Self Assessment Report

Beaconhouse National University

School of Business
Department of Economics

BSc. Hons in Economics

Prepared by: Program Team of SB-ECO
Prepared by: Quality Assurance Department

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Executive Summary of Self Assessment Reports

BNU strives hard to deliver quality education and has never compromised on its quality standards. Quality Assurance Department (QA) was setup in BNU in September 2005 as per directives of HEC and since then has actively worked for the quality of all academic programs offered at BNU. One of the important steps in this process is the Self Assessment of the Academic Programs.

Self-Assessment Report (SAR) is an effective tool in measuring and monitoring the outcome of a program. This is employed in Degree Awarding Institutes of Pakistan to identify strengths and weaknesses of the degree programs. Self Assessment Reports are prepared at the end of the assessment cycle of all academic programs at Beaconhouse National University (BNU).

QA department at BNU attempts to furnish the requisite information to complete Self Assessment Report in the light of certain criteria and standards as spelled out in the Self Assessment Manual prepared by HEC.

To complete the second cycle of Assessment in the year 2019-2021, fifteen degree programs were selected for Self Assessment, evaluation and improvements.

Objectives

Objectives of the Self Assessment report are:

a. To improve and maintain academic standards.
b. To verify that existing programs meet their objectives and institutional goals.
c. To provide feedback for the academic program.
d. To identify areas requiring improvements in order to achieve objectives through desired outcomes.

Execution of Self Assessment Process:

Presentations on the preparation of Self Assessment Report (SAR) were arranged for all Schools and faculty members of the selected program. This also served to explain the Self Assessment process and also a soft and hard copy of self assessment manual were also provided to further aid the process.

To initiate the SAR process, the Dean appoints the Program Team and Assessment Team Members to prepare the report in the subsequent weeks. Once completed, the Report is submitted to the Assessment team and QA department. The Assessment Team, accompanied with GM (QA) review the report with Dean and Program Team Members and concerned faculty.

The program weaknesses and strengths are identified in the final meeting. Solutions and Implementation plans are prepared based on the discussions. The following are discussed.

e. Assessment Team findings
f. Corrective Actions required
g. Responsible Body for corrective actions
h. Implementation Date

The recommended target dates to complete the tasks observed by Assessment Team, were approved by Vice Chancellor.

At the completion of Self Assessment cycle, QA submitted soft copy of all SAR to HEC for review and record.

N. Lodhi.

Noreen Lodhi
GM, Quality Assurance
Beaconhouse National University

Shahid Hafiz Kardar
Vice Chancellor
Beaconhouse National University

SCHOOL OF BUSINESS

BNU's School of Business is committed to provide excellent education with a focus on real world practice to help our students to develop the skills that are fundamental towards assuming leadership and managerial roles in the industry. The faculty at School of Business is a unique mix of foreign qualified, experienced academics and well-known practitioners, which brings its experience to the table and provides students with an unmatched academic as well as professional experience. School of Business aims at training its graduates to take up careers in the financial as well as non-financial corporate entities.

DEPARTMENT OF ECONOMICS

Department of Economics strives to offer broad based degrees at bachelor level. We constantly update our courses. We are conscious to ensure relevance, application and updated material in our course contents. We have a strong believe in continuous professional development of our faculty. By virtue of being positioned in the first Liberal Arts University in Pakistan, Department of Economics offers its students an opportunity to enhance their personal and professional development through supportive academic atmosphere so that they are in a position to play leadership role in economic management and resolve critical public policy issues of the country.

Graduates of the Department are provided with hands on experience on research, real world issues, and application of quantitative and qualitative techniques while working on their thesis. Graduates are, therefore, well equipped and trained for labor market. Department of Economics offers a 4 years BSc(Hons.) program of 132 credits, with a focus on real world practice, in the following areas of specialization:

- Double Major in Economics & Finance
- Major in Economics & Minor in Finance
- Major in Economics & Minor in Media Studies

Criterion 1: Program Mission, Objectives and Outcomes

INSTITUTION MISSION STATEMENT

"A truly national higher-education institution, emerging as a world-class Liberal Arts university with a merit-driven, need-based recruitment and admission policy at all levels; offering modern curricula in a range of conventional and new disciplines; while preserving the history and culture of Pakistani society; enriching the overall intellectual growth of a student through interaction and professional excellence."

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

DEPARTMENT VISION STATEMENT (DEPARTMENT OF ECONOMICS)

To be recognized as the innovating and leading Department in Economics and contribute to research at local and national level in Pakistan.

DEPARTMENT MISSION STATEMENT (DEPARTMENT OF ECONOMICS)

Mission of Department of Economics is to carry out career oriented, financially viable vertical and horizontal expansion of the Department to deliver quality education with the support of distinguished faculty. Department also aims at making significant research contribution on the most pressing issues at local and national level in Pakistan.

PROGRAM OBJECTIVES

The mission of Economics program is to produce graduates with strong base of economic theory and equipped with quantitative and qualitative skills for in-depth understanding of the most pressing economic issues facing our country today and serving in following key areas:

- Research organizations
- National and international financial markets, institutions and services
- Commerce and industry
- Regulatory authorities
- Planning and development

- National and multi-national business organizations
- Non-government organizations

PROGRAM EDUCATIONAL OBJECTIVES

The B.Sc. (Hons.) Economics program aimed to achieve following objectives:

1. Deep, broad and structured training in core areas of economics
2. To equip students with the tools of qualitative and empirical analysis.
3. Lay a foundation of liberal arts training as embodied in the non-economic core and provide the room to explore a variety of subjects within and beyond the confines of economics.
4. To prepare students for higher education in economics and relevant disciplines
5. To prepare students for policy oriented research in economics and related areas
6. To equip and train students for labor market
7. To inculcate professional and ethical values in the students
8. To develop useful interpersonal and communication skills in the students, especially with relevance to their program of studies

PROGRAM OBJECTIVE'S ASSESSMENT

The following table shows how each of the above program objectives is measured and the actions taken as a result of these measurements.

The three tools for assessments of program objectives are:

- Employer Survey
- Alumni Survey
- Graduating Students Survey

Objectives	How Measured	When Measured	Improvement Identified	Improvement Made
1	Graduating Students Survey	Conclusion of four year program	On basis of final project performance	Converted some final thesis into research papers
2	Employer Survey	Within one year of graduation	More skills required of quantitative and empirical analysis	Revise thesis guidelines and add more quantitative

				courses.
3	Graduating Students Survey	At the end of four year program	Needed to explore subjects within and beyond confines of economics	Revised course structure, added more courses of non-economics core.
4	Alumni Survey	Within one year of graduation	Nil	Nil
5	Graduating Students Survey	Conclusion of four year program	Better analytical and research skills	Monitoring of final year thesis
6	Alumni Survey	Within one year of graduation	Nil	Nil
7	a. Alumni Survey b. Graduating Students Survey	Within one year of graduation	More adherence to professional values	Case based curriculum of professional elective course
8	a. Alumni Survey b. Graduating Students Survey	Within one year of graduation	Better interpersonal skills required	Encourage students to work in teams

Broad Categories	**Courses**	**Objectives**							
		1	**2**	**3**	**4**	**5**	**6**	**7**	**8**
Mainstream Economics Theory	Fundamentals of Micro/Macro Micro/Macro I Micro/Macro II	✓			✓	✓	✓		
Methods	Econometrics I &II Research Methods		✓				✓	✓	
Quantitative	Mathematics I&II Statistics I & II Mathematical Economics		✓				✓	✓	

Political Economy	History of Economics Thought, Development Economics, International Political Economy, Current Issues In Pakistan’s Economy			✓			✓		✓
Topics of Contemporary Relevance	International Trade, Public Finance, Environmental Economics			✓			✓		
Non-Econ Core	Academic Writing, Islamic Studies, Intro to Comp, Intro to World History, Intro to Social Anthropology, Intro to Political Thought						✓	✓	✓
Econ & Non-Econ Electives	Why Nations fail, Capitalism, Welfare Economics, Political Economy of Media, Intro to Film, Intro TV, Intro to Photography, etc			✓		✓			✓

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

PROGRAM OUTCOMES

B.Sc. (Hons.) in Economics has the following program outcomes by the end of the program the students should be able to:

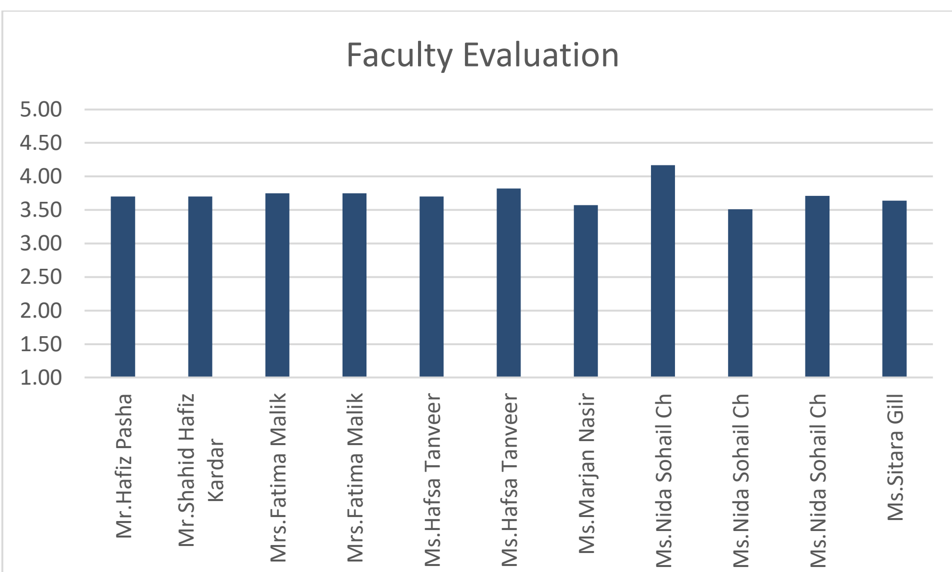
1. Understand economic theory
2. Comprehension of data sets
3. Analyze data the sets in a meaningful way

4. Do research independently
5. Identify and understand economic problems based on analysis of various economic variables in context of Pakistan at both national and sub-national level
6. Recognize and foresee economic problems
7. Setup an academic and research environment and work in it
8. Come up with policy ideas, which are relevant to local needs and conditions.
9. Be prepared with employable skills for job market
10. Learn ethics and professional values
11. Acquire communication and interpersonal skills

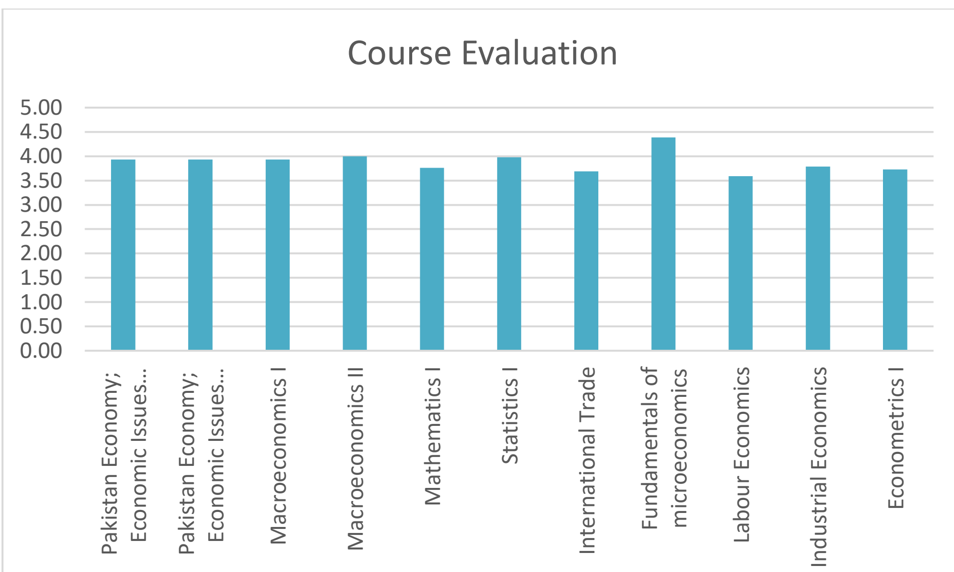
Program Objectives	**Program Outcomes**										
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**
1	✓							✓		✓	
2		✓	✓	✓	✓			✓		✓	
3											
4	✓	✓	✓	✓							✓
5		✓	✓	✓	✓	✓		✓			
6	✓	✓	✓	✓	✓	✓	✓		✓		✓
7											✓
8								✓	✓	✓	✓

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

• Sr.No.	Name of Faculty	Course Code	Course Title	Course Cr.Hrs.	Faculty Evaluation (out of 5)
1	Mr.Hafiz Pasha	ECO-121	Pakistan Economy; Economic Issues with Special Focus on Public Finance and Trade	3	3.70
2	Mr.Shahid Hafiz Kardar	ECO-121	Pakistan Economy; Economic Issues with Special Focus on Public Finance and Trade	3	3.70
3	Mrs.Fatima Malik	ECO-151	Macroeconomics I	3	3.75
4	Mrs.Fatima Malik	ECO-225	Macroeconomics II	3	3.75
5	Ms.Hafsa Tanveer	ECO-112	Mathematics I	3	3.70
6	Ms.Hafsa Tanveer	ECO-202	Statistics I	3	3.82
7	Ms.Marjan Nasir	ECO-260	International Trade	3	3.57
8	Ms.Nida Sohail Ch	ECO-103	Fundamentals of microeconomics	3	4.17
9	Ms.Nida Sohail Ch	ECO-332	Labour Economics	3	3.51
10	Ms.Nida Sohail Ch	ECO-226	Industrial Economics	3	3.71
11	Ms.Sitara Gill	ECO-214	Econometrics I	3	3.64



Sr.No.	Course Title	Course Cr.Hrs.	Course Evaluation (out of 5)
1	Pakistan Economy; Economic Issues with Special Focus on Public Finance and Trade	3	3.93
2	Pakistan Economy; Economic Issues with Special Focus on Public Finance and Trade	3	3.93
3	Macroeconomics I	3	3.93
4	Macroeconomics II	3	4.00
5	Mathematics I	3	3.76
6	Statistics I	3	3.98
7	International Trade	3	3.69
8	Fundamentals of microeconomics	3	4.39
9	Labour Economics	3	3.59
10	Industrial Economics	3	3.79
11	Econometrics I	3	3.73



Weaknesses:

- The foremost weakness is that faculty turnover is quite high in economics department. It is because university prefers fresh foreign postgraduates, and instructors go for PhDs after completing a year or two of teaching at the university.
- The department of economics is lagging behind a bit in research and conducting seminars and conferences compare to other departments in the university.
- The department of economics is unable to conduct faculty development workshops in regular time frames.
- There are no Master's program in Economics Department

Strengths of Economics Program

The BSc. (Honors) Economics program is divided into four different course categories as summarized below in Table.

Economics Core (EC)	66
Economics Electives (EE)	21
Non-economics core (NEC)	21
Non-economics electives (NEE)	24
Total	132

First, courses falling under the economics core category are the courses which every student expecting to graduate from the program must study. Second, students must choose courses worth a total of 21 credits from a variety of other courses offered by the Department of Economics to fulfill the economics elective requirement. Third, the non-economics core comprises a list of obligatory courses offered by departments other than economics. Lastly, students must study electives offered by departments other than the Department of Economics for a total of 24 credits. The distribution of credits across these four categories indicates ***the priorities of the program: a deep, broad and structured training in core areas of economics built on the foundation of a liberal arts training as embodied in the non-economics core, and the room to explore a variety of subjects within and beyond the confines of economics***.

The non-economics core (see Table 2 below) gives students an introduction to the study of politics, culture, history, anthropology, and history – a grounding for further exploration of a variety of disciplines offered by the university, both within and outside the liberal arts and social sciences. It also provides foundations in computing skills and academic writing and communication – skills which are necessary for students to be able to navigate their way through an undergraduate academic program today.

Table 2: Non-Economics Core (NEC)

No.	Course Code	**Course Title**	**Credits**
1	DLA-110	Academic Writing and Communication	3
2	SLA-103	Islamic Studies	1.5
3	SLA-102	Pakistan Studies: State, Society and Economy	1.5
4	CSC-102	Introduction to Computing	3
5	DLA-247	Introduction to World History	3
6	DLA-143	Introduction to Social Anthropology	3
7	DLA-109	Introduction to Political Thought	3
		Total	**18**

The economics core (see Table 3 below) has multiple "faces". The first face consists of two sequences with three courses each in mainstream economic theory (both micro and macro). These sequences are meant to ***equip students with the standard conceptual tools and language of the economics discipline and profession, so as to allow students to participate in contemporary global conversations and debates***. ***This is the first learning outcome of the program.*** The second face focusses on political economy, and is made up of subject matter not typical of an economics core, especially the study of international political economy and the history of economic thought. This face forms a stark but necessary contrast to the mainstream theory courses of the first face, given the limitations of orthodox economic analysis. Courses from this part of the economics core will ***allow students to participate in conversations and debates not only on the margins of the economics discipline, but also to converse with critical voices within the mainstream. This is the second learning outcome of the program.*** It will also allow them to place Pakistan's political economy in the context of the global political economy.

No.	Course Code	Course Title	Credits	Prerequisites

Mainstream Theoretical Background				
1	ECO-103	Fundamentals of Microeconomics	3	NA
2	ECO-104	Fundamentals of Macroeconomics	3	NA
3	ECO-107	Microeconomics 1	3	Fundamentals of Microeconomics, Mathematics 1
4	ECO-151	Macroeconomics 1	3	Fundamentals of Macroeconomics, Mathematics 1
5	ECO-223	Microeconomics 2	3	Microeconomics 1
6	ECO-225	Macroeconomics 2	3	Macroeconomics 1, Mathematical Economics
Problem Analysis, Quantitative Methods,				
7	ECO-214	Econometrics 1	3	Mathematics 1, Statistics 2, Microeconomics 1, Macroeconomics 1
8	ECO-207	Econometrics 2	3	Econometrics 1
9	ECO-112	Mathematics 1	3	NA
10	ECO-201	Mathematics 2	3	Mathematics 1
11	ECO-202	Statistics 1	3	NA
12	Undefined	Statistics 2	3	Statistics 1
13	Undefined	Mathematical Economics	3	Mathematics 2
14	Undefined	Research Methods	3	Microeconomics 1, Macroeconomics 1, Econometrics 1
Solution Design				
15	ECO-208	History of Economic Thought	3	Microeconomics 1, Macroeconomics 1, Statistics 1
16	ECO-200	Development Economics	3	Microeconomics 1,

				Macroeconomics 1, Statistics 1
17	Undefined	Financial Markets	3	Microeconomics 1, Macroeconomics 1, Statistics 1
18	Undefined	Current Issues in Pakistan's Economy	3	Development Economics 1
19	ECO-260	International Trade	3	Microeconomics 1, Macroeconomics 1, Statistics 1
20	ECO-323	Public Finance	3	Microeconomics 1, Macroeconomics 1, Statistics 1
21		Monetary Economics	3	Microeconomics 1, Macroeconomics 1, Statistics 1
22	ECO-311	Environmental Economics	3	Microeconomics 1, Macroeconomics 1, Statistics 1
		Total	66	

The third face consists of training in mathematical, statistical, econometrics and research methods, and is complementary to both the first and second faces. Given the quantitative nature of the economics discipline today (whether in the mainstream or at the margins), these courses are meant to ***equip students with the tools of quantitative and empirical analysis which economics students today are expected to be familiar with. This is the third key learning outcome.***

Lastly, courses on issues of contemporary relevance complete the economics core.

BSc Hons. in Economics is offering many different economics electives to strengthen the Economics core such as Labour Economics, Game Theory, Industrial Economics, Behavioral Economics.

Future Improvement in the Program

More practical economics courses will be offered that should provide students with data handling knowledge and equip them with more data softwares. More courses like financial economics should be offered as electives for the sound ground in both economics and finance. Currently

Economics courses are lacking in presentations. We will be encouraging presentations in courses to prepare our students for the market.

Standard 1-4: The department must assess its overall performance periodically using quantifiable measures

Year	Applied	Admitted	Left	Terminated	Studying/Active	Graduated
2017-2018	33	12	2	6	4	12
2018-2019	4	3	1	0	2	3
2019-2020	14	3	1	0	2	11

Criterion 2: Curriculum Design and Organization

TITLE OF DEGREE PROGRAM

B.Sc. (Hons.) in Economics

DEFINITION OF CREDIT HOUR:

One credit hour is 1 hour of theory lecture in a week.

COURSE CATEGORIES

The BSc. (Honors) Economics program is divided into four different course categories as summarized below in Table 1. First, courses falling under the economics core category are the courses which every student expecting to graduate from the program must study. Second, students must choose courses worth a total of 33 credits from a variety of other courses offered by the Department of Economics to fulfill the economics elective requirement. Third, the non-economics core comprises a list of obligatory courses offered by departments other than economics. Lastly, students must study electives offered by departments other than the Department of Economics for a total of 18 credits. The distribution of credits across these four categories indicates the priorities of the program: a deep, broad and structured training in core areas of economics built on the foundation of a liberal arts training as embodied in the non-economics core, and the room to explore a variety of subjects within and beyond the confines of economics.

The non-economics core (see Table 2 below) gives students an introduction to the study of politics, culture, history, anthropology, and history – a grounding for further exploration of a variety of disciplines offered by the university, both within and outside the liberal arts and social sciences. It also provides foundations in computing skills and academic writing and communication – skills which are necessary for students to be able to navigate their way through an undergraduate academic program today.

The economics core (see Table 3 below) has multiple “faces”. The first face consists of two sequences with three courses each in mainstream economic theory (both micro and macro). These sequences are meant to equip students with the standard conceptual tools and language of the economics discipline and profession, to allow students to participate in contemporary global conversations and debates. This is the first learning outcome of the program. The second face focusses on political economy, and is made up of subject matter not typical of an economics core, especially the study of international political economy and the history of economic thought. This face forms a stark but necessary contrast to the mainstream theory courses of the first face, given the limitations of orthodox economic analysis. Courses from this part of the economics core will allow students to participate in conversations and debates not only on the margins of the economics discipline, but to converse with critical voices within the mainstream. This is the second learning outcome of the program. It will also allow them to place Pakistan’s political economy in the context of the global political economy.

The third face consists of training in mathematical, statistical, econometrics and research methods, and is complementary to both the first and second faces. Given the quantitative nature of the economics discipline today (whether in the mainstream or at the margins), these courses are meant to equip students with the tools of quantitative and empirical analysis which economics students today are expected to be familiar with. This is the third key learning outcome.

Lastly, courses on issues of contemporary relevance complete the economics core.

DEGREE PLAN

Courses for 4 Year B.Sc. (Hons.) in Economics are grouped into four broad categories:

Category Name (Abbreviation)	**Credits**
Economics Core (EC)	63
Economics Electives (EE)	33
Non-economics core (NEC)	18
Non-economics electives (NEE)	18
Total	**132**

Students are required to complete 132 credit hours to earn a 4 Year B.Sc. (Hons.) degree.

Semester wise distribution of courses and credit hours are as follow:

ROADMAP

The degree progression or roadmap given below is not set in stone. It provides a working structure, which allows for planning and predictability, and provides flexibility to deal with change and contingency. It is expected that students will actively keep track of the progress of their degree and ensure that they are able to complete the degree requirements outlined above within the desired time frame of 8 semesters. This will involve speaking regularly to faculty, carefully analyzing the course offerings every semester and choosing smartly from among the available courses.

CREDIT REQUIREMENTS BY COURSE CATEGORY FOR BSC (HONS.) ECONOMICS

Economics Core (EC)	66
Economics Electives (EE)	21
Non-economics core (NEC)	21
Non-economics electives (NEE)	24
Total	132

Standard 2-1: The curriculum must be consistent and supports the program's documented objectives.

STUDY SCHEME

Semester	**Course Codes**	**Proposed Courses**	**Course Catagory**	**Credit Hours**
Semester I	DLA-109	Introduction to Political Thought	NEC 1	3

Year 1		Foundation English	NEC 2	3
	SLA-130/ SLA-102	Islamic Studies or Pakistan Studies	NEC 3	1.5
	DLA-143	Introduction to Social Anthropology	NEC 4	3
	ECO-112	Mathematics I	EC 1	3
	ECO-103	Fundamentals of Microeconomics	EC 2	3
		Semester Total		**16.5**
Semester II Year 1	ECO-201	Mathematics II	EC 3	3
	ECO-104	Fundamentals of macroeconomics	EC 4	3
	SLA-103/ SLA-102	Islamic Studies or Pakistan Studies	NEC 5	1.5
	CSE-100	Introduction to Computing	NEC	3
	DLA-247	Introduction to World History	NEC 7	3
	ECO-107	Microeconomics I	EC 5	3
		Semester Total		**16.5**
Semester III Year 2	DLA-110	Academic Writing	NEC 8	3
	ECO-107	Macroeconomics I	EC 6	3
	ECO-202	Statistics II	EC 7	3
		Any non-economics elective	NEE 1	3
		Any non-economics elective	NEE 2	3
		Economics Elective	EE 1	3
		Semester Total		**18**
Semester IV Year 2	ECO-200	Development Economics	EC 8	3
	ECO-211	Mathematical Economics	EC 9	3
	ECO-203	Statistics II	EC 10	3
	ECO-223	Microeconomics II	EC 11	3
		Any non-economics elective	NEE 3	3
		Economics Elective	EE 2	3
		Semester Total		**18**
Semester V Year 3		Economic Elective	EE 3	3
	ECO-214	Econometrics I	EC 12	3
		Current Issues in Pakistan Economy	EC 13	3
	ECO-225	Macroeconomics II	EC 14	3
		Economic Elective	EE 4	3
		Any non-economics elective	NEE 4	3
		Semester Total		**18**
Semester VI Year 3	ECO-351	Research Methods	EC 15	3
	ECO-314	Econometrics II	EC 16	3
	ECO-208	History of Economic Thought	EC 17	3
		Any non-economics elective	NEE 5	3
		Economic Elective	EE 5	
		Semester Total		**18**
Semester VII Year 4	ECO-260	International Trade	EC 18	3
	ECO-306	Financial Markets	EC 19	3
		Economic Elective	EE 6	3
		Any non-economics elective	NEE 6	3

		Any non-economics elective	NEE 7	3
		Semester Total		**18**
Semester VIII Year 4	ECO-323	Public Finance	EC 20	3
	ECO-311	Environmental Economics	EC 21	3
	ECO-412	Monetary Economics	EC 22	3
		Economic Elective	EE 7	3
		Any non-economics elective	NEE 8	3
		Semester Total		**18**
		Total		**132**

Standard 2-2: Theoretical background, problems analysis and solution design must be stressed within the program's core material.

No.	Course Code	Course Title	Credits	Prerequisites
Mainstream Theoretical Background				
1	ECO-103	Fundamentals of Microeconomics	3	NA
2	ECO-104	Fundamentals of Macroeconomics	3	NA
3	ECO-107	Microeconomics 1	3	Fundamentals of Microeconomics, Mathematics 1
4	ECO-151	Macroeconomics 1	3	Fundamentals of Macroeconomics, Mathematics 1
5	ECO-223	Microeconomics 2	3	Microeconomics 1
6	ECO-225	Macroeconomics 2	3	Macroeconomics 1, Mathematical Economics
Problem Analysis, Quantitative Methods				
7	ECO-214	Econometrics 1	3	Mathematics 1, Statistics 2, Microeconomics 1, Macroeconomics 1
8	ECO-207	Econometrics 2	3	Econometrics 1
9	ECO-112	Mathematics 1	3	NA
10	ECO-201	Mathematics 2	3	Mathematics 1
11	ECO-202	Statistics 1	3	NA
12	Undefined	Statistics 2	3	Statistics 1
13	Undefined	Mathematical Economics	3	Mathematics 2

14	Undefined	Research Methods	3	Microeconomics 1, Macroeconomics 1, Econometrics 1
Solution Design				
15	ECO-208	History of Economic Thought	3	Microeconomics 1, Macroeconomics 1, Statistics 1
16	ECO-200	Development Economics	3	Microeconomics 1, Macroeconomics 1, Statistics 1
17	Undefined	International Political Economy	3	Microeconomics 1, Macroeconomics 1, Statistics 1, Introduction to Political Thought
18	Undefined	Current Issues in Pakistan's Economy	3	Development Economics 1
19	ECO-260	International Trade	3	Microeconomics 1, Macroeconomics 1, Statistics 1
20	ECO-323	Public Finance	3	Microeconomics 1, Macroeconomics 1, Statistics 1
21	ECO-311	Environmental Economics	3	Microeconomics 1, Macroeconomics 1, Statistics 1
		Total	63	

Course Outlines:

- **Fundamentals of Microeconomics**

Course category: economics core

Course Code: ECO-103

Course Credits: 3

Course perquisites: none

Course Description:

Along with a foundational course on the fundamentals of macroeconomics, this core course provides a foundation in mainstream microeconomic theory to first year undergraduates. By the end of the course, students engaging well with the course material should have a working understanding of the foundational conceptual tools of economics, some insight into the worldview of economics as a discipline and as a profession, and a basis for intermediate study in mainstream microeconomic theory.

Suggested Grading Instruments:

Announced Quizzes (total of 4, 2 before midterm, 2 after midterm; top 3 scores for each student count for 5% each): 15%

Unannounced Quizzes (at least 5; top 5 scores for each student to count for 3% each): 15%

Midterm Exam: 30%

Final Exam: 40%

Key texts:

Mankiw, Gregory. 2015. *Principles of Microeconomics*. 7th ed. Stamford: Cengage Learning.

Frank, Robert H., and Ben S. Bernanke. 2009. *Principles of Microeconomics*. 4th ed. New York: McGraw-Hill Irwin.

Suggested Course Plan and Use of Texts:

The Mankiw book should be used as the main text and should be completed in its entirety over the semester. The Frank et al. book is to be used as a reference text.

- **Microeconomics 1**

Course category: economics core

Course Code: ECO-107

Course Credits: 3

Course perquisites: Fundamentals of Microeconomics, Mathematics 1

Course Description:

Building on a foundational course in microeconomics, this course takes students to the intermediate level study of mainstream microeconomic theory. Besides taking students deeper into the mathematical and technical aspects of microeconomics, the course provides a working understanding of the answers typically provided by the economics discipline to some of the standard and frequent questions posed by microeconomics – questions of which some have already been introduced in the foundational course, and of which are new.

Suggested Grading Instruments:

Announced Quizzes (total of 4, 2 before midterm, 2 after midterm; top 3 scores for each student count for 5% each): 15%

Unannounced Quizzes (at least 5; top 5 scores for each student to count for 3% each): 15%

Midterm Exam: 30%

Final Exam: 40%

Key texts:

Varian, Hal R. *Intermediate Microeconomics: A Modern Approach*. 8th ed. New York: W. W. Norton & Company.

Suggested Course Plan and Use of Texts:

The Varian text should be used as the main textbook. Counting the mathematical appendix as a chapter means that the book has 38 chapters, the first 19 of which should be covered in this course. The remaining chapters should be covered in Microeconomics 2.

It would be helpful to begin the course with a review of the mathematical appendix.

Any other textbook deemed appropriate by the instructor may be assigned as a recommended reference text.

- **Microeconomics 2**

Course category: economics core

Course Code: ECO-223

Course Credits: 3

Course perquisites: Microeconomics 1

Course Description:

This course is the second of two intermediate level courses in mainstream microeconomic theory, and it continues where Microeconomics 1 concludes. The course takes students deeper into the theory of industry and markets, and introduces a range of new topics such as game theory and its applications and behavioral economics. Completing the intermediate level study of microeconomics, the course not only provides the grounding for more advanced study of microeconomic theory, but also provides the jumping pad to the study of a wide range of theories within economics which are built on the foundations of microeconomic theory.

Suggested Grading Instruments:

Announced Quizzes (total of 4, 2 before midterm, 2 after midterm; top 3 scores for each student count for 5% each): 15%

Unannounced Quizzes (at least 5; top 5 scores for each student to count for 3% each): 15%

Midterm Exam: 30%

Final Exam: 40%

Key texts:

Varian, Hal R. *Intermediate Microeconomics: A Modern Approach*. 8th ed. New York: W. W. Norton & Company.

Suggested Course Plan and Use of Texts:

The Varian text should be used as the main textbook. Counting the mathematical appendix as a chapter means that the book has 38 chapters, the first 19 of which should have been covered in Microeconomics 1. The remaining chapters should be covered in this course with the intent to complete the book.

Any other textbook deemed appropriate by the instructor may be assigned as a recommended reference text.

Fundamentals of Macroeconomics

Course category: economics core

Course Code: ECO-104

Course Credits: 3

Course perquisites: none

Course Description:

This course provides students a foundation in macroeconomic theory. Assuming that the students already have a background in foundational microeconomics, the course introduces students to the standard methods of conducting an aggregated analysis of an economy. By the end of the course, students should be broadly familiar with the conceptual tools with which to describe, understand and analyze macroeconomic dynamics. Students should also be prepared to undertake intermediate studies in macroeconomic theory and policy.

Suggested Grading Instruments:

Announced Quizzes (total of 4, 2 before midterm, 2 after midterm; top 3 scores for each student count for 5% each): 15%

Unannounced Quizzes (at least 5; top 5 scores for each student to count for 3% each): 15%

Midterm Exam: 30%

Final Exam: 40%

Key texts:

Mankiw, Gregory N. 2009. *Principles of Macroeconomics.* 6th ed. Ohio: Cengage Learning.

Frank, Robert H., Ben S. Bernanke, Kate Antonovics, and OriHeffetz. *Principles of Macroeconomics*. 6th ed. New York: McGraw-Hill.

Suggested Course Plan and Use of Texts:

Mankiw is the main textbook and Frank et al. should be used as the reference text.

The course should cover parts IV and onwards of Mankiw's*Principles of Macroeconomics.* This plan thus presumes that parts I to III, which are in common with Mankiw's*Principles of Microeconomics*, have already been studied in Fundamentals of Microeconomics. In case a student has enrolled in this course without passing the foundational microeconomics course, the responsibility of having a working understanding of those foundational chapters falls on the student alone.

Mankiw's*Principles of Macroeconomics* should be read at the pace of one chapter per week. Every week one lecture should be devoted to teaching one chapter. The other lecture should be used a tutorial session of sorts, with demonstration of solutions to problems sets and discussions on any extra assigned reading to complement the textbook.

❖ Macroeconomics 1

Course category: economics core

Course Code: ECO-151

Course Credits: 3

Course perquisites: Fundamentals of Macroeconomics, Mathematics 1

Course Description:

The second course in the macroeconomics sequence, this course takes students into the study of macroeconomic theory and policy at the intermediate level. By the end of the course, students should have a deeper and more rigorous understanding of the conceptual tools with which to describe, understand and analyze macroeconomic dynamics, especially in their mathematical aspects. Students should also be prepared to undertake advanced studies in macroeconomic theory.

Suggested Grading Instruments:

Announced Quizzes (total of 4, 2 before midterm, 2 after midterm; top 3 scores for each student count for 5% each): 15%

Unannounced Quizzes (at least 5; top 5 scores for each student to count for 3% each): 15%

Midterm Exam: 30%

Final Exam: 40%

Key texts:

Blanchard, Olivier. 2017. *Macroeconomics*. 7th ed. Boston: Pearson.

Mankiw, Gregory N. 2016. *Macroeconomics*. 9th ed. New York: Worth.

Suggested Course Plan and Use of Texts:

Blanchard's *Macroeconomics* is the main textbook and should be read in its entirety in the course. Mankiw's book should be used as a reference text.

Macroeconomics 2

Course category: economics core

Course Code: this course has yet not been offered to anyone admitted in or after the fall of 2015. A previous course by the same title has the course code ECO-225.

Course Credits: 3

Course perquisites: Macroeconomics 1, Mathematical Economics

Course Description:

This course introduces students to the advanced study of macroeconomics. Students study and explore some of the essential macroeconomic models in their detailed, formal mathematical form, far removed from their intermediate treatment and analysis. By teaching students graduate level economic analysis, the course gives them a feel for the rigorous, technical and mathematical nature of not only modern macroeconomics, but also that of the economics discipline generally today.

Suggested Grading Instruments:

Assignments (total of 4, 2 before midterm, 2 after midterm; top 3 scores for each student count for 5% each): 15%

Announced Quizzes (total of 4, 2 before midterm, 2 after midterm; top 3 scores for each student count for 5% each): 15%

Midterm Exam: 30%

Final Exam: 40%

Key texts:

Romer, David. 2012. *Advanced Macroeconomics*. 4th ed. New York: McGraw-Hill Irwin.

Suggested Course Plan and Use of Texts:

While it is hoped that Romer's text will be covered in its entirety in this course, it is also understood that this book is meant to be an early graduate level text. Thus, as much of the book should be covered as is reasonably possible over the semester.

- **Econometrics 1**

Course category: economics core

Course Code: this course has not been offered yet to anyone admitted in or after the fall of 2015. A previous, different course by the name of "Econometrics" has been offered to the old economics students with the code ECO-214.

Course Credits: 3

Course perquisites: Mathematics 1, Statistics 2, Microeconomics 1, Macroeconomics 1

Course Description:

The course is a first course in econometrics for undergraduate students. It focuses on the estimation, inference and identification of linear models. Issues in linear regression models and the interpretation of their results are discussed, along with methods of applying econometrics study real-world problems. The topics to be covered in the course include estimation issues such as model misspecification, measurement errors, classical assumptions and violations of classical assumptions. The basic classical assumptions are then relaxed one at a time to determine the effect this has on the properties of the estimates, and what can be done to correct any problems that arise. Extensions of regressions models are also examined.

Suggested Grading Instruments:

Problem sets: 15%

Quizzes: 15%

Presentation: 10%

Mid-term: 20%

Final exam: 40%

Key texts:

Wooldridge, Jeffrey. 2016. *Introductory Econometrics: A Modern Approach*. 6th ed. Boston: Cengage Learning.

Studenmund, A. H. 2014. *Using Econometrics: A Practical Guide*. 6th ed. Essex: Pearson.

Gujarati, Damodar N., and Dawn C. Porter. *Basic Econometrics*. 5th ed. Boston: McGraw-Hill Irwin.

Suggested Course Plan and Use of Texts:

Wooldridge and Studenmund should be used as the main textbooks, and Gujarati should be used as the reference text.

The course should cover Studenmund from chapters 1 to 10, along with the corresponding chapters from Wooldridge (Ch. 1 to 9). The remainder of the two books is to be covered in Econometrics 2.

The entire course should be taught in a computer lab, with ready access to STATA 14 in all classes for live demonstrations on using STATA throughout the course, and also to allow students to practice the use of STATA in class.

For the presentation, the students should be provided data, and should be required to show and interpret the results of regressions run and some of the tests applied using the provided data.

- **Econometrics 2**

Course category: economics core

Course Code: this course has not been offered yet to anyone admitted in or after the fall of 2015. A previous, different course by the name of "Applied Econometrics" to the old economics students has the code EC-314.

Course Credits: 3

Course perquisites: Econometrics 1

Course Description:

The second in a two part econometrics sequence, this course takes students beyond cross-sectional econometric analysis to time series econometric analysis. Similar to the first course, problems and their possible solutions in time series econometric modelling and testing (such as serial correlation and heteroscedasticity) are discussed. The course also introduces students to further topics such as panel data methods, instrumental variable estimation and two stage least squares.

Suggested Grading Instruments:

Problem sets: 15%

Quizzes: 15%

Presentation: 10%

Mid-term: 20%

Final exam: 40%

Key texts:

Wooldridge, Jeffrey. 2016. *Introductory Econometrics: A Modern Approach*. 6th ed. Boston: Cengage Learning.

Studenmund, A. H. 2014. *Using Econometrics: A Practical Guide*. 6th ed. Essex: Pearson.

Gujarati, Damodar N., and Dawn C. Porter. *Basic Econometrics*. 5th ed. Boston: McGraw-Hill Irwin.

Suggested Course Plan and Use of Texts:

Wooldridge and Studenmund should be used as the main textbooks, and Gujarati should be used as the reference text.

Picking up where Econometrics 1 concludes, the course should cover parts 2 and 3 of Wooldridge and chapters 11 to 15 of Studenmund.

The entire course should be taught in a computer lab, with ready access to STATA 14 in all classes for live demonstrations on using STATA throughout the course, and also to allow students to practice the use of STATA in class.

For the presentation, the students should be provided data, and should be required to show and interpret the results of regressions run and some of the tests applied using the provided data.

Furthermore, the following papers may be assigned for the topics specified:

Dummy Dependent Variable Techniques.

Beenstock, M. &Rahav, G. *Testing Gateway Theory: Do Cigarette Prices Affect Illicit Drug Use?*;**JournalofHealthEconomics**, July 2002, v. 21, iss. 4, pp. 679-98

Horowitz, J. L. &Savin, N.E. *"Binary Response Models: Logits, Probits and Semiparametrics,"*Journal of Economic Perspectives, Vol. 15, No. 4 (Autumn, 2001), 43-56.

Montalvo, J. G.& Marta R.Q., *"Ethnic Polarization, Potential Conflict, and Civil Wars,"*The American Economic Review, vol. 93, No. 3 (June 2005), p796-816.

Chaloupka, F. J. & Henry W. *Binge Drinking in College: The Impact of Price, Availability, and Alcohol Control Policies*, Contemporary Economic Policy14(4): 112-123, 1996.

Leonhardt, D. *To Reduce the Cost of Teenage Temptation, Why Not Just Raise the Price of Sin?*The New York Times(July 25), 2005

Simultaneous Equations and Two Stage Least Squares:

Cai, L. *Effects of Health on Wages of Australian Men*. Economic Record, September 2009, v. 85, iss. 270, pp. 290-306

Angrist, J., et al, *"Instrumental Variables and the Search for Identification,"* Journal of Economic Perspectives, Vol. 15, No. 4, 69-85, 2001

Cutler, D. M. & Edward L. G., *"Are Ghettos Good or Bad?"*The Quarterly Journal of Economics, August 1997, pp. 827- 872.

Angrist, J. &Krueger, A. B ***Instrumental Variables and the Search for Identification: From Supply and Demand to Natural Experiments***, Journal ofEconomic Perspectives, 2001

Card, D. *Using Geographic Variation in College Proximity to Estimate the Return to Schooling*, National Bureau of Economic Research, Inc, NBER Working Papers (4483),1993

Panel Data Analysis

Di Tella, R. & Ernesto S., "*Do Police Reduce Crime? Estimates Using the Allocation of Police Forces After a Terrorist Attack,"*The American Economic Review, Vol. 94, No. 1 ,March 2004.

Time Series Models.

Hiemstra, C.& Jones J.D. *Testing for Linear and Nonlinear Granger Causality in the Stock Price-Volume Relation*; Journal of Finance, December 1994, v. 49, iss. 5, pp. 1639-64

Gerlach S. &Peng, W. *Bank Lending and Property Prices in Hong Kong Gerlach, Stefan; Peng, Wensheng*; Journal of Banking nd Finance, February 2005, v. 29, iss. 2, pp. 461-81

Feldstein, M. *Social Security and Saving: New Time Series Evidence*, National Tax Journal, 1996

❖ Mathematics 1

Course category: economics core

Course Code: ECO-112

Course Credits: 3

Course perquisites: none

Course Description:

This course is meant to be a foundational course in mathematics for all incoming economics undergraduates. The course begins with basic algebra and techniques for solving linear and non-linear equations. Functions and their economic applications are reviewed before the course moves on to techniques of differential calculus which are likely to be encountered in business and economic courses in college and also in professional life. The course is meant to provide a sound, intuitive understanding of the basic concepts without sacrificing mathematical accuracy.

Suggested Grading Instruments:

Class participation and attendance: 5%

Final exam: 40%

Midterm exam: 25%

Quizzes: 15%

Assignments: 15%

Key texts:

Hoffman, Laurence D., and Gerald Bradley. 2007. *Calculus: For Business, Economics, and the Social and Life Sciences.* 10th ed. Boston: McGraw-Hill.

Haeussler, Ernst F., Richard S. Paul, and Richard J. Wood. 2011. *Introductory Mathematical Analysis: For Business, Economics, and the Life and Social Sciences*. 13th ed. Boston: Prentice Hall.

Suggested Course Plan and Use of Texts:

This course should cover chapters 0, 1, 2 and 3 of the Haeussler text, and chapters 1, 2 and 3 of the Hoffman text.

❖ Mathematics 2

Course category: economics core

Course Code: ECO-201

Course Credits: 3

Course perquisites: Mathematics 1

Course Description:

This course builds on the foundations formed in Mathematics 1, and covers the techniques of differentiation for exponential and logarithmic functions, differential calculus of several variables, and integral calculus. Mathematics of finance is also explored in a later part of the course. The course also prepares students for the study of more advanced mathematical methods used in economic theory.

Suggested Grading Instruments:

Class participation and attendance: 5%

Final exam: 40%

Midterm exam: 25%

Quizzes: 15%

Assignments: 15%

Key texts:

Hoffman, Laurence D., and Gerald Bradley. 2007. *Calculus: For Business, Economics, and the Social and Life Sciences.* 10th ed. Boston: McGraw-Hill.

Haeussler, Ernst F., Richard S. Paul, and Richard J. Wood. 2011. *Introductory Mathematical Analysis: For Business, Economics, and the Life and Social Sciences*. 13th ed. Boston: Prentice Hall.

Suggested Course Plan and Use of Texts:

This course should cover chapter 5 of the Haeussler text, and chapters 4, 5, 6 and 7 of the Hoffman text.

- **Economics**

Course category: economics core

Course Code: none; this course has not yet been offered to anyone admitted in or after the fall of 2015.

Course Credits: 3

Course perquisites: Mathematics 2

Course Description:

Today, many economics theories are presented in the form of mathematical models. Economists can and do make use of mathematics for stating their assumptions, for reasoning, and for making claims about a wide range of complex economic phenomena. This course is designed to enable students to use mathematical tools and methods to present and analyze economic theories in mathematical form. Students mastering the course material should be equipped to with the mathematical techniques and methods used in higher intermediate and advanced economics courses.

Suggested Grading Instruments:

Class participation and attendance: 5%

Final exam: 40%

Midterm exam: 25%

Quizzes: 15%

Assignments: 15%

Key texts:

Chiang, Alpha C., and Kevin Wainwright. *Fundamental Methods of Mathematical Economics*. 4th ed. New York: McGraw-Hill Irwin.

Suggested Course Plan and Use of Texts:

The Chiang and Wainwright book is the main text and should be covered in its entirety in the course. Chapters or sections overlapping with material taught previously in Mathematics 1 and 2 may be covered at a faster pace or even skipped at the discretion of the instructor.

- **Statistics 1**

Course category: economics core

Course Code: ECO-202

Course Credits: 3

Course perquisites: none

Course Description:

This course forms the first of a two part sequence in statistics and probability. The objective of is to provide students majoring in economics an introductory survey of the many applications of descriptive and inferential statistics. Topics covered include displaying and describing data, the normal curve, discrete and continuous probability distributions, index numbers and linear regression and correlation. The aim is to teach students data collection, summarizing information to aid understanding, methods of drawing conclusions from data, and how to make inferences about the population based on a sample.

Suggested Grading Instruments:

Final exam: 40%

Midterm exam: 25%

Quizzes: 15%

Assignments: 20%

Key texts:

Lind, Marchal and Wathen:Statistical Techniques in Business and Economics, McGraw Hill, 15th Edition.

McClave, Benson and Sincich: Statistics for Business and Economics. 7th Edition.

Levin and Rubin:Statistics for Management, 7th Edition.

Ch. Sher Muhammad and Dr. Shahid Kamal: An Introduction to Statistical Theory.

Suggested Course Plan and Use of Texts:

The Lind, Marchal and Wathen text is the primary textbook, and the course should covers chapters 1 through 7, 13 and 15 from this book. The rest of the book is to be covered in Statistics 2.

The other texts may be used as recommended reference texts.

- **Statistics 2**

Course category: economics core

Course Code: none; this course has so far not been offered to anyone admitted in or after the fall of 2015.

Course Credits: 3

Course perquisites: Statistics 1

Course Description:

Building on the fundamental mechanics of statistics and probability as presented in Statistics 1, Statistics 2 familiarizes students with the understanding and the empirical application of inferential part of statistical theory. Topics covered include probability and non-probability sampling methods, sampling distributions of means and proportions, point and interval estimation, one sample and two sample test of hypothesis for means and proportions, testing of hypothesis of variances, one way and two way analysis of variance, linear and multiple regression and correlation, analysis of count data, time series analysis and forecasting etc. The emphasis will be on learning statistical tools that can be applied to conduct an empirical project such as establishing a theoretical question and specify hypothesis, gathering and evaluating sample data and summarizing it, evaluating your sample selection, specific hypothesis testing about the population characteristics based on sample results, writing up your results and interpreting conclusions.

Suggested Grading Instruments:

Final exam: 40%

Midterm exam: 25%

Quizzes: 15%

Assignments: 20%

Key texts:

Lind, Marchal and Wathen:Statistical Techniques in Business and Economics, McGraw Hill, 15th Edition.

McClave, Benson and Sincich: Statistics for Business and Economics. 7th Edition.

Levin and Rubin:Statistics for Management, 7th Edition.

Ch. Sher Muhammad and Dr. Shahid Kamal: An Introduction to Statistical Theory.

Suggested Course Plan and Use of Texts:

The Lind, Marchal and Wathen text is the primary textbook, and the course should covers chapters 1 through 7, 13 and 15 from this book. The rest of the book is to be covered in Statistics 2.

The other texts may be used as recommended reference texts.

❖ History of Economic Thought

Course category: economics core

Course Code: ECO-208

Course Credits: 3

Course perquisites: Macroeconomics 1, Microeconomics 1, Statistics 1

Course Description:

This course surveys the main schools in the history of the development of economic thought. In doing so, it provides students the relevant social, history and intellectual contexts of some of the most important ideas in economics. On the one hand, the course attempts to impart an understanding of the social relations, material conditions, historical transformation, and institutional underpinnings of capitalism. On the other hand, it critically examines the significance of various theories, and also the validity and relevance of methodologies offered by the different schools of thought.

Suggested Grading Instruments:

Attendance/Class Participation: 10%

Midterm Exam: 20%

Case Presentation: 20%

Term Paper: 20%

Final Exam: 30%

Key texts:

Robbins, Lionel. 1998. *A History of Economic Thought: The LSE Lectures*. Edited by Steven G. Medema, and Warren J. Samuels. Princeton: Princeton University Press.

Heilbroner, R. L. 1999. *The Worldly Philosophers: The Lives, Times, and Ideas of the Great Economic Thinkers*. Rev. 7th ed. New York: Simon and Schuster.

Barber, William J. 1967. *A History of Economic Thought*. ????: Penguin.

Suggested Course Plan and Use of Texts:

The course should draw primarily on the Robbins and Heilbroner texts. More advanced selections may be obtained from Schumpeter's classic exposition of the subject. If one single text is to be chosen as the key text for the course, either Robbins or Heilbroner's text may be used.
Additionally, selected primary texts should also be assigned. Selections from INET's History of Economics Thought Website should also be helpful for students.
The term paper should be a short research (review) paper about the ideas of a specific economist of the student's choice.
The case presentation is an extension of the term paper, where students should present the significance and/or relevance in the 21st century of either (a) an economist's ideas, or (b) of a particular stream of thought (e.g. Classical or Neoclassical Economics).

Development Economics

Course category: economics core
Course Code: ECO-200
Course Credits: 3
Course perquisites: Macroeconomics 1, Microeconomics 1, Statistics 1

Course Description:
The course introduces undergraduate students to development economics as a specialized but broad field of study within the economics discipline, and as a distinct way to studying and engaging with economic phenomena. Students will be introduced to (1) the standard theoretical and analytical tools of development economics, and (2) the salient issues and themes in world economic development, following a standard textbook. The course also provides an introduction to the historical circumstances in which the developed countries originally succeeded in industrializing and developing, especially over the course of the 19th century. In particular, the choice of policies which led to development and the way institutions in these countries were transformed by the process of development is studied.

Suggested Grading Instruments:
Quizzes and Assignments – 30%
Midterm Exam – 30%

Final Exam – 40%

Key texts:

Todaro, Michael P., and Stephen C. Smith. 2012. *Economic Development*. 11th ed. Boston: Addison-Wesley.

Chang, Ha-Joon. 2002. *Kicking Away the Ladder: Development Strategy in Historical Perspective*. London: Anthem Press.

Altaf, SamiaWaheed. 2015. *So Much Aid, So Little Development: Stories from Pakistan*. Lahore: ILQA Publications.

Suggested Course Plan and Use of Texts:

Either Todaro and Smith or Thirlwall may be used as the key textbook, and the other as a reference text.

Following two to three introductory chapters of the textbook, the instructor may choose to move to the Chang book to provide a critical and historical perspective on development before diving deeper into the standard textbook.

Alternatively, the assigned textbook may be covered substantially before moving to Chang. Either way, Chang should be read given its status as a modern classic of development. Two weeks ought to be an appropriate period of time to cover Chang.

At some point in the course, students should read Altaf's book. Like Chang, this book will prove itself a useful and highly engaging resource outside of the textbook to help students relate development to their own historical, geographical and social context.

❖ International Political Economy

Course category: economics core

Course Code: not generated as of spring 2017

Course Credits: 3

Course perquisites: Macroeconomics 1, Microeconomics 1, Statistics 1, Introduction to Political Thought

Course Description:

Modern social scientific analyses bound by the increasing division of academic labor fail to do justice to the complexities of the global political economy. International Political Economy (IPE) as a social scientific field of study at the intersection of political science and economics provides a more nuanced analysis of these complexities than the theoretical tools embedded in the traditional confines of the two aforementioned disciplines. IPE draws on a variety of intellectual tradition in the social sciences and forms an important counterpoint to the vision, concepts, methods, and analytical tools of mainstream economics. Students engaging actively with the course material should be able to understand and analyze problems and issues in the international political economy with far greater depth than they would otherwise be able to with only the standard toolkit of economics at their disposal.

Suggested Grading Instruments:

Quizzes and Assignments: 30%

Midterm exam: 30%

Final exam: 40%

Key texts:

Lairson, Thomas D., and David Skidmore. 2017. *International Political Economy: The Struggle for Power and Wealth in a Globalizing World*. New York: Routledge.

O’Brien, Robert, and Marc Williams. 2016. *Global Political Economy: Evolution and Dynamics*. 5th edition. London: Palgrave Macmillan.

Kindleberger, Charles P., and Robert Z. Aliber. 2005. *Manias, Panics and Crashes: A History of Financial Crises*. 5th edition. New York: Palgrave Macmillan.

Cohen, Benjamin J. 2008. *International Political Economy: An Intellectual History*. Princeton: Princeton University Press.

Suggested Course Plan and Use of Texts:

Either the O'Brien and Williams text or the Lairson and Skidmore text should be read in its entirety as the main course textbook. The O'Brien and Williams text can be read at the pace of one chapter per lecture, and can be completed within the first half of the semester.

The Kindleberger text should also be obligatory reading to give greater insight into the history of financial crises. This can also be read at the pace of one chapter per lecture for a very easy pace, or two to three chapters per lecture for a more challenging pace.

Selections from Cohen's intellectual history of the field are recommended to provide students greater insights into the context in which the field originated, and what the main contours of the field look like. The introduction and the first two chapters on the two main schools (American and British) should prove particularly helpful.

Further selections from the classics of international political economy (e.g. the work of Susan Strange in the context of the British School) may be added and should be added to the course outlines as the instructor sees fit. References to these classics may be found from within the main textbooks.

- **Current Issues in Pakistan's Economy**

Course category: economics core

Course Code: this course has not been offered yet to anyone admitted in or after the fall of 2015.A previous, different course by the name of "Pakistan Economy-I" to the old economics students has the code EC 353.

Course Credits: 3

Course perquisites: Development Economics-I

Course Description:

The objective of this course is to give students a review of some of the key issues in Pakistan's economy. What we see today is the result of a complex process of economic development, with various factors playing a role in the evolution of the Pakistani economy. While paying attention to the historical record, the course focuses on contemporary issues. An extensive review of major and real sectors of the economy throughout the course helps develop an understanding of the critical and the current economic state and issues.

Suggested Grading Instruments:

Final Exam: 40%

Midterm Exam: 25%

Quizzes: 10 %

Presentations: 5%

News Paper Articles + Response Paper: 20%

Key texts:

S. Akbar Zaidi, *Issues in Pakistan's Economy*, Second Edition, Oxford University Press, Karachi, Pakistan, 2005.

Khawaja Amjad Saeed, *The Economy of Pakistan*, Oxford University Press, Karachi, Pakistan.

H. Parvez, *Pakistan economy at the cross roads*, Second Edition, Oxford University Press, Karachi, Pakistan, 1999

A.Waqar& A Rashid, *The Management of Pakistan Economy*, latest edition, Oxford University Press, Karachi, Pakistan, 1984.

Rashid Amjad and ShahidJavedBurki.(2013). Pakistan: Moving the Economy Forward. Lahore: Lahore School of Economics.

Economic Advisers' Wing, Finance Division, Government of Pakistan, *Pakistan Economic Survey*, various issues, Islamabad, Pakistan. www.finance.gov.pk

Annual Reports, Institute of Public Policy,Various issues Beaconhouse National University Lahore.

Suggested Course Plan and Use of Texts:

The course can be divided into three modules: the first module will be based on 'Economic Management in Historical Perspectives, the second module will be on 'Social Sector Development', and third module will be on 'Topics in Macroeconomic Development of the Economy'.

In first module we will discuss phases of growth in Pakistan such as phase 1: 194758, phase 2: Ayub’s era, Green Revolution, phase 3: Bhutto’s era, phase 4: Zia’s era, phase5: 1990’s, Chapter 3: Economic Management Under IMF Tutelage: Key Lessons from the Musharraf and PPP Rule 1999–2013 48–83 *Rashid Amjad*, Pakistan, Growth, Dependency, and Crisis, Matthew McCartney.

In second module students will be covering articles on poverty, health education and micro financing based on Pakistan’s scenario.

Third module will cover articles on taxation, debt and deficit, inflation, monetary and fiscal policy.

❖ International Trade

Course category: economics core

Course Code: ECO-260

Course Credits: 3

Course perquisites: Microeconomics 1, Macroeconomics 1, Statistics 1

Course Description:

Trade has been at the center of the notion of economic wellbeing and prosperity for some time, as evidenced by mercantilist ideas about the source of profits. Given the division of labor in modern economics, both at the micro and macro scales, the idea that there is something to be gained from trading with others is still very much central to macroeconomics analysis not just of individual countries, but that of the global economy. Beginning with classic themes in trade theory such as comparative advantage and Ricardian theory, the course covers various international trade models and discusses issues in trade policy.

Suggested Grading Instruments:

Assignments and Quizzes: 30%

Midterm exam: 30%

Final Exam: 40%

Key texts:

Krugman, Paul R., M. Obstfeld and M. J. Melitz. 2012. *International Economics: Theory and Policy*. Ninth Edition. Boston: Addison-Wesley.

Reinert, Kenneth A., 2012. *An Introduction to International Economics: New Perspectives on the World Economy*. New York: Cambridge University Press.

Suggested Course Plan and Use of Texts:

The Krugman text is to be used as the main text and parts one and two of the text should be covered in the course. The Reinert text may be used as a reference text.

❖ Public Finance

Course category: economics core

Course Code: ECO-323

Course Credits: 3

Course perquisites: Microeconomics 1, Macroeconomics 1, Statistics 1

Course Description:

Public finance analyzes the impact of public policy on the allocation of resources and the distribution of income in the economy. In this course, students will learn how to interpret economic analyses of the public sector, and how to use the tools of microeconomics and empirical analysis to investigate and predict the effects of public expenditures, regulation and government revenue-raising activities. Upon completion of the course, students will be able to (a) define terms such as "public good," "free-rider," "median voter theorem," "externality," "Pigouvian taxes," and "Lindahl tax", (b) give examples of different types of taxation and identify the costs to society related to the imposition of a tax, and (c) explain the political economy aspects of public finance, particularly as they relate to rent seeking and lobbying, as well as the strategies that can be used to combat rent-seeking behaviors and other general government failures.

Suggested Grading Instruments:

Assignments: 15%

Quizzes: 10%

Presentation: 10%

Midterm Exam: 30%

Final Exam: 35%

Key texts:

Stiglitz, Joseph E. 2000. *Economics of the Public Sector*. 3rd ed. New York: W. W. Norton & Company.

Leach, John. 2004. *A Course in Public Economics*. Cambridge: Cambridge University Press.

Kaplow, Louis. 2008. *The Theory of Taxation and Public Economics*. Princeton: Princeton University Press.

Suggested Course Plan and Use of Texts:

The Stiglitz text should be used as the main textbook. It can be read at the pace of one chapter per lecture and should be completely covered by the end of the course.

The Leach and Kaplow texts may be used as reference texts.

An intermediate level text in microeconomics may be used as a reference as and when the need arises.

In the presentation, the students are expected to present and explain the essentials of any topic relevant to the course (and assigned by the instructor) with reference to illustrations and examples drawn from their own readings and research beyond the textbook.

❖ Environmental Economics

Course category: economics core

Course Code: this course has not been offered yet to anyone admitted in or after the fall of 2015. The previous code of the course was EC-311

Course Credits: 3

Course perquisites: Microeconomics 1, Macroeconomics 1, Statistics 1

Course Description:

The sustenance, management, reproduction and protection of the natural environment is today a challenge truly of a global scale. Placing the study of the environment in an economic context, the course focusses on how and why people make decisions which have environmental consequences. Also, it considers the ways in which changes in economic institutions and policies can be made consistent with the idea of a balanced ecosystem. This course offers students a comprehensive introduction to environmental economics at the undergraduate level, and equips students so that they are be able to pursue this specialized field at a more advanced level.

Suggested Grading Instruments:

Final Exam: 40%

Midterm Exam: 25%

Term Project: 20%

Quizzes and Assignments: 15%

Key texts:

Goodstein, Eban S., and Stephen Polasky. 2014. *Economics and the Environment*. 7th ed. New York: Wiley.

Field, Barry C., and Martha K. Field. 2017. *Environmental Economics: An Introduction*. 7th ed. New York: McGraw-Hill.

Suggested Course Plan and Use of Texts:

Either of the two texts mentioned above can be used as the main textbook. The text chosen should be read in its entirety over the semester, and the other may be used as a recommended reference book.

In order to link theory to practice, it is important that guest speakers from relevant organizations such as WWF-Pakistan and the EPA be invited for guest lectures.

Also, it is important for part of the class time to be devoted to discussion of case studies complementing the textbooks. These case studies may be selected and assigned at the discretion of the instructor.

The term project consists of a short research report written by a group on a topic relevant to the course and which captures the group's interests within the field. Students can be encouraged to conduct interviews and surveys for the purpose of the report.

❖ Research Methods

Course category: economics core

Course Code: this course has not been offered yet to anyone admitted in or after the fall of 2015. A previous, different course by the name of "Research Methodology" to the old economics students has the code EC 351.

Course Credits: 3

Course perquisites: Macroeconomics 1, Microeconomics 1, Econometrics 1

Course Description:

Run partly like a research workshop, this course provides undergraduate students first-hand experience in doing the spade-work and preparing the ground for an independent research project, and hence offers them insight into academic research as a craft. Over the course of the semester, students will be expected to develop a research project proposal from scratch. Students engaging with their chosen research areas, closely reading the assigned texts, and actively working to submit the assigned grading instruments can expect, by the end of the semester, to have achieved the following: (1) an understanding, through personal experience, of the messy nature of research, (2) a greater ability to formulate a research idea than before enrolling in this course, and (3) a working understanding of what goes into the planning and execution of a research project.

Suggested Grading Instruments:

Initial research proposal – 5%

Annotated bibliography 1 – 15 %

Annotated bibliography 2 – 15%

Annotated bibliography 3 – 15%

Revised research proposal – 10%

Extended research proposal – 30%

Presentation of extended proposal – 10%

Key texts:

Booth, Wayne C, Gregory G. Colomb, and Joseph M. Williams. 2008. *The Craft of Research.* 3rd ed. Chicago: The University of Chicago Press.

Turabian, Kate L. 2008. *A Manual for Writers of Research Papers, Theses, and Dissertations*. 8th ed. Chicago: The University of Chicago Press.

McCloskey, Dierdre N. 2000. *Economical Writing*. 2nd ed. Long Grove: Waveland Press.

Strunk, William, and E. B. White. 2000. *The Elements of Style*. 4th ed. New York: Longman.

Suggested Course Plan and Use of Texts:

The course should begin with a reading of *The Craft of Research* at a pace of two chapters per lecture. Allowing some buffer room, this book should be completed by the end of week five. The three other suggested texts are recommended reading, though in the cases of certain students, they may be necessary.

After the initial five weeks, the lecture format should be abandoned and the course should be run like a research and writing workshop in a computer lab with the instructor playing the guiding role of the master craftsman. Henceforth, all class time should go to students working on their assignments which will culminate in the extended research proposal to be submitted and presented at the end of the course. The instructor can supervise and advise on student progress in class.

In the first half of the course, the following assignments should be completed:

<u>Initial research proposal:</u> This is a short, one paragraph description of the area of interest into which the student wants to conduct an academic inquiry. It may be roughly between 150 to 250 words in length, and should be accompanied by a short title. This initial proposal should indicate clearly but briefly the issues and questions in which the student is interested and why. The initial proposal will guide the student in their search for sources for the annotated bibliographies and will give the instructor an idea of what to expect in the annotated bibliographies.

<u>Three annotated bibliographies:</u> The annotated bibliographies should each consist of five sources (and five annotations) each. The annotations may be roughly between 200 to 300 words in length. The instructor should find and assign simple introductory reading material about annotated bibliographies – which is abundantly and freely available on the internet – early in the course.

In the second half of the course, the following assignments should be completed:

Revised proposal: This assignment should be based on a revision of the initial research proposal, and should include include the following components: a revised title, a revised abstract extended to about 300 to 350 words in length, and a (simple, non-annotated) bibliography consisting of 10 to 15 relevant sources (which may or may not be drawn from the three annotated bibliographies previously submitted).

Extended research proposal: This is the project towards which the students' work should be approaching as the semester progresses. It should be 7 to 10 double spaced pages, excluding the bibliography. Its main components, which may or may not appear in the order given below, should be:

Title

Abstract (roughly 150 to 300 words)

Problem statement

Literature Review

Proposed Methodology

Proposed research timeline

Bibliography

Presentation of the extended research proposal: This presentation should be the students' attempt to clearly present and also *defend* their proposed research project as a feasible and worthwhile project.

This entire process is meant to give students the structure within which they may begin to reflect on and formulate their own research strategy, practice and discipline as independent researchers. It is hoped and expected that by the end of the course, a student finishing their third year will be well equipped to explore topics in the summer for a final year research project. Then in the fall of the fourth year, they may work with a faculty member to actually begin working on a project so that the spring semester of the final year may only be needed to *complete* the research project/thesis.

Standard 2-3: The curriculum must satisfy the core requirements for the program, as specified by the respective accreditation body.

Refer to standard 2.1

Standard 2-4: The curriculum must satisfy the major requirements for the program as specified by HEC, the respective accreditation body / councils.

Please refer to standard 2.1

Standard 2-5: The curriculum must satisfy general education, arts, and professional and other discipline requirements for the program, as specified by the respective accreditation body / council.

Please refer to standard 2.1

Standard 2-6: Information technology component of the curriculum must be integrated throughout the program.

Please refer to standard 2.1

Standard 2-7: Oral and written communication skills of the student must be developed and applied in the program.

Please refer to standard 2.1

Criterion 3: Laboratory and Computing Facilities

The School of Liberal Arts and Social Sciences contains one Computer lab

Computer Lab Economics

This lab contains nineteen workstations, one printer, one scanner and a multimedia projector. All required software for the B.Sc. (Hons) in Economics program are available on each workstation.

Standard 3-1: Laboratory manuals/ documentation/ instructions for experiments must be available and readily accessible to faculty and students.

The above mentioned lab facilitates the students in performing lab exercises and projects relating to the course offered in BSc program.

The following courses have lab exercises which are conducted in the lab:

1.	Econometrics	(3 hours per week)
2.	Applied Econometrics	(3 hours per week)
3.	Computer Literacy	(3 hours per week)

In addition to this students are given some exercises related to Statistics 1 and Statistics 2. Students also avail the internet facilities and use computer lab for their research projects.

Standard 3-2: There must be adequate support personnel for instruction and maintaining the laboratories.

The Computer lab of Department of Economics is maintained by a Lab Administrator who is responsible for keeping the computer's hardware and software in working condition. He is also required to ensure that networking of the computers is working properly and Internet is available at each workstation.

The Lab Administrator seeks guidance from the concerned Course Instructor regarding conduct of computer activities pertaining to different courses. Further, the Lab Administrator is supported in his job function by the Information Technology Resource Center Staff located in the Server Room.

Standard 3-3: The University computing infrastructure and facilities must be adequate to support program's objectives.

The facilities mentioned in the lab are adequate to support the objectives of the B.Sc. (Hons) in Economics program. Students of this program are allowed to benefit from the lab equipped with necessary software along with Internet access.

Criterion 4: Support and Advising

Student must have adequate support to complete the program in a timely manner and must have ample opportunity to interact with their instructors and receive timely advice about program requirements and career alternatives**.** To meet this criterion the standards in this section must be satisfied.

Standard 4-1: Courses must be offered with sufficient frequency and number for students to complete the program in a timely manner.

The B.Sc. (Hons.) in Economics Program comprises of forty four (45) courses spread over four year (8 semesters) of full time study.

In each semester, normally five courses are offered which constitute a study load of 15-16.5 credit hours. Each course in the B.Sc. (Hons.) in Economics program is offered once in an academic year, either in the Spring or Fall semester. The distribution of courses in each semester is such that students are required to qualify foundation and pre requisite courses in first two years.

The students are encouraged to take up elective courses from other Schools / Departments of the University. The students have a wide availability of courses from which to choose from to satisfy their elective requirement.

Standard 4-2: Courses in the major area of study must be structured to ensure effective interaction between students, faculty and teaching assistants.

EFFECTIVE FACULTY / STUDENT INTERACTION

There is a strong interaction between Course Instructor and the students during the conduct of the course. Students are free to ask any relevant questions from the Instructor during the class as well as after class hours. Student can also communicate with the Instructor through electronic mail or by taking an appointment (in case of senior faculty member).

Standard 4-3: Guidance on how to complete the program must be available to all the students and access to academic advising must be available to make course decisions and career choices.

The prospectus of the University is published every year and contains detail information about the program. Along with study plan for each semester. Student’s queries are also addressed in Orientation Session organized before the start of academic year by the Department of Economics, School of Liberal arts and Social sciences.

The faculty member of the School along with the Dean are available to provide guidance and counseling relating to all academic matters, as and when required. Students are free to discuss their academic and personal problems with the Dean, Faculty and Coordinator of the School.

Every effort is made to satisfy the student's queries and provide solution to his/her problems. Students have the opportunity to discuss their queries regarding academic and professional matters with Dean, Head of Department, Faculty, and Coordinators.

Students have updated information about seminars, workshops, conferences and other events local, national as well as international level by means of departmental bulletin board and through electronic mails.

Criterion 5: Process Control

The processes by which major functions are delivered must be in place, controlled, periodically reviewed, evaluated and continuously improved. To meet this criterion a set of standards must be satisfied.

Standard 5-1: The process by which students are admitted to the program must be based on quantitative and qualitative criteria and clearly documented. This process must be periodically evaluated to ensure that it is meeting its objectives.

PROGRAM ADMISSION CRITERIA

Candidates who have passed Higher Secondary School Certificate (FA/F.Sc.) examination with at least second division or 3 subjects of A levels with at least a C-grade average are eligible to apply for admission in B.Sc. (Hons.) in Economics.

Admission of the candidate is subject to qualifying an admission test and interview. Candidates must possess good quantitative and English language skills.

PROGRAM/CREDIT TRANSFER

The School refers all transfer cases to the University Equivalence Committee. The Equivalence Committee, after thorough scrutiny in light of the HEC guidelines, gives approval for all transfers.

EVALUATION OF ADMISSION CRITERIA

The admission criterion is reviewed annually in light of the HEC guidelines. The Board of Studies meets twice a year and reviews all matters regarding the program. In addition Academic Council of the University also reviews the Admission procedure and subsequent approval is taken from the Board of Governors of the University.

Standard 5-2: The process by which students are registered in the program and monitoring of students progress to ensure timely completion of the program must be documented. This process must be periodically evaluated to ensure that it is meeting its objectives.

PROCESS OF REGISTRATION

The process of registration being followed at the School of Liberal Arts and social Sciences is a mutual process. The coordinator under the supervision of the Dean of the School and Head of Department keeps a record of the student registration. This includes the registration on the program and the course through course enrollment form, ADD/DROP form and Course Withdrawal Form. This record is then passed on to the Registrar of the University. The entire process is completed and recorded in electronic system.

MONITORING STUDENTS PROGRESS

The student progress is carefully monitored throughout their academic stay at the School. The program follows continuous assessment procedures. The results of the students are carefully recorded and monitored by the School and passed on to the Examination department. The faculty, Head of Department and the Dean meet on a regular basis to discuss all student related issues. Attendance records, class performance records including quizzes, assignments, mid-term and End of Year Examination marks of all students are also maintained by the School. Transcripts are prepared by the Examination department at the request of the students.

EVALUATION AND IMPROVEMENT

The process is evaluated in the faculty meetings and periodic meetings of coordinators and the Head of Department.

Standard 5-3: The process of recruiting and retaining highly qualified faculty members must be in place and clearly documented. Also processes and procedures for faculty evaluation, promotion must be consistent with institution mission statement. These processes must be periodically evaluated to ensure that it is meeting with its objectives.

FACULTY RECRUITEMENT PROCESS

The School follows a thorough process for the recruitment of faculty in line with the BNU and HEC guidelines. The process begins with identification of faculty (preferably foreign qualified). These cases are then forwarded to the Selection Board that interviews the candidates. On the recommendation of the Selection Board, the Board of Governors of BNU gives the final approval.

Standard 5-4: The process and procedures used to ensure that teaching and delivery of course material to the students emphasizes active learning and that course learning outcomes are met. The process must be periodically evaluated to ensure that it is meeting its objectives.

<u>Describe the process and procedures used to ensure that teaching and delivery of course material is effective and focus on students learning.</u>

- The process of teaching and effective learning is monitored regularly by conducting quarterly evaluations of teaching and course evaluations of students as well as self-assessment of Faculty.
- In addition to this there are quarterly faculty meetings with the Dean to discuss the end of semester results, students on probations and to discuss the faculty progress on their research activities

- Indicate how effectively this process is evaluated and if the evaluation results are used to improve the process.

Faculty meetings are quarterly arranged with the Dean , whereas students individual as well as in a group meetings are arranged with the HoD and the Coordinator, to discuss their academic record and they are guided to improve their CGPAs. The students are also guided to repeat the courses with F in summers.

Standard 5-5: The process that ensures that graduates have completed the requirements of the program must be based on standards, effective and clearly documented procedures. This process must be periodically evaluated to ensure that it is meeting its objectives.

The Academic Coordinator maintains complete records of the students. These records are reviewed at the start and end of every semester to ensure the student is progressing and meeting all requirements of the program.

The Registrar office maintains files of each student. These files contain past and ongoing academic record of the students. At the end of each semester these records are reviewed as a means to check student performance.

At the time of graduation the record of each student is thoroughly scrutinized to ensure that the student has fulfilled all requirements of the program. After ensuring that all requirements have been met the student is allowed to graduate.

Criterion 6: Faculty

Faculty members must be current and active in their discipline and have the necessary technical depth and breadth to support the program. There must be enough faculty members to provide continuity and stability, to cover the curriculum adequately and effectively, and to allow for scholarly activities. To meet this criterion the standards in this section must be satisfied.

Standard 6-1: There must be enough full time faculties who are committed to the program to provide adequate coverage of the program areas/ courses with continuity and stability. The interests and qualifications of all faculty members must be sufficient to teach all coursed, plan, modify and update coursed and curricula. All faculty members must have a level of competence that would normally be obtained through graduate work in the discipline. The majority of the faculty must hold a Ph. D. in the discipline.

Complete the following table indicating program areas and number of faculty in each area.

Sr.No	Name of Faculty Member	Designation	Highest Degree	Subject/ Discipline of Highest Degree
1	Dr. Hafiz Ahmad Pasha	Professor	Ph.D	Economics
2	Fatima Malik	Lecturer	M.Phil	Development & Public Policy
3	Hafsa Tanveer	Lecturer	M.Phil	Economics
4	Nida Sohail Chaudhary	Lecturer	Msc	Economics
5	Novaira Junaid	Lecturer	MS	Public Policy

Table: Faculty Distribution by Program Area

Standard 6-2: All faculty members must remain current in the discipline and sufficient time must be provided for scholarly activities and professional development. Also, effective programs for faculty development must be in place.

All faculty members in the School of Social Sciences should have at least Master's Degree from foreign or local university. In addition they should be current in their area of expertise and preferably they should have taught the course in a similar program elsewhere.

Full time faculty members are assigned a maximum load of three courses which entails 9 to 12 semester credit hour of student contact. Keeping in view this load, the fulltime faculty has sufficient time for professional development. Furthermore, the fulltime faculty is also given teaching assignments in summer.

Faculty is encouraged to participate in seminars, workshops and conferences in the area of their interest.

Standard 6-3: All faculty members should be motivated and have job satisfaction to excel in their profession.

The faculty member is provided a congenial working environment which is conducive for teaching and research. Air-conditioned offices with internet connectivity are standard features of the faculty working environment.

Faculty can also undertake professional development training and also get leave for improving their qualification at any other Institution, subject to providing a service bond.

The performance of faculty is appraised on annual basis and they are awarded annual increment based on the appraisal.

There are two academic Coordinators and one Administration officer to fulfill all the administrative and student related tasks, which enable faculty members to focusonly on their teaching and research

All the above features help in motivating the faculty in their job.

Survey of faculty is conducted annually (on HEC approved Proforma # 5) in which the faculty provides its input on work environment and their own performance during the year.

The survey is quite effective in faculty assessing, the views of the faculty for improving the work environment and facilities.

Criterion 7: Institutional Facilities

Institutional facilities, including library, classrooms and offices must be adequate to support the objective of the program. To satisfy this criterion a number of standards must be met.

Standard 7-1: The institution must have the infrastructure to support new trends in learning such as e-learning.

Please refer to 6

Standard 7-2: The library must possess an up-to-date technical collection relevant to the program and must be adequately staffed with professional personnel.

Library Services

BNU library is providing following services to its users

- Circulation Service
- Reference Service
- Reservation of books
- Recommendation of library material
- Current Awareness Service
- Inter Library Loan Service

- Photocopying / Scanning Service
- Orientation and Information Sessions
- Selective Dissemination of Information
- Audio Visual Service

Shifting of library

BNU library was shifted in December 2019 into a newly state of the art library (7200 sf) situated in Recourse Center Block. In this newly constructed library there are three main sections (a) Circulation Section, at the entrance of the library. (b) Reference & Research Section, where 07 computers are placed and research dissertations and thesis are arranged in this section to facilitate BNU research scholars. (C) Technical Section, which provides technical services to complete the newly purchased/gifted items of the library.

Research Workshops/Seminars

BNU library is providing services in promoting research culture in university for this purpose research workshops/seminars are being held in all BNU schools to facilitate the research scholars that how can the easily access BNU and other online resources whining the university and from home? During the academic year 2019-20 BNU library arranged 10 research workshops seminars to enhance the research abilities of the scholars. Experts, educationists and professionals from outside the campus especially Dr. Muhammad Tariq (academician, researcher, library professional and a trainer) was also invited to facilitate the BNU research scholars.

Library Database

BNU library is working with ITRC team on customization of a Library Management System that fulfills the all requirements to meet the modern library trends. Main features of this Management Systems are mentioned bellow.

- Acquisition
- Cataloging
- Memberships

- Circulation
- Reports
- Web OPAC
- Serials
- Data Exchange
- Standards
- Digital Library
- Management
- Institutional Research Repository

BNU library is also working on BNU Research repository where the user will be able to check the research work of the university researchers online.

Professional Development

The librarians have been trained in MARC records development and cataloging in a new integrated Library System (Libxol). Furthermore, all library staff is trained to meet the modern Library and Information Science trends. Training in the use of the software and Archives and Records Management is given to library professionals. The need for this has arisen as a new Archives and a Records Management program has been initiated at the University.

Collection Development

A collection policy has been formulated to guide the library in its development of the collections

Library Committee

The BNU Library is guided by the Library Committee for effective management. Dean, Heads of schools are members and library liaisons are nominated from all departments.

Annual Report

Librarian prepares an annual report to present to the Vice Chancellor of the University, highlighting the accomplishment, problems and needs of the library. Utilization of resources and statistical data is presented in this report.

Books (print from)

Total:	16064
During 2020-2021:	264
Books (Electronic):	148000 (through e-brary) & 6500 PDF
Reports:	2283
DVDs:	1056 (E-Movies 3500)
Art Catalog:	1181

Government Documents:

Pakistan Economic Survey 1980 to 2019-20

State Bank of Pakistan Report

All 5 years Plans (Soft Copy is also available)

Annual Plans (Soft Copy is also available)

50 Years Pakistan Statistics of Pakistan

Ten Years Perspective Development Plan 2001-11

Pakistan Education Policy

Pakistan Education Statistics 2007-2008

Pakistan Demographic & health Survey 2006-07

District Census Reports 1998

HEC Annual Reports

HEC Curriculums 2009, 2010

Judicial statistics of Pakistan Annual Reports

Punjab Development Statistics

Pakistan Engineering Congress Reports sessions 1983, 1984, 1985, 1992

Pakistan in the 21st Century: Vision 2030

Promise, Policy, Performance: Two Years of People Government 2008-2010

Library Budget

- Annual Budget of BNU Library is Rs. 5.9 million

BNU Publications (Thesis)

Institute of Psychology:	173
School of Education:	267
School of Mass Communication:	329
SMC TFT:	99
SLASS-Economics:	25
SLASS DLA:	66
School of IT:	288
IPP Reports:	2008-2014
The Maya Tree: Vol. 1	Fall 2009
Students Degree Shows:	Annually
Prospectus:	Annually
SVAD/SA Prospectus:	Annually

Faculty Catalogs	Arts Catalogs
Convocation Gazette:	1st – 15th
BNU Gazette (news letter)	3 /years
Research Journals (Print)	050
Research Journals (electronic)	6277

BNU Library URL:

(http://www.bnu.edu.pk)

Library Members

Total Library Membership:	3132
Faculty:	335
Students:	2689
Staff:	106

Digital Library

ProQuest Dissertations & Theses

ProQuest Dissertations & Theses Global is the world's most comprehensive collection of dissertations and theses from around the world, spanning from 1743 to the present day and offering full text for graduate works added since 1997, along with selected full text for works written prior to 1997. It contains a significant amount of new international dissertations and theses both in citations and in full text.
Access URL: https://search.proquest.com/pqdtglobal?accountid=135034

Subject Strengths

- Business and Economics

- Medical Sciences
- Science
- Technology
- Agriculture
- Social Sciences
- Arts
- Humanities

Ebrary

Content Available

eBrary offers a wide variety of content across many subject areas, especially in business and social science. It acquires integrated collections of eBooks and other content. ebrary continues to add quality eBooks and other authoritative titles to their selection from the world's leading academic and professional publishers.

- Users will be able to copy paste each page and **download a book for 15 days(after 15 days it can be downloaded again)**
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- **142,000** e-Books will be accessible

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https://ebookcentral.proquest.com/lib/hec-ebooks/home.action
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Service Strengths:

•Agriculture

•Auxiliary Sciences of History

•Bibliography, Library Science, Information Resources (General)

•Education

•Fine Arts

•General Works

•Geography, Anthropology, Recreation

•History (General) and History of Europe

•History: America

•Language and Literature

•Law

•Medicine

•Military Science

•Music and Books on Music

•Naval Science

•Philosophy, Psychology, Religion

•Political Science

•Science

•Social Sciences

•Technology

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- **O**ptimize online viewing and navigation with the ebrary Reader
- **E**xpand your research with InfoTools
- **S**ave and manage research through a Personal Bookshelf and automatic citations

Institute for Operations Research and the Management Sciences (INFORMS)

Available Contents

INFORMS publishes 12 scholarly journals, including a journal for the practice of OR/MS (Interfaces), as well as an on-line open access journal (INFORMS Transactions on Education).

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- Analytics
- Operations Management
- Information Systems
- Decision Analysis
- Research Theory
- Marketing Research and Science
- Computing and Information Technologies
- Research Theory
- Strategic Management
- Mathematical TheorySupply Chain Management

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- Full text of 12 INFORMS titles available, current year dating back to 1998
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- In depth title information for each journal
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- Articles in Advance of publication information service
- Full-text articles available in PDF
- Comprehensive search facility
- Reference linking through Cross-Ref
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2012 INFORMS Journals: <u>Full Text Listing</u>

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- Content in JSTOR spans many disciplines, with over 500 high-quality publications available in the archive.
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Available Contents

Springer is the world's second largest STM publisher, delivering high quality peer-reviewed journals through its acclaimed online service - SpringerLink. Through SpringerLink, Springer publishes more than 1,250 journals online of which 1,030 are now available to Institutes within a range of PERI countries. Springer also offers optional pricing for the remaining (new and takeover journals in its programme). The www.SpringerLink.com website lists a vast collection of Springer electronic products including: e-journals, 'Historical Archives' of e-journals, e-book series, 'Historical Archives' of e-book series, e-books and e-reference works. Most INASP-PERI subscribers have 'paid' access to selective e-journals only and none of these other electronic products. All e-journals that your institution does have access to are clearly highlighted with a 'green box' next to the article. In addition to this all 'paid' INASP-PERI subscribers will have free access to the Abstracts of all Springer e-journals and also - where available- to the abstracts (only – not the full text) in Springer's Historical Archives.

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- Astronomy
- Behavioral & Social sciences
- Chemical sciences
- Computer science
- Economics
- Engineering
- Environmental sciences
- Geosciences
- Humanities
- Law
- Life sciences
- Mathematics
- Medicine
- Physics

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- Full text of Springer journals available, with back files ranging from 1997 onwards
- Online First service delivers journal articles in PDF or HTML format ahead of their print publication
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- Comprehensive search functionality
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Subject Strengths

- Arts & Humanities
- Anthropology & Archaeology
- Behavioral Science
- Business, Management & Economics
- Chemistry
- Criminology & Law
- Education
- Engineering, Computing & Technology
- Environment & Agriculture
- Geography, Planning, Urban & Environment
- Library & Information Science
- Mathematics & Statistics
- Media, Cultural & Communication Studies
- Physics
- Politics, International Relations & Area Studies
- Public Health & Social Care
- Sociology & Related Disciplines
- Sport, Leisure & Tourism
- Strategic, Defense & Security Studies

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- iFirst Alerts receive alerts on new articles in your field once they have been accepted for publication.
- Search Alerts displays your saved searches.
- RSS feeds receive a feed of the latest articles published in your chosen publication.

2017 Full Title Listings: Journal Listings

Impact Factor:

Over 780 journals are listed in the 2010 Thomson Reuters, Journal Citation Reports®.

Wiley - Blackwell Journals

Content Available

Wiley-Interscience is an STM (Science, technology, and Medicine) and SSH (Social Sciences and Humanities) publisher. Introduced in 1997, Wiley InterScience is a leading international resource for scientific, technical, medical and scholarly content

In June 2008, Wiley InterScience incorporated the online content formerly hosted on Blackwell Synergy to provide access across 1,234 journals in science, technology, medicine, humanities and social sciences. Since the Blackwell-Synergy merger with Wiley-Interscience, all the journals available to HEC consortium are now available through Wiley-Interscience.

Access URL: http://www3.interscience.wiley.com/

Licence Agreed: Available to all DL registered universities/institutes

Wiley-Blackwell Journal List

Journal Listings available in library

Subject Strengths

- Agriculture, Aquaculture & Food Science
- Architecture & Planning

- Art & Applied Arts
- Business, Economics, Finance & Accounting
- Chemistry
- Computer Science & Information Technology
- Earth, Space & Environmental Sciences
- Humanities
- Law & Criminology
- Life Sciences
- Mathematics & Statistics
- Medicine
- Nursing, Dentistry & Healthcare
- Physical Sciences & Engineering
- Psychology
- Social & Behavioral Sciences
- Veterinary Medicine

The following journals offer free online access to developing economies, based on either programs such as HINARI, or on a HighWire-based program offering access to countries appearing in the World Bank's list of "low income economies," plus Djibouti. Individual publishers use the list from the World Bank as a guideline for determining their policies, so some variation in access per publisher does occur. **You do not need to sign up for this service as our software automatically detects the country you are connecting from and grants access accordingly.**

- AAP Grand Rounds
- AAP News
- Academic Emergency Medicine
- Academic Psychiatry
- Experimental Biology and Medicine
- Health Affairs
- Hypertension
- Journal of Clinical Endocrinology &

Metabolism

- Advances in Physiology Education
- American Journal of Geriatric Psychiatry
- American Journal of Psychiatry
- American Journal of Public Health
- Annals of Internal Medicine
- ASH Education Program Book
- BMJ
- British Journal of Radiology
- British Journal of Sports Medicine
- CA: A Cancer Journal for Clinicians
- Canadian Medical Association Journal
- Chest
- Circulation
- Clinical Chemistry
- Dentomaxillofacial Radiology
- Diabetes
- Journal of Clinical Investigation
- Journal of Experimental Medicine
- The Journal of General Physiology
- Journal of Neuropsychiatry and Clinical Neurosciences
- Journal of Nuclear Medicine
- Journal of Nuclear Medicine Technology
- Journal of Ultrasound in Medicine
- Molecular Biology of the Cell
- Molecular Endocrinology
- NeoReviews
- New England Journal of Medicine
- The Oncologist
- Pediatrics
- Pediatrics in Review
- Psychiatric Services
- Psychosomatics

- Diabetes Care
- Diabetes Spectrum
- Endocrine Reviews
- Endocrinology
- Recent Progress in Hormone Research
- Red Book Online
- The Journal of Cell Biology

The International Community Trust for Health and Educational Services (ICTHES World Care) publishes four medical journals:

- **Community Dermatology**

Supported by some of the UK's leading skin specialists, 'CD' seeks to provide health workers with up-to-date and relevant information on the diagnosis and treatment of skin disease, and the general promotion of skin health within their communities. This publication, in particular, has many photographs and other illustrations to aid health workers in diagnosis and treatment.

- **Community Ear and Hearing Health**

Produced in partnership with the World Health Organization and Christian Blind Mission, 'CEHH' seeks to deal with the prevention, management and rehabilitation of ear and hearing disorders, whilst at the same time promoting ear and hearing health in developing countries.

- **Developing Mental Health**

Is designed to respond to global mental health issues. Mental health workers are particularly under-resourced in the developing world. It was founded after direct consultation with mental health specialists from 20 developing nations.

- **Repair and Reconstruction**

Addresses major needs throughout the world such as 'Burn Injury', 'Land-Mine Injury', 'Leprosy' and 'Congential Abnormalities in Children'. Two issues of 'R&R' have already been produced, focusing on 'Burn Injury'. This Journal is produced in partnership with the Overseas Interest

Group of the British Association of Plastic Surgeons. Publication is currently suspended for editorial reasons but it is hoped to resume publishing as soon as possible.

You can read or download PDFs of these journals from this URL:
http://www.icthesworldcare.com/journals.html

Standard 7-3: Classrooms must be adequately equipped, and offices must be adequate to enable faculty to carry out their responsibilities.

- **Classrooms**

The classrooms have adequate space for studio work. The Studios are equipped with multimedia and sound facilities which accommodate the needs of the students.

- **Faculty Office**

The faculty offices are fully equipped with desktop computers with internet and WIFI connectivity, printers and scanners for each of the permanent faculty members of the department. In house intercom system between faculty offices throughout the university helps to facilitate communication between faculty members and different studios, labs and working areas within the university.

Criterion 8: Institutional Support

The institution's support and the financial resources for the program must be sufficient to provide an environment in which the program can achieve its objectives and retain its strength.

- **BNU Hostel**

The construction of BNU Hostels is complete and a state-of-art, purpose-built, on-campus boarding facility is ready and available for occupancy of 74 girls and 80 boys. BNU Hostel compound is a 42,000 sq.ft. segregated wings for girls and boys. Each wing of the facility has appropriately equipped common rooms, pantries on each floor, a visitor’s lounge and a laundry.

An adjoining facility to cater to the accommodation needs of international faculty is near completion.

- **Library**

The BNU Library remains open from 9:00 a.m. – 6:30 p.m. daily, Monday to Friday and for a specific number of hours on Saturday as well. A full-time librarian and assistants provide

library information and access. Photocopying facilities are available at cost five days a week, 9:00 a.m. – 6:30 p.m. daily at the student resource center.

  - *BNU Library Space Relocation Project*

The first phase of BNU Library relocation project to its original planned location conducted successfully in September 2019. The interior and floor plans were developed by three graduating students of the BNU School of Architecture, Ar. Shahbaz Zafar, Ar. Fahad Rizwan and Ar. Kashif Moaz under the supervision and support from the BNU Student Affairs and Procurement Departments. Our well-stocked facility now occupies a considerable 7,000 square feet of space with spacious reading areas and an extended reference section.

- **Computer Labs**

All computer labs with access to Internet, scanning and printing (colour & b/w) from 9:00 am. to 6:30 pm. daily Monday to Friday.

- **Sports Club**

BNU encourages student participation in extracurricular activities and regularly hosts concerts, exhibitions, film screenings and other cultural events. The Sports Club of BNU promotes sports activities among the students by organizing matches throughout the year among different departments as well as with other universities and colleges.

- **Student & Alumni Affairs**

The Student Affairs Office under the Directorate of Student Affairs and External Relations coordinates with university's non-academic units for timely resolution of issues brought up by students (cafeteria, transport, hostels and related matters) besides providing support in holding co-curricular activities and ensuring students' co-curricular participation at events outside the university. It also maintains liaison with the university's alumni for their facilitation and assistance wherever needed.

The responsibilities of the department are as follows:

a) Conduct orientation and guidance services for new entrants to acquaint them with University life and rules.
b) Attend to student grievances and provide support for early resolution of student problems and issues.
c) Support and facilitate co-curricular activities by student society's and clubs such as BNU Bestival, BNU Model United Nations (BUMUN) etc.
d) Maintain the alumni network (graduate email database) and organize on-campus activities including meet-ups and homecomings.

- **Virtual Health Center**

BNU offers a primary care facility to its students, faculty and staff through its on-campus Virtual Health Centre (VHC) in partnership between iHeal and Cloudclinik. The Clinic provides services of regular checkup and basic medical screening to BNU faculty, staff and students. The Clinic is manned by trained nursing staff with the availability of an online panel of general physicians where patients can connect with them face-to-face in real-time via video screen upon request or requirement.

The purpose of VHC is to provide primary care on campus, screen for underlying risks for diabetes and hypertension, provide medical advice, monitor and manage basic health and refer to specialist care where required. Students can get their Blood Pressure, Blood Sugar, Body Mass Index (BMI), Body Temperature, Pulse and Eye Vision evaluated. VHC then creates a wellness profile of each student against a unique ID number which is stored with the Clinic for future visits. Based on any irregularities, a student may be advised appropriate course of action by the medical team. All screenings and visits to the clinic are optional and free-of cost for students.

- **Center For Counseling And Psychological Well-Being**

BNU considers the emotional health of student and staff as its top priority. It has established an on-campus Center for Counseling and Psychological Well-being with support from BNU Institute of Psychology. The center aims to provide students with services to help them gain and maintain psychological well-being, featuring a qualified Psychologist on board as the Campus Counselor. Students can seek help from our trained professional in complete confidence regarding any personal, social or other crises they may be facing and discuss the same in a supportive and secure environment.

The aim of the Center is to encourage students' personal, academic & social growth, enhance their problem-solving and decision-making capabilities and to ultimately enable them to face various life challenges in a wholesome manner.

- **Cafeteria And Resource Center**

The BNU cafeteria block is a three-story well-furnished facility spread on 18000 sq. ft. area and with seating capacity for over 3000 persons at a time. The basement and the ground floor are completely operational while the upper ground floor is reserved for special occasions and gala buffet events. A cafeteria quality assurance committee with representatives from faculty and management ensures maintenance of highest standards in quality and hygiene and diversity of cuisine at economical prices through surprise visits and regular in-person meetings with the cafeteria management and staff. Periodic medical health examination and diagnostic tests of chefs and waiters is conducted.

- **Career Placement Office**

BNU has established a Career Placement Office under the Directorate of Student Affairs and External Relations that serves Career Placement needs of students and graduates. The services include Academic Counseling, Professional Counseling, Job Placement, internship facilitation and enabling students for self-employment and start-up business opportunities.

The responsibilities of this department include the following services:

a) Undertake career counseling of prospective applicants as well as parents during admissions cycle.

b) Provide career guidance services to students, facilitate internship programs and build liaison with industry for job placements.

c) Conduct Job Fairs, Recruitment Drives, Employer Meet-ups, and Screening Interviews for graduates and graduating students.

d) Develop and maintain a graduate directory of recent graduates.

e) Liaise with the United States Education Foundation in Pakistan and British Council, UK and explore other international education opportunities for students and keeping them informed on international fellowships and scholarship

f) Extend support for international exchange semesters and summer (Turkey, USA, Germany etc.)

g) Facilitate start-up incubation at Plan9 Technology Incubator, The Indus Entrepreneurs (TiE) Lahore Chapter, NetSol Nspire Program, National Incubation Center, The Nest

I/O, WomenX Pakistan for mentoring of students and alumni to capitalize on their entrepreneurial potential.

Table: University Wise Facilities:

Name of Facility	**Quantity**	**Total Area/ Size (where applicable)**	**Total Capacity**
Sport Grounds/Courts (Cricket/Hockey/Football/Squash Court etc.)	2	326700	-
Religious Places (Mosque/Church/Temple etc)	2	4043	185
Hostels for Boys	1	10051	78
Hostels for Girls	1	9579	72
Hostels for Faculty Members (Male)	1	4720	8
Hostels for Faculty Members (Female)	Combine	Combine	Combine

Auditorium(s)	3	6208	366
Laboratories (Computer Lab)	12	8136	400
Libraries	1	7200	100
Classrooms	67	64587	2348
Cars	-	-	-
Buses	-	-	-
Coasters/Hiaces	15	-	375
Cafeterias	1	18014	800
Wi-Fi Hotspots	63	-	-
CCTV Cameras	58	-	-
Generator(s)	14	-	-
ATMs	2	-	-
Trees	750	-	-
Any other important facility (Medical Facility)	1	-	-

Standard 8-2: There must be an adequate number of high quality graduate students, research assistants and Ph. D. students.

Please refer to standard 6-2

Standard 8-3: Financial resources must be provided to acquire and maintain Library holdings, laboratories and computing facilities.

LIBRARY

Please refer to standard 7-2

LABORATORY

Please refer to criterion 3

COMPUTING FACILITIES

Please refer to criterion 3

Rubric Form

Beaconhouse National University

School of Business
Department of Economics

BSc. Hons in Economics

Criterion 1 - Program Mission, Objectives and Outcomes	**Weight = 0.05**				
	Score				
	5	**4**	**3**	**2**	**1**
Does the program have documented outcomes for graduating students?	5				
Do these outcomes support the program objectives?	5				
Are the graduating students capable of performing these outcomes?		4			
Does the department assess its overall performance periodically using quantifiable measures?	5				
Is the result of the program assessment documented?		4			
Total Encircled Value (TV)	**21**				
Score 1 (S1) = {TV / (No. of Questions * 5)} * 100 * Weight	**4.20**				

Criterion 2 - Curriculum Design and Organization	**Weight = 0.20**				
	Score				
	5	**4**	**3**	**2**	**1**
Is the curriculum consistent?	5				
Does the curriculum support the program's documented objectives?	5				
Are theoretical background, problem analysis and solution design stressed within the program's core material		4			
Does the curriculum satisfy the core requirements laid down by respective accreditation bodies? (Refer to appendix A of the Self Assessment Report Manual)		4			
Does the curriculum satisfy the major requirements laid down by HEC and the respective councils / accreditation bodies? (Refer to appendix A of Self Assessment Manual)	5				
Does the curriculum satisfy the general education, arts and professional and other discipline requirements as laid down by the respective body / councils? (Refer to appendix A of Self Assessment Manual)	5				
Is the information technology component integrated throughout the program?		4			
Are oral and written skills of the students developed and applied in the program?	5				

Total Encircled Value (TV)	35
Score 2 (S2) = {TV / (No. of Questions * 5)} * 100 * Weight	**17.50**

Criterion 3 - Laboratories and Computing Facilities	**Weight = 0.10**				
	Score				
	5	**4**	**3**	**2**	**1**
Are laboratory manuals / documentation / instructions etc. for experiments available and ready accessible of faculty and students?			3		
Are there adequate number of support personnel for instruction and maintaining the laboratories?		4			
Are the University's infrastructure and facilities adequate to support the program's objectives?		4			
Total Encircled Value (TV)	**13**				
Score 3 (S3) = {TV / (No. of Questions * 5)} * 100 * Weight	**8.67**				

Criterion 4 - Student Support and Advising	**Weight = 0.10**				
	Score				
	5	**4**	**3**	**2**	**1**
Are the courses being offered in sufficient frequency and number for the students to complete the program in a timely manner?	5				
Are the courses in the major area structured to optimize interaction between the students, faculty and teaching assistants?	5				
Does the University provide academic advising on course decisions and career choices to all students?	5				
Total Encircled Value (TV)	**15**				
Score 4 (S4) = {TV / (No. of Questions * 5)} * 100 * Weight	**10.00**				

Criterion 5 - Process Control	**Weight = 0.15**				
	Score				
	5	**4**	**3**	**2**	**1**
Is the process to enroll students to a program based on quantitative and qualitative criteria?	5				

Is the process above clearly documented and periodically evaluated to ensure that it is meeting its objectives?	5				
Is the process to register students in the program and monitoring their progress documented?	5				
Is the process above periodically evaluated to ensure that it is meeting its objectives?	5				
Is the process to recruit and retain faculty in place and documented?			3		
Are the processes for faculty evolution & promotion consistent with the institution mission?		4			
Are the processes in 5 and 6 above periodically evaluated to ensure that they are meeting their objectives?		4			
Do the processes and procedures ensure that teaching and delivery of course material emphasize active learning and that course learning outcomes are met?	5				
Is the process in 8 above periodically evaluated to ensure that it is meeting its objectives?		4			
Is the process to ensure that graduates have completed the requirements of the program based on standards and documented procedures?	5				
Is the process in 10 above periodically evaluated to ensure that it is meeting its objectives?		4			
Total Encircled Value (TV)	**46**				
Score 5 (S5) = {TV / (No. of Questions * 5)} * 100 * Weight	**12.55**				

Criterion 6 - Faculty	**Weight = 0.20**				
	Score				
	5	**4**	**3**	**2**	**1**
Are there enough full time faculty members to provide adequate coverage of the program areas / courses with continuity and stability?		4			
Are the qualifications and interests of faculty members sufficient to teach all courses, plan, modify and update courses and curricula?	5				
Do the faculty members possess a level of competence that would be obtained through graduate work in the discipline?	5				
Do the majority of faculty members hold Ph.D. degree in their discipline?			3		
Do faculty members dedicate sufficient time to research to remain current in their disciplines?			3		
Are there mechanisms in place for faculty development?			3		

Are faculty members motivated and satisfied so as to excel in their professions?		4			
Total Encircled Value (TV)	**29**				
Score 6 (S6) = {TV / (No. of Questions * 5)} * 100 * Weight	**16.57**				

Criterion 7 -Institutional Facilities	**Weight = 0.10**				
	Score				
	5	**4**	**3**	**2**	**1**
Does the institution have the infrastructure to support new trends such as e-learning?	5				
Does the library contain technical collection relevant to the program and is it adequately staffed?	5				
Are the class rooms and offices adequately equipped and capable of helping faculty carry out their responsibilities?	5				
Total Encircled Value (TV)	**15**				
Score 7 (S7) = {TV / (No. of Questions * 5)} * 100 * Weight	**10.00**				

Criterion 8 - Institutional Support	**Weight = 0.10**				
	Score				
	5	**4**	**3**	**2**	**1**
Is there sufficient support and finances to attract and retain high quality faculty?			3		
Are there an adequate numbers of high quality graduate students, teaching assistants and Ph.D. students?			3		
Total Encircled Value (TV)	**8**				
Score 8 (S8) = {TV / (No. of Questions * 5)} * 100 * Weight	**8.00**				

Implementation Plan – BSc. Hons in Economics

AT Findings	Corrective Action	Implementation Date	Responsible body	Present Status
The department of economics is lagging behind a bit in research and conducting seminars and conferences compare to other departments in the university.	• Arrange seminars oftenly. • Provide the financial grant for the participation in paid workshops.	April 23,2021	Department of Economics	Seminar and research activities increased at departmental level. **Completed**
Need more class rooms	With the expansion of SB block, adequate number of classrooms are available.	September 2020	Administration	Rooms and Spacious auditorium made available **Completed**
There are no Master's program in Economics department.	The department has planned to offer MPhil in Economics in academic year 2021-2022.	Academic Year 2021-22	Registrar Office and Department	Will be introduced in Fall 2021. **Pending**

Member AT

Name Nida Sohail Chaudhary

Signature Nida

HoD

Name Hafsa Tanveer

Signature Hafsa

QEC
Ms. Noreen Lodhi

Signature N. Lodhi.

Vice Chancellor
Beaconhouse National University
Lahore