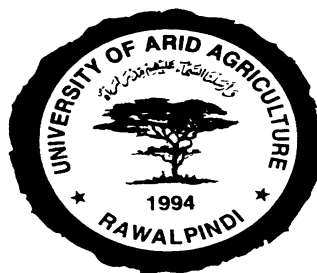


Pir Mehr Ali Shah
ARID AGRICULTURE UNIVERSITY
RAWALPINDI

DEPARTMENT OF ECONOMICS & AGRI.
ECONOMICS



Self-Assessment Report Cycle-III

M.Sc Economics

2016-18

Program Team

Dr. Abdul Saboor (Coordinator)

Dr. Irfan Ahmad Baig (Member)

Ms. Saima Asad (Member)

CONTENTS	Pages
DEPARTMENT OF ECONOMICS & AGRI. ECO. • Introduction • History	4
<u>SECTION 1</u> Criterion-1: PROGRAM MISSION, OBJECTIVES AND OUTCOMES • Mission Statement of the Department Standard 1-1: Documented measurable objectives • Main elements of strategic plan to achieve mission and objectives Standard 1-2: Program outcomes • Program outcomes measurement	7
<u>SECTION 2</u> Criterion 2: CURRICULUM DESIGN AND ORGANIZATION • Degree Title: M.Phil. (Eco.) • Definition of Credit Hour • Degree Plan Standard 2.1: Assessment of the Curriculum. Standard 2-2: Elements vs Courses Standard 2-3: Core requirements for the program Standard 2-4: Major requirements for the program Standard 2-5: General requirements for the program Standard 2-6: Information technology component of the curriculum Standard 2-7: Enhancing Oral and Written Communication Skills of the Students	38
<u>SECTION 3</u> Criterion 3: LABORATORIES AND COMPUTER FACILITIES • Laboratory Titles • Location and Area • Objectives Standard 3.1: Laboratory Manuals Standard 3.2: Support/Laboratory Personal for Maintenance of Laboratory • INSTITUTIONAL FACILITIES • INTSTITUTIONAL SUPPORT Standard 3.3: Computing Infrastructure and Facilities	44
<u>SECTION 4</u> Criterion 4: STUDENT SUPPORT AND ADVISING Standard 4.1: Frequency of Courses Standard 4.2: Structure of the Courses Standard 4.3: Guidance to the students	49
<u>SECTION 5</u> Criterion 5: PROCESS CONTROL Standard 5.1: Program Admission Criteria Standard 5.2: Process of Registration Standard 5.3: Recruiting Process for Faculty Standard 5.4: Teaching and Delivery of Course Material Standard 5.5: Completion of Program Requirements	53

<u>SECTION 6</u> Criterion 5: FACULTY Standard 6.1: Full Time Faculty Standard 6.2: Effective Programs for Faculty Development Standard 6.3: Faculty Member Motivation	58
<u>SECTION 7</u> Criterion 7: INSTITUTIONAL FACILITIES Standard 7.1: Infrastructure Standard 7.2: Library Facilities Standard 7.3: Class Room and Faculty Offices	64
<u>SECTION 8</u> Criterion 8: INSTITUTIONAL SUPPORT Standard 8.1: Support and financial resources Standard 8.2: High quality Research scholars Standard 8.3: Financial resources	66

INTRODUCTION

Economic growth and development has always remain the main policy objectives for the societies and countries. Uplifting the socio-economic conditions of the people, high levels of employment with controlled price levels, strong monetary and fiscal policies, resource use efficiency and cost effective production systems with equality in access to the basic human amenities across the different segments of the society are the basic instruments of economic development. The notion of the economic development in the country can be facilitated through capacity building and human development of the nation by increasing their know how and understanding in basic economic concepts and awareness. To take care of the long-term objective of the development and growth, the department of Economics and Agricultural Economics of this university has been working since 1995 since the establishment of the University of Arid Agriculture, Rawalpindi (UAAR).

New programs of M.Sc (Economics) and M.Sc (Hons) Agricultural Economics were prepared and the first time admission was offered in 1996. In the year 2004, department achieved another milestone by offering M.Phil. (Economics) and 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 two sessions of the BS-Economics programs are enrolled while in next two years, the department will have four sessions of BS program. 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/Evening program)
6. B.Sc (Hons) Agri. Economics (Morning program)
7. BS (Economics) 4-years program (Morning/Evening program)

In 2013, evening program in M.Phil. (Economics) was also started to address the needs and demands of the working professional who were keen to update their knowledge and upgrade their degree. The program of M.SC (Hons.) Agri. Economics is designed to provide agricultural graduates with necessary analytical skills so that they can play an active role in helping the policy makers and extending their services in different research and development capacities to contribute in sustained growth of agriculture sector, improvement in livelihoods of the rural community and overall growth of the economy. Its curriculum is designed in such a way that it equips the graduates with basic knowledge of agriculture and economics could understand the emerging issues confronting Pakistan's economy ranging from micro to macroeconomic issues, natural resources to technology management, productivity to efficiency enhancement and efficient agricultural production systems, management of natural resources especially water and their impact on environment, agribusiness development, MDG's, labour and capital productivity and efficiency measurement, budgetary deficit, WTO, national and international trade mechanisms. More recently, department has also started focusing on the economic impacts of bio-physical like economics of climate change and socio-economic issues of multidimensional poverty assessment and livelihood systems of the communities.

The major emphasis of the department in conducting the research at this level is on sustainable rural development, poverty, resource use efficiency, regional markets integration, modern marketing technologies, natural resource economics, climate change & adaptation and international trade. For effective planning of these issues, four research teams are developed on the basis of above themes. These teams further identified new areas like labour productivity and value addition, farm credit, marketing, profitability at farm level, poultry farming, user rights, women participation and training, soil and water conservation issues. The thrust of the research is on the socio-economic conditions of Barani areas.

M.Sc (Hons.) Agri. Economics is a research based program offering the research thesis opportunity to the students. Students are also guided and encouraged to find placements for some practical research opportunity with some research organizations and NGOs including industry.

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

Mission of the program is to address various issues confronting Pakistan's economy through research and capacity building of the young generation in the field of economics and agricultural economics which can support sustainable growth in Pakistan and helping the policy makers in solving its deep rooted economic problems.

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

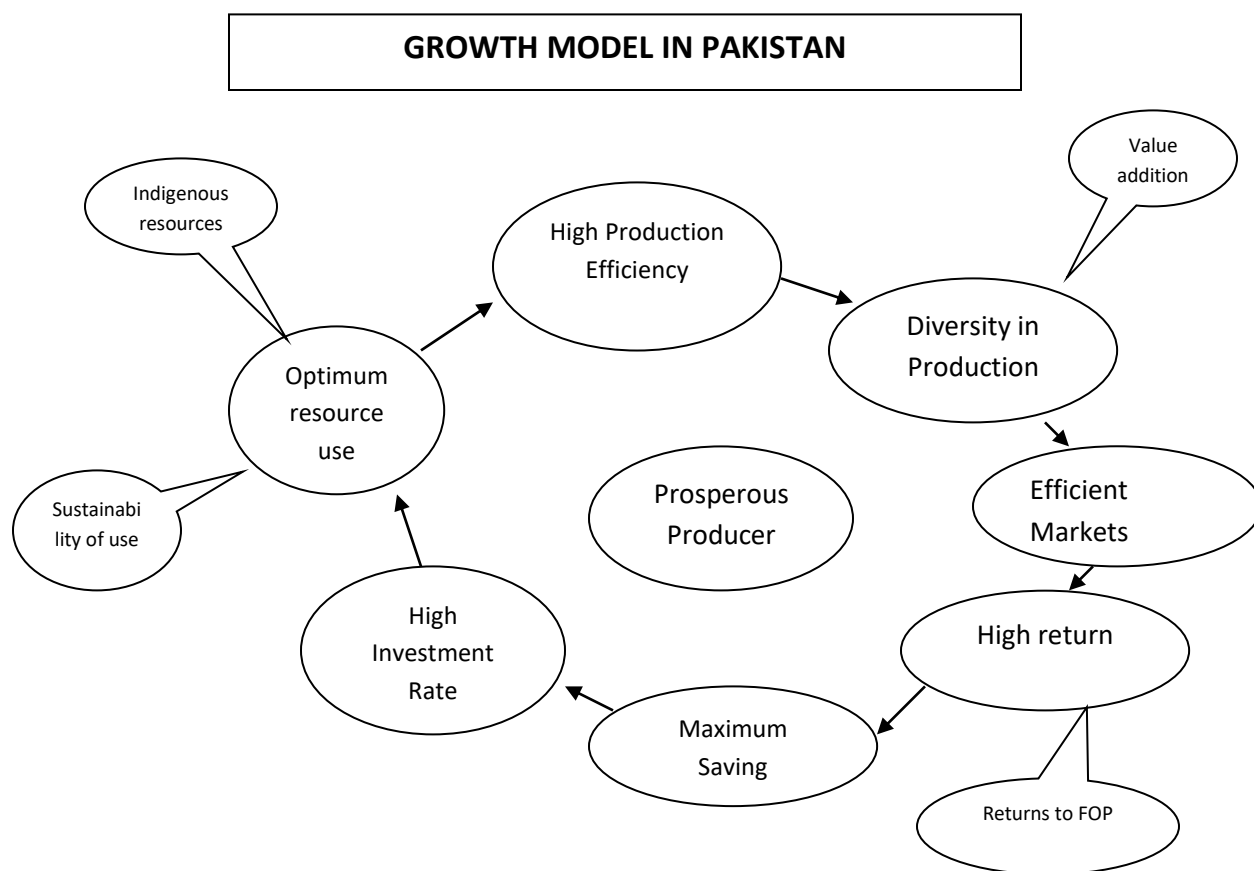
Standard 1-1: The program must have documented measurable objectives that support institution mission statements.

The objectives and mission of the program as detailed below is designed in line with the overall departmental mission and university priorities. The program is developed to support the overall departmental mission that 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 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.

Documented measurable objectives

The Department engages young graduates having background in the agriculture for the use of modern economic tools for effective decision making involving rural business, and agribusinesses, industry, resources and communities through the pursuit of learning, leadership, diversity, professional development, and creating awareness, rapport and hominization among different stake holders.



Standard 1-1: Documented measurable objectives

This department is offering both Agricultural Economics and Economics degrees at graduate and post graduate level. In this regard the specific objectives of the department for the M.Sc (Hons.) Agri. Economics program are as follows;

1. To train the agricultural graduates in the field of Economics & Agricultural Economics to meet the national and international challenges through education, training and research.
2. To devise a research agenda in the field of Economics & Agricultural Economics 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.
3. To guide students in conducting research on socio-economic aspects of various sectors important for the improvement in the economy of the country.
4. To focus the student attention on applied issues especially focusing the practical problems and issues those affect the life of a common person.
5. To produce highly skilled labor in the field of economics and agricultural economics in relation to need of the industry
6. To strengthen the capacity of the post-graduate students in such a way that would be in position to conceptualize the researchable problems and can under-way systematic research for possible solutions.

Main elements of strategic plan to achieve mission and objective

- 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.
- Post-graduate research including special problems, research reports and dissertation.
- Publication of review papers, popular articles and scientific papers in well reputed journals, editing of books and manuals etc.
- Execution of research projects funded by the universities and other agencies.
- 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:

- Student-Teacher communication
- Response of the students and the faculty
- Views of the Alumnae and Employers for departmental productivity
- Decisive scrutiny and policy formulation for expansion of infrastructure

Table: 1 Program Objectives Assessment

S. #	Objective	How Measured	When Measured	Improvement Identified	Improvement made
1	Preparation of highly skilled manpower in the field of Economics and allied disciplines	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 software are not available with the department and students	Skills were developed with available stuff and data analysis techniques.
2	To conduct applied research in the field of Economics / Agri. Economics	Thesis Projects Publications Reports	At the end of the years and during semesters through special assignments	Lack of advance trainings and exposure to research forums, access to software	Participation in local workshops, seminars and trainings
3	Consultation and guidance of students in addressing real life problems with sound economic solutions	Consultation, mentoring and evaluation of the students through their one-to-one meetings, opinions and feedback	During final year	Students to deliver seminars and prepare reports	Seminar series, presentation sessions and class discussions, were organized for communication proficiency improvement
4	Practical oriented issue based research identification	Through surveys and focus group discussions with different stake holders to identify and isolate field level problems	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 through seminars.
5	Meeting industrial demand	Employer interaction, market surveys	Employers surveys	Weak industrial linkages	
6	Foresee the new lines of education and areas of research	Through field surveys, review of literature, expert opinion, feedback / communication with society and farmers	Regular feature	Latest subjects should be incorporated in syllabus, to study the new challenges	Continuous improvement in curricula and course outline

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 applied concepts in the field of economics along with their integration in basic fields of micro and macroeconomics using quantitative analytical techniques and their application to the real world data.
2. The graduates should be able to run important statistical and econometric software's for advanced level data analysis.
3. The graduates should have capacity to conduct problem oriented diagnostic surveys, baseline surveys and CBAs to be needed in the field.
4. The graduate students must have capability to take up a reasonable research projects on socio-economic problems and issues which they come across during their course of duty.
5. The students should have advanced theoretical and practical knowledge enabling them to peruse for higher studies.
6. The graduates shall be capable to establish their own enterprises and business using their analytical and quantitative skills
7. The students shall have potential to contribute in national economy and economic development of the country through their research based quantitative and qualitative input

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

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

Currently there are eight permanent teachers in the department who taught 10 courses to the M.Phil. (Economics) and M.Sc (Hons.) Agri. Economics students by using perfroma 1 and perfroma 10.

FALL 2016-17

During the Fall semester 2017-18, 4 M.Phil./M.Sc (Hons) Agri. Economics classes were pursuing their degree programs while the permanent faculty members were involved in teaching different courses to them are detailed below. Each of the teachers was evaluated by the students through Perfroma-10 for each of the course being taught to them. Overall 3 permanent faculty members and one visiting faculty member (listed as under) were involved in different post-graduate classes by the students.

1. Dr. Irfan Ahmad Baig
2. Dr. Abdul Qayum Mohsin
3. Mr. Nasir Mehmood
4. Ms. Shumaila Sadiq

Individual results of Performa 1 and Performa 10 are being presented below for each of the course and teacher.

Majority of the students have shown their satisfaction and they graded the teaching / coaching performance as excellent or good. Around 80 percent of the students were satisfied with the

preparation and performance of the instructor during the class as they were agree with the parameters of course objectives and also appraised the performance of faculty in imparting the course successfully. The students were somewhat more concerned regarding the extra material provided for the course, course objectives by the teacher. The students were also having concerns availability of research infrastructure and deteriorating condition of the class rooms. They were also having concerns regarding the content coverage through assignments and exams.

Individual Teacher Evaluation

SPRING 2017

During the Spring semester 2017, M.Phil. /M.Sc. (Hons) Agri. Economics classes were pursuing their degree programs while the permanent faculty members were involved in teaching different courses to them are detailed below. Each of the teachers was evaluated by the students through Perfroma-10 for each of the course being taught to them. Students recorded their evaluation of the proforma 1 and 10 through the automated campus management system and data were generated by the CMS team.

Following faculty members involved in the teaching during the spring semester:

1. Dr. Abdul Saboor
2. Dr. Irfan Ahmad Baig
3. Mr. Bashir Ahmad Khan
4. Ms. Shumaila Sadiq

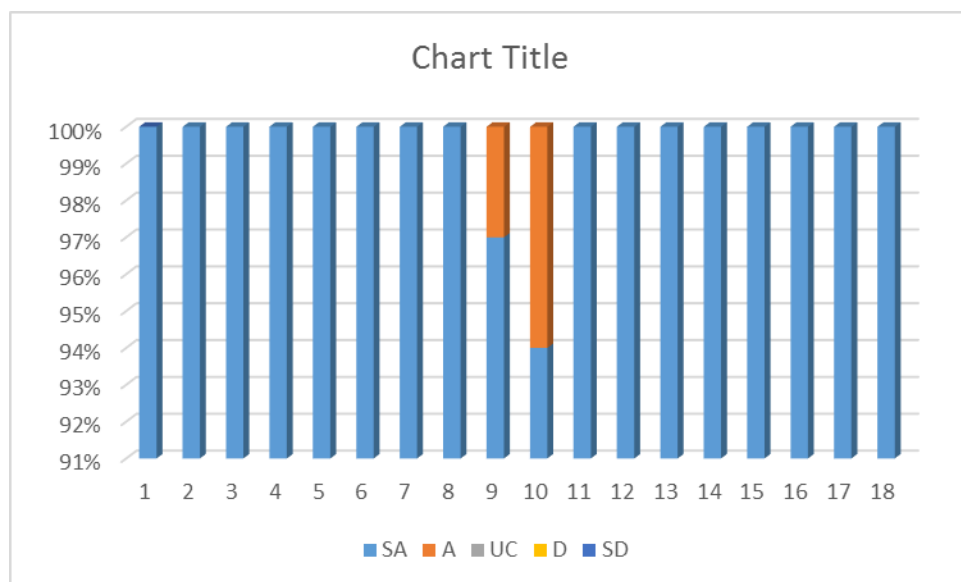
Performa 10

Teacher Name: Dr. Abdul Saboor

Course Name: Microeconomics-I

	Questions	A	B
1	The instructor provided course split schedule during the first week of semester	100%	
2	The assignments and exam covered the materials presented in the course	100%	
3	The course integrates theoretical course concepts with real world applications	100%	
4	The course material is modern and updated	100%	
5	The instructor arrives on time	100%	
6	The instructor communicates the subject matter effectively	100%	
7	The instructor demonstrates knowledge of the subject	100%	
8	The instructor gives citations regarding current situations with reference to Pakistani context	100%	
9	The instructor is fair in examination	97%	3%
10	The instructor is prepared for each class	94%	6%
11	The instructor leaves on time	100%	
12	The instructor maintains an environment that is conducive to learning	100%	
13	The instructor provides additional material apart from textbook	100%	
14	The instructor returns the graded scripts etc. in a reasonable amount of time	100%	
15	The instructor shows respect toward students and encourages its class participation	100%	
16	The instructor was available during the specified office hours and for after class consultations	100%	
17	The subject matter presented in the course has increased your knowledge of the subject	100%	
18	The sallybus clearly states course objectives requirements procedures and grading criteria	100%	

Responses given by the students were around 95 percent and above showing that the students had positive response for the concerned course in charge as the teacher is having command over the contents and the course developed by the teacher was as per international standard and scenario. Assignments given by the teacher were as per requirement and practical in nature. Teacher also shows respect towards the quarries and replied all off them in time.



Majority of the students were satisfied with their performance n the course as the average ranking of the students who strogly agreed with the statements were around 90 percent. However, few of the students showed their disagreement with the statement that course helped in solving his or her problems.

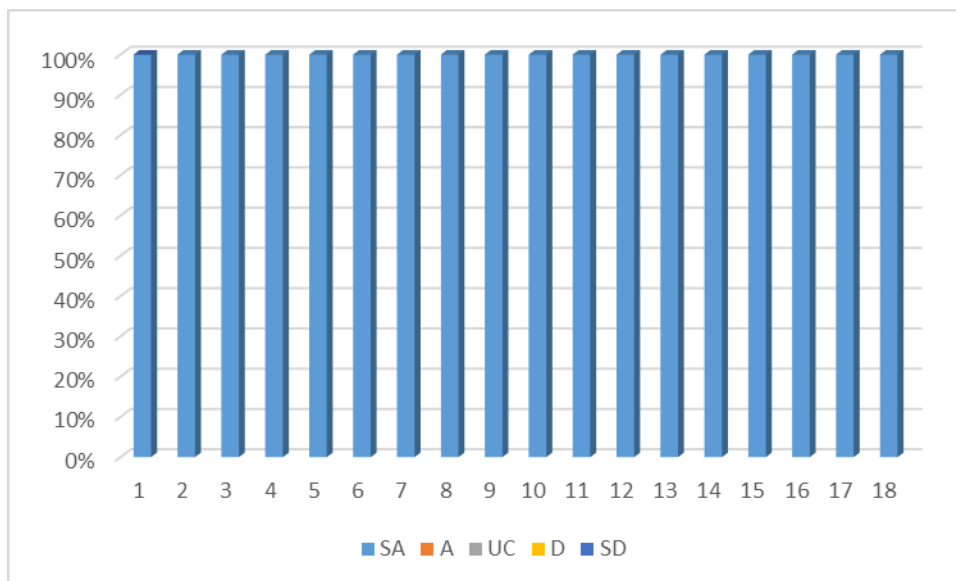
Teacher Name: Dr. Abdul Saboor

Course Name: Seminar

	Questions	A
1	The instructor provided course split schedule during the first week of semester	100%
2	The assignments and exam covered the materials presented in the course	100%
3	The course integrates theoretical course concepts with real world applications	100%
4	The course material is modern and updated	100%
5	The instructor arrives on time	100%
6	The instructor communicates the subject matter effectively	100%
7	The instructor demonstrates knowledge of the subject	100%
8	The instructor gives citations regarding current situations with reference to Pakistani context	100%
9	The instructor is fair in examination	100%
10	The instructor is prepared for each class	100%
11	The instructor leaves on time	100%
12	The instructor maintains an environment that is conducive to learning	100%
13	The instructor provides additional material apart from textbook	100%
14	The instructor returns the graded scripts etc. in a reasonable amount of time	100%
15	The instructor shows respect toward students and encourages its class participation	100%
16	The instructor was available during the specified office hours and for after class consultations	100%
17	The subject matter presented in the course has increased your knowledge of the subject	100%
18	The sallybus clearly states course objectives requirements procedures and grading criteria	100%

Results of the said course shows that the teacher had delivered course objectives up to extent with almost all the students lying at 100% in strong support about the course contents and course evaluation methods. The result also shows that the teacher gave full confidence to the students about the application of theories and laws in practical life of the economy, not only in Pakistan but globally as well by giving them the assignments and provoking them to present the scenario in discussion.

Graphical presentation



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.

Performa 1

Teacher Name: Dr. Abdul Saboor

Course Name: Microeconomics-I

Class: M.Sc Economics

Questions		A	B	D	E
1	Approximate level of your own attendance during the whole course	100%			
2	Class rooms were Satisfactory	97%			3%
3	Feedback on assessment was helpful	97%		3%	
4	Feedback on assessment were timely	100%			
5	Had the instructor been regular throughout the course?	100%			
6	I participated actively in the Course.	97%	3%		
7	I think I have made progress in this	97%	3%		

	Course				
8	I think the Course was well structured to achieve the learning Outcomes	100%			
9	I understood the lectures	97%	3%		
10	I was happy with the amount of work needed for tutorials	95%	5%		
11	Ideas and concept were presented Clearly	100%			
12	Learning materials (Lesson plans, Course Notes etc.) were relevant and useful.	97%	3%		
13	Recommended reading Books etc. were relevant and appropriate.	100%			
14	The Material in Practical was useful	97%	3%		
15	The Overall environment in the class	97%	3%		

	was conducive to learning.				
16	The course objectives were clear.	97%	3%		
17	The course stimulated my interest and though on the subject area	100%			
18	The course was well organized (e.g. timely) access to materials, notification of changes, etc)	100%			
19	The course workload was manageable	97%	3%		
20	The demonstrators dealt effectively with my problems.	97%	3%		
21	The instructor was responsive to student needs and problems	95%	5%		
22	The learning and teaching methods encouraged participation.	100%			
23	The material in the tutorials was	100%			

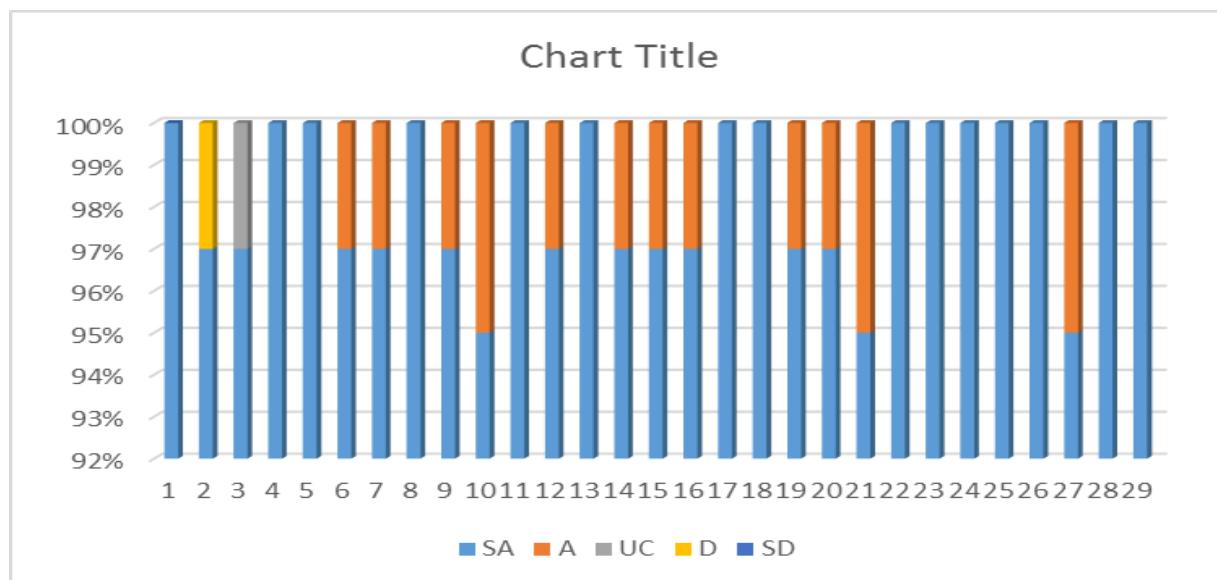
	Usefull					
24	The material was well organized and presented	100%				
25	The method of assesment were reasonable	100%				
26	The pace of the Course was appropriate	100%				
27	The provision of learning resources on the web was adequate and appropriate(if relevent)	95%	5%			
28	The provision of learning rosources in the library was adequate and appropriate.	100%				
29	The tutor dealt effectively with my Problems	100%				

Responses given by the students were around 80 percent and above showing that the students had positive response for the concerned course in charge as the teacher is having command over

the contents and the course developed by the teacher was as per international standard and scenario. Assignments given by the teacher were as per requirement and practical in nature. Teacher also shows respect towards the queries and replied all off them in time.

Results shows that the teacher had deliver course objectives up to point with greatest efforts to the students lying between 65-70 percent in tough agreement about the course contents and course evaluation techniques. The result also shows that the instructor gave full confidence to the students about the use of software and its application. Instructor also use the international methodology during the lecture delivery and gave practical assignment for understanding of the subject

Graphical presentation



Results of the said course shows that the teacher had delivered course objectives up to extent with maximum of the students lying around 75 percent agrees with the course contents and course assessment techniques. The result also shows that the lecturer gave full self-confidence to the students about the use of software and its application. She also use the international methodology during the lecture delivery and gave practical assignment for understanding of the subject.

FALL 2017-18

During the Fall semester 2018-19, M.Phil./M.Sc(Hons) Agri. Economics classes were pursuing their degree programs while the permanent and visiting faculty members were involved in teaching different courses to them are detailed below. Each of the teachers was evaluated by the students through Perfroma-10 for each of the course being taught to them. Students recorded their evaluation of the proforma 1 and 10 through the automated campus management system and data were generated by the CMS team. Majority of the students have shown their satisfaction and they agree with the statements of the perfroma indicating their level of satisfaction. More than 80 percent of the students were “Strongly agree” or “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.

Following teachers were involved in teaching to the M.Phil. (Economics) and M.Sc (Hons.) Agri. Economics classes.

1. Dr. Irfan Ahmad Baig
2. Dr. Abdul Qayum Mohsin
3. Mr. Nasir Mahmood
4. Ms. Shumaila Sadiq
5. Mr. Kashif Majeed

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 performance periodically using quantifiable measures.

Table-7: QUANTITATIVE ASSESSMENT OF THE DEPARTMENT

S. No.	Particulars	No.	Remarks
1	M. Phil / M.Sc (Hons) produced	46	Program started in 2007-08. In 2013, evening program was also initiated in M.Phil.
2	Students: Faculty (ratio)	10:1	This faculty ratio includes regular faculty members only. 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)	2:1	
4	Research activities at departmental level	46	Students are encouraged to involve in research based assignments, special problem and seminar courses.
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.
6	Average grade point	3	

Proforma 2:**FACULTY COURSE REVIEW REPORT**

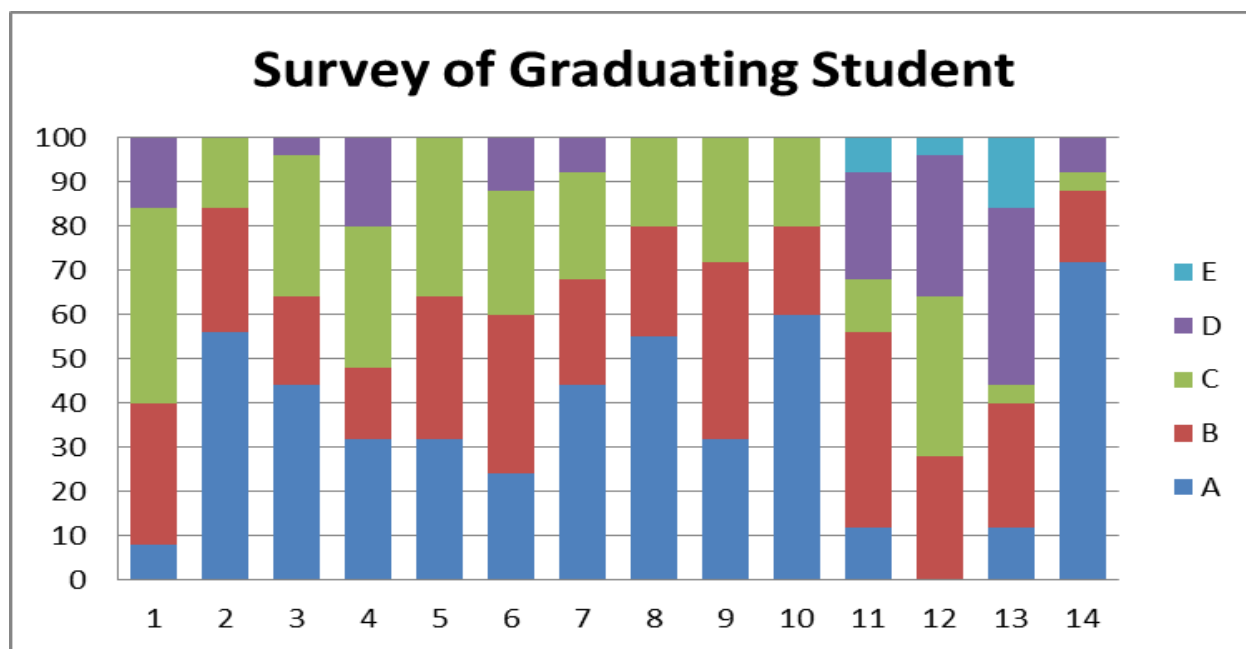
Course Code	Title	Credit Value	Assessment Methods/ Exams	Comments on curriculum	Changes for Course	Semester	% Grade					
							A	B	C	D	W	F
ECON/AEC 751	Microeconomics Analysis	3(3-0)	Mid Term &Final Term	NIL	NIL	Fall	0	62	30	0	0	8
ECON/AEC 752	Macroeconomics Analysis	3(3-0)	Mid Term &Final Term	NIL	NIL	Fall	8	31	46	8	0	0
ECON/AEC 753	Mathematical methods in Economics	3(3-0)	Mid Term &Final Term	NIL	NIL	Fall						
ECON/AEC 754	Econometric Techniques &Applications	3(3-0)	Mid Term &Final Term	NIL	NIL	Spring	22	74	3	0	0	0
ECON- 756	Preparations of projects &Evaluations	3(3-0)	Mid Term &Final Term	NIL	NIL	Spring	17	83	0	0	0	0
ECON- 761	International Trade	3(3-0)	Mid Term &Final Term	NIL	NIL	Spring	27	60	13	0	0	0
ECON 762	Monetary Theory	3(3-0)	Mid Term &Final Term	NIL	NIL	Spring	0	70	30	0	0	0
ECON 764	Economic Development in Developing countries	3(3-0)	Mid Term &Final Term	NIL	NIL	Fall	6	62	19	13	0	0
AEC 714	Production Economics	3(3-0)	Mid Term &Final Term	NIL	NIL	Fall	6	33	54	6	0	0
AEC-747	Environmental economics	3(3-0)	Mid Term &Final Term	NIL	NIL	Fall	66	31	3	0	0	0
AC- 758	Research methods in economics	3(2-2)	Mid Term &Final Term	NIL	NIL	Spring						

Performa No. 3: SURVEY OF GRADUATING STUDENTS

In this period around 46 students got M.Phil. / M.Sc.(Hons)/ degrees in Economics & Agri. Economics. Out of these, 25 Graduating students were surveyed to get data about the effectiveness of the program. According to survey 56 percent students are very satisfied while 24 percent students are satisfied with the effectiveness of the program for enhancing working abilities. Similarly, most of the students (64 percent) are satisfied with program administration. 48 percent students are satisfied with the development of analytical and problem solving skills by program. According to 36 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 (80 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 (72percent) of the students are dissatisfied with the infrastructure of the department. About 60 percent of the students have also urged for incorporation of more extra-curricular activities.

S.No		A	B	C	D	E
1	The work in program is too heavy and induces a lot of pressure	8	32	44	16	0
2	The program is effective in enhancing team working abilities	56	28	16	0	0
3	The program administration is effective in supporting learning	44	20	32	4	0
4	The program is effective in developing analytical and problem solving skill	32	16	32	20	0
5	The program in developing independent thinking	32	32	36	0	0
6	The program is effective in developing written communication skills	24	36	28	12	0
7	The program is effective in developing planning ability	44	24	24	8	0

8.	The objectives of the program have been fully achieved.	56	24	20	0	0
9	Whether the contents of the curriculum are advanced and meet program objectives	32	40	28	0	0
10	Faculty was able to meet the program objectives	60	20	20	0	0
11	Environment was conducive for learning	12	44	12	24	8
12	Whether the infrastructure of the department was good	0	28	36	32	4
13	Whether the program was comprised of Co-curricular and extra-curricular activities	12	28	4	40	16
14	Whether scholarships/grants were available to students in case of hardship	72	16	4	8	0



Performa No. 4: Survey of Research Students

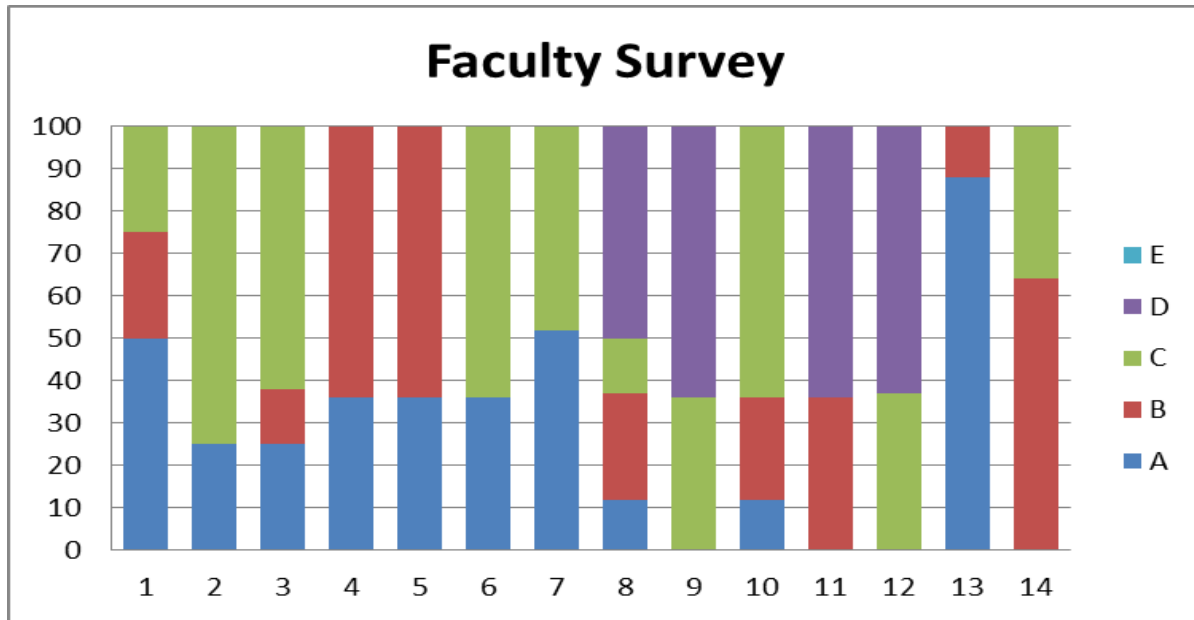
A survey of research students of M.Phil. and M.Sc (Hons) Agri. Economics was conducted to get the response of the students over the quality of research and guidance provided by the faculty members to conduct a meaningful research. Selection of the topics of the student research showed that research was not confined to a particular topic rather efforts have been made to focus on the real life issues and to cover a broad range of real life researchable issues.

Majority of the students showed their satisfaction over the extent and quality of the research supervision provided by the faculty members. Majority of the students completed their research thesis within stipulated time and showed their satisfaction over the issue. Few of the students showed their concern over the access of sophisticated software and data base in the department and lack of working space in the department.

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	50	25	25	0	0
2	The intellectual stimulation of your work	25	0	75	0	0
3	Type of teaching research you currently do	25	13	62	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	52	0	48	0	0
8.	Providing clarity about the faculty promotion process	12	25	13	50	0
9	Your prospects for advancements and progress through ranks	0	0	36	64	0
10	Salary and compensation package	12	24	64	0	0
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	37	63	0
13	The overall climate at the department	88	12	0	0	0
14	Whether the department is utilizing your experience and knowledge	0	64	36	0	0



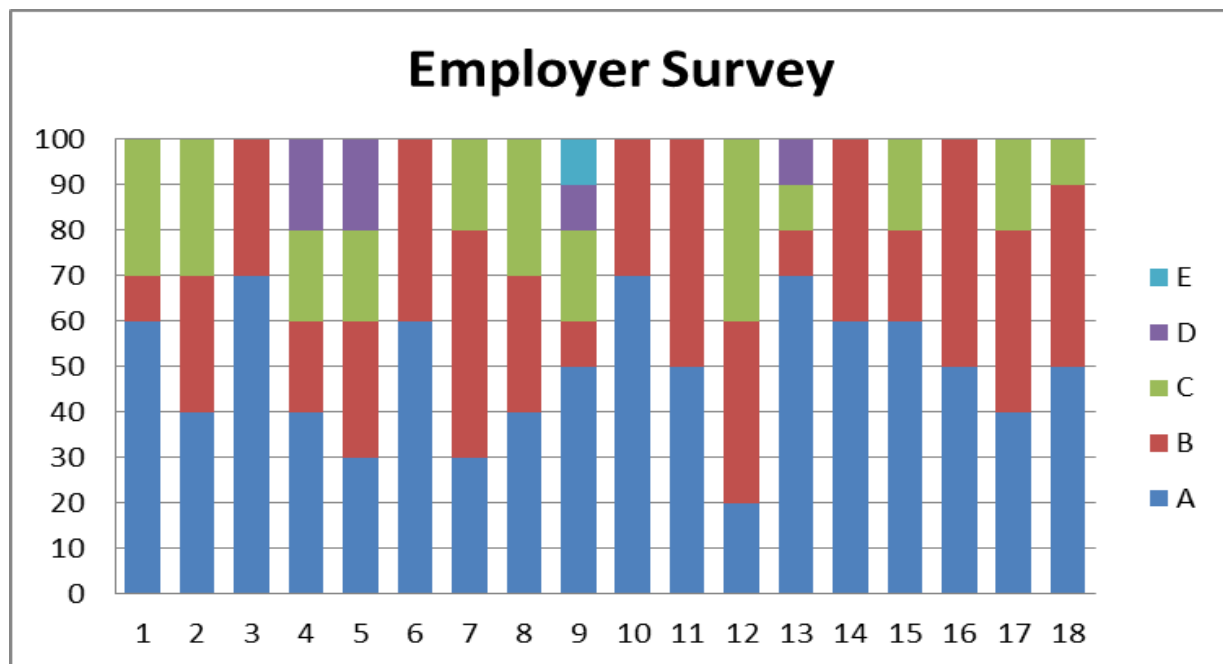
Performa No. 8: EMPLOYER'S SURVEY

The purpose of this survey is to assess the employer's satisfaction level by obtaining employer's input on the quality of education and 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 10 employers gave the data. According to 60% employers, the students have excellent knowledge of science, 70% employers agreed that candidates have excellent power of problem formulation and solving skills. More than 60 % employers recognized the students are having good communication and presentation skills. Employers showed concerns over the independent thinking, leadership skills and report writing abilities of the candidates.

Table 8: Percentage Response of the Employers over Graduating Students of the Department

Knowledge	A	B	C	D	E
1. Science	60	10	30	0	0
2. Problem formulation and solving skills	40	30	30	0	0
3. Collecting and analyzing appropriate data	70	30	0	0	0
4. Ability to link theory to Practice	40	20	20	20	0
5. Ability to design a system component or process	30	30	20	20	0

6. Computer knowledge.	60	40	0	0	0
Communication Skills					
1. Oral communication	30	50	20	0	0
2. Report writing	40	30	30	0	0
3. Presentation skills	50	10	20	10	10
Interpersonal Skills					
1. Ability to work in teams	70	30	0	0	0
2. Leadership	50	50	0	0	0
3. Independent thinking	20	40	40	0	0
4. Motivation	70	10	10	10	0
5. Reliability	60	40	0	0	0
6. Appreciation of ethical values	60	20	20	0	0
Work skills					
1. Time management skills	50	50	0	0	0
2. Judgment	40	40	20	0	0
3. Discipline	50	40	10	0	0



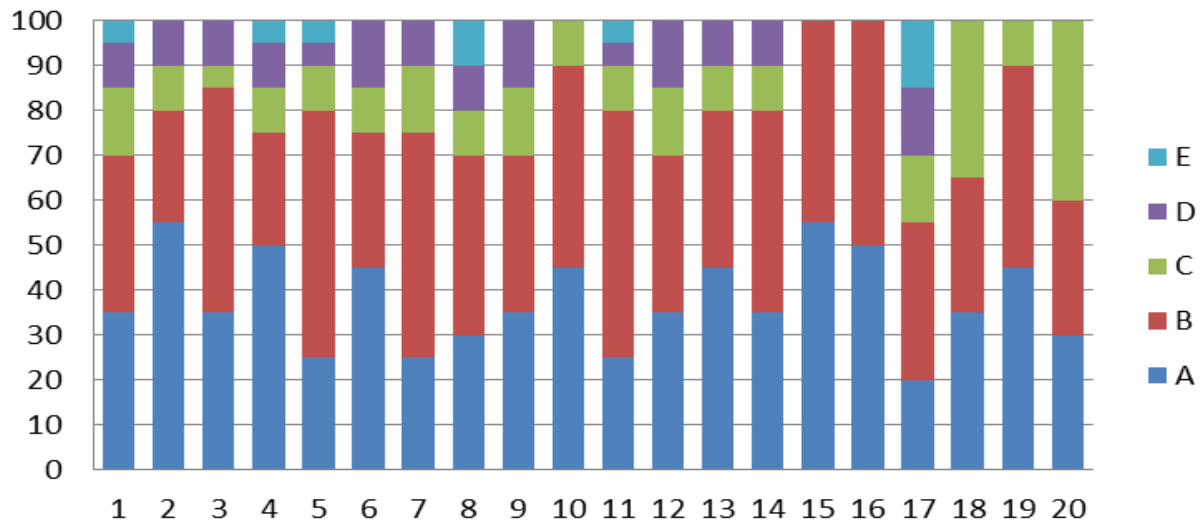
Proforma 7: ALUMNI SURVEY

Feedback of students graduated during 2013 and 2014 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)	35	35	15	10	5
2	Problem formulation and solving skills	55	25	10	10	0
3	Collecting and analyzing appropriate data	35	50	5	10	0
4	Ability to link theory to practice	50	25	10	10	5
5	Ability to design a system component or process	25	55	10	5	5
6	IT knowledge	45	30	10	15	0
II	Communication Skills					
1	Oral communication	25	50	15	10	0
2	Report writing	30	40	10	10	10
3	Presentation skills	35	35	15	15	0
III	Interpersonal skills					
1	Ability to work in teams	45	45	10	0	0
2	Ability to work in arduous/challenging situation	25	55	10	5	5
3	Independent thinking	35	35	15	15	0
4	Appreciation of ethical values	45	35	10	10	0
IV	Management /Leadership skills					
1	Resources and time management skills	35	45	10	10	0
2	Judgments	55	45	0	0	0
3	Discipline	50	50	0	0	0
VII	Department Status					
1	Infrastructure	20	35	15	15	15
2	Faculty	35	30	35	0	0
3	Repute at national level	45	45	10	0	0
4	Repute at international level	30	30	40	0	0

Bar Graph is given below:

Alumni Survey



SECTION 2

Degree Title: M.Phil. (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 M.Phil. degree program, around 35 students are enrolled in morning as well as in evening program. M. Phil. Evening program has been initiated to provide an opportunity to the working class who are eager to improve their knowledge level and qualification. Department is also running M.Sc(Hons) Agri. Economics degree program side by side for agricultural economics students.

M.Phil. (Economics) and M.Sc (Hons) Agricultural Economics

A minimum of 2 years / four semesters' duration program after masters or four years graduation program is the degree duration.

Pre-requisites

A candidate seeking admission to the course must have passed the graduation with at least 2.5 CGPA. Merit for post graduate program is determined on the basis of the performance in the last highest degree program and performance in the subject related entry test.

Degree requirements M.Sc. (Hons) Agri. Economics

The requirement is 46 credits comprising 36 credits of course work.

TABLE-7: POST GRADUATE COURSES (M. SC. Economics)

M.Phil. (Economics)

S. No.	Course Code	Course Title	Credit Hours
1	ECON-751	Micro Economics Analysis	3(3-0)
2	ECON-752	Macro Economics Analysis	3(3-0)
3	ECON-753	Mathematical Methods in Economics	3(3-0)
4	ECON-754	Econometrics Techniques and Application	3(3-0)
5	ECON-756	Preparation of Projects and Evaluation	3(3-0)
6	ECON-758	Research Methods in Economics	2(2-1)
7	ECON-761	International Trade	3(3-0)
8	ECON-762	Monetary Economics	3(3-0)
9	ECON-764	Economic Development in Developing Countries	3(3-0)
10	ECON-720	Seminar	1(1-0)
11	AEC-715	Applied Econometrics	3(3-0)

12	AEC-732	Agricultural Development	3(3-0)
13	STAT-702	Biostatistical Analysis	3(3-0)
14	ECON-799	Research Thesis	10(0-20)

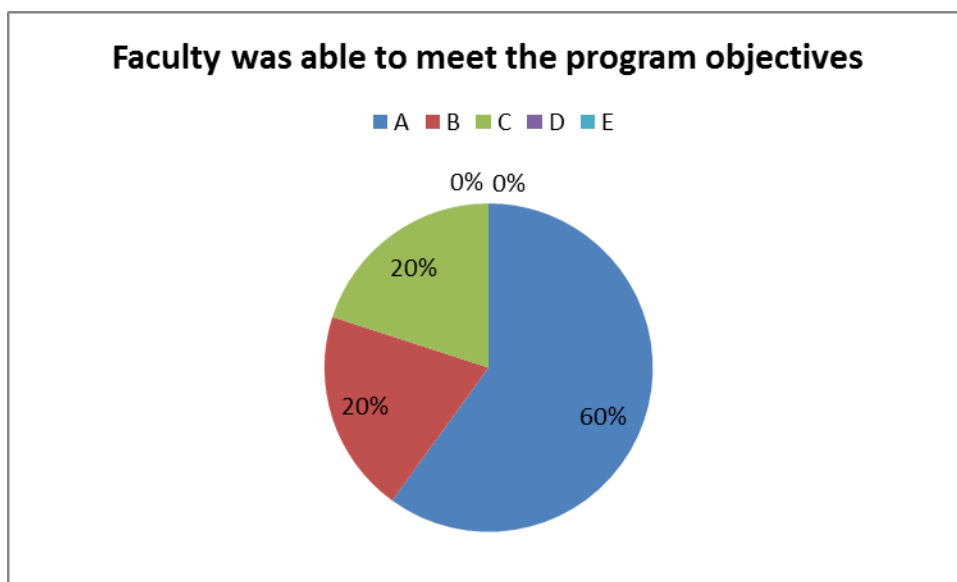
M.Sc (Hons.) Agricultural Economics

1	AEC-714	Production Economics	3(3-0)
2	AEC-715	Applied Econometrics	3(3-0)
3	AEC-720	Seminar	1(1-0)
4	AEC-751	Microeconomic Analysis	3(3-0)
5	AEC-752	Macroeconomic Analysis	3(3-0)
6	AEC-753	Mathematical Methods In Economics	3(3-0)
7	AEC-754	Econometric Techniques & Application	3(3-0)
8	AEC-758	Research Methods In Economics	2(1-2)
9	ECON-761	International Trade	3(3-0)
10	ECON-762	Monetary Economics	3(3-0)
11	STAT-701	Experimental Statistics	3(3-0)
12	MATH-701	Computer Applications In Statistics	3(1-4)
13	MATH-705	Operational Research	3(3-0)
14	AEC-799	Research Thesis	10(0-20)

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

Standard 2.1: Assessment of the Economics & Agricultural Economics

About 60 percent of the graduating students agreed with the statement that faculty was able to achieve the program objectives. (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	66%
Problem analysis	20%
Solution design	14%

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 courses 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 M.Sc (Hons) and M.Phil. program, requirement of 39 credit hours is being fulfilled.

STANDARD 2-5:

Courses being offered are designed to address the basic needs of the curricula and are highly informative and fulfilling the HEC 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:

- Two computer and I.T. courses (6 credit hours) and two courses of statistics (6 credit hours) based on computer practical usage were included in the curriculum to fulfill the I.T. requirements for the students of M.Sc (Hons.) Agric. degree.
- Computer and I.T. courses (3 credit hours) have been integrated in the curriculum of M.Phil. 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

- Two seminars having one credit hours each are compulsory at the Post-graduate level.
- Students are encouraged to present their special assignments in each course at least once in a semester.
- Assignments are given to M.Sc 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. Although, many students have their own laptops, yet provision of decent working space and certified software would enhance their efficiency.

Unfortunately, the department does not have sufficient facility of computers and working place for students and also for faculty. Currently around 40 students are enrolled in the said program but due to non-availability of space and computer facility, their degree is badly affecting.

Currently, department needs three computer labs for following purpose including one computer lab is required for PhD scholars for their data entry and analysis. (with computer facility of 15), one computer lab is required for M.Phil. Economics and M.Sc (Hons.) Agriculture Economics students with 30 computers and one computer lab is required for other undergraduate and post-graduate program.

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.

- The library must possess an up-to-date technical collection relevant to the program and must be adequately staffed with professional personnel. In- sufficient library's technical collection of books. Recommended books, relevant journals of the programs are not available to the students.
- These aspects need to be strengthened in number and space.
- 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.

- Faculty offices are inadequate and therefore teachers have been accommodated in shared offices.
- Space limitation is the major constraint in the development and strengthening of discipline.
- To conduct and support research at this level, faculty and department needs additional manpower and institutional support

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.

- Insufficient secretarial support, technical staff and office equipment.

Standard 3-3: Computing Infrastructure and Facilities

- **Computing facilities support:** Not adequate facility available to all faculty members and the post graduate students.
- **Shortcoming in computing infrastructure:** Computers with internet facilities should be available to all faculty members and postgraduate students.

Unfortunately, the department has no facility of computer for students and also for faculty. Currently the nine students are enrolled as PhD 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. PhD Scholars computer lab

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

2. Post Graduate Students Computer Lab

One computer lab is required for M.Phil Economics and MSc (Hons) Agriculture Economics students with 30 computers

3. General Computer Lab

One computer lab is required for MSc Economics, Morning and Evening Program and BSc (Hons) Agriculture Economics Program with 50 computers (the total number of students in this programs about 200).

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 students at the program level and also across the different programs.

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 at under graduate level. Two periods on Thursday are reserved for students for extracurricular activities. However, there is no such counseling cell in the department.
- Student 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, Aradian Society and other relevant professional societies.

- Realizing the need for exploring job opportunities for the university graduates, Student Resource Directorate 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

- 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.
- Admission criteria for M.Sc, M.Sc. (Hons), M.Phil. are same as mentioned in section 2.
- Admission criteria are revised every year before the announcement of admissions.

Standard 5.2: Process of Registration

- 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.
- Students are evaluated through Mid, Final and Practical exams and through Assignments.
- 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.
- In general, the students are registered on competition bases 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:

- Vacant and newly created positions are being advertised in the national newspapers, while applications are received by the Registrar office. After scrutiny of the applications under the rule, 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.
- The candidates are interviewed by the University Selection Board to judge the suitability of the candidates and Principal and alternative candidates are being selected wherever possible.
- Selection of candidates is approved by the Syndicate for issuing orders to join within a specified period.
- Induction of new candidates depends upon the number of approved vacancies.
- Standard set by HEC are followed.
- At present, no regular procedure exists for retaining highly qualified faculty members. However, the revised pay scales structure is quite attractive.
- HEC also supports appointment of highly qualified members as foreign faculty Professors, National Professors and TTS pay scales and deutes them in concerned departments of the University.

Standard 5.4: Teaching and Delivery of Course Material

- To provide high quality teaching, department periodically revises the curriculum depending upon requirements, innovations and new technology.

- With the emergence of new fields, new courses are introduced, and included in the curriculum.
- 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.
- Notes are also prepared by the teachers and given to the students.
- Few of the lectures are supplemented by multimedia equipment.
- All efforts are made that the courses and knowledge imparted meet the objectives and outcome. The progress is regularly reviewed in the staff meetings.

Standard 5.5: Completion of Program Requirements

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

Mid Examination	30%
Assignments	10%
Final Examination	60%

- 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
------------	---	---	------

- 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	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. Abul Saboor	38	5	2	-
Dr. Ikram Ali	17	-	-	-
Dr. Abdul Qayum Mohsin	3	-	-	-
Dr. Irfan Ahmad Baig	16	2	2	2
Mr. Nasir Mahmood	1	-	-	-
Mr. Bashir Ahmad Khan	1	-	-	-
Ms. Shumaila Sadiq	2	-	-	1
Ms. Saima Asad	-	-	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

RESEARCH PUBLICATIONS

- 1) Hussain, A., F. Zulfiqar and **A. Saboor**, 2014 Changing food patterns across the seasons in rural Pakistan: Analysis of food variety, dietary diversity and calorie intake, *Journal Ecology of Food and Nutrition* Vol. 53 (2), pp 119-141.
- 2) Rasool, S. A, **A. Saboor** and M. Raashid 2014. Measuring Efficiency of Hospitals by DAE: An Empirical Evidence from Pakistan, *International Journal of Public Health Sciences*, Vol.3, No.2, June 2014, pp. 129~136.
- 3) Khan. A. U., **A. Saboor**, A. Hussain, S. Sadiq and A. Q. Mohsin, 2013. Investigating Multidimensional Poverty across regions in the Sindh province of Pakistan. *Soc. Indic. Res.*
- 4) Khan. A. U., **A. Saboor**, A. Hussain, S. Sadiq and A. Q. Mohsin, 2013. Poverty Assessment as a Multidimensional Socio-economic concept: the Case of Rawalpindi region in Pakistan. *Asia Pacific Journal of Social Work and Development*.
- 5) Sadozai, K. N. **A. Saboor**, M.A. Khan, D. Jan and G. Ali. 2013. Analyzing the impact of farmer field school on technical efficiency of cotton growers in southern districts of Punjab-Pakistan: Stochastic Production Frontier Approach, *Sarhad Jr of Agri.*, Vol 29 (2), 291-298.
- 6) Kausar R., S. N. Mirza, **A. Saboor**, A. Saleem and B. Khalid, 2013. Role of Ecotourism in Promoting and Sustaining conservation of Nature: A Case Study of Murree forest recreational resort. *Pak. J. Agri. Sci.*, Vol. 50(3), 463-468.
- 7) Ahmed E., M. Arshad, **A. Saboor**, R. Qureshi, G. Mustafa, S. Sadiq and S. K. Chaudhari, 2013 Ethno-botanical appraisal and medicinal use of plants in Patriata, New Murree: Evidence from Pakistan. *Journal of Ethno-biology and Ethno-medicine* 9:13.
- 8) Khurshid N. and **A. Saboor**, 2013. Impact Assessment of Economic Interventions of AKRSP on the Lives of Rural Women: A Case Study of Northern Areas of Pakistan, *International Journal of Economics, Commerce, and Research (IJECR)*, 3 (1), 49-56.
- 9) Hussain, A., **A. Saboor**, M. A. Khan, A. Q. Mohsin, F. H Sahi and M. Z. Anwar, 2012. Technical Efficiency of Wheat Production in Punjab (Pakistan): A Cropping Zone Wise Analysis, *Pak. J. life Soc. Sci.*, 10(2), 130-138.
- 10) Saima Asad, Abdul Saboor, Irfan Ahmad Baig, Saima Ayaz, Nasir Mahmood (2014) "Impact of resource management on the development of arid area productivity and livelihood: a case study of Rawalpindi district", *Scholarly Journal of Agricultural Science* 4(2)
- 11) Baig I A, Ashfaq M, Naqvi S A, Ahmed A, Hoogenboom G, Antle J M, Valdivia R (2014), Ex Ante Impact Assessment of Wheat Crop in Punjab-Pakistan, *Journal of Applied Environmental and Biological Sciences* 4(7s)

- 12) Muhammad Aamir Khan, B. Mansoor., Arshad Mahmood, A. Anwar (2014) “Comparative Economics of users and nonusers of Dharabi Dam Pakistan” European Journal of Applied Social Sciences Research (EJASSR) 2(1): 12-19.

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.

SECTION 7

INSTITUTIONAL FACILITIES

The institution must have the infrastructure to support new trends in learning and research such as intuitional support to fund the short research projects at student and faculty level and e-learning facilities. At the moment department is facing problems such as:

- Access to E-books especially the text books and journals is limited sp the faculty and students are handicapped in accessing the latest editions of books and journals.
- Insufficient infrastructural facilities to aid in adopting modern teaching and communication methods to support new trends in learning
- Lack of research funding for the researchers
- Lack of teaching assistants

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 department has the following shortcomings/problems:

- Faculty rooms are insufficient to provide the faculty a conducive environment for research and academic activities
- Ph.D students and M.Phil. students have no space in the department to conduct research
- Telephone sets/connections and VOIP facilities are limited.

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.

INTSTITUTIONAL 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, computer lab having improved computational and printing facilities

STANDARD-8-2: HIGH QUALITY RESEARCH SCHOLARS

Research Assistants	Ph.D. Students
2	12

Faculty to M.Phil. Student's ratio is 1:6

STANDARD-8-3: FINANCIAL RESOURCES

Total budget of the Department of Eco. & Agri. Eco for the financial years 2012-13 to 2013-24 did not fulfill the departmental needs particularly for the purchase of data sources, software, journals etc.

SUMMARY

The Department is offering three post-graduate degree programs i.e. M. Phil. / M.Sc (Hons.) and Ph.D. in Economics/Agri. Economics. The admissions are offered on merit and students have to fulfill certain prerequisite criteria for admission in M. Phil. programs. During the report period, department has also initiated evening program in M.Phil. (Economics) with 20 allotted seats. The M.Phil. (Economics) and M.Sc (Hons) Agri. Economics programs have been designed to cater the need of the students, industry and socio-economic settings of the country. The curricula of the programs along with the research priorities of the department tend to impart basic knowledge of classical as well as modern concepts of Economics & Agri. Economics. Moreover, these programs provide the prospect for the students to specialize in one or more core areas of economy according to the specific interest of the student.

Department of Economics Agri. Economics is continuously making efforts to align the courses according to the present day needs. Core courses of the program include elements of theoretical as well as analytical economics on basic and advanced levels as well. Graduating students get equipped with key underlying concepts of modern economics especially focusing the policy analysis of key macroeconomic aspects including environment, fiscal and monetary economics. 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 students surveys and faculty survey etc. have been conducted by the departmental members of the program team. The data were collected on prescribed formats and after analysis presented mostly in the form of graphs and tables. Analysis of student responses over the course and teacher evaluation revealed that majority of the students are

satisfied with the subject approach and course conduct of faculty member, 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. However, students have showed their concerns over the availability of infrastructure facilities and class room conditions. According to research student survey, access to various scientific journals is limited. Similarly, department has limited budget for research purposes which cannot support laboratories and research activities. 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 the motivation and inspiration of provided by the leadership but they have few 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) Laboratory needs and access to the data sources and software, b) Faculty members have pointed that in their workload research students (no. of M. Phil and Ph. D. students) should also be considered, c) Classrooms should be provided with the multimedia facilities and better environment. Improvement in this area will also speed up the level of research and teaching, d) The budget allocated to the department hardly meets the requirements of the research, 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

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.

Proforma 9

Faculty Resume

Name	SAIMA ASAD	
<i>Personal</i>	Lecturer ,Department of Economics & AEC, PMAS-AAUR, Rawalpindi.	
<i>Experience</i>	Date : Title : Institution. 21-10-2000:Lecturer:UAAR	
<i>Honor and Awards</i>	1.Won talent scholarship for 1 st Semester M.phil Economics in fall semester 2008 for second highest GPA 4. Co-ordinator Debating Society of UAAR 2003-5 5. Co-Ordinator Literary Society of UAAR 2005-7 6. Co-Ordinator Art Club of UAAR 2007-11 7.Editor Naveed-e-Baran(Urdu Section) 2009-11 8. Received an honorarium by the Vice Chancellor against extra good work done at student week as faculty representative 2010-11	
<i>Memberships</i>	1.Member Academic Council 2008-11 2.Member Syndicate 2014-17 3.Co-ordinator Debating Society of UAAR 2003-5 4. Co-Ordinator Literary Society of UAAR 2005-7 5. Co-Ordinator Art Club of UAAR 2007-11 6.Editor Naveed-e-Baran(Urdu Section) 2009-11	
Graduate Students	1. Perception of rural females about causes and consequences of Hepatitis (A case study of two Punjab Villages) (2004): Shomaila Ibrahim - Department of Sociology 2. The impact of contraceptive use on women health: A case study in Rawalpindi (2004): Farah Naz - Department of Anthropology	

3. The study of child labour in surgical tools manufacturing industry in reference to health suffering in Sialkot (2005): Muhammad Amjad Nawaz Kang - Department of Sociology
4. Study of socio-cultural factors responsible for crimes conducted by females (A case study of Adiala Jail Rawalpindi) (2006): Ambreen Naz - Department of Sociology
5. Vulnerability of youth towards HIV/AIDS: A case study of public and private university in Islamabad (2008): Yusra Qadir - Department of Sociology
6. Causes and consequences of health care practices in a town Lalliani Khas, district Sargodha (2009): Aamir Shahzad - Department of Sociology
7. Impact of terrorism on university students in Rawalpindi (2010 : Mahjabeen Rafique - Department of Sociology
8. Impact of cable TV channels on youth in Rawalpindi (2010): Human Manzoor - Department of Sociology
9. Determinants of infant mortality in Chakwal (2010): Saima Noreen - Department of Sociology
10. A study of women effected by family violence in Jehlum (2010): Reema Bano - Department of Sociology
11. Problems of organizing farmers for an effective water management at the water course level in village Sorani Dagger, tehsil Darya Khan, district Bhakkar (2009): Muhammad Yousaf - Department of Sociology
12. Socio-psychological harassment faced by nursing staff in Pakistan Institute of Medical Sciences (PIMS) Islamabad (2010): Memoona Ather - Department of Sociology
13. Causes and consequences of kidney sale in Rawalpindi (2010): Zakir Hussain - Department of Sociology
14. Social impact of terrorism on human behavior in Rawalpindi (2010): Muhammad Zeeshan Nawaz - Department of Sociology
15. "Impact of cable TV on youth in Rawalpindi"(2011):Huma Manzoor
16. "Causes and consequences of kidney sale in Rawalpindi"(2011): Zakir Hussain.
- 17 "Determinations of neonatal mortality and its impact on the family life in Rawalpindi city"(2013) Anila Ejaz.

Postdocs Undergraduate Students <i>Honour Students</i>	SUPERVISED STUDENTS 1.Economic Analysis of Water Born diseases in Rawalpindi City.2015 2.Impact evaluation of different energy generating sources in Pakistan .2015 3. Benefit cost analysis of livestock farming in Mir Pur AJK.(Thesis In Process)2015 4.Structural Adjustments and growing inequality in Rawalpindi District(thesis in process) 5.Female Poverty and Livelihood: A case of Barani Areas of Punjab.(Thesis in process) 6.Gender Biasedness in Education and Health in Pakistan.(Thesis in process)2015
Service Activity	• Member of Admission Committee of Economics/Agriculture Economics Department during 2001-2006 • Responsible for collection & maintenance of GS-10 Enrolment Forms during 2001-6-7 • Responsible for making of time table before the commencement of semesters and date sheet construction before mid and final term exams. • Secretary Departmental Board of Studies meetings. • Member of Academic council 2008- 11. • Faculty representative for students affairs 2008-2011 • Supervise co-curricular activities conducted by student in the Department/university level as well • Member of the committee for conducting Physical Stock Verification of all consumable & non-consumable items of girl's hostel 2003.

<i>Brief Statement of Research Interest</i>	• Editor Urdu section of university magazine for 2009 • Member Admission committee 2013-14 • .Member Admission committee 2015-16 <i>As a teacher and Researcher I had great interest in working in the development Economics field as this will be the hotcake off our economy.</i>
<i>Publications</i>	<i>Nil</i> 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) • Thesis “THE IMPACT OF RESOURCE MANAGEMENT ON THE DEVELOPMENT OF ARID AREA PRODUCTIVITY AND LIVELIHOOD”(2013).
<i>Research Grants and Contracts.</i>	• Thesis “The Impact Of Resource Management On The Development Of Arid Area Productivity And Livelihood”(2013). • Holder Of Icdl Certificate In Pakistan

Name	BASHIR AHMAD KHAN		
<i>Personal</i>	bashir.ahmad@uaar.edu.pk Web Site: http://www.uaar.edu.pk TEL (Work): +92 (051)9062755 Cell No. +92-301-7160563		
<i>Experience</i>	1-Lecturer (PMAS-AAUR) March 3, 2007 till to Date		
<i>Honor and Awards</i>	n/a		
<i>Memberships</i>	Member Admission Committee of Economics & Agriculture Economics Department. Member Supervisory Committee of various students of M.Sc.(Hons.) / M.Phil Agriculture Economics and other Departments		
Graduate Students	Year	Degree	Name of student
Postdocs	2009	MSc.(Hons.)	Rubina Bano
Undergraduate	2011	MSc.(Hons.)	Muhammad Asif
Students	2012	MSc.(Hons.)	Adnan Khalid
<i>Honour Students</i>	2012	MSc.(Hons.)	Qaisar Abbas
	2013	MPhil	Hafiz Muhammad Imran
	2013	MSc.(Hons.)	Usman Ahmad
	2013	MSc.(Hons.)	Zaamin Abbas
	2014	MPhil	Mudassar Hussain
Service Activity	Focal person, prime minister lap top distribution scheme, To supervise / take care of quality drinking water for the students and staff in the department.		
<i>Brief Statement of</i>	International Trade / Forex Trading		

<i>Research Interest</i>	Poverty Alleviation
<i>Publications</i>	Research Article: 1- Need to Develop Fishery Sector in Pakistan, "The Nation Money Plus" Feb, 01-2010.
<i>Research Grants and Contracts.</i>	n/a
<i>Other Research or Creative Accomplishments</i>	n/a
<i>Selected Professional Presentations</i>	n/a

Proforma 9

Faculty Resume

Name	Irfan Ahmad Baig		
Personal	Irfan.baig@uar.edu.pk Web Site: TEL (Work): +92 (051)9292138 Cell No. +92-3336209394		
Experience	Assistant Professor		
Honor and Awards	n/a		
Memberships	Member Admission Committee of Economics & Agriculture Economics Department. Pakistan Society of Development Economist International Network on Participatory Irrigation Management		
Graduate Students	Year	Degree	Name of

Postdocs	student
Undergraduate	2012 MSc.(Hons.) Kaif Matloob
Students	2012 MSc.(Hons.) Nazakat Jabeen
<i>Honour Students</i>	2013 MSc.(Hons.) Tahir Mahmood
	2012 MSc.(Hons.) Qaisar Abbas
	2012 MPhil Zarmna
	2012 MPhil Maham Fatima
	2013 MPhil Tahmina Yasmin
	2013 MPhil Tyyaba Shaukat
	2014 MPhil Khawar Hassan
Service Activity	Member, SAR team To participate in departmental activities for holding seminars and talks
<i>Brief Statement of Research Interest</i>	Water and productivity, climate change
<i>Publications</i>	Attached
<i>Research Grants and Contracts.</i>	n/a
<i>Other Research or Creative Accomplishments</i>	n/a
<i>Selected Professional Presentations</i>	n/a

FACULTY RESUME

Name	Arshad Mahmood Malik			
Personal	House# 209, St. # 43, Phase 8 Bahria Town Rawalpindi Cell # 0321 5562788			
Experience	Date	Title	Institution	
	04-07-2013 to-date	Assistant Professor Agri. Economics BPS-19	Pir Mehr Ali Shah, Arid Agri. University, Rawalpindi	
	04-07-2009 to 03-07-2013 and 04-07-13 to 26-07-13 (additional charge)	Dy. General Manager/ Project Director	Farmers Market Pvt. Ltd. (a private company of Pir Mehr Ali Shah, Arid Agri. University)	
Honors & Awards	NA			
Memberships	NA			
Graduate Students	Year	Degree	Name	
	2014	MSc Hons Agri Economics	1 (Fouzia Aziz)	
Service Activity	R&D Project of PMAS-AAUR, Hydroponics Research Station, Rawat, Rawalpindi			
Research Interest	Hydroponics, Production Efficiency and Management, Agri. Marketing & Trade in Livestock and Vegetable sector, IMPACT Modeling			
Publications	1. Muhammad Aamir Khan, B. Mansoor, Arshad Mahmood, A. Anwar (2014) "Comparative Economics of users and nonusers of Dharabi Dam Pakistan" European Journal of Applied Social Sciences Research (EJASSR) 2(1): 12-19.			
Selected Professional	1. Presentation on Hydroponics Production System 2. Marketing of Hydroponics Products in Pakistan and Middle East			

Presentatio n	
------------------	--

Proforma 9

Faculty Resume

Name	Shumaila Sadiq		
<i>Personal</i>	Department of Economics/ Agri-economics, PMAS, Arid Agriculture University, Rawalpindi.		
	Phone Number: 0222-5050520		
<i>Experience</i>	2011-Continued, Lecturer (Leave Vacancy), PMAS, Arid Agriculture University, Rawalpindi.		
	2010-2011, Lecturer (Visiting), PMAS, Arid Agriculture University, Rawalpindi.		
	Got Second Position in M.Sc. Economics and Finance. Got two distinction certificates in M.Sc. Economics and Finance. Scholarship holder in Matriculation, M.Sc. and M.Phil.		
<i>Honor and Awards</i>			
<i>Memberships</i>	Member of Pakistan Development Society from 2010 to till.		
Graduate Students Postdocs Undergraduate Students	Thesis Supervision		
	Years	Degree	Name
	2013	M. Phil Economics	Muniba Masood Kiani
<i>Honour Students</i>	2013	M.Sc. Agri-Economics	Sadaf Mannan
	2014	M.Phil Economics	Sammar Fatima
	2014	M.Phil Economics	Matina Akhtar
	2015	M.Phil Economics	Mehwish Razzaq
	2015	M.Phil Economics	Iqra Shaukat

Service Activity	Teaching and Research
Brief Statement of Research Interest	The research interests include - macroeconomic time series analysis, Primary data analysis, climate change impacts on agriculture in Pakistan and poverty analysis. For this purpose, different workshops, seminars on various economic research fields and trainings are being attended about SPSS, GIS and RS, Mixed Methods Design and Net-Mapping to build up research skills and also having basic computer skills include: Spread Sheet Analysis, Eviews, Microfit, SPSS, Stata, Arc GIS, ERDAS Imagine, NVIVO, Mapple, and Internet Browsing

<i>Brief Statement of Research Interest</i>	The research interests include - macroeconomic time series analysis, Primary data analysis, climate change impacts on agriculture in Pakistan and poverty analysis. For this purpose, different workshops, seminars on various economic research fields and trainings are being attended about SPSS, GIS and RS, Mixed Methods Design and Net-Mapping to build up research skills and also having basic computer skills include: Spread Sheet Analysis, Eviews, Microfit, SPSS, Stata, Arc GIS, ERDAS Imagine, NVIVO, Mapple, and Internet Browsing.
--	---

<i>Publications</i>	• Arshad et al. 2014. An evidence of ethno-biological diversification from Kala Chitta Hills of Pothwar region, Pakistan: Multinomial Logit specification. Journal of Ethnobiology and Ethnomedicine. • Ahmed et al. 2013. Ethnobotanical appraisal and medicinal use of plants in Patriata, New Murree, evidence from Pakistan. Journal of Ethnobiology and Ethnomedicine. 9:13 • Khan, A. U., Saboor, A., Hussain, A., Sadiq, S. and Mohsin, A. Q. 2013. Investigating multidimensional poverty across the regions in the Sindh province of Pakistan. Social Indicators Research. • Khan, A. U., Saboor, A., Hussain, A., Sadiq, S. and Mohsin, A. Q. 2013. Poverty assessment as multidimensional socio-economic concept: the case of Rawalpindi region in Pakistan. Asia Pacific of Social work and development. 0(00) 1-13. • Saboor, A., Sadiq, S. and Ikram Ali. 2011. Monetary Approach to Balance of Payment in Pakistan: A Time Series Analysis. The
<i>Research Grants and Contracts.</i>	None

<i>Other Research or Creative</i>	None
<i>Selected Professional Presentations</i>	None

