

UNIVERSITY OF THE PUNJAB

NOTIFICATION

It is hereby notified that the Syndicate in its meeting held on 17-12-2022 has approved the recommendations of the Academic Council made at its meetings dated 11-03-2022 and 21-03-2022 respectively regarding approval of Scheme of Studies/Course Outlines of BS Business Education (4-year) degree Program for the Department of Business Education, Institute of Education & Research w.e.f. Academic Session 2021.

The Syllabi and Scheme of Studies of BS Business Education (4-year) Program is enclosed herewith as Annexure-'A'.


**Admin. Block,
Quaid-i-Azam Campus,
Lahore.
No. D/ 256 /Acad.**

**Sd/-
(SHAHID JAVED)
Registrar**

Dated: 31/10/2023.

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

1. Dean, Faculty of Education
2. Director, Institute of Education & Research.
3. Chairman, Department of Business Education
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)


**Assistant Registrar (Academic)
for Registrar**

INSTITUTE OF EDUCATION AND RESEARCH
University of the Punjab
LAHORE

3392PS
10.3.22

No. IER/D/328
March 10, 2022

Subject: Approval of Syllabi / Curriculum / Courses out lines/ Scheme of Studies of BS Business Education (4 Years) Program, Department of Business Education, Institute of Education and Research, University of the Punjab, Lahore. *10/3/22*

Reference Letter no. IER/D/310 dated 08.03.2022 on the subject cited above on behalf of the Curriculum Review Committee constituted by the Academic Council vide Notification No. 4509/ACAD. dated 09.10.2019, the Undersigned has reviewed the curriculum.

Overall courses are well-designed. I appreciate the faculty of Business Education for developing Curriculum/ Courses out lines/ Scheme of Studies of BS Business Education (4 Years) Program, Department of Business Education, IER, University of the Punjab. Lahore.

Recommendation

The curriculum of the program may be placed in the meeting of Academic Council for the approval.

Professor Dr Rafaqat Ali Akbar
Director
Convener, CRG/Director IER
Institute of Education and Research
University of the Punjab, Lahore

for
[Signature]
10-03-2022

Registrar, P.U. o/c

No. IER/D/310
March 8, 2022

The Director,
Institute of Education & Research
University of the Punjab, Lahore

Subject: **Approval of Scheme of Studies: BS Business Education (4-Years)**

Dear Sir,

The scheme of studies of BS Business Education (4-Years) and course outlines are submitted here for your kind perusal. I request you to forward this document to the Academic Council as Faculty Council of IER approved the above captioned scheme of studies in its meeting held on November 11, 2021 (copy attached).

I thank you in advance.

Yours truly,



Dr. Ashi Zeshan
Incharge, Department of Business Education

Attachment: Copy of the Scheme of Studies

~~Director~~
Director
Institute of Education and Research
University of the Punjab, Lahore

~~Registrar~~
Registrar

9/3/22

Minutes of the Meeting of Board of Faculty of Education
Held on August 23, 2021

A meeting of the Board of Faculty of Education was held on 23-08-2021 at 11.00 a.m in the Committee Room, Institute of Education and Research (IER).

Following members were present in the meeting:

- | | | |
|-----|----------------------------------|--|
| 1. | Prof. Dr. Abid Hussain Ch | Dean, Faculty of Education |
| 2. | Prof. Dr. Rifaqat Ali Akbar | Director, Institute of Education & Research |
| 3. | Prof. Dr. Abdul Qayyum Ch. | Chairman, Department of Elementary Education |
| 4. | Prof. Dr. Tariq Mehmood Ch. | Chairman, Centre for Child Rights & Safety Edu. |
| 5. | Prof. Dr. Humara Bano | Director, Department of Special Education |
| 6. | Prof. Dr. Muhammad Shahid Farooq | Chairman, Department of Advanced Studies in Edu. |
| 7. | Dr. Aboid Ullah | Chairman, Deptt. of Educational Research & Assessment |
| 8. | Dr. Abida Nasreen | Chairman, Department of Secondary Education |
| 9. | Dr. Ahmad Sher Awan | Chairman, Department of Science Education |
| 10. | Dr. Muhammad Aamir Hashmi | Chairman, Centre for Institutional Dev & Policy Analysis |
| 11. | Dr. Munaza Nausheen | Chairman, Department of Early Childhood Edu. |
| 12. | Dr. Shaukat Ali Raza | Incharge, Department of Business Education |
| 13. | Dr. Mubashira Khatoon | Incharge, Department of Islamic Education |
| 14. | Dr. Muhammad Islam | Incharge, Department of ELTL |
| 15. | Dr. Tariq Hussain | Incharge, Department of Technology Education |
| 16. | Mr. Abdul Majid Khan Rana | Lecturer, Institute of Education & Research |
| 17. | Dr. Aroona Shah Hashmi | Assistant Professor, IER |
| 18. | Miss Farah Deebea Chughtai | Lecturer, IER |
| 19. | Dr. Shafiq-ur-Rehman | Assistant Professor, IER |
| 20. | Dr. Umme Salma | Lecture, IER |
| 21. | Dr. Nighat Sana Kirmani | Assistant Professor, IER |
| 22. | Ms. Tayyaba M. Akram | Lecture, IER |
| 23. | Dr. Effat Alvi | Assistant Professor, IER |
| 24. | Dr. Muhammad Aslam | Lecturer, IER |
| 25. | Mr. Muhammad Shahzad Mughal | Lecturer, IER |
| 26. | Dr. Ahamd Sohail Lodhi | Assistant Professor, IER |
| 27. | Ms. Maria Sohaib Qureshi | Lecturer, ISE |
| 28. | Prof. (Rtd.) Dr. Mumtaz Akhter | Dean School of Social Sciences & Humanities
University of Management & Technology (UMT) Joher
Town, Lahore |

The meeting started with the recitation of verses from the Holy Qura'an by the Dr. Aboid Ullah, Chairman, Department of Educational Research and Assessment. The chair thanked the participants for attending the meeting. The chair also shared the agenda points of the meeting with the members of the board.

After a detailed discussion and deliberations, the following decisions were made in line with the agenda and current work.


24/8/21 1

After a detailed discussion, the board approved the Scheme of Studies for the above mentioned programmes.

8. Current Works

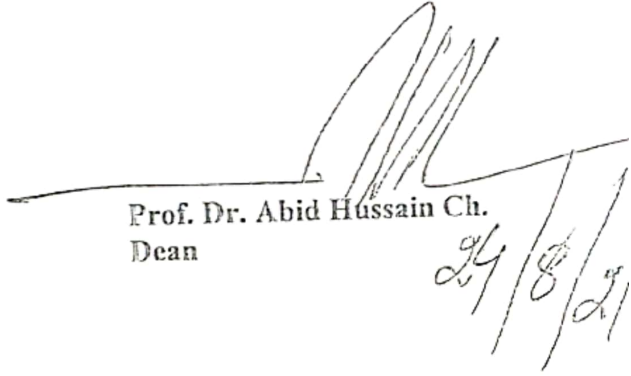
The Schemes of Studies of the following programmes were presented as current work and were approved by the board after a lengthy discussion.

- a. B.Ed 1.5 years Secondary Education
- b. BS Secondary Education
- c. BS English – Applied Linguistics
- d. BS Business Education
- e. BS Islamic Education
- f. BS Technology Education
- g. BS Elementary Education

9. Special Request to Dean, Faculty of Education

The members of the faculty board requested Dean, Faculty of Education to forward the approved Scheme of Studies to Academic Council, University of the Punjab for its approval so that the approved programmes may be initiated in fall 2021. As the time is short till the next meeting of the Academic Council (to be held on August 25, 2021), the members requested that said Schemes of Studies may be conditionally forwarded to Academic Council without the prior approval of 'Curriculum Review Committee'. In the meanwhile, the concerned departments will seek approval of 'Curriculum Review Committee' for their respective programmes. This can seriously help departments to advertise and start these programmes in time.

The Chair concluded the meeting by thanking every one for their presence and suggestions.


Prof. Dr. Abid Hussain Ch.
Dean

**INSTITUTE OF EDUCATION AND RESEARCH
UNIVERSITY OF THE PUNJAB
LAHORE**

Minutes of the Meeting of Faculty Council (2020-2021) held on November 11, 2021

The meeting of Faculty Council (2020-2021), Institute of Education and Research was held on 11-11-2021 (Thursday) at 10.30am. Meeting commenced with the recitation of verses from the Holy Quran and Hadith. The Director IER, Prof. Dr. Rafaqat Ali Akbar presided over the meeting.

Following members were present in the meeting.

1.	Prof. Dr. Rafaqat Ali Akbar	Director, IER
2.	Prof. Dr. Abid Hussain Ch.	Member
3.	Prof. Dr. Tariq Mehmood Ch.	Member
4.	Prof. Dr. Muhammad Shahid Farooq	Member
5.	Dr. Ahmed Sher Awan	Member
6.	Dr. Abida Nasreen	Member
7.	Dr. Muhammad Amir Hashmi	Member
8.	Dr. Munaza Nousheen	Member
9.	Dr. Shoukat Ali Raza	Member
10.	Dr. Mubushra Khalid	Member
11.	Dr. Shafiq ur Rehman	Member
12.	Dr. Tariq Hussain	Member
13.	Dr. Muhammad Islam	Member
14.	Dr. Ahmed Suhail Lodhi	Member
15.	Dr. Asim Nazir	Member
16.	Dr. Abdul Majid Rana	Member
17.	Dr. Aroona Hashmi	Secretary/Member

Following decisions were unanimously made by the Faculty Council:

1. Approval of BS Programs at Institute of Education & Research, University of the Punjab, Lahore as following:

i. The faculty council discussed and approved the scheme of studies of following Programs at IER:-

1. BS Education (Early Childhood)
2. BS Education (Elementary)
3. BS Education (Secondary)
4. BS Education (Research & Assessment)
5. BS Education (Islamic)
6. BS Business Education
7. BS English (Applied Linguistics)
8. BS Science Education
9. BS Technology Education

ii. Further the Faculty Council approved the following Areas of specializations in BS Education program.

1. Child rights & Safety
2. Policy & Planning
3. Curriculum
4. Educational Administration
5. Educational Psychology
6. Inclusive Education
7. Child Guidance and Counseling
8. Literacy and non-formal Education
9. Comparative Education
10. Teacher Professional Development
11. Quality Assurance

2. Renaming of Course of B.Ed. (1.5)

While for B.Ed. (1.5) Secondary, the course of Communication & Life Skills was renamed as "Scouting Community Services and Emergency Training".

3. The Faculty Council decided that in future each department of IER will take the responsibility of teaching course relevant to its specialty in the all departments of IER.
4. Dr. Muhammad Amir Hashmi raised a question about the employability of prospects of BS Technology Education program. He argued that the program may be re visited keeping in mind its market scope. He stressed that his point of view might be recorded that present programmes of IER do not meet the market need and employer requirement.
5. It was decided unanimously that now onwards, the minutes of each Faculty Council meeting will be presented in the following meeting for its approval then the minutes will be circulated among members of the faculty council.



Dr. Aroona Hashmi
Secretary, Faculty Council

Confirmed by:



Prof. Dr. Rafaqat Ali Akbar
Director, IER

BS BUSINESS EDUCATION

4-year Program

SCHEME OF STUDIES

AND

COURSE OUTLINES

(Regular and Self-Support)

DEPARTMENT OF BUSINESS EDUCATION

IER, UNIVERSITY OF THE PUNJAB

LAHORE, PAKISTAN

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**DEPARTMENT OF BUSINESS EDUCATION
INSTITUTE OF EDUCATION AND RESEARCH
UNIVERSITY OF THE PUNJAB
LAHORE**

CURRICULA/SYLLABI OF BSBUSINESS EDUCATION

Program Title: BS BUSINESS EDUCATION

Department: Department of Business Education

Faculty: Education

1. Department Mission and Vision

The mission is twofold, first to improve the management practices in the country and the region using our core competences, which are research guided teaching and research to make meaningful contribution towards socio-economic development. Second is to develop leaders in the field of business education and management committed to excellence in their personal and professional endeavors having the vision, courage and dedication to lead 21st century global workplace.

Department Vision

Department of Business Education is aspired to be recognized as leader for providing business education. The program will become eminent by personalized focus on students with an integrated and upgraded curriculum, dedication of entire faculty for inventing, developing and delivering learning solutions and fostering career opportunities for its graduates for socio-economic development.

2. Introduction

The BS Business Education (BSBE) degree is to be offered by the Department of Business Education, which was established in 1962 in IER with its first batch of 18 students.

Institute of Education and Research (IER), University of the Punjab is one of the premier and prestigious institution of education in Pakistan. This institute was established in 1960 in cooperation with the School of Education, Indiana University, USA. Since 1962, the department has been producing quality graduates in the fields of Business Executives and Business Teachers.

Business education is a broad and comprehensive curriculum that provides students with meaningful instruction for and about business. Instruction in this program encompasses business skills and techniques, an understanding of basic systems of economics and attitudes necessary to enable students to participate in our economy as wage earners and consumers.

3. Program Introduction

Graduates with a business education degree would attain business content knowledge, as well as develop a pedagogical skill set. This unique combination makes future teachers with bachelors in business education degrees uniquely qualified to teach business as well as serve the economy by contributing as business leaders and managers.

4. Program Objectives

The objectives of the programs are to:

1. Provide an integrated knowledge of business concepts to students to perform as management professionals and business educators.
2. Exhibit analytical and research skills necessary to create and apply knowledge to emerging business and teaching issues.
3. Nurture positive perspectives and skills in students that enable them to be productive leaders in both academia and industry.
4. Develop a competent faculty to gain excellence in teaching and research activities.
5. Provide a field-based clinical experience for the prospective business teachers to assume responsibility for the full range of teaching duties in an actual business

school situation under the supervision of qualified personnel from both the college/university and the cooperating business schools.

5. Program Outcomes

The intended program outcomes are aligned with the educational objectives listed above. These outcomes are:

1. Students shall be academically prepared for careers both in academia and industry.
2. Students and alumni shall be successful in applying analytical and research skills in their organizational endeavors or in other advanced studies.
3. Students graduating from the BSBE program shall have the necessary attitudes and skills to become more productive employees, and to continue learning
4. Graduates of the BSBE program shall be managerial leaders in a variety of organizations
5. The faculty shall demonstrate teaching effectiveness by employing appropriate and creative pedagogical techniques in the classroom
6. The program faculty actively participate in a wide range of professional and scholarly activities

Program outcomes are clearly designed to achieve program objectives. The detail is shown in following **table**:

Program Objectives	Program Outcomes					
	1	2	3	4	5	6
1	○	•	•	•		
2	•	○	•	•		
3			•	○		
4	•				○	○
5	○	○	○	○		

- Substantial Contribution
- Complete contribution

6. Market Need / Rationale of the Program

a) *Students, Alumni, Employer Feedback*

A study has been conducted by Dr. Shaukat Ali Raza, at the Department of Business Education to assess the effectiveness of its Master of Business Education (MBE) program which was published in the *Bulletin of Education and Research* in December 2019. The target population of this study was students, alumni, and employers (both for business teaching and business management domains) and quality control bodies (National Accreditation Council for Teacher Education and Quality Enhancement Cell of University of the Punjab) as the most important stakeholders.

The overall effectiveness level of the program stood at 92.2 % (students 82.2%, alumni 90.8%, employers of business teaching field 98.2%, and business management field 97.4%).

86% of Alumni and 83% of Employers of MBE graduates working in business teaching field have suggested launching of a 4-year BS degree program of business education and convert the existing 2-year MBE program to 1.5-year MBE/3-year MBE in line with MBA, M-Com, and MBIT programs of the University of the Punjab to help graduates of the department acquire a compatibility with the referred programs.

National Accreditation Council for Teacher Education (NACTE) has accepted 102 standards out of 152 for the Master of Business Education (MBE) and awarded 'Y' (the second highest category) to the program in 2014. The Quality Enhancement Cell (QEC) of University of the Punjab has also rated the program giving a 94% score to MBE program (QEC, 2014).

b) *Academic Projections: (The national/international universities that have launched the similar program)*

A short list of universities offering programs for business teacher education is attached (appendix 1) downloaded from <https://www.universities.com/programs/business-teacher-education-degrees>

Similarly, a 4-year business teacher education program (Business Education---BS) offered by Department of Business Education of Indiana State University is also

attached (appendix 2) downloaded from
<https://www.indstate.edu/academics/undergraduate/majors/business-education>

c) **Faculty**

The department has 5 PhD teachers with a teaching/research experience of more than 15 years.

d) **Physical Facilities** (As available in IER)

e) **Careers for BS Degree Holders**

Entrepreneurs, Marketing, Finance, General Management, Human Resource Management, Trainers in business organizations, Teaching at Business Schools/universities, Teaching at commerce colleges

7. Admission Eligibility Criteria

- Years of Study completed: 12 years
- Study Program/Subject: FA/F.Sc/I.Com/D.Com/A level or equivalent
- Percentage/CGPA Minimum: 2ndDiv

8. Duration of the Program

Semesters/Years/ Credit hours

Duration: 4 years

Semester Duration: 16-18 weeks

Semesters: 8

Course Load per Semester: 15-18 Credit Hours

Number of Courses per semester: 5-6 (not more than 3 lab/ practical courses)

9. SCHEME OF STUDIES

Courses	Credit Hours
1. General Education Courses (13 courses)	Total 39
2. Distribution Courses (8 courses)	Total 24
3. Major/professional Courses (14 courses)	Total 40
4. Minor Courses/Specialization: (5 courses)	Total 15
5. Practical Courses (3+2+2+2+2+1+1+1=14)	Total 14
6. Quraan Course	Total <u>03</u>
Grand Total:	135

10. Structure Split (Total 49 Courses)

i. General/ Compulsory Courses: (13courses)	Codes	<u>Credit Hours</u>
1. Introduction to Expository Writing	(CG 101)	3
2. Cross cultural communication and translation skills	(CG 102)	3
3. Critical reading and academic writing	(CG 201)	3
4. Logic	(CGQR-101)	3
5. Mathematical Reasoning	(CGQR-102)	3
6. Pakistan Studies	(CG 204)	3
7. Islamic Studies OR Religious studies	(CG 202) (CG 203)	3
Natural Sciences		
8. Mathematics	(BSBE 109)	3
9. Business Statistics	(BSBE 213)	3
Social Sciences		
10. Business & Entrepreneurship	(BSBE 313)	3
11. Micro Economics	(BSBE 207)	3
Arts & Humanities		
12. Foreign Language (Arabic)	(BSBE 107)	3
13. Introduction to Philosophy	(BSBE 201)	<u>3</u>
	Total	39
ii. Distribution Courses (8 courses)		
1. Research Methods in Business Education	(BSBE 110)	3
2. Business Communication	(BSBE 104)	3
3. Organizational Management and Leadership	(BSBE 205)	3
4. Macro Economics	(BSBE 206)	3
5. Business Teaching Methods	(BSBE 208)	3
6. Information Technology in Business	(BSBE 210)	3
7. Principles of Management	(BSBE 310)	3
8. E-Commerce	(BSBE 309)	<u>3</u>
	Total	24
iii. Major/Professional Courses (14 courses)		
1. Financial Accounting	(BSBE 301)	3
2. Cost Accounting	(BSBE 302)	3
3. Total Quality Management	(BSBE 303)	3
4. Financial Management	(BSBE 304)	3
5. Fundamentals of Marketing	(BSBE 306)	3
6. Marketing Management	(BSBE 307)	3
7. Consumer Behavior	(BSBE 308)	3
8. Organizational Behavior and Group Dynamics	(BSBE 311)	3
9. Operations/ Production Management	(BSBE 312)	3

10. Human Resource Management	(BSBE 314)	3
11. Business Policy	(BSBE 315)	3
12. Management Information System	(BSBE 316)	2
13. Business Ethics and Law	(BSBE 317)	2
14. Instructional Technology	(BSBE 211)	3
15. Business Curriculum Development	(BSBE 202)	3
16. Assessment in Business Education	(BSBE 204)	<u>3</u>
	Total	40

iv. Areas of Specialization: (5 courses in each area of 3 Cr hr)

Total 15

a) Leadership and Management in Business Education

1. Educational Policy and Planning (BSBE 401)
2. Financing and Economics of Education (BSBE 402)
3. Leadership and Management for Change (BSBE 403)
4. Institutional Effectiveness and Development (BSBE 404)
5. Final Project (BSBE 439)

b) Accounting

1. Managerial Accounting (BSBE 430)
2. Income Tax Accounting (BSBE 431)
3. Advanced Accounting (BSBE 432)
4. Accounting Information Systems (BSBE 433)
5. Final Project (BSBE 440)

c) Marketing

1. Sales Management and Advertisement (BSBE 409)
2. Global/International Marketing (BSBE 410)
3. Marketing Research (BSBE 411)
4. Supply Chain Management (BSBE 412)
5. Final Project (BSBE 441)

d) Entrepreneurship

1. Entrepreneurial finance (BSBE 415)
2. Managing emerging enterprises (BSBE 416)
3. Venture Capital (BSBE 417)
4. Forecasting business trends (BSBE 418)
5. 5. Final Project (BSBE 442)

e) Human Resource Management

1. Recruitment and Selection (BSBE 421)
2. Training, Development and Performance (BSBE 422)
3. Employee Compensation and Labor Relations (BSBE 423)
4. Human Resource Analytics (BSBE 424)
5. Final Project (BSBE 443)

f) Finance

1. Corporate Finance (BSBE 405)
2. Investment & Portfolio Analysis (BSBE 406)
3. Financial Markets and Institutions (BSBE 407)

4. Insurance and Risk Management	(BSBE 408)	
5. Final Project	(BSBE 444)	
g) Managing Quality in Business Education		
1. Educational Supply Chain Management	(BSBE 434)	
2. Quality Tools & Techniques for Education	(BSBE 435)	
3. Quality Management System and Standard	(BSBE 436)	
4. Service Management in Business Education	(BSBE 437)	
5. Final Project	(BSBE 438)	
v. Practical Courses 8(14)		
1. Thesis/Research Project	(TH 401)	3
2. Teaching Practice I	(BSBE 214)	2
3. Teaching Practice II	(BSBE 215)	2
4. Internship I	(BSBE 427)	2
5. Internship II	(BSBE 428)	2
6. Scouting	(PL 301)	1
7. Emergency Training	(PL 302)	1
8. Community Services	(PL 303)	<u>1</u>
	Total	14
vi. Quraan Translation	(QT-100)	03
	Grand Total:	135

11. Scheme of Studies- Course Categories

Compulsory	Arts & Humanities (2 Courses)	Social Sciences (2 Courses)	Natural Sciences (2 Courses)	Distribution Courses (8 Courses)	Major Courses (16 Courses)	Specialization 5 Courses (Courses)
21 Credit Hours	6 Credit Hours	6 Credit Hours	6 Credit Hours	24 Credit Hours	46 Credit Hours	12 Credit Hours
1. Expository Writing -I 2.Expository Writing –II 3.Expository Writing –III 4.Pakistan Studies 5.Islamic Studies 6.Quantitative Reasoning I 7.Quantitative Reasoning II	1.Philosophy 2.Foreign Policy of Pakistan 3.Culture, Language and Literature 5.Foreign Language Arabic/ French/ Chinese Others	1.Business and Entrepreneurship 2.Micro Economics 3.Sociology 4.International Relations 5.Media and Communication Studies 6.Social Psychology	1.Mathematics 2.Statistics 3.Environmental Sciences 4.Applied Statistics	1.Research Methods in Business Education 2.Business communication 3.Organizational Management and Leadership 4.Macro Economics 5. Business Teaching Methods 6.Information Technology in Business 7.Principles of Management 8. E-Commerce 9.Organizational Psychology	1.Financial Accounting 2.Cost Accounting 3.Total Quality Management 4.Financial Management 5.Fundamentals of Marketing 6.Marketing Management 7.Consumer Behavior 8.Organizational Behavior 9.Operations/ Production Management 10.Human Resource Management 11.Business Policy 12.Management Information System 13.Business Ethics and Law 14.Instructional Technology 15.Business Curriculum Development 16.Assessment in Business Education 17. Money and Banking	To be Selected from area of Specialization

12. Scheme of Studies / Semester-wise workload

Semester	Courses						Credit Hours
1	Expository Writing I	Natural Sciences I Mathematics	Social Sciences I Micro Economics	Quantitative Reasoning I	Arts & Humanities I Foreign Language	Quraan Translation	18
2	Expository Writing II	Natural Sciences II Statistics	Social Sciences II Entrepreneurship	Quantitative Reasoning II	Arts & Humanities II Philosophy	Macro Economics	18
3	Expository Writing III	Pakistan Studies	Islamic Studies	Financial Accounting	Business Teaching Methods	Teaching Practice I (to be offered in summer)	17
4	Organizational Leadership and Management	Principles of Management	Business Communication	Fundamentals of Marketing	Total Quality Management	Internship I	17
5	Human Resource Management	IT in Business	Business Curriculum Development	Financial Management	Specialization I	Scouting Emergency T Community Services	18
6	Consumer Behavior	Business Ethics and Law	Cost Accounting	Research Thesis/Project	Assessment in Business Education	Specialization II	17
7	Organizational Behavior	Operations Management	Instructional Technology	MIS	Specialization III	Teaching Practice II (to be offered in summer)	16
8	Specialization IV	E-Commerce	Specialization V	Internship II	Research Methods In Business Education		14
Total							135
HEC Requirement							120-135

Note: Requirements for award of BSBE Program Degree:

- i) Business Internship: 8 weeks
- ii) Teaching Practice: 6 weeks

13. EVALUATION CRITERIA

1.	Class Work	25%
2.	Mid Semester Test	35%
3.	Final Semester Test	40%
	TOTAL	100%

13.1 Assessment

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	It takes place at the mid-point of the semester.
2.	Class work/Formative Assessment	25%	It is continuous assessment. It includes: classroom participation, attendance, assignments and presentations, homework, attitude and behavior, hands-on-activities, short tests, quizzes, Projects etc.
3.	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

13. 2 Program Objective Assessment

OBJECTIVES	HOW MEASURED	WHEN MEASURED (FREQUENCY)
(1)	(2)	(3)
As given in Para 4	1) Regular assessment of student knowledge and ability to exhibit the skill by the teacher:	
	i) Class tests	Every four weeks
	ii) Class exercises relating to problem	Every four weeks
	iii) Presentation of relevant topic	Once in a semester
	iv) Quizzes	Every four weeks
	2) Written examination	Twice during each semester
	3) Practical assignment in each modules	Once in a semester
	4) Teaching Practice and internship	Twice in a program
	5) Research report/thesis final semester pertaining to practical problem	Once during program
	6) Teaching/Learning Process Survey (teachers' evaluation by the student) As Per QEC Format	Once in a semester before final examination
	7) Faculty Survey Form As Per QEC Format	Once in a year
	Stakeholders feedback	
	1) Employer Surveys: As Per QEC Format	Once a year
	2) Alumni Survey: As Per QEC Format	Once a year
	3) Survey of Graduating Students: As Per QEC Format	Once a year
	4) Latest Research Student Progress Review Form As Per QEC Format	Once a month or as per requirement
	5) Faculty Resume As Per QEC Format	Once a year

14. Award of Degree

For the award of BSBE degree, the student is required to:

- 1 Pass all the prescribed courses satisfactorily with an overall minimum cumulative grade point average (CGPA) 2.30.
- 2 Complete thesis/practicum satisfactorily.
- 3 Pass a written comprehensive examination at the end of academic session. A student will have to complete all the course requirements for eligibility to appear in the comprehensive examination.
- 4 Observe desirable standards of social behavior and have sound moral character.
- 5 As per HEC and University Policy, Students who will pass four semesters satisfactorily and want to take exit, will be awarded an associate degree.

15. NOC from Professional Councils (if applicable)

Department would apply for zero accreditation.

16. Faculty Strength

Degree	Area/Specialization	Total
PhD	1. Accounting & Finance/Administration	1
	2. Marketing/Administration	1
	3. Marketing/ Administration	1
	4. Accounting & Finance/Curriculum	1
	5. Accounting & Finance/Leadership	1
Total		5

If needed, department will hire visiting faculty from the respective department of university to teach the general track subjects according to semester(s).

17. Present Student Teacher Ratio in the Department

16:1

18. Information about Seats

- | | |
|-----------------------------------|----|
| 1. Seats for Regular Program | 50 |
| 2. Seats for Self-Support Program | 50 |

Note: Department will follow university policy for allocation of merit and reserved seats.

18. Course Outlines separately for each course.

The course outlines are attached.

Checklist for a New Academic Program

Parameters	
1. Department Mission and Introduction	✓
2. Program Introduction	✓
3. Program Alignment with University Mission	✓
4. Program Objectives	✓
5. Market Need/ Rationale	✓
6. Admission Eligibility Criteria	✓
7. Duration of the Program	✓
8. Assessment Criteria	✓
9. Courses Categorization as per HEC Recommendation	✓
10. Curriculum Difference	✓
11. Study Scheme / Semester-wise Workload	✓
12. Award of Degree	✓
13. Faculty Strength	✓
14. NOC from Professional Councils (if applicable)	✓

DEPARTMENT OF BUSINESS EDUCATION

BS BUSINESS EDUCATION (BSBE)

COURSE OUTLINES

Distribution Courses

Program	BS Business Education
Semester	8 th
Credit Hours	3
Pre-requisite	None
Course Title	BSBE 110 Research Methods in Business Education
Introduction	This course is designed for students to prepare them to situate themselves as researching professionals and at the same time enhance their own professional practice. Students will engage in a critical analysis of different research work and relate it to their own context. The unit provides students with the opportunity to engage with the research literature and to establish how different researchers techniques help improve the overall classroom situation.
Learning Outcome	At the end of the course, the learners will be able to <ol style="list-style-type: none"> 1. Discuss the meaning, nature & scope of research in education 2. Situate themselves as researching professionals 3. Conduct research in different educational settings 4. Write research report and present it effectively
Course Content	<p>The Nature of Research</p> <ul style="list-style-type: none"> • Definitions of Research • Scope and importance • Scientific method • Research problem and topic • Characteristics of research problem <p>The Researching professional</p> <ul style="list-style-type: none"> • Qualities of a researcher • Research ethics <p>Types of Research</p> <ul style="list-style-type: none"> • Descriptive Research • Experimental Research • Historical Research • Action Research <p>Techniques of Reviewing Literature</p> <ul style="list-style-type: none"> • Primary sources • Secondary sources <p>Methodology</p> <ul style="list-style-type: none"> • Population • Sampling • Instrument • Data collection procedure

	<p>Data Analysis</p> <ul style="list-style-type: none"> • Descriptive • Inferential <p>Report Writing</p> <ul style="list-style-type: none"> • Writing formats & Presentation • Referencing 										
References	<p>Walliman, N. (2011). <i>Research Methods: The basics</i>. London: Routledge.</p> <p>Fraenkel, J. R, Wallen, E. N., Hyun H. H. (2018). <i>How to Design and Evaluate Researchin Education</i>. McGraw Hill</p>										
Teaching/ Learning Strategies	<p>Lecture</p> <p>Multimedia presentations</p> <p>Cooperative Learning</p> <p>Non creditor workshops and seminars.</p> <p>Active Learning</p>										
Evaluation Criteria	<p>Course Evaluation</p> <table style="width: 100%; border: none;"> <tr> <td style="text-align: right;">Assignments</td> <td style="text-align: right;">20</td> </tr> <tr> <td style="text-align: right;">Mid Semester Test</td> <td style="text-align: right;">25</td> </tr> <tr> <td style="text-align: right;">Final Project</td> <td style="text-align: right;">15</td> </tr> <tr> <td style="text-align: right;">Final Test</td> <td style="text-align: right;">40</td> </tr> <tr> <td style="text-align: right;">Total</td> <td style="text-align: right;">100</td> </tr> </table>	Assignments	20	Mid Semester Test	25	Final Project	15	Final Test	40	Total	100
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Program	BS Business Education
Semester	4 th
Credit Hours	3
Pre-requisite	None
Course Title	BSBE 103 Business Communication
Introduction	The Course is designed to introduce to the students of the Essentials of Speech Communication. Hence this course focuses on the topic of Public Speaking. The aim of this course is to develop effective oral communication skills.
Learning Outcome	By the end of this course it is expected that the student will be able to: <ol style="list-style-type: none"> 1. Speak objectively 2. Develop oral presentation 3. Listen with a purpose 4. Speak persuasively 5. Decipher verbal and non-verbal messages 6. Develop and maintain the sense of confidence and self-worth 7. Objective participation in meetings 8. Develop skills to face media
Course Content	<ul style="list-style-type: none"> • Introduction to oral communication • Forms of oral communication • Importance of oral communication • Analyze your organization and Environment • Oral and written communication : a comparison • Planning steps of a Message / Speech • Barriers in oral communication • Oral communication in business • Oral communication in practice • Persuasive Speaking • Visual Aids • Line graphs-Bar graphs • Pie charts etc • Transparencies • Usage of over-head Projectors and AV AIDS etc. • Planning and Conducting an Interview • Objective usage of telephone • Dictating, Importance of dictation • Importance and procedure of note – making • Oral Communication in committee • Meetings, symposia/workshops • Oral communication in e-mail and on internet • Group discussion /panel discussion /role of moderator

	<ul style="list-style-type: none"> • Facing media • Communication in personal selling • Report writing and presentation • How to make presentation/ control of stage fright, general guidance and allocation of topics to students • Knowing and analyzing audience • Motivating your audience • Character and Personality traits of audience • Internal and External audience • Scripted Speech • Planning your Speech • Choosing the right language • Body Posture, Body Language, Proximity to audience • Panel discussion and Role Play • Picture Talk • Discussion on a TV/Film Scene • Debate/Presentation 										
References	<p>Bovee, L.C., Thill, J. (2016) <i>Business Communications Essentials</i>, Prentice Hall.</p> <p>Sillar, S. (1988) <i>Success in Communication</i>, Jhon Murray Publishers</p> <p>Murphy &Hilderbrant (1991) <i>Effective Business Communication</i>. McGraw-Hill</p> <p>Raymond V. Lesikar (1996) <i>Business Communication</i>. Richard D. Irwin, Inc.</p> <p>Bovee&Thill (1995) <i>Business Communication Today</i>. McGraw-Hill</p> <p>Shirley Taylor (1994) <i>Communication for Business-A Practical Approach</i>. Pitman Publishing</p>										
Teaching/ Learning Strategies	<p>Lecture</p> <p>Multimedia presentations</p> <p>Cooperative Learning</p> <p>Non-credit workshops and seminars.</p> <p>Active Learning</p>										
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Program	BS Business Education
Semester	4 th
Credit Hours	3
Pre-requisite	None
Course Title	BSBE 205 Organizational Management and Leadership
Introduction	This course is designed to provide leadership and management to enable institutions to give every learner quality education taking due cognizance of the nature of the school and its context. It aims to nurture professional leadership and management of the curriculum and therefore ensure that business schools provide quality teaching, learning and resources for improved standards of achievement for all learners working in diverse contexts. It intends to strengthen the professional role of principalship and develop aspirant principals who are able to engage critically and be self-reflective practitioners.
Learning Outcome	After completion of the course, the students will: <ol style="list-style-type: none"> 1. Develop an understanding of the issues related to organizational leadership 2. Explore competing rationales relating to the nature and purpose of education 3. Review decision-making practices 4. Develop skills in strategic analysis and strategy development 5. Develop the presentation skills required to effectively communicate recommendations to important stakeholders.
Course Content	<ul style="list-style-type: none"> • Leading and Managing People: Setting the Scene <ul style="list-style-type: none"> ○ The Context for Leadership and Management in Education ○ Leading and Managing People for Performance ○ The Importance of Support Staff in Schools and Colleges • Key Concepts Understanding Educational Leadership <ul style="list-style-type: none"> ○ Organizational Cultures ○ Organizational Structures and Roles ○ Staff Motivation and Job Satisfaction ○ Leading and Managing for Equal Opportunities ○ Leading and Managing through Teams • The Nature of Leadership <ul style="list-style-type: none"> ○ Defining Leadership ○ Leadership at different Levels ○ How thinking about leadership has developed • Leadership and Management <ul style="list-style-type: none"> ○ Distinguishing leadership from other roles ○ Leadership and management

	<ul style="list-style-type: none"> ○ Transactional and Transformational Leadership ○ Characteristics of transformational leaders ○ Mavericks and corporate ● Leadership Qualities <ul style="list-style-type: none"> ○ Lists of qualities ○ Charismatic leadership ○ The working leader ○ The psychopathology of leadership ● Leader Behavior <ul style="list-style-type: none"> ○ The view of practitioners ○ A cognitive approach to leadership ○ The “vision thing” ○ Forthright leadership ○ Legitimizing leadership ○ How leader behavior influences corporate culture. ○ Prescription ● Styles of Leadership <ul style="list-style-type: none"> ○ Autocratic and democratic styles ○ Tannenbaum and Schmidt ○ Consideration and initiation of structures ○ The managerial grid ○ Reddin’s 3D theory ○ Rensis Likert ○ Fred Fiedler and Contingency Theory ○ Situational Leadership ○ Style and personal philosophy ○ Two contrasting leadership styles ● Leading and Managing Key Processes <ul style="list-style-type: none"> ○ Staff Recruitment and Selection ○ Induction and Retention ○ Mentoring and Coaching ○ Performance Appraisal and Review ○ Staff and Organizational Learning ● The Development Process <ul style="list-style-type: none"> ○ Can leadership be taught? ○ The research finding ○ Self-development ○ Derailment ○ Issues and problems in the management of high-flyers ○ Coping with stress ● Cultural Differences and Diversity <ul style="list-style-type: none"> ○ Dimensions of cultural differences. ○ A comparative study of attitudes to leadership-myth or reality? ○ Three European cultures
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	<ul style="list-style-type: none"> ○ Leading International teams ○ Competencies of global leaders ○ Developing global leaders ○ Gender differences ○ Role models ● The New Leadership <ul style="list-style-type: none"> ○ The end of the hero? ○ White water leadership ○ The leader as coach and developer ○ Leader/Learner ○ Stewardship ○ The servant leader ○ The fifth disciple ○ The leader as educator ● Summing up the main findings of leadership research. 										
References	<p>Bush, T., and Middlewood, D. (2006). <i>Leading and Managing People in Education</i>. London: Sage Publications.</p> <p>Sadler P. (2005) <i>Leadership</i>. New Delhi: Kogan Page India Private Limited.</p> <p>Gardner, J.W. (1990) <i>On Leadership</i>. New York: Free Press.</p> <p>Razik, T.A & Swanson, A.D. (1995). <i>Fundamental Concepts of Educational Leadership and Management</i>. New Jersey: Prentice Hall.</p>										
Teaching/ Learning Strategies	<p>Lecture</p> <p>Multimedia presentations</p> <p>Cooperative Learning</p> <p>Non-credit workshops and seminars.</p> <p>Active Learning</p>										
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Program	BS Business Education
Semester	1 st
Credit Hours	3
Pre-requisite	None
Course Title	BSBE 206 Macro Economics
Introduction	This course aims at giving students knowledge about the working of a mixed economy at the aggregate level under pinning of aggregate output and income determination, key macro-economic problems and major policy debate. The basic themes are extended to find out how the disciplines of national income, macro-economics in closed and open economy, macroeconomic stabilization policies, macro-economic components (consumption, saving, private investment, interest etc.), public finance, money and banking link up with conventional macroeconomics.
Learning Outcome	At the end of this course, students will be able to: <ol style="list-style-type: none"> 1. become familiar with and readily use economic terminology. 2. learn about the analytical approach economists take to the problem of scarcity. 3. gain an intuitive understanding of macroeconomic theory and application. 4. acquire better critical thinking skills through the analysis of present day economic issues. 5. provide a foundation for possible careers in business, government, academic or other sectors. 6. develop a conscious recognition of economics in the world around us.
Course Content	<p>KEY CONCEPTS OF MACROECONOMICS</p> <ul style="list-style-type: none"> • Objectives and instruments of macroeconomics. • Tools of macroeconomics policy. • Aggregate demand and supply. <p>MEASURING ECONOMIC ACTIVITY.</p> <ul style="list-style-type: none"> • Concepts of National Income. • Measurement of National Income. GDP, NDP, GNP & • NNP, Personal Income & Disposable Personal Income • GDP Deflator and a real GDP • National Income as a measure of economic welfare <p>CONSUMPTION AND INVESTMENT.</p> <ul style="list-style-type: none"> • Consumption, Income and saving. • Consumption Function.

	<ul style="list-style-type: none"> • Saving Function. • The Marginal Propensity to Consume and Average Propensity to consume • The Marginal Propensity to Save and Average Propensity to save • Determinants of Consumption • Determinants of Investment (Rate of interest, MEC) <p>INCOME AND EMPLOYMENT DETERMINATION</p> <ul style="list-style-type: none"> • Classical approach. • Modern approach (Keynesian) • Post Keynesian Approach <p>MULTIPLIER AND ACCELERATOR</p> <ul style="list-style-type: none"> • Investment Multiplier. • Tax multiplier, foreign trade multiplier and super multiplier. <p>FISCAL AND MONETARY POLICIES</p> <ul style="list-style-type: none"> • Fiscal Policy • Monetary Policy <p>INFLATION</p> <ul style="list-style-type: none"> • Nature and kinds. • Inflationary and deflationary gaps. • Inflation and unemployment. <p>BUSINESS CYCLE</p> <ul style="list-style-type: none"> • The concept of Business Cycle • Business Cycle Theories • Business Cycle & Business Decision Making <p>INTERNATIONAL TRADE</p> <ul style="list-style-type: none"> • Classical theory of International trade (CIT) • Modern theory of International trade (H-O-Theorem) • Economic Integration and Regional Cooperation. • Protection and free trade. • WTO (Objectives and role) <p>BALANCE OF PAYMENTS</p> <ul style="list-style-type: none"> • Balance of Payments Accounts. • Disequilibrium & Imbalance of Payments. • Causes and Remedies.
References	<p>TEXT/REFERENCE BOOKS</p> <p>Dornbusch, R., Fischer, S., Statz, R. (2018) <i>Macroeconomics</i>. McGraw Hill, New York. (Latest Edition)</p> <p>Mc Connell & Brue. <i>Economics</i>. McGraw Hill, INC (Latest Edition)</p> <p>Choudhry, H. (2002) <i>Economic Theory</i>. Caravan Book House.</p>

	Ruffin & Gregory. <i>Principles of Economics</i> . Scott, Foresman & Company. Samuelson and Nordhaus. <i>Economics</i> . McGraw Hill, New York. (Latest Edition)												
Teaching/ Learning Strategies	Lecture Multimedia presentations Cooperative Learning Non creditor workshops and seminars. Active Learning												
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Program	BS Business Education
Semester	3 rd
Credit Hours	3
Pre-requisite	None
Course Title	BSBE 206 Business Teaching Methods
Introduction	The primary objective of this course is to prepare students to teach business subjects at various levels. Examples of business content include accounting, marketing and information systems. The class emphasizes methodology, curriculum planning, unit and lesson planning, and classroom management. It is assumed that students will be able to apply previously learned subject matter knowledge in a teaching situation. Ultimately, our goal is to help prepare you for a successful student teaching experience.
Learning Outcome	<p style="text-align: center;">Learning Outcomes/ Objectives</p> <p>After reading this course the students would be able to</p> <ol style="list-style-type: none"> 1. understand the educational thought and paradigm shift 2. understand the learning process; 3. understand the instructional design 4. develop and analyze lesson plans 5. practice instructional technology and instructional strategies during instruction; and teach business courses in business schools.
Course Content	<ol style="list-style-type: none"> 1. EDUCATION <ol style="list-style-type: none"> 1.1 Concept of education 1.2 Process of education <ol style="list-style-type: none"> 1.2.1 Bipolar process 1.2.2 Tri-polar process 1.2.3 Old paradigm 1.2.4 New paradigm 1.3 Modes of education <ol style="list-style-type: none"> 1.3.1 Formal education 1.3.2 Non-Formal education 1.3.3 In-Formal education 2. THE LEARNING PROCESS <ol style="list-style-type: none"> 2.1 Meaning and process 2.2 Levels of learning 2.3 Learning objectives <ol style="list-style-type: none"> 2.3.1 Cognitive domain 2.3.2 Psychomotor domain 2.3.3 Affective domain 3. INSTRUCTIONAL DESIGN <ol style="list-style-type: none"> 3.1 What is instruction 3.2 Elements of instruction 3.3 Phases of instruction

	<ul style="list-style-type: none"> 3.4 Principles of instruction 3.5 The instructional episode---instruction as an experiment 3.6 Conceptual model of instruction 3.7 The competent instructor 4. INSTRUCTIONAL TECHNOLOGY <ul style="list-style-type: none"> 4.1 The concept 4.2 Audio visual technologies 4.3 Hardware/software instructional technology 4.4 Systems approach 4.5 Development of main concern of instructional technology <ul style="list-style-type: none"> 4.5.1 Mass instructional techniques for business subjects 4.5.2 Individualized learning techniques for business subjects 4.5.3 Group learning techniques for business subjects 4.6 Case for and against instructional technology 5. INSTRUCTIONAL STRATEGIES FOR BUSINESS SUBJECTS <ul style="list-style-type: none"> 5.1 Methods, Strategies, Tactics 5.2 Styles of instruction for business subjects <ul style="list-style-type: none"> 5.2.1 Autocratic (with strategies used) 5.2.2 Permissive (with strategies used) 6. DEVELOPING COMPETENCE FOR TEACHING BUSINESS COURSES <ul style="list-style-type: none"> 6.1 Developing a professional approach 6.2 Developing a course outline 6.3 Developing a lesson plan <ul style="list-style-type: none"> 6.3.1 Writing learning objectives for teaching business subjects 6.3.2 Organizing the content 6.3.3 Selecting the teaching aids 6.3.4 Managing time 6.3.5 Evaluating learners 6.3.6 Adjusting the instructional episode 6.3.7 Winding up process 6.4 Appraisal of instructional process
References	<p>REFERENCE BOOKS:</p> <ul style="list-style-type: none"> 1. Allied Material for M. Phil in Teacher Education. (2000). <i>Teaching Strategies</i>. Allama Iqbal Open University, Islamabad 2. Douglas et al. (1963) <i>Teaching Business Subjects</i>. Prentice Hall, Inc. 3. Dunkin, Michael J. (1998) <i>The International Encyclopedia of Teaching and Teacher Education</i>. Pergamon Press 4. Ellington, Henry et al. (1993). <i>Handbook of Educational Technology</i>. NP, Kogan Page Ltd., London

	<ol style="list-style-type: none"> 5. Mir, Muhammad Ali, (1966) <i>Instructional Techniques</i>. Kifayat Academy, Karachi 6. Rashid, Muhammad. (1999) <i>Teaching Strategies</i>. Allama Iqbal Open University, Islamabad 7. Rose, C Homer, (1961) <i>The Instructor and His Job</i>. American Technical Society 8. Venkataiah, N., (1996). <i>Educational Technology</i>. APH Publishing Corp. New Delhi 												
Teaching/ Learning Strategies	<p>Lecture Multimedia presentations Cooperative Learning Non creditor workshops and seminars. Active Learning Summaries and reflection of the lecture Complete course assessment includes all the content in practical form and submit portfolio before final assessment</p>												
Evaluation Criteria	<table> <tr> <td colspan="2">Course Evaluation</td> </tr> <tr> <td>Assignments</td> <td>20</td> </tr> <tr> <td>Mid Semester Test</td> <td>25</td> </tr> <tr> <td>Final Project</td> <td>15</td> </tr> <tr> <td>Final Test</td> <td>40</td> </tr> <tr> <td>Total</td> <td>100</td> </tr> </table>	Course Evaluation		Assignments	20	Mid Semester Test	25	Final Project	15	Final Test	40	Total	100
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Program	BS Business Education
Semester	5 th
Credit Hours	3
Pre-requisite	None
Course Title	BSBE 210 IT in Business
Introduction	This course introduces students to key information technology and information systems concepts from a business perspective. Information technology and systems are crucial in every discipline of business and commerce. Today, information technology and systems are used by business for communicating with, and supporting, customers, and they underpin business functions ranging from marketing, human resource, accounting and finance. Students will learn the role of information technology and systems in business, and how these can be leveraged to create and sustain competitive advantage. Practical skills in online collaboration tools and web site development will also be gained.
Learning Outcome	After studying this course, the students will be able to: <ol style="list-style-type: none"> 1. Explain the social impact of information technology, both locally and globally, and the need for security, privacy and ethical implications in information systems usage 2. Demonstrate problem-solving skills by identifying and resolving issues relating to information technology systems and their components 3. Demonstrate the application of online collaboration and website development tools to support productivity and communication in business contexts 4. Describe current information and communication, how they are selected, developed and used by organisations to produce goods and services, and to cooperate and/or compete with other organisations 5. Demonstrate written communication skills by understanding basic information communication and technology (ICT) terminology for effective communication, and applying it within a business environment 6. Collaborate as part of a team, and use online collaboration tools to plan and support their work. <p style="text-align: center;">■</p>
Course Content	Unit 01: Introduction <ol style="list-style-type: none"> 1.1 Definition and Importance of Computer 1.2 Basic Concepts of the Computer Hardware 1.3 Input and Output Devices 1.4 Functions of Computer Unit 02: Computer Software <ol style="list-style-type: none"> 2.1 Concept of Software 2.2 Types of Software

	<p>2.3 Applications of Computer in Education</p> <p>Unit 03: Word Processing and Document Handling</p> <p>3.1 Creating, Saving and Opening a Document</p> <p>3.2 Composing and editing Educational Documents</p> <p>3.3 Inserting and resizing tables, pictures and shapes</p> <p>3.4 Line Spacing, paragraphing and formatting text</p> <p>3.5 Page Setup and Printing document</p> <p>Unit 04 Spreadsheet (Excel)</p> <p>4.1 Features of M.S. Excel</p> <p>4.2 Sum/Subtractions/Multiplication/division/ Percentage/ Average/ If statement</p> <p>4.3 Sorting and Filtering Data</p> <p>4.4 Inserting Charts and Graphs</p> <p>Unit 05 PowerPoint</p> <p>5.1 Composing Presentations</p> <p>5.2 Delivering Presentations</p> <p>Unit 06 Internet and Information Highways</p> <p>6.1. Network, Types of Network, Server and Client</p> <p>6.2. Internet, World Wide Web, Search Engines</p> <ul style="list-style-type: none"> • E-business models and competitive advantage; • software, hardware, telecommunications and database usage within businesses; • internet technologies, including cloud computing, social media, intranets, extranets and e-commerce; • security, privacy and ethical issues; how business information systems are utilised in organisations, including transaction processing systems, enterprise resource planning systems, management information systems and decision support systems; • specialised business computing systems, including artificial intelligence, expert systems and virtual reality; and information systems project management. • Additionally, students will learn how to use technology for collaboration in team tasks, and how to use web applications for business communication.
References	Senn, A. J. (2003) <i>Information Technology in Business: Principles, Practices and Opportunities</i> . Prentice Hall, Inc.
Teaching/ Learning Strategies	Lecture Multimedia presentations Cooperative Learning Non creditor workshops and seminars. Active Learning

Evaluation Criteria	Course Evaluation	
	Assignments	20
	Mid Semester Test	25
	Final Project	15
	Final Test	40
	Total	100

Program	BS Business Education
Semester	4 th
Credit Hours	3
Pre-requisite	None
Course Title	BSBE 310 PRINCIPLES OF MANAGEMENT
Introduction	This is an introductory course about the management of organizations. It provides instructions on principles of management that have general applicability to all types of enterprises; basic management philosophy and decision making; principles involved in planning, organizing, leading, and controlling; and recent concepts in management. The principles learned in this course will allow the student to effectively work with and through others in an organization. The course will also encourage the students to explore and inquire the applicability of western management principles and theories in local settings. Besides, the course will discuss the Islamic perspective of managing businesses and organizations.
Learning Outcome	At the conclusion of this course, the student should be able to: <ol style="list-style-type: none"> 1. Hold informed conversations with functional specialists and understand how to draw effectively on their expertise in managing organizations. 2. Understand the relevance of the western management principles and theories, for local settings. 3. Understand the Islamic perspective of managing businesses and organizations. 4. Apply course concepts and theory in a practical context. 5. Integrate several of the disciplines studied 6. Demonstrate empirical investigative skills by producing an in-depth analysis of a management situation usually presented through case studies, resulting in recommendations for a programme of action. 7. Recognise the need to take a holistic approach to performance improvement rather than a narrowly functional approach.
Course Content	Introduction to Management <ul style="list-style-type: none"> • Organizations • The management Process The History and evaluation of Management <ul style="list-style-type: none"> • Organizational theories and different approaches to management The organizational Culture and the Manager <ul style="list-style-type: none"> • The external environment and the Manager • The internal environment and the manager Foundations and basic elements of Planning

	<ul style="list-style-type: none"> • Process of planning and MBO • Effective strategic planning <p>Decision Making</p> <ul style="list-style-type: none"> • The managers role as decision maker • Decision making process <p>Basics of Strategic Management</p> <ul style="list-style-type: none"> • Case of Strategic Management • Strategic management process <p>Organizational Structure</p> <ul style="list-style-type: none"> • Types of organizational structures • Departmentalization, • Line/staff authority, • Commitments and group decision making <p>Human Resource Management</p> <ul style="list-style-type: none"> • HRM processes • Principles of selection • Performance • Career planning <p>Motivation</p> <ul style="list-style-type: none"> • Theories of Motivation • Current issues in Motivation <p>Leadership</p> <ul style="list-style-type: none"> • Leadership and its characteristics • Leadership styles and behaviours • Leadership Theories <p>Controlling</p> <ul style="list-style-type: none"> • Controlling Process • Controlling Techniques
References	<p>Robbins, S.P. & Coulter, M. (2018) <i>Management</i>. 14thed. Pearson</p> <p>George R. Terry & Stefan G. Franklin (1997) <i>Principles of Management</i>. AITBS Publishers, New Delhi</p> <p>Deetz, S. A., Tracy, S. J., & Simpson, J. L. (2000). <i>Leading Organizations Through Transition: Communication And Cultural Change</i>. Thousand Oaks: Sage.</p> <p>Hooper, A., & Potter, J. (2000). <i>Intelligent leadership: Creating a passion for change</i>. Sydney, NSW: Random House.</p> <p>Shafritz, S., Steven Ott, J., & Yong Suk Jang. (2005). <i>Classics of Organization Theory</i>. Fort Worth: Harcourt Publishers.</p>
Teaching/ Learning Strategies	<p>Lecture</p> <p>Multimedia presentations</p> <p>Cooperative Learning</p> <p>Non creditor workshops and seminars.</p> <p>Active Learning</p>

Evaluation Criteria	Course Evaluation	
	Assignments	20
	Mid Semester Test	25
	Final Project	15
	Final Test	40
	Total	100

Program	BS Business Education
Semester	8 th
Credit Hours	3
Pre-requisite	None
Course Title	BSBE 309 E-Commerce
Introduction	Students examine how the internet is rapidly becoming one of the primary communication, marketing, and commercial medium for businesses in almost every industry, and how managers can effectively use this tool to execute their organization's strategic plans. Topics include an overview of electronic commerce; e-marketplaces including auctions and portals; online marketing and consumer behaviour; business-to-business e-commerce; e-government; e-learning; social networks; search engine maximization; e-commerce security; payment solutions and order fulfillment; e-commerce security; e-commerce strategy and global issues; legal, ethical and tax issues; and launching an e-commerce business.
Learning Outcome	Upon successful completion of this course, students will be able to: <ol style="list-style-type: none"> 1. Outline a basic model of the internet technology infrastructure 2. Assess e-commerce strategies and applications, including online marketing, e-government, e-learning and global e-commerce 3. Discuss the significance of Web 2.0 content and social networks in e-commerce 4. Differentiate electronic marketplaces and give examples of e-tailing products and services 5. Compare B2B and B2C e-commerce strategies, including market segmentation 6. Categorize advantages and disadvantages of different online payment options 7. Discuss common legal, ethical and tax issues in e-commerce 8. Use the knowledge of online security issues to assess existing websites 9. Use the knowledge of the major e-commerce revenue models to evaluate existing websites
Course Content	Overview of Electronic Commerce (EC) <ul style="list-style-type: none"> • Definition of electronic commerce (EC) its various categories. • Content and framework of EC. • Major types of EC transactions. • Digital revolution as a driver of EC. • Business environment as a driver of EC.

	<ul style="list-style-type: none"> • EC business 97 models. • Benefits of EC to organizations, consumers, and society. • Limitations of EC. • Contribution of EC to organizations responding to environmental pressures. <p>E-Commerce Infrastructure</p> <ul style="list-style-type: none"> • Define e-marketplaces and their components. • Major types of e-marketplaces • Types of EC intermediaries and their roles. • Electronic catalogs, shopping carts, and search engines. • Types of auctions • Benefits, limitations, and impacts of auctions. • Bartering and negotiating online • M-commerce • Liquidity, quality, and success factors in e-marketplaces • Economic impact of EC • Competition in the digital economy • Impact of e-marketplaces on organizations <p>Business Models and E-commerce</p> <ul style="list-style-type: none"> • Electronic retailing (e-tailing) and its characteristics • Primary e-tailing business models • Operations of online travel and tourism services • Online employment market • Online real estate services • Online stock-trading services • Cyber-banking and online personal finance • On-demand delivery by e-grocers • Delivery of digital products and online entertainment • Etail consumer aids, including comparison-shopping aids • Critical success factors and failure avoidance tactics for direct online marketing and e-tailing • Re-intermediation, channel conflict, and personalization in e-tailing <p>E-commerce Strategy</p> <ul style="list-style-type: none"> • Factors influencing consumer behavior online • Decision-making process of consumer purchasing online • One-to-one relationships with customers
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- Online personalization
- Issues of e-loyalty and e-trust in EC
- Consumer market research in EC
- Internet marketing in B2B
- Objectives of Web advertising and its characteristics
- Advertising methods used on the Web
- Online advertising strategies and types of promotions
- Permission marketing, ad management, localization
- Intelligent agents in consumer issues and advertising applications.

Supply chain Management and E-Commerce

- E-supply chain and its characteristics
- Supply chain problems and their causes
- Solutions to supply chain problems provided by EC
- Collaborative planning and Collaboration, Planning, Forecasting, and Replenishing (CPFR)
- Intra business EC and its major activities
- Integration along the supply chain
- Corporate portals and their types and roles
- E-collaboration tools such as workflow software and groupware

Innovative EC Systems

- E-government to citizens (G2C) to businesses (G2B) and to others
- E-government initiatives
- Online publishing, e-books, and blogging
- E-learning and virtual universities
- Knowledge management and dissemination as an e-business
- C2C activities
- Peer-to-peer technology in intra business, B2B, and C2C

E-commerce security and control

- Trends in computer and network security attacks
- Common security practices of businesses of all sizes
- Elements of EC security
- Types of network security attacks
- Managing security in Organizations

	<ul style="list-style-type: none"> • Major technologies for securing EC communications • Major technologies for securing EC networks components <p>Electronic Payments Systems</p> <ul style="list-style-type: none"> • Understanding shifts occurring with regards to noncash and online payments • Players and processes in using credit cards online • Categories and potential uses of smart cards • Online alternatives to credit card payments • Processes and parties involved in e-checking • Payment methods in B2B EC, including payments for global trade • Electronic bill and invoice presentment and payment • Sales tax implications of e-payments <p>Mobile Commerce and pervasive computing</p> <ul style="list-style-type: none"> • Define mobile commerce and its relationship to ecommerce • Mobile computing environment that supports m-commerce • Types of wireless telecommunications networks • Value-added attributes and fundamental drivers of m-commerce • M-commerce applications in finance, advertising, and provision of content • Application of m-commerce within organizations • B2B and supply chain management applications of m-commerce • Consumer and personal applications of m-commerce • Technologies and potential application of location-based m-commerce • Inhibitors and barriers of m-commerce • Key characteristics and current uses of pervasive computing <p>Legal and Ethical Issues in E-Commerce</p> <ul style="list-style-type: none"> • Differences between legal and ethical issues in EC • Difficulties of protecting privacy in EC • Issues of intellectual property rights in EC • Unsolicited ad problems and remedies • Conflict between free speech and censorship on the Internet
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	<ul style="list-style-type: none"> • Legal issues in EC • Types of fraud on the Internet and its protection • Representative societal issues in EC • Role and impact of virtual communities on EC • Future of EC <p>Global and social Issues in E-Commerce</p> <ul style="list-style-type: none"> • Strategic planning process • Purpose and content of a business plan • Impact of e-commerce on the strategic planning process • Strategy implementation and assessment by using metrics • Evaluate issues involved in global EC • Impact of EC on small and medium-sized businesses <p>E-Commerce in Pakistan and Developing Countries</p> <ul style="list-style-type: none"> • Use of e-commerce in Pakistan • Trends effecting corporate culture in Pakistan 										
References	<p>Schneider, G. P. (2017). <i>Electronic commerce</i>. Boston, MA: Cengage Learning. Type: Textbook: ISBN: 978-1305867819</p> <p>Chaffey (2014) <i>E-Business and E-Commerce Management: Strategy, Implementation and Practice</i></p> <p>Efrain Turban David King, Judy McKay, Peter Marshall, Jae Lee, Dennis Viehland,(2008). <i>Electronic Commerce: A Managerial Perspective</i>.</p> <p>Electronic Commerce, Greenstein &Feinman</p> <p>Electronic Commerce. Business, Technology. Society. By Kenneth C. Laudon Carol Guerciotraver</p> <p>Electronic Commerce, By: Gary P. Schneider</p> <p>CPanel Documentation: https://documentation.cpanel.net</p> <p>Opencart Documentation: http://docs.opencart.com</p>										
Teaching/ Learning Strategies	<p>Lecture</p> <p>Multimedia presentations</p> <p>Cooperative Learning</p> <p>Non creditor workshops and seminars.</p> <p>Active Learning</p>										
Evaluation Criteria	<p>Course Evaluation</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">Assignments</td> <td style="text-align: right;">20</td> </tr> <tr> <td>Mid Semester Test</td> <td style="text-align: right;">25</td> </tr> <tr> <td>Final Project</td> <td style="text-align: right;">15</td> </tr> <tr> <td>Final Test</td> <td style="text-align: right;">40</td> </tr> <tr> <td>Total</td> <td style="text-align: right;">100</td> </tr> </table>	Assignments	20	Mid Semester Test	25	Final Project	15	Final Test	40	Total	100
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Total	100										

Program	BS Business Education
Credit Hours	3
Pre-requisite	None
Course Title	BSBE 319 Organizational Psychology
Introduction	The objective of this course is to develop an understanding of the theory and practice of organisational psychology in its historical context and of some of the contemporary issues important for psychologists working and conducting research in organisations. The course also covers contemporary organisational topics in organisations; the nature and role of leadership; and organisational culture and fit.
Learning Outcome	At the conclusion of this course, the student should be able to: <ol style="list-style-type: none"> 1. Demonstrate advanced knowledge in organisational psychology, including a discussion of its historical origins and development 2. Examine critically the conceptual and theoretical frameworks relating to organisational psychology 3. Review critically contemporary organisational psychology topics. 4. Evaluate critically the nature of leadership and its role and development within organisations 5. Examine critically the role of organisational culture and fit in relation to organisational functioning, staff satisfaction and retention and organisational performance
Course Content	<ul style="list-style-type: none"> • Introduction to I/O Psychology & Research • Review of Research Methods • Job Analysis • Legal Issues • Employee Selection • Evaluating Employee Performance • Training Systems • Motivation • Employee Satisfaction • Organizational Communication • Leadership • Group and Teams • Organizational Development
References	Aamodt, M. G. (2015). <i>Industrial/organizational psychology: An applied approach</i> (8th ed.). Belmont, CA: Wadsworth. ISBN: 978-1305118423

Teaching/ Learning Strategies	Lecture Multimedia presentations Cooperative Learning Non creditor workshops and seminars. Active Learning												
Evaluation Criteria	<table data-bbox="581 426 1446 651"> <tr> <td colspan="2">Course Evaluation</td> </tr> <tr> <td>Assignments</td> <td>20</td> </tr> <tr> <td>Mid Semester Test</td> <td>25</td> </tr> <tr> <td>Final Project</td> <td>15</td> </tr> <tr> <td>Final Test</td> <td>40</td> </tr> <tr> <td>Total</td> <td>100</td> </tr> </table>	Course Evaluation		Assignments	20	Mid Semester Test	25	Final Project	15	Final Test	40	Total	100
Course Evaluation													
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Total	100												

Major/Professional Courses

Program	BS Business Education
Semester	3 rd
Credit Hours	3
Pre-requisite	None
Course Title	BSBE 301 Financial Accounting
Introduction	The primary aim of Financial Accounting is to provide students with an introduction to the process and function of financial reporting. Whilst a large proportion of the course is aimed at understanding accounting as a process, taking a preparers' perspective, we will also seek to develop an understanding of the importance of the role of accounting in today's society.
Learning Outcome	After studying this course the student will be able to understand: <ol style="list-style-type: none"> 1. The language of accounting and financial reporting 2. Complete Accounting Cycle 3. Preparation and the role of Journal, Ledger and subsidiary books 4. Preparation of balance sheet, profit and loss account and cash flow statement.
Course Content	<p>Accounting and its role</p> <ul style="list-style-type: none"> • Development of accounting • Accounting Theory and Conceptual framework • Accounting Defined • Why study Accounting • Financial statements • Major fields of Accounting • Accounting as a Career <p>Basic Accounting Concepts</p> <ul style="list-style-type: none"> • The Entity Concept • The Reliability (or Objectivity) principle • The cost Principle • The Going-Concern Assumptions • The Stable Currency Assumptions • Ethics-the-Most Fundamental Principle of Accounting • Qualitative characteristics of Financial statements <p>The recording processes</p> <ul style="list-style-type: none"> • The Recognition Issue • The Valuation Issue • The Classification Issue • The Recording Process

	<ul style="list-style-type: none"> • Analysis of Transaction • The Journal • The Ledger • Balancing the Accounts <p>Preparation of Financial Statements</p> <ul style="list-style-type: none"> • Preparing Trial Balance • Locating and correcting errors in recording process • Preparing Profit and Loss Account and Balance Sheet <p>The adjusting and closing entries</p> <ul style="list-style-type: none"> • Need for Adjusting Entries • Recording adjusting entries • Preparing adjusted trial balance • Recording closing entries • Preparing post-closing trial balance • Preparing work-sheet • Preparation of Financial Statements <p>Accounting for trading organization</p> <ul style="list-style-type: none"> • The Purchase Function • Accounting for Purchases and Sales • Return and allowances • Periodic System • Perpetual System • Worksheet • Preparation of financial Statements • Departmental Accounts <p>Accounting Systems•</p> <ul style="list-style-type: none"> • Developing a System • Subsidiary Journals • Subsidiary ledgers • Cash Book • Petty cash book • Control Accounts <p>Cash and temporary investment</p> <ul style="list-style-type: none"> • Nature and Composition of Cash • Cash Management and Control • Maintaining Bank Account • Bank Reconciliation • Short term investments <p>Accounting for debtors and stock</p> <ul style="list-style-type: none"> • Accounting Treatment of Bad Debts • Direct write-Off Method • Aging Schedule • Percentage of Sales Method • Recoveries of Bad debts
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	<ul style="list-style-type: none"> • Stock • Measurement of Stock Quantity • Measurement of Stock Cost • Perpetual Stock System • Periodic Stock System <p>Accounting for property, plant and equipment</p> <ul style="list-style-type: none"> • Property, Plant and Equipment • Lump-sum Purchase • Subsequent Expenditure • Depreciation methods • Revaluation • Review of Useful life • Intangible Assets and Amortization • Wasting Assets and Depletion 										
References	<p>Williams, Haka, Bettner: <i>Financial & Managerial Accounting</i>. Prentice Hall Latest Edition, Professor Muhammad Ammanullah Khan: <i>Financial Accounting</i>, Latest Edition Frank Wood's: <i>Business Accounting 1</i>, Eleventh Edition Meigs and Meigs, <i>Accounting for Business Decision</i>, 9th Edition/ Latest Edition</p>										
Teaching/ Learning Strategies	<p>Lecture Multimedia presentations Cooperative Learning Non-credit workshops and seminars. Active Learning</p>										
Evaluation Criteria	<p>Course Evaluation</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: right;">Assignments</td> <td style="text-align: right;">20</td> </tr> <tr> <td style="text-align: right;">Mid Semester Test</td> <td style="text-align: right;">25</td> </tr> <tr> <td style="text-align: right;">Final Project</td> <td style="text-align: right;">15</td> </tr> <tr> <td style="text-align: right;">Final Test</td> <td style="text-align: right;">40</td> </tr> <tr> <td style="text-align: right;">Total</td> <td style="text-align: right;">100</td> </tr> </table>	Assignments	20	Mid Semester Test	25	Final Project	15	Final Test	40	Total	100
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Total	100										

Program	BS Business Education
Semester	6 th
Credit Hours	3
Pre-requisite	Basic Accounting Course
Course Title	BSBE 302 Cost Accounting
Introduction	The Course deals with examining Cost Accounting as a tool for providing information for manufacturing, internal reporting, external reporting as well as for managerial decision making. The broad course objectives are to help students to understand the central concepts of Cost Accounting, the methods of conducting data analysis preparation of reports for managerial decision making.
Learning Outcome	After studying this course student will be able to understand: <ol style="list-style-type: none"> 1. The importance of Cost Accounting as a first step in the Manufacturing process. 2. Cost Accounting and explain its purpose within an organization. 3. The steps involved in the Accumulation of Total Cost in different departments. 4. Financial accounting and Cost Accounting. 5. Cost data for the decision making of the higher management. 6. Product costing preparation and process costing analysis. 7. Cost of production and cost of goods sold statements for onward reporting to financial statements.
Course Content	<ul style="list-style-type: none"> • Cost Accounting Concepts and Objectives. • Financial Statements The bases for planning and control • Costs: Concepts, Uses and Classification • Job Order Costing, Process Costing: • Planning and Control of Factory Overhead. • Joint and byproduct casting. • Planning and Control of Materials. • Planning and Control of Labor. • Value Cost and Profit Analysis. • Differential Cost Analysis
References	Matz, Hammer Ury (1985) <i>Cost Accounting: Planning and Control</i> . South-western Publishing Co latest Edition Garrison H. Ray, Noreen W. Eric (2004). <i>Managerial Accounting</i> , Irwin
Teaching/ Learning Strategies	Lecture Multimedia presentations Cooperative Learning Non-credit workshops and seminars. Active Learning

Evaluation Criteria	Course Evaluation
	Assignments 20
	Mid Semester Test 25
	Final Project 15
	Final Test 40
	Total 100

Program	BS Business Education
Semester	5 th
Credit Hours	3
Pre-requisite	None
Course Title	BSBE 304 Financial Management
Introduction	The module aims at building competence in corporate finance further by extending the coverage in Business Finance module to include three more of the finance functions – financial planning and control, working capital management and financing sources. It continues to emphasize on strategic decision making techniques that best serve the interests of shareholders, which is to maximize the value of the company.
Learning Outcome	<p>INTENDED LEARNING OUTCOMES</p> <p>At the end on this course the student will be able to understand:</p> <ol style="list-style-type: none"> 1. Role of financial planning and control– financial forecasting and cash budgeting tools – in planning for the firm’s short term financial requirements 2. Working capital and its components, applications of different techniques that managers can use to manage various aspects of working capital – cash and liquidity, credit and receivables, inventories, etc. 3. Short term sources of financing 4. Long term financing –venture capital, equity, debentures etc 5. Different theories of capital structure, their predictions about optimal capital structure and the limitations of using debt in the firms’ capital structure
Course Content	<p>COURSE CONTENT</p> <p>Meaning and Scope of Financial Management.</p> <ul style="list-style-type: none"> • Finance and financial management • Scope of Financial management • Business organizations • Organization of the finance function • Finance management vs. other managerial functions <p>The Finance manager and the financial environment</p> <ul style="list-style-type: none"> • Financial markets • Financial institutions • The roles of the finance manager • Goals of the firm • Agency problems and their mitigation <p>Time Value of Money</p> <ul style="list-style-type: none"> • Calculate the future value (FV) or present value (PV) of a single sum of money; • Calculate the interest rate or time period for single-sum problems; • Calculate the FV or PV of an annuity and an annuity due;

- Calculate the payments, interest rate, or time period for annuity and annuity-due problems.
- Calculate the value, cash flow, or interest rate in a perpetuity problem;
- Calculate the FV or PV of a series of uneven cash flows (i.e., compound or discount the Cash flows);
- Adapt all FV and PV calculations to other-than-annual compounding periods;
- Compute the solution for various time value of money problems.

Bond and Their Valuation

- Who Issues Bonds, Key Characteristics of Bonds
- Bond Valuation, Bond Yields
- Bonds with Semiannual Coupons
- Assessing the Riskiness of a Bond
- Default Risk, Bond Markets

Share and Their Valuation

- Legal Rights and Privileges of Common Stockholders
- Types of Ordinary Stock
- The Market for Ordinary Stock
- Ordinary Stock Valuation
- Share Market Equilibrium
- Actual Share Prices and Returns
- Preferred Shares

Risk and Return

- Stand Alone Risk
- The Trade Off between Risk and Return
- Risk in a Portfolio Context
- The Relationship between Risk and Rates of Return
- Physical Assets versus Securities
- Some Concerns about Beta and the CAMP
- Volatility Versus Risk

INVESTMENT APPRAISALS

- Types of investment projects
- Investment process
- Non-discounted appraisal techniques
- Discounted Cash flow techniques
- A comparison of the NPV and the IRR methods

Analysis of Cash Flows

- cash flows for analyzing business activities;
- elements of operating cash flows;
- elements of investing cash flows;
- Describe the elements of financing cash flows;
- Classify a particular item as an operating cash flow, an investing cash flow, or a Financing cash flow;
- Compute, explain, and interpret a statement of cash flows,
- using the direct method and the indirect method;

- Compute free cash flow.

Analysis of Inventories

- compute ending inventory balances and cost of goods sold using the LIFO, FIFO, and average cost Explain the usefulness of inventory and cost-of-goods-sold

The Investment Setting

- holding-period return;
- holding-period yield;
- arithmetic mean return and the geometric mean return;
- expected return;
- variance and standard deviation of return;
- coefficient of variation for an investment;
- expected rate of return for a stock or a stock market series

The Cost of Capital

- cost of debt,
- cost of preferred stock,
- cost of retained earnings (three different methods),
- cost of newly issued stock or external equity;
- target (optimal) capital structure;
- company's weighted-average cost of capital.

The Basics of Capital Budgeting

- capital budgeting;
- methods used to evaluate capital projects

Cash Flow Estimation and Other Topics in Capital Budgeting

- cash flows and accounting profits;
- incremental cash flow, sunk cost, opportunity cost, externality, and cannibalization;
- expansion project and a replacement project;
- initial investment outlay, operating cash flow over a project's life, and terminal-year cash flow

Risk Analysis and the Optimal Capital Budget

- types of project risk: stand-alone, corporate, and market;
- sensitivity analysis, scenario analysis, and
- Monte Carlo simulation as risk analysis techniques;
- security market line is used in the capital budgeting process;
- pure play and accounting beta methods for estimating individual project betas.

Capital Structure

- target capital structure and optimal capital structure;
- business risk and financial risk

Financial forecasting

- Keeping Track of forecasts
- Sales Forecast
- Financial Statement Forecasting: Constant Ratio Method
- The AFN Formula
- Forecasting Financial Requirements When the Balance Sheet

	<ul style="list-style-type: none"> • Ratios Are Subject to Change • Other Techniques for Forecasting Financial Statements • Computerized Financial Planning Models <p>Managing Cure net Assets</p> <ul style="list-style-type: none"> • Working Capital Terminology • Alternative Current Asset Investment Policies • The Concept of Zero Working Capital • Cash Management • The Cash Budget • Cash Management Techniques • Marketable Securities • Inventory costs • Inventory Control Systems • Receivables Management • Credit Policy • Setting the Credit Period and Standards • Setting the Collection Policy <p>Financing current Assets</p> <ul style="list-style-type: none"> • Sound Working Capital Requires Appropriate Financing • Alternative Current Asset Financing Policies • Advantages and Disadvantages of Short- Term Financing • Accruals • Account Payable (Trade Credit) • Short-Term Bank Loans • The Cost of Bank Loans • Choosing a Bank • Commercial Paper • Use in short-Term Financing
References	<p>Ross, S. A., Westerfield, R. W. & Jordan, B. D. (2006) <i>Fundamentals of corporate finance</i>. New York: McGraw Hill</p> <p>Fabozzi, F. J. and P. P. Drake (2009). <i>Finance: Capital Markets, Financial Management, and Investment Management</i>. Wiley.</p> <p>Eugene F. Brigham: <i>Fundamentals of Financial Management</i></p> <p>Jones, <i>Financial Management</i></p> <p>White, Sondhi and Fried, <i>Analysis of Financial Statements</i></p>
Teaching/ Learning Strategies	<p>Lecture</p> <p>Multimedia presentations</p> <p>Cooperative Learning</p> <p>Non creditor workshops and seminars.</p> <p>Active Learning</p> <p>Summaries and reflection of the lecture</p> <p>Complete course assessment includes all the content in practical form and submit portfolio before final assessment</p>

Evaluation Criteria	Course Evaluation	
	Assignments	20
	Mid Semester Test	25
	Final Project	15
	Final Test	40
	Total	100

Program	BS Business Education
Credit Hours	3
Pre-requisite	None
Course Title	BSBE 305 Money and Banking
Introduction	In the wake of recent financial crisis, monetary system has grown out of historical circumstances. Economic analysis convinces us that to some extent our institutions cannot be other than what they are. For example, we may not have to use paper currency, but clearly some kind of medium of exchange is essential to run any economic system. Once conventions establish themselves as institutions, they dictate what purposes in fact can be served. An important objective of this course is to investigate the principal financial institutions involved in our macro economy. This course provides an overall perspective on the monetary and financial institutions. Monetary institutions can only be understood if one knows the magnitudes of the economic variables associated with them.
Learning Outcome	<p>INDENTED LEARNING OUTCOMES</p> <p>By the end of this course it is expected that the student will be able to understand:</p> <ol style="list-style-type: none"> 1. concept of the money, money demand & supply 2. Monetary theories the impact of monetary variables on real variables 3. The role of central bank and Instruments of monetary policy 4. the concept of trade deficit, exchange rates, and the impact of capital inflows 5. (and capital outflows) 6. The Islamic perspective on money and banking
Course Content	<p>MONEY:</p> <ol style="list-style-type: none"> 7. Nature 8. Definition and Functions. 9. Types of Money 10. Evolution of Fiat Money <p>DEMAND FOR MONEY:</p> <ol style="list-style-type: none"> 11. The transactions precautionary and speculative motives. 12. Factors affecting the demand for money. <p>SUPPLY OF MONEY: TYPES OF MONEY:</p> <ol style="list-style-type: none"> 13. The concept M1 to M4 14. The process of money creation and sources. <p>MONETARY THEORIES</p> <ol style="list-style-type: none"> 15. The crude Quantity Theory 16. Modern Quantity Theory 17. Inventory Theoretic Approach <p>CENTRAL BANKING</p> <ol style="list-style-type: none"> 18. Functions of central bank 19. The central reserve system 20. Modern banking and creation of money. <ul style="list-style-type: none"> • Control of Credit & money by the Central Bank and the instruments used for it <p>COMMERCIAL BANKING:</p>

	<ul style="list-style-type: none"> • Commercial bank and its functions • Commercial banks and payment system • Commercial banks and money stock • The organizations and structure of banks • Lending to business firms • Policies and procedures <p>FOREIGN EXCHANGE AND TRADE</p> <ul style="list-style-type: none"> • Foreign exchange determination • Theory of international trade • Import/export and letters of credit • Trade financing <p>Islamic Perspective of money and banking</p>										
References	<p>TEXT/REFERENCE BOOKS</p> <p>Mishkin, Frederic. S, <i>The Economics of Money and Banking and Financial Markets</i>, 8th edition, Pearson Education</p> <p>Meenai, S. A. <i>Money and Banking in Pakistan</i>. Karachi, Oxford University Press.</p> <p>Lucket, D. G., <i>Money & Banking</i>. McGraw Hill.</p> <p>Cowen, T. and A. Tabarrok (2015). <i>Modern Principles of Economics</i>. Worth Publishers, New York, NY 10010.</p> <p>Frakt, A. and M. Piper (2014). <i>Microeconomics Made Simple: Basic Microeconomic Principles</i> LLC.</p>										
Teaching/ Learning Strategies	<p>Lecture</p> <p>Multimedia presentations</p> <p>Cooperative Learning</p> <p>Non creditor workshops and seminars.</p> <p>Active Learning</p> <p>Summaries and reflection of the lecture</p> <p>Complete course assessment includes all the content in practical form and submit portfolio before final assessment</p>										
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Program	BS Business Education
Semester	4 th
Credit hours	3
Pre-requisite	None
Course Title	BSBE 306 Fundamentals of Marketing
Introduction	The course introduces a comprehensive range of professional marketing thought and action, in the framework of the marketing management process. The course introduces the marketing functions within profit and not-for-profit organisations and looks at the processes available to manage these organisational functions. Topics: the nature and purpose of marketing, the need for customer orientation, evaluating markets, targeting market opportunities, assessing buyer behaviour, the role of market information, products and services, pricing, distribution and promotion. Students undertake a marketing audit of a firm as part of their assessment.
Learning Outcome	By the end of this course students should be able to: <ol style="list-style-type: none"> 1. View marketing as a co-ordinated and integrated effort of an organisation to satisfy relevant customer's needs and at the same time meets organisational goals; 2. Identify opportunities and challenges presented to organisations and subsequently develop marketing objectives and strategies based on integrating the key elements of marketing; 3. Apply a range of theories to analyse opportunities in complex marketing contexts; 4. Evaluate data, information, and evidence within a complex context to arrive at marketing decisions; 5. Develop an appreciation of ethical issues within the marketing function; 6. Present with engaging/persuasive presentation; 7. Communicate effectively in writing; and 8. Participate constructively in group/team situations to achieve goals and deadlines
Course Content	<p>INTRODUCTION TO MARKETING</p> <ul style="list-style-type: none"> • Marketing and the Society • Importance and scope of marketing • Definition of marketing • Nature and concept of marketing <p>MARKETING ENVIRONMENTS</p> <ul style="list-style-type: none"> • The Marketing environment <ul style="list-style-type: none"> o Macro environment o Micro environment • Environmental scanning and monitoring <p>MARKETING & STRATEGY</p>

- Strategic planning
- Strategic marketing planning
- Forecasting marketing demand

MARKETING DECISIONS

- Information required for marketing decisions
- Reasons for obtaining information
- Marketing research

CONSUMER BEHAVIOUR

- Information for purchase decisions
- Consumer decision process
- Influence of social and psychological factors
- Market implications

MARKET SEGMENTATION AND TARGETING

- Factors for Segmentation
- Selecting the target market
- Developing the positioning and target market strategies

PRODUCTS AND SERVICES

- Definition of product and services
- Classification of consumer goods
- Classification of business goods

PRODUCT DEVELOPMENT AND LIFE CYCLE

- Product development process and commercialization
- Product life cycle stages and its implications

PRICING

- Overview of pricing
- Importance of pricing
- Break even analysis
- Factor effecting pricing decisions

SETTING THE PRICE AND RELATING STRATEGIES

- Pricing objectives
 - o Sale based objectives
 - o Profit based objectives
- Status quo Pricing
- Price strategy

PRICING TECHNIQUES AND THEIR APPLICATIONS

- Cost based pricing
- Cost plus pricing
- Target pricing

	<ul style="list-style-type: none"> • Floor pricing <p>DISTRIBUTION</p> <ul style="list-style-type: none"> • Importance of distribution channels • Selecting a channel of distribution • Retail functions in distribution • Recent trends in wholesaling and retailing <p>PROMOTION</p> <ul style="list-style-type: none"> • Importance and types of promotion • Channels of communication • Objectives, budgeting and promotional mix • Legal environments of promotion <p>ADVERTISEMENT AND PUBLICITY</p> <ul style="list-style-type: none"> • Scope of advertisement and publicity • Characteristic of advertisement and publicity • Development, planning and implementation of advertising plan • Evaluating the success and failure of promotional plan <p>INTRODUCTION To E-BUSINESS</p> <ul style="list-style-type: none"> • Introduction • Different trends • Rules of doing e-business • E-business application in the market
References	<p>Kotler, P., Armstrong, G. (2018). <i>Principles of Marketing A South Asian Edition</i>. ISBN: 978-0-13-607941-5</p> <p>SUPPLEMENTARY BOOKS</p> <p>Stanton, William J. and Others (2000). <i>Fundamentals of Marketing</i>. McGraw Hill.</p> <p>McCarthy, E.J. and Perreault, W.K. (1997) <i>Basic Marketing</i>. Irwin.</p> <ul style="list-style-type: none"> ➤ Michael Harker , Marketing ➤ Charles W. Lamb, MKTG ➤ Kotler Philip, According to Kottler ➤ Carl D. McDaniel, Marketing Research Essentials ➤ Kerin/ Mcdonel, Marketing ➤ Theodore Levitt, Marketing Immagination ➤ Cotler, The deadly marketing sins
Teaching/ Learning Strategies	<p>Lecture</p> <p>Multimedia presentations</p> <p>Cooperative Learning</p>

	Non creditor workshops and seminars. Active Learning												
Evaluation Criteria	<table> <tr> <td colspan="2">Course Evaluation</td> </tr> <tr> <td>Assignments</td> <td>20</td> </tr> <tr> <td>Mid Semester Test</td> <td>25</td> </tr> <tr> <td>Final Project</td> <td>15</td> </tr> <tr> <td>Final Test</td> <td>40</td> </tr> <tr> <td>Total</td> <td>100</td> </tr> </table>	Course Evaluation		Assignments	20	Mid Semester Test	25	Final Project	15	Final Test	40	Total	100
Course Evaluation													
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Program	BS Business Education
Course Title	BSBE 307 Marketing Management
Semester	5 th
Credit Hours	3
Pre-requisite	None
Introduction	<p>Marketing management course is geared toward providing an understanding of the rationale for marketing decisions from a managerial perspective and the manipulation of marketing mix to achieve business goals. Practically marketing management encompasses activities such as demand creation and Stimulation, positioning, product differentiation, and product and brand management among others. All these activities involve planning, analysis, and decision-making.</p> <p>This course will require the integration of theory and practice. Students will have to make strategic marketing decisions based on analytical techniques they have learned in this course. They will have to devise a marketing plan that is based on a sound conceptual framework, and with a focus on its practical applicability.</p>
Learning Outcome	<p>At the end of the course the students should be able to:</p> <ol style="list-style-type: none"> 1. Define and understand the nature and purpose of effective marketing management in the marketplace. 2. Identify and apply the marketing concepts, processes and activities within appropriate types of business environment. 3. Identify and analysis the environmental factors (internal and external) that have implication for marketing management and will affect the marketing decisions. 4. To analyze and seek to identify gaps in the needs and wants of the customer so that appropriate strategy can be proposed to create customer value through competitive advantage. 5. Apply and practice the concepts of marketing in the marketplace within the ethical standards of cultural diversity, religion and mankind.
Course Content	<p>MARKETING: AN OVERVIEW</p> <ul style="list-style-type: none"> • Definitions • The evolution of marketing management. • The marketing concept and social responsibility. • The importance and scope of marketing. • The basic functions of marketing. <p>MARKETING INFORMATION SYSTEMS</p> <ul style="list-style-type: none"> • Concept and components of marketing information systems. • Marketing intelligence system. • Marketing research system.

	<ul style="list-style-type: none"> • Analytical marketing system. • Marketing decision support system. <p>MARKETING INFORMATION SYSTEMS</p> <ul style="list-style-type: none"> • Concept and components of marketing information systems. • Marketing intelligence system. • Marketing research system. • Analytical marketing system. • Marketing decision support system. <p>Bond and Their Valuation</p> <ul style="list-style-type: none"> • Definition, types and features of bonds • Valuation of bonds (the basic process) • Basic relationships in bond valuation • Bondholder's expected rate of return • Risks associated with bond returns • Methods of setting prices. • Price-adaptation strategies • One-price and flexible-price policies. • Price level policies over the product life cycle. • Initiating and responding to 										
References	<p>Kotler, P. & Keller, K (2016) Marketing Management. Pearson..</p> <p>William J. Stanton & Charles Futrell, <i>Fundamentals of Marketing</i>. McGraw Hill.</p> <p>Jagdish Sheth and Dennis E. Garrett, <i>Marketing Management: A Comprehensive Reader</i>. South Western Publishing.</p> <p>E. Jerome McCarthy & William. D. Pareanthe, <i>Basic Marketing: Managerial Approach</i>. IRWIN.</p>										
Teaching/ Learning Strategies	<p>Lecture</p> <p>Multimedia presentations</p> <p>Cooperative Learning</p> <p>Non creditor workshops and seminars.</p> <p>Active Learning</p>										
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Program	BS Business Education
Semester	6 th
Credit Hours	3
Pre-requisite	None
Course Title	BSBE 308 Consumer Behavior
Introduction	<p>Consumer Behaviour (CB) is a course designed to enhance students understanding of how and why consumers purchase (or do not purchase) goods and services. It will combine both the theoretical concepts of consumer behaviour and its application for marketing strategies related to private, public and non-profit sections. At the conceptual level it will seek to present and integrated framework around which major areas of consumer behaviour can be understood and applied.</p> <p>This course will explore and identify market identities and various sources of influence with the way consumers think and learn from market related information. The knowledge and understanding gained from this course can be utilized in the market place to make rational decisions to satisfy consumer needs and wants and remain loyal to products.</p>
Learning Outcome	<p>At the end of the course the students should be able to:</p> <ol style="list-style-type: none"> 1. Develop an understanding of the consumer and the internal and external factors that makes each consumption situation unique. 2. Do develop an understanding of consumer behavior research in modern marketing. 3. Do develop an understanding of the dynamic and evolving nature of consumer behavior.
Course Content	<p>INTRODUCTION</p> <ul style="list-style-type: none"> • Definition of Consumer Behaviour (CB) • Why study CB. • Application of CB to Marketing <p>CONSUMER AND MARKET SEGMENTATION</p> <ul style="list-style-type: none"> • Alternative Market Strategies • Demographic Segmentation • Usage Segmentation • Benefits Segmentation • Product Positioning <p>ENVIRONMENTAL INFLUENCES ON CB</p> <ul style="list-style-type: none"> • Family • Culture and Sub-culture

	<ul style="list-style-type: none"> • Social class • Reference Groups • Adoption and Diffusion of Innovations <p>INDIVIDUAL DETERMINANTS OF CB</p> <ul style="list-style-type: none"> • Personality and Self Concept • Motivation and Involvement • Consumer Learning and Memory • Information Processing • Attitudes <p>CONSUMER DECISION OF CB</p> <ul style="list-style-type: none"> • Problem Recognition • Information Search and Evaluation • Purchase Process • Post purchase Behavior <p>ORGANIZATIONAL BUYING BEHAVIOUR</p> <ul style="list-style-type: none"> • Nature of Organizational Buying • Influences on Organizational Buying Behavior • Organizational Buying Decision
References	<p>Shiffman, L. Wisenblit, J. (2019) <i>Consumer Behaviour</i>. Pearson.</p> <p>Wilkie William (1994) <i>Consumer Behaviour</i>. John Wiley and Sons.</p> <p>Loudon David L. and Delta Bitta, Albert J. (1993) <i>Consumer Behaviour</i>. McGraw Hill.</p> <p>Consumer Behavior by <u>Michael R. Solomon</u></p> <p>How Customers Think: Essential Insights into the Mind of the Market by <u>Gerald Zaltman</u></p> <p>Retail Hell by <u>Freeman Hall</u></p> <p>Cheap: The High Cost of Discount Culture by <u>Ellen Ruppel Shell</u></p> <p>rendmaster's Guide: Get a Jump on What Your Customer Wants Next by <u>Robyn Waters</u></p> <p>Consumer Behavior by <u>Roger D. Blackwell</u></p> <p>Consumer Behavior And Marketing Strategy by <u>Jerry C. Olson</u></p> <p>The Myth Of Consumerism by <u>Conrad Lodziak</u></p>
Teaching/ Learning Strategies	<p>Lecture</p> <p>Multimedia presentations</p> <p>Cooperative Learning</p> <p>Non creditor workshops and seminars.</p> <p>Active Learning</p>

Evaluation Criteria	Course Evaluation	
	Assignments	20
	Mid Semester Test	25
	Final Project	15
	Final Test	40
	Total	100

Program	BS Business Education
Course Title	BSBE 311 Organizational Behavior
Semester	7 th
Credit Hours	3
Pre-requisite	None
Introduction	<p>Organizational behavior (OB) is an interdisciplinary field drawing from numerous disciplines including psychology, sociology, anthropology, economics, organization theory, statistics, and many others. Effective management of human resources within organizations requires an understanding of various behavior and processes. Managers need to know why people behave as they do in relation to their jobs, their work groups and their organizations. This knowledge of individuals' perceptions, motivational attitudes and behavior will enable managers to not only understand themselves better, but also to adopt appropriate managerial policies and leadership styles to increase their effectiveness.⁷⁹</p> <p>The focus of instruction will move progressively through the individual, group and organizational levels of behavior and will examine the interrelationships of behavioral phenomena among these levels. Additionally, concepts such as motivation, communication and leadership and their relevance to organizational behavior will be examined in detail. The course is also designed to help the students understand if Western Organizational Behavioral theories and practices have any relevance to the local settings. The course will also discuss the Islamic perspective of understanding and directing human behavior in a specific direction.</p>
Learning outcomes	<p>Upon completion of this course, students should be able to:</p> <ol style="list-style-type: none"> 1. Understand the components of individual behavior and group behaviors in the organizational context. 2. Understand the relevance of the OB theories and practices, emphasized by Western texts, in local settings. 3. Understand the Islamic perspective of understanding and directing Human behavior towards achievement of goals. 4. Understand the causes of job dissatisfaction and stress as well as methods of improving job satisfaction and dealing with stress. 5. Analyze the impact of individuals and team behavior on organizational productivity 6. Evaluate the impact of organizational structure, design, culture and change 7. Synthesize various theories of motivation and leadership and understand their application to

	workplace.
Course Content	<p>Introduction</p> <ul style="list-style-type: none"> • What is Organizational Behavior? • Importance of organizational behavior <p>Individual Behavior</p> <ul style="list-style-type: none"> • Foundations of Individual Behavior: • Biographical Characteristics, Ability, Learning • Organizational behavior from Islamic and indigenous perspective • Understanding human psychology through the lenses of Quran and Sunnah <p>Attitudes</p> <ul style="list-style-type: none"> • Attitudes and Job Satisfaction • Types of attitudes • Types of behaviors <p>Perception and Individual Decision Making</p> <ul style="list-style-type: none"> • Perception and Individual Decision Making • Why perception is important • Types of decision making • Biases and errors in decision making <p>Motivation</p> <ul style="list-style-type: none"> ▪ Motivation concept ▪ Content theories of Motivational ▪ Process theories of motivation ▪ Motivation: from concept to application ▪ Applying motivation concepts for designing reward system <p>Emotions and Moods</p> <ul style="list-style-type: none"> • Emotions • Moods <p>Group Behavior</p> <ul style="list-style-type: none"> • Foundations of Group Behavior • Groups in organization <p>Leadership</p> <ul style="list-style-type: none"> • Basic Approaches to Leadership • Trait theories • Behavioral theories <p>Contemporary Issues in Leadership</p> <p>Power and Politics</p> <ul style="list-style-type: none"> • Power and politics • Types and sources of power • Politics in organizations <p>Conflict Management</p> <ul style="list-style-type: none"> • Conflict and negotiation

	<ul style="list-style-type: none"> • Types of conflicts <p>Organization Structure</p> <ul style="list-style-type: none"> • Functions of organization structure • Types of organizational structure • Organizational structure and its impact on individuals and groups <p>Organization Culture</p> <ul style="list-style-type: none"> • Organizational culture • Organizational culture and individual behavior 										
References	Robbins, P. S., & Judge, T. A. (2015). <i>Organizational Behavior</i> . Pearson										
Teaching/ Learning Strategies	Lecture Multimedia presentations Cooperative Learning Non creditor workshops and seminars. Active Learning										
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Program	BS Business Education
Course Title	BSBE 312 OPERATIONS/PRODUCTION MANAGEMENT
Semester	7 th
Credit Hours	3
Pre-requisite	None
Introduction	The main objectives of the course are to introduce the field of production/operations management. Topics to be covered represent a blend of concepts from industrial engineering, cost accounting, general management, quantitative methods and statistics. This will include some operations as well as strategic issues such as: applied forecasting, aggregate planning, scheduling, shop floor control, total quality management, inventory management, facility layout and project management.
Learning outcomes	Upon successful completion of course the students will be able to: <ol style="list-style-type: none"> 1. Describe operation management areas of responsibility and the contribution of operations management to an organization. 2. Use computer analysis to produce a linear regression forecasting model. 3. Explain the concept of supply-chain management and the requirements and design of a successful supply chain. 4. Develop an operational aggregate plan following a chase strategy, level strategy or mixed strategy. 5. Describe inventory systems for independent demand and the costs and benefits of carrying inventory. 6. Identify the characteristics of JIT (just-in-time) systems that enable the realization of the JIT philosophy. 7. Identify the key concepts of materials planning for dependent demand using MRP (material requirement planning).
Course Content	<p>INTRODUCTION</p> <ul style="list-style-type: none"> • Introduction to Operations Management • Competitiveness, Strategy, and Productivity <p>OPERATIONS MANAGEMENT MODELS</p> <ul style="list-style-type: none"> • Forecasting • Decision Making • Transportation models • Waiting lines models • Learning curves <p>SYSTEM DESIGN</p> <ul style="list-style-type: none"> • Product and Service Design: Reliability • Strategic Capacity Planning for Products and Services: <p>Decision Theory</p>

	<ul style="list-style-type: none"> • Process Selection and Facility Layout: Linear Programming • Design of work systems: Learning Curves • Location Planning and Analysis: The Transportation Model <p>QUALITY</p> <ul style="list-style-type: none"> • Management of Quality • Quality Control: Acceptance Sampling <p>INVENTORY MANAGEMENT AND SCHEDULING</p> <ul style="list-style-type: none"> • Inventory Management • Aggregate Planning • MRP and ERP • JIT and Lean Operations: Maintenance • Scheduling <p>SUPPLY CHAIN MANAGEMENT</p> <ul style="list-style-type: none"> • Supply Chain Strategies • Vendor selection, Internet purchasing, Supplier quality and reliability • Benchmarking • Types of Facilities and location analysis techniques • Transportation and distribution system <p>PROJECT MANAGEMENT</p> <p>WAITING LINES AND SIMULATIONS</p> <p>LAYOUT STRATEGY</p> <ul style="list-style-type: none"> • Basics layouts • Designing process layouts • Designing product layouts • Warehousing and storage layouts • Assembly line balancing • Hybrid Layouts
References	<p>Chary, S.N. (2009). <i>Production and Operations Management</i>. McGraw Hill.</p> <p>Dilworth, J. B. (1993) <i>Production and Operations Management</i>. McGraw Hill.</p> <p>Elwood S. Buffa and Rakesh K. Sarin. <i>Modern Production/Operations Management</i>. John Wiley</p>
Teaching/ Learning Strategies	<p>Lecture</p> <p>Multimedia presentations</p> <p>Cooperative Learning</p> <p>Non creditor workshops and seminars.</p> <p>Active Learning</p>

Evaluation Criteria	Course Evaluation	
	Assignments	20
	Mid Semester Test	25
	Final Project	15
	Final Test	40
	Total	100

Program	BS Business Education
Course Title	BSBE 314 Human Resource Management
Semester	6 th
Credit Hours	3
Pre-requisite	None
Introduction	<p>This course is basically designed to provide students the basic understanding of key HRM functions, which include HR planning, recruitment & selection, compensation, performance evaluation, and training & development. Since human resource provides a competitive advantage that ultimately has a vital role in success and effectiveness of any organization, this course emphasizes on the understanding of the basic concepts of managing human resource and their applications in today's organizations. The course is designed to help the students understand if western human resource management theories and practices have any relevance to the local settings. The course will also discuss the Islamic perspective of managing human resource. It will shed light on the basic tenets of human resource management given by Quran and Sunnah. The students will also be encouraged to compare and contrast the human resource practices suggested in their text books and the practices critical for achieving success from indigenous perspective.</p>
Learning outcomes	<p>At the end of this course, students should be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate an in-depth knowledge of the activities and decisions that inform the employment relationship and management including recruitment, selection, training, health and safety, employment laws, motivation, and productivity of employees. 2. Understand the relevance of the HRM theories and practices, developed in Western settings, in indigenous cultures. 3. Develop and design different forms and memos for recruitment, selection, TNA and performance appraisal of employees. 4. Understand the Islamic perspective of managing human resource. 5. Demonstrate and assess leadership in a professional context, by selecting and appraising appropriate styles for situations, and contributing and discussing relevant expertise, liaising with and assessing professional colleagues, and managing and evaluating a supporting team. 6. Identify and discuss ethical implications of situations and decisions, and develop appropriate professional stances. 7. Participate in selection of personnel using psychometric assessment techniques. 8. Conduct internal research on HR-related problems at work, and

	<p>communicate results effectively to colleagues and peers. 9. Understand the difference between HRM theories, their relevance and application from indigenous context.</p>
<p>Course Content</p>	<p>Introduction</p> <ul style="list-style-type: none"> • Meeting present human resource requirements • What is HRM Why HRM is important <p>Emerging Human Resource Management Challenges</p> <ul style="list-style-type: none"> • Trends in HRM Global vs local HRM practices <p>Job Analysis</p> <ul style="list-style-type: none"> • HR Planning • Job Description • Job Specification <p>Recruiting and Selecting</p> <ul style="list-style-type: none"> • Employees Recruitment techniques • Sources of recruitment • Selection tests and Interviewing techniques <p>Employee development</p> <ul style="list-style-type: none"> • Performance management • Performance appraisals <p>Training and development</p> <ul style="list-style-type: none"> • Training the employees • Types of training Technique of training <p>Career Management</p> <ul style="list-style-type: none"> • Developing careers Career growth <p>Compensations</p> <ul style="list-style-type: none"> • Managing compensation • Types of compensation <p>Rewarding performance</p> <ul style="list-style-type: none"> • Pay for Performance <p>Designing and administering benefits</p> <ul style="list-style-type: none"> • Types of benefits <p>Employee Relations</p>
<p>References</p>	<p>Dessler, G. (2017). <i>Human Resource Management</i>. Pearson Beach, D. S. Personnel – The Management of people at work By: David J Cherrinton -Principles of Personnel Management By: Adwin B. Flippo</p>

	<p>-Human Resources and Personnel Management By: Williams B. Werther from the Outside In: Six Competencies for the Future of Human Resources by <u>Dave Ulrich</u> - <u>Your Rights in the Workplace (Paperback)</u>by <u>Barbara Kate Repa</u> - <u>The Secret (The Secret, #1)</u>by <u>Rhonda Byrne</u> - 1001 Ways to Reward Employees. By <u>Bob Nelson</u> - How to Measure Human Resource Management by <u>Jac Fitz-Enz</u> <u>Compensation, 8th Edition</u>by<u>George T. Milkovich</u></p>										
Teaching/ Learning Strategies	<p>Lecture Multimedia presentations Cooperative Learning Non creditor workshops and seminars. Active Learning</p>										
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Program	BS Business Education
Course Title	BSBE 315 Business Policy
Semester	8 th
Credit Hours	3
Pre-requisite	None
Introduction	This course is a “capstone” practical course in general management and can be only taken upon successful completion of the business courses. The knowledge, theories, skills, and techniques derived from all previous courses will be integrated. Analysis and diagnosis of business problems will be applied in order to formulate strategies, tactics, plans, and policies for the improvement of organizational performance. Accomplished through practice in rational and responsible decision-making processes, the course will develop a well-defined approach to solving the technical, economic, and human problems of management.
Learning outcomes	At the conclusion of this course, the student should able to: <ol style="list-style-type: none"> 1. Providing recapitulations and summaries; 2. Making observations that integrate concepts and discussions; 3. Citing relevant personal examples; 4. Asking key questions that lead to revealing discussions; 5. Engaging in devil's advocacy; 6. Disagreeing with the instructor when the difference of opinion serves as both counterpoint and a way of exploring all sides of a concept, issue, or practice; 7. Presenting one of his/her thought items to the class; 8. Working with others to come to a common understanding of topics -- in and out of the classroom; 9. Offering a different and unique, but relevant insight into the issue; 10. Moving the discussion forward with a concrete example to generate a deeper, richer appreciation of the conceptual issue; and 11. Transcending the “I feel” syndrome, meaning your comment is embedded in some conceptual or experiential framework.
Course Content	<ul style="list-style-type: none"> • Introductory Lecture “The Dynamics of Business and Economics” • Ethical Business Policy and Strategy Business Ethics and Social Responsibility • Business in a Borderless World • Managing Unionized Employees” In-Class Handout: “Labor Relations in a Global Context • Managing Human Resources • Organization, Teamwork, and Communication Motivating the Workforce • Options for Organizing Business: Small Business,

	<p>Entrepreneurship, and Franchising</p> <ul style="list-style-type: none"> • Customer-Driven Marketing: Dimensions of Marketing Strategy • Accounting and Financial Statements- Money and the Financial System • Financial Management and Securities Markets 										
References	<p>Dess, G., Lumpkin, G., Eisner, A., and Perdis, T (2015). <i>Strategic management. Creating competitive advantage</i>. McGraw-Hill Ryerson.</p> <p>Paperback O. C. Ferrell and Geoffrey Hirt. (2008). <i>Business: A Changing World</i>. McGraw-Hill Irwin.</p> <p>1. Readings & Cases – provided by instructor</p>										
Teaching/ Learning Strategies	<p>Lecture</p> <p>Multimedia presentations</p> <p>Cooperative Learning</p> <p>Non creditor workshops and seminars.</p> <p>Active Learning</p>										
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Program	BS Business Education
Semester	7 th
Credit Hours	3
Pre-requisite	None
Course Title	BSBE 307 MANAGEMENT INFORMATION SYSTEM
Introduction	This course is a fundamental course for the students of business education degree. The course is designed to give concept of information systems and their importance for business success. Different information technology applications in business to manage better and how it will provide support to decision makers for strategic business decisions will be discussed. Different applications like hospital information systems, corporate information systems, city information systems, crime information and control systems, Transaction process system etc. will be discussed and students will have to submit a project and present it at the end of course.
Learning Outcome	Upon completing this course, students will be able to: <ol style="list-style-type: none"> 1. Describe how data is captured, organized and managed using a data 2. management system and design a simple database using data modeling techniques; 3. Discuss the strategic considerations in information system development and their impacts on the organization; 4. Design effective user interfaces and explain the importance of internal controls for information systems; 5. Describe the different technologies, techniques and infrastructure of transaction processing systems associated with various transaction cycles; 6. Explain the e-commerce technology architecture and discuss the strategies for successful E-commerce; 7. Identify and analyze risk factors, discuss measures to mitigate risks and the importance of business continuity planning; and 8. Explain how various information systems are designed to support the decision making process for business managers.
Course Content	<p>Week 01</p> <ul style="list-style-type: none"> • Introduction to Information Systems in Business • Why study information systems • Why business need information technology <p>Week 02</p> <ul style="list-style-type: none"> • Fundamentals of Information System <p>Week 03</p> <ul style="list-style-type: none"> • Solving Business Problems with Information Systems

	<ul style="list-style-type: none"> • Systems approached to problem solving • Developing information system solutions <p>Week 04</p> <ul style="list-style-type: none"> • General Systems Model of the Firm <p>Week 05</p> <ul style="list-style-type: none"> • Computer Software, Hardware (Overview from Managerial Perspective) <p>Week 06</p> <ul style="list-style-type: none"> • DBMS <p>Week 07</p> <ul style="list-style-type: none"> • MS Access (A comprehensive workshop) <p>Week 08</p> <ul style="list-style-type: none"> • IS for Business Operations • Business information systems • Transaction processing system <p>Week 11</p> <ul style="list-style-type: none"> • Accounting Information System/ Financial Information System <p>Week 10</p> <ul style="list-style-type: none"> • Decision Support System/ Financial Support System <p>Week 12</p> <ul style="list-style-type: none"> • Marketing Information System⁷⁴ <p>Week 09</p> <ul style="list-style-type: none"> • Transaction Processing System <p>Week 13</p> <ul style="list-style-type: none"> • IS for Strategic Advantage • Fundamentals of strategic advantage • Strategic applications and issues in IT <p>Week 14</p> <ul style="list-style-type: none"> • IS & Artificial Intelligence <p>Week 15</p> <ul style="list-style-type: none"> • Enterprise & Global Management • Managing IT (Planning & Implementing Change)
References	<p>Raymond Meleod, Jr. (2001). <i>Management Information Systems</i>, Prentice Hall.</p> <p>Kenneth C. Laudon, Jane P. Laudon: <i>Management Information Systems-Managing the Digital Firm</i></p> <p>James O'Brien. <i>Management Information Systems</i></p> <p>Larry Long & Nancy Long. <i>Introduction to Computer Information System</i></p>
Teaching/ Learning Strategies	<p>Lecture</p> <p>Multimedia presentations</p> <p>Cooperative Learning</p> <p>Non creditor workshops and seminars.</p> <p>Active Learning</p>

Evaluation Criteria	Course Evaluation	
	Assignments	20
	Mid Semester Test	25
	Final Project	15
	Final Test	40
	Total	100

Program	BS Business Education
Semester	6 th
Credit Hours	3
Pre-requisite	None
Course Title	BSBE 317 Business Ethics and Law
Introduction	<p>The course basically deals with the introduction of those commercial laws which are directly or indirectly related to Business. It includes a short study of contract law, partnership Act, companies ordinance and Negotiable instrument.</p> <p>The emphasis in this course is to introduce the students with the basic concepts of conventional business law and its implementation in the contemporary financial institutions. The course is outlined in such a way to show the basic philosophy of conventional business law and ethics along with some example from case study.</p>
Learning Outcome	<p>At the conclusion of this course, the student will be:</p> <ol style="list-style-type: none"> 1. To know about the basic concepts of conventional business law. 2. To know about basic aspect of conventional Business Law 3. To explain that how such different aspects can be practically applied in the modern market 4. Can determine various hurdles in the way of implementation of such Laws in the modern market 5. Can put forward some suggestion that how such hurdles can be removed 6. Can describe easily advantages of conventional Business Law in the business activities 7. Can describe disadvantages of conventional Business Law 8. Can determine that how business can be made profitable in the eyes of philosophy of such Laws 9. Can compare the conventional Business Law with other conventional business laws
Course Content	<ul style="list-style-type: none"> ○ Definition and classification of Laws, over view of general and commercial terms, Business Entities such as sole proprietorship, partnership and joint stock companies ○ Definition of a contract, Essential elements of a valid contract, Legal provision governing offers ,communication, acceptance or counter offer, consideration, agreement, lawful purpose, parties to the contract and their intent to create contractual obligations ○ Rights and Duties of parties, specific performance of the contract ,Discharge of the contract, Breach of the contract and remedies, illegal, avoidable and void contracts ○ Definition and Essential Elements of a partnership, partnership deeds, rights and duties of partners, partnership distinguished

	<p>from sole proprietorship and the companies</p> <ul style="list-style-type: none"> ○ Individual and Joint liabilities of the partners for the firm debts, principles governing ownership of the firm's asset and distribution of profits, implied and specific authority of the partners, principle of holding out, Dissolution of the partnership ○ Concept of limited liability and Juristic person Requirement and process of incorporation, Effects of incorporation, types of joint stock companies by nature and formation, Ownership and management of the companies ○ Rights of the shareholders, Rights ,power and duties of the Board of Directors, Statutory provisions governing the election of Directors, meeting of the shareholders and the board of Directors, disclosure requirements and the financial statements ○ Listed vs. non listed companies, advantages and disadvantages of listing, listing requirements of Stock Exchange. salient provision of Code of Corporate Governance, Brief discussion of Securities and Exchange Commission Of Pakistan as the corporate watch dog ○ Definition, Nature of the contract of sale, conditions and warranties, Definition ,Nature of the contract of sale condition and warranties ○ Transfer of property ,performance of the contract of sale, Delivery of the goods, Unpaid seller and auction sale, Consignment basis, Delivery against advance payment ,supply against letter of credit, types of letter of credit ○ Laws relating to indemnity, guarantees, bailment, hyphothetication, pledge and Mortgage, agency agreement ○ Evolution of Banks, types of banks, major function of banks, Negotiable instruments Act ,Definition ,characteristics of Negotiable instruments, ○ Bill of Exchange and promissory Notes, parties to instrument, negotiation and endorsement, liabilities of the parties, payment and discharge of liabilities ○ Ethical Business Policy and Strategy ○ Business Ethics and Social Responsibility
References	<p>Dr. Khwaja, AmjadSaeed, <i>Mercantile and Industrial Laws in Pakistan</i> Latest Edition Institute of Business Management. Nazir Ahmad Shaheen, <i>Practical approach to the Companies Ordinance</i> .Latest Edition, PLD. Paperback O. C. Ferrell and Geoffrey Hirt. (2008) <i>Business: A Changing World</i>. McGraw-Hill Irwin,</p>
Teaching/ Learning Strategies	<p>Lecture Multimedia presentations Cooperative Learning Non-credit workshops and seminars.</p>

	Active Learning
Evaluation Criteria	Course Evaluation Assignments 20 Mid Semester Test 25 Final Project 15 Final Test 40 Total 100

Program	BS Business Education
Course Title	BSBE Instructional Technology
Semester	7 th
Credit Hours	3
Pre-requisite	None
Introduction	As education technology becomes an increasingly important part of instruction, teachers, are expected to enter with an up-to-date knowledge of current technology and the ability to stay abreast with new and emerging technologies. The needs for this knowledge and the ability to continue life-long learning in technology are addressed throughout this teacher preparation program. This course provides teachers and administrators with an overview of the various forms of technology that can be integrated into the primary and secondary curriculum, further demonstrating the effectiveness of educational technology in various subject areas. It further looks in depth at technology in education from a management, research and pedagogical perspective
Learning Outcome	Upon successful completion of this course, students will be able to: <ol style="list-style-type: none"> 1. Define the role of technology within education 2. Create, revise, and print a word processing documents which includes text, use of basic graphic tools, clip art and columns i.e., school newsletter 3. Create a simple database incorporated with a word processing program-mail merging 4. Prepare technology integrated lesson plans for different subject areas 5. Produce instructional material in a variety of delivery formats (video and audio) 6. Create appropriately composed and lighted digital photographs 7. Use photo editing software to crop, size and enhance images 8. Evaluate educational websites 9. Analyze strategies for teaching with technology 2 Analyze critical issues pertaining to educational technology 10. Identify the importance of the ASSURE Model 11. Formulate Goals, strategies and objectives for technology integration 12. Structure lesson plans using an integrated technological approach 13. Create an educational portfolio
Course Content	<ul style="list-style-type: none"> • Integrating Technology into the Curriculum • Communications Networks, the Internet, and the World Wide Web • Application Software, Productivity Tools for Educators

	<ul style="list-style-type: none"> • Hardware for Educators • Integrating Digital Media and Educational Software Applications • Technology, Digital Media, and Curriculum Integration • Evaluating Educational Technology and Integration Strategies • Educational databases • Computer Based Assessment • Security Issues, Ethics, and Emerging Technologies in Education 												
References	Shelly, G., Cashman, T., Gunter R., & Gunter G.(2008). <i>Teachers discovering computers: Integrating technology and digital media in the classroom</i> . Boston, MA: Thomson Learning.												
Teaching/ Learning Strategies	Lecture Multimedia presentations Cooperative Learning Non creditor workshops and seminars. Active Learning												
Evaluation Criteria	<table style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2">Course Evaluation</td> </tr> <tr> <td style="text-align: right;">Assignments</td> <td style="text-align: right;">20</td> </tr> <tr> <td style="text-align: right;">Mid Semester Test</td> <td style="text-align: right;">25</td> </tr> <tr> <td style="text-align: right;">Final Project</td> <td style="text-align: right;">15</td> </tr> <tr> <td style="text-align: right;">Final Test</td> <td style="text-align: right;">40</td> </tr> <tr> <td style="text-align: right;">Total</td> <td style="text-align: right;">100</td> </tr> </table>	Course Evaluation		Assignments	20	Mid Semester Test	25	Final Project	15	Final Test	40	Total	100
Course Evaluation													
Assignments	20												
Mid Semester Test	25												
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Final Test	40												
Total	100												

Program	BS Business Education
Semester	5 th
Credit Hours	3
Pre-requisite	None
Course Title	BSBE 202 Business Curriculum Development
Introduction	<p>This course is intended to orient the prospective teachers about the principle, process and procedure of curriculum design and development. The participants will be informed about various foundations on which the curriculum is based, defining and delineating the objectives, selection of content, its scope and outcomes, teaching strategies, curriculum evaluation, design of instructional materials.</p> <p>This course will also include various factors that affect the process of curriculum development and implementation. Students will be provided exposure to various curriculum development models and theories to enhance their understanding. The course will be delivered within the context of existing curriculum and the bodies and procedures adopted for curriculum development process in Pakistan.</p>
Learning Outcome	<p>At the end of the course, the students will be able to:</p> <ol style="list-style-type: none"> 1. understand the concept of curriculum 2. aware about the process of curriculum development in Pakistan 3. examine the components of curriculum development 4. differentiate between different types of curriculum 5. write curriculum objectives in behavioral terms 6. state the critical issues, problems and trends in curriculum
Course Content	<p>Unit 01 Introduction to Curriculum</p> <ol style="list-style-type: none"> 1.1. The definition of Curriculum 1.2. Various forms of Curriculum 1.3. Elements of Curriculum: Objectives, Content selection, Curriculum implementation, evaluation of curriculum. 1.4. Learning experiences and assessment of students learning <p>Unit 02 Foundations of Curriculum</p> <ol style="list-style-type: none"> 2.1. Philosophical 2.2. Psychological 2.3. Sociological <p>Unit 03 Curriculum: Aims, Goals and Objectives</p> <ol style="list-style-type: none"> 3.1. Distinction between aims, goals & objectives 3.2. Taxonomies of educational objectives <ol style="list-style-type: none"> a) Cognitive domain b) Affective domain c) Psychomotor domain

	<p>d) Solo Taxonomy of educational objectives</p> <p>Unit 04 Models of Curriculum</p> <p>4.1. Tyler Model</p> <p>4.2. Wheeler Model</p> <p>4.3. Dynamic Model</p> <p>4.4. Skel Beck Model</p> <p>Unit 05 Designs of Curriculum</p> <p>5.1. Subject-based</p> <p>5.2. Activity-based</p> <p>Unit 06 Process of Curriculum Development in Pakistan</p> <p>6.1. Curriculum development at elementary and secondary level</p> <p>6.2. Role of teacher in curriculum development process at various levels</p> <p>Unit 07 Curriculum Change</p> <p>7.1. Process of Curriculum Change</p> <p>7.2. Various issues in Curriculum change</p>										
References	<p>Sharma R.C (2002). <i>Modern Methods of Curriculum organization</i>. New Delhi:</p> <p>Beane I.A, Toefer C.F & Alessi S.J (1986). <i>Curriculum Planning & Development</i>. Boston and Bacon.</p> <p>Farooq, R.A. (1993). <i>Education system in Pakistan</i>. Islamabad: Asia Society for the Promotion of Innovation and Reforms in Education.</p> <p>Kelley A.V (1999). <i>The Curriculum: Theory and Practice</i>. London. Paul Chapman.</p> <p>McNeil J. D (1990). <i>Curriculum: A Comprehensive Introduction</i>. (4th.ed) Los Angeles: Harper Collins</p> <p>Murray P. (1993). <i>Curriculum Development & Design</i>.</p>										
Teaching/ Learning Strategies	<p>Lecture</p> <p>Multimedia presentations</p> <p>Cooperative Learning</p> <p>Non creditor workshops and seminars.</p> <p>Active Learning</p>										
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Total	100										

Program	BS Business Education
Semester	5 th
Credit Hours	3
Pre-requisite	None
Course Title	BSBE 204 Assessment in Business Education
Introduction	The course deals with the concepts important to the measurement and assessment in education. Discussion of types of informal and formal assessment; the purpose of assessment; the development and use of valid, reliable objective assessment instruments, including paper-and-pencil tests and performance assessment; the selection of tests, administration, scoring, grading and interpretation of test scores; and the use of assessment information are the main topics.
Learning Outcome	<p style="text-align: center;">Learning Outcomes/ Objectives</p> <p>After successful completion of this course the students be able to:</p> <ol style="list-style-type: none"> 1. Understand educational measurement and related concepts 2. Construct classroom test for local consumption 3. Evaluate achievement test on the basis of professional standards 4. Conduct the process of test validation in order to standardize it 5. Develop reliable scales to measure the attitudes about educational problems 6. Know the recent trends in testing and evaluation 7. Undertake a course project to be decided and submitted towards the end of semester 8. Understand the role and responsibilities of educational evaluator in a social environment with special reference to the nature of interaction between him and the program implementing/administrative authority.
Course Content	<ol style="list-style-type: none"> 1. Measurement and Evaluation <ul style="list-style-type: none"> - Meanings - Objectives - Characteristics - History and Philosophy of testing movement - Role of measurement and evaluation in decision making 2. Measurement Methods <ul style="list-style-type: none"> - Tests i) Written ii) Oral - Observation i) External ii) Self - Tests and observation combined - Functions of Tests 3. Planning the Classroom Test <ul style="list-style-type: none"> - Importance of Classroom Test - Planning test - Defining objectives - Specifying content - Preparing blue print/master chart

	<ul style="list-style-type: none"> - Preparing test items 4. Achievement Testing <ul style="list-style-type: none"> - Placement testing - Formative testing - Diagnostic - Summative testing - Basic principles of Achievement testing 5. Preparing Instructional Objectives as learning outcomes <ul style="list-style-type: none"> - Selection of Instructional Objectives - Taxonomy of Educational Objectives - Methods of stating Instructional Objectives 6. Preparing a table of specifications <ul style="list-style-type: none"> - Use the3 table of specification as a basis for preparing tests 7. Types of Tests <ul style="list-style-type: none"> a) Supply type items (Essay Type) <ul style="list-style-type: none"> - Extended response - Restricted response - Short answer - Completion - Advantages and limitations - Rules for constructing various types of essay questions - Methods of improvement and effective use (Rules for scoring essay tests etc.) b) Selection Types (Objectives Types Test) <ul style="list-style-type: none"> - Multiple choice items - True False items - Matching items - Completion items - Rules for constructing various types of objective test items 8. Assembling, Administering and Evaluating the Test <ul style="list-style-type: none"> - Reviewing and editing the items - Arranging the items in the test - Preparing directions - The problem of guessing - Reproducing the test - Administering the test - Scoring the test - Building a test file - Item bank 9. Qualities of a good measuring instrument/test <ul style="list-style-type: none"> i) Validity <ul style="list-style-type: none"> - Definition - Types of validity <ul style="list-style-type: none"> - Content validity - Criterion related validity - Construct validity
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	<ul style="list-style-type: none"> ii) Reliability <ul style="list-style-type: none"> - Definition - Methods for checking reliability <ul style="list-style-type: none"> - Test retest - Parallel test forms/alternate forms - Split-half method - Internal consistency method <p>10. Item Analysis</p> <ul style="list-style-type: none"> - Need for item analysis - Methods for conducting item analysis <p>11. Elementary Statistics</p> <ul style="list-style-type: none"> a) Frequency Distribution <ul style="list-style-type: none"> - Types of Scales - Drawing up a frequently distribution b) Measures of Central Tendency <ul style="list-style-type: none"> - Calculation of Arithmetic mean - Calculation of median b) Measure of Variability <ul style="list-style-type: none"> - The Range - The Quartiles - The Standard Deviation d) Percentiles and Percentiles Ranks e) The Normal Distribution: To separate a given group into subgroups according to capacity, when the trait is normally distributed. f) Linear Correlation <ul style="list-style-type: none"> - The meaning of Correlation - The Coefficient of Correlation - Calculation of the Co-efficient of Correlation by the prodenel movement method. - Rank difference correlation co-efficient. Biserial and point Biserial r. - The significance of the difference between the means. Calculation of T-values and its interpretation.
References	<p>Ground N.E. & Linn R.L. (1990). <i>Measurement and Evaluation in Teaching</i>. London Macmillan Publishing Company.</p> <p>Thorndike. R.M. Chunningham and Others.(1991). <i>Measurement and Evaluation in Psychology and Education</i>. New York. Macmillan Publishing Company.</p> <p>References</p> <p>Anastasi, Ann. (1992) <i>Psychological Testing</i>. New York: Macmillan.</p> <p>Carey. L.M. (1988). <i>Measuring and Evaluating School Learning</i>. Boston: Allyn& Bacon.</p> <p>Cronbach.L.J. (1984). <i>Essentials of psychological testing</i>. New York: Harper & Row.</p> <p>Gay, L.R. (1985). <i>Educational Evaluation and Measurement: Competencies for Analysis and Application</i>. Columbus: Merrill.</p>

	<p>Eble, Robert L. & Frisbie, David A. (1986). <i>Essentials of Education Measurement</i>. Englewood Cliffs: Prentice Hall.</p> <p>Keeves, John P. (1988). <i>Educational Research, Methodology and Measurement: An International Handbook</i>. Sydney: Pergamon.</p> <p>Mehran, W.A. and Lehman, I.J. <i>Measurement and Evaluation in Education and Psychology</i>. New York: Holt-Saunders.</p> <p>Oosterhof, Albert C. (1990). <i>Classroom Applications of Educational Measurement</i>. Columbus: Merrill Publishing Co.</p> <p>Worthen, Blaine R. and Sanders, James R. <i>Educational Evaluation: Alternative Approaches and Practical Guidelines</i>. New York: Longman.</p>												
<p>Teaching/ Learning Strategies</p>	<p>Lecture Multimedia presentations Cooperative Learning Non-credit workshops and seminars. Active Learning Summaries and reflection of the lecture Complete course assessment includes all the content in practical form and submit portfolio before final assessment</p>												
<p>Evaluation Criteria</p>	<table border="0"> <tr> <td colspan="2">Course Evaluation</td> </tr> <tr> <td>Assignments</td> <td>20</td> </tr> <tr> <td>Mid Semester Test</td> <td>25</td> </tr> <tr> <td>Final Project</td> <td>15</td> </tr> <tr> <td>Final Test</td> <td>40</td> </tr> <tr> <td>Total</td> <td>100</td> </tr> </table>	Course Evaluation		Assignments	20	Mid Semester Test	25	Final Project	15	Final Test	40	Total	100
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Areas of Specialization

1. Leadership and Management in Business Education

Program	BS Business Education
Semester	5 th
Credit Hours	3
Pre-requisite	Basic Leadership Course
Course Title	BSBE 401 Educational Policy and Planning
Introduction	This course is designed to introduce students a variety of educational policy strategies that are aimed at improving the quality of teaching and learning in educational settings. Since this is a course for graduate students, it aims to help students build a rich framework for analyzing policies of various types, both theoretically and methodologically.
Learning Outcome	<ol style="list-style-type: none"> 1. After completion of the course, students will: <ul style="list-style-type: none"> • Understand the process of policy formulation and its implementation • Describes the themes and targets of educational policies • Describe the concepts and methods of planning in general and in education • Explain the significance of planning for educational development. • Explore the issues and recent trends in planning • Explain the implications of policies with reference to development of education in the country.
Course Content	<ul style="list-style-type: none"> • Educational Policy <ul style="list-style-type: none"> ○ Introduction Basic concept ○ Need/ significance of educational policy • Policy Information <ul style="list-style-type: none"> ○ Pre requisites for policy formation <ul style="list-style-type: none"> ▪ Focus on national ideology and philosophy ▪ Evidence based statistics/data of national, societal individual needs ▪ Views of educational stake holders i.e. administrators teachers, students and parents • Policy Formulation Process <ul style="list-style-type: none"> ○ Determination of national objectives according to socio-political context ○ Need assessment according the objectives ○ Finalization of themes and target areas ○ Target setting based on of trend projection ○ Preparation and publication of policy • Policy Implementation. <ul style="list-style-type: none"> ○ Official announcement of policy

	<ul style="list-style-type: none"> ○ Preparation of policy action plan and policy proceedings. ○ Allocation of funds in annual budget on the basis of policy recommendation. ○ Policy evaluation <ul style="list-style-type: none"> ▪ Basic concept ▪ Preparation of evaluation strategy ▪ Feedback on the basis of evaluation ● Planning <ul style="list-style-type: none"> ○ Basic concepts ○ Planning in education/ educational planning ○ Need and significance of planning ● Process of Educational Planning <ul style="list-style-type: none"> ○ Pre-planning stage ○ Planning stage ○ Diagnosis ○ Formulation of policy ○ Assessment of future needs ○ Costing of needs ○ Target setting ○ Feasibility testing ○ Plan formulation ○ Plan elaboration ○ Plan implementation ○ Plan evaluation. revision and re-planning ● Education Policies of Pakistan <ul style="list-style-type: none"> ○ Brief over view of all educational policies from 1st Education conference 1947 to current National Education Policy ● Educational Planning in Pakistan <ul style="list-style-type: none"> ○ Planning at district, provincial and national level ○ Education as part of five years in Pakistan ○ Education as a part of annual budget plan ○ Annual plans ○ Mid term plans (2 to 3 years) ○ Five year plans ○ Perspective plan (more than 5 years)
References	<p>Bell, L. & Stevenson, H. (2006). <i>Education Policy: Process, Themes and Impact</i>. London: Rutledge Taylor & Francis Groups</p> <p>Shami, P-A(2005). <i>Education in Pakistan Policies and Policy Formulation</i>. Islamabad: National Book Foundation</p> <p>Zaki, W. M. (1988). <i>Education Planning</i>. Islamabad: National Book Foundation.</p> <p>Zaki, W. M. (1989) <i>Educational Planning Skills</i>. Islamabad: National Book Foundation.</p> <p>Govt. of Pakistan (1998). <i>National Education Policy IQRA1998-</i></p>

	<p>2010. Islamabad: Ministry of Education.</p> <p>Shami, P.A.andHussain K.S. (2006) <i>Development of Education in Pakistan</i>. Islamabad: Academy of Educational Planning and Management.</p> <p>Govt. of Pakistan (2006). <i>Economic Survey of Pakistan 2006-2007</i>. Islamabad: Economic Advisers' Wing, Ministry of Finance.</p> <p>Govt. of Pakistan (1979). <i>National Education Policy and its Implementation Programme</i>. Islamabad: Ministry of Education.</p> <p>Govt. of Pakistan (1992). <i>The National Education Policy (1992)</i>. Islamabad: Ministry of Education.</p> <p>Govt. of Pakistan, (1994). <i>The Development of Education in Pakistan</i>. Islamabad: Ministry of Education. Reports of Five-Year Plans (1st Five-Year Plan to current Five-Year Plan, with reference to Education Sector)</p>												
Teaching/ Learning Strategies	<p>Lecture</p> <p>Multimedia presentations</p> <p>Cooperative Learning</p> <p>Non-credit workshops and seminars.</p> <p>Active Learning</p>												
Evaluation Criteria	<table border="0"> <tr> <td colspan="2">Course Evaluation</td> </tr> <tr> <td style="padding-left: 40px;">Assignments</td> <td style="text-align: right;">20</td> </tr> <tr> <td style="padding-left: 40px;">Mid Semester Test</td> <td style="text-align: right;">25</td> </tr> <tr> <td style="padding-left: 40px;">Final Project</td> <td style="text-align: right;">15</td> </tr> <tr> <td style="padding-left: 40px;">Final Test</td> <td style="text-align: right;">40</td> </tr> <tr> <td style="padding-left: 40px;">Total</td> <td style="text-align: right;">100</td> </tr> </table>	Course Evaluation		Assignments	20	Mid Semester Test	25	Final Project	15	Final Test	40	Total	100
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Program	BS Business Education
Semester	6 th
Credit Hours	3
Pre-requisite	Basic Leadership Course
Course Title	BSBE 402 Financing and Economics of Education
Introduction	This course will provide an introduction to the various aspects of the economics of education. It applies the tools of economic analysis to educational policy and problem solving.
Learning Outcome	<p>After completion of this course, the students will:</p> <ol style="list-style-type: none"> 1. Define and describe the economics and various theories of economics 2. Understanding the nature, scope and significance of economics of education 3. Understand the individual demand for education focusing compulsory and noncompulsory education, cost benefit analysis 4. Understand the social rate of return approach as a guide for policy-making costs and benefits criticism of social rate of return as policy indicator 5. Understand the manpower-requirements approach to educational planning and methods of manpower forecasting 6. Describe the various outputs of school/college/university education 7. Understand and describe the cost-effective analysis in education and its application as base of investment on any project 8. Understand the process/techniques of costing educational projects in Pakistan context 9. Financing of education in Pakistan with reference to models of financial decision making 10. Budgeting in education focusing training sector (with reference to allocation made in different 5-years plans 11. Understand the migration and brain drain, economics of life long and vocational versus academic education
Course Content	<ul style="list-style-type: none"> • Introduction to Economics <ul style="list-style-type: none"> ○ Definition of economics and its major modes - macro and micro economics ○ Need and importance of studying economics ○ Classical, neo-classical and modern school of thoughts in economics • Economics of Education <ul style="list-style-type: none"> ○ Meaning and definition ○ Need, nature and scope ○ The economic value of education ○ Brief overview of investment mechanism

	<ul style="list-style-type: none"> ○ Brief overview of various concepts and assumptions in economics of education <ul style="list-style-type: none"> ▪ Economics of education and human capital theory ▪ Efficiency, inter, external, and financial ▪ Equity ▪ The macro and micro economic analysis ▪ Education: A black box ▪ Opportunity cost ● The Individual Demand for Education <ul style="list-style-type: none"> ○ The concept of demand in economics and education ○ Factors determining the demand of compulsory education <ul style="list-style-type: none"> ▪ Demography ▪ Migration ▪ Legal and social conditions ○ The demand for non-compulsory schooling / tertiary education <ul style="list-style-type: none"> ▪ Income ▪ Personal preferences ▪ Education as Investment ▪ Trend ○ Cost-benefit analysis concepts <ul style="list-style-type: none"> ▪ Meaning the costs and benefits ○ The social rate of return approach <ul style="list-style-type: none"> ▪ Introduction and social rate of return as a guide to policy-making ▪ Identifying the costs and benefits ▪ Some criticisms of social rate of returns and policy indicators ○ The manpower-requirements approach to educational planning <ul style="list-style-type: none"> ▪ Introduction ▪ Methods manpower forecasting ● Educational Outputs <ul style="list-style-type: none"> ○ Meaning and concept ○ School outputs ○ Cognitive and non cognitive outputs ○ The different outputs of higher education ○ Educational costs, meaning/ concept ○ Private and social costs ● Cost-Effective Analysis in Education <ul style="list-style-type: none"> ○ Introduction and description ○ The use of cost-effective analysis in education ○ Relating output measures to cost ○ Cost effective analysis case studies of various
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	<ul style="list-style-type: none"> institutions <ul style="list-style-type: none"> ○ Costing of educational projects <ul style="list-style-type: none"> ▪ Techniques for costing educational projects ▪ Costing projects in Pakistan along with use of project-appraisal techniques ● Financing Education in Pakistan <ul style="list-style-type: none"> ○ Introduction to financing and budgeting <ul style="list-style-type: none"> ▪ Who pays for education? Institutions or individuals ○ Levels of decision-makers for financing education ○ Sources of educational financing in Pakistan ○ Models of financing for allocation to primary, secondary or higher education ○ Budgeting in Pakistan <ul style="list-style-type: none"> ▪ Concepts, role, purpose of budgeting ▪ Phases of budgeting ▪ Types of budgets ▪ Developmental and non develop mental budget ▪ Glossary of budget terms ● Migration and Brain Drain <ul style="list-style-type: none"> ○ Introduction of migration and brain drain ○ Migration and it various types ○ The effects of migration and brain drain ● Economics of Life long Education <ul style="list-style-type: none"> ○ Introduction ○ Difference between life long and adult education ○ Historical background with reference to foreign countries ○ Life long education in Pakistan ● Vocational Versus Academic Education <ul style="list-style-type: none"> ○ Introduction ○ Development of vocational education in Pakistan with reference to education policies and five years plans ○ Manpower planning and vocational education
References	<p>Blaug, M. (1978). <i>Education and the Employment Problem in Developing Countries</i>. Switzerland, Geneva: International Labor Office.</p> <p>Government of Pakistan (1983). <i>Action Plan for Educational Development, 1983-88</i>. Islamabad: Ministry of Education.</p> <p>Government of Pakistan (1984). <i>Project Synopsis for Educational Development, 1983-88</i>. Islamabad: Ministry of Education.</p> <p>Government of Pakistan (1983). <i>The Sixth Five Year Plan</i>. Islamabad: Planning Commission.</p> <p>Mir, M.A. (1985). <i>Themes in Technical Education</i>. Karachi: Sindh</p>

	<p>Board of Technical Education. UNESCO (1981). <i>Vocational and Technical Education</i>. Bangkok APEID. Bukhari, M.A. (1985). <i>Problems of Plan Implementation in Pakistan</i>. Islamabad: AllamaIqbal Open University. Veitch, M.D. (1984). <i>Budget Functions, Structure of Budget, Formulation of Annual Development Plan for the Province of Punjab, Pakistan</i>. (A case study, Papers for training course at P.P.C., January, Bradford, UK. Zulkaif, A. (1985). <i>Financing of Education in Pakistan and Budgeting</i>. Roe-Lyell, J. (1982). <i>The Economic and Financing of Education</i>. Prentice Hall College Division</p>										
Teaching/ Learning Strategies	<p>Lecture Multimedia presentations Cooperative Learning Non-credit workshops and seminars. Active Learning</p>										
Evaluation Criteria	<p>Course Evaluation</p> <table data-bbox="771 894 1300 1073"> <tr> <td>Assignments</td> <td>20</td> </tr> <tr> <td>Mid Semester Test</td> <td>25</td> </tr> <tr> <td>Final Project</td> <td>15</td> </tr> <tr> <td>Final Test</td> <td>40</td> </tr> <tr> <td>Total</td> <td>100</td> </tr> </table>	Assignments	20	Mid Semester Test	25	Final Project	15	Final Test	40	Total	100
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Total	100										

Program	BS Business Education
Semester	7 th
Credit Hours	3
Pre-requisite	Basic Leadership Course
Course Title	BSBE 403 Leadership and Management for Change
Introduction	<p>Effective management demands heightened leadership and change management expertise to motivate and unite people behind the vision and to ensure continuous alignment of core teams with strategic goals. In this era of scarce resources, tight deadlines, complex uncertainty and shifting environments, demanding customers, tough regulatory regimes and alert public scrutiny, leadership and people skills play a pivotal role in success across all branches of industry. Managers must be well versed in the art of:</p> <ul style="list-style-type: none"> • Creating and effectively communicating an articulated and consistent vision • Aligning operations with the broader business goals and strategies • Building confidence and promoting creativity in own teams and amongst core partners • Inspiring and influencing key players outside their line of authority • Managing performance and resolving conflicts • Managing change and crises <p>This course unit will address the art of leadership and change management, and will focus on articulated leadership competencies to lead and effect positive change, including motivating, training and leading staff and network business partners. Practical expertise in development and implementation of leadership and change management plans will be emphasized. Contemporary and innovative human resource management concepts and techniques applicable to complex environments will be explored. The course will cover advanced leadership principles and application, styles of leadership, design and implementation of leadership and change management plans.</p>
Learning Outcome	<p>After completion of the course, students will:</p> <ol style="list-style-type: none"> 1. Understand the function of leadership in activist and advocacy organizations 2. Identify your organization's mission in context 3. Develop a clear strategy 4. Translate your strategy into clear objectives 5. Manage people, systems and processes more effectively 6. Create and maintain more effective relationships with other organizations and individuals in a working environment.
Course Content	<p>Introduction 1.1 Understanding leadership</p>

	<ul style="list-style-type: none">1.2 Understanding leadership and management in activist organizations1.3 The purpose of leadership and management2 Leadership in Context<ul style="list-style-type: none">2.1 Leadership and management in activist organizations2.2 Context2.3 Understanding the context2.4 Understanding the NGO sector2.5 Reading the context3 Creating a Strategy<ul style="list-style-type: none">3.1 Understanding your purpose3.2 Organizational culture and values3.3 Strategic direction and purpose3.4 Putting your purpose into practice4 Planning and Monitoring<ul style="list-style-type: none">4.1 Strategic planning4.2 Operational planning4.3 Reflecting on performance5 Managing People<ul style="list-style-type: none">5.1 Building people-centered organizations5.2 Allocating work5.3 Finding the right people5.4 Developing staff5.5 Building effective staff5.6 Managing conflict in your organization5.7 Helping staff cope with human rights work6 Choosing and Using Organizational Structures and Systems<ul style="list-style-type: none">6.1 Understanding organizational governance6.2 Choosing the right organizational structure6.3 Choosing the right organizational systems6.4 Managing meetings6.5 Managing structures and systems7 Leadership and Law<ul style="list-style-type: none">7.1 Meeting legal requirements7.2 Developing and using constitutions7.3 Developing and using policies8 Managing Resources<ul style="list-style-type: none">8.1 Managing relationships8.2 Understanding relationships with others8.3 Managing voluntary relationships8.4 Managing accountability relationships8.5 Communicating with others9 Managing Yourself<ul style="list-style-type: none">9.1 Role definition9.2 Time management9.3 Stress management
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References	<p>Schlechty, P.C. (2000). <i>Leading a School System Through Change: Key Steps for Moving Reform Forward</i>. San Francisco, Jossey Bass.</p> <p>Fullan, M. (2000). <i>Leadership for the Twenty-First Century: Breaking the Bonds of Dependency</i>. San Francisco, Jossey-Bass.</p> <p>Senge, P.M. (2000). <i>Give Me a Lever Long Enough...and Single-Handed I Can Move the World</i>. San Francisco, Jossey-Bass.</p>										
Teaching/ Learning Strategies	<p>Lecture</p> <p>Multimedia presentations</p> <p>Cooperative Learning</p> <p>Non-credit workshops and seminars.</p> <p>Active Learning</p>										
Evaluation Criteria	<p>Course Evaluation</p> <table data-bbox="771 674 1300 852"> <tr> <td>Assignments</td> <td>20</td> </tr> <tr> <td>Mid Semester Test</td> <td>25</td> </tr> <tr> <td>Final Project</td> <td>15</td> </tr> <tr> <td>Final Test</td> <td>40</td> </tr> <tr> <td>Total</td> <td>100</td> </tr> </table>	Assignments	20	Mid Semester Test	25	Final Project	15	Final Test	40	Total	100
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Program	BS Business Education
Semester	8 th
Credit Hours	3
Pre-requisite	Basic Leadership Course
Course Title	BSBE 102 Institutional Leadership and Effectiveness
Introduction	This course aims to encourage participants, as reflective practitioners, to consider what constitutes effective leadership in their school context and to construct their own 'theory' of educational leadership. It explores a range of established and emerging approaches and understandings of leadership, which are analyzed in relation to the assorted contexts within which leaders lead. While recognizing the importance of the principalship, the course assumes that leadership resides and operates across various levels within and outside traditional school boundaries and that teacher leadership is an important area of study.
Learning Outcome	After completion of the course, the students will: <ol style="list-style-type: none"> 1. Manage the instructional and institutional functions effectively 2. Provide professional guidance in managerial tasks 3. Maintain effective school-community relationships for productive management 4. Accomplish the leadership role for developing healthy school environment 5. Perform duties as a proactive educational manager and act as a change catalyst
Course Content	<ul style="list-style-type: none"> • Introduction <ul style="list-style-type: none"> ○ Concept of School Management ○ Management Theories ○ Human relations ○ Behavioral science ○ The systems ○ The contingency ○ The Management Process ○ Planning ○ Organizing ○ Leading ○ Controlling • Role of School Manager: Instructional Tasks <ul style="list-style-type: none"> ○ Vision, Mission and Objectives ○ Appropriate Teaching Strategies ○ Classroom Management ○ Needs of Special Students ○ Guidance and Counselling ○ Motivating and Building Morale ○ Teachers' Professional Development (on-the-job,

	<ul style="list-style-type: none"> off-the-job) <ul style="list-style-type: none"> ○ Evaluation and Accountability ● Role of School Manager: Institutional Tasks <ul style="list-style-type: none"> ○ Time Management ○ Stress Management ○ Conflict Resolution ○ Crisis – Emergencies Management ○ Schools in Double Shifts ○ Staff Meetings ○ Decision Making ○ School Facilities ○ Managing Finances: Budgeting and Auditing ○ Health, Safety and Environment ○ Office Management ● Social Responsibility and Professional Ethics <ul style="list-style-type: none"> ○ Rights and Duties ○ Code of Ethics ○ Institutionalizing Ethics ● Managing Multiple Stakeholders Relations <ul style="list-style-type: none"> ○ School-Community Relationships ○ School-Parent Relationships ○ Head-Colleagues Relationships ○ Teacher-Teacher Relationships ○ Teacher-Student Relationships ○ Coordinating the Role of Key Stakeholders for School Improvement ● Managing School Plants <ul style="list-style-type: none"> ○ Conducive Learning Ecology ○ Need for a Plant ○ Site 6.4 Building ○ Building Services ○ Equipments ○ Maintenance and Repairs ● School Manager as a Change Catalyst <ul style="list-style-type: none"> ○ Meaning of Educational Change ○ Supporting and Resisting Forces ○ Kantor’s Rules for Stifling Innovations ○ Kurtlewin’s force – field theory ● Action research Model for Change
References	<p>Bunden, P. (1995) <i>Classroom management and discipline</i>. NewYork: Longman.</p> <p>Bush, T. (2001) <i>Theories of educational management</i>. London: Harper and Row Ltd.</p> <p>Commonwealth Secretariat (1993) <i>The governance of schools</i>. London: Education Program, Human Resource Development Group.</p> <p>Fullan, M. (1992) <i>Successful school improvement: The</i></p>

	<p><i>implementation perspective and beyond</i>. Toronto: OISE Press.</p> <p>Gray, J. and Wilcox, B. (1995) <i>Good school, bad school</i>. Buckingham: Open University Press.</p> <p>Manfield, B. (1998). <i>Making good schools better</i>. Dellasta: Melbourne.</p> <p>Stoner, J. F. et al. (2004) <i>Management</i>. Singapore: Pearson-Prentice-Hall.</p>										
Teaching/ Learning Strategies	<p>Lecture</p> <p>Multimedia presentations</p> <p>Cooperative Learning</p> <p>Non-credit workshops and seminars.</p> <p>Active Learning</p>										
Evaluation Criteria	<p>Course Evaluation</p> <table> <tr> <td>Assignments</td> <td>20</td> </tr> <tr> <td>Mid Semester Test</td> <td>25</td> </tr> <tr> <td>Final Project</td> <td>15</td> </tr> <tr> <td>Final Test</td> <td>40</td> </tr> <tr> <td>Total</td> <td>100</td> </tr> </table>	Assignments	20	Mid Semester Test	25	Final Project	15	Final Test	40	Total	100
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Total	100										

2. Accounting

Program	BS Business Education
Course Title	BSBE 430 Managerial Accounting
Semester	5 th
Credit Hours	3
Pre-requisite	Basic Accounting Course
Introduction	This course introduces students to the concepts and applications of managerial accounting. Students focus on analysis and recording of various manufacturing costs, cost-volume-profit analysis, preparation of financial statements for a manufacturer, creation of static and flexible budgets and reports, evaluation of capital investments, and various costing systems.
Learning Outcomes	Students will: <ol style="list-style-type: none"> 1. analyze and record different types of manufacturing costs; 2. prepare financial statements for a manufacturer using various costing systems; 3. evaluate cost for a manufacturing company and complete cost-volume-profit analysis; 4. prepare and evaluate static and flexible budgets and reports; and 5. evaluate capital investment opportunities.
Course Content	<p>Introduction</p> <ul style="list-style-type: none"> • Managerial Accounting: An Overview <p>Cost Concepts and Cost Behavior</p> <ul style="list-style-type: none"> • <i>Managerial Accounting and Cost Concepts</i> • Cost terms, classification and concepts <p>Cost Accumulation Systems: Job Order Costing</p> <ul style="list-style-type: none"> • Cost of goods manufactured; Income statement • <i>Job-Order Costing</i> • Applying Overhead <p>Basics of Cost-Volume-Profit Relationships</p> <ul style="list-style-type: none"> • <i>Cost-Volume-Profit Analysis (CVP)</i> • Target Profit and Break-even Analysis • Cost-Volume-Profit Relationships <p>Variable Costing & Segment Reporting</p> <ul style="list-style-type: none"> • Segment Income and the Contribution Approach <p>Profit Planning</p> <ul style="list-style-type: none"> • <i>Budgeting and Profit Planning</i> <p>Flexible Budgets, Standard Costs, & Variance Analysis</p> <ul style="list-style-type: none"> • Flexible Budgets <p>Decentralization and Measuring Managerial Performance</p> <ul style="list-style-type: none"> • <i>Decentralization</i> <p>Decentralization and Differential Analysis</p>

	<ul style="list-style-type: none"> Differential Analysis 										
References	<p>Garrison, R. H., Noreen, E. W., & Brewer, P. C. (2008). <i>Managerial Accounting</i>. Boston: McGraw-Hill/Irwin</p> <p>Gallagher L. J., <i>Principles of Financial Management</i>, 8thEdn., Addison Wesley</p> <p>Gitman, Lawrence J., (1997), <i>Principles of Managerial Finance</i>, 8thEdn., Addison Wesley</p> <p>Gallagher, T. J. and Andrew, J. D. (1997), <i>Financial Management: Principles and Practice</i>, Prentice-Hall International, Inc.</p>										
Teaching/ Learning Strategies	<p>Lecture</p> <p>Multimedia presentations</p> <p>Cooperative Learning</p> <p>Non creditor workshops and seminars.</p> <p>Active Learning</p>										
Evaluation Criteria	<p>Course Evaluation</p> <table> <tr> <td>Assignments</td> <td>20</td> </tr> <tr> <td>Mid Semester Test</td> <td>25</td> </tr> <tr> <td>Final Project</td> <td>15</td> </tr> <tr> <td>Final Test</td> <td>40</td> </tr> <tr> <td>Total</td> <td>100</td> </tr> </table>	Assignments	20	Mid Semester Test	25	Final Project	15	Final Test	40	Total	100
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Final Project	15										
Final Test	40										
Total	100										

Program	BS Business Education
Course Title	BSBE 432 Advanced Accounting
Semester	6 th
Credit Hours	3
Pre-requisite	Basic Accounting Course
Introduction	<p>Technical knowledge of investment and portfolio management is considered to be a must for students specializing in the field of finance. Investment Theory is widely employed throughout the investment community by investment and portfolio analyst. Besides, theory of investment management provides the tools to enable to manage investment risk, detect mispriced securities, minimize taxes and measure the performance of investment managers. Major topics include estimation of capital market parameters, trade-off between risk and return, optimal portfolio selection, equilibrium asset pricing models, and delegated portfolio management. Emphasis will be put on development of techniques that should be part of the tool kit of those interested in becoming professional investors and/or researchers in finance. The course material is tilted heavily towards equity markets since there are separate courses that cover fixed income markets and derivative securities. This course is designed to primarily address the needs of advanced students in BSBE program.</p>
Learning Outcomes	<p>Upon successful completion of this course the students will be able to:</p> <ol style="list-style-type: none"> 1. Understand and apply International Accounting Standards in the preparation of Financial Statements. 2. Understand corporate accounting and legal provisions related to them. 3. Understand basic concepts of group accounts. 4. Understand the accounting procedures for amalgamation, absorption, and reconstruction. 5. Understand tax and inflation accounting.
Course Content	<ul style="list-style-type: none"> • International Accounting Standards and Financial Statements <ul style="list-style-type: none"> ○ (IAS Manual) • Introduction to Corporate Law (Khawaja, Rasheed Faisal, :2003) • Company Formation and Issuance of Shares Wood, <ul style="list-style-type: none"> ○ (Frank and Sangster: 1996) • Group Accounts: <ul style="list-style-type: none"> ○ Introduction; ○ Consolidated Balance Sheet ○ Inter Company Dealings ○ Consolidated Profit and Loss Account

	<ul style="list-style-type: none"> ○ (Wood, Frank and Sangster: 1996) ● Business Combinations: <ul style="list-style-type: none"> ○ Mergers; ○ Amalgamation; ○ Absorption; and ○ Reconstruction ○ (Khawaja, Rasheed Faisal, and Ali, Makhdoom) ● Liquidation Accounting: <ul style="list-style-type: none"> ○ Company (Simons and Karrenbrock: 1968), (Mukherjee, A. and Hanif, Muhammad: 2000) ○ Partnership (Wood, Frank and Sangster: 1996) ● Inflation Accounting ● Tax in Company Financial Statements (Wood, Frank and Sangster: 1996)
References	<p>Frankel, M. R., (1979), <i>The Preparation of Group Account</i>, Financial Training Publications</p> <p>International Financial Reporting Standards(IFRSs) 2003, Systematics Pakistan, Lahore</p> <p>Khawaja, Rasheed Faisal, and Ali, Makhdoom. <i>Amalgamation, Absorption, and Reconstruction</i>. Waheed Book House Lahore</p> <p>Khawaja, Rasheed Faisal, (2003). <i>Corporate Laws & Secretarial Practices</i>. Standard Accounting Publications.</p> <p>Mukherjee, A. and Hanif, Muhammad. (2000). <i>Modern Accountancy</i>. Tata MacGraw-Hill, New Delhi</p> <p>Wood, Frank and Sangster, (1996). <i>Business Accounting 2</i>. Pitman Publishing</p> <p>Simons and Karrenbrock, (1968), <i>Advance Accounting</i>, 4th Ed., South-Western Publishing Company</p> <p>Related Readings</p> <p>Carlson, Arthur E., et. al., (1982). <i>College Accounting</i>. 11th Ed., Smith Western Publishing Company, Ohio</p> <p>Garbutt, Douglas (1974), <i>Carter's Advanced Accounts</i>, Sir Isac Pitman and Sons Ltd. NY</p> <p>Meigs et al., (1999), <i>Accounting: The Basis for Business Decisions</i>. 11th Ed., McGraw-Hill</p> <p>Nilolai, L.A. et. al (1985). <i>Intermediate Accounting</i>. Kent Publishing company, California</p> <p>Warren et. al., (1999) <i>Accounting</i>. 19th Ed. South-Western College Publishing, Cincinnati, Ohio</p>
Teaching/ Learning Strategies	<p>Lecture</p> <p>Multimedia presentations</p> <p>Cooperative Learning</p> <p>Non creditor workshops and seminars.</p> <p>Active Learning</p>

Evaluation Criteria	Course Evaluation	
	Assignments	20
	Mid Semester Test	25
	Final Project	15
	Final Test	40
	Total	100

Program	BS Business Education
Course Title	BSBE 431 Income Tax Accounting
Semester	7 th
Credit Hours	3
Pre-requisite	Basic Accounting Course
Introduction	This course comprises of theoretical and numerical concepts of Tax Laws prevailing in Pakistan. In this course you will learn the heads of income, statutory definitions, exemptions, tax return and sales tax. This course will help you in understanding the tax laws and will enable you to understand the practical implications of tax laws. It will serve as a tool in developing the basic understanding of theoretical knowledge. This course develops vivid perception and interpretation skills regarding tax structure and tax laws in Pakistan. The students will be able to make effective taxation management strategies.
Learning Outcome	By the end of this course it is expected that the student will be able to: <ol style="list-style-type: none"> 1. Use the tax formula, determine filing status and correct number of personal and dependency exemptions, and compute an individual's taxable income. 2. Apply the taxation rules to determine whether items such as compensation, dividends, alimony, and pensions are taxable. 3. Determine whether an item is income. 4. Determine the realized gain or loss from the sale or disposition of property. 5. Distinguish between deductions from and for AGI. 6. Identify the different types of itemized deductions. 7. Identify transactions that may result in losses or bad debts 8. Determine the proper classification and deductibility of travel expenses. 9. Discuss the tax treatment and requirements for various deferred compensation arrangements 10. Classify property and calculate depreciation 11. Explain the rules for adopting and changing an accounting period. 12. Understand the tax consequences arising from a like-kind exchange 13. Prepare individual tax returns.
Course Content	<ul style="list-style-type: none"> • An Overview of Taxation • Basic Features of Income Tax • Statutory Definitions • Determination of Legal Status of a Person • Scope of Income • Heads of Income

	<ul style="list-style-type: none"> • Heads of Income • Graded Discussion Board • Residential Status • Residential Status • Residential Status • Exercises on Residential Status & Taxation • Salary and its Computation • Salary and its Computation • Salary and its Computation • Gratuity • Income from Property • Income from Business • Capital Gains • Income from Other Sources • Set off of Losses • Taxation of Individuals, AOP and Companies • Tax Return and Assessments • Advance Tax Collection and Recovery of Tax, Penalties and Prosecution • Sales Tax • Sales Tax Return 										
References	<p>Mughal M. M. (latest edition) <i>Income Tax Principles and Practice</i> (Tax Year 2020-21), Syed MubinMahmmud& Co.</p> <p>Iqbal.N, Mughal.S.A (Latest Edition) <i>An Easy Approach to: Income Tax Law</i> (Tax Year 2021) , Naveed Publications</p>										
Teaching/ Learning Strategies	<p>Lecture</p> <p>Multimedia presentations</p> <p>Cooperative Learning</p> <p>Non creditor workshops and seminars.</p> <p>Active Learning</p>										
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Program	BS Business Education
Course Title	BSBE 433 Accounting Information Systems: SAP & Oracle
Semester	8 th
Credit Hours	3
Pre-requisite	Basic Accounting Course
Introduction	The aim of this course is to provide an introduction to the fundamentals of Managing Information Systems – with particular emphasis on the Accountant’s perspective. The course will cover topic areas such as e-Commerce, and the proliferation of the Internet in a business environment. The program seeks to encourage students to apply theoretical aspects of IS and IT to the real-world accounting decision-making environment and incorporates a practical component through the use of an integrated accounting software package.
Learning Outcome	<p>Critical thinking and judgment are the focus of this AIS course. The goal of this course is to provide a solid understanding of AIS technology & concepts. This understanding of AIS is a tool to help you with critical thinking and judgment. After taking this course students will be able to:</p> <ol style="list-style-type: none"> 1. Explain the role, purpose and importance of an accounting information system. 2. Understand what risk assessments are and how the impact accounting roles 3. Apply common internal controls to accounting information systems. 4. Determine appropriate internal controls to reduce the risk in an organization. 5. Use the relationship between ethics and decision-making. 6. Model and diagram business systems and processes. 7. Understand the details of auditing and evaluating an AIS system. 8. Apply specifics in the above outcomes to business problems and processes, i.e. sales/collection and acquisition/payment. 9. Understand why IT in general is important to accounting and auditing 10. Use SAP in Organizations 11. Use Oracle in organizations
Course Content	<ul style="list-style-type: none"> • Introduction to AIS • Accounting and the Internet • Intro to Risk Assessments • IT and Accounting • Flow Charting • Developing and Implementing an Effective AIS • Intro to Databases

	<ul style="list-style-type: none"> • AIS Business Processes • Integrated Accounting and Enterprise Information Systems • Intro to Internal Control Systems • Computer Controls for AIS' and Organizations • IT Auditing • SAP • Oracle 												
References	Richardson, V. J., Chang, C. J. and Smith, R. (2020). <i>Accounting Information Systems</i> . McGraw-Hill Education. Simkin, M.G., Rose J. M., Norman, C.S. (2015) <i>Core concepts of accounting information systems</i> . Hoboken, NJ : Wiley												
Teaching/ Learning Strategies	Lecture Multimedia presentations Cooperative Learning Non creditor workshops and seminars. Active Learning												
Evaluation Criteria	<table style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2">Course Evaluation</td> </tr> <tr> <td style="text-align: right;">Assignments</td> <td style="text-align: right;">20</td> </tr> <tr> <td style="text-align: right;">Mid Semester Test</td> <td style="text-align: right;">25</td> </tr> <tr> <td style="text-align: right;">Final Project</td> <td style="text-align: right;">15</td> </tr> <tr> <td style="text-align: right;">Final Test</td> <td style="text-align: right;">40</td> </tr> <tr> <td style="text-align: right;">Total</td> <td style="text-align: right;">100</td> </tr> </table>	Course Evaluation		Assignments	20	Mid Semester Test	25	Final Project	15	Final Test	40	Total	100
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Total	100												

3. Marketing

Program	BS Business Education
Semester	5 th
Credit Hours	3
Pre-requisite	Basic Marketing Course
Course Title	BSBE 307 SALES MANAGEMENT AND ADVERTISING
Introduction	In the decade ahead, sales managers and sales people will be facing more challenges and opportunities than any other time due to various reasons. There is a growing buyer expertise; customers standards and expectations are rising; and developments in communication and computer technology have revolutionized the business. Also, the competitive environment mandates that the sellers not only sell but also serve.
Learning Outcome	<p>This course is being offered to students specializing in Marketing with an objective to</p> <ol style="list-style-type: none"> 1. Provide them insights into the dynamic real world of sales – the most important and visible marketing function which generates revenues for the company. 2. Through this course an effort will be made to equip the future sales managers with the knowledge and skills for the strategic process, motivation and leadership, effective communication methods, managerial and interpersonal abilities and the ability to organize the sales force. 3. explain the structure of advertising and promotion industry and the roles of its separate players, have assets to analyze promotion programs and identify main objectives distinguishing their singularities from marketing goals as well as to recognize, organize, and measure effectiveness of separate elements of advertising plan and its outcomes. 4. compare and generalize different promotion programs is also one of the man tasks of the course. As a result of the above, students are expected to be able to criticize selected promotion programs, outline their strengths and weaknesses and point out the measurable improvement possibilities (e.g. rearrangement of selected communication elements and explanation of their possible effects). 5. To analyze and subdivide given advertisements (and other elements of promotion mix) into single measurable units, as well as the ability to link distinguished units to campaign's overall goals and evaluation methods.
Course Content	<p>JOB OF SALES MANAGEMENT</p> <ol style="list-style-type: none"> a) Human element in selling b) Personal selling in Marketing Mix c) Dimensions of Sales Management

- d) The field Sales Manager

PERSONAL SELLING

- a) Preliminary steps in the Selling process (Prospecting, qualifying the prospect, Pre-approach)
- b) Advanced steps in the selling process (Approach, Probing the need, Convincing, Handling objections, Closing, Follow up)

TERRITORY DEVELOPMENT & TIME MANAGEMENT

- a) Sales territory design
- b) Procedures for territory development
- c) Time management

SALES MANAGEMENT TRAINING

- a) Information for sales planning
- b) The analysis phase
- c) Setting sales objectives
- d) The Control Phase

SALES FORECASTING

- a) Qualitative methods
- b) Quantitative methods

SALES BUDGETING

- a) Types of budgets
- b) Sales budgeting procedures

ORGANIZATION OF SALES FORCE

- a) Developing a sales organizations
- b) Basic types of sales organizations
- c) Major trends in sales organizations

Introduction to Advertising

- a) Definition, functions and classifications.
- b) The evolution of modern advertising
- c) Advertising and the social, ethical and legal issues.
- d) The advertising business: The company's own department, Advertising agencies and the media.

THE MARKETING MIX AND ADVERTISING

- a) Advertising and the product.
- b) Advertising and the price.
- c) Advertising and the place.
- d) Advertising and the promotion.

THE ADVERTISING RESEARCH STAGES

- a) Advertising strategy determination.
- b) Concept development and testing.

	<p>c) Testing and evaluation of advertising.</p> <p>COPYWRITING AND ADVERTISING STRATEGY</p> <p>a) Message strategy: The product marketing facts for copywriters.</p> <p>b) Copy platform.</p> <p>c) Objectives of creative copy.</p> <p>d) The structure of copy. • How to write effective copy. • Common pitfalls and copywriting.</p> <p>DESIGNING THE ADVERTISING</p> <p>a) The advertisement layouts.</p> <p>b) The design principles.</p> <p>c) The features of the best layout design.</p> <p>MEDIA PLANNING AND SELECTION</p> <p>a) Role of media in marketing framework.</p> <p>b) Defining media objectives.</p> <p>c) Developing media strategies.</p> <p>d) Media selection and scheduling</p> <p>ADVERTISING MEDIA</p> <p>a) Print media: Newspapers and magazines</p> <p>b) Electronic media: Television, radio and limitations of cable.</p> <p>c) Direct mail and the creative mix.</p> <p>d) Out-of-home media</p> <p>e) Transit advertising</p>										
References	<p>Dunn, A. H., Eugene, M., Jhonson, & Kurtz, D. L. (2011) <i>Sales Management: Concepts, Practices and Case</i>. General Learning Press, Michigan</p> <p>Bovee, Thill, Dovel, Woo. <i>Advertising Excellence</i>, The McGraw Hill Inc.</p> <p>Wright M:G; <i>Advertising</i>, McGraw Hill Inc.</p> <p>Wilmshurst& Mackay; <i>The Fundamentals of Advertising</i>, Butterworth Heineman</p> <p>Bovee&Arens; <i>Contemporary Advertising</i>, IRWIN Inc.</p>										
Teaching/ Learning Strategies	<p>Lecture</p> <p>Multimedia presentations</p> <p>Cooperative Learning</p> <p>Non creditor workshops and seminars.</p> <p>Active Learning</p>										
Evaluation Criteria	<p>Course Evaluation</p> <table data-bbox="771 1627 1299 1806"> <tr> <td>Assignments</td> <td>20</td> </tr> <tr> <td>Mid Semester Test</td> <td>25</td> </tr> <tr> <td>Final Project</td> <td>15</td> </tr> <tr> <td>Final Test</td> <td>40</td> </tr> <tr> <td>Total</td> <td>100</td> </tr> </table>	Assignments	20	Mid Semester Test	25	Final Project	15	Final Test	40	Total	100
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Program	BS Business Education
Semester	6 th
Credit Hours	3
Pre-requisite	Basic Marketing Course
Course Title	BSBE 307 GLOBAL/INTERNATIONAL MARKETING
Introduction	<p>Although domestic and international marketing are seeking similar goal to create and manage profitable exchange relationships between an organization and its markets (individuals, organization and institutions) – yet these are dissimilar in many ways. This is because of many factors: emerging markets in Asia, Eastern Europe and Latin America; creation of regional group notably European Union; Creation of World Trade Organization; and changing marketing environment due to advances information technology and integration of multinational companies.</p> <p>Course of International Marketing is being offered to Master degree students in this scenario to learn those marketing concepts and management skills which are essential for handling the problems encountered in overseas marketing.</p>
Learning Outcome	<p>After the completion of this course, the students will be able to:</p> <ol style="list-style-type: none"> 1. Research and assess the potential of the foreign markets including separate countries or regions or world as a whole for a particular product. 2. Decide on the most appropriate strategy to enter in the foreign market. 3. Understand how to manage the 4Ps of the marketing in the foreign market. 4. Understand the financial environment in the international market.
Course Content	<ul style="list-style-type: none"> • Overview of International Marketing • Global Business Environment • Assessing Global Market Opportunity (Physical & Environmental Forces: Location, Topography, Climate , Natural Resources • Socio-cultural forces: Cultural, Components of Culture,) • Multinational Market Regions and Market Groups • Global Market entry strategies • International Organizational Structures • Export Trade Mechanics and Logistic • Developing Products for international market • International Advertising and Promotion

	<ul style="list-style-type: none"> • The International Distribution System • Pricing for International Markets • International Financial Environment • Trade Restrictions: Reasons for Trade Restrictions, Tariff & Non-Tariff Business • Economic Development: Measurement of Economic Development Level. International Organizations: UNO, IBRD, IMF, OPEL, EU, Regional Grouping. Understanding national Culture 										
References	<p>Cateora, Philip R. (2009). <i>International Marketing</i>. Irvin/McGraw Hill.</p> <p>Toyne, Brain and Walter, Peter G.P. (1993) <i>Global Marketing Management</i>. Allyn and Bacon</p> <p>Onkivisil, Sak and Show, John J. (1997) <i>International Marketing Analysis and Strategy</i>. Prentice Hall.</p>										
Teaching/ Learning Strategies	<p>Lecture</p> <p>Multimedia presentations</p> <p>Cooperative Learning</p> <p>Non creditor workshops and seminars.</p> <p>Active Learning</p>										
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Program	BS Business Education
Semester	7 th
Credit Hours	3
Pre-requisite	Basic Marketing Course
Course Title	BSBE 411 Marketing Research
Introduction	This is a course in multivariate statistical analysis, for students interested in quantitative methods of marketing research and more generally, for students interested in the analysis of surveys. The aim of the course is to explore multivariate techniques used in modern marketing practice and in wider social research. Emphasis will be placed on case studies of marketing practice and on the practical application of the methods discussed. Topics to be drawn from: analysis of variance; regression analysis; principal components analysis; discriminate analysis; canonical correlation analysis; factor analysis; cluster analysis; multi-dimensional scaling; conjoint analysis.
Learning Outcome	The goals of the course include: <ol style="list-style-type: none"> 1. Provide an introduction to many of the techniques currently used in modern marketing practice and including topics such as the formulation of research problems; data collection; and basic techniques of data analysis, research methodology and practical market analysis. 2. Understand the use of multivariate statistical techniques in modern marketing practice. 3. Appreciate the application of these techniques in marketing research. 4. A more detailed understanding of the statistical techniques and how they might be applied in other areas of research (not just marketing research).
Course Content	<ul style="list-style-type: none"> • A Decision-Making Perspective on Marketing Research • Marketing Research in Practice • The Marketing Research Process • Research Design and Implementation • Secondary Sources of Marketing Data • Standardized Sources of Marketing Data • Marketing Research on the Internet • Information Collection: Qualitative and Observational Methods • Information from Respondents: Issues in Data Collection • Information from Respondents: Survey Methods • Attitude Measurement in Marketing Research

	<ul style="list-style-type: none"> • Designing the Questionnaire • Experimental Research • Correlation Analysis and Regression Analysis • Discriminant and Canonical Analysis • Emerging Applications of Marketing Research: Database Marketing and Relationship Marketing 										
References	<p>RECOMMENDED TEXT BOOK</p> <p>Malhotra, N. K. (2007). <i>Marketing research: An applied orientation</i>. Upper Saddle River, NJ: Pearson/Prentice Hall.</p> <p>David A. Aaker; V. Kumar; George Day, <i>Marketing Research</i>. Latest Edition, John Wiley & Sons.</p>										
Teaching/ Learning Strategies	<p>Lecture</p> <p>Multimedia presentations</p> <p>Cooperative Learning</p> <p>Non creditor workshops and seminars.</p> <p>Active Learning</p>										
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Program	BS Business Education
Course Title	BSBE 412 Supply Chain Management
Semester	8 th
Credit Hours	3
Pre-requisite	Basic Marketing Course
Introduction	Supply Chain Management involves the flows of materials and information among all of the firms that contribute value to a product, from the source of raw materials to end customers. Elements of supply chain management have been studied and practiced for some time in marketing, logistics, and operations management. This course will attempt to integrate these different perspectives to develop a broad understanding of how to manage a supply chain.
Learning Outcomes	<p>By the end of this course it is expected that the student will be able to:</p> <ol style="list-style-type: none"> 1. To develop an understanding of key drivers of supply chain performance and their inter-relationships with strategy and other functions of the company such as marketing, manufacturing and accounting. 2. To impart analytical and problem solving skills necessary to develop solutions for a variety of supply chain management and design problems and develop an understanding for use of information technology in supply chain optimization. 3. To understand the complexity of inter-firm and intra-firm coordination in implementing programs such as e-collaboration, quick response, jointly managed inventories and strategic alliances. 4. To develop the ability to design logistics systems and formulate integrated supply chain strategy, so that all components are not only internally synchronized but also tuned to fit corporate strategy, competitive realities and market needs. 5. To understand which information should be exchanged in a supply chain and how it should be used to benefit the entire supply chain. 6. To identify improvement opportunities that exist within supply chains in different industries and to quantify the improvements that various supply chain strategies offer. 7. To understand which barriers companies face during the implementation of new supply chain strategies. 8. To developed knowledge and skills relating to Supply Chain management. 9. To developed modeling skills by using excel solver.
Course Content	<ul style="list-style-type: none"> • Introduction to supply chain management. • Supply chain strategy • SCM Decisions

	<ul style="list-style-type: none"> • SCM Drivers and obstacles • Facility location Week • Warehousing • Forecasting • Inventory Management • Inventory Management • Transportation • Linear Programming – Excel Solver – Lab sessions • Bullwhip effect Week • Double Marginalization • Job shop scheduling, ERP JIT and lean production • Outsourcing and Supplier Relationships • Project presentations 										
References	<p>Sunil Chopra, <i>Supply Chain management</i>. Prentice Hall. Latest Edition</p> <p>Martin Christopher. <i>Logistics and Supply Chain management – Creating value added networks</i>. FT – Prentice Hall.</p> <p>W. Stevenson, <i>Operations Management</i>. Edition</p>										
Teaching/ Learning Strategies	<p>Lecture</p> <p>Multimedia presentations</p> <p>Cooperative Learning</p> <p>Non creditor workshops and seminars.</p> <p>Active Learning</p>										
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Final Test	40										
Total	100										

4. Entrepreneurship

Program	BS Business Education
Course Title	BSBE 313 Business and Entrepreneurship
Semester	2 nd
Credit Hours	3
Pre-requisite	None
Introduction	<p>With more than half of the new jobs being created in the world economy by small businesses, the particular problems and experiences encountered in starting and developing new enterprises are clearly worth studying. This course of Entrepreneurship has been designed to provide the participants with an overall understanding of the concept of entrepreneurship and small business management. Participants will be prepared to start, survive, and succeed in their own businesses.</p> <p>For those who consider becoming part of a big traditional business, while working for someone else, as a viable career option, it is hoped that participation in this course will orient them towards thinking and acting more entrepreneurially and creatively in the big business ambience. Thus, regardless of their future plans and hopes, this course can benefit them greatly in how they think and act, from an entrepreneurial viewpoint, in the future.</p> <p>The course puts a strong emphasis on the development of a real world, workable, implementable business plan that applies the proper methods, techniques and skills needed for successfully developing and growing a new venture. While some theory will be explored, the major thrust of this course will be to ensure that the primary product of the course, the Business Plan, and other assignments which have immediate and real world application.</p> <p>This course is about learning of risk and failure and growing from it. It is about learning to forge one's ideas into workable business concepts, commit them to paper, and flesh them out into a reasonable form that can be tested to see if it could stand up to the demands of the market. The students must write at a top level, argue the potential of their ideas, and convince investors that their ideas are worth being born in the marketplace.</p>
Learning outcomes	<p>After completing this course, the participants should be able to:</p> <ol style="list-style-type: none"> 1. Develop an idea for a new venture; 2. Research its potential and understand the risks associated; 3. Undertake marketing, positioning, and customer development; 4. Prepare an analysis of the financial requirements and build a financial strategy for the new venture, including incremental appreciation of the equity base; 5. Plan for the execution and management of all the relevant functional areas of new venture including operations, supply chain, information systems, and human resources etc.

	<p>6. Identify and prepare legal documents, IP policy, contracts, etc. and</p> <p>7. Develop a comprehensive business plan for their venture.</p>
<p>Course Content</p>	<p>Entrepreneurship: An Evolving Concept</p> <ul style="list-style-type: none"> • Entrepreneurship – A perspective • Emerging Trends: The Internet and E-Commerce <p>Entrepreneurial Opportunities</p> <ul style="list-style-type: none"> • The evolution of Entrepreneurship • The myths & approaches to entrepreneurship • The myths & approaches to entrepreneurship <p>Understanding Strategic Issues In Business Plan Development</p> <ul style="list-style-type: none"> • Comparative analysis entrepreneurship in other countries • Strategic Objectives • Competitor Analysis <p>Understanding The Entrepreneurial Perspective In Individuals</p> <ul style="list-style-type: none"> • The Entrepreneurial Perspective • The Dark side of Entrepreneurship • Entrepreneurial Motivation <p>Understanding The Entrepreneurial Perspective In Individuals</p> <ul style="list-style-type: none"> • The Entrepreneurial Perspective • The Dark side of Entrepreneurship • Entrepreneurial Motivation <p>Entrepreneurial Perspective In Organizations</p> <p>Corporate Entrepreneurship</p> <p>Social Entrepreneurship And The Ethical Challenges Of Entrepreneurship</p> <p>Innovation: The Creative Pursuit Of Ideas</p> <ul style="list-style-type: none"> • Opportunity Identification: The search for New Ideas • Entrepreneurial Imagination and Creativity • The role of Creative Thinking • Arenas in Which People Are Creative • Innovation and the Entrepreneur • The Innovation Process <p>Pathways To Entrepreneurial Ventures</p> <ul style="list-style-type: none"> • The Pathways to New Ventures for Entrepreneurs • Acquiring an Established Entrepreneurial Venture • Franchising: The Hybrid <p>Legal Challenges For Entrepreneurial Ventures</p> <ul style="list-style-type: none"> • Legal Challenges for the Entrepreneurial Venture • Intellectual Property Protection: Patents, Copyrights, and Trademarks • Identifying Legal Structures for Entrepreneurial

	<p>Ventures</p> <ul style="list-style-type: none"> • Sole Proprietorships • Partnerships • Corporations • Specific Forms of Partnerships and Corporations • Understanding Bankruptcy <p>Sources Of Capital For Entrepreneurial Ventures</p> <ul style="list-style-type: none"> • The Entrepreneur’s Search for Capital • Debt Versus Equity • The Venture Capital Market • Informal Risk Capital: “Angel” Financing <p>Assessment Of Entrepreneurial Plan</p> <ul style="list-style-type: none"> • The Challenge of New- Venture Start-Ups • Pitfalls in Selecting New Ventures • Critical Factors for New-Venture Development • Why New Ventures Fail • The Evaluation Process <p>Entrepreneurial Ventures</p> <ul style="list-style-type: none"> • The Marketing Concept for Entrepreneurs • Marketing Research • Inhibitors to Marketing Research • Internet Marketing • Developing the Marketing Concept • Developing a Marketing Plan • Pricing Strategies <p>Financial Preparation For Entrepreneurial Ventures</p> <ul style="list-style-type: none"> • The Importance of Financial Information for Entrepreneurs • Understanding the Key Financial Statements • Preparing Financial Budgets • Pro Forma Statements • Capital Budgeting • Break-Even Analysis • Ratio Analysis
References	Donald F. Koratko (2016). <i>Entrepreneurship Theory Process Practice</i> . South Western - Cengage Learning
Teaching/ Learning Strategies	Lecture Multimedia presentations Cooperative Learning Non creditor workshops and seminars. Active Learning
Evaluation Criteria	Course Evaluation <div style="display: flex; justify-content: space-between;"> Assignments 20 </div>

	Mid Semester Test	25
	Final Project	15
	Final Test	40
	Total	100

Program	BS Business Education
Course Title	BSBE 415 Entrepreneurial Finance
Semester	5 th
Credit Hours	3
Pre-requisite	Basic Finance and Entrepreneurship Course
Learning Outcome	<p>After successful completion of course the students will be able to:</p> <ol style="list-style-type: none"> 1. Participate in class discussions and problem solving exercises. Present arguments and findings. Objectively critique findings of fellow students. 2. Harness international and professional diversity of students in viewing issues and problems from different perspectives. 3. Prepare and apply financial models to appraise the value of a venture or better evaluate the market potential of an opportunity. 4. Exercise the powers of inquiry, logical thinking and critical analysis. Interpret and evaluate theoretical arguments and empirical evidence. Think and reasoning! 5. Evaluate and discuss challenges related to corporate governance, social responsibility and ethical and professional behavior. Understand for-profit and social enterprise. 6. Prepare for investor presentation. Problem oriented and strated forward approach, but be sensitive and reasonable. 7. Attain a broad understanding of management principles and techniques – communication, reporting, motivation, conflict management, risk management, hire-fire decisions. Students will develop skills to prepare and present a financially sound investment presentation to top management and/or investors.
Course Content	<p>Overview</p> <ul style="list-style-type: none"> • The Entrepreneurial Environment • Entrepreneurial Process • Business/Financial Planning <p>Financial planning and budgeting</p> <ul style="list-style-type: none"> • Initial Considerations • Standard Financial Statements and Key Relations <p>Managerial Considerations</p> <ul style="list-style-type: none"> • Business Assessment • Liquidity Management, Treasury • Working Capital Management • Breakeven Analyses • Analyzing financial Performance <p>Financing the Venture</p>

	<ul style="list-style-type: none"> • Financing Alternatives and Managerial Considerations • Types and Costs of Financial Capital • Determination of Financing Need • “J” Curve - Uses & Sources • VC and other financing alternatives <p>Valuation</p> <ul style="list-style-type: none"> • Valuation Methods • Valuing Early-Stage Ventures • Value Creation • Enterprise Value/Equity Value Exit, Risk Analysis • Analysis of Alternative Exit Scenarios • Sensitivity Analysis Risk Analysis 										
References	<p>J. Chris Leach – Ronald W. Melicher (2015) <i>Entrepreneurial Finance</i> CENGAGA Learning, ISBN 978-1-285-42575-7</p> <p>Steven Rogers – RozaMakkonen (2014) <i>Entrepreneurial Finance and Business Strategies for the Serious Entrepreneur</i>. McGraw Hill, ISBN 978-0-07-182539-9</p> <p>John F. Tjia (2009) <i>Building Financial Models</i>. McGraw Hill, ISBN 978-0-07162-126-7</p> <p>Paul Pignataro (2013) <i>Financial Modeling & Valuation</i> Wiley Finance Series ISBN 978-1-118-55876-8</p> <p>Jerald E. Pinto – Elaine Henry – Thomas R. Robinson – John D. Stowe (2010). <i>Equity Asset Valuation</i>. Wiley Finance ISBN 978-0-470-57143-9</p> <p>Recommended readings/research: • Economic and financial press (The Financial Times, The Economist, The Wall Street Journal, Business Week, Fortune),</p> <p>• Review and practice on-line data bases and other resources (Amadeus, Damodaran, Reuters, Investment banks home pages).</p>										
Teaching/ Learning Strategies	<p>Lecture</p> <p>Multimedia presentations</p> <p>Cooperative Learning</p> <p>Non creditor workshops and seminars.</p> <p>Active Learning</p>										
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Program	BS Business Education
Course Title	BSBE 416 Managing Emerging Enterprises
Semester	6 th
Credit Hours	3
Pre-requisite	Basic Entrepreneurship Course
Introduction	This course deals with central issues in the field of management as illustrated through the context of emerging enterprises and small businesses as they grow over time. We focus the attention on the human and social capital, strategic, and international opportunities and challenges confronting emerging enterprises. This course will provide you with an integrated view of these challenges and show you that successful management in the 21st century requires a combination of insights drawn from economics, sociology, psychology and political economy.
Learning outcomes	Upon successful completion of the course the students will be able to: 1. Manage the small and medium businesses in 21 st century.
Course Content	<p>Entrepreneurial Strategy</p> <ul style="list-style-type: none"> • Introduction • Industry Positioning & Competitiveness • Judo Strategy: How to beat an opponent • Value Chain Strategy • Disruption Strategy • Blue Ocean Strategy • Corporate Scope & Expansion Strategy <p>Human & Social Capital Module</p> <ul style="list-style-type: none"> • Motivating Individual Performance • Designing Reward Systems • Designing Jobs and Organizing Work • Recruiting and Selecting Employees • Organizational Blueprints: Impact of the Founder's Vision on Organizational Design and Culture • Improving Organizational Processes • Aligning People and Business Strategy <p>Global Module</p> <ul style="list-style-type: none"> • Global Strategy—Why Internationalize • Location Choice—Where to Internationalize • How to Internationalize: Entry Mode • Markets with Poorly Developed Institutions • Emerging Markets & Stakeholder Management
References	<p>Rajagopal, A. (2020) <i>Managing Startup Enterprises in Emerging Markets: Leadership Dynamics and Marketing Strategies</i>. Palgrave Pivot. ISBN-10 : 303028154X</p> <p>Harper, C. S. (1994) <i>The McGraw-Hill Guide to Managing Growth</i></p>

	<i>in Your Emerging Business: Guidelines for Transforming Your Small Business into an Exceptional Enterprise.</i> McGraw Hill. ISBN-13 : 978-0070266896												
Teaching/ Learning Strategies	Lecture Multimedia presentations Cooperative Learning Non creditor workshops and seminars. Active Learning												
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Program	BS Business Education
Course Title	BSBE 417 Venture Capital
Semester	7 th
Credit Hours	3
Pre-requisite	Basic Finance and Entrepreneurship Course
Introduction	This course examines venture capital and private equity investments. In particular, it focuses on issues surrounding the funding of entrepreneurial firms that are financed by venture capital or private equity funds. The course departs from conventional investment approaches that examine risk and return of publicly listed securities, which have previously been covered by your earlier finance courses and analyses issues associated with financing growing, innovation intensive private businesses.
Learning outcomes	<p>This course covers the theory and practice of venture capital financing of entrepreneurial firms. Topics to be discussed include, but are not limited to, the following areas:</p> <ol style="list-style-type: none"> 1. The venture capital industry in Australia (and other countries), and other sources of funds for financing new ventures (including angel investors, banks and other institutions) 2. Venture fundraising and characteristics of venture capital firms. In particular, Limited Partnership structures and corporate venture capital 3. Characteristics of entrepreneurial ventures at different stages of development including: (a) Seed, Start-up, (b) Expansion, Mezzanine, (c) Buyout, Turnaround 4. The structure of financial contracts. This includes staging and syndication of deals, forms of finance (debt, convertible debt, preferred equity, convertible preferred equity, common equity, warrants, and combinations of these instruments), board representation, restrictive covenants and confidentiality agreements, and legal and institutional barriers to efficient venture capital financial contracting 5. Exiting an investment through (a) Initial Public Offerings (IPOs), (b) Mergers / Strategic Acquisitions, (c) Secondary Sales, Buybacks, Write-offs, (d) Partial exits 6. Various entrepreneurial firm valuation techniques including (a) Traditional valuation methods, (b) Valuation of private firms 7. Buyouts and Going-Private Transactions including (a) Buyout industry in Australia, (b) Special features of buyouts transactions, (c) Valuation of buyout deals 8. Venture Capital and Private Equity Investments in an

	International Context										
Course Content	<ul style="list-style-type: none"> • An Introduction to Private Equity • Valuation of Private Companies • Financial Instruments in Private Equity • Venture Capital Term Sheets • Venture Investment Model • Leveraged Buyouts: Debt Layers, Revolvers, and Capacity • Leveraged Buyouts: LBO Model, Cash Flow Waterfall, and Return Metrics • Distressed Debt Investing • Exit Strategies 										
References	<p>Metrick and Yasuda, (2010) <i>Venture Capital and the Finance of Innovation</i>. Wiley, • ISBN: 9780470454701</p> <p>Leach, Melicher, (2014). <i>Entrepreneurial Finance</i>. CENGAGE learning, ISBN: 9781285425757</p>										
Teaching/ Learning Strategies	<p>Lecture</p> <p>Multimedia presentations</p> <p>Cooperative Learning</p> <p>Non creditor workshops and seminars.</p> <p>Active Learning</p>										
Evaluation Criteria	<p>Course Evaluation</p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td>Assignments</td> <td style="text-align: right;">20</td> </tr> <tr> <td>Mid Semester Test</td> <td style="text-align: right;">25</td> </tr> <tr> <td>Final Project</td> <td style="text-align: right;">15</td> </tr> <tr> <td>Final Test</td> <td style="text-align: right;">40</td> </tr> <tr> <td>Total</td> <td style="text-align: right;">100</td> </tr> </table>	Assignments	20	Mid Semester Test	25	Final Project	15	Final Test	40	Total	100
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Program	BS Business Education
Course Title	BSBE 418 Forecasting Business Trends
Semester	8 th
Credit Hours	3
Pre-requisite	Basic Finance and Entrepreneurship Course
Introduction	Making well-informed decisions usually requires making forecasts of relevant variables. Therefore, good forecasts are more likely to produce good decisions. Forecasts are widely used in the real world: there are weather forecasts, forecasts of the outcomes of elections, stock market forecasts, government debt forecasts, and forecasts for the demand of Canada Goose parkas. Businesses use forecasts of demand and sales to determine how much to produce. Traders use interest rate forecasts to make buy or sell decisions on stocks and bonds. Policy-makers, governments and central banks, use forecasts of macroeconomic variables to help them decide the path for monetary and fiscal policy.
Learning Outcomes	<p>Upon completion of the course the students will</p> <ol style="list-style-type: none"> 1. make informed and effective selection and application of knowledge in a discipline or profession, in the contexts of local and global business. 2. define and address business problems, and propose effective evidence-based solutions, through the application of rigorous analysis and critical thinking. 3. develop and be committed to responsible business thinking and approaches, which are underpinned by ethical professional practice and sustainability considerations. 4. develop the capacity to take initiative, encourage forward thinking and bring about innovation, while effectively influencing others to achieve desired results.
Course Content	<p>Introduction and Review of Basic Probability, Statistics</p> <ul style="list-style-type: none"> • Extremely brief review of probability and statistics • Data Visualization and Basics of Forecasting in R • Introduction to R by visualizing data • Basic properties of data: understanding patterns, trends, autocorrelation, and white noise • Simplistic forecasting methods • Practical issues in forecasting: frequency, aggregation, missing data, training samples <p>Introduction to (or Review of) Basic Econometrics</p> <ul style="list-style-type: none"> • Ordinary least squares linear regression analysis – with time-series data

	<ul style="list-style-type: none"> • Introduction to model building for forecasting • Introduction to model selection and evaluation criteria <p>BASICS OF TIME SERIES ANALYSIS</p> <ul style="list-style-type: none"> • Modeling Trend and Seasonality • Fitting a trend • Modeling seasonality • Forecasting with trends and seasonality <p>Forecasting cyclical dynamics: Standard Univariate Models (AR, MA, ARIMA)</p> <ul style="list-style-type: none"> • Lag operators • Moving average and autoregressive models • Converting between MA and AR models • Univariate autoregressive moving average models • Stationarity and dynamics <p>[Optional: time- and interest-permitting] Autoregressive Conditional Heteroskedasticity (ARCH) & Generalized ARCH (GARCH)</p> <ul style="list-style-type: none"> • Time-varying volatility: ARCH and GARCH processes • Short- and long-run dynamics <p>Forecast Evaluation</p> <ul style="list-style-type: none"> • Overfitting • Model selection • Model based forecast combination • Market-based forecast combination (forward and futures markets) • Survey-based forecasts 										
References	Hyndman, R.J., & Athanasopoulos, G. (2018) <i>Forecasting: principles and practice.</i> , OTexts: Melbourne, Australia. OTexts.com/fpp2										
Teaching/ Learning Strategies	Lecture Multimedia presentations Cooperative Learning Non creditor workshops and seminars. Active Learning										
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Total	100										

5. Human Resource Management

Program	BS Business Education
Course Title	BSBE 421 Recruitment and Selection
Semester	5 th
Credit Hours	3
Pre-requisite	Basic Human Resource Management Course
Introduction	<p>An introduction to the theory and scientific methods of psychological assessment for the purposes of personnel selection, with an emphasis on the most current and valid selection procedures. Related topics include job analysis and competency modeling, recruitment, decision-making, legal and ethical issues. This course provides a systematic examination of choices that confront managers in Canada who wish to implement effective human resource recruitment and selection strategies and activities. These choices are presented through introduction to the concepts within the human resources management context as well as the organizational context.</p>
Learning Outcomes	<p>Upon successful completion of this course students will be able to:</p> <ol style="list-style-type: none"> 1. Describe the role and activities of human resources management in facilitating the steps required for recruitment and selection of human resources in organizations. This includes an evidence based approach to formulating decisions, recommending plans of action that effectively link such HR policies to business objectives to improve performance, and measuring the impact of human resources management. 2. Define, describe, compare, and contrast key terms, theories, concepts, approaches, models and tools relevant to the human resource recruitment and selection process across Canadian workplaces. 3. Synthesize and critically assess the extent to which various recruitment and selection practices and associated activities (such as job and competency analysis, performance measurement, recruitment methods, applicant screening, testing and other assessments, and decision making) are based on professional standards of reliability and validity, and implemented in an effective and ethical manner. 4. Recognize how legislation, technology, changing economic conditions, labour force dynamics, and other external factors influence personnel recruitment and selection practices. 5. Collaborate with a partner to approach an organization of interest and conduct research with representatives of the organization to identify and analyze recruitment and selection practices currently in use with a view to

	<p>comparing such approaches to best practices in recruitment and selection learned in the course.</p> <p>6. Collaborate with a partner to use writing and analysis skills to summarize research findings in a report that compares such findings with course theory and practice and concludes with insights and recommendations the organization may consider to improve its current practices.</p>												
Course Content	<ul style="list-style-type: none"> • Course Orientation and Introduction to Recruitment and Selection • Foundations of Recruitment and Selection I: Reliability and Validity • Foundations of Recruitment and Selection II: Legal Issues • Job Analysis and Competency Models • Recruitment, Selection and Job Performance • Recruitment: The first step in the Selection Process • Selection I: Applicant Screening • Selection II: Testing and Other Assessments • Selection III: Interviewing • Decision Making 												
References	<p>Picardi, C. A. <i>Recruitment and Selection: Strategies for workforce Planning and Assessing</i>. Sage Publishing ISBN-13: 978-1483385396</p>												
Teaching/ Learning Strategies	<p>Lecture Multimedia presentations Cooperative Learning Non creditor workshops and seminars. Active Learning</p>												
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Program	BS Business Education
Course Title	BSBE 422 Training, Development and Performance
Semester	6 th
Credit Hours	3
Pre-requisite	Basic Human Resource Management Course
Introduction	The development of an organization's human resources is becoming more critical as an organization attempts to survive in an increasingly turbulent, dynamic, and competitive global marketplace. This course will examine the role of human resource development in maintaining an organization's competitive position in today's environment. In doing so, it will identify assessment techniques that will assist the manager in determining the general training needs of the organization and the specific needs of the employees and it will introduce practices that help managers to successfully transfer training to the workplace so that organizational efficiency and effectiveness improve. The course will also examine special topics of interest, such as diversity training and career management.
Learning Outcomes	At the end of this course, you will be able to: <ol style="list-style-type: none"> 1. Research and describe recent approaches to training and development. 2. List current issues facing the training profession. 3. Apply theories of learning to the training function. 4. Develop a training module. 5. Describe what an effective employee training and development program should look like.
Course Content	<ul style="list-style-type: none"> • Introduction to training and HRD • Influences on employee behavior • Learning and HRD • Assessing and designing training/HRD needs • Implementing training/HRD programs • Evaluating training/HRD programs • Employee orientation; Skills and technical training • Performance management & coaching • Employee counseling • Career management and development • Management development • Training Module • Organization development and change • Understanding Performance • Fundamentals of Performance Management • Performance Management System • Performance Counseling • Performance Management Process

	<ul style="list-style-type: none"> • Performance Planning • Understanding Performance Appraisal • Performance Influencers • Methods of Performance Appraisal • Job and related concepts • Degree Feedback • Potential Appraisal • Mentoring and Coaching • Performance Monitoring • Performance Measurement • Career Development and Mobility • Performance Management Implementation • Ethics in Performance Management • Performance Management in International Context • Role of HR professional in performance management 										
References	<p>Noe, Raymond A. Employee Training & Development. 8th ed. McGraw-Hill, 2020.</p> <p>Werner, Jon M., & DeSimone, Randy L. (2012). <i>Human Resource Development</i>, Sixth Edition. Cincinnati: South-Western/Cengage Learning</p>										
Teaching/ Learning Strategies	<p>Lecture</p> <p>Multimedia presentations</p> <p>Cooperative Learning</p> <p>Non creditor workshops and seminars.</p> <p>Active Learning</p>										
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Program	BS Business Education
Course Title	BSBE 423 Employees Compensation and Labor Relations
Semester	7 th
Credit Hours	3
Pre-requisite	Basic Human Resource Management Course
Introduction	This course covers two important organisational human resource management activities: performance management and compensation management. Students will learn how organisations develop effective performance management and compensation management systems to achieve organisational goals.
Learning Outcomes	Upon successful completion the students will be able to understand and manage: <ol style="list-style-type: none"> 1. Architecture of Compensation Management 2. Designing Compensation 3. Wages and salaries administration 4. Performance reward 5. Incentives and Fringe Benefits 6. Stock Based Compensation 7. Managing labor relations 8. Understanding labor laws
Course Content	<ul style="list-style-type: none"> • Understanding Compensation Management • Foundation of Compensation Management • Factors influencing Compensation Management • Compensation and Job Evaluation • Architecture of Compensation Management • Designing Compensation • Behavioural Dimension of compensation management • Managing Performance • Wages & salaries administration • Performance reward • Incentives and Fringe Benefits • Stock Based Compensation • Compensation and Business Environment • Executive Compensation • Challenges to compensation management • Compensation for Flexible Workforce • Legal framework for Compensation • International Payment System • Labor Relationship Management • Labor Law
References	Shields, J, Rooney, J, Brown, M &Kaine, S (2020). <i>Managing employee performance and reward: systems, practices and prospects</i> , 3rd edn, Cambridge University Press, New York.

Teaching/ Learning Strategies	Lecture Multimedia presentations Cooperative Learning Non creditor workshops and seminars. Active Learning												
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Program	BS Business Education
Course Title	BSBE 424 Human Resource Analytics
Semester	8 th
Credit Hours	3
Pre-requisite	Basic Human Resource Management Course Statistic course
Introduction	This course provides the analytics knowledge, skills, and competencies to address human capital issues in private, public, and not-for-profit organisations. It introduces the central concepts of people orientated analytics and via hands-on exercises, builds skills and competencies around the management, analysis and representation of data. The subject explores how analytics helps managers to address both tactical and strategic level human capital issues.
Learning Outcomes	<p>This course aims to develop students' abilities to analyse people management issues and systems from an analytics perspective. After completing the course, students should be familiar with key analytics concepts and approaches and be able to demonstrate the skill sets that are required to implement them.</p> <ol style="list-style-type: none"> 1. Identify how analytics supports problem solving and decision making in relation to human capital. 2. Identify sources of bias affecting the quality of analytics-based decisions. 3. Identify and evaluate different types of employee data. 4. Develop capabilities in designing effective approaches for collecting employee data. 5. Identify and evaluate different types of analytical approaches and software. 6. Analyse, interpret and communicate both qualitative and quantitative employee data. 7. Recognise and articulate the ethical and social implications of collecting and using employee and other business data.
Course Content	<ul style="list-style-type: none"> • What is HR analytics? • The role of data in HR analytics • Modelling human capital and its outcomes • Obtaining good data: Designing and implementing employee surveys • Obtaining good data: Designing and implementing interviews and archival approaches • Data quality assurance and introductory analysis • Advanced data analysis • Human capital data ethics • Using analytics to drive change
References	Dahlberg, L. &McCaig, C. (2010). <i>Practical Research and</i>

	<i>Evaluation : A Start-to-Finish Guide for Practitioners.</i> Sage, London. https://dx.doi.org/10.4135/9781446268346 .												
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6. Finance

Program	BS Business Education
Course Title	BSBE 405 Corporate Finance
Semester	5 th
Credit Hours	3
Pre-requisite	Basic Accounting Course
Introduction	<p>The first question that arises in student's mind is why a person should take the Corporate Finance course. There are many benefits of joining the Corporate Finance course. The main aim of this course is to improve the financial decision making in any corporation. If the financial decision taken is not correct, the repercussions may be quite severe and in many cases, due to the wrong financial decisions, the corporations have even shut down. Thus, correct financial decision is very much important and for taking right financial decision, it is very much required that a person is well apprised of all the aspects of corporate finance and this course enables participants to do that. There are many aspects of Corporate Finance course that need to be understood properly so that the very purpose of a person who wishes to join this course is fulfilled. First of all, there are many basic issues related to the Corporate Finance Course. These issues are the capital budgeting, capital structure, corporate investment, sources of corporate funding, corporate contingent claims, dividend policy, financial risk management etc. Thus, it can be said that all the financial aspects of a corporation are covered in this course. All these aspects enable a person to apply these fundamentals of finance in a right way in the corporation so that the goal of the corporation is easily achieved.</p>
Learning Outcomes	<p>This course is designed to help you develop a deeper understanding of the issues and the basic tools needed for corporate manager. We will use spread-sheet modelling extensively to facilitate our analysis in each topic for the purpose of being efficient. After studying this course the participants should be able to:</p> <ol style="list-style-type: none"> 1. evaluate and formulate effective working capital polices to be cash efficient 2. in day to day operations. 3. make effective use of financial resources available to an organization. 4. evaluate various alternatives available to acquire fixed assets. 5. make use of computer applications in financial management issues. 6. develop and analyse the pro-forma financial statements and

	<p>also the</p> <ol style="list-style-type: none"> 7. sensitivity and scenario analysis for decision making. 8. increase your confidence to participate in financial decision making.
Course Content	<p>Long-Term Financial Planning & Growth</p> <ul style="list-style-type: none"> • Financial planning models • External financing and growth • Internal growth and sustainable growth <p>Project Cash Flows For Investment Decisions</p> <ul style="list-style-type: none"> • Projected Cash Flows • Investment Cash Flows • Pro Forma financial Statements • Estimating NPV Estimates <p>Project Analysis And Evaluation</p> <ul style="list-style-type: none"> • Scenario and other what-if analysis • Operating leverage • Capital rationing • Accounting vs. Financial Break-Even <p>Raising Capital</p> <ul style="list-style-type: none"> • Early stage financing & venture capital, Underwriters • IPO's and Under pricing • Costs of issuing securities • Rights, Dilution • Issuing Long Term Debt • Securitization (bundling-unbundling) • Mutual funds management <p>Financial Leverage And Capital Structure Policy</p> <ul style="list-style-type: none"> • Capital structure & Cost of Capital • The effect of financial leverage • Optimal capital structure <p>Dividends And Dividend Policy</p> <ul style="list-style-type: none"> • Cash dividend and dividend payment • Low payout and high payout factors • Establishing a dividend policy • Stock repurchase, Stock splits <p>Short Term Finance And Planning</p> <ul style="list-style-type: none"> • Operating and Cash Cycle • Alternative Financing Policies for current assets

	<ul style="list-style-type: none"> • Short Term Borrowing • Cash and Liquidity Management • Float Management • Cash Collection and Disbursements • Target Cash Balance • Credit and Inventory • Credit and Receivables • Factorization <p>Hybrid Financing: Leasing</p> <ul style="list-style-type: none"> • What is Lease, Why Lease? • Financial & Operating Lease • Valuing Financial Lease • <input type="checkbox"/> Leasing Versus Purchasing Decision 										
References	<p>Gitman, L. J. and C. J. Zutter (2015). <i>Principles of Managerial Finance</i>.</p> <p>Brealey, et. al., (2001). <i>Fundamentals of Corporate Finance</i>. McGraw Hill.</p> <p>Gallagher L. J., <i>Principles of Financial Management</i>. 8thEdn., Addison Wesley</p> <p>Gitman, Lawrence J., (1997). <i>Principles of Managerial Finance</i>, 8thEdn., Addison Wesley</p> <p>Gallagher, T. J. and Andrew, J. D. (1997). <i>Financial Management: Principles and Practice</i>. Prentice-Hall International, Inc.</p> <p>Clauss, F. J. (2009). <i>Corporate Financial Analysis with Microsoft Excel</i>. McGraw-Hill Education.</p>										
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Program	BS in Business Education
Course Title	BSBE 406 Investment & Portfolio Analysis
Semester	8th
Credit Hours	3
Pre-requisite	Basic Accounting Course
Introduction	This course begins by describing the investment environment, the various developments in investment theory, and the principles and practices of valuation. The analyses of fixed-income securities, equity securities, derivative securities, together with other securities such as unit trusts, will then be discussed. The theories, principles, and techniques of portfolio management will also be presented. The topics include the portfolio investment process, asset allocation, portfolio construction, and portfolio performance evaluation. Throughout the course, a global perspective will be emphasized.
Learning Outcomes	<p>After taking this course, the students will be able to:</p> <ol style="list-style-type: none"> 1. describe and to analyze the investment environment, different types of investment vehicles; 2. understand and to explain the logic of investment process and the contents of itsí each stage; 3. use the quantitative methods for investment decision making ñ to calculate risk and expected return of various investment tools and the investment portfolio; 4. distinguish concepts of portfolio theory and apply itsí principals in the process of investment portfolio formation; 5. analyze and to evaluate relevance of stocks, bonds, options for the investments; 6. understand the psychological issues in investment decision making; 7. Differentiate between active and passive investment strategies. 8. distinguish between required return and desired return. 9. Understand the portfolio performance measures
Course Content	<p>Background</p> <ul style="list-style-type: none"> • Understanding investment • Investment alternative • Investment companies • Securities Markets • How securities are traded • The return and risks from investing <p>Important Investment Concepts</p> <ul style="list-style-type: none"> • Expected return and risk • Portfolio selection

	<ul style="list-style-type: none"> • Capital Market Theory • Market efficiency <p>Hired Income Securities: Analysis, Valuation and Management</p> <ul style="list-style-type: none"> • Bond yields and prices • Bonds: analysis and strategy <p>Common Stocks: Analysis, Valuation and Management</p> <ul style="list-style-type: none"> • Common stock valuation • Common stock analysis and strategy <p>Security Analysis</p> <ul style="list-style-type: none"> • Economy market analysis • Industry analysis • Company analysis • Technical analysis <p>Derivative Securities</p> <ul style="list-style-type: none"> • Options • Futures <p>Investment Securities</p> <ul style="list-style-type: none"> • Portfolio Management • Evaluation of Investment Performance <p>Investment in Pakistan</p>
References	<p>TEXT BOOK</p> <p>1. Jones. P., Charles. <i>Investment: Analysis & Management</i>. Latest Edition. John Wiley & Sons.</p> <p>Reference Books</p> <ol style="list-style-type: none"> 1. Essential of investment 3/c by Bodie, Kane, Marcus 2. Investment 4/c Bodie, Kane, Marcus 3. Investment Analysis & Portfolio Management 5/c by Frank Reilly, Keith C. Brown 4. Investment by Jack Clank Francies, Richard W. Taylor 5. Modern Investment Theory, 4/c by Haugen 6. Portfolio Management Theory & Application 2/c by James L. Farrell Jr. 7. Fundamentals of Investing 6/c by Gitman 8. Modern Portfolio Theory and Investment Analysis by 5/c Edwin J. Elton, Martin J Gruber

	<p>9. Capital Markets in Pakistan by M.B. Abbasi 10. The Securities Market in Pakistan by M.S. Khan 11. Investment 6/c by sharpe, William and Bailey 12. Sharpe, Alenander and Bailey; Investments, Prentice Hall. 13. Bodie, Kanne& Marcus; Investment, McGraw Hill. 14. Radcliff; Investment: Concepts Analysis Strategy, Addison Wesley</p>										
Teaching/ Learning Strategies	<p>Lecture Multimedia presentations Cooperative Learning Non creditor workshops and seminars. Active Learning</p>										
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Program	BS Business Education
Course Title	BSBE 407 Financial Markets and Institutions
Semester	6 th
Credit Hours	3
Pre-requisite	Basic Accounting Course
Introduction	The objective of the course is to prepare students for today's dynamic financial environment. The scope comprises the diversity of financial institutions and markets, and the latest developments and issues from the financial arena - domestic as well as international. The emphasis of the course is, as reflected in the course outline, on the theoretical understanding of key concepts, an appreciation of the role of institutions within these markets, and practical relevance. Students would find the course challenging and rewarding with commensurating efforts.
Learning Outcomes	After successfully completing this course, students will: <ol style="list-style-type: none"> 1. Understand the role and importance of financial markets in economy. 2. Understand principles of operations in financial markets. 3. Understand operating principles of financial institutions and their importance for financial markets. 4. Be able to separate different financial assets and should know the principles of their valuation. 5. • Be able to understand different types of financial markets and methods of their management.
Course Content	<p>The Financial System</p> <ul style="list-style-type: none"> • An overview and concept of financial markets and Institutions; • Financial Intermediaries, and Asset Management Firms; • Structure of Financial System in Pakistan; • Basic concept of Financial Assets. <p>Interest Rates Determination</p> <ul style="list-style-type: none"> • Definition of Interest Rates and its role in Valuation • Theories of Interest Rates; • The Determinants of the Structure of Interest Rates; • Concept of Yield and Maturity, • Concept of Spread, • Concept of time value of money; • Types of Interest Rates; • Risk Free Rate, Real Rate, Nominal Rate, Coupon Rate, Yield to Maturity Rate. <p>Financial Markets (Introduction)</p> <ul style="list-style-type: none"> • Classification of Financial Markets: Money markets; Capital/Bond markets; Mortgage markets (Concept of mortgage and function of mortgage markets) Stock/Equity markets; Derivatives markets (Future and forward

	<p>contacts).</p> <ul style="list-style-type: none"> • Primary Markets and the Underwriting of Securities; • Secondary Markets; Treasury and Agency Securities Markets; • Options Markets (Call and put options); • OTC markets. • Function of Financial Markets; • Markets Participants/Players. <p>Commercial Banking</p> <ul style="list-style-type: none"> • An Overview of Banking Industry; • Central Bank and the creation of money, • Concept of Statutory Cash Reserve (SCR). • Kinds of Banking; • Sources and Uses of Banking Funds. • Earnings and Cost of Funds. <p>Financial Institutions</p> <ul style="list-style-type: none"> • Importance and Functions of Financial Institutions; • Mutual Fund; • Pension Funds; • Insurance companies, • Investment Banks/Companies, • Security Brokers and Dealers, and Venture Capital Firms; • Exchange-Traded Funds 										
References	<p>Mishkin, F. S., & Eakins, S. G. (2009). <i>Financial markets and institutions</i>. Boston: Pearson Prentice Hall.</p> <p>Fabozzi, F. J., Modigliani, F. P., Jones F. J. (2010) <u><i>Foundations of Financial Markets and Institutions</i></u>, Pearson</p>										
Teaching/ Learning Strategies	<p>Lecture Multimedia presentations Cooperative Learning Non creditor workshops and seminars. Active Learning</p>										
Evaluation Criteria	<p>Course Evaluation</p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td>Assignments</td> <td style="text-align: right;">20</td> </tr> <tr> <td>Mid Semester Test</td> <td style="text-align: right;">25</td> </tr> <tr> <td>Final Project</td> <td style="text-align: right;">15</td> </tr> <tr> <td>Final Test</td> <td style="text-align: right;">40</td> </tr> <tr> <td>Total</td> <td style="text-align: right;">100</td> </tr> </table>	Assignments	20	Mid Semester Test	25	Final Project	15	Final Test	40	Total	100
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Program	BS Business Education
Course Title	BSBE 408 Insurance and Risk Management
Semester	7 th
Credit Hours	3
Pre-requisite	Basic Accounting Course
Introduction	Risk is costly. This statement is absolutely agreed by businessmen and professionals, particularly those facing inherent risk in their professional lives. Minimizing the cost of risk to an optimum level unanimously means that we are increasing the value of a firm. However, the cost of risk minimization, albeit its ease to say or learn conceptually is very much difficult to implement, either by self managed method or by risk-transfer approach. If a business executive decides to manage the cost of risk herself, she has to estimate direct and indirect costs pertaining to the possibly risky events or occurrences. On the other hand, if executive transfers the risk to a third party, she has to load in insurance premium as the compensation for the insurer, comprising administrative fees and the insurer's business return.
Learning Outcome	By the end of this course it is expected that the student will be able to: <ol style="list-style-type: none"> 1. Get a comprehensive perspective on risk management and insurance concepts, tools, and techniques. 2. Develop analytical and integrative thinking in understanding and implementing the risk management practices. 3. Arouse the sense of business through an experiential approach, especially in the completion of assignments. 4. Practice communication skills intertwined with risk management topics
Course Content	<ul style="list-style-type: none"> • Introduction to risk management • Risk and return • Why are financial intermediaries special • Risks of financial intermediation • Interest rate risk • Market risk • Credit risk • Off-balance-sheet risk • Technology and other operational risks • Foreign exchange risk • Sovereign risk, Liquidity risk • Insurance • Options, caps, floors, and collars • Swaps, Futures and forwards

	<ul style="list-style-type: none"> • Securitization 										
References	<p>Saunders, A. and M. Cornett. (2008). <i>Financial institutions management: A risk management approach</i>, 6 th ed. Boston: McGraw-Hill.</p> <p>Harrington, S. and G. Niehaus. (2004). <i>Risk management and insurance</i>, 2 nd ed. Boston: McGraw-Hill.</p> <p>Rivai, V., A. Veithzal, and F. Idroes. (2007). <i>Bank and financial institutions management: Conventional and Sharia System</i>. Jakarta: Rajawali Pers.</p>										
Teaching/ Learning Strategies	<p>Lecture</p> <p>Multimedia presentations</p> <p>Cooperative Learning</p> <p>Non creditor workshops and seminars.</p> <p>Active Learning</p>										
Evaluation Criteria	<p>Course Evaluation</p> <table> <tr> <td>Assignments</td> <td>20</td> </tr> <tr> <td>Mid Semester Test</td> <td>25</td> </tr> <tr> <td>Final Project</td> <td>15</td> </tr> <tr> <td>Final Test</td> <td>40</td> </tr> <tr> <td>Total</td> <td>100</td> </tr> </table>	Assignments	20	Mid Semester Test	25	Final Project	15	Final Test	40	Total	100
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6. Managing Quality in Business Education

Program	BS Business Education
Semester	5 th
Credit Hours	3
Pre-requisite	Basic Course of TQM
Course Title	BSBE 434 Educational Supply Chain Management
Introduction	The course aims to provide a wide overview of relevant supply chain concepts and sets out the challenges that need to be overcome in order to find practical ways of implementing these in a real situation in educational context.
Learning Outcome	After completing this course, the student will be able to: <ol style="list-style-type: none"> 1. Understand importance and basic concepts of supply chain 2. Analyze various supply chain choices and scenarios 3. Design supply chain for achieving efficiency and integration
Course Content	<ol style="list-style-type: none"> 1. Supply Chain Management: An Overview 2. Introduction to Supply Chain Management in the context of education. 3. Supply Issues in Supply Chain Management 4. Purchasing Management 5. Creating and Managing Supplier Relationships 6. Ethical and Sustainable Sourcing 7. Operations Issues in Supply Chain Management: Demand Forecasting 8. Resource Planning Systems 9. Inventory Management 10. Distribution Issues in Supply Chain Management 11. Customer Relationship Management 12. Global Location Decisions, Service Response Logistics 13. Integration Issues in Supply Chain Management 14. Supply Chain Process Integration
References	<p>Joel d. Wisner, keah-choon tan & g. Keongleong <i>Principles of Supply Chain Management: A Balanced Approach</i>. latest edition.</p> <p>Chopra, Sunil, Peter Meindl, and DharamVirKalra . <i>Supply chain management: strategy, planning, and operation</i>. Boston, MA: Pearson</p> <p>Monczka, Trent, Handfield . <i>Purchasing and Supply chain management</i>; latest edition.</p> <p>Habib and Jungthirapanic. (2010) An Empirical Research of ITESCM. (Integrated Tertiary Educational Supply Chain Management), Management and Services, Sciyo.com. ISBN 978-953-307-118-3.</p>

	<ul style="list-style-type: none"> Lau, A.K.W, “Educational Supply Chain Management: A Case Study”, On the Horizon, 15,15-27. http://dx.doi.org/10.1108/10748120710735239, 2007. 												
Teaching/ Learning Strategies	Lecture Multimedia presentations Cooperative Learning Non-credit workshops and seminars. Active Learning												
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Program	BS Business Education
Semester	6 th
Credit Hours	3
Pre-requisite	Basic Course of TQM
Course Title	BSBE 435 Quality Tools & Techniques for Education
Introduction	This course is designed to enable the students to apply quality tools and techniques in educational settings.
Learning Outcome	The course enables the students to 1. understand the quality tools & Techniques concepts. 2. implement the quality tools & Techniques concepts in education.
Course Content	<ul style="list-style-type: none"> • Introduction to Six Sigma and Lean- history and key concepts • Similarities and differences between Lean and Six Sigma and why their combined methodologies today are the most powerful vehicle for organization improvement • DMAIC Philosophy and Value-Based Selection, Basic Project Selection • Planning and Management • Introduction to Variation and Basic Statistics • Value of Cycle Time • Voice of the Customer (VOC) • Lean Six Sigma and Supply Chain Metrics • Process Mapping • Quality Control Tools • Seven new management tools • Confidence Intervals for mean, differences of means and standard deviations • Cause-and-Effect Matrix • Failure Mode Effect Analysis • Simple and Multiple Regression • One and Two Way Analysis of Variance (ANOVA) • Kaizen Methodology, • 5S, Setup Reduction • Line Balance Model and Approaches • TPM, Value Stream Mapping.
References	<p>Donna C. Summers. <i>Lean Six Sigma</i>; latest edition; Prentice Hall Publisher</p> <p>Donna C. Summers. <i>Lean Sigma: A Practitioner's Guide</i>; latest edition, Prentice Hall Publisher</p> <p>Kanji, G. K., & Asher, M. (1995). <i>100 methods for total quality management</i>. Sage.</p>
Teaching/ Learning Strategies	Lecture Multimedia presentations

	Cooperative Learning Non-credit workshops and seminars. Active Learning												
Evaluation Criteria	<table border="0"> <tr> <td colspan="2">Course Evaluation</td> </tr> <tr> <td> Assignments</td> <td>20</td> </tr> <tr> <td> Mid Semester Test</td> <td>25</td> </tr> <tr> <td> Final Project</td> <td>15</td> </tr> <tr> <td> Final Test</td> <td>40</td> </tr> <tr> <td> Total</td> <td>100</td> </tr> </table>	Course Evaluation		Assignments	20	Mid Semester Test	25	Final Project	15	Final Test	40	Total	100
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Program	BS Business Education
Semester	7 th
Credit Hours	3
Pre-requisite	Basic Course of TQM
Course Title	BSBE 436 Quality Management System and Standard
Introduction	This course is specially designed to enable students to understand different national and international quality standards for education.
Learning Outcome	After completion of the course, students will: <ol style="list-style-type: none"> 1. Understand the principles and requirements of management systems including ISO 21001:2018 2. Understand how to combine requirements of various standards to accreditation from relevant body 3. Understand the methodology and requirement of various system of university ranking.
Course Content	<ul style="list-style-type: none"> • Background of standards, concept of standardization • History of Quality Management System • Benefits of ISO 21001:2018 • Principles of QMS (ISO 21001) • Clause & requirements of ISO 21001 • Documentation • Quality Audits, • Implementation strategy of ISO 21001 • History of accreditation of educational programs in Pakistan • Clauses and requirements for accreditations • International university ranking system • Methodology for university ranking
References	<ol style="list-style-type: none"> 1. <i>International standards</i> published by ISO Secretariat 2. Latest international respective standards 3. QS World University Ranking (https://www.topuniversities.com/qs-world-university-rankings/methodology) 4. Times Higher Education (https://www.timeshighereducation.com/) <p>National Accreditation Council for Teacher Education (www.nacte.org.pk)</p>
Teaching/ Learning Strategies	Lecture Multimedia presentations Cooperative Learning Non-credit workshops and seminars. Active Learning

Evaluation Criteria	Course Evaluation	
	Assignments	20
	Mid Semester Test	25
	Final Project	15
	Final Test	40
	Total	100

Program	BS Business Education												
Semester	8 th												
Credit Hours	3												
Pre-requisite	Basic Course of TQM												
Course Title	BSBE 437 Service Management in Higher Education												
Introduction													
Learning Outcome	After completing this course, the student will be able to: 1. Provide an in-depth insight in managing and delivering quality services 2. Develop an understanding of the “state of the art” service management thinking 3. Promote a customer service-oriented thinking												
Course Content	<ul style="list-style-type: none"> • Importance of Services in Education Sector • The Nature of Services • Designing the Service Enterprise • New Service Development • Service Quality • Supporting Facility and Process • The Service Encounter • Service Facility Location • Managing Capacity and Demand • Managing Waiting Lines • Quantitative Models for Service Management • Capacity Planning and Queuing Models • Forecasting Demand for Services • Managing Service Inventory 												
References	Simmons, F., & Simmons, J. A. M. F. <i>Service management, strategy, operations and information technology</i> ; latest edition; Haksever, C., & Render, B. <i>Service management: An integrated approach to supply chain management and operations</i> . Latest edition. FT Press.												
Teaching/ Learning Strategies	Lecture Multimedia presentations Cooperative Learning Non-credit workshops and seminars. Active Learning												
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Program	BS Business Education
Course Title	FINAL PROJECT
Semester	8 th
Credit Hours	3
Pre-requisite	None
Introduction	This course is a “capstone” practical course in general management and can be only taken upon successful completion of the business courses. The knowledge, theories, skills, and techniques derived from all previous courses will be integrated. Analysis and diagnosis of business problems will be applied in order to formulate strategies, tactics, plans, and policies for the improvement of organizational performance. Accomplished through practice in rational and responsible decision-making processes, the course will develop a well-defined approach to solving the technical, economic, and human problems of management.
Learning outcomes	At the conclusion of this course, the student should able to: <ol style="list-style-type: none"> 1. Providing recapitulations and summaries; 2. Making observations that integrate concepts and discussions; 3. Citing relevant personal examples; 4. Asking key questions that lead to revealing discussions; 5. Engaging in devil's advocacy; 6. Disagreeing with the instructor when the difference of opinion serves as both counterpoint and a way of exploring all sides of a concept, issue, or practice; 7. Presenting one of his/her thought items to the class; 8. Working with others to come to a common understanding of topics -- in and out of the classroom; 9. Offering a different and unique, but relevant insight into the issue; 10. Moving the discussion forward with a concrete example to generate a deeper, richer appreciation of the conceptual issue; and 11. Transcending the “I feel” syndrome, meaning your comment is embedded in some conceptual or experiential framework.
Course Content	<ul style="list-style-type: none"> • Introductory Lecture “The Dynamics of Business and Economics” • Ethical Business Policy and Strategy Business Ethics and Social Responsibility • Business in a Borderless World • Managing Unionized Employees” In-Class Handout: “Labor Relations in a Global Context • Managing Human Resources • Organization, Teamwork, and Communication Motivating the Workforce • Options for Organizing Business: Small Business, Entrepreneurship, and Franchising

	<ul style="list-style-type: none"> • Customer-Driven Marketing: Dimensions of Marketing Strategy • Accounting and Financial Statements- Money and the Financial System • Financial Management and Securities Markets 										
References	<p>Dess, G., Lumpkin, G., Eisner, A., and Perdis, T (2015). <i>Strategic management. Creating competitive advantage</i>. McGraw-Hill Ryerson.</p> <p>Paperback O. C. Ferrell and Geoffrey Hirt. (2008). <i>Business: A Changing World</i>. McGraw-Hill Irwin.</p> <p>2. Readings & Cases – provided by instructor</p>										
Teaching/ Learning Strategies	<p>Lecture</p> <p>Multimedia presentations</p> <p>Cooperative Learning</p> <p>Non creditor workshops and seminars.</p> <p>Active Learning</p>										
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Teaching Practice
BSBE 214-215

By the end of Teaching Practice, Student Teachers will be able to:

1. Select and apply content knowledge in planning, implementing and evaluating full-lessons at the level of teaching specialization.
2. Use initiative in taking up the varied roles of the teacher in and outside the classroom.
3. Apply learning theory and knowledge of business education in designing and leading learner-centered lessons in the relative content area(s).
4. Effectively use a variety of student-centered teaching approaches with whole-class and small-groups.
5. Use student management systems and classroom organisational structures to create a motivating classroom climate.
6. Use own analysis and critical feedback from supervisors to improve the quality of planning, teaching and assessment.
7. Present a professional persona in person and through the selection of artefacts in their professional portfolio

MBE students who are going for teaching practice must take into account the following guiding principles:

1. Get your lesson Planning Book from Chairman Office.
2. Plan every session will before time and must possess the same in classroom
3. Write down your lesson objectives specifically in terms of behavioral outcomes (intended learning outcomes using appropriate active verbs e.g. define, identify, differentiate, solve, analyze etc.
4. Discuss your lesson plan with your cooperating teacher at least one day before the delivery of that particular lesson.
5. Allocate time rationally for each unit of the lesson
6. You would be evaluated in terms of
 - a. Lesson Planning
 - b. Content
 - c. Class Participation
 - d. Confidence
 - e. Eye Contact
 - f. Voice
 - g. Writing on the board
 - h. A.V. aids
 - i. Oral Expression
 - j. Physical Appearance
 - k. Gestures and Movements
7. Deliver 50-60 lectures and stay in the institution for teaching
8. Be regular and punctual
9. Behave like regular faculty members
10. Get your time table from the Institution and submit this time table along with address & phone number to the teaching supervisor.
11. Participate in extra-curricular activities of the institution during your stay for teaching practice.

Business Internship
BSBE 427-428

Course Description

Students must complete an internship in a national or international business organization or government agency and have responsibility for particular assignments. They must take on an assignment to work at the business organization or government agency according to their indicated preferences. Students are encouraged to choose a workplace that matches their interests, or the type of job that could benefit their future career. The areas of business in which students are allowed to have their internship include Finance and Accounting, Marketing, Personnel Management, Production, Sales Management, Transportation, Import/Export Management, International Affairs, and General Management. The choice of workplace is subject to final approval by the Course Instructor (s).

Objective of the Course

This course intends to

- a. allow students to allow students to have real experiences in the working environment
- b. apply their theoretical knowledge in practical situations at the workplace.
- c. encourages students to explore their own strengths and weaknesses regarding their knowledge and working abilities.
- d. create awareness of the responsibilities at work and the difference between a students' life style and the working life style.
- e. improve their interpersonal relationship skills and have clearer vision of the business-working environment.
- f. Gain knowledge and experience for applying in future careers.

Grading Criteria

Students will be strictly evaluated based on the work attendance and four major tasks as shown bellow:

1. Internship Report
2. Internship viva
3. Employer's Evaluation

Major Tasks

1. Students must write the weekly report based on the following issues:

- 1.1 What kind of job did you do this week?
- 1.2 What knowledge do you think you have gained this week?
- 1.3 Did you meet any new people at the workplace this week? Who were they? In what circumstances did you meet them?
- 1.4 Did you have any problem at the workplace this week? If so, what were they and what were the methods of problem solving?

NOTE: - Papers that are not typed will not be accepted.

2. Students are required to prepare the report which includes the following issues:

- 2.1 Company details: Overview of the company

- 2.2 Work responsibilities and assignments
 - 2.3 Problems you have encountered in your assigned tasks
 - 2.4 Knowledge gained from the work experience
 - 2.5 Contribution of the project to the company
 - 2.6 How has the internship expanded/broadened your business knowledge?
 - 2.7 General comments and suggestions for the company
 - 2.8 Illustration & Annexure (All additional reports, charts, pictures diagrams)
3. Students have to prepare a PowerPoint presentation, highlighting the issues in the “Major Tasks” section. The timing of the presentation will be about 30 minutes, to be followed by a question and answer session.
 4. After the internship period is completed, please ask the person who had supervised you at your internship company to complete the Evaluation Form included in the Internship package.

Course rules and regulations

1. Students must attend the workplaces on time everyday and follow the working hours of the organization strictly. In case of the illness or emergency, students must ask for the permission to be absent from the supervisor at the workplace and inform the course instructor.
2. Students must wear the professional dress to the workplace.
3. Students must be on their best behavior at the workplace.
4. Students must be punctual in every aspect at the workplace (e.g. returning from lunch, complete the assigned task).
5. Students must complete the weekly report.
6. Students must hand in the final report and the evaluation form to the course instructor by the date of announcement.