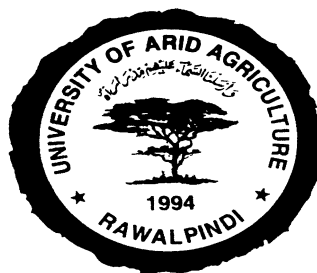


Pir Mehr Ali Shah
ARID AGRICULTURE UNIVERSITY
RAWALPINDI

DEPARTMENT OF ECONOMICS & AGRI.
ECONOMICS



Self-Assessment Report

Ph.D. Economics

2016-18

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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 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, including 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, PhD 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.

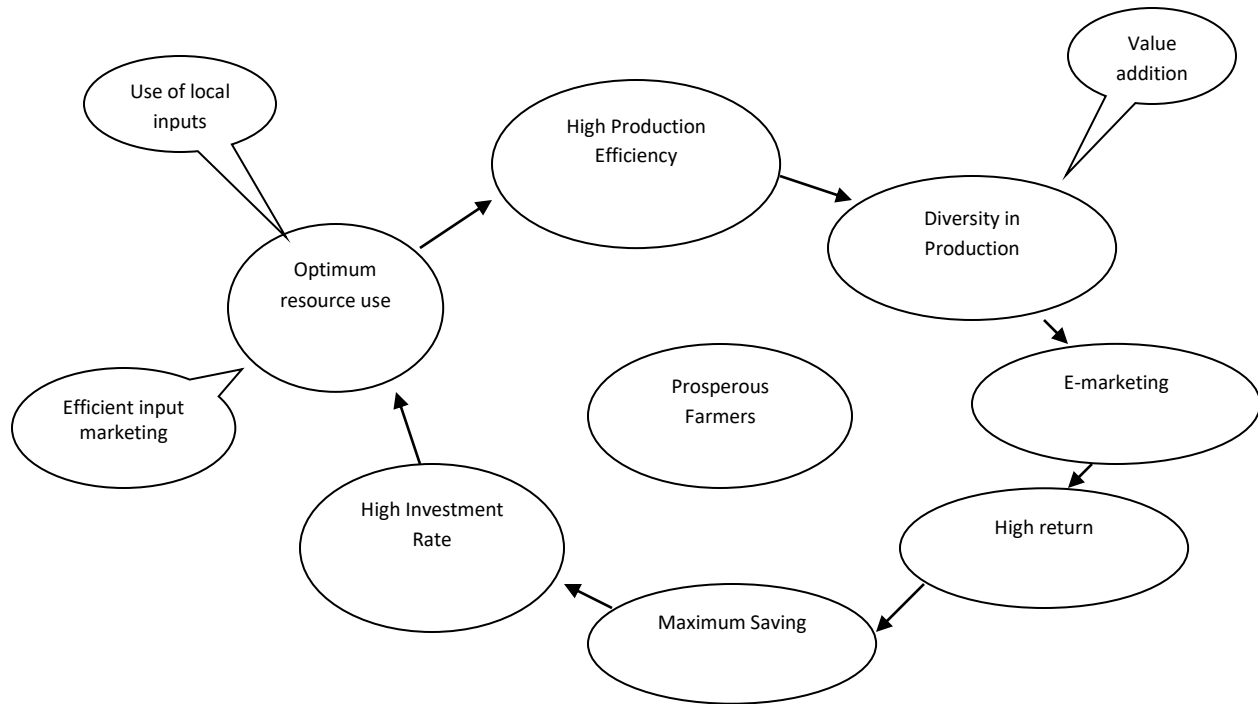
With this mission, the discipline of Economics & Agricultural Economics is working for building the capacity of the nation in optimization of different resources usage and analytical skills development in various fields of life. Inefficient and uneconomical use of limited resource base of the country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



This department is offering PhD Economics & PhD Agricultural Economics. In this regard the specific objectives of the department for these programs are as follows.

1. To produce highly skilled manpower in the field of Economics to meet the national and international demand through teaching and research.
2. To impart applied research in the field of economics via 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 industry
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 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 software's for advanced level data analysis.
3. The graduates should have capacity to conduct problem oriented diagnostic surveys, baseline surveys and CBAs to be needed in the field.

4. The graduate students must have capability to take up a reasonable research 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 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

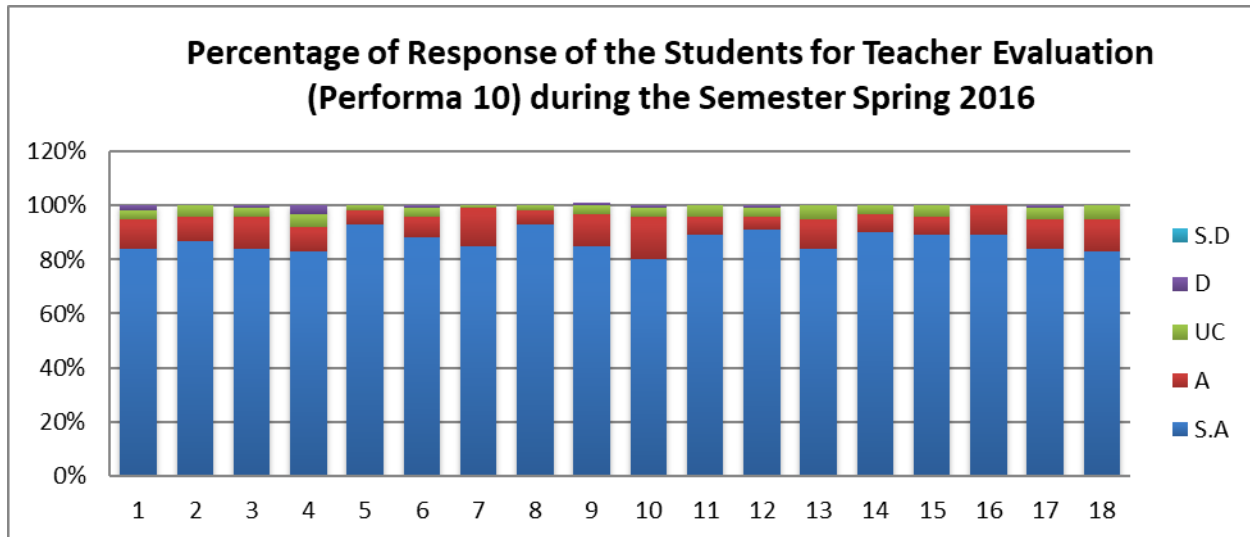
During Spring semester 2016, two students of PhD Economics & Agri. Economics (1st semester) were pursuing their degree programs while the permanent and visiting faculty member involved in teaching them is detailed below. Teachers were evaluated by the students through Performa-10 for each of the course 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 Economics class during the Semester Spring 2016

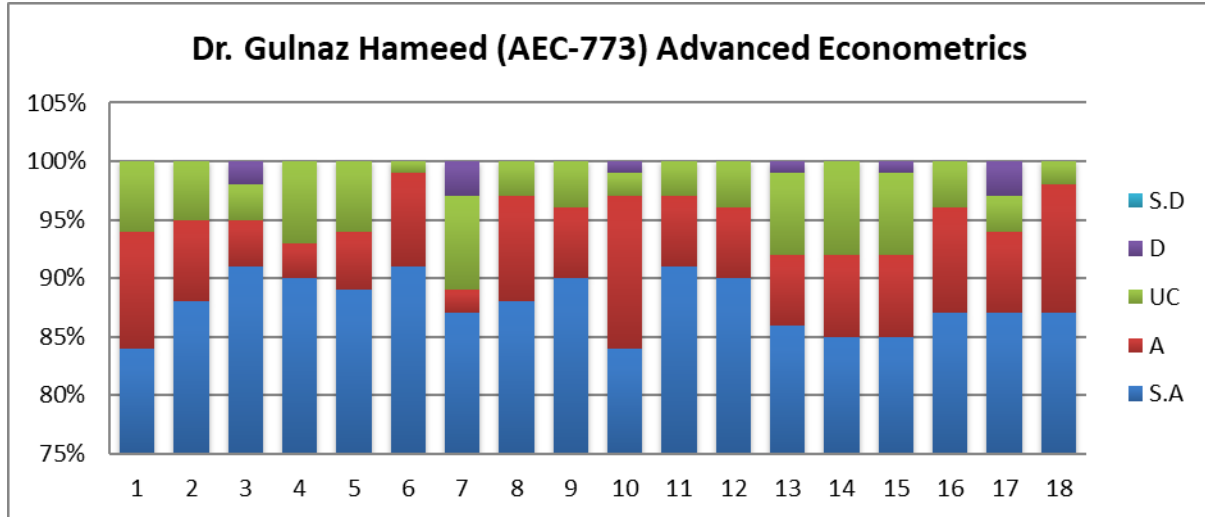
S. No	Instructor	S.A	A	UC	D	S.D
1	The instructor provided course split schedule during the 1st week of Semester	83%	11%	4%	2%	0%
2	The assignments and exam covered the materials presented in the course	87%	9%	4%	0%	0%
3	The course integrates theoretical course concepts with real-world applications.	84%	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.

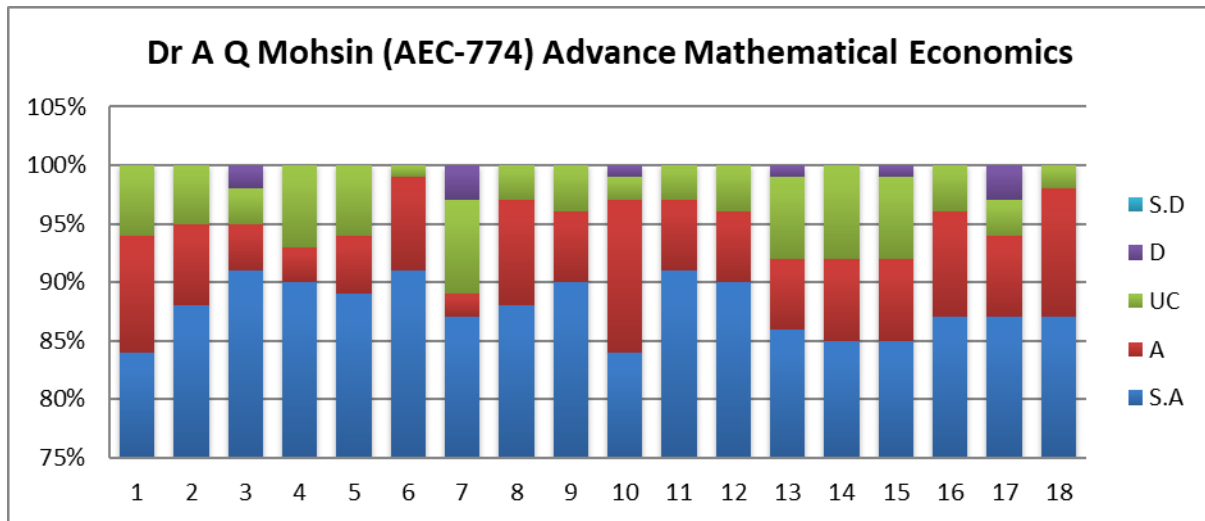
Individual Teacher Evaluation Spring 2016

Dr. Gulnaz Hameed (AEC-773) Advanced Econometrics



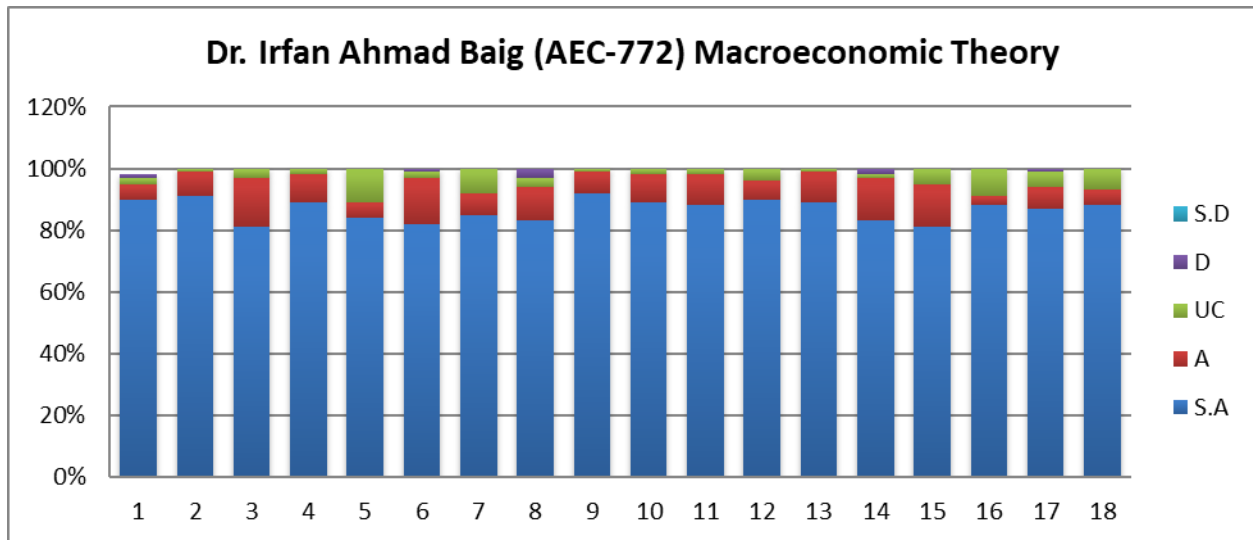
The results shows that more than 80% Students are satisfy and agreed with Performa statements indicating their level of satisfaction. Many of the students showed a mixed mix with maximum opinion of more than 85% student pool have shown their agreement with the declaration within the performance that 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



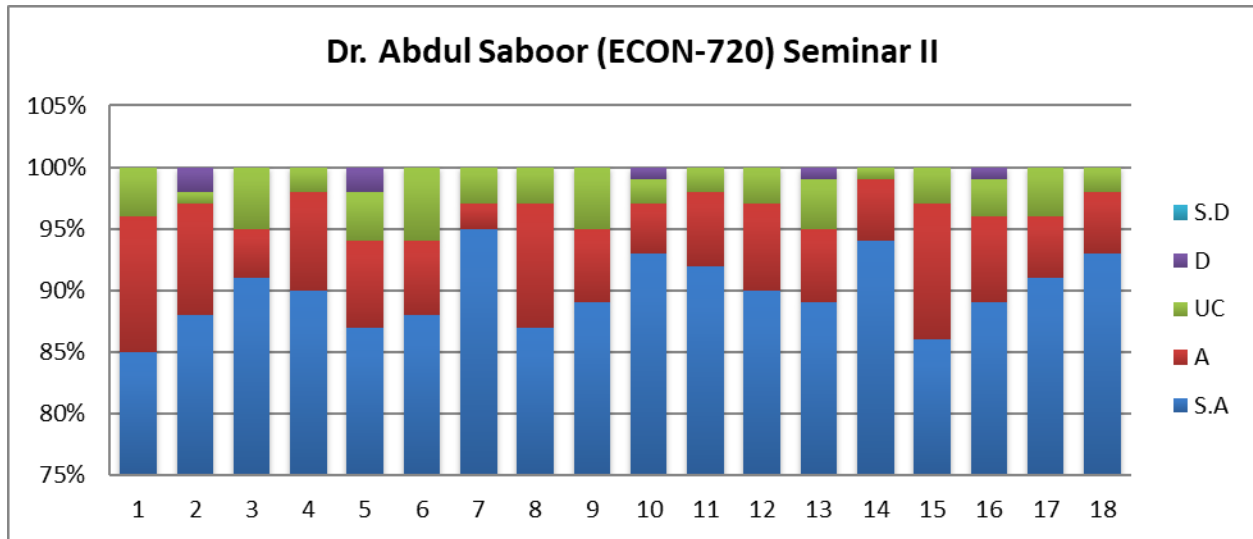
The results showed that more than 80% of students agreed with the statement that the instructor appeared after the preparation of each class and very few to 10% gave their strong disagreement with the declaration. The result also gave an indication of improving content and its relevance with overall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

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



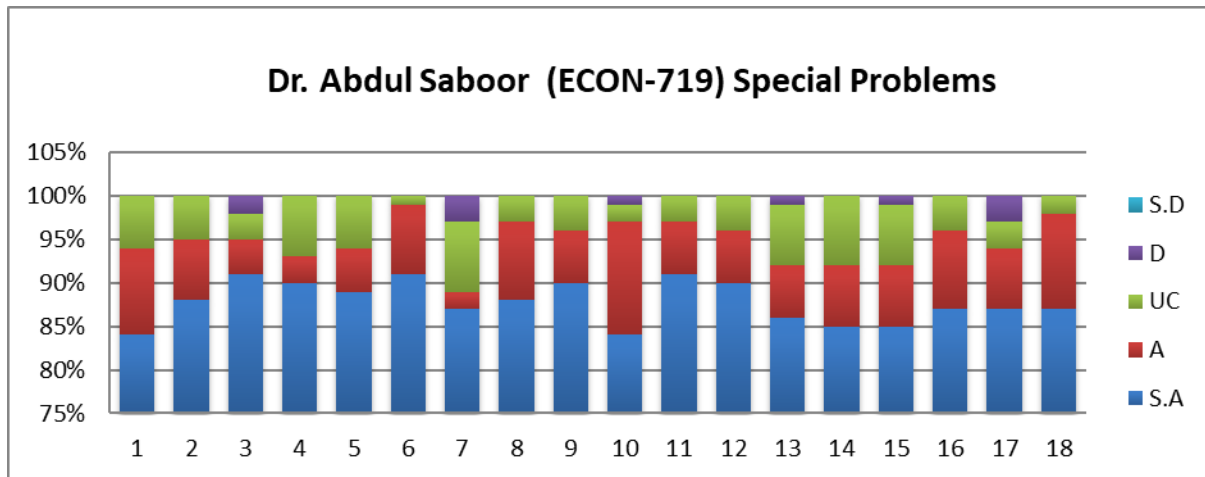
The results here show a mixed mixture with a maximum opinion of more than 85% of the student pool showed their agreement with the declaration in the performance that the instructor appears after complete preparations in the class and introduces new ideas and Techniques in empirical assessments during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

Dr. Abdul Saboor (ECON-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 (ECON-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 students. The analyses of the data for PhD Economics class are as under:

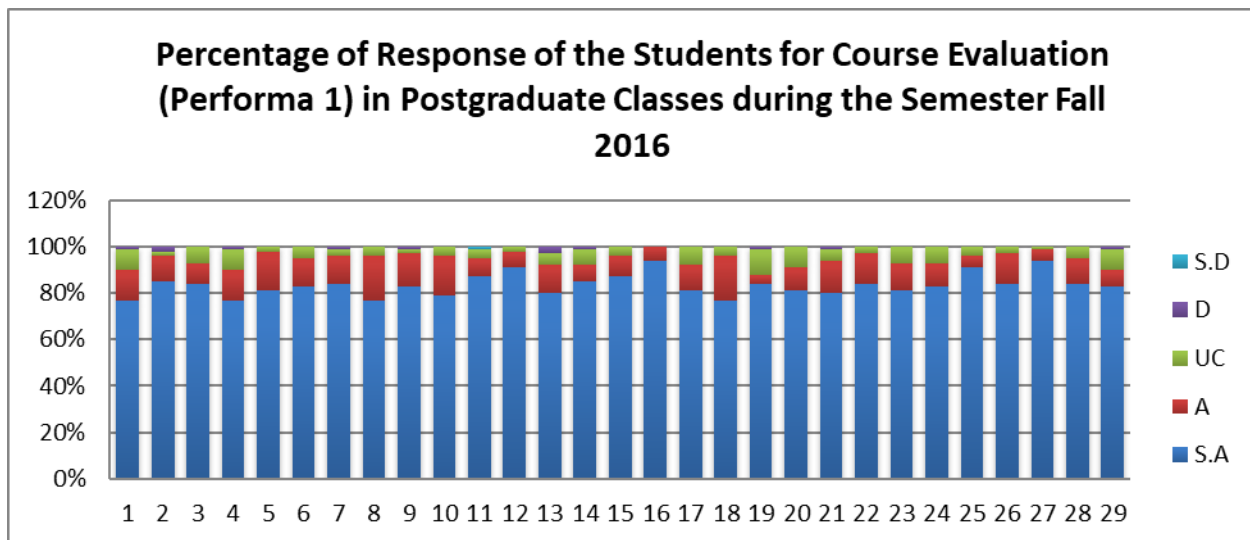
PhD Economics Class

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 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%

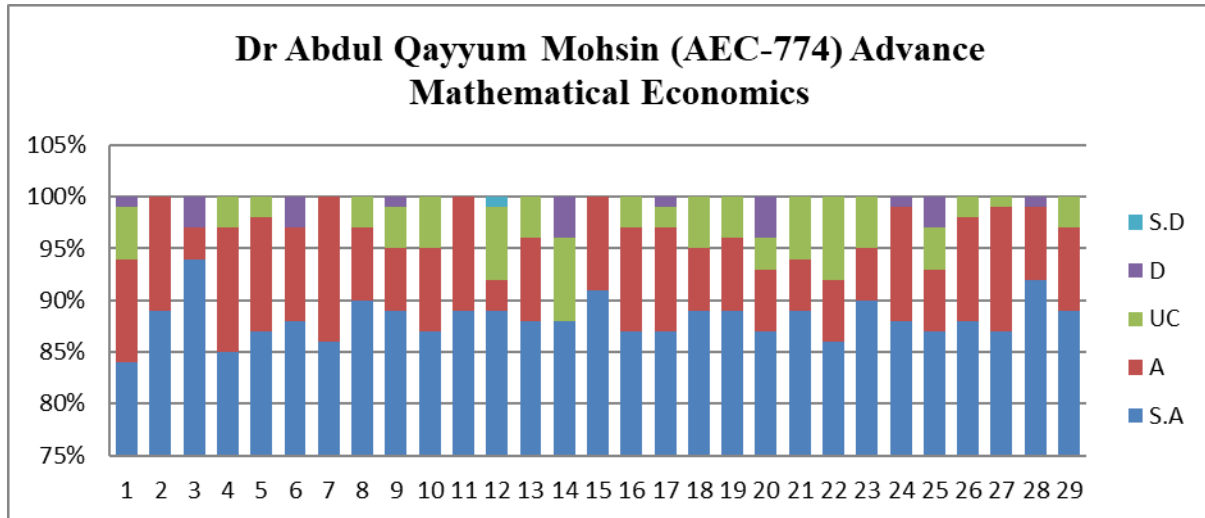
13	Recommended reading Books etc. were relevant and appropriate.	80%	12%	5%	3%	0%
14	The Material in Practical was useful	84%	7%	7%	2%	0%
15	The Overall environment in the class was conducive to learning.	87%	9%	4%	0%	0%
16	The course objectives were clear.	94%	6%	0%	0%	0%
17	The course stimulated my 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.

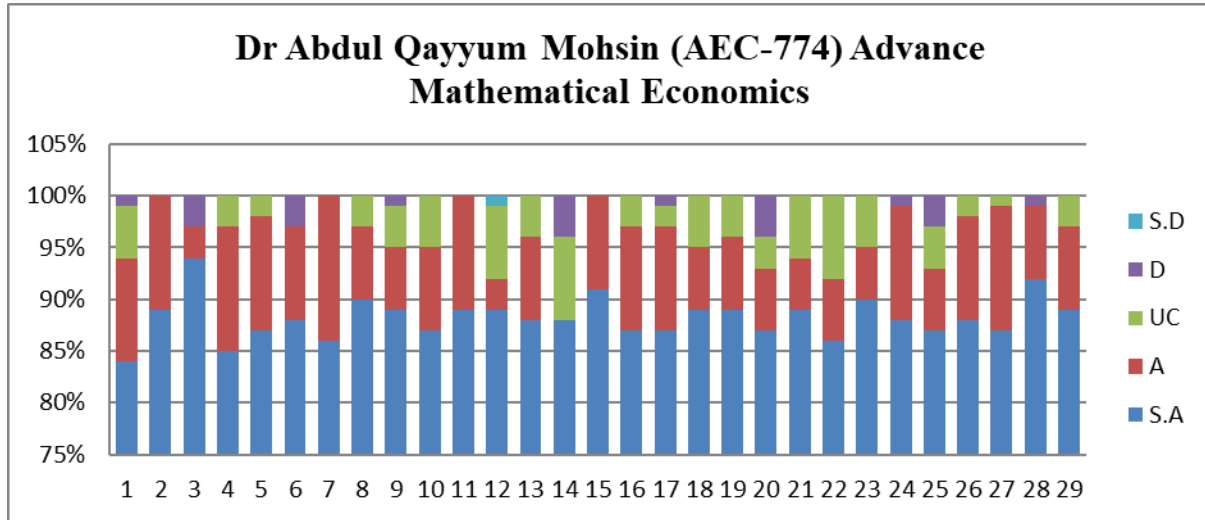
Individual Course Evaluation Spring 2016

Dr. Gulnaz Hameed (AEC-773) Advanced Econometrics



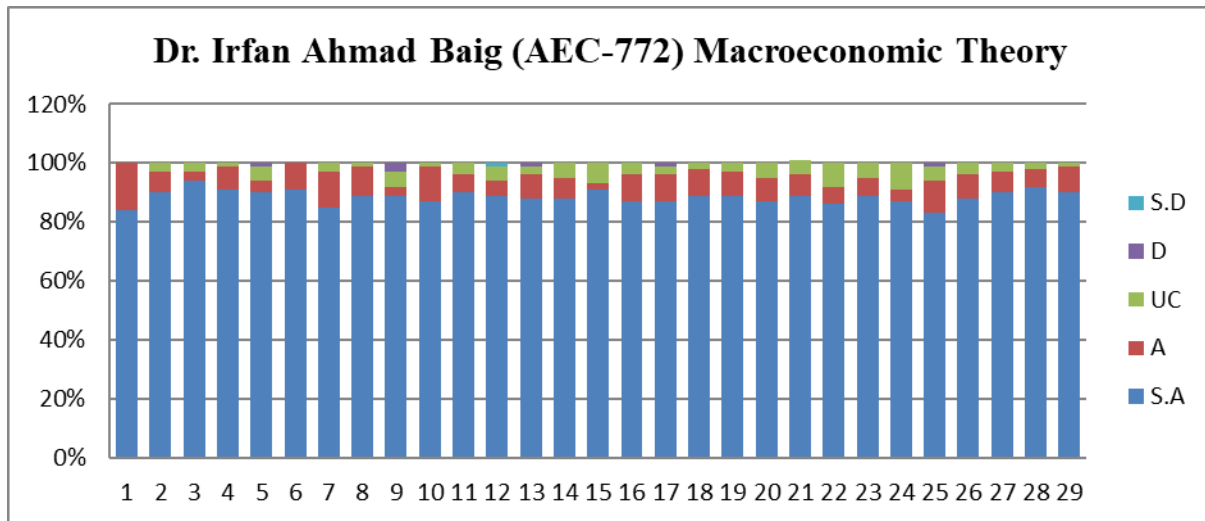
The results showed that students were in full confidence what they learned what the teacher was delivered. The methodology, objectives, course content and material other than the reference works were very relevant for their understanding and evaluation techniques were appreciated as well.

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



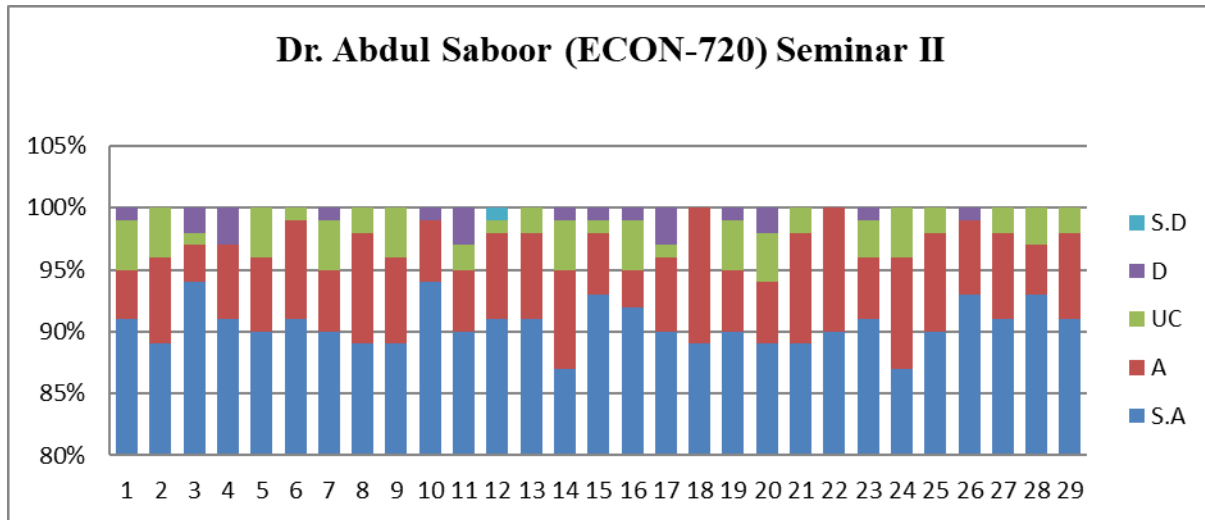
The results of the course assessment had shown that the teacher attempts to cover the objectives of the course and to transmit the heart of the subject with the missions and additional accessories of the class on all students were clear on their course which is obvious from an agreement by more than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

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



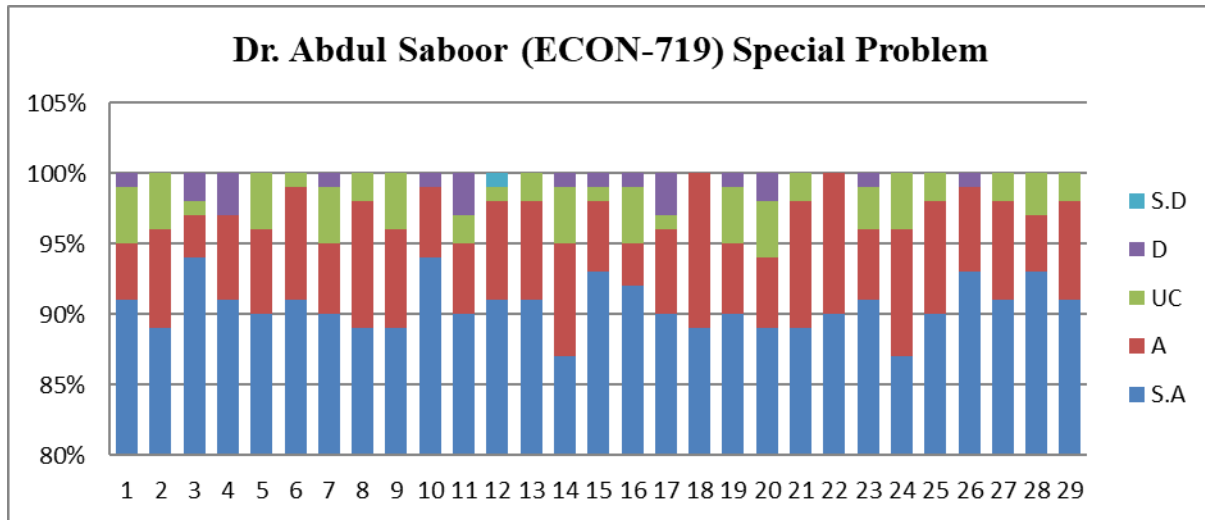
This bar graph shows that students over 80% have been agreed upon with course objectives to certain mission. The evaluation and teaching methodology were consistent with examples and additional equipment for the lectures which make the course contents clear and understandable.

Dr. Abdul Saboor (ECON-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 (ECON-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

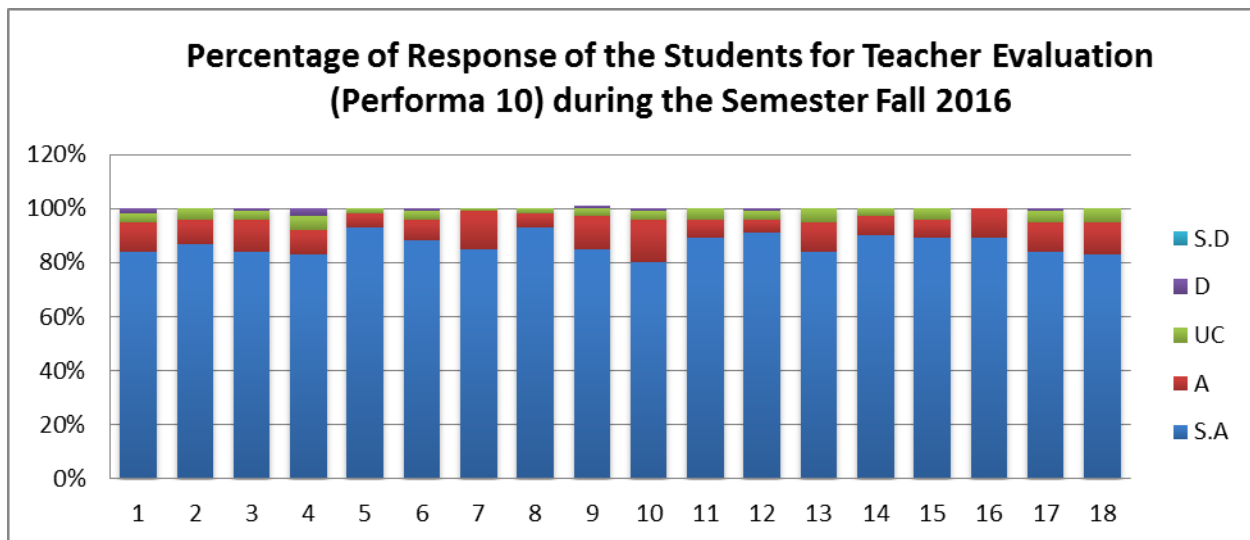
During Fall semester 2016, the permanent and visiting faculty member involved in teaching them, is detailed below. Teachers were evaluated by the students through Perfroma-10 for each of the course being taught to them.

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 Economics class during the Semester Fall 2016

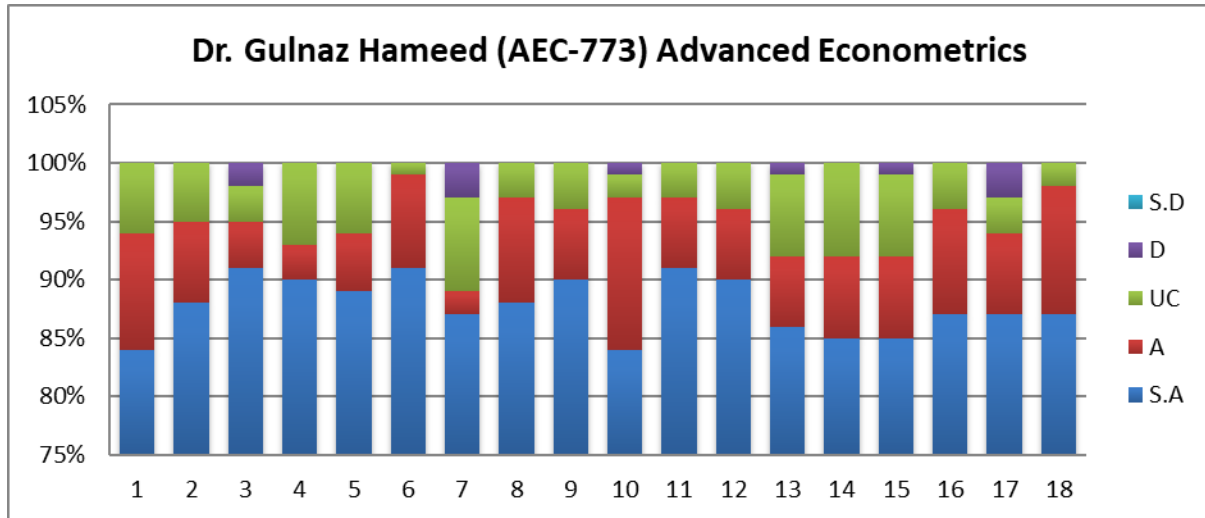
S. No	Instructor	S.A	A	UC	D	S.D
1	The instructor provided course split schedule during the 1st week of semester	83%	11%	4%	2%	0%
2	The assignments and exam covered the materials presented in the course	87%	9%	4%	0%	0%
3	The course integrates theoretical course concepts with real-world applications.	84%	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.

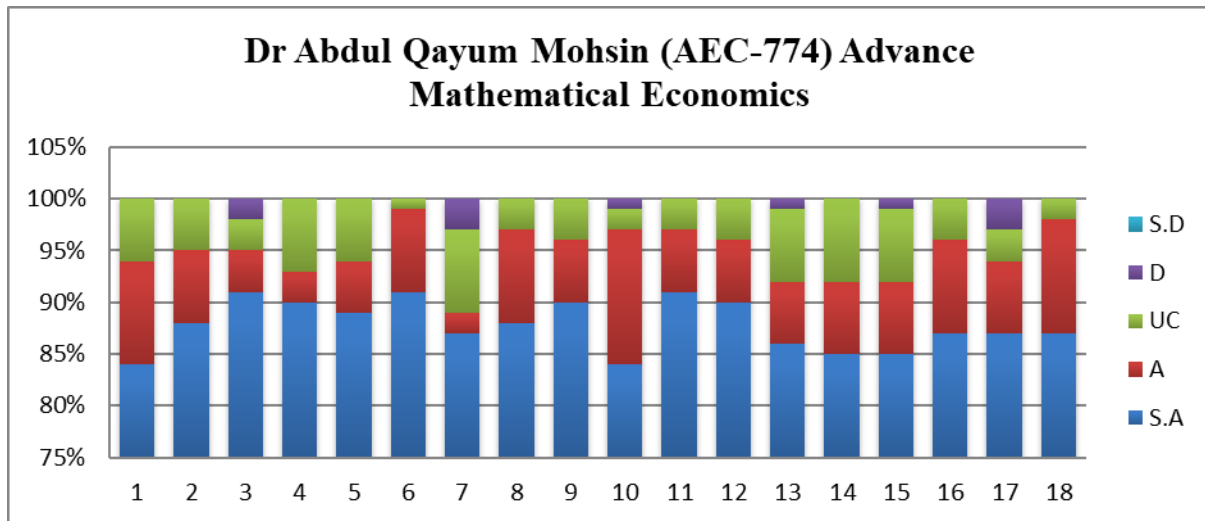
Individual Teacher Evaluation Fall 2016

Dr. Gulnaz Hameed (AEC-773) Advanced Econometrics



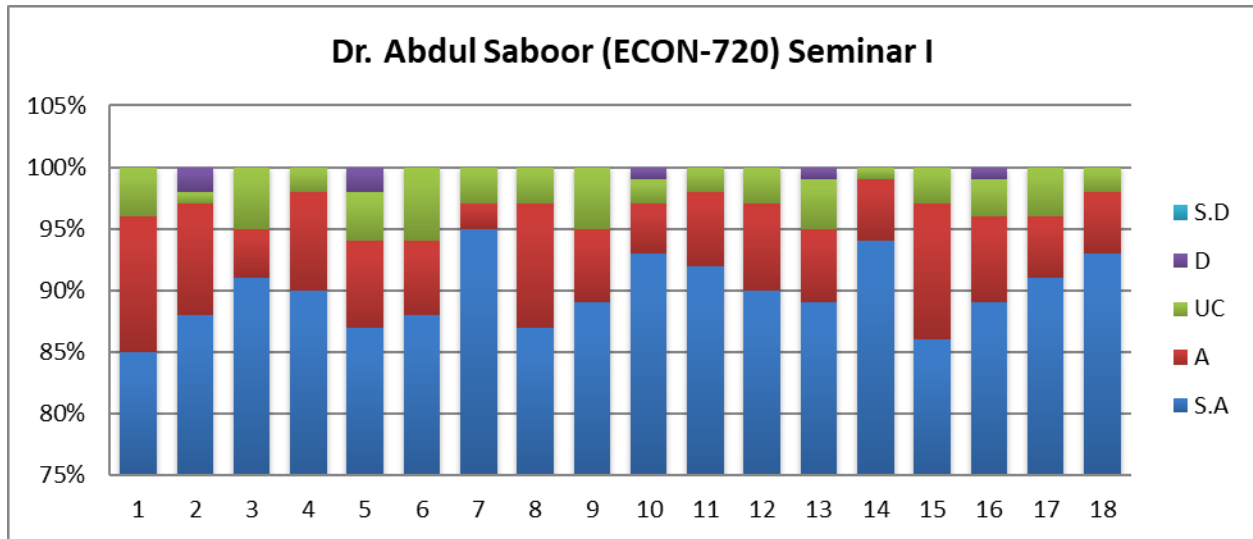
In above-mentioned results, majority of students showed their satisfaction and agreed with performance statements indicating their high level of satisfaction. The results here show a mixed blend with maximum opinion as around 85% student have shown their agreement with the declaration in the performance 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 many 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 (ECON-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 PhD students. The analyses of the data for this class is as under:

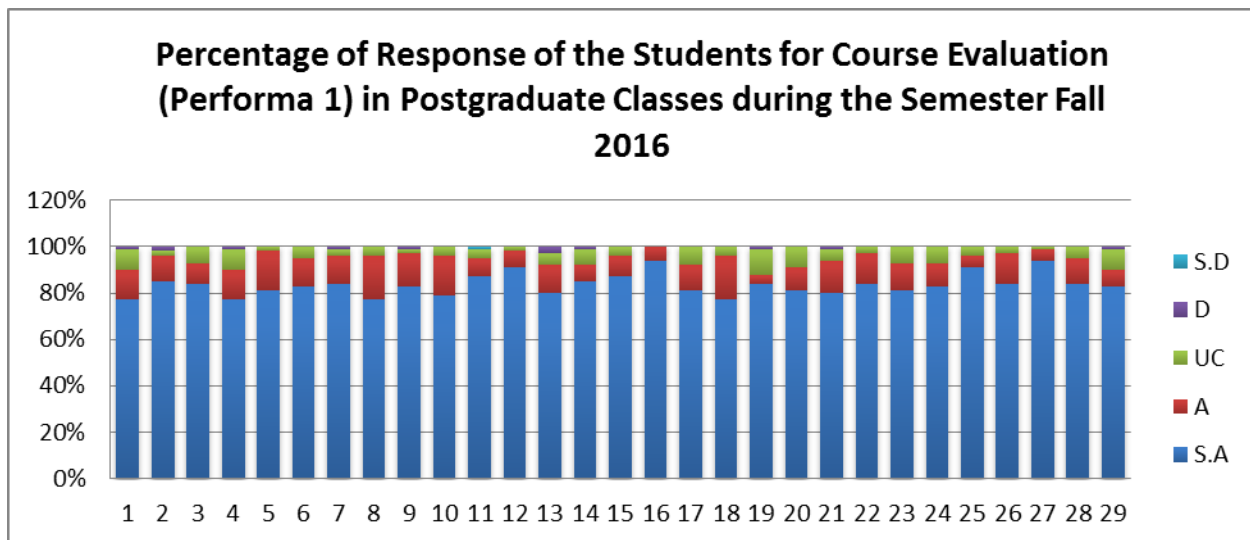
PhD Economics Class

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 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%

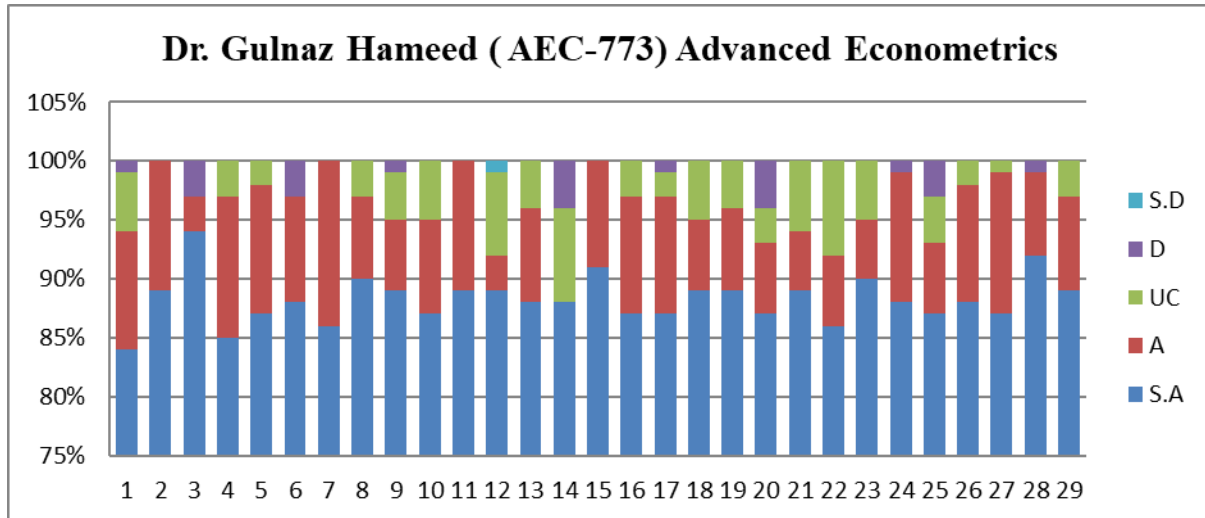
14	The Material in Practical was useful	84%	7%	7%	2%	0%
15	The Overall environment in the class was conducive to learning.	87%	9%	4%	0%	0%
16	The course objectives were clear.	94%	6%	0%	0%	0%
17	The course stimulated my interest and though on the subject area	82%	11%	7%	0%	0%
18	The course was well organized (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.

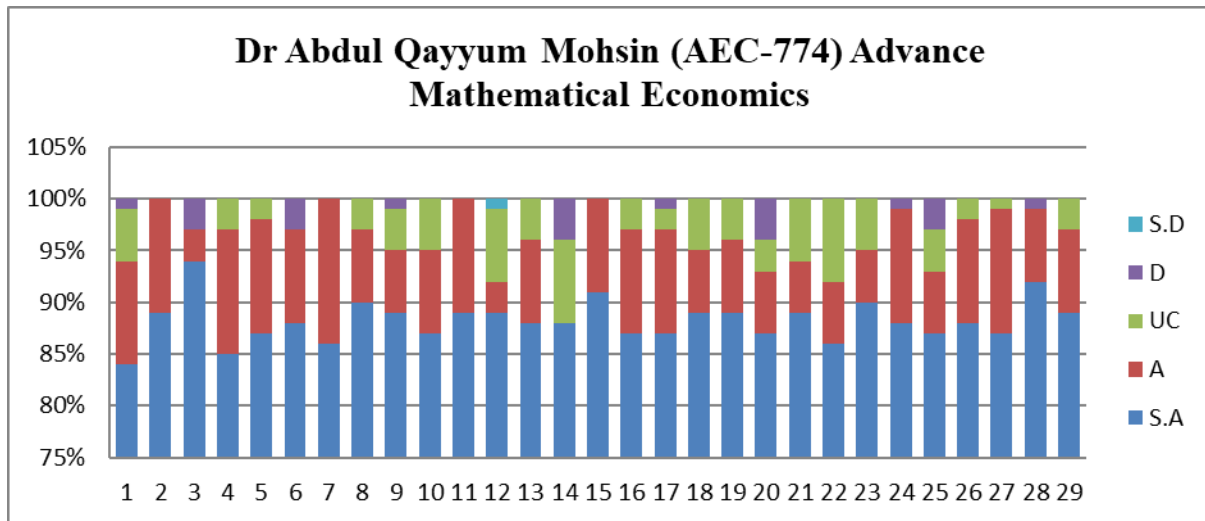
Individual Course Evaluation Fall 2016

Dr. Gulnaz Hameed (AEC-773) Advanced Econometrics



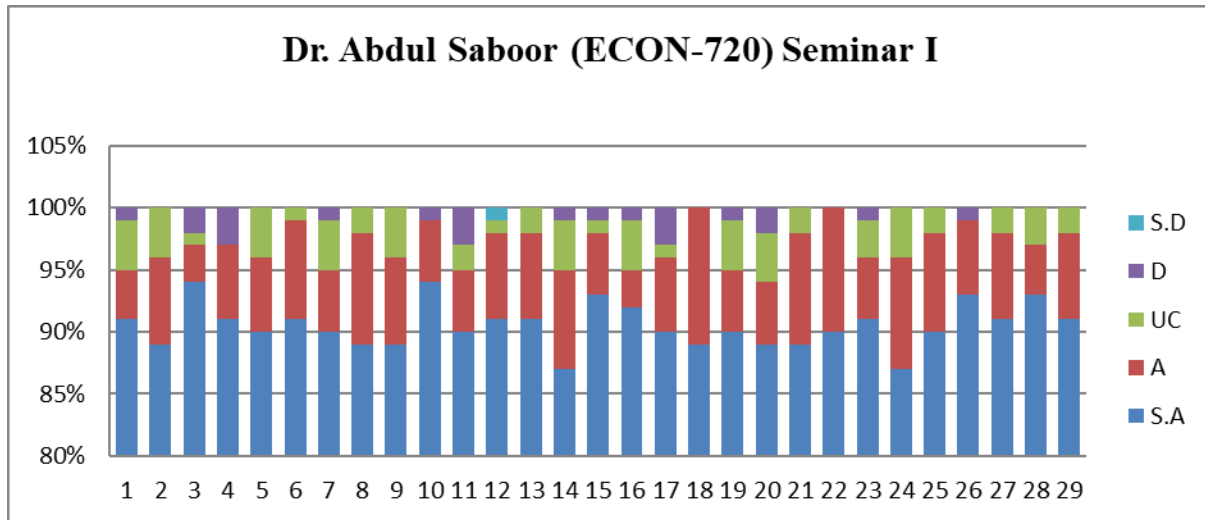
The methodology, objectives, course content and material other than the reference works were very relevant for their understanding and evaluation techniques were appreciated and rising to the norm. The results showed that students were in full confidence and satisfied what they learned and what the teacher 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 (ECON-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, permanent and visiting faculty members involved in teaching having the details given below. Teacher was evaluated by the students through Perfroma-10 for each of the course being taught to them.

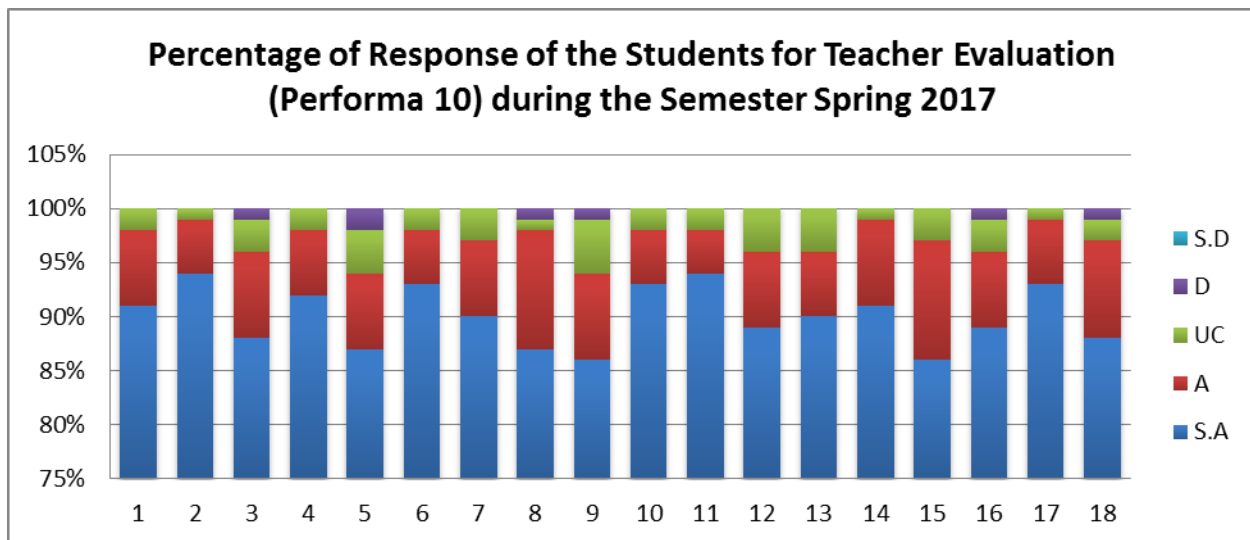
1. Dr. Abdul Qayyum Moshin
2. Dr. Irfan Ahmad
3. Dr. Gulnaz Hameed
4. Dr. Abdul Saboor

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 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%

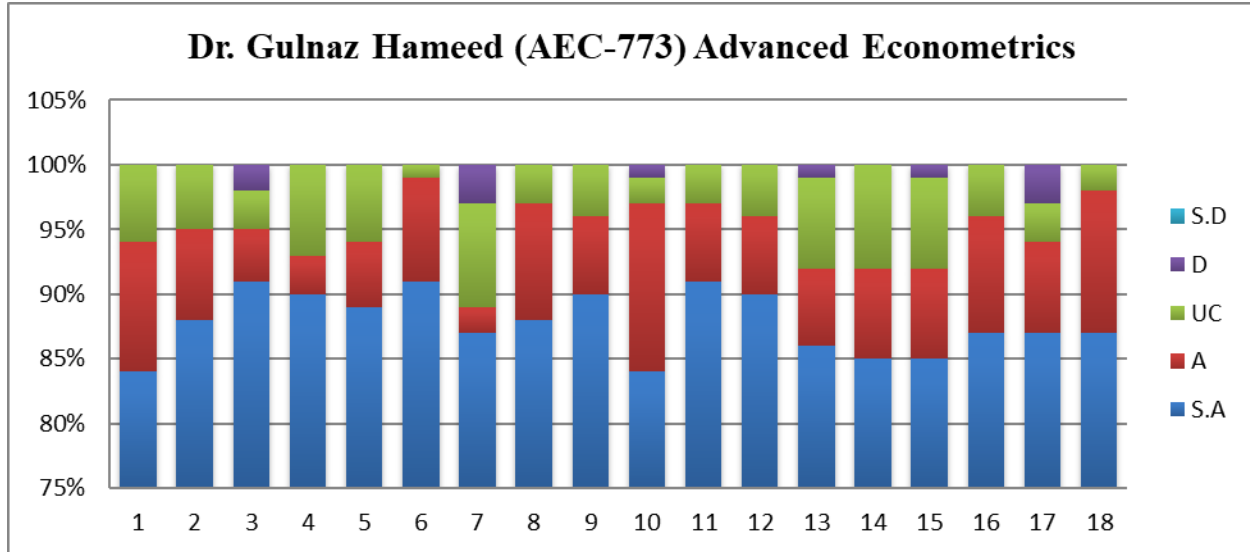
9	The instructor is fair examination	86%	8%	5%	1%	0%
10	The instructor is prepared for each class	94%	5%	1%	0%	0%
11	The instructor leaves on time.	94%	4%	2%	0%	0%
12	The instructor maintains an environment that is conducive to learning.	89%	7%	4%	0%	0%
13	The instructor provides additional material 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.

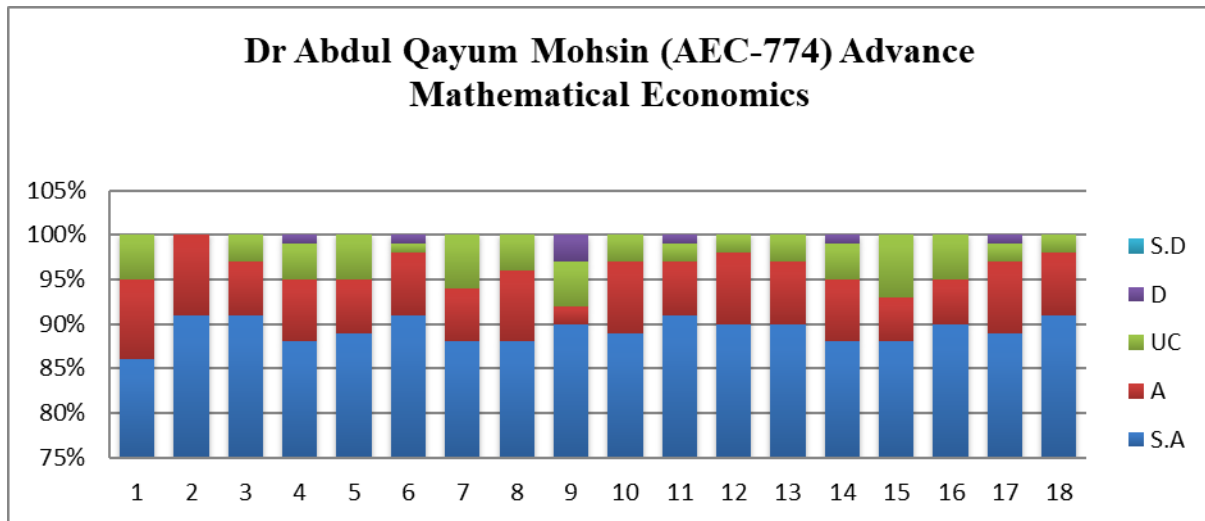
Individual Teacher Evaluation Spring 2017

Dr. Gulnaz Hameed (AEC-773) Advanced Econometrics



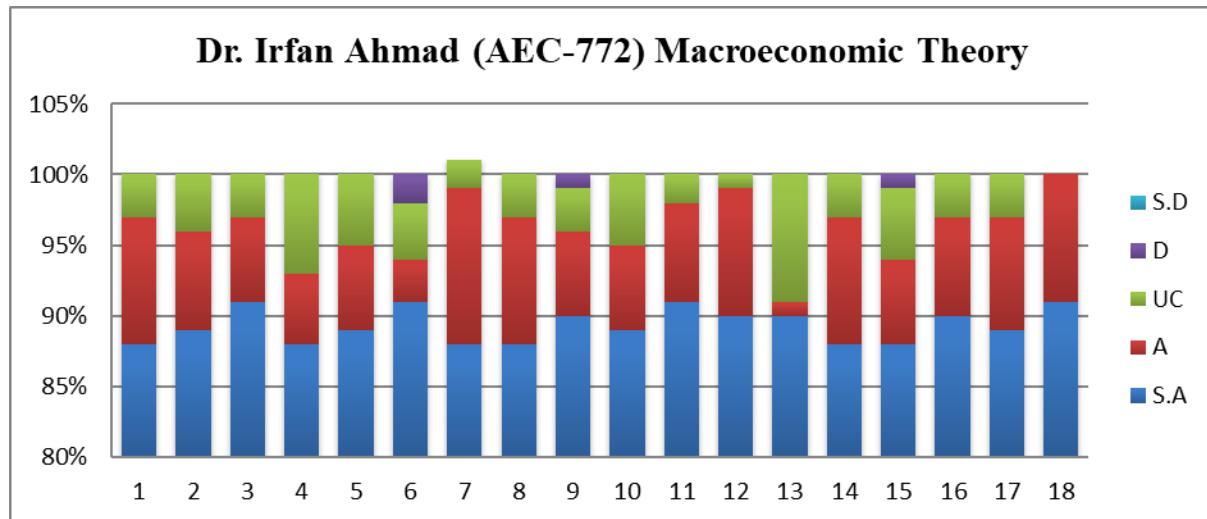
Majority of students showed their satisfaction and agreed with performance statements indicating their level high level of satisfaction. The results here show that more than 85% students were agreed with the declaration in the performance that the instructor appears after complete preparations of the 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



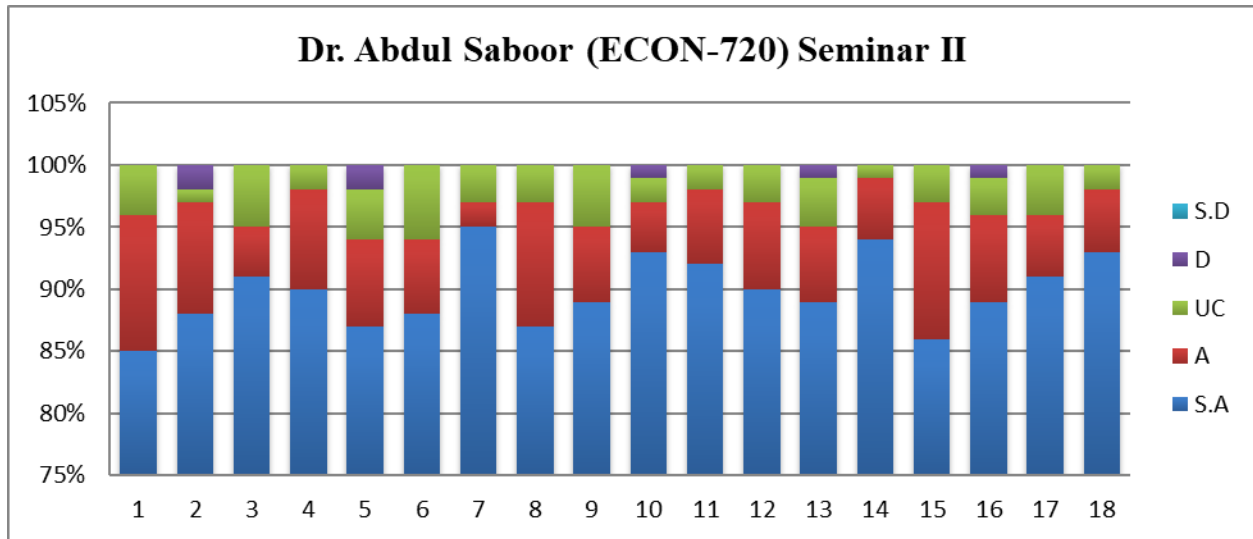
The results here show a mixture of opinions with more than 90% of the student pool showed their agreement with the declaration in the performance that the instructor appears after complete preparations in the class and introduces new ideas and Techniques for empirical assessments during its teachings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

Dr. Irfan Ahmad (AEC-772) Macroeconomic Theory



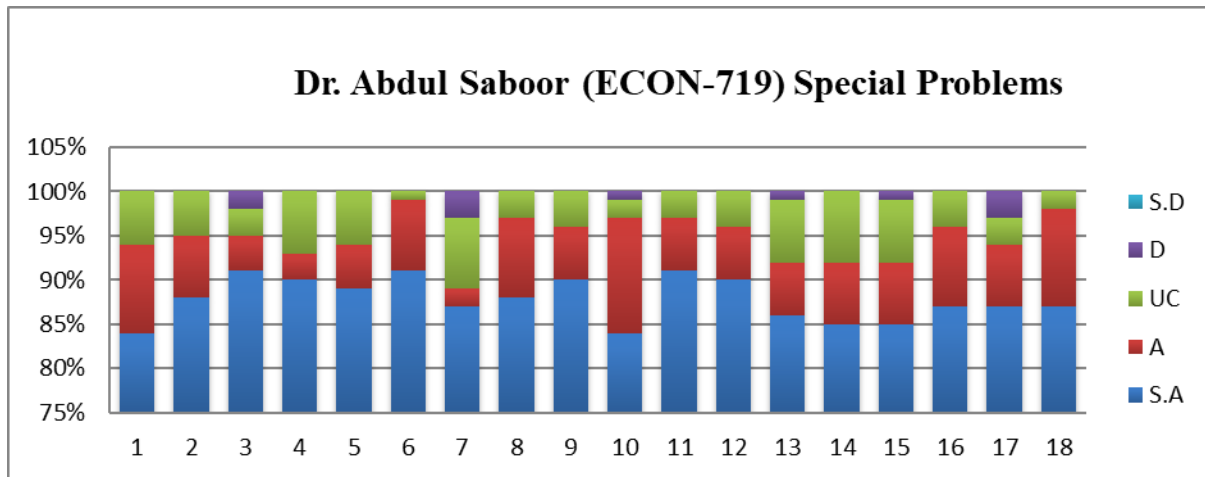
The Results shown by this Graph that more than 85% of the students agreed and satisfied that the instructor throughout the semester took the classes with full preparations and informs about current literature on emerging economic issues. Moreover, the instructor also focused on in-class brainstorming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

Dr. Abdul Saboor (ECON-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 (ECON-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.

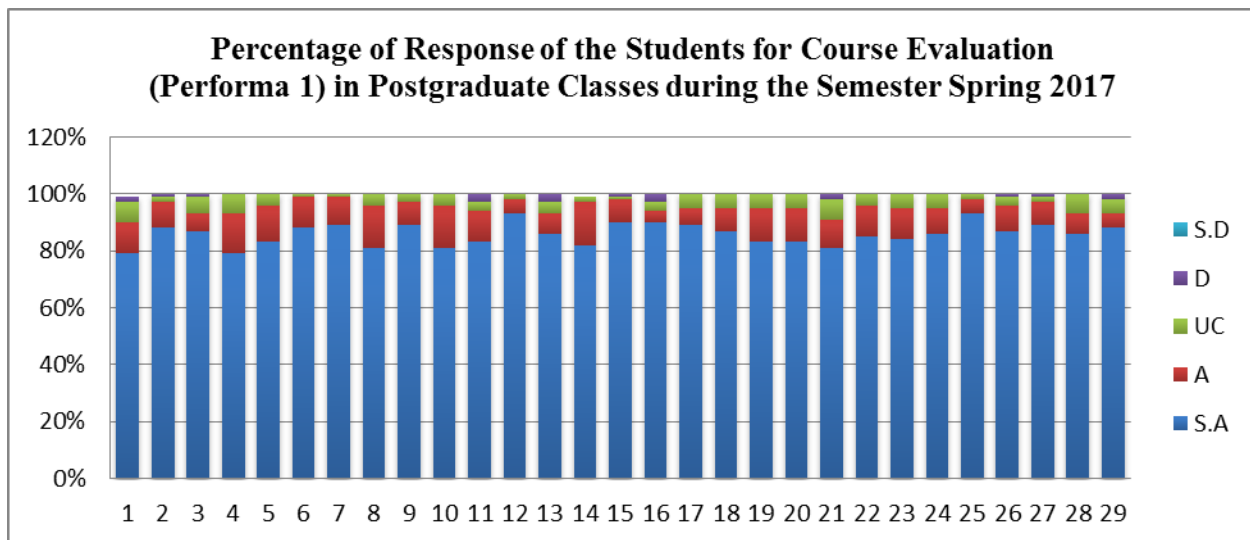
Performa-1: Course Evaluation

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 Economics class are as under:

Table: 6 Percentage of Response of the Students for Course Evaluation (Performa 1) in PhD 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%

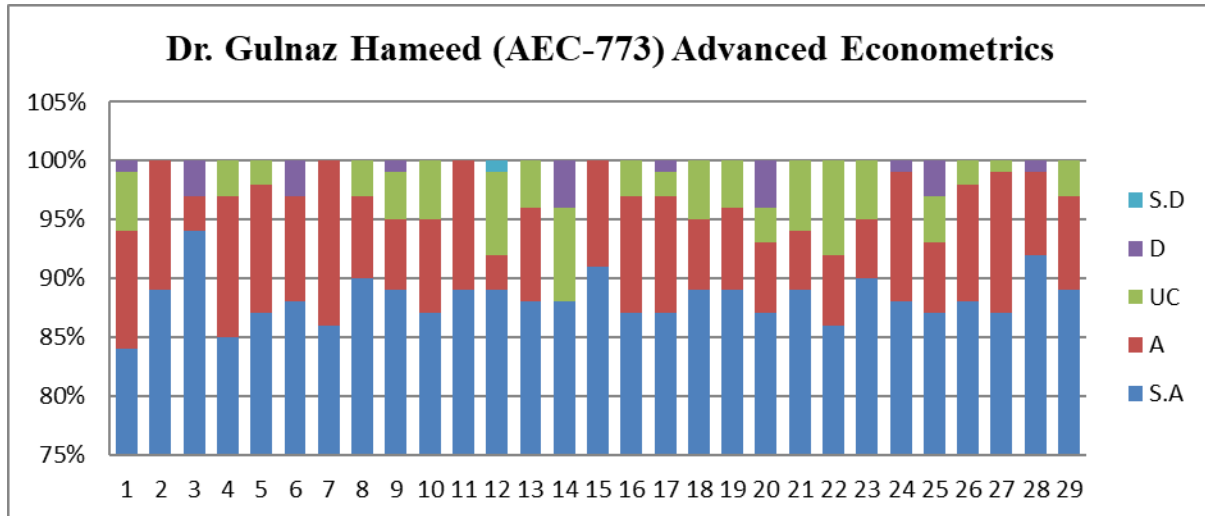
16	The course objectives were clear.	90%	4%	3%	3%	0%
17	The course stimulated my interest and though on the subject area	89%	6%	5%	0%	0%
18	The course was well organized (e.g. timely) access to materials notification of changes, etc.)	87%	8%	5%	0%	0%
19	The course workload was manageable	83%	12%	5%	0%	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.

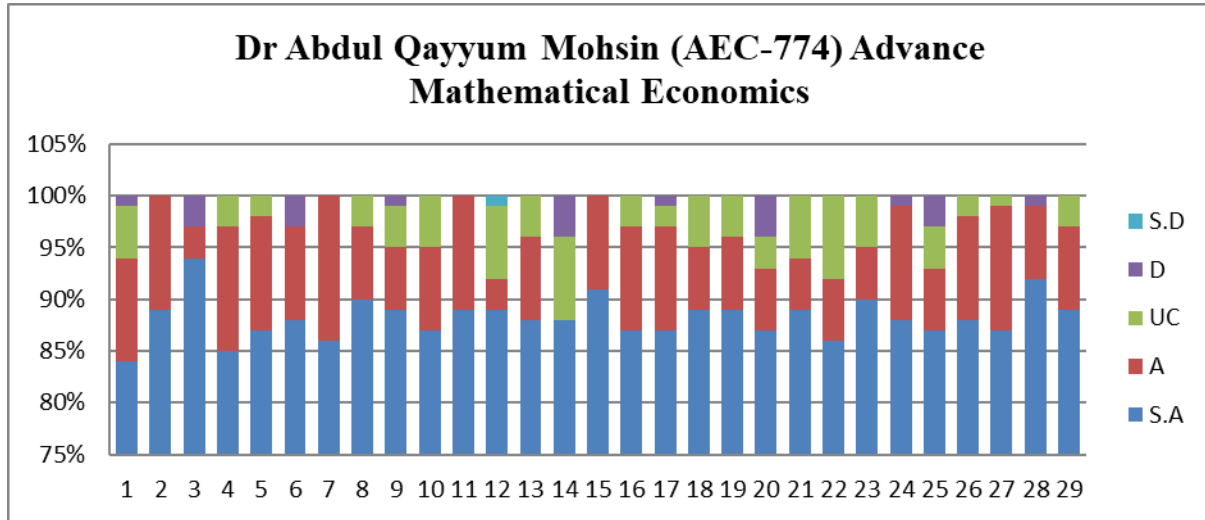
Individual Course Evaluation Spring 2017

Dr. Gulnaz Hameed (AEC-773) Advanced Econometrics



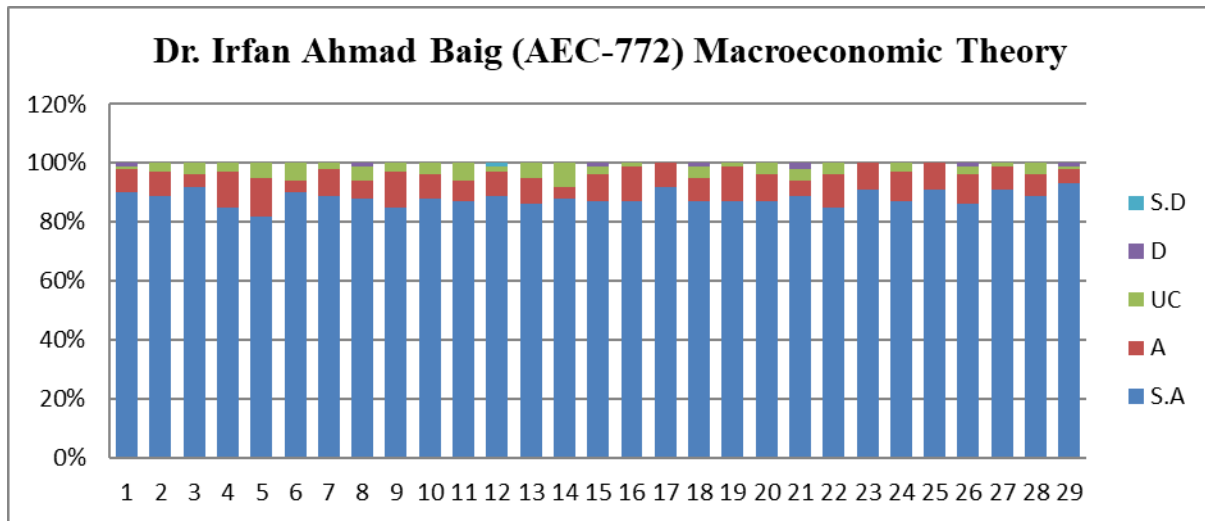
In results showed that students were in full confidence what they learned and what the teacher was delivered. The methodology, objectives, course content and material other than the reference works were very relevant for their understanding and evaluation techniques were appreciated.

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



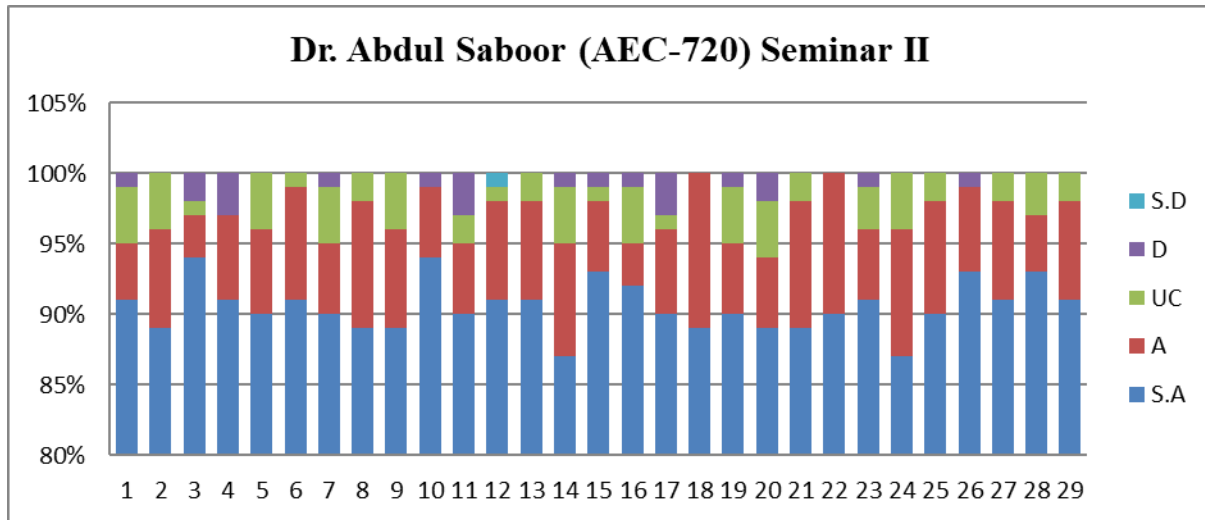
The results here show a combined mix with a most opinion of more than 90% students showed their agreement with the declaration within the performance that the instructor seems when full preparations within the class and introduces techniques and new ideas within the Empirical evaluations throughout their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

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



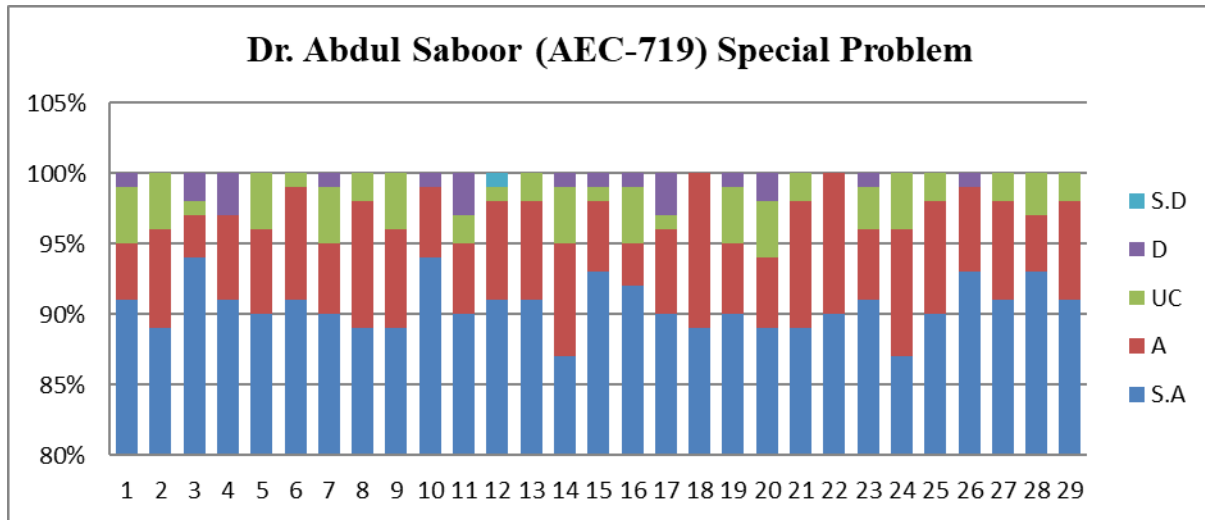
The results of the course assessment had shown that the teacher attempts to cover the objectives of the course and to transmit the heart of the subject with the cleared mission and additional accessories have been provided to make the ideas clearer and more understandable.

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, Ph.D. Economics class was pursuing their degree programs while permanent and visiting faculty members involved in teaching various courses to this class are detailed below. Evaluation by the students of the teachers, through Perfroma-10 for the course being taught is presented afterwards.

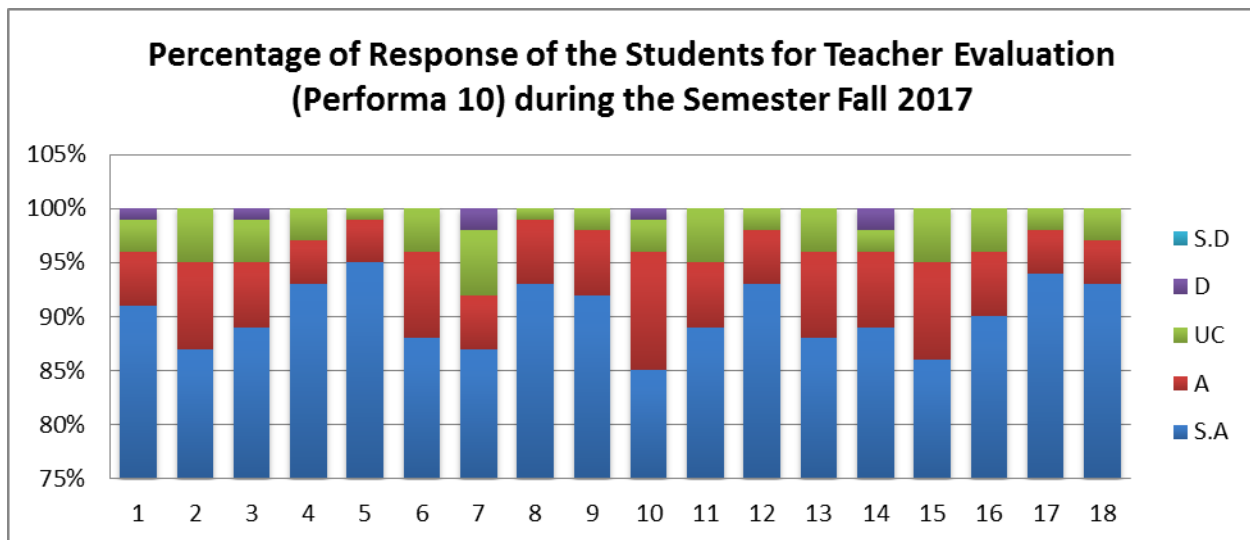
1. Prof. Dr. Abdul Saboor
2. Dr. Gulnaz Hameed
3. Dr. Abdul Qayyum Mohsin

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 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%

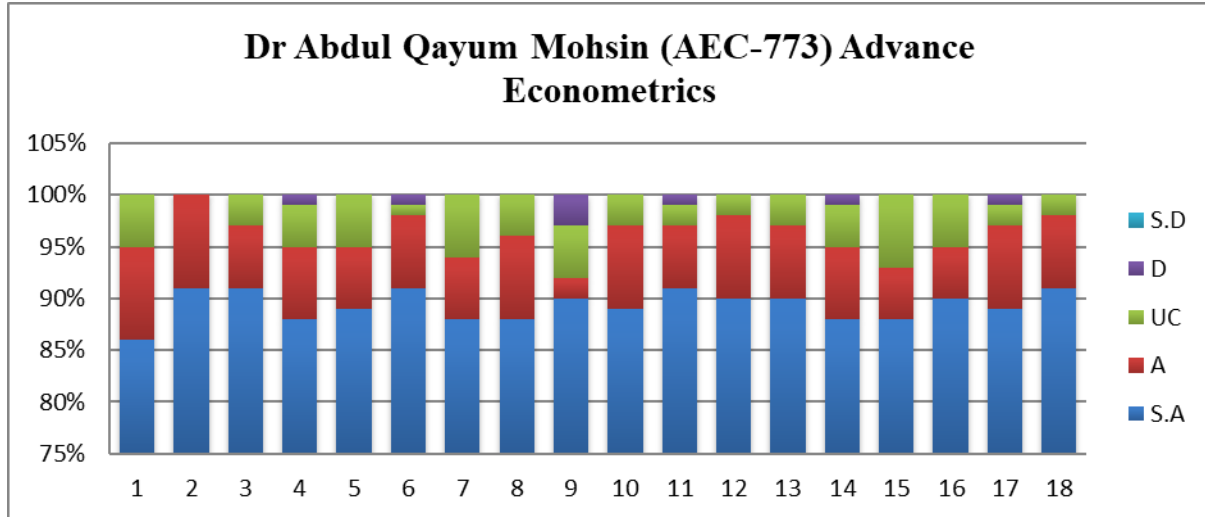
10	The instructor is prepared for each class	85%	11%	3%	1%	0%
11	The instructor leaves on time.	88%	7%	5%	0%	0%
12	The instructor maintains an environment that is conducive to learning.	93%	5%	2%	0%	0%
13	The instructor provides additional material apart from the textbook	88%	8%	4%	0%	0%
14	The instructor 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.

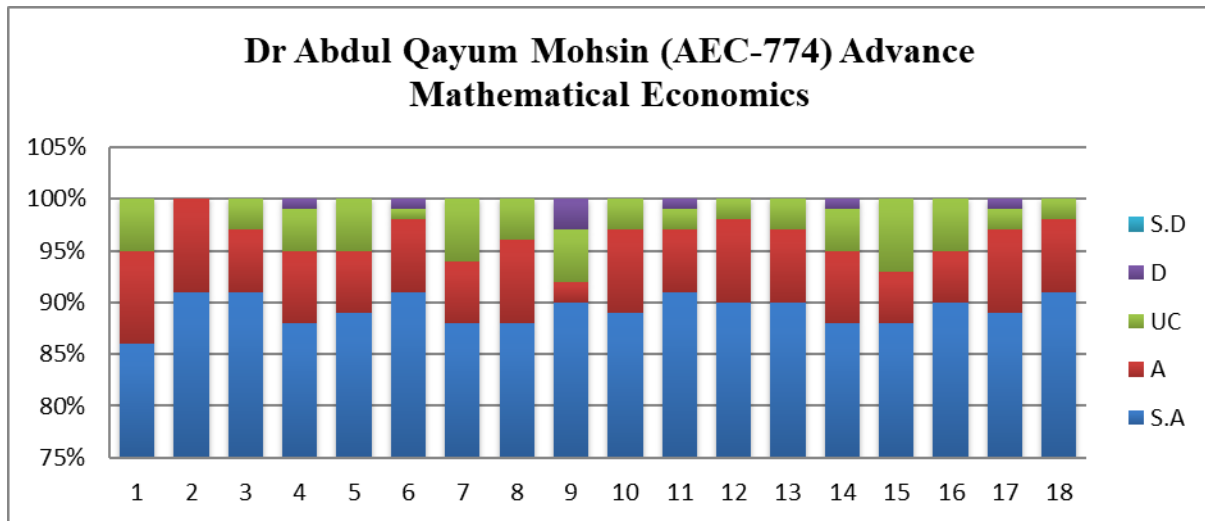
Individual Teacher Evaluation Fall 2017

Dr Abdul Qayum Mohsin (AEC-773) Advance Econometrics



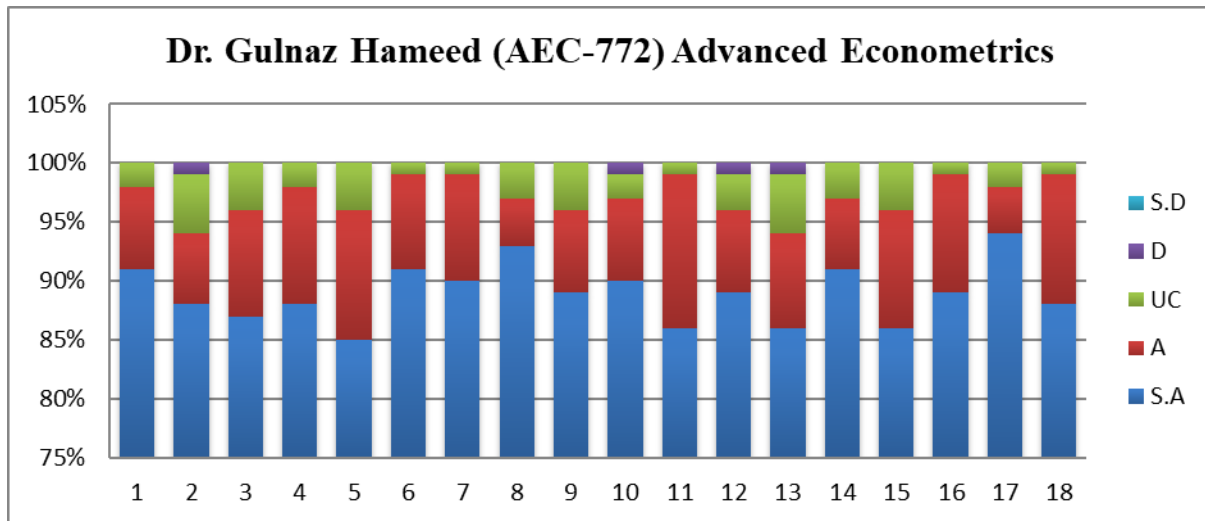
The results here show a mixed combination with a maximum opinion of more than 90% of the student showed their agreement with the assertion in overall performance that the instructor appears after complete preparations in the class and introduces new techniques and ideas in empirical assessments at some 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



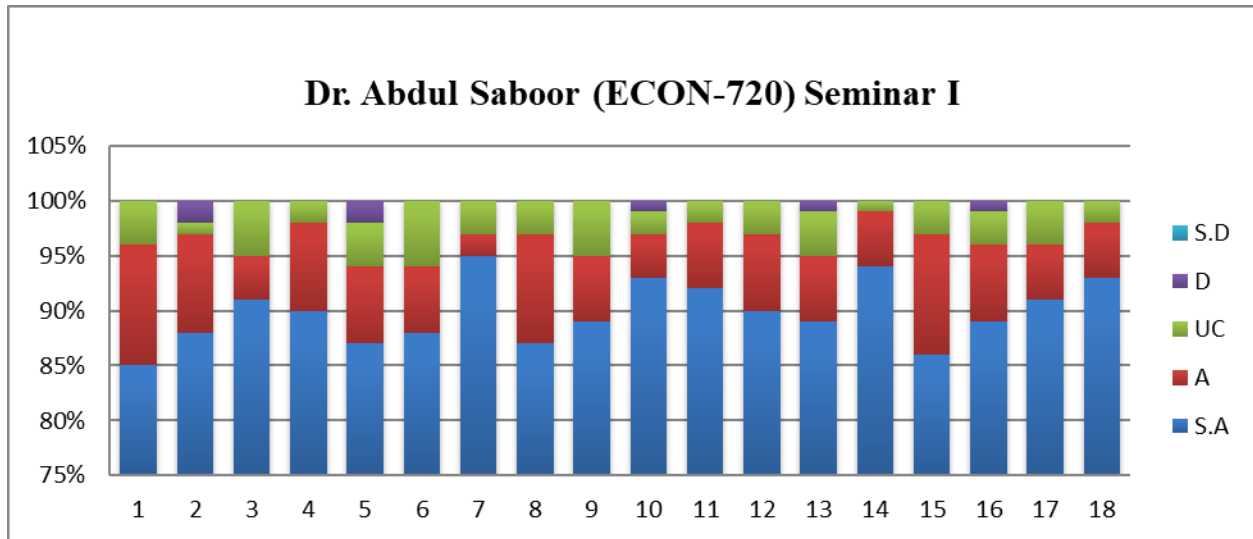
The results here show a mixed blend with a maximum opinion of more than 85% students confirmed their agreement with the declaration in the performance that the instructor appears after Complete Preparation of the class and introduces new thoughts and techniques in empirical assessments during his teachings 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 (ECON-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.

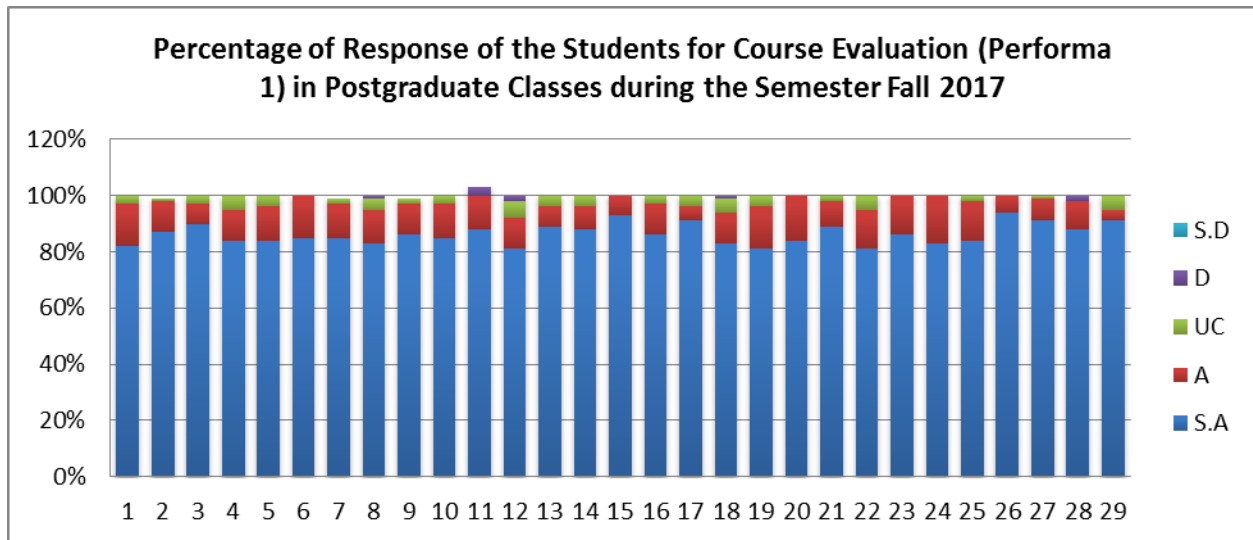
Performa-1 Course Evaluation

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 Economics class are as under:

Table: 8 Percentage of Response of the Students for Course Evaluation (Performa 1) in PhD 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%

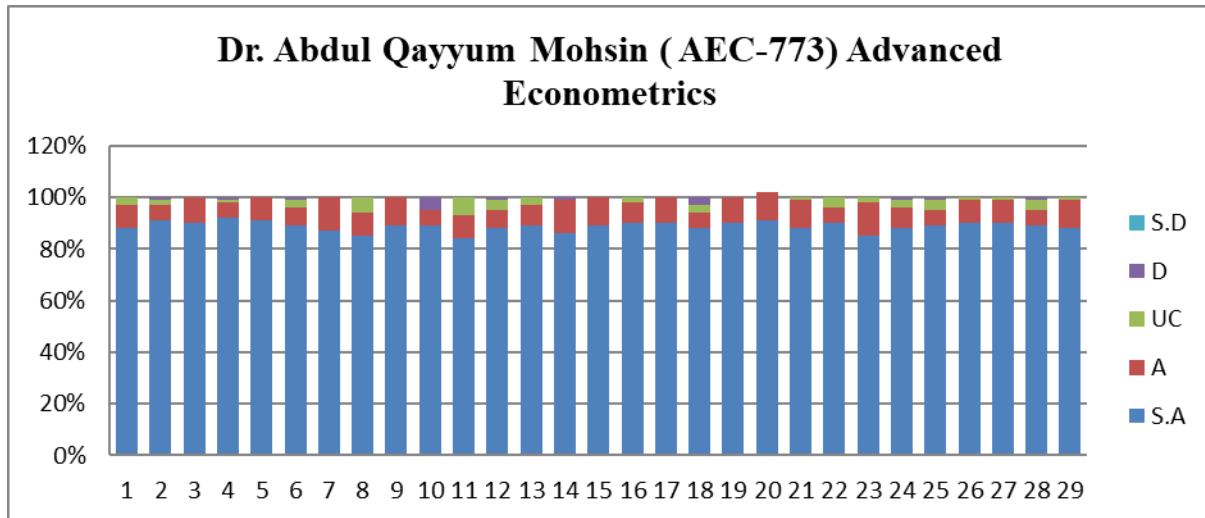
16	The course objectives were clear.	86%	11%	3%	0%	0%
17	The course stimulated my interest and though on the subject area	91%	5%	4%	0%	0%
18	The course was well organized (e.g., timely) access to materials notification of changes, etc.)	83%	11%	5%	1%	0%
19	The course workload was manageable	81%	15%	4%	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.

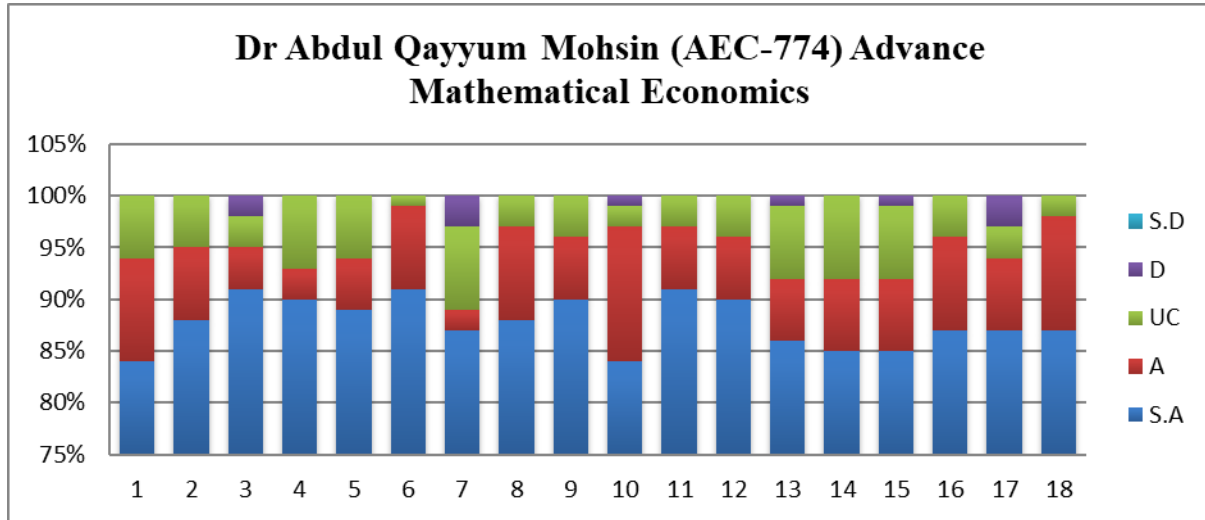
Individual Course Evaluation Fall 2017

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



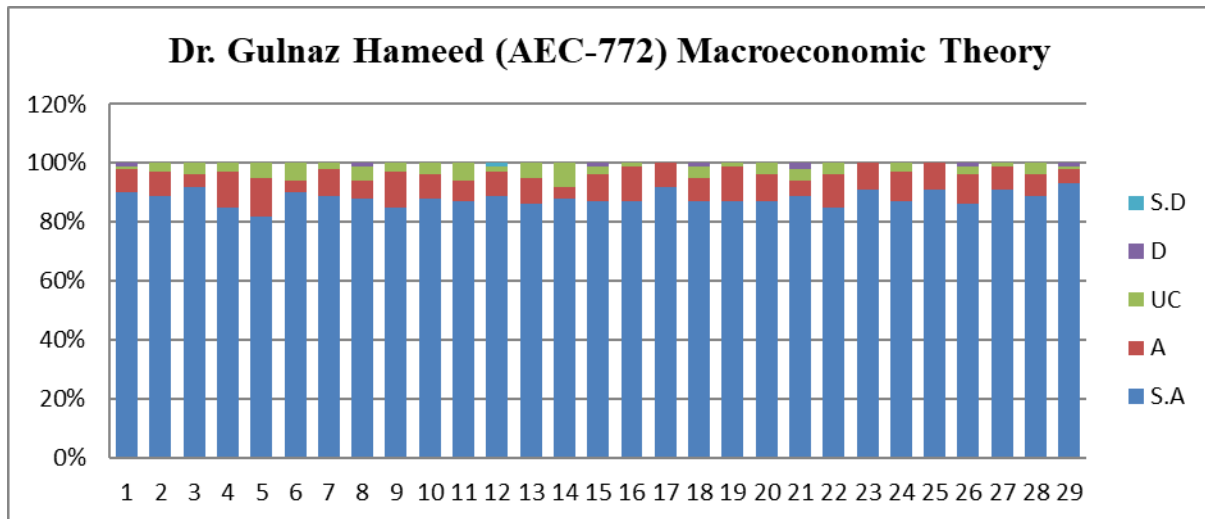
The results shown of the course assessment that the teacher attempts to cover the objectives of the course and to transmit the heart of the subject with the missions and additional accessories of the class on all students were clear on their course. Besides, the results show that above 80% of the students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

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



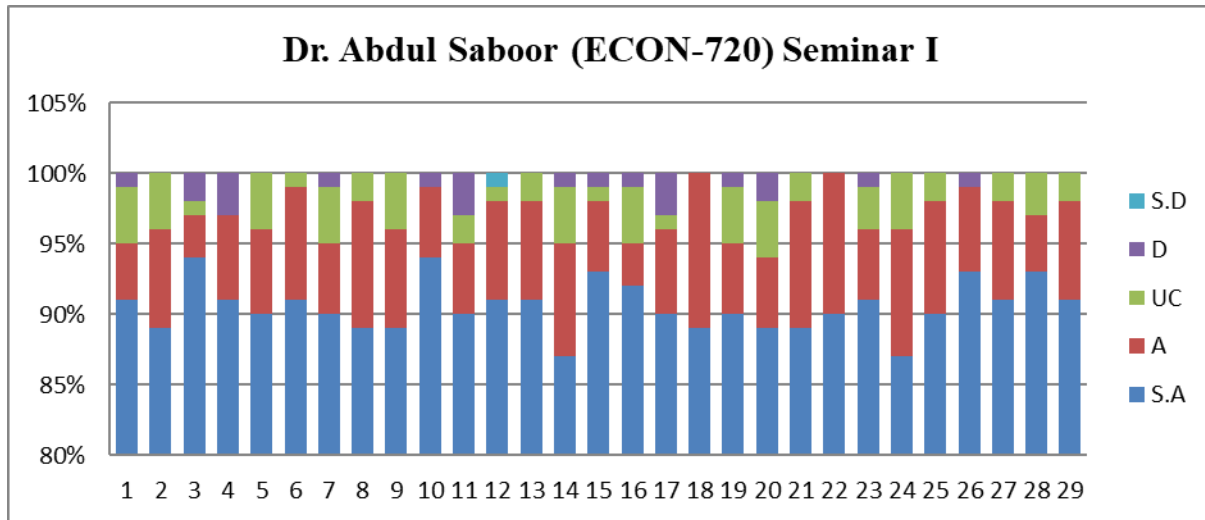
Results shows that overall course was clear and understandable. This graph shows result that student around 80% have been agreed upon with course objectives to certain mission, evaluation and teaching methodology were consistent with examples and additional equipment for the lectures.

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 (ECON-720) Seminar I



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

Spring Semester 2018

During the Spring semester 2018, permanent and visiting faculty members involved in teaching these courses to the class are listed below. Evaluation by the students of the teacher, through Performa-10 for the course being taught is also presented afterwards.

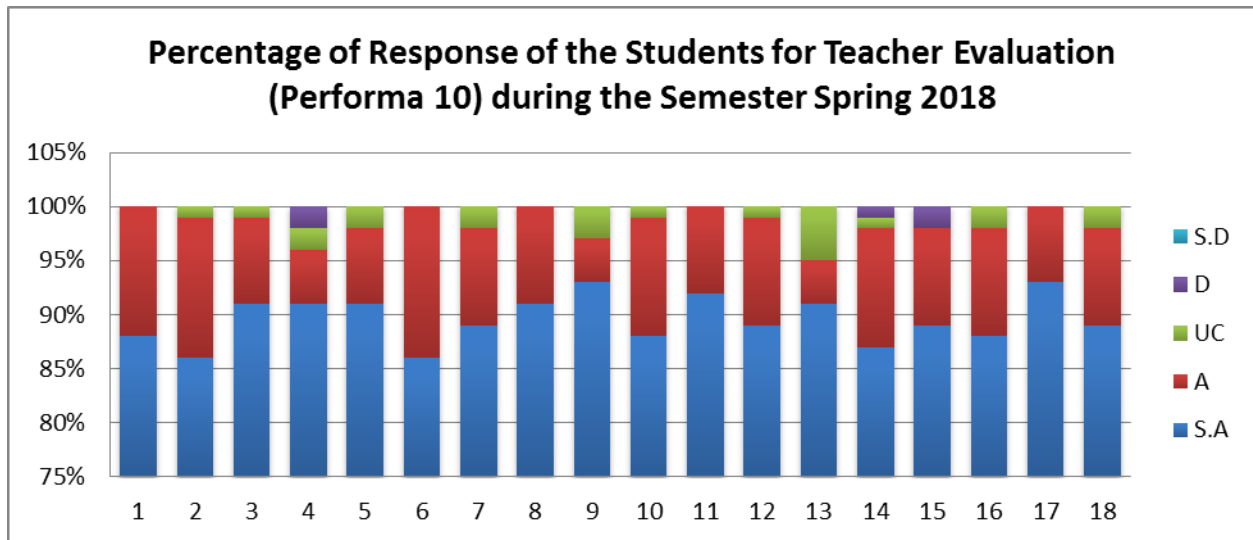
1. Dr. Abdul Saboor
2. Dr. Gulnaz Hameed
3. Dr. Abdul Qayyum Mohsin

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 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%

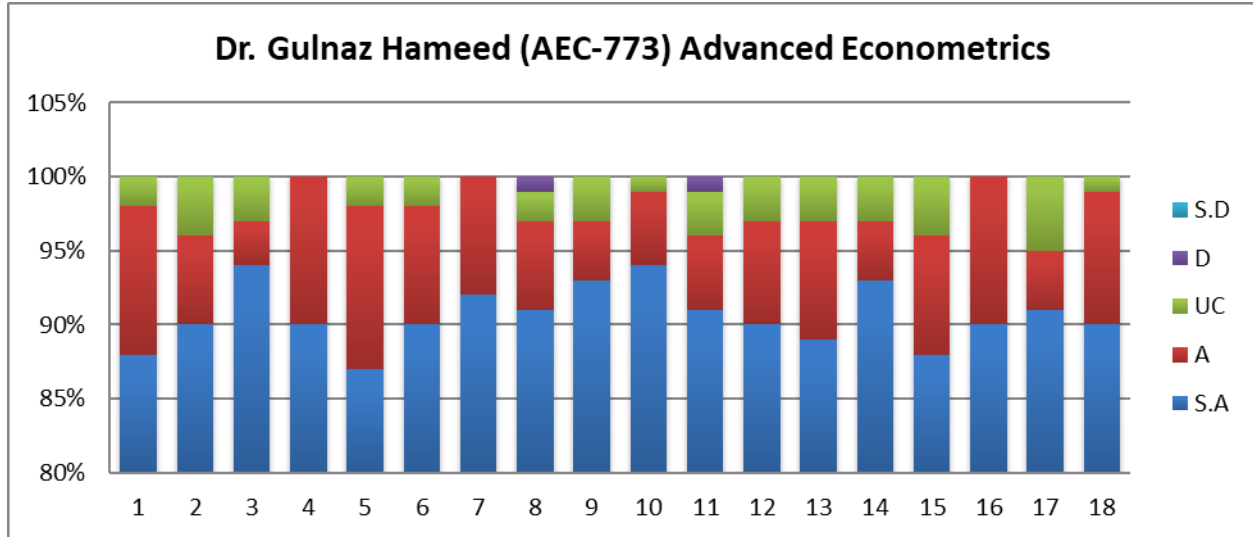
11	The instructor leaves on time.	92%	8%	0%	0%	0%
12	The instructor maintains an environment that is conducive to learning.	89%	10%	1%	0%	0%
13	The instructor provides additional material apart from the textbook	91%	4%	5%	0%	0%
14	The instructor returns the graded scripts etc. in a reasonable amount 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.

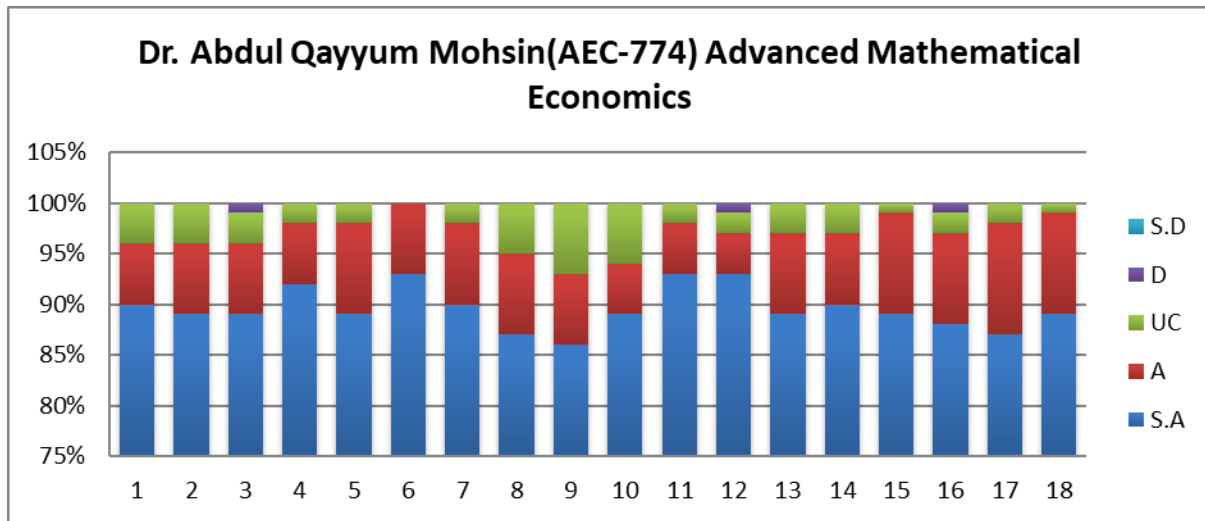
Individual Teacher Evaluation Spring 2018

Dr. Gulnaz Hameed (AEC-773) Advanced Econometrics



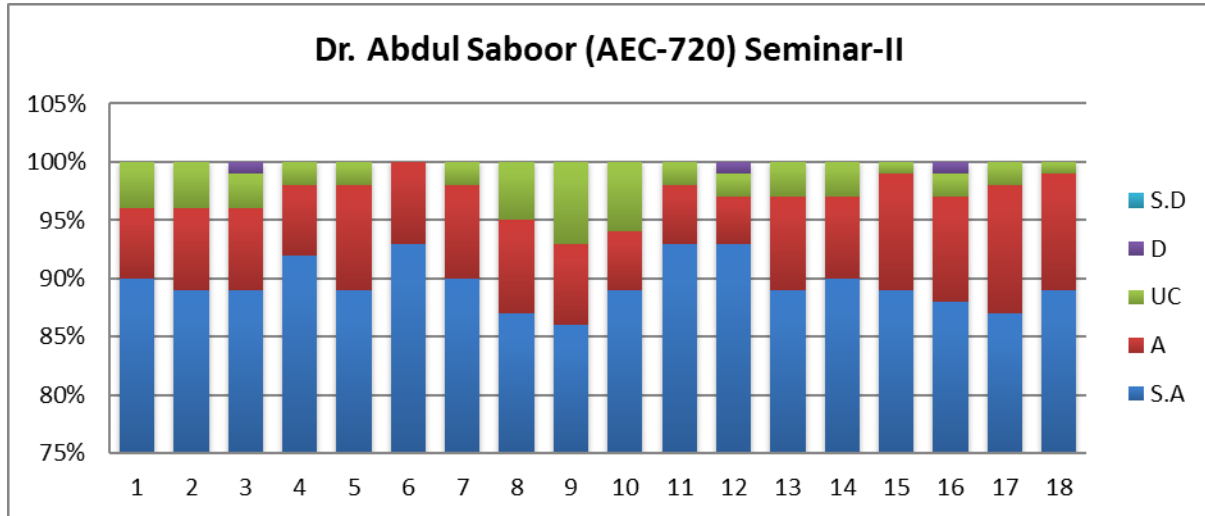
This graph shows result that student around 80% have been agreed upon with course goals to certain mission, assessment and teaching methodology were reliable with examples and additional equipment for the lectures. Moreover, results shows that overall course was clear and understandable.

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



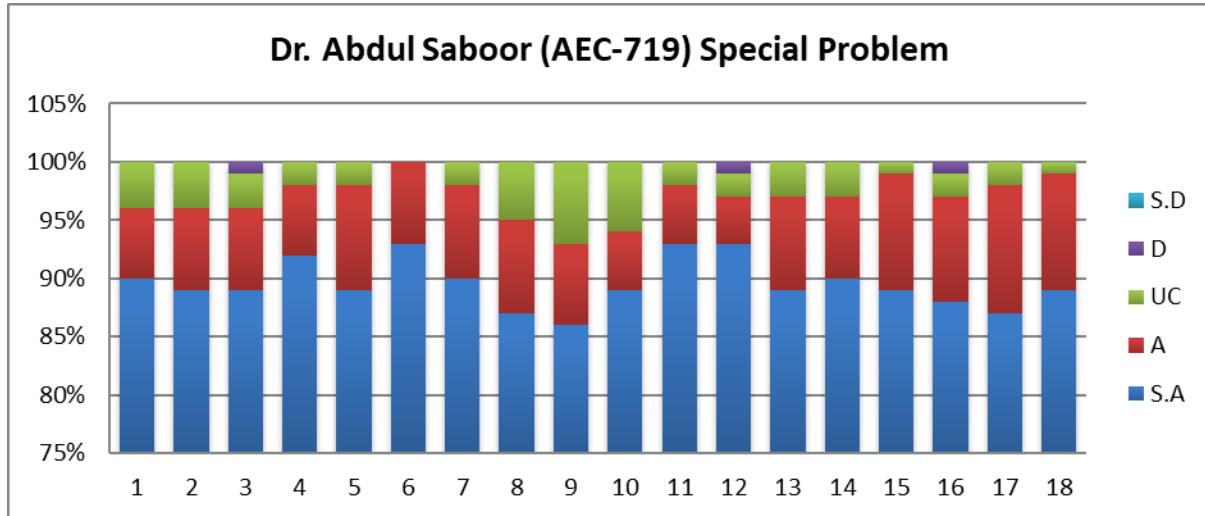
The results show that around 90% of the students were strongly agreed with the instructor's classroom performance. Moreover, the results shown of the course assessment that the teacher attempts to cover the objectives of the course and to transmit the heart of the subject with the missions and additional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

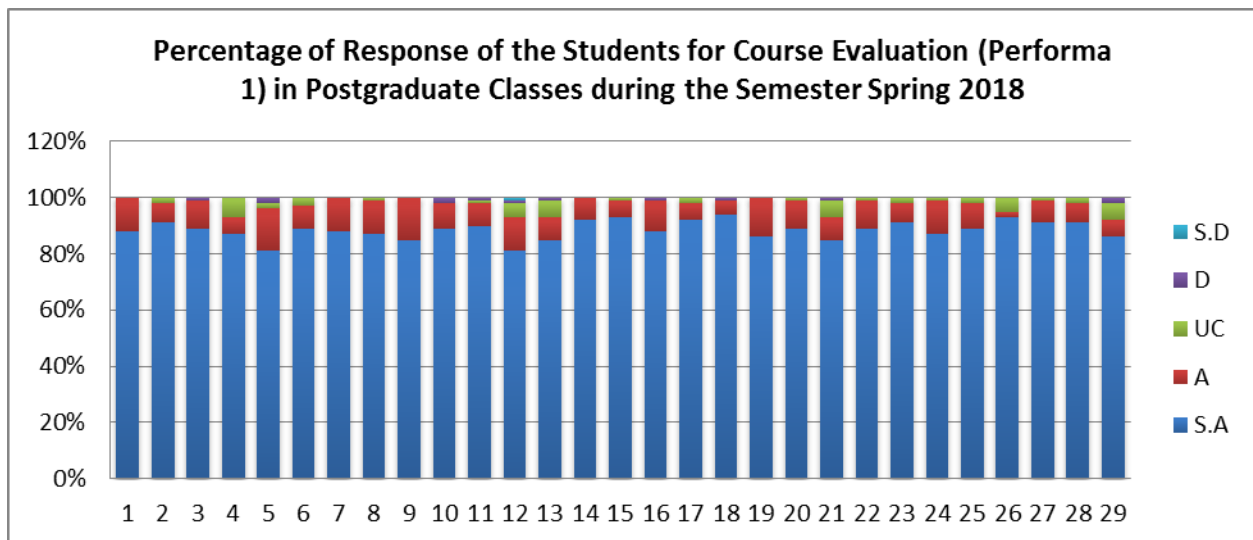
Performa-1 Course Evaluation

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 Economics class are as under:

Table: 10 Percentage of Response of the Students for Course Evaluation (Performa 1) in PhD 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%

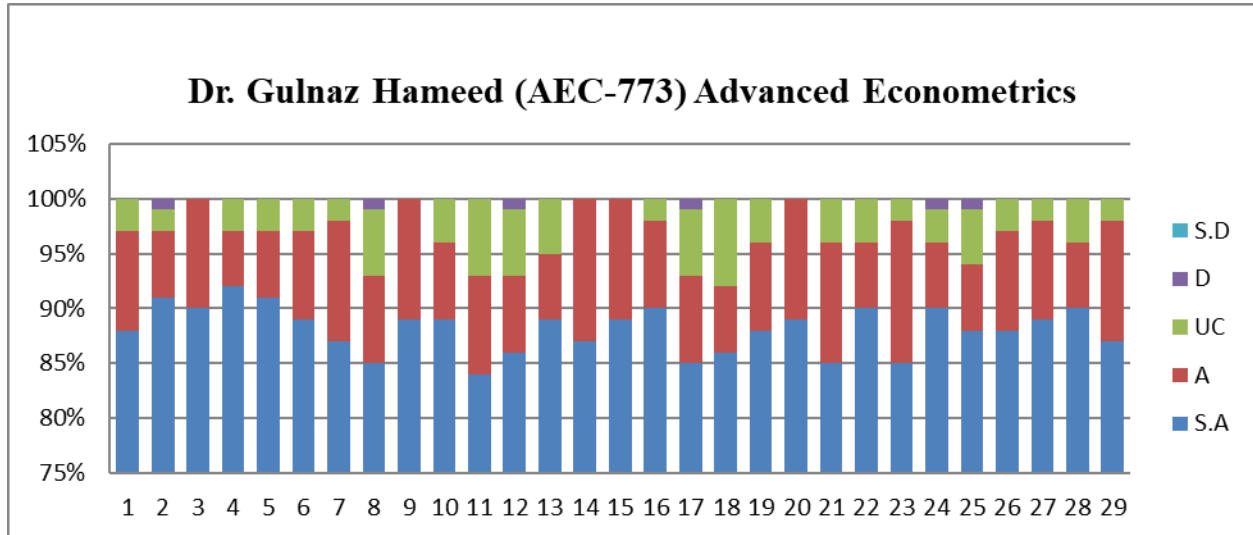
17	The course stimulated my interest and though on the subject area	92%	6%	2%	0%	0%
18	The course was well organized (e.g. timely access to materials notification of changes, etc.)	94%	5%	0%	1%	0%
19	The course workload was manageable	85%	14%	1%	0%	0%
20	The demonstrators dealt effectively with my problems.	88%	10%	2%	0%	0%
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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.

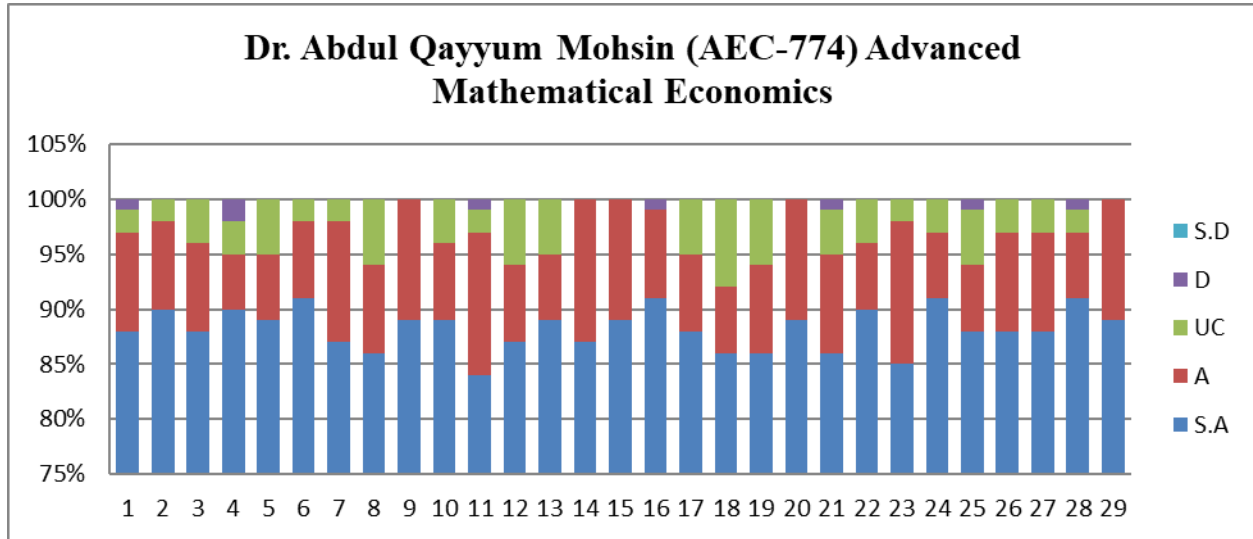
Individual Course Evaluation Spring 2018

Dr. Gulnaz Hameed (AEC-773) Advanced Econometrics



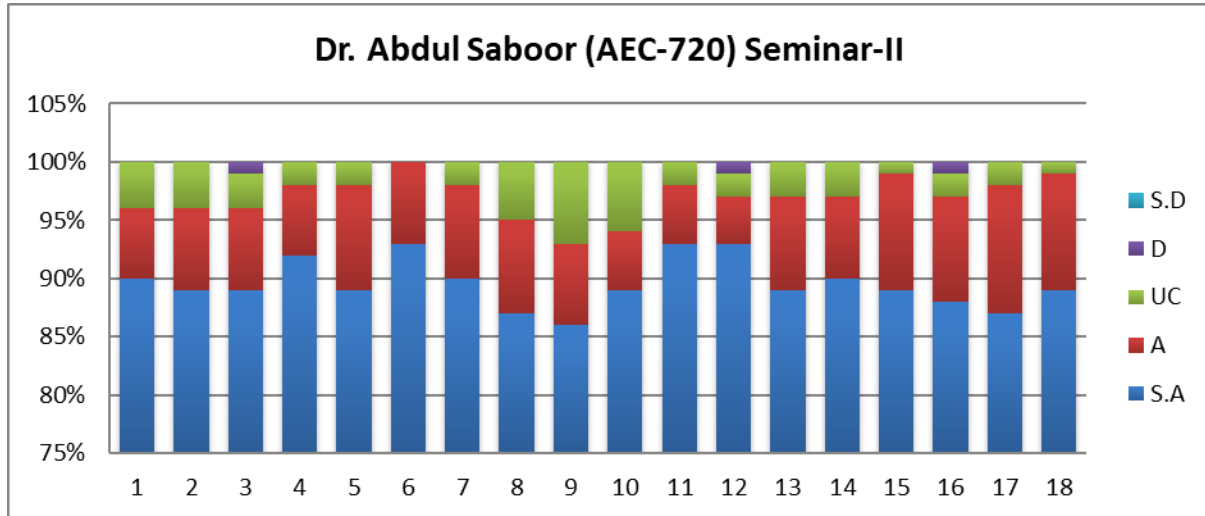
The results shown that above 80% of the students were strongly agreed with the instructor's classroom performance. Besides, results show of the course assessment that the teacher attempts to cover the objectives of the course and to transmit the heart of the subject with the missions and additional accessories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

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



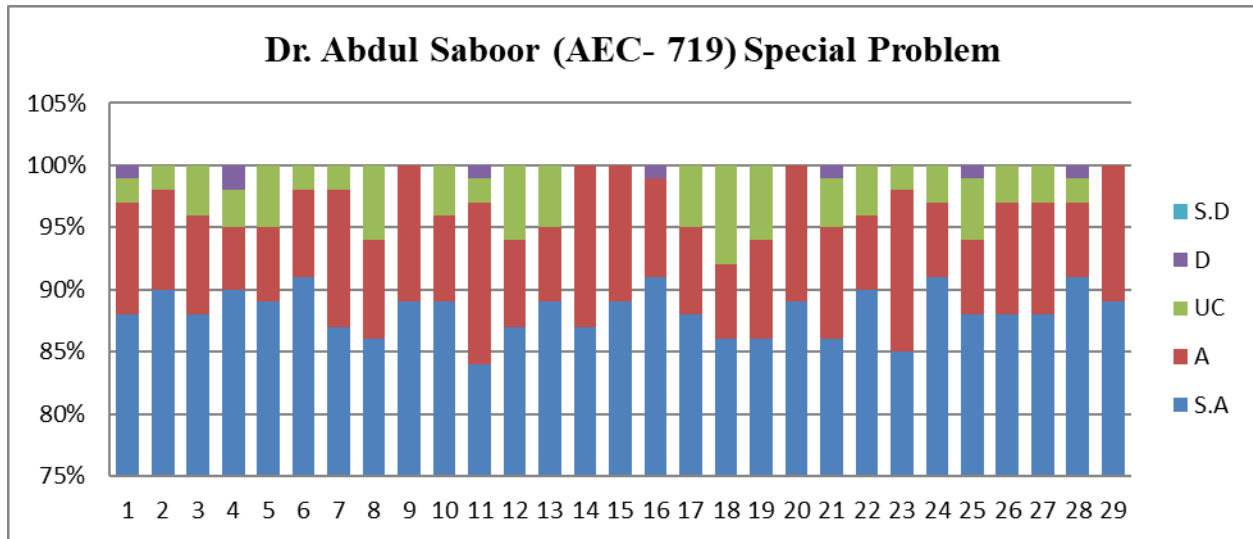
The results showed that students were in full confidence what they learned and what the teacher was delivered. The overall course material was very relevant for their understanding and evaluation techniques were appreciated.

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

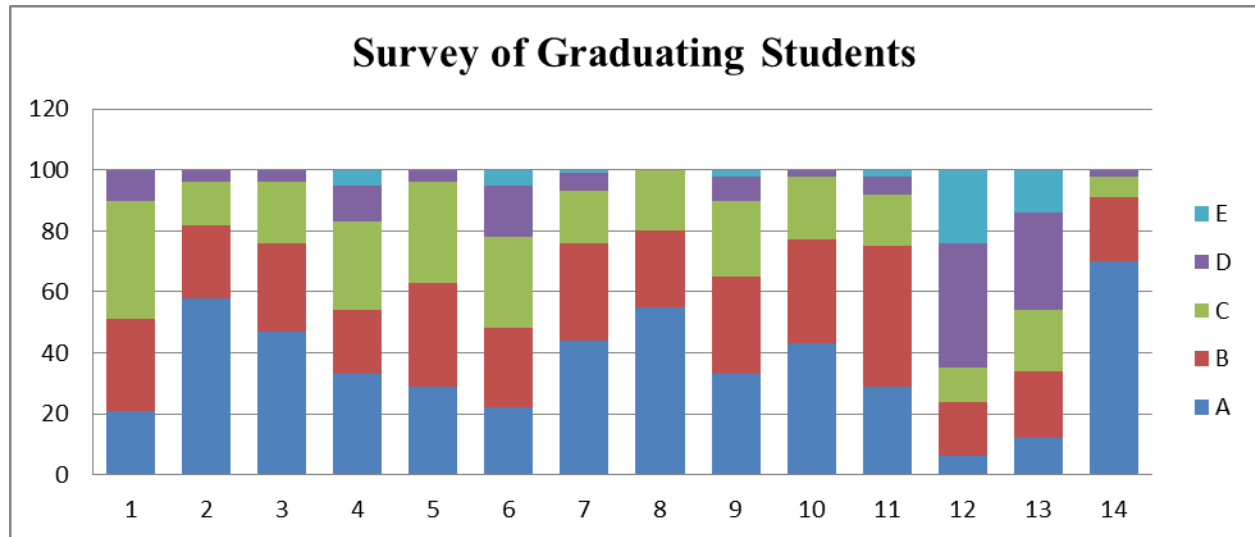
Graduated students of department were surveyed to get data about the effectiveness of the program. According to survey 55 percent students were very satisfied while 30 percent students are satisfied with the effectiveness of the program for enhancing working abilities. Similarly, 49 percent are satisfied 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.

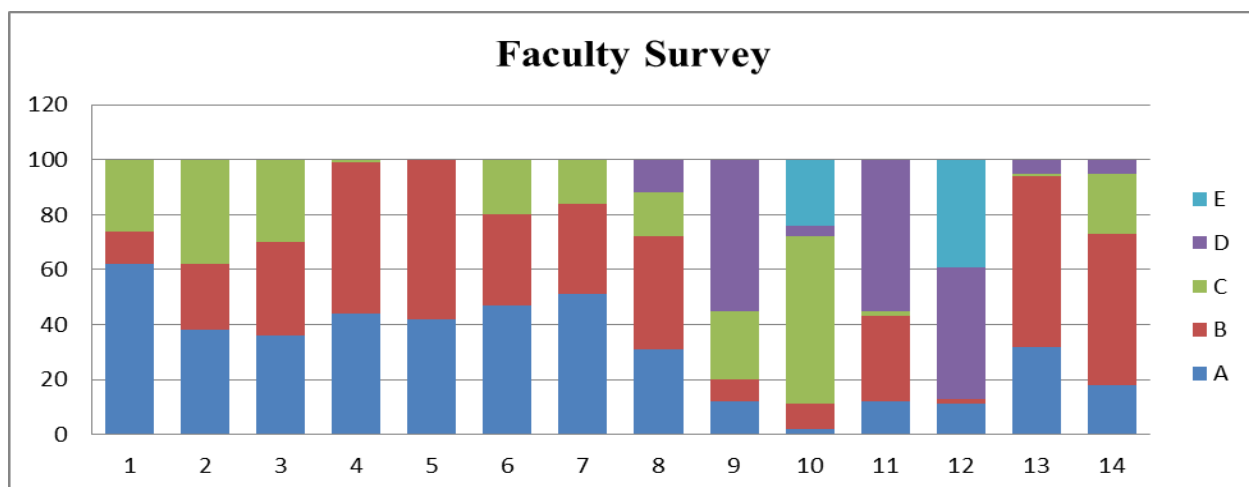
Performa No. 5: Results of Faculty Survey

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.

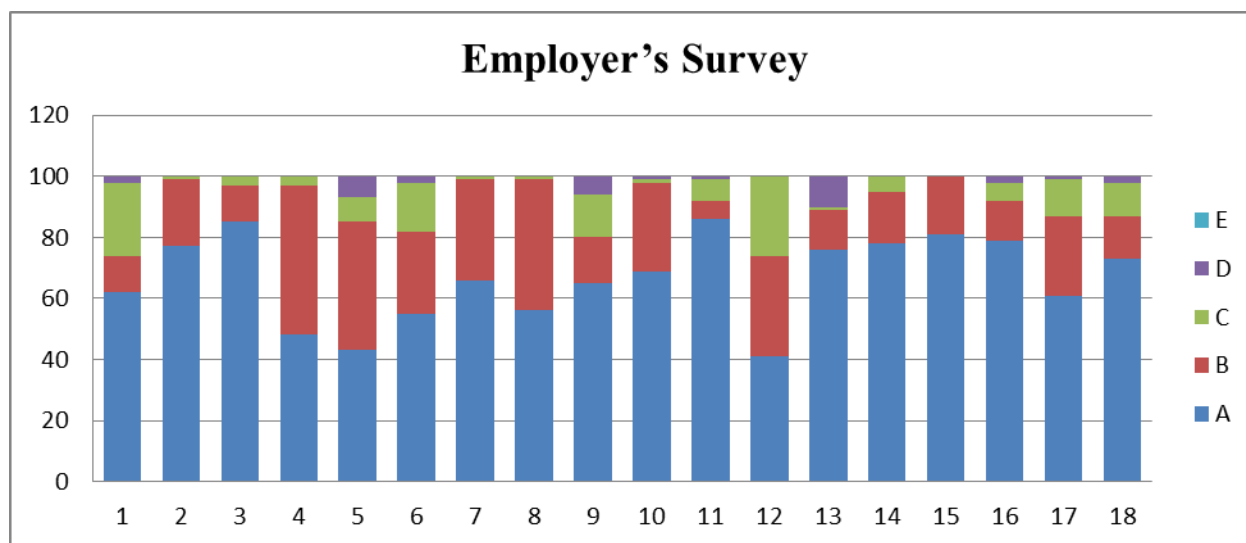
Performa No. 8: Employer's Survey

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

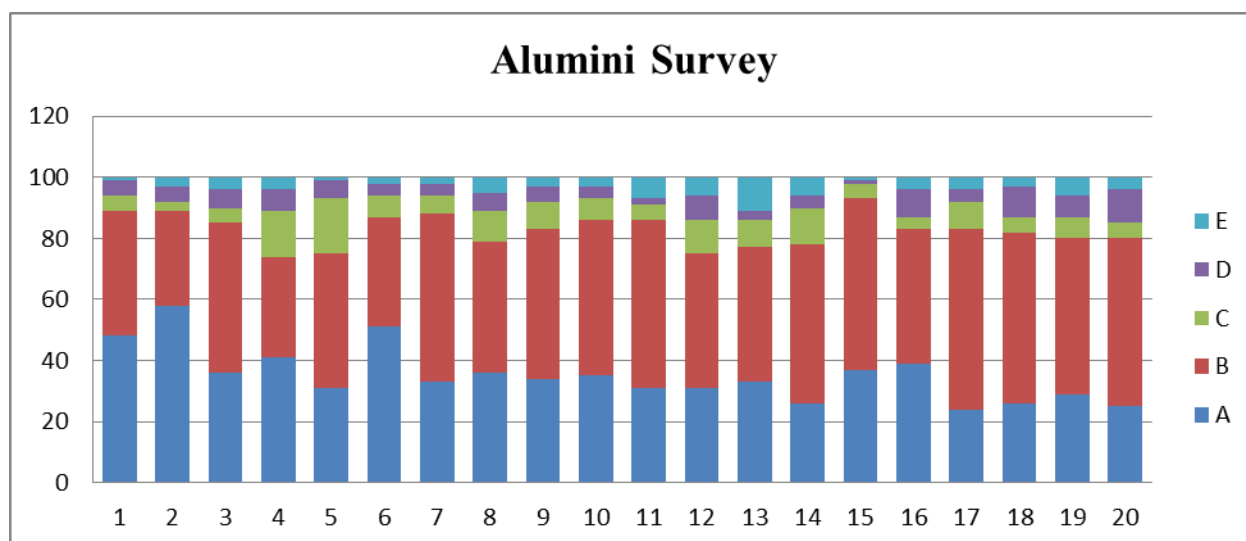
Feedback of students graduated during 2016 and 2017 was acquired through Proforma-7. Majority of the Alumni have rated the knowledge imparted by the department and career opportunities as excellent. Communication skills, interpersonal skills and management/ leadership skills have also been rated high, 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 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 degree program for the students who did 3 Years program and maximum 5 Years Program.

PhD Economics

PhD degree program in the disciplines of 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 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 Economics

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

Table: 09 Courses (PhD Economics)

Scheme of Studies for PhD 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)
ECON-719	Special Problem	1(0-2)
ECON- 720	Seminar -I	1(1-0)
ECON-720	Seminar -II	1(1-0)
ECON-799	Research Thesis	50(0-100)
Minor Courses		
STAT-722	Mathematical Statistics	3(3-0)

Outline of Courses for PhD 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, Cobb-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
- Griffiths 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

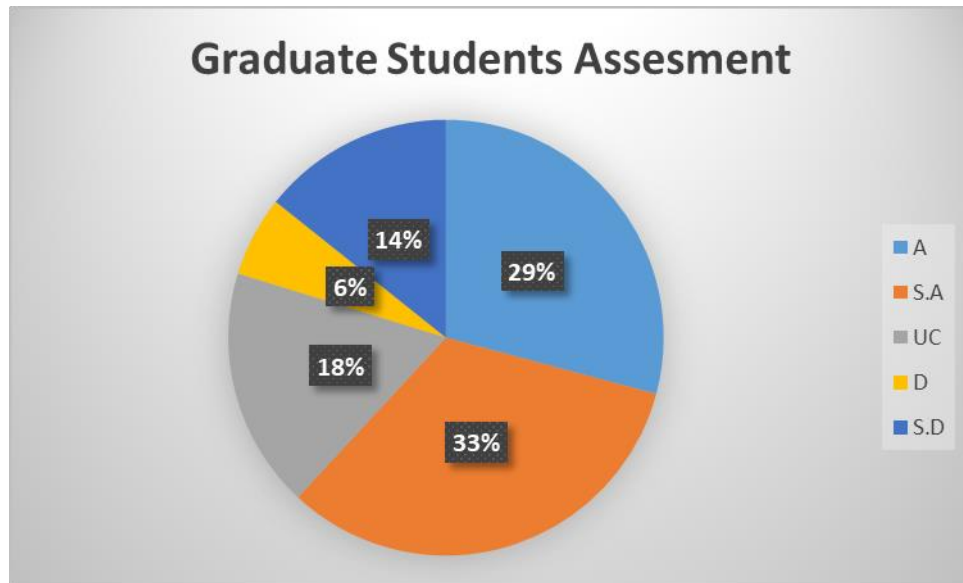
Basic of mathematical programming, Economic Applications of Differential Calculus, Analysis of Utility, Demand, Production, Cost and Supply functions, Lagrange function, Profit maximization and cost minimization under perfect competition and monopoly, Maximizing excise tax revenue in monopolistic competitive 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.

2.1: Assessment of the Curriculum of PhD 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%

2.1: Assessment of the Curriculum of PhD 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.

ECON 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.

ECON-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 Agriculture 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 Ph.D. Economics is 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	<ul style="list-style-type: none">• Development Economics• Agriculture Policy and Trade• Agriculture Development Economics• WTO regime and the Developing Economies	2	2
Environmental and Resource Economics	<ul style="list-style-type: none">• Environment Economics• Natural Resource Economics• Farm Planning & Business Management• Labour Economics• Land and Water Economics	3	1
Quantitative	<ul style="list-style-type: none">• Econometrics• Applied Econometrics	2	2

Economics	<ul style="list-style-type: none"> • Mathematical Economics • Econometrics Techniques for Economist • Selected topics in economics • Forecasting and business analysis • Managerial economics • Project planning and evaluation 		
Marketing	<ul style="list-style-type: none"> • 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 Economics

Dr. ARSHAD MAHMOOD MAILK

Assistant Professor (Economics)

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Domicile

Khushab (Punjab) Pakistan.

Present posting

Assistant Professor Agri. Economics,
Department of Economics and Agri.
Economics, Faculty of Sciences. Pir Mehr Ali
Shah, Arid Agri. University, Rawalpindi

Date of Birth

01-03-1965

Religion

Islam

Marital status

Married (Two children)

NIC No.

3 8 2 0 1 – 1 0 5 1 3 2 9 - 3

ACADEMIC QUALIFICATIONS:

Degree	Duration	Institution	Specialization
PhD Economics	2012-19	Preston university, Kohat, Islamabad Campus	Hydroponics management and global trade analysis (GTAP)
M. Sc. Hons. Agri. Economics	1987-89	University of Agriculture, Faisalabad, Pakistan.	Agricultural economics and marketing

B. Sc. Hons. Agri.	1983-87	University of Agriculture, Faisalabad, Pakistan.	Agricultural economics
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Diplomas

Certificate	Duration	Institution
Good Agricultural Practices (GAP) for Increasing Farm Productivity, Safe Sustainable Production, and Market Access	1 st Dec. 2014 to 30 April 2015	Asian Productivity Organisation, Tokyo, Japan, self-learning e-course
Post Graduate Diploma in Computer II (Oracle)	6 months, Session Jan. 2001.	Super Tech Institute of Computer Sciences, Rawalpindi/Islamabad

TRAINING:

National

Institution	Duration	Training Course
QMS, Australia, Pakistan Office	One day, 2017	Quality Management Systems for ISO9001-2008
SMIS-CQS Govt. of China	Two days, 5-6 August 2014	Standards & Certification of Global GAP and Organic Standards at PMAS-AAUR
South Asian Federation of Exchanges (SAFE) and Lahore Stock Exchange	April 29, 2013	Pakistan IPO Summit at P.C. Lahore
SSI, National Agricultural Research Institute, PARC, Islamabad	20-29 August 2008	International trade, theory and applications-1.
National Rural Support Programme, Institute of Rural Management, Islamabad	25-07-05 to 08-08-05	TOT of Strengthening of Livestock Services Project Staff EU-GoP
AKH National Centre for Rural Development & MA, Islamabad	28-02-2005 to 05-03-2005	Poverty Alleviation through Micro finance
National Agricultural Research Institute, Training Institute, PARC, Islamabad	21-02-2005 to 25-02-2005	Design and Analysis of Agricultural Field Experiments using „Statistica“

Quaid-a-Azam University, Islamabad	27-12-04 to 29-12-04	Data Management in Applied Research and Application of Economic Theory
Quaid-a-Azam University, Islamabad	02-12-04 to 18-12-04	Econometric Model Building and Estimation
Pakistan Academy for Rural Development, (PARD) Peshawar	14-09-04 to 15-09-04	Population, Poverty and Development
National Institute of Public Administration, (NIPA) Lahore.	09-02-2004 to 13-02-2004	Project Planning PC1
Pakistan Academy for Rural Development, (PARD) Peshawar	26-01-2004 to 30-01-2004	Project Planning and Management
National Institute of Public Administration, (NIPA) Lahore.	20-10-2003 to 25-10-2003	Management Information System (MIS)
AKH National Centre for Rural Development & MA, Islamabad	13-3-2000 to 18-3-2000	NGO's in Development
National Centre for Rural Development, (NCRD) Islamabad	13-9-99 to 18-9-99	Techniques for Marketing of Rural products.
National Centre for Rural Development,	8-13 March,	Participatory Planning and Management of Rural Development
(NCRD) Islamabad	1999	Projects
Regional Agriculture Economic Development Centre, (RADEC) Vehari.	5-1-98 to 28-2-98	Farming System Research (FSR) Course
Pakistan Manpower Institute, (PMI) Islamabad	3-11-97 to 8-11-97	Key Informants Approach for Investigation in Socio-economic Issues.
Plant Protection Institute, (PPI) Faisalabad.	26-12-95 to 8-1-96	Plant Protection Training Course
In-service Agricultural Training Institute, (IATI) Sargodha.	5-5-90 to 17-5-90	In-service Agricultural Training Course

International

Institution	Duration	Training Course
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Government of Khorasan-e-Razavi, Iran	07 th -09 th November 2012	Single Country Exhibition, Mashahd, Iran
International Atomic Energy Commission/ Regional Cooperative Agreement for Research, Development and Training Related to Nuclear Science and Technology for Asia and the Pacific, Ho Chi Minh City, Vietnam	27-31 August, 2012	IAEA/RCA Regional Executive Meeting for Policy Makers and End Users on Green Radiation Process for Agriculture, Environmental and Industrial Applications
National Productivity Council India, in collaboration with Agriculture Productivity Council Tokya, Japan	14-21, May 2011	Organic Farming, Standards and Certification Systems, Challenges and Opportunities in Asia.
Pakistan Atomic Energy Commission in collaboration with COMSTECH and HEC at Nuclear Institute for Agriculture and Biology (NIAB) Faisalabad	06-02-2006 to 17-02-06	International Training workshop on Bio-saline Agriculture Technology
Organised by International Centre of Agricultural Research in Dry Areas (ICARDA) Pakistan Office at Dreamland Motel, Islamabad.	22/06/04 to 24/06/04	Annual Review & Planning Workshop 2004
International Centre of Agricultural Research in Dry Areas (ICARDA) Aleppo, Syria.	16/04/04 to 02/05/04	Visit ICARDA as visiting scientist, obtained skill on new techniques for data management and analysis
Organised by International Centre of Agricultural Research in Dry Areas (ICARDA) Pakistan Office & SSI, NARC at Dreamland Motel, Islamabad.	17-09-2002 to 22-09-2002	Non-formal Education for Participatory Research at Integrated Research Sites of Barani Village Development project
National Centre for Rural Development, (NCRD) Islamabad, in collaboration with CIRDAP (Dhaka) at NCRD	08-03-1999 to 13-03-1999	Participatory Planning and Management of Rural development Projects.

International Scientific Visits

Country	Duration	Purpose
United Arab Emirates		Study of Fruit and Vegetable Market of UAE, making contracts with Chain Stores Like Carrefour, Spiny, Lulu hypermarket, Union Cooperative, Choithrams, and companies Farm Fresh, Delmonte, Farzana, Grand Castle etc

United Arab Emirates	21-01-2010 to 27-01-2010	Study of Fruit and Vegetable Market of UAE, making contracts with Chain Stores Like Carrefour, Spiny, Lulu hypermarket, Union Cooperative, Choithrams, and companies Farm Fresh, Delmonte, Farzana, Grand Castle etc
Germany	3-08/02/2010	Attended Fruit Logestica Messee and exhibited fruits and vegetables, study market of hydroponics products, Berlin 2010
UAE	13-18/12/2010	Participated in Punjab Investment Conference Dubai, as a part of CM delegation. Study UAE fruit and Vegetable market Al-awaire Dubai, and Abu Dhabi Markets
India	06/05/2011	Visited Organic Farms in UP province, India
UAE	23-28/07/2011	Study of Fruit and Vegetable Market of Dubai, Sharja, Ajman and Abu-Dhabi, making contracts with Chain Stores
UAE	03-08/03/2012	Study of Behaviour of Fruit and Vegetable Market of Dubai, making contracts with Chain Stores mainly Carrefour, Mega Mart, Unifruiti etc
Qatar	21/06/2012	Study of Fruits and Vegetable Market of Doha City, storage facilities for perishables, Meeting with Market Stakeholders
Iran	Dec 2012 one week	Attended Single Country Exhibition and exhibited products of FMP

Certification and Standards Establishment

Following certifications obtained and Standards developed for Farmers Market Pvt. Ltd & Asian Organic (private companies).

- ***ISO9001-2008 (Quality Management Systems, Australia)***
- **ISO22000-2005 (American Global Standards)**
- **Global GAP (Bureau VERITAS Certification)**
- **Organic (CQC)**

AREA OF WORK

- CGE modelling for trade policy analysis and GTAP
- Hydroponic Vegetable and Fruit Production, Management and Marketing (local/export)
- Development of Standards in Agriculture Farming
- Planning for Rural Development
- Livestock and Dairy Products Marketing

- Economic & Financial feasibilities on Agro Livestock Commercial Farming

JOB EXPERIENCE

Directorate /Duration	Design/ Sc ale	Job description
Pir Mehr Ali Shah, Arid Agri. University, Rawalpindi 04-07-2013 to- date	Assistant Professor Economics BPS-19	<ul style="list-style-type: none"> - To teach various aspects of economics to students of BS and MS level both Agri. Economics and pure economics. - To supervise thesis students at BS and MS level both Agri. Economics and Economics - To conduct research on various aspects of Economics and Agri. Economics
Farmers Market Pvt. Ltd. (a private company of Pir Mehr Ali Shah, Arid Agri. University) 04-07-2009 to 03-07-2013 and 04-07-13 to 26-07-13 (additional charge)	Dy. General Manager/ Project Director	<ul style="list-style-type: none"> -Plan for the production of hydroponic products at international standards -Marketing of the product for export in international markets -search for new markets at local and international level -Supply Chain Management of Production System. -preparation of whole growing year and future plans for the company Management of Farmers Market Pvt. Ltd. -preparation and submission of PC-1 and getting approval from donors
Pir Mehr Ali Shah, Arid Agri. University, Rawalpindi 20-02-07 to 03- 07-2009	Assistant Professor Agri. Economi cs BPS-19	<ul style="list-style-type: none"> - To teach various aspects of economics to students of BS and MS level both Agri. Economics and pure economics. - To supervise thesis students at BS and MS level both Agri. Economics and Economics - To conduct research on various aspects of Economics and Agri. Economics
Directorate of Barani livestock Production Research	Assistant Research Officer (Economi	<ul style="list-style-type: none"> - To collect and evaluate information on economics of livestock production in Barani areas. - To create awareness in rural communities for sensitization regarding development of the area.

Institute, Kherimurat (ATTOCK) 10-12-96 to 19-02-07	cs) BPS 17+150 (Supervisory)	<ul style="list-style-type: none"> - To work out input output ratio for the production of various livestock products and fodder crops. - To work for human capital formation and human resource management. - To study economic and marketing aspects of dairy production beef production, sheep and goat production and mixed farming. - To analyse statistical data collected in various sections of the institute for evaluating and finalising production performance of livestock products.
Directorate General of Agriculture Extension and Adaptive Research 16-11-89 to 9-12-1996	Agriculture Officer (Ext.) BPS (17)	<ul style="list-style-type: none"> - To create awareness in rural communities for social sector development of the area. - Administration of staff, Advisory services and research for promotion of major agricultural crops (Wheat-Sugar cane -Rice-cotton etc.) & fodder (Lucern-Berseem-maize) & fruits (Citrus) on rainfed as well as Irrigated lands under T&V programme. - Promotion of post-harvest technologies - Training of Field Staff as well as Farmers of Barani area - Carry out Training & Visit Programme in rural areas - Preparation of fortnightly, monthly, quarterly and annual reports - Project proposal preparation, analysis and report writing - Coordination among farmers and Govt. agencies for facilitating farmers - Social organisation of farmers in both irrigated and rainfed Punjab.

PROJECT EXPERIENCE

Name of the project	Description
Impact of agricultural trade of Pakistan: Analysis of alternate scenarios (2017-19) on-going	Agricultural Trade of Pakistan analysed for export promotion and import substitution through CGE Modelling using GTAP database version 9
Establishment of R&D facility in Hydroponics at PMAS-Arid Agriculture University Rawalpindi (2009-12) (Rs. 52.456million)	Production of special vegetables under hydroponic system at international standards. Marketing of Hydroponic products at national and international level
Integrated Watershed Development for Food Security and Sustainable Improvement of Livelihood Project, Pakistan (2007-09)	Working as Focus Person on Socio economic component of the Project. (Developed village profile and baseline)
Improving Livelihood of Rural Women in Pakistan-Afghanistan – ICARDA (2006- 08)	Involved in initial planning of the project, work plan development and now Working as Social Scientist and Marketing Specialist for Livestock Sector in Barani areas of Punjab province

Strengthening of Livestock Services Project EU- GoP (2004-6)	Working as Marketing Specialist for Livestock Sector in Punjab province & gender activities impact assessment
Conservation & Propagation of Barani	Prepared PC-I, developed work plan by inviting all
Breeds and capacity building of BLPRI, Kherimurat 2003-05	the stakeholders and involved in its approval, Conducted following studies; <ul style="list-style-type: none"> o Cost of production of Beetal and Beetal cross goat in Barani area o Development of efficient marketing system for Livestock products in Barani area. o Economics of milk production under small holders in Barani farming system o Capacity Building of small livestock holders of Barani farming system o Economics of rangeland development in Barani area
“Assessment of Livestock Feeding Resources and Impact of Drought on these Resources in Barani area” (2002-2005) in coordination with Agency for Barani Area Development (ABAD) funded by P&D deptt. Punjab through IFAD (2years) (0.54million)	Initially conceived the idea, prepared PC-I, developed work plan, got approved the project, worked as Principal Investigator, successfully completed the scheme/study. Published report for policy making.
BVDP- Research Support Component: (Consultant: ICARDA, Syria) 1999-2007	Involved in initial planning of the project, work plan development and working as Research Scientist in Socio-economic & Range Livestock component contributed in <ul style="list-style-type: none"> • Development of Annual work plan, monthly, quarterly and annual reports. • Project exit strategy • Development of Milk marketing Model (KAMAL) • Development of BLPRI reseeding model. • Completed study on Flock Management Survey • Completed study on impact assessment of UMMB etc
Integrated Rural Development Project (Consultancy and operation:- CIRDAP) 1994-95	Worked as Research Worker for promotion of income generating activities in rural areas

Projects Prepared

Project Title	Funding Agency	Status	Year
Improving Livelihood of Rural Women through Dairy goat in Barani areas (participated in planning)	IFAD	Approved	2006-09
Barani Sheep/ Goat Breeding Scheme	DERA (World)	Approved	2006-07

	Bank)		
Poverty Alleviation through Participatory Milk Marketing in Barani area	ADP of L&DD	Still in pipe line	2006-10
Conservation & Propagation of Barani Breeds and capacity building of BLPRI, Kherimurat	ADP of L&DD	Approved	2003-05
Assessment of Livestock Feeding Resources and Impact of Drought on these Resources in Barani area	World Bank, P& D, ABAD	Approved	2002-04
Barani Village Development Project	IFAD, ABAD	Approved	1999-2005
(Livestock Development Component)			
Barani Village Development Project (Applied Research Component, BLPRI Subject)	IFAD, ABAD	Approved	1999-2005
Capacity Building of Village Veterinary Workers	ADP	Approved	2003-04
Economics of Livestock Production	PARB	Approved	1997-98

Distinctions

Development of Hydroponics Vision 2050 FAO UN as a component of Pakistan Agriculture Vision 2050 (2015-16)

Development of Hydroponic Production and Marketing Strategy

This is the strategy for food security of Pakistan in the coming future. Now the average yield of tomato is about 10.1 t/ha. With the help of this cutting edge technology, we can produce tomato 400t/ha. Similarly all other vegetables and fruits can be produced with good quality and vigour. This with the dissemination of this technology we can secure the future food need of our nation.

Development of KAMAL, Kissan Marketing Association for Livestock

This is the model for poverty alleviation in rural areas and opening the door of prosperity for rural poor community. The model includes participatory collection of milk by KAMAL functionaries, its processing and marketing to potential markets through development of efficient marketing channels of the finished product. With the application of this model, the net income of farmers is enhanced by 45% beside increase in milk and meat production in the project area

Development of BLPRI Reseeding Model for Potohar

Deforestation and depletion of rangelands is the major issue of Barani areas leading to limited livestock production. A reseeding model has been developed for forestation/ increasing palatable vegetation in Potohar by involving all the stakeholders. This is a low cost, quick, farmer friendly technique. The machinery used in the model is also easily available in the area. With the help of this model the vegetation cover of the Barani areas can be increased manifold.

Development of new Software for livestock database in Oracle.

- “Cattle Live weight” database software
- “Cattle Mortality” database software

Collected primary data of 20 research studies/ projects/ baseline surveys from about 6000 respondents

TEACHING/ TRAINING EXPERIENCE

- Teaching MSc and M Phil students regarding economic aspects of agricultural transformation at PMAS AAUR.
- Served as Tutor for MSc Livestock Management class for the course “Economics of Livestock Production” Semester Autumn 2003 AIOU
- Delivered Training/ lectures to the professionals, sub-professionals and farmers of Punjab, NWFP and AJK on:-
 - "Importance of livestock in rural and national economy"
 - "Economics of livestock production in barani areas including feasibility studies"
 - "Marketing of livestock and its products"
 - "Participatory Planning and Management (Participatory Monitoring and Evaluation)
 - Livestock Businesses for rural poor communities of barani areas
- Delivered Lectures to MSc. (Livestock Management) & MSc (Agriculture Extension) class of Allama Iqbal University as Resource Person on
 - Marketing of Poultry, Dairy Products and Small Ruminants
 - Economics of Animal Health
 - Computer as a tool of Farm Manager
 - Questionnaire Development and Data Collection
 - Evaluation Research
- Taught “Monetary Economics” to MSc Economics Class at Caliph College & Scholar College Lahore 1993-94.

RESEARCH CAPACITY BUILDING

- Supervised 19 MSc Hons Students.
- Training students and farmers in Hydroponic production system and marketing
- Produced 19 MS thesis in the field of agriculture and livestock economics
- Act as member of MS thesis on anthropology and sociology as well as economics for 25 students.
- Trained 20 internees in the same field

INFORMATION TECHNOLOGY

6. Studied course on computer from Computer department of UAF (M.Sc.)
7. Obtained training on computer (Basic, SPSS, M STAT) for two months.
8. Command on window, MS Office
 - * Microsoft Word
 - * Microsoft Excel
 - * Microsoft Power Point
12. SPSS (Statistical Package for Social Scientists), E Views, Oracle & Developer, Use of other audiovisual equipment, Software development in Oracle, Management Information System

LANGUAGES

<i>Language</i>	<i>Speak</i>	<i>Read</i>	<i>Write</i>
English	Yes	Yes	Yes
Urdu	Yes	Yes	Yes
Punjabi	Yes	Yes	Yes
Arabic (level C)	No	Yes	Yes
French (level C)	No	Yes	Yes

MEMBERSHIP

“American Economic Association”

“Food Safety and Nutrition FSN Forum of FAO”

“Pakistan Society of Development Economists”

“Council of Social Scientists”

“Livestock Foundation”

“Halophytes group”

“Pakistan Association of Agricultural Social Scientists”

“Nutritionist Association of Pakistan”

“Rawalpindi Chamber of Commerce and Industry”

CONSULTANCY WORK

1. FAO Agriculture Vision 2050, developed Hydroponics vision 2050, Notable Advisory Group on Agriculture, Government of Pakistan
2. Feasibility of Agriculture Farming at Talagang District Chakwal 2016
3. Feasibility of Hydroponics in Deska 2015
4. Potential Marketing opportunities for Goat producers in rural areas of Talagang tehsil funded by IFAD 2007-08
5. Baseline survey of Poor Women goat project funded by IFAD 2007
6. Baseline survey of Applied Research component of BVDP project with SSI NARC 2003- 04.
7. Baseline survey of “Integrated Watershed Development Project for Food security in Barani Pakistan” funded by International Centre for Agricultural

- Research in the Dry Area (ICARDA) and Austrian Government 2008.
8. Construction of 3 mini-dams in private sector and 6 in public sector 2003-06.
 9. Development of Livestock and agricultural farms at Attock 2002-03.
 10. Installation of 5 biogas plants in surrounding of Kherimurat rangeland with NGO 2005
 11. “Prospects of Feed Crops in South Asia” conducted Econometric Analysis and model building of a consultancy of CGPRT, Indonesia for A.G. Khan, Animal Nutrition Institute, NARC, Islamabad 2001.

RESEARCH WORK

1. Malik A.M., & B. Ashraf, 2019 “Islamic Banks” Financing and Employment Generation: The Case of Punjab, Pakistan” *Journal of Islamic Business and Management* Volume 9, Issue 1 (Jan-June 2019)
2. Saleem, A., A M. Malik, Najam Ul Hassan & Imtiaz A Qamar, 2019, “Effect Of Common Vetch (*Vicia Sativa L*) Legume On Growth And Yield Of Rye Grass” Paper accepted in *PJAR*
3. Habib, M., Aamir Saleem, Arshad Mahmood Malik, Sarfraz Ahmed & Sameera Arshad 2019, “Effect Of Clipping intensity And Frequency On Growth And Morphology Of *Panicum Antidotale*” Paper accepted in *PJAR*
4. Aziz, K., A. Saleem and A.M. Malik. 2019. Litter fall production and decomposition in deodar forest ecosystem. *Pakistan Journal of Agricultural Research*, 32(3): 441-448
5. Malik A.M., K. M. Mughal & A. Saboor, 2019, “Hydroponics Production Function, Returns to Scale and Domestic Resource Cost in Pakistan” *Pakistan Journal of Agricultural Research*, Vol.32, Iss.3, Pages 449-455
6. Arshad S., A. M. Malik & Iftikhar Hussain, 2019, “Wildlife Hazard And Airports, An Empirical Analysis Of Birdstrikes At Benazir International Airport, Islamabad; Pakistan” Paper accepted in *PJAR*
7. Tayyab, H. M., Arshad Mahmood Malik, Muhammad Arshad Ullah, Muhammad Talha Bilal & Muhammad Fiaz Joya, 2019” Effects Of Salinity on Land Use in Punjab Province of Pakistan” Paper accepted in *PJAR*
8. **Malik A.M.**, Khalid M. Mughal, M.A. Khan and M. Amjad, 2018, “**Impact of Hydroponics Technology in Pakistan’s Fruits and Vegetable Sector and Global Trade: A CGE Analysis**” *FWU Journal of Social Sciences*, Summer 2018, Part-11, Vol.12, No.3, 190-202
9. Ullah MA., I. A. Mahmood, BU Zaman, S.I. Hyder, **A. Mahmood** and Raheel Babar, 2018, “In vitro saline sodic status of *Camelina Sativa* vs Blaine Creek” *Horticultural International Journal*, Vol.2 Issue 4, 2018.
10. **Malik A.M.**, K. M. Mughal, S.A.Mian and AU Khan, 2018, “Hydroponic Tomato Production and Productivity Improvement in Pakistan” *Pakistan Journal of*

- Agricultural Research*,31(2) 133-144
11. Ashfaq, M. S., M. A. Dahar, & A.M.Malik, 2018, Administrative Problems of Head Teachers at Secondary Schools Level in Pakistan. *Int. J. Adv. Res.* 6(5), 1155-1168 Article DOI:10.21474/IJAR01/7141
 12. Sultan F., M. A. Dahar, & A. M. Malik, 2018, Utilization of Information Technology (IT) Labs Project for Secondary Schools in District Rawalpindi, RJSS, Volume 7, No. 1, pp. 49–61
 13. Anwaar Ahmad & **A.M. Malik**, 2018, “Food Deficiency Challenges in Pakistan: Present Status and Future Prospects” Paper presented at International Agricultural, Biological & Life Science Conference, Edirne, Turkey, 2-5 September, 2018
 14. Basharat, M., **A.M. Malik** and M. Hafeez, 2017, The comparative impact on GDP growth and agriculture sector of SAARC countries including Pakistan. *PJLSc Vol.-IX*, No.09-2017-18
 15. Basharat, M., **A.M. Malik** and M. Hafeez, 2017, The impact of FDI on the GDP growth, Agriculture (AG) and Manufacturing (MM) sectors of Pakistan. *PJLSc Vol.-IX*, No.09- 2017-18
 16. Bilal1, M. T., Hafiz Muhammad Tayyab, Muhammad Arshad Ullah and **Arshad Mahmood Malik**, 2016, ISLAM PROHIBITS INTEREST, A Review Paper, *EPH - International Journal of Humanities and Social Sciences*. Volume-1 | Issue-12 | December,2016 | Paper-1
 17. **Malik, A.M.**, Sameera A. A. Shah, S. Muzzamal and M. A. Khan, 2016. Dynamics of Buffalo population in Punjab, *Veterinaria*; 2016; (4)2 pp25-31 , The Science Publishers
 18. Saqib, H. **Arshad M. Malik**, Bilal and M. Aamir Khan, 2016 “Socioeconomic Determinants of Rural Household Food Expenditures In Rawalpindi” *PJAR DC* 29(1)1- 109(2016), PARC Islamabad pp68-75.
 19. **Malik A.M.** and Anwaar Ahmad, 2016, “Food Deficiency Challenges in Pakistan: Present Status and Future Prospects” Paper presented at 2nd International Conference on Malnutrition “Malnutrition Kills! Can we see writing on the wall” April 7-8, 2016 at BZU Multan and published in book of Abstracts pp39.
 20. Ahmad. A & **Arshad M. Malik**, 2016, “Forecasting Iron Deficiencies in Pakistan by application of IMPACT model on Iron Based Foods” Paper presented at 2nd International Conference on Malnutrition “Malnutrition Kills! Can we see writing on the wall” April 7- 8, 2016 at BZU Multan and published in book of Abstracts pp38.
 21. Ashraf, B. & **Arshad M. Malik**, 2016 Role of Islamic Banking on Employment in Punjab, Pakistan, Abstract published in International conference on Islamic Finance, Zurich, Switzerland.
 22. Hafiz Saqib Habib, **Arshad Mahmood Malik**, Hafiz Aqib Habib*, Abid Ali. 2015. Food inflation knocks at the welfare of households: empirical sketches from

- Rawalpindi city, Pakistan. *International Journal of Social Footprints*, 1(1): 42-49.
23. Malik A.M. & K. M. Mughal, 2014, Economics of hydroponics Tomato production in Pakistan, *Research Journal of Social Sciences* Vol.3 No. 1 pp; 91-101
 24. Khan M. A., B. Mansoor., Arshad Mahmood, A. Anwar (2014) “Comparative Economics of users and nonusers of Dharabi Dam Pakistan” *European Journal of Applied Social Sciences Research (EJASSR)* 2(1): 12-19.
 25. Malik A.M. 2011, Hydroponic Production System for boosting agricultural Production and development of Technology Park” a paper presented at 1st International Conference on Development of Technology Park organised by HEC, 15th Sept. 2011
 26. Malik A.M. 2011, “Organic Standards and Certification System, Challenges and Opportunities for Pakistan” Country Paper presented at International Workshop on Standards and Certification Systems for Asia, organised by National Productivity Council India, in collaboration with Agriculture Productivity Council Tokya, Japan at Convention Centre, New Dehli, India.
 27. Malik A.M, M Azeem Khan, Sarfraz Ahmad 2009 “Water resources and land inequalities” published in annual report of Integrated Watershed development project of ICARDA.
 28. Malik A.M, M Azeem Khan, Sarfraz Ahmad 2008 “Baseline survey of watershed communities of Dharabi watershed” published in annual report of Integrated Watershed development project of ICARDA.
 29. Malik A.M, M Azeem Khan, Sarfraz Ahmad 2008 “Socio-economic characterisation of watershed communities in Dharabi watershed” a paper presented at Annual review and planning meeting of Integrated watershed development project ICARDA
 30. Malik A.M, M Azeem Khan, Sarfraz Ahmad and Umar Hayat, 2008 “Sustainable development issues in dairy sector of barani farming system in Potohar” a paper presented at National conference on Challenges, opportunities and options under the free trade regime, Dept. of Economics, University of Agriculture, Faisalabad.
 31. Malik A.M., Hayat U, K B Baloch, M Riaz Shakir and M. Azeem Khan (2007), “Economics of Balanced Feed Adoption in Dairy Farmers of Integrated Research Site of BVDP Project in Barani Area” A paper presented at International Nutrition Conference, Feb 23-24, 2007 at University of Agriculture, Faisalabad.
 32. Hayat U, Arshad M Malik., M Riaz Shakir, K B Baloch and M. Azeem Khan (2007), “Replacement of Conventional Feed supplement with balanced Dairy feed in Barani Area” An abstract published in book of Abstracts at International Nutrition Conference, Feb 23-24, 2007 at University of Agriculture, Faisalabad.
 33. Malik A.M, Celine, D.D. & A. G. Khan “Market Model of Maize in Pakistan” A paper presented as poster presentation at “International Maize Conference: Accomplishments and Perspectives” Maize Research Institute Zemun Polje, 26-28th October, 2005 Belgrade.

34. Malik A.M, U. Hayat, K B Baloch & Dr. Abdul Majid, "Development of Milk Marketing Model for Barani areas" Annual Report (2005-06) and Work-plan (2006-07) ICARDA, Applied Research Implementation Unit (BVDP) Park road NARC, Islamabad.
35. Malik A. M. (2006) "BLPRI Research Compendium-Part II" A Report of Barani Livestock Production Research Institute, Kherimurat Attock.
36. Malik A.M.& Hayat U (2006), "Annual Report 2005-06" Barani Livestock production Research Institute, Kherimurat distt. Attock
37. Malik A.M., Hayat U and K B Baloch (2006), "BLPRI Reseeding technology-A step towards green Potohar" Annual Report 2005-06, Barani Livestock production Research Institute, Kherimurat distt. Attock
38. Malik A.M.& Hayat U (2005), "Annual Report 2004-05" Barani Livestock production Research Institute, Kherimurat distt. Attock
39. Malik A.M, F. M. Anjum & A Ahmad "WTO Challenges and Dairy sector analysis of Pakistan" A Paper presented at Seminar on "Challenges to food industry under WTO Scenario" organised by Institute of Food Sciences and Technology" University of Agriculture, Faisalabad, 27-28th June. 2005
40. Jalil H.. Arshad Mahmood, & U. Hayat (2005) "Integrated Model for Poverty Reduction in Rural Areas" A paper published in proceedings of Seventh International Conference on Development of Dry Lands, "Sustainable Development and Management of Dry Lands in the 21st Century", 14-17 September 2003, Olympic Hotel Tehran, organised by ICARDA under auspices of the *International Dry Lands Development Commission (IDDC)* and hosted by the Ministry of Jihad-e-Agriculture, the Islamic Republic of Iran pp-410-20.
41. Malik A.M., KB Baloch & Hayat U (2005), "Assessment of Livestock Feeding Resources, impact of drought on these resources in Potohar" a report published by Economic and Statistic Division of BLPRI, in collaboration with ABAD, under DERA/DIMRC project funded by World Bank.
42. Malik A.M., Hayat U (2005), "Assessment of Livestock Feeding Resources, impact of drought on these resources in Attock District" a report published by Economic and Statistic Division of BLPRI, in collaboration with ABAD, under DERA/DIMRC project funded by World Bank.
43. Malik A.M., Hayat U (2005), "Assessment of Livestock Feeding Resources, impact of drought on these resources in Rawalpindi District" a report published by Economic and Statistic Division of BLPRI, in collaboration with ABAD, under DERA/DIMRC project funded by World Bank.
44. Malik A.M., Hayat U (2005), "Assessment of Livestock Feeding Resources, impact of drought on these resources in Chakwal District" a report published by Economic and Statistic Division of BLPRI, in collaboration with ABAD, under DERA/DIMRC project funded by World Bank.
45. Malik A.M.& KB Baloch (2005), "Olive at BLPRI" A report of BLPRI published in Annual Report 2004-05, Barani Livestock production Research Institute,

Kherimurat distt. Attock

46. Malik A.M, F. M. Anjum & A Ahmad (2004) "Prospects for production and Consumption of Food grains in Pakistan" A Paper presented at 14th All Pakistan Food Science Conference at Peshawar University, Peshawar 30th Nov. 2004.
47. Malik A.M & Dilshad Hussain, "Feasibility of Milk Marketing at different IRS of BVDP Project" Annual Report (2003-2004) and Work-plan (2004-2005) ICARDA, Applied Research Implementation Unit (BVDP) ABAD.
48. Khan M I., & Arshad M. Malik "Establishment of screening & demonstration plots for introduced grasses & shrub species. Annual Report (2003-2004) and Work-plan (2004- 2005) ICARDA Applied Research Implementation Unit (BVDP) ABAD.
49. Khan M I., & Arshad M. Malik "Range Reinforcement by reseeding and replanting at KASLIAN IRS, PD Khan, Jehlum." Annual Report (2003-2004) and Work-plan (2004- 2005) ICARDA Applied Research Implementation Unit (BVDP) ABAD.
50. Khan M I., & Arshad M. Malik "Range Reinforcement by reseeding and replanting at HAFIZABAD IRS, Jand, Attock." Annual Report (2003-2004) and Work-plan (2004- 2005) ICARDA Applied Research Implementation Unit (BVDP) ABAD.
51. Khan M I., & **Arshad M. Malik** "Range Rehabilitation through Micro Catchments Water harvesting techniques (BLPRI)." Annual Report (2003-2004) and Work-plan (2004- 2005) ICARDA Applied Research Implementation Unit (BVDP) ABAD.
52. Malik A.M. 2004 "Range Rehabilitation through Micro Catchments Water harvesting techniques (BLPRI)." Annual Report (2003-2004) and Work-plan (2004-2005) ICARDA Applied Research Implementation Unit (BVDP) ABAD.
53. Jalil H.. U. Hayat, & **Arshad Mahmood** (2004) "Feeding Resource Development in Pakistan" a paper presented at 4th *International Crop Science Congress*, Australia.
54. Jalil H. **Arshad Mahmood**, & U. Hayat (2003) "Gender Empowerment in Rural Areas of Pakistan" a paper presented in the international conference on "*Gender, Development and Public Policy in an Era of Globalization*", held on 11-12 May 2004 in Bangkok.
55. Malik A.M., Hayat U. & Hamid Jalil, (2004) "Impact Assessment of Urea Blocks in different AEZ of barani Punjab" paper presented in International Nutrition Conference 2004, Dec. 23-24, 2004 at Hotel PC Lahore.
56. Malik A.M., (2002) "Trends in Livestock Production in Potohar" Annual Report 2001- 2002, Barani Livestock production Research Institute, Kherimurat distt. Attock
57. Malik A. M 2002, "Feeding of Urea Molasses Mineral Blocks for increasing milk production of Large Ruminants at Kaslian" Annual Report (2000-2001) and Work-plan (2001-2002) ICARDA Applied Research Implementation Unit (BVDP) ABAD.
58. Malik A. M 2002, "Feeding of Urea Molasses Mineral Blocks for increasing milk production of Large Ruminants at Jarmot" Annual Report (2000-2001) and Work-

- plan (2001-2002) ICARDA Applied Research Implementation Unit (BVDP) ABAD.
59. Malik A. M. (2002) "Annual Report 2001-2002" Barani Livestock production Research Institute, Kherimurat distt. Attock
 60. Hussain A., Khalid Mahmood, Intizar Ali & Arshad Mahmood Malik (2002) "Incidence and Antibiotic Sensitivity of Bacteria causing Bovine Clinical Mastitis at BLPRI Kherimurat" Annual Report 2001-2002, Barani Livestock production Research Institute, Kherimurat distt. Attock
 61. Malik A. M. (2000) "Land, Livestock and Poverty - A case study of Fateh Jang tehsil" A Research Report of "Economic and Statistics division" Barani Livestock Production Research Institute, Kherimurat Attock.
 62. Ali. I., Arshad Mahmood, Muhammad Aslam & Aneeta Hussain (1999-2000) "Productive performance of different breeds of cattle maintained at BLPRI, Kherimurat." Annual Report 1999-2000, Barani Livestock production Research Institute, Kherimurat distt. Attock
 63. Malik A. M. & M. Younas (1999-2000) "Annual Report 1999-2000" Barani Livestock production Research Institute, Kherimurat distt. Attock
 64. Malik A. M. & M. Riaz S. 2000-2001 "Effect of drought on livestock" A Research report of "Economic and Statistics division" Barani Livestock Production Research Institute, Kherimurat Attock.
 65. Hussain D., M. Latif, Arshad M. Malik, M. Asif and M. Ijaz Khan. (1999-2000) "Study of the relationship between body weight and some conformational traits in local hairy goat." Annual Research Report 1999-2000, Barani LPRI, Kherimurat Attock.
 66. Malik A. M. (1999-2000) "Growth in Export of Livestock Products of Pakistan, An Analysis" Annual Research Report 1999-2000, Barani LPRI, Kherimurat Attock.
 67. Malik A. M. (1999-2000) "Foreign Exchange Earnings of Leather" Annual Research Report 1999-2000, Barani LPRI, Kherimurat Attock.
 68. Malik A. M. (1999-2000) "Barani Buffalo Farming" Annual Research Report 1999-2000, Barani LPRI, Kherimurat Attock.
 69. Malik A. M. (1999) "BLPRI Research Compendium" A Research report of Barani Livestock Production Research Institute, Kherimurat Attock.
 70. Malik A. M. & Dr. Umar H. (1998) "Growth performance of Salt Range sheep maintained at BLPRI, Kherimurat. Annual Report 1997-98, Barani LPRI, Kherimurat.
 71. Malik A. M. (1998) "Demand and Supply of Beef in Attock district. Annual Report 1998-99, Barani LPRI, Kherimurat Attock.
 72. Malik A. M. (1998) "Mutton production and consumption Behaviour in Attock district. Annual Report 1998-99, Barani LPRI, Kherimurat Attock.
 73. Malik A. M. (1997) "Mortality in cattle in rain fed climate" Annual Report 1996-97,

Barani LPRI, Kherimurat Attock.

74. Malik A. M (1989) Marketing of Grams in Punjab, A case study of Khushab District” M.Sc. Hons. Thesis, University of Agriculture, Faisalabad.

Participation in International Meetings

1. Participated in workshop on ISO 9001:2005 standards at Farmers Market Pakistan organised by Quality Management Systems, Australia 15-12-2009
2. Participated in workshop on ISO 22000:2010 standards at Farmers Market Pakistan organised by American Global Standards, 22-04-2010
3. Participated in Dubai and Sharjah Chamber of Commerce and Industry training / meeting at UAE 12-12-2010
4. Punjab Investment Conference 2010 Dubai, Participated as Member of Delegation lead by Chief Minister Punjab 11-13 Dec. 2010 UAE
5. Fruit Logistica Berlin 2010, Messe Berlin, Germany 4-6, February, 2010.
6. Participation in Work-plan Meeting of BVDP Applied Research Component (ICARDA) April 2000.
7. Participation in “16th Annual General Conference and Meeting of Pakistan Society of Development Economists” Marriott Islamabad. (16-18 January 2001).
8. Participation in Annual Review and Work-plan Meeting of BVDP Applied Research Component (ICARDA) 9-10 April 2001
9. Participation in “17th Annual General Conference and Meeting of Pakistan Society of Development Economists” Marriott Islamabad. (23-25 January 2002).
10. Participation in Annual Review and Work-plan Meeting of BVDP Applied Research Component (ICARDA) 10-11 June 2002
11. Participation in Annual Review and Work-plan Meeting of BVDP Applied Research Component (ICARDA) 10-11 June 2003.
12. Participated in Stakeholders Workshop, on “Action Plan for Livestock Development in Pakistan” organised by FAO. (15-16 September 2003)
13. Participation in “Annual Presentation Day of ICARDA 2004” at Telhadia, Aleppo, Syria (25th April 2004).

14. Participation in Annual Review and Work-plan Meeting of BVDP Applied Research Component (ICARDA) 20-22 June 2004.
15. Participation in Annual Review and Work-plan Meeting of BVDP Applied Research Component (ICARDA) 10-12 June 2005.
16. Participation in Annual Review and Work-plan Meeting of BVDP Applied Research Component (ICARDA) 27-29 June 2006.
17. Presentation of Annual Report Of Marketing Component Of ICARDA Women Dairy Goat Project, Quetta Nov. 2007 & 2008
18. Presentation of Annual Report Of integrated watershed development project of ICARDA Dreamland Hotel Islamabad 2008 & 2009
19. Presentation of goat marketing strategy and market linkages during wrap up meeting of Gender, Dairy goat research project ICARDA 8-9 June 2009.

Foreign Visits

Country	Duration	Purpose	Funded by
Iran	One week (2012)	Attended Single Country Exhibition and exhibited products of FMP products	FMP
UAE	2012 (five days)	Marketing of FMP products	HEC project
Qatar	(two days) 2012	Market research	HEC project
UAE	2011 (four days)	Market research	HEC project
UAE	2011 (six days)	Market research	HEC project
Germany, Messee Berlin	3-2-2010 to 6-2-2010	Exhibited FMP products, client meetings B2B meetings	HEC project+ Agribusiness Support Fund, US Aid project
UAE	26-1-2010 to 30-01-2010	Market Research	FMP

Syria, ICARDA head office at Aleppo	Two week	Visiting Scientist	ICARDA project IFAD funded
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Thesis Supervised

1. Khan M.A., (2009) “Comparative Economics of households of Dharabi Dam in Pakistan” Faculty of sciences, PMAS-Arid Agriculture University Rawalpindi
2. Mansoor B. (2009) “Production possibilities in Dharabi watershed” Faculty of sciences, PMAS-Arid Agriculture University Rawalpindi
3. Ashraf B., (2014) “Faculty of sciences, PMAS-Arid Agriculture University Rawalpindi” Faculty of sciences, PMAS-Arid Agriculture University Rawalpindi
4. Fouzia Aziz (2014) “Impact of agricultural credit consumption disbursed by commercial bank” Faculty of sciences, PMAS-Arid Agriculture University Rawalpindi
5. Muhammad Shahid (2014) “Manifest of Rural Poverty in Southern Punjab, Farming and Non-farming Sector Analysis” Faculty of sciences, PMAS-Arid Agriculture University Rawalpindi
6. Bilal Ashraf (2016) “Islamic Finance and employment opportunity in Punjab Faculty of sciences, PMAS-Arid Agriculture University Rawalpindi
7. Fiaz Ali shah Bukhari (2016) “Dynamics of Human Capital Formation in SAARC countries” Faculty of sciences, PMAS-Arid Agriculture University Rawalpindi
8. Muhammad Afzal (2017) “An empirical analysis of vegetable export of Pakistan” Faculty of social sciences, PMAS-Arid Agriculture University Rawalpindi
9. Basharat Mahmood (2017) The impact of FDI on the gdp growth, agriculture (ag) and manufacturing (mm) sectors of Pakistan Faculty of social sciences, PMAS-Arid Agriculture University Rawalpindi
10. Hafiz Tayyab (2017) Impact of Salinity on farmers household Economy in Punjab” Faculty of social sciences, PMAS-Arid Agriculture University Rawalpindi
11. Saqib Mahmood (2017) “Satisfaction with customer care services of Islamic Banking: A Case Study Of Punjab” Faculty of sciences, PMAS-Arid Agriculture University Rawalpindi
12. Tahmina Batool (2017) “Impact Of Income On Food Consumption Patterns in Potohar Region of Punjab” Faculty of sciences, PMAS-Arid Agriculture University Rawalpindi
13. Ali Raza Sherazi (2018) “Economics of hydroponics vegetable production in Pakistan” Faculty of social sciences, PMAS-Arid Agriculture University Rawalpindi
14. Hamid Ali (2018) Impact of urbanization and energy consumption on climate change: Evidence from Pakistan” Faculty of social sciences, PMAS-Arid Agriculture University Rawalpindi
15. Nafeesa Kawal (2018) “Impact of Pakistan Malaysia FTA on Pakistan

- Economy” Faculty of social sciences, PMAS-Arid Agriculture University Rawalpindi
16. Nazar Muhammad (2018) Trade openness and its impact on agricultural growth: A case study of Pakistani and Indian Punjab” Faculty of sciences, PMAS-Arid Agriculture University Rawalpindi
 17. Zeeshan Shahid (2018) An Analysis of water markets in Chajh Doab in Punjab, Benefits and Costs” Faculty of sciences, PMAS-Arid Agriculture University Rawalpindi
 18. Muhammad Naved Arif (2019) Impact of industrial Pollution on human health in Faisalabad region” Faculty of sciences, PMAS-Arid Agriculture University Rawalpindi
 19. Hassan A., (2019) “Trend And Tendencies of Human Capital Formation: Comparative Empirics Between Pakistan And South Korea” Faculty of social sciences, PMAS-Arid Agriculture University Rawalpindi.

DR. GULNAZ HAMEED

OBJECTIVE

To pursue excellence in professional career and further enhance my skills by learning and successfully completing challenging tasks.

PROFESSIONAL CAREER

- Lecturer at PMAS-Arid Agriculture University Rawalpindi, Department of Economics and Agricultural Economics, From 14-10-2006 to 07-09-2016.
- Assistant Professor at PMAS-Arid Agriculture University Rawalpindi, Department of Economics from 08-09-2016 to date.

RESPONSIBILITIES AS ASSISTANT PROFESSOR

- Teaching major courses of Economics and Agricultural Economics at undergraduate and postgraduate level.
- Supervision of thesis research of Ph.D, M.Phil Economics and M.Sc (Hons) Agricultural Economics Students.
- Forty students from M.Phil. Economics/M.Sc. (Hons) Agri. Economics and one from PhD Economics have successfully accomplished their research thesis while more than 5 M.Phil. & 4 Ph.D. students are currently doing their research under my supervision.

ADMINISTRATIVE EXPERIENCE

- Member of Admission Committee of Economics Department during fall semester 2007-08
- Responsible for collection & maintenance of GS-10 Enrollment Forms during 2009-10
- Member of Faculty Board of Studies during 2009 to Feb. 2011 (Faculty of Food & Crop Sciences and Faculty of Sciences).
- Secretary of Departmental Board of Studies during 2009.
-
- Member of Admission Committee of Economics/Agri. Economics Department during fall semester 2009-10
- Tutor of tutorial groups of FCFS from 2009-2011.
- Member of Admission Committee of Economics Department during fall semester 2015-16
- Member of Comprehensive Examination Committee of Department of Economics, FOSS. 2015-16
- Member of Comprehensive Examination Committee of Department of Sociology, FOSS. 2015-16.
- Member of organizing committee of conference held in PMAS AAUR by UCDAVIS and FOSS on “Agriculture Productivity Improvements through Nudging” from 6-7 May 2016.
- Member of Faculty Board of Studies 2016 (Faculty of Social Sciences).
- Convener of Admission Committee of Economics Department during fall semester 2016-17
- Focal person for Prime Minister’s Laptop Scheme for faculty of Social Sciences from November 2016 to date.
- Member of HEC need based scholarship committee for faculty of Social Sciences from March 2017.
- External member of Board of Studies of Department of Applied Economics, PARC Institute of

- Advanced Studies in Agriculture, Islamabad during 2017.
- Member of Admission Committee (post graduate level) of Economics Department during fall semester 2017-18.
- Supervisor in undergraduate entry test during fall semester 2017-18.
- External member of Board of Studies (undergraduate level) of Department of Economics, Allama Iqbal Open University, Islamabad from September 2017.
- Member of short listing committee of ALP Projects batch 8th held on 17-02-17.
- Member of Admission Committee (post graduate level) of Economics Department during fall semester 2018-19.
- Incharge of day to day affairs of Department of Economics from 12-11-2018 to 16-11-2018
- Incharge of day to day affairs of Department of Economics from 28-11-2018 to 4-12-2018

ACADEMIC QUALIFICATION

- PhD Economics** 2015. PMAS-Arid Agriculture University Rawalpindi.
CGPA: **3.78/4.0**.
- M.Sc. (Hons.)** 1998. N.W.F.P Agricultural University, Peshawar.
CGPA: **3.97/4.0**
- B.Sc. (Hons.)** 1995. University of Agriculture, Faisalabad. Silver Medal.
CGPA: **3.89/4.0**
- Higher Secondary School Certificate** 1990, BISC, Rawalpindi. 1st Div. (62%)
- Secondary School Certificate** 1987, BISC, Rawalpindi. 1st Div. (71%)

HONORS/AWARDS

- An Awardee of HEC Indigenous PhD Fellowship Program Batch VI.
- Silver Medal in B.Sc. (Hons) Agriculture Economics.
- Merit scholarship in all semesters during B.Sc. (Hons).
- Letter of appreciation by Worthy Vice Chancellor (PMAS-AAUR) for training NIP interns as member of Business Incubation Unit.

PUBLICATIONS

- Chishti, A.F., Asrar, M and **Hameed, G.** 2000. Economics of Mushroom Farming: Farm Sizes Compared. Sarhad Journal of Agriculture, 16(2): 211-216.
- Hameed, G.**, Saboor, A., Khan, A.U. Ali, I. and Wazir, M. K. 2016. Impact of Community Development in Poverty Reduction: Reflections of Azad Jammu and Kashmir Community Development Program. Social Indicators Research, 130:1073-1086. DOI 10.1007/s11205-016-1235-3.(https://rdcu.be/bbusB) (1.68 Impact Factor)
- Saboor, A., Sadiq, S., Khan, A.U. and **Hameed, G.** 2017. Dynamic Reflections of Crimes, Quasi Democracy and Misery Index in Pakistan. Social Indicators Research, DOI 10.1007/s11205-016-1348-8. (1.68 Impact Factor)
- Hameed, G.**, Shaheen, S. Saboor, A. and Sadozai, K.N.2018. Tracing the causality between livestock and poverty alleviation in the rural economy of Gilgit Baltistan-Pakistan. E3S Web Conf. Volume 52, 2018
<http://www.e3sconferences.org/articles/e3sconf/abs/2018/27/contents/contents.html>

- Sonia, Sadozai, K., N., Khan, N.P., Jan, A.U. and **Hameed, G.** 2019. Assessing the impact of climate change on wheat productivity in Khyber Pakhtunkhwa, Pakistan. *Sarhad Journal of Agriculture*, 35(1), 284-289.
- Nasrullah M., Chang, L., Sadozai, K. N., Khalid, A. O., Bayisaenge, R. and **Hameed, G.** 2019. Cost and net return of Tobacco growers- A case study of district Mardan (KP-Pakistan). *Sarhad Journal of Agriculture*, 35(2), 565-571.
- Khurshid, N., Mehmood, S., Hameed, G. 2019. Study on service quality and student satisfaction: The competitive dimension of the physical infrastructure of Pakistani universities. *Pakistan Journal of Social Issues*. (Accepted)
- **Hameed, G.**, Saboor, A. and Sadozai, K. Empirical analysis of correlates of poverty in Azad Jammu and Kashmir, Pakistan. *Sarhad Journal of Agriculture*. (Accepted)
- Rahman, M.A., Saboor, A., **Hameed, G.** and Bilal, G. 2019. Critical Environmental hazards factors impacting dairy production system in Pakistan: An Expert Judgmental Approach. *Pakistan Journal of Agricultural Research*. (Accepted)

CONFERENCE PAPER/ABSTRACT

- Abstract titled “ Structural adjustment and growing inequalities; a case of Rawalpindi District Punjab, Pakistan” published in abstract book of International Conference on Asia-Pacific Policy dialogue on water, energy and food security for poverty alleviation in dryland, held on 21-23 November 2016, organized by UNESCO and PMAS-Arid Agricultural University, Rawalpindi Pakistan.
- Presented paper on research titled “Tracing the causality between livestock and poverty alleviation in the rural economy of Gilgit Baltistan-Pakistan” in CSSPO International Conference 9-11 July 2018 at Kuching, Malaysia. Abstract published in “book of Abstract” of the conference.
- Co-author of Paper titled “Analyzing Role of microcredit towards socioeconomic development of rural women in Northern areas of Pakistan” presented in 4th Asia International conference AIC 2018 on “Emerging Issues in Economics and Finance” held on 8-9 December at Langkawi, Malaysia. Abstract published in Abstract book.
- Co- Author of paper “Technological Spillovers, Manufacturing Growth and Transboundary Pollution in case of Pakistan” presented in NUST Economic Society Conference on Pakistan Economy: Prospects and challenges, held on 30 April 2019. Abstract published in Abstract Book.

RESEARCH FELLOWSHIP

- Research Fellow at Agricultural Economics Research Unit (AERU) in National Agricultural Research Centre from 01-10-1995 to 30-03-1996.

TRAININGS/WORKSHOPS

- Six days training on “International Trade Theory & Application” part-I from 20-08-2008 to 26-08-2008, conducted by National Agricultural Research Centre, Islamabad.
- Five days training on “International Trade Theory & Application” part-II from 25-05-2009 to 29-05-2009, conducted by National Agricultural Research Centre, Islamabad.
- Two days training on “Resilient Agriculture” 14-15 June 2013, conducted by Action Aid at PMAS-AAUR in Islamabad.

- One day training workshop on “Panel Data Estimation” on 05-11- 2014, conducted by department of Econ/Agri. Econ. PMAS-AAUR.
- Five days training on “Active Citizenship” from 22-08-2015 to 26-08-2015, conducted by British Council at PMAS-AAUR.
- One day Training of “Presiding Officers” for Local Body elections, Punjab held on 19-11-2015 organized by Election Commission of Pakistan.
- Three days international training of “e-Learning course on Good Agricultural Practices (GAP) for Greater Market Access” from 04-11-2015 to 06-11-2015, conducted by National Productivity Organization, Pakistan at PMAS-Arid Agricultural University, Rawalpindi.
- One day workshop on “Scientific writing” held in January 2016 conducted by UCDAVIS at PMAS-Arid Agricultural University, Rawalpindi.
- Three days Workshop on “Social Safety Net for Poverty Alleviation” held on 20-22 March 2017 conducted by National Centre for Rural Development, Government of Pakistan, Islamabad.
- USAID’s Consultative Meeting on “Formulation of Agriculture Policy for Punjab” held on 7th July 2017 at PMAS-Arid Agriculture University Rawalpindi.
- Training activity on “Basic Life Support (BLS)” held on 9th January 2018 in collaboration with HEC at PMAS-Arid Agriculture University Rawalpindi.
- One day 83rd workshop on “Human Rights of women: Social. Cultural and Economic Challenges” held on 15 March 2018 at Preston University, Islamabad in collaboration with Ministry of Human Rights Planning & development Division, government of Pakistan.
- Three days training on “Applied Econometrics” held on 4-6 January 2019 at Quaid –i-Azam University, Islamabad.

CONFERENCE, SEMINAR AND SYMPOSIA

- Three days conference titled as “International Conference on Trade Liberalization and SAFTA, Opportunities, Concern and Challenges “conducted jointly by Higher Education Commission & Global Trade Analysis Project on by University of Arid Agriculture, Rawalpindi.
- One day session of the conference titled as 2nd International Symposium on “Issues in Higher Education in Pakistan Undergraduate Degree: The Weakest Link” held on 13-11-2006 in Rawalpindi Pakistan.
- 1st International Conference titled as “Promotion of Social Science Research in Pakistani Universities: Prospects and Challenges” held on 18th -20th April 2011 organized by the Committee for Development of Social Sciences & Humanities in Pakistan: Higher Education Commission, Islamabad.
- The 27th Annual General Meeting and Conference of Pakistan Society of Development Economists on theme of “Economic Growth and Development: New Directions” held on 13th -15th December, 2011 in Islamabad.
- The 28th Annual General Meeting and Conference of Pakistan Society of Development Economists on theme of “Economic Reforms for Productivity, Innovation and Growth” held on 13th-15th November, 2012 in Islamabad.

- The 29th Annual General Meeting and Conference of Pakistan Society of Development Economists on theme of “Energy Security and Economic Sustainability: The Way Forward” held on 19th-21st December, 2013 in Islamabad.
- SDPI’s Eighteenth Sustainable Development Conference on “ Securing Peace and Prosperity and Eighth South Asia Economic Summit titled “Regional Cooperation for Sustainable Development in South Asia” held on 07-12-2015 to 10-12-2015 in Islamabad.
- Pakistan Institute of ICTs for Development’s conference on “E-Pakistan Vision 2025: ICTs for Good Governance and Women Entrepreneurship” held on 14-12-2015.
- UCDAVIS and PMAS-AAUR’s conference on “Agriculture Productivity Improvement through Nudging” held on 6th- 7th May 2016 in Rawalpindi.
- Action Aid’s “Policy Forum around world Food Day: Climate is changing. Food and Agriculture must too” held on 26th Oct 2016 in Islamabad.
- SDPI’s Nineteenth Sustainable Development Conference on “Sustainable Development: Envisaging the Future Together” held on 06-12-2016 to 08-12-2016 in Islamabad.
- International conference on ‘Asia-Pacific Policy Dialogue on Water, Energy and Food Security for Poverty Alleviation in Dry land Regions” held on 21-23 November 2016 at PMAS-AAUR.
- Quality Enhancement Cell’s seminar on Role of Operational Governance for Quality Assurance in HEIs” held on 30th Dec. 2016 at PMAS, AAUR.
- ADFIMI-WB-ZTBL Regional Seminar on “Financial Strategies in South Asia: Methodologies and Perspectives” held on 28-29 March 2017 In Islamabad.
- Seminar on “Importance of property rights in economic growth” held on 27th April 2017 at QAU, Islamabad.
- US Embassy’s one day Seminar on “Belief cycles and their impact on career success” under National Internship Program held on 3rd May 2017 at PMAS Arid Agriculture University, Rawalpindi.
- UNDP ‘s Seminar on “ Combating Desertification in Pakistan” held on 13th July 2017 at PMAS Arid Agriculture University, Rawalpindi.
- UNESCO’s two days International conference on ‘Water Processing for Sustainable Development” 1-2 August 2017 at NUST, Islamabad. (1.0 x CPD).
- Planning Commission’s Seminar on “Inclusive Rural Transformation in Asia” held on 7th November 2017 at Pak-Secretariat, Islamabad.
- Indus Consortium & OXFAM’s Event on “Public Policy Forum and Inequality Concert” on 22nd January 2018.
- Three Days International conference on “Towards Inclusive & sustainable Agriculture harmonizing environmental, social and economic dimensions: Is it possible? Organized by CSSPO held on 9-11 July 2018 at Kuching, Malaysia.
- One day Conference “New Dimensions of Tajikistan-Uzbekistan Relations: Positive Impact on the Region” organized by Center for Global & Strategic Studies and Embassies of Republic of Tajikistan-Uzbekistan held on 4th October, 2018 at Islamabad.
- Two days 11th annual conference on Rural Women Day “Making democracy real for rural women and girls: Setting a shared agenda for empowerment and progress” organized by European Union and PODA Pakistan held on 15-16 October 2018 at Islamabad.
- SDPI’s 21st Sustainable Development Conference on “Corridors of knowledge for peace and development” held on 04-12-2018 to 07-12-2018 in Islamabad.
- International Mountain Day on ‘Mountains Matter” held on 11th Dec. 2018 at

PMAS Arid Agriculture University, Rawalpindi.

- The 34th Annual General Meeting and Conference of Pakistan Society of Development Economists on theme of “Pakistan’s Economy: The way Forward” held on 12th -14th December, 2018 in Islamabad.
- Seminar on “Education the way forward” held on 25th February 2019 at Aiwan e Saddar, Islamabad.
- Post budget Forum on “Budget 2019 and Pakistan Agriculture” held on 18th June 2019 organized by Lok Sanjh Foundation in Islamabad.

MEMBERSHIP

- Member of Pakistan Society of Development Economics from 2011 to date.

AREAS OF INTEREST

- Rural Development
- Poverty
- Macro Economic Issues

COMPUTER PROFICIENCY

- Proficient in Microsoft Windows 7,8 and 10
- Proficient in Microsoft Office
- Soft Wares relevant to research like SPSS, Eviews, STATA & DAD

STUDENTS UNDER SUPERVISION: M Phil/MSc (Hons) & PhD

a. M Phil/ M.Sc (Hons.)			
S.NO	Student’s Name	Thesis Title	Status
1	Saman Fayyaz	Impact of agricultural trade of volatility on domestic food prices in Pakistan	Degree Completed
2	Iqra Rasheed	Determinants of employee performance in hotel industry in Punjab	Degree Completed
3	Zainab	Risk aversion and crop diversification analysis of small farmers in district Kohat	Degree Completed
4	Amina Niazi	Role of vegetable farming in poverty alleviation: A case study of rural areas of Mianwali district	Degree Completed

5	Maryam Mustafa	Impact of energy on GDP: Empirical trend analysi	Degree Completed
6	Nimra Sharmin	Public investment in infrastructure and economic growth : A case study of Pakistan	Degree Completed
7	Shugfta Shaheen	Role of livestock in rural economy : A case of Gligit Baltistan	Degree Completed
8	Nusrat Fatima	Socio economic impact assessment of community based physical infrastructure projects in Chitral, KPK	Degree Completed
9	Misbah Idrees	Impact of foreign remittances on private investment in Pakistan	Degree Completed
10	Muhammad Arif	An estimation of multidimensional poverty among low-paid salaried government servant: Assessments of international Islamic university and PMAS Arid Agriculture university	Degree Completed
11	Mehrish Reeta	Impact of natural disaster on the economy of Pakistan	Degree Completed
12	Amna khan	Impact of trade liberalization on trade balance in South Asian countries	Degree Completed
13	Gull Zareen	An impact evaluation of Benazir income support programme (BISP)	Degree Completed
14	Qura-tul-ain	Investigation of growth and poverty nexus in Punjab using HIES data	Degree Completed
15	Um E Amara	Clean drinking water preferences: An explanatory study of Potohar region in Chakwal district	Degree Completed
16	Saba Naseer	Causal relationship between financial development, trade openness and economic growth : A case study of south East Asian countries	Degree Completed
17	Mehroze Ali Shah	Impact of urbanisation on Economic growth: A case study of Pakistan	Degree Completed
18	Muhammad Asif	Long – term impact of Health on economic growth in Pakistan	Degree Completed

19	Uzma Saeed	Working condition disparities in education sector: An efficiency analysis of working women in AJK.	Degree Completed
20	Muhammad Hammad	Impact of foreign remittances on household education in Pakistan	Degree Completed
21	Saddiq Ullah khan	Analytical connections of human capital to economic growth : Evidence from Pakistan	Degree Completed
22	Sobia Mukhtar	Value relevance of financial distress and firm performance: Empirical evidence from textile industry	Degree Completed
23	Asma bano	The impact of trade, financial development on economic growth	Degree Completed
24	Kiran Mustafa	Fiscal policy transparency in Pakistan ; An independent analysts	Degree Completed
25	Mariam Baig	Fossil fuel conservation through bio gas production: An investigation in Punjab province	Degree Completed
26	Sehrish Javaid	Impact of agriculture sector on economic growth	Degree Completed
27	Iqra Zafar	Impact of political instability on performance of stock market : A case study of Pakistan stock exchange	Degree Completed
28	Bibi Ziana	Impact of natural disaster on economy of Pakistan.	Degree Completed
29	Samia Sadaf	Monetary policy objectives and the monetary authority's reaction function: A case study of state bank of Pakistan	Degree Completed
30	Nadia Zamurrad	The relationship between real GDP growth, external debt and worker's remittances in Pakistan	Degree Completed
31	Hina Kanwal	The impact of energy consumption on economic growth of Pakistan. Application of linear and nonlinear model	Degree Completed
32	Farhat kousar	Economic and social impact of remittances on household livelihood, An analysts of district Kotli, AJK	Degree Completed
33	Luqman Javed	Effect of inflation expectations on consumer spending in Rawalpindi- Islamabad	Degree Completed

34	Uzma Saeed	Working condition disparities in education sector: an efficiency analysts of working women in AJK	Degree Completed
35	Sana Bashir	Socio-Economic impact of rural urban migration of household economy.	Degree Completed
36	Zaina Bibi	Impact of natural disaster on economy of Pakistan.	Degree Completed
37	Muneer Ahmed	A comparison of socioeconomic livelihood of farm and non-farm labour in Naseerabad division of Baluchistan.	Degree Completed
38	Zill-E-Huma	Working condition disparity for working women in Banking sector: A case study of Rawalpindi	Degree Completed
39	Hira Naz	Impact of Energy Crises and Political Instability on Foreign Direct Investment	Degree in Progress
40	Hajra Bibi	Effectiveness of monetary policy on economic growth: An empirical analysis of selected developing countries	Degree in Progress
41	Muhammad Ateeq	Effects of Inflation on Mortality: A Case Study of South Asian Countries.	Degree in Progress
42	Hira Ahmed Berq	A Trend Analysis of Fiscal Policy Imperatives across various regimes in Pakistan.	Degree in Progress
43	Rizwan Kazim	Impact of Tourism on Hotel Industry of Gilgit Baltistan	Degree in Progress
44	Tahir Azam	Temporal analysis of Trade liberalization on poverty in Pakistan	Degree in Progress
45	Umair Khalid	Impact of Macroeconomic Variable on GDP of Pakistan	Degree in Progress
46	Maria Noreen	Analyzing the Role of Women in Agricultural productivity.	Degree in Progress

b. Ph.D. Economics

1	Tehmina Yasmin	Convergence in income inequalities: Evidence from club clustering methodology across world.	Thesis Submitted
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2	Iram Firdous	Economic dimension of fiscal and monetary policy of Pakistan	Synopsis Defended, Comprehensive Cleared
3	Atta Muhammad	Micro financing an Illusion or Reality for Poverty Alleviation: An Analysis of Rural Punjab	Synopsis Defended, Comprehensive Cleared
4	Muhammad Usman	Research and development spillover: Role of absorptive ability in Pakistan	Synopsis Defended
5	Abdul Basit	Fiscal and monetary policy channels of taxation to economic growth: Time series empirics	Synopsis Defended

Ms. SAIMA ASAD

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Department of Economics

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Pakistan

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TEL (Work): 92 (051)9292138

DATE of BIRTH & December 25th 1975

PLACE: Islamabad, Pakistan

LANGUAGES: English, Urdu, Punjabi

ACADEMIC QUALIFICATION:

Certificate/Degree	Year	Subject	Institution
1. PhD (Thesis defended)	2014	Economics	PMAS-AAUR
2. M.Phil	2013	Economics	PMAS-AAUR
3. M.Sc	1999	Economics	UAAR
4. B.Ed	1999	G.Science group	AIOU
5. B.A	1996	Economics	Punjab University

DISTINCTION

Master Trainer of Higher Education Commission of Pakistan since 2005.

Research Activities

1.RESEARCH PROJECTS

- Work On An Independent Project As Principal Investigator. Title Of The Project Was “**EFFECT OF POVERTY UPON THE FARM FAMILIES OF ARID AREAS : A CASE STUDY OF RAWALPINDI DISTRICT**”. 2003-2004.Funded By UAAR.
- Work On An Independent Project As Co-Principal Investigator. Title Of The Project Was “**RETURNS TO EDUCATION BETWEEN SELF EMPLOYED AND EMPLOYED SECTORS IN ARID RURAL AREAS.” (2006-2007)**.Funded By UAAR.
- M.Phil Thesis “**THE IMPACT OF RESOURCE MANAGEMENT ON THE DEVELOPMENT OF ARID AREA PRODUCTIVITY AND LIVELIHOOD**”(2013).
- Working Presently As Principal Investigator . Title Of The Project Is “**STRUCTURAL ADJUSTMENT,GROWING INEQUALITY AND FEMALE POVERTY: A CASE OF RAWALPINDI DISTRICT**” Since November 2015.Funded By PMAS-AAUR Under Young Faculty Research Initiative Program.
- Working Presently As Co-PI In An **INTERNATIONAL Project**. Title Of The Project Is “**MODELING APPROACHES FOR ASSESSING THE IMPACT OF CLIMATE CHANGE ON GROWTH AND YIELD OF WHEAT AND GROUNDNUT AND POSSIBLE ADAPTATION/MANAGEMENT STRATEGIES UNDER RAIN-FED CONDITIONS**” Funded By U.S.-Pakistan ,Center For Advance Studies In Agriculture And Food Security, University Of Faisalabad Since December 17,2015.

2.Research Papers:

Asad.S.,Irfan.A.B,A.Saboor,Uzma Arshad, and Rahila Ibrahim.(2018)Macroeconomic Determinates of House Hold Consumption Pattern: A case of Pakistan.Paper presented and abstract published at 1ST ICMC ,UOG .

Asad.S.,Irfan.A.B,and T.Mahmood.(2016)Impact of resource management on the land based productivity and livelihood of Pothwar with special emphasis on rural Rawalpindi district, Pakistan.

Paper presented at 1st International conference on Asia Pacific Policy Dialogue on Water Energy And Food Security for Poverty Alleviation in Dryland Regions.

Rashid, M., **S. Asad**.(2016).Efficacy Of Screen Bottom Board Tray Alone And With Soft Chemicals For Controlling Varroa Destructor In Honeybee Colonies . Pakistan Journal of Zoology. Manuscript ID ,MH20160613070619-R1.

- Rashid, M., **S. Asad**, S. Raja, A.U. Mohsin, E.S. Wagchour, G.Sarwer, N.Islam and W. Ahmad (2014) “Control of *Varroa destructor* in *Apis mellifera* (Hymenoptera: Apidae) by using plant oils and extract.” Pak.J.Zool. 46(3): 609-615.
- Rashid, M., A.U. Mohsin,**S. Asad**, S.Raja and G.Sarwer (2014) “ Integrated Control of *Tropilaelaps clareae* and *Varroa destructor* in *Apis mellifera* L. colonies” Schol. J. Agric. Sci. 4(1):32-37.
- **Asad.S**,A.Saboor,Irfan.A.B,Saima Ayaz, and Nasir Mahmood.(2014). “Impact of resource management on the development of arid area productivity and livelihood: a case study of Rawalpindi district”. Scholarly Journal of Agricultural Science Vol. 4(2), pp. 90-96
- Rashid M., **S.Asad**, G. Sarwar and W.Ahmad (2013). Control of *Varroa destructor* mite by using Oxalic acid, Formic acid in Honeybee *Apis mellifera* L. colonies in Pakistan. World Appl. Sci. J. 26(12): 1574-1578.
- Rashid, M., **S. Asad**, G. Sarwar, F. Iftikhar and Z. A. Qadir (2013). Comparative study of pollen traps on improvement in pollen collection technology. Pak.J.Sci., 65(2):202-205.
- Rashid, M.**S.Asad**, S.Raja, G.Sarwer and F.Iftikhar (2011). Effect of method of Nutritional administration on the development of silkworm *Bombyx mori* L. Pak.j.sci.res. Ser.B: boil.sci.54(2):71-75
- Mohsin A.Q, R. Riaz, **S. Asad** and Afia Mushtaq (2008). Profitability analysis of broiler production in Rawalpindi district .Pak. J. Agri. Sci., Vol. 45(4)

3. Poster Presentation: Structural Adjustment Growing Inequality :A Case Of Rawalpindi District .Punjab Pakistan.(2016) Paper presented at 1st International conference on Asia Pacific Policy Dialogue on Water Energy And Food Security for Poverty Alleviation in Dryland Regions.

4. Research Supervisor :

Supervisor of post graduate students (detailed as)

20 students of M.Phil. Economics have been graduated since 2015 till to date

1 of M.Sc (hons) AEC have been graduated in 2015

9 of M.Phil. Economics students are working on their thesis at present

As member contributed in almost 100 thesis of Economics and Sociology till to date

EXPERIENCE: ADMINISTRATIVE RESPONSIBILITIES (NON-ACADEMIC)

- Member of Admission Committee of Economics/Agriculture Economics Department during 2001-2006 D&2013
- Responsible for collection & maintenance of GS-10 Enrollment Forms during 2001-6-7
- Responsible for making of time table before the commencement of semesters and date sheet construction before mid and final term exams.
- Secretary Departmental Board of Studies meetings.
- Member BOS of Faculty of Sciences 2013 upto
- Member of Academic council 2008- 11.
- Faculty representative for students affairs 2008-2011
- Supervise co-curricular activities conducted by student in the Department/university level as well
- Member of the committee for conducting Physical Stock Verification of all consumable & non-consumable items of girl's hostel 2003.
- Editor Urdu section of university magazine for 2009-11.

ATTENDED SEMINARS / WORKSHOPS / CONFERENCES/ SHORT TRAINING COURSES

1. Participated and completed a National seminar/Workshop on “**PEACE&CONFLICT RESOLUTION IN SOUTH ASIA WITH GENDER PERSPECTIVE**”. In Oct 2002.Organized by FJWU and UNESCO, Pakistan
2. Attended a training course on **International Humanitarian Law** in collaboration with the International Committee of Red Cross held from November 22 to 27, 2004 at Higher Education Commission, Islamabad.
3. Participated in International workshop on **Intensive Farming & integrated Resources Management: Traditional & Non-Traditional Approaches** organized by University of Arid Agriculture, Rawalpindi-Pakistan. 28-30 April, 2004
4. Completed a workshop on “**Qualitative Research Methodology**”. In September 2004.Organized by PMAS-AAUR and Population Council.
5. Have completed a three month **Master Trainer** Course organized by QA&LI HEC in 2005.
6. Participated in an International Conference on “**Trade Liberalization and SAFTA: Opportunities, Concerns and Challenges**”. In March 2007.Organized by PMAS-AAUR in collaboration with HEC and GTAP-USA.

7. Participated in a seminar on “**Human Rights and Role of Academia**” organized by International Islamic University, Dept of Sociology held on May 2010 at PMAS-AAUR.
8. Participated and organized as member of publication committee an international conference on “**Sufi Heritage of Punjab**” organized by Directorate of Students Affairs held on June 2009 at PMAS
9. Attended and organized a training workshop on “**Leadership Development**” by Directorate of Students Affairs held on January 2010 at PMAS-AAUR.
10. Training workshop on **Empowering women through Employment**. PMAS-AAUR and HRDN in collaboration with USAID Pakistan 2010
11. Completed a workshop on “**Citation & Referencing in Research using EndNote X5**” In August ,2011.Organized by QEC-PMAS-AAUR and Institute of Research Promotion.
12. Two days training on “**Resilient Agriculture**” 14-15 June 2013,conducted by Action Aid at PMAS-AAUR
13. Completed one day Training workshop on “**Panel Data Estimation**” on 05-11-2014,conducted by Department of Economics PMAS-AAUR.
14. Participated in training workshop **How to write a scientific Research Paper**” 2015.Organized by Pakistan Society of Agronomy, conducted at Department of Agronomy, PMAS-AAUR.
15. UCDAVIS and PMAS-AAUR’s training workshop on **Scientific Research writing**. March 2016.
16. UCDAVIS and PMAS-AAUR’s conference on “**Agriculture Productivity Improvement through Nudging**” held on 06-07 May 2016.
17. Participated in training workshop organized by GoP Establishment Division AHK NCRD Islamabad “**Resource Mobilization on Rural Development**” held on 6th-8th Feb 2018.
18. Participated in training workshop organized by department of Education at PMAS “**Research Methodology**” held on Feb 20-23rd 2018.
19. UOG and HEC’s collaborative 1st International conference on Management and Commerce “**Sustainable Entrepreneurship: from Knowledge to Venture**” on April04-05,2018.

DISTINCTIONS & AWARDS

- Registered Master Trainer off Higher Education Commission Islamabad Since 2005
- Have received an honorarium by the Vice Chancellor against extra good work done at student week as faculty representative 2010-11
- Won talent scholarship in M.Phil first semester .
- .Coordinator of speech/debating Club in University of Arid Agriculture 2003-2005.
- ICDL certificate holder 2005.

- Won inter-department English speech competition in 1995 at NUML.
- Won inter-school quiz competition in 1985.

SOCIAL and Co-CURRICULAR ACTIVITIES

- Faculty representative (faculty of sciences)2007-upto date
- Coordinator of the Debating Club of the University, PMAS-AAUR.2002-2006
- In-charge of Urdu section of the editorial Board for Naveed-e-Baraan (Student's Magazine of the University PMAS-AAUR 2009-11
- In-charge for supervising student's activities in the Department of Economics/Agriculture Economics.
- Member of Academic council 2008-update.
- Member of Board of Studies of FOS since 2014 up to
- Member of Board of Studies of Dept of Economics/Agriculture Economics
Member Senior Tutor Office of FCFS from 2001-2011.

Member of Organizing committee of conference held in PMAS_AAUR by UCDAVIS and FOSS “Agriculture Productivity Improvement through Nudging” from 06-07 May 2016.

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CURRICULUM DEVELOPMENT

1. Member Curriculum revised committee of M. Sc degree programs in 2010, Department of Economics, PMSA-AAUR

MEMBER: ACADEMIC COUNCIL/BOARD OF STUDEIS

1. Secretary Departmental Board of Studies 2011-update (Dept of Economics/Agriculture Economics)
2. Member of the university academic council 2008-update
3. Member BOS of Faculty of Sciences since 2014 upto 2016.

REFERENCE ON REQUEST

Ms. SUMERA SALEEM

Lecturer

PMAS Arid Agriculture University

Rawalpindi-46300, Pakistan

Personal Information:

Father Name: Rana Muhammad Saleem

Date of Birth: 1st August, 1987

Gender: Female

Marital Status: Single

Religion: Islam

Nationality: Pakistani

E-mail Address: sumera1570@yahoo.com

C.N.I.C # 36401-8369396-4

Passport # HE5753962

Phone # +92 333 695 3108

Permanent Address: House No 121, D Block, Arifwala 57450, Pakistan

Career Objective:

To work with great devotion, dedication and loyalty to achieve the goals of the organization that I work for, without caring the hostile forces and unfavorable circumstances.

Education:

PhD	USTC, China	(In Progress)
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M.Phil	1st Div G.C University, Faisalabad	2011
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B.S (Hons)	1st Div	G.C University, Faisalabad	2009
Intermediate	1st Div	Govt. College for Women, Arifwala	2005
Matriculation	1st Div	Govt. Girls M.C Model High School, Arifwala	2003

Distinction:

Gold Medalist in B.S (Hons)

Present Position/Experience:

Assistant Registrar	PMAS-Arid Agriculture University Rawalpindi	From 8-5-2012 to 2-3-2015
Lecturer Economics	PMAS-Arid Agriculture University Rawalpindi	From 3-3-2015 to-date

Other Assignments:

. Additional charge of Deputy Registrar

From 1-6-2018 to 2-9-2018

. Additional Charge of Assistant Registrar

From 3-3-2015 to 2-9-2018

. Hostel Superintendent of wing II, Fatima Jinnah Hall

From 30-10-2013 to 2-9-2018

Trainings Attended:

- Indigenous on Campus Training Workshop under Modern University Governance program from 24th November 2014 to 28th November 2014 at National Defence University, Islamabad.
- Indigenous on Campus Training under Modern University Governance program on IT EQUIPMENT MANAGEMENT SKILLS from 2nd March 2015 to 6th March 2015 at Pir Mehr Ali Shah, Arid Agriculture University, Rawalpindi.
- Two days training on “Life Skills” from 21st to 22nd February at PHEC Staff Development Academy, Lahore

Member:

- Academic Council of Arid Agriculture University for a period of three years from June 2016

Reference:

Reference will be furnished upon request.