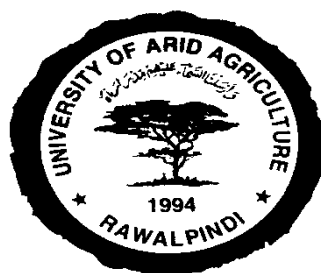


Pir Mehr Ali Shah
ARID AGRICULTURE UNIVERSITY
RAWALPINDI

DEPARTMENT OF ECONOMICS & AGRI.
ECONOMICS



Self-Assessment Report Cycle-III

BS (Economics)

2016-18

Program Team

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INTRODUCTION

Economic development always remains a vital goal of a country. The improvement in living standards of the people of the country, attaining full employment level, strong monetary and fiscal policies, and economical and cost effective production systems are the basic instruments of economic development. These can only be achieved with capacity building of the nation in basic economic theory and its application. The department of Economics and Agricultural Economics of this university has been working since 1995 for achieving this objective.

The department was established in the year 1995 on the establishment of the University of Arid Agriculture, Rawalpindi (UAAR). New programs of MSc (Economics) and MSc (Hons) Agricultural Economics were prepared and the first time admission was offered in 1996. In the year 2004, department achieved another milestone by offering Ph.D. programs in economics and agricultural economics. This goal was achieved within 10-year of the establishment of the department. During this course of time the curricula was revised and up-graded to incorporate new development in the national and international scenario. Another milestone achievement was the start of BS-Economics (4-years) program that was launched during year 2011. Currently Department of Economics & Agri. Economics is offering following graduate and post-graduate degree programs:

1. Ph.D in Agri. Economics (Morning program)
2. Ph.D in Economics (Morning program)
3. M.Phil Economics (Morning program)
4. M.Sc. (Hons) Agri. Economics (Morning program)
5. M.Sc. Economics (Morning)
6. B.Sc (Hons) Agri. Economics (Morning program)

7. BS (Economics) 4-years program (Morning)

Currently around 150 students are enrolled in the BS (Economics) in first sessions. This program will definitely improve the ability of the students to pursue higher level degree programs in the field of Economics with better understanding of the theories and tools of economics analysis. The program is designed to provide necessary skills in understanding economic problems of the country. Its curriculum highlights the emerging issues confronting Pakistan's economy like, Micro & macro linkages in the economy, economical and efficient production systems, management of natural resources, agribusiness development, MDG's, labour and capital productivity and efficiency measurement, budgetary deficit, national and international trade mechanisms.

The major emphasis of the department in student research at BS level (where applicable) is on realizing the basic economic phenomenon, integration of the basic economic behaviors, understanding of poverty, analytical techniques, research methodologies and international trade.

Thesis opportunity has been offered to BS(Economics) students as an option. Students are also guided and encouraged to find placements for some practical research opportunity with some research organizations and NGOs including industry.

In 2005-06, Ph.D program was initiated in both Economics and Agri. economics. Currently, nine students are enrolled in Ph.D (three in economics and six in agri. Economics). Moreover, within the same span of time, services of an expert faculty in the field of agricultural economics were utilized under HEC Interim Faculty Placement program (Reverse Brain-Drain scheme). Another such opportunity is under process.

The department also functions as focal point in WTO related activities including organizing and participating at different forums. The resource and environmental economics is another area in which the department is extending its services at local, national and international level through various national and international projects funded by various international agencies like SANDEE etc.

This Self-Assessment Report (SAR) contains eight sections. The first section outlines the program mission and objectives. Section-2 provides information about the curriculum development. Section-3 enlists the laboratories and other relevant information. The section containing the information and advising. The last four sections provide information about student support, process control, faculty characteristics and institutional facilities and support provided by the university.

SECTION-1

CRITERION-1: PROGRAM MISSION, OBJECTIVES AND OUTCOMES

Criterion-1: Programme Mission, Objectives and Outcomes

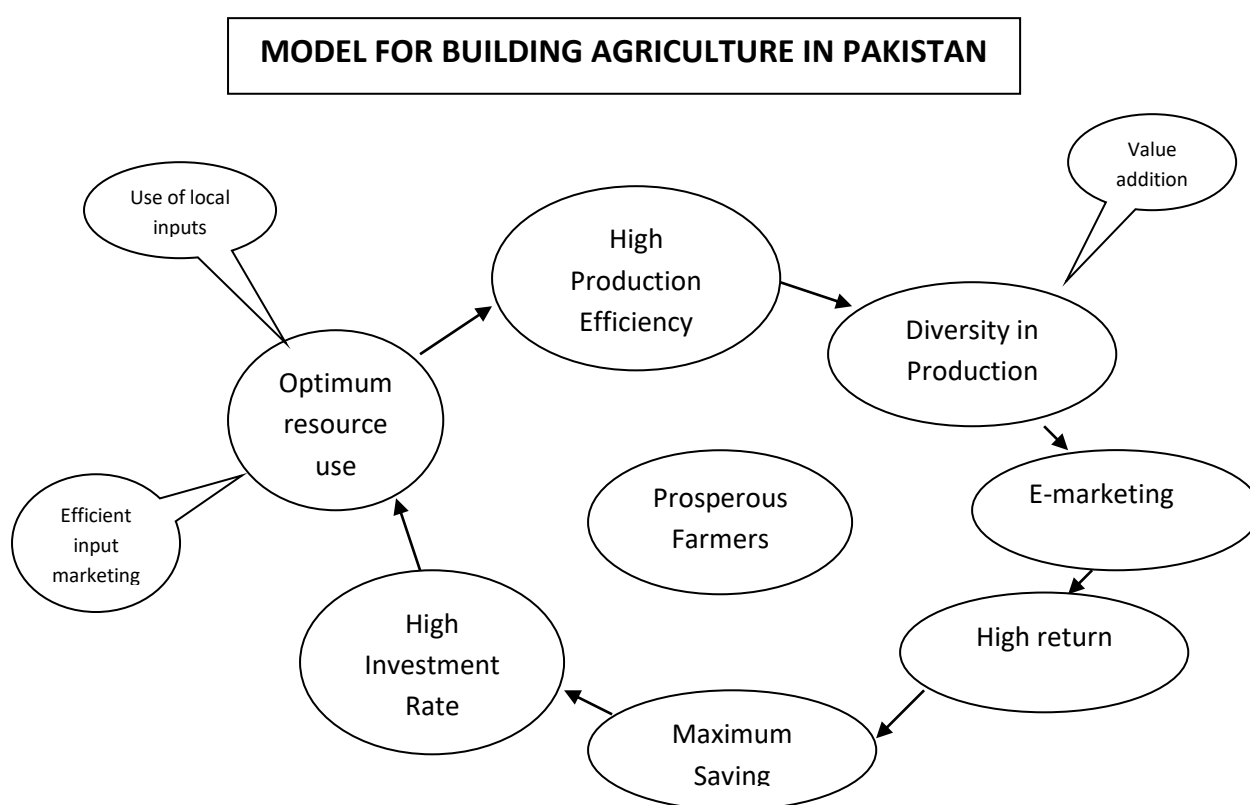
Addressing various issues confronting Pakistan economy through research and production and capacity building of the young generation in the field of economics can support Pakistan in solving its deep rooted economic problems. The mission of Department of Economics & Agricultural Economics is ‘to develop national capacity in confronting basic economic issues, through delivering quality teaching and applied research for cost effective and efficient production systems, natural resource management, national and international economic issues, world trade, for national economic development, reducing disparities and improving prosperity for the nation, sustainable development and create national image as a developed nation. The mission of the department of economics is ‘to develop national capacity in confronting basic economic issues, through delivering quality teaching and applied research for cost effective and efficient production system, natural resource management, national and international economic issues, world trade, for national economic development, reducing disparities and improving prosperity for the nation sustainable development and create national image as a developed nation.

This Self-Assessment has been prepared on the basis of following eight criteria as described in Self-Assessment Manual.

Standard 1-1: The program must have documented measurable objectives that support institution mission statements.

The discipline of Economics & Agricultural Economics is working for building the capacity of the nation in optimization of different resource uses and analytical skills development in various fields of life. Inefficient and uneconomical use of limited resource base of the country is the key area limiting economic development in the country. The

efficient and optimum use can change the faith of the nation through self-sufficiency and food security as well as rapid economic growth in the economy. The development of analytical skills in the form of educating the national youth will help in development of human capital formation which support the nation in future development and also serve the humanity through exporting this human capital to the other nations.



Standard 1-1: Documented measurable objectives

This department is offering both Agricultural Economics and Economics degrees at graduate and post graduate level. In the discipline of Agricultural Economics, the students of BSc (Hons) Agriculture are offered Agricultural Economics subject as a major subject. The MSc and PhD programme in this discipline are also offered regularly. In the discipline of Economics, BS (morning & evening), M.Sc (morning & evening), M Phil and PhD are offered. In this regard the specific objectives of the department for the BS programme are as follows;

1. To create well equipped and learned source in the field of Economics to meet the national and international demand through teaching and research at graduate and post graduate level.
2. To develop an insight into Economics by applying highly advanced analytical techniques for optimization, increasing profitability, socio economic characterization of different communities for urban and rural development of the country and boosting trade both regionally and internationally.
3. To engage the students in applied research based topics in economics of various sectors important for the economy of the country.
4. To strengthen the discipline with integration of knowledge and approach of related fields such as fiscal and monetary policy, agricultural economics, resource economics, development economics and farm management.
5. To produce highly skilled labor for the industry in the field of economics.
6. To anticipate new problems through diagnostic surveys in the field and work for their solution via applied research.

Main elements of strategic plan to achieve mission and objective of the programme

1. Implementation of an effective teaching methodology based on the knowledge, expertise and vision gathered from world reviews, research papers, conferences, innovations, proceedings, new software, symposia etc for the award of degree.
2. Graduate and Post-graduate research including special problems, research reports and dissertation.
3. Publication of review papers, popular articles and scientific papers in well reputed journals, editing of books and manuals etc.
4. Execution of research projects funded by the universities and other agencies.
5. Provocation of linkages with national and international research organizations to solve indigenous problems relating to research.

PROGRAM OBJECTIVES ASSESSMENT

The department monitoring system is focused on the lines:

1. Student-Teacher interface
2. Retort of the students
3. Students view for program/faculty
4. Critical analysis and policy formulation for development of infrastructure

Table: 1 Program Objectives Assessment

S. #	Objective	How Measured	When Measured	Improvement Identified	Improvement made
1	Fabrication of very much skilled manpower in the meadow of Economics	Based on skill developed in the students regarding economic principles and quantitative analytical techniques etc.	It is a regular process as per requisite	Latest econometric original software are not available with the department and students	Skill developed about available data analysis techniques.
2	To convey fundamental and functional research in the field of Economics	Thesis Projects Publications Reports	At the end of the years	Lack of advance trainings in the field of economics	Participation in local trainings
3	Supervision of students in research / internship	Evaluating the attention of students through their opinions and feedback from institutions	During final tests	Students to deliver seminars and prepare reports	Seminar series, presentation sessions and class discussions, were organized for communication proficiency improvement
4	Incorporation of associated fields	Through entry tests, interviews and research, academic lectures series of allied disciplines	at regular intervals	Weak inter departmental linkages and lack of strong integration	Development of awareness and exposure regarding the field and invitation of other discipline in seminars.
5	Meeting industrial demand	Employer interaction, market surveys	Employers surveys		
6	Anticipate the new form of education and areas of research	Through surveillance of crop pests, judging manpower, communication to evaluate farmers opinions	Regular feature	Latest subjects should be incorporated in syllabus, to study the new challenges	Endorsement of new syllabus to incorporate modern techniques

Standard 1-2: The program must have documented outcomes for graduating students. It must be documented that the outcomes support the program objectives and that graduating students are capable of performing these outcomes

Expected Outcomes of the Programme:

1. The students should understand the basic economic theory, in the field of micro and macroeconomics, quantitative analytical techniques in the field of economics.
2. The alumnae should be able to use all kind of statistical and econometric software's for basic data analysis.
3. The graduates should have capacity to conduct problem oriented diagnostic surveys, baseline surveys and discounting techniques to be needed in the field.
4. The graduate students must have capability to take up small scale research on some problem which they come across during their course of study.
5. The students should have basic theoretical and handy knowledge enabling them to scrutinize for higher studies.
6. The alumnae shall be proficient to launch their own enterprise and business using their logical and quantitative skills.
7. The students shall have potential to contribute in national economy and economic development of the country through their research projects.

Relationship between programme outcomes and objectives are given in table 2.

s

Table 2 Programme outcomes and their relationship with the Programme objectives

		Outcomes						
Objectives		1	2	3	4	5	6	7
	1							
	2							
	3							
	4							
	5							
	6							

 = Highly satisfactory  = Moderately satisfactory  = Satisfactory

Standard 1-3: The results of program's assessment and the extent to which they are used to improve the program

Feed Back of Students

Performa 10

Teacher Evaluation

Currently there are four permanent teachers in the department out of which six are involved in the under-graduate teaching classes. The teachers were evaluated by the students at the end of the semester in accordance with Performa-10.

FALL 2017-18

During the spring semester 2017, first BS class completed its degree programs while four permanent faculty members were involved in teaching different courses to them. Each of the teachers was evaluated by the students through Performa-10 for each of the course being taught to them. Overall four permanent faculty members (listed as under) were involved in different undergraduate and post- graduate classes by the students.

1. Dr. Abdul Saboor
2. Ms. Saima Asad
3. Mr. Arshad Mehmood
4. Mr. Bashir Ahmad Khan

Cumulative results of the performa-10 evaluation are being presented in Table 3 given below. The table is showing percentage of the responses for each question asked to the students on aggregate basis.

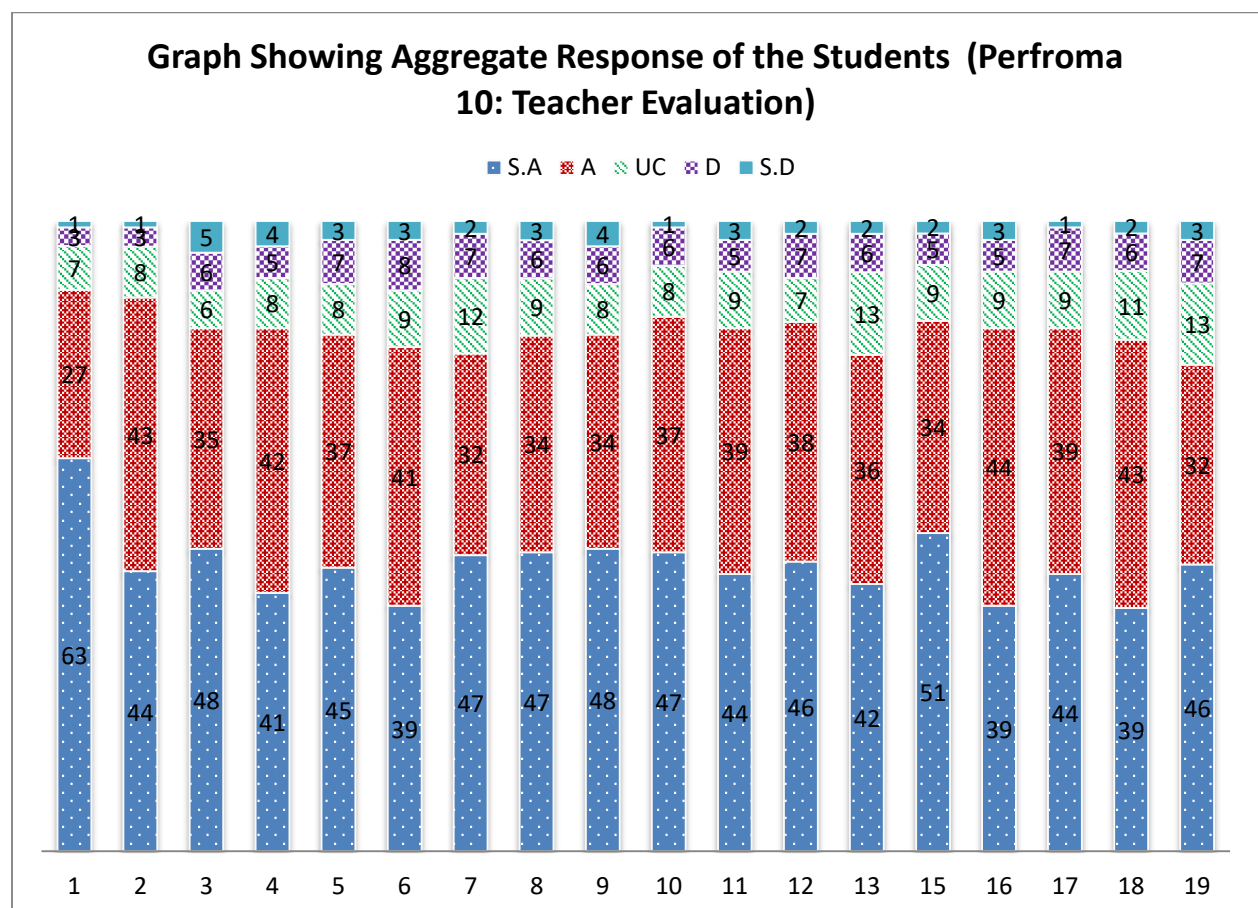
Majority of the students have shown their satisfaction and they graded the teaching / coaching performance as excellent or good. More than 80 percent of the students graded the instructor's preparation for the class as excellent or good as they ranked the questions 1, 2, 3,

4 and 5 as excellent or good. The students were somewhat more concerned regarding the course objectives, timely evaluation of the exams / assignments or quiz by the teacher. They have also shown their concerns regarding the class leaving time of the teachers which needs special attention in the department's routine meetings. The students were also having concerns regarding the content coverage through assignments and exams.

Table 3: Percentage of Response of the Students for Teacher Evaluation (Performa 10) in G Classes during the Semester Fall 2014-15

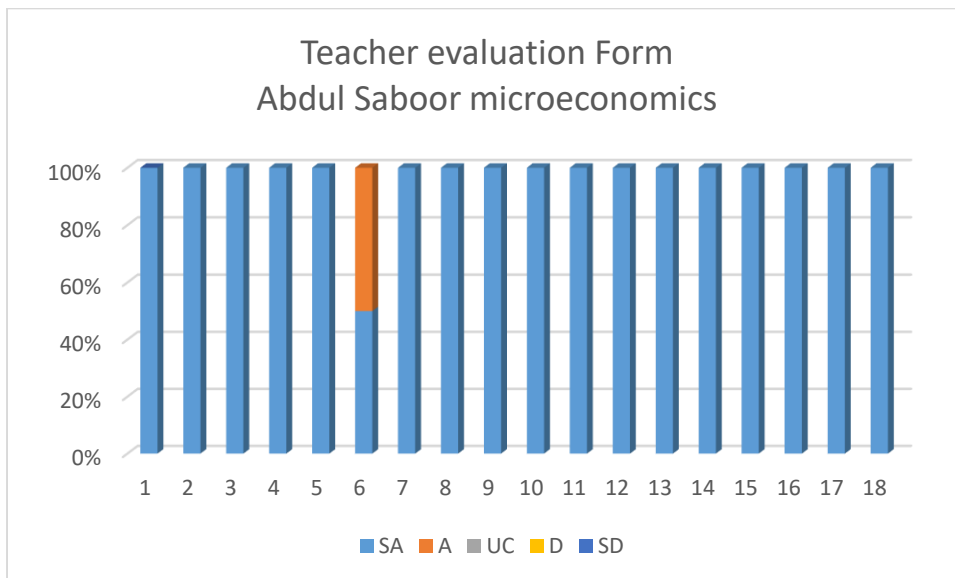
S. No	Instructor	S.A	A	UC	D	S.D
1	The Instructor is prepared for each class	63	27	7	3	1
2	The Instructor demonstrates knowledge of the subject	44	43	8	3	1
3	The Instructor has completed the course	48	35	6	6	5
4	The Instructor provides additional material apart from text	41	42	8	5	4
5	The Instructor gives citations regarding current situations with reference to Pakistani context	45	37	8	7	3
6	The Instructor communicates the subject matter effectively	39	41	9	8	3
7	The Instructor shows respect towards students and encourages class participation.	47	32	12	7	2
8	The Instructor maintains an environment that is conducive to learning.	47	34	9	6	3
9	The Instructor arrives on time	48	34	8	6	4
10	The Instructor leaves on time	47	37	8	6	1
11	The Instructor is fair in examination	44	39	9	5	3
12	The Instructor returns the graded scripts. etc in a reasonable amount of time.	46	38	7	7	2
13	The Instructor was available during the specified office hours and for after class consultations.	42	36	13	6	2
15	The subject matter presented in the course has increased your knowledge	51	34	9	5	2
16	The syllabus clearly states course objectives requirements and grading	39	44	9	5	3
17	The course integrates theoretical course concepts with real-word applications.	44	39	9	7	1
18	The assignments and exams covered the materials presented in the course.	39	43	11	6	2
19	The course material is modern and updated	46	32	13	7	3

Majority of the students have shown their satisfaction and they agree with the statements of the perfroma indicating their level of satisfaction. More than 60 percent of the students were “Strongly agree” with the instructor’s class room performance as they agreed to the statement that he got prepared for each of the class. But the post graduate students were having more concerns regarding the citation of the events regarding the Pakistan and the clear identification of the course objectives and grading criteria. They were also having concerns regarding the content coverage through assignments and exams. Graphical presentation of the few of the important parameters is provided as under:



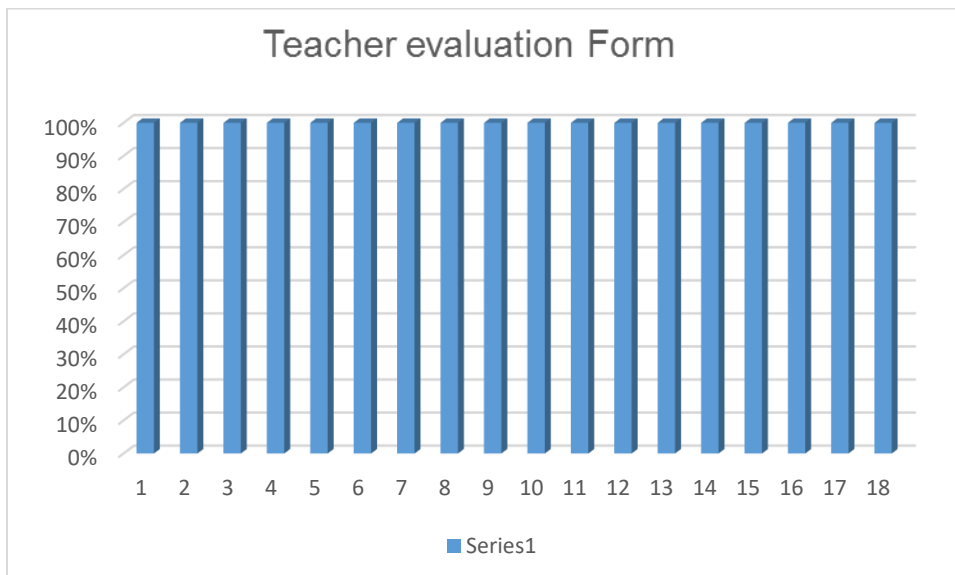
Individual Teacher Evaluation

1. Dr. Abdul Saboor



The results here shows maximum opinion of more than 60 percent student pool have shown their agreement with the statement in the Performa that the instructor appears after full preparations in the class and introduces new ideas and techniques in rational evaluations during his teachings and efforts more on practical assignments related to lecture wise contents.

3. Ms. Saima Asad



The results here shows maximum opinion of more than 60-70 percent student pool have shown their agreement with the statement in the Performa that the instructor appears after full preparations in the class and introduces new ideas and techniques in rational evaluations during her teachings and efforts more on practical assignments related to lecture wise UCcontents.

Performa-1**COURSE EVALUATION**

A total of seventeen courses were evaluated for the Fall semester 2017-18 which were being taught by the permanent faculty members to both undergraduate and post graduate students. The analyses of the data separately for the undergraduate and postgraduate classes are as under:

Graduate and Post-Graduate Classes

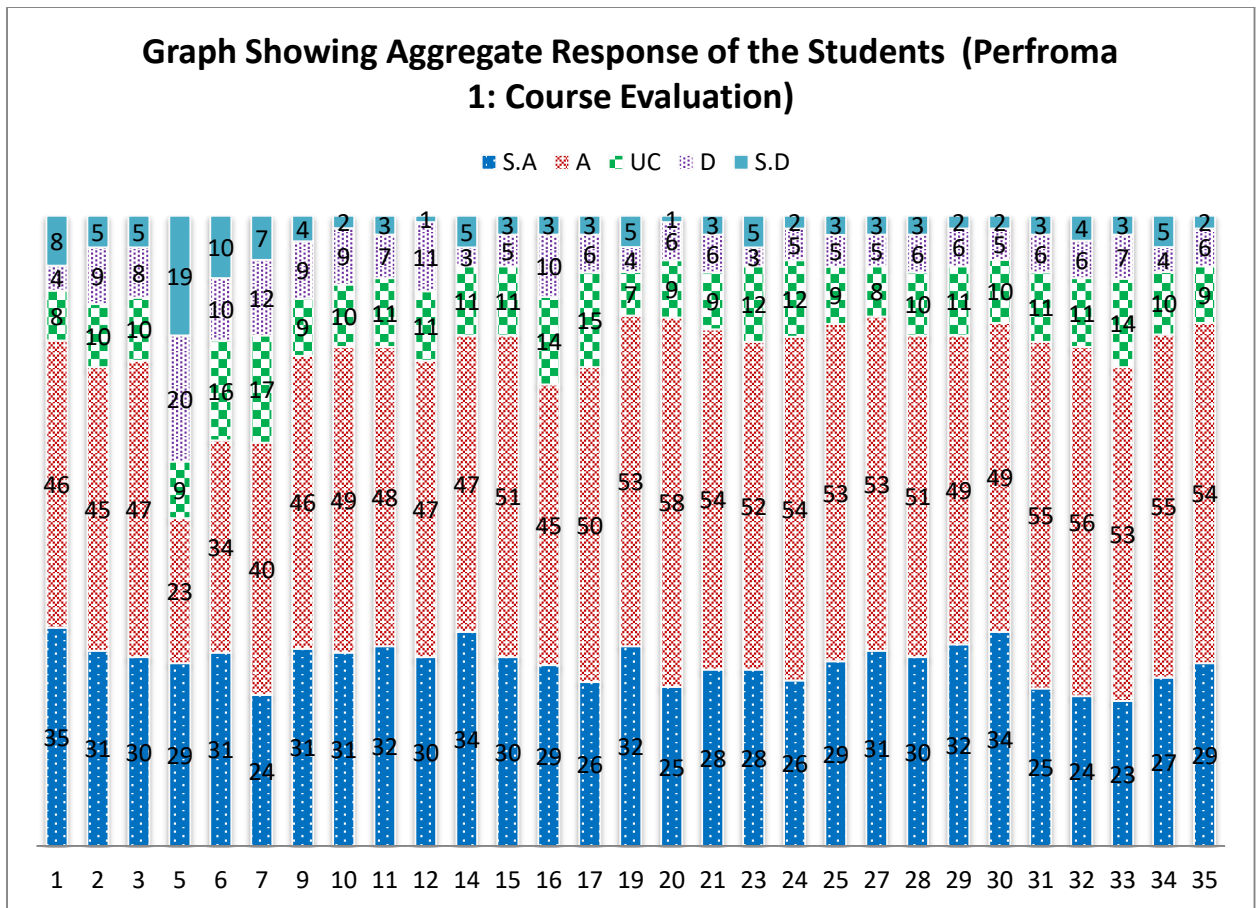
Students recorded their responses through Perfroma-1. The responses of the students were carefully aggregated and presented in the Table 6 given below. Again majority of the graduate and post-graduate students were satisfied with their courses and the way the instructors have imparted knowledge upon them.

Table 4: Percentage of Response of the Students for Course Evaluation (Performa 1) in Postgraduate Classes during the Fall Semester 2014-15

S. No		S.A	A	UC	D	S.D
1	The course objectives were clear	35	46	8	4	8
2	The course workload was manageable	31	45	10	9	5
3	The course was well organized (e.g. timely access to materials, etc.)	30	47	10	8	5
5	Approximate level of your own attendance during the whole course.	29	23	9	20	19
6	I participated actively in the course	31	34	16	10	10
7	I think I have made progress in this course	24	40	17	12	7
9	I think the course was well constructed to achieve the learning outcomes	31	46	9	9	4
10	The learning and teaching methods encouraged participation.	31	49	10	9	2
11	The overall environment in the class was conducive to learning.	32	48	11	7	3
12	Classrooms were satisfactory	30	47	11	11	1
14	Learning materials (lesson plans, course notes etc.) were relevant and useful.	34	47	11	3	5

15	Recommended reading books etc. were relevant and appropriate.	30	51	11	5	3
16	The provision of learning resources in the library was adequate and appropriate.	29	45	14	10	3
17	The provision of learning resources on the web was adequate and appropriate.	26	50	15	6	3
19	The course stimulated by interest and thought on the subject area.	32	53	7	4	5
20	The pace of the course was appropriate	25	58	9	6	1
21	Ideas and concepts were presented clearly	28	54	9	6	3
23	The method of assessment were reasonable	28	52	12	3	5
24	Feedback on assessment was timely	26	54	12	5	2
25	Feedback on assessment was helpful	29	53	9	5	3
27	I understood the lectures	31	53	8	5	3
28	The material was well organized and presented	30	51	10	6	3
29	The instructor was responsive to student needs and problems	32	49	11	6	2
30	Had the instructor been regular throughout the course?	34	49	10	5	2
31	The material in the tutorials was useful	25	55	11	6	3
32	I was happy with the amount of work needed for tutorials	24	56	11	6	4
33	The tutor dealt effectively with my problems	23	53	14	7	3
34	The materials in practical was useful	27	55	10	4	5
35	The demonstrators dealt effectively with my problems.	29	54	9	6	2

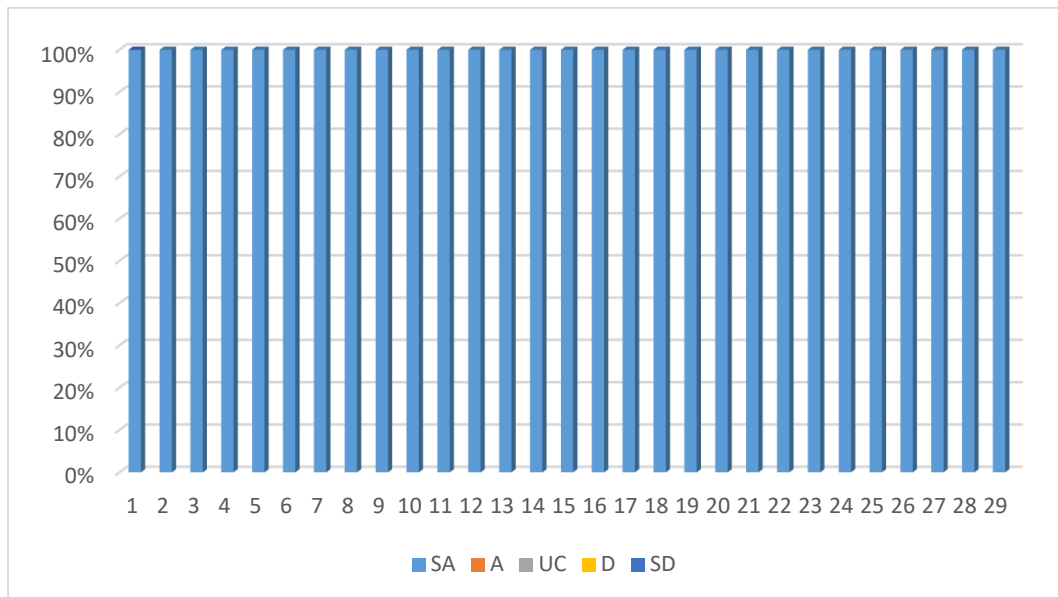
Aggregate response of the students on the Perfroma-1 is presented below in form of a staked bar graph and pie graphs:



Individual graphs showing reponse of the students on individual questions are given below:

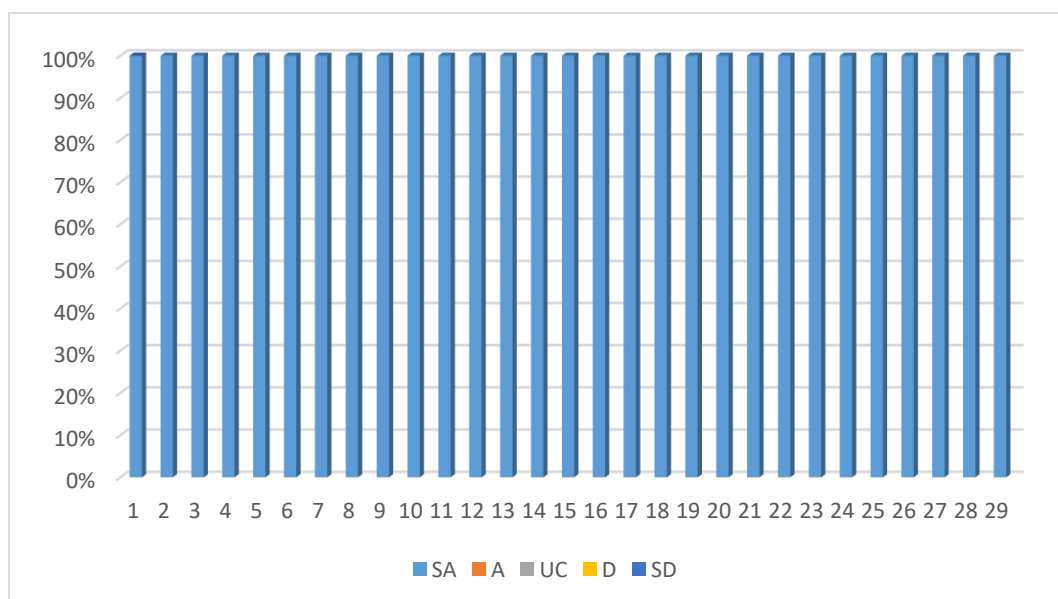
Individual Course Evaluation

1. Dr. Abdul Saboor



The results here shows maximum opinion of more than 60-65 percent student pool have shown their agreement with the statement in the Performa that the instructor appears after full preparations in the class and introduces new ideas and techniques in rational evaluations during his teachings and efforts more on practical assignments related to lecture wise contents.

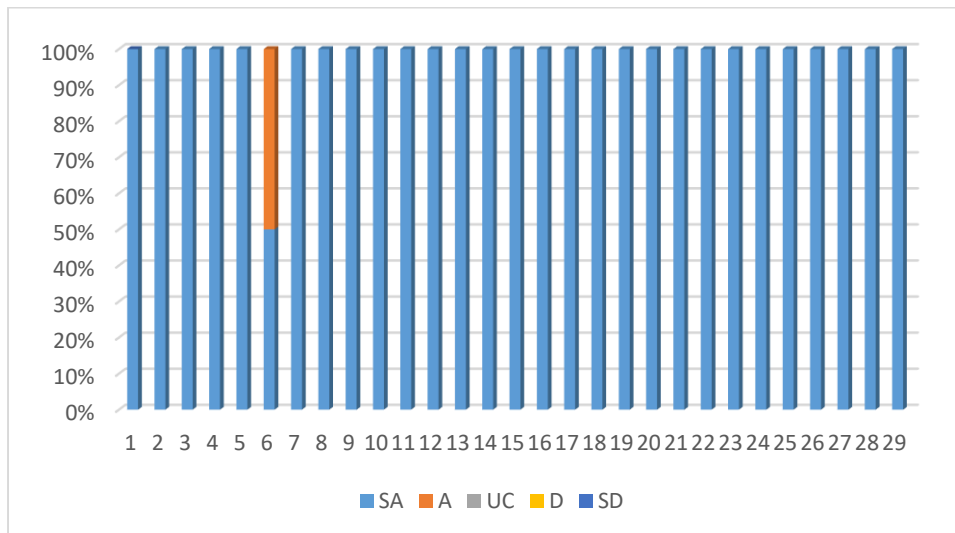
2. Mr. Arshad Mehmood



The results here shows a mixed blend with maximum opinion of almost 75 percent student pool have shown their agreement with the statement in the Performa that the instructor

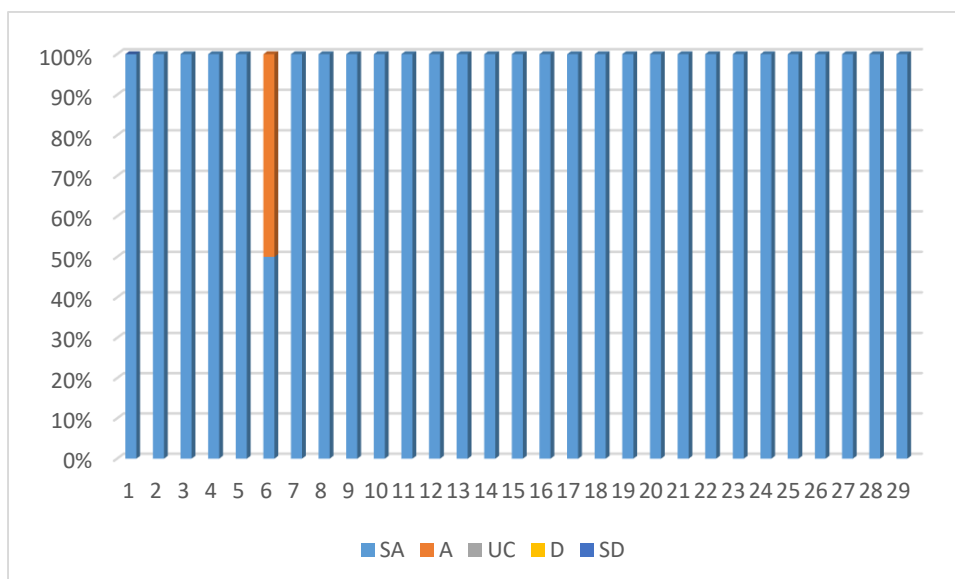
appears after full groundings in the class and introduces new ideas and techniques in empirical evaluations during his teachings and focuses more on assignments and literature reviews along with the contents.

3. Saima Asad



The results here shows maximum opinion of more than 95 percent student pool have shown their agreement with the statement in the Performa that the instructor appears after full preparations in the class and introduces new ideas and techniques in rational evaluations during her teachings and efforts more on practical assignments related to lecture wise contents.

4. Mr. Bashir Ahmad Khan



Fallouts had shown that 85-90 percent students had given their opinion in courtesy off the instructor that he appears with full arrangements in the class and in time, along with respect

towards the students and their questions, at the same time suggestion also comes for the need to improve the contents and the material along with the methodology, evaluation techniques.

SPRING SEMESTER 2018

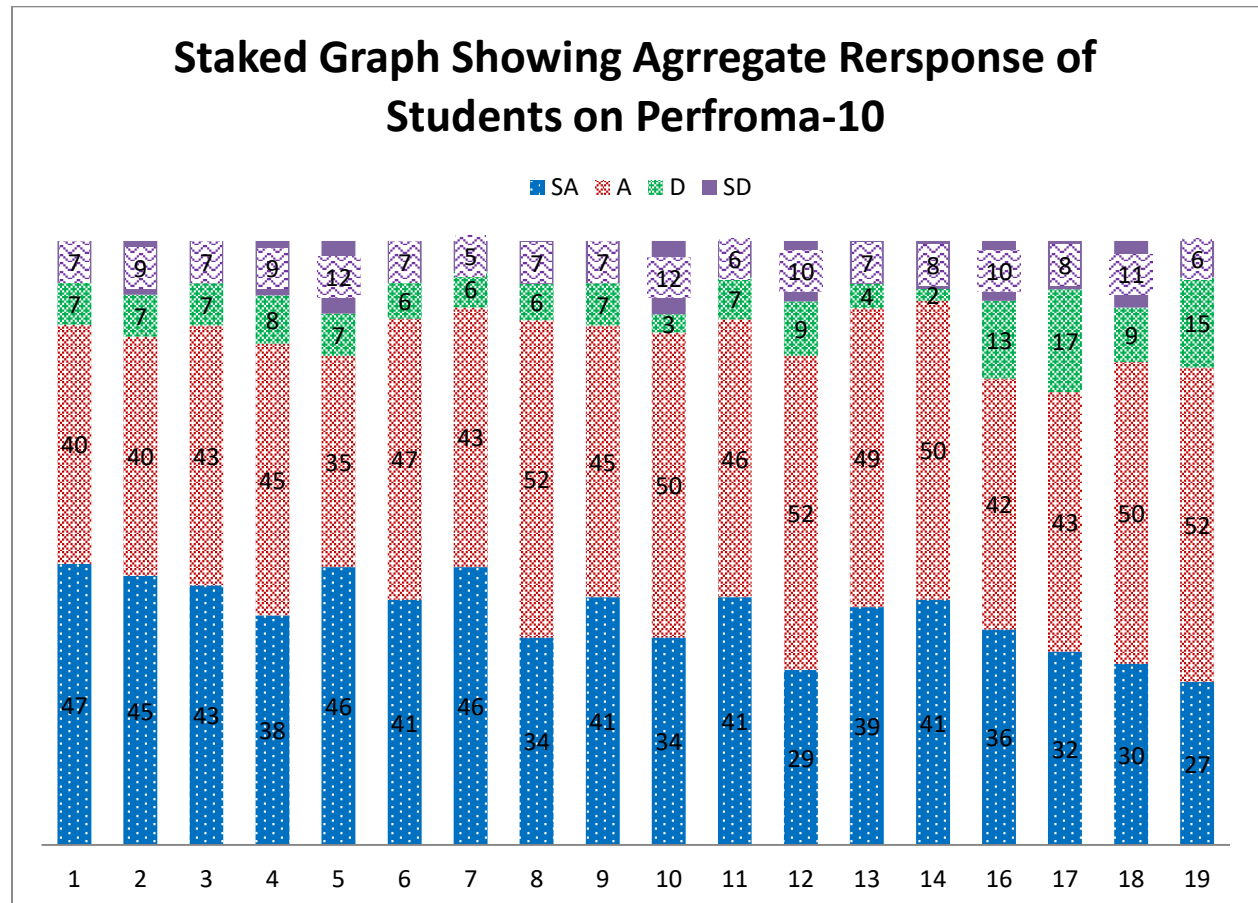
Table5: Percentage of Response of the Students for Teacher Evaluation (Performa 10) in Undergraduate Classes during the Semester Spring 2018

Instructor	SA	A	D	SD
The Instructor is prepared for each class	47	40	7	7
The Instructor demonstrates knowledge of the subject	45	40	7	9
The Instructor has completed the whole course	43	43	7	7
The Instructor provides additional material apart from text	38	45	8	9
The Instructor gives citations regarding current situations with reference to Pakistani context	46	35	7	12
The Instructor communicates the subject matter effectively	41	47	6	7
The Instructor shows respect towards students and encourages class participation.	46	43	6	5
The Instructor maintains an environment that is conducive to learning.	34	52	6	7
The Instructor arrives on time	41	45	7	7
The Instructor leaves on time	34	50	3	12
The Instructor is fair in examination	41	46	7	6
The Instructor returns the graded scripts. etc in a reasonable amount of time.	29	52	9	10
The Instructor was available during the specified office hours and for after class consultations.	39	49	4	7
The subject matter presented in the course has increased your knowledge of the subject.	41	50	2	8
The syllabus clearly states course objectives requirements procedures and grading criteria.	36	42	13	10
The course integrates theoretical course concepts with real-word applications.	32	43	17	8
The assignments and exams covered the materials presented in the course.	30	50	9	11
The course material is modern and updated	27	52	15	6

Majority of the students have shown their satisfaction and they agree with the statements of the performa indicating their level of satisfaction. More than 60 percent of the students were “Strongly agree” with the instructor’s class room performance as they agreed to the statement that he got prepared for each of the class. But the under graduate students were having more

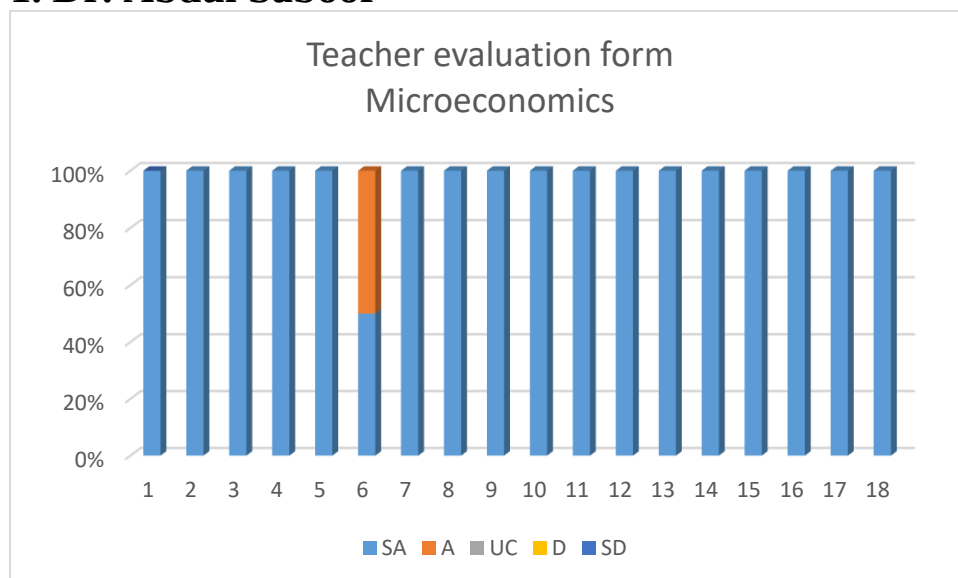
concerns regarding the citation of the events regarding the Pakistan and the clear identification of the course objectives and grading criteria. They were also having concerns regarding the content coverage through assignments and exams.

Graphical presentation of the few of the important parameters is provided as under:



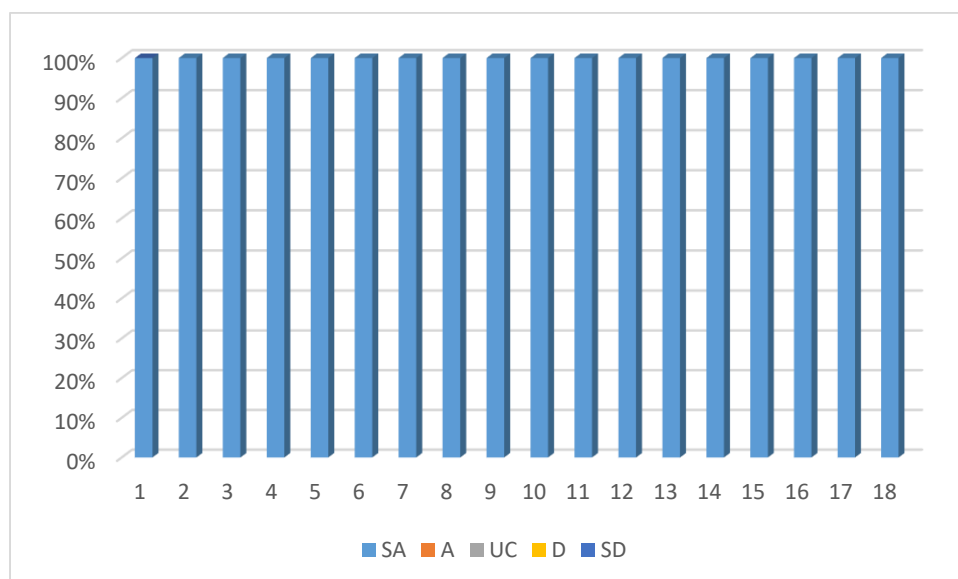
Individual Course Evaluation During Spring 2015

1. Dr. Abdul Saboor



The results here shows maximum opinion of more than 75 percent student pool have shown their agreement with the statement in the Performa that the instructor appears after full preparations in the class and introduces new ideas and techniques in rational evaluations during his teachings and efforts more on practical assignments related to lecture wise contents.

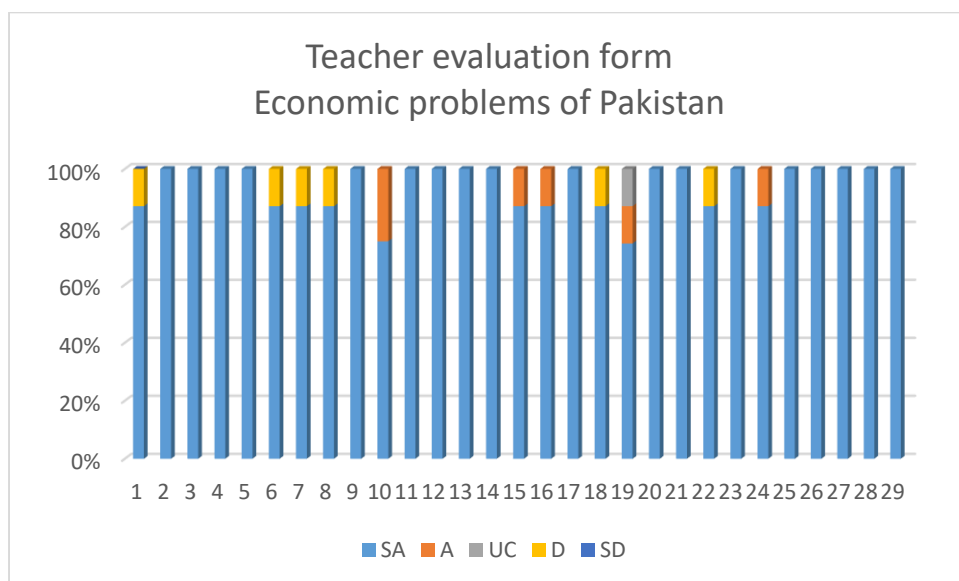
2. Ms. Saima Asad



Results appeared shows that almost 100 percent students were off the view that the course objectives were clear and as per global desires, contents were followed and along with the latest literature and subject requirements. Students also gave the same response for the evaluation and assessment methodology, assignments given were as per market requirements

and gave complete understanding and learning of the course practically. On the whole the opinion about the instructor was positive and appreciable.

3. Mr. Arshad Mehmood



Results have shown that students were in full confidence what they have learned and what teacher had delivered. Course contents, objectives, methodology along with the material other than the reference book were very much relevant towards their understandings, and the evaluation techniques were appreciated and up to standard. The results here shows maximum opinion of more than 70 percent student pool have shown their agreement with the statement in the Performa that the instructor appears after full preparations in the class and introduces new ideas and techniques in rational evaluations during her teachings and efforts more on practical assignments related to lecture wise contents.

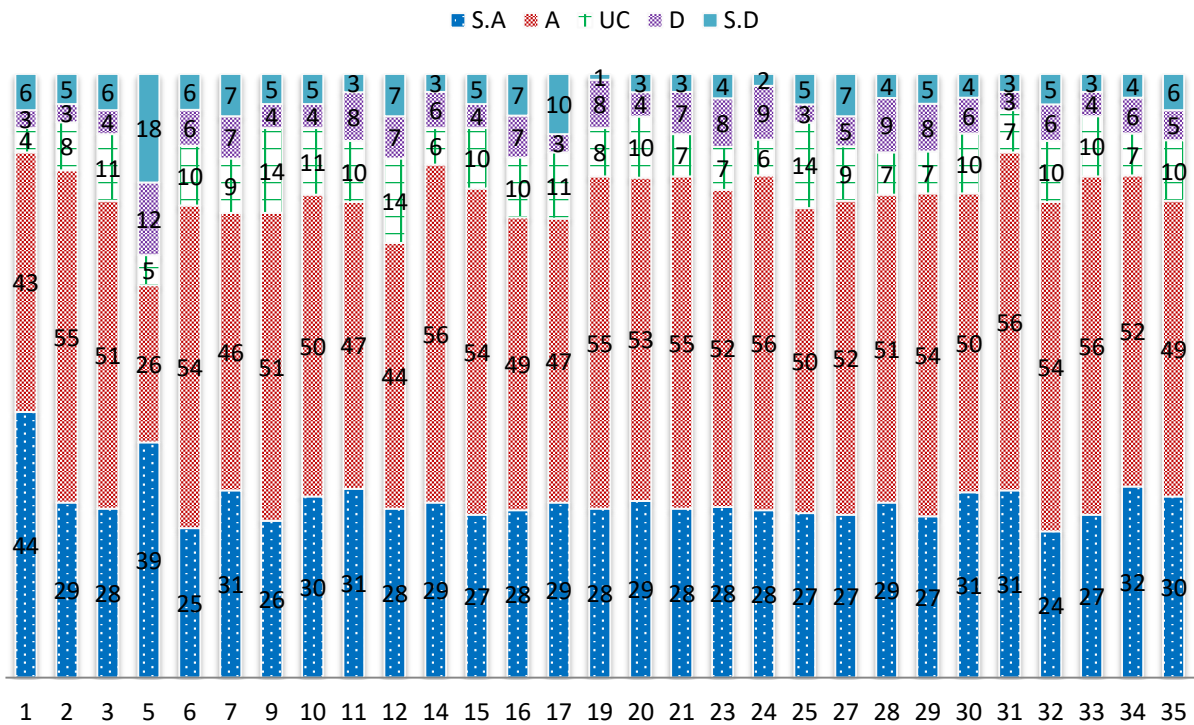
Table 6: Percentages of Undergraduate Students for Student Evaluation during Spring 2018(Performa 1)

S. No		S.A	A	UC	D	S.D
1	The course objectives were clear	44	43	4	3	6
2	The course workload was manageable	29	55	8	3	5
3	The course was well organized (e.g.timely access to materials, notification of changes, etc.)	28	51	11	4	6
5	Approximate level of your own attendance during the whole course.	39	26	5	12	18
6	I participated actively in the course	25	54	10	6	6
7	I think I have made progress in this course	31	46	9	7	7
9	I think the course was well constructed to achieve the learning outcomes (there was a good balance of lecture, tutorials, practical etc.)	26	51	14	4	5
10	The learning and teaching methods encouraged participation.	30	50	11	4	5
11	The overall environment in the class was conducive to learning.	31	47	10	8	3

12	Classrooms were satisfactory	28	44	14	7	7
14	Learning materials (lesson plans, course notes etc.) were relevant and useful.	29	56	6	6	3
15	Recommended reading books etc. were relevant and appropriate.	27	54	10	4	5
16	The provision of learning resources in the library was adequate and appropriate.	28	49	10	7	7
17	The provision of learning resources on the web was adequate and appropriate. (if relevant)	29	47	11	3	10
19	The course stimulated by interest and thought on the subject area.	28	55	8	8	1
20	The pace of the course was appropriate	29	53	10	4	3
21	Ideas and concepts were presented clearly	28	55	7	7	3
23	The method of assessment were reasonable	28	52	7	8	4
24	Feedback on assessment was timely	28	56	6	9	2
25	Feedback on assessment was helpful	27	50	14	3	5
27	I understood the lectures	27	52	9	5	7
28	The material was well organized and presented	29	51	7	9	4
29	The instructor was responsive to student needs and problems	27	54	7	8	5
30	Had the instructor been regular throughout the course?	31	50	10	6	4
31	The material in the tutorials was useful	31	56	7	3	3
32	I was happy with the amount of work needed for tutorials	24	54	10	6	5
33	The tutor dealt effectively with my problems	27	56	10	4	3
34	The material in the practical was useful	32	52	7	6	4
35	The demonstrators dealt effectively with my problems.	30	49	10	5	6

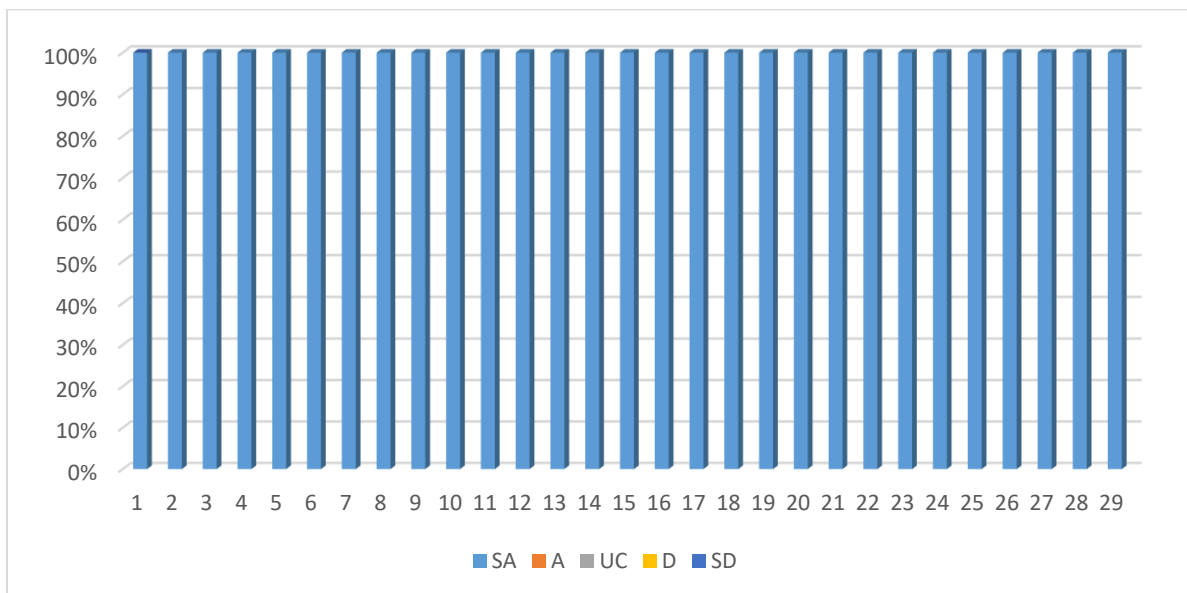
Above Table shows the response of students of BS (Economics) students of the department over performa-1. Majority of the students have shown their satisfaction and have evaluated the course in first two categories in which they shown their satisfaction over the course duration, organization, management and effectiveness. However, few of the students were not satisfied with their attendance in the class.

Staked Graph Showing Aggregate of Students Response on Performa 1



Evaluation of Individual Course Graphs

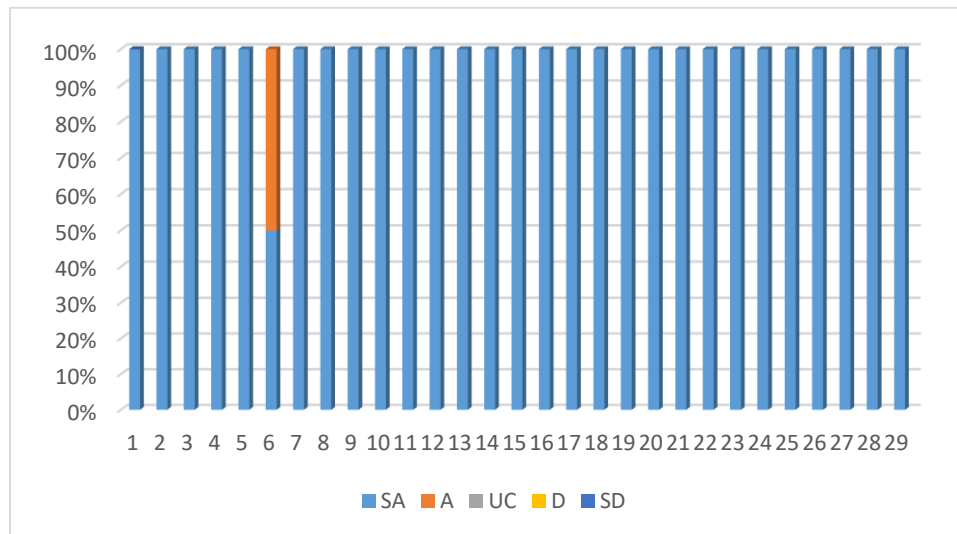
EVALUATION OF MR. ARSHAD MEHMOOD



The results here shows maximum opinion of more than 70 percent student pool have shown their agreement with the statement in the Performa that the instructor appears after full preparations in the class and introduces new ideas and techniques in rational evaluations

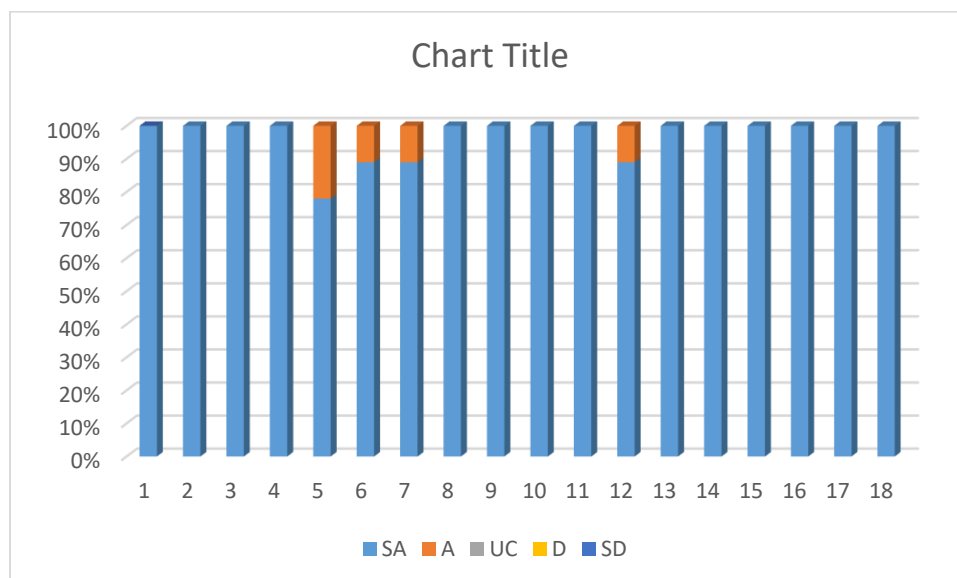
during her teachings and efforts more on practical assignments related to lecture wise contents.

EVALUATION OF MS. SAIMA ASAD



The results here shows that almost 60 percent student group have shown their willingness to the statement in the Performa that the instructor appears after full groundings in the class and introduces new ideas and techniques in empirical evaluations during his teachings and focuses more on assignments and literature reviews along with the contents.

MR. BASHIR AHMAD KHAN



Fallouts had shown that 80-85 percent students had given their opinion in courtesy off the instructor that he appears with full arrangements in the class and in time, along with respect towards the students and their questions, at the same time suggestion also comes for the need to improve the contents and the material along with the methodology, evaluation techniques

Standard 1-3: The results of program's assessment and the extent to which they are used to improve the program must be documented.

Program assessment results were standardized and used to improve the bottlenecks in the teachers as well as students' performance. Teachers and students were counseled for improvement in their performance where ever reflected in the assessment criteria.

Standard 1-4: The department must assess its overall performanceperiodically using quantifiable measures.

•

Table-3: QUANTITATIVE ASSESSMENT OF THE DEPARTMENT (Last three years)

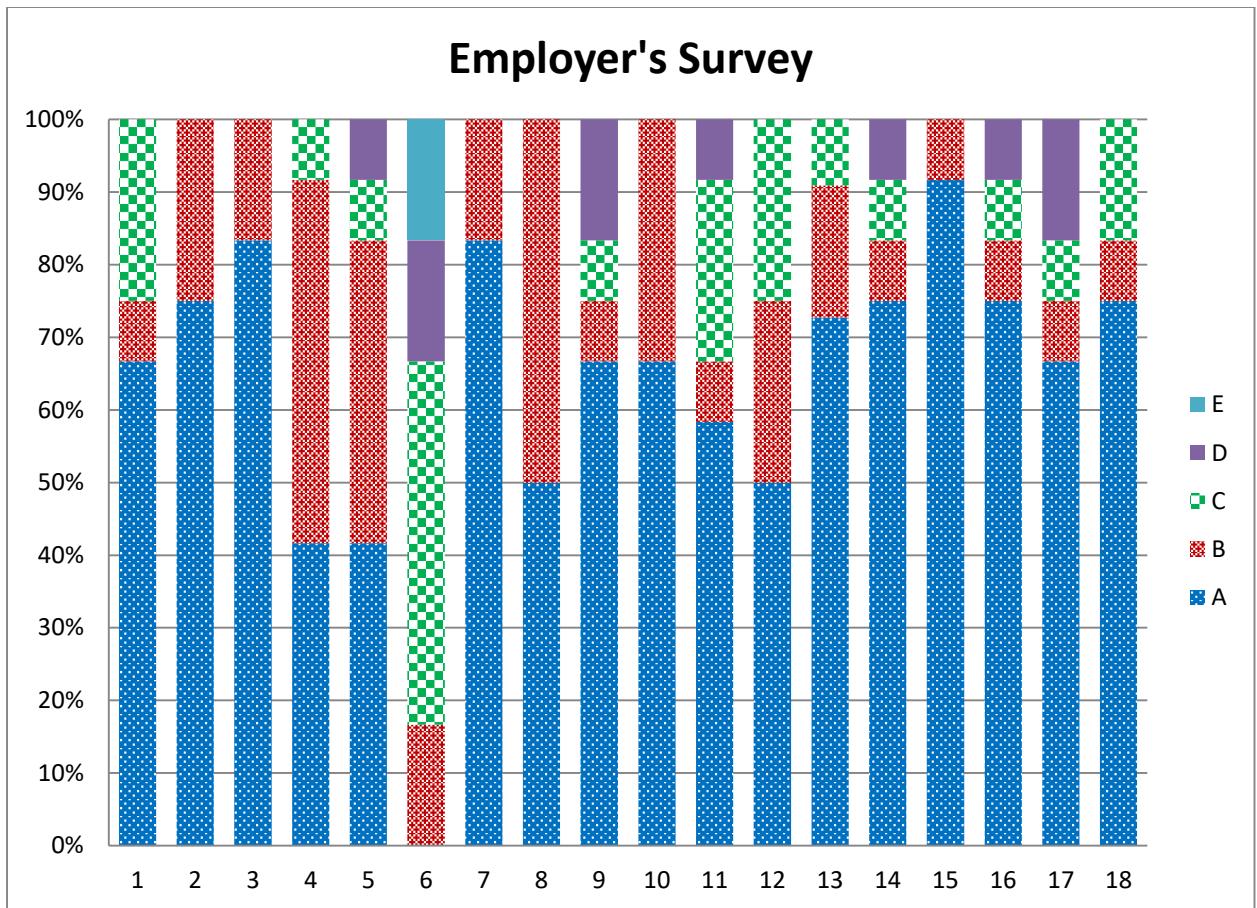
S. No.	Particulars	No.	Remarks
1	BS degree awarded	185	Every year 80 students get enrolled in morning and evening programme and just after completion of their degree, join different institutes for higher degree while other got employment in various fields. Few are part of the faculty of same university.
2	Students: Faculty (ratio)	20:1	This faculty ratio includes National Professors of HEC also. The ratio needs to be improved since department has to invite many visiting faculty members to share the course load.
3	Technical: non-technical (ratio)	4:1	
4	Research activities at departmental level	3	Three students have adopted thesis as an option in their final semester .i.e 4 th semester of the M.sc degree.
5	Seminars	250	At departmental level have been delivered by eminent scholars arranged by the chair and students them self-deliver seminar on regular basis their throughout their degree in various subjects to learn the art of presentation off their achievements.
	Average grade point	3	

EMPLOYER'S SURVEY

The purpose of this survey is to obtain employers input on the quality of education Department of Eco. & Agri. Eco. is providing and to assess the quality of the academic program. The survey is with regard to University of graduates employed at different organization. A total of 17 employers gave the data. According to 8 employers, the students have excellent knowledge of science, 9 employers agreed that candidates have excellent power of problem formulation and solving skills, and have great ability of oral communication and are reliable and ethically sound. Employers showed a severe concern about computer skills of the candidates.

Knowledge	A	B	C	D	E
1. Science	4	1	3	0	0
2. Problem formulation and solving skills	6	3	0	0	0
3. Collecting and analyzing appropriate data	10	2	0	0	0
4. Ability to link theory to Practice	5	6	1	0	0
5. Ability to design a system component or process	5	5	1	1	0
6. Computer knowledge.	0	2	6	2	2
Communication Skills					
1. Oral communication	10	2	0	0	0
2. Report writing	6	6	0	0	0
3. Presentation skills	8	1	1	2	0
Interpersonal Skills					
1. Ability to work in teams	8	4	0	0	0
2. Leadership	7	1	3	1	0
3. Independent thinking	2	1	1	0	0
4. Motivation	8	2	1	0	0
5. Reliability	9	1	1	1	0
6. Appreciation of ethical values	11	1	0	0	0
Work skills					
1. Time management skills	9	1	1	1	0
2. Judgment	8	1	1	2	0
3. Discipline	9	1	2	0	0

Staked Bar graph of the employer's response is given below. Each bar in this graph is showing the percentage response of the employers for different dimensions of the employer's survey.

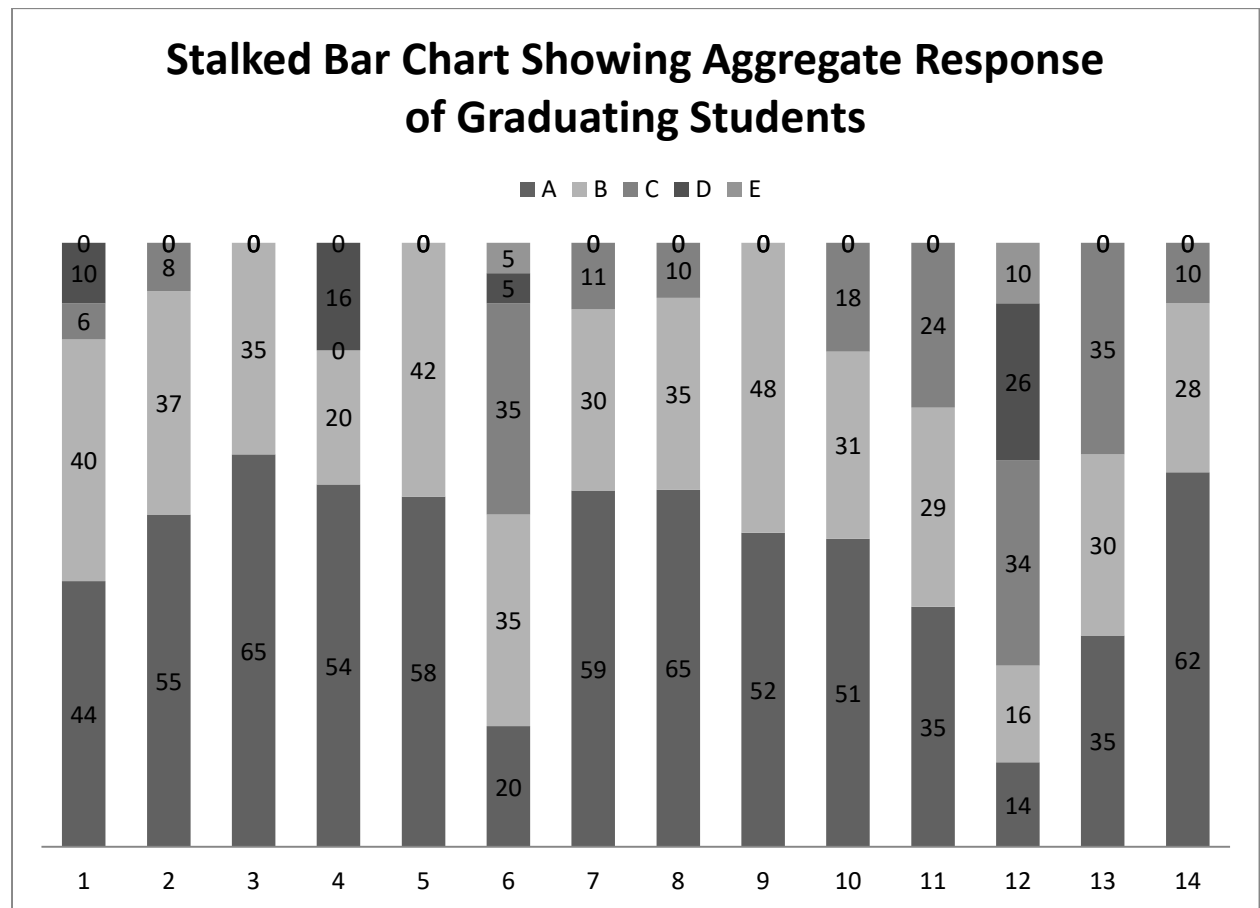


Proforma 3: SURVEY OF GRADUATING STUDENTS

This year more than 60 students got BS degrees in Economics. Graduating students were surveyed to get data about the effectiveness of the program. According to survey more than 50 percent students were very satisfied with the development of analytical skills and problem solving skills while more than 50 percent students were satisfied with the effectiveness of the program for enhancing working abilities, independent thinking and planning abilities. Similarly, most of the students (65 percent) are satisfied with program administration. 20 percent students are satisfied with the development of analytical and problem solving skills by program. According to 40 percent graduating students the program is less effective in developing independent thinking, written communication skills and planning abilities. The objectives of the program have been achieved upto a certain extent according to most (upto 90 percent) of the students. The students are highly satisfied that the contents of curriculum are advanced and meet program objectives, faculty was able to meet the program objectives and the environment was conducive for learning. Many students showed their concerns regarding the infrastructure available in the department as (70 percent) of the students showed their dissatisfaction over it.

S.No		A	B	C	D	E
1	The work in program is too heavy and induces a lot of pressure	44	40	6	10	0
2	The program is effective in enhancing team working abilities	55	37	8	0	0
3	The program administration is effective in supporting learning	65	35	0	0	0
4	The program is effective in developing analytical and problem solving skill	55	20	0	25	0
5	The program in developing independent thinking	58	42	0	0	0
6	The program is effective in developing written communication skills	20	35	35	5	5
7	The program is effective in developing planning ability	59	30	11	0	0
8.	The objectives of the program have been fully achieved.	65	35	10	0	0
9	Whether curriculum contents are advanced and meet program objectives	52	48	0	0	0
10	Faculty was able to meet the program objectives	51	31	18	0	0
11	Environment was conducive for learning	35	29	24	0	0
12	Whether the infrastructure of the department was good	14	16	34	26	10
13	Whether program was comprised of Co and extra-curricular activities	35	30	35	0	0
14	Whether scholarship/grants were available to students	62	28	10	0	0

Shadowed bar graph showing aggregate response on 100 percent bar is given below:



Performa No. 5: Results of Faculty Survey

According to the data faculty members are satisfied with various aspects of their job such as clarity about promotion followed by mentoring and administrative support, job security, support from the department etc. but, they are slightly satisfied with the mentor available to them and progress through ranks. The worst aspect is the amount of time teachers find to interact with their families. This is basically due to the shortage of teachers.

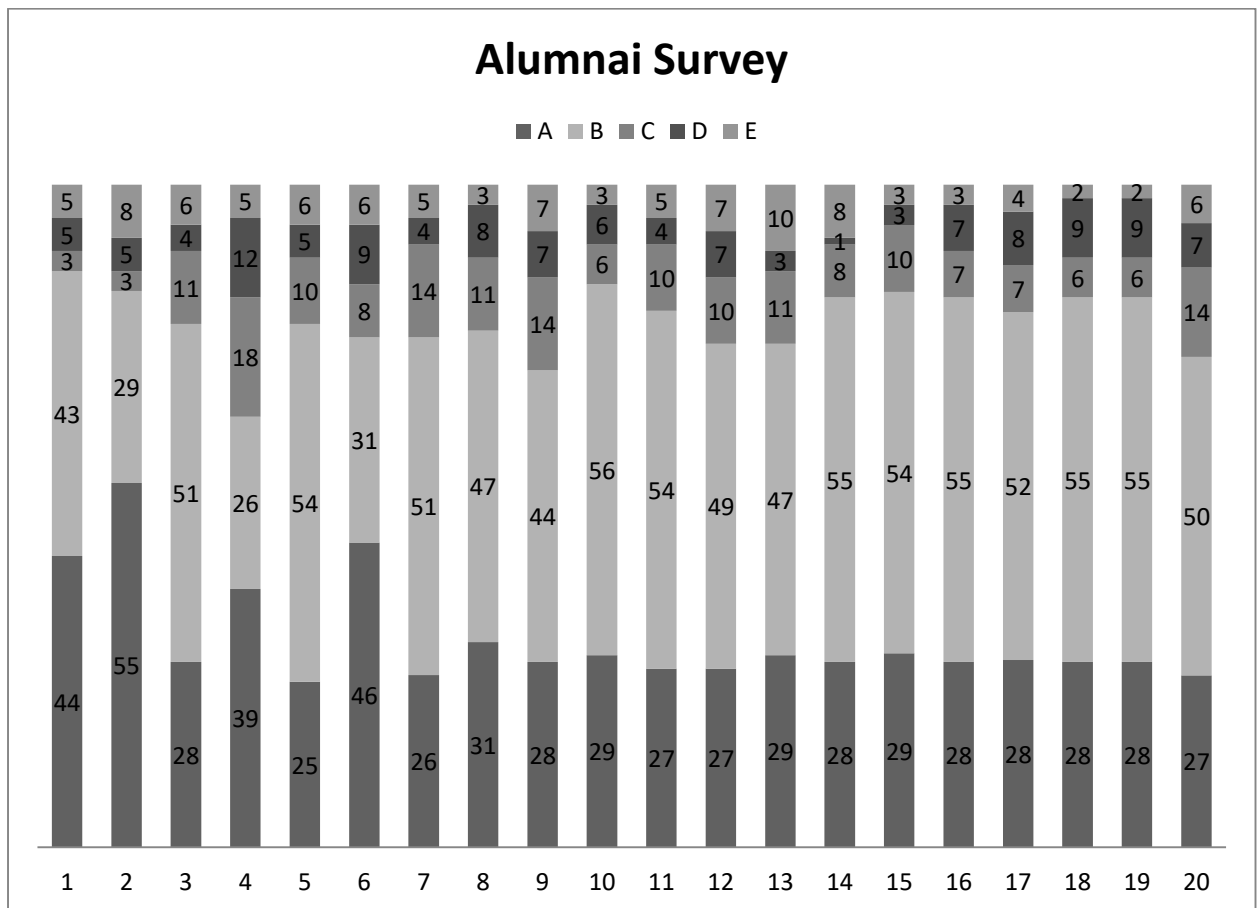
S.No	Option	A	B	C	D	E
1	Your mix of research ,teaching and community services	64	0	36	0	0
2	The intellectual stimulation of your work	36	0	64	0	0
3	Type of teaching research you currently do	12	36	52	0	0
4	Your interaction with the students	36	64	0	0	0
5	Cooperation you receive from colleagues	36	64	0	0	0
6	The mentoring available to you	36	0	64	0	0
7	Administrative support from the department	48	0	52	0	0
8.	Providing clarity about the faculty promotion process	0	12	64	24	0
9	Your prospects for advancements and progress through ranks	0	0	36	64	0
10	Salary and compensation package	0	12	64	0	24
11	Job security and stability at the department	0	36	0	64	0
12	Amount of time you have for yourself and family	0	0	0	64	36
13	The overall climate at the department	36	64	0	0	0
14	Whether the department is utilizing your experience and knowledge	0	64	36	0	0

Proforma 7: ALUMNI SURVEY

Feedback of students graduated during 2015 and 2016 was acquired through Proforma-7. Majority of the Alumni have rated the knowledge imparted by the department and career opportunities as excellent. Communication skills, interpersonal skills and management/ leadership skills have also been rated high, a mix of excellent & very good. Results of the survey are presented below:

S.No		A	B	C	D	E
I	Knowledge					
1	Math's, Science, Humanities and Professional discipline(if applicable)	44	43	3	5	5
2	Problem formulation and solving skills	55	29	3	5	8
3	Collecting and analyzing appropriate data	28	51	11	4	6
4	Ability to link theory to practice	39	26	18	12	5
5	Ability to design a system component or process	25	54	10	5	6
6	IT knowledge	46	31	8	9	6
II	Communication Skills					
1	Oral communication	26	51	14	4	5
2	Report writing	31	47	11	8	3
3	Presentation skills	28	44	14	7	7
III	Interpersonal skills					
1	Ability to work in teams	29	56	6	6	3
2	Ability to work in arduous/challenging situation	27	54	10	4	5
3	Independent thinking	27	49	10	7	7
4	Appreciation of ethical values	29	47	11	3	10
IV	Management /Leadership skills					
1	Resources and time management skills	28	55	8	1	8
2	Judgments	29	54	10	3	3
3	Discipline	28	55	7	7	3
VII	Department Status					
1	Infrastructure	28	52	7	8	4
2	Faculty	28	55	6	9	2
3	Repute at national level	28	55	6	9	2
4	Repute at international level	27	50	14	7	6

Bar Graph is given below:



SECTION-2

Degree Title: BS (Economics)

Intent: All the courses for degree program were developed by a committee constituted by the Higher Education Commission, Pakistan. The committee consists of experts and learned professors, subject-matter specialists from other universities and research organization from Pakistan. When and if needed, curriculum for the Department of Economics & Agricultural Economics is revised/updated through different bodies. At department level, Board of Studies, which comprised of senior faculty members and experts from other Economics related institutions like PARC, PIDE etc, is responsible for updating the curriculum. This body is authorised to formulate syllabus and course content. The chairman of the Department is the convener of this body. The courses are then sent to the Board of Faculty for approval. The Dean of the Faculty, who is also the Convener, conducts meeting. As per university rules courses after the approval from the Faculty Board, are placed before the University Academic Council for their approval.

Definition of Credit Hour:

A student must complete a definite number of credit hours. One credit hour is one theory lecture or two hours' laboratory (practical / week). One credit hour carries 20 marks. The semester is of 18 weeks.

Degree Plan:

Presently 2 BS degree programs are organized by the department.

BS (Economics):

A minimum of 4 years / eight semesters duration program after twelve year education is the degree duration.

Pre-requisites

A candidate seeking admission to the course must have passed the intermediate with at least 45 percent marks. Merit for graduate program is determined on the basis of the performance in the last highest degree program.

TABLE-7: GRADUATE COURSES (BS. Economics)**BS. Economics**

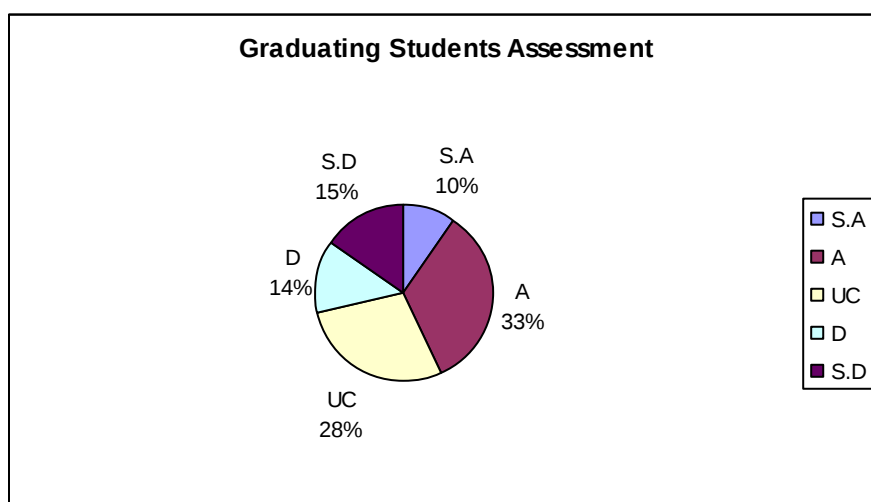
<u>S. No</u>	<u>Course No</u>	<u>Title</u>	<u>Credit Hours</u>
1.	ECON – 301	Introduction to Economics	3(3-0)
2.	ECON – 303	Introduction to Economy of Pakistan	2(2-0)
3.	STAT – 301	Basics of Statistics	2(2-0)
4.	CS – 301	Introduction to Computing	3(3-0)
5.	MATH –301	Mathematics-I	3(3-0)
6.	ENG-301	Functional English	3(3-0)
7.	IS-30I	Islamic Studies	2(2-0)
8.	ECON-302	Introduction to Microeconomics	3(3-0)
9.	ECON-304	Introduction to Macroeconomics	3(3-0)
10.	ECON-306	Introduction to Marketing	3(3-0)
11.	SOC-308	Introduction to Sociology	3(3-0)
12.	MATH-302	Mathematics- II	3(3-0)
13.	ENG-302	Communication Skills	3(3-0)
14.	SSH-302	Pakistan Studies	2(2-0)
15.	ECON-401	Agricultural Economics	2(2-0)
16.	ECON-403	Introduction to Banking and Finance	3(3-0)
17.	ECON-405	Econometrics-I	3(3-0)
18.	ECON-407	Elementary Calculus	3(3-0)
19.	ECON-409	Islamic Economics	3(3-0)
20.	MGT-411	Introduction to Management	3(3-0)
21.	ECON-502	International Economics	3(3-0)
22.	ECON-504	Production Economics	3(3-0)
23.	ECON-506	Public Finance	3(3-0)
24.	ECON-520	Seminar	1(1-0)
25.	ECON-510	Political Economy of Pakistan	3(3-0)
26.	ECON-512	Environmental Economics	3(3-0)
27.	ECON-501	Microeconomics	3(3-0)
28.	ECON-503	Macroeconomics	3(3-0)

29.	ECON-505	Economic Problems of Pakistan	3(3-0)
30.	ECON-507	Mathematics for Economists	3(3-0)
31.	ECON-509	Development Economics- II	3(3-0)
32.	ECON-508	Human Resource Development	3(3-0)
33.	ECON-402	Institutional Economics	3(3-0)
34.	ECON-404	Principles of Accounting	2(3-0)
35.	ECON-406	Econometrics- II	3(3-0)
36.	ECON-408	Development Economics-I	3(3-0)
37.	MATH-415	Differential Equations	3(3-0)
38.	STAT-402	Introduction to Statistics	3(3-0)
39.	ECON-601	International Trade	3(3-0)
40.	ECON-603	Monetary Economics	3(3-0)
41.	ECON-605	Rural Development	3(3-0)
42.	ECON-607	Natural Resource Economics	2(2-0)
43.	ECON-609	Managerial Economics	3(3-0)
44.	STAT-601	Experimental Design	3(3-0)
45.	ECON-602	Project Planning and Management	3(3-0)
46.	ECON-604	Research Methods in Economics	2(2-0)
47.	ECON-606	Marketing System Analysis	3(3-0)
48.	ECON-608	Labour Economics	2(2-0)
49.	ECON-619	Special Problem	1(1-0)
50.	ECON-612	Internship	3(0-6)

Detailed course contents of graduate schemes of studies are given in annexure-II.

Standard 2.1: Assessment of the BS Economics program

About 43% of the graduating students are agreed with the performance of the department, while only 29% responses are related to disagree. (figure below)



Standard 2-2: Theoretical backgrounds, problem analysis, solution design given as under.

Meeting Standard 2-2: Percentage of Elements in Courses

Elements	Courses
Theoretical backgrounds	88%
Problem analysis	08%
Solution design	04%

STANDARD 2-3:

The curriculum is designed and offered according to the requirements of HEC. There are compulsory basic and advance courses along with an applied course of statistics. Students have to take a minimum 64 credit hours' courses.

STANDARD 2-4:

For all the degree programs, criteria as designed by the Higher Education Commission (HEC) regarding course work and research work is being followed. For the BS program, requirement of 137 credit hours is being fulfilled.

Program	Credit hours/semester	Total Credit hours	Theory	Practical
BS Economics	17	137	134	3

STANDARD 2-5:

Courses being offered are highly informative and fulfilling the requirements. Courses are both theoretical and applied in nature.

**Standard 2-6: Information Technology Component of the Curriculum
Must Be Integrated Throughout the Program:**

While the curriculum was prepared, all aspects of information technology were considered and after a critical analysis, relevant aspects were integrated into the program as:

1. Computer and I.T. courses (3 credit hours) have been integrated in the curriculum of BS students which fulfill the requirements for equipping the students with I.T knowledge.

Standard 2-7: Enhancing Oral and Written Communication Skills of the students

1. Two seminars having one credit hours each are compulsory at the graduate level.
2. Students are encouraged to present their special assignments in each course at least once in a semester.
3. Assignments are given to BS students on specific titles (part of the course) which are presented orally and are submitted as written report, to increase their oral and written communication skills.

SECTION-3

Criterion 3: Laboratories and Computer Facilities

Computer laboratory is the basic tool for learning data entry, data management and data analysis techniques in the subject of Economics and Agriculture Economics. Without this the stuff produced by the department face many problems in the field.

Unfortunately, the department has no facility of computer for students and also for faculty. Currently the enrolled students are facing the problem of non-availability of space and computer facility, which badly affecting their degree programme.

Currently the department needs three computer labs for following purpose;

1. Scholars computer lab

One computer lab is required for research scholars for their data entry and analysis.
(with computer facility of 15).

2. Undergraduate and Post Graduate Students Computer Lab

One computer lab is required for BS. Economics and M.Sc. Economics with 40-50 computers.

3. General Computer Lab

One computer lab is required for Morning and Evening Programs and with 50 computers (the total number of students in this programs about 200).

Standard 3-2: Support Personal

Only one attendant is available to maintain the class rooms and whole of the department which is insufficient to sustain the work load. Whereas Teaching assistants are also needed to be engaged to support the faculty in performing day to day research activities.

INSTITUTIONAL FACILITIES:

The institution must have the infrastructure to support new trends in learning such as e-learning including digital publications, journals etc.

1. The library must possess an up-to-date technical collection relevant to the program and must be adequately staffed with professional personnel. Insufficient library's technical collection of books. Recommended books, relevant journals of the programs are not available to the students.
2. These aspects need to be strengthened in number and space.
3. Class rooms must be adequately equipped and offices must be adequate to enable faculty to carry out their responsibilities.

INSTITUTIONAL SUPPORT:

Unfortunately, this aspect is very weak.

1. Faculty offices are inadequate and therefore teachers have been accommodated in shared offices.
2. Space limitation is the major constraint in the development and strengthening of discipline. There must be sufficient support and financial resources to attract and retain high quality faculty and provide the means for them to maintain competence as teachers and scholars.
3. The up gradation of existing teaching cadre also provided and added advantage and retain the present faculty.
4. Insufficient secretarial support, technical staff and office equipment.

Standard 3-3: Computing Infrastructure and Facilities

1. **Computing facilities support:** Not available to all faculty members and the post graduate students.
2. **Shortcoming in computing infrastructure:** Computers with internet facilities should be available to all faculty members and postgraduate students.
3. Unfortunately, the department has no facility of computer for students and also for faculty. Currently the nine students are enrolled as Ph.D students but due to non-availability of space and computer facility, their degree is badly affecting. Currently the department needs three computer labs for following purpose;

1. Research Scholars computer lab

One computer lab is required for research scholars for their data entry and analysis. (with computer facility of 5)

2. Post Graduate Students Computer Lab

One computer lab is required for BS Economics with 30 computers

3. General Computer Lab

One computer lab is required Morning and Evening Program with 50 computers (the total number of students in this programs about 200).

Faculty Course Review Report

According to evaluation the faculty is satisfied with curriculum. Questionnaire for evaluation has been filled and analyzed. There was internal evaluation with mid and final term examinations for all courses offered by department. Some of the teachers are keen to revise the courses to make them compatible with changing global scenarios.

SECTION 4

Criterion 4: Student Support and Advising

Our University organizes support programs for students and provide information regarding admission, scholarship schemes etc. Department in its own capacity arranges orientation and guided tours of the department. Director Students Affairs is also there and arranges various cultural activities and solves the students' problems. However currently there is no Parent/Teacher association.

Standard 4-1: Frequency of Courses

- Courses are taught as per criteria of HEC.
- At undergraduate level subjects/ courses are offered as per scheme of study provided by the HEC and approved by Academic Council. Postgraduate level courses are however offered according to the availability of the teacher and number of students.
- Elective courses are offered as per policy of HEC and the University.
- For post graduate programs, a variety of courses is offered according to demand of the profession.

Standard 4-2: Structure of the Courses

To ensure effective interaction between students, faculty and teaching assistants, at the time of course formulation both theoretical and field/practical aspects are focused. Theoretical problems are explained and assignments are also given to the students whereas practical are carried out in the labs and filed. Field visits and study tours to various research organizations are also organized to keep them update on the latest developments in the area and to stimulate them for discussion through teacher/student interaction.

- Courses are structured and decided in the board of studies meeting.

- At the commencement of the semester, faculty members interact frequently among themselves and with students. Students are welcome to ask question in class and even after the class.
- Emphasis is always given for an effective interaction between each section of BS classes.

Standard 4.3: Guidance to the students

Several steps have been taken to provide students guidance such as:

- Students are informed about the program requirement through the office of the head of the department.
- Through the personal communication of the teachers with the students.
- Monthly meetings are organized by the head of the department for counseling of the students. In addition, students can also contact with the relevant teachers whenever they face any problem.
- It is necessary for the students to participate in the monthly meeting.
- In case of some problem Director Student Affairs appointed by the university, helps the students. Tutorial System in all departments has also been introduced. Two period on Thursday are reserved for students for extracurricular activities. However, there is no such counseling Cell in the department.
- Students can interact with the teachers/scientist in universities or research organization whenever they needed and there is an open option for the students to get the membership in the professional societies like Scientists for sustainability, Agricultural Economics Society, Pakistan Society of Development Economist, Pakistan Botanical Society and other relevant professional societies.

- Realizing the need for exploring job opportunities for the university graduates, Directorate of Placement Bureau has been established.

SECTION 5

Criterion 5: Process Control

It includes student admission, students' registration, faculty recruitment activities, which are dealt by various statutory bodies and the university administration.

Standard 5.1: Program Admission Criteria

1. The process of admission is well established and followed as per rules and criteria set by HEC. For this purpose, an advertisement is published in the National News Papers by the Registrar Office.
2. Admission criteria for BS, are same as mentioned in section 2.
3. Admission criteria are revised every year before the announcement of admissions.

Standard 5.2: Process of Registration

4. The student name, after completion of the admission process, is forwarded to the Registrar Office for proper registration in the specific program and the registration number is issued to the student.
5. Students are evaluated through Mid, Final and Practical exams and through Assignments.
6. Registration is done for one time for each degree but evaluation is done through the result of each semester. Only those students who fulfill the criteria of the University, they are promoted to the next semester.
7. In general, the students are registered on competition basis keeping in view the academic and research standards.

Standard 5.3: Recruiting Process for Faculty

Recruitment policy followed by the University is recommended by the HEC. Induction of all posts is done as per rule:

1. Vacant and newly created positions are advertised in the national newspapers, applications are received by the Registrar office, call letters are issued to the short-listed candidates on the basis of experience, qualification, publications and other qualities/activities as determined by the University.
2. The candidates are interviewed by the University Selection Board and Principal and alternate candidates are selected.
3. Selection of candidates is approved by the Syndicate for issuing orders to join within a specified period.
4. Induction of new candidates depends upon the number of approved vacancies.
5. Standard set by HEC are followed.
6. At present, no procedure exists for retaining highly qualified faculty members. However, the revised pay scales structure is quite attractive.
7. HEC also supports appointment of highly qualified members as foreign faculty Professors, National Professors and deputed them in concerned departments of the University.

Standard 5.4: Teaching and Delivery of Course Material

1. To provide high quality teaching, department periodically revises the curriculum depending upon requirements, innovations and new technology.
2. With the emergence of new fields, new courses are introduced, and included in the curriculum.
3. Notes are also prepared by the teachers and given to the students.
4. Students usually buy cheap Asian editions of technology books. These are also available in the University library, where documentation, copying and internet facilities are available.
5. Few of the lectures are supplemented by multimedia equipment.

6. All efforts are made that the courses and knowledge imparted meet the objectives and outcome. The progress is regularly reviewed in the staff meetings.

7. Standard 5.5: Completion of Program Requirements

8. The controller of examinations announces the dates of commencement of examination. After each semester, the controller office notifies the results of the students. The evaluation procedure consists of quizzes, mid and final examinations, practical, assignments and reports, oral and technical presentations. The minimum pass marks for each course is 40% for undergraduate and Master degree and 50 % for Ph.D. in theory and practical separately.

9. In theory, weightage to each component of examination is as prescribed here under:

10. Mid Examination 30%

11. Assignments 10%

12. Final Examination 60%

13. Grade points are as follows

Marks obtained	Grade	Grade point	Remarks
80-100 %	A	4	Excellent
65-79 %	B	3	Good
50-64 %	C	2	Satisfactory
40-49 %	D	1	Pass
Below 40 %	F	0	Fail

14. Gold medals are awarded to the students who secure highest marks. Degrees are awarded to the students on the annual convocation that is held late every year.

SECTION 6

Criterion 6: FACULTY**Standard 6.1: Full Time Faculty****TABLE-9: FACULTY DISTRIBUTION BY PROGRAM AREAS IN ECONOMICS AND AGRICULTURAL ECONOMICS**

Program area of specialization	Courses in the area and average number of sections per year	Number of faculty members in each area	Number of faculty with Ph.D. degree
Development Economics	• Development Economics • Agriculture Policy and Trade • Agriculture Development Economics • WTO regime and the Developing Economies	2	2
Environmental and Resource Economics	• Environment Economics • Natural Resource Economics • Farm Planning & Business Management • Labour Economics • Land and Water Economics	3	1
Quantitative Economics	• Econometrics • Applied Econometrics • Mathematical Economics • Econometrics Techniques for Economist • Selected topics in economics • Forecasting and business analysis • Managerial economics • Project planning and evaluation	2	1
Marketing	• Introduction to Marketing • Advance Marketing Analysis	1	0
Total		8	4

Research Activities

Name of Faculty Member	Journal Publications	Conference publication	Projects	Short courses
Dr. AbulSaboar	10	5	2	-
Dr. Ikram Ali	10	-	-	-
Dr. Abdul QayumMohsin	0	-	-	-
Dr. Irfan Ahmad Baig	4	2	2	2
Mr. Nasir Mahmood	1	-	-	-
Mr. Bashir Ahmad Khan	1	-	-	-
Ms. ShumailaSadiq	1	-	-	1
Ms. SaimaAsad	-	-	2	-

STANDARD 6.2: EFFECTIVE PROGRAMS FOR FACULTY DEVELOPMENT

1. Professional training and availability of adequate research and academic facilities are not provided according to the faculty members
2. Library facility is insufficient as no latest subject books are available.

STANDARD-6.3: FACULTY MEMBER MOTIVATION

- Time to time provision of enthusiasm to the young faculty by the senior faculty members.
- Since the department is engaged in multiple degree programs and the available faculty strength is not sufficient to bear the course load as per HEC / University criterion, sometime it hurts their academic and research motivation.

LIST OF PUBLICATIONS

Dr. Abdul Saboor

Dr. Ikram Ali

i. Authored Book

Ali, I. and A.Saboor. 2010. Poverty Vulnerability and Inequality Triangle. VDM Publisher, Berlin, Germany (ISBN: 978-3-639-26026-7).

Available: www.Amazon.com

ii. Research Publications:

1. **Ali, I. and Abdul, S. 2010.** Cross-Sectional Trends and Dynamics of Economic Inequality in Pakistan. Pak. J. Agri. Sci. 47(3): 303-308.
2. **Ali, I., Saboor, A., Ahmad, S. and Mustafa. 2010.** Relative Poverty Dynamics in Pakistan. Pak. J. Agri. Sci., Vol. 47(1): 1-7.
3. **Ali, I., Saboor, A., Ahmad, S. and Mustafa. 2010.** Identifying the Pathways out of Poverty: Evidence of Exit Time Poverty Estimations in Pakistan. Pak. J. Life. Soc. Sci., Vol. 8(1):24-29.
4. **Ali, I., Saboor, A., Ahmad, S. and Mustafa. 2010.** A Profile of Regional Contribution of Rural Poverty in Punjab: Some Hidden Dynamics. Pak. J. Life. Soc. Sci., Vol. 8(1):35-41.
5. **Khan, M.T., S. Abdul and I. Ali. 2011.** Connotation of employee's empowerment emerging challenges. EJSS, 22(4):556-564.
6. **Saboor, A., S. Sadiq and I. Ali. 2011.** Monetary Approach to the Balance of Payment in Pakistan: A Time Series Analysis. The Empirical Economics Letter, 10(9):899-906.
7. **Khan, A., A. Saboor, S.Ahmad and I. Ali. 2011.** Approximation of multidimensional poverty across regions in Pakistan. EJSS, 24(2):226-236.
8. **Shakoor, U., A. Saboor, Ali, I. and A.Q. Mohsin. 2011.** Impact of climate change on agriculture: Empirical evidence from barani region. Pak. J. Agri. Sci. 48(4).
9. **Khan, A., A. Saboor, S.Ahmad and I. Ali. 2011.** Mapping and measuring multidimensional poverty in Pakistan: Empirical investigations. Pak. J. Life. Soc. Sci. 9(2): 121-127.
10. **Ali, I. and Abdul, S. 2011.** Poverty Alleviation through Human Resource Development. Proceedings of the seminar of Network of Academies of Islamic Countries (NASIC), Islamabad.

Dr. Irfan Ahamd Baig

S. No	Authors	Title	Name of Journal Volume & No	Catego ry	Year
1	Javed, M.I., Hassan, I., Raza, M.A., Ali, A. and Baig, I.A.	An analysis of production efficiency of smallholder farms of cotton-wheat system in Punjab, Pakistan	Journal of Agriculture Research, 49(1)	Y	2011

2	Baig, I.A., Ashfaq, M., Hassan, I., Javed, M.I. and Ali, A.	Economic impact of waste water irrigation in Punjab, Pakistan	Journal of Agriculture Research, 49(2)	Y	2011
3	Ashfaq, M., Baig, I.A., Tahir, M.A and Afzal, S.A.	Negotiations on Special Agricultural Safeguards: Issues, Analysis Options and a Case study	Pakistan Journal of Agriculture Sciences, 48 (1)	Y	2011
4	Ashfaq, M., Zulfiqar, Z., Sarwar, I., Quddus, M.A., and Baig I.A	Impact of climate change on wheat productivity in mixed cropping system of Punjab	Soil & Environment 30(2)	Y	2011

Ms. Shumaila Sadiq

- Saboor, A., Sadiq, S. and Ikram Ali. 2011. Monetary Approach to Balance of Payment in Pakistan: A Time Series Analysis. The Empirical Economics Letters. 10(9). ISSN 1681-8997. Page, 899-906.

Standard 6.3: Faculty Satisfaction

The faculty motivation is a dynamic phenomenon which requires continuous interaction and counseling with young faculty members. The department tries to facilitate the faculty within its scope so that the faculty members could perform better and could lead the research work. However, shortage of faculty, staff and infrastructure are some of the major obstacles in smooth performance of the existing faculty members. With all the facts and present scenario even the teacher evaluation survey shows that more than 75 percent of the students are satisfied with the performance of the present faculty however room for development is always there.

SECTION 7

INSTITUTIONAL FACILITIES

The institution must have the infrastructure to support new trends in learning such as e-learning

- Electronic library books and journals are not available for learning purpose.
- Insufficient facilities regarding the infrastructure to support new trends in learning or prevalent

The library must possess an up-to-date technical collection relevant to the program and must be adequately staffed with professional personal.

- Insufficient library's technical collection of books
- Recommended books, relevant journals of the programs are not available to the students.
- However, this aspect needs to be strengthening of discipline.

Class rooms must be adequately equipped and offices must be adequate to enable faculty to carry out their responsibilities.

STANDARD-7.1: INFRASTRUCTURE

The faculty doesn't have computers to access internet and to e-library which is very helpful for the high quality education and producing research of international standard.

The department has the following shortcomings/problems:

- Faculty rooms are insufficient to provide the faculty a conducive environment for research and academic activities
- Majority of the faculty members do not have access to the PCs as department have only one computers provided by the university and three are by projects and HEC scholars
- Telephone sets/connections are not present.

STANDARD-7.2: LIBRARY FACILITIES

The university Central Library has very limited number of books, journals and periodicals. It's a small library in term of space and facilities with no catalogue systems. It does not meet the standards of a university library. Department itself does not have a library.

STANDARD-7.3: CLASS ROOM AND FACULTY OFFICES

Three class rooms are available without any multimedia. Two to three teachers are sharing rooms. Common room for students is also missing. No heater and air conditioner is installed in class rooms and offices.

SECTION 8

INSTITUTIONAL SUPPORT

The university administration is trying to provide all the possible facilities to the departments and has been struggling hard for the up gradation of departments and establishing new faculties and institutes. The university is also trying to attract highly qualified faculty.

INSTITUTIONAL SUPPORT:

Faculty offices are inadequate and therefore two or three teachers have one office. The department at present avails all the human resources assigned.

STANDARD-8-1: SUPPORT AND FINANCIAL RESOURCES

The department has limited funds and Individual research grants for students and faculty are mainly supporting the departmental research activities. There is a dire need for increasing the financial resources allocated to the department to establish a library, animal house, laboratories and computer facilities.

STANDARD-8-2: HIGH QUALITY RESEARCH SCHOLARS

Research Assistants	BS level research Students
2	NA (Thesis is an optional subject)

STANDARD-8-3: FINANCIAL RESOURCES

Total budget of the department of Eco. & Agri. Eco for the financial year 2015-16 was Rs. 120000 which does not fulfill the departmental needs particularly for the purchase of equipment, software, journals etc.

SUMMARY

The Department is offering different degree programs i.e. BS, M. Sc., M. Phil. and Ph.D. in Economics/Agri. Economics. The admissions are obtainable on merit and students have to fulfill certain precondition criteria for admission in BS program. The programs tend to impart basic knowledge of classical as well as modern concepts of Economics and related fields. Moreover, such programs give the opportunity to specialize in one or more areas of particular interest. The courses include elements of theoretical as well as analytical economics on basic and advanced levels as well. Graduates get equipped with key concepts of modern economic theory and get aware of the scope and limitations of the subject. Graduates acquire a general and scientific background as well as gain experience in problem solving and develop the communication, numerical and computer skills required for a wide range of careers. In order to assess whether department is fulfilling its objectives or not, surveys on various aspects such as course evaluation, teacher evaluation, alumni survey, research/graduating student's surveys and faculty survey etc. have been conducted by the departmental members of the program team. The data were collected on prescribed Performa and later on analyzed and presented in the form of graphs, tables and their description. The data revealed that students are satisfied with the subject approach of faculty members, their fairness in examination, and level of knowledge. Course evaluation survey showed that students are satisfied with workload and value of knowledge provided to them. According to employer students are good at job but they have very basic knowledge of information technology and computer skills. Faculty members are satisfied with their salaries but they have concerns about the workload as most of them are agreed that they have very less time for themselves.

The performance of the department may be further improved considering;

- a) Enhancing the access of the students to the research periodicals and international data sources
- b) Faculty members have pointed that in their workload research students should also be considered
- c) There is a shortage of computing and printing facilities in the department. Improvement in this area will also enhance the quality and pace of research and teaching
- d) The budget allocated to the department hardly meets the requirements of the research and development
- e) At present there is no departmental library. Allocation of sufficient funds for this purpose will be helpful in subscribing reputed journals and purchase of books that will ultimately boost quality of learning, teaching and research.

FACULTY RESUMES

Dr. Abdul Saboor

Contact: Department of Economics/Agri. Economics
PMAS Arid Agriculture University
Murree Road, Rawalpindi 46300
Pakistan

Telephonic Contact: 0092-51-9290022 (Office)
0092-333-6501706 (Mobile)

E-mail: drabdul.saboor@uaar.edu.pk

ACADEMIC QUALIFICATIONS

- Post Doctorate, Department of International Development, University of Oxford, Oxford, UK.
- Ph.D. Agricultural/Applied Economics, University of Agriculture, Faisalabad, Pakistan

WORK EXPERIENCE

Professor/Chairman from 29-08-2011 to date
Department of Economics/Agri. Economics
PMAS Arid Agriculture University, Rawalpindi

Associate Professor/Chairman from 6-10-2006 to 28-08-2011
Department of Economics/Agri. Economics
PMAS Arid Agriculture University, Rawalpindi

Assistant Professor, from 16-12-2005 to 5-10-2006
Department of Economics,
University of Sargodha, Sargodha, Pakistan

Assistant Professor from 02-02-2005 to 15-12-2005
Department of Agricultural Economics
University of Agriculture, Faisalabad, Pakistan

Lecturer/Research Officer

from 09-10-1995 to 02-02-2005

Department of Agricultural Economics
University of Agriculture, Faisalabad, Pakistan

RESEARCH PUBLICATIONS

38 research papers in Journals of National and International Repute

PAPERS PRESENTED/PARTICIPATION IN INTERNATIONAL CONFERENCES

5 papers presented in international conferences

INTERNATIONAL WORKSHOPS

7 workshops attended

STUDIES, PROJECTS AND REPORTS COMPLETED

16 of such studies completed

NATIONAL SEMINARS/ WORKSHOPS/CONFERENCES ATTENDED

17 in number

DISTINCTIONS

- 1) Post-Doc Scholarship Award for University of Oxford, UK, as awarded by Higher Education Commission, Islamabad.
- 2) Selected as a Team Member from Pakistan in Rotary International, Group Study Exchange Programme (GSE) For Montana, USA, 2003-2004.
- 3) Represented Pakistan in Bangladesh at 5th National Rover Moot, Dhaka in 1988-89.
- 4) Runners-Up in All Pakistan Intervarsity Quiz Competition organized by PTV in 1990.

Students Supervised

Students Supervised at Ph.D. level 2

Students Supervised at M. Phil./M. Sc. Levels 20

Students in progress at Ph. D level 6

Students in progress at M. Phil./M. Sc. Levels 12

FOREIGN EXPOSURE

AUSTRALIA, BANGLADESH, CHINA, DUBAI, FINLAND, GERMANY, HONG KONG, JAPAN, NEPAL, SAUDI ARABIA, SRI LANKA AND UNITED KINGDOM.

CURRICULUM VITAE

DR. IKRAM ALI MALIK

Associate Professor

Arid Agriculture University,

Rawalpindi (Pakistan)

E-mail: *ikram@uaar.edu.pk*

Cell # 0333-5142613

I. ACADEMIC QUALIFICATIONS

Post-Doctorate: Brooks World Poverty Institute, University of Manchester, UK (February – November, 2012)

Major emphasis: Development Economics

PhD 2009: Arid Agriculture University Rawalpindi.

Major emphasis: Development Economics

Visiting Research Scholar: Ohio State University, USA (September, 2008 to February, 2009).

M.Sc. (Hons.) 1994: University of Agriculture, Faisalabad, Pakistan, secured 1st division (72% marks).

B.Sc.(Hons.) 1991: University of Agriculture, Faisalabad, Pakistan, secured 1st division (68% marks).

Higher Secondary School Certificate 1987, Board of Intermediate and Secondary Education, Rawalpindi Pakistan, 1st Division (60%)

Secondary School Certificate 1984, Board of Intermediate and Secondary Education, Rawalpindi Pakistan, 1st Division (62%)

II. ADMINISTRATIVE EXPERIENCE

Director Students Resource Centre (BS-19)

University of Arid Agriculture, Rawalpindi, Pakistan (August 2006 to November 2011).

Deputy Registrar (BS-18)

University of Arid Agriculture, Rawalpindi (January, 2004 to August, 2006).

Assistant Registrar (BS-17)

University of Arid Agriculture, Rawalpindi (July 2000 to January, 2004).

Technical Staff Officer to the Vice Chancellor (BS-17)

University of Arid Agriculture, Rawalpindi.

Bank Officer, NBP from March- September 1996.

III. **TEACHING & RESEARCH EXPERIENCE**

Associate Professor (BS-20) in Economics

Arid Agriculture University, Rawalpindi (Pakistan) from May, 2011.

Assistant Professor (BS-18) in Economics

Arid Agriculture University, Rawalpindi (Pakistan) from January, 2004 to August 2006.

Lecturer in Economics (BS-17)

Arid Agriculture University, Rawalpindi (Pakistan) from October 1996 to January 2004.

IV. **PUBLICATIONS:** 1 Book and 19 research papers in HEC recognized journals
V. **WORKSHOPS ATTENDED**

Asian Food & Agribusiness Conference 2013: Biotechnology and Global Competitiveness, held from 15-18 July, Taipei, Taiwan, RoC.

VI. **COMPUTER SKILL**

Extensive experience of working with DAD (distributive analysis of data), DASP, SPSS, etc.

VII. **PERSONAL**

- | | | |
|---|----------------|--------------------|
| - | Date of Birth | 09.11.1967 |
| - | Marital Status | Single |
| - | Nationality | Pakistani |
| - | Hobbies | Hiking & Badminton |

IRFAN AHMAD BAIG

OBJECTIVE

Professional involvement with Research / Development / Academic Organizations to strengthen personal career and organization's métier

WORK EXPERIENCE

Associate Professor

October 2014-

Onward

Department of Economics & Agri. Economics, PMAS-Arid Agri. University, Rawalpindi

Assistant Professor

Oct 2011 – October

2014

Department of Economics & Agri. Economics, PMAS-Arid Agri. University, Rawalpindi

Punjab Irrigation System Improvement Program (PISIP), I & P Department, Punjab

Deputy Director (Institutional Development)

May, 2010 – October,

2011

Research Wing, Agriculture Department, Punjab

Agricultural Economist

March, 2010 – May,

2010

Extension Wing, Agriculture Department, Punjab

Agricultural Officer

Jan, 1998 – March,

2010

RESEARCH & PUBLICATION EXPERIENCE

- Ph.D research project entitled “An analysis of irrigation charges and cost recovery under the reforms era: A case study of Punjab, Pakistan”
- M.Sc research project entitled “Prospects and problems of basmati rice export from Pakistan”
- 16 research papers published in different well reputed, refereed journals including 15 publications in HEC recognized research journals
- 2 research papers accepted in International Conferences
- 2 Research reports with international organizations including IWMI and INPIM
- 5 popular articles in daily newspapers including “Dawn” and “The Nation”

PROJECTS COMPLETED

- Project “Policy papers on Economic Aspects of Irrigation Water” as Co. Principal Investigator in collaboration with University of Agriculture, Faisalabad in 2011
- Project “Impact Evaluation Study (PIES)” of National Program for Improvement of Water Courses (NPIW) as Agriculture Economist with AAB Pvt. Limited
- Team Leader with Reasons (Pvt.) Ltd in various projects with Merci Corps.

EDUCATION

Doctor of Philosophy in Agricultural Economics (June 2009)

- Course work + Research work (CGPA 3.80/4.00)
- HEC Indigenous Scholarship holder

M.Sc (Hons) in Agricultural Economics (December 1997)

- M.Sc CGPA 3.53/4.00
- UGC Infaq Foundation Fellowship

KEY SKILLS

- Project implementation and monitoring using state of art GIS tools
- Designing / Monitoring / Supervision of Capacity Building Programmes
- Impact analysis studies in irrigation and waste water management using multi-equation modeling
- Poverty, productivity and efficiency analysis involving primary and secondary data set
- Data analysis and management using econometric packages including E-Views, STATA, SPSS and Frontier
- Excellent verbal and written communication skills
- Excellent Analytical and Management Skills

CURRICULUM VITAE

SAIMA ASAD

Address: Lecturer of Economics

Department of Economics/Agriculture Economics

(PMAS-AAUR),

Murree Road, Rawalpindi 46300

Pakistan

EMAIL:

asad.saima@ymail.com

ACADEMIC QUALIFICATION:

Certificate/Degree	Year	Subject	Institution
Bachelor of Arts	1996	Economics & Political Science	Punjab University
Masters of Sciences	1999	Economics	UAAR
Master of Philosophy	2013	Economics	PMAS-AAUR
Doctor of Philosophy (in process)	2014	Economics	PMAS-AAUR

GRADUATE/POST-GRADUATE COURSES TAUGHT /TEACHING

PROJECTS

- Work on an independent project as principal investigator. Title of the project was **“Effect Of Poverty Upon The Farm Families Of Arid Areas : A Case Study Of Rawalpindi District”**.2003-2004
- Work on an independent project as co-principal investigator. Title of the project was **“Returns To Education Between Self Employed And Employed Sectors In Arid Rural Areas.”** (2006-2007)

- Presently working on the research topic titled “**The Impact of Resource Management On the Development of Arid Area Productivity and Livelihood**”.

RESEARCH PAPERS

- Mohsin,A.Q and **SaimaAsad** .2004. Economic Viability of Broiler Production at Different Farm Sizes in Rawalpindi District. Journal of Agricultural Sciences.
- Mahmood, Rashid,..**Saima .Asad**,S.Raja, G.Sarwer and F.Iftikhar (2011). Effect of method of Nutritional administration on the development of silkworm Bombyxmori L. Pak.j.sci.res. Ser.B: boil.sci.54(2):71-75

CURRICULUM VITAE

BASHIR AHMAD KHAN

Address: Lecturer of Agri-Economics

Department of Economics &Agriculture Economics

Pir Mehr Ali Shah Arid Agriculture University Rawalpindi(PMAS-AAUR), Murree Road, Rawalpindi 46300.
Pakistan.

E.mail**bashirak2002@yahoo.com**

TEL (Work): +92 (051)9062755

Cell No. +92-301-7160563

Place Faisalabad, Pakistan

Marital Status: Married

Nationality: Pakistani

LANGUAGES:English, Urdu, Punjabi

ACADEMIC QUALIFICATIONS

1997 **M.Sc (Hons.) Agricultural Economics:** Marks Obtained: 69.23 %, 1st Division,

University of Agriculture, Faisalabad, Pakistan.

Specialization: Agricultural Economics

Title of Thesis: “Factors Determining Supply Response of Sugarcane to Sugar Industry in Punjab”.

1994 **B.Sc (Hons.) Agricultural Economics:** Marks Obtained: 67.06 %, 1st Division,

University of Agriculture, Faisalabad, Pakistan

No of Students Supervised (MSc. (Hons)/ M.Phil)

Completed	working
4	5

SHORT COURSES / COMPUTER

- 1 PL/SQL Advanced (oracle) U-2 test .com NCIT Faisalabad
- 2 One Year Diploma in Computer Applications from Pak Tech Computer College, 66-Chenab Market Faisalabad

EXPERIENCE: ADMINISTRATIVE / DEPARTMENTAL RESPONSIBILITIES

- Member Admission Committee of Economics&Agriculture Economics Department.
- Faculty Incharge, Campus Management System (CMS).
- Member of the Comprehensive Examination Committee (written & oral) for the students of M. Phil. Economics & M. Sc. (Hons.) Agri. Economics.
- Member Physical Stock Verification Committee of all consumable and non-consumable items held on the charge of departments of Bio-Chemistry and Botany.
- Co-ordinator of Study Tour Program of 8th Semester B. Sc. (Hons.) Agriculture students.
- Member Supervisory Committee of various students of M.Sc.(Hons.) / M.Phil Agriculture Economics and other Departments.

JOB EXPERIENCES Duration**1-Lecturer**

Teaching and Research. **March 3, 2007 till to Date**

2- Lecturer

April 29, 1998 to April 30,2002

Teaching Economics and Business Studies at O/A levels (GCE/Senior Cambridge Classes) FaisalabadGrammar School, Kohinoor Nagar Jaranwala Road Faisalabad

Shumaila Sadiq

Cell No. +92-332-5050530

Email: Shumailasadiq@hotmail.com, shumaila.sadiq@yahoo.com

Permanent Address: Al. Asim, Stadium Coloney, KotAdu, Disst. MuzaffarGarh, Pakistan

Experience

- Working as a lecturer (L.V) at PMAS, University of Agriculture, Rawalpindi from October 2011-Feb 2015
- Worked as a visiting lecturer at PMAS, University of Agriculture, Rawalpindi for about two years.
- Worked as an honorary Lecturer at Government Degree College for Women for about 7 years.

Intellectual Record

- 2010 **M.Phil Economics:** Marks Obtained: 74.54%, CGPA 3.58
 PMAS, University of Arid Agriculture, Rawalpindi, Pakistan.
 Specialization: Economics
- 2008 **M.Sc Economics and Finance:** Marks Obtained: 85.50 %, CGPA 3.92
 International Islamic University, Islamabad, Pakistan.
 Specialization: Economics and Finance
- 1999 **M. A Economics:** Marks Obtained: 57.2%,
 Bahauddin Zakariya University, Multan, Pakistan
- 2004 **B.Ed:** Marks Obtained: 70%
 Allama Iqbal Open University, Islamabad, Pakistan

Honors and Awards

- Got Second Position in M.Phil Economics.
- Got Second Position in M.Sc Economics and Finance.
- Got two distinction certificates in M.Sc Economics and Finance.

Research papers

- Saboor, A., Sadiq, S. and Ikram Ali. 2011. Monetary Approach to Balance of Payment in Pakistan: A Time Series Analysis. The Empirical Economics Letters. 10(9). ISSN 1681-8997. Page, 899-906.
- Ahmed et al. 2013. Ethnobotanical appraisal and medicinal use of plants in Patriata, New Murree, evidence from Pakistan. Journal of Ethnobiology and Ethnomedicine 2013 9:13

Participation in Seminars/Workshops

- Participated in seminar on Monetary Policy Formulation and Implementation in Pakistan Held on Jan 06, 2010 in State Bank of Pakistan, Rawalpindi Branch.
- Participated in Training Workshop on Leadership Development Held on Jan 07, 2010 in PMAS, University of Arid Agriculture Rawalpindi.

- Participated in workshop on Women Empowerment through Employment Held on April 28, 2010 to May 12, 2010.
- Participated in The 27th Annual General Meeting and Conference of Pakistan Society of Development Economics 13-15 Dec. 2011 in The Marriott, Islamabad.
- Participated 5-Days Workshop on Analysis of Research Data using SPSS Held on Sep. 24-28, 2012 in COMSATS Institute of Information Technology, Islamabad.
- Participated in a seminar on Women Rights to Land Use and Sustainable Agriculture: Role of Agriculture Universities Held on Oct. 22, 2012 in PMAS, University of Arid Agriculture Rawalpindi.
- Participated in The 28th Annual General Meeting and Conference of Pakistan Society of Development Economics Held on 13-15 Nov. 2012 in The Marriott, Islamabad.
- Participated in a seminar on Project Planning Matrix Held on Dec. 4, 2012 in PMAS, University of Arid Agriculture Rawalpindi.
- Participated in a seminar Held on Democracy on Dec. 4, 2012 in PMAS, University of Arid Agriculture Rawalpindi.

References

References will be available on request.