

UNIVERSITY OF THE PUNJAB

NOTIFICATION

It is hereby notified that the Syndicate at its meeting held on 17-12-2022 has approved the recommendations of the Academic Council made at its meeting dated 24-11-2022 regarding approval of revised Curriculum/Scheme of Studies of Ph.D. in Administrative Sciences program with effect from the Academic Session Fall, 2022.

The revised Curriculum/Scheme of Studies of Ph.D. in Administrative Sciences is enclosed herewith as Annexure-'A'.

**Admin. Block,
Quaid-i-Azam Campus,
Lahore.**

**Sd/-
REGISTRAR**

No. D/ 719 /Acad.,

Dated: 26-12 /2023.

Copy of the above is forwarded to the following for information and necessary action:-

1. Dean, Faculty of Business, Economics and Administrative Sciences
2. Director, Institute of Administrative Sciences
3. Controller of Examinations
4. Chairperson, DPCC
5. Director, IT for placement at website
6. Admin. Officer (Statutes)
7. Secretary to the Vice-Chancellor
8. Private Secretary to the Registrar
9. Assistant Syllabus


**Assistant Registrar (Academic)
for Registrar**

UNIVERSITY OF THE PUNJAB

NOTIFICATION

It is hereby notified that the Syndicate at its meeting held on 17-12-2022 has approved the recommendations of the Academic Council made at its meeting dated 24-11-2022 regarding change of nomenclature of Ph.D. Administrative Sciences (Management) to Ph.D. in Administrative Sciences for the Institute of Administrative Sciences with effect from the Academic Session Fall, 2022.

**Admin. Block,
Quaid-i-Azam Campus,
Lahore.**

No. D/ 715 /Acad.,

**Sd/-
REGISTRAR**

Dated: 26-1-2023.

Copy of the above is forwarded to the following for information and necessary action:-

1. Dean, Faculty of Business, Economics and Administrative Sciences
2. Director, Institute of Administrative Sciences
3. Chairperson. DPCC
4. Controller of Examinations
5. Director, IT for placement at website
6. Admin. Officer (Statutes)
7. Secretary to the Vice-Chancellor
8. Private Secretary to the Registrar
9. Assistant Syllabus

Masjood
**Assistant Registrar (Academic)
for Registrar**

PhD in Administrative Sciences Revised Curriculum



**Institute of Administrative Sciences
Faculty of Business, Economics & Administrative Sciences
University of the Punjab**

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PROGRAM TITLE: PhD in Administrative Sciences

DEPARTMENT: Institute of Administrative Sciences

FACULTY: Business, Economics & Administrative Sciences

1. Vision & Mission

Vision: To create and disseminate globally and locally relevant knowledge and to improve quality of life for people and communities, through effective governance and management of public organizations.

Mission: Keeping in view the vision of IAS our aspiration is to prepare students with a complete arena of knowledge, skills, attitude, and experiences that will equip them for leadership and management roles required by society at large.

2. Introduction

The versatile and mercurial nature of emerging problems in governance, public policy and administration makes it imperative to stay abreast and proactive to meet the current, emerging and futuristic challenges. Consequentially the need to develop analytical and research based human resource in the field of administrative sciences becomes the prime focus for institutions of higher learning. Theories and concepts are derived out of professional practices, and human intellect; whereas the cultural and traditional resource base for administrative thought and governance is a rich reservoir that leads the way in the most critical moments of human history for improving the quality of life and resolving conflicts.

3. Program Introduction

Since 2001, the institute has become the center stage for providing human resource well-equipped with the knowledge base in the fields of administrative thought, public policy and governance. The commitment is to stay abreast with modern developments in the field without breaking loose from the indigenous cultural ethos. The focus is on attracting candidates who have proven their academic strength through high grades in academic career, and the resolve to sustain the research-based rigor which the PhD program demands. With meager resources of only two regular and one contractual PhD faculty members in 2001 at the time of inception of the program, the two-decade saga of success has borne fruits. Today the regular full time PhD faculty has grown to 17. The research endeavor of around 20 years has produced 15 PhDs whereas 34 PhDs are in the process.

4. Program Objectives

- a. To provide opportunity for an extensive journey and analysis of the gradual shaping up of organizational, managerial, administrative policy making and implementation literature associated with management of government institutions and organs.
- b. To develop skill in students for analyzing, synthesizing, using, and determining drawbacks in literature from diversified origins, paradigms, and perspectives on public sector issues pertaining to public policy, administration, governance and organizational designs.
- c. To develop means of motivation and equipping for choosing and undergoing future course of research in challenging areas of governance, organizational structures and behavior and policy making and its execution to resolve current and emerging issues

in both domestic and international horizons using traditional and modern sources of knowledge.

5. Rationale for the Program

a. Potential Students for the Program

The program is designed for students who have the right combination of knowledge, skills and personality characteristics that exhibit the capabilities required to successfully complete the PhD program. It is not just one of the academic degrees that the Institute offers. It is 'the' degree program that requires vision and knowledge of the depth and breadth of the issues that the discipline of Administrative Sciences faces at both domestic and international levels. It requires a skill set comprising of initiative, comprehension, critical thinking, analysis, ability to build logical arguments, and being able to improvise and innovate when deemed necessary. The program is suitable for the students who feel they are responsible, punctual, committed to academic excellence, who are keen in abstract thinking derived out of practice, observation or enlightened thought, and have ability to form their own opinions.

b. Potential Employers

The primary potential employers are the institutions of higher learning that lead the way in academics, research and excellence in the fields of administrative sciences, governance, and public-sector management. Governments, state institutions, and other not-for-profit sector organizations engaged in research, analysis and perform an advisory role in policymaking, and implementation in the fields of administrative sciences, governance and policymaking are equally important potential employers for the successful PhD graduates of the Institute.

c. Academic Projections

In line with HEC policy of inter-disciplinary research IAS has made its eligibility criteria more inclusive by giving an opportunity to include students from social sciences' disciplines to be inducted in the PhD program by undertaking deficiency courses. In Lahore only, there are more than 25 institutions of higher learning that are offering graduate and post-graduate studies in the broad area of social sciences. With such an immense number of institutions it is vital to maintain high quality of research and academic human resource for continuously meeting the requirements of such intuitions.

d. Faculty

IAS faculty members are highly qualified and active in their discipline and have the necessary technical depth and breadth to support the program. IAS has 17 PhD faculty members that contribute to the teaching, research and development activities of our BS Program.

e. Physical Facilities

- Classrooms are adequately equipped with comfortable sitting arrangements, whiteboards and multimedia. Periodical upkeep is required to ensure smooth functioning of these amenities and up-gradation where required. Moreover, auditoriums and halls at the institute have the facilities of multimedia projector, computer, speakers, Wi-Fi and wireless microphones.

- All faculty members are provided with a desktop computer, a laptop and printer in their offices. Faculty offices are also adequately furnished, though IT facilities need further upgradation for better productivity of the faculty.
- The institute has an up-to-date library to meet the academic and research requirements of the students and faculty members. The library provides online search facilities and access to international databases. Recommendations are taken from the faculty members periodically to ensure availability of latest material. The library management also conducts Information Literacy (IL) sessions on an ongoing basis to maximize the use of library resources and services. IL sessions educate the researchers and students about professional writing standards, usage and accessibility of HEC Digital Library. Tutorials are also carried out on thesis and publication referencing software. Moreover, hands on training, in-class sessions are also organized for searching and browsing scholarly literature, how to avoid plagiarism, and reference/citation management. Moreover, if the students couldn't find anything they would like to access from our online resources, they can use Inter-Library Loan (ILL) to borrow the item from elsewhere.
- Students and faculty have access to the computers and relevant softwares. Lecture notes and other resource material is stored on shared network drives and made available to all the students. In addition, free internet via WIFI routers is being offered to students and faculty members.
- A dedicated laboratory is available for MS/MPhil and PhD Students with state-of-the-art software and e-resources.
- PhD Students have access to hot-desking facilities in a dedicated office space in the library.
- The Institute has a dedicated operations office, responsible to disseminate the information via various forums (such as notice boards, email, SMS etc.) to the students. With respect to the professional counselling, IAS is pioneer in introducing counselling services via its 'Career Advisory and External Linkages' (CAEL) office. Moreover, as mentioned above a Program Coordinator is also appointed who acts as a liaison manager between the students, faculty and the administration to facilitate the effective flow of information.

6. Admission Eligibility Criteria

The admission eligibility criteria are in line with HEC Policy on PhD Programmes-2021 and PU DPCC rules and regulations:

- BS (Hons.) 4 years/M.A./M.Sc. degree or equivalent (to be determined by DDPC) with a minimum of 9 credit hours of management/public administration coursework from an HEC-recognized university (at least 16 years of education:130 credit hours) and with minimum CGPA at least 3.0 out of 4.0 or first division as per HEC and PU rules. The final decision regarding an applicant's eligibility rests with DDPC.
- MS/MPhil/M.Sc. or equivalent degree with a minimum of 9 credit hours of management/public administration coursework (to be determined by DDPC) and with minimum CGPA of at least 3.0 out of 4.0 or first division as per HEC and PU rules. The final decision regarding an applicant's eligibility rests with DDPC.
- No third division in the whole career.
- Admission Test (as per PU and PU-DPCC regulations)
- Statement of Purpose/Research Interest to be submitted by all applicants who have successfully passed the IAS Admission Test before the interview
- 50% marks to be obtained in the interview (as per PU and PU-DPCC regulations)

7. Duration of the Program

Total duration of the program: 3-5 years

Number of Semesters in PhD Coursework: 2

Total number of credit hours for coursework (MS/MPhil degree entrants): 18

Total number of credit hours for coursework (BS or 16 years education entrants): 48

Residence requirement: Up to two years

Nature of the program: Regular

8. Categorization of Courses

Semester	Courses	Category (Credit Hours)	
		Core Courses	Semester Load
1	3	9	9
2	3	9	9
PU	6	18	18
HEC Guidelines	6	6	9
Difference (HEC & PU)			0

9. Scheme of studies/Semester-wise Workload

#	Code	Course Title	Course Type	Prerequisite	Credit hours
Semester I					
1.	MGT-701	Advanced Seminar in Organisational Theory & Behaviour	Core	MGT-501: Seminar in Organization & Management Theory or equivalent	3
2.	PA-702	Governance Context of Public Sector Organisations in Pakistan	Core	PA-501 Governance, Public Administration and Development or Equivalent	3
3.	RES-703	Advanced Research Design & Methods	Core	MGT-504: Philosophy of Social Sciences, RES-503: Management Research Methods	3
Total Credit Hours					9
Semester II					
1.	PA-704	Advanced Seminar on Current Trends in Public Management	Core	MGT-701: Advanced Seminar in Organisational Theory & Behaviour	3
2.	RES-705	Advanced Quantitative Analysis	Core	RES-703: Advanced Research Design & Methods, RES-505: Quantitative Data Analysis	3
3.	RES-706	Advanced Qualitative Analysis	Core	RES-703: Advanced Research Design & Methods, RES-505: Qualitative Data Analysis	3
Total Credit Hours					9
Research Skills Workshop					0
Total Credit Hours for PhD Coursework					18

a. Research Skills Workshop

After the completion of coursework, and before the comprehensive examination, the students will be required to complete a Research Skills Workshop, spread over one-two weeks which prepares them for synopsis submission and imparts necessary skills for embarking on the research journey.

b. Comprehensive Examination

As per HEC and PU policy, after the completion of coursework of 18 credit hours, the comprehensive examination is generally taken within one month. Comprehensive examinations are only conducted for those PhD students who have successfully completed their coursework and research skills workshop.

c. Thesis

As per PU rules and regulations, after the successful completion of the coursework and comprehensive examination, PhD scholars are required to submit the synopsis within six months of the date of completion of the coursework. If the synopsis is delayed beyond six months, separate permission is sought from ASRB by the students for submitting the synopsis.

d. Research Publication

As per HEC and PU rules and regulations, before the submission of thesis for external evaluation by foreign experts from technically advanced countries, the candidate shall submit the proof of at least one publication, from the content of thesis, in an HEC recognized journal.

10. Criteria for award of degree

a. CGPA - As per university rules and regulations provided by the Doctoral Program Coordination Committee (DPCC).

- Students who are unable to maintain CGPA 3.00 and GP 2.7 in individual course, throughout PhD shall be awarded MS/MPhil degree (but not less than CGPA 2.50 and GP 2.3 in individual course)
- Students who want to have an exit from PhD may be awarded an MS/MPhil degree offered by the institute subject to the successful completion of coursework requirements of the specific degree and 6 credit hours of research thesis (but not less than CGPA 2.50; GP 2.3 in individual course).

b. Thesis

As per PU rules and regulations, after the successful completion of the coursework and comprehensive examination, PhD scholars are required to submit the synopsis within six months of the date of completion of the coursework. If the synopsis is delayed beyond six months, separate permission is sought from ASRB by the students for submitting the synopsis.

c. Coursework requirements for the award of degree

- a. If admitted from other disciplines or after completing 16 years of education, the PhD scholar will have to undertake deficiency courses before starting the PhD coursework.
- b. Deficiency courses will be assigned to the admitted students by evaluating their previous coursework by the Departmental Doctoral Program Committee.
- c. In case of those students who have previously completed a graduate degree in the same discipline (MS/MPhil or equivalent), such students shall receive credit for prior coursework. The course work already done will be evaluated by DDPC and accordingly will be notified by DDPC. Same will be intimated to ASRB.

Summer Semester

- a. Summer semester will be offered as an optional semester of 08-10 weeks' duration
- b. Students will be offered courses to remove deficiencies and can enroll in up to a maximum of 08-10 credit hours during summer
- c. Moreover, a student who has either failed or has been stopped to take the examination due to shortage of class attendance or wishes to improve his/her grade is allowed to register in summer

- d. The contact hours per week during the Summer Semester will be doubled to ensure that the course is completely taught in a summer session with half of the duration as compared to a regular (Fall/Spring) semester

d. Deficiency courses prior to PhD Coursework

Promoting interdisciplinary research at the highest level requires that the student has undergone some minimum deficiency courses prior to initiating PhD level coursework. Considering the fact that the students admitted to the program may have come from various disciplines and that all degree titles may not carry the same subjects or the contents, the courses to be offered as deficiency courses have been listed below. Deficiency courses will be offered to students after admission to the PhD Program. The course offering can be different for different students, depending upon the courses they each student has covered in the undergraduate and post-graduate levels. No more than 24 credit hours of courses can be chosen for meeting the deficiency of the student, prior to PhD coursework.

No.	Code	*Course Titles from already approved list of courses in BS and MS/MPhil Programs
1.	MGT-501	Seminar in Organization & Management Theory or Equivalent
2.	PA-501	Governance, Public Administration and Development or Equivalent
3.	MGT-504	Philosophy of Social Sciences or Equivalent
4.	RES-503	Management Research Methods or Equivalent
5.	RES-505	Quantitative Data Analysis or Equivalent
6.	MGT-234	Fundamentals of Management or Equivalent
7.	PAD-233	Introduction to Public Administration or Equivalent
8.	QTR-123	Statistics for Management or Equivalent

* This is not an exhaustive list but the primary list and other courses to meet deficiency courses may be included according to the needs of the admitted PhD student.

e. Research Publication

Before the submission of thesis for external evaluation by foreign experts from technically advanced countries, the candidate shall submit the proof of at least one publication, from the content of thesis, in an HEC recognized journal.

f. Reporting Requirements

The student during the research work shall consistently report, every six months his / her progress on thesis to the supervisor, and the supervisor will forward the same to the DDPC. Two adverse reports by the supervisor can be seen as a premise to proceed for cancellation of student's registration (as per PU DPCC rules).

g. Degree Completion Timeline

As per HEC Policy, the minimum time to complete the PhD degree requirements is 3 years and not more than 8 years. The period shall be counted from the date of commencement of classes.

- a. Extension for a specific period in Ph.D. after 5 years will be granted on full justification, a progress report by the Supervisor and recommendation by the DDPC only to those students who maintain their student status and are not absconders. Extension if fully justified should be 5+2 and in case of extreme circumstances extension will be 5+2+1.
- b. PhD scholars who are unable to complete the program within eight (8) years, the said shall be presented in ASRB. Or university may designate a competent authority to determine whether the delay was caused by circumstances beyond the student's control, and if so, on the recommendation of the statutory bodies, in such exceptional circumstances; the PhD degree be awarded not more than ten (10) years after the enrolment of the student in the program.
- c. The date of notification of the award of the PhD degree after the PhD defense shall be considered to be the date of the completion of PhD studies.

h. Research Seminar

A Ph.D. scholar will give a seminar relevant to his/her field of research (PhD research work) as per schedule given by the department before thesis submission (as per PU DPCC rules).

i. Award of MS/MPhil Degree on the basis of coursework (exit from the program)

- a. If a student successfully completes the full set of requirements for the award of an MS/MPhil (or equivalent) degree during the course of their PhD studies and wishes to exit the program, the university may award the applicable degree to such students upon completion of the relevant requirements.
- b. Therefore, students who are unable to maintain CGPA 3.00 and GP 2.7 in individual course, throughout PhD shall be awarded MPhil Management degree (but not less than CGPA 2.50 and GP 2.3 in individual course)
- c. A student who wants to have an exit from PhD after having 24 credit hours course work and 06 credit hours' research shall be awarded MPhil Management degree (but not less than CGPA 2.50; GP 2.3 in individual course).

11. NOC from concerned Professional Council

Not Applicable

12. Faculty

IAS has 23 full-time faculty members of which 17 are PhD. All faculty members contribute to all academic programs within the institute.

13. Student-Teacher Ratio

The institute admits 10 students to the program in Fall Semester every year. All 17 PhD faculty members contribute to the teaching and research entailed in the program. Hence the student-teacher ratio for this program is 10 students:17 faculty members (10:17).

14. Course outlines

Course outlines of all the courses mentioned above are appended.

MGT-701: ADVANCED SEMINAR IN ORGANIZATIONAL THEORY & BEHAVIOUR

COURSE TITLE: ADVANCED SEMINAR IN ORGANIZATIONAL THEORY & BEHAVIOUR

COURSE CODE: MGT-701

SEMESTER: 1

PROGRAM: PhD in Administrative Sciences

CREDIT HOURS: 3

PREREQUISITES: MGT-501-Seminar in Organization & Management Theory or equivalent

Learning Outcomes

This course seeks to build the architecture for the domain of organizations, develop an understanding of major theoretical approaches/perspectives and ongoing debates to enhance participants' ability to frame research within the domain. It concerns how people interact with others in their work organizations and how they view their work and its importance to the societies. The course emphasizes both substance and skill development. The substance is the vast literature subsumed under the rubric of organizational theory and behavior. The skills are those associated with research and are continually being refined as graduate students.

Contents

The topics covered include but are not limited to the following:

- Understanding Theory - What is a good theory?
- Social Exchange Theory and Research on Employee Attitudes/Behavior-
 - Social Identity Theory and Research on Employee Behavior
- Goal Setting Theory and Research on Work Motivation
- Theories on Performance Management
- Theories on Prosocial Motivation
- Theories and Research on Managerial Leadership
- Representative Bureaucracy and Research on Workplace Diversity
- Status and Reputation
- Social Movements
- Professions and Work
- Resource Dependence Theory
 - Transaction Cost Economics (TCE)
 - Property Rights Theory (PRT)
 - Contractual Reference Points
- Institutional logics
- Embeddedness Theory and Research on Alliances/Networks
- Labor Process Theory and Critical Perspectives (Marxians, Foucauldian, etc.)

Teaching Learning Strategies

All courses included in the program make use of interactive teaching and learning strategies that engage students to promote critical and reflective thinking, research and evaluation skills that will help them become better learners and enhance their skill set. Students will use their personal and

social capability to collaboratively work with others in learning activities, appreciate their own strengths and abilities and those of their peers, enabling them to develop a range of interpersonal skills such as communication, negotiation, teamwork, leadership and appreciation of diverse perspectives.

Assignments – Types and Number with calendar

The instructor may assign assignments, class tasks, research projects or presentations throughout the course to supplement the lectures and class discussions. The assignments will be graded and will contribute toward the formative assessment of the course. The instructor may decide upon the nature and calendar of the assignments to be completed during the course. The detailed course plan will be shared with the students in the first week of the semester.

Assessment and Examinations

The assessment and examinations of all the courses will be conducted according to the following criteria:

S. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	After 7-8 weeks, students will have to appear for the midterm exam/assessment as per the nature and requirement of the course.
2.	Formative Assessment	25%	Throughout the semester, students will be evaluated in terms of their class attendance, class participation, performance in assignments, quizzes, group projects and presentations. The instructor may assign some additional tasks as per the nature and requirement of the course.
3.	Final Assessment	40%	After 15-16 weeks, a final-term exam/assessment will be conducted as per the nature and requirement of the course.

Textbooks and Suggested Readings*

1. Blomberg J. (2020). *Organization theory : management & leadership analysis*. SAGE Publications.
2. Christensen, T., Laegreid, P., Roness, P. and Rovik, K. (2020). *Organization Theory and the Public Sector*. New York: Taylor and Francis.
3. Tsoukas H. (2019). *Philosophical organization theory (First)*. Oxford University Press.
4. Greenwood, R., Oliver, C., Lawrence, T. B., & Meyer, R. E. (2017). *The SAGE handbook of organizational institutionalism*. Sage.
5. Du Gay P. & Vikkelsø S. (2017). *For formal organization : the past in the present and future of organization theory (First)*. Oxford University Press.

6. Hinings C. R. & Meyer R. E. (2018). *Starting points : intellectual and institutional foundations of organization theory*. Cambridge University Press.
7. Peltonen T. (2016). *Organization theory : critical and philosophical engagements* (First). Emerald Group Publishing.
8. Scot, W. (2014). *Institutions and Organizations: Ideas, Interests and Identities*. 4th ed. Thousand Oaks, CA: Sage.
9. Tolbert, P. & Richard, H. (2009). *Organizations: Structure, Process and Outcomes*. 10th ed. New York: Prentice Hall.
10. Scott, W. & G. Davis. (2007). *Organizations and Organizing: Rational, Natural and Open Systems Perspectives*. New Jersey: Prentice Hall.
11. Perrow, C. (1986). *Complex Organizations: A Critical Essay*. New York: Random House.
12. Mintzberg, H. (1992). *Structuring in Fives: Designing Effective Organizations*. New Jersey: Prentice Hall.
13. Shafritz, M., Ott, J., & Jang, S. (2016). *Classics of Organizations Theory*, New York: Cengage.
14. Morgan, G. (1997). *Images of Organizations*, 2nd ed. Thousand Oaks, California: Sage Publications, Inc.
15. Donaldson, L. (2001). *The Contingency Theory of Organizations*. Thousand Oaks, CA: Sage Publications.
16. Denhardt, R., Janet, D. & Maria P. (2002). *Managing Human Behavior in Public and Non Profit Organizations*. Thousand Oaks, CA: Sage.

** The contents and suggested readings may include but are not limited to the above-mentioned list. The instructors may add/change suggested contents and relevant books & research articles to the course outline to effectively achieve the learning objectives of the course while keeping the students abreast of the latest research and trends in the field.*

PA-702: GOVERNANCE CONTEXT OF PUBLIC SECTOR ORGANISATIONS IN PAKISTAN

COURSE TITLE: GOVERNANCE CONTEXT OF PUBLIC SECTOR ORGANIZATIONS IN PAKISTAN

COURSE CODE: PA-702

SEMESTER: 1

PROGRAM: PhD in Administrative Sciences

CREDIT HOURS: 3

PREREQUISITES: PA-501 Governance, Public Administration and Development or Equivalent

Learning Outcomes

The performance of government depends on how public organizations perform in their respective domain. Public organizations ranging from governmental units (ministries/departments) to autonomous bodies operate at various levels of government within a larger governance context, which includes parliament, cabinet, courts, regulators, interest groups, civil society, and media. Governance of a country cannot be understood without the knowledge of history, culture, constitution and civil service. Therefore, this course will focus on all these aspects of the administrative system. The role of transnational organizations such as the United Nations, World Bank, OECD, and international donors in shaping public management policy will also be examined.

Contents

The broad topics/areas include but are not limited to the following:

1. Administration, Management, Governance and Development
 - a. Poverty Traps
 - b. Debt and Financial Crisis
2. Organizational Environments: Comparisons, Contrasts and Significance
3. Law and Order: Insecurity, Crime, Conflict and Violence
4. Globalization and the Policy Process in Developing Countries
5. Structuring and Managing Government Organizations for Developmental Success
6. Planning for Development and Disaster Management: From Writing National Plans to Tackling 'Wicked Problems'
7. Decentralization within the State: Participation and Social Capital
8. Economic Development and the Public Sector - From State Ownership to Enabling Environment
9. Beyond the State, Beyond the Market? Civil Society and NGOs
10. Public Administration in South Asia
11. History and Context of Public Administration in Pakistan and Foreign Aid
12. Colonialism, Administration and Civil Service Reform
13. Public Policy Processes and Citizen Participation in Pakistan
14. Intergovernmental Relations in Pakistan and Disaster
15. Corruption, Accountability and Public Service Ethics in Pakistan

16. Administrative Reforms in Pakistan
17. Transparency: Information, the Media, and E-Governance
18. Judicial Activism

Teaching Learning Strategies

All courses included in the program make use of interactive teaching and learning strategies that engage students to promote critical and reflective thinking, research and evaluation skills that will help them become better learners and enhance their skill set. Students will use their personal and social capability to collaboratively work with others in learning activities, appreciate their own strengths and abilities and those of their peers, enabling them to develop a range of interpersonal skills such as communication, negotiation, teamwork, leadership and appreciation of diverse perspectives.

Assignments – Types and Number with calendar

The instructor may assign assignments, class tasks, research projects or presentations throughout the course to supplement the lectures and class discussions. The assignments will be graded and will contribute toward the formative assessment of the course. The instructor may decide upon the nature and calendar of the assignments to be completed during the course. The detailed course plan will be shared with the students in the first week of the semester.

Assessment and Examinations

The assessment and examinations of all the courses will be conducted according to the following criteria:

S. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	After 7-8 weeks, students will have to appear for the midterm exam/assessment as per the nature and requirement of the course.
2.	Formative Assessment	25%	Throughout the semester, students will be evaluated in terms of their class attendance, class participation, performance in assignments, quizzes, group projects and presentations. The instructor may assign some additional tasks as per the nature and requirement of the course.
3.	Final Assessment	40%	After 15-16 weeks, a final-term exam/assessment will be conducted as per the nature and requirement of the course.

Textbooks and Suggested Readings*

1. Peters, B. G., & Thynne, I. (2022). *The Oxford encyclopedia of public administration*. Oxford University Press.

2. Zahra A. Bouckaert G. Jadoon M. Z. I. & Jabeen N. (2022). *Public sector reforms in pakistan : hierarchies markets and networks*. Palgrave Macmillan. <https://doi.org/10.1007/978-3-030-96825-0>
3. Pierre J. & Peters B. G. (2020). *Governance politics and the state* (2nd ed.). Red Globe Press.
4. Ercetin S. S. Ray N. & Sen S. (2019). *Economic growth and demographic transition in the third world nations : a chaos and complexity theory perspective* (1st ed.). Apple Academic Press.
5. Massey A. & Miller K. J. (2015). *The international handbook of public administration and governance*. Edward Elgar Publishing.
6. Liou K. T. (2019). *Handbook of public management practice and reform*. Routledge. <https://doi.org/10.4324/9780429271380>
7. Conteh C. & Huque A. S. (2014). *Public sector reforms in developing countries : paradoxes and practices*. Taylor and Francis.
8. Torfing, J., & In Ansell, C. (2016). *Handbook on theories of governance*. Edward Elgar
9. Muenjohn N. & McMurray A. (2017). *The palgrave handbook of leadership in transforming asia*. Palgrave Macmillan. <https://doi.org/10.1057/978-1-137-57940-9>
10. Turner, M., Hulme, D., & McCourt, W. (2015). *Governance, management and development: Making the state work*. Palgrave Macmillan.
11. Sabharwal, M., & Berman, E. M. (2013). *Public administration in South Asia: India, Bangladesh, and Pakistan*. Boca Raton: CRC Press.
12. Imam, A., & Dar, E. A. (2014). *Democracy and public administration in Pakistan*. Boca Raton: CRC Press
13. Verhoest, Koen. (2012). *Government agencies: practices and lessons from 30 countries*. New York. Palgrave Macmillan
14. Huque, A. S. (2006). *International development governance*. Boca Raton. Taylor & Francis.

* *The contents and suggested readings may include but are not limited to the above-mentioned list. The instructors may add/change suggested contents and relevant books & research articles to the course outline to effectively achieve the learning objectives of the course while keeping the students abreast of the latest research and trends in the field.*

RES-703: ADVANCED RESEARCH DESIGN & METHODS

COURSE TITLE: ADVANCED RESEARCH DESIGN & METHODS

COURSE CODE: RES-703

SEMESTER: 1

PROGRAM: PhD in Administrative Sciences

CREDIT HOURS: 3

PREREQUISITES: MGT-504 PHILOSOPHY OF SOCIAL SCIENCES, RES-503 MANAGEMENT RESEARCH METHODS

Learning Outcomes

This course will provide an opportunity for students to establish and advance their understanding of social science research through critical exploration of underlying philosophical paradigms of sociological knowledge. The course introduces the language of research, ethical principles and challenges in social science research, and the elements of research design and the research process within quantitative, qualitative, and mixed methods approaches. Students will use theoretical underpinnings to begin to critically review literature relevant to their field or interests and determine how research findings are useful in informing their understanding of societal, work, local and global environment.

Contents

The broad topics/areas include but are not limited to the following:

- Philosophy of social science research (SSR)—including:
 - Ontological, epistemological, human nature and methodology foundations of sociological knowledge
 - Major paradigms of sociological knowledge: Functionalist/positivist, interpretivist, radical humanist and radical structuralist paradigms
 - Strategic traditions of quantitative and qualitative research
- Research design:
 - Definitional issues and need for research design (RD)
 - Place of RD in Full Research Cycle model in social sciences
 - Typology and notation of RD
- Ethics and politics of SSR
- Quantitative research methods:
 - The nature of quantitative research. Issues of reliability construct and conclusive validity and warrants in quantitative research will be covered.
 - Sampling in quantitative research
 - Data collection methods including structured interviewing, self-administered questionnaires, structured observation, content analysis and use of secondary data and official statistics
 - Limitations of quantitative research methods
- Qualitative research methods:

- The nature of qualitative research, including equivalents of reliability and validity in qualitative research
- Sampling in qualitative sampling, including issue of 'representativeness' and intricacy of data collection and data analysis process in qualitative methods
- Data collection methods, including qualitative interviewing, focus groups, ethnomethodology and ethnographic research, grounded theory methodology, discourse analysis, and narrative research
- Limitations of qualitative research methods
- Triangulation and mixed methods research

Teaching Learning Strategies

All courses included in the program make use of interactive teaching and learning strategies that engage students to promote critical and reflective thinking, research and evaluation skills that will help them become better learners and enhance their skill set. Students will use their personal and social capability to collaboratively work with others in learning activities, appreciate their own strengths and abilities and those of their peers, enabling them to develop a range of interpersonal skills such as communication, negotiation, teamwork, leadership and appreciation of diverse perspectives.

Assignments – Types and Number with calendar

The instructor may assign assignments, class tasks, research projects or presentations throughout the course to supplement the lectures and class discussions. The assignments will be graded and will contribute toward the formative assessment of the course. The instructor may decide upon the nature and calendar of the assignments to be completed during the course. The detailed course plan will be shared with the students in the first week of the semester.

Assessment and Examinations

The assessment and examinations of all the courses will be conducted according to the following criteria:

S. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	After 7-8 weeks, students will have to appear for the midterm exam/assessment as per the nature and requirement of the course.
2.	Formative Assessment	25%	Throughout the semester, students will be evaluated in terms of their class attendance, class participation, performance in assignments, quizzes, group projects and presentations. The instructor may assign some additional tasks as per the nature and requirement of the course.

3.	Final Assessment	40%	After 15-16 weeks, a final-term exam/assessment will be conducted as per the nature and requirement of the course.
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Textbooks and Suggested Readings*

1. Punziano, Gabriella & Paoli, Angela Delli (2021). Handbook of Research on Advanced Research Methodologies for a Digital Society. <https://www.igi-global.com/book/handbook-research-advanced-research-methodologies/270864>
2. Durdella N. (2019). *Qualitative dissertation methodology : a guide for research design and methods*. SAGE Publications. Retrieved September 9 2022 from <https://methods.sagepub.com/book/qualitative-dissertation-methodology>.
3. McNabb, D. E. (2015). *Research methods in public administration and nonprofit management: Quantitative and qualitative approaches*. London, New York: Taylor & Francis.
4. Hesse-Biber, S. N., & Johnson, B. (2015). *The Oxford handbook of multimethod and mixed methods research inquiry*. Oxford, New York: Oxford University Press.
5. Creswell, J. W., & Plano Clark, V. L. (2014). *Designing and Conducting Mixed Methods Research (Second edition)* Thousand Oaks, CA: SAGE Publications.
6. Bryman, A. (2012). *Social research methods*. Oxford: Oxford University Press.
7. Gorard, S. (2013). *Research design: Creating robust approaches for the social sciences*. Thousand Oaks, CA: Sage.
8. Burrell, G., & Morgan, G. (1979). *Sociological Paradigms and Organizational Analysis: Elements of the Sociology of Corporate Life*. London: Heinemann.

* The contents and suggested readings may include but are not limited to the above-mentioned list. The instructors may add/change suggested contents and relevant books & research articles to the course outline to effectively achieve the learning objectives of the course while keeping the students abreast of the latest research and trends in the field.

PA-704: ADVANCED SEMINAR ON CURRENT TRENDS IN PUBLIC MANAGEMENT

COURSE TITLE: ADVANCED SEMINAR ON CURRENT TRENDS IN PUBLIC MANAGEMENT

COURSE CODE: PA-704

SEMESTER: 2

PROGRAM: PhD in Administrative Sciences

CREDIT HOURS: 3

PREREQUISITES: MGT-701 ADVANCED SEMINAR IN ORGANIZATIONAL THEORY & BEHAVIOUR

Learning Outcomes

The advanced seminar introduces the PhD scholars to the current debates, trends and issues in public management research, while helping them by locating their research interests within the current academic scholarship. It will allow scholars to conduct in-depth and critical examination of current issues, topics, theory and method in public management. This will result in refining their research area, develop focus, and assist them in identifying the current trends in the field of public management and governance. The topics covered will introduce doctoral scholars to state-of-art academic research in the field of public management and governance.

Contents

The broad topics/areas include but are not limited to the following:

1. Theoretical Perspectives governing Public Administration & Management
2. New Public Management (NPM)
3. NPM and Beyond – New directions in public management and governance
4. Collaborative Public Management and Governance
5. Interorganizational Partnerships for Public Service Delivery
6. Governance of interorganizational networks
7. Multi-level Network Governance and Complexity – Wicked Problems
8. Citizen Engagement & Co-production
9. Public Service Motivation
10. Governance Model and Third Sector
11. Gender and Diversity in Public Administration
12. Ethics in the public service
13. Public Service Leadership
14. Policy transfer and diffusion
15. Complexity in Public Management: Perspectives, institutions and practices
16. Public Administration and regenerating the policy cycle
17. Behavioral Public Administration
18. Islamic Public Governance
19. Opportunities for the future

Teaching Learning Strategies

All courses included in the program make use of interactive teaching and learning strategies that engage students to promote critical and reflective thinking, research and evaluation skills that will

help them become better learners and enhance their skill set. Students will use their personal and social capability to collaboratively work with others in learning activities, appreciate their own strengths and abilities and those of their peers, enabling them to develop a range of interpersonal skills such as communication, negotiation, teamwork, leadership and appreciation of diverse perspectives.

Assignments – Types and Number with calendar

The instructor may assign assignments, class tasks, research projects or presentations throughout the course to supplement the lectures and class discussions. The assignments will be graded and will contribute toward the formative assessment of the course. The instructor may decide upon the nature and calendar of the assignments to be completed during the course. The detailed course plan will be shared with the students in the first week of the semester.

Assessment and Examinations

The assessment and examinations of all the courses will be conducted according to the following criteria:

S. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	After 7-8 weeks, students will have to appear for the midterm exam/assessment as per the nature and requirement of the course.
2.	Formative Assessment	25%	Throughout the semester, students will be evaluated in terms of their class attendance, class participation, performance in assignments, quizzes, group projects and presentations. The instructor may assign some additional tasks as per the nature and requirement of the course.
3.	Final Assessment	40%	After 15-16 weeks, a final-term exam/assessment will be conducted as per the nature and requirement of the course.

Textbooks and Suggested Readings*

1. Peters, B. G., & Thynne, I. (2022). *The Oxford encyclopedia of public administration*. Oxford University Press.
2. Massey A. (2019). *A research agenda for public administration*. Edward Elgar Publishing.
3. Edward Elgar Publishing. (2021). *Handbook of collaborative public management*. Retrieved September 15 2022 from <https://search.ebscohost.com/login.aspx?direct=true&scope=site&db=nlebk&db=nlabk&AN=2753909>.
4. Bryer T. A. & Edward Elgar Publishing. (2021). *Handbook of theories of public administration and management*. Edward Elgar Publishing

5. Hildreth, W. B., In Miller, G., & In Lindquist, E. L. (2021). *Handbook of public administration*. Routledge.
6. Massey A. & Miller K. J. (2015). *The international handbook of public administration and governance*. Edward Elgar Publishing.
7. Klijn, E. H. and Koppenjan, J. (2016). *Governance Networks in the Public Sector*. Routledge. Taylor and Francis Group. London and New York.
8. Torfing, J., & In Ansell, C. (2016). *Handbook on theories of governance*. Edward Elgar
9. Christensen, T., & Lægreid, P. (2013). *The Ashgate research companion to new public management*. Farnham: Ashgate.
10. Osborne, S. P. (2010). *The New Public Governance? Emerging Perspectives on theory and practice of public governance*. Routledge: Taylor and Francis Group. London and New York.
11. Groeneveld, Sandra, and Steven Van de Walle. 2011. *New steering concepts in public management*. Bingley, U.K.: Emerald.
12. Andrews, M. (2013). *The limits of institutional reform in development*. Cambridge University Press.
13. Goldfinch, S., & Wallis, J. L. (2009). *International handbook of public management reform*. Edward Elgar Pub.

** The contents and suggested readings may include but are not limited to the above-mentioned list. The instructors may add/change suggested contents and relevant books & research articles to the course outline to effectively achieve the learning objectives of the course while keeping the students abreast of the latest research and trends in the field.*

RES-705: ADVANCED QUANTITATIVE ANALYSIS

COURSE TITLE: ADVANCED QUANTITATIVE DATA ANALYSIS

COURSE CODE: RES-705

SEMESTER: 2

PROGRAM: PhD in Administrative Sciences

CREDIT HOURS: 3

PREREQUISITES: RES-703 ADVANCED RESEARCH DESIGN & METHODS; RES-505 QUANTITATIVE DATA ANALYSIS

Learning Outcomes

The purpose of this course is to provide participants with necessary knowledge and skills in order to get started in doing quantitative research, but it will not guide you all the way to the finish. The focus is not on the mathematical intricacies, but rather on the following:

- Ability to read quantitative research in a critical way
- Basic ideas and underlying assumptions
- Use and misuse of quantitative research
- Get a general understanding of how each method works
- Recognize why the method is appropriate to a particular research environment
- Use of computer packages for performing analyses

As a result, the students would be having the following skill set:

- Ability to present quantitative research results convincingly and with the ability to address reasonable criticisms of the methods used.
- The capacity to critically read published research articles which make use of the techniques covered.
- Facility with a statistical software package in a research context
- Ability to appropriately develop a written research description of a statistical analysis
- Understanding general statistical principles well enough to enable learning additional techniques beyond those covered.

Contents

The broad topics/areas include but are not limited to the following:

1. Research design and measurement
 - Problem definition, research question, purpose, expected research outcome
 - Types of measurement and scales
 - Reliability and validity
 - Reflections on the interpretation of measurement data and their objectivity
2. Data collection
 - Data collection strategy, sampling design, interpretations
 - Sampling and non-sampling error
3. Data visualization and decision making
 - Good and bad graphs

- Exploratory Data Analysis
- Common biases and decision framing
- Analytic Hierarchy Process
- 4. Basic statistical inference
 - p-value, hypothesis testing, confidence intervals
 - Statistical significance and practical significance
 - Paired and independent t-test
 - Comparing k treatment - ANOVA
- 5. Multivariate data analysis
 - Multiple regression
 - Discriminant analysis
 - Principal component analysis
 - Factor analysis
 - Cluster analysis
- 6. Statistical association and causation
 - Path analysis
 - Partial Least Square Path Modelling (variance-based "SEM")
 - Covariance-based Structural Equation Modelling (CB-SEM)
 - Mediation and moderation
 - Introduction to Necessary Condition Analysis (NCA)

Teaching Learning Strategies

All courses included in the program make use of interactive teaching and learning strategies that engage students to promote critical and reflective thinking, research and evaluation skills that will help them become better learners and enhance their skill set. Students will use their personal and social capability to collaboratively work with others in learning activities, appreciate their own strengths and abilities and those of their peers, enabling them to develop a range of interpersonal skills such as communication, negotiation, teamwork, leadership and appreciation of diverse perspectives.

Assignments – Types and Number with calendar

The instructor may assign assignments, class tasks, research projects or presentations throughout the course to supplement the lectures and class discussions. The assignments will be graded and will contribute toward the formative assessment of the course. The instructor may decide upon the nature and calendar of the assignments to be completed during the course. The detailed course plan will be shared with the students in the first week of the semester.

Assessment and Examinations

The assessment and examinations of all the courses will be conducted according to the following criteria:

S. No.	Elements	Weightage	Details
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1.	Midterm Assessment	35%	After 7-8 weeks, students will have to appear for the midterm exam/assessment as per the nature and requirement of the course.
2.	Formative Assessment	25%	Throughout the semester, students will be evaluated in terms of their class attendance, class participation, performance in assignments, quizzes, group projects and presentations. The instructor may assign some additional tasks as per the nature and requirement of the course.
3.	Final Assessment	40%	After 15-16 weeks, a final-term exam/assessment will be conducted as per the nature and requirement of the course.

Textbooks and Suggested Readings*

1. Hair, J. F., Black, W. C., Babin, B. J., & Anderson, R. E. (2018). *Multivariate data analysis*. Harlow: 8th edition. Pearson Education Limited.
2. Hayes A. F. (2022). *Introduction to mediation moderation and conditional process analysis: a regression-based approach* (Third). Guilford Press.
3. Bors D. A. (2018). *Data analysis for the social sciences : integrating theory and practice*. SAGE Publications.
4. Hair, J. F. (2014). *A primer on partial least squares structural equations modeling (PLS-SEM)*. Los Angeles: SAGE.
5. Field, A. (2015). *Discovering statistics using IBM SPSS statistics*. Los Angeles: Sage.

* *The contents and suggested readings may include but are not limited to the above-mentioned list. The instructors may add/change suggested contents and relevant books & research articles to the course outline to effectively achieve the learning objectives of the course while keeping the students abreast of the latest research and trends in the field.*

RES-706: ADVANCED QUALITATIVE ANALYSIS

COURSE TITLE: ADVANCED QUALITATIVE DATA ANALYSIS

COURSE CODE: RES-706

SEMESTER: 2

PROGRAM: PhD in Administrative Sciences

CREDIT HOURS: 3

PREREQUISITES: RES-703 ADVANCED RESEARCH DESIGN & METHODS, RES-506 QUALITATIVE DATA ANALYSIS

Learning Outcomes

This course deals with the management and analysis of qualitative data and the use of Computer Assisted Qualitative Data Analysis Software (CAQDAS). The course will introduce various interpretive analytic approaches, explore their use and guide doctoral scholars in applying them to data. NVivo will be used to code textual and visual data, analyze it using qualitative data analysis techniques like thematic analysis, framework matrices etc. By the end of the course, scholars will be able to (i) describe various styles of interpretation of qualitative data; (ii) articulate the relative appropriateness of different analysis approaches for a particular qualitative study; (iii) apply one or more analytic approaches to data they have collected and write an analysis paper; (iv) describe special issues in ethics for qualitative research, (v) manage qualitative data files effectively to ensure ease of use and participant confidentiality; and (vi) use the basic and intermediate functions of CAQDAS (NVivo) for coding and analysis of data.

Contents

Unit-I: Qualitative Research Designs and Managing the Research Process

Unit-II: Qualitative Research Design & Methods

Unit-III: Case Study Design

Unit-IV: Grounded Theory

Unit-V: Ethnography

Unit-VI: Interviews and Focus Groups

Unit-VII: Documents & Visual Materials

Unit-VIII: Fundamentals of Analysis - I

- Managing and preparing data for analysis
- Initial explorations of data
- Coding: Types and Process

Unit-IX: Fundamentals of Analysis – II

- Codes, Themes and Descriptive writing
- Working with cases

Unit-X: Fundamentals of Analysis – III

- Learning from stories and conversations
- Analysing visual data
- Comparative Analysis

Unit-XI: Exploring and establishing connections to develop theory

Unit-XII: Ensuring quality in qualitative research

- Drawing and verifying conclusions
- Writing qualitative research

Teaching Learning Strategies

All courses included in the program make use of interactive teaching and learning strategies that engage students to promote critical and reflective thinking, research and evaluation skills that will help them become better learners and enhance their skill set. Students will use their personal and social capability to collaboratively work with others in learning activities, appreciate their own strengths and abilities and those of their peers, enabling them to develop a range of interpersonal skills such as communication, negotiation, teamwork, leadership and appreciation of diverse perspectives.

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Assessment and Examinations

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S. No.	Elements	Weightage	Details
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3.	Final Assessment	40%	After 15-16 weeks, a final-term exam/assessment will be conducted as per the nature and requirement of the course.

Textbooks and Suggested Readings*

1. Miles, M.B., Huberman, A.M. & Saldaña, J. (2020). *Qualitative Data Analysis. A Methods Sourcebook*. 4th edition. London: Sage.
2. Bazeley, P. (2021). *Qualitative data analysis: Practical strategies*. 2nd edition. London: Sage
3. Jackson K. & Bazeley P. (2019). *Qualitative data analysis with nvivo* (3rd ed.). Sage Publications.
4. Freeman M. (2017). *Modes of thinking for qualitative data analysis*. Routledge.
5. Saldaña, J. (2021). *The coding manual for qualitative researchers*. London: Sage.
6. Leavy P. (2020). *The oxford handbook of qualitative research* (Second). Oxford University Press.
7. Denzin, N. K., & In Lincoln, Y. S. (2018). *The SAGE handbook of qualitative research*. Los Angeles: Sage
8. Richards, L. (2014). *Handling Qualitative Data: A Practical Guide*. Los Angeles: Sage.
9. Yin, R. K. (2018). *Case study research and applications: Design and Methods*. Los Angeles, Calif: SAGE.
10. Rule, P., & John, V. M. (2015). *A Necessary Dialogue: Theory in Case Study Research*. *International Journal of Qualitative Methods*. <https://doi.org/10.1177/1609406915611575>
11. Creswell, J. W. (2014). *Qualitative inquiry and research design: Choosing among five approaches*. Thousand Oaks: Sage.
12. Corbin, J. M., & Strauss, A. L. (2015). *Basics of qualitative research: Techniques and procedures for developing grounded theory*. Los Angeles, Calif: SAGE.
13. Charmaz, K. (2014). *Constructing grounded theory*. Los Angeles: SAGE Publications.
14. Yin, R. K. (2016). *Qualitative research from start to finish*. New York: The Guildford Press.
15. Patton, M. Q. (2015). *Qualitative research & evaluation methods: Integrating theory and practice*. Los Angeles: Sage
16. Josselson, R. (2013). *Interviewing for qualitative inquiry: A relational approach*. New York: Guilford Press.
17. Flick, U. (2018). *The Sage handbook of qualitative data collection*. SAGE Publications Ltd.
18. Leavy, P. (2014). *Oxford handbook of qualitative research*. (2014). New York: Oxford University Press.

* *The contents and suggested readings may include but are not limited to the above-mentioned list. The instructors may add/change suggested contents and relevant books & research articles*

to the course outline to effectively achieve the learning objectives of the course while keeping the students abreast of the latest research and trends in the field.

RESEARCH SKILLS WORKSHOP

COURSE TITLE: RESEARCH SKILLS WORKSHOP

COURSE CODE: N/A

SEMESTER: N/A

PROGRAM: PhD in Administrative Sciences

CREDIT HOURS: None

PREREQUISITES: NONE

Learning Outcomes

A research skills workshop of two credit hours will be offered to students during the second semester. This workshop will give students a hands-on approach towards the relevant skill set that they will require to effectively embark on their thesis-writing journey. Students will have to maintain a minimum of 75% attendance in order to pass the workshop.

Contents

The workshop topics may include but are not limited to the following:

1. Fundamentals and nature of academic writing
2. PU Guidelines for synopsis and thesis writing
3. How to conduct a literature review?
4. Referencing tools
5. Getting published
6. Software workshops in advanced skills in quantitative and qualitative data analysis

Teaching Learning Strategies

A variety of learning strategies are adopted comprising of lecturing, hands-on-training in writing academic passages and their analysis during the session. Case studies and content analysis are used to create instances for learning.

Assignments

Passage writing is used for determining the gap and content learnt during the workshops. Exercises and in-class quizzes.

Assessment and Examinations

Workshops are evaluated by consistency in presence, participation and in-class quizzes/exercises.

Textbooks and Suggested Readings*

1. Kamler, B., & Thomson, P. (2014). *Helping doctoral students write: Pedagogies for supervision*. 2nd Edition. London: Routledge.

2. Thomson, P., & Kamler, B. (2013). *Writing for peer reviewed journals: Strategies for getting published*. London: Routledge.
3. Huff, A. S. (2009). *Designing research for publication*. Thousand Oaks, Calif: SAGE Publications.
4. Murray, R. (2011). *How to write a thesis*. Maidenhead: Open University Press.
5. Phillips, E., & Pugh, D. S. (2010). *How to get a PhD: A handbook for students and their supervisors*. Maidenhead: Open University Press.
6. Dunleavy, P. (2003). *Authoring a PhD. How to plan, write and finish a doctoral thesis or dissertation*. Palgrave Macmillan.

** The contents and suggested readings may include but are not limited to the above-mentioned list. The instructors may add/change suggested contents and relevant books & research articles to the course outline to effectively achieve the learning objectives of the course while keeping the students abreast of the latest research and trends in the field.*