

RIPHAH INTERNATIONAL UNIVERSITY

Lahore



SELF ASSESSMENT REPORT

Master of Business Administration (EMBA)

Faculty of Management Sciences

30 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 Riphah School of Business & Management (RSBM), Masters of Business Administration Executive (EMBA) program was selected for self-assessment, evaluation and improvements. A strong commitment of Respected Vice Chancellor and Dean FEMBA 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 Program 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. AM 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 Program EMBA.

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 Lahore Campus.

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 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 Riphah School of Business & Management (RSBM)

RSBM is running following program:

- a. Bachelor of Business Administration (BBA)
- b. Master of Business Administration (EMBA)
- c. MS Management Science
- d. MS Project Management (MS-PM)
- e. MS Engineering Management (MS-EM)

2.3 Program Selected

Riphah International University has selected the Master of Business Administration (EMBA) 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 EMBA program aim 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 educate the student with IT and communication skills.
4. To enable the students to pursue career in related field

3.1.3 Alignment of Program Objectives with Program & University Mission Statements

EMBA 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 EMBA 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

EMBA 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.

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 EMBA 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 | | X | | |
| 4 | | 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:

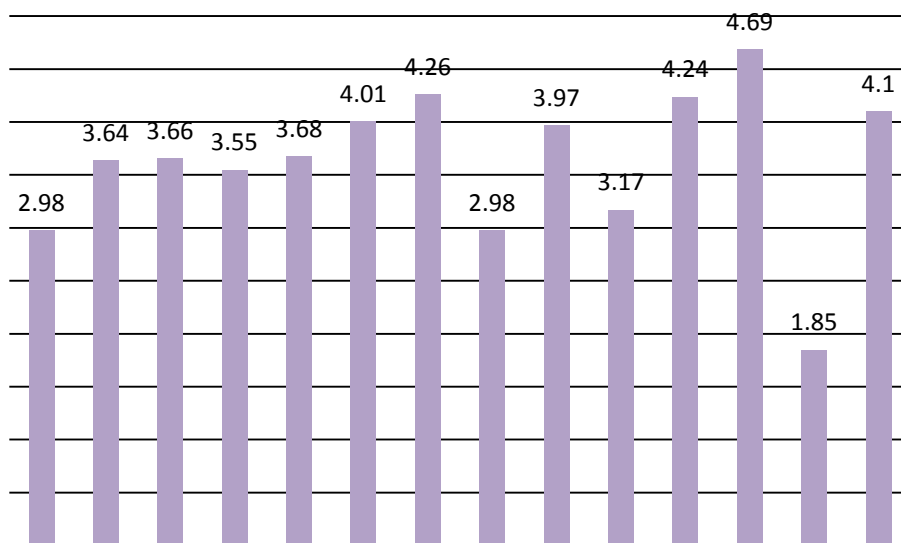


Figure 1: Course Evaluation Bar Chart

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.

| | Course Name | Graded Marks |
|---|----------------------------|--------------|
| 1 | Principles of Marketing | 2.98 |
| 2 | Introduction to Management | 3.64 |

| | | |
|----|------------------------------------|------|
| 3 | Business Accounting | 3.66 |
| 4 | Business Economics | 3.55 |
| 5 | Organization Behavior | 3.68 |
| 6 | Business Mathematics & Statistics | 4.01 |
| 7 | Marketing Management | 4.26 |
| 8 | Cost Accounting | 2.98 |
| 9 | Business Finance | 3.97 |
| 10 | Financial Management | 3.17 |
| 11 | Business Communications | 4.24 |
| 12 | Introduction to HRM | 4.69 |
| 13 | Management Information System | 1.85 |
| 14 | Business Research & Report Writing | 4.1 |

3.3.2 Teachers Evaluation

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

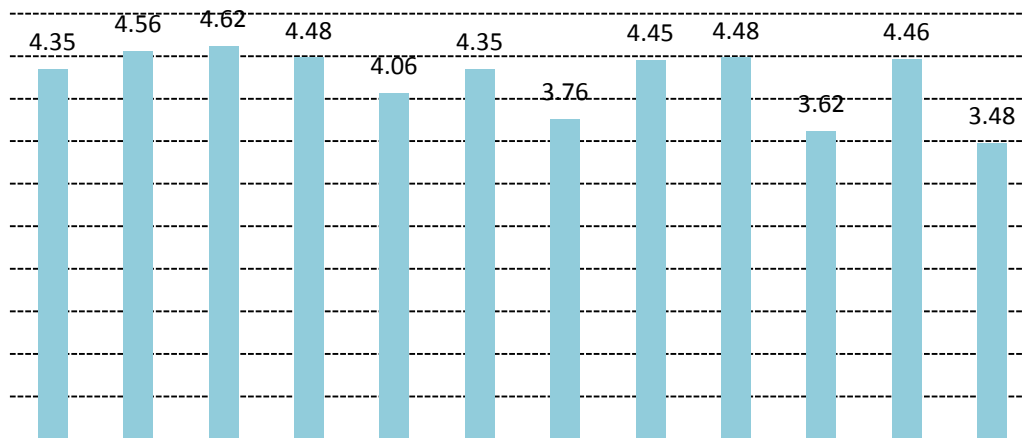


Figure 2: Teachers Evaluation Graph

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. Imran Sharif | 4.35 |
| 2 | Syed Atif Ali | 4.56 |
| 3 | Mr. Asif Saeed | 4.62 |

| | | |
|----|---------------------|------|
| 4 | Dr. Hassan Imam | 4.48 |
| 5 | Samad Mannan | 4.06 |
| 6 | Samana Abbas | 4.35 |
| 7 | Ahsan Ahmed | 3.76 |
| 8 | Muhammad Awais Khan | 4.45 |
| 9 | Tahir Alam | 4.48 |
| 10 | Ata ul Musawir | 3.62 |
| 11 | Hina Yaqoob | 4.46 |
| 12 | Asma Tariq | 3.48 |

3.4 EMBA Program Strong and Weak Points

EMBA 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:

EMBA 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

EMBA 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 | 16 | 3 |
| 2016-17 | 20 | N/A |
| 2017-18 | 23 | N/A |

3.6.2 Student Faculty Ratio:

EMBA has 4.2-1 ratio.

3.6.3 Average GPA per semester:

The average GPA is 3.00

3.6.4 Average Completion time

The EMBA program has average completion time of 2 years. The attrition rate in the program is around 7%.

3.6.5 Employer Satisfaction

The employer survey was conducted by Faculty with the help of QEC which resulted in 85% satisfaction level. See Annexure B for details.

3.6.6 Students Course Evaluation Rate

Student's course evaluation rate for all courses is 29.43

3.6.7 Students Faculty Evaluation

QEC staff conducted the teachers' evaluation to ensure unbiased feedback. The results showed that 9 out of 12 teachers (75%) scored more than 80% marks as graded by students while, rest of the faculty scored plus 70%.

3.6.8 Research

The program faculty published 33 research papers in different journals. List attached in Annexure E.

3.6.9 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.

3.6.10 Students/Teachers Satisfaction

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

Students and teachers satisfaction is judged in different ways. For students this is done by faculty as well as QEC staff by conducting in-class discussions to know students views and through feedback provided by them on HEC Performa number 1 & 10. While, teachers satisfaction is judged using the HEC defined Performa number 5 and their views during in-person discussion with QEC staff.

4.0 Criterion 2: Curriculum Design and Organization

4.1 Title of Degree Program

EMBA Master of Business Administration Executive

4.2 Definition of credit hour:

3 credit hours are 3 hour of theory lecture 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.

New Scheme

| Sr. No | Course Code | Courses |
|--------------------------|-------------|--------------------------------------|
| 1 | MKT-2301 | Principles of Marketing |
| 2 | MGT-6001 | Introduction to Management |
| 3 | ACCTG 202 | Business Accounting |
| 4 | ECO-2301 | Business Economics |
| 5 | MGT-4328 | Organization Behavior |
| 6 | QT-203 | Business Mathematics & Statistics |
| 7 | MKT-4312 | Marketing Management |
| 8 | ACT-3312 | Cost Accounting |
| 9 | FIN-2301 | Business Finance |
| 10 | FIN-3312 | Financial Management |
| 11 | MGT-3306 | Business Communications |
| 12 | MGT-4317 | Introduction to HRM |
| Elective Courses: | | |
| Sr. No | Course Code | Courses |
| 1 | MIS-3301 | Management Information System |
| 2 | MGT-6002 | Business Research & Report Writing |
| 3 | MGT-4315 | Entrepreneurship |
| 4 | LAW-3301 | Business & Corporate Law |
| 5 | MGT-405 | Project Management |
| 6 | MKT-4323 | Production and Operations Management |
| 7 | MKT-302 | E- Business |
| 8 | MGT-6003 | Contemporary Banking Practices |
| 9 | FIN-504 | Islamic Financial System |
| 10 | MGT-6004 | Islamic Economics & Banking |

| | | |
|--------------------------------|--------------------|--|
| 11 | MGT-6005 | Business & Islamic Ethics |
| 12 | QT-401 | Statistical Inferences |
| 13 | QT-501 | Quantitative Modeling |
| 14 | MGT-6006 | Introduction to Information Technology |
| 15 | MGT-6007 | Business Policy & Strategy |
| 16 | MGT-402 | Decision Making |
| 17 | MGT-6008 | International Business Management |
| 18 | MGT-6009 | Verbal Communication Skills |
| 19 | MGT-6010 | Total Quality Management |
| 20 | MKT-401 | Supply Chain Management |
| 21 | MGT-6011 | Comparative Management Systems |
| 22 | MGT-6012 | Personality Development |
| 23 | MGT-6013 | Professional Development |
| Specialization Courses: | | |
| Finance | | |
| Sr. No | Course Code | Courses |
| 1 | FIN-401 | Analysis of Financial Statements |
| 2 | FIN-501 | Corporate Finance |
| 3 | FIN-502 | Financial Modelling |
| 4 | FIN-503 | International Financial Management |
| 5 | FIN-402 | Introduction to Islamic and Conventional Banking |
| 6 | FIN-403 | Investment and Portfolio Management |
| 7 | FIN-602 | Corporate Governance |
| 8 | FIN-603 | Portfolio Management |
| Management/HR | | |
| Sr. No | Course Code | Courses |
| 1 | MGT-502 | Recruitment and Selection |
| 2 | MGT-503 | Training and Development |
| 3 | MGT-504 | Industrial Relations & Labor Law |
| 4 | MGT-505 | Organizational Development and Change Management |
| 5 | MGT-408 | Health and Safety Management |
| 6 | MGT-620 | Leadership |
| 7 | MGT-621 | Organizational Theory |
| 8 | MGT-622 | Strategic Human Resource Management |
| 9 | MGT-623 | Compensation Management |
| 10 | MGT-624 | Performance Appraisal & Management |
| Marketing | | |
| Sr. No | Course Code | Courses |
| 1 | MKT-402 | Advertising |
| 2 | MKT-403 | Consumer Behavior |
| 3 | MKT-501 | Marketing Research |
| 4 | MKT-303 | Online Marketing |
| 5 | MKT-404 | Sales Management |
| 6 | MKT-502 | International Marketing |

| | | |
|----|---------|-------------------------------------|
| 7 | MKT-601 | Strategic Services Marketing (SSCM) |
| 8 | MKT-602 | Seminars In Marketing |
| 9 | MKT-603 | Brand Management |
| 10 | MKT-604 | Retail Management |
| 11 | MKT-605 | Export Marketing |
| 12 | MKT-606 | Personal Selling |

| Sr. No | Course Code | Description |
|--------|-------------|-------------|
| 1 | APR - 701 | Project |

4.4 Curriculum Breakdown

| Semester | Course Number | Category (Credit Hours) | | | | |
|----------|---|-------------------------|---------------|--------------|--------------------------------|------------------------------|
| | | Math and Basic Science | | Core Courses | Humanities and Social Sciences | Technical Electives / Others |
| | | Math | Basic Science | | | |
| 1 | FIN2301 , FIN3312 MGT3306, MGT- 4317,ACCTG20 2,ACT3312, MGT6001 | | | 6 | | 6 |
| 2 | QT203, MKT4312,LAW 3301,FIN401,M KT402 | | | 6 | | 6 |
| 3 | Project | | | 6 | | |

Table 3: Curriculum Course Requirements (table 4.3)

Riphah School of Business Management (RSBM)

| ORGANIZATIONAL BEHAVIOUR | | | |
|---|--|--------------------------|---|
| Program | MBA Executive | | |
| Course Code No. | MGT-4328 | No. of Credits | 3 |
| Department/ Faculty | Riphah School of Business Management (RSBM) | | |
| Pre-requisites | | | |
| Class Contact Hours | 3 hours/ Week X 16 Weeks = 48 Hours | | |
| Break Down of Assessment | 80% Exams, including 30% Mid Term, 50% Final Exam and 20% Assignments and Projects | | |
| Course Type | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Core Course | Compulsory | Elective Other |
| Offer in Academic Year | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | 1 st Semester | 2 nd Semester | Summer Year Long Other <u>8th Semester</u> |
| Course Facilitator | | | |
| Contact Details | | | |
| <p>COURSE DESCRIPTION</p> <p>Organizational behaviour (OB) is an interdisciplinary field drawing from numerous disciplines including psychology, sociology, anthropology, economics, organization theory, statistics, and many others. Effective management of human resources within organizations requires an understanding of various behaviour and processes. Managers need to know why people behave as they do in relation to their jobs, their work groups and their organizations. This knowledge of individuals' perceptions, motivational attitudes and behaviour will enable managers to not only understand themselves better, but also to adopt appropriate managerial policies and leadership styles to increase their effectiveness.</p> <p>The focus of instruction will move progressively through the individual, group and organizational levels of behaviour and will examine the interrelationships of behavioural phenomena among these levels. Additionally, concepts such as motivation, communication and leadership and their relevance to organizational behaviour will be examined in detail. The course is also designed to help the students understand if Western Organizational Behavioural theories and practices have any relevance to the local settings. The course will also discuss the Islamic perspective of understanding and directing human behaviour in a specific direction.</p> <p>INDENTED LEARNING OUTCOMES</p> | | | |

The prime objective of this course is to help the student understand individuals, teams, organizational cultures, and their influence on employee behaviours. It will be a highly interactive course where class participation will be highly encouraged; we will try to provide a seminal experience for future use in professional development.

Upon completion of this course, students should be able to:

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

COURSE CONTENTS

| | |
|----------------|--|
| Week 01 | What is Organizational Behaviour Importance of organizational behaviour |
| Week 02 | Foundations of Individual Behaviour: Biographical Characteristics, Ability, Learning |
| Week 03 | Organizational behaviour from Islamic and indigenous perspective Understanding human psychology through the lenses of Quran and Sunnah |
| Week 04 | Attitudes and Job Satisfaction Types of attitudes Types of behaviors |
| Week 05 | Perception and Individual Decision Making Why perception is important Types of decision making Biases and errors in decision making |
| Week 06 | Motivation concept Content theories of Motivational Process theories of motivation |
| Week 07 | Motivation: from concept to application Applying motivation concepts for designing reward system Emotions and Moods |
| Week 08 | MID-TERM EXAMINATION |
| Week 09 | Foundations of Group Behaviour Groups in organization |
| Week 10 | Basic Approaches to Leadership Trait theories Behavioural theories |

| | | | | | | | | | | | |
|--|---|------------------------|-----|----------------------|-----|-----------------|-----|------------------------|-----|-------------------------------|-----|
| Week 11 | Contemporary Issues in Leadership | | | | | | | | | | |
| Week 12 | Power and politics Types and sources of power Politics in organizations | | | | | | | | | | |
| Week 13 | Conflict and negotiation Types of conflicts | | | | | | | | | | |
| Week 14 | Functions of organization structure Types of organizational structure Organizational structure and its impact on individuals and groups | | | | | | | | | | |
| Week 15 | Organizational culture Organizational culture and individual behaviour | | | | | | | | | | |
| Week 16 | Conclusion Session Terminal Exam (to be announced by the University) | | | | | | | | | | |
| Assessment Guide Lines: | | | | | | | | | | | |
| 50-59 D Grade (Un-Satisfactory), 60-69 C Grade (Satisfactory), 70-79 B Grade (Good), 80-100 A Grade (Excellent) | | | | | | | | | | | |
| 1.4 Assessment Criteria | | | | | | | | | | | |
| <table> <tr> <td>1) Class Participation</td> <td>20%</td> </tr> <tr> <td>2) Research critique</td> <td>10%</td> </tr> <tr> <td>3) Midterm exam</td> <td>20%</td> </tr> <tr> <td>4) Final exam – sit in</td> <td>25%</td> </tr> <tr> <td>5) Final exam – paper (group)</td> <td>25%</td> </tr> </table> | | 1) Class Participation | 20% | 2) Research critique | 10% | 3) Midterm exam | 20% | 4) Final exam – sit in | 25% | 5) Final exam – paper (group) | 25% |
| 1) Class Participation | 20% | | | | | | | | | | |
| 2) Research critique | 10% | | | | | | | | | | |
| 3) Midterm exam | 20% | | | | | | | | | | |
| 4) Final exam – sit in | 25% | | | | | | | | | | |
| 5) Final exam – paper (group) | 25% | | | | | | | | | | |
| 4.4.1 Recommended Text Books | | | | | | | | | | | |
| <ul style="list-style-type: none"> o Robbins, P. S., & Judge, T. A. (2009). <i>Organizational Behaviour</i>. 13th ed. | | | | | | | | | | | |

| COST ACCOUNTING | | | |
|---------------------------------|---|-----------------------|----------|
| Program | MBA Executive | | |
| Course Code No. | ACT-3312 | No. of Credits | 3 |
| Department/ Faculty | Riphah School of Business Management (RSBM) | | |
| Pre-requisites | | | |
| Class Contact Hours | 3 hours/ Week X 16 Weeks = 48 Hours | | |
| Break Down of Assessment | 80% Exams, including 30% Mid Term, 50% Final Exam and 20% Assignments and Projects | | |

| | |
|-------------------------------|--|
| Course Type | <input type="checkbox"/> Core Course <input type="checkbox"/> Compulsory <input type="checkbox"/> Elective Other |
| Offer in Academic Year | <input type="checkbox"/> 1 st Semester <input type="checkbox"/> 2 nd Semester <input type="checkbox"/> Summer <input type="checkbox"/> Year Long Other <u>8th</u> Semester |
| Course Facilitator | |
| Contact Details | |

COURSE DESCRIPTION/OBJECTIVE

The Course deals with examining Cost Accounting as a tool for providing information for manufacturing, internal reporting, external reporting as well as for managerial decision making. The broad course objectives are to help students to understand the central concepts of Cost Accounting, the methods of conducting data analysis preparation of reports for managerial decision making and how to use Cost Accounting to solve the problems faced by Cost and Management Accountants and High management.

Throughout the course, you will be learning concepts and techniques of cost management and applying the knowledge in analyzing cases. I intend to ask you to critically think strategically and analytically about companies and their problems. In addition, you will be asked to conduct many analyses. The course is intended as a learning and practice field with your instructor and colleagues as your sparring partners.

LEARNING OUTCOMES

At the conclusion of this course, the student will be:

1. Be able to recognize the importance of Cost Accounting as a first step in the Manufacturing process.
2. Define Cost Accounting and explain its purpose within an organization.
3. Describe the steps involved in the Accumulation of Total Cost in different departments.
4. Distinguish between Financial accounting and Cost Accounting.
5. Prepare and provide cost data for the decision making of the higher management.
6. Product costing preparation and process costing analysis.
7. Able to prepare Cost of production and cost of goods sold statements for onward reporting to financial statements.

COURSE CONTENT

| | |
|----------------|--|
| Week 01 | Chapter 1. Cost Accounting Concepts and Objectives. |
| Week 02 | Chapter 2. Financial Statements The bases for planning and control |
| Week 03 | Chapter 3. Costs: Concepts, Uses and Classification |
| Week 04 | Chapter 6. Job Order Costing, Process Costing: |
| Week 05 | Chapter 6. Job Order Costing, Process Costing: |

| | |
|----------------|---|
| Week 06 | Chapter 9. Planning and Control of Factory Overhead. |
| Week 07 | Chapter 9. Planning and Control of Factory Overhead. |
| Week 08 | Chapter 10. Planning and Control of Factory Overhead. |
| Week 09 | Mid Term |
| Week 10 | Chapter 12. Planning and Control of Materials. |
| Week 11 | Chapter 13. Planning and Control of Materials. |
| Week 12 | Chapter 14. Planning and Control of Labor. |
| Week 13 | Chapter 24. Cost and Profit Analysis |
| Week 14 | Chapter 25. Differential Cost Analysis |
| Week 15 | Chapter 25. Differential Cost Analysis |
| Week 16 | Project Presentations |
| Week17 | Final Exam |

Assessment Guide Lines:

50-59 D Grade (Un-Satisfactory), 60-69 C Grade (Satisfactory), 70-79 B Grade (Good), 80-100 A Grade (Excellent)

1.5 Assessment Criteria

| | |
|--------------------------------|-----|
| 6) Class Participation | 20% |
| 7) Research critique | 10% |
| 8) Midterm exam | 20% |
| 9) Final exam – sit in | 25% |
| 10) Final exam – paper (group) | 25% |

4.4.2 Recommended Text Books

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

TOTAL QUALITY MANAGEMENT

| | | | |
|--------------------------------|--|-----------------------|----------|
| Program | MBA Executive | | |
| Course Code No. | MGT-6010 | No. of Credits | 3 |
| Department/ Faculty | Riphah School of Business Management (RSBM) | | |

| | |
|---------------------------------|--|
| Pre-requisites | |
| Class Contact Hours | 3 hours/ Week X 16 Weeks = 48 Hours |
| Break Down of Assessment | 80% Exams, including 30% Mid Term, 50% Final Exam and 20% Assignments and Projects |
| Course Type | <input type="checkbox"/> Core Course <input type="checkbox"/> Compulsory <input type="checkbox"/> Elective Other |
| Offer in Academic Year | <input type="checkbox"/> 1 st Semester <input type="checkbox"/> 2 nd Semester <input type="checkbox"/> Summer <input type="checkbox"/> Year Long Other <u>8th</u> Semester |
| Course Facilitator | |
| Contact Details | _____ |

➤ **COURSE DESCRIPTION/OBJECTIVE**

Total Quality Management (TQM) is a comprehensive and fundamental rule or belief for leading and operating an organization, aimed at continually improving performance over the long term by focusing on customers while addressing the needs of all stakeholders. It is both a philosophy and a set of guiding principles that represent the foundation of a continuously improving organization. The bottom line of TQM is results: increased productivity, efficiency, customer satisfaction/delight, and world-class performance. The course presents several TQM frameworks, concepts, and quality improvement tools necessary for implementing the quality culture that characterizes world-class organizations of 21st century. The course examines the concepts of TQM as systematic process in the context of continuous improvement and quality management initiatives that improves customer satisfaction. It also covers methodologies and tools that will aid the students to understand how TQM can be used as a strategic tool that helps the organization achieve a competitive advantage in a global economy.

➤ **INTENDED LEARNING OUTCOMES**

By the end of this course it is expected that the student should be able to

1. Implement the principles and concepts inherent in a Total Quality Management (TQM) approach to managing a manufacturing or service organization.
2. Understand the philosophies--including similarities and differences--of the gurus of TQM in order to better evaluate TQM implementation proposals offered by quality management organizations and consultants.
3. Successfully implement process improvement teams trained to use the various quality tools for identifying appropriate process improvements.
4. Assess exactly where an organization stands on quality management with respect to the ISO 9000 quality management standard and the Baldrige Award criteria.

5. Develop a strategy for implementing TQM in an organization.

➤ **COURSE CONTENTS**

| | |
|--------------------|---|
| Week 01,02, | <p>INTRODUCTION TO TOTAL QUALITY MANAGEMENT</p> <ul style="list-style-type: none"> • Definition of TQM • Overview of quality and dimensions of quality • TQM framework • Quality Gurus and their contribution to TQM • Obstacles in implementing TQM program in an organization |
| Week 03,04 | <p>Role Of Top Management In Implementing TQM</p> <ul style="list-style-type: none"> • Quality statements • Importance of Communication in implementing TQM program |
| Week 05,06 | <p>RELATIONSHIP OF CUSTOMER SATISFACTION AND QUALITY IMPROVEMENT</p> |
| Week 07,08 | <p>ROLE OF EMPLOYEES TEAMWORK AND EMPLOYEE EMPOWERMENT INITIATIVES FOR SUCCESSFUL TQM PERFORMANCE</p> |
| Week 09,10 | <p>PERFORMANCE MEASURES FOR TQM</p> <ul style="list-style-type: none"> • Typical measurements (cost, time ,HR, marketing, administrative measures and so on) • Criteria for choosing performance measures and building performance excellence |
| Week11,12 | <p>QUALITY MANAGEMENT SYSTEM</p> <ul style="list-style-type: none"> • Benefits of ISO registration • ISO Series of Standards • Environmental management system (ISO 14000) |
| Week13,14 | <p>SATISTICAL PROCESS CONTROL</p> <ul style="list-style-type: none"> • Introduction to SPC • Basic SPC Tools |
| Week15,16 | Final Project (Report Submission & Presentations) |

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|---|---|---|--|
| Assessment Guide Lines: | | | |
| 50-59 D Grade (Un-Satisfactory), 60-69 C Grade (Satisfactory), 70-79 B Grade (Good), 80-100 A Grade (Excellent) | | | |
| 1.6 Assessment Criteria | | | |
| 11) Class Participation | 20% | | |
| 12) Research critique | 10% | | |
| 13) Midterm exam | 20% | | |
| 14) Final exam – sit in | 25% | | |
| 15) Final exam – paper (group) | 25% | | |
| Recommended Text Books | | | |
| <ul style="list-style-type: none"> ○ John S. Oakland (2005) Total Quality Management,(3rd edition), Butterworth-Heinmann, An Imprint of Elsevier, Linacre house, Jordan Hill, Oxford,200 Wheeler Road, Burlington. ○ Subburaj Ramasamy (2005) Total Quality Management, Tata McGraw-Hill Publishing Company Limited, Delhi | | | |
| INTERNATIONAL BUSINESS MANAGEMENT | | | |
| Program | MBA Executive | | |
| Course Code No. | MGT-6008 | No. of Credits | 3 |
| Department/ Faculty | Riphah School of Business Management (RSBM) | | |
| Pre-requisites | | | |
| Class Contact Hours | 3 hours/ Week X 16 Weeks = 48 Hours | | |
| Break Down of Assessment | 80% Exams, including 30% Mid Term, 50% Final Exam and 20% Assignments and Projects | | |
| Course Type | <input type="checkbox"/> Core Course | <input type="checkbox"/> Compulsory | <input type="checkbox"/> Elective Other |
| Offer in Academic Year | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| | |
|---------------------------|---|
| | 1st Semester 2nd Semester Summer Year Long Other <u>8th</u> |
| Course Facilitator | |
| Contact Details | |

➤ **COURSE DESCRIPTION/OBJECTIVE**

This course provides the manager's perspective in the fields of international payments, international trade, and the analyzation of investments. Emphasis is given to the materials and concepts that illuminate the strategies, structure, practices, and effects of multinational enterprises. The topics to be covered are: The Nature of International Business Management; Marketing to Customers with Diverse Cultural Backgrounds; Operations in Diverse Political and Legal Environments; Finance in the International Marketplace; Human Resources and Employees of Diverse Cultural Backgrounds; and Strategy and Structure of International or Global Enterprises.

➤ **INDENTED LEARNING OUTCOMES**

By the end of this course it is expected that the student will be able to

1. Develop an understanding of the worldwide developments and foundations for international business and the cultural context for managing in an overseas environment.
2. Develop an understanding of the Macroeconomic and political changes that have taken place in the era of Globalization and beyond Globalization.
3. Investigate the political economy of international business, trade and investment.
4. Describe and explain trade and the investment environment in which international business transactions occur.
5. Develop an understanding of the global monetary framework in which international business transactions are conducted.
6. Develop an understanding of the Foreign Exchange Market in which international business transactions can be affected.
7. Develop an understanding of the benefits and risks of the global capital market on international business transactions.
8. Examines the strategies and structures that firms adapt in order to compete effectively in the international business environment.
9. Examine the strategies and functions of international management in the areas of managing political risk, negotiations, planning, organizing international operations, decision making and controlling.
10. Develop an understanding of the horizons of international business and Management in the areas of social responsibility and ethics in the era of globalization.
11. Provide a blend of solid research based information compiled with real world current events and interesting application examples that help explain and reinforce important international topics

➤ **COURSE CONTENTS**

| | |
|--------------------|---|
| Week 01,02, | <p style="text-align: center;">THE NATURE OF INTERNATIONAL BUSINESS</p> <ul style="list-style-type: none"> • Why study global business • The process of internationalization • Theories of internationalization • Regional trading blocs |
|--------------------|---|

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|-------------------|---|
| | |
| Week 03, | <p>CULTURAL INFLUENCES ON INTERNATIONAL BUSINESS</p> <ul style="list-style-type: none"> • Importance of culture • The elements of culture • Evaluating cultural differences • Culture and MNC'S |
| Week 04,05 | <p>THE INTERNATIONAL ECONOMIC ENVIRONMENT</p> <ul style="list-style-type: none"> • Economic systems • Economic structure • International organizations (WTO, UNO, IBRD IMF, OPEL EU) • Theories of international trade • Theories of international investment. • The balance of payment • Free trade versus protection • Techniques of protection • Trade in services |
| Week 06 | <p>THE INTERNATIONAL POLITICAL AND LEGAL ENVIRONMENT</p> <ul style="list-style-type: none"> • Political factors • The international legal environment • The conflict of laws • Arbitration • Uniform laws • Economic and Political Integration |
| Week 07 | <p>THE MULTINATIONAL COMPANY</p> <ul style="list-style-type: none"> • The pros and cons of multinationals • Control of MNC activities • MNC conflict with national government • Techniques of host country control • UNCTAD codes • The OECD codes |
| Week08,09 | <p>DIRECT FOREIGN INVESTMENT</p> <ul style="list-style-type: none"> • Trends in direct foreign investment • Reasons for direct foreign investment • Strategies for direct foreign investment • Acquisitions • Cross border mergers and takeovers • Transaction cost analysis |
| Week10,11 | <p>INTERNATIONAL TECHNOLOGY TRANSFER</p> <ul style="list-style-type: none"> • Reasons for technology transfer • Licensing and franchising |

| | |
|---------------|--|
| | <ul style="list-style-type: none"> • Legal aspects of franchising • Patent violations • Protection of trade mark • International agreements concerning intellectual property |
| Week12 | <p>INTERNATIONAL LOGISTICS AND DISTRIBUTION</p> <ul style="list-style-type: none"> • Sea transport, air transport, rail and road transport • INCOTERMS • Warehousing • Distribution channels • Use of agents and distributors • Agency contracts • Special Distribution problems |
| Week13 | <p>INTERNATIONAL FINANCIAL MANAGEMENT</p> <ul style="list-style-type: none"> • The international monetary system • Exchange rates • International capital markets • Management of foreign exchange risk • Bills of exchange, letters of credit and factoring |
| Week14 | <p>INTERNATIONAL BUSINESS ENTRIES.</p> <ul style="list-style-type: none"> • Exporting • Joint ventures • Subsidiaries • Locating export markets • International marketing research • International market segmentation |
| Week15 | Final Project (Report Submission & Presentations) |

| Corporate Governance | | | |
|--------------------------------|--|-----------------------|----------|
| Program | MBA Executive | | |
| Course Code No. | FIN602 | No. of Credits | 3 |
| Department/ Faculty | Riphah School of Business Management (RSBM) | | |
| Pre-requisites | | | |

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| Assessment Guide Lines: | |
| 50-59 D Grade (Un-Satisfactory), 60-69 C Grade (Satisfactory), 70-79 B Grade (Good), 80-100 A Grade (Excellent) | |
| 1.7 Assessment Criteria | |
| 16) Class Participation | 20% |
| 17) Research critique | 10% |
| 18) Midterm exam | 20% |
| 19) Final exam – sit in | 25% |
| 20) Final exam – paper (group) | 25% |
| 4.4.3 Recommended Text Books | |
| <ul style="list-style-type: none"> • Roger Bennett. <u>International Business</u> 2nd edition, Financial Times Pitman publishing. • Czinkota, Michael. R Ronkainen, Ilkka.A (2001) <u>Global Business</u>, 3rd Edn, South- Western • Claude M. Jonnard, <u>International Business and Trade: Theory, Practice, and Policy</u>, International Business Series. | |
| Class Contact Hours | 3 hours/ Week X 16 Weeks = 48 Hours |
| Break Down of Assessment | 80% Exams, including 30% Mid Term, 50% Final Exam and 20% Assignments and Projects |
| Course Type | <input type="checkbox"/> Core Course <input type="checkbox"/> Compulsory <input type="checkbox"/> Elective Other |
| Offer in Academic Year | <input type="checkbox"/> 1 st Semester <input type="checkbox"/> 2 nd Semester <input type="checkbox"/> Summer <input type="checkbox"/> Year Long Other <u>8th Semester</u> |

Course description

This course introduces the basic concepts of corporate governance and theory of the firm. It is specially designed for the undergraduate study of such areas as management, finance, financial law, corporate law, economics and related subjects. The course is designed to increase the depth of your understanding of corporate governance issues. As corporate governance is a multi-disciplinary subject – covering such topics as law, politics, management, finance, and economics - the course outlines the key theoretical and practical issues underpinning the study of corporate governance, and how they affect the governance of the modern corporation. International comparisons and differences in corporate governance are emphasized throughout the course.

Upon successful completion of this course, it is hoped that students will understand the key elements of corporate governance and its importance to the international economy. In order to achieve this, a strong emphasis is placed on the relationship between theoretical concepts and real world issues. It is therefore hoped that the course can make a real contribution to your in-depth understanding of the relevant corporate governance issues.

Learning outcomes

At the end of this course students should be able to:

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

➤ COURSE CONTENTS

| | |
|-------------------|---|
| Week 01,02 | 1. Overview <ul style="list-style-type: none">• Objectives• Introduction• What is Corporate Governance• Definitions and Importance of Corporate Governance• Reputation, Competition and Corporate Governance• Corporate Ethics• Corporate Governance and Corporate Responsibility• Globalization and Corporate Governance |
| Week 03,04 | Models and Mechanisms |

| | |
|-------------------|--|
| | <ul style="list-style-type: none"> • Objectives • Introduction • Models of Corporate Governance • Mechanisms of Corporate Governance |
| Week 05,06 | <p>Shareholders and Stakeholders</p> <ul style="list-style-type: none"> • Objectives • Introduction • Shareholder Rights • Equitable Treatment • Responsibilities of Shareholders • Minority Shareholders' Protection • Stakeholder Protection |
| Week 07,08 | <p>Board of Directors</p> <ul style="list-style-type: none"> • Objectives • Introduction • Structure and Independence of the Board • Responsibilities and Duties of the Board • Selection, Remuneration and Evaluation of the Board • Board Committees • The Board and the Management |
| Week 09,10 | <p>Audit Committee</p> <ul style="list-style-type: none"> • Objectives • Introduction • Organization of Audit Committee • Responsibilities of the Audit Committee • Working with Auditors and Management • Blue Ribbon Committee |
| Week 11,12 | <p>. Banking Corporate Governance</p> <ul style="list-style-type: none"> • Objectives • Introduction • Sound Corporate Governance Practices in Banking • The Role of Public Disclosure • Supervisors and Transparency • Recommendations for Enhancing Bank Transparency • Supportive Environment to Corporate Governance |
| Week08,09 | <p>Corporate Scandals</p> <ul style="list-style-type: none"> • Objectives • Introduction • General Motors • American Express • Enron • WorldCom • Bad Corporate Practices |
| Week10,11 | <p>Best Practices</p> <ul style="list-style-type: none"> • Objectives • Introduction • Infosys Technologies |

| | |
|---|--|
| Assessment Guide Lines: | |
| 50-59 D Grade (Un-Satisfactory), 60-69 C Grade (Satisfactory), 70-79 B Grade (Good), 80-100 A Grade (Excellent) | |
| 1.8 Assessment Criteria | |
| 21) Class Participation | 20% |
| 22) Research critique | 10% |
| 23) Midterm exam | 20% |
| 24) Final exam – sit in | 25% |
| 25) Final exam – paper (group) | 25% |
| Recommended Text Books | |
| Corporate Governance Matters: A Closer Look at Organizational Choices and Their Consequences | |
| By <u>David F. Larcker</u> , Brian Tayan | |
| | <ul style="list-style-type: none"> • Sony |
| Week12,13 | <ul style="list-style-type: none"> • Corporate Responsibility • Objectives • Introduction • The US Sarbanes-Oxley Act of 2002 • The UK Corporate Responsibility Act 2002 |
| Week14 | Final Project (Report Submission & Presentations) |

| Consumer Behavior | | | |
|----------------------------|--|-----------------------|----------|
| Program | MBA Executive | | |
| Course Code No. | MKT403 | No. of Credits | 3 |
| Department/ Faculty | Riphah School of Business Management (RSBM) | | |
| Pre-requisites | | | |
| Class Contact Hours | 3 hours/ Week X 16 Weeks = 48 Hours | | |

| | |
|---------------------------------|--|
| Break Down of Assessment | 80% Exams, including 30% Mid Term, 50% Final Exam and 20% Assignments and Projects |
| Course Type | <input type="checkbox"/> Core Course <input type="checkbox"/> Compulsory <input type="checkbox"/> Elective Other |
| Offer in Academic Year | <input type="checkbox"/> 1 st Semester <input type="checkbox"/> 2 nd Semester <input type="checkbox"/> Summer <input type="checkbox"/> Year Long Other <u>8th</u> Semester |
| Course Facilitator | |
| Contact Details | |

➤ **COURSE DESCRIPTION/OBJECTIVE**

Consumer Behavior (CB) is a Degree level course designed to enhance students understanding of how and why consumers purchase (or do not purchase) goods and services. It will guide students' exploration and desire in to the field of consumer behaviour. The course covers complex types of decision making processes that affect consumer behaviour influences internally and externally. CB is a very exciting and satisfying discipline in marketing. Students will appreciate the essence of this unit and its contribution to global development. This course will explore and identify market identities and various sources of influence with the way consumers think and learn from market related information. The knowledge and understanding gained from this course can be utilized in the market place to make rational decisions to satisfy consumer needs and wants and remain loyal to products.

➤ **LEARNING OUTCOMES**

At the end of the course the students should be able to:

- To develop an understanding of the consumer and the internal and external factors that makes each consumption situation unique.
- To develop an understanding of consumer behavior research in modern marketing.
- To develop an understanding of the dynamic and evolving nature of consumer behavior.
- To understand the nature and development of a consumer behavior strategy.
- To develop practical research skills through preparation of a services marketing report.
- To develop analytical skills through the interpretation of data and information to solve services marketing challenges.
- To develop a self-paced reading and research schedule.
- Appreciate the importance of consumer-oriented strategies to organizations.
- Seek to learn and understand more completely the factors associated with marketing decision-making.
- Draw on scholarly research, as well as current business practice, to examine, analyze and evaluate consumer issues.

➤ **COURSE CONTENT**

| | |
|----------------|--|
| Week 01 | Consumer-Customer; Pyramid Framework, TP-TA-TM Concepts in Consumer Behavior |
| Week 02 | Segmentation, Positioning |

| | |
|----------------|--|
| Week 03 | Case Study: HBS - Suzuki Samurai Behavior Types & Family |
| Week 04 | Lifestyle Characteristics, Communication Processes |
| Week 05 | Decision-Making, Systematic Decision-flow Model |
| Week 06 | Impact of Market Strategy & Research Case Study: Gatorade |
| Week 07 | Role of the Marketing Mix, Information Processing |
| Week 08 | MID-TERM EXAMINATION |
| Week 09 | Stages in Buyer Data Processing, Organizational Buying Behavior - Industrial Markets |
| Week 10 | Characteristics of B2B Buying Behavior, Organizational Buying Behavior - Consumer Markets |
| Week 11 | Attitudes; give Final Project brief Impact of Culture on CB |
| Week 12 | Motivation and its influence on CB Perception and its influence on CB |
| Week 13 | Case Study: HBS - P&G Corporate Image - Perception - Brand - Product |
| Week 14 | Social Class (es) Personal Influence and the Opinion Leadership |
| Week 15 | Impact of Change on CB Impact of Innovation & Technology on CB |
| Week 16 | Conclusion Session Terminal Exam (to be announced by the University) |

| | |
|---|-----|
| Assessment Guide Lines: | |
| 50-59 D Grade (Un-Satisfactory), 60-69 C Grade (Satisfactory), 70-79 B Grade (Good), 80-100 A Grade (Excellent) | |
| Assessment Criteria | |
| Class Participation | 20% |
| Research critique | 10% |
| Midterm exam | 20% |
| Final exam – sit in | 25% |

Final exam – paper (group) 25%

Recommended Text Books

- Hawkins, Mothersbaugh and Best “Consumer Behavior” Latest Edition

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|---------------------------------|---|--------------------------------|--|
| Program | MBA Executive | | |
| Course Code No. | QT-203 | No. of Credits | 3 |
| Department/ Faculty | Riphah School of Business and Management | | |
| Pre-requisites | | | |
| Class Contact Hours | 3 hours/ Week X 16 Weeks = 48 Hours | | |
| Break Down of Assessment | 40% Final term, Midterm 30 %, Sessional 30 % | | |
| Course Type | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Core Course | Compulsory | Elective Other |
| Offer in Academic Year | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | 1st Semester | 2nd Semester | Summer Year Long Other <u>8th Semester</u> |
| Course Facilitator | | | |
| Contact Details | <i>E-mail:</i> | | |

Course Description

General Description:

The scope of the course is to see the horizon of Mathematics & Statistics application in business and financial affairs. The course stresses business applications using arithmetic, algebra, and ratio-proportion and graphing.

Applications include payroll, cost-volume-profit analysis and merchandising mathematics. The course also includes Statistical Representation of Data, Correlation, Time Series and Exponential Smoothing, Elementary Probability and Probability Distributions. This course stresses logical reasoning and problem solving skills.

General Learning Objectives:

At the conclusion of this course, the student should be able to:

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

| Weeks | Course Content |
|---|--|
| Week 1-2 | INTRODUCTION TO BUSINESS MATHEMATICS AND STATISTICS |
| Week 3-4 | SYSTEM OF LINEAR EQUATIONS QUADRATIC INEQUALITIES |
| Week 5-6 | MATRICES |
| Week 7 | DESCRIPTIVE STATISTICS |
| Week 8 | MID-TERM |
| Week 9-10 | PROBABILITY |
| Week 11-12 | SAMPLING AND SAMPLING DISTRIBUTION |
| Week 13 | TESTING OF HYPOTHESIS |
| Week 14 | REGRESSION AND CORRELATION ANALYSIS |
| Week 15 | MULTIPLE REGRESSION AND CORRELATION ANALYSIS |
| Week 16 | FINAL EXAM |
| Recommended Book: | |
| Author | Title |
| <i>Mansfield, E.,</i> | <i>Statistics for Business & Economics: Methods and Applications</i> |
| <i>Ronald J. Harshbarger, James J. Reynolds</i> | 5.0 Mathematical Applications, For the Management, Life, and Social Sciences. |
| Assignments/Projects/Quiz | Mid Term Final Examination |

| | | |
|---|-----|-----|
| 30% | 30% | 40% |
| Assessment Guide Lines: | | |
| 50-59 D Grade (Un-Satisfactory), 60-69 C Grade (Satisfactory), 70-79 B Grade (Good), 80-100 A Grade (Excellent) | | |

5.1 Standard 2-1

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

5.1.1 Group 1: Core

- Principles of Management
- Financial Management
- Principles of Marketing
- Marketing Management
- Organizational Behavior

5.1.2 Group 2 Electives

- Production & Operations Management
- Business & Corporate Law
- Management Information System

5.1.3 Group 3 Specialization

- Recruitment and Selection
- Training and Development
- Leadership
- Performance Appraisal & Management
- Advertising
- Consumer Behavior
- Analysis of Financial Statement
- Corporate Finance
- Financial Modelig

5.1.4 Group 4 Project

- Project

5.1.5 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)

5.2 Standard 2-2

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

| 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 |

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

5.3 Standard 2-3

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

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

Minimum Requirements for each program (Program Semester Credit Hours)

Table

| Program | Core Course | Electives |
|--------------------------|--------------------|------------------|
| EMBA Management Sciences | 12 | 12 |

6:

Program Credit Hours (appendix A table)

5.4 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.

5.5 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.

5.6 Standard 2-6

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

EMBA 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

5.7 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.

6.0 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 EMBA 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, EMBA 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

6.1 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.

6.2 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.

6.3 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's. 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.

7.0 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.

7.1 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.

7.2 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.

7.3 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.

8.0 Criterion 5: Process Control

8.1 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.

8.2 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.

8.3 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.

8.4 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 performa 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.

8.5 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, Performa 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.

9.0 Criterion 6: Faculty

9.1 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 | Analysis of Financial Statements Corporate Finance Financial Modeling Introduction to Islamic And Conventional Banking | 4 | 0 |
| Management and HRM | Training and Development Leadership Compensation Management Performance Appraisal & Management | 2 | 1 |
| Marketing and Supply Chain | Advertising New Product Development International Marketing Strategic Services Marketing | 2 | 0 |
| Total | | 8 | 1 |

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

9.2 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.

9.3 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.

10.0 Criterion 7: Institutional Facilities

10.1 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.

10.2 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.

10.3 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.

11.0 Criterion 8: Institutional Support

11.1 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.

11.2 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 remained is NA

11.3 Standard 8-3

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

Library at RIPHAH Lahore Campus 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 room 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.

12.0 Conclusion

The self assessment report of the Faculty of Management Sciences (EMBA Masters of Business Administration Executive), Riphah International University, 13-14, Civic Center near Hamdard Chowk, 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:-

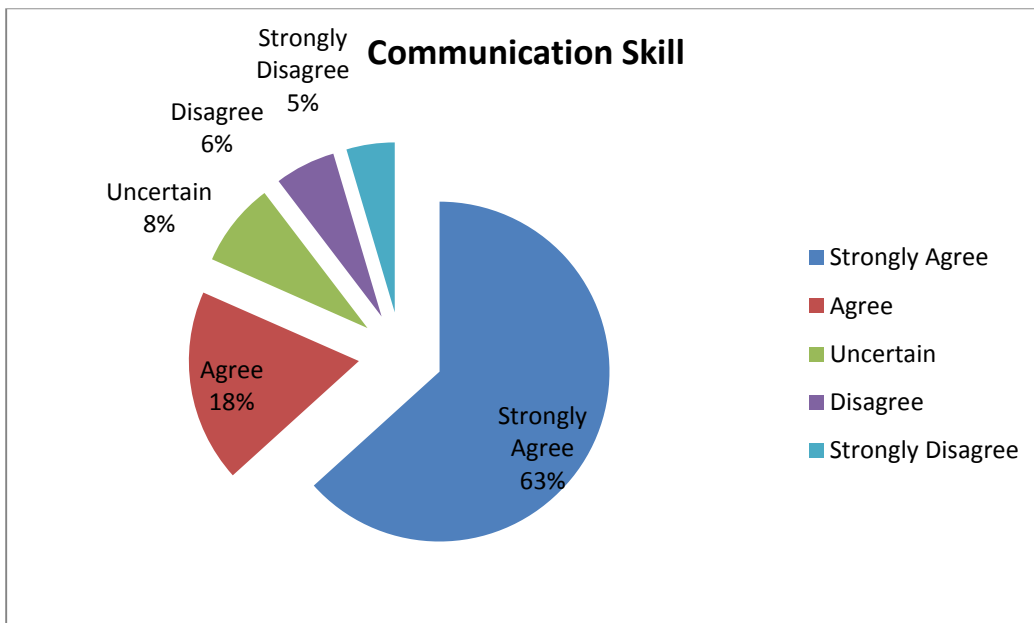
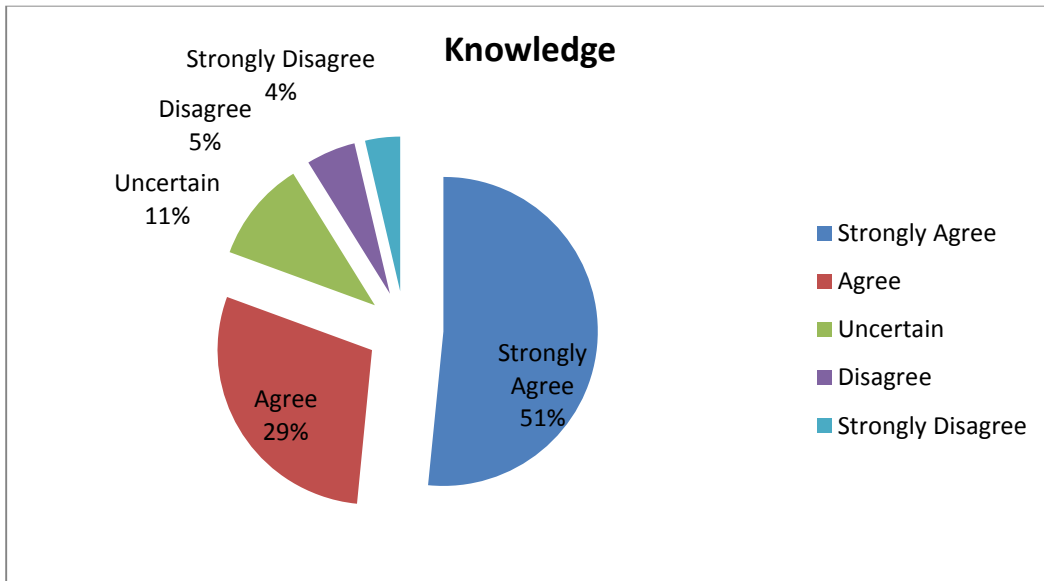
12.1 Strong Areas

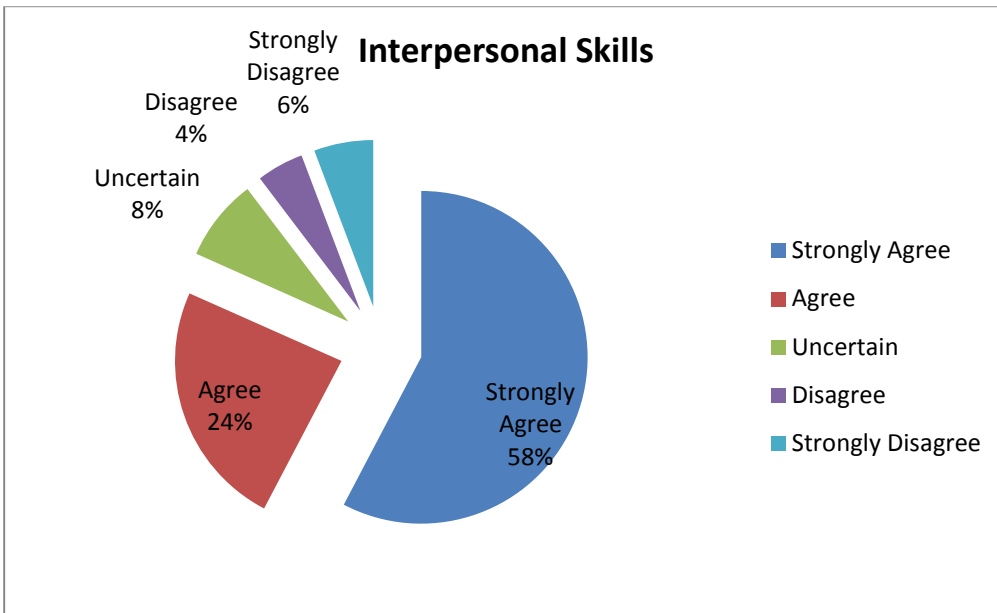
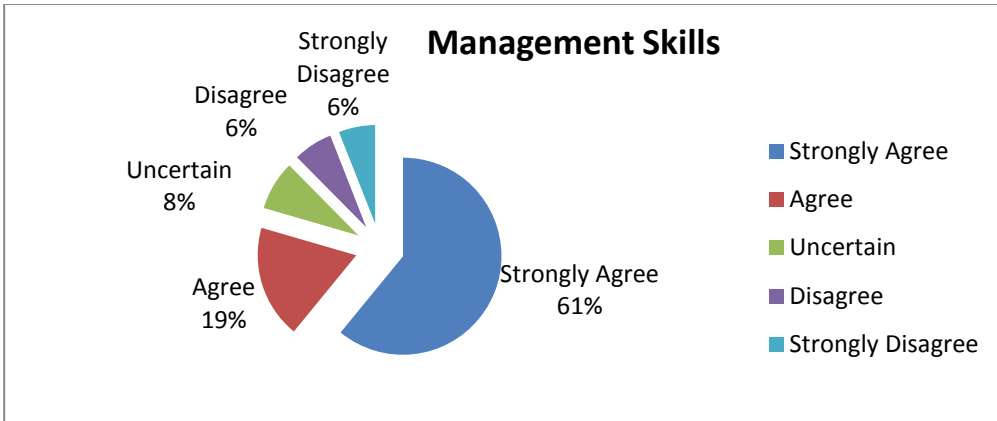
- ❖ Highly qualified and experienced faculty
- ❖ The curriculum has rich and logically arranged courses to prepare the students to be competent in research and professionally.
- ❖ Research oriented environment
- ❖ Attractive scholarship
- ❖ Ideal location
- ❖ Weekend classes

12.2 Weaknesses

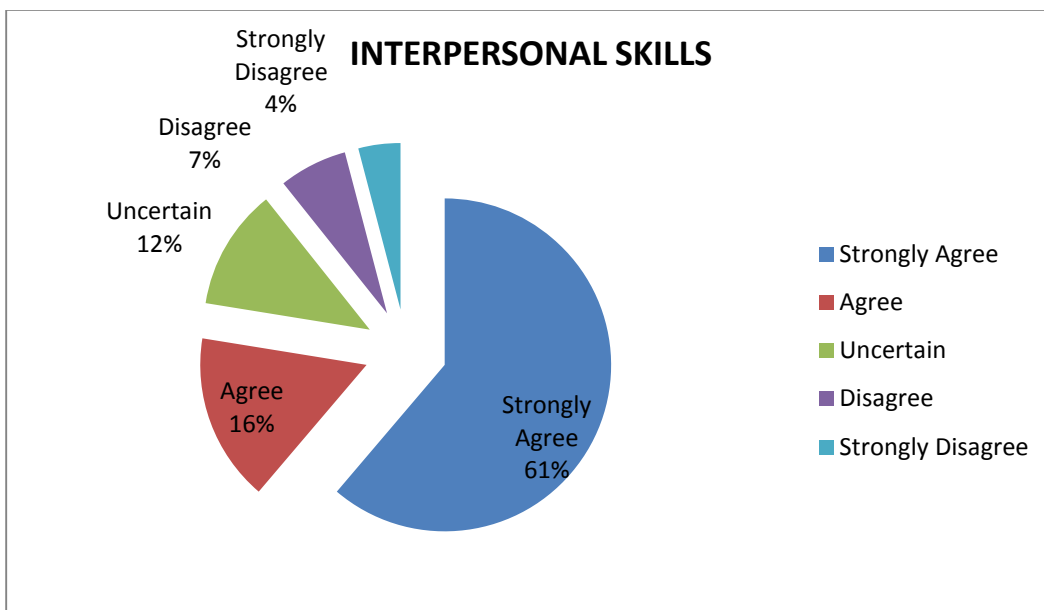
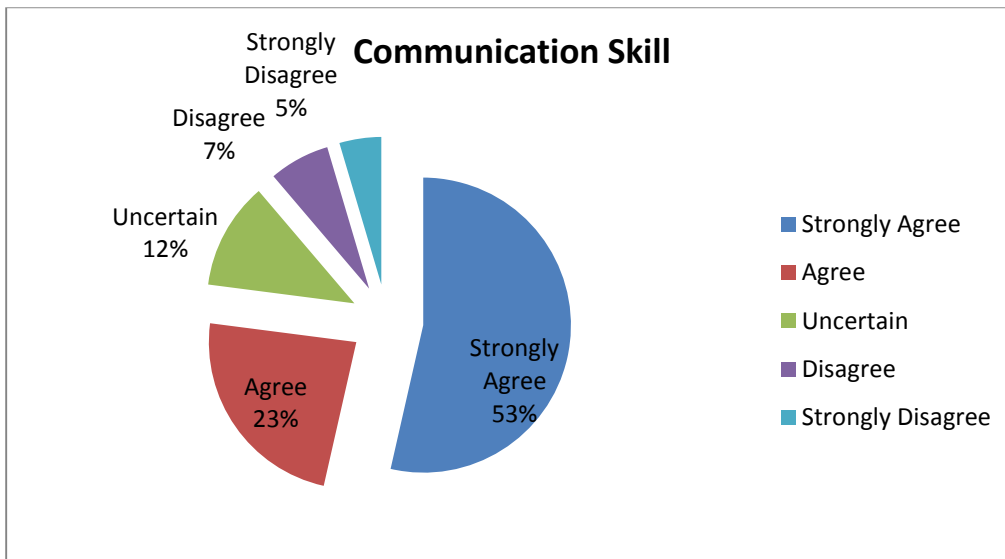
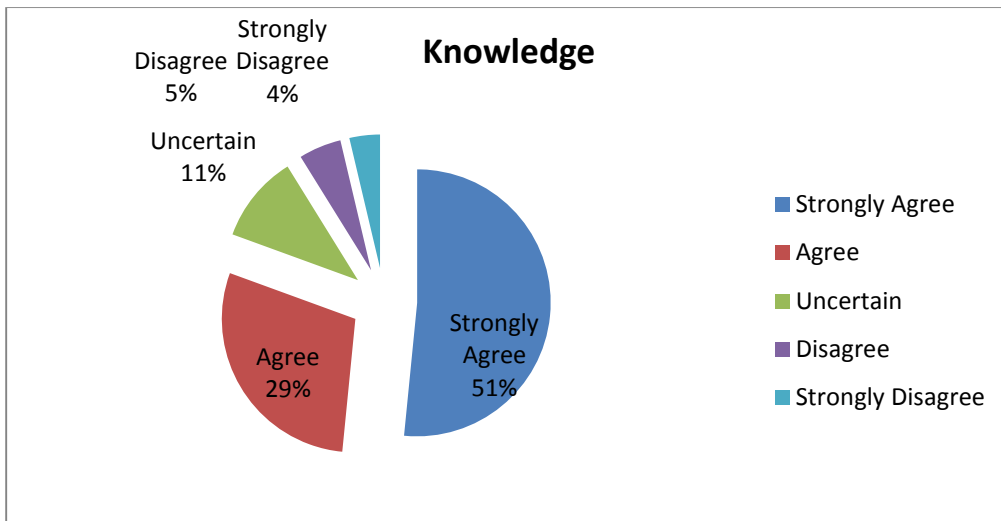
- ❖ Lack of library resources
- ❖ Below per class rooms facilities
- ❖ WIFI Connectivity

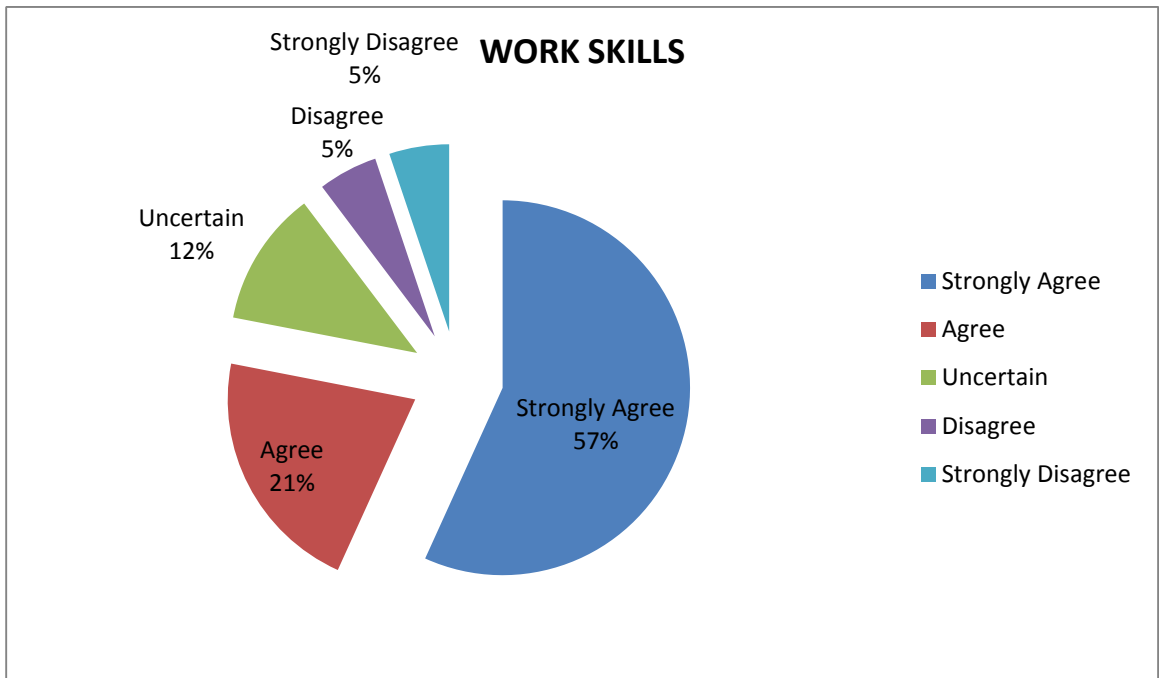
Annexure – A: Alumni Survey Results





Annexure – B: Employer Survey Results

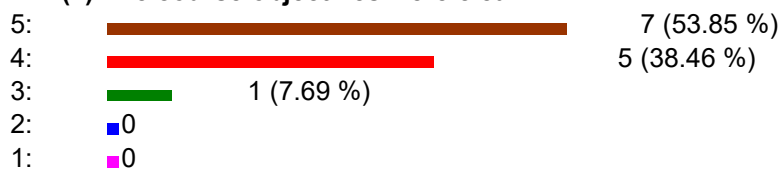




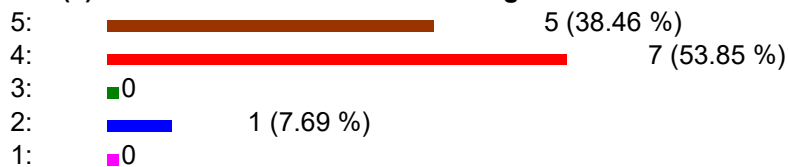
Annexure – C Students Course Evaluation Sample

Course: Principles of Management

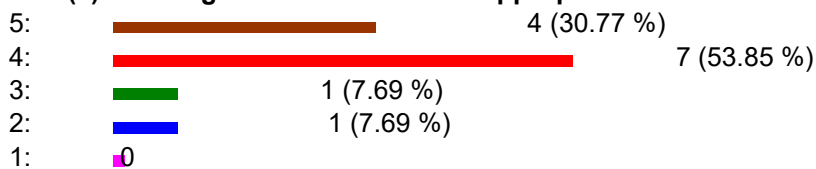
1 (1) The course objectives were clear.



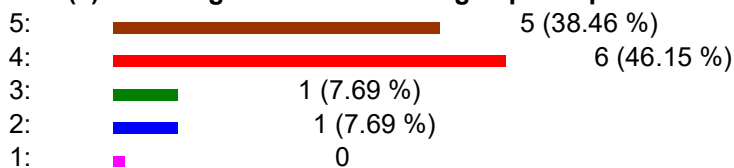
2 (2) The course workload was manageable



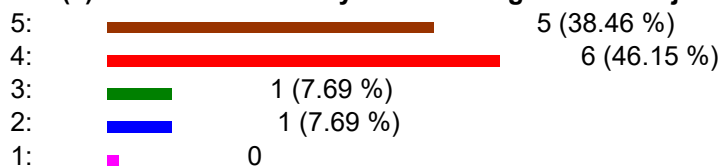
3 (3) The length of the course was appropriate



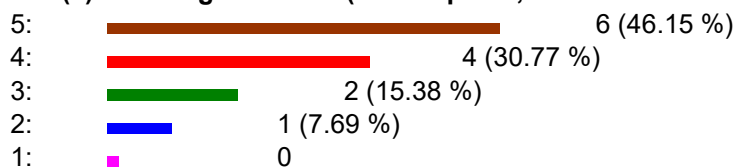
4 (4) Teaching methods encouraged participation



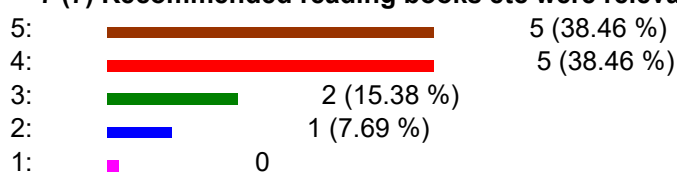
5 (5) The Teacher strictly follows the goals and objectives of the course.



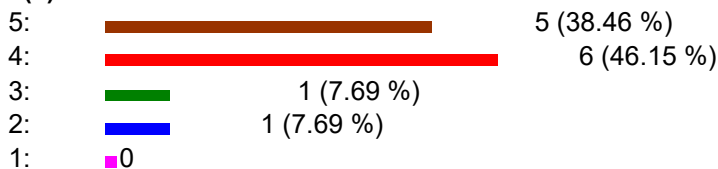
6 (6) Learning materials (lesson plans, Course notes etc) were relevant and useful.



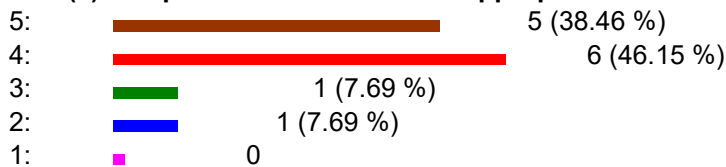
7 (7) Recommended reading books etc were relevant and appropriate



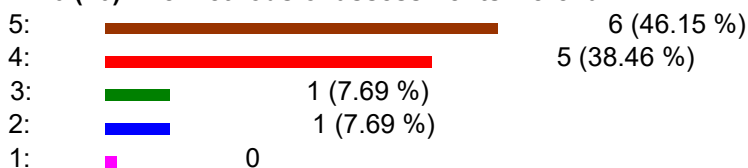
(8) I understood all the lectures



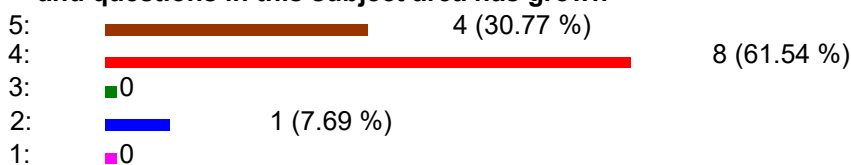
9 (9) The pace of the course was appropriate



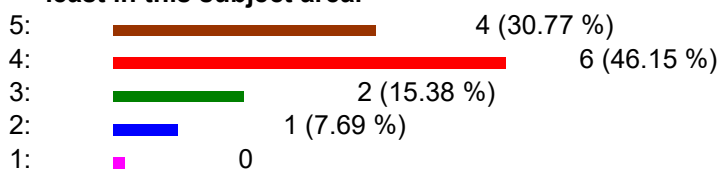
10 (10) The methods of assessments were fair



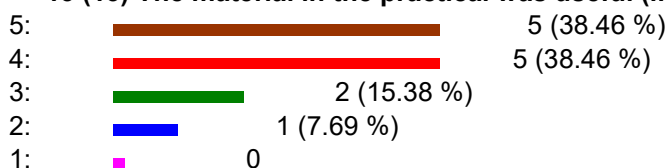
11 (11) As a result of taking this course my interest and curiosity about the issues and questions in this subject area has grown



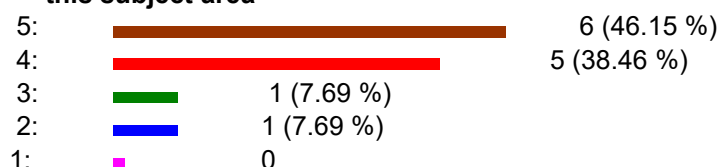
12 (12) As a result of taking this course my thinking is more focused and systematic, at least in this subject area.



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



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








Annexure – D: Teachers Evaluation Feedback Sample






1 (Undertaking) I confirm that evaluation being done by me is all correct

- 5:  11 (84.62 %)
- 4:  2 (15.38 %)






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

- 5:  5 (38.46 %)
- 4:  4 (30.77 %)
- 3:  3 (23.08 %)
- 2:  1 (7.69 %)
- 1:  0






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

- 5:  7 (53.85 %)
- 4:  3 (23.08 %)
- 3:  2 (15.38 %)
- 2:  0
- 1:  1 (7.69 %)






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

- 5:  7 (53.85 %)
- 4:  4 (30.77 %)
- 3:  1 (7.69 %)
- 2:  0
- 1:  1 (7.69 %)






5 (4) The Teacher demonstrates knowledge of the subject

- 5:  6 (46.15 %)
- 4:  5 (38.46 %)
- 3:  1 (7.69 %)
- 2:  0
- 1:  1 (7.69 %)





6 (5) The Teacher has covered the whole course

- 5:  5 (38.46 %)
- 4:  4 (30.77 %)
- 3:  3 (23.08 %)
- 2:  1 (7.69 %)
- 1:  0

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

- 5:  4 (30.77 %)
- 4:  6 (46.15 %)
- 3:  3 (23.08 %)
- 2:  0
- 1:  0

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

- 5:  4 (30.77 %)
- 4:  6 (46.15 %)
- 3:  2 (15.38 %)
- 2:  1 (7.69 %)

- 1: 0

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

- 5: 5 (38.46 %)
- 4: 4 (30.77 %)
- 3: 3 (23.08 %)
- 2: 0
- 1: 1 (7.69 %)

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

- 5: 4 (30.77 %)
- 4: 5 (38.46 %)
- 3: 3 (23.08 %)
- 2: 0
- 1: 1 (7.69 %)

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

- 5: 5 (38.46 %)
- 4: 6 (46.15 %)
- 3: 1 (7.69 %)
- 2: 0
- 1: 1 (7.69 %)

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

- 5: 4 (30.77 %)
- 4: 5 (38.46 %)
- 3: 3 (23.08 %)
- 2: 0
- 1: 1 (7.69 %)

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

- 5: 5 (38.46 %)
- 4: 4 (30.77 %)
- 3: 3 (23.08 %)
- 2: 0
- 1: 1 (7.69 %)

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

- 5: 5 (38.46 %)
- 4: 5 (38.46 %)
- 3: 2 (15.38 %)
- 2: 1 (7.69 %)
- 1: 0

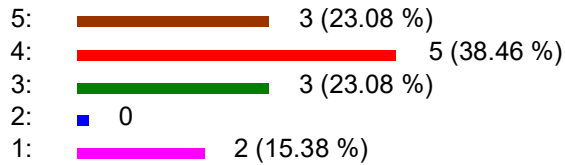
15 (14) The Teacher relates current lesson content to previous and future lessons

- 5: 4 (30.77 %)
- 4: 5 (38.46 %)
- 3: 3 (23.08 %)
- 2: 0
- 1: 1 (7.69 %)

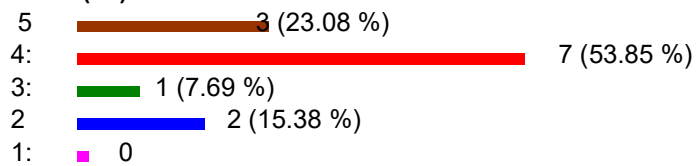
16 (15) The teacher takes extra steps to elevate competency level of weak students

- 5: 4 (30.77 %)
- 4: 6 (46.15 %)
- 3: 2 (15.38 %)
- 2: 0
- 1: 1 (7.69 %)

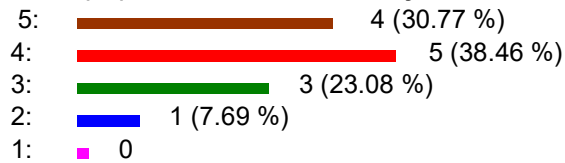
17 (16) The Teacher accepts and incorporates student's ideas, questions and responses.



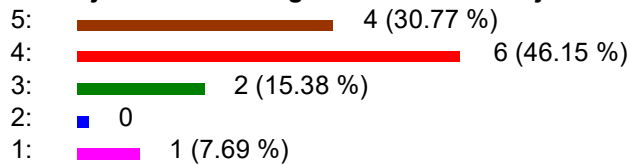
18 (17) The Teacher make use of audio/visual aids to make the lectures interesting



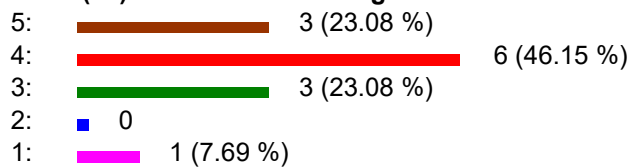
19 (18) The Teacher uses easy and understandable vocabulary for students



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



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



Annexure – E: Research Papers List

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. Bouckennooghe, 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.
8. Khan, K., Abbas, M., Gul, A., & Raja, U., (2015). Organizational Justice and Job Outcomes: Moderating Role of Islamic Work Ethics. *Journal of Business Ethics*, 126, 235-246.
9. Abbas, M., Raja, U., Darr, W., & Bouckennooghe, D. (2014). Combined effects of perceived politics and psychological capital on job satisfaction, turnover intentions, and performance. *Journal of Management*, 40, 1813-1830.

10. De Clercq, D., Bouckenoghe, D., Raja, U, & Matsyborska, G. (2014). Unpacking the Goal Congruence-Organizational Deviance Relationship: The Roles of Work Engagement and Emotional Intelligence. *Journal of Business Ethics*. 124, 695-711.
11. De Clercq, D., Bouckenoghe, D., Raja, U., & Matsyborska, G. (2014). Servant Leadership and Work Engagement: The Contingency Effects of Leader-Follower Social Capital. *Human Resource Development Quarterly*, 25, 183 -212.
12. Bouckenoghe, D., Raja, U., & Abbas, M. (2014). How does emotion regulation impact employee work engagement: The mediating role of relational capital?" *Journal of Management & Organization*. 20, 508-525.
13. Bouckenoghe, D., Raja, U., & Butt, A.N., (2013). Combined effects of affectivity and job satisfaction on job performance and turnover intentions. *Journal of Psychology: Interdisciplinary and Applied*, 147, 105-123.
14. . Jamil, A. & Raja, U., & Darr, W. (2013). Psychological Contract Breach and Felt Violation as Sources of Job Burnout. *Journal of Psychology: Interdisciplinary and Applied*, 147, 491-515.
15. Raja, U., Johns, G., & Bilgrami, S. (2011). Negative consequences of felt violations: The deeper the relationship, the stronger the reaction. *Applied Psychology: An International Review*, 60, 397-420.
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Dr. Inam Ul Haq

1. Bilal, A. R., Talib, N. B. A., Haq, I. U., Khan, M. N. A. A., & Naveed, M. (2013). How gold prices correspond to stock index: a comparative analysis of Karachi stock exchange and Bombay stock exchange. *World Applied Sciences Journal*, 21(4), 485-491.
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7. Ahmad-Ur-Rehman, M., Inam-ul-Haq, F. A. J., Ali, A., & Hijazi, S. T. (2010). Psychological contract breach and burnout, mediating role of job stress and feeling of violation. *European Journal of Social Sciences*, 17(2), 232.
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9. Azeem, U M., Mahmood. B., Haq, I.U., Sharif,I., Qurashi, T M & Hijazi, T, S(2010) Perception of Organizational Politics Leads to Job Stress: An Evidence from Banking Sector of Pakistan *European Journal of Social Sciences – Volume 18*
10. Jam, F. A., Akhtar, S., Inam, H., Rehman, M. A., & Hijazi, S. T. (2010). Impact of leader behavior on employee job stress: Evidence from Pakistan. *European Journal of Economics*, 21, 172-179.

Dr. Shazia Nauman

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Syed Altaf

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Asif Saeed

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Hassan Imam

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2. Hassan Imam, Tahir Masood Qureshi, Muhammad Aslam Khan. (2011). The retrenchment effect on job performance with mediating effect of work life balance. *African Journal of Business Management*, Vol. 5(21) pp. 8642-8648

Dr. Imran Sharif

1. Azeem, M. U. Sharif, I., Qurashi.T. (2010). "Perception of organizational politics leads to job stress: An Evidence from Banking Sector of Pakistan" *European journal of social sciences*, Volume 18, Number 2 (2010).
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3. Sharif. I., (2011) "The impact of organizational justice on leader member exchange relationship (LMX)". *Journal of Organizational Studies*.
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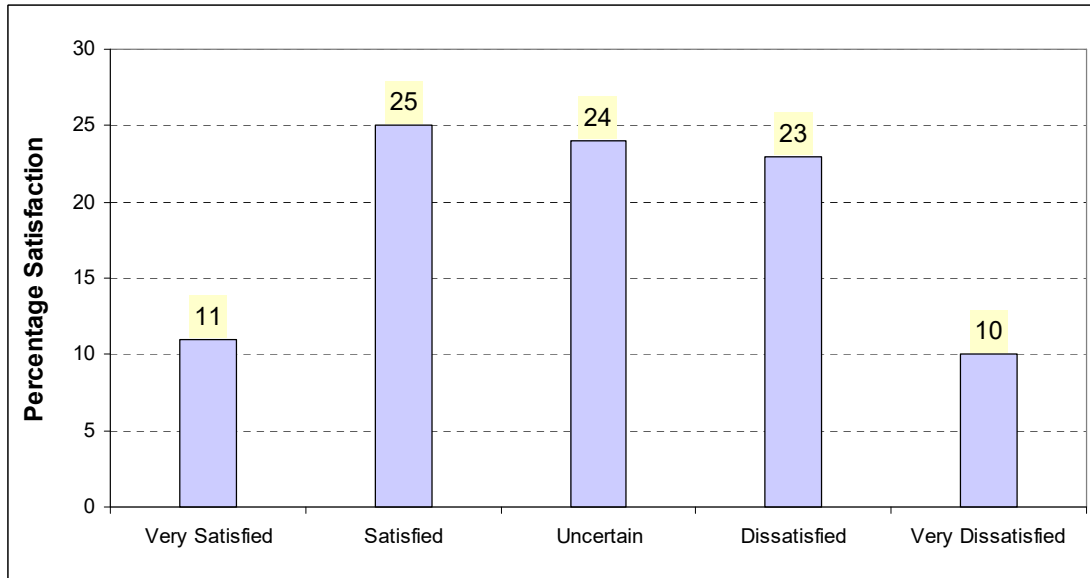
Dr. Khalid Ahmed Khan

1. Factors Influencing success of Public Sector Projects in Pakistan, IRNOP 2013 (Norway), EDEN 2014 (France)
2. Leadership Competencies Required to Building High-Performance Project Teams, PMI Global Congress EMEA 2014 (UAE) (Dr. Rizwan Amin Sheikh & Dr. Khalid Ahmad Khan)
3. Software Technology Park: Selecting the Contract Type and Contractor, Asian Journal of Management Cases (Dr. Rizwan Amin Sheikh, Dr. Naiman Ch & Dr. Khalid Ahmad Khan)
4. PMI PMBOK 5th Edition Core content team member for Procurement Management
5. Project Management Reform Experience in the Public Sector – PMI Congress, Atlanta, USA, October 2007
6. Contributor, PMI Standard for Portfolio Management 2007
7. Lead on Time Management Knowledge Area, PMI PMBOK Extension for Government 2006
8. Project Management in Public Sector, Earned Value Magazine, College of Performance Measurement, 2006
9. Project Management in Pakistan Government Sector – PMI Congress, Singapore Feb 2004
10. Introduction to Earned Value Project Management, Engineering Review March 2002
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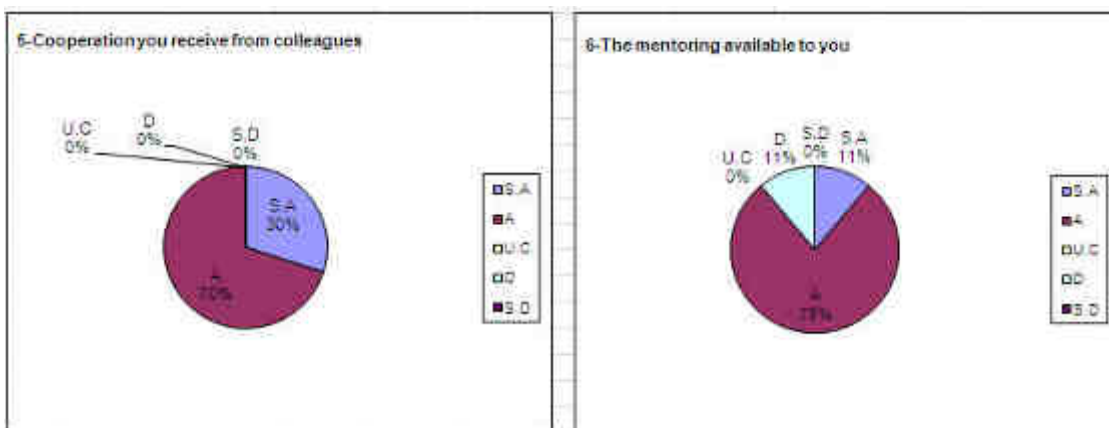
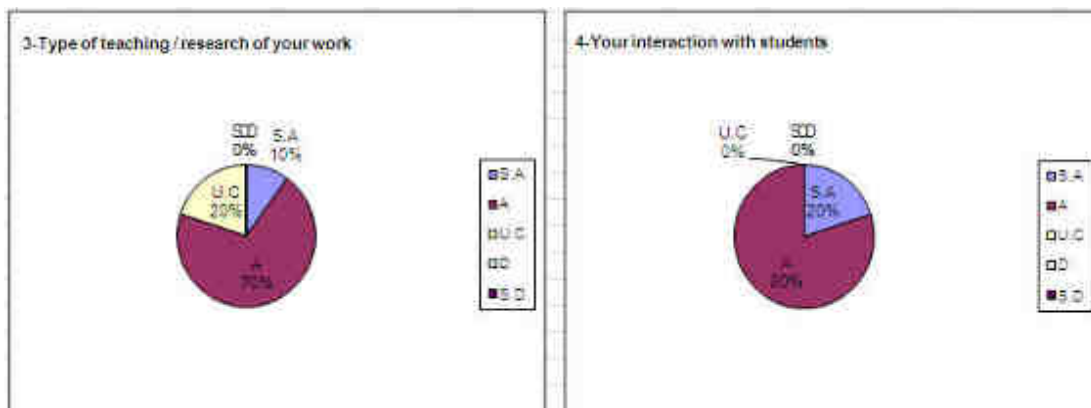
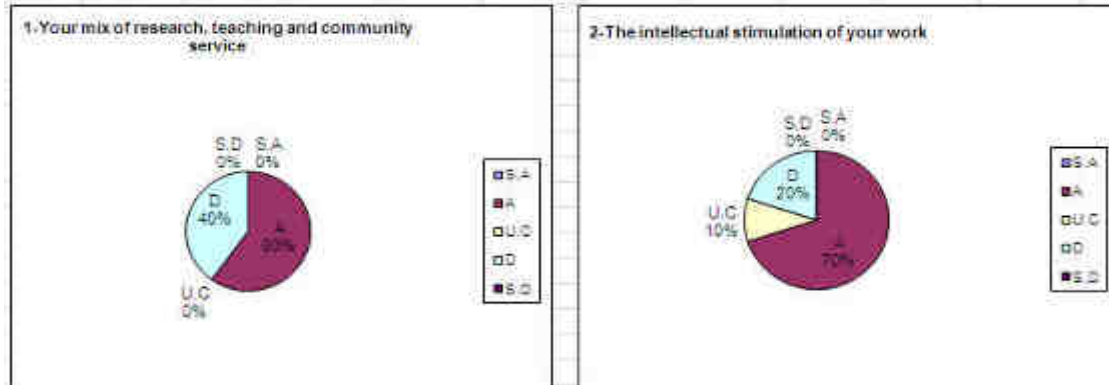
Dr. Umer Farooq

1. **M.U.Farooq**: Flow of Decision-Making in the Organisational Architecture in Merger and Acquisition Strategy. Case Based Evidence, The International Journal of Business and Management, *manuscript accepted*.
2. Y.hongxing, **M.U.Farooq**: The Effects of MFIs, Industry and Country Specific Determinants on MFIs Profitability. A Case from Pakistan, The International Journal of Business and Management, *manuscript accepted*.
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4. Y.hongxing, **M.U.Farooq**: Effects of Gender on The Performance of Microenterprises in Pakistan, International Journal of Social Sciences, *manuscript accepted*.
5. Y.hongxing, **M.U.Farooq**. Impact of Microfinance on Microenterprises: A Comparison of Governmental and Non-Governmental Microfinance Programs in Pakistan, The Journal of Entrepreneurship and Regional Development, *manuscript submitted*.
6. **M.U.Farooq, Y.Hongxing**. Application of goal programming to measure performance of MFIs in Pakistan, Portuguese Economic Journal, *manuscript submitted*.
7. CONFERENCE PAPERS
8. M.Imran, M.Wu, M.Zakaria, **M.U.Farooq**. Review and validity of capital asset pricing model: Evidence from Pakistan Stock Exchange.6th Sino-Foreign Post Graduate Academic Forum, Jiangsu University, Zhenjiang, P.R.C.
9. Y.HongXing, **M.U.Farooq**. Nov, 2015. Commercialisation and financial access of MFIs in Pakistan (Abstract Presented), 5th Sino-Foreign Post Graduate Academic Forum, Jiangsu University, Zhenjiang, P.R.C.
10. Y.HongXing, **M.U.Farooq**, Nov, 2014. Effects of Gender on the performance of microenterprises in Pakistan (Abstract Presented), 4th Sino-Foreign Post Graduate Academic Forum, Jiangsu University, Zhenjiang, P.R.C.

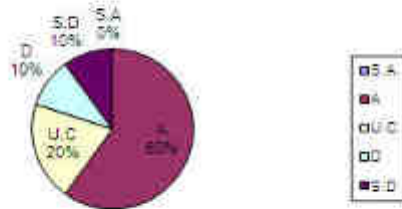
Annexure – F: Graduating Students Feedback Sample



Annexure – G: Faculty Survey



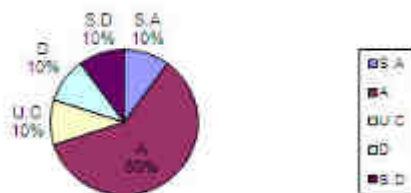
7-Administrative supportfrom the department:



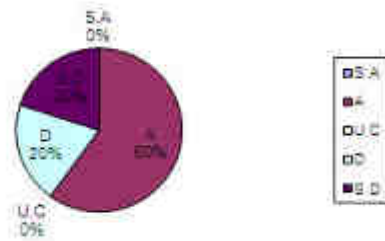
8-Providig clarity about the faculty promotion process:



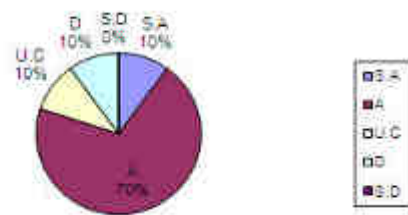
9-Your prospects for the advancement and progress through ranks



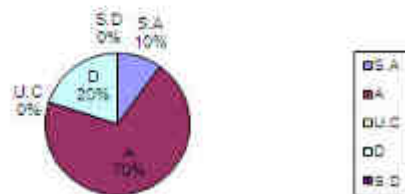
10-Salary and compensation package



11-Job security and stability at the department



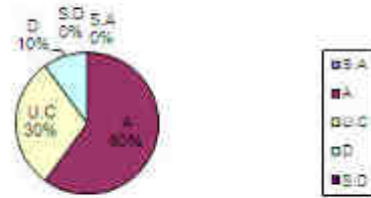
12-Amount of time you have for yourself and family



13. The overall climate at the department



14. Whether the department is utilizing your experience and knowledge



Annexure – H: Faculty Resume

Faculty of Management Sciences has following staff members.

| 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 March, 2018

Following attended the meeting:-

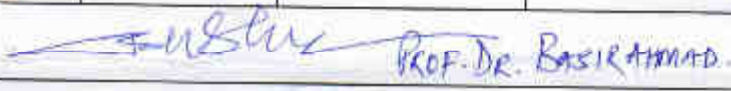

- | | |
|------------------------|------------------------|
| • Mr.Umer Farooq | Director Lahore Campus |
| • Dr. Shazia Nauman | HOD RSBM |
| • Prof.Dr.Bashir Ahmad | Chairman |
| • Dr.Farhan Sohail | Member |
| • Dr.Fareeha Anwar | Member |
| • Mr. Jafal-ud-Din | Member |

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
- Below par class rooms facilities
- **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 (EMBA) – 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 | 20 th 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. | 5 th May, 2018 | Procurement/IT Department | Completed |
| 2 x Class rooms required for MS PM students. | 2 x Class room is made available for MS PM students. | 20 th May 2018 | Procurement / Administration | Completed |
| Chairman AT Name and Signature |  PROF. DR. BASIR AHMAD | | | |
| Dean's Comments Name and Signature | Shazia (SHAZIA NAUMAN) | | | |
| QEC Comments Name and Signature | M. JALAL-UD-DIN  | | | |

Annexure – L: Faculty Course Review Report

RSBM (EMBA) is running 14 core courses for the Master of Business Administration (EMBA) program. 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. Business Communication Skills
- b. Marketing and Leadership skills.
- c. Customer Relationship Management.
- d. Confidence Building Measures
- e. 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) | 19 | | | | |
| SCORE 1 (S1) = [TV/ (No. of Question * 5)] * 100 * 0.05 | 3.17 | | | | |

| 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 PEC? | 5 | 4 | 3 | 2 | 1 |
| 5. Does the curriculum satisfy the major requirements laid down by HEC and the PEC? | 5 | 4 | 3 | 2 | 1 |
| 6. Does the curriculum satisfy the professional requirements as laid down by PEC? | 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) | 32 | | | | |
| SCORE 1 (S1) = [TV/ (No. of Question * 5)] * 100 * 0.20 | 16 | | | | |

| 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 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 * 0.1 | 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) | 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 | 11.14 | | | | |

| 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 adequately staffed? | 5 | 4 | 3 | 2 | 1 | |
| 3. Are the classrooms 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 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 * 0.05 | 8 | | | | | |

$$\begin{aligned}
 \text{Overall Assessment Score} &= S1+S2+S3+S4+S5+S6+S7+S8 \\
 &= 3.7+16+10+8+13.91+11.94+15+8 \\
 &= 86.55
 \end{aligned}$$