ZIAUDDIN UNIVERSITY

HAND BOOK
2018

MBA
FIRST YEAR

4/B. Shahra-e-Ghalib, Block-6, Clifton, Karachi. Ph: (9221) 35862937-9 (Ext. 572)
Fax: (9221) 35862940, Email: info@zu.edu.pk URL: www.zu.edu.pk

JOIN US ON:
facebook.com/zuedu

KNOWLEDGE
&BEYOND...

Ziauddin University endeavors to develop in each student, the virtues and values of humanity, dignity and worthiness; a desire and capacity for critical reasoning; an appreciation and understanding of the social sciences, biomedical sciences and arts; the ability to communicate; and the skills for acquiring new knowledge and meeting the challenges of an exponential growth of information.

The institution focuses on developing competence, personal fulfillment and responsible leadership in the professions, sciences, and in public service.

CONTENTS

MASTERS IN BUSINESS AND ADMINISTRATION (MBA)

1.1 Overview of the Programme

This program is designed for students, those wishing to pursue a career in business and management. This programme is a very intense and fast paced study course, so students should ensure that they have the commitment and the staying power to commit them fully for this period of time to ensure that they can take in the knowledge and learn the skills in which they will be instructed.

This course enables students to earn a high level, specialist qualification, acquiring a skill set and expertise that could benefit them in any business environment. This degree programme will prove invaluable to anyone wishing to succeed in the world of business, and will enable students to gain both the skills and knowledge to perform effectively in a cutting edge business environment. With this sort of qualification students can look forward to a rewarding career, a good salary, and a challenging and interesting role with great promotional prospects.

1.2 Rationale for the Programme

There is an increasing demand from employers for graduates, who have the essential skills of adaptability, creativity, working as a team and problem-solving skills and are ready for the challenging modern work-force.

Therefore our course is aimed at creating future leaders, who are innovative, adaptable, and ready for the diverse global challenges.

Our graduates will be able to:

- Develop, implement, and deliver data-driven analytical solutions that assist in marketing strategies, tasks, and decisions.

- Display a sound understanding of theories of business and management and appraise business issues and evidence critically;

- Demonstrate an awareness of business issues at international levels, and understand the role of global, regional and national institutions in setting the context for business practice;

- Evaluate and interpret new information, and engage in problem solving, thereby demonstrating a capacity to think clearly and logically about a range of contemporary business issues;

- Reveal consistent and effective negotiation and persuasion skills that will useful in their careers;

- Understand the structure of employing organisations and be capable of investigating and assessing career options prior to graduation;

- Use their experience to inform their career choices and to put to use immediately in employment the skills they have developed;

- Work as managers in the private, public or voluntary sectors, or proceed to postgraduate programmes in their related disciplines.

1.3   Aims of the Programme

The aims of the programme are:

- To enable students to gain a knowledge and understanding of the functions of business and their inter-relationships;

- To show students how to structure and understand complex business situations so that you can apply your functional knowledge effectively;

- To give students experience and confidence in using theoretical knowledge in practice;

- To furnish students with the knowledge and skills abase to enable them to pursue a career field in managing and strategically developing business and management;

- To provide a flexible educational framework that enables them to choose among a range of advanced courses, set in the context of multidisciplinary study where intellectual rigour and analytical skills are rewarded;

- To give an opportunities to develop their employability skills and apply academic learning in practice through placement and project activities;

- To stimulate students to read and critically appraise management theory and, in doing so, develop your desire for life-long learning.

1.4 Objectives of the Programme

- To promote an understanding of understanding of the body of knowledge in the functional areas of business;
- To provide students with a programme offering a balance of theory, case studies and practical skills that will facilitate students intellectual and professional development;

- To develop students' analytical tools for decision making in a business world of complex business issues and problems;

- To equip students with the necessary knowledge of the organisational skills for the effective implementation of policy in the context of the organisation;

- To develop skills of leadership, teamwork and supervision; and skills of effective oral and written communication, presentation, and critical thinking;

- To furnish students with an understanding of the ability to use technology as a tool of effective management;

- To equip students' abilities for ethical decision-making;

- To prepare students' ability to function effectively in diverse and global business environment.

1.5 Programme Outcomes

The programme is designed to provide opportunities for students to demonstrate the following learning outcomes:

Knowledge and Understanding Skills:

- To understand core modules for the programme

- To get a knowledge a theoretical basis of research methodologies appropriate to business
- To identify recent developments in the relevant industries associated with the programme

Cognitive Skills

- To adopt a contemporary view of organisations and be able to identify problems and solve them
- To analyse critically literature
- To demonstrate independence of thought and justify your stands
- To develop skills of critical self reflection
- To demonstrate the skills necessary to plan, conduct and report original research

Practical Skills

- To recognise the personal attitudes and dispositions that underpin effective communication in various contexts, and have practised interpersonal skills in various situations;
- To locate and critically appraise data and information from a variety of sources
- To choose between theories appropriate to various business situations
- To construct and apply various business survey techniques using a bibliographically based piece of research
- To manage project work effectively

Transferable Skills

- To recognise variables in the business organisations and understanding their interdependence and appreciating their importance, particularly from a management point of view;
- To work as a team and become a team-player
- To adopt a contemporary view of organisations and be able to identify communication styles and practices which usually accompany various managerial approaches and technique,;
- To use information technology for other research activities

1.6 Programme Entry Requirements

To be admitted to the MBA Programme students normally will satisfy following requirements:

- On Entry a student must have :
- A first or second class Bachelor's degree in an appropriate subject, or an overseas qualification of an equivalent standard from a recognised higher education institution.
- Bachelors degree with high grades from a recognised University

- ZU Master Foundation Programme (MFP)

  OR

- Equivalent qualifications to a Pakistani Bachelors degree as specified in the prospectus.

- ZU Master Foundation Programme (MFP)

- International qualifications will be checked with Higher Education Commission, Islamabad.

Mature students

Students who are 21 years old or over in the year they start their degree studies, they will be classed as a mature student. Traditional entry requirements may be relaxed if they did not gain formal qualifications at school but are able to show that you have gained relevant work experience in the said field.

English Language Requirement

- IELTS 6.5 including 6.0 in reading and writing / TOEFL paper-based 560 / TOEFL iBT 83 or equivalent qualification

  OR

- Successfully completion of ZU-English and Academic Skills Presessional Course (EAS)

Applicants who are unsure about the acceptability of their qualifications should contact ZU for advice.

* International qualifications will be checked with Higher Education Commission Islamabad.

2. STRUCTURE OF THE PROGRAMME

2.1 General Information

The programme is offered on a full-time basis and duration is of the course is for 12 months (one academic year).

The MBA programme comprises two, sixteen week terms. In all two terms students study eight modules, each of which is equivalent to 15 credit points. In the third semester students write dissertation. The MBA programme requires 180 credit points.

2.2 Core Modules

Term One

1. Project Management
2. Human Resource and Leadership Management
3. Marketing and Global Marketing Strategies
4. Management Information and Communication Systems

   Term Two

5. Accounting and Finance for Managers
6. Management and Change in Organisations
7. Corporate Business Strategy
8. Research Methodologies for Business Students
9. Dissertation/Research Project

2.3 Assessment

In general the modules will be assessed by an appropriate combination of unseen examinations and coursework, comprising written assignments, laboratory work and oral presentations. The balance of examinations to coursework will typically be 50% to 50%, but this may vary for some modules. Students enrolled on face to face courses and blended learning courses will do written exams and submit assignments Examination department will host the written exams and assignments will be submitted on Turnitin. Students will have access to the EBSCO on-line research databases.

The overall module pass mark is 50%, but to gain a pass, students must achieve a minimum mark of 50% in each component of assessment.

To be awarded a MBA degree, students must gain 180 credit points, that is, pass 8 modules, each of which is equivalent to 15 credit points. Students also have to pass dissertation of 60 credit hours.

2.4 Teaching and Learning Approaches

The delivery will consist of three components:
- Lecture session
- Tutorial session
- Practical session

Lecture Session

Lectures will be of a maximum duration of 3 hours (with a 10-15 minutes break during the period) the purpose of a lecture is to provide key information to the students for the subject being taught.

On occasions, lecture exercises are used which require course participants to become actively involved in "learning by doing", let students take active part in discussing related current topics.

Tutorial Session

Tutorials will be provided through case studies for the students to further discuss and/or undertake the topics previously covered in the lecture sessions.

Students will be given video/written case studies after each lecture topic and work in groups.

Practical Session

Practical sessions are mainly undertaken in the computer laboratories, or workshop activities are set up to enable the learner to reflect on the processes he or she has experienced. Workshops enhance skills development and the acquisition of knowledge. Short presentations alternate with group work. Students spend time working together in small groups, brainstorming, analysing case-studies, carrying out group discussions or group exercises, learner presentations, role play, plenary feedback session.

2.5 Quality Assurance and Maintenance of Academic Standards

The Academic Council

(1) The Academic Council shall consist of:-
- i)   the Vice Chancellor, Who shall be its Chairman;
- ii) the Pro-Vice Chancellor, if appointed;
- iii) the Deans;
- iv) the Directors of the Institutes;
- v)   the University Professors including Emeritus Professors;
- vi) the Chairman of the Teaching Departments;
- vii) Law Secretary or his nominee not below the rank of an Additional Secretary;
- viii) two Associate Professors, other than Chairmen of the Teaching Departments to be elected by and from amongst themselves;
- ix) four Assistant Professors and Lecturers to be elected by and from amongst themselves;

x) three persons eminent in the arts, the sciences and the professions, of whom one shall be the from each category, to be nominated by the Chancellor from among the persons recommended by Government;

xi) the Registrar;

xii) the Librarian; and

xiii) the Controller of Examination

(2) The members appointed by nomination or election shall, hold office for three years.

(3) The quorum for a meeting of the Academic Council shall be one-third of the total number of members.

Powers and duties of the Academic Council

The Academic Council shall be the academic body of the University and shall, subject to the provisions of University's Act and the statues and the regulations have the powers to lay down proper standards of instructions, research and examinations and to regulate and promote the academic life of the University and the colleges.

Without prejudice to the generality of the foregoing powers, and subject to the provisions of University Act, and the statues and the regulations, the Academic Council shall have the powers-

a. to advise the Syndicate on academic matters;

b. to regulate the conduct of teaching, research and examinations;

c. to regulate the admission of students to the courses of studies and examinations in the University;

d. to regulate the award of studentship, scholarships, medals and prizes;

e. to regulate the conduct and discipline of the students of the university;

f. to propose to the syndicate; schemes for the constitution and organization of Faculties, Teaching Departments and Board of Studies;

g. to initiate regulations for consideration and approval of the syndicate;

h. to propose regulations, on the recommendations of the Boards of Faculties and the Boards of Studies, the syllabi and the outlines of tests for all University Examinations; provided that if the recommendations of the Board of Faculty or a Board of Studies are not received by the prescribed date, the Academic Council may subject to the approval of the Syndicated, permit such regulations to continue for the next following year;

i. to recognize the examinations of other Universities or examining bodies as equivalent to the corresponding examinations of the University;

j. to appoint members to the various Authorities in accordance with the provision of University Act;

k. to consider or formulate proposals for the planning and development of teaching and research in the University;

l. to arrange short and long term training and courses within the country and abroad as prescribed under the rules; and

m. to perform such other functions as may be prescribed by Statutes.

Specific Objectives

- To lay down proper standards of instructions, research and examination
- To regulate and promote the academic life of the University and the colleges

Board of Faculty of Business and Management

There shall be Board of each Faculty which shall consist of the following:-

i. the Dean;

ii. the Professors and the Chairmen of Teaching Departments;

iii. one member of each Board of Studies comprised in the Faculty to be nominated by the Board of Studies Concerned; and

iv. three teachers to be nominated by the Academic Council by reason of their specialized knowledge of subjects which, though not assigned to the Faculty, have in the opinion of the Academic Council, important bearing on the subjects assigned to the Faculty.

The members mentioned in (iii) and (iv) above shall hold the office for three years.

The quorum for a meeting of the Board of a Faculty shall be one-half of the total numbers of members, a faction being counted as one.

Specific Objectives

The Board of each Faculty shall, subject to the general control of the Academic Council and the Syndicate, have the powers:-

a) to coordinate the teaching and research work in the subjects assigned to the Faculty;

b) to scrutinize the recommendation of the Board of Studies comprised in the Faculty in regard to the appointment of paper setters and examiners, except for research examinations and to forward the

panels of suitable paper-setters and examiners for each examination to the Vice Chancellor;
c) to consider any other academic matter relating to the Faculty and to report thereon to the Academic Council; and
d) to perform such other functions as may be prescribed by Statutes.

Board of Studies

There shall be a separate Board of Studies for each subject or group of subjects, as may be prescribed by regulations.

Each Board of Studies shall consist of-
i) Chairman of the Teaching Department;
ii) all Professors and Associate Professors in the teaching department;
iii) the Assistant Professor and one Lecturer by rotation order of seniority from the Department concerned; and
iv) three experts to be nominated by the Vice Chancellor.

The term of office of members of the Board of Studies other than ex-officio members shall be three years.

The quorum for a meeting of the Board of Studies shall be one-half of the total numbers of members, a faction being counted as one.

Specific Objectives

The functions of the Board of Studies shall be-
a) to advise the Authorities on all academic matters connected with instructions, research and examination in the subject (module) or subjects (modules) concerned;
b) to propose, curricula and syllabi for all degree, diploma and certificate courses in the subject (module) or subjects (modules) concerned;
c) to suggest a panel of names of paper-setters and examiners in the subject (module) or subjects (modules) concerned;
d) to perform such other functions as may be prescribed by regulations.

2.6 Quality Assurance Policies

Aim

The primary purpose of the Quality Assurance at the University is enhancement of the quality of the student learning experience and the maintenance of academic standards in the context of an increasingly diverse student population and emerging technological developments.

Quality Assurance Team (QA Team)

The main objective of the QA Team is to ensure the provision of high quality education and training, and to offer advice on teaching methods at the School.

The QA Team carries out reviews of individual subjects. It also carries out departmental reviews of all the departments of the School. The judgements made by the subject reviewers can contribute substantially to departmental review.

Teaching Strategy

The University conducts regular theory and practical classes for each batch of students, which is roughly 15 to 18 hours in a week. Out of these 18 contact hours, 6 hours are for practical sessions and the rest are for theories.

Learning and Assessment Strategies

The University continuously assesses the development and learning experience of the students by various tools like, surprise quizzes, class assignments, midterm examination, case laws, project reports, closed book examinations etc. Sometimes class attendance of a student is also considered for assessing the overall interest in learning.

Subject Review

Subject review is a peer review process. It starts when the departments evaluate their provision in a subject in a self-evaluation document. This document is submitted to the QA-team for use by a team of reviewers who gather evidence to enable them to report their judgements on the academic standards and the quality of learning opportunities. Review activities include meeting staff and students, scrutinising students' assessed work, reading relevant documents, and examining learning resources.

Judgements

The range of judgements that reviewers may utilise when they have completed   a subject review are summarised below:

Academic Standards

Reviewers make one of the following judgements on standards:
- Confidence, which may be expressed as limited confidence; or No confidence.

To reach this judgement, reviewers look at:
- Learning outcomes;
- The curriculum;
- Student assessment and
- Student achievement

Quality of Learning Opportunities

Reviewers make one of the following judgements for each of three aspects of learning opportunities:

- Commendable (which may include exemplary features) or
- Approved or
- Failing

The three aspects of quality of learning opportunities are:
- Teaching and learning;
- Student progression; and
- Learning resources.

Reviewers also report the degree of confidence they have in the College's ability to maintain and enhance quality and standards in the subject under review.

Internal Quality Structure

The following members are in the QA-team:

1.	Prof. Dr. Justice(R) Qazi Khalid Ali, VC	-Chairman
2.	Prof. Dr.Rukhsar, Dean& Director-QEC	-Member
3.	Prof. Dr.ShamimHashmi, Chairperson	-Member
4.	Syed Sharaf Ali Shah, Registrar	-Member
5.	Ms.NaziaYaseen, Dy. Registrar / Dy. Director QEC	-Member

Assessment Regulations

To obtain an award a student needs to pass all the modules in the programme.

The overall pass mark for each module is 50%. The mark for each module is the aggregate of the various elements of assessment. A mark of at least 50% must be obtained for each element of assessment in each module.

If a student fails to achieve the pass mark in any module they may be offered the opportunity to retake the assessment in that module.

A student will be allowed to retake the assessment in two modules in any diet of assessment.

A student who fails more than two modules will not be allowed to progress and will be required to retake the assessment in the failed modules before progressing.

A student who fails the retake of an assessment shall be deemed to have failed the module.

Normally a student who fails a module will be deemed to have failed the programme. At the discretion of the Academic Board a student may be allowed to re-enrol with attendance for no more than two modules.

A student who fails three modules will normally be excluded from the programme although a student, at the discretion of the Academic Board, may also have the option to repeat the entire trimester or year.A student may attempt no more than 2 module assessments, which may include two re-sits, during any one semester.

No more than two attempts at a module are allowed.

A student who fails a module but who submits mitigating circumstances which, in the opinion of the Academic Board, have seriously affected their performance, may be allowed to repeat the assessment.

The Academic Board may allow a student's overall performance to compensate for failure in one module in making the overall assessment for an award. Normally compensation will only be considered where a mark of 35-39 has been achieved in the failed module, and that the Board is satisfied that there are strengths shown in other modules.

The Academic Board has the right to examine any student viva voce in addition to the assessments specified in the regulations. The panel to conduct the viva voce assessment shall comprise at least three members of the Academic Board including the Chair and at least one external examiner.

Plagiarism

What is Plagiarism?

Plagiarism is a very serious academic offence. Plagiarism is using other people's work as your own. This is particularly important in all assessed written assignments, such as Coursework, Dissertations and Exams. This includes using, words, ideas, theories, images, or results without acknowledgement. This includes both published and unpublished work, so using another student's work or ideas is still plagiarism. It is also plagiarism if you knowingly let someone else use your work without crediting you. Finally, submitting your own work that has already been submitted for another course is also plagiarism.

The consequences of students caught plagiarising others are severe. Students face dismissal from the School in very serious cases.

How to avoid Plagiarising

Written assignments are designed to test students' knowledge. It is perfectly acceptable to make reference to other people, as long as you credit them. Always acknowledge your sources.When using a direct quotation always put it in quotation marks ("") Short reference details can go in the body of the text or footnotes. Long reference details need to go in the bibliography.

Summing up someone's ideas does not need a direct quotation. Instead they need to be named as the author of the idea.

If in doubt reference the work or idea with a short reference.

Protecting students from Plagiarism

Every written assignment student hands in goes through a plagiarism detection programme. This runs student work against published and unpublished works. It is very thorough and will immediately inform us if students' work is plagiarised. A guide to this is below.

The Penalties of Plagiarism

Any student suspected of plagiarism will be dealt with in accordance with the unfair Practice guidelines.

All of the tutor's at the School are vigilant in finding plagiarism in student's work and will be required to take action where plagiarism is suspected.

In assignments where the work is found to be plagiarised the student will receive a 0 mark for that paper.

Turn-it-in Guide

Assignments submitted to **Turnitin**are compared against billions of internet documents and Turnitin's local databases of submitted student assignments. Any matching text Turnitin finds is detailed in an **originality report**. To submit a report you must it to the concerned department to check.

3. MODULE DESCRIPTORS

The module descriptors follow a pattern similar to that, which has been adopted by several UK universities, and comprise the following elements:

    a. Module Title

    b. Module Description – a brief outline of the principal aims and content.

    c. Learning Outcomes – indicates what students will be able to do on successfully completing the Module.

    d. Indicative Content – this, together with the Lecture Sequence (h), gives an indication of the main topics to be covered and a guide as to the order in which they should be delivered. The amount of detail provided varies somewhat depending on the nature of the Module and it is not necessarily expected that lecturers will cover every topic listed.

    e. Delivery, this includes the notional student workload, which is equivalent to 10 hours per credit point, and an indication of the main approaches to student learning and teaching, which may vary between lecturers.

    f. Assessment - as far as possible a standard approach to the nature and amount of assessment has been adopted. The assessment of all Modules will include an unseen examination, normally of three hours` duration and coursework; some modules may also include assessment via laboratory work or oral presentations as indicated in the Module descriptor. The weighting of the examination and coursework will normally be 50% to 50%. To pass a Module, students must achieve an overall mark of 50% and a mark of at least 50% in each of the components of assessment.
The assessments are designed to test the learning outcomes and, in particular, the objectives of the written assignments include a test of students` abilities to work on their own and seek information from a variety of sources and to analyse and use this information in an appropriate way.

    g. Indicative Reading Lists – these include core texts and recommended additional reading. Multiple copies of the core texts are provided in

the Library, with at least one copy of the additional reading also being available.

h. Lecture Sequence – this provides a suggestion of the order in which topics in paragraph 5 might be presented.

3. Master in Business and Administration

Term One

1. Project Management
2. Human Resource and Leadership Management
3. Marketing and Global Marketing Strategies
4. Management Information and Communication Systems

Term Two

5. Accounting and Finance for Managers
6. Management and Change in Organisations
7. Corporate Business Strategy
8. Research Methodologies for Business Students

Term Three

1. Dissertation

3.1 Project Management

a. Project Management, an introduction.

This course is designed to clarify and explain the basic aspects of a project and project management in order for participants to gain confidence in their project environment. It will help individuals to recognise the key aspects of a project and the importance of their role within it. The course is also intended for those working in supporting functional departments whose work can impact on project success

b. Module Description:

c. Learning Outcomes:

Upon successful completion of this course of study a student should be able to:

- understand the difference between projects and 'business as usual'
- analyse business objectives to identify projects that are feasible
- understand how to define project success and failure
- understand project risk analysis
- understand how to start, manage and control projects
- be able to plan and organise a project, resources and deliverables
- understand how to monitor and report on project progress
- be able to manage change and project costs
- understand managing multiple projects
- be able to close a project successfully

d. Indicative Content:

- Project success and failure
- Estimating Costs
- Planning resources
- Organising structures
- Work Breakdown structures
- Critical Path Networks
- Scheduling
- Computer Applications
- Managing Progress and Change.
- Managing Multiple Projects.

e. Delivery:

A variety of teaching approaches are used, including lectures, seminars, case analysis, teamwork and extensive use of the Internet for guided research.

f. Assessment:

The formal assessment of this module will be conducted through an assignment and a closed book examination.

- Assignment   50%
- Closed book examination   50%

COURSE:	MBA ZU
TERM:	TBA
SUBJECT:	**Project Management**
ASSESSMENT:	Assignment 50% Closed Book Exam 50%
LECTURER:	TBA
CORE TEXT:	Core text 1 Samuel J. Mantel, Jr., Jack R. Meredith, Scott M. Shafer, Margaret M. Sutton (2012) Project Management in Practice, 4th Edition International Student Version. Core text 2 Jack R. Meredith, Samuel J. Mantel, Jr., Scott M. Shafer: (2015) Project Management: A Managerial Approach, Ninth Edition International Student Version.

g. Lecture Sequence

Core Text	
	Pinto, J. K. (2016) Project management: achieving competitive advantage 4edition. Pearson.
	Vaidyanathan, G. (2013) Project Management: Process, Technology and Practice, Prentice Hall.
Additional reading	
	Project Management Journal
	International Journal of Project Management

Lecture Date	Lecture Topics and cases	Reading Core text 1
1	Chapter 1 Introduction: Why Project Management? Development Projects in Lagos, Nigeria "Throwing Good Money after Bad": The BBC's Digital Media Initiative	C 1

2	Chapter 2 The Organizational Context: Strategy, Structure, and Culture Tesla's $5 Billion Gamble Electronic Arts and the Power of Strong Culture in Design Teams	C 2
3	Chapter 3 Project Selection and Portfolio Management Project Selection Procedures: A Cross-Industry Sampler	C 3
4	Chapter 4 Leadership and the Project Manager Leading by Example for the London Olympics – Sir John Armitt Dr. E. Sreedharan, India's Project Management Guru	C 4
5	Chapter 5 Scope Management "We look like fools." – Oregon's Failed Rollout of their Obamacare Website Boeing's Virtual Fence California's High-Speed Rail Project – What's the Latest News? The Expeditionary Fighting Vehicle	C 5
6	Chapter 6 Project Team Building, Conflict, and Negotiation Engineers Without Borders: Project Teams Impacting Lives	C 6

7	Chapter 7 Risk Management The Building that Melted Cars Bank of America Completely Misjudges its Customers Collapse of Shanghai Apartment Building The Spanish Navy pays nearly $3 billion for a Submarine that will sink like a Stone	C 7
8	Chapter 8 Cost Estimation and Budgeting Sochi Olympics – What's the Cost of National Prestige? The Hidden Costs of Infrastructure Projects – The Case of Building Dams	C8
9	Chapter 9 Project Scheduling: Networks, Duration Estimation, and Critical Path After 20 Years and More than $50 billion, Oil is no closer to the Surface: The Caspian Kashagan Project	C 9
10	Chapter 10 Project Scheduling: Lagging, Crashing, and Activity Networks Enlarging the Panama Canal	C 10
11	Chapter 11 Critical Chain Project Scheduling	C 11

	Developing Projects through Kickstarter – Do Delivery Dates Mean Anything? Eli Lilly Pharmaceutical's Commitment to Critical Chain Project Scheduling	
12	Chapter 12 Resource Management Hong Kong Connects to the World's Longest Natural Gas Pipeline	C 12
13	Chapter 13 Project Evaluation and Control New York City's City Time Project Boeing's 787 Dreamliner: Failure to Launch (with update)Earned Value Management at Northrop Grumman	C13
14	Chapter 14 Project Closeout and Termination Duke Energy and its Cancelled Levy County Nuclear Power Plant Aftermath of a "Feeding Frenzy" - Dubai and Cancelled Construction Projects New Jersey Kills Hudson River Tunnel Project - See more at: http://www.pearsonhighered.com/educator/product/Project-Management-Achieving-Competitive-Advantage/9780133798074.page#downlaoddiv	All chapters

3.2 Human Resource and Leadership Management

a. Module Title: Human Resource and Leadership Management

b. Module Description:

This module is designed to provide students with an in-depth knowledge and understanding of the conceptual frameworks of, and challenges to, human resource management. This course also provides an opportunity for students to focus on leadership management, an integral part of HRM, from both theoretical and practical perspectives. It employs theoretical concepts and models, coupled with case studies based on the experiences of leaders to understand how to develop leadership potential in oneself and others.

This module explains what Human Resource Management is, how it relates to the management process, and how it is changing in response to trends in the workplace; history of equal opportunity legislation, outlines defences against discrimination allegations, gives examples of discriminatory practices, describes the EEOC enforcement process and suggests proactive programmes.

Students will learn an insight into current thinking on leadership from the perspective of the organisation. Although the module takes the perspective of the organisation, it provides insights that can contribute to students' development of their own leadership skills and to develop their analytical and long-term planning skills.

c. Learning Outcomes:

Upon successful completion of the module, students will be able to:

- appreciate the claimed distinction between Human Resource Management and Personnel Management, by analysing personnel and HRM models;
- understand equal opportunity legislation, outlines defences against discrimination allegations;
- design and develop an HR system that supports the company's strategic goals;
- forecast personnel requirements, discusses the pros and cons of methods used for recruiting job candidates, describes how to develop an application form, and explains how to use application forms to predict job performance.
- build communications with employees through guaranteed fair treatment programmes and employee discipline;
- identify HR problems and issues involved with international businesses, including inter-country differences, using selection to improve international assignments, and training and maintaining international employees;
- address the small business challenge; using Internet and government tools to support the HR effort; leveraging small size with familiarity, flexibility, fairness, and informality;

- able to apply the concepts of leadership traits and styles both to themselves and to specific contexts and situations;
- appreciate the complexities and challenges in leadership management and understand the role of leaders in setting strategic focus and direction;
- examine a range of current theories and models of leadership and their applicability to different cultures, sub-divisions, organisations, industries and sectors
- investigate the current and future requirements of leadership within a sub-division, organisation, industry or sector
- make proposals for the development of leadership competences to meet current and predicted future requirements within a sub-division, organisation, industry or sector.
- critically review scholarly articles and material

d. Indicative Content:

- Models of human resource management and personnel management: Legge, Purcell, Scissions, Armstrong, Harvard models
- History of equal opportunity legislation, outlines defences against discrimination allegations, gives examples of discriminatory practices, describes the EEOC enforcement process and suggests proactive programmes
- Strategic management process, how to develop a strategic plan, and the HR manager's role in the process of strategy execution and formulation
- Forecasting personnel requirements, discusses the pros and cons of methods used for recruiting job candidates, describes how to develop an application form, and explains how to use application forms to predict job performance
- Issues of ongoing training and development of employees

- Basic considerations in determining pay rates, establishing pay rates, current trends in compensation, pricing managerial and professional jobs, and current issues in compensation management
- Critical issues, policies, and problems related to ethics, fair treatment, discipline and termination of employees
- Issues, policies, and problems related to ethics, fair treatment, discipline and termination of employees.
- Inter-country differences, using selection to improve international assignments, and training and maintaining international employees
- Styles of successful leaders, the importance of the context in which leadership exists and how organisations can plan to meet their current and future requirements for leadership
- Context and challenges in leadership and knowing yourself as a leader
- Leading People and direction and strategy
- Developing Leaders and influential leadership.

e. Delivery:

A variety of teaching approaches are used, including lectures, seminars, case analysis, teamwork and extensive use of the Internet for guided research.

f. Assessment:

The formal assessment of this module will be conducted through one assignment and a closed book examination.

- Assignment   50%
- Closed book examination   50%

The closed book examination will be of two hours' duration.

g. Indicative Reading List:

<u>Core Text</u>

Dessler, G. (2011) *Human Resource Management* (12th ed) Pearson Higher Education, Florida

Nahavandi, A (2009) *Art and Science of Leadership* (5th ed.), Prentice Hall.

ISBN-10: 0136044085

Recommended Additional Reading:

Fred K. Foulkes (1989), *Human Resources Management: Cases and Text*, (2nd

Ed.), Prentice Hall.

Yukl, G (2010) *Leadership in Organization* (7th ed.), Prentice Hall.

Peter, G. Northouse. (2009). *Leadership: Theory and Practices (5th Edition)*. London: SAGE.

Beardwell I. & Holden L. (2007) *Human Resource Management: A Contemporary Approach* (5th ed) Financial Times Press

Armstrong, M. (2003) *A Handbook of Human Resource Management Practice* (9th ed.) Kogan Page

Noe, R and Hollenbeck, J (2003) 4th edn. *Human Resource Management: Gaining a Competitive Advantage,* McGraw Hill

Leopold, J and Harris L (2009) *The Strategic Managing of Human Resources,* FT Prentice Hall

Online Sources:
http://www.workinfo.com/free/links/hrm.html   Links   to   Human   Resource Management-Related Sites

http://www.mapnp.org/library/hr_mgmnt/hr_mgmnt.htm   HRM   Articles   and Support materials

http://www.palgrave.com/business/brattonandgold/links/links_gen.htm#hr General HRM links

http://www.lisa.sbu.ac.uk/resources/subjects/bm/hrresources.html   Human Resources Management Web Resources

h. Lecture Sequence

COURSE:	MBA, ZU
TERM:	TBA
SUBJECT:	**Human Resource and Leadership Management**
ASSESSMENT:	Assignment 50% Closed Book Exam 50%
LECTURER:	TBA
CORE TEXT:	Dessler, G. (2011) *Human Resource Management* (12th ed) Pearson Higher Education, Florida Nahavandi, A (2009) *Art and Science of Leadership* (5th ed.), Prentice Hall. ISBN-10: 0136044085

Week No.	Lecture Date	Lecture Topics	Core text Chapter reading
1.		Managing Human Resources Today	Chapter 1 Core Text Book - 1
2.		Equal Opportunity and the Law	Chapter 2 Core Text Book - 1
3.		The Manager's Role in Strategic Human Resource Management **Case Study:** Sun Microsystems, Inc. First National Bank of California.	Chapter 3 Core Text Book – 1 Recommended Reading Book- 1
4.		**Recruitment and Placement:** Job Analysis Personnel Planning and Recruiting	Chapter 14 Core Text Book - 1
5.		Employee Testing and Selection Interviewing Candidates	Chapter 6 Core Text Book – 1
6.		**Training and Development:** Training and Developing Employees Performance Management and Appraisal Coaching, Careers, and Talent Management **Case Study:** Tracing a Transformation in Industrial Relations: The Case of Xerox Corporation and the ACTWU. Work Innovations in the United States	Chapter 4 Core Text Book – 1 Recommended Reading Book- 1
7.		**Compensation:** Establishing Strategic Pay Plans Pay for Performance and Financial Incentives Benefits and Services **Case Study :** The Lincoln Electric Company. Au Bon Pain. Eli Lilly Company (A) and (B). Public Sector Data Processing Professionals	Chapter 8 Core Text Book – 1 Recommended Reading Book- 1

Week No.	Lecture Date	Lecture Topics	Core text Chapter reading
8.		**Guest Speaker** : Ethics, Justice, and Fair Treatment in HR Management Labour Relations and Collective Bargaining Employee Safety and Health	Chapter 9 Core Text Book - 1
9.		**Leadership:** Context and challenges in leadership and knowing yourself as a leader	Chapter 1 & 2 Core Text Book - 2
10.		Leading People and direction and strategy Developing Leaders and influential leadership	Chapter 3 & 4 Core Text Book - 2
11.		Strategic HRM /Emerging issues in HRM	Chapter 5 & 6 Core Text Book - 2
12.		Managing Global Human Resources Managing Human Resources in Entrepreneurial Firms	Chapter 19 Core Text Book - 1

3.3 Marketing and Global Marketing Strategies

a. Module Title: Marketing and Global Marketing Strategies

b. Module Description:

This module aims to introduce students to marketing concepts, the environmental and organisational factors that shape marketing decisions. It examines the role of marketing is an organisational function and a set of processes for creating, communicating, and delivering value to customers and for managing customer relationships in ways that benefit the organisation and its stakeholders.

Students will develop a solid understanding of the relationship between business strategy and the decisions areas under marketing responsibility. Students will gain the knowledge of market-oriented strategic planning is the managerial process of developing and maintaining a viable fit between the organisation's objectives, skills, and resources and its changing market opportunities.

They will apply tools and conceptual models for understanding customers, competition and relevant environmental issues into company's businesses and products so they yield target profits and growth.

They will also develop insights into the creative selection of target markets and making marketing mix decisions to meet the needs of selected target markets. The module will help them to identify strategic options and critically evaluate the implications of strategic marketing decisions in relation to

shareholders value. It will also aid them to develop innovative and creative solutions to enhance an organisation's global competitive position.

c. Learning Outcomes:

Upon the successful completion of the module, the student should be able to:

- understand the concept of marketing and marketing theories;
- demonstrate an understanding of the concept of market segmentation, targeting and positioning and establish different bases for effective market segmentation;
- understand the role of strategic planning carried out at different levels of the organisation;
- be able to undertake marketing planning activities: define the corporate mission, establish strategic business units, assign resources to each strategic business unit and asses growth opportunities;
- cultivate customer relationships, build customer value, satisfaction, and loyalty;
- comprehend the importance of marketing research and recognise the different methods use to conduct marketing research
- identify and discuss the individual elements and tools in marketing mix and appreciate the relationship between elements of the marketing mix in different business;
- identify strategic options and critically evaluate the implications of strategic marketing decisions in relation to shareholders value;
- assess how product, market, brand and customer life cycles might be managed strategically across a variety of markets;
- evaluate the role of brands, innovation, integrate marketing communications, alliances, the value chain, customer relationships and service in contributing added value to the customer;
- identify important trends in marketing practices and keys to effective internal marketing;

- monitor and analyse marketing activities and able to make decisions strategically.

d. Indicative Content:

- Defining Marketing for the 21st Century
- Developing Marketing Strategies and Plans ;
- Gathering Information and Scanning the Environment;
- Conducting Marketing Research and Forecasting Demand;
- Marketing Planning : combining the marketing mix;
- Identifying Market Segments and Targets;
- Creating Brand Equity and Crafting the Brand Positioning;
- Dealing with Competition;
- Setting Product Strategy;
- Developing Pricing Strategies and Programmes;
- Managing Value Networks and Channels;
- Designing and Managing Integrated Marketing Communications;
- Managing Mass Communications
- Global Marketing Strategy Decision

e. Delivery:

A variety of teaching approaches are used, including lectures, seminars, case analysis, teamwork and extensive use of the Internet for guided research.

f. Assessment:

The formal assessment of this module will be conducted through one assignment and a closed book examination.

- Assignment   50%
- Closed book examination   50%

The closed book examination will be of two hours' duration.

g. Indicative Reading List:

<u>**Core Texts**</u>

Kotler, Ph., Keller, K. (2011**)** *Marketing Management,* (14th edn), Prentice-Hall

Isobel Doole & Robin Lowe (2005), *Strategic Marketing Decision in Global Market*, London: Thomson Learning.

<u>**Recommended Reading:**</u>

Hooley, Graham et, al (2008), *Marketing Strategy and Competitive Positioning, (*4th Edition), Prentice-Hall.

Lancaster, G and Massingham (2010), L., *Essentials of Marketing Management*, Routledge.

Aaker, D.A. (2007) *Strategic Marketing Management,* (8th Ed.) John Wiley and Sons

Kotler, Armstrong, Saunders & Wong (2002), *Principles of Marketing,* Third European Edition, Harlow, Pearson Education Limited

Dibb, S., Simkin, L., Pride, W.M. and Ferrell O.C. (1997) *Marketing*, Boston, Houghton Mifflin

Jobber, D. (1998) *Principles and Practice of Marketing,* Maidenhead, McGraw-Hill UK

Frances Brassington, Stephen Pettitt (2007) *Essentials of Marketing.* (4th ed), Essex, England: Pearson Education Limited.

Philip Kotler, Gray Armstong (2007). *Principles of Marketing.* (13th ed), London: Pearson Education Limited.

Brassington, F. and Pettitt, S., (2006) *Principles of Marketing,* (fourth edition) FT Prentice Hall

Keegan, W.J. & Green, M.C. (2007) *Global Marketing* (5th edn) Prentice Hall

Cateora, P.R. & Graham, J.L. (2008) *International Marketing* (14th Edn) McGraw Hill,

Jeannet, J.P. & Hennessey, H.D. (2005) *Global Marketing Strategies* (7th Edn) Houghton Mifflin,

h. Lecture Sequence

COURSE:	MBA, ZU
TERM:	TBA
SUBJECT:	**Marketing and Global Marketing Strategies**
ASSESSMENT:	Assignment 50% Closed Book Exam 50%
LECTURER:	TBA
CORE TEXT:	Kotler, Ph., Keller, K. (2011**)** *Marketing Management,* (14th edn), Prentice-Hall Isobel Doole & Robin Lowe (2005), *Strategic Marketing Decision in Global Market*, London: Thomson Learning

Week No.	Lecture Date	Lecture Topics	Core text Chapter reading
1.		Defining Marketing for the 21st Century Developing Marketing Strategies and Plans	Chapter 1 Core Text Book-1
2.		Gathering Information and Scanning the Environment Conducting Marketing Research and Forecasting Demand **Case Study: Psion**	Chapter 2 Core Text Book-1 Recommended Reading - 1
3.		Conducting Marketing Research **Seminar 1/Assignment Focus**	Chapter 2 Core Text Book-1
4.		Marketing Planning : combining the marketing mix	Chapter 12 Core Text Book-1
5.		Identifying Market Segments and Targets **Case Study: iPhone**	Chapters 7,8 , 11 Core Text Book-1

Week No.	Lecture Date	Lecture Topics	Core text Chapter reading
			Recommended Reading - 1
6.		Creating Brand Equity **Vedio Case Study:** The modern definition of brand, How brands create barriers to competition and Why charismatic brands are more valuable (Marty Neumeier's INNOVATION WORKSHOP: Brand Strategy + Design Thinking = Transformation)	Chapters 7, 8, 9 Core Text Book-2
7.		Crafting the Brand Positioning **Group Seminar-2**	Chapter 2, 3 Core Text Book-2
8.		Dealing with Competition Setting Product Strategy **Case Study: Emap**	Chapters 9, 10, 11 Core Text Book-1 Recommended Reading - 1
9.		Designing and Managing Services Developing Pricing Strategies and Programmes	Chapter 2, 3 Core Text Book-1
10.		Managing Value Networks and Channels	Chapter 5 Core Text Book-2
11.		Managing Mass Communications Designing and Managing Integrated Marketing Communications **Guest Speaker**: Integrated Marketing Communications Strategy and Management	Chapter 9 Core Text Book-1
12.		Global Marketing Strategy Decision	Chapters 6 Core Text Book-2

3.4 Management Information and Communication Systems

a. Module Title: Management Information and Communication Systems

b. Module Description:

This module introduces students to the fundamental concepts of information systems and how they support management and operations in the modern business environment. It provides a comprehensive and integrated coverage of essential new technologies, information system applications, and their impact on business models and managerial decision making in an exciting and interactive manner.

Students will gain hands on experience with key information technologies including Microsoft Access, Microsoft EXCEL and Word Processing. Through a series of case analyses and presentations, students will develop relevant knowledge and understanding of IS issues, concepts, and explores various opportunities and challenges involved in managing with information systems in different industries and contexts.

c. Learning Outcomes:

Upon completion of the module the student will be able to:

- Describe the main concepts and principles of Information Systems and recognise their importance to the success of any organisation.
- Explore the different aspects of managing business information
- Describe the potential capabilities, use and applications of different types of information systems within organisation.
- Assume the role of the decision maker in various managerial situations related to information systems in a variety of industries.
- Identify examples of social and ethical issues relating to the use of information systems.
- Demonstrate proficiency in the use of a relational desktop database management system (MS Access), decision making using spreadsheets (MS EXCEL).
- Understand the effects of information systems on business and their relationship to globalization.

- Identify and describe important features of organizations that managers need to know about in order to build and use information systems successfully.
- Analyse why information systems need special protection from destruction, error, and abuse.
- Identify the principal components of telecommunications networks and key networking technologies.
- Identify the unique features of e-commerce, digital markets, and digital goods.

d. Indicative Content:

- Information Systems in Global Business Today and the importance of MIS
- Business Processes, Information, and Information Systems
- Organisational Strategy, Information Systems, and Competitive Advantage
- Information Technology: Hardware and Software, Databases processing Management, Processing and Data Communication
- IT Infrastructure and Ethical and Social Issues in Information Systems
- Telecommunications, the Internet and Wireless Technology Today and Securing Information Systems
- Enterprise System and E-Commerce: Digital Markets and Digital Goods
- Building Information Systems and Managing Global Systems
- Word Processing, Spreadsheet Processing and MS Power points and MS Access
- Managing Knowledge and Enhancing Decision Making

e. Delivery

A variety of teaching approaches are used, including lectures, seminars, case analysis, teamwork and extensive use of the Internet for guided research.

f. Assessment:

The formal assessment of this module will be conducted through one assignment and a closed book examination.

- Assignment   50%
- Closed book examination   50%

The closed book examination will be of two hours' duration.

g. Indicative Reading List:

<u>Core Text</u>

Laudon K and Laudon J (2011). *Management Information Systems,* 12th ed. Prentice Hall.

Kroenke D (2011). *MIS Essentials,* 2nd ed. Prentice Hall.

Recommended Reading:

Miller L (2009), *MIS Cases Decision Making with Application Software,* 4th ed. Prentice Hall.

Kroenke D (2010). *Using MIS,* 4th ed. Prentice Hall.

Steve Schwartz (2007). *Microsoft Office 2007 for Windows,* Berkeley: Peachpit Press

McNurlin B, Sprague R, Bui T (2009), *Information Systems Management, (*8th Ed) Prentice Hall

Valacich J and Schneider C (2012) *Information Systems Today, (*5th Ed) Prentice Hall.

Applegate, Lynda M.. (2003) *Corporate Information Systems Management: Text and Cases,* (6th edn), Irwin

O'Brien, J, Marakas, G (2008) *Management Information Systems,(*9th Edn) Mc GrawHill, New York

McLeod, R. (2007) *Management Information Systems,* (10th edn), Prentice Hall Publishing

James O'Brien, James A. O'Brien, George Marakas (2010). *Management Information Systems*. 10th ed. McGraw-Hill Companies Incorporation

Graham Curtis and David   (2008). *Business Information System: Analysis, Design and Practice,* 6th edition, Essex: Pearson Education.

Laudon, K and Laudon, J (2010) *Management Information Systems: Managing the Digital Firm,* (11th edn) Prentice Hall.

Journals:

The Journal of Information System Management (Volume 1, Issue .1 to Volume 27, Issue 4)

Information Technology and People (Volume 1, Issue 1 to Volume 24. Issue. 1)

Information Technology and Management (2000, Volume 1, Issue 1-2 – Volume 12, Issue 1)

Information & Management, Amsterdam (1981, Vol 4, Issue 1 to 2011, Vol 48, Issue 1)

h. Lecture Sequence:

COURSE:	MBA, ZU
TERM:	TBA
SUBJECT:	**Management Information and Communication Systems**
ASSESSMENT:	Assignment 50% Closed Book Exam 50%
LECTURER:	TBA
CORE TEXT:	Laudon K and Laudon J (2011). *Management Information Systems,* 12th ed. Prentice Hall. Kroenke D (2011). *MIS Essentials,* 2nd ed. Prentice Hall.

Week No.	Lecture Date	Lecture Topics	Core text Chapter reading
1.		Information Systems in Global Business Today The importance of MIS	Chapter 1 Core text Book – 1 and 2
2.		Business Processes, Information, and Information Systems Organisational Strategy, Information Systems, and Competitive Advantage	Chapter 2 & 3 Core text Book – 1 and 2
3.		Information Technology: Hardware and Software, Databases processing Management, Processing and Data Communication	Chapter 4, 5, 6 Core Text Book- 2
4.		IT Infrastructure and Emerging Technologies Ethical and Social Issues in Information Systems	Chapter 4 & 5 Core text Book – 1
5.		Telecommunications, the Internet and Wireless Technology Today Securing Information Systems	Chapter 7 & 8 Core text Book – 1
6.		**Guest Speaker : IT management issues and IT Infrastructure Management and Execution**	-
7.		Word Processing, Spreadsheet Processing and MS Power points and MS Access	Chapter – 1- 3 Recommended Reading - 3
8.		Spreadsheet processing **Case 1: Spreadsheet Case : Milligan's Backyard Storage Kits**	Case Study 1 Recommended Reading - 1
9.		Database : **Case 2: Franklin University Student Scholarship Management**	Case Study 27 Recommended Reading - 1
10.		Enhancing Business Processes Using Enterprise Information Systems E-Commerce: Digital Markets and Digital Goods	Chapter 9 & 10 Core text Book – 1

Week No.	Lecture Date	Lecture Topics	Core text Chapter reading
11.		Managing Knowledge Enhancing Decision Making	Chapter 11 & 12 Core Text Book- 1
12.		Building Information Systems Managing Global Systems	Chapter 13 & 15 Core Text Book- 1

3.5 Accounting and Finance for Managers

a. Module Title: Accounting and Finance for Managers

b. Module Description:

This module is designed to enable the students to acquire the skills necessary to use, interpret and analyse accounting information both for external (financial) and internal (managerial) purposes. It aims to provide a working understanding of how profit and loss accounts, balance sheets and cash flow statements are prepared, and to indicate how these statements may be read and interpreted, including points of weakness and their shortcomings. Consideration will be given to the formulation of financial reports and their rationale and the implications for users of the financial accounting information.

The main focus of this module is to highlight the relevant strategic accounting and financial factors which influences business organisations in possible ethical scenarios. It will comprehend complex organisational issue and provide creative solutions, employing advanced research and analysis skills and communicating relevant accounting and finance information in practical strategic problem solving situations.

In addition, the module is intended to familiarise the students with the provision of accounting information for managerial decision-making and control, for planning and budgeting, variance analysis and performance evaluation. Students will learn major cost classification and stages in the theory and practical costing, marginal costing, contribution analysis and activity based costing. The module also covers the role of accounting in evaluating divisional performance, principles of effective budgetary control and progress, together with the increased application of information technology to financial systems.

c. Learning Objectives:

At the end of the module, students should have the ability to:

- demonstrate an understanding of the nature and purpose of accounting and the environment within which accounting information is prepared;
- acquire relevant knowledge and understanding of the key accounting concepts and practice of specific financial and management accounting areas;
- understand the way in which accounting events are recognised, measured, recorded and reported;
- acquire an understanding of the principles used to prepare financial statements and conceptual framework of financial reporting provision
- able to identify financial strengths and weaknesses of a business through appropriate analysis and identify how various financial policies affect the financial performance of organisations;
- understand the use of accounting techniques in decision making and control;
- apply specific management accounting and financial skills to increase the productivity and efficiency of their business operations
- demonstrate critical thinking and problem solving skills

d. Indicative Content:

- Accounting and its Functions, Accounting Concepts and Standards, Accounting Information and its Application

- Understanding Financial Statement : The General Journal and General Ledger Recording of Business Transactions,
- Construction and Analysis of Balance Sheet
- Current Liabilities and Payroll, Long-Term Liabilities, Bonds Payable, and Classification of Liabilities on the Balance Sheet

- Construction and analysis of Profit and loss Statement, Income statement/ Statement of Financial Position
- Construction and analysis of Income statement/ Statement of Financial Position- further consideration
- Construction and analysis of Income statement/ Statement of Financial Position- further consideration
- Objectives of Finance – Profit Maximization Vs Wealth Maximization
- Major Financial Decision Making Areas – Sources of Funds – Short-Term and Long-Term Funds
- Financial Statements and Ratio Analysis
- Investment decisions, present value, NPV, DCF rate of return, IRR, risk and uncertainty, risk analysis, post-audit of capital expenditure projects.
- Costs for decision making, absorption and marginal costing, opportunity costs, sunk costs, closing down decisions, make or buy decisions
- Budgeting and standard costing; zero-base budgeting, flexible budgets, variances, investigation of variances, organisational and behavioural implications of budgeting and controlling.

e. Delivery:

A variety of teaching approaches are used, including lectures, seminars, case analysis, teamwork and extensive use of the Internet for guided research.

f. Assessment:

The formal assessment of this module will be conducted through one assignment and a closed book examination.

- Assignment   50%
- Closed book examination   50%

The closed book examination will be of two hours' duration.

g. Indicative Reading List:

Core texts

Horngren C. T., Harrison W. T., Oliver M. Suzanne (2011), *Financial & Managerial Accounting* (3rd Ed) Prentice Hall.

Wood, F. and Sangster, A. (2008), *Business Accounting* , (11th edn) Prentice Hall

Needles (2003), *Financial Accounting*, (8th Edition), Houghton and Mifflin.

Recommended Additional Reading:

Robert N. Anthony,Leslie K. Breitner (2010). *Core Concepts of Accounting*. 10th ed. London: Prentice Hall.

Anthony A. Atkinson et, al. (2012). *Management Accounting: Information for Decision-Making and Strategy Execution*. 6th ed. London: Prentice Hall.

Cheryl McWatters, Jerold L Zimmerman, Dale Morse (2008). *Management Accounting: Analysis and Interpretation*. London: Prentice Hall.

Horngren, Charles T, et, al. (2011). *Introduction to Management Accounting*. 15th ed. London: Prentice Hall
Horngren, Charles T, et, al. (2011). Introduction *to Financial Accounting and MyAccountingLab with Pearson eText Package* . London: Prentice Hall.

Choi, Frost and Meek (2003), *International Accounting (*4th Edition) Pearson.

Drury (2003) , *Cost and Business Accounting* (5th Edition) Thomson.

Nobes and Parker (2002),*Comparative International Accounting,* 7th Edition Pearson.

Roberts, Weetman and Gordon (2001), *International Financial Accounting*, 2nd Edition, Pearson,

Weetman (2002), *Financial and Managerial Accounting,* 3rd Edition Pearson Education.

h. Lecture Sequence:

COURSE:	**MBA, ZU**
TERM:	TBA
SUBJECT:	**Accounting and Finance for Manager**
ASSESSMENT:	Assignment 50% Closed Book Exam 50%

LECTURER:	TBA
CORE TEXT:	Horngren C. T., Harrison W. T., Oliver M. Suzanne (2011), *Financial & Managerial Accounting (3rd Ed)* Prentice Hall. Needles (2003),*Financial Accounting*, 8th Edition, Houghton and Mifflin. Wood, F. and Sangster, A. (2008) *Business Accounting* , (11th edn) Prentice Hall

Week No.	Lecture Date	Lecture Topics	Core text Chapter reading
1.		Accounting Framework : Accounting and its Functions, Accounting Concepts and Standards, Accounting Information and its Application The accounting equation and the balance sheet	Chapter 1 Core Text book- 1
2.		Understanding Financial Statement : The General Journal and General Ledger Recording of Business Transactions Construction and Analysis of Balance Sheet	Chapter 2 Core Text book- 1
3.		Understanding Financial Statement Balancing off accounts/ The trial balance Current Liabilities and Payroll, Long-Term Liabilities, Bonds Payable, and Classification of Liabilities on the Balance Sheet	Chapter 2 Core Text book- 1 Chapter 7 & 8 Recommended Reading book- 1
4.		Understanding Financial Statement Construction and analysis of Profit and loss Statement, Income statement/ Statement of Financial Position	Chapters 7, 8, 9 Core Text book- 1
5.		Understanding Financial Statement Construction and analysis of Income statement/ Statement of Financial Position- further consideration	Chapter 2, 3 Core Text book- 1
6.		**Case Study Analysis (group exercise): Cash Flow/ Income Statement/Financial Statement** Cash Flow Statement/ Adjustments for Financial Statements	Chapter 4, 5 Core Text book- 1
7.		Nature and Scope of Finance – Finance Functions – Changing Role of Finance Manager – Objectives of Finance – Profit Maximization Vs Wealth Maximization – Major Financial Decision Making Areas – Sources of Funds – Short-Term and Long-Term Funds	Chapter 1, 2, 3 Core Text book- 2

Week No.	Lecture Date	Lecture Topics	Core text Chapter reading
8.		Financial Statements – Meaning – Types of financial Analysis – Techniques of Financial Analysis – Comparative Statements, Common Size Statements - Ratio Analysis – Profitability Ratios – Coverage Ratios, Turnover Ratios	Chapter 4, 5 ,6 Core Text book- 2
9.		**Case Study Analysis (group exercise): Financial Statement** Financial Statements- Financial Ratios - uses and limitations of Ratio Analysis – Funds Flow Analysis – uses and limitations - Cash Flow Analysis – uses and limitations – Difference between funds flow and cash flow analysis.	Chapter 4, 5 ,6 Core Text book- 2
10.		Time Value of Money – Cost of Capital – Calculation of Cost of Capital – Capital Structure – Theories of Capital Structure – Capital Budgeting – Working Capital Management.	Chapter- 6, 7 Core Text book- 2
11.		Budgetary Planning and Variance Analysis/ Capital Investments and Expenditure Decisions	Chapters 15,16 Core Text book- 1
12.		Cost-Volume-Profit Analysis - Single Product and Multiple Products. Variable Costing.	Chapter 17/18 Core Text book- 1

3.6 Management and Change in Organisations

a. Module Title: Management and Change in Organisations

b. Module Description:

This module provides a comprehensive coverage of explanation and exploration of management concepts and practices across all management functions. It includes management at a time of change, reflecting the challenges faced by managers with increasingly rapid developments in technology, the culture and environment in which they work and the globalisation of ideas and business activity.

A practical, integrative model of the management and strategic-management process is introduced and the benefits of strategic management are presented.

The module seeks to equip students with frameworks useful in diagnosing the need for change and with an awareness of some of the techniques which can be employed.

c. Indicative Content:

This subject is divided into the following topics:

- Management and Organisations Management
- Managing change: The management challenge
- Leadership in the Organisation
- Managing the Public Sector
- Managing Strategy: Managing a creative strategy
- Developing innovative business plan
- Managing people: organisational theory and design
- Communicating in the organisation
- Managing the organisation
- Decision making process in organisations
- Information technology and control
- Managing Social Responsibility and Ethics
- Ethical values and corporate social responsibility
- Environmental issues and corporate environmental management
- Globalisation and Multinational Management

d. Learning Outcomes:

Upon successful completion of this module, students will be able to:

- describe the strategic-management process;

- explain the need for integrating analysis and intuition in management to create a culture of continuous improvement;

- describe the nature and role of vision and mission statements in strategic management;

- discuss 10 major external forces that affect organisations: economic, social, cultural, demographic, environmental, political, governmental, legal, technological, and competitive;

- discuss key interrelationships among the functional areas of business;

- identify important behavioural, political, ethical, and social responsibility considerations in strategy analysis and choice;

- discuss the role of organisational culture in strategic management analysis and choice;

- discuss the nature of the management decisions in the implementation;

- have a knowledge and understanding of a number of concepts, models and techniques applicable to planning and leading the management of change;

- be able to analyse and critically evaluate situations relating to the process of organisational change and its impact upon the change manager's role of identifying improvement opportunities;

- have developed the ability to apply various concepts introduced in this module to real life and/or simulated change situations;

- explain why good ethics is good business in strategic management;

- discuss the nature and role of corporate sustainability reports;

- describe how management style varies across Europe;

- discuss communication differences across countries.

e. Delivery

A variety of teaching approaches are used, including lectures, seminars, case analysis, teamwork and extensive use of the Internet for guided research.

f. Assessment:

The formal assessment of this module will be conducted through one assignment and a closed book examination.

- Assignment   50%
- Closed book examination   50%

The closed book examination will be of two hours' duration.

g. Indicative Reading List:

Core Text

Stephen P. Robbins and Mary Coulter (2011) *Management,* (11th ed), Prentice Hall, San Diego

Michael A Hitt, Michael Hitt, Stewart Black and Lyman W Porter (2012) *Management* (3rd ed), Prentice Hall, USA

Recommended Reading:

Kotler, J.P (2007), *Leading Change*, Harvard Business School Press, Boston

Pyper, IF, (2007) *Management of Change* (customised text), Pearson, Sidney

Robbins, S F, and Coulter M *Management* (2005) Management (5th ed), Pearson Education, New Jersey

Mullins, L J (2010), *Management and Organizational Behaviour* (4th ed), Prentice Hall, Boston

Burnes, B (2004), *Managing Change: a Strategic Approach to Organisational Dynamics*, (4th ed), Financial Times/Prentice Hall

Kossek, E E and Lobel S A (2004) *Managing Diversity: Human Resource Strategies for Transforming the Workplace* (3rd ed), Blackwell Business, USA

h. Lecture Sequence:

COURSE:	MBA, ZU
TERM:	TBA
SUBJECT:	**Management and Change in Organisations**
ASSESSMENT:	Assignment 50% Closed Book Exam 50%
LECTURER:	TBA

CORE TEXT:	Stephen P. Robbins and Mary Coulter (2011) <u>Management</u>, (11th ed), Prentice Hall, San Diego Michael A Hitt, Michael Hitt, Stewart Black and Lyman W Porter (2012) <u>Management</u> (3rd ed), Prentice Hall, USA

Week No.	Lecture Date	Lecture Topics	Core text Chapter reading
1.		Management and Organizations *Management History Module*	Chapter 1
2.		Understanding Management's Context: Constraints and Challenge	Chapter 2
3.		Managing in a Global Environment Managing Diversity	Chapter 3 and 4
4.		Managing Social Responsibility and Ethics	Chapter 5
5.		Managing Change and Innovation	Chapter 6
6.		Managers as Decision Makers	Chapter 7
7.		Foundations of Planning *Planning Tools and Techniques Module*	Chapter 8
8.		Strategic Management	Chapter 9
9.		Basic Organisational Design Adaptive Organizational Design	Chapter 10 and 11
10.		Managing Human Resources *Managing Your Career Module* Managing Teams	Chapter 12 and 13
11.		Understanding Individual Behaviour Managers and Communication	Chapter 14 and 15
12.		Managers as Leaders Managing Global Organisations	Chapter 16

3.7 Corporate Business Strategy

a. Module Title: Corporate Business Strategy

b. Module Description:

This module provides students with a forum in which to apply and integrate business theories, practices, skills and strategies used by organisations in the corporate world.

Students will introduced classic business strategy theories from Henry Mintzberg, is combined with cases from Quinn, Lampel, and Ghoshal. Combining the case study approach with theory provides the accumulated benefits to students to present an up-to-date look at how actual companies act strategically and organise themselves. The module examines a range of multifaceted issues that business people must handle in order to be effective, and explores how various business disciplines interact with each other in today's global environment.

c. Learning Outcomes:

Upon the successful completion of the module, the student should be able to:

- think strategically about a company, its business position, and how it can gain sustainable competitive advantage;
- develop skills in conducting strategic analysis in a variety of industries and competitive situations;
- be able to analyse how a firm may achieve sustained competitive advantage;
- use their hands-on experience in crafting business strategy; reason carefully about strategic options; use what-if analysis to evaluate action alternatives, and initiate the changes necessary to keep the strategy responsive to newly emerging market conditions;
- improve their ability to manage the organization process by which strategies get formed and executed;
- develop their powers of managerial judgment, that is how to assess business risk, and gain a stronger understanding of the competitive challenges of a global market environment;
- understand the importance of Corporate Social Responsibility
- demonstrate the ability to design and continuously revise strategies in turbulent and hyper-competitive situations.

d. Indicative Content:

- The Strategy Concept; Corporate Strategy
- The role of the general manager in the strategy process

- Models of how organisations formulate strategy

- Formal strategy analysis

- Strategy formulation

- Forms of organisational structure; organisational analysis

- The role of culture and power in strategy

- Managerial styles and their impact on strategy and operations

- Process by which strategy is formulated and formed in particular situations

- The impact of the internal and external environments

- Strategic changes; leadership requirements for strategic change

- Working in collaboration with others to implement strategic change

- Learning from others; appreciating and leveraging differences

- Appropriate case studies.

e. Delivery:

A variety of teaching approaches are used, including lectures, seminars, case analysis, teamwork and extensive use of the Internet for guided research.

f. Assessment:

The formal assessment of this module will be conducted through one assignment and a closed book examination.

- Assignment   50%
- Closed book examination   50%

The closed book examination will be of two hours' duration.

g. Indicative Reading List:

<u>Core Texts</u>

Mintzberg H, Quinn J. and Ghostal S (2004*) The Strategy Process* (European 4th Edition), Prentice Hall, UK

Johnson G. and Scholes K. (2010) *Exploring Corporate Strategy*, (9th Edn) Financial Times/Prentice Hall, UK

Recommended Reading:

Mason A. Carpenter and Wm. Gerard Sanders (2009). *Strategic Management: A Dynamic Perspective Concepts and Cases,* (2nd Edition) Prentice Hall.

Mintzberg. H., Ahlstrand. B. and Lampel. J B (2008) *Strategy Safari: the Complete Guide through the Wilds of Strategic Management* (2nd ed), Financial Times/ Prentice Hall

Lynch R. (2006) *Corporate Strategy*, Pitman Publishing, London, 4th Edn
Stacey R. (2007) *Strategic Management and Organisational Dynamics*, Pitman, UK, 5th Edn

Ellis J. and Williams D. (1995) *International Business Strategy*, Pitman, UK

Rosen R (2006) *Strategic Management: An Introduction*, Pitman, UK

Rugman A and Hodgetts R (2006) *International Business: A Strategic Management Approach*, (7th edn) McGraw-Hill, UK

h. Lecture Sequence

COURSE:	MBA, ZU
TERM:	TBA
SUBJECT:	**Corporate Business Strategy**
ASSESSMENT:	Assignment 50% Closed Book Exam 50%
LECTURER:	TBA

CORE TEXT:	Mintzberg H, Quinn J. and Ghostal S (2004*) The Strategy Process* (European 4th Edition), Prentice Hall, UK Johnson G. and Scholes K. (2010) *Exploring Corporate Strategy*, (9th Edn) Financial Times/Prentice Hall, UK

Week No.	Lecture Date	Lecture Topics	Core text Chapter reading
1		**Strategies:** Strategies for Change; Reflecting on the Strategy Process.	Chapter 1
2		**Strategies:** The Manager's Job: Good Managers Don't Make Policy Decisions.	Chapter 2
3		**Formulating Strategies**: Formulating Strategy. Evaluating Business Strategy. **Case Study 1:** Li & Fung – The Global Value	Chapter 3
4		**Analysing Strategies:** Strategy as Strategic Decision Making. Learning from Honda.	Chapter 4
5		**Strategic Change**: Transforming Organisations. Convergence and Upheaval. **Case Study 2:** Coca- Colas Re-Entry and growth strategies in Chain	Chapters 5 and 6
6		**Cognition:** Strategy as Cognition.	Chapters 7
7		**Organisation:** The Structuring of Organisations. Strategy and Organisation Planning. The Design of New Organisational Forms. **Case Study 3:** British Airways- USAir: Structuring a Global Strategic Alliance	Chapter 8 and 9
8		**Technology:** Customising Customisation. **Case Study 4:** Apple's iPod System: iPod, iTunes, and Fairplay	Chapter 10
9		**Globalisation:** Managing Across Borders. Seven Myths Regarding Global Strategies. **Case Study 5:** Wal-Mart in the 21st Century: A Global Perspective	Chapter 11
10		**Values:** New Values, Morality, and Strategic Ethics.	Chapter 12
11		**Managing Start-Ups:** The Entrepreneurial Organisation. Competitive Strategy in Emerging	Chapters 13

Week No.	Lecture Date	Lecture Topics	Core text Chapter reading
		Industries **Guest Lecturer** : Entrepreneurship	and 14
12		**Managing Diversity:** The Diversified Organisation. From Competitive Advantage to Corporate Strategy.	Chapter 15

3.8 Research Methodologies for Business Students

a. Module Title: Business Research Methodologies

b. Module Description:

This module is designed to help students to undertake a research project of business and management. General goal of this basic research module is to introduce and develop the skills needed to conceptualise a problem, make use of available literature, design a research strategy, evaluate, organise, and integrate relevant data (both existing and new), derive useful solutions based on knowledge, and communicate those solutions to clients and colleagues. It is expected that the attainment of this goal will serve to prepare students to continue their own professional education, contribute to the development of the profession as a whole, and maintain their service to clients at a standard commensurate with the current level of knowledge.

The module surveys the basic processes of research methodology as practiced in the social sciences and business. Underlying principles of science and logic are emphasised and special attention is directed toward the recognition of common sources of error and bias in the implementation and interpretation of research studies as they affect the outcomes of research utilisation. Students will be better able to recognise the impact of race, gender, age, and sexual orientation on the research process.

c. Learning Outcomes:

On successful completion of the module the students will be able to:

- outline the purpose and distinct focus of management research;
- be able to place their research project on a basic-applied research continuum, according to its purpose and context;
- turn research ideas into research problems, which have clear research question(s) and objectives and draft a research proposal;

- undertake a comprehensive literature review
- explain the relevance for business research of philosophical perspectives such as positivism, realism, pragmatism, interpretivism;
- understand some of the main ethical issues implied by the choice of research strategy
- understand the need for sampling in business and management research;
- aware of research situations favouring the use of semi-structured and in-depth interviews, and their limitations;
- aware of the issues and advantages of conducting interviews by telephone and via the Internet or intranet;
- be able to design, pilot and administer a questionnaire to answer research questions and to meet objectives;
- identify the main issues that they need to consider when preparing quantitative data for analysis and when analysing these data by computer;
- select the most appropriate statistics to describe individual variables and examine relationships between variables and trends in their data and interpret correctly the tables, diagrams and statistics that they use;
- identify the main issues that need to be considered; when preparing qualitative data for analysis, including when analysing these data, using computer aided qualitative data analysis software (CAQDAS);
- write a final project report that presents an authoritative account of their research;
- adopt an appropriate format, structure and style for the final project report;
- ensure that their project report meets the necessary assessment criteria and plan and design an oral presentation of their report.

d. Indicative Content:
- The nature and types of research (e.g. descriptive, experimental, ex post-facto, correlation, qualitative, etc.).
- Formulating and clarifying the research topic

- Critically reviewing the literature
- Understanding research philosophies and approach
- Formulating the research design
- Negotiating access and research ethics
- Selecting samples
- Using secondary data
- Collecting primary data through observation
- Collecting primary data using semi-structured, in-depth and group interviews
- Collecting primary data using questionnaires
- Analysing quantitative data
- Analysing qualitative data
- Writing and presenting your project report

e. Delivery:

A variety of teaching approaches are used, including lectures, seminars, case analysis, teamwork and extensive use of the Internet for guided research.

f. Assessment:

The formal assessment of this module will be conducted through one assignment.

- Assignment   100%

Students asked to prepare a Research Proposal.

g. Indicative Reading List:

<u>Core Text</u>

Saunders, M, Thornhill, A., Lewis. P., (2009) *Research Methods for Business Students*, (5th ed.) University of Surrey, Pearson Education

Recommended Reading:

Ghauri, P., and Gronhaug, K., (2010), *Research Methods in Business Studies,* (4th ed), *Pearson Educatin, Canada*

Easterby-Smith, M. Thorpe, R, Lowe, A (2008*) Management Research: An Introduction*, (3rd ed.) Sage.

Cameron S., (2001), *The MBA Handbook : " Study Skills For Postgraduate Management Study "* (4th ed), Financial Times/ Prentice Hall

Gill, J and Johnson, P. (2010) *Research Methods for Managers*, (4th ed.) Paul Chapman.

Jankowicz, A. (2004) *Business Research Projects*, (4th ed.) Pearson Education.

Monette, D.R., Sullivan, T.J. & Dejong, C.R. (2010) *Applied Social Research: Tool for the Human Services*, (8th Ed.) Orlando, FL: Harcourt Brace College Publishers.

h. Lecture Sequence:

COURSE:	MBA, ZU
TERM:	TBA
SUBJECT:	**Research Methodologies for Business Students**
ASSESSMENT:	Assignment 100%
LECTURER:	TBA
CORE TEXT:	Saunders, M, Thornhill, A., Lewis. P., (2009) *Research Methods for Business Students*, (5th ed.) University of Surrey, Pearson Education

Week No.	Lecture Date	Lecture Topics	Core text Chapter reading
1.		The role of social and business research in the decision-making process Problem identification and research question/hypothesis generation.	Chapter 1
2.		Problem identification and research question/hypothesis generation.	Chapter 2
3.		The use of library resources and the review of the related literature.	Chapter 3
4.		Research design and planning research in an ethical manner (protection of human subjects)	Chapter 4
5.		Strategies to enhance the validity of qualitative and quantitative designs **Seminar 1 : Critical Thinking and Evaluation of Journal Articles/ Planning for Assignment**	Chapters 5, 6
6.		Descriptive statistics and graphical presentations	Chapters 7, 8, and 9
7.		Measurement issues including reliability and validity	Chapter 10
8.		Procedures for planning qualitative and quantitative research studies **Seminar 2: Data Collection and Analysis using SPSS/EXCEL**	Chapters 11 and 12
9.		Procedures for collecting and analysing data for qualitative and quantitative research studies.	Chapter 13
10.		Collecting primary data using questionnaires Ethics and Access **Seminar 3: Proposal Writing**	Chapters 14 and 15
11.		Analysing Quantitative Qualitative Data Analysis	Chapter 16
12.		Writing and presenting your project report	Chapter 18

TITLE: Dissertation
LEVEL: 7
CREDITS: 60

AIM(S)

The module aims to:-

1. Provide students with the opportunity to independently review and reflect upon the general principles of research methods, research objectives, and research contexts; and to demonstrate;-

(a) Their full comprehension of these, and:-

(b) Their ability to put these into practice, through the independent planning, development, and execution to completion, of a significant body of independent research undertaken under supervision and presented in the form of a Dissertation on an approved subject area.

2. Create a platform and framework for the student in which they may demonstrate their ability to analyse and synthesise the theories, knowledge and skills which they have developed throughout the programme, and, through the use of appropriate research and interpretive methodologies, use these to independently examine a defined and approved subject area.

3. Enable the student to demonstrate their intellectual and practical capacities to potential employers and/or as a contribution to the development of a future post graduate academic career or to private professional practice.

4. Provide students with a research framework which allows them to demonstrate their intellectual capacities in analysis, synthesis, evaluation, interpretation, the formation of informed judgments, and the presentation of conclusions.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to demonstrate the ability to:

Conceive, identify, and undertake, from initiation to completion, an agreed advanced body of independently conceived, autonomous, and significant research on an approved subject and demonstrate expertise, breadth, depth, and detailed knowledge of the subject through the use of analysis, synthesis, evaluation, critique and the formation of critical judgments and conclusions and present these within an approved Dissertation format.

Demonstrate a comprehensive understanding of research techniques; skills of critique, interpretation, and intellectual judgment, appropriate to advanced scholarship and to their chosen discipline, subject area, and topic of research including discussion of how original contributions to knowledge are progressed;

Demonstrate and articulate a critical awareness and understanding of existing and emerging developments, theories, applications and insights in the subject and field chosen for research and critically analyse theories, concepts and problems, evidence and data, from a variety of sources and contexts using appropriate methodologies, and conceptual and interpretive frameworks.

INDICATIVE CONTENT

The indicative content of the module includes the student undertaking the following:-

Application of a research design framework from the research design module

Design, critically reflect upon, and application of a research methodology to achieve discussion, synthesis, conclusion and outcomes from the completed enquiry into a specific research question which will involve desk research, field research, appropriate tests for validity together with archival research, all of which to meet with university protocols for writing the MBA final stage dissertation for which guidance notes will be available.

1. Students are required to identify a field and topic for study and research. The topic must be related to their ability to demonstrate a detailed

knowledge of a field and topic area relevant to their study and to business /organisational objectives as appropriate

The Fields and topics may be chosen from the following thematic categories/typology;-
   (a) Theoretical

A Dissertation which critically develops and sustains an in depth consideration of an aspect of one of the taught elements of the Programme, and/or a field-topic relating to the taught elements of the Programme

   b) Theoretical – Enterprise

A Dissertation based on a prognostic case study(s) methodology, which is grounded in theory, and which sets out to analyse and evaluate a real world problem and which forms appropriate conclusions.

   c) Theoretical – Retrospective

A Dissertation which analyses appropriate retrospective case study(s), using a methodology which is grounded in theory, and following analysis and evaluation articulates appropriate conclusions

1. Criteria for selection and approval of the topic

The full outline criteria for the approval of the Field and Topic area for the Dissertation: The Field and topic proposals must:-

2. Be of relevance to the Programme and module aims and objectives, in terms of subject matter and theoretical stance.

3. Be sufficiently challenging, so as to challenge the learner and enable him or her to reveal their capacity for research and their critical powers of analysis, synthesis, evaluation and reasoning.

4. Be feasible, in that the information required for the Dissertation may be obtained without incurring too high a cost either from published sources or from personal research commitment or from other sources.

5. Contain some original and/or emerging scholarship and/or material, either by way of analysis, information, argument, evaluation, judgments, insight, creativity, or by way of presentation of the arguments or the researched topic/field.

LEARNING AND TEACHING STRATEGY
 Part Two students are provided with an individual Supervisor who has responsibility for the oversight of the completion of the Major Project. Supervisors provide academic guidance and oversight of the Major Project within an agreed and scheduled series of supervisory meetings – discussion sessions. These may be conducted on a face to face, or through video link, or skype, or internet links, or telephone conference basis.
Supervisors are specifically appointed who have knowledge of the Major Project subject area which has been identified and agreed with the student by the Programme Director and the programme academic team. Students are provided with a Major Project Handbook and are required to attend a specified and scheduled number of tutorial support/discussion sessions with their supervisor. Student participation in teaching and support sessions may be extended beyond the formal teaching contact period for the module dependent on the full or part time nature of the student studies.
Each student is responsible for the preparation of a Major Project Proposal for consideration by the Programme Director. The Programme Director will be responsible for, and will, in consultation with the Campus Head, senior campus academic team, and the university link tutor/moderator (as appropriate and defined by university regulations), agree the proposal, and will agree identification of an appropriate Major Project supervisor for each Part Two student. Students may not commence their Major Project until the mode and field of research, topic and proposal have been agreed by the Programme Director.
The responsibilities for the Learning and Teaching strategy for the supervision and completion of the Major Project are subject to the regulations and requirements of the University which are indicated below.

Responsibilities of the Programme Director

The Programme Director for the MBA programme will be responsible for ensuring that all Part Two students are provided with written guidelines with regard to:-

university regulations related to the conduct, undertaking, submission, assessment completion, and presentation of their Major Project

required attendance at supervisory tutorials and/or group discussion-tutorial sessions related to the development of their Major Project and the carrying out of the research associated with the development and completion of the Major Project;

study commitment requirements from the student;

tutorial and supervisory arrangements including the schedule of calendar tutorial sessions and other teaching and supervisory support sessions;

frameworks for meetings and general expectations;

ensuring that the implementation of the guidelines is monitored on a regular basis;

attending all examination boards relating to the programme;

Responsibilities of the Supervisor

All full time and part time Part Two students are allocated an appointed supervisor who has responsibility for the individual supervision of the student throughout the period of study for their Major Project module.

Supervisors provide an allocated number of hours of individual supervision, and group supervision, which is defined within the university specifications for masters level supervisory responsibilities. Supervisors for Part Two of the programme are based in the campus at which the student is registered for their programme.

Supervisors are allocated a maximum number of supervisees according to the university specifications for supervision. Supervisors may vary in their background and academic and/or professional focus dependent on the nature and choice of Major Project identified by, and agreed with, the student. Students may also be supported by teaching staff that have a particular area of experience in for example Business Development areas or sector specific areas and the programme team.

The Major Project supervisors will be responsible for:-

encouraging the candidate to explore a range of possible research topics within the area chosen for study and indicated in the proposed title;

ensuring that Major Project proposals are feasible in terms of the timescale and resources available;

providing appropriate advice and guidance in relation to the candidate"s initial Major Project proposal;

ensuring that the student is provided with advice and guidance with the aim of facilitating the production of a Major Project of the requisite standard for a taught master"s Degree by:-

ensuring that the student"s initial choice of mode of presentation and Major Project proposal and field of enquiry is refined as necessary in consultation with the student;

agreeing a timetable with the student for the submission of work and the scheduling of regular meetings

keeping a careful record of all such formal meetings, including dates, action agreed and deadlines set;

recording a summary of the outcomes of each meeting on the Postgraduate Taught Supervision Record Form;

ensuring that the record of the meetings and the record form is signed by both the supervisor and the student and that a full record is kept of all tutorial and support advice and of any other matters arising with reference to the carrying out of the Major Project by each student;

ensuring that work is returned according to specified deadlines and accompanied by constructive comment and feedback;

Ensuring that Major Projects are not accepted for assessment unless they have undergone a process of tutorial supervision.

Responsibilities of the Student
The student who is submitting a Major Project will be responsible for:
ensuring that the Major Project produced is first and foremost his/her own work, albeit achieved with benefit of advice and guidance from the supervisor;

agreeing a timetable with the supervisor for the submission of work and the scheduling of regular meetings;

keeping a careful record of all such formal meetings, including dates, action agreed and deadlines set;

ensuring that a summary of the outcomes of each meeting is recorded on the university Postgraduate Taught Supervision Record Form and signed by both the supervisor and the student;

making a considered case to the supervisor if requesting additional meetings;

ensuring that their work is appropriately edited, particularly with reference to accuracy of referenced sources, grammar, spelling and critique, argument and the formation of required conclusions as appropriate to the Major Project;

ensuring that any relevant material resulting from his/her research, such as transcripts, are included in the dissertation or are presented as appendices;

Completing the work within the agreed framework, with any problems relating to late or unsatisfactory submission being brought to the supervisor"s attention in writing as soon as possible.

Major Project Teaching and Supervisory and Tutorial Support Entitlement
Major Projects are benchmarked against the university regulations for the undertaking and completion of a masters level dissertation/major project. The requirements include the following:-

Major Projects shall not normally be accepted for assessment unless they have undergone a process of tutorial supervision. The nature and demands of such tutorial supervision shall be made explicit in the Programme of Study Handbook or other formal information provided for students.

A Major Project study and completion contract should be prepared for each student prior to and confirmed at the start of Part Two in order to formally agree the choice of mode of presentation for the Major Project, the terms of the Major Project supervision arrangements and the time scales for completion and scope of the Major Project .

The student and the supervisor are expected to form an agreement based on partnership, with both parties providing inputs and having responsibilities. This section is intended to offer guidance to students and to supervisors regarding the amount of support that a supervisor can be expected to provide during the course of a student"s Major Project.

Students must be provided with clear guidelines regarding the assessment criteria for the Major Project.

The total amount of supervision should not normally exceed 25 hours, including any preliminary work in identifying a Major Project topic, field of enquiry, focus for the Major Project. Tutors are required to keep a record of the supervision time spent with each student, using the university model Postgraduate Taught Supervision Record Form This will include time spent on providing support by different means including phone, e-mail, letter, skype or other form of communications and supervisory support.

A proportion of the total amount of Major Project supervision as specified in university regulations, may take the form of group tutorials. Such supervision should not exceed 15 hours in total.

The maximum amount of individual Major Project supervision should not exceed 10 hours per student.

Within the Major Project contract, it should be agreed that students are required to report to their supervisor at regular intervals, and are also required to produce draft versions of the Major Project, or reports on progress and activity.

Supervisors are required to monitor student progress on a Postgraduate Taught Major Project Supervision Record Form, reporting absences from tutorials and taking any appropriate subsequent action.

The allocation of teaching to deliver the module is: **Activity type**	**Hours**	**Percentage**
Scheduled learning; workshop/seminars	25	4.2
Independent learning	575	95.8
Placement learning	0	0
TOTAL	**600**	**100%**

ASSESSMENT
Assessment Component 1 – 20%
Coursework: - Research Reflective Report - 2000 words maximum (In Formal Template Presentation Format)
Assessment Component 2 – 80%
Coursework: - Dissertation
12000-13000 words maximum

Assessment Summary Activity type	**Percentage**
Written exam	0
Coursework	100
Practical	0
TOTAL	**100%**

BIBLIOGRAPHY

Bell, J. (2010) *Doing Your Research Project*, (5th edition), Open University Press.

Bell J (2014). *Doing Your Research Project: A Guide for First-Time Researchers in Education, Health and Social Science* (6th Edition) Open University Press

Black, T.R. (1993) *Evaluating Social Science Research*, Sage.

Bryman, A. and Bell, E (2011) *Business Research Methods*, Oxford, OUP

Bryman, A. (2012) *Social Research Methods*, 4th Edition. Oxford University Press

Collis J and Hussey R (2013). *Business Research: A Practical Guide for Undergraduate and Postgraduate students* (4th edition). Palgrave Macmillan.

Easterby-Smith, M. Thorpe, P. & Lowe, A. (2001) *Management Research an Introduction* Sage

Keleen *M. L. and Rumens* N. (2008), *An Introduction to Critical Management Research,* SAGE

Gill J and Johnson P (2010). *Research Methods for Managers* (4th edition) Sage.

Lancaster, G and Crowther D. (2008). *Research Methods: A Concise Introduction to Research in management and Business Consultancy* (2nd edition) Rutledge

Quinlan C. (2015), *Business Research Methods,* Cengage Learning

Saunders, M.N.K., Lewis, P., and Thornhill, A. (2012) *Research Methods for Business Students* ; FT Prentice Hall

Schutt, R.K. (2014) *Investigating the Social World: The Process and Practice of Research* (8th edition), SAGE

Seale, C. (2012). *Researching Society and Culture*, 3rd Edition, London, Sage.

Veal A.J. (2011) *Research Methods for Leisure and Tourism.* Fourth Edition. Financial Times/Prentice Hall.

Recommended and background reading
Alreck PL and Settle RB (1995). *The Survey Research Handbook*. McGraw-Hill.

Babbie E (2012). *The Practice of Social Research* (13th International Edition). Wadsworth Publishing.

Beech J. (2014) *Doing Your Business Research Project*, SAGE

Bell J and Waters S. (2014). *Doing Your Research Project: A Guide for First-Time Researchers* (6th edition). Open University Press.

Blunch, N. (2008). *Introduction to structural equation modeling using SPSS and Amos*. London: Sage.

Blunch N. (2013) *Introduction to Structural Equation modeling Using IB SPSS Statistics and AOS,* (2nd edition) SAGE

Byrne, B. M. (2009). *Structural equation modeling with AMOS: Basic concepts, applications and programming.* London: Routledge Academic.

Cameron S (2000). *The MBA Handbook. Study Skills for Postgraduate Management Study.* Financial Times/Prentice Hall.

Cohen, J. and Cohen P. (2013). *Applied multiple regression/correlation analysis for the behavioral sciences.* (3rd edition) Routledge.

Collis J. And Hussey R (2013). *Business Research: A practical guide for undergraduate and postgraduate students* (4th edition), London: Macmillan.

Corbin J and Strauss A (2015). *Basics of Qualitative Research: Techniques and Procedures for Developing Grounded Theory* (4th edition). Sage.

Creswell JW (2012). *Qualitative Inquiry and Research Design Choosing Among Five Approaches* (3rd edition). Sage.

Crowther D. and Lancaster G. (2008) *Research methods: A Concise Introduction to Research in Management and Business Consultancy* (2nd Edition) Routledge

Dancey, C.P. & Reidy, J.G. (2014). *Statistics without maths for psychology* (6th edition), Pearson

Field, A. P. (2013). *Discovering statistics using IBM SPSS.* (4th edition). SAGE

Gilbert N (2008). *Researching Social Life* (3rd edition)). Sage.

Gillham B (2008). *Developing a questionnaire* (Second Edition). Continuum.

Gray D. E (2013). *Doing Research In the Real World.* (3rd edition) Sage.

Hennink M., Hutter I. and Bailry A. (2010) *Qualitative Research Methods,* SAGE

Huberman AH and Miles MB (2002). *The Qualitative Researcher's Companion: Classic and contemporary readings.* Sage.

Jankowicz, A.D., (2004) *Business research projects,* 4th ed. Thomson Learning.

Kara H. (2015) *Creative Research methods in the Social Sciences: A Practical Guide,* Policy Press

Keats DM (2000). *Interviewing: A Practical Guide for Students and Professionals.* Open University Press.

King N. and Horrocks C. (2010) *Interviews in Qualitative Research*, SAGE

Lancaster G (2004). *Research Methods in Management: A Concise Introduction to Research in Management and Business Consultancy.* Butterworth-Heinemann.

May T (2011). *Social Research: Issues, Methods and Research* (4th edition). Open University Press.

Marsden P. V. and Wright J. D, (2010) *Handbook of Survey Research* (2nd edition) Emerald Group Publishing

Pallant J (2013). *SPSS Survival Manual: A step by step guide to data analysis using IBM SPSS (*5th edition). Open University Press.

Partington D (2002). *Essential Skills for Management Research.* Sage.

Patton M. Q, (2015) *Qualitative Research and Evaluation methods: Integrating Theory and Practice,* (4th edition) SAGE

Peterson RA (2000). *Constructing Effective Questionnaires.* Sage.

Quinton S. and Smallbone T. (2006) *Postgraduate Research in Business: A Critical Guide* (Sage Study Skills), SAGE

Robson C (2002). *Real World Research: A resource for social scientists and practitioner- researchers* (Second Edition). Blackwell.

Robson C (2011). *Real World Research* (3rd edition) John Wiley & Sons

Saunders. N. K. and Lewis. P. (2011) *Doing Research in Business and management: An Essential Guide to Planning your Project,* FT/ Prentice Hall

Scheyvens R and Donovan S (2014). *Development Fieldwork: A Practical Guide.* (2nd edition) Sage.

Sekaran U and Bougie R. (2013). *Research Methods for Business: A Skill Building Approach* (6th edition). John Wiley and Sons.

Somekh B and Lewin C (2004). *Research Methods in the Social Sciences.* Sage.

Smith, J.A., & Osborn, M. (2008). *Interpretative phenomenological analysis. In J.A. Smith J. A. (2007.), Qualitative psychology: A practical guide to methods.* (2nd edition Sage.

Smith, J.A., Flowers, P., & Larkin, M. (2009). *Interpretative phenomenological analysis: Theory, method and research.* London: Sage.

Travers M (2001). *Qualitative Research through Case Studies.* Sage.

Wilkinson D and Birmingham P (2003). *Using Research Instruments: A Toolkit for Researchers.* Routledge Falmer.

Wolcott HF (2009). *Writing Up Qualitative Research* (3rd edition). Sage.

Yin RK (2013). *Case Study Research: Design and Methods* (5th edition). Sage.

APPENDIX

Terms of Reference for Academic Bodies

The Academic Council

(1) The Academic Council shall consist of:-
- i) the Vice Chancellor, Who shall be its Chairman;
- ii) the Pro-Vice Chancellor, if appointed;
- iii) the Deans;
- iv) the Directors of the Institutes;
- v) the University Professors including Emeritus Professors;
- vi) the Chairman of the Teaching Departments;
- vii) Law Secretary or his nominee not below the rank of an Additional Secretary;
- viii) two Associate Professors, other than Chairmen of the Teaching Departments to be elected by and from amongst themselves;
- ix) four Assistant Professors and Lecturers to be elected by and from amongst themselves;
- x) three persons eminent in the arts, the sciences and the professions, of whom one shall be the from each category, to be nominated by the Chancellor from among the persons recommended by Government;
- xi) the Registrar;
- xii) the Librarian; and
- xiii) the Controller of Examination

(2) The members appointed by nomination or election shall, hold office for three years.

(3) The quorum for a meeting of the Academic Council shall be one-third of the total number of members.

Powers and duties of the Academic Council

The Academic Council shall be the academic body of the University and shall, subject to the provisions of University's Act and the statues and the regulations have the powers to lay down proper standards of instructions, research and examinations and to regulate and promote the academic life of the University and the colleges.

Without prejudice to the generality of the foregoing powers, and subject to the provisions of University Act, and the statues and the regulations, the Academic Council shall have the powers-

a. to advise the Syndicate on academic matters;
b. to regulate the conduct of teaching, research and examinations;
c. to regulate the admission of students to the courses of studies and examinations in the University;
d. to regulate the award of studentship, scholarships, medals and prizes;
e. to regulate the conduct and discipline of the students of the university;
f. to propose to the syndicate; schemes for the constitution and organization of Faculties, Teaching Departments and Board of Studies;
g. to initiate regulations for consideration and approval of the syndicate;
h. to propose regulations, on the recommendations of the Boards of Faculties and the Boards of Studies, the syllabi and the outlines of tests for all University Examinations; provided that if the recommendations of the Board of Faculty or a Board of Studies are not received by the prescribed date, the Academic Council may subject to the approval of the Syndicated, permit such regulations to continue for the next following year;
i. to recognize the examinations of other Universities or examining bodies as equivalent to the corresponding examinations of the University;
j. to appoint members to the various Authorities in accordance with the provision of University Act;
k. to consider or formulate proposals for the planning and development of teaching and research in the University;
l. to arrange short and long term training and courses within the country and abroad as prescribed under the rules; and
m. to perform such other functions as may be prescribed by Statutes.

Specific Objectives

- To lay down proper standards of instructions, research and examination
- To regulate and promote the academic life of the University and the colleges

Board of Faculty of Law

There shall be Board of each Faculty which shall consist of the following:-
  i. the Dean;
  ii. the Professors and the Chairmen of Teaching Departments;
  iii. one member of each Board of Studies comprised in the Faculty to be nominated by the Board of Studies Concerned; and
  iv. three teachers to be nominated by the Academic Council by reason of their specialized knowledge of subjects which, though not assigned to the Faculty, have in the opinion of the Academic Council, important bearing on the subjects assigned to the Faculty.

The members mentioned in (iii) and (iv) above shall hold the office for three years.

The quorum for a meeting of the Board of a Faculty shall be one-half of the total numbers of members, a faction being counted as one.

Specific Objectives

The Board of each Faculty shall, subject to the general control of the Academic Council and the Syndicate, have the powers:-
  e) to coordinate the teaching and research work in the subjects assigned to the Faculty;
  f) to scrutinize the recommendation of the Board of Studies comprised in the Faculty in regard to the appointment of paper setters and examiners, except for research examinations and to forward the panels of suitable paper-setters and examiners for each examination to the Vice Chancellor;
  g) to consider any other academic matter relating to the Faculty and to report thereon to the Academic Council; and
  h) to perform such other functions as may be prescribed by Statutes.

Board of Studies

There shall be a separate Board of Studies for each subject or group of subjects, as may be prescribed by regulations.

Each Board of Studies shall consist of-
  i) Chairman of the Teaching Department;
  ii) all Professors and Associate Professors in the teaching department;
  iii) the Assistant Professor and one Lecturer by rotation order of seniority from the Department concerned; and
  iv) three experts to be nominated by the Vice Chancellor.

The term of office of members of the Board of Studies other than ex-officio members shall be three years.

The quorum for a meeting of the Board of Studies shall be one-half of the total numbers of members, a faction being counted as one.

Specific Objectives

The functions of the Board of Studies shall be-
a) to advise the Authorities on all academic matters connected with instructions, research and examination in the subject (module) or subjects (modules) concerned;
b) to propose, curricula and syllabi for all degree, diploma and certificate courses in the subject (module) or subjects (modules) concerned;
c) to suggest a panel of names of paper-setters and examiners in the subject (module) or subjects (modules) concerned;
d) to perform such other functions as may be prescribed by regulations.

Examination Rules and Regulations

Section 1   **Circulation**

01	Vice Chancellor
02	Dean
03	Registrar
04	Controller Examination

Section 2   **Objective**

The Examination Department shall:

2.1   Conduct Examination smoothly with the liaison of Dean(s).

2.2   Maintain records of all the Examinations and its related activities.

2.3   Generate examination schedule.

2.4   Prepare and maintain transcripts and results in a secured manner.

The Examination Department will coordinate with the Academics, Admission, Registration, Finance and other Departments for to & from flow of necessary information in support of smooth and updated working of the university.

Section 3   **Scope of the Manual**

3.1 Scope

This manual applies to the Examination Department of the ZU.

3.2 Purpose

To guide the Examination Department Personnel concerning the examination rules and regulations prescribed by the regulatory/advisory authorities and bodies of the university.

3.1 Responsibility
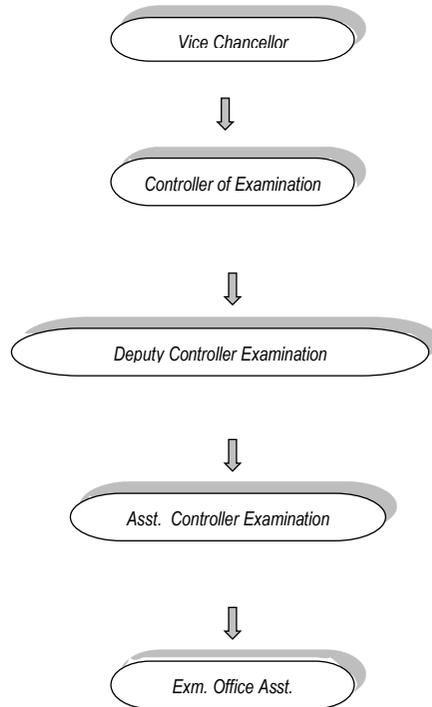
The Controller of Examination is responsible for:

3.1.1 Supervising the working of his/her department.

3.1.2 Preparing & updating training manual/(s).

3.1.3 Ensuring complete adherence to Examination Rules/Regulations & Other related directions.

3.1.4 Projecting future opportunities/threats/visions.

3.1.5 Developing department plans on yearly & 3 yearly basis.

3.1.6 Directing activities relating to this manual.

3.1.7 Giving demonstration to his/her personnel by a presentation of the objectives & procedures, should be followed by the Department.

3.1.8 Providing complete training & guidance to his/her staff to carry out the activities of the department.

3.1.9 Implementing approved plans & visions.

3.1.10 Ensuring implementation of proper dress code as devised by Establishment.

3.1.11 Preparing the annual budget for Examination Department & submit to the authority concerned.

3.1.12 Guiding, motivating, counseling & encouraging his/her staff to remove role ambiguity & conflict & minimize staff turnover ratio.

3.4 The Department

3.4.1 The Controller of Examination controls the activities of Examination Department that form an integral part of the Quality Management System.

3.4.2 The Examination Department comprises of the Controller of Examination, Deputy Controller of Examination, Asst. Controller of Examination, Office Superintendents, Upper Division Clerk, Lower Division Clerk and NaibQasid.

3.5   Organization Chart:

```
        ┌─────────────────────┐
        │    Vice Chancellor   │
        └─────────────────────┘
                   ⇓
        ┌─────────────────────┐
        │ Controller of Examination │
        └─────────────────────┘
                   ⇓
      ┌───────────────────────────┐
      │ Deputy Controller Examination │
      └───────────────────────────┘
                   ⇓
      ┌───────────────────────────┐
      │ Asst.  Controller Examination │
      └───────────────────────────┘
                   ⇓
        ┌─────────────────────┐
        │   Exm. Office Asst.  │
        └─────────────────────┘
```

Section 4   Pre Examination Question Paper Procedure Flow

4.1   Scope

To supervise the process of paper setting & flow of Examination Papers.

4.2 Procedure

4.2.1   The Faculty members are responsible to prepare the examination paper for their respective subject.

4.2.2   The Examination Deptt. in consultation with Dean(s) faculties fixes a date for submission of examination papers by all faculty members.

4.2.3   All the faculty members are to submit their respective papers to the Controller of Examinations in a sealed envelope & the Deputy Controller Examination maintains the record of same. The envelop should be signed with date by the faculty member.

4.2.4   Deputy Controller Examination keeps all the question papers in separate envelopes and mention's the details such as Course title, Program, Examination session and name of the Faculty member on each envelope cross signed by the Concerned Teacher and H.O.D.

4.2.5   Deputy Controller Examination keeps all above mentioned envelopes appropriately marked under lock in custody.

4.2.6   Deputy Controller Examination passes on these Question Papers to Asst. Controller Examination to make photocopies according to the list of students which is system generated Examination Attendance Sheet marked for taking their examination.

4.2.7   Asst. Controller Examination keeps all Photo Copies and original Question Papers in respective envelopes. All papers shall be kept under the custody of Deputy Controller Examination.

4.2.8 On the day of examination, the Deputy Controller Examination opens the seal from the envelopes of Examination Papers and hands over to the concerned Invigilator.

Section 5   Appointment of Invigilator

5.1 Scope

This process covers the selection and appointments of invigilators for term examination.

4.2 Procedure

4.2.1 The Dean(s) of the faculty forms an Examination Committee.

4.2.2 The Dean appoints all the Heads of Faculty as members of the Committee and Chairman is nominated amongst them or any senior professor may be appointed.

4.2.3 The said Chairman shall supervise and control all the activities related to conduct of examination i.e. appointment of invigilator, sitting arrangements, control of unfair means, anomaly found in sec 9, logistic support etc.

4.2.4 The Examination Dept. prepares the list of invigilators, their duties with room numbers & forwards it to the Examination Committee for review & approval.

4.2.5 The list includes the name of local faculty members, external invigilators may be appointed if required or incase of any deficiency. The name of any office staff member with the consent of concerned HOD may be recommended for the invigilation.

4.2.6 Examination Committee reviews the list & sends it to the Dean for final approval.

4.2.7 If Dean requires any change in the list he advises to the Examination Committee.

4.2.8 Examination Committee contacts to the Examination. Dept. to make changes and rectification thereto.

4.2.9 Examination Committee gets the list approved by the Dean.

4.2.10 Examination Dept. removes the clashes (if any) in the papers of students & prepares the final schedule of examination, mentioning Date, Time, Room No. & hands over to the Examination Committee.

4.2.11 Examination Committee informs & gives the examination schedule to the each appointed invigilator.

Section 6   Pre Examination Answer Sheet Procedure Flow

6.1 Scope

To devise process for flow to answer sheets.

6.2 Procedure

6.2.1 Asst. Controller Examination fills the requisition form mentioning the number of copies of the Answer sheet; get it signed by the Deputy Controller Examination and pass on to the Administration Dept. for printing.

6.2.2 Deputy Controller Examinations receives the Answer Sheet sets from the Administration Department.

6.2.3 All Answer Sheets are kept under the custody of Deputy Controller Examinations.

6.2.4 On the day of the scheduled examination, the Deputy Controller Examination issues the Answer Sheets to the concerned teacher.

Section 7   Examination Conduct Procedure

7.1 Scope

To elaborate the process followed by the Invigilators and Examination Paper Setter during examination processing.

7.2 Procedure

7.2.1 Deputy Controller Examination / Asst. Controller Examination provides the examination paper and answering sheet to the Invigilator and proceeds to examination hall 15 minutes before the scheduled time of commencement.

7.2.2 Invigilator distributes the answering Sheets among the students present in the examination hall against scrutiny of admit card REG/3/02 and initials on it with date.

7.2.3 The invigilator explains the rules of examination and method of filling the answering sheets.

7.2.4 The Invigilator distributes the question papers and at scheduled time, students are asked to read the question paper and attempt their answers.

7.2.5 The invigilator circulates the attendance sheet to each student for recording of attendance. The student signs the said sheet corresponding to their name and ID. Finally the said sheet is signed by the invigilator/(s) so appointed.

7.2.6 In case of any student found using the unfair means, invigilator has right to possess the material from student & ask the student to continue the paper. When student completes his paper the invigilator attaches the material with the copy of student & makes remarks on copy. Then the issue is sent to the Disciplinary Committee for further action as per the Disciplinary Rules.

7.2.7 At the end of session the invigilator receives / collects the answering sheet from the students and initial on admit card to acknowledge the same.

7.2.8 Invigilator submits the used answer sheets along with unused answers sheets and un-issued question papers to the Deputy Controller Examinations.

7.2.9 Asst. Controller Examination keeps all attempted answer sheets subject-wise in separate envelopes along with the award sheet and copy of attendance sheet and get signed by the Cord. Examination on envelop.

7.2.10 The Deputy Controller Examination keeps all the envelopes containing attempted answering sheets under safe custody until removed for marking.

7.2.11

Section 8   Examination Marking Procedure

8.1 Scope

To devise and control an efficient Examination Marking Procedure for term examination.

8.2 Procedure

8.2.1 Every faculty member collects the sealed envelope of his subject/(s).

8.2.2 Having collected the sealed copies the said faculty member opens the envelope before the concerned member of Examination. Dept., counts copies therein and compare it with the attendance sheet of the students appeared in the examination.

8.2.3 If the attendance of students mentioned on attendance sheet and number of copies are found mismatch then the said faculty member informs to the Examination. Dept. and the Examination Dept. sends the issue to the Examination Committee.

8.2.4 The time period allocated for assessment of papers is one day for 15 copies from the date of issue.

8.2.5 All faculty members shall follow the master solution for marking and grading of answer sheets.

8.2.6 Every faculty member submits marked answering sheets in a sealed envelope after assessment along with the result sheet to the Examination office duly signed by the faculty member concerned, H.O.D/ Dean within the stipulated time period.

8.2.7 Information like Course title, Program, Examination session and name of the Faculty member should be mentioned on each envelope.

8.2.8 Each envelope should be opened separately by the Examination. Dept.

8.2.9 The Examination Dept. counts the numbers of copies issued & received from the faculty member. In case of any anomaly found the issue shall be send to the Examination Committee.

8.2.10 All the above envelopes containing evaluated papers and the result sheet shall be kept under the safe custody of the Examination Department.

Section 9   Post Marking Control & Authentication Procedure

9.1   Scope

To develop a system that will ensure the authenticity and smart control on the marking procedure of all examinations.

9.2   Procedure

9.2.1 All the envelopes containing evaluated papers and the result sheet are being opened and cross-examined by the Deputy Controller Examination to verify the authenticity of marking.

9.2.2 The Deputy Controller Examination recounts the marks given by the teacher and if any error is observed, the Deputy Controller Examination informs the Dean.

Section 10   Data Input & Validation Procedure

10.1   Scope

To develop a system that ensures the proper and efficient data input procedure and its validation.

10.2   Procedure

10.2.1 After completion of cross-examine and verifying the authenticity of the evaluated papers, Deputy Controller Examination inputs the data in data bank using the Award Sheet as source document.

10.2.2 After completion of input data reports are obtained from system.

10.2.3 Reports are cross-validated by the Deputy Controller Examination with Award Sheet.

10.2.4 Discrepancies through data amendment form may be removed/ amended after due approval by the Controller of Examination.

10.2.5 A combined sheet of award list is being prepared which displayed at the notice board duly signed by the Controller of Examination.

10.2.6 Deputy Controller Examination receives the above from the Controller Examination.

10.2.7 Schedule & reports are filed in related files and kept in secure custody of Deputy Controller Examination.

10.2.8 This result shall be the tentative result for 2 weeks time, if any student has any objection he/she may contact the Examination office for recalculation and reassessment of answer sheet.

Section 11   Recalculation & Reassessment of Answer Sheets

11.1   Scope

Recalculation or reassessment of results of a particular subject at the request of student. Request for rechecking of copies may be declined by the university without giving any reason. Teacher's decision will be final in respect of marks awarded.

11.2   Procedure

11.2.1   Student collects the Recalculation / Reassessment Form-REG/3/05 from Examination Department.

11.2.2   Students pay prescribed fee for recalculation / reassessment.

11.2.3   Students Submit duly filled Recalculation / Reassessment form and copy of paid receipt to Deputy Controller Examination.

11.2.4   Deputy Controller Examination entertains the request if it is submitted within 2 weeks from the issue of results.

11.2.5   Deputy Controller Examination forwards the request to the Dean for consideration.

11.2.6   The Dean approves by signing on the prescribed form REG/3/05.

11.2.7   Dean nominates a member of the faculty instead of checker of said paper to recalculate / reassess the subject answer paper, and advise Deputy Controller Examination to deliver the relative subject answer paper to the nominated member of faculty.

11.2.8   The nominated member for recalculating/ reassessing the paper submits the report to the Dean.

11.2.9   The Deanforwards the report along with related request to Deputy Controller Examination.

11.2.10   If the report requires any change in the data bank, the Deputy Controller Examination raises the data amendment form to be authorized by President.

11.2.11   Deputy Controller Examination notifies the results of the recalculation / reassessment to the student and issue amended result sheet / award sheet if requested.

11.2.12   All related papers and correspondence would be filed in student's file.

11.2.13   Recalculated /reassessed answer sheets will be returned to its batch.

Section 12   Issuance of Certificate / Letter / Duplicate Transcripts

12.1   Scope

To establish procedure for issuance of Certificates/Letters/ Duplicate Transcripts at students request.

12.2   Procedure

12.2.1 Student obtains Students Clearance Form for Certificates/ Letters / Duplicate Transcript from the Examination Department.

12.2.2 All duplicate Certificates, Letters & Transcripts are issued against payment of charges as per Institute policy.

12.2.3 Deputy Controller Examination/ Asst. Controller Examinationprepares cash receipt if applicable and gives the original copy of receipt to the student.

12.2.4 Student submits the cash receipt along with Students Clearance form to the Examination Department.

12.2.5 Deputy ControllerExamination forwards the request to Registrar for approval.

12.2.6 Deputy ControllerExamination issues the requested documents after getting approval from Registrar & files the Students Clearance Form in students file.

Section 13   Issuance of Award Sheet / Transcript

13.1 Scope

To establish procedure for the issuance of Award Sheets/Transcripts to the students by the Examination Department.

13.2 Procedure

13.2.1 Upon completion of Data input of Examination Result, the Deputy Controller Examination prints the Award Sheets / Transcripts in duplicate using the relative data module.

13.2.2 Upon completion of print job the Deputy Controller Examination verify each transcript by signing it.

13.2.3 Student collects the Award Sheet / Transcript from the Examination Dept.

13.2.4 Duplicate copy of the Award Sheet / Transcript Sheet is to be kept in the students file.

Section 14   Printing of Degree and Final Mark Sheet

14.1 Scope

To establish procedure for Printing of Degree and Final Mark Sheet by the Examination Department.

14.2 Procedure

14.2.1 Examination department undertakes the verification activity for printing of degree which includes minimum requirement for GPA, CGPA, grades per subject and Credit hours.

14.2.2 After verification and checking the results are forwarded to B.O.F for approval.

14.2.3 Examination department takes steps to print degrees and transcripts

14.2.4 Examination department sends Degree for signing from the Vice Chancellor.

14.2.5 Controller of Examination signs the Final Mark Sheet.

14.2.6 Degrees and Final Mark Sheets are sent to the Registration Department for issuance to students after receiving on Log Register.

Section 15   Grade Improvement after Completion of Under Graduate program

15.1   Scope

Where a student has completed his / her under graduate program successfully, subsequently he/she wants to improve his/her grade for Academic / personal or other reasons, then the said student may be allowed to reregister for Grade improvement subject to the following conditions:

15.2   Procedure

15.2.1 Grade improvement is only applicable to under Graduate program.

15.2.2 Applicant's CGPA shall not be more than 2.75

15.2.3 Student may submit the application to examination department within 12 months from the date of the completion of his/her program.

15.2.4 Application for improvement is not entertained for grade "C" or above

15.2.5 Applicant shall pay fee as prescribed by the university.

15.2.6 Applicant shall submit an undertaking that he/she has not enrolled himself/ her nor he/she has submitted any application/ request for the enrolment in any post graduate program in any university.

15.2.7 Original transcript and degree shall be submitted to examination department by applicant if the Institute has already issued.

15.2.8 University shall issue new transcript as per the new result and the old one shall be cancelled.

15.2.9 University reserves the right to refuse application for improvement without giving any reason.

RESOURCES AND POLICY FOR LIBRARY
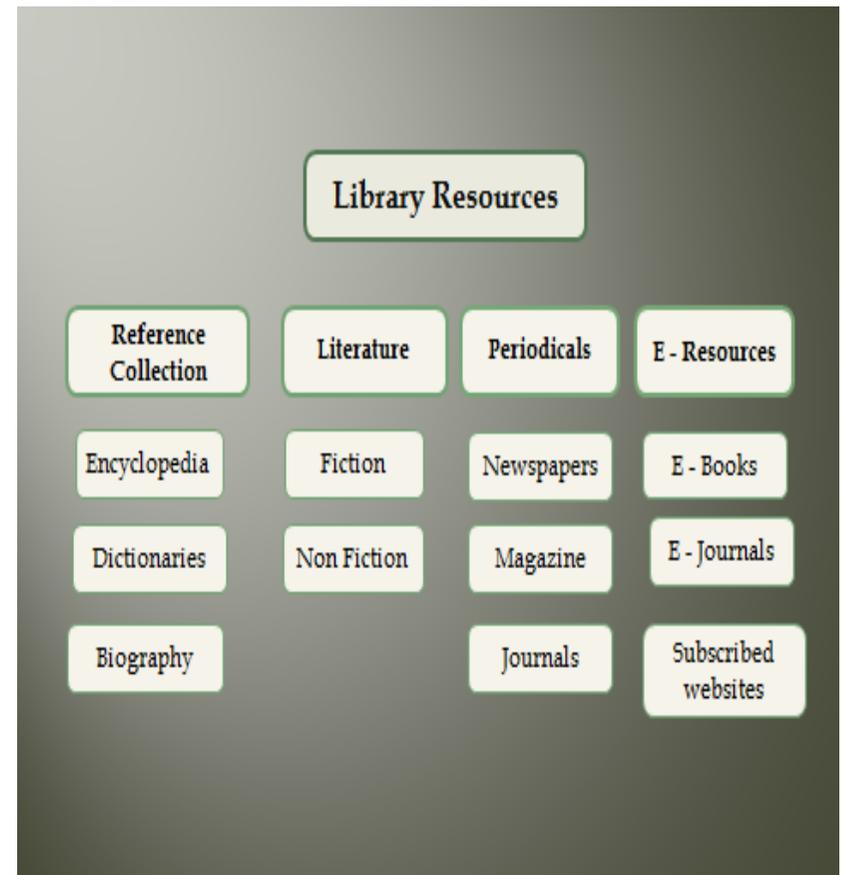
RULES AND REGULATIONS

- ✓ Students (ZU) must fill in a library membership application, in order to become a member.

- ✓ Mark your attendance at entrance and Submit your library card at counter when enter in library.

- ✓ The membership card is not transferable and must be surrendered to the librarian at the end of the program and get a clearance.

- ✓ After using leave the book(s) at their appropriate place.

- ✓ Any kind of food, drink and smoking are not allowed in library.

- ✓ Keep your bags and other personal belongings at designated place. (At their own responsibility).

- ✓ Talking loudly and making novice is prohibited maintain complete silence during your stay in library.

- ✓ Use of mobile phone is strictly not allowed in library.

- ✓ Library telephone facility is only for library staff.

- ✓ Library Timings:

Mon - Sat	09 : 00 am - 05 : 00 pm
Lunch Break	01 : 00 pm - 01 : 30 pm

BOOKS CIRCULATION RULES

- ➤ Reference Books & Periodicals shall not be issued to the students but will be available to them in the library.

- ➤ Borrowers and readers must inspect the books at the time of issuance; in case of any defect /damage, they should call the attention of the librarian to it.

- ➤ Books will be loaned for a maximum period of one week for the student and they are bound to return it to library same day.

- ➤ Faculty can be issued maximum five books at a time for a period of one month.

- ➤ If a borrower loses / damages / mutilates a borrowed book then he/she will have to pay full cost or replace the book.

- ➤ Appropriate action shall be taken against the borrowers and readers who misuse this facility.

Rules & Regulation for Computer Laboratory

The computer lab facilities are available only to students and staff intended solely for university related purposes. They are not to be used for personal or for recreational purposes.

1. Smoking, eating, and drinking are NOT allowed in the lab.

2. All students in the computer lab are expected to have their ID CARDS with them while in the computer lab. without this, student is requested to leave the computer lab immediately.

3. Mobile phones must be switched off at all times.

4. Users are expected to conduct themselves in a responsible and courteous manner while in Computer Lab.

5. Games are strictly prohibited on all Computer Lab resources. Students running games will be asked to closethe game and leave the lab or the Student ID will be taken and reported to the Disciplinary Committee.

6. Users should not prevent or disrupt another user from using computer and other facility in the computer lab.

7. Students can not avail printout facility from computer lab.

8. Copying of copyrighted software is illegal and is prohibited in the academic computing facilities or elsewhere on campus.

9. Student is strictly advised to take care of their personal belonging all the time. The University is not responsible and liable for any loss of personal belonging in the computer lab.

10. It is the responsibility of the student to logout after using the computer. Any student who either intentionally or negligently fails to logout will be held responsible for whatever purpose the computer is used for whilst being left active.

11. Users must treat all computer laboratory and equipment with due care and consideration. Users must report any misuse of computer laboratory or equipment to the Lab attendant.

12. No equipment may be removed from computer laboratories or tampered with in any way.

13. Users shall not make use of University laboratory computers to access or copy any computer games, pornography, viruses, movies and music for personal use.

14. Users shall not interfere or tamper with software configurations or any system data files.

15. Users may not attempt to bypass or undermine the system security. The system security must be observed at all times.

16. No software may be loaded, developed or executed on University laboratory computers that attempt to alter the network file servers or other equipment.

17. Only material relating to users courses and duties at the University may be downloaded from the Internet.

18. Users shall obey all reasonable instructions of Lab.