# Mirpur University of Science & Technology (MUST), Mirpur
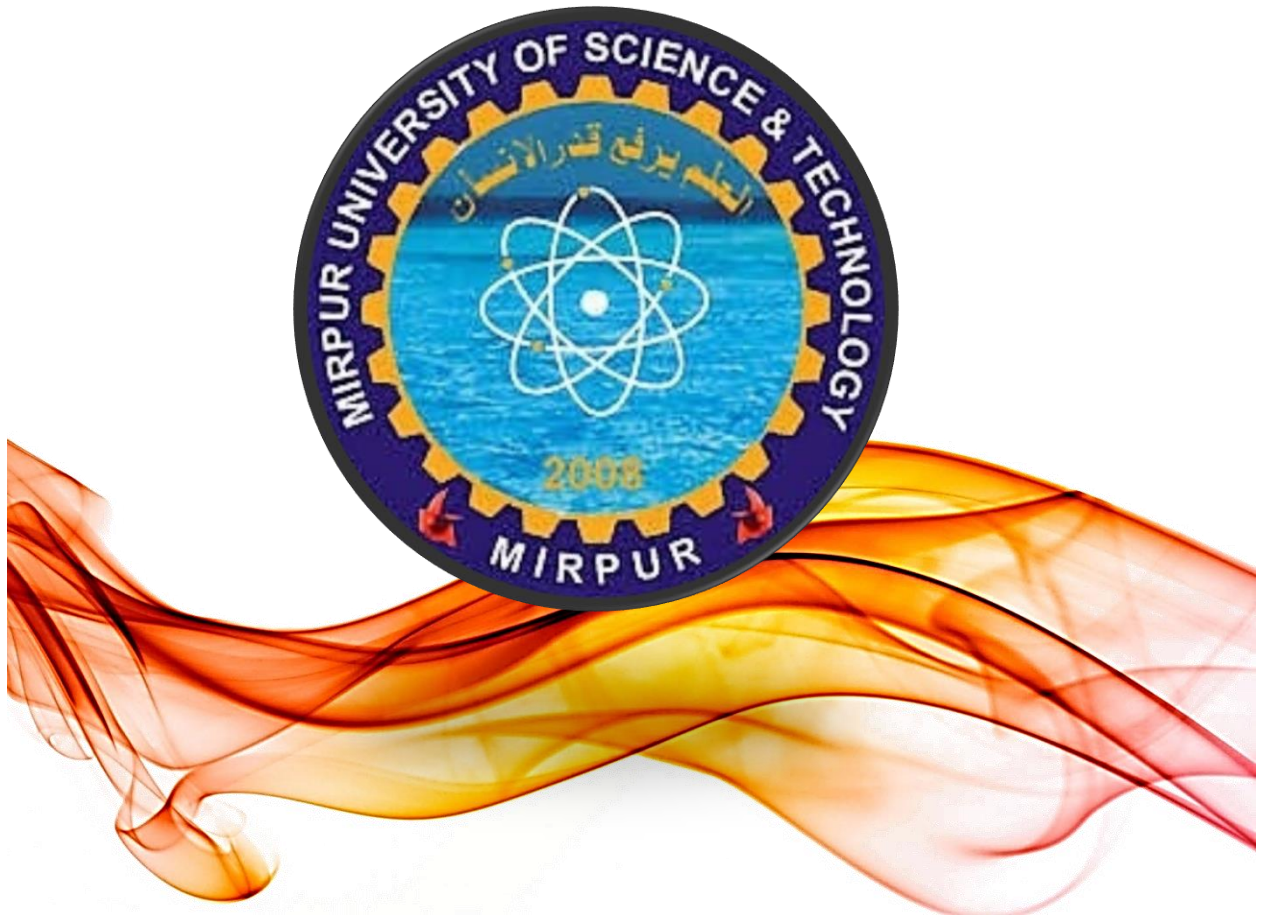


**Agenda for the 4ᵗʰ Meeting of Departmental Council**
**Faculty of MUST Business School**
**Held on February 02, 2025**

**Mirpur University of Science & Technology (MUST), Mirpur**

**Departmental Council**
**Faculty of MUST Business School**
**FMBS, MUST, Mirpur**
**Held on 12-2-2025**
**Composition of the Departmental Council**

| Sr.# | Name | Designation/Department | Status | Signature |
|------|------|------------------------|--------|-----------|
| 1. | Prof. Dr. Zafar Iqbal | Director, Faculty of MUST Business School | Convener | |
| 2. | Prof. Dr. Hassan Raza | Dean Faculty of Social Science and Humanities, Allah Iqbal Open University | Subject Expert | |
| 3. | Dr. Naveeda Zeb | Assistant Professor, Department of Business Administration, University of Kotli AJK | Subject Expert | |
| 4. | Dr. Fouzia Hadi Ali | Assistant Professor, Hailey College of Commerce, University of the Punjab, Lahore | Subject Expert | |
| 5. | Mr. Munawar Hussain | Representative of Affiliated Colleges, Kings College Mirpur | Member | |
| 6. | Ms. Mahroash Munir | Lecturer Department of Business Administration, FMBS | Member | |
| 7. | Mr. Ali Ashiq | Junior Lecturer Department of Business Administration, FMBS | Member | |
| 8. | The Controller of Examinations/Nominee | MUST, Mirpur | Member | online |
| 9. | Ms. Farah Liaqat | Lecturer, HRM Bhimber Campus | Alumni | |
| 10. | Muhammad Arif Ch. | Bank of AJK Mirpur | Member | |
| 11. | The Registrar/Nominee | MUST, Mirpur | Observer | Online |
| 12. | Director QEC/Nominee | MUST, Mirpur | Observer | |
| 13. | Mr. Adeel Razaq | Lecturer Department of Business Administration, FMBS | Secretary | |

<table>
<tr><td></td><td><strong>Mirpur University of Science & Technology (MUST), Mirpur</strong><br><strong>Department of Business Administration</strong><br><strong>Bachelor of Business Administration</strong><br><strong>MUST Business School</strong><br><strong>Phone No: 05827-961113</strong></td></tr>
<tr><td><strong>FMBS</strong></td><td></td></tr>
</table>

The 4th meeting of the Departmental council of BBA held on 02 February 2025 at 11:00 am at the Faculty of MUST Business School, Mirpur University of Science and Technology (MUST), AJK. The agenda items of the departmental council meeting are as follows: -
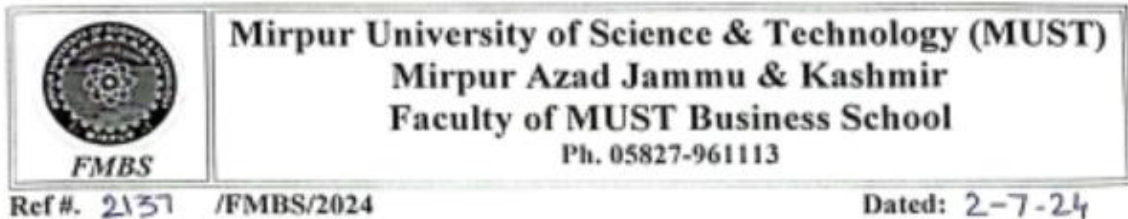
**AGENDA-INDEX**

<div align="center">

**Agenda Items**

</div>

**Item 01: Proposal for Approval of Faculty Development Policy**

The approval to discuss and adopt a policy focused on continuous professional development for faculty members. The policy will outline opportunities for training, workshops, research support, and academic growth. It will also promote skill enhancement, innovation in teaching, and overall academic excellence.

---

**Mirpur University of Science & Technology (MUST)**
**Mirpur Azad Jammu & Kashmir**
**Faculty of MUST Business School**
Ph. 05827-961113

FMBS

Ref #. 2137 /FMBS/2024                         Dated: 2-7-24

**Faculty Development Policy**

**Order:**

The Faculty Development and Training Policy of the Faculty of MUST Business School is hereby approved and effective immediately. All faculty members are required to comply with the guidelines outlined in the policy and actively participate in professional development activities, including the submission of annual Professional Development Plans (PDPs), engagement in training programs, and mentorship initiatives.

**Policy Statement:**

The Faculty of MUST Business School is committed to the continuous professional development of its faculty. This policy supports growth in teaching excellence, research capability, and academic leadership. Faculty are encouraged to engage in workshops, conferences, training programs, and mentorship activities to align with evolving academic and industry standards.

**Implementation Mechanism:**

1. **Oversight:** The Director, with support from the Continuous Professional Development Committee (CPD), will oversee policy implementation.
2. **Development Plan (PDP):** All faculty must submit and annually update a Professional Development Plan outlining growth goals in teaching, research, and service.
3. **Training Calendar:** An annual calendar of internal training sessions and opportunities will be developed and circulated.
4. **External Opportunities:** Faculty may apply for funding to attend relevant external events by submitting a justification aligned with their PDP.
5. **Mentorship:** Senior faculty will mentor junior members, with progress monitored each semester.
6. **Monitoring and Evaluation:** The Faculty Development Committee (FDC) will track participation, gather feedback after trainings, and review overall impact through annual reports.
7. **Recognition:** Active participants demonstrating growth may be considered for awards, promotion, or leadership roles.

**Prepared by:**

Name: Mr. Shahid Iqbal
Designation: Lecturer
Role: Convener

Name: Ms. Mahroash Munir
Designation: Lecturer
Role: Member

Name: Mr. Ahsan Tahir
Designation: Lecturer
Role: Member/Secretary

**Reviewed by:**

Name: Dr. Zahid Ur Rehman
Designation: Lecturer
Role: Convener

Name: Mr. Qasim Shabbir
Designation: Lecturer
Role: Member

Name: Mr. Adeel Razaq
Designation: Lecturer
Role: Member/Secretary

**Approved by:**

Prof. Dr. Zafar Iqbal
Director
Faculty of MUST Business School
Mirpur University of Science and Technology (MUST)

**Remarks**

The item is submitted for kind deliberation, consideration and endorsement to Departmental Council for approval please.

## Item 02: Proposal for Approval of Faculty Consultancy and Training Policy

The approval to adopt a policy governing faculty involvement in consultancy and training activities. The policy defines guidelines for engagement, revenue sharing, time allocation, and conflict of interest management. Approval will encourage industry collaboration while maintaining academic responsibilities and institutional integrity.

5

Mirpur University of Science & Technology (MUST)
Mirpur Azad Jammu & Kashmir
*Faculty of MUST Business School*
*Ph.# 05827-961113*

FMBS

Ref: &/FMBS/2024                                                    Dated: 28-11-24

## Policy for Faculty Consultancy and Training Activities

### Purpose

This policy outlines the guidelines for faculty members who wish to engage in consultancy and training activities outside their regular academic duties. The objective is to encourage faculty expertise in industry-relevant consultancy while ensuring institutional benefits, academic integrity, and a structured revenue-sharing model.

### 1. Policy Scope and Application

This policy applies to all faculty members engaged in consulting and training activities outside their teaching and research responsibilities at the Faculty of MUST Business School. Consulting activities include advisory roles, project-based consulting, training workshops, and other knowledge-transfer engagements with external organizations.

### 2. Objectives

- To encourage faculty engagement in consultancy and training for professional development and industry linkage.
- To ensure that consulting activities complement the faculty's teaching and research commitments.
- To create a transparent system for revenue sharing, cost allocation, and institutional oversight.

### 3. Approval Process for Consulting Activities

- **Initial Proposal Submission:** Faculty members must submit a formal proposal detailing the scope, timeline, client, and expected revenue of the consulting or training activity. This should be approved by the respective department head and the Director of MUST Business School.
- **Conflict of Interest Check:** All proposals will be reviewed for potential conflicts of interest or overlap with academic duties. Activities that may compromise academic integrity or student focus will be reconsidered or restructured.

6

- **Approval Timeline:** Proposals must be submitted at least four weeks before the planned start of the consulting activity to ensure thorough review and compliance.

## 4. Revenue-Sharing Formula

Revenue generated through consultancy and training activities will be shared between the faculty member and the institution based on the following tiered structure:

- **Up to Rs. 350,000 Revenue:**
  - Faculty Share: 60%
  - Institutional Share: 40%
- **Between Rs. 350,001 – Rs. 700,000 Revenue:**
  - Faculty Share: 70%
  - Institutional Share: 30%
- **Above Rs. 700,000 Revenue:**
  - Faculty Share: 75%
  - Institutional Share: 25%

The institutional share will be allocated to a professional development fund for faculty training, resource improvements, and administrative support.

## 5. Cost and Fee Structure

- **Direct Costs:** All direct expenses (e.g., travel, materials, administrative fees) associated with consultancy will be covered by the client or deducted from the project revenue before revenue sharing.
- **Administrative Fee:** A 10% administrative fee will be applied to cover costs related to institutional support, including legal, administrative, and IT support, if required.
- **Pricing Structure:** Faculty members must ensure that their consultancy fees are competitive and reflect the market rate for similar services, aligning with both the academic reputation of MUST and industry standards.

## 6. Time Commitment and Limitations

- Faculty members may devote up to **20% of their working hours per week** to consultancy and training activities to ensure primary teaching and research responsibilities remain unaffected.
- Extended consultancy engagements beyond three months must receive special approval from the Director, and periodic reports on progress must be submitted.

## 7. Professional Development and Institutional Support

- Faculty members engaged in consultancy are encouraged to use these experiences for enhancing teaching and research content, contributing to practical learning in classrooms.
- Faculty may also contribute through **knowledge-sharing sessions** for colleagues, discussing relevant consulting insights, trends, and professional skills.
- Institutional support will be provided through legal and administrative guidance for client contracts, as well as access to certain facilities and resources on a case-by-case basis.

## 8. Reporting and Accountability

- **Activity Report:** Faculty must submit a summary report post-consultancy, covering key insights, deliverables, and feedback from the client.
- **Financial Reporting:** Revenue details and expenses must be documented, and shared revenues should be processed through the Faculty Finance Office to ensure transparent accounting.
- **Annual Review:** An annual summary of consulting activities will be compiled to assess the impact on faculty development, institutional reputation, and financial contributions.

## 9. Policy Compliance and Review

Non-compliance with this policy may result in restrictions on future consultancy permissions or adjustments in revenue-sharing percentages. This policy will be reviewed every two years by the Faculty Council to align with industry standards and evolving academic priorities.

This policy reflects the Faculty of MUST Business School's commitment to professional development, industry engagement, and institutional integrity. By setting clear guidelines for consultancy and training activities, the faculty fosters an environment where academic expertise extends into industry applications, supporting both individual growth and institutional goals.

Prepared by:

Name: Dr. Waqas Ali
Designation: Assistant Professor
Role: Convener

Name: Ms. Mahroash Munir
Designation: Lecturer
Role: Member

Name: Mr. Adeel Razaq
Designation: Lecturer
Role: Member/Secretary

Reviewed by:

Name: Dr. Zahid Ur Rehman
Designation: Lecturer
Role: Convener

Name: Mr. Abdul Majid
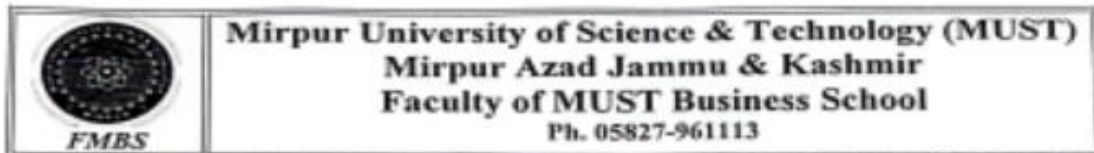Designation: Lecturer
Role: Member

Name: Mr. Ahsan Tahir
Designation: Lecturer
Role: Member Secretary

**Remarks**

The item is submitted for kind deliberation, consideration and endorsement to Departmental Council for approval please.

8

**Item 03: Proposal for Approval of Research and Development Policy**

Approval for the R&D Policy to be formally adopted and integrated into our organizational framework. This policy outlines the strategic priorities for our research and development initiatives and will serve as a guiding document for fostering innovation and advancing our capabilities. Approval is required along with endorsement of R&D policy already implemented in the university to ensure that we are aligned with our long-term objectives and discussion on the alignment of the Research Policy with Mission Vision and Core Values is required.

| | **Mirpur University of Science & Technology (MUST)** **Mirpur Azad Jammu & Kashmir** **Faculty of MUST Business School** Ph. 05827-961113 |
|---|---|

Ref #. 4009 /FMBS/2024        Dated: 4—12—24

**Research & Development Policy Overview**

**Policy Overview**

In the dynamic realm of business education, Research and Development (R&D) serves as the bedrock of growth, innovation, and excellence. At MUST Business School (MBS), we don't just acknowledge this pivotal role; we embed it in the fabric of our ethos. Driven by our ambition to be the region's premier institution for cultivating top-tier graduates and visionary entrepreneurs, MBS is steadfastly committed to not just encouraging but advancing research and entrepreneurial endeavors. By intertwining rigorous academic inquiry with real-world entrepreneurial challenges, we aim to bridge the gap between theory and practice. Our R&D policy, meticulously crafted in alignment with the highest benchmarks, stands as a testament to our dedication. This policy, more than just a document, is our roadmap to achieving our vision, fostering knowledge creation, and ensuring that MBS remains at the forefront of academic and entrepreneurial leadership.

**The Aim**

This research policy aims to provide a framework for the creation and dissemination of knowledge within the business school, ensuring that stakeholders are aware of its existence, and promoting sufficient alignment with the institution's vision, mission, and objectives. By establishing clear guidelines and support mechanisms, MBS aims to foster a research-driven culture that empowers faculty members and students to engage in impactful research activities, collaborate with external partners, and share their findings with the broader academic and business communities.

**The Objectives**

**# 1 Fostering an Inclusive Research Ecosystem:**

Cultivate a pervasive research-driven environment at MUST Business School where both faculty and students are actively engaged, leading to increased volume and superior quality of research output.

**Key Performance Indicators (KPIs)**

- Higher percentage of faculty and students involved in active research projects.
- Growth in the number of published papers, with an emphasis on high-impact journals.

9

- Development and implementation of training and capacity-building programs to ensure sustained engagement in research.

## #2 Enhancing Knowledge Creation and Thought Leadership:

Position MUST Business School as the epicenter of innovative solutions, intellectual contributions, and advancements that bridge the gap between academic theory and real-world practice, making MBS a beacon of thought leadership in the region.

## Key Performance Indicators (KPIs)

- Growth in the number of intellectual contributions, including patents, case studies, and innovative solutions.
- Recognition of MBS's contributions at regional and international forums.
- Establishment of annual events or platforms where MBS showcases its research prowess and leadership.

## # 3 Strengthening Collaborative Research and Innovation:

Emphasize and foster collaborative endeavors, enabling MUST Business School to establish meaningful partnerships with regional educational entities, local industries, and other vital stakeholders, directing joint research projects to address real-world challenges and cultivate groundbreaking solutions.

## Key Performance Indicators (KPIs)

- Increase in the number of active partnerships with educational institutions, industries, and other stakeholders.
  Growth in collaborative research projects addressing tangible real-world problems.
- Recognition and awards for collaborative projects that result in innovative solutions.

## Policy Scope

The policy covers all academic disciplines and interdisciplinary research areas offered and pursued at MUST Business School, encompassing fields like Marketing, HRM, Accounting, Finance, Project Management and Economics, among others.

## Policy Statement

- **Research Engagement**: Faculty members are required to actively participate in research projects related to their field of expertise. Collaborative research, both within and outside the institution, is encouraged.
- **Publication Standards**: Faculty members are expected to publish their research findings in reputable, peer-reviewed journals, academic conferences, or recognized industry publications. Research output should reflect originality, innovation, and contribute to academic and practical knowledge.

- **Research Ethics:** All faculty members must adhere to strict ethical guidelines when conducting research, including:
  - Ensuring the integrity of data and results.
  - Proper attribution of all contributions and avoiding plagiarism.
  - Compliance with ethical standards for research involving human or animal subjects, as applicable.
- **Research Funding and Grants:** Faculty members are encouraged to seek internal and external research grants to support their projects. The Faculty of MUST Business School will provide guidance and resources to help faculty secure funding for their research.
- **Research Collaboration:** Faculty members are encouraged to collaborate with industry, government bodies, or other academic institutions to enhance the relevance and impact of their research. Collaborative research projects that address real-world problems are highly valued.
- **Publication Targets:**
  - Faculty members are expected to produce at least one peer-reviewed publication per academic year in reputable journals or conferences.
  - Senior faculty are encouraged to mentor junior colleagues to increase the research output of the Faculty of MUST Business School.
- **Research Support:** The Faculty of MUST Business School will provide resources, including access to research databases, support for attending conferences, and guidance on securing research grants. Additionally, the Research Cell will assist faculty in identifying research opportunities and collaborations.
- **Intellectual Property:** The intellectual property (IP) arising from research conducted at the Faculty of MUST Business School is jointly owned by the researcher and the institution. Faculty members must ensure proper agreements are in place when collaborating with external partners, and any commercialization of research must comply with university policies.
- **Recognition and Awards:** Faculty members who demonstrate excellence in research through high-impact publications or significant contributions to their field may be eligible for institutional recognition, awards, or additional research funding.
- **Violation of Policy:** Any faculty member found to have engaged in unethical research practices, including plagiarism, data manipulation, or falsification of results, will be subject to disciplinary actions, including potential dismissal.
- **Review:** This policy will be reviewed annually to ensure alignment with the evolving research landscape and institutional goals.
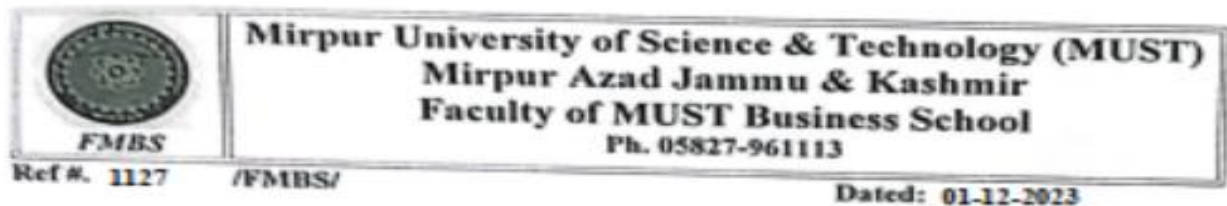
Prof. Dr. Zafar Iqbal

Director
Faculty of MUST Business School

**Remarks**

The item is submitted for kind deliberation, consideration and endorsement to Departmental Council for approval please.

**Item 04: Proposal for Policy Approval on Community Development and Social Responsibility**

Approval of the adoption of the "Policy on Community Development and Social Responsibility." This policy outlines commitment to positively impact the communities we serve through sustainable development initiatives and social responsibility programs. Approval of this policy will help reinforce our dedication to creating lasting value for both our organization and society.

**Mirpur University of Science & Technology (MUST)**
**Mirpur Azad Jammu & Kashmir**
**Faculty of MUST Business School**
Ph. 05827-961113

Ref #. 1127 /FMBS/

Dated: 01-12-2023

## Corporate Social Responsibility (CSR) and Environmental Policy

### Introduction

MUST Business School (MBS), a constituent unit of Mirpur University of Science and Technology (MUST), is committed to embedding ethical practices, environmental consciousness, and social impact in all aspects of its academic and operational conduct. This CSR policy outlines the principles and practices through which MBS seeks to contribute to the welfare of its students, staff, community, partners, and environment.

This policy is built on five key pillars:

- Our People (Faculty & Staff)
- Our students
- Our community
- Our Partners
- Our Environment

### 1. As an Employer

1. MBS strives to maintain a supportive and inclusive workplace by:
2. Ensuring fair treatment, equal opportunity, and professional respect for all staff.
3. Offering development opportunities through trainings, research incentives, and career growth.
4. Promoting a healthy work-life balance through flexible schedules and wellness programs.
5. Securing the privacy, safety, and dignity of faculty and administrative personnel.
6. Maintaining compliance with the Higher Education Commission (HEC) and relevant labor standards.

### 2. Towards Students

1. MBS is dedicated to producing socially responsible, ethically aware, and globally competent graduates. We ensure:
2. Equal educational access irrespective of gender, socio-economic status, or ethnicity.
3. Integration of CSR, sustainability, and ethics into the academic curriculum.
4. Active involvement of students in CSR activities via the Business School's Social Impact Club.
5. Opportunities for students to engage in internships, volunteer work, and social service initiatives with NGOs and community organizations.
6. Promotion of mutual respect, tolerance, and academic integrity among students.

12

### 3. Towards Communities

1. As a university embedded in the socio-cultural fabric of Azad Jammu & Kashmir, MBS contributes to community development by:
2. Engaging students and faculty in outreach programs and awareness campaigns.
3. Partnering with local schools, non-profits, and development agencies to improve literacy, health, and entrepreneurship.
4. Hosting seminars, workshops, and public lectures on community upliftment and economic development.
5. Encouraging student-led initiatives to address real-world community challenges.
6. Maintaining open access to campus facilities for public educational events.

### 4. Towards Partners

1. MBS aims to foster responsible partnerships that contribute to sustainable business and education ecosystems:
2. Promoting ethical procurement and sustainable sourcing policies.
3. Maintaining transparency, fairness, and long-term collaboration with industry, academia, and government.
4. Encouraging research partnerships and projects aligned with sustainable development goals (SDGs).
5. Ensuring that vendors, sponsors, and institutional partners uphold social responsibility in their business models.

### 5. Towards Environment

1. Environmental stewardship is a key pillar of MBS's CSR strategy. We commit to:
2. Integrating environmental education into business courses and projects.
3. Promoting a green campus through energy-saving practices, waste reduction, and recycling.
4. Hosting annual Sustainability & CSR Forums to raise awareness and encourage action.
5. Collaborating with local authorities to support tree plantations, clean-up drives, and carbon reduction campaigns.
6. Advocating a paperless campus and responsible use of natural resources.

### Monitoring and Evaluation

MBS will establish a CSR Committee responsible for:

- ✓ Planning and supervising all CSR-related activities.
- ✓ Documenting outcomes through annual CSR reports.
- ✓ Conducting impact assessments of CSR projects.
- ✓ Reviewing and updating the policy as per emerging challenges and opportunities.

Prepared by:

Name: Aadil Rehman
Designation: Lecturer
Role: Convener

Name: Adeel Razaq
Designation: Lecturer
Role: Member

Name: Bilal Khuwaja
Designation: Lecturer
Role: Member/Secretary

Reviewed by:

Name: Dr. Zahid Ur Rehman
Designation: Lecturer
Role: Convener

Name: Shahid Iqbal
Designation: Lecturer
Role: Member

Name: Mr. Adeel Bashir
Designation: Lecturer
Role: Member/Secretary
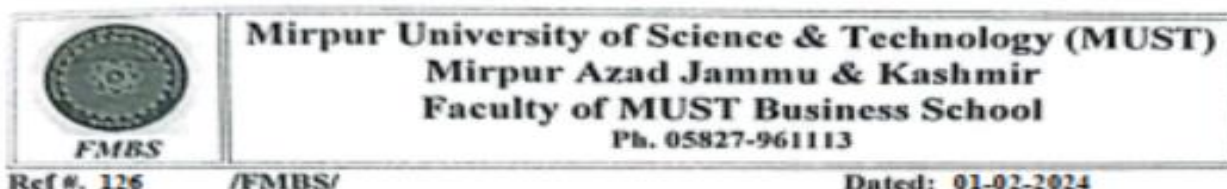
Approved by:

Director
Faculty of MUST Business School
Mirpur University of Science and Technology (MUST)

**Remarks**

The item is submitted for kind deliberation, consideration and endorsement to Departmental Council for approval please.

14

## Item 05: Proposal for Approval of National, International and Corporate Linkages

The approval of the Policy on National, International, and Corporate Linkages underscores the organization's commitment to expanding its network and fostering strategic collaborations. This policy aims to establish and strengthen partnerships with national and international institutions, as well as with corporate entities, to enhance research, innovation, and knowledge exchange. By building these connections, the policy seeks to create new opportunities for growth, professional development, and global engagement, ensuring the organization remains competitive and adaptable in an increasingly interconnected world.

**Mirpur University of Science & Technology (MUST)**
**Mirpur Azad Jammu & Kashmir**
**Faculty of MUST Business School**
Ph. 05827-961113

Ref #. 126     /FMBS/                          Dated: 01-02-2024

### National, International, and Corporate Linkages Policy

**Purpose of the Policy:**

The industry academia Linkage Policy at MUST Business School is designed to bridge the gap between academic instruction and real-world business practices. This policy encourages collaboration between the academic community and industry to promote innovation, practical learning, and mutual development. It provides a structured pathway for students, faculty, and industry stakeholders to engage in collaborative research, internships, consultancy projects, guest lectures, industrial visits, and knowledge-sharing initiatives. Aligning academic offerings with evolving industry demands, this policy enhances the employability of graduates and contributes to sustainable economic and social progress, particularly within the regional context of AJK and beyond.

**Policy Statement:**

MUST Business School strives to achieve academic excellence and regional relevance by continuously aligning its academic programs with contemporary industry requirements. A key strategic focus is reducing the skill gap between graduates and the demands of the corporate sector. Through this policy, the School aims to foster long-term, mutually beneficial relationships with national and international industry partners to produce well-rounded graduates equipped with both theoretical knowledge and practical competencies.

**Scope of the Policy:**

This policy outlines the framework for developing, executing, reviewing, and terminating non-legally binding partnerships with industry and corporate entities, both at the national and international level. It applies to all departments and programs under the Faculty of MUST Business School.

**Procedure:**

- Industry linkages may be initiated by faculty members or administrative staff members with the approval of the relevant authority.
- The collaboration may be formalized through a Memorandum of Understanding (MoU) or similar non-binding agreement tailored to the specific needs of the engagement.
- MoUs shall clearly define the objectives, areas of collaboration, responsibilities of each party, and timelines.

15

**Policy Guidelines:**

- While informal linkages can be useful, it is strongly encouraged to formalize collaborations via MoUs for clarity and continuity.
- Industry representatives should be regularly engaged to assess current market trends, skill demands, and areas for mutual collaboration.
- A **Committee for Corporate and Industrial Linkages (CCIL)** will be constituted to:
  - Maintain records of all industry collaborations.
  - Organize periodic meetings with industry stakeholders.
  - Facilitate seminars, workshops, and other collaborative events.
  - Monitor the progress and outcomes of industry-academic engagements.
- All collaboration initiatives should align with the academic calendar and strategic objectives of the Business School.

Prepared by:

Name: Mr. Aadil Rehman
Designation: Lecturer
Role: Convener

Name: Ms. Shahid Mehmood
Designation: Lecturer
Role: Member

Name: Mr. Ahsan Tahir
Designation: Lecturer
Role: Member Secretary

Reviewed by:

Name: Mr. Qasim Shabbir
Designation: Lecturer
Role: Convener

Name: Mr. Ahmed Nadeem
Designation: Lecturer
Role: Member

Name: Mr. Bilal Khawaja
Designation: Lecturer
Role: Member/Secretary
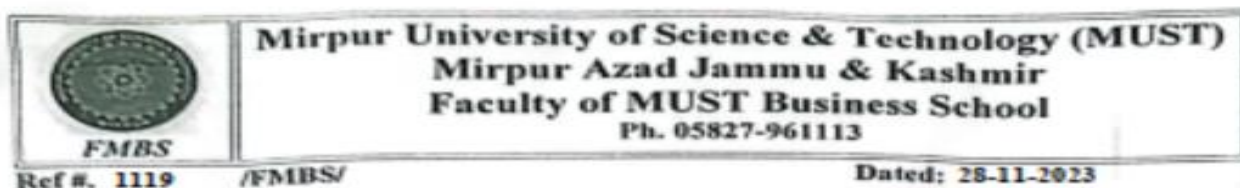
Approved by:

Director
Faculty of MUST Business School
Mirpur University of Science and Technology (MUST)

**Remarks**

The item is submitted for kind deliberation, consideration and endorsement to Departmental Council for approval please.

16

## Item 06: Proposal for Approval of Student and Faculty Exchange Programs

The approval of the Policy on Student and Faculty Exchange Programs highlights the organization's dedication to fostering global learning and academic collaboration. This policy outlines the framework for facilitating exchange opportunities, allowing students and faculty to engage with diverse educational environments and cultures. By promoting these exchanges, the policy aims to enhance academic growth, broaden perspectives, and build international networks, enriching both personal and professional development. It ensures that participants gain valuable experiences that contribute to a more dynamic and interconnected educational community.

---

**Mirpur University of Science & Technology (MUST)**
**Mirpur Azad Jammu & Kashmir**
**Faculty of MUST Business School**
Ph. 05827-961113

**FMBS**

Ref #. 1119 /FMBS/ Dated: 28-11-2023

### Faculty Exchange Program Policy

**Purpose of the Policy:**

The Faculty Exchange Program Policy at MUST Business School is designed to foster national and international collaboration, promote academic excellence, and expand faculty exposure through professional mobility. This policy supports the development of joint research projects, exchange of teaching practices, and customized training programs to build intellectual synergy across institutions. It further seeks to empower faculty members from less developed institutions through academic and technological support, enhancing educational quality and broadening professional expertise.

**Policy Statement:**

MUST Business School values faculty development as a strategic priority and seeks to strengthen networks with other Higher Education Institutions (HEIs) in Pakistan and abroad. The Faculty Exchange Program is structured to provide meaningful academic collaboration while simultaneously supporting partner institutions through knowledge sharing and mentorship.

**Scope of the Policy:**

This policy facilitates collaboration among faculty members of different HEIs, promoting expertise in teaching, research, academic supervision, and capacity building. It applies to both short-term and long-term exchanges involving faculty from MUST Business School and other recognized national and international institutions.

**Definitions:**

- **HEIs** – Higher Education Institutions
- **CDILO** – Career Development and International Linkages Office

**Procedure:**

- The exchange may take the form of training programs, joint research, teaching exchanges, or participation in conferences and workshops.
- Each agreement is considered a non-legal, non-financial collaborative understanding, customized according to mutual needs and goals.
- Both parties must approve the nominated faculty members and agree on roles, responsibilities, and timelines.

**Policy Guidelines:**

17

- Interested faculty members must submit a **brief proposal (500 words, 12-point font)** detailing their intended activities and fill out an official application form.
- Approvals must be obtained from the concerned departments of both the sending and receiving institutions.
- Faculty members will continue to receive their salaries and benefits from their home institution and will be considered on official assignment.
- The exchange must be at an **equivalent academic rank**, ensuring mutual benefit.
- The **host institution** will define the exchange faculty's academic responsibilities (teaching/research).
- Visiting faculty shall retain their academic rank and will be designated as:
  - *Visiting Lecturer*
  - *Visiting Assistant Professor*
  - *Visiting Associate Professor*
  - *Visiting Professor*
- The **Head of Department (HoD)** shall initiate the exchange contract at least three weeks prior to the visiting faculty's arrival.
- The contract will clearly state:
  - Name and designation of the visiting faculty
  - Duration (start and end dates)
  - Nature of engagement (teaching, research, or both)
- A signed copy of the contract shall be provided to the visiting faculty upon arrival.

## Faculty Exchange Application Form (Extract)

### Contact Information

- Full Name: _____
- Current Address: _____
- Permanent Address: _____
- Phone: Mobile _____ Home _____
- Email (Campus): _____
- Email (Personal): _____
- SAP ID (if applicable): _____

### Demographic Information

- Date of Birth: ____ / ____ / _____
- Gender: ☐ Male ☐ Female ☐ Other
- Marital Status: ☐ Single ☐ Married
- Country of Citizenship: _____
- Languages Fluent In: ☐ English ☐ Urdu ☐ Other: _____
- Accompanied by Spouse/Children: ☐ Yes ☐ No

### Exchange Request

- Requested Period:
  - ☐ Fall Semester 20___
  - ☐ Spring Semester 20___
  - ☐ Summer Term 20___

18

**Prepared by:**

Name: Abdul Majid
Designation: Lecturer
Role: Convener

Name: Ms. Nadia Murtaza
Designation: Lecturer
Role: Member

Name: Adeel Bashir
Designation: Lecturer
Role: Member/Secretary

**Reviewed by:**

Name: Dr. Zahid Ur Rehman
Designation: Lecturer
Role: Convener

Name: Ms. Kokab Asanf
Designation: Lecturer
Role: Member

Name: Mr. Adeel Razaq
Designation: Lecturer
Role: Member/Secretary

**Approved by:**

Director
Faculty of MUST Business School
Mirpur University of Science and Technology (MUST)

**Remarks**

The item is submitted for kind deliberation, consideration and endorsement to Departmental Council for approval please.

19

**Mirpur University of Science & Technology (MUST)**
**Mirpur Azad Jammu & Kashmir**
**Faculty of MUST Business School**
**Ph. 05827-961113**

Ref #. 1145    /FMBS/                                    Dated: 14-12-2023

## Student Exchange Policy

### Purpose of the Policy:

The Student Exchange Policy at MUST Business School is designed to promote international exposure, enhance intercultural understanding, and support students' academic and professional development. Through institutional partnerships with accredited universities around the world, the policy facilitates short- and long-term exchange programs. These opportunities aim to cultivate a global mindset among students, strengthen their academic capabilities, and prepare them to thrive in diverse, international environments. The policy reflects MUST Business School's commitment to nurturing globally competent and socially responsible graduates.

### Policy Statement:

MUST Business School recognizes the critical role of academic exchange in enriching student experience and broadening educational horizons. By supporting student mobility across international borders, the school aims to develop cultural intelligence, academic excellence, and global employability among its graduates.

### Scope of the Policy:

This policy outlines the procedures and regulations for managing both outbound (MUST students going abroad) and inbound (international students coming to MUST) exchange programs. It applies to undergraduate and postgraduate students enrolled in the Faculty of MUST Business School.

### Procedure:

- Students must initiate the application process for outbound exchange and secure formal permission from the University before participating.
- Only regular, full-time students at MUST Business School are eligible for outbound exchange opportunities.
- A minimum CGPA of 2.50/4.00 is required to qualify for participation in exchange programs.
- Students must meet the host institution's language and academic prerequisites.
- Students are required to agree to all terms and conditions of the exchange program as outlined in the formal agreement between MUST Business School and the host institution.

**Policy Guidelines:**

- All expenses related to student exchange—such as travel, accommodation, food, and insurance—are the responsibility of the student, unless specified otherwise under a particular exchange agreement or scholarship.
- Inbound exchange will only be allowed from international universities/institutes recognized by the Higher Education Commission (HEC) of Pakistan.
- Academic credits earned during the exchange will be subject to approval and evaluation by the relevant academic department at MUST Business School.
- The Career Development and International Linkages Office (CDILO) will facilitate coordination, documentation, and monitoring of all exchange programs.
- The student must maintain a satisfactory academic and disciplinary record during the exchange period to continue participation and receive credit recognition.

**Prepared by:**

Name: Dr. Zahid Ur Rehman
Designation: Lecturer
Role: Convener

Name: Ms. Mahroash Munir
Designation: Lecturer
Role: Member

Name: Ms. Nadia Murtaza
Designation: Lecturer
Role: Member/Secretary

**Reviewed by:**

Name: Mr. Qasim Shabbir
Designation: Lecturer
Role: Convener

Name: Mr. Adeel Razzaq
Designation: Lecturer
Role: Member

Name: Abdul Majid
Designation: Lecturer
Role: Member/Secretary

**Approved by:**

Director
Faculty of MUST Business School
Mirpur University of Science and Technology (MUST)

**Remarks**

The item is submitted for kind deliberation, consideration and endorsement to Departmental Council for approval please.

21

**Item 07: Proposal for Approval of Policy of Increasing International Exposure of Faculty**

The approval to discuss and implement a policy aimed at enhancing faculty participation in international academic and research activities. It will outline support for attending conferences,

---

**Mirpur University of Science & Technology (MUST)**
**Mirpur Azad Jammu & Kashmir**
**Faculty of MUST Business School**
Ph. 05827-961113

FMBS
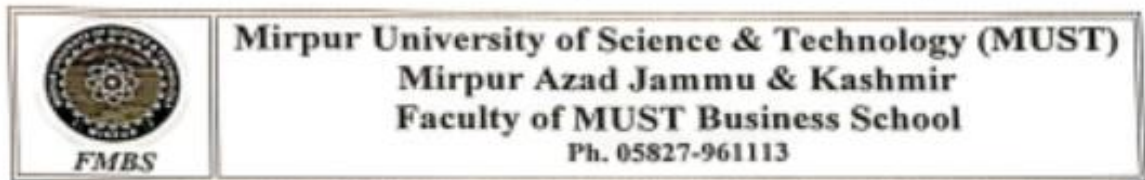
## Policy for Increasing International Exposure of Faculty

### 1. Objective

To enhance the academic, research, and professional capabilities of faculty at MUST Business School by promoting international exposure through collaboration, mobility, and engagement in global platforms.

### 2. Scope

This policy applies to all full-time and part-time faculty members of MUST Business School, across all academic ranks and disciplines.

### 3. Goals

- Promote faculty participation in international conferences, seminars, and workshops.
- Foster global academic and research collaborations.
- Encourage faculty exchange programs with foreign institutions.
- Support publication in internationally recognized journals.
- Enhance curriculum through integration of global perspectives.
- Strengthen the global reputation and visibility of MUST Business School.

### 4. Key Initiatives

### 4.1 International Conferences and Workshops

- Faculty will be encouraged and financially supported (subject to availability) to present papers at international academic and professional conferences.
- Travel grants allowance will be provided based on merit and institutional budget.
- Priority will be given to peer-reviewed and high-impact events.

### 4.2 Faculty Exchange Programs

- Agreements will be sought with internationally reputed universities for faculty exchange.
- Faculty participating in exchange programs will be granted leave with pay for the duration, subject to administrative approval.
- Incoming faculty will be hosted for knowledge-sharing and teaching sessions.

### 4.3 International Research Collaboration

- The School will facilitate joint research projects with international scholars.
- Faculty will be incentivized for co-authoring research with international researchers or for securing international research funding.

22

exchange programs, collaborative research, and global networking. Approval will strengthen the institution's international presence and faculty development.

### 4.4 Publication and Academic Recognition

- Incentives (monetary or promotion points) will be awarded for publications in high-ranking international journals and conferences.
- Faculty will be encouraged to serve on editorial boards or as reviewers for international publications.

### 4.5 Language and Cultural Training

- The School will offer or subsidize training in international communication, academic writing, and cultural awareness to prepare faculty for global engagement.

### 4.6 International Curriculum Development

- Faculty will be encouraged to integrate global case studies and perspectives into course content.
- Collaboration with international faculty to co-design curriculum modules will be supported.

## 5. Funding and Support

- A dedicated budget will be allocated annually to support international exposure initiatives.
- Faculty may also apply for external funding; administrative support will be provided for application procedures.

## 6. Monitoring and Evaluation

- An "International Exposure Committee" will be established to oversee the implementation of this policy.
- Annual reports will be submitted by faculty outlining international engagements.
- Key performance indicators (KPIs) will include the number of international activities participated in, publications, partnerships formed, and feedback from stakeholders.

**Prepared by:**

Name: Dr. Syeda Saba Nazir
Designation: Assistant Professor
Role: Convener

Name: Mr. Ahsan Tahir
Designation: Lecturer
Role: Member

Name: Mr. Qasim Shabbir
Designation: Lecturer
Role: Member/Secretary

**Reviewed by:**

Name: Dr. Waqas Ali
Designation: Assistant Professor
Role: Convener

Name: Dr. Zahid Ur Rehman
Designation: Lecturer
Role: Member

Name: MR. Aadil Rehman
Designation: Lecturer
Role: Member/Secretary

**Approved by:**

Prof. Dr. Zafar Iqbal
Director
Faculty of MUST Business School
Mirpur University of Science and Technology (MUST)

23

**Remarks**

The item is submitted for kind deliberation, consideration and endorsement to Departmental Council for approval please.

## Item 08: Proposal for Approval of Student Counselling Policy

The approval of the Student Counselling Policy reflects the institution's commitment to supporting students' mental, emotional, and academic well-being. This policy establishes a structured framework for providing professional counselling services, ensuring students have access to guidance and support throughout their academic journey. By addressing personal, psychological, and career-related challenges, the policy promotes a healthy and inclusive learning environment. It aims to foster resilience, enhance student performance, and contribute to overall student success and retention.

**Mirpur University of Science & Technology (MUST)**
**Mirpur Azad Jammu & Kashmir**
**Faculty of MUST Business School**
Ph. 05827-961113

Ref#. 115 /FMBS/2024                                    Dated: 31-01-24

## Student Counselling Policy

### 1.0 Introduction

The Faculty of MUST Business School is committed to fostering a supportive academic environment where students can excel in their studies while maintaining their overall well-being. Recognizing that students may face various academic, psychological, social, and financial challenges, the institution provides comprehensive counselling services to ensure their success and holistic development.

### 2.0 Purpose

The purpose of this policy is to establish a structured framework for providing professional counselling services that assist students in overcoming difficulties that may impact their academic performance, mental health, social relationships, and financial stability. This policy aims to promote student well-being and create a culture of care and support within the institution.

### 3.0 Scope

This policy applies to all enrolled students at the Faculty of MUST Business School, regardless of their program, year of study, or mode of learning (on-campus or online). Counselling services are available to full-time and are designed to accommodate the diverse needs of the student population.

### 4.0 Counselling Services Provided

### 4.1 Academic Counselling

- Personalized guidance on course selection, academic planning, and career pathways.
- Time management, study techniques, and exam preparation strategies.
- Assistance in overcoming academic stress, test anxiety, and performance-related concerns.
- Support for students facing academic probation or difficulties in meeting academic requirements.

### 4.2 Psychological Counselling

25

- Confidential mental health supports stress, anxiety, depression, and other emotional concerns.
- One-on-one and group therapy sessions facilitated by licensed professionals.
- Support for personal development, self-esteem, and coping mechanisms.
- Crisis intervention services, including suicide prevention and trauma support.
- Referrals to external mental health professionals or specialized psychiatric care when necessary.

### 4.3 Social Counselling

- Guidance on adapting to university life, forming healthy relationships, and effective communication skills.
- Support for conflict resolution, peer relationships, and group dynamics.
- Assistance for international students, including cultural adaptation and social integration.
- Workshops on diversity, inclusion, and anti-bullying initiatives.
- Support for students experiencing social isolation or discrimination.

### 4.4 Financial Counselling

- Personalized budgeting assistance and financial literacy education.
- Information on scholarships, grants, and student loan options.
- Guidance on managing tuition fees, living expenses, and emergency financial support.
- Career and employment counselling to help students explore part-time work opportunities.
- Support in understanding financial aid policies and repayment options.

### 5.0 Confidentiality
All counselling sessions are conducted in a confidential manner to protect student privacy. Information shared during sessions will not be disclosed without the student's consent, except in cases where there is a legal obligation or imminent risk of harm to the student or others.

### 6.0 Access to Counselling Services

- Students can schedule counselling appointments through the Student Services Office or the online student portal.
- Emergency counselling services are available for students in crisis situations.
- Walk-in sessions are available for urgent matters, subject to counsellor availability.
- The Business School organizes regular workshops and group sessions on topics such as stress management, mental health awareness, financial literacy, and academic success strategies.
- Online and telephone counselling options are available for students who are unable to visit in person.

### 7. Responsibilities of the Counselling Team

- Provide professional, ethical, and unbiased support to students.

- Ensure counselling services are accessible, inclusive, and culturally sensitive.
- Maintain strict confidentiality, except in cases where disclosure is legally mandated.
- Work collaboratively with faculty, administration, and student organizations to foster a supportive learning environment.
- Continuously assess and improve counselling services based on student needs and feedback.

## 8.0 Review and Policy Updates

This policy will be reviewed annually to ensure it remains relevant and effective in addressing students' needs. Amendments will be made as necessary based on institutional changes, student feedback, and advancements in counselling practices.

## 9.0 Contact Information

For further inquiries or to schedule an appointment, students may contact the Student Counselling Office at majid.dbms@must.edu.pk. Office hours and appointment booking procedures are available on the student portal and campus noticeboards.

**Prepared by:**

Name: Dr. Waqas Ali
Designation: Assistant Professor
Role: Convener

Name: Ms. Mahroash Munir
Designation: Lecturer
Role: Member

Name: Mr. Ahsan Tahir
Designation: Lecturer
Role: Member/Secretary

**Reviewed by:**

Name: Dr. Zahid Ur Rehman
Designation: Lecturer
Role: Convener

Name: Mr. Qasim Shabbir
Designation: Lecturer
Role: Member

Name: Mr. Adeel Raza
Designation: Lecturer
Role: Member/Secretary

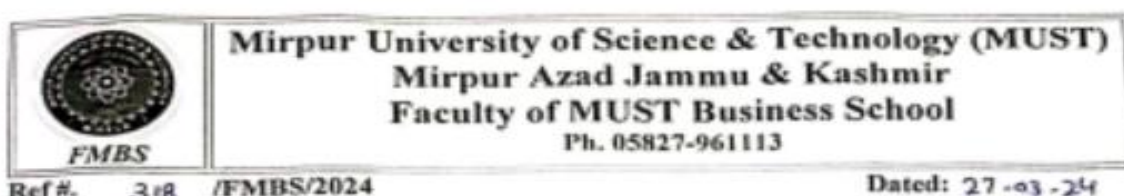**Approved by:**

**Director**
Faculty of MUST Business School
Mirpur University of Science and Technology (MUST)

**Remarks**

The item is submitted for kind deliberation, consideration and endorsement to Departmental Council for approval please.

27

# Item 09: Policy Approval of Student Participation in Extracurricular and Co-curricular Activities

The approval of the agenda item on Students' Participation in Extracurricular Activities highlights the institution's dedication to holistic student development beyond academics. This policy encourages active involvement in sports, cultural events, clubs, and other creative pursuits, fostering teamwork, leadership, and personal growth. By formally supporting extracurricular engagement, the institution aims to create a vibrant campus life, enhance student well-being, and nurture diverse talents and interests.

**Mirpur University of Science & Technology (MUST)**
**Mirpur Azad Jammu & Kashmir**
**Faculty of MUST Business School**
Ph. 05827-961113

FMBS

Ref #. 3r8 /FMBS/2024                                      Dated: 27-03-24

## Student Participation in Extracurricular & Co-Curricular Activities

### 1.0 Purpose

The purpose of this policy is to promote and guide student engagement in extracurricular and co-curricular activities as essential components of holistic education at MUST Business School. This policy aims to foster academic enrichment, leadership development, and personal growth among students through structured participation in various activities beyond the classroom.

### 2.0 Scope

This policy applies to all undergraduate and postgraduate students enrolled in the MUST Business School.

### 3.0 Definitions

- **Extracurricular Activities:** Non-academic activities such as sports, debates, drama, music, and cultural events that enhance students' interpersonal skills and overall well-being.
- **Co-Curricular Activities:** Academic-related activities including conferences, seminars, presentations, business plan competitions, and case study simulations designed to supplement the curriculum and improve practical understanding.

### 4.0 Policy Statement

MUST Business School encourages all students to actively participate in both extracurricular and co-curricular activities as part of their educational experience. These activities are recognized as integral to developing critical soft skills, enhancing teamwork, and building leadership capabilities.

### 5.0 Objectives

- To provide students with opportunities for experiential learning and professional development.
- To cultivate leadership, communication, and organizational skills.
- To foster a sense of community, discipline, and mutual respect.
- To identify and nurture individual talents and interests.
- To complement academic learning through real-world challenges and collaborative engagement.

## 6.0 Implementation Guidelines

- Participation shall be voluntary but strongly encouraged.
- Students must maintain satisfactory academic performance to continue participation in activities.
- Faculty advisors shall be assigned to oversee and mentor students in various activities.
- Activity coordinators must maintain proper records of participation and performance.
- Recognition and awards may be given to outstanding performers in various domains.
- The school may provide logistical and financial support for participation in institutional, regional, or national-level competitions and events.

## 7.0 Responsibilities

- **Students** are expected to manage their time effectively and uphold the values of integrity and respect during all activities.
- **Faculty Coordinators** are responsible for guiding students, monitoring progress, and ensuring alignment with academic goals.
- **Administration** shall ensure that activities are well-resourced, inclusive, and aligned with the institutional mission.

## 8.0 Monitoring and Evaluation

Participation levels, student feedback, and learning outcomes shall be evaluated at the end of each academic year to assess the effectiveness of the policy. Necessary improvements and changes will be incorporated based on this evaluation.

## 9.0 Review

This policy will be reviewed every two years or as deemed necessary by the Faculty Committee to ensure relevance and effectiveness.

**Prepared by:**

Name: Dr. Waqas Ali
Designation: Assistant Professor
Role: Convener

Name: Ms. Mahroash Munir
Designation: Lecturer
Role: Member

Name: Mr. Ahsan Tahir
Designation: Lecturer
Role: Member/Secretary

**Reviewed by:**

Name: Dr. Zahid Ur Rehman
Designation: Lecturer
Role: Convener

Name: Mr. Abdul Majid
Designation: Lecturer
Role: Member

Name: Mr. Adeel Razaq
Designation: Lecturer
Role: Member/Secretary

**Remarks**

The item is submitted for kind deliberation, consideration and endorsement to Departmental Council for approval please.

29

**Item 10: Approval of Exit Interview Policy for Departing Faculty**

The approval of the Exit Interview Policy for departing faculty signifies the institution's commitment to continuous improvement and organizational learning. This policy establishes a formal process for gathering feedback from faculty members as they leave, providing valuable insights into their experiences, reasons for departure, and suggestions for improvement. By systematically analyzing this feedback, the institution can identify trends, address concerns, and enhance workplace practices, ultimately contributing to better faculty retention and a more supportive academic environment.

**Mirpur University of Science & Technology (MUST)**
**Mirpur Azad Jammu & Kashmir**
*Faculty of MUST Business School*
*Ph.# 05827-961113*

FMBS

Ref#269/FMBS/2024                                        Dated: 01-03-24
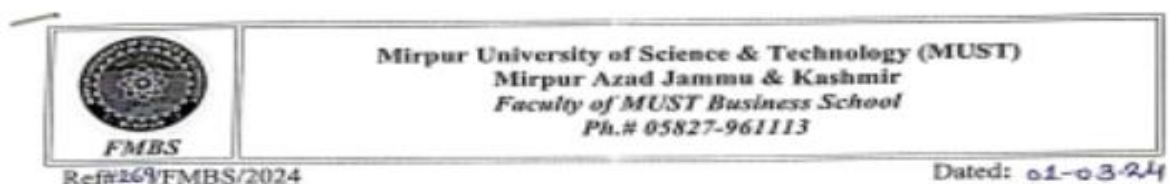
**Exit Interview Policy for Departing Faculty**

**Purpose**

The purpose of this policy is to conduct independent, confidential exit interviews with departing faculty members. The aim is to gather insights that can improve faculty experience, enhance retention, and foster a supportive work environment.

**1. Policy Scope and Application**

This policy applies to all faculty members departing from the Faculty of MUST Business School, whether they are voluntarily leaving or transitioning due to contract expiration or other circumstances.

**2. Objectives**

The exit interviews are designed to:

- Identify areas for improvement in the faculty's academic, administrative, and social environment.
- Gain constructive feedback on teaching assignments, workload, resources, and leadership.
- Strengthen faculty retention strategies by understanding reasons for departures.
- Gather insights on how to better support faculty growth, development, and satisfaction.

**3. Procedure**

- **Scheduling**: Exit interviews will be scheduled at a convenient time during the faculty member's final working weeks. An independent third-party consultant or an impartial professional will conduct the interview to ensure confidentiality.
- **Interview Format**: Interviews may be conducted face-to-face, via video call, or through an online survey form, based on the departing faculty member's preference.
- **Confidentiality**: All information gathered will be confidential. No direct attribution will be made in reports unless explicitly permitted by the faculty member.

- **Reporting**: Summary reports, without identifying details, will be shared with relevant leadership to inform decision-making.

## 4. Interview Topics

Exit interviews will cover the following key areas:

- **Work Environment**: Quality of resources, teaching tools, and classroom environments.
- **Professional Development**: Opportunities for training, workshops, conferences, and overall support for academic and career advancement.
- **Leadership and Management**: Feedback on departmental leadership, mentorship quality, and administrative support.
- **Workload and Compensation**: Fairness of teaching load, research expectations, and perceived alignment with compensation.
- **Reasons for Departure**: Key factors influencing the decision to leave and any recommendations for improvement.

## 5. Feedback Utilization

- The faculty administration will analyze the feedback collected to identify trends and specific areas for improvement.
- Actionable insights will lead to adjustments in policies, support systems, and resource allocations.
- An annual report will be presented to the faculty leadership, summarizing findings and suggesting policy adjustments for faculty well-being and retention.

## 6. Follow-Up Actions

- Faculty leadership may follow up with a commitment to review and, where possible, implement changes based on the feedback.
- Departing faculty members will be informed of how their feedback contributes to policy revisions.

## 7. Roles and Responsibilities

- **Faculty of MUST Business School**: Director/Dean of faculty is responsible for scheduling and organizing exit interviews, ensuring confidentiality, and compiling feedback into summary reports.
- **Independent Interviewer**: An impartial third-party professional to conduct these interviews, ensuring unbiased feedback.

- **Faculty Administration**: Responsible for receiving and reviewing the summary reports, discussing insights with department heads/program coordinators, and implementing recommended improvements where feasible.

## 8. Confidentiality and Data Protection

To uphold trust and encourage openness:

- All personal identifiers are removed from interview responses before data analysis and reporting.
- Summary reports are shared with faculty administration only in aggregate form, focusing on trends rather than individual responses.
- Any data gathered during exit interviews is securely stored and only accessible to authorized personnel.

## 9. Annual Review and Impact Assessment

The program coordinators will conduct an annual assessment to review the effectiveness of the exit interview process. This includes:

- Analyzing patterns and recurring feedback themes.
- Tracking any policy changes made in response to interview findings.
- Soliciting feedback from current faculty on improvements observed due to exit interview insights.

The policy may be adjusted as necessary to address changing faculty needs or to reflect new best practices in faculty management and support.

## 10. Policy Communication

This exit interview policy will be made available to all faculty members through:
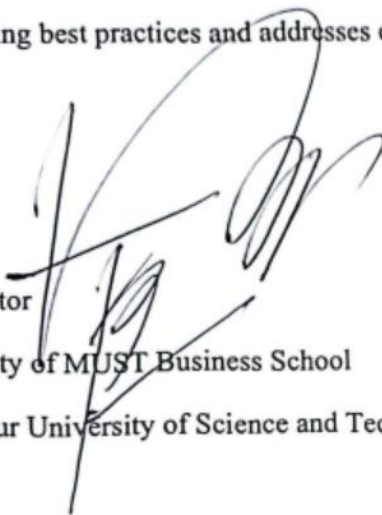
- Orientation sessions for new faculty.
- Faculty meetings, ensuring awareness of the exit process and the constructive role it plays in the faculty's development.

By adopting this exit interview policy, the Faculty of MUST Business School demonstrates a proactive commitment to fostering a positive academic environment. The policy serves as an essential tool to bridge faculty feedback with actionable change, ensuring that the faculty's evolving needs are consistently met.

This process not only strengthens institutional integrity but also contributes to faculty retention and overall satisfaction, supporting the mission of Mirpur University of Science and Technology (MUST) in delivering high-quality education and fostering academic excellence.

## 11. Policy Review and Amendments

This exit interview policy will be reviewed every two years by the Faculty of MUST Business School's Director/Dean and department heads/program coordinators to ensure it aligns with evolving best practices and addresses current faculty needs.

Director

Faculty of MUST Business School

Mirpur University of Science and Technology

**Remarks**

The item is submitted for kind deliberation, consideration and endorsement to Departmental Council for approval please.

## Item 11: Approval of Policy on faculty involvement in social and professional organizations and businesses.

The approval of the agenda item on the Policy on Faculty involvement in social and professional organizations and businesses. It will help to grow MUST business school by engaging in the business plans and social entrepreneurship. It may help to enhance the assets of the school by working with other stakeholders by creating opportunities to engage graduates in the professional organizations.

## Policy on Faculty Involvement in Social and Professional Organizations and Businesses

### 1. Purpose

This policy aims to foster meaningful engagement of faculty members with national and global professional organizations, social enterprises, and business establishments. Such involvement enhances faculty expertise, promotes industry-academia collaboration, supports societal development, and aligns with the institution's mission to contribute to ethical, sustainable, and globally responsible practices.

### 2. Scope

This policy applies to all full-time faculty members affiliated with the Business School.

### 3. Policy Statement

The Business School actively encourages faculty to participate in professional, social, and business engagements that:

- Strengthen academic and industry relevance.
- Promote knowledge exchange and innovation.
- Enhance the School's reputation and societal impact.

### 4. Engagement Areas

Faculty are encouraged to engage in the following activities:

- **Professional Organizations:** Membership, leadership roles, or active participation in national/international associations, conferences, workshops, or research collaborations.
- **Social Enterprises:** Partnerships with NGOs, community service projects, or advisory roles in social initiatives.
- **Business Establishments:** Consultancy, training programs, joint research, or advisory roles in corporations, SMEs, or public-sector organizations.

### 5. Incentives and Support

To facilitate engagement, the School provides:

- **Official Leave:** Up to 25 working days annually for attending conferences, workshops, or collaborative projects, subject to prior approval.
- **Financial Support:** Partial or full reimbursement of membership fees for recognized professional bodies.
- **Recognition:** Annual awards for outstanding contributions to professional/social engagements.
- **Resource Access:** Administrative and logistical support for organizing events or collaborations.

### 6. Documentation and Reporting

- Faculty must submit an annual report detailing their engagements, including evidence (e.g., certificates, MoUs, event photos, or project outcomes).
- Reports will be reviewed by the Faculty Development Committee to track participation rates and impact.

## 7. Monitoring and Compliance
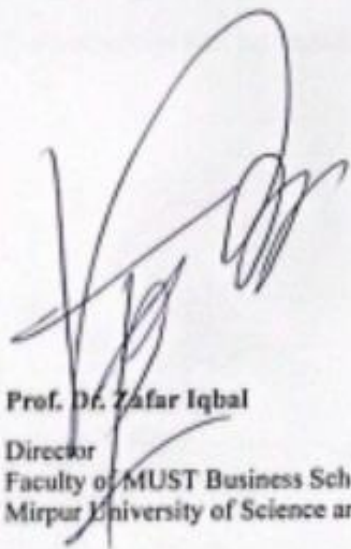
- The School aims for ≥40% faculty involvement in professional/social activities annually.
- Compliance is monitored through annual audits, with findings reported to the Academic Council.

## 8. Responsibilities

- **Faculty:** Seek prior approval for engagements, adhere to institutional ethics policies, and submit activity reports.
- **Administration:** Provide timely approvals, maintain records, and allocate resources.

## 9. Policy Review

This policy will be reviewed every three years to ensure alignment with the School's strategic goals and accreditation standards.

Prof. Dr. Zafar Iqbal
Director
Faculty of MUST Business School
Mirpur University of Science and Technology (MUST)

**Remarks**

The item is submitted for kind deliberation, consideration and endorsement to Departmental Council for approval please.

## Item 12: Approval of Strategic Plan Review Process and Special Interest Groups.

The approval of the agenda item on the Strategic Plan Review Process and Special Interest Groups underscores the institution's focus on dynamic planning and inclusive development. The review process ensures that the strategic plan remains relevant, responsive, and aligned

with institutional goals through regular evaluation and updates. The formation of Special Interest Groups encourages collaboration, innovation, and focused contributions from stakeholders on key thematic areas.

**Mirpur University of Science & Technology (MUST)**
**Mirpur Azad Jammu & Kashmir**
**Faculty of MUST Business School**
Ph. 05827-961113
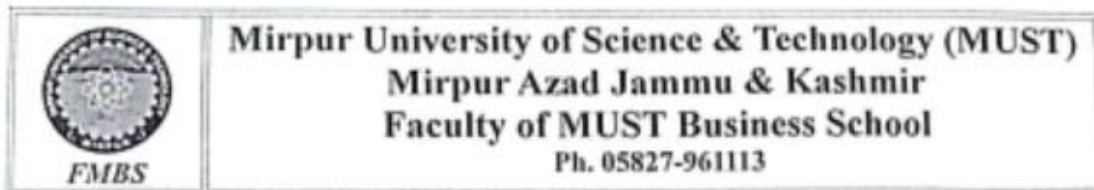
Ref #. 4080 /FMBS/2024                          Dated: 26—12-24

## Strategic Plan Review Process

**1. Purpose** The purpose of this Strategic Plan Review Process is to ensure that MUST Business School's strategic plan remains relevant, achievable, and aligned with its vision, mission, and evolving business education landscape.

**2. Review Frequency**

- **Annual Review**: A comprehensive review conducted once a year to assess progress and necessary adjustments.
- **Mid-Term Review**: A strategic assessment at the halfway mark of the plan's timeline to evaluate major changes in the external environment.
- **Ongoing Monitoring**: Continuous tracking of key performance indicators (KPIs) and milestones to provide real-time feedback.

**3. Committees Involved**

1. **Director MUST Business School**
   - Oversees the entire strategic review process.
   - Grant approvals and Liaison with university management.
2. **Strategic Planning Committee**
   - Oversees the entire strategic review process.
   - Comprised of senior leadership, faculty, and external advisors.
3. **Strategic Plan Review Committee**
   - Collects and analyzes institutional performance data.
   - Ensures accuracy in KPI tracking and reporting.
4. **Alumni Committee**
   - Conducts surveys and organizes meetings with students, faculty, and industry partners.
   - Incorporates stakeholder feedback into the review process.
5. **Treasurer Office MUST**
   - Reviews budgetary implications of strategic decisions.
   - Ensures efficient allocation of resources to meet objectives.

36

## 4. Review Process

1. **Data Collection**
   - Gather reports on KPIs, enrollment trends, faculty performance, financial health, and industry trends.
   - Conduct surveys and stakeholder feedback sessions.

2. **Performance Analysis**
   - Compare actual performance against set benchmarks and goals.
   - Identify areas of success and improvement.

3. **Environmental Assessment**
   - Analyze market changes, technological advancements, and regulatory developments affecting business education.
   - Benchmark against peer institutions.

4. **Stakeholder Engagement**
   - Host roundtable discussions with faculty, students, and external partners.
   - Incorporate feedback into the strategic review.

5. **Recommendations & Adjustments**
   - Propose modifications to objectives, resource allocation, or strategies based on review findings.
   - Ensure changes align with the overall vision and mission of MUST Business School.

6. **Approval & Implementation**
   - Present proposed revisions to the school's leadership for approval.
   - Develop an action plan with clear responsibilities and timelines.

7. **Communication & Reporting**
   - Share review findings and strategic adjustments with faculty, students, and stakeholders.
   - Publish an annual strategic plan progress report.

## 5. Key Performance Indicators (KPIs)

- Student enrollment and retention rates
- Graduate employment rates
- Faculty research and publication output
- Industry partnerships and collaborations
- Financial sustainability metrics
- Student and faculty satisfaction surveys

## 6. Strategic Plan Review Process and Responsibility

| Step | Description | Responsible Committee |
|---|---|---|
| Start | Initiate the strategic plan review process | Strategic Plan Review Committee |
| Data Collection | Gather reports on KPIs, trends, and stakeholder feedback | Strategic Plan Review Committee |
| Performance Analysis | Compare performance against benchmarks and identify key issues | Strategic Plan Review Committee |
| Environmental Assessment | Assess market changes, technological advancements, and competition | Strategic Planning Review Committee |
| Stakeholder Engagement | Conduct discussions with faculty, students, and industry partners | Alumni Committee |
| Recommendations & Adjustments | Develop proposed modifications based on findings | Strategic Planning Review Committee |
| Approval & Implementation | Present proposals for approval and implement action plans | Director MUST Business School |
| Financial Review | Assess budgetary implications and resource allocation | Treasurer Office MUST |
| Communication & Reporting | Share findings and publish an annual progress report | Strategic Planning Committee |
| End | Conclude the review cycle and prepare for the next iteration | Strategic Planning Committee |

**7. Continuous Improvement** The strategic plan review process ensures an adaptive approach, fostering a culture of continuous improvement and innovation at MUST Business School.

Approved by:

Prof. Dr. Zafar Iqbal
Director
Faculty of MUST Business School
Mirpur University of Science and Technology (MUST)

**Mirpur University of Science & Technology (MUST)**

**Mirpur Azad Jammu & Kashmir**

**Faculty of MUST Business School**

Ph. 05827-961113

Ref #. 7676/FMBS/2024                                                    Dated: 23rd Dec 2024

Order: To foster focused and impactful research, Faculty of MBS has constituted the following Special Interest Research Groups (SIGs). Each group is aligned with strategic themes relevant to business innovation and societal impact. The groups are tasked with generating research, fostering collaboration, and contributing to academic development through targeted inquiries and initiatives.

| Special Interest Research Group (SIGs) | | | | | | |
|---|---|---|---|---|---|---|
| | Description | Member 1 | Member 2 | Member 3 | Member 4 | Member 5 |
| Group 1: | Financial Innovations for Business Startups | Prof. Dr. Zafar Iqbal | Prof. Dr. Muhammad Khalique | Dr. Zahid Ur Rehman | Sammra Hassan | Nida Nisar |
| Group 2: | Industrial Market Strategic Evaluation | Abdul Majid | Adeel Razaq | Muhammad Qasim Shabbir | Bilal Ahmed Khawaja | Riffat Sultana |
| Group 3: | Human Resource Management | Munawar Hussain | Shahid Iqbal | Aadil Rehman | Saba Khaliq | Umer Razaq |
| Group 4: | Application of AI in improve human performance | Ali Ashiq | Arooj Fatima | Sumera Kauser | Zara Kiran | Ansar Ali Khan |
| Group 5: | Islamic Finance: Solving Intricate Problems | Dr. Waqas Ali | Kokab Ashraf | Nadia Murtaza | Dr. Saba Nazir | Ayesha Rida |
| Group 6: | Sustainable Business Practices | Ahmed Nadeem | Memoona Ansar | Dr Zia Khalid | Mariam Yassar | Shehar Bano |
| Group 7: | Incorporating Error Management Climate in Organizational Culture | Ahsan Tahir | Muhammad Adeel | Mahroash Munir | Atoofa Zamen | Rizwan Ismail |

Approved by:

Prof. Dr. Zafar Iqbal
Director
Faculty of MUST Business School
Mirpur University of Science and Technology (MUST)

**Remarks**

The item is submitted for kind deliberation, consideration and endorsement to Departmental Council for approval please.

39

**Item 13: Approval of Program Educational Objectives, Program Learning Outcomes, and Course Learning Outcomes and PLO Mapping.**

The approval of the agenda item on the Program Educational Objectives, Program Learning Outcomes, and Course Learning Outcomes and PLO Mapping. The review process ensures that the affective use of PLO and CLO mapping in line with the course outlines. It will encourage and help in effectiveness of program in line with the program objectives.

# Faculty of MUST Business School

## Program Objectives (PO)

| PO1 | **Core Business Proficiency** <br> Graduates will demonstrate and apply foundational knowledge across key business disciplines |
|-----|---|
| PO2 | **Entrepreneurial Capability** <br> Graduates will initiate and manage entrepreneurial ventures contributing to economic development. |
| PO3 | **Ethical and Social Responsibility** <br> Graduates will evaluate business decisions through the lens of ethics and social responsibility. |
| PO4 | **Research and Innovation** <br> Graduates will analyze business challenges and contribute innovative, research-based solutions. |
| PO5 | **Continuous Learning and Leadership** <br> Graduates will engage in lifelong learning and demonstrate leadership in dynamic environments. |

## Mapping of POs and PLOs

| PEOs / PLOs | PLO1 Apply Business Knowledge | PLO2 Communicate Effectively | PLO3 Think Critically | PLO4 Entrepreneurial Thinking | PLO5 Ethical Judgment |
|---|---|---|---|---|---|
| PEO-1: Core Business Proficiency | ✓ | - | ✓ | - | - |
| PEO-2: Entrepreneurial Capability | - | ✓ | - | ✓ | - |
| PEO-3: Ethical & Social Responsibility | - | - | - | - | ✓ |
| PEO-4: Research & Innovation | - | - | ✓ | - | - |
| PEO-5: Continuous Learning & Leadership | - | ✓ | ✓ | - | - |

# Faculty of MUST Business School

## Program Learning Outcomes (PLO)

| | |
|---|---|
| PLO1 | **Apply Business Knowledge** <br> Apply key principles of management, finance, marketing, and operations to solve business problems. Having analytical and critical thinking abilities to prepare for managerial roles |
| PLO2 | **Communicate Effectively** <br> Demonstrate clear and professional communication in business contexts. |
| PLO3 | **Think Critically and Solve Problems** <br> Analyze information critically to make informed and strategic business decisions. |
| PLO4 | **Exhibit Entrepreneurial Thinking** <br> Create and evaluate business opportunities using innovative and sustainable approaches. |
| PLO5 | **Demonstrate Ethical Judgment** <br> Evaluate decisions using ethical standards and promote corporate social responsibility. |

## Scheme of Study for BBA-Bachelors of Business Administration Fall 2023

| Course | PLO1 | PLO2 | PLO3 | PLO4 | PLO5 |
|---|---|---|---|---|---|
| Financial Accounting-I | ✓ | | ✓ | | |
| Introduction to Business | ✓ | ✓ | ✓ | ✓ | ✓ |
| Functional English | | ✓ | | | ✓ |
| Islamic Studies | | | | | ✓ |
| Introduction to Sociology | | | | | ✓ |
| Business Mathematics | ✓ | | ✓ | | |
| Financial Accounting-II | ✓ | | ✓ | | |
| Principles of Management | ✓ | | ✓ | | |
| Application of Information and Communication Technologies | ✓ | ✓ | | | |
| Introduction to Expository Writing | | ✓ | | | ✓ |
| Business Research Methods | ✓ | | | ✓ | ✓ |

41

| Title | PLO1 | PLO2 | PLO3 | PLO4 | PLO5 |
|---|---|---|---|---|---|
| Introduction to Psychology | | ✓ | | | ✓ |
| Arabic | | ✓ | | | |
| Introduction to Entrepreneurship | ✓ | | | ✓ | |
| Exploring Quantitative Skills | ✓ | | ✓ | | |
| Introduction to Philosophy | | | ✓ | | ✓ |
| Principles of Marketing | ✓ | ✓ | ✓ | ✓ | ✓ |
| Micro Economics | ✓ | | ✓ | | |
| The Science of Global Challenges | | | ✓ | | ✓ |
| Civic and Community Engagement | | ✓ | | | ✓ |
| Pakistan Studies | | | ✓ | | |
| Tools for Quantitative Reasoning | ✓ | | ✓ | | |
| Business Finance | ✓ | | ✓ | ✓ | |
| Human Resource Management | ✓ | | ✓ | | |
| Cost Accounting | ✓ | ✓ | | ✓ | |
| Organizational Behavior | ✓ | | ✓ | | ✓ |
| Marketing Management | ✓ | ✓ | ✓ | ✓ | ✓ |
| Financial Management | ✓ | | ✓ | ✓ | |
| Macro Economics | ✓ | | ✓ | | |
| Financial Institutions and Markets | ✓ | ✓ | | | ✓ |
| Consumer Behavior | ✓ | | | ✓ | |
| Business Law | ✓ | | | | ✓ |
| Strategic Management | ✓ | | | ✓ | ✓ |
| Operations Management | ✓ | ✓ | | ✓ | |
| Managerial Accounting | ✓ | | ✓ | | |
| Total Quality Management | ✓ | | ✓ | ✓ | |
| Leadership | | ✓ | ✓ | | |

**Elective Courses:**

| FINANCE | | | | | |
|---|---|---|---|---|---|
| Title | PLO1 | PLO2 | PLO3 | PLO4 | PLO5 |
| Advanced Financial Accounting | ✓ | ✓ | ✓ | | |
| Auditing Theory & Practice | | | ✓ | | ✓ |
| Investment Banking and Financial Services | | | ✓ | | ✓ |
| Analysis of Financial Statements | ✓ | | ✓ | | |
| International Financial Management | ✓ | | ✓ | | ✓ |

42

| Title | PLO1 | PLO2 | PLO3 | PLO4 | PLO5 |
|---|---|---|---|---|---|
| Behavioral Finance | | | | | |
| Corporate Finance | ✓ | | ✓ | | |
| Investment Analysis and Portfolio Management | ✓ | | ✓ | | ✓ |
| Financial Markets | ✓ | ✓ | | | ✓ |
| Risk Management | | | ✓ | | |
| Islamic Banking | ✓ | | ✓ | | ✓ |

| Marketing | | | | | |
|---|---|---|---|---|---|
| **Title** | **PLO1** | **PLO2** | **PLO3** | **PLO4** | **PLO5** |
| Advertising | ✓ | | ✓ | | |
| Strategic Marketing | ✓ | | | ✓ | ✓ |
| Export Marketing | | ✓ | | ✓ | ✓ |
| Social Marketing | | ✓ | | | ✓ |
| International Marketing | | | ✓ | | ✓ |
| Sales Management | | ✓ | ✓ | ✓ | |
| Brand Management | | ✓ | ✓ | | ✓ |
| Digital Marketing | ✓ | ✓ | ✓ | | |
| Services Marketing | | ✓ | | | ✓ |
| New Product Development | ✓ | | | ✓ | |
| Advertising | ✓ | | ✓ | | |

| HUMAN RESOURCE MANAGEMENT | | | | | |
|---|---|---|---|---|---|
| **Title** | **PLO1** | **PLO2** | **PLO3** | **PLO4** | **PLO5** |
| Organizational Development | | ✓ | ✓ | | |
| Conflict Management | | ✓ | ✓ | | ✓ |
| Change and Innovation Management | | | ✓ | ✓ | |
| Training & Development | ✓ | | | ✓ | ✓ |
| Recruitment and Selection | | ✓ | ✓ | | ✓ |
| Compensation and Benefits Management | | ✓ | ✓ | ✓ | |
| Industrial Relations Management | | ✓ | | | ✓ |
| Human Resource Development | | ✓ | ✓ | ✓ | |
| Occupational Health and Safety | ✓ | ✓ | ✓ | | |

| | | | | | |
|---|---|---|---|---|---|
| International Business | ✓ | | ✓ | ✓ | |
| Strategic Human Resource Management | | ✓ | ✓ | ✓ | |

The committee members contributed to the development and finalization of the Course Learning Outcomes (CLO's) and Program Learning Outcomes (PLOs).

Ms. Nadia Murtaza
Lecturer FMBS

Mr. Ahsan Tahir
Lecturer FMBS

Mr. Adeel Razaq
Lecturer FMBS

Mr. Husnain Orangzaib
Alumni FMBS

**Remarks**

The item is submitted for kind deliberation, consideration and endorsement to Departmental Council for approval please.

## Item 14. Approval of Inclusion of Indigenous Material in Courses.

The approval of the agenda item about the inclusion of indigenous material in course outlines on recommendation of curriculum review committee is required. It will encourage and help with the effectiveness of the program in line with the program objectives and enrich the courses with localized and culturally relevant content.

44

**MIRPUR UNIVERSITY OF SCIENCE AND TECHNOLOGY (MUST)**
**MIRPUR AJ&K**

**MUST Business School**

**Course Outline**

**Course Instructor: Nadia Murtaza**
**Subject: International Financial Management**
**Class: BBA**

**Course Description:**
This course focuses on international financial management and international trade. Topics in financial management, viewed primarily from the perspective of managers doing business overseas, include the management of foreign exchange exposure, foreign direct investment decisions, and multinational capital budgeting. Other topics covered include trends in international banking, the balance of payments, and determination of exchange rates, International Financial Crisis, and the Asian meltdown. We will also examine the challenges and problems faced by firms planning on doing business in Pakistan.

*Objective of this course is* **Active Learning:**
Learning should be an active experience. Students who passively listen to lectures, copy someone else's notes, and limit their readings to the bare minimum are unlikely to develop their critical thinking potential and expand their personal knowledge system.
For this course, it is strongly recommended to keep yourself up to date through newspapers such as the Financial Times, and weekly magazines, such as the Economist.

**Course Learning Outcomes:**

| CLO | Class Learning Outcome | Mapped Bloom's Level | Mapped PLO(s) |
|-----|-----|-----|-----|
| **CLO1** | Explain fundamental concepts of international finance including balance of payments, foreign exchange markets, and global financial institutions. | Understand | **PLO1** |
| **CLO2** | Analyze the impact of exchange rate movements, international trade flows, and financial instruments on | Analyze | **PLO3** |

| CLO3 | Apply financial tools such as arbitrage, forecasting models, risk assessment techniques, and multinational capital budgeting to solve real-world global finance problems. | Apply | PLO1 |
|------|------|------|------|
| CLO4 | Evaluate ethical, sustainable, and strategic aspects of financial decision-making in the international business environment. | Evaluate | PLO5 |

**Week Wise Distribution of Course Content:**

| Class | Content Covered | Reference Book Chapter/Article | Additional Reading Material/ Practical Exercises |
|-------|-----------------|-------------------------------|--------------------------------------------------|
| Class 1 and 2 | Managing the MNC: Facing Agency Problems, Governance: How SOX Improved Corporate Governance of MNCs Management Structure of an MNC Why Firms Pursue International Business: Theory of Comparative Advantage, | Multinational Financial Management: An Overview | Doing Business in Pakistan by Haroon Sharif International venturing by emerging economy firms: the effects of firm capabilities, home country networks, and corporate entrepreneurship |

| | | | |
|---|---|---|---|
| | Imperfect Markets Theory, Product Cycle Theory, How Firms Engage in International Business, International Trade, Licensing, Franchising, Joint Ventures, Acquisitions of Existing Operations, Establishing New Foreign Subsidiaries<br><br>Valuation Model for an MNC: Domestic Model, Valuing International Cash Flows | | |
| Class 3 | International Flow of Funds: Balance of Payments Current Account, Capital and Financial Accounts<br><br>International Trade Flows: International Trade Issues, Events That Increased International Trade Trade Friction, Governance: Should Managers Outsource to Satisfy Shareholders? | International Flow of Funds | Assignment and group presentation on: Agencies That Facilitate International Flows:<br><br>International Monetary Fund<br><br>World Bank<br><br>World Trade Organization<br><br>International Financial Corporation<br><br>International Development Association<br><br>Bank for International Settlements<br><br>Organization for Economic Cooperation and<br><br>Development |

| | | | |
|---|---|---|---|
| | Factors Affecting International Trade Flows: | | Regional Development Agencies |
| | Impact of Inflation | | |
| | Impact of National Income | | |
| | Impact of Government Policies | | |
| | Impact of Exchange Rates | | |
| | Interaction of Factors | | |
| | International Capital Flows: | | |
| | Distribution of DFI by Pakistan Firms | | |
| | Distribution of DFI in Pakistan | | |
| | Factors Affecting DFI | | |
| | Factors Affecting International Portfolio | | |
| | Investment | | |
| | Impact of International Capital Flows | | |
| | How International Trade Affects an MNC's Value? | | |
| Class 4 | Foreign Exchange Market: | International Financial Markets | The Bloomberg website provides quotations of various exchange rates and stock market indexes. Its website address is http://www.bloomberg.com. |
| | History of Foreign Exchange | | |
| | Foreign Exchange Transactions | | |
| | Foreign Exchange Quotations | | 1. Go to the section on currencies within the website. |
| | Interpreting Foreign Exchange Quotations | | |
| | Forward, Futures, and Options Markets | | First, identify the direct exchange rates of foreign currencies from the U.S. perspective. Then, identify the indirect exchange rates. What is the direct exchange rate of the euro? What is the indirect exchange rate of the euro? What is the relationship |
| | International Money Market | | |
| | Origins and Development | | |
| | Money Market Interest Rates among Currencies | | |
| | Standardizing Global Bank Regulations | | |

48

| | | | |
|---|---|---|---|
| | International Credit Market | | between the direct and indirect exchange rates of the euro? |
| | Syndicated Loans, | | |
| | International Bond Market | | 2. Use this website to determine the cross exchange rate between the Japanese yen and the Australian dollar. That is, determine how many yen must be converted to an Australian dollar for Japanese importers that purchase Australian products today. |
| | Eurobond Market | | |
| | Development of Other Bond Markets | | |
| | International Stock Markets | | |
| | Issuance of Stock in Foreign Markets | | |
| | Issuance of Foreign Stock in Pakistan | | |
| | Listing of Stock by Non-Pak Firms on Stock | | How many Australian dollars are equal to a Japanese yen? What is the relationship between the exchange rate measured as number of yen per Australian dollar and the exchange rate measured as number of Australian dollars per yen? |
| | Exchanges | | |
| | Governance: Effect of Sarbanes-Oxley Act on Foreign Stock Offerings | | |
| | Investing in Foreign Stock Markets | | |
| | How Stock Market Characteristics Vary among Countries? | | |
| | How Financial Markets Facilitate MNC Functions? | | |
| Class 5 & 6 | Measuring Exchange Rate Movements: | Exchange Rate Determination | The website of the Federal Reserve Board of Governors provides exchange rate trends of various currencies. Its address is http://www.federalreserve.gov/releases/. |
| | Exchange Rate Equilibrium | | |
| | Demand for a Currency | | |
| | Supply of a Currency for Sale | | |
| | Equilibrium | | |
| | Factors That Influence Exchange Rates: | | 1. Click on the section "Foreign Exchange Rates" monthly. Use this Web page to determine how exchange rates of various currencies have changed in recent months. Note that most of these currencies (except the British pound) are quoted in units per dollar. In general, have most |
| | Relative Inflation Rates | | |
| | Relative Interest Rates | | |
| | Relative Income Levels | | |
| | Government Controls | | |
| | Expectations | | |
| | Interaction of Factors | | |

| | Speculating on Anticipated Exchange Rates | | currencies strengthened or weakened against the dollar over the last 3 months? Offer one or more reasons to explain the recent general movements in currency values against the dollar.<br><br>2. Does it appear that the Asian currencies move in the same direction relative to the dollar? Does it<br><br>appear that the Latin American currencies move in the same direction against the dollar? Explain. |
|---|---|---|---|
| Class 7 & 8 | Forward Market<br><br>How MNCs Use Forward Contracts?<br><br>Non-Deliverable Forward Contracts<br><br>Currency Futures Market<br><br>Trading Futures<br>Comparison of Currency Futures and Forward<br><br>Contracts<br><br>Speculation with Currency Futures<br><br>How Firms Use Currency Futures<br><br>Closing Out a Futures Position<br><br>Currency Options Market<br><br>Option Exchanges<br><br>Over-the-Counter Market<br><br>Currency Call Options<br><br>Factors Affecting Currency Call Option Premiums<br><br>How Firms Use Currency Call Options? | Currency<br><br>Derivatives | The website of the Chicago Mercantile Exchange provides information about currency futures and options.<br><br>Its address is http://www.cme.com.<br><br>1. Use this website to review the prevailing prices of currency futures contracts. Do today's futures prices (for contracts with the closest settlement date) generally reflect an increase or decrease from the day before? Is there any news today that might explain the change in the futures prices?<br><br>Does it appear that futures prices among currencies (for the closest settlement date) are |

50

| | | | |
|---|---|---|---|
| | Speculating with Currency Call Options | | changing in the same direction? Explain. |
| | Currency Put Options | | |
| | Factors Affecting Currency Put Option Premiums | | |
| | Hedging with Currency Put Options | | INTEGRATIVE PROBLEM |
| | Speculating with Currency Put Options | | The International |
| | Contingency Graphs for Currency Options | | Financial Environment(page 152) |
| | Contingency | | |
| | Graph for a Purchaser of a Call | | |
| | Option | | |
| | Contingency Graph for a Seller of a Call Option | | |
| | Contingency Graph for a Buyer of a Put Option | | |
| | Contingency Graph for a Seller of a Put | | |
| | Option | | |
| Class 9 & 10 | International Arbitrage | International Arbitrage and Interest Rate Parity | The Bloomberg website provides quotations in foreign exchange markets. Its address is http://www.bloomberg.com. |
| | Locational Arbitrage | | |
| | Triangular Arbitrage | | |
| | Covered Interest Arbitrage | | |
| | Comparison of Arbitrage Effects | | Use this web page to determine the cross exchange rate between the Canadian dollar and the Japanese yen. |
| | Interest Rate Parity (IRP) | | |
| | Derivation of Interest Rate Parity | | |
| | Determining the Forward Premium | | Notice that the value of the pound (in dollars) and the value of the yen (in dollars) are also disclosed. Based on these values, is the cross rate between the Canadian dollar |
| | Graphic Analysis of Interest Rate Parity | | |
| | Governance: How Arbitrage Reduces the Need to Monitor | | |
| | Transaction Costs? | | |

| | | | and the yen what you expected it to be? Explain. |
|---|---|---|---|
| Class 11 | Purchasing Power Parity (PPP)<br><br>Rationale behind Purchasing Power Parity<br><br>Theory<br><br>Derivation of Purchasing Power Parity<br><br>Using PPP to Estimate Exchange Rate Effects<br><br>Graphic Analysis of Purchasing Power Parity<br><br>Why Purchasing Power Parity Does Not Occur?<br><br>International Fisher Effect (IFE)<br><br>Relationship with Purchasing Power Parity,<br><br>Derivation of the International Fisher Effect, Comparison of the IRP, PPP, and IFE Theories | Relationships among Inflation, Interest Rates and Exchange Rates | INTEGRATIVE PROBLEM<br><br>Exchange Rate Behavior<br><br>(Page 240) |
| Class 12 | Forecasting Exchange Rates:<br><br>Why Firms Forecast Exchange Rates?<br><br>Forecasting Techniques<br><br>Technical Forecasting<br><br>Fundamental Forecasting<br><br>Market-Based Forecasting<br><br>Mixed Forecasting<br><br>Forecasting Services<br><br>Reliance on Forecasting Services<br><br>Forecast Error<br><br>Potential Impact of Forecast Errors<br><br>Measurement of Forecast Error<br><br>Forecast Accuracy over Time | Forecasting Exchange Rates | Exchange Rate of PKR and USD past 10 years monthly analysis |

| | | | |
|---|---|---|---|
| | Forecast Accuracy among Currencies Forecast Bias | | |
| | Graphic Evaluation of Forecast Performance | | |
| | Comparison of Forecasting Methods | | |
| | Forecasting under Market Efficiency | | |
| | Governance: Governance of Managerial Forecasting | | |
| | Using Interval Forecasts | | |
| | Methods of Forecasting Exchange Rate Volatility | | |
| Class 13 | Is Exchange Rate Risk Relevant? | Measuring Exposure to Exchange Rate Fluctuations | VAR (Value at Risk) assessment on Excel |
| | Purchasing Power Parity Argument | | |
| | The Investor Hedge Argument | | |
| | Currency Diversification Argument | | |
| | Stakeholder Diversification Argument | | |
| | Response from MNCs | | |
| | Types of Exposure | | |
| | Transaction Exposure | | |
| | Estimating "Net" Cash Flows in Each Currency | | |
| | Measuring the Potential Impact of the | | |
| | Currency Exposure | | |
| | Assessing Transaction Exposure Based on | | |
| | Value at Risk | | |
| | Economic Exposure | | |
| | Economic Exposure to Local Currency Appreciation | | |
| | Economic Exposure to Local Currency Depreciation | | |
| | Economic Exposure of Domestic Firms | | |

| | | | |
|---|---|---|---|
| | Measuring Economic Exposure<br><br>Translation Exposure<br><br>Does Translation Exposure Matter?<br><br>Determinants of Translation Exposure<br><br>Examples of Translation Exposure | | |
| Class 14 | Direct Foreign Investment:<br><br>Motives for Direct Foreign Investment<br><br>Revenue-Related Motives<br><br>Cost-Related Motives<br><br>Governance: Selfish Managerial Motives for DFI<br><br>Comparing Benefits of DFI among Countries<br><br>Comparing Benefits of DFI over Time<br><br>Benefits of International Diversification<br><br>Diversification Analysis of International Projects<br><br>Diversification among Countries<br><br>Decisions Subsequent to DFI<br><br>Host Government Views of DFI<br><br>Incentives to Encourage DFI<br><br>Barriers to DFI<br><br>Government-Imposed Conditions to Engage<br><br>in DFI | Direct<br><br>Foreign<br><br>Investment | |
| Class 15 | Subsidiary versus Parent Perspective:<br><br>Tax Differentials<br><br>Restricted Remittances<br><br>Excessive Remittances<br><br>Exchange Rate Movements | Multinational<br><br>Capital<br><br>Budgeting | Assume that you invested equity to establish a project in Portugal in January of about 7 years ago. At the time<br><br>the project began, you could have supported it with a |

54

| | | | 7-year loan either in dollars or in euros. If you borrowed |
|---|---|---|---|
| | Summary of Factors | | |
| | Input for Multinational Capital Budgeting: | | U.S. dollars, your annual loan payment (including principal) would have been $2.5 million. If you borrowed euros, your annual loan payment (including principal) would have been 2 million euros. The project generated 5 million euros per year in revenue. |
| | Multinational Capital Budgeting Example | | |
| | Background | | |
| | Analysis | | 1. Use an Excel spreadsheet to determine the dollar |
| | Factors to Consider in Multinational Capital | | net cash flows (after making the debt payment) that |
| | Budgeting | | you would receive at the end of each of the last |
| | Exchange Rate Fluctuations | | |
| | Inflation | | 7 years if you partially financed the project by borrowing dollars. |
| | Financing Arrangement | | 2. Determine the standard deviation of the dollar net |
| | Blocked Funds | | |
| | Uncertain Salvage Value | | cash flows that you would receive at the end of each |
| | Impact of Project on Prevailing Cash Flows | | of the last 7 years if you partially financed the project by borrowing dollars. |
| | Host Government Incentives | | |
| | Real Options | | 3. Reestimate the dollar net cash flows and the standard |
| | Adjusting Project Assessment for Risk | | |
| | Risk-Adjusted Discount Rate | | deviation of the dollar net cash flows if you partially financed the project by borrowing euros. |
| | Sensitivity Analysis | | |
| | Simulation | | (You can obtain the end-of-year exchange rate of the euro for the last 7 years at http://www.oanda.com or other websites.) Are the project's net cash flows more volatile if you had borrowed dollars or euros? Explain your results. |
| Class 16 | Payment Methods for International Trade:<br><br>Prepayment<br><br>Letters of Credit (L/Cs)<br><br>Drafts | Financing<br><br>International Trade | International Trade analysis of Pakistan |

| | Consignment | | |
|---|---|---|---|
| | Open Account | | |
| | Trade Finance Methods | | |
| | Accounts Receivable Financing | | |
| | Factoring | | |
| | Letters of Credit (L/Cs) | | |
| | Banker's Acceptance | | |
| | Working Capital Financing | | |
| | Medium-Term Capital Goods Financing | | |
| | (Forfaiting) | | |
| | Countertrade, | | |
| | Agencies That Motivate International Trade | | |

**Indigenous Content:**

**Title:** *"Evaluating Financial Risk and Strategy at Nafees Bakery – A Local MNC Case Study"*

**Instructions:**

1. Obtain or simulate simplified income statements and balance sheets for Nafees Bakery's operations in Pakistan and the UK.
2. Analyze key financial ratios and identify strengths and weaknesses.
3. Assess exchange rate impact using historical PKR/GBP data.
4. Recommend a hedging strategy and capital budgeting decision for a new store in Birmingham.
5. Reflect on ethical concerns in cross-border pricing and taxation strategies.

**Deliverables:**
Report (1200–1500 words), Excel spreadsheet for financial models and currency analysis and a class presentation

**Recommended Books:**
- International Financial Management (ninth edition)

By Jeff Madura
- **International Financial Management**

By Thummuluri Siddaia

| Mirpur University of Science & Technology (MUST) |
|---|
| Must Business School |
| Discipline: **BBA** |
| Credit hours: **03** |
| Course code: **BBA-4702** |
| Course Name: **OPERATIONS MANAGEMENT** |

**COURSE DESCRIPTION**

This course provides students with the knowledge and tools to understand and manage operations in both manufacturing and service organizations. It focuses on the strategic and tactical aspects of operations management, including productivity, quality, forecasting, supply chain management, and the impact of technology, with relevant examples from local businesses in Mirpur, Azad Kashmir.

## Program Learning Outcomes (PLOs)

| PLO | Description |
|---|---|
| **PLO 1: Apply Business Knowledge** | Apply key principles of management, finance, marketing, and operations to solve business problems. *(Apply)* |
| **PLO 2: Communicate Effectively** | Demonstrate clear and professional communication in business contexts. *(Understand, Apply)* |
| **PLO 3: Think Critically and Solve Problems** | Analyze information critically to make informed and strategic business decisions. *(Analyze)* |
| **PLO 4: Exhibit Entrepreneurial Thinking** | Create and evaluate business opportunities using innovative and sustainable approaches. *(Create, Evaluate)* |
| **PLO 5: Demonstrate Ethical Judgment** | Evaluate decisions using ethical standards and promote corporate social responsibility. *(Evaluate)* |

## Course Learning Outcomes (CLOs)

| CLO | Learning Outcome | Bloom's Level | Mapped PLO(s) |
|---|---|---|---|
| **CLO 1** | Apply core principles and quantitative tools of operations management problems in both manufacturing and service contexts. | Apply | **PLO 1** |
| **CLO 2** | Evaluate and design effective operational strategies that incorporate innovation, sustainability, ethical judgment, and Industry 4.0 technologies. | Evaluate | **PLO 4** |

| CLO | Learning Outcome | Bloom's Level | Mapped PLO(s) |
|---|---|---|---|
| CLO 3 | Communicate and justify informed operational decisions using relevant models, forecasts, and frameworks in local and global business contexts. | Understand | PLO 2 |

## CLO-to-PLO Mapping Matrix

| | PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 |
|---|---|---|---|---|---|
| CLO 1 | ✓ | | | | |
| CLO 2 | | | | ✓ | |
| CLO 3 | | ✓ | | | |

## Weekly Distribution of Course Content

| Week | Topics | Mapped CLO(s) | Local Context (Mirpur, Azad Kashmir) |
|---|---|---|---|
| 1 | Introduction to operations management; Efficiency & effectiveness; Business functions (finance, marketing, production) | CLO 1 | Mirpur's business structure: Retail sectors |
| 2 | Lead time, operations processes, service vs. manufacturing; Henzer's 10 decision areas | CLO 1 | |
| 3 | Role of operations manager; Decision-making models; Ethics in operations | CLO 2 | Ethics in procurement and labor practices in local industries |
| 4 | Historical evolution: Industrial Revolution, scientific management, human relations movement | CLO 1 | |
| 5 | Industry 4.0: Design principles, smart products, building blocks, Japanese influence | CLO 2 | |
| 6 | Global trends: TQM, flexibility, technology, supply chain, lean production | CLO 2 | |
| 7 | Productivity: Factors, numerical problems, competitiveness strategies | CLO 1 | Productivity improvement in Mirpur's local food production units |
| 8 | **Mid-Term Examination** | — | — |
| 9 | Forecasting: MAD, MSE, MAPE; Moving average, weighted average, exponential smoothing | CLO 1, CLO 3 | |
| 10 | Decision analysis: EMV, EVPI, decision tree; Seasonal variations; Kaizen & Kanban | CLO 1 | |
| 11 | Strategy formulation; Competitive advantage; Porter's strategies | CLO 2 | |

| Week | Topics | Mapped CLO(s) | Local Context (Mirpur, Azad Kashmir) |
|------|--------|---------------|--------------------------------------|
| 12 | Strategies that work; National competitive advantage; Linear trend forecasting | CLO 3 | |
| 13 | Environmental scanning; CPM (Critical Path Method); MRP introduction | CLO 1 | Planning in construction projects and marble industry |
| 14 | MRP structure; JIT; MRP II; ERP systems: advantages/disadvantages | CLO 2 | |
| 15 | **Student Presentations** (Real-world OM strategy applied to a local business) | CLO 3 | Presentations on local industries (e.g., tourism, food, manufacturing) |
| 16 | **Final Examination** | — | — |

## Assessment Methods

| Assessment Type | Weight (%) | CLOs Assessed | Details |
|-----------------|------------|---------------|---------|
| **Quizzes (2)** | 10% | CLO 1, CLO 3 | Short MCQs or numerical problems |
| **Assignments (2)** | 10% | CLO 2, CLO 3 | One ethics scenario and one on a local business |
| **Mid-Term Exam** | 30% | CLO 1, CLO 2 | Theory, numericals, and short cases |
| **Final Exam** | 50% | CLO 1–3 | Comprehensive: includes forecasting, decision models, and strategy evaluation |

**RECOMMENDED BOOKS:**

1. Operation Management latest Edition by Jay Heizer (Author), Barry Render

2. Operations Management (12th Edition 2015) William J Stevenson

3. Production and Operations Management, James-B-Dilworth, (latest Edition) McGraw Hill Corporation.

4. Production and Operations Management, Everte, Adams-Jr and Ronald-J-Ebert edition McGraw Hill Corporation.

5. Modern Production/Operations Management, Elwood-S-Buffa and Rakesh-K-Sarin (Latest Edition) Welly.

**Mirpur University of Science & Technology (MUST)**

**Mirpur AJK Faculty of MUST Business School**

**Discipline:** BBA
**Credit Hours:** 03
**Course Code:** GEN-2404
**Course Name: Tools for Quantitative Reasoning**

## Course Description

This course is based on quantitative reasoning 1 course. It will enhance the quantitative reasoning skills learned in quantitative reasoning 1 course. Students will be introduced to more tools necessary for quantitative reasoning skills to live in the fast paced $21^{st}$ century. Students will be introduced to importance of mathematical skills in different professional settings, social and natural sciences. These quantitative reasoning skills will help students to better participate in national and international issues like political and health issues. This course will prepare the students to apply quantitative reasoning tools more efficiently in their professional and daily life activities. This course will help them to better understand the information in form of numeric, graphs, tables, and functions.

## Program Learning Objectives

| | |
|---|---|
| **PLO1** | **Apply Business Knowledge**<br><br>Apply key principles of management, finance, marketing, and operations to solve business problems. Having analytical and critical thinking abilities to prepare for managerial roles |
| **PLO2** | **Communicate Effectively**<br>Demonstrate clear and professional communication in business contexts. |
| **PLO3** | **Think Critically and Solve Problems**<br>Analyse information critically to make informed and strategic business decisions. |
| **PLO4** | **Exhibit Entrepreneurial Thinking**<br>Create and evaluate business opportunities using innovative and sustainable approaches. |
| **PLO5** | **Demonstrate Ethical Judgment** |

| | Evaluate decisions using ethical standards and promote corporate social responsibility. |
| --- | --- |

## Course Learning Objectives

| CLO1 | Apply quantitative tools (functions, ratios, inequalities, probability) to solve local and global real-life problems. |
| --- | --- |
| CLO2 | Interpret and communicate data effectively through visual, numerical, and descriptive formats. |
| CLO3 | Use logic and data analysis to critically assess national (e.g., economic or health) and international issues. |

## CLO & PLO Matrix

| CLO Code | Course Learning Outcome | Mapped PLO | PLO Description |
| --- | --- | --- | --- |
| CLO1 | Apply quantitative tools (functions, ratios, inequalities, probability) to solve local and global real-life problems. | PLO1 | Apply key principles of management, finance, marketing, and operations to solve business problems. |
| CLO2 | Interpret and communicate data effectively through visual, numerical, and descriptive formats. | PLO2 | Demonstrate clear and professional communication in business contexts. |
| CLO3 | Use logic and data analysis to critically assess national (e.g., economic or health) and international issues. | PLO3 | Analyze information critically to make informed and strategic business decisions. |

| CLO Code | PLO1 | PLO2 | PLO3 | PLO4 | PLO5 |
| --- | --- | --- | --- | --- | --- |
| CLO1 | - | | | | |
| CLO2 | | - | | | |
| CLO3 | | | - | | |

## Lecture Plan 16 Weeks

| Week | Topics | Indigenous/Global Content | CLO |
| --- | --- | --- | --- |
| 1 | Introduction to Quantitative Reasoning, Functions | Function analysis using water use in Punjab | CLO1 |
| 2 | Linear Functions & Graphs: Applications | Urban vs. rural electricity consumption (Pakistan) | CLO1 |
| 3 | Exponential Modeling and Growth | Population growth in Pakistan vs. Japan | CLO1 |

| 4 | Environmental Modeling (e.g., deforestation, climate change) | Data from WWF-Pakistan and IPCC reports | CLO1 |
|---|---|---|---|
| 5 | Simultaneous Linear Equations – Graphical & Analytical Methods | Solve real problems in local trade markets | CLO1 |
| 6 | Applications of Systems of Equations | Analyze price and supply data from Sindh | CLO1 |
| 7 | Linear & Quadratic Inequalities | Minimum wage laws and income thresholds | CLO1 |
| 8 | Inequalities with Absolute Values | Compare regional literacy rates using bounds | CLO1 |
| 9 | Ratio, Proportion, and Golden Ratio | Local architecture vs. Egyptian pyramids | CLO1 |
| 10 | Sequences and Patterns: Fibonacci, Arithmetic, Geometric | Traditional craft patterns and design ratios | CLO1 |
| 11 | Introduction to Logic in Decision-Making | Local political decision models, voting logic | CLO3 |
| 12 | Propositions, Truth Tables, and Logical Equivalences | Analyze logic in media statements (Pak media) | CLO3 |
| 13 | Categorical Logic, Venn Diagrams | Sets: Agriculture and Industry overlap in Pakistan | CLO3 |
| 14 | Data Visualization and Misleading Graphs | Local newspaper graphs vs. global standards | CLO2 |
| 15 | Central Tendency & Spread (Mean, Median, Mode, SD) | PSL player performance, income distribution | CLO2 |
| 16 | Correlation & Probability Applications | Election predictions, healthcare data, PSL | CLO2, CLO3 |

**Indigenous and International Content Highlights**

- **Indigenous Context (Pakistan):**
    - Use population data from Pakistan Bureau of Statistics.
    - Analyze health data from the Ministry of Health or World Bank datasets on Pakistan.
    - Explore economic inequality in Pakistan using graphs and ratios.
    - Apply probability in real-life examples such as PSL (Pakistan Super League) match outcomes.
    - Local case studies: decision-making in rural microfinance; impact of inflation on middle-class households.
- **International Authors and Texts:**
    - **Jeffrey Bennett & William Briggs** – *Using and Understanding Mathematics* (Pearson)
    - **Robert Blitzer** – *Precalculus* (Pearson)
    - **James Stewart et al.** – *Precalculus: Mathematics for Calculus* (Cengage)
    - **Hans Rosling** – TED talks on global data visualizations and data-driven decision-making

# Course Outline

# Faculty of MUST Business School

**Course Title**: Occupational Health and Safety
**Course Code**: HRM-4805
**Program**: BBA

## Course Description:

This course aims to provide students with a comprehensive understanding of occupational health and safety (OHS) principles and practices. It focuses on creating awareness and understanding of key health and safety concepts, emphasizing the practical application of these concepts to ensure a safe working environment. The course is targeted towards, BBA students, particularly those specializing in business administration with an interest in workplace safety, human resources, and risk management.

## Course Structure:

Weekly lectures: 3 hours
Total weeks: 16

## Course Learning Outcomes:

Upon completion of this course, students will be able to:
1. Demonstrate foundational knowledge of occupational health and safety concepts, laws, and theories.

2. Identify and assess workplace risks and recommend preventive strategies using national and international standards.

3. Communicate effective OHS policies and practices across organizational levels with attention to legal and ethical dimensions.

## Program Learning Outcomes:
This course contributes to the following BBA program learning outcomes:

PLO1     **Apply Business Knowledge**

Apply key principles of management, finance, marketing, and operations to solve business problems. Having analytical and critical thinking abilities to prepare for managerial roles

**Communicate Effectively**

PLO2

Demonstrate clear and professional communication in business contexts.

**Think Critically and Solve Problems**

PLO3     Analyze information critically to make informed and strategic business decisions.

**Exhibit Entrepreneurial Thinking**

PLO4     Create and evaluate business opportunities using innovative and sustainable approaches.

**Demonstrate Ethical Judgment**

PLO5     Evaluate decisions using ethical standards and promote corporate social responsibility.

# CLO and PLO Map

| CLO/PLO Map | PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 |
|---|---|---|---|---|---|
| CLO 1: Demonstrate foundational knowledge of occupational health and safety concepts, laws, and theories. | ✓ | | | | |
| CLO 2: Identify and assess workplace risks and recommend preventive strategies using national and international standards. | | ✓ | | | |
| CLO 3: Communicate effective OHS policies and practices across organizational levels with attention to legal and ethical dimensions. | | | ✓ | | |

**Highlights of Indigenous Content (Pakistan-Focused)**

| Topic | Content | Integrated in Week |
|---|---|---|
| Labour Laws | Comparison of Pakistan's Factories Act 1934 and ILO conventions; recent workplace safety reforms by Labour & Human Resource Department, Punjab. | Week 6 |
| Case Studies | Incident analysis from major Pakistani industries such as Baldia Town Factory Fire (2012), Gadani Shipbreaking Yard explosion. | Week 3, Week 9 |
| Health Surveillance | National Institute of Health (NIH), Islamabad protocols and their limitations in workplace health monitoring in industrial zones. | Week 13 |

| Risk Assessments | Real risk data from sectors like textile, construction, and mining in Khyber Pakhtunkhwa or Sindh. | Week 7 |
|---|---|---|
| Terrorism Preparedness | Preparedness drills based on incidents at Karachi Stock Exchange (2020) and educational institutions. | Week 14 |
| Ergonomics | Challenges in ergonomics in small-scale manufacturing setups in Sialkot and Lahore. | Week 12 |
| Communication Practices | Cultural barriers in reporting unsafe practices; linking whistleblower protection laws in Pakistan with safety compliance. | Week 4 Week 11 |

## Weekly Schedule

| Week | Topic | Content Summary | Activity/Case Study |
|---|---|---|---|
| 1 | Introduction to Occupational Health and Safety | Overview of the course, importance, history, and scope of OHS. | Discussion: The evolution of OHS practices. |
| 2 | Safe Person and Safe Place Concepts | Exploring the fundamentals of creating safe work environments. | Case Study: Analyzing a well-implemented safety culture. |
| 3 | Accident Report System | Setting up effective structures and procedures for accident reporting. | Activity: Designing an accident report form. |
| 4 | Collective Mindfulness and Communication | Importance of a no-blame culture and open communication in safety management. | Role-play: Communication strategies in incident reporting. |
| 5 | Theoretical Approaches to OHS | Review of dominant theories and models in occupational health and safety. | Discussion: Compare and contrast different OHS theories. |
| 6 | Labour Laws Related to Health and Safety | Overview of relevant local and international laws affecting workplace safety. | Activity: Identify gaps in current workplace law compliance. |
| 7 | Types of Risks in the Environment | Identifying, assessing, and mitigating environmental risks using a hierarchical model. Learn to apply the hierarchy of controls model. | Case Study: Risk assessment at a manufacturing plant. |
| 8 | Mid-Term Exam | Mid-term exam covering weeks 1-7. | Mid-term exam. |
| 9 | Reporting System and Accident Causation | Deep dive into causation theories and how they influence reporting systems. | Workshop: Analyzing accident reports to identify root causes. |
| 10 | Human Error and Safety | Analyzing human error as a symptom of deeper system failures. | Discussion: "New View" on human error in safety management. |
| 11 | System Safety- Focus on Human Error Management System | Principles and practices of system safety in occupational settings. | Case Study: System safety evaluation at a chemical plant. |

| 12 | Ergonomics in the Workplace. | Understanding the role of ergonomics in preventing workplace injuries. Highlight how system may contribute towards human error. | Activity: Ergonomic assessment of a workstation. |
| --- | --- | --- | --- |
| 13 | Health Surveillance and Monitoring | Methods and importance of health surveillance and monitoring in the workplace. How to avoid and control human error within the system. | Case Study: Implementing a health monitoring program. |
| 14 | Workplace Violence and Terrorism Preparedness | Addressing non-traditional safety challenges such as workplace violence and terrorism. | Simulation: Emergency response to a hypothetical terrorist threat. |
| 15 | Review and Course Wrap-Up | Comprehensive review of the course material. Establish the system of human error aspects and link it to all aspects of occupational health and safety. | Review Session: Q&A and preparation for final exam. |
| 16 | Final Exam | Final exam covering all course materials. | Final exam. |

## Assessment Methods:

1. Quizzes: 20%

2. Midterm Exam: 30%

3. Final Exam: 50%

## Recommended Readings

1. "Fundamentals of Occupational Safety and Health" by Mark A. Friend and James P.

   Kohn

   An excellent introductory textbook that provides a comprehensive overview of occupational safety and health. It covers key concepts, laws, and practices necessary for understanding and implementing effective safety measures in the workplace.
2. "Introduction to Health and Safety at Work" by Phil Hughes and Ed Ferrett

   This book is well-known for its reader-friendly approach and is widely used for professional courses. It provides detailed coverage of health and safety legislation, hazard identification, risk management, and emergency procedures.
3. "Occupational Safety and Health for Technologists, Engineers, and Managers" by

   David L. Goetsch

   Ideal for students in business administration, this book offers a detailed look at technical aspects of safety and health while addressing managerial responsibilities and roles.
4. "Management of Occupational Health and Safety" by Kevin Kelloway, Lori Francis,

   and Bernadette Gatien

This book focuses on the management aspects of occupational health and safety, providing insights into creating, maintaining, and evaluating effective health and safety programs in organizations.

5. "Safety at Work" edited by John Ridley and John Channing

A compilation of works by various experts, this book covers a range of topics from safety management systems to environmental safety and includes case studies and examples to illustrate key points.

6. "Practical Guide to Occupational Health and Safety" by Paul A. Erickson

This guide offers practical advice for implementing health and safety procedures in the workplace, with a focus on compliance, prevention strategies, and how to create a culture of safety.

7. "Human Error" by James Reason

For a deeper understanding of the human factors in safety, this book explores the concept of human error and how it can be managed through system design and organizational strategies.

8. "Health and Safety in Organizations: A Multilevel Perspective" edited by David A. Hofmann and Lois E. Tetrick

This collection provides a scholarly examination of health and safety, exploring its psychological, organizational, and cultural dimensions.

<div style="border:1px solid black">

# Mirpur University of Science & Technology (MUST)
## Must Business School

Discipline: **BBA**

Credit hours: **03**

Course code: **BBA-3601**

Course Name: **Financial Institutions**

</div>

## COURSE DESCRIPTION

This course provides a comprehensive understanding of financial institutions and their roles within the financial system. It explores the structure, functions, and operations of various institutions, including commercial banks, investment firms, and international financial organizations. The course also examines financial instruments, markets, and the regulatory environment both in Pakistan and internationally. Special focus is given to the relevance of financial institutions in Mirpur, Azad Kashmir.

---

**Program Learning Outcomes (PLOs)**

| PLO | Description |
|---|---|
| **PLO 1: Apply Business Knowledge** | **Apply** financial and economic principles to real-world institutional finance challenges. *(Apply)* |
| **PLO 2: Communicate Effectively** | **Express** financial concepts and institutional functions clearly and effectively. *(Understand, Apply)* |
| **PLO 3: Think Critically and Solve Problems** | **Analyze** the role and **impact** of financial institutions in economic development. *(Analyze)* |
| **PLO 4: Exhibit Entrepreneurial Thinking** | **Evaluate** institutional finance solutions and financial services with an innovative approach. *(Evaluate)* |
| **PLO 5: Demonstrate Ethical Judgment** | **Apply** ethical reasoning in the operations of financial institutions. *(Evaluate)* |

---

**Course Learning Outcomes (CLOs)**

| CLO | Learning Outcome | Bloom's Level | Mapped PLO(s) |
|---|---|---|---|
| **CLO 1** | Explain the role, types, and functions of financial institutions and markets within economic systems. | Understand | **PLO 1** |

68

| CLO | Learning Outcome | Bloom's Level | Mapped PLO(s) |
|---|---|---|---|
| CLO 2 | Analyze financial instruments and evaluate regulatory frameworks and policies related to institutional finance. | Analyze | **PLO 5** |
| CLO 3 | Communicate financial insights clearly and develop professional presentations/reports on financial institutions. | Apply | **PLO 2** |

**CLO-to-PLO Mapping Matrix**

| | PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 |
|---|---|---|---|---|---|
| **CLO 1** | ☑ | | | | |
| **CLO 2** | | | | | ☑ |
| **CLO 3** | | ☑ | | | |

**Weekly Distribution of Course Content**

| Week | Topics | Mapped CLO(s) | Local Context (Mirpur, Azad Kashmir) |
|---|---|---|---|
| 1-2 | Introduction to finance; role of finance manager; financial goals of the firm | CLO 1 | Importance of finance in local SMEs |
| 3-5 | Financial system overview; economic units; types & roles of financial institutions | CLO 1 | Role of local banks and microfinance in Mirpu |
| 6-7 | Financial markets and instruments: stocks, bonds, markets (money & capital) | CLO 2 | Real-life trading practices and savings behavior in Mirpur |
| 8 | **Mid-Term Examination** | -- | -- |
| 9-10 | Non-Banking Financial Institutions: brokers, dealers, mutual funds | CLO 2 | Local access to mutual funds and brokerage services |

| Week | Topics | Mapped CLO(s) | Local Context (Mirpur, Azad Kashmir) |
|------|--------|---------------|--------------------------------------|
| 11 | Central Bank: SBP functions, credit control, monetary policy | CLO 2 | Impact of SBP policy on Mirpur's commercial banking |
| 12-13 | Specialized Institutions: SME Bank, IDBP, ICP, NIT; IMF, World Bank | CLO 2 | Case study of SME Bank's influence in AJK development |
| 14-15 | Securities firms, investment banking, M&A, venture capital | CLO 3 | Diaspora investments and local equity financing trends |
| 16 | **Final Examination** | — | — |

**Assessment Methods**

| Assessment Type | Weight (%) | CLOs Assessed | Details |
|-----------------|-----------|---------------|---------|
| **Quizzes (2)** | 10% | CLO 1, 2 | Based on weekly readings and lectures |
| **Assignments (2)** | 10% | CLO 2, 3 | One regulatory review & one institutional report |
| **Mid-Term Exam** | 30% | CLO 1, 2 | Conceptual & case-based questions |
| **Final Exam** | 50% | CLO 1–3 | Comprehensive assessment including short essays and case studies |

**Recommended Books**
**1. Gallagher, T. J. & Andrew, J. D**. *Financial Management: Principles and Practice* (Latest Edition) – Prentice Hall
2. **Meenai, S. A. *Money and Banking in Pakistan*** – Oxford University Press, Karachi
3.**Ritter, L. S. & Silber, W. L**. *Principles of Money, Banking and Financial Institutions* (8th Edition) – HarperCollins
4. **Mishkin, F. S. *Financial Markets**, Institutions and Money* (5th Edition) – HarperCollins

| Mirpur University of Science & Technology (MUST) |
| :---: |
| Must Business School |

Discipline: **BBA**
Credit hours: **03**
Course code: **BBA-483**
Course Name: **Total Quality Management**

## COURSE DESCRIPTION

This course introduces the principles and practices of Total Quality Management (TQM), emphasizing the integration of quality into organizational culture and strategy. It explores global quality standards, quality improvement tools, and key quality management frameworks such as ISO 9001 and Deming's principles. Students will learn how to implement quality initiatives and assess organizational performance through strategic quality tools, focusing on continuous improvement, innovation, and customer satisfaction.

### Program Learning Outcomes (PLOs)

| PLO | Description |
| :--- | :--- |
| **PLO 1: Apply Business Knowledge** | **Apply** quality management principles to enhance organizational performance**. *(Apply)* |
| **PLO 2: Communicate Effectively** | Clearly communicate quality strategies and improvement plans. *(Understand, Apply)* |
| **PLO 3: Think Critically and Solve Problems** | **Analyze** and solve quality-related problems using systematic tools. *(Analyze)* |
| **PLO 4: Exhibit Entrepreneurial Thinking** | **Develop** innovative quality approaches and continuous improvement frameworks. *(Create, Evaluate)* |
| **PLO 5: Demonstrate Ethical Judgment** | **Evaluate** quality practices with ethical and sustainable perspectives**. *(Evaluate)* |

71

## Course Learning Outcomes (CLOs)

| CLO | Learning Outcome | Bloom's Level | Mapped PLO(s) |
|---|---|---|---|
| CLO 1 | Explain core concepts, principles, and models of Total Quality Management and global quality standards. | Understand | PLO 1 |
| CLO 2 | Analyze and apply quality improvement tools, including ISO standards, SPC, and strategic quality planning. | Analyze | PLO 3 |
| CLO 3 | Develop and present quality-focused strategies and solutions using teamwork and innovation. | Apply | PLO 4 |

## CLO-to-PLO Mapping Matrix

| | PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 |
|---|---|---|---|---|---|
| CLO 1 | ✓ | | | | |
| CLO 2 | | | ✓ | | |
| CLO 3 | | | | ✓ | |

## Weekly Distribution of Course Content

| Week | Topics | Mapped CLO(s) | Local Context (Mirpur, Azad Kashmir) |
|---|---|---|---|
| 1-2 | Introduction to TQM, customer value, systems thinking | CLO 1 | Quality concerns in local SMEs and service providers |
| 3-5 | TQM fundamentals, Deming, Juran, Crosby principles | CLO 1 | Case reflections on local manufacturing practices |
| 6-7 | ISO 9001 QMS framework, clauses, implementation steps | CLO 2 | Real-life trading Implementation barriers in local firms |
| 8 | **Mid-Term Examination** | -- | -- |
| 9-10 | Business excellence models, strategic quality planning | CLO 2 | How local businesses plan for and measure quality |

| Week | Topics | Mapped CLO(s) | Local Context (Mirpur, Azad Kashmir) |
|---|---|---|---|
| 11-12 | Quality tools: SPC, SQC, QFD, Balanced Scorecards | CLO 2 | Interviews/guest speakers from local firms |
| 13-14 | Process control, cause-effect models, case studies | CLO 2 | Use of SPC in Mirpur's manufacturing sector |
| 15 | Teamwork, empowerment, innovation in TQM | CLO 3 | Presentations on local quality improvement initiatives |
| 16 | **Presentation and Final Examination** | — | TQM applied to a local or national organization |

## Assessment Methods

| Assessment Type | Weight (%) | CLOs Assessed | Details |
|---|---|---|---|
| **Quizzes (2)** | 10% | CLO 1, 2 | Based on theories and definitions |
| **Assignments (2)** | 10% | CLO 2, 3 | One analysis of ISO implementation, one quality strategy |
| **Mid-Term Exam** | 30% | CLO 1, 2 | Conceptual & case-based questions |
| **Final Exam** | 50% | CLO 1–3 | Includes diagrams, tools, models, strategy discussions |

**Recommended Books**

1. **Evans, J. R. & Lindsay, W. M.** *Management and Control of Quality* (6th Edition), South-Western College Publishing

2. **Khan, N.** *Total Quality Management*, NUST Publishing, Islamabad

## Mirpur University of Science & Technology (MUST)
### Must Business School

Discipline:  **BBA**
Credit hours: **03**
Course code: **FIN-4804**
Course Name: **Financial Markets**

---

**COURSE DESCRIPTION**

This course introduces students to the structure, functions, and instruments of financial markets. It explores both money and capital markets, the role of financial institutions, regulatory frameworks, and financial instruments including bonds, stocks, and derivatives. The course integrates local financial trends and banking practices from Mirpur, Azad Kashmir to develop a contextual understanding of Pakistan's financial ecosystem.

---

### Program Learning Outcomes (PLOs)

| PLO | Description |
| --- | --- |
| **PLO 1: Apply Business Knowledge** | Apply key principles of finance, management, and economics to solve financial problems. *(Apply)* |
| **PLO 2: Communicate Effectively** | Demonstrate clear and professional communication in financial contexts *(Understand, Apply)* |
| **PLO 3: Think Critically and Solve Problems** | Analyze information critically to make informed financial decisions. *(Analyze)* |
| **PLO 4: Exhibit Entrepreneurial Thinking** | Create and evaluate investment opportunities using innovative approaches. *(Create, Evaluate)* |
| **PLO 5: Demonstrate Ethical Judgment** | Evaluate financial decisions using ethical standards and promote transparency. *(Evaluate)* |

---

## Course Learning Outcomes (CLOs)

| CLO | Learning Outcome | Bloom's Level | Mapped PLO(s) |
|---|---|---|---|
| CLO 1 | **Analyze** the structure and function of financial markets, financial instruments, and institutions to make informed decisions. | Analyze | **PLO 1** |
| CLO 2 | **Apply** principles of investment, risk-return tradeoffs, and ethical standards to portfolio management and financial decision-making. | Apply | **PLO 5** |
| CLO 3 | Communicate financial insights and **develop** strategic investment plans using clear, professional, and innovative approaches. | Apply | **PLO 2** |

## CLO-to-PLO Mapping Matrix

| | PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 |
|---|---|---|---|---|---|
| **CLO 1** | ✓ | | | | |
| **CLO 2** | | | | | ✓ |
| **CLO 3** | | ✓ | | | |

## Weekly Distribution of Course Content

| Week | Topics | Mapped CLO(s) | Local Context (Mirpur, Azad Kashmir) |
|---|---|---|---|
| 1-2 | Introduction: The Field of Finance, The Role of the Finance Manager, Basic Financial Goals of the Firm | CLO 1 | Importance of finance in local SMEs and business startups |
| 3-5 | The Financial System: Surplus and Deficit Economic Units, Securities/Financial Assets, Major Economic Systems (Capitalism, Communism, Islamic), Types and Functions of Commercial Banks | CLO 3 | Case: Banking practices and Islamic finance in Mirpur |
| 6-7 | Financial Markets: Debt & Equity Markets, Money & Capital Markets, Primary & Secondary Markets, OTC Market, Market Efficiency, Securities | CLO 2 | Local trading via PSX and diaspora investments |
| 8 | **Mid-Term Examination** | -- | -- |

75

| Week | Topics | Mapped CLO(s) | Local Context (Mirpur, Azad Kashmir) |
|---|---|---|---|
| 9-10 | Non-Banking Financial Intermediaries: Investment Bankers, Brokers, Dealers, Mutual Fund Companies | CLO 2 | Local access to investment tools and mutual fund awareness |
| 11 | Central Bank: Functions of Central Bank, Credit Control, State Bank of Pakistan, Constitution, Functions, Principles of Note Issue | CLO 2 | Impact of SBP policy on Mirpur's commercial banking |
| 12-13 | Specialized Financial Institutions in Pakistan: SMEs, Industrial Development Bank of Pakistan, Investment Corporation of Pakistan, National Investment Trust; International Institutions: World Bank, IMF | CLO 3 | Funding programs and development projects in the region |
| 14-15 | **Security Firms and Investment Banks**: Services Offered by Securities Firms and Investment Banks, Main Activities—Investment Banking, Trading, Investing, Mergers & Acquisitions, Private Equity, Venture Capital, and Other Services | CLO 3 | Relevance of venture capital and private equity for entrepreneurial ventures in Mirpur |
| 16 | **Final Examination** | — | — |

## Assessment Methods

| Assessment Type | Weight (%) | CLOs Assessed | Details |
|---|---|---|---|
| **Quizzes (2)** | 10% | CLO 1, CLO 3 | Multiple choice questions and conceptual understanding |
| **Assignments (2)** | 10% | CLO 2, CLO 3 | Investment strategy analysis and ethical dilemma case |
| **Mid-Term Exam** | 30% | CLO 1, CLO 2 | Theory and short cases |
| **Final Exam** | 50% | CLO 1–3 | Comprehensive evaluation including strategic plans |

**Recommended Books**

1. **Mishkin, F. S. & Eakins, S. G.** *Financial Markets and Institutions* (Latest Edition)

2. **Bodie, Z., Kane, A., & Marcus, A. J.** *Investments* (Latest Edition)

3. **Pilbeam, K.** *Finance and Financial Markets* (Latest Edition)

4. **Saunders, A. & Cornett, M.** *Financial Institutions Management* (Latest Edition)

# Mirpur University of Science & Technology (MUST)
## Must Business School

| Title | Human Resource Management |
|---|---|
| Course Code | BBA-2406 |
| Credit Hours | 3.0 |
| Contact Hours | 48 Theory |
| Level | BBA |
| Prerequisite | N/A |

## COURSE DESCRIPTION

Organizations succeed through efficient and effective use of resources; central to the resources is human resources. It is therefore imperative to know how organization maintain & retain its human resources. The course is designed to give students insight of theoretical perspective, concepts, issues and practices in human resource management. This course is basically designed to provide students the basic understanding of key HRM functions, which include HR planning, recruitment & selection, compensation, performance evaluation, and training & development. Since human resource provides a competitive advantage that ultimately has a vital role in success and effectiveness of any organization, this course emphasizes on the understanding of the basic concepts of managing human resource and their applications in today's organizations. The course is designed to help the students understand if western human resource management theories and practices have any relevance to the local settings. The course will also discuss the Islamic perspective of managing human resource.

| CLO No. | Course Learning Outcome (CLO) | Cognitive Level | Mapped PLOs |
|---|---|---|---|
| CLO 1 | Explain key frameworks in Human Resource Management, including strategic HRM and job analysis techniques. | Level 2 – Understand | PLO 1 |
| CLO 2 | Apply HR planning, recruitment, and selection procedures to address organizational staffing needs. | Level 3 – Apply | PLO 1 |
| CLO 3 | Evaluate performance management systems, conflict resolution strategies, and compensation frameworks to improve organizational effectiveness. | Level 4 – Evaluate | PLO 3 |

**WEEK WISE DISTRIBUTION OF COURSE CONTENTS**

| Weeks | Course Contents |
|---|---|
| Week 1&2 | **THE HUMAN RESOURCE FRAMEWORKS**<br>Introduction to Human Resource Management & competitiveness, Objectives of Human Resource Management, Human Resource Management Practices, HRM in dynamic environment.<br>Strategic Management, Strategic Human Resource Management, Level of Linkages between Strategic Management team and HRM team, Strategic types (Generic and Directional Strategies), Components of Strategic Management process (Strategy formulation, implementation and evaluation & control). |
| Week 3&4 | **JOB ANALYSIS & DESIGN**<br>Job Analysis and its importance to Human Resource and Line managers, its Components, Job Analysis Methods: Common methods & Complicated technical methods (Position Analysis Questionnaire, Task Analysis Inventory & Fleishman Job Analysis System) Job Design, redesign, Approaches of Job Design (Mechanistic, Motivational, Biological and Perceptual-motor). |
| Week 5&6 | **HUMAN RESOURCE PLANNING**<br>Need for Human Resource Planning, Factors Shaping Organization Demand for Human Resources, Forecasting Techniques for Human Resource, Goal Setting and Strategic Planning, Program Implementation and Evaluation, Career Planning Defined, Advantages of Career Planning, Major Actions Aiding Career Development. |
| Week – 7 | **RECRUITMENT**<br>Definition of Recruitment, Recruitment Process, Constraints and Challenges of Recruitment Process, Recruitment Channel |
| **MID TERM** | |
| Week – 8 | **SELECTION**<br>Selection Defined, Selection Process, Selection method standards. |
| Week – 9&10 | **TRAINING AND DEVELOPMENT**<br>Difference between Training and Development, Steps to Training and Development |
| Week – 11 | **PERFORMANCE APPRAISAL**<br>Introduction to Performance Appraisal, Uses of Performance Appraisal, Purposes of Performance Management, Performance Measure Criteria, Sources of performance information, Appraisal Methods, Rater errors in performance measurement, Reduce rating errors and Performance feedback. |
| Week – 12 | **INTERACTIVE CONFLICTS AND NEGOTIATION SKILLS**<br>Individual Conflicts, Interpersonal Conflicts, Inter Group Behavior and Conflicts Organizational Conflicts, Negotiation Skills, Traditional Negotiation Skills, Newly Emerging Skills |
| Week – 13 | **HEALTH & SAFETY AT WORK PLACE**<br>Introduction, Important of Health & Safety at Work, Health & Safety Policies & Implementation, Changing attitude to Health & Safety |
| Week – 14 | **COMPENSATION AND BENFITS**<br>Objectives of Compensation Management, Challenges affecting Compensation |
| Week – 15 | **COLLECTIVE BARGAINING & INTERNAL EMPLOYEE RELATIONS**<br>The Collective Bargaining Process, Bargaining Issues A Global Perspective of IER |

| Week – 16 | Group Presentations |
|---|---|
| **Final Examination** | |

**Indigenous Material**

- <mark>Examine traditional labor management methods and how they contrast with modern practices.</mark>
- <mark>Study HR practices in family-owned and small businesses in Azad Kashmir.</mark>

**CLO-PLO Mapping Matrix**

| CLOs | PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 |
|---|---|---|---|---|---|
| **CLO 1:** Explain HRM frameworks | ☑ | | | | |
| **CLO 2:** Apply recruitment & selection | ☑ | | | | |
| **CLO 3:** Evaluate performance & compensation | | | ☑ | | |

**RECOMMENDED / REFERENCE BOOKS**

| No. | Author(s) | Title | Edition & Year | Publisher |
|---|---|---|---|---|
| 1 | Noe, R. A., Hollenbeck, J. R., Gerhart, B., & Wright, P. M. | *Human Resource Management: Gaining a Competitive Advantage* | 13th ed., 2023 | McGraw Hill |
| 2 | Dessler, G. | *Human Resource Management* | 16th ed., 2023 | Pearson |
| 3 | Snell, S., Morris, S., & Bohlander, G. W. | *Managing Human Resources* | 18th ed., 2023 | Cengage Learning |
| 4 | Ulrich, D., & Dulebohn, J. H. | *Human Resource Management: A New Mandate* | 2021 | Society for Human Resource Management (SHRM) |
| 5 | Lussier, R. N., & Hendon, J. R. | *Human Resource Management: Functions, Applications, Skill Development* | 4th ed., 2022 | SAGE Publications |
| 6 | Mello, J. A. | *Strategic Human Resource Management* | 6th ed., 2021 | Cengage Learning |
| 7 | Kramar, R., & Chermack, T. J. | *Human Resource Management in a Global Context* | 3rd ed., 2021 | Red Globe Press |
| 8 | Cascio, W. F., & Aguinis, H. | *Applied Psychology in Talent Management* | 9th ed., 2022 | SAGE Publications |

80

**Mirpur University of Science & Technology (MUST)**

**Must Business School**

| Title | Organizational Behavior |
|---|---|
| Course Code | BBA-3503 |
| Credit Hours | 3.0 |
| Contact Hours | 48 Theory |
| Level | BBA |
| Prerequisite | N/A |

## COURSE DESCRIPTION

This course is designed to introduce the students to basic mechanics and dynamics of organizations which mainly emphasize the relationships between organizations and people in term of their perception, motivation, background differences and the ways they behave in organization. In general terms, the goal of this course is to facilitate improvements in managerial and organizational effectiveness through an understanding and appreciation of the field of organizational behavior. Our efforts will focus on important variables and dynamics at three levels: individual, group and organizational. At the individual level we will examine individual behavior and differences, learning, perception, personality, motivation and stress. At the second level we will study group and inter groups/behavior creativity and team decision making. Power, conflict, leadership and communication. At the organizational level we will review the basics of organizational culture, organizational change and development, structure and design and employment relationship and career management. Throughout the course we will integrate the potential moderating efforts of relevant cross-cultural variables on managerial perceptions.

| CLO No. | Course Learning Outcome (CLO) | Cognitive Level | Mapped PLOs |
|---|---|---|---|
| CLO 1 | Understand and explain foundational theories, historical developments, and interdisciplinary contributions to Organizational Behavior. | Level 2 – Understand | PLO 1 |

| CLO No. | Course Learning Outcome (CLO) | Cognitive Level | Mapped PLOs |
|---------|-------------------------------|-----------------|-------------|
| CLO 2 | Apply principles of perception, personality, motivation, and conflict management to analyze workplace behavior and propose solutions. | Level 3 – Apply | PLO 3 |
| CLO 3 | Develop ethical and communication-based strategies to manage stress, power dynamics, and organizational politics in diverse settings. | Level 3 – Apply | PLO 5 |

## WEEK WISE DISTRIBUTION OF COURSE CONTENTS

| Weeks | Course Contents |
|-------|-----------------|
| Week 1&2 | **INTRODUCTION TO ORGANIZATION BEHAVIOR**<br><br>Introduction to the nature and study of Organization Behavior, Disciplines that contribute to the Organization Behavior Field, Historical Background of Organization Behavior, Challenges and opportunities of Organization Behavior, Theoretical foundation of Organization Behavior and an Evidence-Based Approach |
| Week 3&4 | **PERCEPTION**<br><br>The Nature and Impact of Perception, Sensation versus Perception, Sub Processes of Perception, Perceptual Selectivity and errors, Factors affecting Perception (Perceiver, Target, Situation and their characteristics), Attribution theory, its part and errors, Selective Perception and errors. Impression Management, The Process of Impression Management, Strategies and Practice Session |
| Week 5 | **PERSONALITY**<br><br>Personality: Determinants of Personality, the Myers-Briggs Type Indicator (MBTI), Big Five Personality Model, Other Personality traits, Practice session to find out personality traits using different personality tests. |
| Week – 6&7 | **ATTITUDES**<br><br>The Nature and Dimensions of Attitudes, Components of Attitude, Behaviors and Attitudes, Barriers towards changing Attitudes and Ways of changing Attitudes, |

| | Discussion Session on whether attitude follow behavior or behavior follow attitude, Work-Related Attitudes (Job Satisfaction - Factors affecting Job Satisfaction, Responses towards Job Dissatisfaction, Job Involvement, Organizational Commitment and its types And Organizational Citizenship Behaviors) |
|---|---|
| **MID TERM** | |
| Week – 9&10 | **STRESS**<br><br>The Meaning of Stress, Causes of Stress - Extra Organizational Stressors, Organizational Stressors, Group Stressors, Individual Stressors, Types of Stress, Effects of Stress (Physiological, Psychological and Behavioral), Coping strategies of Stress (Individual and Organizational level) |
| Week – 11&12 | **CONFLICT AND NEGOTIATION**<br><br>Conflict, School of thoughts about Conflict, Types of Conflict (Functional and Dysfunctional), Levels of Conflict (Intrapersonal, Interpersonal and Intergroup conflicts and their types), Conflict Management Styles (Conflict Handling Model) Negotiation, Framing and Reframing, Causes for Failure of Negotiation, Traditional and Modern techniques of Negotiation. Role plays based on real-life organizational conflicts in the region. |
| Week – 13 | **LEARNING PROCESS**<br><br>Theories of Learning, Principles of Learning- Punishment and Reinforcement |
| Week – 14 | **POWER AND POLITICS**<br><br>The Meaning of Power, Power and Influence, Types of Power, Political strategies to acquire Power |
| Week – 15 | **MOTIVATION NEEDS & PROCESSES**<br><br>The Meaning of Motivation, Primary Motives, Secondary Motives, Theories of Motivation - Maslow's Need Hierarchy Theory, Herzberg's Two Factors Theory, Alderfer's ERG Theory, Vroom's Expectancy Theory, Adams' Equity Theory, Locke's Goal-Setting Theory |
| Week – 16 | Group Presentations |
| **Final Examination** | |

**CLO-PLO Mapping Matrix**

| CLOs | PLO 1 (Business Knowledge) | PLO 2 (Communication) | PLO 3 (Critical Thinking) | PLO 5 (Ethical Judgment) |
|---|---|---|---|---|
| **CLO 1**: Foundational theories | ✔ | | | |
| **CLO 2**: Application of OB principles | | | ✔ | |
| **CLO 3**: Ethical strategies | | | | ✔ |

## RECOMMENDED / REFERENCE BOOKS

| No. | Title | Author(s) | Edition | Publisher | Year |
|---|---|---|---|---|---|
| 1 | *Organizational Behavior: An Evidence-Based Approach* | Fred Luthans, Carolyn M. Youssef-Morgan, Bruce J. Avolio | 14th | McGraw-Hill Education | 2021 |
| 2 | *Organizational Behavior* | Stephen P. Robbins, Timothy A. Judge | 19th | Pearson | 2023 |
| 3 | *Organizational Behavior: Improving Performance and Commitment in the Workplace* | Jason A. Colquitt, Jeffery A. LePine, Michael J. Wesson | 7th | McGraw-Hill Education | 2023 |
| 4 | *Essentials of Organizational Behavior* | Stephen P. Robbins, Timothy A. Judge | 15th | Pearson | 2022 |
| 5 | *Organizational Behavior: Emerging Knowledge. Global Reality* | Steven McShane, Mary Von Glinow | 9th | McGraw-Hill Education | 2022 |
| 6 | *Organizational Behavior: Understanding and Managing People at Work* | Duncan Kitchin, Angela Sharda | 1st | SAGE Publications | 2021 |
| 7 | *Behavior in Organizations* | Jerald Greenberg, Robert A. Baron | 11th | Pearson | 2020 |

| No. | Title | Author(s) | Edition | Publisher | Year |
|-----|-------|-----------|---------|-----------|------|
| 8 | *Organizational Behavior: A Practical, Problem-Solving Approach* | Angelo Kinicki, Mel Fugate | 3rd | McGraw-Hill Education | 2022 |

**Remarks**

The item is submitted for kind deliberation, consideration and endorsement to Departmental Council for approval please.