

**FOUNDATION UNIVERSITY
ISLAMABAD**



SELF ASSESSMENT REPORT

Master of Business Administration (MBA 3.5)

Faculty of Management Sciences

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Tables of Contents

Table of Contents

Self-Assessment Report.....	1
2.0 Introduction.....	1
2.1 University Mission Statement.....	1
2.2 Department of Management Sciences.....	1
2.3 Program Selected.....	1
3.0 Criterion 1: Program Mission, Objectives and Outcomes.....	2
3.1 Standard 1-1.....	2
3.1.1 Program Mission Statement.....	2
3.1.2 Program Objectives.....	2
3.1.3 Alignment of Program Objectives with Program & University Mission Statements.....	2
3.1.4 Main Elements of Strategic Plan.....	2
3.1.5 Program Objective Assessment.....	3
3.2 Standard 1-2.....	4
3.2.1 Program Outcomes.....	4
3.3 Standard 1-3.....	5
3.3.1 Course Evaluation.....	5
3.3.2 Teacher Evaluation.....	7
3.4 BBA Program Strong and Weak Points.....	8
3.5 Significant Future Development Plans.....	8
4.0 Criterion 2: Curriculum Design and Organization.....	10
4.1 Title of Degree Program.....	10

4.5 Courses Information.....	13
4.5.1. Principles of Management.....	13
4.5.1.1 Course Description	13
4.5.2 Fundamental of Marketing.....	14
4.5.3. Financial Accounting	14
4.5.4. Strategic Marketing Management.....	15
4.5.5. Business Communication and Report Writing	16
4.5.7. Managerial Accounting.....	17
4.5.8. Business Ethics	18
Human Resource Management	19
Organizational Behaviour	20
Financial Management.....	21
Business Research Methods.....	21
Operations Management.....	22
E-Commerce	23
Strategic Financial Management.....	24
4.6 Standard 2-1	26
4.6.1 Group 1: Technology.....	26
4.6.2 Group 2 Business	26
4.6.4 Group 4 Humanities	27
4.6.5 Group 5: Projects Business.....	27
4.7 Standard 2-2.....	27
4.8 Standard 2-3.....	28
4.9 Standard 2-4	29
4.10 Standard 2-5	29

4.11 Standard 2-6	29
4.12 Standard 2-7	30
5.0 Criterion 3: Laboratories and Computing Facilities	30
5.1 Standard 3-1	31
5.2 Standard 3-2	32
5.3 Standard 3-3	32
6.0 Criterion 4: Student Support and Advising.....	32
6.1 Standard 4-1	33
6.2 Standard 4-2	33
6.3 Standard 4-3	33
7.0 Criterion 5: Process Control	34
7.1 Standard 5-1	34
7.2 Standard 5-2	35
7.3 Standard 5-3	36
7.4 Standard 5-4	36
7.5 Standard 5-5	37
8.0 Criterion 6: Faculty	38
8.1 Standard 6-1	38
8.2 Standard 6-2	39
8.3 Standard 6-3	40
9.0 Criterion 7: Institutional Facilities	40
9.1 Standard 7-1	41
9.2 Standard 7-2	41
9.3 Standard 7-3	41
10.0 Criterion 8: Institutional Support	42

10.1 Standard 8-1	42
10.2 Standard 8-2	42
10.3 Standard 8-3	43
11.0 Conclusion.....	43
11.1 Strong Areas.....	45

List of Annexure

Annexure A:	Alumni Survey
Annexure B:	Employer Survey
Annexure C:	Students Course Evaluation
Annexure D:	Students Teacher Evaluation
Annexure E:	Research Papers List
Annexure F:	Graduating Students
Annexure G:	Faculty Survey
Annexure H:	Faculty Resume
Annexure I:	Lab Safety Precautions
Annexure J:	AT Findings
Annexure K:	Implementation Plan
Annexure L:	Faculty Course Review

Self-Assessment Report

MBA 3.5

2.0 Introduction

The Foundation University Islamabad (FUI) has been established as a private sector university. It is sponsored by the Fauji Foundation which is the largest welfare organization in the country having vast human and financial resources. The Foundation University Islamabad (FUI) was granted the Charter by the Federal Government vide Ordinance No. LXXXVIII of 2002 as promulgated by the President of Pakistan and notified in the Gazette of Pakistan. The University has been established as a center of excellence to provide quality education of international standards to the talented students.

2.1 University Mission Statement

The Foundation University aims at achieving a prominent status at the national and international levels by creating a dynamic educational environment where teaching learning research innovation leadership and public service will have a harmonious blend. The university will constantly strive to prepare useful and productive citizens for the country by forging fruitful relationship with community.

2.2 Department of Management Sciences

Department of Management Sciences is processing following programs:

- a. Bachelor of Business Administration (BBA Hons.)
- b. Master of Business Administration (MBA1.5/ MBA 3.5)
- c. MS (Management Sciences)
- d. Doctor of Philosophy: Management Sciences (PHD-MS)

2.3 Program Selected

g. Foundation University has selected the Masters of Business Administration (MBA 3.5.) as model program for Self Assessment Report for the year 2014-2015 under the directives of Higher Education Commission of Pakistan.

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.

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 statement

3.1.1 Program Mission Statement

Foundation University Business School undertakes to impart quality education and research, teaching of comparable students at national and international standards. The school also encourages the faculty and the students to utilize their professional skills in an enlightened and enterprising manner.

3.1.2 Program Objectives

3.1.3 Alignment of Program Objectives with Program & University Mission Statements

3.14 Main Elements of Strategic Plan Curriculum Design

The MBA 3.5 in Strategic Design and Management educates students in the entrepreneurial and strategic aspects of design and in design aspects of business. Project-based studio and seminar courses integrate business, design, and liberal arts education, promoting interdisciplinary learning through wide-ranging research and collaborative work.

Strategic plan for MBA 3.5 defines the overall layout of the areas/elements that are included in the program to educate students to Bachelor's level. These elements prepare students through theory and practical work. These elements are program contents, Program Delivery Methodology and Program Output Evaluation.

3.1.4.1 Program Contents

BBA program consist of 8 semesters offered in the fall and spring of each year. MBA 3.5 program is comprised of 96 credit hours, 60 credit hour for core subjects, whereas, 9 credit hours are for specialization related subjects, 27 credit hours for business elective courses, 30 credit hours are for general education courses while, 6 credit hours are for final business project.

3.1.4.2 Practical Work

Program delivery methodology includes lectures, practical work, tutorials, assignments, industrial visits and internship. So students are given assignments which are relevant to the application of theory in practically in industry.

3.1.4.3 Projects

Students are also given the projects in their field of specialization in different courses so it is the opportunity for the students where they can apply whatever they learnt from theory and at the end of semester they have to do their final project which is particularly relevant to their area of specialization.

Internships/Industrial Tours

Management Science department often arrange the industrial tours for students. These tours provide excellent opportunity to see in real what they discussed with in class theoretically. Industry tours are regularly arranged by the department to give practical exposure to the business students from the real world.

3.1.5 Program Objective Assessment

Objectives	How Measured	When Measured	Improve ment Identified	Improve ment Made
1	Alumni Survey	March 2015	Need to have more case studies	Under Review in Board of Faculties
2	Employer Survey	April 2015	Business communication	Under Review in Board of Faculties
3	Alumni Survey, Employer Survey	March 2015 April 2015	Proposal writing skills	Under Review in Board of Faculties
4	Alumni Survey, Employer Survey	March 2015 April 2015	More emphasis on confidence building and communication	Under Review in Board of Faculties

			skills	
5	Employer Survey	April 2015	Not Applicable	Not Applicable

Table 1: Program Objective Assessment

Annexure A shows the cumulative results of Alumni Survey while Annexure B shows the cumulative results of Employer Surveys in different feedback categories.

3.2 Standard 1-2

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

3.2.1 Program Outcomes

The BBA program is designed to produce following outcomes:

- 1) Students shall be able to go for higher education (MBA/M.Phil).
- 2) Student shall be able to lead, motivate and manage teams.
- 3) Student shall be able to use information technology to enable business solution.
- 4) Student shall be able to negotiate and communicate effectively.
- 5) Student will able to perform job in relevant field.
- 6) Student shall be able to view and solve organizational problem and issues from a multi-disciplinary perspective.
- 7) Student shall be able to perform research in related field.
- 8) Student shall be able to perform task individually as well as in team.
- 9) Student shall be able to execute tasks in positive and constructive manner.

3.2.2 Program Objectives and Outcome Matching

Program Objectives	Program Outcomes								
	1	2	3	4	5	6	7	8	9
1	x								x
2		x	x	x	x	x	x	x	
3			x		x	x			x
4				x	x		x		
5									x

Table 2: Outcomes versus Objectives

3.3 Standard 1-3

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

The result of program assessment is shown below in graphical charts for courses evaluation and teacher’s evaluation.

3.3.1 Course Evaluation

Courses evaluation is shown in the following graphical chart:

Figure: Course Evaluation Bar Chart

Course Evaluation Graph

Courses

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.

See Annexure C (Course Evaluation Survey) for sample course evaluation results. The sample shows the results for one course only while same has been done for all courses listed below. The result of all other courses has been kept in a separate file for record purposes.

Following is the list of courses that are being evaluated by the students along with their course code and graded scores.

Sr. No	Course Code	Course	Score
1.	MKT 501	Marketing Fundamentals	4.08
2.	ACC 503	Management Accounting	4.09
3.	QT 503	Business Quantitative Techniques	4.73
4.	MGT 510	Business Ethics	4.46
5.	COM 501	Business Communication & Report Writing	4.34
6.	BR 501	Methods in Business Research	4.06
7.	MGT 511	Corporate law	4.04
8.	FIN 502	Financial management	4.18
9.	MGT 502	Organizational behavior	4.26
10.	IT 503	E- commerce	4.24
11.	QTM 504	Production & Operation Management	4.35
12.	MGT 505	Total Quality Management	4.14
13.	FIN 507	Project Management	4.56
14.	FIN 512	Advance Financial Management	4.44
15.	ACC 508	Advance Managerial Accounting	4.21
16.	MKT 508	Sales Management	4.13
17.	MKT 505	Export Marketing	4.93
18.	MGT 513	Recruitment & Selection	4.28
19.	MGT 547	Training & Development	4.52
20.	MGT 505	Strategic Management	4.37
21.	HR 512	Organizational Design & Analysis	4.33
22.	QT 505	Operational Research	4.06
23.	FIN 507	Project Evaluation	4.17
24.	ACC 506	Analysis of Financial Statements	4.25
25.	MKT 508	Sales Management	4.09
26.	MKT 505	Export Marketing	4.33
27.	MGT 513	Recruitment & Selection	4.45

28.	MGT 547	Training & Development	4.21
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3.3.2 Teacher Evaluation

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

Teacher Evaluation Graph

Teachers

Figure 2: Teacher Evaluation Graph

Students have graded the teacher against their lecture preparation, punctuality, general behavior, subject knowledge and teaching methodology. The total graded marks are 5.

See Annexure D (Teacher Evaluation Survey) for sample teacher evaluation results. The sample shows the results for one teacher only while same has been done for all teachers listed below. The result of all other teachers has been kept in separate file for record purposes.

Following is the list of teachers that are being evaluated by the students along with the serial number and graded scores.

Sr. No	Teacher	Score
1.	Dr. Amir GulzarSindhu	5
2.	Dr. Muhammad NadeemSufwan	4.92
3.	Dr. Qaiser Ali Malik	5
4.	Mr. Aziz urRehmanRana	4.89
5.	Ms. Sana Irfan	4.56
6.	Mr. IftikharHussian	4.01
7.	Ms. HinaAffandi	4.36
8.	Mr. Talha Bin Aziz	3.97
9.	Ms. HinaFayyaz	4.24
10.	Mr. Muhammad Naeem	4.21
11.	Mr Muhammad MuneebAjmal	4.30
12.	Mr. Saeed Imran	4.06

QEC staff carried out courses and teacher evaluation survey in order to ensure the unbiased feedback from students. The gathered data was analyzed by QEC and results were provided to department officials for further actions.

Dean of Faculty of Management Sciences reviewed the output and decided to put up the results in board of studies and board of faculty for further discussion and actions. Initially the result will be put up in Board of Studies, who may decide to move results to further level for discussion and decisions if required. This meeting is planned to be held during the summer vacation.

3.4 BBA Program Strong and Weak Points

BBA 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:

BBA Program Strong Points

- a) Market Based Courses
- b) Recognized Degree
- c) Strong link with industry to support student learning
- d) Experienced Teachers
- e) Support from other university departments.

BBA Program Weak Points

- a) Lack of library resources
- b) Below par class room facilities

3.5 Significant Future Development Plans

Significant future development plan for the program includes rectification of weakness and improvements 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 magazines in the library. While class room 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 in to the improvement areas for course syllabi in the light of observations listed in section 3.1.5, that would help to achieve program objectives more efficiently.

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

3.6.1 Graduates/Undergraduates enrolled in last three years

285MBA (3.5) students were enrolled during the sessions 2013-15 three years.

3.6.2 Student Faculty Ratio:

FMS has 85-1 ratio.

3.6.3 Average GPA per semester:

The average GPA is 2.0

3.6.4 Average Completion time

The MBA (3.5) program has average completion time of 4 years.

3.6.5 Employer Satisfaction

The employer survey was conducted by Faculty with the help of QEC which resulted in 90% satisfaction level. See Annexure B for details.

3.6.6 Students Course Evaluation Rate

Student's course evaluation rate for all courses is 9.43

3.6.7 Students Faculty Evaluation

QEC staff conducted the teachers' evaluation to ensure unbiased feedback. The results showed that 3 out of 11 teachers (27%) scored more than 70% marks as graded by students while, rest of the faculty scored plus minus 60%.

3.6.8 Research

The program faculty published 18 research papers in different journals. List attached in Annexure E.

3.6.9 Community Service

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

3.6.10 Students/Teachers Satisfaction

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

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

4.0 Criterion 2: Curriculum Design and Organization

4.1 Title of Degree Program

Masters of Business Administration MBA (3.5)

4.2 Definition of credit hour:

1 credit hour is 1 hour of theory lecture or 3 hours of laboratory work in a week.

4.3 Degree plan

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

Sr. #	Course Title	Code Course
1	Financial Accounting	ACC 502
2	Business Economics	ECO 507
3	Principles of Management	MGT 501
4	Computer Application to Business	IT 501
5	Business English	COM 503
6	Marketing Fundamentals	MKT 501
7	Management Accounting	ACC 503
8	Business Quantitative Techniques	QT 503
9	Business Ethics	MGT 510

10	Business Communication and Report writing	COM 501
11	Entrepreneurship	MGT 503
12	Human Resource Management	HR 501
13	Organizational Behavior	MGT 502
14	E-Commerce	IT 503
15	Business Finance	FIN 501
16	Advance Business Research	BR602
17	Organization Development Process	HR 601
18	Managerial Economics	ECO 603
19	Financial Management	FIN 502
20	Production and Operations Management	QT 504
21	Business Research	BR 501
22	Business Policy	MGT 507
23	Corporate Governance	MGT 511
24	Strategic Human Resource Management	HR 605
25	Strategic Financial Management	FIN 611
26	Strategic Marketing Management	MKT 615

4.4 Curriculum Breakdown

Semester	Course Number	Category (Credit Hour)				
		Math and Basic Science		Core Courses	Humanities and Social Sciences	Technical Electives / Others
		Math	Basic Science			

1	ACC 502 ECO 507 MGT 501 IT 501 COM 503			2	1	2
2	MKT 501 ACC 503 QT 503 MGT 510 COM 501			4		1
3	MGT 503 HR 501 MGT 502 IT 503 FIN 501			4		1
4	BR602 HR 601 ECO 603 FIN 502 QT 504			3	1	1
5	BR 501 MGT 507 MGT 511			3		1
6	MKT 615 HR 605 FIN 611			3		1

7					3

Table 3: Curriculum Course Requirements (table 4.3)

4.5 Courses Information

4.5.1. Principles of Management

4.5.1.1 Course Description

This is an introductory course about the management of organizations. It provides instructions on principles of management that have general applicability to all types of enterprises; basic management philosophy and decision making; principles involved in planning, organizing, leading, and controlling; and recent concepts in management. The principles learned in this course will allow the student to effectively work with and through others in an organization.

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

4.5.1.2 Recommended Text Books

1. Mary Coulter & Robbins, Management, International ed.

4.5.2 Fundamental of Marketing

4.5.2.1 Course Description/Objective

This course is designed to introduce foundations of marketing as they relate to the whole business enterprise. This course will focus on developing an understanding of key marketing concepts. The objective of this course, specifically, is to enhance the conceptual knowledge of marketing as applicable to decision making process with a focus on tactical marketing mix decisions. Further it will provide the student with a comprehensive framework to evaluate marketing decisions and to create successful marketing initiatives. The course, will therefore, provide an understanding of the principles of marketing in relation to the product and services including the planning process, organizing the marketing functions, implementing the marketing decisions keeping in mind the ethical, legal and societal consideration.

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

- Understand the marketplace and the consumers.
- Understand the elements in marketing mix and their application in marketing decisions.
- Outline the functions of marketing communication.
- Discuss social responsibility and ethics in marketing.
- Understand the importance of customer relationship in marketing and the creation of customer value.

4.5.2.2 Recommended Text Books

1. Philip Kotler, Principles of Marketing (Latest Edition)
2. David Jobber, Principles of Marketing (Latest Edition)
3. Jerome McCarthy & William, D. Pareanth, Basics Marketing, (Latest Edition)

4.5.3. Financial Accounting

4.5.3.1. Course Description/Objectives

The primary aim of Financial Accounting is to provide students with an introduction to the process and function of financial reporting. Whilst a large proportion of the course is aimed at understanding accounting as a process, taking a preparers' perspective, we will also seek to develop an understanding of the importance of the role of accounting in today's society.

After studying this course the student will be able to understand:

- The language of accounting and financial reporting;
- Complete Accounting Cycle
- Preparation and the role of Journal, Ledger and subsidiary books
- Preparation of balance sheet, profit and loss account and cash flow statement.

4.5.3.2. Text/Reference Books

1. Williams, Haka, Bettner: Financial & Managerial Accounting, Latest Edition, Prentice Hall
2. Professor Muhammad Ammanullah Khan: Financial Accounting, Latest Edition
3. Frank Wood's: Business Accounting 1, Eleventh Edition
4. Meigs and Meigs, Accounting for Business Decision, 9th Edition/Latest Edition

4.5.4. Strategic Marketing Management

4.5.4.1. Course Description/Objective

Marketing management course is geared toward providing an understanding of the rationale for marketing decisions from a managerial perspective and the manipulation of marketing mix to achieve business goals. Practically marketing management encompasses activities such as demand creation and Stimulation, positioning, product differentiation, and product and brand management among others. All these activities involve planning, analysis, and decision-making. This course will require the integration of theory and practice. Students will have to make strategic marketing decisions based on analytical techniques they have learned in this course. They will have to devise a marketing plan that is based on a sound conceptual framework, and with a focus on its practical applicability.

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

- Define and understand the nature and purpose of effective marketing management in the marketplace.
- Identify and apply the marketing concepts, processes and activities within appropriate types of business environment.
- Identify and analysis the environmental factors (internal and external) that have implication for marketing management and will affect the marketing decisions.

- To analyze and seek to identify gaps in the needs and wants of the customer so that appropriate strategy can be proposed to create customer value through competitive advantage.
- Apply and practice the concepts of marketing in the marketplace within the ethical standards of cultural diversity, religion and mankind.

4.5.4.2. Recommended Text/Reference Books:

1. Philip Kotler, Marketing Management, Analysis, Planning, Control, Prentice Hall.
2. William J. Stanton & Charles Futrell, Fundamentals of Marketing, McGraw Hill.
3. Jagdish Sheth and Dennis E. Garrett, Marketing Management: A Comprehensive Reader, South Western Publishing.
4. E. Jerome McCarthy & William D. Paresanth, Basic Marketing: Managerial Approach, IRWIN.

4.5.5. Business Communication and Report Writing

4.5.5.1. Course Description

We all communicate. Communication plays a major role in all human activity. It is part of our culture. Within the business community, public and private organizations, and the professions communication is associated with the more specific activities of interacting, informing, instructing and persuading. People who possess demonstrable skills in these activities are employed, prized and promoted. If businesses are to survive in an increasingly competitive and information-oriented environment they will need trained. Communicators, who can speak, write and interact with others efficiently, effectively and professionally.

4.5.5.2. Recommended Books

1. Court Bovee, John Thill, Business Communications Essentials, Prentice Hall, Latest Edition

4.5.6. Statistical Inference

4.5.6.1. Course Description/Objective

The main objectives of the course are to enhance students' competency in application of statistics to solve business management problems and to improve their level of quantitative sophistication for further advanced business analysis.

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

- Know the sampling
- Estimation
- Hypothesis testing
- Regression and correlation analysis
- Time series

4.5.6.2. Text/Reference Books

1. David, S Moore et.al, Introduction to the Practice of Statistics 6th Edition WH.Freeman.
2. Levin I. Richard., Statistics for Management, 4thed; McGraw Hill.
3. Engle wood Cliffs, New Jersey, Prentice Hall International, 1987.
4. Michael J. Evans & Jeffrey S. Rosenthal, Probability and Statistics , WH Freeman

4.5.7. Managerial Accounting

4.5.7.1. Course Description/Objective

This course provides an introduction to the fundamentals of management accounting. Topics include cost accounting terminology, job costing, process costing, activity-based costing, activity-based management, cost-volume-profit analysis, budgeting, standard costing, variance analysis, responsibility accounting, variable costing, transfer pricing and decision making.

After successfully completing this course, students will be able to:

- Apply managerial accounting and its objectives in a way that demonstrates a clear understanding of ethical responsibilities.
- Prepare various costing schedules where an analysis of cost classification, behaviour, and type is completed.
- Apply and analyze different types of activity-based management tools through the preparation of estimates.
- Analyze cost-volume-profit techniques to determine optimal managerial decisions.
- Prepare a master budget and demonstrate an understanding of the relationship between the components.

- Perform cost variance analysis and demonstrate the use of standard costs in flexible budgeting.
- Outline and apply management tools and techniques such as the balanced scorecard, operational performance measures, quality, and environmental cost management.
- Prepare analyses of various special decisions, using relevant costing and benefits.

4.5.7.2. Text/Reference Books

1. Hilton, R. W., & Favere-Marchesi, M. *Managerial Accounting: Creating Value in a Dynamic Business Environment with Connect Access Card*. 2nd Canadian edition. McGraw-Hill/Irwin, 2013.

4.5.8. Business Ethics

4.5.8.1. Course Description/Objective

This course is designed to provide an analysis and examination of significant contemporary ethical issues and challenges existing throughout the professional business arena. Emphasis will be placed upon the manager's social and environmental responsibilities to a wide variety of stakeholders, including employees, customers and the public. Ethical dilemmas and decision-making frameworks and approaches at the personal, organizational and societal levels will be explored. Student engagement in real-world applications and issues are a critical portion of the course.

Upon successful completion of this Business Ethics course, the student will be able to:

- Demonstrate understanding of the definition of ethics and the importance and role ethical behavior serves in the business world today.
- Demonstrate understanding of how business ethics relates to larger moral and philosophical frameworks.
- Identify various ethical issues that occur in the workplace.
- Evaluate an ethical situation by applying the steps involved in ethical decision making.
- Evaluate the concept of Corporate Social Responsibility, and explore its relevance to ethical business activity.

4.5.8.2. Text/Reference Books

1. Business Ethics: Ethical Decision Making and Cases, 9 th Edition O.C. Ferrell, J. Fraedrick & L. Ferrell Cengage Learning

Human Resource Management

4.5.9.1.Course Description

This course is basically designed to provide students the basic understanding of key HRM functions, which include HR planning, recruitment & selection, compensation, performance evaluation, and training & development. Since human resource provides a competitive advantage that ultimately has a vital role in success and effectiveness of any organization, this course emphasizes on the understanding of the basic concepts of managing human resource and their applications in today's organizations. The course is designed to help the students understand if western human resource management theories and practices have any relevance to the local settings. The course will also discuss the Islamic perspective of managing human resource. It will shed light on the basic tenets of human resource management given by Qura'n and Sunnah. The students will also be encouraged to compare and contrast the human resource practices suggested in their text books and the practices critical for achieving success from indigenous perspective.

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

- Demonstrate an in-depth knowledge of the activities and decisions that inform the employment relationship and management including recruitment, selection, training, health and safety, employment laws, motivation, and productivity of employees.
- Understand the relevance of the HRM theories and practices, developed in Western settings, in indigenous cultures.
- Develop and design different forms and memos for recruitment, selection, TNA and performance appraisal of employees.
- Understand the Islamic perspective of managing human resource.
- Identify and discuss ethical implications of situations and decisions, and develop appropriate professional stances.
- Participate in selection of personnel using psychometric assessment techniques.
- Conduct internal research on HR-related problems at work, and communicate results effectively to colleagues and peers.

- Understand the difference between HRM theories, their relevance and application from indigenous context.

4.5.9.2. Recommended Books

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

Organizational Behaviour

4.5.10.1. Course Description/Objective

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.

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

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

4.5.10.2. Recommended Book

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

Financial Management

4.5.9.1.Course Description

The module aims at building competence in corporate finance further by extending the coverage in Business Finance module to include three more of the finance functions – financial planning and control, working capital management and financing sources. It continues to emphasize on strategic decision making techniques that best serve the interests of shareholders, which is to maximize the value of the company.

At the end on this course the student will be able to understand:

- Role of financial planning and control– financial forecasting and cash budgeting tools – in planning for the firm’s short term financial requirements
- Working capital and its components, applications of different techniques that managers can use to manage various aspects of working capital – cash and liquidity, credit and receivables, inventories, etc.
- Short term sources of financing
- Long term financing –venture capital, equity, debentures etc
 - Different theories of capital structure, their predictions about optimal capital structure and the limitations of using debt in the firms’ capital structure

4.5.9.2.Recommended Books

1. Ross, S. A., Westerfield, R. W. & Jordan, B. D. (2006) *Fundamentals of corporate finance*. 7th edition. New York: McGraw Hill
2. Eugene F. Brigham: Fundamentals of Financial Management
3. Jones, Financial Management
4. White, Sondhi and Fried, Analysis of Financial Statements.

Business Research Methods

4.5.9.3.Course Description

This course is designed to give an overview of the principles and methods of business research: identification of research question, development of theoretical framework and model, securing the respondents, making a test investigation sampling, collecting data, types and errors of collected data, tabulating and analyzing the information, interpreting the findings and stating the

conclusion through a series of class projects. Practical experience is offered to the students on how research techniques and procedures are applied to solve the business problems. This course is also designed to encourage the students to explore the application of theories that have been predominantly developed in Western cultures by using different research method techniques. An understanding of the relevance of Western research for local practice would help students to explore various business related problems and their plausible solutions from indigenous perspective. The course will also help the students in understanding the importance of the business research as a management decision tool and in dealing with various business-related theoretical and applied problems.

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

- Recognize the importance of research as a first step in Business Studies.
- Translate basic/applied business issues into appropriate academic research questions.
- Understand the links between the issues being investigated and the method of investigation.
- Understand the relevance of Western research in providing solutions to the local managers by investigating the dominant theories business education.
- Understand the governing principles in the qualitative and the survey research traditions, the merits and limitations of each, and of their independent and supporting roles in business contexts.
- Use different software for statistical analysis and interpretation including SPSS, Amos, and E-Views etc.

4.5.12.2.Recommended Books

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

Operations Management

4.5.9.4.Coure Description/Objective

This course is designed to provide the student with an understanding of the foundations of the operations function in both manufacturing and services. The course will analyze operations from both the strategic and operational perspectives and highlight the competitive advantages that

operations can provide for the organization. The goal of the course is to help students become effective managers in today's competitive, global environment. The course will examine operations as a competitive weapon, demand forecasting, supply-chain management, aggregate planning, inventory systems, just in-time systems and material requirements planning.

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

1. Describe operation management areas of responsibility and the contribution of operations management to an organization.
2. Use computer analysis to produce a linear regression forecasting model.
3. Explain the concept of supply-chain management and the requirements and design of a successful supply chain.
4. Develop an operational aggregate plan following a chase strategy, level strategy or mixed strategy.
5. Describe inventory systems for independent demand and the costs and benefits of carrying inventory.
6. Identify the characteristics of JIT (just-in-time) systems that enable the realization of the JIT philosophy.

4.5.13.2. Textbook/ Reference Book

1. Operations Management, International Edition, Eighth Edition, by William J. Stevenson, Publisher: McGraw-Hill
2. Jay Heizer& Barry Render, Operations Management, Latest Edition, Prentice Hall
3. Operations Management by William J. Stevenson
4. Operations Management for MBAs by Jack R. Meredith and Scott M. Shafer

E-Commerce

4.5.9.5.Course Description

This course emphasizes organizational issues related to electronic commerce, such as business models for B2B or B2C e-commerce, technology infrastructure, electronic payment mechanisms, information privacy, and competitive advantage.

The objectives of the course are to provide students with an appreciation of the major technical and organizational issues related to e-commerce. By the end of the semester, the student will be able to:

- Explain how electronic commerce can be used to create a competitive advantage for an organization;
- Analyze the strengths and weaknesses of different business models related to B2B and B2C electronic commerce;
- Analyze a business case and identify strengths and weaknesses in the organization's e-commerce strategy;
- Explain many technical, ethical, and policy issues in electronic commerce (e.g., data mining, security, privacy, and intellectual property rights) as well as how individuals, organizations, and policy makers are addressing these problems.

4.5.9.6. Textbook/ Reference Book

1. Electronic Commerce. A Managerial Perspective by Efraim Turban David King, Judy McKay, Peter Marshall, Jae Lee, Dennis Viehland, 2008.
2. Electronic Commerce, Greenstein & Feinman
3. Electronic Commerce. Business, Technology. Society. By Kenneth C. Laudon Carol Guerciotraver

Strategic Financial Management

4.5.9.7. Course Description

The aim of this course is to examine the theoretical underpinnings of corporate finance and see how they are applied. The material is a continuation of what was taught in the first year Financial Management course. There will be more emphasis on "how corporate financing is really done". The emphasis of Financial Management course was on skill development while this course emphasis is on theoretical and conceptual understanding of financial management function and its application in real life scenario.

The students should be able to discuss the conceptual and theoretical underpinnings of financial management function.

On completion of the course, students are expected to:

- Understand the development of the theory of corporate finance.
- Appreciate the implications of economic, legal and social environment on financial management function.
- Understand the basics of finance theory as it applies to corporate financial decisions.

- Be able to apply tools and techniques of financial management while appreciating their limitations.
- Understand issues of Valuation and their application for Take-Over, Acquisition and Merger.
- Understand and appreciate the difference between conventional and Islamic finance.

4.5.15.2. Recommended Books

1. *Ross, Westerfeild and Jaffe: Corporate Finance*
2. *Jean Tirole: The Theory of Corporate Finance*
3. *William L Megginson: Corporate Finance Theory*
4. *Eugene F. Brigham: Managerial Finance*

5.4.16. Strategic Marketing Management

5.4.16.1. Course Description

Strategic Marketing Management is an advance level Marketing course. The aim of the course is to develop a strategic thinking approach to marketing. It aims to help students understand how companies compete using marketing strategy and its correlates focusing on achieving a competitive advantage for the firm by creating customer value and leveraging the firm's marketing resources in the most efficient and effective manners. It builds upon the basic concepts of Marketing, which the students have learned in their previous marketing courses and to prepare students to grasp the complex issues of specialized courses like Business policy, etc.

In this course students are exposed to a dynamic world of marketing activities using a number of approaches and to enable the students to understand the practical issues that are critical to develop performance orientation. Principles, concepts and analytical tools are taught employing real life examples from both Pakistan's and international corporate world.

This course is designed to develop the following abilities in the students:

- To think Analytically
- To integrate various Marketing concepts and understand the interplay of these within the dynamic marketing environments
- To strategically analyze the market using various analytical tools

- To understand strategic marketing resources that the firm possesses and how to leverage them
- To think strategically and develop a strategic marketing plan to provide customer value with a focus on sustainable competitive advantages
- Ability to analyze the impact of various Marketing activities on sales and profitability of an organization

5.4.16.2. Recommended Books

1. *Strategic Marketing By Cravens & Piercy (Latest edition)*
2. *Marketing Strategy and Competitive Advantage By Hooley, Piercy & Nicoulaud, (Latest edition)*
3. *Marketing Strategy Folder,*
4. *Marketing: Best Practices by Czinkota et. al. (Latest edition)*

4.6 Standard 2-1

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

4.6.1 Group 1: Technology

Business Communication and Report Writing (COM 501), Computer Application to Business (IT 501), E-Commerce (IT 503)

4.6.2 Group 2 Business

Business Ethics (HUM 504), Business Quantitative Techniques (BQT503), Marketing Fundamental (MKT 501), Financial Accounting (ACC 502), Management Accounting (ACC 503), Business Finance (FIN 501), Business Economics (507)

4.6.3 Group 3 Management

Principal of Management (MGT 501), Marketing Management (MKT 502), Advance Business Research (BR 602), Financial Management (FIN 502), Production and Operations Management (QT 505), Corporate Governance (MGT 511), Entrepreneurship (MGT 503), Strategic Marketing Management (MKT 615)

4.6.4 Group 4 Humanities

Organizational Behavior (MGT 502), Human Resource Management (HR 501),
 Managerial Economics (ECO 603), Business English (COM 503)

4.6.5 Group 5: Projects Business

Project

4.6.6 Course Groups and Program Objectives

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

Table 4: Courses versus Program Objectives (table 4.4)

4.7 Standard 2-2

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

Elements	Courses
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Theoretical Background	Marketing Fundamental (MKT 501), Business Finance (FIN 501), Business Economics (507) Principal of Management (MGT 501), Marketing Management (MKT 502), Production and Operations Management (QT 505), Corporate Governance (MGT 511), Entrepreneurship (MGT 503), Strategic Marketing Management (MKT 615), Organizational Behavior (MGT 502), Human Resource Management (HR 501), Managerial Economics (ECO 603), Business English (COM 503)
Problem Analysis	Business Ethics (HUM 504), Business Quantitative Techniques (BQT503),
Solution Design	Financial Accounting (ACC 502), Management Accounting (ACC 503), Strategic Marketing Management (MKT 615), Organizational Behavior (MGT 502),

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

4.8 Standard 2-3

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

Masters of Business Administration program is under accreditation by the National Business Education Accreditation Council (NBEAC).

Minimum Requirements for each program (Program Semester Credit Hours)

Program	Maths& Basic Sciences	Business Topics	General Education (Humanities &	Others (Technology)	Electives
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			Management Sciences)		
Masters of Business Administration	3	51	12	9	15

Table 6: Program Credit Hours (appendix A table)

4.9 Standard 2-4

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

Same as Standard 2-3.

4.10 Standard 2-5

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

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

4.11 Standard 2-6

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

Semester 2 contains the 3 credit hours of Business Communication course which also covers the information technology component. Students are taught to use the information technology tools and techniques during this course to perform efficiently during their

professional career. Also students use computer systems and other IT equipment during the program to do course work and practical.

4.12 Standard 2-7

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

Students go through course of Business Communication which develops the oral and written communication skills of the students. This is a 3 credit hours course which is given due weightage.

5.0 Criterion 3: Laboratories and Computing Facilities

FUI has established multiple laboratories for students to practice their learning outcomes.

Following is the list of available laboratories available to MBA (3.5) students:

1. Computer Lab I
2. Computer Lab II

The details about these laboratories are provided as under:

Laboratory Title	Computer Lab I	Computer Lab II
Location & Area	Jinnah Block	Jinnah Block
Objectives	Provide students with IT facility to practice software applications and programming.	Provide students with IT facility to practice software applications and programming.

Adequacy for Instruction	All required instructions are displayed in the lab at appropriate places for use by faculty, students and support staff.	All required instructions are displayed in the lab at appropriate places for use by faculty, students and support staff.
Courses Taught	Business Communication	Business Communication
Software Available	MS Office, Java, SQL Server, MS Visio,	MS Office, Visual Studio, SQL Server
Major Apparatus / Equipment	Computers, Scanners, Multimedia,	Computers, Network Printers, Multimedia
Safety Regulations	Safety regulations are being strictly followed. See Annexure I for details of Laboratory Precautions.	Safety regulations are being strictly followed. See Annexure I for details of Laboratory Precautions.

Table 8: Laboratories Details

5.1 Standard 3-1

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

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

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

5.2 Standard 3-2

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

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

5.3 Standard 3-3

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

The computer laboratories have the latest computers & equipment'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 FUI are extremely good and can be compared with any high reputed university of the country.

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

6.0 Criterion 4: Student Support and Advising

Since the launch of FUI in year 1998, all its programs have started and finished on schedule. The culture in FUI is that teachers and students have facility of frequent interaction, even after classes, for any professional and academic advice. This aspect is

even highlighted and indicated by the students in the feedback on HEC Performa number 10, taken by the Quality Enhancement Cell (QEC) in the university.

6.1 Standard 4-1

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

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

6.2 Standard 4-2

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

All courses in the program are taught by the single faculty member. Courses are structured in the board of studies before commencement of each semester.

Faculty members interact frequently among themselves and with students. Students are encouraged to participate in providing feedback and their views about course contents during and after the classes.

6.3 Standard 4-3

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

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

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

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

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

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

7.0 Criterion 5: Process Control

7.1 Standard 5-1

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

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

Students who have completed the 14 years of education 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 FUI. Students have to submit complete course curriculum and internal evaluation certificate of each subject from his/her previous institution duly signed by head of department/principal. Student's applications in this regard are dealt on case to case basis. Such applications are discussed in Board of Studies to evaluate them and make decision. Dean of the faculty is the final authority to make decision regarding credit transfers.

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

7.2 Standard 5-2

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

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

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

7.3 Standard 5-3

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

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

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

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

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

7.4 Standard 5-4

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

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

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

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

7.5 Standard 5-5

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

The program is run on semester basis and at the end of each semester examinations are held to evaluate the students progress in that semester. Qualified students are allowed to

join next semester and this cycle continues till the end of 4th semester which is the final semester. At the end of 4th semester all students are required to submit their respective projects. Student's final results are announced on the basis of projects results and examination results.

Requirements of this standard are met through 3 Performas 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 (AnnexureF), Performs 7, Alumni Survey (Annexure-A) and Performa 8, Employer Survey (Annexure-B)) are extremely good instruments to measure the program outcomes.

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

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

8.0 Criterion 6: Faculty

8.1 Standard 6-1

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

Normally be obtained through graduate work in the discipline. The majority of the faculty must hold a Ph.D. in the discipline.

Finance	ACC 502, ACC 503, FIN 501, FIN 502, FIN 611	2	1
Management and HRM	MGT 501, MGT 503, HR 501, MGT 502, HR 601, MGT 507, MGT 511, HR 605	3	1
Marketing	MKT 501, MKT 502, MKT 506	2	1

Table 11: Faculty Distribution by Program Area

8.2 Standard 6-2

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

Faculty concurrency in the discipline is determined based on the criterion set by the University in the light of HEC guidelines. All faculty members submit their professional resumes on HEC Performa number 9 (Faculty Resume, Annexure-H) 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. FUI holds frequent interactive sessions of junior and senior faculty to discuss teaching methodology with a view to train the young faculty members. This practice is done on yearly basis during the summer vacations. After every 2 year the development program is analyzed in Deans Council for its effectiveness and necessary improvements.

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

8.3 Standard 6-3

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

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

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

9.0 Criterion 7: Institutional Facilities

9.1 Standard 7-1

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

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

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

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

9.2 Standard 7-2

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

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

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

9.3 Standard 7-3

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

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

10.0 Criterion 8: Institutional Support

10.1 Standard 8-1

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

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

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

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

10.2 Standard 8-2

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

The university follows the guidelines of HEC for admission in this program. The number of graduate students during the last three years is 143 with no research assistants and Ph.D student in the faculty.

Faculty to graduate student's ratio for the last three years remained in the range of 14:1 to 18:1.

10.3 Standard 8-3

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

Library at FUI holds more than 50000 books for all programs. Sufficient number of computers are available to be used by the students. Library is organized to accommodate 50 students (male, female) in research cubicles as well as in the common places. Separate common rooms for male and female students are available with internet facility.

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

11.0 Conclusion

The self-assessment report of the Faculty of Management Sciences, Foundation University, I-14 Campus Islamabad is an important document, which gives strengths and weaknesses of the program. The management is striving hard to improve infrastructure for establishment of conducive environments 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, the score of fourteen teachers of the program ranged from 1.98 to 4.55. Students' evaluation score ranged between 1.95 and 4.38 with a mean of 3.10 points in 0-5 scale. 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 refresher courses for the fresh faculty on method of teaching cannot be over emphasized.

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

Institutional facilities were measured through Criterion 3; infrastructure, library, class room and faculty offices and in each case, short comings and limitation are highlighted. Institutional facilities need to be strengthened. Accordingly, institutional support will

greatly promote and strengthen academic, research, management and leadership capabilities.

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

11.1 Strong Areas

- Curriculum Design, development and organization are based upon set, well defined and approved criteria • Pre-requisites fully observed
- Examinations on schedule.
- Academic Schemes fully prepared in advance
- The number of courses along with their titles and credit hours for each semester, course contents for degree program are fully planned
- Transparent admission, registration and recruiting policy
- A very powerful and expanded international library
- NBEAC & HEC rules fully followed
- Excellent Students-Teacher Ratio