

**RIPHAH INTERNATIONAL UNIVERSITY
ISLAMABAD**



SELF ASSESSMENT REPORT

MS (Disaster Management)

Faculty of Management Sciences

30 January 2018

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Faculty of Management Sciences

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1.0 Executive Summary

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

In Faculty of Management Sciences (FMS), **MS (Disaster Management)** was selected for self-assessment, evaluation and improvements. A strong commitment of Respected Vice Chancellor 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 Lecture and Workshop 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 respected 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 selected program. Dir QEC accompanied the AT Team and participated in discussions with In-charge Program / Program Team members and available faculty members.

The AT during visits, indicated salient points of the SAR, account of its discussions with the faculty members, improvements required in the infrastructure, syllabi and training of the faculty and support staff.

The implementation plan (Annex-K) basing on the discussions in exit meeting have been made by In-charge Programs.

The implementation plan indicates the resources required to improve the infrastructure, environment in the classes and E-Learning. The tasks have been completed on fast track by the combined efforts of Head of Department, QEC and Registrar's Office.

At the completion of Self-Assessment cycle, QEC is going to submit the hard and soft copy of SAR to HEC on 30 June 2018.

**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. Bachelor of Business Study (BBS)
- c. Master of Business Administration Executive
- d. Master of Business Administration (MBA1.5)
- e. Master of Science (Management Science) (MS)
- f. MS in Project Management (MSPM)
- g. Diploma in Project Management (DPM)
- h. MS Engineering Management (MSEM)
- i. MS Disaster Management (MSDM)
- j. MS Health Care Management (MSHCM)
- k. MS in Accounting & Finance
- l. PhD in Management Science
- m. Diploma in Business Administration (PGD)
- n. Short-term professional capacity building courses and trainings

2.3 Program Selected

Riphah International University has selected the **MS Disaster Management** as model program for Self-Assessment Report (SAR) for the year 2017-18 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 MSDM program aims to accomplish following objectives:

- To cater the capacity building needs of the governmental agencies and developmental sector in the area of disaster management.
- To enhance the skills base of the practitioners in the field.
- To inculcate the indigenous needs of Pakistan in the concerned theory and practice.
- To improve collaboration among different stakeholders.

- To promote research environment that will expose students to get in-depth knowledge in research design and methodologies.
- 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

MS DM 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 MS DM 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

MS DM program is comprised of 36 credit hours. 18 credit hours are for core subjects, whereas, 12 credit hours are for elective subjects, while, 6 credit hours are for final research thesis.

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 In charge 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 software such as E-views, 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 thesis (6 credit hours)
- Real life projects and assignment.
- Case Studies
- Applied concepts taught in labs
- Professional software's such as EVIEWS, SPSS and ArcGIS Software 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 MSDM program is designed to produce following outcomes:

1. Graduates will be able to summarize major themes and a current research problem in their area of specialization.
2. Graduates will be able to explore and critically evaluate different approaches, in order to distil 'best practice' in terms of possible response/s to different kind of emergencies

3. Graduates will be able to be familiar with the key concepts and terminology commonly used in disaster management
4. Graduates will be able to understand foundations of hazards, disasters and associated natural/social phenomena
5. Graduates will be able to apply complex theories and developing innovative solutions in order to become a Disaster Management leader

3.2.2 Program Objectives and Outcomes Matching

Program Outcomes	Program Objectives					
	1	2	3	4	5	6
1	X	X	X	X	X	X
2	X	X	X	X	X	X
3			X			
4			X		X	
5	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 programs of FMS are 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:

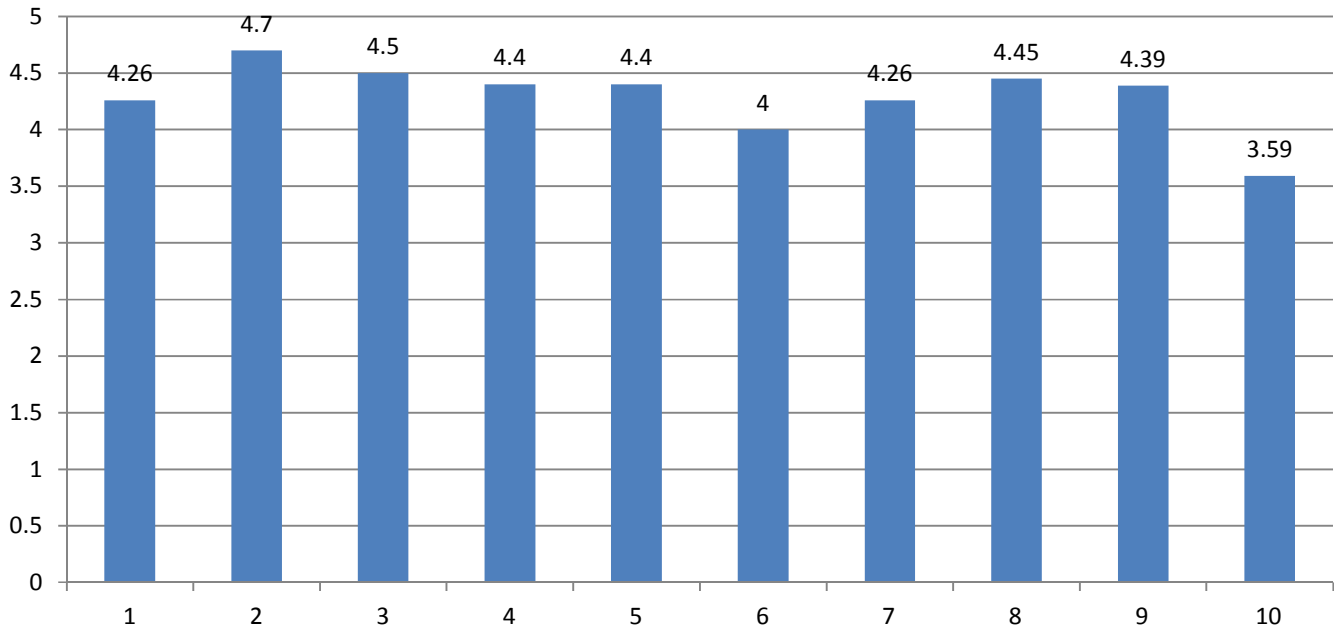


Figure 1: Course Evaluation Bar Chart

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.

Sr. #	Course Name	Graded Marks
1	Disaster Risk management Frameworks and Strategies in Pakistan	
2	Research Methodology in Disaster Management	4.26
3	Disaster Management Concept and Perspectives	4.7
4	Community Based Disaster Risk Reduction	4.5
5	Emergency Response and Recovery in	4.4

	Disaster	
6	Climate Change and Geo-Informatics	4.4
7	Urban and Regional Planning for long-term Disaster	4
8	Project Management in Disaster Scenarios	4.26
9	GIS and Remote Sensing for disaster mapping and management	4.45
10	HRD in Disaster MGT/Capacity Building in Disaster Scenario	4.39

3.3.2 Teachers Evaluation

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

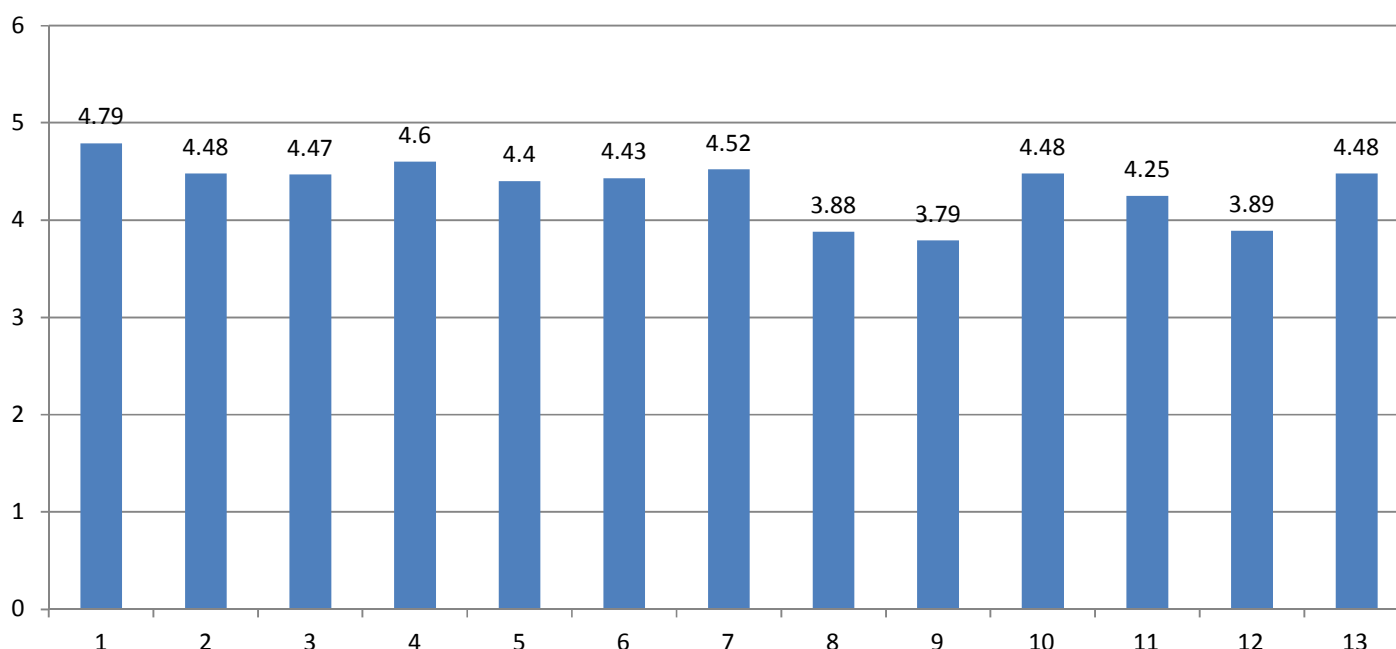


Figure 2: Teachers Evaluation Graph

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.

Sr. No	Teacher Name	Course Name	Responses /Enrolled students on VLE	Marks
1	Dr. Shahzad Ahmad Khan	Distribution Management	9/32	4.79

2	Amanullah Khan	Managerial Decision Making	47/54	4.48
3	Khuram Shahzad	Advanced Research Methods	23/57	4.47
4	Zeshan Ghafoor Awan	Problem Solving & Decision Making for Managers	19/31	4.6
5	Zeshan Ghafoor Awan	Managerial Decision Making	45/54	4.4
6	Mattiullah Farooqi	Trade & Business in Islam	5/13	4.43
7	Muhammad Ayub	Trade & Business in Islam	5/13	4.52
8	Syed Danial Hashmi	Advanced Research Methods	21/57	3.88
9	Dr. Shahzad Ahmad Khan	Project Management	9/16	3.79
10	Mattiullah Farooqi	Life and Living	10/22	4.48
11	Mubashar Hassan Zia	Marketing Management	9/30	4.25
12	Syed Hassan Jamil	Cost Accounting	5/16	3.89
13	Zeshan Ghafoor Awan	Logic	16/26	4.48

3.4 MS Program Strong and Weak Points

MSDM 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:

MS Program Strong Points:

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

MS program Weak Points:

- Shortage of relevant PhD Permanent Faculty
- Lack of library resources
- Non-availability of Student services, Fee & Dues and exams officials during weekend classes
- No study common room
- Shortage of class rooms

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 in the light of observations listed in section 3.1.5, 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 Students enrolled in last three years

Year	Enrolled
2015	20
2016	43
2017	28

3.6.2 Student Faculty Ratio:

FMS has 9-1 ratio.

3.6.3 Average GPA per semester:

The average GPA is 3.00

3.6.4 Average Completion time

The MS program has average completion time of 2.5 years.

3.6.5 Students Course Evaluation Rate

Student's course evaluation rate for all courses is 9.43

3.6.6 Students Faculty Evaluation

QEC staff conducted the teachers' evaluation to ensure unbiased feedback. The results showed in section 3.3.1.

3.6.7 Research

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

3.6.8 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.

3.6.9 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

MS Disaster Management

4.2 Definition of credit hour:

1.5 credit hours are hour of theory lecture or 1.5 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	Disaster Risk management Frameworks and Strategies in Pakistan
2	Research Methodology in Disaster Management
3	Disaster Management Concept and Perspectives

4	Community Based Disaster Risk Reduction
5	Emergency Response and Recovery in Disaster
6	Climate Change and Geo-Informatics
7	Urban and Regional Planning for long-term Disaster
8	Project Management in Disaster Scenarios
9	GIS and Remote Sensing for disaster mapping and management
10	HRD in Disaster MGT/Capacity Building in Disaster Scenario

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	10			(6)18		(4)12
2						
3	Thesis			6		

Table 3: Curriculum Course Requirements (table 4.3)

4.5 Courses Information/ outline

4.5.1 Subject: Climate Change

COURSE OBJECTIVES

- i. To figure out the interactions in bio-sphere.
- ii. To understand the Man and environment interaction.
- iii. To interlink the disasters and climate change.
- iv. To understand the climate change at global, regional and local levels.

COURSE PLAN

Week #	Main Topics	Hours
1	Introduction to Climate Change and Disasters	03
2	Weather and Climate	03
3	Elements of Weather and Climate	03

4	Global Climatic Regions	03
5	Role of Oceans o Surface current, El-Nino and La-lina Effect, Carbon sink	03
6	Earth Heat Budget System	03
7	Hydro-meteorological System	03
8	Causes of Climate Change o Natural and Anthropogenic	
MID TERM EXAM		
8	Climate Change	03
9	Global Warming	03
10	Extreme Weather Events	03
11	Climate Change and Extreme Hydro-meteorological Events	03
12	Hydro-meteorology Disasters	03
13	Global Distribution of Hydro-meteorological Disasters	03
14	Impacts of Climate	03
15	Climate Change and Vulnerabilities	03
16	Climate Change Mitigation Climate Change Adaptations	03
Total		
48		

4.5.1.1 RECOMMENDED BOOKS/READINGS

- BURROUGHS, William James (2007) Climate Change: A Multidisciplinary Approach. 2nd Edition, Cambridge University Press, London, UK.
- GAVIN, Schmidt and Wolfe, Joshua; Jeffrey, D. Sachs (2009) Climate Change: Picturing the Science, Earthscan, London, UK.
- INTERGOVERNMENTAL Panel On Climate Change (IPCC) (2007), Climate Change 2007 - The Physical Science Basis Contribution of Working Group I to the Fourth Assessment Report of the IPCC.
- KININMONTH, William (2004) Climate Change: A Natural Hazard. Multi-Science,
- SMITH, Keith; Petley, David N. (2009) Environmental Hazards: Assessing Risk and Reducing Disaster. 5th Edition, Routledge, London, UK.

4.5.2 Subject: Advance Research Methods

Course Objectives

- I. To understand research particularly in the field of Disaster Management.
- II. To know the methods of data collection, analysis and interpretation.
- III. To develop research design for different case studies

COURSE CONTENTS

Week	Main Topics	Hours
1	Introductory Session Course Introduction, Objectives, and Outline	03
2	Research in the Field of Disaster Management	03
3	Research Methods and Process: An Overview Types of Researches Inductive and Deductive Approaches Basic and Applied Research Quantitative vs Qualitative Research Hypothetico-Deductive Method	03
4	Theory and Theorizing: Making Sense of Data What theory is and Why it is important? Discussion on “Research Topics for Each Group” What is Plagiarism? Academic Dishonesty	03
5	Critically Reviewing the Literature <ul style="list-style-type: none"> • Concepts, Constructs, and Variables • Searching Through Google Scholar • Accessing Online resources • How to read an Article • Techniques to Review the Literature • Writing the Introduction and Literature Review • Providing in-text citations and End-References (APA style or AMR Style). • Developing Theoretical Framework and Model • Theorizing and Logical Flow of Argumentation • Proposition and Hypothesis • Types of Hypothesis 	03
6	Design and Methodology I Survey Design and Implementation Unit and Level of Analyses Measurement of Variables Data Collection Methods Primary Data Collection/Secondary Data Collection Reliability: Concept Clarity Validity: Concept Clarity Measurement Issues: Common Method Bias Online Survey	03
7	Reviewing the Progress on research projects and feedback	03
8	Design and Methodology II Selecting research design based on the purpose/type of the study Types of Study (Exploratory, Descriptive, Hypothesis	03

	Testing) Study Settings/Environment: Field surveys vs Laboratory/experimental designs Type of Investigation: Causal vs Correlational studies Time Horizon: Cross-sectional studies vs longitudinal studies	
	Mid Term Exam	
9	Design and Methodology III Sample Design Probability/Non Probability Sampling Sampling Selection Issues Common Problems and Pitfalls Questionnaire Design Techniques of translation in Local Languages: Back to Back Translation	03
10	Data Analyses Techniques Quantitative Analysis Using SPSS ^(R) (Statistical Procedures for Social Sciences) Data entry and Creating Variables Handling missing data Basic Data Analysis: Descriptive Analysis Reliability Analysis Analysis of variance (ANOVA) and Control Variables Correlation, Simple and Multiple Regression Analysis Multicollinearity Diagnostics and remedies Test of Differences (t-test) An overview of Meta-Analysis	03
11	Data Analyses Techniques II Exploratory Factor Analysis (EFA) Moderated and Mediated Regression Analysis Drawing Graphs for Moderation Testing Curvilinear Relationships Logistic Regression	03
12	Data Analyses Techniques III Qualitative Data Analyses Content Analysis Ethnography Grounded Theory Interviews/Elite Interviewing	03
13,14,15	Reviewing the Progress on Research Projects and Feedback	03
16	Plagiarism check and Submission	03
17	Final Exams	03

RECOMMENDED BOOKS

1. CRESWELL, John W. (2009) Research Design: Qualitative, Quantitative, and Mixed Methods Approaches. Sage Publications
2. HOWARD, K. ef; Sharp, J.A. (1983) The Management of a Student Research Project. Gower Publishing Company, UK.
3. JOHN, W. Creswell (2009) Research Design: Qualitative, Quantitative, and Mixed Methods Approaches.
4. MYERS, Jerome L. Well, Arnold D. (2002) Research Design & Statistical Analysis. 2nd Edition, Routledge, London, UK.
5. TUCKER, Lyne, et.al. (1990) Research Methods and Statistical Analysis, IPS; Nottingham University U.K.

4.5.3 Subject: Urban and regional planning for long term disaster management

Relevance of this course

- This course is designed to help you make better decisions about the future of your city
- NOT a course to make you a professional planner
- Provide a general view and understanding that will make the rest of the course useful and interesting
- First Parts are the basic core about the use of planning and planners in shaping the city and the region
- Other modules go into more detail about specific aspects and issues in planning-- build on the basic core of understanding in this course
- Major aim of planning is to make society a better place to live and work especially for cities and towns
- Yet this is lacking in most cities, particularly those in the developing world
- URP can be an effective regulatory tool in balancing economic, social and environmental needs arising from both local and global interests

Course contents

week	Main topic	hours
1	Introduction to urbanism/urbanization	03
2	History of urban planning Urban planning process	03
3	Urban problems	03
4	Physical planning and concept	03
5	Planning law	03
6	Land-use models Land-use & planning(environmentally)	03
7	Modern town planning/concept	03
8	Building construction/climate & environmental consideration in building	03
Mid Term Exam		
9	Pakistan building code 2007 Pakistan national conservation strategy	03
10	Relationship between disaster management & urban planning	03

11	Community base risk reduction/management	03
12	Mainstreaming disaster risk reduction in to development process in Pakistan	03
13	Smart growth	03
14	Resilient cities Toolkit for resilient cities	03
15	Regenerative design	03
16	Living machines- eco cities Green- urbanism	03
	Final Exam	

Books

- Urban & Regional Planning By Peter Hall
- The Urban Pattern “City Planning And Design” 4th Edition By B.Gallion & Simon Eisner
- Models Of Urban And Regional System In Developing Countries By George Chadwick
- Urban Planning Theory By Melville C. Branch
- Urban Planning And Real Estate Development By John Ratcliffe & Michael Stubbs
- Cities Of The World By Stanley D. Brunn & Jack F. William
- Fundamental Of Disaster And Hazard Management By Austin Hooke
- Disaster Management And Preparedness By Thomas D. Schneid & Larry Collins
- Manual “ Total Disaster Risk Management “ By Asian Disaster Preparedness Center (Thailand)
- Introducing Town Planning By Clara H.Greed
- Introduction To Transportation Planning By M.J.Bruton

4.5.4 Subject: Disaster Management Concept and Perspectives

Course Objectives

- This module provides basic knowledge of hazards, disasters, risks, vulnerability and capacity including natural, climatic and human induced factors and associated impacts.
- On completion of this module, students should understand the nature and types of disasters, associated risks and impacts to these disasters.

Course Contents

week	Main topic	hours
1	Definitions of Natural Hazards and Disasters	03
2,3	Classification of Natural hazards	03
4	Classification of Disasters	03
5	Disaster risks	03
6	Vulnerabilities	03
7	Capacities	03
7,8	Introduction to Floods, Earthquakes, Landslides, Drought,	03

	Desertification, GLOFs, Avalanches, Cyclones and Storms (Types, Causes and Impacts)	
9,10	Definitions of Natural Hazards and Disasters	03
	Introduction to climate change and climatic variability	
11,12	Epidemic Diseases 1.Human 2.Crops 3.Livestock etc.	
13, 14	Man-made Disasters 1. Industrial 2. Forest fire 3. Deforestation 4. Terrorism	03

Recommended Books

1. BURTON, I.; Kates, R.W. and White, G.F. (1993). The Environment as Hazard, The Guildford Press, London, UK.
2. DAMON, P. C. (2006). Introduction to International Disaster Management. Butterworth-Heinemann, UK.
3. DILLEY, Maxx (2005). Natural Disaster Hotspots: A Global Risk Analysis. World Bank and University of Columbia, US.
4. ELLIOT, J.E. (2006). An Introduction to Sustainable Development. Third Edition. Routledge, London, UK.

4.5.5 Subject: Emergency Response and Recovery in Disaster

Course Objectives

- i. To understand Emergency Process.
- ii. To know about the Response Mechanism for an Emergency situation.
- iii. To interlink Emergency Response with Disaster Management.
- iv. Institutional Arrangements for Emergency Management.

Course Contents

week	Main topic	hours
1	Introduction to Emergency Management	03
2	Disasters and Emergency Situation	03
3	The nature of Emergency Situation	03
4	Phases of Emergency Management (Response, Recovery, Mitigation and Preparedness)	03
5	Emergency Response Organizations (Federal, Provincial, District, Community, Individual, NGOs)	03
6	Regional and Global Response Mechanisms.	03
7	Trans boundary Emergency Management.	03
8	Emergency Operation Centre	03
	Mid Term	
9	Major Components of EOC	
10	Organogram	03
11	Special Powers (Legislation)	03
12	Operational Plan Logistics	03
13	Communications Collaborations	03
14	Avoiding Replications	03

15	Emergency Mitigation (Risk Assessment, Precautionary Measures, Minimizing the Risk)	03
16	SPHERE Standards	03
	Final Term	

Recommended Books

1. Alexander, David (2002) Principles of Emergency Planning and Management. Terra Publishing, University of Minnesota, USA.
2. buchanan, sally (2000) Emergency Preparedness. Preservation Issues and planning. Chicago, American Library Association.
3. Richard L. Daft (2015) Organizational Theory and Design.
4. Lucien G. Canton (2007) Emergency Management Concepts and Strategies for Effective Programs, John Wiley & Sons, Inc., Hoboken, New Jersey

4.5.6 Subject: Project Management in Disaster Scenarios

Objectives:

This module will groom the students as project managers; whereby they will be able to understand the functional requirements of Projects.

Course Contents:

week	Main topic	hours
1	Introduction to Project Cycle	03
2	Project Management- Basic concepts	03
3	Project Management International Standards	03
4	Project planning and Documentation	03
5	Project Management in NGOs	03
6	Project Management Methodologies	03
7	Project Management Body of Knowledge (PMBOK)	03
8	Project Management Knowledge Areas	03
	Mid Exam	
9	Project Scheduling & Critical Path Method	03
10	Project Selection Models and Types	
11	Decision Aiding Models	03
12	Criteria for Project Selection	03
14	Types of Project Selection Models	03
15	Project Risk Management	03
16	Change Management	03
14	Monitoring and Evaluation	03
15	Introduction to Project Management Software	03
16	MS Project Office / Primavira	03
	Final Exam	

Recommended Books:

1. ALEXANDER, D. (2002) Principles of Emergency planning and Management. Terra Publishing: Minnesota, US.
2. BUCHANAN, S. (2000) Emergency Preparedness. Preservation Issues and Planning. American Library Association: Chicago, US. 29

3. GOODMAN, L. J. and Love, R. N. (2003) Project Planning and Management: An Integrated Approach. East-West Center: CA.
4. VAN Der Weide, A. (2003) Project Planning and Management, LEMMA.
5. WISNER, Ben; Blaikie, P.; Cannon, T. and Davis, I. (2004) At Risk - Natural Hazards, People's Vulnerability and Disasters. Routledge: London, UK.

4.5.7 Subject: Community Based Disaster Risk Reduction

Objectives:

The main purpose of this course is to make the students understand various participatory approaches and strategies and their application in Disaster Management.

Course Contents:

week	Main topic	hours
1	The concept of Group, Community and Society	03
2	Social structure and social organization	03
3	Perception and Attitude of Community towards Disasters	03
4	Community Vulnerability	03
5	Theories and Models of Participatory Development	03
6,7	Participatory Tools and Techniques for Capacity, Vulnerability, Hazards and Risk Assessment	03
8	Participatory Community Risk Assessment	03
	Mid Term	03
9	Participatory Disaster Risk Management Planning	
10	Community-Managed Implementation	03
11	Participatory Monitoring and Evaluation	03
12,13	Disaster Risk Communication/ Awareness in DRR	03
14	Mainstreaming of CBDRR in Public Policy, Planning and Implementation	03
15	Role of CBOs and NGOs	03
16	Final Exam	03

Recommended Books

1. CHAMBERS, R. (1997) Who's Reality Counts: Putting the Last First. Intermediate Technology Publications, London.
2. DERCOLE, Robert & Pigeon, P.M. (1998) Natural disasters in South East Asia and Bangladesh - Vulnerability Risks and Consequences. CRED, Brussels.
3. GUIJT, Irene and Kaul, Shah M. (1999) The myth of Community: Gender Issues in Participatory Development. Intermediate Technology Publication, London.
4. MOSSE, D, and Farrington, J. (1997) Development as Process: Concepts and Methods for Working with Complexity. Routledge, London and New York.
5. SASTRY, K. R. (2001) Improving Community Participation and People's Awareness in Disaster Reduction in Learning from Natural and Technological Disasters: Global Blueprints for Change. Institute of A. D. Hyderabad, India.

6. SAY, R. Y. (2002) Participatory Project Cycle Management (PPCM): A Planning Method for Community Development. Asian Productivity Organization (APO).

Health Services. Arlington, VA: 2005.

4.5.8 Subject: Disaster Risk Management Frameworks and Strategies in Pakistan

Objectives:

- i. To understand the concept of Risk in DM.
- ii. To know the basic elements of Risk Assessment.
- iii. To develop skills for decision making in Disasters Risk Management.

Course Contents:

week	Main topic	hours
1,2	Basic Concepts (Geomorphologic Process, Natural Hazard, Disaster, Vulnerability, Capacity and Risk)	03
3,4,5	Hazard Assessment o Type, Nature of Occurrence, Location, Density, Intensity, Frequency o Data Available and Quantifying the Hazards	03
5,6,7	Vulnerability Assessment o Elements at Risk and Quantifying the Elements at Risk o Acceptance Level and Limitations	03
8,9,10	Capacity Assessment o Classification, Level and Dimension of Capacities o Quantifying the Capacities	03
11,12,13	Risk Assessment o Characteristics of Risk, Dynamic Pressure, Underlying Causes, the Progression of Vulnerability, and Disaster Crunch Model. o Matrix of Risk, Risk Record and the Probability of Risk	03
14,15,16	Decision Making o Limitations of Risk Assessment, Cost-Benefit Analysis, Acceptance Level of Risks, Risk Management and National Development, Best Option Considerations	03

Recommended Books

1. CROUHY, Michel; Galai, Dan; Mark, Robert; (2005) The Essentials of Risk Management. The McGraw Hill Co., New York, US.
2. DAMON, P. C. (2006) Introduction to International Disaster Management. Butterworth-Heinemann, UK.
3. DILLEY, Maxx (2005) Natural Disaster Hotspots: A Global Risk Analysis. World Bank and University of Columbia, US.
4. ELLIOT, J.E. (2006) An Introduction to Sustainable Development. Third Edition. Routledge, London, UK.
5. HEWITT, K. (1997) Regions of Risk: A Geographical Introduction to Disaster. Harlow and Longman, Edinburgh, UK.

6. SMITH, Keith; Petley, David N. (2009) Environmental Hazards: Assessing Risk and Reducing Disaster. Routledge, London, UK.

4.5.9 Subject: Geo-informatics

Objectives:

To provide with a background, principles and practices of GIS and RS in disasters risk management.

Course Contents:

week	Main topic	hours
1	Concept and principles of Geo-informatics,	03
2	Historical evolution of Remote Sensing technology,	03
3	Passive and Active Remote Sensing,	03
4	Electromagnetic spectrum, Interactions with the Atmosphere,	03
5	Principle of Remote Sensing and Aerial photogrammetry,	03
6	Methods of interpretation of aerial photographs,	03
7	Identification of important features with special reference to hazards,	03
8	vulnerability, risk mapping,	03
9	Practical Exercises of photo interpretation,	03
10	Data models in GIS,	
11	Global Positioning System (GPS), o Use and application of GPS in Disaster management,	03
12	Different types of Resolution o Spectral o Radiometric o Temporal o Spatial	03
14	Raster data interpretation,	03
15	Digitization of data, management, handling, editing,	03
16	Spatial analysis, output and organization, Hazards and disasters data collection for GIS database development	03

Recommended Books

1. ABRAMS, J. and Hall, P. (2006) Mapping- New Cartographies of Networks and Territories. University of Minnesota Design Institute, Minnesota.
2. ARONOFF, S. (2005) Remote Sensing for GIS Managers: ESRI Press, New York.
3. CARLETON .A. (1990) Satellite Remote Sensing in Climatology: CBS Publishers and Distributor, New Delhi.
4. CARRARA and Guzitti (2001) Geographical Information System in Assessing Natural hazards: Dordrecht, Kluwer.
5. LILLESAND, T. M. (2006) Remote sensing and image interpretation: John Wiley & Sons, Inc. New York.

6. MASSER, I. and Blakemore, M. (1991) Handling Geographical Information: Methodology and Potential Applications. Longman. New York.

4.5.10 Subject: Earthquake Disaster Assessment and Mitigation.

Objectives:

To understand the nature, causes, consequences and remedies of the earthquake hazard.

Course Contents:

week	Main topic	hours
1	Introduction to Earthquake Seismology	03
2	Earthquake Hazard Management	03
3	Plate Tectonic and Elastic Rebound Theory	03
4	Global Distribution of Earthquakes	03
5	Folding, Faulting and Fault Lines	03
6	Earthquake Hazard and Vulnerabilities	03
7	Earthquake and Associated Secondary Hazards	03
8	Seismic Zonation and Micro-Zonation	03
	Mid Term	
9	Earthquake Hazard Reduction Measures (Structural and Non-Structural)	03
10	Structure, Design and Material of the Buildings	
11	Preparedness (Individual, Family, Community, Early Warning System, Institutions, Awareness etc.)	03
12	Increasing the Capacities and Decreasing the Vulnerabilities	03
14	Response	03
15	Retrofitting Techniques	03
16	Earthquake Risk Analysis	03
	Final Exam	03

Recommended Books

1. ALCÁNTARA-Ayala, Irasema; Goudie , Andrew (2010) Geomorphological Hazards and Disaster Prevention. Cambridge University Press, UK.
2. ANDRÉ Filiatrault (2002) Elements of Earthquake Engineering and Structural Dynamics. Presses Internationaels Poltechnique, France.
3. COBURN, Andrew; Spence Robin (2002) Earthquake Protection. John Wiley & Sons Ltd., New York, US.
4. DOWRICK, David (2003) Earthquake Risk Reduction. John Wiley & Sons Ltd.,New York, US.

5. PRELIMINARY Damage and Needs Assessment Report of Pakistan 2005 Earthquake (2005). Prepared by Asian Development Bank and World Bank, Islamabad, Pakistan.

4.5.11 Subject: Flood Routs Mapping, Forecasting and Risk Management.

Objectives:

To understand the nature, causes, consequences and remedies of the flood hazard.

Course Contents:

week	Main topic	hours
1	Introduction to Flood Hazard	03
2	General Characteristics of Flood	03
3,4	Causes of Floods o Meteorological o Hydrological o Anthropogenic	03
5	Flood Intensifying Conditions	03
6	Types of Floods (Riverine flood , Flash flood, Coastal flood, GLOF)	03
7	Direct and Indirect effects of flood	03
8	Basic Principles in Flood Hazard Assessment	03
9	Integrated Flood Risk Management	03
10	Flood and Development Challenges	
11,12,13	Flood Mitigation Measures o Structural (Engineering Protection) o Non-structural (Planning and Policies)	03
14	Introduction to Flood Hazard	

Recommended Books

1. HEWITT, K. (1997) Regions of Risk: A Geographical introduction to disaster, Harlow, Longman.
2. KUMAR, N (2006) Disaster Management Progressive international Agencies (PVT) Limited, New Delhi, India.
3. MARTINI (2002) Flood & Mega flood Process and Deposit: Recent & Ancient Examples Multi-Lines Books Lahore. Pakistan
4. ROSENFELD, C. (1994) Flood Hazards Reduction: GIS maps, survival strategies in Bangladesh. Geo Info Systems, Dacca.
5. SMITH, K. (1992) Environmental Hazards: Assessing and reducing disasters. Routledge, London, UK.
6. WISNER, Piers Blaike (2004) At Risk- Natural Hazards, Peoples, Vulnerability and Disaster, Ben Vanguard Books (PVT) Limited Lahore.

4.5.12 Subject: GIS and Remote Sensing for disaster mapping and management

Objectives:

This course would help the students to understand the uses and application of GIS & RS technology in the field of Disaster Management.

Course Contents:

week	Main topic	hours
1	Course introduction,	03
2	Characteristics of Satellite Images, o Interpretation of satellite images, o identification and demarcation of important features, o Mapping from Satellite Images,	03
3	Application of GIS and Remote sensing in Disasters Management,	03
4	Use of GPS in Disaster management,	03
5	Identification of hazard prone areas,	03
6	Hazard mapping,	03
7	Vulnerability mapping,	03
8	Risk mapping,	03
	Mid Term	
	Lithosphere Atmosphere Ionization Coupling Model and its application in earthquake precursors,	
9	Uses and applications of multi-spectral remote sensing in flood risk management,	03
10	Landslide susceptibility mapping,	
11	Seismic hazard mapping,	03
12	Use of GIS and remote sensing in natural disaster forecasting,	03
14	Comparative GIS based disaster related Case Studies,	03
15	Practical Exercises on creating various disasters maps using GIS software such as Arc GIS /ERDAS/MAP INFO/ILWIS.	03

Recommended Books

1. ABRAMS, J. and Hall, P. (2006) Mapping- New Cartographies of Networks and Territories. University of Minnesota Design Institute, Minnesota.
2. ARONOFF, S. (2005) Remote Sensing for GIS Managers: ESRI Press, New York.
3. CARLETON .A. (1990) Satellite Remote sensing in climatology: CBS publishers and distributor, New Delhi.
4. CARRARA and Guzitti (2001) Geographical Information System in Assessing Natural hazards: Dordrecht, Kluwer.

5. LILLESAND, HOMAS M. & R.W. KIEFER, (1994): Remote Sensing and Image Interpretation: John Wiley Sons, Inc. New York.
6. LILLESAND, T. M. (2006) Remote sensing and image interpretation: John Wiley & Sons, Inc. New York.

Teaching Methodology:

1. One to one discussion conducted by teacher and participated by students.
2. Conducting quiz in respective sessions for applied input of students.
3. Motivating students for their active contribution.
4. Engaging all students in all discussion sessions.
5. Assigned topic and seeking students' feedback to elaborate it further
6. Discussion groups conducted by teacher by initiating deliberations among students' groups.
7. Presentations by student on different topics related to the subject
8. Exploring latest theoretical and research trends for unleashing students' potential

4.6 Standard 2-1

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

The curriculum is consistent and supports the programs objectives.

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	Disaster Risk management Frameworks and Strategies in Pakistan Disaster Management Concept and Perspectives Community Based Disaster Risk Reduction Emergency Response and Recovery in Disaster Urban and Regional Planning for long-term Disaster Project Management in Disaster Scenarios HRD in Disaster MGT/Capacity Building in Disaster Scenario Climate Change and Geo-Informatics
Problem Analysis	GIS and Remote Sensing for disaster mapping and management Research Methodology in Disaster Management
Solution	Thesis

Design	
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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.

MS 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
MS Disaster Management	6	4

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

MS DM program contain 10 courses, these courses educate the students with the concept of the research and its application in the field of business management and their area of specialization. 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. ArcGIS Software
2. SPSS
3. E-views

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	Advance Research Method	Advance Research Method
Software Available	MS Office, Java, SQL Server, MS Visio, SPSS, Eviews, ArcGIS Software	MS Office, Visual Studio, SQL Server, SPSS, Eviews, ArcGIS Software
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 twice a year, in fall and spring semester.

Applicant with 16 years of education (50% marks or 2.0 CGPA) in Earth and Environmental Sciences, Biological Sciences, Management Sciences, Agriculture Sciences, Medical Sciences, Economics, Sociology, Social Work, Psychology, Anthropology, Forestry, Architecture, Gender Studies, Journalism, Mass Communication, Civil / Earthquake / Mining Engineering, City / Urban & Regional Planning and other relevant fields

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, sessional, 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 2nd semester which is the final semester. At the end of 2nd semester all students are required to submit their respective research thesis. Student's final results are announced on the basis of research thesis 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		7	2
Management	Disaster Risk management Frameworks and Strategies in Pakistan Research Methodology in Disaster Management Disaster Management Concept and Perspectives Community Based Disaster Risk Reduction Emergency Response and Recovery in Disaster Urban and Regional Planning for long-term Disaster Project Management in Disaster Scenarios GIS and Remote Sensing for disaster mapping and management HRD in Disaster MGT/Capacity	10	0

	Building in Disaster Scenario Climate Change and Geo- Informatics		
Marketing		2	1
Total		19	3

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 program is launched in fall 2015. So have no graduates till to date.

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 50000 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 (MS in Disaster Management), Riphah International University 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 professional. 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. 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 number 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 refresher 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, short comings and limitation 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:-

MS Program Strong Points:

- The curriculum has rich and logically arranged courses to prepare the students to be competent in research and professionally.

- Research oriented environment
- Attractive scholarship
- Ideal location
- Weekend classes

MS program Weak Points:

- Shortage of relevant PhD Permanent Faculty
- Lack of library resources
- Non-availability of Student services, Fee & Dues and exams officials during weekend classes
- No study common room
- Shortage of class rooms

Annexure – A: Alumni Survey

Not Applicable

Annexure – B: Employer Survey

Not Applicable

Annexure – C: Students Course Evaluation

Course: Geo-Informatics

1. (1) The course objectives were clear.	
- 5:	5 (55.56 %)
- 4:	1 (11.11 %)
- 3:	2 (22.22 %)
- 2:	0
- 1:	1 (11.11 %)
2. (2) The course workload was manageable	
- 5:	3 (33.33 %)
- 4:	1 (11.11 %)
- 3:	4 (44.44 %)
- 2:	0
- 1:	1 (11.11 %)
3. (3) The length of the course was appropriate	
- 5:	3 (33.33 %)
- 4:	1 (11.11 %)
- 3:	2 (22.22 %)
- 2:	2 (22.22 %)
- 1:	1 (11.11 %)
4. (4) Teaching methods encouraged participation	

- 5:	4 (44.44 %)
- 4:	1 (11.11 %)
- 3:	2 (22.22 %)
- 2:	1 (11.11 %)
- 1:	1 (11.11 %)

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

- 5:	4 (44.44 %)
- 4:	1 (11.11 %)
- 3:	2 (22.22 %)
- 2:	1 (11.11 %)
- 1:	1 (11.11 %)

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

- 5:	4 (44.44 %)
- 4:	1 (11.11 %)
- 3:	2 (22.22 %)
- 2:	1 (11.11 %)
- 1:	1 (11.11 %)

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

- 5:	5 (55.56 %)
- 4:	0
- 3:	2 (22.22 %)
- 2:	1 (11.11 %)
- 1:	1 (11.11 %)

8. (8) I understood all the lectures





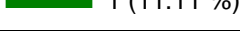



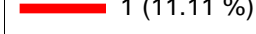
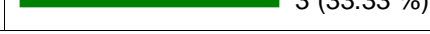










- 5:	4 (44.44 %)
- 4:	0
- 3:	3 (33.33 %)

- 2:	1 (11.11 %)
- 1:	1 (11.11 %)
9. (9) The pace of the course was appropriate	
- 5:	3 (33.33 %)
- 4:	2 (22.22 %)
- 3:	2 (22.22 %)
- 2:	1 (11.11 %)
- 1:	1 (11.11 %)
10. (10) The methods of assessments were fair	
- 5:	5 (55.56 %)
- 4:	0
- 3:	2 (22.22 %)
- 2:	1 (11.11 %)
- 1:	1 (11.11 %)
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:	4 (44.44 %)
- 4:	1 (11.11 %)
- 3:	2 (22.22 %)
- 2:	1 (11.11 %)
- 1:	1 (11.11 %)
12. (12) As a result of taking this course my thinking is more focused and systematic, at least in this subject area.	
- 5:	2 (22.22 %)
- 4:	3 (33.33 %)
- 3:	2 (22.22 %)
- 2:	1 (11.11 %)
- 1:	1 (11.11 %)

13. (13) The material in the practical was useful (if applicable)	
- 5:	2 (22.22 %)
- 4:	2 (22.22 %)
- 3:	3 (33.33 %)
- 2:	1 (11.11 %)
- 1:	1 (11.11 %)
14. (14) In this course, I improved my ability to give sound reasons regarding issues in this subject area	
- 5:	0
- 4:	5 (55.56 %)
- 3:	2 (22.22 %)
- 2:	1 (11.11 %)
- 1:	1 (11.11 %)

Annexure – D: Students Teachers Evaluation

Teacher: Dr. Shahzad Ahmad Khan

1. (Undertaking) I confirm that evaluation being done by me is all correct	
- Yes:	 9 (100.00 %)
- No:	 0
2. (1) The Teacher starts and finishes class on time	
- 5:	 6 (66.67 %)
- 4:	 2 (22.22 %)
- 3:	 1 (11.11 %)
- 2:	 0
- 1:	 0
3. (2) The Teacher comes duly prepared for the lecture in each class	
- 5:	 5 (55.56 %)
- 4:	 1 (11.11 %)
- 3:	 3 (33.33 %)
- 2:	 0
- 1:	 0
4. (3) The Teacher utilizes full time of class focusing on the subject matter	
- 5:	 4 (44.44 %)
- 4:	 2 (22.22 %)
- 3:	 3 (33.33 %)
- 2:	 0
- 1:	 0
5. (4) The Teacher demonstrates knowledge of the subject	
- 5:	 4 (44.44 %)
- 4:	 3 (33.33 %)
- 3:	 1 (11.11 %)

- 2:	1 (11.11 %)
- 1:	0
6. (5) The Teacher has covered the whole course	
- 5:	4 (44.44 %)
- 4:	3 (33.33 %)
- 3:	2 (22.22 %)
- 2:	0
- 1:	0
7. (6) The Teacher is available for after class consultations during the specified office hours.	
- 5:	3 (33.33 %)
- 4:	2 (22.22 %)
- 3:	4 (44.44 %)
- 2:	0
- 1:	0
8. (7) The Teacher provides additional material/books/internet references apart from the text book	
- 5:	2 (22.22 %)
- 4:	2 (22.22 %)
- 3:	3 (33.33 %)
- 2:	2 (22.22 %)
- 1:	0
9. (8) The Teacher communicates the subject matter clearly and effectively	
- 5:	4 (44.44 %)
- 4:	1 (11.11 %)
- 3:	3 (33.33 %)
- 2:	1 (11.11 %)
- 1:	0

10. (9) The Teacher maintains a conducive environment in the class	
- 5:	3 (33.33 %)
- 4:	1 (11.11 %)
- 3:	4 (44.44 %)
- 2:	0
- 1:	1 (11.11 %)
11. (10) The Teacher shows respect towards students and encourages class participation	
- 5:	3 (33.33 %)
- 4:	2 (22.22 %)
- 3:	3 (33.33 %)
- 2:	0
- 1:	1 (11.11 %)
12. (11) The Teacher ensures equitable participation of the students in the class	
- 5:	2 (22.22 %)
- 4:	3 (33.33 %)
- 3:	3 (33.33 %)
- 2:	0
- 1:	1 (11.11 %)
13. (12) The Teacher is fair in exams and grading	
- 5:	4 (44.44 %)
- 4:	1 (11.11 %)
- 3:	3 (33.33 %)
- 2:	0
- 1:	1 (11.11 %)
14. (13) The Teacher checks and returns assignments/exams and scripts, in time	
- 5:	3 (33.33 %)
- 4:	2 (22.22 %)

- 3:	3 (33.33 %)
- 2:	0
- 1:	1 (11.11 %)
15. (14) The Teacher relates current lesson content to previous and future lessons	
- 5:	3 (33.33 %)
- 4:	2 (22.22 %)
- 3:	3 (33.33 %)
- 2:	0
- 1:	1 (11.11 %)
16. (15) The teacher takes extra steps to elevate competency level of weak students	
- 5:	3 (33.33 %)
- 4:	1 (11.11 %)
- 3:	4 (44.44 %)
- 2:	0
- 1:	1 (11.11 %)
17. (16) The Teacher accepts and incorporates student's ideas, questions and responses.	
- 5:	2 (22.22 %)
- 4:	4 (44.44 %)
- 3:	2 (22.22 %)
- 2:	0
- 1:	1 (11.11 %)
18. (17) The Teacher make use of audio/visual aids to make the lectures interesting	
- 5:	2 (22.22 %)
- 4:	2 (22.22 %)
- 3:	4 (44.44 %)
- 2:	0
- 1:	1 (11.11 %)

19. (18) The Teacher uses easy and understandable vocabulary for students	
- 5:	2 (22.22 %)
- 4:	3 (33.33 %)
- 3:	3 (33.33 %)
- 2:	0
- 1:	1 (11.11 %)
20. (19) During the teaching, the teacher display the enthusiasm towards the subject and teaching -motivation to subject interest	
- 5:	2 (22.22 %)
- 4:	3 (33.33 %)
- 3:	3 (33.33 %)
- 2:	0
- 1:	1 (11.11 %)
21. (20) The teacher is using VLE/Moelim for academic activities (assignments/quizes/notes)	
- 5:	4 (44.44 %)
- 4:	1 (11.11 %)
- 3:	3 (33.33 %)
- 2:	0
- 1:	1 (11.11 %)

Annexure – E: Research Papers List

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 research 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 performance in	Journal of Business Management	5(4), 1225-1231. ISI Indexed HEC Recognized Journal

			telecom sector of Pakistan		
		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 railway hospital in	Journal of Commerce	3(1), 33-36.

			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 sustainability: A	Published in proceedings of International Entrepreneurship Congress2 27-29 April	58-70. ISBN: 978-975-8789-48-1

			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 burnout.	Published in the proceedings of 23rd International Business Research Conference, 18 – 20 November, 2013, Melbourne, Australia.	-
		2014	Impact of work-study conflict on burnout and turnover intentions with the moderating role of supervisor	Published in the proceedings of summer conference of International Academy of Business and Economics, 27 – 29 June, 2014, Verona, Italy.	-

			support.		
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.%20Iran.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.%20Sehrish.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 Jurnal 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/2252/1892
		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 Pimacy 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 corporate social responsibility: Ideals and realities . Organized by : IGIAD Society for economic entrepreneurship and business ethics . Istanbul ; turkey April 2012	-
		2012	The future of islamic development theory : Endogenising the political 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 economies of OIC countries. Kuala Lumpur malaysia	-
Dr. Muhammad Abbas	no. of publications	year	Title of Publication	Journal	APA reference
	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, Turkey	organized by : Global illuminators	-
		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 Performance	Information Management and Business Review	Vol. 4, No. 9, pp. 487-495, (ISSN 2220-3796)
		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	no. of public	year	Title of Publication	Journal	APA reference

bhatti	ations				
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.

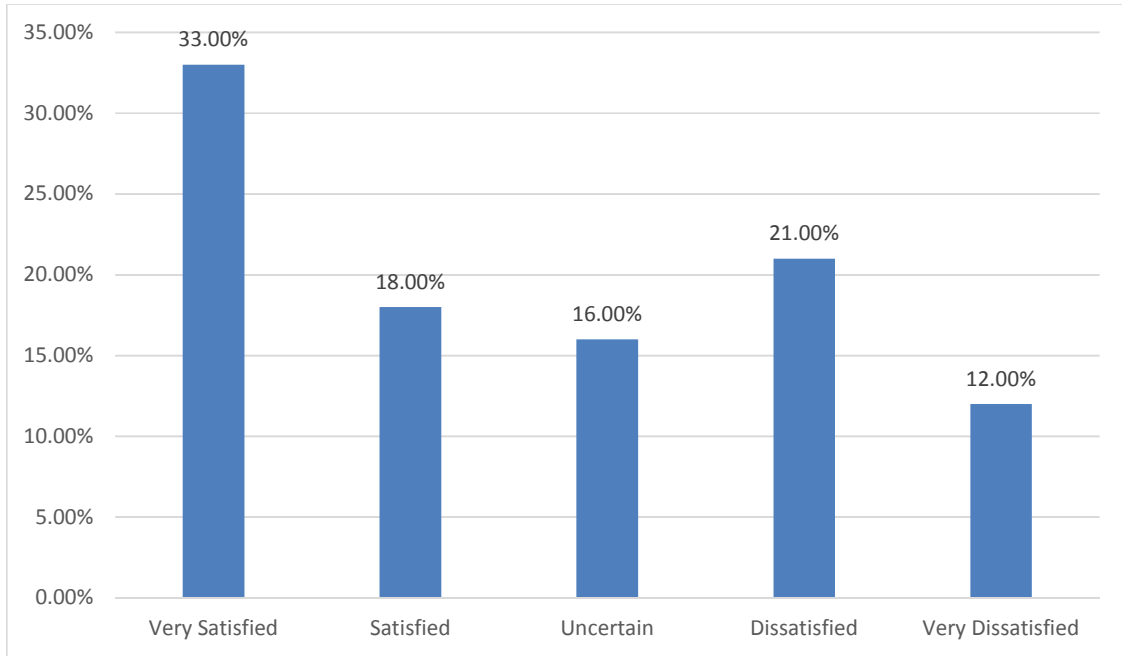
		2011	impact of job satisfaction and organizational commitment on employee performance - evidence from pakistan	Inter-disiplinary journal of contemporary research in business IJCRB	3(4), 642-657.
		2011	impact of strategic leadership on organizational performance in the context of job satisfaction and 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

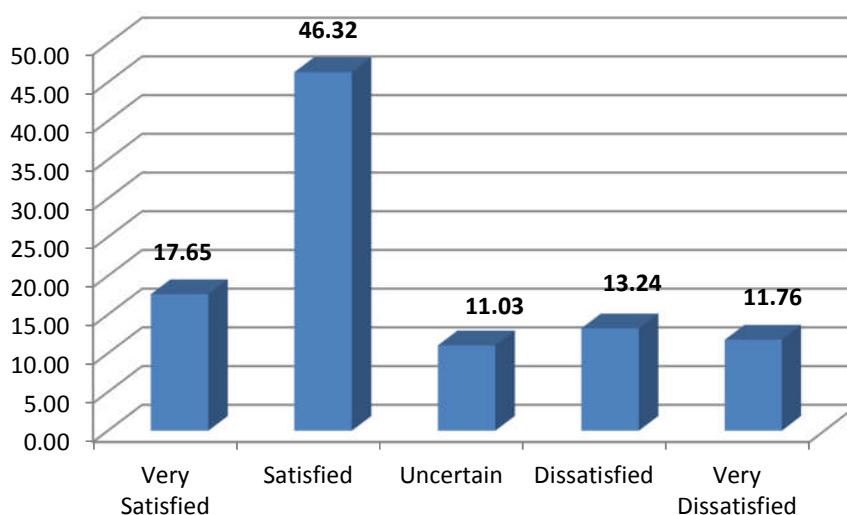
Annexure – F:

Graduating Students Feedback Sample



Annexure – G: Faculty Survey

No.	Questions	Percentage				
		Very Satisfied	Satisfied	Uncertain	Dissatisfied	Very Dissatisfied
1	Clarity of institution's goals/mission	33.33	50.00	0.00	16.67	0.00
2	Communications from/with peers and faculty/departmental leadership	33.33	50.00	16.67	0.00	0.00
3	Type of teaching/ research you currently do..	8.33	75.00	16.67	0.00	0.00
4	Your interaction with students in and outside classroom	50.00	50.00	0.00	0.00	0.00
5	Your satisfaction level regarding office and IT facilities available to you.	8.33	50.00	25.00	8.33	8.33
6	The mentoring available to you from seniors	25.00	50.00	16.67	8.33	0.00
7	Administrative support from the faculty/department.	0.00	66.67	16.67	8.33	8.33
8	Clarity and Satisfaction about the faculty promotion process.	25.00	58.33	0.00	8.33	8.33
9	Your prospects for advancement and progress through ranks.	33.33	41.67	16.67	8.33	0.00
10	Salary and compensation package.	16.67	58.33	16.67	0.00	8.33
11	Job security and stability at the faculty/department/university.	25.00	66.67	0.00	0.00	8.33
12	Amount of time you have for yourself and family.	16.67	50.00	16.67	8.33	8.33
13	The overall environment in the department.	25.00	50.00	16.67	8.33	0.00
14	Adequacy of technological & multimedia instructional resources in classrooms	8.33	75.00	0.00	8.33	8.33
15	Whether the department is utilizing your experience and knowledge.	25.00	58.33	8.33	8.33	0.00
16	Recognition/appreciation of good teaching by seniors	25.00	58.33	0.00	0.00	16.67
17	Opportunities for research in your discipline and recognition of research accomplishment	33.33	50.00	8.33	0.00	8.33
		23.04	56.37	10.29	5.39	4.90



Annexure – H:**Faculty Resume**

Name of Faculty Member	Gender	Nationality	Designation	only provide Highest Degree	Standardized Degree	Name of Univeristy of Highest Degree
Abdul Qayyum	Male	Pakistan	Assistant Professor	PhD	PhD	Asian Institute of Technology, Comsats Institute, IIU
Asma Gul	Female	Pakistan	Lecturer	MS	MS	Riphah International University Lahore
Naeem Ahmed Tahir	Male	Pakistan	Assistant Professor	Masters	Masters	International Islamic University, Islamabad
Ikram Ullah	Male	Pakistan	Lecturer	M.Phil	M.Phil	International Islamic University, Islamabad
Kamran Azam	Male	Pakistan	Assistant Professor	PhD	PhD	University Teknologi Malaysia
Khurram Khan	Male	Pakistan	Assistant Professor	Masters	Masters	Schiller Int University U.K
Khurram Shahzad	Male	Pakistan	Professor	PhD	PhD	Riphah International University Islamabad
Mehwish Ali	Female	Pakistan	Lecturer	M.Phil	M.Phil	National University of Modern Languages Islamabad
Mohammad Burhan	Male	Pakistan	Lecturer	M.Phil	M.Phil	Riphah International University Islamabad
Mubashar Hassan Zia	Male	Pakistan	Lecturer	M.Phil	M.Phil	Riphah International University Lahore
Muhammad Amanullah Khan	Male	Pakistan	Professor	Masters	Masters	University of Punjab
Muhammad Ayub	Male	Pakistan	Assistant Professor	Bachelors	Bachelors	University of Punjab
Muhammad Sarmad	Male	Pakistan	Assistant Professor	PhD	PhD	Quaid Azam university, Islamabad
Najam-Us-Sahar	Female	Pakistan	Lecturer	M.Phil	M.Phil	Riphah International University Islamabad
Raza Saleem Khan	Male	Pakistan	Assistant Professor	MS	MS	University of Lancaster
Shahzad Ahmad Khan	Male	Pakistan	Assistant Professor	PhD	PhD	China University of Geoscience
Syed Hassan Jamil	Male	Pakistan	Lecturer	Masters	Masters	Peshawar University
Umair Mohammad Sadiq	Male	Pakistan	Associate Professor	Masters	Masters	St.Cloud State University
Zeshan Ghafoor	Male	Pakistan	Lecturer	M.Phil	M.Phil	Riphah International University

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 5 April, 2018

a. Brig (R) Maqsood ul Hassan	Vice Principal – IIMC	Chairman
b. Ms. Asmat Parveen	Foundation University	External Member
c. Dr. Rashid Aftab	Director RIPP	Member
d. Dr. Rizwan Bin Faiz	Asst. Professor (FC)	Member

Exit Meeting – 5 April, 2018

Following attended the meeting:-


▪ Prof. Dr. Anis Ahmad	Vice Chancellor	
▪ Prof. Amanullah Khan	Dean FMS	
▪ Brig (R) Maqsood ul Hassan	Vice Principal – IIMC	Chairman
▪ Ms. Asmat Parveen	Foundation University	External Member
▪ Dr. Rashid Aftab	Director RIPP	Member
▪ Dr. Rizwan Bin Faiz	Asst. Professor (FC)	Member

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

- Shortage of lecture rooms
- Deficient hard copies of books related to Disaster Management
- Dissatisfaction of students from Canteen Facility
- Training Sessions for Faculty members required

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.

Implementation Plan (Summary) – FMS (MS Disaster Management)
(Shared Class Rooms & Facilities with other Faculties)

AT Finding	Corrective Action	Implementation Date	Responsible Body	Present Status
Shortage of lecture rooms	Reschedule lecture room bookings to facilitate MS Disaster Management Classes	By 25 Apr 2018	FMS/Administrator Al-Mizan	Completed
Deficient hard copies of books related to Disaster Management	Addition of 25x books related to Disaster Management recommended	By 20 June 2018	FMS/Director ISD	Completed
Dissatisfaction of students from Canteen Facility	Canteen facilities needs improvement	By 30 May 2018	Director Operations/Administrator	Completed
Training Sessions for Faculty members required	1x session of refreshal training session recommended	By 20 June 2018	FMS/RARE	Completed
Chairman's AT Comments Name and Signature	 (Dr. Maqsood ul Hassan) Vicos Principal Islamic Int'l Medical College, Riphah			
Dean's Comments Name and Signature				
QEC Comments Name and Signature				
Head QEC (FUI) External Member Name and Signatures				

(Dr. Maqsood ul Hassan)
Vicos Principal
Islamic Int'l Medical College, Riphah

Prof. Dr. Khurram Shahzad
Associate Dean
Faculty of Management Sciences
Riphah International University, Islamabad



Ms. Asmat Parveen
In-charge QEC
Foundation University Islamabad

Annexure – L: Faculty Course Review Report

MSDM Program is comprised of 36 credit hours. 18 credit hours are for core subjects, whereas, 12 credit hours are for specialization related subjects, while, 6 credit hours are for final research thesis. All courses curriculum is reviewed periodically by the faculty 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 BOS and BOF Meetings.

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 areas:

- Graduates should be able to summarize major themes and a current research problem in their area of specialization.
- Graduates should be able to explore and critically evaluate different approaches, in order to distil 'best practice' in terms of possible response/s to different kind of emergencies
- Graduates should be able to be familiar with the key concepts and terminology commonly used in disaster management
- Graduates should be able to understand foundations of hazards, disasters and associated natural/social phenomena
- Graduates should be able to apply complex theories and developing innovative solutions in order to become a Disaster Management leader

These improvement areas have been presented in Board of Studies to finalize its recommendations and suggest further actions.

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)	23				
SCORE 1 (S1) = [TV/ (No. of Question * 5)] * 100 * 0.05	3.83				

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)	38				
SCORE 1 (S1) = [TV/ (No. of Question * 5)] * 100 * 0.20	19				

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	5	4	3	2	1

support the program's objectives?				
Total Encircled Value (TV)	15			
SCORE 1 (S1) = [TV/ (No. of Question * 5)] * 100 * 0.10	10			

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)	12					
SCORE 1 (S1) = [TV/ (No. of Question * 5)] * 100 * 0.10	8					

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)	48					
SCORE 1 (S1) = [TV/ (No. of Question * 5)] * 100 * 0.15	13.09					

Criterion 6– Faculty		Weight = 0.15				
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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)	26				
SCORE 1 (S1) = [TV/ (No. of Question * 5)] * 100 * 0.15	18.57				

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)	13				
SCORE 1 (S1) = [TV/ (No. of Question * 5)] * 100 * 0.15	12.99				

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)	8				
SCORE 1 (S1) = [TV/ (No. of Question * 5)] * 100 * 0.10	7				

$$\begin{aligned}
 \text{Overall Assessment Score} &= S1+S2+S3+S4+S5+S6+S7+S8 \\
 &= 3.83+19+10+8+13.09+18.57+12.99+7 \\
 &= 92.48
 \end{aligned}$$