

AIOU

An Internationally Recognized
Spring 2018

Prospectus MBA / MPA

COMMONWEALTH *of* LEARNING

Program for Executives



ALLAMA IQBAL OPEN UNIVERSITY COMMONWEALTH *of* LEARNING

www.aiou.edu.pk Help Line: (051) 111-112-468

**CMBA
CMPA**

AIOU offers
The Commonwealth
**Master of Business Administration/
 Master of Public Administration for Executives**
Also available in Online Mode in Pakistan

**ALSO AVAILABLE
 ONLINE**

PROGRAMME STRUCTURE
 consists of four components:

GOAL:

To deliver high quality professional programmes in management and public administration through distance education.

Core Courses

CMBA

8 Core Courses

CMPA

8 Core Courses

Specialist Compulsory Courses

CMBA

- Strategic Management
- Quality Management

CMPA

- Public Policy
- Development Planning and Administration

FEATURES:

- Flexible
- Modular
- Online Teaching & Learning
- Multiple-media
- Cost-effective
- Inter-institutional credit transfer
- International

AIMS:

To complement existing MBA/MPA programmes currently offered in the Commonwealth to meet the needs for management and public administration education at the postgraduate level.

Elective Courses

CMBA

3 Elective Courses

CMPA

3 Elective Courses

Required Courses

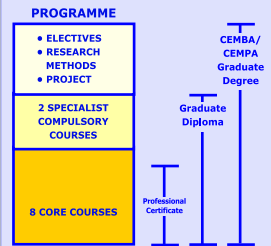
CMBA

- Research Methods
- Project

CMPA

- Research Methods
- Project

Exit Points:



PROGRAMME HIGHLIGHTS

Quality Assurance:



Course Development

- Qualified scholars for course design, development and review
- Qualified course designers to ensure quality of self instructional materials

Delivery

- Partner institutions undertake to supplement/adapt material to fit local contexts
- Tutors/counsellors provide support and library resources
- Tutors receive training in good distance education practice
- Online tutorial support & assessment of assignment nationwide.

Role and Responsibilities of partners:



- To optimise the use of available resources
- Share information and expertise
- Build capacity among the partners
- Direct the programme by serving on The Academic and Executive Governing Boards

The key is partnership

- Partnership is about giving and sharing as well as receiving benefits
- Institutions commit to optimising outcomes to bene the overall objectives and interest of the partnershi
- Model is replicable in other contexts

Resources:

- COL knowledge finder (<http://www.colfinder.org/>): approximately one million documents from selected sources
- African Digital Library (<http://www.africaeducation.org/adl/>): currently about 7,600 full-text eBooks and about 1,500 eBooks to be added in the next 3 months
- COL's IRC on-line catalogue (<http://ntfs6.col.org>)



Gender Guidelines:

- Course material free of gender bias
- Proactive strategy for recruitment of female students
- Learner support sensitive to the needs of women
- Provision of help in preparing for the admission test



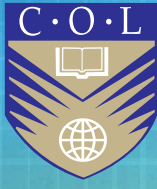
FROM SOUTH ASIA TO AFRICA



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COMMONWEALTH
OF LEARNING



ALLAMA IQBAL
OPEN UNIVERSITY



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Year of Printing	2017
Quantity:	800+150
Price:	Rs. 500/-
Printer:	AIOU Printing Press
Supervised by:	Dr. Syed Hassan Raza
Coordinator:	Salman Ali Qureshi
Layout Designed by:	Mushtaq Hussain
Publisher:	Allama Iqbal Open University, Islamabad

Contents

Welcome Message from the President & Chief Executive	
Officer of the COL	3
Welcome Message from the Vice Chancellors of	
Partner Universities	4
Allama Iqbal Open University	5
Executive Governing Board	6
The Commonwealth	7

Participating Institutions

COL MBA/MPA Programme	18
Aims and Objectives of Commonwealth MBA/MPA	18
Programme for Executives	
Programme Structure	19
Project Course	21
Learner Support System	21
Tutorial and Counseling Support	21
Library Services	22
Video Conferencing for Guiding Research Students	23
Official Website of CMBA/CMPPA Programme	23
Online COL MBA/MPA Programme for Executives	24

Admission Process

Admission Criteria	25
Sending Admission Forms	25
Result of the Admission Test	25
Admission Offer	25
Confirmation of Admission	25
Study Material	
Tutorial Support	
Allocation of Study Centre	

Assessment Throughout the Courses

Assessment Throughout the Courses	28
Submission of Assignments	28
Re-evaluation of Assignments	29
Cheating in Assignments	29
Late Submission of Assignments	29
Re-submission of Assignments	29



QUETTA



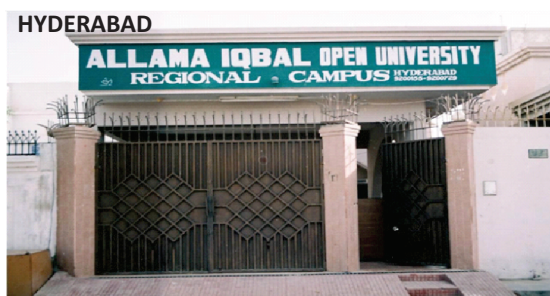
DERA MURAD JAMALI



FAISALABAD



GUJRANWALA



HYDERABAD



Final Examination

Need for Examination	30
Weightage of Examination in the Final Results	30
Roll Number Slips	30
Change in Examination Centres	30
Eligibility for Appearing in Examination	30
Declaration of Results Examinations	30
How Final Result is Calculated?	30

Exit Points on Credit Accumulation Basis

The Grading System	31
The Credit System	31
Continuing Students	31
Re-arrangement of Courses/Prospectus	31
Fee Tariff	31

Whom to Contact?

For Academic Queries	33
For Mailing Purpose	33
For Examination Purpose	33
For Regional Services at AIOU Campus Purpose	33

Instructions/ General Information

Guidelines for Admission Test for CMBA/ CMPA Programme, 2012	34
Sample Paper	35
Important Contacts Numbers	41
AIOU Addresses of Regional Offices AJK/Northern Areas	41
List of Approved Study Centres for COL MBA/MPA Programme	45



Message from The President & Chief Executive Officer of the Commonwealth of Learning

The Commonwealth of Learning (COL) is an intergovernmental organization created by Commonwealth Heads of Government to encourage the development and sharing of open learning/distance education knowledge, resources and technologies. COL is helping the developing nations improved access to quality education and training. Through its own resources and its extensive networks, the Commonwealth of Learning (COL) provides a wealth of services and collaborative opportunities for policy makers, institutions and distance education practitioners to encourage the development of the use of open and distance learning (ODL) policies, systems and applications. The Commonwealth of Learning aims to empower people with the learning that enables them to be agents of economic and social development. Our goal is to deliver high quality learning and professional development opportunities with our

Commonwealth Partner Universities that complement existing MBA/MPA programmes in the participating countries. The Commonwealth Master of Business Administration and Public Administration (CMBA/CMPA) Programme is the outcome of collaboration between the Commonwealth of Learning (COL) and three open universities in South Asia: Allama Iqbal Open University (Pakistan), Bangladesh Open University, and the Open University of Sri Lanka. Established in 2002, the CEMBA/CEMPA Programme is now expanding through partnership with universities in Asia, Africa, the South Pacific and South America. The CMBA/CMPA Programme is designed for part-time study by busy working professionals, in response to the growing demands for post-graduate level education in business and public administration. The flexible and modular programme allows students to choose either

Business Administration (MBA) or Public Administration (MPA) as their major field of study. In addition, students have the option of several exit points after earning a diploma, graduate diploma or a Masters degree. The minimum completion time for the Commonwealth Executive MBA or MPA is two years.

So pat yourself on the back. You are now a part of this highly prestigious program having focus on excellence. My most important message to you is that you should have high dreams to fulfill and greater heights to search and reach.

Professor Asha Kanwar
President and CEO, Commonwealth of Learning
Chair, Executive Governing Board,
Commonwealth CEMBA/CEMPA Programme



Welcome Message from the Vice Chancellors of Partner Universities

As partners in the Commonwealth MBA and MPA Programme (CMBA/CMPA) and members of the Executive Governing Board, we are pleased to extend our congratulations and good wishes to all students embarking on this exciting learning journey. We share a common goal of delivering a high quality open and distance learning (ODL) Programme which meets the highest standards of executive education in the Commonwealth.

The Commonwealth MBA/MPA Programme is designed to help busy practicing professionals, managers, and public and private sector officers gain a higher level of competency in their respective functions, and learn skills to support their career advancement.

The challenge in building leaders for tomorrow is to provide valuable, relevant and forward-thinking professional development and educational opportunities today. Whether you complete the diploma, the graduate diploma, or a Masters degree in

Business or Public Administration, the Commonwealth Programmes provides these opportunities. Both streams provide comprehensive and in-depth coverage of current leadership and management practices through core courses, electives and courses, with distance learning expertise and resource materials developed in the fields of Management and Public Administration in the Commonwealth.

This flexible, modular and learner-centered Programme is designed to enable you to achieve your professional goals and balanced on-going career and family demands. Inter-institutional credit transfer and the international partnership among our universities also provide opportunities for mobility and broader learning perspectives. In this increasingly globalized world, this has become more important than ever.

We invite you to join us in building leaders for tomorrow. Begin the journey today, with the Commonwealth MBA/MPA.

Prof. Dr. Shahid Siddique
Allama Iqbal Open University,
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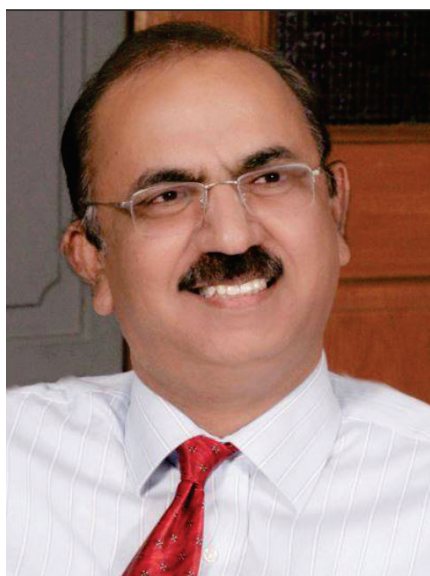
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Professor Jacob Opadeyi,
Vice-Chancellor & Principal
University of Guyana (UG)



Welcome Message Vice Chancellor of Allama Iqbal Open University

It gives me immense pleasure to welcome you at the platform of Commonwealth MBA/MPA Programme for Executives, Allama Iqbal Open University, one of the mega universities of the world. The doors of this mega university are open for each and every citizen of Pakistan and even for the foreigners living in the territory of Pakistan. In terms of students' enrolment, it is truly the largest university of the country. This university provides education of international standard at the doorsteps of the students with an affordable cost.

Allama Iqbal Open University is the pioneer of distance learning education in Asia. With the collaboration of commonwealth of Learning, AIOU has taken steps towards virtual education.

This programme is the outcome of close collaboration between Commonwealth and the National Open Universities of Pakistan, Bangladesh, Malaysia, Sri Lanka, Ghana, Guyana, and Nigeria. It aims to complement existing MBA/MPA programs in meeting the growing demands for post-graduate level of education in business and public administration in commonwealth countries. Designed for busy working professionals, the programme can be completed by the stu-

dents at their own pace. The minimum completion time for MBA or MPA is two years. The programme is offered in online and distance learning modes with enhanced face to face components.

This MBA/MPA Program for Executives prepares you to assume greater management responsibilities, extend your comprehension and application of the latest managerial concepts and techniques and broadens your understanding of the organization in the competitive international environment. This program has been designed to accommodate the busy executives' schedule, to satisfy the appetite for lifelong learning, and to offer a rewarding opportunity to grow professionally. Classes are held on the weekends, minimizing time spent away from the office and home, while maximizing the benefits through the facilities only a distance learning institution of the statute of Allama Iqbal Open University can provide. This MBA/MPA program is designed to meet not only current managerial demands, but those of the future as well as to polish the critical capabilities of the participants.

The challenges to our higher education system, particularly the Universities are to carve out a path and a

strategy for themselves so that they can be effective instruments in the process of transformation of this country. Simply producing employable graduates is not enough. Creation of new knowledge and innovative mind should be the focus of higher educational system.

With this aim in mind, we are making sincere and committed efforts to develop this University as a well recognized and established centre of higher education. We are striving to produce better individuals with right interests, attitude, moral and intellectual values. We are helping the students to develop their knowledge, skills, competence and attitude to use them for growth and prosperity of the society.

I wish a very bright future for all of you. I hope that after getting education from AIOU, you will become an asset for the country and you will be able to play an important role for the development and prosperity of the people of Pakistan.

Prof. Dr. Shahid Siddique
Vice Chancellor
Allama Iqbal Open University
Islamabad Pakistan

EXECUTIVE GOVERNING BOARD

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(with special responsibility for
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Ms. Dianne Boyd, Director,

CEMBA/CEMPA Graduate
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Dr. J. D. Mosley-Matchett, Director of
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Mr. Hector Edwards, Lecturer, Faculty
of Social Sciences.

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Narasimham, Dean, School of
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Mr. Prakash Arumugam, Senior
Lecturer, School of Business and
Administration.

THE COMMONWEALTH



The Commonwealth of Learning was inspired by the vision that the people of the Commonwealth must and can have access to knowledge, regardless of where they live and whether they are rich or poor. With headquarters in Vancouver, Canada, the Commonwealth of Learning is an intergovernmental organization with a mandate to widen opportunities for learning in the 53-member states of the Commonwealth by promoting the development and sharing of open and distance learning resources and communication technologies. It was created by Commonwealth Heads of Government in late 1987 and became operational in early 1989.

The Commonwealth of Learning, as an advocate for distance education and open learning, and committed to the promotion of education as a fundamental tool for the development of people and organizations in the developing world, now enables ODL institutions in Africa to offer these programmes to the people of Ghana, Mauritius, Nigeria and Tanzania, in

their own time, at their own pace and, most importantly, at an affordable price. Management graduates of the programme can position themselves for middle and senior level executive positions in national and international organizations, aspire for upward mobility in their own organizations or take up challenging assignments in senior positions in industry or the services sector.

COL helps developing Commonwealth countries to increase access to learning using distance education and appropriate technologies. Its work is grouped into three sectors of activity: education, learning for livelihoods and human environment. For a competitive edge in the emergent global economy, Commonwealth governments increasingly seek nontraditional education solutions such as open and distance learning (ODL) to achieve cost-effective, significant education and training results for their citizens. COL plays a pivotal role in this critical growth area.

Special features of the programme include:

- Provision of learning at one's pace, place and time
- Cost effective and cost efficient educational operations
- Provision of equal opportunities of admission
- Self instructional learning materials, in print and electronic media
- Provision of face-to-face and distance tutor support
- Continuous and terminal evaluation.
- Working with and providing services to hundreds of institutions throughout the Commonwealth countries, COL is helping to increase the capacities of developing nations to meet the demands for improved access to quality education and training.



Participating Institutions Allama Iqbal Open University, Pakistan



Allama Iqbal Open University (AIOU) is the first Open University in Asia. AIOU is a unique institution in Pakistan because of its philosophy, system, approach, functions and overall structure. The University with its main campus at Islamabad and huge network of regional centers spread all over the country is serving its clientele all over Pakistan and in the Middle East. AIOU is a Distance Education institution, which provides multi disciplinary education from basic to doctoral level programs. The Allama Iqbal Open University was established in May 1974 under Act No. XXXIX passed by the Parliament of Pakistan. It was initially named as the People's Open University, renamed as Allama Iqbal Open University in 1977.

The Allama Iqbal Open University was established with the main objectives of providing educational opportunities to masses and to those who

cannot leave their homes and jobs. It has opened up educational opportunities for the working people and has provided access to the females on their door steps. It has also done pioneering work in the field of Mass Education. It is now breaking new grounds in the fields of professional, scientific, and technical education. It is attempting to reach out to the remotest areas of Pakistan. It is also attempting to harness modern information Technology for spreading education in Pakistan. Professional and technical education in Pakistan is becoming very costly, especially in recent years, because of government policy to encourage private sector in this field. The lower middle class and poorer classes are being marginalized and their children have very little chance to get higher education in fields like Business Administration, Computer Science, Medicine and Engineering. The AIOU is attempting to meet this challenge and to

keep a window open for these classes by keeping the costs at the minimum and by creating a Student Assistance Fund.

Allama Iqbal Open University has started sharing educational programmes in collaboration with other open universities of the world. Commonwealth of Learning and SAARC countries open universities have started commonwealth international MBA/MPA Programme for executives.

The Allama Iqbal Open University, (AIOU), Islamabad, Pakistan established in 1974, has the same legal and academic status other Universities in Pakistan. The University determines to provide equal educational opportunities to, as large as a section of the population as possible, including those in employment, housewives and others, who wish to upgrade and enhance their education or acquire knowledge for professional advancement.





Bangladesh Open University, Bangladesh



Bangladesh Open University (BOU) is the only public institution in the country that imparts education in distance mode. In place of campus based teaching, this university uses technology including electronic devices to reach people in different corners of the country. The learner in this system is not restricted by time, space or age. A learner can think and learn at his own will, at his own place and at any time whenever he/she feels free to learn.

The history of distance education in Bangladesh dates back to 1956, when the education Directorate was assigned with the responsibility for distribution of 200 radio receivers to educational institutions. This led to the creation of an Audio-Visual Cell and later the Audio-Visual Education Centre (AVEC in 1962). After separation Bangladesh faced the challenge of meeting the educational needs of mass people. To meet this challenge the necessity for a new mode of education was widely felt. As a sequel to that feeling, the School Broadcasting Pilot Project

(SBP) was launched in 1978. Later in 1983, the project was transformed into National Institute of Educational Media and Technology (NIEMT).

NIEMT was later replaced by the Bangladesh Institute of Distance Education (BIDE) in 1985. Apart from producing audio-visual materials, BIDE offered the Bachelor of Education (BEd) program in distance mode. The success of BIDE encouraged policy makers to take up a major plan for establishing an open university. The plan became a reality in October 1992 when the Bangladesh Open University Act 1992 was passed in the Parliament.

The main objective of the university is to expand all levels of education in different dimensions in science, agriculture; humanities, social science etc. and all other that come under the preview of human knowledge and understanding by diversity of means including the use of digital technology. It intends to provide opportunities of education to all classes of people and create efficient and skilled manpower

by improving the quality of education.

As it is obvious from the objectives, BOU has opened a new horizon for the vast majority of eager learners of Bangladesh who for various reasons drop out of the conventional system of education. BOU serves another target group who wishes to continue to update their knowledge by becoming a lifelong learner. By imparting knowledge and skill to them, BOU is contributing to human resource development in the country.

In the national education arena this university therefore carries enormous responsibilities and possibilities. BOU is the only Institution in the country which can contribute a lot in fulfilling the objective of the Government regarding eradication of illiteracy from the country. The BOU is offering 23 formal and 19 non-formal programmes to make people qualified educated. It has so far educated over 300,000 students in different courses and levels.



Established in 1992 by an act of Parliament, Bangladesh Open University (BOU) has opened up a new vista in a distance education in Bangladesh. Situated at a picturesque site of Gazipur, 30 kilometers north of Dhaka, BOU accommodates Vc's office, administration and school buildings, library, printing and production division, distribution store and a modern media centre.



Open University of Sri Lanka



"To be the premier ODL institution in South Asia through excellence, efficiency and equity in learning, research, scholarship"

The University was set up by the Government of Sri Lanka under the Universities Act No. 16 of 1978, for the purpose of providing higher educational opportunities to working adults - providing them the road to success, surpassing age, vocation, gender, race, ethnicity and religion. In line with the concept of "Openness", the University caters to a heterogeneous population of people scattered over the island to pursue higher education, taking their own time and pace. The university policy on admission would enable a person to register at the lowest 'Level' with mere basic literacy and then climb up to postgraduate level.

The concept of Distance Education makes this institution a "University without walls", functioning through a dynamic network of regional and study centers, with knowledge imparted through multiple media. Furthermore, they need not disrupt their work com-

mitments to pursue studies, as they can interact with especially designed self-instructional materials where the materials function as "Tutor in Print". Hence, the Open University system provides the learner the best possible learning opportunities for them to balance their personal, work related and academic obligations. While thanking you for your interest in our study programmes we warmly welcome you as a prospective student to the Department of Management Studies of the Open University of Sri Lanka. Sharing a common aim in the delivery of high quality professional programmes through distance education, recognized and accredited throughout the Commonwealth, the Commonwealth of Learning and collaborating Commonwealth Universities are pleased to offer the Commonwealth Executive Master of Business Administration (CEMBA)/Commonwealth Executive Master of Public Administration (CEMPA) programmes.

It is the only recognized university in Sri Lanka where students pursue fur-

ther education through Open Distance Learning (ODL) methodology. As such, the academic programmes of the OUSL are well suited for employed persons and adults. These programmes have been specifically designed to enable persons aged 18 and above to follow Foundation Courses or Programmes leading to Certificates, Diplomas, Degrees and Post Graduate Degrees/Diplomas at their leisure and in their own homes.

The OUSL adopts a multimedia study system emphasizing distance learning techniques, consisting of largely printed material and supplementary audiovisual aids. In addition, there are limited face to face sessions (day schools and tutorials), presentation seminars and counseling sessions for student-teacher interaction and discussion.

"We dedicate ourselves to facilitate Open and Distance Learning, support excellence in research and scholarship and enhance opportunities for adult life-long learning"





Wawasan Open University, Malaysia



“We aspire to be a vibrant learning community that inspires learning, supports innovation and nurtures all-round personal growth”.

In July 2005 WOUC officially established, with Tan Sri Emeritus Prof. Gajaraj Dhanarajan appointed as Vice Chancellor. Wawasan Open University is Malaysia's first private, not for-profit, open learning institution, a lifelong learning community without borders. WOUC uses flexible approaches to make higher education accessible to all anytime, anywhere. Our self-paced learning environment is specially designed for the convenience and accessibility of adult learners of any age, gender, ethnicity and background.

Funded by charitable trusts, corporations and the public, we aim to lower the personal cost of learning and make it more affordable. If you wish to study for accredited qualifications or for personal enrichment without leaving your home or job, then Wawasan

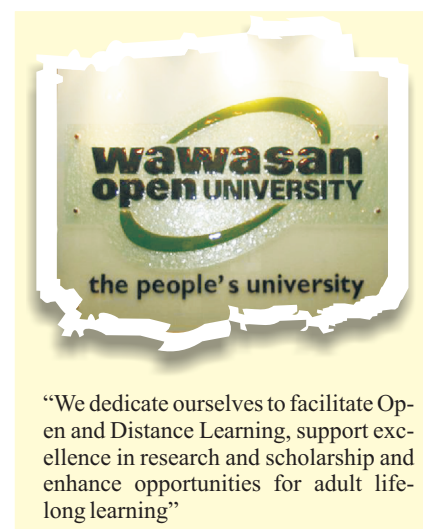
Open is for you. It is funded by Wawasan Education Foundation, a tax-exempt entity supported by donations and other charitable organizations, corporations and members of the concerned public.

Developed as a collaborative programme by the Commonwealth of Learning, Vancouver, and a consortium of participating universities in Asia, the CMBA programme is designed to help professionals working as managers and supervisors in Malaysian organizations, to get an in-depth grasp of management principles and develop skills and capabilities required to function as effective executives in the highly competitive global business environment. The presentation of course content in the Open Distance Learning (ODL) ensures that the learners do not have to dislocate from their workplace. The contemporary and highly relevant programme content is supported by online and face-to-face tutor support, video conference

based interaction and Residential School cum Project Workshop.

The CMPA/CMBA degree is designed to provide the students with an understanding and knowledge of public systems and management. As professional programmes, emphasis is placed upon acquiring those administrative concepts, processes, and techniques that are associated with managing the public systems at various levels. The programmes blend the theoretical and practical dimensions of administration and encourage a broadened academic and professional perspective.

WOU has made, by using the Open and Distance learning mode, the Commonwealth Executive Programmes more flexible and accessible to the working adults in Malaysia. The objective of this programme is to provide enhanced knowledge that includes interpersonal skills, self-reliance, resilience and clarity about public service values and principles.



“We dedicate ourselves to facilitate Open and Distance Learning, support excellence in research and scholarship and enhance opportunities for adult lifelong learning”



National Open University of Nigeria



“To be regarded as the foremost University providing highly accessible and enhanced quality education anchored by social justice, equity, equality and national cohesion through a comprehensive reach that transcends all barriers.”

The National Open University of Nigeria (NOUN) formally took off in the year 2002, with a series of planning activities. The University was first established in July 1983, closed a few months later in 1984 because of various defects and reasons which the Federal Government felt should be corrected.

The National Policy on Education is very explicit in referring to what is now known as Open and Distance Education (ODE). It describes it as a system which encompasses education for all, education for life, lifelong learning, life wide education, adult education, mass education, media-

based education, self learning, personalized learning, part-time studies, and much more. The policy has practically been demonstrated in the rebirth of the National Open University of Nigeria, whose major purpose is to make education available to as many people as have the ability and are willing and ready to benefit from the quality education provided through flexible and affordable distance learning.

The National Open University of Nigeria is Nigeria's leading - and only specialist provider of open and distance learning at tertiary level. We are also the country's largest tertiary institution in terms of student numbers. The National Open University of Nigeria operates from its Administrative Headquarters located in Lagos. Nigeria is with study centers throughout the country. For the take off of the university, pioneer student enrolment

stands at 32,400.

The National Open University of Nigeria currently offers over 50 programmes and 750 courses, stair casing through from certificate to diploma and degree level, and maintains a strong commitment to internationalization. The National Open University of Nigeria consults with industry and employers in developing courses. The university also brings international programs from universities around the world.

University's expertise in programme design, course development, learner support systems, great spread of study centers nationwide, focus on lifelong education and online education, make NOUN well suited to making excellent contributions to Nigeria's Universal basic Education effort and Education for All programmes.



The University 's strategy brings down the personal cost of learning to be affordable and the lowest in the country so as to reach out to the million women and men in the workforce, who are still without higher education.





Kwame Nkrumah University of Science and Technology Kumasi, Ghana



Established in 1952, KNUST has a rich history of its evolution into a first class University over the years. Kwame Nkrumah, the African Personality of the century and Pioneer of African Independence is the founder of KNUST. KNUST believes in achievement through diligent work and commitment. KNUST continues to develop plans not only to maintain status as Ghana's No.1 but further on the international ladder.

KNUST Business School is an ultra modern school of business to give high class business education and orientation to the students that have privilege of studying in the great and famous school. The KNUST School of Business (KSB) was established in 2005 as an outgrowth of the 29-year old Department of Economics and Industrial management which began by offering a Post-graduate Diploma in Industrial Management, followed by an M.A. in Industrial Management and an MBA programmes since 2002. KSB has been established to fulfill the vision of KNUST to provide the environment for excellence in teaching, learning, and research in management and entrepreneurship in science and

technology for the industrial and socioeconomic development of Ghana and Africa.

In effect, KSB seeks to attain global recognition as a centre of excellence in Africa for the development and the production of high caliber graduates with hands on knowledge and expertise in management to support the industrial and socioeconomic development of Ghana and Africa and the world at large. The Kwame Nkrumah University Business School has established itself as a global leader in management education and has built an international reputation based on educational programs designed to develop insightful, principled global leaders. Since its creation in 2005, the School has continued to update its curriculum and to build a faculty known for its cutting edge research.

A diversified approach in programmes is geared at producing a multifaceted graduate output to be able to understand the diverse aspects of the business environment and to better equip graduates to thrive successfully in their chosen disciplines. The School offers a wide variety of courses beneficial to all stakeholders to increase

their skills in their respective fields of orientation. Diverse assessment, skills and education are key elements of our educational modules to strengthen the individual and our graduate output collectively as a group. School has a code of adherence pertaining to issues of diversity to be sensitive to the interpretation and potential impact of matters of business and other related and unrelated fields and to appreciate value and celebrate differences as a diverse but united unit.

The National Open University of Nigeria consults with industry and employers in developing courses. We also bring international programs from universities around the world.





University of Guyana



The University of Guyana (UG) was launched on October 1, 1963 following assent being given to the University of Guyana Ordinance on April 18, 1963, by Governor, Sir Ralph Grey. When it opened its doors on October 2, 1963, UG functioned as an evening institution with only 164 students enrolled for classes in three Faculties Arts, Natural Sciences and Social Sciences. Classes were held between 17:30h and 21:30h at the Government Technical Institute and Queen's College where laboratory facilities could be shared. The Booker Group of Companies provided 1450 acres of land for a campus at Turkeyen. The soil was turned by Prime Minister L.F.S. Burnham on May 24, 19-66. Construction work commenced on January 2, 1968, and the first

building was declared open on February 24, 1970.

The University's current enrolment at Turkeyen is approximately 5,000 students in the Faculties of Agriculture, Arts, Education, Health Sciences, Natural Sciences, Social Sciences and Technology, pursuing more than 60 full time under-graduate programmes in Accountancy, Aeronautical Engineering, Agriculture, Architecture, Chemistry, Communications, Education, Engineering, Environmental Science, Forestry, Law, Medicine, Modern Languages, Nursing, Pharmacy and Social Work to name a few. There are also post graduate programmes in the Faculties of Arts, Education, Natural Sciences and Social Sciences. To date, more than 12,000 students have graduated and gone on to successful

careers both locally and internationally.

In November 2000, the University's second Campus at Tain, Berbice, was opened, offering 2-year undergraduate Certificate programmes in Education (various options), Diploma programmes in Accountancy, Marketing, Mathematics, Public Management, Social Work, English and History. For the 2001 - 2002 academic year the following programmes were added; Degree in Agriculture, Associate Degree in General Science, with options in Biology, Chemistry, Mathematics and Physics, and a Diploma in Computer Science. From 2002 - 2003 the Bachelor of Education in Nursery, Primary and Secondary options was introduced along with the Bachelor of Social Sciences in Public Management.





The University College of Caribbean, Jamaica



In the early 1990s, Jamaica was losing thousands of young, ambitious individuals who sought higher education opportunities overseas because there were not many recognized higher education programmes on the island for further development through formal training. Answering The Call For Increased Access to Higher Education

This was proving to be an expensive option and was only available to a few Jamaicans who could afford to do so. This resulted in the Institute of Management Sciences (IMS), which has since grown to become one of the most respected private higher education institutions in Jamaica. Incorporated in January 1992, the Institute of Management Sciences is a self-supporting, higher education institution, governed by a Board of Trustees appointed by the executive body.

From 1993 to 1997, IMS successfully developed and offered a two-year Associate of Science degree programme in Business Administration at five regional training centers in the parishes of Kingston and St. Andrew, Clarendon, Manchester, St. Ann and St.

James. The programme was supported and initially developed in conjunction with Dalhousie University, in Canada. Classes were held mainly on weekends, and to date, several batches of students, from each of the regional centers, have graduated. IMS grew to become one of the top three private higher education institutions in Jamaica, having gained recognition from the local accrediting body, the University Council of Jamaica (UCJ) and full matriculation status from the University of the West Indies. The Institute's Associate Degree in Business Administration programme is a UCJ accredited programme.

Offerings have grown from three certificate and diploma level programmes to seven professional diploma programmes both in Kingston and Montego Bay, two associate of science degrees in business and management information systems, two bachelor's degrees in business administration and tourism and hospitality management, and a master's degrees in business administration, in conjunction with the Florida International Un-

iversity, FIU Graduates number over 60,000 at the Certificate, Diploma, Associate and Bachelor degree levels, who are making a difference to their organizations and to the country at large. In addition, for the current academic year, there are approximately one thousand prospective graduates at all levels.

The COL Masters' in Business Administration programme (weekend) was introduced in 1998 in collaboration with Florida International University, based in Miami. This decision provided the launching pad for IMS' further growth. In 2000, a Bachelor's degree in Business Administration (weekend) with the University of North Florida was added. In January 2004, the plans for the University College of the Caribbean, parent entity of IMS and IMP, and its logo were presented at a formal unveiling ceremony. Effectively, IMS and IMP will both function as subsidiaries of this new parent entity, and hence will begin to trade under the new name, University College of the Caribbean (UCC).





The University College of the Cayman Islands



The University College of the Cayman Islands has never let size stand in the way of achievement – and this "Little University that Could" has been making giant strides for education and community development not only in the Islands, but in the region.

Since its inception as a Community College in 1975, UCCI transformed from being a part-time establishment to a full-fledged tertiary level institution offering a plethora of programmes in the Associate, Bachelor and Master's levels as well as Professional Education and Workforce Training.

At the forefront of the entire operation is its world-class

faculty, members of which possess either Master's or Doctorate degrees. Drawing from their vast classroom and real-world experiences, they provide global and personalised instruction to over 1,000 students.

In recent years, UCCI has become the institution of choice for many Caymanians and expatriates alike, as they are able to experience the demands of a University environment right on their doorstep. Through the delivery of quality programmes, students are equipped with knowledge and skills that meet the needs of local and international employers. UCCI also strives to be on the cutting edge of technology by promoting STEM

(Science, Technology, Engineering and Mathematics) initiatives and through the establishment of its very own observatory.

As an important socio-cultural landmark, the University College stays true to its commitment of making valuable contributions towards nation building. Through its series of regional conferences, UCCI has brought thinkers and influencers from various fields of expertise, discussing some of the most pressing issues of our time.

We invite you to explore our website and get to know more about your University College.





The Open University of Mauritius (OU)



The Open University of Mauritius (OU) has been established on 12 July 2012 according to the Open University of Mauritius ACT 2010. The Mauritius College of the Air, which was established in 1971, has integrated the Open University of Mauritius in July 2012. The Open University aims at delivering quality education to learners who are unable to be physically present on campus. With flexible study options, its prospective learners can study from home, work, or anywhere in the world, at a time that suits them and their lifestyle. Even if the OU is not a residential university, we greet our learners at the Induction session, and organize tutorial sessions where learners meet tutors.

Vision of the Open University

The vision of the Open University of Mauritius is to be among the leading open universities recognized worldwide for providing high-quality education and training.

Mission of the Open University

The mission of the Open University of Mauritius is to provide quality education to people of all backgrounds from Mauritius and around the world with the ultimate aim of developing their intellectual, moral, civic, and creative capacities to the fullest so that they can lead a life full of dignity while contributing meaningfully to the socio-economic development of their nation. Therefore the Open University of Mauritius endeavours to expand the scope and scale of quality higher education available to school leavers; provide greater access to continuing professional education, skills development and training; provide more opportunities for lifelong learning; play a leading role in research and

development and application of learning technologies for education and training; facilitate national, regional and international partnerships and collaborations for the optimal use of resources for open and distance learning; and provide quality open and distance learning programmes in Mauritius and the region in a learner-entred environment using state-of-the-art information and communication technologies.

How OU delivers its Mission?

The OU has been founded to open up quality education to all, regardless of their socio-economic status, background, age, place of residence, race, colour and creed. The OU welcomes school learners wanting experience of higher education, school leavers who choose to join the world of work while studying for a degree, employees wishing to enhance their skills, or switch career, and retired people wanting to study in order to keep them mentally active.

The OU provides the flexibility, qualifications and world-class teaching learners are looking for. Everyone can earn a qualification while working; learners may also wish to work part-time and study part-time; and others, including, school-leavers can study full-time.

With our top-leading blend of distance learning, supported by innovative study materials and videos, every learner gets an exceptional learning experience in his/her own time, at home, work or wherever s/he chooses reading, watching or listening to materials supplied, working out course activities and assignments with regular support from the tutor who is always an email away.

Tutorials are also organized but they are mostly optional and give a chance to meet the tutors and fellow learners. The members of the staff of the Open University are always ready to provide any support, guidance and assistance learners need. We also offer many short courses that help to improve the employability skills.

Anyone can choose from a wide range of qualifications ranging from short courses, B.Sc. /B.Ed., M.Sc./M.Ed./M.A, MBA/DBA to Ph.D. in various fields. We Endeavour to support every learner in crafting a successful career.

We are committed to promoting equal opportunities for all and we monitor ourselves to make sure we live up to our ideals.



COL MBA/MPA Programme

Traditional ways of delivering MBA and MPA programme, though attractive, have in general been expensive and restrictive. In view of the physical limitation imposed by traditional mode of delivery, i.e. face-to-face, classroom setting online choice, specific time and space, the number of students, who can benefit from such costly way of teaching has been limited.

The special features of open learning and distance education include:

- Provision of learning at one's own pace, place and time.
- Cost effective and cost efficient educational operation.
- Provision of equal opportunity of admission.
- Self-instructional learning materials.
- Provision of face-to-face and distance counseling
- Continuous and terminal evaluation.
- Provision of online course offerings.

COL, as an advocate for distance education and open learning, sees distance education as a viable alternative, providing a flexible means of delivery mode, overcoming time and geographical barriers which provide students a novel way of studying and of pursuing knowledge. With distance learning, students are given a chance to seek self-enrichment and advancement at their own time, their own space and pace within affordability.

The Programme is designed in a way that it may be completed in four semesters, but it is recognized that few students will proceed at that pace. Students may choose up to four courses in each semester. The limit of four courses has been suggested in consideration of your working status and the study load requirements for the courses. You may set your own pace for the Programme as long as you do not exceed the limit of four courses in

each semester. You will however need to consider that the maximum duration of the Programme is five years. If, on the basis of the course selection and the pace of work decided, you are unable to complete the Programme in five years, you will have to reregister for the Programme. The institution where you register, will announce conditions of re-registration. It may therefore be advisable for you to plan your course load in a manner that enables you to complete the Programme within five years.

Student Comments



COL MBA is unique program offered in perspective of Pakistan, having International standards. The Faculty consists of mature and seasoned professional having complete grip over their subjects. The curriculum is of International standard, devised keeping in view the commitments of students, yet nothing is left out. All the tutorials and Professors are learned and have name in their respective Fields. COL MBA is the only E MBA available with International Standards backed by Commonwealth. It is a Post Graduate study that has given me an excellent opportunity to enhance my learning by an International University at par with International standards. The learning process is more of interactive nature, with systematic and methodical assignments directed at enhancing learning with end semester exams. COL MBA has definitely enhanced my learning and vision.

Dr. Shahid Farooq Malik
Pakistan Army
(Army Medical Corps)

The objectives of the Programme are:

- To enable students in the Commonwealth countries, where the programmes are offered to obtain Masters degrees in the areas of Business Administration and Public Administration, contributing to their professional growth and career advancement and to their countries' development.
- To develop human resources in various aspects of the areas noted above; and
- To develop quality Post-Graduate Programmes that can be implemented widely in Commonwealth countries and can be recognized across the Commonwealth.



Student Comments

Out of the many options for working towards MBA degree, I choose COL MBA for the promise of its high standards. The course content, the structure of tutorials, the quality of teaching staff, the rigorous assignments and the international recognition by virtue of Commonwealth oversight, make COL MBA an intellectually enriching experience. I value my association with Allama Iqbal Open University immensely.

Faisal Safdar Khan
Joint Director
Safety & Quality Management System
Pakistan

Aims and objectives of COL MBA/MPA Programme for Executives

The Commonwealth MBA/MPA (CMBA/CMPA) Programme for Executives aims to complement existing MBA/MPA programmes currently being offered in the Commonwealth in meeting the social and professional demands for management and public administration education at the post-graduate level.

OVERSEAS COL MBA/MPA PROGRAMME

AIOU has completed 40 years of its successful operations in Pakistan and now has decided to launch its educational programmes overseas especially in Kingdom of Saudi Arabia and Gulf Cooperation Council countries. COL MBA/MPA Programme is one of the prestigious programmes of AIOU as such it has been included in the list of educational programmes that shall be offered overseas in the first phase. Our initial market assessment report indicates that substantial demand exists for COL MBA/MPA Programme of AIOU, in the Middle East countries. The students through distance learning system of the university can upgrade their knowledge and skills with a reward of this prestigious degree of international standard without leaving their jobs or countries of their residence at an affordable fee. These aspects of this programme are the reasons of an attraction for the over-

seas Pakistanis those who cannot afford the exorbitant charges as well as face-to-face study in other universities in GCC countries.

By offering COL MBA/MPA Programme overseas, AIOU will provide unique opportunity to the aspect Pakistanis and others for upgrading their level of education and skills, without leaving their jobs or homes at an affordable price and a good number of online registration have already been received by us.



Student Comments

Welcome to All!

I have started this programme after the gap of 18 years. I found it quit beneficial not only for my job but it also helped me in my personal life. It has provided me a lot of knowledge about those issues which I did not know. Besides this I met several pleasant good friends.

Muhammad Nasir Khan
Controller
Ministry of Foreign Affairs,
Islamabad



Student Comments

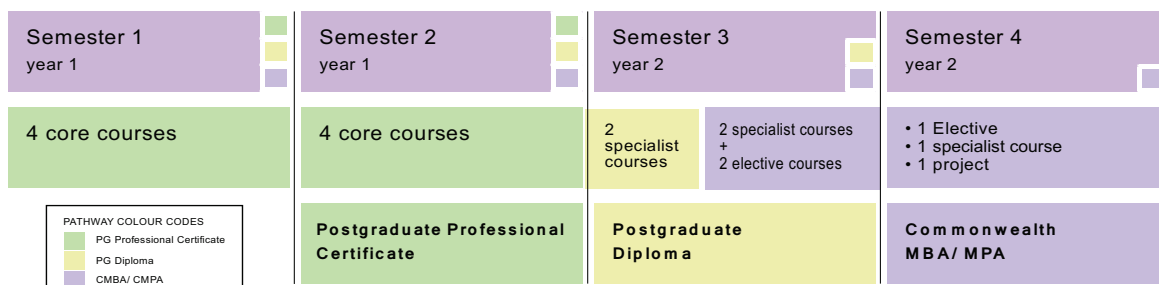
If you are looking for a high energy, stimulating and challenging programme of high caliber professionals, this is the programme you should attend. I really appreciate the fact that the faculty goes out of their way to mingle and exchange views with the programme participants. This is a comprehensive learning experience for me.

Through out my career I have attended various educational programmes and courses. All these combined equal the experience of CMBA/CMPA programme for Executives. All the Materials, lectures and discussions are on target. The faculty is inspirational, I have gained a clarification of priorities in my role in leading organization. I feel energized, with an agenda and a sense of urgency to pursue it. COL MBA/MPA programme is an outstanding opportunity to test and share your ideas among the leading professionals.

Amjad Saleem
Plant Manager
Nestle Pakistan Ltd.

Programme Structure

COURSE PATH & DIFFERENT EXIT-POINTS OF THE CMBA/CMPA PROGRAMME



The CMBA and CMPA Programme for Executives Share the Following Courses:

First Semester of CMBA/CMPA Programme

S.#	Course Title	Code
1.	Quantitative Techniques	5564
2.	Marketing Management	5565
3.	Accounting and Finance	5566
4.	Economic Environment of Business	5571

Second Semester of CMPA/CMBA Programme

S.#	Course Title	Code
1.	Managing Human Resources	5563
2.	Managing Information Systems	5567
3.	Operations Management	5568
4.	Management and Organization	5569

Third Semester of CMBA Programme

Specialist Compulsory Courses	Code
1. Research Methodology for Management Decisions	5599
2. Total Quality Management	5575
3. Two Elective Courses to be Selected from the Electvie List	

Third Semester of CMPA Programme

Specialist Compulsory Course	Code
1. Research Methodology for Management Decisions	5599
2. Development Planning & Administration	5573
3. Two Elective Courses from the List	

Fourth Semester of CMBA Programme

1. Project	5598
2. Strategic Management	5574
3. One Elective course	

Fourth Semester of CMPA Programme

1. Project	5598
2. Public Policy	5572
3. Public Systems Management	5570

List of Elective Courses for MBA/MPA

1. Electronic Commerce	5576
2. Project Management	5577
3. Managerial Economics	5580
4. Policy Analysis and Implementation	5582
5. Contemporary Administrative System	5583
6. Disaster Management	5584
7. Corporate Finance	5585
8. International Marketing	5588

There are four stages of study modules in the CMBA/CMPA Programme Core, Specialist Compulsory, Electives, and those required for the Degree. Attainment of different levels of academic awards (Post Graduate Professional Certificate, Post Graduate Diploma and MBA or MPA Degree) will depend on the successful completion of each of the stages of study.

Instructional System

Each course in the Programme may include a combination of the following learning activities:

- Self instructional printed course material packages
- Assignments for assessment and feed-back
- Audio-video of CMBA/CMPA programmes
- Face-to-face interaction with the tutors/ academic counselors at study centers
- Tele-counseling and interaction wherever possible
- Project work
- Telecast of video programmes
- Broadcast of audio programmes
- Interactive satellite aided communication network (tele conferencing)

The entire Programme is offered in English. The components of the package may vary from course to course. Delivery of the learning materials will be through print and non-print media. In terms of print media, students will be given the necessary course package for their reading and preparation. In terms of non-print media, an appropriate technological infrastructure is put in the place in every participating institution. Audio, video and computing facilities are the important elements of the Programme.

The face-to-face/On-Line component of the Programme are provided through the counseling sessions organized at your study centre. You would need to contact the Principal of your study centre for:

- Counseling schedules
- Video-conference schedules
- Telecast and broadcast schedules

PROJECT COURSE

The project course is a distinct feature of the CMBA/CMPA Programme for Executives. It is a compulsory course for students wishing to reach the highest level of award of CMBA or CMPA. It is to be taken by the students towards the end of Programme.

Before submission of project report students are advised to submit project proposal/synopsis to the COL MBA/MPA programme office, AIOU Campus. Only upon the acceptance of proposal from department the student will be allowed to start his/her research work. A detailed manual/guidelines will be provided to the student as and when he/she will be enrolled in the project course. The final assessment of the Research Project will be carried out through Viva – Voce. For appearing in Viva – Voce the student must complete the fourteen courses (84 Credits) of the programme.

NOTE:

The total time for completion of degree (course work and research work) is 5 years.

This course is the critical component of the Masters Programme, where the students demonstrate their ability to apply the various concepts learnt by them during the course of the Programme. This also allows them to contribute their own analysis and findings to the body of knowledge in Business Management or Public Administration, in a field of their own interest.

Procedure for opting and completing the project course

Following are the requirements to be met by the students for opting and completing of project course CC-5598.

1. The student must have a valid admission in Project Course (CC-5598)
2. The Student will have to contact his/her assigned study centre for allocation of supervisor.
3. The student will have to complete the synopsis and final project report under the guidance of supervisor.
4. The synopsis must be duly signed by the supervisor before submission to the department for evaluation and approval.
5. The supervisor is bound to guide the students to complete their proposal/final project report in stipulated time period.
6. Every draft of final project report must be checked and signed by the supervisor before submission to the department for evaluation and approval.
7. If any draft report is not approved and sent back to the student with any observation then supervisor

must ensure that the student has incorporated the suggested changes before resubmission.

8. The student must ensure that he/she has completed 14 taught courses, got the project report approved and received a letter of invitation for appearing for viva voce.
9. After approval of the final report the student will have to appear for viva voces in the department. Final decision of award of degree to the student will be taken by viva voce panel. The student cannot challenge the panel's decision.

Learners Support System

The University established a strong learner support system and enhanced teacher students' face-to-face contacts for the student's gaps. Wherever possible multimedia support in the form of initially recorded lectures and later on evolving ways and means to develop CBTs (Computer Based Training material on CDs) are provided in the course package. The university acknowledges that the target market of the programme is the executives working in Government or private organizations, who have not studied for quite sometime and they may be feeling rusty. They may not be sure how to set about study anything let relying on a major distance taught course based on print media only therefore, a strong need to develop a guide for students of this course was felt. The University has developed this guide to familiarize the students with study skills, setting priorities and managing time, access to other learning resources,

etc. prior to launching this course.

The programme had very strong components of continuous assessment consisting of two assignments having cumulative weightage of 30%. Of this, the University decided to make second assignment purely research activity where students were asked to develop a research paper blending theory with practice in public or private sector establishments. For carrying out such an activity, the university developed comprehensive guidelines to familiarize the students, that how to answer questions in the assignments and how to write research papers for the courses of the programme.

Tutorial and Counselling Support

A vigorous and challenging task of the delivery of distance learning to the students goes far beyond the simple provision of curricular materials, through whatever medium, and calls for the active engagement of human and other resources to support and balance the content. The most significant of these resources is the human resource required to assist and engage the students actively in the learning process, to address ambiguities and other uncertainties they may experience in studying the set materials and to provide the support and motivation needed by the student to productively complete the course of studies.

There is no denying the fact that print based course materials are only a part of the teaching-learning operation. Even when other media are employed, the materials may simply provide information.

Information is, however, an early step

in the acquisition of knowledge. Much is made of actively engaging the student through the use of modus operandi, such as the direct posing of questions to test what they have learned and the employment of small case studies and news articles and such to force them to actively think about and apply concepts or analyses that have been expressed in the text. For some students, this may be enough to gain the requisite knowledge. For others, more active dialogical engagement through the involvement of others, whether fellow students or faculty or tutors, is needed.

In the successful delivery of distance education, access to active assistance from well-informed people, face-to-face or via communication technologies, is imperative. Teachers in support of distance education material must have both subject matter and other knowledge to offer. Therefore, sufficient contact hours are needed to be allocated out of the total study hours for this purpose. In the light of the professional nature of the different courses of programme and a requirement to have a large proportion of contacts of the students with the teachers, it has been decided that each course might be given 48 contact hours per semester with the teacher. The university had several limitation to

arrange these tutorials at its own regional campuses, thus, it was further decided to out source this to arrange coaching of the students in the week-ends in special study centres that fulfil the basic eligibility conditions. These study centers established in all those regions, where appreciable number of students are enrolled, provide counselling facilities on predecided schedules. The University developed comprehensive criteria, control forms and effective monitoring system to evaluate such study centres and developed rules of business to deal with these centres. Further-more, the criteria to appoint teachers was also developed to ensure that qualified and experience teachers who have a comfortable mastery of topics so as to be able to correctly interpret material in the course set and provide alternative approaches to gain understanding of the topic may be engaged by the study centres. While appointing the teachers, it ensured that they should have sufficient knowledge about the learning process, the ability to direct students to sources that can clear up ambiguities and uncertainties on themes related to the contents or the institutions involved, or to otherwise provide clear information that enable students to comprehend contents with which they are having difficulty.

LIBRARY SERVICES

The university recognizes that C M B A / C M P A program's requirements to go beyond rote learning, it expects students to reach higher order levels of learning, applying learned concepts to diverse state of affairs, scrutinizing situations drawn from the real world and generally seeking understanding beyond that laid out in the course materials. Such expectations demand access to resources beyond the course set, such as other books, newspapers, magazines and journals. In other words, such expectations require access to repositories of such publications and information.

The conventional repository is the library. Therefore, it has been made mandatory for the private study centres to arrange requisite number of relevant books, news-papers, magazines and journals in their libraries and if possible endnotes could be provided also so that the student could electronically reach to the libraries and other research book and articles. and provide free 24 hours access to the internet. The Approved Study Centres provide these facilities.

New Building of Lahore Academic Block 01



Video Conferencing for Guiding Research Students

Learning through research is one of the important components of modern education. Quality research work contributes towards elevating the intellectual status of researchers and institutions at international forums. AIOU is the largest university of Pakistan and one of the mega universities of the world, having 36 regions operating across the country serving approximately 2 million students. The students of COL

MBA/MPA Programme are required to identify important issues in public or private sector and to solve the same by conducting research.

A well qualified and experienced person is deputed to supervise the research project and provide needed guidance to the researcher to ensure high quality of research. The students find the opportunity to apply the learned concepts while completing assigned research projects. Under this

project, facility of video conferencing is made use of once a week and senior faculty members are deputed to provide needed guidance to the students. In video conferencing sessions, students of all regions are invited in these sessions. This methodology is proving very effective in providing answers to the problems of students which they face during their research work.

Official Website of CMBA/CMPA Programme

The most important challenge facing distance education is the need to develop a rich level of personal interchange between professor and student and among students themselves. Allama Iqbal Open University has maintained communication with the students of Commonwealth MBA/MPA, utilizing, among other things, e-mail, electronic discussion groups, telephone, mail, fax and audio conferencing. To accommodate the students' requirements about routine informatory things, such as

information regarding available courses, degree requirements, schedules and fees and for effective promotion of the programme as well as providing effective support to the students in terms of contacts with the university, the Programme Management Team developed a special dynamic website of this programme <http://col.aiou.edu.pk>. To maximize communication electronically, this website to the greatest extent possible, incorporates both:

- Real-time electronic interchange

(synchronous) through devices such as chat rooms and discussion groups; and:

- Asynchronous forms of communication such as e-mail and computer bulletin boards etc.

One member of the Programme Management has been assigned to remain available online for one hour from Tuesday to Friday every week during the study period to maintain communication with the students of CMBA/MPA through chatting and audio conferencing. The following are significant features of the website.



Online COL MBA/MPA Programme for Executives

Technology is a tool that is affecting the way we work, play, study and communicate. Technology is changing our lives; it's up to us to decide how to use it, how to make it work for us rather than against us. (Source: Maggie).

E-learning is "education via the internet, network, or stand alone computer. E-learning is essentially the network-enabled transfer of skills and knowledge. E-learning applications and process include Web-based learning, computer-based learning, virtual classrooms and digital collaboration. Content is delivered via the internet, internet/extranet, audio or video tape, satellite TV, and CD-ROM."

In view of considering the popularity of Commonwealth Executive MBA and MPA programme, the university is offering this prestigious programme in an online learning mode to our valuable students enrolled nationwide (Pakistan only).

The implementation in online mode will be in phases. In the first phase only tutorial support and evaluation of assignments is offered to the fresh enrolled student. The admissions and final examination will be conducted through the conventional method.

Student will have 24/7 access to interact with e-tutors in synchronous and asynchronous mode of learning. In this e-learning mode, students will have the facility to submit their assignments online in electronic form. This will save time, would be able to utilize more time and effort in academic activities. Each student enrolled online will be provided with login information for uploading/downloading the allied material supplied by the e-tutors of the respective courses. Weekly discussion forum and chat sessions on the related topics will be scheduled by the e-tutors and course coordinators for direct interaction with the students. Multimedia lectures and electronic textbooks/reading material will be provided to online students.

For further information visit <http://olive.aiou.edu.pk>

The screenshot displays the website for the Open Learning Institute of Virtual Education (OLIVE). At the top, there is a navigation menu with links for Home, Current News, Faculty, Tutorial, and Contact. Below this, the main content area is divided into three columns. The left column contains a sidebar with sections for 'ONLINE PORTAL' (linking to COL MBA/MPA Department Online Classes (LMS)), 'LEARNING MANUALS' (listing various manuals like OLIVE Student Manual, OLIVE Teacher Manual, and Student Video Manuals), and 'USEFUL LINKS' (including Online Courses From Academic Earth, MIT OpenCourseWare, COL MBA/MPA official Website, and Allama Iqbal Open University official Website). The middle column features a 'Welcome to Open Learning Institute of Virtual Education' message, followed by a paragraph stating that Allama Iqbal Open University is the pioneer of distance learning education in Asia and that the program's goal is to provide an electronic framework for course delivery. A prominent warning message reads: 'Before using the Learning Management System please do check the Learning Manuals shown in left panel, specially "Student Video Manual"'. The right column displays the Allama Iqbal Open University logo and name. At the bottom of the page, there is a footer with navigation links and a copyright notice: 'Copyright © 2011 COL MBA/MPA Department, Allama Iqbal Open University, Islamabad.'

Admission Process

CMBA/CPMA Programme seeks highly capable and qualified individuals committed to self-development and higher level of achievement in their professional lives. The Admission Test is designed to provide an additional dimension of measure for the selection of candidates for this vigorous and demanding Programme of study.

Admission Criteria

Admission to the CMBA/CPMA Programme for executives requires the following criteria

- At least second class Bachelor's degree from a recognized University.
- A minimum of two years of experience after Bachelors.
- Residency in Pakistan.
- A working knowledge of the English language. Satisfactory score of the CMBA/CPMA Admission Test. The Admission Test will be conducted by the offering institution.

Sending Admission Forms

The applicants are required to send their admission forms along with all the required attested supporting documents at the following address:

The following documents must be attached with the application form.

1. Attested copies of all academic certificates/Degrees and mark sheets from matric to graduate
2. Experience Certificate(s)
3. Copy of National Identity Card

Admission Test

After receiving complete admission forms, the department will send the admission test schedule to only those applicants who meet the above basic eligibility conditions.

The CMBA/CPMA Programme seeks highly capable and qualified individuals committed to self-development and higher level of achievement in their professional lives.

The admission test for the Programme shall be conducted on pre-announced dates. The admission test will consist of multiple choice questions designed to test students' capabilities in the following spheres:

- General Awareness
- English Language
- Quantitative Aptitude
- Reasoning

Successful completion of the admission

test is one of the essential criteria of eligibility for admission. The candidates with satisfactory score in GMAT will be exempted from the Admission Test. The validity of this admission test will be for two semesters.

The Admission Test is designed to provide an additional dimension of measure for the selection of candidates for this vigorous and demanding Programme of study.

Result of the Admission Test

Applicants successfully completing the admission test shall be eligible for admission in the year they clear the test. Registration for the CMBA/CPMA Programme shall be valid for 5 years from the date of admission. However, in case the candidate is not able to complete the Programme within 5 years, he/she shall be eligible for re-registration. The AIOU programme Head will announce conditions of re-registration. The result can be viewed on

www.aiou.edu.pk or
<http://col.aiou.edu.pk>

Admission Offer

After qualifying the admission test, applicants will be informed by the Admission Office for depositing the required fee as per fee schedule.

Confirmation of Admission

Upon confirmation of fee deposit, the applicants would be sent the classes schedule as per rules of the University.

Withdrawing From a Course/Programme

After getting admission and paying requisite fee, if a student changes his/her mind and decides to withdraw, he/she is informed that no refund of fee will be made.

Enrollment For the Next Semester

During the semester period you will receive a letter from Admission

Office of the Allama Iqbal Open University asking you to enroll yourself for the next semester. The letter informs you about names of the courses to be offered during the next semester and amount of fee required to be deposited to confirm your enrollment. Sometimes the students feel surprised over this information because according to them they are still in the middle of current semester and they are yet to qualify the courses of this semester. Thus they cannot understand the very reason for enrollment for admission in the next semester courses. The reason is that the university has to arrange your studies for the next semester in time. If it waits for declaration of results of one semester before starting the next semester, commencement of next semester will be delayed by three to four months. Adding this delay up to

Mailing Address

COL MBA/MPA Programme Office
Block # 13, Allama Iqbal Open
University, Sector # H-8, Islamabad,
Pakistan.
Tel: 051-9057840, 9250090

Please do not send admission forms to any other Department or designated branches of banks. Deposit Rs. 300 as entrance exam fee through bank challan (attached) in any designated branch(s) of AIOU. Bank Draft/Pay Order/Postal Order is not acceptable.

four semesters, the university will not be in a position to complete your programme in the minimum prescribed limit of two years and it may be extended up to four years. This is why the university asks for admission in the next semester, before conclusion of earlier semester. The students should in this case, cooperate with the university for the purpose of smooth running of the programme.

Study Material

After admission, the courses material and other details will be mailed to student. In case, the study material is not received by the due date, students are advised to contact the Mailing Officer, Services Block, Allama Iqbal Open University, Islamabad along with your particulars for verification.

Tutorial Support

Tutorial support is very important element for all the professional degree programs. Keeping in view the importance of this factor university launched this programme through approved study centers. While selecting study centres, the university has ensured that these centres should have the services of qualified and competent faculty and other facilities such as spacious classrooms, libraries and computer laboratories. This public-private partnership was started with a view that when the university will have enough facilities to manage the classes at its regional campuses the classes will be shifted to regional campuses of AIOU. Main campus has developed these required facilities and now the classes are being held in main campus for the students of Islamabad region. Presently university is developing the required facilities at its regional level. As soon as the regional campuses develop capacity to offer classes of the program the classes will be shifted to the campuses, till that time the classes will be arranged at Approved Study Centers.

In the regions The Regional Directors will allocate students to study centres, which will be required to report there and attend classes as per pre-designed

schedule. The functions of the study centers are to arrange classes/workshops and evaluate the students' continuous assessment component consisting of the assignments. With the exponential growth in information and communication technology, online tutorial support has become an increasingly popular method for student learning in open and distance education. This presents numerous opportunities for the continued growth of distance education by providing current and prospective students with greater flexibility and opportunity for receiving quality tertiary education. The integration of Internet technologies will potentially enhance student connectivity in distance education and strengthen the learning environment. For the students who cannot attend the face to face tutorial session due to any reason for them university is offering this program in online mode of study. In online mode the support is provided by chat sessions.

Allocation of Study Center

For the regions where classes are still held in study centres, when you will receive your material mailed by the university, your Regional Office will intimate you about your Study Center. Upon your reporting to the Study Center, the management of Study Center will give you the timetable of classes and assign you teachers for those classes. You will have to submit your assignments to your teachers on the due date as mentioned in the schedule. Allocation of Study Centers in particular area to the students will be subject to formation of viable group (minimum Ten Students).

Change of Address

If you change your address after sending in your admission form, please inform the Post Graduate Section Allama Iqbal Open University, Islamabad in writing. Further-more, no change of address during the semester will be allowed for that semester.

How Can you Manage your Time During the Studies?

Business and Public Administration are professional fields, its study takes

time, and lack of it is something students mention as the biggest problem when studying particularly part-time basis. You need to work out where, when and how you are going to study. Inevitably, the time you can spend will vary from week to week and so will the demands of the course. Preparing assignments, for example, takes time and effort, so when they are due you will have to find more time. On the other hand, parts of the course might be familiar to you, so that you can read through the material more quickly.

There are two things you can do to get yourself ready for the course:

- Discover what is a good study pattern for you. To do this set your-self a task now, to complete during this week, such as studying a chapter of the book or learning a new skill. Now plan how to fit that into your week. Keep a note (perhaps on a weekly planner) of when you have actually done this new activity. Also, take notice of when you study or concentrate most effectively. Do you find it better to study in the evenings or in the mornings, in a sustained stretch or in several short periods? When your course begins, you will be able to apply what you have learnt from this task to planning your AIOU study.



Student Comments

Throughout my career I have attended several educational programs and courses. All these combined would not equal the experience of the CMBA program. All the materials, lectures, and discussions were 'on target' to give me the vision I need for my official assignments.

Abdul Rasheed Gandapur
Chief Engineer, WAPDA
COL MBA- Alumni

- Note the starting date of your course and be ready to start on that day! You'll get a study schedule as part of your course material. Find a prominent place to put it, as it will help you to structure your time throughout the course. When you get your course materials there is nothing to stop you are looking through them and making a start straight away, if that suits you.
- During the course you can plan your time as you go along. You might find that sometimes you can spend extra time on your study and get ahead, while at other times you have to concentrate only on the essential information. Your course's study schedule shows you when assignments are due, and what you should be studying. Therefore, you should try to
 - Use the course schedule, and any other course overview or guide, to help you plan your entire course. That should enable you to work a round times when you know you would not
 - be able to study.
 - Make monthly or weekly plans, so that you know when and what you should be studying. This can help to remove some of the worry from study, and prevent you from cramming your



Student Comments

I was looking for a course that could give me new ideas and new views on being a senior manager. In terms of the quality of instruction, material, and participants, it was one of the most useful and enjoyable academic programmes I have been to. I worked harder than I thought I would because the courses were engrossing.

Saiqa Rabbani
Asstt. Director
Safety & Quality Management
System, Pakistan CAA

study into the few weeks before an assignment is due.

- Talk to someone if you have difficulties with the work itself or with finding time to study. Your first contact should be your teacher (who will be allocated to you towards the beginning of your course) or your nearest Regional office.



Student Comments

“The AIOU Executive MBA program provides a platform where talented and ambitious students meet and engage in a learning process that actively promotes several bridges between academia and professionals. The program was an excellent opportunity for me both personally and professionally.

The program, with its practical focus, gave me the opportunity to apply concepts learned to several professional assignments that I carried as a Head of Pakistan Telecommunication Authority. Not only has the AIOU COL MBA provided me with technical knowledge of business issues but its practical approach has helped me immensely.

The studies pinpoint some critical success factors for the students, like the relevance of business management, active networking, strategic alliances, public administration and entrepreneurship mindedness. The theory, practice and exposure to global business rules has given me the confidence and ability to focus on needed business skills to allow my organization to thrive. AIOU MBA program seemed to be the best way of acquiring the "how to" of management hypothesis and application. I have learnt a tremendous amount in the short time and feel it is the best investment I could have made for my future professional career.”

Dr. Muhammad Yaseen
Ex Chairman Pakistan
Telecommunication
Authority (COLMBA Alumni)



Student Comments

Any one intends to excel in Business Administration

on and at the same time enhance his Knowledge must seek COLEMBA. A true International standard curriculum being taught by equally competent Faculty. The Syllabic is simple yet exhaustive with inter-spaced assignments to open mind to new horizons. COLEMBA, considering the Pakistani environments and commitments of employed is indeed a unique career enhancing opportunity. COLEMBA has agitated my mind and has become more agile and interactive to day to day business challenges. COLEMBA has not only making more adept to business environments but has developed more confidence in me. COLEMBA is a mature and balanced set of practical knowledge, aimed at not only Post graduation degree enhancing and adding finance to already held skill. Profound Regards

Abbas Ali
Operation Controller Express North
TCS PVT LTD Regional Office
Rawalpindi



Student Comments

The best skills development programs I have ever had through out my career is CMBA/CMPA. The programme is an excellent forum to reflect and plant for organizational success in a structured and stimulating environment.

I found CMBA/CMPA Programme a professional degree. The remarkable efforts of the faculty, the administration of course materials is contribution to the success. It is a superb team effort.

I really feel honor to get degree of this internationally recognized programme

Ghulam Murtaza Goraya
Asstt. In-Charge
FS Cell(Academics)
HEC, Islamabad

ASSESSMENT THROUGHOUT THE COURSES

Assessment in distance education system uses the components of Continuous Assessment and Term-End Examination.

OCAS

Overall Continuous Assessment Score is based on:

- Tutor-marked assessments (TMAs) in the form of essays or short answer questions. Some courses may also require extended essays or projects.
 - Computer-marked assignments (CMAs) consist of multiple-choice questions. Not all courses have CMAs.
 - Projects/Case Studies in the form of essay or short answer questions.
- Course materials will indicate the number of course assignments as well as which assignments should be completed for assessment purpose and which are for teaching purpose only.

The weightage of each assessment components (e.g., TMAs, CMAs, projects, examinations) will also be promulgated.

To calculate the overall score (OCAS), the prescribed number of a student's 'best' scores will be selected, including the scores for any assignments 'necessary for assessment purpose'.

Overall Examination Score (OES)

Each course has a written examination, which is held at the end of the course and normally lasts three hours. Students' performance in the examination will contribute to the OES.

Overall Course Score (OCS)

OCS will be calculated from both the OCAS and OES, which is usually the weighted average of the two scores. However, OCS alone does not automatically determine result status. When determining result status, the OCAS, OES and OCS will all be taken into account. A pass score in each course will depend on a satisfactory level of performance in both the OCAS and OES.

Pan Commonwealth Standardization (PCS)

PCS will encompass protocols and practices of the governing standards of tutorials, grading and marking of assignments and examinations.

Determination of Course Result Status

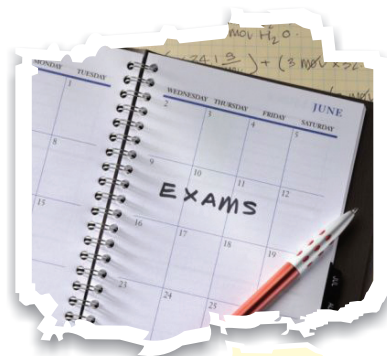
Course result will be determined by the following components: -

Activity	Weightage
1) Two Assignments	30 marks (15 each)
2) Final Examination	70 marks
Total: 100 marks	

In order to qualify a course, the students will have to obtain at least 40% marks in the continuous assessments component comprising of two home assignments. In addition to this the students will also have to qualify the final examination at the end of the semester and they are required to get at least 40% marks. Total weightage of continuous Assessment component and final examination is 30:70 respectively in working out the overall grade of the course.

Purpose of Assignments

The main purpose of assignments is to test the student's comprehension of the syllabus of the course and the books, the students receive from the university and also to help them to get through the courses. Although the information provided in the course material/books supplied by the university is sufficient for answering the questions contained in the assignments as well as other books and the allied material, the assignments are designed in such a way as to help the students to concentrate mainly on the printed



An assessment policy includes the following components:

- Overall Continuous Assessment Score (OCAS)
- Overall Examination Score (OES)
- Overall Course Score (OCS)
- Pan Commonwealth Standardization (PCS)
- Determination of Course Result Status

course materials and exploit their personal experience.

The students are therefore advised to take the assignments seriously. A simple omission on their part may cause considerable loss to them, which can be avoided by exercising proper care. The students may note that they will not be allowed to appear in the final examinations for any course if they do not submit both the assignments within due date and they obtain at least 40% marks collectively in the assignments.

Submission of Assignments

The students should submit complete answers to all assignments' questions in their own words and before submitting the assignments they should ensure that they have answered all questions in all assignments. Normally after evaluation the teachers returns the marked assignments to the students with comments and grading. All assignments are required to be submitted within due date and no assignment will be accepted after the due date. It is the responsibility of the students to

get back their duly evaluated marked assignments along with a copy of the assessments sheet, containing comments of the teacher on their performance. This will help them to improve themselves for future assignments. The students are also advised to retain a copy of all assignment' answers. In case they do not get back their duly evaluated marked assignments with assessment sheets within a month after submission, they are advised to try to get the assignments personally from the teacher or from their study centre. Retaining the copy of the assignments' answers will help the students to represent their case to the university in case any problem arises. The students should also know that in case they do not get minimum qualifying marks in continuous assessment component consisting of two assignments of the course, they will be declared fail in the entire course and they will have to get re-admission in that particular course after paying the requisite fee.

Re-Evaluation of Assignments

The assignments are also not subject to re-evaluation except for errors in counting the total marks. If the students notice any discrepancy in the evaluated assignment, they are advised to immediately bring it in the notice of their tutors/teachers of their study centre so that the correct marks are forwarded to the university.

Cheating in Assignments

Word for word copying from books or any other source is not permissible in answering the assignments. The students are required to answer the questions in their own words. You must not send other people's work, either in its entirety or in part, and claim it as your own.

In the same way, students are encouraged to show the results of their readings by referring to and quoting from works on the subject. However, copying from such sources without acknowledgment is plagiarism and is not acceptable. To copy deliberately from a printed work or from any other source and to claim it as your own is a form of

cheating. Cheating, or attempting to cheat, is a serious offense and will be punished in accordance with the relevant Rules of the AIOU.

Late Submission of Assignments

Each assignment has a 'cut-off date, which is the final date for it to be submitted and received for marking. You should submit each assignment before the cut-off date. If you have a good reason that prevents you from submitting an assignment by the cut-off date, you may obtain permission from the Director Regional Services, AIOU campus Islamabad, through the concerned Regional Director for late submission. However, both your tutor/teacher and Academic Department will expect you to have a good reason for requesting an extension of the normal deadline.

Submission of Partially Completed Assignments

You must submit all parts of an assignment at one time and not as part-

assignments on separate occasions. In this case, only the first part received will be marked. The tutor/teacher will comment on parts that were received later, but the marks will not be recorded or counted towards your assessment. If you have difficulty in completing all parts of an assignment on time, you should ask your tutor/teacher for permission to submit the whole assignment late.

Re-Submission of Assignments

The students are not allowed to re-submit an assignment for improving their marks.



Student Comments

I was looking for a degree program that would allow me to pursue my personal goals of earning an MBA from an internationally recognized, quality program while enhancing my business acumen and management skill sets. However, my current position requires regular travel, and my career is likely to continue to require that. I relocate from time to time. It was important to have flexibility to fit the course work into my schedule and I also did not want to be tied to a specific geographical area for any period of time. The Commonwealth MBA program for Executives allows me to meet all of my objectives without compromise and it truly exceeded my expectations. The programme combines cutting edge technology with a diverse range of participants creating an interactive environment, which provides an excellent yet flexible opportunity to learn.

I appreciate the opportunity to interact with the programme's varied participants and gain insight from their experiences and have exposure to their perspectives on issues.

Nafees Ahmad

Medical Unit Administrator
Diplomatic Enclave Ramna-5,
Islamabad, Pakistan



Student Comments

Many management programs are offered these days. But COL MBA Executive gives a prospective of strategic Management. It is an excellent program for senior and mid level management to develop professional knowledge, skills and ability to meet current and future management demands. It enhances their efficiency and effectiveness; strategical thinking to make right decisions at right time. I have found excellent teachers and diversity of class fellows making it an enjoyable program. I will conclude with the caption that " Experience is nothing without knowledge".

Sayyed Faraz Ali Shah

National Co-ordinator
Site Acquisition team
UFONE

Final Examination

Final examination is another component of overall assessment system of a course. Exams help you to review your studies and see the course as a whole. Exams are taken at the end of the course on the set dates, usually at a convenient center.

Need for Examination

You will probably find that others in your class will also be at the same location. If necessary, special arrangements can be made in special circumstances only for students with disabilities.

Weightage of Examination in the Final Results

The duration of the examination for each course will be three hours. As already stated final examinations carry 70% weightage in the determination of final results. In order to be eligible to appear in the final examination in any course, the students are required to obtain at least minimum 40% qualifying marks in the Assignments. The examinations of each semester of each course are conducted at the end of the semester. The minimum passing marks in the final examinations are 40%. In case a student fails to get minimum qualifying (40%) marks in the final examinations, he/she will be eligible to re-appear in the examination of the same course during the next semester. In case he/she again fails to get minimum qualifying marks in the 2nd attempt, he/she will be given one more final chance to qualify the examinations in the next semester. If he/she does not obtain minimum passing marks in his 3rd attempt in the final examinations, he/she will be considered fail in the overall evaluation of the course, no matter he/she has secured passing marks in the assignments. In these circumstances, he will have to re-enroll in that particular course after paying the requisite fee of a course.

Roll Number Slips

The university will send roll number

slip to each student to appear in the final examination at least 15 days before the examinations. This roll number slip besides mentioning your roll number and registration number, will give address of your examination centre. If a student does not receive this intimation slip 15 days before the commencement of examinations, he/she may Contact Assistant Controller of Examination Block 3 Allama Iqbal Open University, Tel No: 051-9057334. If your name is registered for examinations, even if you have not received intimation slip or misplaced the intimation slip you may take examination after obtaining duplicate roll number slip from the concerned Regional Director, who will have access to the automated data of the students in his computer system. The Regional Directors may also download the duplicate roll number slip from the computer and supply the print out to the students after signing on behalf of the Controller of the Examination.

Change in Examination Centers

The university will not entertain the requests of change of Examination Centre during the semester except in exceptional circumstances when the student has genuine reasons for this change and he/she applies at least 45 days before the commencement of examinations.

Eligibility for Appearing in Examinations

It is the duty of the student to check whether he/she is registered for that particular course and whether he/she is eligible to appear for the examination or not. If he neglects this and takes the examinations without being

eligible for it, his/ her results will be cancelled. The students must bring their National Identity Cards while reporting in the examination centres to prove their identity.

Declaration of Results of Examinations

Normally the results of the examinations are declared within three months of completion of examinations. In accordance with the systems and policies, the university cannot declare the results of examinations before the commencement of next semester. The study period of next semester starts without waiting for the results of previous semester.

How the Final Result is Calculated?

The university calculates the final result for a course by combining the marks of continuous assessment marks together with those awarded in the final examination at the end of the course. The aggregate passing marks in a course are 40%. For example if a student gets 80 marks out of 100 from first assignment and gets 80 marks out of 100 from second assignment, his total marks will be 160 out of 200 or 24 out of 30. The weightage of these marks will be 30%. These marks will be added to determine the over all marks of the student. The student will have to pass both the continuous assessment and final examination in order to pass the course.



Exit Point	Number of Course	Credits
Postgraduate Professional Certificate	(8 core courses of CMBA/CPA)	48
Postgraduate Diploma	10 (8 core + 2 specialised compulsory)	60
CMBA/CPA Degree	15 (8 Core + 2 specialised + 3 electives + 2 required courses)	90

Exit Points on Credit Accumulation Basis

The programme is modularised with three exit points. The availability of each exit point may vary from one institution to another. You may choose to avail any of the above certification based on the credits completed by you.

The Grading System

The university adopts the following grading systems for the students of MBA/MPA Programme.

The Credit System

The CMBA/CMBA Programmes are based on a credit accumulation system. Each CMBA/CMBA credit is defined on the basis of 20 hours of study load which comprises all learning activities such as working through student materials, preparing assignments, tutorial activity and preparing for examinations, etc. All courses in the Programme carry a credit weightage of 6 (120 study hours). This indication is intended to help the student understand the academic effort required for successful completion of a course and the Programme.

Continuing Students

After taking admission in the first semester the students are treated as continuing students of the university. The university contacts the continuing students for enrollment in their next semester. They are provided the computerized admission forms for enrollment. If a student is unable to get the form in the middle of a semester, he/she is advised to contact his/her nearest regional office of Allama Iqbal Open University and obtain the blank form. There-after, the student is advised to deposit the fee and forms in the designated branches of the Banks. It is necessary for the smooth running of semesters without any break. It is also clarified that the terms and conditions and fee structure of all fresh and continuing student is the same.

Re-Arrangement of Course/ Prospectus

The university has the right of revision and replacement of courses given in this prospectus and the university

can also substitute compulsory or elective courses from time to time without any notice.

Overall Percentage Marks	Letter Grade
80% and above	A
65% to 79%	B
50% to 64%	C
40% to 49%	D
Below 40%	F



Student Comments

The diversified group experience and the caliber of graduates that attend CMBA make the difference. I also liked the fact that the program has both a Western and Asian flavour, which is invaluable in the networking world. The professors at AIOU are driving new and exciting theories and classes are up to date and on the cusp of management advances. The AIOU is a mega university. The international aspects of the CMBA were very important to me. The program is helping me round out my development while extending my knowledge. However, one of the best aspects of the program is the colleagues I met. The depth, breath and talent of that group is simply amazing.

Muhammad Irfan Khan
Supply Chain Management,
Manager, PETRONAS CARIGALI
(Pakistan) Ltd. Islamabad.



Student Comments

Commonwealth MBA Programme for Executives exceeded my expectations. The curriculum and the professors are excellent. In addition, the university put together an extremely talented group of students with diverse backgrounds, while made classroom discussion a stimulating and educational experience.

Commonwealth MBA is a first-class business programme, and the faculty is outstanding. The programme was really geared to meet the needs and challenges of a mid-level executive. The co-hort system was also a great way to facilitate group projects and develop strong relationships with the others in my team.

Abdul Wahid
Manager Administration
PAKCHINA, Investment Company
Limited.

Fee Tariff

Unlike the exorbitant fees in the comparable institutions, Allama Iqbal Open University charges a modest fee, which is inclusive of provision of books. Substantial portion of this fee is paid to the study centers for providing well organized regular coaching and applied training to our students and superior quality printing of course material/books. The detail of the fee is given below:

Sr. #	Item	Fee
1.	Registration Fee (Payable Only Once at the Time of Initial Registration With the University)	Rs. 200
2.	Fee for Viva-Voce (Payable in Advance at the Time of Admission)	Rs. 350
3.	Admission Fee Payable in Advance at the Time of Admission in The Programme	Rs. 700
4.	Technology Fee	Rs. 100
5.	Course Fee for Four Courses (24 credit) (Rs. 8060/- Per Course)	Rs. 32240/-
Total Fee Payable in the First Semester		Rs. 33590/-

Fee can neither be refunded after the admission nor it can be adjusted for future enrollment. The students should note that the admission forms accompanied with lesser fee would not be processed unless full payment is made. The admission fee is to be sent only upon receipt of admission offers from the Directorate of Admissions.

Late Fee Tariff

To Facilitate the student, the university has granted relaxation of late fee deposit for those who failed to deposit within prescribed period.

Total grace period for late fee submission: **25 days only**

Late fee charges (with in 10 days after due date): **Rs. 500**

Late fee charges (next 15 days): **Double of total fee payable (* not further extendable)**

Or As per AIOU Admission policy.

WHOM TO CONTACT for Academic/General Information

COL MBA/MPA Programme Office,
Block No. 11, Allama Iqbal Open University,
Islamabad.
Telephone: 051-9057840, 9250090,

For admission queries;

Asstt. Registrar (Postgraduate) Allama
Iqbal Open University H-8, Islamabad.
Telephone: 051-9057425

For Mailing Purpose:

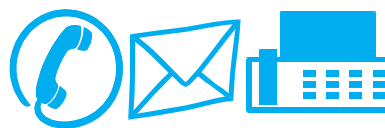
The Mailing Officer, Mailing Section,
Allama Iqbal Open University, Islamabad.
Telephone: 051-9057611-12, 9250185

For Examination Purpose:

The Controller of Examination, Allama
Iqbal Open University, Islamabad.
Telephone: 051-9057310, 9057334,

For Regional Services at AIOU Campus Purpose:

The Director Regional Services, Allama
Iqbal Open University, Islamabad.
Telephone: 051-9250036



Instructions / General Information:

- It is the responsibility of the student to attach the required and attested documents with the admission form.
- CMBA/CPA degree awarded by partner institutions in collaboration with Commonwealth of Learning is fully accredited and recognised.
- The candidates are required to send complete admission form along with attested copies of all educational and experience certificates to the Department of Business Administration, Allama Iqbal Open University, H-8 as mentioned in the prospectus before/on the closing date of admissions. No fee may be attached with the form at the initial stage.
- Only the eligible applicants will be called provisionally for admission test.
- A course taken by any student cannot be changed during the semester.

- The address of any student will not be changed during the semester.

- The continuing students are sent computerized admission forms, if for any reason, the student does not receive the continuing admission form, he/she may get the general admission form from any regional office of AIOU and send it to the University within due dates.

- Fee neither be refunded once paid for admission nor it can be adjusted for any other Programme.

- On payment of the registration fee, each student will be issued a registration number. This registration number must be quoted in all the future correspondence along with the roll number, course code(s), and semester.
- Study material will be mailed to students at their given mailing addresses.

- Rules and regulations framed, enhanced, and changed from time to time by the authorities/bodies of AIOU will be effective as deemed necessary. The students will have to abide by all such rules and regulations from the date of their implementation.

- A student who fails in the continuous assessment component is not eligible to appear in the final examination but will be allowed to re-register for the same course at its next offering by the University.

- After completion of a Programme successfully, a student has to apply to the Controller of Examinations of AIOU for the issuance of a Post Graduate Professional Certificate/Post Graduate Diploma/Degree.

- The University reserves the right to change the contents of this prospectus without any prior notice as per University's policy.

Regulations for refund of admission fee

- Admission fee once deposited by the candidates/students in the university account will neither be refunded nor converted/ adjusted as a matter of right. However fee paid by the candidates/students will be settled in the following cases: The candidates/students who deposit the fee of programme and later on change their mind to apply in another programme and communicate their decision in black and white to the Admission Section, before the dispatch of study material, in such cases, fee will be refunded to them after deduction of 10% of the total amount deposited.

- The candidates/students who know that they are ineligible for admission to a programme and even then they deposit the fee, in such case, the fee will be refunded to them after the deduction of 5% as service charges from the total amount.

- The amount deposited by the candidate/student in excess (more than the prescribed fee) will be refunded/adjusted within a year.

- Cases of refund of admission fee will be processed after finalization/completion of admission of the semester and only on the production of original Bank Challan/Receipt No. 3&4.

- If candidates/students deceive the University and get admission to two different programmes simultaneously in a semester, admission will be cancelled in both the programmes and the fee deposited for both the programmes will be forfeited.

Guidelines for Admission Test for CMBA/CMPA Programme

This part of the prospectus contains the sample question paper and other related information for the Admission Test for admission to CMBA/CMPA. The candidates will be given a specifically designed Optical Mark Reader (OMR) answer sheet in the examination hall when they appear for the Admission Test. It is necessary for them to know about the type of questions and the way in which they are required to answer them. These guidelines will help you in this respect. The type of test which will be used in the ADMISSION TEST are given below:

Test	No. of Questions	Marks
Test I General Awareness	30	30
Test II English Language	50	50
Test III Quantitative Aptitude	50	50
Test IV Reasoning	70	70

* Time allowed: Composite 3 hours

All the above four tests will be given in a composite test booklet which will be printed in English. The candidates will be given a composite time of three hours to answer 200 questions. They may attempt the test in any order they like. Since the questions in the Test Booklet are objective type, answers should not be written in words or sentences. For each question, there are four answer choices suggested and only one of them is right. The candidates have to select the right answer from amongst the given answers.

How to Fill up the Information on the Admission Test OMR Answer Sheet

The candidates may fill in their own information in this answer sheet so that they may correctly fill up the actual OMR examination answer sheet in the examination hall. While filling in the OMR examination answer sheet they should follow the following guidelines.

1. Write the complete Roll Number assigned to the candidates. This should correspond to the roll number indicated on the Hall Ticket. Also write your correct name, address with pin

code in the space provided, with ink. Put your signatures on the answer sheet with date, with ink. Ensure that the Invigilator in your examination hall also puts his signatures with date on the OMR answer sheet in the space provided. You should use a HB pencil to mark the answers of the questions on the OMR answer sheet.

2. Do not make any stray marks on the response sheet.

3. Write correct information in numerical digit in Roll No., Date and Month and Examination Centre, Code Columns. The column of Course Code should be left blank. For example, suppose your Roll Number is 14786159, Examination Centre is Lahore. This information is indicated as filled in sample answer sheet for your reference.

4. Each question is followed by four probable answers that are numbered 1,2,3 &4. You should select and show only one answer to each question considered by you as the most appropriate or the correct answer. Select the most appropriate answer. Then using your HB pencil, encircle the option bearing the correct answer number against the serial number of the question.

5. If you wish to change your answer, ERASE completely the already encircled digit by using a good quality eraser and then encircle the option bearing your revised answer number. If an incorrect answer is not erased completely, smudges will be left on the erased option and the question will be read as having two answers by the Optical Mark Reader (OMR) and will be ignored for giving any credit.

6. No credit will be given if more than one answer is given for one question. Therefore, you should select the most appropriate answer.

7. You should not spend too much time on any one question. If you find any particular question difficult, leave it and go to the next. If you have time left after answering all the questions, you may go back to the unanswered

ones.

8. There is no negative marking for wrong answers.

General Instructions

1. No calculators, books, slide-rules, foot rulers, notebooks or written notes, etc. will be allowed inside the examination hall.

2. You should follow the instructions given by the Centre Superintendent and by the Invigilator at the examination venue. If you violate the instructions you will be disqualified.

3. Any candidate found copying or receiving or giving assistance in the examination will be disqualified.

4. The Invigilator will supply the test booklet and the OMR answer sheet to the candidates. After the exam is over you should hand over the Test Booklet and the OMR Answer sheet to the invigilator before leaving the examination hall. Any candidate who does not return the question booklet and the OMR Answer Sheet will be disqualified.

5. Candidates arriving late will not be permitted to enter the examination hall. The reporting time is 9.15A.M. The examination will start at 10.00 A.M. and will be over at 1.00 P.M.

6. All rough work is to be done on the scrap paper provided by the invigilator, rough work on the test booklet is not permitted.

7. The University reserves the right to cancel scores of any candidate who impersonates or uses malpractices. The examination is conducted under uniform conditions. The University will also follow a procedure to verify the validity of scores of all examiners uniformly. If there is substantial indication that your performance is not genuine, the University may cancel your score.

8. Candidates should bring their hall tickets duly affixed with their latest photograph to appear in the test. The photograph should be attested. The Invigilator should sign the Hall Ticket.

Admission Test for CMBA/CMPA Programme

Sample Paper

Sample Questions: A few sample questions are given below. You may practice marking your answers in the sample answers sheet given at the end. Please remember, in the test paper there will be questions of several types other than those given as specimens, though all will be objective type.

Test I: General Awareness

1. WTO headquarter is located in:

- A New York B Geneva
C Sydney D Berlin

2. Which country is the largest producer of natural rubber in the world?

- A Malaysia B Indonesia
C Thailand D Burma

3. The speed of light will be minimum while passing through.

- A Glass B Air
C Vacuum D Water

4. The time taken by the sun to revolve around the center of our galaxy is

- A 50 million years B 100 million years
C 250 million years D 365 million years

5. Earth quake waves travel fastest in

- A Soil B Molten rock
C Water D Flexible rock

6. Member countries of the Eurorpan Union are:

- A 18 B 15
C 21 D 12

7. What does the letter XP stands for in the product of Microsoft XP?

- A Extended Product B Extra Pampering
C Experience D Entry level Product

8. The headquarter of Nestle is located in:

- A Sweden B Switzerland
C The Netherlands D Luxemburg

9. "Connecting People," is the slogan of which Company.

- A Philips B Motorola
C Ericsson D Nokia

10. Hewlett Packard, the famous Computer company is named after:

- A Its promoters, Hewlett and Packard
B The city in which they commenced their operation initially.
C The street in which their first office was located.
D None of these.

11. The management strategy with te acronym CRM can be expanded as:

- A Concrete Relationship Management
B Customer Relationship Management
C Correct Relationship Management
D Constructive Relationship Management

12. Which is the largest airport in the world?

- A Singapore airport
B International airport at Kuala Lumpur
C Heathrow at London
D King Khalid at Saudi Arabia

13. What is the name of the instrument used to measure blood pressure?

- A Barometer B Hygrometer
C Hydrometer D Sphygmoman-meter

14. "Be the first to know" is the baseline of which company?

- A BBC B Star News
C CNBC D CNN

15. When there is one buyer and many sellers in a market- what is this situation called?

- A Monopoly B Monopsony
C Monotony D Oligopoly

Test II: English Language**Read the following passage and answer questions given at the end.**

From the 197 million square miles, which make up the surface of the globe, 71 per cent is covered by the interconnecting bodies of marine water; the Pacific Ocean alone covers half the Earth and averages near 14,000 feet in depth. The submerged borders of the continental masses are the continental shelves, beyond which lie the deep-sea basins.

The ocean are deepest not in the center but in some elongated furrows, or long narrow troughs, called deeps. These profound troughs have a peripheral arrangement, notably around the borders of the Pacific and Indian oceans.

The position of the deeps, like the highest mountains, are of recent origin, since otherwise they would have been filled with waste from the lands. This is further strengthened by the observation that the deeps are quite often, where world-shaking earthquakes occur. To cite an example, the "tidal wave" that in April, 1946, caused widespread

destruction along Pacific coasts resulted from a strong earth-quake on the floor of the Aleutian Deep.

The topography of the ocean floors is none too well known, since in great areas the available soundings are hundreds or even thousands of miles apart. However, the floor of the Atlantic is becoming fairly well known as a result of special surveys since 1920. A broad, well-defined ridge—the Mid Atlantic ridge—runs north and south between Africa and the two Americas and numerous other major irregularities diversify the Atlantic floor. Closely spaced soundings show the continents. Use of the recently perfected method of submarine topography. During World War II great strides were made in mapping submarine surfaces, particularly in many parts of the vast Pacific basin.

Most of the continents stand on an average of 2870 feet above sea level. North America averages 2300 feet, Europe averages only 1150 feet; and Asia, the highest of the larger continental subdivisions, averages 3200 feet. Mount Everest, which is the highest point in the globe, is

29,000 feet above the sea; and as the greatest known depth in the sea is over 35,000 feet, the maximum relief (that is, the difference in altitude between the lowest and highest points) exceeds 64,000 feet, or exceeds 12 miles. The continental masses and the deep-sea basins are relief features of the first order; the deeps, ridges, and volcanic cones that diversify the sea floor, as well as the plains, plateaus, and mountains of the continents, are relief features of the second order. The lands are unendingly subject to a complex of activities summarized in the term erosion, which first sculpts them in great detail and then tends to reduce them ultimately to sea level. The modeling of the landscape by weather, running water, and other agents is apparent to the keenly observant eye and causes thinking people to speculate on what must be the final result of the ceaseless wearing down of the lands. Much before there was any recognizable science as geology, Shakespeare wrote "the revolution of the times makes mountains level."

16. The peripheral furrows or deeps are found

- A Only in the Pacific and Indian oceans
- B Near earthquakes
- C Near the shore
- D In the center of the ocean
- E To be 14,000 feet in depth in the Pacific.

17. The largest ocean is the

- A Atlantic
- B Pacific
- C Aleutian Deep
- D Arctic
- E Indian

18. We may conclude from this passage that earthquakes

- A Occur more frequently in newly formed land or sea formations.
- B Are caused by the weight of the water
- C Cause erosion
- D Occur in the deeps
- E Will ultimately "make mountains level"

19. The highest mountains are

- A Oldest
- B In excess of 12 miles
- C Near the deeps
- D Relief features of the first order
- E Of recent origin.

20. The science of geology was started

- A By the Greeks
- B During World War II
- C April 1946
- D After 1600
- E In 1920

21. The highest point on North America is

- A 2870 feet above sea level
- B Not mentioned in the passage
- C Higher than the highest point in Europe
- D 2300 feet above sea level
- E In Mexico

22. The deeps are subjects to change caused by

- A Erosion
- B Soundings
- C Earthquakes
- D Waste
- E Weathering

23. The continental masses

- A Rise above sea level
- B Consist of six continents
- C Are relief features of the second order
- D Are partially submerged
- E Comprise 29 percent of the earth's surface.

Instructions: For each of the questions numbering 24-32 given below, a word in capital letters is followed by four words or phrases. Choose the word or phrase which is most nearly similar in meaning to the word in capital letters.

24. Confirmed: Inveterate

- A Knowledge : Supposed
- B Financial : Bankrupt
- C Immature: Callow
- D Credible: Incredible

25. Lullaby: Barcarole

- A Birth: Marriage
- B Night: Morning
- C Cradle: Gondola
- D History: People

26. Zoology: Animals

- A Ecology : Pollution
- B Botany: Plants
- C Chemistry: Atoms
- D History: People

27. Dory: Van

- A Dairy: Cow
- B Fish: Vehicle
- C Freighter: Caisson
- D Runners: Wheels

28. Parquet: Wood

- A Color: Painting
- B Mosaic: Glass
- C Potpourri: Medley
- D Collage: Tapestry

29. Saw: Carpenter

- A Scissors: Tailor
- B Wagon: Farmer
- C Brush: Painter
- D Typewriter: Author

30. Lurk: Wait

- A Boost : Elevate
- B Deplete: Drain
- C Abscond: Depart
- D Bilk: Cheat

31. Alchemy : Science

- A Nostrum: Remedy
- B Sideshow: Carnival
- C Ploy: Tactic
- D Forgery : Imitation

32. Needle : Knit

- A Bait: Fish
- B Match: Fire
- C Loom : Weave
- D Soap: Wash

Instructions: For each of the questions numbering 33-35 given below, a word in capital letters is followed by four words or phrases. Choose the word or phrase which is most nearly similar in meaning to the word in capital letters.

33. To Work Diligently

- A Carelessly
- B Grudgingly
- C Indifferently
- D Persistently

34. Inane

- A Insane
- B Difficult
- C Troublesome
- D Foolish

35. Candid

- A Respectable
- B Evasive
- C Invigorating
- D Haughty

Instructions: For each of the questions numbering 36-44 given below, a word in capital letters is followed by four words or phrases. Choose the word or phrase which is most nearly opposite in meaning to the word in capital letters.

36. Abominate

- A Loathe
- B Despise
- C Adore
- D Abhor

37. Obsequious

- A Servile
- B First
- C Fawning
- D Supercilious

38. Orotund

- A Not resonant
- B Not reddish
- C Not eager
- D Pompous

39. Upbraid

- A Defer
- B Vacillate
- C Sever
- D Laud

40. Plenitude

- A Luxury
- B Magnificence
- C Richness
- D Scarcity

41. Recant

- A Entangle
- B Rescue
- C Fail
- D Assert

42. Fulmination

- A Praise
- B Repetition
- C Escape
- D Ratification

43. Distend

- A Deteriorate
- B Weaken
- C Constrict
- D Concentrate

44. Tout

- A Cast aspersions on
- B Deny the relevance of
- C Misrepresent
- D Withhold Consent

Instructions: Each sentence in questions numbering 45-50 has one or two blanks, each blank indicating that something has been omitted. Beneath the sentence are four words or set of words. Choose the word or set of words that best fits the meaning of the sentence as a whole.

45. The fact that the-----of confrontation is no longer as popular as it once was----- progress in race relations

- A Insidiousness - reiterates
- B Practice - Inculcates
- C Glimmer - Foreshadows
- D Technique - Presages
- E Reticence - Indicates

46. We never believed that he would resort to ---- in order to achieve his goal; we always regarded him as a -----man.

- A Charm - insincere
- B Necromancy - pietistic
- C Logic - Honorable
- D Prestidigitation - articulate
- E Subterfuge - honest

47. The sociologist responded to the charge that her new theory was by pointing out that it did not in fact contradict accepted sociological principles.

- A Unproven
- B Banal
- C Superficial
- D Complex
- E Heretical

48. Despite assorted effusion to the contrary, there is no necessary link between scientific skill and humanism, and quite possibly, there may be something of a ----between them.

- A Dichotomy
- B Congruity
- C Reciprocity
- D Fusion
- E Generosity

49. The most technologically advanced societies have been responsible for the greatest—indeed savagery seems to be indirect proposition to-----.

- A Inventions-know-how
- B Wars-viciousness
- C triumphs-civilizations
- D Atrocities-development
- E Catastrophes-ill-will

50. Ironically, the party leaders encountered no greater-their efforts to build as Progressive Party than the--of the progressive already elected to the legislature.

- A Obstacle to-resistance
- B Support for-advocacy
- C Praise for-reputation
- D Threat to-promise
- E Benefit-success

Test III: Quantitative Aptitude

51. Quantity A: $(-6)^4$
Quantity B: $(-6)^5$

- A If the quantity A is greater;
- B If the quantity B is greater;
- C If the two quantities are equal;
- D If the relationship cannot be determined from the information given

52. Quantity A: Time to travel 95 miles at 50 miles per hour
Quantity B: Time to travel 125 miles at 60 miles per hour

- A Quantity A is greater
- B Quantity A is equals Quantity B
- C Quantity B is greater
- D Relationship Indeterminate

53. Quantity A: $(9/13)^2$
Quantity B: $(9/13)^{1/2}$

- A Quantity A equals Quantity B
- B Relationship Indeterminate
- C Quantity B is Greater
- D Quantity A is Greater

54. Quantity A: $4/100$
Quantity B: $0.012/3$

- A Quantity B is greater
- B Quantity A equals Quantity B
- C Quantity A is greater
- D Relationship Indeterminate

55. $x = 2y + 3$
 $y = -2$
Quantity A: X
Quantity B: -1

- A If the quantity in column A is greater;
- B If the quantity in column B is greater;
- C If the two quantities are equal;
- D If the relationship cannot be determined from the information given

56. $X + 2y > 8$
Quantity A: $2x + 4y$
Quantity B: 20

- A If the quantity in Column A is greater;
- B If the quantity in Column B is greater;
- C If the two quantities are equal;
- D If the relationship cannot be determined from the information given.

57. Quantity A: The number of months in 7 years
Quantity B: The number of days in 12 weeks

- A If the quantity in column A is greater;
- B If the quantity in column B is greater;
- C If the two quantities are equal;
- D If the relationship cannot be determined from the information given.

58. Quantity A: $1 - 1/27$
Quantity B: $8/9 + 1/81$

- A If the quantity in is greater;
- B If the quantity in is greater;
- C If the two quantities are equal;
- D If the relationship cannot be determined from the information given.

59. Quantity A: 0.83
Quantity B: 0.81/3

- A Quantity B is greater
- B Relationship Indeterminate
- C Quantity A is greater
- D Quantity A equals Quantity B

Test IV: Reasoning

Directions: All sample analytical reasoning questions are based on a passage or set of conditions. While answering a few of the questions, you would find it useful to draw a rough diagram. To answer any sample analytical reasoning questions choose the answer you think is most appropriate among the given options.

Questions 60-63: An employee has been assigned the task of allotting offices to six of the staff members. The offices are numbered 1-6. The offices are arranged in a row and they are separated from each other by six foot high dividers. Hence voices, sounds and cigarette smoke flow easily from one office to another. Miss Raheel's needs to use the telephone quite often throughout the day. Mr. Ali and Mr. Usman need adjacent offices as they need to consult each other often while working. Miss. Sana finds tobacco smoke allergic

and consecutively the offices next to her to be occupied by non smokers.

Mr. Asim requires silence in the offices next to his. Mr. Umar, Mr. Ali and Mr. Asim are all smokers. Miss Sana finds tobacco smoke allergic and consecutively the offices next to her to be occupied by non-smokers.

Unless specifically stated all the employees maintain an atmosphere of silence during office hours.

Questions 64-68: Two or more essences out of a stock of five essences-L, M, N, O, and P are used in making all perfumes by a manufacturer. He has learned that for a blend of essences to be agreeable it should comply with all the rules listed below. A perfume containing L, should also contain the essence N, and the quantity of N should be twice as that of L. A perfume containing M, must also have

O as one of its components and they should be in equal proportion.

A single perfume should never contain N as well as O.

O and P should not be used together.

60. In the event of what occurrence, within a period of one month since the assignment of the offices, would a request for a change in office be put forth by one or more employees?

- A Mr. Asim quitting smoking.
- B The installation of a noisy teletype machine by Miss Sana in her office.
- C Mr. Raheel's needing silence in the office (s) next to her own.
- D Mr. Usman suffering from laryngitis.
- E Mr. Umar taking over the duties formerly taken care of by Miss Raheel.

61. The three employees who are smokers should be seated in the offices.

- A 1,2 and 4
- B 2,3 and 6
- C 1,2 and 3
- D 1,2 and 3
- E 1,2 and 6

63. The ideal candidate to occupy the office furthest from Mr. Usman would be

- A Miss Sana
- B Mr. Ali
- C Mr. Umar
- D Mr. Asim
- E Mr. Raheel

62. The ideal office for Mr. Ali would be.

- A 2
- B 6
- C 1
- D 3
- E 4

A perfume containing the essence P should contain P in such a proportion that the total amount of P present should be greater than the total amount of the other essence or essences used.

64. Among the following which is an agreeable formula for a perfume?

- A One part L, one part P
- B Two parts M, two parts L
- C Three parts N, three parts L
- D Four parts O, four parts M
- E Five parts P, five parts M

65. Adding more amount of essence N will make which of the following perfumes agreeable?

- A One part L, one part N, five parts P
- B Two parts M, two parts N, two parts P
- C One part M, one part N, one part P
- D Two parts M, one part N, four parts P
- E Two parts N, one part O, three parts P

66. Among the following, the addition of which combination would make an unagreeable perfume containing two parts N and one part P agreeable?

- A One part L
- B One part M
- C Two parts N
- D One part O
- E Two parts P

67. Among the following which combination cannot be used together in an agreeable perfume containing two or more essences?

- A L and M
- B L and N
- C L and P
- D M and O
- E P and N

68. Among the below mentioned formulas, which can be made agreeable by the eliminating some or all of one essence?

- A One part L, one part M, one part N, four parts P
- B One part L, two parts N, one part O, four parts P
- C One part L, one part M, one part O, one part P
- D Two parts L, two parts N, one part O, two parts P
- E Two parts M, one part N, two parts O, three parts P

Answers

Q.No.	Ans.	Q.No.	Ans.	Q.No.	Ans.	Q.No.	Ans.	Q.No.	Ans.
1	B	15	B	29	A	43	C	57	C
2	C	16	D	30	C	44	C	58	A
3	A	17	B	31	A	45	D	59	A
4	C	18	A	32	C	46	E	60	E
5	C	19	E	33	D	47	E	61	D
6	B	20	D	34	D	48	E	62	D
7	C	21	B	35	B	49	D	63	D
8	B	22	C	36	C	50	A	64	D
9	D	23	D	37	D	51	A	65	A
10	A	24	B	38	A	52	C	66	E
11	B	25	C	39	D	53	C	67	A
12	D	26	A	40	D	54	C	68	B
13	D	27	C	41	D	55	C		
14	D	28	B	42	A	56	D		

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14	Deputy Regional Director, Regional Centre, Allama Iqbal Open University, Al Huda Street, Amin Colony, Near Govt. High School, NAROWAL. Ph:(0542)413122, 412122 Email: rd_narowal@aiou.edu.pk	15	Assistant Regional Director, Regional Centre, Allama Iqbal Open University, Near Sheikh Zaid Air Port, RAHIM YAR KHAN Ph: (068)9239046, 9239166 Email: rd_rykhan@aiou.edu.pk	16	Regional Director, Office of the Regional Campus RAWALPINDI. Allama Iqbal Open University, Block No.27, AIOU, Sector H-8, Islamabad. Ph: (051)9250181-90 E-mail: aiourwp@aiou.edu.pk

17	Assistant Regional Director, Regional Centre, Allama Iqbal Open University, House No.88, Main Road Bilal Colony, SAHIWAL Ph: (040) 9200456-8 Email: rd_sahiwal@aiou.edu.pk	18	Regional Director, Regional Centre, Allama Iqbal Open University, House No.9, Street-A, Block-Z, New Satellite Town, Tali Chowk, SARGODHA. Ph: (048)3211217-8 Email: rd_sargodha@aiou.edu.pk	19	Assistant Regional Director, Regional Centre, Allama Iqbal Open University, Mohallah Mumtaz Pura, Haji Pura, Daska Road, SIALKOT. Ph: (052)3241300 Email: rd_sialkot@aiou.edu.pk
20	Regional Director, Regional Centre, Allama Iqbal Open University, House No. 16, Street No. 11, Near NBP (Courts Branch) Housing Colony No. 1, TOBA TEK SINGH. Ph: (046)2005954 Email: rd_ttsingh@aiou.edu.pk	21	Assistant Regional Director, Regional Centre, Allama Iqbal Open University, House No. 166, Faisal Town, Opposite Govt. Boys Post Graduate College, VEHARI. Ph: (067)3360636-7 Email: rd_vehari@aiou.edu.pk		

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22	Regional Director Regional Centre, Allama Iqbal Open University, H.No. 26/2 St. No.142/41, Defense Housing Society, HYDERABAD. Ph: (022)9200155 Email: rd_hyderabad@aiou.edu.pk	23	Regional Director, Regional Campus, Allama Iqbal Open University, ST-6, D-I, Block No.14, Federal 'B' Area, KARACHI 75950 Ph: (021) 99246099-101 Email: rd_karachi@aiou.edu.pk	24	Assistant Regional Director, Regional Centre, Allama Iqbal Open University, House No.61, Shaheed Zulfiqar Colony, Near Daro Road, DADU Ph: (025)9239072 Email: rd_dadu@aiou.edu.pk
25	Assistant Regional Director, Regional Centre, Allama Iqbal Open University, Sachal Colony, Banglow No.67, Near City Hospital (Bakhtiarwar Park), LARKANA CITY. Ph: (074)9239044 Email: rd_larkana@aiou.edu.pk	26	Deputy Regional Director, Regional Centre, Allama Iqbal Open University, Post Graduate Block, Govt. Boys Degree College, MITHI, Ph: (0232)261289 Email: rd_mithi@aiou.edu.pk	27	Assistant Regional Director, Regional Centre, Allama Iqbal Open University, Survey No.2, Ameer Khani Mohallah, Near Shahjehani Mosque. THATTA Ph: (0298)581018 Email: rd_thatta@aiou.edu.pk
28	Deputy Regional Director, Regional Centre, Allama Iqbal Open University, Plot No. 31, Block-A, Jaffria Co-operative Housing Society, Shikarpur Road, SUKKUR. Ph: (071)5807213 Email :rd_sukkur@aiou.edu.pk	29	Incharge, Noor Model Study Centre, Allama Iqbal Open University, Old Girls College Hostel, Opp: DCO Office, UMER KOT. Email: ard_uk@aiou.edu.pk Ph:(0238) 920016		

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33	Regional Director, Regional Campus, Allama Iqbal Open University, Plot No.14, Sector A-3, Phase V, Hayatabad PESHAWAR Ph: (091)9217603-8 Email: rd_peshawar@aiou.edu.pk	34	Deputy Regional Director, Regional Centre, Allama Iqbal Open University, Haji Sharzaman Khan Plaza Opposite Govt. Primary School, G.T Road, Post Office Rahimabad, SAIDU SHARIF (SWAT) Ph: (0946)9240205-6	35	Assistant Regional Director, Regional Centre, Allama Iqbal Open University, Major Faiz House, Street No.02, Pohan Colony, Moqam Mandi, Malakand Road, MARDAN. Ph: 0937-841196,841135 Email: rd_mardan@aiou.edu.pk
36	Assistant Regional Director, Regional Centre, Allama Iqbal Open University, House No.43, Sector A/2, Phase No. II, KDA, KOHAT. Ph: 0922-513882 Email:rd_kohat@aiou.edu.pk				

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40	ARD, Regional Centre, (Turbat Based at Gwadar) , AIOU, Charlie Chowk, Near Uzifa Masjid, GWADAR Ph: 0864-410300, Cell: 03342233559 Email: rd_turbat@aiou.edu.pk	41	Assistant Regional Director, Regional Centre, Allama Iqbal Open University House No.G/176, KhawajaKhail House, Khawaja Khail Mohallah, ZHOB .Ph: 0822-413018 Email: rd_zhob@aiou.edu.pk		

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42	Deputy Regional Director, Regional Centre, Allama Iqbal Open University, Shahra-i-Quaid-i- Azam, Near Army Public School & College, Khumer Cantt. GILGIT . Ph:(05811) 960378 Email: rd_gilgit@aiou.edu.pk	43	Assistant Regional Director, Regional Centre, Allama Iqbal Open University, Mohib Road, SKARDU Ph:(05815)960258 Email:rd_skardu@aiou.edu.pk
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44	Deputy Regional Director, Regional Campus, Allama Iqbal Open University, House No.1-A, Sector, F-1, Kotli Road, MIRPUR (A.K) Ph:05827-960028-9 Email: rd_mirpur@aiou.edu.pk	45	Regional Director, Regional Centre, Allama Iqbal Open University Zero Point, Jalalabad, MUZAFFARABAD (AJK) Ph: (05822)960839 Fax: (05822)960840 Email:rd_muzaffarabad@aiou.edu.pk
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List of Approved Study Centres for COL MBA/MPA Programme

The Classes for students of Islamabad have been arranged in main campus.

Institute of Computer
Languages, (ICL)
Near S.P Office, Dhobi Ghatt,
Jugain, Murree Road,
Abbottabad
Ph: # 0992-330599, 334570
E-mail: azharicl@brain.net.pk

College of Modern &
Novel Devices
(COMAND)
20-Fateh Sher Road
Sahiwal
Ph: # 040-4220889
E-mail:
command_swl@hotmail.com

ITM College
699-A, Satellite Town,
Sargodha.
Ph: # 048-3220392

Punjab College
43-Allama Iqbal Road,
Railway Society Plaza
Garhi Shahu Chowk
Lahore
Ph: # 042-36311524
E-mail: info@pcc.edu.pk
Website: www.pcc.edu.pk

Lahore LYCETECH
33-Aziz Avenue Canal Park
Gulberg-V,
Lahore
Ph: # 042-5757051, 5754807
E-mail: lycetec@hotmail.com
Website: www.lycotech.com

Prime College of
Management & Informatics
534- Huma Block,
Allama Iqbal Town,
Lahore
Phone: 042-37803655 - 56
Fax: 042-37493681
primecollege_98yahoo.com

The COMPETE
(Comprehensive Education &
Training Establishment)
3rd Floor Rex City,
Sattiana Road
Faisalabad
Ph: # 041-8541461

Al-Suffah Institute of
Management Sciences (AIMS)
543/A, Block-A, Canal Road,
Peoples Colony No. 1,
Faisalabad
Ph: 041-8530003, 8540005
E-mail: aimfslds@fsd.paknet.com.pk

Central Degree College
848-D, Boson Road
Multan
Ph: # 061-6221002
E-mail: central@brain.net.pk

Institute of Management
& Information
Technology (IMIT)
147-Gul-e-Iqra Plaza
Near Red Onion Hotel
Murree Road, **Rawalpindi.**
Ph: # 051-5566867,
0300-8548686
E-mail: tahirraja@hotmail.com

PAPTECH College of Business
Administration & Management
Sciences,
Super Centre, Opposite Bus Stand,
G.T. Road,
Gujranwala.
Ph: # 055-3731122, 3731133

Beacon Education Network
(BEN)
Commissioner Road
Sialkot.
Ph: # 052-4590887, 4600072,
4595474

**CMBA
CMPA**

AIOU offers
**The Commonwealth
 Master of Business Administration/
 Master of Public Administration for Executives**
Also available in Online Mode in Pakistan

**ALSO AVAILABLE
 ONLINE**

PROGRAMME STRUCTURE
 consists of four components:

GOAL:

To deliver high quality professional programmes in management and public administration through distance education.

Core Courses

CMBA

8 Core Courses

CMPA

8 Core Courses

Specialist Compulsory Courses

CMBA

- Strategic Management
- Quality Management

CMPA

- Public Policy
- Development Planning and Administration

FEATURES:

- Flexible
- Modular
- Online Teaching & Learning
- Multiple-media
- Cost-effective
- Inter-institutional credit transfer
- International

AIMS:

To complement existing MBA/MPA programmes currently offered in the Commonwealth to meet the needs for management and public administration education at the postgraduate level.

Elective Courses

CMBA

3 Elective Courses

CMPA

3 Elective Courses

Required Courses

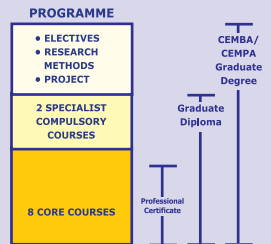
CMBA

- Research Methods
- Project

CMPA

- Research Methods
- Project

Exit Points:



PROGRAMME HIGHLIGHTS

Quality Assurance:



Course Development

- Qualified scholars for course design, development and review
- Qualified course designers to ensure quality of self instructional materials

Delivery

- Partner institutions undertake to supplement/adapt material to fit local contexts
- Tutors/counsellors provide support and library resources
- Tutors receive training in good distance education practice
- Online tutorial support & assessment of assignment nationwide.

Role and Responsibilities of partners:



- To optimise the use of available resources
- Share information and expertise
- Build capacity among the partners
- Direct the programme by serving on The Academic and Executive Governing Boards

The key is partnership

- Partnership is about giving and sharing as well as receiving benefits
- Institutions commit to optimising outcomes to bene the overall objectives and interest of the partnershi
- Model is replicable in other contexts

Resources:

- COL knowledge finder (<http://www.colfinder.org/>): approximately one million documents from selected sources
- African Digital Library (<http://www.africaeducation.org/adl/>): currently about 7,600 full-text eBooks and about 1,500 eBooks to be added in the next 3 months
- COL's IRC on-line catalogue (<http://nfs6.col.org>)



Gender Guidelines:

- Course material free of gender bias
- Proactive strategy for recruitment of female students
- Learner support sensitive to the needs of women
- Provision of help in preparing for the admission test



FROM SOUTH ASIA TO AFRICA



COMMONWEALTH of LEARNING
 4710 Kingsway, Suite 2500, Burnaby, BC V5H 4M2
 CANADA
 PH: + 1 604 775 8200 Fax: + 1 604 775 8259
 WEB: www.col.org Email: info@col.org



Allama Iqbal Open University
COL MBA/MPA Programme Office
 Block 11, Sector H-8, Islamabad. Tel: 9057840, 9250090
<http://col.aiou.edu.pk> www.aiou.edu.pk