

Minutes

46th Meeting of the Academic Council

held on 16-17 April 2024



**Directorate of Academics
Bahria University Islamabad**

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ACRONYMS AND ABBREVIATIONS USED IN THIS DOCUMENT

BBS	Bahria Business School	EP	Examination Policy
BH3S	Bahria Humanities and Social Sciences School	FHB	Faculty Handbook
BSEAS	Bahria School of Engineering and Applied Sciences	FYP	Final Year Project
BUAR	Bahria University Academic Rules	ES	Engineering Sciences
BUCAH	Bahria University College of Allied Health Sciences	GEP	Graduate Education Policy
BUCM	Bahria University College of Medicine	HS	Health Sciences
BUCPT	Bahria University College of Physical Therapy	H&SS/ HSS	Humanities & Social Sciences
BUDC	Bahria University Dental College	IATD	Institute of Art and Textile Design
BUHSC	Bahria University Health Sciences Campus	IHO	International Hydrography Organisation
BU-HSHM	Bahria University & Hashoo School of Hospitality Management	IPP	Institute of Professional Psychology
BUHS-PGI	Bahria University Health Sciences Post Graduate Institute	IR	International Relations
BUIC	Bahria University Islamabad Campus	MS	Management Sciences
BUKC	Bahria University Karachi Campus	NBEAC	National Business Education Accreditation Council
BULC	Bahria University Lahore Campus	NCEAC	National Computing Education Accreditation Council
BULS	Bahria University Law School	NSH	National School of Hydrography
BUMDC	Bahria University Medical & Dental College	ODL	Online & Distance Learning Policy
BUMC	Bahria University Medical College	PFM	Permanent Faculty Member
CCH	Course Codes Handbook	PH	Public Health
CE	Computer Engineering	PM&DC	Pakistan Medical & Dental Council
CH	Credit Hour(s)	PN&MC	Pakistan Nursing & Midwifery Council
CS	Computer Sciences	PNNC	Pakistan Navy Nursing College
DA	Director Admissions	PP	Professional Psychology
DAcad	Director Academics	SCM	Supply Chain Management
DLC	Director Lahore Campus	SE	Software Engineering
DM	Director Marketing	SHB	Students Handbook
EDC	Estimated Date of Completion	UEP	Undergraduate Education Policy
ERD	Exams Record Database	UG	Undergraduate
EE	Electrical Engineering	URD	User Requirements Document
E&ES	Earth & Environmental Sciences	VFM	Visiting Faculty Member

Attendance**BUHO****Present**

1. Vice Admiral Asif Khaliq HI(M) (Retd)	Rector	in Chair
2. Rear Admiral Ahmed Fauzan HI(M) (Retd)	Pro-Rector (RIC)	Member
3. Rear Admiral Muhammad Arshid Javed SI(M) (Retd)	Pro-Rector (Acad)	Member
4. Surg Rear Admiral Ijaz Ahmad	Pro-Rector (HS)/ DGMS(N)	Member
5. Dr Habib ur Rehman Asim	Advisor for IS	Member
6. Cdre Muhammad Jalaluddin Qureshi SI (M), (Retd)	Registrar	Member
7. Dr Faisal Bashir	Dean ES/ Principal BSEAS-IC	Member
8. Dr Adam Saud	Dean H&SS/ Principal BH3S-IC	Member
9. Dr Muhammad Fayyaz	Dean Law/ Principal BULS	Member
10. Cdre Asim Raza SI(M) (Retd)	DAcad	Member & Secy
11. Cdre Zahid Iqbal SI(M) (Retd)	CE	Member
12. Cdre M Masud Akram SI(M), S.Bt	DA	Member
13. Brig Asif Ali Asif (Retd)	DHS	Member
14. Dr Asad Waqar	DPGP	Member
15. Mr Fazal Wahab	DQA	Member
16. Dr Saleem Aslam	DORIC	Member
17. Dr M. Awais Mehmood	DIO/ DSMP	Member

In Attendance

18. Ms Sundal Mufti	DSA
19. Mr. Zulfiqar Ahmed Janjua	DLPDC
20. Capt Khalid Hameed PN (Retd)	Dy Registrar (Academics)
21. Cdr Zulfiqar Haider Malik PN (Retd)	Dy Registrar (Regulations & Statutes)
22. Ms. Saima Akber	Dy Director (Academics)

BUIC**Present**

23. Rear Admiral Zaka Ur Rehman HI(M) (Retd)	DG BUIC	Member
24. Dr Shehzad Khalid	Principal BSEAS (H-11)	Member
25. Dr Khalid Mumtaz	Principal BBS-IC	Member
26. Dr Saima Kalsoom	Principal BSPP	Member
27. Dr Ghulam Mustafa	Vice Principal BUCM (BUHSCI)	Member
28. Dr Junaid Imtiaz	HOD (EES) BSEAS-IC	Member
29. Dr Adeel M. Syed	HOD (SE) BSEAS-IC	Member
30. Dr Riaz Ahmed	HOD (MS) BBS-IC	Member
31. Dr Khalil Ur Rehman	HOD (BS) BBS-IC	Member
32. Dr Syed Umair Ullah Jamil	HOD (E&ES) BSEAS-IC	Member
33. Dr Arif Ur Rehman	HOD (CS) BSEAS-IC	Member
34. Dr Moneeb Gohar	HOD (CS) BSEAS (H-11)	Member
35. Dr Maryam Wahid	HOD (Biochemistry) BUCM	Member
36. Dr. Ayesha Aleem	HOD (DMPE) BUCM	Member
37. Dr Sohaib Mukhtar	HOD (Law) BULS	Member
38. Dr Syed M. Shahid Tirmazi	HOD (IS) BH3S-IC	Member
39. Dr Irfan Qaisrani	HOD (HSS) BH3S-IC	Member
40. Dr Farrukh Shahzad	HOD (Med St) BH3S-IC	Member
41. Dr Shahzia Yusuf	HOD (PP) BSPP (H-11)	Member

In Attendance

42. Capt M. Sarfraz Khan PN (Retd) DAcad-BUIC (E-8)
 43. Dr Sumaira Kausar Dir COE-AI

BUKC**Present**

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|---|---------------------|--------|
| 44. Vice Adm K. G. Hussain HI(M) (Retd) | DG BUKC | Member |
| 45. Dr Muhammad Zahid | Dean BBS-KC | Member |
| 46. Dr Sohaib Ahmed | Principal BSEAS-KC | Member |
| 47. Dr Oyoon A Razzaq | Principal BH3S-KC | Member |
| 48. Dr Salma Hamza | HOD (E&ES) BSEAS-KC | Member |
| 49. Dr Syed Safdar Ali | HOD (CS) BSEAS-KC | Member |
| 50. Dr Liaqat Ali | HOD (MS) BBS-KC | Member |
| 51. Dr Rizwan Iqbal (A.O.D) | HOD (CE) BSEAS-KC | Member |
| 52. Dr Asif Inam | HOD (Mar Sc) BSMAS | Member |
| 53. Dr Saher Afshan | HOD (HSS) BH3S-KC | Member |
| 54. Dr Aurangzeb | HOD (IS) BH3S-KC | Member |
| 55. Dr Hina Shakir | HOD (SE) BSEAS-KC | Member |
| 56. Dr Mukesh Kumar | HOD (EE) BSEAS-KC | Member |
| 57. Dr Muhammad Ashfaq | HOD (Media Studies) | Member |
| 58. Dr Mubashir Ali Shah | HOD (BS) BBS-KC | Member |

In Attendance

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| 59. Cdre Rashid Mahmood Sheikh SI(M) | Commandant PNS Bahadur |
| 60. Capt Zaheer Ahmed PN (Retd) | DAcad-BUKC |
| 61. Dr Waqar ud Din | DD ORIC |
| 62. Engr Erum Shafiq | Asstt Director QA |
| 63. Alya Azmat Ali | Staff Officer |
| 64. Atif N. Awan | Dean Coordinator |
| 65. Capt M. Wasim PN | Dy HOP, NSH |
| 66. Cdr Muhammad Asif Sahazad PN | DOS PNS Bahadur |
| 67. Cdr Syed Amar Jamshed | OI/C NSH |
| 68. Lt Cdr Murtaza Taak PN | SO (Hyd), NSH |
| 69. Lt Cdr Fatima Sadiq Ali PN | Project Officer BSAAD, IATD |
| 70. Lt Shakeel PN | Admin Officer IATD |
| 71. Lt Shaban PN | Rep of PNA |

BUHSC**Present**

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|---|-------------------------|--------|
| 72. Vice Admiral Ather Mukhtar HI(M) (Retd) | DG BUHSCK | Member |
| 73. Maj Gen Prof Shehla M. Baqai HI(M) (Retd) | Dean HS/ Principal BUMC | Member |
| 74. Capt Noaman Imam (Retd) | Director Campus BUHSCK | Member |
| 75. Dr Kashif Naqvi | Principal BUDC | Member |
| 76. Dr. Nasim Karim | Principal BUHS-PGI | Member |
| 77. Dr Khalid Aziz | Principal BUCPT | Member |
| 78. Dr Mahreen Lateef | Principal BUAHS | Member |
| 79. Dr Khalid Mustafa | Vice Principal BUMC | Member |
| 80. Dr Shakeel Ahmed | HOD (Paediatrics), BUMC | Member |
| 81. Dr Naheed Sultan | HOD (Surgery), BUMC | Member |

82. Dr Hasan Ali	HOD (Biochemistry), BUMC	Member
83. Dr Tabassum A Qadeer	HOD (Orthodontics), BUDC	Member
84. Dr Iqbal Hussain Udaipurwala	HOD (ENT), BUMC	Member
85. Dr Sameer Shahid Ameen	HOD (Eye), BUMC	Member
86. Dr Farzeen Tanvir	HOD (Periodontology), BUMC	Member
87. Dr Inayat Hussain Thavar	HOD (Community Medicine)	Member
88. Dr Syed Ahmed Omer	HOD (Dental Material)	Member

In Attendance

89. Dr Brig Parvez Asghar (Retd)	Professor of Medicine, BUMC
90. Surg Cdr(R) Prof Akbar Waheed	DD Admissions, BUHSCK
91. Dr M. Najamuddin Shabbir	Professor of Surgery, BUMC
92. Dr Tasneem Fatima	Professor of Anatomy, BUMC
93. Dr Shaikh Abdul Saeed	Professor of Physiology, BUMC
94. Dr Aisha Qamar	Professor of Anatomy, BUMC
95. Dr Jalil Qadir	Professor of Forensic Medicine, BUMC
96. Dr Naveed Faraz	Professor of Pathology, BUMC
97. Dr Talea Hoor	Professor of Pharmacology, BUMC
98. Dr Summayya Sahawana	Professor of Pathology, BUMC

BULC**Present**

99. Cdre Jawad Ahmed Qureshi SI(M)	Director BULC	Member
100. Dr Adnan Hushmat	HOD (MS)	Member
101. Dr Khawaja Qasim Maqbool	HOD (CS & IT)	Member
102. Dr. Khawar Bilal Baig	HOD (PP)	Member

In Attendance

103. Nayab Mufti Sohail	Senior Lecturer
104. Muhammad Umair Saeed	Manager QA
105. Arslan Mughal	Assistant Director Examinations

IPP**Present**

106. Dr Zainab Hussain Bhutto	Dean PP/ Principal IPP	Member
107. Dr Kiran Bashir Ahmad	HOD (IPP)	Member

PNSL**Present**

108. Cdr Ajeebulah TI(M) PN	CO PNSL	Member
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In Attendance

109. Mr Muhammad Asmat Ullah	Instructor, PNSL
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PRELIMINARIES

Opening Remarks by the Chair

1. The Chair welcomed all members to the BU Academic Council meeting. He also welcomed the other participants and highlighted the usefulness of the forum for taking decisions and setting goals for the next 6 months and more. He advised all to be very clear and concise, avoiding tangents, to finish the meeting on time.

Confirmation of the Minutes of 45th ACM

2. The Secretary apprised the Council that draft minutes of 45th ACM were communicated to all Members/ non-member participants on 3 November 2023. Comments thus received were incorporated accordingly, followed by processing (on file) for approval of the Rector. Approved Minutes were disseminated to all concerned for implementation on 24 November 2023. Subsequent to the promulgation of finalized Minutes, Dean ES asked for the following corrections in the course codes/ credit hours against Decision 45(4130):

FOR			READ		
Course Code	Course Title	CH	Course Code	Course Title	CH
CEN 121	Circuit Analysis	3	GSC 115	Circuit Analysis	3
CEL 121	Circuit Analysis Lab	1	GSL 115	Circuit Analysis Lab	1
CEN 458	Robotics	2+1	CEN 459	Robotics	2+1
CSC 323	Compiler Construction	3	CSC 323	Compiler Construction	2+1

3. Further to the above, DPGP asked for the following correction in Decision 4432 (Ratification of Weightage Criteria/ Formula for all PG Programmes):

Replace	With
Form MS-1A of BU PhD Rules 2017	Form MS-1A of BU MS/MPhil Rules 2017

4. DAcad also asked for changing the clause no. of the following new contents in BUAR 2016 through Decision 4521 (Amendments in Academic Rules for Summer Semester class size):

Replace	With
3.24.2 Minimum class size for summer semester courses will be 10 students shortfall of upto 5 students in these course may be approved by respective HCU. Any shortfall in a Summer course less than the 5 x students may be referred to BUHO as a special case, with convincing justification, for consideration by the Rector.	3.24.3 Minimum class size for Summer session courses will be 10 students. A shortfall of up to 5 x students in these courses may be approved by respective HCU. Any shortfall lesser than the 5 x students may be referred to BUHO (Acad Dte) as a special case, with convincing justification, for consideration by the Rector.

5. The Secy requested the Chair to confirm the Minutes with the corrections as presented. The Chair confirmed the Minutes of 45th ACM with the corrections as mentioned in para 2 to 4 above.

REVIEW ITEMS**Item 3652: Approval of Case Writing Centers in Bahria Business School Islamabad and Karachi**

Responsibility: Dean MS

Action from the Last ACM

6. The proposal to replace/ upgrade the CWC with RBSC is principally approved, for processing of revised organizational and financial details through a case file. Progress is to be reported.

Progress

7. Revised organizational and financial details of Research & Business Solution Centre (RBSC) have been formulated by BUKC. Dean MS will present the same for the approval of the Academic Council.

Discussion

8. Dean MS presented the proposed organogram and financial details of RBSC, as given at **Appendage 46(3652)**. Pro-Rector (RIC) inquired about the applicability of the organization for other faculties, suggesting to establish the similar setups at other BU Schools. Dean MS confirmed the proposed nomenclature was adoptable by other faculties. Pro-Rector (RIC) asked whether the RBSC was required as a separate entity or would duplicate the existing research groups. DQA explained that the core task of RBSC would be to write the case studies to be taught in Business Studies/ Management Studies programmes, which are not pursued by other research groups. Dean MS also presented the status of various case studies already prepared by the Faculty of MS. DAcad suggested to review the tasks assigned to existing research groups and merge the one into the proposed RBSC if similar roles were noted in any of these. Dean MS also highlighted the funds requirement for Datastream at BUKC and licensed SmartPLS software for related research at BUKC, BUIC and BULC. After further discussion, the Council approved the proposed organogram and financial details of RBSC for BUIC and BUKC, along with the proposed review of research groups.

Decision 46(3652)

9. The following was approved by the Council:

- a. Replacement/ upgradation of CWC to RBSC is approved for BUIC and BUKC, with the relevant organizational framework and financial details as given at **Appendage 46(3652)**, including DataStream at BUKC and licensed SmartPLS software at BUKC, BUIC and BULC.
- b. Tasks assigned to existing research groups are to be reviewed as a separate activity and the groups with roles similar to the RBSC are to be merged into the latter.
- c. Progress is to be reported.

Action Required	Action by	Responsibility
Implementation of Decision 9.a. & c.	Principal BBS-IC, Principal BBS-KC, DIT	Dean MS
Implementation of Decision 9.b. & c.	Dean MS, DORIC	

Item 3910: Launch of New Programme *Bachelor of Science in Coastal & Marine Sciences* at the Department of Maritime Sciences, BUKC

Responsibility: DG-BUKC

Action from the Last ACM

10. Improved admissions status of the programme is to be pursued in Spring 2024 semester through enhanced marketing and approaching the relevant organizations/ institutes, while reviewing the BS programme structure for replacement with AD/ Diploma/ Certificate programme. Progress is to be reported.

Progress

11. The programme was promoted through extensive marketing campaigns/ webinars and highlighted at various forums including federal and provincial institutions like NIO, PMD, NDMA, SUPARCO, MoCC, Coastal Development Authority GoS and others. Despite efforts, the programme did not attract any admission during Spring 2024 Session. However, a short certificate course on *Impact of Climate Change and Sea Level Rise on Marine Environment* is being planned in collaboration with Prof Paul Liu of North Carolina State University during the forthcoming summer session to create awareness among the public.

Discussion

12. Principal BSMAS highlighted that despite rigorous marketing efforts the programme intake remained low, estimating only 4-5 students may be attracted even with further efforts. DG BUKC proposed to freeze the programme due to persistently low intake, while initiating the alternate degree programme proposal through case file. DQA proposed to replace the degree programme with a short diploma or certificate course. The Chair asked about the details of the certificate course planned in the Summer 2024 session. Principal BSMAS explained the same and proposed to launch a *BS in Climate Change* programme after two semesters in collaboration with MOCC. Pro-Rector (RIC) suggested to offer a few courses related to Coastal and Marine Sciences in suitable UG programmes followed by a suitable PG programme in subject domain for specialization by interested students. After further discussion, the Chair concurred to freeze the subject degree programme until its objectives and financial effects were reviewed. The Council also agreed to initiate the proposal for the replacement degree/ diploma/ certificate programme separately through a case file.

13. DAcad further proposed to shift the responsibility for the Maritime Sciences related programmes/ courses to Dean ES due being more relevant, except for the *Master of Studies in Maritime Trade and Logistics* and *Master of Science in Maritime, Ports and Shipping* programmes, which may be retained by Dean MS. DG BUKC suggested to maintain the status quo. After brief discussion, the Chair directed to pursue the proposal separately through a case file.

Decision 46(3910)

14. The following was approved by the Council:

- a. The programme *BS in Coastal & Marine Sciences* is to be frozen till the review of its objectives and financial effects, which are to be processed through case file.
- b. The proposal for an alternate degree/ diploma/ certificate programme is also to be processed separately through case file.
- c. The proposal for shifting the responsibility for non-MS related programmes to Dean ES is to be processed through case file.
- d. Progress is to be reviewed.

Action Required	Action	Responsibility
Implementation of Decision 14. a.	DA, Principal BSMAS	Principal BSMAS
Implementation of Decision 14. b.	DA, Principal BSMAS	Principal BSMAS
Implementation of Decision 14. c.	DAcad	DAcad

Item 4017: Launch of New Programme *Bachelor of Science in Mathematics* at BH3S-KC

Responsibility: Dean H&SS

Action from the Last ACM

15. The programme is to be monitored for 2 more semesters (Fall 2024 inclusive) for a decision on its continuation. Meanwhile, the fee structure of the programme is to be reviewed for compatibility with other HEIs offering the same programme at Karachi. Progress is to be reported.

Progress

16. The fee structure has been reviewed and the proposal has been submitted to BUHO (Fin Dte) in February 2024.

Discussion

17. Principal BH3S-KC presented the status of Spring 2024 admissions and apprised that the progress was better than the previous semesters. DG BUKC shared the expectations of more intake in the coming semesters, which was supported by DQA.

Decision 46(4017)

18. Progress of the programme is to be reviewed in the next ACM to evaluate the outcome of revised fee structure in Fall 2024 semester. Progress is to be reported.

Action Required	Action	Responsibility
Implementation of the Decision	Principal BH3S-KC	DG BUKC

Item 4109: Launch of New Programme *Bachelor of Science in Remote Sensing & GIS* at BSEAS-KC

Responsibility: Dean ES

Action from the Last ACM

19. The programme intake is to be monitored in the next two semesters (Fall 2024 inclusive) to assess its success and continuation.

Progress

20. *BS in Remote Sensing & GIS* programme was started in Spring 2024 at E&ES Department of BSMAS (BUKC) with 7 x students, whereas it was not commenced at E&ES Dept of BSEAS -IC (H-11) due to insufficient admissions.

Discussion

21. Dean ES explained that the programme was commenced at BSMAS with special approval due to low intake. After brief discussion, it was agreed to monitor the programme intake for the next semester.

Decision 46(4109)

22. Progress is to be reviewed in the next ACM, to evaluate the feasibility of the programme continuation with respect to the admissions status in Fall 2024 semester.

Action Required	Action	Responsibility
Implementation of the Decision	Principal BSMAS	Dean ES

Item 4201: Approval of BS (4-Yrs) Degree Programme in *Islamic Studies*

Responsibility: Dean H&SS

Action from the Last ACM

23. Continuation of the programme in the next semester is to be reviewed while determining the reasons for the low interest of the new admissions applicants and response in other HEIs. Progress is to be reported.

Progress

24. Reasons for the low interest of the new admissions applicants have been explored by the Dept of Islamic Studies, BH3S-KC. It has been observed that the response of students is low in those HEIs where fee structure is high. However, lowering the BU fee structure of this programme at par with Public sector HEIs may not be financially feasible for BU. The Faculty of H&SS has, therefore, proposed to suspend the subject programme.

Discussion

25. Dean H&SS explained that the degree programme was not started in Spring 2024 semester due to lack of sufficient number of students. DQA proposed to start the programmes with low fee structure, compared to the current fee. DSA supported to review the fee structure for the programme launch in the next semester. After further discussion, the Council agreed to revise the fee structure as a separate activity, while reviewing the progress in the next ACM.

Decision 46(4201)

26. Fee structure of the programme is to be reviewed as a separate activity, while pursuing the launch in fall 2024 semester. Progress is to be reviewed in the next ACM.

Action Required	Action	Responsibility
Implementation of the Decision	Treasurer, DA, Principal BH3S-IC, Principal BH3S-KC	Dean H&SS

Item 4314: Launch of New Programme *Master of Science in Business Analytics*

Responsibility: Dean MS

Action from the Last ACM

27. The programme *MS in Business Analytics* is to be launched at BBS-IC in Spring 2024 semester. Progress is to be reported.

Progress

28. NOC for the programme launch was received from the HEC in September 2023 and the programme offered in Spring 2024 semester. Intake target was achieved.

Discussion

29. Brief discussion was held on the satisfactory performance of the programme, after which it was agreed to review the progress for one more semester.

Decision 46(4314)

30. Progress of the programme is to be reviewed for one more semester (Fall 2024) in the next ACM.

Action Required	Action	Responsibility
Implementation of the Decision	Principal BBS-IC	Dean MS

Item 4323: Launch of New Programme *Master of Science in Criminology* at BH3S-IC

Responsibility: Dean H&SS

Action from the Last ACM

31. Issuance of the NOC for the programme launch is to be pursued from the HEC. Progress is to be reported.

Progress

32. The case for the NOC was forwarded by the QA Dte to the HEC. However, both relevant FMs have resigned. Consequently, the case is pending till the induction of new relevant PhD FMs. Due to non-availability of related expertise, Dean H&SS has proposed to drop the agenda item and pursue it afresh after availability of related PhD faculty.

Discussion

33. Dean H&SS submitted that the proposed degree programme could not be pursued due to non-availability of relevant field PhD FMs as core requirement for the Hec NOC. DQA suggested to pursue the required FMs instead of withdrawing the proposal for programme launch. Dean H&SS explained the background of the launch proposal, which was based on the utilization of the available expertise which was not possible anymore. Dean Law suggested that he could provide the required expertise, but DQA opined that would not fulfil the HEC requirement. Pro-Rector (RIC) advised to introduce a stream or course related to Criminology in suitable UG programme, for potential linkage with the proposed PG programme. The Chair shared concern on not pursuing the required expertise after the resignation of the FMs with relevant domain. After further discussion, the Council agreed to drop the programme proposal as recommended by Dean H&SS.

Decision 46(4323)

34. The programme proposal is to be withdrawn from the HEC due to non-availability of required PhD FMs and the recommendation of the Dean H&SS. Point dropped.

Action Required	Action	Responsibility
Implementation of the Decision	DQA	Dean H&SS

Item 4325: Launch Proposal of *MS in Medical Lab Sciences (MS-MLS)* at BUCAHS, BUHSCK

Responsibility: Dean HS

Action from the Last ACM

35. NOC for the launch of *MS in Medical Lab Sciences* is to be pursued by the HEC. Progress is to be reported.

Progress

36. The case for NOC has been forwarded by the QA Dte to the HEC. However, as per the new HEC GEP 2023, Relevance Assessment Committee (RAC) should be formed to assess the relevance of PhD FMs for availability of at least 2 x supervisors for respective domain. Accordingly, the RAC has been constituted and its first meeting held on 19 March 2024 to nominate the PhD supervisors. While one FM was cleared for required relevance, the second FM will have to be hired to meet the HEC requirement. Headhunt for the same has been completed, and the formal approval of the Rector is nearing completion.

Discussion

37. DHS intimated that one FMs had been selected and appointed while the induction of second had been approved as per recommendation of RAC Committee and subsequent processing being pursued through HR Dte. DQA confirmed that the required NOC would be subsequently applied at the HEC.

Decision 46(4325)

38. Induction of second FM for the intended programme is to be expedited, while the issuance of NOC by the HEC is to be pursued by DQA. Progress is to be reviewed.

Action Required	Action	Responsibility
Implementation of the Decision	DHR, DHS, DQA	DHS

Item 4332: Ratification of Weightage Criteria/ Formula for all PG Programmes

Responsibility: DPGP

Action from the Last ACM

39. Progress of the amendment in BU MS/ MPhil Rules (ratification by the EC) is to be reviewed in the next ACM.

Progress

40. Form MS-1A has been updated in BU MS/ MPhil Rules, in alignment with HEC GEP 2023. Ratification of the same will be pursued in the next ECM.

Discussion

41. Director PGP presented the weightage criteria of all PG Programmes As per HEC GEP 2023 Rule. DAcad proposed to drop the point as the actions at the ACM level had been fulfilled. The Council approved the same.

Decision 46(4332)

42. DPGP is to pursue the ratification of the amendment in BU MS/ MPhil Rules as mentioned above. Point dropped.

Action Required	Action by	Responsibility of
Implementation of the Decision	DPGP	DPGP

Item 4334: Launch of *MS in Applied Linguistics* at BUKC

Responsibility: Dean H&SS

Action from the Last ACM

43. NOC for the launch of *MS in Applied Linguistics* is to be pursued from the HEC. Progress is to be reported.

Progress

44. The case for NOC by the HEC has been forwarded by the QA Dte. The HEC has advised to amend the programme title as *MS in Linguistics*, as per standard nomenclature for languages related programmes. Further, as per the new HEC GEP 2033, Relevance Assessment Committee (RAC) should be formed to assess the relevance of the PhD supervisors with respective PhD thesis topics. Accordingly, the RAC for H&SS has been formed and its first meeting was conducted on 12 March 2024, during which the relevance of PhD FMs was confirmed. DQA is pursuing the NOC by the HEC for the programme launch.

Discussion

45. After brief discussion, it was agreed that the degree title should be reviewed as *Master of Studies in Linguistics (English)* to meet the HEC requirement. DQA was asked to pursue the NOC from the HEC accordingly.

Decision 46(4334)

46. Degree title of the proposed programme is to be amended as *Master of Studies in Linguistics (English)* and so mentioned in the MoM. Issuance of the NOC by the HEC for the amended title is to be pursued by DQA. Progress is to be reviewed in the next ACM.

Action Required	Action by	Responsibility of
Implementation of the Decision	Principal BH3S-KC, DQA	Dean H&SS

Item 4336: Launching of Associate Degree in Computer Science

Responsibility: Dean ES

Action from the Last ACM

47. Improvement of the programme launch is to be pursued at the Department of Computer Sciences, H-11 Campus. Progress is to be reported.

Progress

48. In Spring 2024 semester, 40 students were admitted in *Associate Degree in Computer Science* programme at the CS Dept of BSEAS, BUIC (H-11). However, the programme did not start at CS Dept of BULC due to insufficient admissions.

Discussion

49. After brief review of the programme status at BUIC (H-11) and BULC, it was agreed to continue it at both the CUs for annual intake.

Decision 46(4336)

50. The programme is to be continued at BUIC (H-11) and BULC for annual intakes in Fall semesters. Point dropped.

Action Required	Action	Responsibility
Implementation of the Decision	DA, DM, DBULC, Principal BSEAS-H11	Dean ES

Item 4339: Improvement of Evening Programmes Quality at BULC

Responsibility: DQA

Action from the Last ACM

51. Improvement in the quality of evening programmes at BULC is to be pursued through audit by the QA Dte. Progress is to be reported.

Progress

52. BULC audit has been undertaken by the BUHO team headed by DQA, with Dean MS, Dean PP and DAcad. Corrective Action Plan for necessary measures by the CU and relevant BUHO Dtes (Marketing, HR, ORIC, Admissions, LPDC, IT) has been circulated to all concerned by the QA Dte. First progress report of the same is to be submitted by 22 April 2024.

Discussion

53. DAcad apprised that improvements in the quality of evening programmes at BULC would be pursued through compliance of the Corrective Action Plan and more frequent audits of the CU. The Chair advised to review the progress in the next ACM.

Decision 46(4339)

54. Corrective Action Plan for BULC is to be complied along with more frequent audits of the CU. Improvements in the quality of evening programs at BULC are to be reviewed in the next ACM.

Action Required	Action	Responsibility
Implementation of the Decision	DC BULC, DQA	DQA

Item 4404: Amendment in BU Academic Rules to Allow Students for Fresh Courses in Summer Semester

Responsibility: DAcad

Action from the Last ACM

55. Amendment in BU Academic Rule 3.20.1 b. approved earlier vide 44th ACM Decision 4404 is to be replaced with the revised contents placed at para 95. b. above, with inclusion of prerequisite courses for eligibility. Further, BUAR clause 3.20.1 a. is also amended for removal of Grade capping for all repeat courses in summer semesters, by deleting, “on improvement maximum grade award shall be capped at B+”. The amendments are to be ratified by the EC and progress is to be reported.

Progress

56. Approved amendments in BUAR for fresh courses in summer sessions have been notified by the Registrar office and implemented in the ERD maintained by the Exams Dte (BUHO) for

adoption by all CUs. The amendments have also been included in revised BUAR being presented through a separate agenda item, for subsequent ratification by the Executive Committee (EC).

Discussion

57. DAcad proposed to drop the item as the ACM related action has been completed while ratification of the approved amendments by the Executive Committee will be pursued in the forthcoming ECM (scheduled on 19 April 2024). The Council concurred the same.

Decision 46(4404)

58. Ratification of amendments in BUAR for fresh courses in Summer sessions is to be pursued in the next ECM. Point dropped.

Action Required	Action	Responsibility
Implementation of the Decision	DAcad	DAcad

Item 4405: Commencement of Weekly Online Classes

Responsibility: DQA

Action from the Last ACM

59. Progress of the conduct of monthly online classes and the feedback with respect to related infrastructure, online facilities and academic effectiveness are to be reported by all CUs, along with effects on related admin support.

Progress

60. BUIC (E-8) FMs are utilizing MS Teams for online classes on first Wednesday of the month. Some of the VFMAs, who do not have MS Team accounts utilize Zoom for the online classes. The lectures are recorded, and the links are also uploaded by respective FMs on LMS. Cluster Heads and HODs regularly monitor the online curriculum activities. Monthly online classes have been conducted successfully at BUIC (H-11) without compromising the academic effectiveness/standards. Lectures are recorded in MS Teams and links are shared with the students through LMS. Online classes on each Wednesday of every month since Fall 2023 semester are being conducted successfully of all programs at BUKC. Mostly the classes were conducted through MS Teams and Zoom. Recorded lectures of respective topics have also been uploaded on LMS. At BULC, online classes were conducted successfully on the first Wednesday of each month. Video lectures were recorded and uploaded on LMS. At BUHSCI, online classes were conducted successfully on MS Teams with considerable cost of electricity saved.

Discussion

61. Pro-Rector (RIC) asked for the impact on the quality of education through the online classes. Dean H&SS assured that no impact was encountered due to the periodicity of online classes being once a month and highlighted that it provided good exposure to the students to experience online learning. The DQA opined that the quality of teaching could be impacted by online teaching. DAcad indicated that the practice of monthly online classes was adopted as a preparation for the adoption of HEC Online and Distance Learning (ODL) Policy, which has facilitated improvement of BU online education facilities including recordings and uploading of lectures. The Chair shared concern on the perception of some employees to take the online teaching day as a day off. DG BUKC supported the same and proposed to switch days (instead of fixed 1st Wednesday of each month) to avoid 12 credit hours online teaching online of the same

course. DG BUHSCI highlighted that the online classes conducted for HS programmes covered the theory part only, while the labs/ practicals were scheduled on regular/ non-online days. DG BUIC strongly supported the continuation of online monthly classes as a step towards the readiness for future education and strengthening of BU online learning infrastructure. DC BULC also supported the continuation of online classes on the first Wednesday of every month. After further discussion, the Chair concluded to continue the monthly online classes for another 3 months, after which their efficacy would be reviewed for continuation or otherwise.

Decision 46(4405)

62. Online classes on the first Wednesday of each month are to be continued for 3 more months, after which their efficacy is to be reviewed in an exclusive meeting. Progress is to be reviewed in the next ACM.

Action Required	Action	Responsibility
Implementation of the Decision	All HCUs	Pro-Rector (Acad)

Item 4407: Launch Proposal for Associate Degree in Business Administration

Responsibility: Dean MS

Action from the Last ACM

63. Successful programme launch is to be pursued at BUIC, BUKC and BULC for Spring 2024 semester. Progress is to be reported.

Progress

64. Subject programme could not be launched in Spring 2024 semester due to low intake at all CUs. As intimated by Dean MS, the admissions response will be evaluated in the next (Fall 2024) semester. Meanwhile, the Faculty of MS is considering to review the programme based on the outcome of the next semester.

Discussion

65. Pro-Rector (RIC) asked about the reasons of low intake of students in Spring 2024 semester. Dean MS explained that Spring semesters generally had low intakes and suggested to pursue better intake in the Fall semester. The Secy proposed that continuation of the programme and its composition may be reviewed by the Faculty of MS after assessing the response in the next semester. The same was concurred by the Council.

Decision 46(4407)

66. Continuation of the programme is to be reviewed by the Faculty of MS, along with the need to review its composition, after assessing the admissions response in Fall 2024 semester. Progress is to be reported.

Action Required	Action	Responsibility
Implementation of the Decision	DC BULC, Principals BBS-IC & BBS-KC	Dean MS

Item 4408: Launch Proposal for Advanced Diploma in Infant, Child and Adolescent Mental Health

Responsibility: Dean PP

Action from the Last ACM

67. Dean PP is to forward a formal proposal for reduced fee structure of the programme at IPP, Karachi. Progress of the programme is to be reviewed for all CUs (BUIC, IPP, BULC).

Progress

68. Dean PP proposed a fee reduction from Rs 164,800 to Rs 100,000 per student, while DA proposed scholarships instead of overall fee reduction, and the Treasurer proposed 20% scholarship on tuition fee to first 10 applicants. However, due to overwhelming interest in MS and MPhil programmes over short courses/ diploma, preferred for career advancement, a persistent disparity was noted by the Faculty of PP between the target audience and the actual applicants for the Advanced Diploma, particularly in Karachi. Consequently, the Diploma course has been suspended at IPP and BULC with the approval of the Rector.

Discussion

69. Dean PP explained that similar skills-based programmes were already offered by other institutes at Karachi, due to which the subject programme could not be launched successfully within the available short marketing. However, due to different market dynamics, the programme launch has been successful at BUIC. The Secy proposed that Advanced Diploma course may be continued at BUIC (H-11), while keeping it suspended at other CUs till fresh approval for the re-launch. The same was concurred by the Council.

Decision 46(4408)

70. Advanced Diploma course is to be continued at BUIC (H-11), while keeping it suspended at IPP and BULC till fresh approval for the re-launch by the Academic Council. Point dropped.

Action Required	Action	Responsibility
Implementation of the Decision	DA, DC BULC, Dir IPP, Principal BSPP-IC	Dean PP

Item 4410: Launch Proposal for New Programme *Bachelor of Science in Robotics & Intelligent Systems*

Responsibility: Dean ES

Action from the Last ACM

71. The progress is to be reviewed for one more semester, i.e. Spring 2024.

Progress

72. A total of 73 students have been enrolled for subject programme at BSAES, BUKC and 123 students at BSEAS, BUIC (H-11) for Spring 2024 semester.

Discussion

73. Dean ES confirmed that the programme launch has been quite successful at BUIC and BUKC. The Secy proposed to drop the item from the ACM agenda, which was approved by the Council.

Decision 46(4410)

74. Considering the satisfactory progress of the programme, the point is dropped.

Item 4507: Approval of TORs for the Capstone Project in H&SS UG Programmes

Responsibility: Dean H&SS

Action from the Last ACM

75. TORs for the Capstone Project as given at Appendage 4507 (of the Minutes of 45th ACM) are approved for the Faculty of H&SS, while the level for such future approvals is to be decided in a separate meeting. Progress is to be reported.

Progress

76. Modalities for the Capstone Projects have been finalized. The Projects are to be completed by the students of H&SS programmes during the last semester of all UG programmes. Similar TORs for other faculties may be finalized and approved at the respective FBOS level.

Discussion

77. Dean MS explained that the Capstone Projects are being conducted as per the approved TORs and emphasized its importance for intended research. The Secy proposed that formulation and review of TORs for Capstone Projects in UG programmes may be undertaken at respective FBOS level, which was approved by the Council.

Decision 46(4507)

78. Formulation and review of TORs for Capstone Projects in UG programmes are to be undertaken at respective FBOS level. Point dropped.

Action Required	Action	Responsibility
Implementation of the Decision	All FBOS	All Deans

Item 4509: Review of Courses for the Postgraduate Programmes of Professional Psychology

Responsibility: Dean PP

Action from the Last ACM

79. Proposals for new courses in PG programmes of the Faculty of PP and alignment of academic roadmaps with HEC GEP 2023 are to be re-processed through FBOS (including the CLOs, course contents, course codes) for approval/ ratification in the next ACM. Progress is to be reported.

Progress

80. Revised roadmaps of *MPhil in Professional Psychology*, *MS in Clinical Psychology* and *PhD in Professional Psychology/ Clinical Psychology* have been processed through case file, on the suggested template in line with HEC GEP 2023 Policy, along with new course contents (Course Outlines) including related CLOs and proposed Course Codes. The revised roadmaps were accordingly approved and adopted from Spring 2024 semester. Dean PP will pursue the ratification of the same by the Academic Council.

Discussion

81. Dean PP presented the revised roadmap of PG programmes of the Faculty of PP, as given at **Appendage 46(4509)**, which were reviewed and ratified by the Council as proposed.

Decision 46(4509)

82. Revised roadmaps of *MPhil in Professional Psychology*, *MS in Clinical Psychology* and *PhD in Professional Psychology/ Clinical Psychology* approved through case file are ratified by the Council,

for adoption from Spring 2024 semester. Exams Record Database, all related statutory documents and BU website are to be updated accordingly. Point dropped.

Action Required	Action	Responsibility
Implementation of the Decision	CE, DA, DIT, Dean PP	Dean PP

Item 4511: Accreditation of *Diploma in Underwater Medicine and Hyperbaric Therapy*

Responsibility: Dean HS

Action of the Last ACM

83. The Council approved the 52-weeks PG Diploma course and 24-weeks Certificate course as given at Appendage 4511 (of the Minutes of 45th ACM). Award of CU/ AU status to NSOTC is to be finalized by end December 2023. Progress is to be reported.

Progress

84. BU team has undertaken a visit of the Underwater Medicine School (UMS) at Naval Special Operations Training Centre (NSOTC), Gharo on 28 Mar 24. Further processing for award of CU status to UMS will be undertaken at the Executive Committee (EC) forum, for approval by the BOG.

Discussion

85. Dean HS explained the details of the visit of the BU team to UMS, which comprised of Pro-Rector (HS), Registrar, CE, DAcad and DQA. It was confirmed that the team had recommended the processing of the award of CU status to the UMS, while advising the suitable organogram. The Council agreed to drop the item from the ACM agenda as the processing of CU status was to be processed directly through the EC.

Decision 46(4511)

86. Award of CU status to UMS, NSOTC by the BOG is to be pursued through the EC. Point dropped.

Action Required	Action	Responsibility
Implementation of the Decision	DHS	Pro-Rector (HS)

Item 4520: Amendment in BU Academic Rules for Segregation of Authorities for Penalties and Appeals

Responsibility: DAcad

Action of the Last ACM

87. Amendments in BU Academic Rules as given at para 195. a. to c. above (of the Minutes of 45th ACM) are approved subject to ratification by the EC.

Progress

88. The amendments have been included in revised BUAR being presented through a separate agenda item, for subsequent ratification by the EC.

Discussion

89. DAcad explained that the ratification of the amendment will be pursued from the ECM and proposed to drop the item from the ACM agenda, which was concurred by the Council.

Decision 46(4520)

90. Ratification of the amendment in BU Academic Rules will be pursued from the EC. Point dropped.

Action Required	Action	Responsibility
Implementation of the Decision	Registrar, DAcad	DAcad

Item 4523: Review of Faculty Course Load Reduction Policy

Responsibility: DAcad

Action of the Last ACM

91. The Committee recommendations for CLR to FMs are to be reviewed based on the fresh feedback from the CUs, including the appointment of non-faculty ASAs. Progress is to be reported.

Progress

92. Recommendations of the committee formulated for review of FMs CLR Policy were reviewed and approved by the Rector, excluding the CLR to ASAs, followed by notification by the Registrar office for adoption from Spring 2024 semester. DHR will pursue the related amendment in BU HR Policy Manual after Spring 2024 semester, as contained in the said notification.

93. A separate committee was formed at BUHO to review the appointment mechanism of ASAs. Proposals of that committee were shared with the CUs and the recommendations finalized for approval by the Rector. The finalized committee report is under deliberation at BUHO. DAcad in capacity of the committee head will present the finalized recommendations for consideration by the Council.

Discussion

94. DAcad presented the recommendations of the committee as given at **Appendage 46(4523)**, with key change being the replacement of ASAs from the PFMIs with exclusively employed BUOs as Departmental Coordinators and PFMs appointed as Class Advisers, without any course load reduction (CLR), as practiced at BU CUs prior 2011. Pro-Rector (RIC) suggested to include the updating of FMs profile in the duties/ responsibilities of Dept Coordinators. The Chair suggested to pursue the profile updating by the FMs themselves. DIO and DQA supported the same, while highlighting that it would require provision of access on related BU website page by the FMs. The Chair directed the IT Dte to include this aspect in the improvements in BU website being presented separately. He further advised to include the confirmation of updated profiles of FMs in the duties of Dept Coordinators, while making the respective Principals responsible for authenticity/ correctness of the FMs profiles on BU website. With regard to the improvements in BU website, DIO also proposed to include the course outline of each programme. The Chair directed the IT Dte to comply the same.

95. DAcad specifically indicated that students advisory and counselling was a spread responsibility amongst all the PFMs, while the Students/ Class Advisers were responsible for some particular additional aspects, as given in BU Academic Rules clause 3.22. The Chair enquired about the mechanism to ensure that the PFMs complied with the stated responsibilities; DQA confirmed that the same was ensured by respective HODs and Principals, as well as verification during the academic audits. The Chair asked the DQA to devise some mechanism for record

keeping of the advisory/ counselling provided to the students by the PFM s in general and the Class Advisers in particular.

96. The Council was informed that the CUs had concurred with the committee proposal for Dept Coordinators, while some preferred to assign more no. of students to the Class Advisers. However, the committee had preferred to keep the no. of students less for better focus in terms of required advisory and counselling, while also avoiding the CLR which addressed the PFM s concern of lesser time given to the core task of teaching and corresponding lesser no. of VFM s hired by the CUs.

97. Principal BSEAS-IC (H-11) reiterated to maintain status quo whereby his School was availing the services of ASAs from the relevant PFM s with 3 x CLR each, in addition to the Class Advisors appointed from the PFM s, as per the accreditation body requirements for the ES programmes. DAcad indicated that the Dept Coordinators to be employed were already proposed to be with 16 years education in the relevant domain. DQA further explained the suitability of the proposed nomenclature over the mechanism adopted by BSEAS-IC (H-11). DAcad indicated that the said proposal was exclusively by the Principal BSEAS-IC (H-11) based on the practice of the Depts which have low intakes, whereas the CUs as a whole – including BUIC – had supported to discontinue the practice of appointing the PFM s as ASAs. DG BUKC supported the hiring of Dept Coordinators as proposed by the committee but asked to review the students allocation to the Class Advisers as the total no. of sections at BUKC were much more than the PFM s. DAcad in capacity of the committee head explained that the CUs could assign more than 2 sections to a Class Adviser but the total no. of students was recommended not to exceed 50. He further highlighted that other HEIs also had the practice of almost each PMF being the Class Adviser of some students as the related task was not much if the no. of students assigned was kept low. HOD MS BBS-IC reported that the PFM s of that School were already assigned various duties and the total no. was inadequate even with the allocation of 3 sections each. He also asked for the additional appointments of programme coordinators for evening and weekend programmes. DAcad emphasized that the proposed Class Advisers were to be appointed only for the UG programmes, and suggested that BUIC and BUKC may review the total no. of sections mentioned by each CU for exclusion of the PG programmes. Principal BSEAS-IC (H-11) and Dean ES also proposed to provide suitable career progression to the personnel employed as the Dept Coordinators. DAcad indicated that they would have the same opportunities as for the other BUOs, i.e. pursuing higher studies, applying for higher category vacancies including the FMs, etc. The same was supported by DQA with further explanation of already existing mechanism.

98. DIO highlighted the shortcomings in the performance of exclusively employed ASAs in the past due to lack of related knowledge especially with the fresh employees. The Chair opined that such implication could be resolved through related training in form of specialized course/ module by the LPDC. The DSA indicated constraints in prevailing mechanism of students counselling and agreed that the proposed mechanism would induce the desired improvements. Pro-Rector (RIC) suggested that the Dept Coordinator appointment would be suitable for the PFM s to prepare them for the higher admin post of HOD or Principal. The DQA explained that the grooming of academicians for admin duties was adequately addressed through the middle level management appointments of Class Adviser, Cluster Head, Accreditation Coordinators, PGP Coordinators, etc, with elevation to HOD, Principal and then Dean. Against that, Dept Coordinators would be handling the day-to-day issues of students, which – if assigned to PFM s as practiced currently – consumed their considerable time away from the core task of teaching. DAcad further highlighted that appointment of PFM s for the Dept Coord was already being practiced at all CUs since 2016 with 3 x CLR to each ASA. However, issues were being experienced at all CUs in provision of

desired advisory/ counselling to the students and the PFMs were reportedly not willing to undertake the ASA duties at the cost of lesser teaching workload by them, due to which the very task of reviewing the ASAs appointment mechanism had been undertaken by an exclusive committee. Dean Law suggested that the appointment of Class Advisers should not be limited to the Lecturers but the senior FMs may also be employed to provide the extent of students advisory/ counselling mentioned in HEC UEP 2023. DQA confirmed that senior FMs could also be appointed as Class Advisers. DC BULC supported the adoption of Dept Coordinators and Class Advisers as proposed by the committee.

99. The Chair asked about the cost effectiveness of the committee proposal and was informed that – based on the students strength during the Spring 2024 semester – a total of 35 x Departmental Coordinators would have to be employed for all the CUs, while discontinuing ASA duties by 37 x PFMs with 3 x CLR each, with a net effect of additional Rs 4.2 million per annum.

100. After detailed discussion, the Chair gave consent for the adoption of the committee recommendations as presented, along with the measures/ additions discussed above. He also directed the LPDC to formulate assessed courses for the Dept Coordinator and Class Adviser duties, which should be qualified by the personnel prior appointment.

Decision 46(4523)

101. Review of ASAs appointment mechanism is approved as presented for adoption from the next (Fall 2024) semester through Registrar Notification. The following is also to be ensured:

- a. Confirmation of updated profiles of FMs is to be included in the duties of Dept Coordinators, while making the respective Principals responsible for authenticity/ correctness of the FMs profiles on BU website.
- b. DQA is to devise a suitable mechanism for record keeping of the advisory/ counselling provided to the students by the PFMs in general and the Class Advisers in particular.
- c. LPDC is to formulate suitable courses for the Dept Coordinator and Class Adviser duties, including suitable assessment to qualify for related appointment, and conduct the same regularly through respective CUs as part of Faculty Development Training.
- d. IT Dte is to include the updating of FMs profile and the provision of course outline for each programme in the presentation being given to the Rector on BU website.

102. All related BU statutory documents are to be amended accordingly. Progress is to be reviewed in the next ACM.

Action Required	Action	Responsibility
Implementation of the Decision	Registrar, DAcad, DQA, DLPDC, DIT	DAcad

NEW ITEMS**Item 4601: Ratification of Launch of *Bachelor of Science in Business and Information Technology* at BULC**

Sponsor: Dean MS

Referral Authority: FBOS-MS

Summary of the Case

103. Keeping in view the market demand for IT related programmes, feedback from the industry, academia and related alumni in the IT industry, *BS in Business and Information Technology* (BS-BIT) was proposed to be launched at MS Department of BULC. The proposal was processed through case file and approved by the Rector for ratification in the Academic Council.

104. HOD MS, BULC will present the launch proposal recommended by FBOS-MS for ratification by the Academic Council.

Discussion

105. HOD MS, BULC presented the proposal as given at **Appendage 4601**, highlighting that the programme could not be started in Spring 24 semester due to less no. of applicants. Pro-Rector (RIC) asked for the comparison of the courses in the roadmap of proposed programme with the already offered *BS in IT*. The HOD explained that the blending of MS courses along with the IT related courses would obviate the need of the MS graduates to take the IT related short courses or vice versa, to meet the job market requirements. Principal BSEAS-KC proposed the addition of some Electives in the proposed curriculum as per the prevailing market requirements. DAcad indicated that the proposed roadmap had been finalized in joint FBOS of MS and ES, which was confirmed by Dean ES and Dean MS. However, Dean MS agreed to include some more Electives in the programme as suggested by Principal BSEAS-KC. Dean Law proposed to review the degree title as *Fin Tech* (Financial Technology). Dean MS agreed to include it as a specialization with related course(s), which was conceded by HOD MS, BULC as well. DQA proposed to plan the programme in the evening time due to space limitations at BULC in the morning time. He also proposed to programme launch for minimum 20 students, while reviewing the Electives as per the current market requirements. Pro-Rector (RIC) proposed to launch the new programmes in Fall semesters only as a standard practice, so as to avoid bad reputation by withdrawing the offered programmes. DQA explained that the new programmes were generally launched in Fall semesters. HOD MS, BULC

106. After further discussion, the Chair approved the proposed programme with additional Electives including FinTech as agreed by Dean MS and HOD MS, BULC, for launch in Fall 2024 semester.

Decision 4601

107. Launch proposal for *Bachelor of Science in Business and Information Technology* at BULC is approved for admissions from Fall 2024 semester, with additional Electives (including FinTech) as mentioned in Appendage 4601. Exams Dte ERD, CU prospectus and BU website are to be updated accordingly. Progress is to be reviewed.

Action Required	Action	Responsibility
Implementation of the Decision	DC BULC, DA, DM, DIT	DC BULC

Item 4602: Alignment of Faculty of Management Sciences PG Programmes with GEP 2023

Sponsor: Dean MS

Referral Authority: FBOS-MS

Summary of the Case

108. Faculty of MS has revised the roadmaps of the following PG programmes as per HEC GEP 2023 and processed its scrutiny by DQA and CE through case file, for approval in the forthcoming ACM:

- a. MS in Maritime Trade and Logistics.
- b. MS in Maritime, Ports and Shipping Management.
- c. MBA.
- d. MS in Project Management.
- e. MS in HRM and Organisational Psychology.
- f. MS in Business Analytics.
- g. MS in Finance.
- h. MS in Marketing and Sales.
- i. MS in Supply Chain Management.
- j. MS in Management Sciences.
- k. MPhil in Management Sciences.
- l. PhD in Management Sciences.
- m. PhD in Economics.

109. Dean MS will present the revised roadmaps for approval by the Academic Council for adoption from Spring 2024 semester.

Discussion

110. Dean MS presented revised roadmaps of 13 x PG programmes. He highlighted that two degree programmes (*MS in Maritime Trade and Logistics* and *MS in Maritime, Ports and Shipping Management*) were launched after alignment with HEC GEP 2023 from Spring 2024 semester while the rest would be launched from Fall 2024 semester. He further confirmed that contents of the courses with amended/ higher level course codes were upgraded to level 700. DPGP asked for the alignment of CLOs with NQF Outcomes. The Secy proposed to approve the revised roadmaps as aligned with HEC GEP 2023 Policy for adoption from Spring 2024 semester, which was concurred by the Council.

Decision 4602

111. Revised roadmaps of 13 x PG programmes of the Faculty of MS and amended course outlines for level 700 courses are approved for adoption as given at **Appendage 4602**; para 108 a. & b. above from Spring 2024 semester and para 108. c. to. m. from Fall 2024 semester. Exams Record Database (ERD), related CU prospectus and website are to be updated accordingly. Progress is to be reported.

Action Required	Action	Responsibility
Implementation of the Decision	Dean MS, CE, DA, DIT	Dean MS

Item 4603: Alignment of BS (SCM) Programme at PNSL with UEP 2023

Sponsor: Dean MS

Referral Authority: FBOS-MS

Summary of the Case

112. Faculty of MS has revised the roadmap of BS (SCM) programme at PNSL as per HEC UEP 2023 and processed its approval through case file for adoption from Spring 2024 semester. Rep of PNSL will present the same for ratification by the Council.

Discussion

113. Instructor PNSL presented the revised roadmap of BS (SCM) as given at **Appendage 4603**. The Secy proposed the Council to ratify the revised roadmap as presented, which was concurred by the Chair.

Decision 4603

114. Revised roadmap of BS (SCM) programme at PNSL is ratified by the Council as given at **Appendage 4603**, for adoption from Fall 2024 semester. PNSL prospectus, website information and ERD are to be updated accordingly. Point dropped.

Action Required	Action	Responsibility
Implementation of the Decision	CO PNSL, CE	Dean MS

Item 4604: Inclusion of 1 x Core Course and 3 x Elective Courses in BS (A&F) Programme

Sponsor: Dean MS

Referral Authority: FBOS-MS

Summary of the Case

115. Faculty of MS has proposed to include the following courses in the roadmap of *Bachelor of Science in Accounting & Finance*:

- a. Introduction to Islamic Banking and Finance (FIN 311) – core course.
- b. SAP Financial Data Analytics (FIN 522) – elective.
- c. FinTech (FIN 523) – elective.
- d. Shariah Standards for Islamic Financial Institutions (FIN 524) - elective.

116. HOD MS, BBS-KC will present the proposal for approval by the Academic Council.

Discussion

117. HOD MS, BBS-KC presented the proposal including the CLOs of each course and their mapping with the POs/ PLOs. DPGP asked for the compliance of OBE in the programme. Dean Law indicated that the contents of CLOs were not commensurate with the standard composition. Dean MS agreed to review the contents accordingly. DLPDC asked for the reason to include 'SAP' in a course title as it was specific to a market contender. Dean MS explained that the course pertained to that particular utility and was in conformance with the general trends, which was supported by DQA. After further discussion, the Council approved the proposed courses with the changes agreed by Dean MS.

Decision 4604

118. Inclusion of 1 x core course and 3 x elective courses in the roadmap of *Bachelor of Science in Accounting & Finance* are approved for adoption from Fall 2024 intake, with the roadmaps as given at **Appendage 4604A** and the course outlines as mentioned in **Appendage 4604B** for core

course and **Appendage 4604C** for electives. CU prospectus and website are to be updated accordingly. Point dropped.

Action Required	Action	Responsibility
Implementation of the Decision	Dean MS, CE, DIT	Dean MS

Item 4605: Re-mapping of BS (A&F), BS (E&F) and BS (Economics) Courses with ICAP Courses

Sponsor: Dean MS

Referral Authority: FBOS-MS

Summary of the Case

119. Equivalence of ICAP courses with BS (A&F) was approved in the 40th ACM held in October 2021 vide Decision 4005. After alignment of all the academic roadmaps with HEC UEP 2023 in 44th (Special) ACM, re-mapping of these exemptions is required to facilitate the students. Meanwhile, ICAP has upgraded its syllabus for PRC (previously AFC) and CAF modules under Education Scheme 2021. Accordingly, there is a need to re-map and update the list of BU equated courses eligible for exemptions in related BU UG programmes. Faculty of MS has formulated the required re-mapping of related BU UG programmes with ICAP courses, as placed at **Appendage 4605**. Dean MS will present the same, for approval by the Academic Council.

Discussion

120. Dean MS presented the proposed re-mapping and explained the changes being recommended. DAcad highlighted that the re-mapping could be adopted for the BS (A&F) courses only as the other programmes were neither covered by the MOU between BU and ICAP nor mentioned in the HEC letter authorizing the recognition of ICAP courses. DQA supported the same while indicating the contents of the HEC letter in 2021 which authorized mapping of ICAP courses with BS (A&F) courses for 60 CH only. HOD MS, BBS-KC pointed out that the mapping for BS (Economics) courses had been previously approved in the 40th ACM, emphasizing the relevance of these programmes based on market demand. DAcad proposed to pursue the mapping with BS (E&F) and BS (Economics) programmes through revised MOU with the ICAP. After further discussion, the Council agreed with the suggested way ahead.

Decision 4605

121. Re-mapping of BS (A&F) courses with ICAP courses is approved by the Council as given at **Appendage 4605** for equivalence/ transfer of credits. For the BS (E&F) and BS (Economics) courses, related amendments in the MOU with ICAP are to be pursued. Point dropped.

Action Required	Action	Responsibility
Implementation of the Decision	Dean MS, Registrar, CE, DAACD	Dean MS

Item 4606: BU Recognition of Postgraduate Diploma (Category B) in Hydrographic Survey at the National School of Hydrography

Sponsor: Dean MS

Referral Authority: FBOS-MS/ES

Summary of the Case

122. National School of Hydrography (NSH) has approached the BU through Naval Headquarters for the accreditation of 29-weeks IHO Category B Hydrographic Diploma at its premises as a CU of BU. The proposal has been evaluated by the joint FBOS of MS and ES, and the

course details finalized for accreditation through BSMAS. OI/C NSH will present the proposal for approval by the Academic Council.

Discussion

123. OI/C presented the course scheme for the Diploma as given at **Appendage 4606A**. Pro-Rector (RIC) asked whether the Diploma given by BU would carry the IHO accreditation. OI/C NSH explained that a separate IHO certificate would be given by the NSH. The DQA confirmed that the NSH had met the BU requirements for the award of proposed Diploma. The CE also presented the format of the diploma and the transcript to be awarded, as given at **Appendage 4606B**, which were approved by the Council.

Decision 4606

124. The following was decided by the Council:

- a. Award of BU Postgraduate Diploma (Category B) in Hydrographic Survey at the National School of Hydrography is approved by the Council as per the study scheme at **Appendage 4606A**.
- b. Format of the certificate and the transcript to be awarded is also approved by the Council as given at **Appendage 4606B**.
- c. Award of CU status to the NSH is to be processed for the BOG approval thorough EC.
- d. Progress is to be reported in the next ACM.

Action Required	Action	Responsibility
Implementation of Decision 1.a.	OI/C NSH through Principal BSMAS	Dean ES
Implementation of Decision 1.b.	OI/C NSH, CE	CE
Implementation of Decision 1.c.	OI/C NSH, REgistrar	Registrar

Item 4607: Launch of New Programme *Master of Science in Artificial Intelligence* at BUIC (H-11)

Sponsor: Dean ES

Referral Authority: FBOS-ES

Summary of the Case

125. Faculty of ES has proposed to launch a new PG programme in Artificial Intelligence at BUIC (H-11) from Fall 2024 semester, subject to issuance of NOC from the HEC. HOD CS, BSEAS (H-11) will present the launch proposal for consideration by the Academic Council.

Discussion

126. Dean ES presented the proposal for launching the new programme *Master of Science in Artificial Intelligence*, emphasizing its difference from the existing Data Science programme at BUIC. Pro Rector (RIC) recommended a stronger focus on AI generation and suggested specifying entry pathways for students from diverse disciplines, including medical science. Dean ES assured that the admission criteria were aligned with the HEC policy. After further discussion, the Council agreed with the pursuance of the proposed programme at BUKC and BULC as well, subject to availability of the relevant FMs.

Decision 4607

127. The following was approved by the Council:

- a. Launch proposal for *Master of Science in Artificial Intelligence* is approved subject to the issuance of NOC issued by the HEC for BUIC (H-11), BUKC and BULC as given at **Appendage 4607**.
- b. RAC assessment for at least two relevant Ph.D. Faculty Members at respective CUs is to be undertaken accordingly.
- c. Progress is to be reported.

Action Required	Action	Responsibility
Implementation of the Decision	Dean ES, DPGP, DQA	Dean ES

Item 4608: Launch of New Programme *Bachelor of Studies in English* at BULC

Sponsor: Dean H&SS

Referral Authority: FBOS-HSS

Summary of the Case

128. Faculty of H&SS has proposed to launch a new UG programme, *Bachelor of Studies in English* at BULC from Fall 2024 semester. HOD MS, BULC will present the launch proposal recommended by the FBOS-HSS for approval by the Academic Council.

Discussion

129. Coordinator of BS Degree program presented the proposal of BS (English) degree program as placed at **Appendage 4608**, based on the curriculum and the roadmap already adopted at BUIC. DAcad suggested to rationalize the annual intake as per the standard class size. Upon query, Dean H&SS confirmed that new FMs would be required in the 2nd semester, subject to successful programme launch. The Chair advised that the FMs should be adequately competent for the programme learning outcomes. After further discussion, the Council approved the programme for launch in Fall 2024 semester.

Decision 4608

130. Launch of new programme *Bachelor of Studies in English* at BULC is approved for Fall 2024 semester as given at **Appendage 4608**. Necessary activities are to be undertaken by all concerned for the admissions and commencement of classes. Progress is to be reported.

Action Required	Action	Responsibility
Implementation of the Decision	DC BULC, DA, DM, DIT	DC BULC

Item 4609: Launch of New Programme *PhD in Islamic Studies* at BH3S-IC and BH3S-KC

Sponsor: Dean H&SS

Referral Authority: FBOS-HSS

Summary of the Case

131. Faculty of H&SS has proposed to launch a new PG programme, *PhD in Islamic Studies*, at BUIC and BUKC. HOD IS, BH3S-KC will present the launch proposal recommended by the FBOS-HSS for consideration by the Academic Council.

Discussion

132. HOD (IS), BH3S-KC presented the proposal as placed at **Appendage 4609**, emphasizing the importance of incorporating interfaith harmony and understanding into the programme rationale,

so as to extend its relevance beyond Muslim society. DAcad supported the same to attain a broader scope for the programme. DPGP proposed to update the eligibility criteria from GAT (Subject) to GAT (Gen) as per the HEC GEP 2023 and reducing the minimum marks from 70% to 60%. He also suggested to lower the level of deficiency courses from 800 to 700 due being more appropriate. The Chair noted that the proposed fee structure was more than the compatible HEIs. DG BUKC proposed to reduce the programme fee, which was supported by DQA and concurred by the Chair.

Decision 4609

133. The following was approved by the Council:

- a. Launch of *PhD in Islamic Studies* at BUIC (E-8) and BUKC is approved by the Council subject to issuance of the NOC by the HEC, as per the proposal at **Appendage 4609**.
- b. Proposed fee structure is to be reviewed for compatibility with other HEIs.
- c. Progress is to be reported.

Action Required	Action	Responsibility
Implementation of the Decision	Dean H&SS, DPGP, DQA	Dean H&SS

Item 4610: Launch of New Programme *Master of Studies in Linguistics (English)* at BH3S-IC

Sponsor: Dean H&SS

Referral Authority: FBOS-HSS

Summary of the Case

134. The Dept of HSS at BH3S, BUIC (E-8) intends to launch a specialized PG degree programme, *Master of Studies in Linguistics (English)* at BUIC. HOD HSS, BH3S-IC will present the launch proposal recommended by the FBOS-HSS for consideration by the Academic Council.

Discussion

135. Dean H&SS presented the proposal as placed at **Appendage 4610**. DPGP indicated that deficiency courses should be of level 600, and asked for the recommendations of the RAC, which were displayed by the CU. After further discussion, the Council consented the proposal subject to review of deficiency courses as highlighted by DPGP.

Decision 4610

136. Launch of the new programme *Master of Studies in Linguistics (English)* at BUIC (E-8) is approved by the Council subject to the issuance of NOC by the HEC, as per the proposal at **Appendage 4610**. Deficiency courses are to be reviewed for level 600. Progress is to be reported, with the Responsibility assigned to Principal BH3S-IC.

Action Required	Action	Responsibility
Implementation of the Decision	Principal BH3S-IC, DPGP, DQA	Principal BH3S-IC

Item 4611: Launch of Independent Programme *Bachelor of Science in International Relations* at BH3S-IC

Sponsor: Dean H&SS

Referral Authority: FBOS-HSS

Summary of the Case

137. Currently, *Bachelor of Social Sciences* programme is running successfully under the faculty of H&SS with 4 major specialized streams, including International Relations. Under new HEC UEP 2023, single degree programmes are to be initiated. Accordingly, the Dept of HSS, BH3S-IC intends to launch an independent programme titled *Bachelor of Science in International Relations*. HOD HSS, BH3S-IC will present the launch proposal recommended by the FBOS-HSS for consideration by the Council.

Discussion

138. Dean H&SS presented the proposal as placed at **Appendage 4611**. Upon DQA query, he explained that the proposed programme will gradually replace the BSS with IR stream offered in the previous semesters. DQA proposed to adopt the new programme at BUKC too. Dean H&SS explained that the BSS programme was still new at BUKC (launched in Fall 2021 semester) and did not have adequate intake for split into separate programmes as being proposed for BUIC. The same was concurred by DG BUKC. After further discussion, the Council approved the programme launch as proposed.

Decision 4611

139. Launch of the new programme *Bachelor of Science in International Relations* at BUIC from Fall 2024 semester is approved as given at **Appendage 4611** to replace the *Bachelor of Social Sciences* with the IR stream. CU prospectus, website and ERD are to be updated accordingly. Progress is to be reported.

Action Required	Action	Responsibility
Uploading of amended roadmaps on CMS and website	Dean H&SS, DIT	Principal BH3S-IC
Inclusion of amended roadmaps in Prospectus	DA	
Updating of ERD	CE	

Item 4612: Launch of Independent Programme *Bachelor of Science in Development Studies* at BH3S-IC

Sponsor: Dean H&SS

Referral Authority: FBOS-HSS

Summary of the Case

140. Currently, the students of *Bachelor of Social Sciences* programme are offered 4 major specialized streams including Development Studies. Under new HEC UEP 2023, single degree programmes are to be initiated. Accordingly, the Dept of HSS, BH3S-IC intends to launch an independent programme titled *Bachelor of Science in Development Studies*. HOD HSS, BH3S-IC will present the launch proposal recommended by the FBOS-HSS for consideration by the Academic Council.

Discussion

141. Dean H&SS presented the proposal as placed at **Appendage 4612**. DAcad explained that the proposal was similar to the previous agenda item, with the difference being the relevant

stream, i.e. Development Studies. After brief review, the Council approved the programme launch as proposed.

Decision 4612

142. Launch of the new programme *Bachelor of Science in Development Studies* at BUIC from Fall 2024 semester is approved as given at **Appendage 4612** to replace the *Bachelor of Social Sciences* with DS stream. CU prospectus, website and ERD are to be updated accordingly. Progress is to be reported.

Action Required	Action	Responsibility
Uploading of amended roadmaps on CMS and website	Dean H&SS, DIT	Principal BH3S-IC
Inclusion of amended roadmaps in Prospectus	DA	
Updating of SRD	CE	

Item 4613: Review of PG Programme *MS in Media Studies* for Inclusion of Professional Track

Sponsor: Dean H&SS

Referral Authority: FBOS-HSS

Summary of the Case

143. The Dept of Media Studies, BH3S-KC intends to review the PG programme in Media Studies for inclusion of professional track. HOD Media Studies, BH3S-KC will present the launch proposal recommended by the FBOS-HSS for consideration by the Council.

Discussion

144. The proposal was presented by Dean H&SS as placed at **Appendage 4613**. He suggested to include the professional track courses in the programme offered at BUIC too, to avoid disparity in case of the transfer of credit of a student of this programme from BUKC to BUIC. HOD Media Studies BH3S-IC agreed to the same. After further discussion, the Council agreed to review the programme as proposed for both BUIC and BUKC.

Decision 4613

145. PG programme *Master of Science in Media Studies* reviewed for inclusion of professional track courses as given at **Appendage 4613** is approved for adoption at BH3S-IC and BH3S-KC from Fall 2024 semester. Progress is to be reported.

Action Required	Action	Responsibility
Uploading of amended roadmaps on CMS and website	DIT	Principal BH3S-IC, Principal BH3S-KC
Inclusion of amended roadmaps in Prospectus	DA	
Updating of SRD	CE	

Item 4614: Approval of Degree Programmes at IATD/ BSAAD, Karachi

Sponsor: Dean H&SS

Referral Authority: FBOS-HSS

Summary of the Case

146. Naval Headquarters has approached the BU for award of CU status to the Institute of Art and Textile Design (IATD) established by it at Karachi. The institute was visited by the BU team on 29 March 2024, where the faculty proposed to launch 2 x degree programmes under BU, in the

domains of Fine Arts and Textile Design. The proposals were evaluated by the FBOS-HSS in its special meetings held in April 2024, and finalized for consideration of 3 x degree programmes by the Academic Council (including BS in Architecture). OI/C IATD will present the programme launch proposals for degree programmes recommended by the FBOS-HSS for approval by the Academic Council.

Discussion

147. Dean H&SS informed the Council that IATD had proposed 3 UG degree programmes including *Bachelor in Architecture* which were discussed in 2 x special FBOS held by the Faculty of H&SS. He further apprised that the Media Studies Dept at BUIC has an NCA (National College of Arts) graduate with experience in Art and Design. During the FBOS, it was learnt that approval of related accreditation body would be required to launch the *Bachelor in Architecture*. Accordingly, it was decided to initially launch only one UG programme and the IATD was asked to prepare the launch proposal as per standard BU format. Upon Chair's query, Pro-Rector (Acad) confirmed that separate working was already been done for the Architecture & Design School at BUIC.

148. Commandant Bahadur intimated that the IATD was already established at Majeed SRE, Karsaz, Karachi under the Sindh Board of Technical Education (SBTE). The proposal was then presented by the OI/C IATD, suggesting the nomenclature to be *Bahria School of Art, Architecture & Design* (BSAAD), launched by the Naval Headquarters under the guidance of Headquarters COMKAR (Commander Karachi). Upon Chair's query, the OI/C IATD explained the domains of Art, Architecture and Design that substantiated the separation of related departments, indicating that the Architecture domain to be covered would be art oriented/ non-engineering. Pro-Rector (RIC) sought confirmation that intake criteria for Architecture would be different from other programmes due to Mathematics being a compulsory subject. The OI/C IATD confirmed that the same. She apprised that 2 x departments were already functioning at IATD under the SBTE, the *Dept of Fine Arts* and the *Dept of Design*, while another/ the *Dept of Architecture*, would be established in 2025. The OI/C IATD proposed to launch 4-years degree programme in these domains under BU.

149. Pro-Rector (RIC) raised concerns on the institute's location for accessibility by general society. Commandant Bahadur explained that the institute was already accessible through with a model school and 2 x degree colleges already in the premises, with over 35,000 population as gated community, and had students from the outside without any accessibility constraints. The Registrar highlighted that the institute had easy accessibility through the NHS (Navy Housing Scheme) and Majeed SRE. The Chair acknowledged that the IATD was already well established at its current premises with necessary infrastructure, and that a consideration of the change of location would not be required. Commandant Bahadur also highlighted that the IATD infrastructure was ready to launch the proposed degree programme, which could be verified by the BU team that visited the institute. The DQA being a member of that team confirmed that that necessary infrastructure was in place at IATD, along with required resources, for degree programmes in fine arts and textile design.

150. The OI/C IATD presented the admissions criteria for degree programmes in Fine Arts, Architecture and Design, in conformance with the BU Admission Policy and similar to the criteria of other institutes offering the same programmes, and the fee structure in comparison to the competing HEIs. She recommended the award of CU status to IATD as the *Bahria School of Art, Architecture & Design* (BSAAD); and establishment of 3 x departments in BSAAD: the Dept of Fine Arts, the Dept of Design, and the Dept of Architecture. The Secy explained that award of CU status did not fall into the domain of the Academic Council and that the IATD had been

repeatedly asked to present the degree programme intended to be launched for the ACM approval, comprising of the programme roadmap, related credit hours, course codes, etc. He further explained that BU had already awarded the CU status to some PN units with the methodology that the NHQ retains the admin and financial control of the institute while the BU exerts the academic control. Accordingly, any change of name of the institute or the raising of new departments has to be processed from the NHQ due being admin domain. However, if the NHQ intends to hand over the institute to BU in toto, then the admin as well as financial controls would also be taken over by the University. As regards the award of CU status, that would be processed for the BOG approval through BU Executive Committee (EC). The DQA agreed that in subject case the ACM was mandated for the approval of academic programmes only; however, the details being presented may be taken in the context of general information. He assured that the roadmap for intended programme had been prepared by the institute with the assistance of BUKC and himself, which was confirmed by DG BUKC. The Pro-Rector (Acad) as the head of the BU team that visited the IATD explained that the institute had been provided the details of requirements for the ACM by the CE (in capacity of the Secy BU Affiliation Committee) through the Registrar office, a focal person provided for necessary preparation (Principal BH3S-KC) and special FBOS held during the Eid holidays to finalise the programme launch proposal with direct involvement of Dean H&SS throughout the process. He asked for the presentation of the launch proposal for a decision by the ACM, while processing the award of CU status in the ECM followed by the BOGM.

151. The OI/C IATD then presented the launch proposal for *Bachelor of Design in Visual Communication Design* spanning over 4 years, along with its aims and objectives, proposed career paths after completion of proposed degree and academic roadmap (with 1st & 2nd semesters common for Art, Design and Architecture). Upon query by Pro-Rector (RIC), Dean H&SS explained that the IATD had intended to seek approval for 3 x degree programmes but during the 2 x special FBOS it was advised to prepare for one programme at this juncture and subsequently preparing the more for the next ACM. He also highlighted that *Quran and Seerah* courses would also be embedded in the proposed roadmap as per the HEC requirements and other BU UG programmes. The DQA further advised to align the proposed roadmap with the latest NCRC curriculum. The Secy indicated that the Vision and Mission statements presented for the proposed BSAAD had to be aligned with the BU Vision and Mission statements, which would be processed as per standard procedure for finalization through SMP Dte. Further, clarity would be required with respect to the admin and functional controls of the institute, similar to the PNSL/ PNNC (administratively and functionally under the NHQ, academically under the BU). The programme launch proposal should also include the Programme Objective (POs), Programme Learning Outcomes (PLOs), Course Learning Outcomes (CLOs) and their mapping. Outline of new courses would also be required for the ACM approval, along with the assessment criteria (e.g. adherence to the BU Examinations Policy) and timeline for the programme launch (Fall 2024 semester or later). The Chair directed the IATD to prepare the launch proposal as per indicated requirements and present it again on the 2nd day of the ACM (17 April 2024), as per the standard format explained in the FBOS, with the assistance of Principal BH3S-IC at BUKC and Dean H&SS at BUIC/ BUHO.

152. On 2nd day of the ACM (17 April 2024), OI/C IATD presented an overview of the existing educational arrangements at IATD and proposed roadmap for *Bachelor of Design in Visual Communication Design* to seek the academic approval. The programme would comprise of 48 courses in 8 semesters with total 140 credit hours. Pro-Rector (Acad) reiterated the inclusion of *Quran and Seerah* courses in the roadmap. The Principal BH3S-KC intimated that General Education courses had been aligned as per the HEC UEP 2023 requirement by changing a course

in the original proposal. The Secy indicated that the degree programme had to be titled as per the HEC approved nomenclature, i.e. BS (Bachelor of Studies) in VCD. He also asked for formulation of the credit hours for each course depicting the Theory and Lab segments. OI/C IATD consented to comply the same. She also acknowledged that course codes and course contents of all the courses would be shared with BUHO separately. CE confirmed that course codes had been allocated to all the core courses, while for the electives these would be allocated after receipt of the finalized list from IATD. Manager QA, BUKC apprised that the proposed roadmap was being reviewed for separation of Interdisciplinary courses from the Majors and the alignment of each category with HEC UEP 2023, inclusion of *Quran and Seerah* courses, Internship and Community Support programme (CSP). The activity would be completed in another 2 weeks. The Secy emphasized that the finalized roadmap had to be cleared by the FBOS for the ACM approval and suggested to adopt the stated process accordingly. DQA agreed with the proposal. After further discussion, the Chair advised to process the finalized roadmap as per the HEC and BU requirements through FBOS-HSS and processing of the programme launch on case file, followed by ratification of the approval in the next ACM. Upon query by the Chair regarding the change of institute's nomenclature, the Secy explained that the same would be decided by the NHQ.

Decision 4614

153. The following was decided by the Council:

- a. Degree programme proposed by IATD is in-principle approved for *Visual Communication Design*. Degree title and academic roadmap of the programme are to be finalized as per the HEC UEP 2023 with required General Education, Interdisciplinary and Major courses. *Quran and Seerah* courses are also to be included along with Internship and CSP.
- b. The finalized roadmap is to be processed through FBOS for approval through case file, followed by ratification in the next ACM.
- c. Award of CU status to IATD may be pursued from the BOG through ECM.
- d. Progress is to be reported.

Action Required	Action	Responsibility
Implementation of the Decision	OI/C IATD, Principal BH3S-KC	Dean H&SS

Item 4615: Adoption of Result Submission Form for Quran and Seerah Courses

Sponsor: Dean H&SS

Referral Authority: FBOS-HSS

Summary of the Case

154. Comprehensive *Quran & Seerah* programme advised by the HEC has been successfully implemented at all BU CUs from Fall 2023 semester. All the programme courses are non-credited and unassessed, but compulsory for the award of degree as per the HEC instructions. Accordingly, a result submission form has been developed by the Faculty of H&SS on the pattern of Internship result submission, after consultation with all the stakeholders. HOD HSS, BH3S-IC will present the result submission form for approval by the Academic Council.

Discussion

155. The proposed form was presented by Dean H&SS as placed at **Appendage 4615**. After brief discussion, it was agreed to adopt the form with amended title, *Quran and Seerah Courses Completion Status*.

Decision 4615

156. Result submission form for Quran and Seerah courses is approved as given at **Appendage 4615** with amended title, *Quran and Seerah Courses Completion Status*. Adoption of the form at all CUs is to be promulgated through Registrar Notification and its compliance included in BU Examinations Policy. Progress is to be reported.

Action Required	Action	Responsibility
Implementation of the Decision	Registrar, CE, DIT	Dean H&SS

Item 4616: Approval of the Psychological Services Centre Policy

Sponsor: Dean PP

Referral Authority: FBOS-PP

Summary of the Case

157. Psychological Services Centers are established at BUKC, BUIC and BULC as *Umeed e Nau* and *Wellbeing Centre* respectively for provision of psychological services to the community and training of UG/ PG students. A comprehensive policy has been formulated for these Centers in consultation with all the CUs and relevant BUHO Dtes, which caters a formal mechanism for behavioral counseling of BU students as well as patients/ clients from outside, while conforming with UN SDG 3.4. Dean PP will present the said Policy, for approval by the Academic Council.

Discussion

158. Dean PP presented the policy formulated for Psychological Service Center. The Chair asked for the house opinion on the suitable nomenclature for the Centre, whether it should be *Umeed-e-Nau* or the Well Being Centre or some other name which clearly conveys the nature of services provided (psychological assessment and support). While the IPP and BULC preferred to retain the *Umeed-e-Nau* title, BSPP (BUIC) was inclined to retain the Well Being Centre nomenclature. The Faculty of PP was as a whole of the opinion to use a generalized nomenclature which did not mention the psychological assessment or support, due to social implications. Pro-Rector (RIC) supported the same.

159. It was indicated that the policy proposed the approval of consultancy clinics at Psychological Service Center by the BU PFMs during the working hours by respective HCUs, which was currently approved by the Rector. The Chair advised to present such policy proposals in a separate meeting, while bringing only the academic aspects in the ACM, if so required.

Decision 4616

160. The Psychological Services Center policy is to be presented in a separate meeting, and only the academic aspects of the approved policy are to be brought to the ACM. Progress is to be reported.

Action Required	Action	Responsibility
Implementation of the Decision	Dean PP	Dean PP

Item 4617: Launch Proposal for *Master of Science in Clinical Psychology* at BSPP (H-11)

Sponsor: Dean PP

Referral Authority: FBOS-PP

Summary of the Case

161. The Dept of PP at BUIC (H-11) has been pursuing the launch of *MS in Clinical Psychology* in accordance with the Registrar Notification No. 002/2023. Delayed by various shortcomings, the proposal was discussed in detail by the FBOS-PP in its special meeting held on 1 April 2024, and deficiencies were noted for the programme launch, i.e. the required faculty, psychology lab, psychological tests, Psychological Services Centre, library books and related infrastructure. While the compliance of above stated Registrar Notification remains pending, availability of the prerequisites for the programme launch need to be expedited at the CU level. HOD PP, BSPP (H-11) will present the launch proposal for subject programme, for consideration by the Academic Council.

Discussion

162. The HOD PP, BSPP (H-11) presented the launch proposal as given at **Appendage 4617.**, with the status of required resources. Pro-Rector (RIC) inquired about the availability of relevant PhD FMs, to which the HOD assured that they would be available in time. After detailed discussion on all the shortcomings, the Chair consented to accord in-principle approval to pursue the HEC NOC in parallel with resolving the prevailing deficiencies.

Decision 4617

163. The following was approved by the Council:

- a. Launch proposal for *Master of Science in Clinical Psychology* at the Department of Professional Psychology, BUIC (H-11) is approved subject to the issuance of NOC by the HEC.
- b. Deficiencies in the required facilities/ resources are to be resolved on priority, including the relevant PhD qualified PFM, psychology lab, psychological test kits, library books and Psychological Services Centre.
- c. Progress is to be reported.

Action Required	Action	Responsibility
Implementation of the Decision	Principal BSPP, DC BUIC (H-11), DPGP, DQA	Principal BSPP

Item 4618: Launch Proposal for *Master of Philosophy in Professional Psychology* at BSPP (E-8)

Sponsor: Dean PP

Referral Authority: FBOS-PP

Summary of the Case

164. BSPP, BUIC (E-8) has proposed to launch a new PG programme, *MPhil in Professional Psychology*. The proposal was discussed in detail by the FBOS-PP in its special meeting held on 1 April 2024, and constraints were noted for the immediate programme launch including the required faculty in Clinical, Educational and Organizational domains; the imperative need for psychological tests to maintain the related institutional standards; maintaining the faculty-to-students ratio; and managing the supervisory load for internships and theses effectively as per the HEC GEP 2023. HOD PP, BSPP will present the launch proposal with timeline to resolve the prevailing constraints for consideration by the Academic Council.

Discussion

165. Principal/ HOD PP, BSPP (E-8) presented the programme launch proposal to the Council. It was noted that the presentation did not address the shortcomings shortlisted in the FBOS and mentioned in the summary of the case. However, as the proposal and its associated constraints were similar to the previous agenda item (4617), the Council agreed to accord in-principle approval for the proposed programme to pursue the HEC NOC in parallel with resolving the prevailing deficiencies.

Decision 4618

166. The following was approved by the Council:

- a. Launch proposal for *Master of Philosophy in Professional Psychology* at BSPP, BUIC (E-8) is approved subject to the issuance of NOC by the HEC.
- b. Deficiencies in the required facilities/ resources are to be resolved on priority, including the relevant PhD qualified PFM for Clinical/ Organisational/ Educational domains, related test kits, required faculty-to-students ratio and managing the supervisory workload with new programme.
- c. Progress is to be reported.

Action Required	Action	Responsibility
Implementation of the Decision	Principal BSPP, DPGP, DQA	Principal BSPP

Item 4619: Launch of MBBS Programme at Bahria University College of Medicine, BUHSCI

Sponsor: Dean HS

Referral Authority: FBOS-HS

Summary of the Case

167. Bahria University Health Sciences Campus, Islamabad (BUHSCI) is being established phase-wise at Anchorage Islamabad. Presently, the construction of Bahria University College of Medicine (BUCM) is in progress, which is likely to be completed in April 2024. All PM&DC requirements are being addressed to start the MBBS academic session 2024-25 at BUCM after approval by the PM&DC. FBOS-HS has proposed to launch the MBBS programme already approved for BUHSCK at BUHSCI, including the Vision and Mission already approved for the BUMC. HOD DME, BUCM will present the MBBS programme to be launched at BUCM, BUHSCI along with the Vision, Mission and financial effects, for approval by the Academic Council.

Discussion

168. HOD DME, BUCM presented the launch proposal for MBBS programme at BUHSCI. It was indicated that the Vision, Mission and MBBS curriculum being proposed were already adopted for BUMC, BUHSCK. DIO/ DSMP highlighted that the Vision statement required to be updated. During further discussion, it was noted that the MBBS curriculum for BUCM is under review for alignment with the latest PM&DC requirements, which will have to be processed for the ACM approval through FBOS. Considering the timeframe of the PM&DC inspection/ visit of the BUCM in July 2024, the Chair advised for the finalization of the updated MBBS curriculum in May 2024, followed by a special ACM in June 2024 to approve the same.

169. The Chair also proposed to launch the BSN, DPT and BS (MLT) programmes at BUHSCI from the next year (2025) to ensure early break-even of impending expenses. He asked for the formulation of a plan to this effect and its presentation separately.

Decision 4619

170. The following was decided by the Council:

- a. Launch of MBBS programme at Bahria University College of Medicine (BUCM), BUHSCI is approved from 2024-25 intake.
- b. Vision and Mission approved for BUMC, BUHSCK is to be adopted for BUCM, BUHSCI as well.
- c. Review of MBBS curriculum for alignment with the latest PM&DC requirements is to be completed in May 2024, for special ACM in June 2024 to approve the updated curriculum for subsequent PM&DC inspection/ visit in July 2024.
- d. Plan for the launch the BSN, DPT and BS (MLT) programmes at BUHSCI from the next year (2025) is to be formulated and presented separately.
- e. Progress is to be reported.

Action Required	Action	Responsibility
Implementation of the Decision	Principal BUCM, Dean HS, DHS	Principal BUCM, BUHSCI

Item 4620: Review of MCQs-SAQs Distribution in MBBS and BDS Examinations

Sponsor: Dean HS

Referral Authority: FBOS-HS

Summary of the Case

171. Format of the question papers for the annual professional examinations of MBBS and BDS programmes is based on 50:50 ratio of MCQs and SAQs. FBOS-HS has proposed to gradually replace this with 100% MCQs as adopted by most of the other Medical/ Dental colleges. Dean HS has also proposed to review the questions databank maintained by the Exams Dte (BUHO) for the required quality of assessment with revised format. HOD DME BUHSCK will present the proposal for consideration by the Academic Council.

Discussion

172. Dean HS presented the proposal, with phased adoption of the amended distribution, i.e. 70% MCQs and 30% SAQs in Phase-I with immediate effect and 100% MCQs in Phase-II after 1-2 years. DQA asked about the assessment methodology to be adopted for OBE implementation that was also mandated by PM&DC. Dean HS assured that the same would be adopted gradually. The CE updated that the Questions Databank revalidation would be commenced in June 2024 for completion prior the final professional exams in November 2024. During detailed discussion, it was noted that adoption of 100% MCQs in MBBS/ BDS exams would require development of related expertise in appropriate questions formulation. Pro-Rector (HS) highlighted the consequent tendency of the students to consult MCQs books instead of preparing the detailed textbooks, which may compromise the comprehension of required knowledge. After considerable evaluation of impending outcomes, the Council consented to adopt the 70:30 ratio of MCQs and SAQs as proposed, while pending the further changes till a review of the outcome of the amended ratio.

Decision 4620

173. The following was approved by the Council:

- a. Format of the question papers for the MBBS and BDS annual professional examinations is amended to 70:30 ratio of MCQs and SAQs with immediate effect. Outcome of the same is to be reviewed in the next ACM and any further amendment is to be considered later.
- b. Questions databank maintained by the Exams Dte (BUHO) is to be reviewed by the Faculty of HS for improvement of the quality of questions, commensurate with the increased ration of MCQs.
- c. Progress is to be reviewed.

Action Required	Action	Responsibility
Implementation of the Decision	Dean HS, CE, DHS	Dean HS

Item 4621: Revised Eligibility Criteria for *PhD in Health Sciences* Programme

Sponsor: Dean HS

Referral Authority: FBOS-HS

Summary of the Case

174. Revamping of roadmaps of PG programmes offered by the Faculty of HS was approved in the last/ 45th ACM (Decision 4513). The justifications provided for revamping was alignment with the regulatory body requirements. PMDC Postgraduate Rules June 2023 state that candidates with level IIa degree without Thesis/ Dissertation cannot proceed to PhD programmes in Basic Sciences; the inference being that although FCPS is not a degree but with dissertation is eligible for admissions while MCPS with no coursework and dissertation is ineligible for admissions in PhD in Basic Medical Sciences. Based on this aspect and PMDC Appointment Rules 2018, FBOS-HS has proposed to revise the eligibility criteria for PhD in HS programmes, aligned with HEC GEP 2023. Principal BUHS-PGI will present the proposal for approval by the Council.

Discussion

175. Principal BUHS-PGI presented the proposal as given at **Appendage 4621**. DHS highlighted that the proposed amendment was required for non-medical MPhil candidates as they will not get endorsement from PM&DC for the PhD qualification. Principal BUCM, BUHSCI shared concerns on accepting the non-medical candidates for PhD in HS and questioned the acceptability of such PhD FMs for subsequent teaching of HS courses. DQA explained that the FMs employed for the medical education are always those who have PM&DC acceptance, while non-medical PhDs in HS would have employability in Allied Health Sciences. DPGP suggested the alignment of proposed interdisciplinary eligibility with related UNESCO requirements and rephrase the criteria accordingly, while specific relevance for PhD domain may be evaluated in admission interview. The proposal was not supported by DQA and DAcad on the pretext that the existing format was standard and complied with HEC requirements.

Decision 4621

176. Proposed eligibility criteria for *PhD in Health Sciences* is approved as presented. Related statutory documents, CU prospectus and website are to be updated accordingly. Progress is to be reported, along with HEC acceptability/ stance on revised eligibility criteria.

Action Required	Action	Responsibility
Implementation of the Decision	Principal BUHS-PGI, DQA, DA, DIT	Principal BUHS-PGI

Item 4622: Teaching and Supervision of MPhil Students by Non-PhD Regular Faculty Members

Sponsor: Dean HS

Referral Authority: FBOS-HS

Summary of the Case

177. As per HEC GEP 2023, each PhD faculty member is eligible to supervise 12 x PG students, including 7 x MS/ MPhil and 5 x PhD. Further, only regular PhD faculty members shall teach and supervise the PG students; applicable from Fall 2023 semester. In case of non-availability of PhD faculty, permission for MPhil supervision by MPhil qualified FMs is to be taken from the Academic Council. In the discipline of Pathology-Histopathology at BUHS-PGI, PhD faculty is scanty and not available despite of vigorous head hunting. Principal BUHS-PGI will present the proposal to allow a non-PhD FM for teaching/ supervision and co-supervision of 2 x MPhil students, recommended by FBOS-HS, for consideration by the Council.

Discussion

178. Principal BUHS-PGI proposed to allow teaching / supervision by non-PhD FM, Prof Dr. Summayya Shawana, Professor of Pathology-Histopathology (MPhil and PhD in progress) along with teaching / co-supervision by Assoc Prof Dr. Hina Wasti (MPhil Histopathology) of 2 x MPhil students inducted in Fall 2023 semester. DQA indicated the prevailing shortage in required FMs and suggested early induction of the same. The Principal further highlighted that the subject proposal was for the existing students. DQA proposed to approve the recommendation subject to no further admissions in related programmes till the availability of minimum 2 x PhD FMs with relevant domain. The Council concurred the same.

Decision 4622

179. The Council approved teaching/ supervision by non-PhD FM, Prof Dr. Summayya Shawana along with teaching/ co-supervision by Assoc Prof Dr. Hina Wasti of 2 x MPhil students inducted in Fall 2023 semester as a special case. Shortage of related PhD FMs is to be resolved on priority by BUHSC-PGI, Progress is to be reported.

Action Required	Action	Responsibility
Implementation of the Decision	Principal BUHS-PG, DHR	Principal BUHS-PG

Item 4623: Approval of Common CBT for HS Semester-Based Programmes

Sponsor: Dean HS

Referral Authority: FBOS-HS

Summary of the Case

180. BUHSC is conducting 4 different semester-based programmes: BSN, DPT, BS (MLT) and BS (Biotechnology). As per the current practice, a candidate applying in a particular programme has to take the respective CBT. In case of an option for another programme, he/ she has to apply separately for that and appear in related CBT. As such, the candidate has to register twice and make double payments for appearing in the CBTs, which discourages pursuance of admissions in two different programmes simultaneously. In order to reduce the vacant seats in certain programmes, FBOS-HS has proposed to allow common CBT for semester-based programmes of BUHSC. Approval of the same may be accorded by the Academic Council.

Discussion

181. DQA supported the proposal on the grounds that explained that multiple HS programmes were semester-based and should have the common CBT. Dean HS highlighted the issues faced in

separate CBT for semester-based HS programmes during admission. After brief discussion the Council concurred with the proposal.

Decision 4623

182. Common CBT for all HS semester-based programmes is approved by the Academic Council. Amendments are to be incorporated in BU Admissions Policy and other statutory documents. Point Dropped.

Action Required	Action	Responsibility
Implementation of the Decision	DA, DIT, Dean HS	Dean HS

Item 4624: Exemption of MDCAT (Pass) Candidates from CBT for Admissions in HS Semester-Based Programmes

Sponsor: Dean HS

Referral Authority: FBOS-HS

Summary of the Case

183. Existing target for new intake of DPT programme is 100 students. The first choice of students having 60% or more marks in HSSC (pre-Medical) examinations is to get admission in MBBS or BDS programme. Due to the timeline of BU admissions, these students usually miss the CBTs. To attract such candidates towards the BU DPT programme, FBOS-HS has proposed to exempt the MDCAT (Pass) applicants from appearing in BU CBT, which would facilitate the targeted admissions in DPT programme. Considering the earlier agenda item of common CBT for all semester-based programmes at BUHSC, approval may be accorded by the Academic Council to exempt the MDCAT (Pass) applicants from appearing in BU CBT for all semester-based programmes at BUHSC.

Discussion

184. Dean HS highlighted that MDCAT was taken at the national level and carried more weightage than the BU CBT. Considering the need to increase the intake in DPT and other semester-based HS programme, exemption of CBT for MDCAT (Pass) candidates would be very appropriate. Principal DPT also highlighted that the eligibility criteria of DPT and MDCAT was the same. After brief discussion, the Council approved the proposal.

Decision 4624

185. Exemption from CBT to MDCAT (Pass) candidates for HS semester-based programmes on regular basis is approved by Academic Council. Amendments are to be incorporated in BU Admissions Policy and other statutory documents. Point Dropped.

Action Required	Action	Responsibility
Implementation of the Decision	DA, DIT, Dean HS	Dean HS

Item 4625: Ratification of Admissions in HS Semester-Based Programmes on the basis of MDCAT Results

Sponsor: DA

Referral Authority: Case File

Summary of the Case

186. BUHSCK intimated in February 2024 of few vacant seats in DPT, BS (MLT) and BS (Biotechnology) programmes for Spring 2024 admissions, while some candidates who had passed the MDCAT for MBBS/ BDS could be offered exemption from CBT to fill these vacant seats on basis of their MDCAT result. Formal approval for the exemption was taken through a case file initiated by the Admissions Dte, which needs to be ratified by the Academic Council.

Discussion

187. DA explained the details of the subject admissions in HS semester-based programmes on the basis of MDCAT results. After brief discussion, the Council ratified the approval.

Decision 4625

188. Exemption from CBT to MDCAT (Pass) candidates for DPT, BS (MLT) and BS (Biotechnology) programmes in Spring 2024 admissions approved on a case file is ratified by the Academic Council. Point dropped.

Item 4626: Approval of 5% Quota for Children of Overseas Pakistanis in BU Semester-Based Programmes

Sponsor: DA

Referral Authority: Case File

Summary of the Case

189. HEC has forwarded a letter from the Ministry of Federal Education & Professional Training to introduce 5% quota for children of overseas Pakistanis in the Public sector HEIs. Accordingly, the procedure for such quota has been prepared by the Admissions Dte, for adoption in BU admissions (excluding MBBS/ BDS programmes). Approval of the same will be requested from the Academic Council.

Discussion

190. DA presented the proposal as placed at **Appendage 4626**, based on the HEC letter. He highlighted the implications in case of any deviation from the HEC requirements, reiterating that the instructions were for all UG/ PG programmes. However, the Council generally supported the proposed quota for UG programmes only, excluding MBBS/ BDS. After further discussion, it was agreed that HEC would be approached for clarity/ consent on restricting the applicability to UG programmes only.

191. DAcad, Approval of 5% quota for children of overseas Pakistanis in BU semester-based academic programmes (i.e. excluding MBBS/ BDS programmes) as presented may be ratified by the Academic Council. Related statutory documents may be updated accordingly.

Decision 4626

192. 5% quota for children of overseas Pakistanis in BU UG semester-based programmes (excluding MBBS/ BDS) is approved by the Council, for adoption from Fall 2024 admissions. HEC is to be approached by the DQA for consent on restricting the quota to UG programmes only. Progress is to be reported.

Action Required	Action	Responsibility
Implementation of the Decision	DA, DQA	DA

Item 4627: Approval of Courses at Bahria University & Hashoo School of Hospitality Management (BU- HSHM)

Sponsor: DLPDC

Referral Authority: Case File

Summary of the Case

193. Bahria University and Hashoo School of Hospitality Management have launched the *Bahria University & Hashoo School of Hospitality Management* (BU-HSHM) at Bahria Finishing Schools (BFS) Islamabad and Karachi (CUs of BU) to conduct the Confederation of Hospitality and Tourism (CTH) Level 4 and 5 Diploma courses in Hospitality and Tourism, leading to Level 6 Diploma, Associate Degree and BS Degree. While the academic activities are to be approved by the Academic Council, the launching of BU-HSHM at BFS needs to be ratified by the BOG through EC. DLPDC in capacity of the *Head of the Programme* will present the details of the launching of BU-HSHM at BFS (Islamabad and Karachi) and the courses to be conducted at BU-HSHP (Islamabad and Karachi) for the approval of the Academic Council and ratification of the launching of BU-HSHM at BFSs by the BOG.

194. The Council will also be requested to approve the amendments in BU statutory documents for the title *Bahria Finsihing Schools* at Islamabad and Karachi (formerly Pakistan Navy Finishing Schools) followed by ratification by the BOG through EC (for amendment in BU Statutes).

Discussion

195. DLPDC presented the courses of Hashoo School of Hospitality Management at BU as given at **Appendage 4627**, which included the eligibility criteria, assessment methodology and Retake policy as per CTH rules. Dean MS asked for the involvement of the Faculty of MS for pursuing the Associate Degree programme as being more relevant to MS. DLPDC, DQA and DAcad indicated that the courses being discussed were for CTH certification, while the Faculty of MS may propose the Associate Degree programme through standard process of DBOS & FBOS. DG BUKC suggested to conduct the CTH courses at BFS Karachi through BUKC, while involving the Faculty of MS for related degree programmes. The Chair asked DLPDC to prepare a separate meeting/ presentation in this regard as a priority.

Decision 4627

196. The following was approved by the Academic Council:

- a. Approval of the launching of BU-HSHM at BFS Islamabad and Karachi.
- b. Conduct of CTH Level 4 and 5 Diploma courses in Hospitality and Tourism Management at BU-HSHM, including the eligibility criteria, assessment methodology and Retake policy as of the CTH.
- c. Amendments in BU statutory documents for changing the title of Pakistan Navy Finishing School to Bahria Finishing School at Islamabad and Karachi, followed by ratification by the BOG through EC.
- d. Finalization of the modalities for the conduct of CTH courses at BFS, Karachi through a separate meeting/ presentation.
- e. Progress is to be reported.

Action Required	Action	Responsibility
Implementation of the Decision	DLPDC, Registrar	DLPDC

Item 4628: Minimum CGPA Requirement for Admissions in MS/MPhil/Equivalent Programmes

Sponsor: DPGP

Referral Authority: Case File

Summary of the Case

197. DPGP has proposed measures to strengthen BU PG programmes and enhance student enrollment, which includes a comparison of the minimum CGPA requirement for admission in MS/ MPhil/ equivalent programmes with other universities (NUST, FAST, AU). While the BU has maintained the minimum CGPA 2.5, the above-mentioned universities have lowered it to 2. In order to increase the student enrolment in MS/ MPhil/ equivalent programmes, DPGP has proposed to amend the minimum CGPA requirement for admission from 2.5 to 2.0. Approval of the same will be requested from the Academic Council.

Discussion

198. DPGP presented the proposal as summarized above, highlighting that the revised criteria conformed to the BU MS/MPhil Rule 2023 aligned with HEC GEP 2023. HOD MS, BBS-IC proposed to get the HEC approval prior amending the eligibility criteria for PG programmes. DQA opined that the same would not be necessary due it being the university domain. After brief discussion on its pros & cons, the Council agreed to approve the proposal.

Decision 4628

199. Minimum CGPA requirement for admissions in MBA/ MS/ MPhil/ equivalent programmes from 2.5 to 2.0 is approved by the Academic Council for adoption from Fall 2024 semester. Related statutory documents are to be updated accordingly. Point dropped.

Action Required	Action	Responsibility
Implementation of the Decision	DA, DAcad	DPGP

Item 4629: Approval of Unified Course Codes and SOP for Registration of Split Courses

Sponsor: DPGP

Referral Authority: Deans Committee

Summary of the Case

200. During the standardization of course codes of common essential courses at the Deans Committee forum, the need was felt to formulate unified course codes for split courses, which are the courses that are covered in more than one semester, i.e. Thesis and Final Year Project. DPGP has formulated the same in consultation with all the Deans. The course codes thus finalized at the Deans Committee forum will be presented by DPGP, for approval by the Academic Council.

Discussion

201. DPGP presented the proposed course codes along with SOP for registration as given at **Appendage 4629**. Pro-Rector (RIC) asked about the rational for including 3 CH Thesis. DAcad indicated that HEC mandated Thesis to be of 6 CH, which was supported by the Deans. DPGP agreed to remove 3 CH Thesis from the proposal. Pro-Rector (RIC) also asked about the rational for

including 9 CH thesis. DPGP agreed that such category did not exist. After further review, the Council approved the proposal and SOP excluding 3 CH and 9 CH Thesis.

Decision 4629

202. Unified course codes for split courses and the SOP for their adoption is approved by the Council as given at **Appendage 4629**, excluding the 3 CH and 9 CH Thesis. The new course codes and the SOP are to be included in Course Codes Handbook. Point Dropped.

Action Required	Action	Responsibility
Implementation of the Decision	CE, DPGP	DPGP

Item 4630: Approval of BU Affiliation Policy 2024

Sponsor: CE

Referral Authority: Case File

Summary of the Case

203. HEC affiliation criteria/ guidelines for HEIs were implemented in 2005. Accordingly, BU Affiliation Policy was prepared and updated from time to time; lastly revised in 2017. HEC has now promulgated a new affiliation policy in January 2024. Based on the updated HEC guidelines and the BU Statutes 2022 requirement to revise the statutory documents every 5 years, BU Affiliation Policy has been reviewed by the Exams Dte. The updated document, titled BU Affiliation Policy 2024, will be presented by the CE in capacity of the Secy BU Affiliation Committee for approval by BOG as HEC Affiliation Policy.

Discussion

204. CE presented the revised BU Affiliation Policy as given at **Appendage 4630**, highlighting the major changes/ additions therein. Pro-Rector (RIC) proposed to replace the fixed amount for affiliation visits with actual expenses. DQA indicated that the Visit Fee was a standard norm which may be retained so. Pro-Rector (RIC) advised to rephrase the said charges in the revised Policy as per stated norm. DA proposed to review the charges for international affiliation as well, because the stated \$400 may not be sufficient for the prevailing costs of travelling/ boarding/ lodging, etc. Pro-Rector (RIC) suggested to review all types of fee to ensure the coverage of actual expenses. The Chair directed to review all types of fee with the Treasurer for the finalized contents.

Decision 4630

205. The following was approved by the Council:

- a. BU Affiliation Policy 2024 is approved by the Council as presented, subject to review of all types of fee to meet the actual expenses, followed by ratification by the Executive Committee.
- b. The revised Policy is to be circulated through the Registrar office as per the procedure contained in BU Statutes.
- c. Point dropped.

Action Required	Action	Responsibility
Implementation of Decision 206. a.	CE	CE
Implementation of Decision 206. b.	CE, Registrar	Registrar

Item 4631: Approval of BU Examination Policy 2024

Sponsor: CE

Referral Authority: Case File

Summary of the Case

206. BU Examination Policy encompasses policies related to the conduct of examinations at BU CUs and serves as a reference guide for all examination related matters. The Policy is applicable to all BU campuses, Constituent and Affiliated Units/ institutions and was last revised in 2016. As per BU Statutes 2022, all statutory documents are required to be revised every 5 years. Accordingly, BU Examination Policy 2016 has also been reviewed in light of decisions made during various ACMs, ECMs, BOGs, BU Academic Rules 2016, PMCU Regulations 2021, Registrar Notifications and all other such forums/ documents. The updated document, titled BU Examination Policy 2024, will be presented by the CE for approval by the Academic Council, followed by ratification in the forthcoming ECM.

Discussion

207. CE presented the reviewed BU Examination Policy as given at **Appendage 4631**, comprising of the major changes/ additions therein. He indicated that an exclusive presentation of the revised Policy had already been conducted and the contents shared with all the CUs prior the ACM. The Council agreed to approve the revised Policy as proposed.

Decision 4631

208. BU Examination Policy 2024 is approved by the Academic Council with the changes/ additions given at **Appendage 4631**. The revised Policy is to be circulated through the Registrar office as per the procedure contained in BU Statutes. Point dropped.

Action Required	Action	Responsibility
Implementation of the Decision	CE, Registrar	Registrar

Item 4632: Approval of BU Academic Rules 2024

Sponsor: DAcad

Referral Authority: Case File

Summary of the Case

209. Bahria University Academic Rules (BUAR) encompass rules related to BU academics, which serve as a reference for all academic matters/ programmes/ activities and are applicable to all BU constituent and affiliated institutions. Last revised in 2016, amendments to these Rules are incorporated as & when deemed essential, with approval of the Academic Council followed by ratification of the Executive Committee. As per BU Statutes 2022, all statutory documents should be reviewed after 5 years. Accordingly, a complete review of BUAR 2016 was initiated in December 2022, followed by feedback from the CUs and BUHO Dtes on draft BUAR 2024. The updated document thus contains 37 proposals for the new amendments, tabulated at **Appendage 4632A**. Revised statutory document will be presented to the Academic Council for approval followed by ratification by the Executive Committee.

Discussion

210. The Chair advised that revised versions of statutory documents should be presented in an exclusive meeting prior consideration by the Academic Council. DAcad requested to approve the amendments in BUAR 2016 clause 5.4.1 & 5.4.2 (Late Fee) placed at **Appendage 4632**, which were approved through a case file and promulgated vide Registrar letter BU-HO letter BU-

HO/Reg/2024/N/013 dated 22 Feb 2024, for subsequent ratification by the EC. The Chair consented the same.

Decision 4632

211. Revised versions of statutory documents, including BU Academic Rules 2024, are to be presented in an exclusive meeting prior consideration by the Academic Council. However, amendments in BUAR 2016 clause 5.4.1 & 5.4.2 (Late Fee) placed at **Appendage 4632**, approved through a case file and promulgated vide Registrar letter BU-HO letter BU-HO/Reg/2024/N/013 dated 22 Feb 2024 are approved for ratification by the EC. Progress is to be reported.

Action Required	Action	Responsibility
Implementation of the Decision	DAcad, Registrar	DAcad

Item 4633: Approval of SOP for Students Exchange with University of Malaya, Malaysia

Sponsor: DIO

Referral Authority: Case File

Summary of the Case

212. In line with the Strategic Plan of Bahria University, the BU has signed an agreement for Exchange of Students with University of Malaya, Malaysia. BU already has similar arrangements with several other foreign universities in Turkiye, Spain, Italy, Poland, USA, China & Indonesia. With each university, BU has SOPs with well-defined selection criteria, credit transfer process and grade mapping as a result of transfer of credit approved by the ACM. This is required as exchange students are provided certain exemptions on eligibility criteria for medals and honors as a result of transfer of credits, freezing of semester and taking affected courses in summer session. This ensures that quality students who are encouraged to pursue exchange programme are not barred from the race of medals and honors. Keeping in view the practice followed for other universities, an SOP was prepared on the similar lines defining the students' selection, credit transfer and grade mapping mechanism under the exchange programme. The same has been approved by the Rector on OAS case file case file BU-HO/IO/2024/421 and needs to be ratified by the Academic Council.

Discussion

213. DIO presented the SOP for students exchange with University of Malaya, indicating the grading system exclusive to this university, as given at **Appendage 4633**. After a review of the same, the Council ratified the SOP. He explained that grading system is exclusive for subject SOP.

Decision 4633

214. The SOP approved for the exchange of students with University of Malaya through OAS case file BU-HO/IO/2024/421 is ratified by the Academic Council for adoption with immediate effect. Related documents are to be updated accordingly. Point dropped.

Action Required	Action	Responsibility
Implementation of the Decision	DIO	DIO

MoM 46th ACM

MoM 46th ACM

CLOSING OF THE MEETING

215. After covering all the discussion items, the Secy presented the following timelines for follow-up actions and the next ACM, which were approved by the Chair for adoption:

- | | |
|---|--------------------------------------|
| a. 1 st Progress Report on Action Items of 46 th ACM | 10 June 2024 |
| b. 2 nd Progress Report on Action Items of 46 th ACM | 12 August 2024 |
| c. Agenda Items for 47 th ACM (incl points from respective FBOS) | 12 September 2024 |
| d. Scheduled dates of 47 th ACM | 2 nd Week of October 2024 |

216. The Chair concluded the meeting with special thanks to all the participants and appreciated their valuable input and collective effort for the wholehearted participation throughout the ACM.

217. There being no other point, the meeting was adjourned.

ASIM RAZA SI(M)
Commodore (Retd)
Director Academics
Secy Academic Council

Dated: 14 May 2024

Appendage 46(3652)**CASE WRITING CENTERS IN BAHRIA BUSINESS SCHOOL ISLAMABAD AND KARACHI**

5/6/2024



**Item 3652:
Approval of Case Writing Centers in
Bahria Business School Islamabad and
Karachi**

1



**Proposal to Change the Nomenclature of
Case Writing Centre (CWC)
to
Research and Business Solutions Centre (RBSC)
Bahria Business School, BUKC**

2

**Introduction**

Bahria Business School, Karachi Campus has a lot of potential for research; however, it is deficient in four domains.

- Platform to compose new ideas.
- Industrial funded projects
- Consultancy services for Industry
- Number of case study writings
- Mechanism of integration with other expertise

3

**Objectives of RBSC**

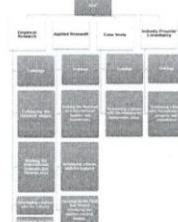
- I. To establish a system or mechanism of increasing research output and its facets in the school
- II. To promote the development of a research culture; faculty members and students stimulating research and, in so doing, influence a systematically distinguished research environment
- III. To enable the co-operation with trade and industry concerning research and cooperative projects
- IV. To develop local industrial case studies and give them solution for their problems.
- V. To grow and diversify external research funding
- VI. To develop linkages with business/industry to grow the volume of applied work

4

**Objectives of RBSC ..Cont.**

- VII. To provide essential research-related services and liaison at a local, national and international level
- VIII. To Develop the capacity of Faculty /Officer to effectively engage with Industry
- IX. To Pursue Projects/Consultancy from Govt. and Industry
- X. To design short courses of relevance to Industry.
- XI. To Develop agreements and linkages with international institutions of higher learning
- XII. To Pursue the joint research projects with international universities/bodies.

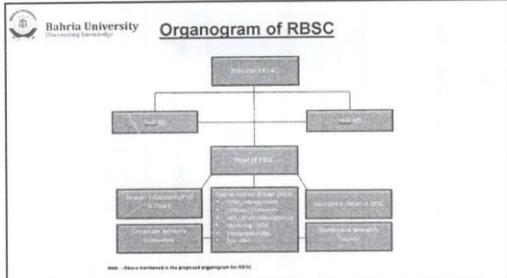
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**Research & Business Solution Center (RBSC) Focus Areas**

6

1

5/6/2024



7

Job Description of Manager RBSC	
I.	Facilitate, plan and execute research related trainings for the faculty and Research Scholars (MBA, MS & PhD)
II.	Hold quarterly meetings of Studies and Research Council and review the progress of the Council
III.	Ensuring the increase of research output
IV.	Ensuring consultancy projects from industry
V.	Generate research funds for the school
VI.	Involving maximum faculty to bring new industrial projects from the industry
VII.	Arrange the advanced level trainings for faculty to enhance capacity building
VIII.	To ensure at least 5 indigenous cases in a semester to publish periodical and send it to the industry
IX.	To compile published papers related to SDGs and publish a periodical on the research output related to sustainability in a semester and send it to the industry similarly a domain wise periodical of faculty research output may also be published and be shared with the industry
X.	To Publish the policy implication of faculty and research scholars output on Bahria website
XI.	Manage Case writing
XII.	Any other duty assigned by the Principal



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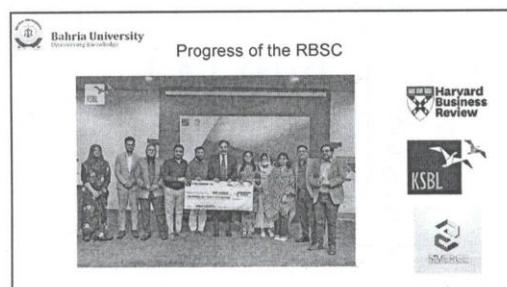
Additional Resources Required For Research and Business Solution Center		
Resources Required For RBSC	Available resources at CWC	Amount
A. A hall of 40x20 sq Ft size 2 cupboard (1x3) for filing	Available Required (30,000 *2)	Rs. 60,000
B. 10 computers with table required	4 Computers are available. So far we need 6 computers (55,000*6+30,000 * 6)	Rs. 510,000
C. Printer/Print + copy + Scan)	Not available (1*70,000)	Rs. 70,000
D. Data Repository facilities	Can be managed with the support of BUJO	Rs. 3600,000
I. DataStream	II. So far not required	
II. Elion	III. So far not required	
III. Bloomberg	IV. Required (1200*300)	
IV. Harvard business school publishing (HBSP) Subscription for one year		
E. Research Software	I. Required (2500*300) II. Required (4970*300)	Rs. 750,000/- Rs. 1,491,000/-
II. STATA (MP 4 CORE)		
	Total Amount Required	Rs. 6,481,000/-

9

Additional Resources Required For Research and Business Solution Center	
Additional HR Cost	
As RBSC (Research and Business Solution Center) is in the developing stage, at present we need only one TA to assist the Manager RBSC. While manager of RBSC is a permanent faculty member of BUKC.	
Additional HR Requirement	Financial effect
1 X TA	(Rs.25,000 * 12)= Rs. 300,000 per annum



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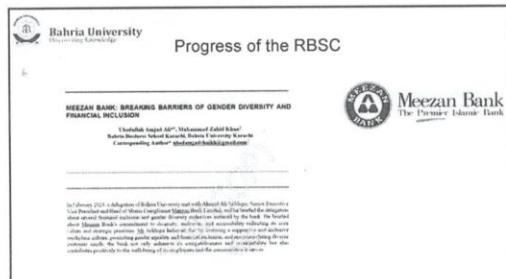
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3

REVIEW OF COURSES FOR THE PG PROGRAMMES OF PROFESSIONAL PSYCHOLOGY**Roadmap MS Clinical Psychology****Semester 1**

Course Code	Course Title	Credit Hours
CPY 743	Humanistic and Existential Therapies	2
CPY 757	Applied Behavioral Analysis	2
CPY 756	Psychodiagnosis & Intellectual & Neuropsychological Assessment	3
PPY 702	Research Methods	3
CPY 747	Neurological Basis of Behavior	2

Semester 2

Course Code	Course Title	Credit Hours
CPY 752	Cognitive Behavioral Therapy	2
CPY 748	Personality Assessment	3
CPY 755	Pharmacology	2
CPY 754	Internship I	2

Semester 3

Course Code	Course Title	Credit Hours
CPY 749	Psychodynamic Therapies	3
CPY 750	Psychopathology & Psychotherapies of Children/ Adolescents	3
CPY 713	Internship II	3
THS 799	Thesis	3

Semester 4

Course Code	Course Title	Credit Hours
CPY 751	Internship III	3
THS 799	Thesis	3

Coursework = 25 Cr. Hrs**Internship = 08 Cr. Hrs****Thesis = 06 Cr. Hrs****Total = 39 Cr. Hrs**

MPhil in Professional Psychology
Semester wise Roadmap

First Year**Semester 1**

Course Code	Course Title	Credit Hours
PPY 702	Research Methods	3
PPY 703	Measurement and Assessment I	3
	Elective I	3
	Elective II	3

Semester 2

Course Code	Course Title	Credit Hours
PPY 710	Statistical Inferences in Psychology	3
PPY 711	Measurement and Assessment II	3
	Elective III	3
	Elective IV	3

Summer Semester

Course Code	Course Title	Credit Hours
PPY 719	Internship I	-

Second Year**Semester 3**

Course Code	Course Title	Credit Hours
PPY 720	Internship II	6
THS 799	Thesis	3

Semester 4

Course Code	Course Title	Credit Hours	Remarks
PPY 721	Internship III	6	
THS 799	Thesis	3	

Course work = 24 Cr. Hrs

Internship = 12 Cr. Hrs

Thesis = 06 Cr. Hrs

Total = 42 Cr. Hrs

Elective Courses (Clinical Psychology) 04 courses shall be chosen as per advice of the supervisor.

Course Code	Electives Course	Credit Hours	Remarks
PPY 704	Classical Approaches to Psychotherapies	3	
PPY 707	Neurophysiology	3	
PPY 712	Contemporary Approaches to Psychotherapy	3	
PPY 715	Pharmacology	3	
PPY 722	Cognitive Behavioural Therapy	3	
PPY 723	Humanistic and Existential Therapies	3	

Elective Courses (Educational Psychology) 04 courses shall be chosen as per advice of the supervisor.

Course Code	Elective Courses	Credit Hours	Remarks
PPY 705	Theories of Counselling	3	
PPY 708	Patterns of Child Rearing and Development of Personality	3	
PPY 724	Educational Coaching and Consultancy	3	
PPY 725	Educational Neuroscience	3	
PPY 726	Cognitive Behavioural Therapies for Children and Adolescents	3	
PPY 727	Group Process in Educational Settings	3	

Elective Courses (Organizational Psychology) 04 courses shall be chosen as per advice of the supervisor.

Course Code	Elective Courses	Credit Hours	Remarks
PPY 706	Vocational Guidance and Counselling	3	
PPY 709	Personnel Selection and Job analysis	3	
PPY 717	Organizational Leadership and Marketing	3	
PPY 728	Organizational Consulting Skills	3	
PPY 729	Human Factors in Work Environment	3	
PPY 730	Organizational Development and Change	3	

PhD in Professional Psychology
Semester wise Roadmap

First Year**Semester 1**

Course Code	Course Title	Credit Hours
PPY 801	Advanced Quantitative Research and Research Ethics	3
	Elective I	3
	Elective II	3

Semester 2

Course Code	Course Title	Credit Hours
PPY 810	Advanced Qualitative Research and Research Ethics	3
	Elective III	3
	Elective IV	3

Summer Semester

Course Code	Course Title	Credit Hours
PPY 819	Internship I	9

Second Year**Semester 3**

Course Code	Course Title	Credit Hours
PPY 820	Internship II	3
THS 900	Thesis	9

Semester 4

Course Code	Course Title	Credit Hours
PPY 821	Internship III	3
THS 900	Thesis	9

Third Year**Semester 5**

Course Code	Course Title	Credit Hours
PPY 822	Internship IV	3
THS 900	Thesis	9

Semester 6

Course Code	Course Title	Credit Hours
THS 900	Thesis	9
PPY 823	Didactic Analysis / Professional Training	3

Course Work	= 18 Cr. Hrs
Internship	= 18 Cr. Hrs
DA / Professional Training	= 03 Cr. Hrs
Thesis	= 36 Cr. Hrs
Total	= 75 Cr. Hrs

Elective Courses (Clinical Psychology). 04 courses shall be chosen as per advice of the supervisor.

Course Code	Elective Courses	Credit Hours
PPY 804	Expressive Art Therapy	3
PPY 813	Complementary and Alternative Healing Therapies	3
PPY 836	Psychological Rehabilitation	3
PPY 837	Hypnotherapy	3
PPY 838	Group Psychotherapy	3
PPY 839	System/Family Therapy	3
PPY 840	Diversity in Assessment and Intervention	3
PPY 841	Clinical Consultation and Supervision	3

Elective Courses (Educational Psychology) 04 courses shall be chosen as per advice of the supervisor.

Course Code	Elective Courses	Credit Hours
PPY 806	Vocational Guidance	3
PPY 815	Educational Counselling	3
PPY 817	Psychotherapy with Children and Adolescents	3
PPY 842	Learning Process in Relation to Educational Practices	3
PPY 843	Instructional Systems Design	3
PPY 844	Developmental Issues in Instruction	3
PPY 845	Creativity For Teachers	3
PPY 846	Diversity and Equity Issues in Education	3

Elective Courses (Organizational Psychology) 04 courses shall be chosen as per advice of the supervisor.

Course Code	Elective Courses	Credit Hours
PPY 809	Work Team Dynamics	3
PPY 847	Leadership Development and Assessment	3
PPY 848	Diversity, Inclusion and Change	3
PPY 849	Crisis Management	3
PPY 854	Organizational Design and Process Improvement	3
PPY 851	Positive Organizational Psychology	3
PPY 852	Theory and Practice of Counselling	3
PPY 853	HR Strategic Management	3

REVIEW OF FACULTY COURSE LOAD REDUCTION POLICY

5/8/2024



1

Item 4523: Review of Faculty Course Load Reduction Policy

Decision 45(4520)
The Committee recommendations for CLR to FMs are to be reviewed based on the fresh feedback from the CUs, including the appointment of non-faculty ASAs. Progress is to be reported.

Progress

- The Committee recommendations were reviewed, approved by the Rector (except for ASAs) and notified by the Registrar office for adoption from Spring 2024 semester.
- A separate committee was formed at BUHO to review the appointment mechanism of ASAs. Proposals of that committee were shared with the CUs and the recommendations finalized for approval by the Rector. The finalized committee report is under deliberation at BUHO. DAcad in capacity of the committee head will present the finalized recommendations for consideration by the Council. ➡

2

Committee Recommendations for Review of Students' Advisory & Counselling Infrastructure

- Current mechanism of ASAs may be replaced with dedicated *Departmental Coordinators* and students' advisers retitled as the *Class Advisers*.
- Duties/ responsibilities of Dept Coordinators may be finalised as follows:
 - Assist the HOD in all academic and administrative matters.
 - Assist in the selection process of fresh intakes.
 - Prepare timetables, date sheets, and allocate course loads for the permanent/ visiting faculty members in consultation with the HOD.
 - Liaise with the IT Dte (BUHO) for the courses being offered in each semester.
 - Update roadmaps on BU website/ CMS and facilitate the students in registration of courses.
 - Process cases for nominate course(s), time bar waivers, credit transfers, disciplinary matters and other cases pertaining to the students' admin support.
 - Prepare daily log of classes and undertake its timely distribution.
 - Monitor punctuality of classes and report their status to the HOD.
 - Monitor students' attendance.
- Eligibility of the Dept Coordinators may be kept as minimum 16 years education with demonstrated IT skills. Each Dept may have 1 x Dept Coordinator for up to 1,000 students. Another Dept Coordinator may be employed in case of more than 1,000 students.

3

Committee Recommendations for Review of Students' Advisory & Counselling Infrastructure (contd.)

- PFMs may be appointed as *Class Advisers*, one per 1-2 section(s) for the UG programmes only, with the duties/ responsibilities as given in BU Academic Rules 2016 clause 3.22 (reproduced below):
 - 3.22 Advising, Guiding, Mentoring and Counselling Students**
 - 3.22.1 BU will provide academic guidance to all students throughout their academic career at BU. First such guidance shall be provided by the Student Advisor who shall:
 - a. assist the students entering BU with the selection of their courses;
 - b. inform and explain admission and credit transfer credit rules/ implications;
 - c. assist the students in the general adjustments to university life;
 - d. serve as resource person for university information; and
 - e. guide the students to meet the graduation requirements.
 - 3.22.2 The next, and the most significant, guidance shall be at the level of the permanent faculty members who shall:
 - a. guide, advise, mentor and counsel the students to help them complete their degree requirements on time and in the best academic manner;

4

Committee Recommendations for Review of Students' Advisory & Counselling Infrastructure (contd.)

3.22.2 The next, and the most significant, guidance shall be at the level of the permanent faculty members who shall:

- a. guide, advise, mentor and counsel the students to help them complete their degree requirements on time and in the best academic manner;
- b. encourage the students to join various Societies & Clubs for professional & personal grooming, with the overall aim of contributing positively to the society;
- c. if unable to address at own level, escalate the students' questions, queries or concerns to the HOD who in turn may approach the Director/ Principal, if so required;
- d. counsel the student on matters related to any aspect of academics;
- e. allocate at least two hours per day, during office times, three days a week for consultation by the students (the times shall be displayed outside the faculty member's office); and
- f. encourage the students to come to their offices for counseling/consultation (this activity improves the credibility and image of the faculty members' counselling record, especially of weak students, shall be maintained; involvement of parents if considered appropriate on any matter, may also be arranged through the HOD or the Director Campus).

5

Committee Recommendations for Review of Students' Advisory & Counselling Infrastructure (contd.)

- The PFMs so appointed should have a minimum experience of 2 regular semesters at BU CUs, and should continue the *Class Adviser* duties for a minimum of 4 regular semesters.
- No course load reduction may be given to the *Class Advisers*. However, suitable endorsement should be made in their annual performance evaluation for the assigned duties.

Recommendation

- Current mechanism for the advisory/ counselling of BU students may be replaced with dedicated *Departmental Coordinators* and separate *Class Advisers* as proposed above.
- Necessary amendments may be incorporated in BU Statutes 2022, BU HR Policy Manual 2023 and BU Academic Rules 2016, to adopt the above stated.

6

1

RATIFICATION OF BS BUSINESS AND INFORMATION TECHNOLOGY (BS-BUSINESS & IT) AT BULC

University Vision

To become a knowledge and creativity driven international university that contributes towards development of society.

University Mission

To ensure academic excellence through deliverance of quality education and applied research in a collegiate environment having strong linkages with industry and international community to meet the societal challenges.

Department Vision

To develop business professionals with competencies to lead and innovate for sustainable societal development.

Department Mission

We nurture responsible business professionals and entrepreneurs by providing quality education and applied research through immersive and collaborative learning and teaching environment, with strong industry linkages for sustainable societal impact.

Program Educational Objectives (PEOs)

1. To prepare students with business & IT knowledge and tools
2. To equip students with personal and professional skills
3. To prepare students for professional employability & ethics

Program Learning Outcomes (PLOs)

1. Knowledge – Provision of knowledge of accounting, finance, marketing, human resource management, computer programming, artificial intelligence, data sciences, software engineering and mobile application development
2. Problem Analysis – Ability to analyze various business & IT problems
3. Design/Development of Solution – Ability to design solution to the business & IT problems.
4. Communication Skills: Ability to communicate effectively, orally as well as in writing, on complex business activities with the business community and with society at large, such as being able to comprehend and write effective reports and design documentation and make effective presentations.
5. Modern Tool Usage: Hands-on experience of various business & IT tools
6. Ethics – Ability to understand and adopt business ethics.
7. Individual & Teamwork – Ability to work individually as well as in teams.
8. Project Management – Ability to management various business & IT projects
9. Graduate & Society – Ability to understand the importance of society and be a valuable part of it.
10. Environment & Sustainability – Ability to understand the importance of environment and make valuing contribution for its sustainability.

PEOs & PLOs Mapping

PLO		PEO 1	PEO 2	PEO 3
PLO 1	Knowledge	☒		
PLO 2	Problem Analysis	☒		
PLO 3	Design/Development of Solution	☒		
PLO 4	Communication Skills		☒	
PLO 5	Modern Tool Usage		☒	
PLO 6	Ethics			☒
PLO 7	Individual & Teamwork		☒	
PLO 8	Project Management	☒		
PLO 9	Graduate & Society			☒
PLO 10	Environment & Sustainability	☒		

RoadmapProgram Title: **BS Business and Information Technology BS(BIT)**

Duration: 4 Years

Total Credit Hours: 140

Endorsement References:

A: Recommendations of CAC dated _____ (Minutes of CAC meeting)

B: Recommendations of DBOS dated _11/10/23 (Minutes of DBOS meeting)

C: Recommendations of FBOS dated _____ (Minutes of FBOS meeting)

Summary of Credit Hours

Sr. No.	Category as per HEC new UG Policy	Credit Hours/Contact Hours	
		Existing Road Map	Proposed New Road Map
1.	General Education (Mandatory)		33
2.	Major/Disciplinary (Mandatory)		77
3.	Interdisciplinary (Mandatory)		12
4.	Electives toward specialization		N/A
5.	Non-Credit courses (contact hours) – Tajweed, Quran and Hadith (Compulsory)		Total 128 (16*8) contact Hours of 8 Zero Credit Courses
6	Internship (Mandatory)		3
7.	Capstone Project (Mandatory)		3
8	Double Major (Optional)		N/A
9.	Minor (Optional)		12
Total			140

Semester-wise Road map**Semester 1**

Sr. No.	Pre-requisite Course Code	Course Code	Course Title	Credit Hours	HEC Category
1		ENG 101	Functional English	3	GE - Functional English
2		MKT 110	Principle of Marketing	3	Disciplinary/ Major
3		MGT 111	Principles of Management	3	Disciplinary/ Major
4		QTM 122	Business Mathematics & Numeracy Skills	3	GE Quantitative Reasoning (1)
5		MIS 161	IT in Business (word, excel)	3	GE - Application of information and communication technologies
6		ECO 101	Fundamentals of Economics	3	Disciplinary/ Major
7		ISL 107	Tajveed	0	Quran & Seerah
Total Credit Hours				18	

Semester 2

Sr. No.	Pre-requisite Course Code	Course Code	Course Title	Credit Hours	HEC Category
1		ENG 102	English Writing Skills	3	GE - Expository Writing
2		HSS 403	Pakistan and Geo-politics Studies	2	GE - Ideology and Constitution of Pakistan
3		CSC 113	Computer Programming	3	Disciplinary/ Major (IT)
4		CSL 113	Computer Programming Lab	1	Disciplinary/ Major (IT)
5		ENV 120	Introduction to Environment and Sustainability	3	GE - Natural Sciences
6		QTM 110	Business Statistics	3	GE Quantitative Reasoning (2)
7		ACC 101	Principles of Accounting	3	Disciplinary/ Major
8		ISL 108	Understanding Quran-I	0	Quran & Seerah
			Total Credit Hours	18	

Semester 3

Sr. No.	Pre requisite Course Code	Course Code	Course Title	Credit Hours	HEC Category
1		ENG 213	Oral Communication and Presentation Skills	3	Disciplinary/ Major
2		QTM 205	Statistical Inference and Quantitative Research	3	Inter – Disciplinary
3	CSC 113	CSC 210	Object Oriented Programming	3	Disciplinary/Major (IT)
4	CSC 113	CSL 210	Object Oriented Programming Lab	1	Disciplinary/Major (IT)
5		SOC 212	Critical and Logical Thinking	3	GE - Arts and Humanities
6		HSS 202	Introduction to Sociology	3	GE – Social Sciences
7		ISL 201 / SOC 360	Islamic Socio-Economic Studies / Ethics	2	GE - Islamic Studies (OR) Religious Education/Ethics in lieu of Islamic Studies only for non-Muslim students
8		ISL 109	Understanding Quran-ii	0	Quran & Seerah
Total Credit Hours				18	

Semester 4

Sr. No.	Pre requisite Course Code	Course Code	Course Title	Credit Hours	HEC Category
1		HSS 219	Civic and Community Engagement	2	GE – Civic and Community Engagement
2		CEN 223	Computer Communication & Networks	3	Disciplinary/ Major (IT)
3		CEL 223	Computer Communication & Networks Lab	1	Disciplinary/ Major (IT)
4		CSC 220	Database Management System	3	Disciplinary/ Major (IT)
5		CSL 220	Database Management System Lab	1	Disciplinary/ Major (IT)
6		MGT 363	Entrepreneurship	3	GE - Entrepreneurship
7		FIN 201	Fundamentals of Finance	3	Disciplinary/ Major
8		HRM 242	Organizational Theory and Behavior	3	Disciplinary/ Major
9.		ISL 110	Understanding Quran-iii	0	Quran & Seerah
Total Credit Hours				19	

Semester 5

Sr. No.	Pre-requisite Course Code	Course Code	Course Title	Credit Hours	HEC Category
1.		ENG 214	Business Communication	3	Disciplinary/ Major
2.	CSC 113	CSC 221	Data Structure & Algorithm	3	Disciplinary/ Major (IT)
3.	CSC 113	CSL 221	Data Structure & Algorithm Lab	1	Disciplinary/ Major(IT)
4.		MGT 253	Human Resource Management	3	Disciplinary/ Major
5.		HSS 301	Social and Psychological Development	3	Inter - Disciplinary
6.		MGT 435	Project Management	3	Disciplinary/ Major
7.		ISL 111	Understanding Quran-iv	0	Quran & Seerah
Total Credit Hours				16	

Semester 6

Sr. No.	Pre-requisite Course Code	Course Code	Course Title	Credit Hours	HEC Category
1.		SEN 220	Software Engineering	3	Disciplinary/ Major(IT)
2.		RMT 240	Research Methods & Techniques	3	Disciplinary/ Major
3.	CSC 210	CSC 411	Artificial Intelligence	2	Disciplinary/ Major (IT)
4.	CSC 210	CSL 411	Artificial Intelligence Lab	1	Disciplinary/ Major (IT)
5.		MGT 301	Business Law	3	Inter - Disciplinary
6.		SOC 350	Business Ethics	3	Inter - Disciplinary
7.		SCM 361	Introduction to Blue Economy and Green SCM	3	Disciplinary/ Major
8.		ISL 112	Understanding Quran-v	0	Quran & Seerah
Total Credit Hours				18	

Semester 7

Sr. No.	Pre-requisite Course Code	Course Code	Course Title	Credit Hours	HEC Category
1.		MKT 689	Digital Marketing	3	Disciplinary/ Major (IT)
2.		MIS 460	E-Commerce	3	Disciplinary/ Major

3.		MIS 461	Advance Application of IT in Business	3	Disciplinary/ Major
4.		CSC 487	Introduction to Data Science	2	Disciplinary/ Major
5.		CSL 487	Introduction to Data Science Lab	1	Disciplinary/ Major
6.			Specialization-I	3	Minor
7.			Specialization-II	3	Minor
8.		ISL 113	Seerah-i	0	Quran & Seerah
Total Credit Hours				18	

Semester 8

S No	Pre-requisite Course Code	Course Code	Course Title	Credit Hours	HEC Category
1	CSC 210	CSC 341	Mobile Application Development	2	Disciplinary/ Major
2	CSC 210	CSL 341	Mobile Application Development Lab	1	
3			Specialization-III	3	Minor
4			Specialization-IV	3	Minor
5			Capstone Project	3	
6		ISL 114	Seerah-ii	0	Quran & Seerah
Total Credit Hours				12	

Field Experience / Internship

S. no	Pre-requisite Course Code	Course Code	Course Title	Credit S No. Hours	HEC Category
		SDW 496	Field Experience / Internship*	3	Field Experience / Internship

* 6 weeks Internship after 4th Semester in summer preferably

* Honors, Awards, & Scholarship will be calculated on the basis of coursework only, excluding internship credit hours.

List of Elective CoursesMarketing

Course Code	Course Title	Credit Hours	Remarks
MKT 610	International Marketing	3	
MKT 655	Services Marketing	3	
MKT 660	Strategic Marketing	3	
MKT 665	Cases in Marketing	3	
MKT 635	New Product Development	3	
MKT 662	Brand Management	3	
MKT 688	Social Media Marketing	3	<ul style="list-style-type: none"> • MKT 688 is already assign to 'Supply Chain Management' with 03 credit hours in 26th ACM (Faculty of Management Sciences). • MKT 699 is already assign to ' Social Media Marketing' with 03 credit hours in 26th ACM (Faculty of Management Sciences). • MKT 699 is recommended to be adopted for said course.
MKT 699	Consumer Behavior and Psychology	3	<ul style="list-style-type: none"> • MKT 699 is already assign to 'Social Media Marketing' with 03 credit hours 26th ACM in (Faculty of Management Sciences). • MKT 696 is already assign to 'Consumer Behavior & Psychology, with 03 credit hours in 26th ACM (Faculty of Management Sciences). • MKT 696 is recommended to be adopted for said course.
MKT 690	Integrated Marketing Communication	3	<ul style="list-style-type: none"> • MKT 690 is already assign to 'Packing & Printing' with 03 credit hours in 33rd ACM (Faculty of Management Sciences). • MKT 698 is already assign to 'Integrated Marketing Communication' with 03 credit hours in 26th ACM (Faculty of Management Sciences). • MKT 698 is recommended to be adopted for said course.
MKT 650	Sales Management	3	
MKT 620	Marketing Research	3	
MKT 693	B to B and Personal Selling	3	<ul style="list-style-type: none"> • MKT 693 is already assign to 'Marketing Issues in Pakistan' with 03

			<p>credit hours in 45th ACM (Faculty of Management Sciences).</p> <ul style="list-style-type: none"> MKT 672 is already assigned to 'B to B & Personal Selling' with 03 credit hours in 33rd ACM Faculty of Management Sciences. MKT 672 is recommended to be adopted for said course.
MKT 663	Promotion and Advertising Management	3	
MKT 689	Digital Marketing	3	
MKT 691	Retail and Sales Management	3	
MKT 692	Export Marketing	3	
MKT 693	Marketing Issues in Pakistan	3	
MKT 694	Public Rationing and Relationship Marketing	3	
MKT 695	Agriculture Marketing	3	
MKT 603	Product Management	3	
MKT 604	Distribution Management	3	
MKT 605	Digital Analytics	3	
MKT 606	Electronic CRM	3	
MKT 697	Social Marketing	3	
MKT 681	Copywriting Concepts, Protocols and Practices	3	

Human Resource Management (HRM)

Course Code	Subject	Credit Hrs	Remarks
HRM 666	Negotiations and Conflict Management	3	
HRM 648	Organizational Development	3	
HRM 676	International Human Resource Management	3	
HRM 677	Seminars In HRM	3	
HRM 689	Recruitment and Selection	3	
HRM 679	Performance Management	3	
HRM 690	HRM and HRD	3	
HRM 691	Career Planning and Strategic Compensation Management	3	
HRM 660	Training and Development	3	
HRM 670	HR Planning	3	
HRM 664	Job Analysis and Design	3	
HRM 649	HR Research Methods	3	
HRM 682	Industrial Relations and Employment Laws	3	
HRM 671	HR Information Systems	3	

HRM 681	Strategic HRM	3	
HRM 665	HR Theory and Practice	3	
HRM 692	Organizational Psychology	3	
HRM 695	HR Analytics	3	<ul style="list-style-type: none"> • HRM 695 is already assigned to 'Business Policy & Strategic Management' with 03 credit hours in 31st ACM (Faculty of Management Sciences). • HRM 697 is already assigned to 'HR Analytics', with 03 credit hours in 45th ACM (Faculty of Management Sciences). • HRM 697 is recommended to be adopted for said course.

Finance

Course Code	Subject	Credit Hours	Remarks
FIN 690	Financial Modeling	3	
FIN 698	Strategic Finance	3	
FIN 612	Analysis of Financial Statements	3	
FIN 619	Financial Derivatives	3	
FIN 611	Corporate Finance	3	
FIN 692	Financial Markets and Institutions	3	
FIN 693	Cases in Corporate Finance	3	
FIN 694	Money and Banking	3	
FIN 695	Investment Analysis and Portfolio Management	3	
FIN 635	Management Corporate Turnaround	3	
FIN 696	Financial Reporting	3	
FIN 697	Taxation and Auditing	3	
ACC 622	Accounting Information Systems	3	
FIN 682	Corporate Restructuring	3	
FIN 688	Islamic Finance Theory and Practices	3	
FIN 649	Islamic Banking and Finance	3	
ACC 608	Advanced Corporate Reporting	3	

FIN 616	Management of Financial Institutions	3	
FIN 600	Entrepreneurial Finance	3	
FIN 601	Debt Capital Markets	3	
FIN 608	Mutual and Pension Funds	3	
FIN 604	Equity Capital Markets	3	
FIN 665	Behavioral Finance & Wealth Management	3	
FIN 625	Commodities and Derivatives Markets	3	
FIN 461	Fundamentals of Behavioral Finance	3	

Entrepreneurship

Course Code	Subject	Credit Hours	Remarks
ENT 602	Cases in Entrepreneurship	3	
ENT 603	Developing New Products and Services	3	
ENT 620	Entrepreneurial Strategy in Emerging Markets	3	
ENT 606	Innovations and Entrepreneurship	3	
ENT 607	Managing Entrepreneurial Firms	3	
ENT 608	Social Responsibility and Entrepreneurship	3	
ENT 622	Business Growth and Entrepreneurial Finance	3	
ENT 612	Entrepreneurial Marketing	3	
ENT 613	Organizations and Leading Change	3	
ENT 614	Economic of Location and Transportation	3	
ENT 621	Retailing and International Entrepreneurship	3	
ENT 617	Corporate Entrepreneurship	3	
ENT 619	Technology Entrepreneurship	3	

Management Information System (MIS)

Course Code	Subject	Credit Hours	Remarks
MIS 655	Database Management System	3	
MIS 620	System Analysis and Design	3	
MIS 679	Enterprise Resource Planning (ERP) Implementation	3	
MIS 672	Web Application Development	3	
MIS 625	Business Process Re-Engineering	3	
MIS 680	Data Communication and Networking	3	
MIS 681	Information Security and System Auditing	3	
MIS 657	Knowledge Management Systems and Technologies	3	
MIS 658	Business Intelligence and Decisions Support	3	
MIS 608	Digital Analytics	3	
MKT 607	Electronic CRM	3	

Supply Chain Management (SCM)

Course Code	Subject	Credit Hours	Remarks
SCM 619	Strategic SCM	3	
OPM 611	Operations and Production Management	3	
SCM 650	Total Quality Management	3	
SCM 600	Inventory Management	3	
SCM 614	Strategic Operation Management	3	
SCM 615	Sourcing and Logistics Management	3	
SCM 616	Supply Chain Modeling	3	
SCM 617	Demand Forecasting	3	
SCM 618	Pricing In SCM	3	
SCM 520	Purchasing	3	
SCM 630	Strategic Procurement in Supply Chain	3	
SCM 631	Operational Planning in Supply Chain	3	
SCM 632	Execution and Control of Operations in SCM	3	
SCM 633	Master Planning of Resources in SCM	3	
SCM 634	Detailed Scheduling and Planning In SCM	3	
SCM 635	Strategic Management of Resources In SCM	3	
SCM 636	Green Supply Chain Management – GSCM	3	
SCM 637	Shipping in SCM	3	
SCM 639	Operational Planning in Supply Chain	3	
SCM 638	Supply Chain Strategy, Design and Compliance	3	
SCM 640	Supply Chain Implementation and Operations	3	
SCM 641	Fundamentals of Supply Chain Management	3	
SCM 621	Operations Research	3	

Maritime

Course Code	Title	Credit Hours	Remarks
MTM 101	Introduction to Maritime Industry	3	
MTM 230	Introduction to Maritime Law and International Maritime Convention	3	
MTM202	Economics of Sea Transport & International Trade	3	
MTM 222	Introduction to Coastal Zone Management	3	
MTM 304	Port Operations and Management	3	
MTM 306	Shipping Operations and Management	3	
MTM 322	Fisheries Resources & Management	3	
MTM 401	Coastal Eco-Tourism Development and Management	3	
MTM 403	Maritime Innovation & Entrepreneurship	3	
MTM 501	Maritime Business: China Pakistan Perspective under CPEC	3	
MTM 521	Maritime Business and HRM	3	
MTM 504	Maritime Management: Concept and Applications	3	• MTM 504 is already assign to 'Fishery Management & Operations' with 03 credit hours in 32 nd

			<p>ACM (Department of Maritime Sciences).</p> <ul style="list-style-type: none"> • MTM 528 is already assigned to 'Maritime Management: Concept and Applications' with 03 credit hours in 45th ACM (Department of Maritime Sciences). • MTM 528 is recommended to be adopted for said course.
MTM 505	Contemporary Issues of Maritime Management	3	<ul style="list-style-type: none"> • MTM 505 is already assigned to 'Fishery Management & Operations' with 03 credit hours in 20th ACM (Department of Maritime Sciences) • MTM 529 is already assigned to 'Contemporary Issues of Maritime Management' with 03 credit hours in 45th ACM (Department of Maritime Sciences). • MTM 529 is recommended to be adopted for said course.
MTM 506	Maritime Management in Pakistan: Past, Present and Future	3	<ul style="list-style-type: none"> • MTM 506 is already assigned to 'Port Terminal Management' with 03 credit hours in 20th ACM (Department of Maritime Sciences). • MTM 530 is already assigned to 'Maritime Management in Pakistan: Past, Present & Future' with 03 credit hours in 45th ACM (Department of Maritime Sciences). • MTM 530 is recommended to be adopted for said course.

			course.
HRM 508	Marine Environments and Administration	3	<ul style="list-style-type: none"> • HRM 508 is already assign to 'Marine Environments & Administration' with 03 credit hours in 45th ACM (Department of Maritime Sciences). • HRM 508 is already assign to 'Marine Environments & Administration' with 03 credit hours in 45th ACM (Department of Maritime Sciences). • MTM 508 is recommended to be adopted for said course.

Foreign Language

Course Code	Title	Credit Hours	Remarks
CLE 401	Chinese Language	3	

Artificial Intelligence

Pre-requisite	Course Code	Course Title	Credit Hours	Remarks
CEN 223	CSC 450	Internet of Things	3	<ul style="list-style-type: none"> • CSC 450 is already assign to 'Business Data and Text Mining' with 03 credit hours in 45th ACM (Faculty of Management Sciences). • CEN 449 is already assign to 'Internet of Things' with 03 credit hours in 36th ACM (Faculty of Engineering Sciences). • CEN 449 is recommended to be adopted for said course.
SEN 220	CSC 489	Ubiquitous Computing	3	
CSC 411	CSC 413	Introduction to Machine Learning	2	<ul style="list-style-type: none"> • GEO 379 is already assign to 'Introduction to Machine Learning'

				with 02 credit hours in 45 th ACM (Faculty of Earth & Environmental Sciences). <ul style="list-style-type: none"> GEO 379 is recommended to be adopted for said course
CSC 411	CSL 413	Introduction to Machine Learning Lab	1	<ul style="list-style-type: none"> GEL 379 is already assign to 'Introduction to Machine Learning Lab' with 01 credit hours in 45th ACM (Faculty of Earth & Environmental Sciences). GEL 379 is recommended to be adopted for said course
CSC 411	CSC 466	Introduction to Biometrics	2	
CSC 411	CSL 466	Introduction to Biometrics lab	1	
CSC 411	AIC 401	Deep Learning	2	
CSC 411	AIL 401	Deep Learning Lab	1	
None	AIC 202	Programming for Artificial Intelligence	2	
None	AIL 202	Programming for Artificial Intelligence Lab	1	

Data Analytics

Pre-requisite	Course Code	Course Title	Credit Hours	Remarks
None	ITC 457	Knowledge Management System & Technologies	3	<ul style="list-style-type: none"> MIS 657 is already assign to 'Knowledge Management System & Technologies' with 03 credit hours in 45th ACM (Faculty of Management Sciences). MIS 657 is recommended to be

				adopted for said course
CSC 220	CSC 452	Data Mining	3	
CSC 220	CSC 454	Data Warehousing	3	
CSC 220	CSC 426	Business Intelligence and Analytic	3	
CSC 221	CSC 404	Blockchain Technologies	3	<ul style="list-style-type: none"> SEN 604 is already assign to 'Blockchain Technologies' with 03 credit hours in 32nd ACM (Faculty of Engineering Sciences) SEN 604 is recommended to be adopted for said course
CSC 221	CSC 448	Introduction to Bioinformatics	3	
None	CSC 458	Management Information System	3	
CSC 220	CSC 487	Introduction to Data Science	2	
CSC 220	CSL 487	Introduction to Data Science Lab	1	
CSC 220	CSC 488	Big Data Analytics	2	
CSC 220	CSL 488	Big Data Analytics Lab	1	
CSC 220	CSC 490	Introduction to Cloud Computing	3	
CEN 223	ITC 411	Cyber Security	3	

Software Engineering

Pre-requisite	Course Code	Course Title	Credit Hours	
	ITC 226	Web Systems & Technologies	3	<ul style="list-style-type: none"> ITC 226 is already assign to 'Web Systems & Technologies, with 02 credit hours in 45th ACM (Faculty of Engineering Sciences) ITC 226 is recommended to be adopted for 'Web Systems & Technologies, with 02 credit hours. ITC 227 is recommended to be adopted for 'Web Systems & Technologies, with 03 credit hours.
	ITL 226	Web Systems & Technologies Lab	3	<ul style="list-style-type: none"> ITL 226 is already assign to 'Web Systems & Technologies Lab' with 01

				credit hours in 45 th ACM (Faculty of Engineering Sciences). <ul style="list-style-type: none"> • ITL 226 is recommended to be adopted for 'Web Systems & Technologies Lab' with 01 credit hours. • ITL 227 is recommended to be adopted for 'Web Systems & Technologies Lab' with 01 credit hours.
ITC 226	SEN 421	Semantic Web	3	
SEN 220	SEN 411	Software Testing	3	
SEN 220	SEN 456	Usability Engineering	3	
None	SEN 427	Information Systems Auditing and Assurance	3	
SEN 220	SEN 428	Service Oriented Architecture	3	
SEN 220	SEN 420	Software Quality Assurance	3	
None	SEN 320	Human Computer Interaction	3	
CEN 223	SEN 459	Software Defined Network	3	<ul style="list-style-type: none"> • SEN 459 is already assigned to 'Mobile & Pervasive Computing' with 03 credit hours in 25th ACM (Faculty of Engineering Sciences). • New course code 'SEN 469' is recommended to be adopted for Software Defined Network.
SEN 220	SEN 410	Software Project Management	3	
SEN 220	SEN 457	Software Design and Architecture	2	
SEN 220	SEL 457	Software Design and Architecture Lab	1	

Skills Set of the Graduate

- MS Office (Word, Excel & PowerPoint)
- SPSS
- Accounting Software (QuickBooks/Peachtree)
- Financial Calculator
- Business Management Skills
- Computer Programming
- Database Management
- Data Analytics
- Web Systems Administration
- Mobile Application Development
- Soft Skills

Appendage 4602Program Title: **MS Maritime Trade and Logistics**Duration: **2 years**Total Credit Hours: **30**

Endorsement References:

- A: Recommendations of CAC dated 28/2/2024 (recorded in the minutes of CAC meeting)
 B: Recommendations of DBOS dated 17/1/2024 (recorded in the minutes of DBOS meeting)
 C: Recommendations of FBOS dated 19/1/2024 (recorded in the minutes of FBOS meeting)

Summary of Credit Hours

Sr. No.	Courses as per HEC new GE Policy 2023	Credit Hours/Contact Hours	
		Existing Road Map	New Road Map
1.	Major/Disciplinary	21	15
2.	Electives toward specialization	9	9
3.	Thesis/Course Work	6	6
4.	Deficiency course in case of candidate from other domain or interdisciplinary domain		6 (0 Credit hours)
		Total	36
			30

Semester-wise Road map**Semester 1**

Sr. No	Road map aligned with HEC new GEP 2023 Policy				
	Pre-requisite Course Code	Course Code	Course Title	Credit Hours	17 UN SDGs alignment
1		MTM 704	Maritime Economics & Finance	3	9, 13 & 14
2		MTM 711	Logistics at Ports and Supply Chain Management	3	9, 13 & 14
3		MTM 703	Maritime Law and International Maritime Convention	3	8, 10, 16
				Total Credit Hours	9

Semester 2

Sr. No .	Road map aligned with HEC new GEP 2023 Policy				
	Course Code	Course Title	Credit Hours	17 UN SDGs alignment	
		Coastal Zone Management &	3	13, 14	

		MTM 705	Contemporary Issues		
		MTM 773	Maritime Technologies and commercial applications	3	4, 9. 14
		RMT 705	Research Methodology & Proposal Development	3	4, 9, 14,
Total Credit Hours		9			

Semester 3

Sr. No.	Road map aligned with HEC new GEP Policy 2023				
	Pre-requisite Course Code	Course Code	Course Title	Credit Hours	17 UN SDGs alignment
		MTM 754	Intermodal Transportation	3	1, 2, 3, 4
			Elective I	3	
Total Credit Hours		6			

Semester 4 (Option I - With Thesis)

Sr. No.	Road map aligned with HEC new GEP 2023 Policy				
	Pre-requisite Course Code	Course Code	Course Title	Credit Hours	17 UN SDGs alignment
	RMT 705	THS 799	Thesis	6	4, 14
Total Credit Hours		6			

Semester 4 (Option II – With Coursework/ in place of a thesis)

Sr. No.	Road map aligned with HEC new GEP 2023 Policy				
	Pre-requisite Course Code	Course Code	Course Title	Credit Hours	17 UN SDGs alignment
			Elective	3	
			Elective	3	
Total Credit Hours		6			

Deficiency Courses for Inter-disciplinary Qualification Holders

Sr. No.	Road map aligned with HEC new GEP 2023 Policy				
	Pre-requisite Course Code	Course Code	Course Title	Credit Hours	17 UN SDGs alignment
		MTM 707	Maritime Safety and Security	3	4, 14

		MTM 708 Ship Brokerage, Chartering and E-Commerce	3	4, 14
Total Credit Hours			6	

List of Elective Courses

Sr. No.	Pre-requisite Course Code	Course Code	Course Title	Credit Hours	17 UN SDGs alignment
1		MTM 778	Custom clearing and Freight Forwarding	3	8, 14
2		MTM 750	Maritime Trade and Industrial Economics	3	8, 14
3		MTM 702	Ports and Shipping Management in Contemporary Environments	3	8, 14
4		MTM 719	Maritime Trade & Logistics: Emerging Global Realities & issues	3	8, 14
5		MTM 714	Dynamics of Maritime Domain	3	8, 14
6		MTM 701	Maritime Industry: Pakistan and China in Global Perspective	3	8, 14

Program Title: **MS Maritime Ports and Shipping Management**

Duration: **2 years**

Total Credit Hours: **30**

Endorsement References:

A: Recommendations of CAC dated 28/2/2024 (recorded in the minutes of CAC meeting)

B: Recommendations of DBOS dated 17/1/2024 (recorded in the minutes of DBOS meeting)

C: Recommendations of FBOS dated 19/1/2024 (recorded in the minutes of FBOS meeting)

Summary of Credit Hours

Sr. No.	Courses as per HEC new GE Policy 2023	Credit Hours/Contact Hours	
		Existing Road Map	New Road Map
1.	Major/Disciplinary	21	15
2.	Electives toward specialization	9	9
3.	Thesis/Course Work	6	6
4.	Deficiency course in case of candidate from other domain or interdisciplinary domain		6 (0 Credit hours)
Total		36	30

Semester-wise Road map

Semester 1

Sr. No.	Road map aligned with HEC new GEP 2023 Policy				
	Pre-requisite Course Code	Course Code	Course Title	Credit Hours	17 UN SDGs alignment
1		MTM 704	Maritime Economics & Finance	3	9, 13 & 14
2		MTM 711	Logistics at Ports and Supply Chain Management	3	9, 13 & 14
3		MTM 703	Maritime Law and International Maritime Convention	3	8, 10, 16
Total Credit Hours				9	

Semester 2

Sr. No.	Road map aligned with HEC new GEP 2023 Policy				
	Pre-requisite Course Code	Course Code	Course Title	Credit Hours	17 UN SDGs alignment (please mention relevant No.)
		MTM 705	Coastal Zone Management & Contemporary Issues	3	13, 14
		MTM 773	Maritime Technologies and commercial applications	3	4, 9, 14
		RMT 705	Research Methodology & Proposal Development	3	4, 9, 14,
Total Credit Hours				9	

Semester 3

Sr. No.	Road map aligned with HEC new GEP Policy 2023				
	Pre-requisite Course Code	Course Code	Course Title	Credit Hours	17 UN SDGs alignment (please mention relevant No.)
		MTM 754	Intermodal Transportation	3	1, 2, 3, 4
			Elective I	3	
Total Credit Hours				6	

Semester 4 (Option I - With Thesis)

Sr. No.	Road map aligned with HEC new GEP 2023 Policy				
	Pre-requisite Course Code	Course Code	Course Title	Credit Hours	17 UN SDGs alignment (please mention relevant No.)
	RMT 705	THS 799	Thesis	6	4, 14
Total Credit Hours				6	

Semester 4 (Option II – With Coursework/ in place of a thesis)

Sr. No.	Road map aligned with HEC new GEP 2023 Policy				
	Pre-requisite Course Code	Course Code	Course Title	Credit Hours	17 UN SDGs alignment (please mention relevant No.)
			Elective	3	
			Elective	3	
Total Credit Hours				6	

Deficiency Courses for Inter-disciplinary Qualification Holders

Sr. No.	Road map aligned with HEC new GEP 2023 Policy				
	Pre- requisite Course Code	Course Code	Course Title	Credit Hours	17 UN SDGs alignment (please mention relevant No.)
		MTM 707	Maritime Safety and Security	3	4, 14
		MTM 708	Ship Brokerage, Chartering and E- Commerce	3	4, 14
Total Credit Hours			6		

List of Elective Courses

Sr. No.	Road map aligned with HEC new GEP 2023 Policy				
	Pre- requisite Course Code	Course Code	Course Title	Credit Hours	17 UN SDGs alignment (please mention relevant No.)
1		MTM 750	Maritime Trade and Industrial Economics	3	8, 14
2		MTM 754	Intermodal Transportation	3	8, 14
3		MTM 701	Maritime Industry: Pakistan and China in Global Perspective	3	8, 14
4		MTM 713	Maritime Logistics and Shipping	3	8, 14
5		MTM 758	Ocean Governance Policy and Maritime Law	3	8, 14
6		MTM 733	Ports and Logistics Management	3	8, 14
7		MTM 776	Ship Security: Threats, Financial and Commercial Implications	3	8, 14
8		MTM 771	Globalization and Maritime Trade: Contemporary Issues and Resolving Strategies	3	8, 14
9		MTM 714	Dynamics of Maritime Domains	3	8, 14

Program Title: **MBA**

Duration: 2 Years

Total Credit Hours: 60

Endorsement References:

A: Recommendations of CAC dated _____ (recorded in the minutes of CAC meeting)

B: Recommendations of DBOS dated _____ recorded in the minutes of DBOS meeting)

C: Recommendations of FBOS dated _____ (recorded in the minutes of FBOS meeting)

Semester 1

Sr. No	Existing Road Map				Sr. No.	Proposed Road map aligned with HEC new UG Policy				17 UN SDGs alignment (please mention relevant SDG No.)		
	Pre-requisite	Course Code	Course Title	CHrs		Pre-requisite	Course Code	Course Title	CHrs			
	Course Code					Course Code						
		MKT 522	Marketing Management	3		MKT 701	Marketing Management	3	SDG 4, 12, 13			
		ACC 501	Financial Accounting	3		ACC 703	Financial Accounting	3	SDG 4, 12, 17			
		MGT 501	Theories and Practices of Management	3		MGT 746	Theories and Practices of Management	3	SDG 4, 8, 16			
		BCM 512	Business Communication	3		BCM 701	Business Communication	3	SDG 4, 5, 9			
		QTM 503	Stats & Math for Management	3		QTM 701	Stats & Math for Management	3	SDG 4			
Total Credit Hours				15	Total Credit Hours				1 5			

Semester 2

Sr. No.	Existing Road Map				Sr. No.	Proposed Road map aligned with HEC new UG Policy					
	Pre-requisite	Course Code	Course Title	Credit Hours		Pre-requisite	Course Code	Course Title	Credit Hours	17 UN SDGs alignment (please mention relevant SDG No.)	
						Course Code					
		MGT 541	Human Resource Management	3		MGT 747	Human Resource Management	3	SDG 4, 5, 8, 10		
		ACC	Cost and	3		ACC	Cost and	3	SDG 4, 9,		

		503	Managerial Accounting				701	Managerial Accounting		12, 13
		ECO 520	Economics	3			ECO 701	Economics	3	SDG 1, 4, 8, 10
		FIN 502	Financial Management	3			FIN 701	Financial Management	3	SDG 4, 9, 13, 17
		RMT 620	Methods in Business Research	3			RMT 701	Methods in Business Research	3	SDG 4, 16
Total Credit Hours				15	Total Credit Hours				15	

Semester 3

Sr.	Existing Road Map				Sr. No.	Proposed Road map aligned with HEC new UG Policy				
No.	Pre-requisite	Course Code	Course Title	Credit Hours		Pre-requisite	Course Code	Course Title	Credit Hours	17 UN SDGs alignment (please mention relevant SDG No.)
	Course Code					Course Code				
		MGT 662	Strategic Management	3		MGT 748	Strategic Management	3	SDG 4, 8, 9, 12, 17	
		FIN 611	Corporate Finance	3		FIN 703	Corporate Finance	3	SDG 1, 4, 8, 17	
		SDW 694	Dissertation (Proposal Development)	3		THS 799	Dissertation (Proposal Development)	3	SDG 4, SDG 17, SDG 3, SDG 8	
			Specialization I	3			Specialization I	3		
			Specialization II	3			Specialization II	3		
Total Credit Hours				15	Total Credit Hours				15	

Semester 4

Sr.	Existing Road Map				Sr. No.	Proposed Road map aligned with HEC new UG Policy					
No.	Pre-requisite	Course Code	Course Title	Credit Hours		Pre-requisite	Course Code	Course Title	Credit Hours	17 UN SDGs alignment (please mention relevant SDG No.)	
	Course Code					Course Code					
		MGT 653	Corporate Leadership and	3		MGT 745	Corporate Leadership and	3	SDG 4, 8		

			Social Responsibility				Social Responsibility		
		MKT 600	Contemporary Issues in Business	3			MKT 702	Contemporary Issues in Business	3 SDG 3, 4, 7, 15
		SDW 693	Thesis Write up and Defense	3			THS 799	Thesis Write-up and Defense	3 SDG 3, 4, 8, 17,
			Specialization III	3			Specialization III		3
			Specialization IV	3			Specialization IV		3
Total Credit Hours							Total Credit Hours	15	

Program Title: **MBA**
Duration: 1.5 Years
Total Credit Hours: 30
Endorsement References:

- A: Recommendations of CAC dated _____ (recorded in the minutes of CAC meeting)
B: Recommendations of DBOS dated _____ (recorded in the minutes of DBOS meeting)
C: Recommendations of FBOS dated _____ (recorded in the minutes of FBOS meeting)

Sr.	Existing Road Map				Sr. No.	Proposed Road map aligned with HEC new UG Policy				
	Pre- requisite	Course Code	Course Title	Credit Hours		Pre- requisite	Course Code	Course Title	Credit Hours	17 UN SDGs alignment (please mention relevant SDG No.)
						Course Code				
		MGT 662	Strategic Management	3		MGT 748	Strategic Management	3	SDG 3, 4, 12, 13	
		FIN 611	Corporate Finance	3		FIN 703	Corporate Finance	3	SDG 4, 12, 17	
		MGT 653	Corporate Leadership and Social Responsibilities	3		MGT 745	Corporate Leadership and Social Responsibilities	3	SDG 4, 8, 16	
			Specialization I	3			Specialization I	3	SDG 4, 5, 9	
Total Credit Hours				12	Total Credit Hours				12	

Semester 2

Sr.	Existing Road Map				Sr. No.	Proposed Road map aligned with HEC new UG Policy				
	Pre- requisite	Course Code	Course Title	Credit Hours		Pre- requisite	Course Code	Course Title	Credit Hours	17 UN SDGs alignment (please mention relevant SDG No.)
						Course Code				
		MKT 600	Contemporary Issues in Business	3		MKT 702	Contemporary Issues in Business	3	SDG 3, 4, 7, 15	
		SDW 694	Dissertation (Proposal)	3		THS 799	Dissertation (Proposal)	3	SDG 3, 4, 8, 17	

			Development)				Development)		
			Specialization II	3			Specialization II	3	
			Specialization III	3			Specialization III	3	
Total Credit Hours			12	Total Credit Hours			12		

Semester 3

Sr.	Existing Road Map				Sr. No.	Proposed Road map aligned with HEC new UG Policy				
	Pre- requisite	Course Code	Course Title	Credit Hours		Pre- requisite	Course Code	Course Title	Credit Hours	17 UN SDGs alignment (please mention relevant SDG No.)
Course Code		Course Title		Credit Hours		Course Code				
		SDW 693	Thesis Write up and Defense	3		THS 799	Thesis Write up and Defense	3	SDG 3, 4, 8, 17	
			Specialization IV	3			Specialization IV	3		
Total Credit Hours				Total Credit Hours				6		

Program Title: **MBA (Pharmaceutical and Health Management)**

Duration: 2 Years

Total Credit Hours: 60

Endorsement References:

A: Recommendations of CAC dated _____ (recorded in the minutes of CAC meeting)

B: Recommendations of DBOS dated _____ (recorded in the minutes of DBOS meeting)

C: Recommendations of FBOS dated _____ (recorded in the minutes of FBOS meeting)

Semester 1

Sr .	Existing Road Map				Sr . N o.	Proposed Road map aligned with HEC new UG Policy					Remarks
	Pre- requi site	Cou rse Cod e	Course Title	Cre dit Ho urs		Pre- requi site	Cou rse Cod e	Course Title	Cre dit Ho urs	17 UN SDGs alignm ent (pleas e menti on releva nt SDG No.)	
Cour se Code	Course Title	Cre dit Ho urs	Course Title	Cre dit Ho urs	17 UN SDGs alignm ent (pleas e menti on releva nt SDG No.)						
1	BC M 512	Business Communi cation	3		BC M 701	Business Communi cation	3	SDG 4, 5, 9			
2	ACC 501	Financial Accounti ng	3		ACC 702	Financial Accounti ng	3	SDG 4, 12, 17			
3	SC M 361	Introduction to Blue Economy and Green SCM	3		SC M 767	Supply Chain Management	3	SDG 14	SCM 767 is suggested for 'Supply Chain Management'. SCM 767 is recommended to be adopted for said course.		
4	MKT	Principles of	3		MKT	Principles of	3	SDG 4	MKT 741 is		

		522	Marketing			741	Marketing			suggested for 'Principles of Marketing'. MKT 741 is recommended to be adopted for said course.
5		MG T 501	Theories and Practices of Management	3		MG T 746	Theories and Practices of Management	3	SDG 4, 8, 16	
Total Credit Hours			15	Total Credit Hours		15				

Semester 2

Sr .	Existing Road Map					Sr . N o.	Proposed Road map aligned with HEC new UG Policy				
	Pre-requi site	Cour se Cod e	Course Title	Cre dit Hou rs	Pre-requi site		Cour se Code	Course Title	Cr ed it Ho ur s	17 UN SDGs alignme nt	(please mention relevant SDG No.)
	Cours e Code	Cour se Cod e	Course Title	Cre dit Hou rs	Sr . N o.	Cour se Code	Cour se Code	Course Title	Cr ed it Ho ur s	17 UN SDGs alignme nt	(please mention relevant SDG No.)
1		QT M 520	Bio Statistics	3		QTM 720	QTM 720	Bio Statistics	3	SDG 4, 8	QTM 720 is suggested for 'Bio Statistics'. QTM 720 is recommended to be

										adopted for said course.
2		FIN 502	Financial Management	3			FIN 701	Financial Management	3	SDG 4, 12, 17
3		MGT 541	Human Resource Management	3			MGT 747	Human Resource Management	3	SDG 4, 5, 8, 10
4		RMT 620	Methods In Business Research	3			RMT 701	Methods In Business Research	3	SDG 4 , 16
5		MGT 626	Project Management	3			MGT 744	Project Management	3	SDG – 4
Total Credit Hours				15	Total Credit Hours				15	

Semester 3

Sr.	Existing Road Map				Sr. No.	Proposed Road map aligned with HEC new UG Policy					
No.	Pre-requisite	Course Code	Course Title	Credit Hours		Pre-requisite	Course Code	Course Title	Credit Hours	17 UN SDGs alignment (please mention relevant SDG No.)	Remarks
	Course Code					Course Code					
1		MGT 653	Corporate Leadership and Social Responsibilities	3		MGT 745	Corporate Leadership and Social Responsibilities		3	SDG 4, 8	
2		OBM 630	MIS in Health Care Management	3		PBM 730	MIS in Health Care Management		3	SDG 3, 6	PBM 730 is suggested for MIS in Health

										Care Management'.
3		HBM 615	Principles of Health Care Management	3		HBM 715	Principles of Health Care Management	3	SDG 3, 6	HBM 715 is suggested for 'Principles of Health Care Management'. HBM 715 is recommended to be adopted for said course.
4		MGT 662	Strategic Management	3		MGT 748	Strategic Management	3	SDG 4, 8, 9, 12, 17	
5			Elective I	3			Elective I	3		
		Total Credit Hours		15		Total Credit Hours		15		

Semester 4

Sr.	Existing Road Map				Sr. No.	Proposed Road map aligned with HEC new UG Policy					
No.	Pre- requisite	Course Code	Course Title	Credit Hours		Pre- requisite	Course Code	Course Title	Credit Hours	17 UN SDGs alignment (please mention relevant SDG No.)	Remarks
	Course Code					Course Code					
1		PBM 635	Pharmaceutical Business Development & Global Business Environment	3		PBM 735	Pharmaceutical Business Development & Global Business Environment	3	SDG 3, 9	PBM 735 is suggested for 'Pharmaceutical Business Development & Global Business Environment'. PBM 735 is recommended to be adopted for said course.	
2		PBM 620	Regularity Affairs & Health Care Ethics	3		PBM 726	Regularity Affairs & Health Care Ethics	3	SDG – 3, 16	PBM 726 is suggested for 'Regularity Affairs & Health Care Ethics', PBM 726 is	

										recommended to be adopted for said course.
3		SDW 699	Project / Thesis	3		THS 799	Project / Thesis	3	SDG 3, 4, 8, 17	
4			Elective II	3			Elective II	3		
5			Elective III	3			Elective III	3		
		Total Credit Hours		15		Total Credit Hours		15		

Specialization Lists

OLD Course Code	Suggested Course Codes	Course Title	Cre dit Hou rs	17 UN SDGs alignment (please mention relevant SDG No.)	Offered Program
Marketing					
MKT 610	MKT 710	International Marketing	3	SDG 4	MBA
MKT 655	MKT 711	Services Marketing	3	SDG 9, 17	MBA
MKT 660	MKT 712	Strategic Marketing	3	SDG 8, 17	MBA
MKT 665	MKT 713	Cases in Marketing	3	SDG 9, 10	MBA
MKT 635	MKT 714	New Product Development	3	SDG 4,7 and 8	MBA
MKT 662	MKT 715	Brand Management	3	SDG 12,9	BBA
MKT 688	MKT 716	Social Media Marketing	3	SDG 12,17	BBA
MKT 699	MKT 717	Consumer Behavior and Psychology	3	SDG 10	BBA
	MKT 718				
MKT 690	MKT 719	Integrated Marketing Communication	3	SDG 10, 17	MBA
MKT 650	MKT 720	Sales Management	3	SDG 4, 12	BBA
MKT 620	MKT 721	Marketing Research	3	SDG 9	BBA
MKT 693	MKT 722	B to B and Personal Selling	3	SDG 12	BBA
MKT 663	MKT 723	Promotion and Advertising Management	3	SDG 4,17	BBA
MKT 689	MKT 724	Digital Marketing	3	SDG 4, 7	MBA
MKT 691	MKT 725	Retail and Sales Management	3	SDG 8	BBA
MKT 692	MKT 726	Export Marketing	3	SDG 9,17	MBA
MKT 693	MKT 727	Marketing Issues in Pakistan	3	SDG 4, 12	MBA
MKT 694	MKT 728	Public Rationing and Relationship Marketing	3	SDG 4,17	BBA
MKT 695	MKT 729	Agriculture Marketing	3	SDG 1,4	BBA
MKT 603	MKT 730	Product Management	3	SDG 12	BBA

MKT 604	MKT 731	Distribution Management	3	SDG 8	MBA
MKT 605	MKT 732	Digital Analytics	3	SDG 9,12	MBA
MKT 606	MKT 733	Electronic CRM	3	SDG 7,17	MBA
MKT 697	MKT 734	Social Marketing	3	SDG 4,8	MBA
MKT 681	MKT 735	Copywriting Concepts, Protocols and Practices	3	SDG 4	BBA
NEW	MKT 736	Marketing Analytics	3	SDG 4, 7	
NEW	MKT 737	Pricing Models and Strategies	3		
NEW	MKT 738	Marketing of Financial Services	3		
NEW	MKT 739	Industrial Marketing	3		
NEW	MKT 740	Marketing Channels	3		

Human Resource Management

Course Code	Course Code	Subject	CHrs	17 UN SDGs alignment (please mention relevant SDG No)	offered
HRM 666	HRM 701	Negotiations and Conflict Management	3	SDG 16	BBA
HRM 648	HRM 702	Organizational Development	3	SDG 10	BBA
HRM 676	HRM 703	International Human Resource Management	3	SDG 4	MBA
HRM 677	HRM 704	Seminars In HRM	3	SDG 4	MBA
HRM 689	HRM 705	Recruitment and Selection	3	SDG 10	MBA
HRM 679	HRM 706	Performance Management	3	SDG 10	MBA
HRM 690	HRM 707	HRM and HRD	3	SDG 4	MBA
HRM 691	HRM 708	<u>Career Planning and Strategic Compensation Management</u> <u>(Strategic Compensation Management)</u>	3	SDG 4	BBA
HRM 660	HRM 709	Training and Development	3	SDG 8	BBA
HRM 670	HRM 710	HR Planning	3	SDG 4	
HRM 664	HRM 711	Job Analysis and Design	3	SDG 8	BBA
HRM 649	HRM 712	HR Research Methods	3	SDG 8	BBA
HRM 682	HRM 713	Industrial Relations and Employment Laws	3	SDG 8	BBA
HRM 671	HRM 714	HR Information Systems	3	SDG 9	MBA
HRM 681	HRM 715	Strategic HRM	3	SDG 10	MBA
HRM 665	HRM 716	HR Theory and Practice	3	SDG 10	MBA
HRM 692	HRM 717	Organizational Psychology	3	SDG 10	BBA

HRM 695	HRM 718	HR Analytics	3	SDG 9	BBA
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Finance					
Course Code	Course Code	Subject	CHrs	17 UN SDGs alignment (please mention relevant SDG No)	offered
FIN 690	FIN 746	Financial Modeling	3	SDG 4	MBA
FIN 698	FIN 702	Strategic Finance	3	SDG 4	MBA
FIN 612	FIN 745	Analysis of Financial Statements	3	SDG 4	BBA
FIN 619	FIN 704	Financial Derivatives	3	SDG 8	BBA
FIN 611	FIN 705	Corporate Finance	3	SDG 4	BBA
FIN 692	FIN 706	Financial Markets and Institutions	3	SDG 10	MBA
FIN 693	FIN 707	Cases in Corporate Finance	3	SDG 4	MBA
FIN 694	FIN 708	Money and Banking	3	SDG 10	MBA
FIN 695	FIN 709	Investment Analysis and Portfolio Management	3	SDG 4	MBA
FIN 635	FIN 710	Management Corporate Turnaround	3	SDG 4	BBA
FIN 696	FIN 711	Financial Reporting	3	SDG 4, 8	BBA
FIN 697	FIN 712	Taxation and Auditing	3	SDG 10	BBA MBA
ACC 622	FIN 736	Accounting Information Systems	3	SDG 9	
FIN 682	FIN 713	Corporate Restructuring	3	SDG 9	MBA
FIN 688	FIN 714	Islamic Finance Theory and Practices	3	SDG 9	MBA
FIN 649	FIN 715	Islamic Banking and Finance	3	SDG 9	BBA
ACC 608	FIN 724	Advanced Corporate Reporting	3	SDG 4	MBA
FIN 616	FIN 716	Management of Financial Institutions	3	SDG 4	MBA
FIN 600	FIN 717	Entrepreneurial Finance	3	SDG 4, 8	MBA
FIN 601	FIN 718	Debt Capital Markets	3	SDG 4	MBA
FIN 608	FIN 719	Mutual and Pension Funds	3	SDG 4, 9	MBA
FIN 604	FIN 720	Equity Capital Markets	3	SDG 4,8	MBA
FIN 665	FIN 721	Behavioral Finance & Wealth Management	3	SDG 4, 9	MBA
FIN 625	FIN 722	Commodities and Derivatives Markets	3	SDG 8	MBA

FIN 461	FIN 723	Fundamentals of Behavioral Finance	3	SDG 8, 4	BBA
NEW	FIN 725	Investment Banking and Security Analysis	3		
NEW	FIN 726	Asset and Liability Management	3		
NEW	FIN 727	SME and Micro-Financing	3		
NEW	FIN 728	Mergers, Acquisitions and Restructuring	3		
NEW	FIN 729	Enterprise Risk Management	3		
NEW	FIN 730	Islamic Financial Services Marketing	3		
NEW	FIN 731	Islamic Capital Markets	3		
NEW	FIN 732	International Islamic Finance Standards	3		
NEW	FIN 733	Takaful and Risk Management in Islamic Products	3		
NEW	FIN 734	Financial Risk Management	3		
NEW	FIN 735	International Finance	3		
Entrepreneurship					
Course Code	Course Code	Subject	CHrs	17 UN SDGs alignment (please mention relevant SDG No)	offered
ENT 602	ENT 702	Cases in Entrepreneurship	3	SDG 8	MBA
ENT 603	ENT 703	Developing New Products and Services	3	SDG 4, 8	BBA
ENT 620	ENT 704	Entrepreneurial Strategy in Emerging Markets	3	SDG 4, 9	MBA
ENT 606	ENT 705	Innovations and Entrepreneurship	3	SDG 4,8	MBA
ENT 607	ENT 706	Managing Entrepreneurial Firms	3	SDG 4	MBA
ENT 608	ENT 707	Social Responsibility and Entrepreneurship	3	SDG 4, 8	BBA
ENT 622	ENT 708	Business Growth and Entrepreneurial Finance	3	SDG 9	BBA
ENT 612	ENT 709	Entrepreneurial Marketing	3	SDG 4	MBA
ENT 613	ENT 710	Organizations and Leading Change	3	SDG 4,9	BBA
ENT 614	ENT 711	Economic of Location and Transportation	3	SDG 4,17	MBA
ENT 621	ENT 712	Retailing and International Entrepreneurship	3	SDG 4,9	MBA
ENT 617	ENT 713	Corporate Entrepreneurship	3	SDG 4,8	BBA
ENT 619	ENT 714	Technology Entrepreneurship	3	SDG 4,9	BBA
NEW	ENT 715	Competitive Strategies for Startup	3		

NEW	ENT 716	Technology Support for Small Business	3		
NEW	ENT 717	Innovative Internet Based Business Models	3		
NEW	ENT 718	Guerrilla Strategies in Business	3		
NEW	ENT 719	Affordable Design and Frugal Innovation	3		
NEW	ENT 720	Commercializing and Monetizing Ideas	3		
NEW	ENT 721	Building and Managing Start-Up Teams	3		
NEW	ENT 722	New Venture Finance	3		
NEW	ENT 723	Managing Family Business	3		
NEW	ENT 724	Growth Hacking Strategies	3		
NEW	ENT 725	Design Thinking and Strategy	3		

MIS

Course Code	Course Code	Subject	CHrs	17 UN SDGs alignment (please mention relevant SDG No)	offered
MIS 655	MIS 702	Database Management System	3	SDG 9	BBA
MIS 620	MIS 703	System Analysis and Design	3	SDG 8,7	BBA
MIS 679	MIS 704	Enterprise Resource Planning (ERP) Implementation	3	SDG 8,4	MBA
MIS 672	MIS 705	Web Application Development	3	SDG 9	MBA
MIS 625	MIS 706	Business Process Re-Engineering	3	SDG 9,7	MBA
MIS 680	MIS 707	Data Communication and Networking	3	SDG 17,9	BBA
MIS 681	MIS 708	Information Security and System Auditing	3	SDG 9, 12	BBA
MIS 657	MIS 709	Knowledge Management Systems and Technologies	3	SDG 8, 9	BBA
MIS 658	MIS 710	Business Intelligence and Decisions Support	3	SDG 9,4	MBA
MIS 608	MIS 711	Digital Analytics	3	SDG 9,7	MBA
MKT 607	MIS 712	Electronic CRM	3	SDG 17,4	MBA
NEW	MIS 713	Business Analytics with Data for Non-Coders	3	SDG 8	
NEW	MIS 714	Applied Data Analysis	3	SDG 8,7	
NEW	MIS 715	Big Data, Big Responsibilities: The Law and Ethics of Business Analytics	3	SDG 8	
NEW	MIS 716	Intro to Python for Data Science	3	SDG 9	

NEW	MIS717	Applied Machine Learning in Business	3	SDG 17	
NEW	MIS 718	Data visualization	3	SDG 7	
Supply Chain Management					
Course Code	Course Code	Subject			
SCM 619	SCM 766	Strategic SCM	3	SDG 9	BBA
OPM 611	SCM 735	Operations and Production Management	3	SDG 12	MBA
SCM 650	SCM 736	Total Quality Management	3	SDG 4	MBA
SCM 600	SCM 737	Inventory Management	3	SDG 4	BBA
SCM 614	SCM 738	Strategic Operation Management	3	SDG 4	MBA
SCM 615	SCM 739	Sourcing and Logistics Management	3	SDG 4	BBA
SCM 616	SCM 740	Supply Chain Modeling	3	SDG 12	MBA
SCM 617	SCM 741	Demand Forecasting	3	SDG 12	BBA
SCM 618	SCM 710	Pricing In SCM	3	SDG 4	BBA
SCM 520	SCM 742	Purchasing	3	SDG 12	MBA
SCM 630	SCM 712	Strategic Procurement in Supply Chain	3	SDG 12	BBA
SCM 631	SCM 713	Operational Planning in Supply Chain	3	SDG 4	MBA
SCM 632	SCM 714	Execution and Control of Operations in SCM	3	SDG 12	MBA
SCM 633	SCM 715	Master Planning of Resources in SCM	3	SDG 12	MBA
SCM 634	SCM 716	Detailed Scheduling and Planning In SCM	3	SDG 12	MBA
SCM 635	SCM 717	Strategic Management of Resources In SCM	3	SDG 12	MBA
SCM 636	SCM 718	Green Supply Chain Management – GSCM	3	SDG 14	MBA
SCM 637	SCM 719	Shipping in SCM	3	SDG 14	BBA
SCM 639	SCM 720	Operational Planning in Supply Chain	3	SDG 4	MBA
SCM 638	SCM 743	Supply Chain Strategy, Design and Compliance	3	SDG 12	MBA
SCM 640	SCM 744	Supply Chain Implementation and Operations	3	SDG 12	MBA
SCM 641	SCM 745	Fundamentals of Supply Chain Management	3	SDG 4	BBA
SCM 621	SCM 746	Operations Research	3	SDG 4	BBA

NEW	SCM 747	Quantitative Methods in Production and Logistics	3	SDG 4	
NEW	SCM 748	Business Process Mgmt. in Supply Chain & Logistics	3	SDG 4	
NEW	SCM 749	IT Applications in Logistics	3	SDG 12	
NEW	SCM 750	Packaging Design and Environmental Aspects	3	SDG 12	
NEW	SCM 751	ERP Systems Design and Implementation	3	SDG 4	
NEW	SCM 752	Strategic Supply Chain Management	3	SDG 12	
NEW	SCM 753	Procurement and Inventory Management	3	SDG 4	
NEW	SCM 754	Storage and Warehouse Techniques	3	SDG 14	
NEW	SCM 755	Transportation Techniques and Management	3	SDG 4	
NEW	SCM 756	Sustainability & Env. Aspects in Managing Supply Chains	3	SDG 12	
NEW	SCM 757	Risk Management in Supply Networks	3	SDG 4	
NEW	SCM 758	Innovation Management in Supply Chain and Logistics	3	SDG 4	
NEW	SCM 759	Corporate Consultancy Project in Logistics	3	SDG 12	
NEW	SCM 760	Contract Management for Supply Chain & Negotiations	3	SDG 4	
NEW	SCM 761	Life Cycle Enterprise Asset Management	3	SDG 4	
NEW	SCM 762	Mobile Commerce and Mobile Logistics	3	SDG 12	
NEW	SCM 763	Supply Chain Finance	3	SDG 3	
NEW	SCM 764	Warehouse and Inventory Management	3	SDG 4	
NEW	SCM 765	Supply Chain Digitization	3	SDG 12	

Electives: MBA 2 Years (Pharmaceutical & Health Management)

Previous Course Codes	Suggested Course Codes	Course Title	Credit Hours	17 UN SDGs alignment (please mention relevant)	Offered Program
PBM 610	PBM 701	Pharmaceutical Brand Management and E-Marketing	3	SDG 3, 4	MBA Pharma
PBM 611	PBM 702	Pharmaceutical sales Management	3	SDG 3, 4	MBA Pharma
PBM 612	PBM 703	Pharmaceutical Marketing and Quality	3	SDG 3, 4	MBA Pharma

PBM 613	PBM 704	Economics and Management of Pharmaceutical	3	SDG 3, 8	MBA Pharma
PBM 614	PBM 705	Pharmaceutical Product Management	3	SDG 3, 4	MBA Pharma
PBM 615	PBM 706	Financial Applications in Pharmaceutical Marketing	3	SDG 3, 8	MBA Pharma
PBM 616	PBM 707	Pharmaceutical Business Strategy	3	SDG 3, 9	MBA Pharma
PBM 617	PBM 708	Marketing of Bio-Technology Products	3	SDG 9, 11	MBA Pharma
PBM 618	PBM 709	Consumerism and Public Health	3	SDG 3	MBA Pharma
HBM 625	PBM 710	Basics of Medical Affairs	3	SDG 3	MBA Pharma
HBM 626	PBM 712	Health Management	3	SDG 3	MBA Pharma
HBM 627	PBM 713	Financial services of Health Services	3	SDG 3, 8	MBA Pharma
HBM 628	PBM 714	Strategic Management of Health Services	3	SDG 3, 4	MBA Pharma
HBM 629	PBM 715	Concepts of Primary Health Care	3	SDG 3	MBA Pharma
HBM 636	PBM 716	Managing Professional Health Care	3	SDG 3	MBA Pharma
HBM 631	PBM 717	Marketing Health Care Services	3	SDG 3, 4	MBA Pharma

Program Title: **MS (Project Management)**

Duration: 1.5 Years

Total Credit Hours: 33

Endorsement References:

A: Recommendations of CAC dated 11.01.2024(recorded in the minutes of CAC meeting)

B: Recommendations of DBOS dated 15.01.2024(recorded in the minutes of DBOS meeting)

C: Recommendations of FBOS dated 19.01.2024(recorded in the minutes of FBOS meeting)

Summary of Credit Hours

Sr. No.	Courses as per HEC new GE Policy 2023	Credit Hours/Contact Hours	
		Existing Road Map	Proposed New Road Map
1.	Major/Disciplinary	27	27
2.	Electives toward specialization/Thesis	6	6
3.	Deficiency course in case of candidate from other domain or interdisciplinary domain	-	-
	Total	33	33

Semester-wise Road mapSemester 1

Sr . O.	Existing Road Map				Sr. No.	Proposed Road map aligned with HEC new PG Policy					Remarks
	Pre-req uisi te Cou rse Cod e	Cour se Code	Course Title	Cre dit Hou rs		Pre-requi site Cour se Code	Cours e Code	Course Title	Credi t Hour s	17 UN SDGs alignment (please mention relevant SDG No.)	
1		MSP 601	Fundamentals of Project Management	3	1		MSP 750	Project Management Principles and Practices	3	4	a. Course Code MSP 701 has been approved for Course Title “Issues in Development Policy” in 31 st ACM (Faculty of Humanities and Social Sciences). b. MSP 750 is recommended to be adopted.
2		MSP 602	Project Cost and Finance Management	3	2		MSP 702	Project Cost and Finance Management	3	8	Recommended to be adopted.
3		MSP 603	Project Human Resource & Communication Management	3	3		MSP 703	Project Human Resource and Stakeholder Management	3	8	Recommended to be adopted
		MSP 640	Research Methodology (optional)	0	4		MSP 740	Research Methodology (Optional)	0	4	Recommended to be adopted.
Total Credit Hours				9	Total Credit Hours						9

Semester 2

Sr. No.	Existing Road Map				Sr. No .	Proposed Road map aligned with HEC new PG Policy						Remarks
	Pre-requisite Course Code	Course Code	Course Title	Credit Hours		Pre-requisite Course Code	Course Code	Course Title	Credit Hours	17 UN SDGs alignment (please mention relevant SDG No.)		
1		MSP 604	Project Planning, Scheduling & Time Management	3	1	MSP701	MSP 704	Project Planning and Development	3	12		Recommended to be adopted
2		MSP 605	Project Risk Management	3	2		MSP 705	Project Risk Management	3	12		Recommended to be adopted.
3		MSP 606	Project Procurement & Contract Management	3	3		MSP 706	Project Procurement & Contract Management	3	8		Recommended to be adopted.
4		MSP XXX	Project- 1		4		MSPX XX	Project- 1	3			
Total Credit Hours				12		Total Credit Hours			12			

Semester 3

Sr. No.	Existing Road Map				Sr. No.	Proposed Road map aligned with HEC new PG Policy						Marks
	Pre-requisite Course Code	Course Code	Course Title	Credit Hours		Pre-requisite Course Code	Course Code	Course Title	Credit Hours	17 UN SDGs alignment (please mention relevant SDG No.)		
1		MSP607	Project Quality Management	3	1		MSP707	Project Quality Management	3	9		Recommended to be adopted

								and Lean Operati ons			
2		MSP608	Project Monitoring, Evaluation and Control Management	3	2	MSP704	MSP708	Project Evaluation and Control Management	3	12	Recommended to be adopted
3		MSPXXX	Elective-1 (Specialization)	3	3		MSPX XX	Elective-1 (Specialization)	3		
4		MSPXXX	Project-2		4		MSPX XX	Project -2	3		
*In Case of Thesis											
		MSP641	Research Thesis				THS 799	Resear ch Thesis	6	4	a. THS 799 with 06 Credit hours has been approved for the same course title in 45 th ACM. b. THS 799 is recommended to be adopted .
		MSP640	Research Methodology				MSP740	Resear ch Metho dology	0		Recommended to be adopted
Total Credit Hours				12	Total Credit Hours				12		

List of Elective Courses

Sr. No.	Existing Road Map				Sr. No.	Proposed Road map aligned with HEC new PG Policy					Remarks
	Pre-requisite Course Code	Course Code	Course Title	Credit Hours		Pre-requisite Course Code	Course Code	Course Title	Credit Hours	17 UN SDGs alignment (please mention relevant SDG No.)	
1		MSP621	Disaster Management	3	1		MSP721	Disaster Management for Disasters	3	11	Recommended to be adopted
2		MSP622	Innovation and Technology Management	3	2		MSP722	Innovation and Technology Management	3	9	Recommended to be adopted .
3		MSP623	NGO Management	3	3		MSP723	NGO Management	3	11	Recommended to be adopted
4		MSP624	Scope and Integration Management	3	4		MSP724	Scope and Integration Management	3	11	Recommended to be adopted
5		MSP625	Government Projects (PC1-PC5)	3	5		MSP725	Government Projects (PC1-PC5)	3	9	Recommended to be adopted
6		MSP626	Project Supply Chain Management	3	6		MSP726	Project Supply Chain Management	3	12	Recommended to be adopted
7		MSP627	Project Review, Assurance and Governance	3	7		MSP727	Project Review, Assurance and Governance	3	9	Recommended to be adopted
8		MSP628	Project Communication and Stakeholder Management	3	8		MSP728	Project Communication and Stakeholder Management	3	8	Recommended to be adopted
9					9		MSP729	Project Leadership Management	3	8	Recommended to be adopted
10					10		MSP730	Quantitative Methods for Decision Making	3	8	Recommended to be adopted

List of Projects

Sr. No.	Existing Road Map				Sr. No.	Proposed Road map aligned with HEC new PG Policy					Remarks
	Pre-requisite Course Code	Course Code	Course Title	Credit Hours		Pre-requisite Course Code	Course Code	Course Title	Credit Hours	17 UN SDGs alignment (please mention relevant SDG No.)	
1		MSP631	Primavera CBT	3	1		MSP731	Primavera CBT	3	9	Recommended to be adopted
2		MSP632	EPM Microsoft Project Server (2010) CBT	3	2		MSP732	EPM Microsoft Project Server (2010) CBT	3	8	Recommended to be adopted
3		MSP633	Share Point Solutions CBT	3	3		MSP733	Share Point Solutions CBT	3	9	Recommended to be adopted
4		MSP634	Available for CBT Projects	3	4		MSP734	Available for CBT Projects	3	9	Recommended to be adopted
5		MSP635	Project Management Office (PMO) Classroom based	3	5		MSP735	Project Management Office (PMO) Classroom based	3	8	Recommended to be adopted
6		MSP636	Advance Skills for Project Management Professionals Classroom based	3	6		MSP736	Advance Skills for Project Management Professionals Classroom based	3	9	Recommended to be adopted
					7		MSP737	Advanced Project Management Software Systems	3	9	Recommended to be adopted

***Note:** In the case of thesis students will be liable to do zero credit research methodology course (pre-req of thesis) which will be counted in the final transcript.

Program Title: **MS (HRM & Organizational Psychology)**

Duration: 2 Years

Total Credit Hours: 36

Endorsement References:

A: Recommendations of CAC dated 11.01.2024 (recorded in the minutes of CAC meeting)

B: Recommendations of DBOS dated 15.01.2024 (recorded in the minutes of DBOS meeting)

C: Recommendations of FBOS dated 19.01.2024 (recorded in the minutes of FBOS meeting)

Summary of Credit Hours

Sr. No.	Courses as per HEC new GE Policy 2023	Credit Hours/Contact Hours	
		Existing Road Map	Proposed New Road Map
1.	Major/Disciplinary	21	21
2.	Electives toward specialization	9	9
3.	Thesis	6	6
4.	Deficiency course in case of candidate from other domain or interdisciplinary domain	-	6-9
		Total	36

Semester-wise Road map

Semester 1

Sr. No.	Existing Road Map				Sr. No.	Proposed Road map aligned with HEC new PG Policy				Remarks	
	Pre-requisite Course Code	Course Code	Course Title	Credit Hours		Pre-requisite Course Code	Course Code	Course Title	Credit Hours		
1		MHO 610	Contemporary HRM and Practices	3	1		MHO 701	Contemporary HRM and Practices	3	4	Recommended to be adopted.

2		MHO 611	Personnel Selection and Advanced Counseling Skills	3	2		MHO 702	Personnel Selection and Advanced Counseling Skills	3	8	Recommended to be adopted.
3		MHO 612	Organizational Psychology and Psychometrics	3	3		MHO 703	Organization al Psychology and Psychometri cs	3	9	Recommended to be adopted.
Total Credit Hours			9	Total Credit Hours				9			

Semester 2

Sr. No.	Existing Road Map				Sr. No.	Proposed Road map aligned with HEC new PG Policy					Remarks
	Pre-requisite Course Code	Course Code	Course Title	Credit Hours		Pre-requisite Course Code	Course Code	Course Title	Credit Hours	17 UN SDGs alignment (please mention relevant SDG No.)	
1		MHO 613	Applied Attitude and Behavioral Analysis	3	1		MHO 704	Applied Attitude and Behavioral Analysis	3	4	Recommended to be adopted.
2		MHO 614	Contemporary Issues in Business and Industry	3	2		MHO 705	Contemporar y Issues in Business and Industry	3	9	Recommended to be adopted.
3		MHOx xx	Elective-I	3	3		MHOx xx	Elective-I	3		
Total Credit Hours			9	Total Credit Hours				9			

Semester 3

Sr. No.	Existing Road Map				Sr. No.	Proposed Road map aligned with HEC new PG Policy						Remarks
	Pre-requisite Course Code	Course Code	Course Title	Credit Hours		Pre-requisite Course Code	Course Code	Course Title	Credit Hours	17 UN SDGs alignment (please mention relevant SDG No.)		
1	MHO 711	Advanced Research Methodology and Proposal Development	3	1		MGT 702	Advanced Research Methodology and Proposal Development	3	4	a. Course Code MGT 702 has already been approved for title "Advanced Research Methodology and Proposal Development" in 12 th ACM (Faculty of Management Sciences). b. The Same is recommended to be adopted.		
2	MHOxxx	Elective-II	3	2		MHOxxx	Elective -II	3				
3	MHOxxx	Elective-III	3	3		MHOxxx	Elective -III	3				
Total Credit Hours				9	Total Credit Hours				9			

Semester 4

Sr. No.	Existing Road Map				Sr. No.	Proposed Road map aligned with HEC new PG Policy					Remarks
	Pre-requisite Course Code	Course Code	Course Title	Credit Hours		Pre-requisite Course Code	Course Code	Course Title	Credit Hours	17 UN SDGs alignment (please mention relevant SDG No.)	
1		SDW 650	Internship	3	1		SDW 796	Internship	3	8	INT 437 is already assigned to said course in 45 th ACM(Faculty of Professional Psychology). INT 437 is recommended to be adopted.
2		MHO 700	Research Thesis	6	2		THS 799	Research Thesis	6	4	a. THS 799 with 06 Credit hours has been approved for the same course title in 45 th ACM. b. THS 799 is Recommended to be adopted.
Total Credit Hours				9	Total Credit Hours				9		

List of Elective Courses

Sr. No.	Existing Road Map				Sr. No.	Proposed Road map aligned with HEC new PG Policy					Remarks
	Pre-requisite Course Code	Course Code	Course Title	Credit Hours		Pre-requisite Course Code	Course Code	Course Title	Credit Hours	17 UN SDGs alignment (please mention relevant SDG No.)	
1		MHO 710	Leadership Issues in Organizations: Concepts and Applications		1		MHO 710	Leadership Issues in Organizations: Concepts and Applications	3	16	Recommended to be adopted.
2		MHO 712	Theories of Learning and Conditioning		2		MHO 712	Theories of Learning and	3	4	Recommended to be

							Conditioning			adopted.	
3		MHO 713	Communication Strategies of Scholars		3		MHO 713	Communication Strategies of Scholars	3	4	Recommended to be adopted.
4		MHO 715	Seminars in Organizational Behaviors		4		MHO 715	Seminars in Organizational Behaviors	3	8	Recommended to be adopted.
5		MHO 716	Culture and Persuasion		5		MHO 716	Culture and Persuasion	3	10	Recommended to be adopted.
6		MHO 717	Social and Self-Development		6		MHO 717	Social and Self-Development	3	10	Recommended to be adopted.
7		MHO 718	Abnormal Psychology		7		MHO 718	Abnormal Psychology	3	3	Recommended to be adopted.
8		MHO 719	Industrial Relations and Labour Laws		8		MHO 719	Industrial Relations and Labour Laws	3	8	Recommended to be adopted.
9		MHO 720	Seminars in Organizational Development		9		MHO 720	Seminars in Organizational Development	3	8	Recommended to be adopted.
10		MHO 721	Seminars in Human Resource Development		10		MHO 721	Seminars in Human Resource Development	3	9	Recommended to be adopted.
11					11		MHO 722	Conflict Resolution Skills	3	10	Recommended to be adopted.
12					12		MHO 723	HR Analytics	3	4	Recommended to be adopted.

Note: As per the new HEC Graduate Policy 2023, the Deficiency course (6-9 CH of level 6) in case of candidates from other domains or interdisciplinary domains will be offered on the recommendation of the Admission Committee.

Deficiency Courses

MS (HRM&OP) Deficiency course in case of candidate from other domain or interdisciplinary domain		
S.No	Course Code	Name of Course
1.	MGT 662	Strategic Management
2.	MKT 653	Corporate Leadership & Social Responsibility
3.	HRM 664	Job Analysis and Design
4.	HRM 648	Organizational Development
5.	HRM 689	Recruitment and Selection
6.	HRM 679	Performance Management
7.	HRM 660	Training And Development
8.	HRM 670	HR Planning

Program Title: **MS (Business Analytics)**

Duration: 1.5 Years

Total Credit Hours: 30

Endorsement References:

- A: Recommendations of CAC dated _____ (recorded in the minutes of CAC meeting)
- B: Recommendations of DBOS dated _____ (recorded in the minutes of DBOS meeting)
- C: Recommendations of FBOS dated 19.04.2023 (recorded in the minutes of FBOS meeting)

Summary of Credit Hours

Sr. No.	Courses as per HEC new GE Policy 2023	Credit Hours/Contact Hours	
		Existing Road Map	Proposed New Road Map
1.	Core	18	18
2.	Electives toward specialization	06	06
3.	Thesis	6	6
		Total	30

Semester-wise Road mapSemester 1

Sr. No.	Existing Road Map				Sr. No.	Proposed Road map aligned with HEC new UG Policy					Remarks
	Pre-requisite Course Code	Course Code	Course Title	Credit Hours		Pre-requisite Course Code	Course Code	Course Title	Credit Hours	17 UN SDGs alignment (please mention relevant SDG No.)	
1		MGT 734	Business Math's and Statistics	3	1		MGT 734	Business Math's and Statistics	3	8	Recommended to be adopted.
2		MGT 735	Advanced Research Methodology and Application	3	2		MGT 735	Advanced Research Methodology and Application	3	9	Recommended to be adopted.
3		MGT 736	Strategic Decision Making	3	3		MGT 736	Strategic Decision Making	3	9	Recommended to be adopted.
4		MGT 737	Data Mining	3	4		MGT 737	Data Mining	3	9	Recommended to be adopted.
				Total Cre Hours	12				CHrs	12	

Semester 2

Sr. No.	Existing Road Map				Sr. No.	Proposed Road map aligned with HEC new UG Policy					Remarks
	Pre-requisite Course Code	Course Code	Course Title	Credit Hours		Pre-requisite Course Code	Course Code	Course Title	Credit Hours	17 UN SDGs alignment (please mention relevant SDG No.)	
1		MGT 738	Tools for Business Analytics	3	1		MGT 738	Tools for Business Analytics	3	9	Recommended to be adopted.
2		MGT 739	Programming using Python/R	3	2		MGT 739	Programming using Python/R	3	4, 8, 9 & 17	Recommended to be adopted.
3		MGT XXX	Elective-I	3	3		MGT XXX	Elective-I	3		
4		MGT XXX	Elective-II	3	4		MGT XXX	Elective-II	3		
Total Credit Hours				12	Total Credit Hours				12		

Semester 3

Sr. No.	Existing Road Map				Sr. No.	Proposed Road map aligned with HEC new UG Policy					Remarks
	Pre-requisite Course Code	Course Code	Course Title	Credit Hours		Pre-requisite Course Code	Course Code	Course Title	Credit Hours	17 UN SDGs alignment (please mention relevant SDG No.)	
1		THS 702	Thesis / Capstone Project	6	1		THS 799	Thesis/ Capstone Project	6		a. THS 799 with 06 Credit hours has been approved for the same course title in 45 th ACM. b. THS 799 is recommended to be adopted.
Total Credit Hours				6	Total Credit Hours				6		

List of Elective Courses

Sr. No.	Existing Road Map				Sr. No.	Proposed Road map aligned with HEC new UG Policy					Remarks
	Pre-requisite Course Code	Course Code	Course Title	Credit Hours		Pre-requisite Course Code	Course Code	Course Title	Credit Hours	17 UN SDGs alignment (please mention relevant SDG No.)	
1		MSF 729	Fin tech/Data Science for Finance	3	1		MSF 729	Fin tech/Data Science for Finance	3	8 & 9	Recommended to be adopted.
2		MSF 730	Applied Time Series Analysis for Forecasting	3	2		MSF 730	Applied Time Series Analysis for Forecasting	3	9	Recommended to be adopted.
3		MSF 731	Risk Management	3	3		MSF 731	Risk Management	3	8 , 9	Recommended to be adopted.
4		MSF 732	Financial Modeling	3	4		MSF 732	Financial Modeling	3	8	Recommended to be adopted.
5		MSM 741	Digital Marketing and social media	3	5		MSM 741	Digital Marketing and social media	3	8, 9, 10 & 17	Recommended to be adopted.
6		MSM	Retailing and	3	6		MSM	Retailing and	3	8	Recommended

		742	Analytics			742	Analytics			to be adopted.	
7		MSM 743	Market Strategy and Forecasting	3	7		MSM 743	Market Strategy and Forecasting	3	8, and 9	Recommended to be adopted.
8		MSM 744	Customer Relations Management	3	8		MSM 744	Customer Relations Management	3	8 and 10	Recommended to be adopted.
9		MGT 740	Decision Support System	3	9		MGT 740	Decision Support System	3	8 and 9	Recommended to be adopted.
10		MGT 741	Management Models	3	10		MGT 741	Management Models	3	8 and 9	Recommended to be adopted.
11		MGT 742	HR Analytics	3	11		MGT 742	HR Analytics	3	5 and 8	Recommended to be adopted.
12		MGT 743	Performance Management	3	12		MGT 743	Performance Management	3	4, 5 & 8	Recommended to be adopted.

Program Title: **MS(Finance)**

Duration: 1.5 Years

Total Credit Hours: 30

Endorsement References:

A: Recommendations of CAC dated _____ (recorded in the minutes of CAC meeting)

B: Recommendations of DBOS dated _____ (recorded in the minutes of DBOS meeting)

C: Recommendations of FBOS dated 19.04.2023 (recorded in the minutes of FBOS meeting)**Summary of Credit Hours**

Sr. No.	Courses as per HEC new GE Policy 2023	Credit Hours/Contact Hours	
		Existing Road Map	Proposed New Road Map
1.	Core	12	12
2.	Electives toward specialization	12	12
3.	Thesis	6	6
		Total	30

Semester-Wise Road map**Semester 1**

Sr. No.	Existing Road Map				Sr. No.	Proposed Road map aligned with HEC new UG Policy					Remarks
	Pre-requisite Course Code	Course Code	Course Title	Credit Hours		Pre-requisite Course Code	Course Code	Course Title	Credit Hours	17 UN SDGs alignment (please mention relevant SDG No.)	
1		MSF 700	Research Methods and Econometrics	3	1		MSF 700	Research Methods and Econometrics	3	8	Recommended to be adopted.
2		MSF 701	Financial Calculus and Mathematics	3	2		MSF 701	Financial Calculus and Mathematics	3	8	Recommended to be adopted.
3		MSF 702	Financial Modeling and VBA	3	3		MSF 702	Financial Modeling and VBA	3	8	Recommended to be adopted.
4		MSF XXX	Elective-I	3	4		MSF XXX	Elective-I	3		
Total Credit Hours				12		Total Credit Hours				12	

Semester 2

Sr. No.	Existing Road Map				Sr. No.	Proposed Road map aligned with HEC new UG Policy					Remarks
	Pre-requisite Course Code	Course Code	Course Title	Credit Hours		Pre-requisite Course Code	Course Code	Course Title	Credit Hours	17 UN SDGs alignment (please mention relevant SDG No.)	
1		MSF 704	Financial Econometrics	3	1		MSF 704	Financial Econometrics	3	8	Recommended to be adopted.
2		MSF XXX	Elective-II	3	2		MSF XXX	Elective-II	3		
3		MSF XXX	Elective-III	3	3		MSF XXX	Elective-III	3		
4		MSF XXX	Elective-IV	3	4		MSF XXX	Elective-IV	3		
Total Credit Hours				12	Total Credit Hours				12		

Semester 3

Sr. No.	Existing Road Map				Sr. No.	Proposed Road map aligned with HEC new UG Policy					Remarks
	Pre-requisite Course Code	Course Code	Course Title	Credit Hours		Pre-requisite Course Code	Course Code	Course Title	Credit Hours	17 UN SDGs alignment (please mention relevant SDG No.)	
1		MSF 800	Research Thesis / Capstone Project	6	1		THS 799	Thesis / Capstone Project	6		a. THS 799 with 06 Credit hours has been approved for the same course title in 45 th ACM. b. THS 799 is recommended to be adopted.
	Total Credit Hours				6	Total Credit Hours				6	

List of Elective Courses

Sr. No.	Existing Road Map				Sr. No.	Proposed Road map aligned with HEC new UG Policy						Remarks
	Pre-requisite Course Code	Course Code	Course Title	Credit Hours		Pre-requisite Course Code	Course Code	Course Title	Credit Hours	17 UN SDGs alignment (please mention relevant SDG No.)		
1		MSF 801	Advance Portfolio Analysis and Management	3	1		MSF 710	Advance Portfolio Analysis and Management	3	8		Recommended to be adopted.
2		MSF 802	Derivatives Investments	3	2		MSF 711	Derivatives Investments	3	8		Recommended to be adopted.
3		MSF 803	Alternative Investments	3	3		MSF 712	Alternative Investments	3	8		Recommended to be adopted.
4		MSF 804	Fixed Income Investments and Analysis	3	4		MSF 713	Fixed Income Investments and Analysis	3	8		Recommended to be adopted.
5		MSF 805	Asset Pricing Theory	3	5		MSF 714	Asset Pricing Theory	3	8		Recommended to be adopted.
6		MSF 806	Real Estate Investments	3	6		MSF 715	Real Estate Investments	3	8		Recommended to be adopted.
7		MSF 807	Behavioral Finance & Decision Making	3	7		MSF 716	Behavioral Finance & Decision Making	3	8		Recommended to be adopted.
8		MSF 821	Advance Topics in Corporate Finance	3	8		MSF 717	Advance Topics in Corporate Finance	3	8		Recommended to be adopted.
9		MSF 822	Case Studies in Corporate Finance	3	9		MSF 718	Case Studies in Corporate Finance	3	8		Recommended to be adopted.
10		MSF 823	Mergers and Acquisition Analysis	3	10		MSF 719	Mergers and Acquisition Analysis	3	8		Recommended to be adopted.
11		MSF 824	International Finance and Investments	3	11		MSF 720	International Finance and Investments	3	8		Recommended to be adopted.
12		MSF 825	Theory of Finance	3	12		MSF 721	Theory of Finance	3	8		Recommended to be adopted.
13		MSF 826	Financial Restructuring	3	13		MSF 722	Financial Restructuring	3	8		Recommended to be adopted.
14		MSF 827	Asset Valuation	3	14		MSF 723	Asset Valuation	3	8		Recommended to be adopted.
15		MSF 828	Strategic Financial Management	3	15		MSF 724	Strategic Financial Management	3	8		Recommended to be adopted.
16		MSF 831	Financial System and Regulations	3	16		MSF 725	Financial System and Regulations	3	8		Recommended to be adopted.
17		MSF	Financial Risk	3	17		MSF	Financial Risk	3	8		Recommended

		832	Management and Derivatives			726	Management and Derivatives			to be adopted.	
18		MSF 834	Insurance and Risk Management	3	19		MSF 727	Insurance and Risk Management	3	8	Recommended to be adopted.
19		MSF 835	Structured Securities	3	20		MSF 728	Structured Securities	3	8	Recommended to be adopted.

Program Title: **MS (Marketing & Sales)**

Duration: 1.5 Years

Total Credit Hours: 33

Endorsement References:

A: Recommendations of CAC dated _____ (recorded in the minutes of CAC meeting)

B: Recommendations of DBOS dated _____ (recorded in the minutes of DBOS meeting)

C: Recommendations of FBOS dated 19.04.2024 (recorded in the minutes of FBOS meeting)

Summary of Credit Hours

Sr. No.	Courses as per HEC new GE Policy 2023	Credit Hours/Contact Hours	
		Existing Road Map	Proposed New Road Map
1.	Core	15	15
2.	Electives toward specialization	12	12
3.	Thesis	6	6
Total		33	33

Semester-wise Road map

Semester 1

S.N o	Existing Road Map				Sr. No .	Proposed Road map aligned with HEC new UG Policy					Remarks
	Pre-requisite Course Code	Course Code	Course Title	Credit Hours		Pre-requisite Course Code	Course Code	Course Title	Credit Hours	17 UN SDGs alignment (please mention relevant SDG No.)	
1		MSM 701	Applied Approaches to Branding & Communication	3	1		MSM 701	Applied Approaches to Branding & Communication	3	8 & 12	Recommended to be adopted.
2		MSM 704	Research Philosophy and Quantitative	3	2		MSM 704	Research Philosophy and Quantitative	3	4 & 9	Recommended to be adopted.

			Techniques					Techniques			
3		MSM 721	Advanced Marketing research & Consumer Behavior	3	3		MSM 721	Advanced Marketing research & Consumer Behavior	3	8 & 12	Recommended to be adopted.
4		MSM XXX	Elective 1	3	4		MSM XXX	Elective 1	3		
Total Credit Hours			12	Total Credit Hours			12				

Semester 2

Sr. No .	Existing Road Map				Sr. No.	Proposed Road map aligned with HEC new UG Policy						Remarks
	Pre-requisite Course Code	Course Code	Course Title	Credit Hours		Pre-requisite Course Code	Course Code	Course Title	Credit Hours	17 UN SDGs alignment (please mention relevant SDG No.)		
1		MSM 722	Emerging Concepts of Channels & Distribution	3	1		MSM 722	Emerging Concepts of Channels & Distribution	3	9		Recommended to be adopted.
2		MSM XXX	Elective 2	3	2		MSM XXX	Elective 2	3			
3		MSM XXX	Elective 3	3	3		MSM XXX	Elective 3	3			
4		SDW 695	Independent Market Study	3	4		MSM 795	Independent Market Study	3	9		Recommended to be adopted.
Total Credit Hours			12	Total Credit Hours			12					

Semester 3

Sr. No.	Existing Road Map				Sr. No.	Proposed Road map aligned with HEC new UG Policy						Remarks
	Pre-requisite Course Code	Course Code	Course Title	Credit Hours		Pre-requisite Course Code	Course Code	Course Title	Credit Hours	17 UN SDGs alignment (please mention relevant SDG No.)		
1		MSM XXX	Elective 4	3	1		MSM XXX	Elective 4	3			

2		MSMRD 803	Dissertation/ Capstone Project	6	2		THS 799	Thesis/ Capstone Project	6		a. THS 799 with 06 Credit hours has been approved for the same course title in 45 th ACM. b. THS 799 is recommended to be adopted.
Total Credit Hours			9	Total Credit Hours			9				

List of Elective Courses

Sr. No.	Existing Road Map				Sr. No.	Proposed Road map aligned with HEC new UG Policy					Remarks
	Pre-requisite Course Code	Course Code	Course Title	Credit Hours		Pre-requisite Course Code	Course Code	Course Title	Credit Hours	17 UN SDGs alignment (please mention relevant SDG No.)	
1		MSM 831	Seminar in Sales Force Management	3	1		MSM 731	Seminar in Sales Force Management	3	8	Recommended to be adopted.
2		MSM 832	Marketing Analytics and Data Mining	3	2		MSM 732	Marketing Analytics and Data Mining	3	9	Recommended to be adopted.
3		MSM 833	Entrepreneurial Marketing	3	3		MSM 733	Entrepreneurial Marketing	3	8	Recommended to be adopted.
4		MSM 834	Topics in Strategic Sales Management	3	4		MSM 734	Topics in Strategic Sales Management	3	8	Recommended to be adopted.
5		MSM 835	Philosophy of Customer Relationship Management	3	5		MSM 735	Philosophy of Customer Relationship Management	3	8	Recommended to be adopted.
6		MSM 836	Perspectives of Retailing & Franchise Management	3	6		MSM 736	Perspectives of Retailing & Franchise Management	3	8	Recommended to be adopted.
7		MSM 837	Corporate Sales & Key Account Management	3	7		MSM 737	Corporate Sales & Key Account Management	3	8	Recommended to be adopted.
8		MSM 816	Marketing Modeling	3	8		MSM 738	Marketing Modeling	3	8	Recommended to be adopted.
9		MSM 801	Discourse of Personal Selling	3	9		MSM 739	Discourse of Personal Selling	3	8	Recommended to be adopted.
10		MSM 705	Digital Marketing	3	10		MSM 740	Digital Marketing	3	9	Recommended to be adopted.

Program Title: **MS (SCM)**Duration: **1.5 Years**Total Credit Hours: **33**

Endorsement References:

A: Recommendations of CAC dated _____ (recorded in the minutes of CAC meeting)

B: Recommendations of DBOS dated _____ (recorded in the minutes of DBOS meeting)

C: Recommendations of FBOS dated _____ (recorded in the minutes of FBOS meeting)

Summary of Credit Hours

Sr. No.	Courses as per HEC new GE Policy 2023	Credit Hours/Contact Hours	
		Existing Road Map	Proposed New Road Map
1.	Major/Disciplinary	27	27
2.	Electives toward specialization/Thesis	6	6
3.	Deficiency course in case of candidate from other domain or interdisciplinary domain	-	-
	Total	33	33

Semester-wise Road map**Semester 1**

Sr. No.	Existing Road Map				Sr. No.	Proposed Road map aligned with HEC new UG Policy					Remarks
	Pre-requisite Course Code	Course Code	Course Title	Credit Hours		Pre-requisite Course Code	Course Code	Course Title	Credit Hours	17 UN SDGs alignment (please mention relevant SDG No.)	
1		SCM701	Fundamentals of Supply Chain Management	3	1		SCM701	Fundamentals of Supply Chain Management	3	1-17	Recommended to be adopted
2		SCM703	Negotiation, Contracting & Law in Procurement and Supply	3	2		SCM734	Advanced Negotiation, Contracting & Law in Procurement and Supply	3	1-17	SCM 703 is already assigned to 'Negotiation, Contracting & Law in Procurement and Supply' in 24 th ACM. SCM 734 is

											Recommended for Title 'Advanced Negotiation, Contracting & Law in Procurement and Supply'.
3		SCM702	Supplier Selection & Bid Evaluation	3	3		SCM 728	Advanced Supplier Selection & Bid Evaluation	3	1-17	SCM 702 is already assigned to 'Supplier Selection & Bid Evaluation' in 24 th ACM. SCM 728 is Recommended for Title 'Advanced Supplier Selection & Bid Evaluation'.
Total Credit Hours			9	Total Credit Hours			9				

Semester 2

Sr. No.	Existing Road Map				Sr. No.	Proposed Road map aligned with HEC new UG Policy						Remarks
	Pre-requisite Course Code	Course Code	Course Title	Credit Hours		Pre-requisite Course Code	Course Code	Course Title	Credit Hours	17 UN SDGs alignment (please mention relevant SDG No.)		
1		SCM704	Business Research Methods (Focus on SCM)	3	1		SCM 729	Advanced Business Research Methods (Focus on SCM)	3	1-17	SCM 704 is already assigned to 'Business Research Methods (Focus on SCM)' in 24 th ACM. SCM 729 is Recommended for Title 'Advanced Business	

											Research Methods (Focus on SCM)'.
2		SCM707	Contemporary Issues in Supply Chain	3	2		SCM707	Contemporary Issues in Supply Chain	3	1-17	Recommended to be adopted
3		SCM705	Inventory & Logistics Operations	3	3		SCM 730	Advanced Inventory & Logistics Operations	3	1-17	SCM 705 is already assigned to 'Inventory & Logistics Operations' in 24 th ACM. SCM 730 is Recommended for Title 'Advanced Inventory & Logistics Operations'.
4		SCM706	Operations Management & Supply Chain	3	4		SCM706	Operations Management & Supply Chain	3	1-17	Recommended to be adopted
Total Credit Hours				12			Total Credit Hours		12		

Semester 3

Sr. No.	Existing Road Map				Sr. No.	Proposed Road map aligned with HEC new UG Policy					Remarks
	Pre-requisite Course Code	Course Code	Course Title	Credit Hours		Pre-requisite Course Code	Course Code	Course Title	Credit Hours	17 UN SDGs alignment (please mention relevant SDG No.)	
1		SCM708	Strategic Supply Chain Management	3	1		SCM708	Strategic Supply Chain Management	3	1-17	Recommended to be adopted

2		SCM709	Supply Chain Finance	3	2		SCM 731	Advanced Supply Chain Finance	3	1-17	SCM 709 is already assigned to 'Supply Chain Finance' in 24 th ACM. SCM 731 is Recommended for Title 'Advanced Supply Chain Finance'.
3		SCMXXX	Elective-1 (Specialization)	3	3		SCMXXX	Elective- 1 (Specialization)	3	1-17	
4		SCMXXX	Elective-2 (Specialization)	3	4		SCMXXX	Elective- 2 (Specialization)	3	1-17	
Total Credit Hours			12			Total Credit Hours		12			

List of Elective Courses

Sr. No.	Existing Road Map				Sr. No.	Proposed Road map aligned with HEC new UG Policy					Remarks
	Pre-requisite Course Code	Course Code	Course Title	Credit Hours		Pre-requisite Course Code	Course Code	Course Title	Credit Hours	17 UN SDGs alignment (please mention relevant SDG No.)	
1		SCM721	Leadership in Procurement and Supply	3	1		SCM721	Leadership in Procurement and Supply	3	1-17	Recommended to be adopted
2		SCM722	Managing Risks in Supply Chains	3	2		SCM722	Managing Risks in Supply Chains	3	1-17	Recommended to be adopted
3		SCM723	Supply Chain Diligence	3	3		SCM 732	Advanced Supply Chain Diligence	3	1-17	SCM 723 is already assigned to 'Supply Chain Diligence' in 24 th ACM. SCM 732 is

											Recommended for Title 'Advanced Supply Chain Diligence'.
4		SCM724	Category Management in Procurement and Supply	3	4		SCM724	Category Management in Procurement and Supply	3	1-17	Recommended to be adopted
5		SCM725	Regulatory Framework for Trade Harmonization in International Supply Chain	3	5		SCM725	Regulatory Framework for Trade Harmonization in International Supply Chain	3	1-17	Recommended to be adopted
6		SCM726	Mathematical Modeling & Optimization Techniques in Supply Chain	3	6		SCM726	Mathematical Modeling & Optimization Techniques in Supply Chain	3	1-17	Recommended to be adopted
7		SCM727	Software & Simulations (LOGWARE, TORA, SIMUL8)	3	7		SCM 733	Advanced Software & Simulations	3	1-17	SCM 727 is already assigned to 'Software & Simulations' in 24 th ACM. SCM 733 is Recommended for Title 'Advanced Software & Simulations'.

List of Projects

Sr. No.	Existing Road Map				Sr. No.	Proposed Road map aligned with HEC new UG Policy					Remarks
	Pre-requisite Course Code	Course Code	Course Title	Credit Hours		Pre-requisite Course Code	Course Code	Course Title	Credit Hours	17 UN SDGs alignment (please mention relevant SDG No.)	
1	Nil	Nil	Nil	1	Nil	Nil	Nil	Nil	3	Nil	

Program Title: **MS (MS)**Duration: **1.5 Years**Total Credit Hours: **30**

Endorsement References:

A: Recommendations of CAC dated _____ (recorded in the minutes of CAC meeting)

B: Recommendations of DBOS dated _____ (recorded in the minutes of DBOS meeting)

C: Recommendations of FBOS dated **19.01.2024** (recorded in the minutes of FBOS meeting)**Summary of Credit Hours**

Sr. No.	Courses as per HEC new GE Policy 2023	Credit Hours/Contact Hours	
		Existing Road Map	Proposed New Road Map
1.	Core	12	12
2.	Electives toward specialization	12	12
3.	Thesis	6	6
		Total	30

Semester-wise Road map**Semester 1**

Sr. No.	Existing Road Map				Sr. No.	Proposed Road map aligned with HEC new UG Policy					Remarks
	Pre-requisite Course Code	Course Code	Course Title	Credit Hours		Pre-requisite Course Code	Course Code	Course Title	Credit Hours	17 UN SDGs alignment (please mention relevant SDG No.)	
1		MGT 705	Strategic Management: Contemporary Concepts, Theories and Applications	3	1		MGT 705	Strategic Management: Contemporary Concepts, Theories and Applications	3	9	Recommended to be adopted.
2		MGT 702	Advanced Research Methodology and Proposal Development	3	2		MGT 702	Advanced Research Methodology and Proposal Development	3	4	Recommended to be adopted.
3		MGT	Advance	3	3		MGT	Advance	3	8 & 12	Recommen

		706	Marketing Management: Concept and Applications				706	Marketing Management: Concept and Applications			ded to be adopted.
4		MGT XXX	Elective-I	3	4		MGT XXX	Elective-I	3		
Total Credit Hours				12			Total Credit Hours		12		

Semester 2

Sr. No.	Existing Road Map				Sr. No.	Proposed Road map aligned with HEC new UG Policy					Remarks
	Pre-requisite Course Code	Course Code	Course Title	Credit Hours		Pre-requisite Course Code	Course Code	Course Title	Credit Hours	17 UN SDGs alignment (please mention relevant SDG No.)	
1		MGT 707	Strategic Finance: Concepts and Applications of Contemporary Views	3	1		MGT 707	Strategic Finance: Concepts and Applications of Contemporary Views	3	8	Recommended to be adopted.
2		MGT XXX	Elective-II	3	2		MGT XXX	Elective-II	3		
3		MGT XXX	Elective-III	3	3		MGT XXX	Elective-III	3		
4		MGT XXX	Elective-IV	3	4		MGT XXX	Elective-IV	3		
Total Credit Hours				12			Total Credit Hours		12		

Semester 3

Sr. No.	Existing Road Map				Sr. No.	Proposed Road map aligned with HEC new UG Policy					Remarks
	Pre-requisite Course Code	Course Code	Course Title	Credit Hours		Pre-requisite Course Code	Course Code	Course Title	Credit Hours	17 UN SDGs alignment (please mention relevant SDG No.)	
1		SDR 800	Research Thesis/ Capstone Project	6	1		THS 799	Thesis/ Capstone Project	6		a. THS 799 with 06 Credit hours has been approved for the same course title in 45 th ACM. b. THS 799 is recommended to be adopted.
Total Credit Hours				6			Total Credit Hours		6		

List of Elective Courses

Sr. No.	Existing Road Map				Sr. No.	Proposed Road map aligned with HEC new UG Policy					Remarks
	Pre-requisite Course Code	Course Code	Course Title	Credit Hours		Pre-requisite Course Code	Course Code	Course Title	Credit Hours	17 UN SDGs alignment (please mention relevant SDG No.)	
1		MGT 813	Contemporary Issues in International Marketing: Concepts and Applications	3	1		MGT 717	Contemporary Issues in International Marketing: Concepts and Applications	3	8 & 9	Recommended to be adopted.
2		MGT 814	Corporate Governance and Sustainability	3	2		MGT 718	Corporate Governance and Sustainability	3	16 & 17	Recommended to be adopted.
3		MGT 824	Globalization	3	3		MGT 725	Globalization	3	8 & 17	Recommended to be adopted.
4		MGT 817	HRM: Concepts and Applications	3	4		MGT 721	HRM: Concepts and Applications	3	8	Recommended to be adopted.
5		MGT 811	Change Management: Concepts and Applications	3	5		MGT 715	Change Management: Concepts and Applications	3	8	Recommended to be adopted.
6		MGT 807	Leadership Issues in Organizations: Concepts & Applications	3	6		MGT 711	Leadership Issues in Organizations: Concepts & Applications	3	8	Recommended to be adopted.
7		MGT 888	Organizational Behavior and Management	3	7		MGT 731	Organizational Behavior and Management	3	8	Recommended to be adopted.
8		MGT 815	Financial Institution Management	3	8		MGT 732	Financial Institution Management	3	8	Recommended to be adopted.
9		MGT 825	International Business and Economics Perspectives	3	9		MGT 733	International Business and Economics Perspectives	3	8	Recommended to be adopted.
10		MGT 828	Financial Econometrics	3	10		MGT 729	Financial Econometrics	3	8	Recommended to be adopted.

Program Title: **MPhil (Management Sciences)**

Duration: 2 Years

Total Credit Hours: 30

Endorsement References:

A: Recommendations of CAC dated _____ (recorded in the minutes of CAC meeting)

B: Recommendations of DBOS dated _____ (recorded in the minutes of DBOS meeting)

C: Recommendations of FBOS dated 19.04.2024 (recorded in the minutes of FBOS meeting)

Summary of Credit Hours

Sr. No.	Courses as per HEC new GE Policy 2023	Credit Hours/Contact Hours	
		Existing Road Map	Proposed New Road Map
1.	Core	12	12
2.	Electives toward specialization	12	12
3.	Thesis	6	6
Total		30	30

Semester-wise Road map

Semester 1

Sr. No.	Existing Road Map			Sr. No.	Proposed Road map aligned with HEC new UG Policy					Remarks	
	Pre-requisite Course Code	Course Code	Course Title		Pre-requisite Course Code	Course Code	Course Title	Credit Hours	17 UN SDGs alignment (please mention relevant SDG No.)		
1		MGT 701	Philosophies of Administrative Sciences	3	1		MGT 701	Philosophies of Administrative Sciences	3	SDG 16	Recommended to be adopted.
2		MGT 702	Advanced Research Methodology and Proposal Development	3	2		MGT 702	Advanced Research Methodology and Proposal Development	3	9	Recommended to be adopted.
3		MGT 703	Seminar in Organizational Analysis	3	3		MGT 703	Seminar in Organizational Analysis	3	8	Recommended to be adopted.
Total Credit Hours			9	Total Credit Hours					9		

Semester 2

Sr. No.	Existing Road Map				Sr. No.	Proposed Road map aligned with HEC new UG Policy						Remarks
	Pre-requisite Course Code	Course Code	Course Title	Credit Hours		Pre-requisite Course Code	Course Code	Course Title	Credit Hours	17 UN SDGs alignment (please mention relevant SDG No.)		
1		MGT 704	Applied Statistical Research Methods	3	1		MGT 704	Applied Statistical Research Methods	3	3		Recommended to be adopted.
2		MGT XXX	Elective-I	3	2		MGT XXX	Elective-I	3			
3		MGT XXX	Elective-II	3	3		MGT XXX	Elective-II	3			
Total Credit Hours				9	Total Credit Hours						9	

Semester 3

Sr. No.	Existing Road Map				Sr. N o.	Proposed Road map aligned with HEC new UG Policy						Remarks
	Pre-requisite Course Code	Course Code	Course Title	Credit Hours		Pre-requisite Course Code	Course Code	Course Title	Credit Hours	17 UN SDGs alignment (please mention relevant SDG No.)		
1		MGT XXX	Elective-III	3	1		MGT XXX	Elective-III	3			
2		MGT XXX	Elective-IV	3	2		MGT XXX	Elective-IV	3			
Total Credit Hours				6	Total Credit Hours						6	

Semester 4

Sr. No.	Existing Road Map				Sr. No.	Proposed Road map aligned with HEC new UG Policy						Remarks
	Pre-requisite Course Code	Course Code	Course Title	Credit Hours		Pre-requisite Course Code	Course Code	Course Title	Credit Hours	17 UN SDGs alignment (please mention relevant SDG No.)		
1		SR 820	Research Thesis / Capstone Project	6	1		THS 799	Thesis / Capstone Project	6			a. THS 799 with 06 Credit hours has been approved for the same course title in 45 th ACM. b. THS 799 is recommended to be adopted.
Total Credit Hours				6	Total Credit Hours						6	

List of Elective Courses

Sr. No.	Existing Road Map				Sr. No.	Proposed Road map aligned with HEC new UG Policy					Remarks
	Pre-requisite Course Code	Course Code	Course Title	Credit Hours		Pre-requisite Course Code	Course Code	Course Title	Credit Hours	17 UN SDGs alignment (please mention relevant SDG No.)	
1		MGT 835	Special Topics in Organizational behavior and Management	3	1		MGT 710	Special Topics in Organization al behavior and Management	3	8	Recommended to be adopted.
2		MGT 807	Leadership Issues in Organizations: Concepts and Applications	3	2		MGT 711	Leadership Issues in Organization s: Concepts and Applications	3	4	Recommended to be adopted.
3		MGT 808	Advanced Marketing Management Concept and Application	3	3		MGT 712	Advanced Marketing Management Concept and Application	3	8	Recommended to be adopted.
4		MGT 809	Advanced Financial and Management Accounting: Concept and Application	3	4		MGT 713	Advanced Financial and Management Accounting: Concept and Application	3	8	Recommended to be adopted.
5		MGT 810	Business Decision Models: Concepts and Applications	3	5		MGT 714	Business Decision Models: Concepts and Applications	3	8	Recommended to be adopted.
6		MGT 811	Change Management: Concepts and Applications	3	6		MGT 715	Change Management : Concepts and Applications	3	8	Recommended to be adopted.
7		MGT 812	Buyer Behavior: Concept sand Applications	3	7		MGT 716	Buyer Behavior: Concept sand Applications	3	12	Recommended to be adopted.
8		MGT 813	Contemporary Issues in international Marketing: Concepts and Applications	3	8		MGT 717	Contemporar y Issues in international Marketing: Concepts and Applications	3	9	Recommended to be adopted.
9		MGT 814	Corporate Governess and Sustainability	3	9		MGT 718	Corporate Governess and Sustainability	3	12	Recommended to be adopted.
10		MSF	Financial	3	10		MSF	Financial	3	8	Recommend

		833	Institutions Management				733	Institutions Management			ed to be adopted.
11		MGT 816	International Strategic Management	3	11		MGT 720	International Strategic Management	3	8	Recommended to be adopted.
12		MGT 817	Human Resource Management: Concepts and Applications	3	12		MGT 721	Human Resource Management : Concepts and Applications	3	8	Recommended to be adopted.
13		MGT 818	Managing International Aid and Development	3	13		MGT 722	Managing International Aid and Development	3	17	Recommended to be adopted.
14		MGT 819	Service Operation Management: Concept and Application	3	14		MGT 723	Service Operation Management : Concept and Application	3	9	Recommended to be adopted.
15		MGT 823	Global Governance	3	15		MGT 724	Global Governance	3	16	Recommended to be adopted.
16		MGT 824	Globalization	3	16		MGT 725	Globalization	3	17	Recommended to be adopted.
17		MGT 825	International Business & Economics Perspectives	3	17		MGT 726	International Business & Economics Perspectives	3	16	Recommended to be adopted.
18		MGT 826	Global Security	3	18		MGT 727	Global Security	3		Recommended to be adopted.
19		MGT 827	Politics of Development & Business Process	3	19		MGT 728	Politics of Development & Business Process	3	16	Recommended to be adopted.
20		MGT 828	Financial Econometrics	3	20		MGT 729	Financial Econometrics	3	8	Recommended to be adopted.
21		MGT 829	System Thinking in Management	3	21		MGT 730	System Thinking in Management	3	9	Recommended to be adopted.

Program Title: **PhD (ECO)**

Duration: 3 Years

Total Credit Hours: 54

Endorsement References:

A: Recommendations of DBOS dated _____ (recorded in the minutes of DBOS meeting)

B: Recommendations of FBOS dated 19.01.2024 (recorded in the minutes of FBOS meeting)**Summary of Credit Hours**

Sr. No.	Courses as per HEC new GE Policy 2023 (All courses at Ph.D. level must be 800 level)	Credit Hours/Contact Hours	
		Existing Road Map	Proposed New Road Map
1.	Major/Disciplinary/Core	9	9
2.	Electives Courses	9	9
3.	Thesis	36	36
Total		54	54

Semester-wise Road map**Semester 1**

Sr. No.	Existing Road Map				Sr. No.	Proposed Road map aligned with HEC new PG Policy					Remarks
	Pre-requisite Course Code	Course Code	Course Title	Credit Hours		Pre-requisite Course Code	Course Code	Course Title	Credit Hours	17 UN SDGs alignment (please mention relevant SDG No.)	
1		ECO 801	Applied Microeconomic Theory	3		ECO 801	Applied Microeconomic Theory	3	8	Recommended to be adopted	
2		ECO 802	Applied Macroeconomic Theory	3		ECO 802	Applied Macroeconomic Theory	3	8	Recommended to be adopted	
3		MGT 806	Advanced Quantitative Research Methods	3			Elective 1	3			
Total Credit Hours				9	Total Credit Hours				9		

Semester 2

Sr. No.	Existing Road Map				Sr. No.	Proposed Road map aligned with HEC new PG Policy					Remarks
	Pre-requisite Course Code	Course Code	Course Title	Credit Hours		Pre-requisite Course Code	Course Code	Course Title	Credit Hours	17 UN SDGs alignment (please mention relevant SDG No.)	
		ECO 803	Advanced Econometric Methods	3			ECO 803	Advanced Econometric Methods	3	4	Recommended to be adopted
			Elective II	3				Elective II	3		
			Elective III	3				Elective III	3		
Total Credit Hours				9	Total Credit Hours					9	

Semester 3

Sr. No.	Existing Road Map				Sr. No.	Proposed Road map aligned with HEC new PG Policy					Remarks
	Pre-requisite Course Code	Course Code	Course Title	Credit Hours		Pre-requisite Course Code	Course Code	Course Title	Credit Hours	17 UN SDGs alignment (please mention relevant SDG No.)	
1		THS900	PhD Thesis	9	1		THS 899	PhD Thesis	9	4	a. THS 900 with 36 credit hours has been approved for the same course title in 45 th ACM. b. THS 900 is recommended to be adopted.
Total Credit Hours				9	Total Credit Hours					9	

Semester 4

Sr. No.	Existing Road Map				Sr. No.	Proposed Road map aligned with HEC new PG Policy					Remarks
	Pre-requisite Course Code	Course Code	Course Title	Credit Hours		Pre-requisite Course Code	Course Code	Course Title	Credit Hours	17 UN SDGs alignment (please mention relevant SDG No.)	
1		THS900	PhD Thesis	9	1		THS 899	PhD Thesis	9	4	a. THS 900 with 36 credit hours has been approved for the same course title

												in 45 th ACM.
												b. THS 900 is recommended to be adopted.
	Total Credit Hours	9			Total Credit Hours	9						

Semester 5

Sr. No.	Existing Road Map				Sr. No.	Proposed Road map aligned with HEC new PG Policy						Remarks
	Pre-requisite Course Code	Course Code	Course Title	Credit Hours		Pre-requisite Course Code	Course Code	Course Title	Credit Hours	17 UN SDGs alignment (please mention relevant SDG No.)		
1		THS900	PhD Thesis	9	1		THS 899	PhD Thesis	9	4	a. THS 900 with 36 credit hours has been approved for the same course title in 45 th ACM. b. THS 900 is recommended to be adopted.	
	Total Credit Hours	9			Total Credit Hours	9						

Semester 6

Sr. No.	Existing Road Map				Sr. No.	Proposed Road map aligned with HEC new PG Policy						Remarks
	Pre-requisite Course Code	Course Code	Course Title	Credit Hours		Pre-requisite Course Code	Course Code	Course Title	Credit Hours	17 UN SDGs alignment (please mention relevant SDG No.)		
1		THS900	PhD Thesis	9	1		THS 899	PhD Thesis	9	4	a. THS 900 with 36 credit hours has been approved for the same course title in 45 th ACM. b. THS 900 is recommended to be adopted.	
	Total Credit Hours	9			Total Credit Hours	9						

List of Electives Courses

Sr. No.	Existing Road Map				Sr. No.	Proposed Road map aligned with HEC new PG Policy					Remarks
	Pre-requisite Course Code	Course Code	Course Title	Credit Hours		Pre-requisite Course Code	Course Code	Course Title	Credit Hours	17 UN SDGs alignment (please mention relevant SDG No.)	
1		ECO 811	Agricultural Development and Policy	3	1		ECO 811	Agricultural Development and Policy	3	11	Recommended to be adopted
2		ECO 812	Development Economics	3	2		ECO 812	Development Economics	3	11	Recommended to be adopted
3		ECO 813	Economic Growth and Distribution	3	3		ECO 813	Economic Growth and Distribution	3	8	Recommended to be adopted
4		ECO 814	Economics of Population	3	4		ECO 814	Economics of Population	3	4	Recommended to be adopted
5		ECO 815	Environmental Economics	3	5		ECO 815	Environmental Economics	3	13	Recommended to be adopted
6		ECO 816	International Economics	3	6		ECO 816	International Economics	3	9	Recommended to be adopted
7		ECO 817	Mathematical Economics	3	7		ECO 817	Mathematical Economics	3	4	Recommended to be adopted
8		ECO 818	Monetary Economics	3	8		ECO 818	Monetary Economics	3	8	Recommended to be adopted
9		ECO 819	Topics in Advanced Econometrics	3	9		ECO 819	Topics in Advanced Econometrics	3	4	Recommended to be adopted
Total Credit Hours					Total Credit Hours						

Program Title: **PhD (MS)**

Duration: 3 Years

Total Credit Hours: 54

Endorsement References:

A: Recommendations of DBOS dated 15.01.2024 (recorded in the minutes of DBOS meeting)

B: Recommendations of FBOS dated 19.01.2021 (recorded in the minutes of FBOS meeting)

Summary of Credit Hours

Sr. No.	Courses as per HEC new GE Policy 2023 (All courses at Ph.D. level must be 800 level)	Credit Hours/Contact Hours	
		Existing Road Map	Proposed New Road Map
1.	Major/Disciplinary	9	9
2.	Electives Courses	9	9
3.	Interdisciplinary courses	-	-
3.	Thesis	36	36
4.	Deficiency course in case of candidate from other domain or interdisciplinary domain	-	6-9
Total		54	54

Semester-wise Road map

Semester 1

Sr. No.	Existing Road Map				Sr. No.	Proposed Road map aligned with HEC new PG Policy					Marks
	Pre-requisite Course Code	Course Code	Course Title	Credit Hours		Pre-requisite Course Code	Course Code	Course Title	Credit Hours	17 UN SDGs alignment (please mention relevant SDG No.)	
1		MGT 802	Advanced Qualitative Research Methods	3		MGT 802	Advanced Qualitative Research Methods	3	8	Recommended to be adopted.	
2		MGT 805	Contemporary Issues in Management Sciences	3		MGT 805	Contemporary Issues in Management Sciences	3	9	Recommended to be adopted.	
3		MGT 806	Advanced Quantitative Research Methods	3		MGT 806	Advanced Quantitative Research Methods	3	8	Recommended to be adopted.	
Total Credit Hours				9	Total Credit Hours				9		

Semester 2

Sr. No.	Existing Road Map				Sr. No.	Proposed Road map aligned with HEC new PG Policy					
	Pre-requisite Course Code	Course Code	Course Title	Credit Hours		Pre-requisite Course Code	Course Code	Course Title	Credit Hours	17 UN SDGs alignment (please mention relevant SDG No.)	
	MGTxxx	Elective I	3			MGTxxx	Elective I	3			
	MGTxxx	Elective II	3			MGTxxx	Elective II	3			
	MGTxxx	Elective III	3			MGTxxx	Elective III	3			
Total Credit Hours				9	Total Credit Hours				9		

Semester 3

Sr. No.	Existing Road Map				Sr. No.	Proposed Road map aligned with HEC new PG Policy						Remarks
	Pre-requisite Course Code	Course Code	Course Title	Credit Hours		Pre-requisite Course Code	Course Code	Course Title	Credit Hours	17 UN SDGs alignment (please mention relevant SDG No.)		
1		SDR901	PhD Thesis	9	1		THS 899	PhD Thesis	9	8		a. THS 900 with 36 credit hours has been approved for the same course title in 45 th ACM. b. THS 900 is recommended to be adopted.
Total Credit Hours				9	Total Credit Hours				9			

Semester 4

Sr. No.	Existing Road Map				Sr. No.	Proposed Road map aligned with HEC new PG Policy						Remarks
	Pre-requisite Course Code	Course Code	Course Title	Credit Hours		Pre-requisite Course Code	Course Code	Course Title	Credit Hours	17 UN SDGs alignment (please mention relevant SDG No.)		
1		SDR901	PhD Thesis	9	1		THS 899	PhD Thesis	9	8		a. THS 900 with 36 credit hours has been approved for the same course title in 45 th ACM. b. THS 900 is recommended to be adopted.
Total Credit Hours				9	Total Credit Hours				9			

Semester 5

Sr. No.	Existing Road Map				Sr. No.	Proposed Road map aligned with HEC new PG Policy					Remarks
	Pre-requisite Course Code	Course Code	Course Title	Credit Hours		Pre-requisite Course Code	Course Code	Course Title	Credit Hours	17 UN SDGs alignment (please mention relevant SDG No.)	
1		SDR901	PhD Thesis	9	1	THS 899	PhD Thesis	9	8	a. THS 900 with 36 credit hours has been approved for the same course title in 45 th ACM. b. THS 900 is recommended to be adopted.	
			Total Credit Hours	9			Total Credit Hours	9			

Semester 6

Sr. No.	Existing Road Map				Sr. No.	Proposed Road map aligned with HEC new PG Policy					Remarks
	Pre-requisite Course Code	Course Code	Course Title	Credit Hours		Pre-requisite Course Code	Course Code	Course Title	Credit Hours	17 UN SDGs alignment (please mention relevant SDG No.)	
1		SDR901	PhD Thesis	9	1	THS 899	PhD Thesis	9	8	a. THS 900 with 36 credit hours has been approved for the same course title in 45 th ACM. b. THS 900 is recommended to be adopted.	
			Total Credit Hours	9			Total Credit Hours	9			

List of Electives Courses

Sr. No.	Existing Road Map				Sr. No.	Proposed Road map aligned with HEC new PG Policy						Remarks
	Pre-requisite Course Code	Course Code	Course Title	Credit Hours		Pre-requisite Course Code	Course Code	Course Title	Credit Hours	17 UN SDGs alignment (please mention relevant SDG No.)		
1		MGT 830	Seminars in Organizational Behavior	3	1		MGT 830	Seminars in Organizational Behavior	MGT 830	9		Recommended to be adopted.
2		MGT 831	Communication Strategies for Scholars	3	2		MGT 831	Communication Strategies for Scholars	MGT 831	4		Recommended to be adopted.
3		MGT 832	Seminar in Behavioral Decision Making	3	3		MGT 832	Seminar in Behavioral Decision Making	MGT 832	4		Recommended to be adopted.
4		MGT 833	Seminar in International Human Resource Management	3	4		MGT 833	Seminar in International Human Resource Management	MGT 833	4		Recommended to be adopted.
5		MGT 834	Dissertation Research	3	5		MGT 834	Dissertation Research	3	9		Recommended to be adopted.
6		MGT 835	Industrial / Organizational Psychology	3	6		MGT 835	Industrial / Organizational Psychology	3	9		Recommended to be adopted.
7		MGT 836	Seminar in economics of Strategy and Organization	3	7		MGT 836	Seminar in economics of Strategy and Organization	3	4		Recommended to be adopted.
8		MGT 837	Seminar in Leadership and change Management	3	8		MGT 837	Seminar in Leadership and change Management	3	4		Recommended to be adopted.
9		MGT 838	Advanced International Business Management	3	9		MGT 838	Advanced International Business Management	3	17		Recommended to be adopted.
10		MGT 839	Intelligent Information systems Marketing Courses	3	10		MGT 839	Intelligent Information systems Marketing Courses	3	4		Recommended to be adopted.
11		MGT 840	Seminar in Entrepreneurial Communication	3	11		MGT 840	Seminar in Entrepreneurial Communication	3	4		Recommended to be adopted.
12		MGT 841	Behavior Research in Marketing	3	12		MGT 841	Behavior Research in Marketing	3	8		Recommended to be adopted.
13		MGT 842	Seminar in Behavioral Research in	3	13		MGT 842	Seminar in Behavioral Research in	3	4		Recommended to be adopted.

			Marketing II: Consumer Behavior				Marketing II: Consumer Behavior				
14		MGT 843	Seminar in Product Planning	3	14		MGT 843	Seminar in Product Planning	3	4	Recommended to be adopted.
15		MGT 844	Seminar in qualitative Research in Marketing: Strategic Models and Methods	3	15		MGT 844	Seminar in qualitative Research in Marketing: Strategic Models and Methods	3	4	Recommended to be adopted.
16		MGT 845	Empirical Analysis of Dynamic Decision Context	3	16		MGT 845	Empirical Analysis of Dynamic Decision Context	3	9	Recommended to be adopted.
17		MGT 846	Culture and Persuasion	3	17		MGT 846	Culture and Persuasion	3	10	Recommended to be adopted.
18		MGT 847	Seminar in International Marketing	3	18		MGT 847	Seminar in International Marketing	3	4	Recommended to be adopted.
19		MGT 848	Advance topic in Marketing	3	19		MGT 848	Advance topic in Marketing	3	9	Recommended to be adopted.
20		MGT 849	Marketing Research and Analysis	3	20		MGT 849	Marketing Research and Analysis	3	8	Recommended to be adopted.
21		MGT 850	Seminar in International Advertising	3	21		MGT 850	Seminar in International Advertising	3	4	Recommended to be adopted.
22		MGT 851	Behavior Research in Marketing	3	22		MGT 851	Behavior Research in Marketing	3	4	Recommended to be adopted.
23		MGT 852	Production and Operations Management	3	23		MGT 852	Production and Operations Management	3	12	Recommended to be adopted.
24		MGT 828	Financial Econometrics	3	24		MGT 828	Financial Econometrics	3	4	Recommended to be adopted.
25		MGT 870	Behavioral Finance and Decision Making	3	25		MGT 870	Behavioral Finance and Decision Making	3	8	Recommended to be adopted.
26							MGT 853	Corporate Sustainability and Financial Performance	3	8	Recommended to be adopted.
Total Credit Hours				Total Credit Hours							

Note: As per the new HEC Graduate Policy 2023, the Deficiency course (6-9 CH of level 7) in case of candidates from other domains or interdisciplinary domains will be offered on the recommendation of the Admission Committee.

Deficiency Courses

S. No	Course Code	Name of Course
1.	MGT 705	Strategic Management Contemporary Concepts Theories and Application
2.	MHO 718	Social and Self Development
3.	MHO710	Leadership Issues in Organizations: Concepts and Applications
4.	MSE713	International Trade
5.	MHO701	Contemporary HRM and Practice
6.	MSM705	Digital Marketing
7.	SCM707	Contemporary Issues in Supply Chain
8.	MGT706	Advanced Marketing Management: Concepts and Application

Course outlines**MS (Project Management)****General Information**

Program / Semester	MS (PM)
Course Title / Code	Project Human Resource and Stakeholder Management /MSP 703
Instructor / Contact	
Email / Office Location	
Class Timings / Room	
Consultation Timings	

VISION OF BU

To become a knowledge and creativity driven international university that contributes towards development of society.

MISSION OF BU

To ensure academic excellence through deliverance of quality education and applied research in a collegiate environment having strong linkages with industry and international community to meet the societal challenges.

VISION OF BBSK:

To be among the leading business schools to nurture creative minds to provide diverse solutions for industrial growth and societal development.

MISSION OF BBSK:

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Succeed in developing and strengthening a knowledge-based society that advances socially and economically where foreseeing individuals and groups are unafraid to question established ideas and can cope with entailing insecurity and uncertainty.

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Set orderliness, efficiency, punctuality, organization and focus on our day to day tasks. Mastering our thoughts, focusing on the important. Delivering with zest, stay committed and reward ourselves.

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Program Mission

The MSPM program mission is to prepare postgraduate students of Bahria University to develop a holistic approach and advanced skills in project management aligned with industrial developments, sustainable environment and emerging trends in project management. Also, prepare them for their successful career as next generation project leaders so that they can manage projects in a global context, addressing cultural & ethical principles, international regulations and certified practices.

Program Education Objectives/Goals

PG 1- Impart Core Project Management Knowledge

PLO 1: Ensure students have a deep understanding of various courses as per MSPM roadmap with special emphasis on their relation with project management principles, knowledge areas, methodologies, processes and practices in respective.

PLO 2: Imparting structured learning of respective course having organized approach to initiate, plan, execute, and monitor projects in line with the best project management practices in the respective domain.

PLO 3: Instil knowledge to integrate concepts of employing established project management techniques for optimally attaining project completion and optimization by combining various theoretical frameworks, historically significant events and experiential activities.

PG 2- Develop Analytical Skills, Technological Skills and Critical Thinking Aspects

PLO 4: Developing analytical skills by evaluating current and emerging project management problems and their solutions.

PLO 5- Depict knowledge and problem solving through technology-based instructional design. Prepare students to use advanced technology through application of relevant and latest software across broad project management domains.

PLO 6 -Encourage students to think critically and creatively, enabling them to tackle complex project challenges in respective domain.

PG3- Develop Communication and Interpersonal/Intrapersonal Skills

PLO 7: Enhancing communication skills for self and professional development through classroom teaching, co-curricular and extra-curricular activities.

PLO 8: Develop interpersonal/intrapersonal skills by preparing post graduate students to work in teams in diverse professional environment.

- PG 4- Strategic Project Planning, Advanced Leadership & Team Management
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- PG 6- Sustainability and Ethical Considerations
PLO 15- Emphasize sustainability principles and ethical decision-making in project management to promote responsible practices
PLO 16- Impart knowledge and initiatives of UN on “Green Sustainability Goals” in various knowledge areas of project management.

Course Learning Outcomes (CLOs):

- After attending this course, the students should be able to:
- CLO 1- Understand and apply the basic and modern theories, methods, or techniques used by HR practitioners. Emerging role of Green HRM, Artificial Intelligence (AI) and environmental sustainability.
- CLO 2- Understand and appreciate the role and functions (HR planning, Job analysis, Recruitment and Selection, Performance Management, T&D, Compensations & Benefits) that HRM plays in effective project management.
- CLO 3- Develop an approach / attitude of critical reasoning based on fundamentals of HR management philosophy, basically building on knowledge, skills and attitude through capstone projects, case studies and research based solutions.
- CLO 4 – Understand the concept of Stakeholder, its types and theories, relationship between projects, business and society and the ways in which projects and society are part of an interactive system
- CLO 5- Understand the basic concepts of motivation, team building and leadership abilities on strategic and tactical level as part of organizational development and for meaningful project management.
- CLO 6- Understand the basic concepts of communication, communication planning and use of tools and techniques as part of communication management in the light of PMBOK and other PM practices.

CLO 7- Present viewpoints convincingly during academic discourse in class.

CLO 8- Develop logical HR& Communications plans for effective implementation in project management.

Course Description

The course intends to explicitly deal concepts and ideas for comprehension of HRM in 21st century, best practices, change management, conflict resolution for optimal organizational functioning and performance management with effective communication and leadership as its backbone.

COURSE CONTENTS AND TIME DISTRIBUTION

Week Wise Distribution of Topics for Discussions:

Week	Topics	Activities	Teaching Mode	
1 (Feb 2024)	Introduction to Course: Importance of Project HR and Communication Mgt. Introductory terms. Conduct methodology, University and HEC Policies and assessment / evaluation system. Course description & Objectives. Desired outcomes	Icebreaking / opening up Lecture cum discussion Preparation of groups for collective activities. Assignment No 1- to be submitted in 2 nd Week	On Campus	
2 (2024)	Managing diversity at workplace: Diversity & its levels Biographical characteristics of employees Intellectual & physical abilities Methods of diversity management	Lecture cum discussion. Case Study No1 given for preparation/presentation Video on Management Functions Submission of Assignment No 1	On Campus	
3 (2024)	HR Planning and Job analysis: Basic Management and HRM functions Significance of HR Planning Job analysis: Job description and Job specification Methods of job analysis Use of information	Lecture cum discussion Case study No 1 presentations in groups Group Discussion Assignment No 2- To be submitted in	On Campus	

	Competency-based job analysis	next week		
4 (2024)	Project Recruitment & Selection: Internal & External Hiring Recruitment Process Selection Process – various testing tools Selection interviews	Group discussion Case Study No 2 for next session (Tentative) <u>Quiz-1</u> Submission of Assignment No 2 Assignment No 3: End Term Project. 1st part be submitted in 7 th Week as per time line i.e submission of Scope/Charter of respective Final Term Projects Continue Presentations by Groups on Case Study No 1	On Campus	
5 (2024)	Project Training and Development: Employee Orientation Training & Development Types of training programs Training process	Group discussion. Continue Presentations by Groups on Case Study No 1	On Campus	
6 (2024)	Project Teamwork in organizations: Teams basic concepts. Team development process Various issues in teamwork Various roles in project team	Lecture cum discussion. Group discussion Video Class Exercise on Teamwork Guest Speaker Lecture(Tentative) Discussion/Presentation by Groups on Case Study No 2	On Campus	
7 (2024)	Project Teamwork in organizations: Types of teams Teams effectiveness model Comparative advantages	Lecture cum discussion. Group discussion Quiz 2 Video Submission of draft Scope/Project	On Campus	

		Charter of End Term Project		
8 (2024)	Project Performance Appraisal (PA): Importance of Performance Appraisal PA Cycle Methods / Types of PA. Outcomes of PA systems.	Lecture cum discussion Mid-term Paper review Discuss draft scope/project charter of end term project	On Campus	
9 (2024)	Midterm Examination	Covered Subjects Included	On Campus /As per BU Exam Dept Policy	
10 (2024)	Understand concept of stakeholder including corporation's market/non-market and internal/external stakeholders Understand relationship of projects and stakeholders Stakeholders analysis and understanding of basis of stakeholders interests and power Recognizing diverse ways of interacting with stakeholders Analyzing the forces of change that continually reshape Projects/business and society relationship Understanding of PMBOK's Project Stakeholder Management Processes	Lecture cum discussion Case study analysis		
11 (2024)	Project Team Compensation: Direct Vs. indirect compensation. Setting basic salary. Financial Vs. non-financial benefits. Flexible benefit plans. Criteria for rewards and incentives.	Discussion on various methods of team compensation Assignment-4 (Role Playing in 14 th Week).	On Campus	

12 (2024)	Basic theories of motivation. Contemporary theories of motivation. Application of motivation theories. Recognition and involvement programs. Flexible rewards. Skilled based compensation.	Group discussion. Video on topic Submit final scope and draft Project Charter of End Term Project Paper Guest speaker session on HR Management (Tentative) Quiz 3	On Campus	
13 (2024)	Leadership in HRM The framework The four capabilities Laws of Leadership Leadership Traits Effective Leaders Winning with the people: Leadership by Maxwell and others The change signature	Activity Based discourse on Leadership	On Campus	
14 (2024)	Project Communication Management: Importance of effectiveness Communication. Different functions of Communication. Basic Communication model. Formal Vs. informal networks. Current issues in Communication.	Group discussion. Ref Book PMBOK/RITA Assignment: To be submitted in next class	On Campus/	
15(2024)	Extra-Curricular Activity: To be arranged By Students	Role playing by students Groups	On Campus/ FJH -Tentative	
16 (2024)	Project Communication Management: Communication channels. Current issues in Communication. Project Communication: effectiveness and efficiency.	Group discussion. Ref Book PMBOK/RITA Class Based Assignment: To be submitted in the class Quiz 4	On Campus	
17 2024)	Final Project Presentations in Groups. Revision of Course	Presentation on Final Term Project. Submission of Course Critique	On Campus	

18 (2024) Tentative	Final Term Examination	Covered Subjects Included of 20% before Mid Term and 80% after Mid Term	On Campus /As per BU Exam Deptt Policy	
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Learning Methodologies:

Note: This week-wise plan is excluding midterm and final term examinations, minor changes, where deemed appropriate, shall be inserted as discussion with the class proceeds.

Course Reference Material: Students would be required to prepare for contents and questions given in the course plan fm various sources, in addition to those referred in the course plan.

Books:

- **Gary Dessler 15th Edition**
- **Latest Edition of PMBOK, Guide to the Project Management Body of Knowledge.**
- **RITA**
- **Organisational Behaviour by Phillips/Gully**
- **Business & Society – Stakeholders, Ethics, Public Policy by Anne T. Lawrence/James Weber Journals:**
- **Journal of Management Studies BU**
- **Journal of Organizational Behavior**

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Program / Semester	MS (PM)
Course Title / Code	Project Planning and Development /MSP 704
Instructor / Contact	
Email / Office Location	
Class Timings / Room	
Consultation Timings	

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Course Learning Outcomes (CLOs):

After attending this course, the students should be able to:-

After attending this course, the students should be able to:-

CLO-1 Enhance their understanding of Project Planning, Scheduling and Time

Management in accordance with Project Management Body of Knowledge

CLO-2 Develop competence to understand and apply inputs, tools and techniques and outputs of this Knowledge Area of Project Time Management

CLO-3 Plan and schedule projects of short and long term in line with PMI guidelines

CLO-4 Define and sequence project activities based on Work Breakdown Structure

(WBS), develop project schedule and implement monitoring and controlling

of the planned scheduled activities.

CLO-5 Generate and interpret advanced reports and analytics provided by the project management software to make informed decisions and optimize project performance

CLO-6 Utilize the enterprise systems to allocate, track, and manage project resources efficiently

Course Description

This course will provide an opportunity for participants to develop the understanding of planning, scheduling and time management not only for project management but in general too. The course will provide exposure about the importance of scheduling and learn and practice the concept, and process groups of Project Time Management as per PMI Standards in accordance with Project Management Body of Knowledge (PMBOK) and other relevant books. It is aimed at enabling the course members to learn and apply scheduling tools and techniques in accordance of its various Process Groups. Towards the end of the course the students should be able to plan and schedule any given project in terms of time, meeting all its milestones in accordance with its scope baseline, milestones and all deliverables. They should also get aware with the concept of monitoring and controlling of the schedule through various tools and techniques learned though this course, to keep the activities scheduled within the planned timeframe.

Course Contents and Time Distribution

Week	Topics	Assignment/Case Study
	Course Overview and Conduct Methodology. Time Robers Importance of Time Management On Time Project Completion – A Challenge Time Management Knowledge Areas Personal time management strategies Handling time constraints and deadlines	
	Plan Schedule Management:Work Breakdown Structure (WBS) and Task Identification Overview, sequence and articulation of six process groups. Plan Schedule Management Process inputs. WBS: The concept, its relationship with the scope baseline and its importance for schedule management planning Definition of deliverables, work, work package, activities etc. Characteristics of the Work Breakdown Structure.. Plan schedule management tools and techniques. Plan schedule management output.	Hands-on practice on How to create WBS and WBS Dictionary
	Define Activities Ingredients of Schedule Management Plan Define Activities process inputs, tools n techniques and outputs Activity list, activity attributes and milestone list Change requests and other updates. Sequence Activities Inputs, Tool & Techniques and outputs of Sequence Activities Roles, responsibilities and managerial skills of project managers	
	Estimate Activity Resource Inputs, Tool & Techniques and outputs of Estimate Activity Resources Estimate Activity Durations Inputs, Tool & Techniques and outputs of Estimate Activity Durations	
	Jira Agile Project Management with Jira Creating and Managing Scrum/Kanban Boards Issue Tracking and Workflow Management	Assignment: Students will select a project & create create, organize, and track projects using Kanban boards, lists, and cards.
	Jira Software (with Advanced Roadmaps): Features: Agile project management, resource planning, road mapping.	Assignment: Students will select a project & create Resource Plan
	Project Schedule Management Importance of schedule management Overview of schedule management processes	Assignment: Students will select a project & create

	Developing of project schedule using CPM and CCM techniques etc	Schedule by using JIRA
	Concepts and practice of developing schedule	
	Midterm Examination	
	<p>Sustainable Scheduling Practices</p> <p>Principles of sustainable scheduling</p> <p>Incorporating renewable energy sources into project schedules</p> <p>Carbon footprint reduction techniques in scheduling</p> <p>Strategies for waste reduction and recycling in project schedules</p>	
	<p>Control Schedule</p> <p>Gen concept and application</p> <p>Inputs, Tools and Techniques, Outputs</p> <p>Trade between time and cost</p> <p>Cost breakdown</p> <p>Importance of CPM</p> <p>PERT/CPM Example</p> <p>Gantt Chart</p> <p>Use of Software – overview</p> <p>Smartsheet:</p> <p>Description: A cloud-based collaboration and project management tool with Gantt chart and CPM functionality. It allows real-time collaboration and easy sharing of project schedules.</p>	Assignment: Solve PERT question & and incorporate in PERT/CPM in your project
	<p>Key Scheduling and Controlling Tools and Techniques Exercises</p> <p>Different techniques of project scheduling</p> <p>What you gain from scheduling techniques</p> <p>Choosing the scheduling techniques – Pros n Cons</p> <p>Schedule Controlling Techniques</p> <p>Jira: Use of Third-party tools and plugins that can help to create Gantt charts for scheduling</p> <p>BigPicture:</p> <p>Easy Agile Programs (formerly Easy Agile Roadmaps):</p>	Assignment: Students will select a project & create Gantt Chart
	<p>Project Schedule Model</p> <p>Comprehensive understanding of schedule model.</p>	
	<p>Project Closure</p> <p>Closing activities and deliverable acceptance</p> <p>Handover and transition processes</p> <p>Post-project evaluation and review</p> <p>Lessons learned and continuous improvement</p>	
	Presentation of Final Project	

Teaching Methodology

Mixed methodologies shall be put in practice for comprehensive learning. For this purpose, students shall be involved in discussions, presentations, group activities and reference

studies. Students shall be distributed into groups for mutual discussions; learn how to share works, prepare team based solution to problems and develop arguments for presentation cum thesis. Developing arguments shall be taken as core activities of the course on multiple topics for conclusive outcomes.

Course Reference Material

Books:

Project Management Body of Knowledge 6thand 7thEditions (Text Book)

Project Planning and Scheduling by Gregory T. Haugan (Suggestive Reading)

A Comprehensive Guide to Project Management Schedule and Cost Control: Methods and Models for Managing the Project Lifecycle (FT Press Project Management) 1st Editionby Randal Wilson (Suggestive Reading)

Assessment Plan

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Program / Semester	MS (PM)
Course Title / Code	Project Risk Management / MSP 705
Instructor / Contact	
Email / Office Location	
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Course Learning Outcomes (CLOs):

After attending this course, the students should be able to:-

Develop a comprehensive risk management plan for a project.

Identify risks in cause-risk-effect format using project data such as the project charter, WBS, project plan, and historical records.

Qualitatively analyze risks to develop probability and impact ratings for risks.

Quantitatively analyze risks to determine time/cost probabilities and impacts and overall project reserves.

Apply expected value analysis and decision tree analysis to project scenarios and make recommendations based on these models.

Develop response plans for top-risks that include approaches to avoid, mitigate, accept, and transfer risks.

Analyze methods of risk audits and project risk reviews in order to gather data for, and communicate results of, risk monitoring and control practices.

Evaluate risk management tools currently on the market.

Communicate risk management process steps and results to colleagues.

Critique the results of risk management activities on a project.

Propose strategies for the organizational adoption of effective risk management practices.

Course Description

This course will provide the student with a thorough understanding of Risk Management, in a systematic, iterative approach that is composed of the following processes: Plan Risk Management, Identify Risks, Analyze Risks Qualitatively, Analyze Risks Quantitatively, Plan Risk Responses, and Control Risks. Risk management principles consistent with the Project Management Institute’s Project Management Body of Knowledge (PMBOK) will be covered through topic notes, discussions, assigned readings and case study analyses. Applications to industry projects will be stressed, as students build a risk management toolkit over the course of the semester and uncover methods to implement risk management programs successfully.

Course Contents and Time Distribution

Week	Topics	Activities
	Course Outline, Sequence of Course Conduct, University and HEC Policies and Assessment / Evaluation System. Introduction to course. Risk Management, Project Risk Management, Business Risk vs Project Risk, Opportunity vs Threat, Risk Response Planning, Risk Appetite and Risk Tolerance, Project risk management, Ramsfield Matrix Processes Questions	Discussion/Lecture. Case Study.(Haiti Case Study)
	Risk Management Planning, Definition of Risk Management, Risk Management Plan process, Project Charter, Enterprise Environmental Factors (EEF), Organizational Process Assets (OPA), Plan Risk Management: Tools and Techniques, Plan Risk Management: Outputs, Risk categories, Risk breakdown structure, General Risk Categorization, Risk Response	Lecture cum discussion Case Study (Samsung S7) presentation and class discussion.

	planning, Discussion on research paper.	
	<p>Forecasting Types, time horizon, qualitative quantitative forecasting, Moving average, exponential smoothing forecasting errors, Forecasting, project forecasting techniques, Qualitative and quantitative forecasting, Forecasting errors, MAD, MSE, MAPE, Trend analysis, Regression Analysis, Seasonal variations. Student Presentations on Assignment.</p>	Lecture cum discussion Case Study presentation and class discussion.
	<p>Forecasting Forecasting seasonal index, Correlation regression equation and forecasting, coefficient of correlation and coefficient of regression, multivariate forecasting</p>	Lecture cum discussion Case Study presentation and class discussion.
	<p>Risk Identification, Risk identification Process (input, techniques, output) Cost, Schedule and Quality Management Plans, Human Resource (HR) Management Plan, Scope Baseline, Activity Cost Estimates, CPM Examples, Project Documents, Identify Risks: Tools and Techniques SWOT Analysis, Expert Judgment, PESTLE framework, TECOP framework, VUCA Framework,</p>	Lecture cum discussion. Quiz 1. Discussion/Lecture. Delta's Ground Crew Orchestrates a Smooth Takeoff (case Study)
	<p>Documentation Reviews, Information Gathering Techniques, Expert Interviews, Root cause identification, 5 Why approach, Brainstorming workshops, The Delphi technique, Assumptions Log Analysis, Diagramming Techniques, Students Presentations on Problem Statement, Risk Register. Risk Identification, discussion on research papers.</p>	Lecture cum discussion Student Led Discussion on Application of Framework adoption. Discussion on Case Study
	<p>Perform Qualitative Risk Analysis, Process Flow (inputs, tools and techniques), Data flow diagram of qualitative risk assessment, Qualitative Risk analysis, Risk Probability and Impact Assessment, Probability and Impact Matrix, Risk Data Quality Assessment, Project Documents Updates.</p>	Class Activity w.r.t. Risk Identification. Exercise of Risk Register based on Brain storming, Document review, Checklist, Flow chart, Cause and effect diagram techniques. Quiz 2
	jet propulsion laboratory case study / Discussion and presentation/ Revision.	Students Led Discussion Open Discussion on research paper specifically focused on RIM assessment.
	Midterm Examination	Covered Subjects Included
	Quantitative Risk analysis, Quantitative Risk Analysis: (Inputs tools and techniques, output), Data Gathering tools and Techniques, Checklists, Histograms and Bar Charts, Run Chart, Scatter Diagrams, Pareto Charts, Cause-and-Effect Diagrams, Tornado Diagram,	Lecture cum discussion Discussed research papers specifically focused on quantitative risk analysis.

	Quantitative Risk Analysis and Modeling Techniques, Expected Monetary Value (EMV) Analysis, Types of Decision-Making Environments, Decision Tree Analysis, Advantages and Disadvantages of using decision trees.	Discussion/Lecture. Class practice and assignment on decision tree analysis of complex project.
	Simulation and Modeling, Process of Simulation, Advantages and Disadvantages of Simulation, Monte Carlo Simulation	Lecture cum discussion Hands on practice on simulation software. Quiz 3
	Sensitivity Analysis Tornado diagram , Implementation of PERT analysis in risk quantification, Probability of Project Completion, Project Crashing .	Lecture cum discussion Class Assignment: PERT technique of risk quantification
	Failure Mode Effect Analysis, The FMEA Worksheet, RPN or Risk Priority Number, FMEA & The DMAIC Lifecycle.	Lecture cum Discussion and Practice. Class Exercise on FMEA analysis. Discussion on research papers specifically focused on FMEA risk process analysis. Post Class Assignment: Pert.
	Control Risks Control Risk Process (Input, Tools and Techniques, output) Variance and Trend Analysis, Earned value analysis, Numerical example of Earned value analysis. Introduction of risk diversification technique. SWI and HHI diversification indices.	Student Led Discussion Class practice on numericals. Research paper discussion (using technique of diversification in risk control Process)
	Student Presentations on Assignment. Students Interviews and Sessional Marks	Presentation and Discussion. Sessional Marks
	Final Examination	

Teaching Methodology

Mixed methodologies shall be put in practice for comprehensive learning. For this purpose, students shall be involved in discussions, presentations, group activities and reference studies. Students shall be distributed into groups for mutual discussions; learn how to share works, prepare team based solution to problems and develop arguments for presentation cum thesis. Developing arguments shall be taken as core activities of the course on multiple topics for conclusive outcomes.

Course Reference Material

A Guide to the Project Management Body of Knowledge (PMBOK® Guide) – Sixth Edition and 7th Edition.

Project Management: Achieving Competitive Advantage, 5th Edition (Jeffrey K.Pinto) Pearson.

Quantitative Analysis for Management, 11th edition by Barry Render. Pearson
Relevant Journals shall be referred for case studies / article readings

Assessment Plan

Marks	Frequency	Marks	Semester	Total	Remarks
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			Paper/Report	Marks	
Quiz	4 (n-1)	15		15	
Assignments	5	5	10	15	
Mid Term	1	30		30	
Final Paper	1	40		40	Student's Presentations / Participation in class activities shall also count towards overall performance.

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Program / Semester	MS (PM)
Course Title / Code	Project Procurement & Contract Management / MSP 706
Instructor / Contact	
Email / Office Location	
Class Timings / Room	
Consultation Timings	

VISION OF BU

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Foster a learning environment where individual needs are met, and every student has an opportunity to succeed. Address and respond to the diverse needs of all learners through increased participation in learning, cultures, community, and reduce exclusion from education and within education.

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Succeed in developing and strengthening a knowledge-based society that advances socially and economically where foreseeing individuals and groups are unafraid to question established ideas and can cope with entailing insecurity and uncertainty.

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Program Mission

The MSPM program mission is to prepare postgraduate students of Bahria University to develop a holistic approach and advanced skills in project management aligned with industrial developments, sustainable environment and emerging trends in project management. Also, prepare them for their successful career as next generation project leaders so that they can manage projects in a global context, addressing cultural & ethical principles, international regulations and certified practices.

Program Education Objectives/Goals

PG 1- Impart Core Project Management Knowledge

PLO 1: Ensure students have a deep understanding of various courses as per MSPM roadmap with special emphasis on their relation with project management principles, knowledge areas, methodologies, processes and practices in respective.

PLO 2: Imparting structured learning of respective course having organized approach to initiate, plan, execute, and monitor projects in line with the best project management practices in the respective domain.

PLO 3: Instil knowledge to integrate concepts of employing established project management techniques for optimally attaining project completion and optimization by combining various theoretical frameworks, historically significant events and experiential activities.

PG 2- Develop Analytical Skills, Technological Skills and Critical Thinking Aspects

PLO 4: Developing analytical skills by evaluating current and emerging project management problems and their solutions.

PLO 5- Depict knowledge and problem solving through technology-based instructional design. Prepare students to use advanced technology through application of relevant and latest software across broad project management domains.

PLO 6 -Encourage students to think critically and creatively, enabling them to tackle complex project challenges in respective domain.

PG3- Develop Communication and Interpersonal/Intrapersonal Skills

PLO 7: Enhancing communication skills for self and professional development through classroom teaching, co-curricular and extra-curricular activities.

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PG 4- Strategic Project Planning, Advanced Leadership & Team Management

PLO 9- Prepare students how to align project tactics with organizational strategy in order to achieve desired outcomes and develop comprehensive project plans.

PLO 10- Foster leadership skills, emphasizing the ability to lead diverse project teams effectively.

PLO 11- Ethical Leadership: Promote ethical leadership within the project management context, in accordance with the values enacted by Bahria University.

PG 5- Research and Innovation

PLO 12- Promote research skills, encouraging students to contribute to the mechanism of project management knowledge.

PLO 13- Capstone Projects and Case Studies: Encourage students to apply their knowledge through real-world capstone projects and in-depth case studies.

PLO 14- Continuous Learning and Adaptation: Instill a culture of continuous learning and adaptation to prepare students for evolving project management trends, opportunities and challenges.

PG 6- Sustainability and Ethical Considerations

PLO 15- Emphasize sustainability principles and ethical decision-making in project management to promote responsible practices

PLO 16- Impart knowledge and initiatives of UN on “Green Sustainability Goals” in various knowledge areas of project management.

Course Learning Outcomes (CLOs):

After attending this course, the students should be able to:-

To expose students to apply modern thinking on procurement and contract management for productive and multiplicative project conception, completion and sustain as envisaged.

To help them understand procurement based on rationality. Emerging technology, knowledge and global realities with planning as an effective integration tool.

To enlighten them for innovative thinking in availing opportunities in the real time business world for effective project development and management.

To develop attitude of understanding procurement and contract management in project management background.

Develop logical procurement plans based its basic functions for effective implementation in project management.

Analyze complex procurement and contract management issues for producing prudent and workable solutions as project managers.

Course Description

This course integrates concepts of procurement fulfilling legal obligation through contract management during the project management process. It will help completing project optimally. Basic procurement functions formats basis to build blocks of application of procurement for productive activities in projects. It combines various theoretical frameworks and experimental activities to give students a rich understanding of contemporary applications of procurement and contract management practices. The course helps students for comprehension of procurement in current scenario, conflict resolution for optimal project functioning and performance management with effective planning as its backbone.

Weekly Topic Distribution:

Week	Topics	Activities
	<p>Introduction to course: Conduct Methodology, University and HEC Policies and Assessment / Evaluation System.</p> <p>Discussion of course outline of project procurement and contract management</p> <p>Students learning assessment/envisaged outcomes.</p> <p>Project procurement process overview</p> <p>Describe Project procurement management.</p> <p>Classify centralised versus decentralised procurement organization structure.</p>	<p>Class Input about Course expectations</p> <p>General Introduction and discussion about course</p> <p>Exchange brief knowledge of participants</p>
	<p>Procurement Generic Categories</p> <p>Discuss why project procurements are categorized</p> <p>Compare procurement categories</p> <p>Explain special procurement including interdivisional and teaming agreements.</p> <p>Principles of Procurement.</p>	<p>Assignment: Read the topic “ What is procurement Management” from Project Procurement-Management Contracting-Sub-contracting Teaming by Quentin W Fleming</p> <p>Group Formation and Selection of Individual topic Presentations</p> <p>Arrange Group Tasks.</p>
	<p>Planning for Project Procurements</p> <p>Project Procurement Model</p> <p>Project Procurement Process</p> <p>Define procurement project scope</p> <p>Apply make-or-buy decision.</p> <p>Determine requirements and market availability.</p> <p>Develop Project procurement matrix</p> <p>Procurement statement of Work</p> <p>Procurement Documents</p>	<p>Group discussion and contesting arguments.</p> <p>Class Assignment on Procurement Planning</p> <p>Assignment # 1</p>
	<p>Project Procurements with Corporate Teaming Agreements/Alliances/Arrangements</p> <p>Introduction</p> <p>What are Corporate Teaming Agreements / Alliances / Arrangements</p> <p>Various Models are employed for Teaming Agreements</p> <p>Antitrust Law Implications on the use of teaming Arrangements</p> <p>The Management of Project Procurement Risks</p> <p>Procurement Risks</p> <p>Outline Project risk Management</p> <p>Facilitate identification, assessment, and responding actions to project procurement risks.</p> <p>Assess risks for complex procurements</p> <p>Acquiring Procurement Management Teams</p>	<p>Read the topic Corporate Teaming Agreements/Alliances/ Arrangements from Project Procurement-Management, Contracting, Sub-Contracting, Teaming by Quentin W Fleming</p> <p>Quize#1</p>
	<p>Contract Types</p> <p>Contracts types and applications</p>	<p>Presentations and Discussions</p> <p>Prepare a source/Seller selection</p>

	Construct fixed price and cost reimbursement contracts Determine incentive fee and award fee contracts Prepared time and material contracts Assess appropriate contract types	criteria Read the topic "Contract Types" of chapter 12 from Rita, 8 th edition
	Advance Understanding Project Procurement Project Procurement and PLC Critical Procurement Concepts Procurement Concepts with Quantitative Procurement Concepts with Quantitative	Class activities linking real world and best practice. Assignment # 2
	Procurement Management Plan Determine what to procure Prepared procurement schedule and budget Facilitates procurement plan approval Creating Procurement Management Plan Acquiring Procurement Management Team	Presentations and Discussions Quize#2
	Conducting Project Procurement Determine what to procure Prepared Procurement schedule and budget Facilitate procurement plan approval Creating procurement Management Plan Acquiring Procurement Management Team	Analysis and discussion of Previous course covered Class Discussion on case study assignment
	Mid-term	
	Conducting Project Procurement Conduct Procurement activities Identify Sellers and their responses Procurement negotiation Term vs. Completion Contracts Planning for Solicitations Analyzing supplier selection issues Grouping advertising, soliciting, negotiating, and competing through buying approach. Define what to procure Describe competition in procurement projects. Construction a request for proposal RFP Valuate received proposals	Discussion on Mid-term Examination Presentation cum discussion. .
	Conducting Project Procurement Conduct Procurement activities Identify Sellers and their responses Procurement negotiation Term vs. Completion Contracts Solicitation of Seller Proposals: Prepare qualified seller lists Facilitate bidder conferences Compare single and sole sourcing Discuss procurement competitions Prepare responses to seller's questions	Revision of Previous topic Presentation cum discussion. Group formation and Topic Selection Assignment: Read the topic "Solicitation of Seller Proposal" from Quentin W Fleming Book. Quize#3 Assignment #3

	<p>Legal Aspects of Procurement Management An overview of contract law Bonding the seller “Guarantor” versus “Surety” Obligations Types of seller Bonds in use Special Contractual Terms</p>	<p>Class discussions & Presentations Read the topic “Source Selection leading to a topic” From Project Procurement Management Contracting Sub-Contracting Teaming by Quentin W Fleming Quize#4</p>
	<p>Contract Administration Apply earned value management of procurement contracts. Explain how to deal with 2nd and 5rd tier suppliers Practice managing changes to procurements. Controlling Project Procurements Controlling Procurement Process Duties of Procurement administrator Changes to contract terms Warranties and Legal Issues Breaches of contract</p>	<p>Presentation cum discussion. Post Class Assignment: Read “Contract Administration from Project Procurement Management Contracting Sub-Contracting Teaming by Quentin W Fleming Assignment # 4</p>
	<p>Procurement Closure The Close Procurement Process Procurements audits How to close Project Procurements The Close Project or phase process Close-Out of Procurement Clarify termination of contractual relationships Appraise contracts closure Compile a summary of project procurement management</p>	<p>Presentation cum discussion. Read the topic “Close Procurement” of chapter 12 from Rita, 8th Edition Read the topic “ Close-Out of Procurement” from Project Procurement Management Contracting Sub-Contracting Teaming by Quentin W Fleming Review Semester Projects for submission</p>
	Term Project Presentation	Comments and Evaluation Submission of reports Practices
	Term Project Presentation	Comments and Evaluation Submission of reports
	Final Examination	

Learning Methodologies:

Mixed methodologies shall be put in practice for comprehensive learning. It includes pedagogy and andragogy. For this purpose, students shall be involved in discussions, presentations, group activities and reference studies. Student shall be distributed into groups for mutual discussions; learn how to share works, prepare team based solution to problems and develop arguments for presentation cum discussions. Developing arguments shall be taken as core activities of the course on multiple topics for conclusive quantitative research.

Books:

- Project Procurement Management Contracting Sub-Contracting Teaming by Quentin W Fleming
- Rita Mulcahy's PMP Exam Prep, 8th Edition
- Guide to the Project Management Body of Knowledge, 5Th Edition

Journals:

- As applicable in the light of selected topics for discussion.

Marks	Frequency	Marks	Semester Paper/Report	Total Marks	Remarks
Quiz	4 (n-1)	15		15	
Assignments	5	5	10	15	
Mid Term	1	30		30	
Final Paper	1	40		40	Student's Presentations / Participation in class activities shall also count towards overall performance.

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Program / Semester	MS (PM)
Course Title / Code	Project Quality Management and Lean Operations / MSP 707
Instructor / Contact	
Email / Office Location	
Class Timings / Room	
Consultation Timings	

VISION OF BU

To become a knowledge and creativity driven international university that contributes towards development of society.

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Creativity:

Succeed in developing and strengthening a knowledge-based society that advances socially and economically where foreseeing individuals and groups are unafraid to question established ideas and can cope with entailing insecurity and uncertainty.

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Set orderliness, efficiency, punctuality, organization and focus on our day to day tasks. Mastering our thoughts, focusing on the important. Delivering with zest, stay committed and reward ourselves.

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Program Mission

The MSPM program mission is to prepare postgraduate students of Bahria University to develop a holistic approach and advanced skills in project management aligned with industrial developments, sustainable environment and emerging trends in project management. Also, prepare them for their successful career as next generation project leaders so that they can manage projects in a global context, addressing cultural & ethical principles, international regulations and certified practices.

Program Education Objectives/Goals

PG 1- Impart Core Project Management Knowledge

PLO 1: Ensure students have a deep understanding of various courses as per MSPM roadmap with special emphasis on their relation with project management principles, knowledge areas, methodologies, processes and practices in respective.

PLO 2: Imparting structured learning of respective course having organized approach to initiate, plan, execute, and monitor projects in line with the best project management practices in the respective domain.

PLO 3: Instil knowledge to integrate concepts of employing established project management techniques for optimally attaining project completion and optimization by combining various theoretical frameworks, historically significant events and experiential activities.

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PLO 7: Enhancing communication skills for self and professional development through classroom teaching, co-curricular and extra-curricular activities.

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PG 5- Research and Innovation

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PG 6- Sustainability and Ethical Considerations

PLO 15- Emphasize sustainability principles and ethical decision-making in project management to promote responsible practices

PLO 16- Impart knowledge and initiatives of UN on “Green Sustainability Goals” in various knowledge areas of project management.

Course Learning Outcomes (CLOs):

After attending this course, the students should be able to:-

Describe the importance of the customer's role in project quality management

Develop a toolset to use with future project, including quality tools and templates for Project Quality Management

Identify and describe the roles and responsibilities needed to plan and execute the Project Quality Plan

Create a realistic Project Quality Management Plan (PQMP) which includes processes for all phases of quality management, including Quality Definition, Planning, Assurance and Control.

Course Description

This core course integrates concepts of Project Quality Management (PQM) which is eighth of the ten Knowledge Areas outlined in the Project Management Institute's Project Management Body of Knowledge (PMBOK). This course is designed to provide detailed instruction in PQM processes, how to integrate PQM processes into the overall project plan, and how to prepare a Project Quality Management Plan. Students will have the opportunity to develop and manage a PQMP plan throughout an entire project life cycle. Students are required to come up with their own project. It must be robust enough to provide data collection over a period of several weeks or months. Some data can be made up for this project if not known.

Course Contents and Time Distribution

Week	Topics	Activities
	Introduction To PQM & Key Concepts of PQM, Quality Concepts, What is Quality? 5 Approaches to Defining Quality – Garvin PZ&B's Service Quality Dimensions, Differing Functional Perspectives on Quality	Discussion/Lecture. Case Study.
	Quality Sphere, The Three Spheres of Quality, Quality Assurance, Quality Control, Total Quality Management, Kaizen Case study	Lecture cum discussion Case Study presentation and class discussion.

	Quality Theory, Inductive deductive theory, Deming 14 points of management, Juran quality trilogy concept, Ishikawa quality theory, Feigenbaum Three step process to improve quality, Crosby Zero Defects approach, Taguchi Quality loss Function, Resolving the Differences in Quality Approaches: An Integrated View, Theoretical Framework for Quality Management	Lecture cum Discussion. Class Activity w.r.t. development of Quality Framework.
	Quality Function Deployment House of Quality	Discussion/Lecture. Hands on practice on QFD.
	Plan Quality Management Cost of Quality, Categories of Quality Cost, Measuring Quality Cost, Taguchi loss function, Cost Benefit Analysis, Kano Model	Lecture cum discussion. Quiz 1.
	Plan Quality Management (Continue) Statistical Concept in Quality, Variation, Design of Excellence (X), Statistical Sampling, Benchmarking	Lecture cum discussion Discussion on Case Study (Quality Excellence)
	Quality Standards Quality Planning & Project Planning, Quality Management Plan, Quality Policy, Scope, Standard & Regulations (American, European, Japanese and Chinese Quality standards), The Baldrige Award, ISO standards, Deming Prize.	Lecture cum discussion Case Study on adopting Quality standards.
	Case Study	Students Led Discussion Open Discussion on research paper specifically focused on Quality assessment. Case Study (Apollo Hospital Benchmarking)
	Midterm Examination	Covered Subjects Included
	Lean, 7 types of Waste, 5S, TPS,JIT, Kizen, Kanban, Lean Six-Sigma.	Lecture cum discussion Research paper (hospital management trough lean application)
	3 Sigma & 6 Sigma,DMAIC process and tools, (Introduction of Minitab 21 software)	Discussion/Lecture. Minitab software approach
	Tools of Quality Measuring Process Capability Ratio Cp and Process Capability Index Cpk, R&R gauge, 7 QC tools, (User interface of Minitab)	Lecture cum discussion Hands on practice on R and R gauge measurement technique.
	Quality Control Process Variation Control, Control Charts (Type, Element & Types), PDCA, Poka-Yoke (Application and analysis on Minitab)	Lecture cum discussion Class Assignment:
	Total Quality Management Paradigm Shift , Basic Approaches, Framework,	Lecture cum Discussion and Practice.

	Benefits Obstacles, FMEA Quality Analysis,	Class Exercise on FMEA analysis.
	Maintenance and Reliability, Implementing Preventive Maintenance, Total Productive Maintenance. MCDA, Quality Audits	Student Led Discussion Class practice on numericals. Research paper discussion (TPS)
	Report Evaluation and Presentation.	Class Presentations.
	Final Examination	

Teaching Methodology

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Course Reference Material

Managing Quality: Integrating the Supply Chain, 7th Edition S. Thomas Foster, John W. GardnerNeuman, W. L. (2011). Social
TOTAL QUALITY MANAGEMENT 4TH EDITION [Poornima M Charantimath](#)
PMBOK 6 and PMBOK 7.

Assessment Plan

Marks	Frequency	Marks	Semester Paper/Report	Total Marks	Remarks
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Program / Semester	MS (PM)
Course Title / Code	Project Evaluation and Control Management / MSP 708
Instructor / Contact	
Email / Office Location	
Class Timings / Room	
Consultation Timings	

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PLO 16- Impart knowledge and initiatives of UN on “Green Sustainability Goals” in various knowledge areas of project management.

Course Learning Outcomes (CLOs):

After attending this course, the students should be able to:-

Gain competitive advantage by delivering superior projects.

Understand to satisfy the customer through early and continuous delivery of valuable project outcomes.

Understand that environmental and ethical aspects of project practices are critical concerns, requiring active involvement by the entire organization.

Develop an understanding of Project Monitoring.

Develop an in-depth understanding of Project Evaluation and Control Management as core processes of project management.

Build projects around motivated individuals. Give them the environment and support they need, and trust them to get the job done.

Course description

The all-encompassing goal of this course is to help the students in Project Monitoring, Evaluation and Control Management. Developments projects need continuous tracking in addition to periodic assessments in order to be effective and efficiently. Donors, stakeholders, project implementation team, beneficiaries and general public's require constant feedback on project performance. Consequently, this course will equip you with Project Monitoring, evaluation & control skills including developing an appreciation of the components of an effective Plan, Data collections methods, tools, ethical considerations in data collection, statistical analysis, processing, storage, sharing and feedback mechanisms and reporting to enhance your capacity of managing the project effectively and efficiently to deliver on the expected intervention outcomes. Control is the process of maintaining oversight over the use of the resources on the project to determine how well the actual project results are being accomplished to meet planned project cost, schedule, and technical performance objectives. This course examines the concepts and processes involved in Project Monitoring, Evaluation and Control Management strategies.

Teaching plan (Course contents and time distribution)

Week	Topics	Activities	Teaching mode
	Introduction to Course: Conduct methodology, University and HEC Policies and Assessment/Evaluation system. Discussion on Course Outline of Project Monitoring, Evaluation and Control Management Students' learning Assessment /	Introduction of course members Open House: Perception, Expectation, Learning targets, Dos and don'ts. Briefing on Project/ assignments	On-Campus

	Envisaged Outcomes	Briefing on Class quiz Read Next Class topics from books / journals / references intimated in the class	
	<p>Creating Value Delivery</p> <p>How to create a system for value delivery during project implementation through Value Delivery Components, Information Flow and Organizational Governance Systems. Some of Functions Associated with Projects value delivery system are: Provide Oversight and Coordination; Present Objectives and Feedback Facilitate and Support; Perform Work and Contribute Insights; Apply Expertise; Provide Business Direction and Insight; Provide Resources and Direction; Maintain Governance; The Project Environment; Internal Environment; External Environment; Product Management Considerations.</p>	<p>Presentation and Discussion Comments & Evaluation Concepts/Clarifications if any</p>	On-Campus
	<p>Project Management Principles</p> <p>The principles of project management are not prescriptive in nature. They are intended to guide the behavior of people involved in projects. They are broadly based so there are many ways individuals and organizations can maintain alignment with the principles. These are</p> <ul style="list-style-type: none"> Be a Diligent, Respectful, and Caring Steward; Create a Collaborative Project Team Environment; Effectively Engage with Stakeholders; Focus on Value; Recognize, Evaluate, and Respond to System Interactions; Demonstrate Leadership Behaviors; Tailor Based on Context; Build Quality into Processes and Deliverables; Navigate Complexity; Optimize Risk Responses; Embrace Adaptability and Resiliency; and Enable Change to Achieve the Envisioned Future 	<p>Presentation and Discussion Comments & Evaluation Concepts/Clarifications if any</p>	On-Campus

	State.		
	<p>Project Performance Domains A project performance domain is a group of related activities that are critical for the effective delivery of project outcomes. Project performance domains are interactive, interrelated, and interdependent areas of focus that work in unison to achieve desired project outcomes.</p>	Presentation and Discussion Comments & Evaluation Concepts/Clarifications if any Assignment-1 (Case Study)	On-Campus
	<p>Stakeholder Performance Domain Stakeholder Engagement; Interactions with Other Performance Domains; Checking Results;</p>	Presentation and Discussion Comments & Evaluation Concepts/Clarifications if any Quiz-1	On-Campus
	<p>Team Performance Domain Project Team Management and Leadership; Project Team Culture; High-Performing Project Teams Leadership Skills; Tailoring Leadership Styles; Interactions with Other Performance Domains; Checking Results</p>	Presentation and Discussion Comments & Evaluation Concepts/Clarifications if any	On-Campus
	<p>Development Approach and Life Cycle Performance Domain Development, Cadence, and Life Cycle Relationship; Delivery Cadence; Development Approaches; Considerations for Selecting a Development Approach; Life Cycle and Phase Definitions; Aligning of Delivery Cadence, Development Approach, and Life Cycle Interactions with Other Performance Domains; Measuring Outcomes</p>	Presentation and Discussion Comments & Evaluation Concepts/Clarifications if any Quiz-2	On-Campus
	Midterm Examination	As per BU Exam Department Policy	
	<p>Planning Performance Domain Planning Overview; Planning Variables; Project Team Composition and Structure; Communication; Physical Resources; Procurement; Changes Metrics; Alignment; Interactions with Other Performance</p>	Presentation and discussion Comments & Evaluation Concepts/Clarifications if any Assignment-2 (Case Study)	On-Campus

	Domains; Checking Results;		
	Project Work Performance Domain Project Processes; Balancing Competing Constraints; Maintaining Project Team Focus; Project Communications and Engagement; Managing Physical Resources; Working with Procurements Monitoring New Work and Changes; Learning throughout the Project; Interactions with Other Performance Domains; Checking Results	Presentation and Discussion Comments & Evaluation Concepts/Clarifications if any	On-Campus
	Delivery Performance Domain Delivery of Value; Deliverables; Quality; Suboptimal Outcomes; Interactions with Other Performance; Domains Checking Results	Presentation and Discussion Comments & Evaluation Concepts/Clarifications if any Quiz-3	On-Campus
	Measurement Performance Domain Establishing Effective Measures; What to Measure; Presenting Information; Measurement Pitfalls; Troubleshooting Performance; Growing and Improving; Interactions with Other Performance Domains; Checking Results	Presentation and Discussion Comments & Evaluation Concepts/Clarifications if any	On-Campus
	Uncertainty Performance Domain General Uncertainty; Ambiguity; Complexity; Volatility; Risk; Interactions with Other Performance Domains; Checking Results	Presentation and Discussion Comments & Evaluation Concepts/Clarifications if any Quiz-4	On-Campus
	Tailoring In a project environment, tailoring considers the development approach, processes, project life cycle, deliverables, and choice of people with whom to engage. The tailoring process is driven by the guiding project management principles organizational values, and organizational culture. Why Tailor? What to Tailor; Life	Presentation and Discussion Comments & Evaluation Concepts/Clarifications if any Assignment -3 (Group project)	On-Campus

	<p>Cycle and Development Approach Selection; Processes; Engagement; Tools; Methods and Artifacts;</p> <p>The Tailoring Process; Select Initial Development Approach; Tailor for the Organization; Tailor for the Project</p> <p>Tailoring the Performance Domains are Stakeholders; Project Team; Development Approach and Life Cycle; Planning; Project Work; Delivery; Uncertainty; Measurement; Diagnostics; Summary;</p>		
15(A)	Commonly Used Models Situational Leadership Models; Communication Models; Motivation Models; Change Models; Complexity Models; Project Team Development Models; Other Models; Models Applied Across Performance Domains	Presentation and Discussion Comments & Evaluation Concepts/Clarifications if any Assignment -3 (Group project)	On-Campus
15(B)	Commonly Used Methods Data Gathering and Analysis; Estimating; Meetings and Events; Other Methods; Methods Applied Across Performance Domains;	Presentation and Discussion Comments & Evaluation Concepts/Clarifications if any	On-Campus
15(C)	Commonly Used Artifacts Strategy Artifacts; Logs and Registers; Plans; Hierarchy Charts; Baselines; Visual Data and Information; Reports; Agreements and Contracts; Other Artifacts; Artifacts Applied Across Performance Domains	Presentation and Discussion Comments & Evaluation Concepts/Clarifications if any	On-Campus
16	Final Examination	As per BU Exam Department Policy	

Learning methodology

Mixed methodologies shall be put in practice for comprehensive learning. For this purpose, students shall be involved in discussions, presentations, group activities and reference studies. Students shall be distributed into groups for mutual discussions; learn how to share works, prepare team-based solutions to problems and develop arguments for presentation

cum thesis write-ups. Developing arguments shall be taken as core activities of the course on multiple topics for conclusive outcomes.

Course reference material

References for Studies: Students would require to be preparing for contents and questions given in the course plan from various sources, in addition to those referred in the course plan.

Textbook:

- Guide to the Project Management Body of Knowledge, 7th Edition.
- Rita Mulcahy's PMP Exam Prep, 8th Edition

Referencebooks:

Effective Project Management, Traditional, adaptive and extreme

PM Case Studies-Second edition

Cost Accounting and Financial Management for Construction Project Managers. By Len Holm. © 2019. Published by Routledge, USA.

Information Technology Project Management. By Kathy Schwalbe. Ninth Edition. © 2019. Published by Cengage Learning, Inc., USA.

Project Management Best Practices_ Achieving Global Excellence. By Harold Kerzner. - 20188.

Project management theory and practice. By Jackson, Brad M._ Richardson, Gary L - (2019).

Project Management for Engineering, Business and Technology. By John M. Nicholas, Herman Steyn. Sixth Edition. © 2021. Published by Routledge, USA.

Project Management_ Achieving Competitive Advantage. By Jeffrey Pinto. -2020.

Rainer Erne - Lean Project Management - How to Apply Lean Thinking to Project Management-Springer (2022).

Leading Virtual Project Teams. By Margaret R. Lee. -2014.

The Fast Forward MBA in Project Management-Wiley (2021).

Business Project Management and Marketing- Mastering Business Markets. -2016.

Business Analysis, Requirements, and Project Management- A Guide for Computing Students. By Karl Cox. © 2021

Journals:

Journal of Management / Management Studies.

Harvard Business Review.

In addition to above given references, they should also consult 'Academy of Management Review, Academy of Management Journal and Administrative Science Quarterly.

Assessment Plan

Marks	Frequency	Marks	Semester Paper/Report	Total Marks	Remarks
Quiz	4 (n-1)	15		15	Student's Presentations / Participation in class
Assignments	5	5	10	15	
Mid Term	1	30		30	activities shall also count towards overall
Final Paper	1	40		40	

					performance.
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Program / Semester	MS (PM)
Course Title / Code	Project Leadership Management / 729
Instructor / Contact	
Email / Office Location	
Class Timings / Room	
Consultation Timings	

VISION OF BU

To become a knowledge and creativity driven international university that contributes towards development of society.

MISSION OF BU

To ensure academic excellence through deliverance of quality education and applied research in a collegiate environment having strong linkages with industry and international community to meet the societal challenges.

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VALUES:

Integrity:

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Foster a learning environment where individual needs are met, and every student has an opportunity to succeed. Address and respond to the diverse needs of all learners through increased participation in learning, cultures, community, and reduce exclusion from education and within education.

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Succeed in developing and strengthening a knowledge-based society that advances socially and economically where foreseeing individuals and groups are unafraid to question established ideas and can cope with entailing insecurity and uncertainty.

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Adaptability:

Expand our capacity to handle change. Be open to different perspectives, inspire motivation in organization, challenge our way of thinking. Look for opportunities to continue to learn from new things. And develop a psychologically safe workplace with an environment of trust and respect that allow for people to provide differing opinions.

Program Mission

The MSPM program mission is to prepare postgraduate students of Bahria University to develop a holistic approach and advanced skills in project management aligned with industrial developments, sustainable environment and emerging trends in project management. Also, prepare them for their successful career as next generation project leaders so that they can manage projects in a global context, addressing cultural & ethical principles, international regulations and certified practices.

Program Education Objectives/Goals

PG1- Impart Core Project Management Knowledge

PLO 1: Ensure students have a deep understanding of various courses as per MSPM roadmap with special emphasis on their relation with project management principles, knowledge areas, methodologies, processes and practices in respective.

PLO 2: Imparting structured learning of respective course having organized approach to initiate, plan, execute, and monitor projects in line with the best project management practices in the respective domain.

PLO 3: Instil knowledge to integrate concepts of employing established project management techniques for optimally attaining project completion and optimization by combining various theoretical frameworks, historically significant events and experiential activities.

PG 2- Develop Analytical Skills, Technological Skills and Critical Thinking Aspects

PLO 4: Developing analytical skills by evaluating current and emerging project management problems and their solutions.

PLO 5- Depict knowledge and problem solving through technology-based instructional design. Prepare students to use advanced technology through application of relevant and latest software across broad project management domains.

PLO 6 -Encourage students to think critically and creatively, enabling them to tackle complex project challenges in respective domain.

PG3- Develop Communicationand Interpersonal/Intrapersonal Skills

PLO 7: Enhancing communication skills for self and professional development through classroom teaching, co-curricular and extra-curricular activities.

PLO 8: Develop interpersonal/intrapersonal skills by preparing post graduate students to work in teams in diverse professional environment.

PG 4- Strategic Project Planning, Advanced Leadership & Team Management

PLO 9- Prepare students how to align project tactics with organizational strategy in order to achieve desired outcomes and develop comprehensive project plans.

PLO 10- Foster leadership skills, emphasizing the ability to lead diverse project teams effectively.

PLO 11- Ethical Leadership: Promote ethical leadership within the project management context, in accordance with thevalues enacted by Bahria University.

PG 5- Research and Innovation

PLO 12- Promote research skills, encouraging students to contribute to the mechanism of project management knowledge.

PLO 13- Capstone Projects and Case Studies: Encourage students to apply their knowledge through real-world capstone projects and in-depth case studies.

PLO 14- Continuous Learning and Adaptation: Instill a culture of continuous learning and adaptation to prepare students for evolving project management trends, opportunities and challenges.

PG 6- Sustainability and Ethical Considerations

PLO 15- Emphasize sustainability principles and ethical decision-making in project management to promote responsible practices

PLO 16- Impart knowledge and initiatives of UN on “Green Sustainability Goals” in various knowledge areas of project management.

Course Learning Outcomes (CLOs):

After attending this course, the students should be able to:-

Upon completing this “Project Leadership Course”, participants will be able to:

Understand various Project Management and corresponding leadership methodologies

Comprehend Project management framework critical for leadership

Understand how to align your project deliverables with the organisation’s goals and vision

Get a competitive edge over your peers for the next leadership role

Master the people management skills enabling effective communication and collaborating
 How to set-up high performing project teams that are resilient
Effectively manage project cost, risk and quality
 Identify stakeholders and know how to manage them
 Open up the communication platform for timely updates and control
 Become a project leader who works with the highest level of integrity and facilitate ethical practices.

Course Description

This course explores the intersection of the leadership and project management bodies of knowledge, with a focus on how project managers can leverage an understanding of leadership to enhance project success. Students study facilitation, negotiation, teamwork, communication, presentation, interpersonal, and conflict management skills, with specific attention to project management applicability.

Course Contents and Time Distribution

Week	Topics	Activities
	Lesson 1 - Leadership (I) What is a leadership? • Leadership Theories • Leadership Styles • Ten Leadership Skills • Leadership Managerial Roles • Situational Leadership	Discussion/Lecture. Case Study.
	Role of a Project Manager with Leadership Skills Defining who is a project manager Mapping your leadership skills to your project management role Understanding leadership and different leadership styles Importance of Integrity in leading a project Moulding your project leadership avatar as per the company's culture and vision	Lecture cum discussion Case Study presentation and class discussion.
	Understanding the Project Management Framework Understanding Project, Program and Portfolio Understand who all are the internal and external stakeholders Importance of Project management process Project vs Product Lifecycle What is a Project Scope and how to manage it? Overview of project resources and how to manage them	Lecture cum Discussion.
	Behavioral and Trait perspectives on managerial work <i>Readings /Assignment : Whetten & Cameron - (pp. 3-23); Pinto (Chapter 1), Zaleznik A., (1992). Managers and leaders: Are they different? HBR; Kotter, J.P. (1990) What</i>	Discussion/Lecture.

	<i>leaders really do. HB Review; Recommended - Yukl – Chapters 3 & 7</i>	
	<p>Importance of Interaction and achieving Interactive leadership</p> <p>Understand the role and importance of Active listening and embed in your role</p> <p>Understand why project leadership demands facilitation in a project management role?</p> <p>Designing and asking result and output-oriented questions</p> <p>Importance of critical thinking required for interactive leadership</p> <p>How to master the change management process?</p>	Lecture cum discussion. Quiz
	<p>Effective Communication</p> <p>What can be termed as project communication?</p> <p>Choosing the right audience for your communication</p> <p>Choosing the right delivery mechanism</p> <p>Importance of informal communication to gain valuable insights</p> <p>Understanding different types of communication and its importance</p> <p>How to manage crucial conversations with confidence and courage?</p>	Lecture cum discussion Discussion on Case Study
	<p>Stakeholder Management</p> <p>Understand the framework to clearly define your project stakeholders</p> <p>How to introduce yourself to the key stakeholders?</p> <p>Learn the people skills important for managing stakeholders</p> <p>Map your influence on each stakeholder group and know-how to improve it?</p> <p>Handling conflicts and managing them for project delivery</p> <p>Understanding the importance of Negotiation</p>	Class Activity
	<p>Leadership: Overview of theoretical perspectives (Charismatic and Transformational)</p> <p><i>Reading /Assignment: Pinto, (Chapter 4-5, 10); Recommended - Yukl (Chapters 9, 15)</i></p>	Students Led Discussion
	Midterm Examination	Covered Subjects Included
10-11	Project Management with a Vision Understand where your project deliverables fit	Lecture cum discussion

	into your organisation's different goals/strategy? How to avoid negotiations leading into compromises? Focus on developing a high performing and resilient project teams Practice Trust building in your teams Assigning accountability How to set an example to motivate? Overview of 'Agile Methodologies' Learn to bring in 'consistency in change' Importance of technology in project leadership Design a collaborative work environment for project deliveries	
12	Problem Solving Problem solving process • Define the problem • Understand the Consequences • Generate solutions • Select a solution • Implement and monitor the solution	Discussion/Lecture. .
13	Team Leadership (I) Leading Teams • Effective Teamwork • Team Roles • Team Development Stages • Team Building • Team Dysfunctions	Lecture cum discussion
14	Managing Conflicts Conflict management • Types of conflicts • Causes of team conflicts • Conflict resolution styles (i) • Conflict resolution styles (ii) • Managing team conflict process •	Lecture cum discussion
15	Negotiating Project negotiations • Negotiation strategies (i) • Negotiation strategies (ii) • Negotiation process • Negotiation skills (i) • Negotiation skills (ii) •	Lecture cum Discussion and Practice.
16	Student Presentations on Assignment. Students Interviews and Sessional Marks	Presentation and Discussion. Sessional Marks
17	Final Examination	

Teaching Methodology

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Course Reference Material

Whetten & Cameron (2010) Developing Management Skills, 8th edition. Prentice Hall ISBN # ISBN-13: 978-0136121008 Pinto, J.K., Thoms, P., Trailer, J. Palmer, T. Govekar, M. (1998).

Leadership in organizations (8th ed.). Englewood Cliffs, NJ:• Prentice Hall. ISBN # - ISBN-10: 0132771861

Yukl, G. (2012). Leadership in organizations (8th ed.). Englewood Cliffs, NJ: Prentice Hall. ISBN # - ISBN-10: 0132771861

Quantitative Analysis for Management, 11th edition by Barry Render. Pearson

Relevant Journals shall be referred for case studies / article readings.

Assessment Plan

Marks	Frequency	Marks	Semester Paper/Report	Total Marks	Remarks
Quiz and Assignments	3	15	15	30	Student's participation in class activities counted in assignments etcetera.
Mid Term	1	30		30	
Final Paper	1	40		40	

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Program / Semester	MS (PM)
Course Title / Code	Quantitative Methods for Decision Making / 730
Instructor / Contact	
Email / Office Location	
Class Timings / Room	
Consultation Timings	

VISION OF BU

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PG 6- Sustainability and Ethical Considerations

PLO 15- Emphasize sustainability principles and ethical decision-making in project management to promote responsible practices

PLO 16- Impart knowledge and initiatives of UN on “Green Sustainability Goals” in various knowledge areas of project management.

Course Learning Outcomes (CLOs):

After attending this course, the students should be able to:-

To understand managerial decision-making processes in organizations and appreciate the use of various quantitative techniques in making decision;

To understand and employ with ease the fundamental statistical and probabilistic measures and models;

To employ quantitative tools in taking decisionsunder risk;

To understand concepts and terminology of Linear Programming from formulation of mathematical models to their optimization using Simplex● Method;

To comprehend the concept of a TransportationModel and develop the initial solution for the same;

To comprehend the Dynamic Programming model and its applications in industry; formulate and solve Linear Programming problems.

Course Description

This course provides the student with the concepts, methods and tools for the application of logical and quantitative analysis to Project decision making and problem solving. It

familiarizes the student with a wide range of software and other classical and contemporary resources related to decision and problem analysis, including basics of logic and decision making, principles of optimization, probabilistic distributions, linear programming, simplex, queuing and transportation problems, break even analysis, inventory management, forecasting and simulation. The course highlights the benefits as well as the limits of quantitative analysis in a real-world context.

Course Contents and Time Distribution

Week	Topics	Activities
	Introduction to Quantitative Analysis Introduction	Discussion/Lecture. Case Study.
	Probability Concepts and Applications	Lecture cum discussion Case Study presentation and class discussion.
	Decision Analysis	Lecture cum Discussion.
	Regression Models	Discussion/Lecture.
	Forecasting and Inventory Control Models	Lecture cum discussion. Quiz
	Linear Programming and Application	Lecture cum discussion Discussion on Case Study
	Network Models	Class Activity
	Waiting Lines and Queuing Theory Models	Students Led Discussion
	Midterm Examination	Covered Subjects Included
10-11	Simulation Modeling	Lecture cum discussion
12	Markov Analysis	Discussion/Lecture.
13	Statistical Quality Control	Lecture cum discussion
14	Decision Theory and the Normal Distribution	Lecture cum discussion
15	Game Theory	Lecture cum Discussion and Practice.
16	Calculus-Based Optimization	Presentation and Discussion. Sessional Marks
17	Final Examination	

Teaching Methodology

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A Guide to the Project Management Body of Knowledge (PMBOK® Guide) – Sixth Edition.
Quantitative Analysis for Management, 11th edition by Barry Render. Pearson

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Program / Semester	MS (PM)
Course Title / Code	Project Management Principles and Practices / MSP 750
Instructor / Contact	
Email / Office Location	
Class Timings / Room	
Consultation Timings	

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PG 5- Research and Innovation

PLO 12- Promote research skills, encouraging students to contribute to the mechanism of project management knowledge.

PLO 13- Capstone Projects and Case Studies: Encourage students to apply their knowledge through real-world capstone projects and in-depth case studies.

PLO 14- Continuous Learning and Adaptation: Instill a culture of continuous learning and adaptation to prepare students for evolving project management trends, opportunities and challenges.

PG 6- Sustainability and Ethical Considerations

PLO 15- Emphasize sustainability principles and ethical decision-making in project management to promote responsible practices

PLO 16- Impart knowledge and initiatives of UN on “Green Sustainability Goals” in various knowledge areas of project management.

Course Learning Outcomes (CLOs):

After attending this course, the students should be able to:-

CLO-1 Comprehend and implement the fundamental concepts, tools & techniques of project management such that stakeholder needs, scope, schedule, cost, quality, risk, procurement, resources, communications, and the integration.

CLO-2 Understand the challenges in executing different project management processes &stakeholders satisfaction and effective role of project manager

CLO-3 Competently initiate, plan, execute, control and close projects, appropriate to satisfying PMI's Project Management Professional standards.

CLO-4 Competently work in teams to generate, and communicate, project outcomes that benefit project stakeholders

CLO-5 Recognize ethical, social and environmental issues by imparting knowledge and initiatives of UNI- Sustainability Goals on projects

Course Description

This course gives comprehensive overview of the rationale, strategy and challenges of project management. Primarily the course follows the international Project Management Body of Knowledge (PMBOK). Students will be able to conceptually relate the theories through assignments and case studies with their workplace projects. The students will develop the competencies to operate in various industries, including IT, Construction, Production, Procurement, Supply Chain, Government and Defense organizations. The course will provide insight into key topics including project scope, scheduling and planning, resource, quality management, risk, procurement, integration, stakeholders, and communication.

Course Contents and Time Distribution

Week	Topics	Assignment/Case Study
	What is Project and its characteristics Significance of Projects & Project Management Differentiate between Projects and Operations. Projects/sub-projects, programs, and portfolios Modern project management needs, concepts& strategies Determinants of Project Success Developing Project Management Maturity	Activity: Discuss Real Life Projects
	Project Constraints. Triple Project Constraints Challenge of a Project Management. Drivers of Project Management. Project Management Today: A Socio-Technical Approach. Business Value of an Organization. Project Management Today: Integrative Approach Project management office (PMO) & its Types	Activity Discuss real life successful & unsuccessful projects Students will compare: BRT Project vs Tsunami Tree Project Case Study 1: Life of a Project Manager
	Project Management Methodologies: Classes of Project Lifecycle-Predictive; Adaptive Methodologies- Waterfall & Agile Organizational Process Assets (OPA) & Enterprise Environmental Factors (EEF)	Case Study 2: Life of a PMO Manager

	<p>Leadership and the Project Manager Leaders Versus Managers How Project Manager leads Traits & Characteristics of a Project Manager Project Management Ethics & Professionalism</p>	
	<p>Projects and organizational Context: Structure, Strategy and Culture Organizational Structure & Strategy: Organizational structure Forms of organizational structure Understanding of strategy for PM Activities of the Strategic Management Process Project Stakeholder Management Project Stake Holders Why stakeholders are important Network of stakeholders Identify Stakeholders Analysis of Stakeholders Classification Model Organizational Culture Identifying Cultural characteristics Implications of Organizational Culture for Organizing Projects</p>	Assignment: Create Stakeholder Register of your Project
	<p>Project Selection and Portfolio Management The Project life cycle Choosing the best project life cycle for a project The product life cycle versus the project life cycle Project Management Processes Project Selection & Initiation Approaches to Project Screening and Selection Selection Criteria-Financial Criteria & Non-financial Criteria Project Charter & Business Case</p>	Assignment: Students will select a project & create Project Charter
	<p>Project Scope Management Defining the Product Scope & Project Scope. Requirement Traceability Matrix Creating the Work Breakdown Structure.</p>	Assignment: Create WBS of your Project
	<p>Project Schedule Management Importance of schedule management Overview of schedule management processes Time Robbers & Challenges</p>	
	<p>Project Schedule Management Create a Project Schedule Terminologies and Basic Rules to Follow in Developing Project Networks. Critical Path Method- CPM</p>	Assignment: Solve CPM in your project
	Midterm Examination	
	<p>Project Cost Management What is Project Cost Management Project Costing-Importance & Benefits</p>	

	<p>Processes of Project Cost Management</p> <p>Types of Reserves- Contingency Reserve & Management reserve</p> <p>Type of Costs- Direct & Indirect Cost</p> <p>Type of Estimates</p> <p>Factors Influencing the Quality of Estimates.</p> <p>Top-Down versus Bottom-Up Estimating.</p>	
	<p>Earned Value Analysis</p> <p>Importance & Benefits of EVM</p> <p>Examples & Exercises</p>	Assignment: Solve EVM question and incorporate in EVM in your project
	<p>Selection of projects-Financial Criteria</p> <p>Capital Budgeting Techniques</p> <p>Opportunity Cost</p> <p>Time Value of Money</p> <p>NPV IRR & Pay Back Period</p> <p>Mutual vs independent Projects</p> <p>Exercises</p>	Assignment: Solve NPV, IRR & Pay Back Questions
	<p>Project Quality Management</p> <p>What is Quality?</p> <p>Overview of Project Quality Management Process.</p> <p>Importance of Quality in Projects.</p> <p>Quality vs Grade</p> <p>Accuracy and Precision</p> <p>Cost & Benefits of Quality.</p> <p>Quality Assurance vs. Control.</p> <p>Seven Basic Tools of Quality</p>	Assignment: Identify quality problem & use any Quality Tool for your Project
	<p>Project Risk Management</p> <p>What is Risk</p> <p>Positive Risk & Negative Risk</p> <p>Risk appetite & Risk Tolerance</p> <p>Risk Breakdown Structure</p> <p>Qualitative Risk vs Quantitative Risk</p> <p>Risk Responses</p> <p>Risk Register</p>	Case Study3: Giant Popsicle Gone Wrong Activity: Students are given different risk situations and made to identify respective risk responses.
	<p>Project Procurement Management</p> <p>Procurement process</p> <p>Buyer Seller relationship</p> <p>Centralized and Decentralized procurement</p>	
	<p>Project Closure & Termination</p> <p>Types of Project Termination</p> <p>Steps in formal project closeout</p> <p>Reasons of Early Termination</p> <p>Issues & Challenges of Project Termination & Final Project Report</p> <p>Factors Impacting International Project</p> <p>Sustainable Practices in Project Management</p>	Activity Students will Prepare Work Breakdown for Project Termination Issues
	Presentation of Final Project	

Teaching Methodology

Mixed methodologies shall be put in practice for comprehensive learning. For this purpose, students shall be involved in discussions, presentations, group activities and reference studies. Students shall be distributed into groups for mutual discussions; learn how to share works, prepare team based solution to problems and develop arguments for presentation cum thesis. Developing arguments shall be taken as core activities of the course on multiple topics for conclusive outcomes.

Course Reference Material

Books:

Project Management Institute (PMI), 2021, A Guide to the Project Management Body of Knowledge, 7th ed, (PMBOK® Guide), Project Management Institute, Inc.

Dodd et al., 2021, Introduction to Project Management (free eBook), <https://www.traceydodd.com/pages/publications.php>

Pinto, J., 2019, Project Management: Achieving Competitive Advantage, 5th Edition, Person.
Journals:

1. International Journal of Project Management
2. Project Management Journal

Assessment Plan

Marks	Frequency	Marks	Semester Paper/Report	Total Marks	Remarks
Quiz	4 (n-1)	15		15	Student's Presentations / Participation in class activities shall also count towards overall performance.
Assignments	5	5	10	15	
Mid Term	1	30		30	
Final Paper	1	40		40	

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COURSE OUTLINES**MS IN HRM AND ORGANISATIONAL PSYCHOLOGY**

Program / Semester	MS HRM & OP
Course Title / Code	Contemporary HRM and Practices / MHO 701
Instructor / Contact	
Email / Office Location	
Class Timings / Room	
Consultation Timings	

VISION OF BU

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Program Goals and Learning Outcomes:

MS (HRM & OP) program is intended to inculcate:

Program Goal 1: Human Resource Management (HRM) Knowledge.

- PLO 1. Explain the knowledge, functions, skills, tools, techniques and process of HRM in the context of human psychology.
- PLO 2. Debate the existing knowledge of organizational psychology applied in the HRM functions.
- PLO 3. Apply the HRM knowledge, gained during the program, at the work place from the humane perspective.

Goal 2: Problem Solving.

- PLO 1. Identify the issues arising in HRM in the real world and suggest the solutions of those issues.
- PLO 2. Work in HR team and handle HRM responsibilities independently.
- PLO 3. Create a congenial environment for the employees to perform as a team and Individual.

Program Goal 3: Industrial Liaison.

PLO 1. Be part of the HRM networks and systems

PLO 1. Develop linkages with the organizations to multiply organizational resources

PLO 1. Collaborate with the organizations and institutions to promote the psychology based

HRM knowledge.

Program Goal 4: Research.

PLO 1. Update himself on the ground breaking basic and applied research in the field of HRM and Organizational psychology.

PLO 2. Promote research oriented knowledge in the field of HRM & Organizational Psychology at the work place.

PLO3. Outline the research based HRM functions from psychological perspective.

Program Goal 5: Certifications in MS HRM & OP.

PLO 1. Prepare the HRM department for getting certifications from the national and International HRM regulatory bodies.

PLO 2. Help the employees to become certified HRM professionals

PLO 3. Initiate a system of certification based trainings to the HR employees of the industry.

Program Goal 6: Ethics.

PLO 1. Promote ethical HRM practices at the workplace

PLO 2. Educate the employees on the work-related ethical issues in the organizations

PLO 3. Create an ethical environment for the employees to perform in the organization.

Course Description

Major, ongoing change is the distinguishing characteristic of the business environment worldwide and it affects how contemporary organizations operate and deal with change. Organizations still need to do more with less. In addition, they need to provide for the needs of customers who, with more exposure to local and global markets, have higher expectations relating to the cost, quality, speed and innovation of the services and products they purchase from these organizations.

Due to this global need for managing change, 'new' forms of organization are replacing the 'old' traditional bureaucracy and presenting managers with unique challenges. Thus managers of contemporary organizations need to take a holistic view of the changes in their environments and need to apply a completely new set of skills.

The approach towards contemporary management principles offered in this publication integrates discussions on vital managerial competencies and skills with information on traditional and essential managerial concepts that have been effective in the past and are still effectively used today in many business organizations. The emphasis is on the vital role of human resources in the success of an organization and the need for modern managers to self-actualize and embrace the practice of life-long learning.

Course Learning Outcomes		Program Goals					
Sr. No.	Description	PG1	PG 2	PG3	PG4	PG5	PG6
CLO1	To have clear understanding of the practical issues which organisations face today in managing individuals and workforces.				✓		✓
CLO2	Discuss, interpret and analyze range of theoretical perspectives which underpin the ways in which organisations manage the employment relationship through the deployment of HRM strategy		✓		✓		
CLO3	Understand and evaluate attitudes and behaviour in an organisational context. This will be done by reviewing psychological theories as they apply to organisations; demonstrating the contribution of a psychological perspective to understanding human behaviour at work; and critically evaluating the empirical evidence.			✓		✓	✓
CLO4	Demonstrate a critical awareness of current problems in the discipline of HRM by evaluating current business and management theory and practice in the field of HRM.	✓			✓		
CLO5	Critically discuss the impact of HR perspectives in a piece of written work/in a realistic problem scenario.			✓		✓	✓

Course Contents and Time Distribution

Week/ Session	Contents	Activities(Critical Thinking) Case Studies, Roleplays, Movie Clips, Assignments, Research Papers, Presentations	Learning Objectives Addressed
1	Introduction to the course <ul style="list-style-type: none"> • Course Overview, Course Content Discussion, Execution and Evaluation The case for psychology in human resource management research <ul style="list-style-type: none"> • Framing the psychological 	Ice breaking session Troth, A. C., & Guest, D. E. (2020). The case for psychology in human resource management research. <i>Human Resource Management Journal</i> , 30(1), 34-48.	CLO1

	<p>perspective on HRM</p> <ul style="list-style-type: none"> • Countering the criticisms of psychological research in HRM 		
2	<p>Competency based HRM</p> <ul style="list-style-type: none"> • Types (Behavioral and Technical) • How to develop competency based framework • Applications of competency based framework 		CLO1
3	<p>Knowledge Management practices in the modern era</p> <ul style="list-style-type: none"> • Tacit knowledge, implicit knowledge • Knowledge as social construction • Knowledge as corporate asset • Knowledge Spiral • SEIC Model • Knowledge(hiding, hoarding and sharing) 	Nonaka and Takeuk's highly influential book, <i>The Knowledge Creating Company</i> (1995)	CLO1 CLO5
4	<p>Structures in contemporary organizations (Elements of organization designs : Implications of HR)</p>		
5	<p>Work force planning</p> <ul style="list-style-type: none"> • Workforce planning and business planning • Workforce planning Flow chart • Demand forecasting • Supply forecasting • Ratio trend analysis 		
6	<p>Restructuring and Lay offs</p> <ul style="list-style-type: none"> • Pakistani companies as case analysis 	Presentation on PTCL, HBL, PSO, Pakistan steel mills	CLO1
7	<p>Recruitment &Selection</p> <ul style="list-style-type: none"> • Attraction selection and attrition (ASA Framework) • Contemporary recruitment practices • Unconsciousness 	Hsieh, Y. C., Weng, J., & Lin, T. (2018). How social enterprises manage their organizational identification: a theoretical framework of identity management approach through attraction, selection, and socialization. <i>The</i>	CLO3 CLO 5

	<p>Interviewer biasness</p> <p>Talent Management</p> <ul style="list-style-type: none"> • Talent Acquisition • Talent Management Strategies • Retention 	<p><i>International Journal of Human Resource Management</i>, 29(20), 2880-2904.</p> <p>Submission of Questionnaire.</p>	
8	<p>HR resourcing Practices</p> <ul style="list-style-type: none"> • Absence management <ul style="list-style-type: none"> ◦ Causes of absence ◦ Absence policies ◦ Recording and measuring absence ◦ Managing short term and long term absence • Employee Turnover <ul style="list-style-type: none"> ◦ Employee turnover index ◦ Stability index ◦ Survival rate index ◦ Cost of turnover 	Students will come up with their Research Models	CLO2
MID TERM			

9-10	<p>HRM and Diversity</p> <ul style="list-style-type: none"> • Diversity and SDGs (Mapping) • Diversity (Levels) • Diversity and HR policies 	<p>Downey, S. N., van der Werff, L., Thomas, K. M., & Plaut, V. C. (2015). The role of diversity practices and inclusion in promoting trust and employee engagement. <i>Journal of Applied Social Psychology</i>, 45(1), 35-44.</p> <p>SECP (Securities and Exchange commission of Pakistan) as role model organization for achieving EDI.</p> <p>Submission of Literature review.</p>	CLO3
11	<p>Convergence and Divergence : Global Implications in HR</p> <ul style="list-style-type: none"> • Universalist paradigm • Contextual paradigm 	<p>Sara L. Mcgaughey & Helen De Cieri (1999) Reassessment of convergence and divergence dynamics: implications for international HRM, <i>International Journal of Human Resource Management</i>, 10:2, 235-250, DOI:</p>	CLO 5

		10.1080/095851999340530	
12	Job Characteristic Model <ul style="list-style-type: none"> • Hackman and oldhams Job design techniques	Fried, Y., & Ferris, G. R. (1987). The validity of the job characteristics model: A review and meta-analysis. <i>Personnel psychology</i> , 40(2), 287-322.	CLO3
13	Cross –Cultural HRM <ul style="list-style-type: none"> • 7- Dimensions of Trompenaars and Charles Hampden-Turner. 	Riding The Waves of Culture: Understanding Diversity in Global Business" by Fons Trompenaars and Charles Hampden-Turner. Published by McGraw Hill, 1998.	
14	Performance Management <ul style="list-style-type: none"> • Underpinning Theories • Performance management cycle • Performance appraisal issues 	ACTIVITY: Discussing actual performance appraisal forms	CLO4
Week 15	Other Issues in HRM <ul style="list-style-type: none"> • Occupational Health & Safety • Collective Bargaining • Grievances Changing Employment Landscape <ul style="list-style-type: none"> • Flexible working conditions • Virtual workplace & Freelancing • Human Technology Interaction (i.e Cyberloafing, Phubbing) 	<i>Submission of Final Proposal.</i>	CLO1
Week 16	Final Presentations		CLO 5

Teaching Methodology

Mixed methodologies shall be put in practice for comprehensive learning. This includes lectures, student discussions, group activities and assignments. Students shall be divided into groups for mutual discussions, to learn how to work in teams, and prepare team based solution to problems and develop arguments for presentations. Reading assignments follow each class for in depth study of course contents for quizzes and exams.

Course Reference Material

- Gary Dessler Human Resource Management (13th Edition)
- Noe, Raymond Andrew, Hollenbeck, John R., Gerhart, Barry, Fundamentals of Human Resource Management 4th Edition
- David A. Decenzo & Stephen P. Robbins, 2005, *Fundamentals of Human Resource Management 8th Edition*, John Wiley & Sons, Inc

Assessment Plan (Tentative subject to BU Policy)

Marks	Frequency	Marks
Assignments	4	20
Quizzes	4	10
Mid Term	1	30
Final Paper	1	40

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Program / Semester	MS HRM & OP
Course Title / Code	Personnel Selection and Advance Counselling Skills/ MHO 702
Instructor / Contact	
Email / Office Location	
Class Timings / Room	
Consultation Timings	

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Course Description

This course deals with the theoretical and practical aspects of personnel selection and counselling with application in the workplace. The course aims to empower students through the designing personnel selection system and processes them successfully. The goal is to put one's theoretical knowledge to develop formats for predictors used in personnel selection along with identifying the different personnel selection tests – tests of cognitive abilities, personality, and integrity – identify the different types of selection interviews, including their relative validity, adverse impact, and other practical issues associated with their use, the students also can identify the issues associated with the use of work samples, assessment centers, and situational judgment tests through describe the different types of personal history measures (e.g., biodata) and their validity. It is also intended to assist students in applying advanced counselling and coaching techniques to promote a positive learning culture in their respective domains. Accordingly, the course lays the foundation of advanced counselling concepts. It develops knowledge and familiarity with various counselling techniques to ensure that students understand and articulate theories of care found in each theoretical orientation discussed in class. Translate theoretical understanding into practical applications and learn basic counselling skills to enable students to offer care and counselling to persons in need and develop an integrative approach to counselling.

Course Learning Outcomes		Program Goals					
Sr. No.	Description	PG1	PG2	PG3	PG4	PG5	PG6
CLO1	To explain various methods and approaches used in personnel selection, including interviews, tests, assessment centers– including their relative validity, adverse impact.	✓		✓	✓	✓	
CLO2	To identify the different types of selection interviews, including their relative validity, adverse impact, and other practical issues associated with their use in the personnel selection system.		✓	✓	✓		✓
CLO3	To describe the major strategic issues in the deployment of personnel selection systems and the issues surrounding employee recruitment.		✓		✓	✓	
CLO4	To develop knowledge and familiarity with a broad range of counselling techniques and understand and articulate theories of care in each theoretical orientation discussed in class.	✓		✓		✓	✓
CLO5	To enable the student to develop independent personnel selection systems and a selection tool.		✓		✓		✓
CLO6	To empower the student to apply advanced counselling coaching techniques in the workplace and assist persons who need help from intake to termination of counselling.	✓			✓	✓	✓

Course Contents and Time Distribution

Week	Topics	Activities
	Introduction to Personnel Selection, Course outline, Topic discussion, Roadmap of course and expectation,?	Faculty Member and students introduce each other. Information regarding course, Bahria University academic policies Q&A
	Pre-selection preparation (Job Analysis) Understanding job analysis and its significance in selection Techniques for conducting job analysis Developing accurate job descriptions and specifications	Discussion questions Individual and group activities Experiential exercise Discuss application case Research Paper Discussion
	Difference between Job Analysis and Competency Modeling, An assignment conducting and submission of conducting Job Analysis Report?	Discussion questions Individual and group activities Experiential exercise Case Study
	Developing and Designing Selection , Criteria Development Recruitment Strategies Exploring different recruitment methods Assessing effectiveness of recruitment sources	Lecture cum Discussion. Post Class Assignment: QUIZ-1
	Selection Testing (Psychometric assessments) Types of selection tests Cognitive	Research Paper Discussion Post Class Assignment

	Personality Situational judgment tests, etc.	
	<p>Interviews</p> <p>Different types of interviews: structured, unstructured, behavioral,</p> <p>Interview preparation and question design</p> <p>Evaluation and decision-making in interviews</p> <p>Interviewers biasness</p> <p>Understanding Bias in Interviews</p> <p>Common Types of Interviewer Bias</p> <p>Mitigating Interviewer Bias</p> <p>Techniques for Reducing Bias in Interview</p>	Research Paper Discussion
	Psychological Test Characteristic and Test utilization in Selection System. An Assignment on Critical Review of Research Paper Assessment Centers	Research Paper Discussion
	Critical Review of Research Paper Assessment Centers	Research Paper Discussion QUIZ-2
Midterm Examination		
	<p>Factor influencing Selection Quality, Selection Decision, Predictor Score, Predictors Utility.</p> <p>Leadership styles in HRM, developing effective HR leadership</p>	Research Paper Discussion
	<p>Assessment Centers and Simulations</p> <p>Understanding assessment centers and their role in selection</p> <p>Designing and implementing simulations and exercises</p> <p>Evaluating candidate performance in assessment centers</p>	Research Paper Discussion Case Study

	<p>Reference Checks and Background Investigations</p> <p>Importance of reference checks and background investigations</p> <p>Methods and ethical considerations in conducting checks</p> <p>Interpreting information obtained through checks</p>	<p>Lecture cum discussion</p> <p>Research Paper Discussion</p> <p>QUIZ-3</p>
	<p>Making Selection Decisions</p> <p>Integration of selection methods and data</p> <p>Decision-making models in personnel selection</p> <p>Finalizing selection decisions and communicating outcome</p>	<p>Integrating Personnel Selection with Counseling strategies for a hypothetical organization. Presentation and Peer review</p>
	<p>Cognitive Behavioral Therapy (CBT) Techniques</p> <p>Understanding CBT principles and strategies</p> <p>Implementing advanced CBT interventions</p> <p>Case studies and practical applications of CBT</p>	<p>Lecture cum discussion</p> <p>Research Paper Discussion</p>
	<p>Group Counseling and Facilitation Skills</p> <p>Facilitating group therapy sessions</p> <p>Managing group dynamics and conflicts</p> <p>Developing group counseling skills</p>	<p>Lecture cum Discussion</p> <p>Research Paper Discussion</p>
15-16	<p>Counseling Practice on different Issues</p> <p>Integrating Personnel Selection with Counseling strategies for a hypothetical organization. Presentation and Peer review</p>	<p>Lecture cum discussion</p> <p>Research Paper Discussion</p> <p>QUIZ-4</p>
Final Examination		

Teaching Methodology

Mixed methodologies shall be put in practice for comprehensive learning. This includes lectures, student discussions, group activities and assignments. Students shall be divided into groups for mutual discussions, to learn how to work in teams, and prepare team based solution to problems and develop arguments for presentations. Reading assignments follow each class for in depth study of course contents for quizzes and exams.

Course Reference Material

- Tomas Chamorro-Premuzic and Adrian Furnham. (2010). The Psychology of Personnel Selection, Published in the United States of America by Cambridge University Press, New York
- Supplement to Industrial and Organizational Psychology: (2018). Principles for the Validation and Use of Personnel Selection Procedures Fifth Edition, volume 11 supplement 1 issn: 1754-9426, Cambridge University Press
- Arne Evers, Neil Anderson, and Olga Voskuijl. (2005). The Blackwell Handbook of Personnel Selection, Blackwell Publishing Ltd
- Richard D. Parsons and Naijian Zhang (2014). Becoming a Skilled Counselor, Counseling and Professional Identity, West Chester University of Pennsylvania, SAGE Publications, Inc
- Gerald Corey. (2013) Theory and Practice of Counseling and Psychotherapy, Ninth Edition: Brooks/Cole Cengage Learning
- Christian Conte, PhD. (2009). Advanced Techniques for Counseling and Psychotherapy Springer Publishing Company, LLC

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Program / Semester	MS (HRM & Organizational Psychology)
Course Title / Code	Organizational Psychology and Psychometrics/MHO 703
Instructor / Contact	
Email / Office Location	
Class Timings / Room	
Consultation Timings	

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PLO 1. Collaborate with the organizations and institutions to promote the psychology based HRM knowledge.

Program Goal 4: Research.

PLO 1. Update himself on the ground breaking basic and applied research in the field of HRM and Organizational psychology.

PLO 2. Promote research oriented knowledge in the field of HRM & Organizational Psychology at the work place.

PLO3. Outline the research based HRM functions from psychological perspective.

Program Goal 5: Certifications in MS HRM & OP.

PLO 1. Prepare the HRM department for getting certifications from the national and International HRM regulatory bodies.

PLO 2. Help the employees to become certified HRM professionals

PLO 3. Initiate a system of certification based trainings to the HR employees of the industry.

Program Goal 6: Ethics.

PLO 1. Promote ethical HRM practices at the workplace

PLO 2. Educate the employees on the work-related ethical issues in the organizations

PLO 3. Create an ethical environment for the employees to perform in the organization.

Course Learning Outcomes (CLOs):

Course Learning Outcomes		Program Goal					
Sr. No	Description	PG 1	PG 2	PG 3	PG 4	PG5	PG6
CLO1	To understand the core principles of psychological aspects in organization.						
CLO2	To understand the fundamental psychological issues/theories regarding the behavior of individuals in organizational settings.			✓		✓	✓
CLO3	To sharpen the analytical skills in objective investigation of psychological dynamics in the organizations.	✓	✓		1	1	✓
CLO4	Understand the importance of decision-making making, leadership and learn different decision-making approaches in the organization		✓			✓	✓

Course Contents and Time Distribution

Week/ Session	Contents	Activities (Critical Thinking) Case studies, Role plays, Movie clips, Assignments, Research papers, Presentations	Learning Objectives Addressed
1	Introduction to Psychology. Link between psychology and organization. I/O Perspective and History	Icebreaking Session. Class Lectures & Discussions.	CL01
2	Problem Solving and decision making Reflexive, reflective, and consistent decision-making styles Conceptual, Analytical, and Behavioral style Personality type Job Analysis & Evaluation Job Analysis Job description and Job specification Job analysis approaches/techniques Job evaluation: Methods and process	Lectures, Group discussions & Activity. Article <u>Smallfield, J., & Kluemper, D. H. (2022). An explanation of personality change in organizational science: Personality as an outcome of workplace stress. Journal of Management, 48(4), 851-877.</u>	CL02
3	Attraction and Socialization Recruitment process: An organization and applicant perspective Selection and Assessment Organizational socialization mechanisms Model used for organizational orientation	Lectures, Group discussions & Activity. Article: <u>Impact of organizational socialization on organizational citizenship behavior: mediating role of knowledge sharing and role clarity</u>	CLO 1

4	Personality and Prosocial Behavior <u>Talent management processes</u> <u>Personnel planning and recruitment</u> <u>Employee testing and selection</u> <u>Tools and techniques for employee selection</u>	Class Lectures & Discussions Article <u>Impact of Talent Management Practices on employee performance: An Empirical Study among healthcare Employees</u>	CLO 4
5	Behavioral aspects, defense mechanisms, and Individual performance Training and Performance assessment	Lecture and Group Discussions Assignment: <u>Case</u> <u>Improving performance in business services</u>	CLO 5
6	Occupational Stress and Management The Origins of Occupational Health; Environmental Influences on Mental Health <u>Work Stress and Work/Family Conflict</u> <u>Prevention and Intervention</u> <u>Occupational Health and National Policy</u>	Lectures, Group discussions & Activity Factors Causing Stress and Impact on Job Performance. "A Case Study of Banks of Bahawalpur, Pakistan"	CLO 3
7	Stress Management and influence on individual and organizational performance Techniques to manage	Lectures, Group discussions & Activity <u>Anger and Stress Management Techniques for Successful Leadership</u>	CLO 3
8	Motivation Critical Psychological States Theories of Motivation Behavioral Approach	Lectures Group discussions. <u>Article</u> <u>Intrinsic motivation as a double-edged sword: Investigating effects on well-being and the role of flex place practices as moderator to buffer adverse effects</u>	CLO1 & CLO 4

9	Role of Leadership Leadership inside-out approach Employee well-being at Work	Lectures, Group discussions & Activity Research Articles <u>Alessa, G. S., Sharif, S., Lodhi, R. N., & Mahmood, Z. (2022). Leadership, proactive personality and organizational outcomes: role of parallel of mediators in Pakistani 3-star hotels. International Journal of Organizational Analysis, 30(5), 1188-1211.</u> <u>Leadership From The Inside Out: Eight Pathways To Mastery by Kevin Cashman</u>	CLO 4
10	Research Methods and Statistics in organization psychology Importance and application.The Tools of Psychological Assessment Validity and Reliability aspects in psychometrics	Lectures Group discussions <u>Valid and reliable? Basic and Expanded Recommendations for Psychometric Reporting and Quality Assessment</u>	CLO 3
11	Introduction to Psychometrics <u>Psychometric test and Business and individual Outcomes</u> <u>Introduction to psychometrics and psychological testing</u> <u>Psychological tests used at the workplace</u> <u>Employee Selection decisions</u> <u>Practical approaches to employee selection</u>	Lectures, Group discussions & Activity <u>Statistical tool application</u>	CLO 2 & 4
12	Observation and measurement techniques Data analysis and score interpretation in the practical use of psychometric instruments. Application of psychometric	Lectures, Group discussions & Activity <u>Statistical tool application and interpretation</u>	CLO 3

	instruments in organizations • Benefits and limitations		
13	Transaction Analysis Theory Social and Psychological level	Lectures, Group discussions & Activity	CLO 1& 4
14	Transaction analysis theory and organization outcomes	Lectures, Group discussions & Activity <u>Conceptualizing and Validating Organizational Communication Patterns and Their Associations with Employee Outcomes</u>	CLO 1, 2 & 4
15	Emotional Intelligence and Behavior EQ measurement and organization performance <u>Emotional intelligence testing</u> <u>Test for measuring Empathy</u>	Lectures, Group discussions & Activity Final Presentations <u>Leadership Case Study: Emotional Intelligence Effect in our Life by Genç, Selçuk</u>	CL01
16	Final Presentations Revision of the entire course	Students' presentation. Comments & Evaluation Refreshing lecture on concepts/clarifications if any	CLO1 & CLO3

Course Description:

This course provides an insight to Industrial and Organizational Psychology, a scientific discipline that studies human behavior in the workplace. An Organizational psychologist helps institutions hire, manage, develop, support employees and align employee efforts with business needs. This course will provide a scientist-practitioner view of the discipline. Through the lectures and class discussions, students will learn the scientific basis of human behavior at work and how they relate to processes of hiring, developing, managing and supporting employees. The course also covers development of methodological skills, scientific humanism and ethical attitudes in psychological measurement and assessment. As well as achieving and constructing scientific knowledge about the variety of instruments for psychological measurement in organizational settings.

Teaching Methodology

Mixed methodologies shall be put into practice for comprehensive learning. For this purpose, students shall be involved in discussions, presentations, group activities, and reference studies. Students shall be distributed into groups for mutual discussions; learn how to share works, prepare team-based solutions to problems and develop arguments for presentation

cum thesis. Developing arguments shall be taken as core activities of the course on multiple topics for conclusive outcomes.

Course Reference Material

- Muchinsky, P. M. and Culbertson, S. S. (2015). Psychology applied to work (11th Edition). Hypergraphic Press.
- Spector, P. E. (1996). Industrial and Organizational Psychology: research and practice. USA: John Wiley & Sons, Inc.
- Jex, S. M. (2006). Organizational psychology: a scientist practitioner approach. USA: John Wiley & sons.
- Coaley, K. (2010). An Introduction to Psychological Assessment and Psychometrics. Los Angeles: Sage Publications.
- Cohen, R.J., Swerdlik, M.E., & Sturman, E.D. (2013). Psychological testing and assessment: an introduction to tests and measurement. 8th ed. New York: McGraw-Hill.
- Gregory, R.J. (2010). Psychological Testing: History, principles, and applications (6th edition). New Jersey: Prentice Hall.
- Kaplan, R.M. & Saccuzzo, D.P. (2013). Psychological Assessment and Theory. Creating and using psychological tests. 8th ed. (International Edition). Canada: Wadsworth, Cengage Learning.

Assessment Plan

Marks	Frequency	Marks	Total Marks
Assignments and Quizzes	2	30	30
Mid Term	1	30	30
Final Paper	1	40	40
Total			100

University Policy of Fairness

Bahria University follows strict policy of fairness in examinations, assignments, other academic activities and conduct. The University appreciates decent behavior, acceptable moral norms and respectful display of attitude towards others in the campus. Details of expected behavior and conduct are covered in students' handbook which is available on university website. It also covers in detail plagiarism and its consequent disadvantages to the students as per HEC policies / rules.

Program / Semester	MS (HRM & OP)
Course Title / Code	Applied Attitude & Behavioral Analysis/MHO 704
Instructor / Contact	
Email / Office Location	
Class Timings / Room	
Consultation Timings	

VISION OF BU

To become a knowledge and creativity-driven international university that contributes towards the development of society.

MISSION OF BU

To ensure academic excellence through the deliverance of quality education and applied research in a collegiate environment having strong linkages with industry and the international community to meet the societal challenges.

VISION OF BBSK

To be among the leading business schools to nurture creative minds to provide diverse solutions for industrial growth and societal development.

MISSION OF BBSK

We produce business leaders, managers, and entrepreneurs in collaborative academia-industry environment through applied research and business practices to deliver blue and green socio-economic development.

Program Goals and Learning Outcomes:

MS (HRM & OP) program is intended to inculcate:

Program Goal 1: Human Resource Management (HRM) Knowledge.

PLO 1. Explain the knowledge, functions, skills, tools, techniques and process of HRM in the context of human psychology.

PLO 2. Debate the existing knowledge of organizational psychology applied in the HRM functions.

PLO 3. Apply the HRM knowledge, gained during the program, at the work place from the humane perspective.

Goal 2: Problem Solving.

PLO 1. Identify the issues arising in HRM in the real world and suggest the solutions of those issues.

PLO 2. Work in HR team and handle HRM responsibilities independently.

PLO 3. Create a congenial environment for the employees to perform as a team and Individual.

Program Goal 3: Industrial Liaison.

- PLO 1. Be part of the HRM networks and systems
 PLO 1. Develop linkages with the organizations to multiply organizational resources
 PLO 1. Collaborate with the organizations and institutions to promote the psychology based HRM knowledge.

Program Goal 4: Research.

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- PLO 1. Prepare the HRM department for getting certifications from the national and International HRM regulatory bodies.
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- PLO 1. Promote ethical HRM practices at the workplace
 PLO 2. Educate the employees on the work-related ethical issues in the organizations
 PLO 3. Create an ethical environment for the employees to perform in the organization.

Course Description:

This course assumes no specific prior knowledge about psychology or behavior modification on the part of the student. Those who want to know how to apply behavior modification to their everyday life—from solving personal behavior problems to helping children learn life's necessary skills—will find this course useful. Mainly, however, this course is addressed to the audiences who are concerned directly with enhancing various forms of behavioral development such as college and university students, and practitioners of various helping professions. The course is aimed to develop understanding of the principles of behavior and how to apply them most effectively with reference to the underlying behavior principles on which they are based.

Course Learning Outcomes (CLOs):

Course Learning Outcomes		Program Goals					
Sr. No.	Description	PG1	PG2	PG3	PG4	PG5	PG6
CLO1	To teach the elementary principles and procedures of behavior modification.		✓		✓		

CLO2	To introduce the major behavioral modification techniques for improvement of behavior in various setting.	✓	✓		✓	✓	✓
CLO3	To teach practical how-to-skills to design, implement and evaluate behavioral programs.			✓	✓	✓	✓
CLO4	To describe historical highlights of behavior modification.	✓	✓			✓	✓
CLO5	To describe ethical guidelines for the design, implementation and evaluation of behavioral treatment programs.	✓		✓	✓		

Course Contents and Time Distribution

Week/ Session	Contents	Activities (Critical Thinking) Discussions Topics, Case Studies, Role-plays, Movie Clips, Assignments, Presentations	Learning Objectives Addressed
Week 1	<p>PART I: THE BEHAVIOR MODIFICATION APPROACH</p> <ol style="list-style-type: none"> 1. Introduction 2. Areas of Application: An Overview <p><u><i>BU Vision & Mission Explanation</i></u></p>	<u>Discussions:</u> <u>What is Behavior Modification?</u> <u>What is Behavioral Assessment?</u> <u>Some misconceptions about behavior</u> <u>Developmental Disabilities</u> <u>Self-Management of Personal Problems</u> <u>Behavioral Community Psychology</u> <u>Business, Industry, and Government</u>	CLO1, CLO2, CLO3, CLO4
Week 2	<ol style="list-style-type: none"> 3. Defining, Measuring and Recording Target Behavior 4. Doing Behavior Modification Research 	<u>Discussions:</u> <u>Indirect, direct and experimental behavioral assessment</u> <u>Minimal phases of a behavior modification</u> <u>Strategies for recording behavior</u> <u>Strategies of recording behavior</u> <u>The reversal replication</u> <u>Multiple base-line design</u> <u>Data analysis and interpretation</u> <u>Assessing the accuracy of a treatment</u> Assignment 1: Case Study (Marked) (5 marks) (CLO3)	CLO1, CLO2, CLO3
Week 3	<p>PART II: BASIC BEHAVIORAL PRINCIPLES AND PROCEDURES</p> <ol style="list-style-type: none"> 5. Respondent Conditioning of Reflexive Behavior 6. Increasing Behavior with Positive Reinforcement 	<u>Discussions /Video Clip</u> <u>Behavioral Principles & Procedures</u> <u>High-Order Conditioning</u> <u>Positive Reinforcement</u> <u>Factors affecting positive reinforcement</u> Discussion Case: Managerial Decision Cases	CLO1, CLO3, CLO4

Week 4	7. Increasing behavior with conditioned reinforcement 8. Decreasing behavior with operant extinction	<u>Discussions/Case study Exercise</u> <u>Unconditioned & conditioned reinforcers</u> <u>Pitfalls of conditioned reinforcement</u> <u>Factors affecting operant extinction</u> <u>Guidelines for the effective application of operant extinction</u> Quiz 1	CLO1, CLO4, CLO5
Week 5	9. Getting a New Behavior to Occur with Shaping 10. Developing Behavioral Persistence with Schedules of Reinforcement	<u>Discussions/ Case study Exercise</u> Shaping Factors affecting the effectiveness of treatment. Pitfalls of shaping Ratio schedules Simple interval schedules Duration schedules Assignment 2: Case Study (Marked) (5 marks) (CLO3)	CLO2, CLO3, CLO4
Week 6	11. Responding at the Right Time and Place: Operant Stimulus Discrimination and Stimulus Generalization 12. Changing the Stimulus Control of a Behavior with Fading 13. Getting a New Sequence of Behaviors to Occur with Behavioral Chaining	<u>Discussions</u> <u>Operant Stimulus Discrimination</u> <u>Operant Stimulus Generalization</u> <u>Dimensions of stimuli for fading</u> <u>Fading</u> <u>Pitfalls of Fading</u> <u>Behavior Chaining</u> <u>Methods for teaching a behavioral chain</u> <u>Pitfalls of Behavioral Chaining</u>	CLO1, CLO3, CLO4

Week 7	14. Differential Reinforcement Procedures to Decrease Behavior 15. Decreasing Behavior with Punishment 16. Establishing Behavior by Escape and Avoidance Conditioning	<u>Discussions</u> <u>Decreasing Operant behavior</u> <u>Differential reinforcement of low rate/ zero responding/incompatible behavior</u> <u>The principles of punishment</u> <u>Types of punishers</u> <u>Avoidance conditioning</u> <u>Pitfalls of escape and avoidance conditioning</u> Class Activity: Managerial Decision Exercises Quiz 2	CLO1, CLO2, CLO3, CLO4
Week 8	<u>Revision Week</u>		
Week 9	<u>MID-TERM EXAMS</u>		
Week 10	17. Respondent and Operant Conditioning Together 18. Transferring Behavior to New Settings and Making It Last: Generality of Behavior Change	<u>Discussions</u> <u>Respondent and Operant Conditioning Compared</u> <u>Operant-respondent interaction</u> <u>Programming Generality of Operant Behavior</u> <u>Programming Generality of Respondent behavior</u> <u>Pitfalls of Generality</u> Discussion Case: In Japan's Hell camp (The intense corporate hell camps)	CLO1, CLO2, CLO3, CLO4, CLO5
Week 11	<u>PART III CAPITALIZING ON ANTECEDENT CONTROL PROCEDURES</u> 19. Antecedent Control: Rules and Goals 20. Antecedent Control: Modeling, Guidance, and Situational Inducement	<u>Discussions</u> <u>Rules</u> <u>Goals</u> <u>A Mindfulness-Based Intervention for Aggression</u> <u>Modeling</u> <u>Physical Guidance</u> <u>Situational Inducement</u> <u>Some applications of motivating operations</u>	CLO1, CLO2, CLO4, CLO5

Week 12	<p>PART IV: PUTTING IT ALL TOGETHER TO DEVELOP EFFECTIVE BEHAVIORAL PROGRAMS</p> <p>21. Antecedent Control: Motivation</p> <p>22. Functional Assessment of the Causes of Problem Behavior</p>	<p><u>Discussions/Case study Exercise</u></p> <p><u>Functional Assessment Procedure</u></p> <p><u>Major causes of operant problem behaviors</u></p> <p><u>Respondent or Elicited Problem Behaviors</u></p> <p><u>Medical Causes of Problem Behavior</u></p> <p><u>Strategies of Program Design</u></p> <p><u>Implement the program</u></p> <p>Assignment 3: Case Study (Marked) (5 marks) (CLO3)</p>	CLO1, CLO2, CLO3, CLO5
Week 13	<p>23. Planning, Applying, and Evaluating a Behavioral Program</p>	<p><u>Discussions</u></p> <p><u>A Token economy</u></p> <p><u>Steps for setting up and managing a token economy.</u></p> <p><u>Contingency Management</u></p> <p><u>Ethical considerations</u></p> <p><u>Causes of Self-Control Problems</u></p> <p><u>Steps in Self-Control Program</u></p> <p>Quiz 3</p>	CLO1, CLO2, CLO4, CLO5
Week 14	<p>24. Token Economies</p> <p>25. Helping an Individual to Develop Self-Control</p>	<p><u>Discussions/Case study Exercise/Video Clip</u></p> <p>Discussion Case: Organizational Behavior Modification: A Case for Public Sector Administrators</p>	CLO1, CLO3, CLO4, CLO5
Week 15	<p>PART V: A HISTORICAL PERSPECTIVE AND ETHICAL ISSUES</p> <p>26. Giving It All Some Perspective: A Brief History</p> <p>27. Ethical Issues</p>	<p><u>Discussions/ Video Clip</u></p> <p><u>The Pavlovian-Wolpean Orientation</u></p> <p><u>Social Learning Theory</u></p> <p><u>CBT</u></p> <p><u>A Behavioral View of Ethics</u></p> <p><u>Arguments against Deliberately Controlling Behavior</u></p> <p><u>Ethical Guidelines</u></p> <p>Assignment 4: Case Study (Marked) (5 marks) (CLO3)</p>	CLO1, CLO2, CLO3, CLO4
Week 16	Term Paper Presentation	✓ Quiz 4	

Week 17	Revision Week
Week 18	Final Exams

Teaching Methodology:

Teaching and learning go hand in hand. The best learning occurs when the teacher and students both came prepared to the class ready to deal with the issues that are presented. In this spirit, it is expected that students will assume the responsibility for their own learning, which includes:

1. Regularly attending the class (at least 75 % attendance is compulsory to take your final exam).
2. Respect & listen to the one who is talking.
3. Present their ideas in a clear and articulate way.

The teaching methodology will include:

- Lectures
- Articles / Case Studies
- Discussions
- Activities
- Small Scenario Analysis
- Group Project

Course Reference Material**Text Book:**

- Behavior Modification: What it is and how to do it, Garry Martian and Joseph Pear, 11th Edition, Routledge.

Assessment Plan

Marks	Frequency	Marks	Total Marks
Assignment	4	5 marks each x 4 = 20 (Final marks will be aggregated)	10
Quizzes	4	10 marks each = 40 (Final marks will be aggregated)	10
Mid Term	1	30	30
Group Project Assignment	1	15 (will be counted towards assignment)	10

Final Paper	1	40	40
Total			100

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Program / Semester	MS HRM & OP
Course Title / Code	Contemporary issues in Business and Industry/ MHO 705
Instructor / Contact	
Email / Office Location	
Class Timings / Room	
Consultation Timings	

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Course Description

Major, ongoing change is the distinguishing characteristic of the business environment worldwide and it affects how contemporary organizations operate and deal with change. Organizations still need to do more with less. In addition, they need to provide for the needs of customers who, with more exposure to local and global markets, have higher expectations relating to the cost, quality, speed and innovation of the services and products they purchase from these organizations.

Due to this global need for managing change, 'new' forms of organization are replacing the 'old' traditional bureaucracy and presenting managers with unique challenges. Thus managers of contemporary organizations need to take a holistic view of the changes in their environments and need to apply a completely new set of skills.

The approach towards contemporary management principles offered in this publication integrates discussions on vital managerial competencies and skills with information on traditional and essential managerial concepts that have been effective in the past and are

still effectively used today in many business organizations. The emphasis is on the vital role of human resources in the success of an organization and the need for modern managers to self-actualize and embrace the practice of life-long learning.

Course Learning Outcomes		Program Goals					
Sr. No.	Description	PG1	PG2	PG3	PG4	PG5	PG6
CLO1	To describe the primary formats for predictors used in personnel selection along with pre-personnel selection preparation and identify the different personnel selection tests – tests of cognitive abilities, personality, and integrity – including their relative validity, adverse impact, and other practical issues associated with their use.				✓		✓
CLO2	To identify the different types of selection interviews, including their relative validity, adverse impact, and other practical issues associated with their use in the personnel selection system, along with identification of the issues associated with the use of work samples, assessment centers, and situational judgment tests and different types of personal history measures (e.g., biodata) and their validity.		✓		✓		
CLO3	Understand and evaluate attitudes and behaviour To describe the major strategic issues in the deployment of personnel selection systems and the issues surrounding employee recruitment, including the goals of recruitment for personnel selection, along with identification of the primary strategies organizations use to administer predictors to applicants.			✓		✓	✓
CLO4	To develop knowledge and familiarity with a broad range of counselling techniques and understand and articulate theories of care in each theoretical orientation discussed in class.	✓			✓		
CLO5	To learn basic counselling skills and translate theoretical understanding into practical applications, enabling students to offer advanced care and counselling to persons in need.			✓		✓	✓

Course Contents and Time Distribution

Week	Topics	Activities
1.	▪ Globalization and Intellectual Capital	<ul style="list-style-type: none"> ▪ Faculty Member and students introduce each other. ▪ Information regarding course, Bahria University academic policies ▪ Q&A
2.	▪ Contemporary Capitalism, Globalization, Regionalization and the Persistence of National	<p>Discussion questions Individual and group activities Experiential exercise Discuss application case ▪ Research Paper Discussion</p>
3.	<ul style="list-style-type: none"> ▪ Downsizing is dead; long live the downsizing ▪ Downsizing rightsizing or dumb sizing Quality human resources and the management of sustainability 	<p>Discussion questions Individual and group activities Experiential exercise Case Study</p>
4.	<ul style="list-style-type: none"> ▪ Ownership, Control, Access, 	<ul style="list-style-type: none"> ▪ Lecture cum Discussion. ▪ Post Class Assignment: ▪ QUIZ-1
5.	▪ Business Ethics the State of the Art	<ul style="list-style-type: none"> ▪ Research Paper Discussion ▪ Post Class Assignment
6.	<ul style="list-style-type: none"> ▪ Does diversity matter exploring Workforce Diversity management ▪ Workplace Diversity Emerging Issues in Contemporary 	<ul style="list-style-type: none"> ▪ Research Paper Discussion
7.	Topology of Extremism Implication on the Contemporary	<ul style="list-style-type: none"> ▪ Research Paper Discussion
8.	Understanding the integrated linkage Quality and Productivity	<ul style="list-style-type: none"> ▪ Research Paper Discussion ▪ QUIZ-2
Midterm Examination		
9.	<ul style="list-style-type: none"> ▪ Business Innovation Challenge ▪ Open innovation State of the art and future perspectives 	<ul style="list-style-type: none"> ▪ Research Paper Discussion
10.	An Internal Control System that Includes Corporate	<ul style="list-style-type: none"> ▪ Research Paper Discussion Case Study
11.	Determinants of organizational performance An interdisciplinary review	<ul style="list-style-type: none"> ▪ Lecture cum discussion ▪ Research Paper Discussion ▪ QUIZ-3
12.	Corporate Social Responsibility	<ul style="list-style-type: none"> ▪ Research Paper Discussion ▪ Discuss: CSR ▪ Video

13.	Corporate Governance Obsession	<ul style="list-style-type: none"> ▪ Lecture cum discussion ▪ Research Paper Discussion
14.	International manufacturing networks—to develop global	<ul style="list-style-type: none"> ▪ Lecture cum Discussion ▪ Research Paper Discussion
15-16	<ul style="list-style-type: none"> ▪ Contemporary marketing practices of consumer and business-to-business firms: how different are they? ▪ The Challenges and Opportunities in the Digitalization of Companies in a Post-COVID-19 World 	<ul style="list-style-type: none"> ▪ Lecture cum discussion ▪ Research Paper Discussion ▪ QUIZ-4
Final Examination		

Teaching Methodology

Mixed methodologies shall be put in practice for comprehensive learning. This includes lectures, student discussions, group activities and assignments. Students shall be divided into groups for mutual discussions, to learn how to work in teams, and prepare team based solution to problems and develop arguments for presentations. Reading assignments follow each class for in depth study of course contents for quizzes and exams.

Course Reference Material

Assessment Plan (Tentative subject to BU Policy)

Marks	Frequency	Marks
Assignments	4	20
Quizzes	4	10
Mid Term	1	30
Final Paper	1	40

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Course Outline

Program / Semester	MS HRM & OP
Course Title / Code	Conflict Resolution Skills / MHO 722
Instructor / Contact	
Email / Office Location	
Class Timings / Room	
Consultation Timings	

VISION OF BU

To become a knowledge and creativity-driven international university that contributes towards the development of society.

MISSION OF BU

To ensure academic excellence through the deliverance of quality education and applied research in a collegiate environment having strong linkages with industry and the international community to meet the societal challenges.

VISION OF BBSK

To be among the leading business schools to nurture creative minds to provide diverse solutions for industrial growth and societal development.

MISSION OF BBSK

We produce business leaders, managers, and entrepreneurs in collaborative academia-industry environment through applied research and business practices to deliver blue and green socio-economic development.

Program Goals and Learning Outcomes:

MS (HRM & OP) program is intended to inculcate:

Program Goal 1: Human Resource Management (HRM) Knowledge.

PLO 1. Explain the knowledge, functions, skills, tools, techniques and process of HRM in the context of human psychology.

PLO 2. Debate the existing knowledge of organizational psychology applied in the HRM functions.

PLO 3. Apply the HRM knowledge, gained during the program, at the work place from the humane perspective.

Goal 2: Problem Solving.

PLO 1. Identify the issues arising in HRM in the real world and suggest the solutions of those issues.

PLO 2. Work in HR team and handle HRM responsibilities independently.

PLO 3. Create a congenial environment for the employees to perform as a team and Individual.

Program Goal 3: Industrial Liaison.

PLO 1. Be part of the HRM networks and systems

PLO 1. Develop linkages with the organizations to multiply organizational resources

PLO 1. Collaborate with the organizations and institutions to promote the psychology based HRM knowledge.

Program Goal 4: Research.

PLO 1. Update himself on the ground breaking basic and applied research in the field of HRM and Organizational psychology.

PLO 2. Promote research oriented knowledge in the field of HRM & Organizational Psychology at the work place.

PLO3. Outline the research based HRM functions from psychological perspective.

Program Goal 5: Certifications in MS HRM & OP.

PLO 1. Prepare the HRM department for getting certifications from the national and International HRM regulatory bodies.

PLO 2. Help the employees to become certified HRM professionals

PLO 3. Initiate a system of certification based trainings to the HR employees of the industry.

Program Goal 6: Ethics.

PLO 1. Promote ethical HRM practices at the workplace

PLO 2. Educate the employees on the work-related ethical issues in the organizations

PLO 3. Create an ethical environment for the employees to perform in the organization.

Course Description

This course explores the theory and practice of managing conflicts and negotiations in various settings, including personal, organizational, and international contexts. Students will develop the skills necessary to analyze, prevent, and resolve conflicts effectively and engage in successful negotiation processes.

Course Learning Outcomes		Program Goals					
Sr. No.	Description	PG1	PG2	PG3	PG4	PG5	PG6
CLO1	Identify and analyze different conflict management styles and strategies.	✓		✓		✓	✓
CLO2	Discuss, interpret and analyze range of theoretical perspectives which underpin the ways in which organisations manage the conflict.		✓	✓			✓
CLO3	Identify and analyze different conflict management styles and strategies.	✓			✓		
CLO4	Demonstrate an understanding of the causes of conflict in organisations and different mechanism for its management and resolution.		✓	✓		✓	
CLO5	Apply conflict management and concepts and theory to real world situations.	✓					✓

Course Contents and Time Distribution

Week/ Session	Contents	Activities(Critical Thinking) Case Studies, Roleplays, Movie Clips, Assignments, Research Papers, Presentations	Course Learning outcomes
1	Introduction to the course <ul style="list-style-type: none"> • Course Overview, • Course Content Discussion • Course Execution and Course Evaluation • Creating a foundation for studying Conflict management • Introducing the subject from theoretical perspective 	Ice breaking session Ulrich, D., & Dulebohn, J. H. (2015). Are we there yet? What's next for HR?. <i>Human Resource Management Review</i> , 25(2), 188-204.	CLO1, CLO2
2	Introduction to Conflict and Negotiation <ul style="list-style-type: none"> • Understanding conflict and its inevitability • Types and sources of conflict • Introduction to negotiation 		CLO1, CLO2, CLO3
3	Conflict Resolution Styles <ul style="list-style-type: none"> • Thomas-Kilmann Conflict Mode Instrument (TKI) • Collaborative, compromising, competing, accommodating, and avoiding styles • Self-assessment of conflict resolution styles 	Nonaka and Takeuk's highly influential book, <u>The Knowledge Creating Company</u> (1995)	CLO1, CLO2
4	Conflict Analysis and Diagnosis <ul style="list-style-type: none"> • Conflict analysis frameworks • Identifying underlying interests and needs • Role-play exercises in conflict analysis 		CLO1, CLO3

5	Communication in Conflict <ul style="list-style-type: none"> • Effective communication skills • Active listening and empathetic communication • Non-verbal communication and body language 		CLO1, CLO2, CLO3
6	Negotiation Fundamentals <ul style="list-style-type: none"> • Principled negotiation (Getting to Yes approach) • BATNA (Best Alternative to a Negotiated Agreement) • Distributive vs. integrative negotiation 	Presentation on PTCL, HBL, PSO	CLO1, CLO2
7 - 8	Negotiation Strategies and Tactics <ul style="list-style-type: none"> • Negotiation strategies (e.g., win-win, win-lose) • Common negotiation tactics and counter-tactics • Role-playing negotiation scenarios 	Hsieh, Y. C., Weng, J., & Lin, T. (2018). How social enterprises manage their organizational identification: a theoretical framework of identity management approach through attraction, selection, and socialization. <i>The International Journal of Human Resource Management</i> , 29(20), 2880-2904. Submission of Questionnaire.	CLO3, CLO4, CLO5
MID TERM			
9	Cultural and Ethical Considerations <ul style="list-style-type: none"> • Cultural influences on negotiation styles • Ethical dilemmas in negotiation • Cross-cultural negotiation 	Downey, S. N., van der Werff, L., Thomas, K. M., & Plaut, V. C. (2015). The role of diversity practices and inclusion in promoting trust and employee engagement. <i>Journal of Applied Social Psychology</i> ,	CLO2, CLO3, CLO4

	challenges	45(1), 35-44. SECP (Securities and Exchange commission of Pakistan) as role model organization for achieving EDI. Submission of literature review.	
10-11	Conflict Resolution and Mediation <ul style="list-style-type: none"> Mediation process and techniques Role-play mediation exercises. Case studies in successful mediation 	Sara L. Mcgaughey & Helen De Cieri (1999) Reassessment of convergence and divergence dynamics: implications for international HRM, <i>International Journal of Human Resource Management</i> , 10:2, 235-250, DOI: 10.1080/095851999340530	CLO2, CLO3, CLO4
12-13	International Conflict and Diplomacy <ul style="list-style-type: none"> Negotiating in international diplomacy Case studies of historical international conflicts Guest speaker: Diplomat or international negotiation expert 	Fried, Y., & Ferris, G. R. (1987). The validity of the job characteristics model: A review and meta-analysis. <i>Personnel psychology</i> , 40(2), 287-322.	CLO2, CLO3
14	Emotional Intelligence in Conflict Resolution <ul style="list-style-type: none"> The role of emotional intelligence (EI) Developing EI for effective conflict management Self-awareness and self-regulation	Riding The Waves of Culture: Understanding Diversity in Global Business" by Fons Trompenaars and Charles Hampden-Turner. Published by McGraw Hill, 1998.	CLO1, CLO3
15-16	Conflict and Negotiation Plan <ul style="list-style-type: none"> Developing a personal conflict and negotiation 	Alsabbah, M. Y., & Ibrahim, H. (2014). HRM practices and employee competence: A general	CLO1, CLO2, CLO4, CLO5

	<ul style="list-style-type: none"> management plan • Peer review and feedback on plans • Final reflections and course wrap-up 	system perspective. <i>International Journal of Business, Economics and Law</i> , 4(1), 11-	
	Final Term		

Teaching Methodology

Mixed methodologies shall be put in practice for comprehensive learning. This includes lectures, student discussions, group activities and assignments. Students shall be divided into groups for mutual discussions, to learn how to work in teams, and prepare team based solution to problems and develop arguments for presentations. Reading assignments follow each class for in depth study of course contents for quizzes and exams.

Course Reference Material

1. "The Handbook of Conflict Resolution: Theory and Practice" edited by Morton Deutsch, Peter T. Coleman, and Eric C. Marcus
2. "The Conflict Resolution Toolbox: Models and Maps for Analyzing, Diagnosing, and Resolving Conflict" by Gary T. Furlong
3. "Getting to Yes: Negotiating Agreement Without Giving In" by Roger Fisher, William Ury, and Bruce Patton
4. "The Mediation Process: Practical Strategies for Resolving Conflict" by Christopher W. Moore

Assessment Plan (Tentative subject to BU Policy)

Marks	Frequency	Marks
Assignments	4	20
Quizzes	4	10
Mid Term	1	30
Final Paper	1	40

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Course Outline

Program / Semester	MS HRM & OP
Course Title / Code	HR Analytics / MHO 723
Instructor / Contact	
Email / Office Location	
Class Timings / Room	
Consultation Timings	

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Course Description

This course explores the application of data analytics and data-driven decision-making in the field of Human Resources. Students will learn how to collect, analyze, and interpret HR data to make informed decisions that drive organizational performance and effectiveness. The course enables students to grasp Concepts, Techniques, Tools and practical knowledge of the HR Analytics which is the latest trend in the field of human resource. The goal of human resources analytics is to provide an organization with insights for effectively managing employees so that business goals can be reached quickly and efficiently.

Course Learning Outcomes		Program Goals					
Sr. No.	Description	PG1	PG2	PG3	PG4	PG5	PG6
CLO1	Understand the origin and evolution of HR Analytics and Understand the benefits of implementing Human Resource Analytics	✓	✓		✓	✓	
CLO2	Implement the HR aspect of the balanced score card 4. Research and analyze appropriate			✓		✓	

	internal and external human resource metrics, benchmarks, and indicators. 5.					
CLO3	Learn how to apply trend analysis and predictive analytics tool like regression and correlation on the gathered data and turn metrics into analytics for effective management decisions	✓	✓	✓		
CLO4	Apply statistical and data analysis techniques to HR-related problems. Use data visualization tools to present HR insights effectively.			✓		✓
CLO5	Make data-driven decisions in HR that align with organizational goals and Develop predictive models for HR planning and talent management. Understand the relationship that critical outcomes of an organization has with different and lead indicators	✓	✓		✓	✓

Course Contents and Time Distribution

Week/ Session	Contents	Activities(Critical Thinking) Case Studies, Roleplays, Movie Clips, Assignments, Research Papers, Presentations	CLO
1	Introduction to HR Analytics <ul style="list-style-type: none"> • Defining HR analytics and its significance • Historical perspective and evolution of HR analytics • The role of HR in organizational strategy 	Ice breaking session Marler, J. H., & Boudreau, J. W. (2017). An evidence-based review of HR Analytics. <i>The International Journal of Human Resource Management</i> , 28(1), 3-26.	CLO1, CLO2, CLO3
2	Business Case and Benefits of HR analytics <ul style="list-style-type: none"> • Benefits of implementing HR analytics • Model of HR analytics • Difference between Metrics & analytics • Linking HR to business drivers 		CLO1, CLO2, CLO4

3	HR balance score card <ul style="list-style-type: none"> Introduction to the balance score card- The HR aspect Identification of Key strategic themes 	Fernandez, V., & Gallardo-Gallardo, E. (2021). Tackling the HR digitalization challenge: key factors and barriers to HR analytics adoption. <i>Competitiveness Review: An International Business Journal</i> , 31(1), 162-187.	CLO1, CLO2, CLO3
4	Data Collection and Management <ul style="list-style-type: none"> Data sources in HR (e.g., HRIS, surveys) Data quality and cleaning Privacy and security considerations 		CLO3, CLO4
5	Datafication of HR <ul style="list-style-type: none"> How to start datfication of HR function First generation-Cost determinants Second generation- lead and lag indicators 	Wang, L., Zhou, Y., Sanders, K., Marler, J. H., & Zou, Y. (2024). Determinants of effective HR analytics Implementation: An In-Depth review and a dynamic framework for future research. <i>Journal of business research</i> , 170, 114312.	CLO3, CLO4
6	Descriptive Analytics in HR <ul style="list-style-type: none"> Exploratory data analysis (EDA) Key performance indicators (KPIs) HR dashboard development 		CLO2, CLO3, CLO4
7	Statistical Analysis for HR <ul style="list-style-type: none"> Basic statistical concepts Hypothesis testing in HR Correlation and regression analysis 	Bahuguna, P. C., Srivastava, R., & Tiwari, S. (2024). Human resources analytics: where do we go from here?. <i>Benchmarking: An International Journal</i> , 31(2), 640-668.	CLO1, CLO2, CLO3
8	Data Visualization for HR <ul style="list-style-type: none"> Data visualization tools (e.g., Tableau, Power BI) Creating effective HR data visualizations Storytelling with data 	Students will come up with their Research Models	CLO1, CLO2, CLO3
MID TERM			
9	Predictive Analytics in HR	Muktamar, A., & Nurnaningsih,	CLO1, CLO2,

	<ul style="list-style-type: none"> • Introduction to predictive modeling • Predicting employee turnover • Workforce planning and forecasting 	A. (2024). The Integration of HR Analytics and Decision Making. Management Studies and Business Journal (PRODUCTIVITY), 1(1), 182-189.	CLO3
10	HR BUSINESS analytics <ul style="list-style-type: none"> • HR & financial ratios & metrics • 150 + Metrics review and formula understanding functionwise 		CLO1, CLO2, CLO3
11	Talent Acquisition and Retention <ul style="list-style-type: none"> • Recruitment analytics • Employee engagement and retention analysis • Developing HR strategies based on data 	Verma, S., Rana, N., & Meher, J. R. (2024). Identifying the enablers of HR digitalization and HR analytics using ISM and MICMAC analysis. International Journal of Organizational Analysis, 32(3), 504-521.	CLO1, CLO2, CLO3
12	Performance Management and Compensation <ul style="list-style-type: none"> • Performance evaluation analytics • Compensation analysis and equity • Linking pay to performance 		CLO1, CLO2, CLO3
13	HR Analytics and Diversity, Equity, and Inclusion <ul style="list-style-type: none"> • Analyzing diversity and inclusion data • Mitigating bias in HR analytics • Promoting diversity and equity through data 	Bar-Gil, O., Ron, T., & Czerniak, O. (2024). AI for the people? Embedding AI ethics in HR and people analytics projects. <i>Technology in Society</i> , 77, 102527.	CLO3, CLO4, CLO5
Week 14-15	Future Trends in HR Analytics <ul style="list-style-type: none"> • Emerging technologies (e.g., AI, machine learning) • HR analytics in the gig economy • Preparing for the future of HR analytics 		CLO5
Week 16	Big data in human resource How big data drives HR?		

Teaching Methodology

Mixed methodologies shall be put in practice for comprehensive learning. This includes lectures, student discussions, group activities and assignments. Students shall be divided into groups for mutual discussions, to learn how to work in teams, and prepare team based solution to problems and develop arguments for presentations. Reading assignments follow each class for in depth study of course contents for quizzes and exams.

Course Reference Material

- "Predictive Analytics for Human Resources" by Jac Fitz-enz
- "People Analytics in the Era of Big Data: Changing the Way You Attract, Acquire, Develop, and Retain Talent" by Jean Paul Isson and Jesse Harriott
- "HR Analytics Handbook" by Lance P. Richard
- "The Mediation Process: Practical Strategies for Resolving Conflict" by Christopher W. Moore
- "Predictive HR Analytics: Mastering the HR Metric" by Martin Edwards and Kirsten Edwards

Assessment Plan (Tentative subject to BU Policy)

Marks	Frequency	Marks
Assignments	4	20
Quizzes	4	10
Mid Term	1	30
Final Paper	1	40

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ALIGNMENT OF BS (SCM) PROGRAMME AT PNSL WITH UEP 2023Program Title: **BS (Supply Chain Management) at PNSL**

Duration: 4.5 Years

Total Credit Hours: 135

Endorsement References:A: Recommendations of CAC dated **18 Dec 2023** (Minutes of CAC meeting)B: Recommendations of DBOS dated **19 Dec 2023** (Minutes of DBOS meeting)C: Recommendations of FBOS dated **19 Jan 2024** (Minutes of FBOS meeting)**Summary of Credit Hours**

S. No.	Category as per HEC new UG Policy	Credit Hours/Contact Hours	
		Existing Road map	Proposed New Road Map
1	General Education (Mandatory)	15 Courses (40 CH)	12 Courses (33 CH)
2.	Major/Disciplinary (Mandatory)	21 Courses (63 CH)	24 Courses (72 CH)
3.	Interdisciplinary (Mandatory)	05 Courses (15 CH)	04 Courses (12 CH)
4.	Electives towards specialization	04 Courses (12 CH)	04 Courses (12 CH)
5.	Internship (Mandatory)	(0 CH)	(03 CH)
6.	Non-Credit courses (contact hours) – Tajweed, Quran and Hadith (Compulsory)	-----	08 Courses (0CH)
7.	Capstone Project (Mandatory)	-----	(03 CH)
	Total	130	135

SEMESTER 1

Sr No.	Existing Road Map				Sr No.	Proposed Road Map Aligned with HEC New UG Policy					
	Pre-requisite Course Code	Course Code	Course Title	Credit Hours		Pre-requisite Course Code	Course Code	Course Title	Credit Hours	HEC Category	17 UN SDGs alignment
1.		SOC 110	Islamic Studies	2	1.		ISL 101/ SOC 360	Islamic Studies/Ethics	2	GE - Islamic Studies (OR) Religious Education/Ethics in lieu of Islamic Studies only for non-Muslim students	SDG 10
2.		HUM 101	Comm & IP Skills	2	-		-	-	-	-	-
3.		SOC 111	Pakistan Studies	2	2.		PAK 105	Pakistan Studies	2	GE -Ideology and Constitution of Pakistan	SDG 16
4.		HUM	Eng Literature	2	3.		ENG	Functional	3	GE- FE	SDG 4

		103				101	English			
5.		MGT 121	Introduction to Management	3	4.		MGT 111	Principles of Management	3	Disciplinary/ Major
							ISL 107	Tajweed	0	Quran & Seerah
Total Credit Hours 11					Total Credit Hours 10					

SEMESTER 2

Sr No.	Existing Road Map				Sr No.	Proposed Road map aligned with HEC new UG Policy					
	Pre-requisite Course Code	Course Code	Course Title	Credit Hours		Pre-requisite Course Code	Course Code	Course Title	Credit Hours	HEC Category	17 UN SDGs alignment
1.		ITE 140	Software Application in Business	3	1.		MIS 163	IT in SCM	3	GE - ICT	SDG-09
2.		AMB 260	Applied Maths for Business I	3	2.		QTM 122	Business Mathematics & Numeracy Skills	3	GE - Quantitative Reasoning (1)	SDG-4
3.		HSS 208	Theories of personalitie s	3	3.		HSS 301	Social and Psychologic al Development	3	GE- Social Sciences	SDG-10
4.		SOC 350	Business Ethics	3	4.		HRM 353	Human Resource Management	3	Disciplinary/ Major	SDG-10
5.		HSS-402	Sociology	3	5.		ENG 102	English Writing Skills	3	GE - EW	SDG-4
							ISL 108	Understanding Quran-I	0	Quran & Seerah	SDG 16
Total Credit Hours 15					Total Credit Hours 15						

SEMESTER 3

Sr No.	Existing Road Map				Sr No.	Proposed Road map aligned with HEC new UG Policy					
	Pre-requisite Course Code	Course Code	Course Title	Credit Hours		Pre-requisite Course Code	Course Code	Course Title	Credit Hours	HEC Category	17 UN SDGs alignment
1.		ENG 232	Oral Communication	3	1.		ENV 120	Introduction to Environment	3	GE- NS	SDG 13

							and Sustainability			
2.		AMB 261	Applied Maths for Business II	3	2.		QTM 110	Business Statistics	3	GE – Quantitative Reasoning (2)
3.		MGT 231	Organization Theory & Behavior	3	3.		MGT 211	Self-Management	3	Disciplinary/ Major SDG 8
4.		MIT 210	Management Info System	3	4.		HSS 219	Civic and Community Engagement	2	GE - Civic and Community Engagement SDG 12
5.		HSS 150	History	3	5.		HSS 150	History	3	GE - Arts and Humanities SDG 4
					6.		SCM 101	Introduction to SCM	3	Disciplinary/ Major SDG 4
							ISL 109	Understanding Quran-II	0	Quran & Seerah SDG 16
Total Credit Hours 15				Total Credit Hours 17						

SEMESTER 4**INTERNSHIP AT PN SHIP**

Sr No.	Existing Road Map				Sr No.	Proposed Road map aligned with HEC new UG Policy					
	Pre-requisite Course Code	Course Code	Course Title	Credit Hours		Pre-requisite Course Code	Course Code	Course Title	Credit Hours	HEC Category	17 UN SDGs alignment
1.		SDW-496	Internship	0	1.		SDW 498	Internship	3	Internship	SDG 4
Total Credit Hour 0				Total Credit Hours 03							

SEMESTER 5

Sr No.	Existing Road Map				Sr N o.	Proposed Road map aligned with HEC new UG Policy					
	Pre-requisite Course Code	Course Code	Course Title	Credit Hours		Pre-requisite Course Code	Course Code	Course Title	Credit Hours	HEC Category	17 UN SDGs alignment
1.		ECO 210	Principles of Economics	3	1.		MG T 363	Entrepreneurship	3	GE - Entrepreneurs hip	SDG 8
2.		MKT 110	Principles of Marketing	3	2.		SC M 201	Introduction to Procurement Management	3	Disciplinary/ Major	SDG 12
3.		QTM 110	Business Statistics	3	3.		FIN 220	Finance of SC Managers	3	Disciplinary/ Major	SDG 4
4.		ITB 471	E-Commerce	3	4.		SC M 301	Inventory and Warehouse Management	3	Disciplinary/ Major	SDG 12
5.		BCM 204	Business Communication	3	5.		OP M 360	Operation and Production Management	3	Disciplinary/ Major	SDG 12
6.		ACC 102	Financial Accounting	3	6.		ACC 102	Financial Accounting	3	Inter-Disciplinary	SDG 4
							ISL 110	Understanding Quran-III	0	Quran & Seerah	SDG 16
Total Credit Hours 18					Total Credit Hours 18						

SEMESTER 6

Sr No.	Existing Road Map				Sr No.	Proposed Road map aligned with HEC new UG Policy					
	Pre-requisite Course Code	Course Code	Course Title	Credit Hours		Pre-requisite Course Code	Course Code	Course Title	Credit Hours	HEC Category	17 UN SDGs alignment
1.		MKT 371	Marketing Management	3	1.		ECO 110	Microeconomics	3	Inter-Disciplinary	SDG 8
2.		FIN 380	Fundamentals of Finance	3	2.		MGT 435	Project Management	3	Disciplinary/ Major	SDG 4
3.		MGT 132	Fundamental of Supply Chain Management	3	3.		MIS 310	SC Analytics and Information System	3	Disciplinary/ Major	SDG 9
4.		QTM 204	Statistical Inference	3	4.		QTM 205	Statistical Inference and Quantitative Research	3	Inter-Disciplinary	SDG 9
5.		HRM 353	Human Resource Management	3	5.		MGT 312	Quality Management and Lean Thinking	3	Disciplinary/ Major	SDG 9
6.		SOC 112	Critical Reasoning & Logic	2	6.		SCM 302	Supply Network Planning and Design	3	Disciplinary/ Major	SDG 12
							ISL 111	Understanding Quran-IV	0	Quran & Seerah	SDG 16
Total Credit Hours 17					Total Credit Hours 18						

SEMESTER 7

Sr No.	Existing Road Map				Sr No	Proposed Road map aligned with HEC new UG Policy					
	Pre-requisite Course Code	Course Code	Course Title	Credit Hours		Pre-requisite Course Code	Course Code	Course Title	Credit Hours	HEC Category	17 UN SDGs alignment
1.		FIN 381	Financial Management	3	1.	MKT 110	Principles of Marketing	3	Disciplinary/Major	SDG 4	
2.		PEC 510	Pakistan Economy	3	2.	MGT 311	Career Exploring Management	3	Disciplinary/Major	SDG 8	
3.		IRS 403	Theories Of Globalization	3	3.	ECO 121	Macroeconomics	3	Inter-Disciplinary	SDG 17	
4.		LAW 319	Business Law	3	4.	SCM 402	Legal Aspects of Supply Chains	3	Disciplinary/Major	SDG 16	
5.		RMT 240	Research Methods & Techniques	3	5.	RMT 240	Research Methods & Techniques	3	Disciplinary/Major	SDG 9	
6.		ACC 391	Cost & Managerial Accounting	3	6.	SCM 323	Innovations in SC with Ecommerce	3	Disciplinary/Major	SDG 9	
						ISL 112	Understanding Quran-V	0	Quran & Seerah	SDG 16	
Total Credit Hours 18					Total Credit Hours 18						

SEMESTER 8

Sr No.	Existing Road Map				Sr No.	Proposed Road map aligned with HEC new UG Policy					
	Pre-requisite Course Code	Course Code	Course Title	Credit Hours		Pre-requisite Course Code	Course Code	Course Title	Credit Hours	HEC Category	17 UN SDGs alignment
1.		MGT 435	Project Management	3	1.	SCM 401	Supply Chain Risk Management	3	Disciplinary/Major	SDG 4,12	
2.		MGT 436	Strategic Management	3	2.	SCM 421	Globalization and Outsourcing Strategies	3	Disciplinary/Major	SDG 17	
3.		MGT 437	Total Quality Management (Elective-I)	3	3.		Specialization-I	3	Minor		
4.		PRO 428	Procurement Management (Elective-IV)	3	4.		Specialization-II	3	Minor		

5.		SOC 113	Socio Economic Philosophy of Islam	3	5.		ACC 304	Managerial Accounting	3	Disciplinary/Major	SDG 4
6.		RMT 360	Operations Research	3	6.		RMT 360	Operations Research	3	Disciplinary/Major	SDG 4
							ISL 113	Seerah-I	0	Quran & Seerah	SDG 16
Total Credit Hours 18				Total Credit Hours 18							

SEMESTER 9

Sr No.	Existing Road Map				Sr No.	Proposed Road map aligned with HEC new UG Policy					
	Pre-requisite Course Code	Course Code	Course Title	Credit Hours		Pre-requisite Course Code	Course Code	Course Title	Credit Hours	HEC Category	17 UN SDGs alignment
1.		SOC 416	International Relations & Law	3	1.		MGT 463	Corporate skills	3	Disciplinary/Major	SDG 8
2.		PRO 416	Naval Law & General Regulation	3	2.			Specialization-III	3	Minor	
3.		PRO 427	Logistics Management (Elective-III)	3	3.			Specialization-IV	3	Minor	
4.		MGT 438	Freight & Transportation Management (Elective-II)	3	4.		SCM 321	Multimodal Transport Management	3	Disciplinary/Major	SDG 11
5.		PRO 426	Applied Financial Management	3	5.		SCM 320	Import Export Management	3	Disciplinary/Major	SDG 12
6.		RPT 361	Research Project	3	6.	RMT 240	-	Capstone Project/Research	3	Capstone Project	SDG 9
							ISL 114	Seerah-II	0	Quran & Seerah	SDG 16
Total Credit Hours 18					Total Credit Hours 18						

LIST OF PNSL ELECTIVES COURSES

Sr No.	Existing Road Map				Sr No.	Proposed Road map aligned with HEC new UG Policy					
	Pre-requisite Course Code	Course Code	Course Title	Credit Hours		Pre-requisite Course Code	Course Code	Course Title	Credit Hours	HEC Category	17 UN SDGs alignment
1.		-	-	-	1.		LCM 601	Logistics Management I	3		SDG 4
2.		-	-	-	2.		LCM 602	Logistics Management II	3		SDG 4
3.		PRO 428	Procurement Management	3	3.		PRO 428	Procurement Management	3		SDG 12
4.		PRO 426	Applied Financial Management	3	4.		PRO 430	Applied Financial Management in SCM	3		SDG 4
5.		-	-	-	5.		SCM 651	Humanitarian Logistics	3		SDG 10
6.		-	-	-	6.		SCM 647	ERP and SCM Systems	3		SDG 9

ROADMAP OF BS(SCM) 4.5 YEARS AT PNSL						
PNA	Semester-1					
	S.No.	Course Code	Course Title	Credit Hrs	HEC Category	SDGs
	1	ISL 101/ SOC 360	Islamic Studies/Ethics	2	GE - Islamic Studies (OR) Religious Education/Ethics in lieu of Islamic Studies only for non-Muslim students	SDG 10
	2	PAK 101	Pakistan Studies	2	GE - Ideology and Constitution of Pakistan	SDG 16
	3	ENG 101	Functional English	3	GE- FE	SDG 4
	4	MGT 111	Principles of Management	3	Disciplinary/ Major ₁	SDG 4
	5	ISL 107	Tajweed	0	Quran & Seerah	SDG 16
	Total Semester Credit Hours			10		
	Semester-2					
	S.No.	Course Code	Course Title	Credit Hrs	HEC Category	SDGs
	1	MIS 163	IT in SCM	3	GE - ICT	SDG 09
	2	QTM 122	Business Mathematics & Numeracy Skills	3	GE - Quantitative Reasoning ₍₁₎	SDG 4
	3	HSS 301	Social and Psychological Development	3	GE- Social Sciences	SDG 10
	4	HRM 353	Human Resource Management	3	Disciplinary/ Major ₂	SDG 10
	5	ENG 102	English Writing Skills	3	GE – EW	SDG-4
	6	ISL 108	Understanding Quran-I	0	Quran & Seerah	SDG 16
	Total Semester Credit Hours			15		
Semester-3						
PN	S.No.	Course Code	Course Title	Credit Hrs	HEC Category	SDGs
	1	ENV 120	Introduction to Environment and Sustainability	3	GE- NS	SDG 13
	2	QTM 110	Business Statistics	3	GE – Quantitative Reasoning ₍₂₎	SDG 4
	3	MGT 211	Self-Management	3	Disciplinary/ Major ₃	SDG 8
	4	HSS 219	Civic and Community Engagement	2	GE - Civic and Community Engagement	SDG 12
	5	HSS 150	History	3	GE - Arts and Humanities	SDG 4
	6	SCM 101	Introduction to SCM	3	Disciplinary/ Major ₄	SDG 4
	7	ISL 109	Understanding Quran-II	0	Quran & Seerah	SDG 16
Total Semester Credit Hours			17			
PN	Semester-4					

SHIP	S.No.	Course Code	Course Title	Credit Hrs	HEC Category	SDGs
	1	SDW-898	Internship	3	Field Experience /Internship	SDG 4
	Semester-5					
S.No.	Course Code	Course Title		Credit Hrs	HEC Category	SDGs
1	MGT 363	Entrepreneurship		3	GE - Entrepreneurship	SDG 8
2	SCM 201	Introduction to Procurement Management		3	Disciplinary/ Major ₅	SDG 12
3	FIN 220	Finance of SC Managers		3	Disciplinary/ Major ₆	SDG 4
4	SCM 301	Inventory and Warehouse Management		3	Disciplinary/ Major ₇	SDG 12
5	OPM 360	Operation and Production Management		3	Disciplinary/ Major ₈	SDG 12
6	ACC 102	Financial Accounting		3	Inter disciplinary ₁	SDG 4
7	ISL 110	Understanding Quran-III		0	Quran & Seerah	SDG 16
	Total Semester Credit Hours			18		
	Semester-6					
S.No.	Course Code	Course Title		Credit Hrs	HEC Category	SDGs
1	ECO 110	Microeconomics		3	Inter disciplinary ₂	SDG 8
2	MGT 435	Project Management		3	Disciplinary/ Major ₉	SDG 4
3	MIS 310	SC Analytics and Information System		3	Disciplinary/ Major ₁₀	SDG 9
4	QTM 205	Statistical Inference and Quantitative Research		3	Inter disciplinary ₃	SDG 9
5	MGT 312	Quality Management and Lean Thinking		3	Disciplinary/ Major ₁₁	SDG 9
6	SCM 302	Supply Network Planning and Design		3	Disciplinary/ Major ₁₂	SDG 12
7	ISL 111	Understanding Quran-IV		0	Quran & Seerah	SDG 16
	Total Semester Credit Hours			18		
	Semester-7					
S.No.	Course Code	Course Title		Credit Hrs	HEC Category	SDGs
1	MKT 110	Principles of Marketing		3	Disciplinary/ Major ₁₃	SDG 4
2	MGT 311	Career Exploring Management		3	Disciplinary/ Major ₁₄	SDG 8
3	ECO 121	Macroeconomics		3	Inter disciplinary ₄	SDG 17
4	SCM 402	Legal Aspects of Supply Chains		3	Disciplinary/ Major ₁₅	SDG 16
5	RMT 240	Research Methods & Techniques		3	Disciplinary/ Major ₁₆	SDG 9
6	SCM 323	Innovations in SC with Ecommerce		3	Disciplinary/ Major ₁₇	SDG 9

PNSL	7	ISL 112	Understanding Quran-V	0	Quran & Seerah	SDG 16
	Total Semester Credit Hours			18		
	Semester-8					
	S.No.	Course Code	Course Title	Credit Hrs	HEC Category	SDGs
	1	SCM 401	Supply Chain Risk Management	3	Disciplinary/ Major ₁₈	SDG 4,12
	2	SCM 421	Globalization and Outsourcing Strategies	3	Disciplinary/ Major ₁₉	SDG 17
	3	NEW	Logistics Management I (Specialization-I)	3	Minor ₁	SDG 4
	4	PRO 428	Procurement Management (Specialization-II)	3	Minor ₂	SDG 12
	5	ACC 304	Managerial Accounting	3	Disciplinary/ Major ₂₀	SDG 4
	6	RMT 360	Operations Research	3	Disciplinary/ Major ₂₁	SDG 4
	7	ISL 113	Seerah-I	0	Quran & Seerah	SDG 16
Total Semester Credit Hours			18			
Semester-9						
SUMMARY	S.No.	Course Code	Course Title	Credit Hrs	HEC Category	SDGs
	1	MGT 463	Corporate skills	3	Disciplinary/ Major ₂₂	SDG 8
	2	NEW	Logistics Management II (Specialization-III)	3	Minor ₃	SDG 4
	3	NEW	Applied Financial Management in SCM (Specialization-IV)	3	Minor ₄	SDG 4
	4	SCM 321	Multimodal Transport Management	3	Disciplinary/ Major ₂₃	SDG 11
	5	SCM 320	Import Export Management	3	Disciplinary/ Major ₂₄	SDG 12
	6	-	Capstone Project/ Research	3	Capstone Project	SDG 9
	7	ISL 114	Seerah-II	0	Quran & Seerah	SDG 16
Total Semester Credit Hours			18			
			CATEGORY WISE TOTAL	No of Courses	Credit Hrs	
			General Education	12	33	
			Disciplinary/ Major	24	72	
			Inter disciplinary	4	12	
			Electives	4	12	
			Field Experience/Internship	-	3	
			Capstone Project	-	3	
			Grand Total CHs	-	135	

PROGRAM LEARNING OUTCOMES (PLOs) for BS (Supply Chain Management) Program at PNSL

Graduates of BS (Supply Chain Management) will be able to:

PLO1: Prepare, analyze and interpret Supply Chain business opportunities and undertake business plans especially in SMEs.

PLO2: Put across viability analysis of various projects and cost-benefit reviews of Supply Chain businesses in logical and convincing manners.

PLO3: Recognize the rationale behind the growth and development of modern world supply businesses especially under CPEC.

PLO4: Develop an in-depth knowledge of the underlying principles of SCM and provisions of interface between knowledge and practice.

**ADDITION OF “INTRODUCTION TO ISLAMIC BANKING AND FINANCE” AS A CORE COURSE IN BS
A&F PROGRAM**

Program Title: BS (Accounting and Finance)

Duration: 4 Years

Total Credit Hours: 135

Semester-wise Road map

Semester 1

Sr. No.	Pre-requisite Course Code	Course Code	Course Title	Credit Hours
1		ENG101	Functionall English	3
2		QTM122	Business Mathematics & Numeracy Skills	3
3		ECO110	Microeconomics	3
4		PAK101	PakistanStudies	2
5		ACC 101	Principles of Accounting	3
6		ISL 101/ SOC360	Islamic Studies/Ethics	2
		ISL107	Tajweed	0
Total Credit Hours				16

Semester 2

Sr. No.	Pre-requisite Course Code	Course Code	Course Title	Credit Hours
1		MIS-210	Introduction To Information Technology	3
2		ENG102	English Writing Skills	3
3		HSS301	Social and PsychologicalDevelopment	3
4		ECO121	Macroeconomics	3
5	ACC101	ACC102	Financial Accounting	3
6		MGT-111	Principles of Management	3
		ISL108	Understanding Quran-I	0
Total Credit Hours				18

Semester 3

Sr. No.	Pre-requisite Course Code	Course Code	Course Title	Credit Hours
1		MKT110	Principles of Marketing	3
2		ENV120	Introduction to Environment and Sustainability	3
3		ACC203	Cost Accounting	3
4		FIN201	Introduction to Finance	3

5		QTM 110	Business Statistics	3
6		SOC212	Critical and Logical Thinking	3
		ISL109	Understanding Quran-ii	0
Total Credit Hours				18

Semester 4

Sr. No.	Pre-requisite Course Code	Course Code	Course Title	Credit Hours
1		MGT 242	Organizational Behavior	3
2		MGT 363	Entrepreneurship	3
3		HRM 353	Human Resource Management	3
4	ACC203	ACC304	Managerial Accounting	3
5		HSS219	Civic and Community engagement	2
6	Fin201	FIN202	Financial Management	3
		ISL110	Understanding Quran-iii	0
Total Credit Hours				17

Semester 5

Sr. No.	Pre-requisite Course Code	Course Code	Course Title	Credit Hours
1		ACC400	Advanced Managerial Accounting	3
2		ACC305	Financial Reporting-I	3
3		ACC306	Principles of Auditing	3
4		ACC220	Principles of Taxation	3
5		FIN306	Financial Modeling	3
6		MGT 301	Business Law	3
		ISL111	Understanding Quran-iv	0
Total Credit Hours				18

Semester 6

Sr. No.	Pre-requisite Course Code	Course Code	Course Title	Credit Hours
1		FIN320	Financial Institution Management	3
2		FIN308	Corporate Finance	3
3		ENG214	Business Communication	3
4	ACC305	ACC320	Financial Reporting-II	3
5		FIN 311	Introduction to Islamic Banking and Finance	3
6		RMT240	Research Methods & Techniques	3
		ISL112	Understanding Quran-V	0
Total Credit Hours				18

Semester 7

Sr. No.	Pre-requisite Course Code	Course Code	Course Title	Credit Hours
1	ACC220	ACC410	Advanced Taxation	3
2	ACC306	ACC412	Advanced Auditing	3
3		MGT 508	Corporate Law	3
4			Specialization-I	3
5			Specialization-II	3
		ISL 113	Seerah-I	0
Total Credit Hours				15

Semester 8

Sr. No.	Pre-requisite Course Code	Course Code	Course Title	Credit Hours
1	RMT240	PRO 450	CapstoneProject/Thesis	3
2			Specialization-III	3
3			Specialization-IV	3
4		ECO415	Econometrics	3
		ISL114	Seerah-II	0
Total Credit Hours				12
Sr. No.	Pre-requisite Course Code	Course Code	Course Title	Credit Hours
1.		SDW496	Field Experience/ Internship	3
Total Credit Hours				3

* 6 weeks Internship after 4th Semester in summer preferably

*Quran and Seerah program is optional for the Non-Muslim students.

List of Elective Courses

Sr. No.	Pre-requisite Course Code	Course Code	Course Title	Credit Hours
1		A CC623	Corporate Governance	3
2		ACC 624	Accounting Information System With SAP	3
3		ACC625	Mercantile Law	3
4		ACC626	Advance IT	3
5		ACC 627	Strategic Management Accounting and Control	3
6		ACC 628	Tax Management and Optimization	3
7		ACC 629	Actuarial Accounting	3
8		ACC 631	Merger and Acquisition Accounting	3
9		ACC607	Advance Financial Reporting	3
10		FIN646	Financial Econometrics	3
		FIN647	Financial Restructuring	3
11		FIN619	Financial Derivatives	3
12		FIN648	International Finance	3
13		FIN649	Islamic Banking and Finance	3
14		FIN650	Analysis of Financial Time Series	3
15		FIN651	Financial Information System	3
16		FIN613	Portfolio Analysis and Management	3
17		FIN618	Treasury and Funds Management	3
18		FIN603	Entrepreneurial Finance	3
19		FIN621	Budgeting	3
20		FIN612	Analysis of Financial Statements	3
21		FIN660	Branch and Branchless Banking	3
22		FIN652	Lending- Products, operation and risk management	3
23		FIN653	Finance of International Trade	3
24		FIN654	Marketing of Financial Services	3
25		FIN655	Information Technology in Financial Services	3
26		FIN617	Investment Banking	3
27		FIN615	Commercial Banking	3
28		FIN685	Business Intelligence	3
29		FIN 684	Financial Engineering	3
30		FIN 659	Advance Financial Management	3
31		FIN 523	FinTech	3
32		FIN 522	SAP- Financial Data Analytics	3

33	FIN 311 Introduction to Islamic Banking and Finance	FIN 524	Shariah Standards for Islamic Financial Institutions (AAOIFI)	3
34		SFI-300	Introduction on to Sustainable Finance and Investments	3

Maritime				
		Course Code		
		MTM 101	Introduction to Maritime Industry	3
		MTM 230	Introduction to Maritime Law and International Maritime Convention	3
		MTM202	Economics of Sea Transport & International Trade	3
		MTM 222	Introduction to Coastal Zone Management	3
		MTM 304	Port Operations and Management	3
		MTM 306	Shipping Operations and Management	3
		MTM 322	Fisheries Resources & Management	3
		MTM 401	Coastal Eco-Tourism Development and Management	3
		MTM 403	Maritime Innovation & Entrepreneurship	3
		MTM 501	Maritime Business: China Pakistan Perspective under CPEC	3
		MTM 521	Maritime Business and HRM	3
		MTM 504	Maritime Management: Concept and Applications	3
		MTM 505	Contemporary Issues of Maritime Management	3
		MTM 506	Maritime Management in Pakistan: Past, Present and Future	3
		HRM 508	Marine Environments and Administration	3
		ECO-363	Introduction to Blue and Green Economy	3
		Foreign Language		
		CLE 401	Chinese Language	3

Course Outline**General Information**

Program / Semester	BS A&F Morning / _____
Course Title / Code	Introduction to Islamic Banking and Finance / FIN 311
Instructor / Contact	
Email / Office Location	
Class Timings / Room	
Consultation Timings	

Bahria Business School: Vision and Mission**Vision:**

To be among leading business schools to nurture creative minds for diverse solutions for industrial growth and societal development

Mission:

We prepare business leaders through contemporary educational practices and applied research in collaboration with local and international academia and industry while focusing on blue and green economy for sustainable development of society

Values:**Integrity:**

The Business School believes in having strong guiding principles that one cannot compromise on. Reflect the same in our thinking, attitudes and actions. Exhibit honesty, trust and reliability and act in accordance with our words and owns our mistakes.

Inclusiveness:

Foster a learning environment where individual needs are met, and every student has an opportunity to succeed. Address and respond to the diverse needs of all learners through increased participation in learning, cultures, community, and reduce exclusion from education and within education.

Creativity:

Succeed in developing and strengthening a knowledge-based society that advances socially and economically where foreseeing individuals and groups are unafraid to question established ideas and can cope with entailing insecurity and uncertainty.

Discipline:

Set orderliness, efficiency, punctuality, organization and focus on our day to day tasks. Mastering our thoughts, focusing on the important. Delivering with zest, stay committed and reward ourselves.

Adaptability:

Expand our capacity to handle change. Be open to different perspectives, inspire motivation in organization, challenge our way of thinking. Look for opportunities to continue to learn from new things. And develop a psychologically safe workplace with an environment of trust and respect that allow for people to provide differing opinions.

BS A&F Program Goals**PG1 – Ethical consideration and behavior**

➢ PLO 1: Inculcating ethical values and prosocial behavior among students through community support programs and other related activities.

➢ PLO 2: Ensuring ethical considerations while making effective business decisions.

PG2- Analytical skills

➢ PLO 3: Developing analytical skills by evaluating current and emerging business problems to enhance critical thinking of students.

PG3 – Communication and interpersonal skills

➢ PLO 4: Enhancing business communication skills for self and professional development through class room teaching, co-curricular and extra-curricular activities.

➢ PLO 5: Developing interpersonal skills by preparing students to work in teams in a diverse professional environment to better understand and to respect the opinion of others.

PG4-Core business knowledge

➢ PLO 6: Providing core knowledge in the field of management, accounting, finance, human resource, information technology, statistical analysis, and research.

➢ PLO 7: Imparting industry-specific knowledge while bridging the gap between academia and industry.

PG5 – Technological skills

➢ PLO 8: Depict knowledge and problem-solving through technology-based instructional design.

➢ PLO 9: Instill among students the use of current technology through the application of relevant and latest software across broad business domains.

Course Learning Outcomes (CLOs):

Course Learning Outcomes		Program Goal				
Sr. No		PG1	PG2	PG3	PG4	PG5
CLO1	Apprehend the basis of prohibition of Riba as per Quran and Sunnah		✓		✓	
CLO2	Comprehend Islamic Economic system in comparison with other economic systems		✓	✓	✓	
CLO3	Understand Islamic law of contract and various Islamic banking products	✓	✓		✓	
CLO4	Knowledge of liability side of Islamic banking and application of Islamic banking			✓	✓	✓
CLO5	Fathom securitization in Islam and Islamic investment funds and the concept of Takaful in Islam	✓	✓		✓	✓

WEEK WISE COURSE DISTRIBUTION

Session #	Contents	Activities	Learning Objectives Addressed
1	INTRODUCTION <ul style="list-style-type: none"> • Introduction of students and teacher • Introduction to the course outline. 	<ul style="list-style-type: none"> • Discussion on how finance can be Islamic, i.e. Shariah Compliant (Riba-Free). • Role play, in which bank manager convinces an adamant customer to 	CLO1

	<ul style="list-style-type: none"> • Can Finance be Islamic, i.e. Shariah Compliant? • Riba and its prohibition and classification 	<p>join Islamic banking.</p> <ul style="list-style-type: none"> • Discussion on riba and its prohibition and classification. <p>Home assignment:</p> <p>Journal article for review:</p> <p>Hassana, M Kabir, and Ashraf Khanb. "WHAT IS ISLAMIC FINANCE AND WHAT CAN IT DO?" <i>Decision Line</i> 50, no. 1 (January 2019): 15–19.</p>	
2	Islamic Economic System: Factors of Production in Islam and objectives of distribution of wealth (Chapter 2 & 3)	<ul style="list-style-type: none"> • Students to give group presentation on the home assignment. • Discussion on factors of production in Islam and objectives of distribution of wealth <p>Home Assignment:</p> <p>Journal article for review:</p> <p>Aravik, Havis, Achmad Irwan Hamzani, and Nur Khasanah. "THE ROLE OF THE STATE IN THE ISLAMIC ECONOMIC SYSTEM: A REVIEW OF ABBAS MIRAKHOR'S THOUGHT." <i>Islamic Banking: Jurnal Pemikiran Dan Pengembangan Perbankan Syariah</i> 7, no. 1 (August 16, 2021): 1–22. https://doi.org/10.36908/ibank.v7i1.271.</p>	CLO1
3	Islamic Law of Contract (Chapter 6, 7, 8 and 9)	<p>Class activity:</p> <ul style="list-style-type: none"> • Students to give group presentation on the home assignment. • Discussion on Islamic Law of Contract. • Quiz 1 <p>Home Assignment:</p> <p>Journal article for review:</p> <p>Abdul, Razak Lutfi, and Muhammad Nabil Saipi. "The Concept and Application of Damān Al-Milkiyyah (Ownership Risk): Islamic Law of Contract Perspective." <i>ISRA International Journal of Islamic Finance</i> 9, no. 2 (January 1, 2017): 148–63. https://doi.org/10.1108/IJIF-06-2017-0002.</p>	CLO1
4	Islamic Law of Contract (Chapter 6, 7, 8 and 9)	<p>Class activity:</p> <ul style="list-style-type: none"> • Students to give group presentation on the home assignment. • Discussion on Islamic Law of Contract. <p>Home Assignment:</p> <p>Journal article for review:</p> <p>Abdul, Razak Lutfi, and Muhammad Nabil Saipi. "The Concept and Application of Damān Al-Milkiyyah (Ownership Risk): Islamic Law of Contract Perspective." <i>ISRA</i></p>	CLO1 CLO2

		<p><i>International Journal of Islamic Finance</i> 9, no. 2 (January 1, 2017): 148–63. https://doi.org/10.1108/IJIF-06-2017-0002.</p>	
15. 5	Musharaka (Chapter 10 and 21)	<p>Class activity:</p> <ul style="list-style-type: none"> Students to give group presentation on the home assignment. Discussion on Musharaka as a mode of financing. Quiz 2 <p>Home Assignment: Journal article for review: Farooq, M. and MuftiAhmed, M. M. (2013)Musharakah Financing: Experience of Pakistani Banks. <i>World Applied Sciences Journal</i> 21 (2) Pg. 181-189.</p>	CLO3
6	Mudarabah (Chapter 11); Diminishing Musharaka (Chapter 12)	<p>Class activity:</p> <ul style="list-style-type: none"> Students to give group presentation on the home assignment. Discussion on Mudarabah and Diminishing Musharaka as a mode of financing. <p>Home Assignment: Journal article for review: Nagaoka, S. (2010) Reconsidering Mudarabah Contracts in Islamic Finance: What is the Economic Wisdom (Hikmah) of Partnership-based Instruments? <i>Review of Islamic Economics</i>, Vol. 13, No 2,Pg. 65-79</p>	CLO1 CLO2
7	Murabaha (Chapter 13)	<p>Class activity:</p> <ul style="list-style-type: none"> Students to give group presentation on the home assignment. Discussion on Murabaha as a mode of financing. <p>Home Assignment: Journal article for review: Alsayyed, N. The Uses and Misuses of Commodity Murabaha: Islamic Economic Perspective[Online] available from: http://mpra.ub.uni-muenchen.de/20262/MPRA Paper No. 20262, posted 27. January 2010 07:11 UTC</p>	CLO3

8	Salam, Istisna (Chapter 14 and 15)	<p>Class activity:</p> <ul style="list-style-type: none"> Students to give group presentation on the home assignment. Discussion on Salam and Istisna as a mode of financing. <p>Home Assignment: Journal article for review: ZARQA, M. A. (1997) ISTISNA' FINANCING OF INFRASTRUCTURE PROJECTS. <i>Islamic Economic Studies</i> Vol. 4, No. 2. Pg. 67-74</p>	
9	Midterm		▪ BU Policy
10	Istijrar (Chapter 16), Ijarah (Chapter 117 and 18)	<p>Class activity:</p> <ul style="list-style-type: none"> Students to give group presentation on the home assignment. Discussion on Istijrar and Ijarah as a mode of financing. <p>Home Assignment: Journal article for review: Firoozye, N. (2010) Istijrar - How does it really work? <i>OPALESQUE ISLAMIC FINANCE INTELLIGENCE</i>, ISSUE 12 03 Pg. 6-8</p>	CLO5
11	Banking in Islam (Chapter 20)	<p>Class activity:</p> <ul style="list-style-type: none"> Students to give group presentation on the home assignment. Discussion on how banking is done in Islam Quiz 3 <p>Home Assignment: Journal article for review: Saadallah, Ridha (2007) Trade financing in Islam. In Hassan, M. K. & Lewis, M. K (eds). <i>Handbook of Islamic banking</i>, 1st edition, Massachusetts, USA: Edward Elgar Publishing Inc. Pg. 172-190.</p>	CLO5
12	Applications of Islamic Finance	<p>Class activity:</p> <ul style="list-style-type: none"> Students to give group presentation on the home assignment. Discussion on application of Islamic Finance <p>Home Assignment: Journal article for review: R. Hakim, Sam (2007) Islamic money market instruments. In Hassan, M. K. &</p>	CLO5

		Lewis, M. K (eds). <i>Handbook of Islamic banking</i> , 1st edition, Massachusetts, USA: Edward Elgar Publishing Inc. Pg. 161-171.	
13	Islamic Investments: Securitization (Chapter 27) <ul style="list-style-type: none"> • Sukuks • Sukuk structures and their negotiability and tradability 	<p>Class activity:</p> <ul style="list-style-type: none"> • Students to give group presentation on the home assignment. • Discussion on sukuks, their structure, negotiability and tradability. • Quiz 4 • Guest Speaker <p>Home Assignment: Journal article for review:</p> <p>Obaidullah, Mohammed (2007) Securitization in Islam. In Hassan, M. K. & Lewis, M. K (eds). <i>Handbook of Islamic banking</i>, 1st edition, Massachusetts, USA: Edward Elgar Publishing Inc. Pg. 191-199.</p>	CLO5
14	Islamic Investments: Islamic Investment Fund (Chapter 28)	<p>Class activity:</p> <ul style="list-style-type: none"> • Students to give group presentation on the home assignment. • Discussion on various kinds of Islamic Funds <p>Home Assignment:</p> <p>Elfakhani, S. M., Hassan, M. K., Sidani, Y. M (2007) Securitization in Islam. In Hassan, M. K. & Lewis, M. K (eds). <i>Handbook of Islamic banking</i>, 1st edition, Massachusetts, USA: Edward Elgar Publishing Inc. Pg. 256-273.</p>	CLO6
15	Takaful (Chapter 30)	<p>Class activity:</p> <ul style="list-style-type: none"> • Students to give group presentation on the home assignment. • Discussion on takaful as a Risk Management tool 	CLO7
16	Project Presentation		CLO7
17	Final Examination		BU Policy

Course Description:

The course covers the theory and application of recognized Islamic laws to modern financial transactions. It begins with the fundamental guidelines in Islam for the economic systems, dealings (Mu'amlaat) and transactions and covers how they compare with the modern-day financial systems. It inculcates how some financial transactions or banking methods can in fact be in accordance with the laws of Islam and the need for such 'Shariah compliant' financial products today

Teaching Methodology:

Mixed methodologies focused at heuristic method (self-learning) of teaching shall be used for better & comprehensive learning. It will include partial flipped class way of conducting the classes. For this purpose, students shall be involved in discussions, presentations, group activities and reference studies. Students shall be distributed into groups for mutual discussions; learn how to share works, prepare team-based solution to problems and develop arguments for presentation cum thesis. Developing arguments shall be taken as core activities of the course on multiple topics for conclusive outcomes.

Course Reference Material:**Text Book:**

- Islami.Bankari.Ki.Buyadayn.By.Shaykh.Mufti.Muhammad.Taqi.Usmani (Urdu) can be accessed by archive.org
- Financial and Accounting Principles in Islamic Finance Samir Ahmed (Springer-2018)

Reference Book:

- Handbook of Islamic banking edited by M. Kabir Hassan
- Understanding Islamic Finance Muhammad Ayub (Wiley-2007)
- Global Leader in Islamic Industry Milestones and Reflections Emmy Abdul Alim (Wiley -2014)

Assessment Plan:

Marks	Frequency	Marks	Total Marks
Individual Assignment	2	5+5	10
Quizzes	4	20 (N-1)	15
Mid Term	1	25	25
Group Project Assignment	3	5+5+5 (N1)	10
Final Paper	1	40	40
Total			100

University Policy of Fairness:

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ADDITION OF THREE NEW ELECTIVE COURSES IN BS ACCOUNTING & FINANCE ROADMAP**MS Department, Karachi Campus****Course Outline****General Information**

Program / Semester	BS A&F 7 th or 8 th Semester
Course Title / Code	SAP- Financial Data Analytics FIN 522
Instructor / Contact	Salman Arif Hussain / Cell # 0336-2422119
Email / Office Location	salmanarif.vfm.bukc@bahria.edu.pk
Class Timings / Room	
Consultation Timings	

Bahria Business School: Vision and Mission**Vision**

To be among leading business schools to nurture creative minds for diverse solutions for industrial growth and societal development

Mission

We prepare business leaders through contemporary educational practices and applied research in collaboration with local and international academia and industry while focusing on blue and green economy for sustainable development of society

Values:**Integrity:**

The Business School believes in having strong guiding principles that one cannot compromise on. Reflect the same in our thinking, attitudes and actions. Exhibit honesty, trust and reliability and act in accordance with our words and owns our mistakes.

Inclusiveness:

Foster a learning environment where individual needs are met, and every student has an opportunity to succeed. Address and respond to the diverse needs of all learners through increased participation in learning, cultures, community, and reduce exclusion from education and within education.

Creativity:

Succeed in developing and strengthening a knowledge-based society that advances socially and economically where foreseeing individuals and groups are unafraid to question established ideas and can cope with entailing insecurity and uncertainty.

Discipline:

Set orderliness, efficiency, punctuality, organization and focus on our day to day tasks. Mastering our thoughts, focusing on the important. Delivering with zest, stay committed and reward ourselves.

Adaptability:

Expand our capacity to handle change. Be open to different perspectives, inspire motivation in organization, challenge our way of thinking. Look for opportunities to continue to learn from new things. And develop a psychologically safe workplace with an environment of trust and respect that allow for people to provide differing opinions.

Program Goals

PG1 – Ethical consideration and behavior

- PLO 1: Inculcating ethical values and prosocial behavior among students through community support programs and other related activities.
- PLO 2: Ensuring ethical considerations while making effective business decisions.

PG2- Analytical skills

- PLO 3: Developing analytical skills by evaluating current and emerging business problems to enhance critical thinking of students.

PG3 – Communication and interpersonal skills

- PLO 4: Enhancing business communication skills for self and professional development through class room teaching, co-curricular and extra-curricular activities.
- PLO 5: Developing interpersonal skills by preparing students to work in teams in a diverse professional environment to better understand and to respect the opinion of others.

PG4-Core business knowledge

- PLO 6: Providing core knowledge in the field of management, accounting, finance, human resource, information technology, statistical analysis, and research.
- PLO 7: Imparting industry-specific knowledge while bridging the gap between academia and industry.

PG5 – Technological skills

- PLO 8: Depict knowledge and problem-solving through technology-based instructional design.
- PLO 9: Instill among students the use of current technology through the application of relevant and latest software across broad business domains.

Course Learning Outcomes (CLOs):

Course Learning Outcomes		Program Goal				
Sr. No		PG1	PG2	PG3	PG4	PG5
CLO1	Develop Aptitude to understand the data structures and flows within SAP, the relevant T-codes and tables	✓	✓	✓	✓	✓
CLO2	To develop Ability to extract and transform financial data into meaningful insights using Excel and Power BI Desktop.	✓	✓	✓	✓	
CLO3	Students will be able to understand the importance of effective communication of insights to stakeholders and how to create self-service reports and dashboards that enable stakeholders to make data-driven decisions.	✓	✓	✓	✓	✓

WEEK WISE COURSE DISTRIBUTION

Session	Topics	Activities	Learning Objectives Addressed
1.	Introduction to ERP and SAP S/4HANA; Overview of financial data structure and flow in SAP S/4HANA, including the Finance (FI) and Controlling (CO) modules	Lecture, Q&A	CLO 1
2.	Introduction to SAP S/4HANA modules for inventory and procurement, including Material Management (MM); Overview of how MM module integrates with FI and CO modules for financial data analytics	Lecture, case study	CLO 1
3.	Introduction to SAP S/4HANA modules for production planning, including Production Planning (PP); Overview of how PP module integrates with FI and CO modules for financial data analytics	Lecture, case study	CLO 1
4.	Introduction to SAP S/4HANA modules for sales and distribution, including Sales and Distribution (SD); Overview of how SD module integrates with FI and CO modules for financial data analytics	Lecture, case study	CLO 1
5.	Introduction to SAP S/4HANA modules for quality management, including Quality Management (QM); Overview of how QM module integrates with FI and CO modules for financial data analytics	Lecture, case study	CLO 1
6.	Introduction to SAP S/4HANA modules for plant maintenance, including Plant Maintenance (PM); Overview of how PM module integrates with FI and CO modules for financial data analytics	Lecture, case study	CLO 1
7.	Overview of SAP S/4HANA transaction codes and tables for financial data analytics; Practical exercises on how to extract financial	Lab, hands-on exercise	CLO 2

	data from SAP S/4HANA using transaction codes and tables		
8.	Introduction to Excel Get & Transform data for financial data analytics; Practical exercises on how to connect and extract data from SAP S/4HANA into Excel	Lab, hands-on exercise	CLO 2
9.	Mid Term	Lab-based	
10.	Introduction to Power Pivot for financial data analytics; Practical exercises on how to create data models in Power Pivot using financial data from SAP S/4HANA	Lab, hands-on exercise	CLO 1 &2
11.	Introduction to Data Analysis Expressions (DAX) for financial data analytics; Practical exercises on how to create calculated columns and measures using DAX in Power Pivot	Lab, hands-on exercise	CLO 1 &2
12.	Introduction to descriptive analytics using Power Pivot and Excel; Practical exercises on how to create descriptive analytics reports and dashboards using financial data from SAP S/4HANA	Lab, hands-on exercise	CLO 1 &2
13.	Introduction to diagnostic analytics using Power BI Desktop; Practical exercises on how to create diagnostic analytics reports and dashboards using financial data from SAP S/4HANA	Lab, hands-on exercise	CLO 1 &2
14.	Introduction to predictive analytics using Power BI Desktop; Practical exercises on how to create predictive analytics models and reports using financial data from SAP S/4HANA	Lab, hands-on exercise	CLO 3
15.	Introduction to prescriptive analytics using Power BI Desktop; Practical exercises on how to create prescriptive analytics models and reports using financial data from SAP S/4HANA	Lab, hands-on exercise	CLO 3
16.	Introduction to data visualization best practices for financial data analytics; Practical exercises on how to create effective and visually appealing reports and dashboards using Power BI Desktop	Lab, hands-on exercise	CLO 3
17.	Final project presentation and review; Students will present their final projects, which will demonstrate their ability to extract, analyze, and visualize financial data from SAP S/4HANA using Excel and Power BI Desktop	Project presentation, Q&A	CLO 1,2 &3
18.	Final Examination	Lab Project	BU policy

Course Description

This course is designed to provide business students with a strong foundation in financial data analytics using SAP, Excel, and Power BI Desktop. Students will learn how to extract, transform, and analyze financial data from SAP, create self-service reports and dashboards, and effectively communicate insights to stakeholders. The course will cover topics such as the basics of enterprise resource planning (ERP), the financial data structure and flow within SAP, T-codes and tables, and how to apply Excel's Get & Transform data, Power Pivot, and DAX for descriptive, diagnostic, predictive, and prescriptive analytics.

In addition, students will learn how to extend their capabilities with Power BI Desktop for data visualization and dashboarding. They will understand how to import financial data into Power BI Desktop, create basic and advanced data models, design advanced visualizations and reports, and create interactive dashboards. The course will emphasize the importance of effective communication of insights to stakeholders and how to create self-service reports and dashboards that enable stakeholders to make data-driven decisions.

Teaching Methodology

Throughout the course, students will engage in hands-on exercises to reinforce their understanding of the course concepts and apply their skills in a practical setting.

Course Reference Material:

Text Book:

[SAP S/4HANA Financial Accounting Configuration : Learn Configuration and Development on an S/4 System](#) Andrew Okungbowa (Wiley -2022)

Reference Book:

[Configuring SAP Asset Accounting: SAP S/4HANA Finance](#) Narayanan Veeriah (Wiley-2020)

ASSESSMENT PLAN

Marks	Frequency	Marks
Assignment/ Project	1	20
Quizzes	4	15
Mid Term	1	25
Final Paper	1	40

- **University Policy of Fairness**

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Course outline

Program / Semester	BS(A&F) 7th or 8th
Course Title / Code	FinTech FIN 523
Instructor / Contact	
Email / Office Location	
Class Timings / Room	
Consultation Timings	

Bahria Business School: Vision and Mission**Vision:**

To be among leading business schools to nurture creative minds for diverse solutions for industrial growth and societal development

Mission:

We prepare business leaders through contemporary educational practices and applied research in collaboration with local and international academia and industry while focusing on blue and green economy for sustainable development of society.

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Creativity:

Succeed in developing and strengthening a knowledge-based society that advances socially and economically where foreseeing individuals and groups are unafraid to question established ideas and can cope with entailing insecurity and uncertainty.

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Adaptability:

Expand our capacity to handle change. Be open to different perspectives, inspire motivation in organization, challenge our way of thinking. Look for opportunities to continue to learn from new things. And develop a psychologically safe workplace with an environment of trust and respect that allow for people to provide differing opinions.

Program Goals

PG1 – Ethical consideration and behavior

- PLO 1: Inculcating ethical values and prosocial behavior among students through community support programs and other related activities.
- PLO 2: Ensuring ethical considerations while making effective business decisions.

PG2- Analytical skills

- PLO 3: Developing analytical skills by evaluating current and emerging business problems to enhance critical thinking of students.

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- PLO 4: Enhancing business communication skills for self and professional development through class room teaching, co-curricular and extra-curricular activities.
- PLO 5: Developing interpersonal skills by preparing students to work in teams in a diverse professional environment to better understand and to respect the opinion of others.

PG4-Core business knowledge

- PLO 6: Providing core knowledge in the field of management, accounting, finance, human resource, information technology, statistical analysis, and research.
- PLO 7: Imparting industry-specific knowledge while bridging the gap between academia and industry.

PG5 – Technological skills

- PLO 8: Depict knowledge and problem-solving through technology-based instructional design.
- PLO 9: Instill among students the use of current technology through the application of relevant and latest software across broad business domains.

Course Learning Outcomes		Program Goal				
Sr. No		PG1	PG2	PG3	PG4	PG5
CLO1	Understand the concept of FinTech, its importance in transforming financial services, and the impact on the competitive landscape of the financial industry.	✓	✓		✓	✓
CLO2	Analyze the evolution of the FinTech industry, including its phases and growth prospects, evaluate the significance of financial activities, such as lending, investment, and payment systems, within the broader economy and their relationship with FinTech innovation.		✓	✓	✓	

CLO3	Awareness of the financial ecosystem in Pakistan , and analyze the challenges associated with Banking as a Service (BaaS) , and Open Banking implementation, such as regulatory compliance, data security, and integration complexities, and explore potential solutions to overcome these challenges.	✓	✓		✓	✓
CLO4	Gain a comprehensive understanding of Blockchain technology and Distributed Ledger Technology (DLT), including their underlying principles, consensus mechanisms, and potential applications in the FinTech industry			✓	✓	
CLO5	Explore the concept of Central Bank Digital Currency (CBDC) , including its various types, potential benefits, and associated challenges and risks. Gain a comprehensive understanding of the FinTech space and the FinTech ecosystem , including the various sectors and technologies that encompass it.	✓	✓			✓

Course Contents and Time Distribution

Session/ Week	Topics	Activities	Learning Objectives Addressed
1	<ul style="list-style-type: none"> Discuss financial activities. FinTech & its Importance. New competitive landscape of the financial industry	<ul style="list-style-type: none"> Open House Session Lecture and discussion	CLO1
2	<ul style="list-style-type: none"> Evolution of FinTech Discuss phases of the FinTech Industry & its growth prospects	<ul style="list-style-type: none"> Lecture and discussion Evolution of FinTech	CLO1
3	<ul style="list-style-type: none"> Understanding Banking as a Service (BaaS), BaaS Players and why firms need to use BaaS What is Open Banking and how it differs from Baas BaaS Challenges & road to the future	<ul style="list-style-type: none"> Lecture and discussion BAAS Open Banking 	CLO1
4	<ul style="list-style-type: none"> Introduction to Blockchain & Web 3.0 Overview of Blockchain technology & Distributed ledger Technology What is Mining & its types	<ul style="list-style-type: none"> Lecture and discussion Students Presentations	CLO1 CLO2
5	<ul style="list-style-type: none"> Type of Wallets Overview of some popular Blockchain Bitcoin and how it works 	<ul style="list-style-type: none"> Lecture and discussion Case Study - 	

	Ethereum, its ecosystem & its smart contact capabilities	Bitcoin Students Presentations	CLO3
6	<ul style="list-style-type: none"> • Centralized Vs Decentralized exchange • Role of Blockchain and crypto in Web 3.0 • DAO (Decentralized autonomous organization) and its applications in FinTech • Understanding Tokenomics (Token Economics) • NFT (Non-Fungible Token) Vs FT (Fungible Token) <p>Case studies of Blockchain-based FinTech solutions</p>	<ul style="list-style-type: none"> – Lecture and discussion • Case Study – Ethereum • Case Study – Binance Exchange & Pancake swap 	CLO1 CLO2
7	<ul style="list-style-type: none"> • Stablecoins its utility and use cases • Types of Stablecoin (Asset back, Crypto Back & Algorithmic) <p>Centralized vs Decentralized Stablecoins</p>	<ul style="list-style-type: none"> – Lecture and discussion <p>Quiz 01</p>	CLO3
8	<ul style="list-style-type: none"> • CBDC (Central Bank Digital Currency) & its types <p>Challenges and Risk of CBDC</p>	<ul style="list-style-type: none"> – Lecture and discussion • CBDC 	
9	Understand State Bank of Pakistan (SBP) Regulations of Digital banking & Electronic Money Institute (EMI) Regulation	<ul style="list-style-type: none"> ▪ Lecture and discussion 	BU Policy
10	<ul style="list-style-type: none"> • Financial ecosystem in Pakistan <p>Overview of FinTech business models and revenue streams of popular FinTech</p>	<ul style="list-style-type: none"> – Lecture and discussion • FinTech industry of Pakistan <p>SBP EMI & Digital Banking License</p>	CLO5
11	<ul style="list-style-type: none"> • Case studies of successful FinTech companies <p>Discussion of challenges and opportunities in the FinTech industry</p>	<ul style="list-style-type: none"> – Lecture and discussion • Presentations (Part Three) <p>Quiz 03</p>	CLO5
12	<p>Understanding the FinTech Space & FinTech Ecosystem</p> <ul style="list-style-type: none"> • PayTech <ul style="list-style-type: none"> - Current Practices in payment - Frontend innovations eg. Digital wallets and payment ecosystem <p>System wide innovation</p>	<ul style="list-style-type: none"> – Lecture and discussion <p>Case Study – mPesa (Kenya)</p>	CLO5
13	<ul style="list-style-type: none"> • CryptoFinance / Defi <ul style="list-style-type: none"> - How big is Defi industry & How Defi can disrupt the current financial system - Crowdfunding & P2P Lending & Borrowing <p>Defi Players / Decentralized Applications (Dapps) - Markets for Cryptos /Decentralized Exchanges</p>	<ul style="list-style-type: none"> – Lecture and discussion • Case Study – Popular Defi Dapps & DAO's 	CLO5
14	<ul style="list-style-type: none"> • CreditTech <ul style="list-style-type: none"> - The evolution of credit and lending 	Lecture & Discussion	

	<ul style="list-style-type: none"> - Peer to peer lending and equity crowdfunding - Crypto based fund raising – ICO, STO, IEO 		CLO6
15	<ul style="list-style-type: none"> • InvestTech <ul style="list-style-type: none"> - Robo Advising - AI based stock selection and asset management Bot trading 	Lecture & Discussion	CLO7
16	<p>Class Presentations on popular local or international FinTechs to understand:</p> <ul style="list-style-type: none"> - Their business model and product / services offering - Their Unique selling point - Target audience and major competitors <p>Identify any similar business opportunity in local market</p>	<ul style="list-style-type: none"> - Students reports presentation on FinTech industries in different countries and its growth potential 	CLO7
17	Final Examination		BU Policy

Course Description

This course navigates the transformative impact of technology on financial services, equipping students with a strategic lens to analyze disruptive business models and innovative solutions. Delving into diverse financial sector, we'll dissect how Blockchain and other emerging technologies are reshaping the industry landscape. Students will gain nuanced understanding of the challenges and opportunities presented by FinTech, developing critical thinking skills and a thirst for continual learning, ultimately preparing them to thrive in this dynamic and evolving field.

Teaching Methodology

Throughout the course, students will engage in hands-on exercises to reinforce their understanding of the course concepts and apply their skills in a practical setting

Course Reference Material

Text Book:

Mastering Blockchain by Imran Bashir

2. FinTech For Dummies 1st Edition by Steven O'Hanlon (Author), Susanne Chishti (Author), rendan Bradley (Author), James Jockle (Author), Dawn Patrick (Author)

3. FinTech Revolution: Transforming Lives and Economies" by Susanne Chalan, Richard Sandor, and Scott Wallden

Reference Book:

FinTech Fundamentals: Big Data / Cloud Computing / Digital Economy by Len Mei (Author)

• "FinTech for the Poor: How Digital Finance Can Transform Economies" by Jonathan

Morduch and Deepa Narayan:

• FinTech in Pakistan: Unlocking a Digital Future by Muhammad Aurangzeb

• Banking as a Service: The Road to Open Banking by Chris Gledhill

Assessment Plan

Marks	Frequency	Marks/Frequency	Total Marks
Assignments/Project	4	5	20
Quizzes(n-1)	4	5	15
Mid Term	1	25	25
Final Paper	1	40	40

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Program / Semester	BS (A & F) 7 th or 8 th semester
Course Title / Code	Shariah Standards for Islamic Financial Institutions (AAOIFI) FIN 524
Instructor	
Email	
Class Timings / Room	
Consultation Timings	
Pre-requisite	Introduction to Islamic Banking and Finance

Bahria Business School: Vision and Mission

Vision

To be the leading business school to develop professional acumen to engage and serve organizations and business communities.

Mission

Creating conducive collegiate teaching, learning and research environment to produce critical thinkers and leaders to address business and community challenges through ethical and best practices.

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- PLO 9: In still among students the use of current technology through the application of relevant and latest software across broad business domains.

Course Learning Outcomes		PG1	PG2	PG3	PG4	PG5
Sr. No						
CLO1	To Make student Capable of differentiating between the products of conventional and Islamic banking.	✓	✓	✓	✓	✓
CLO2	Apprehend the standards developed by the Accounting and Auditing Organization for Islamic Financial Institutions (AAOIFI)	✓	✓			✓
CLO3	Analyze the differences that exist in the practices of Islamic banks operating in different jurisdictions worldwide	✓		✓	✓	
CLO 4	Explore the deviation and/or discrepancy in the practices of Islamic banks in Pakistan from the AAOIFI Shariah Standards	✓	✓	✓		
CLO 5	Develop a skillset that helps in accomplishing the objective of standardization in the practices of different Islamic banks in Pakistan.	✓		✓		✓

Session	Topics	Activities	Learning Objectives Addressed
1	Introduction to AAOIFI Shariah Standards What is an AAOIFI? Need for development of AAOIFI Jurisdiction of the AAOIFI	Overview of the course Significance of AAOIFI Islamic banking division of SBP Discussion on the research articles on Murabaha Post-Class Assignment Reading assignment of week 2's topic from the Standard:8. Term Report: Make groups for the Term Report and share the names by Week 3.	CLO 1
2	Murabaha to the purchase orderer Standard No: 8 Scope of the Standard Procedure Prior to the Contract of Murabaha The customer's expression of his wish to acquire an item through the institution.	Review students' queries with respect to topics covered in last session. Class lecture/discussion Discussion on the research articles on Murabaha Shariah non-compliance risk in Murabaha Post-Class Assignment Prepare for Quiz 1	CLO 1
3	Murabaha to the purchase orderer Standard No: 8 The position of the Institution in respect to the application of the customer for Murabaha to the purchase orderer. The promise from the customer. Commission and Expenses	Review of last home assignment. Class lecture/discussion SBP regulations pertaining to Murabaha standard Quiz 1 Groups Confirmation for term report. Post-Class Assignment Home Assignment 1	CLO 1
4	Murabaha to the purchase orderer Standard No: 8 Guarantees related to the commencement of the transaction. Acquisition of title to, and possession of the asset by the institution or its agent. The institution's taking possession of the asset or good, prior to its sale by Murabaha to the purchase orderer.	Q& A session and revisit the concepts from session 3. Class lecture/discussion Discussion on the research articles on Murabaha Post-Class Assignment Home Assignment 2	CLO 2

5	Murabaha to the purchase orderer Standard No: 8 Conclusion of a Murabaha contract Guarantees and treatment of Murabaha receivables	Review of pre-class assignment- Class lecture/discussion SBP regulations pertaining to Murabaha standard Post-Class Assignment Prepare for Quiz 2	CLO 2
6	Ijarah Muntahia Bittamleek Standard No: 9 Scope of the Standard Promise to lease Acquisition of Asset to be leased or its usufruct by an Institution	Review of pre-class assignment Class lecture/discussion Discussion on the research articles on Ijarah Shariah non-compliance risk in Ijarah Quiz 2 Post-Class Assignment Assigned articles presentation in next session (Home Assignment 3).	CLO 2
7	Ijarah Muntahia Bittamleek Standard No: 9 The promise from the customer. Concluding an Ijarah Contract and form of Ijarah Subject Matter of Ijarah	Article presentation by the students (the article/s are assigned in the last session). (Group assignment)	CLO 3
8	Ijarah Muntahia Bittamleek Standard No: 9 Guarantees and treatments of Ijarah Receivables Changes to the Ijarah Contract Transfer of Ownership of the Ijarah Asset in Ijarah Muntahia Bittamleek	Review of pre-class assignment. Class lecture/discussion Discussion on the research articles on Ijarah SBP regulations pertaining to Ijarah standard Post-Class Assignment Make summary of the explanation and/discussion on AAOIFI Standard: 8. Prepare for Midterm Exams.	CLO 3
9	Midterm Exam		
10	Salam and Parallel Salam Standard No: 10 Scope of the Standard Contract of Salam The subject matter of Salam Changes to al-Muslam fihi	Review students' queries. Class lecture/discussion Mini case study Shariah non-compliance risk in Salam Post-Class Assignment Prepare for Quiz 3.	CLO 4

11	Salam and Parallel Salam Standard No: 10 Delivery of al-Muslam fihi Parallel Salam Salam bond issues	Review of pre-class assignment. Class lecture/discussion Discussion on the research articles on Salam SBP regulations pertaining to Salam standard Quiz 3 Post- Class Assignment: Home Assignment 4	CLO 3&4
12	Istisna' and Parallel Istisna' Standard No: 11 Scope of the Standard Istisna' contract The subject matter of and guarantee in Istisna' Changes to Istisna' contract	Review of pre-class assignment Class lecture/discussion SBP regulations pertaining to Istisna' standard Shariah non-compliance risk in Istisna Post Class Assignment: To update on progress of the Term Report, next week.	CLO 3&4
13	Istisna' and Parallel Istisna Standard No: 11 Supervision of the execution of an Istisna' contract Delivery and disposal of the subject-matter Parallel Istisna'	Review of pre-class assignment. Class lecture/discussion Discussion on the research articles on Istisna' Post-Class Assignment: Prepare for Quiz 4	CLO 5
14	Sharika (Musharakah) and Modern Corporations Standard No: 12 Scope of the Standard Definitions, classifications and types of sharika al-aqd Traditional fiqh-nominate partnerships	Review of pre-class assignment Class lecture/discussion SBP regulations pertaining to Diminishing Musharakah Quiz 4 Post-Class Assignment: <u>Term Report Submission Next Week</u>	CLO 5
15	Sharika (Musharakah) and Modern Corporations Standard No: 12 Stock company Joint-liability company Partnership in commendum	Review of pre-class assignment Class lecture/discussion Discussion on the research articles on Diminishing Musharakah SBP regulations pertaining to Sharika standard <u>Term Report Submission</u>	CLO 5

16	Sharika (Musharakah) and Modern Corporations Standard No: 12 Company limited by shares Alotment/particular (Muhassa) partnership Diminishing Musharakah	Student led discussion Class lecture/discussion Discussion on the research articles on Mudarabah Shariah non-compliance risk in Diminishing Musharkah Post-Class Assignment:	CLO 5
17	Revision Session/Report Submission	Group presentation of the term Report	CLO 4,5 &6
18	Final Exams		BU policy

Course Contents and Time Distribution:**Course Description**

This course covers the major Shariah Standards issued by the Accounting and Auditing Organization for Islamic Financial Institutions (AAOIFI) being practiced by the contemporary Islamic banks in Pakistan as well as the global Islamic banking industry including Saudi Arabia, Bahrain and Qatar. AAOIFI Shariah Standards are the benchmark for the central banking authorities worldwide to develop Standard Operating Procedures (SOPs) and/or manuals for the products of Islamic banks and Islamic financial institutions. It is mandatory for the State Bank of Pakistan either to adopt or adapt AAOIFI Shariah Standards that help regulate the Islamic banking industry in Pakistan.

Teaching Methodology

Heuristic method of teaching will be followed by making rich use of diagrams, audio visual aids, case studies, exercises, role plays, group activities, article reviews etc. Students are expected to participate positively in all such activities. All such activities will be considered as marked assignments.

Course Reference Material

Book/s:
<ol style="list-style-type: none"> 1. Standards issued by the Accounting and Auditing Organization for Islamic Financial Institution (AAOIFI) 2. Introduction to Islamic Finance by Justice (R') Mufti Taqi Usmani
Articles:
Research articles extracted from the national and international journals of high repute.

Reports

Respective AAOIFI Standard

GRADING PLAN

Marks	Frequency	Marks
Assignment/ Project	1	20
Quizzes	4	15
Mid Term	1	25
Final Paper	1	40

University Policy of Fairness

- Bahria University follows strict policy of fairness in examinations, assignments, other academic activities and conduct. The University appreciates decent behavior, acceptable moral norms and respectful display of attitude towards others in the campus. Details of expected behavior and conduct are covered in students' handbook which is available on university website. It also covers in detail plagiarism and its consequent disadvantages to the students as per HEC policies / rules.

RE-MAPPING OF ICAP PAPER EXEMPTIONS WITH THE BU EQUATED COURSES IN BS ACCOUNTING & FINANCE PROGRAM (IN ALIGNMENT WITH HEC REVISED UG ROADMAP)

Quick Summary for BS (A&F)

	No. of ICAP Papers	No. of BU Equated Courses in BS (A&F)	No. of Credit Hours (Eligible for Exemptions)	Proposed No. of Credit Hours Eligible After Re-Mapping
	Assessment of Fundamental Competencies (AFC) 04 Papers	07 courses * 03 credit hours	21 credit hours	05 courses * 03 credit hours = 15 credit hours
	Certificate in Accounting and Finance (CAF) 04 Papers	08 courses * 03 credit hours	24 credit hours	08 courses * 03 credit hours = 24 credit hours
Total	08 papers	15 courses	45 credit hours	39 credit hours

With reference to 40th ACM, Item 4005, ICAP students who have cleared the respective ICAP subjects may obtain exemptions in the following mapped subjects of BS Accounting & Finance at BU:

Table-01 [Previously approved exemptions]

ICAP		BS A&F - Bahria University
AFC-1	Functional English	English-I English-II
CAF-2	Business Communication	Business Communication Presentation & Communication Skills
AFC-3	Quantitative Methods	Introduction to Statistics Math 1
AFC-4	Introduction to Information Technology	Introduction to IT
CAF-1	Introduction to Accounting	Principles of Accounting Financial Accounting
CAF-2	Introduction to Economics and Finance	Micro Economics Macro Economics
CAF-3	Business Law	Business Law Corporate law
CAF-4	Business Management & Behavioral Studies	Principles of Management Human resource Management

The table-01 shows ICAP module courses and BU exempted courses in BS (A&F) roadmap before the HEC revised UG roadmap. In order to facilitate/ accommodate the ICAP students, after careful deliberation on the matter with the respective cluster heads and the departmental committee, following BU courses of revised roadmap are proposed for exemption:

Table-02 [Proposed Exemptions - Mapping]

ICAP		BS A&F - Bahria University (previous)	BS A&F – BU Revised Roadmap Fall 2023	BS A&F – BU Revised Roadmap (Semester #)
AFC-1	Functional English	English-I English-II	Functional English (ENG101) 03 credit hrs.	Semester 01
AFC-2	Business Communication	Business Communication Presentation & Communication Skills	Business Communication (ENG214) 03 credit hrs.	Semester 06
AFC-3	Quantitative Methods	Introduction to Statistics Math 1	Business Statistics (QTM110) 03 credit hrs. Business Mathematics & Numeracy Skills (QTM122) 03 credit hrs.	Semester 03 Semester 01
AFC-4	Introduction to Information Technology	Introduction to IT	Introduction to Information Technology (MIS210) 03 credit hrs.	Semester 02
CAF-1	Introduction to Accounting	Principles of Accounting Financial Accounting	Principles of Accounting (ACC101) 03 credit hrs. Financial Accounting (ACC102) 03 credit hrs.	Semester 01 Semester 02
CAF-2	Introduction to Economics and Finance	Micro Economics Macro Economics	Microeconomics (ECO110) 03 credit hrs. Macroeconomics (ECO121) 03 credit hrs.	Semester 01 Semester 02
CAF-3	Business Law	Business Law Corporate law	Business Law (MGT301) 03 credit hrs.	Semester 05 Semester 07

			Corporate Law (MGT508) 03 credit hrs.	
CAF-4	Business Management & Behavioral Studies	Principles of Management Human resource Management	Principles of Management (MGT111) 03 credit hrs. Human Resource Management (HRM353) 03 credit hrs.	Semester 02 Semester 04

Table-03 [Proposed list of Exemptions – BU Equated Courses]

ICAP		BS A&F - Bahria University
AFC-1	Functional English	Functional English
AFC-2	Business Communication	Business Communication
AFC-3	Quantitative Methods	Business Statistics Business Mathematics & Numeracy Skills
AFC-4	Introduction to Information Technology	Introduction to Information Technology
CAF-1	Introduction to Accounting	Principles of Accounting Financial Accounting
CAF-2	Introduction to Economics and Finance	Micro Economics Macro Economics
CAF-3	Business Law	Business Law Corporate law
CAF-4	Business Management & Behavioral Studies	Principles of Management Human resource Management

Update the Mapping of *BS in Accounting & Finance* and *BS in Economics & Finance* Programs with the Revised ICAP Prerequisite Competencies (PRC) & CAF Module.

With reference to 40th ACM, Item 4005, BU offered exemptions to ICAP students who have cleared the respective ICAP subjects (AFC 1-4 and CAF 1-4) in the equated subjects of BS Accounting & Finance and BS Economics. Under Education Scheme 2021, ICAP has revised its AFC and CAF syllabus. Following which, the revised ICAP module has following eligible ICAP codes and courses:

Table-01

ICAP (Before Education Scheme 2021)		ICAP (After Education Scheme 2021)	
AFC-1	Functional English	Prerequisite Competencies	Business Writing and Comprehension Skills
AFC-2	Business Communication	PRC-1	
AFC-3	Quantitative Methods	PRC-2	Quantitative Methods
AFC-4	Introduction to Information Technology	N/A	N/A
CAF-1	Introduction to Accounting	PRC-4	Introduction to Accounting
CAF-2	Introduction to Economics and Finance	PRC-3	Principles of Economics
CAF-3	Business Law	CAF-4	Business Law
		CAF-7	Company Law
CAF-4	Business Management & Behavioral Studies	PRC-5	Introduction to Business
N/A	N/A	CAF-1	Financial Accounting and Reporting-I
N/A	N/A	CAF-5	Financial Accounting and Reporting-II

Table-02

ICAP (Before Education Scheme 2021)		ICAP (After Education Scheme 2021)		BS A&F – BU Revised Roadmap Fall 2023	Revised Roadmap (Semester #)
AFC-1	Functional English	PRC-1	Business Writing and Comprehension Skills	English Writing Skills (ENG102) 03 credit hrs.	Semester 02
AFC-2	Business Communication			Business Communication (ENG214) 03 credit hrs.	Semester 06
AFC-3	Quantitative Methods	PRC-2	Quantitative Methods	Business Statistics (QTM110) 03 credit hrs. Business Mathematics & Numeracy Skills (QTM122) 03 credit hrs.	Semester 03 Semester 01
AFC-4	Introduction to	N/A	N/A		

	Information Technology				
CAF-1	Introduction to Accounting	PRC-4	Introduction to Accounting	Principles of Accounting (ACC101) 03 credit hrs.	Semester 01
CAF-2	Introduction to Economics and Finance	PRC-3	Principles of Economics	Microeconomics (ECO110) 03 credit hrs. Macroeconomics (ECO121) 03 credit hrs.	Semester 01 Semester 02
CAF-3	Business Law	CAF-4	Business Law	Business Law (MGT301) 03 credit hrs.	Semester 05
		CAF-7	Company Law	Corporate Law (MGT508) 03 credit hrs.	Semester 07
N/A	N/A	CAF-1	Financial Accounting and Reporting-I	Financial Accounting (ACC102) 03 credit hrs. Financial Reporting-I (ACC305) 03 credit hrs.	Semester 02 Semester 05
N/A	N/A	CAF-2	Tax Practices	Principles of Taxation (ACC220) 03 credit hrs. Advanced Taxation (ACC410) 03 credit hrs.	Semester 05 Semester 07
N/A	N/A	CAF-3	Cost and Managerial Accounting	Cost Accounting (ACC203) 03 credit hrs. Managerial Accounting (ACC304) 03 credit hrs.	Semester 03 Semester 04
N/A	N/A	CAF-5	Financial Accounting and Reporting-II	Financial Reporting-II (ACC320) 03 credit hrs.	Semester 06
N/A	N/A	CAF-8	Audit and Assurance	Principles of Audit (ACC306) 03 credit hrs. Advanced Audit (ACC412) 03 credit hrs.	Semester 05 Semester 07

Table-03 [Proposed List of Exemptions BS (E&F)]

ICAP (Education Scheme 2021 onwards)		BS E&F – BU Roadmap Fall 2023	Roadmap (Semester #)
PRC-1	Business Writing and Comprehension Skills	English Writing Skills (ENG102) 03 credit hrs.	Semester 02
		Business Communication (ENG214) 03 credit hrs.	Semester 06

PRC-2	Quantitative Methods	Business Maths (for economists) (QTM 101) 03 credit hrs. Introduction to Statistics (QTM 105) 03 credit hrs.	Semester 01 Semester 03
PRC-3	Principles of Economics	Microeconomics – I (ECO 110) 03 credit hrs. Macroeconomics – I (ECO 121) 03 credit hrs.	Semester 01 Semester 02
PRC-4	Introduction to Accounting	Financial Accounting (ACC102) 03 credit hrs.	Semester 02

Quick Summary for BS A&F

	No. of ICAP Papers	No. of BU Equated Courses in BS (A&F)	Proposed No. of Credit Hours (Eligible for Exemptions)	% of Program Credit Hours
	Prerequisite Competencies (PRC) 04 Papers	07 courses * 03 credit hours	21 credit hours	54/135 = 40% of total program credit hours
	Certificate in Accounting and Finance (CAF) 07 Papers	11 courses * 03 credit hours	33 credit hours	
Total	11 papers	18 courses	54 credit hours	

Proposed List of Exempted Courses in BS (A&F)

ICAP	BS A&F - Bahria University	
PRC-1	Business Writing and Comprehension Skills	English Writing Skills Business Communication
PRC-2	Quantitative Methods	Business Statistics Business Mathematics & Numeracy Skills
PRC-3	Principles of Economics	Microeconomics Macroeconomics
PRC-4	Introduction to Accounting	Principles of Accounting
CAF-1	Financial Accounting and Reporting-I	Financial Accounting Financial Reporting-I
CAF-2	Tax Practices	Principles of Taxation Advanced Taxation
CAF-3	Cost and Managerial Accounting	Cost Accounting Managerial Accounting
CAF-4	Business Law	Business Law
CAF-5	Financial Accounting and Reporting-II	Financial Reporting-II

CAF-7	Company Law	Corporate Law
CAF-8	Audit and Assurance	Principles of Audit Advanced Audit

Quick Summary for BS E&F

No. of ICAP Papers	No. of BU Equated Courses in BS (E&F)	Proposed No. of Credit Hours (Eligible for Exemptions)	% of Program Credit Hours
PRC (04 Papers)	07 courses * 03 credit hours	21 credit hours	21/135 = 15.56%

Proposed List of Exempted Courses in BS (E&F)

ICAP		BS E&F - Bahria University
PRC-1	Business Writing and Comprehension Skills	English Writing Skills Business Communication
PRC-2	Quantitative Methods	Business Mathematics & Numeracy Skills Business Statistics
PRC-3	Principles of Economics	Microeconomics-I Macroeconomics-I

Course Outline**GENERAL INFORMATION**

Program / Semester	BS (A & F) 7 th or 8 th semester
Course Title / Code	SHARIAH STANDARDS FOR ISLAMIC FINANCIAL INSTITUTIONS (AAOIFI) FIN 524
Instructor	
Email	
Class Timings / Room	
Consultation Timings	
Pre-requisite	Islamic Banking and Finance

Bahria Business School: Vision and Mission

Vision

To be the leading business school to develop professional acumen to engage and serve organizations and business communities.

Mission

Creating conducive collegiate teaching, learning and research environment to produce critical thinkers and leaders to address business and community challenges through ethical and best practices.

Bahria Business School: Vision and Mission

Vision

To be among leading business schools to nurture creative minds for diverse solutions for industrial growth and societal development

Mission

We prepare business leaders through contemporary educational practices and applied research in collaboration with local and international academia and industry while focusing on blue and green economy for sustainable development of society.

Values:

Integrity:

The Business School believes in having strong guiding principles that one cannot compromise on. Reflect the same in our thinking, attitudes and actions. Exhibit honesty, trust and reliability and act in accordance with our words and owns our mistakes.

Inclusiveness:

Foster a learning environment where individual needs are met, and every student has an opportunity to succeed. Address and respond to the diverse needs of all learners through increased participation in learning, cultures, community, and reduce exclusion from education and within education.

Creativity:

Succeed in developing and strengthening a knowledge-based society that advances socially and economically where foreseeing individuals and groups are unafraid to question established ideas and can cope with entailing insecurity and uncertainty.

Discipline:

Set orderliness, efficiency, punctuality, organization and focus on our day to day tasks. Mastering our thoughts, focusing on the important. Delivering with zest, stay committed and reward ourselves.

Adaptability:

Expand our capacity to handle change. Be open to different perspectives, inspire motivation in organization, challenge our way of thinking. Look for opportunities to continue to learn from new things. And develop a psychologically safe workplace with an environment of trust and respect that allow for people to provide differing opinions.

Program Goals

PG1 – Ethical consideration and behavior

➢ PLO 1: Inculcating ethical values and prosocial behavior among students through community support programs and other related activities.

➢ PLO 2: Ensuring ethical considerations while making effective business decisions.

PG2- Analytical skills

➢ PLO 3: Developing analytical skills by evaluating current and emerging business problems to enhance critical thinking of students.

PG3 – Communication and interpersonal skills

➢ PLO 4: Enhancing business communication skills for self and professional development through class room teaching, co-curricular and extra-curricular activities.

➢ PLO 5: Developing interpersonal skills by preparing students to work in teams in a diverse professional environment to better understand and to respect the opinion of others.

PG4-Core business knowledge

➢ PLO 6: Providing core knowledge in the field of management, accounting, finance, human resource, information technology, statistical analysis, and research.

➢ PLO 7: Imparting industry-specific knowledge while bridging the gap between academia and industry.

PG5 – Technological skills

➢ PLO 8: Depict knowledge and problem-solving through technology-based instructional design.

➢ PLO 9: In still among students the use of current technology through the application of relevant and latest software across broad business domains.

Course Learning Outcomes						
Sr. No		PG1	PG2	PG3	PG4	PG5
CLO1	Students will be able to Differentiate between the products of conventional and Islamic banking.					
CLO2	Students will be able to understand the standards developed by the Accounting and Auditing Organization for Islamic Financial Institutions (AAOIFI)					
CLO3	Students will be able to Analyze the differences that exist in the practices of Islamic banks operating in different jurisdictions worldwide					
CLO 4	Students will be able to explore the deviation and/or discrepancy in the practices of Islamic banks in Pakistan from					

	the AAOIFI Shariah Standards					
CLO 5	To develop a skillset in students that helps in accomplishing the objective of standardization in the practices of different Islamic banks in Pakistan.					

Session	Topics	Activities	Learning Objectives
1	Introduction to AAOIFI Shariah Standards What is an AAOIFI? Need for development of AAOIFI Jurisdiction of the AAOIFI	Overview of the course Significance of AAOIFI Islamic banking division of SBP Discussion on the research articles on Murabaha Post-Class Assignment Reading assignment of week 2's topic from the Standard:8.Term Report: Make groups for the Term Report and share the names by Week 3.	CLO 1
2	Murabaha to the purchase orderer Standard No: 8 Scope of the Standard Procedure Prior to the Contract of Murabaha The customer's expression of his wish to acquire an item through	Review students' queries with respect to topics covered in last session. Class lecture/discussion Discussion on the research articles on Murabaha Shariah non-compliance risk in Murabaha Post-Class Assignment	CLO 1
3	Murabaha to the purchase orderer Standard No: 8 The position of the Institution in respect to the application of the customer for Murabaha to the purchase orderer. The promise from the customer. Commission and Expenses	Review of last home assignment. Class lecture/discussion SBP regulations pertaining to Murabaha standard Quiz 1 Groups Confirmation for term report. Post-Class Assignment Home Assignment 1	CLO 1

4	<p>Murabaha to the purchase orderer Standard No: 8 Guarantees related to the commencement of the transaction. Acquisition of title to, and possession of the asset by the institution or its agent. The institution's taking possession of the asset or good, prior to its sale by Murabaha to the purchase orderer.</p>	<p>Q& A session and revisit the concepts from session 3. Class lecture/discussion Discussion on the research articles on Murabaha Post-Class Assignment Home Assignment 2</p>	CLO 2
5	<p>Murabaha to the purchase orderer Standard No: 8 Conclusion of a Murabaha contract Guarantees and treatment of Murabaha receivables</p>	<p>Review of pre-class assignment- Class lecture/discussion SBP regulations pertaining to Murabaha standard Post-Class Assignment Prepare for Quiz 2</p>	CLO 2
6	<p>Ijarah Muntahia Bittamleek Standard No: 9 Scope of the Standard Promise to lease Acquisition of Asset to be leased or its usufruct by an Institution</p>	<p>Review of pre-class assignment Class lecture/discussion Discussion on the research articles on Ijarah Shariah non-compliance risk in Ijarah Quiz 2 Post-Class Assignment Assigned articles presentation in next session (Home Assignment 3).</p>	CLO 2
7	<p>Ijarah Muntahia Bittamleek Standard No: 9 The promise from the customer. Concluding an Ijarah Contract and form of Ijarah Subject Matter of Ijarah</p>	<p>Article presentation by the students (the article/s are assigned in the last session). (Group assignment)</p>	CLO 3

	Ijarah Muntahia Bittamleek Standard No: 9	Review of pre-class assignment. Class lecture/discussion	CLO 3
8	Guarantees and treatments of Ijarah Receivables Changes to the Ijarah Contract Transfer of Ownership of the Ijarah Asset in Ijarah Muntahia Bittamleek	Discussion on the research articles on Ijarah SBP regulations pertaining to Ijarah standard Post-Class Assignment Make summary of the explanation and/discussion on AAOIFI Standard: 8. Prepare for Midterm Exams.	
9	Midterm Exam		
10	Salam and Parallel Salam Standard No: 10 Scope of the Standard Contract of Salam The subject matter of Salam Changes to al-Muslam fihi	Review students' queries. Class lecture/discussion Mini case study Shariah non-compliance risk in Salam Post-Class Assignment Prepare for Quiz 3.	CLO 4
11	Salam and Parallel Salam Standard No: 10 Delivery of al-Muslam fihi Parallel Salam Salam bond issues	Review of pre-class assignment. Class lecture/discussion Discussion on the research articles on Salam SBP regulations pertaining to Salam standard Quiz 3 Post- Class Assignment: Home Assignment 4	CLO 3&4
12	Istisna' and Parallel Istisna' Standard No: 11 Scope of the Standard Istisna' contract The subject matter of and guarantee in Istisna' Changes to Istisna' contract	Review of pre-class assignment Class lecture/discussion SBP regulations pertaining to Istisna' standard Shariah non-compliance risk in Istisna Post Class Assignment: To update on progress of the Term Report, next week.	CLO 3&4
13	Istisna' and Parallel Istisna Standard No: 11 Supervision of the execution of an Istisna' contract Delivery and disposal of the subject-matter Parallel Istisna'	Review of pre-class assignment. Class lecture/discussion Discussion on the research articles on Istisna' Post-Class Assignment: Prepare for Quiz 4	CLO 5

14	Sharika (Musharakah) and Modern Corporations Standard No: 12 Scope of the Standard Definitions, classifications and types of sharika al-aqd Traditional fiqh-nominate partnerships	Review of pre-class assignment Class lecture/discussion SBP regulations pertaining to Diminishing Musharakah Quiz 4 Post-Class Assignment: <i>Term Report Submission Next Week</i>	CLO 5
15	Sharika (Musharakah) and Modern Corporations Standard No: 12 Stock company Joint-liability company Partnership in commendum	Review of pre-class assignment Class lecture/discussion Discussion on the research articles on Diminishing Musharakah SBP regulations pertaining to Sharika standard	CLO 5
16	Sharika (Musharakah) and Modern Corporations Standard No: 12 Company limited by shares Alotment/particular (Muhasa) partnership Diminishing Musharakah	Student led discussion Class lecture/discussion Discussion on the research articles on Mudarabah Shariah non-compliance risk in Diminishing Musharakah Post-Class Assignment: <i>Prepare for Report Presentation</i>	CLO 5
17	Revision Session/Report Submission	Group presentation of the term Report	CLO 4,5 &6
18	Final Exams		BU policy

Course Contents and Time Distribution:

Course Description

This course covers the major Shariah Standards issued by the Accounting and Auditing Organization for Islamic Financial Institutions (AAOIFI) being practiced by the contemporary Islamic banks in Pakistan as well as the global Islamic banking industry including Saudi Arabia, Bahrain and Qatar. AAOIFI Shariah Standards are the benchmark for the central banking authorities worldwide to develop Standard Operating Procedures (SOPs) and/or manuals for the products of Islamic banks and Islamic financial institutions. It is mandatory for the State Bank of Pakistan either to adopt or adapt AAOIFI Shariah Standards that help regulate the Islamic banking industry in Pakistan.

Teaching Methodology

Heuristic method of teaching will be followed by making rich use of diagrams, audio visual aids, case studies, exercises, role plays, group activities, article reviews etc. Students are expected to

participate positively in all such activities. All such activities will be considered as marked assignments.

Course Reference Material

Book/s:

Standards issued by the Accounting and Auditing Organization for Islamic Financial Institution (AAOIFI)

Introduction to Islamic Finance by Justice (R') Mufti Taqi Usmani

Articles:

Research articles extracted from the national and international journals of high repute.

Respective AAOIFI Standard

GRADING PLAN

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STUDY SCHEME – CATEGORY B HYDROGRAPHIC DIPLOMA COURSE

Semester-I			
Course Title	Course Code	Credit Hours	Remarks
Basic Sciences	HYD-1	2+1	HYD 601 is suggested for 'Basic Sciences'. HYD 601 is recommended to be adopted for said course
Information Technology	HYD-2	1+1	HYD 602 is suggested for 'Information Technology'. HYD 602 is recommended to be adopted for said course
Earth Sciences	HYD-3	1+1	HYD 603 is suggested for 'Earth Sciences'. HYD 603 is recommended to be adopted for said course
Nautical Sciences	HYD-4	1+2	HYD 604 is suggested for 'Nautical Sciences'. HYD 604 is recommended to be adopted for said course
Water Levels and Flow	HYD-5	3+4	HYD 605 is suggested for 'Water Levels and Flow'. HYD 605 is recommended to be adopted for said course
Positioning	HYD-6	3+4	HYD 606 is suggested for 'Positioning'. HYD 606 is recommended to be adopted for said course
Semester-II			
Course Title	Course Code	Credit Hours	
Underwater Acoustic	HYD-7	2+2	HYD 607 is suggested for 'Underwater Acoustic'. HYD 607 is recommended to be adopted for said course
Remote Sensing	HYD-8	1+1	HYD 608 is suggested for 'Remote Sensing'. HYD 608 is recommended to be adopted for said course
Meteorology	HYD-9	1+1	HYD 609 is suggested for 'Meteorology'. HYD 609 is recommended to be adopted for said course
Environment	HYD-10	3+6	HYD 610 is suggested for 'Environment'. HYD 610 is recommended to be adopted for said course
Research & Practical Survey	HYD-11	0+11	HYD 611 is suggested for 'Basic Sciences'. HYD 601 is recommended to be adopted for said course
Total Credit Hours		52 (18+34)	

COURSE DESCRIPTION

TITLE

1. The title of the course is Category B Course on "Hydrographic Survey for Production of Nautical Charts".

COURSE OBJECTIVES

2. Objective of the program is to develop skills/ competencies among the course members in all aspects and functions of hydrographic surveying. Upon completion of the course, the course participants should be able to demonstrate their capability to handle practical comprehension of hydrographic surveying. This general outcome is assessed according to broad competences including:

- a. Course graduates should be able to demonstrate their ability to gather data accurately and effectively while performing all tasks in the routine and standardized procedures of Hydrography, data processing and data presentation and as per the assigned scope of work.
- b. Course graduates should be able to show professional behavior in maintaining their active role in team working as team member, good communication skill, production of reliable documentation and securing that all standards and conducts are met in ensuring the quality of deliverables.

POST COURSE UTILIZATION

3. To enable participants to carry out various hydrographic surveying tasks as per IHO standards.

PRE-REQUISITES

4. Student candidates from Naval, Maritime, Survey, Oceanography, Engineering, and Environmental sciences backgrounds with minimum diploma or equivalent are eligible to apply for enrollment to the Program. Requirement of candidates with professional or academic linier background is as under:

- a. Naval Officer with minimum rank of Sub Lieutenant and Civilian employee of equivalent rank.
- b. Diploma (minimum three years of higher education) or having background in engineering, earth sciences, nautical, marine sciences and environmental sciences.
- c. Foreign naval students.
- d. Have a sufficient command of spoken and written English.
- e. Be under forty (40) years of age.
- f. Be in good health, both physically and mentally to undergo the course of training.

ENTRY EXEMPTIONS THAT MAY BE GIVEN

5. Clause 4a & 4b mentioned above may be exempted, provided participant is employed in organizations which are responsible for carrying out country's hydrographic surveys of sea areas.

ALTERNATIVE QUALIFICATIONS THAT MAY BE ACCEPTABLE FOR ENTRY

6. Entry of a candidate unable to fulfill clause 1.3 b above may be considered if he/she has at least 02 years of occupation experience in hydrographic survey.

COMPOSITION

7. The course will comprise of Operations Branch Officers having hands on experience on practical Hydrography on voluntarily basis.

DURATION

8. The total duration of the course is 29 weeks.

INSTRUCTIONAL TIME

9. There are 43 X instructional periods in a week i.e 9 periods on every Monday to Thursday and 7 periods on each Friday. All Gazzetted holidays have been catered during the course. Each period is of 40 minutes duration.

PLACEMENT TEST

10. Written Examination/interview will be conducted within one week of joining.

EXAMINATION

The trainee will be given the following tests and examinations:

- a. **Oral Quizzes.** A number of oral quizzes (verbal and written) shall be conducted at regular intervals throughout the course. Prior notice may or may not be given for such tests. A record of such tests duly countersigned by course officers is to be kept in progress logbooks
- b. **Formative Test.** Formative tests (as required) will be conducted in each subject. A minimum of 24 hours notice by the subject instructor will be given for the tests. The subject instructor will maintain a record of tests duly countersigned by course officer in progress log.
- c. **Assignments/OJTs/Visits.** Assignments will be given to students and 16 x OJTs/ Visits shall be conducted during the course. The subject instructor will maintain a result in progress log.
- d. **Summative Test/ Final Examination** Summative Test/ Final examination will be conducted soon after completion of the each subject/ module. Duration of examination will be dependent on length of the subject.
- e. **Re-Examination.** Rules for re-examination are appended below:
 - (1) Only one re – sit will be provided to the failing student.
 - (2) Ceiling for attaining marks in re – sit examination will be passing marks.

f. **Supplementary Examinations.**

This examination will be held for those trainees who are unable to appear in the final examination due to sickness or any other suitable reason beyond their control. Supplementary examination will be held under following conditions:

(1) The examination will be held and completed within four weeks of the completion of final examination. Failure to appear in re-exam will disqualify trainee from the course.

(2) The examination will be given from the same portion of the syllabus from which final examination was given.

(3) Re-examination rules in case of supplementary examination will remain same.

g. **Scheme of Marking.** 50 marks or less will be assigned to each subject for theory paper depending upon volume of syllabus.

h. **Award of Sessional Marks.** Overall 20% marks would be regarded as sessional marks. These will be awarded by course officer and are to be based on performance of trainees displayed during weekly / monthly tests and assignments.

j. **Qualifying percentage.** A trainee will be considered qualified when he has obtained pass percentage in each subject. For subject bifurcated in to theory and practical, the trainee will be required to pass in the theory and practical papers separately with minimum percentage as follows:

- | | | |
|-------|-------------------|-----|
| (i) | Practical | 60% |
| (ii) | Theory | 50% |
| (iii) | Overall Aggregate | 60% |

k. **Unfair Means.** A trainee found using unfair means or assisting another trainee during a test/examination shall be liable to disciplinary action. The Commanding Officer has the power to withdraw him from training if any trainee found guilty of such an act by the board of investigation appointed by the respective Commanding Officer. Use of unfair means generally covers the following:

- (1) An attempt to have access to the question paper before the examination.
- (2) Use/possession of unauthorized reference material during the examination.
- (3) Any form of communication amongst the examinees in or out side examination hall while the examination is in progress.
- (4) Unauthorized entry in to an instructor's office with the intention of having an access to / tempering with the official record.

l. **Short Attendance.** It is mandatory for trainees to attend at least 75% of the total periods of each subject, failing which they will not be allowed to sit in the examination of the same subject in the final examination. The short attendance may be covered by dog watches / extra study.

m. **Award of Certificate.** Upon completion of successful training, suitable certificate will be issued as per policy in vogue.

REFERENCE BOOKS

S No	S-5B Code	Name of Module	Reference
1.	B 1.0	Mathematics, Statistics and Theory of error	<ul style="list-style-type: none"> 1. Calculus 2. A Program Course in Calculus 3. Mathematical Method in the Physical Science Compiled and Solved Problem in Geometry and Trigonometry 4. Geometry (with Geometry Explorer). 5. Linear Algebra and Its Application 6. Theory and Problem of Trigonometry 7. Calculus and Geometry Analysis Research Methods and Statistic, A Critical Thinking Approach 8. Introduction to the theory of Error-Correcting odes 9. The Method of Least Squares
2.	B 2.0	Communication and Information Technology	<ul style="list-style-type: none"> 1. Information and Communication Technology in Education 2. Visual Basic: A Complete Course Digital Design, Fundamentals of Computer Architecture and Assembly Language
3.	B 3.0	Physics	<ul style="list-style-type: none"> 1. Fundamental University Physics 2. Classical Mechanics (3rd edition) 3. Classical Mechanics (5th edition) 4. An Introduction to Mechanics 5. Course of Theoretical Physics, Vol. 1 Mechanics. 6. Vibration and Waves
4.	B 4.0	Earth Sciences	<ul style="list-style-type: none"> 1. Principles of Earth Science 2. Introduction to physical geography and geology 3. At science: Scientific history of the solid earth 4. The Basics of Earth Science 5. Encyclopedia of earth science 6. Sedimentary Structure 7. Earth Surface Processes, Landforms and Sediment Deposits
5.	B 5.0	Nautical Science	<ul style="list-style-type: none"> 1. Admiralty, Great Britain (1915) Admiralty manual of navigation, 1914, Chapter XXV: "The Magnetic Compass (continued): the analysis and correction of the deviation", London: HMSO, 525 p. 2. Australian Global Maritime Distress and safety system (GMDSS). 3. Marine Navigation and Safety of Sea Transportation 4. Encyclopedia of Marine Science GMDSS Manual 5. The Complete Book of Anchoring and Mooring 6. U.S. Navy Technical Manual for Wire and Fiber Rope
6.	B 6.0	Meteorology	<ul style="list-style-type: none"> 1. Essentials of Meteorology, 3rd Edition. 2. Manual of Meteorology 3. Guide to Marine Meteorological Service,3rd Edition 4. An Introduction Meteorology for Wind Energy
7.	E 1.1	Acoustic Theory	<ul style="list-style-type: none"> 1. The Master Handbook of Acoustics, 4th Edition 2. IHO, 2011 Manual On Hydrography Publication C-13

			<ul style="list-style-type: none"> 3. Underwater Acoustic Positioning Systems. 4. Theory of Reflection 5. Underwater Acoustic Modeling 6. An Introduction to Acoustics
8.	E 1.2	Single Beam Systems & Side Scan Sonar	<ul style="list-style-type: none"> 1. Backscatter measurements by seafloor- mapping sonars Guidelines and Recommendations 2. Side Scan Sonar Record Interpretation 3. Image Distortion Correction Method of 2-MHz Side Scan Sonar for Underwater Structure Inspection 4. Principle of Underwater Sound 5. Sub-bottom Profiling Acquisition Techniques in HYPACK. 6. Side Scan Sonar technology/ side scan-sonar 7. Underwater Acoustic System Analysis 8. Learn more about Side Scan Sonar, Subsea Survey and Positioning
9.	E 1.3	Swath Systems	<ul style="list-style-type: none"> 1. Multibeam Sonar Theory of Operation 2. Communications Sea Beam Instruments 3. Operation Manual 4. IHO, 2011 Manual On Hydrography Publication C-13 5. Seafloor Classification with a Multi-Swath Multi-Beam Echo Sounder 6. Standards Of Competence for Category "B" Hydrographic Surveyors, edition 1.0.1 June 2017.
10.	E 2.1	LiDAR	<ul style="list-style-type: none"> 1. Surveying Principles and Applications 2. Shallow Sea Floor Reflectance And Water Depth Derived By Unmixing Multi spectral Imagery. Photogrammetric 3. Engineering and Remote Sensing. 4. IHO, 2006. A Manual on Technical Aspects of The United Nations Convention on The Law of The Sea. 5. IHO, 2011 Manual On Hydrography Publication C-13 6. Remote Sensing Of Bottom reflectance And Water Attenuation Parameters In Shallow Water Using Aircraft And Land sat Data. 7. International Journal of Remote Sensing
11.	E 2.2	Remote Sensing	<ul style="list-style-type: none"> 1. Shallow Sea Floor Reflectance and Water Depth Derived By Unmixing Multispectral Imagery. Photogrammetric Engineering and Remote Sensing 2. Geometric Accuracy Comparison between High Resolution Satellite Imagery and Aerial Photo for Large Scale Topographic Mapping 3. IHO Manual on Technical Aspects of The United Nations Convention on The Law of The Sea. 4. IHO Manual On Hydrography Publication C-13 5. Remote Sensing Of Bottom Reflectance And Water Attenuation Parameters In Shallow Water Using Aircraft And Lands at Data. International Journal of Remote Sensing 6. The Influence Of Spatial Resolution In Land Use Mapping Accuracy

12.	E 3.1	Principles of Water Levels	<ol style="list-style-type: none"> 1. IHO Manual on Technical Aspects of The United Nations Convention on The Law of The Sea. 2. IHO Manual On Hydrography Publication C-13 3. Water Management in Tidal Lowland Areas 4. Secrets of The Tide and Tidal Current Analysis and Applications, Storm Surges and Sea Level Trends
13.	E 3.2	Water Level Measurement	<ol style="list-style-type: none"> 1. Sea Levels, Land Levels, and Tide Gauge 2. Handbook of Sea level Research 3. Secrets of the Tide 4. NOAA Special Publication NOS CO-OPS 1, 2001, Tidal Datums And Their Applications, U.S. Department of Commerce 5. Waves, Tides, and Shallow-Water Processes.
14.	E 3.3	Water Level Reduction	<ol style="list-style-type: none"> 1. Sea Levels, Land Levels, and Tide Gauge. 2. Tide, Wind, and Wave Driven Flow 3. Handbook of Sea level Research 4. Secrets of the Tide, 5. Introduction to Oceanography. 6. Waves, Tides, and Shallow-Water Processes
15.	E 3.4	Currents	<ol style="list-style-type: none"> 1. Measuring Ocean Currents: Tools, Technologies, and Data. 2. Nonlinear Water Waves with Applications to Wave-Current Interactions and Tsunamis. 3. Tidal Analysis and Prediction, NOAA Special Publication NOSCO-OPS3 Statistical Modeling Method for Residual and sea Current Data.
16.	E 4.1	Geodesy	<ol style="list-style-type: none"> 1. Positioning and Mapping International Land 2. Coordinate transformations, Journal of Applied Geodesy 3. Physical Geodesy 4. Introduction to Geometrical and Physical Geodesy: Foundations of Geomatics
17.	E 4.2	Principles of Cartography	<ol style="list-style-type: none"> 1. Principles of Cartographic Design 2. Map Use & Analysis 3. How to Read A Nautical Chart 4. Glossary of ECDIS Pleated Term. 5. Strategy Maps (Converting Intangible Assets) 6. Surveying and Charting of The Seas 7. Visualization Modern Cartography. 8. Modern Trends in Cartography 9. Elements of Cartography 10. General Cartography 11. Element of Cartography 12. Map Projection, A Reference Manual
18.	E 4.3	Positioning Measurements,	<ol style="list-style-type: none"> 1. Geodetic Height 2. GPS Positioning Guide

		Methods and Techniques	<p>3. Methods for Positioning 4. Global Positioning, Technologies and Performance</p>
19.	E 4.4	Vertical Positioning	<p>1. Surveying for Construction 2. IHO Manual On Hydrography Publication C-13, Chapter2 3. Ho.408 Introduction to Horizontal Control, RANHS. 4. Ho.212 Traverse Theory Bowditch Method of Adjustment, RANHS. 5. Ho.905 False Stadium Correction, RANHS. 6. Engineering Surveying</p>
20.	E 4.5	Acoustic Positioning	<p>1. IHO Manual on Hydrography Publication C-13 2. Underwater Acoustic Positioning Systems 3. Handbook of Offshore Surveying: Volume Two Positioning and Tides. 4. Navigating Autonomous Underwater Vehicle 5. Acoustic Positioning Systems "A Practical Overview Of Current Systems</p>
21.	E 4.6	Inertial Navigation	<p>1. Fundamentals of Inertial Navigation, Satellite-based Positioning and their Integration 2. Inertial Navigation Systems with Geodetic Applications 3. Global Positioning Systems, Inertial Navigation and Integration, second edition 4. Principles of GNSS, Inertial, and Multi sensor Integrated Navigation Systems 5. Standards of Competence for Category "B" Hydrographic Surveyors Publication S-5B First edition Version 1.0.1-June 2017</p>
22.	E 4.7	Uncertainty in Positioning	<p>1. Uncertainties in GPS Positioning a Mathematical Discourse, 2. Data Reduction and error analysis for the physical sciences. 3. Applied Electronics Instrumentation and Measurement 4. Experimental Methods For Engineers</p>
23.	E 5.1	Hydrographic Survey Projects	<p>1. Hydrographic Surveying 2. FIG Guidelines for the Planning, Execution and Management of Hydrographic Surveys in Ports and Harbours, 3. IHO Manual on Hydrography Publication C-13, Chapter 1 4. An Introduction to an Overview of Hydrographic Survey Techniques 5. Hydrographic Manual, 4th Edition. U.S. Department of Commerce.</p>
24.	E 5.2	Hydrographic Survey Operations	<p>1. FIG Guidelines for the Planning, Execution and Management of Hydrographic Surveys in Ports and Harbours 2. IHO Manual on Hydrography Publication C-13,</p>

			<p>Chapter 1</p> <p>3. Hydrographic Manual, Special Publication No.143, Department of Commerce U. S. Coast and Geodetic Survey.</p> <p>4. Hydrographic Manual, 4th Edition. U.S. Dept of Commer</p>
25.	E 5.3	Hydrographic Survey Documentation	<p>1. IHO Manual on Hydrography Publication C-13, survey planning and estimation guide</p> <p>2. IHO standards for hydrographic surveys, 5th edition, February 2008 special publication no. 44.</p> <p>3. Manual on hydrography publication M-13 1st edition May 2005 chapter 1 - chapter 7</p> <p>4. NOAA, 2017 Hydrographic Surveys Specification and Deliverables, U.S. Department of Commerce.</p> <p>Standards of competence for Category "B" hydrographic surveyor's publications-5B first edition version 1.0.1-June 2017</p>
26.	E 5.4	Legal Aspects	<p>1. IHO Standards For Hydrographic Surveys, Special Publication (SP-44), 5th edition.</p> <p>2. IHO Manual on Technical aspects of the United Nations Convention on the Law Of the Sea - 1982, Special Publication (SP-51), 3th edition</p> <p>3. Geopolitics and Maritime Territorial Disputes in East Asia</p> <p>4. Equitable Principles Of Maritime Boundary Delimitation</p> <p>5. United Nations Convention on the Law of the Sea 1982 (UNCLOS 82)</p>
27.	E 6.1	Real time Data Acquisition and Control	<p>1. IHO Manual On Hydrography Publication C-13, Chapter7.1 appendices survey planning and estimation guide</p> <p>2. Acoustic backscatter and sediment textural properties of inner shelf sands</p> <p>3. GEBCO. General Bathymetric Chart of The Ocean. Retrieved October23,2013,from GEBCO:</p> <p>4. Recommended operating guidelines for swath bathymetry.</p> <p>Principle of Underwater Sound</p>
28.	E 6.2	Data Processing and Analysis	<p>1. GIS software comparison framework.</p> <p>2. Spatial Data Quality</p> <p>3. Principles of modeling uncertainties in spatial data and spatial analysis</p>
29.	E 6.3	Data Organization and Presentation	<p>1. Geographic Information Systems (GIS) for Disaster Management</p> <p>2. GIS software comparison framework</p> <p>3. GIS and Environmental Monitoring</p>
30.	E 7.1	Oceanography	<p>1. Essential of Oceanography</p> <p>2. Ocean Circulation</p> <p>3. Wave and Tidal Energy</p> <p>4. Oceanography and Marine Geology</p>

			5. The Living Earth Oceans and Oceanography 6. Descriptive Physical Oceanography 7. Introduction to Physical Oceanography, 8. Oceanography: An Invitation to Marine Science 9. Oceans And Oceanography 10. Earth and Life Sciences
31.	E 7.2	Marine Geology and Geophysics	1. Environmental Resource Management 2. Marine Geology, oceanography and Physical Processes 3. Marine Geology, Facts On File. 4. Fundamentals of 3-D Seismic Survey Design 5. Engineering Geology for Society and Territory 6. Well seismic surveying and acoustic logging 7. Marine Magnetic Survey Modeling 8. Modeling and Analysis of Fine Sediment Transport in Wave-Current Bottom Boundary Layer 9. Gravity and Magnetic Exploration
32.	E 7.3	Environmental impact	1. Advances In Marine Protection 2. Committee on the Evaluation, Design, and Monitoring of Marine Reserves and Protected Areas in the United States 3. Whose sustainability. Top-down participation and emergent rules in marine protected area management

SUMMARY OF THE CAT B COURSE

- | | | |
|---------------------------|---|-------------|
| 1. Duration of the Course | - | 29 Weeks |
| 2. Total Periods | - | 247 Periods |
| 3. Theory | - | 543 Periods |
| 4. Practical | - | 661 Periods |
| 5. Gazzetted Holidays | - | 43 Periods |

Details are as under:

S.No.	Module	Theory		Practical		Total (Periods)
		Lectures (Periods)	Tutorials (Periods)	Practical (Periods)	Self-Guided (Periods)	
1.	Mathematics, Statistics & Theory of Errors	18	6	-	6	30
2.	Communication and Information Technology	8	5	13	4	30
3.	Physics	13	3	-	4	20
4.	Earth Sciences	9	3	-	3	15
5.	Nautical Science	13	7	14	6	40
6.	Meteorology	7	3	6	4	20
7.	Underwater Acoustics	30	15	20	20	85
8.	Remote Sensing	13	7	14	6	40
9.	Water Level & Flow	28	14	31	17	90
10.	Positioning	51	26	75	27	179

MOM 46th ACM

11.	Hydrographic Practice	28	13	13	11	65
12.	Hydrographic Data Management	26	11	21	13	71
13.	Environment	17	9	6	10	42
15.	Guest Lectures.	16	-	-	-	16
17.	Research Work	-	-	-	43	43
14.	OJTs/ Visits.	-	144	-	-	144
18.	Final project (CFFP).	-	-	258	-	258
19.	Additional (Opening Ceremony + Award Ceremony)	-	-	-	16	16
16.	Gazzetted Holidays	-	-	-	-	43
	Total	277	266	471	190	1247
	Grand Total	543		661		1204 + 43 = 1247 (Theory + Practical + Gazzetted Holidays)

CAT 'B' HYDROGRAPHIC SURVEY COURSE
MODULE SYLLABUS

Basic Subjects

B1.0: Mathematics, Statistics, Theory of Errors						
Topic/ Element	Content	Learning Outcomes	Module and Content	Period		
				T	P	SG
B1.1 Linear Algebr a (B)	(i) Vector and affine spaces, vector and inner products, norms. (ii) Linear equations, determinants. (iii) Analytical geometry, line and plane equations. (iv) Linear operators, matrix representation, composition, inverse, transpose. (v) Translations, rotations, coordinate transformations.	Describe and apply 2D transformations involved in surveying and mapping.(E4.1c) Solve linear equations using matrix methods.	PI.B1.0 (i),(ii),(iii),(iv), (v)	3	0	01
				Total	3	01
B1.2 Differentia l calculus (B)	(i) Real and vector valued functions. (ii) Gradient of real-valued functions and their discrete approximations. (iii) Series and integrals.	Compute the gradient of a vector valued function. Define a function as a series. Calculate explicit integrals of classical functions.	PI.B1.0 (i),(ii),(iii)	3	0	0
				Total	3	0
B1.3 Trigonome try	(i) Basic trigonometry (ii) Sphere, great circle, rhumb	Apply plane and spherical Trigonometry to	PI.B1.0 (i),(ii)	2	2	
			PI.E4.1			

(B)	lines, sphere angles, spherical triangles and spherical excess.	surveying problems.	(ii)			
			PI.E4.3	1		
			(i),(ii)			
			PI.E5.2 (i),(ii)			

			Total	3	0	2
B1.4 Statistics (I)	(i) Random variables, mean, variance, standard deviation (ii) Covariance and correlation (iii) Estimation of mean, variance, covariance (iv) Normal distribution	Explain what is meant by a random variable, estimate the mean, variance and standard deviation for a random variable and also the covariance between random variables.	PI.B1.0 (i), (ii), (iii), (iv)	3 3 Total 6	0	
B1.5 Theory of errors (B)	(i) Linear observation equations (ii) Covariance propagation law	Apply the variance propagation law to a linear observation equation, and derive a measurement uncertainty as a function of observables' covariance.	PI.B1.0 (i), (ii)	2	0	0
B1.6 Least squares (B)	(i) Least squares procedure (ii) Covariance of estimated parameters (iii) Use of unit variance factor	Interpret results from a least square estimation applied to survey measurements.	PI.B1.0 (i), (ii), (iii), (iv)	3 2	0	

	(iv) Interpretation of ellipses of confidence		Total	5	0	0
B1.7 Interpolation (B)	(i) 1D poly nominal interpolation (ii) Spatial interpolation by inverse distance weighting methods	Differentiate between 1-D and spatial interpolation methods. Create and compare interpolated surfaces from one set of sparse survey measurements using appropriate software under different configurations.	PI.B1.0 (i), (ii)	2		
Total			Total	2	3	

B2.0: Information and Communication Technology

Topic/ Element	Content	Learning Outcomes	Module and Content	Period	
				T	SG
B2.1 Computer systems (I)	(i) Central Processing Unit (ii) RAM, data storage (iii) Communication board, serial links, communication ports buffers, Ethernet links, data transmission rates (iv) Communication protocols (v) Clocks, clocks drift, time tagging and synchronization of data (vi) Operating systems (vii) Device drivers	Describe the different components of a real-time data acquisition system, including various modes of communication and time-tagging. Describe the role of a device driver and its relation to data exchange.	PI.B2.0 (i),(ii),(iii),(iv), (v)(vi)	3 3	1 1

			Total		
B2.2 Office work software suites (I)	(i) Word processors (ii) Spread sheets (iii) Graphics and image processing software (iv) Database management systems and query languages	Use classical office work software suites. Construct a database, populate it and query its content.	PI.B2.0 (i),(ii),(iii),(iv)	2	1
B2.3 Programming (I)	(i) Basic operations of a computer program or script (ii) Algorithms (loops, conditional instructions) (iii) Scientific computation environments (iv) Application to data exchange, file conversion	Write a program for data format conversion and/ or basic algorithm computation.	PI.B2.0 (i),(ii),(iii),(iv)	3	1
B2.4 Web and network communica tions (B)	(i) Networks (LANs) (ii) Internet (iii) Networks integrity (iv) Communication protocols	Describe the different network communication protocols used in remote data exchange applications.	PI.B2.0 (i),(ii),(iii),(iv)	3	1
B2.5 Data bases (B)	(i) File types (binary, text, XML) (ii) Relational data bases (iii) Geospatial data bases	Describe different types of geospatial data and their representation.	PI.B2.0 (i),(ii),(iii)	2	0
Total				13	13
B3.0: Physics					
Topic/ Element	Content	Learning Outcomes	Module and	Period	
				T	P
					SG

			Content				
B3.1 Mechanics (B)	(i) Kinematics (angular and linear velocities, accelerations) (ii) Coriolis Effect (iii) Newton's law, forces, accelerations, energy	Describe the relationship between linear and rotational motions through acceleration and velocity	PI.B3.0 (i)	5	0	1	
			Total	5	0	1	
B3.2 Gravity (B)	(i) Gravity field of the earth (ii) Equipotential surfaces	Describe the gravity field of the earth in terms of acceleration and potential	PI.B3.0 (i),(ii)	3	0	0	
			Total	3	0	0	
B3.3 Waves (B)	(i) Electromagnetic waves (ii) Pressure waves (iii) Ocean waves (iv) Wave Propagation (v) Electromagnetic spectrum (vi) Radiation, emission and absorption (vii) Reflection, refraction, diffraction	Differentiate between types of waves and their generation and propagation. Explain how medium parameters affect wave behavior.	PI.B3.0 (i),(ii),(ii i),(iv),(v , (vi)	8	2	3	
			Total	8	2	3	
Total				16	0	4	

B4.0: Earth Sciences						
Topic/ Element	Content	Learning Outcomes	Module and Content	Period		
				T	P	SG
B4.1 Geography and geology (B)	(i) Plate tectonics, earth quakes zones (ii) Different types of rocks (iii) Erosion and deposition (iv) Rivers and estuaries	Describe the internal structure, the physical characters and dynamics of the Earth referring to ocean basin structure, and the major processes affecting coastal morphology	PI.B4.0 (i),(ii),(iii),(iv),(v), (vi)	6	0	1
		Total		6	0	1
B4.2 Substrates (B)	(i) Sediment types (ii) Sedimentary cycles (iii) Siltation (iv) Submerged aquatic vegetation (v) Corals	Distinguish common sea floor characteristics. Describe the ocean bottom as a multilayered structure composed of sediment deposits	PI.B4.0 (i),(ii),(iii),(iv),(v)	6	0	2
		Total		6	0	2
Total				12	0	3

B5.0: Nautical Sciences						
Topic/ Element	Content	Learning Outcomes	Module and Content	Period		
				T	P	SG
B5.1 Conventional aids to navigation (B)	(i) Types of buoys and beacons (ii) Radar beacons (iii) AIS systems	Describe the principal fixed and floating aids to navigation and the use of automatic identification systems.	PI.B5.0 (i),(ii),(iii)	2	1	0
			Total	2	1	0
B5.2 GMDSS (B)	(i) Sea areas (ii) EPIRB and SARSAT (iii) Digital selective calling (iv) NAVTEX (v) Inmarsat-C	Describe the components and purpose of GMDSS.	PI.B5.0 (i),(ii),(iii),(iv)	2	0	1
			Total	2	0	1
B5.3 Nautical charts (B)	(i) Content, datum, projection, scale and types of nautical charts (ii) Chart symbols (iii) Chart graticules (iv) Uncertainty indicators (e.g. source diagram, reliability diagram, zone of confidence, notes) (v) Navigational hazards (vi) Plotting instruments	Layout a route on a nautical chart, plot positions, identifies navigational hazards and revise navigational plan as required. Describe the content of a nautical chart and explain datum, projection, scale Describe the uncertainty indicators associated with nautical charts.	PI.B5.0 (i),(ii),(iii),(iv),(v),(iv) PI.E5.2.01024 (iv) PI.E4.2(l) PI.E6.3 (ii),(iii)	3	1	0
				2	0	0
				1	1	
			Total	3	4	1
B5.4 Navigation	(i) Sailing directions, (ii) Light and radio lists,	Use content of nautical Publications in a survey	PI.B5.0 (i),(ii),(iii),(iv)	2	0	0

Publications (B)	(iii) Tides and current tables (iv) Notice to mariners	Planning context.	PI.E3.1 (iii) PI.E5.2 (iv) PI.E5.4 (i),(ii) PI.E6.3 (iv)		0	0
					0	0
				Total	2	0
B5.5 Compasses (B)	(i) Earth magnetic field (ii) Magnetic compasses (iii) Gyros (iv) Compass error and corrections	Describe the capabilities, Limitations and errors of Magnetic and gyro compasses. Determine and apply Corrections for magnetic and Gyro compass error.	PI.B5.0 (i),(ii),(iii),(iv) PI.B1.0 (iv) PI.B4.3 (i) PI.E7.2 (i),(ii)	2	0	0
				Total	2	0
B5.6 Emergency procedures (B)	(i) Fire extinguishers (ii) Life preservers and cold water survival suits, life rafts (iii) Distress signals and EPIRB (iv) Procedures for man-overboard, fire, and abandoning ship	Explain the importance of the emergency equipment and procedures.	PI.B5.0 (i),(ii),(iii),(iv)	2	2	1
				Total	2	2

B5.7 Safe working practice (B)	(i) Water-tight doors and hatches (ii) Suspended loads (iii) Enclosed spaces (iv) Working aloft, with equipment over the side (v) Work permitting (vi) Securing equipment for sea (vii) Cables and antenna installation (viii) Earthing of electrical equipment (ix) High voltage electrical safety (x) Personal protective equipment	Describe procedures for maintaining a safe working environment. Draw a diagram to indicate safe cable routes for survey instruments. Describe methods for securing equipment for heavy weather.	PI.B5.0 (i),(ii),(iii),(iv),(v), (vi),(vii),(viii),(ix),(x) Total	2	2	1
B5.8 Rope and wires (B)	(i) Types of wire and rope (ii) Characteristics (stretch, floating, strength) of ropes. (iii) Basic knots	Select and tie basic knots. Select appropriate wire or rope.	PI.B5.0 (i),(ii),(iii) Total	1	1	0
B5.9 Towed and over the side instruments (B)	(i) Rosette systems and instruments (ii) ROVs, AUVs, towed systems, catenary and layback (iii) A-frames, cable blocks, electro-mechanical wire, slip rings and optical cabling (iv) Moon pools (v) Launch and recovery (vi) Station keeping and maneuvering	Deploy and recover oceanographic and hydrographic equipment	PI.B5.0 (i),(ii),(iii),(iv),(v),(vi) Total	2	2	0

B5.10 Anchoring (B)	(i) Ship board ground tackle including anchor, chain, windlass, stoppers (ii) Small boat anchoring (iii) Multiple anchors	Describe ship and small boats anchoring and ground tackle. Explain how the final position of the vessel can be adjusted through the use of anchors.	PI.B5.0 (i), (ii), (iii) PI.E4.3 (i),(iii)	1 Total 1	0 0 Total 0	0 0 Total 0
B5.11 Instrument moorings (B)	(i) Launch and recovery (ii) Anchors and acoustic releases (iii) Scope, wire, flotation, tension (iv) Weights	Prepare, deploy and recover seabed instruments.	PI.B5.0 (i),(ii),(iii),(iv)	1 Total 1	2 2 Total 2	0 0 Total 0
Total						20 14 6

B6.0: Meteorology						
Topic/ Element	Content	Learning Outcomes	Module and Content	Period		
				T	P	SG
B6.1 Weather observations (B)	(i) Vertical structure and the variability of the atmosphere (ii) Temperature, humidity, dew-point, frost-point (iii) Atmospheric pressure, winds (iv) Clouds and precipitations (v) Rain, snow (vi) Visibility, advection fog and radiation fog (vii) Pressure systems (viii) Geostrophic winds, anabatic and katabatic winds (ix) Instruments and sensors used to register temperatures, pressure, direction and intensity of wind	Define physical meteorological parameters Operate instruments and sensors used to register temperature, pressure, direction and intensity of wind. Record these parameters according to internationally accepted standards. Identify characteristics of weather by simple observation of the sea and the sky.	PI.B6.0 (i),(ii),(iii),(iv),(v),(vi),(vii)	5	2	2
				Total	5	2
B6.2 Wind (B)		Explain the relation between atmospheric pressure, temperature and wind. Describe wind circulation around pressure systems and the effect of friction.	PI.B6.0 (viii),(ix)	3	2	2
B6.3 Weather forecasting (B)	(i) Synoptic charts (ii) Weather forecast	Interpret a synoptic chart. Produce an operational short range forecast based on meteorological information, weather bulletins and facsimile charts	PI.B6.0 (i),(ii)	2	2	0
				Total	2	2
Total				10	6	4

Essential subjects

E1: Underwater Acoustics						
E1.1 Acoustic Theory						
Topic/ Element	Content	Learning Outcomes	Module and Content	Period		
				T	P	SG
E1.1a Generation of acoustic waves (B)	(i) Plane and spherical waves in terms of wavelength, amplitude and frequency. (ii) Speed of sound in relation to water properties and profile in the water column. (iii) Acoustic units, intensities and sound levels	Explain how transducer parameters impact upon beam characteristics.	PI.E1.1 (i), (ii) PI.E1.3 (i), (ii) PI.B3.0 (iii) Total	4	0	2
				4	0	2
E1.1b Propagation of acoustic waves (I)	(iv) Active Sonar Equation including sound source, causes of propagation loss in relation to water properties together with characteristics of the sea floor and targets, noise level and directivity (v) Refraction and the path of sound rays through the water column. (vi) Transducer principles and beam characteristics (vii) System parameters including bandwidth, pulse length, pulse repetition rate, gain, detection threshold, range resolution and spatial resolution.	Using appropriate units, describe acoustic wave behavior with reference to physical properties of the water column. Create a sound speed profiles from water column measurements and describe its effect on the acoustic ray path.	PI.E1.1 (i), (ii) PI.B3.0 (iii) PI.B5.0 (xi) Total	2	0	2
				2	0	0

E1.1c Reflection scattering and system performance (B)		Detail sources of noise and the impact of noise on operation of acoustic systems.	PI.E1.1 (iii), (iv) PI.B3.0 (iii) Total	3	0	1
E1.1d Reception of acoustic waves (B)		Explain how a system is optimized in terms of environmental factors for measurement and target detection.	PI.E1.1 (i),(iii),(iv),(v),(vi),(vii) Total	3	0	1
Total				14	0	6

E1.2 Single Beam Systems &Side Scan Sonar						
Topic/ Element	Content	Learning Outcomes	Module and Content	Period		
				T	P	SG
E1.2a Single beam echo sounders (I)	(i) Split beam and dual beam echosounders (ii) Components of a single beam echosounder. (iii) Operation of single beam echosounders. (iv) Bottom detection principles. (v) Full-echo-envelope returns (vi) Sub-bottom profiling systems. (vii) Validation & Calibration.	Setup, deploy and operate a single beam echosounder. Select appropriate range, scale, frequency and pulse repetition rate for specific applications in relation to spatial resolution, bottom penetration and depth of water.	PI.E1.2 (i),(ii),(iii),(iv), PI.E1.1 (i) , (iii) PI.E1.3 (I) ,(ii),(iii) Total	4	2	2

E1.2b Single beam echosounder data recording. (I)	(viii) Principles, components, geometry and deployment of side scan sonar systems. (ix) Side scan sonar backscatter and sea floor reflection. (x) Side scan images and sources of distortion. (xi) Combining sources of uncertainty.	Interpret echo sounder returns through differentiation between return signals.	PI.E1.2 (v) PI.E5.2 (iii) Total	4 PI.E5.2 (iii) Total	2 2 2	
E1.2c Range uncertainty (I)		Detail and quantify components contributing to uncertainty in derived ranges.	PI.E1.2.0 (vi) PI.E4.7 (xi) Total	3 PI.E4.7 (xi) Total	1 0 0	
E1.2d Side scan sonar (I)		Setup, deploy and operate side scan sonar. Interpret side scan sonar records considering target characteristics, system configuration, potential sources of noise and distortion.	PI.E1.2 (viii),(ix),(x),(xi) Total	2 PI.E1.2 (viii),(ix),(x),(xi) Total	2 1 1	
Total				13	7	5

E1.3 Swath Systems						
Topic/ Element	Content	Learning Outcomes	Module and Content	Period		
				T	P	SG
E1.3a Beam characteristics (B)	(i) Transducer elements and arrays. (ii) Beam forming and beam steering (iii) Principles and geometry of multi-beam and interferometric (phase measurement) sonar systems (iv) Amplitude and phase bottom detection (v) Variations in beam spacing and foot print size	Define characteristics of beams in relation to transducer settings. Compare phase and interferometric systems with multi-beam systems	PI.E1.3 (i),(ii),(iii),(iv),(v) PI.E1.1 (i)	2	2	0
				Total	4	2
E1.3b Backscatter and seabed classification (B)	(vi) Backscatter and seabed classification (vii) Hull and pole mounting of transducers considering platform motion. Integration of components including time stamping, attitude compensation, sensor offsets and networking. (viii) Surface and water column sound speed monitoring (ix) Gain, power, pulse length Quality control procedures	Describe characteristics of returns in the context of seabed type, angle of incidence and scatter from within the water column	PI.E1.3 (ii), (iii) PI.E1.2 (i), (v), (vi) PI.E1.1 ((ii),(viii))	2'	2	1
				Total	4	2

E1.3c Bottom spatial coverage (I)	Determine sounding density and object detection capability as functions of system parameters	PI.E1.3 (iv), (v) PI.B1.0 (iii) PI.E1.1 (vii) PI.E1.2 (i),(ii),(iv)	2 2 2 Total 4	2 0 0 0 Total 2	0 0 0 0 Total 0
E1.3d Installation and configuration (B)	Describe suitable mounting structure and location for transducers given operational constraints	PI.E1.3 (vii)	1 Total 1	2 2 Total 4	4
E1.3e Range and angle uncertainty (I)	Differentiate between error sources in phase and amplitude detection modes. Identify sources of range and angle uncertainty depending on acoustic parameter configuration	PI.E1.3 (viii), (ix) PI.E1.2 (ix)	2 1 Total 3	2 0 Total 0	0

E1.3f Operation (I)	Setup, deploy and operate a swath sonar system. Identify problems or artifacts in on-line data due to inappropriate configuration or changing environmental parameters. Tune acoustic parameters for optimum performance. Apply quality control procedures to data acquisition and on-line processing	PI.E1.3.01009 (vi)	2	3	1
		Total	2	3	4
Total			18	13	9

E2: Remote Sensing						
Topic/ Element	Content	Learning Outcomes	Module and Content	Period		
				T	P	SG
E2.1a Airborne LiDAR systems	(i) Wavelength, water penetration and ground detection (ii) Scanning frequency and pattern in relation of power, coverage and	Explain the principles, capabilities and limitations of topographic and bathymetric LiDAR.	PI.E2.1 (i) PI.B3.0 (i),(iii),(iv),(vii)	2 2	2 0	1 0

(B)	<p>spatial density.</p> <p>(iii) Influence of sea surface roughness, water column turbidity on the beam pattern and penetration.</p> <p>(iv) Seabed optical characteristics and bottom detection.</p> <p>(v) Secchi disc and Secchi depth</p>	<p>Describe the physical environment and operational situations in which bathymetric LiDAR surveys are complementary to echosounder surveys</p>	<p>PI.E1.3.01009 (vii)</p> <p>Total</p>	4	0	0
E2.1b Airborne LiDAR data products	<p>(vi) Optical characteristics of coastal terrain.</p> <p>(vii) Influence of geometry and wave form on feature detection.</p> <p>(viii) Integration of components including time stamping, attitude compensation, sensor offsets and networking.</p> <p>(ix) Combined bathymetric and topographic LiDAR systems</p>	<p>Extract high and low waterlines from bathymetric and topographic LiDAR data sets.</p> <p>Use topographic and bathymetric LiDAR data to complement other spatial data.Z</p>	<p>PI.E2.1 (ii)</p> <p>PI.B3.0 (ix),(vii),(iv)</p> <p>Total</p>	2	3	1
(B)				4	3	1
E2.1c Terrestrial LiDAR		<p>Use terrestrial LiDAR data to complement other coastal spatial data.</p>	<p>PI.E2.1 (iii)</p> <p>PI.E6.3.01029 (ix)</p> <p>Total</p>	2	2	1
	Total			10	7	3

E2.2 Remote Sensing						
Topic/ Element	Content	Learning Outcomes	Module and Content	Period		
				T	P	SG
E2.2a Remotely sensed bathymetry (B)	(i) Multi spectral imagery and water penetration in relation to wavelength (ii) Satellite Derived Bathymetry (SDB) (iii) Spatial resolution and accuracy available.	Demonstrate awareness of techniques and data sources in remotely sensed bathymetric data and the spatial parameters associated with such data.	PI.E2.2 (i), (ii), (iii) PI.E2.1 (i) PI.B3.0 (i),(ii)	2 3 Total	4 0 5	2 0 2
E2.2b Shore line delineation (B)	(iv) Multi spectral imagery, reflectance in relation to wavelength and terrain characteristics. (v) Geometrical properties of satellite images and aerial photographs	Describe geometrical properties of images and use them to create ashore line map from images and aerial photographs.	PI.E2.2 (iv), (v) PI.B3.0 (iv) PI.E4.2 (v)	2 3 Total	3 0 5	1 0 1
Total				10	7	3

E3: Water Levels and Flow						
E3.1 Principles of Water Levels						
Topic/ Element	Content	Learning Outcomes	Module and Content	Period		
				T	P	SG
E3.1a Tidal fundamentals (B)	(i) Tide generating forces, the equilibrium and real tides. (ii) Major harmonic constituents and different types of tide. (iii) Amphidromic points and co-tidal charts. (vi) Geo morphological influences on tidal characteristics	Explain tidal characteristics in terms of tide raising forces and local and regional morphological features.	PI.B3.1 (i),(ii),(iii),(iv) PI.B1.0 (ii)	2 2	0 0	1 0
				Total	4	0 1
E3.1b Tidal information (B)	(ii) Tide and current tables (iii) Tide prediction tools	Use tide tables and appropriate software to determine predicted water levels and tidal currents.	PI.B3.1 (i), (ii) PI.B1.0 (ii) PI.B5.0 (i)	2 1 0	0 0 0	1 0 0
				Total	3	0 1
E3.1c Non-tidal water level variations (B)	(v) Changes in water level caused by: atmospheric pressure, wind, seiches, ocean temperature and precipitation. (vi) Water level variations in estuaries, wet lands and rivers (vii) Water level variations occurring in inland lakes, rivers, reservoirs and canals	Describe the effect of non-tidal influences on tidal water levels in the conduct of a hydrographic survey Describe sources of water level variations occurring in inland waters	PI.B3.1 (i) , (ii), (iii) PI.B4.0 (ii) , (iii) PI.B5.0 (i) PI.E3.2 (ii),(iii)	2 0 2 0	0 0 0 0	2 0 0 0
				Total	4	0 2
Total				11	0	4

E3.2 Water Level Measurement						
Topic/ Element	Content	Learning Outcomes	Module and Content	Period		
				T	P	SG
E3.2a Water level gauges (I)	(i) Operating principles of various types of water level gauges including pressure (vented and unvented), GNSS buoys, float, radar, acoustic sensors and tide poles/ boards/ staffs.	Explain the principles of operation of different types of water level gauges. Install, level and calibrate a water level gauge.	PI.E3.2 (i) PI.E5.3 (i)	3	3	2
	(ii) Installing water level gauges, establishment and levelling of associated survey marks (iii) Networks of water level gauges (iv) Reference levels such as MSL, chart datum, and mean high water. (v) River and lake datums (vi) Uncertainties associated with measurement devices (vii) Uncertainties associated with duration of observations. (viii) Uncertainties associated with spatial separation of water level measurements.	Configure water level gauges for logging data, data communication, data download and for network operation with appropriate quality control measures.	PI.E3.2 (ii), (iii) PI.E4.4 (ii), (iii) PI.E5.3 (ii)	3	2	2
E3.2b Tidal measurement (I)				3	0	0
				3	0	0
				3	2	2

E3.2c Water level datums (B)	<p>Define various tidally based reference levels on the basis of tide time series and explain how these values are computed.</p> <p>Describe how vertical reference levels in rivers and lakes are defined, and determined in practice.</p>	<p>PI.E3.2 (iv), (v) PI.E3.1 (iv) PI.E3.3 (iv) PI.E4.1 (iv) PI.E4.4 (iv) PI.E6.3 (iv) PI.B5.0 (iv)</p> <p>Total</p>	2	2	1
E3.2d Uncertainty in water level (B)	Relate uncertainty in water levels to uncertainties in measurement, duration and distance from water level gauge.	<p>PI.E3.2 (vi), (vii), (viii) PI.E4.7 (vi) PI.E6.2 (viii) PI.B1.0 (vii)</p> <p>Total</p>	2	1	1
Total			11	8	6

E3.3 Water Level Reduction						
Topic/ Element	Content	Learning Outcomes	Module and Content	Period		
				T	P	SG
E3.3a Water level reduction of soundings (I)	(i) Vessel draft, squat (ii) Lever-arms and Position Reference Point offsets (iii) Vertical datums for sounding reduction (iv) Predicted tides versus measured tide reduction (v) Co-tidal charts (vi) Reduction of survey data to a datum using GNSS observations	Use tidal information, and vessel parameters to reduce soundings to a specified datum.	PI.E3.3 (i), (ii), (iii) PI.E4.1 (ii), (iii) PI.E4.4 (iii) PI.E5.2 (i)	2	0	2
				2	0	0
				2	0	0
				4	6	2
				Total		
E3.3b Reduction of soundings using GNSS observations (I)	(vii) Reduction of survey data using water level observations	Configure and calibrate GNSS to reduce soundings to a specified survey datum.	PI.E3.3 (iv),(v),(vi)and(vii) PI.B5.0 (v) PI.E3.1 (v) PI.E4.3 (vi) PI.E4.4 (vi) PI.E4.7 (vi)	2	5	2
				2	0	0
				2	0	0
				2	0	0
				0	0	0
				0	0	0
				6	5	2
Total				10	11	4

E3.4 Currents						
Topic/ Element	Content	Learning Outcomes	Module and Content	Period		
				T	P	SG
E3.4a Tidal streams and currents (B)	(i) The relationship between currents and tides (ii) Rectilinear and rotary tidal streams (iii) Methods for measuring tidal streams and currents, including current meters, acoustic current profilers (ADCP) and drogues. (iv) Current surveys (v) Surface current radar observation (vi) Portraying current data	Explain the forces behind currents and change in currents with tides.	PI.E3.4 (i), (ii) PI.B5.0 (i) PI.E3.1 (i)	2 2 0	6 0 0	2 0 0
E3.4b Current measurement and portrayal (B)		Describe techniques for current measurement and identify appropriate methods for acquiring and displaying current data.	PI.E3.4 (iii), (iv) PI.E4.6 (iii) PI.B5.0 (iv) PI.E5.3 (vi)	2 2 0	6 0 0	1 0 0
Total				4	6	2
Total				6	6	1
Total				10	12	3

E4: Positioning						
E4.1 Geodesy						
Topic/ Element	Content	Learning Outcomes	Module and Content	Period		
				T	P	SG
E4.1a Introduction to Geodesy (B)	(i) Shape of the Earth as a sphere, ellipsoid of revolution and the geoid; (ii) Definitions of astronomical terms and time. (iii) Geodetic computations on the ellipsoid. (iv) Local geodetic reference frames (v) Vertical datums (vi) Terrestrial reference systems and reference frames. (vii) Modern geodetic datums WGS84, GRS80.	Describe the shape of the Earth in terms of potential and ellipsoidal models	PI.E.4.1 (i), (ii), (iii) PI.B2.0 (iii) PI.E4.3 (ii) PI.B1.0 (i) PI.B2.0 (iii)	1	0	1
				1	0	0
				2	0	0
				2	0	0
				0	0	0
				6	0	1
				Total		
E4.1b Coordinate systems, frames and datums (B)	(viii) Datums and datum transformation techniques	Describe modern geodetic reference systems and associated reference frames.	PI.E.4.1 (iv),(v)	3	0	1
				Total	3	0
E4.1c Geodetic transformations and associated computations (B)		Describe horizontal and vertical datum transformation concepts	PI.E.4.1 (vi) , (vii), (viii) PI.B1.0 (vii) ,(viii)	2	4	2
				2	0	0
				Total	4	4
						2

E4.1d Ellipsoidal computations (B)		Describe geometry of lines on the ellipsoid and perform forward and inverse computations on the ellipsoidal surface using available software.	PI.E.4.1 (viii) PI.E4.4 (viii)	1 1	6 0	1 0
		Total	Total	2	6	1
Total						15 10 5

E4.2 Principles of Cartography						
Topic/ Element	Content	Learning Outcomes	Module and Content	Period		
				T	P	SG
E4.2 Map projections (B)	(i) Geometrical properties of map projections (ii) Cylindrical, conical projections including the UTM system and stereographic (iii) Analytical projection formulae and planimetric coordinates (iv) Distortions in distance and direction associated with different map projections	Describe the properties and distortions in different types of projections used in maps and charts. Explain the selection of projection type and apply appropriate projection formulae.	PI.4.2 (i),(ii),(iii)and(iv) PI.B5.0 (i)	5 3	3 2	1 1
				Total	8	5
Total						2

E4.3 Positioning Measurements, Methods and Techniques						
Topic/ Element	Content	Learning Outcomes	Module and Content	Period		
				T	P	SG
(I)	(i) Principles of distance measurement and angle measurement	Undertake control surveys, establish, mark and describe control stations, describe horizontal positioning procedures, apply appropriate methods and use corresponding instruments for positioning. Correct gyros using astronomic methods.	PI.4.3 (i),(ii),(iii),(iv),(v),(vi) and (vii)	1	6	1
	(ii) Principles of 2D adjustment		PI.E4.1 (i),(ii),(iii),(iv),(v),(vi) and (vii)	2	0	0
	(iii) Sextant		PI.E4.4 (iv)	0	1	
	(iv) Total station		PI.B1.0 (ii)	2	0	0
	(v) Theodolite		PI.B3.0 (vi)	1	0	0
	(vi) Electromagnetic positioning devices			6		
	(vii) Intersection, Resection, Polar and Traverse					
	(viii) Astronomic methods for determination of orientation.					
	(ix) Expansion of traditional geodetic networks					
	(x) Principle of GNSS positioning					
	(xi) GNSS services characteristics (single baseline, network, Precise Point Positioning)					
	(xii) Performance of code vs. carrier; differential vs. autonomous modes; multiple vs. single frequency; fixed vs. float ambiguity resolution					
	(xiii) Atmosphere (troposphere, ionosphere) effects on GNSS signals Control stations					

E4.3b Satellite positioning (I)		<p>Explain the GNSS concept and principles. Define pseudo ranging and carrier phase based modes of satellite positioning</p> <p>Differentiate between base station and permanent networks, real-time and post-processing.</p>	PI.4.3. (ix),(x),(xi),(xii),(xiii), (xiv) PI.E4.1 (xi), (xii) PI.E4.7 (xiii) PI.E5.2 (xii)	1	6	1
			Total	4	6	2
E4.3c Positioning systems (I)		Field test and use distance and angle measurement instruments. Apply field validation procedures	PI.4.3 (x), (xi), (xiii) PI.E4.7 (xi) PI.E4.7 (xiii)	2	6	1
		Operate GNSS and DGNSS equipment, assess accuracy and precision, post-process GNSS data using appropriate software.	Total	4	6	0
E4.3d Historical surveys (B)		Relate historical surveys to legacy positioning systems.	PI.4.3 (xii)	2	5	2
		Total		2	5	2

E4.3e Survey control (I)		Establish, mark, and describe control stations, particularly hydrographic stations.	PI.4.3 (xiv) PI.E5.2 (xiv)	1 1	5 0	1 0	
			Total	2	5	1	
Total					18	28	8

E4.4 Vertical Positioning							
Topic/ Element	Content	Learning Outcomes	Module and Content	Period			
				T	P	SG	
E4.4a Height systems (B)	(i) Height systems (dynamic, orthometric and normal) (ii) Leveling instruments (iii) Total stations (iv) Effects of curvature and refraction (v) GNSS observations	Differentiate between gravity-related and ellipsoidal heights	PI.E.4.4 (i), (ii), (iii) PI.E4.1 (i), (ii) PI.E4.3 (ii),(iii) Total	2	6	1	
				1	0	0	
				0	1		
				5	6	2	
E4.4b Elevation measurements and computation (I)		Describe methods for determining elevation differences. Determine height using GNSS equipment. Compute elevations and leveling networks from observed leveling data. Use observation techniques for correction of curvature and refraction.	PI.E.4.4 (iv), (v) PI.E3.3 (v) PI.E4.7 (v) Total	2	9	1	
				2	0	0	
				2	0	1	
				0	0		
				6	9	2	
Total					11	15	4

E4.5 Acoustic Positioning						
Topic/ Element	Content	Learning Outcomes	Module and Content	Period		
				T	P	SG
E4.5a Acoustic positioning concepts (B)	(i) Long baseline (ii) Short baseline (iii) Ultra-short baseline (iv) Transponders (v) Depth sensors (vi) Integration with INS and velocity sensors (vii) Use of acoustics for positioning towed vehicles, ROVs and AUVs	Describe the deployment, calibration, signal structure and performance of acoustic positioning devices. Describe the use of acoustic positioning systems in off shore survey operations.	PI.E.4.5 (i),(ii),(iii),(iv) PI.E1.1 (i),(ii),(iii),(iv) PI.E4.7 (i),(ii),(iii),(iv)	2 2 0	3 0 0	1 0 0
E4.5b Acoustic positioning systems (B)		Describe the principles of integrated subsea positioning systems and their application to remote survey platforms	PI.E.4.5 (vi), (vii) PI.E1.1 (vi), (vii) PI.E4.6 (vi) PI.E5.1 (vii)	2 2 2 1	3 0 0 0	1 0 1 0
Total				4	3	1
Total				7	3	2
Total				11	6	3

E4.6 Inertial Navigation						
Topic/ Element	Content	Learning Outcomes	Module and Content	Period		
				T	P	SG
E4.6a Inertial Measurement Units (B)	(i) Gyros and accelerometers (ii) IMU (iii) Procedures for INS static and dynamic alignment (iv) Use of IMU in heave estimation (v) Aided Inertial navigation: <ul style="list-style-type: none">• ADCP/ INS• GNSS/ INS• USBL/ Depth/ INS	Describe principles and use of IMU's including north finding and heave estimation. Compare IMU heading measurements with magnetic and gyro compasses.	PI.E.4.6 (i),(ii),(iii),and(iv) PI.B5.0 (i) PI.E4.5 (iii), (v) PI.E4.7 (ii), (iv) PI.E5.2 (ii),(iv)	2 2 2 2	3 0 0 0	1 0 0 1
E4.6b Inertial Navigation Systems (B)		Distinguish IMUs and INS, and describe dynamic alignment of INS. Explain the concepts of aided inertial navigation system.	PI.E.4.6 (iii), (v) PI.E4.5 (v) PI.E4.7 (ii),(iii),and(iv) PI.E6.1 (iv),(v)	2 1 3	3 1 3	1 1 1
Total				9	6	3

E4.7 Uncertainty in Positioning						
Topic/ Element	Content	Learning Outcomes	Module and Content	Period		
				T	P	SG
E4.7 Sources of uncertainty (I)	(i) Static surveys: <ul style="list-style-type: none"> • GNSS observations • Total stations • Leveling instruments • Acoustic positioning (ii) Mobile surveys: <ul style="list-style-type: none"> • GNSS equipment • IMU/ INS • Acoustic positioning (v)Total propagated uncertainty	Describe and explain the sources and magnitude of uncertainties associated with each positioning method and positioning system. Monitor, review and assess the performance of each positioning system to be used including repeatability, precision and accuracies of relative and absolute positions using appropriate statistical tools.	PI.E4.7 (i),(ii),and(iii) PI.E6.2 (iii) PI.E4.3 (i), (ii) PI.E4.4 (i), (ii) PI.E4.5 (i), (ii) PI.E1.1 (i), (ii) PI.E1.2 (i), (ii) PI.E3.2 (i)	2	5	2
				1	0	0
				1	0	0
				1	0	0
				1	0	0
				1	0	0
				1	0	0
				5	5	2
	Total			2	5	2

E5: Hydrographic Practice						
E5.1 Hydrographic Survey Projects						
Topic/ Element	Content	Learning Outcomes	Module and Content	Period		
				T	P	SG
E5.1a Hydrographic survey purposes (I)	<ul style="list-style-type: none"> (i) IHO S-44 and other survey quality standards. (ii) Hydrographic instructions and tenders <ul style="list-style-type: none"> • Types of surveys, such as: <ul style="list-style-type: none"> • Nautical charting survey • Boundary delimitation survey • Ports, Harbor and waterways surveys • Engineering works and dredging surveys • Coastal engineering surveys • Inland surveys • Erosion and land-sea interface monitoring • Environmental impact assessment 	Compare, interpret and apply hydrographic instructions and tenders associated with survey specifications.	<ul style="list-style-type: none"> PI.E.5.1 (i)and(ii) 	2	0	1
E5.1b Hydrographic survey execution requirements (I)	<ul style="list-style-type: none"> Identify the different phases and terminology associated with types of survey operations. 	<ul style="list-style-type: none"> PI.E.5.1 (iii) PI.E3.1 (iii) PI.E5.4 (iii) PI.E7.2 (iii) PI.E7.3 (iii) 	<ul style="list-style-type: none"> 2 0 0 2 0 0 4 2 1 	2	2	1
E5.1c Hydrographic survey project organization (B)	<ul style="list-style-type: none"> Distinguish the roles and responsibilities of individuals within a survey team. 	PI.E.5.1 (iii)		2	1	0
Total				8	3	2

E5.2 Hydrographic Survey Operations						
Topic/ Element	Content	Learning Outcomes	Module and Content	Period		
				T	P	SG
E5.2a Operational survey data transfer (I)	(i) Remote water level measurement, (ii) Shore based stations in support of positioning systems (iii) Use of remote survey platforms and real time communication of data acquired. (iv) Data telemetry links including radio, satellite, telephonic and underwater communications. (v) Compatibility between equipment and communications devices.	Describe data telemetry in support of onboard survey data including applications and methods. Implement a data telemetry link between a survey infrastructure component and a survey system for real-time use.	PI.E.5.2 (i),(ii),(iii),(iv)and(v) PI.E4.3 (ii) PI.E4.4.01019 (i)	2	1	0
			Total	2	1	0
E5.2b Survey systems (I)	(i) Installation and calibration requirements for: <ul style="list-style-type: none"> • Echosounders • Swath systems • Side scan sonar • Surface and sub-surface positioning system • IMU/ INS (ii) Sound velocity probes and profilers (iii) Data acquisition and integration systems (iv) Bar check	Explain the importance of the correct installation, calibration and determination of the attitude and position of each sensor.	PI.E.5.2 (i), (ii), (iii) PI.E1.2 (i) PI.E1.3 (i) PI.E4.5 (i) PI.E5.3 (i)	2	2	0
			Total	2	2	0

E5.2c Calibration and corrections (I)	(v) Bore sight calibration for alignment bias (vi) Layback calculations	Setup, integrate and test survey system including sensors, acquisition system time-stamping strategy with appropriate physical offset determination. Explain the purposes and apply speed of sound measurements in acoustic systems.	PI.E.5.2 (iv),(v)and(vi) PI.E6.1 (i), (ii), (iii) PI.B5.0 (vi)	2 Total 2	1 1	1 1
E5.2d Line planning (I)	(i) Planning for data acquisition including line spacing and sample locations in alignment with tasks to be performed on surveys and equipment to be used. (ii) Planning of survey operation considering currents, tides and survey speed. (iii) Track guidance and route following information systems.	Plan survey vessel survey lines as well as towed, remote vehicle and autonomous vehicle lines in space and time.	PI.E.5.2 (i), (ii) PI.B5.0 (i), (ii) PI.E6.1 (i),(ii)	2 Total 3	1 1	1 1
E5.2e Line keeping (B)		Explain the methods of maintaining a survey vessel or survey system on a planned survey line or route. Describe the effects on the survey quality due to the vessel motion (speed over the ground, angular velocity).	PI.E.5.2 (iii) PI.E5.1 (iii) PI.B5.0 (iii)	2 Total 2	1 1	1 1

E5.2f Survey operations (B)	(i) Survey parameters including: <ul style="list-style-type: none"> • scale, • positional accuracy and precision, • survey speed, • line orientation, • environmental and oceanographic parameters • survey lines, interlines and cross lines, • sounding density and spatial resolution • overlap • data coverage. (ii) Quality control of: <ul style="list-style-type: none"> • Horizontal position • Vertical position (heave, squat, water level) • Coverage and overlap • Swath system data • Sound speed 	Describe the roles and the relationships of the following survey parameters: scale, positional accuracy, survey speed, line orientation, survey lines, interlines, cross lines, fix interval, data coverage.	PI.E5.2 (i) PI.E2.2 (i) PI.E4.5 (i) PI.B5.0.01005 (i)	2 0 1 0	2 0 0 0	0 0 0 0
			Total	3	2	0

E5.2g Quality control (I)	Explain methods for quality control of survey data and the quality assurance of survey operations.	PI.E5.2 (ii) PI.E4.1 (ii) PI.E4.3 (ii) PI.E4.4 (ii) PI.E4.6 (ii) PI.B1.0 (ii) PI.B3.0. (ii)	2 0 0 1 0 0 0 0 3	2 0 0 0 0 0 0 0 2	0 0 0 0 0 0 0 0 0
Total			17	10	3

E5.4 Legal Aspects						
Topic/ Element	Content	Learning Outcomes	Module and Content	Period		
				T	P	SG
E5.4a Liability of the hydrographic surveyor (B)	(i) Nautical charts. (ii) Notice to mariners. (iii) Survey reports. (iv) Fundamentals of professional liability relating to surveying	Detail the role and responsibilities of the hydrographic surveyor as required under professional ethics, industry standards and national/ international legislation/ conventions. Explain the potential liability of the hydrographic surveyor	PI.E.5.4 i),(ii),(iii),and(iv) PI.B5.0 (i),(ii),and(iv)	2 4	1 1	2 2
E5.4b Delimitations (B)	(i) Historical development of 1982 UNCLOS Baselines – normal (including closing lines); straight and archipelagic (ii) Base points (iii) Base lines (iv) Internal waters. (v) Territorial seas. (vi) Contiguous zones. (vii) Exclusive Economic Zone (viii) Extended continental shelf. (ix) High seas	Describe the types of baselines under UNCLOS and how the territorial sea limit is projected from them, including the use of low tide elevations.	PI.E.5.4 (i),(ii),(iii),(iv) ,(v)(vi),(vii),(viii)and(ix) PI.E3.1 (iv),(v)(vi),(vii),(viii)and(ix)	3 2	1 0	1 0
Total				9	0	3

E6: Hydrographic Data Management						
E6.1 Real-Time Data Acquisition and Control						
Topic/ Element	Content	Learning Outcomes	Module and Content	Period		
				T	P	SG
E6.1a Hydrographic Data acquisition (I)	<p>(i) Integration and logging of data from various sensors in accordance with survey specifications to include equipment such as:</p> <ul style="list-style-type: none"> • Echosounder (SBES, MBES) • LiDAR • Sound velocity profiler, surface velocity probe • Side-scan sonar • Surface positioning system • IMU/ INS 	<p>Configure the data collection and recording software for sensors and select sampling rates, gating and filtering settings.</p> <p>Describe the process of on-line data validation and selection.</p>	PI.E.8.1 (i), (ii) PI.B3.0 (i) PI.B5.0 (i), (v) PI.E1.2 (i), (ii) PI.E2.1 (i) Total	2 2 1 1 1 6	5 0 0 0 0 5	1 0 0 0 0 1
E6.1b Real-time data monitoring (I)	<p>(ii) Data acquisition system and software</p> <p>(iii) Time-tagging</p> <p>(iv) Data visualization</p>	<p>Demonstrate that the data meets survey requirements through on-line monitoring of display and visualization tools.</p> <p>Use monitoring software to detect possible biases and errors in the data.</p>	PI.E.6.1 (iii), (iv) PI.E6.3 (iii),(iv) Total	3 3 6	3 0 3	0 0 0
E6.1c Data transfer and storage (I)	<p>(i) Content of files in different formats used to record data in survey planning, data acquisition and products.</p> <p>(ii) Organization of survey data bases</p> <p>(iii) Data storage and backup systems</p>	<p>Create the required data types that will be part of standard exchange formats. Configure systems for secure storage, transfer and backup of survey data</p>	PI.E.6.1 (i),(ii),and(iii) PI.E6.2 (ii) ,(iii) Total	2 2 4	4 0 4	1 0 1
Total				16	12	2

E6.2 Data Processing and Analysis						
Topic/ Element	Content	Learning Outcomes	Module and Content	Period		
				T	P	SG
E6.2a Spatial data cleaning (I)	(i) Data cleaning techniques (manual and automated) (ii) Identification of outliers (iii) Identification of real features	Apply data cleaning techniques using appropriate software. Distinguish between noise, outliers & real features	PI.E.6.2 (i),(ii),and(iii)	3	3	1
			Total	3	3	1
E6.2b Spatial data quality control (I)	(i) Total propagated uncertainty - horizontal (ii) Total propagated uncertainty - vertical (iii) Comparing crossing or adjacent data between survey lines (iv) Comparing overlapping data between survey platforms (v) Identification of systematic errors	Assess the total propagated uncertainty of survey data relative to the survey specification Apply procedures used to assess, accept and reject data.	PI.E.6.2 (i),(ii),(iii),(iv)and(v) PI.E1.1 (i), (ii) PI.E4.7 (i), (ii), (v) PI.E5.1 (iii) PI.B3.0 (i),(ii) Total	2 0 2 0 4 2	2 0 0 0 0 2	2 0 0 0 0 2
E6.2c Spatial data representation (I)	(i) Data interpolation techniques (ii) Grids and TINs (iii) Contouring (iv) Volume computations	Apply spatial data processing methods to create digital terrain models or gridded surfaces and contouring. Apply estimation procedures to survey measurements and volume computations.	PI.E.6.2 (i),(ii),(iii),and(iv) PI.B1.0 (i) PI.B2.0.01002 (iv) Total	2 0 0 2	2 0 0 2	1 0 0 1
Total				9	7	4

E6.3 Data Organization and Presentation						
Topic/ Element	Content	Learning Outcomes	Module and Content	Period		
				T	P	SG
E6.3a Data bases (B)	(i) Raster and vector data models and commonly used file types (ii) Spatial Data Infrastructures including GIS (iii) Databases to hold different types of feature and geographical information	Explain the concepts of raster and vector data models. Describe the concepts of Spatial Data Infrastructures (SDI). Use file types that support the exchange of hydrographic data to transfer data between acquisition, database and GIS environments.	PI.E.6.3 (i),(ii),and(iii) PI.B2.0 (iii)	2	0	2
			Total	2	0	2
E6.3b Marine GIS basics (I)	(i) Features and feature types of point, line and polygon with marine examples. (ii) Marine and coastal databases (iii) Coordinate reference system (iv) Vertical datums (v) Survey metadata (vi) Base maps and images	Explain the concept and use of Geographical Information Systems (GIS) within the marine environment. Create a GIS project using marine spatial data. Merge and mash up datasets of different origin by applying datum and projection transformations.	PI.E.6.3 (i),(ii),(iii),(iv),(v)and(vi) PI.E4.1 (iii), (iv) PI.E5.3 (v) PI.B2.0 (vi)	2	0	2
			Total	4	0	2
E6.3c Visualization and presentation	(i) Symbology (ii) Use of color schemes (iii) Shading and illumination (iv) Resolution	Configure elements of a viewing package to highlight features of interest within a hydrographic dataset.	PI.E.6.3 (i),(ii),(iii),(iv)and(v) PI.E5.3 (i),(ii)	2	0	2
				0	0	0

(I)	(v) Vertical scale/ exaggeration		Total	2	0	2
E6.3d Deliverables	<p>(i) Products provided directly from source data such as sounding data files and metadata.</p> <p>(ii) Feature databases such as wrecks, rocks and obstructions</p> <p>(iii) Data required for sailing directions, light lists, port guides and notices to mariners.</p> <p>(iv) Data required for offshore hazards and anomalies survey</p> <p>(v) Digital and paper products derived from source data for various survey types and usage such as GIS and CAD files and/ or geo-referenced images.</p> <p>(vi) Reports on quality control, procedures, results and conclusions detailing processes adopted within survey operations and data processing.</p> <p>(vii) Product standards including: <ul style="list-style-type: none"> IHO S-100 and product standards such as S-102. </p> <p>(viii) Standard Seabed Data Model (SSDM).</p>	<p>Describe hydrographic deliverables and produce paper products as well as digital products in accordance with specifications and standards.</p> <p>Prepare a report on a hydrographic survey.</p>	PI.E.6.3 (i),(ii),(iii),(iv) (v),(vi),(vii),and(viii) PI.E6.1 (vi) PI.B2.0 (v) PI.B5.0 (iii) PI.E5.3 (i),(ii),(iv),(vi) PI.E1.3 (vi) PI.E5.2 (vi)	2	1	1
(I)				2	0	0
				0	0	0
				0	0	0
				0	0	0
				1	0	0
				0	0	0
				0	0	0
				4	2	1
Total				12	2	7

E7: Environment						
E7.1 Oceanography						
Topic/ Element	Content	Learning Outcomes	Module and Content	Period		
				T	P	SG
E7.1a Physical properties of seawater (I)	(i) Units used in measuring and describing physical properties of sea water, normal ranges and relationships including: salinity, conductivity, temperature, pressure, density. (ii) Oceanographic sampling and methods for measuring common oceanographic parameters and profiles (iii) Oceanographic sensors (e.g. for temperature, conductivity, and depth) and need for calibration	Use oceanographic sensors to measure physical properties of sea water and compute speed of sound using observed physical properties of seawater.	PI.E.7.1 (i), (ii) PI.E3.2 (ii)	1	3	0
				Total	1	3
E7.1b Oceanographic measurements (I)	(iv) Wave parameters and elements involved in the wave growth process including fetch and bathymetry Breaking waves, long-shore drift and rip current processes.	Set up, test and verify oceanographic survey sensors to meet specifications.	PI.E.7.1 (iii) PI.E3.2 (iii)	1	3	1
				Total	1	0
E7.1c Waves (B)	(iv) Wave parameters and elements involved in the wave growth process including fetch and bathymetry Breaking waves, long-shore drift and rip current processes.	Outline wave generation processes and discuss mitigation tactics against the impact of waves in planning survey operations.	PI.E.7.1 (iv), (v) PI.E1.1 (iv)	2	3	1
				Total	2	0
Total				5	7	3

E7.2 Marine Geology and Geophysics						
Topic/ Element	Content	Learning Outcomes	Module and Content	Hours		
				T	P	SG
E7.2a Seabed characteristics (B)	(i) Seabed samplers such as grabs, corers and dredges and basic sediment types. (ii) Types of seabed (iii) Processes involved in seabed dynamics	Explain the objectives of seabed sampling detailing sampling equipment and how samples are stored and analyzed.	PI.E.7.2 (i), (ii), (iii) PI.E7.1 (i), (ii) PI.B4.0 (i), (ii), (iii) PI.B5.0 (i), (ii)	1 0 0 0 0	0 0 0 0	0 0 0 0
			Total	1	0	0
E7.2b Magnetic surveys (B)	(i) Magnetic fields and anomalies (ii) Objectives of magnetic surveys to detect pipelines, cables and ordnance. (iii) Magnetometers	Describe Earth's magnetic field and explain the use of magnetometers and the objectives of magnetic surveys.	PI.E.7.2 (i), (ii), and (iii) PI.B5.0 (i),(ii)	1 1	0 0	1 0
			Total	2	0	1
E7.2c Seismic surveys (B)	(i) Continuous reflection/ refraction seismic profiling. (ii) Typical sound sources, receivers and recorders. (iii) High resolution seismic systems (iv) Sub-bottom profilers	Explain the objectives of seismic surveys and the equipment used to conduct such surveys.	PI.E.7.2 (i),(ii),(iii),and(iv) PI.E1.2 (i),(ii)	1 1	0 2	1 0
			Total	2	2	1
Total				5	2	2

E7.3 Environmental impact						
Topic/ Element	Content	Learning Outcomes	Module and Content	Hours		
				T	P	SG
E7.3a Impact of surveys (B)	(i) Permanent and temporary threshold shifts (hearing) for marine mammals.	Describe appropriate procedures and limitations for use of surveying equipment in compliance with environmental laws and marine protected area regulations.	PI.E7.3 (i),(ii),(iii),and(iv)	1	1	2
	(ii) Use of physical techniques such as bar sweeps in environmentally sensitive areas.		PI.E1.3 (ii)	1	1	0
	(iii) Respect for cultural traditions in relation to use of the environment		PI.E2.1 (ii)	1	0	0
	(iv) Marine protected areas		Total	3	2	2
Total				3	2	2

CAT 'B' HYDROGRAPHIC SURVEY COURSE
PRACTICAL EXERCISES SYLLABUS

Practical Exercises

Practical Exercise is conducted by Navigation & Hydrography School, PNS BAHADUR and onboard survey vessels is the practice of some of the main subjects that require practical training conducted in the field and laboratories that refer to subjects in S-5B .

List of Practical Exercises

Practical Exercise	Program Module	Hours	S-5B topic/ element
Information and Communication Technology. Use the computer system and communication protocol properly and Use the device office computer software and Using computer programs or scripts and scientific calculations and using of data exchange / File Conversion and Understand the notion of the internet properly and correctly and correctly and Understand the geospatial database properly and correctly	PI.B2.0 Lab 1	10.0	B2.1, B2.2, B2.3, B2.4, B2.5
Nautical Science Use plotting instruments and Using Distress signals and EPIRB and Using Personal protective equipment and Draw a diagram to indicate safe cable routes for survey instruments. and Making Basic knots and Making Station keeping and maneuvering	PI.B5.0 Survey Chart Room/ Seamanship Section	14.0	B5.3, B5.6, B5.7, B5.8, B5.9, B5.10, B5.11
Meteorology How to interpret kinds of clouds and How to operate instruments and sensors used to register temperature, pressure, direction and intensity of wind and How to read weather forecast and Practice Record these parameters	PI.B6.0 Met Depart	5.0	B6.1, B6.2, B6.3
Single Beam Systems & Side Scan Sonar Set up, deploy and operate a single beam echo sounder and their representation and Demonstrate how to Set up, deploy and operate a single beam echo sounder and Set up, deploy and operate side scan sonar and Interpret echo sounder and side scan sonar record.	PI.E1.2 Lab 2	5.0	E1.2a, E1.2b, E1.2c, E1.2d
Swath Systems Set up a Swath Sonar System and Deploy a Swath Sonar System and Operate a Swath Sonar System and Setting Amplitude and Phase bottom detection to get max result	PI.E1.3 Lab 2	10.0	E1.3a, E1.3b, E1.3c, E1.3d, E1.3e

Remote Sensing Use the data from Satellite to convert be Bathymetric data and Use the related software to process the data from satellite images and aerial photographs and Demonstrate awareness of techniques and data sources in remotely sensed bathymetric data and the spatial parameters associated with such data	PI.E2.2 Field	5.0	E2.2a, E2.2b
Water Level Measurement Operating principles of various types of water level gauges including pressure and Install, level and calibrate a water level gauge and Observation of water level and how to read it and Demonstrate how to Set up, calibrate and read the data from water level gauge	PI.E3.2 Field	7.0	E3.2a, E3.2b
Water Level Reduction How to determine Position Reference Point offsets and Making solution to know the position of vessel with knowing offset range and to Configure and calibrate GNSS to reduce soundings to a specified survey datum and Demonstrate Configure and calibrate GNSS	PI.E3.3 Field	8.0	E3.3a, E3.3b
Currents Practice to use some methods for measuring tidal streams and currents and Demonstrate how to measure tidal stream and current and Making a Radar for observing current and Demonstrate techniques for current measurement and identify appropriate methods for acquiring and displaying current data	PI.E3.4 Field	9.0	E3.4a, E3.4b
Geodesy Use locally acquired gravity data to produce maps of gravity anomalies and compare with similar maps from EGM2008. Consider results in alignment with geological structures and Use of scripts, spreadsheets and on-line resources to perform spheroidal computations and reverse computations and Computations relation to; (i) Comparing traditional bench mark data with heights obtained from GNSS corrected with global and local geoidal models; (ii) Use of normal- orthometric heights. Discussion of methods and results in both parts.	PI.E4.1 Lab 1	8.0	E4.1a, E4.1b, E4.1c, E4.1d
Principles of Cartography Use Geometrical properties of map projections to know coordinate and selection of projection type and apply appropriate projection formula	PI.E4.2 Lab 1	4.0	E4.2

Positioning Measurements, Methods and Techniques Use the equipment of distance measurement and angle measurement to positioning and. Operate GNSS and DGNSS equipment, assess accuracy and precision, post-process GNSS data using appropriate software and Field test and use distance and angle measurement instruments. Apply field validation procedures and Relate historical surveys to legacy positioning systems and Establish, mark, and describe control stations, particularly hydrographic stations. And Showing distance measurement and angle measurement with Theodolite or Total Station	PI.E4.3 Field	24.0	E4.3a, E4.3b, E4.3c, E4.3d, E4.3e
Vertical Positioning Compute elevations and leveling and Use observation techniques for correction of curvature and refraction	PI.E4.4 Field	12.0	E4.4a, E4.4b
Acoustic Positioning Setting The Transponder Instrument and deployed instrument at sea and Set up ROV and AUV on vehicle and Determine the position of ROV and AUV using Transponder	PI.E4.5 Field	5.0	E4.5a, E4.5b
Inertial Navigation Compare IMU heading measurements with magnetic and gyro compasses and Compare inertial navigation ADCP/INS, GNSS/INS and USBL/INS	PI.E4.6 Class1	5.0	E4.6a, E4.6b
Uncertainty in Positioning Observation using Static surveys and Observation using Mobile surveys and Observation using total station and GNSS to know the Sources of uncertainty	PI.E4.7 Field	4.0	E4.7
Hydrographic Survey Projects Making Survey Project Organization in Hydrographic Survey Project	PI.E5.1 Lab 1	2.0	E5.1, B5.9, E3.1, E5.4, E7.2, E7.3
Hydrographic Survey Operations Setup and Integrate survey sensors and apply calibration on each sensors and Doing Calibration and correction on each equipment and data acquisition and Demonstrate how to use line in Software Acquisition, effort to keep vessel on track and Demonstrate how to input surveys parameter data in software acquisition and check positional accuracy and precision.	PI.E5.2 Lab 2	8.0	E5.2a, E5.2b, E5.2c, E5.2d, E5.2e, E5.2f, E5.2g
Real-Time Data Acquisition and Control Practice Hydrographic Data acquisition about: Integration and logging of data from various sensors in accordance with survey specifications to include equipment such as: • Echosounder (SBES, MBES)			E6.1a,

<ul style="list-style-type: none"> • LiDAR • Sound velocity profiler, surface velocity probe • Side-scan sonar • Surface positioning system • IMU/INS • Subsea positioning system(USBL) • ROV/AUV/ASV Practice about: <ul style="list-style-type: none"> (i) Real-time data monitoring (Echo sounder (SBES, MBES), LiDAR, Sound velocity profiler, surface velocity probe, Side-scan sonar, Surface positioning system, IMU / INS, Subsea positioning system (USBL), ROV/ AUV/ ASV). (ii) Data acquisition system and software (iii) Time-tagging (iv) Data visualization 	PI.E6.1 Lab 3	10.0	E6.1b, E6.1c
<p>Data Processing and Analysis Using appropriate software for Spatial Data Cleaning, use the sample data survey and Apply procedures used to assess, accept and reject data and Apply estimation procedures to survey measurements and volume computations</p>	PI.E6.2 Lab1	5.0	E6.2a, E6.2b, E6.2c
<p>Data Organization and Presentation Making a GIS project using marine spatial data and Create a GIS project using marine spatial data</p>	PI.E6.3 Lab1	1.0	E6.3d
<p>Oceanography Setup, test and verify oceanographic survey sensors to meet specifications and Use oceanographic sensors to measure physical properties of sea water and compute speed of sound using observed physical properties of sea water.</p>	PI.E7.1 Field	5.0	E7.1a, E7.1b

NOTE:-

Lab1: Hydrography & Computer Lab in Navigation & Hydrography School, PNS BAHADUR

Lab2: Hydrographic survey Lab onboard survey vessel

Lab3: Oceanography Lab onboard survey vessel

CAT ‘B’ HYDROGRAPHIC SURVEY COURSE FINAL PROJECT SYLLABUS

The Comprehensive Final Field Project (CFFP) for the Category B hydrographic survey program is assigned to train students' skills to carry out various hydrographic survey tasks. This Final Project is an integrated activity to apply all subjects given in the class which refers to S-5B related to Hydrographic Survey activities. The implementation of the Final Project must meet the standards issued by IHO, SP-44 in carrying out the survey.

All students are expected to be able to carry out all activities from the Planning, Preparation, Acquisition, Processing, Deliverables and Report processes. The implementation of field assessments is carried out by the instructor, the instructor will be given guidance in assessing students according to the table 6.4 in carrying out survey activities, students will be given activities individually and in groups. At the end of the Final Project activity, students are required to compile a survey report. Students will be giving questions about all Final Project activities by the instructor so that they can find out the understanding of all the materials that have been implemented. The assessment for this activity is a Conversation where the instructor can use the Form in Assessment Conversation/ Talk/ Discussion in Chapter 4 as a guide for the final assessment.

6.2 FINAL PROJECT PLAN

At the final project planning stage, N&H School students carry out descriptions of the stages of field survey work in student groups in the form of planning time to completion, work to be carried out, equipment to be used, safety activities and personnel safety.

SCOPE OF FINAL PROJECT :		
No	Field Of Work	Description
1.	Hydrographic Surveying	<p>a. Survey Limit</p> <p>Coordinates of Final Project Area are:</p> <p>A. 24° 49'31.42"N - 066°58'12.22"E B. 24° 50'20.62"N - 066°58'42.55"E C. 24° 50'12.96"N - 066°58'55.54"E D. 24° 49'25.00"N - 066°58'25.18"E</p> <p>The size of the survey area :</p> <p>400 meter x 1700 meter Coastline Length : 3400meter Survey area : 4200m² Paper Chart : PAK-30 (Karachi Harbour) Spheroid : WGS 1984 Projection : UTM Grid Zone : 24N Scale of Survey : 1:1000 Central meridian : 69 E Time Zone : GMT +5</p>
	b. Final Project implementation schedule	<p>The Final Project implementation schedule is used to be able to organize all CFFP work so that it can be implemented within a predetermined time.</p> <p>The Final Project work is carried out sequentially through the Planning, Preparation, Acquisition, Processing, Deliverables and Reporting processes stages.</p> <p>In the implementation of each work it will be carried out individually and in groups so that it is expected that each student has experience and skills in the implementation of all fields of Hydrographic work carried out.</p>
	c. Geodetic Survey	<p>Determine the new control point inside naval base at NB-3, using established geodetic control point GCP-NB-4, to be used in the survey area.</p> <p>Observation time: 8 Hrs. Determine the control point GCP-NSD Top inside naval base (using GCP-NB-3 & GCP-NB-4) for Traverse calculation and Coastline measurements</p>
	d. Installation of survey equipment in the	Install following survey equipment on survey motor

	vessel	<p>boat or survey platform :</p> <ol style="list-style-type: none"> 1. GPS 2. Echo sounder 3. Multibeam ES 4. Side Scan Sonar 5. Data Link <p>6. Acquisition Data Software</p>
	e. Calibration of survey Equipment	<p>All equipment used in the survey is to be calibrated before use, some equipment must be calibrated first such as:</p> <ol style="list-style-type: none"> 1. GPS (observation position on Reference Station) 2. Echosounder (Bar Check)
	f. Sounding data acquisition	Data acquisition software will obtain position data from GPS and get depth from Echo sounder and Multibeam
	g. Seabed image data acquisition	Seabed image data acquisition can be obtained through the Multibeam and Side Scan Sonar equipment
	h. Azimuth and Elevation Measurements	<p>Determine the Azimuth between 2 reference points. Also carry out elevation measurements between the same reference points.</p> <p>Equipment:</p> <ul style="list-style-type: none"> • Total Station • Prism • Tach Staff
	j. Traverse Survey (Angle and Range Measurements)	<p>Topography survey of the Bundal Island Karachi (beach front area i/o floating jetty) using 2 reference points with known positions.</p> <p>Equipments :</p> <ul style="list-style-type: none"> • Total Station • Prism • Tach Staff <p>Reference Points:</p> <ol style="list-style-type: none"> 1. GCP-BUD-01-2020 2. GCP-BUD-02-2020

	k. Coastlining Survey (Coastline Measurement)	<p>Measurement Methods:</p> <p>Following two separate methods of measurement to be used for coastlining measurement at Bundal Island Karachi.</p> <p>1. Real Time Kinematic (RTK) GPS</p>
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		<p>2. Total Station (Angle and Range measurement)</p> <p>Reference Station:</p> <ul style="list-style-type: none"> • GCP-BUD-01-2020 <p>Rover Stations:</p> <ul style="list-style-type: none"> • Mobile GPS Receiver
	I. Under Water Investigations	<p>Carry out UW investigations using SAS/ SSS, Magnetometer, Sub Bottom Profiler installed in survey motor boat/ vessel (where applicable) in the area having dimensions 5000 x 5000 meters, also bounded by following Coordinates:</p> <ol style="list-style-type: none"> 1. 24° 30'11.97"N - 066°34'02.15"E 2. 24° 30'13.08"N - 066°36'55.18"E 3. 24° 32'55.23"N - 066°36'52.71"E 4. 24° 32'52.98"N - 066°33'57.24"E
	m. Multibeam Echosounder Survey Area	<ul style="list-style-type: none"> - Position : Applanix POS MV - Multi Beam T20 R - ADL : Laptop + PDS -PDS : Patch Test, Perf Test -Power : UPS -SV : Swift SVP -Sounding Book <p>Area Dimensions: 400 x 1700 meters</p> <p>Perform MULTIBEAM Survey using above listed equipment installed in survey boat at Karachi in following area coordinates :</p> <ol style="list-style-type: none"> A. 24° 49'31.42"N - 066°58'12.22"E B. 24° 50'20.62"N - 066°58'42.55"E C. 24° 50'12.96"N - 066°58'55.54"E D. 24° 49'25.00"N - 066°58'25.18"E

2.	Oceanographic Activity	
	a. Oceanographic Activity	<ol style="list-style-type: none"> 1. Height Measurement (Levelling) 2. Tide Observation 3. Current Observation (ADCP) 4. Wave Observation (DWR/WTR) 5. CTD Measurement 6. Suspended load 7. Brightness of Sea Water using Sechi Disk

		8. Float Tracking (on Neap Tide & Spring Tide time) 9. Sediment Trap
	b. Observation of the tide	<p>Two groups of Cat-B Course with equal no. of participants are to carryout following:</p> <p>Group 1: Manual tidal Observations at NB-4 for 3 days. Each student is required to observe the tides manually according to the tide observation schedule set by the group.</p> <p>Group 2: Automatic tide recordings via Tide Gauge deployment at NB-4 for 3 days. Each student is required to carry out comparative analysis between automatic and manually observed tidal data upon completion.</p>
	c. Vertical Positioning	<p><u>Individual Tasks:</u></p> <ul style="list-style-type: none"> • TP to GCP-NB-4 & Return • TP to GCP-NB-3 & Return • GCP-NB-3 to GCP-NB-4 to GCP-NSD Top & Return <p><u>Equipment</u></p> <ul style="list-style-type: none"> - Digital/Automatic Level & Legs - Tach Staff - Leveling Log
	d. Vertical Control	<ul style="list-style-type: none"> - HP : Hydro Point - HWL : Height Water Level - MSL : Mean Sea Level - CD : Chart Datum, LWL : Lowest water Level) - Zero Staff - Beacon - BM : Bench Mark
3.	Meteorological Observations	<ul style="list-style-type: none"> • Temperature Observations • Barometer Observations • Anemometer Observations • Hygrometer Observations • Climatology Observations • Visibility Observations

FINAL PROJECT DESCRIPTIVE TABLES

Phase & Task	Task Outcome	Resources: Equipment, Software, Data sources etc.	Hours	Program Module(s)	RelatedS -5B Subjects
PLANNING			15		
a. Hydrographic Surveying			8		
	1. Standard of Survey The aim of the survey Determine the survey standards that will be used	S-44 5 th Edition 2008	1	PI.E5.1	E5.1a
	2. Survey Planning: Survey Limit, Data requirement and Resolution, Method of positional control, Survey Equipment Survey Line: spacing, direction, cross line and sounding speed (Multibeam, Side Scan Sonar, Magnetometer and Single beam) Design the polygon position for Traverse measurement Plan depth determination using non Acoustic system (Lead Line and Sounding Pole) Type of survey (to meet chart to be produced, Horizontal Datum, Projection and grid) Duration of Survey Investigation of navigation hazards Manpower (The number and specialization of personnel required, accommodation, recreation, medical facilities) Boat will be used (large or shallow water area) List of data that must be taken Logistic(budget, fuel, water,) Survey Report	Provide: Schedule of Hydrographic Survey, largest scale of Paper Chart, Remote Sensing Image, Nautical Publication, existing data, aerial photography, satellite data, Weather predictions, topographic maps, theodolite, geodetic information, tidal Information, Horizontal datum, Projection and grid to be used, Wrecks in the area, Tidal datum and Observations required, GPS, Data Logging and processing software, Sounding Boat, Data Density, Lead line, Pole	3	PI.E1.3 PI.E2.2 PI.E4.3 PI.E7.2 PI.E5.2 PI.E5.3 PI.E5.4	E1.3a E2.2b E4.3b E7.2b E5.2d E5.2e E5.2g E5.3a E5.4a

	<p>3. Geodetic Survey Planning (Horizontal Control) : Geodetic Reconnaissance (site visit, network design, detail observation and Meteorological conditions) Determine the number of GPS receivers used, duration of observation, location of HP and Geodetic Control Point. Plan of GPS observation movement Coastline measurement using Theodolite, Total stations and GPS</p>	<p>Software Processing of GPS observation Topographic Map, Paper Chart GPS Receiver and processing software Hydro Pilar information Theodolite Car or Motorcycle for mobile</p>	2	<p>PI.E4.1 PI.E4.3 PI.E4.7</p>	<p>E4.1bE4 .1c E4.3b E4.3c E4.3e E4.7</p>
	<p>4. Bathymetry Survey: Multibeam Survey (determine survey area, equipment: motion sensor, GPS, Heading, SVS, SVP and Tide Data) Single beam Survey (determine survey area, GPS, Echosounder)</p>	<p>Sounding Boat Multibeam equipment Single beam equipment GPS</p>	2	<p>PI.E1.2 PI.E1.3</p>	<p>E1.2a E1.3aE1 .3b</p>
b. Oceanographic Activity			3		
	<p>Vertical Control (Plan : Leveling, make or use Benchmark, establish datum for reducing sounding data) Tidal Reconnaissance (Plan: Tide pole/ tide gauge location, security, recorder protection, Proximity of Bench Marks and Accessibility) What equipment is used for Water Level Measurement Position of oceanographic equipment in the Survey Area and the length of time the observations were made Tide pole position in the survey area and length of</p>	<p>Leveling equipment/ water pass, calculator, Leveling form, Notebook + pen Tide prediction book, Paper chart/ ENC for plotting position</p>	3	<p>PI.E3.1 PI.E3.2 PI.E3.3 PI.E4.1 PI.E4.4 PI.E5.4 PI.E6.3</p>	<p>E3.1aE 3.1b E3.2aE 3.2b E3.3a E4.1bE 4.4aB5. 4E6.3b</p>

	<p>observation</p> <p>Planning: the data needed (Tide Tables, Tidal Stream book and Nautical almanac book)</p> <p>Seabed sample position plan</p> <p>Type of Sample (seawater, bedload, suspended load, float tracking, current meter and sediment trap)</p>				
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	3. Meteorological Activity	2		
	<p>Planning what meteorological data collection and Equipments will be taken</p> <p>Planned placement of meteorology stations</p> <p>Preparing the data needed (Climatology data for 10 years)</p>	<p>Notebook + pen</p> <p>Paper chart/ ENC for plotting position</p>	2	<p>PI.E6.1 B6.1</p> <p>PI.E6.2 B6.2B6</p> <p>PI.E6.3 .3</p>
	4. Maritime Geography Activity	2		
	<p>Planning maritime geographic data collection sources Plan update Sailing direction, Radio Station and View Panoramic survey area</p>	<p>Notebook + Pen</p> <p>Sailing Direction Book</p> <p>List of Radio Station Book</p>	2	<p>PI.E5.4 B5.4</p>
	PREPARATION	21		
	a. Hydrographic Surveying	9		
	<p>Geodetic Survey Preparation and Observation to determine control point/ Point Reference</p>	<p>3 Unit GPS Receiver</p> <p>Tripod</p> <p>Notebook + Pen</p>	3	<p>PI.E4. 1 E4.1bE4.1c</p> <p>PI.E4. 3 E4.3bE4.3cE4.3e</p>
	Preparation Traverse Survey	Theodolite, Total Station	1	<p>PI.E4. 1 E4.1c</p> <p>PI.E4. 3 E4.3aE4.3b</p>
	<p>Install survey equipment on sounding boat : Acquisition Data Software</p> <p>Preparation: Enter Survey boundary, Survey Line, Investigation Boundary and Electronic Chart</p> <p>Multibeam Echosounder: Survey Line Plan, Offset data, Installation Motion sensor, GPS Positioning, Heading, SVS</p>	Echosounder, GPS, GPS Data Processing, Acquisition Data Software	1	<p>PI.E5. 1 bE5.1cE5.</p> <p>PI.E5. 2 2aE5.2bE5.2c</p> <p>PI.E6. 1 E6.1a</p>

	(Sound velocity sensor), SVP (Sound velocity profiler), tidal data			
	Side Scan Sonar installation	Side Scan Sonar equipment	1 2 PI.E5. 2 PI.E5. 2	E1.2bE1. 2d E5.2bE6. 1a
	Single Beam Echosounder: transducer mounting.	Single Beam Echosounder equipment	1 2	E1.2a E1.2b
	Magneto meter Installation	Magneto meter equipment	1 1 PI.E7. 2	E5.1a E7.2b
	Lead Line and Sounding Pole preparation	Lead Line and Sounding Pole	1 1 PI.E5. 2	E5.1a E5.2g
b. Oceanographic Activity			7	
	Leveling Preparation	Leveling Equipment	1 PI.E4. 4 PI.E4. 7	E4.4aE4. 4b E4.7
	Tide gauge preparation	Tide gauge equipment	1 2	E3.2aE3. 2bE3.2c
	Current Meter Preparation	Current Meter Equipment	1 1	E3.1bE3. 4a E3.4b
	Float Tracking Preparation	Float Tracking Equipment	1 2	E3.2a
	SBE Preparation	SBE Equipment	1 PI.E3. 3 PI.E7. 1	E3.3 E7.1c
	CTD Preparation	CTD Equipment	1 1	E7.1aE7. 1b
	Sediment measurements	Sediment Trap, Grab Sampler,	1 2	E7.2a
3. Meteorological Activity			3	

	Thermometer, Anemometer and Hygrometer preparation	Thermometer Equipment, Anemometer Equipment, Hygrometer Equipment	1	PI.B1.0 PI.B2.0 PI.B3.0	B6.1B 6.2 B6.3
	Barograph and Rain Gauge preparation	Barograph Equipment, Rain Gauge Equipment	1	PI.B1.0 PI.B2.0 PI.B3.0	B6.1B6. 2 B6.3
	Climatology data preparation	Climatology data for 10years	1	PI.B1.0 PI.B2.0 PI.B3.0	B6.1 B6.2B6. 3
4. Maritime Geography Activity			2		
	Preparation of sociology data collection	Notebook + Pen	1	PI.E5 .4	B5.4
	Preparation of physical data collection	Notebook + Pen	1	PI.E5 .4	B5.4
ACQUISITION			136		
MOBILIZATION		Transportation, All Survey Equipment, survey tent	8	PI.E5.2	E5.2
Simultaneous hydro-oceanographic survey:			120		
a. Hydrographic Surveying					
	Depth Determination, Inertial Navigation and Magnetometer Survey using Survey Vessel. Acoustic Positioning use Long baseline and Short baseline	Multibeam Side Scan Sonar Single beam Magnetometer Gyro, accelerometer s, GNSS Survey vessel	Parallel (40)	PI.E1.1 PI.E1.2 PI.E1.3 PI.E4.5 PI.E4.6 PI.E5.1 PI.E6.1 PI.E7.2	E1.1aE1 .1bE1.1 c E1.2aE1 .2b E1.3aE1 .3dE1.3 f E4.5aE4 .5b E4.6aE4 .6b E5.1cE6. 1a E7.2b
	Traverse Survey measurement	Theodolite and Total Station		PI.E4.3	E4.3b

	Coastline measurement using GPS	Post Processing Data from GPS Kinematic	Parallel (24)	PI.B4.0 PI.E5.2	B4.1 E5.2a
	Lead Line and Sounding Pole Measurement	Lead Line and Sounding Pole	Parallel (8)	PI.E5.1 PI.E5.2	E5.1a E5.2g

b. Oceanographic Activity

	Leveling measurement	Leveling data	Parallel (8)	PI.E4.4 PI.E4.7	E4.4a E4.4b E4.7
	Tide gauge observation	Tide gauge equipment	Parallel (120)	PI.E3.2	E3.2a E3.2b E3.2c
	Current Meter Observation	Current Meter Equipment	Parallel (120)	PI.E3.1 PI.E3.4	E3.1b E3.4a E3.4b
	Float Tracking	Float Tracking Equipment	Parallel (16)	PI.E3.2	E3.2a
	SBE Observation	SBE Equipment	Parallel (120)	PI.E3.3 PI.E7.1	E3.3 E7.1c
	CTD Observation	CTD Equipment	3 hr	PI.E7.1	E7.1a E7.1b
	Sediment measurements	Sediment Trap, Grab Sampler,	2 hr	PI.E7.2	E7.2a

3. Meteorological Activity

	Thermometer observation	Thermometer data	Parallel (120)	PI.B6.0	B6.1
	Anemometer observation	Anemometer data	Parallel (120)	PI.B6.0	B6.2
	Hygrometer observation	Hygrometer data	Parallel (120)	PI.B6.0	B6.1
	Barometer observation	Barometer data	Parallel (120)	PI.B6.0	B6.1
	Rain Gauge observation	Rain Gauge data	Parallel (120)	PI.B6.0	B6.1
	Sunshine Recorder	Sunshine Recorder data	Parallel (120)	PI.B6.0	B6.1

4. Maritime Geography Activity					
	Sociology data collection and Environmental Impact	Visit, Notebook + Pen	2 hr	PI.E5.4 PI.E7.3	B5.4 E7.3a
	Physical data collection	Visit, Notebook + Pen	2 hr	PI.E5.4	B5.4
DEMOBILIZATION		8	PI.E5.2	E5.2	
PROCESSING		43			
When the data has been obtained in the field (Acquisition) it will be continued with Processing so that the time will overlap with Acquisition					
a. Hydrographic Surveying			20		
	Download and Processing Raw GPS Data Static and RTK (Software processing, Processing Result)	Raw Data GPS Processing Software	7	PI.E4.3	E4. 3a E4. 3b E4.3c
	Processing data sounding from Multibeam, Magnetometer and Single beam	AutoCAD Software Acquisition and processing Software for Multibeam data, Magnetometer Data and Single beam data	8	PI.E1.1 PI.E6.2 PI.E6.3	E1. 1a E1. 1b E1. 1c E6. 2a E6. 3a
	Plotting the position and depth on the chart as a result of non acoustic system measurements	Drawing chart	5	PI.E6.3	E6.3d
b. Oceanographic Activity			14		
	Leveling Calculation (determine the height difference between Bench Mark and Staff)	Leveling data	2	PI.E4.4 PI.E4.7	E4.4a E4.4b E4.7
	Tide Gauge data processing for measuring sea level to a vertical datum	Tide Gauge data	2	PI.E3.2	E3.2a E3.2b E3.2c
	Current Meter data processing (measures the water current velocities and direction)	Current Meter data	2	PI.E3.1 PI.E3.4	E3.1b E3.4a E3.4b

	SBE data Processing (To measure wave height)	SBE data	2	PI.E3.2	E3.2a
	CTD data processing (measure oceanographic data such as Temperature, Salinity, Pressure and Conductivity)	CTD data	2	PI.E3.3 PI.E7.1	E3.3 E7.1c
	Seawater data , bedload data and suspended load data processing to find out how much the sediment rate is, seafloor Characterization	Seawater data, bed load data and suspended load data	1	PI.E4.2 PI.E7.2	B4.2 E7.2a
	Float tracking data processing to find out the direction, distance and speed of the current at the desired depth	Float tracking data	1	PI.E3.2	E3.2a
	Sediment trap data processing to find out the sediment velocity	Sediment trap data Geological Map	1	PI.E4.2	B4.2
	Sounding data reduction and drawing on fair sheet		1	PI.E3.3	E3.3a E3.3b

3. Meteorological Activity			4		
	Thermometer observation data processing (collecting temperature data during observation and processing the data obtained, the purpose of observation is to find out the daily average air temperature and the maximum/ minimum air temperature)	Thermometer observation data	1	PI.B6.0	B6.1
	Wind observation data processing (for measuring wind speed and direction, to obtain the dominant direction of the wind, the highest and lowest wind speeds) Relative Humidity observation data processing (Observations are used to find out the average daily relative humidity, the highest and lowest of relative humidity data)	Wind observation data Relative Humidity observation data	1	PI.B6.0 PI.B6.0	B6.2 B6.1

	<p>Barograph observation data processing (processing pressure data to obtain daily average pressure, highest pressure and lowest pressure)</p> <p>Rain Gauge observation data processing and Cloud observation (Estimate or measure total cloud amount/ cover and type of Clouds)</p>	<p>Barog raph obse rvati on data</p> <p>Rain Gau ge obs erva tion data and Clou d obs erva tion data</p>	1	<p>PI.B6.0</p> <p>PI.B6.0</p>	B6.1
	<p>Visibility in Kilometer, Visibility observation data will be grouped based on the number of clouds</p> <p>Sunshine observation, Divide into several groups the length of sunshine.</p> <p>Rainfall observation, processing rainfall data which is the amount of rainfall per day and Climatology information for 10 years, the type of data collected is Rainfall, Wind, Temperature, Humidity and Pressure.</p>	<p>Visibil ity data</p> <p>Sunsh ine obser vation data</p> <p>Rainf all obse rvati on data and Clim atolo gy infor mati</p>	1	<p>PI.B6.0</p> <p>PI.B6.0</p> <p>PI.B6.0</p>	B6.1

		on for 10 years data			
4. Maritime Geography Activity			5		
	Sociology data collection (Population and labor, education, health, Religion, tourism and economy, transportation, toponomy, sailing direction and port)	Sociology data	2	PI.E5.4	B5.4
	Physical data collection (division of administrative areas, geological and geomorphological conditions, climatic conditions and River)	Physical data	3	PI.E5.4	B5.4
DELIVERABLES & FINAL REPORT			27		

a. Hydrographic Surveying			12		
	Processing of geodetic observations results in a sketch of the geodetic net (reported in the final report) and a new position of the Hydro Pillar in the field used as a reference point, Reported in Final Report	Survey Report	2	PI.E4.1 PI.E4.3 PI.E5. 3 PI.E6. 3	E4.1 bE4. 1c E4.3 cE4. 3e E5.3 aE6. 3d
	Processing depth data and position data from Data Acquisition Software, depth data reduction, drawing on fair sheet and compiled for making paper charts/ ENC	Paper Chart ENC	2	PI.E6. 3	E5.3a
	Magnetometer Data	Survey Report	3	PI.E6. 3	E6.3d
	Drawing of the situation map in the survey area using Theodolite and Total Station	Paper Chart	3	PI.E6. 3	E6.3d
	Drawing non acoustic system measurements	Paper Chart	2	PI.E6. 3	E6.3d

b. Oceanographic Surveying				9		
	Leveling Calculation, (Outcomes: Determine the height difference between Bench Mark and Staff), Reported in Final Report	Survey Report	1	PI.E4.4 PI.E4.7 PI.E6.3	E4. 4a E4. 4b E4. 7 E6. 3d	
	Tide Gauge data processing for measuring sea level to a vertical datum (outcomes: Tidal Graphics, tidal harmonics and Tidal type), Reported in Final Report and Paper Chart/ ENC.	Survey Report	2	PI.E3.2 PI.E6.3	E3. .2 aE 3. 2b E3 .2c E6.3d	
	Current Meter data processing (measures the water current velocities and direction), Outcomes: North tidal current constant, East tidal current constant and Tidal current ellipsoid constant (Reported in Final Report)	Survey Report	1	PI.E3.1 PI.E3.4 PI.E6.3	E3.1b E3. 4a E3. 4b E6.3d	
	SBE data Processing (To measure wave height), Outcomes: Average wave height, Maximum wave height and Significant wave height, (Reported in Final Report)	Survey Report	1	PI.E3.3 PI.E7.1 PI.E6.3	E3.3 E7 .1c E6. 3d	
	CTD data processing (measure oceanographic data such as Temperature, Salinity, Pressure and Conductivity), Outcomes: measurement table at Neap Tide and Spring Tide, Reported in Final Report. Seawater data, bedload data and suspended load data processing to find out how much the sediment rate is, Outcomes: provide information on seabed material types on Paper chart/ ENC, Other data is informed in the final report	Survey Report	2	PI.E7.1 PI.E6.3	E7.1a E7.1b E6.3d	
	Float tracking data processing to find out the direction, distance and speed of the current at the desired depth, Outcomes: Information about current patterns that occur during Spring Tide and Neap Tide in the survey area at ascertain depth, (Reported in Final Report)	Survey Report	1	PI.E6.3	E6.3d	

	Sediment trap data processing to find out the sediment velocity, Outcomes: Obtain information about the sedimentation rate in the survey area by displaying a table in the final report	Survey Report	1	PI.E6.3	E6.3d
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3. Meteorological			3		
	Temperature observation data processing (collecting temperature data during observation and processing the data obtained, the purpose of observation is to find out the daily average air temperature and the maximum/ minimum air temperature), Outcomes: average daily temperature, Date at maximum temperature time and Date at minimum temperature time (Reported in Final Report)	Survey Report	1	PI.E6.3	E6.3d
	Wind observation data processing (for measuring wind speed and direction). Outcomes: to obtain the dominant direction of the wind, the highest and lowest wind speeds (Reported in Final Report)-	Survey Report		PI.E6.3	E6.3d
	Relative Humidity observation data processing (Observations are used to find out the average daily relative humidity, the highest and lowest of relative humidity data), Reported in Final Report	Survey Report		PI.E6.3	E6.3d
	Barograph observation data processing, Outcomes: processing pressure data to obtain daily average pressure, highest pressure and lowest pressure (Reported in Final Report)-	Survey Report	1	PI.E6.3	E6.3d
	Rain Gauge observation data processing, Outcomes: Measure the amount of rainfall during the survey per day, (Reported in Final Report)-	Survey Report		PI.E6.3	E6.3d
	Cloud observation, Outcomes: Estimate or measure total cloud amount/ cover and type of Clouds (Reported in Final Report)	Survey Report		PI.E6.3	E6.3d
	Visibility in Kilometer, Visibility observation data will be grouped based on the number of clouds (Reported in Final Report)	Survey Report		PI.E6.3	E6.3d
	Sunshine observation, Divide into several groups the length of sunshine, (Reported in Final Report)	Survey Report		PI.E6.3	E6.3d

	Rainfall observation, processing rainfall data which is the amount of rainfall per day, (Reported in Final Report)	Survey Report	1	PI.E6.3	E6.3 d
	Climatology information for 10 years, the type of data collected is Rainfall, Wind, Temperature, Humidity and Pressure, (Reported in Final Report)	Survey Report		PI.E6.3	E6.3 d
Maritime Geography Activity			3		
	Sociology data collection (Population and labor, education, health, Religion, tourism and economy, transportation, toponomy, sailing direction and port), Reported in Final Report	Survey Report	2	PI.E6.3	E6.3 d
	Physical data collection (division of administrative areas, geological and geo-morphological conditions, climatic conditions and River), Reported in Final Report	Survey Report	1	PI.E6.3	E6.3 d
PRACTICAL EXAMINATIONS			16		
TOTAL CFFP			258		

CAT 'B' HYDROGRAPHIC SURVEY COURSE**GUEST LECTURES**

Period No	Periods Allocated	16 Periods
1-2	Legal Aspects	
3-4	Environmental Impacts	
5-7	New trends in Hydrography, Methodology and technology	
8-10	Important consideration while planning hydrographic surveys and good survey practices	
11-13	GIS	
14-16	LiDAR survey and remote sensing	

CAT 'B' HYDROGRAPHIC SURVEY COURSE**ON JOB TRAININGS**

Period No	Total periods allocated	117 Periods
1-18	02 x OJTs onboard PN ships (OOW Practices)	
19-27	OJT onboard survey vessel Single Beam Echo Sounder & Side Scan Sonar	
28-36	OJT onboard Survey Vessel Swath System	
37-45	OJT onboard Survey Vessel Water Level Measurement	
46-54	OJT onboard Survey Vessel Positioning Measurements, Methods and Techniques	
55-63	OJT onboard Survey Vessel Uncertainty in Positioning	
64-72	OJT onboard Survey Vessel Hydrographic survey documentation	
73-81	OJT onboard Survey Vessel Real-Time Data Acquisition and Control	
82-90	OJT onboard Survey Vessel SV Probe & Current meter	
91-99	OJT onboard Survey Vessel Data Processing and Analysis	
100-108	OJT onboard Survey Vessel Data Organization and Presentation	
109-117	OJT onboard Survey Vessel Hydrographic Survey Software	

CAT 'B' HYDROGRAPHIC SURVEY COURSE**FAMILIARIZATION VISITS**

<u>Periods Allocated</u>		27 Periods
	<u>Place of Visit and Topic</u>	
1-9	Visit to Pakistan Meteorological Department (PMD)& Institute of Meteorology & Geophysics (IMG)	
10-18	Visit to PNHD (Cartographic Setup, ENC, Navarea-IX and PN Chart Depot)	
19-27	Visit of National Institute of Oceanography	

CAT 'B' HYDROGRAPHIC SURVEY COURSE**ADDITIONAL**

<u>Periods Allocated</u>		16 Periods
1-8	Opening Ceremony & Familiarization Visit of PNS BAHADUR	
9-12	Physical efficiency Test (PET)	
13-16	Certificate Award Ceremony	

CAT 'B' HYDROGRAPHIC SURVEY COURSE - EXAM SPECIFICATIONS

1. Tests and assessments are used to ensure that the Training/ Learning Objectives have been achieved by the trainees. To ensure that these tests and assessments are reliable, valid and administered correctly it is necessary to specify and control them. Exam Specifications provides the means to achieve this. The purpose of Exam Specifications is to define all assessment activities carried out during a course, in particular those tests which are used to verify that Training/ Learning Outcomes are achieved. All Training/ Learning Outcomes for a course must be covered by the Test Spec.

2. Test results are sources of information that can be used for many purposes throughout a course. Tests can be classified by the use of their results within the course as follows:
 - a. **Entry Tests.** Entry Tests establish whether a potential trainee has this level of knowledge or skill. The aim of entry testing is to select only those trainees who have the prerequisite knowledge and skills which are required to commence training.

 - b. **Assignments.** Assignments are given to students to assess their knowledge during course. These assignments can be handwritten and computer based presentations also. Marks obtained through assignments can be included in final assessment results,

 - c. **Oral Quizzes.** Oral quizzes are asked by instructor during class to assess the level of knowledge. It also helps the instructor to define the way forward and locate the weaker areas of course participant regarding subject.

 - d. **Final Examination.** These tests gain the required data to contribute towards final assessment at the conclusion of the course

CAT B HYDROGRAPHIC SURVEY OFFICER COURSE - EXAM SUMMARY

Module No	S5-B Code	Subjects	Percentage	Periods	Theory	Practical	Total Marks	Passing Marks	Percentage of success
Opening ceremony & Familiarization Visit of PNS BAHADUR			0.64%	08	-	-	-	-	-
Basic Subjects									
Module-1	B1	Mathematics, Statistics, Theory of Error	2.40%	30	30	-	50	25	50%
Module-2	B2	Communication & Information Technology	2.40%	30	13	17	50	30	60%
Module-3	B3	Physics	1.60%	20	16	04	50	30	60%
Module-4	B4	Earth Sciences	1.20%	15	12	03	25	15	60%
Module-5	B5	Nautical Sciences	3.20%	40	20	20	75	45	60%
Module-6	B6	Meteorology	1.60%	20	10	10	50	30	60%
Essential Subjects									
Module-7	E1	Underwater Acoustic	6.81%	85	45	40	200	120	60%
	E1.1	Acoustic Theory	23.50%	20	14	06	50	30	60%
	E1.2	Single Beam Systems & Side Scan Sonar	29.41%	25	13	12	50	30	60%
	E1.3	Swath Systems	47.05%	40	18	22	100	60	60%
Module-8	E2	Remote Sensing	3.20%	40	20	20	100	60	60%
	E2.1	LiDAR	50%	20	10	10	50	30	60%
	E2.2	Remote Sensing	50%	20	10	10	50	30	60%
Module-9	E3	Water Levels & Flow	7.21%	90	43	47	175	105	60%
	E3.1	Principles of water levels	16.66%	15	11	04	25	15	60%
	E3.2	Water Level Measurement	27.77%	25	11	14	50	30	60%
	E3.3	Water Level Reduction	27.77%	25	11	14	50	30	60%
	E3.4	Currents	27.77%	25	10	15	50	30	60%
Module-10	E4	Positioning	14.35%	179	77	102	350	210	60%
	E4.1	Geodesy	16.75%	30	15	15	50	30	60%
	E4.2	Principles of Cartography	8.37%	15	08	07	25	15	60%
	E4.3	Positioning Measurements, Methods and Techniques	30.16%	54	18	36	100	60	60%

	E4.4	Vertical Positioning	16.75%	30	11	19	50	30	60%
	E4.5	Acoustic Positioning	11.17%	20	11	09	50	30	60%
	E4.6	Inertial Navigation	10.05%	18	09	09	50	30	60%
	E4.7	Uncertainty in Positioning	6.70%	12	05	07	25	15	60%
Module-11	E5	Hydrographic Practice	5.21%	65	41	24	125	75	60%
	E5.1	Hydrographic Survey Projects	20%	13	08	05	25	15	60%
	E5.2	Hydrographic Survey Operations	46.15%	30	17	13	50	30	60%
	E5.3	Hydrographic Survey Documentation	15.38%	10	07	03	25	15	60%
	E5.4	Legal Aspects	18.46%	12	09	03	25	15	60%
Module-12	E6	Hydrographic Data Management	5.70%	71	37	34	150	90	60%
	E6.1	Real-Time Data Acquisition and Control	42.25%	30	16	14	50	30	60%
	E6.2	Data Processing and Analysis	28.16%	20	09	11	50	30	60%
	E6.3	Data Organization and Presentation	29.57%	21	12	09	50	30	60%
Module-13	E7	Environment	3.40%	42	26	16	75	45	60%
	E7.1	Oceanography	47.61%	20	10	10	25	15	60%
	E7.2	Marine Geology and Geophysics	28.57%	12	09	03	25	15	60%
	E7.3	Environmental impact	23.80%	10	07	03	25	15	60%
OJT/ Visits		11.54%	144	-	144	-	-	-	-
Guest Lectures		1.28%	16	16	-	-	-	-	-
Gazzetted Holidays		3.44%	43	-	-	-	-	-	-
Research Work		3.44%	43	-	43	15	10	60%	
Comprehensive Final Field Project (CFFP)		20.70%	258	-	258	500	300	60%	
Planning		5.81%	15	-	15	25	15	60%	
Preparation		8.13%	21	-	21	50	30	60%	
Mobilization		3.10%	08	-	08	25	15	60%	
Acquisition		52.71%	136	-	136	250	150	60%	
Demobilization		3.10%	08	-	08	25	15	60%	
Processing		16.66%	43	-	43	75	45	60%	
Deliverables & Final Report		10.46%	27	-	27	50	30	60%	
Physical Efficiency Test (PET)		0.32%	04	-	04	10	06	60%	
Award Ceremony		0.32%	04	-	-	-	-	-	
Grand Total		100%	1247	406	786	2000	1196	60%	

1. **Pass/Fail Criteria:** (50%) from Primary subjects & (60%) from Secondary subjects
2. **Consequences of Failure:** Failure in mid or final exam will be given a formal warning, if failed for the second time in any quiz will be given a final warning, if failed again will do one reset exam, if failed he will be withdrawn from the course or back class according to (PN Training warning system).
3. **Test Schedule:**

Final Exam: After completion of each subject
Tests: Upon joining
Quizzes: Upon instructor discretion
4. **Venue:** Classroom/ Examination Hall
5. **Course Report:** Forward Course Report to Secy to IBSC/ IHO and DNT with individual candidate's report and result for record.
6. **Completion Report:** Course Completion report to HQ COMKAR/CTA.
7. **Course Officer:** _____

Registration No.

Serial No. **31303** PGD HS

Bahria University

Whereas Son/Daughter of

Has pursued the academic Programme prescribed by this university for the Postgraduate Diploma (Category-B) in Hydrographic Survey for Production of Nautical Charts and has met all the requirements under the Modular System on

It is hereby certified that he/she has been duly admitted to the

Postgraduate Diploma (Category-B) in Hydrographic Survey for Production of Nautical Charts

In this University

Registrar

Rector

Islamabad, (Pakistan) dated _____



THIS DIPLOMA TO BE READ IN CONJUNCTION WITH THE TRANSCRIPT, ISSUED SEPARATELY



BAHRIA UNIVERSITY

DRAFT

Postgraduate Diploma (Category-B) in Hydrographic Survey for Production of Nautical Charts

Final Transcript

QR Code	Student Name: Fathers Name: Date of Birth: CNIC/Passport No.	Reg. No. Enrollment No. Date of Admission: Mode of Study	Picture
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Course Code	Module	Title	Grade	Grade Point	Cr. Hrs	Prod.
HGS 601	1	Mathematics, Statistics, Theory of Error			2	
HGS 602	2	Information and Communication Technology			2	
HGS 603	3	Physics			1	
HGS 604	4	Earth Sciences			1	
HGS 605	5	Nautical Sciences			3	
HGS 606	6	Meteorology			1	
HGS 607	7	Underwater Acoustic			4	
HGS 608	8	Remote Sensing			2	
HGS 609	9	Water Levels and Flow			4	
HGS 610	10	Positioning-I			3	
HGS 611		Positioning-II			3	
HGS 612		Positioning-III			4	
HGS 613	11	Hydrographic Practice			4	
HGS 614	12	Hydrographic Data Management			4	
HGS 615	13	Environment			3	
HGS 616	14	Research Work			2	
HGS 617		Comprehensive Final Field Project-I			6	
HGS 618		Comprehensive Final Field Project-II			6	

55

Program completion date:

55 Credit Hours Completed

The Program consists of 55 Credit Hours, duration 30 Weeks.

Controller of Examinations

Print Date: 05 April 2024

Note: Errors & omissions exempted.

Shangrila Road, Naval Complex, Sector E-8, Islamabad, Pakistan. Tel: +92 (51) 9260002-7 (Ext 1212), Email: ce@bahria.edu.pk

Appendage 4607**LAUNCH OF NEW PROGRAMME - MS ARTIFICIAL INTELLIGENCE AT CS DEPT BUIC H-11**

A. ACADEMIC DETAILS	
1	Faculty/Department: Faculty of Engineering and Sciences, Department of Computer Science H11 Campus
2	Name of the Programme: MS Artificial Intelligence – MS (AI)
3	Mission of the Programme: The mission of the MS (AI) program is to cultivate AI scientists equipped with the capacity to apply their theoretical understanding and analytical prowess in devising innovative and efficient solutions for both practical challenges and research endeavours.
4	Objectives of the Programme: The objective of the Master of Science in Artificial Intelligence (AI) degree program is to foster proficiency among students in the diverse subjects, tools, techniques, methodologies, and models pertinent to the AI field. Highlighting key areas such as machine learning, deep learning, mathematics, and signal/image/video processing, the program is structured to align with contemporary trends and global market needs. Strategically crafted to meet the evolving demands of both local and international markets, this program is geared towards producing adept researchers. It seeks to cater to the current and future requisites for AI expertise across a spectrum of sectors including government, industries, businesses, applied sciences, research, health, and security.
5	Outcomes of the Programme: The program aims to furnish students with the requisite skills for both professional and research roles in the domain of Artificial Intelligence. Upon completing the degree, students will possess proficiency in producing/overseeing AI solution for decision-making processes, as well as utilizing, analyzing, and appraising technologies and methodologies within an organizational framework. Graduates will be adept at: <ul style="list-style-type: none"> • Gathering and managing data to devise solutions for AI tasks. • Choosing, implementing, and assessing models to tackle AI challenges. • Interpreting findings from AI scientific analyses. • Effectively conveying AI science-related information in diverse formats to suitable audiences. • Embracing and upholding ethical standards in data usage across all facets of their professional endeavours.
6	Rationale for the Programme: AI holds a central position in moulding strategic decision-making and stimulating innovation within diverse professional sectors including engineering, finance, and healthcare. The growing demand for AI scientists capable of adeptly harnessing potent tools and sophisticated statistical modelling techniques to unearth insights into business challenges, operations, and frameworks is unmistakable. The Master of Science in AI (MS(AI)) program is tailored to tackle the intersection of three pivotal realms propelling AI science: technologies, analytics, and business imperatives.

7	<p>Brief Description of the Programme:</p> <p>Artificial Intelligence (AI) marks a pivotal leap in scientific and technological progress, promising substantial benefits for society. It holds the promise to elevate living standards, advance healthcare, streamline justice, stimulate economic growth, improve public safety, and much more. In Pakistan, there's a noticeable demand for proficient AI professionals capable of utilizing their skills to create intelligent systems. These systems are applicable across a variety of sectors including healthcare, agriculture, security, education, defence, and many others, thus playing a crucial role in the country's economic transformation.</p> <p>AI's scope extends beyond its technological and mathematical components, requiring a combination of technical skills and soft skills. This enables AI scientists to turn data into meaningful insights. The MS(AI) program is designed to thoroughly cover the essential elements of AI. It includes training in mathematical and statistical techniques, artificial intelligence, machine learning, data mining, data engineering, and data visualization. This program is structured in accordance with the Postgraduate Academic Regulations of Bahria University and adheres to the standards set by the Higher Education Commission (HEC).</p>
8	Duration: 2 years
9	<p>Venue(s): On Site/Off Site/Both On & Off Site-(<i>tick one/strike-through the ones not applicable;if Off Site, give details</i>)</p> <p>Johar Block, Bahria University, H11 Campus, Islamabad</p>
10	<p>Programme Scheduling Format:</p> <ul style="list-style-type: none"> • Morning/Evening/Weekend-(<i>tick one/strike-through the ones not applicable</i>) • Bi-Semester/Trimester/Semester+Summer Session/Annual/Bi-Annual-(<i>tick one/strike-through the ones not applicable</i>)
11	Proposed Date of Commencement: Fall 2024
12	Mode of study for MS (AI) is based on classroom teaching. Assignments, quizzes, presentations, mid-term, and final term exams will be used to evaluate the students in each semester. Also, students will be encouraged to undertake 6 credit hours of MS thesis.
13	Additional Faculty Member(s) Required: (<i>Indicate if there is a requirement for additional faculty members, fulltime/visiting, along with qualifications.</i>) None
14	Additional Skilled-Worker(s) Required: (<i>Indicate if there is a requirement for additional Skilled Staff, fulltime/part-time, along with their qualifications/skill sets.</i>) None
15	<p>Additional Classroom(s) required: (<i>The requirement is to include the number of classrooms and their capacities.</i>)</p> <p>Classrooms in Johar block BUIC H-11 Campus are available in the evening, and initially one classroom will be required at the start of the program and maximum 3 rooms will be required when the program matures.</p>
16	Additional Requirement for Laboratories: (<i>The requirement is to include the number of laboratories, their equipment and their capacities.</i>) Yes. (02 x high-end GPU based machines would be required)
17	Additional Requirement for Books, Subscriptions, Memberships to Online Research Sites/ Repositories: Yes
18	<p>Minimum Entry Level: 4 years Bachelor degree in AI/CS/IT/EE/CE/SE/Robotics/Mechatronics or equivalent</p>
19	<p>Admission Criteria:</p> <p>HEC recognized 4 years Bachelor degree in AI/CS/IT/EE/CE/SE/Robotics/Mechatronics or equivalent with CGPA 2.0/4.0 (Semester System) or 50% marks (Annual System). NTS-GAT (General)/GRE/University entry test passed with 50% marks.</p> <p>The following courses are recommended to be completed before entering the MS Artificial Intelligence (AI) program.</p> <p>a. Programming Fundamentals OR Computer Programming</p>

	b. Data Structures & Algorithms OR Design & Analysis of Algorithms c. Database Systems																																																										
20	Additional/Different Examination Requirement <i>(Indicate if there will be any examination requirement, additional to or different from the BU Academic Rules or Examination Policy in vogue).</i> No additional/different examination requirements. The examinations will be as per BU Academic Rules and Examination policy																																																										
21	Number of Admissions Expected for First Intake: 10 admissions for first intake																																																										
22	Number of Admissions Planned/Expected for Subsequent Intakes: 10 admissions per intake																																																										
23	Referred by: FBOS																																																										
24	Complete Plan of Studies, inclusive of complete Roadmap: (Attach as Annex 'A')																																																										
25	Course Outlines, Descriptions, Pre-Requisites & Readings (Compulsory & Recommended) (Attach as Annex 'B')																																																										
B. FINANCIAL DETAILS																																																											
1	Source of Funding: Tuition Fee <ul style="list-style-type: none"> • BU: Fully/Partially: Fully • Public Sector (B1): Fully/Partially (provide complete details; attach MOU, agreement etc.) • NNGO (B1): Fully/Partially (provide complete details; attach MOU, agreement etc.) • INGO (B1): Fully/Partially (provide complete details; attach MOU, agreement etc.) • UN/IGO (B1): Fully/Partially (provide complete details; attach MOU, agreement etc.) 																																																										
2	Degree Duration: 2 years Semester System: Yes (4 Semesters) Total Number of Credit Hours: 30																																																										
3	Expected fee to be charged based on Cost & Benefits Analysis: (show working) Per annum fee: or Fee rate per credit hour: Rs. 7350/- (5% increase in current Fee rate per credit hour)																																																										
4	Expected Number of students for 1st & 2nd Intakes: 10 & 10																																																										
5	Expected Earning from first two Intakes (B5): (Show working) <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th rowspan="2"></th> <th rowspan="2">Semester</th> <th colspan="3">Students</th> <th colspan="2">Fee per student</th> <th colspan="3">Total Fee</th> </tr> <tr> <th>Fresh</th> <th>Existing</th> <th>Total</th> <th>Fresh*</th> <th>Existing**</th> <th>Fresh</th> <th>Existing</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td></td> <td>Fall 2024</td> <td>10</td> <td>0</td> <td>10</td> <td>120,650</td> <td>0</td> <td>1,206,500</td> <td>0</td> <td>1,206,500</td> </tr> <tr> <td></td> <td>Spring 2025</td> <td>10</td> <td>10</td> <td>20</td> <td>120,650</td> <td>73,650</td> <td>1,206,500</td> <td>736,500</td> <td>1,943,000</td> </tr> <tr> <td></td> <td>Fall 2025</td> <td>10</td> <td>20</td> <td>30</td> <td>123,953</td> <td>73,650</td> <td>1,239,530</td> <td>1,473,000</td> <td>2,712,530</td> </tr> <tr> <td></td> <td>Spring 2026</td> <td>10</td> <td>30</td> <td>40</td> <td>123,953</td> <td>73,650</td> <td>1,239,530</td> <td>2,209,500</td> <td>3,449,030</td> </tr> </tbody> </table>		Semester	Students			Fee per student		Total Fee			Fresh	Existing	Total	Fresh*	Existing**	Fresh	Existing	Total		Fall 2024	10	0	10	120,650	0	1,206,500	0	1,206,500		Spring 2025	10	10	20	120,650	73,650	1,206,500	736,500	1,943,000		Fall 2025	10	20	30	123,953	73,650	1,239,530	1,473,000	2,712,530		Spring 2026	10	30	40	123,953	73,650	1,239,530	2,209,500	3,449,030
	Semester			Students			Fee per student		Total Fee																																																		
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	Fall 2025	10	20	30	123,953	73,650	1,239,530	1,473,000	2,712,530																																																		
	Spring 2026	10	30	40	123,953	73,650	1,239,530	2,209,500	3,449,030																																																		
	* per credit 7350 with 9 credit hours including admission fee and misc. charges. Also added the 5% increase per credit hour from Fall to Fall semester.																																																										
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6	Expected Earnings for the Next Five Years (B6): (show working) <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th rowspan="2"></th> <th rowspan="2">Yr</th> <th rowspan="2">Semester</th> <th colspan="3">Students</th> <th colspan="2">Fee per student</th> <th colspan="3">Total Fee</th> </tr> <tr> <th>Fresh</th> <th>Existing</th> <th>Total</th> <th>Fresh*</th> <th>Existing**</th> <th>Fresh</th> <th>Existing</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td></td> <td>1</td> <td>Fall 2024</td> <td>10</td> <td>0</td> <td>10</td> <td>120,650</td> <td>0</td> <td>1,206,500</td> <td>0</td> <td>1,206,500</td> </tr> <tr> <td></td> <td></td> <td>Spring 2025</td> <td>10</td> <td>10</td> <td>20</td> <td>120,650</td> <td>73,650</td> <td>1,206,500</td> <td>736,500</td> <td>1,943,000</td> </tr> </tbody> </table>										Yr	Semester	Students			Fee per student		Total Fee			Fresh	Existing	Total	Fresh*	Existing**	Fresh	Existing	Total		1	Fall 2024	10	0	10	120,650	0	1,206,500	0	1,206,500			Spring 2025	10	10	20	120,650	73,650	1,206,500	736,500	1,943,000									
	Yr	Semester	Students			Fee per student		Total Fee																																																			
			Fresh	Existing	Total	Fresh*	Existing**	Fresh	Existing	Total																																																	
	1	Fall 2024	10	0	10	120,650	0	1,206,500	0	1,206,500																																																	
		Spring 2025	10	10	20	120,650	73,650	1,206,500	736,500	1,943,000																																																	

	2	Fall 2025	10	20	30	123,953	73,650	1,239,530	1,473,000	2,712,530																								
		Spring 2026	10	30	40	123,953	73,650	1,239,530	2,209,500	3,449,030																								
	3	Fall 2026	10	30	40	127,427	76,953	1,274,270	2,308,590	3,582,860																								
		Spring 2027	10	30	40	127,427	76,953	1,274,270	2,308,590	3,582,860																								
	4	Fall 2027	10	30	40	131,072	76,953	1,310,720	2,308,590	3,619,310																								
		Spring 2028	10	30	40	131,072	80,427	1,310,720	2,412,810	3,723,530																								
	5	Fall 2028	10	30	40	134,897	80,427	1,348,970	2,412,810	3,761,780																								
		Spring 2029	10	30	40	134,897	80,427	1,348,970	2,412,810	3,761,780																								
	Year 1: Rs. 3,149,500/- Year 2: Rs. 6,161,560/- Year 3: Rs. 7,165,720/- Year 4: Rs. 7,342,840/- Year 5: Rs. 7,523,560/- Total 5 years' earnings: Rs. 31,343,180/-																																	
7	Total Estimated Salaries of all Additional Human Resources per annum (B7): (Show working) <table border="1"> <thead> <tr> <th></th> <th colspan="2">Work load</th> <th>Per Semester Salary (Rs. 2500 per hour)</th> </tr> <tr> <th>Semester</th> <th>Course</th> <th>Credit Hours</th> <th>FM</th> </tr> </thead> <tbody> <tr> <td>Fall 2024</td> <td>3</td> <td>9</td> <td>360,000</td> </tr> <tr> <td>Spring 2025</td> <td>6</td> <td>18</td> <td>720,000</td> </tr> <tr> <td>Fall 2025</td> <td>9</td> <td>27</td> <td>1,080,000</td> </tr> <tr> <td>Spring 2026</td> <td>10</td> <td>30</td> <td>1,200,000</td> </tr> </tbody> </table> Year 1: Rs.1,080,000 (per annum) Year 2: Rs. 2,280,000 (per annum)											Work load		Per Semester Salary (Rs. 2500 per hour)	Semester	Course	Credit Hours	FM	Fall 2024	3	9	360,000	Spring 2025	6	18	720,000	Fall 2025	9	27	1,080,000	Spring 2026	10	30	1,200,000
	Work load		Per Semester Salary (Rs. 2500 per hour)																															
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Fall 2025	9	27	1,080,000																															
Spring 2026	10	30	1,200,000																															
8	Cost of Additional Laboratory Equipment/Tools (B8): (show working) Year 2: 1GPU=Rs. 3,000,000 Total estimated cost of the GPUs: Rs. 3,000,000/-																																	
9	Cost of Additional Classrooms (B9): (Include furniture, technical aids etc) None																																	
10	Cost of Additional Books, Subscription & Memberships to on-line Sites/Repositories (B10): (show details) Rs. 100,000/-																																	
11	Off-Site rental Expenses and Cost of other Fixtures (B11): (Show details) None																																	
12	Miscellaneous Expenses required for Starting the Program (B12): <ul style="list-style-type: none"> - Advertisement: 100,000 /- - Printing & Stationery: 60,000/- - Admin Cost: None - Any other: None - Total : 160,000/- 																																	
13	Annual Recurring Expenditures in Subsequent Years (B13): <ul style="list-style-type: none"> - Salaries: 23,50,000/- - Rentals: None - Subscriptions/Memberships/Books: 100,000/- - Advertisements: - Printing & Stationery: None - Admin Cost: None - Any other: - Total: 2,450,000 																																	

14	Total Cost of the Programme (B14): [Add B(7) to B(12)] Year 1: Rs. 1,340,000 Year 2: Rs. 5,280,000	
15	Net Cost of the Programme (B15): [Subtract B(1) from B(14)] Year 1: Rs. 1,340,000 Year 2: Rs. 5,280,000	
16	Net Earnings in First Year (B16: [Subtract B(15) from B(5)]	Rs. 1,809,500/-
17	Projected Annual Gross Earning in Subsequent Years (B 17): (show details & working; add 10% towards all expenses in subsequent years.) Year 2: Rs. 6,161,560/- Year 3: Rs. 7,165,720/-	
18	Projected Annual Net Earning in Subsequent Years: [Subtract B(13) from B(17)] Year 2: Rs. 711,560/- Year 3: Rs. 46,65,720/-	

New Academic Road Map of MS Artificial Intelligence Program

Program Title: **Master of Science in Artificial Intelligence**

Duration: 2 Years

Total Credit Hours: 30

Endorsement References:

- A: Recommendations of DBOS dated 21st Feb 2024 (recorded in the minutes of DBOS meeting)
- B: Recommendations of FBOS dated 14th March 2024 (recorded in the minutes of FBOS meeting)
- C: Recommendations of RAC dated 1st April 2024 (recorded in the minutes of RAC meeting)

Summary of Credit Hours

Sr. No.	Courses as per HEC new GE Policy 2023	Credit Hours/Contact Hours	
		Existing Road Map	Proposed New Road Map
1.	Major/Disciplinary		18
2.	Electives toward specialization		6
3.	Thesis		6
4.	Deficiency course in case of candidate from other domain or interdisciplinary domain		
Total			30

Semester-wise Road map**Semester 1**

Sr. No.	Proposed Road map aligned with HEC PG Policy				
	Pre-requisite Course Code	Course Code	Course Title	Credit Hours	17 UN SDGs alignment (please mention relevant SDG No.)
		CSC 711	Advanced Artificial Intelligence	03	3,4,7,9
		DSC 708	Statistical and Mathematical Methods for Data Analysis	03	4,8,16
		ESC 701	Research Methodology	03	4
Total Credit Hours				09	

Semester 2

Sr. No.	Proposed Road map aligned with HEC new PG Policy				
	Pre-requisite Course Code	Course Code	Course Title	Credit Hours	17 UN SDGs alignment (please mention relevant SDG No.)
		CSC 719	Machine Learning	03	3,4,7,9
		AIC 703	Advanced Knowledge Representation and Reasoning	03	4,11,16
			Elective-I	03	
Total Credit Hours				09	

Semester 3

Sr. No.	Proposed Road map aligned with HEC new PG Policy				
	Pre-requisite Course Code	Course Code	Course Title	Credit Hours	17 UN SDGs alignment (please mention relevant SDG No.)
		DSC 707	Deep Learning	03	3,4,7,9
			Elective-II	03	
		THS 799/Elec-Code	Thesis-I / Elective-III	03	4,8,9
Total Credit Hours				09	

Semester 4

Sr. No.	Proposed Road map aligned with HEC new PG Policy				
	Pre-requisite Course Code	Course Code	Course Title	Credit Hours	17 UN SDGs alignment (please mention relevant SDG No.)
		THS 799/Elec-Code	Thesis-II / Elective-IV	03	4,8,9
		Total Credit Hours		03	

University Requirement

Sr. No	Course Code	Course Title	Credit Hours	17 UN SDGs alignment (please mention relevant SDG No.)
1	ESC 701	Research Methodology	03	4

List of Elective Courses

Sr. No.	Proposed Road map aligned with HEC new PG Policy				
	Pre-requisite Course Code	Course Code	Course Title	Credit Hours	17 UN SDGs alignment (please mention relevant SDG No.)
		CSC 721	Decision Support Systems	3	4,5,10
		CSC 715	Intelligent Agents	3	4,9,11
		CSC 741	Advanced Natural Language Processing	3	3,4,11
		CEN 745	Advanced Digital Image Processing	3	3,4,11
		CSC 751	Pattern Recognition	3	3,4,9
		CSC 722	Advanced Information Theory	3	4,8
		SEN 764	Ontology Engineering	3	3,4,11
		THS 799	Thesis	6	4,8,9
		CSC 723	Game Theory	3	4,9
		AIC 704	Optimization Techniques	3	4,9,16
		AIC 705	Artificial Intelligence in Embedded systems	3	3,4,9,11
		AIC 706	AI for Healthcare Applications	3	3,4,9
		AIC 707	Ethics of Artificial Intelligence	3	4,9,16

COURSE OUTLINES

Course Title:	Advanced Artificial Intelligence
Course Code:	CSC 711
Pre-Requisite:	None

Objectives:

Many advanced artificial intelligence systems are using both Machine Learning and Symbolic AI to solve sub problems. This course will cover logic programming, expert systems and business rules, fuzzy logic, case-based reasoning, and knowledge graphs. This will also explore more advanced versions of planning and reinforcement learning algorithms.

Contents:

Knowledge Graphs, Expert Systems, Case Based Reasoning, Fuzzy Logic, Hierarchical Planning, Reinforcement Learning, Large Language Models, Artificial Neural Networks, State Space Search, Constraint-Based Reasoning, Combinatorial Optimization, Metaheuristics, Intelligent Agents.

Text Books:

- Artificial Intelligence: A Modern Approach by S.Russell and P. Norvig, (4th Edition), 2020.
- Advanced Artificial Intelligence: 2nd Edition (Series on Intelligence Science, 4) 2nd Edition by [Zhongzhi Shi](#), 2019.

Reference Books

- Probabilistic Graphical Models, by Daphne Koller and Nir Friedman, MIT Press, 2009.
- Advanced Artificial Intelligence: By (author): Zhongzhi Shi (Chinese Academy of Sciences, China) <https://doi.org/10.1142/7547> | March 2011.

Course Title: **Statistical and Mathematical Methods for Data Analysis**

Course Code:	DSC-501
Pre-Requisite:	None

Objectives:

This course is designed to teach learners the basic math you will need in order to be successful in almost any data science stat and math course and was created for learners who have basic math skills but may not have taken Stat, algebra or pre-calculus. Also, it brings students up to speed with mathematical and statistical concepts from discrete mathematics, calculus and elementary linear algebra - all with a view of data science, statistics and machine learning applications that follow. Data Science Math and Stat skills introduces the core math that data science is built upon, with no extra complexity, introducing unfamiliar ideas and math symbols one-at-a-time.

Contents:

Students learn the skills of set theory, including Venn diagrams, properties of the real number line, interval notation and algebra with inequalities, uses for summation and sigma notation, math on the cartesian (x,y) plane, slope and distance formulas, graphing and describing functions and their inverses

on the x-y plane, probability distributions (How to judge the probability of an event, based on certain conditions), statistical significance, hypothesis testing, and regression, Basics of Linear Regression . The concept of instantaneous rate of change and tangent lines to a curve, Exponents, logarithms, and the natural log function.

Text Books:

- Mathematical Methods in Data Science 1st Edition by [Jingli Ren](#) , [Haiyan Wang](#), Elsevier, 2023.
- Statistics and Mathematics for Data Science and Data Analytics by [Nikolai Schuler](#), 2023.

Reference Books

Digital and Discrete Geometry: Theory and Algorithms, Book by Li. M. Chen. ISBN 978-3-319-12098-0, 2014, Springer

Convexity and Discrete Geometry Including Graph Theory, Book by Karim Adiprasito, Imre Barany, Costin Vilcu, ISSN 2194-1009, Springer, 2016

Mathematical Problems in Data Science: Theoretical and Practical Methods, Book by Bo Jiang, Li Chen, and Zhixun Su, December 15, 2015, Springer

Course Title: **Research Methodology**

Course Code: ESC-701

Pre-Requisite: None

Objectives:

This course is aimed at providing the students with an ability to undertake postgraduate level research and an appreciation of relevant ethical and professional issues. After completing this course, students will be able to: Formulate research questions and carry out research investigations, identify various sources of information and critically analyze the collected information, Identify and apply appropriate research methods in order to plan, conduct and evaluate their research, effectively report/publish the results of research activities and Develop and deliver presentations to disseminate research findings.

Contents:

Introduction to research, Qualitative and Quantitative research, The scientific method of research, Choosing a research problem, Choosing a research advisor, Literature Review – Conducting and writing, Formulating the research question, Identifying variables and generating hypothesis, Research Design/Methodology, Information gathering and data collection, Data representation, analysis and interpretation, Writing a research proposal, Ethics of research – Plagiarism and Intellectual property rights, Organizing and managing conferences and workshops, Writing research papers/Reviewing research papers, Planning and delivering scientific presentations, Writing thesis/dissertations.

Text Books:

- Introducing Research Methodology Thinking Your Way Through Your Research Project Third edition by [Uwe Flick](#), 2020 .
- Research Methodology: A Step-by-Step Guide for Beginners 5th Edition by [Ranjit Kumar](#), 2019.

Reference Books:

- Research Methodologies – A step by step guide for beginners, Ranjit Kumar, 2005.

- Research Design: Qualitative, Quantitative, and Mixed Methods Approaches, John W. Creswell, 2008.
- How to Research, L. Blaxter, C. Hughes, M. Tight, 4th Edition, 2010.
- Research Methodology: A Step-by-Step Guide for Beginners, Ranjit Kumar, Publisher: SAGE, 3rd Edition, 2010
-

Course Title: **Machine Learning**

Course Code: CSC-719

Pre-Requisite: None

Objectives:

This course is an overview of concepts and techniques in machine learning, beginning with topics such as classification and linear regression and ending up with more recent topics such as boosting, support vector machines, hidden Markov models, and Bayesian networks. The course will give the student the basic ideas behind modern machine learning methods.

Contents:

Introduction to Machine Learning, Concept learning, Decision tree learning, Linear models for regression, Linear models for classification, Artificial neural networks, Kernel methods, Sparse kernel machines, Mixture models and the EM algorithm, Evaluation, Combining multiple learners, Support vector machines, Bayesian networks.

Text Books:

- Introduction to Machine Learning, fourth edition (Adaptive Computation and Machine Learning series) Hardcover – Illustrated by Ethem Alpaydin (Author), 2020.
- Hands-On Machine Learning with Scikit-Learn, Keras, and TensorFlow: Concepts, Tools, and Techniques to Build Intelligent Systems by Aurélien Géron, 2022
- Fundamentals of Machine Learning for Predictive Data Analytics: Algorithms, Worked Examples, and Case Studies by John D. Kelleher, Brian Mac Namee, Aoife D'Arcy, MIT Press, 1st Edition, 2017.
- Machine Learning: Fundamental Algorithms for Supervised and Unsupervised Learning With Real-World Applications by Joshua Chapmann (Author, Publisher), 2nd Edition, 2017.

Reference Books:

- Machine Learning with R - Second Edition by Brett Lantz, Packt Publishing, Second Edition, 2015.
- Machine Learning with Python: Understanding Machine Learning with Python in the World of Data Science by Robert Wilson (Author, Publisher), 1st Edition, 2016.

Course Title: **Advanced Knowledge Representation and Reasoning**

Course Code:

Pre-Requisite: None

Objectives:

The course provides introduction to the field. The main focus will be on decidable fragments of first order logic that are well suited for knowledge representation. This will explore how such logics can be

used to represent knowledge, identify relevant reasoning problems and show how these can be used to support the task of constructing suitable representations. This will also consider the computational properties of these logics, and study algorithms for solving the relevant reasoning problems and discuss logics that depart from first order logic, such as non-monotonic logics.

Contents:

KRR with propositional and first order logic, Introduction to knowledge based technologies and knowledge representation, propositional logic, representing knowledge in first order predicate logic, Limitations of propositional and first order predicate logic, Description logic as knowledge representation languages, reasoning in Description Logics, Lightweight description logics, Non-monotonic logic, Stable Model semantics, Answer Set Programming.

Text Books:

- Knowledge Representation and Reasoning A Complete Guide - 2020 Edition Paperback – April 21, 2021
- Knowledge Representation Learning and Knowledge-Guided NLP by Xu Han, Weize Chen, Zhiyuan Liu, Yankai Lin & Maosong Sun , 2023

Reference Books:

- Understanding Meaning and Knowledge Representation By Eva M. Mestre-Mestre Carlos Periñán-Pascual, 2016.
- Logic for Computer Scientists. Uwe Schoning. Modern Birkhäuser Classics, Reprint of the 1989 edition.
- Handbook of Knowledge Representation. Frank van Harmelen, Vladimir Lifschitz and Bruce Porter (Eds) Foundations of Artificial Intelligence, 2008.
- Foundation of Semantic Web Technologies. Chapman & Hall/CRC Textbooks in Computing. Pascal Hitzler, Markus Krötzsch, and Sebastian Rudolph, 2009.

Course Title:	Deep Learning
Course Code:	DSC-707
Pre-Requisite:	Machine Learning

Objectives:

The objective of this course is to acquaint the students with the state-of-the-art deep learning techniques to solve different learning problems. Students will learn to design as well as implement deep neural network architectures (through hands-on tasks) to solve various recognition problems.

Contents:

Introduction to neural networks, activation functions and back-propagation; Convolutional Neural Networks: History, Convolution, Pooling, CNNs for classification, Deep learning Software, CNN Architectures; Sequence Modeling: Recurrent and Recursive Nets: Long-Short Term Memory models and variants, Language modeling and image captioning, Unsupervised learning: Restricted Boltzmann Machines and Auto-encoders; Case Studies.

Text Book:

- Deep Learning for Beginners: A beginner's guide to getting up and running with deep learning from scratch using Python by Dr Pablo Rivas, 2020.
- Deep Learning Illustrated: A Visual, Interactive Guide to Artificial Intelligence (Addison-Wesley Data & Analytics Series) by Jon Krohn , Grant Beyleveld , et al., 2019.
- Deep Learning with TensorFlow and Keras - Third Edition: Build and deploy supervised, unsupervised, deep, and reinforcement learning models by Amita Kapoor , Antonio Gulli , et al., 2022
- Deep Learning: A Practitioner's Approach, Josh Patterson and Adam Gibson, O'ReillyMedia, 2017. Fundamentals of Deep Learning: Designing Next-Generation Machine Intelligence Algorithms, Nikhil Buduma and Nicholas Locascio, O'Reilly Media, 2017

Reference Books:

- Deep Learning with Python, Francois Chollet, O'Reilly Media, 2017
- Deep Learning (Adaptive Computation and Machine Learning series), Ian Goodfellow, Yoshua Bengio, Aaron Courville, The MIT Press, 2016.

Course Title: **Decision Support Systems**

Course Code: CSC - 518

Pre-Requisite: None

Objectives:

This course should enable a student to understand managerial decisions, to participate in the decision making process, and to be able to develop models and systems to support the decision making. This course focuses on the use and application of information systems to support the decision-making process. Different types of systems are discussed as a basis for designing and developing highly effective decision support systems. Data models, interactive processes, knowledge-based approaches and integration with database systems are also described. Theoretical concepts would be applied to real-world applications.

Contents:

Decision support systems overview, Decision Making, Systems, Modelling, and Support, business intelligence, Data Management, Modelling and Analysis, Decision Support System Development, Fundamentals of Expert Systems and Intelligent Systems, Collaborative Computing Technologies, Knowledge Management.

Text Books:

- Decision Support Systems A Complete Guide - 2020 Edition Paperback by Gerardus Blokdyk , 2021
- Intelligent Decision Support Systems—A Journey to Smarter Healthcare, Smaranda Belciug , Florin Gorunescu, 2020.

Reference Books:

- Machine Learning with Python: Understanding Machine Learning with Python in the

- World of DataScience by Robert Wilson (Author, Publisher), 1st Edition, 2016.
- Decision Support Systems and Intelligent Systems, Efraim Turban and Jay E. Aronson, Prentice HallPub, 7th Edition, M 2004.
 - Decision Support Systems and Business Intelligence Systems. Dursun Delen, Efraim Turban, Ramesh Sharda, Pearson Pub, 2013.

Course Title:	Intelligent Agents
Course Code:	CSC-715
Pre-Requisite:	None

Objectives:

The primary objective of this course is to provide an introduction to the basic principles and applications of intelligent agents. The emphasis of the course is on teaching the fundamentals, and not on providing a mastery of specific commercially available software tools or programming environments. Students will be presented with a wide range of theories of relevance to their research and development to model agent's knowledge representation and learning. Emphasis will be placed on understanding concepts of thinking, planning and learning aspects of intelligent agents and using them to model and build relevant agent-based systems.

Contents:

Agent, Environment, Interaction, Solving Problem by Search Algorithms, Informed Search, Constraint Satisfaction Problem, Logical Agents, Theorem Proving Algorithms (propositional logic, predicate logic), Partial Order Planning, Graph Plan, BDI Agents, Decision trees, Neural Networks, Reinforcement learning, Q-learning, Temporal Difference Learning, Monte Carlo Methods.

Text Books:

- Hands-On Intelligent Agents with OpenAI Gym By Palanisamy P, 2018.
- Russell, S. J. and Norvig, P. Artificial Intelligence: a Modern Approach, 4th edn: Prentice Hall May 2020.

Reference Books:

- Logic Based Artificial Intelligence, Jack Minker, Springer, 2000
- Reasoning about Rational Agents, Michael J. Wooldridge, MIT Press, 2003
- Artificial Intelligence, A modern Approach, Stuart Russel and Peter Norvig, Prentice Hall, 3rd Edition, 2009.
- Knowledge Representation, reasoning, and the design of Intelligent Agents, Yulia Kahl, Michael Gelfond, Cambridge University Press, 2014

Course Title:	Advanced Natural Language Processing
Course Code:	CSC-741
Pre-Requisite:	None

Objectives:

This course is intended to introduce the students to the fundamental concepts and ideas in natural language processing (NLP). Students will be acquainted with the algorithms available for the processing of

linguistic information as well as the underlying computational properties of natural languages. By the end of this course the student should be able to carry out independent work with modern techniques for processing of texts.

Contents:

Introduction to NLP and its applications, Grammar checkers, dictation, document generation, NL interfaces, The different analysis levels used for NLP, Markup, Finite state automata, Recursive and augmented transition networks, Lexical level: Error-tolerant lexical processing (spelling error correction), Transducers for the design of morphologic analyzers, Part-of-speech tagging, Representations for linguistic resources, Syntactic level: Grammars (e.g. Formal/Chomsky hierarchy, DCGs, systemic, case, unification, stochastic), Parsing (top-down, bottom-up, chart (Earley algorithm), CYK algorithm), Semantic level: Logical forms, Ambiguity resolution, Semantic networks and parsers, Procedural semantics, Montague semantics, Vector Space approaches, Pragmatic level: Knowledge representation, Reasoning, Plan/goal recognition, Speech acts/intentions, Natural language generation.

Textbooks:

- Advanced Natural Language Processing with TensorFlow 2 By Ashish Bansal, Tony Mullen, 2021
- Deep Learning for Natural Language Processing, 2nd Edition by Jon Krohn, 2020.
- Natural Language Processing: A Textbook with Python Implementation 1st ed. by Raymond S. T. Lee, 2024 Edition.

Reference Books:

- Speech & Language Processing, Daniel Jurafsky & James H. Martin, Pearson Prentice Hal, 2nd Edition, 2008.
- Foundations of Statistical Natural Language Processing, Christopher D. Manning, Hinrich Schuetze, The MIT Press; 1st edition, 1999.
- Handbook of Natural Language Processing, Nitin Indurkha and Fred J. Damerau, Chapman & Hall/Crc, Second Edition, 2010.
- Natural Language Processing and Text Mining, Anne Kao and Steve R. Poteet, Springer, 2010.

Course Title: **Advanced Digital Image Processing**

Course Code: CEN-745

Pre-Requisite: None

Objectives:

This course will provide mathematical foundations and practical techniques for digital manipulation of images, image acquisition, pre-processing, and segmentation. The course will expose the students to the basic theory and algorithms widely used in digital image processing. After the completion of this course the students will be able to understand the basic concepts behind the processing of digital images as well as various techniques of filtering/processing images in spatial as well as in frequency domain. The course will serve as the basis for more advance topics in Computer Vision.

Contents:

Introduction to Digital Image Processing Computer Vision and Pattern Recognition, Fundamentals

Element of visual Perception, Image Sensing and Acquisition Image Sampling and Quantization. Pixel operations, linear & Nonlinear operations, Image Enhancement in spatial Domain: Background, Grey level Transformations, Filtering in spatial domain. Image Enhancing in Frequency Domain: Frequency domain, Fourier Transform, Filtering in frequency domain, Color Image Processing, Fundamentals of Image Compression, Lossless and lossy compression, Image Compression standards, Image Segmentation: Detection of Discontinuities, Edge and Boundary detection, Thresholding, Region Based segmentation, Morphological image processing, Representation schemes: Boundary and region descriptors.

Text Books:

- Advanced Digital Image Processing and Its Applications in Big Data By Ankur Dumka, Alaknanda Ashok, Parag Verma, Poonam Verma, 2020.
- G. Shengrong et al., "Advanced Image and Video Processing Using MATLAB," Springer International Publishing, 2018.

Reference Books:

- Machine Learning with Python: Understanding Machine Learning with Python in the World of DataScience by Robert Wilson (Author, Publisher), 1st Edition, 2016.
- Digital Image Processing, R. C. Gonzalez and R. E. Woods, Addison Wesley, 3rd Edn., 2007.
- Fundamentals of Digital Image Processing: A Practical Approach with Examples in Matlab, ChrisSolomon and Toby Breckon, 2011.
-

Course Title: **Advanced Neural Networks and Fuzzy Logic**

Course Code: CSC-749

Pre-Requisite: Artificial Intelligence

Objectives:

This course presents an overview of the theory and applications of artificial neural network and fuzzy systems to computer science and software engineering applications. The objective of this course is on the understanding of various neural network and fuzzy systems models and the applications of these models to solve computing/software engineering problems.

Contents:

Artificial Intelligence Artificial Neural Network overview, Supervised Learning: Single-Layer Networks , Perceptrons , Adalines Supervised Learning: Multi-Layer Networks, Multi-Layer Perceptrons (MLPs) , Backpropagation , Conjugate Gradient method , Levenberg-Marquardt (LM) method , Madalines , Radial-Basis Networks , Cascade-Correlation Networks , Polynomial Networks , Recurrent Networks (Time series , Backpropagation through time , Finite Impulse Response (FIR) MLP), Temporal Differences method (TD). Unsupervised Learning, Simple Competitive Networks: Winner- take-all | Hamming network , Learning Vector Quantization (LVQ), Counter propagation Networks (CPN) , Adaptive Resonance Theory (ART) , Kohonen Self-Organizing Maps (SOMs) , Principal Component Analysis networks (PCA), Associative Models, Linear Associative Memory (LAM) , Hopfield Networks , Brain-State-in-a-Box , BSB) , Boltzmann Machines and Simulated Annealing , Bi-Directional Associative Memory (BAM), Optimization Problems, Neural Network Approaches, Evolutionary Programming ,

Fuzzy logic and its connection to NNs.

Text Books:

- A Learner's Guide to Fuzzy Logic Systems, Second Edition [by K Sundareswaran](#), 2019.
- Fuzzy Logic A Practical Approach by Jacob Lopez, 2022.
- Trask, Andrew. Grokking deep learning. Manning Publications Co., 2019.
- Morales, M. "Grokking Deep Reinforcement Learning." 2019.

Reference Books:

- Neural Networks: A Comprehensive Foundation, Simon Haykin, Prentice Hall, 2nd Edition, 1999.
- Artificial neural networks: an introduction, by Kevin L. Priddy, Paul E. Keller, SPIE Press, 2005.
- Neural networks: methodology and applications, by G. Dreyfus, Springer, 2005
- Evolving Fuzzy Systems - Methodologies, Advanced Concepts and Applications, By EdwinLughofer, Springer, 2011.

Course Title:	Pattern Recognition
Course Code:	CSC-751
Pre-Requisite:	None

Objectives:

The goal of this course is to provide an introduction to the fundamental concepts of machine learning and pattern recognition with examples from several application areas. The students will be acquainted with real world regression and classification problems and the models and classifiers to solve these problems. Students will also be introduced to dimensionality reduction and feature selection concepts. Additionally, students will be exposed to various clustering techniques. A key objective to this course is for the students to also acquire hands-on experience related to classification and clustering tasks.

Contents:

Introduction to Pattern recognition and Machine learning, Matrices and vectors: Toeplitz and Vendermonde matrices, classification and regression, Bayesian Decision theory, Normal Density and decision functions for normal distribution, Maximum likelihood estimation, Dimensionality reduction – Component analysis, feature selection, Hidden Markov Models and Artificial neural networks, Non-parametric methods, Unsupervised learning and clustering: Clustering techniques.

Text Books:

- Fundamentals of Pattern Recognition and Machine Learning 1st ed. 2020 Edition by Ulisses Braga-Neto.
- Essentials of Pattern Recognition by Jianxin Wu, Cambridge Press, 2020

Reference Books:

- Pattern recognition and Machine Learning, Christopher M. Bishop, Springer, 2007.
- Introduction to Machine Learning, Ethem Alpaydin, MIT Press, 2004.
- The Elements of Statistical Learning, Trevor Hastie, Robert Tibshirani and Jerome Friedman, Springer, 2009.

- Pattern Recognition and Classification: An Introduction, by Geoff Dougherty, S. Theodoridis & K.Koutroumbas, Academic Press, 2012.

Course Title:	Advanced Information Theory
Course Code:	CSC-554
Pre-Requisite:	None

Objectives:

This course presents the advance concepts of Information Theory, that stays at the basis of modern digital communications, data compression, lossy source coding and multiuser networks. Details of what computer scientists mean by "information", including topics in data compression (such as zip files and mp3), error correcting codes, information entropy, cryptography, and randomness.

Contents:

Asymptotic Equipartition Theorem, types, and typical sequences, Information measures and their properties: entropy, Kullback-Leibler divergence, mutual information, source coding theorem, channel coding theorem, rate distortion theory, quantization, maximum entropy principle Typical sequences and typical sets, error exponents in: hypothesis testing, source coding, and channel coding, information theory and estimation, rudiments of network information theory.

Text Books:

- Theory of Information and its Value by Ruslan L. Stratonovich, Springer, 2020.
- Information Theory: A Tutorial Introduction (2nd Edition) by James V Stone , 2022.
- Reference Books
- Stochastic Models, Information Theory, and Lie Groups: Analytic Methods and Modern Applications, Gregory S., Chirikjian, Birkhauser Pub, 2011
- Information theory: coding theorems for discrete memoryless systems, Csiszar and J. Korner,Cambridge University Press, 2nd edition, 2011.
- Information Theory: A Tutorial Introduction, James V Stone, Sebtel Press, 2015
- Entropy and Information Theory, Robert M. Gray, Springer, 2011

Course Title:	Ontology Engineering
Course Code:	SEN-764
Pre-Requisite:	None

Objectives:

This Course provides students with a theoretical and practical understanding of leading edge solutions for the Semantic Web. It introduces students to the W3C standard Web Ontology Language, OWL, its underlying Description Logics, establishing patterns to avoid the pitfalls in using OWL. The course provides an opportunity to become familiar with a widely used environment for developing and an API for applying OWL ontologies, and making use of reasoning services accessible via both. Ontology provide rich, repressive vocabularies of terms describing a domain (e.g. medicine, astronomy, music, etc.). They are key to information exchange, data integration and search.

Contents:

Introduction to Description Logics and Reasoning, concepts of semantic interoperability, integration and automation; concept of metadata and ontology; RDF and RDFS, Ontology Web Language (OWL) and Ontology Engineering Methodologies.

Text Books:

- An Introduction to Ontology Engineering by C Maria Keet, 2018
- Ontology Engineering BY ELISA F KENDALL AND DEBORAH L MCGUINNESS, 2019.

Reference Books:

- Semantic Web for the Working Ontologist, D. Allemang and J. Hendler, Morgan Kaufmann Pub, 2008
- Ontology Management: Semantic Web, Semantic Web Services, and Business Applications, MartinHepp, Pieter de Leenheer, Aldo de Moor, York Sure, Springer, 2008.
- Ontology Engineering in a Networked World, by Mari Carmen Suárez-Figueroa, Asunción Gómez-Pérez, Enrico Motta – 2012
- Building Ontologies with Basic Formal Ontology, Robert Arp, Barry Smith, Andrew D. Spear, MITPress, 2015

Course Title: **Game Theory**

Course Code: CSC 516

Pre-Requisite: None

Objectives:

The objective of this course is to provide a foundation of game theory to help students apply game theory to problem solving in a rigorous way. At the end of this course, the students can expect to be able to model real world situations using game theory, analyze the situations using game theoretic concepts, and design correct and robust solutions (mechanisms, algorithms, protocols) that would work for rational and intelligent agents.

Contents:

Introduction to Game Theory, Extensive Form Games, Strategic Form Games, Dominant Strategy Equilibria, Pure Strategy Nash Equilibrium, Mixed Strategy Nash Equilibrium, Von Neumann - Morgenstern Utility Theory, Rationalizable Strategies, Sperner's Lemma, Fixed Point Theorems, and Existence of Nash Equilibrium, Computation of Nash Equilibrium, Complexity of Computing Nash Equilibrium, Introduction to Mechanism Design, Social Choice Functions and Mechanisms, Incentive Compatibility and Revelation Theorem, Properties of Social Choice Functions, GibbardSatterthwaite Theorem and Arrow Impossibility Theorem, Quasilinear Mechanisms, Vickrey-Clarke-Groves Mechanisms, Bayesian Incentive Compatible Mechanisms, Revenue Equivalence Theorem, Optimal Auctions and Myerson Auction

Text Books:

- Course In Game Theory, A Kindle Edition by Thomas S Ferguson, 2020.
- Game Theory An Introduction with Step-by-Step Examples by Ana Espinola-Arredondo , Felix Muñoz-Garcia, 2023.

Reference Books:

- Michael Maschler, Eilon Solan, and Shmuel Zamir, Game Theory, Cambridge University Press, 2013
- Avinash K. Dixit y Barry J. Nalebuff, The Art of Strategy: A Game Theorist's Guide to Success in Business and Life, Norton, 2008
- Avinash Dixit, Susan Keath, David H. Reiley, *Games of Strategy, 3rd Edition*, W. W. Norton, London, 2009.
- Prajit K. Dutta, *Strategies and Games: Theory and Practice*, The MIT Press (1999)
- Game Theory: Analysis of Conflict by Roger B. Myerson. Harvard University Press, September 1997.
- A Course in Game Theory by Martin J. Osborne, Ariel Rubinstein. The MIT Press, August 1994.
- Game Theory and Strategy by Philip D. Straffin, Jr. The Mathematical Association of America, January 1993.
- Fun and Games: A Text On Game Theory by Ken Binmore. D. C. Heath & Company, 1992.
- Behavioral Game Theory: Experiments in Strategic Interaction, by Colin F. Camerer - 2011.

Course Title: **Optimization Techniques**

Course Code: AIC 704

Pre-Requisite: None

Objectives:

The course provides mathematical optimization techniques that can be used for the solution of engineering design and inverse problems. The formulation of the various types of multivariable optimization problems is amenable to computer solutions. To study and implement some relevant algorithms to solve such problems.

Contents:

Mathematical concepts and formulation of multivariable optimization. • Classical methods of unconstrained optimization. • Zero, first and second-order direct search techniques and algorithms for unconstrained optimization. • Linear programming. • Constraints - equality and inequality, optimality criteria. • Numerical techniques for constrained optimization. • Neural Networks as an optimization problem.

Text Books:

- Optimization Techniques | e Paperback by A.K. Malik (Author), S.K. Yadav, S.R. Yadav, 2020.
- Fundamentals of Optimization Techniques with Algorithms by Sukanta Nayak, 2020

Reference Books:

- Beck, Introduction to Nonlinear Optimization Theory, Algorithms, and Applications with MATLAB, SIAM, 2014.
- R. K. Arora, Optimization: Algorithms and Applications, Chapman and Hall/CRC, 2015.
- 4. L.E. Scales, Introduction to Non-Linear Optimization, Springer-Verlag, 1985.
- E.K.P. Chong, S.H. Zak, An Introduction to Optimization, 4th Edition, John Wiley and Sons, Inc., 2013.
- S. S. Rao, Engineering Optimization: Theory and Practice, 4th Edition, John Wiley & Sons, 2009.

Course Title:	Artificial Intelligence in Embedded Systems
Course Code:	AIC 705
Pre-Requisite:	None

Objectives:

This course will present recent advances towards the goal of enabling efficient implementation of deep machine learning models on embedded systems. Specifically, it will provide an overview of the theoretical foundations and motivations behind various deep learning models, software modeling and optimization techniques for these models, hardware platforms and architectures to support efficient execution of machine learning models, and hardware-software co-design approaches for machine learning.

Contents:

Introduction to Machine Learning and Embedded Computing, Deep Neural Networks (DNNs and CNNs), Hardware Acceleration for ML, HW/SW codesign, Software Optimization for ML, Anomaly detection and security, Emerging directions and applications in ML, TinyML, Reinforcement Learning.

Text Book:

- Embedded Artificial Intelligence Devices, Embedded Systems, and Industrial Applications by Ovidiu Vermesan, Mario Diaz Nava, Björn Debaillie, 2023.
- “TinyML: Machine Learning with Tensorflow Lite on Arduino and Ultra-Low Power Microcontrollers”, Pete Warden and Daniel Situnayake, 2020

Reference Books:

- Shibu, K.V., Introduction to Embedded Systems, 1st Ed., TMH, 2009
- Frank Vahid & Tony Givargis, Embedded System Design, 2nd Edition, John Wiley.

Course Title:	AI for Healthcare Applications
Course Code:	AIC 706
Pre-Requisite:	None

Objective:

The objective of course is to equip students with the ability to analyze the challenges and ethical considerations associated with the integration of AI in healthcare, apply advanced AI methodologies such as machine learning and deep learning to medical image analysis and predictive analytics for disease diagnosis and prognosis, utilize NLP techniques for clinical note analysis and decision support, and evaluate the application of AI-enabled robotics in surgical assistance and rehabilitation.

Contents:

Introduction to AI in Healthcare (Overview of healthcare challenges and the role of AI, Ethical considerations and regulatory frameworks), Medical Image Analysis using AI (Fundamentals of medical

imaging modalities, Image preprocessing techniques, Deep learning models for image segmentation and classification, Case studies: Radiology, pathology, and medical imaging diagnostics), Predictive Analytics in Healthcare (Predictive modeling for disease diagnosis and prognosis, Risk stratification and patient outcome prediction, Time-series analysis for patient monitoring, Case studies: Predictive analytics in chronic disease management), Natural Language Processing (NLP) for Healthcare (Introduction to NLP techniques, Text mining and information extraction from clinical notes, Clinical decision support systems, Case studies: Electronic Health Record (EHR) analysis and clinical documentation improvement), AI-enabled Healthcare Robotics (Robotic-assisted surgery and rehabilitation, AI-driven medical robotics for diagnostics and treatment, Human-robot interaction and safety considerations, Case studies: Surgical robots, telemedicine, and assistive devices).

Text Books:

- "Healthcare Analytics: From Data to Knowledge to Healthcare Improvement" by Chandan K. Reddy, Charu C. Aggarwal, and Hui Liu, published by CRC Press (2018)
- "Artificial Intelligence in Healthcare: AI, Machine Learning, and Deep and Intelligent Medicine Simplified for Everyone" by Dr Parag Suresh Mahajan, published by MedMantra (2022)

Reference Books:

- "Artificial Intelligence in Medicine: Applications, Challenges, and Future Directions" edited by Lei Xing and Kang Zhang, published by Springer (2017)
- "Artificial Intelligence in Medical Imaging: Opportunities, Applications, and Risks" edited by Erik R. Ranschaert, Georg Langs, and Andreas M. Wimmer, published by Springer (2019)
- "Deep Medicine: How Artificial Intelligence Can Make Healthcare Human Again" by Eric Topol, published by Basic Books (2019)

Course Title: **Ethics of Artificial Intelligence**

Course Code: AIC 707

Pre-Requisite: None

Objective:

Artificial intelligence (AI) is developing at an extremely rapid pace. We expect to see significant changes in our society as AI systems become embedded in various aspects of our lives. This course will cover philosophical issues raised by current and future AI systems, with a special focus on normative concerns. Questions we consider include:

- What larger sociotechnical systems, historical forces, cultural values, and power relations have shaped the design, development and use of AI systems, and how might these be shaped by AI in the future?

What sort of ethical rules, principles, rights or norms should govern AI systems and decisions?

How do we prevent learning algorithms from acquiring morally objectionable biases?

Should autonomous AI systems ever be used to kill in warfare, or to make other decisions with irrevocable and morally grave consequences?

How will AI systems affect human dignity, skills, virtues, purpose, and work?

What kinds of social roles (e.g. teacher, friend, supervisor, caregiver, lover) are ethically permissible for AI systems to occupy?

Should AI systems be allowed to deceive or manipulate people, even if for beneficial rather than malicious purposes? Should they be allowed to imitate human emotions?

Can an AI system suffer moral harm, or be a morally responsible agent?

Does the future of AI pose an existential threat to humanity? Can we keep the values of AI systems safely aligned with our own?

How should the power, benefits and risks of AI systems be distributed in societies and globally?

Contents:

Ethics of AI in government, health, education, transportation, media, finance, and warfare, Ethics of AI prediction, classification, manipulation, and surveillance of humans, Ethics of social robots, AI and the future of work, Justice, bias and human rights in AI decision-systems, AI safety, reliability and existential risks, AI agency, responsibility and moral status

Text Books:

- AI Ethics By Mark Coeckelbergh, MIT Press, 2020.
- The Oxford Handbook of Ethics of AI Markus D. Dubber (ed.), Frank Pasquale (ed.), Sunit Das (ed.), 2020
- Ethical Issues of AI by Bernd Carsten Stahl, Springer. 2021.

Reference Books:

- The Ethics of AI and Robotics A Buddhist Viewpoint by SORAJ HONGLADAROM, 2020
- Ethics of Artificial Intelligence Paperback by S. Matthew Liao, 2020

Appendage 4608**LAUNCH OF NEW PROGRAM - BACHELOR OF STUDIES IN ENGLISH - BULC**

A. ACADEMIC DETAILS	
1	Faculty/Department: HSS Faculty/ Management Sciences Department Lahore Campus
2	Title of the Program: (to be printed on Degree/Transcript) Bachelor of Studies (BS) in English
3	<p>Mission of the Programme: The mission of the BS in English program is to provide students with a rigorous education in literary analysis, rhetoric, linguistics, and composition. Through a curriculum grounded in theory and research, we empower students to think critically about language and texts, articulate complex ideas effectively, and appreciate the aesthetic and cultural value of literature.</p> <p>Vision of the Programme: The BS in English program aspires to graduate insightful readers, persuasive writers, and discerning critics who can apply their skills in real-world contexts. We envision our graduates enriching diverse communities through ethical research, intercultural understanding, and a commitment to promoting the transformative power of the written word. Our students will emerge as leaders equipped to shape the future of English studies.</p>
4	<p>Program Objectives (POs)</p> <ol style="list-style-type: none"> 1. To equip students with a wide range of transferable cognitive, practical and key skills and a foundation of further study, employment and lifelong learning. 2. To cultivate an appreciation of English Language and Literature through reading, writing, researching, and thinking about texts in the widest context in the service of a rich and meaningful life. 3. To prepare social scientists and linguists who can contribute to socio-cultural & intellectual growth of the country and subsequently world at large. 4. To impart knowledge of literary discourses & techniques among students for understanding, reconstructing and deconstructing narratives. 5. To enable graduates to conduct original research and analysis on language, literature and communication topics using appropriate methodologies.
5	<p>Program Learning Outcomes (PLOs)</p> <p>PLO 1: To produce young professionals, educators and researchers with solid foundations in key linguistic concepts in the field of Language and Linguistics.</p> <p>PLO 2: To bring patience, tolerance and better communication skills in the students through the knowledge of English Literature.</p> <p>PLO 3: To pursue research and publication in a wide variety of areas including the discourse analysis of literary texts, evolving pedagogies in English literature and language together with their composite use in theory and practice.</p>
6	<p>Rationale for the Program: Bahria University Lahore Campus intends to offer BS English in both English Literature and Linguistics. Demand for English proficiency is rapidly increasing in Lahore's job market across sectors like media, tech, academia and business. This program will provide graduates with the language and communication skills to thrive in these industries. Establishing a new BS in English will enhance Bahria Lahore's academic offerings and attract more talented students. This will further the university's mission to provide quality education.</p>

7	Brief Description of the Program: Graduates of the program will be prepared for a wide range of careers requiring mastery of English. These include teaching, journalism, publishing, advertising, corporate communications, media, human resources, and civil service. The program also provides a solid foundation for graduate study in literature and applied linguistics. The program is divided into eight semesters and students are required to complete 134 credit hours
8	Duration: 4 years
9	Venue(s): On Site/Off Site/Both On & Off Site: On-Site
10	Program Scheduling Format: Morning/Evening/Weekend: Morning Semester/Annual/: Fall/Spring Semester
11	Proposed Date of Commencement: Fall 2024
12	Mode of Study/Examination: Full-time classroom lectures
13	Additional Faculty Member(s) Required: (<i>Indicate if there is a requirement for additional faculty members, full-time/visiting, along with qualifications.</i>) Not in 1st semester but in Spring 2025 , 01 permanent faculty members will be required
14	Additional Skilled-Worker(s) Required: (<i>Indicate if there is a requirement for additional Skilled Staff, fulltime/part-time, along with their qualifications/skill sets.</i>) No
15	Additional Classroom(s) required: (<i>The requirement is to include the number of classrooms and their capacities.</i>) 1
16	Additional Requirement for Laboratories: (<i>The requirement is to include the number of laboratories, their equipment and their capacities.</i>) No
17	Additional Requirement for Books, Subscriptions, Memberships to Online Research Sites/ Repositories: Yes
18	Minimum Qualification for Admission: Intermediate (12 Years min. 50% marks)
19	Admission Eligibility Criteria: (to be aligned with accreditation/regulatory bodies) Minimum 50% marks in HSSC/FSc/ICS/ICOM/A-Level or equivalent
20	Additional/Different Examination Requirement (<i>Indicate if there will be any examination requirement, additional to or different from the BU Academic Rules or Examination Policy in vogue.</i>) No
21	Number of Admissions Expected for First Intake: min. 20
22	Number of Admissions Planned/Expected for Subsequent Intakes: 2 nd Intake – min. 20 3 rd Intake – min. 25 4 th Intake – min. 25 5 th Intake – min. 25
23	Referred by: (<i>delete which is inapplicable</i>) FBOS: (<i>Indicate the FBOS meeting reference and Item No</i>) Competent Authority: (<i>Indicate the File No & date; reproduce the decision</i>)
24	Complete Plan of Studies, inclusive of complete Roadmap: (<i>Attached</i>)
25	Course Outlines, Descriptions, Pre-Requisites & Readings (Compulsory & Recommended) (<i>Attached</i>)
B. FINANCIAL DETAILS	
1	Source of Funding: BU: Fully
2	Degree Duration: Annual or Semester System: Semester: Minimum 8 semesters (4 years) Total Number of Credit Hours: 134

3	Expected fee to be charged based on Cost & Benefits Analysis: (show working) <ul style="list-style-type: none"> - Fee is to be proposed as per Lahore campus - Per credit hour proposed fee PKR 4000 - Total credit hours- 134 - Fee Per Semester PKR 81,625 - Admission fee (one time) PKR 27,000 - Degree fee (one time) PKR 10,000 - Misc. exp (per semester) PKR 7500 - Total Program Fee PKR 653,000
4	Expected Number of students for 1st & 2nd Intakes: <ul style="list-style-type: none"> - Min. 20 and min. 25 students
5	Expected Earning from first two Intakes (B5): (Show working) <ul style="list-style-type: none"> - $81,625 \times 20$ (1st intake) + $81,625 \times 25$ (2nd intake) - $1,632,500 + 20,40,625 = \text{PKR } 36,73,125$
6	Expected Earnings for the Next Five Years (B6): (show working) One semester earning: $45 \times 81,625 = 36,73,125$ Five years earning= $81,625 * 260$ students (5 years) = 21,222,500 Total= 115,499,375
7	Total Estimated Salaries of all Additional Human Resources per annum (B7): 1,728,000
8	Cost of Additional Laboratory Equipment/Tools (B8): (show working) Nil
9	Cost of Additional Classrooms (B9): (Include furniture, technical aids etc.) Nil
10	Cost of Additional Books, Subscription & Memberships to on-line Sites/Repositories (B10): (show details) Rs. 500,000/annum
11	Off-Site rental Expenses and Cost of other Fixtures (B11): (Show details) Nil
12	Miscellaneous Expenses required for Starting the Program (B12): <ul style="list-style-type: none"> - Advertisement: 0.2 million - Printing & Stationery: 0.1 million - Admin Cost: Any other
13	Annual Recurring Expenditures in Subsequent Years (B13): <ul style="list-style-type: none"> - Salaries: 1,728,000 /- - Rentals: - Books, Subscriptions/Memberships: 100,000/- - Advertisements: 200,000/- - Printing & Stationery: - Admin Cost – - Any other - - Total: PKR 20,28,000
14	Total Cost of the Program (B14): [Add B(7) to B(12)] <ul style="list-style-type: none"> - Rs. 25,28,000/-
15	Net Cost of the Programme (B15): [Subtract B(1) from B(14)] B(14) – B(1) = 25,28,000 /-
16	Net Earnings in First Year (B16: [Subtract B(15) from B(5)] <ul style="list-style-type: none"> - B(5) – B(15) = 11,45,125 /-
17	Projected Annual Gross Earning in Subsequent Years (B 17): (show details & working; add 10% towards all expenses in subsequent years.) PKR 31,969,125.0

18	Projected Annual Net Earning in Subsequent Years: [Subtract B(13) from B(17)] PKR 2,99,41,125
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BS English - Roadmap**Total Credit Hours : 134****Summary of Credit Hours**

Sr. No.	Category as per HEC new UG Policy	Credit Hours/Contact Hours
		New Road Map
1.	General Education (Mandatory)	32
2.	Major/Disciplinary (Mandatory)	84
3.	Interdisciplinary (Mandatory)	12
4.	Electives toward specialization	-
5.	Non-Credit courses (contact hours) – Tajweed, Quran and Hadith (Compulsory)	08 (Non-Credit)
6	Internship (Mandatory)	3
7.	Capstone Project (Mandatory)	3
8	Double Major (Optional)	-
9.	Minor (Optional)	-
Total		134

Semester-wise Road map**Semester 1**

Sr. No.	Road map aligned with HEC new UG Policy					
	Pre-requisite Course Code	Course Code	Course Title	Credit Hours	HEC Category	17 UN SDGs alignment (please mention relevant SDG No.)
1		ENG 101	Functional English	3	G	4
2		PAK 104	Pakistan Studies	3	G	4&16
3		HSS 330	Physical Education and Sports	2	G	3&4
4		BES 204	Introduction to Computer Applications	3	G	4&9
5		ENG 108	Introduction to English Literature I (Drama & Poetry)	3	Major (core)	4
6		ENG 109	Introduction to Linguistics	3	Major (core)	4
7		ISL 107	Tajweed	Non-Credit		4

Total Credit Hours	17		
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Semester 2

Sr. No.	Road map aligned with HEC new UG Policy					17 UN SDGs alignment (please mention relevant SDG No.)
	Pre-requisite Course Code	Course Code	Course Title	Credit Hours	HEC Category	
1		ENG 207	Advance Academic Reading and Writing Skills	3	G	4
2		HSS 219	Civics and Community Engagement	2	G	17
3		ENV 111	Introduction to Environmental Studies	3	G	13
4		MAT 105	Mathematics	3	G	4
5		ENG 112	Phonetics and Phonology	3	Major (core)	4
6		ENG 110	History of English Literature I (Medieval to Romantics)	3	Major (core)	4
7		ISL 108	Tafseer (Understand Quran)	Non-Credit		4
			Total Credit Hours	17		

Semester 3

Sr. No.	Road map aligned with HEC new UG Policy					
	Pre-requisite Course Code	Course Code	Course Title	Credit Hours	HEC Category	17 UN SDGs alignment (please mention relevant SDG No.)
1		ENG 213	Oral Communication and Presentation Skills	3	I	4
2		PSY 102	Introduction to Psychology	2	G	3
3		MAT 205	Introduction to Statistics	3	G	4
4		ISL 102	Islamic Studies	3	G	4&16

5		ENG 202	Morphology and Syntax I	3	Major (core)	4
6	ENG 108 Introduction to English Literature I (Drama & Poetry)	ENG 203	Introduction to Literature II (Novel& Prose)	3	Major (core)	4
7		ISL 109	Tafseer (Understand Quran)	Non-Credit		4
			Total Credit Hours	17		

Semester 4

Sr. No.	Road map aligned with HEC new UG Policy					
	Pre-requisite Course Code	Course Code	Course Title	Credit Hours	HEC Category	17 UN SDGs alignment (please mention relevant SDG No.)
1		MGT	Entrepreneurship	2	G	4,8,9,&12
2		HSS 102	Introduction to Philosophy	3	I	4
3		HSS 202	Introduction to Sociology	3	I	4,5 &10
4		ANT 230	Gender Studies	3	I	4,5 &10
5		ENG 210	Semantics	3	Major (core)	4
6	ENG 110 History of English Literature I (Medieval to Romantics)	ENG 211	History of English Literature II (Romantics to Present Age)	3	Major (core)	4
7		ISL 110	Tafseer (Understand Quran)		Non-Credit	4
Total Credit Hours				17		

Semester 5

Sr. No.	Road map aligned with HEC new UG Policy					
	Pre-requisite	Course	Course Title	Credit	HEC	17 UN SDGs

	Course Code	Code		Hours	Category	alignment (please mention relevant SDG No.)
1		ENG 307	Classics in Drama	3	Major (core)	4
2		ENG 311	Pedagogical Grammar	3	Major (core)	4
3		ENG 306	Literary Criticism and Theory	3	Major (core)	4
4		ENG 303	Classical Poetry (14-18 century)	3	Major (core)	4
5		ENG 312	Discourse Analysis	3	Major (core)	4
6	ENG 202 Morphology and Syntax I	ENG 309	Morphology and Syntax II	3	Major (core)	4
		ISL 111	Tafseer (Understand Quran)	0	Non-Credit	4
Total Credit Hours			18			

Semester 6

Sr. No.	Road map aligned with HEC new UG Policy					
	Pre-requisite Course Code	Course Code	Course Title	Credit Hours	HEC Category	17 UN SDGs alignment (please mention relevant SDG No.)
1		ENG 305	Research Methodology	3	Major (core)	All SDGs
2		ENG 314	Lexical Studies	3	Major (core)	4
3		ENG 310	Sociolinguistics	3	Major (core)	4
4		ENG 304	Novel (18-19 Century)	3	Major (core)	4
5		ENG 308	Romantic Poetry	3	Major (core)	4
6		ISL 112	Tafseer (Understand Quran)	0	Non-Credit	4
Total Credit Hours			15			

Majors (Literature)/ Majors (Linguistics)**Semester 7**

Sr. No.	Road map aligned with HEC new UG Policy					
	Pre-requisite Course Code	Course Code	Course Title	Credit Hours	HEC Category	17 UN SDGs alignment (please mention relevant SDG No.)
1		ENG 405	Stylistics	3	Major (core)	4
2		ENG 401	Contemporary Literature I (Poetry& Drama)	3	Major (core)	4
3		ENG 413	Pragmatics	3	Major (core)	4
4			Elective I	3	Major (Elective)	4
5			Elective II	3	Major (Elective)	4
6		ISL 113	Seerah Course	0	Non-Credit Course	4
7			Internship	3		
Total Credit Hours			18			

Semester 8

Sr. No.	Road map aligned with HEC new UG Policy					
	Pre-requisite Course Code	Course Code	Course Title	Credit Hours	HEC Category	17 UN SDGs alignment (please mention relevant SDG No.)
1	ENG 401 Contemporary Literature I (Poetry& Drama)	ENG 409	Contemporary Literature II (Prose & Novel)	3	Major (core)	4
2		ENG 313	Psycholinguistics	3	Major (core)	4
3			Elective III	3	Major (Elective)	4
4			Elective IV	3	Major (Elective)	4
5		ISL 114	Seerah Course	0	Non-Credit Course	4
6			Capstone Project	3		
	Total Credit Hours			15		

List of Electives

Literature			Linguistics		
S.No	Course Code	Course Title	S.N o	Course Code	Course Title
1	ENG 410	Post-Colonial Literature	1	ENG 406	Language Learning Theories
2	ENG 411	Literary Discourse & Journalistic Writing	2	ENG 407	Syllabus Designing and Testing
3	ENG 451	African Literature	3	ENG 408	TEFEL-I
4	ENG 452	Continental Literature	4	ENG 412	TEFEL-II
5	ENG 453	Fantasy	5	ENG 471	Computational Linguistics
6	ENG 454	Islam and Western Literature	6	ENG 472	Corpus Linguistics
7	ENG 455	Journalist Discourse	7	ENG 473	Critical Pedagogy
8	ENG 456	Literary Essays	8	ENG 474	Educational Technology
9	ENG 457	Literature of War and Conflict	9	ENG 475	Forensic Linguistics
10	ENG 458	Literature, Culture and Media	10	ENG 476	History of Modern Linguistics
11	ENG 459	Modern Drama and Novel	11	ENG 477	Language and Education
12	ENG 460	Modern Poetry	12	ENG 478	Language and Gender
13	ENG 461	Pakistani Literature in English I	13	ENG 479	Language Testing
14	ENG 462	Pakistani Literature in English II	14	ENG 480	Linguistic Survey of Pakistan
15	ENG 463	Popular Fiction	15	ENG 481	Linguistics and Law
16	ENG 464	Russian Literature	16	ENG 482	Linguistics and Translation
17	ENG 465	Shakespeare Studies	17	ENG 483	Second Language

					Acquisition
18	ENG 515	Western Literature	18	ENG 484	Technology in Language Teaching
19	ENG 516	World Literature	19	ENG 485	Testing and Evaluation
20	ENG 517	Feminist Literature	20	ENG 486	Varieties of English
21	ENG 518	Comparative Studies	21	ENG 520	English for Specific Purposes
			22	ENG 521	Translational Studies
			23	ENG 522	English Language Teaching
			24	ENG 523	Media Discourse Analysis

LAUNCH OF NEW PROGRAM PHD IN ISLAMIC STUDIES AT BUIC AND BUKC

A. ACADEMIC DETAILS	
1	Faculty/Department: Department of Islamic Studies, BUIC & BUKC
2	Name of the Programme: PhD Islamic Studies
3	Mission of the Programme: To engage in scholarly understanding of Islam and contribute to the advanced academic discourse surrounding different facets and projections of Islam in the modern world.
4	Objectives of the Programme: <ul style="list-style-type: none"> • To promote deeper knowledge and broader understanding of Islamic texts, including Quran, Hadith, and the corpus of classical and modern Islamic literature. • To provide fundamental conceptualization and implementation of theoretical frameworks and methodologies relevant to Islamic Studies. • To cultivate cultural sensitivity and an awareness of diverse interpretations and practices within the Islamic world.
5	Outcomes of the Programme: Graduates will be able to: <ul style="list-style-type: none"> • Practice advanced research skills and develop expertise in specific fields of Islamic Studies. • Produce original and significant contribution to the academia in Islamic Studies • Apply their skills and findings both in academic and research institutions, think tanks, national and international organizations where expertise in Islamic Studies is valuable.
6	Rationale for the Programme: <ul style="list-style-type: none"> • In Pakistan, where religious differences often cause tensions, it's really important to clear up misunderstandings about religion. So, introducing a Ph.D. program in Islamic Studies at BU could help a lot. • This advanced degree would train the scholars who can understand and explain religious issues in a clear and respectful way. It could go a long way in promoting, understanding and reducing conflicts in society. • The program will provide an opportunity for MS (IS) graduates to advance their studies further and extend their research.
7	Brief Description of the Programme: PhD Islamic Studies is a 3 year full-time evening program with annual intake Comprised of 6 semesters of total 54 credit hours Coursework = 18 Credit Hours Thesis = 36 Credit Hours Coursework should be completed in the first two semesters. After successful completion of coursework, a PhD scholar is required to appear in the comprehensive examination. After passing comprehensive examination PhD scholar can register in the research phase by registering THS 900 PhD Thesis course. The first milestone in research phase is to prepare

	and submit a research Proposal under the guidance of a supervisor. The scholar appears before a panel of examiners to defend the research proposal. After successful defense, the scholar needs to carry out his/her research and complete total 36 credits of research. The scholar will present the research finding in the form of a written thesis, which shall be evaluated as per HEC and BU rules. For further details about rules governing PhD programs refer to PhD Rules Handbook.
8	Duration: 03 Years (6 Semesters)
9	Venue(s): On Site/Off Site/Both On & Off Site (<i>Tick one; if Off Site, give details</i>) On Site
10	Programme Scheduling Format: Evening- Annual intake
11	Proposed Date of Commencement: Fall 2024
12	Mode of Study/Examination: Mode of study of PhD Islamic Studies is based on class room learning and Research Seminars. Assessments, i.e. Assignment, Quizzes, mid-term and final term will be conducted as per BU PhD policy 2023.
13	Additional Faculty Member(s) Required: N/L
14	Additional Skilled-Worker(s) Required: N/L
15	Additional Classroom(s) required: N/L
16	Additional Requirement for Laboratories: N/L
17	Additional Requirement for Books, Subscriptions, Memberships to Online Research Sites/ Repositories: Yes
18	Minimum Entry Level: MS/MPhil or any equivalent degree in relevant subject from HEC recognize University/Institution.
19	Admission Criteria: -A minimum CGPA of 3.0 out of 4.0 in the semester system or 60% marks in the annual system. Following Documents shall accompany the application: -A Statement of Purpose and a Research Proposal in the area of interest for PhD programmes. -GAT (Subject)/ Equivalent Score Card with 60% marks or BU Test 70% passing -Additionally, applicants must provide HEC verification of all academic certificates /degrees.

20	Additional/Different Examination Requirement - NIL
21	Number of Admissions Expected for First Intake: 5
22	Number of Admissions Planned/Expected for Subsequent Intakes: 5
23	Referred by: FBOS FBOS: Agenda Item 4202
24	Complete Plan of Studies, inclusive of complete Roadmap: (Attached as Annex 'A')
25	Course Outlines, Descriptions, Pre-Requisites & Readings (Compulsory & Recommended) (Attach as Annex 'B')

B. FINANCIAL DETAILS

1	Source of Funding: <ul style="list-style-type: none"> • BU: Fully/Partially: • Public Sector (B1): Fully/Partially (provide complete details; attach MOU, agreement etc.) • NNGO (B1): Fully/Partially (provide complete details; attach MOU, agreement etc.) • INGO (B1): Fully/Partially (provide complete details; attach MOU, agreement etc.) • UN/IGO (B1): Fully/Partially (provide complete details; attach MOU, agreement etc.) 																		
2	Degree Duration: <u>Semester System:</u> Semester: 6 Total Number of Credit Hours: 54																		
3	Expected fee to be charged based on Cost & Benefits Analysis: (show working) Per annum fee: or Fee rate per credit hour: 7000 <table border="1" style="margin-top: 5px;"> <tr> <td>Credit Hours</td> <td>9</td> </tr> <tr> <td>Rate Per Credit Hours</td> <td>7000</td> </tr> <tr> <td>Tuition Fee</td> <td>63,000</td> </tr> <tr> <td>Tuition Fee Per Semester</td> <td>63,000</td> </tr> <tr> <td>Admission Fee (One Time)</td> <td>27,000</td> </tr> <tr> <td>Caution Money(Refundable)</td> <td>20,000</td> </tr> <tr> <td>Degree Fee (One Time) *</td> <td>-</td> </tr> <tr> <td>Misc. Charges **</td> <td>7,500</td> </tr> <tr> <td>Total</td> <td>117,500</td> </tr> </table>	Credit Hours	9	Rate Per Credit Hours	7000	Tuition Fee	63,000	Tuition Fee Per Semester	63,000	Admission Fee (One Time)	27,000	Caution Money(Refundable)	20,000	Degree Fee (One Time) *	-	Misc. Charges **	7,500	Total	117,500
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Degree Fee (One Time) *	-																		
Misc. Charges **	7,500																		
Total	117,500																		
4	Expected Number of students for 1st & 2nd Intakes: 5																		
5	Expected Earning from first two Intakes (B5): Rs. 1,175,000 <table border="1" style="margin-top: 5px;"> <thead> <tr> <th>Semester</th> <th>No. Students</th> <th>Semester-wise Earning</th> </tr> </thead> <tbody> <tr> <td>Fall 2024</td> <td>5</td> <td>587,500</td> </tr> <tr> <td>Fall 2025</td> <td>5</td> <td>587,500</td> </tr> <tr> <td>Total</td> <td></td> <td>1,175,000</td> </tr> </tbody> </table>	Semester	No. Students	Semester-wise Earning	Fall 2024	5	587,500	Fall 2025	5	587,500	Total		1,175,000						
Semester	No. Students	Semester-wise Earning																	
Fall 2024	5	587,500																	
Fall 2025	5	587,500																	
Total		1,175,000																	

6	Expected Earning for the Next Five Years (B6):									
		Students			Total Fee		Expected Income		Expected Income in Million	
	YEAR	Fresh	Existing	Total Student	Fresh	Existing				
	Fall 2024	5	0	5	587500	0	-256100	-0.256		
	Fall 2025	5	5	10	587500	315000	58900	0.059		
	Fall 2026	5	10	15	587500	630000	373900	0.374		
	Fall 2027	5	10	15	587500	630000	373900	0.374		
7	Total Estimated Salaries of all Additional Human Resources per annum (B7): Rs. 633,600 (2,200/hr)									
8	Cost of Additional Laboratory Equipment/Tools (B8): N/L									
9	Cost of Additional Classrooms (B9): N/L									
10	Cost of Additional Books, Subscription & Memberships to on-line Sites/Repositories (B10): Cost of Additional Books: Rs. 100,000 approx. Cost of Additional Journal: Nil									
11	Off-Site rental Expenses and Cost of other Fixtures (B11): N/L									
12	Miscellaneous Expenses required for Starting the Program (B12): - - Advertisement: Rs.50,000 - Printing & Stationery: Rs.10,000 - Admin Cost: Rs.50,000 Total: Rs.110,000									
13	Annual Recurring Expenditures in Subsequent Years (B13): - Salaries: Rs.633,600 - Rentals: Nil - Subscriptions/Memberships: - Advertisements: Rs.50,000 - Printing & Stationery: Rs.10,000 - Admin Cost: Rs.50,000 - Any other Total: Rs.743,600									

14	Total Cost of the Programme (B14): [Add B(7) to B(12)] B(7) + B (10) + B (12) = Rs.633,600+Rs.100,000+Rs.110,000= Rs.843,600																						
15	Net Cost of the Programme (B15): [Subtract B(1) from B(14)] Rs.843,600																						
16	Net Earnings in First Year (B16: [Subtract B(15) from B(5)] Rs.902,500-Rs.843,600=Rs.58,900																						
17	Projected Annual Gross Earning in Subsequent Years (B 17):																						
	<table border="1"> <thead> <tr> <th>Years</th><th>Annual Gross Earning</th></tr> </thead> <tbody> <tr><td>1st</td><td>-256100</td></tr> <tr><td>2nd</td><td>58900</td></tr> <tr><td>3rd</td><td>373900</td></tr> <tr><td>4th</td><td>373900</td></tr> <tr><td>5th</td><td>373900</td></tr> <tr><td>Total Earning</td><td>1298400</td></tr> </tbody> </table>									Years	Annual Gross Earning	1 st	-256100	2 nd	58900	3 rd	373900	4 th	373900	5 th	373900	Total Earning	1298400
Years	Annual Gross Earning																						
1 st	-256100																						
2 nd	58900																						
3 rd	373900																						
4 th	373900																						
5 th	373900																						
Total Earning	1298400																						
18	Projected Annual Net Earning in Subsequent Years: [Subtract B(13) from B(17)]																						
	Per Year	Annual Earning	PhD Expenses	Supervisor	External National	External Foreign (\$300)	Internal	Total expenses	Net Earning														
	Fall 2024																						
	Spring 2025	902,500	843,600					843,600	58,900														
	Fall 2025			500,000																			
	Spring 2026	1,532,500	927,960	500,000				1,427,960	104,540														
	Fall 2026			500,000																			
	Spring 2027	2,162,500	1,012,320	500,000	35,000	430500	15,000	1,992,820	169,680														
	Fall 2027			500,000																			
	Spring 2028	2,162,500	1,096,680	500,000	35,000	430500	15,000	2,077,180	85,320														
	Fall 2028			500,000																			
	Spring 2029	2,162,500	1,181,040	500,000	35,000	430500	15,000	2,161,540	960														
	Total	8,922,500	5,058,600	2,000,000	105,000	1,291,500	45,000	22,652,500	419,400														

New Academic Road Map Template for Ph.D. Programs

Program Title: PhD Islamic Studies

Duration: 3 Year

Total Credit Hours: 54 CH

Endorsement References:

A: Recommendations of DBOS dated 17 Nov. 2023 (recorded in the minutes of DBOS meeting)

B: Recommendations of FBOS dated 13 March 2024 (recorded in the minutes of FBOS meeting)

Summary of Credit Hours

Sr. No.	Courses as per HEC new GE Policy 2023 (All courses at Ph.D. level must be 800 level)	Credit Hours/Contact Hours
		Proposed Road Map
1	Core Courses	9 CH
2	Elective Courses	9 CH
3	Thesis	36 CH
Total		54
4.	Deficiency course in case of candidate from other domain or interdisciplinary domain (List of Deficiency Courses Course will be selected from MS Islamic Studies as per recommendation of Admission Committee.)	9 CH

Semester-wise Road map

Semester 1

Sr. No.	Proposed Road map aligned with HEC new UG Policy				
	Pre- requisite Course Code	Course Code	Course Title	Credit Hours	17 UN SDGs alignment (please mention relevant SDG No.)
1		ISL 801	Uloom Ul Quran & modern exegesis trends	3	4

2		ISL 802	Modern Research Techniques and Principles	3	4
3			Elective 1	3	
Total Credit Hours				9	

Semester 2

Sr. No.	Proposed Road map aligned with HEC new UG Policy				
	Pre-requisite Course Code	Course Code	Course Title	Credit Hours	17 UN SDGs alignment (please mention relevant SDG No.)
1		ISL 803	Applied Study of Ahadith-Ul-Ahkam	3	4,16
2			Elective 2	3	
3			Elective 2	3	
Total Credit Hours				9	

Semester 3

Sr. No.	Proposed Road map aligned with HEC new UG Policy				
	Pre-requisite Course Code	Course Code	Course Title	Credit Hours	17 UN SDGs alignment (please mention relevant SDG No.)
1		THS 900	Thesis	9	All the above
Total Credit Hours				9	

Semester 4

Sr. No.	Proposed Road map aligned with HEC new UG Policy				
	Pre-requisite Course Code	Course Code	Course Title	Credit Hours	17 UN SDGs alignment (please mention relevant SDG No.)

1		THS 900	Thesis	9	All the above
Total Credit Hours			9		

Semester 5

Sr. No.	Proposed Road map aligned with HEC new UG Policy				
	Pre- requisite Course Code	Course Code	Course Title	Credit Hours	17 UN SDGs alignment (please mention relevant SDG No.)
1		THS 900	Thesis	9	All the above
Total Credit Hours			9		

Semester 6

Sr. No.	Proposed Road map aligned with HEC new UG Policy				
	Pre- requisite Course Code	Course Code	Course Title	Credit Hours	17 UN SDGs alignment (please mention relevant SDG No.)
1		THS 900	Thesis	9	All the above
Total Credit Hours			9		

List of Electives Courses

Sr. No.	Proposed Road map aligned with HEC new UG Policy				
	Pre- requisite Course Code	Course Code	Course Title	Credit Hours	17 UN SDGs alignment (please mention relevant SDG No.)
		ISL 804	Applied Study of Ayat-Ul-Ahkam		3
		ISL 805	Ijtihad and Objectives of Shariah		3
		ISL 806	Family and Inheritance Law in Islam		3
		ISL 807	Contemporary Islamic Thought		3
		ISL 808	Islam and the Modern Political System		3
		ISL 809	Muslim Philosophers and		3
					11

		Theologists		
	ISL 810	Islamic and Religious Pluralism	3	10
	ISL 811	Islamic Financial System	3	1,8,12
	ISL 812	Seminars on Interdisciplinary Studies in Science, Philosophy, and Religion	3	7,9,13,14,15,16
	ISL 813	Understanding Seerah Trends	3	16
	ISL 814	Interfaith Dialogue and Islamic Principles of Adb ul Ikhtelaf	3	10,16
	ISL 815	Uloom ul Hadith & Methodologies of Muhaddiseen	3	4
	ISL 816	Islamic Perspectives on Globalization in the Modern World	3	17
Total Credit Hours			39	

List of Deficiency Courses

Sr. No.	Proposed Road map aligned with HEC new UG Policy				
	Pre-requisite Course Code	Course Code	Course Title	Credit Hours	17 UN SDGs alignment (please mention relevant SDG No.)
1		ISL 701	Advance Arabic Language	3	4t
2		ISL 704	Islamic Economic System and Banking	3	1, 8, 12
3		ISL 702	Islam and Social System	3	11
Total Credit Hours				9	

Course Outline

Course Name	Uloom Ul Quran & modern exegesis trends	Prepared	
Course Code	ISL 801		
Credit Hours	03		
Course Pre Requisite	Nil		
Course Pre Req. Code	Nil		
Course Type	Core		
Program	PhD Islamic Studies		
Semester	Fall 2024		
Course Objective			
<ul style="list-style-type: none"> • To introduce students to modern methodologies and approaches in Quranic interpretation. • To analyze different Tafseer frameworks, including linguistic, historical, literary, and thematic approaches. • To critically evaluate the relevance and implications of contemporary Tafseer methodologies for understanding the Quran. • To develop skills in interpreting Quranic verses within diverse socio-cultural contexts. • To foster an appreciation for the diversity of interpretations within Islamic scholarship and encourage respectful dialogue on interpretative differences. 			
Course Description			
<p>The course examines Islamic dialogue ethics and a variety of ways to dislminate Islam in today's diverse and dynamic world. Students will examine fundamental Islamic ethical values to understand how empathy, respect, active listening, and tolerance build meaningful conversations. This seminar will also examine modern Dawah techniques, including the use of media and communication tools, and their compatibility with Islamic ethics. By studying historical examples and the Prophetic model of engagement, students will learn how to adapt these teachings to navigate and positively contribute to today's globalized ethical discourse, enabling them to engage thoughtfully and respectfully across diverse contexts.</p>			
Course Learning Outcomes			
<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Identify and describe various contemporary approaches to Quranic Tafseer. 2. Analyze Quranic verses using different interpretative frameworks, including linguistic, historical, literary, and thematic methods. 3. Evaluate the strengths and limitations of different Tafseer methodologies in addressing contemporary ISLues and challenges. 4. Apply critical thinking skills to engage with diverse interpretations of the Quran within a respectful and scholarly manner. 5. Demonstrate an understanding of the importance of contextualizing Quranic interpretations within socio-cultural contexts. 			

Teaching and Learning Methodology	
1. Lectures demonstration 2. Handouts 3. Group discussions 4. Presentations 5. Internet resource materials 6. Case studies	
Reference Book(s)	
<ul style="list-style-type: none"> • Al Itjahat Al Muaasirah Fi al Tafsir by Dr. Al Muhammad al- Jabri • Itjahat Al Tajdid Fi Tafir al Quran fi Misr, Dr. Muhammad Ibrahim Sharif • Manahij ul Mufasirin, Dr. Zahabi • Manahij ul Mufasirin, Dr. Mustafa Muslim • Manahij ul Mufasirin Min Asr Al Awal Ila al-Asr al Hadith, Dr Mahmood al-Naqrashi • Zuhdi, M. N., & Syamsuddin, S. (2019). The Contemporary Qur'anic Exegesis: Tracking Trends in The Interpretation of The Qur'an in Indonesia 2000-2010. JAWI, 1(1). • Brief Review of Classical and Modern Tafsir Trends and Role of Modern Tafsir in Contemporary Islamic Thought, November 2018, Australian Journal of Islamic Studies 3(2):39-52 • Ali, A. Z. (2018). A Brief Review of Classical and Modern Tafsir Trends and Role of Modern Tafsir in Contemporary Islamic Thought. <i>Australian Journal of Islamic Studies</i>, 3(2), 39–52. https://doi.org/10.55831/ajis.v3i2.87 	
Grading Policy	
Assessment Instruments	Percentage
Quizzes	10%
Assignments	10 %
Presentation	10 %
Mid Term Exam	30 %
Final Exam	40 %

WEEK	COURSE CONTENT	CLO
1	Introduction to Quranic Tafseer Overview of Quranic exegesis Importance and objectives of Tafseer Historical development of Tafseer methodologie	1
2	Linguistic Analysis in Tafseer Role of language in understanding the Quran Arabic linguistic tools and their application in Tafseer Semantic analysis of Quranic vocabulary	2,1
3	Historical Context in Tafseer Understanding the historical context of revelation Analysis of the life and times of Prophet Muhammad (peace be upon him) Application of historical context in interpreting Quranic verses	2
4	Literary Analysis and Stylistic Features Literary forms and genres in the Quran Stylistic features and rhetorical devices	3

	Exploring Quranic narrative and parables	
5	Thematic Approaches to Tafseer Identifying recurring themes in the Quran Analysis of thematic coherence and progression Contemporary applications of thematic Tafseer	4
6	Comparative Tafseer Studies Comparative analysis of classical and contemporary Tafseer methodologies Examination of interpretative differences among scholars Understanding the evolution of Tafseer tradition	2,4
7	Ethical and Spiritual Dimensions Ethical considerations in Quranic interpretation Spiritual insights and moral lessons from the Quran Integration of ethics and spirituality in contemporary Tafseer	2
8	Contemporary Challenges in Tafseer Addressing modern ISLUES and dilemmas in Quranic interpretation Engaging with scientific discoveries and technological advancements Tackling socio-political and cultural controversies through Tafseer	3
9	MIDTERM EXAMINATION	
10	Social Justice and Gender Perspectives Quranic teachings on social justice and equity Gender-sensitive interpretations of Quranic verses Advocacy for marginalized groups through Tafseer	3. 1
11	Digital Tools and Resources for Tafseer Utilizing technology for Quranic research and analysis Online databases and software for Tafseer studies Ethical considerations in digital Tafseer resources	3
12	Quranic Tafseer in Contemporary Contexts Application of Tafseer principles in education and outreach Community engagement and public discourse through Tafseer Integrating Quranic wisdom into personal and professional life	2
13	Interfaith Dialogue and Quranic Tafseer Principles of engaging in interfaith discussions on the Quran Building bridges of understanding through Quranic interpretation Respecting diverse perspectives while upholding Islamic principles	1,3
14	Cultural Adaptation and Localization Adapting Tafseer methodologies to diverse cultural contexts Addressing cultural sensitivities and nuances in interpretation Promoting cultural diversity within Quranic scholarship	2
15	Islamic Law and Quranic Hermeneutics Relationship between Quranic interpretation and Islamic jurisprudence Legal implications of Quranic verses and Tafseer rulings Balancing textual integrity with legal reasoning in Tafseer	3
16	Future Trends and Innovations in Tafseer Emerging approaches and methodologies in Quranic Tafseer Innovations in technology and interdisciplinary studies Anticipated challenges and opportunities in the field	3

	Final Exam	
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Course Name	Modern Research Techniques and Principles	Prepared	
Course Code	ISL 802		
Credit Hours	03		
Course Pre Requisite	Nil		
Course Pre Req. Code	Nil		
Course Type	Core		
Program	PhD Islamic Studies		
Semester	Fall 2024		
Course Objective			
<ol style="list-style-type: none"> 1. To introduce students to the philosophical foundations of modern research methodologies. 2. To explore the interplay between contemporary philosophical perspectives and research practices. 3. To critically analyze the implications of philosophical concepts such as epistemology and ontology for research design and interpretation. 4. To develop students' ability to apply philosophical frameworks to evaluate and critique research methodologies. 5. To foster a deeper appreciation for the role of philosophy in shaping the trajectory of scientific inquiry. 			
Course Description			
<p>This course delves into the philosophical underpinnings of modern research methodologies, exploring how contemporary philosophical perspectives inform and shape research practices across disciplines. Students will examine key philosophical concepts such as epistemology, ontology, and methodology, and their implications for the design, conduct, and interpretation of research. Emphasis will be placed on critically analyzing the relationship between philosophy and research and fostering a deeper understanding of the philosophical foundations of scientific inquiry.</p>			
Course Learning Outcomes			
<ol style="list-style-type: none"> 1. Describe the relationship between philosophy and research methodology. 2. Analyze the philosophical underpinnings of modern research practices. 3. Evaluate research methodologies from a philosophical perspective, considering epistemological and ontological assumptions. 4. Apply philosophical frameworks to critique and interpret research findings. 5. Synthesize philosophical insights to inform and enhance their own research practices. 			
Teaching and Learning Methodology			
<ol style="list-style-type: none"> 1. Lectures demonstration 2. Handouts 3. Group discussions 4. Presentations 5. Internet resource materials 6. Case studies 			

Reference Book(s)

- An introduction to research methods in education K.F. Punch& A. Oancea
- Social research methods: Qualitative and quantitative approaches Neuman, W.L.
- Cohen, L., Manion, L and Keith Morrison. (2011). Research Methods in Education. Routledge: New York.
- Kanwarjit Singh. (2012). Methodology of Educational Research. Lotus Press: New Delhi.
- Dimitra Hartas. (2016). Educational Research and Inquiry. New York
- L.R. Gay. (2015). Educational Research – Competencies for analysis and application.
- John. W, Creswell. (2014). Educational Research.
- Usul e Tahqiq, by Abdul Hameed Abbassi
- Tahqiq ka Fan, Dr. Giyan Chand
- Usul e Tahqiq, Dr. Saeedullah Qazi
- Tasnif o Tahqiq ky Usool, Dr. Abdul Qadir
- Islami usool e Tahqiq, by Dr. Baqir Khaqwani

Grading Policy

Assessment Instruments	Percentage
Quizzes	10%
Assignments	10 %
Presentation	10 %
Mid Term Exam	30 %
Final Term Exam	40%

WEEK	COURSE CONTENT	CLO
1	Introduction to Philosophy of Science Overview of philosophy of science Historical development of philosophical perspectives on science Relevance of philosophy to modern research methodologies	1
2	Epistemological Foundations of Research Differentiating between positivist and constructivist epistemologies Implications of epistemological assumptions for research design and interpretation Critique of positivist and post-positivist approaches to knowledge production	2
3	Ontological Assumptions in Research Understanding ontological perspectives such as realism, nominalism, and social constructionism Relationship between ontology and research paradigms Critique of ontological frameworks in research	2, 1
4	Methodological Pluralism and Integration Exploration of methodological pluralism in research Integration of qualitative and quantitative methods Challenges and opportunities of mixed methods research	3

5	Philosophical Underpinnings of Research Ethics Ethical considerations in research from a philosophical standpoint Relationship between ethics and epistemology Ethical implications of different research methodologies	1
6	Postmodern Critiques of Science Introduction to postmodern critiques of scientific objectivity and truth Deconstruction of scientific discourse and power dynamics Implications of postmodernism for research practices	3
7	Critical Theory and Research Overview of critical theory and its relevance to research Analysis of power relations in research and knowledge production Application of critical theory in research praxis	3
8	Feminist Epistemologies and Research Examination of feminist critiques of traditional epistemologies Contributions of feminist epistemologies to research methodology Intersectionality and its implications for research design	2, 3
9	MIDTERM EXAMINATION	
10	Philosophical Foundations of Qualitative Research Philosophical assumptions underlying qualitative research approaches Phenomenology, hermeneutics, and grounded theory Reflexivity and subjectivity in qualitative inquiry	3
11	Philosophical Foundations of Quantitative Research Philosophical assumptions underlying quantitative research approaches Positivism, post-positivism, and critical realism Objectivity and measurement in quantitative inquiry	1
12	Pragmatism and Pragmatic Research Introduction to pragmatist philosophy and its application in research Pragmatic approaches to research design and methodology Utilizing pragmatism to address real-world research challenges	1, 2
13	Philosophical Perspectives on Data Analysis Philosophical considerations in data analysis techniques Interpretivism, structuralism, and deconstruction in data interpretation Reflexivity and transparency in data analysis	2
14	Philosophy of Interdisciplinary Research Philosophical foundations of interdisciplinary research Epistemological and ontological challenges in interdisciplinary inquiry Integration of diverse disciplinary perspectives in research	4
15	Ethics of Knowledge Production Ethical considerations in knowledge production from a philosophical standpoint Responsibilities of researchers in producing and disseminating knowledge Ethics of knowledge dissemination in the digital age	2

16	Future Directions in Research Philosophy Emerging trends and debates in philosophy of science Implications of technological advancements for research philosophy Reflections on the future of research philosophy and practice	3, 4
	FINAL TERM	

Course Name	Applied Study of Ahadith-Ul-Ahkam	Prepared	
Course Code	ISL 803		
Credit Hours	03		
Course Pre Requisite	Nil		
Course Pre Req. Code	Nil		
Course Type	Elective		
Program	PhD Islamic Studies		
Semester	Spring 2024		
Course Objective	<p>To introduce students to the methodology of Hadith authentication (Mustalah al-Hadith).</p> <p>To study selected Ahadith related to legal rulings (Ahkam) in different areas of Islamic jurisprudence.</p> <p>To understand the principles underlying the application of Ahadith in Islamic law (Shariah).</p> <p>To analyze the relevance and applicability of Ahadith in addressing contemporary ethical and legal ISLues.</p> <p>To develop critical thinking skills in evaluating the authenticity and interpretations of Ahadith.</p>		
Course Description	<p>This course provides an in-depth examination of Ahadith-Ul-Ahkam, focusing on their application in Islamic jurisprudence (Fiqh) and contemporary legal contexts. Students will study the methodology of Hadith authentication (Mustalah al-Hadith) and analyze selected Ahadith related to legal rulings (Ahkam) in various areas such as worship, transactions, family law, and criminal justice. Emphasis will be placed on understanding the principles underlying the application of Ahadith in deriving Islamic legal rulings and addressing modern ethical and legal challenges.</p>		
Course Learning Outcomes	<p>Explain the methodology of Hadith authentication (Mustalah al-Hadith) and its significance in Islamic scholarship.</p> <p>Analyze selected Ahadith related to legal rulings (Ahkam) in various areas of Islamic jurisprudence.</p> <p>Understand the principles of deriving Islamic legal rulings from Ahadith.</p>		

Evaluate the relevance and applicability of Ahadith in addressing contemporary ethical and legal challenges.

Apply critical thinking skills to assess the authenticity and interpretations of Ahadith.

Teaching and Learning Methodology

Lectures demonstration

Handouts

Group discussions

Presentations

Internet resource materials

Case studies

Reference Book(s)

Ahadis e Ahkam aur Fuqah e Iraq, by Mubashir Hussain

Umdat al-Ahkam by al-Maqdisi

Ihkam al-Ahkam by Ibn Daqiq al-'Id

Bulugh al-Maram by Ibn Hajar

al-Manhaj al-Muqtarah by Hatim al-'Awni

al-Risalah by Imam al-Shafi'i

Sharh al-Sunnah by Al Baghawi

al-Sunnah al-Mutahirah wa al-Tahadiyat by Nur al-Din 'Itr

Grading Policy

Assessment Instruments	Percentage
Quizzes	10%
Assignments	10 %
Presentation	10 %
Mid Term Exam	30 %
Fianl Term Exam	40%

WEEK	COURSE CONTENT	CLO
1	Introduction to Ahadith-Ul-Ahkam Definition and significance of Ahadith-Ul-Ahkam Importance of Hadith authentication in Islamic jurisprudence Overview of the methodology of Hadith authentication (Mustalah al-Hadith)	1
2	Mustalah al-Hadith: Principles of Hadith Authentication Overview of Hadith terminology and classifications Principles of assessing Hadith authenticity (Sahih, Hasan, Da'if, etc.) Major Hadith collections and their compilers	1

3	Ahadith Related to Ritual Acts of Worship (Ibadat) Analysis of Ahadith related to Salah (prayer), Sawm (fasting), Zakat (almsgiving), and Hajj (pilgrimage) Understanding the legal rulings derived from these Ahadith Contemporary ISLues in the practice of ritual acts of worship	2
4	Ahadith Related to Transactions and Business Ethics (Muamalat) Analysis of Ahadith related to buying and selling, contracts, loans, and partnerships Understanding the ethical guidelines for conducting business transactions Contemporary challenges in the field of business ethics	3,4
5	Ahadith Related to Family Law (Nikah, Divorce, Inheritance) Analysis of Ahadith related to marriage (Nikah), divorce (Talaq), and inheritance (Faraid) Understanding the legal rulings derived from these Ahadith Contemporary ISLues in family law and their resolution according to Ahadith	2
6	MIDTERM EXAMINATION	
7	Ahadith Related to Criminal Justice and Penal Law (Hudud) Analysis of Ahadith related to criminal offenses and punishments Understanding the principles of Islamic criminal justice Contemporary ISLues in criminal law and their resolution according to Ahadith	3,4
8	Ahadith Related to Ethical Conduct and Morality (Adab) Analysis of Ahadith related to moral virtues, character development, and social conduct Understanding the ethical principles derived from these Ahadith Contemporary challenges in ethical conduct and their resolution according to Ahadith	4
9	Ahadith Related to Health, Medicine, and Hygiene (Tibb) Analysis of Ahadith related to health and hygiene practices Understanding the principles of Islamic medicine and healthcare Contemporary ISLues in healthcare ethics and their resolution according to Ahadith	4
10	Ahadith Related to Environmental Conservation (Hifz al-Bi'ah) Analysis of Ahadith related to environmental stewardship and conservation Understanding the principles of environmental ethics in Islam Contemporary challenges in environmental conservation and their resolution according to Ahadith	4
11	Ahadith Related to Social Justice and Welfare (Ihsan) Analysis of Ahadith related to social justice, charity, and welfare Understanding the principles of Islamic social welfare and redistribution Contemporary ISLues in social justice and welfare and their resolution according to Ahadith	3,4

12	Ahadith Related to Governance and Leadership (Imarah) Analysis of Ahadith related to governance, leadership, and political ethics Understanding the principles of Islamic governance and leadership Contemporary challenges in governance and leadership and their resolution according to Ahadith	4,5
13	Interpretation and Application of Ahadith Principles of interpreting Ahadith and deriving legal rulings Methods of applying Ahadith in diverse contexts Case studies on the interpretation and application of selected Ahadith	5
14	Contemporary Debates on Ahadith and their Application Debates surrounding the authenticity and interpretation of Ahadith Contemporary scholarly perspectives on the application of Ahadith Resolving ethical and legal dilemmas through the application of Ahadith	4,5
15	Ethical and Legal Challenges in Applying Ahadith Ethical considerations in applying Ahadith to modern contexts Legal challenges in reconciling Ahadith with contemporary legal systems Strategies for addressing ethical and legal challenges through the application of Ahadith	3,4
16	Future Directions in the Study and Application of Ahadith Emerging trends and methodologies in Hadith scholarship Prospects for applying Ahadith to address contemporary ethical and legal challenges Role of scholars and practitioners in advancing the study and application of Ahadith	4
	FINAL TERM	

Course Name	Applied Study of Ayat-Ul-Ahkam	Prepared	
Course Code	ISL 804		
Credit Hours	03		
Course Pre Requisite	Nil		
Course Pre Req. Code	Nil		
Course Type	Elective		
Program	PhD Islamic Studies		
Semester	Fall 2024		
Course Objective			
<ul style="list-style-type: none"> • To familiarize students with the concept of Ayat-Ul-Ahkam and its significance in Islamic jurisprudence. • To study the methodologies used in deriving legal rulings from Quranic verses. • To analyze the practical applications of Ayat-Ul-Ahkam in Islamic law and jurisprudence. • To develop skills in interpreting and applying Ayat-Ul-Ahkam in contemporary legal contexts. • To cultivate an appreciation for the dynamic nature of Islamic law and its adaptability to changing societal circumstances. 			

Course Description

This course offers an in-depth exploration of Ayat-Ul-Ahkam, focusing on its interpretation, application, and relevance in contemporary contexts. Students will examine the jurisprudential rulings derived from Ayat-Ul-Ahkam and their practical implications in Islamic law. Emphasis will be placed on understanding the methodologies employed in extracting legal rulings from Quranic verses and applying them to real-life situations.

Course Learning Outcomes

Students will be able to:

1. Define Ayat-Ul-Ahkam and explain its role in Islamic jurisprudence.
2. Apply the methodologies of legal interpretation to extract rulings from Quranic verses.
3. Analyze the legal implications of Ayat-Ul-Ahkam in various areas of Islamic law.
4. Evaluate contemporary legal ISLues through the lens of Ayat-Ul-Ahkam and Islamic jurisprudence.
5. Synthesize theoretical knowledge with practical skills to address complex legal scenarios using Ayat-Ul-Ahkam.

Teaching and Learning Methodology

1. Lectures demonstration
2. Handouts
3. Group discussions
4. Presentations
5. Internet resource materials
6. Case studies

Reference Book(s)

- Ahkam ul Quran by Tahavi
- Ahkam Al Quran by Jihadami
- Ahkam ul Quran by Shafai
- Ahkam ul Quran by Ilkiya al Hirasi
- Buhos fi Usul Al Tafsir wa Manahijuhu Dr. Fahad Roomi

Grading Policy

Assessment Instruments	Percentage
Quizzes	10%
Assignments	10 %
Presentation	10 %
Mid Term Exam	30 %
Final Term Exam	40%

WEEK	COURSE CONTENT	CLO
1	Introduction to Ayat-Ul-Ahkam Definition and significance of Ayat-Ul-Ahkam Classification of Quranic verses based on legal rulings Historical context and development of Islamic jurisprudence	2

2	Methodologies of Legal Interpretation Principles of Quranic exegesis (Tafsir) and legal interpretation (Fiqh) Usul al-Fiqh (Principles of Islamic jurisprudence) Analytical tools and approaches in deriving legal rulings	3
3	Categories of Legal Rulings Differentiating between mandatory (Wajib), recommended (Mustahabb), permissible (Mubah), disliked (Makruh), and forbidden (Haram) acts Case studies illustrating various legal rulings derived from Ayat-Ul-Ahkam	1
4	Practical Applications in Worship and Rituals Legal rulings related to Salah (prayer), Zakat (charity), Sawm (fasting), and Hajj (pilgrimage) Analysis of specific Quranic verses pertaining to worship and rituals	2
5	Legal Principles and Maxims Al-Qawaid al-Fiqhiyyah (legal principles) derived from Ayat-Ul-Ahkam Application of legal maxims in Islamic jurisprudence	4
6	Ethical and Social Regulations Quranic injunctions regarding morality, ethics, and social conduct Understanding the societal implications of Ayat-Ul-Ahkam	1, 3
7	Family Law and Personal Status Legal rulings related to marriage, divorce, inheritance, and guardianship Gender equality and justice in family law	3
8	Economic Transactions and Contracts Islamic finance principles derived from Ayat-Ul-Ahkam Contractual obligations and prohibitions in commercial transactions	2
9	MIDTERM EXAMINATION	
10	Criminal Law and Punishments Legal sanctions and penalties prescribed in the Quran Principles of justice and equity in Islamic criminal law	3
11	Contemporary Legal Issues Application of Ayat-Ul-Ahkam to address modern legal challenges Case studies on contemporary ISLUES such as bioethics, human rights, and environmental law	1
12	Legal Pluralism and Jurisprudential Diversity Understanding variations in legal rulings among different Islamic schools of thought Tolerance and respect for jurisprudential diversity within Islamic law	4
13	International Law and Diplomacy Principles of international relations and treaties in Islamic law Application of Ayat-Ul-Ahkam to diplomatic negotiations and international agreements	4
14	Legal Reform and Innovation Contemporary approaches to legal reform within Islamic jurisprudence Challenges and opportunities in applying Ayat-Ul-Ahkam to modern legal systems	2

15	Ethical Leadership and Governance Responsibilities of leaders and rulers according to Quranic principles Ethical considerations in governance and public administration	2
16	Future Directions in Islamic Jurisprudence Emerging trends and debates in Islamic legal scholarship Prospects for integrating Ayat-Ul-Ahkam into evolving legal frameworks	2
	Final Exam	

Course Name	Ijtihad and Objectives of Shariah	Prepared	
Course Code	ISL 805		
Credit Hours	03		
Course Pre Requisite	Nil		
Course Pre Req. Code	Nil		
Course Type	Elective		
Program	PhD Islamic Studies		
Semester	Fall 2024		
Course Objective			
<ol style="list-style-type: none"> 1. To introduce students to the concept of Ijtihad and its significance in Islamic jurisprudence. 2. To explore the historical development of Ijtihad and its methodologies. 3. To examine the objectives of Shariah and their role in guiding legal interpretation and application. 4. To analyze contemporary ISLUES through the lens of Ijtihad and Maqasid al-Shariah. 5. To develop critical thinking skills in applying Ijtihad and Maqasid al-Shariah to ethical and social dilemmas. 			
Course Description			
<p>This course explores the concepts of Ijtihad (independent legal reasoning) and the Maqasid al-Shariah (objectives of Islamic law) within the context of Islamic jurisprudence. Students will delve into the historical development of Ijtihad and its methodologies, examining its role in adapting Islamic law to contemporary contexts. Additionally, the course will explore the objectives of Shariah, including preservation of faith, life, intellect, lineage, and property, and their application in addressing modern ethical and social ISLUES.</p>			
Course Learning Outcomes			
<ol style="list-style-type: none"> 1. Define Ijtihad and explain its historical development. 2. Identify the different methodologies of Ijtihad and their applications. 3. Describe the objectives (Maqasid) of Shariah and their significance in Islamic law. 4. Apply the principles of Ijtihad and Maqasid al-Shariah to analyze contemporary ethical and social ISLUES. 5. Synthesize theoretical knowledge with practical skills to propose solutions based on Ijtihad and Maqasid al-Shariah. 			
Teaching and Learning Methodology			
<ol style="list-style-type: none"> 1. Lectures demonstration 2. Handouts 3. Group discussions 4. Presentations 5. Internet resource materials 6. Case studies 			
Reference Book(s)			
<ul style="list-style-type: none"> • Qawa'id Al Ahkam fi Masalih al Anam By Abdul Sallam Damishqi • Al Muwafqat by Imam Shatibi • Maqasid Al Sharia Al Aislamia, Ibn Ashur 			

- Hujatullah Al Baligha by Shah Waliullah
- Maqasid e Sharia by Nijatullah Siddiqi
- Chapters On Ijtihad And Objectives by Nur AlDin Mukhtar AlKhademi
- KAMALI, M. H. (1999). "MAQĀSID AL-SHARI'AH": THE OBJECTIVES OF ISLAMIC LAW. *Islamic Studies*, 38(2), 193–208. <http://www.jstor.org/stable/20837037>
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- Mavani, H. (2020). Structural Ijtihad: A Radical Paradigm Shift in Twelver Shi'i Legal Theory. In D. R. Vishanoff (Ed.), Islamic Law and Ethics (pp. 52–75). International Institute of Islamic Thought. <https://doi.org/10.2307/j.ctv19prr5b.7>
- Kamali, M. H. (2020). Maqāṣid – Scriptural Sources and Usūl al-fiqh. In Actualization (Taf'il) of the Higher Purposes (Maqasid) of Shariah (pp. 10–12). International Institute of Islamic Thought. <https://doi.org/10.2307/j.ctv19prr6v.7>
- AL-RAYSUNI, A., AL-ALWANI, T. J., & ROBERTS, N. (2005). CONCLUSION: Horizons for Further Research into Maqāṣid al-Shari'ah. In Imam Al Shatibi's Theory of the Higher Objectives and Intents of Islamic Law (pp. 363–366). International Institute of Islamic Thought. <https://doi.org/10.2307/j.ctvkjb1w9.10>

Grading Policy

Assessment Instruments	Percentage
Quizzes	10%
Assignments	10 %
Presentation	10 %
Mid Term Exam	30 %
Final Exam	40 %

WEEK	COURSE CONTENT	CLO
1	Introduction to Ijtihad and Maqasid al-Shariah Definition and significance of Ijtihad Overview of Maqasid al-Shariah Historical background and development of Ijtihad and Maqasid	1
2	Methodologies of Ijtihad Taqlid (following precedent) vs. Ijtihad (independent reasoning) Traditional and modern approaches to Ijtihad Role of juristic tools and sources in Ijtihad	2
3	Types of Ijtihad Ijtihad al-Ra'y (reasoning by personal opinion) Ijtihad al-Qiyas (analogical reasoning) Ijtihad al-Maslahah (consideration of public interest) Comparative analysis of different types of Ijtihad	2

4	Foundations of Maqasid al-Shariah Understanding the objectives (Maqasid) of Shariah Classification of Maqasid into primary and secondary objectives Relationship between Maqasid and Islamic legal rulings	3
5	Preservation of Faith (Hifz al-Din) Analysis of legal rulings aimed at preserving faith and belief Contemporary challenges to faith preservation and their solutions	3,5
6	Preservation of Life (Hifz al-Nafs) Ethical considerations related to the preservation of human life Islamic perspectives on healthcare, self-defense, and suicide prevention	3,5
7	Preservation of Intellect (Hifz al-Aql) Legal and ethical principles concerning intellectual pursuits and education Addressing ISLues of intellectual property and censorship within Islamic ethics	3,4
8	Preservation of Lineage (Hifz al-Nasl) Islamic teachings on family, marriage, and parenting Legal and ethical perspectives on reproductive health and family planning	5
9	MIDTERM EXAMINATION	
10	Preservation of Property (Hifz al-Mal) Islamic principles governing ownership, trade, and economic transactions Contemporary economic ISLues and their solutions within Islamic finance	4
11	Application of Ijtihad and Maqasid in Contemporary ISLues Case studies on contemporary ethical and social dilemmas Analyzing legal rulings and solutions based on Ijtihad and Maqasid	4,5
12	Ethical Leadership and Governance Role of Ijtihad and Maqasid in ethical leadership Principles of governance and public administration within Islamic ethics	4
13	Social Justice and Equity Islamic principles of social justice and equitable distribution of resources Addressing inequalities and discrimination through Ijtihad and Maqasid al-Shariah	5
14	Interfaith Dialogue and Coexistence Promoting tolerance and peaceful coexistence through Ijtihad and Maqasid Building bridges between different faith communities based on shared objectives	3,4
15	Environmental Ethics Islamic perspectives on environmental conservation and sustainability Applying Ijtihad and Maqasid to address environmental challenges	5
16	Future Directions in Ijtihad and Maqasid Emerging trends and debates in Islamic legal scholarship Prospects for integrating Ijtihad and Maqasid into evolving legal frameworks	4,5
	FINAL TERM	

Course Name	Family and Inheritance Law in Islam	Prepared	
Course Code	ISL 806		
Credit Hours	03		
Course Pre Requisite	Nil		
Course Pre Req. Code	Nil		
Course Type	Elective		
Program	PhD Islamic Studies		
Semester	Fall 2024		
Course Objective			
<ul style="list-style-type: none"> • To provide students with an understanding of the foundational principles of Islamic family law. • To explore the legal regulations governing marriage, divorce, and other family matters in Islam. • To examine the principles and practices of Islamic inheritance law. • To analyze contemporary ISLues and challenges related to Islamic family and inheritance law. • To develop critical thinking skills in applying Islamic legal principles to family and inheritance matters. 			
Course Description			
<p>This course offers a comprehensive study of Islamic family law and inheritance laws, exploring their historical development, foundational principles, and contemporary applications. Students will examine the legal framework governing various aspects of family life, including marriage, divorce, child custody, and guardianship. Additionally, the course will delve into the principles and practices of Islamic inheritance law, addressing ISLues related to inheritance distribution, wills, and estate planning.</p>			
Course Learning Outcomes			
<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Explain the foundational principles of Islamic family law and inheritance law. 2. Analyze the legal regulations governing marriage, divorce, and family relationships in Islam. 3. Apply Islamic inheritance laws to determine inheritance distribution and estate planning. 4. Evaluate contemporary ISLues and challenges within Islamic family and inheritance law. 5. Synthesize theoretical knowledge with practical skills to propose solutions based on Islamic legal principles. 			
Teaching and Learning Methodology			
<ol style="list-style-type: none"> 1. Lectures demonstration 2. Handouts 3. Group discussions 4. Presentations 5. Internet resource materials 6. Case studies 			

Reference Book(s)														
<ul style="list-style-type: none"> • Siraji Fil Miras (Hereditament) By Allama Siraj Uddin Sajawandi R.a. • Al Usra al Muslimah fi Zil Al Taghayurt Al Muashirah, by Raid Jameel Ukasha, Munzir Arafat Zaitoon • Ilm ul Miras By Mufti Ahmad Yar Khan Naeemi • Ahkam-e-Miras-aur-Taqseem-e-Miras, by Molana Muhammad Naeem Ludhyanvi • Family Jurisprudence by Abd Al Latif Al Brijawi • ahkam-e-miras-aur-taqseem-e-miras • Anderson, J. N. D. (1965). Recent Reforms in the Islamic Law of Inheritance. <i>The International and Comparative Law Quarterly</i>, 14(2), 349–365. http://www.jstor.org/stable/756960 • Bello, A. H. (2015). Islamic Law of Inheritance: Ultimate Solution to Social Inequality against Women. <i>Arab Law Quarterly</i>, 29(3), 261–273. http://www.jstor.org/stable/24811027 • Bishin, B. G., & Cherif, F. M. (2017). Women, Property Rights, and Islam. <i>Comparative Politics</i>, 49(4), 501–519. http://www.jstor.org/stable/26330985 • Women in Muslim Family Law, Esposito, John L 														
Grading Policy														
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; padding: 5px;">Assessment Instruments</th><th style="text-align: right; padding: 5px;">Percentage</th></tr> </thead> <tbody> <tr> <td style="padding: 5px;">Quizzes</td><td style="text-align: right; padding: 5px;">10%</td></tr> <tr> <td style="padding: 5px;">Assignments</td><td style="text-align: right; padding: 5px;">10 %</td></tr> <tr> <td style="padding: 5px;">Presentation</td><td style="text-align: right; padding: 5px;">10 %</td></tr> <tr> <td style="padding: 5px;">Mid Term Exam</td><td style="text-align: right; padding: 5px;">30 %</td></tr> <tr> <td style="padding: 5px;">Final Term Exam</td><td style="text-align: right; padding: 5px;">40%</td></tr> </tbody> </table>			Assessment Instruments	Percentage	Quizzes	10%	Assignments	10 %	Presentation	10 %	Mid Term Exam	30 %	Final Term Exam	40%
Assessment Instruments	Percentage													
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Final Term Exam	40%													
WEEK	COURSE CONTENT	CLO												
1	Introduction to Islamic Law Overview of Islamic jurisprudence (Fiqh) and its sources Importance and scope of Islamic family and inheritance law Historical development of Islamic legal tradition	1												
2	Foundations of Islamic Family Law Concept of family in Islam Rights and responsibilities within the family structure Legal status and requirements of marriage in Islam	2												
3	Islamic Marriage Contracts and Procedures Elements and conditions of a valid marriage contract (Nikah) Roles and obligations of spouses in marriage Islamic perspectives on marital harmony and conflict resolution	2												

4	Legal Regulations on Divorce (Talaq) and Annulment (Faskh) Procedures and grounds for divorce in Islamic law Rights and responsibilities of divorcing spouses Legal implications of divorce on custody, maintenance, and property division	1,2
5	Child Custody and Guardianship Principles of child custody and guardianship in Islam Determining custody arrangements based on Islamic law Rights of children and parents in custody disputes	2,3
6	Rights of Women in Islamic Family Law Women's rights and protections in marriage and divorce Analysis of legal provisions concerning dowry, maintenance, and inheritance Contemporary debates on gender equality and Islamic family law	1,2
7	Inheritance Principles and Practices Overview of Islamic inheritance law (Faraid) Calculation and distribution of inheritance shares Islamic guidelines for wills and estate planning	2,3
8	Distribution of Inheritance Distribution of inheritance shares among heirs Resolving conflicts and disputes in inheritance distribution Special cases and exceptions in Islamic inheritance law	3
9	MIDTERM EXAMINATION	
10	Contemporary Issues in Islamic Family Law Addressing challenges such as polygamy, child marriage, and domestic violence Legal responses to modern social and cultural changes Relevance and adaptation of Islamic family law in non-Muslim societies	4
11	Islamic Ethics and Family Relationships Ethical principles governing family interactions and responsibilities Importance of compassion, forgiveness, and mutual respect within the family Applying Islamic ethics to strengthen familial bonds	2,3
12	Estate Planning and Asset Management Principles of Islamic finance and wealth distribution Strategies for effective estate planning and asset management Ensuring fairness and justice in wealth distribution	4
13	Interfaith Marriages and Legal Considerations Legal implications of interfaith marriages in Islamic law Rights and responsibilities of spouses from different religious backgrounds Strategies for maintaining religious harmony and understanding in mixed-faith families	3

14	Legal Reforms and Contemporary Debates Debates on reforming Islamic family and inheritance laws Balancing tradition with modernity in legal reform efforts Perspectives on the role of Islamic scholars and legal authorities in shaping legal discourse	4
15	Community Support and Legal Resources Role of community organizations and religious institutions in supporting families Access to legal resources and services for individuals facing family-related challenges Advocacy and awareness initiatives to promote legal literacy and empowerment	5
16	Future Directions in Islamic Family and Inheritance Law Emerging trends and debates in Islamic legal scholarship Prospects for addressing contemporary challenges and advancing legal reform Role of Islamic legal scholars and practitioners in shaping the future of family law	5
Final Exam		

Course Name	Contemporary Islamic Thought	Prepared	
Course Code	ISL 807		
Credit Hours	03		
Course Pre Requisite	Nil		
Course Pre Req. Code	Nil		
Course Type	Elective		
Program	PhD Islamic Studies		
Semester	Fall 2024		
Course Objective			
1. To introduce students to the foundational principles of Islamic thought. 2. To explore the methodologies used in interpreting and synthesizing Islamic teachings. 3. To examine the relationship between revelation, reason, and tradition in Islamic intellectual tradition. 4. To analyze the contributions of major scholars and schools of thought to Islamic methodology. 5. To develop critical thinking skills in applying Islamic principles and methodologies to contemporary ISLues.			
Course Description			
This course provides an in-depth exploration of the foundational principles and methodologies in Islamic thought, spanning various disciplines such as theology, jurisprudence, philosophy, and spirituality. Students will examine key concepts such as Tawhid (the oneness of God), revelation, reason, and tradition, and their roles in shaping Islamic intellectual discourse. Additionally, the			

course will delve into the methodologies employed by scholars in interpreting and synthesizing Islamic teachings to address contemporary challenges.

Course Learning Outcomes

1. Explain the foundational principles of Islamic thought, including Tawhid, revelation, and prophethood.
2. Identify and analyze different methodologies employed in Islamic scholarship.
3. Evaluate the relationship between revelation, reason, and tradition in Islamic intellectual tradition.
4. Analyze the contributions of major scholars and schools of thought to Islamic methodology.
5. Apply Islamic principles and methodologies to analyze and address contemporary ISLues.

Teaching and Learning Methodology

1. Lectures demonstration
2. Handouts
3. Group discussions
4. Presentations
5. Internet resource materials
6. Case studies

Reference Book(s)

- Isharat wa Tanbihat, Ibn Sina
- Asfar e Arba by Mulla Sadra
- Hikmat ul Ishraq, Suharwardi Shihab ud din
- Nihayat Al Hikmat
- Tahafat ul Falasafa By Abu Hamid Al Ghazali
- Islamic Philosophy and Muslim Philosophers by Hussain Muhiyuddin
- Ara' Ahl Al Madina Al Fadila, Al Farabi
- Muqadimah Ibn Khaldun, Ibn Khaldun
- Fasl al Maqal wa al Kashf An Manahij al Adilah, Ibn Rushd
- History of Islamic Philosophy by IMN Al Jubouri
- Islamic Philosophy and Theology by W. Montgomery Watt
- The Oxford Encyclopedia of Philosophy, Science, and Technology in Islam, Ed. Ibrahim Kalin
- History of Islamic Philosophy by Henry Corbin
- The Principles Of Epistemology In Islam Philosophy, By Mehdi Ha'iri Yazdi
- The Principles of Islamic Philosophy, by Ali Mahdi Khan
- History Of Islamic Philosophy by Henry Corbin
- The Story of Islamic Philosophy, by Salman H. Bashir
- Islamic Philosophy: Mulla Sadra and the quest of Being: Akbarian, Reza

Grading Policy

Assessment Instruments	Percentage
Quizzes	10%
Assignments	10 %
Presentation	10 %
Mid Term Exam	30 %

Final Term Exam		40%
WEEK	COURSE CONTENT	CLO
1	Introduction to Islamic Thought Overview of Islamic intellectual tradition Importance of principles and methodologies in Islamic thought Historical development of Islamic schools of thought	1
2	Foundational Principles: Tawhid and Prophethood Concept of Tawhid (oneness of God) and its implications Role of prophethood and revelation in Islamic worldview Theological and philosophical interpretations of Tawhid and prophethood	1
3	Revelation, Reason, and Tradition Relationship between revelation (Quran), reason (Aql), and tradition (Sunnah) Integration of revelation and rational inquiry in Islamic thought Sources of Islamic law (Shariah) and their interpretation	3
4	Methodologies in Islamic Jurisprudence (Usul al-Fiqh) Overview of Usul al-Fiqh (principles of Islamic jurisprudence) Methods of legal interpretation and deduction (Ijtihad) Schools of jurisprudential thought and their methodologies	1,5
5	Philosophical Foundations of Islamic Thought Evolution of Islamic philosophy and its major themes Key figures in Islamic philosophy and their contributions Integration of philosophy with theology and jurisprudence	4
6	Mystical Dimensions: Sufism and Spiritual Methodologies Introduction to Sufism and its spiritual practices Methods of spiritual purification and self-realization Relationship between Sufism and other branches of Islamic thought	2,4
7	Ethical Principles and Moral Methodologies Ethical teachings of Islam and their practical applications Methods of moral reasoning and decision-making in Islamic ethics Contemporary ethical challenges and Islamic responses	5
8	Historical Methodologies in Islamic Studies Principles of historical inquiry in Islamic studies Methodologies of Hadith criticism and authentication Analyzing historical sources and narratives in Islamic historiography	4
9	MIDTERM EXAMINATION	
10	Interdisciplinary Approaches in Islamic Thought Integration of various disciplines within Islamic thought Interactions between theology, philosophy, jurisprudence, and mysticism Contemporary trends in interdisciplinary Islamic scholarship	2,4

11	Modern and Postmodern Challenges Impact of modernity and secularism on Islamic thought Responses to Western intellectual currents and challenges Postmodern critiques and reconstructions of Islamic thought	5
12	Islamic Intellectual Revivalism Movements and initiatives aimed at revitalizing Islamic thought Contemporary Islamic scholars and their contributions Engaging with contemporary ISLUES through a revivalist lens	4
13	Gender and Feminist Methodologies Gender perspectives in Islamic thought and scholarship Feminist critiques and reconstructions of Islamic theology and jurisprudence Gender-inclusive methodologies in Islamic studies	5
14	Environmental and Ecological Methodologies Islamic perspectives on environmental ethics and stewardship Methodologies for addressing ecological challenges in Islamic thought Integrating environmental considerations into Islamic scholarship and practice	2,5
15	Digital Humanities and Islamic Studies Utilizing digital tools and methodologies in Islamic research Digital archives, databases, and computational analysis in Islamic studies Opportunities and challenges of digital humanities in advancing Islamic scholarship	5
16	Future Directions in Islamic Thought Emerging trends and debates in Islamic intellectual discourse Prospects for interdisciplinary collaborations and innovations Role of Islamic scholars and institutions in shaping the future of Islamic thought	2,5
	FINAL TERM	

Course Name	Islam and the Modern Political System	Prepared	
Course Code	ISL 808		
Credit Hours	03		
Course Pre Requisite	Nil		
Course Pre Req. Code	Nil		
Course Type	Elective		
Program	PhD Islamic Studies		
Semester	Fall 2024		
Course Objective	<ul style="list-style-type: none"> To provide students with an understanding of the historical development of political Islam. 		

- To analyze the various ideological strands within political Islam and their implications for governance.
- To examine the role of Islam in shaping state-society relations, democracy, and human rights.
- To explore the impact of global geopolitical dynamics on Muslim-majority countries and Muslim communities worldwide.
- To critically assess contemporary debates and challenges facing political Islam in the modern era.

Course Description

This course delves into the complex intersection of Islam and contemporary politics, exploring the historical, ideological, and geopolitical factors shaping Muslim societies in the modern era. Students will analyze the diverse manifestations of political Islam, ranging from reformist movements to Islamist parties, and examine their impact on governance, democracy, human rights, and international relations. Additionally, the course will explore the role of Islam in resistance movements, state-building processes, and responses to globalization and modernity

Course Learning Outcomes

Students will be able to:

1. Describe the historical context and evolution of political Islam.
2. Analyze the ideological diversity within political Islam and its implications for governance.
3. Evaluate the impact of Islam on state-society relations, democracy, and human rights.
4. Assess the influence of global geopolitical dynamics on Muslim-majority countries and Muslim communities.
5. Critically engage with contemporary debates and challenges facing political Islam.

Teaching and Learning Methodology

1. Lectures demonstration
2. Handouts
3. Group discussions
4. Presentations
5. Internet resource materials
6. Case studies

Reference Book(s)

- The Principles of State and Government in Islam by Muhammad Asad
- Ara' Ahl Al Madina Al Fadila, Al Farabi
- Muqadimah Ibn Khaldun, Ibn Khaldun
- Islam and Politics Renewal and Resistance in the Muslim World by Amit Pandya
- Ayoob, Mohammed; Lussier, Danielle N., eds. (2020). "Islam's Multiple Voices". The Many Faces of Political Islam: Religion and Politics in Muslim Societies (2nd ed.). Ann Arbor, Michigan: University of Michigan Press.
- Faith and power: The politics of Islam by Mortimer Edward

- Covering Islam: How the Media and the Experts Determine How We See the Rest of the World By Edward Said
- Barsamian, David (2003). Culture and Resistance: Conversations with Edward W. Said
- Said, Edward W. (1996). Peace and Its Discontents: Essays on Palestine in the Middle East Peace Process
- Islam and Politics, by Mufti Muhammad Taqi Usmani
- Power, Politics and Culture by Edward Said
- Modern Islamic Political Thought by Hamid Enayat
- The Political Spirit Of Islam by Ameer Ali Syed
- The Failure of Political Islam by Olivier Roy
- Islamic Political Thought by William Montgomery Watt
- Islam's Political Culture: Religion and Politics in Predivided Pakistan by Nasim Ahmad Jawed
- Islam Between Culture and Politics by Bassam Tibi

Grading Policy

Assessment Instruments	Percentage
Quizzes	10%
Assignments	10 %
Presentation	10 %
Mid Term Exam	30 %
Final Term Exam	40%

WEEK	COURSE CONTENT	CLO
1	Introduction to Political Islam Definition and scope of political Islam Historical background and emergence of modern political Islamist movements Overview of key concepts and theoretical frameworks	2
2	Islamic Political Thought and Ideologies Evolution of Islamic political thought from classical to contemporary periods Analysis of different ideological strands within political Islam (e.g., Salafism, Islamism, Jihadism) Comparison of reformist and revolutionary approaches to political change	1,2
3	Islamist Movements and Organizations Examination of prominent Islamist movements and organizations worldwide Case studies on the Muslim Brotherhood, Hezbollah, Hamas, and others Strategies, objectives, and challenges faced by Islamist movements	2

4	Islam and Governance Islamic conceptions of governance, authority, and the state Models of Islamic governance (e.g., caliphate, democracy, Islamic republic) Case studies on the implementation of Islamic law (Sharia) in Muslim-majority countries	2
5	Islam, Democracy, and Human Rights Debates surrounding Islam's compatibility with democracy and human rights Case studies on Islamist participation in democratic processes Challenges to human rights and civil liberties in Islamist-governed contexts	3
6	MIDTERM EXAMINATION	
7	Islamist Responses to Globalization and Modernity Impact of globalization on Muslim societies and identities Islamist perspectives on modernity, secularism, and Westernization Strategies for adapting Islamic values to contemporary challenges	2
8	Islamism and International Relations Role of Islamism in shaping foreign policy and diplomacy Islamist perspectives on global conflicts, terrorism, and geopolitics Case studies on Islamist movements' transnational activities	4
9	Islamist Movements in Conflict and Post-Conflict Settings Role of Islamism in resistance movements and armed conflicts Islamist perspectives on state-building, governance, and reconstruction Challenges of Islamist demobilization and reintegration	3
10	Islamism and Gender Politics Islamic perspectives on gender roles, rights, and activism Women's participation in Islamist movements and governance Feminist critiques and challenges within political Islam	3
11	Countering Violent Extremism and Radicalization Strategies for countering extremist narratives and ideologies Role of religious education, community engagement, and deradicalization programs International cooperation and partnerships in combating terrorism and extremism	4
12	Islamist Movements in Power Case studies on Islamist parties and movements in government Challenges and opportunities of Islamist governance Impact on domestic and foreign policies, human rights, and democratic institutions	1

13	Islamism and Civil Society Role of Islamist movements in social and charitable work Relationship between Islamist organizations and civil society Challenges of civil society activism under authoritarian regimes	2
14	Contemporary Debates and Challenges Debates surrounding secularism, pluralism, and citizenship in Muslim-majority societies Challenges facing political Islam in the 21st century Prospects for reform, moderation, and democratization within Islamist movements	2
15	Islamism in Diaspora Communities Influence of political Islam on Muslim communities in non-Muslim-majority countries Integration, identity politics, and radicalization among Muslim diaspora populations Responses of host societies and governments to Islamist activism	2, 3
16	Future Directions and Prospects Emerging trends and dynamics shaping the future of political Islam Prospects for dialogue, reconciliation, and peaceful coexistence Role of academia, policymakers, and civil society in shaping the discourse on political Islam	2
Final Exam		

Course Name	Muslim Philosophers and Theologists	Prepared	
Course Code	ISL 809		
Credit Hours	03		
Course Pre Requisite	Nil		
Course Pre Req. Code	Nil		
Course Type	Elective		
Program	PhD Islamic Studies		
Semester	Fall 2024		
Course Objective			
1. To introduce students to prominent Muslim philosophers and ideologists throughout history. 2. To analyze the philosophical, theological, and ideological ideas developed by these thinkers. 3. To understand the historical context and intellectual influences shaping Muslim philosophical and ideological discourse. 4. To critically evaluate the contributions and impact of Muslim philosophers and ideologists on Islamic thought and civilization. 5. To explore the relevance and applicability of their ideas to contemporary ISLues and challenges.			

Course Description

This course offers a comprehensive study of Muslim philosophers and ideologists who have significantly contributed to Islamic intellectual tradition. It examines the philosophical, theological, and ideological frameworks developed by these thinkers, their historical contexts, and their enduring impact on Muslim thought and civilization. Students will explore the diverse range of philosophical schools and ideological movements within Islam, from classical to contemporary periods.

Course Learning Outcomes

1. Identify and analyze the major Muslim philosophers and ideologists from various historical periods.
2. Explain the philosophical, theological, and ideological ideas developed by these thinkers.
3. Understand the historical context and intellectual influences that shaped Muslim philosophical and ideological discourse.
4. Evaluate the contributions and impact of Muslim philosophers and ideologists on Islamic thought and civilization.
5. Apply insights from Muslim philosophical and ideological thought to contemporary ISLues and challenges.

Teaching and Learning Methodology

1. Lectures demonstration
2. Handouts
3. Group discussions
4. Presentations
5. Internet resource materials
6. Case studies

Reference Book(s)

- Hukamaie Isla Abdul Salam Nadvı
- Muslim Falsafa, Dr. Abdul Khaliq
- Islamic Philosophy and Muslim Philosophers by Hussain Muhiyuddin
- Ara' Ahl Al Madina Al Fadila, Al Farabi
- Muqadimah Ibn Khaldun, Ibn Khaldun
- Fasl al Maqal wa al Kashf An Manahij al Adilah, Ibn Rushd
- History of Islamic Philosophy by IMN Al Jubouri
- Islamic Philosophy and Theology by W. Montgomery Watt
- The Oxford Encyclopedia of Philosophy, Science, and Technology in Islam, Ed. Ibrahim Kalin
- History of Islamic Philosophy by Henry Corbin
- The Principles Of Epistemology In Islam Philosophy, By Mehdi Ha'iri Yazdi
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Grading Policy

Assessment Instruments	Percentage
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Quizzes	10%
Assignments	10 %
Presentation	10 %
Mid Term Exam	30 %
Final Term Exam	40%

WEEK	COURSE CONTENT	CLO
1	Introduction to Muslim Philosophers and Ideologists Overview of Islamic intellectual tradition Definition and scope of Muslim philosophy and ideology Historical development and major themes	1
2	Classical Period: Early Islamic Philosophers Contributions of Al-Kindi, Al-Farabi, and Ibn Sina (Avicenna) Neoplatonism, Aristotelianism, and Islamic theology (Kalam) Influence of Greek philosophy on Islamic thought	2,3
3	Golden Age of Islamic Philosophy Works of Ibn Rushd (Averroes), Ibn Tufail, and Ibn al-'Arabi Exploration of metaphysics, epistemology, and ethics Intellectual exchanges between Muslim philosophers, Christians, and Jews in Andalusia	4
4	Mystical Philosophers: Sufi Thought and Philosophy Contributions of Al-Ghazali and Ibn Arabi to Sufi philosophy Concept of Wahdat al-Wujud (Unity of Existence) Integration of mysticism and philosophy in Islamic thought	4
5	Medieval Islamic Theologians (Mutakallimun) Works of Al-Ashari and Al-Maturidi Development of Islamic theology (Aqidah) and dialectical reasoning Debates on theological issues such as predestination and free will	3,4
6	Renewal of Islamic Philosophy in the Post-Classical Period Contributions of Ibn Khaldun and Shah Waliullah Revival of Islamic intellectual tradition in the aftermath of Mongol invasions Integration of Islamic philosophy with social and political thought	4
7	Modern Islamic Philosophers and Reformists Works of Jamal al-Din al-Afghani and Muhammad Abduh Intellectual responses to Western colonialism and modernity Reformist ideas in Islamic thought and society	4
8	Twentieth-Century Muslim Thinkers Contributions of Muhammad Iqbal, Sayyid Qutb, and Ali Shariati	2,4

	Exploration of Islamic revivalism, political Islam, and social justice Influence of modern ideologies such as nationalism and socialism on Muslim thought	
	MID TERM	
10	Contemporary Muslim Philosophers and Ideologists Works of Fazlur Rahman, Nasr Abu Zayd, and Abdolkarim Soroush Critiques of traditional Islamic thought and reinterpretation of Islamic principles Engagement with secularism, feminism, and postcolonialism	4,5
11	Islamic Feminist Thinkers Contributions of Fatima MernISLi, Amina Wadud, and Leila Ahmed Critiques of patriarchal interpretations of Islamic texts and traditions Reinterpretation of gender roles and rights within an Islamic framework	5
12	Environmental Ethics and Ecological Thinkers Islamic perspectives on environmental stewardship and sustainability Works of Seyyed Hossein Nasr, Fazlun Khalid, and Ibrahim Ozdemir Application of Islamic principles to address contemporary environmental challenges	5
13	Islam and Democracy: Democratic Islamic Thinkers Contributions of Abdolkarim Soroush, Tariq Ramadan, and Abdullahi An-Na'im Reconciling Islamic principles with democratic governance and human rights Exploration of Islamic contributions to pluralism, tolerance, and civil society	3,4
14	Interfaith Dialogue and Pluralist Philosophers Works of Muhammad Iqbal, Fethullah Gulen, and Abdul Sattar Edhi Promotion of interfaith harmony, dialogue, and cooperation Philosophical foundations for building bridges between different religious communities	4
15	Challenges and Debates in Contemporary Muslim Thought Contemporary challenges facing Muslim philosophers and ideologists Debates on secularism, extremism, and identity politics Prospects for intellectual renewal and dialogue within the Muslim world	5
16	Future Directions in Muslim Philosophy and Ideology Emerging trends and debates in Muslim intellectual discourse Prospects for innovation, synthesis, and cross-cultural dialogue Role of Muslim philosophers and ideologists in addressing global challenges	5
	FINAL TERM	

Course Name	Islamic and Religious Pluralism	Prepared	
Course Code	ISL 810		
Credit Hours	03		
Course Pre Requisite	Nil		
Course Pre Req. Code	Nil		
Course Type	Elective		
Program	PhD Islamic Studies		
Semester	Fall 2024		
Course Objective			
<ol style="list-style-type: none"> 1. To introduce students to the beliefs, rituals, and cultural contexts of major world religions. 2. To analyze the roles of religion in addressing contemporary global challenges and opportunities. 3. To explore the intersections of religion with politics, economics, science, and technology. 4. To foster critical thinking and empathy towards diverse religious perspectives. 5. To promote interfaith dialogue and understanding in a multicultural world. 			
Course Description			
<p>This course provides an overview of major world religions and their interactions with contemporary global ISLues. Students will explore the beliefs, practices, and cultural expressions of various religious traditions, including Christianity, Islam, Judaism, Hinduism, Buddhism, and others. Through a comparative and interdisciplinary approach, the course examines the roles of religion in shaping individuals, societies, and international relations in the modern era.</p>			
Course Learning Outcomes			
<ol style="list-style-type: none"> 1. Identify and describe the beliefs, practices, and cultural expressions of major world religions. 2. Analyze the roles of religion in addressing contemporary global ISLues such as conflict, human rights, and environmental sustainability. 3. Evaluate the influence of religious values and institutions on individual behavior, societal norms, and public policies. 4. Compare and contrast the perspectives of different religious traditions on key ethical and social ISLues. 5. Engage in respectful and informed dialogue with individuals from diverse religious backgrounds. 			
Teaching and Learning Methodology			
<ol style="list-style-type: none"> 1. Lectures demonstration 2. Handouts 3. Group discussions 4. Presentations 5. Internet resource materials 6. Case studies 			
Reference Book(s)			

- Islam: A concise overview of the religion: Akhtar, Dr. Syed H
- Christianity, Islam, and the West by Robert A. Burns
- Religion in the Modern World Edited by Linda Woodhead, Paul Fletcher, Hiroko Kawanami, David Smith
- Religion in the Modern World: Between secularization and Resurgence by Martin Riesebrodt
- الفرق بين الفرق لأبو منصور عبد القاهر
- آباء الكنيسة لدكتور أسد رستم
- اسلام اور دنیا کے مذاہب، غلام نبی امجد
- اسلام اور مذاہب عالم، محمد مظہر الدین صدیقی
- تقابل ادیان و مذاہب، میان منظور احمد
- مذہب اور جدید چینلنجز، مولانا وحید الدین خان

Grading Policy

Assessment Instruments	Percentage
Quizzes	10%
Assignments	10 %
Presentation	10 %
Mid Term Exam	30 %
Final Term Exam	40%

WEEK	COURSE CONTENT	CLO
1	Introduction to World Religions Overview of major world religions and their geographical distribution Concepts of religion, spirituality, and religious diversity	1
2	Christianity in the Modern World History, beliefs, and denominational diversity within Christianity Contemporary challenges and opportunities for Christian communities	1
3	Islam in the Modern World Fundamentals of Islamic beliefs, practices, and cultural manifestations Muslim societies, movements, and responses to globalization	3
4	Judaism in the Modern World Core beliefs, rituals, and ethical teachings of Judaism Jewish identity, diaspora, and contemporary Jewish thought	4
5	Hinduism and Buddhism in the Modern World Beliefs, practices, and philosophical foundations of Hinduism and Buddhism Hindu and Buddhist contributions to global spirituality and ethics	4
6	Sikhism, Jainism, and Indigenous Religions Overview of Sikhism, Jainism, and indigenous religious traditions Cultural expressions, rituals, and social roles of these religious	4

	communities	
7	Interfaith Dialogue and Cooperation Importance of interfaith dialogue in promoting understanding and peace Case studies of successful interfaith initiatives and collaborations	5
8	Religion and Politics Religious nationalism, secularism, and the separation of church and state The influence of religious ideologies on political movements and governance	3
	MID TERM	
10	Religion and Ethics Moral teachings and ethical principles within different religious traditions Religious perspectives on contemporary ethical dilemmas such as bioethics and social justice	4
11	Religion and Science Historical interactions between religion and science Contemporary debates on evolution, cosmology, and the environment	2,4
12	Religion and Gender Gender roles, equality, and feminism within religious traditions Challenges and opportunities for gender inclusivity and empowerment in religious communities	3
13	Religion and Technology Impact of technology on religious practices, communities, and beliefs Ethical considerations regarding the use of technology in religious contexts	5
14	Religion and Globalization Responses of religious communities to globalization and cultural exchange Challenges posed by globalization to religious identity and authenticity	4
15	Religion and Conflict Causes and dynamics of religious conflicts and violence Strategies for promoting peacebuilding and reconciliation across religious divides	3
16	Future of Religion in the Modern World Emerging trends and challenges shaping the future of religion Prospects for interfaith cooperation, religious pluralism, and global spirituality	5
	FINAL TERM	

Course Name	Islamic Financial Systems: Theory and Practice	Prepared	
Course Code	ISL 811		
Credit Hours	03		
Course Pre Requisite	Nil		
Course Pre Req. Code	Nil		
Course Type			
Program	PhD Islamic Studies		
Semester	Fall 2024		
Course Objective			
<ul style="list-style-type: none"> • To introduce students to the foundational principles and concepts of Islamic finance. • To explore the various modes of Islamic finance and their applications in banking and investment. • To analyze the regulatory frameworks governing Islamic banking operations. • To assess the performance and challenges of Islamic banking and finance within the global financial system. • To develop critical thinking skills for evaluating the ethical and economic dimensions of Islamic financial practices. 			
Course Description			
<p>This course provides an in-depth examination of the principles, concepts, and practices of Islamic banking and finance. Students will explore the foundational principles of Islamic finance, including Shariah compliance, risk-sharing, and prohibition of interest (riba). The course will cover various Islamic financial instruments, modes of financing, and regulatory frameworks governing Islamic banking operations. Additionally, students will analyze case studies and real-world applications to understand the practical aspects of Islamic finance within the global financial system.</p>			
Course Learning Outcomes			
<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Explain the fundamental principles and concepts of Islamic finance. 2. Identify and describe various modes of Islamic financing and investment. 3. Analyze the regulatory environment and governance structures of Islamic banking institutions. 4. Evaluate the performance and challenges of Islamic banking and finance within the global context. 5. Apply Islamic financial principles to real-world scenarios and case studies. 			
Teaching and Learning Methodology			
<ol style="list-style-type: none"> 1. Lectures demonstration 2. Handouts 3. Group discussions 4. Presentations 5. Internet resource materials 6. Case studies 			

Reference Book(s)														
<ul style="list-style-type: none"> • Fundamentals of Islamic Finance by Muhammad Hanif • Islamic Banking and Finance: Theory and Practice by Mohammed Obaidullah • Understanding Islamic Finance by Muhammad Ayub • اسلامی بینک کاری ایک حقیقت پسندانہ جائزہ ڈاکٹر اعجاز احمد صمدانی • اسلامی بینک کاری کی حقیقت ذوالفقار علی 														
Grading Policy														
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; padding: 2px;">Assessment Instruments</th><th style="text-align: right; padding: 2px;">Percentage</th></tr> </thead> <tbody> <tr> <td style="padding: 2px;">Quizzes</td><td style="text-align: right; padding: 2px;">10%</td></tr> <tr> <td style="padding: 2px;">Assignments</td><td style="text-align: right; padding: 2px;">10 %</td></tr> <tr> <td style="padding: 2px;">Presentation</td><td style="text-align: right; padding: 2px;">10 %</td></tr> <tr> <td style="padding: 2px;">Mid Term Exam</td><td style="text-align: right; padding: 2px;">30 %</td></tr> <tr> <td style="padding: 2px;">Final Term Exam</td><td style="text-align: right; padding: 2px;">40%</td></tr> </tbody> </table>			Assessment Instruments	Percentage	Quizzes	10%	Assignments	10 %	Presentation	10 %	Mid Term Exam	30 %	Final Term Exam	40%
Assessment Instruments	Percentage													
Quizzes	10%													
Assignments	10 %													
Presentation	10 %													
Mid Term Exam	30 %													
Final Term Exam	40%													
WEEK	COURSE CONTENT	CLO												
1	Introduction to Islamic Finance Definition and principles of Islamic finance Distinction between conventional and Islamic banking Evolution and growth of Islamic finance industry	2												
2	Shariah Principles in Islamic Finance Sources of Shariah law and their relevance to finance Prohibition of interest (riba) and other prohibitions Shariah compliance and governance in Islamic finance	5												
3	Islamic Banking Models Mudarabah and Musharakah: Principles and applications Murabaha and Ijarah: Structures and contracts Comparative analysis of Islamic banking models	5												
4	Islamic Capital Markets Sukuk: Principles of Islamic bonds Equities and Islamic investment funds Islamic indices and benchmarks	5												
5	Takaful and Risk Management Principles of Takaful (Islamic insurance) Types of Takaful contracts and operations Risk management in Islamic finance	4												
6	MIDTERM EXAMINATION													
7	Islamic Asset Management Principles of Islamic fund management Portfolio diversification and asset allocation Performance measurement and evaluation	5												
8	Islamic Microfinance and SME Financing Principles of Islamic microfinance	3,2												

	Financing small and medium-sized enterprises (SMEs) under Islamic principles Case studies of successful Islamic microfinance initiatives	
9	Islamic Corporate Finance Structuring Islamic project finance transactions Syndicated financing and Islamic syndication Islamic corporate governance and ethical considerations	2
10	Regulatory Frameworks in Islamic Finance Role of regulatory authorities in overseeing Islamic financial institutions Legal and regulatory challenges in Islamic finance Harmonization of Islamic finance standards and regulations	4
11	Islamic Ethics and Social Responsibility Ethical principles in Islamic finance Corporate social responsibility (CSR) in Islamic banking Impact investing and ethical finance in Islamic contexts	4
12	Islamic Finance and Global Financial Markets Integration of Islamic finance into the global financial system Opportunities and challenges for Islamic finance in international markets Case studies of cross-border Islamic finance transactions	5
13	Islamic Finance and Economic Development Role of Islamic finance in promoting economic growth and development Financing infrastructure projects and sustainable development initiatives Challenges and opportunities for Islamic finance in emerging markets	3, 4
14	Islamic Finance and Fintech Innovations in Islamic fintech and digital banking Shariah-compliant blockchain and cryptocurrency solutions Regulatory considerations for Islamic fintech startups	3
15	Islamic Finance and Sustainable Investing Principles of Islamic sustainable finance (SRI) Green Sukuk and Islamic environmental finance Socially responsible investing (SRI) in Islamic finance	3
16	Emerging Trends and Future Directions in Islamic Finance Emerging trends and innovations in Islamic finance Prospects for Islamic finance in a post-pandemic world Future challenges and opportunities for the Islamic finance industry	5
	Final Exam	

Course Name	Seminars on Interdisciplinary Studies in Science, Philosophy, and Religion	Prepared	
Course Code	ISL 812		
Credit Hours	03		
Course Pre Requisite	Nil		
Course Pre Req. Code	Nil		
Course Type	Elective		
Program	PhD Islamic Studies		
Semester	Fall 2024		

Course Objective

This course engages in a comprehensive analysis of the historical evolution of scientific, philosophical, and religious thought in Islamic societies. Through these endeavors, the course aims to equip students with the intellectual tools necessary to navigate the complex terrain of intersecting knowledge systems in Islamic thought. Students will,

- *examine* the philosophical underpinnings influencing these perspectives fostering the development of their critical thinking skills.
- evaluate the compatibility and conflicts between scientific theories and religious doctrines, exploring into the intricate intersections that have shaped Islamic perspectives.
- *explore* contemporary debates and dialogues and gain a nuanced understanding of ongoing ISLues at the crossroads of science, philosophy, and religion.

Course Description

The course represents a triptych of evolution of three important domains of human life and encourages students to create patterns to identify similarities encompassing both theoretical and practical aspects within the realms of science, philosophy, and religion. The theoretical dimension explores inquiries in the philosophy of science, metaphysics, theological discourse, and philosophical perspectives on human spirituality. On a practical level, it explores ethical considerations, distributive justice, and social policy implications within the intersection of science, philosophy, and religion. This involves critical discussions surrounding contemporary ISLues such as ethical implications of scientific advancements, societal impacts of philosophical interpretations, and the ethical dimensions of religious doctrines in a scientific era.

Course Learning Outcomes

At the end of this course, the students can:

1. Recall key historical events shaping Islamic perspectives on science, philosophy, and religion.
2. Comprehend the theoretical foundations of the relationship between science, philosophy, and religion in Islam.
3. Apply critical analysis to assess the impact of scientific advancements on religious and philosophical doctrines.
4. Evaluate the compatibility and conflicts between scientific theories and Islamic religious tenets. Moreover, Assess philosophical underpinnings influencing Islamic perspectives on science and religion.
5. Formulate nuanced viewpoints in response to contemporary debates on science, philosophy, and

religion in Islam.

Teaching and Learning Methodology

1. Lectures
2. Discussions
3. Hand outs
4. Presentations
5. Guest Lectures

Reference Book(s)

1. "The Relationship Between Science and Religion: A Paradigm Shift" by Ian Barbour
2. "God and the New Physics" by Paul Davies
3. "The Tao of Physics: An Exploration of the Parallels Between Modern Physics and Eastern Mysticism" by Fritjof Capra
4. "Islam's Quantum Question: Reconciling Muslim Tradition and Modern Science" by Nidhal Guessoum
5. "The Oxford Handbook of Religion and Science" edited by Philip Clayton
6. "Philosophy of Religion: A Very Short Introduction" by Tim Bayne
7. "The Closing of the Western Mind: The Rise of Faith and the Fall of Reason" by Charles Freeman
8. "The Cambridge Companion to Science and Religion" edited by Peter Harrison
9. "Islamic Philosophy and the Challenge of Modernity: A Critical Reconstruction" by Muhammed Legenhausen
10. "Science and Religion: A Very Short Introduction" by Thomas Dixon

Assessment Instruments	Percentage
Quizzes	10
Assignments	10
Presentation	10
Mid-term Exam	30
Final Exam	40

Week Wise Course Outline

Week		Contents	CLOS
1.	Introduction to the Course	<ul style="list-style-type: none"> • Overview of the course objectives • Historical evolution of scientific, philosophical, and religious thought in Islamic societies 	1
2.	Early Islamic Contributions to Science	<ul style="list-style-type: none"> • Analysis of early Islamic contributions to science • Philosophical underpinnings influencing scientific perspectives 	1 & 2
3.	Philosophy of	<ul style="list-style-type: none"> • Exploration of philosophical 	2

	Nature in Islamic Thought	<p>questions in the context of nature</p> <ul style="list-style-type: none"> • Compatibility and conflicts between scientific theories and philosophical concepts 	
4.	Metaphysics and Scientific Theories	<ul style="list-style-type: none"> • In-depth study of metaphysical questions in Islamic philosophy • Evaluation of how metaphysics intersects with scientific theories 	2
5.	Theology and Scientific Advancements	<ul style="list-style-type: none"> • In-depth study of metaphysical questions in Islamic philosophy • Evaluation of how metaphysics intersects with scientific theories 	3
6.	Philosophical Anthropology and Human Existence	<ul style="list-style-type: none"> • Analysis of philosophical questions related to human nature • Influence of philosophical anthropology on perspectives of science and religion 	4
7.	Social Ethics in Scientific and Religious Contexts	<ul style="list-style-type: none"> • Introduction to ethical considerations in science and religion • Distributive justice and its implications on social policies 	4
8.	Environmental Ethics in Islamic Perspectives	<ul style="list-style-type: none"> • Exploration of environmental ISLues and ethical perspectives • Discussion on ecological sustainability, biodiversity, and ethical responsibilities 	4
9. MID-TERM EXAM			
10.	Contemporary Debates in Science, Philosophy, and	<ul style="list-style-type: none"> • Critical examination of ongoing debates • Development of critical thinking skills through 	5

	Religion	analysis of complex ISLues	
11.	Evolutionary Theory and Religious Doctrine	<ul style="list-style-type: none"> Debate over the compatibility of evolutionary theory with religious creation narratives, exploring how religious traditions reconcile or conflict with scientific understanding of evolution. 	4 & 5
12.	Bioethics and Religious Values	<ul style="list-style-type: none"> Ethical considerations in areas such as genetic engineering, cloning, and reproductive technologies, examining how religious principles shape perspectives on advancements in biotechnology. 	3 , 4 & 5
13.	Environmental Ethics and Stewardship	<ul style="list-style-type: none"> Discussions on ecological sustainability, climate change, and environmental responsibility, analyzing how religious teachings influence attitudes toward environmental conservation. 	3 & 4
14.	Mind-Body Problem in Islamic Philosophy	<ul style="list-style-type: none"> Exploration of philosophical questions related to consciousness, the nature of the soul, and the mind-body problem within the framework of Islamic philosophy. 	3
15.	Scientific Method and Theological Inquiry	<ul style="list-style-type: none"> Debate on the applicability of the scientific method to theological questions, considering the limits and possibilities of empirical 	2 & 3

		approaches in understanding theological concepts.	
16.	Artificial Intelligence and Ethical Considerations	<ul style="list-style-type: none"> Exploration of the ethical implications of artificial intelligence (AI) in various fields, including the question of consciousness in AI, moral decision-making by autonomous systems, and the impact of AI on religious and philosophical perspectives regarding human uniqueness and moral agency. This debate delves into the intersection of technological advancements, ethical frameworks, and philosophical and religious values. 	5
FINAL EXAMS			

Course Name	Understanding Seerah Trends in Indo-Pak Region and Their Application	Prepared	
Course Code	ISL 813		
Credit Hours	03		
Course Pre-Requisite	Nil		
Course Pre-Req. Code	Nil		
Course Type	Elective Course		
Program	Ph.D Islamic Studies		
Semester	Fall 2024		

Course Objective

- Comprehensive Understanding:** Provide students with an in-depth understanding of the Seerah of Prophet Muhammad (صلی اللہ علیہ وسلم), considering historical, cultural, and social contexts.
- Regional Contextualization:** Analyse the trends and applications of Seerah within the specific cultural and historical framework of the Sub-continent, including Pakistan and India.
- Application of Seerah:** Explore the practical applications of Seerah teachings in addressing contemporary challenges in the Sub-continent, fostering a connection between historical wisdom and current ISLues.
- Research Skills:** Develop advanced research skills among students, enabling them to engage with primary and secondary sources related to Seerah, particularly those relevant to the Sub-continent.

Course Description

This course delves into the comprehensive study of the Seerah of the Prophet Muhammad (صلی اللہ علیہ وسلم), with a specific focus on its trends and their impact within the context of the Sub-continent, encompassing Pakistan and India. The course emphasizes the historical, social, and cultural dynamics that have shaped the understanding and application of Seerah in this region. It explores the multifaceted dimensions of the Prophet's life and teachings, examining their relevance to contemporary ISLues in the Sub-continent and current trends in this field.

Course Learning Outcomes

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

- Analyze Seerah Trends:** Critically analyze the trends in the study and interpretation of Seerah, especially in the context of the Sub-continent.
- Apply Seerah to Contemporary ISLues:** Apply Seerah teachings to address contemporary challenges in the Sub-continent, showcasing the relevance of Prophet Muhammad's (صلی اللہ علیہ وسلم) life to present-day ISLues.
- Interfaith Dialogue and Understanding:** To demonstrate the ability to engage in interfaith dialogue effectively, which will promote understanding and mutual respect among individuals of different faiths within the Sub-continent and beyond.

Teaching and Learning Methodology

- Lecture demonstration
- Handouts
- Use of multimedia
- Group discussions
- Presentations
- Internet resource materials
- Assignments and quizzes

Reference Book(s)

- Sirat-un-Nabi, Shibli Nomani, Author (s): Syed Sulaiman Nadwi
- Seerah of the Prophet, Author (s): Sulaiman Nadwi

3. Mercy for the worlds, Author (s): Qazi Muhammad Sulaiman Mansoor Puri
 4. Zia-un-Nabi, Author (s): Pir Karam Shah Al-Azhari
 5. Lectures on Sira, Author (s): Dr. Mahmood Ahmad Ghazi

Grading Policy

Assessment Instruments	Percentage
Quizzes	10%
Assignments	10 %
Presentation	10 %
Mid Term Exam	30 %
Final Exam	40 %

Week	Course Contents
1.	Course Introduction <ul style="list-style-type: none"> a) Historical Background of Seerah Writings in Sub-Continent b) Emerging Trends of Serrah in Sub-Continent (CLO 1)
2.	Methodological Approaches in Seerah Research <ul style="list-style-type: none"> a) Traditional and modern methods in Sub-Continent b) Critique of different approaches in Sub-Continent (CLO 1)
3.	Rational Approach for the study of Seerah in Sub-Continent <ul style="list-style-type: none"> a) Challenges in Advocating for a Rational Approach b) Critical Analysis of Miraculous events of Seerah (CLO 2)
4.	Seerah and Social Reform Movements in the Subcontinent <ul style="list-style-type: none"> a) Prophetal Model of Social Reform b) Critical Study of Social Reform Movements c) Impact of Seerah on Social Reform Movements (CLO 2)
5.	Seerah and Interfaith Dialogue in the Subcontinent <ul style="list-style-type: none"> a) Interfaith Tolerance & Harmony in Prophet's Life b) Impact of Seerah on Religious Pluralism c) Challenges and Opportunities in Seerah-Based Interfaith Dialogue (CLO 3)
6.	Seerah and Comparative study of religions in Sub-Continent <ul style="list-style-type: none"> a) Comparative Analysis of Religious Figures in Seerah b) Influence of Seerah on Comparative Theology

	c) Theological Debates and Seerah Narratives (CLO 3)
7.	Seerah and Political Thought in the Subcontinent a) Prophet Muhammad (صلی اللہ علیہ وسلم) as a Political Leader b) Governance Principles in Seerah c) Application of Seerah Principles in Political Movements(CLO 2, 3)
8.	Seerah and Economic Thought in the Subcontinent a) Economic principles of Seerah b) Wealth Distribution and Social Justice in Seerah c) Islamic Economic Thought in Modern Context(CLO 3)
9.	Trends of Dawah in Sub-Continent a) Interfaith Dawah and Dialogue b) Challenges and Adaptations in Dawah c) Evaluation of Dawah Effectiveness (CLO 3)
10.	Seerah and NON- muslims stats a) Diplomacy, Treaties and Agreements in Seerah b) Interactions with Non-Muslim States c) Peaceful Coexistence and International Relations (CLO 2, 3)
11.	Seerah and War Ethics a) Prohibition of Atrocities in Seerah b) Ethical Considerations in Strategy and Tactics c) Humanitarian Principles in Seerah Warfare (CLO 3)
12.	Seerah and the Finalization of Prophethood a) Finality of Prophethood in Islamic Theology b) Role of Islamic Scholars in Safeguarding the Finality c) Interfaith Dialogue and Finality of Prophethood (CLO 3)
13.	Seerah and Orientalism study in Sub-Continent a) Historical Development of Orientalist Studies b) Critical Evaluation of Orientalist Works on Seerah c) Role of Subcontinental Scholars in Orientalist Discourse (CLO 3)
14.	Fiqh us Seerah in Sub-Continent a) Development of Fiqh us-Seerah b) Methodologies used in Fiqh us-Seerah c) Fiqh us-Seerah and Cultural Context (CLO 2, 3)
15.	Introduction to Famous authors of Seerah in Sub-Continent - 1 a) Qazi Suleman Mansoor Puri b) Shibli Naumani and Syed Salman Nadvi c) Manazir Ahsan Gillani d) Dr. Muhammad Hamidullah (CLO 3)
16.	Introduction to Famous authors of Seerah in Sub-Continent – 2 a) Syed Moududi b) Naeem Sidiqi

	c) Pir Karam Shah Alazhari d) Safi ur Rehman Mubarak Pori e) Dr. Mahmood Ahmad Ghazi (CLO 3)
	Revision
	Final Term Exam

Course Name	Interfaith Dialogue Ethics and Islamic Principles of Adb ul Ikhtelaf	Prepared	
Course Code	ISL 814		
Credit Hours	03		
Course Pre Requisite	Nil		
Course Pre Req. Code	Nil		
Course Type			
Program	PhD Islamic Studies		
Semester	Fall 2024		
Course Objective			
The course has numerous goals. First, it introduces students to Islamic discussion, communication, and engagement ethics. Second, the course encourages students to critically evaluate modern Dawah techniques, focusing on their ethical implications, efficacy, and adaptation to varied audiences and platforms. It also teaches students how to handle difficult conversations, manage problems, and act ethically in varied situations like interfaith and digital forums. Finally, the course encourages students to synthesize the Prophetic model of dialogue and Dawah to address and navigate the modern world, fostering inclusive, respectful, and impactful communication practices within an Islamic ethical framework.			
Course Description			
The course examines Islamic dialogue ethics and a variety of ways to disseminate Islam in today's diverse and dynamic world. Students will examine fundamental Islamic ethical values to understand how empathy, respect, active listening, and tolerance build meaningful conversations. This seminar will also examine modern Dawah techniques, including the use of media and communication tools, and their compatibility			

with Islamic ethics. By studying historical examples and the Prophetic model of engagement, students will learn how to adapt these teachings to navigate and positively contribute to today's globalized ethical discourse, enabling them to engage thoughtfully and respectfully across diverse contexts.

Course Learning Outcomes

Students will be able to:

1. Understand and communicate Islamic discourse, communication, and engagement ethics, emphasizing empathy, tolerance, active listening, and respect for other opinions.
2. Analyze modern Dawah techniques within an Islamic framework, assessing their efficacy, ethics, and suitability for diverse audiences and venues.
3. Use ethical dialogue concepts and Dawah tactics to handle difficult talks, settle problems, and act ethically in varied settings, including interfaith dialogue and digital spaces.
4. Synthesize and integrate Prophet Muhammad's conversation and Dawah model into modern situations, modifying it to suit current societal difficulties and possibilities.

Teaching and Learning Methodology

1. Lectures demonstration
2. Handouts
3. Group discussions
4. Presentations
5. Internet resource materials
6. Case studies

Reference Book(s)

- "Communicating with Allah: Rediscovering Prayer" by Bassam Saeh
- "Inviting to the Way of Allah: Ethics of Dawah" by Yasir Qadhi
- "The Ethics of Interpersonal Communication in Islam" by Sulaiman A. O. Adegoke
- "Contemporary Islamic Thought and the Problem of Modernity" by Hisham Altalib
- **Grading Policy**

Assessment Instruments	Percentage
Essay	15 %
Case Studies	20 %
Mid Term Exam	30 %
Final Exam	40 %

WEEK	COURSE CONTENT	CLO
1	Introduction to Ethics of Dialogue in Islam Overview of ethics in Islamic dialogue Importance of dialogue in Islamic teachings Ethical principles in communication and debate	1
2	Concept of Dawah in Islam Understanding the meaning and significance of Dawah Historical context and evolution of Dawah Types and methods of Dawah in Islamic teachings	2
3	Ethics and Morality in Islam Core ethical principles in Islam Moral values and their application in dialogue Ethical guidelines for interactions and communication	3
4	Prophetic Model of Dialogue and Dawah Examining the Prophet Muhammad's approach to dialogue and Dawah Lessons from the Prophet's interactions with diverse communities Applying the Prophetic model in contemporary contexts	4
5	Ethics of Listening and Understanding Importance of active listening in dialogue Understanding perspectives and empathy in Islamic discourse Strategies for effective communication and comprehension	3 & 4
6	Contemporary Challenges in Dialogue Addressing challenges and obstacles in ethical dialogue Handling disagreements and conflicts respectfully Cultivating tolerance and respect in diverse settings	3
7	Islamic Values in Contemporary Societies Role of Islamic values in modern societies Balancing tradition and modernity in dialogue Promoting Islamic ethics in multicultural contexts	4
8	Ethics in Interfaith and Intrafaith Dialogue Principles of engaging in interfaith and intrafaith discussions Fostering mutual understanding and cooperation Respecting differences while emphasizing commonalities	1 & 2
9	MID TERM EXAMINATION	
10	Communication Strategies in Dawah Effective communication techniques in Dawah Utilizing technology and media for Islamic outreach Tailoring messages for different audiences	4

11	Case Studies in Ethical Dialogue Analyzing real-life examples of ethical dialogue and Dawah Learning from successful and unsuccessful interactions Ethical decision-making in challenging scenarios	2
12	Gender Ethics in Dialogue and Dawah Understanding gender dynamics in Islamic discourse Ensuring inclusivity and respect in gender-related discussions Promoting equity and justice in dialogue	1 & 3
13	Ethics and Social Media in Dawah Ethical considerations in online dialogue and Dawah efforts Navigating social media platforms for ethical engagement Addressing misinformation and promoting authenticity	3
14	Islamic Leadership in Dialogue Role of Islamic leaders in fostering ethical dialogue Strategies for leaders to promote ethical communication Leadership qualities and their impact on dialogue	4
15	Ethics and Ethics of Dialogue in Islamic Law Shariah perspectives on ethical dialogue Ethical boundaries and guidelines in Islamic jurisprudence Balancing legal frameworks with ethical considerations	1 & 4
16	Ethics of Advocacy and Activism in Islam Ethical considerations in advocacy and activism Principles of social justice in Islamic teachings Activism in alignment with Islamic ethical values	3
	FINAL TERM	

Course Name	Uloom ul Hadith & Methodologies of Muaddiseen	Prepared	
Course Code	ISL 815		
Credit Hours	03		
Course Pre-Requisite	Nil		
Course Pre-Req. Code	Nil		
Course Type	Elective Course		
Program	Ph. D Islamic Studies (Islam and Life)		
Semester	Fall 2024		

Course Objective
<ol style="list-style-type: none"> 5. To provide an in-depth understanding of the science of Hadith and its significance in Islamic scholarship. 6. To familiarize students with the historical context and development of Hadith literature. 7. To introduce students to the methodologies employed by Muhaddiseen in the authentication and classification of Hadith. 8. To enhance critical thinking skills through the analysis of Hadith narratives and their chains of transmission. 9. To cultivate a scholarly appreciation for the role of Hadith in shaping Islamic jurisprudence and ethical principles.
Course Description
<p>This course delves into the critical study of Hadith literature and the methodologies employed by Muhaddiseen (scholars of Hadith) in preserving, analyzing, and transmitting the sayings and actions of Prophet Muhammad (peace be upon him). It explores the historical development of Hadith sciences, the categorization of Hadith, and the authentication process. Students will engage with primary Hadith sources and learn the techniques applied by Muhaddiseen in evaluating the authenticity and reliability of narrations. It provides a comprehensive understanding of the principles, criteria, and transmission chains used to authenticate and classify Hadiths</p>
Course Learning Outcomes
<p>Upon completion of the course, students should be able to:</p> <ol style="list-style-type: none"> 1) Demonstrate a comprehensive understanding of the science of Hadith, its terminology, and its place in Islamic scholarship. 2) Trace the historical development of Hadith literature and its various genres. 3) Apply the methodologies of Muhaddiseen in critically evaluating the authenticity and reliability of Hadith narrations. 4) Evaluate the impact of authentic Hadith on the development of Islamic jurisprudence and ethical guidelines.
Teaching and Learning Methodology
<ol style="list-style-type: none"> 7. Lecture demonstration 8. Handouts 9. Use of multimedia 10. Group discussions 11. Presentations 12. Internet resource materials 13. Assignments and quizzes
Reference Book(s)
<ol style="list-style-type: none"> 6. Studies in Hadith methodology and literature, by Muhammad Mustafa Azami.

7. Shuroot ul Aima Al-Khamsa / al-Sitta by Muhammad bin Tahir Al-Maqdisi
8. Saheeh Al-Bukhaaree and Saheeh Muslim
9. Sunan Al-Arbaa and Musnad Imam Ahmad
10. Studies in Early Hadith Literature, by Muhammad Mustafa Azami.

Grading Policy

Assessment Instruments	Percentage
Quizzes	10%
Assignments	10 %
Presentation	10 %
Mid Term Exam	30 %
Final Exam	40 %

Week	Course Contents
1.	<p>Course Introduction</p> <ul style="list-style-type: none"> a) Hadith and Sunnah b) The Legislative Status of Hadith. A Critical Analysis of the Objections Raised by Orientalists c) Validity and Preservation of Hadith. (CLO 1)
2.	<p>Preservation and Compilation of Hadith</p> <ul style="list-style-type: none"> a) A Critical Analysis of the Objections Raised by Orientalists Regarding the Compilation of Hadith. (CLO 1)
3.	<p>Classification of Hadith</p> <ul style="list-style-type: none"> c) Khabar e Wahid & Mutawater d) Hadith Saheeh, Hasan, Dhaeef, Mozoo e) Conditions of Saheeh Hadith f) Hadith Marfoo, Moqoof, Maqtoo, Mursal <p>(CLO 1)</p>
4.	<p>Critique of Hadith</p> <ul style="list-style-type: none"> a) Principles of Riwayah and Dirayah b) A Critical Analysis of the Objections by Hadith Deniers and Orientalists (CLO 3)
5.	<p>Principles of Hadith - I</p> <ul style="list-style-type: none"> d) Nasikh & Mansookh e) Mukhtalif al Hadith f) Al Muhkam g) Tarjeeh & Tawaquf <p>(CLO 3)</p>

6.	<p>Principles of Hadith - II</p> <ul style="list-style-type: none"> d) Ilal ul Hadith e) Asbaab ul Ilal f) Types of Ilal <p>(CLO 3)</p>
7.	<p>Critical Study of AL Hadith Al Mursal</p> <ul style="list-style-type: none"> d) View of Muhandiseen about Hadith Al Mursal e) View of Fuqahaa about Hadith Al Mursal f) Comparison of arguments <p>(CLO 3, 4)</p>
8.	<p>Asbaab ul Jarhah - II</p> <ul style="list-style-type: none"> d) Principles of Jarha e) Different words used in Jarha and their application. <p>(CLO 3, 4)</p>
9.	<p>Asbaab ul Jarhah – II</p> <ul style="list-style-type: none"> d) Principles of Tadeel e) Different words used in Tadeel and their application. <p>(CLO 3, 4)</p>
10.	<p>Takhreej ul Hadith</p> <ul style="list-style-type: none"> d) Principles of Takhreej e) Categories of Hadith books regarding Takhreej f) Modern Software for Takhreej <p>(CLO 2)</p>
11.	<p>Gareeb ul Hadith</p> <ul style="list-style-type: none"> d) Introduction to Gareeb ul Hadith e) Importance of Gareeb ul Hadith in Fiqh ul Hadith f) Importance of Gareeb ul Hadith in Fiqh ul Hadith <p>(CLO 4)</p>
12.	<p>Methodologies of Muhandiseen -I</p> <ul style="list-style-type: none"> d) Introduction to Methodologies of Muhandiseen e) Sahih Al- Bukhari <p>(CLO 3, 4)</p>
13.	<p>Methodologies of Muhandiseen -II</p> <ul style="list-style-type: none"> a) Sahih Al- Muslim b) Mot'ta Imam Al-Malik <p>(CLO 3, 4)</p>
14.	<p>Methodologies of Muhandiseen -II</p> <ul style="list-style-type: none"> d) Sunan Al-Tirmizi e) Sunan Abi- Dawood <p>(CLO 3, 4)</p>

15.	Methodologies of Muhaddiseen -II a) Sunan Al-Nasai b) Sunan Ibn e Majah c) Musnad Imam Ahmad (CLO 3)
16.	Fiqh ul Hadith d) Principles of Fiqh ul Hadith (CLO 4)
17.	Revision
	Final Term Exam

Course Name	Islamic Perspectives on Globalization in the Modern World	Prepared	
Course Code	ISL 816		
Credit Hours	03		
Course Pre Requisite	Nil		
Course Pre Req. Code	Nil		
Course Type			
Program	PhD Islamic Studies		
Semester	Fall 2024		
Course Objective			
To understand the concept of globalization and its implications for Muslim societies and communities.			
To analyze the economic, political, cultural, and religious dimensions of globalization from an Islamic perspective.			
To examine the responses of Muslim-majority countries and Muslim communities to the challenges and opportunities of globalization.			
To critically assess the impact of globalization on Islamic thought, identity, and practice.			
To engage in informed discussions and debates on contemporary ISLues at the intersection of Islam and globalization.			

Course Description	
<p>This course critically examines the intersection of Islam with contemporary debates on globalization. Students will explore the multifaceted dimensions of globalization and its impact on Muslim societies, cultures, and identities. Through an interdisciplinary approach, the course delves into various themes including economics, politics, media, culture, and religious discourse. Special emphasis will be placed on analyzing Islamic perspectives on globalization, responses from Muslim-majority countries, and the challenges and opportunities presented by global interconnectedness.</p>	
Course Learning Outcomes	
<p>Define globalization and explain its various dimensions.</p> <p>Analyze Islamic perspectives on globalization and its effects on Muslim societies.</p> <p>Evaluate the responses of Muslim-majority countries and Muslim communities to globalization.</p> <p>Critically assess the impact of globalization on Islamic thought, identity, and practice.</p> <p>Engage in informed discussions and debates on contemporary ISLues related to Islam and globalization.</p>	
Teaching and Learning Methodology	
<p>Lectures demonstration</p> <p>Handouts</p> <p>Group discussions</p> <p>Presentations</p> <p>Internet resource materials</p> <p>Essay</p> <p>Case studies</p>	
Reference Book(s)	
<ul style="list-style-type: none"> • Islam, Globalism and Globalization, Muhammad Adil Iqbal • Islamic Perspective on the New Millennium by Virginia Hooker, Amin Saikal • Islam and the Trajectory of Globalization by Lony M Safi • Islam and Globalization by Qamar uz Zaman Azami • Islam and Globalization a Contemporary Vision by Eltayeb Ali Abdel Rehman • Globalization and The Muslim World Ed. Birgit Schaebler • Islam in the Era of Globalization: Muslim Attitudes towards Modernity and Identity, Johan Meuleman • Islamic State as a Legal Order: To Have No Law but Islam, between Shari'a and Globalization, Federico Lorenzo Ramaoli • Globalization and Urban Culture in Dhaka by Kazi Abusaleh, M. Rezaul Islam 	
Grading Policy	
Assessment Instruments	Percentage

Quizzes	10%	
Assignments	10 %	
Presentation	10 %	
Mid Term Exam	30 %	
Final Term Exam	40%	
WEEK	COURSE CONTENT	CLO
1	Introduction to Globalization and Islam Definition and theories of globalization Overview of Islamic perspectives on globalization Key concepts and debates	1
2	Economic Globalization and Islamic Finance Global economic integration and its impact on Muslim economies Principles of Islamic finance and its role in the global economy Challenges and opportunities for Islamic banking and finance in a globalized world	1,2
3	Political Globalization and Muslim Governance Globalization and its implications for governance in Muslim-majority countries Political reforms and democratization efforts in the Muslim world Role of international organizations and geopolitical dynamics	2
4	Cultural Globalization and Islamic Identity Cultural imperialism and challenges to Islamic identity Cultural hybridity and adaptation in Muslim societies Preservation and promotion of Islamic cultural heritage in a globalized world	3
5	Religious Globalization and Islamic Discourse Global spread of Islam and Muslim diaspora communities Religious pluralism and interfaith dialogue in a global context Challenges to Islamic orthodoxy and responses from Islamic scholars	2,3
6	Media Globalization and Muslim Representation Portrayal of Islam and Muslims in global media Impact of digital media and social networks on Islamic discourse Strategies for countering Islamophobia and promoting accurate	4

	representation	
7	Environmental Globalization and Islamic Environmentalism Global environmental challenges and Islamic perspectives on environmental stewardship Green Islamic movements and eco-friendly initiatives Role of Islamic ethics in promoting environmental sustainability	4
	MID TERM	
8	Global Migration and Muslim Diaspora Patterns of Muslim migration and diaspora communities Challenges faced by Muslim immigrants in host countries Transnationalism and identity formation among Muslim diasporas	4
10	Global Health and Islamic Bioethics Global health disparities and Islamic perspectives on healthcare Ethical issues in biomedical research and healthcare delivery Islamic bioethical principles and their application in a globalized healthcare context	5
11	Human Rights and Islamic Law Universal human rights and Islamic conceptions of justice Compatibility between Islamic law (Shariah) and international human rights norms Challenges to human rights in Muslim-majority countries and responses from Islamic scholars	5
12	Globalization of Education and Islamic Knowledge Impact of globalization on Islamic education and knowledge transmission Role of Islamic universities and educational institutions in the global arena Challenges and opportunities for Islamic scholarship in a globalized world	3,4
13	Globalization and Social Movements in the Muslim World Role of social media in mobilizing grassroots activism Islamic revivalist movements and globalization Challenges to political Islam in the age of globalization	3,4

14	Globalization and Gender Dynamics in Islam Gender equality and women's rights in Muslim societies Intersection of globalization, feminism, and Islamic feminism Challenges and opportunities for gender justice in a globalized world	5
15	Security Globalization and Muslim Communities Global security threats and their impact on Muslim communities Counterterrorism measures and their implications for civil liberties Role of Muslim-majority countries in regional and global security	5
16	Future Directions in Islam and Globalization Emerging trends and challenges in the intersection of Islam and globalization Prospects for fostering greater understanding and cooperation between Muslim-majority countries and the global community Strategies for promoting social justice, equity, and solidarity in a globalized world	5
	FINAL TERM	

LAUNCH OF NEW PROGRAMME MASTER OF STUDIES IN LINGUISTICS (ENGLISH)**Eligibility:**

Eligibility criteria for **MS LINGUISTICS (English)**

Program shall be as under:

Requirement	Description
Academic Qualification	Sixteen years of schooling or 4 year education (minimum 120 credit hours) after HSSC/F.A./F.Sc/Grade 12 or equivalent shall be required for admission in the MS English (Linguistics) program. Deficiency courses will be offered for students from other disciplines.
Attestation	HEC's Attestation on the candidate's local degrees
Equivalency	HEC's equivalency certificate for the candidate's foreign degrees.
Aptitude Test	a) Admission test with a passing score of 50%. OR b) GRE/HAT General/Equivalent tests, with a passing score of 50%.
Pre-requisites	The deficiency courses of the applicant will be decided by the departmental equivalence committee. 1. ENG 414 Introduction to Applied Linguistics 2. ENG 210 Semantics 3. ENG-306 Discourse analysis 4. ENG 405 Stylistics

MS LINGUISTICS (English)
ROADMAP

1st Semester

Course Codes	Course Title	CH
ENG 702	Advanced Research Methods in Applied Linguistics	3
ENG 703	Linguistic Theories and the Study of Language	3
-	Elective-I	3
-	Elective-II	3

2nd Semester

Course Codes	Course Title	CH

ENG 704	Critical Discourse Analysis	3
ENG 705	Emerging Perspectives in Linguistics	3
-	Elective-III	3
-	Elective-IV	3

3rd Semester

Codes	Courses	CH
THS 800	Thesis	3

4th Semester

Codes	Courses	CH
THS 800	Thesis	3

LIST OF ELECTIVE COURSES FOR MS in English (LINGUISTICS)

Course Codes	Course Title	CH
ENG 711	Corpus Linguistics for Language Research	3
ENG 712	Stylistics for Writers and Editors	3
ENG 713	Language in the Digital Age	3
ENG 714	Systemic Functional Linguistics for Language Research	3
ENG 715	Language Culture and Communication	3
ENG 716	Language Program Evaluation and Assessment	3
ENG 717	Advanced Cognitive Linguistics	3
ENG 718	Sociolinguistics for Language Research	3
ENG 719	English Around the World	3
ENG 720	Applied Linguistics for Language Professionals	3
ENG 721	ELT in 21 st Century	3

LIST OF DEFICIENCY COURSES

Course Code	Course Title	CH
ENG 414	Introduction to Applied Linguistics	3
ENG 306	Discourse analysis	3
ENG 210	Semantics	3
ENG 405	Stylistics	3

A. ACADEMIC DETAILS	
1	Faculty/Department: Humanities and Social Sciences, BUIC
2	Name of the Programme: MS (Linguistics)
3	Mission of the Programme: To enrich students with a diverse knowledge foundation, fostering autonomy to navigate the complexities of 21st-century education and meet global challenges with enthusiasm.
4	Objectives of the Programme: To enable students to critically engage in advanced research in the domain of linguistics To foster a comprehensive understanding of the relationship between language, society, and culture To produce effective teachers, language planners, and curriculum designers who can contribute to the different fields of linguistics To prepare students for the highly competitive and dynamic job market by exposing them to the most updated curriculum.
5.	Learning Outcomes of the Programme: Advanced knowledge of linguistic theory: Graduates of the program will have a strong understanding of linguistic theory and the ability to apply this knowledge to practical situations Research skills: Graduates will have developed advanced research skills, including the ability to design and conduct empirical studies, analyze data, and write academic papers Language teaching skills: Graduates may have gained skills in language teaching, including the ability to design effective language courses, develop appropriate materials, and use innovative teaching methods Communication skills: Graduates may have developed advanced communication skills, including the ability to write and present research findings to academic audiences Career opportunities: Graduates may be well-prepared for careers in a variety of fields, including language teaching, language technology development, and academic research Further academic pursuits: Graduates may have the opportunity to pursue further academic study, such as a PhD in Linguistics or a related field
6	Rationale for the Programme: The Department of Humanities and Social Sciences has devised a plan to launch a Master of Science in (Linguistics) programme. The decision is based on a comprehensive evaluation of the current market trends and demands. Therefore, this initiative is deemed to be a strategic step towards addressing the academic needs and aspirations of students seeking admission in this programme.
7	Brief Description of the Programme: The Master of Science programme in English (Linguistics) is a specialized academic programme that aims to equip students with an in-depth understanding of language acquisition, linguistics, and their applications in various fields. The programme focuses on developing the skills and knowledge required to analyze and solve language-related problems in real-world scenarios
8	Duration: 2 years
9	Venue(s): On Campus Department of Humanities and Social Sciences, Bahria University Islamabad Campus
10	Programme Scheduling Format: Evening (Bi-Semester)
11	Proposed Date of Commencement: Fall-2024, subject to the approval of Relevance Assessment Committee.
12	Mode of Study/Examination: Mode of study of MS English (Linguistics) is based on classroom teaching. Assignments, quizzes, mid-term and final term exams will be used to evaluate the students in each semester.
13	Additional Faculty Member(s) Required: 01 in Spring 2025
14	Additional Skilled-Worker(s) Required: Nil

15	Additional Classroom(s) required: No																																																								
16	Additional Requirement for Laboratories: Nil																																																								
17	Additional Requirement for Books, Subscriptions, Memberships to Online Research Sites/ Repositories: <ul style="list-style-type: none"> • List of books attached in Annexure C • More than 120 books can be accessed through the Digital Library at BUIC • List of journals attached in Annexure D 																																																								
18	Minimum Entry Level: Sixteen years of schooling or 4 year education (minimum 120 credit hours) after HSSC/F.A./F.Sc/Grade 12 or equivalent shall be required for admission in the MS English (Linguistics) program. Deficiency courses will be offered for students from other disciplines.																																																								
19	Admission Criteria: a) Admission test with a passing score of 50%. OR b) GRE/HAT General/Equivalent tests, with a passing score of 50%.																																																								
20	Additional/Different Examination Requirement: Nil																																																								
21	Number of Admissions Expected for First Intake: Minimum 10																																																								
22	Number of Admissions Planned/Expected for Subsequent Intakes: 10 -12																																																								
23	Referred by: FBOS: 42nd FBOS, held on March 14, 2024. Competent Authority: FBOS																																																								
24	Complete Plan of Studies, inclusive of complete Roadmap: (Attach as Annex 'A')																																																								
25	Course Outlines, Descriptions, Pre-Requisites & Readings (Compulsory & Recommended) (Attach as Annex 'B')																																																								
B. FINANCIAL DETAILS																																																									
1	Source of Funding: BU: Fully																																																								
2	Degree Duration: 2 Years Annual or Semester System: Number of Years: 2 years Semester: 04 Total Number of Credit Hours: 30																																																								
3	<p>Expected fee to be charged based on Cost & Benefits Analysis:</p> <p>Expected fee to be charged based on Cost & Benefits Analysis:</p> <p>Fee Structure</p> <table border="1"> <thead> <tr> <th colspan="8">Tuition Fee Per Credit Hour = 5,500.00</th> </tr> <tr> <th>Semester</th> <th>Credit Hours</th> <th>Tuition Fee Per Semester</th> <th>Admission Fee (One Time)</th> <th>Caution Money (Refundable)</th> <th>Degree Fee (One Time)</th> <th>Misc. Charges</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>1st</td> <td>12</td> <td>66,000</td> <td>27,000</td> <td>20,000</td> <td>0</td> <td>7,500</td> <td>120,500</td> </tr> <tr> <td>2nd</td> <td>12</td> <td>66,000</td> <td>0</td> <td>0</td> <td>0</td> <td>7,500</td> <td>73,500</td> </tr> <tr> <td>3rd</td> <td>3</td> <td>16,500</td> <td>0</td> <td>0</td> <td>0</td> <td>7,500</td> <td>24,000</td> </tr> <tr> <td>4th</td> <td>3</td> <td>16,500</td> <td>0</td> <td>0</td> <td>10,000</td> <td>7,500</td> <td>34,000</td> </tr> <tr> <td>TOTAL S</td> <td>30</td> <td>165,000</td> <td>27,000</td> <td>20,000</td> <td>10,000</td> <td>30,000</td> <td>252,000</td> </tr> </tbody> </table> <p>Expected Intake in 1st Semester:10 Students (10 Taken for Calculation) Fee Rate / Credit Hour: Rs 5500 Tuition Fee / Semester / Student (1st year): Rs 66,000 x 2 = 132,000 Tuition Fee / Semester / Student (2nd year): Rs 16,500 x 2 = 33,000 Admission / other Charges / Student (One Time): Rs 27,000 + 20,000 = 47,000</p>	Tuition Fee Per Credit Hour = 5,500.00								Semester	Credit Hours	Tuition Fee Per Semester	Admission Fee (One Time)	Caution Money (Refundable)	Degree Fee (One Time)	Misc. Charges	Total	1st	12	66,000	27,000	20,000	0	7,500	120,500	2nd	12	66,000	0	0	0	7,500	73,500	3rd	3	16,500	0	0	0	7,500	24,000	4th	3	16,500	0	0	10,000	7,500	34,000	TOTAL S	30	165,000	27,000	20,000	10,000	30,000	252,000
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	Earning from First Intake: $66,000 + 27,000 + 20,000 + 7,500 = 120,500$ Total of first intake form 10 students = $10 \times 120,500 = 1,205,000$ (1.205 million)																																																																											
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Year	Semester	Credit hour	Hours	Rate	Semester wise salary	Total Annual salary																																																																						
1st year	1 B1	12	192	2,500	0.48 million																																																																							
	2 B1	24	384	2,500	0.96 million	1.44 million																																																																						
2nd year	3 B1	24	384	2,500	0.96 million																																																																							
	4 B1	24	384	2,500	0.96 million	1.92 million																																																																						
3rd year	1 B2	24	384	2,500	1.26 million																																																																							
	2 B2	24	384	2,500	1.26 million	2.52 million																																																																						
Total		132	2,112	2,500	5.88 million	5.88 million																																																																						
	<p>** NB.</p> <p>In the above table the number 1 in "1 B1", in the semester column represents the first semester and "B1" denotes the first batch. Similarly, "2 B2" signifies the second semester of the second batch of students.</p> <p>In the third year, the 'semester wise summary' reflects a higher amount compared to the second year. This increase is attributed to the inclusion of supervision remunerations totaling RS 30,000 in lieu of each student, to be distributed among the supervisor, internal, and external examiners.</p>																																																																											

8	Cost of Additional Laboratory Equipment/Tools (B8): Nil																	
9	Cost of Additional Classrooms (B9): Nil																	
10	Cost of Additional Books, Subscription & Memberships to on-line Sites Repositories (B10):																	
	Cost of Additional Books		Cost of Additional Journals			Total (B10)												
	0.10 million		0.05 million			0.15 million												
11	Off-Site rental Expenses and Cost of other Fixtures (B11): (Show details); Nil																	
12	Miscellaneous Expenses required for Starting the Program (B12):																	
	Advertising		Printing & stationary		Admin cost		Any other		Total (B12)									
	0.05 million		0.05 million		0.31 million		0.05 million		0.46 million									
	Total B12 = 200,000 (0.2 million)																	
13	Annual Recurring Expenditures in Subsequent Years (B13):																	
	Semester	Years	Salaries	Rentals	Subscription/ Memberships /Books	Advertising	Printing & Stationery	Admin Cost	Any other	Total Expense	yearly expense							
	1 B1	1st year	0.48 million	0	150,000	50,000	50,000	314,500	50,000	1.09 million	2.05 million							
	2 B1		0.96 million	0						0.96 million								
	3 B1	2nd year	0.96 million	0	165,000	55,000	55,000	345,950	55,000	1.64 million	2.60 million							
	4 B1		0.96 million	0						0.96 million								
	1 B2	3rd Year	1.26 million	0	181,500	60,500	60,500	380,545	60,500	2.00 million	3.26 million							
	2 B2		1.26 million	0						1.26 million								
	Totals		5.88 million	0.00 million	0.50 million	0.17 million	0.17 million	1.04 million	0.17 million	7.91 million	7.91 million							
	** NB. "Admin cost" was calculated at 10 percent of the expected gross income received during the first year. The admin cost increases each subsequent year by 10 percent of the amount allocated for the first year. "Subscription/Membership/Books", "Advertising", "Printing & stationary", and "Any other" costs also increase each following year @ 10%.																	
14	Total Cost of the Programme (B14): [Add B (7) to B (12)]:																	
	Salaries 1st year (B7)		Lab cost (B8)		Additional classrooms (B9)		Books & Subscriptions (B10)		Fixtures (B11)	Misc. Expenses (B12)	Total (B14)							
	1.44 million		0		0		0.15 million		0		0.46 million							
15	Net Cost of the Programme (B15): [Subtract B (1) from B (14)]:																	

		B1	B14	B14-B1	
		0	2.05 million	2.05 million	
16	Net Earnings in First Year (B16): [Subtract B (15) from B (5)]:				
	B5		B15	B5-B15	
	3.15 million		2.05 million	1.09 million	
	Years	Gross income	Expenses	Net earnings	
	1st	3.15 million	2.05 million	1.09 million	
	2nd	5.33 million	2.60 million	2.73 million	
	3rd	5.98 million	3.26 million	2.72 million	
	Totals	14.45 million	7.91 million	6.54 million	
	Years	Gross income	Expenses	Net earnings	
	1st	3.15 million	1.84 million	1.31 million	
	2nd	6.27 million	2.36 million	3.91 million	
	3rd	7.39 million	3.00 million	4.39 million	
	Totals	16.81 million	7.20 million	9.60 million	

List of books MS English (Linguistics)

1. "An Introduction to Applied Linguistics" by Norbert Schmitt: Provides a complete, authoritative and up-to-date overview of the state of the field. Divided into three sections covering: a description of language and language use; essential areas of enquiry; and language skills and assessment.
2. "Applied Linguistics" by Guy Cook: A foundational text covering various aspects of applied linguistics, from language teaching to corpus linguistics. (Soft copy available)
3. "Second Language Acquisition: An Introductory Course" by Susan M. Gass and Larry Selinker: Focuses on theories and research in second language acquisition.
4. "Principles of Language Learning and Teaching" by H. Douglas Brown: A widely used text exploring language learning theories and their practical applications.
5. "Discourse Analysis: An Introduction" by Brian Paltridge: Offers insights into the analysis of spoken and written discourse.
6. "Research Methods in Applied Linguistics" by Zoltán Dörnyei: Covers research methodologies relevant to applied linguistics.
7. "Sociolinguistics and Language Education" by Nancy H. Hornberger and Sandra Lee McKay: Explores the intersection of sociolinguistics and language education.
8. "Language Assessment: Principles and Classroom Practices" by H. Douglas Brown and Priyanvada Abeywickrama: Discusses principles and practices in language assessment.
9. "Introduction to Pragmatics" by Betty J. Birner: Provides an introduction to the study of pragmatics in language.

10. "Technology and Second Language Acquisition" by Carol A. Chapelle: Explores the role of technology in language learning and teaching.
11. "English for Specific Purposes" by Tom Hutchinson and Alan Waters: Focuses on the specialized language needs in various professional contexts.
12. "Psycholinguistics" by Thomas Scovel: A comprehensive introduction to the psychological aspects of language. (Soft copy available)
13. "Corpus Linguistics: Method, Analysis, Interpretation" by Tony McEnery and Andrew Hardie: Explores the application of corpus linguistics in language research. (Soft copy available)
14. "Language, Culture, and Society: An Introduction to Linguistic Anthropology" by Zdenek Salzmann et al.: Examines the relationship between language and culture. (Soft copy available)
15. "Language Policy: Theory and Method" by Bernard Spolsky: Discusses the development and implementation of language policies.

List of Journal for MS English (Linguistics)

1. [Computer Assisted Language Learning](#)
2. [Modern Language Journal](#)
3. [Language Teaching Research](#)
4. [Language Learning](#)
5. [Journal of Second Language Writing](#)
6. [Language Learning and Technology](#)
7. [Studies in Second Language Acquisition](#)
8. [ReCALL](#)
9. [System](#)
10. [Bilingualism](#)
11. [Annual Review of Linguistics](#)
12. [Journal of Memory and Language](#)
13. [Language Teaching](#)
14. [Applied Linguistics](#)
15. [International Journal of Bilingual Education and Bilingualism](#)
16. [Language Learning Journal](#)
17. [Language, Cognition and Neuroscience](#)
18. [Assessing Writing](#)
19. [Journal of Language Aggression and Conflict](#)
20. [TESOL Quarterly](#)
21. [Journal of English for Academic Purposes](#)
22. [International Journal of Multilingualism](#)
23. [Machine Translation](#)
24. [English for Specific Purposes](#)
25. [Natural Language Engineering](#)
26. [European Journal of Communication](#)

27. [Innovation in Language Learning and Teaching](#)
28. [Language Testing](#)
29. [Speech Communication](#)
30. [Cognition](#)
31. [Linguistic and Philosophical Investigations](#)

Course Name	Advanced Research Methods in Applied Linguistics	Prepared On	
Course Code	ENG 702		
Credit Hours	3		
Course Prereq. Code		Revised On	12 Jan, 2024
Course Type	Core Course		
Program	MS (Linguistics)		
Semester	MS		
Instructor:			
Course Description			
<i>This course looks at various approaches to the study of linguistics using both qualitative and quantitative methods of investigation. With a focus on the area of linguistics, students are introduced to the process of hypothesis formulation and testing, issues of interpretation, evaluation and replicability of data and of research results, questionnaire and interview design, data gathering and recording, statistical description and analysis.</i>			
Program Objectives (POs)			
<ul style="list-style-type: none"> • <i>PO1 To develop a thorough understanding of linguistic theory for a well-rounded academic foundation</i> • <i>PO2 To explore language acquisition and language teaching</i> • <i>PO3 To empower students with advanced 21st-century skills in English Language, ensuring the production of high-caliber postgraduates</i> • <i>PO 4 To apply cutting-edge linguistic theories and methodologies to address tangible language issues in real-world contexts.</i> • <i>Programme Learning Outcome (PLOs)</i> • <i>PLO 1: Advanced knowledge of linguistic theory: Graduates of the program will have a strong understanding of linguistic theory and the ability to apply this knowledge to practical situations</i> • <i>PLO 2: Research skills: Graduates will have developed advanced research skills, including the ability to design and conduct empirical studies, analyze data, and write academic papers</i> • <i>PLO 3: Language teaching skills: Graduates may have gained skills in language teaching, including the ability to design effective language courses, develop appropriate materials, and use innovative teaching methods</i> • <i>PLO 4: Communication skills: Graduates may have developed advanced communication skills, including the ability to write and present research findings to academic audiences</i> • <i>PLO 5: Career opportunities: Graduates may be well-prepared for careers in a variety of fields, including language teaching, language technology development, and academic research</i> • <i>PLO 6: Further academic pursuits: Graduates may have the opportunity to pursue further academic study, such as a PhD in Applied Linguistics or a related field</i> 			

Course Learning Outcomes		Program Learning Outcomes						
S.NO.		PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	
CLO1	Understand the basic principles and concepts of research methods in linguistics							
CLO2	Select appropriate research methods and tools for linguistic research							
CLO3	Design and implement a research study in linguistics							
CLO4	Analyze and interpret data collected from linguistic research							

Teaching & Learning Methodology

Heuristic style of teaching is followed to make classes as heuristic as possible. This is achieved by group discussions, practicing activities, collaboration and teamwork. Students are given assignments on regular basis which enables them to study independently and in groups. Testing is done through quizzes according to the course content which enables the instructor to evaluate the students.

Respect & listen to the one who is talking.

Present their ideas in a clear and articulate way. The teaching methodology will include:

Lectures

Articles / Case Studies? Scenario Analysis

Discussions

Group Project

Textbook(s)

Alvesson, Mats. & Sköldberg, Kaj. (2000). Reflexive Methodology: New Vistas for Qualitative Research. Sage Publication.
 Black, T. R. (1999). Doing Quantitative Researching the Social Sciences: An Integrated Approach to Research Design, Measurement, and Statistics. London, UK: Sage.

Reference Book(s)

PDFs

- Blaikie, N. (2003). Analysing Quantitative Data: From Description to Explanation. Thousand Oaks, CA: Sage.
 Bogdan, R. C., Biklen, S. K. (1998). Qualitative Research for Education: An Introduction to Theory and Methods (Third edition.). New York: Allyn and Bacon.
 Byrne, D. (2003). Interpreting Quantitative data. Thousand Oaks, CA: Sage.
 Cohen, L., Manion, L., & Morrison, K. (2000). Research methods in education. (Fifth edition). London: Routledge.
 Creswell, J. W. (2002). Research design: Qualitative, Quantitative, and Mixed Methods Approaches. London: Sage Publication
 Darlington, Y. & Scott, D. (2002). Qualitative Research in Practice: Stories from the Field. Philadelphia: Open University

Day, C., Elliot, J., Somekh, B. & Winter, R. (Eds.), (2002). Theory and Practice in Action research. Oxford: Symposium

Books.

Denzin, N. K. & Lincoln, Y. S. (2005). The Handbook of Qualitative Research. (Third edition). Sage.

Field, A. & Graham, H. (2003). How to Design and Report Experiments. Sage.

Fielding, N. G. & Lee, R. M. (1998). Computer Analysis and Qualitative Research. London: Sage.

Glesne, C. (1999). Becoming Qualitative Researchers: An Introduction. New York: Longman.

Gorard, S. (2001). Quantitative Methods in Educational Research. London: Continuum.

Magazine Articles/ Published Material/ Research Journals /Papers

Students will be provided with updated/latest Journal articles/working papers/ conference proceedings for relevant topic as extra reading.

Grading Policy

	Assessment Instruments	Percentage	
	Quizzes	15%	
	Assignments + project	15%	
	Mid Term Exam	30%	
	Final Exam	40%	

Week-wise Course Outline

Week/ Session	Contents	Activities(Critical Thinking) Case Studies, Video Clips, Objectives Assignments, Research Addressed Papers, Presentations	Learning Objectives Addressed
Week 1	Research Questions in Linguistics	Lecture 1 (ppt) + Activities	CLO1,2,
Week 2	Principles of Research Design	Lecture (ppt) + Activities	CLO 1,3
Week 3	Basic Features and Philosophical Underpinnings of Qualitative Studies	Lecture (ppt) + Activities	CLO 2,3
Week 4	Quantitative, Qualitative or Both? Combining Methods in Linguistic	Lecture (ppt) + Activities	CLO 1,2,3
Week 5	Data Collection and Data Analysis in the Social Sciences	Lecture (ppt) + Activities	CLO 1, 2,
Week 6-	Descriptive and Inferential Statistical Techniques and the handling of Multivariate Data	Lecture (ppt) + Activities	CLO 2,3,4
Week 7	Standard Descriptive Terminology and Concepts in Applied Linguistics,	Lecture (ppt) + Activities	CLO 1,2,3

Week 8	Organising and Processing Data: the Nuts and Bolts of Quantitative Analyses	Lecture (ppt) + Activities	CLO 1,2,
Week 9	MIDTERM EXAM		
Week 10	Qualitative Research Methods	(Handouts, Presentations)	CLO 2,3
Week 11	Discourse Analytic Approaches to Text and Talk	Lecture (ppt) + Activities	CLO 2,3
Week 12	Linguistic Ethnography	Lecture (ppt) + Activities	CLO 2,3,4
Week 13	Interviews and Focus Groups	Lecture (ppt) + Activities	CLO 3,4
Week 14	Multimodal Analysis: Key Issues	Lecture (ppt) + Activities	CLO 2,3,4
Week 15	Narrative Analysis in Linguistic Research	Lecture (ppt) + Activities	CLO 1,3,4
Week 16	Revision		
Week 17	Final Examination		

Course Name	Linguistic Theories and the Study of Language	Prepared On	
Course Code	ENG 703		
Credit Hours	3		
Course Prereq. Code		Revised On	12 Jan 2024
Course Type	Core Course		
Program	MS (Linguistics)		
Semester	MS 1 (Eve)		
Instructor:			
Course Description			
This course aims to provide students with an introduction to broad theoretical approaches to linguistics through the writings of important linguists including: Descartes, Saussure, Sapir, Jespersen, Bloomfield, Chomsky and others. Furthermore, the course will situate the field in terms of historical context and the philosophy of science. Readings for the course largely include articles from the philosophy of science and history of linguistics. Moreover, papers by well-known linguists will be deconstructed specifically in terms of assumptions, argumentation, and methodology.			
Program Objectives (POs)			
<ul style="list-style-type: none"> • PO1 To develop a thorough understanding of linguistic theory for a well-rounded academic foundation • PO2 To explore language acquisition and language teaching • PO3 To empower students with advanced 21st-century skills in English Language, ensuring the production of high-caliber postgraduates • PO 4 To apply cutting-edge linguistic theories and methodologies to address tangible language issues in real-world contexts. 			

- Programme Learning Outcome (PLOs)
- PLO 1: Advanced knowledge of linguistic theory: Graduates of the program will have a strong understanding of linguistic theory and the ability to apply this knowledge to practical situations
- PLO 2: Research skills: Graduates will have developed advanced research skills, including the ability to design and conduct empirical studies, analyze data, and write academic papers
- PLO 3: Language teaching skills: Graduates may have gained skills in language teaching, including the ability to design effective language courses, develop appropriate materials, and use innovative teaching methods
- PLO 4: Communication skills: Graduates may have developed advanced communication skills, including the ability to write and present research findings to academic audiences
- PLO 5: Career opportunities: Graduates may be well-prepared for careers in a variety of fields, including language teaching, language technology development, and academic research
- PLO 6: Further academic pursuits: Graduates may have the opportunity to pursue further academic study, such as a PhD in Applied Linguistics or a related field

Course Learning Outcomes		Program Learning Outcomes				
S.NO.		PLO1	PLO2	PLO3	PLO4	PLO5
CLO1	Read and understand several authors' own exposition of their theories					
CLO2	Summarize and outline such theories with care;					
CLO3	Discern crucial assumptions of such approaches					
CLO4	Compare and contrast theories, both in terms of philosophies and applications					

Teaching & Learning Methodology

Heuristic style of teaching is followed to make classes as heuristic as possible. This is achieved by group discussions, practicing activities, collaboration and teamwork. Students are given assignments on regular basis which enables them to study independently and in groups. Testing is done through quizzes according to the course content which enables the instructor to evaluate the students.

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Lectures

Articles / Case Studies? Scenario Analysis

Discussions

Group Project

Textbook(s)

Chomsky, N. (1995). The minimalist program (Vol. 28). Cambridge, MA: MIT press.

Chomsky, N. (1975). The logical structure of linguistic theory.

Reference Book(s)

PDFs

Chomsky, N. (1964). Aspects of the Theory of Syntax. MASSACHUSETTS INST OF TECH CAMBRIDGE RESEARCH LAB OF ELECTRONICS.
De Saussure, F., Baskin, W., & Meisel, P. (2011). Course in general linguistics. Columbia University Press.
Derrida, J. (1976). Of grammatology, trans. G. Spivak. Baltimore: Johns Hopkins University.
Fromkin, V., Rodman, R., & Hyams, N. (2013). An introduction to language. Cengage Learning.
Foucault, M. (1954). Structuralism and post-structuralism. Michel Foucault aesthetics. Essential works of Foucault, 1984, 433-463.
Hayes, B., Curtiss, S., Szabolcsi, A., Stowell, T., Stabler, E., Sportiche, D. & Steriade, D. (2013). Linguistics: An introduction to linguistic theory. John Wiley & Sons.
Halpern, M. (2001). The End of Linguistics: Taking the Language Back from Nature—and Linguists. <i>The American Scholar</i> , 70(1), 13-26.
Joseph, J. E. (1995). Trends in twentieth-century linguistics: An overview. <i>Concise History of the Language Sciences: From the Sumerians to the Cognitivists</i> , 221-233.
Jakobson, R. (1972). Linguistics and poetics. <i>Style in language</i> , 85-122.
Lazard, G. (2012). The case for pure linguistics. <i>Studies in language</i> , 36(2), 241-259.
Prince, A., & Smolensky, P. (2008). Optimality Theory: Constraint interaction in generative grammar. John Wiley & Sons.
Magazine Articles/ Published Material/ Research Journals /Papers
Students will be provided with updated/latest Journal articles/working papers/ conference proceedings for relevant topic as extra reading.

Grading Policy			
Assessment Instruments		Percentage	
Quizzes		15%	
Assignments + project		15%	
Mid Term Exam		30%	
Final Exam		40%	
Week-wise Course Outline			
Week/ Session	Contents	Activities(Critical Thinking) Case Studies, Video Clips, Assignments, Research Papers, Presentations	Learning Objectives Addressed
Week 1	Formalism Roman Jakobson	Lecture 1 (ppt) + Activities	CLO1,2,
Week 2	Structuralism Ferdinand de Saussure	Lecture (ppt) + Activities	CLO 1,2
Week 3	Structuralism Prague, Moscow and Copenhagen Schools of Linguistics	Lecture (ppt) + Activities	CLO 1,3

Week 4	Post-structuralism Michel Foucault	Lecture (ppt) + Activities	CLO 2,3
Week 5-6	Post-structuralism Jacques Lacan Roland Barthes	Lecture (ppt) + Activities	CLO 1, 3,4
Week 7	Post-structuralism Julia Kristeva	Lecture (ppt) + Activities	CLO 2,3
Week 8	Deconstruction Jacques Derrida	Lecture (ppt) + Activities	CLO 1, 3,4
Week 9	MIDTERM EXAM		
Week 10	Language and skills -reading	(Handouts, Presentations)	CLO2,3
Week 11	Functionalism M. A. K. Halliday	Lecture (ppt) + Activities	CLO 1,2,3
Week 12	Transformational Grammar Noam Chomsky.	Lecture (ppt) + Activities	CLO 1,3,4
Week 13	Minimalist Program Noam Chomsky	Lecture (ppt) + Activities	CLO 3,4
Week 14	Optimality Theory Alan Prince	Lecture (ppt) + Activities	CLO 2,3,4
Week 15	Optimality Theory Paul Smolensky John J. McCarthy	Lecture (ppt) + Activities	CLO 3,4
Week 16	Revision		
Week 17	Final Examination		

Course Name	Critical Discourse Analysis	Prepared On	
Course Code	ENG 704		
Credit Hours	3		
Course Prereq. Code		Revised On	12 Jan 2024
Course Type	Core Course		
Program	MS (Linguistics)		
Semester	MS (Eve)		
Instructor:			
Course Description			
This course builds on the foundations laid in Introduction to Discourse Analysis and explores in greater depth the basic assumptions, concepts and procedures of discourse studies, focusing particularly on literary discourse. The overall goal is to help students develop awareness and familiarity with the discourse analytic research process and practice it.			
The analysis of discourse - frequently defined as "language use above the level of the sentence" (Stubbs, 1983) - provides students with the opportunity to study the meaningful production and interpretation of texts and talk. The			

analysis of discourse encourages students to reconsider and re-evaluate the ‘rules’ of language with which they are already familiar. The examination of texts problematizes traditional word-class classifications and sheds new light on the functions and workings of grammatical categories (tense, mood and aspect, for example). In this respect, students may be encouraged to critically engage with discourses and explore how the meaning and interpretation of a text may be negotiated around the selection and use of particular syntactic and lexical forms or even aspects of pronunciation.

Through the study of discourse analysis students may gain an advanced and sophisticated understanding of the concept of ‘context’. Students engage with the study of how, in social interaction, human beings convey their meaning not as an individualistic enterprise but as a result of dynamic and ongoing negotiation with their interlocutors. In this way, students gain knowledge and understanding of the (symbolic) function of language in social life, and the role that language plays in the construction and shaping of social relationships. Students also have the opportunity to explore how power relations underpin the construction and meaning of discourse, and to learn about the ways in which control, dominance and inequality may be both asserted and resisted in discourse.

Program Objectives (POs)

- PO1 To develop a thorough understanding of linguistic theory for a well-rounded academic foundation
- PO2 To explore language acquisition and language teaching
- PO3 To empower students with advanced 21st-century skills in English Language, ensuring the production of high-caliber postgraduates
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- Programme Learning Outcome (PLOs)
- PLO 1: Advanced knowledge of linguistic theory: Graduates of the program will have a strong understanding of linguistic theory and the ability to apply this knowledge to practical situations
- PLO 2: Research skills: Graduates will have developed advanced research skills, including the ability to design and conduct empirical studies, analyze data, and write academic papers
- PLO 3: Language teaching skills: Graduates may have gained skills in language teaching, including the ability to design effective language courses, develop appropriate materials, and use innovative teaching methods
- PLO 4: Communication skills: Graduates may have developed advanced communication skills, including the ability to write and present research findings to academic audiences
- PLO 5: Career opportunities: Graduates may be well-prepared for careers in a variety of fields, including language teaching, language technology development, and academic research
- PLO 6: Further academic pursuits: Graduates may have the opportunity to pursue further academic study, such as a PhD in Applied Linguistics or a related field

Course Learning Outcomes		Program Learning Outcomes					
S.NO.		PLO1	PLO2	PLO3	PLO4	PLO5	PLO6
CLO1	Understand formal and contextual features of						

	discourse;						
CLO2	Develop skills in analysing the properties of different texts, in characterizing the interpersonal stances adopted by speakers and writers, and in identifying and classifying the various genres or texts types which operate in particular social settings.						
CLO3	Improve knowledge about both the internal structure of discourse and the varied uses of language in context.						
CLO4	Improve practical skills in conducting discourse study projects. In this course students will also cover a number of themes in discourse studies, including discourse and cultural diversity, discourse and social institutions, discourse and power, discourse and technology, etc.						

Teaching & Learning Methodology

Heuristic style of teaching is followed to make classes as heuristic as possible. This is achieved by group discussions, practicing activities, collaboration and teamwork. Students are given assignments on regular basis which enables them to study independently and in groups. Testing is done through quizzes according to the course content which enables the instructor to evaluate the students.

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Lectures

Articles / Case Studies? Scenario Analysis

Discussions

Group Project

Textbook(s)

Adam Jaworski and Nikolas Coupland (Eds.) The Discourse Reader 2nd Edition (New York: Routledge, 2006)

Reference Book(s)

PDFs

Antaki, C., Billig, M., Edwards, D., & Potter, J. (2003) Discourse Analysis Means Doing Analysis: a Critique of Six Analytic Shortcomings. Discourse Analysis Online, 1, (1).

http://extra.shu.ac.uk/daol/articles/open/2002/002/antaki20020_02-paper.html

Angermuller, J. Maingueneau, D. and Wodak, R. (Eds.) The Discourse Studies Reader (Amsterdam: John Benjamins, 2014)

Brown, G. and Yule, G. (1983) Discourse Analysis. Cambridge: Cambridge University Press.

Cameron, D. (2001) Working with Spoken Discourse. London: Sage Publications

Fairclough, N. (2001) Language and Power. London: Longman, 2nd edition.

Magazine Articles/ Published Material/ Research Journals /Papers

Students will be provided with updated/latest Journal articles/working papers/ conference proceedings for relevant topic as extra reading.

Grading Policy			
	Assessment Instruments	Percentage	
	Quizzes	15%	
	Assignments + project	15%	
	Mid Term Exam	30%	
	Final Exam	40%	

Week-wise Course Outline				
Week/ Session	Contents	Activities(Critical Thinking) Case Studies, Video Clips, Assignments, Research Papers, Presentations	Learning Objectives Addressed	
Week 1	Introduction to Discourse Studies Definition and scope of discourse studies Key concepts and theoretical frameworks Overview of the course and expectations	(Handouts, Presentations, Homework)	CLO1,2,	
Week 2	Language and Power Power and ideology in discourse Critical discourse analysis Examples of power relations in different types of discourse	(Handouts, Presentations, Homework)	CLO 1,2	
Week 3	Language and Identity The construction of identity through discourse The role of language in shaping social categories Analysis of personal narratives and autobiographical texts Language and Culture	(Handouts, Presentations, Homework)	CLO 1,3	
Week 4	Language and Culture The relationship between language and culture Cross-cultural communication Analysis of intercultural communication in different contexts	(Handouts, Presentations, Homework)	CLO 2,3	
Week 5	Discourse and Social Change The role of discourse in social change	(Handouts, Presentations, Homework)	CLO 1, 3,4	

	Examples of discourse-led social movements Strategies for challenging dominant discourses		
Week 6	Discourse and Gender Gender and language use Analysis of gendered discourse in media and popular culture Critiques of essentialist and binary views of gender	(Handouts, Presentations, Homework)	CLO 2,3
Week 7	Discourse and Race Race and language use Analysis of racialized discourse in media and politics Critiques of color-blindness and cultural appropriation	(Handouts, Presentations, Homework)	CLO 1, 3,4
Week 8	Discourse and Class Class and language use Analysis of classed discourse in media and everyday life Critiques of meritocracy and neoliberalism	(Handouts, Presentations, Homework)	CLO 2,3
Week 9	MIDTERM EXAM		
Week 10	Discourse and Institutions Discourse in institutional settings (e.g. education, healthcare, law) Analysis of power relations in institutional discourse Critiques of institutional language norms and practices	(Handouts, Presentations, Homework)	CLO 2,3
Week 11	Discourse and Media The role of media in shaping discourse Analysis of media representations and framing Critiques of media bias and propaganda	(Handouts, Presentations, Homework)	CLO ,3,4
Week 12-13	Discourse and Globalization Language and globalization Analysis of global English and language policy	(Handouts, Presentations, Homework)	CLO 1,3,4

	Critiques of linguistic imperialism and cultural homogenization		
Week 14	Discourse and Technology The impact of technology on discourse Analysis of online communication and social media Critiques of digital divide and online harassment	(Handouts, Presentations, Homework)	CLO 1,,3
Week 15	Conclusion and Reflection Recap of course content and themes Student reflections on learning outcomes Future directions for discourse studies research and practice.	(Handouts, Presentations, Homework)	CLO 3,4
Week 16	Revision		
Week 17	Final Examination		

Course Name	Emerging Perspective in Linguistics	Prepared On	12 Jan 2024
Course Code	ENG 705		
Credit Hours	3		
Course Prereq. Code		Revised On	
Course Type	Core Course		
Program	MS (Linguistics)		
Semester	MS		
Instructor:			
Course Description			
Linguistics is rapidly evolving discipline in the present era. The in-depth study and explorations in the field has given rise to many sub-disciplines, both core and applied in nature. However, the process has not just stopped as newer trends in Linguistics are always in pipeline. This course familiarizes learners to four contemporary areas in Linguistics (currently, as new additions can be made in future) to keep their knowledge updated. Forensic linguistics is about how language relates to law, both in terms of linguistic evidence and in terms of legal discourse. The module on Ecolinguistics is based on a wide range of approaches to the study of language in its ecological context. The segment of Computational Linguistics is based on the elementary theoretical frameworks and applications of computational linguistics. The fourth part introduces learners to the newly developed field of Cultural Linguistics, a multidisciplinary field of research that examines the complex relationship between language and cultural conceptualizations.			
Note for the teachers: Since the nature of this course is to cover current as well as emerging trends in Linguistics; thus, teacher is at liberty to add new fields/ topics/ contents or change the above listed fields/ topics/ contents.			

Program Objectives (POs)

- PO1 To develop a thorough understanding of linguistic theory for a well-rounded academic foundation
- PO2 To explore language acquisition and language teaching
- PO3 To empower students with advanced 21st-century skills in English Language, ensuring the production of high-caliber postgraduates
- PO 4 To apply cutting-edge linguistic theories and methodologies to address tangible language issues in real-world contexts.
- Programme Learning Outcome (PLOs)
- PLO 1: Advanced knowledge of linguistic theory: Graduates of the program will have a strong understanding of linguistic theory and the ability to apply this knowledge to practical situations
- PLO 2: Research skills: Graduates will have developed advanced research skills, including the ability to design and conduct empirical studies, analyze data, and write academic papers
- PLO 3: Language teaching skills: Graduates may have gained skills in language teaching, including the ability to design effective language courses, develop appropriate materials, and use innovative teaching methods
- PLO 4: Communication skills: Graduates may have developed advanced communication skills, including the ability to write and present research findings to academic audiences
- PLO 5: Career opportunities: Graduates may be well-prepared for careers in a variety of fields, including language teaching, language technology development, and academic research
- PLO 6: Further academic pursuits: Graduates may have the opportunity to pursue further academic study, such as a PhD in Applied Linguistics or a related field

Course Learning Outcomes		Program Learning Outcomes					
S.NO.		PLO1	PLO2	PLO3	PLO4	PLO5	PLO6
CLO1	Understand the major trends and developments in the field of linguistics						
CLO2	Critically evaluate and analyze linguistic research using appropriate theoretical frameworks and methodologies						
CLO3	Apply linguistic theories and methods to analyze language data and address language issues						
CLO4	Communicate effectively about linguistic topics through written and oral presentations.						
Teaching & Learning Methodology							
Heuristic style of teaching is followed to make classes as heuristic as possible. This is achieved by group discussions, practicing activities, collaboration and teamwork. Students are given assignments on regular basis which enables them to study independently and in groups. Testing is done through quizzes according to the course content which enables the instructor to evaluate the students.							
Respect & listen to the one who is talking.							
Present their ideas in a clear and articulate way. The teaching methodology will include:							

Lectures	
Articles / Case Studies? Scenario Analysis	
Discussions	
Group Project	
Textbook(s)	
<ul style="list-style-type: none"> ● Archangeli, D. B., & Langendoen, D. T. (1997). Optimality theory: An overview (Vol. 1): Wiley-Blackwell. ● Boeckx, Cedric and Massimo Piattelli-Palmarini (2005) Language as a natural object, linguistics as a natural science. <i>Linguistic Review</i> 22: 447–466 	
Reference Book(s)	
Recommended Readings Forensic Linguistics	
Coulthard, Malcolm and Johnson, Alison. (2007). <i>An Introduction to Forensic Linguistics: Language in Evidence</i> . Routledge.	
Olsson, John, (2004). <i>Forensic Linguistics: An Introduction to Language, Crime, and the Law</i> Olsson, John and Luchjenbroers, June. (2014). <i>Forensic Linguistics</i> . Bloomsbury.	
Shuy, Roger. (2014). <i>The Language of Murder Cases</i> . OUP.	
Computational Linguistics	
Jurafsky, D. and J. H. Martin. (2008). <i>Speech and language processing: An Introduction to Natural Language Processing, Computational Linguistics, and Speech Recognition</i> (2nd Edition). Prentice-Hall.	
Ecolinguistics	
Alexander, R. (2009) <i>Framing Discourse on the Environment: A Critical Discourse Approach</i> . London: Routledge.	
Carvalho, A. (2005) 'Representing the Politics of the Greenhouse Effect: Discursive Strategies in the British Media'. <i>Critical Discourse Studies</i> . 2(1): 1-29.	
Coupland, N. and Coupland, J. (1997) 'Bodies, Beaches and Burn- Times: 'Environmentalism' and its Discursive Competitors'. <i>Discourse and Society</i> . 8(1): 7-25.	
Goatly, A. (1996) 'Green Grammar and Grammatical Metaphor, or Language and the Myth of Power, or Metaphors we Die By'. <i>Journal of Pragmatics</i> . 25(4): 537-60.	
Fill, A. and Mühlhäuser, P. (Eds.) (2001) <i>The Ecolinguistics Reader: Language, Ecology and Environment</i> . London: Continuum.	
Fill, Alwin and P. Hermine (Eds.) (2007). <i>Sustaining Language: Essays in Applied Ecolinguistics</i> . Vienna: LIT Verlag.	
Harré, R., Brockmeier, J. and Mühlhäuser, P., (1999) <i>Greenspeak: A Study of Environmental Discourse</i> . London: Sage.	
Mühlhäuser, P. (2003) <i>Language of Environment, Environment of Language: A Course in Ecolinguistics</i> . London: Battlebridge.	
Pattenger, M. (2007) <i>The Social Construction of Climate Change: Power, Knowledge, Norms, Discourses</i> . Aldershot: Ashgate.	
Cultural Linguistics	
Sharifian, F. (forthcoming). <i>Cultural Linguistics</i> . Monash University, Clayton	
Sharifian, F. (2010). <i>Cultural conceptualizations in intercultural communication: A study of Aboriginal and non-</i>	

Aboriginal Australians. <i>Journal of Pragmatics</i> , 42, 3367–3376.																
Sharifian, F. (2013). Cultural Linguistics and Intercultural Communication. In F. Sharifian & M. Jamarani (Eds.) <i>Language and Intercultural Communication in the New Era</i> . (pp. 60-80) Oxford: Routledge/Taylor and Francis.																
Sharifian, F. (2013). Globalization and developing metacultural competence in learning English as an International Language. <i>Multilingual Education</i> , 3 (7).																
Sharifian, F. (2014). Conceptual metaphor in intercultural communication between speakers of Aboriginal English and Australian English. In A. Musolff, and F. MacArthur (Eds.) <i>Metaphor and Intercultural Communication</i> . London: Bloomsbury Publishing																
Magazine Articles/ Published Material/ Research Journals /Papers																
Students will be provided with updated/latest Journal articles/working papers/ conference proceedings for relevant topic as extra reading.																
Grading Policy																
	<table border="1"> <thead> <tr> <th>Assessment Instruments</th><th>Percentage</th><th></th></tr> </thead> <tbody> <tr> <td>Quizzes</td><td>15%</td><td></td></tr> <tr> <td>Assignments + project</td><td>15%</td><td></td></tr> <tr> <td>Mid Term Exam</td><td>30 %</td><td></td></tr> <tr> <td>Final Exam</td><td>40%</td><td></td></tr> </tbody> </table>	Assessment Instruments	Percentage		Quizzes	15%		Assignments + project	15%		Mid Term Exam	30 %		Final Exam	40%	
Assessment Instruments	Percentage															
Quizzes	15%															
Assignments + project	15%															
Mid Term Exam	30 %															
Final Exam	40%															

Week-wise Course Outline				
Week/ Session	Contents	Activities(Critical Thinking) Case Studies, Video Clips, Assignments, Research Papers, Presentations	Learning Objectives Addressed	
Week 1	Forensic Linguistics Introduction to Forensic Linguistics: language and the legal process and as evidence Characteristics of legal language Textual variation; plagiarism	(Handouts, Presentations, Homework)	CLO1,2,	
Week 2	Forensic Texts & Transcriptions Forensic linguistics in practice Linguistic power (in-balance) in the courts and in police investigations	(Handouts, Presentations, Homework)	CLO 1,2,3	
Week 3	Eco-Linguistics Eco-linguistics: Introduction & key terms in the field Advertisements and advertisers -Consumerism – dominant discourses and our responses	(Handouts, Presentations, Homework)	CLO 2,3	
Week 4	Law and the environment The people' – Public discourses of the environment – Activists and activities Literary representations of environmental change	(Handouts, Presentations, Homework)	CLO 1,2,3	

Week 5	Computational Linguistics Computational Linguistics: Introduction Computational Linguistic: Major theories	(Handouts, Homework)	Presentations,	CLO 1, 3,4
Week 6	Some knowledge from Applied Computational Linguistics Applications that use computational linguistics: machine translation, search, information extraction	(Handouts, Homework)	Presentations,	CLO 2,4
Week 7	Cultural Linguistics Introduction to Cultural Linguistics Cultural schemas, metaphors and categories	(Handouts, Homework)	Presentations,	CLO 1, 3
Week 8	Linguistic Structures in Pakistani Languages Phonetics and Phonology Morphology Syntax	(Handouts, Homework)	Presentations,	CLO 1,3, 4
Week 9	MIDTERM EXAM			
Week 10	Documentation of Pakistani Languages Language Documentation Endangered Pakistani Languages	(Handouts, Homework)	Presentations,	CLO 3,4
Week 11-12	Corpus Linguistics: Corpus Development of Pakistani Languages Language in Mind and Brain Psycholinguistics Neurolinguistics Biolinguistics Cognitive linguistics Generative Phonology Generative Semantics	(Handouts, Homework)	Presentations,	CLO 123,4
Week 13	Language in Pakistani Society Pragmatics and Discourse Analysis Sociolinguistics Code switching Feminist Linguistics Forensic Linguistics Ethnolinguistics	(Handouts, Homework)	Presentations,	CLO 3,4
Week 14	Pakistani Languages and Technology Computational Linguistics Machine Translation and Machine Assisted Translation	(Handouts, Homework)	Presentations,	CLO 2,.3,4
Week 15	Presentations	(Handouts, Homework)	Presentations,	CLO 1,2,.3,4
Week 16	Revision			
Week 17	Final Examination			

Course Name	Corpus Linguistics for Language Research	Prepared On	
Course Code	ENG 711		
Credit Hours	3	Revised On 12 Jan 2024	
Course Prereq. Code			
Course Type	Elective		
Program	MS (Linguistics)		
Semester	MS		
Instructor:			
Course Description			
Corpora, viz. electronic collections of spoken and written data, are playing an ever increasing role in a large number of applied linguistics areas. This course examines how applied linguistics has benefited from the use of corpora, in areas such as: language and its acquisition, language and assessment, language and instruction, language and society, language and technology, language and translation, language for specific purposes.			
Program Objectives (POs)			
<ul style="list-style-type: none"> • PO1 To develop a thorough understanding of linguistic theory for a well-rounded academic foundation • PO2 To explore language acquisition and language teaching • PO3 To empower students with advanced 21st-century skills in English Language, ensuring the production of high-caliber postgraduates 			
Programme Learning Outcome (PLOs)			
PLO 1: Advanced knowledge of linguistic theory: Graduates of the program will have a strong understanding of linguistic theory and the ability to apply this knowledge to practical situations			
PLO 2: Research skills: Graduates will have developed advanced research skills, including the ability to design and conduct empirical studies, analyze data, and write academic papers			
PLO 3: Language teaching skills: Graduates may have gained skills in language teaching, including the ability to design effective language courses, develop appropriate materials, and use innovative teaching methods			
PLO 4: Communication skills: Graduates may have developed advanced communication skills, including the ability to write and present research findings to academic audiences			
PLO 5: Career opportunities: Graduates may be well-prepared for careers in a variety of fields, including language teaching, language technology development, and academic research			
PLO 6: Further academic pursuits: Graduates may have the opportunity to pursue further academic study, such as a PhD in Applied Linguistics or a related field			

Course Learning Outcomes		Program Learning Outcomes					
S.NO.		PLO1	PLO2	PLO3	PLO4	PLO5	PLO6
CLO1	equip students with a critical understanding of what						

	corpora are, and how they can be used to address a range of different linguistic research questions							
CLO2	familiarize students with a number of existing corpora, and enable them to comment on the appropriateness of using these corpora to tackle different kinds of research question							
CLO3	encourage students to think about situations in which they may want to design their own corpora, and provide them with the necessary skills and knowledge in order to do so							
CLO4	Compare and contrast theories, both in terms of philosophies and applications							
Teaching & Learning Methodology								
Heuristic style of teaching is followed to make classes as heuristic as possible. This is achieved by group discussions, practicing activities, collaboration and teamwork. Students are given assignments on regular basis which enables them to study independently and in groups. Testing is done through quizzes according to the course content which enables the instructor to evaluate the students.								
Respect & listen to the one who is talking.								
Present their ideas in a clear and articulate way. The teaching methodology will include:								
Lectures								
Articles / Case Studies? Scenario Analysis								
Discussions								
Group Project								
Textbook(s)								
Aijmer, K. 2009. Corpora and Language Teaching. Amsterdam: John Benjamins.								
Baker, P. 2006. Using Corpora in Discourse Analysis. London/New York: Continuum								
Reference Book(s)								
PDFs								
Biber, D. Conrad, S. & Reppen, R. (1998) Corpus Linguistics: investigating language structure and use. Cambridge University Press.								
British and American English?' International Journal of Corpus Linguistics 17(3): 295-324.								
Hunston, S (2002) Corpora in applied linguistics. Cambridge: Cambridge University Press.								
Magazine Articles/ Published Material/ Research Journals /Papers								
Students will be provided with updated/latest Journal articles/working papers/ conference proceedings for relevant topic as extra reading.								

Grading Policy

Assessment Instruments	Percentage	
Quizzes	15%	
Assignments + project	15%	
Mid Term Exam	30%	
Final Exam	40%	

Week-wise Course Outline

Week/ Session	Contents	Activities (Critical Thinking) Case Studies, Video Clips, Assignments, Research Papers, Presentations	Learning Objectives Addressed
Week 1	Introducing Corpus Linguistics	(Handouts, Presentations, Homework)	CLO1,2,
Week 2	Research Questions and Corpus Design	(Handouts, Presentations, Homework)	CLO 1,2
Week 3	Methods in Corpus Linguistics: interpreting concordance and beyond concordance	(Handouts, Presentations, Homework)	CLO 1,3
Week 4	Corpus annotation	(Handouts, Presentations, Homework)	CLO 2,3
Week 5	Linguistic annotation in corpus linguistics	(Handouts, Presentations, Homework)	CLO 1, 3,4
Week 6-7	Linguistic Annotation of Texts ("tagging")	(Handouts, Presentations, Homework)	CLO 2,3
Week 8	Corpus Software	(Handouts, Presentations, Homework)	CLO 1, 3,4
Week 9	MIDTERM EXAM		
Week 10	Corpora and language teaching: issues of language description	(Handouts, Presentations, Homework)	CLO 2,3
Week 11	Exploring corpus tools	(Handouts, Presentations, Homework)	CLO 2,3
Week 12	Application of corpora in applied linguistics	(Handouts, Presentations, Homework)	CLO ,3,4
Week 13	Quantitative Analysis of Corpora	(Handouts, Presentations, Homework)	CLO 1,3,4
Week 14	Corpus Linguistics and Language Teaching	(Handouts, Presentations, Homework)	CLO 1,,3
Week 15	Corpus Linguistics and Language Teaching	(Handouts, Presentations, Homework)	CLO 3,4

Week 16	Revision
Week 17	Final Examination

Course Name	Stylistics for Writers and Editors	Prepared On	
Course Code	ENG 712		
Credit Hours	3	Revised On	12 Jan 2024
Course Prereq. Code			
Course Type	Elective		
Program	MS (Linguistics)		
Semester	MS		
Instructor:			

Course Description

The aim of the course is to study the features of distinctive varieties of language and to discover and describe the reasons for particular choices made by individual and social groups in their use of language. This course however, is an extension and should be seen in perspective with the similar course recommended earlier in the BS scheme.

Program Objectives (POs)

PO1: To develop a thorough understanding of linguistic theory for a well-rounded academic foundation

PO2: To explore language acquisition and language teaching

PO3: To empower students with advanced 21st-century skills in English Language, ensuring the production of high-caliber postgraduates

PO4: To apply cutting-edge linguistic theories and methodologies to address tangible language issues in real-world contexts.

Programme Learning Outcome (PLOs)

PLO 1: Advanced knowledge of linguistic theory: Graduates of the program will have a strong understanding of linguistic theory and the ability to apply this knowledge to practical situations

PLO 2: Research skills: Graduates will have developed advanced research skills, including the ability to design and conduct empirical studies, analyze data, and write academic papers

PLO 3: Language teaching skills: Graduates may have gained skills in language teaching, including the ability to design effective language courses, develop appropriate materials, and use innovative teaching methods

PLO 4: Communication skills: Graduates may have developed advanced communication skills, including the ability to write and present research findings to academic audiences

PLO 5: Career opportunities: Graduates may be well-prepared for careers in a variety of fields, including language teaching, language technology development, and academic research

PLO 6: Further academic pursuits: Graduates may have the opportunity to pursue further academic study, such as a PhD in Applied Linguistics or a related field

Course Learning Outcomes		Program Learning Outcomes					
S.NO.		PLO1	PLO2	PLO3	PLO4	PLO5	PLO6
CLO1	Critically discuss concepts of style and different stylistic approaches						
CLO2	Identify and discuss stylistic devices and their possible effects in various kinds of texts						
CLO3	Analyze texts from a stylistic point of view						
CLO4	Study the features of distinctive varieties of language						
Teaching & Learning Methodology							
Heuristic style of teaching is followed to make classes as heuristic as possible. This is achieved by group discussions, practicing activities, collaboration and teamwork. Students are given assignments on regular basis which enables them to study independently and in groups. Testing is done through quizzes according to the course content which enables the instructor to evaluate the students.							
Respect & listen to the one who is talking.							
Present their ideas in a clear and articulate way. The teaching methodology will include:							
Lectures							
Articles / Case Studies? Scenario Analysis							
Discussions							
Group Project							
Textbook(s)							
Crystal, D. and Davy, D. 1969. Investigating English Style. London: Longman.							
Fowler, R. 1996. Linguistic Criticism (2nd ed.). Oxford: Oxford University Press.							
Reference Book(s)							
Halliday, M.A.K. 1990. Spoken and Written Language. Oxford: Oxford University Press							
Hoey, M. 2003. Textual Interaction. London: Routledge.							
Leech, Geoffrey and Short, Michael. 1986. Style in Fiction. London: Longman.							
Thomas, Jenny. 1995. Meaning in Interaction. London: Longman.							
Widdowson, Henry. 1992. Practical Stylistics. Oxford: Oxford University Press							
Magazine Articles/ Published Material/ Research Journals /Papers							
Students will be provided with updated/latest Journal articles/working papers/ conference proceedings for relevant topic as extra reading.							

Grading Policy			
	Assessment Instruments	Percentage	
	Quizzes	15%	
	Assignments + project	15%	
	Mid Term Exam	30%	
	Final Exam	40%	

Week-wise Course Outline			
Week/ Session	Contents	Activities(Critical Thinking) Case Studies, Video Clips, Assignments, Research Papers, Presentations	Learning Objectives Addressed
Week 1	Stylistics as a branch of linguistics	(Handouts, Presentations, Homework)	CLO1,2,
Week 2	Literary and non-literary stylistics	(Handouts, Presentations, Homework)	CLO 1,2
Week 3	Tools for stylistic analysis	(Handouts, Presentations, Homework)	CLO 1,3
Week 4	Deviation and parallelism	(Handouts, Presentations, Homework)	CLO 2,3
Week 5	Linguistic/ Semantic Oddities	(Handouts, Presentations, Homework)	CLO 1, 3,4
Week 6	Linguistic/ Semantic Oddities	(Handouts, Presentations, Homework)	CLO 2,3
Week 7	Style and Register	(Handouts, Presentations, Homework)	CLO 1, 3,4
Week 8	Scripted speech	(Handouts, Presentations, Homework)	CLO 2,3
Week 9	MIDTERM EXAM		
Week 10	Stylistic Analysis of a Variety of Written Texts	(Handouts, Presentations, Homework)	CLO 2,3
Week 11	Stylistic Analysis of a Variety of Spoken Texts	(Handouts, Presentations, Homework)	CLO 2,3
Week 12	Practical applications of Stylistics	(Handouts, Presentations, Homework)	CLO ,3,4
Week 13	Practical applications of Stylistics	(Handouts, Presentations, Homework)	CLO 1,3,4
Week 14	Practical applications of Stylistics	(Handouts, Presentations, Homework)	CLO 1,,3
Week 15	Practical applications of Stylistics	(Handouts, Presentations, Homework)	CLO 3,4
Week 16	Revision		
Week 17	Final Examination		

Course Name	Language in the Digital Age	Prepared On	30, March, 2023
Course Code	ENG 713		
Credit Hours	3		
Course Prereq. Code		Revised On	12 Jan 2024
Course Type	Elective		
Program	MS (Linguistics)		
Semester	MS		
Instructor:			

Course Description						
This course is multidisciplinary in nature and provides critical understanding for creative cross disciplinary research. The course provides opportunities to develop innovative scholarship based on increasingly complex, multidimensional, transdisciplinary and vibrant ideas in Language & emerging Technologies, Information Communication Technology, Social Media, Mobile Technologies, Digital Media Technologies and Digital Games, Human Computer Communication, hypertext, cybertext, digital games and cinema, digital narratives and Digital socio-cultural dimensions of language usage.						
This course focuses on a strong connection of ‘technology’ and ‘language’ and encourages critical understanding of impressions of technological progression in the field of linguistics and changing perspectives in language usage and language learning technologies due to a strong and exciting interface of language and technology.						
Program Objectives (POs)						
PO1: To develop a thorough understanding of linguistic theory for a well-rounded academic foundation PO2: To explore language acquisition and language teaching PO3: To empower students with advanced 21st-century skills in English Language, ensuring the production of high-caliber postgraduates PO4: To apply cutting-edge linguistic theories and methodologies to address tangible language issues in real-world contexts.						
Programme Learning Outcome (PLOs)						
PLO 1: Advanced knowledge of linguistic theory: Graduates of the program will have a strong understanding of linguistic theory and the ability to apply this knowledge to practical situations PLO 2: Research skills: Graduates will have developed advanced research skills, including the ability to design and conduct empirical studies, analyze data, and write academic papers PLO 3: Language teaching skills: Graduates may have gained skills in language teaching, including the ability to design effective language courses, develop appropriate materials, and use innovative teaching methods PLO 4: Communication skills: Graduates may have developed advanced communication skills, including the ability to write and present research findings to academic audiences PLO 5: Career opportunities: Graduates may be well-prepared for careers in a variety of fields, including language teaching, language technology development, and academic research PLO 6: Further academic pursuits: Graduates may have the opportunity to pursue further academic study, such as a PhD in Applied Linguistics or a related field						

Course Learning Outcomes		Program Learning Outcomes					
S.NO.		PLO1	PLO2	PLO3	PLO4	PLO5	PLO6
CLO1	To develop critical understanding of multidimensional perspectives of interface of technology and language						
CLO2	To develop understanding of the vital issues and concepts in the use of language in different forms and formats of digital technology						
CLO3	To critically analyze ICT tools, Digital Media, Mobile Technologies,						

	Social Media on the Internet, virtual reality, digital games and Learning Technologies for language usage, language learning and teaching					
CLO4	To critically evaluate various digital technologies for language usage in different forms, formats and language learning					
Teaching & Learning Methodology						
Heuristic style of teaching is followed to make classes as heuristic as possible. This is achieved by group discussions, practicing activities, collaboration and teamwork. Students are given assignments on regular basis which enables them to study independently and in groups. Testing is done through quizzes according to the course content which enables the instructor to evaluate the students.						
Respect & listen to the one who is talking. Present their ideas in a clear and articulate way. The teaching methodology will include: Lectures Articles / Case Studies? Scenario Analysis Discussions Group Project						
Textbook(s)						
Bell, Alice. (2010). the Possible Worlds of Hypertext Fiction. London: Palgrave Macmillan.						
Bodomo, Adams B. (2009). Computer-Mediated Communication for Linguistics and Literacy Technology and Natural Language Education. Hong Kong: University of Hong Kong Press.						
Reference Book(s)						
Brave, Robert J. Blake. (2008). New Digital Classroom Technology and Foreign Language Learning. Washington: Georgetown University Press.						
Chapelle, Carol A. (2003). English Language Learning and Technology. Amsterdam: John Benjamins Publishing.						
Erneling, Christina E. (2010). Towards Discursive Education Philosophy, Technology, and Modern Education. Cambridge: CUP.						
Evans, Michael. (2009). Foreign-Language Learning with Digital Technology Education and Digital Technology. Cambridge: CUP.						
Landow, George P. (2006). Hypertext 3.0 Critical Theory and New Media in an Era of Globalization. Baltimore: Johns Hopkins University Press.						
Monroe, Barbara Jean. (2004). Crossing the Digital Divide Race, Writing, and Technology in the Classroom Language and Literacy Series. New York: Teachers College Press.						
Magazine Articles/ Published Material/ Research Journals /Papers						
Students will be provided with updated/latest Journal articles/working papers/ conference proceedings for relevant topic as extra reading.						

Grading Policy		
	Assessment Instruments	Percentage
	Quizzes	15%

	Assignments + project	15%	
	Mid Term Exam	30%	
	Final Exam	40%	

Week-wise Course Outline			
Week/ Session	Contents	Activities(Critical Thinking) Case Studies, Video Clips, Assignments, Research Papers, Presentations	Learning Objectives Addressed
Week 1	Introduction to Language Technology	(Handouts, Presentations, Homework)	CLO1,3,
Week 2	Human-Machine Communication	(Handouts, Presentations, Homework)	CLO 1,2
Week 3	Digital Text	(Handouts, Presentations, Homework)	CLO 2,3
Week 4	Hypertext	(Handouts, Presentations, Homework)	CLO 1,3
Week 5	Cybertext	(Handouts, Presentations, Homework)	CLO 1, 3,4
Week 6-7	Interactive Texts	(Handouts, Presentations, Homework)	CLO 2,3
Week 8	Digital Media	(Handouts, Presentations, Homework)	CLO 1, 3
Week 9	MIDTERM EXAM		
Week 10	Digital Gaming	(Handouts, Presentations, Homework)	CLO 2,3, 4
Week 11	Language and Social Media	(Handouts, Presentations, Homework)	CLO 3,4
Week 12	TELL (Technologically Enhanced Language Learning)	(Handouts, Presentations, Homework)	CLO 1,3,4
Week 13	m-learning (mobile learning)	(Handouts, Presentations, Homework)	CLO 1,3,4
Week 14	Flipped learning	(Handouts, Presentations, Homework)	CLO 2,,3
Week 15	Digital Visual Discourse	(Handouts, Presentations, Homework)	CLO 2,4
Week 16	Revision		
Week 17	Final Examination		

Course Name	Systemic Functional Linguistics for Language Research	Prepared On	12 Jan 2024
Course Code	ENG 714		
Credit Hours	3		
Course Prereq. Code		Revised On	
Course Type	Elective		
Program	MS (Linguistics)		

Semester	MS		
Instructor:			
Course Description			
The course is designed to enable the learners to understand the Systemic Functional Grammar and this mainstream approach towards linguistic studies. Furthermore, it is believed that the learners would develop a context based analytical approach to understand literary and non-literary texts.			
Program Objectives (POs)			
PO1: To develop a thorough understanding of linguistic theory for a well-rounded academic foundation PO2: To explore language acquisition and language teaching PO3: To empower students with advanced 21st-century skills in English Language, ensuring the production of high-caliber postgraduates PO4: To apply cutting-edge linguistic theories and methodologies to address tangible language issues in real-world contexts.			
Programme Learning Outcome (PLOs)			
PLO 1: Advanced knowledge of linguistic theory: Graduates of the program will have a strong understanding of linguistic theory and the ability to apply this knowledge to practical situations			
PLO 2: Research skills: Graduates will have developed advanced research skills, including the ability to design and conduct empirical studies, analyze data, and write academic papers			
PLO 3: Language teaching skills: Graduates may have gained skills in language teaching, including the ability to design effective language courses, develop appropriate materials, and use innovative teaching methods			
PLO 4: Communication skills: Graduates may have developed advanced communication skills, including the ability to write and present research findings to academic audiences			
PLO 5: Career opportunities: Graduates may be well-prepared for careers in a variety of fields, including language teaching, language technology development, and academic research			
PLO 6: Further academic pursuits: Graduates may have the opportunity to pursue further academic study, such as a PhD in Applied Linguistics or a related field			

Course Learning Outcomes		Program Learning Outcomes					
S.NO.		PLO1	PLO2	PLO3	PLO4	PLO5	PLO6
CLO1	Understand SFL's concepts, methods, and applications.						
CLO2	Analyze language use in different contexts using SFL.						
CLO3	Evaluate linguistic features' communicative functions.						
CLO4	Apply SFL to language teaching contexts.						
Teaching & Learning Methodology							
Heuristic style of teaching is followed to make classes as heuristic as possible. This is achieved by group discussions, practicing activities, collaboration and teamwork. Students are given assignments on regular basis which enables them to study independently and in groups. Testing is done through quizzes according to the course content which enables the instructor to evaluate the students.							
Respect & listen to the one who is talking.							

Present their ideas in a clear and articulate way. The teaching methodology will include: Lectures Articles / Case Studies? Scenario Analysis Discussions Group Project																				
Textbook(s)																				
Caffarel, A., Martin, J. R., & Matthiessen, C. M. (Eds.). (2004). Language typology: A functional perspective (Vol. 253). John Benjamins Publishing. Eggins, S. (1994). An Introduction to Systemic-Functional Linguistics. London: Pinter. Fontaine, L. (2012). Analysing English Grammar: A systemic functional introduction. Cambridge University Press.																				
Reference Book(s)																				
Halliday, M., Matthiessen, C. M., & Matthiessen, C. (2014). An introduction to functional grammar. Routledge. Halliday, M. A. K., & Matthiessen, C. M. (2013). Halliday's introduction to functional grammar. Routledge. Halliday, M. A. K., & Webster, J. J. (Eds.). (2009). Bloomsbury Companion to Systemic Functional Linguistics. A&C Black. Matthiessen, C. M., & Halliday, M. A. K. (2009). Systemic functional grammar: a first step into the theory. social relations and pragmatics research. Journal of Pragmatics, 20, 27-47.																				
Magazine Articles/ Published Material/ Research Journals /Papers																				
Students will be provided with updated/latest Journal articles/working papers/ conference proceedings for relevant topic as extra reading.																				
Grading Policy																				
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	Quizzes	15%																		
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	Final Exam	40%																		
Week-wise Course Outline																				
Week/ Session	Contents	Activities(Critical Thinking) Case Studies, Video Clips, Assignments, Research Papers, Presentations	Learning Objectives Addressed																	
Week 1	Basic concepts in Firthian linguistics	(Handouts, Presentations, Homework)	CLO1,3,																	
Week 2	Critique and comparison with Chomsky's IGG	(Handouts, Presentations, Homework)	CLO 1,2,3																	
Week 3	Language, context and function	(Handouts, Presentations, Homework)	CLO 2,4																	
Week 4	Text in context of situation	(Handouts, Presentations, Homework)	CLO 2,3																	
Week 5	The meta-functions of language	(Handouts, Presentations, Homework)	CLO 1, 3,4																	
Week 6	Identifying clauses and clause constituents	(Handouts, Presentations, Homework)	CLO 2,4																	
Week 7	The cline of dynamism																			

Week 8	Application of SFL tools on variety of texts	(Handouts, Presentations, Homework)	CLO 1,2, 3,4
Week 9 MIDTERM EXAM			
Week 10	SFL and Register Analysis	(Handouts, Presentations, Homework)	CLO 1,3, 4
Week 11	SFL and Text Analysis	(Handouts, Presentations, Homework)	CLO 3,4
Week 12	SFL and Critical Discourse Analysis	(Handouts, Presentations, Homework)	CLO 123,4
Week 13	SFL and Pragmatics	(Handouts, Presentations, Homework)	CLO 3,4
Week 14	Student Presentations	(Handouts, Presentations, Homework)	CLO 1,2,.3,4
Week 15	Student Presentations	(Handouts, Presentations, Homework)	CLO 1,2,.3,4
Week 16	Revision		
Week 17	Final Examination		

Course Name	Language Cultural Communication	Prepared On	12 Jan 2024
Course Code	ENG 715		
Credit Hours	3		
Course Prereq. Code		Revised On	12 Jan 2024
Course Type	Elective		
Program	MS (Linguistics)		
Semester	MS		
Instructor:			
Course Description			
The aim of this course is to foster an awareness and appreciation of cultural differences that exist among people belonging to diverse cultures. The awareness gained through this course can, in turn, increase intercultural communicative competence of learners.			

Program Objectives (POs)						
PO1: To develop a thorough understanding of linguistic theory for a well-rounded academic foundation						
PO2: To explore language acquisition and language teaching						
PO3: To empower students with advanced 21st-century skills in English Language, ensuring the production of high-caliber postgraduates						
PO4: To apply cutting-edge linguistic theories and methodologies to address tangible language issues in real-world contexts.						
Programme Learning Outcome (PLOs)						
PLO 1: Advanced knowledge of linguistic theory: Graduates of the program will have a strong understanding of linguistic theory and the ability to apply this knowledge to practical situations						
PLO 2: Research skills: Graduates will have developed advanced research skills, including the ability to design and conduct empirical studies, analyze data, and write academic papers						
PLO 3: Language teaching skills: Graduates may have gained skills in language teaching, including the ability to design effective language courses, develop appropriate materials, and use innovative teaching methods						
PLO 4: Communication skills: Graduates may have developed advanced communication skills, including the ability to write and present research findings to academic audiences						
PLO 5: Career opportunities: Graduates may be well-prepared for careers in a variety of fields, including language teaching, language technology development, and academic research						
PLO 6: Further academic pursuits: Graduates may have the opportunity to pursue further academic study, such as a PhD in Applied Linguistics or a related field						

Course Learning Outcomes		Program Learning Outcomes					
S.NO.		PLO1	PLO2	PLO3	PLO4	PLO5	PLO6
CLO1	Understand cultural differences and key dimensions that affect communication.						
CLO2	Develop intercultural communication skills, including active listening and nonverbal communication.						
CLO3	Analyze cross-cultural communication challenges and propose solutions.						
CLO4	Apply cross-cultural communication knowledge to real-world situations and adapt communication styles to meet the needs of individuals from different cultures						
Teaching & Learning Methodology							
Heuristic style of teaching is followed to make classes as heuristic as possible. This is achieved by group discussions, practicing activities, collaboration and teamwork. Students are given assignments on regular basis which enables them to study independently and in groups. Testing is done through quizzes according to the course content which enables the instructor to evaluate the students.							
Respect & listen to the one who is talking.							

Present their ideas in a clear and articulate way. The teaching methodology will include:
Lectures
Articles / Case Studies? Scenario Analysis
Discussions
Group Project
Textbook(s)
Chick, K. J. 1996. "Intercultural Communication." In McKay, L. S. and Hornberger, H. N. Eds. Sociolinguistics and Language Teaching. CUP
Griffin, E. 2000. A First Look at Communication Theory (third edition). New York: McGraw Hill
Reference Book(s)
Gumperz, J. and Roberts, C. 1980. Developing Awareness Skills for Interethnic Communication. Occasional Papers No: 12. Singapore: Seameo Regional Language Centre
Hornberger, N. 1993. "Review of Cultural Communication and Intercultural Contact." In (D. Carbaugh, Ed.)Language in Society. 22. Pp. 300-304.
Wolfson, N. 1992. "Intercultural Communication and the Analysis of Conversation." In R. K. Herbert.Ed. Language and Society in Africa.Pp.197-214. Johannesburg: University of the Witwaters and Press.
Magazine Articles/ Published Material/ Research Journals /Papers
Students will be provided with updated/latest Journal articles/working papers/ conference proceedings for relevant topic as extra reading.

Grading Policy			
	Assessment Instruments	Percentage	
	Quizzes	15%	
	Assignments + project	15%	
	Mid Term Exam	30%	
	Final Exam	40%	

Week-wise Course Outline			
Week/ Session	Contents	Activities(Critical Thinking) Case Studies, Video Clips, Assignments, Research Papers, Presentations	Learning Objectives Addressed

Week 1	Introduction to Intercultural Communication	(Handouts, Presentations, Homework)	CLO1,2,
Week 2	Theoretical perspectives that help to explain interactions between members of different cultures.	(Handouts, Presentations, Homework)	CLO 1,2,3
Week 3	Current literature and prevailing concepts in the field of cross-cultural communication	(Handouts, Presentations, Homework)	CLO 2,3
Week 4	Principles to improve intercultural communication.	(Handouts, Presentations, Homework)	CLO 1,2,3
Week 5	Strategies to avoid communication breakdown among people of diverse cultures	(Handouts, Presentations, Homework)	CLO 1, 3,4
Week 6 7	Cultural diversity	(Handouts, Presentations, Homework)	CLO 2,4
Week 8	Influence of culture on communication	(Handouts, Presentations, Homework)	CLO 1, 3
Week 9	MIDTERM EXAM		
Week 10	Barriers to Intercultural Communication	(Handouts, Presentations, Homework)	CLO 1,3, 4
Week 11	Sources of Intercultural Miscommunication	(Handouts, Presentations, Homework)	CLO 3,4
Week 12	Strategies to improve Intercultural Communication	(Handouts, Presentations, Homework)	CLO 123,4
Week 13	Cross-cultural adaptation	(Handouts, Presentations, Homework)	CLO 3,4
Week 14	Multicultural Collaboration	(Handouts, Presentations, Homework)	CLO 2.,3,4
Week 15	Presentations	(Handouts, Presentations, Homework)	CLO 1,2.,3,4
Week 16	Revision		
Week 17	Final Examination		

Course Name	Language Program Evaluation and Assessment	Prepared On	12 Jan 2024
Course Code	ENG 716		
Credit Hours	3		
Course Prereq. Code		Revised On	
Course Type	Elective		
Program	MS (Linguistics)		
Semester	MS		
Instructor:			
Course Description			
<p>This course is intended for foreign language teaching professionals who wish to take up management roles or develop their management skills in language teaching programs. It provides participants with the knowledge and skills they require for successful language program management in a variety of language teaching contexts. This introduces some of the issues that are faced by those who are responsible for organising or managing language teaching operations or related areas of practice. It examines the effects of organisational structure on organisational culture; leadership styles; human resource management; professional development and staff appraisal; project management; financial management; marketing; organisational communication; and managing for innovation.</p>			
Program Objectives (POs)			
<p>PO1: To develop a thorough understanding of linguistic theory for a well-rounded academic foundation</p> <p>PO2: To explore language acquisition and language teaching</p> <p>PO3: To empower students with advanced 21st-century skills in English Language, ensuring the production of high-caliber postgraduates</p> <p>PO4: To apply cutting-edge linguistic theories and methodologies to address tangible language issues in real-world contexts.</p>			
Programme Learning Outcome (PLOs)			
<p>PLO 1: Advanced knowledge of linguistic theory: Graduates of the program will have a strong understanding of linguistic theory and the ability to apply this knowledge to practical situations</p> <p>PLO 2: Research skills: Graduates will have developed advanced research skills, including the ability to design and conduct empirical studies, analyze data, and write academic papers</p> <p>PLO 3: Language teaching skills: Graduates may have gained skills in language teaching, including the ability to design effective language courses, develop appropriate materials, and use innovative teaching methods</p> <p>PLO 4: Communication skills: Graduates may have developed advanced communication skills, including the ability to write and present research findings to academic audiences</p> <p>PLO 5: Career opportunities: Graduates may be well-prepared for careers in a variety of fields, including language teaching, language technology development, and academic research</p> <p>PLO 6: Further academic pursuits: Graduates may have the opportunity to pursue further academic study, such as a PhD in Applied Linguistics or a related field.</p>			

Course Learning Outcomes		Program Learning Outcomes					
S.NO.		PLO1	PLO2	PLO3	PLO4	PLO5	PLO6
CLO1	Develop effective language program curriculum: Students will learn how to design and implement effective language						

	program curriculum, including issues related to language proficiency levels, course sequencing, and assessment					
CLO2	Evaluate language program effectiveness: Students will learn how to evaluate language program effectiveness, including student learning outcomes, teaching methodology, and program sustainability			\		
CLO3	Develop cross-cultural communication competencies: Students will develop cross-cultural communication competencies, including intercultural communication skills, global awareness, and sensitivity to cultural differences					
CLO4	Engage in ongoing professional development: Students will engage in ongoing professional development opportunities to enhance their skills and knowledge in language program management, including networking, research, and continuing education opportunities.					
Teaching & Learning Methodology						
Heuristic style of teaching is followed to make classes as heuristic as possible. This is achieved by group discussions, practicing activities, collaboration and teamwork. Students are given assignments on regular basis which enables them to study independently and in groups. Testing is done through quizzes according to the course content which enables the instructor to evaluate the students. Respect & listen to the one who is talking. Present their ideas in a clear and articulate way. The teaching methodology will include: Lectures Articles / Case Studies? Scenario Analysis Discussions Group Project						
Textbook(s)						
Spolsky, B. (Ed.). (2012). The Cambridge handbook of language policy. Cambridge: Cambridge University Press.						
Brigham, E. F., & Houston, J. F. (2012). Fundamentals of financial management. Cengage Learning.						
Reference Book(s)						
Eaton, S. E. (2010). Global Trends in Language Learning in the 21st Century. Eaton, S. E. (2010). Formal, Non-Formal and Informal learning: The Case of Literacy, Essential Skills, and Language Learning in Canada. Halliday, M. A. K. (2007). Language and education (Vol. 9). A&C Black. Lin, A., & Martin, P. W. (Eds.). (2005). Decolonisation, globalisation: Language-in-education policy and practice (Vol. 3). Multilingual Matters. Bolam, R. (2004). Educational administration, leadership and management. Educational Management, 2,						

17.
Okumbe, J. A. O. (1998). Educational Management: Theory and Practice. African Books Collective Ltd., The Jam Factory, 27 Park End Street, Oxford OX1 1HU, United Kingdom (paperback: ISBN- 9966-846-42-5,).
Magazine Articles/ Published Material/ Research Journals /Papers
Students will be provided with updated/latest Journal articles/working papers/ conference proceedings for relevant topic as extra reading.

Grading Policy		
*9	Assessment Instruments	Percentage
	Quizzes	15%
	Assignments + project	15%
	Mid Term Exam	30%
	Final Exam	40%

Week-wise Course Outline			
Week/ Session	Contents	Activities(Critical Thinking) Case Studies, Video Clips, Assignments, Research Papers, Presentations	Learning Objectives Addressed
Week 1	Principles & Practices of Language Teaching	(Handouts, Presentations, Homework)	CLO1,2,
Week 2	Language Policies and documentation	(Handouts, Presentations, Homework)	CLO 1,2,3
Week 3	Language Project Design	(Handouts, Presentations, Homework)	CLO 2,3
Week 4	General Management	(Handouts, Presentations, Homework)	CLO 1,2,3
Week 5-6	Language development program and management	(Handouts, Presentations, Homework)	CLO 1, 3,4
Week 7	Language Operations Program	(Handouts, Presentations, Homework)	CLO 2,4
Week 8	Language Teacher Education	(Handouts, Presentations, Homework)	CLO 1, 3
Week 9	MIDTERM EXAM		
Week 10	Language Assessment and Testing Management	(Handouts, Presentations, Homework)	CLO 1,3, 4
Week 11	Finance Functions and budgeting in Educational Organization	(Handouts, Presentations, Homework)	CLO 3,4
Week 12	Marketing and Recruiting for Language Programs	(Handouts, Presentations, Homework)	CLO 1,3,4

Week 13	Presentations	(Handouts, Presentations, Homework)	CLO 1,2,.3,4
Week 14	Presentations	(Handouts, Presentations, Homework)	CLO 1,2,.3,4
Week 15	Class Assignments	(Handouts, Presentations, Homework)	CLO 1,2,.3,4
Week 16	Revision		
Week 17	Final Examination		

Course Name	Advanced Cognitive Linguistics	Prepared On	12 Jan 2024
Course Code	ENG 717		
Credit Hours	3		
Course Prereq. Code		Revised On	
Course Type	Elective		
Program	MS (Linguistics)		
Semester	MS (Eve)		
Instructor:			
Course Description			
<p>Cognitive linguistics goes beyond the visible structure of language and investigates the considerably more complex backstage operations of cognition that create grammar, conceptualization, discourse, and thought itself. The theoretical insights of cognitive linguistics are based on extensive empirical observation in multiple contexts, and on experimental work in psychology and neuroscience. Results of cognitive linguistics, especially from metaphor theory and conceptual integration theory, have been applied to wide ranges of nonlinguistic phenomena.</p> <p>The aim of the course is to familiarize the students with theoretical frameworks of Cognitive Linguistics required to carry out research in the field.</p>			
Program Objectives (POs)			
<p>PO1: To develop a thorough understanding of linguistic theory for a well-rounded academic foundation</p> <p>PO2: To explore language acquisition and language teaching</p> <p>PO3: To empower students with advanced 21st-century skills in English Language, ensuring the production of high-caliber postgraduates</p> <p>PO4: To apply cutting-edge linguistic theories and methodologies to address tangible language issues in real-world contexts.</p>			
Programme Learning Outcome (PLOs)			
<p>PLO 1: Advanced knowledge of linguistic theory: Graduates of the program will have a strong understanding of linguistic theory and the ability to apply this knowledge to practical situations</p> <p>PLO 2: Research skills: Graduates will have developed advanced research skills, including the ability to design and conduct empirical studies, analyze data, and write academic papers</p> <p>PLO 3: Language teaching skills: Graduates may have gained skills in language teaching, including the ability to</p>			

design effective language courses, develop appropriate materials, and use innovative teaching methods

PLO 4: Communication skills: Graduates may have developed advanced communication skills, including the ability to write and present research findings to academic audiences

PLO 5: Career opportunities: Graduates may be well-prepared for careers in a variety of fields, including language teaching, language technology development, and academic research

PLO 6: Further academic pursuits: Graduates may have the opportunity to pursue further academic study, such as a PhD in Applied Linguistics or a related field

Course Learning Outcomes		Program Learning Outcomes					
S.NO.		PLO1	PLO2	PLO3	PLO4	PLO5	PLO6
CLO1	Understand the key principles and theories of cognitive linguistics.						
CLO2	Analyze language data using cognitive linguistic methods and frameworks						
CLO3	Evaluate and compare cognitive linguistic theories with other linguistic approaches						
CLO4	Communicate effectively about cognitive linguistic topics through written and oral presentation.						

Teaching & Learning Methodology

Heuristic style of teaching is followed to make classes as heuristic as possible. This is achieved by group discussions, practicing activities, collaboration and teamwork. Students are given assignments on regular basis which enables them to study independently and in groups. Testing is done through quizzes according to the course content which enables the instructor to evaluate the students.

Respect & listen to the one who is talking.

Present their ideas in a clear and articulate way. The teaching methodology will include:

Lectures

Articles / Case Studies? Scenario Analysis

Discussions

Group Project

Textbook(s)

Croft, William & D. Alan Cruse. 2004. Cognitive Linguistics. (Cambridge Textbooks in Linguistics.) Cambridge: Cambridge University Press

Geeraerts, Dirk. 2006. Cognitive Linguistics: Basic Readings.

Berlin: Mouton de Gruyter.

Reference Book(s)

Matthews, Peter. 2005. The Concise Dictionary of Linguistics (Oxford Paperback Reference). New York: Oxford University Press.

Evans, Vyvyan and Melanie Green. 2006. Cognitive Linguistics: An Introduction. Lawrence Erlbaum Associates. ISBN: 0805860142

Evans, Vyvyan, Benjamin Bergen, & Jorg Zinken, editors. 2006. The Cognitive Linguistics Reader London: Equinox.

Goldberg, Adele. 1994. Constructions. Chicago: University of Chicago Press.

Lee, David. 2002. Cognitive Linguistics: An Introduction. New York: Oxford University Press.

Ungerer, Friedrich & Hans-Jörg Schmid. 2006. An Introduction to Cognitive Linguistics. London: Longman.

Taylor, John R. 2003. Cognitive Grammar. (Oxford Textbooks in Linguistics.) New York: Oxford University Press.
Magazine Articles/ Published Material/ Research Journals /Papers
Students will be provided with updated/latest Journal articles/working papers/ conference proceedings for relevant topic as extra reading.

Grading Policy			
	Assessment Instruments	Percentage	
	Quizzes	15%	
	Assignments + project	15%	
	Mid Term Exam	30%	
	Final Exam	40%	

Week-wise Course Outline			
Week/ Session	Contents	Activities(Critical Thinking) Case Studies, Video Clips, Assignments, Research Papers, Presentations	Learning Objectives Addressed
Week 1	Origin of Cognitive Linguistics	(Handouts, Presentations, Homework)	CLO1,3,
Week 2	Cognitive Linguistics vs. Chomsky's Generative Grammar	(Handouts, Presentations, Homework)	CLO 1,2
Week 3	Construal	(Handouts, Presentations, Homework)	CLO 2,3
Week 4	Iconicity	(Handouts, Presentations, Homework)	CLO 1,3
Week 5	Landmarks and trajectory	(Handouts, Presentations, Homework)	CLO 1, 3,4
Week 6-7	Spatial Relationships and Image Schemata	(Handouts, Presentations, Homework)	CLO 2,3
Week 8	Conceptual Metaphors	(Handouts, Presentations, Homework)	CLO 1, 3
Week 9	MIDTERM EXAM		
Week 10	Mental Spaces	(Handouts, Presentations, Homework)	CLO 2,3, 4
Week 11	Linguistic Structures and Meaning	(Handouts, Presentations, Homework)	CLO 3,4
Week 12	Language Acquisition and Processing	(Handouts, Presentations, Homework)	CLO 1,3,4
Week 13	Presentations	(Handouts, Presentations, Homework)	CLO 1,3,4
Week 14	Presentations	(Handouts, Presentations, Homework)	CLO 2,,3
Week 15	Practical applications of Cognitive Linguistics	(Handouts, Presentations, Homework)	CLO 2,4

Week 16	Revision
Week 17	Final Examination

Course Name	Sociolinguistics for Language Research	Prepared On	30, March, 2023
Course Code	ENG 718		
Credit Hours	3	Revised On	12 Jan 2024
Course Prereq. Code			
Course Type	Elective		
Program	MS (Linguistics)		
Semester	MS (Eve)		
Instructor:			
Course Description			
Sociolinguistics, which explores interrelationship between language and society, is both interesting and complicated. It helps in developing deeper understanding of society as well as language. This purpose of this course is to build on the knowledge and understanding of MPhil scholars that they come with. The outline includes almost all key issues which are deemed important in the field. It also includes some important nonlinguistic variables which are associated with language and its use. It examines language in relation to society, with particular reference to the linguistic situation in Pakistan and investigates the correlation between linguistic variables and non-linguistic variables such as gender, age and social class.			
Program Objectives (POs)			
PO1: To develop a thorough understanding of linguistic theory for a well-rounded academic foundation PO2: To explore language acquisition and language teaching PO3: To empower students with advanced 21st-century skills in English Language, ensuring the production of high-caliber postgraduates PO4: To apply cutting-edge linguistic theories and methodologies to address tangible language issues in real-world contexts.			
Programme Learning Outcome (PLOs)			
PLO 1: Advanced knowledge of linguistic theory: Graduates of the program will have a strong understanding of linguistic theory and the ability to apply this knowledge to practical situations PLO 2: Research skills: Graduates will have developed advanced research skills, including the ability to design and conduct empirical studies, analyze data, and write academic papers PLO 3: Language teaching skills: Graduates may have gained skills in language teaching, including the ability to design effective language courses, develop appropriate materials, and use innovative teaching methods PLO 4: Communication skills: Graduates may have developed advanced communication skills, including the ability to write and present research findings to academic audiences			

PLO 5: Career opportunities: Graduates may be well-prepared for careers in a variety of fields, including language teaching, language technology development, and academic research

PLO 6: Further academic pursuits: Graduates may have the opportunity to pursue further academic study, such as a PhD in Applied Linguistics or a related field

Course Learning Outcomes		Program Learning Outcomes					
S.NO.		PLO1	PLO2	PLO3	PLO4	PLO5	PLO6
CLO1	Understand the core concepts used in the field						
CLO2	Reflect upon the crucial issues in Sociolinguistics with particular reference to the relationship between language and non-linguistic variables such as gender, social class, age, etc.						
CLO3	Develop an understanding of the current sociolinguistic situation in Pakistan						
CLO4	Explore new vistas of research in the field with special reference to Pakistani context						

Teaching & Learning Methodology

Heuristic style of teaching is followed to make classes as heuristic as possible. This is achieved by group discussions, practicing activities, collaboration and teamwork. Students are given assignments on regular basis which enables them to study independently and in groups. Testing is done through quizzes according to the course content which enables the instructor to evaluate the students.

Respect & listen to the one who is talking.

Present their ideas in a clear and articulate way. The teaching methodology will include:

Lectures

Articles / Case Studies? Scenario Analysis

Discussions

Group Project

Textbook(s)

Bell, Martin, J. (ed) (2010) The Routledge Handbook of Sociolinguistics Around the World. Routledge: New York

Coupland, Nikolas and Jaworski, Adam. (1997). Sociolinguistics: A Reader and Coursebook. Great Britain:

Palgrave

Reference Book(s)

Hudson, R. A. (1980). Sociolinguistics. Great Britain: Cambridge University Press.

Llamas, Carmen, Louise Mullany, and Peter Stockwell. (2007). The Routledge Companion to Sociolinguistics. New York: Routledge.

Mesthrie, Rajend. (ed.). (2011). The Cambridge Handbook of Sociolinguistics. Cambridge: Cambridge University Press.

Mesthrie, Rajend. et. al. (2009). Introducing Sociolinguistics. Edinburgh: Edinburgh University Press.										
Spencer Oatey, H. (1993). Conceptions of social relations and pragmatics research. Journal of Pragmatics, 20, 27-47.										
Magazine Articles/ Published Material/ Research Journals /Papers										
Students will be provided with updated/latest Journal articles/working papers/ conference proceedings for relevant topic as extra reading.										
Grading Policy										
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Final Exam	40%									
Week-wise Course Outline										
Week/ Session	Contents	Activities(Critical Thinking) Case Studies, Video Clips, Assignments, Research Papers, Presentations	Learning Objectives Addressed							
Week 1	Sociolinguistics and Sociology of Linguistics	(Handouts, Presentations, Homework)	CLO1,3,							
Week 2	Dialectology and Language Ideology	(Handouts, Presentations, Homework)	CLO 1,2,3							
Week 3	Pidgin and Creole, Creolization and Decreolization	(Handouts, Presentations, Homework)	CLO 2,4							
Week 4	Language Attitudes: Convergence, Divergence and Acts of Identity	(Handouts, Presentations, Homework)	CLO 2,3							
Week 5	Language, Identity and Culture	(Handouts, Presentations, Homework)	CLO 1, 3,4							
Week 6	Language and Power	(Handouts, Presentations, Homework)	CLO 2,4							
Week 7	Problematization of Gender, Social Class, Age and Ethnicity									
Week 8	Quantitative Sociolinguistic Exploration of language in its social context through the methods of quantitative analysis of linguistic variation, including the Labovian and implicational models	(Handouts, Presentations, Homework)	CLO 1,2, 3,4							

Week 9	MIDTERM EXAM		
Week 10	Sociolinguistic Field Methods: Research Methods for Sociolinguistic Fieldwork including Interviewing, Observation, Survey Design and Experimental Work. Focus on Methodology, Planning and Implementation.	(Handouts, Presentations, Homework)	CLO 1,3, 4
Week 11	Language Diversity and Speech Communities, Bilingualism and Multilingualism, Dimensions, Manifestations and Effects of Bilingualism	(Handouts, Presentations, Homework)	CLO 3,4
Week 12	Language Maintenance, Language Decline, Language Shift and Language Death	(Handouts, Presentations, Homework)	CLO 123,4
Week 13	Language Revival, Language Cultivation	(Handouts, Presentations, Homework)	CLO 3,4
Week 14	Language Policy and Planning(LPP)	(Handouts, Presentations, Homework)	CLO .3,4
Week 15	LLP: how different nations view it.	(Handouts, Presentations, Homework)	CLO 3,4
Week 16	Revision		
Week 17	Final Examination		
Course Name	English Around the World	Prepared On	
Course Code	ENG 719		
Credit Hours	3		
Course Prereq. Code		Revised On	12 Jan 2024
Course Type	Elective		
Program	MS (Linguistics)		
Semester	MS (Eve)		
Instructor:			
Course Description			
The English language now has more than one billion speakers worldwide. Many millions speak English as a native language; many more speak English as a second language, but most speak it as a foreign language. Yet, the English spoken by the largest group is considered distinct from the traditional “native” varieties of English. This course explores the historical, political, and socio-cultural issues associated with the globalization of englishes, focusing on			

some of the structural differences of these varieties, but also on the ideological underpinnings of the debates about nativization/ indigenization, standardization, identity, and ownership.

Program Objectives (POs)

PO1: To develop a thorough understanding of linguistic theory for a well-rounded academic foundation

PO2: To explore language acquisition and language teaching

PO3: To empower students with advanced 21st-century skills in English Language, ensuring the production of high-caliber postgraduates

PO4: To apply cutting-edge linguistic theories and methodologies to address tangible language issues in real-world contexts.

Programme Learning Outcome (PLOs)

PLO 1: Advanced knowledge of linguistic theory: Graduates of the program will have a strong understanding of linguistic theory and the ability to apply this knowledge to practical situations

PLO 2: Research skills: Graduates will have developed advanced research skills, including the ability to design and conduct empirical studies, analyze data, and write academic papers

PLO 3: Language teaching skills: Graduates may have gained skills in language teaching, including the ability to design effective language courses, develop appropriate materials, and use innovative teaching methods

PLO 4: Communication skills: Graduates may have developed advanced communication skills, including the ability to write and present research findings to academic audiences

PLO 5: Career opportunities: Graduates may be well-prepared for careers in a variety of fields, including language teaching, language technology development, and academic research

PLO 6: Further academic pursuits: Graduates may have the opportunity to pursue further academic study, such as a PhD in Applied Linguistics or a related field

Course Learning Outcomes		Program Learning Outcomes					
S.NO.		PLO1	PLO2	PLO3	PLO4	PLO5	PLO6
CLO1	To demonstrate critical understanding of the concepts and theories regarding World Englishes and also of the main dimensions of language variation at the international level;						
CLO2	To develop an understanding of the causes behind the global spread of English and the implications regarding its use for native languages;						
CLO3	To show a sound understanding of the key sociolinguistic and cultural issues arising from the spread of English.						
CLO4	the impact of globalization on language use						

and language policies, and its relationship with the spread of English as a global language.						
Teaching & Learning Methodology						
Heuristic style of teaching is followed to make classes as heuristic as possible. This is achieved by group discussions, practicing activities, collaboration and teamwork. Students are given assignments on regular basis which enables them to study independently and in groups. Testing is done through quizzes according to the course content which enables the instructor to evaluate the students.						
Respect & listen to the one who is talking. Present their ideas in a clear and articulate way. The teaching methodology will include: Lectures Articles / Case Studies? Scenario Analysis Discussions Group Project						
Textbook(s)						
Jenkins, J. (2014). Global Englishes: A resource book for students. Routledge. Jenkins, J. (2003). World Englishes: A resource book for students. Psychology Press.						
Reference Book(s)						
PDF Cheshire, J. (Ed.). (1991). English around the world: Sociolinguistic perspectives. Cambridge University Press. Hickey, R. (Ed.). (2005). Legacies of colonial English: Studies in transported dialects. Cambridge University Press. Kachru, Y., & Nelson, C. L. (2006). World Englishes in Asian contexts (Vol. 1). Hong Kong University Press. Kachru, B., Kachru, Y., & Nelson, C. (Eds.). (2009). The handbook of world Englishes (Vol. 48). John Wiley & Sons. Kachru, B. B. (2006). The English language in the outer circle. World Englishes, 3, 241-255						
Magazine Articles/ Published Material/ Research Journals /Papers						
Students will be provided with updated/latest Journal articles/working papers/ conference proceedings for relevant topic as extra reading.						
Grading Policy						
	Assessment Instruments	Percentage				
	Quizzes	15%				
	Assignments + project	15%				
	Mid Term Exam	30%				
	Final Exam	40%				
Week-wise Course Outline						

Week/ Session	Contents	Activities(Critical Thinking) Case Studies, Video Clips, Assignments, Research Papers, Presentations	Learning Objectives Addressed
Week 1	Standard English: RP	(Handouts, Presentations, Homework)	CLO1,2,
Week 2	British and American Englishes	(Handouts, Presentations, Homework)	CLO 1,,3
Week 3	Variation and change: accents, dialects and global Englishes	(Handouts, Presentations, Homework)	CLO 2,3
Week 4	Variation and change: accents, dialects and global Englishes	(Handouts, Presentations, Homework)	CLO 1.2
Week 5	Language contact	(Handouts, Presentations, Homework)	CLO 1, 3,4
Week 6	Standards and norms in global Englishes	(Handouts, Presentations, Homework)	CLO 3,4
Week 7	Current debates and issues in World English's		
Week 8	Globalisation and global English(es)	(Handouts, Presentations, Homework)	CLO 1,2, 3,4
Week 9	MIDTERM EXAM		
Week 10	The global use of English in education and its implications	(Handouts, Presentations, Homework)	CLO 1,3, 4
Week 11	The global use of English in education and its implications	(Handouts, Presentations, Homework)	CLO 3,4
Week 12	Multilingualism in Europe and English	(Handouts, Presentations, Homework)	CLO 1,2,3,4
Week 13	Global Multilingualism and English(es)	(Handouts, Presentations, Homework)	CLO 1,3,4
Week 14	Postcolonial Englishes	(Handouts, Presentations, Homework)	CLO 1,2
Week 15	Case studies: Singlish Australian English (AusEng) Canadian English (CanEng) Pinglish (PakEng) Inglis (IndEng) Black Vernacular English (BEV)	(Handouts, Presentations, Homework)	CLO 1,2,.3,4
Week 16	Revision		
Week 17	Final Examination		
Course Name	Linguistics for Language Professionals	Prepared On	30, March, 2023
Course Code	ENG 720		
Credit Hours	3		

Course Prereq. Code		Revised On	12 Jan 2024				
Course Type	Elective						
Program	MS (Linguistics)						
Semester	MS (Eve)						
Instructor:							
Course Description							
<p>This course is a gateway to the field of applied linguistics. It will introduce students to different methods adopted throughout the tradition of language teaching to teach language at the same time probing into the approaches, linguistic or psychological, that backed them. The knowledge of this will prepare the students to cope with the other subjects. This course further aims at introducing fairly advanced ideas related to syllabus designing and implementation. It offers a review of dominant and competing syllabuses in the 20th century focusing especially on the milieu of their rise and the cause of their decay both. The theory will go in this course hand in hand with practice: the students will review different syllabus for applying the concepts they learn.</p>							
Program Objectives (POs)							
<p>PO1: To develop a thorough understanding of linguistic theory for a well-rounded academic foundation</p> <p>PO2: To explore language acquisition and language teaching.</p> <p>PO3: To empower students with advanced 21st-century skills in English Language, ensuring the production of high-caliber postgraduates</p> <p>PO4: To apply cutting-edge linguistic theories and methodologies to address tangible language issues in real-world contexts.</p>							
Programme Learning Outcome (PLOs)							
<p>PLO 1: Advanced knowledge of linguistic theory: Graduates of the program will have a strong understanding of linguistic theory and the ability to apply this knowledge to practical situations</p> <p>PLO 2: Research skills: Graduates will have developed advanced research skills, including the ability to design and conduct empirical studies, analyze data, and write academic papers</p> <p>PLO 3: Language teaching skills: Graduates may have gained skills in language teaching, including the ability to design effective language courses, develop appropriate materials, and use innovative teaching methods</p> <p>PLO 4: Communication skills: Graduates may have developed advanced communication skills, including the ability to write and present research findings to academic audiences</p> <p>PLO 5: Career opportunities: Graduates may be well-prepared for careers in a variety of fields, including language teaching, language technology development, and academic research</p> <p>PLO 6: Further academic pursuits: Graduates may have the opportunity to pursue further academic study, such as a PhD in Applied Linguistics or a related field</p>							
Course Learning Outcomes		Program Learning Outcomes					
S.NO.		PLO1	PLO2	PLO3	PLO4	PLO5	PLO6
CLO1	Analyze and apply key linguistic concepts and theories to various language phenomena						
CLO2	Utilize effective teaching						

	strategies and approaches informed by applied linguistic principles					
CLO3	Assess and critique language policies and planning initiatives, considering their socio-political implications					
CLO4	Design, execute, and interpret research studies in applied linguistics, incorporating appropriate methodologies and statistical analysis techniques					
Teaching & Learning Methodology						
<p>Heuristic style of teaching is followed to make classes as heuristic as possible. This is achieved by group discussions, practicing activities, collaboration and teamwork. Students are given assignments on regular basis which enables them to study independently and in groups. Testing is done through quizzes according to the course content which enables the instructor to evaluate the students.</p> <p>Respect & listen to the one who is talking.</p> <p>Present their ideas in a clear and articulate way. The teaching methodology will include:</p> <ul style="list-style-type: none"> Lectures Articles / Case Studies? Scenario Analysis Discussions Group Project 						
Textbook(s)						
<p>Allen, J. P. B. & Corder, S P. (eds) (1974). Techniques in applied linguistics. The Edinburgh course in applied linguistics (Vol. 3). Oxford: OUP.</p> <p>Brumfit, C. (ed.) (1986). The practice of communicative teaching. Oxford: Pergamon.</p>						
Reference Book(s)						
<p>PDFs</p> <p>Chomsky, N. (1959). A review of B. F: Skinner's Verbal Behaviour. In Krashen, S. D. (1982). Principles and practice in second language acquisition. New York: Pergamon.</p> <p>Harmer, J. (1991). The practice of English language teaching. Harlow: Longman</p> <p>Johnson, K. (1996). Language teaching and skills learning. London: Blackwell.</p> <p>Larsen-Freeman, D. (1986). Techniques and principles in language teaching. London: OPU.</p>						
Magazine Articles/ Published Material/ Research Journals /Papers						
Students will be provided with updated/latest Journal articles/working papers/ conference proceedings for						

relevant topic as extra reading.

Grading Policy

	Assessment Instruments	Percentage	
Quizzes		15%	
Assignments + project		15%	
Mid Term Exam		30%	
Final Exam		40%	

Week-wise Course Outline

Week/ Session	Contents	Activities(Critical Thinking) Case Studies, Video Clips, Assignments, Research Papers, Presentations	Learning Objectives Addressed
Week 1	Theories of language learning	Lecture 1 (ppt) + Activities	CLO1,2,
Week 2	The nature of approaches and methods in language learning	Lecture (ppt) + Activities	CLO 1,3
Week 3	Error Analysis Nature and purpose Causes of errors Interlingual errors Intralingual errors Overgeneralization Literal translations	Lecture (ppt) + Activities	CLO 2,3
Week 4	Contrast between Behavioristic and Mentalistic attitude to errors	Lecture (ppt) + Activities	CLO 1,2,3
Week 5	Stages of error analysis	Lecture (ppt) + Activities	CLO 1, 2,
Week 6-	Definition and scope of syllabus	Lecture (ppt) + Activities	CLO 2,3,4
Week 7	Considerations common to all syllabuses	Lecture (ppt) + Activities	CLO 1,2,3
Week 8	Relationship between theory of language, language learning and language syllabuses	Lecture (ppt) + Activities	CLO 1,2,
Week 9	MIDTERM EXAM		
Week 10	Dichotomies of Syllabuses	(Handouts, Presentations)	CLO 2,3
Week 11	Product vs. Process-oriented syllabuses	Lecture (ppt) + Activities	CLO 2,3
Week 12	Analytical Synthetic syllabuses	Lecture (ppt) + Activities	CLO 2,3,4

Week 13	PRODUCT-ORIENTED SYLLABUSES Grammatical Syllabus Theoretical bases Selecting and grading contents Criticism Notional Functional Syllabus Theoretical bases Selecting and grading contents Criticism	Lecture (ppt) + Activities	CLO 3,4
Week 14	PROCESS-ORIENTED SYLLABUSES Procedural Theoretical bases Selecting and grading contents Criticism	Lecture (ppt) + Activities	CLO 2,3,4
Week 15	Process Syllabus Theoretical bases Selecting and grading contents Criticism	Lecture (ppt) + Activities	CLO 1,3,4
Week 16	Revision		
Week 17	Final Examination		
Course Name	ELT in 21st Century	Prepared On	30, March, 2023
Course Code	ENG 721	Revised On	12 Jan 2024
Credit Hours	3		
Course Prereq. Code			
Course Type	Elective		
Program	MS (Linguistics)		
Semester	MS (Eve)		
Instructor:			
Course Description			
Teaching & Learning English in Large Classes equips educators with practical strategies to engage and effectively instruct large groups. Topics include classroom management, differentiated instruction, and assessment techniques tailored to accommodate diverse learners, enabling successful English language acquisition in high-volume educational settings.			
Program Objectives (POs)			
PO1: To develop a thorough understanding of linguistic theory for a well-rounded academic foundation			
PO2: To explore language acquisition and language teaching			
PO3: To empower students with advanced 21st-century skills in English Language, ensuring the production of high-			

caliber postgraduates

PO4: To apply cutting-edge linguistic theories and methodologies to address tangible language issues in real-world contexts.

Programme Learning Outcome (PLOs)

PLO 1: Advanced knowledge of linguistic theory: Graduates of the program will have a strong understanding of linguistic theory and the ability to apply this knowledge to practical situations

PLO 2: Research skills: Graduates will have developed advanced research skills, including the ability to design and conduct empirical studies, analyze data, and write academic papers

PLO 3: Language teaching skills: Graduates may have gained skills in language teaching, including the ability to design effective language courses, develop appropriate materials, and use innovative teaching methods

PLO 4: Communication skills: Graduates may have developed advanced communication skills, including the ability to write and present research findings to academic audiences

PLO 5: Career opportunities: Graduates may be well-prepared for careers in a variety of fields, including language teaching, language technology development, and academic research

PLO 6: Further academic pursuits: Graduates may have the opportunity to pursue further academic study, such as a PhD in Applied Linguistics or a related field .

Course Learning Outcomes		Program Learning Outcomes					
S.NO.		PLO1	PLO2	PLO3	PLO4	PLO5	PLO6
CLO1	To review current research on class size.						
CLO2	To identify the issues in teaching and learning in large classes.						
CLO3	To explore techniques and strategies for teaching English in large classes.						
CLO4	Design and execute different activities for teaching English in large classes.						
Teaching & Learning Methodology							
Heuristic style of teaching is followed to make classes as heuristic as possible. This is achieved by group discussions, practicing activities, collaboration and teamwork. Students are given assignments on regular basis which enables them to study independently and in groups. Testing is done through quizzes according to the course content which enables the instructor to evaluate the students.							
Respect & listen to the one who is talking.							
Present their ideas in a clear and articulate way. The teaching methodology will include:							
Lectures							

Articles / Case Studies? Scenario Analysis			
Discussions			
Group Project			
Textbook(s)			
Blatchford, P. (2003). The Class Size Debate: Is Small Better? Philadelphia: Open UP.			
Carbone, E. (1998). Teaching Large Classes: Tools & Strategies. Volume 19. Sage Publications.			
Reference Book(s)			
PDFs			
Coleman, H. (1987). "Little Tasks Make Large Returns: Language Teaching in Large Crowds." In Murphy, D. & Candlin, C. N. (Eds.), Task and Exercise Design. (Lancaster Practical papers in English Language Education, 7), (21-145). London: Prentice-Hall.			
Gibbs, G. & Jenkins, A. (1997). Teaching Large Classes in Higher Education: How to Maintain Quality with Reduced Resources? Kogan Page Ltd.			
O' Sullivan, M. C. (2006). "Teaching Large Classes: The International Evidence and a Discussion of Some Good Practice in Ugandan Primary Schools." International Journal of Educational Development. (24-37).			
Urquiola, M. (2000) Identifying Class Size Effects in Developing Countries: Evidence from Rural Schools in Bolivia. Development Research Group. The World Bank.			
Weimer, M. G. (Ed.), (1987). Teaching Large Classes Well. London: Jossey-Bass.			
Wilcockson, D. A. & Wilcockson, M. A. (2002). "Does Class Size Matter?" Education Today. 51 (3), (15-21).			
Magazine Articles/ Published Material/ Research Journals /Papers			
Students will be provided with updated/latest Journal articles/working papers/ conference proceedings for relevant topic as extra reading.			
Grading Policy			
	Assessment Instruments	Percentage	
	Quizzes	15%	
	Assignments + project	15%	
	Mid Term Exam	30%	
	Final Exam	40%	
Week-wise Course Outline			
Week/ Session	Contents	Activities(Critical Thinking) Case Studies, Video Clips, Assignments, Research Papers, Presentations	Learning Objectives Addressed
Week 1	Research on class size	Lecture 1 (ppt) + Activities	CLO1,2,
Week 2	What is a large class? Why do large classes occur?	Lecture (ppt) + Activities	CLO 1,3
Week 3	Does class size affect learning and	Lecture (ppt) + Activities	CLO 2,3

	achievement?		
Week 4	Teacher-learner behavior and classroom processes in small and large classes	Lecture (ppt) + Activities	CLO 1,2,3
Week 5	Learner strategies in large classes	Lecture (ppt) + Activities	CLO 1, 2,
Week 6-	Teacher's view of and response to large classes	Lecture (ppt) + Activities	CLO 2,3,4
Week 7	Methodological issues in research on large classes	Lecture (ppt) + Activities	CLO 1,2,3
Week 8	Rethinking teaching and learning of English in large classes	Lecture (ppt) + Activities	CLO 1,2,
Week 9	MIDTERM EXAM		
Week 10	Teaching the language skills	(Handouts, Presentations)	CLO 2,3
Week 11	Group work	Lecture (ppt) + Activities	CLO 2,3
Week 12	Materials and resources	Lecture (ppt) + Activities	CLO 2,3,4
Week 13	Assessment procedures	Lecture (ppt) + Activities	CLO 3,4
Week 14	Approaches to the management of large classes	Lecture (ppt) + Activities	CLO 2,3,4
Week 15	The class size question: Politics and/or pedagogy?	Lecture (ppt) + Activities	CLO 1,3,4
Week 16	Revision		
Week 17	Final Examination		

Course Name	Introduction to Applied Linguistics	Prepared On	16
Course Code	ENG 414		August ,2021
Credit Hours	3	Revised On	12 Jan 2024
Course Prereq. Code			
Course Type	Deficiency Course		
Program	MS (Linguistics)		
Semester	Zero		
Instructor:			
Course Description			

This course is a gateway to the field of applied linguistics. It will introduce students to different methods adopted throughout the tradition of language teaching to teach language at the same time probing into the approaches, linguistic or psychological, that backed them. The knowledge of this will prepare the students to cope with the other subjects. This course further aims at introducing fairly advanced ideas related to syllabus designing and implementation. It offers a review of dominant and competing syllabuses in the 20th century focusing especially on the milieu of their rise and the cause of their decay both. The theory will go in this course hand in hand with practice: the students will review different syllabus for applying the concepts they learn.

Course Objectives:

At the completion of the course students will be able to present and discuss psychological phenomena common to most learners of a second language, and bilingual individuals in particular processes and stages of language development; master a variety of language teaching methods and its application in ESL context; and demonstrate confidence and capacity to challenge professional practice, and undertake improvement-oriented enquiry and innovation.

Program Objectives (POs)

PO1: To develop a thorough understanding of linguistic theory for a well-rounded academic foundation

PO2: To explore language acquisition and language teaching

PO3: To empower students with advanced 21st-century skills in English Language, ensuring the production of high-caliber postgraduates

PO4: To apply cutting-edge linguistic theories and methodologies to address tangible language issues in real-world contexts.

Program Learning Objectives

PLO 1: to demonstrate the conventions of diverse textual genres (e.g. the non-fiction essay, poetry, autobiography, novel, memoir, films, plays, editorials and so forth) in their own work and to make world a better place.

PLO 2: to employ the literary and rhetorical methods and strategies in reading and writing of texts.

PLO 3: to build relationships between language and society in order to provide solutions to the social issues.

PLO 4: To apply modern theories in contrast with models with the social and behavioral sciences.

PLO 5: to equip students with the ability to analyze information sources in print and electronic media.

PLO 6: to enable students to develop critical thinking skills which will help them better express their thoughts, ideas, and beliefs.

PLO 7: to excel in research, textual criticism, analytical skills and pedagogical methods.

PLO 8: to enable students to improve their writing skills, presentation and public speaking skills and apply these professionally outside the classroom to become life-long learners.

PLO 9: to assist in developing their employability skills with effective use of moral and ethical values in the real world.

Course Learning Outcomes		Program Learning Outcomes							
S.NO.	O	PL	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
	1								

CLO1	Present and discuss psychological phenomena common to most learners of a second language, and bilingual individuals in particular processes and stages of language development							
CLO2	Master a variety of language teaching methods and its application in ESL context							
CLO3	Demonstrate confidence and capacity to challenge professional practice, and undertake improvement-oriented enquiry and innovation							
Teaching & Learning Methodology								
Heuristic style of teaching is followed to make classes as heuristic as possible. This is achieved by group discussions, practicing activities, collaboration and teamwork. Students are given assignments on regular basis which enables them to study independently and in groups. Testing is done through quizzes according to the course content which enables the instructor to evaluate the students.								
Respect & listen to the one who is talking.								
Present their ideas in a clear and articulate way. The teaching methodology will include:								
Lectures								
Articles / Case Studies? Scenario Analysis								
Discussions								
Group Project								
Textbook(s)								
Rodgers, N. S. M. P. (2021). An introduction to applied linguistics.								
Reference Book(s)								
PDFs								
Brumfit, C. (ed.) (1986). The practice of communicative teaching. Oxford:Pergamon.								
Chomsky, N. (1959). A review of B. F. Skinner's Verbal Behaviour. In Krashen, S. D. (1982). Principles and practice in second language acquisition. New York: Pergamon								

Magazine Articles/ Published Material/ Research Journals /Papers			
Students will be provided with updated/latest Journal articles/working papers/ conference proceedings for relevant topic as extra reading.			
Grading Policy			
	Assessment Instruments	Percentage	
	Quizzes	15%	
	Assignments + project	15%	
	Mid Term Exam	30%	
	Final Exam	40%	
Week-wise Course Outline			
Week/ Session	Contents	Activities(Critical Thinking) Case Studies, Video Clips, Assignments, Research Papers, Presentations	Learning Objectives Addressed
Week 1	An overview of Applied Linguistics	(Handouts, Presentations, Homework)	CLO1
Week 2	Scope of Applied linguistics	(Handouts, Presentations, Homework)	CLO1
Week 3	Corpus linguistics	(Handouts, Presentations, Homework) Students' presentations	CLO3
Week 4	Second language acquisition	(Handouts, Presentations, Homework)	CLO1,2
Week 5	Learner Language	(Handouts, Presentations, Homework)	CLO1,
Week 6-7	Language and skills -listening	(Handouts, Presentations, Homework)	CLO2,3
Week 8	language and skills -speaking and pronunciation	(Handouts, Presentations, Homework)	CLO2.3
Week 9	MIDTERM EXAM		
Week 10	Language and skills -reading	(Handouts, Presentations)	CLO2,3
Week 11	Language and skills -writing	(Handouts, Cornerstones Case Study)	CLO2,3
Week 12	Assessment in ELT	(Handouts, Presentations) Students' presentations	CLO2,3

Week 13	Flipped Learning	(Handouts, Presentations) Students' presentations	CLO2,3
Week 14	Role of Applied Linguistics in HE	(Handouts, Presentations, Homework) Students' presentations	CLO1,2,3
Week 15	Technology in AL	(Handouts, Presentations, Homework) Students' presentations	CLO1,3
Week 16	Revision		
Week 17	Final Examination		

Cours Name	Stylistics	Prepared On	16 July,2021
Course Code	ENG- 405		
Credit Hours	3		
Course Prereq. Code	<input type="checkbox"/>	Revised On	12 Jan 2024
Course Type	Deficiency Course		
Program	BS		
Semester			
Instructor:			
Course Description			
Course Description			
The aim of the course is to study the features of distinctive varieties of language and to discover and describe the reasons for particular choices made by individual and social groups in their use of language. The course also aims at developing the skills in students to perform stylistic analysis, enables them to uncover the layers, patterns and levels that constitute stylistic description.			
Program Objectives (POs)			
PO 1: Build relationship with literature, language and society. PO2: Apply modern theories. PO 3: Inculcate transformational skills by using technology. PO 4: Develop research and pedagogy PO 5: Develop soft skills and produce lifelong learners. PO 6: Instill moral and ethical values.			
Program Learning Outcomes (PLOs) After completion of the degree, students will be PLO 1: to demonstrate the conventions of diverse textual genres (e.g. the non-fiction essay, poetry, autobiography, novel, memoir, films, plays, editorials and so forth) in their own work and to make world a better place.			

PLO 2: to employ the literary and rhetorical methods and strategies in reading and writing of texts.
 PLO 3: to build relationships between language and society in order to provide solutions to the social issues.
 PLO 4: To apply modern theories in contrast with models with the social and behavioral sciences.
 PLO 5: to equip students with the ability to analyze information sources in print and electronic media.
 PLO 6: to enable students to develop critical thinking skills which will help them better express their thoughts, ideas, and beliefs.
 PLO 7: to excel in research, textual criticism, analytical skills and pedagogical methods.
 PLO 8: to enable students to improve their writing skills, presentation and public speaking skills and apply these professionally outside the classroom to become life-long learners.
 PLO 9: to assist in developing their employability skills with effective use of moral and ethical values in the real world.

Course Learning Outcomes		Program Learning Outcomes								
S.NO.		PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9
CLO1	Demonstrate a general understanding of, and familiarity with the world of teaching English as a Foreign Language									
CLO2	Help understand general terminology, the profession's qualifications, further training options and career opportunities.									
CLO3	Demonstrate a good grasp and a basic understanding of the communicative approach to teach English as a Foreign Language.									
Teaching & Learning Methodology										
Heuristic style of teaching is followed to make classes as heuristic as possible. This is achieved by group discussions, practicing activities, collaboration and teamwork. Students are given assignments on regular basis which enables them to study independently and in groups. Testing is done through quizzes according to the course content which enables the instructor to evaluate the students.										
Respect & listen to the one who is talking.										
Present their ideas in a clear and articulate way. The teaching methodology will include:										
Lectures										
Articles / Case Studies? Scenario Analysis										
Discussions										
Group Project										

- **Group Project**

Textbook(s)																				
No single textbook is followed. Excerpts from textbooks will be shared timely																				
Reference Book(s)																				
•																				
Magazine Articles/ Published Material/ Research Journals /Papers																				
Students will be provided with updated/latest Journal articles/working papers/ conference proceedings for relevant topic as extra reading																				
Grading Policy																				
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Quizzes		15%																		
Assignments + project		15%																		
Mid Term Exam		30%																		
Final Exam		40%																		

Week-wise Course Outline			
Week/ Session	Contents	Activities (Critical Thinking) Case Studies, Roleplays, Movie Clips, Assignments, Research Papers, Presentations	Learning Objectives Addressed
Week 1	Introduction	Course overview, Discussion and understanding of course content, gauging students understanding of marketing concepts through class discussion	CLO 1& 2
Week 2	Stylistics as a branch of linguistics (Linguistic description, the scope of studies)	<u>Discussions/Paragraph Reading Exercise</u>	CLO 1
Week 3	Stylistics as a branch of linguistics (stylistics analysis, the need for stylistic study)	<u>Discussions/Assignment</u>	CLO 1
Week 4	Style and Register (definition of style and register, levels of formality, varieties for language)	<u>Words Breakdown Exercise</u>	CLO 1 & 2
Week 5	Style and Register (dialects, word choice, tone, pidgin, creoles)	<u>Words Breakdown Exercise</u>	CLO 1 & 2

	Week 6	Methods and theories of Stylistics (Pedagogical stylistics)	<u>Discussion/Word construction Activity</u>	CLO 2 & 3	
	Week 7	Methods and theories of Stylistics (Schemea theory in stylistics)	<u>Discussion/ Reading Exercise</u>	CLO 2 & 3	
	Week 8	Methods and theories of Stylistics (Feminist Stylistic)	<u>Discussion/Assignment</u>	CLO 2 & 3	
	Week 9	MIDTERM EXAM			
	Week 10	Linguistic Description (Levels of Linguistics, Functions of Language, Types of Communication, , parts of communication process)	<u>Discussion/ Reading Exercise</u>	CLO 3	
	Week 11	Linguistic Description (Descriptive and Prescriptive grammar definition and difference)	<u>Presentations and discussions</u>	CLO 3	
	Week 12	Conversational style	<u>Discussion/ Reading Exercise</u>	CLO 3 & 4	
	Week 13	Scripted speech	<u>Presentations and Discussions</u>	CLO 2 & 3	
	Week 14	Stylistic Analysis of a Variety of Written and Spoken Texts	<u>Discussion and analysis of texts</u>	CLO 3 & 4	

Week 15	Revision	Test	CLO 1 & 2
Week 16		<i>Final Project Presentations</i>	
Week 17		<i>Revision Week</i>	
Week 18		<i>Final Examination</i>	
Guidelines – Final Group Projects			

Course Name	Discourse Analysis		Prepared On	16 July,2021						
Course Code	ENG- 512									
Credit Hours	3									
Course Prereq. Code			Revised On	12 Jan 2024						
Course Type	Deficiency Course <input type="checkbox"/>									
Program	MS <input checked="" type="checkbox"/>									
Semester	3									
Instructor:										
Course Description										
It can be argued that who we are and what we are able to achieve socially is determined by the range of different forms of language which we have at our disposal. If we want to be convincing in a tutorial we have to be able to sound academic, and if we want to work as a lawyer we must first master the language of the law. This course explores the ways in which language varies according to subject area, social setting, communicative purpose and the social roles and identities of those involved. It examines the workings of various forms of speaking and writing - casual conversation, interviews and interrogations, public speaking, emailing and mobile phone texting and mass media articles, to cite just some examples. Students will study the nature of meaning, how we usually convey more than we actually say or write, the role of politeness in verbal communication, the necessarily cooperative nature of most forms of communication, and what makes texts cohesive and coherent. We are particularly interested in working with text, that is, larger units of meaning than a clause or sentence. Students will develop skills in analyzing the properties of different texts, in characterizing the interpersonal stances adopted by speakers and writers, and in identifying and classifying the various genres or texts types which operate in particular social settings										
Textbook(s)										
No single textbook is followed. Excerpts from textbooks will be shared timely										
Reference Book(s)										
•										
Magazine Articles/ Published Material/ Research Journals /Papers										
Students will be provided with updated/latest Journal articles/working papers/ conference proceedings for relevant topic as extra reading										
Grading Policy										
	Assessment Instruments	Percentage								
	Quizzes	15%								
	Assignments + project	20%								
	Mid Term Exam	25%								
	Final Exam	40%								

Week-wise Course Outline			
Week/ Session	Contents	Activities(Critical Thinking) Case Studies, Role plays, Movie Clips, Assignments, Research Papers, Presentations	Learning Objectives Addressed
Week 1	Introduction	Course overview, Discussion and understanding of course content, gauging students understanding of marketing concepts through class discussion	CLO 1
Week 2	Discourse Analysis Basics	<u>Discussions/Paragraph Reading</u> <u>Exercise</u>	CLO 1,2
Week 3	Kinds of Discourse Analysis	<u>Discussions/Assignment</u>	CLO 1,2
Week 4	Text and Context	<u>Discussions/Assignment</u>	CLO 1,3
Week 5	Speech Writing	<u>Discussions/Assignment</u>	CLO 1,3
Week 6	Approaches to Discourse Analysis	<u>Discussion</u>	CLO 2,3
Week 7	Different Pioneers in Discourse analysis	<u>Discussion</u>	CLO 2,3
Week 8	Conversational Analysis	<u>Discussion/Assignment</u>	CLO 3,4
Week 9	Midterm		
Week 10	Pragmatics and other approaches	<u>Discussion</u>	CLO 3,4
Week 11	Interactional Sociolinguistics	<u>Discussion</u>	CLO 3,4
Week 12	Critical Discourse Analysis	<u>Discussion</u>	CLO 2,4
Week 13	CDA & Written Discourse Newspaper Discourse Discourse & Power in Newspaper	Discussion	CLO 1,2
Week 14	Discourse & Culture Discourse & Gender Discourse & Racism	Discussion	CLO 3,4
Week 15	Discourse & Literature Discourse & Politics Discourse & Education	Discussion	CLO 2,4
Week 16		Final Project Presentations	
Week 17		Exam	
Guidelines – Final Group Projects			

Course Name	Semantics	Prepared On	16 July,2021
Course Code	ENG- 210		
Credit Hours	3		
Course Prereq. Code		Revised On	12 Jan 2024
Course Type	Deficiency Course		
Program	BS		
Semester	4		
Instructor:			

Course Description

The aim of this course is to introduce students to the basic concepts of semantics. By the end of the course the students will be able to conceptualize the relationship between words and their meaning.

Course Learning Outcomes		Program Goal							
Sr. No		PG1	PG2	PG3	PG4	PG5	PG6	PG7	
CLO1	Introduce students to the basic concepts of semantics.					2			
CLO2	The distinction between different semantic levels							✓	
CLO3	To understand and learn why meaning is more complex than simply the words formed in a sentence		✓					✓	
CLO4	Help students to conceptualize the relationship between words and their meaning			✓				✓	

Teaching & Learning Methodology

Teaching and learning goes hand in hand. The best learning occurs when teachers and students both came prepared to the class ready to deal with the issues that are presented. In this spirit, it is expected that students will assume the responsibility for their own learning, which includes:
Regularly attending the class (at least 75 % attendance is compulsory to take your final exam).

- a. Respect & listen to the one who is talking.
- b. Present their ideas in a clear and articulate way
- c. The teaching methodology will include:
 - Lectures
 - Articles / Case Studies? Scenario Analysis
 - Discussions

- Group Project

Textbook(s)

No single textbook is followed. Excerpts from textbooks will be shared timely

Reference Book(s)

-

Magazine Articles/ Published Material/ Research Journals /Papers

Students will be provided with updated/latest Journal articles/working papers/ conference proceedings for relevant topic as extra reading

Grading Policy

	Assessment Instruments	Percentage	
	Quizzes	15%	
	Assignments + project	20%	
	Mid Term Exam	25%	
	Final Exam	40%	

Week-wise Course Outline			
Week/ Session	Contents	Activities(Critical Thinking) Case Studies, Roleplays, Movie Clips, Assignments, Research Papers, Presentations	Learning Objectives Addressed
Week 1	Introduction	Course overview, Discussion and understanding of course content, gauging students understanding of marketing concepts through class discussion	CLO 1
Week 2	Early theories of meaning (Ogden and Richards)	<u>Discussions/Paragraph Reading Exercise</u>	CLO 1 & 2
Week 3	Early theories of meaning (Ferdinand de Saussure)	<u>Discussions/Assignment</u>	CLO 1 & 2
Week 4	Types of meaning (HYMES's SPEAKING: Conceptual or Denotative meaning, Connotative Meaning, Social Meaning)	<u>Words Breakdown Exercise</u>	CLO 2 & 3
Week 5	Types of meaning (HYMES's SPEAKING: Affective or Emotive Meaning, Reflected Meaning, Collocative Meaning, Thematic Meaning)	<u>Words Breakdown Exercise</u> -	CLO 2 & 3

Week 6	Semantic field (Definition, importance in language learning and writing in general)	<u>Discussion/Word construction Activity</u>	CLO 2 & 3
Week 7	Semantic field (hyponymy and semantic field in hyponymy)	<u>Discussion/ Reading Exercise</u>	CLO 2 & 3
Week 8	Semantic field (Principle of compositionality and Reference)	<u>Discussion/Assignment</u>	CLO 2 & 3
Week 9	MIDTERM EXAM		
Week 10	Componential analysis (Definition and uses)	<u>Discussion/ Reading Exercise</u>	CLO 3 & 4
Week 11	Componential analysis (structures used)	<u>Discussion/ Reading Exercise</u>	CLO 3 & 4
Week 12	Sense Relations/Lexical Relations (Hyponymy, Synonymy, Antonym, Homonym and Polysemy)	<u>Discussion/ Reading Exercise</u>	CLO 1 & 2
Week 13	Sense Relations/Lexical Relations (Hyponymy, Synonymy, Antonym, Homonym and Polysemy)	<u>Discussions/Paragraph Reading Exercise</u>	CLO 1 & 2
Week 14	Syntactic Semantics (Contradiction, Ambiguity, Semantic anomaly, Entailment, Presupposition)	<u>Discussion/ Reading Exercise</u>	CLO 2 & 4

Week 15	Syntactic Semantics (Contradiction, Ambiguity, Semantic anomaly, Entailment, Presupposition)	<u>Discussions/Paragraph Exercise</u>	CLO 2 & 4
Week 16	Final Project Presentations		
Week 17	Revision Week		
Week 18	Final Examination		
Guidelines – Final Group Projects			

Program Goals (PGs) and Program Learning Outcomes (PLOs):

PG 1: Build relationship with literature and Society;

PLO 1: to demonstrate the conventions of diverse textual genres (e.g. the non-fiction essay, poetry, autobiography, novel, memoir, films, plays, editorials and so forth) in their own work and to make world a better place.

PLO 2: to employ the literary and rhetorical methods and strategies in reading and writing of texts.

PG2: Modern theories and technology:

PLO 3: to equip students with the ability to analyze information sources in print and electronic media.

PG 3: Transformational Skills:

PLO 4: to construct clear, grammatical sentences and produce well-organized texts that exhibit attention to audience, genre and purpose.

PG 4: Research and Pedagogy:

PLO 5: to excel in research, textual criticism, analytical skills and pedagogical methods.

PG 5: Soft Skills and Life Long Learners:

PLO 6: to enable students to improve their writing skills, presentation and public speaking skills and apply these professionally outside the classroom to become life-long learners.

PG 6: Moral and ethical Values:

PLO 7: to assist in developing their employability skills with effective use of moral and ethical values in the real world.

PG 7: Build relationship with language and Society:

PLO 8: to build relationships between language and society in order to provide solutions to the social issues.

Appendage 4611

NEW PROGRAMME PROPOSAL
BACHELOR OF SCIENCE (BS) IN INTERNATIONAL RELATIONS

A. ACADEMIC DETAILS	
1	Faculty/Department: Department of Humanities and Social Sciences, Bahria University, Islamabad Campus (BUIC)
2	Name of the Programme: Bachelor of Science (BS) in International Relations.
3	Mission of the Programme: To achieve excellence in research and education through diverse, inclusive scholarly community. The Department aims to employ modern techniques to develop a comprehensive understanding of international politics and diplomatic relations along with conceptual and theoretical underpinnings of global issues.
4	Objectives of the Programme: <ul style="list-style-type: none"> • To provide students with comprehensive understanding of the historical, political, economic and social factors that shape international relations. • To inculcate the ability of critical evaluation of the policies and decision-making processes pertaining to foreign affairs of the state. • To develop the skills of research and analysis. • To foster an appreciation for the complexity and diversity of global politics and diplomacy.
5	Outcomes of the Programme: After the completion of the degree graduates will be able: <ul style="list-style-type: none"> • To demonstrate their logical reasoning pertaining to the global and regional issues in their research and analysis. • To suggest solutions to the contemporary issues with the theoretical and conceptual lens. • To present the good image of Pakistan through public diplomacy. • To propose innovative and feasible recommendations for addressing the complex regional and global issues.
6	Rationale for the Program: The Department of Humanities and Social Sciences was approved in the 10 th ACM of Bahria University. Its Bachelor of Social Sciences Degree program was launched in 2007 with three streams: International Relations (IR), Media Studies and Development Studies (DS). Notably, the degree's title does not explicitly indicate the specialized academic program and is only offered in Bahria University and Iqra University Islamabad. That is why the Faculty of Media Studies proposed to launch a specialized degree program in 2016 for increasing the strength of the enrollments which was

	<p>approved in 22 ACM. Following the launch of the specialized BS (Media Studies) there was a significant surge in enrollments.</p> <p>Currently, International Relations stands as a popular stream, attracting a significant number of students each semester. Despite its popularity, the program operates somewhat in the shadows, suggesting that while it garners notable interest, there may be room for increased visibility or recognition within the academic landscape. Furthermore, HEC Undergraduate Education Policy (UGEP) has been implemented at Bahria University and under the given directives of HEC, the Department of Humanities and Social Sciences intends to initiate a single title degree program. BS (IR) would be a specialized degree for the people who want to pursue their career goals in the domain of International Relations. This program aims to provide a focused academic path, enabling students to attain excellence in higher education within the realm of International Relations.</p>																																
7	<p>Brief Description of the Programme:</p> <p>Program Title: <u>Bachelor of Science in International Relations</u></p> <p>Duration: <u>4 years</u></p> <p>Total Credit Hours:</p> <table border="1"> <thead> <tr> <th>S#</th><th>Course Category</th><th>No of Courses</th><th>Credit Hours</th></tr> </thead> <tbody> <tr> <td>1</td><td>Gen Ed Courses</td><td>12</td><td>32</td></tr> <tr> <td>2</td><td>Interdisciplinary Courses</td><td>4</td><td>12</td></tr> <tr> <td>3</td><td>Major Courses</td><td>27</td><td>81</td></tr> <tr> <td>4</td><td>Internship</td><td>-</td><td>03</td></tr> <tr> <td>5</td><td>Capstone Project (Research Project)</td><td>-</td><td>03</td></tr> <tr> <td>6</td><td>Minor Courses (Optional)</td><td>4</td><td>12</td></tr> <tr> <td></td><td>Total</td><td>43 (without minor) 47 (With Minor)</td><td>131 (without minor) 143 (With Minor)</td></tr> </tbody> </table>	S#	Course Category	No of Courses	Credit Hours	1	Gen Ed Courses	12	32	2	Interdisciplinary Courses	4	12	3	Major Courses	27	81	4	Internship	-	03	5	Capstone Project (Research Project)	-	03	6	Minor Courses (Optional)	4	12		Total	43 (without minor) 47 (With Minor)	131 (without minor) 143 (With Minor)
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6	Minor Courses (Optional)	4	12																														
	Total	43 (without minor) 47 (With Minor)	131 (without minor) 143 (With Minor)																														
8	<p>Duration: 4 Years (8 Semesters)</p>																																
9	<p>Venue(s): On Site/Off Site/Both On & Off Site (<i>Tick one; if Off Site, give details</i>) Department of Humanities and Social Sciences, Bahria University, Islamabad Campus, Shangrilla Road Islamabad.</p>																																
10	<p>Programme Scheduling Format: Twice a year</p>																																
11	<p>Proposed Date of Commencement: Fall- 2024</p>																																

12	Mode of Study/Examination: Semester System
13	Additional Faculty Member(s) Required: (<i>Indicate if there is a requirement for additional faculty members, fulltime/visiting, along with qualifications.</i>) Not required
14	Additional Skilled-Worker(s) Required: (<i>Indicate if there is a requirement for additional Skilled Staff, fulltime/part-time, along with their qualifications/skill sets.</i>) Nil
15	Additional Classroom(s) required: (<i>The requirement is to include the number of classrooms and their capacities.</i>) Existing class rooms will be utilized.
16	Additional Requirement for Laboratories: (<i>The requirement is to include the number of laboratories, their equipment and their capacities.</i>) Nil
17	Additional Requirement for Books, Subscriptions, Memberships to Online Research Sites/ Repositories: 0.3 million per Anum.
18	Minimum Entry Level: 12 years of education (minimum 50% marks) from HEC recognized educational institutes
19	Admission Criteria: As per HEC/BU Policy
20	Additional/Different Examination Requirement (<i>Indicate if there will be any examination requirement, additional to or different from the BU Academic Rules or Examination Policy in vogue.</i>) As per BU Policy
21	Number of Admissions Expected for First Intake: 40 to 45 students
22	Number of Admissions Planned/Expected for Subsequent Intakes: The number of students will increase by 5 in each subsequent semester
23	Referred by: (<i>delete which is inapplicable</i>) FBOS:
24	Complete Plan of Studies, inclusive of complete Roadmap: (<i>Attach as Annex 'A'</i>) Attached
25	Course Outlines, Descriptions, Pre-Requisites & Readings (Compulsory & Recommended) (<i>Attach as Annex 'A'</i>) Attached

B. FINANCIAL DETAILS

1	Source of Funding: BU: Fully
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2	Degree Duration: years) Total Number of Credit Hours: 131	Annual or Semester System: Semester Minimum 8 semesters (4 years)																																					
3	Expected fee to be charged based on Cost & Benefits Analysis: (show working)																																						
4	Expected Number of students for 1st & 2nd Intakes: 45 and 50 students																																						
5	Expected Earning from first two Intakes (B5): (Show working)																																						
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	<table border="1"> <thead> <tr> <th rowspan="2">SE M</th> <th rowspan="2">Semester</th> <th colspan="2">Students</th> <th rowspan="2">Total No of Students</th> <th colspan="2">Total Fee</th> <th rowspan="2">Expected income</th> <th rowspan="2">Expected income in millions</th> </tr> <tr> <th>Fresh</th> <th>Existing</th> <th>Fresh</th> <th>Existing</th> </tr> </thead> <tbody> <tr> <td>9</td> <td>Fall 2028</td> <td>80</td> <td>420</td> <td>500</td> <td>12,040,000</td> <td>42,150,000</td> <td>54,190,000</td> <td>54.190 million</td> </tr> <tr> <td>10</td> <td>Spring 2029</td> <td>80</td> <td>455</td> <td>535</td> <td>12,040,000</td> <td>45,635,000</td> <td>57,675,000</td> <td>57.675 million</td> </tr> </tbody> </table>								SE M	Semester	Students		Total No of Students	Total Fee		Expected income	Expected income in millions	Fresh	Existing	Fresh	Existing	9	Fall 2028	80	420	500	12,040,000	42,150,000	54,190,000	54.190 million	10	Spring 2029	80	455	535	12,040,000	45,635,000	57,675,000	57.675 million
SE M	Semester	Students		Total No of Students	Total Fee		Expected income	Expected income in millions																															
		Fresh	Existing		Fresh	Existing																																	
9	Fall 2028	80	420	500	12,040,000	42,150,000	54,190,000	54.190 million																															
10	Spring 2029	80	455	535	12,040,000	45,635,000	57,675,000	57.675 million																															
	<table> <tr> <td>5th year expected income =</td> <td>111,865,000</td> <td>111.865 million</td> </tr> </table>								5th year expected income =	111,865,000	111.865 million																												
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	11	Fall 2029	80	485	565	12,040,000	48,602,500	60,642,500	60.643 million
	12	Spring 2030	80	510	590	12,040,000	51,052,500	63,092,500	63.093 million
6th year expected income =							123,735,000	123.735 million	
Total expected income for 6 years =							447,915,000	447.915 million	
Total expected income for 5 years (2nd, 3rd, 4th, 5th, 6th) =							430,982,500	430.983 million	

Total Estimated Salaries of all Additional Human Resources per annum (B7): (Show working)														
	Semester	Credit Hours per Semester	Salary per Hour	Group from 1st semester	Group from 2nd semester	Group from 3rd semester	Group from 4th semester	Group from 5th semester	Group from 6th semester	Group from 7th semester	Group from 8th semester	Semester wise total salary expense	Expense in millions	Yearly total
1st Year	1st	272	1,800	489,600								489,600	0.49 million	
	2nd	272	1,800	489,600	489,600							979,200	0.98 million	1.47 million
2nd Year	3rd	272	1,900	516,800	516,800	516,800						1,550,400	1.55 million	
	4th	272	1,900	516,800	516,800	516,800	516,800					2,067,200	2.07 million	3.62 million
3rd year	5th	288	2,000	544,000	544,000	544,000	544,000	544,000	576,000			2,752,000	2.75 million	
	6th	240	2,000	544,000	544,000	544,000	544,000	544,000	576,000	480,000		3,232,000	3.23 million	5.98 million
4th year	7th	240	2,100	571,200	571,200	571,200	571,200	571,200	604,800	504,000	504,000	3,897,600	3.90 million	
	8th	240	2,100	571,200	571,200	571,200	571,200	571,200	604,800	504,000	504,000	4,401,600	4.40 million	8.30 million
5th year	Se m 1	272	2,200	598,400	598,400	598,400	598,400	598,400	633,600	528,000	528,000	4,611,200	4.61 million	
	Se m 2	272	2,200	598,400	598,400	598,400	598,400	598,400	633,600	528,000	528,000	4,611,200	4.61 million	9.22 million
6th year	Se m 3	272	2,200	598,400	598,400	598,400	598,400	598,400	633,600	528,000	528,000	4,611,200	4.61 million	
	Se m 4	272	2,200	598,400	598,400	598,400	598,400	598,400	633,600	528,000	528,000	4,611,200	4.61 million	9.22 million
Salary expense for five years (2nd, 3rd, 4th, 5th, & 6th year)												36,345,600	36.35 million	36.35 million
Total salary expense for first six years												37,814,400	37.81 million	37.81 million

8	Cost of Additional Laboratory Equipment/Tools (B8): (show working) Nil							
9	Cost of Additional Classrooms (B9): (Include furniture, technical aids etc.) Nil							
10	Cost of Additional Books, Subscription & Memberships to on-line Sites/Repositories (B10): (show details) 0.1 million/annum							
11	Off-Site rental Expenses and Cost of other Fixtures (B11): (Show details) Nil							
12	Miscellaneous Expenses required for Starting the Program (B12): <ul style="list-style-type: none"> - Advertisement: 0.05 Million - Printing & Stationery: 0.05 Million - Admin Cost: 1.35 Million Any other Total: 1.45 Million							
13	Annual Recurring Expenditures in Subsequent Years (B13):							
	Years	Salaries	Rentals	Subscription s/Memberships	Advertisemen ts	Printing & Stationery	Admin Cost	
	1st	1.47 million	0.00	0.30 million	0.05 million	0.05 million	1.35 million	
	2nd	3.62 million	0.00	0.33 million	0.06 million	0.06 million	1.49 million	
	3rd	5.98 million	0.00	0.36 million	0.06 million	0.06 million	1.64 million	
	4th	8.30 million	0.00	0.40 million	0.07 million	0.07 million	1.80 million	
	5th	9.22 million	0.00	0.44 million	0.07 million	0.07 million	1.98 million	
	6th	9.22 million	0.00	0.48 million	0.08 million	0.08 million	2.18 million	
	Total	37.81 million	0.00	2.31 million	0.39 million	0.39 million	10.45 million	
14	Total Cost of the Programme (B14): [Add B(7) to B(12)]							
	B7	B8	B9	B10	B11	B12	=	
	1.47 million	0	0	0.1 Million	0	1.45 Million	3.02 Million	
15	Net Cost of the Programme (B15): [Subtract B(1) from B(14)] $B(14) - B(1) = 3.02 - 0 = 3.02$ Million							
16	Net Earnings in First Year (B16: [Subtract B(15) from B(5)] 16.933 million - 7.099 Million							
	$B(5) - B(15) =$		Year 1	Total Earning	Total Expanses	Net Earning		
				16.933 million	3.02 Million	13.913 Million		
17	Projected Annual Gross Earning in Subsequent Years (B 17): (show details & working; add 10% towards all expenses in subsequent years.)							
	Year	Total Gross Earnings						
	Year 1	16.933 Million						
	Year 2	38.573 Million						
	Year 3	64.380 Million						

		Year 4	92.430 Million	
		Year 5	111.865 Million	
		Year 6	123.735 Million	
		Total	447.915 Million	

18	Projected Annual Net Earning in Subsequent Years: [Subtract B(13) from B(17)] B(17) – B(13)		
Years	Income/yr	Expenses/yr	Net income/yr
1st	16.93 million	3.22 million	13.71 million
2nd	38.57 million	5.55 million	33.02 million
3rd	64.38 million	8.11 million	56.27 million
4th	92.43 million	10.63 million	81.80 million
			100.07
5th	111.87 million	11.79 million	million
6th	123.74 million	12.05 million	million
Totals	447.92 million	51.35 million	396.56 million

New Academic Road Map Template for UG (BS-IR) programs

Program Title: **Bachelor of Science in International Relations (Single Major)**

Duration: **4 years (08 Semester)**

Total Credit Hours: **131**

Endorsement References:

A: Recommendations of CAC dated September 2022 (Minutes of CAC meeting)

B: Recommendations of DBOS dated August 3 & 4, 2023 & March 12, 2024 (Minutes of DBOS meeting)

C: Recommendations of FBOS dated August 29, 2023 & March 13, 2024. (Minutes of FBOS meeting)

Summary of Credit Hours

Sr. No.	Category as per HEC new UG Policy	Credit Hours/Contact Hours	
		Existing Road Map	Proposed New Road Map
1.	General Education (Mandatory)	36	32
2.	Major/Disciplinary (Mandatory)	69	66

3.	Interdisciplinary (Mandatory)	12	12
4.	Electives toward specialization	12	15
5.	Non-Credit courses (contact hours) – Tajweed, Quran and Hadith (Compulsory)	NA	8 (Non Credit)
6	Internship (Mandatory)	3	3
7.	Capstone Project (Mandatory)		3
8	Double Major (Optional)		-
9.	Minor (Optional) *Minor courses are optional, and they will be offered subject to enrollment numbers not falling below 10.		12
Total (Single Major)		132	131
Total (Major with one Minor)			143

Semester-wise Road mapSemester 1

	Course Code	Course Title	Credit Hours	HEC Category	17 UN SDGs alignment (please mention relevant SDG No.)
1	ENG 101	Functional English	G	3	4
2	BES 204	Introduction to Computer Applications	G	3	9
3	PAK 104	Pakistan Studies	G	3	8
4	HSS 330	Physical Education & Sports	G	2	16
5	ISL 102	Islamic Studies	G	3	4
6	IRS 101	Introduction to International Relations	M	3	4
7	ISL 107	Tajweed	NC	Compulsory 01 contact hour	4
Total Credit Hours 17					

Semester 2

	Course Code	Course Title	Credit Hours	HEC Category	17 UN SDGs alignment (please mention relevant SDG No.)
1	ENG 207	Advanced Academic Reading and Writing Skill	3	G	4
2	MAT 105	Mathematics	3	G	4
3	ENV 111	Introduction to Environmental Studies	3	G	15
4	PSY102	Introduction to Psychology	2	G	4
5	IRS 301	Theories of International Relations	3	M	4
6	IRS 307	International Relations Since 1945	3	M	4
7	ISL 108	Understanding Quran-I	NC	Compulsory 01 contact hour	4
Total Credit Hours 17					

Semester 3

S. No	Course Code	Course Title	Credit Hours	HEC Category	17 UN SDGs alignment (please mention relevant SDG No.)	Remarks
1	HSS 219	Civics and Community Engagement	2	G	4	
2	MAT 205	Introduction to Statistics	3	G	11	<ul style="list-style-type: none"> • QTM 105 has been approved for the same course title in 25th ACM (Faculty of Management Sciences). • QTM 105 is recommended to be

						adopted.
3	BES 106	Research Methodology	3	M	4	
4	IRS 308	International Organizations	3	M	4	
5	ENG 213	Oral Communication and Presentation Skills	3	I	4	
6	IRS 102	Introduction to Political Science	3	I	4	
7	ISL 109	Understanding Quran-II	NC	Compulsory 01 contact hour	4	
Total Credit Hours 17						

Semester 4

	Course Code	Course Title	Credit Hours	HEC Category	17 UN SDGs alignment (please mention relevant SDG No.)	Remarks
1.	IRS 309	International Law	3	M	16	
2.	IRS 303	Global Political Economy	3	M	11	
3.	IRS 314	Diplomacy	3	M	11	
4.	IRS 313	Foreign Policy Analysis	3	M	11	
5.	ANT 230	Gender Studies	3	I	5	
6.	MGT	Entrepreneurship	2	G	8	<ul style="list-style-type: none"> • MGT 206 has been approved for the same course title in 30th ACM (Faculty of Humanities & Social Sciences). • MGT 206 is recommended

						to be adopted.
7.	ISL 110	Understanding Quran-III	NC	Compulsory 01 contact hour	4	
Total Credit Hours 17						

12 Gen-Ed Courses are completed in first 4 Semesters.

****Students are eligible for a 3 CHs 6-8 weeks Internship preferably during summers. (Code: SDW496)**

Semester 5

	Course Code	Course Title	Credit Hours	HEC Category	17 UN SDGs alignment (please mention relevant SDG No.)
1.	IRS 413	Democratic Transitions: Issues & Challenges	3	M	13
2.	IRS 409	Strategic Studies	3	M	16
3.	IRS 410	Conflict & Conflict Resolution	3	M	16
4.	IRS 403	Theories of Globalization	3	M	11
5.	BES 103	Critical Thinking	3	I	4
6.	ISL 111	Understanding Quran IV	NC	Compulsory 01 contact hour	4

Semester 6

	Course Code	Course Title	Credit Hours	HEC Category	17 UN SDGs alignment (please mention relevant SDG No.)
1.	IRS 420	Nuclear Security and Non-Proliferation	3	M	11
2.	IRS 330	Geo- Political Structure of the World	3	M	16

3.	IRS 323	Comparative Political System	3	M	11
4.	IRS 408	International Terrorism	3	M	16
5.	IRS 311	American Foreign Policy	3	M	11
6.	ISL 112	Understanding Quran-V	NC	Compulsory 01 contact hour	4
Total Credit Hours 15					

Semester 7

	Course Code	Course Title	Credit Hours	HEC Category	17 UN SDGs alignment (please mention relevant SDG No.)
1.	IRS 412	Theories of Nationalism	3	M	9
2.	IRS 310	Foreign Policies of Great Powers	3	M	11
3.		Major – Elective-I	3	M- Elective	
4.		Major – Elective-II	3	M- Elective	
5.		Major – Elective-III	3	M- Elective	
6.	ISL 113	Seerah – I	NC	Compulsory 01 contact hour	4
Total Credit Hours 15					

Semester 8

	Course Code	Course Title	Credit Hours	HEC Category	17 UN SDGs alignment (please mention relevant SDG No.)
1.	IRS 401	Human Rights & Global Politics	3	M	10
2.	IRS 417	Arms Control and Disarmament	3	M	8

3.		Major – Elective-IV	3	M-Elective	
4.		Major – Elective-V	3	M-Elective	
5.		Capstone Project	3	Research	4
6.	ISL 114	Seerah – I			
Total Credit Hours 15					

List of Elective Courses

	Course Code	Course Title	Credit Hours	HEC Category	17 UN SDGs alignment (please mention relevant SDG No.)	Remarks
1	IRS 405	International Politics of South Asia	3	Elective	11	
2	IRS 325	State & Society of South Asia	3	Elective	11	
3	IRS 406	International Politics of Central Asia	3	Elective	11	
4	IRS 320	Government & Politics in Central Asia	3	Elective	11	
5	IRS 407	International Politics of Southeast Asia	3	Elective	11	
6	IRS 326	American Government & Politics	3	Elective	4	
7	IRS315	Politics of Developing Nations	3	Elective	1	IRS 315 with space is recommended to be adopted
8	IRS 525	Role of International Financial Institutions in International Relations	3	Elective	16	
9	IRS 527	Politics & Security of Asia-Pacific Region	3	Elective	11	
10	IRS 529	Contemporary Environmental Issues	3	Elective	13	
11	IRS 530	Major Issues of Muslim World	3	Elective	11	
12	IRS 532	Peace Building in Post-Conflict Societies	3	Elective	16	
13	IRS 537	Contemporary Political Theories	3	Elective	4	

14	IRS 543	Power Politics and Beyond: Emerging Paradigms	3	Elective	4	
15	IRS 503	Seminar on Contemporary Regional & Global Issues	3	Elective	11	
16	IRS 504	Traditional & Non-Traditional Security Paradigms	3	Elective	16	
17	IRS 515	Role of IMF, World Bank, & WTO)	3	Elective	16	
18	IRS 502	Advanced Research Methodology	3	Elective	4	
19	IRS 517	Evolution & Development of International Political Philosophy	3	Elective	4	
20	IRS 519	Ethnic Conflict in Global Perspective	3	Elective	11	
21	IRS 527	Politics & Security of Asia-Pacific Region	3	Elective	11	
22	IRS 529	Contemporary Environmental Issues	3	Elective	13	
23	IRS 530	Major Issues of Muslim World	3	Elective	11	
24	IRS 415	Global Governance and Development	3	Elective	16	
25	IRS 402	Global Environmental Politics	3	Elective	13	

Structure of BS International Relations (Single Major +1 Minor)

- Roadmap for first four semesters will be same as BS IR Single major Roadmap.
- One Minor Course will be added in semester 5-8

S#	Course Category	No of Courses	Credit Hours
1	Gen Ed Courses	12	32
2	Interdisciplinary Courses	4	12
3	Major Courses	27	81
4	Minor Courses	04	12
5	Internship	-	03
6	Capstone Project (Research Project)	-	03
	Total	45	143

MINOR 1: Maritime

S#	Course Code	Course Title	Category	CH	Remarks
1	IRS 421	Blue Economy of Pakistan	Minor Course	3	MTM 673 has been approved for the same course title in 40 th ACM (Faculty of Humanities & Social Sciences). MTM 673 is recommended to be adopted.
2	IRS 422	Geo-politics & Maritime Security in Indian Ocean	Minor Course	3	MTM 674 has been approved for the same course title in 40 th ACM (Faculty of Humanities & Social Sciences). MTM 674 is recommended to be adopted.
3	IRS 423	Issues of Maritime Security for Pakistan	Minor Course	3	
4	IRS 424	Politics of Sea	Minor Course	3	

MINOR 2: Political Ecology

S#	Course Code	Course Title	Category	CH	Remarks
1	IRS 425	Political Ecology of Development	Minor Course	3	
2	IRS 426	Climate Change and Human Security	Minor Course	3	
3	IRS 427	Global Environmental Governance	Minor Course	3	
4	IRS 428	Biodiversity & Sustainable Development	Minor Course	3	
5	IRS 429	Agrarian Development, Food Policy & Rural Poverty	Minor Course	3	

MINOR 3: Artificial Intelligence

S#	Course Code	Course Title	Category	CH	Remarks
1	IRS 430	Artificial Intelligence & International Affairs	Minor Course	3	
2	IRS 431	Artificial Intelligence & the Future of Warfare	Minor Course	3	
3	IRS 432	The Economics of AI	Minor Course	3	
4	IRS 433	Artificial Intelligence & Human Security	Minor Course	3	
5	IRS 434	Digital Diplomacy	Minor Course	3	

MINOR 4: Anthropology

S#	Course Code	Course Title	Category	CH	Remarks
1	ANT 448	Ethnicity, Nationality, and Morality	Minor Course	3	
2	ANT 325	Anthropology of Peace and Conflict	Minor Course	3	
3	ANT 328	Anthropology of Art	Minor Course	3	
4	ANT 314	Disasters & Displacement	Minor Course	3	
5	ANT 403	Political Anthropology	Minor Course	3	ANT 205 has been approved for the same course title in 26 th ACM (Faculty of Humanities & Social Sciences). ANT 205 is recommended to be adopted.

Semester 5

	Course Code	Course Title	Credit Hours	HEC Category	17 UN SDGs alignment (please mention relevant SDG No.)
1.	IRS 413	Democratic Transitions: Issues & Challenges	3	M	13
2.	IRS 409	Strategic Studies	3	M	16
3.	IRS 410	Conflict & Conflict Resolution	3	M	16
4.	ANT 230	Gender Studies	3	I	5
5.	BES 103	Critical Thinking	3	I	4
6.	ISL 111	Understanding Quran IV	NC	Compulsory	4

Semester 6

	Course Code	Course Title	Credit Hours	HEC Category	17 UN SDGs alignment (please mention relevant SDG No.)	Remarks
1.	IRS 420	Nuclear Security and Non-Proliferation	3	M	11	

2.	IRS 330	Geo-Political Structure of the World	3	M	16	
3.	IRS 323	Comparative Political System	3	M	11	
4.	IRS 408	International Terrorism	3	M	16	
5.	IRS 415	American Foreign Policy	3	M	11	<ul style="list-style-type: none"> • IRS 311 has been approved for the same course title in 25th ACM (Faculty of Humanities & Social Sciences). • IRS 311 is recommended to be adopted.
7.	ISL 112	Understanding Quran-V	NC	Compulsory	4	

Semester 7

	Course Code	Course Title	Credit Hours	HEC Category	17 UN SDGs alignment (please mention relevant SDG No.)
1.	IRS 412	Theories of Nationalism	3	M	9
2.	IRS 310	Foreign Policies of Great Powers	3	M	11
3.		Major – Elective-I	3	M- Elective	
4.		Major – Elective-II	3	M- Elective	
5.		Major – Elective-III	3	M- Elective	
6.	ISL 114	Seerah – II	NC	Compulsory	4

Semester 8

	Course Code	Course Title	Credit Hours	HEC Category	17 UN SDGs alignment (please mention relevant SDG No.)
1.	IRS 401	Human Rights & Global Politics	3	M	10
2.	IRS 417	Arms Control and Disarmament	3	M	8
3.		Major – Elective-IV	3	M-Elective	
4.		Major – Elective-V	3	M- Elective	
5.	TBD	Capstone Project	3	Research	4

Total Credit Hours as per Roadmap = 17+17+17+17+18+18+18+18+3= 143

Appendage 4612

**LAUNCH OF INDEPENDENT PROGRAMME BACHELOR OF SCIENCE IN DEVELOPMENT STUDIES
AT BH3S-IC**

A. ACADEMIC DETAILS	
1	Faculty/Department: Department of Humanities and Social Sciences, Bahria University, Islamabad Campus (BUIC)
2	Name of the Programme: Bachelor of Science in Development Studies
3	Mission of the Programme: To provide students with a comprehensive understanding of the complex issues surrounding global development and to equip them with the knowledge and skills necessary to contribute to positive social change. Through a multidisciplinary approach, the programme aims to explore the economic, social, cultural, political, and environmental factors that shape development processes and outcomes. Students engage in critical analysis, research, and practical fieldwork to gain a deep understanding of the challenges and opportunities faced by communities and nations striving for sustainable development. The programme fosters a commitment to social justice, equity, and inclusivity, empowering students to become agents of change in addressing pressing global issues and Sustainable Development Goals (SDGs). By promoting interdisciplinary collaboration and fostering a global perspective, the Development Studies programme prepares students to make meaningful contributions to the field of development and to work towards creating a more just and sustainable world.
4	Objectives of the Programme: To develop a solid foundation in development theories, frameworks, and concepts by exploring various perspectives, understanding historical context, and critically analyzing social, economic, cultural, and political factors. To promote critical thinking and analytical skills through rigorous coursework, research projects, and case studies, enabling students to analyze development issues, evaluate policies, and propose innovative solutions independently. To encourage interdisciplinary collaboration by emphasizing the importance of working across disciplines such as economics, anthropology, sociology, political science, psychology, and environmental studies. To foster skills in collaboration, communication, and teamwork to prepare students for effective engagement in diverse and interdisciplinary development contexts.
5	Outcomes of the Programme: After the completion of the degree the students will be able:

	<p>to gain a deep understanding of global development issues, encompassing economic, social, political, cultural, and environmental factors. They will develop the skill of critically analyzing and evaluating development strategies and policies.</p> <p>to enhance analytical and research skills among students, which will empower them to contribute to evidence-based decision-making and propose innovative solutions to various barriers to development in the local and national context.</p> <p>To focus on practical fieldwork experience for the students that help will them in engaging in internships and community-based projects. This experience will enhance their knowledge and skills in real-world settings.</p> <p>to critically analyze social justice, equity, sustainable development, etc.</p>			
6	<p>Rationale for the Programme:</p> <p>A Bachelor's degree in Development Studies is one of the most relevant and invaluable choices for students across the world whether from the Global North or the Global South. This programme is the ultimate way to understand, address, and contribute to solving global challenges to development. This programme, the most pertinent to the well-being of all humans, can provide a coherent foundation in the theoretical understanding, methods, and skills that are required to navigate the complex issues facing humankind today, ranging from poverty alleviation and social equity to climate change and sustainable resource management.</p> <p>The Department of Humanities and Social Sciences was approved in the 10th ACM of Bahria University. Its Bachelor of Social Sciences (BSS) Degree program was launched in 2007 with three streams: International Relations (IR), Media Studies, and Development Studies (DS). Later, Media Studies started an independent degree program that is a success story in terms of the number of enrollments and launch of new programmes.</p> <p>The title of the degree e.g. BSS does not indicate the specialized academic programme and is only offered at Bahria University and Shaheed Zulfiqar Ali Bhutto Institute of Science and Technology (SZABIST) Islamabad. The new HEC Undergraduate Education Policy (UGEP) has been implemented at Bahria University and under the given directives of HEC, the Department of Humanities and Social Sciences intends to initiate a single title degree program. The existing programme of BSS is now being unfolded and Bachelor of Science in Development Studies is being proposed to be launched as an independent programme.</p> <p>Bahria University, since 2007, has been imparting innovative education in the field of development studies under the umbrella of the Bachelor of Social Sciences programme. While the programme was pioneering and comprehensive, the nuanced issue of development requires pursuing this issue in a concentrated way through a holistic and dedicated Development Studies programme.</p> <p>Semester-wise enrollment in BSS (Development Studies) in 4th semester</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th style="padding: 5px;">Sr. No.</th> <th style="padding: 5px;">Semester</th> <th style="padding: 5px;">No. of Enrolled Students</th> </tr> </thead> </table>	Sr. No.	Semester	No. of Enrolled Students
Sr. No.	Semester	No. of Enrolled Students		

1	Fall 2020	14
2	Spring 2021	17
3	Fall 2021	20
4	Spring 2022	21
5	Fall 2022	25
6	Spring 2023	19
7	Fall 2023	15
8	Spring 2024	25

Thus the BS Development Studies programme will not only provide our students with the knowledge and skill to pursue careers in international development, advocacy, humanitarian aid, policy analysis and intersecting development initiatives, but it will also make our programme one of the most competitive and thorough in the domain of Development Studies in the country.

7	Brief Description of the Programme:																								
	Bahria University, Islamabad is one of the only two Universities in Islamabad offering the invaluable opportunity to study Development Studies at the Bachelor's level; with the programme being offered at SZABIST. Because the competing programme is an independent degree in Development Studies, offering four years of knowledge in the domain. BS Development Studies programme at Bahria University is also the need of the hour to make it more competitive and suit the needs of the market.																								
Additionally, as per the 2023 UG policy of the HEC, the demand for an independent programme in Development Studies is not only imperative but more urgent. Under this initiative, we can not only create the leaders of tomorrow well-verses and equipped with the skills to handle the development-related issues of the 21 st century, but we can also turn out graduates with intersecting, contemporary knowledge in Development Studies, twice a year. This programme will not only function as a highly viable option for those interested in pursuing higher education in the subject but also serve as the doorway for those seeking to broaden their intellectual horizons and expand their skillsets to contribute to global development.																									
Programme Title: <u>Bachelor of Science in Development Studies</u>																									
Duration: <u>4 years</u>																									
Total Credit Hours: <u>131</u>																									
<table border="1"> <thead> <tr> <th>S#</th> <th>Course Category</th> <th>No of Courses</th> <th>Credit Hours</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Gen Ed Courses</td> <td>12</td> <td>32</td> </tr> <tr> <td>2</td> <td>Interdisciplinary Courses</td> <td>4</td> <td>12</td> </tr> <tr> <td rowspan="2">3</td> <td rowspan="2">Major Courses</td> <td>22</td> <td>66</td> </tr> <tr> <td>5</td> <td>15</td> </tr> <tr> <td>4</td> <td>Minor Courses*</td> <td>4</td> <td>12</td> </tr> </tbody> </table>				S#	Course Category	No of Courses	Credit Hours	1	Gen Ed Courses	12	32	2	Interdisciplinary Courses	4	12	3	Major Courses	22	66	5	15	4	Minor Courses*	4	12
S#	Course Category	No of Courses	Credit Hours																						
1	Gen Ed Courses	12	32																						
2	Interdisciplinary Courses	4	12																						
3	Major Courses	22	66																						
		5	15																						
4	Minor Courses*	4	12																						

	5	Internship	-	03
	6	Capstone Project (Research Project)	-	03
		Total	43	131

*Minor courses will be optional for students if they are interested to opt for Single Major with One minor program. In this case they will study 143 credit hours. These 4 courses and 12 credit hours are not counted in total.

8	Duration: 4 Years (8 Semesters)
9	Venue(s): On Site/Off Site/Both On & Off Site (<i>Tick one; if Off Site, give details</i>) Department of Humanities and Social Sciences, Bahria University, Islamabad Campus, Shangrilla Road Islamabad.
10	Programme Scheduling Format: Twice a year
11	Proposed Date of Commencement: Fall 2024
12	Mode of Study/Examination: Semester System
13	Additional Faculty Member(s) Required: No
14	Additional Skilled-Worker(s) Required: (<i>Indicate if there is a requirement for additional Skilled Staff, fulltime/part-time, along with their qualifications/skill sets.</i>) Nil
15	Additional Classroom(s) required: (<i>The requirement is to include the number of classrooms and their capacities.</i>) The stream is already functional, no requirement for additional infrastructure.
16	Additional Requirement for Laboratories: (<i>The requirement is to include the number of laboratories, their equipment and their capacities.</i>) Nil
17	Additional Requirement for Books, Subscriptions, Memberships to Online Research Sites/ Repositories: Resources already available because stream is already functioning.
18	Minimum Entry Level: 12 years of education (minimum 50% marks) from HEC recognized educational institutes
19	Admission Criteria: As per HEC/BU Policy
20	Additional/Different Examination Requirement (<i>Indicate if there will be any examination requirement, additional to or different from the BU Academic Rules or Examination Policy in vogue.</i>) As per BU Policy
21	Number of Admissions Expected for First Intake: 20 students
22	Number of Admissions Planned/Expected for Subsequent Intakes: 25-30 students in total are expected in each subsequent semester
23	Referred by: (<i>delete which is inapplicable</i>) DBOS
24	Complete Plan of Studies, inclusive of complete Roadmap: (<i>Attach as Annex 'A'</i>)
25	Course Outlines, Descriptions, Pre-Requisites & Readings (Compulsory & Recommended) (<i>Attach as Annex 'A'</i>) All course Outlines are approved as the stream is already being offered.

	B. FINANCIAL DETAILS																																																																																															
1	Source of Funding: BU: Fully																																																																																															
2	<u>Degree Duration:</u> Minimum 8 semesters (4 years) <u>Annual or Semester System:</u> Semester Total Number of Credit Hours: 131																																																																																															
3	Expected fee to be charged based on Cost & Benefits Analysis: (show working)																																																																																															
	<table border="1"> <thead> <tr> <th colspan="8">Tuition Fee Per Credit Hour = 5,500.00</th> </tr> <tr> <th>Semester</th><th>Credit Hours</th><th>Tuition Fee Per Semester</th><th>Admission Fee (One Time)</th><th>Caution Money (Refundable)</th><th>Degree Fee (One Time)</th><th>Misc. Charges</th><th>Total</th></tr> </thead> <tbody> <tr> <td>1st</td><td>17</td><td>93,500</td><td>27,000</td><td>20,000</td><td>0</td><td>10,000</td><td>150,500</td></tr> <tr> <td>2nd</td><td>17</td><td>93,500</td><td>0</td><td>0</td><td>0</td><td>10,000</td><td>103,500</td></tr> <tr> <td>3rd</td><td>17</td><td>93,500</td><td>0</td><td>0</td><td>0</td><td>10,000</td><td>103,500</td></tr> <tr> <td>4th</td><td>17</td><td>93,500</td><td>0</td><td>0</td><td>0</td><td>10,000</td><td>103,500</td></tr> <tr> <td>5th</td><td>18</td><td>99,000</td><td>0</td><td>0</td><td>0</td><td>10,000</td><td>109,000</td></tr> <tr> <td>6th</td><td>15</td><td>82,500</td><td>0</td><td>0</td><td>0</td><td>10,000</td><td>92,500</td></tr> <tr> <td>7th</td><td>15</td><td>82,500</td><td>0</td><td>0</td><td>0</td><td>10,000</td><td>92,500</td></tr> <tr> <td>8th</td><td>15</td><td>82,500</td><td>0</td><td>0</td><td>0</td><td>10,000</td><td>92,500</td></tr> <tr> <td>TOTALS</td><td>131</td><td>720,500</td><td>27,000</td><td>20,000</td><td>0</td><td>80,000</td><td>847,500</td></tr> </tbody> </table>								Tuition Fee Per Credit Hour = 5,500.00								Semester	Credit Hours	Tuition Fee Per Semester	Admission Fee (One Time)	Caution Money (Refundable)	Degree Fee (One Time)	Misc. Charges	Total	1st	17	93,500	27,000	20,000	0	10,000	150,500	2nd	17	93,500	0	0	0	10,000	103,500	3rd	17	93,500	0	0	0	10,000	103,500	4th	17	93,500	0	0	0	10,000	103,500	5th	18	99,000	0	0	0	10,000	109,000	6th	15	82,500	0	0	0	10,000	92,500	7th	15	82,500	0	0	0	10,000	92,500	8th	15	82,500	0	0	0	10,000	92,500	TOTALS	131	720,500	27,000	20,000	0	80,000	847,500
Tuition Fee Per Credit Hour = 5,500.00																																																																																																
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1st	17	93,500	27,000	20,000	0	10,000	150,500																																																																																									
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3rd	17	93,500	0	0	0	10,000	103,500																																																																																									
4th	17	93,500	0	0	0	10,000	103,500																																																																																									
5th	18	99,000	0	0	0	10,000	109,000																																																																																									
6th	15	82,500	0	0	0	10,000	92,500																																																																																									
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TOTALS	131	720,500	27,000	20,000	0	80,000	847,500																																																																																									
4	Expected Number of students for 1st & 2nd Intakes: 20 and 25 students																																																																																															
	Expected Earning from first two Intakes (B5): (Show working)																																																																																															
5	SEM	Semester	Students		Total No of Students	Total Fee		Expected income	Expected income in millions																																																																																							
			Fresh	Existing		Fresh	Existing																																																																																									
	1	Fall 2024	20	0	20	3,010,000	0	3,010,000	3.010 million																																																																																							
	2	Spring 2025	25	20	45	3,762,500	2,070,000	5,832,500	5.833 million																																																																																							
1st year expected income from first two intakes (1 st and 2 nd) 8,842,500								8.843 million																																																																																								
6	Expected Earnings for the Next Five Years (B6): (show working)																																																																																															
	SEM	Semester	Students		Total No of Students	Total Fee		Expected income	Expected income in millions																																																																																							
			Fresh	Existing		Fresh	Existing																																																																																									
	3	Fall 2025	25	45	70	3,762,500	4,657,500	8,420,000	8.420 million																																																																																							
	4	Spring 2026	25	70	95	3,762,500	7,245,000	11,007,500	11.008 million																																																																																							
						2nd year		19.428 million																																																																																								
						expected income = 19,427,500																																																																																										
	5	Fall 2026	30	95	125	4,515,000	9,942,500	14,457,500	14.458 million																																																																																							

MOM 46th ACM

	6	Spring 2027	30	125	155	4,515,000	12,855,000	17,370,000	17.370 million
3rd year expected income = 31,827,500 31.828 million									
	7	Fall 2027	35	155	190	5,267,500	15,685,000	20,952,500	20.953 million
	8	Spring 2028	35	190	225	5,267,500	19,032,500	24,300,000	24.300 million
4th year expected income = 45,252,500 45.253 million									
	9	Fall 2028	35	205	240	5,267,500	20,557,500	25,825,000	25.825 million
	10	Spring 2029	35	215	250	5,267,500	21,537,500	26,805,000	26.805 million
5th year expected income = 52,630,000 52.630 million									
	11	Fall 2029	35	225	260	5,267,500	22,545,000	27,812,500	27.813 million
	12	Spring 2030	35	235	270	5,267,500	23,470,000	28,737,500	28.738 million
6th year expected income = 56,550,000 56.550 million									
Total expected income for 6 years = 214,530,000 214.530 million									
Total expected income for 5 years (2nd, 3rd, 4th, 5th, 6th) = 205,687,500 205.688 million									

7 Total Estimated Salaries of all Additional Human Resources per annum (B7): (Show working)

	Salary expense													
	Semester	Credit Hours per Sem.	Salary per Hour	Group from 1st Sem.	Group from 2nd semester	Group from 3rd Sem.	Group from 4th Sem.	Group from 5th Sem.	Group from 6th Sem.	Group from 7th Sem.	Group from 8th Sem.	Semester wise total salary expense	Expense in millions	
1st year	1st	272	1,800	489,600									489,600	0.49 million
	2nd	272	1,800	489,600	489,600								979,200	0.98 million
2nd Year	3rd	272	1,900	516,800	516,800	516,800							1,550,400	1.55 million
	4th	272	1,900	516,800	516,800	516,800	516,800	516,800					2,067,200	2.07 million
3rd	5t	288	2,000	544,	544,	544,	544,0	544,0	576,				2,752,	2.75 million

	year	h			000	000	00	00	000				000	million
	6th h	240	2,000	544, 000	544, 000	544,0 00	544,0 00	576, 000	480,0 00				3,232, 000	3.23 million
4th year	7t h	240	2,100	571, 200	571, 200	571,2 00	571,2 00	604, 800	504,0 00	504, 000			3,897, 600	3.90 million
	8t h	240	2,100	571, 200	571, 200	571,2 00	571,2 00	604, 800	504,0 00	504, 000			4,401, 600	4.40 million
												Total salary expense for first four years	19,36 9,600	19.37 million

Summary of Annual Income

1st year salary expense	1,468,800	1.47 million
2nd year salary expense	3,617,600	3.62 million
3rd year salary expense	5,984,000	5.98 million
4th year salary expense	8,299,200	8.30 million
5th year salary expense	9,222,400	9.22 million
6th year salary expense	9,222,400	9.22 million
	37,814,40 0	
Six years salary expense		37.81 million

8	Cost of Additional Laboratory Equipment/Tools (B8): (show working)	Nil						
9	Cost of Additional Classrooms (B9): (Include furniture, technical aids etc.)	Nil						
10	Cost of Additional Books, Subscription & Memberships to on-line Sites/Repositories (B10): (show details) 0.1 million/annum							
11	Off-Site rental Expenses and Cost of other Fixtures (B11): (Show details)	Nil						
12	Miscellaneous Expenses required for Starting the Programme (B12): <ul style="list-style-type: none"> - Advertisement: 0.1 million - Printing & Stationery: 0.05 million - Admin Cost: .84 million Any other 00 Total: 1.134 million							
13	Annual Recurring Expenditures in Subsequent Years (B13):							
	Year s	Salaries	Rental s	Subscriptions /Membershi ps	Advertisemen ts	Printing & Stationery	Admin Cost	Total Expense
	1st	1.47 million	00	0.10 million	0.10 million	0.05 million	0.88 million	2.60 million
	2nd	3.62 million	00	0.11 million	0.11 million	0.06 million	0.97 million	4.87 million
	3rd	5.98 million	00	0.12 million	0.12 million	0.06 million	1.07 million	7.36 million

	4th	8.30 million	00	0.13 million	0.13 million	0.07 million	1.18 million	9.81 million
	5th	9.22 million	00	0.15 million	0.15 million	0.07 million	1.29 million	10.88 million
	6th	9.22 million	00	0.16 million	0.16 million	0.08 million	1.42 million	11.05 million
	Total s	37.81 million	00	0.77 million	0.77 million	0.39 million	6.82 million	46.57 million
14	Total Cost of the Programme in first year (B14): = 2.60 Million							
15	Net Cost of the Programme (B15): [Subtract B(1) from B(14)]							
		B1	B14	B14-B1	=			
		0.00	2.60 million	2.60-0.00	2.60 Million			
16	Net Earnings in First Year (B16: [Subtract B(15) from B(5)]							
		B15	B5	B5-B15	=			
		2.60 million	8.84 million	8.84-2.60	6.24 million			
17	Projected Annual Gross Earning in Subsequent Years (B 17): (show details & working; add 10% towards all expenses in subsequent years.)							
		Year	Total Gross Earnings					
		1st	8.84 million					
		2nd	19.57 million					
		3rd	31.83 million					
		4th	45.28 million					
		5th	52.66 million					
		6th	56.55 million					
		Totals	214.72 million					
18	Projected Annual Net Earning in Subsequent Years: [Subtract B(13) from B(17)]							
		Years	Income/year	Expenses/yea r	Net income/year			
		1st	8.84 million	2.60 million	6.24 million			
		2nd	19.43 million	4.87 million	14.56 million			
		3rd	31.83 million	7.36 million	24.47 million			
		4th	45.25 million	9.81 million	35.44 million			
		5th	52.63 million	10.88 million	41.75 million			
		6th	56.55 million	11.05 million	45.50 million			
		Totals	214.53 million	46.57 million	167.96 million			

New Academic Road Map Template for UG programmeProgramme Title: **Bachelor of Science in Development Studies**

Duration: 8 Semester (4 years)

Total Credit Hours: 131

Endorsement References:

A: Recommendations of CAC dated (Nil) (Minutes of CAC meeting)

B: Recommendations of DBOS dated August 3 & 4, 2023 (Minutes of DBOS meeting)

C: Recommendations of FBOS dated August 29, 2023 (Minutes of FBOS meeting)

Summary of Credit Hours

Sr. No.	Category as per HEC new UG Policy	HSS BUIC Working	Credit Hours/Contact Hours	
			Existing Road Map	Proposed New Road Map
1.	General Education (Mandatory)	General Education	12	32
2.	Major/Disciplinary (Mandatory)	Major Core Courses	27	66
3.	Interdisciplinary (Mandatory)	Interdisciplinary	4	12
4.	Electives toward specialization	Major Elective Courses	12	15
	Minor (Optional)	Minor Courses*	NA	12
5.	Non-Credit courses (contact hours) – Tajweed, Quran and Hadith (Compulsory)		NA	8 Contact Hours
6	Internship (Mandatory)	Internship (Mandatory)		3
7.	Capstone Project (Mandatory)	Capstone Project (Mandatory)		3
8	Double Major (Optional)			-
9.	Minor (Optional)			-
Total				131

*Minor courses will be optional for students if they are interested to opt for Single Major with One minor program. In this case they will study 143 credit hours. These 4 courses and 12 credit hours are not counted in total.

Semester-wise Road map for Single Major**Semester 1**

Sr. No.	Existing Road Map				Sr. No.	Proposed Road map aligned with HEC new UG Policy					
	Pre- requisite Course Code	Course Code	Course Title	Credit Hours		Pre- requisite Course Code	Course Code	Course Title	Credit Hours	HEC Category	17 UN SDGs alignment (please mention relevant SDG No.)
1		ENG 103	English-I	3	1		ENG 101	Functional English	3	G	SDG 4
2		BES 101	Introduction to Computers	3	2		BES 204	Introduction to Computer Applications	3	G	SDGs 4, 9
3		HSS 110	Introduction to Development Studies	3	3		PAK 104	Pakistan Studies	3	G	SDGs 4, 16
4		HSS 111	Introduction to International Relations	3	4		HSS 330	Physical Education & Sports	2	G	SDGs 3, 4
5		HSS 115	Introduction to Media Studies	3	5		ISL 102	Islamic Studies	3	G	SDGs 4, 16
6		PAK 101	Pakistan Studies	2	6		HSS 110	Introduction to Development Studies	3	M	All SDGs
Total Credit Hours				17	7		ISL 107	Tajweed	1	NC	SDG 4
Total Credit Hours									17		

Semester 2

Sr. No.	Existing Road Map				Sr. No.	Proposed Road map aligned with HEC new UG Policy					
	Pre-requisite Course Code	Course Code	Course Title	Credit Hours		Pre-requisite Course Code	Course Code	Course Title	Credit Hours	HEC Category	17 UN SDGs alignment (please mention relevant SDG No.)
1		BES 103	Critical Thinking	3	1	ENG 207	Advanced Academic Reading and Writing Skills		3	G	
2		ENG 104	English-II	3	2	MAT 105	Mathematics		3	G	
3		ENV 110	Introduction to Environmental Sciences	3	3	ENV 111	Introduction to Environmental Studies		3	G	
4		HSS 102	Introduction to Philosophy	3	4	PSY 102	Introduction to Psychology		2	G	
5		HSS 202	Introduction to Sociology	3	5	DST 340	Human Rights and Development		3	M	
6		BES 106	Research Methodology	3	6	DST 341	Conflict and Peace		3	M	
					7	ISL 108	Understanding Quran-I	01	NC		
Total Credit Hours				18	Total Credit Hours				17		

Semester 3

Sr. No.	Existing Road Map				Sr. No.	Proposed Road map aligned with HEC new UG Policy					
	Pre-requisite Course Code	Course Code	Course Title	Credit Hours		Pre-requisite Course Code	Course Code	Course Title	Credit Hours	HEC Category	17 UN SDGs alignment (please mention relevant SDG No.)
1		HSS 201	Introduction to Anthropology	3	1		ENG 213	Oral Communication and Presentation Skills	3	I	SDG 4
2		HSS 112	Introduction to Political Science	3	2		MAT 205	Introduction to Statistics	3	G	SDG 4
3		HSS 107	Introduction to Psychology	3	3		HSS 219	Civics and Community Engagement	2	G	All SDGs
4		ISL 101	Islamic Studies	2	4		BES 106	Research Methodology	3	M	All SDGs
5		MAT 105	Mathematics	3	5		DST 307	Development Economics	3	M	SDGs 4, 5, 10
6		ENG 105	Oral Communication	3	6		HSS 400	Philosophy of Social Sciences	3	I	SDGs 4, 9
					7		ISL 109	Understanding Quran-II	01	NC	SDG 4
Total Credit Hours				17	Total Credit Hours				17		

Semester 4

Sr. No.	Existing Road Map				Sr. No.	Proposed Road map aligned with HEC new UG Policy					
	Pre-requisite Course Code	Course Code	Course Title	Credit Hours		Pre-requisite Course Code	Course Code	Course Title	Credit Hours	HEC Category	17 UN SDGs alignment (please mention relevant SDG No.)
1		DST 301	Introduction to Microeconomics	3	1		DST 301	Introduction to Microeconomics	3	M	SDGs 1, 4, 8 10, 12
2		DST 303	Theories of Development: Contending Perspectives	3	2		DST 303	Theories of Development: Contending Perspectives	3	M	SDGs 1, 4, 5, 8, 9, 10, 11, 16, 17
3		DST 310	Poverty Alleviation: Contending Approaches	3	3		HSS 402	Qualitative Research Methods	3	M	All SDGs
4		DST 312	Rural Development: Issues & Challenges	3	4		DST 408	Development Communication	3	M	SDGs 4, 16, 17
5		HSS 402	Qualitative Research Methods	3	5		ANT 230	Gender Studies	3	I	SDGs 4, 8, 9, 12
6		HSS 400	Philosophy of Social Sciences	3	6			Entrepreneurship	2	G	SDGs 16, 17
					7		ISL 110	Understanding Quran-III	01	NC	SDG 4
Total Credit Hours				18	Total Credit Hours				17		

Semester 5

Sr. No.	Existing Road Map				Sr. No.	Proposed Road map aligned with HEC new UG Policy					
	Pre-requisite Course Code	Course Code	Course Title	Credit Hours		Pre-requisite Course Code	Course Code	Course Title	Credit Hours	HEC Category	17 UN SDGs alignment (please mention relevant SDG No.)
1		HSS 401	Statistical Analysis of Social Data	3	1		DST 302	Macroeconomics	3	M	SDGs 1, 4, 8, 9, 10, 12, 16
2		DST 302	Introduction to Macroeconomics	3	2		HSS 401	Statistical Analysis of Social Data	3	M	All SDGs
3		DST 343	Health & Development: Perspectives, Issues & Challenges	3	3		DST 336	Climate Change Politics, Policy & Practices	3	M	SDGs 1, 3, 4, 6, 7, 11, 13, 14, 15
4		DST 344	Foundation of Social Policy	3	4		DST 410	Development Projects: Planning, Appraisal & Implementation	3	M	SDGs 1, 2, 3, 4, 5, 6, 7, 8, 10, 11, 17
5		DST 406	Women Empowerment: Issues & Perspectives	3	5		BES 103	Critical Thinking	3	I	SDG 4
6		DST 410	Development Project: Planning, Appraisal & Implementation	3	6		ISL 111	Understanding Quran-IV	01	NC	SDG 4
Total Credit Hours				18	Total Credit Hours				15		

Semester 6

Sr. No.	Existing Road Map				Sr. No.	Proposed Road map aligned with HEC new UG Policy					
	Pre-requisite Course Code	Course Code	Course Title	Credit Hours		Pre-requisite Course Code	Course Code	Course Title	Credit Hours	HEC Category	17 UN SDGs alignment (please mention relevant SDG No.)
1		DST 338	Disaster Management & Assistance	3	1		DST 411	Development Project: Monitoring & Evaluation	3	M	SDGs 3, 4, 11, 13, 16, 17
2		DST 340	Human Rights & Development	3	2		DST 409	Development Policy: Process and Institutions	3	M	All SDGs
3		DST 345	Contemporary Issues in Child Protection	3	3		DST 339	Foundation of Social Policy	3	M	SDGs 1, 2, 3, 4, 5
4		DST 405	Globalization & World Development	3	4		DST 338	Disaster Management & Assistance	3	M	SDGs 4, 9, 16, 17
5		DST 411	Development Project: Monitoring & Evaluation	3	5		DST 345	Contemporary issues in Child Protection	3	M	All SDGs
6		DST 413	Law & Development	3	6		ISL 112	Understanding Quran-V	1	NC	SDGs 1, 2, 3, 4, 5, 16, 17
Total Credit Hours				18	Total Credit Hours				15		

Semester 7

Sr. No.	Existing Road Map				Sr. No.	Proposed Road map aligned with HEC new UG Policy					
	Pre-requisite Course Code	Course Code	Course Title	Credit Hours		Pre-requisite Course Code	Course Code	Course Title	Credit Hours	HEC Category	17 UN SDGs alignment (please mention relevant SDG No.)
1		DST 307	Development Economics	3	1		DST 343	Health & Development: Perspectives, Issues and Practices	3	M	SDGs 3, 4, 5, 6, 10
2		DST 341	Conflict & Peace	3	2		DST 414	Migration, Diaspora & Development	3	M	SDGs 1, 2, 3, 4, 10, 16, 17
3		DST 401	Sustainable Development & Livelihood Strategies	3	3			Major Elective Course – I	3	ME	All SDGs
4		DST 408	Development Communication	3	4			Major Elective Course – II	3	ME	-
5		RES 300	Review of Literature & Research Proposal	1	5			Major Elective Course – III	3	ME	-
6		RES 400	Data Collection & Seminars	3	6		ISL 113	Seerah – I	01	Non-Credit	
Total Credit Hours				16	Total Credit Hours				15		

Semester 8

Sr. No.	Existing Road Map				Sr. No.	Proposed Road map aligned with HEC new UG Policy					
	Pre-requisite Course Code	Course Code	Course Title	Credit Hours		Pre-requisite Course Code	Course Code	Course Title	Credit Hours	HEC Category	17 UN SDGs alignment (please mention relevant SDG No.)
1		DST 335	Climate Change Politics, Policy & Practice	3	1		DST 310	Poverty Alleviation: Contending Approaches	3	M	SDGs 4, 6, 7, 9, 13, 14, 15
2		DST 337	Governance, Democracy & Development in Countries in Transition	3	2		DST 401	Sustainable Development & Livelihood Strategies	3	M	SDGs 1, 4, 16, 17
3		DST 403	Civil Society & Development	3	3			Major Elective Course – IV	3	ME	All SDGs
4		DST 414	Migration, Diaspora & Development	3	4			Major Elective Course – V	3	ME	SDGs 4, 10, 16, 17
5		RES 500	Research Paper Writing & Defense	2	5			Capstone project	3		SDG 4
Total Credit Hours				14	Total Credit Hours				15		

Semester-wise Road map for Single Major with one Minor**Semester 7**

Sr. No.	Existing Road Map				Sr. No.	Proposed Road map aligned with HEC new UG Policy					
	Pre-requisite Course Code	Course Code	Course Title	Credit Hours		Pre-requisite Course Code	Course Code	Course Title	Credit Hours	HEC Category	17 UN SDGs alignment (please mention relevant SDG No.)
1		DST 307	Development Economics	3	1		DST 343	Health & Development: Perspectives, Issues and Practices	3	M	SDGs 3, 4, 5, 6, 10
2		DST 341	Conflict & Peace	3	2		DST 414	Migration, Diaspora & Development	3	M	SDGs 1, 2, 3, 4, 10, 16, 17
3		DST 401	Sustainable Development & Livelihood Strategies	3	3			Major Elective Course – I	3	M	All SDGs
4		DST 408	Development Communication	3	4			Major Elective Course – II	3	ME	-
5		RES 300	Review of Literature & Research Proposal	1	5			Major Elective Course – III	3	ME	-
6		RES 400	Data Collection & Seminars	3	6			Minor I	3	Minor	
					8		ISL 113	Seerah – I	01	Non-Credit	
Total Credit Hours				16	Total Credit Hours				21		

Semester 8

Sr. No.	Existing Road Map				Sr. No.	Proposed Road map aligned with HEC new UG Policy					
	Pre-requisite Course Code	Course Code	Course Title	Credit Hours		Pre-requisite Course Code	Course Code	Course Title	Credit Hours	HEC Category	17 UN SDGs alignment (please mention relevant SDG No.)
1		DST 335	Climate Change Politics, Policy & Practice	3	1		DST 310	Poverty Alleviation: Contending Approaches	3	M	SDGs 4, 6, 7, 9, 13, 14, 15
2		DST 337	Governance, Democracy & Development in Countries in Transition	3	2		DST 401	Sustainable Development & Livelihood Strategies	3	M	SDGs 1, 4, 16, 17
3		DST 403	Civil Society & Development	3	3			Major Elective Course – IV	3	ME	All SDGs
4		DST 414	Migration, Diaspora & Development	3	4			Major Elective Course – V	3	ME	SDGs 4, 10, 16, 17
5		RES 500	Research Paper Writing & Defense	2	5			Minor III	3	Minor	SDG 4
					6			Minor IV	3	Minor	
					7		ISL 114	Seerah – II	01	Non-Credit	
Total Credit Hours				14	Total Credit Hours				21		

List of Elective Courses

Sr. No.	Existing Road Map				Sr. No.	Proposed Road map aligned with HEC new UG Policy					
	Pre-requisite Course Code	Course Code	Course Title	Credit Hours		Pre-requisite Course Code	Course Code	Course Title	Credit Hours	HEC Category	17 UN SDGs alignment (please mention relevant SDG No.)
1		DST 308	Sociology of Development	3	1		DST 402	Social Development: Issues &	3	Major	All SDGs

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								Approaches			
2		DST 401	Sustainable Development & Livelihood Strategies	3	2		DST 403	Civil Society & Development	3	Major	All SDGs
3		DST 402	Social Development: Issues & Approaches	3	3		DST 405	Globalization & World Development	3	Major	All SDGs
4		DST 403	Civil Society & Development	3	4		DST 406	Women Empowerment: Issues and Perspective	3	Major	SDGs 4, 5, 10
5		DST 406	Women Empowerment: Issues and Perspective	3	5		DST 413	Law & Development	3	Major	All SDGs
6		DST 410	Development Projects: Planning, Appraisal & Implementation	3	6		DST 309	International Development	3	Major	SDGs 4, 8, 16
7		DST 411	Development Project: Monitoring & Evaluation	3	7		DST 337	Governance, Democracy & Development in Countries in Transition	3	Major	All SDGs
8		DST 404	Global Development Experiments	3	8		DST 404	Global Development Experiments	3	Major	SDGs 5, 16
9		DST 405	Globalization & World Development	3	9		DST 344	Religion & Development	3	Major	SDGs 4, 11, 13, 17
10		DST 337	Governance, Democracy & Development in Countries in Transition	3							
11		DST 413	Law & Development	3							
12		DST 338	Disaster Management & Assistance	3							

13		DST 339	Foundation of Social Policy	3							
14		DST 344	Religion & Development	3							
15		DST 340	Human Rights & Development								
16		DST 341	Conflict and Peace								
17		DST 342	Political Paradigm in Developing Countries								
18		DST 343	Health & Development: Perspectives, Issues and Practices								
19		DST 345	Contemporary issues in Child Protection								

List of Courses for Single Major with One Minor**Minor I: Environmental Development**

S#	Course Code	Course Title	Category	CH
1	DST 415	Geographic Information System and Development	Minor	3
2	DST 416	Natural Resource Management for National Development	Minor	3
3	DST 417	Water Resource Management: Issues, Strategies and Perspectives	Minor	3
4	DST 418	Vulnerability, Disaster Risk Reduction and Preparedness	Minor	3
5	DST 419	Tourism and Development	Minor	3
6	DST 420	Climate Change, Sustainability and Development	Minor	3

Minor II: Peace, Conflict and Development

S#	Course Code	Course Title	Category	CH
1	DST 421	Conflict Prevention, Peacebuilding and Development	Minor	3
2	DST 422	Theories of Peace and Conflict	Minor	3
3	DST 423	State Security and Challenges to Development	Minor	3
4	DST 424	International Institutions and Human Rights	Minor	3
5	DST 425	Power, Participation and Social Change	Minor	3

6	DST 426	Aid, Trade and Development	Minor	3
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Minor III: Gender and Development

S#	Course Code	Course Title	Category	CH
1	DST 427	Gender, Families and Households	Minor	3
2	DST 428	Feminism and Feminist Issues in the Global South	Minor	3
3	DST 429	Rethinking Gender and Empowerment	Minor	3
4	DST 430	Women, Migration and Development	Minor	3
5	DST 431	Gender and Globalization	Minor	3
6	DST 432	Gender, Health and Development	Minor	3

Minor IV: International Development

S#	Course Code	Course Title	Category	CH
1	IRS 303	Global Political Economy	Minor	3
2	IRS 321	Politics of Development	Minor	3
3	IRS 308	International Organizations	Minor	3
4	IRS 402	Global Environmental Politics	Minor	3
5	IRS 415	Global Governance & Development	Minor	3
6	IRS 401	Human Rights & Global Politics	Minor	3

Minor V: Anthropology

S#	Course Code	Course Title	Category	CH
1	ANT 108	Social and Cultural Change	Minor	3
2	ANT 330	Anthropology of Media	Minor	3
3	ANT 410	Anthropology of Science & Technology	Minor	3
4	ANT 415	Corporate Anthropology	Minor	3
5	ANT 307	Legal Anthropology	Minor	3

REVIEW OF PG PROGRAMME MS IN MEDIA STUDIES FOR INCLUSION OF PROFESSIONAL
TRACK

FINANCIAL DETAILS																																																					
1	<ul style="list-style-type: none"> ▪ Expected fee to be charged based on Cost & Benefits Analysis: ▪ Expected Intake in 1st Semester: 10 Students ▪ (10 Taken for Calculation) ▪ Fee Rate / Credit Hour: Rs. 5500 ▪ Tuition Fee / Semester / Student: Rs 66000 ▪ Admission / other Charges / Student (One Time): Rs 54500 ▪ Earning from First Intake:- ▪ $10 \times 66,000 = \text{Rs } 660,000 + 10 \times 54500 = 545,000$ ▪ Total of first intake = Rs 1,205,000 																																																				
2	Expected Number of students for 1st& 2nd Intakes: 10+10=20																																																				
3	Expected Earnings from first two Intakes: <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Semester</th> <th>Students</th> <th>Cumulative Students</th> <th>Earnings</th> </tr> </thead> <tbody> <tr> <td>Fall 2024</td> <td>10</td> <td>10</td> <td>1,205,000</td> </tr> <tr> <td>Spring 2025</td> <td>10</td> <td>20</td> <td>1,865,000</td> </tr> <tr> <td>Total</td> <td></td> <td></td> <td>3,070,000</td> </tr> </tbody> </table>							Semester	Students	Cumulative Students	Earnings	Fall 2024	10	10	1,205,000	Spring 2025	10	20	1,865,000	Total			3,070,000																														
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Fall 2024	10	10	1,205,000																																																		
Spring 2025	10	20	1,865,000																																																		
Total			3,070,000																																																		
4	Expected Earnings for the Next two Years: <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th rowspan="2">Semester</th> <th colspan="3">Students</th> <th rowspan="2">Fee Per Student</th> <th colspan="3"></th> </tr> <tr> <th>Fresh</th> <th>Existing</th> <th>Total</th> <th>Fresh</th> <th>Existing</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Fall 2024</td> <td>10</td> <td>0</td> <td>10</td> <td>120,500</td> <td>1,205,000</td> <td>0</td> <td>1,205,000</td> </tr> <tr> <td>Spring 2025</td> <td>10</td> <td>10</td> <td>20</td> <td>120,500</td> <td>1,205,000</td> <td>660,000</td> <td>1,865,000</td> </tr> <tr> <td>Fall 2025</td> <td>12</td> <td>20</td> <td>32</td> <td>120,500</td> <td>1,446,000</td> <td>825,000</td> <td>2,271,000</td> </tr> <tr> <td>Spring 2026</td> <td>15</td> <td>32</td> <td>47</td> <td>120,500</td> <td>1,807,500</td> <td>990,000</td> <td>2,797,500</td> </tr> </tbody> </table> <p>Rs 5500 per credit hour and 12 credit hour per semester (Total 30 credit hours) For the first semester Rs 27,000 admission fee, Rs 7500 Misc. expenditures, and Rs 20,000 refundable security fee shall be applicable First Year: Rs. 3,070,000 Second Year: Rs. 5,068,500</p>							Semester	Students			Fee Per Student				Fresh	Existing	Total	Fresh	Existing	Total	Fall 2024	10	0	10	120,500	1,205,000	0	1,205,000	Spring 2025	10	10	20	120,500	1,205,000	660,000	1,865,000	Fall 2025	12	20	32	120,500	1,446,000	825,000	2,271,000	Spring 2026	15	32	47	120,500	1,807,500	990,000	2,797,500
Semester	Students			Fee Per Student																																																	
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5	Total Estimated Salaries of all Additional Human Resources per annum: Salary Estimates of Faculty for 1st Year: 998,400 (2600/hour)																																																				
6	Total Cost of the Program: 1,348,400/-																																																				
7	Net Cost of the Program: 1,348,400/-																																																				
8	Net Earnings in First Year: 1,721,600/-																																																				

Semester-wise Road mapSemester 1

Sr. No.	Pre-requisite Course Code	Course Code	Course Title	Credit Hours	17 UN SDGs alignment (please mention relevant SDG No.)
1	N/A	MSM 700	Theories of Traditional Media	3	SDG 4
2	N/A	MSM 702	Research Methods in Traditional Media	3	SDG 4
3	N/A		Elective -I	3	
4	N/A		Elective -II	3	

Semester 2

Sr. No.	Pre-requisite Course Code	Course Code	Course Title	Credit Hours	17 UN SDGs alignment (please mention relevant SDG No.)
1	N/A	MSM 701	Social Media Theories	3	SDG 4
2	N/A	MSM 703	Social Media Research Methods	3	SDG 4 & 9
3	N/A	MSM 707	Contemporary issues and Challenges in Communication	3	SDG 4
4	N/A		Elective-III	3	N/A

Semester 3

Sr. No.	Pre-requisite Course Code	Course Code	Course Title	Credit Hours	17 UN SDGs alignment (please mention relevant SDG No.)
1	N/A	MSM...	Thesis/Final Project*/Courses	3	SDG 4

*Project will be evaluated by one internal examiner and one external examiner

Semester 4

	Pre-requisite Course Code	Course Code	Course Title	Credit Hours	17 UN SDGs alignment (please mention relevant SDG No.)
1	N/A	MSM...	Thesis/Final Project/Courses	3	SDG 4

Sr. No.	List of New Electives				
	Pre-requisite Course Code	Course Code	Course Title	Credit Hours	17 UN SDGs alignment (please mention relevant SDG No.)
1	N/A	MSM 725	Digital Media Analytics	3	SDG 9 & 16
2	N/A	MSM 726	Cinematography: The Art of Visual Storytelling	3	SDG 10 & 16
3	N/A	MSM 727	Disaster Communication	3	SDG 4
4	N/A	MSM 728	Advertising and Brand Strategy	3	SDG 16
5	N/A	MSM 729	Mobile Media and Communication	3	SDG 5 & 10
6	N/A	MSM 730	Strategic Communication	3	SDG 4
7	N/A	MSM 731	Digital Media and Society	3	SDG 4&9
8	N/A	MSM 732	Media and Public Diplomacy	3	SDG 4 & 9
9	N/A	MSM 799	Final Project	6	SDG 4

Evaluation Rubric for Final Project of MS Media Studies

In holistic reading, the evaluators / raters will assign each project to a scoring category according to its dominant characteristics. The categories below describe the characteristics typical of papers at six different levels of competence. The given categories may then be converted into predefined values in terms of marks.

Score 5 (Exemplary)

A 5 projects command great attention because of its insightful development and mature style. It presents a cogent description & presentation of essential content by demonstrating exceptional skills in the required category elaborating the idea with well-chosen examples, persuasive reasoning & perceptive presentation for the audience in pre, production and post-production phases. The 5 project shows that its creator can usually choose correct tools for convincingly getting his ideas through to the audience to prompt a desired response.

Score 4 (Effective)

A 4 project is clearly competent. It presents a thoughtful analysis of the facts and scenarios elaborating that response with appropriate examples and sensible reasoning. The selection of

genres, production tools and execution is effective. A 4 paper typically has a less fluent and complex style than a 5 but does show that its creator can mostly choose correct tools for getting his ideas through to the audience to prompt a desired response.

Score 3 (Good)

A 3 project is satisfactory and meets minimum requirements of the project. It presents a bare minimum description of the facts and scenarios elaborating that response with appropriate examples and sensible reasoning. The selection of genres, production tools and execution is acceptable. A 3 paper typically shows a very modest use of tools for getting the ideas through to the audience to prompt a desired response. There is sufficient room for improvement in the project.

Score 2 (Acceptable)

A 2 project is unsatisfactory in one or more of the following ways. It may analyze or respond to the project illogically; it may lack coherent structure or elaboration with examples; it may reflect an incomplete understanding of the idea or required tools for execution. Its style is usually characterized by at least one of the following: frequently imprecise ideas; little variety; occasional major errors in production or frequent minor errors throughout the process.

Score 1 (Beginner)

A 1 project shows serious weaknesses, ordinarily of several kinds. It frequently presents a simplistic, inappropriate, or incoherent approach from idea generation to execution, one that may suggest some significant misunderstanding of the genres or its requirements. Its prose is usually characterized by at least one of the following: simplistic or inaccurate ideas; monotonous or fragmented style, illogical structure; many repeated errors in execution and design.

Project Rubric Standard

Pre – Production	Beginner (0-2pts)	Acceptable (3-4 pts)	Good (5-6 pts)	Effective (7-8 pts)	Exemplary (09-10 pts)	Your score
Idea / Conceptualization	The idea lacks a central theme, clear point of view and logical sequence of information.	Information is incomplete, out of date and/or incorrect. The viewer is unsure what the message is because there is little persuasive information.	The idea does not present a clearly stated theme, is vague, and some of the supporting information does not seem to fit the main idea or appears as a disconnected series of scenes with no unifying main idea.	Information is presented as a connected theme with accurate, current supporting information that contributes to understanding the project's main idea.	The idea includes a clear statement of purpose or theme and is creative, compelling and clearly written. A rich variety of supporting information in that contributes to understanding the project's main idea.	
Strategy and Design	No evidence of prop and talent management, location and site survey, shooting schedule etc.	The shooting schedule, prop and talent management, location and site survey lacks preparation. Little or no indication of what will be shot, when it will be shot, where it will be shot and what will be needed is provided.	The shooting schedule, prop and talent management, location & site survey is somewhat prepared. Some indication of what will be shot, when it will be shot, where it will be shot and what will be needed is provided.	The shooting schedule, prop and talent management, location & site survey is well prepared. A good indication of what will be shot, when it will be shot, where it will be shot and what will be needed is provided.	The shooting schedule, prop and talent management, location & site survey is meticulously prepared. A clear indication of what will be shot, when it will be shot, where it will be shot and what will be needed is provided.	
Scripting	Script does not state clear goals	Script is illogical and/or is difficult	Script may contain some but not all-	Script states clear goals,	All elements included	

	and structure for a viewer or audience to follow. Content is not organized and presented in a logical, easy to follow sequence	important script elements.	structure and elements such as an introductory “hook”, learning objectives, clear content structure, and summary	effectiveness, for example, stating a complete list of objectives or using a “hook” that appeal to the target audience.		
Storyboarding / Screenplay	There is no evidence of a storyboarding. Lack of proper storyboard	The thumbnail sketches on the storyboard are not in a logical sequence and do not provide complete descriptions of the video scenes, audio background, or notes about the dialogue.	The thumbnail sketches on the storyboard are in a logical sequence and also provides complete descriptions of the video scenes, audio background, or notes about the dialogue.	The storyboard includes thumbnail sketches of each video scene and includes text for each segment of the presentation, descriptions of background audio for each scene, and notes about proposed shots and dialogue.	The storyboard illustrates the video presentation structure with thumbnail sketches of each scene. Notes of proposed transition, special effects, sound and title tracks include text, background color, placement & size of graphic, fonts - color, size, type for text and headings. Notes about proposed dialogue/narration text are included.	
Production	Beginner (0-2pts)	Acceptable (3-4 pts)	Good (5-6 pts)	Effective (7-8 pts)	Exemplary (09-10 pts)	Your score
Direction	The directing style has no direction. There is insufficient information that displays all elements	The directing style is presented unorganized. Visual elements are confusing to the narrative. Lacks character	The directing style flows well with the narrative. Some tools are used to show acceptable understanding. Each character is	The directing style is mostly neat and clean. It is presented in a logical manner and	The directing style is clean, well-organized and presented in a creative and visual way. The character	

	support the aesthetic of the video.	development and elements do not support the Video narrative.	represented and supports the narrative but does not bring anything creatively out in their performance.	shows some degree of creativity and originality. The overall presentation is interesting.	presentation and design support the overall narrative of the Video and support the world for which the story is set in. All elements are presented in an interesting and accurate manner	
Cinematography	Many shots are unfocused and poorly framed. Excessive panning and zooming distracts the viewer.	Some shots are unfocused or poorly framed. Subject is in focus throughout.	Subject may be framed appropriately, but sized incorrectly (zoom), or vice versa. Composition may be inconsistent throughout the video, but is more right than wrong.	All shots are clearly focused and well framed. The camera is held steady with few pans and zooms. Close-ups are used to focus attention.	Subject is placed appropriately in the frame with adequate head and arm space. The subject appears at an appropriate size in the frame (zoom).	
Mise-en-scène	Minimal attention to mise-en-scène. No evidence that visual components were considered	Only ambient (available) light is used. Most scenes are too dark or too light to determine what is happening.	Additional lighting is used. Few shadows or glares are apparent.	Good use of shot size, camera movement, lighting, framing	Highly appropriate use of shot size, camera movement, lighting, framing mise-en-scène are well developed and serve the story. Strong use of location, costuming, makeup, and props.	
Post - Production	Beginner (0-2pts)	Acceptable (3-4 pts)	Good (5-6 pts)	Effective (7-8 pts)	Exemplary (09-10 pts)	Your score
Editing	The video is disjointed, editing may be	Some errors with editing may interfere with	Appropriate use of editing to express a narrative.	The video is edited in a way that	The video is seamlessly edited with a	

	unfinished or inappropriate. The poor editing detracts from audience engagement.	audience engagement but, overall, the editing is effective and appropriate		expresses the narrative with clarity and engages the audience.	sophistication that expresses the narrative with clarity and engages the audience.	
Color Grading	The colors pallets/gradings are poorly incorporate and give no effect to the development of the video.	The colors do not support the narrative of the film and shows little, if any creativity to the scenes. The color grading do not support or fit the aesthetic of the video.	The colors fit the narrative of the film and support the color pallet. The visuals show little creativity and/or is not presented strongly through the video..	The color tone creates an appropriate aesthetic to the film. It is creative and logical for the overall aesthetic.	The color grading create a very vivid and radiant aesthetic to the picture. The project shows creativity and is pleasing to the eye along with supporting the narrative and all its elements.	
Music	Inappropriate use of music and sound effects interferes with audience engagement. Dialogue is very difficult to hear.	The use of sound effects and music may interfere with audience engagement. Dialogue may be poorly recorded.	Sound effects and music have been used appropriately. Dialogue is generally audible.	Sound effects and music have been used in an engaging and appropriate manner. Dialogue is audible	Sound effects and music have been used in a highly engaging and appropriate manner. Dialogue is clearly audible.	
Effects & Transitions	The graphics and/or animations are unrelated to the content. Graphics do not enhance understanding the content, or are distracting decorations that detract from the content.	Some of the graphics and/or animations seem unrelated to the topic/theme and do not enhance concepts.	Motion scenes and effects are planned and purposeful, adding impact to the story line.	The graphics or animation visually depict material and assist the audience in understanding the flow of information or content.	The graphics and/or animation assist in presenting an overall theme that appeals to the audience and enhances concepts with a high impact message. Graphics explain and reinforce key points during the	

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					presentation.	
Total score						

COURSE OUTLINES

Course Name	Digital Media Analytics	Prepared On	Feb, 2024		
Course Code	MSM 725				
Credit Hours	3				
Course Prereq. Code	Revised On				
Course Type	Elective Course				
Program	MS Media Studies				
Semester					
Instructor:					
Course Description					
Digital Media Analytics is a comprehensive course designed to provide students with the knowledge and skills necessary to analyze and interpret data from various digital media platforms. Through a combination of theoretical concepts and practical applications, students will learn how to effectively measure and evaluate the performance of digital media campaigns, optimize strategies for maximum impact, and make data-driven decisions to enhance digital marketing efforts.					
Programme Learning Outcome (PLOs)					
PLO 1: able to apply key research debates and acquired skill sets while working with Pakistan's leading media organizations, Public relation firms and think tanks. PLO 2: able to conduct robust research on the diverse media issues such as media, society, public and narrative building. PLO 3: Able to relate interlinked social science disciplines by conducting meaningful research explaining the intersection of these disciplines. PLO 4: equipped with expertise in media studies research as well as required professional techniques.					
Course Learning Outcomes		Program Learning Outcomes			
S.NO.		PLO1	PLO2	PLO3	PLO4
CLO1	Understand the principles and concepts of digital media analytics.				
CLO2	Identify key performance indicators (KPIs) and metrics relevant to digital media platforms and campaigns.				
CLO3	Collect, process, and analyze data from various digital media sources using analytical tools and techniques.				
CLO4	Interpret and visualize data to extract actionable insights and make informed decisions.				
Teaching & Learning Methodology					
Heuristic style of teaching is followed to make classes as heuristic as possible. This is achieved by					

group discussions, practicing activities, collaboration and teamwork. Students are given assignments on regular basis which enables them to study independently and in groups. Testing is done through quizzes according to the course content which enables the instructor to evaluate the students.

Respect & listen to the one who is talking.

Present their ideas in a clear and articulate way. The teaching methodology will include:

Lectures

Articles / Case Studies? Scenario Analysis

Discussions

Group Project

Textbook(s)

- Kaushik, A. (2017). Web Analytics 2.0: The Art of Online Accountability and Science of Customer Centricity. Wiley.
- Altimer, C. (2018). Digital Marketing Analytics: Making Sense of Consumer Data in a Digital World. Kogan Page.

Reference Book(s)

- Ives, B., & Jarboe, G. (2013). YouTube and Video Marketing: An Hour a Day. Wiley.
- Kelleher, T. (2018). Social Media Analytics: Techniques and Insights for Extracting Business Value Out of Social Media. McGraw-Hill Education.
- Provost, F., & Fawcett, T. (2013). Data Science for Business: What You Need to Know About Data Mining and Data-Analytic Thinking. O'Reilly Media.

Magazine Articles/ Published Material/ Research Journals /Papers

Students will be provided with updated/latest Journal articles/working papers/ conference proceedings for relevant topic as extra reading.

Grading Policy

	Assessment Instruments	Percentage	
	Quizzes, Assignments	30%	
	Mid Term Exam	30%	
	Final Exam	40%	

Week-wise Course Outline

Week/ Session	Contents	Activities (Critical Thinking) Case Studies, Video Clips, Assignments, Research Papers, Presentations	Learning Objectives Addressed
Week 1	Introduction to Digital Media Analytics Overview of digital media analytics: concepts, terminology, and importance		

Week 2	Understanding key performance indicators (KPIs) and metrics in digital media Introduction to analytical tools and platforms (e.g., Google Analytics, Adobe Analytics)	Lecture (ppt) + Activities	CLO 1,3
Week 3	Data Collection and Processing Hands-on exercises using data collection tools and APIs	Lecture (ppt) + Activities	CLO 2,3
Week 4	Methods of data collection in digital media: web tracking, social media monitoring, mobile analytics Data preprocessing: cleaning, filtering, and transforming raw data	Lecture (ppt) + Activities	CLO 1,2,3
Week 5	Data Analysis and Visualization Visualization best practices for presenting insights effectively	Lecture (ppt) + Activities	CLO 1, 2,
Week 6-	Exploratory data analysis techniques: descriptive statistics, data visualization Introduction to data analysis tools (e.g., Excel, Tableau, R, Python)	Lecture (ppt) + Activities	CLO 2,3,4
Week 7	Audience Measurement and Segmentation Audience measurement in digital media: demographics, psychographics, behavior	Lecture (ppt) + Activities	CLO 1,2,3
Week 8	Segmentation techniques: clustering, cohort analysis, persona development Case studies of audience segmentation in digital marketing campaigns	Lecture (ppt) + Activities	CLO 1,2,
Week 9	MIDTERM EXAM		
Week 10	Campaign Performance Analysis Assessing campaign effectiveness: reach, engagement, conversion	Lecture (ppt) + Activities	CLO 2,3

Week 11	A/B testing and multivariate analysis for optimizing campaigns Attribution modeling: assigning credit to different touch points in the customer journey	Lecture (ppt) + Activities	CLO 2,3
Week 12	Social Media Analytics Social media metrics and analytics tools	Lecture (ppt) + Activities	CLO 2,3,4
Week 13	Sentiment analysis: measuring sentiment and opinion in social media conversations Monitoring and managing brand reputation through social media analytics	Lecture (ppt) + Activities	CLO 3,4
Week 14	Mobile Analytics and App Measurement Tracking and analyzing user behavior in mobile applications	Lecture (ppt) + Activities	CLO 2,3,4
Week 15	App analytics platforms and tools (e.g., Firebase, App Annie) Mobile advertising analytics: measuring ad performance and user acquisition	Lecture (ppt) + Activities	CLO 1,3,4
Week 16	Revision		
Week 17	Final Examination		

Course Name	Cinematography: The Art of Visual Storytelling	Prepared On	Feb, 2024		
Course Code	MSM 726				
Credit Hours	3				
Course Prereq. Code		Revised On			
Course Type	Elective Course <input checked="" type="checkbox"/>				
Program	MS Media Studies				
Semester	MS 2				
Instructor:					
Course Description					
Cinematography is the art and craft of visual storytelling through the use of moving images. This course will explore the technical, creative, and theoretical aspects of cinematography, focusing on the role of the cinematographer in shaping the visual language of film and video productions. Through lectures, screenings, discussions, and hands-on exercises, students will gain a comprehensive understanding of camera operation, lighting techniques, composition, color theory, and visual aesthetics. Additionally, the course will examine the collaborative process of working with directors, production designers, and other members of the filmmaking team to achieve artistic and narrative goals.					
Programme Learning Outcome (PLOs)					
PLO 1: able to apply key research debates and acquired skill sets while working with Pakistan's leading media organizations, Public relation firms and think tanks.					
PLO 2: able to conduct robust research on the diverse media issues such as media, society, public and narrative building.					
PLO 3: Able to relate interlinked social science disciplines by conducting meaningful research explaining the intersection of these disciplines.					
PLO 4: equipped with expertise in media studies research as well as required professional techniques.					
Course Learning Outcomes		Program Learning Outcomes			
S.NO.		PLO1	PLO2	PLO3	PLO4
CLO1	Understanding of camera operation, including exposure control, focus manipulation, and camera movement, through practical application and theoretical comprehension				
CLO2	Employ various lighting techniques to enhance mood, atmosphere, and narrative in visual storytelling, showcasing a nuanced understanding of light quality, direction, and intensity.				
CLO3	Advanced skills in composition and framing,				

	utilizing principles such as the rule of thirds, leading lines, and framing choices to effectively convey narrative and evoke emotion.						
CLO4	Analyze principles of color theory to evoke emotional responses and enhance storytelling, demonstrating an understanding of color temperature, color grading, and the psychological impact of color.						

Teaching & Learning Methodology

Heuristic style of teaching is followed to make classes as heuristic as possible. This is achieved by group discussions, practicing activities, collaboration and teamwork. Students are given assignments on regular basis which enables them to study independently and in groups. Testing is done through quizzes according to the course content which enables the instructor to evaluate the students.

Respect & listen to the one who is talking.

Present their ideas in a clear and articulate way. The teaching methodology will include:

Lectures

Articles / Case Studies? Scenario Analysis

Discussions

Group Project

Textbook(s)

"Cinematography: Theory and Practice" by Blain Brown

"The Five C's of Cinematography: Motion Picture Filming Techniques" by Joseph V. Mascelli

Reference Book(s)

"Lighting for Cinematography: A Practical Guide to the Art and Craft of Lighting for the Moving Image"

by David Landau

"Film Directing Shot by Shot: Visualizing from Concept to Screen" by Steven D. Katz

"The Visual Story: Creating the Visual Structure of Film, TV, and Digital Media" by Bruce Block

Magazine Articles/ Published Material/ Research Journals /Papers

Students will be provided with updated/latest Journal articles/working papers/ conference proceedings for relevant topic as extra reading.

Grading Policy

	Assessment Instruments	Percentage	
	Quizzes, Assignments + project	30%	
	Mid Term Exam	30%	
	Final Exam	40%	

Week-wise Course Outline

Week/ Session	Contents	Activities (Critical Thinking) Case Studies, Video Clips, Assignments, Research Papers, Presentations	Learning Objectives Addressed
Week 1	Introduction to Cinematography Overview of cinematography: history, terminology, and key concepts		
Week 2	Roles and responsibilities of the cinematographer Introduction to camera operation and equipment	Lecture (ppt) + Activities	CLO 1,3
Week 3	Camera Techniques Understanding exposure: aperture, shutter speed, and ISO	Lecture (ppt) + Activities	CLO 2,3
Week 4	Camera Techniques Depth of field and focus control Camera movement and stabilization techniques	Lecture (ppt) + Activities	CLO 1,2,3
Week 5	Lighting Fundamentals Principles of lighting: quality, direction, and intensity	Lecture (ppt) + Activities	CLO 1, 2,
Week 6-	Lighting Fundamentals Types of lighting fixtures and accessories Practical exercises in lighting setups and control	Lecture (ppt) + Activities	CLO 2,3,4
Week 7	Creative Lighting Techniques Lighting for mood and atmosphere	Lecture (ppt) + Activities	CLO 1,2,3
Week 8	Creative Lighting Techniques Creating contrast and shadow Lighting for different genres: drama, comedy, horror, etc.	Lecture (ppt) + Activities	CLO 1,2,
Week 9	MIDTERM EXAM		
Week 10	Composition and Framing Principles of composition: rule	Lecture (ppt) + Activities	CLO 2,3

	of thirds, leading lines, and framing		
Week 11	Composition and Framing Visual storytelling through composition Analyzing framing choices in cinematic works	Lecture (ppt) + Activities	CLO 2,3
Week 12	Color Theory and Aesthetics Understanding color temperature and color grading	Lecture (ppt) + Activities	CLO 2,3,4
Week 13	Color Theory and Aesthetics Psychological and emotional effects of color Case studies of color usage in film and video	Lecture (ppt) + Activities	CLO 3,4
Week 14	Project Work and Critiques Practical project: students will plan, shoot, and edit a short film or video project	Lecture (ppt) + Activities	CLO 2,3,4
Week 15	Project Work and Critiques Peer critiques and feedback sessions Reflection on the learning journey and future directions in cinematography	Lecture (ppt) + Activities	CLO 1,3,4
Week 16	Revision		
Week 17	Final Examination		

Course Name	Disaster Communication	Prepared On	10 March 2024
Course Code	MSM 727		
Credit Hours	3		
Course Prereq. Code		Revised On	
Course Type	Elective		
Program	MS Media Studies		
Semester			
Instructor:			
Course Description			

Course Description:

This course delves into the principles, strategies, and complexities of effectively communicating risks within the realm of journalism and media studies. Through the exploration of theoretical foundations and real-world case studies, students analyze how risk perception, cognitive biases, and cultural influences shape public understanding of risks. Ethical considerations in reporting sensitive issues are emphasized, alongside practical skills in designing, implementing, and evaluating risk communication campaigns. By the course's end, students are equipped to navigate the ethical challenges and practical demands of communicating risks to diverse audiences, contributing meaningfully to informed decision-making and public discourse.

Course Learning Objectives:

This course aims to equip students with a solid understanding of risk communication principles and practices within the context of journalism and media studies. By the end of the course, students will be able to critically analyze the factors influencing risk perception and its implications for communication strategies. They will develop practical skills in designing, implementing, and evaluating risk communication campaigns, while adhering to ethical principles and professional standards. Ultimately, students will emerge with the ability to effectively communicate risks to diverse audiences, fostering informed decision-making and contributing positively to public discourse.

Program Learning Outcomes PLOs

PLO 1: able to apply key research debates and acquired skill sets while working with Pakistan's leading media organizations, Public relation firms and think tanks.

PLO 2: able to conduct robust research on the diverse media issues such as media, society, public and narrative building.

PLO 3: Able to relate interlinked social science disciplines by conducting meaningful research explaining the intersection of these disciplines.

PLO 4: equipped with expertise in media studies research as well as required professional techniques.

Course Learning Outcomes		Program Learning Objectives			
Sr. No		PLO1	PLO2	PLO3	PLO4
CLO1	Students will be able to critically analyze and evaluate the effectiveness of disaster communication strategies across various media platforms.	✓	✓		✓
CLO2	Students will develop the ability to strategize and implement effective communication plans that address the unique challenges posed by different disaster scenarios.	✓	✓		✓
CLO3	Students will understand the ethical implications and responsibilities inherent in disseminating information during disasters, ensuring accuracy and sensitivity.	✓	✓	✓	✓
CLO4	Students will gain proficiency in utilizing contemporary digital tools and platforms for efficient and impactful disaster communication and public engagement.	✓	✓	✓	✓

Teaching & Learning Methodology

Teaching and learning goes hand in hand. Therefore, this course is taught using a combination of lectures /presentations, Videos showing , creative class exercises, guest speakers and student participation. Classroom

discussions will form an important part of the course, and students are expected to contribute to the dialogue and able to make discourse analysis. In this spirit, it is expected that students will assume the responsibility for their own learning, which includes:

Regularly attending the class (atleast 75 % attendance is compulsory to take your final exam).

- a. Respect & listen to the one who is talking.
- b. Present their ideas in a clear and articulate way.

The teaching methodology will include:

- Lectures
- Articles / Case Studies/ Video/ Analysis
- Discussions
- Presentations
- Library Consultancy

Textbook(s)

"Disaster Communications in a Changing Media World"

Authors: George Haddow, Kim Haddow, and Damon P. Coppola

Publisher: Butterworth-Heinemann

Edition: 2nd Edition (2017)

Reference Book(s)

"Handbook of Disaster Research"

Editors: Havidán Rodríguez, Enrico L. Quarantelli, Russell Dynes

Publisher: Springer

Edition: 1st Edition (2007)

Magazine Articles/ Published Material/ Research Journals /Papers

Students will be provided with updated/latest Journal articles/working papers/ conference proceedings for relevant topic as extra reading to understand how the theories are applied.

Grading Policy

	Assessment Instruments	Percentage	
	Internals (Assignments + Quizzes)	30%	
	Mid Term Exam	30%	
	Final Exam	40%	

Week/ Session	Contents	Activities(Critical Thinking) Case Studies, Roleplays, Movie Clips, Assignments, Research Papers, Presentations	Learning Objectives Addressed
Week 1	Introduction to Disaster Communication Definition and importance of disaster communication in journalism Historical context and evolution of disaster communication Key concepts and theories in disaster communication Case studies of notable disasters and their communication strategies	Lecture 1 (ppt) Case study	CLO1,2
Week 2	Understanding Disasters and Risk Communication Types of disasters: natural, technological, and human-induced Risk perception and communication challenges associated with different types of disasters Strategies for effectively communicating risks and uncertainties to the public Ethical considerations in disaster risk communication	Lecture (ppt) Case study	CLO 1,2,3
Week 3	Role of Media in Disaster Coverage Media coverage of disasters: roles, responsibilities, and challenges Impact of media framing and agenda-setting on public perceptions of disasters Analyzing media coverage of recent disasters and their communication approaches Guest speaker: Journalist or media professional with experience covering disasters	Lecture Debate on the existing practices in Pakistan	CLO 1,2,3,4
Week 4	Crisis Communication and Disaster Preparedness Importance of crisis communication planning and preparedness Developing communication strategies for different stages of disaster response (prevention, preparedness, response, recovery) Case studies of successful and unsuccessful crisis communication efforts during disasters	Lecture Discussions Topics assigned for presentation	CLO 1,2,3,4

	Simulation exercise: Developing a crisis communication plan for a hypothetical disaster scenario		
Week 5	Role of Digital and Social Media in Disaster Communication Role of digital and social media in disaster communication and response Analyzing the use of social media platforms during recent disasters Best practices for leveraging digital tools and platforms for crisis communication Guest speaker: Social media expert or practitioner in disaster response	Lecture Calss dicsussion	CLO 1, 2,3,4
Week 6	Community Engagement and Disaster Communication Importance of community engagement in disaster communication Strategies for fostering trust, collaboration, and resilience within communities Case studies of community-led disaster communication initiatives Ethical considerations in engaging communities during disasters	Lecture Calss dicsussion	CLO 1,2,3,4
Week 7	Government and Institutional Communication in Disasters Role of government agencies and institutions in disaster communication Analyzing government communication strategies during disasters Media-government relations and challenges in coordinating disaster communication efforts Guest speaker: Government official or emergency management expert	Lecture Discussion	CLO 1,2,3,4
Week 8	Overview of International Practices on Disaster Communication Cross-cultural considerations in disaster communication Global best practices and challenges in disaster communication Case studies of international disasters and their communication strategies Guest speaker: International disaster communication expert	Lecture Case study media	CLO 1,2,3,4
Week 9	MIDTERM EXAM		CLO 1,2,3,5,6,7

Week 10	<p>Environmental Disasters and Climate Change Communication</p> <p>Media coverage and communication challenges of environmental disasters (e.g., hurricanes, wildfires, oil spills)</p> <p>Communicating the risks and impacts of climate change to the public</p> <p>Role of journalists in raising awareness and promoting resilience to environmental disasters</p> <p>Guest speaker: Environmental journalist or climate communication specialist</p>	Lecture	CLO 1,2,3
Week 11	<p>Health Disasters and Pandemic Communication</p> <p>Media coverage and communication challenges of health-related disasters (e.g., epidemics, pandemics)</p> <p>Analyzing media coverage of recent health disasters and pandemic responses</p> <p>Communicating public health risks and preventive measures to the public</p> <p>Guest speaker: Public health expert or epidemiologist</p>	Lecture	CLO 1,2,3,4
Week 12	<p>Crisis Journalism and Control over the Rumors</p> <p>Ethics of disaster journalism: balancing public interest with privacy and sensitivity</p> <p>Role of journalists as First Responders and witnesses during disasters</p> <p>Ethical decision-making Frameworks for journalists covering disasters</p> <p>Case studies of ethical dilemmas in disaster journalism</p>	CLO 1,2,3,5,6,7	CLO 1,2,3,4
Week 13	<p>Trauma-Informed Reporting and Mental Health Considerations</p> <p>Understanding the psychological impacts of disasters on survivors, responders, and journalists</p> <p>Trauma-informed reporting practices: minimizing harm and promoting resilience</p> <p>Strategies for journalists to support their mental health and well-being when covering disasters</p> <p>Guest speaker: Mental health professional or trauma-informed journalism expert</p>	Case study and Lecture	CLO 1,2,3,4

Week 14	Investigative Journalism and Accountability in Disaster Reporting Role of investigative journalism in uncovering the causes and consequences of disasters Holding institutions and stakeholders accountable for their actions and responses during disasters Investigative techniques and challenges in reporting on disaster-related issues Guest speaker: Investigative journalist or media accountability expert	Lecture Local examples	CLO 1,2,3,4
Week 15	Humanitarian Reporting and International Aid Communication Role of journalists in covering humanitarian crises and international aid efforts Challenges and ethical considerations in reporting on vulnerable populations affected by disasters Analyzing media portrayals of humanitarian crises and aid interventions Guest speaker: Humanitarian aid worker or international correspondent	Lecture	CLO 1,2,3,4
Week 16	Future of Disaster Communication	Lecture Local examples	CLO 1,2,3,5,6,7
	Final Term Exam		

Course Name	Advertising and Brand Strategy	Prepared On	Feb, 2024
Course Code	MSM 728		
Credit Hours	3		
Course Prereq. Code		Revised On	
Course Type	Elective Course <input checked="" type="checkbox"/>		
Program	MS Media Studies		
Semester			
Instructor:			
Course Description			
Concepts in Media Production Process provides an in-depth exploration of the theoretical principles, creative processes, and technical skills involved in media production. This course examines the stages of media production, including pre-production, production, and post-production, across various media formats such as film, television, and digital media. Through hands-on workshops, case studies, and collaborative projects, students will gain practical experience in scriptwriting, cinematography, editing, sound design, and distribution. Additionally, students will critically analyze media texts and explore the ethical considerations and industry standards inherent in the production process.			

Programme Learning Outcome (PLOs)								
PLO 1: able to apply key research debates and acquired skill sets while working with Pakistan's leading media organizations, Public relation firms and think tanks. PLO 2: able to conduct robust research on the diverse media issues such as media, society, public and narrative building. PLO 3: Able to relate interlinked social science disciplines by conducting meaningful research explaining the intersection of these disciplines. PLO 4: equipped with expertise in media studies research as well as required professional techniques.								
Course Learning Outcomes		Program Learning Outcomes						
S.NO.		PLO1	PLO2	PLO3	PLO4			
CLO1	Understand the theoretical foundations and key concepts in media production.							
CLO2	Demonstrate proficiency in various stages of the media production process, including pre-production planning, production execution, and post-production editing.							
CLO3	Apply creative storytelling techniques and principles to scriptwriting, cinematography, and editing.							
CLO4	Utilize industry-standard production equipment and software tools effectively.							
Teaching & Learning Methodology								
Heuristic style of teaching is followed to make classes as heuristic as possible. This is achieved by group discussions, practicing activities, collaboration and teamwork. Students are given assignments on regular basis which enables them to study independently and in groups. Testing is done through quizzes according to the course content which enables the instructor to evaluate the students. Respect & listen to the one who is talking. Present their ideas in a clear and articulate way. The teaching methodology will include: Lectures Articles / Case Studies? Scenario Analysis Discussions Group Project								
Textbook(s)								
<ul style="list-style-type: none"> Ogilvy, D. (1985). Confessions of an Advertising Man. Southbank Publishing. Keller, K. L. (2012). Strategic Brand Management: Building, Measuring, and Managing Brand Equity. Pearson Education. 								
Reference Book(s)								
<ul style="list-style-type: none"> Belch, G. E., & Belch, M. A. (2018). Advertising and Promotion: An Integrated Marketing Communications Perspective. McGraw-Hill Education. Solomon, M. R., Marshall, G. W., & Stuart, E. W. (2018). Marketing Communication: Brands, Experiences and Participation. Pearson Education. Tungate, M. (2007). Adland: A Global History of Advertising. Kogan Page. Smith, D. E. (2015). Texts, Facts, and Femininity: Exploring the Relations of Ruling. Routledge. 								
Magazine Articles/ Published Material/ Research Journals /Papers								
Students will be provided with updated/latest Journal articles/working papers/ conference proceedings for relevant topic as extra reading.								
Grading Policy								
	Assessment Instruments	Percentage						
	Quizzes, Assignments	30%						
	Mid Term Exam	30%						

	Final Exam	40%	
Week-wise Course Outline			
Week/ Session	Contents	Activities (Critical Thinking) Case Studies, Video Clips, Assignments, Research Papers, Presentations	Learning Objectives Addressed
Week 1	Introduction to Advertising and Brand Strategy Overview of key concepts, terminology, and historical developments in advertising and branding		
Week 2	Understanding the role of advertising in marketing communications and brand building Introduction to consumer behavior, market research, and target audience analysis	Lecture (ppt) + Activities	CLO 1,3
Week 3	Brand Identity and Positioning Defining brand identity: values, personality, and attributes	Lecture (ppt) + Activities	CLO 2,3
Week 4	Brand positioning strategies: differentiation, relevance, and resonance Case studies of successful brand positioning and repositioning efforts	Lecture (ppt) + Activities	CLO 1,2,3
Week 5	Creative Development in Advertising The creative process in advertising: ideation, concept development, and execution	Lecture (ppt) + Activities	CLO 1, 2,
Week 6	Crafting compelling advertising messages and visuals Exploring storytelling techniques and narrative strategies in advertising	Lecture (ppt) + Activities	CLO 2,3,4
Week 7	Media Planning and Buying Understanding media planning: reach, frequency, and media mix	Lecture (ppt) + Activities	CLO 1,2,3
Week 8	Media buying strategies and negotiation techniques Trends and innovations in media planning and advertising technology	Lecture (ppt) + Activities	CLO 1,2,
Week 9	MIDTERM EXAM		
Week 10	Integrated Marketing Communications The role of advertising in integrated marketing	Lecture (ppt) + Activities	CLO 2,3

	communications (IMC)		
Week 11	Synergy between advertising, public relations, sales promotion, and direct marketing Case studies of successful IMC campaigns and strategies	Lecture (ppt) + Activities	CLO 2,3
Week 12	Digital Advertising and Social Media Marketing Overview of digital advertising platforms, including search, display, and social media advertising	Lecture (ppt) + Activities	CLO 2,3,4
Week 13	Developing digital advertising campaigns: targeting, ad formats, and optimization Trends and best practices in social media marketing and influencer partnerships	Lecture (ppt) + Activities	CLO 3,4
Week 14	Advertising Campaign Evaluation and Analytics Evaluating advertising effectiveness: measuring reach, engagement, and ROI	Lecture (ppt) + Activities	CLO 2,3,4
Week 15	Using analytics tools and metrics to optimize advertising campaigns Case studies of data-driven advertising decision-making	Lecture (ppt) + Activities	CLO 1,3,4
Week 16	Revision		
Week 17	FINAL EXAMINATION		

Course Name	Mobile Media and Communication	Prepared On	Feb, 2024
Course Code	MSM 729		
Credit Hours	3		
Course Prereq. Code		Revised On	
Course Type	Elective Course <input checked="" type="checkbox"/>		
Program	MS Media Studies		
Semester			
Instructor:			
Course Description			
Mobile Media and Communication explores the transformative impact of mobile technologies on communication practices, media consumption, and social interactions. This course examines the evolution of mobile media platforms, including smartphones, tablets, and wearable devices, and their implications for personal, professional, and societal communication. Through theoretical readings, case studies, and hands-on projects, students will analyze the unique affordances of mobile media, explore emerging trends in mobile communication, and critically assess the social, cultural, and ethical dimensions of mobile technology use.			

Programme Learning Outcome (PLOs)						
PLO 1: able to apply key research debates and acquired skill sets while working with Pakistan's leading media organizations, Public relation firms and think tanks. PLO 2: able to conduct robust research on the diverse media issues such as media, society, public and narrative building. PLO 3: Able to relate interlinked social science disciplines by conducting meaningful research explaining the intersection of these disciplines. PLO 4: equipped with expertise in media studies research as well as required professional techniques.						
Course Learning Outcomes		Program Learning Outcomes				
S.NO.		PLO1	PLO2	PLO3	PLO4	
CLO1	Understand the evolution and theoretical foundations of mobile media and communication.					
CLO2	Analyze the unique affordances of mobile technologies for communication, interaction, and information sharing.					
CLO3	Evaluate the impact of mobile media on individual behavior, social relationships, and everyday life.					
CLO4	Demonstrate proficiency in using mobile media tools and applications for personal and professional communication purposes.					
Teaching & Learning Methodology						
Heuristic style of teaching is followed to make classes as heuristic as possible. This is achieved by group discussions, practicing activities, collaboration and teamwork. Students are given assignments on regular basis which enables them to study independently and in groups. Testing is done through quizzes according to the course content which enables the instructor to evaluate the students. Respect & listen to the one who is talking. Present their ideas in a clear and articulate way. The teaching methodology will include: Lectures Articles / Case Studies? Scenario Analysis Discussions Group Project						
Textbook(s)						
<ul style="list-style-type: none"> Goggin, G. (2017). Cell Phone Culture: Mobile Technology in Everyday Life. Routledge. Katz, J. E., & Aakhus, M. (Eds.). (2002). Perpetual Contact: Mobile Communication, Private Talk, Public Performance. Cambridge University Press. 						
Reference Book(s)						
<ul style="list-style-type: none"> Ling, R. (2014). Taken for Grantedness: The Embedding of Mobile Communication into Society. MIT Press. Farman, J. (2012). Mobile Interface Theory: Embodied Space and Locative Media. Routledge. Campbell, S. W., & Park, Y. J. (Eds.). (2008). Social Media and Mobile Technologies for Healthcare. IGI Global. 						
Magazine Articles/ Published Material/ Research Journals /Papers						
Students will be provided with updated/latest Journal articles/working papers/ conference proceedings for relevant topic as extra reading.						

Grading Policy			
	Assessment Instruments	Percentage	
	Quizzes, Assignments	30%	
	Mid Term Exam	30%	
	Final Exam	40%	
Week-wise Course Outline			
Week/ Session	Contents	Activities (Critical Thinking) Case Studies, Video Clips, Assignments, Research Papers, Presentations	Learning Objectives Addressed
Week 1	Introduction to Mobile Media and Communication Overview of key concepts, terminology, and historical developments in mobile communication		
Week 2	Understanding the unique affordances of mobile technologies for communication and interaction Introduction to mobile media platforms, including smartphones, tablets, and wearable devices	Lecture (ppt) + Activities	CLO 1,3
Week 3	Mobile Communication and Social Interaction The impact of mobile technologies on social relationships, identity, and self-presentation	Lecture (ppt) + Activities	CLO 2,3
Week 4	Mobile messaging apps, social networking sites, and location-based services Case studies of mobile-mediated communication in different cultural and societal contexts	Lecture (ppt) + Activities	CLO 1,2,3
Week 5	Mobile Journalism and Citizen Media The rise of mobile journalism: reporting, storytelling, and multimedia production on mobile devices	Lecture (ppt) + Activities	CLO 1, 2,
Week 6	Citizen journalism and participatory media: empowering individuals to report and share news using mobile technologies	Lecture (ppt) + Activities	CLO 2,3,4

	Ethical considerations and challenges in mobile journalism and citizen media		
Week 7	Mobile Marketing and Advertising Mobile advertising strategies and tactics: display ads, video ads, and native advertising	Lecture (ppt) + Activities	CLO 1,2,3
Week 8	Location-based marketing and targeting: leveraging mobile data for personalized advertising Trends and innovations in mobile marketing, including mobile-first design and mobile payment solutions	Lecture (ppt) + Activities	CLO 1,2,
Week 9	MIDTERM EXAM		
Week 10	Mobile Gaming and Entertainment The popularity of mobile gaming: casual gaming, augmented reality, and location-based gaming	Lecture (ppt) + Activities	CLO 2,3
Week 11	Mobile entertainment apps: streaming services, podcasts, and digital content creation Sociocultural implications of mobile gaming and entertainment on leisure and lifestyle	Lecture (ppt) + Activities	CLO 2,3
Week 12	Mobile Health and Wellness Mobile health (mHealth) technologies: fitness apps, wellness trackers, and telemedicine	Lecture (ppt) + Activities	CLO 2,3,4
Week 13	The role of mobile media in health communication, behavior change, and patient engagement Ethical considerations in mobile health and wellness: data privacy, informed consent, and digital health disparities	Lecture (ppt) + Activities	CLO 3,4
Week 14	Mobile learning (mLearning) platforms and applications for formal and informal education	Lecture (ppt) + Activities	CLO 2,3,4
Week 15	The potential of mobile media for lifelong learning, skill development, and professional	Lecture (ppt) + Activities	CLO 1,3,4

	training Case studies of mobile learning initiatives and best practices in educational settings		
Week 16	Revision		
Week 17	FINAL EXAMINATION		

Course Name	Strategic Communication	Prepared On	Feb, 2024				
Course Code	MSM 730						
Credit Hours	3						
Course Prereq. Code		Revised On					
Course Type	Elective Course <input checked="" type="checkbox"/>						
Program	MS Media Studies						
Semester							
Instructor:							
Course Description							
Strategic Communication explores the theories, principles, and practices behind effective communication strategies in various organizational and professional contexts. This course examines how strategic communication is used to achieve organizational goals, manage reputation, influence public opinion, and build relationships with key stakeholders. Through case studies, simulations, and practical exercises, students will develop skills in message development, audience analysis, media relations, crisis communication, and social media management. Additionally, students will explore ethical considerations and emerging trends in strategic communication practice.							
Programme Learning Outcome (PLOs)							
PLO 1: able to apply key research debates and acquired skill sets while working with Pakistan's leading media organizations, Public relation firms and think tanks.							
PLO 2: able to conduct robust research on the diverse media issues such as media, society, public and narrative building.							
PLO 3: Able to relate interlinked social science disciplines by conducting meaningful research explaining the intersection of these disciplines.							
PLO 4: equipped with expertise in media studies research as well as required professional techniques.							
Course Learning Outcomes		Program Learning Outcomes					
S.NO.		PLO1	PLO2	PLO3	PLO4		
CLO1	Understand the theoretical foundations and key concepts in strategic communication.						
CLO2	Analyze organizational goals, target audiences, and communication contexts to develop strategic communication plans.						
CLO3	Develop clear, persuasive, and audience-appropriate messages for various communication channels and platforms.						
CLO4	Apply principles of media relations, crisis communication, and reputation management to real-world scenarios.						
Teaching & Learning Methodology							
Heuristic style of teaching is followed to make classes as heuristic as possible. This is achieved by group discussions, practicing activities, collaboration and teamwork. Students are given assignments on regular							

basis which enables them to study independently and in groups. Testing is done through quizzes according to the course content which enables the instructor to evaluate the students.

Respect & listen to the one who is talking.

Present their ideas in a clear and articulate way. The teaching methodology will include:

Lectures

Articles / Case Studies? Scenario Analysis

Discussions

Group Project

Textbook(s)

- Heath, R. L., & Coombs, W. T. (Eds.). (2015). Today's Public Relations: An Introduction. SAGE Publications.

Reference Book(s)

- Seitel, F. P. (2013). The Practice of Public Relations. Pearson.
- Lerbinger, O. (2012). Corporate Communication: Theories and Practice. Palgrave Macmillan.
- Argenti, P. A. (2017). Corporate Communication. McGraw-Hill Education.
- Duhe, S. F. (2018). Strategic Communication: Principles and Practice. SAGE Publications.

Magazine Articles/ Published Material/ Research Journals /Papers

Students will be provided with updated/latest Journal articles/working papers/ conference proceedings for relevant topic as extra reading.

Grading Policy

	Assessment Instruments	Percentage	
Quizzes, Assignments		30%	
Mid Term Exam		30%	
Final Exam		40%	

Week-wise Course Outline

Week/ Session	Contents	Activities (Critical Thinking) Case Studies, Video Clips, Assignments, Research Papers, Presentations	Learning Objectives Addressed
Week 1	Introduction to Strategic Communication		
Week 2	Understanding the role of strategic communication in organizations, public relations, and marketing Introduction to strategic planning processes and communication strategy development	Lecture (ppt) + Activities	CLO 1,3
Week 3	Audience Analysis and Message Development	Lecture (ppt) + Activities	CLO 2,3
Week 4	Crafting effective messages: message framing, storytelling, and persuasion techniques Tailoring messages to different audience segments and communication channels	Lecture (ppt) + Activities	CLO 1,2,3
Week 5	Media Relations and Public Affairs	Lecture (ppt) + Activities	CLO 1, 2,

Week 6	Strategies for effective media outreach, press releases, and media events Crisis communication planning and response strategies for managing organizational reputation	Lecture (ppt) + Activities	CLO 2,3,4
Week 7	Branding and Reputation Management	Lecture (ppt) + Activities	CLO 1,2,3
Week 8	Strategies for building and maintaining organizational reputation Case studies of successful branding and reputation management campaigns	Lecture (ppt) + Activities	CLO 1,2,
Week 9	MIDTERM EXAM		
Week 10	Social Media and Digital Communication	Lecture (ppt) + Activities	CLO 2,3
Week 11	Developing social media strategies and content calendars Monitoring and analyzing social media metrics for campaign evaluation	Lecture (ppt) + Activities	CLO 2,3
Week 12	Employee Communication and Internal Branding	Lecture (ppt) + Activities	CLO 2,3,4
Week 13	Strategies for effective employee communication, including internal newsletters, intranets, and town hall meetings Internal branding initiatives: aligning employee values with organizational mission and vision	Lecture (ppt) + Activities	CLO 3,4
Week 14	Stakeholder Engagement and Corporate Social Responsibility	Lecture (ppt) + Activities	CLO 2,3,4
Week 15	Engaging with stakeholders through community outreach, corporate social responsibility (CSR) programs, and partnerships Ethical considerations in stakeholder engagement and CSR communication	Lecture (ppt) + Activities	CLO 1,3,4
Week 16	Revision		
Week 17	FINAL EXAMINATION		

Course Name	Digital Media and Society	Prepared On	March 2024
Course Code	MSM 731		

Credit Hours	3		
Course Prereq. Code		Revised On	
Course Type	Elective Course		
Program	MS Media Studies		
Semester			
Instructor:			
Course Description	<p>This course offers students an overview of new media and how new media technologies are affecting society. Tracing the evolution of the media from tools of mass communication to key players in the new information society, this course will introduce students to key communication concepts with which they can evaluate critically new media's ability to create political, economic and social change. Students will examine fundamental communication theories that relate to media ownership and control, media and democracy, media and identity, and media governance. Students will apply these theories to understand new media, including ownership and control of new media, social media and digital technologies, and the Internet and democracy.</p>		
Programme Learning Outcome (PLOs)			
PLO 1: able to apply key research debates and acquired skill sets while working with Pakistan's leading media organizations, Public relation firms and think tanks.			
PLO 2: able to conduct robust research on the diverse media issues such as media, society, public and narrative building.			
PLO 3: Able to relate interlinked social science disciplines by conducting meaningful research explaining the intersection of these disciplines.			
PLO 4: equipped with expertise in media studies research as well as required professional techniques.			

Course Learning Outcomes		Program Learning Outcomes				
S.NO.		PLO 1	PL O2	PL O3	PL O4	
CLO1	Understanding the historical, social, cultural, and political dimensions of social media and their impact on society.					
CLO2	Evaluate the ethical, legal, and professional issues related to social media use and production.					
CLO3	Apply relevant theories and concepts to critically examine the role of social media in various domains such as journalism, activism, education, entertainment, and marketing					
CLO4	Design and conduct original research on social media using appropriate methods and tools					
Teaching & Learning Methodology						
Heuristic style of teaching is followed to make classes as heuristic as possible. This is achieved by group discussions, practicing activities, collaboration and teamwork. Students are given assignments on regular basis which enables them to study independently and in groups. Testing is done through quizzes according to the course content which enables the instructor to evaluate the students.						

Respect & listen to the one who is talking. Present their ideas in a clear and articulate way. The teaching methodology will include: Lectures Articles / Case Studies? Scenario Analysis Discussions Group Project																
Textbook(s)																
Andrea L. Press and Bruce Williams, The New Media Environment: An Introduction John Hartley, Digital Futures for Cultural and Media Studies																
Reference Book(s)																
Leah A. Lievrouw and Sonia Livingstone, Handbook of New Media: Student Edition Magazine Articles/ Published Material/ Research Journals /Papers																
Students will be provided with updated/latest Journal articles/working papers/ conference proceedings for relevant topic as extra reading.																
Grading Policy																
<table border="1"> <thead> <tr> <th></th> <th>Assessment Instruments</th> <th>Percentage</th> <th></th> </tr> </thead> <tbody> <tr> <td>Quizzes, Assignments</td> <td>30%</td> <td></td> <td></td> </tr> <tr> <td>Mid Term Exam</td> <td>30%</td> <td></td> <td></td> </tr> <tr> <td>Final Exam</td> <td>40%</td> <td></td> <td></td> </tr> </tbody> </table>		Assessment Instruments	Percentage		Quizzes, Assignments	30%			Mid Term Exam	30%			Final Exam	40%		
	Assessment Instruments	Percentage														
Quizzes, Assignments	30%															
Mid Term Exam	30%															
Final Exam	40%															

Week-wise Course Outline				
Week/ Session	Contents	Activities(Critical Thinking) Case Studies, Video Clips, Assignments, Research Papers, Presentations	Learning Objectives Addressed	
Week 1	Introduction Understanding the Society Understanding the Social Media Networks and their strengths, and role.	Lecture (ppt) + Activities	CLO1,2,	
Week 2	Changing Media Environments From Mass Communication to Network Society: An Overview	Lecture (ppt) + Activities	CLO 1,2	
Week 3	Analyzing a Changing Media Landscape: The Theoretical Foundations	Lecture (ppt) + Activities	CLO 1,3	
Week 4	Media and Democracy: Public Sphere Theory	Lecture (ppt) + Activities	CLO 2,3	
Week 5	Media Effects: Texts, Reception, and Cultural Studies	Lecture (ppt) + Activities	CLO 1, 3,4	
Week 6	Media Ownership and Control: Critical Theory	Lecture (ppt) + Activities	CLO 2,3	
Week 7	Media Governance: Media Policymaking	Lecture (ppt) + Activities	CLO 1, 3,4	
Week 8	Celebrating/Critiquing the Information	Lecture (ppt) + Activities	CLO 2,3	

	Society		
Week 9	MIDTERM EXAM		
Week 10	Understanding the New Media Environment	Lecture (ppt) + Activities	CLO 2,3
Week 11	Ownership and Control of the New Media	Lecture (ppt) + Activities	CLO ,3,4
Week 12-13	Internet, Social Media and Digital Cultures Globalizing Media	Lecture (ppt) + Activities	CLO 1,3,4
Week 14	New Media and Democracy	Lecture (ppt) + Activities	CLO 1,,3
Week 15	Global Media Governance	Lecture (ppt) + Activities	CLO 3,4
Week 16	Revision		
Week 17	Final Examination		

Course Name	Media and Public Diplomacy	Prepared On	Feb, 2024				
Course Code	MSM 732						
Credit Hours	3						
Course Prereq. Code		Revised On					
Course Type	Elective Course ■						
Program	MS Media Studies						
Semester							
Instructor:							
Course Description							
This course examines the intersection of media and public diplomacy in shaping international relations and global communication. Through theoretical analysis, case studies, and practical exercises, students will explore how governments, international organizations, and non-state actors utilize media tools and strategies to influence public opinion, build soft power, and advance diplomatic agendas on the global stage. Topics include the role of traditional and new media in public diplomacy, the impact of digital technology on diplomatic communication, strategic communication in conflict and crisis situations, and the ethical dimensions of media-driven diplomacy.							
Program Learning Outcomes (PLOs)							
PLO 1: able to apply key research debates and acquired skill sets while working with Pakistan's leading media organizations, Public relation firms and think tanks.							
PLO 2: able to conduct robust research on the diverse media issues such as media, society, public and narrative building.							
PLO 3: Able to relate interlinked social science disciplines by conducting meaningful research explaining the intersection of these disciplines.							
PLO 4: equipped with expertise in media studies research as well as required professional techniques.							
Course Learning Outcomes		Program Learning Outcomes					
S.NO.		PLO1	PLO2	PLO3	PLO4		
CLO1	Understanding of the concepts, theories, and practices of media and public diplomacy.						
CLO2	Analyze the role of traditional and new media in shaping public opinion and international relations.						
CLO3	Evaluate the effectiveness of media strategies in						

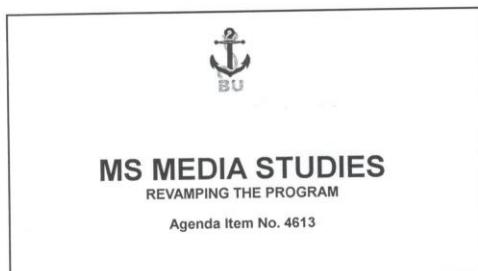
	advancing diplomatic objectives and building soft power.						
CLO4	Apply theoretical knowledge to analyze real-world case studies of media-driven diplomatic initiatives.						
Teaching & Learning Methodology							
Heuristic style of teaching is followed to make classes as heuristic as possible. This is achieved by group discussions, practicing activities, collaboration and teamwork. Students are given assignments on regular basis which enables them to study independently and in groups. Testing is done through quizzes according to the course content which enables the instructor to evaluate the students.							
Respect & listen to the one who is talking. Present their ideas in a clear and articulate way. The teaching methodology will include: Lectures Articles / Case Studies? Scenario Analysis Discussions Group Project							

Textbook(s)							
<ul style="list-style-type: none"> • "Public Diplomacy: Foundations for Global Engagement in the Digital Age" by Kathy R. Fitzpatrick • "Digital Diplomacy: Theory and Practice" by Corneliu Bjola and Marcus Holme 							
Reference Book(s)							
<ul style="list-style-type: none"> • "Soft Power: The Means to Success in World Politics" by Joseph S. Nye Jr. • "Cultural Diplomacy: The Linchpin of Public Diplomacy" edited by Dina A. Mansour-Ille and Charlotte Beaucillon • "The Ethics of Diplomacy: A Moral Reckoning in International Relations" by Jan Melissen and Ana Mar Fernández. 							
Magazine Articles/ Published Material/ Research Journals /Papers							
Students will be provided with updated/latest Journal articles/working papers/ conference proceedings for relevant topic as extra reading.							
Grading Policy							
		Assessment Instruments	Percentage				
		Quizzes, Assignments	30%				
		Mid Term Exam	30%				
		Final Exam	40%				
Week-wise Course Outline							
Week/ Session	Contents			Activities(Critical Thinking) Case Studies, Video Clips, Assignments, Research Papers, Presentations		Learning Objectives Addressed	
Week 1	Introduction to Media and Public Diplomacy Definitions and historical evolution of public diplomacy			Lecture 1 (ppt) + Activities		CLO1,2,	
Week 2	Introduction to Media and Public Diplomacy The role of media in international relations Theoretical frameworks for understanding			Lecture (ppt) + Activities		CLO 1,2	

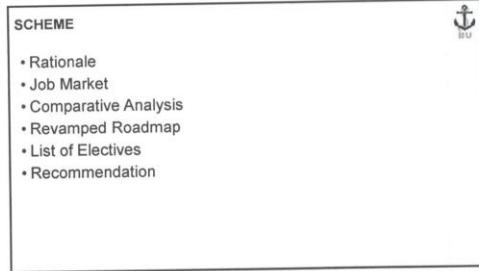
	media-driven diplomacy		
Week 3	Traditional Media and Diplomatic Communication Analysis of traditional media channels (TV, radio, print) in diplomacy	Lecture (ppt) + Activities	CLO 1,3
Week 4	Traditional Media and Diplomatic Communication Case studies of successful diplomatic campaigns through traditional media Challenges and limitations of traditional media in the digital age	Lecture (ppt) + Activities	CLO 2,3
Week 5-6	New Media and Digital Diplomacy The rise of digital diplomacy: social media, websites, blogs, and podcasts Analysis of digital diplomacy strategies and best practices Case studies of successful digital diplomacy campaigns	Lecture (ppt) + Activities	CLO 1, 3,4
Week 7	Strategic Communication and Message Framing Principles of strategic communication in public diplomacy	Lecture (ppt) + Activities	CLO 2,3
Week 8	Strategic Communication and Message Framing Message framing and audience segmentation Crafting effective diplomatic messages for different media platforms	Lecture (ppt) + Activities	CLO 1, 3,4
Week 9	MIDTERM EXAM		
Week 10	Media and Conflict Resolution Role of media in conflict escalation and de-escalation	Lecture (ppt) + Activities	CLO2,3
Week 11	Media and Conflict Resolution Strategic communication in conflict and crisis situations Case studies of media coverage of international conflicts	Lecture (ppt) + Activities	CLO 1,2,3
Week 12	Soft Power and Cultural Diplomacy Soft power theory and its application in diplomatic communication	Lecture (ppt) + Activities	CLO 1,3,4
Week 13	Soft Power and Cultural Diplomacy Cultural diplomacy and public diplomacy through arts, sports, and education Case studies of cultural exchange programs and international festivals	Lecture (ppt) + Activities	CLO 3,4
Week 14	Ethics and Media Diplomacy Ethical considerations in media-driven diplomacy	Lecture (ppt) + Activities	CLO 2,3,4
Week 15	Ethics and Media Diplomacy Proposing ethical guidelines for diplomatic communication	Lecture (ppt) + Activities	CLO 3,4

	Case studies of ethical dilemmas in media and public diplomacy		
Week 16	Revision		
Week 17	Final Examination		

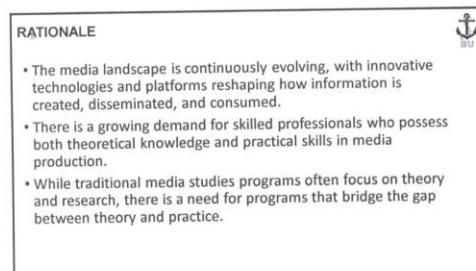
PG PROGRAMME MS IN MEDIA STUDIES FOR INCLUSION OF PROFESSIONAL TRACK



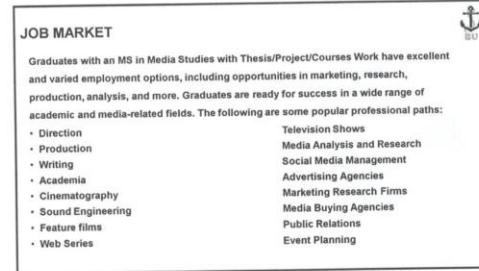
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3



4

COMPARATIVE ANALYSIS			
University Name	Program	Duration	Student Strength In all batches
Iqra University	MS-Media Studies with Project (specialization in Advertising and Film and TV) Project based Program	1.5 Years	70
SZABIST	MS-Media Science with Final Project 4 area of specialization: (1) Media Informatics and Fashion Industries (2) Digital Journalism and Global Communication (3) Media Production and Design (4) Advertising Strategy & Design	1.5 years	50
IBA	MS-Journalism with Final Project	1.5 Years	10
Sind Madressatul Islam	MS-Media Studies (Thesis/Project)	2 years	20

5

ROAD MAP					
SEMESTER 01					
Sr. No.	Pre-requisite Course Code	Course Title	Credit Hours	17 UN SDGs alignment (please mention relevant SDG No.)	BU
1	N/A	MSM 700 Theories of Traditional Media	3	SDG 4	
2	N/A	MSM 702 Research Methods in Traditional Media	3	SDG 4	
3	N/A	Elective -I	3		
4	N/A	Elective -II	3		

6

5/2/2024

SEMESTER 02					
Sr. No.	Pre-requisite Course Code	Course Title	Credit Hours	17 UN SDGs alignment (please mention relevant SDG No.)	DU
1	N/A	MSM 701 Social Media Theories	3	SDG 4	
2	N/A	MSM 703 Social Media Research Methods	3	SDG 4 & 9	
3	N/A	MSM 707 Contemporary issues and Challenges in Communication	3	N/A	
4	N/A	Elective-III	3	N/A	

7

SEMESTER 03					
Sr. No.	Pre-requisite Course Code	Course Title	Credit Hours	17 UN SDGs alignment (please mention relevant SDG No.)	DU
1	N/A	Thesis / Final Project*/Courses	3	SDG 4	

*Project will be evaluated by one internal examiner and one external examiner

8

SEMESTER 04					
Sr. No.	Pre-requisite Course Code	Course Title	Credit Hours	17 UN SDGs alignment (please mention relevant SDG No.)	DU
1	N/A	Thesis/Final Project/Courses	3	SDG 4	

9

LIST OF ELECTIVES					
Sr. No.	Pre-requisite	Course Code	Course Title	Credit Hours	17 UN SDGs
1	N/A	MSM 725	Digital Media Analytics	3	SDG 9 & 16
2	N/A	MSM 726	Cinematography: The Art of Visual Storytelling	3	SDG 10 & 16
3	N/A	MSM 727	Disaster Communication	3	SDG 4
4	N/A	MSM 728	Advertising and Brand Strategy	3	SDG 16
5	N/A	MSM 729	Mobile Media and Communication	3	SDG 5 & 10
6	N/A	MSM 730	Strategic Communication	3	SDG 4
7	N/A	MSM 731	Digital Media and Society	3	SDG 4&9
8	N/A	MSM 732	Media and Public Diplomacy	3	SDG 4 & 9
9	N/A	MSM 799	Final Project	3	SDG 4

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RECOMMENDATION

- It is submitted that the revamped roadmap may please be approved w.e.f Fall 2024

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2

RESULT SUBMISSION PERFORMA FOR QURAN AND SEERAH PROGRAM

**BAHRIA UNIVERSITY ISLAMABAD
TAJWEED/UNDERSTANDING QURAN/SEERAH RESULT AWARD LIST**

Instructor

Cluster Head

Head of Department

5/9/202

NEW PROGRAM PROPOSAL

A. ACADEMIC DETAILS

1. Name of the Programme: MPhil (Professional Psychology)

2. Mission of the Programme: To provide opportunities for the development of relevant knowledge and skills needed in supervised practice and psychological research.

3. Objectives of the Programme:

- 1. To enable the enhancement of relevant knowledge through immersion in coursework.
- 2. To develop specific technical skills through internships and practical field based applications.
- 3. To conduct psychological research according to internationally approved standards.

4. Outcomes of the Programme:

- 1. To work in professional settings by applying experiential knowledge.
- 2. To work as professional psychologists under supervision utilizing technical skills for the benefit of individuals and groups.
- 3. To be able to conduct psychological research and contribute in the growth and development of field based knowledge.

1

Brief Description of the Programme:
MPhil Psychology is a 2-year Post Graduate program with 4 semesters. Detailed descriptions are as follows:

Duration: 2 years (4-Semesters)

Venue(s): On Site/Off Site/Both On & Off Site (Tick one; if Off Site, give details)
On-site-Department of Professional Psychology, E-8 Campus, BUIC

Programme Scheduling Format: Evening (By Annual Intake)

Proposed Date of Commencement: Fall-2024

Mode of Study/Examination: Semester

Additional Faculty Member(s) Required: (Indicate if there is a requirement for additional faculty members, fulltime/visiting, along with qualifications.)
NIL

Additional Skilled-Worker(s) Required: (Indicate if there is a requirement for additional Skilled Staff, fulltime/part-time, along with their qualifications/skill sets.)
NIL

Additional Classroom(s) required: (The requirement is to include the number of classrooms and their capacities.)
NIL

Additional Requirement for Laboratories: (The requirement is to include the number of laboratories, their equipment and their capacities.)
NIL

2

15. Additional Requirements for Books, Subscriptions, Memberships or Online Research Sets/Repositories. Separate budget for the library books and other requirements (if any) of the course is recommended.
NIL

16. Minimum Entry Level: 16 years of education or equivalent

17. Admission Criteria:
• Minimum 16 years of education in the relevant field of Psychology with a minimum of 50% marks (in annual system) or CGPA 2.50/4.0 (in semester system). GAT (General) with minimum 50% marks required at the time of admission. The student must have completed the following subjects:

18. Additional Examination Requirement
(Indicate if there will be any examination requirement, additional to or different from the BU Academic Rules or Examination Policy in vogue).
NIL

19. Number of Admissions Expected for First Intake: 20

20. Number of Admissions Planned for Subsequent Intakes:
01 section in Fall & 01 in Spring semester (20)

21. Complete Plan of Studies, inclusive of complete Roadmap: (Attach as Annex 'A')
The outlines, descriptions, pre-requisites & readings are duly vetted course codes as per the HEC GEP 2023 policy and were approved via case file (BU-I-OOPPP/2023/007) and will be presented in 46th ACM for

22. Course Outlines, Descriptions, Pre-Requisites & Readings (Compulsory & Recommended) (Attach as Annex 'A') The outlines, descriptions, pre-requisites & readings are duly vetted course codes as per the HEC GEP 2023 policy were approved via case file (BU-I-OOPPP/2023/007) and will be presented in 46th ACM for

3

COST BENEFIT ANALYSIS

The expected fee to be charged based on Cost & Benefits Analysis (show working): Fee for one student (i) will be approximately Rs. 127500 and for 20 students it will be Rs. 2550000

Cost Benefit Analysis for M.Phil. Professional Psychology				
Semester	Expected admission	Total Fee	Library books	Profit
Fall-24	20	2590000		2590000
Spring-25	40	4090000	1000000	3090000
Fall-25	60	5215000		5215000
Spring - 26	80	6340000	1000000	5340000

4

FACULTY STRENGTH AT BSPP-BUIC

S.No	Name of the Faculty	Qualification	Areas of Interest
1	Dr. Samina Kalsoom	PhD	Industrial & Organizational, Social, Gender, Health, Clinical/mental health, Personality Psychology, testing & psychometrics
2	Dr. Arooj Mujeeb	PhD	Industrial & Organizational, Developmental psychopathology, educational psychology, psychometrics
3	Dr. Zafar Ahmed	PhD	Organizational Psychology, health, positive, & organizational psychology
4	Dr. M. Faran	PhD	Positive Psychology & mental health, music psychology, social psychologist
5	Dr. Hina Ghaffor	PhD	Clinical Psychology, health psychology
6	Dr. Nida Nosheen	PhD	Community & environmental, mental health & clinical Psychology with expertise in qualitative research

5

RECOMMENDATIONS

MPhil Professional Psychology launch may please be approved with effect from Fall-2024, subject to the issuance of the NOC from HEC.

6

Appendage 4621**REVISED ELIGIBILITY CRITERIA FOR PHD HEALTH SCIENCES PROGRAM INDUCTION.**

1. MBBS / BDS having 17.5/18 years of education with MPhil / FCPS/ equivalent degree from PM&DC and HEC-recognized university with a minimum CGPA of 3.00/4.00 (semester system) or 60% marks (only where CGPA is not given/available) in the field of Anatomy, Physiology, Biochemistry, Pathology (Microbiology), Pathology (Histopathology), Pharmacology and Public health (MS / MPhil / MSPH/ MPH, with course work & thesis).
2. Non-medical MPhil candidates are eligible to apply in PhD Health Sciences - Biochemistry, Physiology & Pathology (Microbiology) programs.
3. Non-medical MS/ MPhil/ MSPH/ MPH candidates with course work & thesis in nursing, social sciences, behavioral sciences are eligible to apply in PhD Health Sciences program – Public Health.
4. The only exception to the 17.5/18 years of education rule shall be a letter from the HEC authorizing a candidate with less than 17.5/18 years of education in unambiguous terms for admission into a PhD program.
5. Completion of one year of house job from PM&DC recognized institution / Hospital.
6. Valid PM&DC registration certificate.
7. Two years teaching experience in respective field will be given preference.
8. All mentioned certificates and degrees duly attested by HEC to be produced at the time of interview to avoid ineligibility.
9. Attestation by HEC on the candidate's local degrees and cumulative transcript (on the back of the original degrees and transcript). HEC's equivalency certificate is required for the candidate's foreign degrees.
10. Aptitude Test NTS-GAT (Subject Test), or GRE (Subject Test), passed with minimum 60% marks, or BU Admission Test (70% passing marks). Result be submitted at the time of application.

PROCEDURE FOR FIVE PERCENT QUOTA FOR THE CHILDREN OF OVERSEAS PAKISTANIS

For five percent quota reserved for the Children of Overseas Pakistanis in Bahria University (BU), the recommended procedure to be adopted for implementation in all CUs, is as under:

- a. Applicants shall apply online before the notified closing date as promulgated as per eligibility criteria.
- b. Applicants shall appear in the Computer Based Admission Test (CBT) on the date notified by BU in relevant CU in Pakistan, or produce/ enter results of the ETS tests conducted by the specified testing services if so provisioned (SAT,GAT& GRE etc).
- c. Applicants are to follow all the laid down procedures for admission as per admission policy available on BU website.
- d. Applicants are to attach following documents along with application form available on BU website (<https://Bahria.edu.pk>):
 - i. Paid Challan Form
 - ii. Copy of CNIC/ NICOP
 - iii. Copy of Passport of Parent/ Guardian with valid visa & exit stamp
 - iv. Proof of residence/ employment abroad of Parent or Guardian as applicable
- e. Admission will be purely on merit.
- f. The Admission Committee of BU Campuses/CUs shall verify the above mentioned documents of the applicant to look for any discrepancies/ shortcoming.

ADMISSION QUOTA FORM

Following Quota seats are offered in Bahria University

- | | |
|--|-------------------------|
| 1. 2% Quota for Less Development Regions | (BUIC, BUKC, BULC, IPP) |
| 2. 2% Quota for Disabled students | (----//-----) |
| 3. 2% Sports Quota (UG Programs only) | (----//-----) |
| 4. 5% Quota for Children of Overseas Pakistani | (----//-----) |
| 5. 5% Quota for Lawyers Children's in LLB Program only | (BUIC Only) |

Tick () against desired Quota. (Select only one option)

Less Development Regions Disabled Student Lawyers Children Children of Overseas Pakistani Sports Quota (UG Programs only)

Applicant's Name: _____ Application No: _____ Program Applied for:
 _____ Deptt: _____ Campus: _____ District _____ Province _____
 _____ Disability Details (if any) _____

Note: As per policy, following attested documents must be attached with the application:

1. Candidates for Less Development regions:
 - a. Paid Challan form
 - b. Copy of CNIC/ B-Form
 - c. Copy of Domicile
 - d. Certificate from respective Union Council Chairman/ District Administration
2. Candidates for Disabled Quota Seat:
 - a. Paid Challan form
 - b. Copy of CNIC (with disability logo) / B-Form
 - c. Disability certificate from the national/ Provincial Council for rehabilitation.
3. Candidates for Sports Quota Seat:
 - a. Paid Challan form
 - b. Copy of CNIC/ B-Form
 - c. Sports Participation Certificate(s) from relevant authority
4. Children of Overseas Pakistanis:
 - a. Paid Challan form
 - b. Copy of CNIC/ NICOP
 - c. Copy of Passport of Parent/ Guardian with valid visa & exit stamp.
 - d. Proof of residence/ employment abroad of parent or guardian as applicable
5. Candidates for Lawyers Children's Quota Seat:
 - a. Paid Challan form
 - b. Copy of CNIC/ B-Form
 - c. Copy of Father/Mother Pakistan Bar Council license

IMPORTANT INSTRUCTIONS

1. Duly filled Admission Quota Form along with supporting documents shall reach Admissions office of respective Campus by quickest means (e-mail/ TCS etc), up till Admissions Deadline (Closing) date.
2. Applicants shall appear in the CBT on the date notified by BU.
3. No fee waiver is authorized on quota seats.
4. All candidates applying for disabled quota may contact relevant Admission Office of respective Campus of BU for provision of requisite assistance if needed when appearing for CBT and/ or interview.

Dated: _____

Applicant's Signature: _____

FOR OFFICE USE ONLY

Approved/Not Approved

Remarks: _____

**LAUNCHING OF BAHRIA UNIVERSITY & HASHOO SCHOOL OF HOSPITALITY MANAGEMENT
(BU & HSHM) AT BAHRIA FINISHING SCHOOLS**

First Semester

S/No	Codes	Subject	Level	CH
1	CSMTH	Customer Services Management in Tourism & Hospitality	4	3
2	RDO	Room Division Operations	4	3+1
3	FBO	Food & Beverages Operations	4	3+1

Second Semester

S/No	Codes	Subject	Level	CH
1	FTH	Finance in Tourism & Hospitality	4	3
2	GTH	Global Tourism & Hospitality	4	3
3	RDS	Room Division Supervision	4	3+1
4	FBS	Food & Beverage Supervision	4	3+1
5	Internship 1	Internship at Hotels (Duration 1 month)	4	3

Diploma and Degree Programme in Hospitality & Tourism Management Level 5

Third Semester

S/No	Codes	Course	Level	CH
1	UFTHI	Understanding Funding & Finance in Tourism & Hospitality	5	3
2	HRMTHI	Human Resource Management in the Tourism & Hospitality Industry	5	3
3	FBM	Food & Beverages Management	5	3+1

Fourth Semester

S/No	Codes	Course	Level	CH
1	SMTHI	Strategic Marketing in the Tourism & Hospitality Industry	5	3
2	CRMTHI	Customer Relationship Management in the Tourism & Hospitality Industry	5	3
3	CITHI	Contemporary Issue in the Tourism & Hospitality Industry	5	3
4	FMTHI	Facilities Management in the Tourism & Hospitality Industry	5	3
5	Internship 2	Internship at Hotels (Duration 1 month)	5	3

- **Eligibility Criteria for enrollment/admission in the BU-HSHM program**

1. The minimum qualification necessary for admission to BU-HSHM Level 4 & 5 programs, which leads to BSc (Hons) Programs, is the successful completion of FA/F.Sc/A level examinations.
2. Candidates must have secured a minimum of 40% marks in their respective examinations to be considered for the program.
3. Any education gap is not considered while evaluating the eligibility of applicants.
4. There is no age limit for enrolling in BU-HSHM Level 4 & 5 programs, which leads to BSc (Hons) Programs, applications from all eligible candidates are welcome, regardless of age.

REGISTRATION OF SPLIT COURSES

Background

Split courses are the common courses offered across all faculties in BU and include research thesis and project etc. MS/MPhil/Equivalent thesis of minimum 6 credit hours is mandatory part of degree programs offered with thesis option. In this aspect the thesis is done by the students in 3rd and 4th semesters for programs with minimum duration of 2 years as per approved road maps, while thesis (project in case of MBA program) is done by the students in 2nd and 3rd semesters for programs with minimum duration of 1.5 years as per approved road maps. Some students complete the thesis in two semesters, whereas some students take more semesters to complete the thesis.

Similarly, for PhD scholars after successful completion of comprehensive exam, registration of research thesis is mandatory to carry out the research. The minimum duration of PhD programs is 3 years which accounts for 36 credit hours of research.

Dir PGP was asked to formulate the unified codes for split courses including PhD thesis and MS/MPhil/Equivalent thesis in consultation with Dean ES after taking feedback for concerned DCM members.

Recommendation

After due consultation and feedback from concerned DCM members, the following course codes for split courses are proposed to be approved by the ACM.

Program	Code
For MS/MPhil/Equivalent thesis with 3 credit hours	THS 797
For MS/MPhil/Equivalent thesis with 6 credit hours	THS 799
For MS/MPhil/Equivalent thesis with 9 credit hours	THS 798
For PhD thesis with 36 credit hours (9 credit hours/semester)	THS 899

BU AFFILIATION POLICY 2024
**REVISED BAHRIA UNIVERSITY
AFFILIATION POLICY – 2024**

1


Sequence

- Background
- Summary of Changes
- Revised Affiliation Policy 2024
- Recommendations

2


Background

- HEC affiliation guidelines were implemented in 2005
- In Feb 23, fresh affiliations were stopped by HEC to further improve the existing policy
- Draft policy was shared with all stakeholders for views/ comments in Oct 23
- New affiliation policy promulgated in Jan/ Feb 24; presented to Honourable Rector on 11 Mar 24
- BU Affiliation Policy 2017 also revised i.a.w HEC affiliation Policy 2024

3


Summary of Changes

- BU Technical Evaluation and Affiliation Committees merged
- HEC Rep included in BU Affiliation Committee
- Two visits a year of affiliated institutes made compulsory by HEC, added in revised BU Affiliation Policy
- Functions of Affiliation Committee included
- Faculty and administration staff required by affiliated institutes included in revised policy as per HEC guidelines
- BU team visit charges (boarding/ lodging) and processing Fee revised due inflation

4


Summary of Changes

- University shall grant affiliation, only after it has completed THREE years of imparting education since its inception and only in those programs that have run for at least THREE years
- Academic qualification of MS/ MPhil/ 18 years of education made compulsory for teachers
- In case of grievance against refusal or withdrawal of affiliation, HEC may be approached
- Availability of working capital of Rs 1.0 M for each program has defined for the institution(s) seeking affiliation
- Parameters of physical infrastructure and facilities further elaborated

5


RECOMMENDATION

- Revised Affiliation Policy 2024 may please be approved

6

1



BU Comments

- Policy is observed very comprehensive
- NOC to be issued for affiliation will remain valid for 3 years only (para 18). Time period is considered less, may be extended to 05 years
- Dedicated QA setup is required to be established
- University/DAI needs to have an established Directorate of Quality Enhancement for affiliated Colleges (para 10). However, clause may not be made mandatory, as establishment of dedicated directorate for few (one or two) affiliated institutes may not be cost effective.
- University/ DAI will be responsible for implementing Semester system at affiliated institutes (para 21). This clause may not be applicable for MBBS/ BDS programs

7



BU Comments

- Chairman of affiliation committee (para 7) should be VC or Rector instead of a professor to ensure correct decision making about affiliation
- In-charge IQA should also be made part of affiliation committee
- Affiliation and inspection committees may not be separated, as one committee can easily look after the affairs of affiliated institutes

8

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10

APPROVAL OF BU EXAMINATION POLICY 2024

**REVISED EXAMS POLICY
2024**

1

**Sequence**

- Background
- Summary of Changes/ Amendments
- Revised Exams Policy Document

2

**Background**

- Exams Policy of BU encompasses rules & regulations related to Exams and serves as reference guide for all Exams related matters
- Policy is applicable to all BU Campuses, CUs and AUs
- Salient in Exam Policy are:
 - Chap – 1 : Rules for Semester based programs
 - Chap – 2 : Rules for MBBS & BDS programs
 - Chap – 3 : Academic Dishonesty - Students Guide

3

**Background**

- BU Exams Policy was earlier revised in 2016
- As per BU Statutes 2022, all policies are required to be revised after 5 years
- The same was also emphasized during presentation on "Improvement of Exams system in BUHSC(K) in Oct 23
- Accordingly, policy has been revised including all changes approved at different forums i.e ACM, ECM etc
- Feedback of all Dtes and CUs also solicited on draft policy and amendments/ suggestions have been incorporated ⇨
- Revised Policy was also presented to Honorable Rector on 1 Apr 24

4

**Summary of Changes****Chapter - 1****Amendments/ Additions**

- | |
|---|
| ➤ Detailed Instructions for Invigilators for conduct of Exams revised |
| ➤ Disposal of Answer Books methodology devised |
| ➤ Damaged/ Lost Answer sheets mechanism included as approved in ACM |
| ➤ Gen Exam Rules i.e fee defaulters, shortage of attendance etc added |
| ➤ ACM decision w.r.t provision of Exam Writer to SpI Students made part of policy |
| ➤ Probation and Drop Rules for underperforming students amended |
| ➤ Exam/ re-Exam Rules for PNSL included as approved in ACM |
| ➤ Procedure for Malafide Course(s), intercampus transfer, ToC, freezing of semester made part of the policy |
| ➤ Migration and Exchange program procedures included |

5

**Summary of Changes****Chapter - 2****Amendments/ Additions**

- | |
|--|
| ➤ Weightage of internal Assessment increased from 10% to 20% |
| ➤ Attendance criteria for MBBS/ BDS students revised |
| ➤ Nomenclature of MBBS/ BDS as established by PMDC, adopted |
| ➤ Exam passing criteria revised |
| ➤ Criteria for termination of students from college on failing in four re-attempts added |
| ➤ Conversion from % to GPA/ CGPA grading system established |

6



Summary of Changes

Chapter - 3

Amendments/ Additions

- Contents of BU plagiarism policy 2023 included
- Table for penalties of Academic misconduct amended i.a.w decision of 36th ACM
- Use of unfair means, professional misconduct and other relevant contents shifted from Chapter 2 to 3

⇒ 7

7



RECOMMENDATION

- Draft Exams Policy – 2024 is recommended for approval by the Academic Council

5

8



Revised Policy - 2024

- Chap – 1 : Rules for Semester based programs ⇒
- Chap – 2 : Rules for MBBS & BDS programs ⇒
- Chap – 3 : Academic Dishonesty - Students Guide ⇒

9

9

2

APPROVAL OF BU ACADEMIC RULES 2024

Statutory Document	Article/ Clause	Page #	Sponsor
BU Academic Rules 2016	5.4	19	Director Academics
FOR:	<p>5.4 Late Fee</p> <p>5.4.1 <u>All CUs except BUMDC.</u> Enrolled students shall pay the fee on or before the date notified by the University. A fine of Rs 50 per day shall be charged for the first 7 days, Rs 100 per day for the next 15 days and Rs 200 per day for the next 7 days. Upon expiry of this period, the registration of the student may be cancelled. In case of re-admission, the student shall pay the full admission fee.</p> <p>5.4.2 <u>BUMDC.</u></p> <p>5.4.2.1 Fee payment in two installments may be allowed to extremely deserving cases, by the BUHO on recommendations of the DGBUMDC. Schedule of payment shall be as follows:</p> <ul style="list-style-type: none"> a. 1st installment: to be paid prior start of classes. b. 2nd installment: to be decided by the BUHO (in any case the payment deadline shall be before the end of the financial year, that is, 30th Jun). <p>5.4.2.2 Fee-in-installments shall not apply to fresh intake students.</p> <p>5.4.2.3 Fee defaulters shall not be allowed to:</p> <ul style="list-style-type: none"> a. attend classes; b. take any modular examination; or c. take the annual examination. <p>5.4.2.4 DD (Admission & Student Affairs) shall certify that students attending classes, or appearing in the modular or annual examination, have paid all the fees due from them.</p>		
READ:	<p>5.4 Late Fee</p> <p>5.4.1 <u>All Semester Based Programmes.</u> Fee payment in installments may be allowed as per prevailing BU policy. Enrolled students shall pay the fee on or before the date notified by the University. A fine for late fee shall be charged as per the amount notified by the Treasurer. After the timeline set in the said notification, the students' CMS profile status will be changed to "Fee Defaulter" which would be reverted after the payment of a penalty of Rs 5,000 along with the applicable fine and total semester fee. Attendance of the students will not be blocked at any stage. However, fee defaulters will not be allowed to appear in the Midterm and Final exams till the clearance of all the dues, except for the scholarship cases recommended by the Dte of Student Affairs (BUHO).</p> <p>5.4.2 <u>Annual Programmes (MBBS/ BDS).</u> Fee payment in installments may be allowed as per prevailing BU policy. A fine for late fee shall be charged as per the amount notified by the Treasurer. After the timeline set in the said notification, the students' CMS profile status will be changed to "Fee Defaulter" which would be reverted after the payment of a penalty of Rs 10,000 along with the applicable fine and unpaid fee. Attendance of the students will not be blocked at any stage. However, fee defaulters will not be allowed to appear in the Modular and Annual Professional Examinations till the clearance of all the dues, except for the scholarship cases recommended by the Dte of Student Affairs (BUHO).</p>		

SOP FOR STUDENT EXCHANGE WITH UNIVERSITY OF MALAYA, MALAYSIA

- a) Based on the maximum provision of students to be sent in an academic year, as permitted by University of Malaya, Malaysia, there shall be students selected from each campus of Bahria University including, Islamabad, Karachi & Lahore, to go on the exchange program to University of Malaya, Malaysia. The maximum number of students that can be recommended by any Campus would be based on the percentage of number of relevant students at that Campus. In case suitable candidate(s) are not available in a campus, the seat may be transferred to the other campus.
- b) The recommendation of students is to be made by the Director of Academics of the respective Campus/Campus Director/CO, as applicable.
- c) The above authorities will interview and shortlist students from their respective campuses based on following selection criteria, which should reflect the highest quality of students:

Selection Criteria:

- i. The students must be a regular student of Bahria University taking full course load.
- ii. The minimum CGPA of the student should be 3.0.
- iii. The student must have studied for more than a year (2 semesters) with Bahria University. Students in 2nd semester will be eligible to apply.
- iv. The student must be proficient in English and have good communication skills.
- v. The student must not have any disciplinary cases against them and should be void of any attitude problem.
- d) The shortlisted students will be re-evaluated by a following member committee at Bahria University to shortlist students for final approval of Rector:
 - i. Pro-Rector (Academics) - Chairperson
 - ii. Registrar - Member
 - iii. Director Academics - Member
 - iv. Director Admissions - Member
 - v. Controller of Examinations - Member
 - vi. Director Students Affairs - Member
 - vii. Director International Office - Member
- e) The selected students must sign a written bond with Bahria University to return to Pakistan to continue their remaining studies with Bahria University or to complete remaining degree requirements.
- f) The responsibility of accommodation arrangement in Malaysia, during the course of stay, will be on student. The International office will assist the selected students in finding suitable accommodation. In addition to the expenses pertaining to accommodation, students will also be responsible for travelling & visa/pass expenses, medical/health insurance or any additional service charges they wish to avail or are required for travel to Malaysia for exchange programme.

- g) The student will defer/freeze their semester prior going to University of Malaya, Malaysia, under the Exchange Programme. There shall be no tuition fee charged for this process. The decision on duration & number of semesters, to defer/freeze, is to be taken by the relevant Head of Department according to number of days the student will spend at University of Malaya, Malaysia, under exchange program. The student must adhere to departure and return dates as specified by his/her department.
- h) The duration of the semester(s) studied abroad will not be counted towards the calculation of time bar.

Eligibility for Honors & Awards:

- i) Students availing the exchange programme at the University of Malaya, Malaysia, will be eligible for academic honors & awards, as long as they are taking full semester loads in their studies at Bahria University and finishing remaining degree requirement with their batch of registration.
- j) If, as a result of the exchange activity, any of their courses are affected, these students would be permitted to make up for the shortfall (of the affected courses only) on return to Bahria University either during the summer sessions, if offered, or during succeeding regular semester, in excess to their regular course load.
- k) If during the summer session,
 - i. The students take shortfall courses, they will be awarded actual grades and no capping will apply.
 - ii. The students take any course, which were not affected by the exchange programme, summer session rules will apply, and the students will become ineligible for Honors & Awards.

Transfer of Credits as a result of an Outbound Exchange Program:

- l) Student interested in registering for the courses at University of Malaya, Malaysia, for which they can avail **credits transfer** at Bahria University, shall be properly advised by the relevant Head of Department about the compatibility of the courses they wish to take, based on the course content, before departure.
- m) The student must inform their Head of Department about the possible courses they wish to take at University of Malaya, Malaysia, along with the course outline. A preliminary meeting of the Equivalence Committee should take place before the departure of the students. The committee shall give clear instructions to the student, in writing, on a prescribed form (attached), on the course(s) he/she can take to avail **credits transfer**, against course(s) of similar nature, at Bahria University as per the road map of the program he/she is studying.
- n) The final decision on **credits transfer** is to be taken on return of the student, and successful completion of the courses, as per following criteria:

- i. Students applying for **credits transfer** are to submit original interim transcript and the course outlines of the course(s) studied at University of Malaya, Malaysia, to their relevant Head of Department (HOD) on return. The HOD will then formulate an Equivalence Committee to make final recommendations to their relevant Director of Institute. The Director will then forward recommendation of the Equivalence Committee to Director International Office for processing case for final approval. There shall be no fee charged from the student for **credits transfer**.
- ii. **Credits transfer** of courses will only be allowed for Degree level programs (*equivalent to similar level program at Bahria University*) offered on campus.
- iii. **Credits transfer** for only those courses will be allowed for which a course with at least similar standard, credit hours and matching description is available in the relevant academic program of Bahria University. As the marking criteria at University of Malaya, Malaysia, is different from what is followed at Bahria University, therefore following grade mapping mechanism is to be followed:

	University of Malaya (Grading System)		Bahria University (Grading System)	
	Grade	Grade Point	Grade	Grade Point
a	A+	4.0	A	4.0
b	A	4.0		
c	A-	3.7	A-	3.67
d	B+	3.3	B+	3.33
e	B	3.0	B	3.0
f	B-	2.7	B-	2.67
g	C+	2.3	C+	2.33
h	C	2.0	C	2.0
i	C-	1.7	C-	1.67
j	D+	1.3	D+	1.33
k	D	1.0	D	1.00
l	F	0.0	F	0.0

* For postgraduate students, BU equivalent grade C- and below will be converted into an F grade

- iv. The courses must equate in description and laboratory work, if any, with the similar course of the relevant academic program of Bahria University.
- v. **Credits transfer** of courses equating to maximum of 50% of the total credit hours of the relevant academic program of Bahria University will be allowed.

SOP FOR INBOUND EXCHANGE STUDENTS FROM UNIVERSITY OF MALAYA, MALAYSIA,

- a) Bahria University will accept students from University of Malaya, Malaysia, under the exchange program in any given academic year. The maximum number of students to be accepted will be decided for each department in consultation with the Dean and relevant HoD.
- b) Only students recommended by the international office of University of Malaya, Malaysia, will be entertained under this arrangement.
- c) The inbound students from University of Malaya, Malaysia, will be advised on the availability of courses, which they want to take at Bahria University, after consultation with the HOD of the relevant department. The HOD must ensure that there are no clashes between the selected courses by the individual.
- d) The student will be responsible for own accommodation arrangement in Pakistan, but the international office of BU will assist in finding suitable accommodation.
- e) There shall be no tuition fee charged by Bahria University from students of University of Malaya, Malaysia, under student's Exchange program.
- f) On successful completion of the course work at Bahria University, the student will be responsible to meet the **credits transfer** requirements of University of Malaya, Malaysia, as per its own policy. Bahria University will only award official interim transcript to the student for courses he / she has studied at Bahria University.

PRE-VISIT EQUIVALENCE FORM

**CONFIRMATION OF COURSE TRANSFER AS A RESULT OF STUDENTS' EXCHANGE WITH
UNIVERSITY OF MALAYA, MALAYSIA**

(DECISION AFTER PRELIMINARY MEETING OF THE EQUIVALENCE COMMITTEE)

Section A: Student Details:

Student Name:.....

Programme of Study:.....

Semester:

Enrolment No:.....

Campus: Islamabad Karachi Lahore IPP

Section B: Course Mapping

List of courses planned to be studied at University of Malaya, Malaysia	Transferable Courses at Bahria University, recommended by the Equivalence Committee:
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<u>Course Code</u>	<u>Course Title & Credit Hours</u>	<u>Course Code</u>	<u>Course Title & Credit Hours</u>
.....
.....
.....
.....
.....
.....
.....

Section C: Student Declaration:

I fully understand that the final decision of transfer of courses will be taken on my return and will be conditional to successful completion of course work. In case any other course is studied, which is not stated in the list above (section B) then the decision for the transfer of credits for that course will be taken on my return, based on Credit Transfer procedure as specified in Bahria University SOP for Students' Exchange with University of Malaya, Malaysia.

Student's Signature

EQUIVALENCE COMMITTEE

Remarks: (If any)

.....

.....

.....

.....

Member 1

Name:

Designation:

Member 2

Name:

Designation:

Member 3

Name:

Designation:

Head of Department

Director/Principal of Concerning Constituent Unit/School

***This form is to be forwarded to Director (IO), along with the copy of course outline of recommended programmes, which are transferable.**

POST-VISIT EQUIVALENCE FORM

**CONFIRMATION OF COURSE TRANSFER AS A RESULT OF STUDENTS' EXCHANGE WITH
UNIVERSITY OF MALAYA, MALAYSIA**

Section A: Student Details:

Student Name:

Programme of Study:

Semester:

Enrolment No:.....

Campus: Islamabad Karachi Lahore IPP

Section B: Course Mapping

List of courses planned to be studied at

University of Malaya, Malaysia

Transferable Courses at Bahria University,

recommended by the Equivalence Committee:

<u>Course Code</u>	<u>Course Title & Credit Hours</u>	<u>Course Code</u>	<u>Course Title & Credit Hours</u>
.....
.....
.....
.....

Section C: Student Declaration:

I fully understand that the final decision on Transfer of Credits is subject to policy outlined in the Bahria University SOP FOR OUTBOUND EXCHANGE STUDENTS FOR UNIVERSITY OF MALAYA, MALAYSIA

Student's Signature

EQUIVALENCE COMMITTEE

Remarks: (If any)

.....

.....

Member 1

Name:

Designation:

Member 2

Name:

Designation:

Member 3

Name:

Designation:

Head of Department

Director/Principal of Concerning Constituent Unit/School

***This form is to be forwarded to Director (IO), along with the copy of course outline of recommended programmes, which are transferable, for approval.**

APPROVED/NOT APPROVED

Director Academics