

Self Assessment Report



Beaconhouse National University

**School of Business
Department of Economics**

**BSc. Hons with majors in Economics and Minor in Finance, BSc. Hons with majors in
Economics and Minor in Media Studies and Double Majors in Economics in Finance**

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

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Executive Summary

This report is prepared for the assessment of School of Business (SB-Department of Economics) of Beaconhouse National University (BNU), as per requirement of Higher Education Commission (HEC). Quality Assurance Department (QA) was formed at BNU in September 2005. Program Team Members notified by University worked with General Manager Quality Assurance to pursue the application of Self-Assessment Manual in their respective department.

In School of Business (SB-Department of Economics) BSc Hons Major in Economics & Minor in Media Studies, BSc Hons Major in Economics & Minor in Finance and BSc Hons Double Majors in Economics & Finance were selected for the self-assessment, evaluation and improvements. A commitment of respected Vice Chancellor to support Quality Assurance Department made the difference and resultantly, a cycle of assessment is about to complete

Objectives

Following are the two main objectives of the self-assessment report:

1. To implement Self-Assessment Manual in selected program with a view to improve quality in higher education.
2. To identify areas requiring improvements in order to achieve objectives through desired outcomes.

Execution

A soft and hard copy of Self-assessment manual was provided to the Dean and faculty. Quality Assurance department arranged workshop for the SB faculty members on November 05, 2021 how to prepare a Self-Assessment Report. Hard copies of HEC issued 10 Performa's along with manual comprising of 8 criteria and 31 standards were provided to PT members to evaluate their program against defined standards. The PT members with an intimate support and follow up of QA, completed the SAR and forwarded to QA.

After reviewing SAR, QA arranged visit of Assessment Team to the selected programs on March 04, 2022. GM (QA) accompanied the AT and participated in discussions with Dean and PT members and available faculty members. Date for exit meeting was fixed as March 11,2022.

The implementation plan basing in the discussions in exit meeting have been made by In- charge Programs. They prepared it under following headings:

- a. Assessment Team finding
- b. Corrective Actions required

c. Resources Needed

The implementation plan indicates the resources to improve the infrastructure, environment in the classes and Laboratory manuals. The recommended target dates to complete the tasks observed by Assessment Team, presented in exit meeting on March 11, 2022 and approved by Vice Chancellor have been indicated in the implementation plan.

At the completion of Self-Assessment cycle, QA submitted the hard and soft copy of SAR to HEC on August 22, 2022.



Noreen Lodhi
GM, Quality Assurance
Beaconhouse National University



Shahid Hafiz Kardar
Vice Chancellor
Beaconhouse National University

INTRODUCTION

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 I Micro/Macro II	x			x	x	x		
Methods	Econometrics I & II Research Methods		x				x	x	
Quantitative	Mathematics I&II Statistics I & II Mathematical Economics		x				x	x	
Political Economy	History of Economics Thought, Development Economics, International Political Economy, Current Issues In Pakistan's Economy			x			x		x
Topics of Contemporary Relevance	International Trade, Public Finance, Environmental Economics			x			x		
Non-Econ Core	Academic Writing, Islamic Studies, Intro to Comp, Intro to World History, Intro to Social Anthropology, Intro to Political Thought						x	x	x
Econ & Non-Econ Electives	Why Nations fail, Capitalism, Welfare Economics, Political Economy of Media, Intro to Film, Intro TV, Intro to			x		x			x

	Photography, etc									
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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.

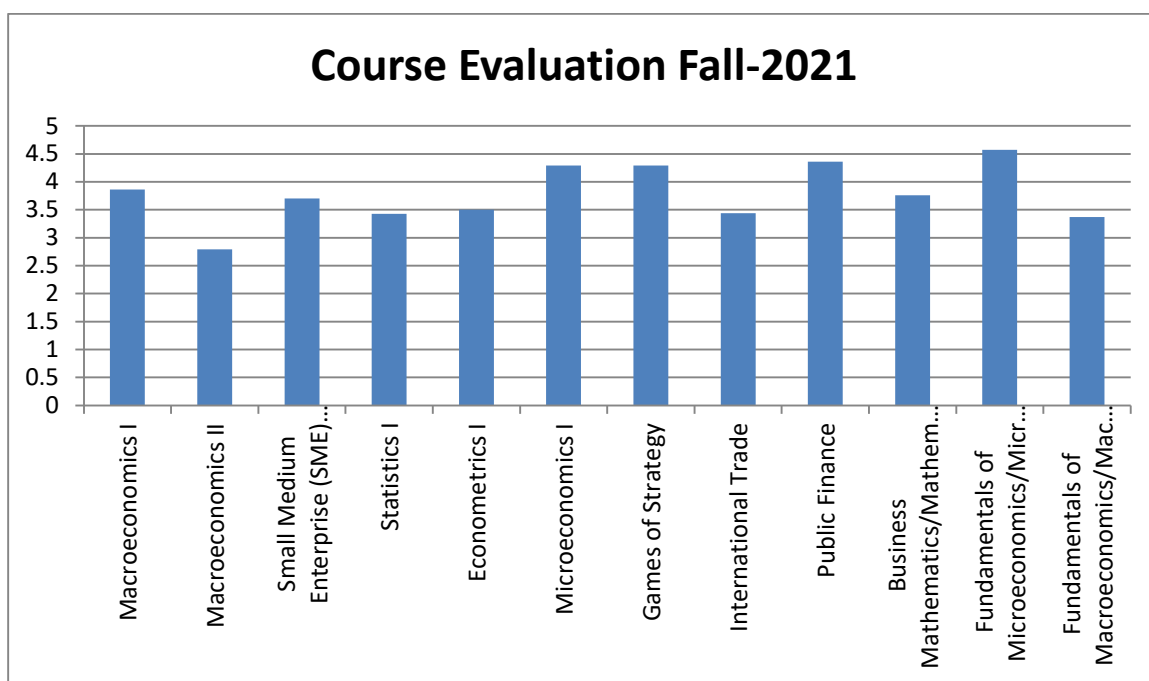
Program Objectives	Program Outcomes										
	1	2	3	4	5	6	7	8	9	10	11
1	x							x		x	
2		x	x	x	x			x		x	
3											
4	x	x	x	x							x
5		x	x	x	x	x		x			
6	x	x	x	x	x	x	x		x		x
7											x
8								x	x	x	x

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.

Course Wise Evaluation Fall-2021

Sr.No.	Course Code	Course Title	Course Cr.Hrs.	Course Evaluation
1	ECO-151	Macroeconomics I	3	3.86
2	ECO-225	Macroeconomics II	3	2.79
3	ECO-123	Small Medium Enterprise (SME) Management	3	3.70
4	ECO-202	Statistics I	3	3.43
5	ECO-214	Econometrics I	3	3.50
6	ECO-107	Microeconomics I	3	4.29
7	BBA-313	Games of Strategy	3	4.29

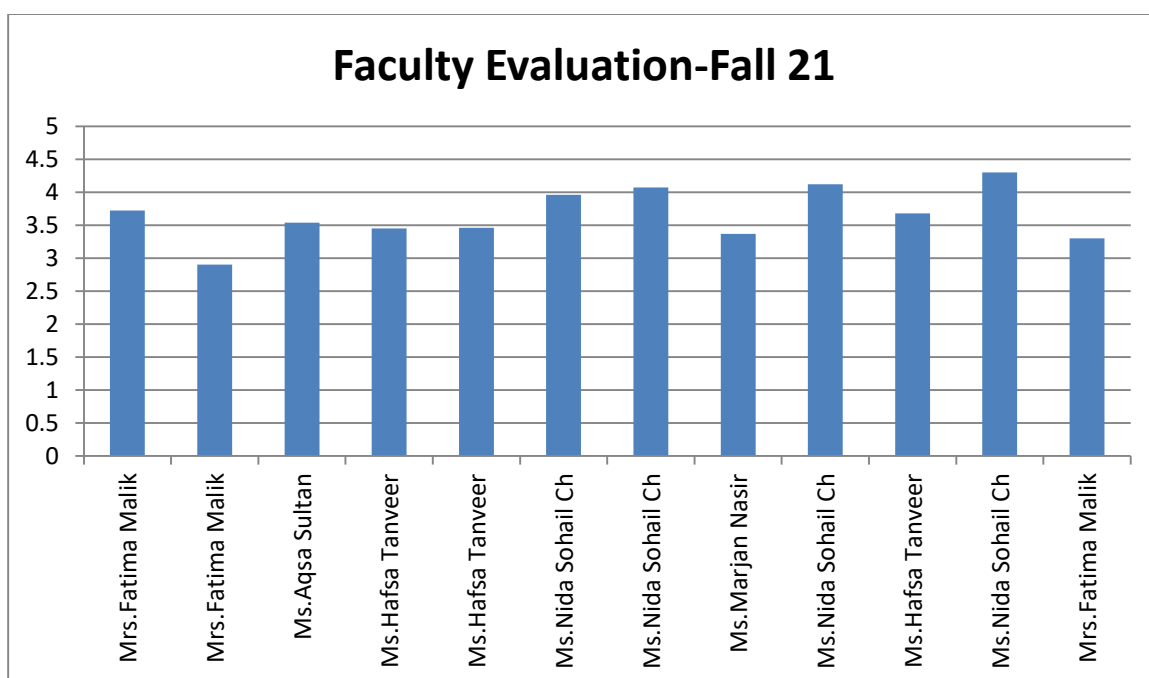
8	ECO-260	International Trade	3	3.44
9	ECO-323	Public Finance	3	4.36
10	BBA-201	Business Mathematics/Mathematics I	3	3.76
11	BBA-101	Fundamentals of Microeconomics/Microeconomics	3	4.57
12	BBA-106	Fundamentals of Macroeconomics/Macroeconomics	3	3.37



Faculty Wise Evaluation Fall-2021

Sr.No.	Name of Faculty	Course Title	Faculty Evaluation
1	Mrs.Fatima Malik	Macroeconomics I	3.72
2	Mrs.Fatima Malik	Macroeconomics II	2.90
3	Ms.Aqsa Sultan	Small Medium Enterprise (SME) Management	3.54
4	Ms.Hafsa Tanveer	Statistics I	3.45
5	Ms.Hafsa Tanveer	Econometrics I	3.46

6	Ms.Nida Sohail Ch	Microeconomics I	3.96
7	Ms.Nida Sohail Ch	Games of Strategy	4.07
8	Ms.Marjan Nasir	International Trade	3.37
9	Ms.Nida Sohail Ch	Public Finance	4.12
10	Ms.Hafsa Tanveer	Business Mathematics/Mathematics I	3.68
11	Ms.Nida Sohail Ch	Fundamentals of Microeconomics/Microeconomics	4.3
12	Mrs.Fatima Malik	Fundamentals of Macroeconomics/Macroeconomics	3.3



Weaknesses:

- Require use of interactive learning tools – at least for formative assessment.
- Update methodology of assigning readings to include watching prerecorded lectures.
- Use software like Kahoot to reduce moral hazard of assigning pre-reading.
- Incorporate guest lectures for electives.
- Where applicable, introduce an internship for credit program.
- Incorporate industry placements for 7th and 8th semester students.

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	Admitted	Rejected	Left	Terminated	Graduated	Studying/Active	Accumulative Active
2022-2021	15	3	3	1	0	9	9
2021-2020	17	2	3	4	0	9	9
2019-2020	12	2	1	2	0	5	5
2019-2018	5	1	1	0	0	1	1

Criterion 2: Curriculum Design and Organization

TITLE OF DEGREE PROGRAMS

B.Sc. (Hons.) in Economics

BSc. (Hons.) Double Majors in Economics and Finance

BSc. (Hons.) Major in Economics and Minor in Finance

BSc. (Hons.) Major in Economics and Minor in Media Studies

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 focuses 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

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:

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

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 Category	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		
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		
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		
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		
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		
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	

❖ **BSc (Hons.) With Double Majors in Economics and Finance**

Areas of Specialization

Economics, Microeconomics and Macroeconomics, Management, Banking, Finance, Development, Trade, Econometrics, Financial Markets

Program Overview

Duration	4 Years
No. of Semesters	8-9
Credit Hours	141

Program Description

There are many interlinking paths and careers you can pursue after studying Economics and Finance. In order to give students an understanding of finance, which is a very marketable skill; we want to offer the Double Major program (see Table below) to suit individual interests and passions. With a BSc (Hons.) degree, a student would be able to choose their major in two separate areas in the same four years it takes to complete one. By simply utilizing Non-Economics Electives and Economics Electives to build an entire second major, students would have the opportunity to graduate with two distinct specializations.

Those who would like to opt for Double Major program should have a minimum of 3.00 CGPA. Students will be able to choose double majors at the beginning of their third semester.

The Major in Finance courses (see Table below) will introduce students to a broad range of subjects including banking, financial statement and reporting, banking laws and regulations, financial markets and institutions, and accounting. These wide ranges of topics will establish the theoretical understanding of actual models that allows for the pricing of risk and valuation of future cash flows. First 10 courses listed in Table are compulsory courses for major in finance.

Credit Requirements

Category Name (Abbreviation)	Credits
Economics Core (EC)	66
Economics Electives (EE)	12
Non-Economics core (NEC)	21
Non-Economics Elective (NEE)	06
Major in Finance Courses	36
Total	141

Mainstream Courses for Major in Finance

Sr #	Courses	Credits	Prerequisites
1	Introduction to Business	3	-
2	Introduction to Accounting	3	-
3	Principles of Marketing	3	-
4	Business Finance-I	3	Introduction to Accounting
5	Introduction to Banking	3	Introduction to Accounting
6	Business Finance-II		Business Finance-I
7	Financial Statement Analysis & Reporting	3	Intro to Accounting
8	Financial Instruments Markets and Institutions	3	Intro to Accounting, Business Finance
9	Financial Modelling	3	Introduction to Accounting, Business Finance-I, Business Finance-II

10	Strategic Corporate Finance/ Fin Tech & Digital Finance	3	Introduction to Accounting, Business Finance-I, Business Finance-II
11	Investment & Portfolio Analysis	3	Introduction to Accounting, Business Finance-I, Business Finance-II
12	Banking Operations & Management or	3	Introduction to Accounting, Business Finance-I, Business Finance-II
	Risk Management	3	Introduction to Accounting, Business Finance-I, Business Finance-II
	Total	36	

❖ **BSc (Hons.) Major in Economics and Minor in Finance**

Areas of Specialization

Economics, Microeconomics and Macroeconomics, Management, Banking, Finance, Development, Trade, Econometrics, Financial Markets

Program Overview

Duration	4 Years
No. of Semesters	8
Credit Hours	135

Career Paths

Banking and Financial Sectors, Commerce and Industry, Research Organizations, Regulatory Bodies, Planning and Development Institutions, Non-Government Organizations

Program Description

Keeping the popular demand of finance in mind from the market point of view, the department of economics wants to offer a degree plan of BSc (Hons.) Major in Economics and minor in Finance. A student has to study the following courses in Table for a minor in finance degree.

Credit Requirement

Category Name (Abbreviation)	Credits
Economics Core (EC)	66
Economics Electives (EE)	18
Non-economics core (NEC)	21
Non-Econ Elective (NEE)	09
Minor in Media Studies or Finance	21
Total	135

Courses for Minor in Finance

Sr #	Semester	Course Title	Credits	Prerequisites
1	Semester II	Introduction to Accounting	3	-
2	Semester III	Business Finance-I	3	Intro to Accounting
3	Semester III	Introduction to Banking	3	Intro to Accounting
4	Semester IV	Business Finance-II	3	Business Finance-II
5	Semester IV	Financial Statement Analysis & Reporting	3	Intro to Accounting
6	Semester V	Financial Instruments Markets & Institutions	3	Intro to Accounting
7	Semester V	Financial Modelling		
		Total	21	

BSc (Hons.) With Major in Economics and Minor in Media Studies

Areas of Specialization

Economics, Microeconomics and Macroeconomics, Management, Banking, Finance, Development, Trade, Econometrics, Financial Markets, Mass Media, Marketing, New Media Technologies, Digital Photography, Journalism

Program Overview

Duration	4 Years
No. of Semesters	8
Credit Hours	135

Career Paths

Media research, Media Marketing, journalism, publishing, New Media Development, Banking and Financial Sector, Commerce and industry, Research organizations, Regulatory Bodies, Planning and Development Institutions, Non-Governmental Organizations,

Program Description

Students will have to study 135 credits (see Table below) for BSc Major in Economics and Minor in Media Studies.

They will be studying 21 credits from School of Mass Media and Communication. The list of courses is given in Table below.

Credit Requirement

Category Name (Abbreviation)	Credits
Economics Core (EC)	66
Economics Electives (EE)	18
Non-economics core (NEC)	21
Non-Econ Elective (NEE)	09
Minor in Media Studies or Finance	21
Total	135

Courses for Minor in Media Studies

Sr #	Semesters	Courses	Credits
1	Semester I	Mass Media, Local, & National & Global	3
2	Semester I	New Media Technologies	3
3	Semester II	Story Telling in Digital World	3
4	Semester IV	Advertising Theory & Practice	3
5	Semester V	Public Relations Theory and Practice	3
6	Semester VII	Media Management & Marketing	3
7	Semester VIII	Media Entrepreneurship	3

Course Outlines

❖ Fundamentals of Microeconomics

Course category: economics core

Course Code: ECO-103

Course Credits: 3

Course prerequisites: 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 prerequisites: 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 prerequisites: 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 prerequisites: 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 prerequisites: 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 prerequisites: 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 prerequisites: 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 prerequisites: 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?*; **Journal of Health Economics**, July 2002, v. 21, iss. 4, pp. 679-98

Horowitz, J. L. & Savin, N.E. *“Binary Response Models: Logits, Probits and*

Semi parametrics,” 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 Policy 14(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 of Economic 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 and 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 prerequisites: 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 prerequisites: 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 prerequisites: 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 prerequisites: 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 prerequisites: 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 prerequisites: 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 prerequisites: 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, Samia Waheed. 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 prerequisites: 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 prerequisites: 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: 1947-58, 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 prerequisites: 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 prerequisites: 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 prerequisites: 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 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 prerequisites: 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:

Initial research proposal: 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.

Three annotated bibliographies: 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 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.

Course Outlines of Finance Courses

❖ PRINCIPLES OF MANAGEMENT

Course title	Principles of Management
Course code	BBA-113
Credit hours	3
Program	BBA (Hons.)
Course instructor	Sana Iqbal

Course Description

The course is designed to give students an overarching view of management and the basic intellectual tools they need to meet today's organizational challenges. The course will investigate concepts like development of management over time, strategic management, decision making, organizational change management, organizational culture, and different functions of management such as planning, organizing, leading, and controlling.

Course Objectives

- To introduce students to various topics pertaining to management, such as planning, strategic management, decision making, development of the concept of management over time, leadership, organizational change management, entrepreneurship, organizational culture & structure.
- To help students understand and appreciate different managerial functions and their application in an organizational setting.
- Enable students to critically examine managerial decision-making, and the reasons and the context it takes place in, to sharpen their own judgment to make informed decisions.
- Apply relevant management concepts, tools, and theories to critically analyze and evaluate business problems/ decisions, given the understanding of external and internal environment of organizations.
- Be aware of the unique managerial issues, faced in local workplaces.

Learning Outcomes

Upon successful completion of the course, students will be able to:

- Demonstrate their knowledge of different managerial functions and apply concepts to discuss, debate, analyze and evaluate a variety of real-life managerial issues.
- Critically examine managerial decision-making and the reasons and the context it takes place in, to sharpen their own judgment to make informed decisions.

Recommended Textbooks and Materials

- Robbins, S. and Coulter, M., 2018 (14th edition), "Management", England, Pearson Education Limited.
- Bateman, Thomas S. and Snell, Scott A., 2013 (11th edition), "Management: Leading and Collaborating in a Competitive World", New Delhi, Tata McGraw-Hill Publishing.
- Handouts (Web reference or soft/hard copy will be provided to the class or will be uploaded on google classroom)
- <http://www.businessinsider.com/Page|57>
- www.hbr.org
- www.forbes.com

Grading Assessment

Students will be assessed on the following criteria:

Assignments	10%
Quizzes	10%
Presentation	10%
Class Participation	5%
Class Attendance	5%
Mid Term	20%
Final	40%

Note

Students are required to be regular and punctual in attending classes. Student having less than 75% attendance in classes will not be eligible to sit in final exam. Students will only be considered present if they appear for the class within first 10 minutes of scheduled time.

Students are also required to complete the assigned readings before each class to enhance the quality of shared learning. Students are also encouraged to participate actively in class and cite relevant personal examples that all can benefit from diverse perspectives on the topic.

Course Contents¹

Week	Topics Covered	Recommended Readings	Session Objectives
1&2	Class Introduction and Discussion of the Course Outline Managing and Performing	Chapter#1	Introduction to management functions and key elements of the new competitive environment.
3	History of Management	Chapter#1 (Management History Module)	Some early management examples and classical and contemporary approaches of management.

¹The instructor may swap sessions and amend the course outline, if required. Progress of the course will depend upon the ability of students to understand and absorb lecture materials in class.

4&5	Managerial Decision Making	Chapter#2	Introduction to the stages of decision making and understanding decision making in practice.
6&7	Managing Change and Innovation	Chapter#7	Understanding how to manage change in today's technological environment.
8	Foundations of Planning	Chapter#8	Understanding the planning process and the alignment of tactical, operational and strategic planning.
9&10	Strategic Management	Chapter#9	Introduction to strategic planning and its effective implementation.
11&12	Organizational Structure and Design	Chapter#10	Introduction to different components & types of organizational designs.
13	Being an Effective Leader	Chapter#17	Introduction to various leadership theories and their applications.
14	Monitoring and Controlling	Chapter#18	Introduction to various managerial control strategies.

❖ Introduction to Accounting

Course title	Introduction to Accounting
Course code	BBA-109
Credit hours	3
Program	BBA (Hons.)
Course instructor	Ijaz Hussain

Course Objectives:

This course is an intensive introduction to the preparation and interpretation of financial information for external and internal users. This course develops understanding of the complete accounting cycle. The course adopts a decision-maker perspective on accounting with the goal of developing an understanding of the preparation, reading and interpretation of financial reports of various business entities.

Learning Outcomes:

On completion of this course students would be able to prepare, understand, analyze and use financial statements of service and merchandising business entities from perspectives of various information users

Course Contents:

1. Introduction: Accounting & Nature of Accounting Information. Scope and Need for Accounting. Users of Accounting Information.
2. Types of Businesses and Business Organization: Service, Merchandising and Manufacturing. Types of Business Organization and their Features.
3. Fundamental Accounting Equation: Basic Terms. Components of Accounting Equation and its Expanded Form. Accounting Equation & Balance Sheet.
4. Basic Financial Statements: Income Statement & its Components and Format. Balance Sheet & its Components and Format. Cash Flow Statement and its Components and Format.
5. Using Excel in Tabulation and Computation of Accounting Information: A Demonstration
6. Accounting Cycle for Service Businesses: Accounting Equation & Debit & Credit Rules
7. Effect of Various Transactions on Components of Various Financial Statements: A Demonstration
8. Double Entry System: Journal & Journal Entries. A Demonstration
9. Ledger & Ledger Accounts: Posting & Balancing off. A Demonstration
10. Unadjusted Trial Balance: Preparation of Trial Balance and Normal Balances: A Demonstration
11. Concepts of Accruals & Deferrals: Basic Concepts with Examples. Revenue and Capital Expenditures. Need for Adjustments.
12. Adjustments for Accruals of Revenues & Expenses: A Demonstration
13. Adjustments for & Short-term Deferrals Long-term Deferrals: A Demonstration
14. Worksheet for Adjustments & Adjusted Trial Balance: A Demonstration
15. Preparing Financial Statements: Preparation of Income Statement, Balance Sheet and Statement of Owner's Equity: A Demonstration
16. Overview of the Contents of Annual Report of a Corporate Entity
17. Closing Entries for Service Businesses: A Demonstration
18. Merchandising Businesses: Operating Cycle. Nature of Merchandising Transactions. Concept of Inventory and related Costs. Terms of Purchase. Terms of Credit.
19. Perpetual vs. Period System of Inventory: Basic Concepts. Factors Influencing the Choice of Perpetual vs. Period System. Recording Merchandising Transactions in Perpetual vs. Period System.
20. Preparing Financial Statements of a Merchandising Business: Preparation of Income Statement, Balance Sheet and Statement of Owner's Equity.
21. Inventory Costing Methods: FIFO, LIFO Averaging Costing & Specific Identification under Perpetual System
22. Inventory Costing Methods: FIFO, LIFO Averaging Costing & Specific Identification under Perpetual System
23. Applying LCM on Individual, Category or Aggregate of Inventory
24. Plant Assets: Nature. Classification. Acquisition. Recording & Adjustments for Depreciation. Methods and Schedules of Depreciation: Straight Line, Declining Balance (Formula, Sum of Years Digit and Modified

Accelerated Cost Recovery Method) and Output Method

25. Plant Assets: Disposal of Tangible Plant Assets. Intangible Plant Assets and Natural Resources. Concepts of Depletion and Amortization.
26. Stockholders' Equity: Common & Preferred Stocks and their Features. Accounting for Common and Preferred Stocks. Accounting for Treasury Stocks
27. Preparation of Stockholders' Equity Section and Stock Market Ratios & Reports
28. Cash Flow Statement: Operating, Investing and Financing Activities and Cash Flows.
29. Preparation of Cash Flow Statement
30. Financial Statement Analysis: Profitability, Liquidity and Financial Leverage Ratios and their Use in Practical Life.

Reading List:

- 1- Financial and Managerial Accounting 16th Edition by Williams, Haka. Bettner and Carello. McGraw Hill.
- 2- College Accounting: A Practical Approach (9th Edition) by Slatter. Prentice Hall Business Publishing.
- 3- Business Accounting I (15th Edition) by Frank Wood and Alan Songster.
- 4- College Accounting (1st Edition) by Haddock, Brock, Hahn And Reed.

Teaching Learning Strategies

The formal lectures in the class room accompanied by class room activities like demonstration of exercises and problem solving and case discussions. So the students are expected to participate in the class room discussions. All class participants are required to bring their texts and calculators and note books. **Failing there by, they may be marked absent.**

Assessment Criteria:

Quizzes	15%
Assignments/Project/Presentation	15%
Attendance	10%
Mid Term Exam	20%
Final Exam	40%
Total	<u>100%</u>

Note:

- **Students will not be allowed to attend class without their texts, calculators and note books.**
- **Use of cell phones is not permissible during the lessons.**
- All assignments and projects copied from each other or submitted after due date will be graded as zero.
- All students who come late by more than 10 minutes will be marked absent.
- The course will be automatically withdrawn on the 9th missed lecture. These 8 permissible leaves are for all reasons.

❖ **BUSINESS FINANCE**

Course title	Business Finance I
Course code	BBA-216
Credit hours	3
Program	BBA (Hons.)
Course instructor	Sana Iqbal

Course Description

Finance is an exciting and challenging discipline which has been and will continue to be the cornerstone in any business organization. This course aims to make students realize the importance and the relevance of ever-changing nature of finance. This course is intended to be an introductory finance course setting the bases for advanced learning for students opting finance as their specialization. However, the course is designed so as to provide essential financial knowledge to non-finance business graduates as well.

Course Objectives

Objective of the course is to make students familiar with the functions and tasks that a financial manager is expected to undertake in an organization. Upon successful completion of the course, students would be expected to have an understanding of the basic business finance concepts like different types of financial statements and their analysis, time value of money, bonds and bond valuation, stocks, and stock valuation, analyzing projects using capital budgeting techniques, risk and return and basics of financial modeling on excel.

Recommended Textbooks and Materials

- Van, H. J., & Wachowicz, J., (2008) *Fundamentals of Financial Management*. 13th Edition. FT Prentice Hall.
- McLaney, E., (2009) *Business Finance Theory and Practice*. 8th Edition. FT Prentice Hall.
- Brealy, R., Myers, S., & Allen, F., (2014) *Principles of Corporate Finance*. 11th Edition, McGraw-Hill/Irwin.

Grading Assessment

Students will be assessed on the following criteria:

Assignments	10%
Project	10%

Quizzes	10%
Class Participation	5%
Attendance	5%
Mid Term	20%
Final	40%

Note

Students are required to be regular and punctual in attending classes. Student having less than 75% attendance in classes will not be eligible to sit in final exam. Students will only be considered present if they appear for the class within first 10 minutes of scheduled time.

Students are required to attend lectures with their calculators, notebooks, and pens. They are also required to complete the assigned readings before each class to enhance the quality of shared learning. Students are also encouraged to participate actively in class and cite relevant personal examples so that all can benefit from diverse perspectives on the topic.

Course Contents²

Week#	Topics Covered	Recommended Readings
1	Class introduction and discussion of the course outline	
1&2	Business Finance – Introduction <ul style="list-style-type: none"> • Risk & Return • Business Finance Vs Accounting • Organization of Businesses 	Chapter#1 of Business Finance - Theory and Practice by McLaney
2&3	Framework for Financial Decision Making <ul style="list-style-type: none"> • Business Objectives • Conflict of Interest – Agency Problem & Role of Corporate Governance 	Chapter#2 of Business Finance - Theory and Practice by McLaney
4&5	The Time Value of Money <ul style="list-style-type: none"> • Introduction • The Interest Rate; Simple Interest, Compound Interest • Timelines, compounding and discounting, Solving for Interest rate and Time • Annuity and types, FV of Annuity, PV of Annuity, Perpetuities, Uneven Cash Flows • Semi Annual and Other Compounding Periods • Effective Annual Rate 	Chapter#3 of Fundamentals of Financial Management by Van Horne

²The instructor may swap sessions and amend the course outline if required. Progress of the course will depend upon the ability of students to understand and absorb lecture materials in class.

6&7	Financial Statements & Interpretation <ul style="list-style-type: none"> • Introduction to Financial Statements • Creating Cashflows • Problems with Accounting Information in Decision Making • Creative Accounting • Financial Ratio Analysis 	Chapter#3 of Business Finance - Theory and Practice by McLaney
8&9	Bonds & Bond Valuation <ul style="list-style-type: none"> • Valuation Concepts • Key Characteristics & Types • Bond Valuation&Rates of Return (YTM and YTC) • Real and Nominal Rates • Risk of Default 	Chapter#4 of Fundamentals of Financial Management by Van Horne
10&11	Stocks & Stock Valuation <ul style="list-style-type: none"> • Types & Characteristics of Equities • Preferred Stock (Key Characteristics of preferred stocks, preferred stock valuation) • Common Stock Valuation (Key characteristics, Dividend discount model and earnings multiplier model) 	Chapter#4 of Fundamentals of Financial Management by Van Horne
12&13	Risk and Return <ul style="list-style-type: none"> • Use of Probabilities and Expected Value • Defining Risk and Return • Risk and Return in a Portfolio Context • Diversification • Introduction to the Capital-Asset Pricing Model (CAPM) and Calculation of Beta • Financing, Investment and Separation 	Chapter#5of Fundamentals of Financial Management by Van Horne
13&14	Investment Appraisal Methods <ul style="list-style-type: none"> • Project Evaluation and Selection: Alternative Methods – Payback Period, Discounted Payback, NPV, IRR & PI • Potential Difficulties • Capital Rationing 	Chapter#13 of Fundamentals of Financial Management by Van Horne

BUSINESS FINANCE II

Course title	Business Finance II
Course code	BBA-217
Credit hours	3
Program	BBA (Hons.)
Course instructor	Farrukh Jehangir Karamat

Course Objectives

Business Finance II is one of the two gateway courses, and is the second Corporate Finance course in the BBA (Hons) program, that builds on the Finance concepts learnt in Business Finance I. It aims to enhance the understanding of financial decision-making and valuation processes required for advanced finance classes and to contribute effectively as a finance professional upon completion of your studies. We continue to build on the financial decision making, processes and analyses that help with that decision making.

The course begins by revisiting Bonds and Stock valuation covered in Business Finance I. It then moves on to a discussion of financial statements, corporate financial strategy, planning and policy. We will explore topics such as cash flow analysis, scenario building and analysis, asset valuation, capital structure, capital budgeting, and corporate restructuring. The objective is to build a solid foundation in Finance.

The course develops distinct conceptual frameworks and specialized tools for solving real-world financial problems at both the personal and corporate level. Illustrations from real-life corporate practices are used to highlight the importance and relevance of Business Finance.

Student Learning Outcomes

This course is designed to specifically target the following attributes:

1. An in-depth engagement with the relevant disciplinary knowledge in its interdisciplinary context;
2. The capacity for analytical and critical thinking and for creative problem solving;
3. The ability to engage in independent and reflective learning;
4. The skills required for collaborative and multidisciplinary

work. By the end of this course, the students should:

1. Understand the importance of Cash Flows and Financial Statements
2. Be familiar with scenario building and analysis for effective financial decision making and valuation
3. Understand capital structuring
4. Become familiar with Capital Budgeting and Cost of Capital (WACC)
5. Understand Investment Management decisions
6. Understand Corporate Restructuring

Learning and Teaching Activities

The course consists of two weekly one-and-a-half hour lectures. The course will commence on an on-campus basis but given the uncertain situation due to the ongoing Pandemic, the course could move to an online format. In the latter eventuality it is envisaged that the sessions would be a combination of recorded

and live lectures. For recorded sessions the students would be able to review the lectures and at the end of the lecture ask questions or clarify concepts. The primary method of Communication with students would be CMS and Lectures would be delivered using Google Meet if the online option is adopted at any stage.

High levels of preparation and interaction are required for the course and are intended to provide the necessary foundation for success in subsequent Finance courses and in the workplace. Each lecture will provide an overview of the topic being addressed with an emphasis on explaining fundamental concepts and issues. The role of the lecture is to provide students with an understanding of the context of the topic as well as work through the relevant issues. Where questions or case studies are assigned the students are required to prepare the answers to the set questions for each and to contribute to class discussions. The classes are designed to be interactive to help build understanding of the topic through the application of knowledge gained in lectures and through the set readings. Students will be provided continuous feedback on their progress throughout the semester through ongoing assessments. Students are strongly encouraged to devote regular weekly private study time to this course.

Handouts for lectures (e.g. case studies, exercise sheets, assignments) will be provided in advance. The instructor will introduce students to the basic concepts of the topics announced for the respective sessions. Structured discussions and group assignments and projects will be designed to develop an ability to analyze business concepts and to provide an indication of how to apply theoretical concepts in real-life practical situations. Students will be asked to read through material (books, handouts) for the next sessions upfront to enhance the learning and to encourage active class participation.

Attendance Policy

Students **must** have 75% attendance by the end of the course to be graded and allowed to sit in the Final Examination as per the University policy. **NO EXCEPTIONS.**

Class Policy and Student Responsibilities:

It is the responsibility of the students to be aware of and to abide by the university's policies on cheating, plagiarism (accidental or otherwise), fairness, and academic integrity. Any violations of the said policies will be dealt with in accordance with the university guidelines and may result in serious consequences. While students are highly encouraged to form study groups and to learn from one another, cheating and/or plagiarism of any sort is unacceptable. The moral and/or psychological burden of the administrative, academic, and social repercussions of violating the university's rules about correct academic conduct will rest with the violator(s) alone, and not with the instructor.

Notes:

- a) Students **MUST** complete the assigned reading **BEFORE** attending the lectures.
- b) Students enrolled in the course may differ in the larger set of learning objectives with which they are approaching the course. For a productive learning environment and to gain maximum benefit from the course, students are advised to be prepared and to participate in the class.
- c) Students are encouraged to maintain a learning log where they can jot down thoughts, ideas,

observations, and questions that can be brought up for discussion. Questions left unanswered during one part of the course may thus be answered later, and certain ideas already discussed may be revisited and considered from a different perspective.

- d) Students are encouraged to convey their thoughts/ideas/feedback about the course/class throughout the semester.
- e) Students who have any disability that should be accounted for are advised to speak to the instructor as soon as possible.

Assessment Criteria

Quizzes

There will be a maximum of 3 quizzes (plus a Bonus Quiz), but this number could be reduced depending on the progress and time constraints during the semester. There will be no make-up quizzes for anyone who is absent or on leave.

Assignments

There would be one in class Assignment, which could be a presentation or a written problem solving submission.

Mid-Term & Final Examinations

There will be a Mid-term and a Final examination as advised by the School of Business.

Course Project

There will be a Group based final project, which would include a written report and/or presentation. The details of the project would be shared in Class.

Grading and Marks Distribution

Nature of Examination	Tentative Percentage
Quizzes	10%
Assignments/ Presentations	05%
Mid Semester Examinations	25%
Class Attendance and Participation	05%
Project & Presentation	10%
Final Examination	45%
Total	100%

Course Schedule and Main Topics to be covered

Note: The course content may be adapted depending on the progress over the semester.

#	DATE	CONTENT	TOPICS	CHAPTER	TASKS
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1	28-Sep	LECTURE 1	INTRODUCTION: What is Finance?	1	
2	30-Sep	LECTURE 2	Stock Valuation Concepts & Analysis	19	
3	5-Oct	LECTURE 3	Stock Valuation Concepts & Analysis	19	
4	7-Oct	LECTURE 4	Bond Valuation Concepts & Analysis	20	
5	12-Oct	LECTURE 5	Scenario Building and Analysis	10*	
6	14-Oct	LECTURE 6	Scenario Building and Analysis	10*	Assignment
7	19-Oct	LECTURE 7	Dividend Decision / Payout Policy	7	
8	21-Oct	LECTURE 8	Dividend Decision / Payout Policy	7	Quiz 1
9	26-Oct	LECTURE 9	Corporate Ethics and Shareholder Wealth		
10	28-Oct	LECTURE 10	Structure of Interest Rates	18	
11	2-Nov	LECTURE 11	Structure of Interest Rates	18	
12	4-Nov	LECTURE 12	Corporate Financing Decisions	8	
13	9-Nov	LECTURE 13	Corporate Financing Decisions	8	Quiz 2
14	11-Nov	LECTURE 14	REVIEW SESSION		PROJECT ASSIGNMENT
15	16-Nov	LECTURE 15	MIDTERM EXAMINATION		
16	18-Nov	LECTURE 16	Financial Strategy and Planning	6	
17	23-Nov	LECTURE 17	Financial Strategy and Planning	6	MID REVIEW
18	25-Nov	LECTURE 18	Techniques of Capital Budgeting	13	
19	30-Nov	LECTURE 19	Techniques of Capital Budgeting	13	
20	7-Dec	LECTURE 20	Investment Management	15	
21	9-Dec	LECTURE 21	Investment Management	15	
22	14-Dec	LECTURE 22	Asset Pricing Theory	17	Quiz 3
23	16-Dec	LECTURE 23	Asset Pricing Theory - CAPM	17	
24	21-	LECTURE	Asset Pricing Theory - Arbitrage	17	

	Dec	RE 24			
25	23-Dec	LECTURE RE 25	Financial Risk Management	9	
26	28-Dec	LECTURE RE 26	Financial Risk Management	9	
27	30-Dec	LECTURE RE 27	Corporate Restructuring and Mergers	31-33*	
28	4-Jan	LECTURE RE 28	Corporate Restructuring and Mergers	31-33*	PROJECT SUBMISSION
29	6-Jan	LECTURE RE 29	<i>REPORT AND PRESENTATION</i>		
30	11-Jan	LECTURE RE 30	<i>REPORT AND PRESENTATION</i>		
31	16-Jan	LECTURE RE 31	<i>REVIEW SESSION</i>		Bonus Quiz 4
32	18-Jan	LECTURE RE 32	FINAL EXAMINATION		

Assigned Readings, and Further Learning Resources:

The main and supporting textbooks are indicated below. There may be additional handouts for reading, which will be posted on Google Classroom or provided in class. Students are welcome to speak to the instructor to ask for further reading recommendations on specific areas of interest, regardless of whether those areas of interest are reflected/indicated in the course syllabus or not.

Textbook:

Drake, P.P., Fabozzi, F.J., (2010) *The Basics of Finance, An Introduction to Financial Markets Business Finance and Portfolio Management*. John Wiley and Sons, Inc.

Brealy, R., Myers, S., & Allen, F., (2014) *Principles of Corporate Finance*. 11th Edition, McGraw-Hill/Irwin.

Relevant Finance Websites:

- <https://www.sbp.com.pk/>
- <https://www.psx.com.pk/>
- <https://www.secp.gov.pk/>
- www.pbs.gov.pk/
- www.boi.gov.pk/
- <http://www.scstrade.com/Default.aspx>

- <https://www.pacra.com.pk/>
- <http://vis.com.pk/>
- <https://profit.pakistantoday.com.pk/>
- <https://www.brecorder.com/>

❖ **INTRODUCTION TO BANKING**

Course title	Introduction to Banking
Course code	BBA-107
Credit hours	3
Program	BBA (Hons.)
Course instructor	Omer Naeem

Objectives and Learning Outcomes of the Course

The objective of this basic course on Banking is to provide students with an understanding of the fundamentals and dynamics of the banking business, and kindle an interest of the profession among them.

A grip on basics is essential to understand how modern banking institutions conduct their mainline businesses while maintaining profitability and solvency, given the fast-changing financial and economic environment. The basics include, among others, an understanding of banks as corporate financial entity, their organization and structure; equity and capital, analysis of financial statements, profitability and financial evaluation, major business objectives and how are they translated into their mainline activities, namely bank funding mainly deposit taking and borrowings, bank lending, with focus on banking credit activities, loan defaults and loan portfolio management, the structure of interest rates, pricing of deposits and loans, introductory aspects of banking risks, liquidity and reserve management, asset-liability management and essentials of sound bank management, class time permitting.

After successful completion of this course, students will have a basic understanding of:

- Banking & The Financial Intermediation Concept
- Functionalities of Banks and branches
- Products and Services of Retail/Branch Banking
- Loan products from Commercial, Retail, SME and Consumer Banking
- Introduction to Corporate, Investment Banking & Trade
- Challenges faced by banks
- Major technological developments and challenges faced by banking

Attendance & Grade Distribution Policy

As per School's standard policy.

Teaching Concept & Assessment Criteria

This course will primarily be conducted through lectures. Handouts for lectures (e.g. presentation slides, case studies, exercise sheets, quiz/assignments) will be distributed in class. The instructor will introduce students to the basic concepts of the topics announced for the respective sessions. Structured discussions and group assignments and projects will be designed to develop an ability to analyze business concepts and to provide an indication how to apply theoretical concepts in real-life practical situations. Students will be asked to read/ skim through material

(books, handouts, Google class room material) for the next sessions upfront to enhance their learning and to encourage them for active participation in the class.

Examinations & Assignments

Quizzes

There will be 4-6 quizzes (announced & unannounced) during the semester. There will be no make-up quizzes for anyone who is absent or on leave.

Assignments

There will be individual as well as group assignments which may include reports and presentations. No extension in assignment submission dates will be allowed.

Mid & End Term Examinations

In addition to the above, there will be a mid-term and an end term examination on dates finalized by the School.

Course Project

The term project will require each team to analyze the designated local financial institution based on qualitative/quantitative parameters & submit a report on the subject including an Executive Summary.

The report should analyze the Bank's structure, market standing, management, products offered, financial and non-financial performance (last 3 years audited financials should be considered) etc. There is, however, no restriction on coverage and any other material/ information. analysis can also be included. Please note that plagiarism is strictly prohibited & shall be penalized according to University policy.

The Project will comprise of 3 steps:

1. Submission of initial proposal with names of group members, selected company, selected country and a brief on why you chose these (10% marks)
2. A final 10-15 page report along with a power point presentation (40% report + 40% presentation)

Tentative Marks Distribution

Nature of Examination	Tentative Percentage
Quizzes	10%
Assignments/ Presentations	5%
Mid Semester Examinations	25%
Project & Presentation	25%
Final Examination	35%
Total	100%

Lecture-wise Course Content

Lecture No.	Topic	Subject Covered
1	Introduction	Introduction to Banking & The Financial Intermediation Concept
2	Introduction	Core Functions of Banks & Types of Banks
3	Commercial Banks	Commercial Banking Functions
4	Commercial Banks	Commercial Banks in Pakistan & Management Structure, BOD, Business & Support Units
5	Central Bank	Core Functions of Central Banks
6	Retail Banking	Introduction to Retail Banking
7	Retail Banking	Account Opening
8	Retail Banking	Short Term Deposit Products & Long Term Deposit Products
9	Retail Banking	Foreign Currency Products, Profit Types & Calculations/Submission of Project Proposals
10	Retail Banking	Remittances
11	Retail Banking	Banking Instruments
12	Retail Banking	Clearing & Collection/ Role of NIFT
13	Commercial & SME Banking	SME & Commercial Criteria
14	Commercial & SME Banking	Types of Funded Loan Products
15	Mid Term Exam	
16	Commercial & SME Banking	Non-funded Loan Products-Letter of Credit & Letter of Guarantee
17	Commercial & SME Banking	Security & Collateral
18	Corporate & Investment Banking	Corporate Lending
19	Corporate & Investment Banking	Investment Banking Types and Operations/ Project Update Sessions
20	Corporate & Investment Banking	Loan Pricing Options/ Project Update Sessions

21	Consumer Banking	Asset-backed products - Auto, Home Finance etc.
22	Consumer Banking	Clean products - Credit cards, Personal loan etc.
23	Trade & Cash Management	Trade Operations
24	Branchless & Digital Banking	Introduction to Branchless Banking
25	Branchless & Digital Banking	Innovations in Digital Banking
26	Islamic Banking	Philosophy & Concept
27	Wealth Management & Investment Services	Wealth Management Products
28	Wealth Management & Investment Services	Investment Services - Govt. Securities, Mutual Funds etc.
29	Anti Money Laundering/ Combatting Terrorism Financing (AML/CFT)	Concept of Money Laundering & Black Money
30	Final Project Presentations	
31	Final Project Presentations	
32	End Term Exam	

Recommended Text and Reference Readings

1. Various handouts (Web reference or soft/hard copy would be provided to the class)
2. Book: *Introduction to Banking* by Barbara Casu, Claudia Girardone, Philip Molyneux
3. SBP's Latest Prudential Regulations and SBP Published Material- <http://www.sbp.org.pk>

❖ Financial Statement Analysis & Reporting

Course title	Financial Statement Analysis & Reporting
Course code	BBA-110
Credit hours	3
Program	BBA (Hons.)
Course instructor	Omer Naeem

Objectives

The objective of this course is to develop capability to read, understand and analyze the financial statements, and also to ensure a basic understanding of companies' economics and financial performance and to better assess their true economic value. Beyond financial statements and traditional financial analysis ratios, understanding of a company's business model and economics should drive the necessary restatements of the financial accounts to better reflect its economic reality and determine the return on capital invested, the growth in capital invested and the risk (which all three drive the economic value of any asset). The course discusses the various steps of analyzing a company: first understanding its business model and economics;

how these are reflected in its financial statements and pictured by classic ratios; trying to improve these ratios by making the appropriate and most relevant adjustments to the financial statements.

Learning Outcomes

At the end of the module students will be able to:

- To read, understand and analyze financial statements
- Define how profitability and rate of return on assets are calculated
- Calculate the ratios used in long and short term risk analysis
- Conduct financial analysis based on the restatement of financial statements and relevant ratios
- Determine the debt and risk profile through analysis
- Adjust for differences in reporting to put companies on a comparable basis

Attendance & Grade Distribution Policy

As per School's standard policy.

Teaching Concept & Assessment Criteria

This course will primarily be conducted through lectures. Handouts for lectures (e.g. presentation slides, case studies, exercise sheets, quiz/assignments) will be distributed in class. The instructor will introduce students to the basic concepts of the topics announced for the respective sessions. Structured discussions and group assignments and projects will be designed to develop an ability to analyze business concepts and to provide an indication how to apply theoretical concepts in real-life practical situations. Students will be asked to read/skim through material (books, handouts, Google class room material) for the next sessions upfront to enhance their learning and to encourage them for active participation in the class.

Examinations & Assignments

Quizzes

There will be 4-6 quizzes (announced & unannounced) during the semester. There will be no make-up quizzes for anyone who is absent or on leave.

Assignments

There will be individual as well as group assignments which may include reports and presentations. No extension in assignment submission dates will be allowed.

Mid & End Term Examinations

In addition to the above, there will be a mid-term and an end term examination on dates finalized by the School.

Course Project

The term project will require each team to analyze financial statements of a designated company based on qualitative/ quantitative parameters & submit a report alongwith a PowerPoint presentation on the subject including an Executive Summary. Detailed requirements of the assignment will be conveyed in class.

Please note that plagiarism is strictly prohibited & shall be penalized according to University policy.

Tentative Marks Distribution

Nature of Examination	Tentative Percentage
Quizzes	10%
Mid Semester Examinations	25%
Project & Presentation	30%
Final Examination	35%
Total	100%

Course Content Indicative Module Content

Topic 1: Overview of Financial Statement

Analysis
Topic 2: Financial Reporting and Analysis

Topic 3: Analyzing Financial

Activities
Topic 4: Analyzing

Investing Activities
Topic 5:

Analyzing Operating Activities
Topic

6: Cash Flow Statement Analysis

Topic 7: Return on Equity & Profitability

Analysis
Topic 8: Credit Analysis

Recommended Text and Reference Readings

- How Finance Works - The Hbr Guide To Thinking Smart About The Numbers By Mihir A. Desai
- Financial Reporting & Analysis – CFA Institute

❖ **Financial Instruments, Market & Institution**

Course title	Financial Instruments, Market & Institution
Course code	BBA-202
Credit hours	3

Program	BBA (Hons.)
Course instructor	Farrukh Karamat

Course Objectives

Building on the concepts studied in Business Finance this course provides some of the basic tools that you will need in our advanced finance classes, as well as to contribute as a finance professional upon graduation. The course examines an array of financial instruments, the financial institutions or individuals that create and trade them, and the financial markets in which they trade. We will concentrate on the five Cs: how the instruments, institutions and markets are conceived, their key concepts and features, the context in which they function, the computations and their connections with other instruments or markets. The mainstream markets to be evaluated include the Equity, Money, Bond, Futures, and Foreign Exchange rate markets. The course systematically reviews each of the mainstream financial markets and investigates the various institutional participants and the different types of financial instruments offered within those markets.

The course aims to equip students with the requisite knowledge of a financial system, its regulatory framework and environment in the context of Pakistan, and as it exists in other economies. The interest in the study of the Financial System has gained increased importance, after the sub-prime crises, when the viability of the system was put under severe strain as the financial markets witnessed an unprecedented turmoil. The efficient market hypothesis was questioned and interest was generated for a search for alternate systems or paradigms. The crisis created an increased supportive role of the Government, which in turn put a strain on the broader market participants. The course examines the components of financial systems, including the instruments, markets and participants, providing an opportunity to conceptually understand and critically examine the Financial System. The role of the Central Bank and the Regulatory authorities is examined in detail, including the current issues such as increased emphasis on Compliance and the role and impact of FATF. The students are expected to develop critical thinking about the working of the financial markets, instruments and, institutions.

Student Learning Outcomes

On completion of the course the students shall be able to demonstrate an understanding of the subject matter and the financial environment, not only in Pakistan but also in the developed countries.

By the end of this course you should:

- Understand what a financial system is and does, and the distinct functions of each component
- Understand some important financial instruments and the economic principles underlying their use
- Appreciate country differences in a world of interdependence and rapid change
- Understand the role of the regulatory bodies in regulating markets and institutions.
- Describe the types of equity securities that companies can use to raise equity capital and how these securities can be listed and traded on the Stock Exchange.
- Apply different company valuation techniques to determine share prices.

- Describe different theories of how interest rates are determined and explain the relationship between the term to maturity, risk, and interest rates.
- Understand the mechanics and conventions of the foreign exchange market and the motivation of different participants in trading foreign currencies.
- Gain an understanding of the characteristics of derivatives instruments (futures and options contracts), the different motivations for their use and how they are traded.

Learning and Teaching Activities

The course consists of two weekly one-and-a-half hour lectures. As a result of the current uncertain situation due to the ongoing Pandemic, the course would initially commence on an on-campus basis but depending on the conditions could move online. In the latter eventuality it is envisaged that the sessions would be a combination of recorded and live online lectures. For recorded sessions the students would be able to review the lectures and at the end of the lecture ask questions or clarify concepts. The primary method of communication with students would be CMS and if required online lectures would be delivered using either Zoom or Google Meet. High levels of preparation and interaction are required for the course and are intended to provide the necessary foundation for success in subsequent Finance courses and in the workplace. Each lecture will provide an overview of the topic being addressed with an emphasis on explaining fundamental concepts and issues. The role of the lecture is to provide students with an understanding of the context of the topic as well as work through the relevant issues. Where questions or case studies are assigned the students are required to prepare the answers to the set questions for each and to contribute to class discussions. The classes are designed to be interactive to help build an understanding of the topic through the application of knowledge gained in lectures and through the set readings. Students will be provided continuous feedback on their progress throughout the semester through ongoing assessments. Students are strongly encouraged to devote regular weekly private study time to this course.

Handouts for lectures (e.g. case studies, exercise sheets, assignments) will be provided in advance. The instructor will introduce students to the basic concepts of the topics announced for the respective sessions. Structured discussions and group assignments and projects will be designed to develop an ability to analyze finance concepts and to provide an indication of how to apply theoretical concepts in real-life practical situations. Students will be asked to read through material (books, handouts) for the next sessions upfront to enhance the learning and to encourage active class participation.

Attendance Policy

Students **must** have 75% attendance by the end of the course to be graded and allowed to sit in the Final Examination as per the University policy. **NO EXCEPTIONS.**

Class Policy and Student Responsibilities:

It is the responsibility of the students to be aware of and to abide by the university's policies on cheating, plagiarism (accidental or otherwise), fairness, and academic integrity. Any violations of the said policies will be dealt with in accordance with the university guidelines and may result in serious consequences. While students are highly encouraged to form study groups and to learn from one another, cheating and/or plagiarism of any sort is unacceptable. The moral and/or psychological burden of the administrative, academic, and social repercussions of violating the university's rules about correct academic conduct will rest with the violator(s) alone, and not with the instructor.

Notes:

- a) Students **MUST** complete the assigned reading **BEFORE** attending the lectures.
- b) Students enrolled in the course may differ in the larger set of learning objectives with which they are approaching the course. To ensure a productive learning environment and to gain maximum benefit from the course, students are advised to be prepared and to participate in the class.
- c) Students are also encouraged to maintain a learning log where they can jot down thoughts, ideas, observations, and questions that can be brought up for discussion. Questions left unanswered during one part of the course may thus be answered later, and certain ideas already discussed may be revisited and considered from a different perspective.
- d) Students are encouraged to convey their thoughts/ideas/feedback about the course/class throughout the semester.
- e) Students who have any disability that should be accounted for are advised to speak to the instructor as soon as possible.

Assessment Criteria

Quizzes

There will be a maximum of 3 quizzes (plus a Bonus Quiz), but could be less depending on the progress and time constraints in the semester. **There will be no make-up quizzes for anyone who is absent or on leave.**

Assignments

There will be an individual graded assignment where the students would be required to either make a presentation in class on an assigned topic or submit a written assignment.

Mid-Term & Final Examinations

There will be a Mid-term and a Final examination as advised by the School of Business.

Course Project

There will be a Group based final project, which would include a written report and/or presentation. The details of the project would be shared in Class.

Grading and Marks Distribution

Nature of Examination	Tentative Percentage
Quizzes	10%
Assignments/ Presentations	05%
Mid Semester Examinations	25%
Class Attendance and	5%

Participation	
Project & Presentation	10%
Final Examination	45%
Total	100%

Course Schedule and Main Topics to be covered

Note: The course content may be adapted depending on the progress over the semester.

#	DATE	CONTENT	TOPICS	CHAPTER	TASKS
1	28-Sep	LECTURE 1	Introduction	1	
2	30-Sep	LECTURE 2	Overview of Financial Markets	2	
3	5-Oct	LECTURE 3	Why do Financial Institutions Exist?	7	
4	7-Oct	LECTURE 4	Impact of Financial Crises	8	
5	12-Oct	LECTURE 5	Interest Rates and Valuation	3 to 5	
6	14-Oct	LECTURE 6	Risk and Term Structure	3 to 5	
7	19-Oct	LECTURE 7	Are Financial Markets Efficient	6	
8	21-Oct	LECTURE 8	Are Financial Markets Efficient	6	Quiz 1
9	26-Oct	LECTURE 9	Central Bank & Monetary Policy	9 to 10	
10	28-Oct	LECTURE 10	Central Bank & Monetary Policy	9 to 10	
11	2-Nov	LECTURE 11	Money Markets	11	Assignment
12	4-Nov	LECTURE 12	Money Markets	11	
13	9-Nov	LECTURE 13	Stock Market	12	Quiz 2
14	11-Nov	LECTURE 14	Stock Market	12	
15	16-Nov	LECTURE 15	REVIEW SESSION		PROJECT ASSIGNMENT
16	18-Nov	LECTURE 16	MIDTERM EXAMINATION		
17	23-Nov	LECTURE 17	Bond Market	12	
18	25-	LECTURE	Mortgage Market	14	MID REVIEW

	Nov	E 18			
19	30-Nov	LECTUR E 19	Foreign Exchange Markets	15	
20	7-Dec	LECTUR E 20	Foreign Exchange Markets	15	
21	9-Dec	LECTUR E 21	Mutual Funds	20	
22	14-Dec	LECTUR E 22	Insurance and Pensions	21	Quiz 3
23	16-Dec	LECTUR E 23	Commercial Banking Industry	19	
24	21-Dec	LECTUR E 24	Commercial Banking Industry	19	
25	23-Dec	LECTUR E 25	Risk Management in FI	23	
26	28-Dec	LECTUR E 26	Risk Management in FI	23	
27	30-Dec	LECTUR E 27	Derivatives Market	24	
28	4-Jan	LECTUR E 28	Derivatives Market	24	PROJECT SUBMISSION
29	6-Jan	LECTUR E 29	<i>REPORT AND PRESENTATION</i>		
30	11-Jan	LECTUR E 30	<i>REPORT AND PRESENTATION</i>		
31	16-Jan	LECTUR E 31	<i>REVIEW SESSION</i>		Bonus Quiz 4
32	18-Jan	LECTUR E 32	<i>FINAL EXAMINATION</i>		

Assigned Readings, and Further Learning Resources:

The main and supporting textbooks are indicated below. There may be additional handouts for reading, which will be posted on Google Classroom or provided in class. Students are welcome to speak to the instructor to ask for further reading recommendations on specific areas of interest, regardless of whether those areas of interest are reflected/indicated in the course syllabus or not.

Textbook:

Mishkin, F. S., & Eakins, S. G., (2015) *Financial Markets and Institutions*. 8th Edition, Pearson

Saunders A. & Cornett M. M., (2012) *Financial Markets and Institutions*. 5th Edition, McGraw Hill/Irwin

Relevant Finance Websites:

- <https://www.sbp.com.pk/>

- <https://www.psx.com.pk/>
- <https://www.secp.gov.pk/>
- www.pbs.gov.pk/
- www.boi.gov.pk/
- <http://www.scstrade.com/Default.aspx>
- <https://www.pacra.com.pk/>
- <http://vis.com.pk/>
- <https://profit.pakistantoday.com.pk/>
- ❖ <https://www.brecorder.com/>

Investment and Portfolio Analysis

Dept./ School	School of Business	Course Code	
Course Name	Investment and Portfolio Analysis		
Credit Hours	3		
Course Prereq.	None	Prepared On	May 13th, 2022
Course Type	<input checked="" type="checkbox"/> <input type="checkbox"/>		
Program	BBA <input checked="" type="checkbox"/>		
Semester		Revised on	
Instructor:	Dr. Ishtiaq Ahmad		
Course Description			
<p>The course intends to familiarize students with the portfolio analysis & selection process. The primary goal of this course is to acquaint students with the basic concepts and analytical techniques required to allocate and manage funds in different portfolios. An emphasis will be placed on understanding how an investment professional would allocate funds in a hypothetical portfolio. Course will provide a comprehensive coverage of basic concepts, theories, applications and decision-making rules in financial investments.</p> <p>The various investment classes like, equities, fixed income, derivatives and alternative investments will be covered in the course.</p>			

Course Learning Outcomes	
Sr. No	

CLO1	Understand the investment process and objective for individuals and institutional investors.	Program Goals	PLO1						
	CLO2	Evaluate the effect of risk and return on investment decisions.	Program Goals			PLO3			
CLO3	Analyze various types of financial assets and securities like equities, debt etc.	Program Goals			PLO3				
	CLO4	Analyze the gains from diversification and asset allocation using relevant theories.	Program Goals			PLO3			
CLO5	Appraise portfolio performance using appropriate methodologies.	Program Goals				PLO4			
	CLO6	Demonstrate the professional, ethical, and legal responsibilities relevant to the discipline, IT Usage and business industries.	Program Goals		PLO2		PLO4		PLO7

Teaching & Learning Methodology

High levelsof preparation and interaction are required for the course and are intended to provide the necessary foundationfor success in subsequent Finance courses and in the workplace. Each lecture will provide an overview of thetopic being addressed with an emphasis on explaining fundamental concepts and issues. The role of the lecture isto provide students with an understanding of the context of the topic as well as work through the relevant issues.

Where questions or case studies are assigned the students are required to prepare the answers to the set questions for each and to contribute to class discussions. The classes are designed to be interactive to help buildan understanding of the topic through the application of knowledge

gained in lectures and through the setreadings. Students will be provided continuous feedback on their progress throughout the semester throughongoing assessments. Students are strongly encouraged to devote regular weekly private study time to thiscourse.

Textbook(s)

The importance of a good text book in enhancing the learning process cannot be overemphasized. Students are recommended to purchase or download a softcopy of the following books which will be partially followed in this course:

- Essentials of Investments by Bodie, Kane and Marcus (BKM). McGraw-Hill Irwin. 9th Edition.
- Investment Analysis and Portfolio Management by Frank K. Reilly & Keith C. Brown, 8th Edition.

Reference articles, case studies, and other helpful readings will be provided in addition to the recommended text for each individual session.

Reference Book(s)

Investments – Principles and Concepts by Charles P. Jones, 11th Edition.

Research Journals /Papers

Journal of Investment Management
Investment Management and Financial Innovations
The Journal of Portfolio Management

Magazine Articles/ Published Material (optional)

Grading Policy

Students will be given various opportunities to demonstrate their knowledge and comprehension of the subject matter taught during the course. The weightage assigned to each component of the assessment for this course is as follows:

Assessment Instruments	Percentage
Quizzes	10%
Assignments	5%
Project	15%
Mid Term Exam	25%
Final Exam	40%
Attendance Participation	5%

Class Participation, Preparation and Review of Text, Attendance, Discipline, Individual Participation in Class Activities, and Timely Submission of all Assignments, Appearance in Quizzes will all be essential for doing well. Students are required to complete the prescribed program of all assignments, quizzes, presentations and project to the satisfaction of the class instructor. Assignments not submitted by the deadline will normally be regarded as a failed assessment, in the same way that absence from an examination entails failure.

QUIZZES: Announced or unannounced quizzes will be given to evaluate the student's comprehension and learning of the material and topics previously discussed.

ASSIGNMENTS: Assignments will be given to check the students understanding of entrepreneurship theory, implementation, and application of the topics being studied. I will judge your performance according to the principles of scholarship; professionalism, comprehension, strength of argument, and references.

PROJECT & PRESENTATIONS: Projects will be done in groups of three to five members with one as the leader. It is better to join a diverse group outside your comfort zone as it will give you an insight into the working of the real world. I encourage you to name your group to give it some personality. This is, in a way, a branding opportunity for the business plan project. The project is separated into two components: a written report and the presentation. The written report of the project will need to be submitted three weeks before finals.

Week Wise Course Outline

The weekly program for the course is presented below in a brief manner. The source of the contents and session topics is also given to facilitate students.

Week / Sessions	Session Topics and Cases	Learning Objectives Addressed
1	Introduction Introduction to course Basic concepts of Investment	CLO1

2	Risk and Return: Rates of Return Risk and Risk Premiums Asset Allocation across Risky and Risk-Free Portfolios	CLO2
3	Concept of Efficient Diversification Asset Allocation with Two Risky Assets The Optimal Risky Portfolio with a Risk-Free Asset Constructing the Optimal Risky Portfolio	CLO4
4 &5	Capital Asset Pricing and Arbitrage Pricing Theory The Capital Asset Pricing Model Assumptions and Implications Multifactor Models and the CAPM The Fama-French Three-Factor Model	CLO4

6	Efficient Market Hypothesis Random Walks and the Efficient Market Hypothesis Technical Analysis Fundamental Analysis Active versus Passive Portfolio Management and its performance analysis.	CLO1, CLO5
7	Investments in virtual currencies Crypto Vs, Altcoins Cryptography and mining The investment decisions in virtual currencies	CLO3
8	Fixed income Investments Bond Characteristics Issuance and types, Fixed Income Cash Flows	CLO3
MIDTERM EXAMINATION		
9	Fixed income Investments Bond Valuation and Yield to Maturity Yield Measures, Yield Curve, Yield Spread	CLO3
10&11	Fixed-Income Risk and Return Duration Interest Rate Risk and Money Duration Convexity and Yield Volatility	CLO3
12 & 13	The Derivative Instruments Derivative Markets and Instruments Derivative Pricing and Valuation	CLO3

14	Case Studies (Robo Advisory) Guest Speaker	CLO5
15	Alternative Investments Private Equity and Real Estate Hedge Funds, Commodities, and Infrastructure	CLO3
16	Revision Presentations	CLO6
FINAL EXAMINATION		

❖ **Quantitative Techniques in Business**

Course title	Quantitative Techniques in Business
Course code	BBA-311
Credit hours	3
Program	BBA (Hons.)
Course instructor	Ijaz Hussain

Course Objectives:

This course is an intensive coverage of quantitative Techniques commonly used in business for diverse kind of decision making. This course develops insights and understanding of the optimization in general, decision analysis, breakeven analysis, linear programming, transportation and assignment technique, inventory management and control, project management, basics of regression and forecasting. Students will also be provided hands on experience in using Excel SOLVER, Excel QM & E-Views in a computer lab.

Learning Outcomes:

On completion of this course students would be able to comprehend and analyze the diverse situation faced by modern businesses in the fore-mentioned identified areas and apply quantitative techniques in real life problem solving using EXCEL, SOLVER and EXCEL QM.

Pre-requisites

Course Contents:

1. Introduction to Equations and Estimation of Equations. Regression: Introduction to Simple Regression.
2. Using E-Views, Importing Data Files, Creating Groups. Computations of Correlation Coefficients. Descriptive Statistics. Interpretation of Regression Results.
3. Regression: Introduction to Multiple Regression: Using E-Views
4. Regression and Forecasting: Using Excel Add-Ins of Data Analysis
5. Regression and Forecasting: Using Excel QM& E-Views
6. Review of Differentiation
7. Review of Optimization: Maximization & Minimization

8. Applications of optimization Techniques
9. Partial Differentiation.
10. Constrained optimization & its Applications
11. Linear Programming: Introduction and Problem Formulation
12. Linear Programming: Graphical Solutions
13. Linear Programming: Using Excel Solver and Excel QM for Maximization
14. Linear Programming: Using Excel Solver and Excel QM for Minimization
15. Transportation Technique: Using Excel Solver and Excel QM for Minimization
16. Assignment Techniques: Using Excel Solver and Excel QM for Maximization and Minimization
17. Break Even Analysis & its Applications
18. Cross Over Volume
19. Using Goal Seek
20. Inventory Control & Management
21. Inventory Control: Economic Order Quantity & Quantity Discounts
22. Inventory Control: Safety Stocks and Reorder Levels
23. Using Excel QM for Inventory Control & Management
24. Decision Analysis: Maximax, Maximin, Minimax Regret
25. Decision Analysis: Equally Likely (Laplace) and Realism (Hurwicz)
26. Decision Analysis: EMV & EVPI - Expected Value & Perfect Information
27. Decision Analysis: EVSI - Expected Value of Sample Information
28. Decision Analysis: Posterior Probability Calculations
29. Decision Analysis: Using Decision Trees & Using Excel QM
30. Project Management: CPM & PERT Techniques
31. Project Management: Project Duration, Variance & Z Score (Probability of finishing project in time)

Reading List:

- 1- Quantitative Techniques (6th Edition) by T Lucey. DP Publishers. London. UK.
- 2- Introduction to Mathematical Economics (Schaum's Outlines) 3rd Edition by [Edward T. Dowling](#) (Author). McGraw-Hill.

3- Selected Video Lectures & Problem Sets

Teaching Learning Strategies

The formal lectures in the classroom accompanied by class room activities like demonstration of exercises and problem solving. So the students are expected to participate in the classes.

Overview of Financial Technology

Course Name	Overview of Financial Technology					Prepared On	15 th April, 2022
School	School of Business						
Department	Department of Management Sciences						
Course Code							
Credit Hours	3						
Course Pre-req.	None					Revised On	
Course Type	Elective						
Program	BBA (Hons.)						
Semester	Spring 2022						
Instructor	Dr. Ishtiaq Ahmad						
Course Description							
This course, "Overview of Financial Technology," offers the basic understanding and the practical aspect of the juncture of Finance and technology. In recent times the financial technology (FinTech) has revolutionized and has rapidly changed the financial services canvas. This graduate course provides an introduction to FinTech such as blockchain, cryptocurrencies (e.g., Bitcoin and Ethereum), alternative lending, machine learning, and Robo-advising.							
Course Learning Outcomes							
Sr. No.	On completion of this course, students should be able to:						
CLO 1	Define fintech ecosystem and how it is creating the changes in Business and Industry.						
	Program Goals						
CLO 2	Discuss its various applications in the financial sector industry and its disruption impact.						
	Program Goals						
CLO 3	Evaluate fintech's transformative effects on various businesses, including those in Finance, real estate, insurance, marketplace lending, and banking.						
	Program Goals						
CLO 4	Explain how blockchain and distributed ledger technologies work and are used in financial businesses.						
	Program Goals						

CLO 5 Demonstrate the professional, ethical, and legal responsibilities relevant to the discipline, IT Usage, and business industries.

Program Goals					
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Teaching and Learning Methodology

This is a technology-oriented course. The main material used in the course is the recent research in the domain of Fintech, crowdfunding, mobile payments and blockchain technology. Teaching strategies include face-to-face lectures, class discussions on contemporary developments, case studies, student presentations, and team activities. The instructor goes through various recent research, explaining the current developments and trends. Reference research, cases and readings are carefully selected out of hundreds of possibilities. Students are expected to read the assigned research and any reference reading before coming to class so as to actively participate in the class discussion.

Recommended Textbooks & Materials

- The FINTECH Book: The Financial Technology Handbook for Investors, Entrepreneurs and Visionaries, by Susanne Chishti, Janos Barberis, Wiley; 1st edition (2016)
 - Fintech: The New DNA of Financial Services, By Pranay Gupta and T. Mandy Tham, De Gruyter; 1st edition (2018)
- Reference articles, case studies, and other helpful readings will be provided in addition to the recommended text for each individual session.

Reference Books

- FINTECH: Bridge to the Future Kindle Edition, by Farid H. Lian, May 2021
- Financial Technology: Case Studies in Fintech Innovation 1st Edition, Kindle Edition by Niels Pedersen, Kogan Page; 1st edition (2020)

Research Journals/Papers

- Financial innovation
- Electronic Commerce Research and Applications
- Business Horizons
- Business & Information Systems Engineering

Grading Policy

Students will be given various opportunities to demonstrate their knowledge and comprehension of the subject matter taught during the course. The weightage assigned to each component of the assessment for this course is as follows:

Assessment Instrument	Percentage
Class Activities	40%
Mid-Term	25%
Final Assessment	35%

Class Participation, Preparation and Review of Text, Attendance, Discipline, Individual Participation in Class Activities, and Timely Submission of all Assignments, Appearance in

Quizzes will all be essential for doing well. Students are required to complete the prescribed program of all assignments, quizzes, presentations, and project to the satisfaction of the class instructor. Assignments not submitted by the deadline will normally be regarded as a failed assessment, in the same way that absence from an examination entails failure.

QUIZZES: Announced or unannounced quizzes will be given to evaluate the student's comprehension and learning of the material and topics previously discussed.

ASSIGNMENTS: Assignments will be given to check the students understanding of entrepreneurship theory, implementation, and application of the topics being studied. I will judge your performance according to the principles of scholarship, professionalism, comprehension, strength of argument, and references.

PROJECT & PRESENTATIONS: Projects will be done in groups of three to five members with one as the leader. It is better to join a diverse group outside your comfort zone as it will give you an insight into the working of the real world. I encourage you to name your group to give it some personality. This is, in a way, a branding opportunity for the business plan project. The project is separated into two components: a written report and the presentation. The written report of the project will need to be submitted three weeks before finals.

Week Wise Course Contents

The weekly program for the course is presented below in a brief manner:

Week / Sessions	Session Topics and Cases	Learning Objectives Addressed
1	Introduction to Course, Introduction to FinTech <ul style="list-style-type: none"> • FinTech – Transformation • FinTech – Evolution: Infrastructure, Banks, Startups and Emerging Markets • FinTech Typology 	
2	Introduction to FinTech Ecosystem, business models <ul style="list-style-type: none"> • Emerging Economics: Opportunities and Challenges • From too-Small-To-Care to Too-Big-To-Fail • Introduction to Regulation 	
3	Blockchain and Cryptocurrency Technologies	
4	Bitcoin and Other Cryptocurrencies	
5	Bitcoin and Other Cryptocurrencies II	
6	Ethereum and Smart Contracts	
7	Alternative Lending, Crowdfunding, and P2P Technology	
8	Crowdfunding in a pro-social microlending environment	

9	<p>Mobile Payments and Revolution in Payment Technology</p> <ul style="list-style-type: none"> • Individual Payments • Developing Countries and DFS: The Story of Mobile Money • Developing Countries and DFS: Regulation of Mobile Money • RTGS Systems 	
10	<p>Digital Finance and Alternative Finance</p> <ul style="list-style-type: none"> • Introduction • A Brief History of Financial Innovation • Digitization of Financial Services • FinTech & Funds • Crowd funding – Regards, Charity, and Equity • P2P and Marketplace Lending • The Rise of FinTech – New Models and New Products • What is an ICO? 	
11	<p>FinTech Regulation and RegTech</p> <ul style="list-style-type: none"> • Introduction • FinTech Regulations • Evolution of RegTech • RegTech Ecosystem: Financial Institutions, Startups • RegTech Startups: Challenges • RegTech Ecosystem: Regulators Industry • Regulatory Sandboxes • Smart Regulation • Redesigning Better Financial Infrastructure 	
12	<p>Data & FinTech</p> <ul style="list-style-type: none"> • Introduction • History of Data Regulation • Data in Financial Services • Big-Bang: PSD2 /GDPR / Mifid2 • Digital Identity • Change in mindset: Regulation 1.0 to 2.0 (KYC to KYD) • AI & Governance • New Challenges of AI and Machine Learning • Challenges of Data Regulation • Data is the New Oil: Risk of Breach 	
13	<p>The Future of Data-Driven Finance</p> <ul style="list-style-type: none"> • Introduction 	

	• Case Studies	
14	Fintech entrepreneurship & startups	
15	Presentations	
16	Concluding session	

BBA Program Goals

PG 1: Ethical and Social Concern

PLO 7: Identify core organizational values and understand the issues of ethical and social diversity based on ethic, gender, religion, and culture and demonstrate the ability to propose feasible solutions to these issues.

PG 2: Functional & Analytical Knowledge

PLO1: Students have sound theoretical knowledge of business, economics, finance, and management.

PLO 3: Demonstrate the ability to identify and evaluate relevant information for decision-making and make usage of diagnostic thinking skills and analytical techniques to assess the information and solve problems in the environment characterized by uncertainty.

PLO 5: Awareness and ability to understand and use computer-based information systems and end-user computing tools and infrastructures to apply and interpret functional business knowledge.

PG 3: Communication and Interpersonal skills

PLO 2: Communicate effectively and professionally and demonstrate the ability to create coherent written and oral statements with the diverse audience across the cultures replicating skills to analyze and synthesize information.

PG 4: Understanding the legal framework of Business Operations

PLO 4: Demonstrate the ability to identify and evaluate relevant information for decision-making and make usage of diagnostic thinking skills and analytical techniques to assess the information and solve problems in the environment characterized by uncertainty.

Technological Knowledge

PG 5: Managerial and Leadership skills

PLO 6: Understand various leadership styles and demonstrate proven ability in exercising these styles according to the requirement of the situation.

Assessment Criteria:

Assignments	25%
Attendance	10%

Mid Term Exam	25%
Final Exam	40%
Total	<u>100%</u>

Note:

- **Use of cell phones is not permissible during the lessons.**
- All assignments and projects copied from each other or submitted after due date will be awarded zero.
- All students who come late by more than 10 minutes will be marked absent.
- All students with less than 75% attendance will not be allowed to sit for Final Exams and will repeat the course whenever offered again.

Course Name	Overview of Financial Technology	Prepared On	15 th April, 2022
School	School of Business		
Department	Department of Management Sciences		
Course Code			
Credit Hours	3		
Course Pre-req.	None	Revised On	
Course Type	Elective		
Program	BBA (Hons.)		
Semester	Spring 2022		
Instructor	Dr. Ishtiaq Ahmad		
Course Description			
This course, "Overview of Financial Technology," offers the basic understanding and the practical aspect of the juncture of Finance and technology. In recent times the financial technology (FinTech) has revolutionized and has rapidly changed the financial services canvas. This graduate course provides an introduction to FinTech such as blockchain, cryptocurrencies (e.g., Bitcoin and Ethereum), alternative lending, machine learning, and Robo-advising.			
Course Learning Outcomes			
Sr. No.	On completion of this course, students should be able to:		
CLO 1	Define fintech ecosystem and how it is creating the changes in Business and Industry.		
	Program Goals		
CLO 2	Discuss its various applications in the financial sector industry and its disruption impact.		
	Program Goals		

CLO 3	Evaluate fintech's transformative effects on various businesses, including those in Finance, real estate, insurance, marketplace lending, and banking.	Program Goals					
CLO 4	Explain how blockchain and distributed ledger technologies work and are used in financial businesses.	Program Goals					
CLO 5	Demonstrate the professional, ethical, and legal responsibilities relevant to the discipline, IT Usage, and business industries.	Program Goals					

Teaching and Learning Methodology

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3	Blockchain and Cryptocurrency Technologies	

4	Bitcoin and Other Cryptocurrencies	
5	Bitcoin and Other Cryptocurrencies II	
6	Ethereum and Smart Contracts	
7	Alternative Lending, Crowdfunding, and P2P Technology	
8	Crowdfunding in a pro-social microlending environment	
9	Mobile Payments and Revolution in Payment Technology <ul style="list-style-type: none"> • Individual Payments • Developing Countries and DFS: The Story of Mobile Money • Developing Countries and DFS: Regulation of Mobile Money • RTGS Systems 	
10	Digital Finance and Alternative Finance <ul style="list-style-type: none"> • Introduction • A Brief History of Financial Innovation • Digitization of Financial Services • FinTech & Funds • Crowd funding – Regards, Charity, and Equity • P2P and Marketplace Lending • The Rise of FinTech – New Models and New Products • What is an ICO? 	
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12	Data & FinTech <ul style="list-style-type: none"> • Introduction • History of Data Regulation • Data in Financial Services • Big-Bang: PSD2 /GDPR / Mifid2 • Digital Identity 	

	<ul style="list-style-type: none"> • Change in mindset: Regulation 1.0 to 2.0 (KYC to KYD) • AI & Governance • New Challenges of AI and Machine Learning • Challenges of Data Regulation • Data is the New Oil: Risk of Breach 	
13	The Future of Data-Driven Finance <ul style="list-style-type: none"> • Introduction • Case Studies 	
14	Fintech entrepreneurship & startups	
15	Presentations	
16	Concluding session	
BBA Program Goals		
<p>PG 1: Ethical and Social Concern</p> <p>PLO 7: Identify core organizational values and understand the issues of ethical and social diversity based on ethic, gender, religion, and culture and demonstrate the ability to propose feasible solutions to these issues.</p> <p>PG 2: Functional & Analytical Knowledge</p> <p>PLO 1: Students have sound theoretical knowledge of business, economics, finance, and management.</p> <p>PLO 3: Demonstrate the ability to identify and evaluate relevant information for decision-making and make usage of diagnostic thinking skills and analytical techniques to assess the information and solve problems in the environment characterized by uncertainty.</p> <p>PLO 5: Awareness and ability to understand and use computer-based information systems and end-user computing tools and infrastructures to apply and interpret functional business knowledge.</p> <p>PG 3: Communication and Interpersonal skills</p> <p>PLO 2: Communicate effectively and professionally and demonstrate the ability to create coherent written and oral statements with the diverse audience across the cultures replicating skills to analyze and synthesize information.</p> <p>PG 4: Understanding the legal framework of Business Operations</p> <p>PLO 4: Demonstrate the ability to identify and evaluate relevant information for decision-making and make usage of diagnostic thinking skills and analytical techniques to assess the information and solve problems in the environment characterized by uncertainty.</p> <p>Technological Knowledge</p>		

PG 5: Managerial and Leadership skills

PLO 6: Understand various leadership styles and demonstrate proven ability in exercising these styles according to the requirement of the situation.

❖ Financial Modeling

Subject:	Financial Modeling	Instructor:	Omar Naeem omar.naeem@bnu.edu.pk 03214068511
Class	TBD	Timetable:	Tuesday & Thursday 1400 hrs – 1530 hrs
Credit Hours:	3	Office Hours:	Tuesday & Thursday 1230 hrs – 1400 hrs
Course Code:		Semester	Fall 2021

Objective

This course will introduce students to spreadsheet models, modeling techniques, and common applications for investment analysis, company valuation, forecasting, and more. It will be useful for existing business operations as well as to work out feasibilities for a startup business and plan on raising funding.

Learning Outcomes

At the end of the module students will be able to:

- Gain a broad understanding of basic modeling techniques and improve modeling skills, leverage financial modeling to make better business decisions and better analyze business opportunities
- Build simple financial models for their existing or startup businesses along with supporting schedules
- Use best practices for financial modeling
- Gain an appreciation of the errors and dangers that may arise during modeling, and their effect on decision making

Attendance & Grade Distribution Policy

As per School's standard policy.

Examinations & Assignments**Quizzes**

There will be 3-5 quizzes (announced & unannounced) during the semester. There will be no make-up quizzes for anyone who is absent or on leave.

Assignments

There will be individual as well as group assignments which may include reports and presentations. No extension in assignment submission dates will be allowed.

Mid & End Term Examinations

In addition to the above, there will be a mid-term and an end term examination on dates finalized by the School.

Course Project

There will be a term project for the course, details of which will be shared with you in class. The term project will include submission of a report along with a presentation in class.

Please note that plagiarism is strictly prohibited & shall be penalized according to University policy.

Tentative Marks Distribution

Nature of Examination	Tentative Percentage
Quizzes	10%
Mid Semester Examinations	25%
Project & Presentation	30%
Final Examination	35%
Total	100%

Course Content Highlights

1. Understanding financial statements and the links between them
2. Selecting model drivers, inputs and assumptions based on nature of business
3. Forecasting and building up a company's revenues and expenses, income statement, balance sheet & cash flow statements
4. Constructing all necessary schedules including debt, equity, depreciation, tax, working capital, revolvers etc.
5. Using switches to create effective scenarios and value drivers
6. Stress testing the model
7. Fixing modeling errors
8. Understanding time value of money
9. Grasping the concept of Weighted Average Cost of Capital
10. Using the model to create a Discounted Cash Flow (DCF) Analysis

11. Alternate valuation methods: Comparable Company Analysis, Precedent Transactions Analysis & Venture Capital Methods

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

Please 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 Business.

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 and in defined majors.

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 Business 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.

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

- ✓ 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	Dr Akmal Hussain	Professor	PhD	Economics
3	Fatima Malik	Lecturer	M.Phil	Development & Public Policy
4	Hafsa Tanveer	Lecturer	M.Phil	Economics
5	Nida Sohail Chaudhary	Lecturer	MSc	Economics
56	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 focus only 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 Criterion 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.

The university has a library serving the faculty, students, researchers and staff. The library has a diverse collection of materials. Qualified and experienced professionals, all dedicated towards providing high quality, up to date services, manage the library.

BNU Library and Information Services (BLIS)

BNU has a state-of-the-art library to serve the faculty, students, researchers and staff of the university. The library has an extensive collection of printed and electronic books, electronic journals, magazines, catalogues and other resources including VHS, CDs, DVDs, etc.

Additions and Improvements in Library Infrastructure

BNU library was in small building with sitting capacity of 50 persons along library staff working areas like Circulation Desk, Technical Service, Serial Section, Audio/Video Section etc. In December 2019 Library was moved to a newly structured, carpeted library. Total area of this new library portion is about 7000(sq. ft.) with sitting capacity of 100+ students and the following library sections and facilities: -

- **Circulation Section**

Newly Designed and updated library circulation section at the entrance of the library

- **Technical Section**

At the top floor of the building a technical processing section have been made for technical processing of library materials.

- **Added Bean Bags**

24 bean bags have been added in library for users to provide them comfortable library atmosphere.

- **Reference & Research Section**

There were 4 Computer in this section before the moving library in this building, 3 more computers have been added in 2019 for research scholars.

- **Wi-Fi Facility**

Wi-Fi facility is available for library user to provide them internet connection.

- **Washroom Facility**

A washroom facility is available for library users within the library.

- **Water Dispenser**

Water dispenser is available before the entrance of the library for library users.

SVAD Resource Center

To provide easily access MA Art Education students to library, a Resource center is established in 2018 in School of Visual Arts and Design having the collections mentioned bellow: -

Books	Art Catalogs	Sufism/Poetry Collection
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Salma Mahmud Memorial Collections

Rao Mahmud Elahi donated 4000+ value able books to BNU Library and Information Services and these books has been organized in “Salma Mahmud Memorial Collections” at BNU. This section contains very rare books on history, partition, literature, religions, Sufism and reference collections.

Facilities and Services

- Library Catalog (Library Management System)
- OPAC (Online Public Access Catalog)
- E Library (Caliber)
- DVDs Collection
- E-Movies Collection
- VPN (Virtual Private Network)
- Facility to access full text resources
- Thesis and Projects
- Government Publications
- Literature search services
- Scanning Services
- WI-FI
- New Arrival Services
- Social Media Updates

BNU Online Databases

BNU library subscribed valuable E-Databases for faculty, students and researchers which can be accessed within BNU premises and remotely through VPN as follows.

1. ProQuest Dissertation and Theses

ProQuest Dissertation and Theses Database (PQDT) with more than 2.3 million entries, the ProQuest Dissertation and Theses (PQDT) database is the most comprehensive collection of dissertation and theses in the world. Students, faculty and other researchers search the database for titles related to their scholarly interests.

2. Ebrary

It acquires large number of titles from leading academic publishers.

3. Institute for Operations Research and the Management Sciences (INFORMS)

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).

4. JSTOR

It is an annually subscribed database that provides full text search of 2000 journals

5. ARTSTORE

Artstor features millions of high-quality images and media from some of the world's top photo archives, museums, libraries, scholars, and artists. It is merged with JSTOR now and provide by JSTOR.

6. SPRINGERLINK

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).

7. TAYLOR & FRANCIS Journals

It is a leading international academic publisher which provides access on more than 1000 journal titles in a full range of disciplines.

8. WILEY-BLACKWELL JOURNALS

Since the Blackwell –Synergy merger with Wiley-Inter-science, all the journals available to HEC consortium are now available through Wiley-Inter-science.

9. FREE MEDICAL JOURNALS

47 leading international medical Journals available through "High wire Press", without any registration.

Research Repository

BNU library is working on Research repository on library management system customized by BNU ITRC software team. Complete detail of research work conducted in BNU is available on BNU research repository.

BNU Publications

BNU library is organizing the all BNU publications which published by the Beaconhouse National University including

- BNU Gazetteers
- IPP Reports
- Journal of Education
- Prospectus
- Maya Tree

BNU Library Collections

• Print and E-Books Collections

BNU library is available for the students, teachers and researchers. There are 16520 Printed books available within the library.

BNU Library have more than 60,000 E books collection in a digital library software Caliber.

• Serial Section

BNU library is subscribing valuable national and international research journals for scholars.

• Govt. Publications

BNU library has a wide collection of Government Publications i.e. Punjab Development Statistics, Pakistan Government Plans, Pakistan Economic Surveys, District Gazetteers, Budgets, Annual Reports and other Publications.

• Art Catalogs

BNU library has more than 2000+ art catalogs of the different national and international artists.

• Research Projects Theses

BNU library research section maintains research projects and theses in both digital and print formats. It has 1600 print theses and research projects.

• Rare Books collection

A good collection of rare books on literature is available in BNU library, gifted by Amir Subhani (Ex. Senior Librarian BNU)

• Newspapers

BNU library is getting the following daily newspapers for different schools and library.

- Dawn

- Jang
- Nawa-I-Waqt
- The News
- Tribune
- Business Recorder

Training/Workshops

BNU library organized 40 training/workshops for BNU research scholars in all schools on the following topics.

- Research Methodology
- Online Searching Techniques
- Digital Resources and their use
- Use of Google Applications in research
- Citation Management Software (Mendeley, Zotero)

Orientations Session

BNU library attended many orientation sessions organized by schools at the starting of academic years and highlights the library and its services to the users.

Professional Training

- BNU library staff attended workshops and trainings for librarian organized by PU Lahore, CIIT Lahore in 2019 and 2020.
- BNU library provides opportunity to its staff in enhancing their qualification, two of the library professionals complete their M. Phil (Library and Information Science) from Minhaj University by availing this opportunity.
- BNU library provide opportunity to trains its staff for more knowledge and training mostly library professionals get training on different subjects from PIM (Pakistan Institute of Management)

Book fairs/ Exhibitions

BNU library is organizing book fairs annually to provide the opportunity to its faculty to select books for BNU library.

BNU Library organized book Exhibitions in SVAD (School of Visual Arts & Design) and SA (School of Architecture) at the request of the faculty of both schools

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.

Standard 8-1: There must be sufficient support and financial resources to attract and retain high quality faculty and provide the means for the to maintain competence as teachers and scholars.

BNU Hostel & Faculty Accommodation

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 and a visitor's lounge.

An adjoining faculty block caters to the accommodation needs of international faculty on campus. The facility can house up to eight faculty members in faculty suites equipped with state-of-the-art facilities.

Library & Resource Center

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 and material and supplies are available at cost five days a week, 9:00 a.m. – 6:30 p.m. daily at the student resource center.

The first phase of BNU Library relocation project to its original planned location was completed 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 (color & b/w) from 9:00 am. to 6:30 pm. daily Monday to Friday.

Sports & Student Clubs

BNU encourages student participation in extracurricular activities and regularly hosts events, concerts, exhibitions, film screenings and other cultural and corporate events. There are over twelve active student-run clubs and societies e.g. BNU Music Society, BNU Dramatics Society, Social Blood Camp, BNU Interfaith Society, BNU Volunteer Society, BNU Adventure Society to name a few. The Sports Department 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. The Sports Department also ensures university representation at inter-university matches and participation outside the university. BNU has a dedicated two dedicated sports coaches and cricket ground, football ground, a basketball court besides availability of table-tennis across the campus. A volleyball net facility is also available for students.

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 (relating to 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.

Health Center

BNU offers a primary care facility to its students, faculty and staff through its on-campus Health Centre or Clinic in partnership with Chughtai Homecare Services. The Clinic provides services of regular checkup and basic medical screening to BNU faculty, staff and students. The Clinic is manned by an on duty doctor on all operational days and trained paramedic and nursing staff available 24/7.

The purpose of the Clinic 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. 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's 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 Coffee Shop

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.

A separate coffee shop is also available on campus in a separate area with outdoor seating.

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

Covered Area Wise Summary

Sr	Building	Covered Area	Description
1	SVAD/SA Block	128,800	Mariam Dawood School of Visual Arts & Design + Razia Hassan School of Architecture
2	SLASS Block	44,894	Seeta Majeed School of Liberal Arts & Social Sciences
3	SB - DMS	37,760	School of Business
4	Administration Block	34,321	Sartaj Aziz Admin Block
5	Central Block	27,928	Central Block with Library
6	RHSA Extension block	23,786	Razia Hassan School of Architecture -Extension Block
7	Hostels	40,267	Hostels
8	Faculty Block	5,355	Faculty Block
9	Cafeteria	18,014	
10	Miscellaneous	5,296	
11	Wapda Room	701	
Total		367,122	

<p>Standard 8-2: There must be an adequate number of high quality graduate students, research assistants and Ph. D. students.</p>
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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 with majors in Economics and Minor in Finance, BSc. Hons with majors in Economics and Minor in Media Studies and Double Majors in Economics in Finance

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				

AT Findings

1. Require use of interactive learning tools- at least for formative assessment.
2. Update methodology of assigning readings to include watching prerecorded lectures.
3. Use software like Kahoot to reduce moral hazard of assigning pre-reading.
4. Incorporate guest lectures for electives.
5. Where applicable, introduce an internship for credit program.
6. Incorporate industry placements for 7th and 8th semester students.