UNIVERSITY OF THE PUNJAB

NOTIFICATION

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

The revised Curriculum/Scheme of Studies of BS Management program is enclosed herewith as Annexure-'A'.

Sd/-
REGISTRAR

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

No. D/ 720 /Acad., **Dated: 26-1- /2023.**

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

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

Mazhar
Assistant Registrar (Academic)
for Registrar

BS MANAGEMENT

Revised Curriculum

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

PROGRAM TITLE: BS Management

DEPARTMENT: Institute of Administrative Sciences

FACULTY: Business, Economics & Administrative Sciences

1. Vision & Mission

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

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

2. Introduction

The field of management touches all aspects of life including business, politics, philanthropy, sports, entertainment, showbiz etc. In this age of innovation, competition, and technological upsurge effective management is a must for any organization. A competent manager not only deals with various aspects of an organization like human resources, finances, production, and marketing, rather is a pivot for it. BS Management from IAS equips students with all the required knowledge, capabilities and skills to become an asset for any organization in which they may serve.

3. Program Introduction

BS Management prepares students for public, private and third sector leadership positions. The students develop an understanding of management principles and organizational models and thus are able to serve the industry, government sector and third sector as potential leaders. IAS lays emphasis on developing entrepreneurial skills in students, so that they are not dependent on others rather become self-employed and are able to provide employment opportunities to others.

4. Program Objectives

The program is designed to develop the next generation of high-impact entrepreneurs, managers and leaders by giving students broad-based theoretical and practical knowledge. The program instills the following core competencies in students:

6 Leadership skills
7 Decision-making skills
8 Analytical skills
9 Innovative thinking
10 Research Skills
11 Interpersonal Skills
12 Ethical and responsible citizens.

5. Rationale for the Program

The program will offer the educational and professional foundations required for leadership in all three sectors. Graduates of the program can develop their career in all types of organizations and can work in different departments like marketing, HR, finance, supply chain management, administration and purchasing. The program aspires to prepare a workforce that will enhance operational efficiency and effectiveness of organizations in all walks of life. This program develops students with well-rounded personalities who are able to demonstrate human, technical, analytical and creative skills.

a. Potential Students for the Program

Students aspiring to attain management and leadership roles in public, private and third sector organisations after doing FA/B.Sc. or equivalent.

b. Potential Employers

- Public, private and third sector organisations.
- Academia and higher education institutions and training centers
- Entrepreneurial startups

c. Academic Projections

A recognized leader in the field for more than 50 years, the institute is offering an intensive undergraduate degree program that provides students with the skills, knowledge, and network they will need to be successful professionals and engaged citizens serving the public good across national and international government, not-for-profit and private sectors.

d. Faculty

IAS faculty members are highly qualified and active in their discipline and have the necessary technical depth and breadth to support the program. IAS has 17 PhD faculty members and four MS/MPhil faculty members that contribute to the teaching, research and development activities of our BS Program. One of the faculty members is appointed by the Institute as BS Program Coordinator to ensure effective student/ faculty interaction. The program coordinator provides academic leadership and direction to the program and is responsible to ensure the achievement of stated program aims and learning outcomes.

e. Physical Facilities

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

13 All faculty members are provided with a desktop computer, a laptop and printer in their offices. Faculty offices are also adequately furnished, though IT facilities need further upgradation for better productivity of the faculty, staff and students

14 The institute has an up-to-date library to meet the academic and research requirements of the students and faculty members. The library provides online search facilities and access to international databases. Recommendations are taken from the faculty members periodically to ensure availability of latest material. The library management also conducts Information Literacy (IL) sessions on an ongoing basis to maximize the use of library resources and services. IL sessions educate the researchers and students about professional writing standards, usage and accessibility of HEC Digital Library. Tutorials are also carried out on thesis and publication referencing software. Moreover, hands on training, in-class sessions are also organized for searching and browsing scholarly literature, how to avoid plagiarism, and reference/citation management. Moreover, if the students couldn't find anything they would like to access from our online resources, they can use Inter-Library Loan (ILL) to borrow the item from elsewhere.

15 A computer laboratory in the Institute for BS Students. Students and faculty have access to the computers and relevant software. Lecture notes and other resource material is stored on shared network drives and made available to all the students. In addition, free internet via WIFI routers is being offered to students and faculty members.

16 The Institute has a dedicated operations office, responsible to disseminate information via various forums (such as notice boards, email, WhatsApp, SMS etc.) to the students. With respect to the professional counselling, IAS is pioneer in introducing counselling services via its ‘Career Advisory and External Linkages’ (CAEL) office. Moreover, as mentioned above a Program Coordinator is also appointed who acts as a liaison manager between the students, faculty and the administration to facilitate effective flow of information.

6. Admission Eligibility Criteria

17 FA/F.Sc. or equivalent and PU Admission Criteria.

7. Duration of the Program

Total duration of the program: 4 years

Number of Semesters: 8

Total number of credit hours: 136

Nature of the program: Regular and self-supporting (8am – 4pm on weekdays)

8. Categorization of Courses

Semester	Courses	Category (Credit Hours)					
		General Education	Distribution	Major	Minor	Other	Semester Load
1	7	15	3			0 (non-credit)	**18**
2	7	15	3			1	**19**
3	6	6	6	3		0 (non-credit)	**15**
4	6	3		12		1	**16**
5	7		3	15		0 (non-credit)	**18**
6	6		3	15		1	**19**
7	6		3		12	0 (non-credit)	**15**
8	6			3	12	1	**16**
PU	**51**	**39**	**21**	**48**	**24**	**4**	**136**
HEC Guidelines	**40**	**39**	**18 (min.)**	**39-54**	**12 (min.)**		**30-36**
Difference (HEC &) PU							**0**

9. Scheme of studies/Semester-wise Workload

#	Code	Course Title	Course Type	Prerequisite	Credit hours
Semester I (Fall)					
1.	EXW-101	Expository Writing - I	General Education	-	3
2.	SSC-102	A Science of Society-I	General Education	-	3
3.	QTR-103	Exploring Quantitative Skills	General Education	-	3
4.	IT-104	IT & Computer Applications	Distribution Course	-	3
5.	ARA-105 FRE-105 GER-105 CHI-105	UN Language – I (Arabic-I/French-I/German-I/Chinese-I)	General Education	-	3
6.	NSC-106	What is Science?	General Education	-	3
7.	HQ-001	Quran Translation	Compulsory/Non-credit	-	0
Total Credit Hours					**18**

Semester II (Spring)					
1.	EXW-121	Cross-cultural Communication and Translation Skills	General Education	Introduction to Expository Writing	3
2.	SSC-122	A Science of Society-II	General Education	A Science of Society - I	3
3.	QTR-123	Statistics for Management	General Education	-	3
4.	NSC-125	Science of Global Challenges	General Education	-	3
5.	ARA-126 FRE-126 GER-126 CHI-126	UN Language – II (Arabic-II/French-II/German-II/Chinese-II)	General Education	UN Language - I	3
6.	IBS-124	Introduction to Behavioral Sciences	Distribution Course	-	3
7.	HQ-002	Quran Translation	Compulsory	-	1
Total Credit Hours					19
Semester III (Fall)					
1.	EXW-231	Critical Reading and Academic Writing	General Education	Introduction to Expository Writing, Cross-cultural Communication and Translation Skills	3
2.	PST-232	Pakistan Studies	General Education	-	3
3.	ECO-235	Introduction to Economics	Distribution Course	-	3
4.	MGT-234	Fundamentals of Management	Major	-	3
5.	ACC-231	Principles of Accounting	Distribution Course	-	3
6.	HQ-003	Quran Translation	Compulsory non-credit	-	0
Total Credit Hours					15
Semester IV (Spring)					
1.	MKT-241	Fundamentals of Marketing	Major	Fundamentals of Management	3
2.	FIN-242	Fundamentals of Finance	Major	Principles of Accounting	3
3.	ISL-243	Islamic Studies	General Education	-	3
4.	HRM-244	Introduction to Human Resource Management	Major	Fundamentals of Management	3
5.	PA-245	Introduction to Public Administration	Major	A Science of Society I,II	3
6.	HQ-004	Quran Translation	Compulsory	-	1
Total Credit Hours					16
Semester V (Fall)					
1.	MKT-351	Marketing Management	Major	Fundamentals of Marketing	3

2.	HRM-352	Strategic Human Resource Management	Major	Intro to Human Resource Management	3
3.	FIN-353	Financial Management	Major	Fundamentals of Finance	3
4.	PA-354	Governance, Policy & Administration	Major	Introduction to Public Administration	3
5.	RES-355	Social Research Methods	Major	Statistics for Management	3
6.	MGT-366	Management Information Systems	Distribution Course	IT & Computer Applications, Management Information Systems	3
7.	HQ-005	Quran Translation	Compulsory non-credit	None	0
Total Credit Hours					18
Semester VI (Spring)					
1.	RES-361	Multivariate Analysis	Major	Statistics for Management	3
2.	MGT-362	Organisational Design & Behaviour	Major	Fundamentals of Management	3
3.	MGT-363	Operations Management	Major	Mathematics, Fundamentals of Management	3
4.	MGT-364	Entrepreneurship	Major	Fundamentals of Management	3
5.	ECO-365	Managerial Economics	Major	Introduction to Economics	3
6.	RES-366	Qualitative Data Analysis	Major	None	3
7	HQ-006	Quran Translation	Compulsory	None	1
Total Credit Hours					19
Semester VII (Fall)					
1.	DST-471	Citizenship & Public Ethics	Distribution Course	Introduction to Public Administration	3
2.		Research Project or Specialisation Course	Minor	As per their course outlines	3
3.		Specialisation Course	Minor	As per their course outlines	3
4.		Specialisation Course	Minor	As per their course outlines	3
5		Specialisation Course	Minor	As per their course outlines	3
6.	HQ-007	Quran Translation	Compulsory non-credit	As per their course outlines	0
Total Credit Hours					18
Semester VIII (Spring)					
1.	MGT-481	Strategic Management	Major	Fundamentals of Management	3
2.		Specialisation	Minor	As per their course outlines	3

3.		Specialisation	Minor	As per their course outlines	3
4.		Specialisation	Minor	As per their course outlines	3
5.	RES-485	Specialisation/Research Project	Minor	As per their course outlines	3
6.	HQ-008	Quran Translation	Compulsory		1
Total Credit Hours					16

a. List of Elective Courses in Public Administration (Specialisation Courses)

	Course Code	Course Title	Prerequisites	Credit Hours
1.	PA-401	Constitutional & Administrative Law	Introduction to Public Administration	**3**
2.	PA-402	Public Finance	Introduction to Public Administration	3
3.	PA-403	Contemporary Issues in Public Administration	Introduction to Public Administration	3
4.	PA-404	Government & Society in Pakistan	Introduction to Public Administration	3
5.	PA-405	Third Sector Management	Introduction to Public Administration	3
6.	PA-406	Public Policy Analysis	Introduction to Public Administration	3
7.	PA-407	Public Sector Innovation	Introduction to Public Administration	3
8.	PA-408	Policymaking: process, challenges and outcomes	Introduction to Public Administration	3

b. List of Elective Courses in Marketing (Specialisation Courses)

	Course Code	Course Title	Prerequisites	Credit Hours
1.	MKT-401	Marketing Analysis & Strategy	Marketing Management	3
2.	MKT-402	New Product Development & Branding	Marketing Management	3
3.	MKT-403	Consumer Behaviour & Marketing	Marketing Management	3
4.	MKT-404	Digital and Social Media Marketing	Marketing Management	3
5.	MKT-405	Global Marketing Management	Marketing Management	3
6.	MKT-406	Integrated Marketing Communications	Statistics for Management	3
7.	MKT-407	Sales Force Management	Marketing Management	3
8.	MKT-408	Business-to-Business Marketing	Marketing Management	3

c. List of Elective Courses in Finance (Specialisation Courses)

No.	Course Codes	Course Title	Prerequisite	Credit Hours
1	FIN-401	Corporate Financial Strategy	Financial Management	3
2	FIN-402	Management of Financial Institutions	Financial Management	3
3	FIN-403	Financial Analysis and Valuation	Financial Management	3
4	FIN-404	Advanced Financial Accounting	Financial Management	3
5	FIN-405	Multinational Financial Management	Financial Management	3
6	FIN-406	Derivatives and Financial Risk Management	Financial Management	3
7	FIN-407	Investment Analysis and Portfolio Management	Financial Management	3
8	FIN-408	Islamic Banking and Finance	Financial Management	3
9	FIN-09	Business Taxation	Financial Management	3

d. List of Elective Courses in Human Resource Management (Specialisation Courses)

No.	Course Code	Course Title	Prerequisites	Credit Hours
1.	HRM-401	Industrial Relations & Labour Laws	Strategic Human Resource Management	3
2.	HRM-402	Human Resource Information System	Strategic Human Resource Management	3
3.	HRM-403	Change Management	Strategic Human Resource Management	3
4.	HRM-404	HR Consulting	Strategic Human Resource Management	3
5.	HRM-405	Training and Development	Strategic Human Resource Management	3
6.	HRM-406	Recruitment and Selection	Strategic Human Resource Management	3
7.	HRM-407	Compensation and Performance Management	Strategic Human Resource Management	3
8.	HRM-408	International Human Resource Management	Strategic Human Resource Management	3

e. Research Project

The research project will act as a capstone to integrate and apply much of what has been studied in the coursework. In the 7th semester, all students who have secured a CGPA of 3.0 and above, will be given an option to complete a research project of 6 credit hours in their chosen area of specialization provided that there is a faculty member willing to supervise the research project. The research project will be completed in the 7th and 8th semesters, supervised by a permanent faculty member of the institute and will be evaluated by a research evaluation committee constituted by the Director.

f. Internship

In order to graduate, every student shall have to complete an internship program, of at least 9-week duration, at any time after the completion of their fourth semester, generally during the summer. The purpose of the internship is to expose the students to real-life work environments before they graduate. Student may arrange internship for themselves at any of the following that may serve as a host institution: (i) a government organization, in any of the three main branches of government, executive, legislative, or judicial in national, provincial or local governments, or (ii) an autonomous body or attached department of a government agency, or (iii) a business enterprise, or (iv) an academic institution. The Career Advisory and External Linkages Office (CAEL) of the institute will liaise with employers to arrange as many internship slots as possible. The internship would be non-credit but is a mandatory requirement for the award of degree. Students will have to submit an internship report on the format/template provided by the institute and will be evaluated by the Internship Evaluation Committee.

g. Practical Learning Lab (PLL)

Students will enroll in Practical Learning Labs (e.g. Entrepreneurship Labs, Youth Clubs and Sports) for at least four semesters and will meet for a minimum of 4 hours per week (e.g., two afternoon sessions every week. BS Program Coordinator and Student Advisor will prepare an annual calendar for students to enroll in such activities.

10. Criteria for award of degree

a. CGPA

As per university rules and regulations.

b. Thesis/Project/Internship

Research Project – Optional (Details at 9 e. above)

Internship - Compulsory

c. Lateral Admission to BS 5th Semester

As per directives of the Higher Education Commission and University of the Punjab, students having two years BA/BSc or equivalent shall be eligible to apply for lateral admissions in 5th Semester of relevant BS Programs. On successful completion of program/degree requirements the students will qualify for a BS (4 years) degree.

Institute of Administrative Sciences will be accepting applications from students having a 2-year BA/BSc degree or an equivalent ADP in Arts/Commerce etc. from Fall 2021. The students will be admitted in the 5th semester of BS Management and will be studying courses as per the approved Scheme of Studies of BS Management Program. Students having BA/BSc (as per the admission eligibility criteria) will study the following subjects as deficiency/bridging courses in their zero/initial semester as placed in the approved Scheme of Studies for BS Program:

- MGT-234: Fundamentals of Management
- PA-245: Introduction to Public Administration
- FIN-242: Fundamentals of Finance
- MKT-241: Fundamentals of Marketing
- HRM-244: Introduction to Human Resource Management
- ACC-231: Principles of Accounting

11. NOC from concerned Professional Council

Not Applicable

12. Faculty

IAS has 21 full-time faculty members of which 17 are PhD. All faculty members contribute to all academic programs within the institute.

13. Student-Teacher Ratio

The institute admits 150 students to the program in Fall Semester every year. All faculty members contribute to the teaching and research entailed in the program. Hence the student-teacher ratio for this program is 150 students: 21 faculty members (7:1).

14. Course outlines

Course outlines of all the courses mentioned above are attached at the end.

a. Assessment and Examinations

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

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

b. Teaching-Learning Strategies

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

c. Assignments- Types and Number with calendar

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

d. Compulsory Quran Translation Courses

The compulsory Quran Translation course will follow the syllabus approved by Academic Council and circulated vide letter no. D/330/Acad. dated 5.01.2021.

EXW-101: INTRODUCTION TO EXPOSITORY WRITING

COURSE TITLE: INTRODUCTION TO EXPOSITORY WRITING*

COURSE CODE: EXW-101

SEMESTER: 1

PROGRAM: BS MANAGEMENT

CREDIT HOURS: 3

PREREQUISITES: NONE

* ***Adopted from HEC's suggested course outlines on General Education courses in the UEP 2020***

Learning Outcomes

This course prepares undergraduates to become successful writers and readers of English. The course helps students develop their fundamental language skills with a focus on writing so that they can gain the confidence to communicate in oral and written English outside the classroom. The course is divided into five units and takes a PBL (Project-based Learning) approach. Unit themes target the development of 21st century skills and focus on self-reflection and active community engagement. Course activities include lectures, group, pair and individual activities, as well as a series of required assignments, including reading and writing across various genres. Finally, the course prepares students for taking the next course in the sequence, 'Expository Writing II: Cross-cultural Communication and Translation Skills'.

By the end of this course, the students will be able to:

- Write, edit and proofread a short essay in English language
- Present ideas to the whole class in team presentations using English that is comprehensible and engaging.
- Critically analyze a text written in English using SQW3R strategies
- Conduct small-scale research about their communities
- Draft a letter to editor.

Contents

Unit – 1: Self-Reflection

Unit – 2: Personalized Learning

Unit – 3: Critical Reading Skills

Unit – 4: Community Engagement

Unit – 5: Letter to the Editor

(Detailed contents available in HEC Model General Education Courses under for UEP 2020 and can be accessed at https://www.hec.gov.pk/english/services/students/UEP/Pages/Model-General-Education-Courses.aspx)

Teaching-Learning Strategies

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

Assignments- Types and Number with calendar

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

Assessment and Examinations

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

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

Textbooks and Suggested Readings*

Organizing an Essay - Accessed at: https://courses.lumenlearning.com/englishcomp1v2xmaster/chapter/organizing-an-essay/

Learning Preferences and Strengths - Accessed at: https://opentextbc.ca/studentsuccess/chapter/ learning-preferences- and-strengths/

Examine Applicable Strategies - Accessed at: https://opentextbc.ca/studentsuccess/chapter/examine-applicable- strategies/

Planning the Presentation. Accessed at: https://opentextbc.ca/s tudentsuccess/chapter/ planning-the- presentation/

Oh, U. L. (May 26, 2020). Talking to kids about xenophobia. National Geographic. Retrieved from: https://www.national geographic.com/fam ily/2020/05/talking- to-kids-about-xenophobia- coronavirus/
https://writing center.unc.edu/tips-and- tools/book- reviews/

Community Engagement Toolkit for Planning (2017) Guiding principles [pp 7-24]

Developing Community Engagement Plan [pp 13-29].
https://examples.yourd ictionary.com/example s-of-good-and-bad- researchquestions.html
https://www.ayoa.co m/ourblog/what-is- mind-mapping-and- how-can-you-use-it/
Hall, Hellen (2012) Reverse Outlines

Reverse Outlines: Take A Part Your Paper to Put it Back Together Right. Accessed at: https://www.semantic scholar.org/paper/Rev erse- Outline-s- Reverse-Outlines-%3A-Take-Apart-to- Hall/c0373e42616395 ea9edf5d5bd5cbe6eb 1bb923e2

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

SSC-102: A SCIENCE OF SOCIETY – I

COURSE TITLE: A SCIENCE OF SOCIETY – I*

COURSE CODE: SSC-102

SEMESTER: 1

PROGRAM: BS MANAGEMENT

CREDIT HOURS: 3

PREREQUISITES: NONE

* ***Adopted from HEC's suggested course outlines on General Education courses in the UEP 2020***

Learning Outcomes

This course will introduce students to the study of the modern society, state, law, knowledge and selfhood. While retaining a focus on Pakistani state and society, students will encounter theoretical concepts and methods from numerous social science disciplines, including economics, politics, anthropology, psychology, and sociology, and learn to think theoretically by drawing on examples and case studies from our own social context. Students will be introduced to the works of prominent social theorists from both western and non-western contexts. Instruction will include the use of written texts, audio-visual aids and field visits.

The learning outcomes of the course are:

- Cultivation of critical thinking
- The ability to ask questions
- Engage in reasoned debate and tolerance of opposing points of view
- Nurturing of oral and written skills, as well as creative and innovative traits more generally

Contents

Unit – 1: Society

1.1 Social Science and Modernity
1.2 Major social phenomena in the modern world that we seek to explain: class, gender, ethnicity, caste, and nation
1.3 How do various social science/humanities explain societal structures (socialization) and human behavior (choices & action)?

Unit – 2: State

2.1 The Modern State and Colonialism
2.2 Nations as Constructed Entities
2.3 Theorizing State in Pakistan & Beyond

Unit – 3: Economy

3.1 Defining 'the economy'. What exactly is the modern economy? We explore how economists have answered this question

3.2 Economic Sociology - putting the social back into the economic. We look at how sociologists have studied the economy and contrast this with what we learned from the week before
3.3 The Informal Economy. The term ‘informal’ is often used to describe much of Pakistan’s economy. We discover what scholars mean by the formal/informal distinction, how informal economies function, and how they might be expected to evolve over time

Unit – 4: Self

4.1 Understanding Structure and Agency
4.2 Ideology and Subjectivity
4.3 Who counts as a “Self”? Liberalism and the Problem of Non-Persons

Unit – 5: History/Knowledge

5.1 On Knowledge/Power
5.2 Colonial Histories and their Present
5.3 Alternative Ways of Knowing

(Detailed contents available in HEC Model General Education Courses under for UEP 2020 and can be accessed at https://www.hec.gov.pk/english/services/students/UEP/Pages/Model-General-Education-Courses.aspx)

Teaching-Learning Strategies

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

Assignments- Types and Number with calendar

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

Assessment and Examinations

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

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

Textbooks and Suggested Readings*

Systems of Stratification | Boundless Sociology (no date). Available at: https://courses.lumenlearning.com/boundless-sociology/chapter/systems-of-stratification/ (Accessed: 29 May 2021).

Gazdar, H., 2007. Class, caste or race: veils over social oppression in Pakistan. Economic and Political Weekly, pp.86-88.

Barth, F., 1967. On the study of social change. American anthropologist, 69(6), pp.661-669.

Bhambra, G.K., 2011. Talking among themselves? Weberian and Marxist historical sociologies as dialogues without 'others'. Millennium, 39(3), pp.667-681.

Jalal, A. (ed.) (1995) 'The colonial legacy in India and Pakistan', in Democracy and Authoritarianism in South Asia: A Comparative and Historical Perspective. Cambridge: Cambridge University Press (Contemporary South Asia), pp. 9–28.

Government and the State | Boundless Sociology (no date). Available at: https://courses.lumenlearning.com/boundless-sociology/chapter/government-and-the-state/ (Accessed: 29 May 2021).

Alavi, H. (1989) 'Nationhood and the Nationalities in Pakistan', Economic and Political Weekly, 24(27), pp. 1527–1534.

Anderson, B. R. O. (1991) Imagined Communities: Reflections on the Origin and Spread of Nationalism. Verso. 37-46 (Chapter 3)

Zaidi, S. A. (2015) Issues in Pakistan's Economy: A Political Economy Perspective. Oxford University Press. Chapter 26

Scott, J. C. (1999) Seeing like a State: How Certain Schemes to Improve the Human Condition Have Failed. New Haven, Conn.: Yale University Press, 1-8 (Chapter 1).

Hunt, E.K., 2002, History of Economic Thought: A Critical Perspective, M.E. Sharpe, New York, Chapter 1, pp. 3-8 [Very brief section introducing modern economic thinking on capitalism].

Raworth, K., 2017, Doughnut Economics: Seven Ways to Think Like a 21st- Century Economist, Penguin Random House, London, pp. 31-43. [This excerpt introduces students to the central place that GDP growth has in the discipline of economics and provides an important critical perspective on this]

Smelser, N.J. and Swedburg, R., The Handbook of Economic Sociology, Chapter 1 'Introducing Economic Sociology', Princeton University Press, Princeton. [Good overview of sociological thought on the economy with brief introductions to major Western classical thinkers followed by contemporary scholars].

Howarth, David. (2013), Poststructuralism and After: Structure, Agency and Power, Basingstoke: Palgrave, 2013. Chapters 4 and 5.

Elaine M. Power (1999) An Introduction to Pierre Bourdieu's Key Theoretical Concepts, Journal for the Study of Food and Society, 3:1, 48-52.

Zizek for Twelve-Year-Olds: Ideology and Rebecca Black (no date). Available at: http://www.critical-theory.com/slavoj-zizek-twelve-year-olds/ (Accessed: 30 May 2021).

Losurdo, Domenico (2011), *Liberalism: A Counter-History*, London: Verso. CV. Chapters 1, 2 and 10.

O'Connell Davidson, J. (2013), *Modern Slavery: The Margins of Freedom*, Basingstoke: Palgrave. Chapters 1 and 7.

Foucault, Michel. (1980), POWER/KNOWLEDGE: Selected Interviews and Other Writings 1972-1977 (Ed. Colin Gordon), New York: Pantheon. Chapters 6 and 10.

Basile, E. and Harriss-White, B, 2010, 'Introduction', International Review of Sociology, 20: 3, pp.463-470 [This reading focuses on the Indian economy but the analysis is highly relevant for understanding Pakistan].

Tuhiwai Smith, L. (1999) Decolonizing Methodologies: Research and Indigenous Peoples, London: Zed Books. Introduction, Chapters 1 and 2.

Tuhiwai Smith, L. (1999) Decolonizing Methodologies: Research and Indigenous Peoples, London: Zed Books. Chapters 7, 8 and 9.

Bhattacharya, N. (2018) The Great Agrarian Conquest: The Colonial Reshaping of a Rural World. Ranikhet: The Orient Blackswan.

Mamdani, M. (2018) Citizen and Subject: Contemporary Africa and the Legacy of Late Colonialism. Princeton University Press.

Akhtar, A. S. (2017) The Politics of Common Sense: State, Society and Culture in Pakistan. Cambridge: Cambridge University Press.

Weber, M. (2019) Economy and Society: A New Translation. Harvard University Press.

Javed, U., 25 January 2021, 'Informality and State Policy', Dawn. Available at https://www.dawn.com/news/1603518

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

QTR-103: EXPLORING QUANTITATIVE SKILLS

COURSE TITLE: EXPLORING QUANTITATIVE SKILLS*

COURSE CODE: QTR-103

SEMESTER: 1

PROGRAM: BS MANAGEMENT

CREDIT HOURS: 3

PREREQUISITES: NONE

* ***Adopted from HEC's suggested course outlines on General Education courses in the UEP 2020***

Learning Outcomes

Since ancient times, numbers, quantification, and mathematics has played a central role in scientific and technological development. In the 21st century Quantitative Reasoning (QR) skills are essential for life as they help to better understand socio-economic, political, health, education, and many other issues an individual now faces in daily life. The skills acquired by taking this course will help the students to apply QR methods in their daily life and professional activities. This course will also change student's attitude about mathematics. It will not only polish their QR skills, but also enhance their abilities to apply these skills.

After completing this course successfully, students will be able to:

1. create and develop quantitative reasoning skills and apply to daily life challenges involving social and economic issues.
2. apply the learned principles of quantitative reasoning skills in other disciplines.
3. acquire and use the quantitative reasoning skills in different disciplines.
4. make decisions in a logical manner.
5. apply geometrical models to solve real life problems.
6. apply the quantitative reasoning skills in any real-world situation.

Contents

Unit – 1: Exploring importance of quantitative reasoning skills

- 1.1 What is quantitative reasoning?
- 1.2 Overview of history of mathematics and contributions of Muslim scholars.
- 1.3 Different types of standard numbers and their role in practical life scenarios.

Unit – 2: Problem-solving Techniques

- 2.1 Understanding relationship between parts and whole
- 2.2 Practical life scenarios involving parts & whole
- 2.3 Practical life scenarios involving units and rate
- 2.4 Unit analysis as a problem-solving tool.

Unit – 3: Numbers & the Universe

3.1 Understanding our World through numbers

3.2 Dealing with very big and small numbers & their applications

3.3 Understanding uncertainty and its applications

Unit – 4: Financial Issues

4.1 Stock exchange and economy

4.2 Money management (profit, loss, discount, zakat, interest, and taxation)

4.3 Money management in practical life issues like investments & federal budget

Unit – 5: Exploring Expressions

5.1 Practical scenarios involving expressions

5.2 Equating expressions in one variable & using it to solve practical problems

5.3 Social and economic problems involving expressions

Unit – 6: Exploring beauty in Architecture & Landscape

6.1 Introduce geometrical objects through architecture and landscape

6.2 Dealing with social and economic issues involving geometrical objects

Unit – 7: Venn Diagrams

7.1 Practical scenarios involving sets and Venn diagrams

7.2 Venn diagrams and their applications in different disciplines.

(Detailed contents in HEC Model General Education Courses under UEP 2021 and can be accessed at https://www.hec.gov.pk/english/services/students/UEP/Pages/Model-General-Education-Courses.aspx)

Teaching-Learning Strategies

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

Assignments- Types and Number with calendar

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

Assessment and Examinations

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

S. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	After 7-8 weeks, students will have to appear for the midterm exam/assessment as per the nature and requirement of the course.
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3.	Final Assessment	40%	After 15-16 weeks, a final-term exam/assessment will be conducted as per the nature and requirement of the course.

Textbooks and Suggested Readings*

Bennett, J. & Briggs, W. (2015). Using and understanding mathematics (6th Edition). Pearson Education, Limited. http://xn--webducation-dbb.com/wp-content/uploads/2019/09/Jeffrey-Bennett-William-Briggs-Using- Understanding-Mathematics_-A-Quantitative-Reasoning-Approach-Pearson-2015.pdf

Blitzer, R. (2014). Precalculus. (5th Edition). Pearson Education, Limited. https://www.ilearnacademy.net/uploads/3/9/2/2/3922443/precalculus edition_5f.pdf

Aufmann, R., Lockwood, J., Nation, R. & Clegg, D. (2007). Mathematical thinking and reasoning. Brooks Cole.https://ciogreentulocu.files.wordpress.com/2020/01/mathematical-thinking-and-quantitative-reasoning.pdf

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IT-104: INFORMATION TECHNOLOGY & COMPUTER APPLICATIONS

COURSE TITLE: INFORMATION TECHNOLOGY & COMPUTER APPLICATIONS

COURSE CODE: IT-104

SEMESTER: 1

PROGRAM: BS MANAGEMENT

CREDIT HOURS: 3

PREREQUISITES: NONE

Learning Outcomes

The purpose of this course is to give the students a basic understanding of computers and describe the use of information technology in the modern world. It will help the students feel comfortable using and talking about computers and other components of Information Technology. Student will learn about Input devices, storage devices and communication devices. Students will learn how to use the software available on University's network such as Office Suite which includes Word, Excel, PowerPoint, Publisher.

After the successful course completion students will be able to:

- Learn and understand the evolution of computing devices.
- Learn and know various office technology applications.
- Learn and know the importance of technology within communications application
- Examine and understand various information technology applications and disciplines within both personal and professional settings.
- Compare and contrast information technology, information systems, computer science, and engineering.
- Learn and define the concept of electronic commerce and understand its basic applications.
- Learn and understand the significance of both the positive and negative impacts of technology.
- Consider the future evolution and advancement of information technology.

Contents

Unit – 1: Introduction

- 1.1 Course Outline & Expectations
- 1.2 Introduction to information Technology & Computers
- 1.3 Advantage and disadvantages of computers
- 1.4 Application and their benefits
- 1.5 Explain the purpose of Network and the use of Internet
- 1.6 Benefits of Information Technology

Unit – 2: Connecting and Communicating Online

- 2.1 Working of Internet,
- 2.2 World Wide Web, Types of Websites
- 2.3 Blogs, social Networks, search engines
- 2.4 Media sharing sites
- 2.5 corporate websites

2.6 E- Commerce, E-mail, FTP, VOIP
2.7 News group and message boards
2.8 NETIQUETTE (Internet Etiquette)

Unit – 3: Programs and APPs

3.1 Different types of software
3.2 Mobile app and web app
3.3 Types of applications
3.4 Applications software & working with them
3.5 The role of system software
3.6 Business Software
3.7 Different Types of Business Software
3.8 Popular Utility Programs
3.9 Web-Based Software and Web Based Training

Unit – 4: Digital Security

4.1 Define terms of digital security risks and types of cybercrime
4.2 Security and Defense
4.3 Information and software theft
4.4 Explain how encryption, digital signature and digital certificates work
4.5 Discuss issues and laws regarding information security

Unit – 5: Microsoft Publisher

Unit – 6: Computing Components

6.1 What are processors, memory
6.2 Explaining IOT and mobile devices components
6.3 Explain and differentiate different type of Memory (Ram Rom flash CMOS)
6.4 Power supplies and batteries
6.5 Cloud computing and essentials

Unit – 7: Operating System

7.1 Purpose of an operating system
7.2 Memory management, usage and user interface
7.3 File management and other operating system tools
7.4 Different OS and their features
7.5 Mobile operating systems

Unit – 8: Networks and Digital Communication

8.1 Network Terminologies and components
8.2 Types of networks and difference
8.3 Network architecture and protocols
8.4 Bluetooth and Wi-Fi technology
8.5 Physical transmission media

Unit – 9: Building IT Solutions (App development and Databases)

9.1 Difference between file processing and databases
9.2 Character, fields and records
9.3 Uses of web data, types of data and big data
9.4 System Development processes
9.5 App development Languages and tools

Teaching-Learning Strategies

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

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Assessment and Examinations

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

Textbooks and Suggested Readings*

Shelly, Vermat (2018). Discovering Computers 2018 Brief/Complete, Pakistan Edition. Shelly Cashman Series

Campbell, J., Frydenberg, M., Vermaat, M., and Sebok, S. (2017), Discovering Computers ©2018: Digital Technology, Data, and Devices, Course Technology

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NSC-106: WHAT IS SCIENCE?

COURSE TITLE: WHAT IS SCIENCE? *

COURSE CODE: NSC-106

SEMESTER: 1

PROGRAM: BS MANAGEMENT

CREDIT HOURS: 3

PREREQUISITES: NONE

* ***Adopted from HEC's suggested course outlines on General Education courses in the UEP 2020***

Learning Outcomes

Science and Technology have completely transformed the way we live. The development we have seen in the past few decades is unprecedented but very few understand the principles through which the scientific progress is achieved. This course, especially designed for first year students introduces various fields of natural science, how scientists operate within these fields, what methods they deploy to make new discoveries, and how they communicate the advances in their fields to the world.

The course starts with an introduction to the development of the scientific approach. It discusses the modern use of the scientific method and the tools and resources that scientists deploy to ensure that they produce authentic and reliable bodies of knowledge. Students are then introduced to three main branches of science (Physics, Chemistry and Biology), their core underlying principles, major developments in these fields and their applications in modern life. Students will work on case studies and lab experiments to understand how scientists discover various workings of nature and the missteps that they can take while conducting any scientific inquiry. The final part of the course focusses on the skills to separate valid science from fringe science. Students are also exposed to the fundamentals of scientific communication and strategies to identify reliable bodies of knowledge.

Through successful completion of this course, students will be able to:

- Clearly articulate the development of scientific thought through various parts of human history and compare it to the modern scientific method.
- Describe various branches of Science, their underlying core ideas, and compare their applications.
- Using case studies and demonstrations, practice application of the Scientific Method in the natural sciences.
- Determine whether a given claim or belief is scientifically valid or not and provide a clear rationale for doing so.

Contents

Unit – 1: Overview of Science and the Scientific Method

1.1 What is science?
1.2 What qualifies as science?
1.3 Why does it matter?

1.4 Who practices it?
1.5 Introduction to important terminology: Fact, hypothesis, theory, law

Unit – 2: Evolution of the Scientific Method across Civilizations

2.1 Prehistory, Mesopotamia & Egypt, Greeks, China, South Asia, Arab/Islamic, European
2.2 Examples of scientific contributions from different regions are used to show different forms of reasoning that were used to determine the nature of reality and develop science as a process, e.g. inductive, deductive, adductive, hypothetic-deductive, falsification.

Unit – 3: The Modern Scientific Method

3.1 What does modern science look like today?
3.2 What are the advantages of using this method? What are the limitations?
3.3 How did science become the dominant method of understanding the natural world?

Unit – 4: Introduction to areas/branches of Science

4.1 (Intro to areas/branches of science)
4.2 Major themes in Physics, Applications, Experiments
4.3 Major themes in Chemistry, Applications, Experiments
4.4 Major themes in Biology, Applications, Experiments
4.5 For each of the branches:
4.6 Introduction to core ideas and important theories (e.g. Physics: Gravity, Chemistry: Atomic theory, Biology: Evolution by Natural Selection).
4.7 Introduction to possible majors: How do they relate to various professions/fields.
4.8 Practical applications of ideas from each field

Unit – 5: How to spot FAKE Science?

5.1 Practices leading to pseudoscience
5.2 Case-studies from popular discourse (e.g., Cold Fusion, Telepathy, N-rays etc.)

Unit – 6: Scientific Communication

6.1 Introduction to the Peer Review (advantages and misuse)
6.2 Importance of controls and replication (link with the replication crisis in science)

(Detailed contents available in HEC Model General Education Courses under for UEP 2020 and can be accessed at https://www.hec.gov.pk/english/services/students/UEP/Pages/Model-General-Education-Courses.aspx)

Teaching-Learning Strategies

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Assessment and Examinations

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

Textbooks and Suggested Readings*

Richard Feynman’s Comments on Science (http://www.feynman.com/science/whatis-science/)

Hawking, S, Mlodinow, L (2008). A Briefer History of Time. Bantam Books, Chapter 3: Nature of a Scientific Theory

Chalmers, A., 2015. What Is This Thing Called Science? 4th ed. Indianapolis: Hackett Publishing Company, Inc.

Carey, S., 2011. *A Beginner's Guide to Scientific Method*. 4th ed. Boston: Clark Baxter,pp.1-7,29-45.

Feynman, R., Leighton, R. and Sands, M., 2010. The Feynman Lectures On Physics. 1st ed. New York: Basic Books., pp. 1-14

Paul G Hewitt, 2015, Conceptual Physics, 12th Edition., City College of San Francisco, Pearson

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EXW-121: CROSS-CULTURAL COMMUNICATION AND TRANSLATION SKILLS

COURSE TITLE: CROSS-CULTURAL COMMUNICATION AND TRANSLATION SKILLS*

COURSE CODE: EXW-121

SEMESTER: 2

PROGRAM: BS MANAGEMENT

CREDIT HOURS: 3

PREREQUISITES: INTRODUCTION TO EXPOSITORY WRITING

* ***Adopted from HEC's suggested course outlines on General Education courses in the UEP 2020***

Learning Outcomes

The course introduces learners to cross-cultural communication and translation in the 21st century. It aims to make students aware of the challenges in communicating across cultures by developing cross-cultural awareness and translation skills. Students will develop awareness of issues related to cultural identity and the significance of the role language plays in translating verbal and nonverbal aspects of various cultures. Using hands-on training for translating from and to English, the students will practice with various genres—including academic, business, and literary texts— and evaluate the quality of these through application of theory, best practices, and technology. The skills acquired in this course will help students interact across cultures in English and national or indigenous Pakistani languages at a professional level and develop career skills through an inspiration toward lifelong learning.

By the end of this course students will have developed the ability to:

- engage in cross-cultural interactions by overcoming the challenges related to cross-cultural communication
- translate texts related to different genres from the source language to the target language
- use specific English language skills needed for translation
- utilize the translation strategies and techniques to translate texts from their native language to English or vice versa.

Contents

Unit – 1: Cross-cultural communication and translation skills

1.1 Cultural Diversity in Symbolic Meaning Utilization of Online Resources Cultural Wisdom
1.2 Exploration of Cultural Differences through Taglines of Advertisements
1.3 Cultural Adaptation Translation Techniques and Strategies
1.4 Translation of the Taglines of Advertisements Collaborative Translation Peer-feedback Revising the Translation Back-translation

Unit – 2: Introduction to the Translation Process: Bio-profiles on Social Media

2.1 Selecting and writing about a famous person or celebrity
2.2 Learning about the translation process
2.3 Researching, reading bios, reading social media bios
2.4 Translating celebrity writing online tools for vocabulary building and translation

2.5 Writing and translating media bio

Unit – 3: Translating Cultural Heritage through Folktales

3.1 Cross-cultural awareness through folklore and translation
3.2 Analysis of Pakistani folktales
3.3 Translation applied to folktales and local stories
3.4 Thick translation of a folktale
3.5 Glossing the folktale
3.6 Peer review of the glossed folktale
3.7 Writing and revising the draft
3.8 Storytelling techniques
3.9 Rehearsal of storytelling in class (Class Presentation)

Unit – 4: Translation in the Business World: Product Descriptions

4.1 Discussion on product descriptions
4.2 Planning and drafting the project description
4.3 Peer review
4.4 Adding visuals and preparing the final format (Class presentation)
4.5 Final revision and proofreading

Unit – 5: Email for Business Communication

5.1 Email vs SMS
5.2 Netspeak and Internet Slang
5.3 Components of a formal email
5.4 Correcting email
5.5 Drafting an email

Unit – 6: Translating Academic Work

6.1 Academic versus Literary Translation
6.2 Translation Discussion and Practice
6.3

(Detailed contents available in HEC Model General Education Courses under for UEP 2020 and can be accessed at https://www.hec.gov.pk/english/services/students/UEP/Pages/Model-General-Education-Courses.aspx)

Teaching-Learning Strategies

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

Assignments- Types and Number with calendar

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Assessment and Examinations

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Textbooks and Suggested Readings*

Fan, H. (2017). Strategies for Translation of English Commercial Advertisements from the Intercultural Perspective. Open Journal of Social Sciences, 5, 38-45. https://doi.org/10.4236/jss.2017.5 11004

Newmark, P. (1988). A Textbook of Translation. New York: Prentice Hall.

Toegel, G. & Barsoux, J. L. (June 08, 2016). 3 situations where cross-cultural communication breaks down. Harvard Business Review. Retrieved from: https://hbr.org/2016/06/3-situations-where-cross-cultural- communication- breaks-down/

Technitrad. (March 10, 2016). Back translation. What is it, and how is it done? Retrieved from: https://www.technitrad. com/back-translation- what-is-it-and-how-is-it-done/#:~:text=Back%2 0translation%20is%20d efined%20as, back%20t o%20the%20o riginal%20language

Cortese, C. (May19,2019). How to Write the best Social Media Bios for every Platform. Social Media. Retrieved from: https://www.bluleadz.com/blog/social-media-bios-for-each-platform

Minhui, X. (2014). The Theory and Practice of Thick Translation. Translation Quarterly,73, 58-72.

Duistermaat, H. (Oct 6, 2019). 9 Ways to Write Product Descriptions that Inform and Persuade Your Customers.Retrieved from: https://www.shopify.com/blog/82 11159-9-simple-ways-to-write- product- descriptions-that-sell

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SSC-122: A SCIENCE OF SOCIETY - II

COURSE TITLE: A SCIENCE OF SOCIETY – II*

COURSE CODE: SSC-122

SEMESTER: 2

PROGRAM: BS MANAGEMENT

CREDIT HOURS: 3

PREREQUISITES: A SCIENCE OF SOCIETY - I

* ***Adopted from HEC's suggested course outlines on General Education courses in the UEP 2020***

Learning Outcomes

This course extends us our study of modernity to important thematic concerns and processes of social change in Pakistan from the time of formal independence through to the present day. We start with our inheritance from British colonial rule, and will work through subjects like Green Revolution and Gulf migrations, the role of religion in society/polity, democracy, urbanization and individuation, ending with important questions and challenges facing Pakistan in the 21st century. Our theoretical engagements will be more contemporary, allowing us to both complement and critique the classical theories encountered in the 1st half of the course. Instruction will once again involve the use of written texts, audio-visual aids and field visits.

The learning outcomes for the course are:

- Cultivation of critical thinking, the ability to ask questions, engage in reasoned debate and tolerance of opposing points of view
- Recognition of difference between objective identification of empirical facts, and subjective formulation of opinionated arguments
- Ability to undertake meaningful analytical comparison across distinct historical-geographical terrain, both within societies and between nation-states
- Nurturing of oral and written skills, as well as creative and innovative traits more generally

Contents

Unit – 1: The Colonial Inheritance

1.1 Landed power and countryside
1.2 Civil/military bureaucracies, the law and the citizen-subject
1.3 The making of Muslim nationalism

Unit – 2: A Changing Society

2.1 What is development?
2.2 Democracy and the role of religion in society & the polity
2.3 Gender and Power

Unit – 3: Pakistan in the 21^{st} century

3.1 The youth bulge

3.2 Eco-systems in disrepair: the challenge of a sustainable development model
3.3 Digital technology and a changing lifeworld

(Detailed contents available in HEC Model General Education Courses under for UEP 2020 and can be accessed at https://www.hec.gov.pk/english/services/students/UEP/Pages/Model-General-Education-Courses.aspx)

Teaching-Learning Strategies

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

Textbooks and Suggested Readings*

Gilmartin, D. (1998) 'Partition, Pakistan, and South Asian History: In Search of a Narrative', The Journal of Asian Studies, 57(4), pp. 1068–1095.

Ahmad, E. and Barsamian, D. (2000) Eqbal Ahmad, Confronting Empire: Interviews with David Barsamian; Foreword by Edward W. Said. South End Press.

Class dynamics of Agrarian Change by Henry Bernstien: Chapter 3 Colonialism and Capitalism. Page 47-50.

Zaidi, S. A. (2015) Issues in Pakistan's Economy: A Political Economy Perspective. Oxford University Press.' Chapter 2 (Is Pakistan Feudal?)

B.B. Misra "The Weberian Concept – A Synthetic Approach" pp. 23-33.

Kennedy, C. H. (1987) Bureaucracy in Pakistan. Oxford University Press. Chapters 2, 3 & 9.

Alavi, H. (1982) 'State and Class under Peripheral Capitalism', in Alavi, H. and Shanin,

T. (eds) Introduction to the Sociology of "Developing Societies". London: Macmillan Education UK, pp. 289–307.

Kudaisya, G. and Yong, T. T. (2004) The Aftermath of Partition in South Asia. Routledge. 199-214 (Chapter 8).

Syed, A. H. (1980) 'The Idea of a Pakistani Nationhood', Polity, 12(4), pp. 575–597.

Banuazizi, A. and Weiner, M. (1988) The State, Religion, and Ethnic Politics: Afghanistan, Iran, and Pakistan. Syracuse University Press, 333-369 (Chapter 12).

Jalal, A. (2000) Self and Sovereignty: Individual and Community in South Asian Islam Since 1850. London: Routledge, 1-41 (Chapter 1).

Craggs, R. (2014) 'Development in a global-historical context', in The Companion to Development Studies. 3rd edn. Routledge, 5-10 (Chapter 1.1)

Addleton, J. S. (1992) Undermining the Centre: The Gulf Migration and Pakistan. 1st edition. Karachi: Oxford University Press, 51-63 (Chapter 5).

Zaidi, S. A. (2015) Issues in Pakistan's Economy: A Political Economy Perspective. Oxford University Press. (Chapter 3: The Green Revolution and Land Reforms).

Sayeed, K. B. (1979) 'Mass Urban protests as indicators of political change in Pakistan', The Journal of Commonwealth & Comparative Politics, 17(2), pp. 111–135.

West, C. and Zimmerman, D. H. (1987) 'Doing Gender', Gender and Society, 1(2), pp. 125–151.

Saigol, R. et al. (2020) 'Contradictions and ambiguities of feminism in Pakistan: exploring the fourth wave'. Friedrich Ebert Stiftung (Islamabad), pp. 1-14.

Zia, A. S. (2019) 'Class Is Dead but Faith Never Dies: Women, Islam and Pakistan', in McCartney, M. and Zaidi, S. A. (eds) New Perspectives on Pakistan's Political Economy: State, Class and Social Change. Cambridge: Cambridge University Press (South Asia in the Social Sciences), pp. 93–109.

Ahmad, S. (2018) Unleashing the potential of a young Pakistan | Human Development Reports. Available at: http://hdr.undp.org/en/content/unleashing- potential-young-Pakistan (Accessed: 30 May 2021).

White, B. (2012) 'Agriculture and the Generation Problem: Rural Youth, Employment and the Future of Farming', IDS Bulletin, 43(6), pp. 9–19

Jeffrey, C. (2010) 'Timepass: Youth, class, and time among unemployed young men in India', American Ethnologist, 37(3), pp. 465–481.

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

QTR-123: STATISTCS FOR MANAGEMENT

COURSE TITLE: STATISTICS FOR MANAGEMENT

COURSE CODE: QTR-123

SEMESTER: 2

PROGRAM: BS MANAGEMENT

CREDIT HOURS: 3

PREREQUISITES: EXPLORING QUANTITATIVE SKILLS

Learning Outcomes

At the end of the course students will be able to:

- Understand the nature and various types and forms of data
- Organize/analyze/interpret quantitative/qualitative data verbally, graphically and numerically.
- To know how to properly interpret and describe information to aid in decision making by practical application of quantitative reasoning and data visualization
- Demonstrate their knowledge of the basics of inferential statistics by making generalizations from sample data
- To know how to deal with uncertainty element of decisions. (Use of probability)

Contents

Unit – 1: What is Statistics?

Unit – 2: Reporting Research, Variables and Measurement

Unit – 3: Exploring Data: Descriptive Statistics

Unit – 4: Correlation and Regression

Unit – 5: Probability

Unit – 6: Probability Distributions

Unit – 7: Sampling Distributions

Unit – 8: Confidence Intervals

Unit – 9: Significance Tests

Unit – 10: Inferential Statistics

Teaching-Learning Strategies

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

Assignments- Types and Number with calendar

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

Assessment and Examinations

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

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

Textbooks and Suggested Readings*

Spiegelhalter, D. J. (2020). The art of statistics: Learning from data. A Pelican Book. UK

Salkind, N. J. (2016). Excel statistics: A quick guide. Los Angeles. Sage

Salkind, N. J. (2017). Statistics for people who (think they) hate statistics: Using Microsoft Excel 2016. Thousand Oaks, California. Sage.

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

IBS – 124: INTRODUCTION TO BEHAVIORAL SCIENCES

COURSE TITLE: INTRODUCTION TO BEHAVIORAL SCIENCES

COURSE CODE: IBS-124

SEMESTER: 2

PROGRAM: BS MANAGEMENT

CREDIT HOURS: 3

PREREQUISITES: NONE

Learning Outcomes

The course Introduction to Behavioral Sciences is an offshoot of social science and provides an opportunity for an organized study of human behavior in three different levels including individual, group and as a society. Political science, management, and economics etc. are also part of social sciences but these are derived from the study of human action from three major disciplines which are psychology, sociology, and anthropology. Psychology is the science of behavior and mental processes. Focus of study is individual and interactions between individuals. Domain of psychology is varied and rich, studying attitudes, personalities, behaviors, human interactions etc. Sociology focuses on the society its elements culture, sub-culture, and the value structure. We also learn how learning and change in behavior and attitude takes place. It investigates the social experience. Understands and appreciate the dynamic nature of society. Once we understand society it is easier to prosper and flourish within it. Anthropology looks at human life from both biological and cultural point of views. It develops a historic relationship of human life and the civilization of today with the appearance of first human being on the face of the earth, in a western perspective.

On completion of this course students should be able to:

- Develop an awareness of human behavior, its learnt content, similarities, changes and differences.
- Appreciate the value of behavioral sciences in modern life with emphasis on organizational life.
- Understanding the assumptions and logic that define the interpersonal relations and human behavior through multi-lenses approach.
- Examine behavior of the individual, interpersonal relationships, behavior at work, in groups, and interactions at societal level.

Contents

Unit – 1: Introduction to Behavioral Sciences: psychology, sociology and anthropology

1.1 Methods used in studying behavioral sciences

Unit – 2: Social Sciences

2.1 Historical roots
2.2 Origins of western society
2.3 Methods used

Unit – 3: Sensation & Perception

3.1 Define perception & sensation. Highlight the difference

3.2 Perceptual organization. Gestalt laws of organization
3.3 Perceptual overload & redundancy
3.4 Errors in perception. Illusions
3.5 Perceptual constancy or "Perceptual habit" and how it allows learning to affect perception.
3.6 Nature and organization of stimulus.
3.7 Context and frames of reference
3.8 Muller-Lyer illusion
3.9 Selective attention vs. divided attention.
3.10 Effect of motives on attention and perception.
3.11 Perceptual expectancies

Unit – 4: Learning

4.1 Learning and habituation
4.2 Classical conditioning
4.3 Operant conditioning
4.4 Cognitive approaches
4.5 Memory
4.6 Forgetting
4.7 Thinking and Intelligence
4.8 Theories of intelligence

Unit – 5: Motivation & Emotions

5.1 Needs, wants and drives
5.2 Theories of motivation
5.3 Emotions: Their influence on motivation

Unit – 6: Personality

6.1 Theories of Personality
6.2 Development of Personality
6.3 Social psychology (Attitude, Social perception, Social influence, Group behavior)

Unit – 7: The Group (Sociology)

7.1 Culture
7.2 Personality and Socialization
7.3 Role and status
7.4 Social order and social control
7.5 Groups and associations
7.6 Social institutions
7.7 Collective Behavior
7.8 Social and cultural change

Unit – 8: Society (Anthropology)

8.1 Introduction to Anthropology
8.2 Cultural Anthropology
8.3 Relevance of Anthropology

Teaching-Learning Strategies

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

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

Textbooks and Suggested Readings*

Horton, P. B., & Hunt, C. L. (2007). Sociology. New Delhi, India: McGraw-Hill.

Hunt, E. F., & Colander, D. C. (2008). Social science: An introduction to the study of society. Princeton, N.J.

Feldman, R. S. (2021). Understanding psychology. New York, NY: McGraw-Hill Education.

Ember, C. R., Ember, M., & Peregrine, P. N. (2019). Anthropology. NY, Pearson.

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

NSC-125: SCIENCE OF GLOBAL CHALLENGES

COURSE TITLE: SCIENCE OF GLOBAL CHALLENGES*

COURSE CODE: NSC-125

SEMESTER: 2

PROGRAM: BS MANAGEMENT

CREDIT HOURS: 3

PREREQUISITES: WHAT IS SCIENCE?

* ***Adopted from HEC's suggested course outlines on General Education courses in the UEP 2020***

Learning Outcomes

Our world has seen a massive transformation in the past 200 years. The progress that we see around ourselves is largely owed to the advancement in Scientific knowledge that has enabled us to harness Nature's resources in a multitude of ways. This progress however has come at a great cost, including a threat to our own existence. Through this course, we will discuss some of the core challenges mankind is facing, the scientific reasoning behind all these challenges and the actions that must be taken to create a future free of these problems. The three main areas we will focus on include Climate Change, The Energy Crisis and the survival of humanity in the wake of deadly viruses and infectious diseases.

Towards the end the students will get to see the complex relationship between Science, Technology and our Society and some future directions that promise a safer future for all of us.

Through successful completion of this course, students will be able to:

- Explain the scientific principles that help understand the key challenges we are facing today
- Describe natural systems modulating the Earth's climate, articulate causes and consequences of anthropogenic climate change, and discuss measures to curb global greenhouse gas emissions.
- Differentiate between renewable and nonrenewable systems
- Explain the working principles of various renewable systems and devices including solar photovoltaics, wind mills, hydro power, geo thermal and bio energy
- Explain the working principle of key biological ideas including viruses and diseases, evolution by natural and artificial selection
- Demonstrate an understanding of the deep connection between science, technology and society

Contents

Unit – 1: Challenge 1 – Climate change

1.1 Introduction and Farming
1.2 What is the greenhouse effect?
1.3 Challenges and risks of climate change
1.4 Geologic History and Planetary Processes
1.5 Oceans: How do ocean currents regulate global climate

1.6 Atmosphere: How do large scale wind patterns affect global climate
1.7 Ecosystems: Climate constrain ecosystems, ecosystems impact global climate
1.8 Projections of future climate, Measuring anthropogenic climate change
1.9 What are GCMs? Carbon emission scenarios, Sustainability

Unit – 2: Challenge 2 – Energy

2.1 Science of Energy: Forms of Energy, Energy Conversion
2.2 Sustainability of Energy Systems
2.3 Working of renewable devices. How do solar cells operate? Photoelectric effect, intro to semiconductors and band gaps, Wind energy, Wind mills, Physics of a generator
2.4 Energy quantification - Energy needs, available resources, renewable vs nonrenewable, challenges of current practices.
2.5 Future of Energy

Unit – 3: Challenge 3 – Human survival and infectious disease

3.1 What are infectious diseases
3.2 Types of infectious diseases
3.3 History of Germs, Vaccines and Diseases
3.4 Evolution by Natural and Artificial Selection
3.5 Why are viruses crossing species barrier?
3.6 Anti-biotic resistance
3.7 Human physiological limits
3.8 Changing interactions and new diseases

Unit – 4: Science, technology and society

4.1 Complex web of science, politics and social systems
4.2 Development of Science in certain areas, Role of Wars
4.3 Scientific Funding
4.4 Technological Progress and Ethical Constraints
4.5 Human experiences as Data

Unit – 5: The Future of Science: Nanotechnology and Biotechnology

5.1 Nanotechnology and its future applications in Medicine, Food, Computational Systems, Energy
5.2 Biotechnology
5.3 Future of foods: Agricultural production, consumption and nutrition
5.4 Genetic Modification: CRISPR, Gene Therapy
5.5 Exobiology – Life and humans outside of Earth

(Detailed contents available in HEC Model General Education Courses under for UEP 2020 and can be accessed at https://www.hec.gov.pk/english/services/students/UEP/Pages/Model-General-Education-Courses.aspx)

Teaching-Learning Strategies

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

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Textbooks and Suggested Readings*

Raymond, C., Wirth, T.., Di, M. A., Williams, D. R., & Manzo, L. (2021). Changing senses of place: Navigating global challenges. Cambridge University Press.

Wilkinson, A., & Flowers, B. S. (2018). Realistic hope: Facing global challenges. Amsterdam: Amsterdam University Press.

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EXW-231: CRITICAL READING AND ACADEMIC WRITING

COURSE TITLE: CRITICAL READING AND ACADEMIC WRITING *

COURSE CODE: EXW-231

SEMESTER: 3

PROGRAM: BS MANAGEMENT

CREDIT HOURS: 3

PREREQUISITES: EXW-121

* ***Adopted from HEC's suggested course outlines on General Education courses in the UEP 2020***

Learning Outcomes

Focusing on 21st-century skills that incorporate critical thinking, this course aims to enable students to become academically literate by polishing the critical thinking, reading, speaking, and writing skills needed for academic success. The course is specifically designed to teach advanced academic writing to students by providing them exposure to a variety of academic texts that they are trained to read critically. Keeping in mind the diverse interests of students, the materials are drawn from a variety of disciplines for active engagement of students in the learning process to promote learner autonomy. Students will work in small teams that are formed according to the similar subject matter.

By the end of this course, the students will be able to:

- read effectively using skimming and scanning techniques to save time and read more
- to understand the effective composition process including pre-writing, drafting, and revision.
- use library and digital resources to locate and make use of relevant literature for their own research article writing
- make use of a citation style (e.g. APA) and be familiar with other major styles
- recognize key features (structural and stylistic) of various common academic genres, the purpose behind each genre, and how these features serve that purpose.
- Evaluate existing literature critical to use it for their own report writing
- Write a small scale research report that follows the usual structure of such reports and function like miniature think tanks.

Contents

Unit – 1: Information Literacy: Reading and writing within the academy

Unit – 2: Persuasive essays, argumentation and engaging sources

Unit – 3: Critical reading and writing: Literature reviews and narrative structure

Unit – 4: Report writing

Unit – 5: Writing introductions, conclusions and abstracts

(Detailed contents available in HEC Model General Education Courses under for UEP 2020 and can be accessed at https://www.hec.gov.pk/english/services/students/UEP/Pages/Model-General-Education-Courses.aspx)

Teaching-Learning Strategies

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Textbooks and Suggested Readings*

Bruce, L. (2021) Critical Thinking Skills. Lumen Learning. https://courses.lumenlearning.com/lumencollegesuccess/chapter/critical- thinking-skills/

Kepka, J. (2015). Research and Critical reading. Oregon Writes Open Writing Text. https://openoregon. pressbooks.pub/oregonwrites/chapter/research-and- critical-reading/

Tamim, T. (2017). Languages, Symbolic Power and Multidimensional Poverty in the Context of Pakistan. European Journal of Language and Literature, 3(3),70-79.
Manninen, S., Turner, E., & Wadsö-Lecaros, C. (2020). Writing in English at University: A Guide for Second Language Writers. (Lund Studies in English). Centre for Languages and Literature, Lund University.
https://portal.research.lu.se/portal/file/83442575/Writing_in_English_at_University_A_Guide_for_Second_Language_Writers_2020.pdf
M. Libraries. (2020). Four Methods of Delivery. Stand up, Speak Out. https://open.lib.umn.edu/publicspeaking/chapter/1 4-1-four-methods-of- delivery/

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PST-232: PAKISTAN STUDIES

COURSE TITLE: PAKISTAN STUDIES: POLITICAL AND ECONOMIC HISTORY

SEMESTER: 3

COURSE CODE: PST-232

PROGRAM: BS MANAGEMENT

CREDIT HOURS: 3

PRE-REQUISITE: NONE

Learning Outcomes

Contents This course is an effort to take students along the journey through the political and economic history of Pakistan. It covers the important political and economic developments since 1947 to date in order to bring student home about the reality of the issues infecting Pakistan. It also covers pre-1947 era as a context to post-1947 era. This course is webbed around the political and military regimes that have ruled Pakistan since its inception. It also takes accounts of the consequences that the society has faced under these regimes. This course makes use of local and international context to understand the historical events of the country. The course intends:

- To familiarize the students with the chronology of the political events in the country
- To develop an appreciation in students regarding the various economic policies adopted by various governments and their impact on society
- To help students understand the governance system of Pakistan webbed with international context
- To develop a context for other advanced courses so that they become more meaningful
- To help students become a responsible citizen of the state

Contents

Unit – 1: Ancient History of the subcontinent

Unit – 2: Muslim history of the subcontinent

Unit – 3:

3.1 Brief current world history,
3.2 Capitalism vs. Communism (origin, historical buildup),
3.3 pre-1947 era, International Context: Post WWII,
3.4 Changing world order, Politics: Hindu-Muslim divide,
3.5 demand for Separate homeland, division of Muslims,
3.6 Economics: WWII effects,
3.7 budget analysis,
3.8 Loot of the British,
3.9 Effects on Society: plight of masses

Unit – 4:

4.1 Early turbulent years till 1958,
4.2 International Context,

4.3 Politics, Economics,
4.4 Effects on Society

Unit – 5:

5.1 Ayub's Era,
5.2 International Context: Cold war,
5.3 Indo-sino war,
5.4 Politics: New constitution,
5.5 War 1965, BD system,
5.6 Economics: Indus Water Treaty,
5.7 Industrialization, Privatization, Industrial Revolution, Green Revolution,
5.8 Realization of the dream of Islamabad, Effects on Society

Unit – 6:

6.1 Yahya Khan's Era,
6.2 International Context,
6.3 Politics, Economics, Effects on Society

Unit – 7:

7.1 Bhutto's Era,
7.2 International Context,
7.3 Politics, Economics, Effects on Society

Unit – 8:

8.1 Zial-ul-Haq's Era,
8.2 International Context,
8.3 Politics, Economics, Effects on Society

Unit – 9:

9.1 Benazir Bhutto's and then care takers' Era (1988-90),
9.2 International Context: End of Cold war, dominance of capitalism,
9.3 Politics, Economics: IPPs agreements, Effects on Society

Unit – 10:

10.1 Nawaz Sharif's and Balkh Sher Mazari Era (1990-93),
10.2 International Context,
10.3 Politics, Economics, Effects on Society

Unit – 11:

11.1 Benazir Bhutto and then care takers' Era,
11.2 International Context,
11.3 Politics, Economics, Effects on Society

Unit – 12:

12.1 Nawaz Sharif's 2nd Era,
12.2 International Context,
12.3 Politics, Economics, Effects on Society

Unit – 13:

13.1 Musharraf's Era,

13.2 International Context: Nine Eleven and its aftermath, WOT, 13.3 Politics, Economics, Effects on Society

Unit – 14:

14.1 Zardari/ Gillani's Era,

14.2 International Context,

14.3 Politics, Economics, Effects on Society

Unit – 15:

15.1 Nawaz Sharif's 3rd Era,
15.2 International Context,
15.3 Politics, Economics, Effects on Society

Unit – 16:

16.1 Imran Khan's Era,
16.2 International Context,
16.3 Politics, Economics, Effects on Society

Teaching-Learning Strategies

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Textbooks and Suggested Readings*

Five Years Plans of Pakistan
Economic Survey of Pakistan, various editions, Finance Ministry of Government of Pakistan
US-Raj
Sofia Mumtaz, Imran Anwar Ali, Jean-Luc Racine, and Imran Ali (2002), Pakistan: The Contours of State and Society
Ian Talbot, (1998), Pakistan: A modern History
Naveed Hassan (1997), Management Practices and Business development in Pakistan:1947-1988, Avebury, Sydney
Ata Rabbai (2008), The sun shall rise, Ferozsons, Lahore
Iftikhar H. Malik (1997), State and Civil Society in Pakistan: Politics of authority, ideology and ethnicity, Macmillan Publisher, Lahore
Issues in Pakistan economy: S. Akbar Zaidi
Ralph Fox (2009), Colonial policies of British Imperialism, Oxford
Hamid Khan, (2017), Constitutional and political history of Pakistan, Oxford University Press, Pakistan
Waiting for Allah (1991) Christina Lamb
Emma Duncan (1989), Breaking the curfew: A political Journey through Pakistan, Michael Joseph, London
Sugata Bose and Ayesha Jalal (2018), Modern South Asia: History, Culture and political Economy, Routledge

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MGT-234: FUNDAMENTALS OF MANAGEMENT

COURSE TITLE: FUNDAMENTALS OF MANAGEMENT

COURSE CODE: MGT-234

SEMESTER: 3

PROGRAM: BS Management

CREDIT HOURS: 3

PREREQUISITES: NONE

Learning Outcomes

On completion of this course, the student will be able to:

- Demonstrate a basic understanding of Management and its history
- Demonstrate a basic understanding of management functions, to include planning, organizing, leading and control.
- Identify and write down the management functions of any original organization

Contents

Unit – 1: Management and its History

Unit – 2: Organizational Culture and Environment

2.1 The Manager: Omnipotent or Symbolic?
2.2 The External Environment: Constraints and Challenges
2.3 Organizational Culture: Constraints and Challenges 87
2.4 Current Issues in Organizational Culture

Unit – 3: Decision Making the Essence of Manager's Job

3.1 The decision -making process
3.2 Approaches to decision -making
3.3 Types of Decisions and Decision-Making Conditions
3.4 Decision –making biases and errors
3.5 Effective Decision Making in Today's World

Unit – 4: Planning

4.1 What and why of planning
4.2 Goals and Plans
4.3 Setting goals and developing plans
4.4 Contemporary issues in planning

Unit – 5: Organization Structure and Design

5.1 Six Elements of Organizational Design
5.2 Mechanistic and organic structures
5.3 Contingency Factors Affecting Structural Choice
5.4 Traditional Organizational Design Options
5.5 Organizing for flexibility in the 21st century

Unit – 6: Motivation

6.1 What is Motivation?
6.2 Early Theories of Motivation
6.3 Contemporary Theories of Motivation
6.4 Current issues in Motivation

Unit – 7: Leadership

7.1 Who Are Leaders and What Is Leadership?
7.2 Early Leadership Theories
7.3 Contingency theories of leadership

Unit – 8: Communication

8.1 The Nature and Function of Communication
8.2 Methods and challenges of interpersonal communication
8.3 Effective Organizational Communication
8.4 Communication in the Internet and Social Media Age
8.5 Communication Issues in Today's Organizations
8.6 Becoming a better communicator

Unit – 9: Control Process

9.1 What is controlling and why is it important?
9.2 The control processes
9.3 Managerial Decisions in Controlling
9.4 Controlling for organizational and
9.5 employee performance
9.6 Contemporary issues in control

Teaching-Learning Strategies

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

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Assessment and Examinations

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

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

Textbooks and Suggested Readings*

Daft, R. L. (2022). Management (14th Edition). Boston, MA. Cengage.

Harvard Business Review Press. (2020). HBR's 10 must reads on leadership: 2-volume collection. Boston: Harvard Business Review Press.

Robbins, S.P. & Coulter, Mary (2019). Management (14th Edition); London: Pearson.

Harvard Business Review for selected articles and case studies

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

ECO-235: INTRODUCTION TO ECONOMICS

COURSE TITLE: INTRODUCTION TO ECONOMICS
COURSE CODE: ECO-235
SEMESTER: 3
PROGRAM: BS
CREDIT HOURS: 03
PREREQUISITES: NONE

Learning Outcomes

This course is meant to be an introduction to the decision-making process of households, firms, and government, and the resulting allocation of resources through markets in the first section of the subject. In the second section of the subject, a clear understanding of the basic concepts, tools of analysis, and terminologies used in macroeconomics will be given to students. By the end of the course, students should be able to understand key economic issues addressed by microeconomics and a basic idea of how an economy works at the macro level.

Contents

- Unit – 1: Preliminaries
  - 1.1 The Themes of Microeconomics, Scarcity, and Economics
  - 1.2 What is a Market?
  - 1.3 Real versus Nominal Prices
  - 1.4 Why Study Microeconomics?
- Unit – 2: Consumer Choice
  - 2.1 Cardinal Approach/Utility Analysis and Ordinal Approach of Consumer Behavior
  - 2.2 Law of Diminishing Marginal Utility, Law of Equi-Marginal Utility
  - 2.3 Consumer Equilibrium, Indifference Curves, Features of Indifference Curves
  - 2.4 Budget Line, Consumer Equilibrium. Comparative Statics
- Unit – 3: The Basics of Demand & Supply
  - 3.1 Demand and Supply, The Market Mechanism, Changes in Market Equilibrium,
  - 3.2 Price Elasticity of Demand and Price Elasticity of Supply
  - 3.3 Point versus Arc Elasticities, Price Elasticity and Total Expenditure
  - 3.4 Cross-Price Elasticity of Demand, Income Elasticity of Demand.
- Unit – 4: Cost Theory
  - 4.1 Measuring Cost: Which Costs Matter?
  - 4.2 Costs in the Short Run, Costs in the Long Run
  - 4.3 Long Run versus Short Run Cost Curves.
- Unit – 5: Market Structures
  - 5.1 Maximization and Competitive Supply
  - 5.2 Market Power: Monopoly, Monopolistic Competition.
- Unit – 6: National Income
  - 6.1 Definition and concept of national income

6.2 Measures of national income: Gross Domestic Product (GDP) and Gross National Product (GNP) and other measures
6.3 Computation of national income: Product, Income and Expenditure approaches
6.4 Circular flow of income, Nominal versus Real income, Per capita income and the standard of living.

Unit – 7: Components of Aggregate Demand

7.1 The Concept of Open and closed economy models
7.2 Concept of aggregate markets: Product, Money, Labor, and Capital markets
7.3 Components of aggregate demand: Consumption, Investment, and Government spending
7.4 Income and expenditure identities. Money and Monetary policy, Fiscal Policy.

Teaching-Learning Strategies

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

Assignments- Types and Number with calendar

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Assessment and Examinations

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3.	Final	40%	After 15-16 weeks, a final-term exam/assessment

	Assessment		will be conducted as per the nature and requirement of the course.

Textbooks and Suggested Readings*

Pindyck, R. S., & Rubinfeld, D. L. (2017). Microeconomics (9th ed.), London: Pearson Publishers.
Morgan, W., Katz, M. L., & Rosen, H. S., (2009). Microeconomics (European ed.). McGraw-Hill Higher Education.
Mankiw, N.G. (2020). Principles of Economics (9th ed.). Cenage Learning
Miller, R. L. (2013). Economics Today (17th ed.). Pearson.
Samuelson, P.A., and Nordrons, W.D. (2019), Economics (20th edition), McGraw-Hill India.

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ACC-231: PRINCIPLES OF ACCOUNTING

TITLE: PRINCIPLES OF ACCOUNTING

COURSE CODE: ACC-231

SEMESTER: 3

PROGRAM: BS MANAGEMENT

CREDIT HOURS: 03

PREREQUISITES: NONE

Learning Outcomes

On completion of this course, the students will be able to:

- Understand the complete Accounting Cycle
- Prepare the Journal, Ledger and subsidiary books
- Prepare the balance sheet, profit and loss account and cash flow statement

Contents

Unit – 1: Accounting and its role

1.1 Development of accounting
1.2 Accounting defined
1.3 Why study Accounting?
1.4 Accounting as a Career

Unit – 2: Basic concepts/principles/assumptions of accounting

2.1 Business entity concept
2.2 Accrual concept
2.3 Cost principle
2.4 Accrual concept
2.5 Prudence principle
2.6 Qualitative characteristics of financial statements

Unit – 3 The recording process

3.1 Analysis of transactions
3.2 Journal
3.3 Ledger
3.4 Balancing the accounts

Unit – 4 Preparation of financial statements

4.1 Preparing the trial balance
4.2 Locating and correcting errors in recording process
4.3 Preparing statement of profit or loss and balance sheet

Unit – 5 The adjusting and closing entries

5.1 Need for Adjusting Entries
5.2 Recording adjusting entries
5.3 Preparing adjusted trial balance
5.4 Recording closing entries

5.5 Preparing post-closing trial balance
5.6 Preparation of financial statements

Unit – 6 Accounting for trading organizations

6.1 Accounting for purchases and sales
6.2 Returns and allowances
6.3 Perpetual and periodic system
6.4 Preparation of financial statements
6.5 Departmental accounts

Unit – 7 Subsidiary and control accounts

7.1 General journal and special journals
7.2 General ledger and subsidiary ledgers
7.3 Cash book and petty cash book
7.4 Control accounts

Unit – 8 Cash and temporary investments

8.1 Nature and composition of cash
8.2 Maintaining bank account
8.3 Bank reconciliation
8.4 Short term investments

Unit – 9 Accounting for debtors and stocks

9.1 Accounting for bad debts
9.2 Direct write-off method
9.3 Aging schedule
9.4 Percentage of sales method
9.5 Recoveries of bad debts
9.6 Stocks; Perpetual and periodic stock system
9.7 Stock discrepancies

Unit – 10 Accounting for property, plant and equipment

10.1 Property, plant and equipment
10.2 Lump-sum purchase
10.3 Subsequent expenditure
10.4 Depreciation methods
10.5 Revaluation
10.6 Intangibles and amortization
10.7 Wasting assets and depletion

Teaching-Learning Strategies

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

Assignments- Types and Number with calendar

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Assessment and Examinations

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

Textbooks and Suggested Readings*

Bettner, M., Williams, J., Haka, S., & Carcello, J. (2019). Financial & Managerial Accounting (15th ed.). Tata McGraw-Hill.

Khan, A. (1999). Financial accounting: Managerial perspective. Anas Publishers.

Wood, F., & Sangster, A. (2018). Frank Wood's business accounting (12th ed., Vol. 1). Pearson Education

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MKT-241: FUNDAMENTALS OF MARKETING

COURSE TITLE: FUNDAMENTALS OF MARKETING

COURSE CODE: MKT-241

SEMESTER: 4

PROGRAM: BS MANAGEMENT

CREDIT HOURS: 3

PREREQUISITES: FUNDAMENTALS OF MANAGEMENT

Learning Outcomes

There are several important reasons to study marketing; in today's highly competitive and dynamic environment since marketing plays a significant role in the society. Through this course, students will learn to apply marketing related theoretical knowledge to analyze existing marketplace problems and propose solutions. This course will enhance students' problem solving and decision-making abilities towards marketing related issues using a customer-centric approach. Students will learn about the strategic importance of marketing to an organization, whether it be a profit-oriented business, a public entity or non-profit organization. Hence, the supreme importance of the "marketing concept" is an attempt to identify and satisfy its customers' needs and wants.

The purpose of this course is to teach students to identify the marketing mix components; explain the environmental factors which influence consumer and organizational decision-making processes; outline a marketing plan; and interpret marketing research data to forecast industry trends and meet customer demands.

In this course students are exposed to a dynamic world of marketing activities. Principles, terminology, tools and tricks of trade are taught by giving real life examples from both Pakistani and international perspective. It also addresses various issues and trends prevailing in the Pakistani Industry. Upon completion, students should be able to apply marketing principles in organizational decision-making.

Diligent students on the completion of the course should be able to develop an analytical thinking and the ability to integrate various key marketing concepts. They should be able to develop a marketing plan which is a strategic document that helps marketing executives to analyze their resources and to plan their future business strategy, ultimately leading to organizational goal achievements. It develops the ability to critically analyze and foresee the impact of various marketing activities on the sales of products and services being marketed and on organizational goal attainment, whether profit or non-profit oriented. This course aims to enable students to think and act like marketers and develop a customer-oriented market strategy and marketing plan in a social, economic, technological and cultural environment in which an organization operates. It prepares them to encounter real life challenges and to add value to their organizations and businesses by formulating relevant strategies.

Upon the successful completion of the course students are able to;

- Understand the relevance of marketing to practical situations
- Critically analyze marketing problems and suggest pertinent effective solutions
- Evaluate marketing environment and identify significant problems and/or opportunities facing an organization
- Apply the Segmentation-Targeting-Positioning (STP) theoretical framework.

- Develop new marketing ideas relevant to the local marketing environment.
- Design and implement marketing programs, which include tactical decisions in product, services, processes, pricing, distribution and promotion.

Contents

Unit – 1: Defining Marketing and the Marketing Process

1.1 Customer Relationships
1.2 Customer needs, wants & demands, Products, services & experiences,
1.3 Customer value & satisfaction, Target customer, Value proposition,
1.4 Customer loyalty & retention, Market share & customer equity
1.5 Company & Marketing Strategy
1.6 Defining Mission, Marketing Strategy, Marketing Mix, Marketing
1.7 analysis, planning, implementation, organization & control

Unit – 2: Understanding the Marketplace and Customer Value

2.1 Segmentation, Targeting & Positioning: Segmenting markets, Target segment, Positioning maps & strategy, communicating & delivering the chosen position.
2.2 Products, services & branding: Product & services classifications & levels. Product mix, Branding, Brand equity, Managing brands, Service marketing.
2.3 New product development: Idea generation & screening, Concept development & testing, Test marketing & analysis, commercialization. Introduction, growth, maturity & decline stages. Product life-cycle strategies.

Unit – 3: Designing a Customer Value-Driven Strategy and Mix

3.1 [PRICE] Pricing products: pricing environment, Internal & external factors, cost, value & competition-based pricing, New product pricing strategies, product mix pricing strategies, price adjusted strategies, price changes, channel pricing.
3.2 [PLACE] Marketing Channels: How channels add value, channel levels & behavior, Vertical & Horizontal marketing systems, Multichannel distribution, channel objectives. Selecting, managing, motivating, motivating, and evaluating channel members. Major logistic management.
3.3 Communications Strategy: Communications environment, Integrated marketing communications, Target audience, Communication objective, Message design, Media selection & message source, Total promotion budget, Communication & promotion mix.
3.4 Advertising, sales promotion & PR: Advertising strategy, objectives, budget & evaluation. Sales promotion objectives, tools & program. Public relation tools & objectives. Marketing Productivity Metrics (PAR & BAR).

Unit – 4: Extended Marketing

4.1 Competitive advantage: Identifying & assessing competitors, Competitors to attack or avoid. Competitive intelligence. Competitive strategy & position. Leader & challenger strategies.
4.2 Digital marketing: Digitalization & connectivity. Customization. E-Businessmen-Commerce & E-Marketing. B2C, B2B, C2C &C2B.
4.3 Digital Customers: Online Buying Behavior, Viral Marketing, Advertising Online, Email Marketing, Metrics and analytics Online Relevancy Rules: Test Everything, Track Everything, Let the data decide, Online USP, how to design an integrated marketing communication campaign

4.4 Social Media: Content Plan, What makes people share? How do you get more recommendations? Making a YouTube video, Best Practices, Online advertising and promotions, Measuring Success
4.5 Financial: Projections & Marketing budget, Controls and contingency planning

Teaching-Learning Strategies

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

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Textbooks and Suggested Readings*

Kotler, P., Armstrong, G. M., & Opresnik, M. O. (2021). Principles of marketing. Harlow (Essex) [etc.: Pearson Education].

Kotler, P. et al (2021. Marketing 5.0: Technology for Humanity. John Wiley & Sons.

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FIN-242: FUNDAMENTALS OF FINANCE

COURSE TITLE: FUNDAMENTALS OF FINANCE

COURSE CODE: FIN-242

SEMESTER: 4

PROGRAM: BS MANAGEMENT

CREDIT HOURS: 03

PREREQUISITES: PRINCIPLES OF ACCOUNTING

Learning Outcomes

This is an introductory course in finance, which provides students with a general understanding of the principles and practice of finance. The focus of the subject is on the major financial decisions made by companies and the valuation of investments made by them along analysis of financial statements. The course starts by examining the various forms of businesses and the importance of financial markets and interest rates. The main objective of the course is to inculcate among the students' basic concepts of finance to manage their own personal finance as well as management their investments. The learning outcomes of this courses are to:

- Explain the role of finance and the different types of jobs in finance,
- Identify the different types and operations of financial markets and financial institutions and explain how these markets and institutions enhance capital allocation,
- Understand Financials statement analysis using ratios and other tools,
- Explain how the time value of money works (present and future values) and discuss why it is such an important concept in finance,
- Understand the fundamental securities valuation in capital markets,
- Discuss the conceptual relationship between risk and return

Contents

Unit – 1: An Overview of Finance

1.1 What is Finance,
1.2 Goal of a Financial Manager,
1.3 Financial Decisions,
1.4 Jobs in Finance,
1.5 Forms of Business Organization,
1.6 Stock Prices and Shareholders' value, Intrinsic Values, Stock Prices and Executive Compensation,
1.7 Important Business Trends, Business Ethics,
1.8 Conflicts between Managers, Stockholders, and Bondholders, Agency Relationship

Unit – 2: Financial Markets and Institutions

2.1 The Capital Allocation Process,
2.2 Financial Markets,
2.3 Financial Institutions,
2.4 The Stock Market and Returns,
2.5 Stock Market Efficiency

Unit – 3: Financial Statements, Cash Flows and taxes

3.1 Financial Statements and Reports,
3.2 The Balance Sheet,
3.3 The Income Statement,
3.4 Statement of Cash flows,
3.5 Statement of Stockholders' Equity,
3.6 Free Cash Flow,
3.7 Income Tax

Unit – 4: Analysis of Financial Statements

4.1 Ratio Analysis,
4.2 Liquidity Ratios,
4.3 Asset Management Ratios,
4.4 Debt Management Ratios,
4.5 Profitability Ratios,
4.6 Market Value Ratios,
4.7 Trend Analysis,
4.8 The DuPont Equation,
4.9 Ratios in Different Industries,

Unit – 5: Time Value of Money

5.1 Future Values, Present Values,
5.2 Annuities, Future Value of an Ordinary Annuity,
5.3 Future Value of an Annuity Due,
5.4 Present Value of an Ordinary Annuity, Finding Annuity Payments, Periods, and Interest Rates,
5.5 Perpetuities, Uneven Cash Flows,
5.6 Future Value of an Uneven Cash Flow Stream, solving for I with Uneven Cash Flows, Multiple Compounding Periods
5.7 Comparing Interest Rates,
5.8 Fractional Time Periods,
5.9 Amortized Loans, Using MS Excel to Solve Time Value Questions

Unit – 6: Interest Rates

6.1 The Cost of Money,
6.2 Interest Rate Levels,
6.3 Determinants of Market Interest Rates,
6.4 Real and Nominal Interest Rates,
6.5 The Term Structure of Interest Rates,
6.6 Yield Curve and its Usage for Estimating Future Interest Rates,
6.7 Macroeconomic Factors that Influence Interest Rates Levels, Interest Rates and Business Decision

Unit – 7: Bonds and Their Valuation

7.1 Who Issue Bonds,
7.2 Key Characteristics of Bonds,
7.3 Bond Valuation, Bonds Yields, Changes in Bonds Values over Time,
7.4 Bonds with Semiannual Coupons,
7.5 Assessing the Bond’s Riskiness, Default Risk, Bond Markets

Unit – 8: Stock and Their Valuation

8.1 Legal Rights and Privileges of Stockholders,
8.2 Types of Common Stocks,
8.3 Stock Prices vs. Intrinsic Value,
8.4 The Discounted Dividend Model,
8.5 Valuing the Entire Corporation,
8.6 Preferred Stocks

Unit – 9: Risk and Rates of Return

9.1 Stand-Alone Risk,
9.2 Risk in a Portfolio Context: CAPM,
9.3 The Relationship between Risk and Rates of Return

Teaching-Learning Strategies

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	Assessment		of the course.

Textbooks and Suggested Readings*

Brigham, E.F., & Houston, J.F. (2021), Fundamentals of Financial Management (16^{th} ed.), South-Western Cenage Learning.

Zutter, C.J. & Smart, S. (2021), Principles of Managerial Finance (16^{th} ed.), Pearson Higher Education.

Van Horne, J.C. & Wachowicz Jr. J. (2009), Fundamentals of Financial Management (13^{th} ed.), Pearson Higher Education.

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ISL-243: ISAMIC STUDIES

COURSE TITLE: ISLAMIC STUDIES

COURSE CODE: ISL-243

SEMESTER: 4

PROGRAM: BS MANAGEMENT

CREDIT HOURS: 3

PREREQUISITES: NONE

Learning Outcomes

At the successful completion of the course, students should be able to:

- Understand the main principles and teachings of Islam
- Enhance understanding of the students regarding Islamic Civilization
- Better understand the issues related to faith and religion

Contents

Unit – 1: Introduction to Holy Quran

1.1 Basics, history and importance of Quran
1.2 Qawaid Lughat ul Quran (Quranic Grammar)
1.3 Uloom-ul-Quran

Unit – 2: Selected verses from the Holy Quran (Tarjuma and Tafseer)

2.1 Surah al-Baqarah. Verses related to Imaaniyat (verse no-284-286)
2.2 Surah al-Hujrat. Verses related to adab al-nabi (verse no-1-18)
2.3 Surah al-Mu'minoon Verses related to characteristics of faithful (verse no-1 11)
2.4 Surah al-Furqan. Verses related to social ethics (verse no.63-77) 5)
2.5 Surah al-Inam. Verses related to Huqooq-ul-Ibaad (verse no-152-154)
2.6 Surah al-Ihzab. Verses related to Adab al-Nabi (verse no.6, 21, 40, 56-58).
2.7 Surah al-Hashar. Verses related to thinking, Day of Judgment, (verse no. 1820).
2.8 Surah al-Saf. Verses related to Tafakar, Tadabar (verse no.1,14)

Unit – 3: Seerah of Holy Prophet (saw)

3.1 Life of Muhammad bin Abdullah (before prophet hood)
3.2 Life of holy prophet (SAWW) in Makkah and Medina
3.3 Important lessons derived from the life of holy prophet in Makkah
3.4 Important events of life Holy Prophet in Madina
3.5 Important lessons derived from the life of Holy Prophet in Madina
3.6 Basic concepts of hadith, History of hadith
3.7 Kinds of hadith, Uloom –ul-hadith, Sunnah & hadith
3.8 Legal position of Sunnah, Selected Ahadith'

Unit – 4: Islamic Law and Jurisprudence

4.1 Introduction to Islamic law & jurisprudence
4.2 Basic concepts of Islamic law & jurisprudence

4.3 History & importance of Islamic law & jurisprudence
4.4 Sources of Islamic law & jurisprudence. Nature of differences in Islamic law
4.5 Islam and sectarianism

Unit – 5: Islamic culture & civilization

5.1 Basic concepts of Islamic culture & civilization
5.2 Historical development of Islamic culture & civilization
5.3 Characteristics of Islamic culture & civilization
5.4 Islamic culture & civilization and contemporary issues

Unit – 6: Islam & science

6.1 Basic concepts of Islam & science
6.2 Contributions of Muslims in the development of science
6.3 Quran & science

Unit – 7: Islamic economic system

7.1 Basic concepts of Islamic economic system
7.2 Means of distribution of wealth in Islamic economics
7.3 Islamic concept of riba
7.4 Islamic ways of trade & commerce

Unit – 8: Political system of Islam

8.1 Basic concepts of Islamic political system
8.2 Islamic concept of sovereignty
8.3 Basic institutions of government in Islam

Unit – 9: Islamic history

9.1 Period of Khlaft-e-rashida
9.2 Period of Ummayyads
9.3 Period of Abbasids

Unit – 10: Social System in Islam

10.1 Basic concepts of social system of Islam
10.2 Elements of family. Ethical values of Islam

Teaching-Learning Strategies

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

Assignments- Types and Number with calendar

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Assessment and Examinations

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

Textbooks and Suggested Readings*

The Holy Quran (Text, translation and commentary) by Abdullah Yousaf Ali

The Glorious Quran: Muhammad Marma Duke Pickthall

The Message of Quran: Muhammad Asad (Leopold Weiss)

Sahih-al-Bukhari (English Translation): Muhammad Mohsin Khan

Takalam-al-Arabiyyah. Arabic-English: Muhammad Ismaeel al-Seeni.

Al-Mawrid English-Arabic Dictionary: Munir al-Balabakki

The Road to Makkah: Muhammad Asad (Leopold Weiss)

Quran, Bible and Science. Maurice de Bouccai.

Towards Understanding Islam. Abul Ala Maudoodi.

Introduction to Islam. Dr. uhammad Hamidullah

Spirit of Islam. Syed Ameer Ali.

Everyday Fiqh. Muhammad Yousuf Islahi.

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HRM-244: INTRODUCTION TO HUMAN RESOURCE MANAGEMENT

COURSE TITLE: INTRODUCTION TO HUMAN RESOURCE MANAGEMENT

COURSE CODE: HRM-244

SEMESTER: 4

PROGRAM: BS MANAGEMENT

CREDIT HOURS: 3

PREREQUISITES: FUNDAMENTALS OF MANAGEMENT

Learning Outcomes

After successfully completing this course, students will be able to:

- Develop the knowledge, skills and concepts needed to resolve actual human resource management problems or issues.
- Manage the employment relationship, which is a shared responsibility between employers, management, human resources specialists, and employees.
- Identify the human resources needs of an organization or department.
- Conduct a job analysis and produce a job description from the job analysis.
- Evaluate the procedures and practices used for recruiting and selecting suitable employees.
- Assess training requirements and design a successful orientation and training program.
- Discuss workplace health and safety programs and the roles of the employer and the employee in enforcing health and safety policies and procedures.
- Explain the responsibilities of management, HRM specialists, managers, and employees in managing the employment relationship in a unionized or a non-unionized environment.

Contents

Unit – 1: The Dynamic Environment of HRM

1.1 Introduction

1.2 Globalization

1.3 Technology

1.4 Regulations and legislation

1.5 Continuous improvement programs

Unit – 2: Functions and strategy

2.1 Evolution of management

2.2 Functions of management

2.3 The role of HR in strategic management process

2.4 The HRM Functions

2.5 Structure of the HR department

2.6 Talent management

2.7 HR trends and opportunities

2.8 HRM in global environment

Unit – 3: The legal and ethical context of HRM

3.1 Laws Affecting Discriminatory Practices

3.2 Enforcing Equal Opportunity Employment

3.3 Current Issues in Equal Employment

3.4 HRM in a Global Environment

Unit – 4: Employee rights and discipline

4.1 Employee Records and Related Laws

4.2 Social Media Use and Employee Rights

4.3 Current Issues Regarding Employee Rights

4.4 Employee Monitoring and Workplace Security

4.5 Discipline and Employee Rights

4.6 Dismissing or Firing Employees, the Final Option

4.7 Employee Relations in a Global Environment

Unit – 5: Human Resource Planning and Job Analysis

5.1 Linking Organizational Strategy to Human Resource Planning

5.2 The Job Analysis Process

5.3 Job Descriptions

5.4 Job Design, Creating Better Jobs

5.5 Flexible Work Schedules

Unit – 6: Recruiting

6.1 Effective Recruiting

6.2 Recruiting challenges

6.3 Internal Recruiting sources

6.4 External Recruiting sources

6.5 Online recruiting

Unit – 7: Foundations of Selection

7.1 Screening Applicants

7.2 Pre-employment testing

7.3 Interviewing applicants

7.4 Background investigation

7.5 The employment offer

Unit – 8: Training and development

8.1 Learning culture through socialization

8.2 Designing employee training

8.3 Employee development

Unit – 9: Managing careers

9.1 Career development

9.2 The organization’s role in career development

9.3 The employee role in career development

Unit – 10: Establishing the performance management system

10.1 Purposes of performance management system

10.2 The appraisal process

10.3 Evaluating performance with absolute standards

10.4 Evaluating performance with relative standards

10.5 Factors that can distort appraisals

10.6 The performance appraisal meeting

10.7 International performance appraisal

Unit – 11: Establishing rewards and pay plans

11.1 Rewarding employees

11.2 Government regulation of compensation

11.3 External factors affecting compensation

11.4 The pay structure

11.5 Executive compensation program

Unit – 12: employee benefits

12.1 Benefits planning

12.2 Legally required benefits

12.3 Voluntary benefits

12.4 Retirement benefits

12.5 Benefits in a global environment

Unit – 13: Managing health and safety

Unit – 14: Understanding Labor Relations and Collective Bargaining

Teaching-Learning Strategies

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

Assignments- Types and Number with calendar

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Assessment and Examinations

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S. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	After 7-8 weeks, students will have to appear for the midterm exam/assessment as per the nature and requirement of the course.
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3.	Final Assessment	40%	After 15-16 weeks, a final-term exam/assessment will be conducted as per the nature and requirement of the course.

Textbooks and Suggested Readings*

Valentine, S. R. (2020). Human resource management. Boston MA. Cengage

DeCenzo, D. A., Robbins, S. P., & Verhulst, S. L. (2016). Fundamentals of human resource management. John Wiley & Sons.

Dessler, G. (2016). Fundamentals of human resource management. Fifteenth ed. Pearson

Dessler, G., & Varkkey, B. (2020). Human Resource Management- 16th edition. India: Prentice Hall.

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

PA-245: INTRODUCTION TO PUBLIC ADMINISTRATION

COURSE TITLE: INTRODUCTION TO PUBLIC ADMINISTRATION

COURSE CODE: PA - 245

SEMESTER: 4

PROGRAM: BS MANAGEMENT

CREDIT HOURS: 3

PREREQUISITES: A SCIENCE OF SOCIETY-I, II

Learning Outcomes

This course is designed to introduce students to the theory and practice of public administration and public management. Students learn significant aspects of the transformation of the public sector over time and across various countries. They learn about the foundations of public administration and public sector ethics, probe historical and contemporary questions concerning the field, and analyze practical and ethical challenges facing public administrators. It covers essential elements of public administration, including public ethics and values, organizational theory, human resource management, leadership, program evaluation, public budgeting, and citizen participation. Students will be expected to demonstrate their understanding of the ideas presented in the course and apply their knowledge to critically evaluate the decisions of public administrators/managers and governmental actors from an ethical perspective. By the end of the course, the students will be able to:

- Identify and comprehend the core concepts of public administration.
- Familiarize themselves with relevant concepts, debates, and discussions on private and public sector organizations.
- Critically evaluate the ethical dimensions of administrative decisions and also understand the role of public administrators in a contemporary society.
- Familiarize themselves with the different management functions of the government.
- Learn how public administration has evolved from its historical roots to contemporary manifestations of ethically engaged and socially responsible citizens
- Understand the features and relevant issues related with the public sector organizations in Pakistan from an analytical perspective.
- Develop critical thinking for understanding the structures and workings of the public sector organizations in the context of Pakistan.

Contents

Unit – 1. Course Introduction

- 1.1 What is Public Administration?
- 1.2 Managerial, Political and Legal approaches to Public Administration
- 1.3 What Do Public Administrators Do?
- 1.4 Why Study Public Administration?
- 1.5 Issues in Public Administration Theory and Practice?

Unit – 2. The Political and Administrative Context of Public Administration

- 2.1 Administrative Organizations and Executive Leadership

- 2.2 Relationships with the Legislative Body
- 2.3 The Policy Process
- 2.4 Types of Policy
- 2.5 Legislative Supervision: Structural Controls
- 2.6 Relationship with the Judiciary

Unit – 3. Planning, Implementation & Evaluation

- 3.1 Planning
- 3.2 Steps in Planning
- 3.3 The Logic of Policy Analysis
- 3.4 Steps in Policy Analysis
- 3.5 Implementation
- 3.6 Evaluation

Unit – 4. Budgeting & Financial Management

- 4.1 The Budget as an Instrument of Fiscal Policy
- 4.2 The Budget as an Instrument of Public Policy
- 4.3 The Budget as a Managerial Tool
- 4.4 Approaches to Public Budgeting
- 4.5 Aspects of Financial Management
- 4.6 Accounting and Related Information Systems

Unit – 5. Management of Human Resources in the Public Sector

- 5.1 Merit Systems in Public Employment
- 5.2 Hiring, Firing, and Things in Between
- 5.3 The Changing Character of Labor-Management Relations

Unit – 6. The Ethics of Public Service

- 6.1 Approaches to Ethical Deliberation
- 6.2 Issues of Administrative Responsibility
- 6.3 Ethical Problems for the Individual
- 6.4 Managing Ethics

Unit – 7. Designing and Managing Organizations

- 7.1 The Organizational Context
- 7.2 Images of Organizing in the Public and Non-profit Sectors
- 7.3 The Functions of Management
- 7.4 Recognizing Human Behavior
- 7.5 The Organizations and its Environment
- 7.6 Organizational Culture, Organizational Learning, and Strategic Management

7.8 Post Modern Narratives on Management

Unit – 8. Leadership and Management Skills in Public Organizations

8.1 Leadership and Power

8.2 Communication

8.3 Delegation and Motivation

8.4 Group Dynamics

Unit – 9. Administrative Reform, Productivity & Performance

9.1 New Public Management, Reinvention, the Management Agenda and Non-profit Reform

9.2 Information and Communication Technologies

9.3 Performance Measurement

Unit – 10. Opportunities for future: Globalization, Democracy and the New Public Service

10.1 The Importance of Public Service

10.2 Trends in Public Service

10.3 Globalization

10.4 Ethics and the Imperatives of Good Governance

Teaching-Learning Strategies

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

Assignments- Types and Number with calendar

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

Assessment and Examinations

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

S. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	After 7-8 weeks, students will have to appear for the midterm exam/assessment as per the nature and requirement of the course.

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

Textbooks and Suggested Readings*

Denhardt, R.B., Denhardt, J.V., & Blanc, T.A. (2013), Public Administration: An Action Orientation by. 7th edition. Cengage Learning.

Rosenbloom, D. H., Kravchuk, R. S., & Clerkin, R. M. (2022). *Public Administration: Understanding Management, Politics, and Law in the Public Sector (9th Edi.)*. Routledge.

Government and Administration in Pakistan edited by Jameelur Rehman Khan: Published by Peace Publications, 2017

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

ARA-105: ARABIC-I

COURSE TITLE: ARABIC-I

COURSE CODE: ARA-105

SEMESTER: 1

PROGRAM: BS MANAGEMENT

CREDIT HOURS: 3

PREREQUISITES: NONE

Learning Outcomes

The courses of Arabic-I and Arabic-II develop a set of transferable skills for understanding and communicating in everyday situations in Arabic. Students begin to develop cultural awareness of countries and communities where Arabic is spoken. They will acquire the essential linguistic skills required for progression to further studies or employment. It will encourage learners to be:

- Confident: using new and familiar structures and vocabulary to communicate with others in everyday situations
- Responsible: seeking opportunities to develop and use their language skills
- Reflective: considering how to communicate different ideas and attitudes
- Innovative: applying language to a variety of situations
- Engaged: develop learning strategies which help them to express their ideas and their understanding of cultures.

The aims are to enable students to:

- develop the language proficiency required to communicate effectively
- offer insights into the culture and society of countries and communities where Arabic is spoken
- develop awareness of the nature of language and language learning
- encourage positive attitudes towards speakers of other languages and a sympathetic approach to other cultures
- provide enjoyment and intellectual stimulation
- develop transferable skills (e.g. memorising, drawing of inferences) to complement other areas of the curriculum
- form a sound base of the skills, language and attitudes required for progression to work or further study

Contents

Candidates will be required to show knowledge and understanding of the broad topic areas listed below. These provide contexts for the acquisition of vocabulary and the study of grammar and structures. Through the study of these broad topic areas, candidates gain insight into the cultures of countries and communities where Arabic is spoken. The sub-topics listed are provided as examples of what teachers may choose to focus on. They are examples only and are not intended to be prescriptive or exhaustive.

Unit – 1: Everyday Activities

1.1 Time expressions (e.g., telling the time, days, days of the week, months, seasons)

1.2 Food and drink (e.g. meals, fruit and vegetables, meat, fish and seafood, snacks, drinks, cutlery and utensils)
1.3 The human body and health (e.g. parts of the body, health and illness)
1.4 Travel and transport

Unit – 2: Personal and Social Life

2.1 Self, family and friends
2.2 In the home (e.g., rooms, living room, kitchen, bedroom, bathroom, furniture and furnishings, garden, household appliances)
2.3 Colors
2.4 Clothes and accessories
2.5 Leisure time (e.g., things to do, hobbies, sport)

Teaching-Learning Strategies

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

Assignments- Types and Number with calendar

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Assessment and Examinations

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

Textbooks and Suggested Readings*

Al-Dajani, B. A. S. (2019). The Function of Arabic Literature in Arabic Language Teaching: A Gateway to Cultural Literacy. Dirasat, Human and Social Sciences, 46(1).

Al-Musawi, M. J. (2017). Arabic literature for the classroom: teaching methods, theories, themes and texts. Taylor & Francis.

Beeston, A. F. L. (2016). The Arabic language today. Routledge.

Hayek, G. (2017). The urban gateway: Teaching the city in modern Arabic literature. Arabic Literature for the Classroom: Teaching Methods, Theories, Themes and Texts, 156-170.

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ARA-125: ARABIC-II

COURSE TITLE: ARABIC-II

COURSE CODE: ARA-15

SEMESTER: 2

PROGRAM: BS MANAGEMENT

CREDIT HOURS: 3

PREREQUISITES: ARABIC-I

Learning Outcomes

The courses of Arabic-I and Arabic-II develop a set of transferable skills for understanding and communicating in everyday situations in Arabic. Students begin to develop cultural awareness of countries and communities where Arabic is spoken. They will acquire the essential linguistic skills required for progression to further studies or employment. It will encourage learners to be:

- Confident: using new and familiar structures and vocabulary to communicate with others in everyday situations
- Responsible: seeking opportunities to develop and use their language skills
- Reflective: considering how to communicate different ideas and attitudes
- Innovative: applying language to a variety of situations
- Engaged: develop learning strategies which help them to express their ideas and their understanding of cultures.

The aims are to enable students to:

- develop the language proficiency required to communicate effectively
- offer insights into the culture and society of countries and communities where Arabic is spoken
- develop awareness of the nature of language and language learning
- encourage positive attitudes towards speakers of other languages and a sympathetic approach to other cultures
- provide enjoyment and intellectual stimulation
- develop transferable skills (e.g., memorising, drawing of inferences) to complement other areas of the curriculum
- form a sound base of the skills, language and attitudes required for progression to work or further study

Contents

Candidates will be required to show knowledge and understanding of the broad topic areas listed below. These provide contexts for the acquisition of vocabulary and the study of grammar and structures. Through the study of these broad topic areas, candidates gain insight into the cultures of countries and communities where Arabic is spoken. The sub-topics listed are provided as examples of what teachers may choose to focus on. They are examples only and are not intended to be prescriptive or exhaustive.

Unit – 1: The world around us

1.1 People and places (e.g. continents, countries and nationalities, compass points)
1.2 The natural world, the environment, the climate and the weather

1.3 Communications and technology (e.g., the digital world, documents and texts)
1.4 The built environment (e.g., buildings and services, urban areas, shopping)
1.5 Measurements (e.g., size, shape)
1.6 Materials

Unit – 2: The world of work

2.1 Education (e.g., learning institutions, education and training, the classroom, learning tools, subjects, studying)
2.2 Work (e.g., jobs and careers, the workplace)

Unit – 3: The international world

3.1 Countries, nationalities and languages
3.2 Culture, customs, faith and celebrations

Teaching-Learning Strategies

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

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

Textbooks and Suggested Readings*

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Al-Musawi, M. J. (2017). Arabic literature for the classroom: teaching methods, theories, themes and texts. Taylor & Francis.

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FRE-105: FRENCH-I

COURSE TITLE: FRENCH-I

COURSE CODE: FRE-105

SEMESTER: 1

PROGRAM: BS MANAGEMENT

CREDIT HOURS: 3

PREREQUISITES: NONE

Learning Outcomes

The aims are to enable students to:

- develop the language proficiency required to communicate effectively in French
- offer insights into the culture and society of countries and communities where French is spoken
- develop awareness of the nature of language and language learning
- encourage positive attitudes towards speakers of other languages and a sympathetic approach to other cultures
- provide enjoyment and intellectual stimulation
- develop transferable skills (e.g., memorising, drawing of inferences) to complement other areas of the
- curriculum
- form a sound base of the skills, language and attitudes required for progression to work or further study, either in French or another subject area.

Contents

The subject content is organised in five broad topic areas. These provide contexts for the acquisition of vocabulary and the study of grammar and structures. The study of these topic areas enables students to gain an insight into countries and communities where French is spoken. The five topic areas listed below:

- Everyday activities
- Personal and social life
- The world around us
- The world of work
- The international world

The syllabus gives students opportunities to develop and apply a wide range of foreign language skills. Students will be expected to read and understand a variety of written and spoken texts on familiar topics. Students will be required to demonstrate understanding of the main ideas, opinions and attitudes, as well as select and extract relevant details and deduce the meaning of occasional unknown words from context. They will also have opportunities to write in French on familiar, everyday topics, and to speak the language by taking part in everyday conversations.

Unit – 1: Everyday Activities

1.1 Time expressions (e.g., telling time, days, days of the week, months, seasons)

1.2 Food and drink (e.g., meals, fruit and vegetables, meat, fish and seafood, snacks, drinks, cutlery and utensils)
1.3 The human body and health (e.g., parts of the body, health and illness)
1.4 Travel and transport

Unit – 2: Personal and Social Life

2.1 Self, family and friends
2.2 In home (e.g., rooms, living room, kitchen, bedroom, bathroom, furniture and furnishings, garden, household appliances)
2.3 Colours
2.4 Clothes and accessories
2.5 Leisure time (e.g., things to do, hobbies, sport)

Unit – 3: The world around us

3.1 People and places (e.g., continents, countries/nationalities, compass points)
3.2 The natural world, the environment, the climate and the weather
3.3 Communications and technology (e.g., digital world, documents and texts)
3.4 The built environment (e.g., buildings & services, urban areas, shopping)
3.5 Measurements (e.g., size, shape)
3.6 Materials

Teaching-Learning Strategies

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

Assignments- Types and Number with calendar

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

Assessment and Examinations

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

Textbooks and Suggested Readings*

Rochester, M. B. (Latest Ed.)). Easy French step-by-step. New York: McGraw-Hill.

Demouy, V., & Moys, A. (2015). Colloquial French: The Complete Course for Beginners. Routledge

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

FRE-125: FRENCH-II

COURSE TITLE: FRENCH-II

COURSE CODE: FRE-125

SEMESTER: 2

PROGRAM: BS MANAGEMENT

CREDIT HOURS: 3

PREREQUISITES: FRENCH-I

Learning Outcomes

The aims are to enable students to:

- develop the language proficiency required to communicate effectively in French
- offer insights into the culture and society of countries and communities where French is spoken
- develop awareness of the nature of language and language learning
- encourage positive attitudes towards speakers of other languages and a sympathetic approach to other cultures
- provide enjoyment and intellectual stimulation
- develop transferable skills (e.g., memorising, drawing of inferences) to complement other areas of the
- curriculum
- form a sound base of the skills, language and attitudes required for progression to work or further study, either in French or another subject area.

Contents

The subject content is organised in five broad topic areas. These provide contexts for the acquisition of vocabulary and the study of grammar and structures. The study of these topic areas enables students to gain an insight into countries and communities where French is spoken. The five topic areas listed below:

- Everyday activities
- Personal and social life
- The world around us
- The world of work
- The international world

The syllabus gives students opportunities to develop and apply a wide range of foreign language skills. Students will be expected to read and understand a variety of written and spoken texts on familiar topics. Students will be required to demonstrate understanding of the main ideas, opinions and attitudes, as well as select and extract relevant details and deduce the meaning of occasional unknown words from context. They will also have opportunities to write in French on familiar, everyday topics, and to speak the language by taking part in everyday conversations.

Unit – 1: The world of work

1.1 Education (e.g., learning institutions, education and training, the classroom, learning tools, subjects, studying)

1.2 Work (e.g., jobs and careers the workplace)

Unit – 2: The international world

2.1 Countries, nationalities and languages
2.2 Culture, custom, faiths and celebrations

Teaching-Learning Strategies

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

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Assessment and Examinations

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Textbooks and Suggested Readings*

Rochester, M. B. (Latest Ed.)). Easy French step-by-step. New York: McGraw-Hill.

Demouy, V., & Moys, A. (2015). Colloquial French: The Complete Course for Beginners. Routledge

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

CHI-105: CHINESE-I

COURSE TITLE: CHINESE-I

COURSE CODE: CHI-105

SEMESTER: 1

PROGRAM: BS MANAGEMENT

CREDIT HOURS: 3

PREREQUISITES: NONE

Learning Outcomes

The courses of Chinese-I and Chinese-II develop a set of transferable skills for understanding and communicating in everyday situations in Chinese. Students begin to develop cultural awareness of countries and communities where Chinese is spoken. They will acquire the essential linguistic skills required for progression to further studies or employment. It will encourage learners to be:

- Confident: using new and familiar structures and vocabulary to communicate with others in everyday situations
- Responsible: seeking opportunities to develop and use their language skills
- Reflective: considering how to communicate different ideas and attitudes
- Innovative: applying language to a variety of situations
- Engaged: develop learning strategies which help them to express their ideas and their understanding of cultures.

The aims are to enable students to:

- develop the language proficiency required to communicate effectively
- offer insights into the culture and society of countries and communities where Arabic is spoken
- develop awareness of the nature of language and language learning
- encourage positive attitudes towards speakers of other languages and a sympathetic approach to other cultures
- provide enjoyment and intellectual stimulation
- develop transferable skills (e.g., memorising, drawing of inferences) to complement other areas of the curriculum
- form a sound base of the skills, language and attitudes required for progression to work or further study

Contents

Unit – 1: Everyday Activities

1.1 Time expressions (e.g., telling the time, days, days of the week, months, seasons)

1.2 Food and drink (e.g., meals, fruit and vegetables, meat, fish and seafood, snacks, drinks, cutlery and utensils)

1.3 The human body and health (e.g., parts of the body, health and illness)

1.4 Travel and transport

Unit – 2: Personal and Social Life

2.1 Self, family and friends
2.2 In the home (e.g., rooms, living room, kitchen, bedroom, bathroom, furniture and furnishings, garden, household appliances)
2.3 Colours
2.4 Clothes and accessories
2.5 Leisure time (e.g., things to do, hobbies, sport)

Teaching-Learning Strategies

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

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

Textbooks and Suggested Readings*

In Sung, K.-Y. (2020). Teaching and learning Chinese as a second or foreign language: Emerging trends. Lanham, Maryland: Lexington Books.

Abraham, W. (2018). Chinese for dummies. Hoboken, NJ

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

CHI-125: CHINESE-II

COURSE TITLE: CHINESE-II

COURSE CODE: CHI-125

SEMESTER: 2

PROGRAM: BS MANAGEMENT

CREDIT HOURS: 3

PREREQUISITES: CHINESE-I

Learning Outcomes

The courses of Chinese-I and Chinese-II develop a set of transferable skills for understanding and communicating in everyday situations in Chinese. Students begin to develop cultural awareness of countries and communities where Chinese is spoken. They will acquire the essential linguistic skills required for progression to further studies or employment. It will encourage learners to be:

- Confident: using new and familiar structures and vocabulary to communicate with others in everyday situations
- Responsible: seeking opportunities to develop and use their language skills
- Reflective: considering how to communicate different ideas and attitudes
- Innovative: applying language to a variety of situations
- Engaged: develop learning strategies which help them to express their ideas and their understanding of cultures.

The aims are to enable students to:

- develop the language proficiency required to communicate effectively
- offer insights into the culture and society of countries and communities where Arabic is spoken
- develop awareness of the nature of language and language learning
- encourage positive attitudes towards speakers of other languages and a sympathetic approach to other cultures
- provide enjoyment and intellectual stimulation
- develop transferable skills (e.g., memorising, drawing of inferences) to complement other areas of the curriculum
- form a sound base of the skills, language and attitudes required for progression to work or further study

Contents

Unit – 1: The world around us

1.1 People and places (e.g., continents, countries and nationalities, compass points)
1.2 The natural world, the environment, the climate and the weather
1.3 Communications and technology (e.g., the digital world, documents and texts)
1.4 The built environment (e.g., buildings and services, urban areas, shopping)
1.5 Measurements (e.g., size, shape)
1.6 Materials

Unit – 2: The world of work

2.1 Education (e.g., learning institutions, education and training, the classroom, learning tools, subjects, studying)
2.2 Work (e.g., jobs and careers, the workplace)

Unit – 3: The international world

3.1 Countries, nationalities and languages
3.2 Culture, customs, faith and celebrations

Teaching-Learning Strategies

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

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In Sung, K.-Y. (2020). Teaching and learning Chinese as a second or foreign language: Emerging trends. Lanham, Maryland: Lexington Books.

Abraham, W. (2018). Chinese for dummies. Hoboken, NJ

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GER-105: GERMAN-105

COURSE TITLE: GERMAN-I

COURSE CODE: GER-105

SEMESTER: 1

PROGRAM: BS MANAGEMENT

CREDIT HOURS: 3

PREREQUISITES: NONE

Learning Outcomes

The courses of German-I and German-II develop a set of transferable skills for understanding and communicating in everyday situations in German. Students begin to develop cultural awareness of countries and communities where German is spoken. They will acquire the essential linguistic skills required for progression to further studies or employment. It will encourage learners to be:

- Confident: using new and familiar structures and vocabulary to communicate with others in everyday situations
- Responsible: seeking opportunities to develop and use their language skills
- Reflective: considering how to communicate different ideas and attitudes
- Innovative: applying language to a variety of situations
- Engaged: develop learning strategies which help them to express their ideas and their understanding of cultures.

The aims are to enable students to:

- develop the language proficiency required to communicate effectively
- offer insights into the culture and society of countries and communities where Arabic is spoken
- develop awareness of the nature of language and language learning
- encourage positive attitudes towards speakers of other languages and a sympathetic approach to other cultures
- provide enjoyment and intellectual stimulation
- develop transferable skills (e.g., memorising, drawing of inferences) to complement other areas of the curriculum
- form a sound base of the skills, language and attitudes required for progression to work or further study

Contents

Unit – 1: Everyday Activities

1.1 Time expressions (e.g., telling time, days, days of the week, months, seasons)

1.2 Food and drink (e.g., meals, fruit and vegetables, meat, fish and seafood, snacks, drinks, cutlery and utensils)

1.3 The human body and health (e.g., parts of the body, health and illness)

1.4 Travel and transport

Unit – 2: Personal and Social Life

2.1 Self, family and friends
2.2 In the home (e.g., rooms, living room, kitchen, bedroom, bathroom, furniture and furnishings, garden, household appliances)
2.3 Colours
2.4 Clothes and accessories
2.5 Leisure time (e.g., things to do, hobbies, sport)

Teaching-Learning Strategies

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

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Textbooks and Suggested Readings*

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Amiot-Cadey, G., Merriam-Webster, Inc., & HarperCollins (Firm). (2010). Merriam-Webster's German-English dictionary. Springfield, Massachusetts: Merriam-Webster, Inc.

German all-in-one for dummies. (2013). For Dummies Series.

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GER-125: GERMAN-125

COURSE TITLE: GERMAN-II

COURSE CODE: GER-125

SEMESTER: 2

PROGRAM: BS MANAGEMENT

CREDIT HOURS: 3

PREREQUISITES: GERMAN-I

Learning Outcomes

The courses of German-I and German-II develop a set of transferable skills for understanding and communicating in everyday situations in German. Students begin to develop cultural awareness of countries and communities where German is spoken. They will acquire the essential linguistic skills required for progression to further studies or employment. It will encourage learners to be:

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The aims are to enable students to:

- develop the language proficiency required to communicate effectively
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Contents

Unit – 1: The world around us

1.1 People and places (e.g., continents, countries/nationalities, compass points)

1.2 The natural world, the environment, the climate and the weather

1.3 Communications and technology (e.g., the digital world, documents and texts)

1.4 The built environment (e.g., buildings and services, urban areas, shopping)

1.5 Measurements (e.g., size, shape)

1.6 Materials

Unit – 2: The world of work

- 2.1 Education (e.g., learning institutions, education and training, the classroom, learning tools, subjects, studying)
- 2.2 Work (e.g., jobs and careers, the workplace)

Unit – 3: The international world

- 3.1 Countries, nationalities and languages
- 3.2 Culture, customs, faith and celebrations

Teaching-Learning Strategies

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

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MKT-351: MARKETING MANAGEMENT

COURSE TITLE: MARKETING MANAGEMENT

COURSE CODE: MKT-351

SEMESTER: 5

PROGRAM: BS MANAGEMENT

CREDIT HOURS: 3

PREREQUISITES: PRINCIPLES OF MARKETING

Learning Outcomes

On completion of the module, students should be able to:

- Assess marketing as part of the overall marketing activity of an organization.
- Analyze how marketing contributes to securing an organizations' "competitive advantage".
- Evaluate the different elements of the marketing mix.
- Discuss the behavioral influences that affect marketing & the different models of the process of marketing communications.
- Discuss the process of developing marketing strategy.
- Outline the means of researching marketing.

Contents

Unit 1: Introduction to Marketing, Managing profitable customer relationships

Unit 2: Company & Marketing Strategy

Unit 3: Marketing Environment

Unit 4: Consumer Buyer Behaviour

Unit 5: Segmentation/Targeting/Positioning

Unit 6: Product, Services & branding Strategy

Unit 7: New Product Development & Product Lifecycle

Unit 8: Pricing & Pricing Strategies

Unit 9: Marketing Channels, Retailing & Wholesaling

Unit 10: Communication Process

Unit 11: Advertising & PR

Unit 12: Personal Selling & Sales Promotion

Unit 13: Direct Marketing

Unit 14: Creative Competitive Advantage

Teaching-Learning Strategies

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Textbooks and Suggested Readings*

Kotler, P., Keller, K. L., Ang, S. H., Tan, C. T., & Leong, S. M. (2022). *Marketing Management: An Asian perspective*. Harlow: Pearson.

Keegan, W. J. (2016). *Global marketing management*. Pearson Education India.

Aaker, D. A., & McLoughlin, D. (2018). *Strategic market management: global perspectives*. John Wiley & Sons.

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HRM – 352: STRATEGIC HUMAN RESOURCE MANAGEMENT

COURSE TITLE: STRATEGIC HUMAN RESOURCE MANAGEMENT

COURSE CODE: HRM-352

SEMESTER: 5

PROGRAM: BS MANAGEMENT

CREDIT HOURS: 3

PREREQUISITES: INTRODUCTION TO HUMAN RESOURCE MANAGEMENT

Learning Outcomes

Strategic leadership from Human Resource Professionals is required in organizations of all types and sizes whether they are start-ups, multinational corporations, not-for-profit or government organizations, local or international companies. Omniscience business knowledge and firm grip on management skills are indispensable for HR professionals due to the powerful changes that are taking place in business world. This specialization course, therefore, aims to develop students in the area of Strategic Human Resource Management so that they can successfully contribute to an organization's success as per the modern business trends and needs. This course recognizes the importance of aligning the Human Resource functions with the goals of the business and enables the students to align people management and employee relations strategies of any organizations with its goals and strategies. By the end of the course students should understand:

- The concept of Strategic Human Resource Management
- Strategy: formulation, concept and tools
- Shaping organizational structures and culture
- The HR role in strategy implementation
- Linking HR practices to strategic orientation
- How HRM is influencing the modern-day businesses?

Contents

Unit-1: The Strategic Approach to Human Resource Management

1.1 Integrating HR Strategy with Corporate and Functional Strategy

1.2 Environment Organization Link

1.3 Strategy Formulation, Decision Making and Problem Solving

1.4 Integrating HR in Strategic Decisions

Unit-2: Formulating a Corporate and Human Resource Strategy

2.1 Role of HR in Strategy Formulation

2.2 Human Resource Audit

2.3 Contingency or Situational Approach to Strategy

Unit-3: Human Resource Planning and Technology

3.1 Nature of Human Resource Planning

3.2 Model for Human Resource Planning

3.3 Human Resource Costing

3.4 Human Resource Information Systems

Unit-4: Job Analysis

4.1 Components of a Job

4.2 Job Analysis

4.3 Job Analysis Data Output

4.4 Uses of Job Analysis

4.5 Organizational Strategy and Job Analysis

Unit-5: Recruitment, Selection and Retention

5.1 Untapped Labor Sources

5.2 Recruitment Methods

5.3 The Selection Process

5.4 The Interview

5.5 Strategies for Effective Recruitment and Selection

Unit-6: Job Design

6.1 Technology

6.2 Human Relations

Unit-7: Orientation, Training and Development

7.1 Continuous Improvement

7.2 Improving versus Replacing Poor Performers

7.3 Strategy and Training and Development, Orientation

7.4 Performance Improvement

7.5 The Training Process and Stage of the Training Process

7.6 Transfer of Training, Evaluation Stage of Training and Development

Unit-8: Strategies for Effective Performance Appraisal Systems

8.1 Performance Appraisal Objectives

8.2 Formal versus Informal Performance Appraisal

8.3 Objective versus Subjective Performance Appraisals

8.4 Frequency of Performance Appraisal

8.5 Performance Appraisal Process

8.6 Types of Performance Appraisal Methods

8.7 Perpetual Errors in Evaluation

8.8 Strategy and Performance Appraisal Process

Unit-9: Strategic Compensation Systems

9.1 Different Compensation Methods

9.2 Management Guidelines for Compensation Systems

Unit-10: Benefit Plans

10.1 Who pays for the Benefits?

10.2 Competitiveness & Composition of Benefit Plans

10.3 Future Benefit Changes

10.4 Flexible Benefit Offerings.

Unit-11: Managing Health, Safety, and Stress

11.1 Occupational Safety and Health Administration

11.2 Safety and Health Problems for Employees

11.3 Workplace Stress

11.4 Improving Health and Safety

Unit-12: Ethics, Employee Rights, and Employer Responsibilities

12.1 Law and Employee Rights

12.2 Types of Rights

12.3 Employer Responsibilities

12.4 Building Good Disciplinary Climate

Unit-13: Unions and Strategic Collective Bargaining

13.1 Historical Development of Unions

13.2 Advantages of Unionization

13.3 Role of Labor Unions in Society

13.4 Facing Unions

13.5 Union Removal or Decertification versus Union Busting

Textbooks and Suggested Readings*

Anthony, W.P., Kagmar, K.M. & Perrewe, P.L. (2020). Human resources management: a strategic approach (6th ed.). Cengage Learning. (Mandatory)

Nankervis, A.R., Compton, R.L. & Barid, M. (2001). Strategic human resource management (4th ed.). Cengage Learning Australia.

Baird, L., & Meshoulam, I. (1988). Managing two fits of strategic human resource management. Academy of Management review, 13(1), 116-128.

Wright, P. M., & McMahan, G. C. (1992). Theoretical perspectives for strategic human resource management. Journal of management, 18(2), 295-320.

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FIN - 353: FINANCIAL MANAGEMENT

COURSE TITLE: FINANCIAL MANAGEMENT

COURSE CODE: FIN-353

SEMESTER: 5

PROGRAM: BS MANAGEMENT

CREDIT HOURS: 03

PREREQUISITES: FUNDAMENTALS OF FINANCE

Learning Outcomes

Financial management is, in a real sense, the cornerstone of the enterprise system, good financial management is vitally important to the economic health of business firms, and hence to the nation and the world. Because of its importance, finance should be widely and thoroughly understood, but this is easier said than done. The field is relatively complex, and it is undergoing constant change in response to shifts in economic conditions. All of this makes finance stimulating and exciting but also challenging and sometimes perplexing. The learning objectives of this courses are to:

- Student should understand and be able to compute relevant cost of capital
- Student should be able to appraise projects using capital budgeting techniques
- Student should be able to analyse and manage the financing decisions
- Student should be able to analyse and manage the dividend policy
- Student should comprehend the issues in working capital management

Contents

Unit – 1: An Overview of Financial Management

1.1 Special Review and interpretation of Ratios,
1.2 Interest Rates,
1.3 Risk and Rates of Return

Unit – 2: The Cost of Capital

2.1 Calculation of cost of debt,
2.2 cost of preferred stock,
2.3 cost of equity
2.4 WACC

Unit – 3: The Basics of Capital Budgeting

3.1 Calculation of cash inflow after depreciation and tax (interim),
3.2 application of evaluation techniques for capital investment

Unit – 4: Capital Structure and Leverage

4.1 Concept of operating leverage,
4.2 financial leverage and total leverage,
4.3 operating breakeven analysis,
4.4 decision making to decide optimal level of capital structure by making best choices among debt,
4.5 preferred stock or equity

Unit – 5: Dividend Policy

5.1 Cash dividends,
5.2 stock dividends,
5.3 stock split,
5.4 right shares issue and effect on equity and cash flow of the firm,
5.5 Making analysis to make decision regarding dividends

Unit – 6: Working Capital Management

6.1 Overall concept of working capital,
6.2 variable and fixed working capital and its financing,
6.3 accounts receivable management regarding credit term and credit standard,
6.4 inventory management reorder level, lead time, safety stock, EOQ and making decision regarding quantity discounts

Unit – 7: Financial Planning & Forecasting

7.1 Sales forecasts,
7.2 forecasted statements for planning purposes,
7.3 analysing the effect of ratios

Teaching-Learning Strategies

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

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

Textbooks and Suggested Readings*

Brigham, E.F., & Houston, J.F. (2021), Fundamentals of Financial Management (16^{th} ed.), South-Western Cenage Learning.

Zutter, C.J. & Smart, S. (2021), Principles of Managerial Finance (16^{th} ed.), Pearson Higher Education.

Van Horne, J.C. & Wachowicz Jr. J. (2009), Fundamentals of Financial Management (13^{th} ed.), Pearson Higher Education.

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

PA – 354: GOVERNANCE, POLICY AND ADMINISTRATION

COURSE TITLE: GOVERNANCE, POLICY AND ADMINISTRATION

COURSE CODE: PA-354

SEMESTER: 5

PROGRAM: BS MANAGEMENT

CREDIT HOURS: 3

PREREQUISITES: INTRODUCTION TO PUBLIC ADMINISTRATION

Learning Outcomes

This course is designed to impart knowledge of historical and contemporary frameworks of governance introduced at a global level. It examines a selection of topics related to the restructuring of public sector organizations for the attainment of good governance and other public policy objectives. It also focuses on the role and nature of public sector in the developing countries with special emphasis on our local contextual trends of governance. It explains the relationships and interlinking of governance, policy process, administration, and development interventions. Issues prevalent in the governance and management of Pakistan are also analyzed from both national and international perspectives. Debates during class discussions prepare students to address the question; how nations and societies should be governed and how should the public institutions and their mangers be managed to achieve socio-economic development.

Diligent students on the completion of the course should be able to:

- Identify, analyze, comprehend and comment on historical and contemporary issues and debates in the field of governance and public management
- Understand and evaluate the evolving nature of the role of the state
- Develop an ability to critically analyze the current prominent mainstream paradigm related to ‘governance’, ‘good governance’ and ‘good enough governance’.
- Understand the diversity of socio, economic and political structures among developing countries
- Use and understand a range of sources for empirical information and critically evaluate the empirical basis of different approaches to development
- Develop their analytical and critical skills, through the ideas discussed in the class.

Contents

Unit – 1. Overview of Governance and Public Management

1.1 Historical Evolution of Governance/Public Policy in Society

Unit – 2. Governance and Good Governance

2.1 Five principles of Good Governance
2.2 Governance, Good Governance and Global Governance

Unit – 3. Governance & Development in Developing Countries/Globalization

3.1 Article analysis

Unit – 4: Governance in the age of Digitization

4.1 Technology, Information and social media

Unit – 5. Governance and public policy

5.1 The Policy process: How and Who
5.2 The role of Politics and Politicians

Unit – 6. Role of Environment in Public Governance and Public Management

6.1 The Changing Context of Public Policy
6.2 Organizational Environments: Comparisons, Contrast and Significance

Unit – 7. Public Sector Reforms

7.1 The Changing shape of the public sector (Bovaird & Loeffler)
7.2 From state ownership to enabling environment; public-private partnerships
7.3 Public Management Reforms Across OECD Countries (Bovaird & Loeffler)
7.4 Structuring and Managing Government Organizations for Developmental Success

Unit – 8. Administrative and Civil Service Reform

8.1 Administrative and Civil Service Reform (Turner.et.al)
8.2 Managing People and Organizations; Structures, Processes and Cultures

Unit – 9. Decentralization

9.1 Decentralization within the State: Good Theory but Poor Practice (Turner.et.al)
9.2 Decentralized Management: Agencies and 'arm's-length' bodies

Unit – 10. Governance through Partnerships

10.1 Economic Development and Public Sector
10.2 Partnership Working Across Public and Private Sectors

Unit – 11 Society and NGOs

11.1 Beyond the State, Beyond the Market?
11.2 Civil society and NGOs (Turner.et.al)
11.3 Citizen Engagement

Teaching-Learning Strategies

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

Assignments- Types and Number with calendar

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Assessment and Examinations

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

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

Textbooks and Suggested Readings*

Bovaird, T, & Loeffler, E. (2016) Public Management and Governance Routledge (Third Edition)

Turner et, al. (2015) Governance, Management and Development: Making the State Work. Palgrave, Macmillan Education. (Second Edition)

Zahra, A., & Bouckaert, G. (2022). Public Sector Reforms in Pakistan: Hierarchies, Markets or Networks. In Public Sector Reforms in Pakistan (pp. 1-17). Palgrave Macmillan, Cham.

Sabharwal, M., & Berman, E. M. (Eds.). (2013). Public administration in South Asia: India, Bangladesh, and Pakistan. CRC Press.

Hussain, I., Reddy, Y., & Kamil, M. S. (2018). Governing the ungovernable. Retrieved on May, 6, 2021.

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

RES – 355: SOCIAL RESEARCH METHODS

COURSE TITLE: SOCIAL RESEARCH METHODS

COURSE CODE: RES-355

SEMESTER: 5

PROGRAM: BS MANAGEMENT

CREDIT HOURS: 3

PREREQUISITES: STATISTICS FOR MANAGEMENT

Learning Outcomes

At the end of the course, students will be able to:

- Learn about the research process, including its guiding principles, common procedures, written fundamentals, and basic phases.
- Identify a research question, engage in a literature review, and become familiar with both qualitative and quantitative methodologies.
- Complete all assignments and the required research proposal that will facilitate the research project and culminating final paper.
- Receive preparation to engage in advanced, independent research at the undergraduate and graduate-level.

Contents

Unit – 1: Researching Society

1.1 How and why we study society
1.2 Methods and methodologies in social science
1.3 The ethics and politics of research

Unit – 2: Designing Social Research

2.1 Creating research questions
2.2 Doing a literature review
2.3 Choosing a research design
2.4 Finding sources and data
2.5 Sampling

Unit – 3: Data Collection and Data Quality

3.1 Ethnography and participant observation
3.2 Unstructured interviews and focus groups
3.3 Documentary sources and qualitative content analysis
3.4 Structured observation
3.5 Questionnaires and surveys
3.6 Quantitative content analysis
3.7 Data quality, reliability and validity

Unit – 4: Data Analysis

4.1 Analysis of qualitative data
4.2 Indexes and distributions
4.3 Relationships between variables
4.4 Statistical generalization

4.5 Mixed methods and combining data

Unit – 5 Asking and Answering Questions in Social Science

5.1 Description, explanation and understanding
5.2 Time, space and level
5.3 Relations, networks and structures
5.4 Big data and computational social science

Unit – 6 Writing and Presenting Research

6.1 Working with data visualization
6.2 Writing about research

Teaching-Learning Strategies

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

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

Textbooks and Suggested Readings*

Babbie, E. R. (2021). The practice of Social Research. Cengage Learning Asia Pte Ltd.

Bell, E., Bryman, A., Bryman, A., & Harley, B. (2019). Business research methods. 2nd International Edition. Oxford University Press.

Bora, P. (2018). Introduction to research methods a hands-on approach. Sage.

Grønmo, S. (2020). Social Research Methods: Qualitative, quantitative and mixed methods approach. Sage.

Sekaran, a., & Bougie, ger. (2019). Research methods for business: A skill-building approach (8th ed.). Wiley.

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MGT – 366: MANAGEMENT INFORMATION SYSTEMS

COURSE TITLE: MANAGEMENT INFORMATION SYSTEMS

COURSE CODE: MGT-366

SEMESTER: 6

PROGRAM: BS MANAGEMENT

CREDIT HOURS: 3

PREREQUISITES: INFORMATION TECHNOLOGY & COMPUTER APPLICATIONS, FUNDAMENTALS OF MANAGEMENT

Learning Outcomes

After the completion of this course the students will be able to:

- Understand the concept of information systems
- Know the importance of MIS in business success.
- Be aware of different information technology applications in business environment.
- Understand the relationship between MIS and decision makers for strategic business decision.

Contents

Unit – 1: Management Information System

1.1 Definition of MIS
1.2 Various types of Information Systems
1.3 The purpose of Information Systems
1.4 History of information systems and its implications
1.5 Application software
1.6 Basic components etc.
1.7 Using information technology for electronic commerce
1.8 Elements of computer-based information system (CBIS)

Unit – 2: People, Organizations, Systems & Management

1.9 Characteristics of people and groups in organization that often affect the design and performance of Information Systems
2.1 The MIS function in organizations
2.2 System
2.3 The common types of systems and models in the field of MIS
2.4 Contingency based management
2.5 Management, Decision Making and Information Systems

Unit – 3: Management Information Systems in Practice

3.1 Transaction Processing System (TPS)
3.2 The characteristics of TPS
3.3 The Transaction Processing Cycle
3.4 Management Reporting System (MRS)
3.5 Various types of reports generated through MRS
3.6 The Decision Support System (DSS)
3.7 Types of processing tasks performed by DSS

3.8 The characteristics of Group Decision Support System (GDSS)
3.9 The Executive Information System (EIS)
3.10 Artificial Intelligence
3.11 The components of an Expert System
3.12 Expert System
3.13 Office Automation
3.14 Definition of Office Information System (OIS)
3.15 Types of OA Systems
3.16 The study of Message Handling Systems
3.17 Teleconferencing applications and types
3.18 Office Support Systems
3.19 Functional area of business
3.20 How technology can support the decision activities of the finance function
3.21 Financial information systems and the sources of financial information
3.22 Human Resource Information Systems (HRIS)

Unit – 4: Information System Design and Development

4.1 What is System Development Life Cycle (SDLC)?
4.2 Stages of System Development
4.3 Preliminary Investigation
4.4 Requirements Analysis, System Design, System Acquisition
4.5 System Implementation & Maintenance
4.6 Study of various Approaches to System Development
4.7 The Traditional Approach
4.8 Prototyping Approaches
4.9 End User Development

Unit – 5: Current Focus on Information Use

5.1 Problems in implementing global information systems
5.2 GIS implementing strategies

Unit – 6. Ethical Implications of Information Technology

6.1 Moral, Ethics and the Law
6.2 Ethics and the information services
6.3 Codes of Ethics

Teaching-Learning Strategies

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

Assignments- Types and Number with calendar

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Assessment and Examinations

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

S. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	After 7-8 weeks, students will have to appear for the midterm exam/assessment as per the nature and requirement of the course.
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3.	Final Assessment	40%	After 15-16 weeks, a final-term exam/assessment will be conducted as per the nature and requirement of the course.

Textbooks and Suggested Readings*

Brien, James O. (2010). Management Information System (10th Edition), London: McGraw-Hill Higher Education.

Laudon, Kenneth C. & Laudan Jane P (2021). Management Information System: Managing the Digital Firm (17th Edition), New York: Pearson.

Long, Larry & Long, Lacy. (2004). Introduction to Computer Information Systems (1st Edition), Virginia: Strayer University

McLeod, Raymond. (2006). Management Information System (10th edition). New York: Pearson.

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ECO – 365: MANAGERIAL ECONOMICS

COURSE TITLE: MANAGERIAL ECONOMICS

COURSE CODE: ECO-365

SEMESTER: 5

PROGRAM: BS

CREDIT HOURS: 3

PREREQUISITES: INTRODUCTION TO ECONOMICS

Learning Outcomes

This course is the synthesis of microeconomic theory and decision making in practice. The course covers such topics as optimal decisions, demand analysis, forecasting, Production and cost analysis, decision making under different pricing practices, and practical implication of managerial decision-making process. Some mathematical techniques are used in this course but understanding the logic of decisions is more emphasized. As the course teaches students how to make better business decisions, various case studies are analyzed as well.

By the end of course, students will:

- be acquainted with major topics in managerial economics,
- be more confident while participating in firm decision-making process,
- have developed skills that are need for strategic decision making and decision making under uncertainty,
- be able to apply demand analysis in optimal pricing decisions; understand the value of information.
- be able to apply the concepts in practical decision making as managers.

Contents

Unit – 1: Introduction

- 1.1 The managerial decision-making process
- 1.2 Theory of the firm
- 1.3 Different concepts of profit

Unit – 2: Economic Optimization

- 2.1 Economic optimization process.
- 2.2 Basic economic relations and derivatives

Unit – 3: Demand and Supply

- 3.1 Demand and supply functions
- 3.2 Market equilibrium
- 3.3 Law of diminishing marginal utility
- 3.4 Consumer interviews
- 3.5 Market experiments

Unit – 4: Forecasting

- 4.1 Common types of forecasting problems

4.2 Qualitative analysis
4.3 Quantitative Forecasting

Unit – 5: Production and Cost Analysis

5.1 Returns to scale and returns to factor
5.2 Economies of scale and economies of scope

Unit – 6: Pricing Practices

6.1 Mark-up pricing
6.2 Price discrimination

Teaching-Learning Strategies

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Textbooks and Suggested Readings*

Samuelson, W. F., Marks, S. G., & Zagorsky, J. L. (2021). *Managerial economics (9^{th} Edition)*. John Wiley & Sons.

Managerial Economics by Mark Hirschey (Revised Edition)

Salvatore, D. (2018), Managerial Economics in Global Economy (9^{th} Edition), London: Oxford University Press

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RES – 361: MULTIVARIATE ANALYSIS

COURSE TITLE: MULTIVARIATE ANALYSIS

COURSE CODE: RES-361

SEMESTER: 6

PROGRAM: BS MANAGEMENT

CREDIT HOURS: 3

PREREQUISITES: STATISTICS FOR MANAGEMENT, SOCIAL RESEARCH METHODS

Learning Outcomes

On a general level the students should be able to understand the concept of analyzing multivariate data. They should be familiar with a regression model, correlation, causation and structural equation models. On successful completion of the course the student

- will be able to summarize and interpret multivariate data,
- will be able to analyze data in statistical software packages.
- will understand the link between multivariate techniques and corresponding univariate techniques,
- will be able to use multivariate techniques appropriately, undertake multivariate hypothesis tests, and draw appropriate conclusions.

Contents

Unit 1: Preparation for Analysis

Unit 2: Characterizing data for analysis

Unit 3: Preparing for data analysis

Unit 4: Data visualization, Data screening and transformations

Unit 5: Selecting appropriate analyses

Unit 6: Simple regression and correlation

Unit 7: Multiple Regression Analysis

Unit 8: Multiple Discriminant analysis

Unit 9: MANOVA: Extending ANOVA

Unit 10: Logistic Regression: Regression with a Binary Dependent Variable

Unit 11: Exploratory Factor Analysis

Unit 12: Structural Equation Modeling: An Introduction

Unit 13: Confirmatory Factor Analysis and Structural Equation

Unit 14: Cluster analysis

Unit 15: Log-linear analysis

Unit 16: Partial Least Squares Structural Equation Modeling (PLS-SEM)

Teaching-Learning Strategies

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

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Textbooks and Suggested Readings*

Hair, J. F., Black, W. C., Babin, B. J., & Anderson, R. E. (2019). Multivariate Data Analysis. Cengage Learning.

Afifi, A. A., May, S., Donatello, R. A., & Clark, V. (2021). Practical multivariate analysis. CRC Press.

Vehkalahti, K., & Everitt, B. (2020). Multivariate Analysis for the behavioral sciences. CRC Press.

Pallant, J. (2016). SPSS Survival Manual (Vol. 4 uppl). Maidenhead: McGraw-Hill.
Fourth Edition

Saldaña, J. (2015). The coding manual for qualitative researchers. Sage.
Statistical Techniques in Business and Economics, Lind Marshal Mason, Eleventh Edition.
Multivariatr Data Analysis, Joseph F. Hair, Jr. William C. Black Barry J. Babin Ralph E. Anderson, seventh edition.
Structural Equation Modelling with AMOS, Barbara M. Byrne, Second Edition

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MGT – 362: ORGANISATIONAL DESIGN AND BEHAVIOUR

COURSE TITLE: ORGANISATIONAL DESIGN AND BEHAVIOUR

COURSE CODE: MGT-362

SEMESTER: 6

PROGRAM: BS MANAGEMENT

CREDIT HOURS: 3

PREREQUISITES: FUNDAMENTALS OF MANAGEMENT

Learning Outcomes

On completion of this course, the student will be able to:

- Understand what organizational behavior is and why it is important
- Understand theories about how managers should behave to motivate and control employees
- Define organizational culture and explain how managers create culture
- Understand the nature of managerial decision making
- Describe the types of organizational structures managers can design, and explain why they choose one structure over another
- Explain what leadership is and what makes for an effective leader
- Explain why groups and teams are key contributors to organizational effectiveness
- Understand conflict management strategies that managers can use to resolve organizational conflict effectively

Contents

Unit – 1: INTRODUCTION

1.1 What Is Organizational Behavior?

Unit – 2: THE INDIVIDUAL

2.1 Diversity, Equity, and Inclusion in Organizations
2.2 Job Attitudes
2.3 Emotions and Moods
2.4 Personality and Individual Differences
2.5 Perception and Individual Decision Making
2.6 Motivation Concepts
2.7 Motivation: From Concepts to Applications

Unit – 3: THE GROUP

3.1 Foundations of Group Behavior
3.2 Understanding Work Teams
3.3 Communication
3.4 Leadership
3.5 Power and Politics
3.6 Conflict and Negotiation
3.7 Foundations of Organization Structure

Unit – 4: THE ORGANIZATION SYSTEM

4.1 Organizational Culture and Change
4.2 Human Resources Systems and Practices
4.3 Stress and Health in Organizations

Unit – 5: Comprehensive Cases

Teaching-Learning Strategies

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

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Textbooks and Suggested Readings*

Colquitt, J. A., Lepine, J. A., & Wesson, M. A. 2009. Organizational behavior: Essentials for improving performance and commitment. McGraw-Hill/Irwin.

Daft, R. L. (2013). Organization Theory and Design, 11th Edition. Cincinnati, OH: South-Western Publishing Co.

Robbins, S. & Judge. (2022). Essentials of Organizational Behavior, 19h Edition. Prentice Hall

Robbins, S. P.; Judge. T. A. & Vohra, N. (2019). Organizational Behavior.18th edition Pearson:Prentice Halll, India

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MGT – 364: ENTREPRENEURSHIP

COURSE TITLE: ENTREPRENEURSHIP

COURSE CODE: MGT-364

SEMESTER: 6

PROGRAM: BS MANAGEMENT

CREDIT HOURS: 3

PREREQUISITES: FUNDAMENTALS OF MANAGEMENT

Learning Outcomes

This is an introductory course intended to provide students with knowledge of entrepreneurship and the vital role played by entrepreneurs in the global economy. To achieve this, this course focuses on the creation of new ventures, the skills necessary for success in an entrepreneurial venture, and factors associated with new venture success.

Entrepreneurship is interdisciplinary so this course provides students with the opportunity to draw together elements of other papers such as finance, economics, management, marketing, production and so forth, showing how these must fit together to create a whole organization, rather than viewing these as a series of unrelated components. This course also mixes theory with practice. Students will be challenged to apply principles, concepts and frameworks to real world situations, particularly on assignments including the business plan and on exams.

Upon successfully completing this course, students will be able to:

- Understand the context, concepts, theories and process of entrepreneurship
- Develop entrepreneurial opportunities & recognize the entrepreneurial potential within yourself, whether you want to start your own business or act as an entrepreneur within an existing organization
- Identify entrepreneurial opportunities and assess these opportunities
- Research and determine the viability or feasibility of new business concepts
- Understand how to turn a new business concept into a sustainable business venture
- Appreciate that there are various types of entrepreneurs, such as social entrepreneurs, sustainable entrepreneurs, and entrepreneurial families

Contents

Unit – 1: Introduction to Entrepreneurship

Unit – 2: Recognizing Opportunities and Generating Ideas

Unit – 3: Feasibility Analysis

Unit – 4: Developing an Effective Business Model

Unit – 5: Industry and Competitor Analysis

Unit – 6: Writing a Business Plan

Unit – 7: Preparing the Ethical and Legal Foundation

Unit – 8: Assessing a New Venture’s Financial Strength and Viability

Unit – 9: Building a New Venture's Team

Unit – 10: Getting Financing or Funding

Unit – 11: Unique Marketing Issues

Unit – 12: The Importance of Intellectual Property

Unit – 13: Preparing for Evaluating the Challenges of Growth

Unit – 14: Strategies for Growth

Unit – 15: Franchising

Teaching-Learning Strategies

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

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

Textbooks and Suggested Readings*

Barringer, B. R., & Ireland, R. D. (2019). Entrepreneurship: Successfully Launching New Ventures (6th Edition). Pearson Higher Ed.

Norman, M. S. (2019). Essentials of Entrepreneurship and Small Business Management. Prentice Hall.

Reed, M. M., & Brunson, R. R. (2021). Case Studies in Entrepreneurship. Edward Elgar Publishing.

Wang, J., Kosaka, M., Xing, K., & Bai, H. (Eds.). (2020). Entrepreneurship in the Asia-Pacific: Case Studies. Springer.

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MGT – 363: OPERATIONS MANAGEMENT

COURSE TITLE: OPERATIONS MANAGEMENT

COURSE CODE: MGT-363

SEMESTER: 6

PROGRAM: BS MANAGEMENT

CREDIT HOURS: 3

PREREQUISITES: FUNDAMENTALS OF MANAGEMENT

Learning Outcomes

This course aims to improve students understanding of the concepts, principles, problems, and practices of operations management. After completing this course, students should be able to:

- Develop an understanding of and an appreciation for the production and operations management function in any organization.
- To understand the importance of productivity and competitiveness to both organizations and nations.
- To understand the importance of an effective production and operations strategy to an organization.
- To understand the various production and operations design decisions and how they relate to the overall strategies of organizations.
- To understand the importance of product and service design decisions and its impact other design decisions and operations.
- Obtain an understanding of quality management practice in organizations and how total quality management and six-sigma facilitate organizational effectiveness.
- To understand the relationship of the various planning practices of capacity planning, aggregate planning, project planning and scheduling.
- To understand the roles of inventories and basics of managing inventories in various demand settings.
- To understand contemporary operations and manufacturing organizational approaches and the supply-chain management activities and the renewed importance of this aspect of organizational strategy.

Contents

Unit – 1: Goods, Services & Operations Management

Unit – 2: Value Chains

Unit – 3: Budgeting and Forecasting

Unit – 4: Technology & Operations Management

Unit – 5: Designing Operations

Unit – 6: Managing Operations

Unit – 7: External Operations

Unit – 8: Work-based Applications

Teaching-Learning Strategies

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

Assignments- Types and Number with calendar

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Textbooks and Suggested Readings*

Heizer, Render, Principles of Operations Management 8th Edition, Prentice Hall, 2011.

Stevenson, W. J., Hojati, M., Cao, J., Mottaghi, H., & Bakhtiari, B. (2021). Operations management.

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RES – 366: QUALITATIVE DATA ANALYSIS

COURSE TITLE: QUALITATIVE DATA ANALYSIS

COURSE CODE: RES-366

SEMESTER: 6

PROGRAM: BS

CREDIT HOURS: 3

PREREQUISITES: SOCIAL RESEARCH METHODS

Learning Outcomes

The organization of this course reflects the process of analyzing data collected through qualitative research methods. The course will help students transform data to make it useful for the purpose of analysis. The students will learn to use thematic data analysis techniques to draw patterns and infer from the data to answer the research questions.

Contents

Unit – 1: The design of qualitative research

- 1.1 What Is Qualitative Research?
- 1.2 Six Common Qualitative Research Designs
- 1.3 Expanding the Qualitative Paradigm: Mixed Methods, Action, Critical, and Arts Based Research
- 1.4 Designing Your Study and Selecting a Sample

Unit – 2: Collecting Qualitative Data

- 2.1 Conducting Effective Interviews
- 2.2 Being a Careful Observer
- 2.3 Mining Data from Documents and Artifacts

Unit – 3: Analyzing and Reporting Qualitative Data

- 3.1 Qualitative Data Analysis
- 3.2 Dealing with Validity, Reliability, and Ethics
- 3.3 Writing Up Qualitative Research
- 3.4 Analysing Interviews, Focus Groups, Ethnography, Documents, Talk-in Interaction, Visual Data, Mixed Methods

Unit – 4: Interview Transcription Strategies

Unit – 5: Strategies for Coding and Categorising Data

Unit – 6: Reflection and Analytical Memoing Strategies

Unit – 7: Interpretive Strategies

Unit – 8: Writing up Qualitative Research

Teaching-Learning Strategies

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Textbooks and Suggested Readings*

Silverman, D. (2020). Interpreting qualitative data. Los Angeles, Calif: Sage

Grbich, C. (2013). Qualitative data analysis: An introduction. Los Angeles: SAGE.

Creswell, J. W., & Báez Creswell Johanna. (2021). *30 Essential skills for the qualitative researcher*. SAGE.

Hesse-Biber, S. N. (2017). *The practice of qualitative research: Engaging students in the research process*. SAGE.

Merriam, S. B., & Tisdell, E. J. (2017). *Qualitative research: A guide to design and implementation*. Langara College.

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PA – 471: CITIZENSHIP AND PUBLIC ETHICS

COURSE TITLE: CITIZENSHIP AND PUBLIC ETHICS

COURSE CODE: PA-471

SEMESTER: 7

PROGRAM: BS MANAGEMENT

CREDIT HOURS: 3

PREREQUISITES: INTRODUCTION TO PUBLIC ADMINISTRATION

Learning Outcomes

Public Administration is a flagship program of IAS. This is an advanced level course in the area of public administration and is designed to acquaint students with the concepts of citizenship and public ethics. The specific objectives of the course are to

1) gain a grasp of basic ethics terms, concepts, theories, and decision models;

2) understand the levels of deliberation at which ethical problems are addressed;

3) design effective responses to ethical problems;

4) to look at the social and political setting in which public administrators make ethical decisions

5) gain a general understanding of the sources of ethical obligation that gave rise to a tradition of active citizenship

6) examine contemporary proposals for achieving an expanded role for citizens in public policy making and management

7) review current manifestations of active citizenship

8) acquire knowledge of techniques and methods for encouraging active citizenship.

Contents

Unit – 1: Paradigm Shifts in the Modes of Governance
Unit – 2: Citizenship
Unit – 3: Active and Participatory Citizenship
Unit – 4: Civic Trust and Citizenship
Unit – 5: Coproduction of Public Services
Unit – 6: Collaborative and Inclusive Government
Unit – 7: Digital Participation
Unit – 8: Ethics: an introduction
Unit – 9: Understanding Ethical Decision Making
Unit – 10: Administrative Responsibility: The Key to Administrative Ethics
Unit – 11: Conflicts of Responsibility
Unit – 12: Maintaining Responsible Conduct in Public Organizations
Unit – 13: Integrating Ethics with Organizational Norms and Structures
Unit – 14: Safeguarding Ethical Autonomy in Organizations
Unit – 15: Applying the Design Approach to Administrative Ethics

Teaching-Learning Strategies

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

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Textbooks and Suggested Readings*

Cooper, Terry L. (2012). The Responsible Administrator: An Approach to Ethics for the Administrative Role., 6th edition. San Francisco: Jossey-Bass.

Cooper, Terry L. (2001). Handbook of Administrative Ethics. New York: Dekker Marcel.

Menzel, Donald. C. (2017). Ethics management for public and nonprofit managers: Leading and building organizations of integrity (3rd Edition). Routledge

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MGT – 481: STRATEGIC MANAGEMENT

COURSE TITLE: STRATEGIC MANAGEMENT

COURSE CODE: MGT - 481

SEMESTER: 8

PROGRAM: BS MANAGEMENT

CREDIT HOURS: 3

PREREQUISITES: MGT – 234, MKT – 351, HRM – 352, FIN – 353

Learning Outcomes

Upon successful completion of the course, students will have the knowledge and skills to:

- Explain the fundamental characteristics of a well-conceived strategy and formulate an effective strategy for competitive advantage.
- Analyze the main structural features of an industry and recommend a strategy that positions a company most favorably in relation to competition.
- Explain the characteristics of disruptive innovations and recommend a strategy to develop disruptive innovations for competitive advantage.

Contents

Unit – 1: Introduction to Strategy

Unit – 2: Industry Analysis

Unit – 3: Competitive Advantage

Unit – 4: Competitive Dynamics

Unit – 5: Cost Leadership

Unit – 6: Mergers and Acquisitions

Unit – 7: Corporate and Global Strategy

Unit – 8: Business Ethics and Social Responsibility

Teaching-Learning Strategies

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Textbooks and Suggested Readings*

Frank Rothaermel, Strategic Management, 4th Edition, McGraw-Hill Education, 2018.

Grant, R. M. (2018) Contemporary Strategy Analysis (10th Edn.) Wiley

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FIN – 401: CORPORATE FINANCIAL STRATEGY

COURSE TITLE: CORPORATE FINANCIAL STRATEGY

COURSE CODE: FIN-401

SEMESTER: 7/8

PROGRAM: BS MANAGEMENT

CREDIT HOURS: 03

PREREQUISITES: FIN - 353

Learning Outcomes

This course focuses on the important issues in corporate finance from the perspective of financial managers responsible for making significant investment and financing decisions. It covers topics which are important to decision-making in marketing, operations management, and corporate strategy. While the course is not designed to dwell on abstraction, the basic theoretical underpinnings of the various topics are a prerequisite to thorough analysis and intellectual discussion. The emphasizes is on the development of problem-solving skills based on a good understanding of the business environment as opposed to pure theorizing or mindless numbers of exercises. Because of the practical importance of the material and as an illustration of the relevant theory, the course will discuss applied examples and case studies. Students who successfully complete this course should be able:

- To understand the integrated application of corporate financial issues like analysis of corporate investment decisions under certain and uncertain circumstances, address the conflict of interest between stockholders, bond holders, and managers through appropriate mechanism of corporate governance in firms, demonstrate conceptual and practical knowledge of capital structure and dividend policy and how it affects a firm value;
- To apply the tools and techniques in order to resolve financial decision-making problems faced by corporate managers;
- To ruminate corporate finance as a subject with a lot of work in an easy applicative way.

Contents

Unit – 1: Introduction to Corporate Finance and Firm's Financial Environment

1.1 Overview
1.2 Looking back on the finance and financial management.

Unit – 2: Long term financial planning and growth

2.1 Forecasting of long-term growth of firms,
2.2 beta method,
2.3 pro forma financial statements

Unit – 3: Return, Risk and Security Market Line

3.1 Risk, returns, market efficiency,
3.2 capital market line,
3.3 security market line,
3.4 portfolio construction,

Unit – 4: Options and Corporate Finance

4.1 Use of corporate derivatives in the corporate finance,
4.2 financial futures and forwards,
4.3 options,
4.4 swaps,
4.5 valuation of corporate options using Black-Scholes model

Unit – 5: Capital Investment Decisions

5.1 Forecasting of future cash flows for capital projects,
5.2 capital budgeting techniques,
5.3 scenario-based analysis of capital investment decisions,
5.4 managerial and real options in capital investment decisions

Unit – 6: Raising Capital

6.1 Initial public offerings,
6.2 seasoned vs un-seasoned offerings,
6.3 motives of IPO,
6.4 Raising capital and its valuation methods

Unit – 7: Special Topics in Corporate Finance

7.1 Corporate Valuation,
7.2 Value-Based Management and Corporate Governance
7.3 Corporate valuation,
7.4 Calculation of FCFF and FCFE,
7.5 Valuation Approaches using FCFF and FFCFE,
7.6 values-based management,
7.7 corporate governance,
7.8 mergers and acquisitions,
7.9 LBOs, Bankruptcy, Reorganization, and Liquidation

Teaching-Learning Strategies

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Textbooks and Suggested Readings*

Ross, A., Westerfield, R., & Jordon, B. (2021) Fundamentals of Corporate Finance (13th ed.), McGraw-Hill Education.

Brigham, E.F., & Ehrhardt, M.C. (2019), Financial Management: Theory and Practice (16th ed.) Cengage Learning.

Brealey, R., Myers, S., & Allen, F. (2019), Principles of Corporate Finance (13th ed.), McGraw-Hill Education.

Van Horne, J.C. & Wachowicz Jr. J. (2009), Fundamentals of Financial Management (13th ed.), Pearson Higher Education.

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FIN – 402: MANAGEMENT OF FINANCIAL INSTITUTIONS

COURSE TITLE: MANAGEMENT OF FINANCIAL INSTITUTIONS

COURSE CODE: FIN-402

SEMESTER: 7/8

PROGRAM: BS MANAGEMENT

CREDIT HOURS: 03

PREREQUISITES: FIN - 236

Learning Outcomes

This course provides an introduction to the management of financial institutions and intermediaries. The course focuses on the importance of ensuring good organizational functioning within institutions to manage the varied types of risk that they may be exposed to. Students are first introduced to the construct of the firm as a legal entity, and how financial institutions have specific requirements that relate to this. The course then examines the principles of the theory and practice of defining and measuring various types of risk these institutions can be exposed to, and effective policies for successful risk management. Students are also introduced to international standards of banking practice and how they impact the functioning of the institutions. On successful completion of this course, students will be able to:

- Explain the importance of financial institutions in the global economy
- Evaluate the performance of different types of financial institution
- Identify the main types of risk financial institutions are exposed to
- Apply different methods to measure those risks to suit different contexts
- Propose methods to manage the risks based on international standards of banking practice
- Communicate and work effectively in teams and as individuals

Contents

Unit – 1: Introduction

1.1 Overview of Financial Institutions
1.2 Depository Institutions
1.3 Non Depository Institutions

Unit – 2: Measuring Financial Performance

2.1 Financial Statement and Analysis
2.2 Concepts of Risk Management

Unit – 3: Measuring Risk Exposure

3.1 Interest rate risk (Maturity Model)
3.2 Interest rate risk (Duration & Repricing Models)
3.3 Sample Test & Credit Risk (Individual Credit Risk)
3.4 SGDE Group assignment & Credit Risk (Loan Portfolio Credit Risk)

Unit – 4: Off-Balance Sheet and Foreign Exchange Risks

4.1 Market Risk
4.2 Liquidity Risk

4.3 Sovereign Risk
4.4 Foreign Exchange Risk

Unit – 5: Managing Risk

5.1 Liability and Liquidity Management
5.2 Capital Adequacy
5.3 OBS Activities and Operational Risk

Teaching-Learning Strategies

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Textbooks and Suggested Readings*

Lange, H., A. Saunders, & M.M. Cornett (2020), Financial Institutions Management (10th ed.), McGraw Hill/Irwin.

Lewllyn D T (1999), Banking in the 21st century: The transformation of an industry, in Readings in Financial Institution management: Modern Technique for a global industry edited by Tom Valentine and Guy Ford, Allen &Unwin.

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FIN – 403: FINANCIAL ANALYSIS AND VALUATION

COURSE TITLE: FINANCIAL ANALYSIS AND VALUATION

COURSE CODE: FIN-403

SEMESTER: 7/8

PROGRAM: BS MANAGEMENT

CREDIT HOURS: 03

PREREQUISITES: FIN - 353

Learning Outcomes

The aim of this course is to develop an understanding of the demand and supply of accounting information and the role of financial analysis and analysts and an appreciation of the statistical characteristics of accounting numbers. Students will also gain a balanced view regarding the relevance of accounting information for decision making and the reliability of accounting statements. They will develop an understanding of the use of multi-variate statistical models used in failure prediction and bond rating and gain a sound understanding of the basic skills of financial analysis. It also includes issues relating to asset, liability, and equity valuation, revenue and expense recognition, cash flow, internal controls and ethics. On completion of the class students should be able to:

- interpret a set of financial accounts
- understand the significance of accounting principles, standards and policies;
- undertake interpret ratio analysis
- identify the accounting problems relating to non-current assets, provisions and capital
- instruments and issues related to intangible fixed assets such goodwill and brands
- Assess the risk factors to be taken into account in credit and bond ratings.
- The ability to interpret technical information;
- numerical and analytical skills, especially in economic and financial decision making
- The ability to identify the strengths and weaknesses of information systems.
- the ability to interpret technical information;
- numerical and analytical skills, especially in economic and financial decision making; and
- The ability to identify the strengths and weaknesses of information systems.

Contents

Unit – 1: Introduction to Financial Statements and their analysis

1.1 Different types of published financial statements
1.2 Importance of published financial statements
1.3 Introduction to financial statement analysis

Unit – 2: Ratio Analysis and interpretation of ratios

2.1 Calculation of different types of ratios
2.2 Interpretation of ratios and factors effecting the ratios
2.3 Interpretation of ratios with respect to industry and competitors
2.4 Ratios of NGO’s

Unit – 3: Common sizing financial statements and trend analysis.

3.1 Why common size financial statements
3.2 How to use common sizing financial statements for financial analysis
3.3 Trend analysis and its importance

Unit – 4: Financial Distress and its symptoms

4.1 What is financial distress? Symptoms of financial distress
4.2 How can organisations coupe with financial distress
4.3 Impact of financial distress on financial statements
4.4 Distress prediction models, Univariate and multi-variant models
4.5 Introduction to distress prediction models
4.6 Different types of distress prediction models
4.7 Calculating the financial distress of company
4.8 Effectiveness of these models
4.9 Factors effecting the financial distress of company
4.10 Differences between financial distress and bankruptcy
4.11 Legal and other issues related to such models
4.12 Role of governments and financial bailouts

Unit – 5: Management of Earnings Disclosure

5.1 Introduction to earnings management
5.2 Legal and ethical issues related to earnings management
5.3 Accounting techniques used by companies for earnings management
5.4 How to identify the earnings management issues?
5.5 Reaction of financial markets upon discovery of such issues

Unit – 6: Different Scandals relating to Earnings management.

6.1 Enron, WorldCom, Satyam etc
6.2 What went wrong in these cases
6.3 Impact of such scandals on accounting professions
6.4 Role of government and other international bodies in curbing future scandals

Unit – 7: Non-Current Tangible and Intangible (Fixed) Assets

7.1 Accounting standards related to disclosure of fixed assets
7.2 Issues related to valuation
7.3 Analysts view of revaluation and amortisation
7.4 Financial Statement Analysis & Valuation Module Handbook
7.5 Department of Management Sciences, CIIT 8 of 8
7.6 Accounting standards related to disclosure liabilities and provisions
7.7 Provisions for pensions and similar obligations
7.8 Provisions for taxation and other provisions
7.9 Treatment of such provisions from analyst's point of view

Unit – 8: Complex Capital Instruments and Off-Balance Sheet Finance

8.1 Financial instrument and related standards
8.2 Recognition and Measurement
8.3 Off-Balance Sheet Financing and reasons for their existence
8.4 Treatment of capital instruments from analyst's point of view

Unit – 9: Credit and Risk Analysis

9.1 Introduction to Credit analysis

9.2 Analysing Credit Risk
9.3 Quantitative Models of Debt Ratings
9.4 Synthetic rating

Unit – 10: How to predict the future value of company using different valuation models

10.1 Introduction to valuation models
10.2 Relative Valuation models
10.3 Fundamental Valuation models
10.4 Dividend valuation models
10.5 Cash flow based valuation models
10.6 Earnings Valuation models
10.7 Two and three step valuation models
10.8 Draw backs of using valuation models
10.9 Why market value of company differs in real life from valuation models

Unit – 11: Forecasting Financial performance (Using Excel) and estimating continuing value

11.1 Basics of MS excel
11.2 Different techniques for Forecasting Financial performance
11.3 Estimating continuing value of a company
11.4 Quantitative and qualitative factors affecting financial performance and value of a company

Teaching-Learning Strategies

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Textbooks and Suggested Readings*

Palepu, K.G., & Healy, P.M. (2020), Business analysis and valuation using financial statements (3rd Asia Pacific Edition), Cenage Learning.

Subramanyam, K.R., & Wild, J.J. (2015), Financial Statement Analysis (11th ed.), McGraw-Hill Inc.

Gibson, (2014), Financial Statement Analysis (13th ed.), Cenage India.

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FIN – 404: ADVANCED FINANCIAL ACCOUNTING

COURSE TITLE: ADVANCED FINANCIAL ACCOUNTING

COURSE CODE: FIN-404

SEMESTER: 7/8

PROGRAM: BS MANAGEMENT

CREDIT HOURS: 03

PREREQUISITES: ACC - 101

Learning Outcomes

On completion of this course, the students will be able to:

- Understand the historical development of financial reporting.
- Know the theoretical underpinning of conceptual framework.
- Recognize the technical and conceptual implications of important IAS and IFRS.
- Prepare final accounts of companies.
- Analyze the financial statements for economic decision making.
- Understand the issues and controversies in financial statements.

Contents

Unit – 1: An Overview of Financial Reporting
- 1.1 The history of accounting
- 1.2 Development of Accounting Standards: From 1929 NY
- 1.3 Stock crash to International Financial Reporting Standards (IFRS)
- 1.4 The SECP and regulatory requirements for Financial Reporting.
- 1.5 Underlying issues and objectives of financial reporting

Unit – 2: Conceptual Framework
- 2.1 The history of conceptual framework
- 2.2 Major Issues on agenda
- 2.3 Rule based vs. Principle based standards debate
- 2.4 Ambiguity of financial terminology.
- 2.5 Basics for financial modeling

Unit – 3 Important IAS and IFRS
- 3.1 IAS 1 Presentation of Financial Statements
- 3.2 IAS 2 Inventories
- 3.3 IAS 5 Information to Be Disclosed in Financial Statements
- 3.4 IAS 7 Statement of Cash Flows
- 3.5 IAS 18 Revenue
- 3.6 IAS 36 Impairment of Assets
- 3.7 IAS 378 Accounting for Research and Development Activities
- 3.8 IAS 38 Intangible Assets
- 3.9 IFRS 10 Consolidated Financial Statements

Unit – 4 Preparation of Financial Statements
- 4.1 Balance Sheet
- 4.2 Profit and Loss Account/ Income Statement
- 4.3 Cash Flow Statement

Unit – 5 Issues and Controversies in Financial Reporting

Unit – 6 Earnings Management

6.1 Red flags
6.2 Fraud triangle
6.3 Accounting shenanigans on cash flow statement.
6.4 Stretching out payables
6.5 Financing of payables
6.6 Securitization of receivables
6.7 Using stock buybacks to offset dilution of earnings

Unit – 7 Financial analysis techniques

7.1 Ratio analysis
7.2 Common size financial statements
7.3 Charts in financial analysis
7.4 Limitations of ratio analysis
7.5 Activity, liquidity, solvency, profitability, valuation ratios, Du-Pont analysis
7.6 Equity analysis, credit analysis, and segment analysis

Unit – 8 Financial Statement Analysis: Applications

8.1 Company's past financial performance evaluation and finding company' strategy reflected in past financial performance
8.2 Basic projection of a company's future net income and cash flow
8.3 Role of financial statement analysis in assessing the credit quality of a potential debt investment.
8.4 Financial statement analysis in screening for potential equity investments.
8.5 Appropriate analyst adjustments to a company's financial statements to facilitate comparison with another company.

Teaching-Learning Strategies

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

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Textbooks and Suggested Readings*

Bettner, M., Williams, J., Haka, S., & Carcello, J. (2019). Financial & Managerial Accounting (15th ed.). Tata McGraw-Hill.

Brealey, R., Myers, S., & Allen, F. (2019), Principles of Corporate Finance (13th ed.), McGraw-Hill Education.

Brigham, E.F., & Ehrhardt, M.C. (2019), Financial Management: Theory and Practice (16th ed.) Cengage Learning.

Van Horne, J.C. & Wachowicz Jr. J. (2009), Fundamentals of Financial Management (13th ed.), Pearson Higher Education.

White, G. I., Sondhi, A. C., & Fried, D. (2016) The analysis and use of financial statements: Version 1.0 (3rd ed). John Wiley.

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FIN – 405: MULTINATIONAL FINANCIAL MANAGEMENT

COURSE TITLE: MULTINATIONAL FINANCIAL MANAGEMENT

COURSE CODE: FIN-405

SEMESTER: 7/8

PROGRAM: BS MANAGEMENT

CREDIT HOURS: 03

PREREQUISITES: FINANCIAL MANAGEMENT

Learning Outcomes

"The increasing openness and interdependence between countries" could be a simple definition of Globalization. This process has many causes and implications (cultural, technological, political, environmental, etc.), but it is widely accepted that Finance is the dimension in which it is most advanced. The course focuses on understanding the theory of international finance and on its real-world applications from a business point of view. Understanding the foreign exchange markets and world capital markets (banking, debt and equity) is necessary to carry out a sound and effective management of the firm from a financial point of view. And since multinational firms face opportunities but also risks, financial management involves the design of appropriate strategies to hedge the company from actual and potential risks using the different types of financial assets (such as derivatives) available for this purpose. The main highlight of this module is the concentration on case studies and research articles which will surely enhance students understanding of related topics and their implication for multinational corporations around the world with the help of understanding real life examples. The intended learning outcomes of the module are to provide students with:

- An introduction to international finance scenario, global firms and financial markets, Overview of how funds flow between the countries,
- Details about how exchange rates are being determined for global currencies and what tools are being used to manage the currency fluctuations,
- Role of government in influencing the exchange rates for different currencies and relationship between different macroeconomic variables such as inflation, interest rates and exchange rates,
- Tools to measuring and managing exchange rate risk
- Financial management of multination capital budgeting in terms of capital budgeting, international capital structure, FDI, multinational working capital management

Contents

Unit – 1: Overview of International Financial Management

1.1 Managing the MNC,
1.2 why firms pursue international business,
1.3 how firms engage in international business,
1.4 valuation model for an MNC

Unit – 2: International Financial Markets:

2.1 Balance of payment,

2.2 growth in international trade,
2.3 factors affecting international trade flows,
2.4 international capital flows,
2.5 agencies that facilitate international capital flows,
2.6 International Financial Markets: Foreign exchange market,
2.7 international money and credit market,
2.8 international bond and stock market,
2.9 how financial markets serve MNCs

Unit – 3: Exchange Rate Determination

3.1 Measuring exchange rate movements,
3.2 exchange rate equilibrium,
3.3 factors that influence exchange rates,
3.4 movements in cross exchange rates,
3.5 capitalizing on expected exchange rate movements

Unit – 4: Currency Derivatives:

4.1 Forward market,
4.2 currency futures and options market,
4.3 currency call and put option

Unit – 5: Government Influence on Exchange Rates:

5.1 Exchange rate systems,
5.2 a single European currency,
5.3 government interventions,
5.4 interventions as a policy tool

Unit – 6: International Arbitrage and Interest Rate Parity (IRP):

6.1 International arbitrage,
6.2 interest rate parity,
6.3 variations in forward premiums,
6.4 Relationship among Inflation, Interest Rates, and Exchange Rates
6.5 Purchasing Power Parity (PPP),
6.6 International Fisher Effect (IFE),
6.7 test of IFE,
6.8 comparison of IRP, PPP and IFE

Unit – 7: Measuring and Managing Exposure to Exchange Rate Fluctuations:

7.1 Relevance of exchange rate risk,
7.2 transaction exposure, economic exposure and translation exposure,
7.3 Managing Transaction Exposure
7.4 hedging exposure to payables and receivables,
7.5 limitations of hedging and alternative hedging techniques,
7.6 Managing Economic and Translation Exposure
7.7 Managing economic exposure,
7.8 hedging exposure to fixed assets,
7.9 managing translation exposure

Unit – 8: Country Risk Analysis and FDI:

8.1 Direct Foreign Investment
8.2 Motives for Direct Foreign Investment,

8.3 Benefits of International Diversification,
8.4 Host Government Views on DFI,
8.5 Country Risk Analysis
8.6 Country risk characteristics,
8.7 measuring country risk,
8.8 incorporating risk in capital budgeting,
8.9 preventing host government takeover

Unit – 9: Multinational Capital Budgeting:

9.1 Subsidiary vs parent perspective of capital investment,
9.2 input for multinational capital budgeting,
9.3 multinational capital budgeting example,
9.4 other factors to consider,
9.5 adjusting project assessment for risk

Unit – 10: Multinational Capital Structure and Cost of Capital:

10.1 Components of capital,
10.2 MNC's capital structure decisions,
10.3 subsidiary vs parent capital structure decision,
10.4 multinational cost of capital,
10.5 cost of capital across countries

Unit – 11: Short term Assent and Liabilities Management of MNCs:

11.1 Payment methods for international trade,
11.2 trade finance methods,
11.3 short term financing,
11.4 sources of short term financing,
11.5 multinational working capital management,
11.6 optimizing cash flows,
11.7 investing excess cash

Teaching-Learning Strategies

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

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Madura, J. (2020). International Financial Management (14th ed.). Cenage Learning.

Eiteman, D.K., Stonehill, A.I., & Moffett, M.H., (2018), Multinational Business Finance (15th ed.), Pearson Prentice Hall

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FIN – 406: DERIVATIVES AND FINANCIAL RISK MANAGEMENT

COURSE TITLE: Derivatives and Financial Risk Management

COURSE CODE: FIN-406

SEMESTER: 7/8

PROGRAM: BS Management

CREDIT HOURS: 3

PREREQUISITES: FIN - 353

Learning Outcomes

This course provides an in-depth analysis of financial derivatives and their use in devising investment and risk management strategies. The course deals with the use and valuation of different derivative instruments including forward, futures, options and swaps and their use in devising hedging and risk management strategies. This course program is designed to expand students understanding of derivative related financial instruments (forwards, futures options and swaps) and their use in investment and corporate financial management. Students taking the course must have a solid understanding of the concepts in several fields, namely, finance and economics. This course is designed to provide a comprehensive analysis on the properties various derivatives instruments and to offer a theoretical framework within which all derivatives can be valued and hedged. The intended learning outcomes of the course are to equip students with:

- Outline the structure and operation of derivatives markets.
- Demonstrate the pricing of swaps, forwards, futures and options.
- Valuation of derivatives contracts
- Implement and evaluate hedging, arbitrage and speculative trading strategies using derivatives.
- Construct simple options trading strategies

Contents

Unit – 1: Introduction to Risk Management and Derivatives

1.1 Exchange-traded markets,
1.2 Over-the-counter markets,
1.3 Forward contracts,
1.4 Futures contracts, Options,
1.5 Types of traders, Hedgers, Speculators, Arbitrageurs, Dangers,

Unit – 2: Future/Forward Markets and Risk Management using futures

2.1 Specification of a futures contract,
2.2 Convergence of futures price to spot price,
2.3 The operation of margin accounts,
2.4 OTC markets,
2.5 Hedging strategies using futures,
2.6 Arguments for and against hedging, Cross hedging, Stock index, Stack and roll,
2.7 Determination of forward and futures prices,

2.8 Investment assets vs. consumption assets,
2.9 Short selling, Forward price for an investment asset,
2.10 Known income and yield,
2.11 Valuing forward contracts, Futures prices of stock, Futures on commodities,
2.12 The cost of carry and Delivery options, Futures prices and expected future spot prices

Unit – 3: Option Contracts

3.1 Mechanics of options markets,
3.2 Types of options, Option positions, Underlying assets, Specification of stock options, Trading and commissions, Margin requirements,
3.3 the options clearing corporation,
3.4 Regulation and taxation, Warrants,
3.5 employee stock options, and convertibles,
3.6 Over-the-counter options markets

Unit – 4: Properties of Stock Options and Trading strategies

4.1 Factors affecting option prices,
4.2 Assumptions and notation,
4.3 Upper and lower bounds for option prices, put–call parity,
4.4 Calls on a dividend and non-dividend-paying stock,
4.5 Effect of dividends,
4.6 Trading strategies involving options,
4.7 Principal-protected notes,
4.8 Trading an option and the underlying asset,
4.9 Spreads and Combinations

Unit – 5: Binomial trees

5.1 A one-step binomial model and a no-arbitrage argument,
5.2 Risk-neutral valuation,
5.3 Two-step binomial trees, a put example,
5.4 American options,
5.5 Delta,
5.6 Matching volatility with u and d,
5.7 The binomial tree formulas,
5.8 Increasing the number of steps,
5.9 Using DerivaGem,
5.10 Options on other assets

Unit – 6: The Black-Scholes-Merton Model

6.1 Lognormal property of stock prices,
6.2 the distribution of the rate of return,
6.3 The expected return and Volatility,
6.4 The idea underlying the Black–Scholes–Merton differential equation,
6.5 Derivation of the Black–Scholes–Merton differential equation,
6.6 Risk-neutral valuation,
6.7 Black–Scholes–Merton pricing formulas,
6.8 Cumulative normal distribution function,
6.9 Warrants and employee stock options

Unit – 7: Swaps

- 7.1 Mechanics of interest rate swaps,
- 7.2 Day count issues,
- 7.3 Confirmations,
- 7.4 the comparative-advantage argument,
- 7.5 The nature of swap rates,
- 7.6 Determining the LIBOR/swap zero rates,
- 7.7 Valuation of interest rate swaps,
- 7.8 Term structure effects,
- 7.9 Fixed-for-fixed currency swaps,
- 7.10 Valuation of fixed-for-fixed currency swaps,
- 7.11 Other currency swaps,
- 7.12 Credit risk,
- 7.13 Other types of swaps

Unit – 8: Value-at-Risk (VaR)

- 8.1 Value at risk,
- 8.2 The VaR measure,
- 8.3 Historical simulation,
- 8.4 Model-building approach,
- 8.5 The linear model,
- 8.6 The quadratic model,
- 8.7 Monte Carlo simulation,
- 8.8 Comparison of approaches,
- 8.9 Stress testing and back testing,
- 8.10 Principal components analysis

Teaching-Learning Strategies

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Textbooks and Suggested Readings*

Hull, J.C. (2021), Options, Futures, and Other Derivatives (11th ed.), Pearson Publishers.

Chance, D.M., Brooks, R. & Dhamija, S. (2019), An Introduction to Derivatives and Risk Management (10th ed.), Cenage Learning India.

CFA Level I and II study text on Derivatives

Quail, R. & Overdahl, J. (2009), Financial Derivatives: Pricing and Risk Management (1st ed.), Wiley Publishers.

Witzany, J. (2020), Derivatives: Theory and Practice of Trading, Valuation, and Risk Management (1st Edition), Springer.

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FIN – 407: INVESTMENT ANALYSIS AND PORTFOLIO MANAGEMENT

COURSE TITLE: INVESTMENT ANALYSIS AND PORTFOLIO MANAGEMENT

COURSE CODE: FIN-407

SEMESTER: 7/8

PROGRAM: BS MANAGEMENT

CREDIT HOURS: 03

PREREQUISITES: FIN-353

Learning Outcomes

The primary goal of this module is to get the students familiar with the financial markets of Pakistan as well as making them able to construct and manage their own investment portfolios. It is a simple goal to state, but this semester course is an effort to investigate how such a goal can be achieved by the investor? The investor/financial analyst must be able to interpret and analyse the market situations and financial statements of the companies in which investment is going to be made and to plan actions to meet future challenges. The course will also introduce the basic concepts and analytical techniques required by financial analyst for constructing and managing a portfolio. The intended learning outcomes of the module are to provide students with:

- An introduction to financial markets and financial instruments
- Detail of theories of capital market
- Methods of valuation of financial instruments.
- Construction of a portfolio with optimal risk and return trade off.
- Practice in the application of financial theory.

Contents

Unit – 1: Overview of Investment:

1.1 Introduction to the course,
1.2 discussion of the outline,
1.3 Introductory lecture on the Financial Sector of Pakistan,
1.4 Decision making in finance & Investments,
1.5 Investment Management Process

Unit – 2: Investment Options:

2.1 Investment Alternatives
2.2 Direct + Indirect Investment,
2.3 Asset Management Companies,
2.4 Mutual Funds

Unit – 3: Capital Market Mechanism:

3.1 Market Structure of Pakistan,
3.2 Types of Markets,
3.3 Money Market, Bond Market,
3.4 Stock Exchanges in Pakistan,
3.5 Security Markets and Market Mechanism of Pakistan Stock Exchange,
3.6 Trading, Brokerage, Margin financing, short selling

Unit – 4: Security Analysis and Valuation:

4.1 Security Valuation and Strategies
4.2 Common Stocks, Valuation and Strategies, Its use for investment,
4.3 Corporate Bonds
4.4 Valuation and Strategies, Its use for investment,
4.5 Economy/Market Analysis,
4.6 Sector/ Industry Analysis,
4.7 Company Analysis (self-study and discussion)

Unit – 5: Financial Derivatives:

5.1 Derivative Securities
5.2 Understanding Options, its valuation and payoffs, stock index options,
5.3 understanding future markets,
5.4 structure and mechanics of future market,
5.5 trading adjustments,
5.6 financial returns

Unit – 6: Risk and Returns from Investing:

6.1 Risk and Returns from Investing,
6.2 Measuring Historical and Expected returns,
6.3 constructing a portfolio,
6.4 realized returns and risks from investing, CWI,
6.5 Portfolio Theory and Markowitz Model,
6.6 Optimal Portfolio Selection,
6.7 Capital Market Theory,
6.8 Asset Pricing Models,
6.9 SML, Over/under valued securities

Unit – 7: Market Efficiency:

7.1 Market Efficiency,
7.2 Tests of Market Efficiency,
7.3 Behavioural Finance and Market Anomalies,
7.4 Research Paper Discussion

Unit – 8: Portfolio Management and Evaluation:

8.1 Portfolio Management and Evaluation,
8.2 Performance measurement index and issues,
8.3 Risk-adjusted measures of performance,
8.4 Style analysis,
8.5 Money managers and performance presentations,
8.6 Research Paper Discussion

Teaching-Learning Strategies

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Bodie, Z., Kane, A., & Marcus, A.J. (2021). Investments and Portfolio Management (12th ed.). McGraw-Hill/Irwin.

Monthly Newsletter of Pakistan Stock Exchange

Business Recorder

Daily Stock Market Announcements and updates (www.psx.com.pk)

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FIN – 408: ISLAMIC BANKING AND FINANCE

COURSE TITLE: ISLAMIC BANKING AND FINANCE

COURSE CODE: FIN-408

SEMESTER: 7/8

PROGRAM: BS MANAGEMENT

CREDIT HOURS: 03

PREREQUISITES: FIN - 353

Learning Outcomes

The study of Islamic finance holds pivotal importance ranging from individuals to small businesses to corporate empires to researchers to policy makers and governments around the Muslim world. The course has been designed so as to come up to fulfill intellectual as well as practical and professional needs and aspirations of the students. This course would not only provide foundation to the students to fulfill their aspirations of carrying on higher education and research in the fields of Islamic economics, banking and Takaful but would also open avenues for promising careers as professionals in these fields. The learning outcomes of the course are:

- To understand the rationale behind the prohibition of interest, uncertainty and gambling.
- To learn the basic concepts related to various Islamic financial instruments such as Musharikah, Mudarabah, Ijara etc.
- To learn the advanced concepts related to various Islamic financial instruments such as Takaful, Sukuk etc.

Contents

Unit – 1: Introduction of Islamic Finance:

1.1 Introduction of Islamic Finance
1.2 Distinguishing features of Islamic Economic System:
1.3 Shari'ah and its Objectives,
1.4 Why study Islamic finance,
1.5 Islamic welfare approach,
1.6 Main Prohibitions and business ethics Basic prohibitions: prohibitions of riba; gharar and maisir,
1.7 Business ethics and norms

Unit – 2: Philosophy and features of Islamic finance:

2.1 Debt vs equity based instruments,
2.2 Time value of money in Islamic finance,
2.3 Trading in currencies etc.

Unit – 3: Islamic Law of Contracts and Business Transactions:

3.1 Usufruct and ownership,
3.2 Elements of contract,
3.3 Commutative and non-commutative contracts etc.
3.4 Trading in Islamic Commercial Law:
3.5 Bai-exchange of values,
3.6 Legality of trading,

3.7 Requirements for a valid sale etc.

Unit – 4: Murabaha:

4.1 conditions of valid bai, Murabaha
4.2 Murabaha to purchase orderer (MPO),
4.3 Issues in Murabaha

Unit – 5: Participatory Modes:

5.1 Musharakah,
5.2 Diminishing Musharakah,
5.3 Mudarabah etc.

Unit – 6: Mudarabah

6.1 Mudarabah as a mode of financing,
6.2 Rules for profit & loss

Unit – 7: Ijarah (leasing):

7.1 Essentials of Ijarah contract,
7.2 Modern use of ijarah,
7.3 Islamic banks' Ijarah Muntahia-bi-Tamleek

Unit – 8: Salam as a mode of financing

8.1 Benefits of salam/salaf,
8.2 Salam as a financing technique by banks,
8.3 post-execution scenarios,

Unit – 9: Istisna'a (order to manufacture):

9.1 Main features,
9.2 Parallel contract, agency contract,
9.3 post-execution scenario etc.

Unit – 10: Takaful: an alternative to Conventional insurance;

10.1 Operational mechanism of Takaful,
10.2 Takaful potential and future challenges etc.
10.3 Difference between Islamic (sukuk) and conventional bonds

Teaching-Learning Strategies

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

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

Textbooks and Suggested Readings*

Ayub, M. (2007), Understanding Islamic Finance (1st ed.), John Wiley & Sons Ltd.

Mannan, M.A. (2013), Understanding Islamic Corporate Finance: Theory and Application (1st ed.), Afser Brothers, Bangladesh

Usmani, M.I.A. (2007), Meezan Bank guide to Islamic Banking (1st ed.), Darul Ishat Karachi.

Usmani, M. T. (1999), Introduction to Islamic Finance, Idara Isha'at-e-Diniyat, Karachi.

Iqbal, Z. (2006), An Introduction to Islamic Finance: Theory and Practice (2nd ed.), John Wiley & Sons.

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FIN – 409: BUSINESS TAXATION

COURSE TITLE: BUSINESS TAXATION

COURSE CODE: FIN-409

SEMESTER: 7/8

PROGRAM: BS MANAGEMENT

CREDIT HOURS: 03

PREREQUISITES: FIN - 353

Learning Outcomes

The course covers function of Pakistan's tax system both direct and indirect with particular reference to calculation of taxable income under different heads for individuals, partnerships and corporations, computations of capital gains, computation of income tax liabilities of individuals and unincorporated bodies including computation of various exemptions and reliefs for different categories of taxpayers. Explanation and application of the principles of General Sales Tax & Federal Excise Tax.

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

- The idea and principles of taxation, types of taxes, governmental developments
- The system of taxation contained in the Income Tax Ordinance 2001
- The system of taxation contained in the Income Tax Ordinance 1979
- The system of taxation contained Sales Tax and Sales Tax Act 1990
- The taxation of specific Businesses/dealings.
- Tax planning techniques.
- Tax incentives and exemptions
- Establish and evaluate alternative available tax strategies

Contents

Unit – 1: Basic concepts of taxation

1.1 Basic concepts of taxation
1.2 Importance of taxation
1.3 Cannons of taxation
1.4 Direct vs. indirect taxation
1.5 Types of taxations regimes in Pakistan
1.6 Comparison of Pakistan taxation system with other economies (sales tax vs. VAT)

Unit – 2: Income Tax Law

2.1 Terminologies defined in Income Tax Ordinance 1979
2.2 Charge of tax, tax on income and dividend
2.3 Tax to residents and non-residents
2.4 Withholding taxation vs. Presumptive taxation
2.5 Introduction to Income Tax Rules 2002
2.6 Relationship of Income Tax Rules 2002 with Income Tax Ordinance 1979

Unit – 3: Types of Persons and their Taxation: Salaried Person

3.1 Define salaried person
3.2 Determination of salary, perquisites, allowances and benefits
3.3 Various credits available to salaried person
3.4 Employee share schemes, pension contribution, GPF profits

Unit – 4: Types of Persons and their Taxation: Non-Salaried Person & AOP

4.1 Define non-salaried person and Association of Persons
4.2 Taxation rates for non-salaried person and Association of Persons.
4.3 Basic rules for calculation of business income of Non-Salaried Income.
4.4 Particulars required to be furnished for claiming depreciation deduction or initial allowance amortization deduction Entertainment expenses, Apportionment of expenditures

Unit – 5: Types of Persons and their Taxation: Companies

5.1 Corporate taxation for Private Limited, Public Limited and Banking Companies.
5.2 Basic rules used for determination of taxable Income and tax liability
5.3 Carry forward of losses, set-off of losses in case of parent and subsidiaries
5.4 Rules for Carry forward of losses and set-off of losses
5.5 Various taxation benefits available in case of mergers.

Unit – 6: Head of Income and Computation of Income Tax Liability: Various Income Groups

6.1 Define income groups
6.2 Salary income vs. business income
6.3 Income from contracts and services
6.4 Dividend, interest, property and, royalty income
6.5 Minimum taxation liability for businesses
6.6 Withholding tax regimes for various income groups

Unit – 7: Head of Income and Computation of Income Tax Liability: Advanced Tax and Deduction of Tax at Source

7.1 Concept of advance taxation in corporate sector
7.2 Presumptive taxation on different income groups
7.3 Deduction of tax at source from salary and property income
7.4 Withholding tax on income from services and utilities

Unit – 8: Preparation of Income Tax Returns

8.1 Basic Concept of Income tax return
8.2 Case study on Preparation of Income Tax Returns for Individuals
8.3 Case study on Preparation of Income Tax Returns for AOP
8.4 Case study on Preparation of Income Tax Returns for Companies

Unit – 9: Introduction to Sales Tax and Sales Tax Act 1990

9.1 Various concepts defined in Sales Tax Act 1990, Input Tax, Retail Prices, and Supply.
9.2 Sales Tax, Tax on supplies, Tax on Supplies specified in third Schedule
9.3 Extra tax, Retail tax, charging tax at Zero percent.
9.4 Tax on value addition
9.5 Apportionment of Input Tax Rule 1996
9.6 Assessment of Tax and Imposition of minimum tax liability

Unit – 10: Registration, Bookkeeping and Invoices Requirements

10.1 Introduction of Registration, Bookkeeping and Invoices Requirements • Type of registration for Sale tax, Persons liable to be registered
10.2 Voluntary registration, compulsory registration, De-registration
10.3 Suspension of registration, blacklisting of a person
10.4 Records to be maintained by sales taxpayer
10.5 Tax Invoice, retention of records and documents
10.6 Payments of tax evaded

Unit – 11: Sales Tax Special Procedures (Withholding) Rule 2007

11.1 Basic Concept of Withholding • Withholding agent
11.2 Responsibility of a withholding agent
11.3 Responsibility of a supplier
11.4 Responsibility of a Collector
11.5 Exclusions related to Sales Tax Special Procedures (Withholding) Rule 2007

Unit – 12: Preparation of Sales Tax Returns

12.1 Case study on Preparation of Sales Tax Returns for non-corporate organization
12.2 Case study on Preparation of Income Tax Returns for Companies

Teaching-Learning Strategies

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

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Textbooks and Suggested Readings*

Income Tax Ordinance, 2001 updated up to 30.06.2018

Income Tax Rules, 2002 Published by FBR

Finance Act, 2018-19

The Sales Tax Act 1990 (as amended up to 01.07.2017)

Sales Tax Rules, 2006 (amended up to 30th June 2015)

Handbook of Tax Laws 2017-18 (As amended up to 31st December 2017) S.A. Salam Publications Islamabad

Income Tax Principles & Practice by Muhammad Muazzam Mughal. (LATEST edition) Syed Mobin & Co. Lahore

Practical Handbook of Income Tax by Dr. Ikram-ul-Haq (LATEST edition) Lahore Law Publications

Synopsis of Taxes in Pakistan by Mirza Munawar Hussain, (LATEST edition), IBP Publications

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PA – 401: CONSTITUTIONAL AND ADMINISTRATIVE LAW

COURSE TITLE: Constitutional and Administrative Law

COURSE CODE: PA-401

SEMESTER: 7/8

PROGRAM: BS MANAGEMENY

CREDIT HOURS:3

PREREQUISITES: PA-233

Learning Outcomes

On successful completion of this course, students will be able to:

- Analyse the advanced principles of administrative law, and evaluate complex legal information, with a particular emphasis on administration and effective decision making in an organization.
- Apply administrative law principles of complex legal problems and critique the operation of administrative law from a theoretical perspective to practical way and to enhance the capacity building of individual working in an organization.
- Structure and sustain concise and cohesive written arguments for a legal audience in the field of administrative law.
- conduct legal research and analyse government decision making.
- Analyse the impact and operation of administrative law from policy perspectives and identify and explain government accountability for the exercise of public power.
- Reflect on their ability to effectively undertake work as an administrative decision maker, or to challenge administrative decisions.

Contents

Unit – 1: Basic features of Constitution

1.1 Fundamental Rights
1.2 Protection and Enforcement of Fundamental Rights
1.3 Suspensions of Fundamental Rights
1.4 Writ Jurisdiction of High Court u/A 199
1.5 Jurisdiction of Supreme Court under 184(3)
1.6 Parliamentary System
1.7 Law making procedure in Pakistan
1.8 Principles of Policy

Unit – 2: Introduction to Administrative Law

2.1 Separation of Powers and Rule of Law
2.2 Classification of Administrative Actions
2.3 Legislative Functions
2.4 Judicial Functions
2.5 Quasi-Judicial Functions
2.6 Executive or Administrative Functions
2.7 Delegated Legislation (General Principles)
2.8 Definition
2.9 Reasons for growth of delegated legislation

2.10 Functions which can be delegated (Permissible Delegation)
2.11 Functions which cannot be delegated (Impermissible Delegation)
2.12 Sub-Delegation
2.13 Delegated Legislations (Controls and Safeguards)

Unit – 3: Judicial control

3.1 Legislative control
3.2 Other controls
3.3 Administrative Tribunals
3.4 Definition
3.5 Reasons for growth of Administrative Tribunals
3.6 Administrative Tribunals distinguished from court
3.7 Administrative Tribunals distinguished from executive authority
3.8 Characteristics of Tribunals

Unit – 4: Judicial Review

4.1 Meaning and Nature and Scope of judicial review
4.2 Object of Judicial Review
4.3 Judicial Review of administrative discretion

Unit – 5: Principles of natural justice and administration of Justice

5.1 No person should be considering under
5.2 No person should be judge in its own case
5.3 Speaking Orders

Teaching-Learning Strategies

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

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Textbooks and Suggested Readings*

Parpworth, N. (2020), Constitutional and Administrative Law (11th Edition), London: Oxford University Press

Khan, H. (2020), Principles of Administrative Law (2nd Edition), Oxford University Press. Molan, M.T. (2003), Administrative Law, Old Bailey Press.

Leyland, P. & Anthony, G. (2016), Textbook on Administrative Law (8th Edition), Oxford University Press.

Masud ul Hassan, Civil Servant Laws and Practice

Z I Janjua. Manual of Service Laws

AG Chaudhry Law relating to the Civil Services in Pakistan.

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

PA – 402: PUBLIC FINANCE

COURSE TITLE: PUBLIC FINANCE

COURSE CODE: PA-402

SEMESTER: 7/8

PROGRAM: BS MANAGEMENT

CREDIT HOURS: 3

PREREQUISITES: ECO-101, PA-233, FIN-236

Learning Outcomes

Public Finance is a Central issue in Political and Economic debate/ discourse all over the world. One of primary function of the government is to generate resources from its people and to spend money for improving lives of the citizens of the country. However, while the concept of "money from the people, for the people" is quite simple conceptually, there is little agreement on how to raise and spend public funds in practice. Thus, the main course objective is to provide students with an understanding of the underlying concepts and tradeoffs involved in public finance policy alternatives. It will prepare students to be able to understand Public Finance data; and equip Students to engage constructively in the formulation, implementation and evaluation of public finance policies.

Contents

Unit – 1: Overview

- 1.1 Defining Public Sector Responsibilities,
- 1.2 The Economic Role of Government,
- 1.3 Thinking Like a Public Sector Economist,
- 1.4 Disagreements Among Economists,
- 1.5 Introduction to public finance,
- 1.6 monetary vs fiscal policy,
- 1.7 Public Finance
- 1.8 Essay for the Encyclopedia of Public Choice by Harvey Rosen Princeton University,
- 1.9 Fiscal policy: Managing Aggregate Demand (HBSP Article) Fiscal and Monetary Policy Comparison (HBSP Article)

Unit – 2: Public Expenditure

- 2.1 Duties and role of the state Common vs. Individual public benefit.
- 2.2 Pension, Public Industries, Subsidies etc.
- 2.3 Expenditure classification, presentation and programming,
- 2.4 The cost and benefit analysis of SOEs, the subsidies and their expenditure.
- 2.5 Political Expenditure, Externalities, Defense, Research, and Technology, Defense Expenditures,
- 2.6 Increasing the Efficiency of the Defense Department, Defense Conversion,
- 2.7 Research and Technology,
- 2.8 The Health Care System, Rationale for a Role of Government in the Health Care Sector, Reforming Health Care,

2.9 The Structure of Education in the country, Why Is Education Publicly Provided and Publicly Financed? Issues and Controversies in Educational Policy, Aid to Higher Education

Unit – 3: Public Revenue

3.1 Character and classification of public revenue,
3.2 classification of taxes,
3.3 tax system, Excises, custom duties, property taxes, sales tax and income tax,
3.4 Making a provincial budget,
3.5 Tax Incidence and dead weight loss,
3.6 Privatization of SOE: Pricing,
3.7 Privatization of SOE: Negotiation,
3.8 Privatization of SOE: Negotiation

Unit – 4: Public Debt

4.1 Public debt,
4.2 forms and nature of public debt,
4.3 pricing of public debt and sovereign risk

Unit – 5: Financial Administration

5.1 Budgets,
5.2 controls and audit,
5.3 collection of revenue and disbursement

Unit – 6: Public Financial Risk Management

6.1 Risks in public financial management,
6.2 risk management techniques,
6.3 USAID-Public Financial Management Risk Assessment Framework (PFMRAF) Manual

Teaching-Learning Strategies

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

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Textbooks and Suggested Readings*

Stiglitz, J. E., & Rosengard, J. K. (2015), Economics of the public sector (4th ed.), New York: WW Norton & Company.

Bandy, G. (2014), Financial management and accounting in the public sector, Oxford: Routledge Taylor and Francis group.

Barr, N. (2020), Economics of the welfare state (6th ed.), Oxford: Oxford University Press.

Zaidi, A.S. (2005), Issues in Pakistan's Economy, Lahore: Oxford University Press.

Caruana, J., Brusca, I., Caperchione, E., Cohen, S., & Rossi, F. M. (2019), Financial Sustainability of Public Sector Entities: The Relevance of Accounting Frameworks. Berlin: Springer Publishers.

Lewis, M.K. (2021), Rethinking Public Private Partnerships (2021), Cheltenham: Edward Elgar Publishing.

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PA – 403: CONTEMPORARY ISSUES IN PUBLIC ADMINISTRATION

COURSE TITLE: CONTEMPORARY ISSUES IN PUBLIC ADMINISTRATION

COURSE CODE: PAD-403

SEMESTER:

PROGRAM: BS MANAGEMENT

CREDIT HOURS: 3

PREREQUISITES: PA - 233

Learning Outcomes

Public Administration is a flagship program of IAS. This is an advanced level course in the area of public administration and is designed to acquaint students with the contemporary debates, trends and issues in the field of public administration research. It will allow scholars to conduct in-depth and critical examination of current issues, topics, theory and practice in public administration. This will result in refining their research expertise, critical thinking and writing skills, and developing an appreciation of the contemporary issues in the field of public administration and governance. The topics covered will introduce students to state-of-art academic research in the field of public administration and governance.

Contents

Unit 1: Public Administration, New Public Management and Public Governance

- 1.1 From Public Administration to Governance
- 1.2 A Comparative perspective
- 1.3 Public governance in a network society

Unit 2: Inter-organizational Partnerships for Public Service Delivery

- 2.1 Theoretical rationale of partnerships
- 2.2 Partnership working across public and private sectors
- 2.3 A typology of public-private partnerships
- 2.4 Governance of partnerships

Unit 3: Collaborative Governance

- 3.1 Defining collaborative governance
- 3.2 Why collaborate? Rationale and drivers to collaboration
- 3.3 Modes of collaborative governance: networks and co-production
- 3.4 Management challenges in coping with collaborative governance
- 3.5 Collaborative leadership
- 3.6 Policy and operational implications

Unit 4: Engaging Citizens for Policymaking and Service Delivery

- 4.1 Forms of citizen engagement
- 4.2 Co-production
- 4.3 Drivers and potential benefits of citizen engagement
- 4.4 Obstacles to effective engagement
- 4.5 Opportunities and risks of citizen engagement

Unit 5: Social Entrepreneurship

Unit 6: Governance Model and Third Sector

6.1 Public governance and the third sector: opportunities for coproduction and innovation
6.2 Discussion based on articles

Unit 7: Public Service Motivation

7.1 What is understood by public service motivation?
7.2 Criticism of public service motivation
7.3 Does public service motivation matter?

Unit 8: Understanding and Managing Organizational Change

Unit 9: Advancing Public Good through Entrepreneurship

9.1 Discussion based on published articles

Unit 10: Ethics in the Public Service

10.1 Ethics as a key governance issue in the public sector
10.2 Corruption
10.3 Control-oriented and prevention-oriented mechanisms to combat corruption

Unit 11: Leading Public Organizations

11.1 Leadership in public governance
11.2 Leadership, power and politics
11.3 The relationship between organizational leadership and
11.4 political leadership
11.5 Key leanings for public leaders

Unit 12: Coproducing Public Services

12.1 What is co-production?
12.2 Co-production as an alternative service model
12.3 Drivers of co-production
12.4 Co- production approaches
12.5 Overcoming the limitations and barriers

Unit 13: Public Service Innovation

13.1 Defining innovation in the public sector
13.2 A framework for public sector innovation
13.3 What are the necessary conditions for public sector innovation?

Unit 14: Designing Social Media Strategies and Policies

14.1 Using social media in public services

Unit 15: Advancing Good Governance through Fighting Corruption

15.1 Public corruption: causes, consequences and cures

Unit 16: Big-data research in Public Administration

16.1 Big data and public policies
16.2 Big data- A way to better public service delivery

Unit 17: E-governance

17.1 E-Government and E-Governance
17.2 Transforming public services: electronic service delivery
17.3 Online democracy
17.4 Managing customer data: towards open data
17.5 Data-matching and data-sharing: ‘wicked’ issues for government?
17.6 Challenges of E-Governance

Unit 18: Evidence-based Policymaking

18.1 Introduction
18.2 What counts as evidence for what purposes?
18.3 How can evidence be used to improve public policy and
18.4 practice?
18.5 What are the obstacles to the improved utilization of evidence?

Teaching-Learning Strategies

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

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Textbooks and Suggested Readings*

Hildreth, W. B., Miller, G. J., & Lindquist, E. A. (2021). Handbook of public administration. 4th Edition. New York, NY: Routledge.

Perry, J. L., & Christensen, R. K. (2016). Handbook of public administration. San Francisco, CA Jossey-Bass: Wiley.

Klassen, T. R., Cepiku, D., & Lah, T. J. (2017). The Routledge handbook of global public policy and administration. Abingdon, Oxon New York: Routledge.

Bovaird, T., & Löffler, E. (2016). Public management and governance. London: Routledge.

Massey, A. (2019). A research agenda for public administration. Cheltenham, UK; Northampton, MA, USA: Edward Elgar Publishing.

Massey, A., & Johnston, K. (2015). The international handbook of public administration and governance. Cheltenham: Edward Elgar.

Research journals

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PA – 404: GOVERNMENT AND SOCIETY IN PAKISTAN

COURSE TITLE: GOVERNMENT AND SOCIETY IN PAKISTAN

COURSE CODE: PA-404

SEMESTER: VII

PROGRAM: BS MANAGEMENT

CREDIT HOURS: 3

PREREQUISITES: PA - 233

Learning Outcomes

At the end of the course, students will be able to:

- To develop an appreciation of various types of societies in view of theories that is used to understand the developments taking place in the international context and politics.
- To understand the context of emergence of Pakistan, as a nation-state, in the backdrop of changes in international balances as an aftermath of WWII and formation of UNO
- To study the structure of democracy in Pakistan with its institutions of legislature, executive and judiciary in federal, provincial, and local governments with rising power of media
- To make an analysis of development context of sections of society with reference to various political governments.

Contents

Unit – 1: Society

- 1.1 Philosophical differences in definitions of a society
- 1.2 Towards a unified definition of a society
- 1.3 Pakistani Society Uniqueness and Commonalities
- 1.4 Cultural, Political, Economic, Religious, Socio-Psychological

Unit – 2: Emergence of Pakistan in Context:

- 2.1 Pre WWII World and Emergence
- 2.2 Nation State – Social Contract
- 2.3 Pakistan's existence as a state
- 2.4 Constitution of Pakistan
- 2.5 Significance of Constitution in running of a state
- 2.6 Salient features of the constitution of Islamic Republic of Pakistan

Unit – 3: International Influences on Pakistan since Inception

- 3.1 A Hostile Neighborhood
- 3.2 NATO, Baghdad Pact, SCO, & CSTO
- 3.3 Indian Hegemonic Designs 1965, 1971, 1984, 1999, 2019, 2020
- 3.4 Soviet Invasion of Afghanistan 1979-88
- 3.5 US Invasion of Afghanistan 2001-2021
- 3.6 SCO, CPEC

Unit – 4: Various philosophies and types of Govts.

- 4.1 Democracy, Autocracy & Monarchs

4.2 Federal, Parliamentary, Presidential, Welfare States, Political Islam (West, ME, China, Russia)
4.3 Towards a unified definition of a government
4.4 Governance and its indicators

Unit – 5: Evolution of Government in Pakistan

5.1 Executive
5.2 Legislature
5.3 Federal and Provincial Governments
5.4 Judiciary
5.5 Press
5.6 Local Government

Unit – 6: Policies of Various Governments since 1947 to 2021

6.1 Economy
6.2 Political Culture
6.3 The Business Class

Teaching-Learning Strategies

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

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Textbooks and Suggested Readings*

Ishrat Hussain (2018) Governing the Ungovernable. Oxford University Press

Noor, Sitara (2021). The Taliban's Ascendance in Afghanistan. Counter Terrorist Trends and Analyses, September 2021, Vol. 13, No. 4 (September 2021), pp. 14-18

Ubaid ur Rehman Zia 2021. Potential Role of Chinese and Pakistan Leaders in Renewable Energy Transition of Pakistan. Sustainable Development Policy Institute (2021)

Syed Mohammad Ali 2018. Devolution of Power in Pakistan. US Institute of Peace (2018)

Farida Faisal 2017. Sustainability: An Imperative for Improving Governance and Management in Pakistan. Pakistan Economic and Social Review.Vol. 55, No. 1 (Summer 2017), pp. 81-106

Nasim Hassan Shah 1987. The Objectives Resolution and its Impact on the Administration of Justice in Pakistan. Islamic Studies, Winter 1987, Vol. 26, No. 4 (Winter 1987), pp. 383-394 Published by: Islamic Research Institute, International Islamic University, Islamabad

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Abdul Hafeez Shaikh 2006. Towards Reorienting the Role of the Government in Pakistan. The Pakistan Development Review, Vol. 45, No. 4, Papers and Proceedings PARTS I and II Twenty-second Annual General Meeting and Conference of the Pakistan Society of Development Economists Lahore, December 19-22, 2006 (Winter 2006), pp. 537-554

Nasir Islam 2001. Democracy and Governance in Pakistan's Fragmented Society

Stephen Philip Cohen 2002. The Nation and the State of Pakistan the Center for Strategic and International Studies and the Massachusetts Institute of Technology *The Washington Quarterly* • 25:3 pp. 109–12

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Sami Zubaida 1995. Is there a Muslim society? Ernest Gellner's sociology of Islam. *Economy and Society Volume 24 Number 2 May 1995: 151-88*

Pekka Sulkunen 2014. 'Society on its own': the sociological promise today. European Journal of Cultural and Political Sociology, 2014 Vol. 1, No. 2, 180–195, http://dx.doi.org/10.1080/23254823.2014.956279 . Taylor and Francis Group

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Ghalib Ata and Aamir Saeed (2020). Islam's Guidelines for Muslims: A Lesson for Journalists. Al-Qalam. Volume 25, Issue, 2, 2020. ISSN 2071-8683 e-ISSN 2707-00

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PA – 405: THIRD SECTOR MANAGEMENT

COURSE TITLE: THIRD SECTOR MANAGEMENT

COURSE CODE: PAD-405

SEMESTER: 8TH SEMESTER

PROGRAM: BS (HONS) IN MANAGEMENT

CREDIT HOURS: 3

PREREQUISITES: PA-233, MGT-234

Learning Outcomes

Third Sector organizations have played an important, unique and sometimes controversial role in development of societies. There is great diversity exist among different third sector organizations operating in developed as well as developing countries like Pakistan. Some nonprofits employ highly specialized staff while other nonprofits are staffed primarily by volunteers. Some TSO's are affiliated with international networks, while others are uniquely local. They serve a vital role in society by addressing needs that neither business nor government are prepared to fulfill. Over the past decade, this sector has grown in size, sophistication, impact, and influence. This course presents a broad overview of the nonprofit sector. Through a combination of readings, writings, discussions, and guest speakers, students gain an understanding of the challenges and opportunities within the sector, the various domains comprising the sector, and a number of functions within third sector organizations that work together to deliver value to individuals and society with special reference to Pakistan.

Contents

Unit 1: Definition and Concept of Third Sector
- 1.1. Definition of Third Sector
- 1.2. Theorizing Third Sector
- 1.3. Defining Third Sector in Pakistan
- 1.4. Dimensions of Third Sector in Pakistan
- 1.5. Comparison of Third Sector in Pakistan with other developing countries

Unit 2: Third Sector Management
- 2.1 Historical Background of Third Sector: Global and Domestic Perspective
- 2.2 Third Sector of US
- 2.3 Third Sector of Britain
- 2.4 Third Sector of Australia, Canada and New Zealand
- 2.5 Third Sector of France and Germany
- 2.6 Historical and Evolution of Third Sector in Pakistan

Unit 3: Theoretical Approaches to Third Sector
- 3.1 Public Good Theory
- 3.2 Trust related Theory
- 3.3 Entrepreneurship Theory
- 3.4 Stakeholder's Theory
- 3.5 Interdependence Theory
- 3.6 Social Origin Theory

Unit 4: Legal Framework of TSO's.

4.1 Registration Laws of TSO’s in Pakistan
4.2 Certification of TSO’s in Pakistan

Unit 5: Strategy and Planning and Strategic Management
5.1 Why Vision Matters
5.2 Vision-Directed Mission
5.3 Strategic Thinking
5.4 Environmental Evaluation of Nonprofits
5.5 Planning and Goal Setting
5.6 Pitfalls of Strategic Planning
5.7 Leadership Roles and Decision Making
5.8 Strategy and Structure

Unit 6: Executive and Board Management, Leadership and Governance of TSO’s
6.1 Who are Board members of TSO’s
6.2 Selection, Recruitment and Retention of Board members
6.3 Board Leadership
6.4 Board Governance
6.5 Effectiveness of Boards of TSO’s
6.6 Governance Models of TSO’s

Unit 7: Volunteer Management
7.1 Defining the nature and dynamics of Volunteers in TSO’s
7.2 Recruitment, Selection and Retention of Volunteers.
7.3 Careers of Volunteers in TSO’s

Unit 8: Human Resource Management and Financial Management of TSO’s
8.1 Human Resource Information System
8.2 Staff Recruitment, Selection and Orientation
8.3 Training and Development and Evaluation
8.4 Staff Compensation
8.5 Motivating Volunteers
8.6 Building a Human Organization
8.7 Challenges and Opportunities of Human Resource Management of TSO’s
8.8 Comparison of HRM among Public, Private and Third Sector
8.9 Motivation and Retention of HR in Third Sector organizations
8.10 Financial Systems of TSO’s
8.11 Accounting, budgets and financial reports of TSO’s
8.12 Managing an organization's financial resources
8.13 Establishing and revising financial policies
8.14 Controlling and managing risk

Unit 9: Fundraising and Marketing of TSO’s
9.1 Strategic Linkages
9.2 Annual Giving Campaigns
9.3 Special Events
9.4 Major Giving
9.5 Grants
9.6 Crowd Funding
9.7 Sources of funding: Global and Local Perspective
9.8 Types of Funding
9.9 Impact and Role Social Media in Fundraising and Marketing of TSO’s

Unit 10: Accountability, Trust and Effectiveness of TSO’s
10.1 Definition and types of Accountability of TSO’s
10.2 Fundamentals of Performance management and Evaluation
10.3 Defining Effectiveness of TSO’s

10.4 Models of Effectiveness of TSO's

Unit 11: Collaborative Governance

11.1 New Public Governance

11.2 Defining Collaborative Governance: Models & Theoretical underpinnings

11.3 Collaboration between Nonprofit and Business sectors

11.4 Implications and discussion with context to Pakistan

Teaching-Learning Strategies

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

Assignments- Types and Number with calendar

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

Assessment and Examinations

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

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

Textbooks and Suggested Readings*

Ahmed, S. (2021). *Effective Nonprofit Management: Context, Concepts, and Competencies* (2nd ed.). Routledge.

Worth, M. J. (2020). *Nonprofit management: Principles and practice* (6th ed.). USA: CQ Press.

Tschirhart, M., & Bielefeld, W. (2012). *Managing nonprofit organizations*. John Wiley & Sons.

Anheier, H. K. (2010). *Nonprofit Organizations: Theory, management, policy*. New York: Routledge

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PA – 406: PUBLIC POLICY ANALYSIS

COURSE TITLE: PUBLIC POLICY ANALYSIS

COURSE CODE: PA-406

SEMESTER: 7/8

PROGRAM: BS MANAGEMENT

CREDIT HOURS: 3

PREREQUISITES: PA-233

Learning Outcomes

This course provides an introduction to public policy analysis in democratic societies, with an emphasis on the state of Pakistan. The course stresses policy analysis in government organizations, however, policy analysis in nongovernmental settings—such as nonprofit organizations and think tanks—is also considered. Course topics include the ideal and actual roles of policy analysis in policy processes, assessment of data and evidence during execution of policy analysis, and traditional policy analysis methods (e.g.: cost-benefit analysis), as well as alternative approaches (e.g.: stakeholder analysis, gender analysis, race analysis, etc.).

It is expected that by the end of the course students will be able to:

- Recognize and articulate the promise and limitations of policy analysis.
- Critically assess the use of evidence and data in policy analysis practices.
- Select and apply the appropriate policy analysis techniques, with consideration of given policy problems, contexts, and goals.
- Effectively communicate, in written and spoken formats, policy analysis procedures and their conclusions.

Contents

Unit – 1: The Eightfold Path

1.1 Define the problem
1.2 Assemble some evidence
1.3 Construct the alternatives
1.4 Select the criteria
1.5 Project the outcomes
1.6 Confront the trade-offs
1.7 Stop, focus, narrow, deepen, decide!
1.8 Tell your story

Unit – 2: Assembling Evidence

2.1 Conducting a policy research interview
2.2 Strategic dilemmas of policy research

Unit – 3: Handling a Design Problem

3.1 Crosswalks from the eightfold path to “systems of action”
3.2 Define the problem? Focus on a primary outcome
3.3 Construct the alternatives? Configure the system’s organizational structure and its operating processes

3.4 Selecting
3.5 Projecting the outcomes
3.6 Confronting the trade-offs
3.7 Design a transition strategy

Unit – 4: “Smart (best) practices” research: understanding and making use of what look like good ideas from somewhere else

4.1 Developing realistic expectations
4.2 Analyzing smart practices
4.3 Generic vulnerabilities

Unit – 5: Things Governments Do

5.1 Taxes & Regulation
5.2 Subsidies and grants
5.3 Service provision
5.4 Agency budgets
5.5 Information
5.6 The structure of private rights
5.7 The framework of economic activity
5.8 Education and consultation, Financing and contracting
5.9 Bureaucratic and political reforms

Unit – 6: Understanding Public and Nonprofit Institutions: Asking the Right Questions

6.1 Mission, Environment
6.2 Performance measurement
6.3 Technology
6.4 Production/delivery processes
6.5 Frontline workers and co-producers
6.6 Partners and other outsiders
6.7 Centralization/decentralization
6.8 Culture and communications
6.9 Politics, Leadership, Change

Unit – 7: Strategic Advice on the Dynamics of Gathering Political Support

7.1 Sequencing
7.2 Timing

Unit – 8: Incorporating “big data” and rigorous scientific evidence into policy analysis

8.1 Use administrative data and experiments to inform problem definition
8.2 Expand your option set and see constraints as learning opportunities

Teaching-Learning Strategies

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

Assignments- Types and Number with calendar

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Assessment and Examinations

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

Textbooks and Suggested Readings*

Bardach, E. (2019). *A practical guide for policy analysis: The eightfold path to more effective problem solving* (6th ed.). Thousand Oaks, CA: CQ Press.

Birkland, T. A. (2020). *An introduction to the policy process: Theories, concepts, and models of public policy making* (5th Ed.). New York, NY: Routledge.

Cairney, P. (2019). *Understanding public policy: Theories and issues (2nd Edition)*. New York, NY: Palgrave Macmillan.

Hill, M., & Hupe, P. (2022). *Implementing public policy* (4th Ed.). Thousand Oaks, CA: SAGE.

Hupe, P., Hill, M., & Buffat, A. (Eds.). (2015). *Understanding street-level bureaucracy*. Bristol, UK: Policy Press.

Jones, B. D., & Baumgartner, F. R. (2005). *The politics of attention: How government prioritizes problems*. Chicago, IL: University of Chicago Press.

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PA – 407: PUBLIC SECTOR INNOVATION

COURSE TITLE: PUBLIC SECTOR INNOVATION

COURSE CODE: PA-407

SEMESTER: 7/8

PROGRAM: BS MANAGEMENT

CREDIT HOURS: 3

PREREQUISITES: PA-233

Learning Outcomes

The core meaning of the word "innovation" is the adoption of new practices and techniques which, when applied, produce positive change. While traditionally, the process has been associated with the private sector, there is a growing need for it in the public sphere, as governments deal with increasing demand for services, constrained resources, and greater citizen expectations. Given the range of major challenges facing public sector authorities, and the increasing pressure to behave differently in response, building the capacity for public sector innovation is now an imperative. At the end of this highly interactive course, students will:

- Understand the core dynamics of innovation, and the different forms it can take
- Understand the implications of innovation for how government organizes
- Understand how public sector organizations can create an innovation culture
- Be able to identify, and develop strategies to manage, the core challenges to promoting innovation in government
- Analyze and discuss critical case studies in the development of public sector innovation

Contents

Unit – 1: Introduction

1.1 The innovation ecosystem

Unit – 2: Consciousness

1.1 Mapping the landscape

Unit – 3: Capacity

3.1 Political context
3.2 Strategy
3.3 Organizing for Innovation
3.4 People and Culture

Unit – 4: Co-creation

4.1 Design thinking in government
4.2 Citizen involvement
4.3 Orchestrating co-creation
4.4 Measuring to learn

Unit – 5- Courage

5.1 Four leadership roles

Teaching-Learning Strategies

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

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Textbooks and Suggested Readings*

Bason, C. (2018). Leading public sector innovation: Co-creating for a better society (2nd ed.). Chicago, IL: Policy Press.

Bekkers, V., Edelenbos, J. & Steijn, B. (2011). Innovation in the public sector: linking capacity and leadership. Palgrave Macmillan.

Bommert, B. (2010). Collaborative innovation in the public sector. International public management review, 11(1), 15-33.

Micheli, P., Schoeman, M., Baxter, D., & Goffin, K. (2012). New business models for public-sector innovation: Successful technological innovation for government. Research-Technology Management, 55(5), 51-57.

Windrum, P., Koch, P. (2008). Innovation in public sector services: entrepreneurship, creativity and management. Edward Elgar Publishers.

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PA – 408: POLICYMAKING: PROCESS, CHALLENGES AND OUTCOMES

COURSE TITLE: POLICYMAKING: PROCESS, CHALLENGES AND OUTCOMES

COURSE CODE: PA-408

SEMESTER: 7/8

PROGRAM: BS MANAGEMENT

CREDIT HOURS: 3

PREREQUISITES: INTRODUCTION TO PUBLIC ADMINISTRATION

Learning Outcomes

Public Administration is a flagship program of IAS. This is an advanced level course in public administration and is designed to offer a blend of academic and practitioner perspectives on decision-making within the policy process. It will focus on key elements that affect decision-making and decision-makers in the policy process. It will emphasize the unique challenges faced during policymaking and implementing in addressing barriers and issues in information, communication, negotiation, implementation and dealing with the politics of public policies.

Contents

- Unit – 1: 'Public and 'Policy' as Concepts
- Unit – 2: Analyzing Policy-Making as a process
- Unit – 3: Institutions, Framing and Policy Styles
- Unit – 4: The Top-Down/Bottom-Up Debate
- Unit – 5: Policy Implementation through Collaborative Policymaking
- Unit – 6: Implementation Theory and the Study of Governance
- Unit – 7: Implementation and Governance
- Unit – 8: The Rise and Decline of the Policy-Implementation Paradigm
- Unit – 9: The Challenges of Public Policy Formulation and Implementation
- Unit – 10: Policy Failure and the Policy-Implementation Gap
- Unit – 11: Evidence-based Policymaking
- Unit – 12: Assessing Policy Outcomes

Teaching-Learning Strategies

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

Assignments- Types and Number with calendar

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Teaching Learning Strategies

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Textbooks and Suggested Readings*

Hill, M. & Hupe, P. (2022). Implementing Public Policy: An introduction to the study of operational governance. SAGE.

Parsons, W. (1997). Public policy: An Introduction to the Theory and Practice of Policy Analysis. Edward Elgar Publishing.

Ariely, D., & Jones, S. (2011). Predictably Irrational: The Hidden Forces that Shape our Decisions. Harper Collins.

Gladwell, M. (2007). Blink: The power of thinking without thinking. New York: Back Bay Books.

Al-Rodhan, N., Andrews, J., et.al. (2018). The Age of Perplexity: Rethinking the World We Knew. Penguin Random House.

Lindblom, C. (1980). The Policy-Making Process. Prentice-Hall.

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MKT – 401: MARKETING ANALYSIS AND STRATEGY

COURSE TITLE: MARKETING ANALYSIS & STRATEGY

COURSE CODE: MKT-401

SEMESTER: 7/8

PROGRAM: BS MANAGEMENT

CREDIT HOURS: 3

PREREQUISITES: MKT-241, RES-355

Learning Outcomes

Marketing Strategy is a capstone course that brings together as well as builds upon the basic concepts of marketing which have been learned in earlier marketing courses. It introduces marketing decision making and planning frameworks in the global environment. It also provides an opportunity to apply previously learned marketing concepts through case studies and projects assigned. It helps student understand how companies compete and achieve a competitive advantage. An emphasis on critical thinking helps students understand how marketing decisions fit together to create a coherent strategy. This course offers a planning framework, marketing plan worksheets, and a comprehensive marketing plan example for students to follow. In short a greater part of the module is based on case-based learning situations, which enables students to develop analytical, critical and communication skills. In this course students are exposed to a dynamic world of marketing activities. Principles, terminology, tools and tricks of trade are taught by giving real life examples from both Pakistani and international perspective. It also addresses various issues and trends prevailing in the Pakistani Industry.

The course is divided into three components. Students are introduced to the theoretical aspects of marketing strategy through lectures based on book content. Secondly; case study analysis improves their decision-making and application abilities. Real projects and activities allows them to apply marketing tools to actual marketing situations which further develops their understanding of marketing concepts

By the end of the course, the students will be able to:

- Develop an analytical thinking and the ability to integrate various key marketing concepts.
- Develop a marketing plan which is a strategic document that helps marketing executives to analyze their resources and to plan their future business strategy, ultimately leading to organizational goal achievements.
- Develop the ability to critically analyze and foresee the impact of various marketing activities on the sales of products and services being marketed and on organizational goal attainment, whether profit or non-profit oriented.
- Enable students to think and act like marketers and develop a customer-oriented market strategy and marketing plan in a social, economic, technological and cultural environment in which an organization operates.
- It prepares them to encounter real life challenges and to add value to their organizations and businesses by formulating relevant strategies.

Contents

Unit 1. Setting The Stage for Marketing Strategy

1.1 Marketing in Today's Economy.

1.2 Strategic Marketing Planning.

Unit2I. DISCOVERING MARKET OPPORTUNITIES

2.1 Collecting and Analyzing Marketing Information.

2.2 Developing Competitive Advantage and Strategic Focus.

Unit 3. DEVELOPING MARKETING STRATEGY

3.1 Customers, Segmentation, and Target Marketing.

Unit 4. THE MARKETING PROGRAM.

4.1 Product Strategy

4.2 Pricing Strategy

4.3 Distribution and Supply Chain Management

4.4 Integrated Marketing Communications

Unit 5. PUTTING STRATEGY INTO ACTION

5.1 Marketing Implementation and Control.

5.2 Developing and Maintaining Long-Term Customer Relationships.

Teaching-Learning Strategies

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

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Assessment and Examinations

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Textbooks and Suggested Readings*

Palmatier, R. W., & Sridhar, S. (2021). *Marketing strategy: Based on first principles and data analytics*. Bloomsbury Publishing.

Ferrell, O.C. & Hartline, M.D. (2021), Marketing Strategy (8th Edition), Cenage Learning. Harvard Business Review (HBR)

McKinsey Quarterly (www.mckinsey.com)

Case Studies(TBA)

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MKT – 402: NEW PRODUCT DEVELOPMENT AND BRANDING

COURSE TITLE: NEW PRODUCT DEVELOPMENT & BRANDING

COURSE CODE: MKT-402

SEMESTER: 7/8

PROGRAM: BS MANAGEMENT

CREDIT HOURS: 3

PREREQUISITES: MKT-351

Learning Outcomes

After completing this course, learners will have the tools and processes of gathering customer insights for identifying and developing new products.

Contents

Unit – 1: What marks a great new product?

- 1.1 Why new products fail
- 1.2 Why new products succeed
- 1.3 New product ideas

Unit – 2: Customer knowledge requirement

- 2.1 Identifying customer needs
- 2.2 Stages in new product development
- 2.3 Steps in customer insight research

Unit – 3: Recognizing the voice of your customer

- 3.1 Identifying customer needs through lead users
- 3.2 Voice of the customer (VOC)
- 3.3 House of quality

Unit – 4: Design thinking and customer journey maps

- 4.1 Design thinking
- 4.2 Mapping customer experiences
- 4.3 Creating customer personas
- 4.4 Creating customer journey maps

Teaching-Learning Strategies

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Textbooks and Suggested Readings*

Trott, P. (2021), Innovation Management and New Product Development (7th Edition), Pearson Education.

Chernev, A. (2020), Strategic Brand Management (3rd Edition), Cerebellum Press.

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

MKT – 403: CONSUMER BEHAVIOUR AND MARKETING RESEARCH

COURSE TITLE: CONSUMER BEHAVIOR & MARKETING RESEARCH

COURSE CODE: MKT-403

SEMESTER: 7/8

PROGRAM: BS MANAGEMENT

CREDIT HOURS: 3

PREREQUISITES: MKT – 351

Learning Outcomes

On completion of the module, students should be able to:

- To understand and develop a framework for analyzing consumer behavior and problems
- To learn how consumer behavior can be affected by different marketing strategies
- To show how behavioral evidence can be used to evaluate alternative marketing strategies
- To develop a deeper understanding of consumer behavior by learning about relevant psychological and sociological theories and learn to apply these theories to real-world consumer problems

Contents

Unit – 1: The Consumer as an Individual and in groups
- 1.1 Consumer Motivation and Personality
- 1.2 Consumer Perception
- 1.3 Consumer Learning
- 1.4 Consumer Attitude Formation and Change
- 1.5 Reference Groups and Word-of-Mouth
- 1.6 Consumer Decision-Making

Unit – 2: Consumers in their Social and Cultural Settings
- 2.1 The Family and Its Social Standing
- 2.2 Culture’s Influence on Consumer Behavior
- 2.3 Subcultures and Consumer Behavior

Unit – 3: Introduction to Marketing Research
- 3.1 Research and Marketing Strategy
- 3.2 Stages of Marketing Development

Unit – 4: Research as a Process
- 4.1 Research Issues
- 4.2 The Research Process
- 4.3 Research Approaches
- 4.4 Research Methods
- 4.5 Research Methodologies

Unit – 5: Cultural Considerations for Marketing Research
- 5.1 Level of Cultural Difference
- 5.2 Hofstede's Dimensions of Culture

Unit – 6: Qualitative Marketing Research
- 6.1 Choosing Participants for Qualitative Research
- 6.2 Focus Group Research Participant Selection Issues
- 6.3 Interview Research Participant Selection Issues
- 6.4 Observation Research Participant Selection Issues
- 6.5 Constructing a Sample for Qualitative Research
- 6.6 Planning and Conducting Focus Groups
- 6.7 In-Depth, Intercept and Expert Interviews
- 6.8 Observational Research
- 6.9 Ethnography Research
- 6.10 Grounded Theory

Unit – 7: Quantitative Marketing Research
- 7.1 Determining Probability Samples
- 7.2 Determining the Target Population and the Sample Frame
- 7.3 Sampling Frame
- 7.4 Probability versus Nonprobability Sampling
- 7.5 Determining a Sample Size
- 7.6 Calculating the Size of a Sample
- 7.7 Questionnaire Design
- 7.8 Survey Research Methodology
- 7.9 Uses of Survey Research
- 7.10 Conducting Surveys
- 7.11 Marketing Research: A Practical Approach by: Bonita Kolb Publisher: SAGE Publications Ltd
- 7.12 Marketing Research, 13th Edition By: V. Kumar, Robert P. Leone, David A. Aaker, George S. Day Publisher: Wiley
- 7.13 Consumer Behavior By: Kumar Leon G., Schiffman;Joe, Wisenblit;S. Ramesh Publisher: Pearson

Teaching-Learning Strategies

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

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Textbooks and Suggested Readings*

East, R., Singh, J., Wright, M., & Vanhuele, M. (2021). *Consumer behaviour: Applications in marketing (5th Edition)*. London: Sage Publishers.

Schiffman, L. G., Kanuk, L. L., & Wisenblit, J. (2021). *Consumer behavior* (Global edition). London: Pearson Higher Education.

Hunt, S. D. (2018). *Marketing theory: Foundations, controversy, strategy, resource-advantage theory*. New York: Routledge.

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MKT – 404: DIGITAL AND SOCIAL MEDIA MARKETING

COURSE TITLE: DIGITAL AND SOCIAL MEDIA MARKETING

COURSE CODE: MKT- 404

SEMESTER: 7/8

PROGRAM: BS MANAGEMENT

CREDIT HOURS: 3

PREREQUISITES: MARKETING MANAGEMENT

Learning Outcomes

After completing this course, students will:

6 Be comfortable in applying digital concepts across the marketing function in any business.
7 To harness the power of digital marketing as a core driver of the marketing strategy for an organization.

Contents

Unit – 1: Introduction

1.1 Introduction to digital marketing
1.2 Latest trends in digital marketing
1.3 From analogue to digital marketing

Unit – 2: The key concepts

2.1 The digital marketing strategy?
2.2 The content and social strategy
2.3 Online advertising
2.4 Search engine optimization
2.5 Online video marketing
2.6 Social media marketing
2.7 Buzz and influencer marketing

Unit – 3: The digital marketing process

3.1 Yourself: Digital marketing self-assessment
3.2 The target: Who and how to target consumers
3.3 The message: The digital content and communication channels

Teaching-Learning Strategies

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Textbooks and Suggested Readings*

Ryan, D. (2020). Understanding digital marketing: marketing strategies for engaging the digital generation. Kogan Page Publishers.

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MKT – 405: GLOBAL MARKETING MANAGEMENT

COURSE TITLE: GLOBAL MARKETING MANAGEMENT

COURSE CODE: MKT-405

SEMESTER:7/8

PROGRAM: BS MANAGEMENT

CREDIT HOURS: 3

PREREQUISITES: MKT-351

Learning Outcomes

International marketing is a rapidly growing area within the disciplines of marketing and international business. Central to international marketing is the response of international rather than domestic buyers in the marketing environment, the types of decisions that are most feasible and the information required in decision making. During this course, the student will gain insights into the pressures created by the international economic, political, legal and cultural environmental influences on marketing planning. This course will enable students to learn analytical skills required to develop international marketing plans and develop the marketing mix elements in the international environment. Marketing to the World is one of five subjects in the marketing discipline and extends the knowledge developed in marketing management into the international rather than the domestic market. The major theories include, pathways of internationalization, political and economic risk analysis, international planning, cultural distance, branding for international markets, international market entry, distribution strategies and adaptation versus standardization. The conceptual material developed during this course will be implemented through class exercises, case studies and a major project.

On completion of the module, students should be able to:

- Apply basic international marketing theories and concepts to understand the environment;
- Undertake strategic business analysis in order to develop appropriate international marketing objectives and strategies;
- Identify, analyze, and evaluate data, information, and evidence related to international business opportunities and threats relevant in the current world;
- Communicate, clarify, discuss with peer audiences' relevant topics in a professional setting and work in a team reflected in assessment activities; and
- Produce a report considering the marketing of a business to consumers or business customers in different cultural and international contexts with consideration of ethical conduct.

Contents

Unit – 1: The Rationale for International Marketing; Globalization

Unit – 2: Political and Legal Environment. Technology and Change

Unit – 3: Economic and Financial Environment (I)

Unit – 4: Economic and Financial Environment (II)

Unit – 5: Social and Cultural Environment, Contemporary Considerations (I)

Unit – 6: Social and Cultural Environment, Contemporary Considerations (II)

Unit – 7: Researching International Markets

Unit – 8: Researching Segmentation and Positioning

Unit – 9: Researching Competitive Strategies

Unit – 10: International Market Selection and Entry

Unit – 11: International Distribution, Logistics and Retailing

Unit – 12: Modifying Products for International Markets

Unit – 13: Pricing for International Markets

Unit – 15: International Promotion

Unit – 16: Marketing Services; Marketing for the Future

Teaching-Learning Strategies

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Assignments- Types and Number with calendar

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Textbooks and Suggested Readings*

Fletcher, R., Crawford, H. (2016), International marketing: An Asia Pacific Perspective (7th Edition), Pearson Publishing.

Cateora, P., Graham, J., Gilly, M., and Money, B. (2019), International Marketing (18th Edition), McGraw-Hill.

Harvard Business Review, Marketing Education Review, Aurora, Marketing Magazines

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MKT – 406: INTEGRATED MARKETING COMMUNICATIONS

COURSE TITLE: Integrated Marketing Communications

COURSE CODE: MKT - 406

SEMESTER: 7/8

PROGRAM: BS Hons

CREDIT HOURS: 3

PREREQUISITES: Marketing management

Learning Outcomes

8 Students will be able to understand what integrated marketing communications (IMC) and its various elements are.
9 Students will develop understanding of IMC as part of the larger marketing process.
10 Students will be able to make better marketing communication decisions.

Contents

Unit – 1: Introduction to IMC

- 1.1 What is IMC?
- 1.2 Recent trends in marketing, e.g., digital marketing communication.
- 1.3 What is strategic marketing process?
- 1.4 What is a communication campaign?
- 1.5 Requisite decisions for an effective IMC campaign.
- 1.6 Building customer-based brand equity.
- 1.7 Brand loyalty
- 1.8 Running a successful IMC campaign.
- 1.9 Choosing a marketing communications agency.
- 1.10 Structure of an advertising agency
- 1.11 Skills required to work in an advertising agency

Unit – 2: IMC planning process

- 2.1 Consumer information processing
- 2.2 Steps of effective communications
- 2.3 Communication objectives
- 2.4 Consumer decision making process
- 2.5 How advertising works – AIDA and “hierarchy of effects” models
- 2.6 FCB grid – a communications model
- 2.7 Determining marketing communications budget
- 2.8 Relationship between communications budget and sales
- 2.9 Convincing senior executives on the marketing communications budget

Unit – 3: Advertising management and design

- 3.1 Theoretical approaches to advertising design
- 3.2 Message strategies I - cognitive
- 3.3 Message strategies II – affective and conative
- 3.4 Advertising appeals I – emotional, fear, and humor
- 3.5 Advertising appeals II – rationality, sex, and scarcity

3.6 Executional frameworks I – animation, slice of life, dramatization, and informative
3.7 Executional frameworks II – testimonial, authoritative, demonstration, and fantasy
3.8 Spokesperson selection
3.9 McCann point of view on creative brief and the creative process
3.10 FCB point of view on creative brief and the creative process

Unit – 4: Marketing communication process

4.1 Sales promotions
4.2 Public relations, sponsorships, and cause related marketing
4.3 Alternative marketing
4.4 Crisis management
4.5 Digital marketing and social media
4.6 Latest trends in digital marketing
4.7 Search engine optimization and content marketing
4.8 Evaluation of an IMC campaign

Teaching-Learning Strategies

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Textbooks and Suggested Readings*

Percy, L. (2018). Strategic integrated marketing communications (3rd Edition). Routledge.

Blakeman, R. (2018). Integrated marketing communication: creative strategy from idea to implementation (3rd Edition). Rowman & Littlefield.

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MKT – 407: SALES FORCE MANAGEMENT

COURSE TITLE: SALES FORCE MANAGEMENT

COURSE CODE: MKT-407

SEMESTER: 7/8

PROGRAM: BS MANAGEMENT

CREDIT HOURS: 3

PREREQUISITES: MKT-351

Learning Outcomes

After completing this course, learners will have necessary knowledge and skills in the job design and recruitment processes of the sales force.

Contents

Unit – 1: Introduction: Sales force selection, recruitment, motivation, and evaluation

1.1. Introduction
1.2. Overview of recruitment process
1.3. Job analysis
1.4. Duties of a salesperson
1.5. Job qualifications
1.6. Recruitment funnel and recruitment sources

Unit – 2: Sales force recruitment

2.1 Interviewing
2.2 Employment tests
2.3 Final selection

Unit – 3: The role of training in sales force development

3.1 The business case for sales training
3.2 Scheduling sales force training: theory and evidence
3.3 Sales training content keys to sales training
3.4 Emerging training methods
3.5 Sales training development process
3.6 Importance of sales training
3.7 Training methods

Unit – 4: Motivating the sales force

4.1 Overview of motivation
4.2 ERG theory
4.3 Reward and incentive programs
4.4 Theories of motivation

Unit – 5: Sales force evaluation

5.1 Challenges in sales evaluations
5.2 Contemporary approach to sales force evaluations
5.3 Output factors
5.4 Input factors
5.5 Types of performance appraisal techniques

Teaching-Learning Strategies

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Textbooks and Suggested Readings*

Johnston, M.W. & Marshall, G. W. (2021). Sales Force Management: Leadership, Innovation, Technology (13th Edition). Routledge.

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MKT – 408: BUSINESS-TO-BUSINESS MARKETING

COURSE TITLE: BUSINESS-TO-BUSINESS MARKETING

COURSE CODE: MKT - 408

SEMESTER: 7/8

PROGRAM: BS MANAGEMENT

CREDIT HOURS: 3

PREREQUISITES: MKT - 351

Learning Outcomes

Upon completing this course, students will:

- Appreciate the difference between B2C and B2B marketing.
- Develop understanding of the business buying behavior
- Approach marketing problems from an inter-organizational perspective.
- Innovate B2B marketing via a CCCI, i.e., cross country and cross industry innovation approach.

Contents

Unit – 1: Introduction

1.1 Introduction to Course
1.2 What defines B2B marketing?
1.3 Push & Pull and the 4W's Approach

Unit – 2: The business environments

2.1 The B2B value chain
2.2 Changes in the business environment
2.3 The product lifecycle (PLC) in B2B business environment

Unit – 3: The organizational buying behavior

3.1 The process of organizational buying behavior
3.2 The types of organizational buys

Unit – 4: B2B market research and competitive analysis

4.1 Market intelligence
4.2 Competitive analysis

Unit – 5: B2B marketing mix

5.1 B2B: Product marketing
5.2 Discussion: The key B2B product marketing issues
5.3 B2B: Price marketing
5.4 Discussion: The key B2B product marketing issues
5.5 B2B: Promotion marketing
5.6 Discussion: The key B2B product marketing issues
5.7 B2B: Place marketing
5.8 Discussion: The key B2B product marketing issues
5.9 Discussion: How to decide to use direct or indirect channels?

Unit – 6: B2B cross country and cross industry growth

6.1 Cross country growth part I
6.2 Cross country growth part II
6.3 Discussion: Does culture matter in B2B marketing?
6.4 Cross industry growth
6.5 Discussion: The product-service continuum --- should product and service be separated?

Unit – 7: Putting it all together

Teaching-Learning Strategies

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Textbooks and Suggested Readings*

Seebacher, U. G. (2021). B2B Marketing. Springer.

Chang, D. R. (2016). Mastering Noon Nopi: The Art & Science of Marketing in Asia. Yonsei University Press.

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HRM - 401: INDUSTRIAL RELATIONS AND LABOR LAWS

COURSE TITLE: INDUSTRIAL RELATIONS AND LABOR LAWS

COURSE CODE: HRM 401

SEMESTER: 7/8

PROGRAM: BS MANAGEMENT

CREDIT HOURS: 3

PREREQUISITES: HRM-352

Learning Outcomes

By the end of the course students should understand:

- Industrial Relations in Pakistan
- Link between Industrial relations & Human Resource Management
- Collective bargaining;
- Worker involvement in decision-making;
- Grievance and dispute settlement
- The management of conflict between employers, workers and trade unions

Contents

Unit – 1: Laws that regulate the relations between employer and employee

1.1 Industrial Relations Act 2010

Unit – 2: Laws that require contributions to be paid by the employers

2.1 Employees' Old-Age Benefits Act, 1976
2.2 The Provincial Employees' Social Security Ordinance, 1965
2.3 The Workers' Welfare Fund Ordinance, 1971
2.4 West Pakistan Maternity Benefit Ordinance, 1958
2.5 The Workers' Children (Education) Ordinance, 1972
2.6 The Companies' Profits (Workers' Participation) Act, 1968
2.7 The Workmen's Compensation Act, 1923
2.8 The Employees Cost of Living (Relief) Act, 1974

Unit – 3: Labor laws that fix standards for wages

3.1 The Payment of Wages Act, 1936
3.2 THE MINIMUM WAGES ORDINANCE 1961
3.3 [The Punjab] Minimum Wages for Unskilled Workers ordinance, 1969

Unit – 4: Labor Laws Setting Standards for Workplace

4.1 The Punjab Shops and Establishments Ordinance, 1969
4.2 The Industrial and Commercial Employment Ordinance, 1968
4.3 The Factories Act, 1934
4.4 The Employment (Record of Services) Act, 1951
4.5 Employment of Children Act, 1991
4.6 The Apprenticeship Ordinance, 1962
4.7 The Punjab Occupational Safety and Health Act, 2019

Teaching-Learning Strategies

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Textbooks and Suggested Readings*

Complete set of labor laws

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HRM-402: HUMAN RESOURCE INFORMATION SYSTEMS

COURSE TITLE: HUMAN RESOURCE INFORMATION SYSTEMS

COURSE CODE: HRM-402

SEMESTER: 7/8

PROGRAM: BS MANAGEMENT

CREDIT HOURS: 3

PREREQUISITES: HRM-352

Learning Outcomes

In the present day modern world, technology is the new vehicle to bring information to managers and employees working in public and private sector organizations. Access to information has become very easy and managers can easily make their decisions based upon the information they receive. Businesses are also trying to manage their information efficiently. Human Resource Information System (HRIS) collects and distributes human resource related information to support the making of HR and organizational decisions. HRIS can be used within organizations to increase productivity, support HR planning, and support organization level strategy. In this course, different concepts related to HRIS will be taught and linked to other HR activities such as performance management, compensation and benefits, employee communications and support, recruiting, equal employment opportunity and affirmative action, labor relations, training and talent management, human resource planning and enterprise computing. By the end of this course, students will be able to.

- Learn basic concepts, technology, application, and management of HRIS.
- Understand the organizational benefits of HRIS.
- Describe the applications of HRIS in the HR functional areas or practices.
- Identify and describe the perspectives in managing automated Human Resource data/information.
- Explain the characteristic features of HRIS.
- Use HR technology for delivery of HR related services.
- Understand trends in technology and their resultant applications to HR.

Contents

Unit – 1: The Evolution of HRM and HRIS

1.1 HR Activities
1.2 Technology and Human Resources
1.3 Evolution of HRM and HRIS
1.4 HRIS Within the Broader Organization and Environment
1.5 Case Study: Position Description and Specification for an HRIS Administrator

Unit – 2: Systems Considerations in the Design of an HRIS

2.1 HRIS Customers/Users: Data Importance
2.2 HRIS Architecture
2.3 Best of Breed
2.4 Planning for System Implementation
2.5 Case Study: HRIS in Action Revisited

10.2 Compensation, Benefits & HRIS
10.3 Payroll
10.4 Case Study: Grandview Global Financial Services, Inc.

Unit – 11: Strategic Considerations in HRIS

11.1 eHRM: From Strategy to Results
11.2 eHRM and the HRM Function
11.3 The Future of eHRM

Unit – 12: HRIS and International HRM

12.1 HR Programs in Global Organizations
12.2 HRIS Applications in IHRM
12.3 Case Study: Global Issues in a Multinational Company

Teaching-Learning Strategies

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

Assignments- Types and Number with calendar

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Assessment and Examinations

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

Textbooks and Suggested Readings*

Johnson, R.D., Carlson, K.D. & Kavanagh, M.J. (2020). Human resource information systems: basics, applications, and future directions (5th ed.). Sage Publishing.

Boudreu, J., & Rice, S (2015). Bright, shiny objects and the future of HR. Harvard Business Review, 93(7/8), 72-78.

Ceriello, V. & Freeman, C. (1991). Human Resource Management Systems. New York: VRC Consulting Group.

** Adopted and modified from the course outlines developed by

- Rachel M. Cervin Kubel, Moravian College, Pennsylvania
- Dr. Boon-Anan Phinaitrup, Graduate School of Public Administration, National Institute of Development Administration, Thailand.
- Paul Jr. Garcia, Benguet State University, Phillipines

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HRM-403: CHANGE MANAGEMENT

COURSE TITLE: CHANGE MANAGEMENT

COURSE CODE: HRM 403

SEMESTER:7/8

PROGRAM: BS. (HONS)

CREDIT HOURS: 3

PREREQUISITES: HRM-352

Learning Outcomes

The role of this course goes beyond training and development activities to conduct training needs assessment, identify the gaps and drop a pin point focus on individual's key development areas as well as walk the employee through to a journey of Continuous Professional Development. The role of this course goes beyond training and development activities to conduct training needs assessment, identify the gaps and drop a pin point focus on individual's key development areas as well as walk the employee through to a journey of Continuous Professional Development. The objectives of this course are to examine approaches to comprehending and managing organizational change, as well as to discover practical strategies for implementing change effectively. On the one hand, the course will emphasize theory and research, practical management tools and approaches.

On the completion of this course the students should be able to:

- Apply knowledge about the major theories and perspectives concerning organization development and change management
- Analyze the role of the internal and external environment in driving or restraining change regarding large and small scale change initiatives within organizations
- Design measures to achieve and maintain results
- Demonstrate an ability to evaluate the needs and constraints of organizational change and to reflect on their own role and position in this situation
- Analyse the dynamics and issues in implementing and executing a change strategy or an intervention
- Design the change strategies or interventions necessary for organizational change

Contents

Unit – 1. Introduction

1.1 Organizational change and change management
1.2 Theoretical models of organizational change

Unit – 2. Causes of change

2.1 Organizational survival
2.2 External environment
2.3 Internal causes of change

Unit – 3. Intentions and realities of change

3.1 Scale, Span and timing of change
3.2 Planned and emergent change

Unit – 4. Emotions of change

4.1 The relevance of emotions to organizational change
4.2 Models of adaptation to transition
4.3 Capabilities to support people through transitions

Unit – 5. Sense making progresses in change

5.1 What's going on? How transitions are interpreted
5.2 Sense making- linking understanding and behavior
5.3 Strategy and sense making

Unit – 6. Change from the perspective of organizational culture

6.1 The informal organizational-introduction
6.2 Organizational culture
6.3 Challenges of change from a cultural perspective
6.4 How culture changes

Unit – 7. Change from the perspective of power and politics

7.1 Front and back end activities for managing power and politics
7.2 Resistance

Unit – 8. Change from the perspective of organizational learning

8.1 Knowledge and organizational learning
8.2 Key factors in organizational learning
8.3 Dynamic capabilities and the learning organization

Unit – 9. Directed change

9.1 OD and Appreciative Learning
9.2 BPR
9.3 Lean
9.4 Six Sigma

Unit – 10. Facilitated change

Unit – 11. Communicating change

11.1 Communication strategy
11.2 Tensions and choices in practice
11.3 Communication in specific change scenarios
11.4 The limits of formal communication

Unit – 12. Sustaining change

Teaching-Learning Strategies

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

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Assessment and Examinations

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

Textbooks and Suggested Readings*

Organization Change: Theory & Practice by W. WARNER BURKE. 5/6th Ed. Sage.

Organization Change: Perspectives on Theory & Practice by Piers Myers, Sally Wiggins & Liz Wiggins. Oxford: 2012

Lauer, T. (2010). Change management. Springer Berlin Heidelberg.

Hayes, J. (2018). The theory and practice of change management. Palgrave.

Ali, B. J., & Anwar, G. (2021). The mediation role of change management in employee development. Ali, BJ, & Anwar, G. (2021). The Mediation Role of Change Management in Employee Development. International Journal of English Literature and Social Sciences, 6(2), 361-374.

By, R. T. (2005). Organisational change management: A critical review. Journal of change management, 5(4), 369-380.

Sirkin, H. L., Keenan, P., & Jackson, A. (2005). The hard side of change management. HBR’s 10 Must Reads on Change, 99.

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

HRM – 404: HR CONSULTING

COURSE TITLE: HR Consulting

COURSE CODE: HRM-404

SEMESTER:7/8

PROGRAM: BS MANAGEMENT

CREDIT HOURS: 3

PREREQUISITES: HRM-352

Learning Outcomes

The Human Resource Consulting discipline is concerned with the practice of externally providing all aspects of human resource management, as well as the professional and business challenges involved with such a practice, such as client development, contracting, and client management. Additionally, it encompasses concerns pertaining to consulting careers, communications, legal and regulatory compliance, technology, metrics, and outsourcing, as well as effective consulting methods and global consulting issues.

On the completion of this course the students should be able to:

- Focus the areas
- Target markets
- Understand legal structure
- Management teams
- Identify revenue and expense expectations and establish a preliminary budget for operations
- Determine how business operations will be managed, including such matters as invoice management, collections and tax considerations. Identify necessary outside resources (e.g., legal, financial).
- Identify insurance needs
- Determine licensing requirements

Contents

Unit – 1. Consultancy

1.1 Introduction of Consultancy
1.2 HR Consultancy
1.3 Management Consultancy
1.4 Benefit of HR Consultant

Unit – 2. Employee Planning

2.1 Strategic HR Planning
2.2 Job Design
2.3 Restructuring
2.4 Market Competitiveness

Unit – 3. Talent Acquisition

3.1 Technical Recruitment
3.2 Talent Map and War
3.3 Head Hunting
3.4 Campus Hiring
3.5 Sourcing Channel
3.6 Recruitment Activities

Unit – 4. Human Capital Solutions

4.1 Human Capital Measurement Metrics
4.2 Recruitment Metrics
4.3 Compensation Metrics
4.4 Training Metrics
4.5 Exit Interview Portal and Analysis

Unit – 5. Organization Development

5.1 Employee Policy Manual
5.2 Training Need Analysis

Unit – 6. New HR Department

6.1 Key Areas of New HR
6.2 Sales Motivation Plan
6.3 Organizational Effectiveness

Unit – 7. Competency Performance Management System

7.1 Competency Performance Management System
7.2 SMART Goals
7.3 Competencies
7.4 Employee Improvement Plan

Unit – 8. Other HR Services

8.1 Payroll Outsource Management
8.2 Human Resource Information System
8.3 Degree, Experience Verification and Reference Checks
8.4 Employee File

Teaching-Learning Strategies

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

Assignments- Types and Number with calendar

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Textbooks and Suggested Readings*

Robinson, D. G., & Robinson, J. (2020). Performance consulting: A practical guide for HR and learning professionals. Berrett-Koehler Publishers.

Robinson, D. G., Robinson, J. C., Phillips, J. J., Phillips, P. P., & Handshaw, D. (2015). Performance consulting: A strategic process to improve, measure, and sustain organizational results. Berrett-Koehler Publishers.

Vosburgh, R. M. (2007). The evolution of HR: Developing HR as an internal consulting organization. People and Strategy, 30(3), 11.

For Corporate to Consulting Industry Shift, best reference is 'Leap into HR Consulting' by Sarah Gill Hamilton is good for learning about How to move from Corporate to Consulting Industry. Agile HR: by Riina Hellstrom Deliver value in a changing World of work is also good addition in HR industry.

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HRM- 405: TRAINING AND DEVELOPMENT

COURSE TITLE: TRAINING AND DEVELOPMENT

COURSE CODE: HRM 405

SEMESTER:7/8

PROGRAM: BS MANAGEMENT

CREDIT HOURS: 3

PREREQUISITES: HRM-352

Learning Outcomes

The role of this course goes beyond training and development activities to conduct training needs assessment, identify the gaps and drop a pin point focus on individual's key development areas as well as walk the employee through to a journey of Continuous Professional Development. The role of this course goes beyond training and development activities to conduct training needs assessment, identify the gaps and drop a pin point focus on individual's key development areas as well as walk the employee through to a journey of Continuous Professional Development. This course focuses on training and development activities to conduct training needs assessment, identify the gaps and highlight on individual's key development areas. The students will learn to walk through a journey of Continuous Professional Development.

On the completion of this course the students should be able to:

- Understand a variety of theories and concepts of training and development
- Describe evidence based practices that ensure the training and development function adds value to the organization
- Define terms applied to training and development activities and describe learning models, methods, techniques, and skills utilized to conduct training
- Develop skills in synthesis and analysis of training and development theory and apply such theory in resolving typical training and development related problems posed in case studies, simulations, exercises, application assignments and discussion questions
- Examine and evaluate ethical and legal issues associated with effective delivery and management of training in the organization
- Evaluate the role and involvement of training professionals in organizational strategy and competitiveness, leadership development, inclusive management practices, diversity, organizational learning, creativity and innovation

Contents

Unit – 1: Introductions and the Training and Development Process

Unit – 2: Organizational Learning

Unit – 3: Learning and Motivation

Unit – 4: The Needs-Analysis Process and Training Design

Unit – 5: Training Design and Off the Job Training Methods

Unit – 6: On the Job Training Methods

Unit – 7: Technology-Based Training Method

Unit – 8: Training Delivery

Unit – 9: Transfer of Training

Unit – 10: Training Evaluation and Training Programs

Unit – 11: Management and Leadership Development

Teaching-Learning Strategies

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

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Textbooks and Suggested Readings*

Lynton, R. P., & Pareek, U. (2011). Training for development. SAGE Publishing India.

Saks, A. (2015). Managing Performance Through Training & Development, (Canadian ed.). Nelson Education.

Burhan Ismael, N., Jabbar Othman, B., Gardi, B., Abdalla Hamza, P., Sorguli, S., Mahmood Aziz, H., ... & Anwar, G. (2021). The Role of Training and Development on Organizational effectiveness. Ismael, NB, Othman, BJ, Gardi, B., Hamza, PA, Sorguli, S., Aziz, HM, Ahmed, SA, Sabir, BY, Ali, BJ, Anwar, G. (2021). The Role of Training and Development on Organizational effectiveness. International Journal of Engineering, Business and Management, 5(3), 15-24.

Kozhakhmet, S., Moldashev, K., Yenikeyeva, A., & Nurgabdeshov, A. (2020). How training and development practices contribute to research productivity: a moderated mediation model. Studies in Higher Education, 1-13.

Kraiger, K. (2003). Perspectives on training and development.

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HRM – 406: RECRUITMENT AND SELECTION

COURSE TITLE: RECRUITMENT AND SELECTION

COURSE CODE: HRM-406

SEMESTER: 7/8

PROGRAM: BS (HONS) MANAGEMENT

CREDIT HOURS: 3

PREREQUISITES: HRM - 352

Learning Outcomes

In a highly competitive business world, an organization's staff can determine whether a company prospers or perishes. This course presents recruitment and selection as an essential component in recruitment planning. The role of recruitment and selection is examined in relation to an organization's overall profitability or viability. Through the blend of theory and application, the course introduces students to a wide range of issues, principles, practices and trends in recruitment and selection. Upon successful completion of this course, the student will be able to:

- Describe the importance and relevance of recruitment and selection to organizations.
- Identify the major legal issues affecting recruitment and selection, and discuss recruitment and selection systems that meet legal requirements.
- Explain different recruitment techniques applied by organizations.
- Explain how applicants are evaluated fairly.
- Illustrate the role of competencies and performance management in recruitment and selection.
- Evaluate the role that human resources planning, organizational and job analysis in recruitment and selection.
- Develop and participate in an interview process.

Contents

Unit – 1: Essentials of recruitment and selection

1.1 Definitions and Concepts of Recruitment and Selection
1.2 Difference between Recruitment and Selection
1.3 Internal Recruitment
1.4 Recruitment Policy
1.5 Outsourcing, Induction, Placement, Onboarding.

Unit – 2: Human Resource Planning for Recruitment and Selection

2.1 Importance of HRP
2.2 Challenging Role of HR planners.
2.3 HRP Activities
2.4 Objectives of HRP.

Unit – 3: Job Analysis and Profile Matching

3.1 Profile Matching
3.2 Position Analysis Questionnaire
3.3 Job sculpting
3.4 Personality based job analysis

3.5 Validity and Reliability of Selection tests

Unit – 4: Policies and Procedures for Recruitment and Selection

4.1 Recruitment and Selection Policy
4.2 Significance of Policy
4.3 Developing and aligning recruitment and selection policy

Unit – 5: Strategic Recruitment and Selection

5.1 Definitions and Concepts
5.2 Need for Strategic Recruitment and Selection
5.3 Purpose and Benefits of Strategic Recruitment and Selection
5.4 Features and Dimensions of strategic Recruitment and Selection

Unit – 6: Tools and Techniques for Recruitment and Selection

6.1 Traditional Recruitment Tools
6.2 Modern Recruitment Tools
6.3 E-Recruitment
6.4 Recruitment Models
6.5 Interviewing and its types
6.6 Personality Testing
6.7 Psychological Testing
6.8 Emotional Intelligence

Unit – 7: Legal Issues in Recruitment and Selection

7.1 Benefits of legal compliance
7.2 Labor laws governing recruitment and selection
7.3 Diversity
7.4 Equal Employment Opportunity

Unit – 8: Ethical Issues in Recruitment and Selection

8.1 Dimensions of Ethics in Recruitment and Selection
8.2 Ethical Due Diligence
8.3 Gender Mainstreaming
8.4 Ethics of Lateral Recruitment
8.5 Social Media and Recruitment Ethics
8.6 Unethical Recruitment Practices.

Unit – 9: International Recruitment and Selection

9.1 International Recruitment and Selection Concepts
9.2 Types of International Recruitment and Selection
9.3 Approaches to International Recruitment and Selection
9.4 Diversity and cross culture issues in International Recruitment and Selection

Unit – 10: Employee Onboarding

10.1 Onboarding and Orientation
10.2 Strategic Onboarding Program
10.3 Designing Onboarding Program
10.4 Employer branding
10.5 Succession planning and Onboarding
10.6 Gamification in Onboarding

Unit – 11: Career Planning, Career Development, And Employee Succession

11.1 Essential elements of career
11.2 Importance of Career Development
11.3 Types of Career Development Programs
11.4 Career Planning
11.5 Career Development Cycle
11.6 Career Anchors
11.7 Succession Planning

Unit – 12: Research on Recruitment and Selection

12.1 Types of Recruitment Research
12.2 Concept Mapping for Recruitment and Selection
12.3 Literature Review and Model Building in Recruitment and Selection
12.4 Cause and Effect Model in Recruitment and Selection

Teaching-Learning Strategies

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Textbooks and Suggested Readings*

Bhattacahryya, D. K. (2016). Recruitment and Selection: Theory and Practices. Delhi: Cengage Learning India Pvt. Ltd. (Recommended)

Compton, R.-L., Morrisey, B., & Nankervis, A. (2014). Effective recruitment and Selection practices (6th ed.). Austrailia: CCH Austarilia Limited. (Additional)

Abbasi, S. G., Tahir, M. S., Abbas, M., & Shabbir, M. S. (2020). Examining the relationship between recruitment & selection practices and business growth: An exploratory study. Journal of Public Affairs.

Ahsan, M. (2018). Effective recruitment and selection along with succession planning towards leadership development, employee retention and talent management in Pakistan. Journal of Entrepreneurship & Organization Management, 7(1), 1-8.

Ashraf, J. (2017). Examining the public sector recruitment and selection, in relation to job analysis in Pakistan. Cogent Social Sciences, 3(1).

Newell, S. (2005). Recruitment and selection. Managing human resources: Personnel management in transition, 115-147.

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HRM-407: PERFORMANCE AND COMPENSATION MANAGEMENT

COURSE TITLE: PERFORMANCE AND COMPENSATION MANAGEMENT

COURSE CODE: HRM-407

SEMESTER: 7/8

PROGRAM: BS MANAGEMENT

CREDIT HOURS: 3

PREREQUISITES: HRM-352

Learning Outcomes

This course covers two important organizational human resource management activities: performance management and compensation management. Students will learn how organizations develop effective performance management and compensation management systems to achieve organizational goals.

Contents

Unit – 1: Performance and Compensation basics

- 1.1 Performance
- 1.2 Performance Management Purpose
- 1.3 Basic Requirements for Effective Performance Management
- 1.4 Reward and Total Reward
- 1.5 Remuneration
- 1.6 Purpose of Reward Management

Unit – 2: Working with Psychology (Quick Recap)

- 2.1 Work Behavior
- 2.2 Work Attitudes
- 2.3 Attitudes and Behaviors: Antecedents and Associations
- 2.4 The Psychological Contract
- 2.5 Organizational Justice Perceptions

Unit – 3: Managing Motivation (Quick Recap)

- 3.1 Motivation: Meaning and Complexity
- 3.2 Recap of Content Theories of Motivation
- 3.3 Recap of Process Theories of Motivation
- 3.4 Motivation Management: from theory to theoretically informed practice

Unit – 4: Being Strategic and Getting Fit

- 4.4 The Best Practice Approach
- 4.5 The Best Fit Approach
- 4.6 The Contingency Model
- 4.7 The Resource-Based Model
- 4.8 Balancing and Internal Fit
- 4.9 Which is Best?
- 4.10 A Basic Model of Strategic Performance and Reward Practice

Unit – 5: Managing for Results

5.1 What are Results?
5.2 Measuring results: KRAs, KPIs and goals
5.3 The promise and the perils of measuring results
5.4 Goal setting
5.5 The balanced scorecard

Unit – 6: Managing Behaviors

6.1 Sources of behavioral information
6.2 Managing unreliability in behavioral observation and assessment
6.3 Behavioral assessment methods
6.4 Some common flaws in behavioral rating instruments
6.5 Performance Touch points: Sources of Performance Data
6.6 Understanding Intentional Rating Distortion: A Model of Rater Motivation
6.7 Assessing behavioral assessment

Unit – 7: Managing Competencies

7.1 The 'competencies' construct and competency-based human resource management
7.2 Competency analysis, modelling and validation
7.3 Competency assessment
7.4 Assessing the competencies approach

Unit – 8: Performance Review and Development

8.1 Performance assessment diagnosis
8.2 Performance review meetings
8.3 Providing negative feedback
8.4 Remedying under-performance: counselling and action planning
8.5 Developing high performance: mentoring and coaching

Unit – 9: Base Pay Purpose and Options

9.1 'Base pay': what and why
9.2 Pay for the position versus pay for personal skills or competencies
9.3 Pay for jobs, skills or competencies?
9.4 The incidence of job-based, skill-based and competency-based pay

Unit – 10: Base Pay Structures

10.1 Pay scales
10.2 Narrow grades
10.3 Broad grades
10.4 Broad bands
10.5 'Best fit' considerations

Unit – 11: Developing Position Based Pay Systems

11.1 Market surveys
11.2 Job evaluation: purpose and methods
11.3 Points-factor evaluation: for and against
11.4 Job evaluation and gender-related pay discrimination
11.5 Developing a narrow-graded base pay structure

Unit – 12: Developing Person-based Base pay systems

12.1 Developing a skill-based pay system

12.2 Developing competency-based and competency-related base pay systems

Unit – 13: Employee Benefits

12.3 Benefit plans: purpose and drivers
12.4 Retirement or superannuation plans
12.5 Health care and other forms of personal insurance
12.6 Leave and career benefits
12.7 Other 'fringe' financial benefits
12.8 Other non-financial benefits
12.9 Fixed plans, flexible plans and plan design

Unit – 14: System Review, Change and Development

14.1 A framework for system development
14.2 Basic strategic requirements
14.3 Practice review
14.4 Recommending best fit practices
14.5 Determining a performance management method
14.6 Determining reward mix
14.7 Determining remuneration level
14.8 Best fit practices for sustainability and success
14.9 Rehearsal
14.10 Forecasting costs and benefits
14.11 Piloting and preparatory planning
14.12 Rollout

Teaching-Learning Strategies

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

Assignments- Types and Number with calendar

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

Assessment and Examinations

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

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

Textbooks and Suggested Readings*

Shields, J., Rooney, J., Brown, M., & Kaine, S. (2020). Managing Employee Performance and Reward: Systems, Practices and Prospects (3rd Edition). Cambridge Publishing.

Aguinis, H. (2019). Performance management (4th edition). Chicago, IL: Chicago Business Press.

Aquila, A. J., & Rice, C. L. (2017). Performance is Everything: The Why, What, and how of Designing Compensation Plans. John Wiley & Sons.

Gerhart, B., & Newman, J.M. (2019). Compensation. McGraw-Hill Education.

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

HRM – 408: INTERNATIONAL HUMAN RESOURCE MANAGEMENT

COURSE TITLE: INTERNATIONAL HUMAN RESOURCE MANAGEMENT

COURSE CODE:

SEMESTER: 7/8

PROGRAM: BS MANAGEMENT

CREDIT HOURS: 3

PREREQUISITES: HRM-352

Learning Outcomes

After completing this course, students should be able to:

- Define, explain and compare perspectives and theories related to IHRM
- Make use of an in-depth understanding of research in IHRM to critically analyse theories, perspectives, and practical problems facing contemporary firms
- Identify and Understand issues and practices pertaining to the major IHRM functions within the context of a multinational environment
- Recognize and value cultural differences
- Develop successful programs for international assignees (short term/long term)
- Become an expert in a particular country with regard to issues and practices pertaining to major HRM functions
- Take ownership of their own career and its development
- Evaluate "best practices" across cultures

Contents

Unit – 1: Introduction to International Human Resource Management

1.1 Defining international HRM
1.2 Differences between domestic and international HRM
1.3 The changing context of IHRM

Unit – 2: The cultural context of IHRM

2.1 The development of cultures
2.2 Cross-cultural studies

Unit – 3: The organizational context

3.1 Standardization and localization of HRM practices
3.2 Factors driving standardization
3.3 Factors driving localization
3.4 The path to global status

Unit – 4: IHRM in cross border mergers & acquisitions, international alliances and SMEs

4.1 Cross border alliances
4.2 Cross border merger and acquisitions
4.3 International equity joint ventures
4.4 International SMEs

Unit – 5: Sourcing human resources for global markets

5.1 Approaches to staffing
5.2 The roles of expatriates and non-expatriates
5.3 The roles of inpatriates
5.4 Recruitment and selection of international managers
5.5 Expatriate failure and success
5.6 Expatriate selection process in practice
5.7 Dual career couples

Unit – 6: International performance management

6.1 Multinational performance management
6.2 Control and performance management
6.3 Performance management of international employees
6.4 Performance appraisal of international employees

Unit – 7: International training, development and careers

7.1 Components of effective Pre-departure training programs
7.2 The effectiveness of pre-departure training
7.3 Developing staff through international assignments
7.4 Trends in international training and development

Unit – 8: International Compensation management

8.1 Key components of an international compensation program for expatriates
8.2 Approaches to international compensation of expatriates

Unit – 9: International industrial relations and the global institutional context

9.1 Key issues in international industrial relations
9.2 Trade unions and international industrial relations

Unit – 10: IHRM Trends and future challenges

10.1 Codes of Conduct-Monitoring HRM practices around the world

Teaching-Learning Strategies

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Textbooks and Suggested Readings*

Dowling, P. J., Festing, M., & Engle, A. (2017). International Human Resource Management (7th ed.): Cengage Learning.

Gennard, J., & Judge, G. (2005). Employee relations: CIPD Publishing.

Tarique, I., Briscoe, D.R., & Schuler, R.S. (2022), International Human Resource Management (6th Edition), Routledge.

Brewster, C., Sparrow, P., & Harris, H. (2005). Towards a new model of globalizing HRM. The International Journal of Human Resource Management Group, 16(6), 949-970.

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