

**DEPARTMENT OF MANAGEMENT SCIENCE**

**SAR**

**BBA PROGRAM**

## **INTRODUCTION**

Lahore College for Women University, with full time enrollment of over 9000 students and a teaching faculty of more than 450 members, is one of the most prestigious institutions of Pakistan.

Department of Management Sciences was established in Lahore College for Women University in 2001 with the aim of providing necessary expertise to female students required to become an effective member of any business enterprise. The department strongly believes in providing quality education through innovative teaching and quality research.

The Department of Management Sciences has commenced its operation in 2001 by introducing BBIT (3 year program) and MBA (2 year program). Later on, the department started BBA (4 year) Program in 2005, B.COM (4 year) program in 2009, and MS (2 years) Program in 2010. The Department was shifted in its new building in 2010.

Management science Department has contributed a lot towards providing the students with pertinent skills to critically analyze and investigate real managerial and organizational problems. These problems could be sorted out in comprehensive manner by using strategic management, entrepreneurship, project management, managerial finance, and information systems design. Often, these solutions involve computerization, and information systems organizational change and restructuring. It also requires knowledge of the industry and functional business areas.

Department of Management Sciences has always focused on proving quality education to students by providing them practical exposure to industry and manufacturing concerns. Students are provided an opportunity of field trips and seminars to reputable institutions like LCCI, Wall's, etc.

### **CRITERION 1: PROGRAM MISSION, OBJECTIVES AND OUTCOMES**

#### **Mission Statement of Department of Management Sciences:**

“The faculty of Management Sciences aims at providing the professional education to women who aspire to positions of responsibility in business, government, and community service organizations. The faculty aspires to local and national recognition as a professional Institute and center of academic excellence committed to total student development, intellectual contributions that have significant impact on the community, and service to the larger society.”

The department is striving for enhancing and accelerating the capabilities and potentials of students in all aspects of life. The department concentrates on making them more enriched and skilled for accepting real world challenges and contributing for industry and society. Department of Management Sciences also aims at increasing students' confidence, determination, tolerance and assertiveness with knowledge so become well groomed skilled personnel. In turn economic empowerment and progress cum growth of Pakistan can collectively be promoted. Department's ex-students have competed and are well placed in multi nationals, banks, and corporate organizations.

Department of management sciences offers a Bachelor degree with following particulars:

<b>Name of Programs</b>	<b>Duration</b>	<b>No. of Modules</b>	<b>Total Credit Hrs</b>
BBA	4 years	45	136

### **Mission of BBA Program**

“This four years degree program offers a wide range of courses designed to meet the needs of students intending to pursue careers in Business, Management, Marketing, Banking, Finance and other related professions.”

**Standard 1.1:** The program must have documented measurable objectives that support Faculty / College and institution mission statements.

### **1.1 Program’s Objectives:**

#### **1.1.1 BBA (4 years degree program)**

Bachelor degree in Management Science department prepares qualified students for leadership positions in the 21st century global marketplace. Future leaders will need to balance the goals of economic success with the constraints of greater social and environmental responsibility.

Students are instructed by a distinguished faculty and learn to integrate changing human and information resources with continually developing technology, while nurturing the entrepreneurial spirit that has always been one of the key characteristics to successful businesses and management.

#### **1.1.2 BBA Program Objectives**

1. To develop understanding of business concepts and issues, think independently and to make rational choices.
2. To develop students with outstanding managerial skills, providing them practical exposure, expertise in decision making, and a capacity for sustained hard work.
3. To encourage them to take responsibility for their own learning, to become active participants and leaders, and to apply their knowledge in real-world context.
4. To develop social and cognitive skills such as self-confidence, poise, and verbal and non-verbal communication skills.
5. To provide quality education and extensive learning to sharpen and polish their academic knowledge.

Aligning program objectives of BBA:

1. The curriculum design is maintained in a way to accomplish desired understanding level.
2. Compulsory Internship programs to help students gain practical exposure. Final projects providing wide exposure to organizations for implications of learned courses.
3. Class discussion and participation among students is promoted by involving them in case studies, academic activities and knowledge based competitions.
4. Class presentations are assigned to students under their relevant subjects.
5. Workshops and seminars, educational field trips (Chamber of Commerce, leading manufacturing companies).

<b>OBJECTIVES</b>	<b>HOW MEASURED</b>	<b>WHEN MEASURED (FREQUENCY)</b>	<b>IMPROVEMENT IDENTIFIED</b>	<b>IMPROVEMENT MADE (CORRECTIVE &amp; PREVENTIVE ACTION)</b>
<b>(1)</b>	<b>(2)</b>	<b>(3)</b>	<b>(4)</b>	<b>(5)</b>
As given in Para 1.1.2	1) Regular assessment of student knowledge and ability to exhibit the skill by the teacher:		1) Regularity of attendees required 2) Research based teaching 3) Improving Interpersonal and managerial skills 4) Course / curriculum revision to enhance outcomes and make it more work based 5) Enhancing communication skills 6) Guidance to students	1) Attendance rules applied more strictly 2) Teachers training and development 3) Students are encouraged to take part in business activities by arranging business stalls, etc 4) Course / curriculum revised BBA through Board of Studies
	i) Class tests	Test 1 and Test 2		
	ii) Class exercises relating to the topics covered.	As per course requirement		
	iii) Presentation of relevant topic (individual/Group)/ Quizz	Once in a semester		
	iv) Assignments	Once in a semester		
	2) Written examination	once during each semester (Final Term)		
	3) Practical assignment in each modules	As per course requirement		
	4) Practice (under graduate course)	Once in a week		
	5) Research report final semester pertaining to practical problem	Once during program		
	6) Teaching/Learning Process Survey (teachers' evaluation by the student)	Once in a semester	Shortcomings as per survey identified	Teachers are intimated the survey report who make effort to improve which is monitored by next survey
	7) Faculty Survey Form	Once in a semester	1) More time to be spent on the following during teaching: a) Work based scenarios	All the improvements identified have been implemented

			<ul style="list-style-type: none"> <li>b) Case studies</li> <li>c) Presentation by students</li> </ul>	
			<ul style="list-style-type: none"> <li>2) Revision of program <ul style="list-style-type: none"> <li>a) Personal development topic like ethics, moral &amp; code of conduct</li> <li>b) Industry based projects</li> </ul> </li> <li>3) Improvement in quality <ul style="list-style-type: none"> <li>a) Projects</li> <li>b) Administrative support</li> <li>c) Library Content</li> </ul> </li> </ul>	
	8) Suggestion received from students through suggestion box	As and when received	1) Administrative and personal problems of students	Steps have been taken up for computer lab establishment and to furnish it with required facilities.
	9) Students / Quality Assurance Advisor liaison	-	2) Lab Establishment and requisition of lab facilities	
<b>New Introductions</b>				
	1) Employer Surveys:	-	-	-
	2) Survey of Department offering Ph.D.	Nil	-	-
	3) Faculty Resume	Once a year	<ul style="list-style-type: none"> <li>1) Qualification</li> <li>2) Training</li> </ul>	<ul style="list-style-type: none"> <li>1) Sent for higher studies</li> <li>2) Internal and external training arranged</li> </ul>

**Table 1 (a): Programs Objectives Assessment**

**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.

## 1.2 Program Outcomes:

### 1.2.1 BBA Program Outcomes

- 1 Students will have command over the core concepts of humanities, management, accounting, banking, finance, and marketing.
- 2 Students will be able to gain employment opportunities in various fields like lectureship, multinationals, banking sector, private as well as public sector after getting equipped with final degree.
- 3 Students will have effective communication and strong interpersonal skills that will be helpful in establishing professionalism in them.
- 4 Students would be able to apply their learned knowledge to sort out uncertainties facing the industry and business for informed decision making.

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

**Table 1(b) : Outcome vs. Objectives**

**Standard 1.3:** The results of program's assessment and the extent to which they are used to improve the program must be documented.

### Actions taken on the basis of assessment:

- Syllabi revision
- Teachers training
- Faculty development

**Strengths of Department:**

- i) The major strength of Department of Management Sciences is its faculty members.
- ii) Culture of our department is equipped with teamwork and healthy work environment.
- iii) One of the strength of the department is our hardworking and competent students.
- iv) We are able to produce capable female leaders, entrepreneurs and business managers who are contributing positively in society.

**Weaknesses of Department:**

- i) The department is lacking research Centre and research students require access to digital library. Moreover, PhD resource persons are required in order to bring about a positive change in the culture of department.
- ii) Faculty work stations are required to create a proper culture of research.
- iii) Enhancement of contents in library is required in terms of journals, business magazines, company's publications etc.
- iv) There is utter need to improve facilities like computers for staff room, library, computer networking, and resource persons.
- v) There is no arrangement of internet Wi-Fi facility. Moreover, the department is lacking technical and clerical staff for computer lab and library.
- vi) There is a deficiency of Liaison with industry and business concerns. Moreover, the department of Management Sciences needs linkages with national as well as international institutes. There is a need to conduct professional seminars at least once in a month to provide some practical and professional exposure to our students.
- vii) The department does not support the faculty and research students to get their research published at national and international journals.

**Future Plans:**

Three of our faculty members are enrolled in Ph.D program currently. Remaining all faculty members have completed their MS degree program and they intend to enroll in Ph.D program soon.

**Standard 1.4:** The department must assess its overall performance periodically using quantifiable measures.

**Performance Measures:**

Management Science Department assesses the overall performance using quantifiable measures e.g. Student and course evaluation surveys, examination system, faculty appraisal surveys etc.

**Research Areas**

The Faculty is involved in research in the following areas:



Human Resource Management, Public Administration, Finance, Strategic Management, Commerce, Entrepreneurship, Marketing, Project Management, etc.

**Collaborations**

Philippine School of Business Administration (PSBA)

**ACADEMIC CALENDER**

(Annexure I)

i) **No. of Students Enrolled:**

Program	Session	No. of Students
BBA	2014-2018	52
	2015-2019	59
	2016-2020	56
	2017-2021	47
	2018-2022	45
<b>Total no. of students</b>		<b>259</b>

(Year 2018)

ii) **Student-Faculty Ratio:**

Year	No. of Students	No. of Faculty Members	Student-Faculty ratio (no of std/no of faculty)
2018	167	6	28
2017	193	6	32
2016	193	7	28
2015	202	7	29

iii) **No. of Students Passed Out:**

Program	Passing out Year	No. of Students
BBA	Year: 2018 BBA (2014-2018)	43
	Year: 2017 BBA (2013-2017)	43
	Year: 2016 BBA (2012-2016)	45

iv) **Percentage of Honor Students& Attrition Rate:**

Year	%age of Honor Students Criteria: CGPA 3.75 and above	Attrition Rate (Admitted –pass out) *100 Admitted

Year: 2018 BBA (2014-2018)	Convocation yet to be held	Admitted= Pass out= Attrition Rate= %
Year: 2017 BBA (2013-2017)	Nil	Admitted= 52 Pass out=43 Attrition Rate= 17 %
Year: 2016 BBA (2012-2016)	04	Admitted= 49 Pass out= 45 Attrition Rate= 8 %

ii) **Employment Rate of Alumni**

Refer to "Analysis of Survey Forms" (ALUMNI SURVEY)

iii) **Sponsored Projects**

Nil

iv) **Faculty Training**

Number of Participants	Title	Date
1	Social entrepreneurship in collaboration with young engagement services	26th- 27th September 2017
1	Strategic management workshop for HoDs' of public sector /HEIs' under modern University governance program (MUG)	14th-15th November 2017
1	Social entrepreneurship in collaboration with young engagement services	26th- 27th September 2017
2	Indigenous On Campus Training under HEC Modern University Governance Programme	Oct – Nov 2015
2	Project Management	17 <sup>th</sup> November, 2015
1	Examining students' perceptions of co-curricular activities towards professional excellence: Evidence from business students of public sector universities of Lahore, Pakistan.	20-05-2016 To 21-05-2016

2	Three days workshop on Project Management in MS project	25 April 2016 to 27 April 2016
1	Three days' workshop on Project Management in MS project	11 April 2016 to 13 April 2016
1	SPSS Workshop	11-04-2016 to 29-04-2016
1	SPSS Workshop	11-04-2016 to 29-04-2016
2	Andragogical & Communication Skills	16 <sup>th</sup> May, 2016 to 20 <sup>th</sup> May, 2016
1	HRM in Public Sector	01 Feb, 2016 -04 Feb, 2016
2	Reflective Practices in Class Room Teaching	17 Nov, 2015 – 19 Nov, 2015
2	Application of Project Management in MS Project	25-04-16 to 29-04-16
2	Indigenous on campus Training on “Modern University Governance”	January -February 2015
3	OLK Training	Jan, 2015
4	Seminar on Mr. Bradely Emerson's seminar on "Role Diagnose"	16th October, 2014.
2	Implementation of HEC approved policy guidelines in the semester and exam system	14-04-15 to 16-04-15
2	CIMA Teachers Skills Development Workshop	May, 19, 2015
2	Data Management	13Dec, 2014
3	Teaching To Y-Generation	23th and 24 <sup>th</sup> April 2015
1	Academic writing for publication	March 30, 2015

		March 2015
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v) **Papers Published at National & International Level**

Sr. No.	Paper Title	Name of Author/s	Year	Name of Journal	ISSN #	Volume #	Page #	National	International
1.	Model Building and Forecasting of Bank Credit to Public and Private Sector	Rabia Asif, Ammara Noreen	2017	Universal Journal of Accounting and Finance	2331-9720 DOI: 10.13189/ujaf.2017.050401	Vol. 5(4),	73 -77		Yes
2.	Influence of Talent Management on Financial Performance: Evidence from Information Technology Firms of Lahore, Pakistan	Jabeen, S., Sultana S., &Sultana, N	2017	Asian Management Research Journal		2	21-37	National	

Paper Title	Name of Author (s)	Year	Name of Journal	Reference of Database	Category of Journal	
					Foreign	Local
Relative importance of emotional intelligence's dimensions contributing to the dimensions of job performance	Ahmad, J. & Hashmi, M.S.	2015	Journal of Basic and Applied Sciences			Yes
Impact of consumer inertia on purchase intention under the influence of subjective product knowledge	Saqib, K., Mahmood, A., Khan, M., &Hashmi, M.	2015	International Journal of u- and e-Service, Science and Technology.		Yes	
Factors affecting the success of government audits: A case study of Pakistan	Masood, A., Lodhi, R	2015	Universal Journal of Management		Yes	

Terrorism and the Response of Investors at Capital Market:A Case of Pakistan.	Hassan, S. A. &Hashmi, M.S	2015	Pakistan Journal of Commerce and Social Sciences			Yes
The relationship between Servant Leadership and Organizational Leadership Behavior: Mediating Role of Emotional Intelligence	Rizvi, S,S.H., Butt, P., Hashmi, M.S., Mahmood, H.K.	2015	Science International			Yes
Impact of Perceived Organizational Support on Employee Retention with Mediating Role of Psychological Empowerment.	Iqbal, S.& Hashmi, M. S.	2015	Pakistan Journal of Commerce and Social Sciences			Yes
Impact Of Self-Support Factors On Citizens' E-Tax Adoption Behavior: An Empirical Study.	Bilal,A.,Hashmi, M.S.,Fiaz, M.	2015	Sindh University Research Journal			Yes
Antecedents And Consequences Of Consumers' Evaluation Of Global Brands' Extensions	Yousaf, M. Hashmi, M. S,Fiaz, M.	2015	Sindh University Research Journal			Yes
Sexual Harassment in Academia: University Female Student's Experiences and Reporting of Sexual Harassment in Pakistan	Zafar,A.,Inayat, H	2014	European Academic Research		Yes	

Sexual Harassment in Academia: Perceptions and Understanding of Sexual Harassment among Female University Students in Pakistan	Inayat,H.,Zafar, A	2014	European Academic Research		Yes	
Social and Cultural Adjustment of Nepalese Students in Pakistan	Farah, Z.,Zafar,A.,Inayat,H	2014	European Academic Research		Yes	
Does Manager's Emotional Intelligence impact Employees' Performance? Assessing Mediating Role of Transformational Leadership	Irshad,R., Hashmi, M. S. &Akram, S.	2014	Journal Basic Applied Scientific Research		Yes	
Relationship Between TQM Practices and employees Satisfaction: Empirical Evidence from Pakistan Secondary Schools	Mahmood, H. K. and Hashmi, M. S.	2014	Journal Basic Applied Scientific Research		Yes	
Exploring the Impact of Retail Stores' Service Quality on Consumers' Purchase Intention: the Moderating Role of CSR	Hassan, H.,Hashmi, M. S.andGillani, Z.	2014	Middle-East Journal of Scientific Research		Yes	

**vi) Books in Library**

Departmental library has over 2000 books. The Library offers different categories of books like; Management, Economics, Marketing, Accounting, E-Commerce, Organizational Behavior, Finance, Business, Public Administration, Advertising and Research. Apart from these book, library offers a wide range of projects and thesis to provide the students the practical know how of relevant subjects.

**CRITERION 2: CURRICULUM DESIGN AND ORGANIZATION**

The development of curriculums for each program of Management Science is based on the detailed curriculum development guidelines issued by HEC.

### PROGRAM BBA Management Sciences

Sem 1 (17)	Sem 2 (17)	Sem 3 (18)	Sem 4 (15)	Sem 5 (15)	Sem 6 (18)	Sem 7 (18)	Sem 8 (18)
Maj/MGT-101 3 Principles of Accounting - I	Maj/MGT-104 3 Principles of Accounting - II	Maj/MGT-201 3 Introductory Business Mathematics	Maj/MGT-204 3 Introductory Business Statistics	Min/SOC-301 3 Introduction to sociology	Maj/MGT-305 3 Financial Management	Maj/MGT-401 3(2+1) Supply Chain Management	Maj/MGT-404 3(2+1) Project Management
Maj/MGT-102 3 Introduction to Management	Min/Eco-102 3 Micro Economics	Min/Eco-201 3 Macro Economics	Min/Phil-204 3 Logic & Critical Thinking	Maj/MGT-301 3 Statistical Inferences	Maj/MGT-306 3 Money & Banking	Maj/MGT-402 3 Strategic Management	Min/Pol-402 3 International Relations & Current Affairs
Maj/MGT-103 3 Business Ethics	Maj/MGT-105 3 Business Communication and Report Writing	Maj/MGT-203 3 Business Law	Maj/MGT-205 3 Cost Accounting	Maj/MGT-302 3(2+1) Research Methods for Business	Maj/MGT-307 3 Human Resource Management	Maj/MGT-403 3 Financial Institutions	EC/MKT-403/ EC/FIN-403/ EC/Hrm-403 3(2+1) Consumer Behavior/ Investment and Portfolio Management/Strategic Human Resource Management
Min/CS-101 3(2+1) IT in Business-I	Min/CS-103 3(2+1) IT in Business-II	Maj/MGT-202 3 Principles of Marketing	Min/MGT-203 3 Pakistan Economy	Maj/MGT-303 3 Organizational Behavior	Maj/MGT-308 3(2+1) E-Commerce	Min/CS-401 3(2+1) Management Information System	EC/MKT-404/ EC/FIN-404/ EC/Hrm-404 3(2+1) Advertising Management/ Business Taxation/ Training & Development
CC/ENG-108 3 Literary Reading and Grammar Syntax	CC/ENG-109 3 Basic Study and Writing Skills	CC/ENG-204 3 English Verse and Communication Skills I	CC/ENG-205 3 Communication Skills II	Maj/MGT-304 3(2+1) Entrepreneurship	Maj/MGT-309 3(2+1) Innovation Management	EC/MKT-401/ EC/FIN-401/EC/Hrm-401 3(2+1) International Marketing/ Corporate Finance/Performance Management	INT-450 (6)  Internship
CC/ISL-101/CC/Phil-101 2 Islamic Education/ Ethics (Non-Muslims)	CC/PS-101 2 Pakistan Studies	Min/Psy-202 3 Introductory Psychology			Min/ECO-302 3 Managerial Economics	EC/MKT-402/ EC/FIN-402/EC/Hrm-402 3(2+1) Sales Management/ Financial Reporting and Analysis/Organizational Change & Development	

### Road Map for BBA (136 Credit Hours)



## Break up of curriculum

<b>Curriculum Breakup</b>	<b>Credit Hours</b>
Compulsory Courses <ul style="list-style-type: none"> <li>• Literary Reading and Grammar</li> <li>• Basic Study and Writing Skills</li> <li>• English Verse and Communication Skills I</li> <li>• Communication Skills II</li> <li>• Islamic Education</li> <li>• Pakistan Studies</li> </ul>	16
Major Courses <ul style="list-style-type: none"> <li>• Principles of Accounting-I</li> <li>• Principles of Accounting-II</li> <li>• Introduction to Management</li> <li>• Business Ethics</li> <li>• Business Communication and Report Writing</li> <li>• Introductory Business Mathematics</li> <li>• Principles of Marketing</li> <li>• Business Law</li> <li>• Introductory Business Statistics</li> <li>• Cost Accounting</li> <li>• Statistical Inferences</li> <li>• Research Methods for Business</li> <li>• Organizational Behavior</li> <li>• Entrepreneurship</li> <li>• Financial Management</li> <li>• Money and Banking</li> <li>• Human Resource Management</li> <li>• Innovation Management</li> <li>• Supply Chain Management</li> <li>• Strategic Management</li> <li>• Financial Institutions</li> <li>• Project Management</li> </ul>	66
Minor Courses <ul style="list-style-type: none"> <li>• IT in Business- I</li> <li>• IT in Business- II</li> <li>• Micro Economics</li> <li>• Macro Economics</li> <li>• Introductory Psychology</li> <li>• Pakistan Economy</li> <li>• Logical and Critical Thinking</li> <li>• Introduction to Sociology</li> <li>• E-Commerce</li> <li>• Managerial Economics</li> <li>• Management Information System</li> <li>• International Relations and Current Affairs</li> </ul>	36

Elective Courses	
<ul style="list-style-type: none"> <li>• Corporate Finance</li> <li>• Financial Reporting &amp; Analysis</li> <li>• Investment and Portfolio Management</li> <li>• Business Taxation</li> <li>• International Marketing</li> <li>• Sales Management</li> <li>• Consumer Behavior</li> <li>• Advertising Management</li> <li>• Performance Management</li> <li>• Organizational Change and Development</li> <li>• Strategic Human Resource Management</li> <li>• Training and Development</li> </ul>	12
Internship	6
<b>Total Credit Hours</b>	<b>136</b>

Note: Definition of credit hours = 1 credit hour is equivalent to 16 teaching hours.

### Curriculum Break up (Credit Hours)

Semester	Course Number	Compulsory Courses	Major Courses	Minor Courses	Elective Courses		
					Finance	Marketing	Human Resource
I	CC/Eng-108	3					
I	CC/IsI-101 CC/Phil-101	2					
I	Maj/MGT-101		3				
I	Maj/MGT-102		3				
I	Maj/MGT-103		3				
I	Min/CS-101			3			
II	CC/Eng-109	3					
II	CC/PS-101	2					
II	Maj/MGT-104		3				
II	Maj/MGT-105		3				
II	Min/Eco-102			3			
II	Min/CS-103			3			
III	CC/Eng-204	3					
III	Maj/MGT-201		3				
III	Maj/MGT-202		3				
III	Maj/MGT-203		3				

<b>III</b>	Min/Eco-201			<b>3</b>			
<b>III</b>	Min/Psy-202			<b>3</b>			
<b>IV</b>	CC/Eng-205	<b>3</b>					
<b>IV</b>	Maj/MGT-204		<b>3</b>				
<b>IV</b>	Maj/MGT-205		<b>3</b>				
<b>IV</b>	Min/Eco-203			<b>3</b>			
<b>IV</b>	Min/Phil-204			<b>3</b>			
<b>V</b>	Maj/MGT-301		<b>3</b>				
<b>V</b>	Maj/MGT-302		<b>3</b>				
<b>V</b>	Maj/MGT-303		<b>3</b>				
<b>V</b>	Maj/MGT-304		<b>3</b>				
<b>V</b>	Min/Soc-301			<b>3</b>			
<b>VI</b>	Maj/MGT-305		<b>3</b>				
<b>VI</b>	Maj/MGT-306		<b>3</b>				
<b>VI</b>	Maj/MGT-307		<b>3</b>				
<b>VI</b>	Maj/MGT-308		<b>3</b>				
<b>VI</b>	Maj/MGT-309		<b>3</b>				
<b>VI</b>	Min/Soc-302			<b>3</b>			
<b>VII</b>	Maj/MGT-401		<b>3</b>				
<b>VII</b>	Maj/MGT-402		<b>3</b>				
<b>VII</b>	Maj/MGT-403		<b>3</b>				
<b>VII</b>	Min/CS-401			<b>3</b>			
<b>VII</b>	EC/MKT-401					<b>3</b>	
<b>VII</b>	EC/Fin-401				<b>3</b>		
<b>VII</b>	EC/Hrm-401						<b>3</b>
<b>VII</b>	EC/MKT-402					<b>3</b>	
<b>VII</b>	EC/Fin-402				<b>3</b>		
<b>VII</b>	EC/Hrm-402						<b>3</b>
<b>VIII</b>	Maj/MGT-404		<b>3</b>				

<b>VIII</b>	<b>Min/Pol-402</b>			<b>3</b>			
<b>VIII</b>	<b>EC/MKT-403</b>					<b>3</b>	
<b>VIII</b>	<b>EC/Fin-403</b>				<b>3</b>		
<b>VIII</b>	<b>EC/Hrm-403</b>						<b>3</b>
<b>VIII</b>	<b>EC/MKT-404</b>					<b>3</b>	
<b>VIII</b>	<b>EC/Fin-404</b>				<b>3</b>		
<b>VIII</b>	<b>EC/Hrm-404</b>						<b>3</b>
<b>VIII</b>	<b>INT-450 Internship</b>						<b>6</b>
<b>Total</b>	<b>136</b>						
<b>Minimum Requirements</b>	<b>133</b>						

**Table 1(c) : Curriculum course requirements**

**Standard 2.1:** The curriculum must be consistent and supports the program’s documented objectives.

BBA program contents/courses meet the program outcomes as shown in the table below.

Courses	Program Outcomes			
	1	2	3	4
MGT-101	✓			✓
MGT-102		✓		✓
CSC-101		✓		✓
ENG-108			✓	
ISL-101	✓			
MGT-103	✓	✓		✓
MGT-104		✓		✓
CS-103		✓		✓
ENG-109			✓	
PS-101	✓			
MGT-105	✓	✓		✓
ECO-102	✓	✓	✓	✓
MGT-201		✓		✓
ECO-201	✓	✓	✓	✓
ENG-204			✓	
MGT-203	✓	✓		
MGT-202	✓	✓	✓	✓
PSY-202	✓			
MGT-204	✓			✓
ENG-205		✓		
Phil-204	✓	✓		✓
MGT-205	✓			✓
MGT-203	✓			✓
SOC-301	✓			✓
MGT-301				✓
MGT-302		✓		✓
MGT-303	✓	✓		
MGT-304				✓
MGT-305	✓			✓
MGT-306		✓		✓
MGT-307				✓
MGT-308	✓	✓	✓	✓
MGT-309	✓			✓
ECO-302				✓
MGT-401				✓
MGT-402				✓
MGT-403				✓
CS-401				✓

MKT-401	✓	✓	✓	✓
FIN-401	✓		✓	✓
HRM-401	✓	✓	✓	✓
MKT-402	✓	✓	✓	✓
FIN-402	✓	✓	✓	✓
HRM-402	✓	✓	✓	✓
MGT-404	✓	✓	✓	✓
Pol-402				✓
MKT-403	✓	✓	✓	✓
FIN-403	✓	✓	✓	✓
HRM-403	✓	✓	✓	✓
MKT-404	✓	✓	✓	✓
FIN-404	✓	✓	✓	✓
HRM-404	✓	✓	✓	✓
INT-450				✓

Table 2

(a) :

Courses versus Program Outcomes

**Standard 2.2:** Theoretical background, problems analysis and solution design must be stressed within the program's core material.

**Program: BBA**

The modules of all the programs adequately address:

- 1) Theoretical background
- 2) Problem solving
- 3) Solution design

Some of the modules include the theoretical background and contain problem solving and solution design while others deal with Theoretical background, Problem analysis and Solution design separately. During teaching great stress is lead to problem solving and design of solution. Thus the modules stress the practicality of the program.

Elements	Courses
Theoretical background	MGT101, MGT102, MGT103, Eng108, ISL101, ECO102, MGT105, ENG109, PS101, ECO201, MGT (Major) 203, MGT 202, ENG204, PSY202, MGT(Minor) 203, ENG205, SOC301, MGT302, MGT303, MGT304, MGT306, MGT307, MGT308, MGT309, MGT401, MGT402, MGT403,
Problem solving	CS101, MGT104, CS103, MGT201, MGT(Major)204, MGT(Minor)204, MGT 301, MGT305
Solution design	MGT205, ECO302, CS401, MGT404, MKT403, FIN403, HRM403, MKT404, FIN404, HRM404, INT-450

**Table 2 (b) : Standard 2-2 requirement**

**Standard 2.3:** The curriculum must satisfy the core requirements for the program, as specified by the respective accreditation body.

The curriculum satisfies both the core requirements of credit hours and criteria of admission laid down by Lahore College for Women University and HEC.

**Standard 2.4:** The curriculum must satisfy the major requirements for the program as specified by the respective accreditation body.

The curriculum satisfies major requirements of the programs per approval of board of studies.

**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/council.

The curriculum satisfies general education disciplines requirements. The programs and curriculum has the approval of Board of Studies and Lahore College for Women University.

**Standard 2.6:** Information technology component of the curriculum must be integrated throughout the program.

The information technology components are present in most of the courses.

**Standard 2.7:** Oral and written communication skills of the student must be developed and applied in the program.

Oral and written communication skills of the student are developed by seminar, question answers, debates, class participation of the students.

### **CRITERION 3: LABORATORIES AND COMPUTING FACILITIES**

**Standard 3.1:** Laboratory manuals/documentation/instructions for experiments must be available and readily accessible to faculty and students.

Steps have been taken up to establish computer lab and related facilities in the year 2012.

**Standard 3.2:** There must be adequate support personnel for instruction and maintaining the laboratories:

The department is lacking the support personnel for maintenance of computer labs. The steps have yet to be taken for indulging of technical and support staff.

**Standard 3.3:** The university computing infrastructure and facilities must be adequate to support program's objectives:

Computing infrastructure being provided by the university to fulfill departmental needs is inadequate. One computer lab has been established in the year 2012 which is insufficient for the department to carry out the needs of its vast range of students.

#### **CRITERION 4: STUDENT SUPPORT AND ADVISING**

**Standard 4.1:** Courses must be offered with sufficient frequency and number for students to complete the program in a timely manner:

The strategy for course offering per semester is approved by Board of Studies for timely completion of the program. BBA program is offered once a year.

**Standard 4.2:** Courses in the major area of study must be structured to ensure effective interaction between students, faculty and teaching assistants:

The effective student/faculty interaction in programs taught by more than one faculty members is streamlined by coordination of these faculty members and the commonality is maintained through any curriculum which is adopted for the particular module. The programs are structured to ensure effective interaction between students, faculty and the Head of Department. The students require extra help are facilitated through tutorials, questions and answers. Questions are encouraged by the faculty from the students. Seminars are arranged where the students are free to discuss the topics relating to the program. Debates are initiated. The students are free to interact with the Head of Department in case of any shortcoming.

**Standard 4.3:** Guidance on how to complete the program must be available to all students and access to academic advising must be available to make course decisions and career choices:

Students are provided guidance regarding the completion of the programs and having access to qualified faculty as well as their counseling. Students are encouraged to bring forward their suggestions and complaints by having face



to face interaction with the Head of Department. The students once in semester carry-out the teacher's evaluation surveys. The counseling of the students is provided by the university counseling cell regarding different academic affairs.

### **CRITERION 5: PROCESS CONTROL**

**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:

#### **BBA [4 Year Degree Program]**

BBA program is divided in eight semesters with two semesters each year covering a total of 130 credit hours..

#### **Eligibility**

F.Sc. Pre-Engg., Pre-Med I.C.S., I.Com, Gen. Science, group students or F.A. with Math, Statistics, Economics are eligible to apply for BBA.

**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:

Advertisements are made in leading newspapers and on Lahore College for Women University website. The student academic progress is monitored regularly by the test, assignments, projects, and regular written examination system.

**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 its objectives:

The standards are clearly indicated in the University charter which are followed. Qualifications which are required for each module are kept in mind. The criteria for recruiting are qualification, experience which is judged through analysis of resumes and personal interviews. In case of permanent faculty members, the recruiting is done by a board constituted by Lahore College for Women University whereas; visiting faculty members are recruited by a board constituted by the Institute. The input of the students for maintaining the quality of the teachers is done by evaluating the teachers regularly once in a semester by the students. The results of these studies are sent to the teachers for improvement and in extreme cases replacements are made.

An Annual Confidential Report (ACR) is initiated by the Dean annually for each member of staff and their retention, increment and promotion are based on ACRs.

**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:

The evaluation process to ensure that the teaching and delivery of the program material to the students emphasizes active learning is carried out through projects and assignments that are based on practicality of the knowledge given to the students.

**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

In order to ensure that graduates / outgoing students have completed the requirement of the programs, the processes are based on standards prescribed by university under semester rules. QEC and the Head of Department ensure the compliance of the standards.

#### **CRITERION 6: FACULTY**

**Standard 6.1:** There must be enough full time faculty 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:

There is adequate full time faculty supplemented by visiting faculty who provide adequate coverage of the program with continuity and stability. The expertise of all faculty members are pre-judged and monitored for each module forming a part of the program. The level of competency of the faculty members are evaluated at time of induction and monitored during teaching.

<b>Program areas</b>	<b>Number of faculty members in each area</b>	<b>Number of faculty with Ph.D. degree</b>
Management	6	Nil
Marketing	1	Nil
Finance	1	Nil

**Table 3: Faculty Distribution by Program Areas**

**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:

All the faculty members remain current in the disciplines and sufficient time is provided for scholar activities and professional development. Effective program for faculty development is in place. They are provided centralized training by university through faculty development program of HEC and FDC. They are encouraged to attend seminars by ICAP, LCCI to upgrade their cognitive base.

**Standard 6.3:** All faculty members should be motivated and have job satisfaction to excel in their profession:

The faculty members are regularly motivated and efforts are made to provide job satisfaction so that they excel in their profession. The satisfaction of the faculty and their input is measured by faculty survey form. Refer to "Management Science Survey" (Faculty Survey)

**CRITERION 7: INSTITUTIONAL FACILITIES**

**Standard 7.1:** The institution must have the infrastructure to support new trends in learning such as e-learning

Nil

**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:

Almost every up-to-date book is available in library covers all the areas of programs. Library provides facility of books borrowing and adequate reading space. The library is lacking computers, the respective computerized database of all books, and library attendant.

**Standard 7.3:** Class-rooms must be adequately equipped and offices must be adequate to enable faculty to carry out their responsibilities:

The Department of Management Sciences is equipped with eight class rooms, one office of HOD, and Staff room for faculty members. The staff room is lacking the related facilities like computer equipment, networking, printer, separate cabins for staff members.

**CRITERION8: INSTITUTIONAL SUPPORT**

**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:

Teachers are recruited on the basis of criterion established by the HEC. Existing faculty is sent to different courses of teaching organized to update the knowledge. Workshops are organized by FDC for faculty development.

**Standard 8.2:** There must be an adequate number of high quality graduate students, research assistants and Ph.D. students:

The admission criteria ensures the intake of high quality students.

**Standard 8.3:** Financial resources must be provided to acquire and maintain Library holdings, laboratories and computing facilities:

Budget for Library is Rs.2,00,000, for year 2016-17. Budget is centralized by the university competent authority.