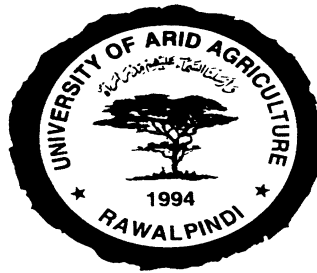


Pir Mehr Ali Shah
ARID AGRICULTURE UNIVERSITY
RAWALPINDI

DEPARTMENT OF ECONOMICS & AGRI.
ECONOMICS



Self-Assessment Report
PhD Agricultural Economics
2016-18

Program Team

Dr. Gulnaz Hameed (Coordinator)

Dr. Nasir Mahmood (Member)

Ms. Saima Asad (Member)

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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.

History

The department was established in the year 1995 on the establishment of the University of Arid Agriculture, Rawalpindi (UAAR). The department started offering B. Sc. (Hons.) Agricultural Economics program which is four-year program out of which the students are taught with the basic subjects of agriculture during the first two years. After two years, the students are offered specialization in their field of interest. Those who opt Agricultural Economics are awarded with the degree titled B. Sc. (Hons.) in Agricultural Economics. In addition to this, 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 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. The Department of Economics & Agri. Economics is offering following graduate and post-graduate degree programs:

1. PhD in Agri. Economics (Morning program)
2. PhD 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)

The program of PhD Agricultural Economics is designed to provide necessary skills in understanding economic problems of the country. Its curriculum highlights the emerging issues confronting Pakistan's economy like, microeconomic linkages and their integration and effect on macroeconomic indicators, economical and efficient agricultural production systems, management of natural resources especially water and their impact on environment, agribusiness development, Understanding of SDG's, their indicators and role of agriculture in achieving the relevant goals, labor and capital productivity and efficiency measurement, budgetary deficit, WTO, national and international trade mechanisms, food security and governance.

The major emphasis of department is to build a research-based approach in the students to study economy of Pakistan, focusing agriculture's role in having a sustainable economic model of development in the country. Other areas that are focused to broaden the vision and to introduce the process of innovative thinking in the student is on Economic development, poverty, regional integration, modern marketing technologies, natural resource economics, climate change & adaptation and international trade. New areas like WTO regime, farm credit, marketing, profitability at farm level, poultry farming, Ostrich farming, oil-seed crops, micro credit, women participation and training, soil and water conservation, labor economic issues are also focused. The thrust of the research is on the socio-economic conditions of Barani areas.

In 2005-06, Ph.D. program was initiated in both Economics and Agri. Economics. Currently, eighteen students are enrolled in PhD (three in Agriculture Economics and fifteen in Economics).

The department also functions as focal point in WTO related activities including organizing and participating at different forums. The climate change, food security, 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.

This Self-Assessment Report (SAR) contains eight sections. First section outlines program mission and objectives. Section-2 provides information about curriculum development. Section-3 enlists laboratories and computer facilities related information. Section 4 presents information

about student support and advising. The last four sections provide information regarding 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's economy through research, production and capacity building of the young generation in the field of economics can support Pakistan in solving its deep-rooted economic problems. This is the starting point of this report. In this section, the mission, objectives and outcomes of the department are discussed. This Self Assessment has been prepared based on following eight criteria as described in Self-Assessment Manual.

- **Mission Statement of the Department**

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.

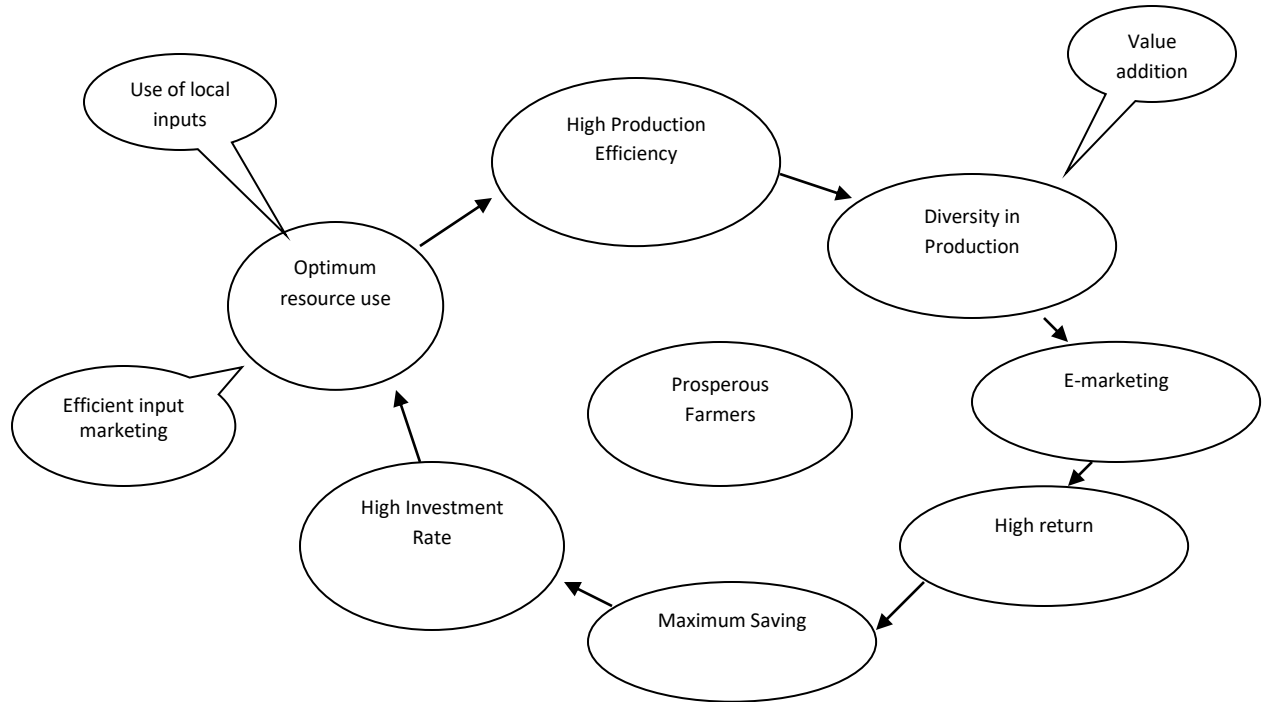
With this mission, the discipline of PhD Agricultural Economics is working for building the capacity of the nation in optimization of different resource usages and analytical skills development in various fields of life. Inefficient and uneconomical use of limited resource base of the country is the 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 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

The Department engages people in the use of economic analysis for making decisions involving commercial and agribusinesses, natural resources, and communities through the pursuit of learning, leadership, diversity, professional development, and excellence, prosperity of the nation, sustainable development and create national image as a developed nation.

MODEL FOR BUILDING AGRICULTURE IN PAKISTAN



Along with PhD Economics, the department is also offering PhD Agricultural Economics. In this regard the specific objectives of the department for this program are as follows.

1. To produce highly skilled manpower in the field of Agricultural Economics to meet the national and international demand through teaching and research.
2. To impart applied research in the field of 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 students' 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 in relation to need of the agriculture and industrial sectors
6. To strengthen the capacity of 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**

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. 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.

Standard 1-2: Program outcomes

The department monitoring system is focused on the lines:

1. Student-Teacher interaction
2. Feedback of the students
3. Students views for program/faculty
4. Critical analysis and policy formulation for development of infrastructure

Table: 1 Program Objectives Assessment

S. No.	Objective	How Measured	When Measured	Improvement Identified	Improvement made
1	Producing highly skilled manpower in the field of Economics	Based on skills 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	Skills developed about available data analysis techniques.
2	To impart applied research in the field of 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 trainings
3	Consultation and guidance of students in focusing their studies and research	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 in seminars.
5	Meeting industrial demand	Employer interaction, market surveys	Employers' surveys		
6	Conceptualizing researchable and systematic research for solutions	Through continuous interaction with socio-economic environment, need based research orientation and interaction with stake holders	Regular feature	Latest subjects should be incorporated in syllabus, to study the new challenges, seminars, current affairs	Endorsement of new syllabus to incorporate modern techniques

- Program Outcomes Measurement**

1. The students should understand the applied concepts in applied fields of agri. economics along with basic fields of micro and macroeconomics, quantitative analytical techniques and their application to the real-world data.
2. The graduates should be able to run important statistical and econometric softwares 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 project on some problem 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 such as
7. The students shall have potential to contribute to national economy and economic development of the country through their research projects.

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

- **Feed Back of Students for PhD Agri. Economics**

Currently there are ten permanent teachers in the department. The performances of teachers were evaluated by the students at the end of the semester using Performa 10. This report presents the results of the Performa 10 for each of the four semesters conducted at the end of each session during year 2016-18

Performa 10: Teacher Evaluation

Currently there are ten permanent teachers in the department. The performance of teachers was evaluated by the students at the end of the semester using Performa 10. This report presents the results of the Performa 10 for each of the four semesters conducted during sessions of year 2016-18.

Spring Semester 2016

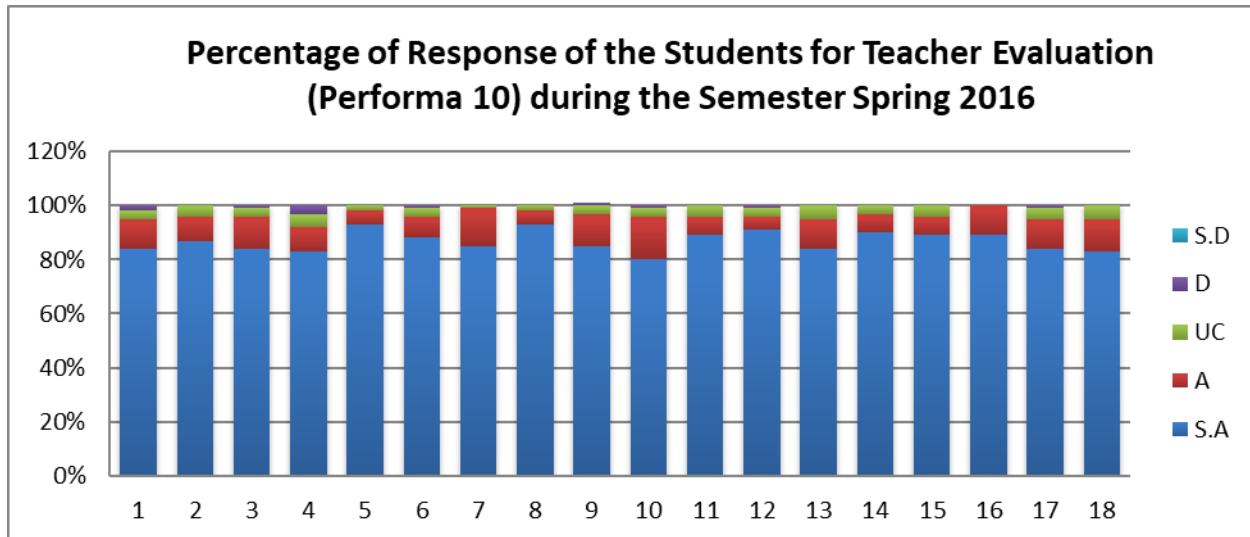
During Spring semester 2016, one student of PhD Agri. Economics was pursuing their degree program while the permanent and visiting faculty members involved in teaching are detailed below. Teachers were evaluated by the students through Performa-10 for each of the course being taught to them.

1. Dr. Abdul Saboor
2. Dr. Irfan Ahmad Baig
3. Dr. A Q Mohsin
4. Dr. Gulnaz Hameed

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.

Table: 3 Percentage of Response of the Students for Teacher Evaluation (Performa 10) in PhD Agri.Economics class during the Semester Spring 2016

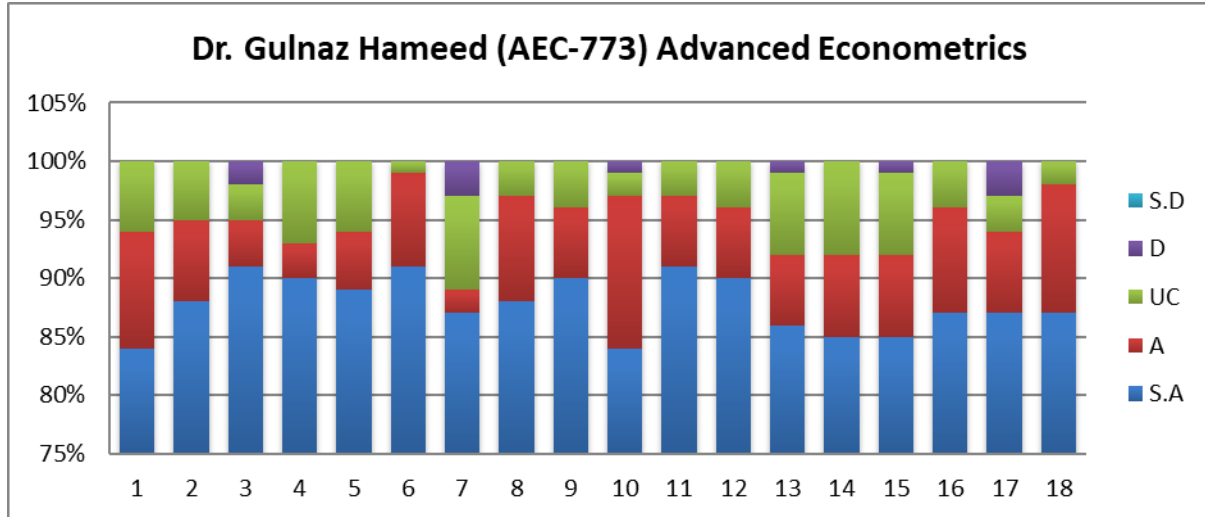
S. No	Instructor	S.A	A	UC	D	S.D
1	The instructor provided course split schedule during the 1st week of Semester	83%	11%	4%	2%	0%
2	The assignments and exam covered the materials presented in the course	87%	9%	4%	0%	0%
3	The course integrates theoretical course concepts with real-world applications.	84%	12%	3%	1%	0%
4	The course material is modern and updated	82%	9%	6%	3%	0%
5	The instructor arrives on time	93%	5%	2%	0%	0%
6	The instructor communicates the subject matter effectively.	88%	8%	3%	1%	0%
7	The instructor demonstrates knowledge of the subject	83%	15%	2%	0%	0%
8	The instructor gives citations regarding current situations with reference to Pakistani context.	93%	5%	2%	0%	0%
9	The instructor is fair examination	85%	12%	3%	1%	0%
10	The instructor is prepared for each class	80%	16%	3%	1%	0%
11	The instructor leaves on time.	88%	7%	3%	0%	0%
12	The instructor maintains an environment that is conducive to learning.	91%	5%	3%	1%	0%
13	The instructor provides additional material apart from the textbook	84%	11%	5%	0%	0%
14	The instructor returns the graded scripts etc. in a reasonable amount of time.	89%	8%	3%	0%	0%
15	The instructor shows respect towards students and encourages class participation	89%	7%	4%	0%	0%
16	The instructor was available during the specified office hours and for after class consultations	89%	11%	0%	0%	0%
17	The subject matter presented in the course has increased your knowledge of the subject	84%	11%	4%	1%	0%
18	The syllabus clearly states course objectives requirements, procedures, and grading criteria.	82%	12%	6%	0%	0%



Majority of the students have shown their satisfaction and they agree with the statements of the Performa indicating their level of satisfaction. More than 80 percent of the students were strongly agreed with the instructor's classroom performance as they agreed to the statement that he got prepared for each of the class. Furthermore, more than 80% of the students showed agreement with the statement that the teacher maintained a conducive environment for learning.

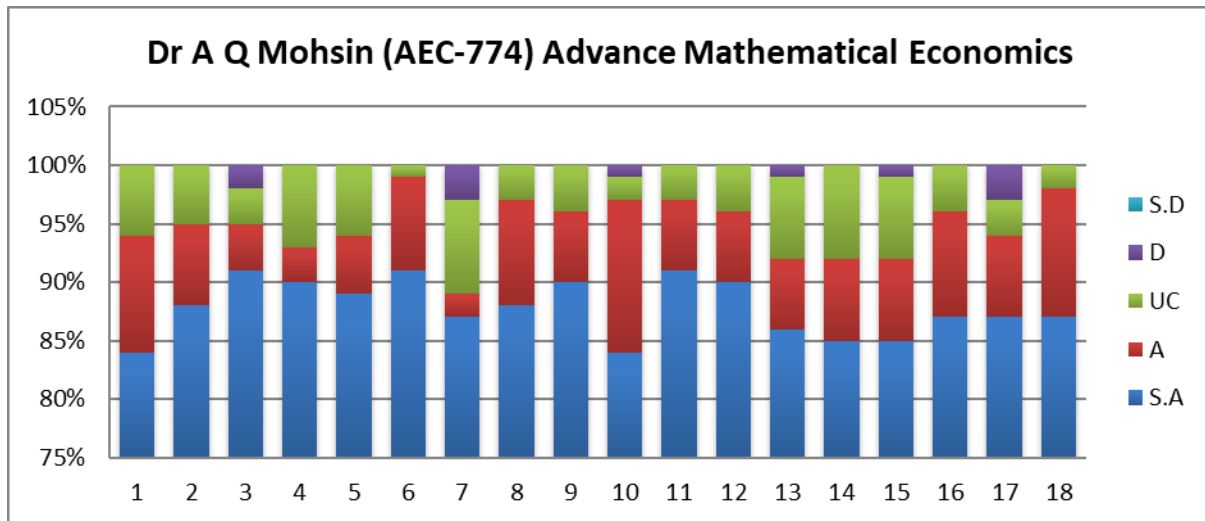
Individual Teacher Evaluation Spring 2016

Dr. Gulnaz Hameed (AEC-773) Advanced Econometrics



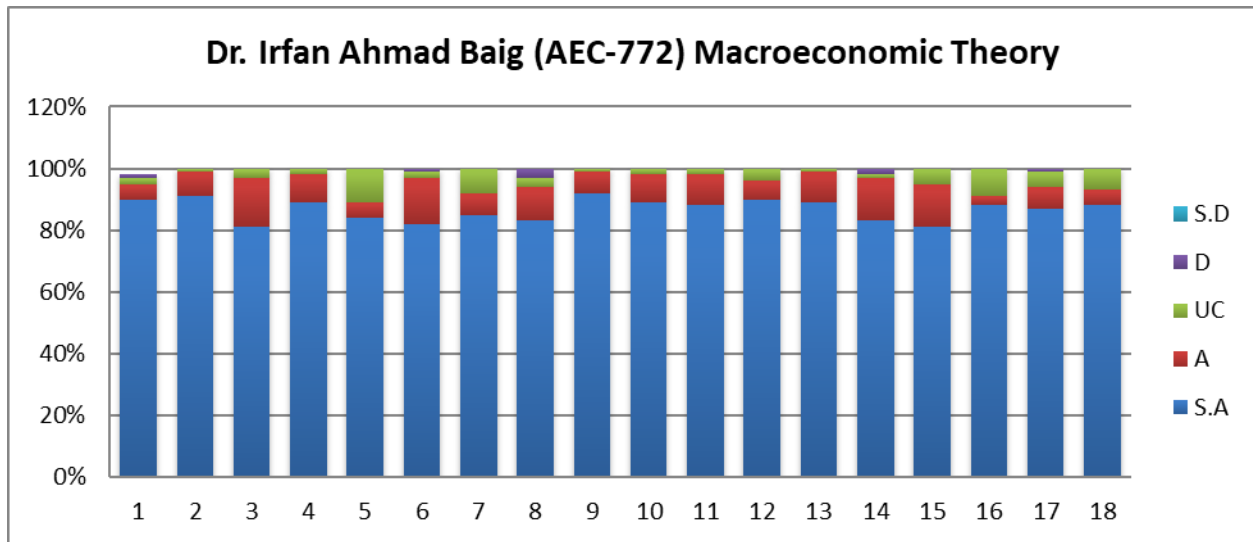
The results shows that more than 80% Students are satisfy and agreed with Performa statements indicating their level of satisfaction. Many of the students showed a mixed mix with maximum opinion of more than 85% student pool have shown their agreement with the declaration within the performance that the teacher seems once complete preparations of the category and introduces new techniques and ideas in empirical assessments all over his teachings and focuses on additional work and reviews of the literature furthermore as content.

Dr Abdul Qayum Mohsin (AEC-774) Advance Mathematical Economics



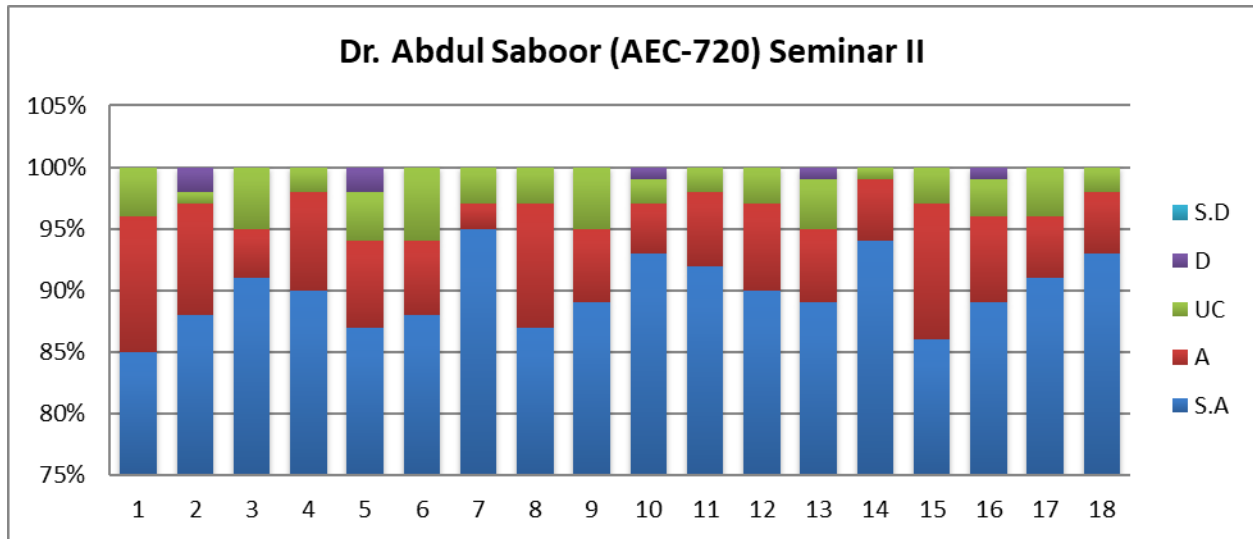
The results showed that more than 80% of students agreed with the statement that the instructor appeared after the preparation of each class and very few to 10% gave their strong disagreement with the declaration. The result also gave an indication of improving content and its relevance with overall requirements.

Dr. Irfan Ahmad Baig (AEC-772) Macroeconomic Theory



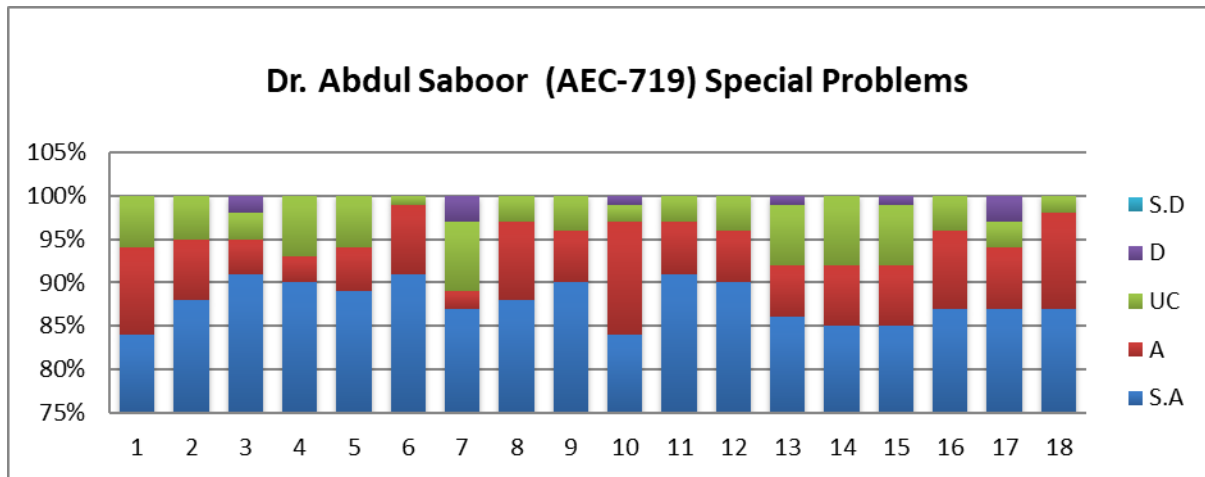
The results here show a mixed mixture with a maximum opinion of more than 85% of the student pool showed their agreement with the declaration in the performance that the instructor appears after complete preparations in the class and introduces new ideas and Techniques in empirical assessments during its teachings and focuses more on the work and reviews of the literature with the content.

Dr. Abdul Saboor (AEC-720) Seminar II



The result shows that more than 85% of the student was strongly agreed that the instructor and he took the classes with complete preparations and elaborated the literature by connecting it with current economic conditions and he also focused on trends of new learning other than economic theory.

Dr. Abdul Saboor (AEC-719) Special Problems



The result shows that more than 80% of the student agreed strongly that the instructor throughout the semester taken the classes with complete preparations and talks about innovative ideas of thinking. He also focused on the international major socioeconomic trends by giving the complete perception of the subject and showing his command and competence.

Performa-1: Course Evaluation

This section shows the course evaluation of Spring semester 2016 which were being taught by the permanent and visiting faculty members to post graduate students. The analyses of the data for PhD Agri.Economics class are as under:

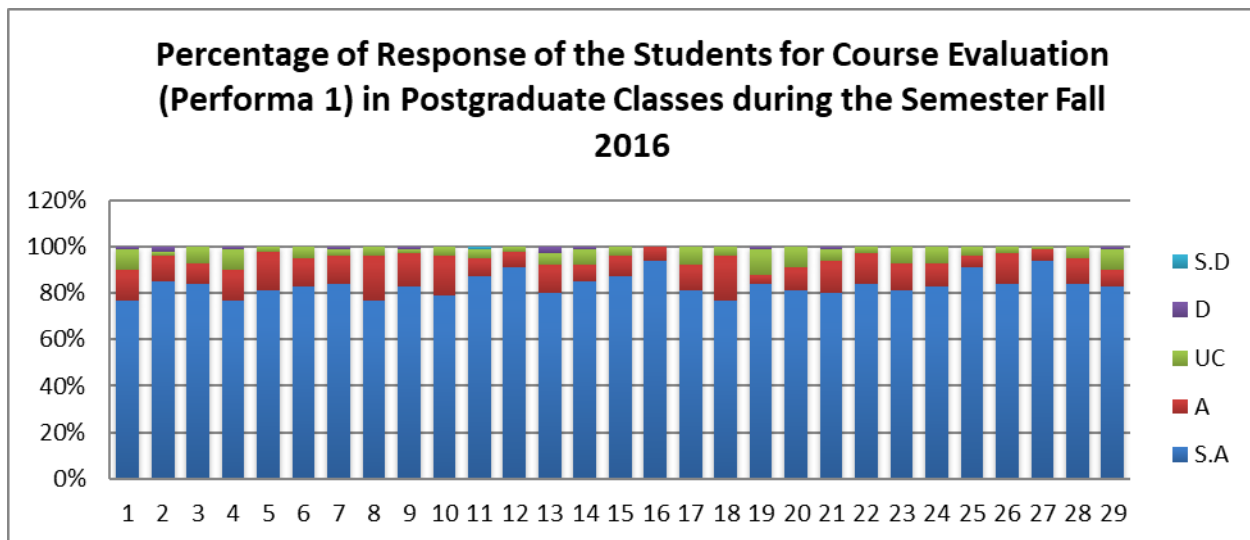
PhD Agri.Economics Class

Students recorded their responses through Performa-1. The responses of the students were carefully aggregated and presented in the Table 4 given below. Again, majority of the 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 PhD Agri.Economics class during the Semester Spring 2016

S. No	Questions	S.A	A	UC	D	S.D
1	Approximate level of your own attendance during the whole course	76%	13%	9%	2%	0%
2	Classrooms were Satisfactory	85%	11%	2%	2%	0%
3	Feedback on assessment was helpful	84%	9%	7%	0%	0%
4	Feedback on assessment were timely	77%	13%	9%	1%	0%
5	Had the instructor been regular throughout the course?	80%	17%	2%	1%	0%
6	I participated actively in the course	83%	12%	5%	0%	0%
7	I think I have made progress in this course	84%	12%	3%	1%	0%
8	I think the Course was well structured to achieve the learning outcomes	77%	19%	4%	0%	0%
9	I understood the lectures	82%	14%	2%	2%	0%
10	I was happy with the amount of work needed for tutorials	79%	17%	4%	0%	0%
11	Ideas and concept were presented clearly	87%	8%	4%	0%	1%
12	Learning materials (Lesson plans, Course Notes etc.) were relevant and useful.	90%	7%	3%	0%	0%

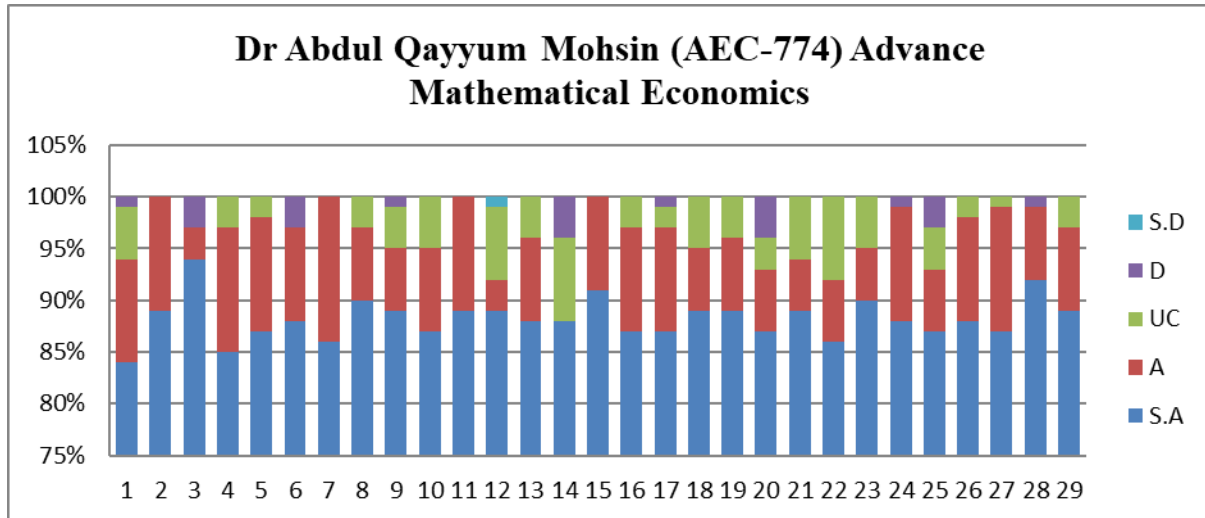
13	Recommended reading Books etc. were relevant and appropriate.	80%	12%	5%	3%	0%
14	The Material in Practical was useful	84%	7%	7%	2%	0%
15	The Overall environment in the class was conducive to learning.	87%	9%	4%	0%	0%
16	The course objectives were clear.	94%	6%	0%	0%	0%
17	The course stimulated my interest and though on the subject area	82%	11%	7%	0%	0%
18	The course was well organized (e.g. timely) access to materials notification of changes, etc.)	77%	19%	4%	0%	0%
19	The course workload was manageable	84%	4%	11%	1%	0%
20	The demonstrators dealt effectively with my problems.	81%	10%	9%	0%	0%
21	The instructor was responsive to student needs and problems	79%	14%	6%	1%	0%
22	The learning and teaching methods encouraged participation.	84%	13%	3%	0%	0%
23	The material in the tutorials was useful	81%	12%	7%	0%	0%
24	The material was well organized and presented	83%	10%	7%	0%	0%
25	The method of assessment was reasonable	91%	5%	4%	0%	0%
26	The pace of the Course was appropriate	84%	13%	3%	0%	0%
27	The provision of learning resources on the web was adequate and appropriate (if relevant)	93%	5%	2%	0%	0%
28	The provision of learning resources in the library was adequate and appropriate.	84%	11%	5%	0%	0%
29	The tutor dealt effectively with my problems	83%	7%	9%	1%	0%



Results show that around 80% of the students were strongly agreed with the instructor's classroom performance as they agreed to the statement that he got prepared for each of the class. Majority of the students have shown their satisfaction and they agreed with the statements of the performa indicating their level of satisfaction.

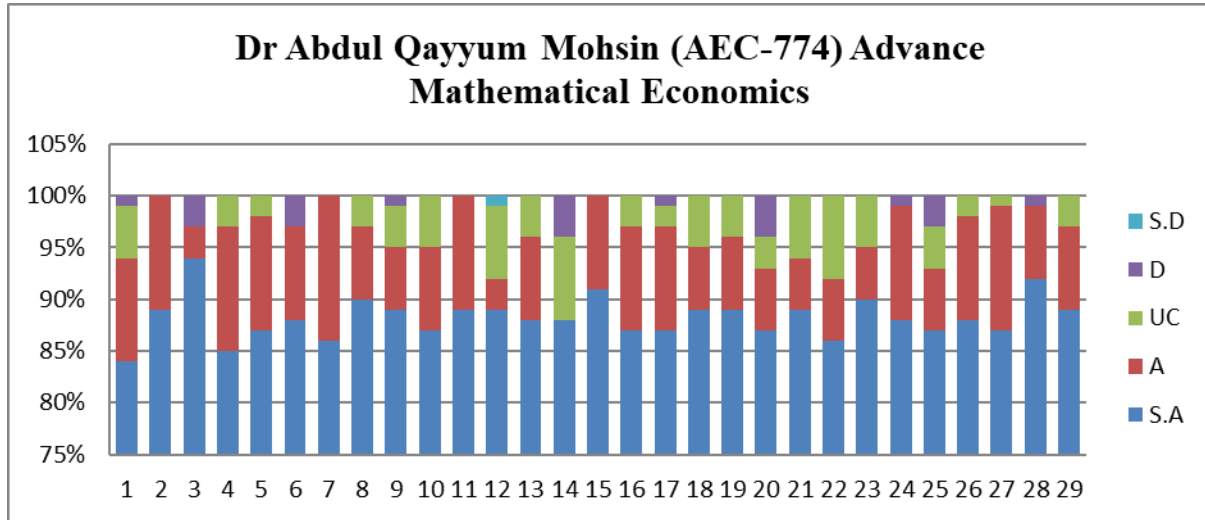
Individual Course Evaluation Spring 2016

Dr. Gulnaz Hameed (AEC-773) Advanced Econometrics



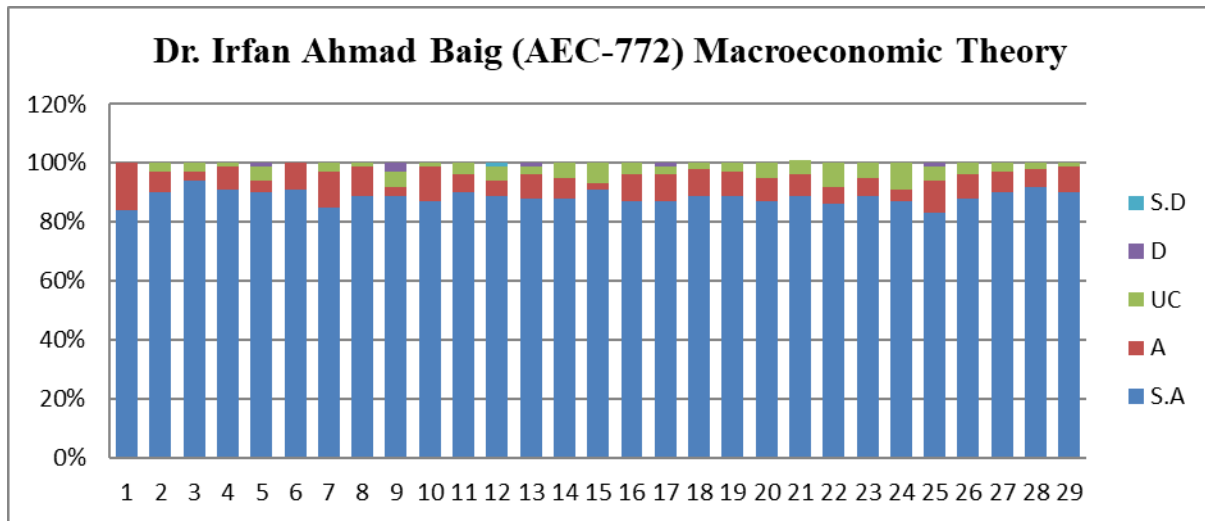
The results showed that students were in full confidence what they learned what the teacher was delivered. The methodology, objectives, course content and material other than the reference works were very relevant for their understanding and evaluation techniques were appreciated as well.

Dr Abdul Qayyum Mohsin (AEC-774) Advance Mathematical Economics



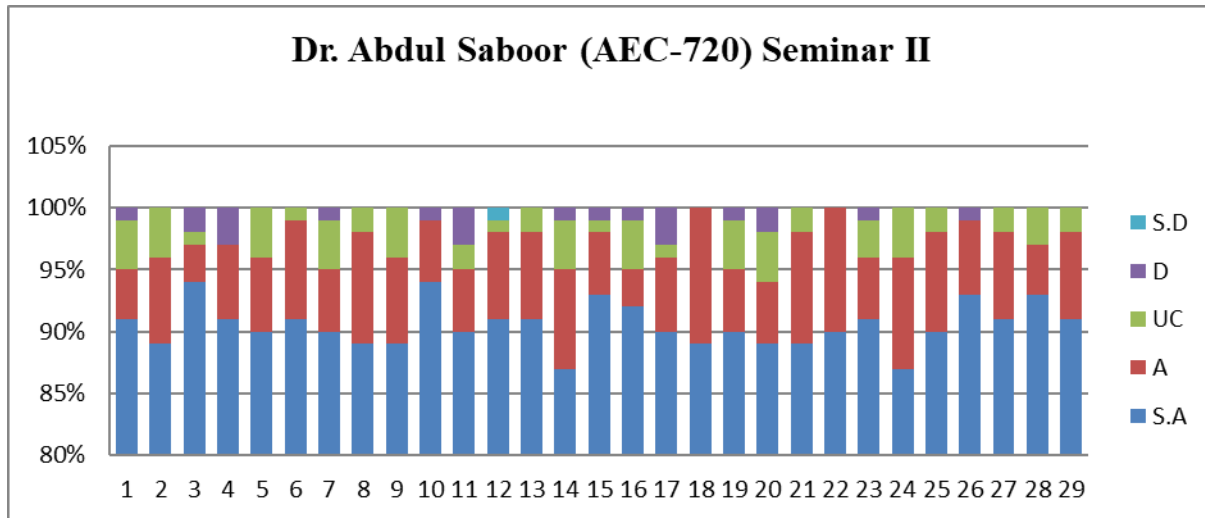
The results of the course assessment had shown that the teacher attempts to cover the objectives of the course and to transmit the heart of the subject with the missions and additional accessories of the class on all students were clear on their course which is obvious from an agreement by more than 80 percent of students.

Dr. Irfan Ahmad Bait (AEC-772) Macroeconomic Theory



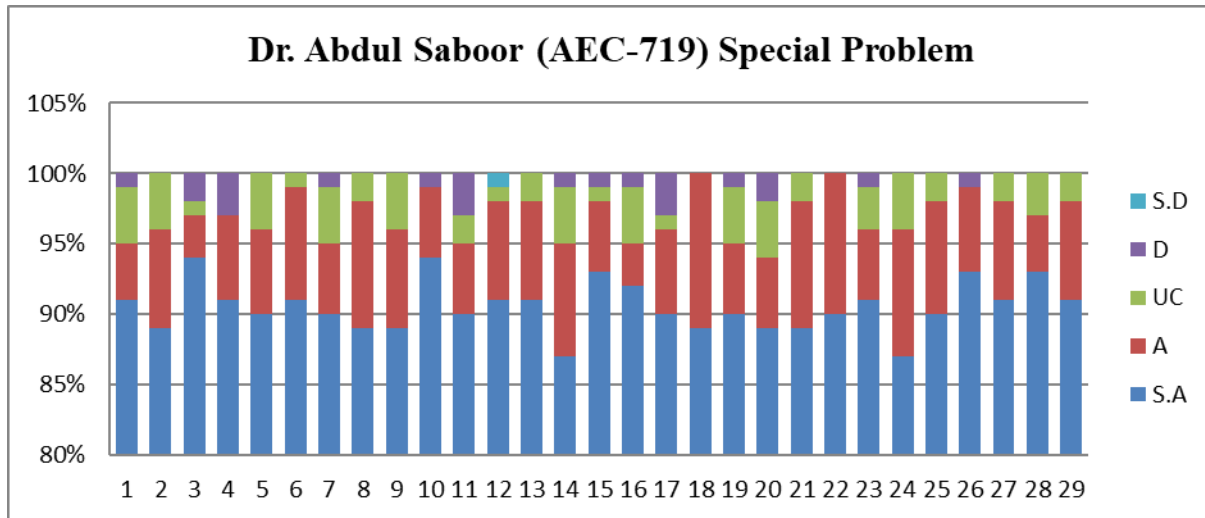
This bar graph shows that students over 80% have been agreed upon with course objectives to certain mission. The evaluation and teaching methodology were consistent with examples and additional equipment for the lectures which make the course contents clear and understandable.

Dr. Abdul Saboor (AEC-720) Seminar II



The results presented in the bar chart show that the majority of students have given their opening that instructor has presented the course with clear objectives and briefly elaborated how one can apply its in routine life economic events to validate their applicability.

Dr. Abdul Saboor (AEC-719) Special Problem



The results showed that the methodology, objectives, course content and material other than the reference works were very relevant for their understanding, and evaluation techniques were appreciated. More than 85 percent students showed full confidence that they learned and what the teacher delivered. The methodology, objectives, course content and material other than the reference works were very relevant for their understanding and evaluation techniques were appreciated.

Fall Semester 2016

During Fall semester 2016, students of PhD Agri. Economics were pursuing their degree program while the permanent and visiting faculty members involved in teaching them, are detailed below. Teachers were evaluated by the students through Perfroma-10 for each of the course being taught to them.

5. Dr. Abdul Saboor

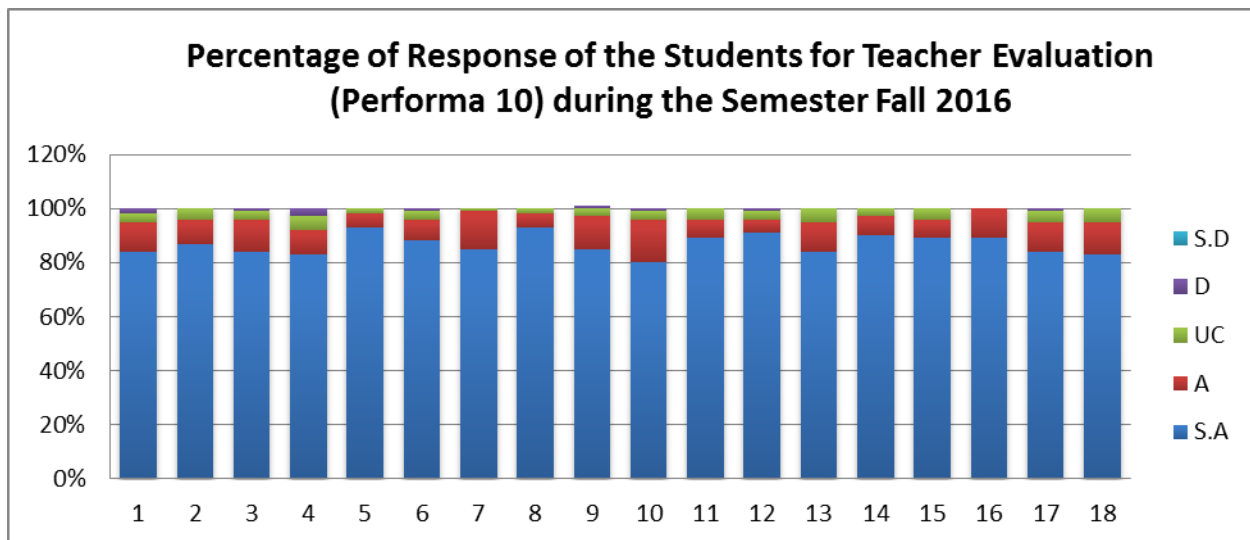
6. Dr. Gulnaz Hameed

7. Dr. A Q Mohsin

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.

Table: 3 Percentage of Response of the Students for Teacher Evaluation (Performa 10) in PhD Agri.Economics class during the Semester Fall 2016

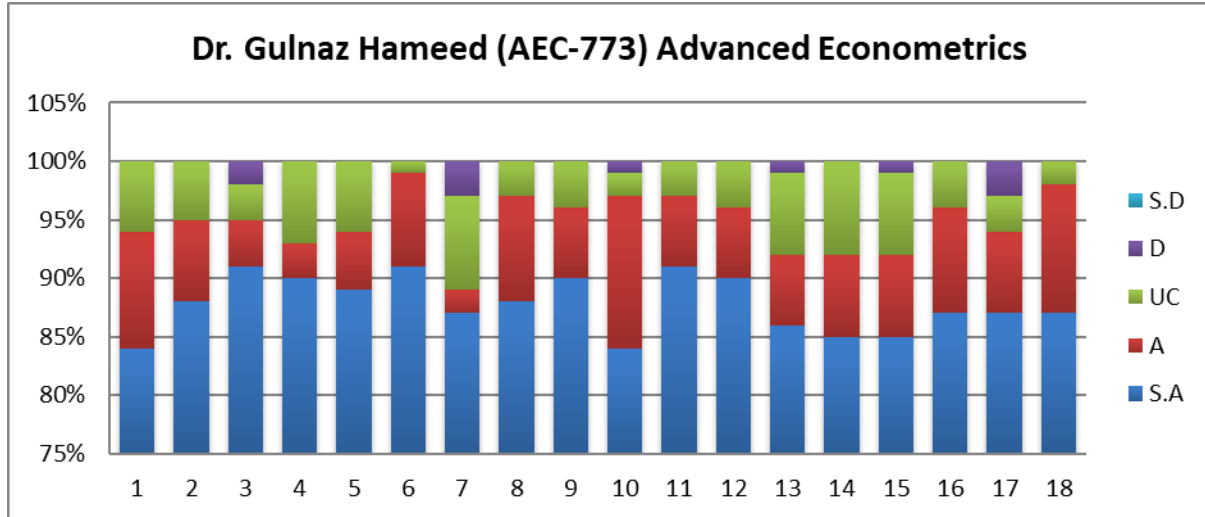
S. No	Instructor	S.A	A	UC	D	S.D
1	The instructor provided course split schedule during the 1st week of semester	83%	11%	4%	2%	0%
2	The assignments and exam covered the materials presented in the course	87%	9%	4%	0%	0%
3	The course integrates theoretical course concepts with real-world applications.	84%	12%	3%	1%	0%
4	The course material is modern and updated	82%	9%	6%	3%	0%
5	The instructor arrives on time	93%	5%	2%	0%	0%
6	The instructor communicates the subject matter effectively.	88%	8%	3%	1%	0%
7	The instructor demonstrates knowledge of the subject	83%	15%	2%	0%	0%
8	The instructor gives citations regarding current situations with reference to Pakistani context.	93%	5%	2%	0%	0%
9	The instructor is fair examination	85%	12%	3%	1%	0%
10	The instructor is prepared for each class	80%	16%	3%	1%	0%
11	The instructor leaves on time.	88%	7%	3%	0%	0%
12	The instructor maintains an environment that is conducive to learning.	91%	5%	3%	1%	0%
13	The instructor provides additional material apart from the textbook	84%	11%	5%	0%	0%
14	The instructor returns the graded scripts etc. in a reasonable amount of time.	89%	8%	3%	0%	0%
15	The instructor shows respect towards students and encourages class participation	89%	7%	4%	0%	0%
16	The instructor was available during the specified office hours and for after class consultations	89%	11%	0%	0%	0%
17	The subject matter presented in the course has increased your knowledge of the subject	84%	11%	4%	1%	0%
18	The syllabus clearly states course objectives requirements, procedures, and grading criteria.	82%	12%	6%	0%	0%



Results shows that students more than 85% of the students were strongly agreed with the statement that class teachers maintained a conducive environment for learning throughout the semester. Majority of them have also shown their satisfaction and they agree with the performance statement that shows their level of satisfaction. Furthermore, more than 80% of students were strongly agreed with the performance of the instructor's classroom which is depicted from their agreement with the statement that the teacher was prepared and ready for each class.

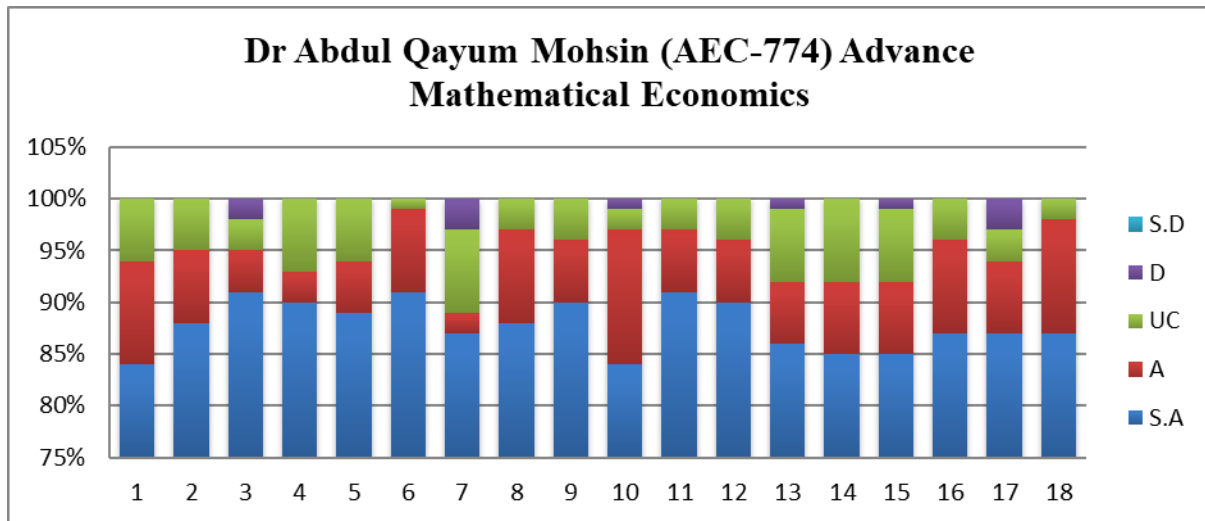
Individual Teacher Evaluation Fall 2016

Dr. Gulnaz Hameed (AEC-773) Advanced Econometrics



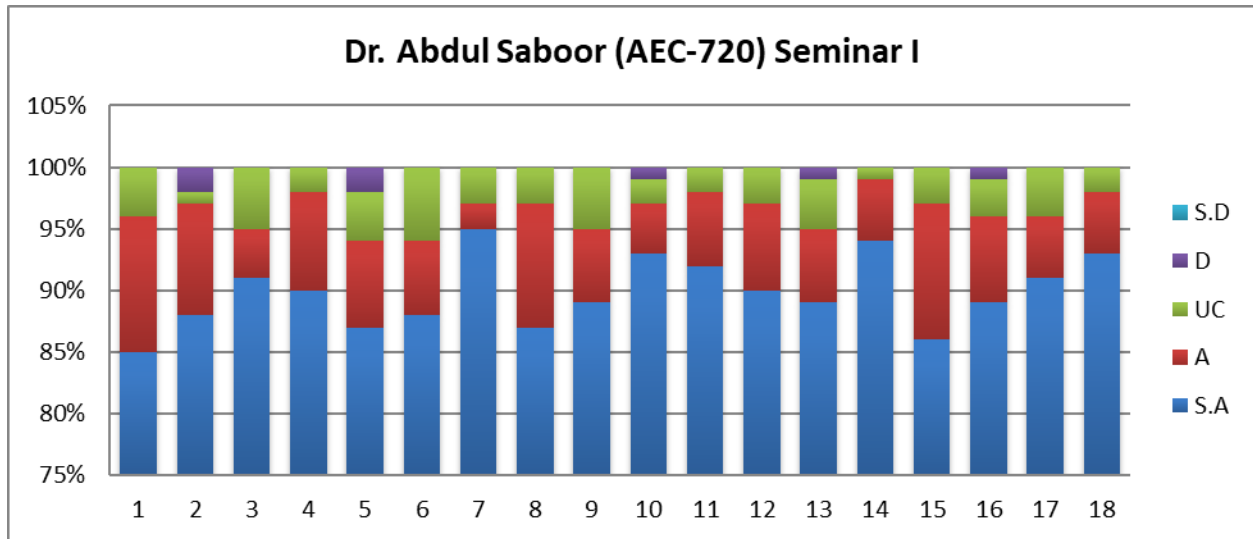
In aforesaid results, majority of students showed their satisfaction and agreed with performance statements indicating their high level of satisfaction. The results here show a mixed blend with maximum opinion as around 85% student have shown their agreement with the declaration in the performance that the instructor appears after complete preparations of the class and introduces new ideas and techniques in empirical assessments during his teachings and focuses more on the work and reviews of the literature as well as content.

Dr Abdul Qayum Mohsin (AEC-774) Advance Mathematical Economics



Result give an indication of improving content and its relevance with overall requirements. The results showed that a majority of students agreed with the statement that the instructor appeared after the preparation of each class during the class and very few to 10% gave their strong disagreement with the declaration, especially strong need to update the course contents according to the prevailing economic techniques.

Dr. Abdul Saboor (AEC-720) Seminar I



The result shows that more than 85% of the student was strongly agreed with the statement that the instructor throughout the semester took the classes with complete preparations and strengthen the students' ability to generalize their thoughts with current economic events and check the validity of their perceived hypothesis.

Performa-1: Course Evaluation

This section shows the course evaluation of Fall semester 2016 which were being taught by the permanent and visiting faculty members to post graduate students. The analyses of the data for **PhD Agri.Economics** class are as under:

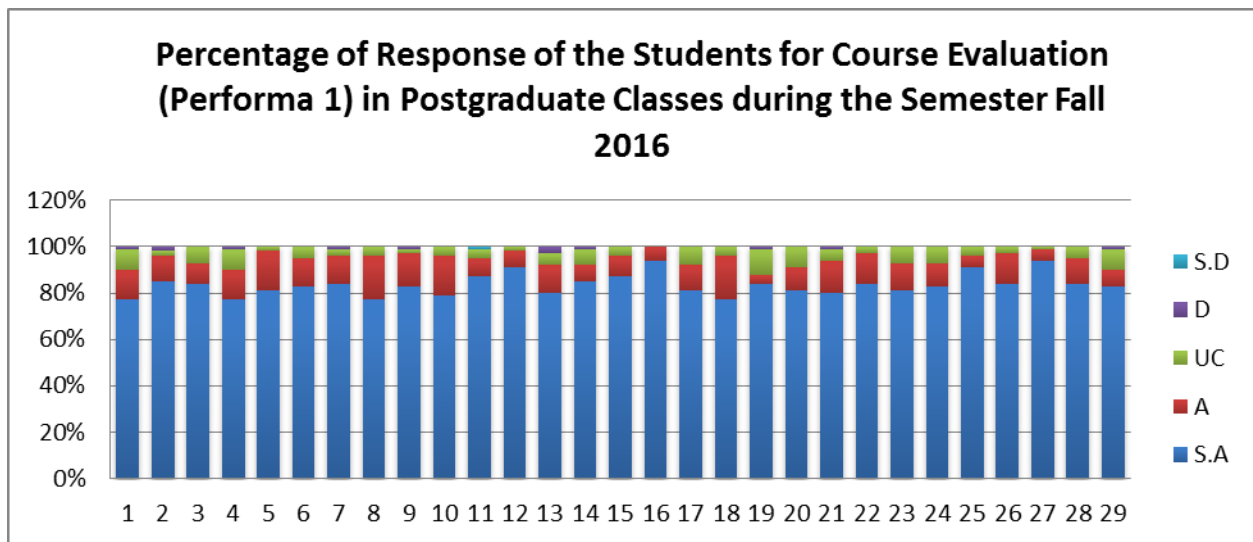
PhD Agri.Economics Class

Students recorded their responses through Performa-1. The responses of the students were carefully aggregated and presented in the Table 4 given below. Again, majority of the 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 PhD Agri.Economics class during the Semester Fall 2016

S. No	Questions	S.A	A	UC	D	S.D
1	Approximate level of your own attendance during the whole course	76%	13%	9%	2%	0%
2	Classrooms were Satisfactory	85%	11%	2%	2%	0%
3	Feedback on assessment was helpful	84%	9%	7%	0%	0%
4	Feedback on assessment were timely	77%	13%	9%	1%	0%
5	Had the instructor been regular throughout the course?	80%	17%	2%	1%	0%
6	I participated actively in the course	83%	12%	5%	0%	0%
7	I think I have made progress in this course	84%	12%	3%	1%	0%
8	I think the Course was well structured to achieve the learning outcomes	77%	19%	4%	0%	0%
9	I understood the lectures	82%	14%	2%	2%	0%
10	I was happy with the amount of work needed for tutorials	79%	17%	4%	0%	0%
11	Ideas and concept were presented clearly	87%	8%	4%	0%	1%
12	Learning materials (Lesson plans, Course Notes etc.) were relevant and useful.	90%	7%	3%	0%	0%
13	Recommended reading Books etc. were relevant and appropriate.	80%	12%	5%	3%	0%

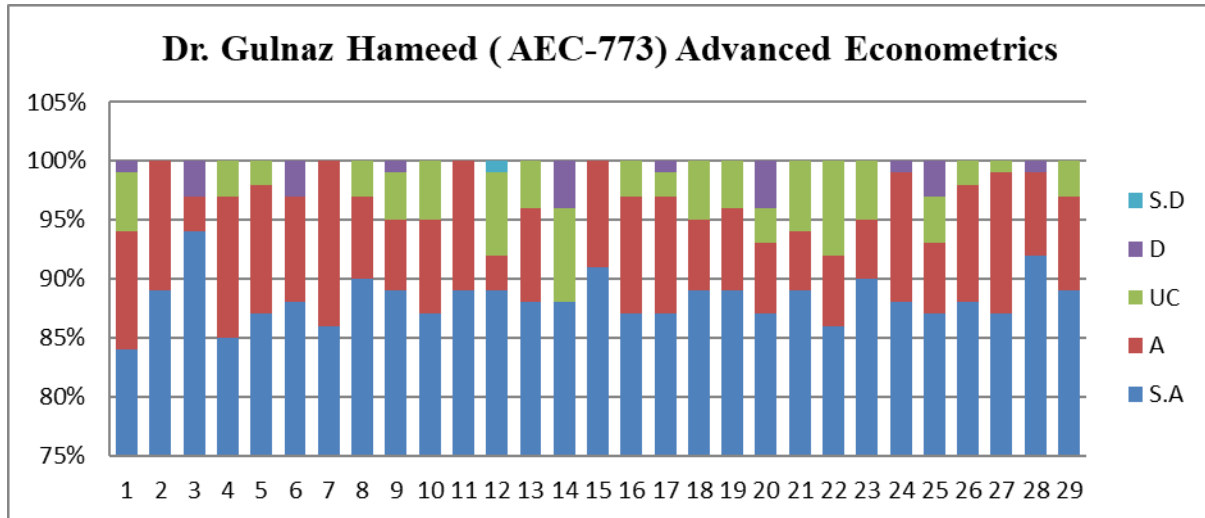
14	The Material in Practical was useful	84%	7%	7%	2%	0%
15	The Overall environment in the class was conducive to learning.	87%	9%	4%	0%	0%
16	The course objectives were clear.	94%	6%	0%	0%	0%
17	The course stimulated my interest and though on the subject area	82%	11%	7%	0%	0%
18	The course was well organized (e.g. timely) access to materials notification of changes, etc.)	77%	19%	4%	0%	0%
19	The course workload was manageable	84%	4%	11%	1%	0%
20	The demonstrators dealt effectively with my problems.	81%	10%	9%	0%	0%
21	The instructor was responsive to student needs and problems	79%	14%	6%	1%	0%
22	The learning and teaching methods encouraged participation.	84%	13%	3%	0%	0%
23	The material in the tutorials was useful	81%	12%	7%	0%	0%
24	The material was well organized and presented	83%	10%	7%	0%	0%
25	The method of assessment was reasonable	91%	5%	4%	0%	0%
26	The pace of the Course was appropriate	84%	13%	3%	0%	0%
27	The provision of learning resources on the web was adequate and appropriate (if relevant)	93%	5%	2%	0%	0%
28	The provision of learning resources in the library was adequate and appropriate.	84%	11%	5%	0%	0%
29	The tutor dealt effectively with my problems	83%	7%	9%	1%	0%



Majority of the students have shown their satisfaction and they agreed around 80% with the statements of the Performa indicating their level of satisfaction. Results show that more than 80% of the students were strongly agreed with the instructor's classroom performance as they agreed to the statement that he got prepared for each of the class.

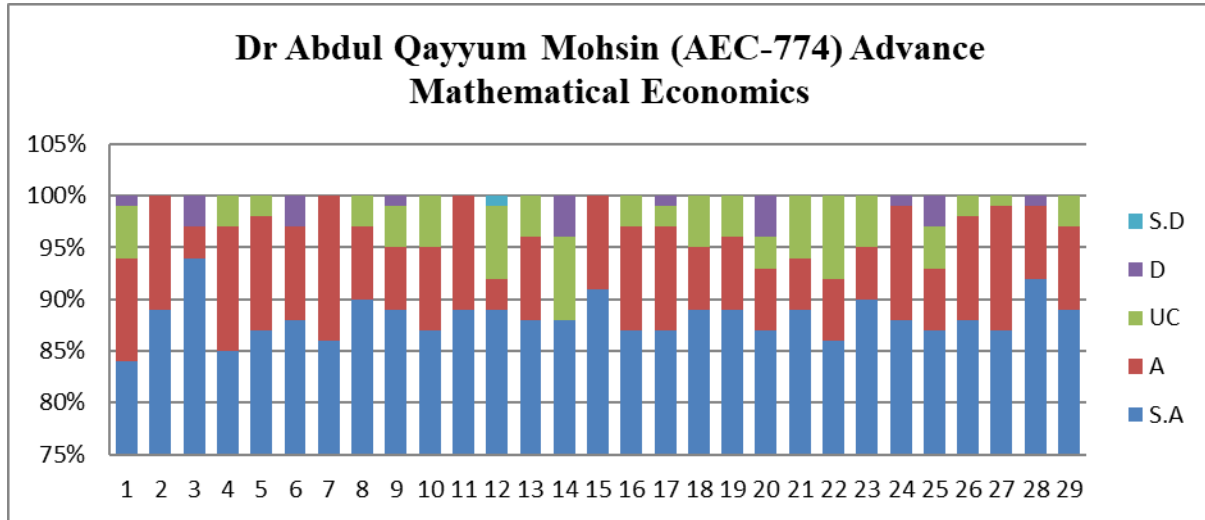
Individual Course Evaluation Fall 2016

Dr. Gulnaz Hameed (AEC-773) Advanced Econometrics



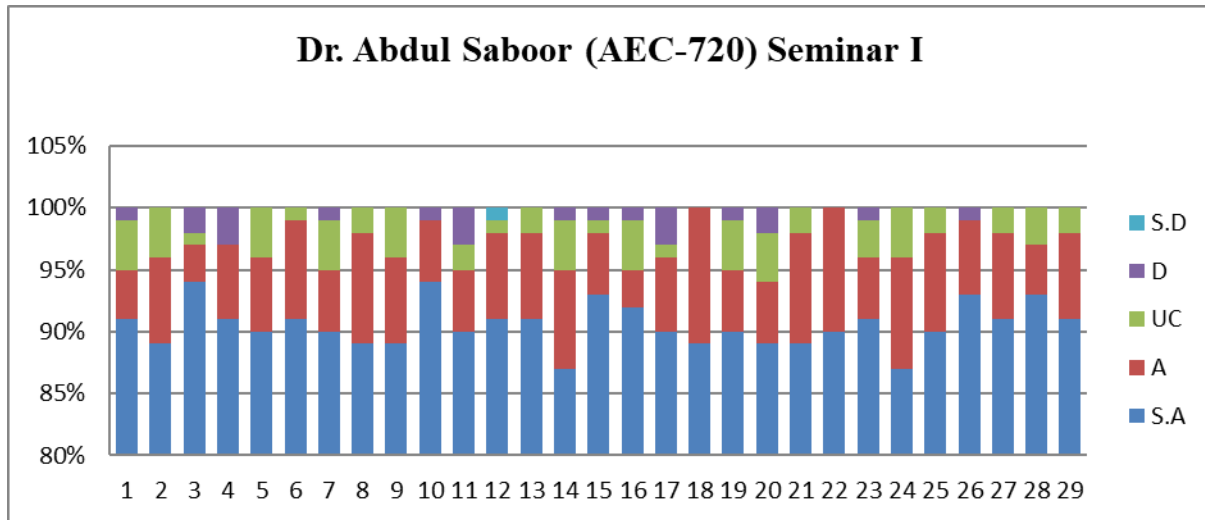
The methodology, objectives, course content and material other than the reference works were very relevant for their understanding and evaluation techniques were appreciated and rising to the norm. The results showed that students were in full confidence and satisfied what they learned and what the teacher was delivered.

Dr Abdul Qayyum Mohsin (AEC-774) Advance Mathematical Economics



The results of the course assessment had shown that the teacher attempts to cover the objectives of the course and to transmit the heart of the subject with the cleared mission and additional accessories have been provided to make the ideas clearer and more understandable.

Dr. Abdul Saboor (AEC-720) Seminar I



The results presented in the above bar chart show that the majority of students have given their positive opinion about the instructor by showing their agreement with the statement that he has full knowledge and command over the contents being taught and how to apply these ideas to real world scenarios.

Spring Semester 2017

In Spring semester 2017, students were pursuing their PhD degree program while the permanent and visiting faculty members involved in teaching to them, are detailed below. Teacher was evaluated by the students through Perfroma-10 for each of the course being taught to them.

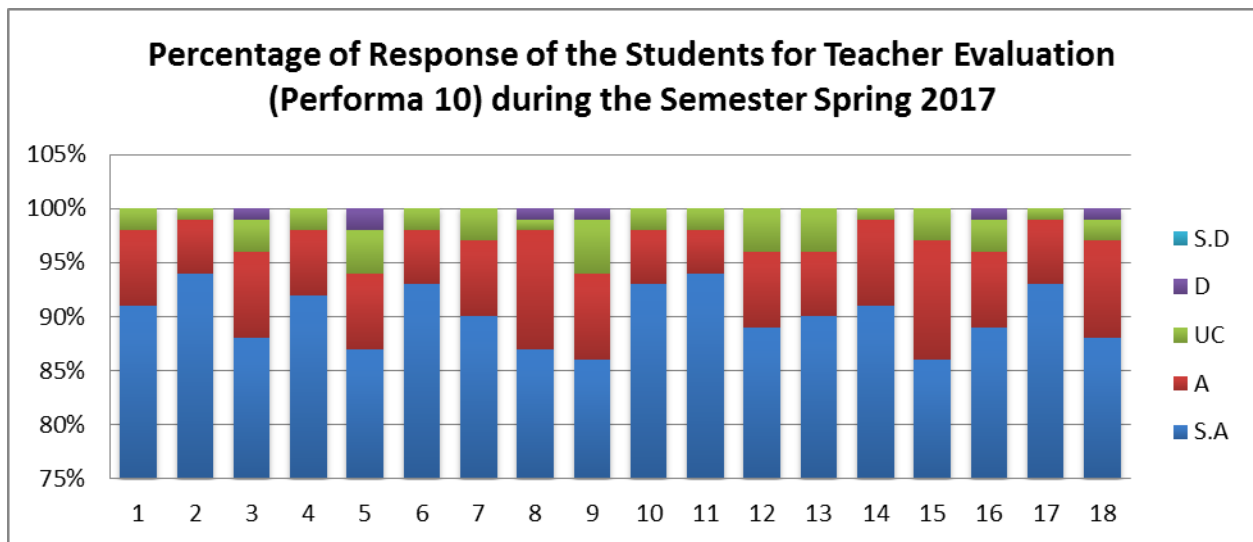
1. Dr. Abdul Qayyum Moshin
2. Dr. Irfan Ahmad
3. Dr. Gulnaz Hameed
4. Dr. Abdul Saboor

Cumulative results of the performa-10 evaluation are being presented in Table 5 given below. The table is showing percentage of the responses for each question asked to the students on aggregate basis.

Table: 5 Percentage of Response of the Students for Teacher Evaluation (Performa 10) in PhD Agri.Economics class during the Semester Spring 2017

S. No	Instructor	S.A	A	UC	D	S.D
1	The instructor provided course split schedule during the 1st week of semester	91%	7%	2%	0%	0%
2	The assignments and exam covered the materials presented in the course	94%	5%	1%	0%	0%
3	The course integrates theoretical course concepts with real-world applications.	88%	8%	3%	1%	0%
4	The course material is modern and updated	91%	6%	3%	0%	0%
5	The instructor arrives on time	87%	7%	4%	2%	0%
6	The instructor communicates the subject matter effectively.	93%	5%	2%	0%	0%
7	The instructor demonstrates knowledge of the subject	91%	7%	2%	0%	0%
8	The instructor gives citations regarding current situations with reference to Pakistani context.	87%	11%	1%	1%	0%

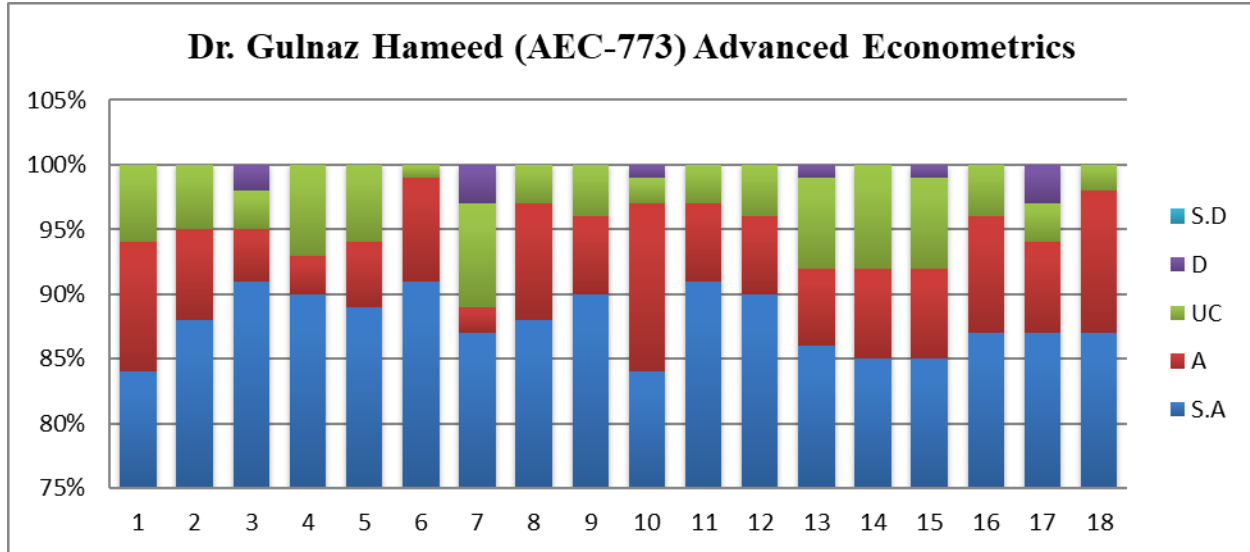
9	The instructor is fair examination	86%	8%	5%	1%	0%
10	The instructor is prepared for each class	94%	5%	1%	0%	0%
11	The instructor leaves on time.	94%	4%	2%	0%	0%
12	The instructor maintains an environment that is conducive to learning.	89%	7%	4%	0%	0%
13	The instructor provides additional material apart from the textbook	90%	6%	4%	0%	0%
14	The instructor returns the graded scripts etc. in a reasonable amount of time.	91%	8%	1%	0%	0%
15	The instructor shows respect towards students and encourages class participation	86%	11%	3%	0%	0%
16	The instructor was available during the specified office hours and for after class consultations	90%	6%	3%	1%	0%
17	The subject matter presented in the course has increased your knowledge of the subject	93%	6%	1%	0%	0%
18	The syllabus clearly states course objectives requirements, procedures, and grading criteria.	89%	8%	2%	1%	0%



Majority of the students have shown their satisfaction and their agreement with the statements of the performa indicating their level of satisfaction. More than 80 percent of the students were strongly agreed with the instructor's classroom performance as they agreed to the statement that he got prepared for each class. Around 91% students were strongly agreed with the statement that the teacher had maintained a purely conducive environment for learning throughout the semester which is highly demanding for better grooming of students.

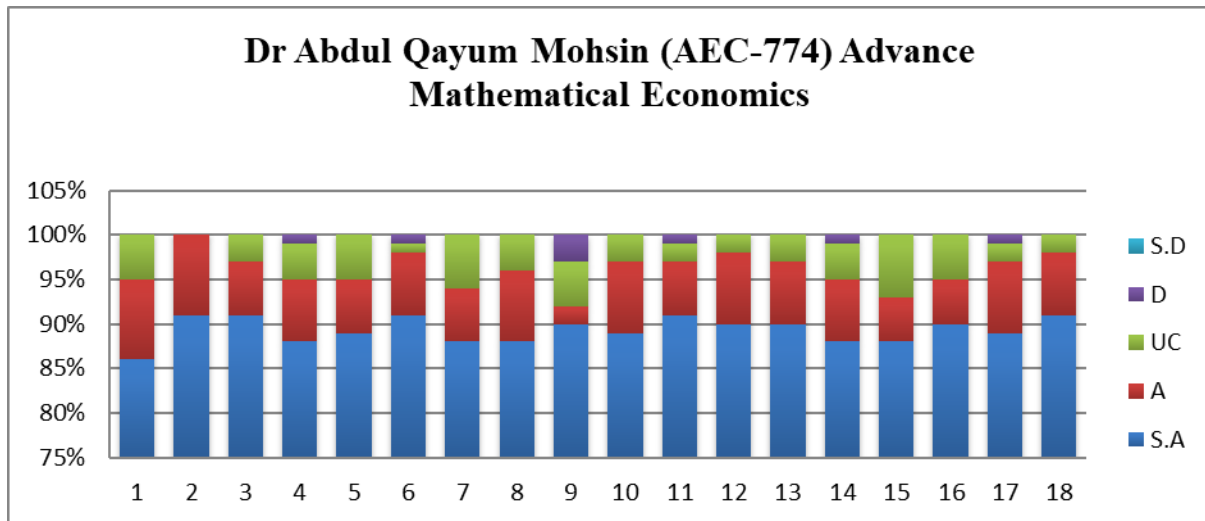
Individual Teacher Evaluation Spring 2017

Dr. Gulnaz Hameed (AEC-773) Advanced Econometrics



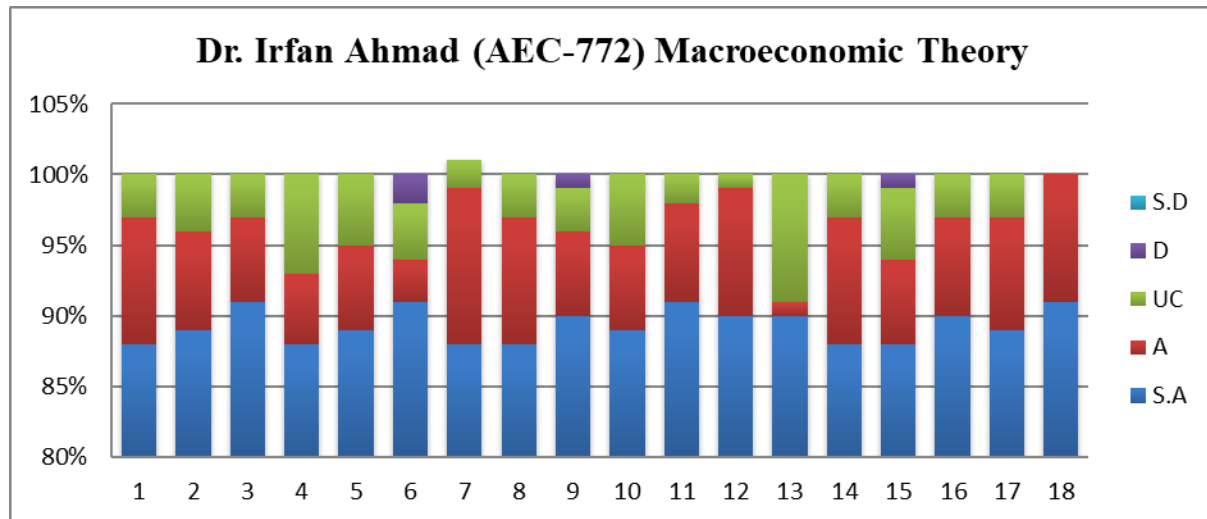
Majority of students showed their satisfaction and agreed with performance statements indicating their level high level of satisfaction. The results here show that more than 85% students were agreed with the declaration in the performance that the instructor appears after complete preparations of the class, latest knowledge about subject matter and introduces new ideas and techniques in empirical assessments during his teachings. Students also agreed with the instructor about his up-to-date knowledge and its empirical applications to real world events.

Dr Abdul Qayum Mohsin (AEC-774) Advance Mathematical Economics



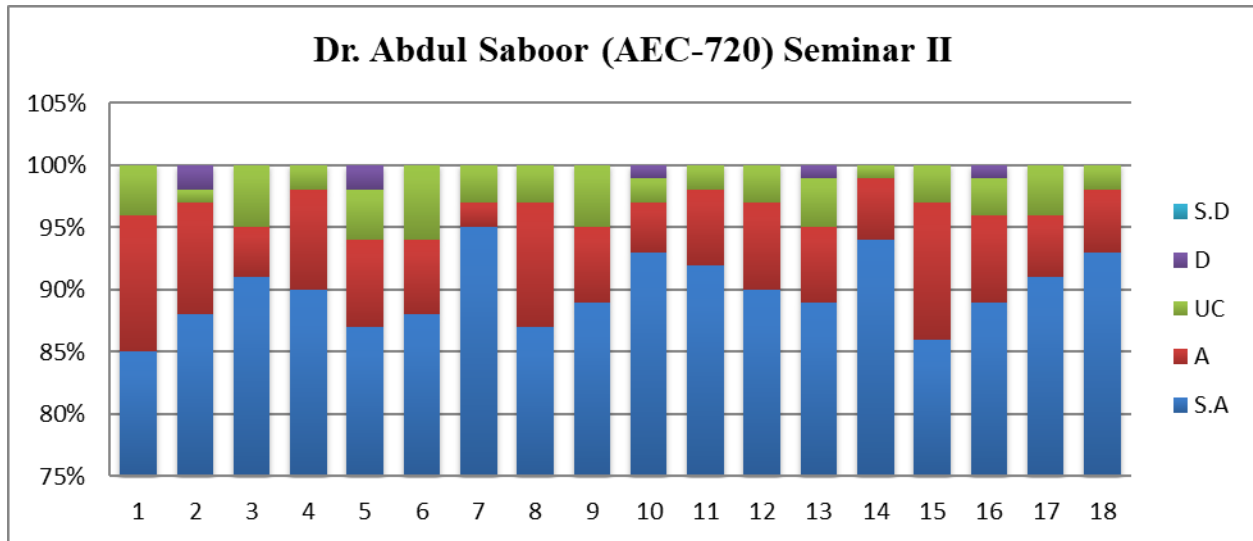
The results here show a mixture of opinions with more than 90% of the student pool showed their agreement with the declaration in the performance that the instructor appears after complete preparations in the class and introduces new ideas and Techniques for empirical assessments during its teachings and focuses more on reviews of the recently published literature on economic theory and new researchable issues.

Dr. Irfan Ahmad (AEC-772) Macroeconomic Theory



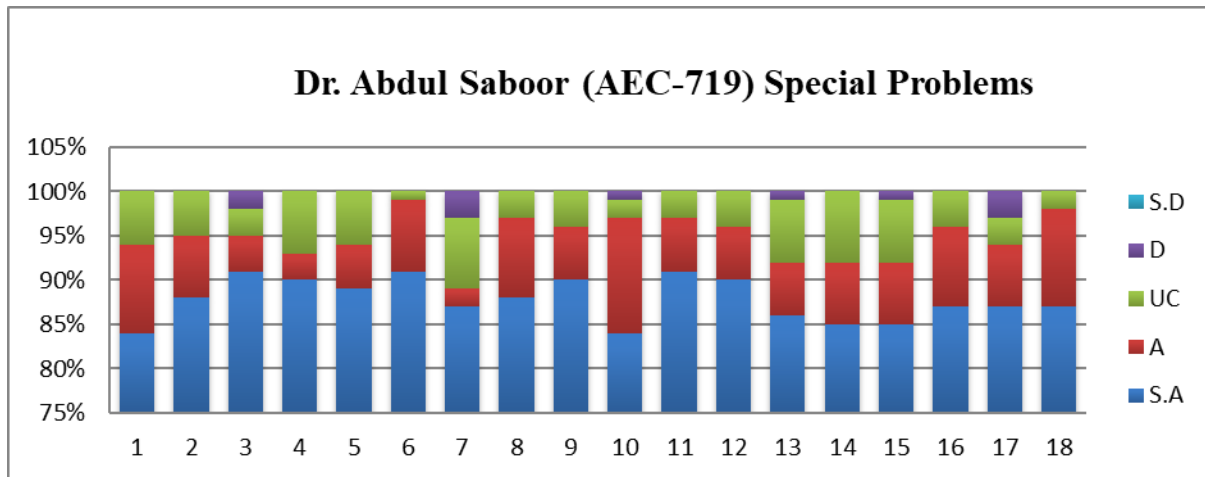
The results shown by this graph that more than 85% of the students agreed and satisfied that the instructor throughout the semester took the classes with full preparations and informs about current literature on emerging economic issues. Moreover, the instructor also focused on in-class brainstorming about recent economic issues and their potential solutions which ultimately improves the students learning abilities.

Dr. Abdul Saboor (AEC-720) Seminar II



The result shows that more than 85% of the student was strongly agreed that the instructor's punctuality, full dedication to course and its efficient delivery which was shown by his habit of taking the classes on time throughout the semester. A very small percentage of the students showed their disagree with course contents and wanted an improvement by incorporating the success stories of developed countries as case studies for making this course more effective with learning point of view.

Dr. Abdul Saboor (AEC-719) Special Problems



The result shows that 85% of the student agreed with the instructor that he took the classes regularly with complete preparations. and he also focused on the international trends of the Purchase of a subject by giving the complete perception of the subject and showing his command and competence. Around 90 % of the students showed a high agreement with the statement that the instructor gave high respect to their students and extremely fair in grading. However, very few of them showed their disagreement with the statement that instructor is not continuously available out-of-class for individual discussions.

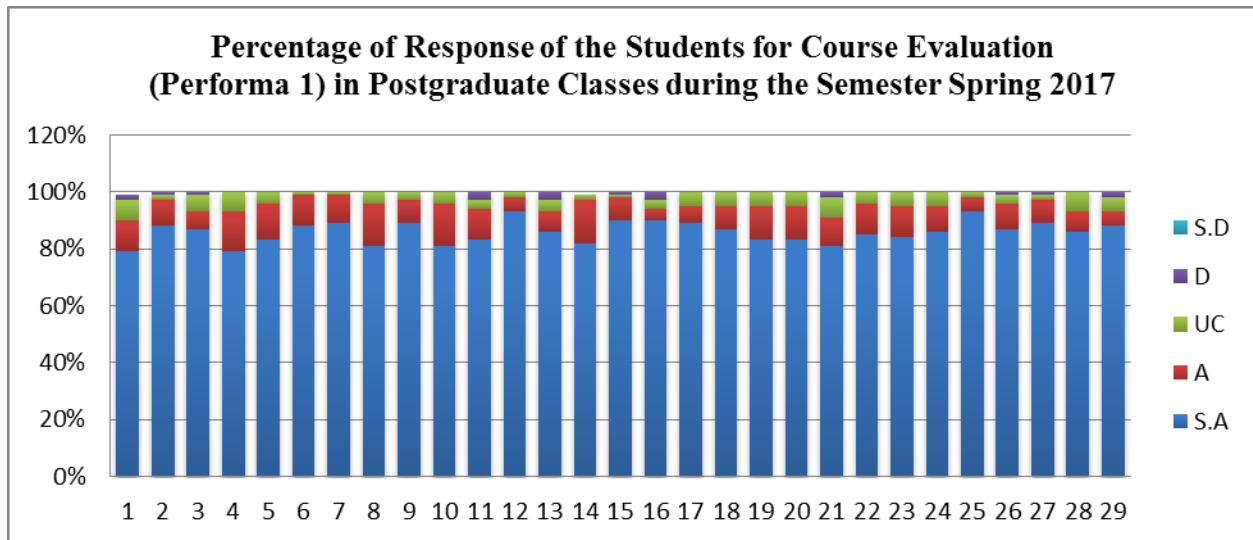
Performa-1: Course Evaluation

This section shows the course evaluation of Spring semester 2017 which were being taught by the permanent and visiting faculty members to post graduate students. The analyses of the data for **PhD Agri.Economics** class are as under:

Table: 6 Percentage of Response of the Students for Course Evaluation (Performa 1) in PhD Agri.Economics class during the Semester Spring 2017

S. No	Questions	S.A	A	UC	D	S.D
1	Approximate level of your own attendance during the whole course	79%	11%	7%	2%	0%
2	Classrooms were Satisfactory	89%	8%	2%	1%	0%
3	Feedback on assessment was helpful	87%	6%	6%	1%	0%
4	Feedback on assessment were timely	79%	14%	7%	0%	0%
5	Had the instructor been regular throughout the course?	82%	13%	5%	0%	0%
6	I participated actively in the course	88%	11%	1%	0%	0%
7	I think I have made progress in this course	89%	10%	1%	0%	0%
8	I think the Course was well structured to achieve the learning outcomes	81%	15%	4%	0%	0%
9	I understood the lectures	89%	8%	3%	0%	0%
10	I was happy with the amount of work needed for tutorials	81%	15%	4%	0%	0%
11	Ideas and concept were presented clearly	84%	11%	3%	2%	0%
12	Learning materials (Lesson plans, Course Notes etc.) were relevant and useful.	93%	5%	2%	0%	0%
13	Recommended reading Books etc. were relevant and appropriate.	86%	7%	4%	3%	0%
14	The Material in Practical was useful	82%	15%	2%	0%	0%
15	The Overall environment in the class was conducive to learning.	89%	8%	2%	1%	0%

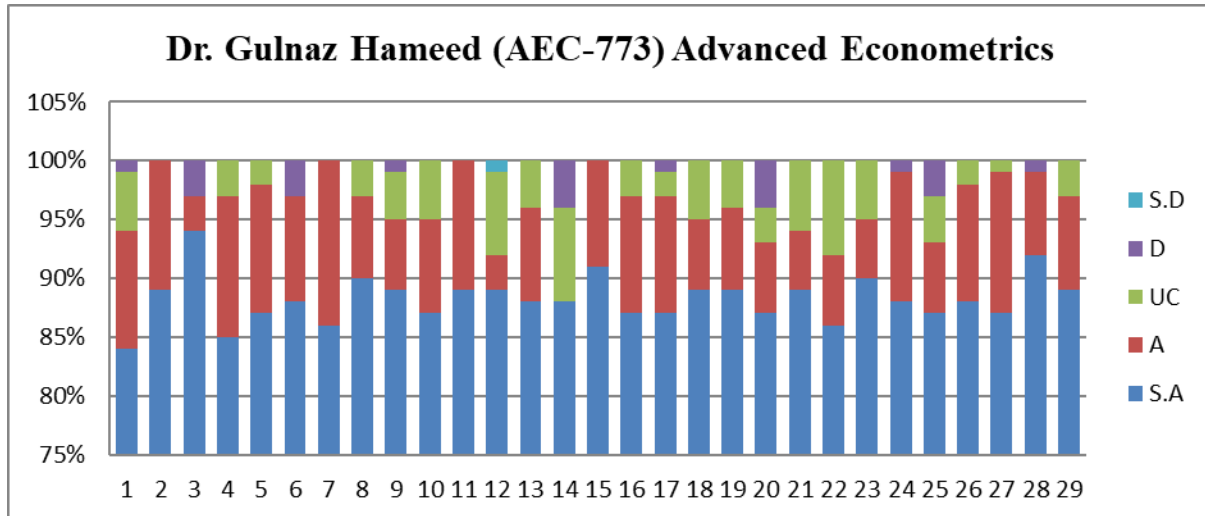
16	The course objectives were clear.	90%	4%	3%	3%	0%
17	The course stimulated my interest and though on the subject area	89%	6%	5%	0%	0%
18	The course was well organized (e.g. timely) access to materials notification of changes, etc.)	87%	8%	5%	0%	0%
19	The course workload was manageable	83%	12%	5%	0%	0%
20	The demonstrators dealt effectively with my problems.	82%	12%	6%	0%	0%
21	The instructor was responsive to student needs and problems	81%	10%	7%	2%	0%
22	The learning and teaching methods encouraged participation.	85%	11%	4%	0%	0%
23	The material in the tutorials was useful	84%	11%	5%	0%	0%
24	The material was well organized and presented	87%	9%	4%	0%	0%
25	The method of assessment was reasonable	93%	5%	2%	0%	0%
26	The pace of the Course was appropriate	87%	9%	3%	1%	0%
27	The provision of learning resources on the web was adequate and appropriate (if relevant)	89%	8%	2%	1%	0%
28	The provision of learning resources in the library was adequate and appropriate.	86%	7%	7%	0%	0%
29	The tutor dealt effectively with my problems	89%	5%	4%	2%	0%



Majority of the students have shown their satisfaction and they agree with the statements of the Performa indicating their level of satisfaction. More than 80 percent of the students were strongly agree with the instructor's classroom performance as they agreed to the statement that he got prepared for each of the class.

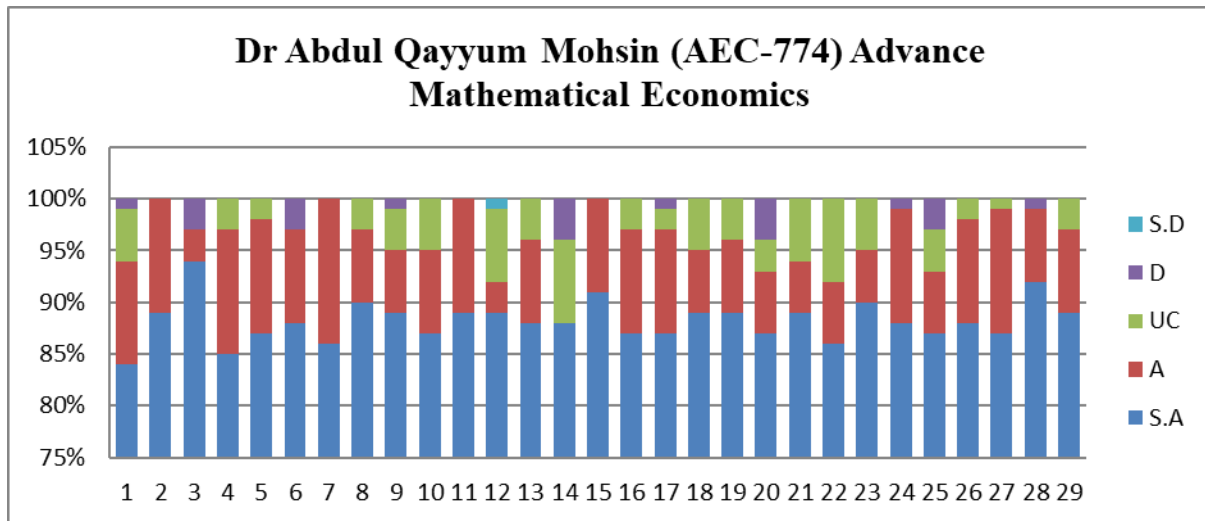
Individual Course Evaluation Spring 2017

Dr. Gulnaz Hameed (AEC-773) Advanced Econometrics



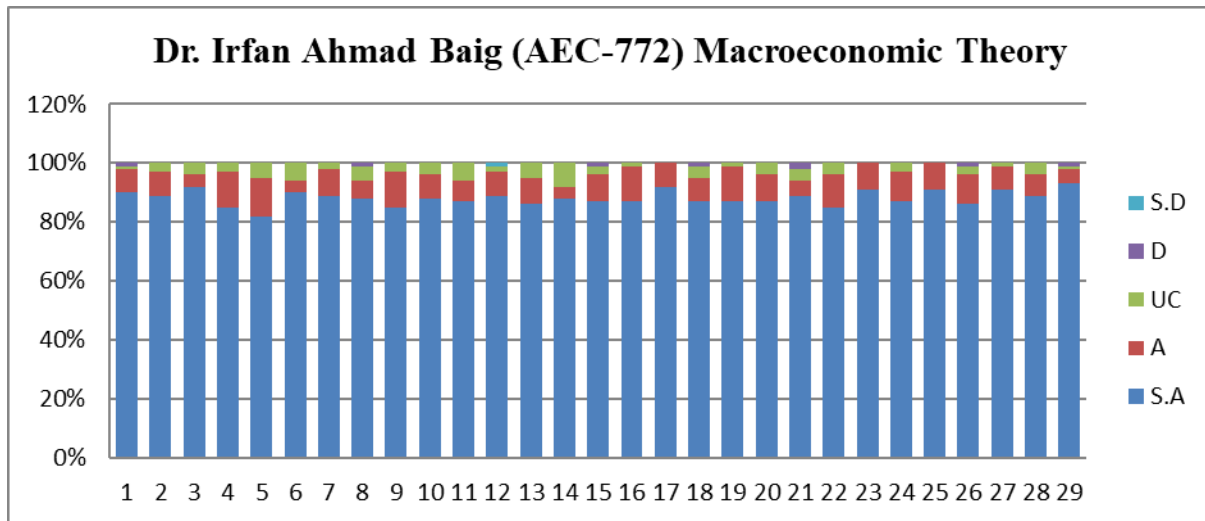
In results showed that students were in full confidence what they learned and what the teacher was delivered. The methodology, objectives, course content and material other than the reference works were very relevant for their understanding and evaluation techniques were appreciated.

Dr Abdul Qayyum Mohsin (AEC-774) Advance Mathematical Economics



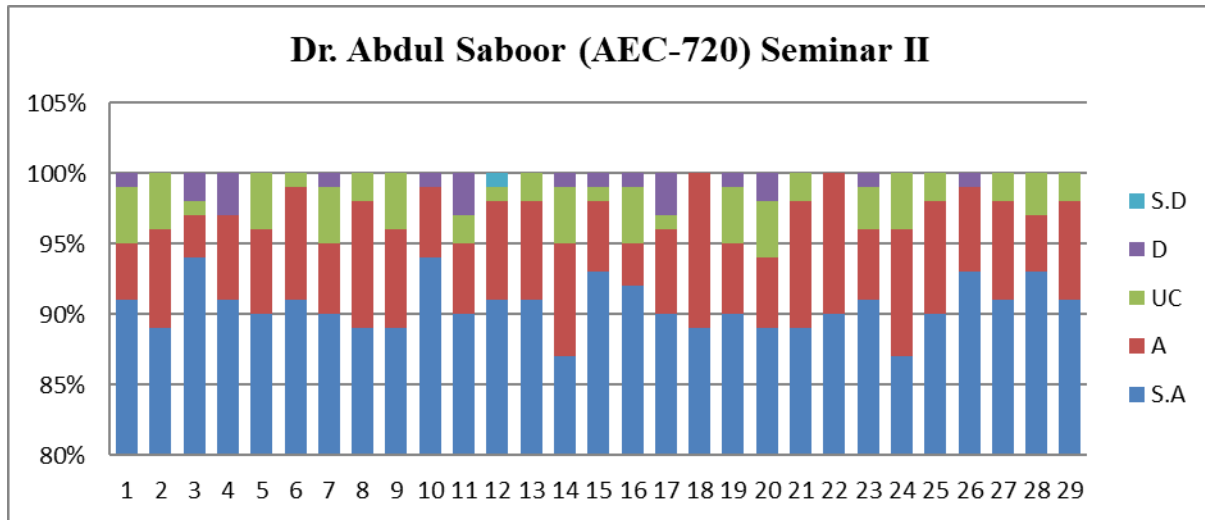
The results here show a combined mix with a most opinion of more than 90% students showed their agreement with the declaration within the performance that the instructor seems when full preparations within the class and introduces techniques and new ideas within the Empirical evaluations throughout their teachings and mostly focuses on work and literature reviews with content.

Dr. Irfan Ahmad Baig (AEC-772) Macroeconomic Theory



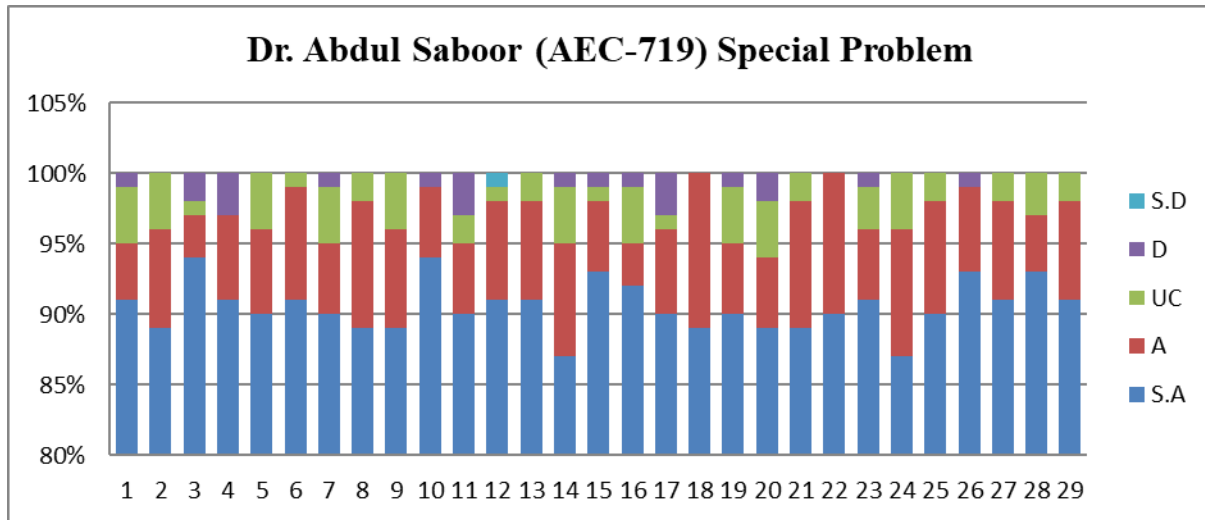
The results of the course assessment had shown that the teacher attempts to cover the objectives of the course and to transmit the heart of the subject with the cleared mission and additional accessories have been provided to make the ideas clearer and more understandable.

Dr. Abdul Saboor (AEC-720) Seminar II



The results presented in the above bar chart show that more than 90% students have given their positive opinion about the instructor by showing their agreement with the statement that he has full knowledge and command over the contents being taught and how to apply these ideas to real world scenarios.

Dr. Abdul Saboor (AEC-719) Special Problem



In results shows within the graph show that more than 90% Students have gave their opinions that instructors have commented on the objectives of the course, the way to send content and the ideas sufficiently eliminate and increase the methodology of analysis and assessment.

Fall Semester-2017

During the Fall semester 2017, class of PhD Agri.Economics was pursuing their degree program while permanent and visiting faculty members involved in teaching various courses to them are detailed below. Evaluation by the students of the teachers, through Perfroma-10 for the course being taught is presented afterwards.

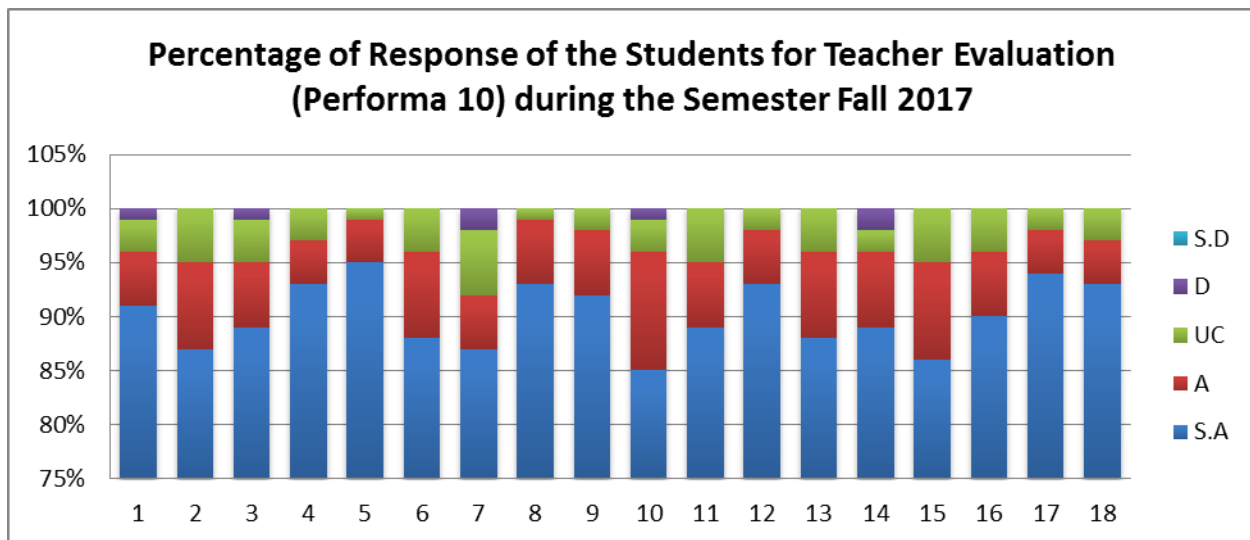
1. Prof. Dr. Abdul Saboor
2. Dr. Gulnaz Hameed
3. Dr. Abdul Qayyum Mohsin

Cumulative results of the performa-10 evaluation are being presented in Table 7 given below. The table is showing percentage of the responses for each question asked to the students on aggregate basis.

Table: 7 Percentage of Response of the Students for Teacher Evaluation (Performa 10) in PhD Agri.Economics class during the Semester Fall 2017

S. No	Instructor	S.A	A	UC	D	S.D
1	The instructor provided course split schedule during the 1st week of semester	90%	5%	3%	2%	0%
2	The assignments and exam covered the materials presented in the course	87%	8%	5%	0%	0%
3	The course integrates theoretical course concepts with real-world applications.	89%	6%	4%	1%	0%
4	The course material is modern and updated	92%	4%	4%	0%	0%
5	The instructor arrives on time	95%	4%	1%	0%	0%
6	The instructor communicates the subject matter effectively.	88%	8%	4%	0%	0%
7	The instructor demonstrates knowledge of the subject	88%	5%	5%	2%	0%
8	The instructor gives citations regarding current situations with reference to Pakistani context.	93%	6%	1%	0%	0%
9	The instructor is fair examination	92%	6%	2%	0%	0%

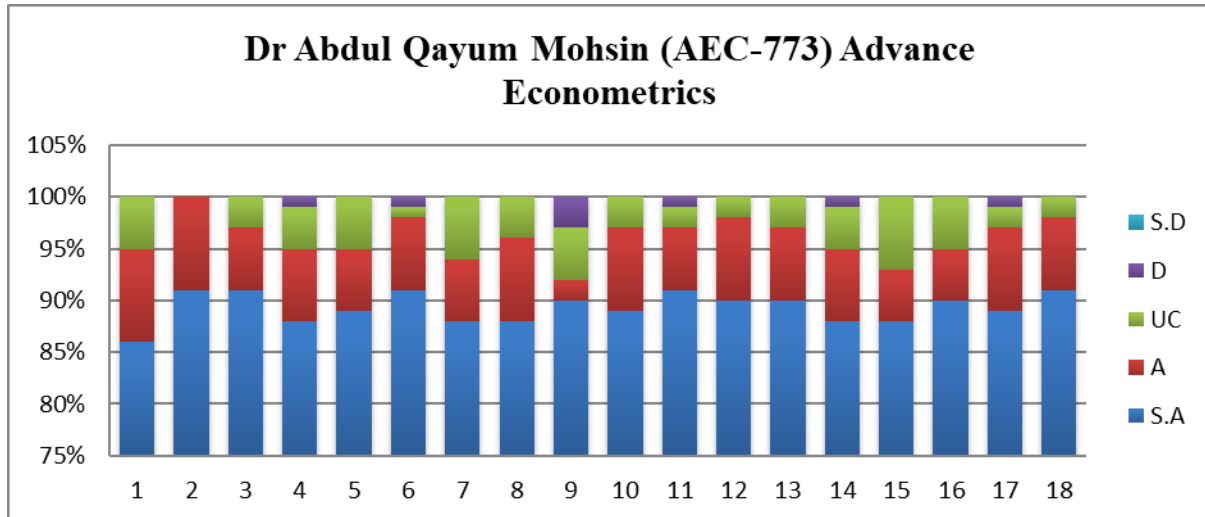
10	The instructor is prepared for each class	85%	11%	3%	1%	0%
11	The instructor leaves on time.	88%	7%	5%	0%	0%
12	The instructor maintains an environment that is conducive to learning.	93%	5%	2%	0%	0%
13	The instructor provides additional material apart from the textbook	88%	8%	4%	0%	0%
14	The instructor returns the graded scripts etc. in a reasonable amount of time.	89%	7%	2%	2%	0%
15	The instructor shows respect towards students and encourages class participation	86%	9%	5%	0%	0%
16	The instructor was available during the specified office hours and for after class consultations	89%	6%	5%	0%	0%
17	The subject matter presented in the course has increased your knowledge of the subject	94%	4%	2%	0%	0%
18	The syllabus clearly states course objectives requirements, procedures and grading criteria.	93%	4%	3%	0%	0%



In results, more than 85% of the students have shown their satisfaction and that they agree the statements of the Performa indicating their level of satisfaction. More than 80% of the students were strongly agree the instructor's category area performance as they in agreement to the statement that he got ready for each of the class. Furthermore, the majority of the students strongly agree that teacher to take care of a Conducive Environment for learning.

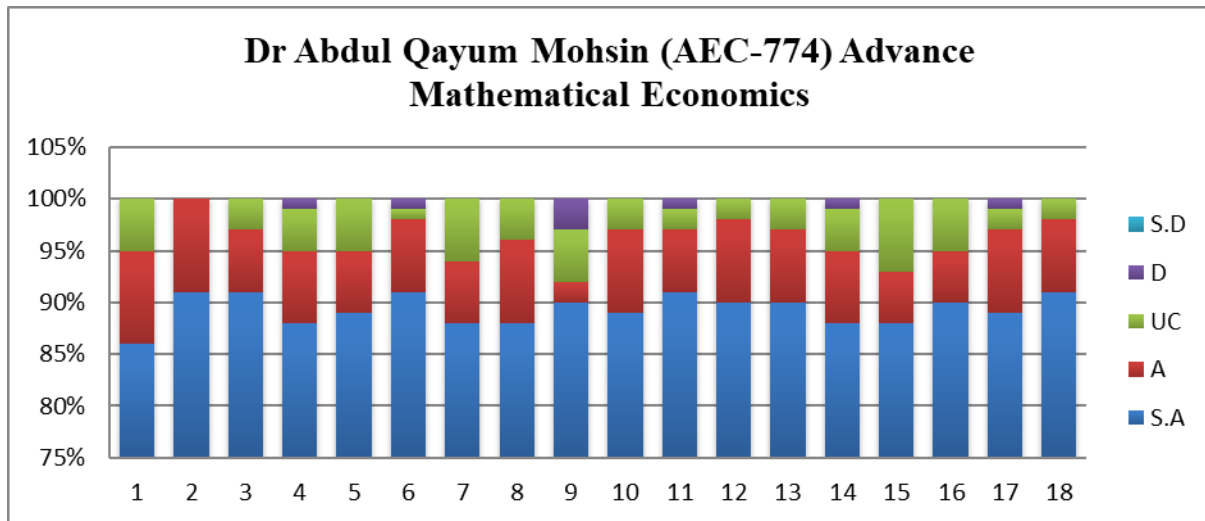
Individual Teacher Evaluation Fall 2017

Dr Abdul Qayum Mohsin (AEC-773) Advance Econometrics



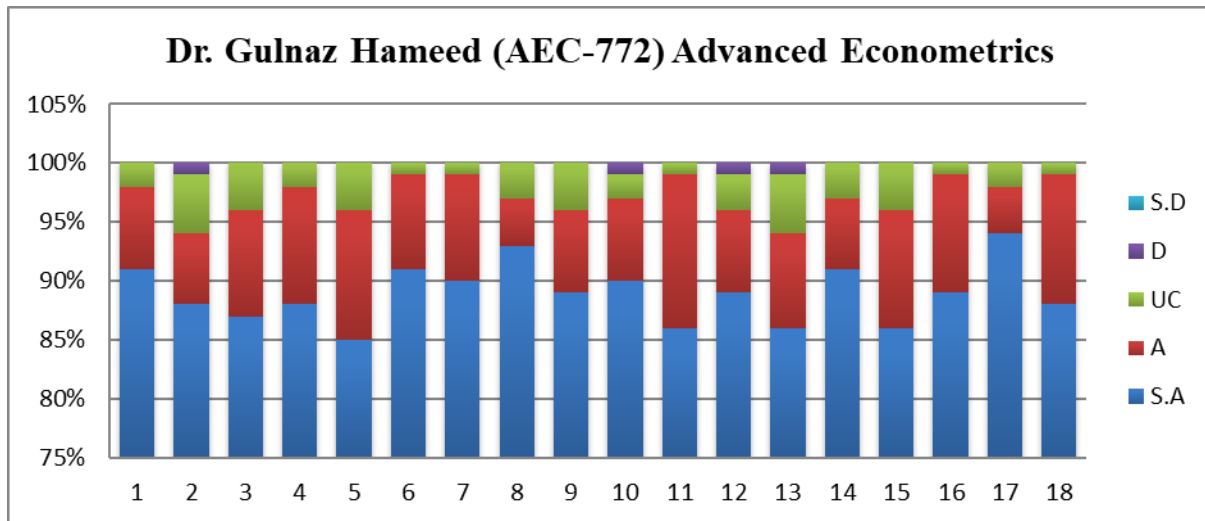
The results here show a mixed combination with a maximum opinion of more than 90% of the student showed their agreement with the assertion in overall performance that the instructor appears after complete preparations in the class and introduces new techniques and ideas in empirical assessments at some point of its teachings and focuses more on the work and reviews of the literature with the content material.

Dr Abdul Qayum Mohsin (AEC-774) Advance Mathematical Economics



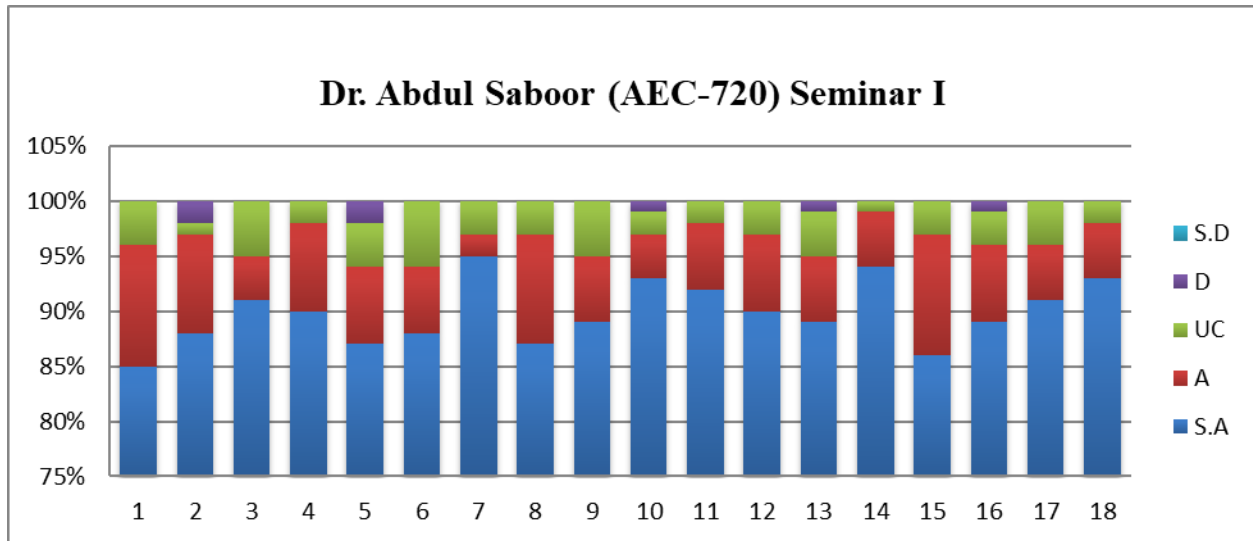
The results here show a mixed blend with a maximum opinion of more than 85% students confirmed their agreement with the declaration in the performance that the instructor appears after complete preparation of the class and introduces new thoughts and techniques in empirical assessments during his teachings and focuses more on the work and reviews of the literature as well as content. Furthermore, most students showed their satisfaction and agreed with Performa statements indicating their level of satisfaction.

Dr. Gulnaz Hameed (AEC-772) Advanced Econometrics



The result shows that more than 85% of the student agreed strongly that the instructor throughout the semester took place with complete preparations and tells the literature with the current economic conditions and he also focused on the international trends of the Purchase of a subject by giving the complete ideas of the subject and showing his command and qualification.

Dr. Abdul Saboor (AEC-720) Seminar I



The result shows that more than 85% of the student was strongly agreed that the instructor through the semester took place with complete preparations and tells the literature with the current economic conditions and he also focused on trends.

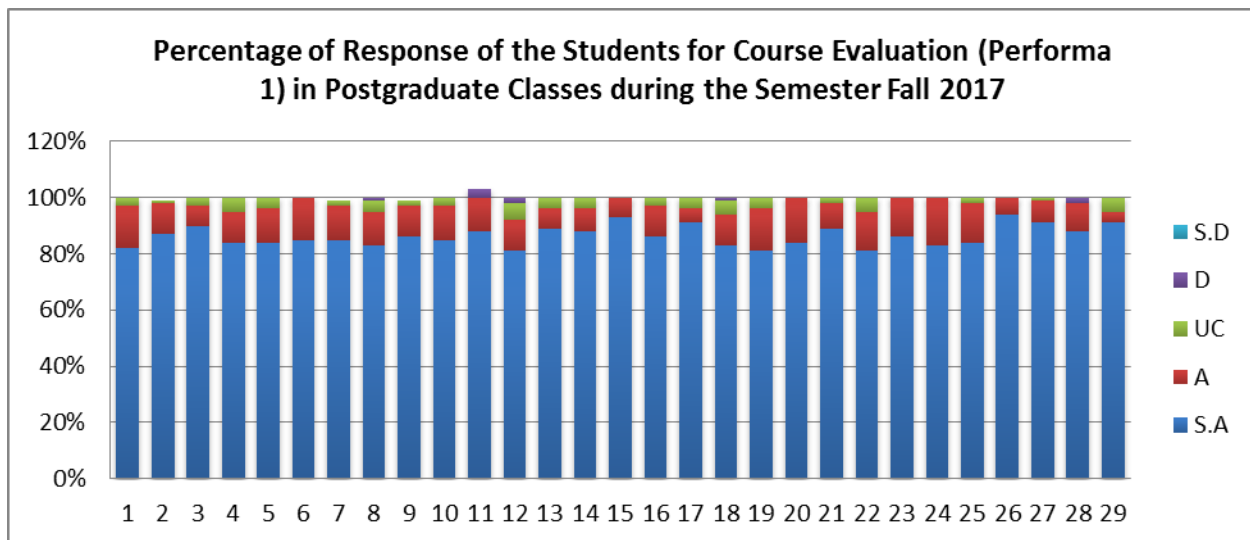
Performa-1 Course Evaluation

This section shows the course evaluation of Fall semester 2017 which were being taught by the permanent and visiting faculty members to post graduate students. The analyses of the data for PhD class are as under:

Table: 8 Percentage of Response of the Students for Course Evaluation (Performa 1) in PhD Agri.Economics class during the Semester Fall 2017

S. No	Questions	S.A	A	UC	D	S.D
1	Approximate level of your own attendance during the whole course	82%	15%	3%	0%	0%
2	Classrooms were Satisfactory	87%	11%	1%	0%	0%
3	Feedback on assessment was helpful	90%	7%	3%	0%	0%
4	Feedback on assessment were timely	85%	11%	4%	0%	0%
5	Had the instructor been regular throughout the course?	84%	12%	4%	0%	0%
6	I participated actively in the course	86%	14%	0%	0%	0%
7	I think I have made progress in this course	85%	12%	2%	0%	0%
8	I think the Course was well structured to achieve the learning outcomes	83%	12%	4%	1%	0%
9	I understood the lectures	86%	11%	2%	0%	0%
10	I was happy with the amount of work needed for tutorials	85%	12%	3%	0%	0%
11	Ideas and concept were presented clearly	88%	12%	0%	3%	0%
12	Learning materials (Lesson plans, Course Notes etc.) were relevant and useful.	81%	11%	6%	2%	0%
13	Recommended reading Books etc. were relevant and appropriate.	89%	7%	4%	0%	0%
14	The Material in Practical was useful	87%	8%	5%	0%	0%
15	The Overall environment in the class was conducive to learning.	93%	7%	0%	0%	0%

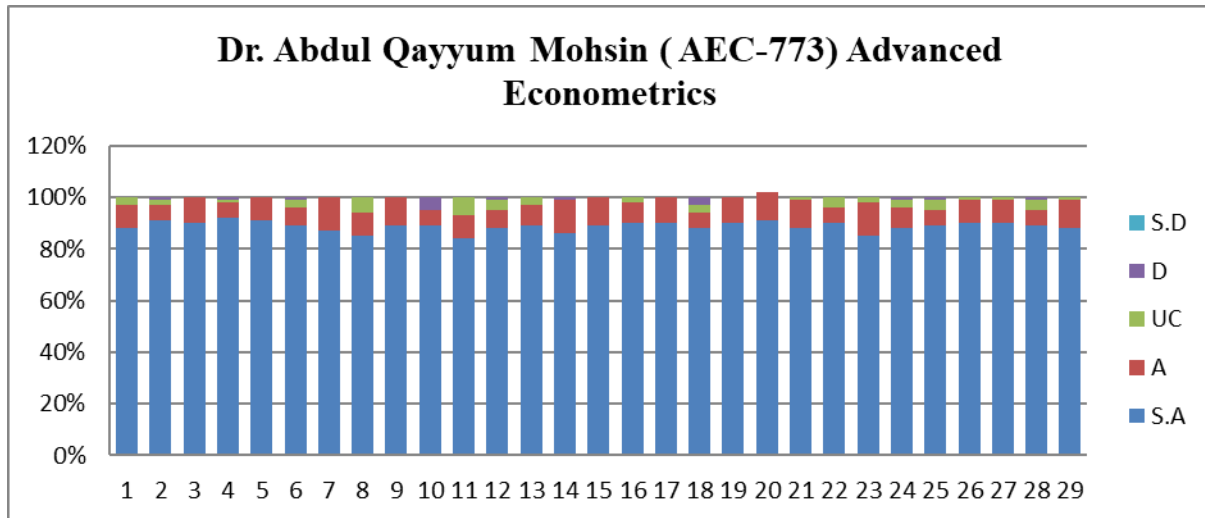
16	The course objectives were clear.	86%	11%	3%	0%	0%
17	The course stimulated my interest and though on the subject area	91%	5%	4%	0%	0%
18	The course was well organized (e.g., timely) access to materials notification of changes, etc.)	83%	11%	5%	1%	0%
19	The course workload was manageable	81%	15%	4%	0%	0%
20	The demonstrators dealt effectively with my problems.	84%	16%	0%	0%	0%
21	The instructor was responsive to student needs and problems	88%	9%	3%	0%	0%
22	The learning and teaching methods encouraged participation.	81%	14%	5%	0%	0%
23	The material in the tutorials was useful	86%	14%	0%	0%	0%
24	The material was well organized and presented	83%	17%	0%	0%	0%
25	The method of assessment was reasonable	84%	14%	2%	0%	0%
26	The pace of the Course was appropriate	94%	6%	0%	0%	0%
27	The provision of learning resources on the web was adequate and appropriate (if relevant)	91%	8%	1%	0%	0%
28	The provision of learning resources in the library was adequate and appropriate.	88%	10%	0%	2%	0%
29	The tutor dealt effectively with my problems	92%	4%	4%	0%	0%



In results, majority of the students have shown their satisfaction and they agreed with the statements of the Performa indicating their level of satisfaction. Moreover, results show that around 80% of the students were strongly agreed with the instructor's classroom performance as they agreed to the statement that he got prepared for each of the class.

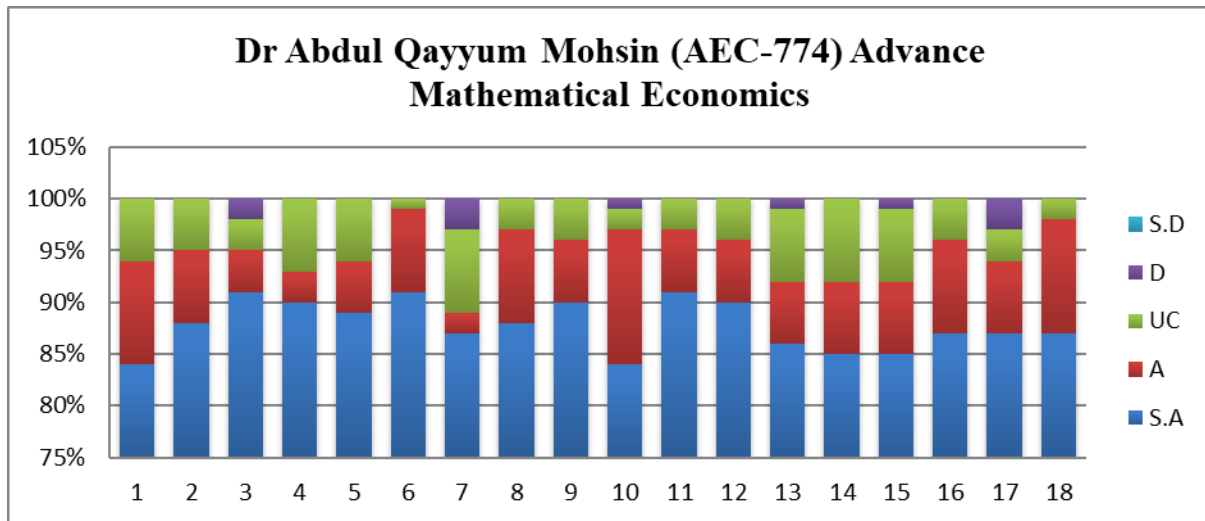
Individual Course Evaluation Fall 2017

Dr. Abdul Qayyum Mohsin (AEC-773) Advanced Econometrics



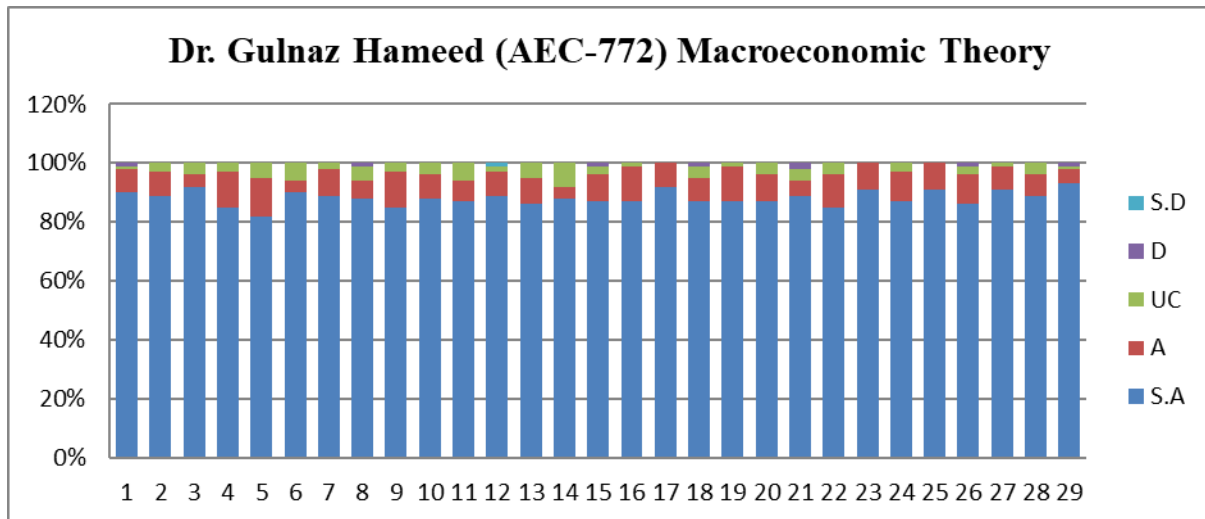
The results shown of the course assessment that the teacher attempts to cover the objectives of the course and to transmit the heart of the subject with the missions and additional accessories of the class on all students were clear on their course. Besides results show that above 80% of the students were strongly agreed with the instructor's classroom performance.

Dr Abdul Qayyum Mohsin (AEC-774) Advance Mathematical Economics



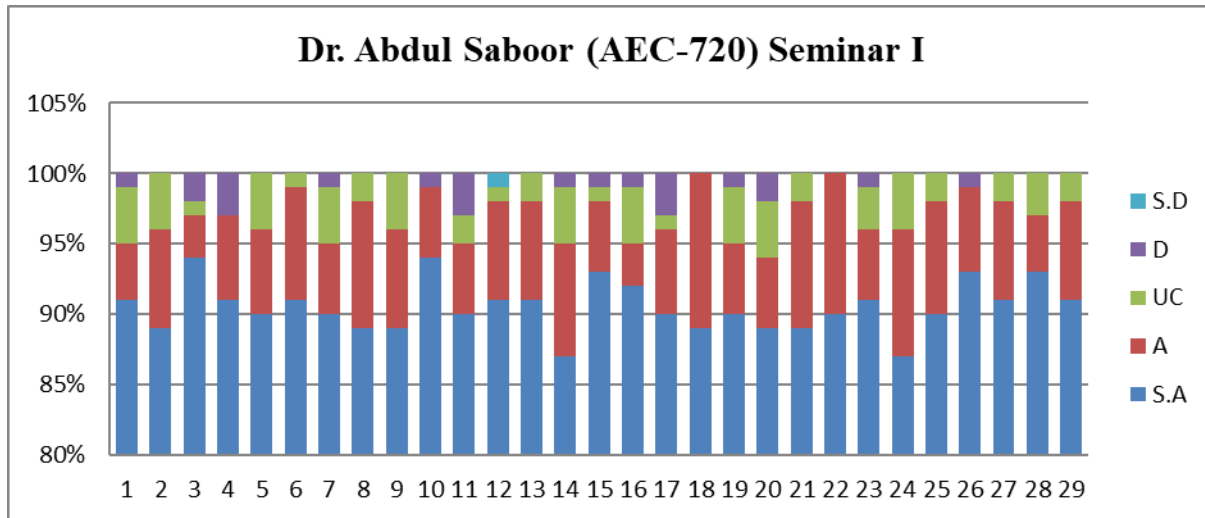
Results shows that overall course was clear and understandable. This graph shows result that student around 80% have been agreed upon with course objectives to certain mission, evaluation and teaching methodology were consistent with examples and additional equipment for the lectures.

Dr. Gulnaz Hameed (AEC-772) Macroeconomic Theory



The results showed that students were in full confidence what they learned and what the teacher was delivered. The overall course material was very relevant for their understanding and evaluation techniques were appreciated.

Dr. Abdul Saboor (AEC-720) Seminar I



In aforementioned results, majority of students showed their satisfaction and agreed with Performa statements indicating their high level of satisfaction. The results presented within the bar chart show that around 90% students have given their opening that instructors have commented on the objectives of the course how to send content and the concept sufficiently illuminate the concepts under discussion.

Spring Semester 2018

During the Spring semester 2018, students of pursuing their PhD Agri.Economics are taking various courses from teachers including permanent and visiting faculty members whose details are given below. Evaluation by the students of the teacher, through Perfroma-10 for the course being taught is also presented afterwards.

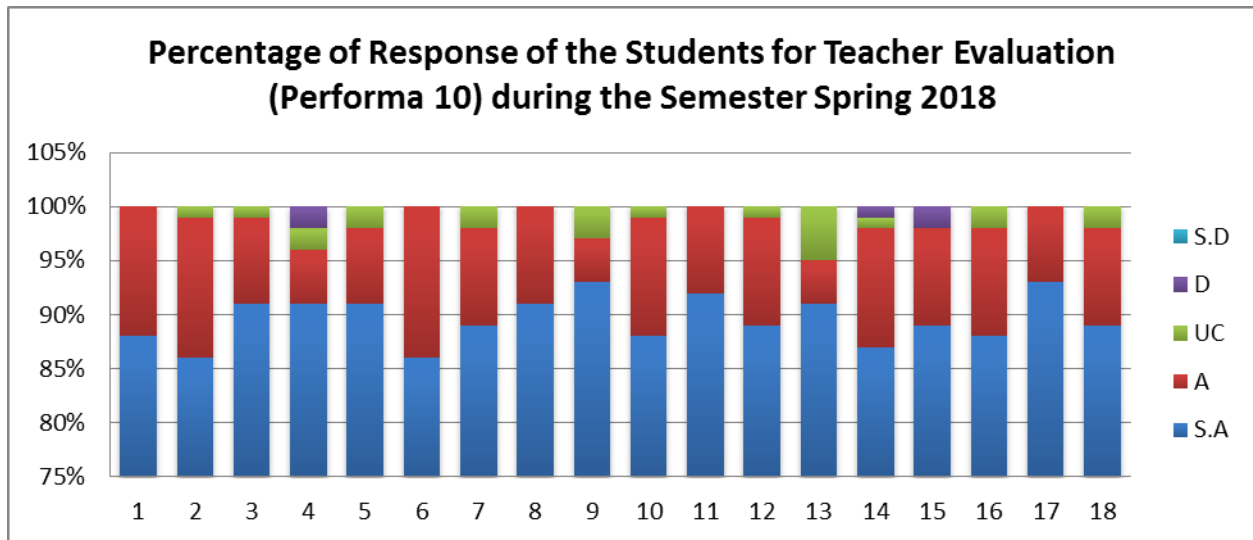
1. Dr. Abdul Saboor
2. Dr. Gulnaz Hameed
3. Dr. Abdul Qayyum Mohsin

Cumulative results of the performa-10 evaluation are being presented in Table 9 given below. The table is showing percentage of the responses for each question asked to the students on aggregate basis.

Table: 9 Percentage of Response of the Students for Teacher Evaluation (Performa 10) in PhD Agri.Economics class during the Semester Spring 2018

S. No	Instructor	S.A	A	UC	D	S.D
1	The instructor provided course split schedule during the 1st week of semester	87%	12%	1%	0%	0%
2	The assignments and exam covered the materials presented in the course	87%	12%	1%	0%	0%
3	The course integrates theoretical course concepts with real-world applications.	91%	8%	1%	0%	0%
4	The course material is modern and updated	91%	5%	2%	2%	0%
5	The instructor arrives on time	92%	6%	2%	0%	0%
6	The instructor communicates the subject matter effectively.	86%	14%	0%	0%	0%
7	The instructor demonstrates knowledge of the subject	88%	8%	2%	0%	0%
8	The instructor gives citations regarding current situations with reference to Pakistani context.	91%	9%	0%	0%	0%
9	The instructor is fair examination	92%	4%	3%	1%	0%

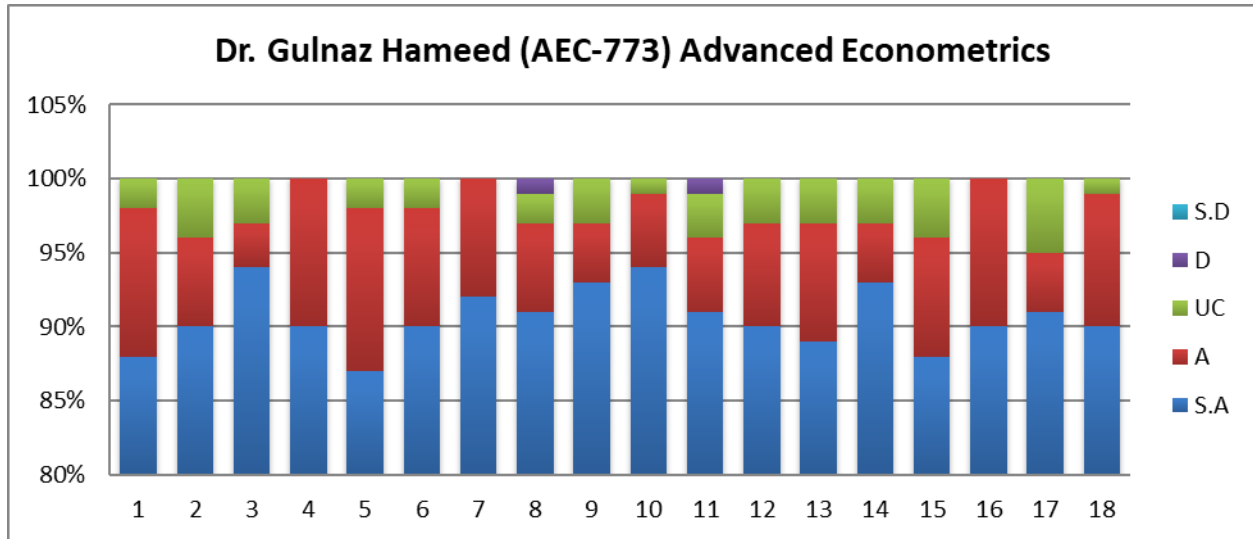
10	The instructor is prepared for each class	88%	11%	1%	0%	0%
11	The instructor leaves on time.	92%	8%	0%	0%	0%
12	The instructor maintains an environment that is conducive to learning.	89%	10%	1%	0%	0%
13	The instructor provides additional material apart from the textbook	91%	4%	5%	0%	0%
14	The instructor returns the graded scripts etc. in a reasonable amount of time.	86%	11%	1%	2%	0%
15	The instructor shows respect towards students and encourages class participation	89%	9%	0%	2%	0%
16	The instructor was available during the specified office hours and for after class consultations	89%	10%	1%	0%	0%
17	The subject matter presented in the course has increased your knowledge of the subject	93%	7%	0%	0%	0%
18	The syllabus clearly states course objectives requirements, procedures and grading criteria.	88%	9%	2%	1%	0%



The graph shown that the majority of students have shown their satisfaction and they agree with the statements of the Performa indicating their level of satisfaction. More than 80 percent of the students were strongly agree with the instructor's classroom performance as they agreed to the statement that he got prepared for each of the class.

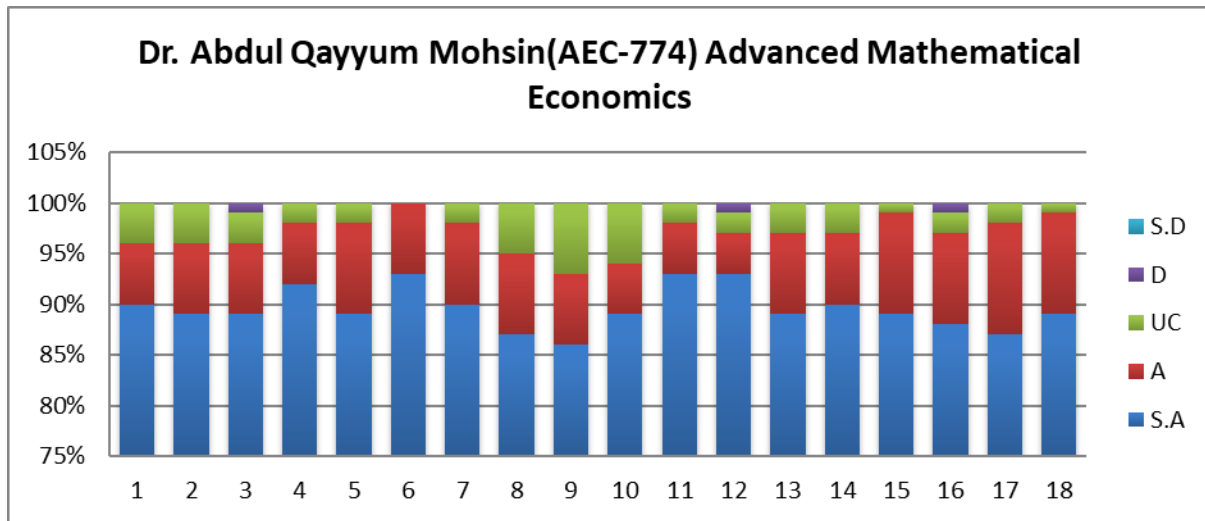
Individual Teacher Evaluation Spring 2018

Dr. Gulnaz Hameed (AEC-773) Advanced Econometrics



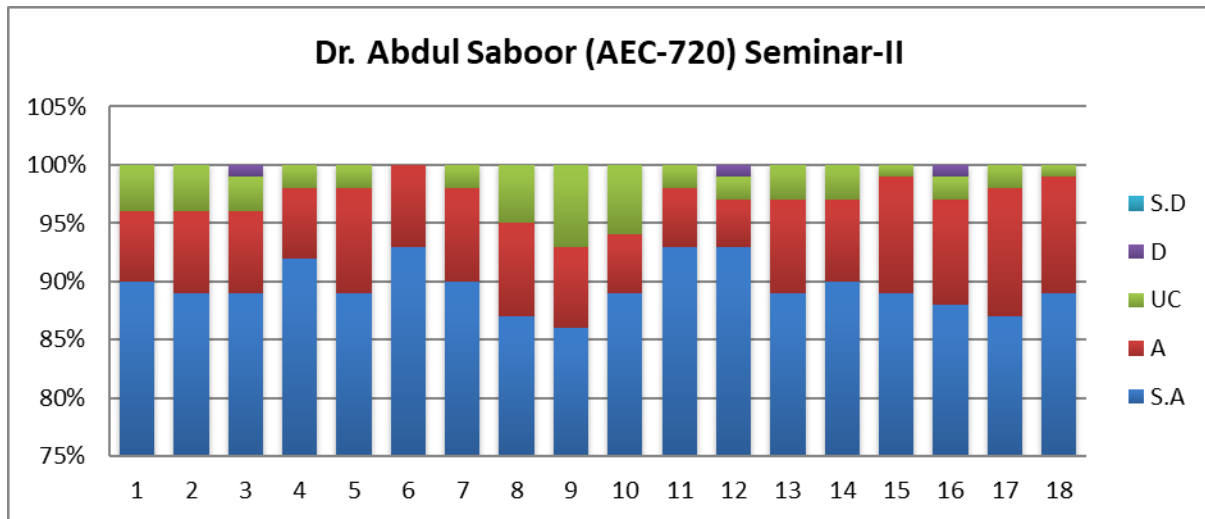
This graph shows result that student around 80% have been agreed upon with course goals to certain mission, assessment and teaching methodology were reliable with examples and additional equipment for the lectures. Moreover, results shows that overall course was clear and understandable.

Dr. Abdul Qayyum Mohsin (AEC-774) Advanced Mathematical Economics



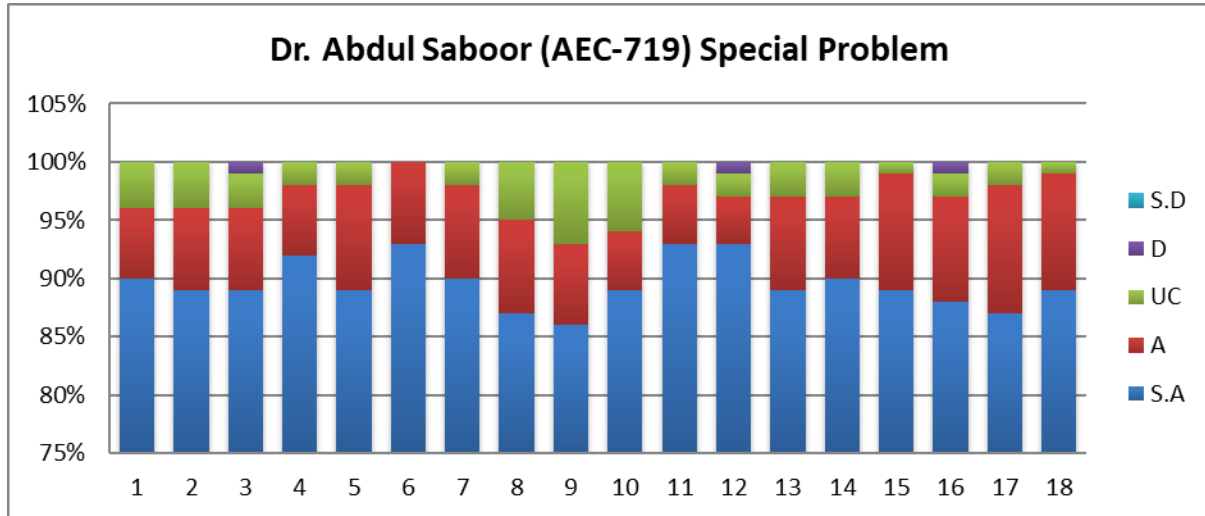
The results show that around 90% of the students were strongly agreed with the instructor's classroom performance. Moreover, the results shown of the course assessment that the teacher attempts to cover the objectives of the course and to transmit the heart of the subject with the missions and additional accessories of the class on all students were clear on their course

Dr. Abdul Saboor (AEC-720) Seminar-II



The results shown within the bar chart that around 90% students have given their opening that instructors have commented on the objectives of the course how to send content and the concept sufficiently eliminate and increase the methodology of evaluation and acceptable assessment. The results presented that majority of students showed their satisfaction and agreed with Performa statements indicating their high level of satisfaction.

Dr. Abdul Saboor (AEC-719) Special Problem



The result shows that around 85% of the student was strongly agreed that the instructor through the semester took place with complete preparations and tells the literature with the current economic conditions and he moreover centered on patterns.

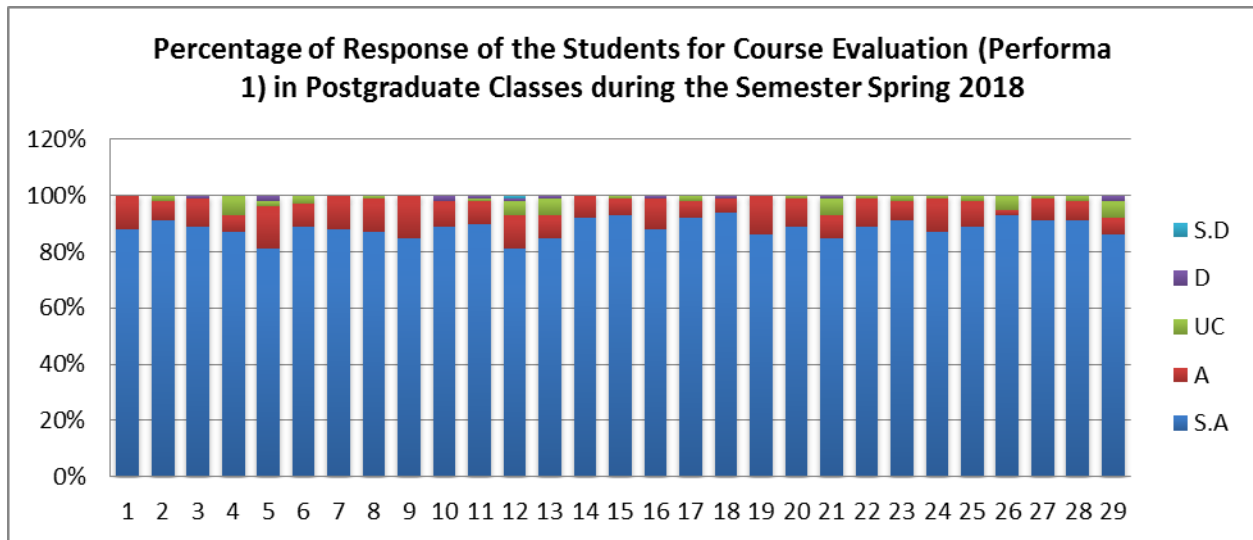
Performa-1 Course Evaluation

This section shows the course evaluation of Spring semester 2018 which were being taught by the permanent and visiting faculty members to students. The analyses of the data for PhD class are as under:

Table: 10 Percentage of Response of the Students for Course Evaluation (Performa 1) in PhD Agri.Economics class during the Semester Spring 2018

S. No	Questions	S.A	A	UC	D	S.D
1	Approximate level of your own attendance during the whole course	87%	12%	1%	0%	0%
2	Classrooms were Satisfactory	91%	7%	2%	0%	0%
3	Feedback on assessment was helpful	88%	10%	1%	1%	0%
4	Feedback on assessment were timely	87%	6%	7%	0%	0%
5	Had the instructor been regular throughout the course?	81%	15%	2%	2%	0%
6	I participated actively in the course	89%	8%	3%	0%	0%
7	I think I have made progress in this course	87%	12%	1%	0%	0%
8	I think the Course was well structured to achieve the learning outcomes	88%	11%	1%	0%	0%
9	I understood the lectures	85%	15%	0%	0%	0%
10	I was happy with the amount of work needed for tutorials	88%	9%	1%	2%	0%
11	Ideas and concept were presented clearly	90%	8%	1%	1%	0%
12	Learning materials (Lesson plans, Course Notes etc.) were relevant and useful.	81%	12%	5%	1%	1%
13	Recommended reading Books etc. were relevant and appropriate.	84%	8%	6%	2%	0%
14	The Material in Practical was useful	92%	8%	0%	0%	0%
15	The Overall environment in the class was conducive to learning.	92%	6%	2%	0%	0%
16	The course objectives were clear.	88%	11%	0%	1%	0%

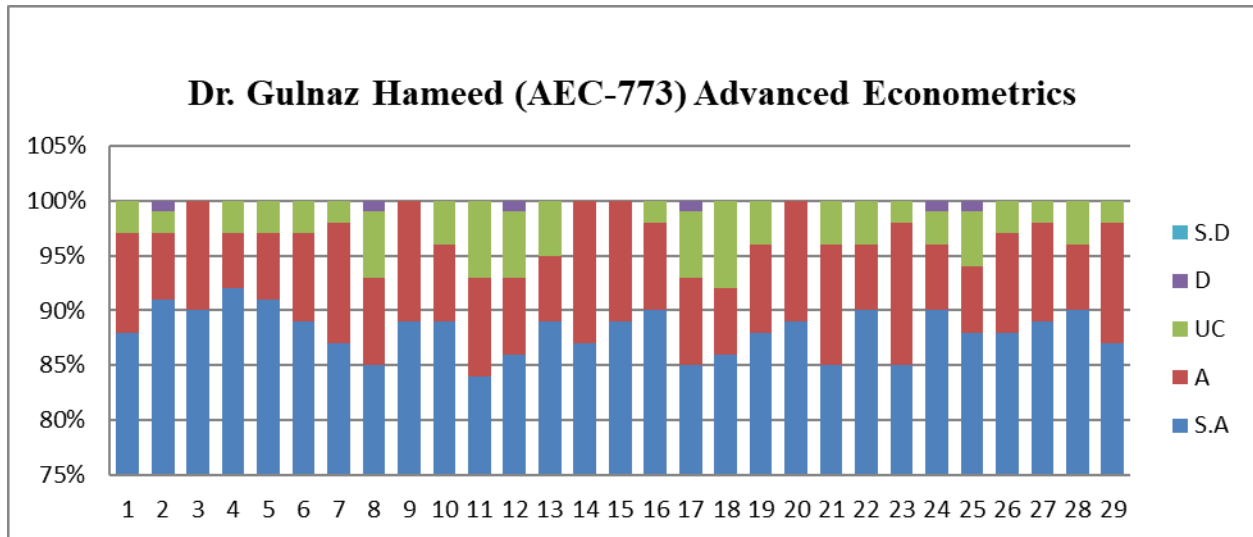
17	The course stimulated my interest and though on the subject area	92%	6%	2%	0%	0%
18	The course was well organized (e.g. timely access to materials notification of changes, etc.)	94%	5%	0%	1%	0%
19	The course workload was manageable	85%	14%	1%	0%	0%
20	The demonstrators dealt effectively with my problems.	88%	10%	2%	0%	0%
21	The instructor was responsive to student needs and problems	85%	8%	6%	1%	0%
22	The learning and teaching methods encouraged participation.	89%	10%	1%	0%	0%
23	The material in the tutorials was useful	91%	7%	2%	0%	0%
24	The material was well organized and presented	87%	11%	2%	0%	0%
25	The method of assessment was reasonable	88%	9%	2%	1%	0%
26	The pace of the Course was appropriate	93%	2%	5%	0%	0%
27	The provision of learning resources on the web was adequate and appropriate (if relevant)	91%	8%	1%	0%	0%
28	The provision of learning resources in the library was adequate and appropriate.	92%	6%	2%	0%	0%
29	The tutor dealt effectively with my problems	86%	6%	5%	3%	0%



In results, majority of the students have shown their satisfaction and they agreed with the statements of the Performa indicating their level of satisfaction. Moreover, results show that around 85% of the students were satisfied and strongly agreed with the instructor's classroom performance as they agreed to the statement that he got prepared for each of the class.

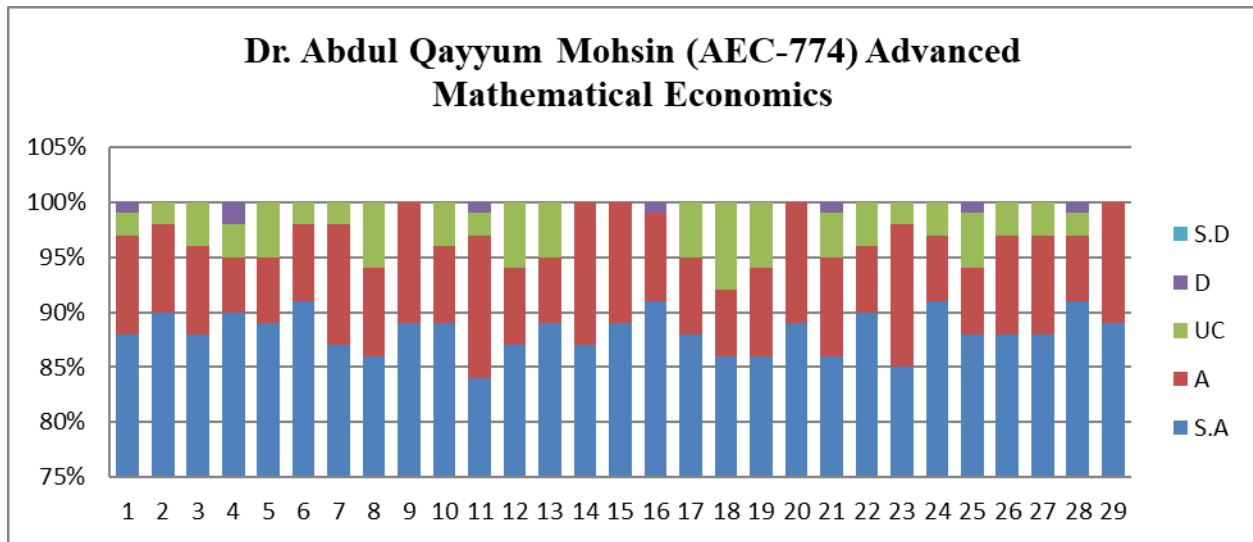
Individual Course Evaluation Spring 2018

Dr. Gulnaz Hameed (AEC-773) Advanced Econometrics



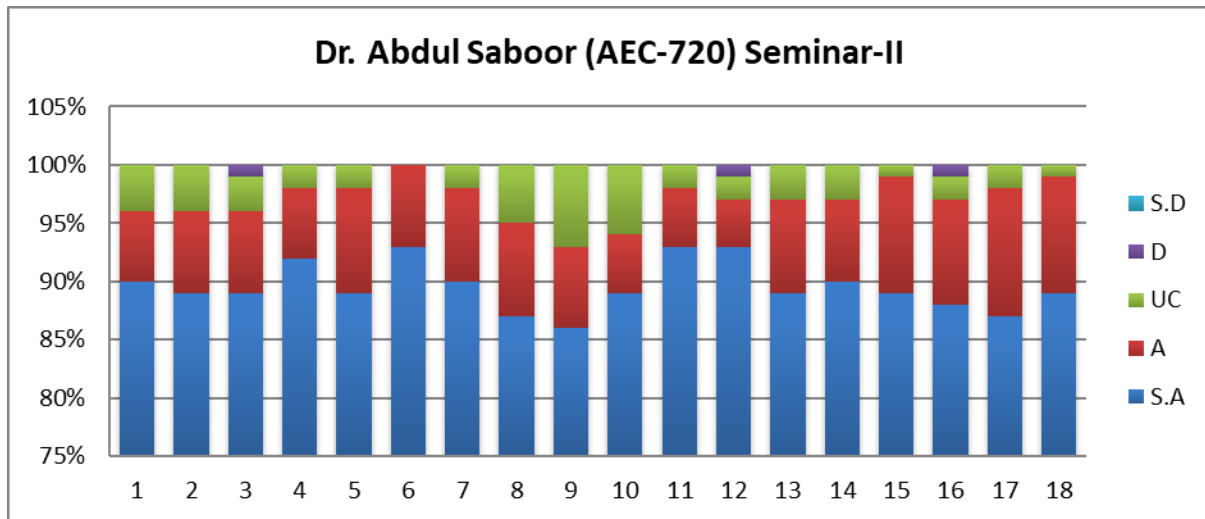
The results shown that above 80% of the students were strongly agreed with the instructor's classroom performance. Besides, results show of the course assessment that the teacher attempts to cover the objectives of the course and to transmit the heart of the subject with the missions and additional accessories of the class on all students were clear on their course.

Dr. Abdul Qayyum Mohsin (AEC-774) Advanced Mathematical Economics



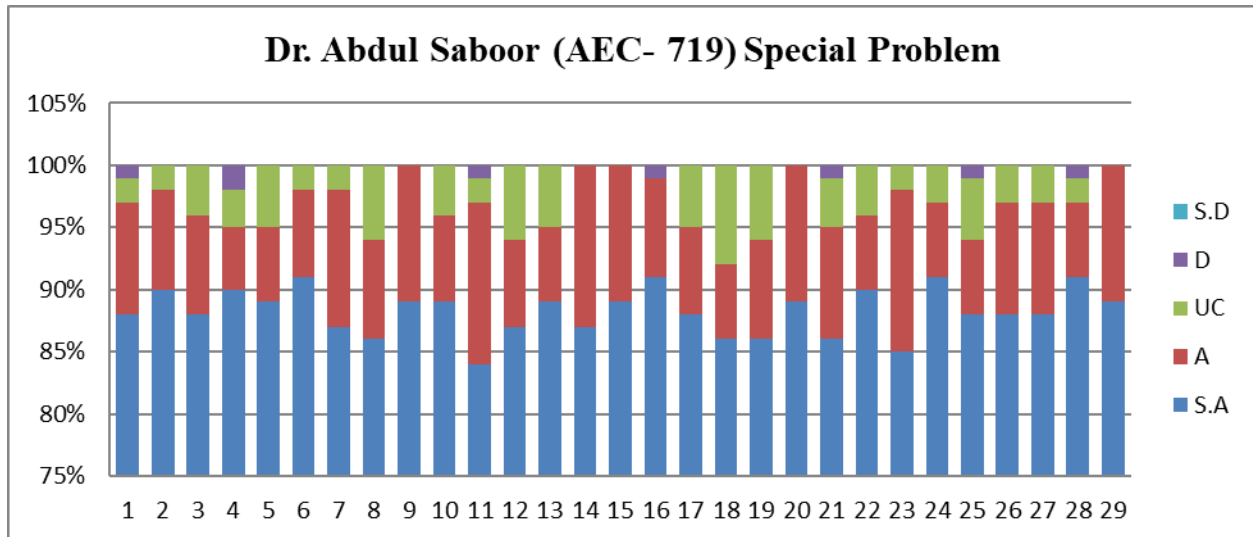
The results showed that students were in full confidence what they learned and what the teacher was delivered. The overall course material was very relevant for their understanding and evaluation techniques were appreciated.

Dr. Abdul Saboor (AEC-720) Seminar-II



The result shows that 90% of the student agreed strongly that the instructor throughout the semester took place with complete preparations and tells the literature with the current economic conditions and he also focused on the international trends of the purchase of a subject by giving the complete ideas of the subject and showing his command and qualification.

Dr. Abdul Saboor (AEC- 719) Special Problem



The result shows that around 85% of the student was strongly agreed that the instructor through the semester took place with complete preparations and tells the literature with the current economic conditions and he besides centered on patterns.

- **Department Performance Assessment Using Quantifiable Measures**

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 wherever reflected in the assessment criteria.

Table: 11 Quantitative Assessment Of The Department

S. No.	Particulars	No.	Remarks
1	B.Sc. (Hons.) Agri. Economics degree awarded	267	Major course was being selected by the students of B.Sc. (Hons.) Agriculture after 4 semesters
2	BS Economics awarded	290	Every year 60 students are admitted.
3	M. Sc. degree awarded	1050	Every year 80 students get enrolled most of them acquire degree and join different institutes for higher degree while other got employment in various fields. Few are part of the faculty of same university.
4	M. Phil / M.Sc. (Hons.) produced	365	Program started in 2007-08. Every year about 30 students get enrolled. During 2010-12, a total of 48 students got their degrees
5	PhD produced	14	HEC Indigenous scholarship holder
6	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.
6	Technical: non-technical (ratio)	4:1	
	Average grade point	3	

Performa No. 3: Survey of Graduating Students

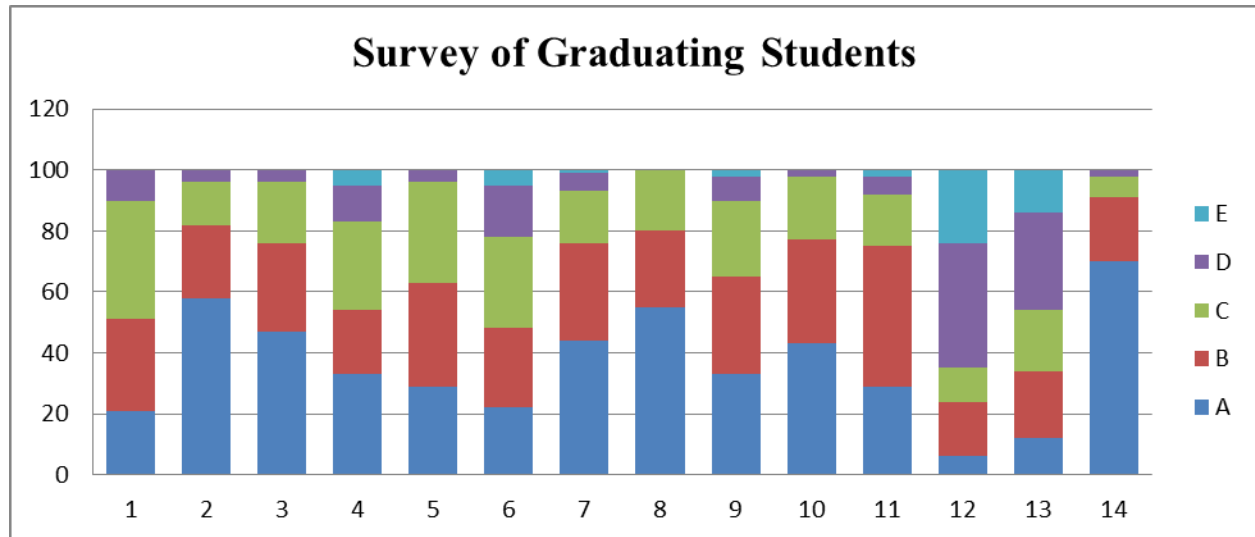
Graduated students of department were surveyed to get data about the effectiveness of the program. According to survey 55 percent students were very satisfied while 30 percent students are satisfied with the effectiveness of the program for enhancing working abilities. Similarly, 49 percent are satisfied with objectives of the program that they have been fully achieved. 74 percent of the students claimed that scholarships/grants were available to them in case of hardship. In the same way 49 percent of the students were very satisfied with the program effectiveness in developing planning ability. On the other hand, highest satisfaction was observed regarding infrastructure of the department where 24 percent students were not happy. For the question, whether the program was comprised of Co-curricular and extra-curricular activities, students showed high concerns for this followed my un-satisfaction for effectiveness of program in developing written communication skills. Detail survey is presented below in the table and graph.

Table: 13 Survey of Graduating Students

S.No.	Questions	A	B	C	D	E
1	The work in program is too heavy and induces a lot of pressure	21	30	39	10	0
2	The program is effective in enhancing team working abilities	58	24	14	4	0
3	The program administration is effective in supporting learning	47	29	20	4	0
4	The program is effective in developing analytical and problem-solving skill	33	21	29	12	5
5	The program in developing independent thinking	29	34	33	4	0
6	The program is effective in developing written communication skills	22	26	30	17	5
7	The program is effective in developing planning ability	44	32	17	6	1
8	The objectives of the program have been fully achieved.	55	25	20	0	0

9	Whether the contents of the curriculum are advanced and meet program objectives	33	32	25	8	2
10	Faculty was able to meet the program objectives	43	34	21	2	0
11	Environment was conducive for learning	29	46	17	6	2
12	Whether the infrastructure of the department was good	6	18	11	41	24
13	Whether the program was comprised of Co-curricular and extra-curricular activities	12	22	20	32	14
14	Whether scholarships/grants were available to students in case of hardship	70	21	7	2	0

Survey of Graduating Students:



The graph shown that 55 percent students were very satisfied while 30 percent students are satisfied with the effectiveness of the program for enhancing working abilities. Similarly, 49 percent are satisfied with objectives of the program that they have been fully achieved.

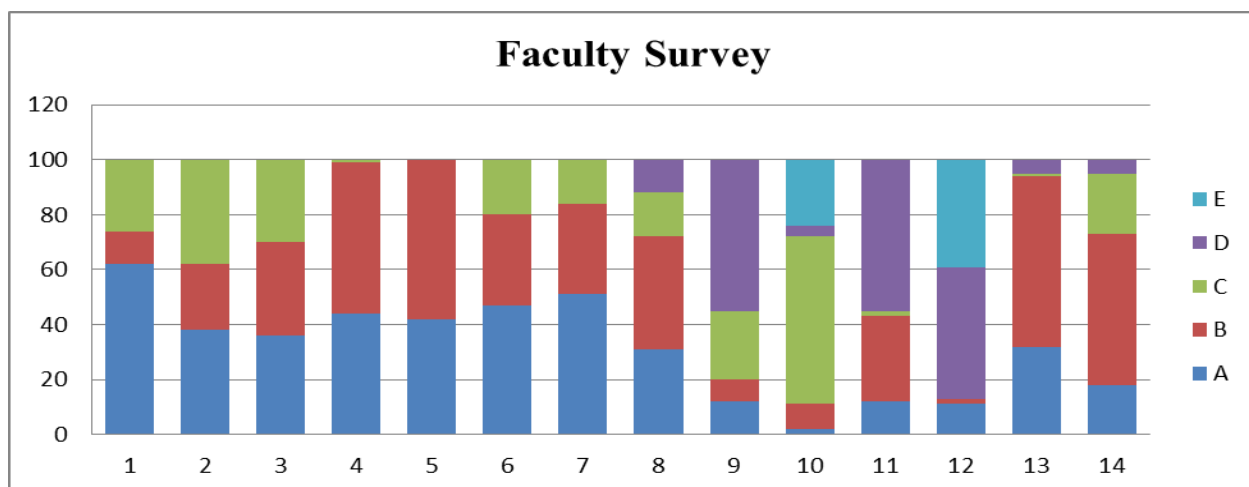
Performa No. 5: Results of Faculty Survey

According to the data faculty members are satisfied with various aspects of their job such as administrative support from the department, mentoring available followed by cooperation they receive from colleagues, overall climate at the department etc. But, they are unsatisfied with the salary and compensation package, amount of time they have for their self and family, job security and stability at the department, prospects for advancements and progress through ranks specially timely promotions etc. The most concerned aspect is the amount of time teachers find to interact with their families. This is basically due to the shortage of faculty and overburden where teachers not only have to teach but they feel pressure in time shortage to devote them in research. In addition to teaching and research, several other duties are there in the department time to time that consume a lot of time which ultimately reduces the time available for research work. They are in favor of a system working in UIMS and UIIT where the administrative tasks are on the part of administrative staff e.g., assistant directors.

Table: 14 Results of Faculty Survey

S.No	Option	A	B	C	D	E
1	Your mix of research, teaching and community services	62	12	26	0	0
2	The intellectual stimulation of your work	38	24	38	0	0
3	Type of teaching research you currently do	36	34	30	0	0
4	Your interaction with the students	44	55	1	0	0
5	Cooperation you receive from colleagues	42	58	0	0	0
6	The mentoring available to you	47	33	20	0	0
7	Administrative support from the department	51	33	16	0	0
8	Providing clarity about the faculty promotion process	31	41	16	12	0
9	Your prospects for advancements and progress through ranks	12	8	25	55	0
10	Salary and compensation package	2	9	61	4	24
11	Job security and stability at the department	12	31	2	55	0
12	Amount of time you have for yourself and family	11	2		48	39

13	The overall climate at the department	32	62	1	5	0
14	Whether the department is utilizing your experience and knowledge	18	55	22	5	0



The result shows in this graph that above 60% of Faculty Members are fully satisfied with different aspects of their job such as mentoring available followed by cooperation they receive from colleagues, administrative support from the department, and overall climate at the department etc.

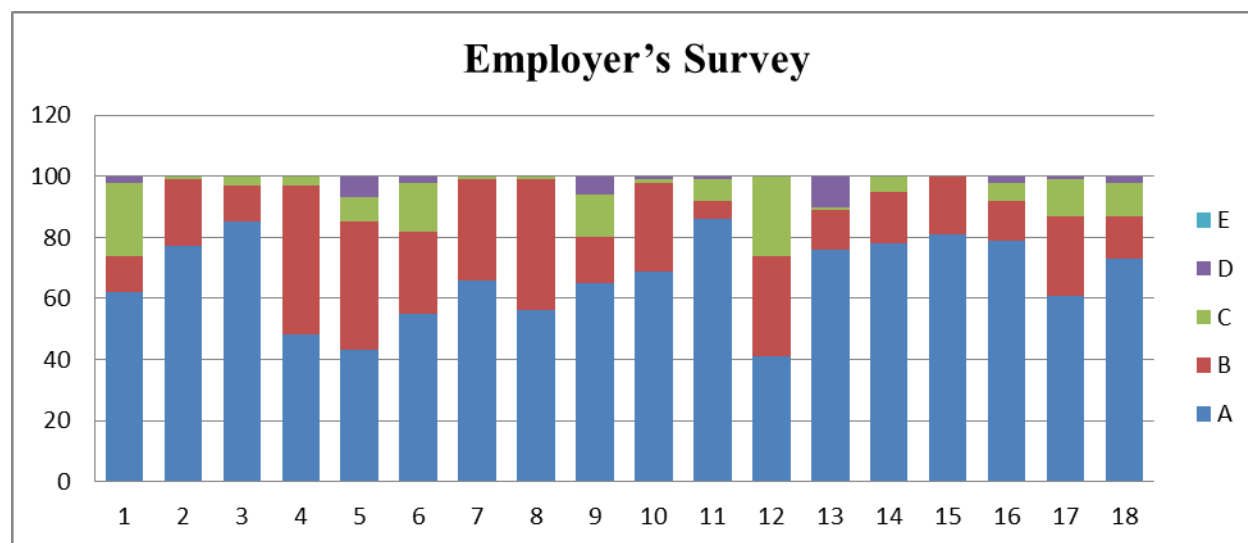
Performa No. 8: Employer's Survey

The purpose of this survey is to obtain employers input on the quality of education Department of Economics and Agriculture Economics is providing and to assess the quality of the academic program. The survey is regarding university graduates employed at different organization. A total of 10 employers gave the data. According to 67 percent employers, the students have excellent knowledge of science, 77 percent employers agreed that candidates have excellent power of problem formulation and solving skills, 66 percent employers recognized the oral communication skills of the graduate students of the program while around 65 percent appreciate the presentation skills. Employers showed some concerns over the independent thinking, ability to design a system component or process, report writing abilities and computer knowledge of the candidates.

Table: 15 Employer's Survey

Knowledge	A	B	C	D	E
1. Science	67	23	9	1	0
2. Problem formulation and solving skills	77	22	1	0	0
3. Collecting and analyzing appropriate data	85	12	3	0	0
4. Ability to link theory to Practice	48	49	3	0	0
5. Ability to design a system component or process	43	42	8	7	0
6. Computer knowledge.	55	27	16	2	0
Communication Skills					
1. Oral communication	66	33	1	0	0
2. Report writing	56	43	1	0	0
3. Presentation skills	65	15	14	6	0
Interpersonal Skills					
1. Ability to work in teams	69	29	1	1	0
2. Leadership	86	6	7	1	0
3. Independent thinking	41	33	26	0	0
4. Motivation	76	13	1	10	0
5. Reliability	78	17	5	0	0

6. Appreciation of ethical values	81	19	0	0	0
Work skills					
1. Time management skills	79	13	6	2	0
2. Judgment	61	26	12	1	0
3. Discipline	73	14	11	2	0



The survey is regarding university graduates employed at different organization. A total of 10 employers gave the data. According to graph, 77 percent employers agreed that candidates have excellent power of problem formulation and solving skills, 67 percent employers, the students have excellent knowledge of science, while around 65 percent appreciate the presentation skills. And 66 percent employers recognized the oral communication skills of the graduate students of the program. Employers showed some concerns over the independent thinking, report writing abilities, ability to design a system component or process and computer knowledge of the candidates.

Performa 7: Alumni Survey

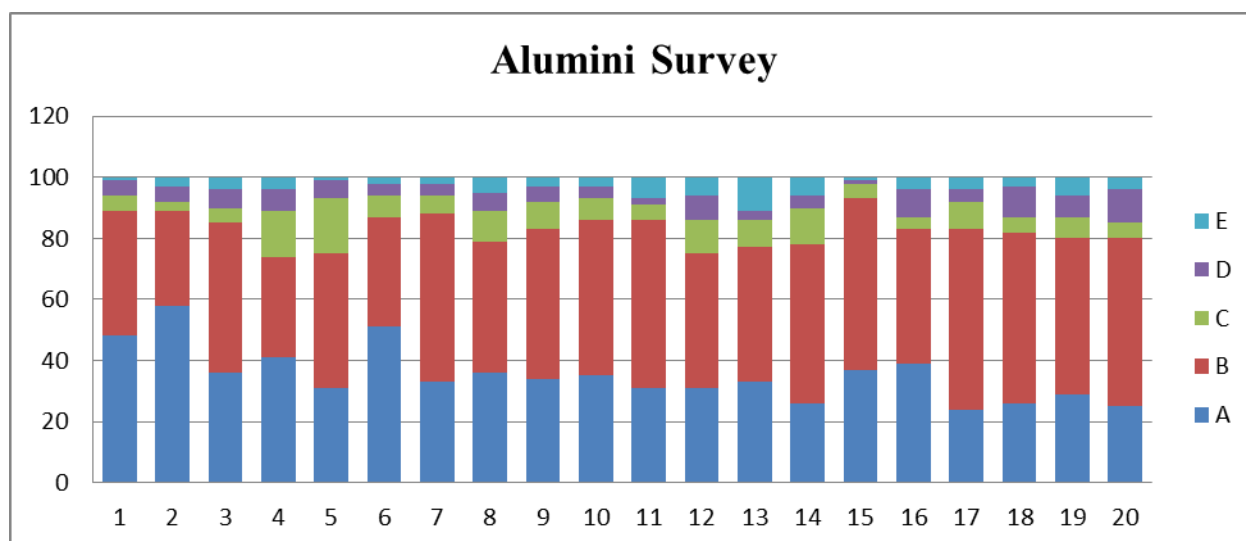
Feedback of students graduated during 2016 and 2017 was acquired through Proforma-7. Majority of the Alumni have rated the knowledge imparted by the department and career opportunities as excellent. Communication skills, interpersonal skills and management/ leadership skills have also been rated high, a mix of excellent & very good. Results of the survey are presented below:

Table: 16 Alumni Survey

S.No.	Indicators	A	B	C	D	E
I	Knowledge					
1	Math's, Science, Humanities and Professional discipline (if applicable)	48	41	5	5	1
2	Problem formulation and solving skills	58	31	3	5	3
3	Collecting and analyzing appropriate data	36	49	5	6	4
4	Ability to link theory to practice	41	33	15	7	4
5	Ability to design a system component or process	31	44	18	6	1
6	IT knowledge	51	36	7	4	2
II	Communication Skills					
1	Oral communication	33	55	6	4	2
2	Report writing	36	43	10	6	5
3	Presentation skills	34	49	9	5	3
III	Interpersonal skills					
1	Ability to work in teams	35	51	7	4	3
2	Ability to work in arduous/challenging situation	31	55	5	2	7
3	Independent thinking	31	44	11	8	6
4	Appreciation of ethical values	33	44	9	3	11

IV	Management /Leadership skills					
1	Resources and time management skills	26	52	12	4	6
2	Judgments	37	56	5	1	1
3	Discipline	39	44	4	9	4
VII	Department Status					
1	Infrastructure	24	59	9	4	4
2	Faculty	26	56	5	10	3
3	Repute at national level	29	51	7	7	6
4	Repute at international level	25	55	5	11	4

Bar Graph is given below:



SECTION 2

Criterion 2: CURRICULUM DESIGN AND ORGANIZATION

- **Degree Title: PhD Agri.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:**

Department is conducting PhD Economics & Agri Economics degree program for the students who did 3 Years program and maximum 5 Years Program.

PhD Agri.Economics

PhD degree program in the disciplines of Agri.Economics with a minimum of six semesters duration and maximum 10 semesters duration. Residency period for part time student is minimum of 8 semesters.

Pre-requisites

A candidate seeking admission to the course must have passed the M.Phil. Degree/M.Sc. (Hons.) Examination or an equivalent examination in 1st division or with CGPA 3.00 out of 4.00 from a

recognized institution in a field of study related to the subject, he or she desires to take up.

Degree requirements PhD Agri.Economics

The requirement as per HEC is 18 credits department is offering 24 credit hours comprising credits of course work and research thesis.

Table: 09 Courses (PhD Agri.Economics)

Scheme of Studies for PhD Agri.Economics

1 Core Courses

1.1 Major

Course No.	Course Title	Credit Hours
AEC-771	Microeconomic Theory	3(3-0)
AEC-772	Macroeconomic Theory	3(3-0)
AEC- 773	Advance Econometrics	3(3-0)
AEC- 774	Advanced Mathematical Economics	3(3-0)
AEC-719	Special Problem	1(0-2)
AEC- 720	Seminar -I	1(1-0)
AEC-720	Seminar -II	1(1-0)
AEC-799	Research Thesis	50(0-100)
Minor Courses		
STAT-722	Mathematical Statistics	3(3-0)
AGR-716	Integrated Agriculture	3(3-0)

Outline of Courses for PhD Agri.Economics

AEC – 771 Microeconomic Theory

(3-0)

Course Title, Contents and Credit Hour

Theory of Consumer Behavior; Preference relation, choice behavior, relation between preference relation and choice behavior, choice rules, competitive budgets, demand functions and their comparative statics, weak axiom of revealed preference, recent developments in preferences in behavior. Law of demand, utility maximization problem, Walrasian demand function, Expenditure minimization problem, Hicksian demand function, Duality, Relation between demand, indirect utility, and expenditure function, Roy's Identity, aggregate demand and wealth, relation of aggregate demand to weak axiom, Existence of representative agent.

Choice under Uncertainty, Expected Utility Theory, simple vs. complex lottery and their relation, von-Neumann Morgenstern expected utility function, Money Lotteries and Risk Aversion, Competitive Equilibrium. Theory of Firm; Production sets, Constraints, Production functions such as Leontief, Cob-Douglas, CES and Trans log production function.

Profit maximization, cost minimization, Revenue maximization, Geometry of cost and supply, single output model as a special case, aggregation of supply curves in mathematical spaces and derivation of market supply curve, Hotelling's Lemma, Shephard's lemma, Efficiency in production, recent advances in production theory. General Equilibrium, Pareto Optimality, First Order Conditions for Pareto Optimality, First Welfare Theorem, Second Welfare Theorem, partial equilibrium, 2x2 production model, free entry and long-run competitive equilibria, difference between partial and general equilibrium, pure Exchange and Edgeworth Box, 2x2 production model, separating hyper-plane theorem and proof of existence of GE, Local uniqueness and Index theorem, Equilibrium stability analysis, comparative statics of GE. Welfare concepts, market failure, externalities and public goods.

Textbooks/ Recommended Books

- Mas -Collen, Andreu, Michael D. Winston, and Jerry R. Green, Microeconomic Theory, Oxford University Press (2016 Reviewed)
- Hall Varian, Microeconomic Analysis, W.W. Norton and Company, (3rd edition reprint 2017)
- Geoffrey A. Johal and Philip J. Renly, Advanced Microeconomic Theory, Pearson Education Limited, England (3rd edition, 2011 Edition)
- Samuel Bowles, Microeconomics: Behavior, Institutions and Evolution, Princeton University Press. (2nd edition, 2006 latest)
- Ariel Rubinstein, Lecture Notes in Microeconomic Theory (available on the author's website <http://arielrubinstein.tau.ac.il/>).(2nd edition published in 2012)
- Nicholson Walter. Micro Economics Theory, Basic Principles and Extension. 7th Ed. The Dryden Press, New York, Latest edition.

- Varian H.R. Micro Economics Analysis, W.W. Norton company, New York, Latest Edition. Latest edition.
- Ferguson C.E. & Gold J.P. Micro Economic Theory, Richard I Irwin Inc. Illions, Latest edition.
- Koutsoyiannis, A. Modern Micro Economics, McMillan Press, Ltd. U.K, Latest Edition.
- Hirshleifer, J. Price Theory & Applications, Prentice Hall, Englewood Cliffs, New Jersey, latest Edition.

AEC-772. MACROECONOMIC THEORY

3(3-0)

Course Title, Contents and Credit Hour

Classical vs. Keynesian Economics; Aggregate Supply and Aggregate Demand, Goods Market: Equilibrium in Goods Market, Money Market: Equilibrium in Goods Market, Labour Market: Equilibrium in Labour Market: FE Line, Impact of different Shocks in Equilibrium
IS-LM Model: Consumption; Investment; inflation and Unemployment; Money and banking; Rational Expectation, Imperfect Information: Real Business Cycles new classical Macro, menu cast: Labour Contracts and Sticky Wages; Phillips Curve, Business Cycles; Competitive Equilibrium Business Cycles; Monetary and Fiscal tools in macroeconomic, Economic Growth and Economic Development: The Questions, The Solow Growth Model, Infinite-Horizon and Overlapping Generations Models (Neoclassical growth model), Real Business Cycle Theory, Consumption, Stabilization Policies including monetary, Fiscal policies.

Textbooks/ Recommended Books

- David Roomer. Advanced Macroeconomics, McGraw Hill, New York (5th Edition Latest, 2018)
- Acemoglu, Daron. Introduction to Modern Economic Growth, Princeton University Press. (2009 Edition)
- William Scarph, Macroeconomics: The Development of Modern Methods for Policy Analysis. (2nd or 2014 Edition)
- James K. Galabieh and William Deity, Macroeconomics, Netherlands. (3rd Edition latest). <https://www.delftacademicpress.nl/bij/b006hextract.pdf>.
- Dombushch, R. Macro Economics, 7th edition .
- Hyman, D.N. Macroeconomics 4th Edition, Latest edition

Course Title, Contents and Credit Hour

General Linear Regression Model, Linearly transformed regression. Finite Sample Properties of the Least Squares Estimator, Unbiased estimation, Biased caused by omission of relevant variables and inclusion of irrelevant variables, The Gauss Markov Theorem. Hypothesis Test and Model Selection, Restrictions and hypothesis,, Nested models,, Data Problems, Multicollinearity, Missing values and data imputation, Measurement error, Outliers and influential observations. Heteroscedasticity, Ordinary least square estimation, Testing for Heteroscedasticity, Estimation in the presence of Heteroscedasticity, Feasible Generalized least square. Autocorrelation, Least square estimation, Testing for Autocorrelation, Estimation in the presence of Autocorrelation, Autoregressive conditional Heteroscedasticity, Generalized autoregressive conditional Heteroscedasticity. Maximum Likelihood Estimation The likelihood function and identification of parameters, Efficient estimation: the principal of maximum likelihood, Properties of maximum likelihood estimators, Hypothesis and specification tests and fit measures. Functional Form and Structural Change, Dummy variable and dummy trap, Threshold effects and categorical variables, Treatment effects and difference in differences regression. Non-Linear Models, Introduction to nonlinear regression model, Transformation to a linear model, Non-linear Estimation. Taylor Approximation, Direct Search methods, Iterative process Generalized least square. Systems of Equations, Endogeneity and instrumental variable estimation, Seemingly unrelated regressions model, Simultaneous equations models, Instrumental variable estimator, Two stage least square, Three Stage Least square, Method of moment, Generalized method of moment. Structural Regression Models, MIMIC Modeling, Bootstrapping as an aid to non-normal data. Models for Panel Data, Stochastic process and its main characteristics Stochastic process, Economic Time Series: The Stylized Facts, ARCH and GARCH Processes, Examples of GARCH Models, GARCH Model of Risk, The ARCH-M Model, Additional Properties of GARCH Processes, Maximum Likelihood Estimation of GARCH Models, Other Models of Conditional Variance, Multivariate GARCH, Volatility Impulse Responses, Models with trend Deterministic and Stochastic Trends, Removing the Trend, Unit Roots and Regression Residuals, The Monte Carlo Method, Dickey–Fuller Tests, Examples of the Dickey–Fuller Test, Extensions of the Dickey–Fuller Test, Structural Change, Seasonal unit root, Power and the Deterministic Regressors, Tests with More Power, Trends and Univariate Decompositions, Multi Equation Time series Models, Intervention Analysis, ADLs and Transfer Functions, Limits to Structural Multivariate Estimation, Introduction to VAR Analysis, Testing for Cointegration: The Engle–Granger Methodology, Illustrating the Engle–Granger Methodology, Cointegration and Purchasing Power Parity, Characteristic Roots, Rank, and Cointegration, Hypothesis Testing, Illustrating the Johansen Methodology, Error-Correction and ADL Tests, Comparing the Three Methods, Regressive dynamic models. Autoregressive models with distributed lags (ADL). Non Linear Models and Breaks, Versus Nonlinear Adjustment, Simple Extensions of the ARMA Model, Testing for Nonlinearity, Panel Cointegration tests: Introduction, The Kao test, The Mc Crocky and Kao test, The Padroni tests, The Larsson et al. test, Dynamic panel Model

Textbooks/ Recommended Books

- Greene, W.H. Econometric Analysis, Pearson Education, Inc.(8th Edition) Reprint 2018
- Johnston, J. and J. Dinar do Econometric Methods, McGraw-Hill/Irwin. (4th Edition Latest reprint 2017)
- Kennedy, P. A Guide to Econometrics, John Wiley & Sons, Inc. (6th Edition, 2008 latest)
- Verbeek, M. A Guide to Modern Econometrics, John Wiley & Sons (5th Edition 2017 latest)
- Walter Ender, Applied Econometric Time Series, 4th Edition, Wiley Series in Probability and Statistics (4th Edition, 2014 latest)
- Wooldridge, J.M. Econometric Analysis of Cross Section and Panel Data, MIT Press. (2nd Edition 2010 latest)
- W. Charisma, D. Deadman , New Directions in Econometric Practice: General to Specific Modeling, Co integration and Vector Auto regression analysis, 2nd Edition, Edward Elgar Publications
- Grifffths W.E. Hill. R.C. and Judge, G.G. Learning and Practicing Econometrics, John Wiley and Sons, New York, Latest edition.
- Gujrati, D.N. Basic Econometric, 3rd Edition McGraw Hill, International Edition, London, Latest edition.
- Green, W.H. Econometrics Analysis, Cliffs, New Jersey, Latest edition.
- Maddala, G.S. Introduction to Econometrics. 2nd McMillan Pub. Co, Latest edition.

AEC – 774. Advanced Mathematical Economics

3(3-0)

Course Title, Contents and Credit Hour

Basic of mathematical programming, Economic Applications of Differential Calculus, Analysis of Utility, Demand, Production, Cost and Supply functions, Lagrange function, Profit maximization and cost minimization under perfect competition and monopoly, Maximizing excise tax revenue in monopolistic competitive market, Comparative- static analysis: Partial equilibrium market model, National Income model, Optimization of unconstrained functions and their economic applications, Profit maximization by a multi -product and multi-plant firms, Price discrimination and monopoly, Optimization by using Cobb Douglas, CES and Trans log functions with interpretation of the results. Linear Programming Ingredients of linear Programming, Graphical approach, Simplex method, Economic application of linear programming linear programming, simplex method, transportation model, network models, goal programs, dynamic programming, game theory, Querying theory, forecasting, simulation.

Textbooks/ Recommended Books

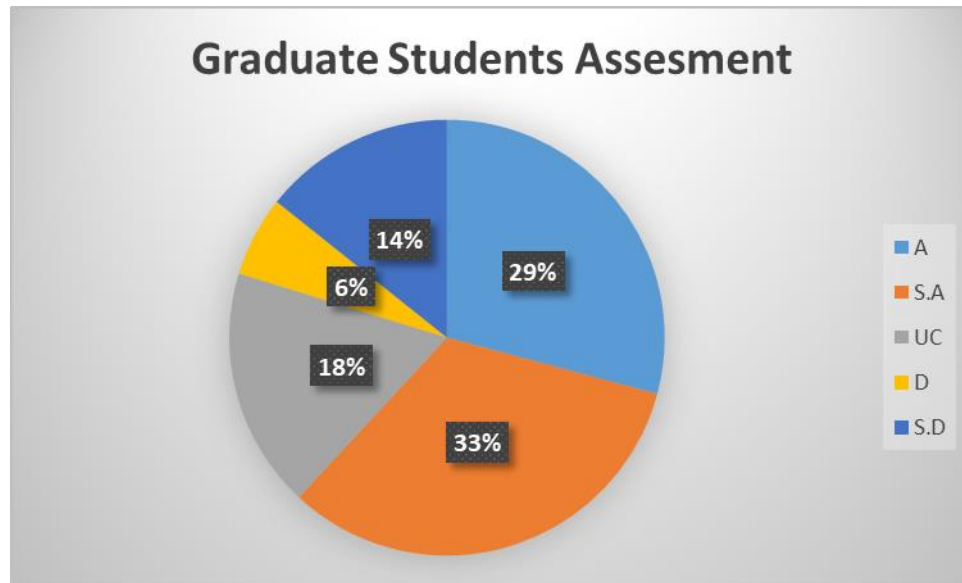
- Klein, Micheal. Mathematical Methods for Economics (2nd Edition), Published 2019. Pearson Publishing.
- Chiang, A. C. Fundamental Methods of Mathematical Economics, 4th Edition (reprint 2019) McGraw Hill Publishing Company.
- Frank, Bu disk. Applied Mathematics for Business, Economics and Social Sciences, 4th Edition (2017) MCGRAW-HILL EDU (INDIA) PVT LTD.
- Dowling, E. T. Mathematics for Economists, Schism's Outline Series, 3rd Edition McGraw Hill Publishing Company.
- George, Al very yet. Al. Essentials of Mathematics with Business Applications, 7th Edition, Latest), McGraw Hill Publishing Company.
- McCarl, Bruce A. and Spreen, T.H. Applied Mathematical Programing, Latest Edition.
- Nesa Wu and Coppins, R. linear Programming and Extension McGraw-Hill Co., Latest Edition.
- Hiller and Lieberman. Introduction to Mathematical Programming. McGraw Hill International Editions, New York, Latest edition
- Quirino, P. An Economic Interpretation of Linear Programming Iowa State University Press, Ames Latest Edition.

AEC– 720. Seminar 1

(1-0)

2.1: Assessment of the Curriculum of PhD Economics & Agri. Economics

About 55 percent of the students from both degree programs were agreed with the performance of the department, while only 24% responses are related to disagree. (Figure below)



Standard 2-2: Elements in Courses

Table: 17 Elements vs. Courses

Elements	Courses
Theoretical backgrounds	66%
Problem analysis	20%
Solution design	14%

AEC– 720. Seminar II

(1-0)

2.1: Assessment of the Curriculum of PhD Agri.Economics

About 55 percent of the students from both degree programs were agreed with the performance of the department, while only 24% responses are related to disagree.

AEC-719 Special Problem

1(1-0)

Standard 2-2: Elements in Courses

Table: 17 Elements vs. Courses

Elements	Courses
Theoretical backgrounds	66%
Problem analysis	20%
Solution design	14%

Standard 2-3: Core Requirements for the Program

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: Major Requirements for the Program

For all the degree programs, criteria as designed by the Higher Education Commission (HEC) regarding course work and research work is being followed.

Standard 2-5: General requirements for the program

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

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:

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

- Two seminars having one credit hour 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 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.

AEC-799 Research Thesis

50(0-100)

SECTION 3

Criterion 3: LABORATORIES AND COMPUTER FACILITIES

- **Laboratory Titles**

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

- **Location and Area**

Unfortunately, the department has no sufficient facility of computers for students and for faculty. Currently the eighteen students are enrolled as PhD students but due to non-availability of space and computer facility, their degree is badly affecting.

- **Objectives**

The objective of having computer labs is to have a dedicated platform for economics department where students can be taught the basic and necessary software related to economics analysis like SPSS, STATA, EVIEWS along with theoretical teaching. Currently the 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.Sc. (Hons.) Agriculture Economics students with 30 computers and one computer lab is required for other undergraduate and post-graduate program.

Standard 3.1: Laboratory Manuals

Laboratory manuals are needed to develop when we have functional and dedicated labs available at the department as per international standards.

Standard 3-2: Support/Laboratory Personal for Maintenance of Laboratory

Only one attendant is available to maintain the classrooms and whole of the department which is insufficient to sustain the workload. 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.
- Classrooms 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 15)

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 M.Sc. Economics, Morning and Evening Program and B.Sc. (Hons) Agriculture Economics Program with 50 computers (the total number of students in this program 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 PhD 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. 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, 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

- 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 PhD Agri.Economics 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's 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 advertised in the national newspapers, applications are received by the Registrar office, and call letters are issued to the short-listed candidates based on experience, qualification, publications and other qualities/activities as determined by the University.
- The candidates are interviewed by the University Selection Board and Principal and alternate candidates are selected.

- 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 procedure exists for retaining highly qualified faculty members. However, the revised pay scale's structure is quite attractive.
- HEC also supports appointment of highly qualified members as foreign faculty Professors, National Professors and deposes 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: 18 Faculty Details

Sr. No.	Name	Designation
1	Prof Dr. Abdul Saboor	Dean Faculty of Social Sciences/Chairman Department of Economics and Agriculture Economics/ Professor
2	Dr. Irfan Ahmad Baig	Associate Professor
3	Dr. Abdul Qayyum Mohsin	Assistant Professor
4	Dr. Arshad Mehmood	Assistant Professor
5	Dr. Gulnaz Hameed	Assistant Professor
6	Dr. Safdar Mehmood	Assistant Professor
7	Ms. Saima Asad	Lecturer
8	Mr. Bashir Ahmad	Lecturer
9	Mr. Nasir Mahmood	Lecturer
10	Ms. Sumera Saleem	Lecturer

Faculty Resumes in Annex 1

Table: 19 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	• Econometrics • Applied Econometrics	2	2

Economics	• Mathematical Economics • Econometrics Techniques for Economist • Selected topics in economics • Forecasting and business analysis • Managerial economics • Project planning and evaluation		
Marketing	• Introduction to Marketing • Advance Marketing Analysis	2	1

***one faculty member may have expertise in multiple area of specialization**

Table: 20 Research Activities

Name	Publications	IF Publications	Total Impact Factor
Dr. Abdul Saboor (412 Citations)	58	22	31
Dr. Abdul Qayyum Mohsin	12	6	10
Dr. Ikram Ali	16	10	20
Dr. Arshad Malik	19	1	1.23
Dr. Gulnaz Hameed	06	02	3.50
Dr. Safdar	12	02	8.61
Ms. Saima Asad	05	03	2.47
Mr. Bashir Ahmed	04	01	4.62
Mr. Nasir Mahmood	03	2	1.386
Ms. Sumaira Saleem	0	0	0

Projects

- Effect of poverty upon the farm families of Arid areas: A case study of Rawalpindi district, (2003-2004).
- Tracing the various dimensions of poverty in Rawalpindi, HEC funded (2006-2007).
- Returns to education between staff employed and employed sectors in Arid rural areas, (2006-2007).
- Women Livelihood development in Marginal lands (Pak Afghanistan) ICARDA Project (2007-2009)
- Rural Livelihood in Dharabi watershed (2007-09) ICARDA project.
- Establishment of Research and Development facility in Hydroponic (2009-13).
- Tracing the Impact of Climate Change on Agriculture: International Project funded by SANDEE (2011-12)
- Structural Adjustment, growing inequality and female Poverty: A case of Rawalpindi District, (2015-2016)
- Impact of Agricultural Trade of Pakistan: Analysis of Alternate Scenarios, (2017-19)
- Punjab Agriculture Policy (2017-18), Government of the Punjab in collaboration with IDS, Islamabad. Food and Nutrition Security,
- Book chapter contribution project funded by ICIMOD, (2018-19)
- ACIAR Project of Pulses, a contribution for construction of survey instruments for socio-economic base line study (2017-20)

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, sometimes it hurts their academic and research motivation.

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

Criterion 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.

Classrooms must be adequately equipped, and offices must be adequate to enable faculty to carry out their responsibilities.

Standard-7.1: Infrastructure

The faculty does not 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 computer provided by the university and three are by projects and HEC scholars
- Telephone sets/connections are not present in faculty offices.

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: Classroom and Faculty Offices

Three classrooms are available without any professionally mounted 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. Without heater and air conditioner facilities and department being situated on the top floor of the academic building, the classrooms as well as faculty offices are too cold in winters and too hot during summer.

SECTION 8

Criterion 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. Faculty offices are inadequate and therefore two or three teachers have one office on sharing basis and there is very less space available for keeping books and allied documents per teacher. 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 particular for the subject of Economics covering its various fields and a computer lab having improved computational and printing facilities

Standard-8-2: High Quality Research Scholars

Ph.D. Students Enrolled
18

Faculty to M.Phil. student's ratio is 1:2.5

Standard-8-3: Financial Resources

Total budget of the Department of Economics & Agricultural Economics for the financial year 2017-18 was Rs 16805,208 which does not fulfill the departmental needs particularly for the purchase of data sources, software, journals etc.

SUMMARY

The Department is offering degree programs i.e., B. Sc. Agricultural Economics, BS Economics, M.Sc. Economics 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 these programs. The programs tend to impart basic knowledge of classical as well as modern concepts of Economics & Agri. Economics. Moreover, these 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 concepts of economics 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 to 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 at regular intervals. The data were collected on prescribed Performa and later on analyzed and presented in the form of graphs and tables. 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 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 somewhat satisfied with their salaries however they have severed concerns about the workload which creates hindrances in imparting high quality deliverance of education to the students. The time period is less to add additional and up to date information and knowledge in the syllabus that can provoke the process of innovative thinking among the students. Most of the faculty members 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) There is a shortage of personal computers. 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

Faculty Member of PhD Agri. Economics

Prof. Dr. Abdul Saboor

Best University Teacher Award 2015 (HEC, Government of Pakistan, Islamabad)

Name : **DR. ABDUL SABOOR**

Father's Name: **M. SHARIF ASHRAF**

Contact: Faculty of Social Sciences
PMAS Arid Agriculture University
Murree Road, Rawalpindi, 46300

Telephonic Contact: 0092-51-9292138 (Office)
0092-331-6501706 (Mobile)

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

ACADEMIC QUALIFICATIONS

- 1) Post Doctorate, Development Economics,
Department of International Development, University of Oxford, Oxford, UK.
- 2) Professional Training for Social Scientists (PTSS), Said Business School, University of Oxford,
Oxford, UK.
- 3) Leadership Training Program, 14th May, 2017 to 24th May, 2017, University of Leicester, UK.
- 4) Ph.D. Agricultural Economics, University of Agriculture, Faisalabad, Pakistan.
- 5) M.Sc. (Hons.) Agricultural Economics, University of Agriculture, Faisalabad, Pakistan.

RESEARCH, MANAGEMENT & TEACHING EXPERIENCE IN UNIVERSITIES

Dean, Faculty of Social Sciences	from 29-03-2016 to date
Professor/Chairman Department of Economics PMAS Arid Agriculture University, Rawalpindi.	from 29-08-2011 to date
Associate Professor/Chairman Department of Economics/Agri. Economics PMAS Arid Agriculture University, Rawalpindi.	from 6-10-2006 to 28-08-2011
Assistant Professor, Department of Economics, University of Sargodha, Sargodha.	from 16-12-2005 to 5-10-2006
Assistant Professor Department of Agricultural Economics University of Agriculture, Faisalabad.	from 02-02-2005 to 15-12-2005
Lecturer Department of Agricultural Economics University of Agriculture, Faisalabad.	from 29-04-2001 to 01-02-2005
Researcher Officer/Lecturer Department of Agricultural Economics University of Agriculture, Faisalabad.	from 09-10-1995 to 28-04-2001

DISTINCTIONS AS SCHOLAR

- 1) **Best University Teacher Award (BUTA)**, Higher Education Commission (HEC), Islamabad, 2015.
- 2) **KOICA Research Fellow**, Pakistan Strategic Development Program, Seoul, South Korea from 4th of August to 24th of August, 2014.
- 3) **SANDEE Research Award**, South Asian Network for Development & Environmental Economics. 2012.
- 4) **UNDP Fellow**, Gender and Macro Economic Issues. Japan, 2011.
- 5) **HEC Post-Doc Scholarship Award** for University of Oxford, UK, 2007-08.

- 6) **Rotary International Fellow:** Team Member from Pakistan in Group Study Exchange Programme (GSE) for Montana, USA, 2003-2004.

PROFESSIONAL COURSES

- 1) International Computer Driving License (ICDL), UK, 2005.
- 2) 5th Faculty Development Program (FDP), Higher Education Commission (HEC), Islamabad, 27th of June to 24th of September, 2005.
- 3) Online Course on Gender, Poverty and Development: World Bank Development Group, November 2004.
- 4) Research Orientation Program on Research Methodology and Analytical Technique, Department of Statistics, University of Agriculture, Faisalabad, June-July 2004.

Students Supervised

Students Supervised at Ph.D. level	13
Students Supervised at M. Phil./M. Sc. Levels	80

INTERNATIONAL BOOKS PUBLISHED

- 1) Saboor, A. and Z. Hussain, Agricultural Growth, Poverty and Inequality: A Journey Across Pakistan, ISBN: 978-3-639-26118-9, VDM Publisher, Germany.
- 2) Ali, I. and A. Saboor, Poverty, Vulnerability and Inequality Triangle, ISBN: 978-3-639-26026-7, VDM Publisher, Germany.

BOOK CHAPTERS

- 1) G. Hussain and **A. Saboor**, (2019) Achieving Food and Nutrition Security in HKH region of South Asia, A Springer publication of ICIMOD, Kathmandu, Nepal.
- 2) **Saboor, A.** and et. al. (2018) Drivers of Inclusive Growth in Pakistan, Analysis, Development Advocate Pakistan (Volume 5, Issue 2) published by UNDP, Islamabad.
- 3) **Saboor, A.** (2016) The Drivers and Policy Narratives of Income Inequality in Pakistan, **Development Advocate Pakistan** (Volume 3, Issue 2) published by UNDP, Islamabad.
- 4) **Saboor, A.**, M.A Khan and M. Fahim, (2015) Policy Imperatives of trade liberalization and Regional Integration for Pakistan, in the book titles: Road Map for Economic Growth of Pakistan published by Islamabad Policy Research Institute (IPRI).
- 5) Hussain M. and **A. Saboor**, (2005) Risk Analysis and Sustainability of Alternative Production Systems, Chap. 4, the Book entitled: Governance and Risk in Global Markets, Centre for the Study of Emerging Markets (CSEM), published by Palgrave, London, UK.

RESEARCH PAPERS PUBLISHED IN IMPACT FACTORED JOURNALS

(Total Impact Factor is 31.11 and Citation is 412)

INTERNATIONAL

- 1) Sadiq Shumaila, **A. Saboor**, A. Q. Mohsin, A. Khalid & F. Tanveer. (2018). Ricardian analysis of climate change–agriculture linkages in Pakistan, *Climate and Development*.
(IF= 2.405).
- 2) Arshad, S, M. Ahmad, **A. Saboor**, F H Ibrahim, M R U Mustafa, M. Zafar and S. Ashfaq (2018) Role of trees in climate change and their authentication through scanning electron microscopy. *Wiley Journal of Microscopy Research and Technique*, DOI: [10.1002/jemt.23106](https://doi.org/10.1002/jemt.23106), Vol. 81, Issue 12. (IF= 1.087).
- 3) Arshad, S., M. Ahmad and **A. Saboor** (2018). Climate variability and crop production in Punjab, Pakistan. *Fresenius Environmental Bulletin*. Vol. 27, No. 8/2018 pages 5363-5371. (IF= 0.673).
- 4) Shah, I. H, I. Corrick and **A. Saboor** (2018). How should central Banks respond to non-neutral inflation expectations? *Open Economies Review*, 29(20), 321-351. (IF= 1.368)
- 5) Amjad, M. S., M. Arshad, **A. Saboor**, S. Page and S. K. Chaudhri. 2017. Ethnobotanical profiling of medicinal flora of Kotli, Azad Jammu and Kashmir, Pakistan: Empirical reflections on multinomial logit specifications. *Asian Pacific Journal of Tropical Medicine*. 10 (5). (IF= 1.634)
- 6) **Saboor, A.** S. Sadiq, A. U. Khan & G. Hameed (2017). Dynamic Reflections of Crimes, Quasi Democracy & Misery Index in Pakistan, *Soc. Indic. Res.* 133 (1), 31-45. (IF= 1.648)
- 7) Ali, I., A. Barrientos, **A. Saboor**, A. U. Khan and J. Nelson (2016). A Decade of Sub-national Pro-poor Growth in Pakistan, *Soc. Indic. Res.* 133 (1), 47-65. (IF= 1.648)
- 8) Hameed, G., **A. Saboor**, A. U. Khan, I. Ali, and M. Khan, (2016). Impact of Community Development in Poverty reduction: Reflections of Azad Jammu and Kashmir Community Development Project, *Soc. Indic. Res.* DOI 10.1007/s11205-016-1235-3. (IF= 1.648)
- 9) **Saboor, A.**, A. U. Khan, A. Hussain, I. Ali and K. Mahmood. (2015). Multidimensional Deprivations in Pakistan: Spatial variations and Temporal shifts. *Quarter Review of Economics and Finance*, Special Issue on Poverty Reduction in Asia. (IF= 0.880)
- 10) **Saboor, A.**, M. Manzoor and A. U. Khan, (2015). Time Use Poverty and Gender Inequality: Empirical Evidences from Punjab, *Quality and Quantity-International Journal of Methodology*, Vol. 49, No. 1. (IF = 1.094)
- 11) Khan, A. U, **A. Saboor**, I. Ali, W. S. Malik and K. Mahmood, (2015). Urbanization of Multidimensional Poverty: Empirical Evidences from Pakistan, *Quality and Quantity-International Journal of Methodology*, Vol. 49, No. 1. (IF = 1.094)
- 12) Mahmood, H. Z, S. Iftikhar, **A. Saboor**, A. Khan and M. Khan, (2015). Agriculture Land Resources and Food Security Nexus in Punjab, Pakistan: An Empirical Ascertainment, *Food and Agriculture Immunology*. (IF = 0.986)
- 13) 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. (IF = 0.765)
- 14) Bano, A., M. Ahmad, T. B. Hadda, **A. Saboor**, S. Sultana, M. Zafar, M.P. Z. Khan, M. Arshad & M. A Ashraf. (2014). Quantitative Ethnomedicinal study of plants used in Skardu valley at high altitude of Karakoram-Himalayan range, Pakistan. *Jr. of Ethno-biology & Ethno-medicine* 10:43. (IF = 2.42)
- 15) Muhammad, A., A. Mushtaq, E. Ahmed, **A. Saboor**, A. Abbas and S. Sadiq (2014). An ethnobiological study in Kala Chitta hills of Pothwar region, Pakistan: Multinomial Logit specification, *Journal of ethnobiology and ethnomedicine* 10:13. (IF = 2.42)

- 16) Khan. A. U., **A. Saboor**, A. Hussain, S. Sadiq and A. Q. Mohsin, (2013). Investigating Multidimensional Poverty across regions in Sindh province of Pakistan. Soc. Indic. Res. 119 (1), 515-532. **(IF = 1.648)**
- 17) 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. **(IF = 0.263)**
- 18) 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. Jr. of Ethno-biology and Ethno-medicine 9:13. **(IF = 2.42)**

NATIONAL

- 1) Rahman, M. A., **A. Saboor**, I. A. Baig, U. Shakoor and H. Kanwal. (2017). An investigation of the impact of Climate Change on Rice Crop in Pakistan: A Multivariate Analysis. Pak. J. Agri. Sci. Vol. 54 (3), 561-566. **(IF= 0.677)**
- 2) Ali, I. A. Barrientos and **A. Saboor**, (2015). Pro-poor Growth Across Different Climatic Zones of Rural Pakistan, Pak. J. Agri. Sci., Vol. 52(2), 497-503. **(IF = 0.677)**
- 3) Akhtar, S., **A. Saboor**, F.H. Sahi and A. Khan, 2015. Poverty Dynamics of Rural Punjab, Volume 25, No. 2, Journal of Animal and Plant Sciences. **(IF = 0.407)**
- 4) 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. **(IF= 0.677)**
- 5) Hussain, A., **A. Saboor**, M. A. Khan, A. Q. Mohsin and F. Sahi., (2012). Technical Efficiency of Wheat Production in Rain-Fed Area: A Case Study of Punjab, Pakistan. Pak. J. Agri. Sci. Vol. 49 (3), 411-417. **(IF= 0.677)**
- 6) Shakoor, U., **A. Saboor**, I. Ali. And A. Q. Mohsin. (2011). Impact of Climate Change on Agriculture: Empirical Evidence from Arid Region. Pak. J. Agri. Sci., Vol. 48(4). **(IF= 0.677)**
- 7) Hussain M, A. Ghafoor and **A. Saboor**. (2010). Factors Affecting Milk Production in Buffaloes: A Case Study. Pak. Vet. J. 30(2): 115-117. **(IF = 1.217)**

PAPERS IN HEC RECOGNIZED & OTHER REFEREED JOURNALS

- 1) Sadiq S., **A. Saboor** and M. Javaid. Recadian Land Valuation Theory: Spatial and Temporal Investigation in Pakistan. Journal of Managerial Sciences, Vol. XI, No. 3. **(HEC Y Category)**
- 2) Shakoor, U., M. Rashid, **A. Saboor**, N. Khurshid, Z. Husnaina and A. Rahman. 2017. Maize Production Response to Climate Change in Pakistan: A Time Series Assessment. Sarhad Journal of Agriculture, 33 (2): 320-330. **(HEC X Category)**
- 3) 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. **(HEC X Category)**
- 4) 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. **(HEC Y Category)**

- 5) **Saboor, A.** S. Sadiq and I. Ali. 2011. Monetary Approach to Balance of Payment in Pakistan: A Time Series Analysis. *The Empirical Economic Letters*, Vol. 10(9), 899-906.
- 6) Khan, A., **A. Saboor**, S. Ahmad and I. Ali, 2011. Mapping and Measuring of Multidimensional Poverty in Pakistan: Empirical Investigations. *Pak. J. life & Soc. Sci.*, 9(2). **(HEC Y Category)**
- 7) Ahmad, F., H. Shah, M. Sharif and **A. Saboor**. 2011. Forecasting Milk Production in Pakistan. *Pakistan Journal of Agricultural Research*, Vol. 24 (1-4), 82-85.
- 8) Hussain, M., **A. Saboor**, A. Ghafoor, R. Javed and S. Zia. 2010. Factors Affecting the Adoption of No Tillage Crop Production System. *Sarhad J. of Agric*, Vol. 26 (3). **(HEC X Category)**
- 9) Ali, I., and **A. Saboor**, 2010. Cross Sectional Trends and Dynamics of Economic Inequality in Pakistan. *P. J. Agri. Sci.*, 47(3): 303-308.
- 10) Ali, I., **A. Saboor** and Mustafa. 2010. Relative Poverty Dynamics in Pakistan. *P J. Agri. Sci.*, 47(1): 45-52.
- 11) Ali, I., **A. Saboor** and Mustafa. 2010. Identifying the Pathways out of Poverty: Evidence of Exit time poverty estimations of Pakistan. *Pak. J. life & Soc. Sci.* 8 (1), 24-29. **(HEC Y Category)**
- 12) Ali, I., **A. Saboor** and Mustafa. 2010. A Profile of Regional Contribution of Rural Poverty in Punjab: Some Hidden Dynamics. *Pak. J. life & Soc. Sci.* 8 (1), 35-41. **(HEC Y Category)**
- 13) Shah, M. A., **A. Saboor** and S. Ahmad. 2009. An Estimation of Cost of Milk Production in Pakistan, *Sarhad J. of Agric*, Vol. 25 (1), 141-146. **(HEC X Category)**
- 14) Hussain, M., K. Mushtaq and **A. Saboor**. 2009. To Investigate the Long Run Equilibrium Relationship between Health Expenditure and Gross Domestic Product: A Case Study of Pakistan. *Pak. J. life & Soc. Sci.* 7(2), 119-122. **(HEC Y Category)**
- 15) **Saboor, A.**, M. Hussain and M. Munir. 2009. Impact of Micro Credit in Alleviating Poverty: An Insight from Rural Rawalpindi, Pakistan. *Pak. J. life and Soc. Sci.* 7(1), 90-97. **(HEC Y Category)**
- 16) Fatima, G. F. Tanwir, A.A. Mann and **A. Saboor**. 2009. Tracing the Impact of Socio-Economic Status of Parents on Personality Formation of Children. *Pak. J. life & Soc. Sci.* 7(1), 98-100. **(HEC Y Category)**
- 17) Ali, I, **A. Saboor**, S. Ahmad, F. Tanwir, Mustafa and A. A. Mann. 2009. Poverty Dynamics in Rural Pakistan: Divisional Level Diagnosis, *Pak. J. Agri. Sci*, Vol. 45 (4), 477-484. **(HEC X Category)**
- 18) **Saboor, A.**, M. Hussain and K. Mushtaq, 2006. Trends of Rural Poverty & Total Factor Productivity Growth in Pakistan's Agriculture: A Time Series Analysis, *J. Agri. & Soc. Sci*, Vol. 2 (1), 26-28.
- 19) Hazaar, M. S., Z. Hussain and **A. Saboor**, 2006. Determinants of Small Farmers Poverty in the Central Punjab (Pakistan), *Jr. of Agri. & Soc. Sci*, Vol. 2 (1), 10-12.
- 20) **Saboor, A.**, F. Tanwir, I. Ali and A. Mann, 2006. Demographic Dimensions of Rural Poverty in Pakistan, *Pak. J. Agri. Sci.*, 43(1-2), 69-72. **(HEC X Category)**
- 21) Tanwir, F., **A. Saboor**, A. Mann, K. A. Awan and D. Yousaf, 2006. Determinants of Domestic Violence in Middle Class Households. *Pak. J. Agri. Sci.*, 43(3-4), 225-229. **(HEC X Category)**
- 22) Mann, A. A., F. Tanwir, **A. Saboor**, K. A. Awan and I. Ali. 2006. Diagnosing the Patterns of Personality Development: A Factor Analysis. *Pak. J. Agri. Sci.*, 43(3-4), 217-219. **(HEC X Category)**
- 23) Ajmal, M., **A. Saboor**, F Tanwir, A Mann and M. Hussain, 2006. Dynamics of Relative Poverty in Rural Areas: An Evidence from Nangarhar, Afghanistan, *Pak. J. Agri. Sci.*, 43(3-4), 220-224. **(HEC X Category)**
- 24) Tanwir, F., **A. Saboor**, A. A. Mann, I. Ali. T. Mahmood and S. Muhammad. 2006. Socio-Economic Milieu of Small Farmers in Sargodha District. *Pak. J. Agri. Sci.*, 43(1-2): 86-88. **(HEC X Category)**
- 25) Mann, A., F. Tanwir, **A. Saboor**, K. Asghar, and I. Ali, 2006. Tracing the Snapshot of Working Women: A Behavioural Analysis of Their Family Members, *Pak. J. Agri. Sci.*, 43(1-2): 77-81. **(HEC X Category)**
- 26) Hussain, M., **A. Saboor**, A. Ghafoor and M. Mohsin. 2006. "Estimation of Wheat Production, Forecasting and Risk Analysis: District Jhang." *J. Agric. Soc. Sci.* Vol.2 (1), 78-80.

- 27) Nadeem, N., M. Hussain & **A. Saboor**, 2005. Impact of Local Institutions on Development and Poverty Reduction in Rural Areas of Pakistan, Pak. J. life & Soc. Sci. 3(1-2), 6-9. **(HEC Y Category)**
- 28) Hussain, M, G. Mummad and **A. Saboor**. 2005. Discount Rate for Investments: Some Basic Considerations in Selecting Discount Rate, Pak. J. life & Soc. Sci., 3(1-20): 1-5. **(HEC Y Category)**
- 29) **Saboor, A.** and Z. Hussain, 2005. The Dynamics of Rural Poverty in Pakistan: A Time Series Analysis, The Lahore Jr. of Economics, LSE. Vol. 10 (1). **(HEC X Category)**
- 30) **Saboor, A.**, Z. Hussain, M. S. Javed and M. Hussain, 2004. Agricultural Growth, Rural Poverty & Income Inequality: Emerging Evidences, Pak. J. life & Soc. Sci., 2 (2), 168-173. **(HEC Y Category)**
- 31) **Saboor, A.**, F. Tanwir and S. Inayat. 2003. Time Series Analysis of Production Potential of Wheat in Pakistan up to the Year 2010-11. Int. J. Agri. & Biol., Vol. 5, No. 3, 329-331. **(HEC X Category)**
- 32) **Saboor, A.**, S. Anwar and T. Hussain. 1997. Production Potential of Sugarcane Crop in Punjab Province of Pakistan up to the year 2008-2009. Pak. J. Agri. Sci., 34(1-4), 40-44. **(HEC X Category)**
- 33) Chaudhry, M. A., M. Rafiq and **A. Saboor**. 1995. Economic Benefits of the Water Management Programme: A Case Study of the UAF, Pak. J. Agri. Sci., 32(4), 293-297. **(HEC X Category)**
- 34) Afridi, G. S., **A. Saboor**, Z. Haq, S. Al. Tariq and M. Ishtiaq. 2016. Exploring potential and Opportunities for Pakistan's Cotton Export. Pakistan J. Agri. Res. Vol. 29, No. 2.
- 35) Anwar, A. A. Q. Mohsin and **A. Saboor**. 2016 Impact of Monetary Policy on Economic Growth in Pakistan: Evaluation and Analysis, Pak. J. Soc. Sci. 36 (1), pp 131-140.
- 36) Zafar, Muneeb, T. Mahmood, I.A. Baig, **A. Saboor**, M. Abbas, S. Sadiq and K. Mahmood. 2016. Analytical Diagnostics of non-optimal Use of Pesticides and Health Hazards for Vegetable Pickers. Pakistan J. Agri. Res. Vol. 29, No. 2.
- 37) Khan, A. U, **A. Saboor**, A. Hussain, S. Karim and S. Hussain. 2015. Spatial and Temporal Investigation of Multidimensional Poverty in Rural Pakistan, Poverty and Public Policy, Pp 158-175.
- 38) Shakoore, U, **A. Saboor**, I. Baig, A. Afzal and A. Rahman. 2015. Climate variability impacts on rice crop production in Pakistan. Pakistan J. Agri. Res. Vol. 28, No. 1.
- 39) 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.
- 40) Khan, M. A, **A. Saboor**, S. A Mian and A. Anwar 2014. Modeling the relationship between GDP and Unemployment for Okun's Law Specific to Pakistan during 1976-2010. Theoretical and Applied Economics, Volume XX (2013), No. 10(587), pp. 71-78.

INTERNATIONAL WORKSHOPS (Total Grant of Rs. 5.95 Million)

1. International Consultative Workshop on Strengthening Regional Cooperation across Transboundary Landscapes and River Basins in the Hindu Kush Himalaya (HKH Transboundary Cooperation – 2018), from 15-16 November, 2018 at ICIMOD, Kathmandu, Nepal.
2. HIMAP CLAs and Review Editors Writeshop from 28th of August to 1st of September, 2017 in Gokarna Forest Resort, Kathmandu, Nepal.
3. HIMAP CLA's Editing Writeshop, 26-30 September, 2016. Dhulikhel, Nepal.
4. HIMAP Coordinating Lead Author's Writeshop, 11-13 June, 2016. Gokarna, Katmandu, Nepal.
5. HIMAP Coordinating Lead Author's (CLAs) Writeshop, 25-29 January, 2016. Katmandu, Nepal.
6. Pakistan Strategic Development Program, KOICA, Seoul, Korea from 4th of August to 24th of August, 2014.
7. Poverty Reduction in Asia: Drivers, Best practices and Policy Initiatives, Workshop arranged by Asian Development Bank (ADB) and Sogang University, 23-24 August, 2013, Seoul, Korea.
8. Systemic Integrated Adaptation pluri---disciplinary dialogue program AJ Herbertson Room, School of Geography and the Environment, 12---13 June 2013, University of Oxford, Oxford, UK.

9. Climate Change Scenario Workshop, Environmental Change Institute and CGIAR Research Program on Climate Change, Agriculture and Food Security, 3rd of June to 5th of June, 2013, Nagarkot, Katmandu, Nepal.
10. Research and Training Workshop, South Asian Network of Development and Environmental Economics (SANDEE), 11th to 15th of December, 2012, Katmandu, Nepal.
11. Scenario Development Workshop, CGIAR Research Program on Climate Change, Agriculture and Food Security, November 29 December 1, 2012 Colombo, Sri Lanka.
12. Research and Training Workshop, South Asian Network of Development and Environmental Economics (SANDEE), 18th to 21st of June, 2012, Colombo, Sri Lanka.
13. International Human Dimension Programme (IHDP) Training Workshop on Asian Development Pathways in the Context of Transitions Towards a Green Economy, from 17th to 21st of October, 2011, Nanjing, China.
14. Asia Pacific Capacity Development Workshop on Gender and Macroeconomic Issues, 4th of July to 16th of July, 2011 Tokyo, Japan.
15. Research and Training Workshop, South Asian Network of Development and Environmental Economics (SANDEE), 5th to 9th of December, 2010, Khatmundu, Nepal.
16. Research & Training Workshop, South Asian Network of Development & Environmental Economics (SANDEE), 6-10 July, 2010, Colombo, Sri Lanka.
17. Workshop on climate change: South Asian Network of Development and Environmental Economics (SANDEE), from 3rd of May 2010 to 20th May, 2010, Asian Institute of Technology, Bangkok, Thailand.
18. Second IZA/World Bank Conference, Employment and Development, June 8-9, 2007, IZA, Bonn, Germany.
19. Time Series Workshop, Department of Economics, Queen Mary, University of London, Mile End, London, UK, 14th of November, 2005.

PAPERS PRESENTED/PARTICIPATION IN INTERNATIONAL CONFERENCES

- 1) The First International Forum on Cross Boarder E-Commerce Cooperation (CBEXX), Key Note Speaker on Scope and Potential of E-Commerce in the Agrarian Economy of Pakistan: Triangulation of AliBaba Model, 26-29 November, 2018 and visit of different companies from 30th of November to 2nd of December, 2018 **(Funded by Huazhong Agricultural University, Wuhan, China)**.
- 2) Capabilities on the Move: Mobility and Aspirations, HDCA Conference, September 10-13, 2015, Washington DC, USA (Paper presented on Quasi Democracy, Development and Crimes in Pakistan: Some Empirical Snapshots, **(HEC Travel Grant)**).
- 3) Poverty reduction in Asia: Drivers, Best practices and Policy Initiatives, Workshop arranged Asian Development Bank (ADB) and Sogang University, 23-24 August, 2013, Seoul, Korea. (paper presented on Multidimensional poverty in Pakistan: Regional Variations and Temporal Shifts) **(ADB Grant)**
- 4) Impact of Climate Change on Pakistan's Agriculture, paper presented in 6th South Asian Summit, 2nd to 4th of September, 2013 at Colombo, Sri Lanka **(SANDEE Grant)**.
- 5) Asia Pacific Economic Cooperation (APEC) Low Carbon Technology & Industrial Cooperation-International Technology Transfer Conference, 20-21 October, 2011, Nanjing, China **(IHDP Grant)**.
- 6) International Conference on Environment and Development in South Asia Decade in Focus, South Asian Network of Development and Environmental Economics (SANDEE), 6th to 7th of December, 2010, Kathmandu, Nepal **(SANDEE Grant)**.

- 7) UNU-WIDER Development Conference, Frontiers of Poverty Analysis, 26-27 September, 2008, Helsinki, Finland (**Department of International Development, University of Oxford Grant**).
- 8) International Conference on “Economic Openness and Income Inequality: Policy Options for Developing in the New Millennium”, 26-28, August, 2006, SAI, Shanghai, China (**IDEAs Grant**).
- 9) Trends of Rural Poverty and Total Factor Productivity Growth in Pakistan’s Agriculture: A Time Series Analysis, Asia Pacific Productivity Conference, July, 2004, Brisbane, Australia (**HEC Travel Grant**)

ORGANIZATION OF CONFERENCES/WORKSHOPS/SEMINARS

- 1) Agriculture Awareness Seminar (Chief Minister Package), 30th of June, 2016, Main Auditorium, PMAS Arid Agriculture University, Rawalpindi.
- 2) Punjab Higher Education Commission Training Program for Principals and DDOs of Rawalpindi Division. 22-26 August, 2016, KOICA Capacity Building Centre, PMAS Arid Agriculture University, Rawalpindi (**PHEC Grant**).
- 3) A workshop arranged in collaboration with ActionAid Pakistan on Climate Change resilient Sustainable Agriculture, 8-10, 2014.
- 4) Organized a Seminar on Household Water Treatment, 28th March, 2011 (in collaboration with Sustainable Policy Development Institute (SDPI), Islamabad, Pakistan.
- 5) As a focal person arranged training on Women Empowerment through Employment (WEE) on Confidence, English and Computer, from 28th April, to 11th May, 2010.
- 6) Secretary/focal Person in a Symposium on Women in Career Development, 28th July, 2010 (**HRDN Grant**).
- 7) Acted as Organizing Secretary in International Conference on Trade Liberalization and SAFTA; Opportunities, Concerns and Challenges, 29-30 March, 2007 (Higher Education Commission (HEC), Islamabad, (**HEC Grant**).
- 8) Acted as Organizing Secretary in International Seminar on Strategic Priorities in Agriculture and Rural Development for Poverty Alleviation in Pakistan. February 4, 2006 (in collaboration with IFPRI, Washington DC) (**IFPRI Grant**).

NATIONAL SEMINARS/ WORKSHOPS/CONFERENCES ATTENDED

- 1) Drought Monitoring across Agro-Climatic Zones: Empirical Reflections of Trends and Tendencies from Pakistan, Paper presented at PIDE 34th Annual Conference on Pakistan’s Economy: The Way Forward.
- 2) “Policy Narratives for Agrarian Economy of Pakistan” key note address at International Conference on Social Sciences and Information Communication Technologies, 20th of February, 2018, Sindh Agriculture University, Tandojam.
- 3) Consultative Meeting on Formulation of Agriculture Policy in Punjab, July 8, 2017, organized by USAID, Islamabad and University of Sargodha, Sargodha.
- 4) Conference on Agriculture Productivity improvement through Nudging, May 6-7, 2016 PMAS Arid Agriculture University, Rawalpindi in collaboration with UC Davis, USA.
- 5) One Day National Workshop on Saemul Undong: Implication for Socio-Economic Development of Pakistan, 6th of December, 2014, Organized by Korea International Cooperation Agency (KOICA), Islamabad.

- 6) Presentation in a Press Conference on Right to Food. Arranged by ActionAid and Islamabad Press Club. 20th of October, 2014.
- 7) Building Communities and Cultivating Peace, paper presented on Empirical Snapshots of Climate impacts on major Crops in the Punjab, Pakistan. Lok Sanjh Foundation (LSF), Margalla Hotel, Islamabad.
- 8) Road Map for Economic Growth of Pakistan, paper presented on trade liberalization and regional integration: An Assessment of Comparative and Competitive Advantages, 23rd of October, 2014, Marriot Hotel, Islamabad.
- 9) Food & Climate Change Campaigning Strategy, Oxfam & BBC, 12th of March, 2014.
- 10) 15th Women Farmers' conference on Women Empowerment through Access to Resources and Technology, 6th March, 2014.
- 11) ActionAid Pak. & PMAS AAU, Rawalpindi, on Climate Change resilient Sustainable Agriculture, 8-10 April, 2014.

Membership of Societies/Organizations/External Linkages

International

- 1) International Association of Time Use Research, Oxford, UK.
- 2) Department of International Development, Queen Elizabeth House, University of Oxford, UK.
- 3) Environmental Change Institute (ECI), University of Oxford, UK.
- 4) Department of Agricultural Economics, University of Reading, Reading, UK.
- 5) Partnership for Economic Policy (PEP-Net).
- 6) International Development Economics Associates (IDEAs), India.
- 7) South Asian Development and Environmental Economics (SANDEE), Nepal.

National

- 8) Pakistan Society of Development Economists, PIDE, Islamabad. **(LIFE MEMBER)**
- 9) Pakistan Society of Agricultural Economists, PARC, Islamabad.
- 10) Population Association of Pakistan (PAP), Islamabad.
- 11) Human Resource Development Network (HRDN), Islamabad.
- 12) Sustainable Development Policy Institute (SDPI)
- 13) ActionAid, Pakistan, Islamabad.
- 14) Lok Sanjh Foundation (LSF), Islamabad
- 15) Ministry of National Food Security and Research, Government of Pakistan, Islamabad.
- 16) Japan International Cooperation Agency (JICA), Islamabad.
- 17) Korean International Cooperation Agency (KOICA), Islamabad.

COMPUTER LITERACY

International Computer Deriving License (ICDL), Complete Microsoft Word, MINITAB, E-view, Statistical Package for Social Sciences (SPSS), STATA, GIS Mapping, DAD, etc.

FOREIGN EXPOSURE

AUSTRALIA, BANGLADESH, CHINA (2), DUBAI (3), FINLAND, GERMANY, HONG KONG,
JAPAN, NEPAL (5), QATAR, SAUDI ARABIA (3), SOUTH KOREA (2), SRI LANKA (3) & UK (6)
& USA

IRFAN AHMAD BAIG

DOB April 24, 1973	Address 9- Abbas Park, Near UMT hostels, Mustafa Town, Lahore	
CNIC 32203-9975370-3	Phone +92 51 9292215 +92 333 6209394	
	E-mail irfybaig@gmail.com irfan.baig@uair.edu.pk	

OBJECTIVE

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

SUMMARY OF EXPERIENCE

I have nineteen years' experience of teaching, research, community development, planning, monitoring and evaluation. My working experience includes working with multiple national and international agencies like JICA, ACIAR, KOICA, SANDEE, INPIM. I am also active team member of the International Multi-Stakeholder, Transdisciplinary Projects like AgMIP Agricultural Model Inter-comparison and Improvement Project which is a major international collaborative effort to improve the state of agricultural simulation and to understand climate impacts on the agricultural sector at global and regional scales. As a member of the economics team of AgMIP-Pakistan, I have worked on the development of Representative Agricultural Pathways (RAPs) and the regional economic analysis using TOA-MD. As a part of Punjab Irrigation System Improvement Project, I have been working on the impact assessment of project interventions in local community and multi-stake holder interactive sessions. Acknowledging my research experience, Higher Education Commission of Pakistan has also nominated me as an approved supervisor for Ph,D research scholars. My expertise also includes a vast primary data collection, handling and analysis experience thru out the irrigated Pakistan. In my most recent assignment at PMAS-Arid Agriculture University, I have also been involved in motivating and involving the community especially the rural community, in training and capacity building programs for the improvement of livelihoods thru efficient water management and agricultural production practices in the rain-fed regions of Pakistan. I have already published 22 research papers in well-reputed, refereed journals while few more are in the process of publication. With an ability to meet and exceed time lines while efficiently utilizing the available resources is my added ability which is leading me among my colleagues while performing my duties.

WORK EXPERIENCE

Pak-Korea Capacity Building Center, PMAS-Arid Agri. University, Rawalpindi

Director / Professor (Add. Charge)

August,

2016 – Onward

- Acting as Head of the Pak-Korea Capacity Building Center
- Conduct of Training and Capacity Building activities
- Coordinator for Punjab Higher Education Commission & PMAS-AAUR joint training program

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

Associate Professor / Assistant Professor

October, 2011 –

Onward

- Teaching of Academic courses to Ph.D, M.Phil. (Eco.), M.Sc (Agri. Eco.) M.Sc (Eco.) and BS (Eco.) classes
- Research supervision and counseling of four PhD& twenty two M.Phil. / M.Sc (Hons.) students.
- Courses taught included Macroeconomics, Economic Analysis, Monetary Economics, Agri. Policy Analysis.
- Member of SAR team and Business Incubation Team of the department
- Working as Director, Pak-Korea Capacity Building Center at PMAS-AAUR

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

Deputy Director (Institutional Development)

May, 2010 – October,

2011

- Interaction and coordination with newly developed irrigation institutes
- Designing institutional development programmes with participating organizations and their **impact assessment**
- Working collaboration with SIAP and PISIP, **Supervision of field teams** of PISIP-Agriculture staff

Research Wing, Agriculture Department, Punjab

Agricultural Economist

March, 2010 – May,

2010

- Preparation and analysis of development projects and research proposals
- Socio-economic evaluation of ongoing and impact assessment of completed research projects
- **Field data collection** from rural areas and research stations

Extension Wing, Agriculture Department, Punjab

- Agricultural Officer** *Jan, 1998 – March,*
- 2010
- Served as the Master Trainer in the project “Trainer of the Trainers” for **cotton and wheat crop**
 - Development and capacity building of community organizations with PRSP and NRSP
 - Supervision of Development branch activities including supervision and planning of field staff activities, preparation and assessment of development projects & schemes at local level

International Network on Participatory Irrigation Management (INPIM) June, 2007 – December, 2010

Senior Development Officer

- Supervision of research based activities of the organization & coordination with INPIM country chapters
- Technical guidance for E-Newsletter of the INPIM and other periodical publications
- Collaboration with international organizations (JBIC, ADB etc.) for field visits and data collection
- Capacity building programs for participatory irrigation management stake holders across the countries

RESEARCH & PUBLICATION EXPERIENCE

- PhD 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”
- 18 research papers published in different well reputed, refereed journals including 6 papers in Impact Factor journals
- 3 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

- Member of the project team of ACIAR funded project on “Improving Groundwater Management to enhance agriculture and farming livelihoods in Pakistan”
- SRA with ACIAR, CSU Australia and EcoSeal (Pvt.) Ltd., for imparting trainings to PID, PIDA and other irrigation sector research organizations
- Part of the socio-economic component of a ACIAR project in Rachna Doab on groundwater management jointly run by UAF/UAAR and CSU Australia
- Part of the regional economics team of “AgMIP” project. AgMIP (Agriculture Modelling Inter-comparison Project) is a Trans disciplinary collaboration of a consortium of US Universities, NASA, ICRISAT and research and development organizations in 19 Asian and African countries
- 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 in a joint venture of UAF & AAB Pvt. Limited
- Team Leader in Oxfam-Novib commissioned study on Private sector resilience to disaster and climate change in agriculture supply chains
- Research collaborations with Avicenna (Pvt. Ltd and Reasons (Pvt.) Ltd in various projects

INTERNATIONAL TRAININGS / WORKSHOPS

- AgMIP-ICRISAT-IPAR integration workshop on climate change, Dakar, Senegal from 22-02-2016 to 28-02-2016
- International Training / Workshop in WRM in Canberra, Australia from 16-11-2014 to 22-11-2014
- AgMIP Regional Research Team Finish Line Workshop from 29-01-2014 to 04-02-2014 in Arusha, Tanzania
- AgMIP Regional Research Team Workshop from 21-07-2013 to 26-07-2013 in Kathmandu, Nepal
- TOA-MD use workshop for Economists in Dubai from 29-04-2013 to 4-05-2013

MEMBERSHIP / ADVISORY

- Uni. representative in Min. of Food Security & Research project selection committee
- Member, Advisory Board of Rural Development Council, Islamabad
- Member, HEC-IDB Resources Mapping Project Review Committee
- Member, National Multi-Stakeholder Technical Committee of Min. of Climate Change
- Part of working group of UAAR on Agri. policy
- Member of Climate Change working group of UAAR
- Membership of PSDP
- Membership of INPIM
- Working as reviewer of PJAS, HEC NPRU, PJAR

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

- 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, TOA-MD, SFA, DEAP etc.
- Excellent Analytical and Management Skills
- Excellent communication skills
- Designing / Monitoring / Supervision of Capacity Building Programs

Mr. Nasir Mahmood

Department of Agri.Economics & Economics, Faculty of Social Sciences, PMAS-Arid Agriculture University, Rawalpindi-Pakistan.

E-mail: nasir@uaar.edu.pk Mobile # 0092 321 7142260

Date of Birth 05 November 1987

Nationality Pakistani

Summary

- Experience of working in different projects relating to Agricultural sector.
- Advanced knowledge of Economics and Agriculture.
- Superior knowledge in Agricultural Economics especially in the field of climate change.
- Excellent interpersonal, analytical, communicational, technical and management skills.
- Exceptional teamwork ability, goal oriented and learning attitude.

Objective

To utilize my education, experience, interpersonal and leadership skills for the progress of my parent institute and country as well.

Education

PhD (Agricultural Economics) in progress from February 2017- Present

Humboldt University of Berlin, Germany

under Punjab HEC's Foreign PhD Scholarship Program

M.Sc. (Hons.) Environmental & Resource Economics September 2008 – October 2010

University of Agriculture, Faisalabad.

Major Courses: Micro-Economics, Mathematical Economics, Environmental and Resource Policy, Environmental Economics, Macro-Economics, Econometrics, Management of Natural Resources, Resource

Economics, Production Economics, Special Problem, Seminar, Research and Thesis.

Thesis Topic: Impact of climatic change on rice productivity in rice-wheat cropping system of Punjab, Pakistan.

Distinction: Silver Medalist with CGPA of 3.88/4.00 (80.76%)

B.Sc. (Hons.) Agricultural and Resource Economics September 2004 – August 2008

University of Agriculture, Faisalabad. CGPA: 3.91/4.00 (81.29%)

Major Courses: Micro-Economics-I, Macro-Economics-I, Micro-Economics-II, Mathematical Economics, Macro-Economics-II, Principles of Marketing, Introduction to Environmental Economics, Research Methods in Social Science, Agribusiness Management, Farm Planning and Budgeting, Management of Natural Resources, Agricultural Finance, Development Economics, Ecology Economy and Society, Valuation of Natural Resources, Economics of Livestock production, Pricing of Agricultural Products, Principles of Accounting, Islamic Economics, Econometrics, Rural Development, Environment and Development, Agricultural Policies of Pakistan, International Trade, Consumer Behavior.

Experience

Lecturer September 2011- Present

Department of Economics, PMAS-Arid Agriculture University, Rawalpindi.

Responsibilities: Teach various courses to graduate and postgraduate classes specially Microeconomics, Production Economics, Agricultural Economics, Environmental Economics and Project Planning & Evaluation. Supervision of postgraduate research students and involved in various departmental administrative works.

Research Associate October 2010 – September 2011

Department of Environmental & Resource Economics, University of Agriculture, Faisalabad.

Responsibilities: Worked as Research Associate in a project titled “Documenting and mitigating the impacts of pesticides and heavy metal residues on vegetables” funded by Punjab Agriculture Research Board (PARB), Pakistan. The core responsibilities included questionnaire development, pre-testing, supervision of enumerators, data collection, data entry, data filtering & cleaning, data analysis and initial report writing.

Internship (The Bank of Punjab) February 2008 – June 2008

Khurrianwala, Faisalabad.

Responsibilities: The main duties during the internship was to properly guide the farmers about the procedures of getting agricultural loans particularly for the growth of livestock sector and finally wrote a report on “The role of agricultural credit in the growth of livestock sector” after collecting and analyzing the data of 120 farmers.

Voluntarily Data Collection of Different Projects

- (1) Data collection of a project on Resource Conservation Technologies (RCTs) for one month in central Punjab, Pakistan.
- (2) Data collection of an international project on IRRI varieties of rice in Dera Ghazi Khan, Pakistan for three weeks.
- (3) Data collection on BT-Cotton for a student doing PhD from Germany in lower Punjab, Pakistan for one month.

Publication:

- (1) Abedullah, Mahmood, N., Mushtaq, K. and Kouser, S. (2009). The Role of Agricultural Credit in the Growth of Livestock Sector: A Case Study of Faisalabad. Pakistan Veterinary Journal, Vol.29, No.2, pp. 81-84
- (2) Mahmood, N., Ahmad, B., Hassan, S., & Bakhsh, K. (2012). Impact of temperature and precipitation on rice productivity in rice-wheat cropping system of Punjab province. The Journal of Animal and Plant Sciences, 22(4), 993-997
- (3) Asad, S., Saboor, A., Baig, I. A., Ayaz, S., & Mahmood, N. (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, Vol. 4(2), pp. 90-96

Post-Graduate Supervision

Supervised six students of M.Phil (Economics) and two students of M.Sc (Hons) Agricultural Economics for thesis.

Conferences/Training Workshops/Seminars

- 1) Participated in a national conference on “Agriculture Challenges, Opportunities and Options under Free Trade Regime” organized by WTO & Agricultural Policy Forum, University of Agriculture, Faisalabad-Pakistan.
- 2) Participated in a national training workshop on “Panel Data Estimations” organized by Department of Economics & Agricultural Economics, PMAS-Arid Agriculture University, Rawalpindi-Pakistan.
- 3) Participated in a international conference on “Sustainable Agriculture Water Management in a Changing Environment- A Special Focus on Olive Tree” organized by Department of Environmental Sciences, PMAS-Arid Agriculture University, Rawalpindi-Pakistan.

References

- (1) Prof. Dr. Abdul Saboor

Dean Faculty of Social Sciences,

Chairman Department of Agri.Economics & Economics,

PMAS-Arid Agriculture University, Rawalpindi-Pakistan. Phone: 0092-051-9290022

Email: drabdul.saboor@uaar.edu.pk

- (2) Dr. Abedullah

Chief of Research

Head Department of Environmental Economics Pakistan Institute of Development

Economics (PIDE), Islamabad Email: abedullah@pide.org.pk Mobile: 0092-321-6698665.

Dr. Safdar Hussain

Assistant Professor Economics, Department of
Economics, PMAS- Arid Agriculture University
Rawalpindi, Pakistan Post-Doctoral Research Fellow,

Shenzhen University, China

+923008182088, +8613823219411

E-mail: ranasafdar@uaar.edu.pk

PERSONAL INFORMATION

Father Name: **Amir Khan**
Date of Birth: **November 14th, 1983**
Domicile: **Nankana Sahib (Punjab)**
Citizenship:

Pakistani WORK HISTORY

08.2017 - PRESENT **PMAS- Arid Agriculture University**
Rawalpindi, Pakistan Assistant Professor Economics
02.2017 – 07.2019 **PMAS- Arid Agriculture University Rawalpindi,**
Pakistan Lecturer Management Sciences/ Economics
10. 2010–01.2017 **PMAS- Arid Agriculture University Rawalpindi,**
Pakistan Superintendent (Administration)

EDUCATION

09.2018 – PRESENT **Shenzhen University, China**

Post-Doctoral Research Fellow

09.2013 – 12.2016 **Fujian Agriculture and Forestry University,**
China Doctor of Philosophy (Ph.D)

- **Major:** Agricultural Economics and Management
- **Research Field:** Marketing and Trade

09.2008 – 07.2011 ■ **Title of Dissertation:** Consumer Engagement in Electronic Word of Mouth for Food Product Purchasing Decisions
 MBA (Agri-Business Management) PMAS- Arid Agriculture University Rawalpindi, Pakistan

PUBLICATIONS: 12 CITATIONS: 80+ IMPACT FACTOR: 11.20

1. **Safdar Hussain**, Wang Guangju, Rana Muhammad Sohail Jafar, Zahida Ilyas, Ghulam Mustafa, Yang Jianzhou., (2018). Consumers' online information adoption behavior: Motives and antecedents of electronic word of mouth communications. *Computers in Human Behavior*, Vol. 80, p. 22-32.
2. **Safdar Hussain**, Wasim Ahmed, Rana Muhammad Sohail Jafar, Ambar Rabnawaz, Yang Jianzhou., (2017). eWOM source credibility, perceived risk and food product customer's information adoption. *Computers in Human Behavior*, Vol. 66, p. 96-102.
3. J Abbas, I Hussain, **Safdar Hussain**, S Akram, I Shaheen, B Niu., (2019). The Impact of Knowledge Sharing and Innovation upon Sustainable Performance in Islamic Banks: A Mediation Analysis through an SEM Approach, *Sustainability* 11 (15), 4049
4. **Safdar Hussain**, Wasim Ahmed, Ambar Rabnawaz, Rana Muhammad Sohail Jafar, Haseeb Akhtar, Yang Jianzhou., (2016). Electronic word of mouth communications and consumer's information adoption on the Internet. *IEEE International Conference on Computer Communication and the Internet* (pp. 493-497). IEEE.
5. **Safdar Hussain**, Wasim Ahmed, Ambar Rabnawaz, Rana Muhammad Sohail Jafar, Haseeb Akhtar, Wang Guang Ju, Sana Ullah, Yang Jian Zhou., (2015). Integration and Effective Supply Chain Management: A Review of Agriculture in Pakistan and China. *Journal of Economics and Sustainable Development*, Vol.6, No.21, p.56-61.
6. **Safdar Hussain**, Wasim Ahmed, Ambar Rabnawaz, Rana Muhammad Sohail Jafar, Haseeb Akhtar, Yang Jian Zhou., (2015). Supply Chain Management of Agricultural Technology Innovation: Study of Fujian and Taiwan. *Industrial Engineering Letters*, Vol.5, No.12, p.22-30.
7. Wasim Ahmed, **Safdar Hussain**, Rana Muhammad Sohail Jafar, Wang Guang-Ju, Ambar Rabnawaz, Zulkaif Ahmed Saqib, Yang JianZhou., (2016). Impacts of Trade Liberalization on Dairy Industry in China, *European Journal of Business and Management*, Vol.8, No.7, p.36-47.
8. Wasim Ahmed, **Safdar Hussain**, Ambar Rabnawaz, Rana Muhammad Sohail Jafar, Zulkaif Ahmed Saqib, Sana Ullah, Yang JianZhou., (2016). Client Intentions and Buying Behavior with Regard of Dairy Products-Review. *Journal of Economics and Sustainable Development*, Vol.7, No.3, p.88-95.

9. Rana Muhammad Sohail Jafar, **Safdar Hussain**, Wasim Ahmed, Sana Ullah, Waqas Umar Latif, Peifen Zhuang., (2016). Micro-Finance and Its Impacts on People and Societies. *Journal of Poverty, Investment and Development*, Vol.27, p.53-57.
10. Haseeb Akhtar, Zia-ur-Rehman, **Safdar Hussain***, (2016). Understanding the Attachment Styles, Customer Relational Preferences and Repurchase Intentions. *Journal of Marketing and Consumer Research*, Vol.25, p.60-66.
11. Fobao Cao, Jianzzhou Yang, Zedong Lai, **Safdar Hussain**, (2015). Study on Consumer Brand Relationship of Tea Based on Supply Chain Perspective. *3rd International Conference on Economics and Social Science* (pp. 570-578). ICESS.
12. Rana Muhammad Sohail Jafar, Ambar Rabnawaz, **Safdar Hussain**, Wasim Ahmed, Peifen Zhuang., (2015). Aptitudes of Pakistani Rice Industry with Respect to Global Trade. *Journal of Economics and Sustainable Development*, Vol.6, No.22, p.8-12.

INTERNATIONAL PROJECTS

1. Principal Investigator, China Science Foundation (Grant Number 2019M653050).
2. Member, The National Natural Science Foundation of China (Grant Numbers 71571120, 71971143).

INTERNATIONAL CONFERENCES / WORKSHOPS

1. The First IEEE International Conference on Computer Communication and the Internet (ICCCI- 2016), Oct. 13-15, 2016, Wuhan, China.
2. International Conference on Computer Science and Artificial Intelligence (CSAI- 2016), Aug. 13-14, 2016, Guilin, Guangxi, China.
3. 2019 Research and Publishing Training Workshop Yangling, China (May 11-14)

AWARDS

1. Excellent Research Award for Five Years Students of the University (2011-2016), Fujian Agriculture and Forestry University, China (Shield and Prize reward).
2. Excellent Award for First Multi-cultural Festival to Showcase International Culture and Cuisine from Fujian Agriculture and Forestry University, China.
3. Excellent Award for Exhibition Multi-cultures and Ethnic Cuisines, FAFU Second International Culture Festival from Fujian Agriculture and Forestry University, China.

Mr. Bashir Ahmad

Address: Lecturer of Agri-Economics/Economics

Department of Agriculture Economics/Economics

Pir Mehr Ali Shah Arid Agriculture University Rawalpindi

46300 Punjab, Pakistan.

E.mail bashir.ahmad@uaar.edu.pk

Web Site: <http://www.uaar.edu.pk>

TEL (Work): +92 (051)9062755

Cell No. **+92-301-7160563**

DATE of BIRTH & January 16th 1972

Place Faisalabad, Pakistan

Marital Status: Married

Nationality: Pakistani

Domicile: **Punjab, Pakistan**

C.N.I.C. No.: 33100-0959450-1

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”.

Major Courses Studied: Micro Economics, Macro Economics, Econometrics, Mathematical Economics, Business Administration, International Trade, Agricultural Policy, Project Evaluation, Computer Programming etc.

1994 **B.Sc (Hons.) Agricultural Economics:** Marks Obtained: 67.06 %, 1st Division,
University of Agriculture, Faisalabad, Pakistan

Major Courses Studied: Agricultural Economics, Micro Economics, Macro Economics, Econometrics, Mathematical Economics ,Business Administration, Development Economics, Marketing, Agri Finance, Farm Management and Research Methods etc.

1988 **F.Sc.** Marks Obtained: 66 % 1st Division
Govt. College, Faisalabad, Pakistan

1986 **SSC (Science):** Marks Obtained: 82.11 % 1st Division,
Govt. Technical High School Peoples Colony No.1, Faisalabad.

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

Completed	working
20	2

SHORT COURSES / COMPUTER

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

TRAININGS AND WORKSHOPS

1. Aug 11, 1997 to Sep 27,1997

Enumerator with GTZ (Pak-German Technical Co-Operation) in House Hold Survey on Livestock Management in District Okara, Kasur and Sheikhpura. This includes a Three Days Training (from 11-08-1997 to 13-08-1997) on Surveying Techniques in Livestock Economics and Livestock Management in Nowl Plot District Okara.

2.International Conference on Trade Liberalization and SAFTA: Opportunities, Concerns, and Challenges organized by Department of Agricultural Economics & Economics PMAS-Arid Agriculture University, Rawalpindi (from March 29-31,2007).

3. National Conference on Agriculture: Challenges, Opportunities and Options under Free Trade Regime in the University of Agriculture Faisalabad (from 28-05-2008 to 29-05-2008.)

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.
- To supervise / take care of quality affairs during the exam / semester.
- Member Physical Stock Verification Committee of all consumable and non-consumable items held on the charge of departments of Bio-Chemistry and Botany/GIS.
- 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.

AREA OF INTEREST / EXPERTISE

- International Trade / Forex Trading
- Mathematical Economics
- Poverty Alleviation

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) Faisalabad Grammar School, Kohinoor Nagar Jaranwala Road Faisalabad.

3- Registered Tutor

August 24, 2002 till to date

Allama Iqbal Open University (A.I.O.U) Islamabad (Regional services)

Registration No. 01-PLR- T0879. Major(s) 0131.

Publications:

Research Article: 1- Need to Develop Fishery Sector in Pakistan, "The Nation Money Plus" Feb, 01-2010.

Research Papers:

Name	Designation	Total Impact factor of Faculty member (overall)	Total impact factor publication(No.) (serving at UAAR)	Other publications (No.)

			overall	
Bashir Ahmad Khan	Lecturer	4.618	1	5

ACADEMIC REFERENCES

Prof. Dr Abdul Saboor

Chairman, Department of Economics & Agri.Economics

PMAS-Arid Agriculture University, Rawalpindi

Email: drabdul.saboor@uaar.edu.pk Mobile phone: 923326501406 Office Phone: +92-051-9290022

Dr. Ikram Ali Malik

Associate Professor/Director Quality Control PMAS-Arid Agriculture University, Rawalpindi

Prof. Dr. Fayyaz-ul-Hassan

Chairman department of Agronomy PMAS-Arid Agriculture University, Rawalpindi

E-mail: fayyaz.sahi@uaar.edu.pk cell: 0300-9514597