RIPHAH INTERNATIONAL UNIVERSITY LAHORE

SELF ASSESSMENT REPORT

MS (Management Sciences)

Faculty of Management Sciences

June 2018

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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 in Oct 2009. Program Team Members of all faculties, were notified by University. They worked with QEC to pursue the application of Self-Assessment Manuals in their respective departments/faculties. From each faculty, one program is being selected for preparation of SAR was selected.

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

1.1 Objectives

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

a   To implement Self-Assessment Manual in selected program with a view to improve quality in higher education.

b   To identify the areas, requiring improvements in order to achieve objectives through desired outcomes.

1.2 Execution

A soft copy of self-assessment manual was given to all faculty members. Quality Awareness 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. Assistant Manager 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 Administration.

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

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Director

Quality Enhancement Cell

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Self-Assessment Report

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 7 faculties in 3 different campuses Lahore.

2.1 University Mission Statement

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

2.2 Faculty of Management Sciences (FMS)

Faculty of Management Sciences is running following programs:

a. Bachelor of Business Administration (BBA)

b. Master of Business Administration (EMBA)

c. Master of Science (Management Science) (MS)

d. MS in Project Management (MSPM)

e. MS in Engineering Management (MSEM)

2.3 Program Selected

Riphah International University has selected the **MS Management Sciences** as fourth 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 MS program aims to accomplish following objectives:

1. To promote research environment that will expose students to get in-depth knowledge in research design and methodologies.
2. To prepare students to work within ethical values and betterment of the society at large.
3. To prepare the students to pursue higher education (PhD) in university of repute.
4. To educate the student with IT and communication skills.
5. To enable the students to pursue career in related field

3.1.3 Alignment of Program Objectives with Program & University Mission Statements

MS 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 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 program is comprised of 30 credit hours. 12 credit hours are for core subjects, whereas, 12 credit hours are for specialization related subjects, while, 6 credit hours are for final project and 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 Incharge Programs of RSL. Necessary improvements in content and delivery of courses are inculcated in the design and delivery section of curriculum.

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

Lectures

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

Case studies:

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

Tutorials:

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

Hands on exercises are done in labs on softwares such as 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 project (6 credit hours from industry)
- Real life projects and assignment.

- Case Studies

- Applied concepts taught in labs (Financial Modeling, MIS, and Quantitative Modeling)

- Professional softwares such as EVIEWS, SPSS etc. are used, taught, and practiced.

- Seminars and workshops are conducted.

3.2 Standard 1-2

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

3.2.1 Program Outcomes

The MS 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 communicate the major tenets of their field and their work orally and in writing for students, peers and the lay public.
3. Graduates will be able to identify areas where ethical issues may arise in their work or discipline.
4. Students will be able to execute tasks in positive and constructive manner.

3.2.2 Program Objectives and Outcomes Matching

Program Objectives	Program Outcomes			
	1	2	3	4
1	X	X		X
2			X	X
3				
4		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 program is being evaluated based on 8 criterion and 31 standards as given in the Self-Assessment Manual provided by Higher Education Commission (HEC).

QEC staff carries out course and teacher evaluation survey in order to ensure unbiased feedback from students. The gathered data is analyzed by QEC and results are provided to department officials for further actions.

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

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

3.3.1 Course Evaluation

Courses evaluation is shown in the following graphical chart:
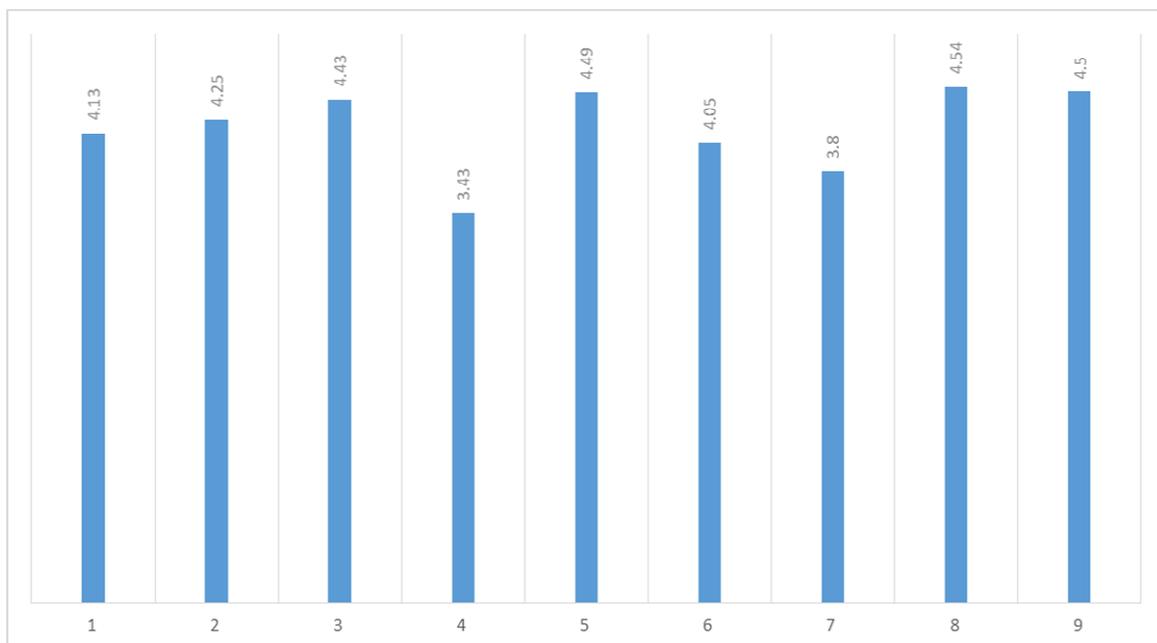
Figure 1:   Course Evaluation Bar Chart

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	**Advanced Research Methods**	4.13

2	**Research Technique in Finance**	4.25
3	**Strategic Management**	4.43
4	**Engineering Project Management**	3.43
5	**HRM & OB In Engineering Firms**	4.49
6	**Advanced Research Methods**	4.05
7	**Essentials in Project Management**	3.8
8	**Project Procurement & Contract Fall**	4.54
9	**Seminars in Project Management**	4.5

3.3.2 Teachers Evaluation

Teacher's evaluation is shown in the following graphical chart:
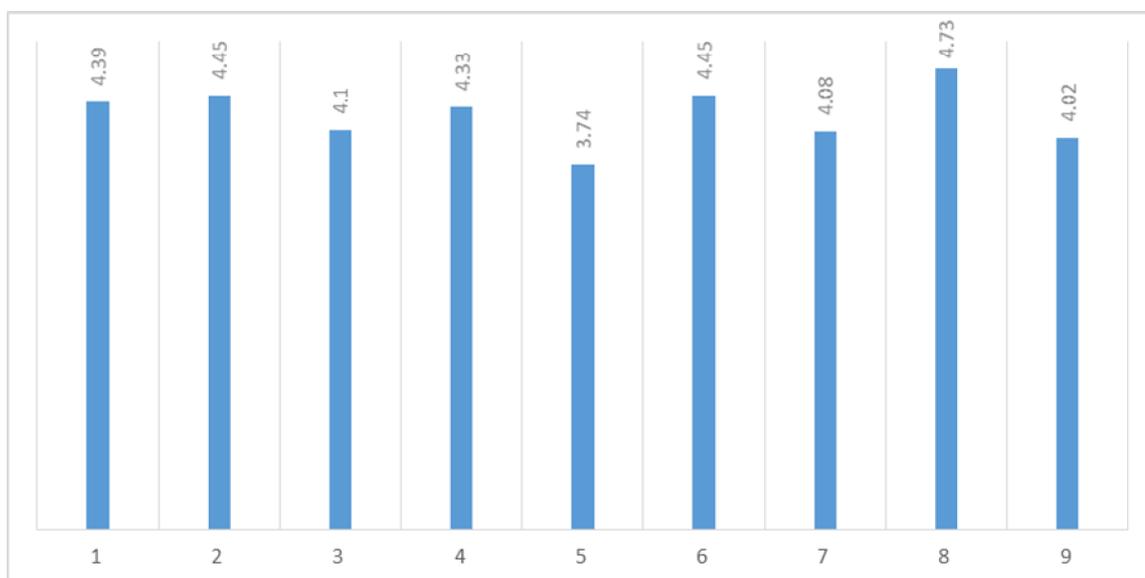
Figure 2:   Teachers Evaluation Graph

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	Score
1	Dr. Usman Raja	4.35
2	Mushtaq Hussain Khan	4.56
3	Qurat-ul-Ain	4.62
4	Dr.Inam-ul-Haq	4.48
5	Sammad Manan	4.06
6	Dr.Ghulam Hussain	4.35
7	Sammad Manan	3.76
8	Dr. Shazia Nauman	4.45
9	Dr. Shazia Nauman	4.02

3.4 MS Program Strong and Weak Points

MS 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:

a. Highly qualified and experienced faculty

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

c. Research oriented environment

d. Attractive scholarship

e. Ideal location

f. Weekend classes

MS program Weak Points:

a. Lack of library resources

b. Below per class rooms facilities

c. WIFI connectivity

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   Graduates/Undergraduates enrolled in last three years

Year	Enrolled	Graduate
2015-16	38	NA
2016-17	26	N/A
2017-18	29	N/A

3.6.2   Student Faculty Ratio:

FMS has 5.8-1 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. The attrition rate in the program is around 27%.

3.6.5   Students Course Evaluation Rate

Student's course evaluation rate for all courses is 29.43

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 33 research papers in different journals. List attached in Annexure E.

3.6.8   Community Service

The Faculty of Management Sciences has planned to launch a campaign to provide books to needy students in a nearby school. Faculty members and students were assigned different tasks regarding this campaign.

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 Management Sciences

4.2 Definition of credit hour:

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

4.3 Degree plan

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

Sr. #	Course Name	Course Code
1	Strategy Finance	FIN 601
2	Strategy Management	MGT 601
3	Strategy Marketing	MKT 601
4	Advance Research Management	RES 601
5	Case Studies in Corporate Finance	FIN 707
6	Issues in Financial Reporting	FIN 702
7	Change Management	MGT 716
8	Integrated Marketing Communications	MKT 704
9	New Product development	MKT 702
10	Strategic Supply Chain Management	MKT711
11	Distribution Management	MKT 710
12	Directed Research in HR development	MGT 712
13	Investment Analysis and Portfolio Mgt	FIN 711
14	Cross Cultural HRM	MGT 722

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	FIN601 , ES601, FIN706, KT711			6		6
2	MGT 601, MKT 601, MGT 712 MKT 702			6		6
3	Thesis			6		

Table 3:   Curriculum Course Requirements (table 4.3)

4.5   Courses Information

4.5.1 Strategic Finance

4.5.2 Objective

On completion of the course, students are expected to:

1. Understand the development of the theory of corporate finance.

2. Appreciate the implications of economic, legal and social environment on financial management function.

3. Understand the basics of finance theory as it applies to corporate financial decisions.

4. Be able to apply tools and techniques of financial management while appreciating their limitations.

5. Understand issues of Valuation and their application for Take-Over, Acquisition and Merger.

6. Understand and appreciate the difference between conventional and Islamic finance.

7. Understand the current economic systems and their pros and cons.

8. Be able to understand the current economic crisis and to suggest the corrective measures.

4.5.2.1 Books

- Ross, Westerfeild and Jaffe: Corporate Finance

- Jean Tirole: The Theory of Corporate Finance

- William L Megginson: Corporate Finance Theory

- Eugene F. Brigham: Managerial Finance

4.5.2.2 Articles:

- IPO Under pricing to Retain Family Control under Concentrated Ownership: Evidence from Hong Kong", Journal of Business, Accounting and Finance, 2012

4.5.3 Strategic Management

4.5.3.1 Objectives

1. Develop a framework of analysis to enable them to identify central issues and problem in complex, comprehensive case; to suggest alternative course of action; and present well supported recommendations for future action
2. Develop conceptual skills so that students are able to integrate previously learned aspects of corporations.
3. Understand the relevance of the strategic management theories and practices, underscored by Western academicians and practitioners, in local settings.
4. Understand the Islamic perspective of formulating, implementing, and managing strategic decisions.
5. Develop skills to analyze and evaluate, both qualitatively and quantitatively, the performance of people responsible for strategic decisions.
6. Bridge the gap between theory and practice and developing an understanding of when and how to apply the concepts and techniques learned in earlier courses in marketing, accounting; finance, management, production and information systems
7. Develop a better understanding of the present and future environment in which corporations must function.
8. Develop analytical and decision making skills for dealing with complex conceptual problems in an ethical manner

4.5.3.2 Books

- Certo & Peter; Strategic Management: Concepts & Applications, Random House Business Division.

- Johnson Schol, Exploring Corporate Strategy, Prentice Hall Fried. R.David, Strategic Management, Prentice Hall

4.5.4 Advance Research Method
4.5.4.1 Objectives

- To understand the different approaches to research and the management research process

- To understand the various research designs, techniques of variable measurements, data collection and computer based data analysis

- To develop skills in preparing research proposals, designing questionnaires, analyzing data, interpreting results and preparing reports

  More specifically the course is designed to meet the following objectives:
- To understand why one should know about research

- To develop a critical appreciation of the scientific research process and also to plan a research project

- To learn how to evaluate the research proposal and the final report

- To help students to appreciate the validity and usefulness of published researches concerning the functioning of organizations

4.5.4.2 Books

- Cooper, D.R. & Schindler P.S, (1998), Business Research Methods, Sixth Edition, McGraw-Hill International Editions.

- Uma Sekaran. (2003), Research Methods for Business – A skill building approach, Fourth Edition, John Wiley & Sons, Inc.

- Zikmund, W.G. (2003), Business Research Methods, 7ed, South-Western.

4.5.5 Strategic Marketing
4.5.5.1 Objectives

1. Understand fundamental marketing strategy concepts and theories;
2. Be able to identify and use appropriate methods and tools for formulating, implementing, monitoring and evaluating marketing strategy in diverse organizational and marketing situations;
3. Be able to develop, write and present a formal strategic marketing plan including financial implications; and
4. Understand principles and behaviors underlying effective performance in project based teams.

4.5.5.2 Books

- Marketing Strategy and Competitive Advantage By Hooley, Piercy & Nicoulaud, 4th Edition

- Marketing Strategy Folder

4.5.6 Integrated Marketing Communications
4.5.6.1 Objective

1. Understanding how to develop and understanding of the function of IMC and analyze the role of the IMC practitioner in an organization by applying logical and strategic thinking to solving communication problems (IDA),

2. Critically evaluate marketing communications concepts and theory (DA),

3. Identify and evaluate a range of marketing communications activities (DA), and

4. Outline key components, features and processes of marketing promotional plans (DA).

4.5.6.2 Books

- Rushton, A., Croucher, P., and Baker, P. (2007). The handbook of Logistics and Distribution Management (3rd Ed.), McGraw Hill

  Additional Readings:

  1. *Ballou, R. H. (2006). Business Logistics Management, (6th ed.), New Jersey Prentice-Hall International, Inc.*

2. _Arnold, J.R. & Chapman, S. N.(2001). Introduction to Materials Management. (4th ed.), New Jersey: Prentice Hall_

4.5.7 Case Studies in Corporate Finance
4.5.7.1 Objectives

1. Analyze important financial decisions made at the firm level.
2. Understand and analyze real-life financial situations facing corporate managers and investors.
3. Obtain experiences in the application of financial theory and techniques to evaluate a firm's investment and financing decisions.
4. Define a firm's financial problem and to determine an appropriate course of action.

4.5.7.2 Books

- Textbook: Ross, Westerfield, and Jaffe, 2010, Corporate Finance, 9th edition, McGraw-Hill.
- Selected cases from Darden School of Business, and Harvard Business School.
- Class notes and assigned readings to be distributed in class

4.5.8 New Product development
4.5.8.1 Objective

1. Articulate the fundamental principles that drive product development. Demonstrate the ability to apply a process and tools to New Product or Service development.
2. Be able to evaluate a new product and advise if you should proceed with development to launch.
3. Know the key elements of successful new product launches.
4. Have a working knowledge of the various constraints and risks that apply to New Product Development.
5. Comprehend the complexity and process of developing new products and develop a new product from concept to launch.
6. Integrate the principles, concepts and business factors into a Product Protocol framework that results in a proposal for some new product, service, method or operation.
7. Employ critical thinking and integrate various information sources.
8. Communicate professionally (i.e. in writing style and content) on knowledge, planning and recommendations.

4.5.8.2 Books

- Barczak, G., K.B. Kahn & R. Moss, An Exploratory Investigation of NPD Practices in Nonprofit Organizations. Journal of Product Innovation Management, 23,6 (November 2006): 512-527.
- Cooper, R.G., The Dimensions of Industrial New Product Success and Failure. Journal of Marketing 43 (Summer 1979): 93-103.
- Cooper, R.G., New Product Strategies: What Distinguishes the Top Performers? Journal of Product Innovation Management, 2 (1984): 151-164.
- Cooper, R.G., Overhauling the New Product Process. Industrial Marketing Management. 25 (1996): 465-482.
- Cooper, R.G., Winning at New Products, Addison-Wesley, Reading, MA., 1993. Chapter 6

4.5.9 Issues in Financial Reporting

4.5.9.1 Objective

1. Some foundations of empirical research in financial accounting;
2. Positive accounting theory in more depth than is covered in ACCT 3563;
3. An introduction to the impact of accounting information on share prices;
4. An introduction to SPSS for data analysis, especially multiple regression and
5. ANOVA
6. Familiarity with companies' annual reports, including knowing where fine detailed accounting information is to be found in notes to the accounts

4.5.9.2 Books

1. *Contemporary* Issues in Financial Reporting *by paul rosenfield*

4.6   Standard 2-1

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

4.6.1   Group 1:   Finance

- Strategic Finance
- Research technique in finance
- Case Study in Corporate Finance
- Issues in Financial Reporting
- Behavioral Finance

4.6.2   Group 2   Marketing

- New Product Development
- Strategic Marketing
- Integrated Marketing Communication

4.6.3   Group 3   Management

- Strategic Management
- Leadership Organization Behavior
- Change Management
- Directed Research in HRD

4.6.4   Group 4   Supply Chain

- Supply Chain Management
- Distribution Management
- Procurement and Contract Management
- Customer Relationship Management

4.6.5   Group 5 Research

- Advance Research Method
- Research Technique in Finance

4.6.6 Course Groups and Program Objectives

Courses Groups	Objectives				
	1	**2**	**3**	**4**	**5**
1	X	X	X	X	X
2	X	X	X	X	X
3	X	X	X	X	X
4	X	X	X	X	X

Table 4: Courses versus Program Objectives (table 4.4)

4.7 Standard 2-2

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

Table

5:

Elements	Courses
Theoretical Background	Strategy Finance , Strategy Management, Strategy Marketing, Advance Research Management
Problem Analysis	Case Studies in Corporate Finance, Issues in Financial Reporting, Change Management, Integrated Marketing Communications, New Product development, Strategic Supply Chain Management, Distribution Management
Solution Design	Thesis

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 Management Sciences	12	12

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 program contain 8 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. SPSS
2. E-views
3. Stata

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.   Room 203
2.   Library (Computer Lab II)

The details about these laboratories are provided as under:

Laboratory Title	Computer Lab I	Computer Lab II
Location & Area	203	102
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	MS Office, Visual Studio, SQL Server, SPSS, Eviews
Major Apparatus / Equipment	Computers, Scanners, Multimedia,	Computers, Network Printers, Multimedia
Safety Regulations	Safety regulations are being strictly followed. See Annexure I for details of Laboratory Precautions.	Safety regulations are being strictly followed. See Annexure I for details of Laboratory Precautions.

Table 8:   Laboratories Details

5.1   Standard 3-1

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

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

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

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

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

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

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

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

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

6.0   Criterion 4: Student Support and Advising

Since the launch of RIPHAH in year 2002, all its programs have started and finished on schedule. The culture in RIPHAH is that teachers and students have facility of frequent interaction, even after classes, for any professional and academic advice. This aspect is even highlighted and indicated by the students in the feedback on HEC Performa number 10, taken by the Quality Enhancement Cell (QEC) in the university.

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

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

6.2 Standard 4-2

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

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

6.3 Standard 4-3

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

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

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

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

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

7.0 Criterion 5: Process Control

7.1 Standard 5-1

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

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

Students who have completed the 16 years of education (relevant degree) are eligible to appear in the admission test of the program. Admission is granted strictly on the basis of academic record, admission test and interview.

Students from accredited universities are eligible to transfer their credits to RIPHAH. Students have to submit complete course curriculum and internal evaluation certificate of each subject from his/her previous institution duly signed by head of department/principal. Student's applications in this regard are dealt on case to case basis. Such applications are discussed in Board of Studies to evaluate them and make decision. Dean of the faculty is the final authority to make decision regarding credit transfers.

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

7.2 Standard 5-2

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

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

Students are evaluated through assignments, 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	Strategic Finance Behavioral Finance Issues in Financial Reporting Case Study In Corporate Finance	6	2
Management and HRM	Strategic Management Change Management Directed Research in HRD Leadership in Organization	5	4
Marketing and Supply Chain	Strategic Marketing New product Development Supply Chain Management Distribution Management Customer Relationship Management	2	1
Total		**13**	**7**

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. Faculty to graduate student's ratio for the last three years is not applicable as there are no graduate for this program.

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 2894 books for all programs. Sufficient number of computers are available to be used by the students. Library is organized to accommodate 15 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.

11.0 Conclusion

The self assessment report of the Faculty of Management Sciences (MS Management Sciences), Riphah International University, Lahore is an important document, which gives strengths and weaknesses of the program. The management is striving hard to improve infrastructure for establishment of conducive environment for studies. The faculty is focused on imparting quality education, introduction of new and innovative techniques and conduct of quality research to produce competent engineers. The report has been prepared after evaluating the program in the light of 8 criterion and 31 standards given in HEC's Self Assessment Manual. The program mission objectives and outcomes are assessed and strategic plans are presented to achieve the goal, which are again measurable through definite standards. Teachers' evaluation revealed satisfactory standards. Alumni surveys revealed variable results with regards to knowledge, interpersonal skills, management and leadership skill. Weaknesses are identified which are related to space, laboratories and equipment. Improvements in curriculum design and infrastructure are suggested which are based upon set, well defined and approved criteria. Examinations are held on schedules, academic schemes are prepared well in advance, transparent admission, registration and recruiting policy, excellent student teacher ratio are some of the strong areas of this program. The 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 refreshal courses for the fresh faculty on method of teaching cannot be over emphasized.

Proper steps are taken to guide the students for program requirements, communication, meetings, tutorial system, tours, students-teacher interaction etc. Some improvements have been suggested. As regards the process control covering admission, registration, recruiting policy, courses and delivery of material, academic requirements, performance and grading, university, as well as Higher Education Commission have set forth proper rules, which are properly followed. At present there are nineteen faculty members who are highly qualified in their fields. However, faculty members need motivation for advanced knowledge, research and external training.

Institutional facilities were measured through Criterion 3; infrastructure, library, class room and faculty offices and in each case, 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:-

11.1 Strong Areas

- ❖ Highly qualified and experienced faculty
- ❖ 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

11.2 Weaknesses

- ❖ Lack of library resources
- ❖ Below per class rooms facilities
- ❖ WIFI Connectivity

Annexure – A: **Alumni Survey Results**

                                    Not Applicable

Annexure – B: **Employer Survey Results**

                                    Not Applicable

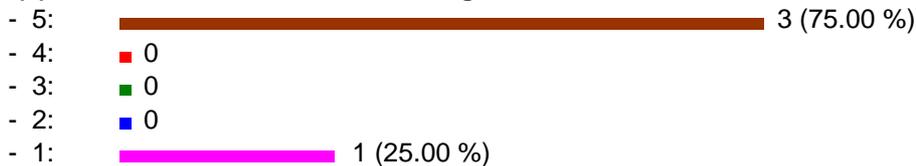**Annexure – C**   **Students Course Evaluation Sample**

Course: **Advance Research Management**

Following is the graphical representation of course evaluation for Advance Research Management course which is attached herewith as sample to show the actual results. Same has been done for all courses listed in section 3.3.1. These charts show students response for all questions against the listed course.
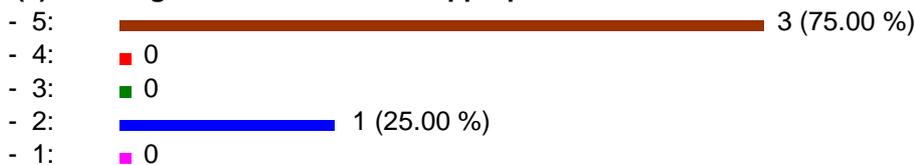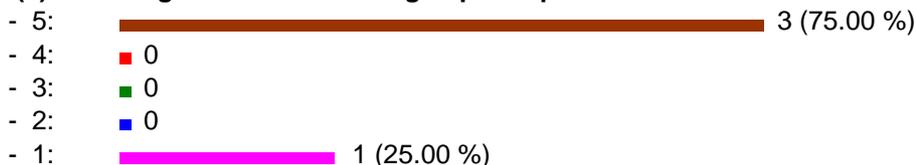
1 (1) The course objectives were clear.
- 5: ▬▬▬▬▬▬▬▬▬ 3 (75.00 %)
- 4: ▬▬▬ 1 (25.00 %)
- 3: ▪ 0
- 2: ▪ 0
- 1: ▪ 0
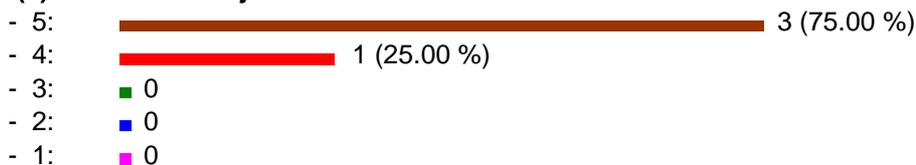
2 (2) The course workload was manageable
- 5: ▬▬▬▬▬▬▬▬▬ 3 (75.00 %)
- 4: ▪ 0
- 3: ▪ 0
- 2: ▪ 0
- 1: ▬▬▬ 1 (25.00 %)

3 (3) The length of the course was appropriate
- 5: ▬▬▬▬▬▬▬▬▬ 3 (75.00 %)
- 4: ▪ 0
- 3: ▪ 0
- 2: ▬▬▬ 1 (25.00 %)
- 1: ▪ 0

4 (4) Teaching methods encouraged participation
- 5: ▬▬▬▬▬▬▬▬▬ 3 (75.00 %)
- 4: ▪ 0
- 3: ▪ 0
- 2: ▪ 0
- 1: ▬▬▬ 1 (25.00 %)

5 (5) The Teacher strictly follows the goals and objectives of the course.
- 5: ▬▬▬▬▬▬▬▬▬ 3 (75.00 %)
- 4: ▪ 0
- 3: ▪ 0
- 2: ▪ 0
- 1: ▬▬▬ 1 (25.00 %)
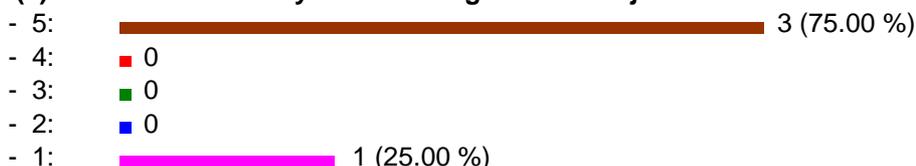
6 (6) Learning materials (lesson plans, Course notes etc) were relevant and useful.
- 5: ▬▬▬▬▬▬▬ 2 (50.00 %)
- 4: ▬▬▬ 1 (25.00 %)
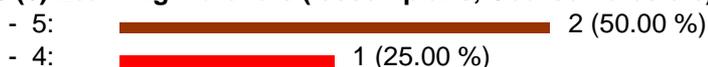
- 3: 1 (25.00 %)
- 2: 0
- 1: 0

7 (7) Recommended reading books etc were relevant and appropriate
- 5: 2 (50.00 %)
- 4: 1 (25.00 %)
- 3: 1 (25.00 %)
- 2: 0
- 1: 0

8 (8) I understood all the lectures
- 5: 2 (50.00 %)
- 4: 1 (25.00 %)
- 3: 0
- 2: 0
- 1: 1 (25.00 %)

9 (9) The pace of the course was appropriate
- 5: 2 (50.00 %)
- 4: 1 (25.00 %)
- 3: 0
- 2: 0
- 1: 1 (25.00 %)

10 (10) The methods of assessments were fair
- 5: 2 (50.00 %)
- 4: 1 (25.00 %)
- 3: 1 (25.00 %)
- 2: 0
- 1: 0

11 (11) As a result of taking this course my interest and curiosity about the issues and questions in this subject area has grown
- 5: 3 (75.00 %)
- 4: 0
- 3: 0
- 2: 0
- 1: 1 (25.00 %)

12 (12) As a result of taking this course my thinking is more focused and systematic, at least in this subject area.
- 5: 3 (75.00 %)
- 4: 0
- 3: 0
- 2: 0
- 1: 1 (25.00 %)

13 (13) The material in the practical was useful (if applicable)
- 5: 3 (75.00 %)
- 4: 0
- 3: 0
- 2: 1 (25.00 %)
- 1: 0

14 (14) In this course, I improved my ability to give sound reasons regarding issues in this subject area
- 5: 3 (75.00 %)
- 4: 0
- 3: 0
- 2: 1 (25.00 %)

- 1:   ■ 0

Annexure – D: Teachers Evaluation Feedback Sample

1 (Undertaking) I confirm that evaluation being done by me is all correct
- Yes: 5 (100.00 %)
- No: ■ 0

2 (1) The Teacher starts and finishes class on time
- 5:   4 (80.00 %)
- 4:   1 (20.00 %)
- 3:   ■ 0
- 2:   ■ 0
- 1:   ■ 0

3 (2) The Teacher comes duly prepared for the lecture in each class
- 5:   4 (80.00 %)
- 4:   ■ 0
- 3:   1 (20.00 %)
- 2:   ■ 0
- 1:   ■ 0

4 (3) The Teacher utilizes full time of class focusing on the subject matter
- 5:   4 (80.00 %)
- 4:   ■ 0
- 3:   ■ 0
- 2:   1 (20.00 %)
- 1:   ■ 0

5 (4) The Teacher demonstrates knowledge of the subject
- 5:   4 (80.00 %)
- 4:   ■ 0
- 3:   1 (20.00 %)
- 2:   ■ 0
- 1:   ■ 0

6 (5) The Teacher has covered the whole course
- 5:   3 (60.00 %)
- 4:   2 (40.00 %)
- 3:   ■ 0
- 2:   ■ 0
- 1:   ■ 0

7 (6) The Teacher is available for after class consultations during the specified office hours.
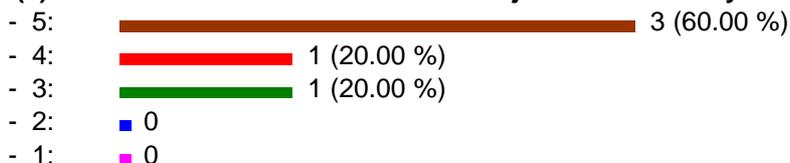- 5:   3 (60.00 %)
- 4:   1 (20.00 %)
- 3:   1 (20.00 %)
- 2:   ■ 0
- 1:   ■ 0

8 (7) The Teacher provides additional material/books/internet references apart from the text book
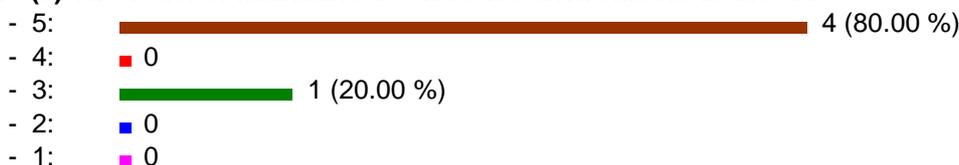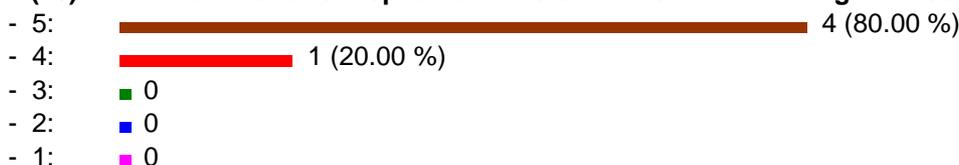- 5:   5 (100.00 %)
- 4:   ■ 0
- 3:   ■ 0
- 2:   ■ 0

- 1:　■ 0

9 (8) The Teacher communicates the subject matter clearly and effectively
- 5:　3 (60.00 %)
- 4:　1 (20.00 %)
- 3:　1 (20.00 %)
- 2:　■ 0
- 1:　■ 0

10 (9) The Teacher maintains a conducive environment in the class
- 5:　4 (80.00 %)
- 4:　■ 0
- 3:　1 (20.00 %)
- 2:　■ 0
- 1:　■ 0

11 (10) The Teacher shows respect towards students and encourages class participation
- 5:　4 (80.00 %)
- 4:　1 (20.00 %)
- 3:　■ 0
- 2:　■ 0
- 1:　■ 0

12 (11) The Teacher ensures equitable participation of the students in the class
- 5:　4 (80.00 %)
- 4:　■ 0
- 3:　1 (20.00 %)
- 2:　■ 0
- 1:　■ 0
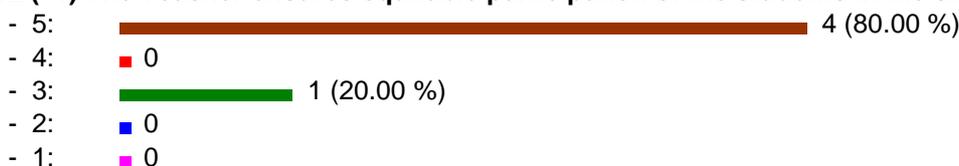
13 (12) The Teacher is fair in exams and grading
- 5:　4 (80.00 %)
- 4:　1 (20.00 %)
- 3:　■ 0
- 2:　■ 0
- 1:　■ 0
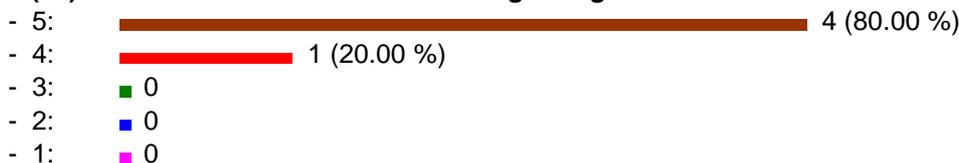
14 (13) The Teacher checks and returns assignments/exams and scripts, in time
- 5:　2 (40.00 %)
- 4:　■ 0
- 3:　3 (60.00 %)
- 2:　■ 0
- 1:　■ 0
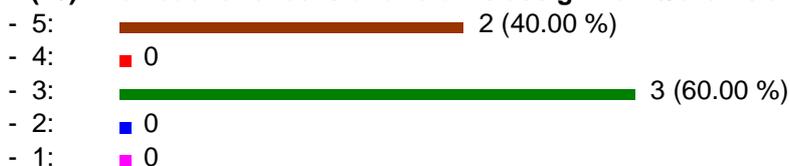
15 (14) The Teacher relates current lesson content to previous and future lessons
- 5:　2 (40.00 %)
- 4:　3 (60.00 %)
- 3:　■ 0
- 2:　■ 0
- 1:　■ 0
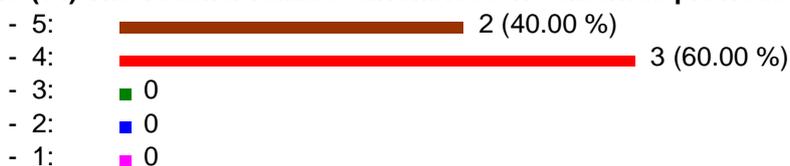
16 (15) The teacher takes extra steps to elevate competency level of weak students
- 5:　4 (80.00 %)
- 4:　■ 0
- 3:　■ 0
- 2:　1 (20.00 %)
- 1:　■ 0
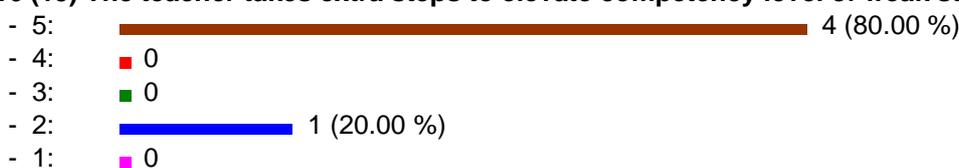
17 (16) The Teacher accepts and incorporates student's ideas, questions and responses.

5: 4 (80.00 %)
4: 0
3: 0
2: 0
1: 1 (20.00 %)
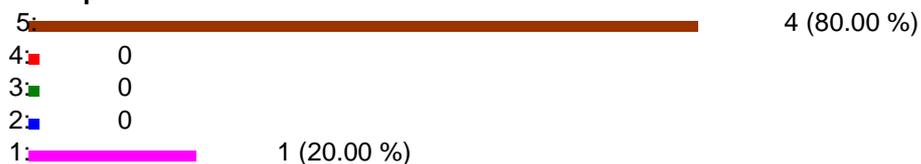
18 (17) The Teacher make use of audio/visual aids to make the lectures interesting

5: 2 (40.00 %)
4: 2 (40.00 %)
3: 0
2: 0
1: 1 (20.00 %)
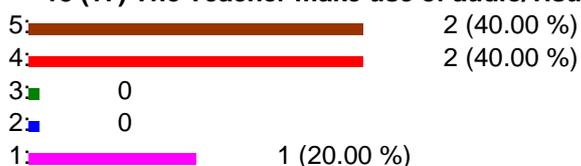
19 (18) The Teacher uses easy and understandable vocabulary for students

5: 2 (40.00 %)
4: 1 (20.00 %)
3: 2 (40.00 %)
2: 0
1: 0
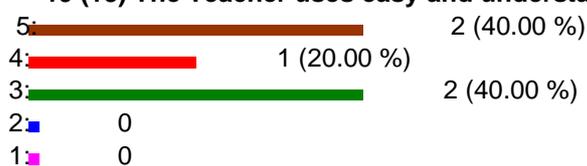
20 (19) During the teaching, the teacher display the enthusiasm towards the subject and teaching -motivation to subject interest

5: 3 (60.00 %)
4: 1 (20.00 %)
3: 0
2: 1 (20.00 %)
1: 0

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

- 5: 3 (60.00 %)
4: 0
3: 0
2: 0
1: 2 (40.00 %)
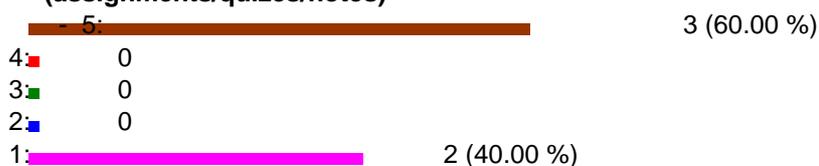
Annexure – E: **Research Papers List**

Research Publication Detail

Publication
Dr. Usman Raja

1. Donia, M., Raja, U., Panaccio, A., & Zheni, W. (2016). Servant Leadership and Employee Outcomes: The Moderating Role of Subordinates Motives. European Journal of Work and Organizational Psychology. 25, 722-734

2. Naseer, S., Raja, U., Syed, F., Donia, M., & Darr, W. (2016). Perils of Being In-Group of a Bad Leader: Exploring the Combined Effects of Despotic Leadership, Leader Member Exchange, and perceived Organizational Politics on Behaviors. The Leadership Quarterly, 27, 14-33.

3. Donia, M., Johns, G., Raja, U. (2016). Good Soldier or Good Actor? Supervisor Accuracy in Distinguishing between Selfless and Self-Serving OCB Motives. Journal of Business and Psychology. 31, 23-32.

4. Murtaza, G., Abbas, M., Raja, U., Roques, O., Khalid, A., & Mushtaq, R. (2016). Impact of Islamic Work Ethics on Organizational Citizenship Behaviors and Knowledge-Sharing Behaviors. Journal of Business Ethics.133, 325-333.

5. Naseer, S., Raja, U., & Donia, M. (2016). Effect of Perceived Politics and Perceived Support on Bullying and Emotional Exhaustion: The moderating role of Type A Personality. Journal of Psychology: Applied and Interdisciplinary. 150, 606-624.

6. Bouckenooghe, D., Zafar, A., & Raja, U. (2015). How Ethical Leadership Shapes Employees' Job Performance: The Mediating Roles of Trust, Goal Congruence, and Psychological Capital. Journal of Business Ethics. 129, 251-264.

7. Abbas, M., & Raja, U. (2015). Impact of Psychological Capital on Innovative Performance and job stress. Canadian Journal of Administrative Sciences, 32, 128-138.

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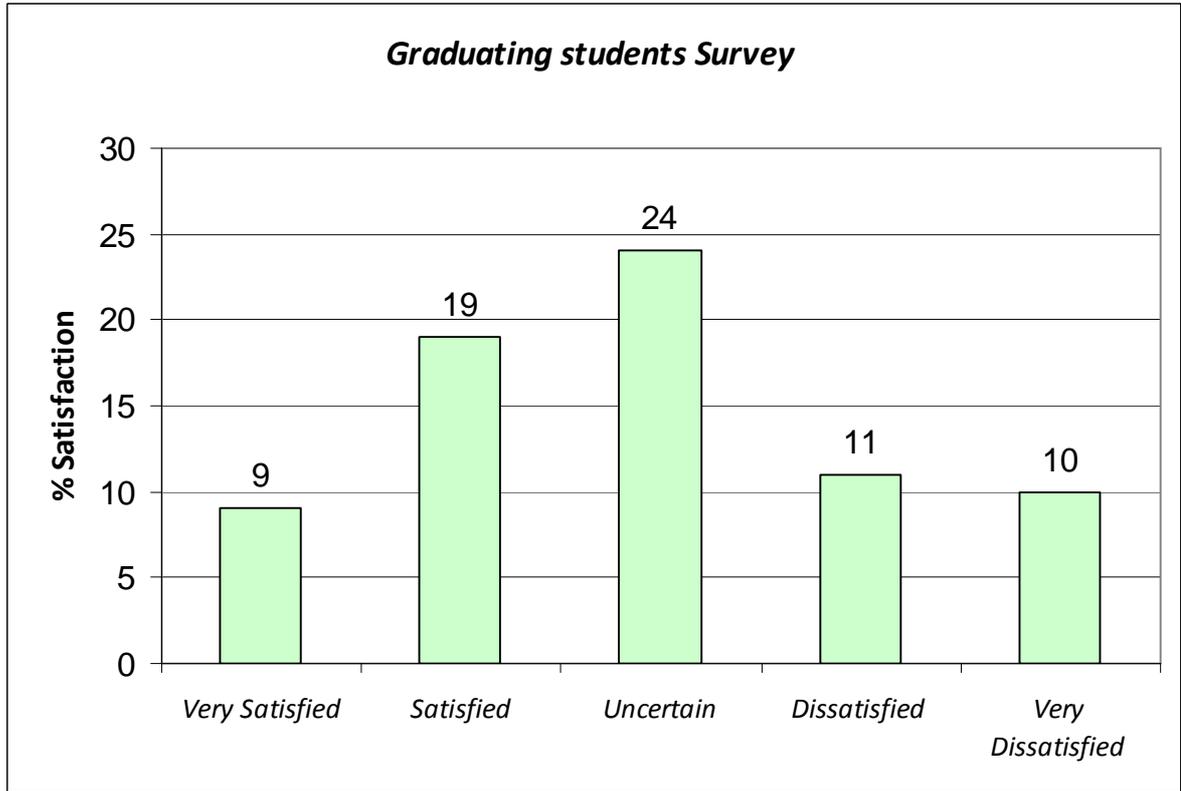
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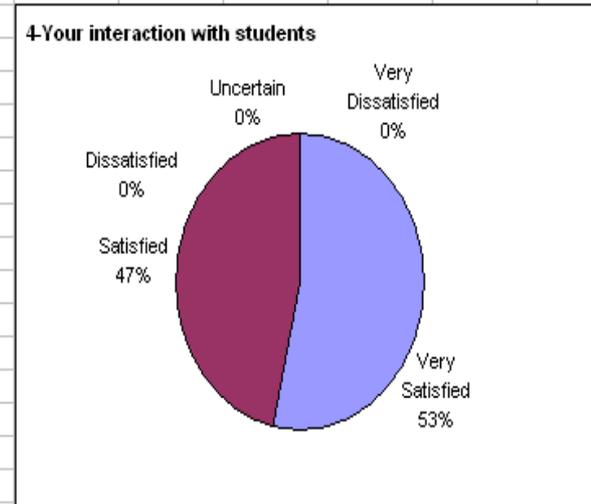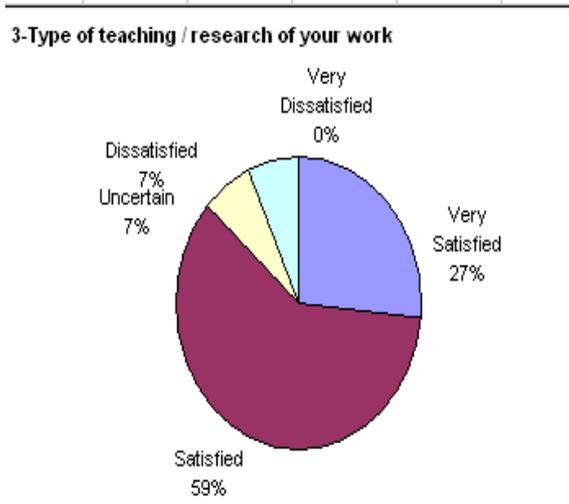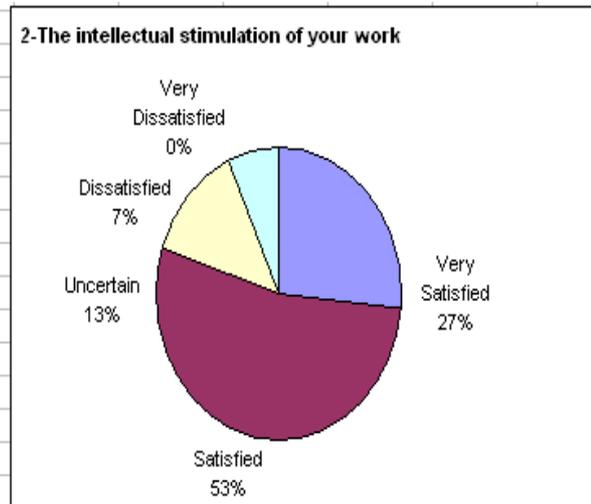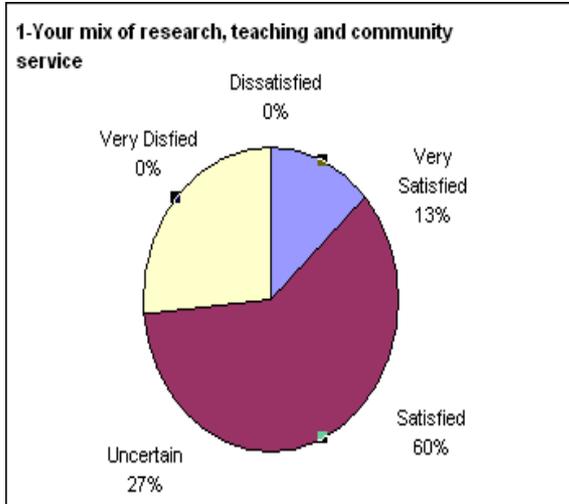
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Annexure – F: Graduating Students Feedback Sample

Graduating students Survey

Annexure – G: Faculty Survey

1-Your mix of research, teaching and community service

- Dissatisfied 0%
- Very Disfied 0%
- Very Satisfied 13%
- Satisfied 60%
- Uncertain 27%

2-The intellectual stimulation of your work

- Very Dissatisfied 0%
- Dissatisfied 7%
- Uncertain 13%
- Very Satisfied 27%
- Satisfied 53%

3-Type of teaching / research of your work

- Very Dissatisfied 0%
- Dissatisfied 7%
- Uncertain 7%
- Very Satisfied 27%
- Satisfied 59%

4-Your interaction with students

- Uncertain 0%
- Very Dissatisfied 0%
- Dissatisfied 0%
- Satisfied 47%
- Very Satisfied 53%

5-Cooperation you receive from colleagues

- Dissatisfied 7%
- Very Dissatisfied 0%
- Uncertain 0%
- Very Satisfied 27%
- Satisfied 66%

6-The mentoring available to you

- Dissatisfied 7%
- Very Satisfied 27%
- Very Dissatisfied 0%
- Uncertain 27%
- Satisfied 39%

7-Administrative support from the department

- Very Dissatisfied 7%
- Uncertain 0%
- Dissatisfied 0%
- Very Satisfied 33%
- Satisfied 47%

8-Providig clarity about the faculty promotion process

- Very Dissatisfied 7%
- Dissatisfied 13%
- Very Satisfied
- Uncertain 40%
- Satisfied 27%

Series "8-Providig clarity about the facult
Value: 2 (13%)

9-Your prospects for the advancement and progress through ranks

- Very Satisfied 0%
- Very Dissatisfied 7%
- Dissatisfied 14%
- Uncertain 21%
- Satisfied 58%
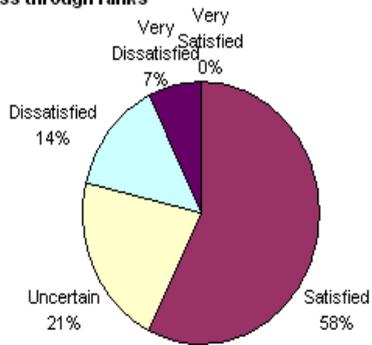
10-Salary and compensation package

- Very Satisfied 7%
- Very Dissatisfied 7%
- Dissatisfied 21%
- Uncertain 14%
- Satisfied 51%
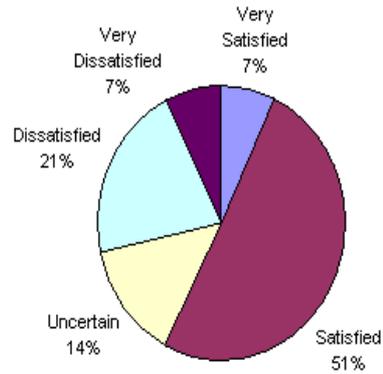
11-Job security and stability at the department

- Very Satisfied 7%
- Very Dissatisfied 0%
- Dissatisfied 13%
- Uncertain 13%
- Satisfied 67%
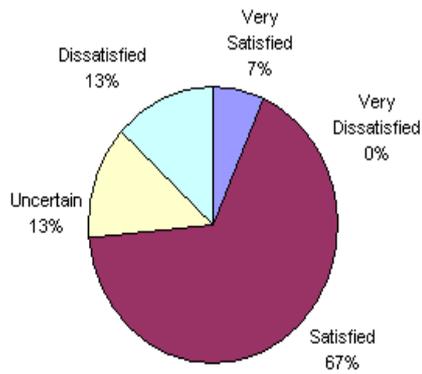
12-Amount of time you have for yourself and family

- Very Dissatisfied 0%
- Very Satisfied 21%
- Dissatisfied 29%
- Uncertain 7%
- Satisfied 43%
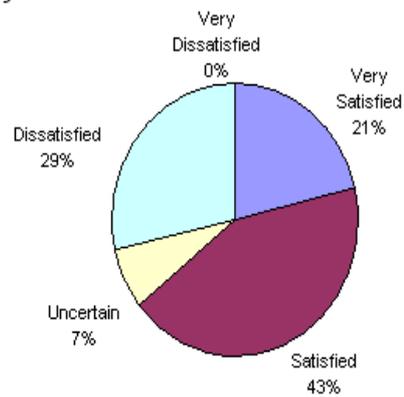
13-The overall climate at the department

- Very Dissatisfied 0%
- Very Satisfied 20%
- Dissatisfied 7%
- Uncertain 7%
- Satisfied 66%
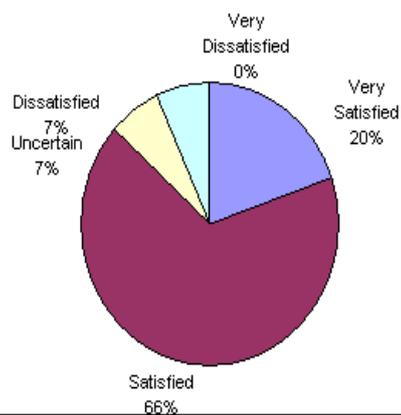
14-Whether the department is utilizing your experience and knowledge

- Very Dissatisfied 13%
- Very Satisfied 20%
- Dissatisfied 0%
- Uncertain 27%
- Satisfied 40%
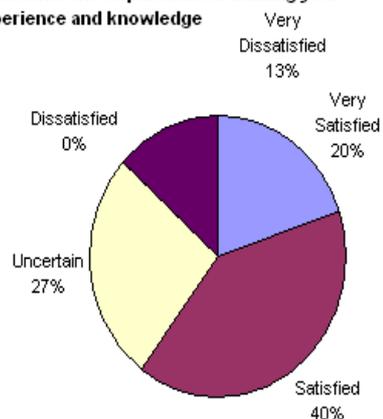
Annexure – H: **Faculty Resume**

Sr.	Name	Designation	Qualification
1	Dr. Shazia Nauman	Associate Professor	Ph.D. Project Management
2	Dr. Usman Raja	Professor	Ph.D. Management
3	Dr. Khalid Ahmed Khan	Professor	Doctor of Philosophy in Strategy, Programme and Project Management
4	Dr. Inam ul Haq	Associate Professor	Ph.D. Management
5	Dr. Umer Farooq	Assistant Professor	PhD Management and Engineering (Finance)
6	Dr. Imran Sharif	Assistant Professor	Ph.D. Management
7	Syed Atif Ali	Assistant Professor	Ph. D Finance (In Process)
8	Mr. Asif Saeed	Assistant Professor	Ph.D. Finance (In Process)
9	Dr. Hassan Imam	Assistant Professor	Ph.D. Management
10	Samad Mannan	Sr. Lecturer	MS Project Management
11	Samana Abbas	Sr. Lecturer	MS Banking & Financial Economics
12	Ahsan Ahmed	Sr. Lecturer	Ph. D. Scholar-Islamic Banking and Finance
13	Muhammad Awais Khan	Sr. Lecturer	MBIT - Marketing
14	Tahir Alam	Lecturer	Ph.D. Scholar-Islamic Banking and Finance
15	Ata ul Musawir	Lecturer	Ph.D. Project Management (In Process)
16	Hina Yaqoob	Lecturer	MS Finance
17	Asma Tariq	Lecturer	M.Com (18 years)
18	Muhammad Ehtisham	Lecturer	Ph.D. Marketing (Scholar)
19	Madiha Bint e Riaz	Lecturer	MBA Finance

Annexure – I: **Lab Safety Precautions & Work Instructions**

Laboratory Staff

- Be calm and relaxed, while working in Lab.
- No loose wires or metal pieces should be lying on table or near the circuit, to cause shorts and sparking.
- Avoid using long wires, that may get in way while making adjustments or changing leads.
- Keep high voltage parts and connections out of the way from accidental touching and from any contacts to test equipment or any parts, connected to other voltage levels.
- BE AWARE of bracelets, rings, metal watch bands, and loose necklace (if you are wearing any of them), they conduct electricity and can cause burns. Do not wear them near an energized circuit.
- Do not install any software on any computer without getting approval from the respective authorities.
- Make sure all the computers and other equipments 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 RSBM (Lahore) on 16th April,2018

1. Prof.Dr.Bashir Ahmad   Chairman
2. Dr.Farhan Sohail   Member
3. Dr.Fareeha Anwar   Member

Exit Meeting – 16th April, 2018

Following attended the meeting:-

- Mr.Umer Farooq   **Director Lahore Campus**
- Dr. Shazia Nauman   **HOD RSBM**
- Prof.Dr.Bashir Ahmad   Chairman
- Dr.Farhan Sohail   Member
- Dr.Fareeha Anwar   Member
- Mr. Jalal-ud-Din   Member

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

- WIFI connectivity
- Common room for sitting of students
- Need to improve food quality of canteen.

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

Annexure – K

Implementation Plan (Summary) – RSBM (MS-Management Sciences) – Lahore Campus

AT Finding	Corrective Action	Implementation Date	Responsibility	Present Status
1 x Common room required for students	Common room is available for students in Town Ship Campus	20th April, 2018	Procurement/Administration	Completed
Need to install 3x wifi access points around classes to enhance connectivity for business students.	3x wifi access points has been installed.	5th May, 2018	Procurement/IT	Completed
Need to improve food quality of canteen.	A team of administration and faculty members visited canteen.	20th May 2018	Procurement/Administration	Completed
Chairman AT Name and Signature	PROF. DR. BASHIR. *Bushir*			
Dean's Comments Name and Signature	Shezia Nauman *Shezia*			
QEC Comments Name and Signature	M. Jalal-ud-din *signature*			
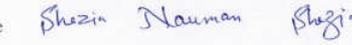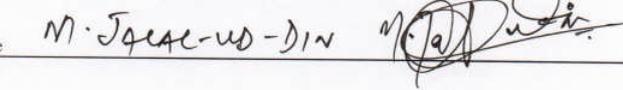
Annexure – L: Faculty Course Review Report

MS program is comprised of 30 credit hours. 12 credit hours are for core subjects, whereas, 12 credit hours are for specialization related subjects, while, 6 credit hours are for final project and 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 Alumni Survey, Employer Survey and Graduating Students Feedback.

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

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

a.   Confidence Building Measures
a.   Customer Relationship Management.
b.   Business Communication Skills
c.   Marketing and Leadership skills.
d.   Exposure to banking sector

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)	**22**				
SCORE 1 (S1) = [TV/ (No. of Question * 5)] * 100 * 0.05	**3.6**				

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)	**34**				
SCORE 1 (S1) = [TV/ (No. of Question * 5)] * 100 * 0.20	**17**				

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

3. Are the University's infrastructure and facilities adequate to support the program's objectives?	5	4	3	2	1
Total Encircled Value (TV)	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 nd 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 ad documented?	5	4	3	2	1
6. Are the process for faculty evaluation & promotion consistent with the institution mission?	5	4	3	2	1
7. Are the process in 5 and 6 above periodically evaluated to ensure that they are meeting their objectives?	5	4	3	2	1
8. Do the processes and procedures ensure that teaching and delivery of course material emphasize active learning and that course learning outcomes are met?	5	4	3	2	1
9. Is the process in 8 above periodically evaluated to ensure that it is meeting its objectives?	5	4	3	2	1
10. Is the process to ensure that graduates have completed the requirements of the program based on standards and documented procedures?	5	4	3	2	1
11. Is the process in 10 above periodically evaluated to ensure that it is meeting its objectives?	5	4	3	2	1
Total Encircled Value (TV)	51				
SCORE 1 (S1) = [TV/ (No. of Question * 5)] * 100 * 0.15	13.91				

Criterion 6– Faculty					Weight = 0.15

Factors	Score				
1. Are there enough full time faculty members to provide adequate coverage of the program areas/courses with continuity and stability?	5	**4**	3	2	1
2. Are the qualifications and interest of faculty members sufficient to teach all courses, plan, modifies and updates courses and curricula?	**5**	4	3	2	1
3. Do the faculty members possess a level of competence that would be obtained through graduate work in the discipline?	**5**	4	3	2	1
4. Do the majority of faculty members hold a Ph.D. degree in their discipline?	5	4	**3**	2	1
5. Do faculty members dedicate sufficient time to research to remain current in their disciplines?	5	4	3	**2**	1
6. Are there mechanisms in place for faculty development?	5	4	**3**	2	1
7. Are faculty members motivated and satisfied so as to excel in their profession?	5	**4**	3	2	1
Total Encircled Value (TV)	**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)	**15**				
SCORE 1 (S1) = [TV/ (No. of Question * 5)] * 100 * 0.15	**15**				

Criterion 8– Institutional Support					Weight = 0.10
Factors	Score				
1. Is there sufficient support and finances to attract and retain high quality faulty?	**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	**8**				

Overall Assessment Score = S1+S2+S3+S4+S5+S6+S7+S8
$$= 3.6+17+10+8+13.91+18.57+15+8$$
$$= 94.08$$