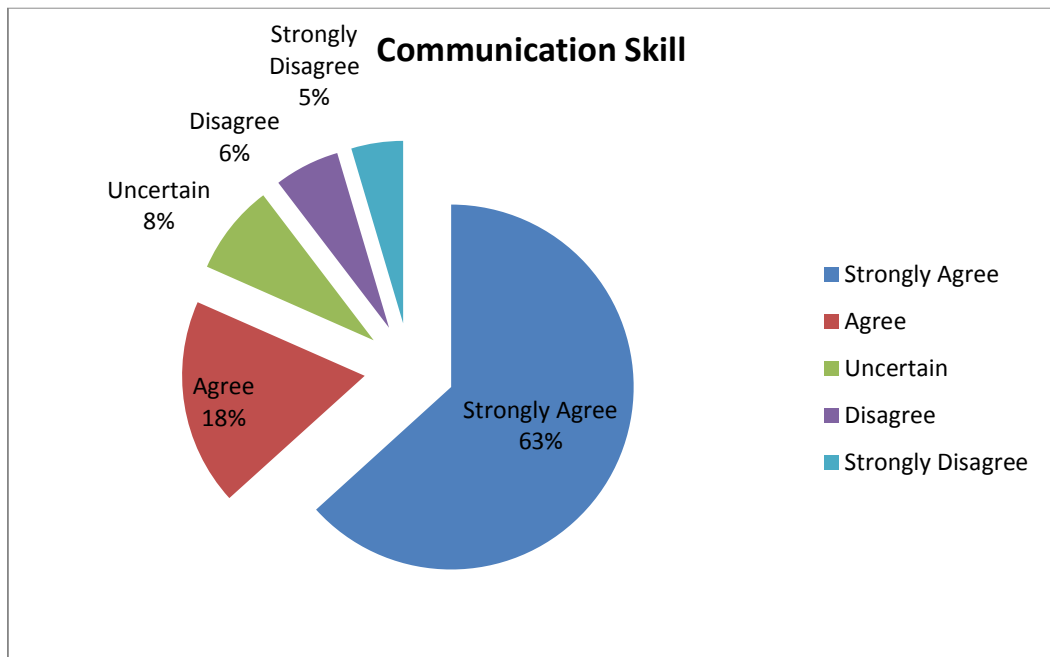
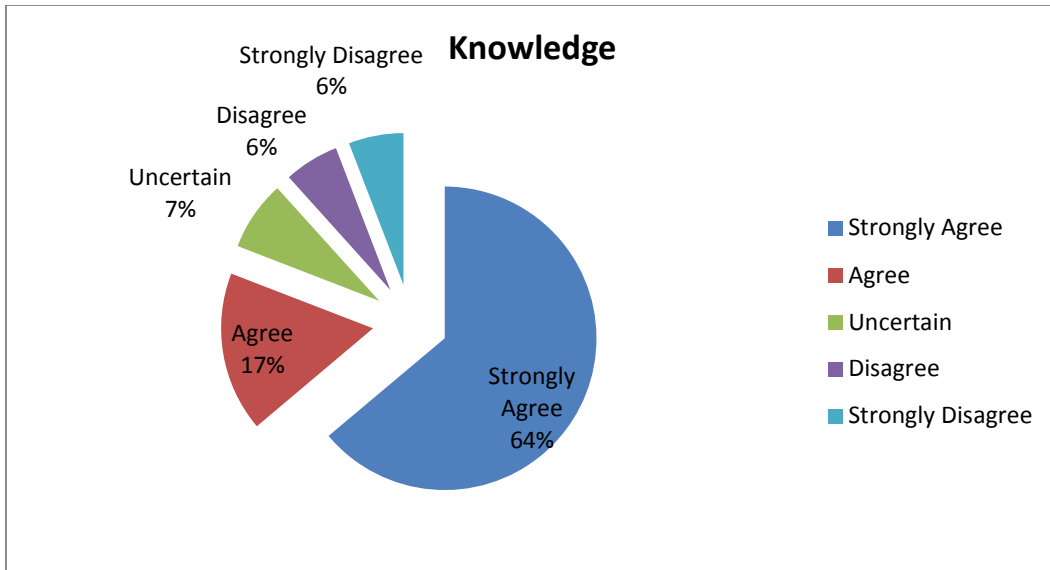
Employer Survey

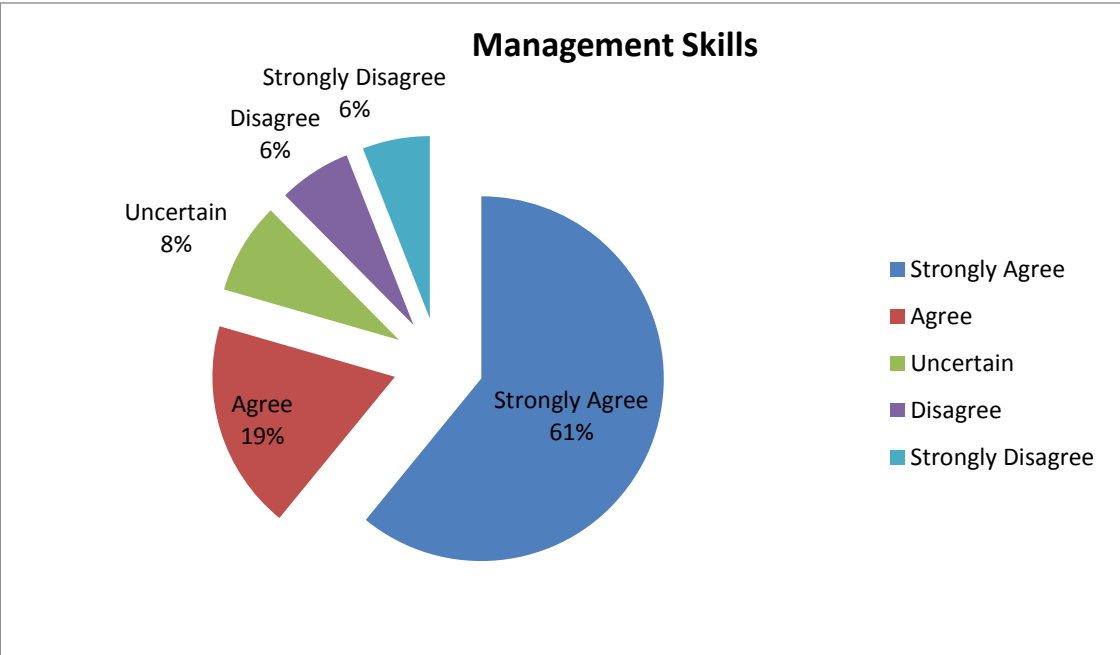
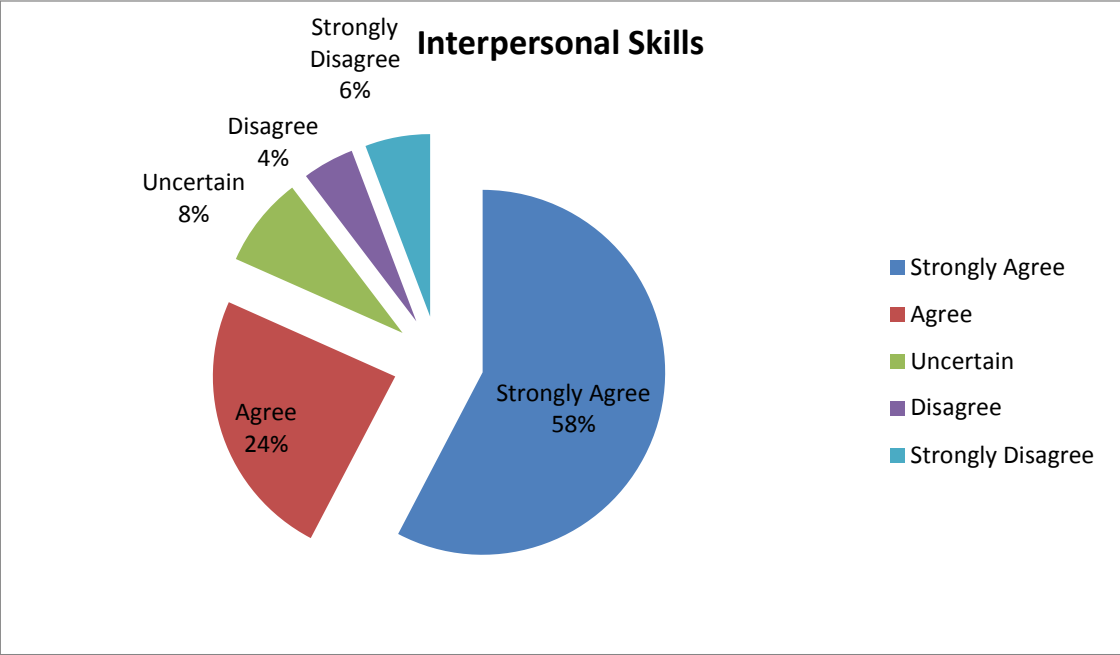




Annexure- A:

Alumni Survey

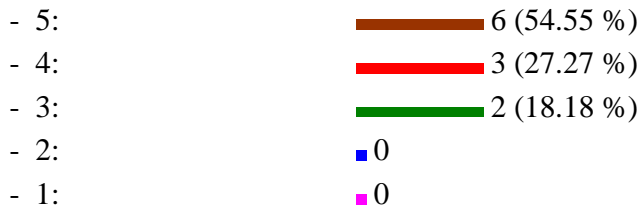




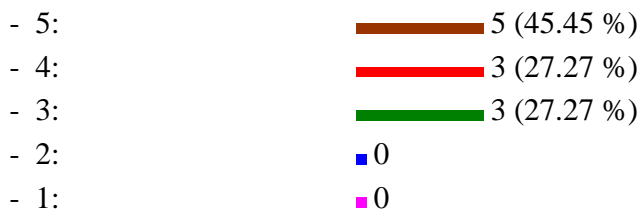
Annexure – C: Course Evaluation Survey

Course Corporate Law

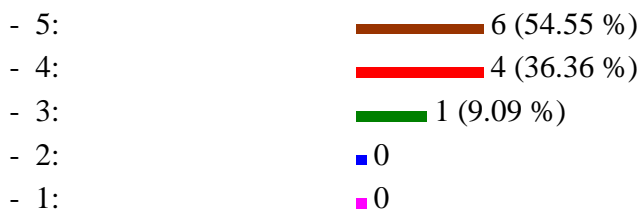
1. (1) The course objectives were clear.



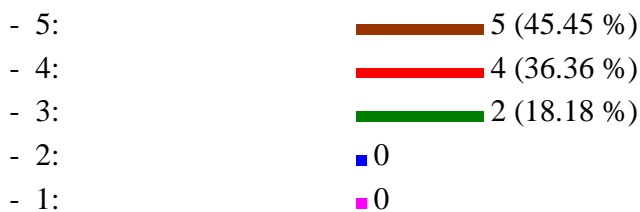
2. (2) The course workload was manageable



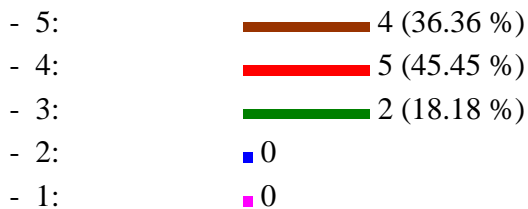
3. (3) The length of the course was appropriate



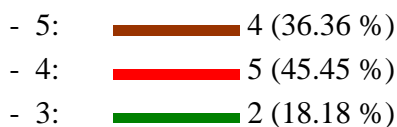
4. (4) Teaching methods encouraged participation



5. (5) The Teacher strictly follows the goals and objectives of the course.



6. (6) Learning materials (lesson plans, Course notes etc) were relevant and useful.



- 2: ■ 0
- 1: ■ 0

7. (7) Recommended reading books etc were relevant and appropriate

- 5: ■ 4 (36.36 %)
- 4: ■ 5 (45.45 %)
- 3: ■ 2 (18.18 %)
- 2: ■ 0
- 1: ■ 0

8. (8) I understood all the lectures

- 5: ■ 5 (45.45 %)
- 4: ■ 5 (45.45 %)
- 3: ■ 1 (9.09 %)
- 2: ■ 0
- 1: ■ 0

9. (9) The pace of the course was appropriate

- 5: ■ 4 (36.36 %)
- 4: ■ 3 (27.27 %)
- 3: ■ 4 (36.36 %)
- 2: ■ 0
- 1: ■ 0

10. (10) The methods of assessments were fair

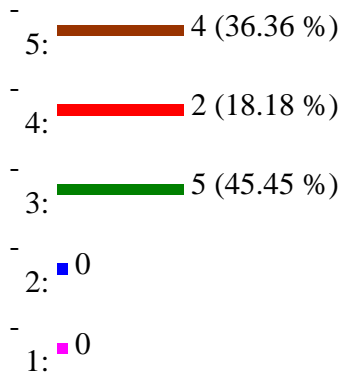
- 5: ■ 5 (45.45 %)
- 4: ■ 2 (18.18 %)
- 3: ■ 3 (27.27 %)
- 2: ■ 1 (9.09 %)
- 1: ■ 0

11. (11) As a result of taking this course my interest and curiosity about the issues and questions in this subject area has grown

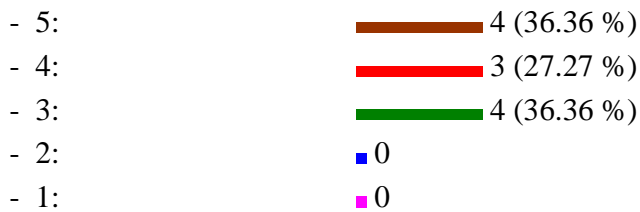
- 5: ■ 5 (45.45 %)
- 4: ■ 4 (36.36 %)
- 3: ■ 2 (18.18 %)
- 2: ■ 0
- 1: ■ 0

12. (12) As a result of taking this course my thinking is more focused and systematic,

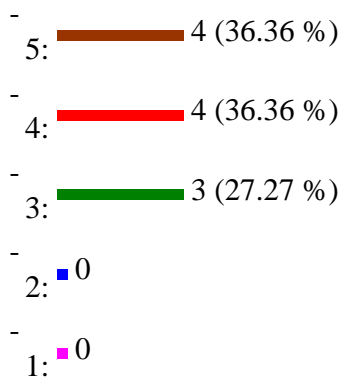
at least in this subject area.



13. (13) The material in the practical was useful (if applicable)



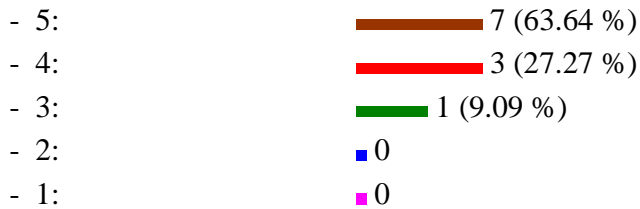
14. (14) In this course, I improved my ability to give sound reasons regarding issues in this subject area



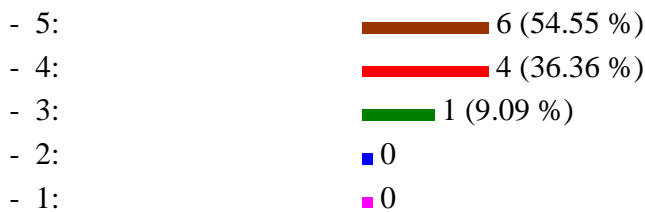
Annexure D: Students Teacher Evaluation

Teacher: Mr. Zeeshan Ghafoor

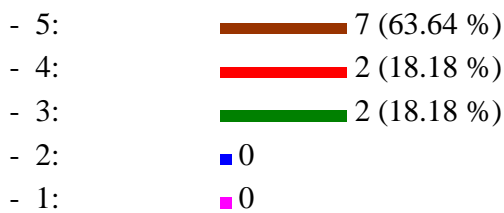
2. (1) The Teacher starts and finishes class on time



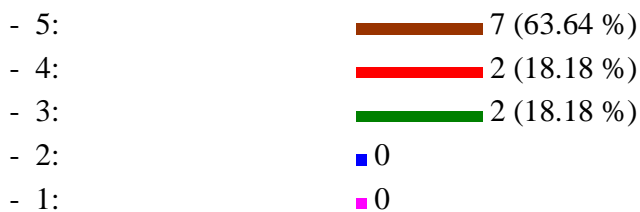
3. (2) The Teacher comes duly prepared for the lecture in each class



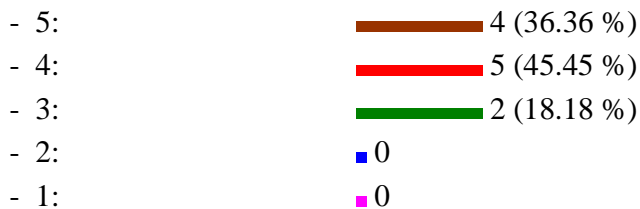
4. (3) The Teacher utilizes full time of class focusing on the subject matter



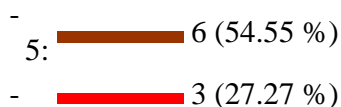
5. (4) The Teacher demonstrates knowledge of the subject

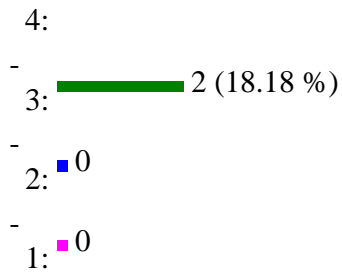


6. (5) The Teacher has covered the whole course

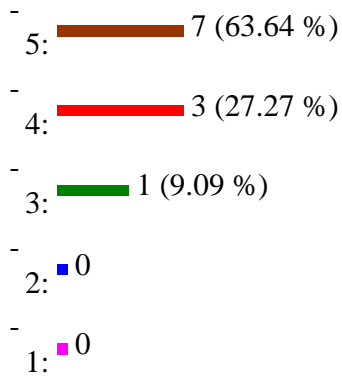


7. (6) The Teacher is available for after class consultations during the specified office hours.

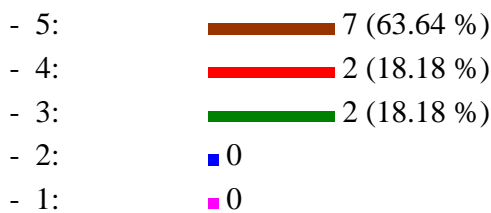




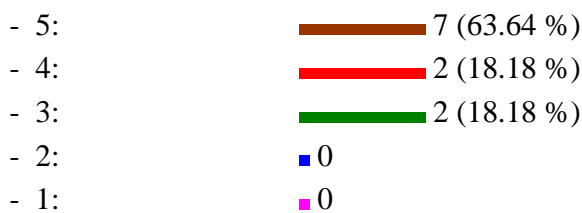
8. (7) The Teacher provides additional material/books/internet references apart from the text book



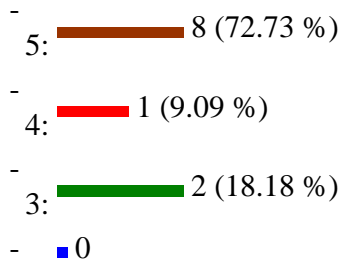
9. (8) The Teacher communicates the subject matter clearly and effectively



10. (9) The Teacher maintains a conducive environment in the class



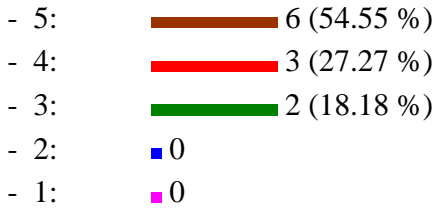
11. (10) The Teacher shows respect towards students and encourages class participation



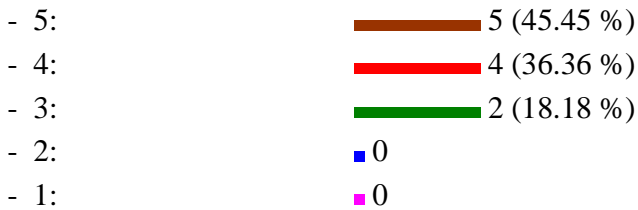
2:

- 1: 0

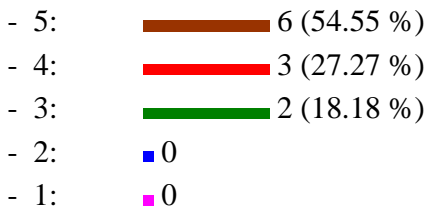
12. (11) The Teacher ensures equitable participation of the students in the class



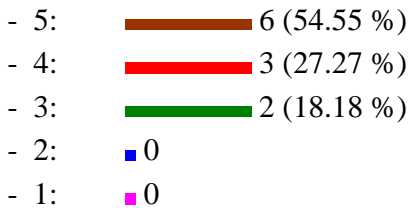
13. (12) The Teacher is fair in exams and grading



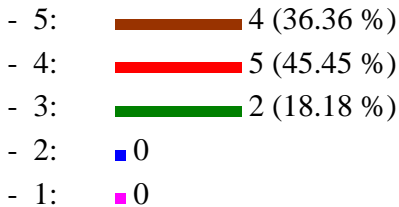
14. (13) The Teacher checks and returns assignments/exams and scripts, in time



15. (14) The Teacher relates current lesson content to previous and future lessons

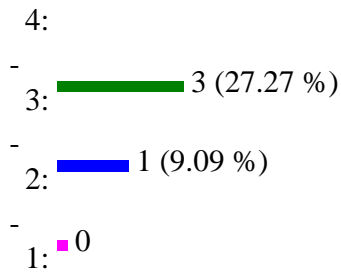


16. (15) The teacher takes extra steps to elevate competency level of weak students

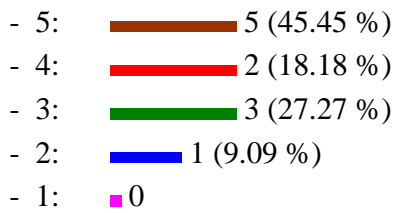


17. (16) The Teacher accepts and incorporates student's ideas, questions and responses.

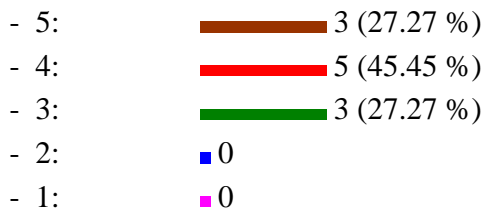




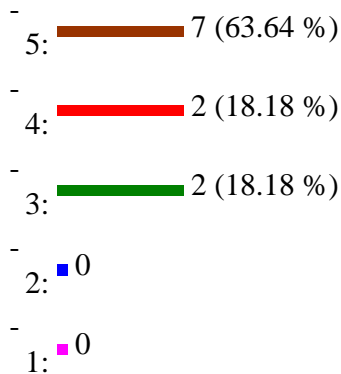
18. (17) The Teacher make use of audio/visual aids to make the lectures interesting



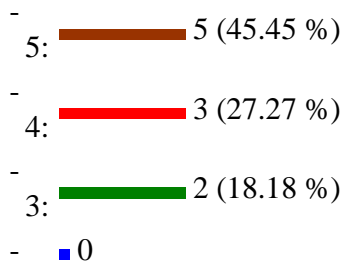
19. (18) The Teacher uses easy and understandable vocabulary for students



20. (19) During the teaching, the teacher display the enthusiasm towards the subject and teaching -motivation to subject interest



21. (20) The teacher is using VLE/Moelim for academic activities (assignments/quizes/notes)



Annexure – E: Research Papers List

Research Publication Detail

Faculty member	no. of publications	year	Title of Publication	Journal	APA reference
Prof. Amanullah khan		2011	Impact of emotional intelligence (EI) on employee's performance in telecom sector of Pakistan	African Journal of Business Management,	5(4), 1225-1231. ISI Indexed HEC Recognized Journal
Total=2		2011	Work-life policies and job stress as determinants of turnover intentions of customer service representatives in Pakistan.	European Journal of Social Sciences	19(3), 403-411. HEC Recognized Journal
total=1		2012	Work outcomes of IWE (Islamic work ethics): Evidence from Pakistan. Published in the proceedings of 2nd International Conference on Islamic Business	Riphah Center for Islamic Business, Riphah International University, Islamabad, Pakistan. 28-29 February, 2012	-
Mr. Khurram khan	no. of publications	year	Title of Publication	Journal	APA reference
total=9	2	2011	Impact of corporate governance on firm performance evidence from the Tobacco industry of Pakistan	International resaerch journal of finance and economics	issue 61 pg 7-14

		2011	impact of job involvement on employee satisfaction : A study based on medical doctors working at Riphah International university teaching hospitals in Pakistan	African journal of business management	vol.5(6), pp.2241-2246, 18th march,2011
	1	2012	Impact of Islamic work ethics and job satisfaction on job involvement and Turnover intentions.	Journal of Islamic business and finance	vol.02, issue 02
	4	2013	Student perceptions of the most desirable attributes of Good university teachers: Have times really changed?	International journal of Multidisciplinary research	vol.03, issue 02
		2013	challenges of local farming growth in Pakistan - Is Qard-i-Hassan (The Benevolent Loan in Islam) a Potential solution (Islamic Agriculture finance)	Emerald Journal of Islamic Accounting and Business Research	
		2013	Orgnizational justice and job outcomes : moderating role of islamic work ethic.	Journal of Business Ethics.	DOI 10.1007/S10551-013-1937-2

		2013	application of islamic banking instrument (murabaha) for sugar cane industry in developing countries	journal of islamic economics , banking and finance	vol.9,no 1, jan-april 2013
	2	2014	musharakah - realistic approach to the concept in Islamic finance and its application to the agriculture sector in pakistan	arab law quarterly	
		2014	salam (advance payment sale) - A realistic approach to the concept in islamic finance and its application to the agriculture sector in pakistan	journal of hamdard islamicus	37(3)
	1	2014	UNIVERSITY STUDENTS , ISLAMIC WORK ETHICS AND THEIR ATTITUDES TOWARDS BSNS ETHOICS : EVIDENCE FROM ASIA	International resaerch conference on business economics and social sciences . IRC 2014 KUALA LAMPUR MALAYSIA	
Dr. Khurram Shahzad	no. of publications	year	Title of Publication	Journal	APA reference
total=15		2011	Impact of emotional intelligence (EI) on employee's	Journal of Business Management	5(4), 1225-1231. ISI Indexed HEC Recognized

			performance in telecom sector of Pakistan		Journal
		2011	Antecedents of turnover and absenteeism: Evidence from public sector institutions of Pakistan.	Interdisciplinary Journal of Contemporary Research in Business	2(9), 108-120. HEC Recognized Journal
		2011	Organizational environment, job satisfaction and career growth opportunities: A link to employee turnover intentions in public sector of Pakistan	Interdisciplinary Journal of Contemporary Research in Business,	2(9), 45-56. HEC Recognized Journal
		2011	Impact of distributive and procedural Justice on employees' commitment: A case of public sector organization of Pakistan.	European Journal of Economics, Finance and Administrative Sciences	Issue 29, 73-80. HEC Recognized Journal
		2011	HRM and employee performance: A case of Azad Jammu & Kashmir (AJK) University in Pakistan	African Journal of Business Management,	5(13), 5249-5253. ISI Indexed HEC Recognized Journal
		2011	Change management: A case of national	Journal of Commerce	3(1), 33-36.

			railway hospital in Pakistan.		
		2011	Relationship between perceived employer branding and intention to apply: Evidence from Pakistan.	European Journal of Social Sciences,	18(3), 462-467. HEC Recognized Journal
		2011	Work-life policies and job stress as determinants of turnover intentions of customer service representatives in Pakistan	European Journal of Social Sciences	19(3), 403-411. HEC Recognized Journal
		2011	Impact of work-life conflict on perceived employee performance: Evidence from Pakistan	European Journal of Economics, Finance and Administrative Sciences	Issue, 31, 82-86. HEC Recognized Journal
		2011	Antecedents of white collar crime in organizations: A literature review.	African Journal of Business Management	5(35), 13359-13363. ISI Indexed HEC Recognized Journal
		2012	Effectiveness of visual aid usage: Students' perception of business school of Pakistan	European Journal of Social Sciences	27(3), 417-424. HEC Recognized Journal
		2012	Personality and career choices	African Journal of Business Management	6(6), 2255-2260. ISI Indexed HEC

					Recognized Journal
		2012	Managing conflicts through personality management	African Journal of Business Management	6(10), 3725-3732. ISI Indexed HEC Recognized Journal
		2013	Combined effects of ethical leadership and Islamic work ethics on organizational commitment and job satisfaction.	Journal of Islamic Business and Management,	3(1), 35-50.
		2014	Interactive effects of perceptions of politics and impression management on organizational citizenship behavior and job burnout	Jinnah Business Review,	2(1), 49-57.
	Conference attended	year	Title of paper	Conference	Conference publication references
total=10		2011	Impact of owner/leader behavior on job satisfaction and organizational commitment in small and medium enterprises in Pakistan.	Published in proceedings of International Entrepreneurship Congress2 27-29 April 2011, Izmir, Turkey,	71-80. ISBN: 978-975-8789-48-1
		2011	Multipoint competition, cooperation among firms and	Published in proceedings of International Entrepreneurship Congress2 27-29 April	58-70. ISBN: 978-975-8789-48-1

			sustainability: A review of literature.	2011, Izmir, Turkey,	
		2011	Antecedents of organizational commitment: A study of public sector in Pakistan	Published in the proceedings of 8th International Conference on Business Management, 8-9 December, 2011, University of Sri Jayewardenepura, Nugegoda, Sri Lanka.	-
		2012	Work outcomes of IWE (Islamic work ethics): Evidence from Pakistan	Published in the proceedings of 2nd International Conference on Islamic Business, 28-29 February, 2012, Riphah Center for Islamic Business, Riphah International University, Islamabad, Pakistan.	-
		2012	The relationship of training and development and job satisfaction with employees 'performance and moderating effect of knowledge management.	Published in the proceedings of Allied Academies Fall 2012 International Conference, October 10-13, 2012, Las Vegas, Nevada, USA Distinguished Research Award for the Paper Presented	-

		2013	Antecedents and outcomes of ethical behavior of salespeople in Pakistan.	Published in the proceedings of 14th International Conference of The Academy of Management and Business, 21-23 January, San Antonio, Texas, USA.	-
		2013	Do frontline employee's communication quality and customer's personality shape the advocacy behavior of customers in services?	Published in the proceedings of International Conference on Emerging Trends in Management, June 06, Mohammad Ali Jinnah University, Islamabad, Pakistan.	-
		2013	Investigating the mediating role of consumer satisfaction between consumer-based brand equity and brand loyalty: Evidence from restaurant industry of Pakistan	Published in the proceedings of International Conference on Education, Economic, Psychology and Society, June 14-16, Beijing, China.	-
		2013	Interactive effects of perceptions of politics and impression management on organizational citizenship behavior and job	Published in the proceedings of 23rd International Business Research Conference, 18 – 20 November, 2013, Melbourne, Australia.	-

			burnout.		
		2014	Impact of work-study conflict on burnout and turnover intentions with the moderating role of supervisor support.	Published in the proceedings of summer conference of International Academy of Business and Economics, 27 – 29 June, 2014, Verona, Italy.	-
Dr. Kamran azam	no. of publications	year	Title of Publication	Journal	APA reference
total=12	6	2011	“A Comparison of Intrinsic and Extrinsic Compensation Instruments: The Case of National Bank of Pakistan (NBP), District Attock, Pakistan”.	World Journal of Social Sciences,	Vol 1. No. 4, Pp 195-206, URL: http://www.wbiaus.org/15.%20Ahmad.pdf
		2011	“Relationship of Training Effectiveness and Faculty Behavior: Case Study on Faculty Development Program at COMSATS Institute of Information Technology, Attock Campus”.	World Journal of Social Sciences,	Vol 1. No. 4, Pp 207-218, URL: http://www.wbiaus.org/16.%20Omera.pdf .

		2011	“Managing Human Capital for Sustainable Competitive Advantage: A Case of Ufone GSM Pakistan”.	Interdisciplinary Journal of Contemporary Research in Business	Vol: 02, No. 11. pp. 498-510. URL: http://journal-archives2.webs.com/mar11.pdf
		2011	“Effect of On-the-Job Coaching on Management Trainees Performance: A Post Merger Case Study of Glaxo-Smith-Kline Pakistan”.	International Review of Business Research Papers	Vol. 07, No. 03, pp. 159-169. URL: http://www.bizresearchpapers.com/11.Fahad-FINAL.pdf .
		2011	“Relationship of training with Employees’ Performance in Hoteling Industry: A Case of Pearl Continental Hotels in Pakistan”	International Review of Business Research Papers	Vol. 07, No. 03, pp. 149-158. URL: http://www.bizresearchpapers.com/10.%20Afaq-FINAL.pdf .
		2011	“Business Education in Pakistan: Growth, Problems and Prospects”	Greener Journal of Management and Business Studies,	Vol. 1, No. 1, pp 01-08. URL: www.gjournals.org/JMBS/PDF/2011/September%20Issue/Khan%20et%20al..pdf
	3	2012	“Global Financial Crisis and Its Effects on Entrepreneurship”.	World Journal of Social Sciences	Vol 2. No. 1, Pp 182-186, URL: http://wbiaus

					.org/15.%20Irfan.pdf
		2012	“The Effects of Work Overload on the Employees’ Performance in relation to the Customer Satisfaction”.	World Journal of Social Sciences	Vol 2. No. 1, Pp 174-181, URL: http://wbiaus.org/14.%20S ehrish.pdf
		2012	The Role of Coping Capacities in Disaster Perspective: A Case of Pakistan Flash Floods, 2010.	OIDA International Journal Sustainable Development	Vol. 04, No. 03, Pp 109-126, URL: http://papers.ssrn.com/sol3/papers.cfm?abstract_id=2054979&download=yes
	2	2013	Study of The Factors Hindering The University performance in Journul Teknologi (Listed in Scopus).	Jurnal Teknologi (Social Sciences)	64:2 (2013) 145–149 eISSN 2180–3722 ISSN 0127–9696 URL: http://www.jurnalteknologi.utm.my/index.php/jurnalteknologi/article/view/252/1892

		2013	“Job Stress, Performance and Emotional Intelligence in Academia”.	Journal of Basic and Applied Scientific Research	Vol. 03, No. 08, Pp 1-8. Listed by ISI web of knowledge. URL: http://www.textroad.com/pdf/JBASR/J.%20Basic.%20Appl.%20Sci.%20Res.,%203(6)1-8,%202013.pdf
	1	2014	“Factors of Job Stress Among University Teachers In Pakistan: A Conceptual Review”	Journal of Management Information	2(1), 62-67, URL: http://reader.sinsight.net/wp-content/uploads/2014/07/JMI-anwar-khan-21-62-67-2014.pdf
	Conference attended	year	Title of paper	Conference	
total=4	2	2011	“The Role of Coping Capacities in Disaster Perspective: A Case of Pakistan Flash Floods.	“International Conference on Sustainable Development” Jointly presented by Laurentian University, Ontario International Development Agency Canada, and Universiti Tun Abdul Razak.	-

		2012	“Perceived Sources of Stress among University Teachers in Pakistan: A Case Study on COMSATS Institute of Information Technology, Pakistan.	International Conference on Science, Technology & Social Sciences, 20-22 November 2012.	-
	1	2013	“Teaching’ Effectiveness and Students’ Performance in Mass Communication and Management Sciences: A case Study on University of Peshawar”.	Abstract published in SEARCH 2013 Conference, 30-31 May, Kuala Lumpur, Malaysia.	-
	1	2014	Non-Monitory Incentives in the Public Sector Universities of Pakistan.	International Conference, 25-26 Feb, 2014, Kuala Lumpur, Malaysia.	-
Dr. Abdul Qayyum	no. of publications	year	Title of Publication	Journal	APA reference
Total=5	3	2011	Investigating switching cost roles in determining loyalty in the mobile telecommunications market	International journal of Customer Relationship marketing and Management	vol.2, Iss.4 , pp.1-16 (published by Johar educational society regd , Pakistan)

	1	2011	An analysis of employee motivation and the role of demographic the banking industry of Pakistan	Global business and management resaerch : An International Journal	Vol.4, Iss.1, pp.1-14 (published online by Universal publisher , USA)
	1	2011	A preliminary investigation of employee motivation in Pakistan banking sector	Research and practice in Human resource management	Vol.19, Iss.1, pp.38-52 (published by Curtin University , Australia)
	1	2013	An analysis of antecedents of customer loyalty and the moderating role of customer demographics in an emerging mobile phone market	International journal of Emerging markets	vol.8, Iss.4, pp.373-391 (publication of Emerald publishing group limited, UK)
	1	2014	An anlysis of the relationship between social capital and occupational stress in banking sector of Pakistan	Pakistan journal of Commerce and social sciences	vol.8, Iss.1, pp.112-133 (Published by johar educational society regd , Pakistan)
Dr. Nazim A.Zaman	no. of publications	year	Title of Publication	Journal	APA reference
Total=2		2011	no	-	-
	1	2012	Islamic development and the roles of trust' iman and the institutions	Business and economic review	3(1)

	1	2013	Sustainable islamic development recognizing the Primacy of trust ' iman and institutions	International jouRnal of economics, mangament and accounting	vol.21 , no.2 97-123
	2	2012	faith in the market : the ethical and ontological implications of commoditising Islam	Conference title : the international conference on business ethics and coroprte social responsibility: Ideals and realities . Organized by : IGIAD Society for economic entrepreneuship and business ethics . Istanbul ; turkey Aprill 2012	-
		2012	The future of islamic development theory : Endogenising the politiacal and the social	conference : Joint workshop on Islamic finance and economics . Organized by : Turham university Islamic finance program and the centre for Islamic area studies. KYOTO UNIVERSITY JAPAN .	-
	1	2013	Sustainable islamic development recognizing the Primacy of trust ' iman and institutions	Conference: 2nd international conference of Islamic economics and econoimes of OIC countries. Kuala lampur malaysia	-
Dr. Muhammad Abbas	no. of public	year	Title of Publication	Journal	APA reference

	ations				
	1	2013	Organizational Justice and Job Outcomes: Moderating Role of Islamic Work Ethics.	Journal of Business Ethics.	DOI 10.1007/S10551-013-1937-2
	4	2014	1: Combined Effects of Perceived Politics and Psychological Capital on Job Satisfaction, Turnover Intentions, and Performance	Journal of Management	10.1177/0149206312455243 Journal of Management August 10, 2012 0149206312455243
		2014	2: Impact of Psychological Capital on Innovative Performance and job stress.	Canadian Journal of Administrative Sciences	Ref No. 449
		2014	3: How Does Self-Regulation of Emotions Impact Employee Work Engagement: The Mediating Role of Social Resources.	Journal of Management and Organization	Volume 20 / Issue 04 / July 2014, pp 508-525
		2014	4: Impact of Islamic Work Ethics on Organizational Citizenship Behaviors and Knowledge-Sharing Behaviors	Journal of Business Ethics.	DOI 10.1007/s10551 - 0142396 0

total=12	4	2011	Impact of Psychological Capital on Innovative Performance.	Proceedings of 14th International Business Research Conference. Dubai, UAE.	-
		2011	Differential Effects of Hindrance and Challenge Stressors on Innovative Performance	Proceedings of 16th International Business Research Conference in Dubai, UEA.	-
		2011	Combined Effects of Affectivity and Job Satisfaction on Job Performance and Turnover Intentions.	Paper presented at 4th International Applied Business Research Conference, Islamabad Pakistan	-
		2011	Multipoint Competition, Cooperation among Firms and Sustainability: A Review of Literature	Paper Presented at International Entrepreneurship Congress 27-29 April 2011 at Izmir Turkey	-
	3	2012	Impact of Islamic work ethics and job satisfaction on job involvement and turnover intentions	Paper presented at 2nd International Conference on Islamic Business (ICIB-2012) NIBAF, Pakistan.	

		2012	Big Five Personality and Shared Team Leadership	Proceedings of 3rd International Conference on Business Management. Organized by School of Business and Economics University of Management and Technology, Lahore, Pakistan	-
		2012	The dynamics between resources and their impact on work engagement	Paper presented at 81st Annual Meeting of the Academy of Management, Boston, Massachusetts.	-
	2	2013	Combined effects of job satisfaction and impression management on OCB and Job performance	Paper presented at 82nd Annual Meeting of the Academy of Management at Lake Buena Vista (Orlando), FL.	-
		2013	Revisiting the Interactive Effects of Distributive and Procedural Justice on Behaviors: A Developing Country Perspective	Proceedings of 7th Global Business and Social Science Research Conference. Radisson Blu Hotel, Beijing, China	-
	3	2014	Attending Innovative Trends in Multidisciplinary Academic Research (ITMAR-2014) Istanbul,	organized by : Global illuminators	-

			Turkey		
		2014	Attended Global Trends in Academic Research (GTAR-2014) Bali, Indonesia	organized by : Global illuminators	-
		2014	Impact of Perceived Organizational Politics on Supervisory-rated Innovative Performance and Job Stress: Evidence from Pakistan	Paper presented at 2nd International Conference on Innovation and Information Management (ICIIM-2014), Phuket Thailand.	-
Mr. Lutfullah Saqib	no. of publications	year	Title of Publication	Journal	APA reference
total=8		2011	"Indexation of Loan in Conventional and Islamic Finance"	Interdisciplinary Journal of Contemporary Research in Business,	No.3,Vol.3 pp 799-807,2011
		2011	"Is Microfinance can be molded according to Islamic Finance? Evidence from Pakistan"	Interdisciplinary Journal of Contemporary Research in Business	No.3,Vol.3 pp 826-835,
		2012	Role of Supportive Leadership as a Moderator between Job Stress and Job	Information Management and Business Review	Vol. 4, No. 9, pp. 487-495, (ISSN 2220-3796)

			Performance		
		2013	"Student Perceptions of the Most Desirable Attributes of Good University Teachers: Have Times Really Changed?"	Journal of Educational and Social Research,	Vol 3 No 1
		2013	Application of Islamic banking Instrument (Murabaha) for Sugarcane Industry in Developing Countries	Journal of Islamic Economics, Banking and Finance (JIEBF),Islamic Bank Training and Research Academy	Vol 9, No.1
		2013	Excessive & Unfair Usage Of Cellular Inexpensive Services Adversely Influence The Morals Of Youth - A Study Of Pakistan,	Journal of Gender and Social Issues, Fatima Jinnah Women Universality Rawalpindi,	Spring 2013, vol. 12, No. 1.
		2014	Salam -A Realistic Approach to the Concept in Islamic Finance and its Application to the Agricultural Sector in Pakistan,	Journal of Hamdard Islamicus, Issue No. 3 (July-Sep) of 2014	37(3)

		2014	Challenges of Local Farming Growth in Pakistan -Is Qard-i-Hassan (The Benevolent Loan in Islam) a Potential Solution (Islamic Agricultural Finance)"	Emerald Journal of Islamic Accounting and Business Research (accepted for publication on 14-Apr-2014)	
total=3		2011	Financing Local Farming through Islamic Financial Modes (Islamic Agricultural Finance)	Presented in 1st International Islamic Finance and Business Symposium and Carnival (IIBSC 2011) Organized by Institute of Business Excellence Universiti Teknologi MARA UITM SHAH ALAM. Malaysia (Riphah International University Funded)	-
		2012	"Challenges of Local Farming Growth in Developing Countries- Is Salam (Advance payment Sale) a Potential Solution? (Islamic Agricultural Finance)"	"World Islamic Banking, Finance & Investment Conference" held on 17-18.12.2012 in Malaysia (HEC Funded).	-

		2013	The concept of Corporate Social Responsibility in Islamic Ethical Regime.....,	Conference on Corporate Social Responsibility and Sustainable Development, organized by Society for Education and Research Development (SERD),3RD June,2013 Thailand(HEC Funded). .	-
Mr. Naeem Tahir	no. of publications	year	Title of Publication	Journal	APA reference
		2012	1: Islamic business 2: Educational conference - THE NEWS AND JUNG GROUP	ICIB	
		2013	training lums - case method	LUMS	
		2014	1: Islamic business 2: IBA KARACHI TRAINING'S ORGANIZER - TITLE : ENTREPRENEURS HIP FULL DAY TRINING	ICIB	
Mr. Afkar majeed bhatti	no. of publications	year	Title of Publication	Journal	APA reference

Total=1		2011	The Impact of Employees Perception of Organizational Climate on Organizational Citizenship Behavior. Mediating Role of Organizational Commitment and Moderating Impact of Social Network Ties in Pakistani Context	European Journal of Social Sciences	Volume 22, Number 1
Mr. Muhammad Akhtar	no. of publications	year	Title of Publication	Journal	APA reference
		2012	Islam and Accounting	Management Accountant	Vol. 21.3 I, 46-50.
		2013	Evaluation of Accounting Practices: Some Insights from the Era of Hazarat Umer (RA)".	Management Accountant	Vol 22.3 I, 49-53.
total=5		2011	"Framework for Sharing Business Profit for IFIs under Musharaka and Mudarabah Contracts".	Presented at International Conference on Islamic Business (ICIB) Islamabad, Pakistan, February, 8-10.	-
		2013	Quality of Financial Reporting: A Comparison between Conventional and Islamic Banks".	Presented at 4th International Conference on Management Research (ICMR), Growth In Emerging Markets, Lahore, Pakistan, November, 21-22.	-

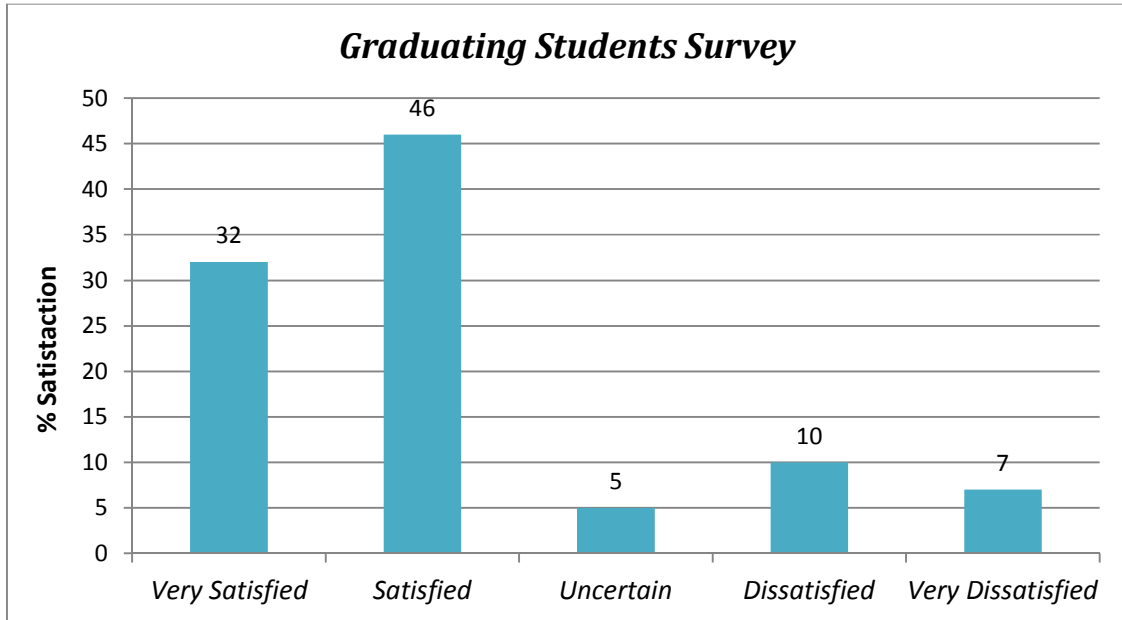
		2013	Use of Ratio Analysis Across Countries: A study from Pakistan and India”	Presented at 5th South Asian International Conference on Management, Innovation, Leadership, Economics, and Strategies (Saicon) Pearl Continental Hotel Bhurban Murree Hills- Pakista December 4-6.	-
		2014	“Personality Style and Investment Management: Moderating Role of Financial Literacy”.	Presented at 5th International Conference on Management Research (ICMR), Emerging Markets’ Role in Global Economy, Lahore, Pakistan, November, 20-21.	-
		2014	“Misreporting Under Manifesto of Transparent Financial Reporting and Teachings of Islam”.	Presented at 3rd International Conference on Islamic Business (ICIB) Quaid-e-Azam Auditorium, IIUI Faisal Masjid Campus, Islamabad, Pakistan February 10-11.	-
Mr. Muhammad Burhan	no. of publications	year	Title of Publication	Journal	APA reference
Ma'am Mahwish Ali	no. of publications	year	Title of Publication	Journal	APA reference
total=3	3	2011	Employee attitudes and behaviors, as determinants of employees’ performance, evidence form public sector of Pakistan	Inter-disiplinary journal of contemporary research in business IJCRB	3(4), 631-641.

		2011	impact of job satisfaction and organizational commitment on employee performance - evidence from pakistan	Inter-disiplinary journal of contemporary research in business IJCRB	3(4), 642-657.
		2011	impact of strategic leadership on organizational performance in the context of job satisfaction and organizational commitment- evidence from educational institutions of paksitan	Inter-disiplinary journal of contemporary research in business IJCRB	3(4), 658-675.
Ma'am Asma Gull	no. of publications	year	Title of Publication	Journal	APA reference
total=4	2	2011	Relationship between Perceived Employer Branding and Intention to Apply: Evidence from Pakistan	European Journal of Social Sciences (Y category)	
		2011	Work-Life Policies and Job Stress as Determinants of Turnover Intentions of Customer Service Representatives in Pakistan	European Journal of Social Sciences (Y category)	Volume 19, Number 3 (2011)

	2	2013	Organizational Justice and Job Outcomes: Moderating Role of Islamic Work Ethics	Journal of Business Ethics (W category)	DOI 10.1007/s10551 - 013 - 1937-2
		2013	Combined effects of ethical leadership and Islamic work ethics on organizational commitment and job satisfaction	Journal of Islamic Business and Management (Z category)	
		2011	Antecedents of organizational commitment: A study of public sector in Pakistan	8th International Conference on Business Management, University of Sri Jayewardenepura, Nugegoda, Sri Lanka	
		2014	University Students' Islamic Work Ethics and their Attitude towards Business Ethics: Evidence from Asia	International Research Conference on Business, Economics and Social Sciences, IRC-2014 in Kuala Lumpur, Malaysia	-
Mr. Aamir	no. of publications	year	Title of Publication	Journal	APA reference
total=3	3	2012	SITUATIONAL AND ENDURING INVOLVEMENT: IMPACT ON RELATIONSHIP MARKETING TACTICS	INTERDISCIPLINARY JOURNAL OF CONTEMPORARY RESEARCH IN BUSINESS	vol.4 No 1 ijcrb.webs.com

		2012	ROLE OF TRUST AND COMMITMENT IN CREATING PROFITABLE RELATIONSHIP WITH CUSTOMERS	INTERDISCIPLINARY JOURNAL OF CONTEMPORARY RESEARCH IN BUSINESS	vol 4 , no 1 ijcrb.webs.com
		2012	PERCEIVED LEADERSHIP STYLES AND ORGANIZATIONAL COMMITMENT	INTERDISCIPLINARY JOURNAL OF CONTEMPORARY RESEARCH IN BUSINESS	vol 4 , no 1 ijcrb.webs.com

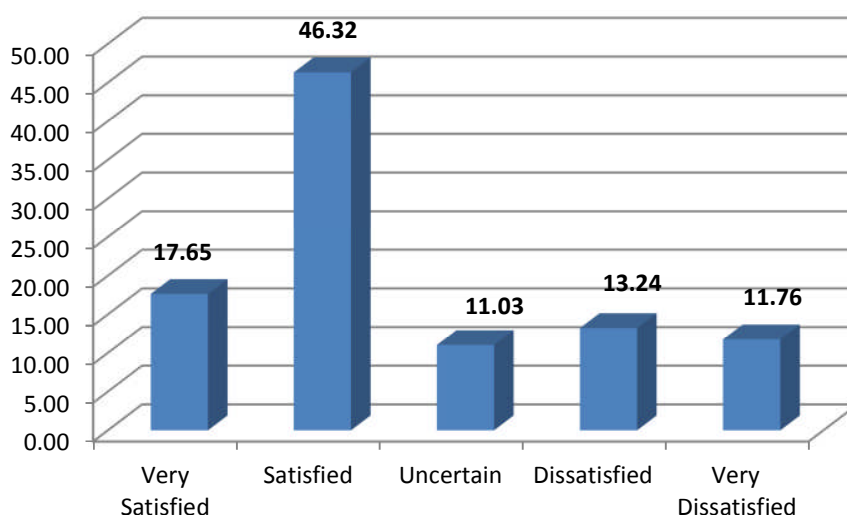
Annexure – F: Survey of Graduating Students



Annexure – G: Faculty Survey

No.		Questions	Percentage				
			Very Satisfied	Satisfied	Uncertain	Dissatisfied	Very Dissatisfied
1	-	Clarity of institution's goals/mission	25.00	50.00	0.00	0.00	25.00
2	-	Communications from/with peers and faculty/departmental leadership	12.50	75.00	12.50	0.00	0.00
3	-	Type of teaching/ research you currently do.	25.00	50.00	12.50	12.50	0.00
4	-	Your interaction with students in and outside classroom	75.00	25.00	0.00	0.00	0.00
5	-	Your satisfaction level regarding office and IT facilities available to you.	25.00	12.50	12.50	12.50	37.50
6	-	The mentoring available to you from seniors	12.50	75.00	12.50	0.00	0.00
7	-	Administrative support from the faculty/department.	12.50	50.00	12.50	0.00	25.00
8	-	Clarity and Satisfaction about the faculty promotion process.	0.00	37.50	37.50	12.50	12.50
9	-	Your prospects for advancement and progress through ranks.	0.00	50.00	37.50	12.50	0.00
10	-	Salary and compensation package.	0.00	50.00	12.50	25.00	12.50
11	-	Job security and stability at the faculty/department/university.	25.00	62.50	0.00	0.00	12.50
12	-	Amount of time you have for yourself and family.	0.00	37.50	12.50	12.50	37.50
13	-	The overall environment in the department.	37.50	12.50	12.50	37.50	0.00
14	-	Adequacy of technological & multimedia instructional resources in classrooms	25.00	37.50	0.00	12.50	25.00
15		Whether the department is utilizing your experience and knowledge.	12.50	62.50	0.00	25.00	0.00
16		Recognition/appreciation of good teaching by seniors	12.50	37.50	0.00	50.00	0.00
17		Opportunities for research in your discipline and recognition of research accomplishment	0.00	62.50	12.50	12.50	12.50
Faculty Average			17.65	46.32	11.03	13.24	11.76

Note: To find the satisfaction percentage, 'Very Satisfied' and 'Satisfied' percentages are combined together. Similarly, 'Dissatisfied' and 'Very Dissatisfied' percentages are also combined.



Annexure – H: Faculty Resume

Sr #	Name	Designation	Qualifications	Institution
1	Prof. M Amanullah Khan	Professor/Dean	ME (IT)	UET
2	Dr. Arshad Hassan	Associate Prof	PhD	MAJU
3	Dr. Khurram Shahzad	Professor/Associate Dean	PhD	MAJU
4	Dr. Sajid Bashir	Associate Prof	PhD	MAJU
5	Dr. Amir Gulzar	Associate Prof	PhD	Foundaton Uni
6	Dr. S M M Raza Naqvi	Associate Prof	PhD	MAJU
7	Dr. Muhammad Farhan	Associate Prof	PhD	
9	Dr. Nadeem Khan	Assistant Prof	PhD	NUML
11	Dr. Abdul Qayyum	Assistant Prof	PhD	AIT, Thailand
12	Mr. Muhammad Ahmed	Associate Prof	B.E. Ele Engg	NED Uni Karachi
16	Dr. Shahzad Akhtar Aziz	Associate Prof	MBBS/MPH	UHS
17	Dr. Atta Ur Rehman	Associate Prof	PhD	Japan
18	Mr. Yasir Riaz	Assistant Prof	M Phil	GC Uni Lahore
19	Mr. Hamayoun Akhtar Awan	Assistant Prof	MS (Engg Mgt)	UET
20	Mr. Khurram Ghouri	Assistant Prof	MS	PIMSAT, Karachi
21	Mr. Aqeel Shahzad	Assistant Prof	MS	IIUI
22	Mr. Farhan Ahmed	Assistant Prof	M Phil	IIUI
23	Mr. Zeeshan Ghafoor	Sr. Lecturer	MS	Riphah Uni
24	Mr. Saad Khan	Lecturer	BBE/MBA	UET/Riphah Uni
25	Mr. Muhammad Burhan	Lecturer	MS	MAJU
26	Mr. Zeeshan Abbasi	Assistant Prof	MS	Air Uni
27	Mr. Zulfiqar Janjua	Assistant Prof	MS	UK
28	Ms. Ayesha Noor	Assistant Prof	PhD	MAJU
29	Mr. G H Kiani	Professor	BSc	Punjab Uni
30	Mr. Muhammad Akhtar	Assistant Prof	MS	Riphah
31	Mr. Ikram Toor	Associate Prof	MBA/Master of Economic	IIUI/Punjab Uni
33	Mr. Arif Vaseer	Assistant Prof	MS	MAJU
34	Mr. Aqeel Shahzad	Assistant Prof	MS	IIUI
35	Mr. Sohail Kamran	Assistant Prof	MS	UK
36	Mr. Asim Bhatti	Assistant Prof	MS	UK
37	Mr. Ahmed Fraz	Lecturer	MS	MAJU

38	Mr. Ifzal Ahmed	Assistant Prof	MS	UK
39	Mr. Asad Munir Butt	Lecturer	MS	UET
40	Mr. Ikram Ullah Khan	Lecturer	MSc	IIUI
41	Mr. Saqib Naveed	Lecturer	MS	Riphah Uni
42	Mr. Mudassir Nasim	Lecturer	MS	MAJU
43	Mr. Mudassir Nasim	Lecturer	MS	MAJU
44	Mr. Abdul Razzaq	Lecturer	MS	Riphah Uni
45	Mr. Muhammad Luqman	Lecturer	MS	Riphah Uni
46	Mr. Abdul Karim Rana	Professor	M A Economics	Vanderbilt Uni USA
47	Mr. Usman Rafiq	Lecturer	MS	IIUI
48	Mr. Haroon Aqeel	Lecturer	MS	Riphah Uni
49	Mr. Rizwan Bari	Lecturer	LLM	Manchester Uni UK
50	Zaineb Rehman	Lecturer	M. Phil	Arid Agriculture Uni
51	Ms. Mehreen Maqsooe	Lecturer	MS	Cogent Institute of MS

Annexure – I:

Lab Safety Precautions & Work Instructions

Laboratory Staff

- Be calm and relaxed, while working in Lab.
- No loose wires or metal pieces should be lying on table or near the circuit, to cause shorts and sparking.
- Avoid using long wires, that may get in way while making adjustments or changing leads.
- Keep high voltage parts and connections out of the way from accidental touching and from any contacts to test equipment or any parts, connected to other voltage levels.
- BE AWARE of bracelets, rings, metal watch bands, and loose necklace (if you are wearing any of them), they conduct electricity and can cause burns. Do not wear them near an energized circuit.
- Do not install any software on any computer without getting approval from the respective authorities.
- Make sure all the computers and other equipment in the labs are switched off at the end of the day.
- Do not unplug a computer or equipment without switching it off first.

Students

- Shut down the computers properly after finishing your work.
- Do not install any software on any computer. If you are unable to find any required software, please contact the IT staff for help and support.
- Do not switch off network printers and scanners.
- Do not damage any equipment in the lab.
- Be considerate to other students while working in the labs.

AT Findings

Panel - Assessment Team

Following Assessment Team Members Visited FMS on 15 March, 2017

- | | |
|-----------------------------|----------|
| ▪ Prof. Dr. Nazir Ahmed Mir | Chairman |
| ▪ Mr. Khurram Khan | Member |
| ▪ Dr. Rizwan Bin Faiz | Member |

Exit Meeting - 15 March, 2017

Following attended the meeting:-

- | | |
|-----------------------------|-----------------|
| ▪ Prof. Dr. Anis Ahmad | Vice Chancellor |
| ▪ Prof. Amanullah Khan | Dean FMS |
| ▪ Prof. Dr. Nazir Ahmed Mir | Chairman |
| ▪ Mr. Khurram Khan | Member |
| ▪ Dr. Rizwan Bin Faiz | Member |
| ▪ Engr. Fawad Sadiq | Member |



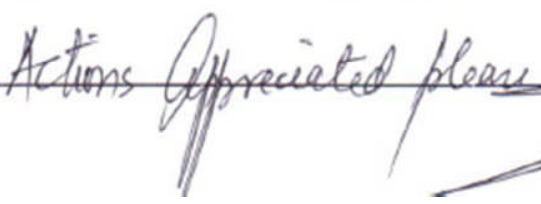
The Chairman AT presented his final recommendations to carry out the improvements in this program. The Respected VC approved the proceedings:

- Requirement of separate program coordination office
- Requirement of Faculty Offices
- Excessive Light in Classrooms

Note: After the above exit meeting, the Departmental head prepared the implementation plan with target dates and submitted it to the QEC. The QEC pursued the activities and then mentioned the final status completed/in progress in Annex-K before submitting the SAR to HEC.

Annexure – K

Implementation Plan (Summary) – FMS (MBA - Executive) – (Al-Mizan Campus)

AT Finding	Corrective Action	Implementation Date	Responsible Body	Present Status
Need Refresher Courses for faculty members	Include 2x Refresher Courses for faculty members in the Program Annual Calendar	10th June, 2017	FMS	Completed
Canteen facility for faculty and students needs improvement	Review the current facility of Al Mizan Canteen to upgrade	10th June, 2017	Al Mizan Administration	Canteen facility renovated Completed
Excessive Light in Classrooms	Add curtains in class rooms with excessive lights	15 Apr, 2017	Al Mizan Administration	Completed
AT Chairman's Comments Name and Signature 				
Dean's Comments Name and Signature 				
QEC Comments Name and Signature <i>Actions Appreciated please.</i> 				



Dean, FMS
Riphaah International University
Islamabad

Annexure – L: Faculty Course Review Report

Faculty of Management Sciences is running different courses for MBA (Executive) program. Curriculum is reviewed periodically by the Board of Studies to assess its effectiveness and contribution in achieving program objectives. Course review also contributes towards making any changes in the syllabi and enhancements required in areas identified as a result of Alumni Survey, Employer Survey and Graduating Students Feedback.

PT members launched HEC Performa 2 (Faculty of Course Review Report) to all the faculty members, to obtain their feedback about courses.

The summary of the overall feedback of all courses identified the following improvement points:

- a. Research Aptitude Building
- b. Communication Skills
- c. Leaderships Skills
- d. Confidence Building Measures
- e. Exposure to banking sector

Board of Studies scrutinized these points and presented in the Board of Faculty that will review and suggest the implementation as deemed necessary.

Annexure – M: Rubric Report

Self Assessment Report					
Criterion 1 – Program Mission, Objectives and Outcomes					Weight = 0.05
Factors					Score
1. Does the program have document measurable objectives that support faculty/ college and institution mission statements?	5	4	3	2	1
2. Does the program have documented outcomes for graduating students?	5	4	3	2	1
3. Do these outcomes support the Program objectives?	5	4	3	2	1
4. Are the graduating students capable of performing these outcomes?	5	4	3	2	1
5. Does the department assess its overall performance periodically using quantifiable measures?	5	4	3	2	1
6. Is the result of the Program Assessment documented?	5	4	3	2	1
Total Encircled Value (TV)	22				
SCORE 1 (S1) = [TV/ (No. of Question * 5)] * 100 * 0.05	3.66				

Criterion 2– Curriculum Design and Organization						Weight = 0.20
Factors					Score	
1. Is the curriculum consistent?	5	4	3	2	1	
2. Does the curriculum support the program's documented objectives?	5	4	3	2	1	
3. Are the theoretical background, problem analysis and solution design stressed within the program's core material?	5	4	3	2	1	
4. Does the curriculum satisfy the core requirements laid down by HEC?	5	4	3	2	1	
5. Does the curriculum satisfy the major requirements laid down by HEC?	5	4	3	2	1	
6. Does the curriculum satisfy the professional requirements as laid down by HEC?	5	4	3	2	1	
7. Is the information technology component integrated throughout the program?	5	4	3	2	1	
8. Are oral and written skills of the students developed and applied in the program?	5	4	3	2	1	
Total Encircled Value (TV)	31					
SCORE 1 (S1) = [TV/ (No. of Question * 5)] * 100 * 0.20	15.5					

Criterion 3– Laboratories and Computing Facilities						Weight = 0.10
Factors					Score	
1. Are the laboratory manuals/ documentation/ instructions etc. for experiments available and readily accessible to faculty and students?	5	4	3	2	1	
2. Are there adequate number of support personnel for instruction and maintaining the laboratories?	5	4	3	2	1	

3. Are the University's infrastructure and facilities adequate to support the program's objectives?	5	4	3	2	1
Total Encircled Value (TV)	14				
SCORE 1 (S1) = [TV/ (No. of Question * 5)] * 100 * 0.10	9.33				

Criterion 4– Student Support and Advising						Weight = 0.10				
Factors						Score				
1. Are the courses being offered in sufficient frequency and number for the students to complete the program in a timely manner?	5	4	3	2	1					
2. Are the courses in the major area structured to optimize interaction between the students, faculty and teaching assistants?	5	4	3	2	1					
3. Does the university provide academic advising on course decisions and career choices to all students?	5	4	3	2	1					
Total Encircled Value (TV)						13				
SCORE 1 (S1) = [TV/ (No. of Question * 5)] * 100 * 0.10						8.66				

Criterion 5– Process Control						Weight = 0.15				
Factors						Score				
1. Is the process to enroll students to a program based on quantitative and qualitative criteria?	5	4	3	2	1					
2. Is the process above clearly documented and periodically evaluated to ensure that it is meeting its objectives?	5	4	3	2	1					
3. Is the process to register students in the program and monitoring their progress documented?	5	4	3	2	1					
4. Is the process above periodically evaluated to ensure that it is meeting its objectives?	5	4	3	2	1					
5. Is the process to recruit and retain faculty in place and documented?	5	4	3	2	1					
6. Are the process for faculty evaluation & promotion consistent with the institution mission?	5	4	3	2	1					
7. Are the process in 5 and 6 above periodically evaluated to ensure that they are meeting their objectives?	5	4	3	2	1					
8. Do the processes and procedures ensure that teaching and delivery of course material emphasize active learning and that course learning outcomes are met?	5	4	3	2	1					
9. Is the process in 8 above periodically evaluated to ensure that it is meeting its objectives?	5	4	3	2	1					
10. Is the process to ensure that graduates have completed the requirements of the program based on standards and documented procedures?	5	4	3	2	1					
11. Is the process in 10 above periodically evaluated to ensure that it is meeting its objectives?	5	4	3	2	1					
Total Encircled Value (TV)						51				
SCORE 1 (S1) = [TV/ (No. of Question * 5)] * 100 * 0.15						13.90				

Criterion 6– Faculty		Weight = 0.15				
Factors	Score					
1. Are there enough full time faculty members to provide adequate coverage of the program areas/courses with continuity and stability?	5	4	3	2	1	
2. Are the qualifications and interest of faculty members sufficient to teach all courses, plan, modifies and updates courses and curricula?	5	4	3	2	1	
3. Do the faculty members possess a level of competence that would be obtained through graduate work in the discipline?	5	4	3	2	1	
4. Do the majority of faculty members hold a Ph.D. degree in their discipline?	5	4	3	2	1	
5. Do faculty members dedicate sufficient time to research to remain current in their disciplines?	5	4	3	2	1	
6. Are there mechanisms in place for faculty development?	5	4	3	2	1	
7. Are faculty members motivated and satisfied so as to excel in their profession?	5	4	3	2	1	
Total Encircled Value (TV)	29					
SCORE 1 (S1) = [TV/ (No. of Question * 5)] * 100 * 0.15	12.42					

Criterion 7– Institutional Facilities		Weight = 0.15				
Factors	Score					
1. Does the institution have the infrastructure to support new trends such as e-learning?	5	4	3	2	1	
2. Does the library contain technical collection relevant to the program and is it adequate staffed?	5	4	3	2	1	
3. Are the class rooms and offices adequately equipped and capable of helping faculty carry out their responsibilities?	5	4	3	2	1	
Total Encircled Value (TV)	12					
SCORE 1 (S1) = [TV/ (No. of Question * 5)] * 100 * 0.15	12					

Criterion 8– Institutional Support		Weight = 0.10				
Factors	Score					
1. Is there sufficient support and finances to attract and retain high quality faculty?	5	4	3	2	1	
2. Are there an adequate number of high quality graduate students, teaching assistants and Ph.D. students?	5	4	3	2	1	
Total Encircled Value (TV)	7					
SCORE 1 (S1) = [TV/ (No. of Question * 5)] * 100 * 0.10	7					

$$\begin{aligned}
 \text{Overall Assessment Score} &= S1+S2+S3+S4+S5+S6+S7+S8 \\
 &= 3.66+15.5+9.33+8.66+13.90+12.42+12+7 \\
 &= 82.47
 \end{aligned}$$