

**CURRICULUM**  
**OF**  
**PUBLIC ADMINISTRATION**  
**FOR**  
**BS/MS**



**(Revised 2013)**

**HIGHER EDUCATION COMMISSION**  
**ISLAMABAD**

# **CURRICULUM DIVISION, HEC**

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# PREFACE

The curriculum, with varying definitions, is said to be a plan of the teaching-learning process that students of an academic programme are required to undergo. It includes objectives & learning outcomes, course contents, scheme of studies, teaching methodologies and methods of assessment of learning. Since knowledge in all disciplines and fields is expanding at a fast pace and new disciplines are also emerging; it is imperative that curricula be developed and revised accordingly.

University Grants Commission (UGC) was designated as the competent authority to develop, review and revise curricula beyond Class-XII vide Section 3, Sub-Section 2 (ii), Act of Parliament No. X of 1976 titled “Supervision of Curricula and Textbooks and Maintenance of Standard of Education”. With the repeal of UGC Act, the same function was assigned to the Higher Education Commission (HEC) under its Ordinance of 2002, Section 10, Sub-Section 1 (v).

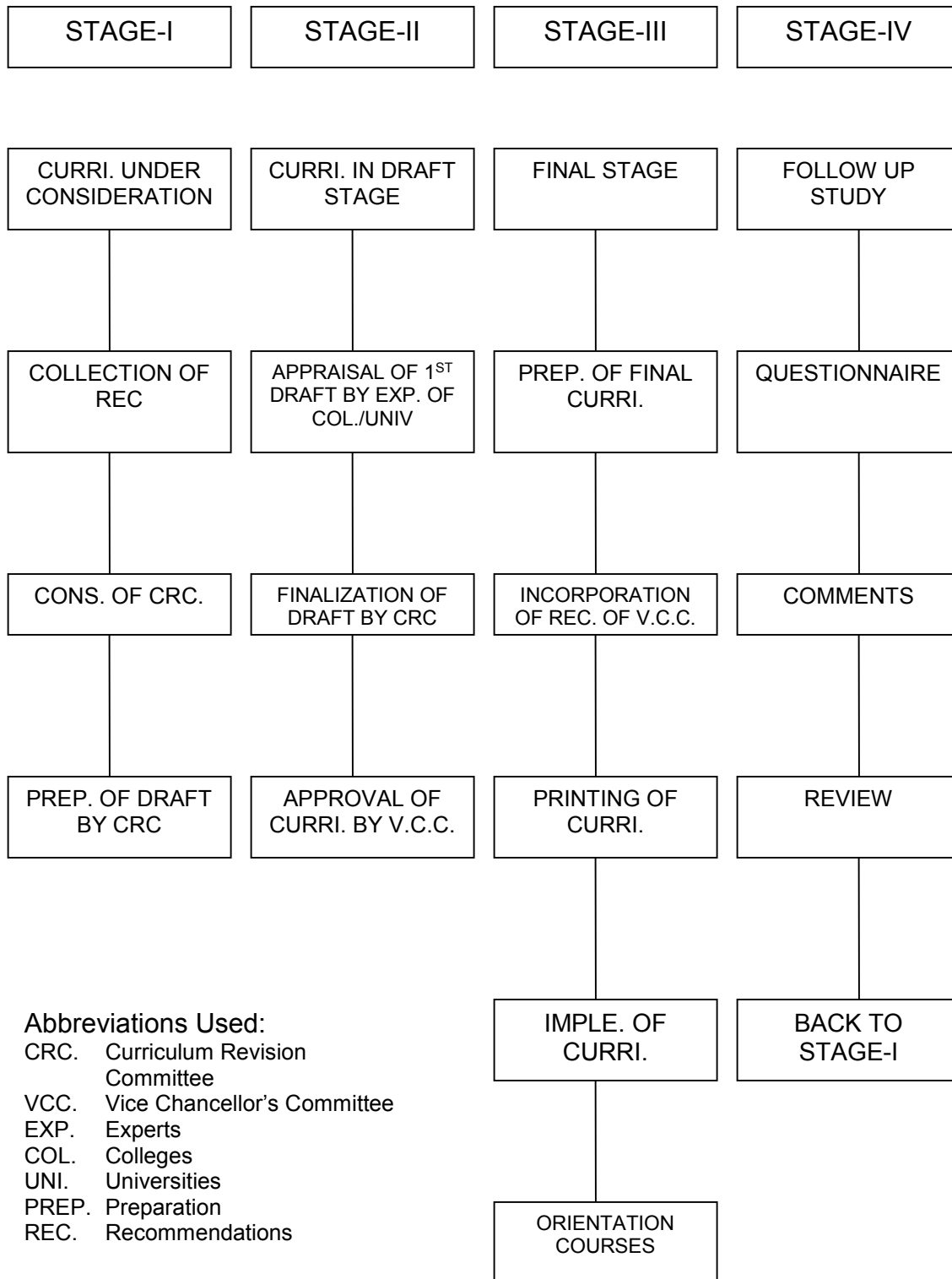
In compliance with the above provisions, the Curriculum Division of HEC undertakes the revision of curricula after every three years through respective National Curriculum Revision Committees (NCRCs) which consist of eminent professors and researchers of relevant fields from public and private sector universities, R&D organizations, councils, industry and civil society by seeking nominations from their organizations.

In order to impart quality education which is at par with international standards, HEC NCRCs have developed unified templates as guidelines for the development and revision of curricula in the disciplines of Basic Sciences, Applied Sciences, Social Sciences, Agriculture and Engineering in 2007 and 2009.

It is hoped that this curriculum document, prepared by the respective NCRC’s, would serve the purpose of meeting our national, social and economic needs, and it would also provide the level of competency specified in Pakistan Qualification Framework to make it compatible with international educational standards. The curriculum is also placed on the website of HEC ([www.hec.gov.pk](http://www.hec.gov.pk)).

**(Fida Hussain)**  
**Director General (Academics)**

# CURRICULUM DEVELOPMENT PROCESS



## Introduction

The final meeting of National Curriculum Revision Committee in the discipline of Public Administration was held on May 7-9, 2013 at Higher Education Commission, Regional Centre, Lahore. The purpose of the meeting was to finalize the curriculum of Public Administration reviewed by NCRC in its preliminary meeting held on December 19-21, 2012 at the same venue. The following participants attended the meeting:

1.	<b>Prof. Dr. Nasira Jabeen,</b> Professor & Director, Institute of Administrative Sciences, University of the Punjab, Lahore.	<b>Convener</b>
2.	<b>Prof. Dr. Muhammad Bux Burdey,</b> Professor & Chairman, Department of Public Administration, University of Sindh, Jamshoro.	<b>Member</b>
3.	<b>Dr. Jan Mohammad,</b> Director, Institute of Management Sciences, University of Balochistan, Quetta.	<b>Member</b>
4.	<b>Prof. Dr. Muhammad Ishaque Fani,</b> Professor & Director, Institute of Social Sciences, Bahauddin Zakariya University, Multan.	<b>Member</b>
5.	<b>Dr. M. Ejaz Sandhu,</b> Dean, Department of Commerce & Management Sciences, Minhaj University, Lahore.	<b>Member</b>
6.	<b>Dr. Najib Ullah Khan,</b> Associate Professor,, Department of Public Administration, Gomal University, D.I. Khan.	<b>Member</b>
7.	<b>Mr. Mohammad Farhan Sadiq,</b> Assistant Professor, Department of Management Sciences, Virtual University of Pakistan, Lahore.	<b>Member/ Secretary</b>
8.	<b>Mr. Naveed Ahmed,</b> Lecturer, Department of Public Administration, University of Peshawar, Peshawar	<b>Member</b>

9.	<b>Mr. Fiaz Hussain</b> Lecturer, Department of Public Administration, Fatima Jinnah Women University, Rawalpindi.	<b>Member</b>
10.	<b>Mr. Muhammad Ali</b> Lecturer Institute of Social Sciences, Bahauddin Zakariya University, Multan.	

2. The following participants could not attend the meeting due to other engagements:

1.	<b>Prof. Dr. Noor Shah,</b> Professor, Department of Public Administration, Shah Abdul Latif University, Khairpur.
2.	<b>Dr. Muhammad Asif Khan,</b> Associate Professor, Department of Business Administration, Institute of Business and Technology, Karachi.
3.	<b>Dr. Aamer Taj,</b> Assistant Professor & Programme Coordinator, Institute of Management Sciences, Peshawar.
4.	<b>Prof. Dr. Khalid Iraqi,</b> Chairman, Department of Public Administration, University of Karachi, Karachi.
5.	<b>Prof. Dr. Razia Musarrat,</b> Chairperson & Dean, Faculty of Arts, Department of Political Science, The Islamia University, Bahawalpur.
6.	<b>Prof. Siraj Jamal Siddiqui,</b> Professor, Department of Business Administration, Iqra University, Karachi.
7.	<b>Dr. Zareen Abbasi,</b> Associate Professor, Department of Public Administration, University of Sindh, Jamshoro.

8.	<b>Dr. Nadir Ali Kolachi,</b> Associate Professor, Department of Management Sciences, Shaheed Zulfikar Ali Bhutto Institute of Science and Technology (SZABIST), Karachi.
9.	<b>Dr. Shahid Ali,</b> Assistant Professor, Department of Management Science, Institute of Management Sciences, Peshawar.
10.	<b>Dr. Gohar Zaman,</b> Associate Professor, Department of Management Sciences, Islamia College University, Peshawar.

3. The meeting started with the recitation of Holy Verses from the Holy Quran by **Mr. Farrukh Raza**, Assistant Director (Curriculum), HEC. He welcomed the Members of NCRC on behalf of the HEC. After brief introduction of the participants, the Assistant Director (Curriculum), HEC, handed over floor of the house to the Convener and Secretary of NCRC viz. **Prof. Dr. Nasira Jabeen**, Professor & Director, Institute of Administrative Sciences, University of the Punjab, Lahore and **Mr. Mohammad Farhan Sadiq**, Assistant Professor, Department of Management Sciences, Virtual University of Pakistan, Lahore, for further proceedings of the meeting.

4. The Convener of NCRC thanked the HEC for providing an opportunity to review/finalize the curriculum of Public Administration and recalled the proceedings of the preliminary meeting. She further requested the participants to give their suggestions/inputs for the improvement of the curriculum and opened the house for discussion. After thorough and detailed deliberations, the house unanimously approved the curriculum of Public Administration for BS, MS/MPhil and made the recommendations **as Annexed**.

5. The Convener and Secretary of the Committee thanked all the Members for sparing their valuable time and quality contribution towards finalizing the curriculum. The Committee highly admired the efforts made by the officials of HEC as well for making excellent arrangements to facilitate the smooth work by the Committee and their comfortable accommodation/stay at Lahore.

6. The meeting ended with the vote of thanks to the Chair as well as participants of the meeting.



## STRUCTURE FOR BS PUBLIC ADMINISTRATION 8 Semesters/4 Year Programme

Sr.	Categories		No. of Courses Min-Max	Credit Hours Min-Max
1.	A.	Compulsory Requirement (No choice)	9 – 9	25 – 25
2.	B.	General Courses (to be chosen from other departments)	7 – 8	21 – 24
3.	C.	Discipline Specific Foundation Courses	10 – 11	30 – 33
4.	D.	Major Courses including research project / Internship Report & Viva Voce	12 – 14	36 – 42
5.	E.	Electives within the Major	4 – 4	12 – 12
<b>Total</b>			<b>42-45</b>	<b>124-136</b>

- Total numbers of Credit Hours                    124-136
- Duration    4 years
- Semester Duration                                    16-18 weeks
- Number of Semesters                                8
- Course Load per Semester                    15-18 Cr hrs.
- Number of Courses per Semester            4-6

## LAYOUT FOR BS PUBLIC ADMINISTRATION 8 Semesters/4-Year Programme

Compulsory Requirements (the student has no choice)	General Courses to be chosen from other Departments	Discipline Specific Foundation Courses
Category A	Category B	Category C
9 courses	7 courses	10 courses
25 Credit hours	21 Credit hours	30 Credit hours
Subjects	Subjects	Subjects
1. English Comprehension / English I 2. Introduction to Computer 3. Pakistan Studies 4. Technical English Writing/ English II 5. Islamic Studies/Ethics (for non-Muslim students) 6. Fundamentals of Mathematics 7. Introduction to Statistics 8. Communication Skills/English III 9. English IV / International Language (Any)	1. Administrative Ethics 2. Government & Society in Pakistan 3. International Relations 4. Introduction to Psychology 5. Introduction to Sociology 6. Logic & Critical Thinking 7. Science, Society & Development 8. World Civilization 9. Politics & Administration 10. Environmental Issues & Management 11. Any Relevant Course	1. Contemporary Issues of Public Administration in Pakistan 2. Financial Accounting 3. Introduction to Development Economics 4. Introduction to Public Administration 5. Introduction to Public Policy 6. Microeconomics 7. Macroeconomics 8. Organizational Behavior 9. Principles of Management 10. Principles of Marketing 11. Principles of Public Finance 12. Any Other Relevant Course

Major Courses	Elective Courses within Major
Category D	Category E
12 courses	4 courses
36 Credit hours	12 Credit hours
Subjects	Subjects
1. Administrative Law & Accountability 2. Applied Statistics for Managers 3. Business Finance 4. Decentralization & Governance 5. Financial Management 6. Government Business & Civil Society 7. Human Resource Management	1. Elective-I 2. Elective-II 3. Elective-III 4. Elective-IV
	<b>Proposed Areas of Specialization</b>

8. Managerial Economics	A. Development Studies
9. Managing Public & Non-Profit Organizations	B. Education Management
10. Political & Constitutional Development in Pakistan	C. E-Governance
11. Project Management	D. Finance
12. Public Policy Analysis	E. Human Resource Management
13. Research Methods & Techniques	F. Marketing
14. Social Entrepreneurship	G. Public Health Administration
15. Strategic Management	H. Public Policy
16. (Research Project/Internship Report)& Viva Voce	
17. Comprehensive Exam/Viva Voce (Optional)	
18. Any Other Relevant Course(s)	

**Notes:**

The universities may select any one of the below options to award six (06) credit hours;

1. Internship (6-8 weeks) + Internship Report Write-up + Viva Voce
2. Research Project + Viva Voce
3. Internship (6-8 weeks) + Research Project + Viva Voce

## Scheme of Studies for BPA/BS Public Administration (4-Year Programme)

<b>SEMESTER NO. 1</b>			
Course Title	Type	Pre Requisite	Cr. Hrs.
English Comprehension / English I	A	None	3
Introduction to Computers	A	None	3
Pakistan Studies	A	None	2
Introduction to Public Administration	C	None	3
Microeconomics	C	None	3
<b>Total Credit hours</b>			<b>14</b>

<b>SEMESTER NO. 2</b>			
Course Title	Type	Pre Requisite	Cr. Hrs.
Technical English Writing / English II	A	English I	3
Introduction to Sociology	B	None	3
Islamic Studies/Ethics	A	None	2
Fundamentals of Mathematics	A	None	3
Macroeconomics	C	Microeconomics	3
Principles of Management	C	None	3
<b>Total Credit hours</b>			<b>17</b>

<b>SEMESTER NO. 3</b>			
Course Title	Type	Pre Requisite	Cr. Hrs.
Introduction to Statistics	A	None	3
Communication Skills / English III	A	English I & II	3
Logic & Critical Thinking	B	None	3
Financial Accounting	C	None	3
Administrative Ethics	B	Introduction to Public Administration	3
Introduction to Psychology	B	None	3
<b>Total Credit hours</b>			<b>18</b>

**SEMESTER NO. 4**

<b>Course Title</b>	<b>Type</b>	<b>Pre Requisite</b>	<b>Cr. Hrs.</b>
International Language (Any) / English IV	A	None / English I , II & III	3
Organizational Behavior	C	Intro. to Psychology & Principles of Management	3
World Civilization	B	None	3
Introduction to Public Policy	C	Introduction to Public Administration	3
Principles of Marketing	C	None	3
Human Resource Management	D	Principles of Management	3
<b>Total Credit hours</b>			<b>18</b>

**SEMESTER NO. 5**

<b>Course Title</b>	<b>Type</b>	<b>Pre Requisite</b>	<b>Cr. Hrs.</b>
Government & Society in Pakistan	B	Pak. Studies	3
Principles of Public Finance	C	Micro & Macro Economics	3
Introduction to Development Economics	C	Micro & Macro Economics	3
Applied Statistics for Managers	D	Introduction to Statistics	3
Political & Constitutional Development in Pakistan	D	Pakistan Studies	3
Financial Management	D	Financial Accounting	3
<b>Total Credit hours</b>			<b>18</b>

**SEMESTER NO. 6**

<b>Course Title</b>	<b>Type</b>	<b>Pre Requisite</b>	<b>Cr. Hrs.</b>
Research Methods & Techniques	D	Intro to Statistics & Applied Statistics for Managers	3
Administrative Law & Accountability	D	None	3
International Relations	B	None	3
Decentralization & Governance	D	Govt. & Society in Pakistan, Pol. & Constitutional Development in Pakistan	3
Social Entrepreneurship	D	Intro to Sociology, Principles of Management	3
Public Policy Analysis	B	Introduction to Public Policy, Micro & Macro Economics	3
<b>Total Credit hours</b>			<b>18</b>

**SEMESTER NO. 7**

<b>Course Title</b>	<b>Type</b>	<b>Pre Requisite</b>	<b>Cr. Hrs.</b>
Area of Specialization Course – I	E	None	3
Area of Specialization Course – II	E	None	3
Strategic Management	D	Principles of Management	3
Managing Public & Non-Profit Organizations	D	Principles of Management	3
Contemporary Issues of Public Admin in Pakistan	C	Intro to Public Admin & Government & Society in Pakistan	3
<b>Total Credit hours</b>			<b>15</b>

**SEMESTER NO. 8**

<b>Course Title</b>	<b>Type</b>	<b>Pre Requisite</b>	<b>Cr. Hrs.</b>
Area of Specialization Course – III	E	None	3
Area of Specialization Course – IV	E	None	3
Project Management	D	Financial Management	3
(Research Project / Internship Report) & Viva Voce	D	Research Methods & Techniques	6
<b>Total Credit hours</b>			<b>15</b>

**Total No. of Credit hours****130**

# DETAIL OF COURSES

## Category A

### Course 1

**Title: English Comprehension (English 1) (3 Credit Hours)**

#### **Learning objectives:**

Objectives of the course are to enhance language skills for effective communication and develop critical thinking while writing.

#### **Learning outcomes:**

By the end of this course, it is expected that the student will be able to:

- Further develop their skills in reading, writing, speaking and thinking.
- Develop their understanding and appreciation of English language and its use in effective communication and literature.
- Develop, understand and appreciate essay writing, short stories and further develop ability to evaluate and understand written material.
- Develop effective business communication skills and enhance presentation skills.

#### **Course contents:**

The contents of the course include: Basics of Grammar; Parts of speech and use of articles; Sentence structure, active and passive voice; Practice in unified sentence; Analysis of phrase, clause and sentence structure; Transitive and intransitive verbs; Punctuation and spelling.

#### **Recommended Text:**

##### **1. Grammar**

- a. A.J. Thomson and A.V. Martinet. Exercises 1. *Practical English Grammar 3<sup>rd</sup> edition*. Oxford University Press. 1997. ISBN 0194313492
- b. A.J. Thomson and A.V. Martinet. Exercises 2. *Practical English Grammar Third edition*. Oxford University Press. 1997. ISBN 0194313506

##### **2. Writing**

- a. Marie-Christine Boutin, Suzanne Brinand and Françoise Grellet. *Writing. Intermediate*. Oxford Supplementary Skills. Fourth Impression 1993. ISBN 019435405 7 Pages 20-27 and 35-41.

##### **3. Reading/Comprehension**

- a. Brain Tomlinson and Rod Ellis. *Reading. Upper Intermediate*. Oxford Supplementary Skills. Third Impression 1992. ISBN 0 19 453402 2.

## **Course 2**

**Title: Introduction to Computers (3 Credit hours)**

### **Learning objectives:**

Knowing the importance of information technology, this course is designed to let the students know about working and applications of computer in biological sciences. In this course, students will understand the basic principles on which computer works and will familiarize themselves with some of the important software components found on a PC. Another main objective of this course is to familiarize the students with word processing, spreadsheet analysis and use of computer to retrieve and communicate information.

### **Learning outcomes:**

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

1. Demonstrate their computing skills like use of word processors, making presentations, using spreadsheets, using internet for browsing/surfing and e-mailing etc.
2. Have knowledge about computer hardware, software and other computer applications used for business.

### **Course Contents:**

The contents of the course include: Introduction to computer software, hardware and MS Windows. Word processing, (Microsoft word), spreadsheet analysis (Microsoft excel) and other related software package (at least two), Internet access and different databases available on the Internet.

### **Recommended Text & Software:**

1. "Fundamental Concepts of Computer System" by Asiy Sultan Ali, Amena Nurat, and Nain Kanwal. 6<sup>th</sup> edition or later.
2. "Basic Computers for Beginners" by Michael Douglas, and Stephen Pelton, Published by Web Wise Seniors, Inc., (Latest Edition)
3. "Peter Norton's Introduction to Computers" by Peter Norton 4<sup>th</sup> Edition or Later.
4. "Introduction to Computers" by Garry B. Shelly, Steven M. Freund, Misty E. Vermaat. Latest Edition.

## **Course 3**

**Title: Pakistan Studies (3 Credit hours)**

### **Learning objectives:**

- Develop vision of historical perspective, government, politics, contemporary Pakistan, ideological background of Pakistan.
- Study the process of governance, national development, issues arising in the modern age and posing challenges to Pakistan.

### **Learning Outcomes:**

By the end of this course, the students must have good understanding of Government and Political system of Pakistan in historical and current perspectives.



## **Course Contents:**

The contents of the course include: Historical Perspective of Pakistan, Government and Politics in Pakistan, Contemporary Pakistan

## **Recommended Text:**

1. Burki, Shahid Javed. (1980): *State & Society in Pakistan*, the Macmillan Press Ltd.
2. Akbar, S. Zaidi. (2000): *Issue in Pakistan's Economy*. Karachi: Oxford University Press.
3. S.M. Burke and Lawrence Ziring. (1993): *Pakistan's Foreign policy: A Historical analysis*. Karachi: Oxford University Press.
4. Mehmood, Safdar: (1994) *Pakistan Political Roots & Development*. Lahore.
5. Wilcox, Wayne:(1972) *the Emergence of Bangladesh*, Washington: American Enterprise, Institute of Public Policy Research.
6. Mehmood, Safdar. *Pakistan Kayyun Toota*, Lahore: Idara-e-Saqafat-e-Islamia, Club Road.
7. Amin, Tahir. *Ethno -National Movement in Pakistan*, Islamabad: Institute of Policy Studies, Islamabad.
8. Ziring, Lawrence. (1980): *Enigma of Political Development*. Kent England: Wm Dawson & sons Ltd.
9. Zahid, Ansar (1980): *History & Culture of Sindh*. Karachi: Royal Book Company, 1980.
10. Afzal, M. Rafique (1998): *Political Parties in Pakistan*, Vol. I, II & III. Islamabad: National Institute of Historical and cultural Research.
11. Sayeed, Khalid Bin. (1967): *The Political System of Pakistan*. Boston: Houghton Mifflin.
12. Aziz, K.K. *Party*, (1976) *Politics in Pakistan*, Islamabad: National Commission on Historical and Cultural Research.
13. Muhammad Waseem, (1987): *Pakistan Under Martial Law*, Lahore: Vanguard.
14. Haq, Noor up. (1993). *Making of Pakistan: The Military Perspective*. Islamabad: National Commission on Historical and Cultural Research.

## **Course 4**

**Title: Technical English Writing/English II (3 Credit hours)**

### **Learning Objectives:**

Enhance language skills, develop critical thinking and enhance presentation skills in business writing.

### **Learning Outcomes:**

By the end of this course, the students must be able to exhibit their good writing skills and have complete understanding of various techniques used in effective writing.

### **Course contents:**

The contents of the course include: Presentation skills, essay writing, descriptive, narrative, discursive, argumentative, academic writing, technical report writing, and progress report writing.

**Note: Extensive reading is required for vocabulary building**

### **Recommended Text:**

#### **Essay Writing and Academic Writing**

1. Writing. Advanced by Ron White. Oxford Supplementary Skills. Third Impression 1992. ISBN 0 19 4354073(particularly suitable for discursive, descriptive, argumentative and report writing).
2. College Writing Skills by John Langan. McGraw-Hill Higher Education. 2004. Patterns of College Writing (4<sup>th</sup> edition) by Laurie G. Kirszner and Stephen R. Mandell. St. Martin's Press.
3. Herta A. Murphy and Herbert W. Hildebrandt. *Effective Business Communication*. Mary Elen Guffy *Essentials of Business Communication*.

### **Presentation Skills:**

1. The Mercury Reader. A Custom Publication. Compiled by Northern Illinois University. General Editors: Janice Neulib; Kathleen Shine Cain; Stephen Ruffus and Maurice Scharon.

## **Course 5**

### **Title: Islamic Studies/Ethics (for Non-Muslims) (3 Credit hours)**

#### **Learning objectives:**

This course is aimed at:

1. Providing basic information about Islamic Studies.
2. Enhancing understanding of the students regarding Islamic Civilization.
3. Improving student's skill to perform prayers and other worships.
4. Enhancing the skill of the students for understanding of issues related to faith and religious life.

#### **Learning Outcomes:**

By the end of this course, the students must be able to show their good understanding of Islamic system and Islam's perspective on Management and Public Administration.

#### **Course Contents:**

The contents of the course include:

- **Introduction to Quranic Studies**  
Basic Concepts of Quran, History of Quran, Uloom-ul-Quran.
- **Study of Selected Text of Holy Quran**
  1. Verses of Surah Al-Baqra Related to Faith (Verse No-284-286)
  2. Verses of Surah Al-Hujrat Related to Adab Al-Nabi (Verse No-1-18)
  3. Verses of Surah Al-Mumanoon Related to Characteristics of faithful (Verse No-1-11).
  4. Verses of Surah al-Furqan Related to Social Ethics (Verse No.63 -77).
  5. Verses of Surah Al-Inam Related to Ihkamat (Verse No-152-154).

- **Study of Selected Text of Holy Quran**
  1. Verses of Surah Al-Ihzab Related to Adab al-Nabi (Verse No.6, 21, 40, 56, 57, 58).
  2. Verses of Surah Al-Hashar (18,19,20) Related to thinking, Day of Judgment
  3. Verses of Surah Al-Saf Related to Tafakar, Tadabar (Verse No-1, 14).
- **Seerat of Holy Prophet (PBUH) I**
  1. Life of Muhammad Bin Abdullah ( Before Prophet Hood)
  2. Life of Holy Prophet (S.A.W) in Makkah
  3. Important Lessons Derived from the life of Holy Prophet in Makkah
- **Seerat of Holy Prophet (PBUH) II**
  1. Life of Holy Prophet (PBUH) in Madina
  2. Important Events of Life Holy Prophet in Madina
  3. Important Lessons Derived from the life of Holy Prophet in Madina
- **Introduction To Sunnah**
  1. Basic Concepts of Hadith
  2. History of Hadith
  3. Kinds of Hadith
  4. Uloom –ul-Hadith
  5. Sunnah & Hadith
  6. Legal Position of Sunnah

### **Selected Study from Text of Hadith**

- **Introduction To Islamic Law & Jurisprudence**
  1. Basic Concepts of Islamic Law & Jurisprudence
  2. History & Importance of Islamic Law & Jurisprudence
  3. Sources of Islamic Law & Jurisprudence
  4. Nature of Differences in Islamic Law
  5. Islam and Sectarianism
- **Islamic Culture & Civilization**
  1. Basic Concepts of Islamic Culture & Civilization
  2. Historical Development of Islamic Culture & Civilization
  3. Characteristics of Islamic Culture & Civilization
  4. Islamic Culture & Civilization and Contemporary Issues
- **Islam & Science**
  1. Basic Concepts of Islam & Science
  2. Contributions of Muslims in the Development of Science
  3. Quran & Science
- **Islamic Economic System**
  1. Basic Concepts of Islamic Economic System
  2. Means of Distribution of wealth in Islamic Economics
  3. Islamic Concept of Riba
  4. Islamic Ways of Trade & Commerce
- **Political System of Islam**
  1. Basic Concepts of Islamic Political System
  2. Islamic Concept of Sovereignty
  3. Basic Institutions of Govt. in Islam
- **Islamic History**
  1. Period of Khlaft-E-Rashida
  2. Period of Ummayyads
  3. Period of Abbasids

- **Social System of Islam**
  1. Basic Concepts Of Social System Of Islam
  2. Elements Of Family
  3. Ethical Values Of Islam

### **Recommended Text:**

1. Hameed ullah Muhammad, *“Emergence of Islam”*, IRI, Islamabad
2. Hameed ullah Muhammad, *“Muslim Conduct of State”*
3. Hameed ullah Muhammad, *‘Introduction to Islam Mulana Muhammad Yousaf Islahi,’*
4. Hussain Hamid Hassan, *“An Introduction to the Study of Islamic Law”* leaf Publication Islamabad, Pakistan.
5. Ahmad Hasan, (1993) *“Principles of Islamic Jurisprudence”* Islamic Research Institute, International Islamic University, Islamabad
6. Mir Waliullah, *“Muslim Jurisprudence and the Quranic Law of Crimes”* Islamic Book Service (1982)
7. H.S. Bhatia, *“Studies in Islamic Law, Religion and Society”* Deep & Deep Publications New Delhi (1989)
8. Dr. Muhammad Zia-ul-Haq, *“Introduction to Al Sharia Al Islamia”* Allama Iqbal Open University, Islamabad (2001)

## **Course 6**

**Title: Fundamentals of Mathematics (3 Credit hours)**

### **Learning Objectives:**

The course aims at preparing the students, not majoring in mathematics, with the essential tools of algebra to apply the concepts and the techniques in their respective disciplines.

### **Learning Outcomes:**

By the end of this course, the students must be able to apply Mathematics to their real life use.

### **Course Contents:**

The contents of the course include: **Preliminaries:** Real-number system, complex numbers, introduction to sets, set operations, functions, types of functions. **Matrices:** Introduction to matrices, types, matrix inverse, determinants, system of linear equations, Cramer’s rule. **Quadratic Equations:** Solution of quadratic equations, qualitative analysis of roots of a quadratic equations, equations reducible to quadratic equations, cube roots of unity, relation between roots and coefficients of quadratic equations. **Sequences and Series:** Arithmetic progression, geometric progression, harmonic progression. **Binomial Theorem:** Introduction to mathematical induction, binomial theorem with rational and irrational indices. **Trigonometry:** Fundamentals of trigonometry, trigonometric identities.

### **Recommended Text:**

1. “The Fundamentals of Mathematics” by James Van Dyke, James Rogers, Holi Adams. 10<sup>th</sup> Edition

2. “Essentials of College Mathematics for Business, Economics, Life Sciences and Social Sciences” by Raymond Barnett, Michael Ziegler. 3<sup>rd</sup> Edition or Later.
3. “Algebra: Introductory and Intermediate: An Applied Approach” by Richard Aufmann and Joanne S. Lockwood. 6<sup>th</sup> Edition or Later.
4. Dolciani MP, Wooton W, Beckenback EF, Sharron S, *Algebra 2 and Trigonometry*, 1978, Houghton & Mifflin.
5. Boston (suggested text)
6. Kaufmann JE, *College Algebra and Trigonometry*, 1987, PWS-Kent Company, Boston.
7. Swokowski EW, *Fundamentals of Algebra and Trigonometry* (6<sup>th</sup> edition), 1986, PWS-Kent Company, Boston.

## **Course 7**

### **Title: Introduction to Statistics (3 Credit hours)**

#### **Learning Objectives:**

The main objectives of the course are to enhance student’s competency in application of statistics to solve business management problems and to improve their level of quantitative sophistication for further advanced business analysis.

#### **Learning Outcomes:**

By the end of this course, the students must be able to apply Statistics to their real life use.

#### **Course Contents:**

The contents of the course includes: What is Statistics, Presentation of Data, Measures of Central Tendency, Measures of Dispersion, Probability and Probability Distributions. Sampling and Sampling Distributions, Hypothesis Testing, Testing of Hypothesis- Single Population, Testing of Hypotheses-Two or more Populations, Testing of Hypothesis-Independence of Attributes, Regression and Correlation etc.

#### **Recommended Text & Software:**

1. Walpole, R. E. 1982. “Introduction to Statistics”, 3<sup>rd</sup> Ed., Macmillan Publishing Co., Inc. New York.
2. Muhammad, F. 2005. “Statistical Methods and Data Analysis”, Kitab Markaz, Bhawana Bazar Faisalabad.
3. Geraled Keller & Brain Warrack: *Statistics for management and economics* 7<sup>th</sup> edition
4. Andrew F. Seigel,: *Practical Business statistics* 4<sup>th</sup> edition
5. Berenson *Basic Business statistics – Concepts and applications* 8<sup>th</sup> edition
6. SPSS (Latest Version) / End Note / E Views.

## **Course 8**

### **Title: Communication Skills/English III (3 Credit hours)**

#### **Learning Objectives:**

This course is intended to provide participants with advanced understanding of the concepts and principles of professional business communication and to support the development of their skills in interpersonal, spoken and business related

communications through practice and feedback. Course participants will be encouraged to participate actively in the course through their group presentations, reflections and academic writing.

### **Learning Outcomes:**

Enable the students to meet their real life communication needs.

### **Course Contents:**

The contents of the course include: Paragraph writing, Essay writing, CV and job application, Study skills, Academic skills, Presentation skills etc.

### **Recommended Text:**

#### **Grammar**

- Practical English Grammar by A.J. Thomson and A.V. Martinet. Exercises 2. Third edition. Oxford University Press 1986. ISBN 0 194313 50 6.

#### **Writing**

- Writing. Intermediate by Marie-Christine Boutin, Suzanne Brinand and Francoise Grellet. Oxford Supplementary Skills. Fourth Impression 1993. ISBN 019 435405 7 Pages 45-53 (note taking).
- Writing. Upper-Intermediate by Rob Nolasco. Oxford Supplementary Skills. Fourth Impression 1992. ISBN 0 19 435406 5 (particularly good for writing memos, introduction to presentations, descriptive and argumentative writing).

#### **Reading**

- Reading. Advanced. Brian Tomlinson and Rod Ellis. Oxford Supplementary Skills. Third Impression 1991. ISBN 0 19 4534030.
- Reading and Study Skills by John Langan
- Study Skills by Richard Yorkey.

## **Course 9: As per availability of resource person**

**Title: International Language (Any) / English IV (3 Credit hours)**

### **Learning Objectives:**

To learn any other language to enhance their language skill set.

### **Learning Outcomes:**

By the end of course, the students must be able to communicate in the chosen language and show a reasonable understanding in oral and written communication.

### **Course Contents:**

As per course selected for teaching.

### **Recommended Text:**

As per course selected for teaching.

# Category B

## Course 1

**Title: Administrative Ethics (3 Credit hours)**

### **Learning Objectives:**

Administrative ethics studies all moral aspects of public administration employee and senior management activities.

Three basic components of this course are:

- Values: Individual, group and social statements, opinions and attitudes towards concept like freedom, justice, neutrality and responsibility.
- Standard and Norms: The principles that guide the action of people and employee and help lead and control their behavior, law, codes and rules.
- Behavior: Different forms of employee activity limited by certain standards and norms with social values.

### **Learning outcomes:**

The purpose of this course is to familiarize students with the tradition of moral philosophy and the use of moral philosophy in the study of ethical behavior in public service. This course will be a survey of contemporary perspectives on ethics and ethical behavior in government.

Arguably the preclusion of ethics from decision making is one of the most problematic issues being confronted by public managers. The failure to incorporate systematic ethical reasoning to the problems with which public managers are confronted on a daily basis violates the basic reason for our existence. We have been given a public trust that stewardship of the distribution of the resources of the state. This stewardship requires not only the selection of effective instrumental solution (means) to problems, but requires those decisions to conform to standards of social justice. Only in this way can our decisions be legitimate and justified in the eyes of the citizenry to whom we are accountable.

Upon successful completion of this course, the student should be aware with:

- The position of a professional group and its members toward society and other groups and their concern.
- The personal moral features of a specialist that provides the highest level of his/her professional duty performance.
- Specifics of moral relations between specialists and individuals to whom a specialists activities are directed.
- Relationships with in professional groups and special professional moral standards expressing these relationships
- Specifics, goals and techniques of administrative ethics.

### **Course Contents:**

The contents of the course include: Introduction to ethics, understanding ethics, ethics as a sub-discipline of philosophy, what are moral principles, what are ethics in contract to morals, administrative ethics in Judaism, Christianity, and Islam,

ethics and responsibility, justice and administrative ethics, professional values and ethics, the significance of morality and ethics for public managers, ethical decision making and the public managers, internal and external pressures to violate morality and ethics, building a personal code of ethics.

**Recommended Text:**

1. Ethics, Theory and Practice by Jacques P.Thiroux, Macmillan Publishing Company, New York.
2. Wallace, Marc, Fay, Charles. Compensation Theory and Practice. Boston, MA: PWS-Kent.
3. Arvey, Richard, and Faley, Robert. Fairness in Selecting Employees. Reading, M. A: Addison-Wesley.

**Course 2**

**Title: Government & Society in Pakistan (3 Credit hours)**

**Learning Objectives:**

This course will provide students with conceptual and practical tools that they can use to examine the role of business in society, to explore the ways in which public policy shapes and constrains business decision-making and to understand the social and ethical responsibilities of business. The course will also introduce students to the political, social, regulatory, environmental and technological challenges facing businesses and the impact of the institutional diversity of organizations.

**Learning Outcomes:**

At the end of this course, the students:

- Will have concepts and practical tools to examine the role of business in country.
- Will be able to identify factors affecting decision making.
- Will have an ethical framework to address ethical dilemma in decision making
- Will be knowledgeable about the institutional environment of business as well as public organizations.

**Course Contents:**

The contents of the course include: Business, Government, and Society: The fundamentals and the dynamic environment; Business power, stakeholders relations theory, critics of business, business crisis situations; Corporate social responsibility: theory and practice; Business ethics and decision making; Business in Politics; Regulation of business; Multinational corporations; Globalization; Industrial pollution and environmental policy; Managing environmental quality; Consumerism; The changing workplace; Civil rights in the workplace; Corporate governance; Role of government in society: the main elements of the government public policy process, and business and government interaction.



## **Recommended Text:**

1. David P. Baron. *Business and Its Environment 5<sup>th</sup> Edition*. Pearson Prentice Hall. 2006.
2. James A. Brander. *Government Policy Towards Business, 4<sup>th</sup> Edition*. John Wiley and Sons, 2006.
3. George A. Steiner and John F. Steiner. *Business, Government and Society. 11th edition*. McGraw Hill/Irwin, 2005
4. Murray L. Weidenbaum. *Business and Government in the Global Marketplace*. Pearson Education Canada, 2004.
5. Robert J. Jackson, Gregory S. Mahler, Holly Teeters-Reynolds, and Carl C. Hodge. *North American Politics. Canada, USA and Mexico in a Comparative Perspective*. Pearson Education Canada 2004.

## **Course 3**

**Title: International Relations (3 Credit hours)**

### **Learning Objectives:**

The purpose of this course is to analyze the basic factors, concepts and issues in the field of international relations.

### **Learning Outcomes:**

By the end of the course, the students must be able to identify the key actors in international relations including states, intergovernmental organizations, non-governmental organizations, transnational corporations, global civil society, and individuals and understand how these actors interact to give substance to international relations.

### **Course Contents:**

The contents of the course include:

#### **Section-A: Introduction to Basic factors and concepts**

Introduction to international relations, modern sovereign state-system, the phenomenon of power, definition and nature, elements of national power, critical evaluation, patterns of power politics, national interest, and nationalism.

#### **Section-B: Global Issues in International Relations**

Population, human rights, environment and proliferation of weapons.

## **Recommended Text:**

1. Bull, H.N. *The Expansion of International Relations*. (London: Oxford University Press, 1984).
2. Columbus, Theodore, *Introduction to International Relations; Power and Justice*, (New Delhi: Prentice Hall, 1878).
3. Cox, Richard H. Ed. *The State in International Relations*. (New York: Prentice Hall, 1978).
4. Deutsch, K.W. *The Analysis of International Relations*. (Eaglewood Cliff: N.J. Prentice Hall, 1978)

5. Hartman, Frederick H., *The Relations of Nations*. 6<sup>th</sup> edition (New York: MacMillan, 1983)
6. Hoffman, Stanley H. *Contemporary Theory in International Relations*. (Eaglewood Cliff, N.J. Prentice Hall, 1960)
7. Holsti, K.J. *International Politics: A Framework for Analysis*. (Eaglewood Cliff: N.J. Prentice Hall 1983)
8. Hirsch, James A., *Theories of International Relations*. (Washington D.C. National Defence University, 1990)
9. Keohane, Robert O., *International Institutions and State Power: Essays in International Relations Theory*. (London: Westview Press, 1989)
10. Miller Lynn H., *Global Order: Values and Power in International Relations* (London: Westview Press, 1990)
11. Morgenthau Hans. J., *Politics among Nations*. (New York; Knopf, 1978)
12. Palmer, Norman D., *International Relations* (New York: Houghton Mifflin Co. 1969)
13. Perkins, Howard C., Papp, Denis S., *Contemporary International Relations*. 2<sup>nd</sup> ed. (New York: MacMillan, 1988)
14. Pearson. Frederic S., & Rochester, J. Martin., *International Relations: The Global Conditions in the Late 20th Century*. (New York: Random House, 1988).

## **Course 4**

**Title: Introduction to Psychology (3 Credit hours)**

### **Learning Objectives:**

This course will provide participants an opportunity to know about the field of psychology. This introductory course encompasses basic concepts of psychology such as; learning, memorizing, retention, emotions and process of thinking will be discussed. Issues like what is normal and what is abnormal behavior, the interventions used for treating psychological problems, along with an overview of main and popular areas of psychology will also be tackled. The main focus of the course will be on introducing essential terminology, theories, themes, concepts and trends relevant to modern day psychology. Practical application of knowledge, besides know-how of theoretical constructs, will be encouraged. How to relate learned psychological concepts to everyday life is an essential component of this course.

### **Learning Outcomes:**

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

- Explain and use basic terminologies of Psychology.
- Describe and identify the various applications of the discipline as well as its scientific nature.
- Identify situations where psychological intervention may be required.
- Gain insight into human behavior and into one's own personality or personal relationships.
- Apply the learned concepts to explain human behavior in work settings.

## **Course Contents:**

Introduction to Psychology, Historical Roots of Modern Psychology, Schools of Thought, Perspective/Model/Approach, Psychodynamic Approach/ Model, Behavioral Approach, The Humanistic Approach and the Cognitive Approach, Research Methods in Psychology, Physical Development and Nature Nurture, Cognitive Development, Nervous System, Endocrine System, Sensation, Hearing (Audition) and Balance, Perception, Learning, Operant Conditioning, Cognitive Approach, Memory, Secondary/ learnt/Psychological motives, Emotions, Cognition and Thinking, Reasoning, Problem- Solving and Creativity, Personality, Intelligence, Psychopathology, Abnormal Behavior, Psychotherapy, Popular Areas of Psychology, Health Psychology, Consumer Psychology, Sport Psychology etc.

## **Recommended Text:**

1. Feldman, R. S. (2012). Understanding Psychology, 11<sup>th</sup> Edition, McGraw- Hill, Boston.
2. Morris, C. and Maisto A. (2002), Psychology: an Introduction, 11<sup>th</sup> Edition, Prentice Hall.
3. Zimbardo, P.G., & Gerrig, R.J. (2009), Psychology and Life, 19<sup>th</sup> Edition, Harper Collins College Publishers.

## **Course 5**

**Title: Introduction to Sociology (3 Credit hours)**

### **Learning Objectives:**

This course will introduce students to the discipline of Sociology, its perspective, basic concepts and principles, methods of analysis and major sub-fields. Through this introduction it is expected that students will begin to think in ways that take into account the social realm of thought, including the impact of social forces, social constraints, and social structure on an individual's thoughts and behaviors. The goals of the course are to encourage students to begin to think critically about the social world, to examine various life issues with a sociological lens, to scrutinize social issues, and to spark the sociological imagination - "the ability to see the relationship between individual experiences and the larger society" (C. Wright Mills, 1959).

### **Learning Outcomes:**

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

- Understand basic concepts in sociology and their fundamental theoretical interrelations.
- Define the relevance of culture; social change, socialization, social stratification, social structures, social institutions; and differentiations by race/ethnicity, gender, age and other culturally relevant categories.
- Appreciate and contrast theoretical orientations as they apply to building sociological knowledge in areas of social reality (e.g. family).
- Express sociological issues in a clear and coherent manner for their solution in view of the specific cultural context of Pakistan.
- Compare and contrast the basic methodological approaches for gathering data.
- Understand the significance of diversity by race, ethnicity, class, gender, age

and other culturally relevant categories to human relations and work place settings.

### **Course Contents:**

The origins of sociology, the sociological perspectives, steps in sociological investigation, social interaction, social groups, formal organizations, culture, socialization and human development, agents of socialization, social control and deviance, social stratification, theories of class and stratification, social class as subculture, social mobility, formal and informal groups, group dynamics, global variety, functions of family, family and marriage in transition, gender, socialization and gender inequality, functions of schooling, issues in education, population study and its significance, population profile of Pakistan, implications of population growth, environment and society, social change, modernity and post modernity etc.

### **Recommended Text:**

1. Macionis, J. (2005). Sociology (10<sup>th</sup>Edition), Pearson Education, India.
2. Horton, P. and Hunt, C. (1984). Sociology (6<sup>th</sup>Edition) McGraw-Hill, USA.
3. Robertson, I. (1981). Sociology (2<sup>nd</sup>Edition) Worth Publishers, New York, USA.

## **Course 6**

**Title: Logic & Critical thinking**

**(3 Credit hours)**

### **Learning Objectives:**

The aim of this course is to help students become a more precise and critical thinker. Thinking logically is a skill which anyone can develop, and it is one which you can use in every facet of your life. The primary objective of this course is to impart a functional ability to reason well; to improve your analytical skills and instincts. In addition to familiarizing students with elementary methods of argument composition and analysis, the course is further designed to aid you in understanding the essential principles involved in the theory and practice of reasoned decision making.

### **Learning Outcomes:**

The course is intended to enable students to acquire the following skills:

- The ability to understand the relationship between language and reasoning, and to define and clarify the expressions. In this connection, students will learn to distinguish between reasoning.
- The ability to identify common formal and informal logical fallacies.
- The ability to distinguish between Deductive and inductive reasoning, and apply the relevant criteria or the evaluation of each kind of reasoning
- The ability to seek out and evaluate evidence, Reliable sources and other information relevant to the support of conclusions of reasoning.

### **Course Contents:**

The contents of the course include: Introduction to logic and critical thinking, categorical propositions, and categorical syllogism, propositional logic, critical thinking, fallacies and rules of effective critical thinking.

**Recommended Text:**

1. Copi. Irving M., Jetli, Priyedarshi (2006), Introduction to Logic, Dorling Kindersely (India), Pearson Education.
2. Baggini, Julian and Fosl, Peter S. (2003), The Philosopher's Toolkit: A Compendium of Philosophical Concepts and Methods, Blackwell Publishing.

**Title: Science, Society & Development (3 Credit hours)****Learning objectives:**

This course aims to stimulate, inspire and provoke awareness of science and technology's impact on society. The new century will usher in an urgent challenge to resolve the conflicts among our technological, environmental and social worlds. The ability to understand the impact of technology on our lives and on succeeding generations will be important for human survival and peaceful coexistence.

**Learning outcomes:**

Upon completion of the course, students will have a better understanding of the complex relationship between science and technology, and between science, technology and society, as well as the reasons that science and technology development sometimes causes society to worry and wonder about its impact. Students are encouraged to clarify and sort out the many ways we look at and define technology. They will, from this course, gain a greater understanding of the personal and social responsibility that accompanies technological development and implementation.

**Course contents:**

The contents of the course include: Introduction to science and technology, why study science and technology in society. Science and technology: Their natures and relationship, theories of science and technology in society, the influence of science and technology on modern society, impact of science and technology on international politics, technology and ecology and environmental concerns, the influence of modern society on science and technology, science and technology in the new century.

**Recommended Text:**

1. Robert E. McGinn, Science, Technology, and Society, Prentice-Hall, 1991.
2. Hjorth, Linda, Barbara Eichler, Ahmed Khan and John Morello (ed.), Technology and Society: A Bridge to the 21st Century, Prentice-Hall, 2000.  
Alcon, Paul A., Social Issues in Technology, 4th Edition, New York: Prentice Hall, 2003
3. Castells, Manuel, The Rise of the Network Society, Blackwell Publishers, 1997

## Course 8

**Title: World Civilization (3 Credit hours)**

### **Learning Objectives:**

The purpose of this course is to provide participants general knowledge of major contributions made by the world civilizations. Major themes of the course focus on enhancing knowledge of the origin and diffusion of civilizations; the emergence and character of the major religious and philosophical traditions; the frequent clash of systems of thought and how they were expanded or transformed over time. The core objective of the course is to help participants to understand and appreciate the formation and development of histories and world civilizations.

### **Learning Outcomes:**

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

- Comprehend the development of world civilizations and the interaction between these civilizations;
- Learn about the distinguishing political, social, economic, and geographical characteristics of each civilization;
- Appreciate the major contributions in art, architecture, culture, and intellectual life of each civilization;
- Relate historical foundation to the current world developments;
- Demonstrate thinking across disciplinary boundaries and encouraging lifelong learning.

### **Course Contents:**

The contents of the course include: The birth of civilization in the ancient Near East, diffusion and transformation of the civilizations, rise of civilizations in India and China, the rise and fall in succession of Greek, Hellenistic, and Roman civilizations, the role of the Roman Empire in transmitting both classical and religious civilization, decline of Roman Empire in the fifth century AD, rise and spread of the Islamic religion and culture, history and contribution of Western Europe, East Asia, Africa and the beginnings of the Modern Age in European and non-European countries.

### **Recommended Text:**

1. Craig, A. et al., (2007). *The Heritage of World Civilizations* (3<sup>rd</sup> Edition, Vol. 1). New Jersey: Prentice Hall.
2. Jones, J. (2002). *The Western World*, Penguin Custom Editions. <http://courses.wcupa.edu/jones/his101.htm>

## **Course 9**

**Title: Politics & Administration (3 Credit hours)**

### **Learning Objectives:**

The objective of the course is to introduce students to the normative and empirical questions in politics and administration and to enable them to apply logic and empirical analysis to the political questions.

### **Learning Outcomes:**

- Analyze the process by which bureaucratic agencies translate goals into tasks including the role of professional norms, political ideology, prior experience and personal beliefs.
- Evaluate the role that interests and organizational culture play in controlling the behavior of public employees, including the different constraints managers face in public and private sector organizations.
- Analyze the similarities and differences in the four types of agencies: production, procedural, craft and coping.
- Analyze the similarities and differences in efficiency, discretion, equity, accountability and authority between the public and private sector organizations, focusing on how the American political system controls the nature of the bureaucracy as well as Wilson's proposals for improving the system.
- Assess the argument that many recent political crises and controversies stem from traditional public administrative thinking and policy implementation, including 1) the increase in presidential power; 2) congressional abdication to the bureaucracy of its constitutionally granted legislative power; and 3) the failure of the courts to limit the federal government's power.

### **Course Contents:**

The contents of the course includes: Introduction: Politics and Political Science; Nations and States; Government; Politics and society; Individual and Constitutions; Democracy; The Basic Structure of Government; The Basic Structures of government; Political Parties; Public Policy.

### **Recommended Text:**

1. Almond, G. and Bingham, Powell G. (2002), *Comparative Politics Today: A World View*, Harper Collins: New York.
2. Roskin, Michael, (1997), *Political Science: An Introduction*, Prentice Hall Inc.: New Jersey.
3. Hague, Rod & F-Harrop. Martin (2004), *Comparative Government and Politics*, Palgrave Macmillan: New York.
4. Godwin, R. Kenneth (1997), *Introduction to Political Science*, Harcourt Brace Co: Orlando.
5. Rosen Bloom, David H. (2000), *Public Administration: Understanding Management, Politics, and Law in the Public sector*, New York: Random House.
6. Rehman, Jamil-ur (ed.) (199), *Government and Administration in Pakistan*, Public Administration Research centre, (Mgt. services Division, Islamabad.

7. Sabharwal, M. (2013) Public Administration in South Asia: India, Bangladesh and Pakistan, <http://www.crcpress.com/product/isbn/9781439869116>

## **Course 10**

### **Title: Environmental Issues and Management (3 Credit hours)**

#### **Learning Objectives:**

1. To understand environment issues over community and society
2. To understand the processes involved in environmental management
3. To learn the basic concepts of environmental audit, risk management and Environment Management System

#### **Learning Outcomes:**

By the end of this course, students should have a good understanding of:

- The big picture of challenges facing environmental management and sustainability, and ways of seeing these challenges
- The main aspects of environmental governance and management
- How to improve environmental outcomes, including through behaviour change.

#### **Course Contents:**

Environment and Environmental Issues, Country Profile, Concepts of Sustainable Development, Basic Environmental Economics, Environmental Organizations, Environmental Legislations NEQs, Pollution Charges, Cleaner Production, Components for Environmental Assessment, Screening, Scoping, Baseline Study, Mitigation, Monitoring, Environmental Impact Methodology, Environmental Management Plan, Environmental Impact Statements, Life Cycle Assessment (LCA), Environmental Auditing, Risk Analysis, EMS and ISO-14001

#### **Recommended Text:**

1. Environmental Impact Assessments by Canter McGraw-Hill (latest edition)
2. PEPA Guidelines by PEPA M. O. E. Government of Pakistan (latest edition).
3. Environmental Management in Practice Vol. I, II, III by Nathe Etal. 1998  
Rouledge Publisher, London
4. Environmental Sciences: Towards a Sustainable Future, Wright Boorse, 2011,  
11<sup>th</sup> Ed. Pears



# Category C

## Course 1

**Title: Contemporary Issues of Public Admin in  
Pakistan (3 Credit hours)**

### Learning Objectives:

Public Administration is the in depth study of Bureaucracy. This course outline not only contains detailed structural analysis of Public Administration in Pakistan but also problems and issues related to them. This course is specially designed in a manner that it aids the students to envisage ground root realities which develop their analytical and argumentative skills and they could come up with practical solutions of such issues.

### Learning Outcomes:

- Identify the fundamental changes in public management that have led to greater inter-agency and inter-sectoral collaboration;
- Understand the differences between managing hierarchies and managing networks;
- Learn through practice how to apply various techniques and tools for improving the management of network processes;
- Suggest courses of action for improving performance of public management networks.

### Course Contents:

The contents of the course includes: Conceptual Framework of Public Administration; Historical Background of Public Administration in Pakistan; Administrative Development and Change; Administrative Reforms (A brief summary); Administrative Accountability; Administrative Responsibility; Corruption: Types, Causes and Remedies; Efficiency & Effectiveness; Good Governance

### Recommended Text:

1. Lane, F.S. (Ed.) *Current Issues in Public Administration*. St. Martin Press: New York, 1986.
2. Sabharwal, M. (2013) *Public Administration in South Asia: India, Bangladesh and Pakistan*, <http://www.crcpress.com/product/isbn/9781439869116>
3. Khan, Sultan: *Public Administration with reference to Pakistan*. Famous Books: Lahore, 2000.
4. Shaikh, M. H., *Public Administration with reference to Local Government Plan and Devolution of Power Plan 2000*.
5. Jameel-ur-Rehman: *Government and Administration in Pakistan*, Government of Pakistan: Islamabad, 1980.
6. S. M. Shahid: *Public Administration: Theory & Practice in Pakistan*, 2004. Emporium, Urdu Bazar Lahore.
7. Quddus, S: *Bureaucracy & Management in Pakistan*. Royal Book Company, 1991.
8. Pefiffner M.J, Presthus R: *Piblic administration*. The Rond press company, New York. 1967, 5<sup>th</sup> Ed.

9. Braibanti R: *Research on the bureaucracy of Pakistan*. Duke University commonwealth-studies center 1966.
10. Simon A.H, Barnard I.C: *Administrative Behavior*. The free press New York 1965.
11. Cadien E.G:(1982) *Public administration* 2<sup>nd</sup> Ed. Palisades publishers pacific palisades, California 20272
12. White D.L: *Introduction of the study of public administration*. Eurasia Publishing House (p) LTD.1955 4<sup>th</sup> Ed.
13. Kennedy H.C: (1987) *Bureaucracy in Pakistan*. Oxford university press new York
14. National Anticorruption Strategy (2002), *Government of Pakistan*.

## **Course 2**

**Title: Financial Accounting (3 Credit hours)**

### **Learning Objectives:**

The primary aim of Financial Accounting is to provide students with an introduction to the process and function of financial reporting. While the large proportion of the course is aimed at understanding accounting as a process, taking a preparer's perspective, we will also seek to develop an understanding of the importance of the role of accounting in today's society.

### **Learning Outcomes:**

After studying this course the student will be able to understand:

1. The language of accounting and financial reporting.
2. Complete accounting cycle.
3. Preparation and the role of journal, ledger and subsidiary books.
4. Preparation of balance sheet, profit and loss account and cash flow statement.

### **Course Contents:**

The contents of the course include: concept, importance, nature and purpose of accounting, some basic terms, accounting systems, the accounting process (recording, posting, adjusting, closing entries) preparation of financial statements, control over cash transactions, voucher system, bank reconciliation, accounting for trading organization, accounting systems, accounting for debtors and stock, accounting for property, plant and equipment.

### **Recommended Text:**

1. Williams, Haka, Bettner: *Financial & Managerial Accounting*, Latest Edition, Prentice Hall.
2. Professor Muhammad Ammanullah Khan: *Financial Accounting*, Latest Edition.
3. FrankWood's: *Business Accounting*1, Eleventh Edition.
4. Meigs and Meigs, *Accounting for Business Decision*, 9<sup>th</sup> Edition/Latest Edition.

## Course 3

**Title: Introduction to Development Economics (3 Credit hours)**

### **Learning Objectives:**

Models of economic growth and structural transformation are introduced. The role of the market versus the state is explored in the context of economic reform and liberalization. The impact of globalization on developing (emerging) economies is scrutinized. Also included are such issues as trade and finance, in so far as they impinge on economic development. Resources from the Internet will be used extensively.

### **Learning Outcomes:**

After completing this course, students should have acquired:

- basic understanding of the problems facing developing countries
- specific skills for conducting research on developing countries

### **Course Contents:**

The contents of the course include: Introduction: redistribution, growth and welfare; Media and Policy; Property Rights; Economic Growth: The Neo-classical and Endogenous story; Economic Growth: Education and Human Capital; Land Redistribution; Poverty, Under nutrition & Intra-household Allocation; Microfinance; Credit, Saving and Insurance; Social Networks and Social Capital; Decentralization and Public Good Provisions; Regulation and Development.

### **Recommended Text:**

1. Ray, D. (1998). Development economics. Princeton University Press.
2. Duflo, E., Glennerster, R & Kremer, M. (2006). Using Randomization in Development Economics
3. Research: A Toolkit. <http://www.aniket.co.uk/teaching/devt2009/duflo2006.pdf>
4. Donaldson, D. and Mueller, H. (2005). Some Notes on the Intuition behind popular econometric techniques. <http://www.aniket.co.uk/teaching/devt2009/Donaldson2005.pdf>
5. Angrist and Krueger (autumn, 2001). Instrumental Variables and the Search for Identification:
6. From Supply and Demand to Natural Experiments The Journal of Economic Perspectives, Vol.15, No.4, pp. 69-85. <http://econ-www.mit.edu/files/18>.

## Course 4

**Title: Introduction to Public Administration (3 Credit hours)**

### Learning Objectives:

This course aims to

- Introduce students to the academic literature on public administration.
- Impart basic knowledge of working in/with public organizations.
- Discuss the complex and (often) confounding values that distinguish work in the public sector.

### Learning Outcomes:

As a result of this course, the students will be in a better position to:

- Define public sector.
- Understand the role of the public sector in contemporary societies.
- Distinguish b/w public sector and private sector.
- Introduce the latest approaches to management in the public sector.
- Distinguish b/w public administration and business administration.
- Identify the broad issues included/involved in the public administration discipline.
- Balance cognitive learning with behavioral practices i.e. to strike a balance b/w theoretical knowledge and its practical manifestation.
- Provide opportunities to test, practice, and improve the skills required to become effective and competent public administrators.
- Develop analytical facilities so students are able to logically analyze issues which affect their daily lives and make prudent decisions/choices.

### Course Contents:

The contents of the course include: concept and scope, evolution of the study of public administration, democratic administration, bureaucracy, conceptual framework and its implications, characteristics and principles of management, guidelines for successful manager, planning, organizing, leading and controlling.

### Recommended Text:

1. Robert B. Denhardt, Public Administration: An Action Orientation (4<sup>th</sup> Ed).
2. Sabharwal, M. (2013) Public Administration in South Asia: India, Bangladesh and Pakistan, <http://www.crcpress.com/product/isbn/9781439869116>
3. Nigro and Nigro, Modern Public Administration (Latest Ed.)
4. Ernest Dale Management theory and Practice. McGraw-Hill Kogakusha, Tokyo.
5. Koontz. O Donnell. Principal of Management McGraw-Hill Kogakusha Ltd Sydney
6. Any reputable English (daily) newspaper, preferably Dawn.
7. Weekly journals on current affairs, e.g. Newsweek and Time etc.
8. Professional journals like Public Administration Review, and Administrative Science Quarterly.

## Course 5

### Title: Introduction to Public Policy (3 Credit hours)

#### Learning Objectives:

The learning objectives of this course are:

- To develop a familiarity with major theories, concepts, and issues in the field of public policy.
- To explain differences between the school of thoughts in public policy.
- To explain and describe the process of interest group competition over policies.
- To describe how culture, economics, politics, and institutions are instrumental in the policy formation process.

#### Learning Outcomes:

By the end of this course students should be able to understand the policy-making process and the broad principles of public policy analysis. They would also be able to understand how public policy making is shaped by the institutional arrangements found within the public sector and how different interest groups influence policy making process.

#### Course Contents:

This course conveys basic concepts regarding public policy. Students are introduced to the key issues of the policy process, including: problem definition, agenda setting, actors and stakeholders; policy formulation; policy adoption; policy implementation and evaluation, interest groups & policy advocacy.

#### Recommended Text:

1. Dye, Thomas R. *Understanding Public Policy*. Pearson, 2002.
2. Goodin, R. E., *Political Theory and Public Policy* Chicago: University of Chicago Press, 1982.
3. Anderson, James E. *Public policymaking: An introduction*. Wadsworth Publishing Company, 2010.
4. Moran, Michael, Martin Rein & Robert E. Goodin. *The Oxford Handbook of Public Policy*. New York: Oxford University Press, 2006.
5. Michael Howlett, M. Ramesh, and Anthony Perl. *Studying Public Policy: Policy Cycles and Policy Subsystems*. 3rd ed. NY: Oxford U. Press, 2009.
6. Theodoulou, S. Z., & Cahn, M. A. *Public policy: The essential readings*. Englewood Cliffs, NJ: Prentice Hall, 1995.

## Course 6

**Title:           Microeconomics                   (3 Credit hours)**

### **Learning Objectives:**

This course provides the conceptual basis and core principles of microeconomics. It covers the fundamental aspects of microeconomic theory that are required to the understanding of contemporary economic studies. Moreover it offers comprehension of microeconomics to the modeling of behavior of individuals, households, firms, and markets.

### **Learning Outcomes:**

After completing this course, students should be able to:

- Understand and calculate the concept of opportunity cost.
- Understand what influences demand- and supply curves in the market for goods and explain how they influence price and quantity.
- Understand to apply the elasticity concept.
- Understand the basis for consumer demand: utility theory and indifference curves.
- Derive and graphically construct cost curves for a firm.
- Derive and graphically construct demand- and marginal revenue curves for firms in perfect competition and monopoly.
- Understand how game theory can be used in microeconomic analysis
- Make simple analysis of imperfect markets.
- Use consumer- and producer surplus and dead weight loss to analyze the effect of imperfect markets and taxation on economic efficiency.

### **Course Contents:**

The contents of the course include: This course introduces: microeconomic concepts and analysis, supply and demand analysis, theories of the firm and individual behavior, competition and monopoly. Moreover it offers applications to problems of current economic policy, theory of utility maximization and demand, production, cost, firm behavior, and supply; price in product and factor markets; efficiency and welfare.

### **Recommended Text:**

1. Frank. R.H & Bernanke. B.S. (2007) Principles of Microeconomics. McGraw-Hill, Irwin. (450 s). ISBN 0-07-110657-X
2. Frank Cowell., 2006: "Microeconomics: Principles and Analysis". Oxford University Press.
3. Vaseer, U.H: *Fundamentals of Economics part 1*, Farhan publishers Lahore
4. Dewett K.K: *Modern Economics theory*.

## Course 7

**Title:           Macroeconomics                           (3 Credit hours)**

### **Learning Objectives:**

The purpose of this course is to develop students' economic perspectives and deeper understanding of key economic processes through the study of a range of economic and sociopolitical systems. Particular emphasis is placed on the examination of domestic and global economic policy options related to matters of poverty, use of resources, consumption of energy, unemployment, and trade. Through intensive reading, graphical analysis, and evaluation of economic systems, students should be able to distinguish between economics as a field of inquiry and the economy.

### **Learning Outcomes:**

The students should be able to:

- Apply optimal control theory on resource allocation problems of consumption, investment and economic growth.
- Comprehend the theory of investment, the optimal growth model, overlapping generation's models for closed and open economies
- Analyze the real effects of government debt and other fiscal policy issues.
- Know the literature on empirical studies on the world income distributions and the fundamental causes of economic prosperity.
- Know the modern mainstream macro theory models used for business cycle analysis. Understand how prices and wages produce inefficient deviations from the optimal allocation of resources and how a good monetary policy design can improve efficiency. Derive the models based on optimizing behavior by the private sector where expectations are fully rational.

### **Course Contents:**

The contents of the course include: National Income concepts; aggregate demand by household, business, government, and foreign sectors; determination of national income, interest rate, price, output, employment levels equilibrium analysis, inflation theory, dynamic analysis, and growth models

### **Recommended Text:**

1. Wickens Michael., (2008). *Macroeconomic Theory: A Dynamic General Equilibrium Approach*. Princeton University Press; 1<sup>st</sup> edition.
2. Mankiw, G.N.: (2006) *Micro economics* 4<sup>th</sup> Ed. South Western Educational Publishing
3. Dornbusch R, and Fischer S: *Macroeconomics*
4. Vaseer, U.H: *Fundamentals of Economics part 1*, Farhan Publishers, Lahore
5. Dewett K.K: (2004) *Modern Economics theory*, Shyamlal Charitable Trust, 2004.

## Course 8

**Title: Organizational Behaviour (3 Credit hours)**

### **Learning Objectives:**

Organizational behaviour (OB) is an interdisciplinary field drawing from numerous disciplines including psychology, sociology, anthropology, economics, organization theory, statistics, and many others. Effective management of human resources within organizations requires an understanding of various behavior and processes. Managers need to know why people behave as they do in relation to their jobs, their work groups and their organizations. This knowledge of individuals' perceptions, motivational attitudes and behavior will enable managers to not only understand themselves better, but also to adopt appropriate managerial policies and leadership styles to increase their effectiveness.

The focus of instruction will move progressively through the individual, group and organizational level so behavior and will examine the interrelationships of behavioral phenomena among these levels. Additionally, concepts such as motivation, communication and leadership and the irrelevance to organizational behavior will be examined in detail. The course is also designed to help the students in understanding that whether Western Organizational Behaviourial theories and practices have any relevance to the local settings or not. The course will also discuss the Islamic perspective of understanding and directing human behavior in a specific direction.

### **Learning outcomes:**

Upon completion of this course, students should be able to:

1. Understand the components of individual behavior and group behaviours in the organizational context.
2. Understand the relevance of the OB theories and practices, emphasized by Western texts, in local settings.
3. Understand the Islamic perspective of understanding and directing
4. Human behavior towards achievement of goals.
5. Understand the causes of job dissatisfaction and stress as well as methods of improving job satisfaction and dealing with stress.
6. Analyze the impact of individuals and team behavior on organizational
7. productivity
8. Evaluate the impact of organizational structure, design, culture and change
9. Synthesize various theories of motivation and leadership and understand their application to workplace.

### **Course Contents:**

The contents of the course include: concept, components and typologies of organization, What is Organizational Behaviour, Importance of organizational behaviour, Foundations of Individual Behaviour:, Biographical Characteristics, Ability, Learning, Organizational behavior from Islamic and indigenous perspective, Understanding human psychology through the lenses of Quran, and Sunnah, theoretical approaches, decision making process, communication process, leadership, basic motivation process, organizational change and conflict resolution.



### **Recommended Text:**

1. Robbins, P.S. & Judge, T. A. (2009). *Organizational Behaviour*. 13<sup>th</sup> ed.
2. Alan. H. Anderson, Anna Kyprianou (1988) *Organizational behavior: A skill and activity based approach*, Beacon books, A. Maya Blackwell Imprint 1<sup>st</sup>Ed. New Delhi
3. Dale, Ernest (1997) *Management: Theory and Practice* 7<sup>th</sup>Ed. London, McGraw-Hill, New York
4. Fred Luthans (1986) *Organizational Behavior*, 4<sup>th</sup>International Student Ed. McGraw-Hill, New York.

## **Course 9**

**Title: Principles of Management (3 Credit hours)**

### **Learning Objectives:**

The specific objectives for this course include: Study of the basic functions of management (planning, organizing, leading/activating, and controlling), their component activities, and their interrelationships. Comprehending and critically evaluating the alternative schools of thought, or philosophies about the field of management. Expanding knowledge and understanding of major theories and concepts in the field of Management. Knowing and correctly using the key management terms and concepts. Learning to apply major Management concepts and theories to actual problems and cases. Getting knowledge of some of the contemporary developments in the field.

### **Learning Outcomes:**

This course covers the basic principles of the management function and its role in the context of Pakistani society. It will focus on the nature of the managerial role, and of managerial responsibilities in planning and decision-making, formal and informal organizational structures, and the processes of decision-making, leadership, motivation, communication, production and quality control.

### **Course Contents:**

The contents of the course include: overview, nature & challenges of the management profession, managers and entrepreneurs, the evolution of management thought, the changing managerial environment, international & cross-cultural management, management's social & ethical responsibilities, the basics of planning, strategic, long-term planning, decision-making & creative problem solving, organization's structure, effectiveness, & culture, newer approaches to organizing, human resources management, communicating in the computer age, motivating job performance, group dynamics & teamwork. Influence processes and leadership, production & organization control processes, improving product & service quality

### **Recommended Text:**

1. Robbins P.S. and Coulter M. : *Management* (10<sup>th</sup> Edition), Prentice Hall.
2. Ricky W. Griffin. *Fundamental of Management*. 3<sup>rd</sup> ed. Texas and A. M. University.

## **Course 10**

**Title: Principles of Marketing (3 Credit hours)**

### **Learning Objectives:**

Introduction to the principles of modern-day marketing covering key topics as consumer behavior and demographics, marketing research, product development and pricing, marketing of business services, designing a marketing plan, mass advertising, sales promotion techniques and public relations, product distribution channels, international marketing, and current marketing issues.

### **Learning outcomes:**

It will enable the students to identify the ways in which world events and cultural assumptions influence marketing. It is designed to acquaint the student with the principles and problems of the marketing of goods and the methods of distribution from producer or manufacturer to the consumer. It includes a study of the types, functions, and practices of wholesalers and retailers in the Pakistani marketing system and of efficient marketing techniques in the development and expansion of markets

### **Course contents:**

The contents of the course include: Marketing: Managing Profitable Customer Relationships, Company and Marketing Strategy: Partnering to Build Customer Relationships; The Marketing Environment, Managing Marketing Information; Consumer and Business Buyer Behavior, Segmentation, Targeting and Positioning; Product, Services and Brand Strategy; New-Product Development and Product Life-Cycle Strategies, Pricing Considerations and Strategies; Marketing Channels & Supply Chain Management, Retailing and Wholesaling; Advertising, Sales, Promotion, and Public Relations; Personal Selling and Direct Marketing, Marketing in the Digital Age; People, process and physical evidence. The Global Marketplace, Marketing Ethics; Development of a Marketing Plan; Services Marketing; Industrial Marketing

### **Recommended Text:**

1. Philip K.: Principles of Marketing, 12<sup>th</sup> Edition, Prentice Hall.
2. Agnihotri P. Y., Armstrong G., Haque E., Kotler P. 'Principles of Marketing': A South Asian Perspective (13<sup>th</sup> Edition).
3. Perreault W.D., McCarthy J.E. 'essentials of Marketing.' (5th Edition). USA, Homewood: Irwin Pvt. Ltd.
4. Berkowitz E.N., Kerin R. A., Hartley S. W., Rudelius W. (2000). 'Marketing.' (6<sup>th</sup> Edition)

# Course 11

**Title: Principles of Public Finance (3 Credit hours)**

## **Learning objectives:**

The learning objectives of this course are:

- To understand the theory and practice of how government finances itself from both positive and normative points of view.
- To understand the role of the public sector in the economy using microeconomics.
- To understand public expenditure analysis and methods of financing government expenditures.
- To study the underlying theory of welfare economics as well as the economic effects of public policy.

## **Learning outcomes:**

By the end of this course, the students should be able to explain public finance principles and theories and to perform economic policy analysis by applying microeconomic principles and theories.

## **Course contents:**

The contents of the course includes rationales for government intervention in the market place, methods of resolving conflicts over the size of the public sector budget, the rationales and issues of various sources of public revenue, and reviews the effects of public sector spending and taxes on the aggregate economy, the consequences of government policies on resource allocation and income distribution affecting welfare of the people, fiscal federalism and issues therein.

## **Recommended Text:**

1. Jonathan Gruber, *Public Finance and Public Policy*. Worth Publishers, 2005.
2. Richard Abel Musgrave, Peggy B. Musgrave., *Public Finance in Theory and Practice*, McGraw-Hill International Book Company.
3. Stephen J. Bailey, *Public Sector Economics*. Palgrave, 2002.
4. Rosen, Harvey S., and Ted Gayer, *Public Finance*, 9<sup>th</sup> Edition, New York, N.Y: McGraw-Hill/Irwin, 2010.
5. Stiglitz, Joseph E., *Economics of the Public Sector*, 3<sup>rd</sup> Edition, New York: W.W. Norton & Company Inc., 2000.
6. Boadway, Robin W., and David E. Wildasin, *Public Sector Economics*, 2<sup>nd</sup> Edition, Toronto: Little, Brown and Company, 1984.

# Category D

## Course 1

**Title: Administrative Law & Accountability (3 Credit hours)**

### Learning Objectives:

Areas covered will include the constitutional and institutional framework of administrative law, rule-making, judicial review (standing, grounds of review, remedies and so on) and non-judicial review. The emphasis will be on theories and concepts rather than on the detail of the law of the various jurisdictions.

### Learning Outcomes:

The course is also designed to provide learners an opportunity to engage in a scholarly and reflective analysis of the issues involved in cases coming before the courts more recently. These issues will be examined both from a theoretical and practical dimension.

### Course Contents:

The contents of the course include: Administrative Law, Administrative Justice and Accountability; Constitutional Background; The Institutions of Administrative Justice: Courts, Agencies and Tribunals; Constitutional Theory and Administrative Law: Legislative Supremacy, Separation of; Powers and Rule of Law; Administrative Process: Individual Decision-Making; Administrative Process: Rule/Policy-Making; Judicial Review: Access, Scope and Remedies; Judicial Review: Grounds and Standards; Non-Judicial Review; Non-Adjudicative Control; Tort Liability of Public Authorities

### Recommended Text:

1. P Cane, Administrative Law, 4<sup>th</sup> Edn (Oxford: Oxford University Press, 2004).
2. P Cane and L McDonald, Principles of Administrative Law: Legal Regulation of Governance (Melbourne: Oxford University Press, 2008).
3. B Schwartz and HWR Wade, Legal Control of Government: Administrative Law in Britain and the United States (Oxford: Clarendon Press, 1972).
4. PL Strauss, Administrative Justice in the United States, 2<sup>nd</sup>ed. Durham, NC: Carolina Academic Press, 2002.

## Course 2

**Title: Applied Statistics for Managers (3 Credit hours)**

### Learning Objectives:

The main objective of the course will be to make students know about the quantitative (Statistical) dimension of new-management.

### Learning Outcomes:

The major outcome of the course will be to increase the capability of students to use statistical tools in decision-making and research.

### **Course Contents:**

The contents of the course include: Introduction; Managerial Application of Statistics; Estimation Theory; Sampling Theory; Project for Applied Statistics; Testing of Hypotheses development and testing; Correlation analysis, Regression Analysis, Chi-square test, Z-test, T-test, ANAOVA, use of software like Excel, PowerPoint, SPSS.

### **Recommended Text & Software:**

1. Levin, Richar I. (1984) Statistics for Management. 3<sup>rd</sup> Ed. Prentice-Hall Inc.
2. William G. Zikmund (2002) Business Research Methods, 7<sup>th</sup> Ed, Thomson, South Western, USA
3. Earl Babie (1994) The Practice of Social Research, 7<sup>th</sup> Ed. Wadsworth Publishing Company. An International Thomson Publishing Company, Washington.
4. SPSS (Latest)

## **Course 3**

**Title: Business Finance (3 Credit hours)**

### **Learning Objectives:**

The course will provide an overview of basic concepts and principles of finance with particular emphasis on risk, return and valuation. It will provide participants an exposure to the variety of real world problems faced by financial managers. It will also provide learners an opportunity to apply theoretical concepts in actual life situations with special reference to the domestic economy. The course will provide a insight of working and operations of financial system with special focus on its components i.e. financial institutions and financial markets.

### **Learning Outcomes:**

The participants will develop an understanding of the following;

- The general framework for financial decision making.
- The role of financial decision making in maximizing the value of a firm.
- In general, how to determine whether an investment should be made and how to finance acceptable investments.
- What is meant by the risk/return tradeoff and how risk and return affect investment decisions?
- How external factors, such as financial markets, affect financial decisions made by the firm. You will find that much of the information provided in this class can be applied to make informed personal financial decisions.

### **Course Contents:**

The contents of the course includes: General Finance Concepts; Fundamentals of valuation; Corporate Decision Making; Investor Decision Making.

### **Recommended Text:**

1. Besley, S. and Brigham, E. (2007): *Principles of Finance*, South-western college publishing, London

2. Keown, A., Martin J., Petty J., Scott, D. (2007), Foundations of Finance The Logic and practice of Financial Management, Pearson Education (POF)
3. Gitman J. L.: (2008) : Principles of managerial Finance, Pearson education, Inc. Pearson Addison Wesley (PMF)

## **Course 4**

**Title: Decentralization & Governance**

**(3 Credit hours)**

### **Learning objectives:**

The local government arena has emerged as a critical impetus to the quest for citizen participation in democratic governance. Coupled with this has been the accelerated transformation which this sector has been experiencing as part of the wider Public Sector Reform driven in no small part by the wider issues of democratic governance, transparency and efficiency. Many developing countries are currently implementing decentralization strategies as a way of bring government services closer to the citizenry. However, these attempts at decentralization of central government functions to sub-national levels have fashioned new challenges for sub-national structures requiring improved efficiency and effectiveness in the discharge of their functions. Furthermore, the sub-national levels are also confronted with the challenges of strengthening and empowering local communities as a way of deepening democracy at the local level.

### **Learning outcomes:**

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

- Define the different approaches that governments have followed in decentralization.
- Assess the success of decentralization in pursuit of a range of objectives
- Make a judgment about the impact of decentralization in practice, against the claims of its proponents.

### **Course contents:**

The contents of the course include: Types and drivers of decentralization, fiscal decentralization and local service delivery, deepening social accountability, sustaining decentralization reforms, local governance in practice

### **Recommended Text:**

1. Mark Turner (1999), "Central-Local Relation: Themes and Issues".
2. Jean Blondel (1990), "Centralization, Decentralization and Federalism".

## Course 5

**Title: Financial Management (3 Credit hours)**

### **Learning Objectives:**

The module aims at building competence in corporate finance further by extending the coverage in Business Finance module to include three more of the finance functions—financial planning and control, working capital management and financing sources. It continues to emphasize on strategic decision making techniques that best serve the interests of shareholders, which is to maximize the value of the company.

### **Learning Outcomes:**

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

1. Role of financial planning and control financial forecasting and cash budgeting tools in planning for the firm's short term financial requirements.
2. Working capital and its components, applications of different techniques that managers can use to manage various aspects of working capital cash and liquidity, credit and receivables, inventories, etc.
3. Short term sources of financing.
4. Long term financing –venture capital, equity, debentures etc.
5. Different theories of capital structure, their predictions about optimal capital structure and the limitations of using debt in the firm's capital structure.

### **Course Contents:**

The contents of the course include: Meaning and Scope of Financial Management., The Finance manager and the financial environment, Time Value of Money, Bond and Their Valuation, Share and Their Valuation, Risk and Return, investment appraisals, "The Investment Setting", "The Cost of Capital, The Basics of Capital Budgeting", "Cash Flow Estimation and Other Topics in Capital Budgeting", "Risk Analysis and the Optimal Capital Budget", Financial forecasting , Managing Current Assets, Financing current Assets

### **Recommended Text:**

1. Ross, S.A., Westerfield, R.W. & Jordan, B.D. (2006) *Fundamentals of corporate finance*. 7<sup>th</sup> edition. New York: McGraw-Hill.
2. Eugene F. Brigham: *Fundamentals of Financial Management*.
3. Jones, *Financial Management*.
4. White, Sondhi and Fried, *Analysis of Financial Statements*.

## Course 6

### **Title: Government Business & Civil Society (3 Credit hours)**

#### **Learning objectives:**

The aim of this course is to provide participants with knowledge of the issues pertinent to the role of business in the context of social and sustainability issues. This will be achieved through a particular focus on corporate social responsibility and business ethics in an international social context. A range of pedagogical approaches will be employed to instill a personal critical awareness in dealing with business in society.

#### **Learning outcomes:**

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

- Articulate a range of traditional and postmodern ethical theories, and be able to apply them to business situations (i.e. to develop moral imagination and reasoning).
- Compare alternative theories and concepts of Corporate Social Responsibility.
- Analyze sustainability and CSR issues in functional aspects of business such as marketing, human resource management and supply chain management.
- Evaluate and critique organizational responses to sustainability in contemporary society.
- Understand and discuss the complexities of the macro environment for business including the ethical agency of government, civil society, and economic systems.

#### **Course contents:**

The contents of the course include: Introduction to the course, Introduction to ethical theory by Kant, Utilitarianism, Social Contract, Virtue, Discourse, Care, Postmodern Ethics & Human Rights, Stakeholder theory and CSR, Shareholders, Employees, Consumers, Suppliers and Competitors, Lobbying, Civil Society Organizations, Accountability and sustainability reporting, Tools and Techniques for managing business ethics.

#### **Recommended Text:**

1. Crane, A., Matten, D. and Spence, L. J. (eds) (2008) *Corporate Social Responsibility: Readings and Cases in a Global Context*, Routledge, London.
2. Desjardins, J. (2009) *An Introduction to Business Ethics* New York: McGraw-Hill Higher Education. [ISBN 978-0071263399].
3. Hendry, J. (2007) *An Introduction to Ethics for Business, Government and the Professions*.
4. Scott, J. (2010). *The Sustainable Business*.



## Course 7

**Title: Human Resource Management**

**(3 Credit hours)**

### **Learning Objectives:**

The purpose of this course is to prepare students for management of people at work. There is a great demand of the modern business and not-for-profit organizations for high caliber of human resource. Theorists and planners equipped with sound knowledge for HR policies and procedures are required to motivate the workforce for higher efficiency and maximum productivity. In considering the demand, this course is designed to provide learners an overview of current ideas and issues in Human Resource Management. The core objective of the course is to provide students with clear thinking and understanding of how to plan, recruit, train, develop, appraise, compensate, retain and lead human resource in organizations for better performance.

### **Learning Outcomes:**

After studying the course students will be able to:

- Understand the core functions and concepts of HRM.
- Differentiate between Personnel Management and Human Resource Management.
- Comprehend basic models and approaches in the field.
- Gain insight of application of HRM techniques to enhance performance of people in organizations.
- Apply the learned concepts to improve work place relations and overall organizational performance.

### **Course Contents:**

The contents of the course includes: Concept of Human Resource Management; Difference in Personnel Administration and Human Resource Management, HR Challenges in the 21<sup>st</sup> century; Human Resource Functions; Philosophical approaches to Human Resource Management; Job design and analysis; Human Resource Planning & Recruitment; Career Planning & Development; Training and Development; Performance Appraisal; Compensation and Rewards; Retention and Employee Relations etc.

### **Recommended Text:**

1. Dessler, G. (2008). Human Resource Management, (11<sup>th</sup> Edition).
2. Mondy, R. & Noe, R. (2001). Human Resource Management (8<sup>th</sup> Edition), Prentice Hall, USA.
3. Any latest book on HRM.
4. Fundamentals of Human Resource Management (8<sup>th</sup> Edition). By David A. Decenzo, Stephen P. Robbins.
5. Bratton, J and Gold J, 1999, Human Resource Management Theory and Practice, (2<sup>nd</sup> Edition), Macmillan, UK.
6. William Anthony et. Al., (1999), Human Resource Management: A strategic Approach, (5<sup>th</sup> Edition), The Dryden Press, USA.
7. Journal of HRM, Harvard Business Review, Latest articles, Websites.

## Course 8

**Title: Managerial Economics (3 Credit hours)**

### Learning Objectives:

This course will increase the awareness among students about the importance of economics and how economics is used in decision making process in organizations.

### Learning Outcomes:

Economic analysis will basically enable students to get an idea how managers make optimal decisions keeping limitations and boundaries under considerations for profit maximization.

### Course Contents:

The contents of the course includes: Economic Decision Making or Concept of Managerial Economics; Economic Optimization or Optimization techniques; Demand Analysis; Forecasting; Production Analysis; Cost Analysis; Linear Programming; Pricing Practices.

### Recommended Text:

1. Mankiw, N. G. (2007). *Principles of economics* 4<sup>th</sup> Ed. Thomson Learning.
2. Mark Hirschey *Managerial Economics*, Revised Edition.
3. Managerial Economics by Dominick Salvatore, 2<sup>nd</sup> Edition.

## Course 9

**Title: Managing Public & Non-Profit Organizations (3 Credit hours)**

### Learning objectives:

In this course in financial management, students will learn the fundamentals of budgeting and accounting for public, health, and not-for-profit organizations. Through readings, lectures, real-world case studies, and assignments, students will gain an understanding of how to use financial information in organizational planning, implementation, control, reporting, and analysis. In addition, students will have the chance to develop their spreadsheet skills by using Excel to perform financial calculations and create financial documents.

### Learning outcomes:

This course shall help the students as follows:

- In preparing themselves for the real-world leadership issues confronted by nonprofit managers.
- Students will also be exposed to the latest thinking about fundraising, board and volunteer development, budgeting, marketing, and strategic direction for the nonprofit sector.
- Through the use of selected readings, video interviews, presentations, and interactive exercises, explore nonprofit management and the latest trends and developments in the nonprofit world.

## **Course contents:**

The contents of the course include: Budgeting in a Nonprofit Organization, Fundraising for Nonprofit Organizations How to Read a Nonprofit Financial Statement, Leadership in a Nonprofit Organization, Nonprofit Board and Volunteer Development, principles of marketing for nonprofit organizations, Strategy for Nonprofit Organizations, Capital Campaigns, Introduction to Grant Writing, Social Media for Nonprofits, Leading the Courtney Museum Simulation.

## **Recommended Text:**

- 1- McLaughlin, Thomas A. (2009). Street-smart Financial Basics for Nonprofit Managers (3rd Ed).

## **Course 10**

**Title: Political & Constitutional Development  
in Pakistan (3 Credit hours)**

## **Learning objectives:**

This course introduces students to the historical background of the creation of Pakistan and also throws light on the process of development of its constitution. It focuses on major historical events both national and international and their impact.

## **Learning outcomes:**

Students, as a result of this course, will be able to:

- Understand the key events that led to the creation of constitution of Pakistan.
- Analyze the current situation of Pakistan in the light of the past.
- Identify various perspectives and develop their own historical understanding.
- Develop the attitudes of objectivity, open mindedness and curiosity.

## **Course contents:**

The contents of the course include: The Government of India Act 1935 (Indian Independence Act), chasing the constitution - 1947-55, the Constitution of 1956, the constitution of 1962, search for a new constitution - 1971-73, a detailed study of the Constitution of 1973 with amendments.

## **Recommended Text:**

- 1- Ahmed, S.M. Lectures on Pakistan Administration: The Educational Book Depot Hyderabad Pakistan, 1953.
- 2- Bahadur, Kalim, Democracy in Pakistan Crisis and Conflicts, New Delhi: Har Anand Publishers, 1998.



## Course 12

**Title: Public Policy (3 Credit hours)**

### Learning Objectives:

The objectives of this course are:

- To introduce students to policy analysis as a systematic way of thinking about public policies.
- To understand the crucial components of public policy, as well as analytical approaches to public policy.
- To develop the skills required to define and critically analyze policy problems, articulate relevant decision making criteria for policy analysis, and evaluate alternative policy options.

### Learning Outcomes:

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

- Discuss the different definitions and approaches to public policy analysis.
- Identify policy problem and apply relevant policy analysis tools.
- Construct and choose between alternative policy actions.
- Write effective policy document (policy memorandum).

### Course Contents:

Public policy analysis (meanings, goals, roles of policy analysis), the rational model of policy analysis, defining policy problem, ethics and policy analysis, models of policy analysis, instruments of policy analysis, market failures: a rationale for Government activity, criteria for evaluating markets, tools for normative analysis, responses to market failure, Government failure, tools for analyzing public policy (cost-benefit analysis, discounting), program evaluation, selected public policy cases. Writing policy memorandum (class exercise).

### Recommended Text:

1. Weimer, David L & Aidan R. Vining. *Policy Analysis: Concepts and Practice*. New Jersey: Prentice – Hall, 2005.
2. Bellinger, William K. *The Economic Analysis of Public Policy*, Routledge Publishers, 2007.
3. Munger, Michael C. *Analyzing Policy: Choices, Conflicts, and Practice* New: York Norton, 2000
4. Baradach, Eugene. *A Practical Guide for Policy Analysis* .Washington D. C: Q. C press Sage, 2009.
5. Deborah Stone, *Policy Paradox: The Art of Political Decision Making*, W.W. Norton & Co., latest edition.
6. John Kingdon, *Agendas, Alternatives, and Public Policies*, Longman, 2<sup>nd</sup> Edition, 2011.
7. Rosen, Harvey S. *Public Finance*, 5th Edition. Boston: Irwin/McGraw-Hill, 1999.
8. Program Evaluation Methods: Measurement and Attribution of Program Results. Public Affairs Branch, Treasury Board of Canada Secretariat, 1998.

## Course 13

**Title: Research Methods & Techniques (3 Credit hours)**

### **Learning Objectives:**

This course is aimed at explaining the value and importance of research to public management with a broad focus on research capabilities, including qualitative as well as quantitative approaches to knowledge acquisition. The purpose of this course is to help students gain an understanding of the conduct of inquiry in the social sciences and the forms, potential and limitations of research. Keeping learners abreast of different methods of conducting research in public and nonprofit organizations, issues of measurement in social science research, review of descriptive statistics and introduction to statistical software package(s), time series concepts and applications, sampling, inferential statistics and statistical significance, multivariate analysis, and communication of findings is intent of this course.

### **Learning Outcomes:**

On completion of this course, students are likely to have research skills to understand the fundamentals of the research process for internal and external exploratory, small- and large-scale studies to be carried out at government departments; recognize the strengths and weaknesses of a range of research methodologies; appreciate the investigation of important relationships of interest to public management and its related areas; understand basic statistical arguments in reports and presentations; select sensible variables for constructing a model; be able to supervise and evaluate small- and large-scale research projects.

### **Course Contents:**

The course emphasizes the definition, importance and types (basic and applied) of social research, problems in social research, topic selection and formulation, sampling techniques (probability and non-probability), data collection techniques (questionnaire, interview, observation, data analysis techniques (descriptive and inferential) and data presentation (drafting, revising, editing and composing)

### **Recommended Text & Software:**

1. Colton, D., & Covert, R. W. (2007). Designing and constructing instruments for social research and evaluation. US: John Wiley & Sons.
2. Somekh, B. & Lewin, C. (2005). Research methods in the social sciences. New Delhi, India: Sage Publications.
3. Thomas A. B. (2004). Research skills for management studies. London, UK: Routledge.
4. Sekeran, U. (2004). Research Methods for Business. New York: John Wiley & Sons, Inc. Neuman, W.L. Social Research Methods. Boston: Allyn and Bacon
5. Schumacker, R. E., & Lomax, R. G. (2004). A Beginner's Guide to Structural Equation Modeling (2<sup>nd</sup> Ed.). London, UK: Lawrence Erlbaum Associates.
6. Zikmund, W. G. (2003), Business Research Methods. Mason, Ohio: South Western.
7. Laws, S., Harper, C., & Marcus, R. (2003). Research for development: A practical guide. New Delhi, India: Sage Publications.

8. Mitchel, M. & Jolley, J. (2001). *Research Design Explained* (4<sup>th</sup> Ed.). Earl McPeck, USA: Thomson Learning Inc.
9. Bechhofer, F., & Paterson, L. (2000). *Principles of research design in the social sciences*. London, UK: Rutledge.
10. *MS Excel (for data entry)*
11. *SPSS with AMOS (latest version)*

## **Course 14**

**Title:           Social Entrepreneurship                   (3 Credit hours)**

### **Learning objectives:**

The purpose of this course is to explore the many dimensions of new venture creation and growth and to foster innovation and new business formations in independent and corporate settings. Questions that will be addressed include:

- How to effectively screen venture ideas?
- How to formulate the venture's business strategy?
- How to assess the potential viability of a new venture?
- How, when, how much, and what type of financing to raise?

Students should not expect to come across a winning formula for a new venture or get any get rich quick ideas after completing the course. Rather they would come to appreciate the importance of sound business judgment and importance of risk awareness. While many may go onto be successful entrepreneurs, others can succeed as “entrepreneurs” in a corporate setting and get a better idea about how to manage a team of entrepreneurs. The main objectives of this course are

- To acquire the knowledge and spirit for venturing, and to become familiar with the institutional aspects of the venturing process
- To sharpen your ability to spot and evaluate opportunities
- To facilitate innovation and new business formations in independent and corporate settings
- To think creatively and solve problems in completely unstructured situations

### **Learning outcomes:**

This course will have a strong focus on practical assignments. Students are advised to actively read material relevant to lectures. Students are encouraged to actively contribute to class discussion and a heavy weight grade would be assigned to class participation. Students would be divided into teams and each team would work on a business idea throughout the semester and would present a business plan towards the end of the semester. Through these highly interactive sessions students would be encouraged to gain the most out of experiences and comments of each other.

### **Recommended Text:**

- 1- *Social Entrepreneurship: The Art of Mission-Based Venture Development*, by Peter C. Brinckerhoff.
- 2- *Raising the Bar: Integrity and Passion in Life and Business: The Story of Clif Bar, Inc.*, By Gary Erickson.

- 3- Bornstein, David. How to Change the World: Social Entrepreneurs and the Power of New Ideas, Oxford University Press, 2004.

## Course 15

**Title: Strategic Management (3 Credit hours)**

### Learning objectives:

To provide an integrative framework that will allow students to synthesize knowledge from other business courses into a comprehensive understanding of competitive advantage. To provide a basic understanding of the nature and dynamics of the strategy formulation and implementation processes as they occur in complex organizations. To encourage students to think critically and strategically and to develop in them the ability to identify strategic issues and design appropriate courses of action.

### Learning outcomes:

Upon completion of this course, students will be able to perform the following key tasks:

- Articulate a vision that gives meaning to all the firm's stakeholders of the firm's objectives;
- Formulate a strategic plan that operationalizes the goals and objectives of the firm;
- Identify the resource endowments specific to the firm and those that are homogeneous to industry participants;
- Specify current and desired strategic positioning in order to respond to market demands;
- Implement a strategic plan that takes into account the functional areas of business;
- Evaluate and revise programs and procedures in order to achieve organizational goals;
- Consider the ethical dimensions of the strategic management process; and
- Effectively communicate change management strategies in various forums to an array of audiences with accuracy, clarity, specificity and professionalism.

### Course contents:

The contents of the course include: Course Introduction, Strategic Management, Concepts; External Environment & Competition; Internal Environment & Resources; Business-Level Strategy; Competitive Dynamics; Strategy in High-Tech Industries; Corporate Strategy; Cooperative Strategy & Alliances; International Strategy

### Recommended Text:

1. Strategic Management, Competitiveness and Globalization: Competitiveness and Globalization Concepts, 2<sup>nd</sup> Canadian edition, by Hitt, Ireland, Hoskisson, Rowe, & Sheppard.



## Category E

### Area of Specialization: A. Development Studies

#### Course 1

**Title: Community and Rural Development (3 Credit hours)**

#### **Learning objectives:**

In considering the diversity of rural areas, this course covers up the development activities in small town and villages for rural development, and reflecting on how these strategies might be pursued successfully. Similar to large cities, rural towns have undergone dramatic change since mid-century. Successful urban strategies cannot be blindly transferred to rural areas. Nor can rural areas be considered homogeneous. They differ in ethnic makeup, industrial structure, topography, and natural and human resources. The aim of the course is to enhance the intellectual abilities of the students to comprehend the distinctive characteristics of rural community and analyze development strategies to better fit to different rural areas.

#### **Learning outcomes:**

At the end of the course the students must be able to understand the basic concepts of community and rural development, its principles and approaches, strategies for community and rural development in Pakistan.

#### **Course contents:**

The contents of the course include: Basic Concept of Community and rural Development, historical background of Community and rural Development, community welfare programs, principles of community development, community participation and rural development, approaches to rural development, strategies for poverty alleviation, administrative setup and rural development

#### **Recommended Text:**

1. Alice Shobeoff, Pail C Brophy, A guide to Career in Community Development, Macmillan Publishers, latest Edition.
2. Rehman Sobban, Azizur R. Khan, Nurul Islam, Trade, Planning, and Rural Development: Palgrave MacMillan, March 1999.

## **Course 2**

**Title: Human Rights and Development (3 Credit hours)**

### **Learning Objectives:**

The objective of the course is to make students understand the basic concepts of Human Rights and associate it with Development. The purpose is to acquaint to define the term human rights and understand why they are important for development.

### **Learning Outcomes:**

At the end of the course the students must be able to define human rights, understand the main treaties and conventions of human rights protection, human rights situation in Pakistan and visualize the importance of human rights for development.

### **Course Contents:**

The contents of the course include: Conceptual foundations of Human Rights, UN system for protection of human rights, international treaties and conventions of human rights, Pakistan response to human rights at national and international level, human rights and development, human rights and security, human rights and administration.

### **Recommended Text:**

1. Human Rights and Development , Peter Uvin
2. Human Rights and Development in the new Millennium Towards a Theory of Change, By Paul Gready, Wouter Vandenhole
3. Zain Sheikh: The Constitution of Pakistan
4. Kofi A. Annan: In large freedom towards development security and human rights for all, United Nations.

## **Course 3**

**Title: Sustainable Development (3 Credit hours)**

### **Learning objectives:**

The main objective of this course is to help students to apply the principles of sustainable development through understanding the possibilities, constraints and interactions of sustainable development in their decision making as tools and practices. Students will gain familiarity with applying tools and methodologies in a variety of multi stake holder, multi-objective environments. This course also aims at enhancing the confidence of students when dealing with sustainability in a real life situation.

### **Learning outcomes:**

At the end of the course the students must be able to understand the different theories of development, analyze the impact of environment on development, and

understand Pakistan's development problems, strategies for sustainable development.

**Course contents:**

The contents of the course include: Meaning and concepts of sustainable development, Environment and sustainable development, Policies and practices with reference to Pakistan, Equity and sustainable development, Environmental problems and technology, some barriers to sustainability and organizing strategies.

**Recommended Text:**

1. Sharon Beder, The Nature of Sustainable Development, Scribe Publications Pty Ltd. Latest Edition.

**Course 4**

**Title: Development Planning and Administration (3 Credit hours)**

**Learning Objectives:**

This course is designed as a broad overview of critical approaches pertaining to the management of development issues. The aim is to help students understand and evaluate conceptual and practical approaches to development management. A further aim is to equip students with skills in problem-solving related to development administration. It will focus on key economic, institutional, policy and techno-management issues, particularly as they relate to administrative capacity building, policy implementation and problem solving.

**Learning Outcomes:**

At the end of the course the students should be able to define and understand the concepts, issues and strategies of Development Administration, analyze the role and structure of bureaucracy in development.

**Course contents:**

The contents of the course includes: Basic concepts of Development Administration, Literature Review, Issues and Strategies in Development Management, Role of Government, Bureaucrats as Development Managers, Administrative Capacity for development, Self-Study Themes, Administrative Issues posed by various development strategies.

**Recommended Text:**

1. Rehman Sobban, Azizur R. Khan, Nurul Islam, Trade, Planning, and Rural Development: Palgrave MacMillan, March 1999.
2. Judith Ann Walker, Development Administration in the Caribbean, Palgrave MacMillan, 2002.

# **Area of specialization: C. E-Governance**

## **Course 1**

**Title: e-Management and Public Administration (3 Credit hours)**

### **Learning objectives:**

The student will be able to deeply understand which could be the impacts of e-management integration in a government organization from a managerial perspective and also to have insights about possible explanations of e-Management integration success/failure. Moreover, the student will be able to apply techniques and guidelines to face situations where uncertainties are numerous, and thus where s/he has to be flexible in the decision process.

In other words, the main course learning objective is to understand how as a manager s/he could be prepared to face e-business opportunities and threats.

### **Learning outcomes:**

The course also aims at giving an overview of the modifications of the role of the managers and changes in organization functions (marketing, production & logistics, human resources and strategy) due to impact of e-management on the organization, both at micro and at macro levels.

### **Course contents:**

The contents of the course include: Electronic Government Success: Definitions, Measures and Factors, IT for Government & Public Policy, Technology and Products, Internet architecture for Government Organizations, Internet based e-Government, E-commerce: the EDI way, Intranets, e-Government Policy Analysis, E-Government standards, Public Policy and Legal Framework: The Case Study of e-Government Projects in Pakistan, Value added services, Public sector & Regulatory Management with reference to Pakistan, Electronic payment systems, Innovations in e-Government, Opportunities of Cloud Computing in Public Administration, Security Implications, E-Governance: Issues and opportunities in implementation, E-Governance: Role and Policy of Government, E-Governance, E-Government projects, E-Government law and Regulations

### **Recommended Text:**

1. The Oxford Handbook of Public Management, Edited by Ewan Ferlie, Laurence E. Lynn, Jr. Christopher Pollitt, 2005
2. Enacting Electronic Government Success: An Integrative Study of Government-Wide Websites, Organizational Capabilities, and Institutions, By J. Ramon Gil-Garcia, 2012
3. Operation Management by Jay Heizer and Barry Render, Prentice Hall, New Jersey, 2007
4. IT Encyclopedia. Com, 2002 Edition, by Prof. Parag Diwan, Dr. R.K. Suri, Dr. Sanjay Kaushik, Pentagon Press New Delhi, 2001
5. E-Commerce Developers Guide by Noel Jerke, BPB Publisher New Delhi, 2001
6. www.pakistan.gov.pk

## Course 2

**Title: Service Innovation (3 Credit hours)**

### **Learning objectives:**

The course will aim to provide an introduction to academic, business and policy concepts surrounding the "Service Economy" and in particular "Service Innovation issues.

### **Learning outcomes:**

After successfully completing the course, students should have:

*(In relation to Subject Knowledge and Understanding)* Covered the main literature (innovation and management studies) relating to "Service Economy" and in particular "Service Innovation issues; and have a much-improved understanding of the key concepts and disputes in this subject area. An awareness of established and emerging themes relating to the dynamics of innovation, innovation management, and innovation policy, as they evolve in relation to services and service sectors. An awareness of wider policy and strategy issues facing firms, governments and social actors related to the rise of service activities and firms in contemporary society, and the approaches being adopted by management and policymakers to deal with these developments.

*(In relation to Cognitive Skills)* An ability to identify and assess indicators relevant to these themes, and develop outline research projects in the field. An ability to locate relevant literature and data sources from libraries and the Web, and to use these effectively for seminar contributions and for the written essay.

The "Service Innovation" module should be of benefit to all students planning to enter management or policy positions. It should also allow students to be sufficiently well-informed and skilled to undertake further research associated with the topics addressed, for example in the context of a PhD degree.

### **Course contents:**

The contents of the course include: Introduction. The rise of the Service Economy - "peculiarities" of services, Service Innovation Models and Theories, Service Innovation: main features and dynamics - reverse product cycle model and other approaches, Service Work and Occupations- professional and service classes, Case Studies 2: Public Services (e.g. health informatics and medical innovation), Internationalization and Innovation, Case Studies 3: Creative Industries (e.g. videogames, advertising), Digital Convergence and Innovation in Media, Knowledge Intensive Business Services and Innovation Systems, Service Innovation Policy and the Service Science Initiatives, Indicators of, Innovation Activities in Services, Organization and Innovation Strategies in Services

### **Recommended Text:**

1. *There are several collections that provide useful and wide-ranging introductions to the field (though no one of these is sufficient by itself). In addition to the*

*“classics” by Victor Fuchs, Jay Gershung, and Daniel Bell, from the 1960s and 1970s,<sup>1</sup> in particular we recommend:*

2. B Andersen et al (eds) 2000 Knowledge and Innovation in the New Service Economy Cheltenham, Elgar ISBN 1-84064-572-5
3. M Boden and I Miles (eds) 2000 Services, Innovation and the Knowledge Economy, London, Continuum ISBN 0-8264-4592-2 (hdbck) 0-8264-4953-0 (pprbck)
4. John Bryson and Peter Daniels, 2007, The Handbook of Service Industries Aldershot, Edward Elgar
5. J Gadrey & F Gallouj (eds), 2002, Productivity, Innovation and Knowledge in Services Cheltenham, Elgar
6. M Miozzo and I Miles (eds), 2002, Internationalization, Technology and Services Cheltenham, Elgar
7. S Metcalfe and I Miles (eds), 2000, Innovation Systems in the Service Economy Dordrecht: Kluwer
8. Joe Tidd & Frank M Hull, 2003, Service Innovation: Organizational Responses to Technological Opportunities & Market Imperatives London: Imperial College Press
9. J Howells and B Tether 2004, Innovation in Services: Issues at Stake and Trends CRIC Mimeo, Manchester, available at [http://www.isi.fhg.de/ti/Downloads/kb\\_inno\\_services\\_final.pdf](http://www.isi.fhg.de/ti/Downloads/kb_inno_services_final.pdf)
10. ([www.oecd.org/sti/working-papers](http://www.oecd.org/sti/working-papers)) e.g. STI Working Paper 2005/3: The Service Economy in OECD Countries
11. Plus such websites as:
12. <http://knowledgeintensiveservices.blogspot.com/>
13. [http://topics.scirus.com/Services\\_Science\\_and\\_Innovation.html](http://topics.scirus.com/Services_Science_and_Innovation.html)
14. <http://www.theworkfoundation.com/products/publications/azpublications/publicserviceinnovation.aspx>

### **Course 3**

**Title: Implementing e-Government Projects (3 Credit hours)**

#### **Learning objectives:**

E-Government initiatives absorb large proportion of government budget to fulfill promises. Meanwhile, evidence has shown that most e-Government initiatives fail in developing countries due to lack of resources and inadequate IT skilled manpower, these failures can be classified into total failures, in which the system is never implemented or is implemented but is completely abandoned, and partial failure, in which major goals for the system are not attained ‘or’ there are significant undesirable outcomes. Overall, e-Government is not producing desired results in developing countries due to plethora of constraints. In the last few years, the government of Pakistan has implemented a number of e-Government projects to improve the management of its records and the public’s access to information. However, it has not been able to get the desired results as change in attitude of existing manpower is required apart from updating their skills and hardware. Pakistan needs an effective change management strategy to deal with the change from a clerk and paper-based management system to a computerized system.

## **Learning outcomes:**

The objective of this course is to provide comprehensive knowledge about implementation of e-Government projects. The development of e-Government initiatives are very complicated tasks both technically and politically. It requires the re-engineering of business processes across the government with the need to set out new policies and standards. The right strategy, process, organizational change and technology must all be combined to achieve an effective e-Government for good governance. Due to the complexity and scale, implementation of e-Government initiatives seems to be a daunting task. Many government organizations take the risk of trying to do too much too fast. A popular approach in adopting e-Government is to 'think big, start small, and scale fast'. This approach means that one should start with a big vision and plan but start with the small projects to limit the risk and avoid high profile disasters.

## **Course contents:**

The contents of the course include: Introduction to e-Government, Global Trends in e-Government , Approaches to Management of e-Government Systems, e-Government; a Driving Force for Innovation in the Public Sector, Planning: Policy Driven e-Government, e-Government Strategy and Alignment, An Overview of e-Government Strategic Planning, ICT Governance, ICT Policy Development and Implementation, Government Information Leadership, Core Management Issues for e-Government, Emerging Management Issues for e-Government, Design: Government Knowledge Management, Organizational Transformation in Government, Managing Public Data, Problem with Public Data Quality, e-Government System Lifecycle and Project Assessment, Analysis of Current Reality, Information Sharing and Interoperability, Design of the New e-Government Systems, e-Government Risk Assessment and Mitigation, Risk Assessment through Gap Analysis, Implementation of e-Government Projects at Federal, Provincial and District Level, e-Government Measurement and Benchmarking, Government Enterprises Architecture, e-Government System Construction, Implementation and Beyond, Post Implementation Tasks e-Government: Issues and opportunities in implementation, Infrastructure, Services and Cloud Computing e-Government Monitoring, Evaluation and Maintenance Activities, Open Data for Development, e-Government Implementation Model for Pakistan e-Government; Security Threats and Opportunities, Governmental Incentives for the Application of the Developed E-Services, Developing e-Government Hybrids, Implication of Hybridization for e-Government Activities

## **Recommended Text:**

1. Heeks, R. B. (2006), "Implementing and managing e-Government: An International Text". London: Sage Publications.
2. OECD (2009), OECD e-Government Studies: Rethinking e-Government Services; User-Centred Approaches, Paris.
3. Osborne, D., and P. Plastrik, Banishing Bureaucracy - the five strategies for reinventing Government, Addison Wesley Publishing Company, Inc, New York.
4. Fagerberg, J. et al. (2005), The Oxford Handbook of Innovation. Oxford: Oxford University Press.
5. EGD, IT & Telecom Division Government of Pakistan (2005), "e-Government Strategy and Five Year Plan of Federal Government of Pakistan 2005" Government of Pakistan, Islamabad.





Requirements analysis and capacity planning, Outsourcing and service level agreements., Network management tools and processes., Network performance management. , Security issues in network design. IT Contract planning., Tenders and vendor selection., IT Vendor evaluation.

### **Recommended Text:**

1. Process Management for Extended Enterprise Organizational & ICT Networks, Stefano Tonchia, Andrea Tramontano, Foreword by Rozabeth M. Kanter, 2004
2. Information and Communication Technology in Action: Linking Theory and Narratives of Practice, Larry D. Browning, Alf Steinar S., Keri K. Stephons, Jan-Oddvar S., 2008
3. Managing Information and Communications in a Changing Global Environment, Edited by Mehdi Khosrowpour, 1995
4. ICT and Innovation in the Public Sector: European Studies in the Making of e-Government, Francesco Contini and Giovan Francesco Lanzara, 2009
5. ICT Governance, Management, Organization, Thiadens, Th .J.G. 2009.

## **Area of specialization: D. Finance**

### **Course 1**

**Title: International Financial Management (3 Credit hours)**

#### **Learning objectives:**

Countries, corporations and people are increasingly integrated globally in their economic activities. Globalization offers opportunities but also poses risks as shown by the recent financial crisis. This course covers fundamental economic concepts to help students understand the opportunities and risks of globalization and prepare them for careers in international finance.

#### **Learning outcomes:**

After completing this course, students should be able to:

- Describe how foreign exchange rate markets work, compare and contrast various exchange rate theories and predict exchange rates using alternative methods
- Define various ways of measuring exchange rate exposures, evaluate if and when a corporation or investment manager needs to hedge exchange rate exposures and describe different ways of implementing exchange rate hedging programs
- Identify, discuss and measure various sources of risk and return in both direct and indirect (financial) foreign investments
- Calculate cost of capital for and estimate values of international investment projects and international corporate acquisitions
- Describe and analyze differences across international equity and debt markets
- Evaluate and implement international equity and debt issues.

## **Course contents:**

The contents of the course will cover: 1) Foreign exchange rate markets and quotations; 2) Interest rate and purchasing power parities; 3) Balance of payments; 4) Measuring and managing real exchange rate risks; 5) International financing activities; 6) International asset pricing; 7) International capital budgeting; 8) Foreign direct investments and joint ventures; 9) International financial markets; 10) Political and country risks.

## **Recommended Text:**

1. Bekaert and Hodrick, International Financial Management, Second Edition
2. Solnik and McLeavy, Global Investments, International Edition, 6/E

## **Course 2**

**Title: Credit and Risk Management (3 Credit Hours)**

### **Learning objectives:**

This intensive course provides a step by step, systematic and practical approach to credit analysis and credit applications. The impact of Basel II is covered through the assignment of internal and external credit ratings, and the calculation of capital requirements and returns according to the advanced IRB approach. On the surface, risk management appears to be a relatively simple process, but achieving effective risk management is often illusive. This course offers a comprehensive look at the risk management process, including tips to succeed and traps to avoid based upon a number of lessons learned from actual projects.

### **Learning outcomes:**

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

- The nature and importance of credit risk- largest source of bank losses.
- The main causes of credit losses and what sound Credit Risk Management entails- best practices of credit management.
- Capital requirements-the regulatory framework of Basel II.
- A standard methodology or “recipe” to assess corporate credit risk and submit consistent credit applications.
- Risk analysis and critical success factors.
- Understanding of the concept of risk management, how to use a variety of derivative financial strategies to manage risk. Learn how hedging can positively affect an organization’s risk exposure.
- Formulation and implementation of the risk management strategies that are consistent with corporate goals.

## **Course contents:**

Credit introduction, credit history, credit rating, management of credit risk, credit administration, credit measurement, credit monitoring process, credit risk environment, credit exposures, credit approval process, review and exposure management, data collection, credit review, valuation of collateral, exposure assessment, credit decision-making structure, risk weights, qualitative disclosures, credit risk mitigation, internal rating-based approach to credit risk, supervisory review, supervisory transparency and accountability, role of financial advisor, risk

management, insurance and risk, auto insurance, ISO commercial property program, commercial liability insurance, crime insurance, surety bonds, non-life insurance.

### **Recommended Text**

1. Financial Markets and Institutions, Cornett, Marcia Millon, Saunders, Anthony, 2<sup>nd</sup> Edition, McGraw-Hill.
2. Financial Institutions Management: A Risk Management Approach, Anthony Saunders, Marcia Millon Cornett, 4<sup>th</sup> Edition, McGraw-Hill College.
3. Asset Allocation: Balancing Financial Risk, Roger C. Gibson, 3<sup>rd</sup> Edition, McGraw-Hill Professional.

## **Course 3**

**Title: Management of Financial Institutions (3 Credit Hours)**

### **Learning objectives:**

Management of financial institutions covers the nature and function of bank and non-bank financial intermediaries, the role of government in the financial sector, regulation issues, and the emergence of various financial institutions, markets and instruments. In the latter part of the course, discussion takes place on foreign exchange markets, share markets, and long term saving and the role of managed funds. The endeavor of this course is to maintain an interest in the Pakistani financial market, and how financial institutions, both local and global, influence the allocation of resources and the macro-economy. This course also examines institutions, markets and examples from overseas.

### **Learning outcomes:**

By the end of the course, students should be able to:

- Identify the steps of problem solving and decision making in organizations.
- Recognize challenges in the achievement of good managerial performance.
- Describe the different forms of financial institution's processes and how these manipulate the overall financial market.
- Critically evaluate how this course conveys an introduction to the Modern management of financial institutions and the decision systems.
- Discuss how the entire set up of financial institutions revolves around demand and time deposits, cash flow management and investment portfolios besides the regular course, which the financial institution undertakes.
- Analyze the role of financial institutions and the relationships and with what all it takes to decide in favor or against and to develop awareness about managing the capital expansionary financial systems holdings etc.

### **Course contents:**

Financial Environment, Types of Financial Institution, Role of Central Bank, Policy Instruments, Balance of trade, State Bank of Pakistan, State bank of Pakistan various departments, Major drivers of financial industry, International financial institutions, Pakistan economic aid & debt, Increasing foreign direct investment, Role of commercial banks, Role of commercial banks in micro finance sector, Mutual funds, Role of Investment Banks, Letter of Credit and International Trade, Foreign Exchange & Financial Institutions, Foreign Exchange, Leasing Companies,

The Leasing Sector in Pakistan and its Role in Capital Investment, Role of Insurance Companies, Role of financial Institutions in Agriculture Sector, Can Government of Pakistan Lay a Pivotal Role in this Sector? Financial Crimes, DFIs & Risk Management, Banking Fraud & Misleading Activities, The Collapse of ENRON, Classic financial scandals

### **Recommended Text:**

1. Financial Markets and Institutions, Mishkin & Eakins (5th Edition),
2. Frederic S. Mishkin and Stanley G. Eakins, 5<sup>th</sup> Edition, Pearson

## **Course 4**

**Title: Portfolio Management and Investment Strategy (3 Credit hours)**

### **Learning objectives:**

The objective of the course is to study theory and empirical evidence relevant for portfolio management. An emphasis is placed on understanding how an investment professional would allocate funds in a hypothetical portfolio. Major topics include estimation of capital market parameters, trade-off between risk and return, optimal portfolio selection, equilibrium asset pricing models, and delegated portfolio management. Emphasis will be put on development of techniques that should be part of the tool kit of those interested in becoming professional investors and/or researchers in finance. The course material is tilted heavily towards equity markets since there are separate courses that cover fixed income markets and derivative securities. This course is designed to primarily address the needs of advanced students in an MBA program.

### **Learning outcomes:**

By the end of this course it is expected that the students will be able to:

1. Understand the operations of financial markets.
2. To analyze the various types of assets including equities, fixed income securities, and derivatives.
3. To perform risk analysis.
4. Enhance the skills are required for corporate finance, trading, and investment banking positions.

### **Course contents:**

The contents of the course includes: Investment Settings, Organization and Functioning Of Securities Market, Security market indicator series, Introduction to efficient market hypothesis, an introduction to portfolio management, an introduction to asset pricing models, analysis of financial statements, security valuation, stock market analysis, industry analysis, company analysis and stock valuation, technical analysis, introduction to behavioral finance, introduction to financial derivatives, forwards, futures, options & swaps.

### **Recommended Text:**

1. Jones. P. Charles; Investment: Analysis & Management, John Wiley & Sons.

2. Sharpe, Alexander and Bailey; Investments, Prentice Hall.
3. Bodie, Kane & Marcus; Investment, McGraw-Hill.
4. Radcliff; Investment: Concepts Analysis Strategy, Addison Wesley.

## **Area of specialization: E. Human Resource Management**

### **Course 1**

**Title: Labor Laws and Industrial Relations (3 Credit hours)**

#### **Learning objectives:**

Industrial Relations and Labor Laws cover the legal aspects of Pakistan labor policy regarding collective bargaining. The class will focus on the study of Industrial Relations and Labor Laws in Pakistan. The laws of labor relation are presented and evaluated using a conceptual framework that analyzes the rights, duties, and obligations of labor and management in the area of collective bargaining.

#### **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

#### **Course contents:**

The contents of the course include: An overview of Industrial Relations, Industrial Relations Ordinance, 2002, The Industrial & Commercial Employment (Standing Orders) Ordinance, 1968, The Factories Act, 1934, The Payment of Wages Act, 1936, The employees Social Security Ordinance, 1965, The Shops & Establishments Ordinance, 1969, The Employees Old -Age benefits Act, 1976, The Employees Cost of Living Act, 1973, Minimum Wages Ordinance, 1961, Case Study on ICI Pakistan Limited, Case Study on Glaxo Laboratories Pakistan Limited, Case Study on Ammar Textiles.

#### **Recommended Text & Software:**

1. Complete set of Labour Laws
2. Langah, S. (2011). Labour Management Relations in Islam, HEC Publication, Islamabad, Pakistan.

## **Course 2**

**Title: Compensation, Incentives & Corporate Governance**  
(3 Credit hours)

### **Learning objectives:**

This course aims at enhancing students' capability and decision making skills in handling compensation management functions. It is expected that students will be aware of their judgmental errors and be able to suggest solutions to performance management issues.

### **Learning outcomes:**

On completion of this course, students are expected to be able to:

- Relate compensation management to behavioral theories and concepts and within the wider context of human resources management
- Conduct pay surveys and present pay data systematically with the use of information technology
- Describe the process and evaluate the implications of job evaluation
- Identify the internal and external environmental factors that have an impact on the pay structure of an organization
- Demonstrate an understanding of the process of designing a pay structure taking account of the company environment
- Analyze and suggest appropriate type of performance appraisal methods to be used under different situations
- Apply equal opportunity in compensation and performance management issues

### **Course contents:**

The contents of the course include: Theories and Concepts; Compensation Strategies; Identification of Job Value and Pay Structures; Performance Management

### **Recommended Text:**

1. Milkovich, G. T., & Newman, J. M., *Compensation*, 8<sup>th</sup> ed., Boston: Irwin/McGraw-Hill, 2005.
2. Michael Armstrong, *Performance management* (3<sup>rd</sup> edition).
3. Joseph J. Martocchio, *Strategic compensation* (6<sup>th</sup> edition), Pearson.

## **Course 3**

**Title: Organization Change and Development** (3 Credit hours)

### **Learning Objectives:**

Change is an essential element that needs to be viewed as positive for organizational success and survival. It is important to recognize that adapting to change is all about attitude; Identify the stages of change we go through as we learn to deal with change; See change as an opportunity for self-motivation and innovation; Develop strategies for dealing with and accepting changes in organization; To be able to understand the concepts and intervention strategies;

Providing framework for applying different models of change to different scenarios;  
To apply the knowledge acquired in case studies related to change management;  
To encourage students to think out of the box and recommend innovative change management interventions

### **Learning Outcomes:**

This course teaches students how to develop skills to proactively address change and meet the challenges of transition in the workplace. Students will work to overcome the problems encountered when making changes in your organization. Students will also learn how to develop the ability to effectively handle organizational changes by examining the transition process and understanding their own, and others, needs and responses to each phase.

### **Course Contents:**

The contents of the course include: The impact and definition of change; Intervention strategies; the organizational development model; Practical cases in change management, etc.

### **Recommended Text:**

1. Paton. A. Robert, McCalman. James.,” Change Management” (2008) Sage Publishers, India

## **Course 4**

### **Title: Strategic Human Resource Management (3 Credit hours)**

### **Learning Objectives:**

The course is aimed at helping students in developing an understanding of how human resource decisions contribute to organizational performance

### **Learning Outcomes:**

- Conduct a basic job analysis and apply this understanding of job requirements to other human resource management systems such as selection, performance appraisal, and compensation.
- Recognize basic human resource management tools such as performance appraisal forms, and understand some of the technical details of human resource management practices.
- Apply relevant theories to the management of people in organizations.
- Analyze business challenges involving human resource systems.
- Critically assess and evaluate human resource policies and practices.

### **Course Contents:**

The contents of the course include: Conceptual overview of HRM; Overview of Strategic HRM; Strategic HR planning; Strategic Job Analysis; Employee Recruitment strategies; Selection Strategies; Strategic Training & Development; Strategies for Managing Performance; Reward Strategy; Strategies for developing the Employee Relationship

### **Recommended Text:**

1. Nankervis, Alan R. et. Al. (1999). *Strategic Human Resource Management* (3<sup>rd</sup> edition), Nelson Thomson Learning. Australia.
2. Anthony, William P. et.al. (1999). *Human Resource Management: A Strategic Approach*, (3<sup>rd</sup> Edition), The Dryden Press, New York.
3. Strategic Human Resource Management by Michael Armstrong, 2<sup>nd</sup> Edition
4. Holbeche, Linda (2001) *Aligning Human Resources and Business Strategy*, Butterworth- Heinemann. Oxford.
5. Kramar, R. and Syed, J. (2012). *HRM in Global Context*, Palgrave Macmillan, London.

## **Area of specialization: F. Marketing**

### **Course 1**

#### **Title: Advertising and Promotion Management (3 Credit hours)**

#### **Learning Objectives:**

Advertising and promotion management is designed as an introduction to the field of integrated marketing communications (IMC). The emphasis is on the use of communication to meet marketing objectives, including but not limited to advertising. This course will provide a broad overview of many areas that pertain to marketing communication. Special attention will be placed on understanding the consumer in order to communicate better. Although creative issues will be examined, this is primarily a management, not a creative course.

This course is intended to train you in the ways of advertising and other components of IMC. There are two parts to that background knowledge and critical thinking. You will need an understanding of the “who, what and where” questions advertising concepts in general, the specific terms that are used, and issues that arise. But you will also have to apply those concepts, theories, and tools, and to think through the issues to develop the best possible campaign and executions for the product or service and relevant audience. Advertising agencies know that the selection of strategies and executions are not arbitrary (as in choose 1 from column A, then 1 from column B); they must fit into the logic of the marketing plan, and communicate the right message for the product to the right target audience. The best method I know of to improve your critical thinking skills is through frequent practice. Expect lots of “how, when and why” questions both in class discussion and on your exams

#### **Learning Outcomes:**

By the end of this course it is expected that the student will be able:

1. To explain the structure of advertising and promotion industry and the roles of its separate players, have assets to analyze promotion programs and identify main objectives distinguishing their singularities from marketing goals as well as to recognize, organize, and measure effectiveness of separate elements of advertising plan and its outcomes.



2. To compare and generalize different promotion programs is also one of the main tasks of the course. As a result of the above, students are expected to be able to criticize selected promotion programs, outline their strengths and weaknesses and point out the measurable improvement possibilities (e.g. rearrangement of selected communication elements and explanation of their possible effects).
3. To analyze and subdivide given advertisements (and other elements of promotion mix) into single measurable units, as well as the ability to link distinguished units to campaign's overall goals and evaluation methods.

### **Course Contents:**

The contents of the course include: Introduction, the marketing mix and advertising, the advertising research stages, copy writing and advertising strategy, designing the advertising, media planning and selection, advertising media

### **Recommended Text:**

1. Bovee & Arens; Contemporary Advertising, IRWIN Inc.
2. Bovee, Thill, Dovel, Woo; Advertising Excellence, The McGraw-Hill Inc.
3. Wright M.G. Advertising, McGraw-Hill Inc.
4. Wilmshurst & Mackay; The Fundamentals of Advertising, Butterworth, Heinemann

## **Course 2**

**Title: Global Marketing Management (3 Credit hours)**

### **Learning Objectives:**

Marketing management course is geared toward providing an understanding of the rationale for marketing decisions from a managerial perspective and the manipulation of marketing mix to achieve business goals. Practically marketing management encompasses activities such as demand creation and stimulation, positioning, product differentiation, and product and brand management among others. All these activities involve planning, analysis, and decision-making.

This course will require the integration of theory and practice. Students will have to make strategic marketing decisions based on analytical techniques they have learned in this course. They will have to devise a marketing plan that is based on a sound conceptual framework and with a focus on its practical applicability.

### **Learning Outcomes:**

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

1. Define and understand the nature and purpose of effective marketing management in the marketplace.
2. Identify and apply the marketing concepts, processes and activities within appropriate types of business environment.
3. Identify and analysis the environmental factors (internal and external) that have implication for marketing management and will affect the marketing decisions.

4. To analyze and seek to identify gaps in the needs and wants of the customer so that appropriate strategy can be proposed to create customer value through competitive advantage.
5. Apply and practice the concepts of marketing in the marketplace within the ethical standards of cultural diversity, religion and mankind

### **Course Contents:**

Marketing: an overview, marketing information systems. Consumer Markets and Consumer Behavior Analysis, STP marketing, product markets strategies, pricing strategies and policies, marketing channel decisions, promotional strategies, concluding session and exams

### **Recommended Text:**

1. Philip Kotler, Marketing Management, Analysis, Planning, Control, Prentice Hall.
2. William J. Stanton & Charles Futrell, Fundamentals of Marketing, McGraw-Hill. Jagdesh Sheth and Dennis E. Garrett, Marketing Management: A Comprehensive Reader, South Western Publishing.
3. E. Jerome McCarthy & William. D. Pareanth, Basic Marketing: Managerial Approach, IRWIN.

## **Course 3**

**Title:           Marketing Research                   (3 Credit hours)**

### **Learning Objectives:**

This is a course in multivariate statistical analysis, for students interested in quantitative methods of marketing research and more generally, for students interested in the analysis of surveys. The aim of the course is to explore multivariate techniques used in modern marketing practice and in wider social research. Emphasis will be placed on case studies of marketing practice and on the practical application of the methods discussed. Topics to be drawn from: analysis of variance; regression analysis; principal components analysis; discriminate analysis; canonical correlation analysis; factor analysis; cluster analysis; multi-dimensional scaling; conjoint analysis.

The goals of the course include:

Provide an introduction to many of the techniques currently used in modern marketing practice and including topics such as the formulation of research problems; data collection; and basic techniques of data analysis, research methodology and practical market analysis.

### **Learning Outcomes:**

- Understand the use of multi-variate statistical techniques in modern marketing practice.
- Appreciate the application of these techniques in marketing research.
- A more detailed understanding of the statistical techniques and how they might be applied in other areas of research (not just marketing research).

## **Course Contents:**

The contents of the course include: A Decision-Making Perspective on Marketing Research, Marketing Research in Practice, The Marketing Research Process, Research Design and Implementation, Secondary Sources of Marketing Data, Standardized Sources of Marketing Data, Marketing Research on the Internet, Information Collection: Qualitative and Observational Methods, Information from Respondents: Issues in Data Collection, Information from Respondents: Survey Methods, Attitude Measurement in Marketing Research, Designing the Questionnaire, Experimental Research, Correlation Analysis and Regression Analysis, Discriminant and Canonical Analysis, Emerging Applications of Marketing Research: Database, Marketing and Relationship Marketing, Project Submission & Final Exam.

## **Recommended Text:**

1. David A. Aaker; V. Kumar; George Day, Marketing Research, Latest Edition, John Wiley & Sons.
2. N. K. Malhotra, *Marketing research: an applied orientation*, Latest Edition, Pearson Prentice-Hall.

## **Course 4**

**Title:           Supply Chain Management           (3 Credit hours)**

### **Learning Objectives:**

Supply Chain Management involves the flows of materials and information among all of the firms that contribute value to a product, from the source of raw materials to end customers. Elements of supply chain management have been studied and practiced for some time in marketing, logistics, and operations management. This course will attempt to integrate these different perspectives to develop a broad understanding of how to manage a supply chain.

### **Learning Outcomes:**

By the end of this course it is expected that the student will be able:

1. To develop an understanding of key drivers of supply chain performance and their inter-relationships with strategy and other functions of the company Such as marketing, manufacturing and accounting.
2. To impart analytical and problem solving skills necessary to develop solutions for a variety of supply chain management and design problems and develop an understanding for use of information technology in supply chain optimization.
3. To understand the complexity of inter-firm and intra-firm coordination in implementing programs such as e-collaboration, quick response, jointly managed inventories and strategic alliances.
4. To develop the ability to design logistics systems and formulate integrated supply chain strategy, so that all components are not only internally synchronized but also tuned to fit corporate strategy, competitive realities and market needs.

5. To understand which information should be exchanged in a supply chain and how it should be used to benefit the entire supply chain.
6. To identify improvement to opportunities that exists within supply chains in different industries and to quantify the improvements that various supply chain strategies offer.
7. To understand which barriers companies face during the implementation of new supply chain strategies.
8. To developed knowledge and skills relating to supply chain management.

### **Course Contents:**

The contents of the course include: Introduction to supply chain management, Supply chain strategy, SCM Decisions, SCM Drivers and obstacles, Facility location, Warehousing, Forecasting, Inventory Management, Inventory Management, Transportation, Linear Programming Excel Solver Lab sessions, Bullwhip effect, Double Marginalization, Job shop scheduling, ERP JIT and lean production, Out sourcing and Supplier Relationships.

### **Recommended Text:**

1. Sunil Chopra, Supply Chain Management, 3<sup>rd</sup> Edition, Prentice Hall.
2. Martin Christopher, Logistics and Supply Chain management Creating value added networks, FT Prentice Hall.
3. W. Stevenson, Operations Management, 9<sup>th</sup> Edition.

## **Course 5**

**Title: Direct Response and Internet Marketing (3 Credit hours)**

### **Learning Objectives:**

This course will provide students with an overview of the application of marketing strategy using the Internet. Topics include the basics of designing a website for content and functionality, using the web to service and cultivate customers, web advertising and sales promotion tools, e-commerce success factors and trends in web marketing. Students will apply theory using case examples and will become familiar with analyzing web metrics to measure the success of programs.

Students will learn how the Internet has become a necessity in modern business, and discover how this medium can assist in marketing. The Internet is an extremely useful tool for marketing planning, and has become a necessary and integral part of a firm's marketing mix. The primary objective of the course is to focus on how the Internet can serve as an invaluable resource for the marketer.

### **Learning Outcomes:**

By the end of this course it is expected that the student will be able:

1. Develop and implement Internet marketing strategies.
2. Critically appraise the application of the Internet in marketing.
3. Apply the marketing concepts in an online environment.
4. Employ Internet tools to achieve marketing goals.

5. Gain practical experience in Internet marketing.

**Course Contents:**

The contents of the course include: Introduction and industry trends, strategic e-marketing, site design basics, site, design usability, site design , building trust, e marketing communications, search and intelligent search, search marketing

**Recommended Text:**

1. Strauss, Judy, Adel El Ansary, and Raymond Frost (2006), E-marketing 4<sup>th</sup> Edition.
2. Hanson, Word (2000), principles of internet marketing, South western college publishing, ISBN 0-538-87573-9

**Area of specialization: G. Public Health Administration****Course 1**

**Title:            Essential of Public Health                    (3 Credit hours)**

**Learning Objectives:**

This course will provide students with an overview of the essential of public health for community. Topics will enable the students to know the concept of health, concept of diseases and prevention of diseases to lead healthy life. They will also get acquainted with various public health issues and their controlling strategies.

**Learning Outcomes:**

By the end of this course it is expected that the student will be able to:

1. Highlight essential requisites for public health.
2. Identify causes of diseases with preventive measures.
3. Design strategies for health promotion in society.

**Course Contents:**

The contents of the course include: concept of health, concept of disease, concept of prevention of disease, concept of public health and community medicine, public health laws, ethical issues of health care.

**Recommended Text:**

1. Riegelman, Richard. "Public Health 101: Healthy People-Healthy Populations." Sudbury, MA: Jones and Bartlett Publishers, 2010. ISBN 978-0-7637-6044-1.
2. Orton, Stephen. Public Health Business Planning. Jones and Bartlett. 2009.

## Course 2

**Title: Hospital Management (3 Credit hours)**

### **Learning Objectives:**

This course will provide students with an overview of the structure and functioning and importance of hospital to community. Topics will enable the students to know the role of hospital in health care services to the community. They will also learn managerial tools used by the hospital management to planning, organize and control the available resources in such a way to provide maximum satisfaction to all the concerned stakeholders.

### **Learning Outcomes:**

By the end of this course it is expected that the student will be able to:

1. Develop planning design of hospital.
2. Improve service delivery by managing resources in an efficient and effective way.

### **Course Contents:**

The contents of the course include: definition, importance and role of hospital, problems of hospitals in Pakistan, types of hospitals, departments and their role, management of human resource, information, record and solid wastes.

### **Recommended Text:**

- 1- A Clinical Problem – Solving Approach - John V. Basmajian and Charles E. Slonecker
- 2- Review of Medical Physiology - William F. Ganong McGraw-Hill, Boston
- 3- Stedman's Medical Dictionary
- 4- Biological Science - Taylor - Cambridge University

## Course 3

**Title: Disaster Management (3 Credit hours)**

### **Learning Objectives:**

This course will provide students with an overview of natural and non-natural and the implication of such disasters on the community. The course will educate the students about the disaster management cycle to deal such calamities more patiently and effectively. It will also create general awareness amongst the stakeholders.

### **Learning Outcomes:**

By the end of this course it is expected that the student will be able to:

1. Design effective disaster management plan.
2. Launch public awareness campaign for tackling such disaster.

**Course Contents:**

The contents of the course includes: definition, types and disaster management cycle, (mitigation, preparedness, response and recovery), education and public awareness

**Recommended Text:**

- 1- A free online text titled Multi-Hazard Identification and Risk Assessment, A Cornerstone of the National Mitigation Strategy.

**Course 4**

**Title: Public Health Policy Analysis (3 Credit hours)**

**Learning Objectives:**

This course will provide students with an overview of the health policies of government and their role in promoting health care in a country. It will enable the students to evaluate the effectiveness of public health policy in promoting efficiency and quality in health care for community.

**Learning Outcomes:**

By the end of this course it is expected that the student will be able to:

1. Apply analytically tools for in-depth analysis of public health policy.
2. Prepare policy paper on any health policy related issue.

**Course Contents:**

The contents of the course include: concept of public health policy and management, role of health policy in health care, analysis of current health policy and its implication on health care in society, tools of analysis, health related issues

**Recommended Text:**

- 1- Rob Baggott. "Public Health: Policy and Politics".
- 2- Buse, Kent, Mays, Nicholas, Walt, Gill. "Making Health Policy".

**Area of specialization: H. Public Policy****Course 1**

**Title: Theories of Public Policies (3 Credit hours)**

**Learning Objectives:**

The learning objectives of this course are:

- To be conversant in the essential vocabulary and notions of the state
- To review a range of theories of the state.
- To develop a consciousness that the existing states can be understood from different perspectives.
- To be able to discuss intelligently the diverse theoretical perspectives on

government.

### **Learning Outcomes:**

As a result of this course, students will learn and develop in themselves a proper understanding of variety of notions of the state, identifying the differences between various perspectives on the state, and understanding that the current states may be evaluated in terms of different theories.

### **Course Contents:**

Classical Liberalism (Hobbes, Locke), Utilitarians (Bentham, James Mill), Sociological Conceptions of the State (Comte, Durkheim), System Analysis (Talcott Parsons), Max Weber and the Modern State, Classical Elite Theory (Pareto, Mosca), Contemporary Elite Theory (C. Wright Mill), Pluralism (Bentley, Merriam), Modern Pluralism (Robert Dahl), Classical Marxism, Neo-Marxist Theories, Anarchist Critique, Feminist Theory.

### **Recommended Text:**

1. Murray Knuttila & Wendee Kubik, State Theories, Publisher: Zed Books, 2000.
2. Colin Hay, Michael Lister and David Marsh (eds), The State: Theories and Issues. Palgrave Macmillan, 2006.
3. Andrew Vincent, Theories of the State, <http://www.amazon.com/Theories-State-Andrew-Vincent/dp/0631147292> Wiley-Blackwell, 1991.
4. Clyde Barrow, Critical Theories of the State, University of Wisconsin Press, 1993.
5. Dunleavy, P. and O'Leary, B. Theories of the State: the politics of liberal democracy. New Amsterdam Books, 1998.
6. Mills, C. Wright. The Power Elite. Oxford University Press, USA, 2000.
7. Robert A. Dahl, Who Governs? : Democracy And Power In An American City, YALE University Press, 2005.
8. Jürgen Habermas, The Public Sphere: An Encyclopedia Article (1964), New German Critique, No. 3 (Autumn, 1974), pp. 49-55. Article Stable URL:<http://www.jstor.org/stable/487737>

## **Course 2**

**Title: Theories and Actors of Policy Process (3 Credit hours)**

### **Learning Objectives:**

The objectives of this course are:

- To understand the dynamics of policy formation and implementation ,
- To learn how policy choices and outcomes are mediated and influenced by individuals, organizations and political institutions,
- To learn why government gets involved in some things and not in others,
- To understand how public problems are framed and described,
- To learn what criteria are useful in developing and assessing policy choices,
- To examine case studies particularly from Pakistan contexts.



## **Learning Outcomes:**

By the end of this course, the students should be able to understand and examine competing theories, models, and analytical frameworks for understanding policymaking process. It provides students both with the analytic tools to understand variations of policy-making across issues and the opportunity to develop their own ideas and applications.

## **Course Contents:**

Understanding public policy and the policy cycle, theories, models and frameworks of policy process (Institutional Rational Choice, The Multiple Streams Framework, Punctuated-Equilibrium Theory, The Advocacy Coalition Framework), their comparison, actors in the policy universe, policy instruments, definition and agenda setting, policy networks and policy communities, policy decision making models, public policy implementation, public policy evaluation, role of state branches in policy process (Legislature, Executive, Judicial), Press, the fourth branch.

## **Recommended Text:**

1. Howlett, M. & Ramesh, M. *Studying public policy: Policy cycles and policy subsystems*. 3<sup>rd</sup> Ed. Oxford University Press, USA, 2009.
2. Sabatier, Paul, *Theories of the Policy Process*, Westview Press, 2nd edition, 2007.
3. Deborah Stone, *Policy Paradox and Political Reason*, W.W. Norton & Co., 2002.
4. John Kingdon, *Agendas, Alternatives, and Public Policies*, 2nd edition, HarperCollins, 1995.
5. Cindy Skrzycki, *The Regulators*, Rowman and Littlefield, Inc., 2003.
6. Nowlin, M. C. (2011), *Theories of the Policy Process: State of the Research and Emerging Trends*. *Policy Studies Journal*, 39: 41–60. doi: 10.1111/j.1541-0072.2010.00389\_4.x.
7. Anderson, James E. *Public policymaking: An introduction*. Wadsworth Publishing Company, 2010.
8. Majone, G. (1989). *Evidence, argument, & persuasion in the policy process*. New Haven: Yale University Press.

## **Course 3**

**Title:           Media, Politics and Public Policy           (3 Credit hours)**

## **Learning Objectives:**

The learning objectives of this course are:

- To understand the competing paradigms about mass media, politics and public opinion
- To understand the patterns of bias in the media
- To comprehend how mass media organizations influence the political process
- To evaluate manipulation of news contents by governments and media
- To construct an informed, critical appraisal of the role of the media in democratic societies

## **Learning Outcomes:**

By the end of this course, the students should be able to examine theories on the role of the mass media in politics. The course contents will develop the ability of students to engage in informed, critical inquiry; develop skills and abilities to undertake empirical media content analysis and their impact on policy making.

## **Course Contents:**

Traditional press and the emergence of digital media, objectivity in news reporting and ethics, social media (Facebook, Twitter and YouTube etc), watchdog reporting and investigative journalism, media as an agent of change, new roles of media, (mediator, philanthropic etc), Fourth pillar of State, Yellow Journalism, censorship in war and peace, media and political elections, the Arab Spring, new media and 'citizen journalism', interest groups in the news, news agenda setting, the news media and public policy agendas.

## **Recommended Text:**

1. Rosenstiel, Tom, and Bill Kovach. *The Elements of Journalism: What Newspeople Should Know and the Public Should Expect, Completely Updated and Revised*. Three Rivers Press, 2007.
2. Jones, Alex. *Losing the News: The Future of the News that Feeds Democracy: The Future of the News that Feeds Democracy*. Oxford University Press, USA, 2009.
3. Kenamer, David J., and J. David Kenamer. *Public Opinion, the Press & Public Policy*. Praeger Publishers, 1994.
4. Akhtar, Rai Shakil, and Shakil Akhtar. *Media, religion and politics in Pakistan*. Oxford: Oxford University Press, 2000.

## **Course 4**

**Title:            Economics for Public Policy            (3 Credit hours)**

## **Learning Objectives:**

The objectives of this course are:

- To understand why the government intervenes in the market economy,
- To evaluate government intervention in the market through policy implementation,
- To understand the strengths and weaknesses of policy options in addressing the range of problems government face
- To develop an understanding of contemporary economic policy issues
- To be familiar with the principles and practice of cost-benefit analysis, and its strengths and weaknesses in comparison with alternative approaches

## **Learning Outcomes:**

By the end of this course, the students should be able to understand the impact of economics in policy development. They would demonstrate a deeper understanding of government and its rationale in market economy through policy implementation,

and will be able to evaluate economic public policy with an understanding of contemporary economic policy issues.

### **Course Contents:**

An analytic treatment of the economics of the public sector with an emphasis on equity and efficiency as criteria for public decision making , the theory of public good, externalities, public provision of private goods (education, health), role and nature of Government sector in the economy, expenditure theory, debt burden, the institutions and theory of taxation, inter-government relations in the context fiscal federalism, political economy, social security, public choice theory, public provision of private goods: education, public health, economic policy issues in Pakistan.

### **Recommended Text:**

1. William K Bellinger, *The Economic Analysis of Public Policy*, Routledge Publishers, 2007.
2. J. Stiglitz, *Economics of the Public Sector*, 3<sup>rd</sup> Ed. W. W. Norton & Company.
3. Gruber, Jonathan. *Public Finance and Public Policy*. 3<sup>rd</sup> Ed. Worth Publishers, 2009.
4. Musgrave R.A. and B.P., *Musgrave Public Finance in Theory and Practice*, McGraw-Hill. (Latest Edition.).
5. B. Salanie, *The Economics of Taxation*, MIT Press.
6. Zaidi, S.A. *Issues in Pakistan's Economy*. 2<sup>nd</sup> Edition. OUP, 2005.

## Structure for MPA/MS/MPhil in Public Administration (4 Semesters / 2-Year Programme)

MPA/MS / MPhil in Public Administration will be 30 to 36 credit hours program after 16 years of relevant education. It is research oriented degree comprising 24 credit hours of course work and 6 credit hours of research work/thesis. However, universities may offer 6 credit hours of course work in lieu of research work/thesis. The broad structure of the program is as follows.

### STRUCTURE

Sr.	Categories		No. of courses Min-Max	Min-Max
1.	A	Core Courses	4 4	12 12
2.	B	Elective Courses	4 6	12 18
3.	C	Research Work/Thesis <u>OR</u> Two Courses in lieu from elective courses	2 2	6 6
<b>Total</b>			<b>10 12</b>	<b>30 36</b>

- Total numbers of credit hours 30-36
- Duration 2 years
- Semester duration 16-18 weeks
- Semesters 4
- Course Load per Semester 9-12 Cr hrs
- Number of courses per semester 3-4

<b>MPA/ MS / MPhil in PUBLIC ADMINISTRATION</b>		
	<b>Course Titles</b>	<b>Type</b>
1.	Governance, Public Administration & Development	Core
2.	Comparative Public Policy	Core
3.	Advanced Research Methods	Core
4.	Organizational Theory & Public Management	Core
5.	Human Behavior in Public Organizations	Elective
6.	Strategic HRM	Elective
7.	Government & Politics	Elective
8.	Political Economy of Pakistan	Elective
9.	Advanced Marketing Research	Elective
10.	Human Rights & Development	Elective
11.	Natural Resource Economics	Elective
12.	Modern Public Management	Elective
13.	Governance Issues in Pakistan (Seminar)	Elective
14.	Research Design	Elective
15.	Public Financial Management & Budgeting	Elective
16.	Enterprise Resource Planning (ERP)	Elective
17.	Any Other Course	Elective

## **Course 1**

**Title: Governance, Public Admin & Development (3 Credit hours)**

### **Learning Objectives:**

This is a gateway course to Public administration program. The course will enhance participants learning on concepts of governance, public administration and development while emphasizing the linkage among them. It will encourage learners to relate the above concepts in view of the indigenous context for most realistic practices.

### **Learning Outcomes:**

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

- Understand the concepts of governance, public administration and development;
- Relate concepts with various stages of development;
- Appreciate the importance of applying the learned knowledge in their own specific context.

### **Course Contents:**

The contents of the course include: Introduction to administrative concepts, institutions, legal systems and practices, role of private sector and civil society in governance, good governance, and governance and public management, development and the linkage among the three concepts i.e. governance, public administration and development.

## Recommended Text:

1. Peters, [B. G.](#), & Pierre, J. (2007). *The Handbook of Public Administration*. New Delhi: Sage.
2. Rosenbloom, D. H., Kravchuk, R. S. & Clerkin, R. M. (2008). *Public Administration: Understanding Management, Politics, and Law in the Public Sector* (7<sup>th</sup> Ed.). New York: McGraw-Hill Higher Education
3. Hood, Christopher (1998) *The Art of State: Culture, Rhetoric and Public Management*.
4. Sabharwal, M. (2013) *Public Administration in South Asia: India, Bangladesh and Pakistan*, <http://www.crcpress.com/product/isbn/9781439869116>
5. Peters, B. G. (2001). *The Future of Governing (Studies in Government and Public Policy* (2nd Revised ed.). Kansas: University Press of Kansas [http://www.amazon.com/Art-State-Culture-Rhetoric-Management/dp/0198297653/ref=sr\\_1\\_1?ie=UTF8&s=books&qid=1277281627&sr=1-1-#](http://www.amazon.com/Art-State-Culture-Rhetoric-Management/dp/0198297653/ref=sr_1_1?ie=UTF8&s=books&qid=1277281627&sr=1-1-#)
6. Schiavo-Campo, S & McFerson, H. M. (2008). *Public Management in Global Perspective*:[http://www.amazon.com/Public-Management-Perspective-Salvatore-Schiavo-Campo/dp/0765617269/ref=sr\\_1\\_1?ie=UTF8&s=books&qid=1277282641&sr=1-1-#](http://www.amazon.com/Public-Management-Perspective-Salvatore-Schiavo-Campo/dp/0765617269/ref=sr_1_1?ie=UTF8&s=books&qid=1277282641&sr=1-1-#)[http://www.amazon.com/Public-Sector-Management-Norman-Flynn/dp/1412929938/ref=sr\\_1\\_1?ie=UTF8&s=books&qid=1277282699&sr=1-1-#](http://www.amazon.com/Public-Sector-Management-Norman-Flynn/dp/1412929938/ref=sr_1_1?ie=UTF8&s=books&qid=1277282699&sr=1-1-#)
8. Wilson, James. (1989). *Bureaucracy*. New York: Basic inc.
9. Frazmand, Ali and Pinkowski (2007). *Handbook of Globalization*
10. *Governance and Public Administration*. Taylor and Francis.

## Course 2

**Title: Comparative Public Policy (3 Credit hours)**

### Learning Objectives:

This course will exclusively focus on Pakistan's system of governance and public management. The course topics will include Political and Legal context of public administration, intergovernmental relations, management of public such organization, agencification with special focus on public policy process

### Learning Outcomes:

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

- 1- Explain the main currents in theory building exercises in policy studies, including the analytic strengths and weakness of the field.
- 2- Access the competing approaches scholars have employed to explain policy continuity and change.
- 3- Explain why place (country, state, or other unit of analysis) and time may be important factors for understanding policy processes and outcomes. 2
- 4- Develop a research project to explain the politics of a comparative public policy topic, including a full review of the literature from complementary political science subfields.

## Course Contents:

The contents of the course include: Introduction and Course Overview, Societal Approaches to Comparative Public Policy, Partisan Politics and Public Policy, Institutional Approaches to Comparative Public Policy, Ideational Approaches to Comparative Public Policy, Fiscal Policy, Taxation Policy, Social Policy, Health Care Policy, Immigration Policy, Education Policy, and Environmental Policy.

## Recommended Text:

1. Jameel, ul., Rehman. (1987). *Government and administration in Pakistan*. Karachi: Pakistan Publications.
2. Tasneem S., (2001). *Towards Good Governance*. London: Oxford University Press.
3. Shafqat, S. (1989). *Political System of Pakistan and Public Policy*. Karachi: Oxford University Press.
4. Khursheed, A., C., (1973). *The rules of business: Up-to-date Amendments Incorporated*. Lahore: Khursheed Publishing House.
5. Nabi, B., K., (1989) *A Handbook of Autonomous Bodies*. Islamabad: Pakistan Public Administration Research Centre.
6. Ali, Frazmand, (Ed.). (2001). *Handbook of Comparative and Development Public Administration (Public Administration and Public Policy) (2<sup>nd</sup> Ed.)*. CRC Press
7. Manzoor, A. (2010). *The Constitution of the Islamic Republic of Pakistan (After 18 amendment)* Karachi: Law Book Publisher.
8. Lindblom, Charles E. C. E. & [Woodhouse](#), E. J. (1992). *The Policy Making Process (3<sup>rd</sup> Ed.)*. New Jersey: Prentice Hall.
9. Weimer, D. & Vining, A.R. (2004). *Policy Analysis: Concepts and Practice (4<sup>th</sup>ed.)*. New Jersey: Prentice Hall.
10. [Fischer, F.](http://www.amazon.com/Politics-values-public-policy-methodology/dp/0891587993/ref=sr_1_2?ie=UTF8&s=books&qid=1277283401&sr=1-2-#) [http://www.amazon.com/Politics-values-public-policy-methodology/dp/0891587993/ref=sr\\_1\\_2?ie=UTF8&s=books&qid=1277283401&sr=1-2-#](http://www.amazon.com/Politics-values-public-policy-methodology/dp/0891587993/ref=sr_1_2?ie=UTF8&s=books&qid=1277283401&sr=1-2-#) (1980). *Politics, values, and public policy: The problem of methodology*. Westview Press
11. [Patton](#), C. [Sawicki](#), D. S. (1993). *Basic Methods of Policy Analysis and Planning (2<sup>nd</sup> Ed.)*. New Jersey: Prentice Hall;
12. Shafqat, S. (1989). *Political System of Pakistan and Public Policy*. Karachi: Oxford University Press

## Course 3

**Title:           Advanced Research Methods     (3 Credit hours)**

### Learning Objectives:

This course explores tools and techniques of social research methodology. It also describes how to assemble, analyze and interpret the data. The course is designed to familiarize the student with a variety of research methods so that he can choose method(s) most appropriate for a given area of exploration. The objective of the course is to train students in conducting research on different socio-economic problems and in writing report.

### Learning Outcomes:

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

- Gain familiarity with a variety of research methods;

- Select research method that best goes with their chosen area of research;
- Appreciate the rationale for making selection of a specific research method;
- Learn data analysis techniques for various research methods;
- Apply the learned concepts to their own research projects.

### **Course Contents:**

The contents of the course include: Nature of Social Research, Types of Research. Phases of research: Theory, fact, concept, Formulation and statement of problem, Formulation and testing hypothesis, Measurement Scale. Research Designs, Sampling Theory, Data Collection techniques: observation, interview, and questionnaire, Research Report: Index, References & Bibliography.

### **Recommended Text:**

1. Seltiz and Jahoda, Research Methods in Social Research Relations.
2. Keringler, Foundations of Behavioural Research.
3. Muhammad Iqbal Saif, The Basics of Research Process.
4. Good and Hatt, Methods in Social Research.
5. Shurter, Williams & Broke, Business Research and Report Writing.
6. Hubell G.S. Writing Term Papers and Report.
7. Murphy, Effective Business Communication.
8. Pauling V. Young, Scientific Social Surveys and Research.
9. Bernard S. Phillips, Social Research: Strategy and Tactics.
10. Festinger & Katz, Research Methods in Behavioural Sciences.
11. Khan, Matin A., Research Methodology for Business and social Problems, Islamabad: University Grants Commission.

## **Course 4**

### **Title: Organizational Theory & Public Management**

**(3 Credit hours)**

#### **Learning Objectives:**

The course will introduce the participants to various theoretical perspectives on managing organizations ranging from rational choice to network theories. In each perspective, theoretical and empirical literature will be critically reviewed. The participants will learn the art of internal and external critique of theories under each perspective. At the end of the course students will be able to use various theoretical lenses through which organization and management issues can be addressed both at theoretical and practical level.

#### **Learning Outcomes:**

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

- Gain an in-depth insight of theoretical perspectives in the field of management;



- Appreciate the evolution of management thought and development of theoretical perspectives;
- Explain philosophical underpinnings of each management perspective;
- Critically evaluate various perspectives towards choosing an appropriate perspective relating to their research topic along with the rationale behind their selection.

### **Course Contents:**

The contents of the course include: Organizational theorizing, Scientific management, Bureaucracy, Human relations, Contingency theory, System theory, Interpretive and critical theories, Institutional theories, Economic/Market theories, Political perspective, Theories of emergence, Network perspective

### **Recommended Text:**

1. [http://www.amazon.com/Daniel-A.-Wren/e/B001IO8CRK/ref=ntt\\_athr\\_dp\\_pel\\_1](http://www.amazon.com/Daniel-A.-Wren/e/B001IO8CRK/ref=ntt_athr_dp_pel_1)  
Wren, Daniel. (2005). *History of management thought* (5<sup>th</sup> Ed.) New York: Wiley.
2. Scott, R.W., & Davis, G. (2006). *Organizations and organizing*. New Delhi: Prentice Hall.
3. Tsoukas, H., & Knudsen C.(2005). *The oxford handbook on organization theory* USA: Oxford University Press.
4. Weick, Karl. (2000). *Making sense of organizations*. New York: Wiley-Blackwell.

## **Course 5**

### **Title: Human Behaviour in Public Organizations (3 Credit hours)**

#### **Learning Objectives:**

This course will aim at imparting skills of managing human behaviour in organizations in general and with particular reference to public organizations. It will focus on personal, interpersonal, and group level factors that influence such behaviour. The morale of Public Servant and public service notification will be extensively covered in the course.

#### **Learning Outcomes:**

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

- Understand the importance of human behavior in organizations;
- Appreciate the various dynamics involved in shaping human behavior;
- Differentiate among culture of various organizations including the public, corporate and civil society organizations and cultural influences on behavior of people;
- Identify factors that may facilitate public service motivation and gear up organizational performance.

## **Course Contents:**

Understanding human behavior in organizations at individual level, group level and organizational level, holistic OB framework, interpersonal skills, motivation, personality and work related attitudes, group dynamics, power and politics in organizations, retention, maintenance, and development of individuals for organizational performance; public service motivation, organizational change and development to cope with new emerging organizational challenges.

## **Recommended Text:**

1. Luthans, F. (2010). *Organizational Behaviour (12<sup>th</sup> Ed.)*. New York: McGraw-Hill.
2. Kahn, R. L., & Katz, D. (1978). *The Social Psychology of Organizations (2<sup>nd</sup> Ed.)*. New York: John Wiley & Sons.
3. Ed.).
4. Weick, K. E., (1995). *Sense making in Organizations*. London: Sage Publication.

## **Course 6**

**Title: Strategic HRM**

**(3 Credit hours)**

### **Learning Objectives:**

A business organization is the centre of all activities in a capitalist country. The more effective and efficient business organizations are in earning profit the more developed a country is. For organizations to be able to earn, among other things, must possess the human resources that work whole-heartedly and give their best and fullest of energies and capabilities to their employers. The skill to have human resources that meet the strategic requirements of organizations is called strategic human resource management. It also includes the strategies of acquiring, training, placing, motivating, and retaining the employees. The integration of corporate strategy with human resource management strategies at every step builds the competitive edge for success; this course provides the same with theoretical and practical exposure to the same concepts, with slight tilt towards practice.

### **Learning Outcomes:**

By the end of the course participants are expected to

- Learn the core concepts and terms of SHRM
- Develop an ability to identify issues in the HR process of organizations that lack strategic approach for solutions
- Suggest means to integrate efforts of human resource department with organizational strategy

## **Course Contents:**

The contents of the course include: The Strategic Approach to HRM, Formulating a Corporate and HR Strategy, External and Global Environment for Managing HR, Strategic Human Resource Planning and Information System, Equal Employment Opportunity, Job Analysis and Design, Strategic Recruitment Selection and Retention, Orientation, Training, and Development, Strategic Performance and

Compensation, Improving Productivity, Managing Health, Safety and Stress, Strategic Collective Bargaining, Ethics, Employee Rights, and Responsibilities, Issues, Challenges and Future Direction for SHRM

**Recommended Text:**

1. Kramar, R. and Syed, J. (2012). HRM in Global Context, Palgrave Macmillan, London.
2. Anthony, W.; Kacmar, K; and Perrewe, P. (2002) Human Resource Management: A Strategic Approach, Harcourt College Publishers – 2002 (4<sup>th</sup> edition)
3. Schuler, R. and Jackson, S. (2001) Strategic Human Resource Management Blackwell Publishers.
4. Nankervis, R.; Crompton, L; and McCarthy, T. (2002) Strategic Human Resource Management 3<sup>rd</sup> Edition Nelson, Australia.
5. Langah, S. (2011). Labour Management Relations in Islam, HEC Publication.

**Course 7**

**Title: Government & Politics (3 Credit hours)**

**Learning Objectives:**

The course is designed to study how governments operate and how politics is carried out in modern nation states. Moreover, this subject will also deal with the ideology of Pakistan and its significance in the political and constitutional development since 1947, impact of bureaucracy, military, pressure groups (Ulema, Students, Trade Unions) on the political processes, role of political parties, press etc. The course would also discuss economic growth and social change, and the problems of national integration. The 1973 constitution and its working should be studied in detail with a focus on the problems of federalism.

**Learning outcomes:**

- This subject shall enable students to develop their critical thinking skills and enhance their ability to interpret, evaluate and comment on the nature of politics.
- Students, as a result of this subject shall be able to concentrate on people, politics and participation as well as governing modern Pakistan.
- This course shall also help students who have studied Economics, History and Sociology in better understanding of these subjects.

**Course contents:**

The contents of the course include: Definitions of basic terms and concepts, Difference between government state and politics, Different forms of governments, Modern day government and democracy, Governments of Pakistan since its creation, Federal and provincial governments and the concept of federalism, Constitutional imbroglio and development, Civil and military regimes in Pakistan, Separation of East Pakistan and its Causes, Bureaucracy in Pakistan, Governance in Pakistan, Historical overview about the foreign policy of Pakistan, Nature of

Pakistan's economy, Role of foreign aid, National Finance Commission Award (NFC), Budget approving authorities.

### **Recommended Text:**

1. Ahmed, Mushtaq. *Government and Politics in Pakistan*, Karachi: Royal Book Company, 1970.
2. Ahmed, Mushtaq. *Politics of Crises*, Karachi: Royal Book Company, 1987.
3. Aziz, K.K. *The Making of Pakistan, A Study in Nationalism*, Lahore: Islamic Book Service Lahore, 1989.
4. Barton, Sir William, *India's North-West Frontier*, London: John Murray, 1939.
5. Chaudhary, G. W. *Constitutional Development in Pakistan*, London: Longman Group Ltd., 1959.
6. Chaudhary, G. W. *Pakistan Transition from Military to Civilian Rule*, England: Scorpion Publishing Ltd., 1988.
7. Gauhar, Altaf. *Ayub Khan, Pakistan's First Military Ruler*, Lahore: Sang-e-Meel Publications, 1993.
8. Jalal, Ayesha. *Democracy and Authoritarianism in South Asia*, Lahore: Sange-e-Meel Publications, 1995.

## **Course 8**

### **Title: Political Economy of Pakistan (3 Credit hours)**

#### **Learning Objectives:**

This course is primarily aimed at making students aware about their homeland's political and economic history. History is an inescapable fact of life which makes an impact on present and influences future as well.

#### **Learning outcomes:**

Apart from the description which has been mentioned above, at the end of the course, students are expected to develop basic know how about the background of Pakistan. In the contemporary era of globalized world, indigenous knowledge gives an added advantage for correctly analyzing and accepting the facts and engaging in constructive dialogues or debates and discussions.

#### **Course contents:**

The contents of the course include: Basic definitions and terms, Problems faced by the newly born state, Constitutional imbroglio and development, Civil and military regimes in Pakistan, Separation of East Pakistan and its Causes, Bureaucracy in Pakistan, Governance in Pakistan, Historical overview about the foreign policy of Pakistan, Nature of Pakistan's economy, Role of foreign aid, National Finance Commission Award (NFC), Budget approving authorities.

#### **Recommended Text:**

- 1- Pakistan: A Modern History by Ian Talbot.
- 2- The History of Pakistan by Iftikhar H. Malik.
- 3- A Brief History of Pakistan by James Wynbrandt

- 4- The Culture of Power and Governance in Pakistan by Ilhan Niaz
- 5- Pakistan at the Crosscurrent of History by Lawrence Ziring

## Course 9

**Title:           Advanced Marketing Research                           (3 Credit hours)**

### **Learning Objectives:**

This is a course in multi variate statistical analysis, for students interested in quantitative methods of marketing research and more generally, for student's interested in the analysis of surveys. The aim of the course is to explore multivariate techniques used in modern marketing practice and in wider social research. Emphasis will be placed on case studies of marketing practice and on the practical application of the methods discussed. Topics to be drawn from: analysis of variance; regression analysis; principal components analysis; discriminate analysis; canonical correlation analysis; factor analysis; cluster analysis; multi-dimensional scaling; conjoint analysis.

The goals of the course include:

Provide an introduction to many of the techniques currently used in modern marketing practice and including topics such as the formulation of research problems; data collection; and basic techniques of data analysis, research methodology and practical market analysis.

### **Learning Outcomes:**

- Understand the use of multi variate statistical techniques in modern marketing practice.
- Appreciate the application of these techniques in marketing research.
- A more detailed understanding of the statistical techniques and how they might be applied in other areas of research (not just marketing research).

### **Course Contents:**

The contents of the course include: A Decision-Making Perspective on Marketing Research, Marketing Research in Practice, The Marketing Research Process, Research Design and Implementation, Secondary Sources of Marketing Data, Standardized Sources of Marketing Data, Marketing Research on the Internet, Information Collection: Qualitative and Observational Methods, Information from Respondents: Issues in Data Collection, Information from Respondents: Survey Methods, Attitude Measurement in Marketing Research, Designing the Questionnaire, Experimental Research, Correlation Analysis and Regression Analysis, Discriminant and Canonical Analysis, Emerging Applications of Marketing Research: Database, Marketing and Relationship Marketing

### **Recommended Text:**

1. David A. Aaker; V. Kumar; George Day, Marketing Research, Latest Edition, John Wiley & Sons.
2. NK Malhotra, *Marketing research: an applied orientation*, Latest Edition,

## **Course 10**

### **Title: Human Rights & Development (3 Credit hours)**

#### **Learning objectives:**

This course is a basic Human Rights Law course that will commence by discussing the background to the International Human Rights movement. It will address all relevant international human rights including civil and political rights and economic and social rights. Duties and obligations of states and non-state actors will be comprehensively studied and the role of international human rights organizations within the human rights movement will be elaborated upon. All treaties and customary international law pertaining to human rights will also be examined. The next generation of human rights and current topics, such as the impact of terrorism on human rights and enforcement mechanisms for regulating human rights will also be looked at in some detail.

#### **Learning outcomes:**

This course aims to equip the students with the ability to understand both rudimentary and complex human rights principles and their application in an interdisciplinary setting. This course will further:

- Equip the students with discursive and substantive information on human rights.
- Provide students a critical understanding of the theory of rights-based approaches to development, and a working knowledge of how rights-based approaches may be applied in practice.
- Sensitize students to the issues that continually arise in the law of human rights with possible solutions.
- Educate the student about the role of public policy in shaping the law of human rights.
- Enable the students to comprehend both the foundational arguments and the interpretative approaches relevant to the law of human rights.

#### **Course contents:**

The contents of the course include: Introductory notions and backgrounds to international human rights movement, Civil and Political Rights, Economic and Social Rights, National security, terrorism and limitations on human rights, Rights or duties as organizing concepts, conflict in culture, tradition and practices, Challenges to universalism, The united nations human rights system, Treaty bodies: the ICCPR human rights committee, Regional arrangements, Non-State actors and human rights, Massive human rights tragedies: prosecutions and truth commissions, Horizontal Interpenetration: transitional influence and enforcement of human rights, Horizontal interpenetration: Transitional influence and enforcement of human rights, Human rights and its development along with climate change.

**Recommended Text:**

1. International human rights in context: law, politics & morals, third edition; Henry j. Steiner, Philip Alston & Ryan Goodman (2008).
2. International Human Rights Lexicon by Susan Marks and Andrew Clapham. (2005)
3. Human Rights and Economics: The Conceptual Basis for their Complementarity by Dan Seymour & Jonathan Pincus. (2008)

**Course 11****Title: Natural Resource Economics (3 Credit hours)****Learning objectives:**

In this course, the economic and environmental implications of natural resource management are studied. The course covers conceptual and methodological topics, including sustainability that will be applied to contemporary issues such as depletion of renewable resources, land scarcity and climate change.

The first part of the course shall focus on economic concepts and models as indispensable tools to analyze natural resources and environmental problems that will be discussed in the last two parts. In particular, in the second part of the course we will present contemporary issues in energy and water economics in addition to the management of renewable resources such as fish stocks and forestry. The final part of this course will introduce some problems related to the use of environmental resources such as air, rivers, lakes and oceans as repositories for pollution. By the conclusion of this course, the student should be able to recognize the separate and complementary roles of markets and governments in allocating the use of environmental and natural resources and perform independent analyses of public policies related to contemporary environmental issues.

**Learning outcomes:**

The primary outcome of the course shall be to develop students' skills in using economic concepts to analyze contemporary issues associated natural resource uses and policies. Other outcomes shall include

- Developing in the students the ability to understand economic efficiency and other criteria for evaluating natural resource use and policy.
- Inculcating in students to examine sources of inefficiency in the exploration of natural resources.
- Putting in the students the ability to apply economic concepts to management of specific natural resources, including fisheries, forests, and water resources.

**Course contents:**

The contents of the course include: Introduction to various concepts and methods, Economic perspective of natural resources, Sources of inefficiency in the use of natural resources, Ways to use the natural resources efficiently, Forests, Special attributes of forestry resource, Efficient management of forestry resource, Public

policy towards forestry, Fisheries, Special attributes of fishery resource, Fishery as a common property resource, Efficient extraction, Public policy towards fishery, Land, Land use economics, Land conservation policy, Water, A globe perspective of water scarcity, Water allocation inefficiency and potential remedies, Population, Environment, Issues of sustainability.

### **Recommended Text:**

1. Environmental and Natural Resource Economics by Tom Tietenberg & Lynne Lewis. Latest edition.
2. Natural Resource Economics: An Introduction. By Barry C. Field. Boston
3. Environmental and Natural Resource Economics, by Frank A. Ward

## **Course 12**

### **Title: Modern Public Management (3 Credit hours)**

#### **Learning objectives:**

This course is focused on public management with an emphasis on its place in and relationship to the political setting. This course provides an introduction to the academic discipline of public management for the understanding of government machinery and the influential part played by public administration in their lives. It also provides a view of public administration through epistemological, ontological and methodological lenses and proper understanding of the application of Management concepts in public sector particularly in reference with Pakistan. Moreover, this course also provides a theoretical understanding of the themes and theories of public administration compounded with its practical application as well as the introduction to the core functional areas of public administration; such as organization structure, management of human resources, fiscal management, public policy analysis and evaluation both theoretically and with particular reference to Pakistan where required. This course shall also result in the development and enlargement of analytical abilities, critical sense and writing skills, including enlarged vocabulary in public administration by providing an indigenous perspective on governance and administrative issues of Pakistan and the role of national and international stakeholders in public administration of Pakistan like media and donor agencies respectively.

#### **Learning outcomes:**

At the end of the course, the expected outcomes in the form of learning of students are:

- Theoretical understanding of the concepts, nomenclatures, themes and theories in the public administration;
- Understanding of the practical application of the concepts with reference to developing nations, specifically Pakistan;
- Understanding and critically analyzing and evaluating the concepts studied in Public Administration;
- Ability to align the concepts (read in books or any other reference material) with the practical and day to day life experienced.



- Differentiating between the private sector (business sector or market) and public sector.

### **Course contents:**

The contents of the course include: Introduction to the course, Key concepts and definitions of Public Administration, Difference between Public Administration and Private Administration, Evolution of public administration, Three competing approaches to the public administration, Models of public administration, Models of Public Administration including Old Public Administration, Public Management (including NPM), New Public Service, Responsive Governance, Models of Public Administration for developing nations, Bureaucracy, Scientific Management, The Human Relation Approach, Leadership, Motivation, Contemporary Approaches, Colonial Legacy, State, Government, Society, Planning and Decision Making and its various approaches, Management of Human Resources, Policy Analysis and Implementation Evaluation, Budgeting and Finance, Regulation and Public Service Delivery, Accountability and Control Mechanism, Interaction between Government and the Public, Elements of Effective Governance and Administration.

## **Course 13**

### **Title: Governance Issues in Pakistan (Seminar) (3 Credit hours)**

#### **Learning objectives:**

The course aims to provide a better understanding of the governance issues that Pakistan is facing. It shall also focus on the reasons behind poor governance in Pakistan. Various ways to overcome the governance issues in Pakistan shall also be covered in this course. This course shall not only cover various theoretical concepts regarding governance but also highlight the practical aspects of the concept with a special reference to Pakistan.

#### **Learning outcomes:**

Following outcomes are expected from the students after this course:-

- Inculcate in the students the ability to critically analyze the state of governance in Pakistan.
- Develop in students the proper understanding regarding various reasons that are responsible for the poor governance in Pakistan.
- Also enlighten the students that being young, how they can contribute in improving the state of governance in Pakistan.

### **Course contents:**

The contents of the course shall include: Introduction and definition of the basic concepts such as governance, Indicators of governance, Good governance, Not so good governance, Ways to tackle poor governance, Reasons for failure of governance in Pakistan, Corruption, Institutional crises, Mismanagement of resources, Sectarianism, Extremism, Essentials of good governance, Public participation, National integration, Socio economic development, Rule of law, Responsibility, Legitimacy and Independence Judiciary.

**Recommended Text:**

- 1- Good Governance in the 21<sup>st</sup> Century: Conflict, Institutional Change, and Development in the Era of Globalization by Joachim Ahrens, Rolf Caspers, Janina Weingarh
- 2- The Governance of Problems by Robert Hoppe.

**Course 14**

**Title:           Research Design                           (3 Credit hours)**

**Learning Objectives:**

This course aims at developing and sharpening research skills of students. Both quantitative and qualitative data collection methods will be discussed along with issues of validity and reliability. The mixed methods approach to data collection will also be discussed.

**Learning Outcomes:**

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

- Understand research terminology.
- Be aware of the ethical principles of research, ethical challenges and approval processes.
- Describe quantitative, qualitative and mixed methods approaches to research.
- Identify the components of a literature review process.
- Critically analyze published research

**Course Contents:**

The contents of the course include: The nature of quantitative research , Validity and reliability, Sampling, Structured interviewing , Self-administered questionnaires, Structured observation , Content analysis , Secondary analysis and official statistics , The nature of qualitative research , Using documents , Qualitative interviewing , Focus groups , Ethnography and participant observation

**Recommended Text:**

1. Bryman, A. (1989). *Research methods and organization studies*. London: Routledge.
2. Bryman, A. (2008). *Social research methods* (3<sup>rd</sup> Ed.).New York: Oxford University Press.
3. Miller, G. (1999). *Handbook of Research Methods in Public Administration*, New York: CRC Press.
4. Neuman, W. L. (2002). *Social Research Methods*. Boston: Allyn and Bacon.

## **Course 15**

### **Title: Public Financial Management & Budgeting (3 Credit hours)**

#### **Learning Objectives:**

The course will focus on financial management applied to public and non-profit organizations. The topics will include financial valuation, financial market, budgeting, tax administration, debt financing, cost benefit analysis and financial analysis.

#### **Learning Outcomes:**

By the end of the course, the students shall be able to:

- Understand key concepts and terms utilized in public budgeting and financial management, the budgetary process and budget reforms, and managerial issues related to budgeting and public financial management including ethics, team work, and the use and management of information and technology
- Apply analytical and computer skills in addressing public budgeting and financial management issues.
- Effectively communicate issues related to public budgeting and financial management.
- Work collaboratively on a team project.

#### **Course Contents:**

The contents of the course include: Introduction to public budgeting & financial management, tax evaluation criteria, property tax, income tax, introduction to budgeting, strategic planning and performance management, ethics in public budgeting and financial management, federal budgeting, cost analysis, intergovernmental fiscal relations, capital budgeting and planning, financial analysis, government accounting and financial reporting.

#### **Recommended Text:**

1. Gruber Jonathan, (2005) *Public Finance and Public Policy* .Worth Publishers
2. Compulsory
3. Stephen Bailey J., Palgrave (2002). *Public Sector Economics* - Optional
4. Edgar K. Browning and Jacqueline M. Browning, Prentice Hall (1994) *Public Finance and the Price System* - Optional
5. Annual budgets of Federal and Punjab governments
6. Economic Surveys of Pakistan
7. Statistical Year Books of Pakistan

## **Course 16**

### **Title: Enterprise Resource Planning (ERP) (3 Credit hours)**

#### **Learning Objectives:**

The course shall examine the cross-functional integrated computer-based information systems, commonly referred to as Enterprise Resource Planning (ERP) systems. Systems, common business processes, re-engineering/change management, and enterprise reference models will be introduced in this course with a holistic and research-oriented perspective. This course will also consider issues

associated with the analysis, design, implementation, and configuration of such enterprise systems and investigate topics such as: supply chain, planning and control systems, optimization, scheduling systems, electronic commerce and business information warehousing.

### **Learning Outcomes:**

By the end of this course it is expected that a student will be able to:

- Understand the conceptual and practical implications of a business processes-driven perspective in modern organizations.
- Understand the trade-off between capabilities, costs and risks of enterprise systems;
- Understand and apply research-based and practical approaches to select, implement, and realize the benefits of enterprise systems;
- Understand the current state of research on business processes and enterprise systems in information systems and related disciplines; and
- Discuss and reflect upon issues relating to business processes and enterprise systems in the context of contemporary information systems research.

### **Course Contents:**

The contents of the course shall include: Introduction to Enterprise Systems and Business Process Modeling, Business Processes, Architecture of Integrated Information Systems (ARIS), and Enterprise Reference Models, Popular Enterprise Systems Technologies to Support Business Processes, SAP, ERP Systems, Customer Relationship Management Systems, Supply Chain Management Systems, Workflow Support Systems, Service-Oriented Architecture, Cloud Computing, Implementation of Enterprise Systems, ERP Implementation Methodologies, Lifecycle Approaches, ERP Tailoring, Implementation Risks, SAP Specific Implementation Process – Solution Manager, ERP Promise, Perils, and Benefits realization, Maturity Models.

### **Recommended Texts and Software:**

1. Bradford, M. (2010). Modern ERP Systems: Select, Implement and Use Today's Advanced Business Systems. 2<sup>nd</sup> Edition.
2. Enterprise Systems for Management, Luvai F. Motiwalla and Jeff Thompson, second edition.
3. Concepts in Enterprise Resource Planning, 2<sup>nd</sup> or 3<sup>rd</sup> Editions By Ellen Monk and Bret Wagner.
4. SAP GUI.

## Recommendations

1. Universities should be asked to get the approval of these suggestions through their relevant statutory bodies. The Board of Studies (BoS) should be empowered to regularly review the contents and reading material of the respective courses.
2. Textbooks on Public Administration should be produced locally in view of the indigenous requirement for which funds may be generated through the HEC in collaboration with the universities.
3. The committee agreed on establishing an “**Association of Public Administration of Pakistan**” in order to organize national conferences on Public Administration and launch a journal of Public Administration to show case quality research in the area.
4. The workshops for the implementation of recommendations of the National Curriculum Review Committee (NCRC) in Public Administration should be organized at HEC level.
5. The committee recommended that Public Administration as a subject may be introduced as an elective and optional subject at BA/BSc level.
6. For the effective implementation of the curricula, training and summer schools should be organized for faculty members.
7. The committee unanimously recommended that road map/pattern of the nomenclature of the degrees of business administration should be adapted in public administration too. The 2-Year program in public administration after BA/BSc/BCom etc. may be renamed as BPS like BBS in Business Administration and the students getting the BPA-4 Year and BPS-2 Year degrees should be eligible to get admission in MPA equivalent to MS/MPhil Programme. The HEC is requested to implement the above mentioned road map and efforts should be made in this regard.
8. The committee also recommend that a national body to promote and ensure quality in Public Administration programmes should be established like professional bodies such as Pakistan Engineering Council, the Medical and Dental Council, and Pakistan Pharmacy Council, and National Business Education Accreditation Council (NBEAC) and representation of members from public administration must be ensured in such body/forum.
9. The HEC being an apex and supervisory institution in higher education in Pakistan should make efforts for promoting linkages with public sector universities and institutions including the Federal and Provincial Public Service Commission to enhance relevance and marketability of public administration discipline.

