

## INTRODUCTION

In 1999, The Department of Agricultural Economics, Economics and Sociology started an associated Department of Anthropology. In order to commence the department, the competent authority desired to develop the scheme of studies of masters in Anthropology. The said scheme was developed by a committee comprising of the Chairman of Agricultural Economics, Economics and Sociology, the learned Faculty of Anthropology Department of Quaid-i-Azam University, Islamabad to supervise. The Academic Council of the University approved the Scheme of studies and this department started functioning in 1999. The first batch was enrolled in the year 2000. In 2004, both master programs in Sociology and Anthropology were separated from the Department of Economics and Agricultural Economics. The schemes of studies of both the disciplines were revised in the year 2010 to make the programs more responsive to meet the present demands of the degree program and professional market which is in practice till date.

The program of Anthropology aspires to provide the essential skills in understanding the developmental issues of Pakistani society particularly the rural Pakistan. The existing curriculum targets the needs to have dynamic and progressive social scientists particularly in the domains of Anthropology to address the emerging socio cultural issues in Pakistan. Moreover, the department plans to initiate the M Phil program, from the year 2015, due to the colossal demand within the academic sector of a new institution, due to unavailability of any public institution accept Quaid- i- Azam University in Pakistan.

The program provides a variety of important sub disciplines for instance Archaeology, Socio-Cultural Anthropology, Linguistics, Physical Anthropology, Indigenous Knowledge and traditional wisdom, past societies, Political Anthropology, Religion, Global Cultural Transformation, Perspectives on Development, Anthropology of Pakistan and South Asian Societies. The program builds on their knowledge in such a way that initially they are oriented towards the discipline and then courses from all the major subfields of Anthropology are taught.

Students do have optional and minor courses from within and outside the department. They are equipped with extensive training on research through field assignments and courses designed specifically on research and theory. Moreover, students are strategically encouraged to develop their professional writing skills through assignments focusing on writing research paper. In the final semester, the whole focus of the degree i.e. research is undertaken by the students. It comprises of at least a 4-6 months extensive field work and later the thesis reports are prepared. The whole exercise is supervised by the faculty. It gives them basic societal understanding and insights to furnish the professional abilities. It also educates graduates to better understand and contribute towards the developmental and progressive needs of the society.

The Self Assessment Report (SAR) contains eight criteria. The first criterion outlines the program mission and objectives. Criterion-2 provides information about the curriculum development. Criterion-3 enlists the computing facilities and other relevant information. Criterion-4 provides information about student support. The last four criteria contain the information about the faculty, process control, institutional facilities and institutional support.

## **CRITERION 1: PROGRAM MISSION, OBJECTIVES AND OUTCOMES**

The department of Anthropology is running its M.Sc in Anthropology at PMAS-AAUR since 1999. Its first admissions were offered in year following i.e. 2000. Since then, the program has contributed towards producing the best and compatible human capital in the discipline. The whole scheme of study was knitted with the aim to produce scholars on Pakistani society as well as culture that are adept in understanding the society with reference to its ancient cultural heritage and at the same time to understand the unique political heritage of the region especially with regards to the Pakistan's movement. This academic discipline is well connected to the cultural uniqueness of the program and also brings it in line with the major cultural traditions and civilizations of the world. The program is overwhelming focused on all major contemporary issues of current day world. The scheme of studies was thoroughly revised in 2010 and implemented since Fall Semester 2010. The department has planned to set in motion the Mphil program as well, in 2015, while the scheme of studies has been recently approved by the board of studies.

### **Standard 1-1: Documented measurable objectives that support department mission statements**

Mission Statement of the M.Sc Program of Anthropology is to prepare students for careers requiring acquisitions, acquirements, cognition, and neosis from a synthesis of the natural and social sciences.

The department and its faculty strongly believes that beneficiaries and students in anthropology are generically thinking beings who are expected and supposed to expose and demonstrate their innate depths of intellect, efficacious reading and authorship and the ability to become problem shooters spanning the humanities, natural sciences and the cultural diversity characteristic of the modern world.

#### **Strategic objectives of the Program of M.Sc Anthropology**

1. The program bridges the gap between major stakeholders i.e. NGOs and INGOs,

academic realm and R&D sector.

2. The program is currently planning to initiate orientation sessions at undergraduate level intending career counseling that shall broaden the awareness of the subject's academic and practical significance.
3. To frequently shape new courses as per the developmental needs and academic requirements of the discipline and introducing them in new scheme of studies.
4. Focusing the research over arid areas of Punjab, in line with universities mission, be used as course material for designing new courses in the next scheme of studies or publication material.

#### **Main elements of strategic plan to achieve mission and objectives**

1. To build department's image as a research center, attracting all the major stakeholders including Government departments, organizations and agencies, international donors, international non-governmental organizations, national level NGOs and other civil society organizations forming a nexus that will lead to the development of a functioning cell for generating solutions for social issues and student's professional grooming.
2. Awareness about the subject's subject matter is necessary to make the communities more responsive in terms of enrollment in both masters and MPhil level.
3. Inclusion and restructuring new courses as per the global trends introduced in the discipline. The focus shall be now on the applied and socio-cultural aspect that will help the students practically be involved in the professional mainstream.
4. Compiling the demographical ethnographic data attained through the research objectives can serve as an opportunity to highlight the issues of the Potohar region through reports and publications which will be later used to shape research projects.

The assessment of program objectives through different criteria is presented in Table 1.

**Table 1: PROGRAM OBJECTIVES ASSESSMENT**

S. #	Objective	How Measured	When Measured	Improvement Identified	Improvement made
1	The program bridges the gap between major stakeholders i.e. NGOs and INGOs, academic realm and R&D sector.	On the basis of its collaborations and liaisons made by the department with government and non-government organizations to carry out different projects.	At the completion of different projects.	The department is working on Human Rights Sensitization Project in collaboration with Government of Punjab.	Students are attached with development agencies like NARC for more practical exposure in research.
2	Department is currently planning to initiate orientation sessions at undergraduate level intending career counseling that shall broaden the awareness of the subject's academic and practical significance.	On the basis of feedback received through the employer survey form filled in the previous two sessions i.e. Spring 13 & 14.	Collaborated feedback of employer and students after the yearly admissions.	By assessing the employer's survey form of pass out students.	The faculty is making its utmost effort to create awareness regarding the practical implication of the subject through involving students in various workshops, and seminar
3	To frequently shape new courses as per the developmental needs and academic requirements of the discipline and introducing them in new scheme of studies.	The preliminary screening of students in lectures and by measuring their general knowledge about world	The students often revealed opaqueness towards connecting themselves to the global scenario and building arguments on basis of reasons	Subject's market value is amplified, along with the student's opportunities in the field.	The courses approved under the latest scheme, have now been incorporated.
4	Focusing the research over arid areas of Punjab, in line with universities mission, be used as course material for designing new courses in the next scheme of studies or	The department has conducted over 150 researches but was not streamlined, as they did not have practical edge to them, as discussed in the last assessment	The Program assessment team, measured the issue in April 2013	Making the research component more substantial and corporeal thus connecting it to the societal changes.	The faculty has divided the field area into four regions, focusing the research topics on indigenous communities, occupational castes & political

	publication material.	meeting on SAR.			indigenous institutions covering the Barani areas of the Potohar region  Teacher 1: District Jhelum  Teacher 2: Rawalpindi division  Teacher 3: Chakwal  Teacher 4: Attock
--	-----------------------	-----------------	--	--	--

### Program Learning Outcomes

All the students in M.Sc Anthropology are capacitated by

1. Engaging students in various research projects which are being carried out by different agencies by enhancing their exposure to different development initiatives.
2. Involving community educational institutions in awareness sessions that may lead to assimilation of motivated, fervent and productive students increasing and adding to the mass of enrolments.
3. Striving to design courses informed by anthropological perspectives, indoctrination of students in the global mainstream of the discipline.
4. Involving them in research, publication, and other professional activities to advance the discipline and disseminate information to both professional and lay audiences.

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

- The program outcomes support the program objective as illustrated in the table 1 given ahead.

**Table 2: Program outcomes and their relationship with objectives**

	Objectives				
		1	2	3	4
Outcomes	1	XXX			
	2		XX		
	3			XXX	
	4				XXX

**X = moderately satisfactory**

**XX = Satisfactory**

**XXX = highly satisfactory**

***Skills and Capabilities Reflected in Performance as Anthropologist:***

The students learn to know the nature, intent, and scope of anthropology(cultural, biological, archaeology, linguistics). They attain depth in one of the following subfields: cultural, biological, archaeology. Students know the epistemologies of the humanities and ofthe sciences as they pertain to anthropology. They become familiar with the cultures of a major world region and develop recognition of and respect for human difference.

Proforma-2

Faculty Course Review Report

**Proforma-2**

**Faculty Course Review Report**

Course Code	Title	Credit Value	Assessment Methods/ Exams	No. of Students	Comments on curriculum	Any changes for Course in Future	Sem.	% Grade						Course Instructor
								A	B	C	D	W	F	
ANTH 701	Introduction to Anthropology	3(3-0)	Mid Term and Final Term	27		Nil	Fall 2012	14.29	35.71	39.29	3.57	0	3.57	Mahwish Zeeshan
ANTH 701	Introduction to Anthropology	3(3-0)	Mid Term and Final Term	31		Nil	Fall 2013	9.67	32.26	48.39	6.45	3.2	0	Zaheer Adnan
ANTH 702	Physical Anthropology	3(3-0)	Group and separate assessments	31	Technical	Needs Up gradation	Spring 2013	0	9.66	45.16	38.71	3.22	3.22	Zaheer Adnan
ANTH 703	Socio Cultural	3(3-0)	Mid Term and Final Term	28	Nil		Fall 2012	27.59	41.38	20.69	6.89	0	0	Humera Dinar

ANTH 703	Socio Cultural	3(3-0)	Quiz, Assignments, Mid and Final	31	Need to update the course contents	Need to align with ANTH 701	Fall 2013	19.35	29.03	29.03	19.35	0	3.22	Humera Dinar
ANTH 704	Anthropological Theory	3(3-0)	Mid Term and Final Term	30	Lengthy	Need to be split in two parts	Fall 2012	23.33	76.67	0	0	0	0	Abid Ghafoor Ch
ANTH 704	Anthropological Theory	3(3-0)	Mid Term and Final Term	23	Lengthy	Need to be split in two parts	Fall 2013	4	17	61	13	0	4	Abid Ghafoor Ch
ANTH 705	Linguistic Anthropology	3(3-0)	Mid Term and Final Term	28	Nil		Fall 2012	0	13.79	24.14	44.83	3.5	10.34	Zaheer Adnan
ANTH 705	Linguistic Anthropology	3(3-0)	Mid Term and Final Term	4	Nil		Spring 2013	0	25	25	50	0	0	Zaheer Adnan
ANTH 706	Archaeological Anthropology	3(3-0)	Mid Term and Final Term	29	Nil		Spring 2014	10.34	34.48	44.83	3.44	6.8	6.89	Zaheer Adnan

ANTH 707	Ethnographic Research Methods	3(2-2)	Mid Term, Final & Presentation	30	Nil		Fall 2012	40	50	10	0	0	0	Mahwish Zeeshan
ANTH 707	Ethnographic Research Methods	3(2-2)	Mid Term, Final & Presentation	23	Nil		Fall 2013	26	30	39	0	5	0	Mahwish Zeeshan
ANTH 707	Ethnographic Research Methods	3(2-2)	Mid Term, Final & Presentation	30	Part 1 needs to be taught in Sem 2	Need to be split in two parts	Spring 2014	6.66	30	53.33	0	10	0	Dr.Abid Ghafoor Ch
ANTH 709	Urban Societies	3(3-0)	Mid Term and Final Term	32			Fall 2012	9.09	39.39	42.42	3.03	0	3.03	Abid Ghafoor Ch
ANTH 709	Urban Societies	3(3-0)	Mid Term and Final Term	31			Fall 2013	3	16	32	32	0	16	Abid Ghafoor Ch
ANTH 710	Perspectives on Development	3(3-0)	Mid Term and Final Term	30			Fall 2013	27	50	20	0	0	3	Mahwish Zeeshan

ANTH 712	Rituals & Supernatural Beliefs	3(3-0)	Mid Term and Final Term	25			Spring 2013	8	44	20	24	0	4	Mahwish Zeeshan
ANTH 713	Political Process & Governance	3(3-0)	Mid Term and Final Term	31	Newly offered		Spring 2013	0	6.25	50	31.25	6.45	9	Abid Ghafoor Ch
ANTH 713	Political Process & Governance	3(3-0)	Mid Term and Final Term	46			Spring 2014	15.22	39.13	23.91	0	0	4.34	Abid Ghafoor Ch
ANTH 719	Special Problem	1(1-0)	Assignment	30			Fall 2012	33.33	66.67	0	0	0	0	Humera Dinar
ANTH 719	Special Problem	1(1-0)	Assignment	22			Fall 2013	72.73	27.27	0	0	0	0	Humera Dinar
ANTH 720	Seminar	1(1-0)	Assignment	30			Spring 2013	66.67	33.33	0	0	0	0	Mahwish Zeeshan

ANTH 720	Seminar	1(1-0)	Assignment	23			Spring 2014	34.78	30.43	21.74	8.69	0	4.34	Humera Dinar
ANTH 725	South Asian Society	3(3-0)	Assignments , Quiz, Presentation, Mid Term	24	Nil	Need for more reference books	Spring 2013	16	45	29	0	4	4	Humera Dinar
ANTH 725	South Asian Society	3(3-0)	Mid Term and Final Term	32	Nil	Need for more reference books	Spring 2014	3	41	47	6	0	3	Humera Dinar
ANTH 725/726	Applied Anthropology	3(3-0)	Mid Term and Final Term	33			Fall 2012	30.30	30.30	33.33	6.06	0	0	Zaheer Adnan
ANTH 726	Applied Anthropology	3(3-0)	Mid Term and Final Term	23			Fall 2013	47.83	30.43	17.39	0	4.3	0	Zaheer Adnan

## **Program Assessment Results**

The teachers are evaluated by the students with respect to their taught courses at the end of each semester in accordance with Proforma 1 &-10.

Teacher 1: Dr. Abid GhafoorChaudhry

Teacher 2: Mr. Zaheer Adnan

Teacher 3: Ms. Mahwish Zeeshan

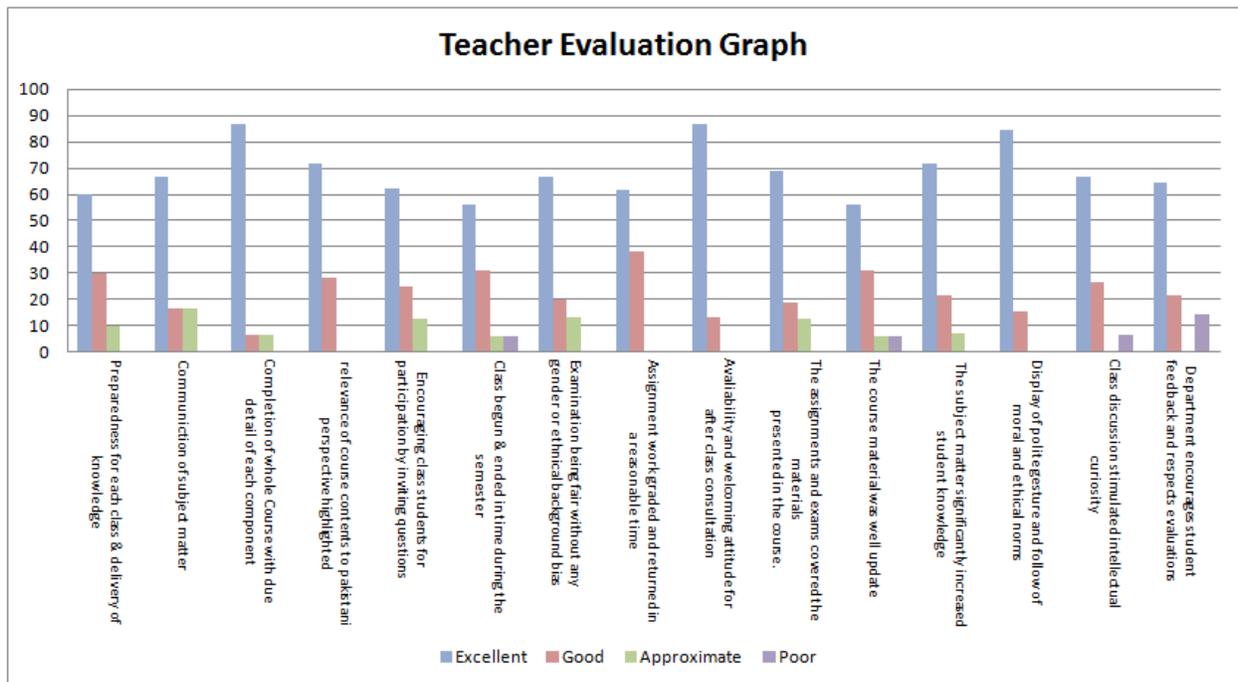
Teacher 4: Ms. Humera Dinar

The courses taught by the same teacher with the same course contents over the entire session is assessed once for the SAR. In case the same course has been taught by another teacher, the evaluation has been done again. All the courses are of masters level, since the department offers only one degree in Anthropology i.e. M.Sc. Anthropology.

Session Fall-2012  
Proforma-10  
Teacher Evaluation

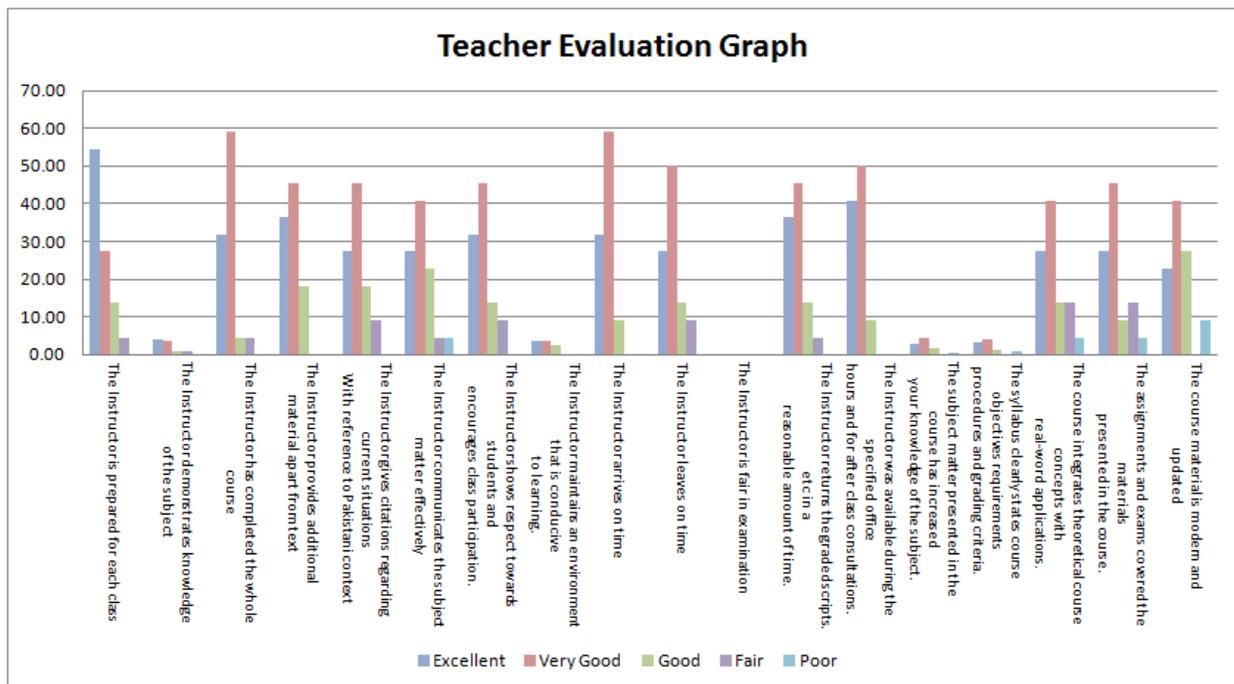
### Teacher 3 Evaluation on ANTH 701, Session Fall 2012

The said course was taught to 1<sup>st</sup> Semester students in Fall 2012 session by Teacher 3. The results shown in the graphs demonstrates the level of satisfaction on part of the students. Cent percent students have marked excellent on effective communication of the subject matter. Around 80% Students have marked the teacher excellent on this course when questioned on conducive learning environment, level of respect towards students, subject matter helpful in increasing knowledge on the said subject, unbiased attitude, fair examination means, additional notes, punctuality, timely return of assignments, and increase in subject knowledge of the students, conducive learning environment and motivating attitude of the instructor. Whereas 20-30% students have marked good on questions on the effective communication of subject matter, integration of theoretical concepts to real life situations, instructor’s availability in office hours and subject matter being modern with an exception of 5% students who marked approximate on mix questions.



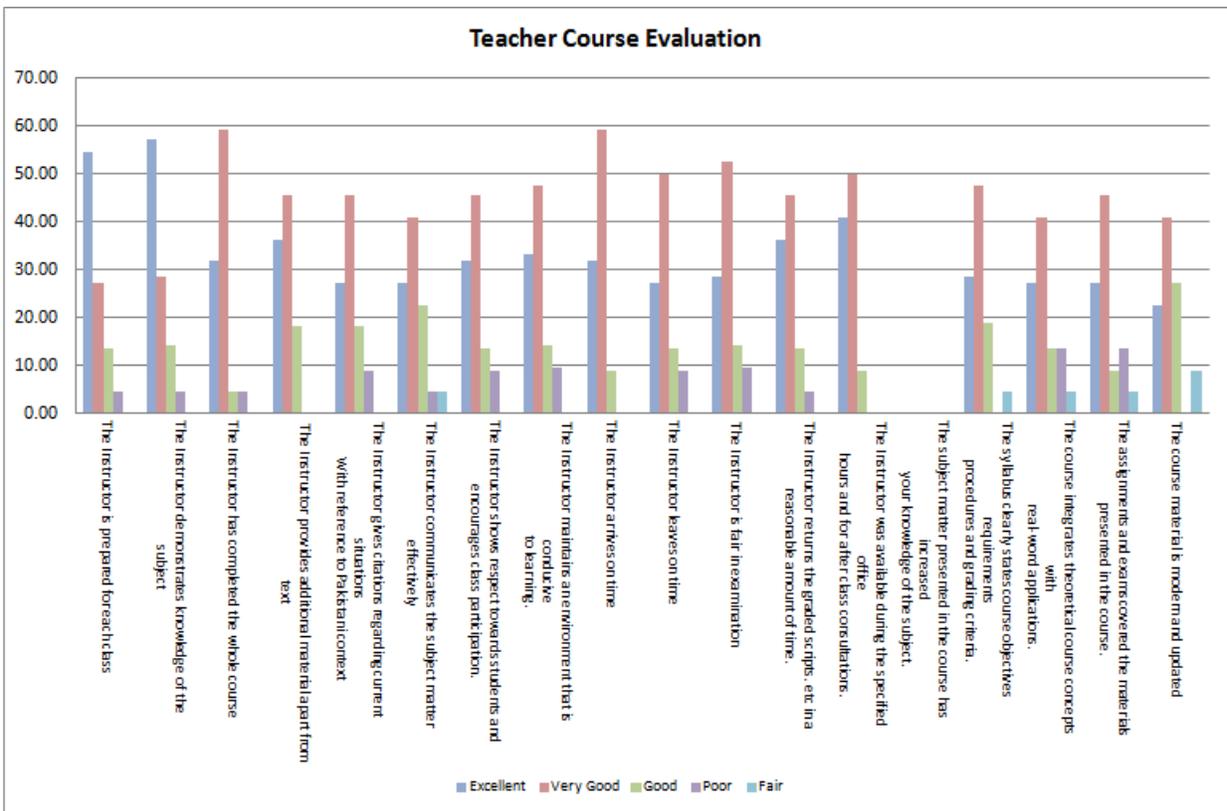
## Teacher 2 Evaluation on ANTH 705, Session Fall 2012

The said course was offered to 1<sup>st</sup> Semester students in Fall 2012 session by Teacher 2. The results shown in the graphs demonstrate the level of satisfaction on part of the students. 40% percent students have marked excellent on effective communication of the subject matter and all the allied questions. Around 35% Students have marked the teacher good on this course when questioned on conducive learning environment, level of respect towards students, subject matter helpful in increasing knowledge on the said subject, unbiased attitude, fair examination means, additional notes, punctuality, timely return of assignments, and increase in subject knowledge of the students, conducive learning environment and motivating attitude of the instructor. Whereas 10-15% students have marked him approximate on questions on the effective communication of subject matter, integration of theoretical concepts to real life situations, instructor's availability in office hours and subject matter being modern with an exception of 10% students who rated poor on all the questions.



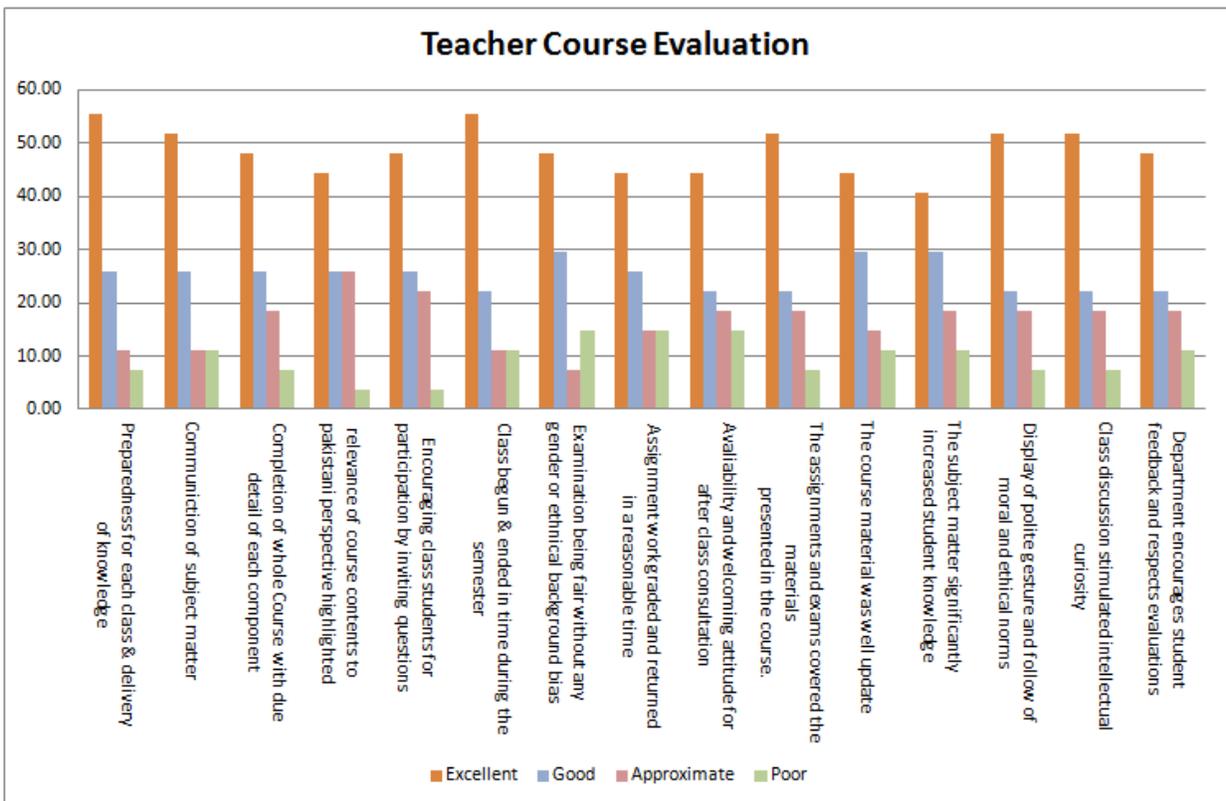
## Teacher 2 Evaluation on ANTH 725/726, Session Fall 2012

The said course was offered to 3<sup>rd</sup> Semester students in Fall 2012 session by Teacher 2. The results shown in the graphs demonstrates the students response on the delivery of course. 30% percent students have marked the teacher excellent on all the questions. Around 35% Students have marked the teacher good on this course when questioned on the same questions. Whereas 20% students have marked him approximate on questions on the effective communication of subject matter, integration of theoretical concepts to real life situations, instructor's availability in office hours and subject matter being modern with an exception of 15% students who rated poor on all the questions.



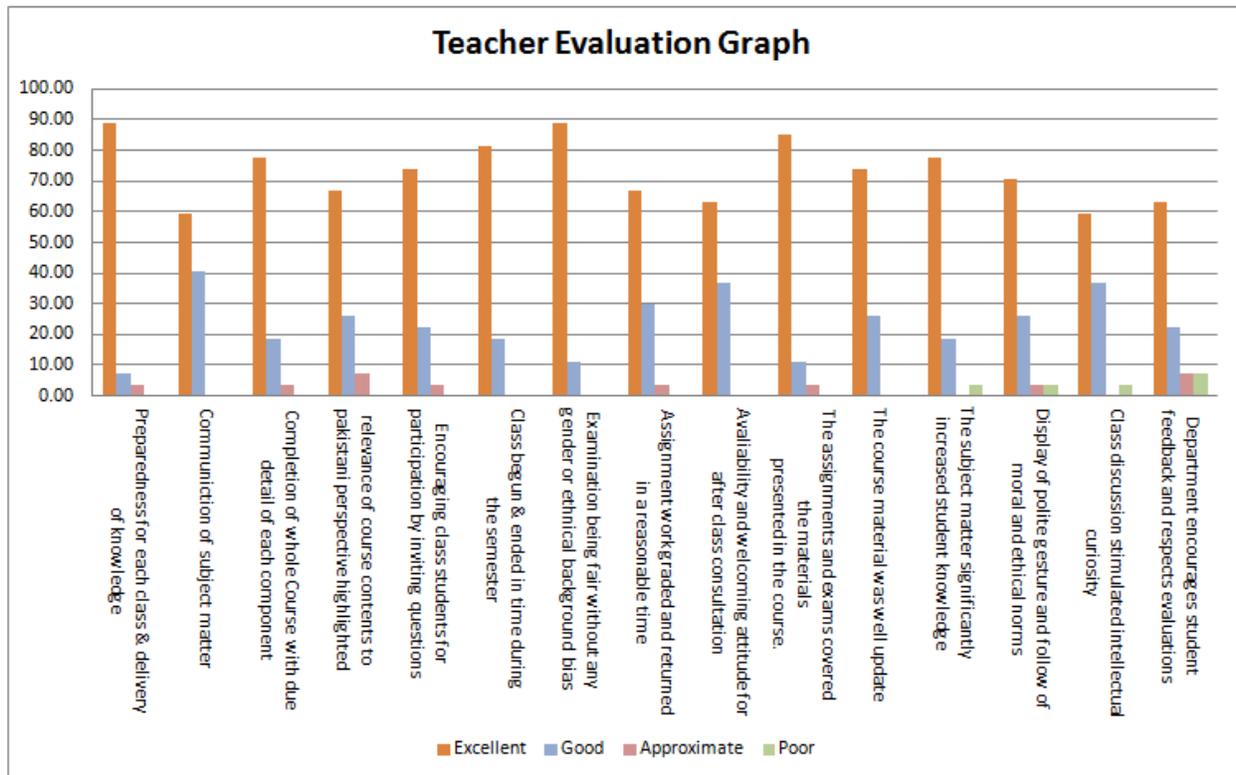
### Teacher 3 Evaluation on ANTH 707, Session Fall 2012

The said course was offered to 3<sup>rd</sup> Semester students in Fall 2012 session by Teacher 3. The results shown in the graphs demonstrate the students' response on the delivery of the course. 50% of students have marked the teacher excellent on all the questions. Around 25% of students have marked the teacher good on this course when questioned on the same questions. Whereas 15% of students have marked him approximate on questions on the effective communication of subject matter, integration of theoretical concepts to real life situations, instructor's availability in office hours and subject matter being modern with an exception of 9% of students who rated poor on all the questions.



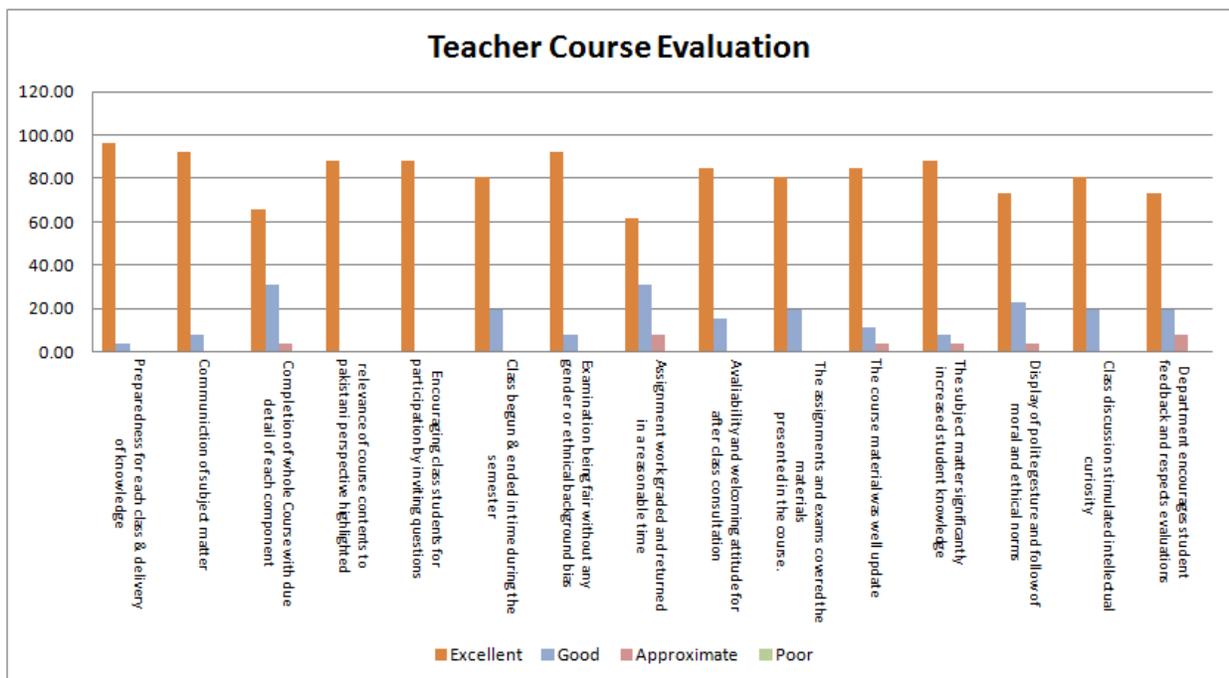
## Teacher 1 Evaluation on ANTH 709, Session Fall 2012

The said course was offered to 1<sup>st</sup> Semester students in Fall 2012 session by Teacher 1. The results shown in the graphs demonstrates the level of satisfaction on part of the students. 70-75% percent students have marked excellent on effective communication of the subject matter and all the allied questions. Around 25% Students have marked the teacher good on this course when questioned on conducive learning environment, level of respect towards students, subject matter helpful in increasing knowledge on the said subject, unbiased attitude, fair examination means, additional notes, punctuality, timely return of assignments, and increase in subject knowledge of the students, conducive learning environment and motivating attitude of the instructor with an exception of less than 5% students who rated approximate and poor on a few questions.



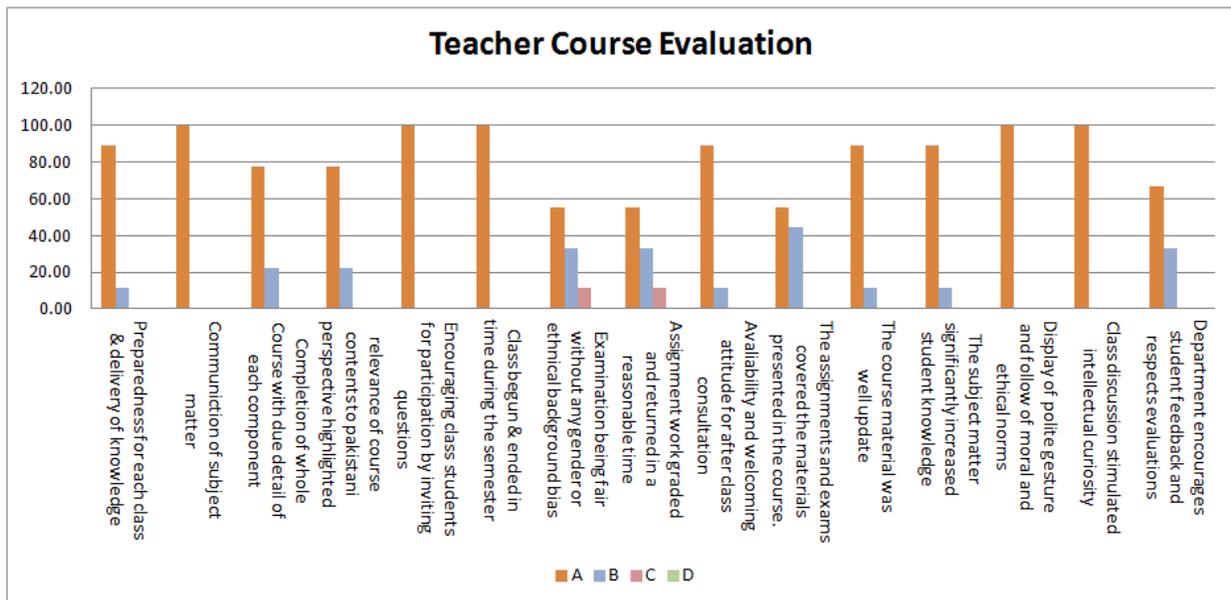
## Teacher 1 Evaluation on ANTH 704, Session Fall 2012

The evaluation of the course shows that the majority of the students i.e. 96% have marked excellent in terms of preparedness for the class. Most of the students shared that the instructor demonstrates knowledge of the subject. 65% shared the instructor has completed the whole course. All the students marked him excellent regarding giving additional matter apart from text, and citations regarding current situations with reference to Pakistani context. Majority of the students i.e. more than 80% marked him excellent in communicating subject matter effectively, showing respect to the students and encouraging them in participation, and retain a conducive environment to learn. More than 80% marked him excellent in punctuality, fairness in examination, grading and availability of the instructor during office hours. They also marked him excellent regarding their increase in the knowledge of the subject matter and examination. All of them marked him excellent regarding integration of theoretical concepts and real-world applications and the course is modern and updated.



## Teacher 4 Evaluation on ANTH 703, Session Fall 2012

The said course was taught to 1<sup>st</sup> Semester students in Fall 2012 session by Teacher 4. The results shown in the graphs demonstrates the level of satisfaction on part of the students. Around 60-70% Students has marked the teacher excellent on this course when questioned on conducive learning environment, level of respect towards students, subject matter helpful in increasing knowledge on the said subject, unbiased attitude, fair examination means, additional notes, punctuality, timely return of assignments, and increase in subject knowledge of the students, conducive learning environment and motivating attitude of the instructor. Almost 30-40% students have marked good on questions on the effective communication of subject matter, integration of theoretical concepts to real life situations, instructor’s availability in office hours and subject matter being modern.



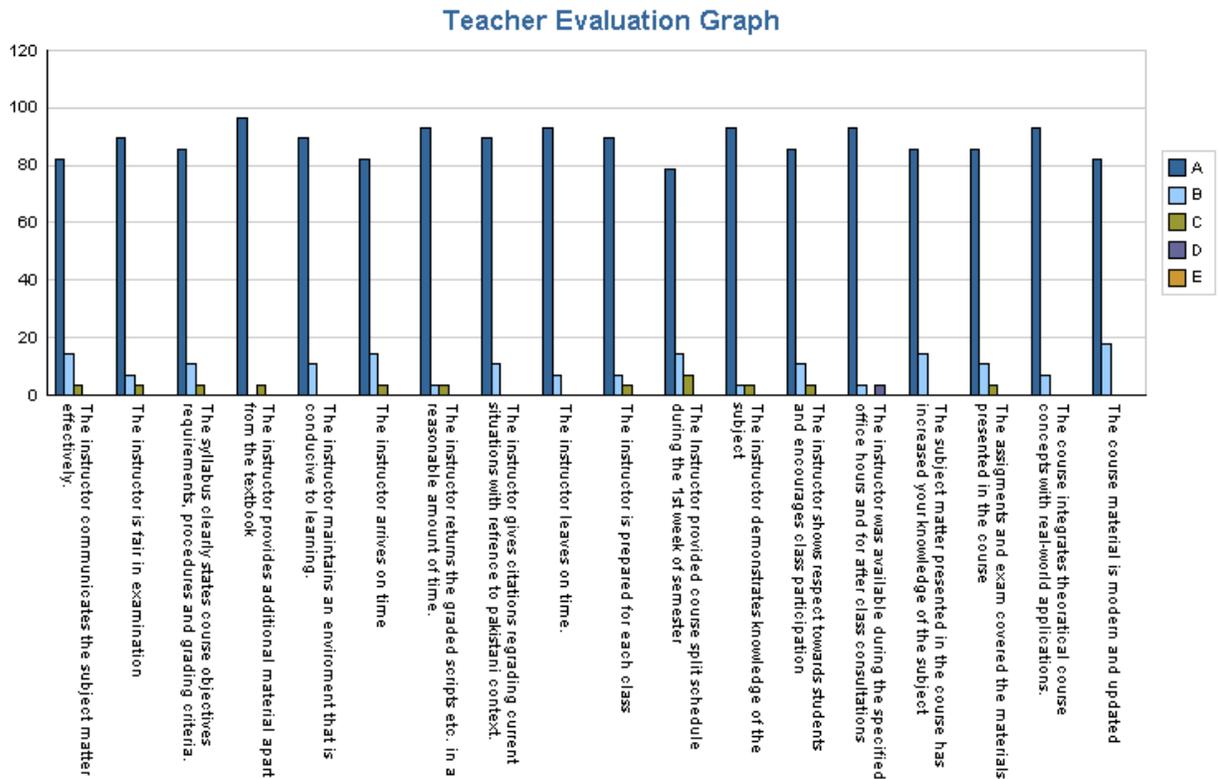
Session Spring-2013

Proforma-10

Teacher Evaluation

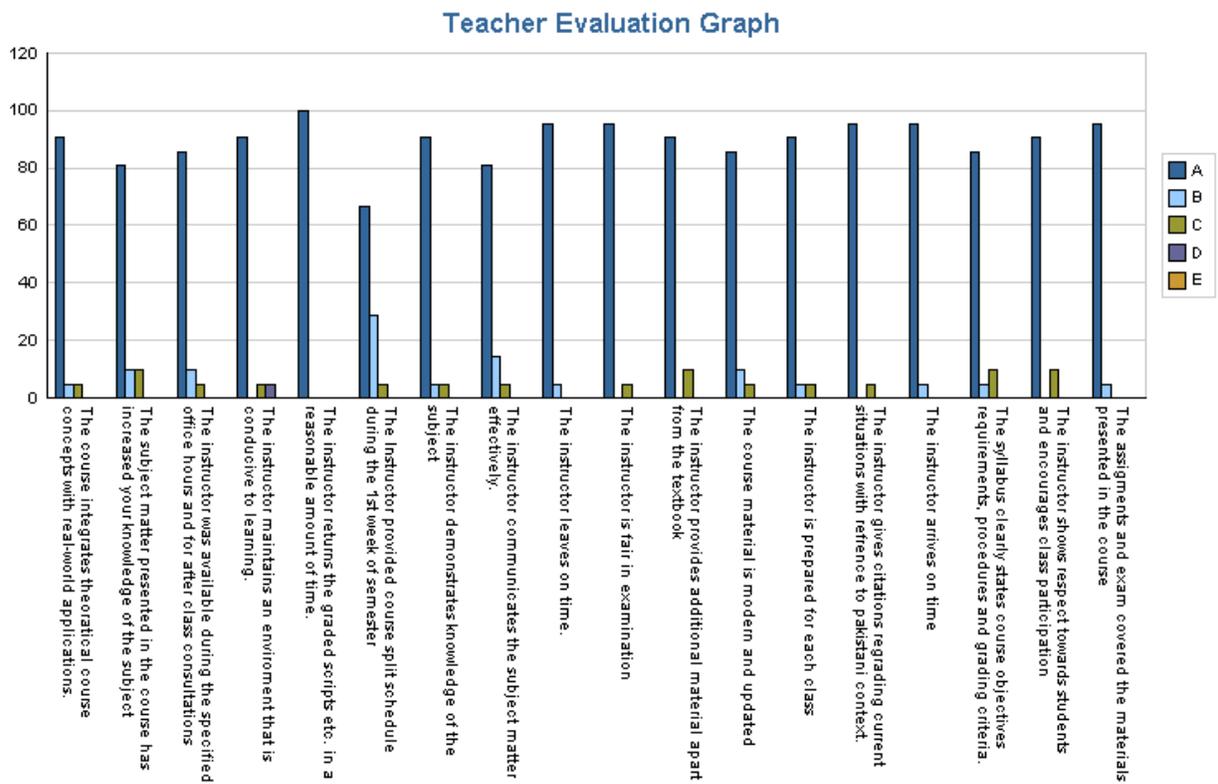
## Teacher 1 Evaluation on ANTH 713, Session Spring 2013

The said course was taught to 2<sup>nd</sup> Semester students in spring 2013 session by Teacher 1. The results shown in the graphs are indicative of the level of satisfaction by a vast majority of students on Teacher's preparedness on Knowledge and depth of the subject. More than 80% Students have marked the teacher excellent on this course. Questions includes their views on unbiased attitude, fair examination means, grasp on the subject matter, timely return of assignments, increase in subject knowledge of the students, conducive learning environment and motivating attitude of the instructor. 15-20% students have marked good on questions on the course material being modern, effective communication on subject matter, punctuality of the instructor, level of respect towards students.



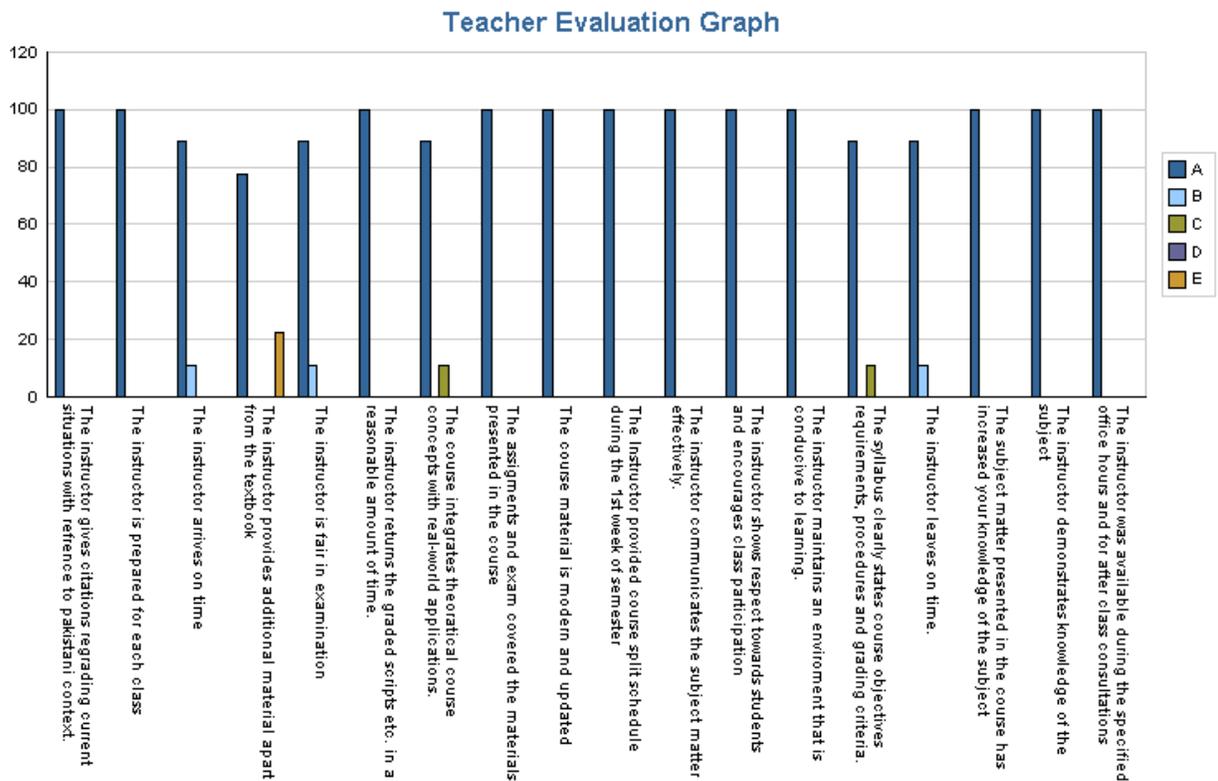
## Teacher 4 ANTH 725, Session Spring 2013

The said course was taught to 2<sup>nd</sup> Semester students in spring 2013 session by Teacher 4. The results shown in the graphs are indicative of the level of satisfaction by a vast majority of students on Teacher's preparedness on Knowledge and depth of the subject. More than 90% Students have marked the teacher excellent on this course. Questions includes their views on unbiased attitude, fair examination means, grasp on the subject matter, timely return of assignments, increase in subject knowledge of the students, conducive learning environment and motivating attitude of the instructor. 30% students have marked good on provision of course split schedule in 1<sup>st</sup> week of classes. 5-10% students have marked the instructor good on effective communication on subject matter, punctuality of the instructor, level of respect towards students and course material being modern.



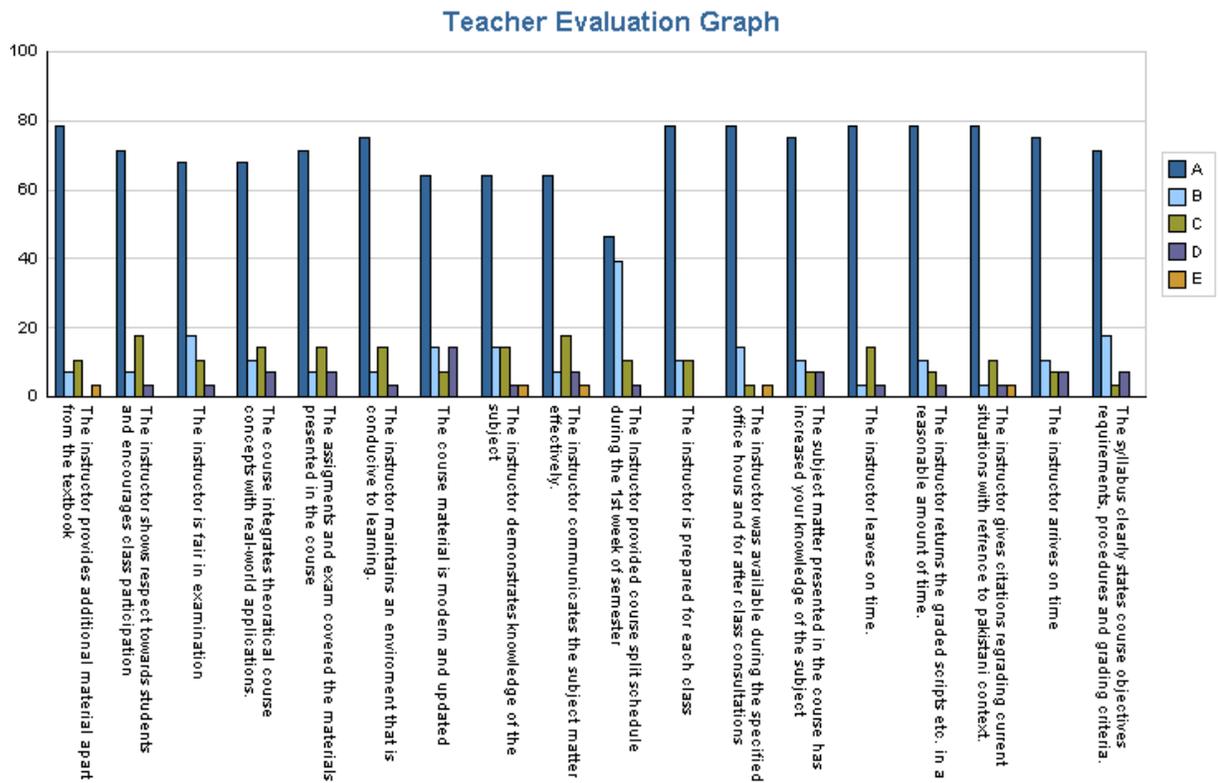
### Teacher 3 Evaluation on ANTH 712, Session Spring 2013

The said course was taught to 2<sup>nd</sup> Semester students in spring 2013 session by Teacher 3. The results shown in the graphs are indicative of the level of satisfaction by a vast majority of students on Teacher's preparedness on Knowledge and depth of the subject. 100% Students have marked the teacher excellent on this course. These Questions include their views on provision of citations in Pakistani context, unbiased attitude, fair examination means, grasp on the subject matter, timely return of assignments, instructor's preparedness on lecture, timely return of assignments, course material being modern, course split schedule being g increase in subject knowledge of the students, conducive learning environment and motivating attitude of the instructor. 30% students have marked good on provision of course split schedule in 1<sup>st</sup> week of classes. 5-10% students have marked the instructor given in time, conducive learning environment, knowledge on the subject, availability of the instructor in office hours. 10% students have rated the instructor good in arriving and leaving the class in time and fairness in examination.



## Teacher 2 Evaluation on ANTH 702, Session Spring 2013

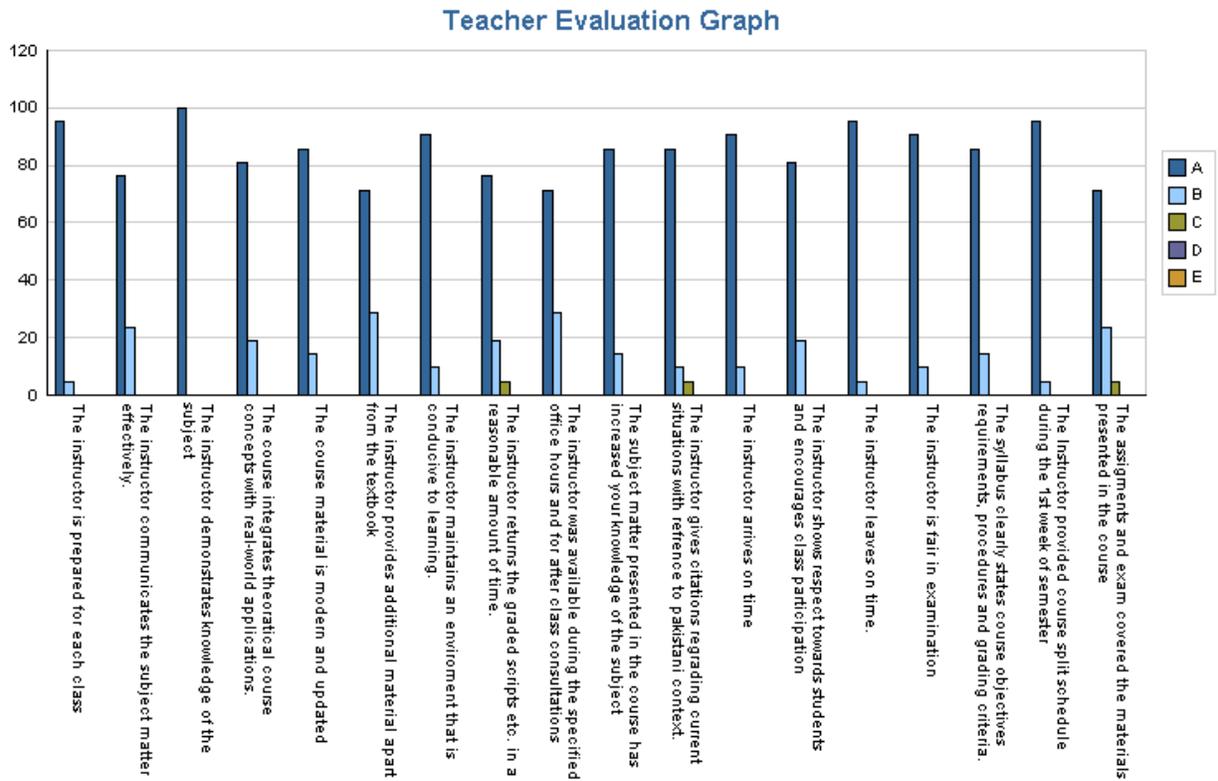
The said course was taught to 2<sup>nd</sup> Semester students in spring 2013 session by Teacher 2. The results shown in the graphs are indicative of the level of satisfaction by a vast majority of students on Teacher's preparedness on the subject. Around 70- 75% Students have marked the teacher excellent on this course. Questions includes their views on unbiased attitude, fair examination means, grasp on the subject matter, timely return of assignments, increase in subject knowledge of the students, conducive learning environment and motivating attitude of the instructor. 10-20% students have marked approximate on questions on the course material being modern, effective communication on subject matter and punctuality of the instructor.



Session Fall-2013  
Proforma-10  
Teacher Evaluation

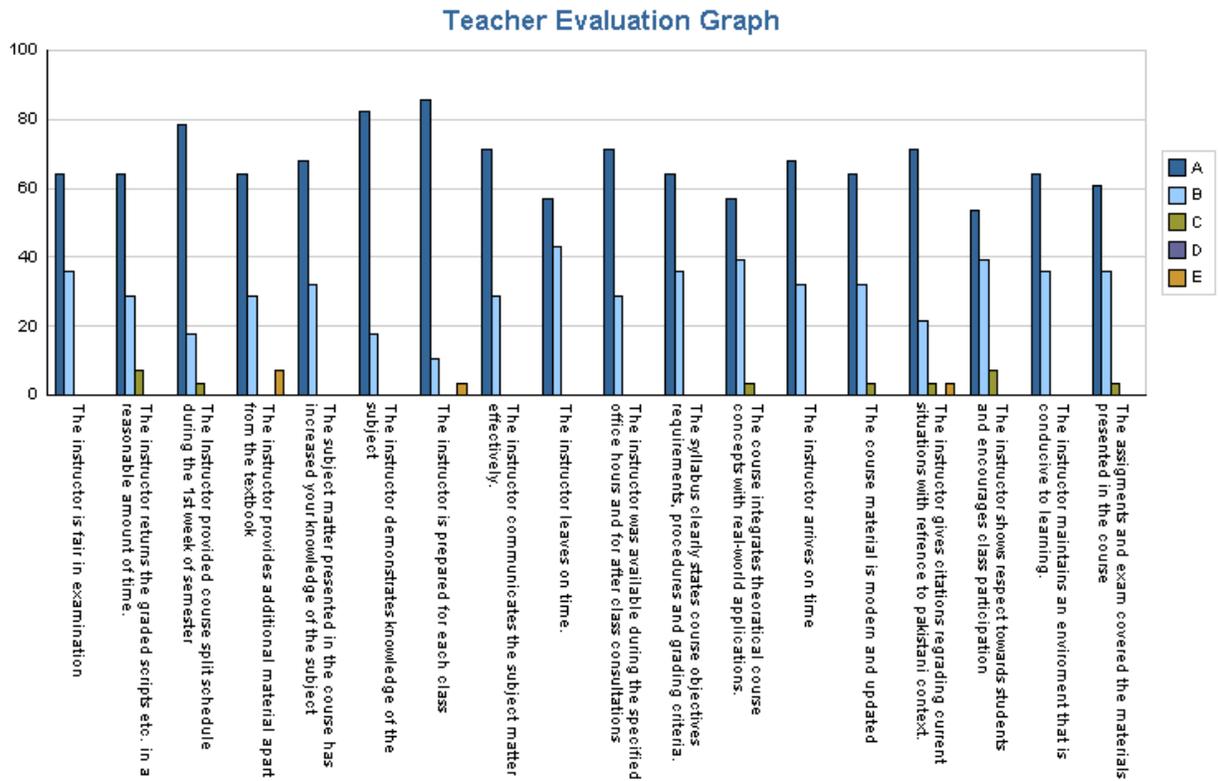
## Teacher 1 Evaluation ANTH 704, Session Fall 2013

The said course was taught to 3<sup>rd</sup> Semester students in Fall 2013 session by Teacher 1. The results shown in the graphs are indicative of the level of satisfaction by cent per cent students on Teacher's preparedness and Knowledge on the subject. More than 90% Students have marked the teacher excellent on this course when questioned on unbiased attitude, fair examination means, grasp on the subject matter, punctuality, timely return of assignments, and increase in subject knowledge of the students, conducive learning environment and motivating attitude of the instructor. Almost 20% students have marked good on questions on the effective communication of subject matter, integration of theoretical concepts to real life situations, instructor's availability in office hours and level of respect towards students.



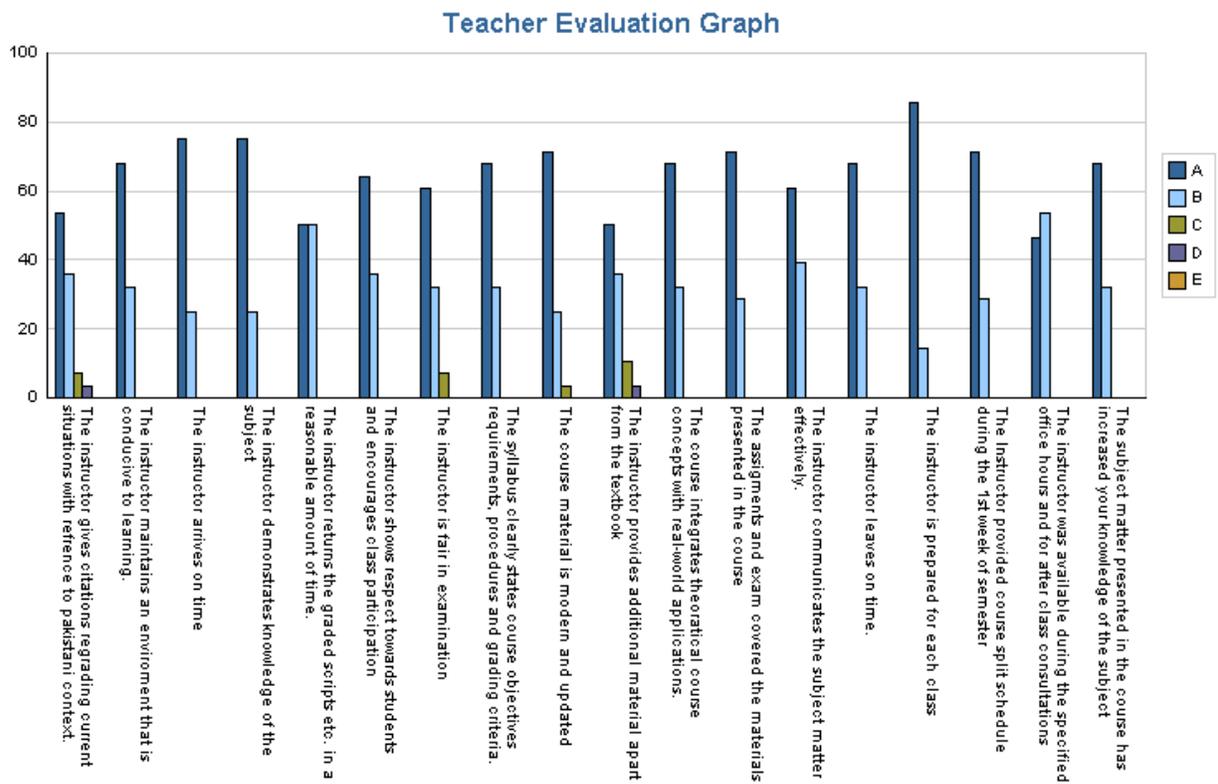
## Teacher 1 Evaluation on ANTH 709, Session Fall 2013

The said course was taught to 1<sup>st</sup> Semester students in Fall 2013 session by Teacher 1. The results shown in the graphs are indicative of the level of satisfaction by 80% students on Teacher's preparedness and Knowledge on the subject. 60-70% Students has marked the teacher excellent on this course when questioned on unbiased attitude, fair examination means, grasp on the subject matter, punctuality, timely return of assignments, and increase in subject knowledge of the students, conducive learning environment and motivating attitude of the instructor. Almost 30-40% students have marked good on questions on the effective communication of subject matter, preparedness for each class, integration of theoretical concepts to real life situations, clarity on course objectives and increase of students' knowledge on subject matter.



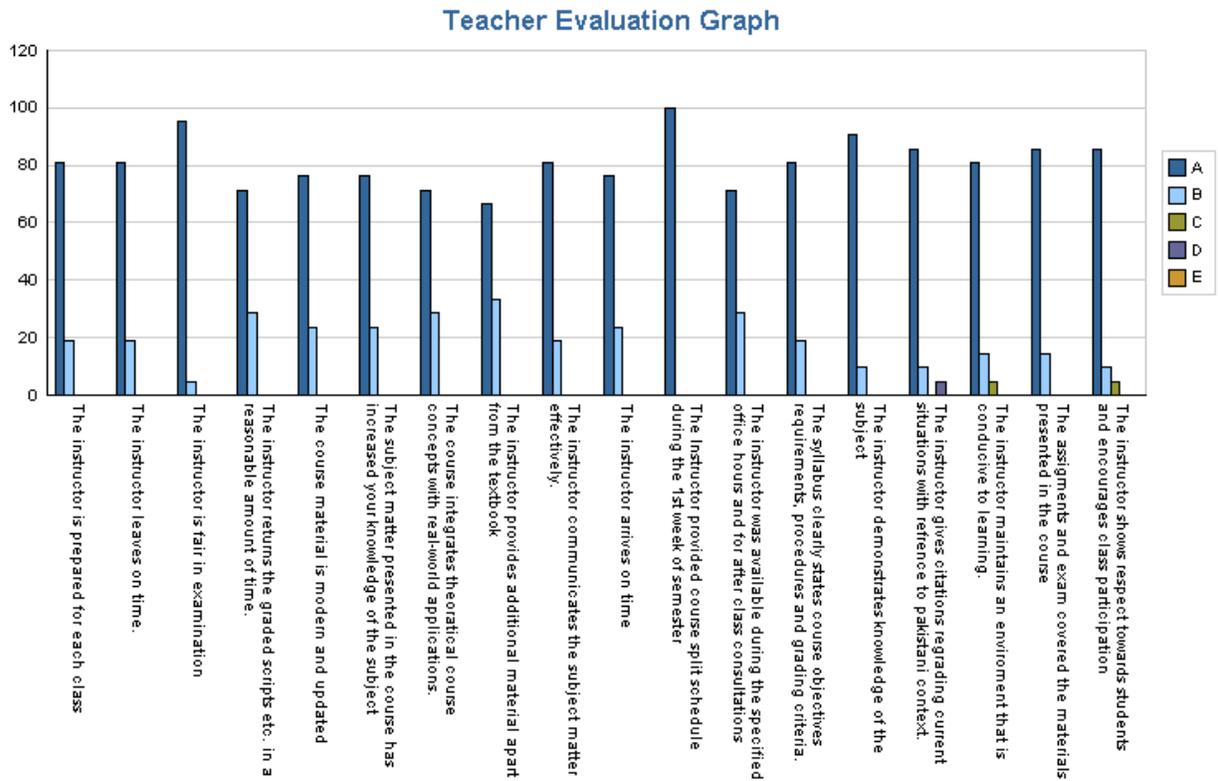
## Teacher 4 Evaluation on ANTH 703, Session Fall 2013

The said course was taught to 1<sup>st</sup> Semester students in Fall 2013 session by Teacher 4. The results shown in the graphs demonstrates the level of satisfaction on part of the students. Around 60-70% Students has marked the teacher excellent on this course when questioned on conducive learning environment, level of respect towards students, subject matter helpful in increasing knowledge on the said subject, unbiased attitude, fair examination means, additional notes, punctuality, timely return of assignments, and increase in subject knowledge of the students, conducive learning environment and motivating attitude of the instructor. Almost 30-40% students have marked good on questions on the effective communication of subject matter, integration of theoretical concepts to real life situations, instructor’s availability in office hours and subject matter being modern.



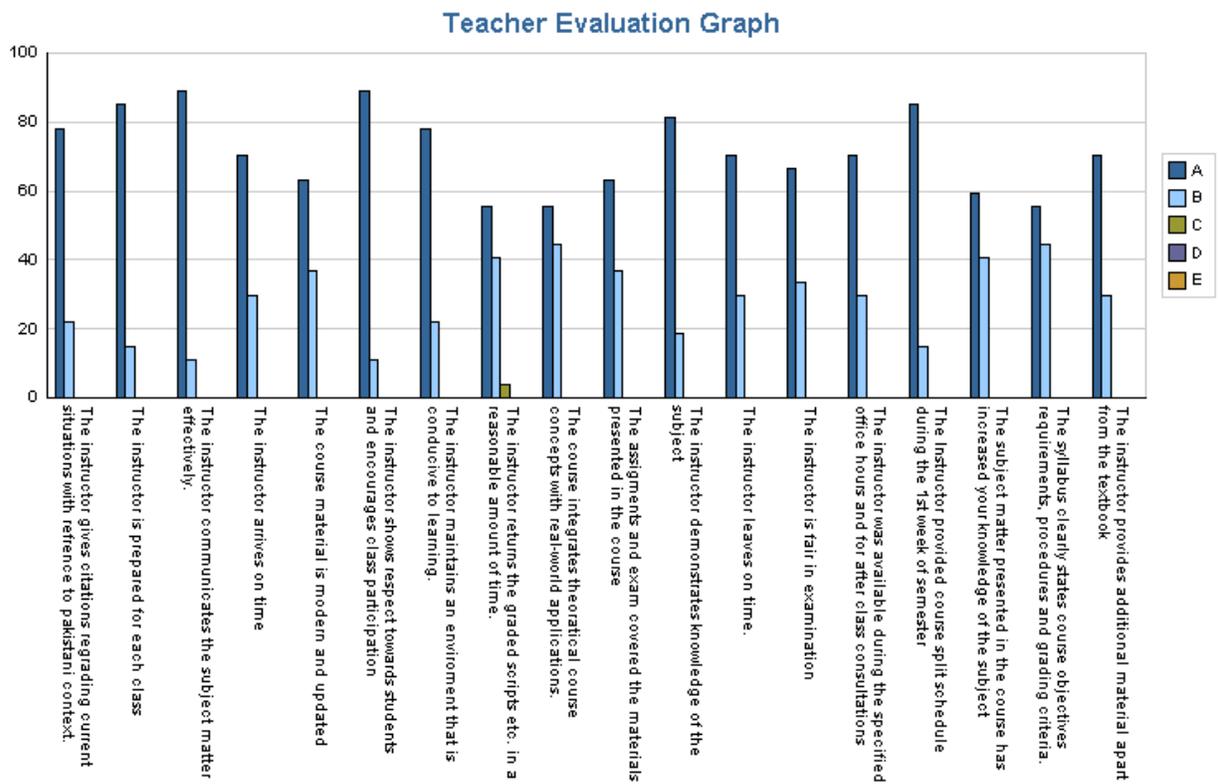
### Teacher 3 Evaluation on ANTH 707, Session Fall 2013

The said course was taught to 3<sup>rd</sup> Semester students in Fall 2013 session by Teacher 3. The results shown in the graphs demonstrates cent per cent students on fairness in examination and timely provision of course split schedule. 80% Students agreed on teacher being excellent in preparedness of lecture, effective communication of subject matter, clarity on course objectives and conducive learning environment. The level of respect towards students, subject matter helpful in increasing knowledge on the said subject, unbiased attitude, fair examination means, additional notes, punctuality, timely return of assignments, and increase in subject knowledge of the students, and motivating attitude of the instructor has been marked good by 15-20% of the class



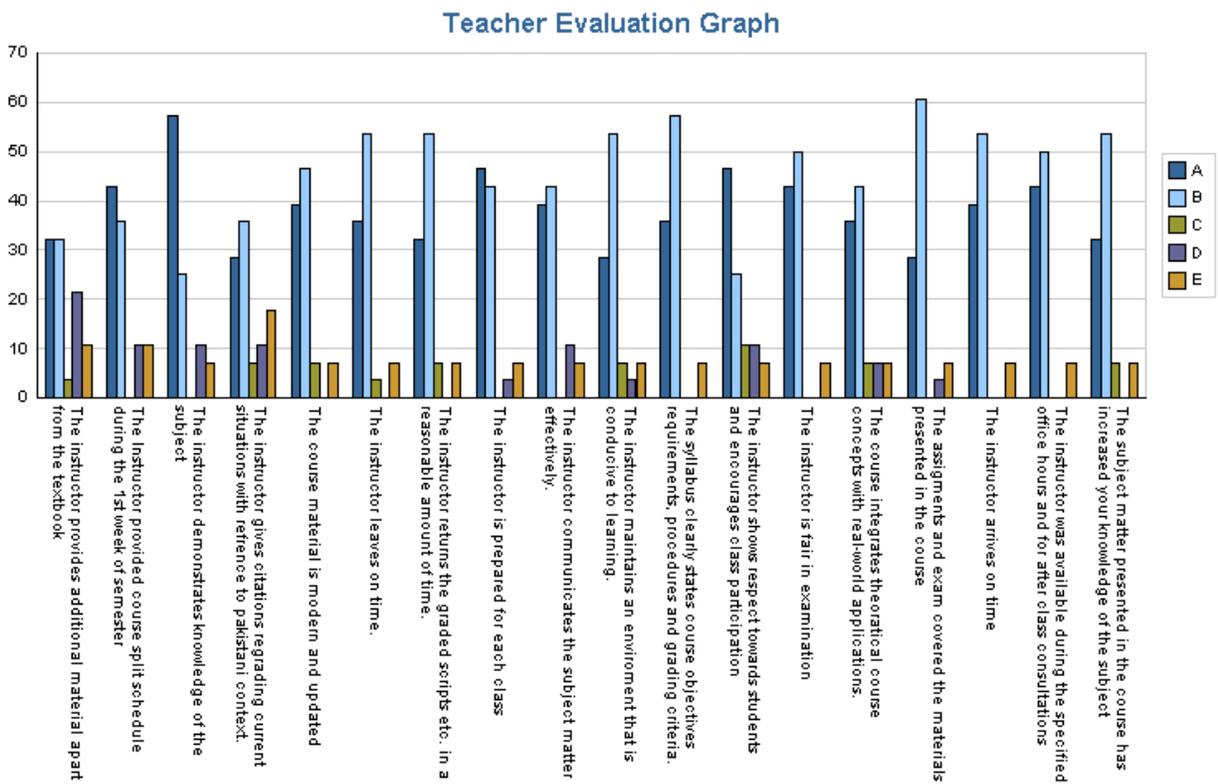
### Teacher 3 Evaluation on ANTH 710, Session Fall 2013

The said course was taught to 1<sup>st</sup> Semester students in fall 2013 session by Teacher 3. The results shown in the graphs show excellence graded by 90% students on Teacher’s preparedness and Knowledge in each class, citations on relevant theoretical contexts, effective communication of subject matter, conducive learning environment, and timely provision of course split schedule. More than 60-70% Students have marked the teacher good on this course when questioned on unbiased attitude, fair examination means, grasp on the subject matter, punctuality, timely return of assignments, and increase in subject knowledge of the students, and motivating attitude of the instructor. Almost 20% students have marked good on questions on the effective communication of subject matter, integration of theoretical concepts to real life situations and instructor’s availability in office hours.



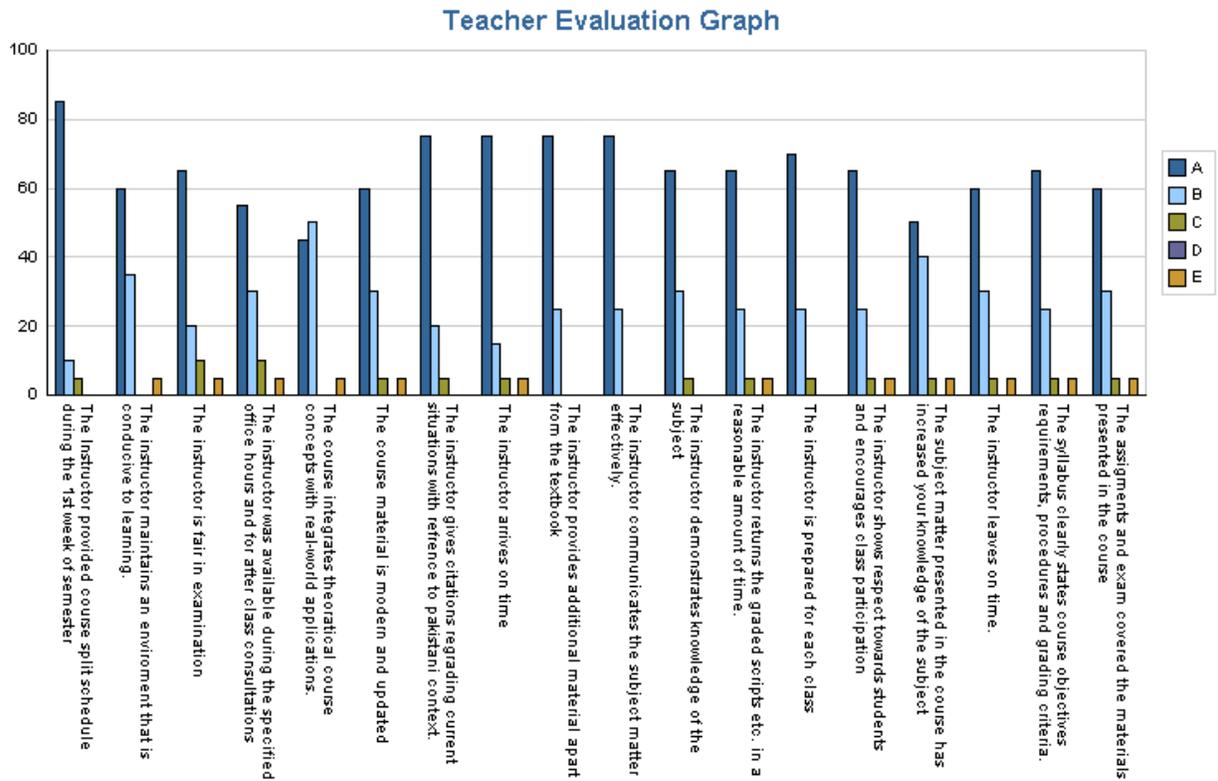
## Teacher 2 Evaluation on ANTH 701, Session Fall 2013

The said course was taught to 1<sup>st</sup> Semester students in fall 2013 session by Teacher 2. The results shown in the graphs show excellence graded by 30-45% students on Teacher's preparedness and Knowledge in each class, citations on relevant theoretical contexts, effective communication of subject matter, conducive learning environment, and timely provision of course split schedule. More than 40% Students have marked the teacher good on this course when questioned on unbiased attitude, fair examination means, grasp on the subject matter, punctuality, timely return of assignments, and increase in subject knowledge of the students, and motivating attitude of the instructor. Almost 30% students have given mixed views on the effective communication of subject matter, integration of theoretical concepts to real life situations and meeting the course objectives.



## Teacher 2 Evaluation on ANTH 726, Session Fall 2013

The said course was taught to 3<sup>rd</sup> Semester students in fall 2013 session by Teacher 2. The results shown in the graphs show that 70-80% students marked excellent on Teacher's preparedness and Knowledge in each class, citations on relevant theoretical contexts, punctuality and timely provision of course split schedule. Around 20-30% Students has marked the teacher good on this course when questioned on conducive learning environment, unbiased attitude, timely return of assignments, effective communication of subject matter, fair examination means, grasp on the subject matter, punctuality, and increase in subject knowledge of the students, motivating attitude of the instructor, effective communication of subject matter, integration of theoretical concepts to real life situations and meeting the course objectives.



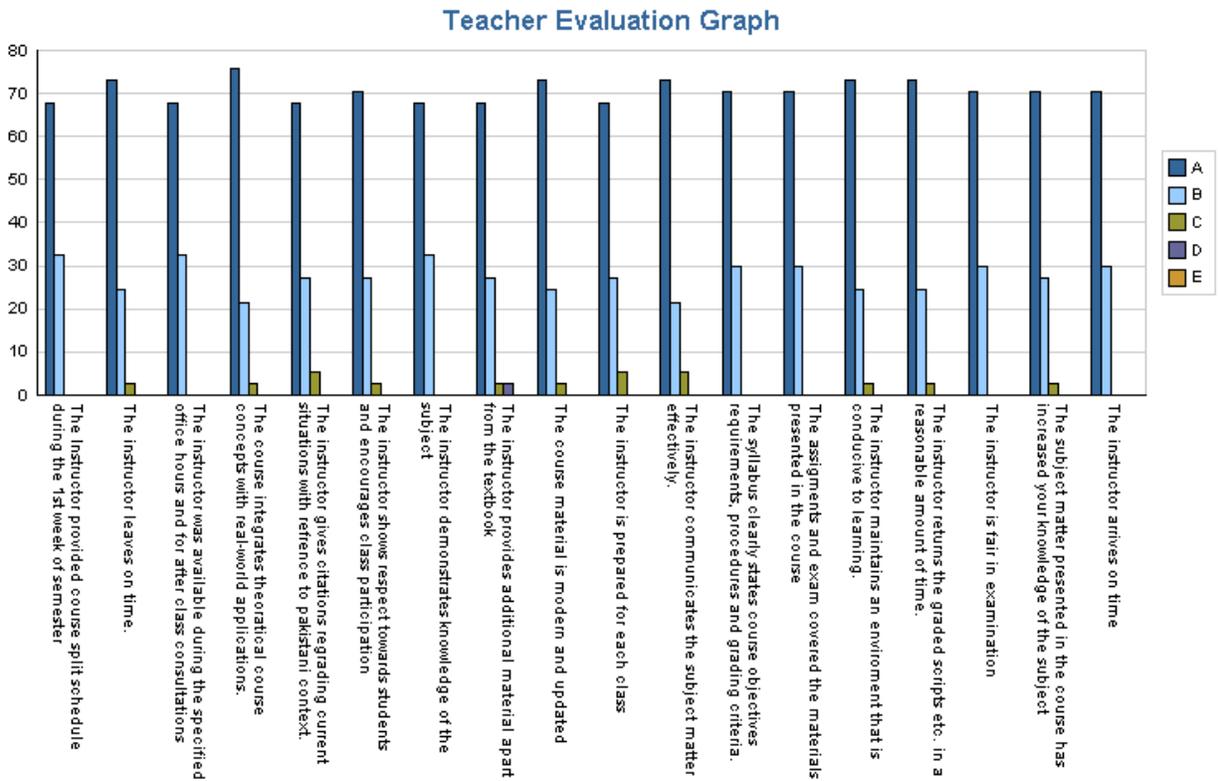
Session Spring-2014

Proforma-10

Teacher Evaluation

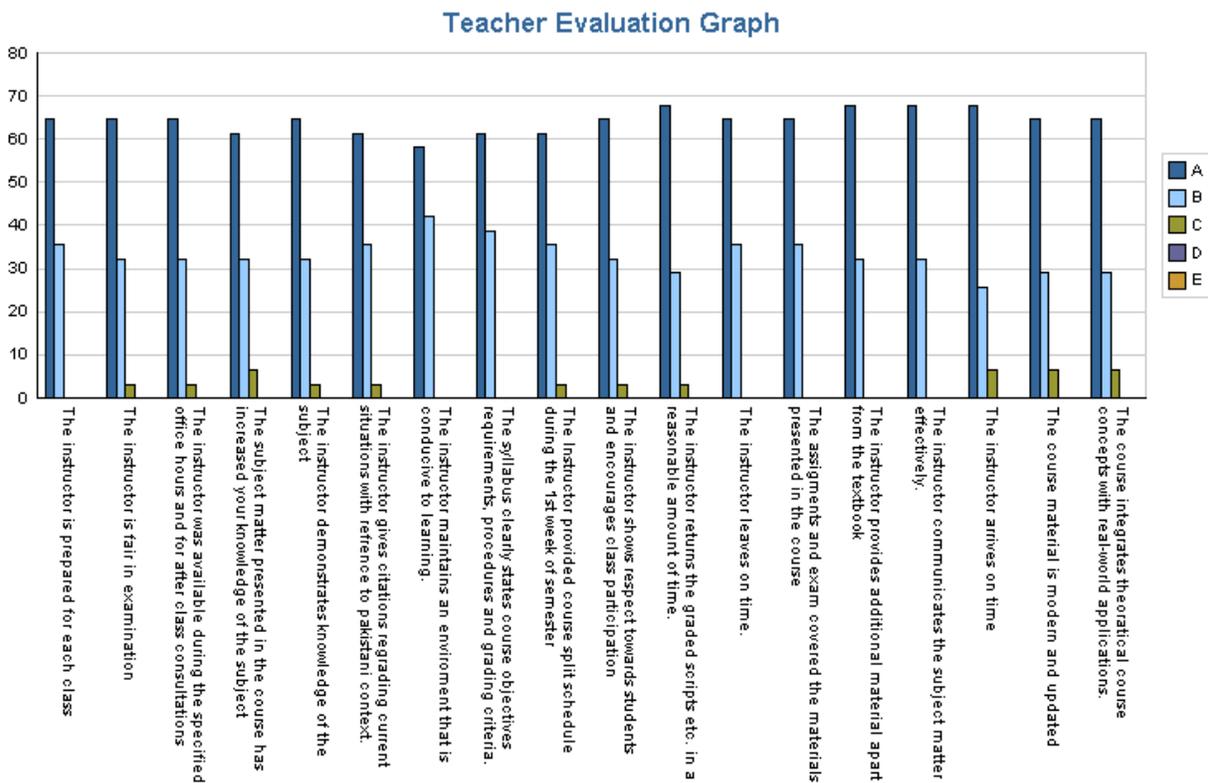
## Teacher 1 Evaluation on ANTH 713, Session Spring 2014

The said course was taught to 2<sup>nd</sup> Semester students in Spring 2014 session by Teacher 1. The results shown in the graphs are indicative of the level of satisfaction by 70-75% students on Teacher's evaluation being excellent on this course on all the questions. Rest of 20-30% Students have marked the teacher good on this course when questioned on unbiased attitude, fair examination means, grasp on the subject matter, and increase in subject knowledge of the students, conducive learning environment and motivating attitude of the instructor. Less than 5% students have approximate view on the effective communication of subject matter, preparedness of each class, punctuality, integration of theoretical concepts to real life situations, instructor's availability in office hours, timely return of assignments, and level of respect towards students.



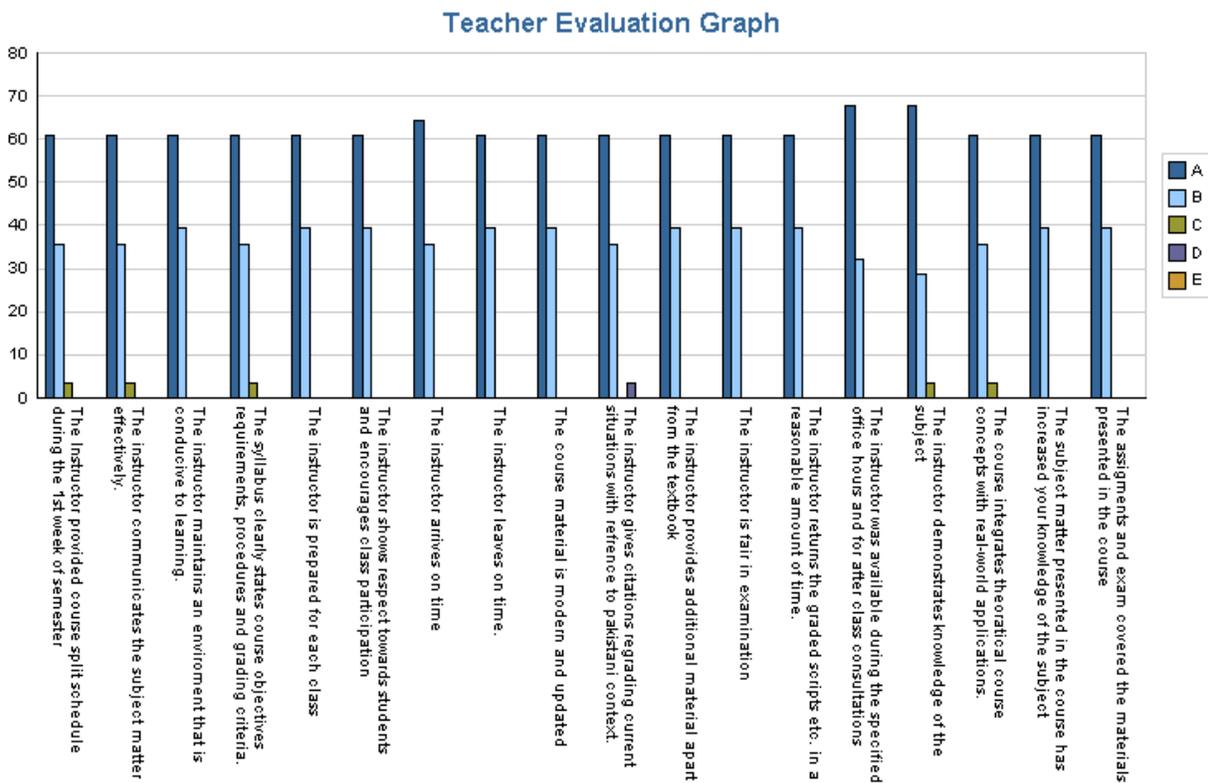
## Teacher 4 Evaluation on ANTH 725, Session Fall 2013

The said course was taught to 2<sup>nd</sup> Semester students in Spring 2014 session by Teacher 4. The results shown in the graphs demonstrates the level of satisfaction on part of the students. Around 60-65% Students have marked the teacher excellent on this course when questioned on conducive learning environment, level of respect towards students, subject matter helpful in increasing knowledge on the said subject, unbiased attitude, fair examination means, additional notes, punctuality, timely return of assignments, and increase in subject knowledge of the students, conducive learning environment and motivating attitude of the instructor. Almost 30-35% students have marked good on questions on the effective communication of subject matter, integration of theoretical concepts to real life situations, instructor's availability in office hours and subject matter being modern with a few exceptions of about 5% students view being approximate on a few questions.



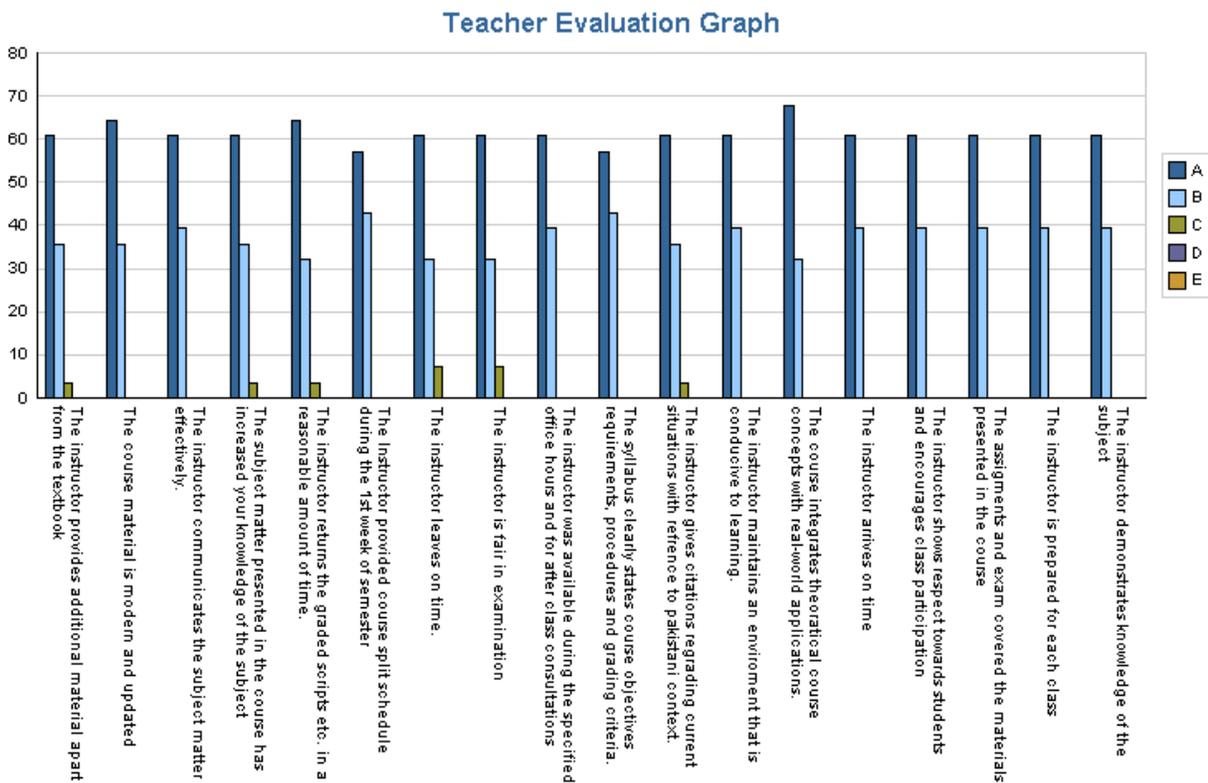
## Teacher 2 Evaluation on ANTH 706, Session Spring 2014

The said course was taught to 2<sup>nd</sup> Semester students in Spring 2014 session by Teacher 2 initially. Teacher 4 Continued with this course after a few weeks after Teacher 2's medical leave. Students have assessed Teacher 4 on this course. The results shown in the graphs demonstrate the level of satisfaction on part of the students. Around 60-65% Students have marked the teacher excellent on this course when questioned on conducive learning environment, level of respect towards students, subject matter helpful in increasing knowledge on the said subject, unbiased attitude, fair examination means, additional notes, punctuality, timely return of assignments, and increase in subject knowledge of the students, the effective communication of subject matter, integration of theoretical concepts to real life situations, instructor's availability in office hours , subject matter being modern, conducive learning environment and motivating attitude of the instructor. Whereas 30-40% students have marked good on all the questions.



## Teacher 2 Evaluation on ANTH 707, Session Spring 2014

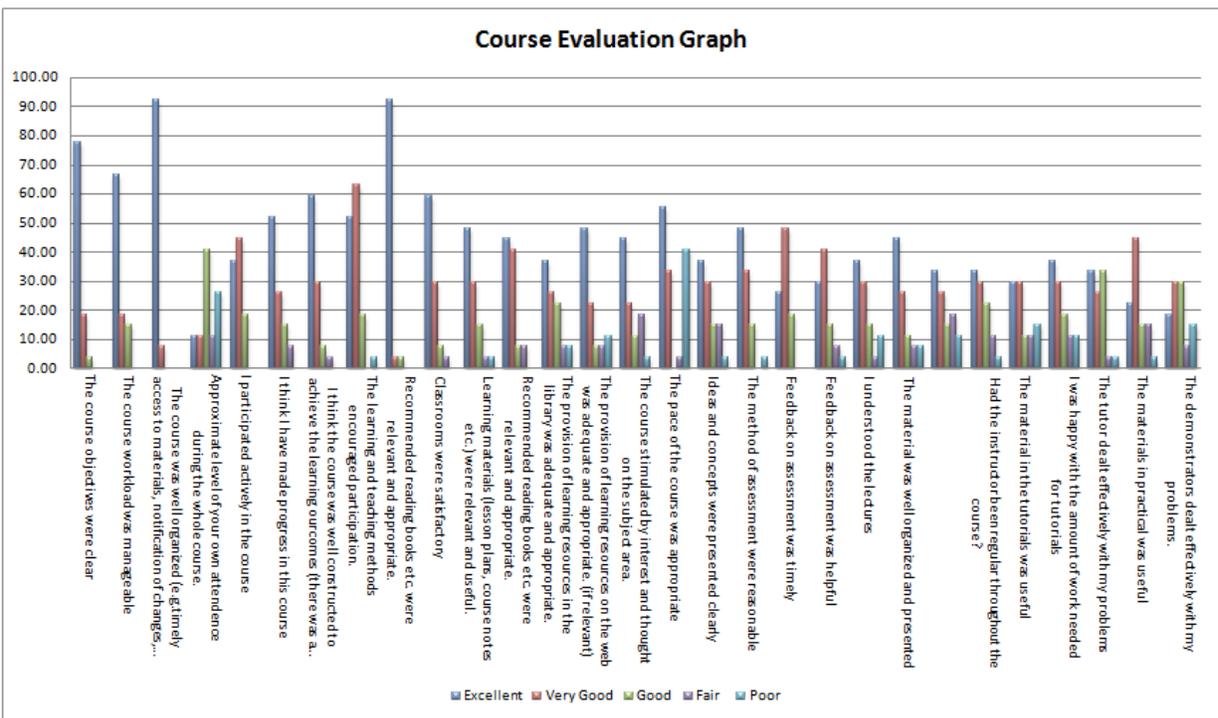
The said course was enrolled for Teacher 2 to 2<sup>nd</sup> Semester students in Spring 2014 session. As Teacher 1 had to take up the course after leave of the said teacher, Students have assessed Teacher 1 on this course. The results shown in the graphs demonstrate the level of satisfaction on part of the students. 30-35% students have marked good on all the questions whereas Around 60-65% Students have marked the teacher excellent on this course when questioned on conducive learning environment, level of respect towards students, subject matter helpful in increasing knowledge on the said subject, unbiased attitude, fair examination means, additional notes, punctuality, timely return of assignments, and increase in subject knowledge of the students, the effective communication of subject matter, integration of theoretical concepts to real life situations, instructor's availability in office hours , subject matter being modern, conducive learning environment and motivating attitude of the instructor.



Session Fall-2012  
Proforma-1  
Course Evaluation

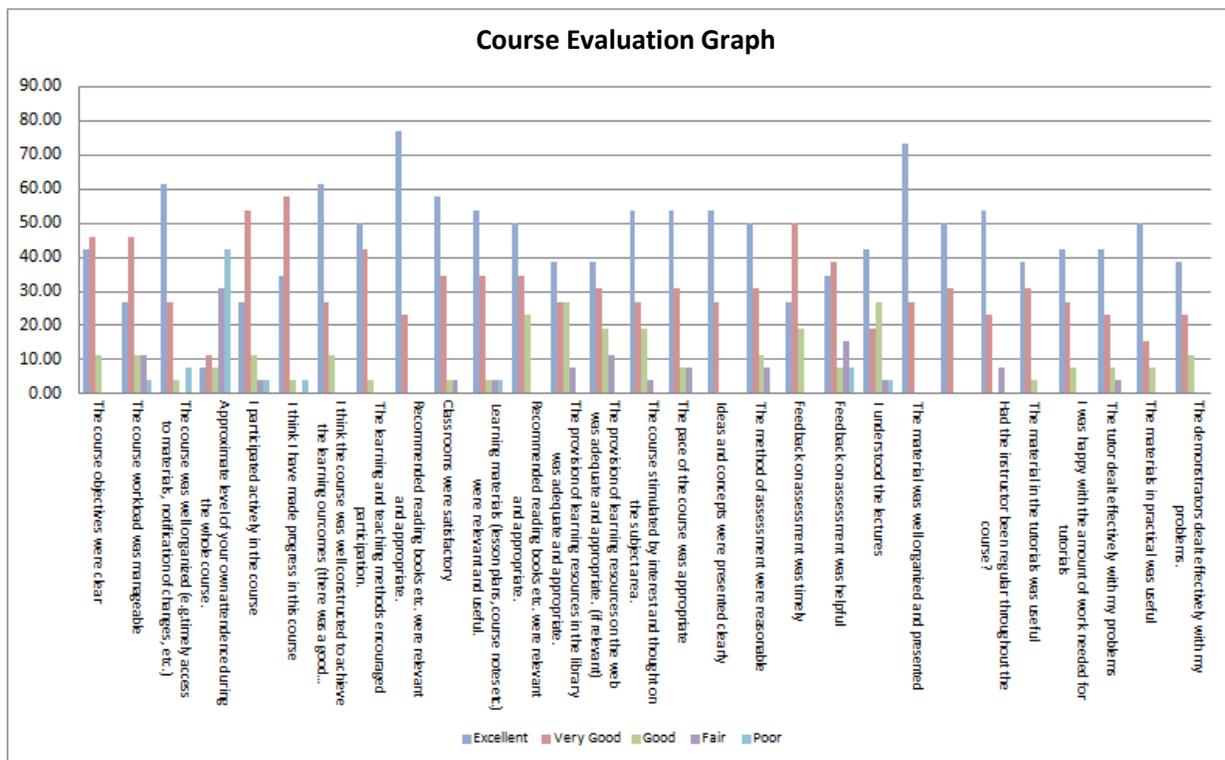
## Course Evaluation ANTH-704

Majority of the students strongly agreed and agreed that the course objectives were clear, the course was well organized and the work load was manageable. They said the their approximate level of attendance during the course was satisfactory and they participated actively in the class. They said they have made progress in the course. Most of the students strongly agreed and agreed that the course was well constructed and the teaching and learning methods encouraged their participation. They shared the books were and other learning materials were relevant and useful. They said the course stimulated their interest in the subject area, the ideas and concepts were clear to them and they are satisfied with the pace of the course. Regarding assessment methods, majority of the students said they were appropriate and the feedback on it was helpful.



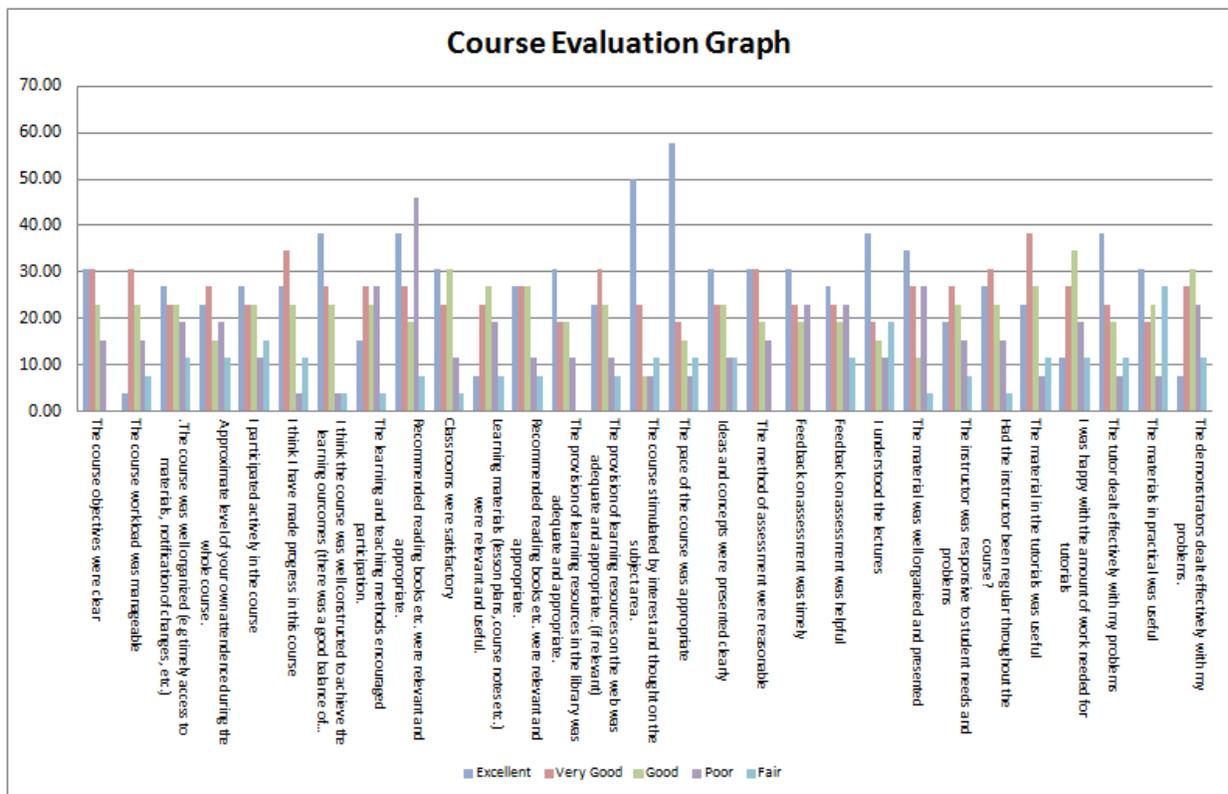
## Course Evaluation ANTH-709

Regarding the course evaluation of ANTH-704, around 70% of the students agreed that the ideas and concepts were presented very clearly and the material was well organized. More than 80% students shared that the teacher was regular throughout the course. More than 70% of the students said the materials shared by the instructor were very useful and they are fine with the pace of the lectures. Majority of them strongly agreed that they understood the lectures very well, the instructors dealt with the problems in a very good manner, the course load was manageable and they participated in the class with an interest. Around 80% of the students shared their view that the learning materials and the overall environment in the class was very convincing and conducive for learning. The attendance of the most of the students is satisfactory and.



## Course Evaluation ANTH-725/726

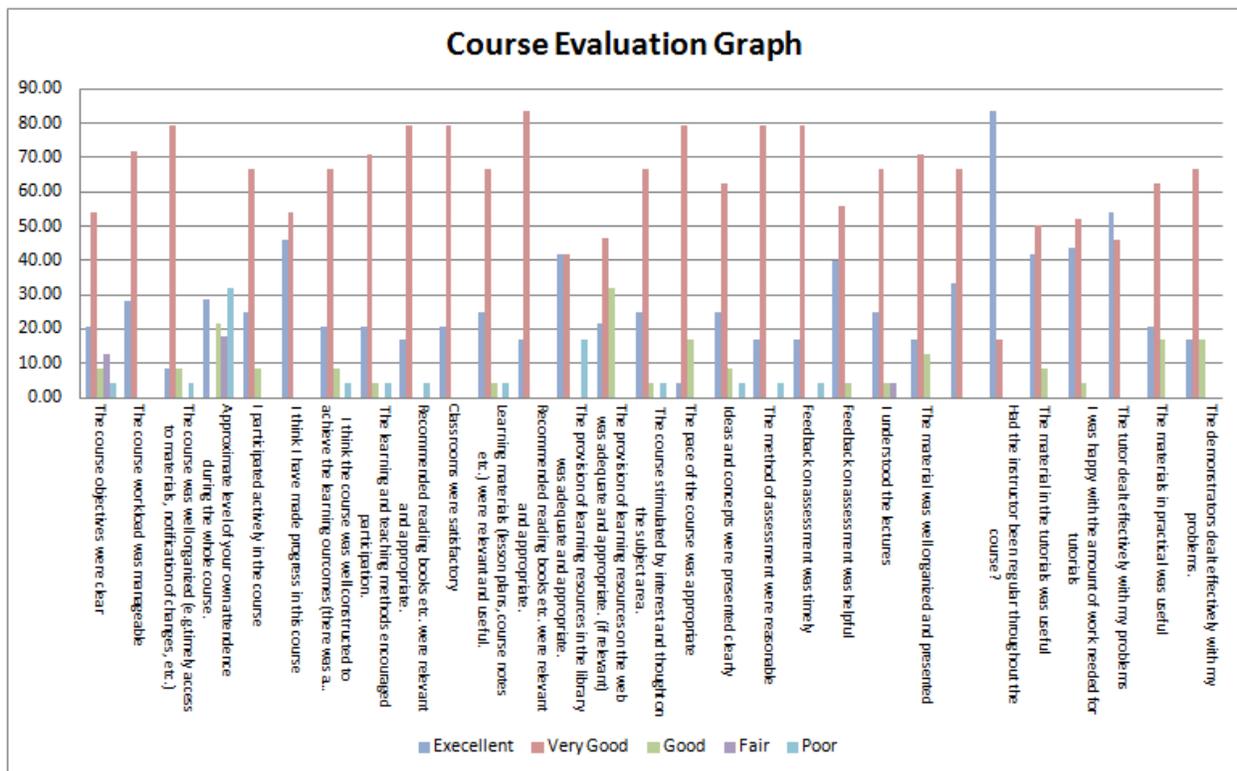
More than 60% of the students agreed that the course objectives were clear, 23% were uncertain and 15% disagreed to it. More than 40% agreed that the course work load was manageable and the rest were either uncertain or disagreed to it. 48% agreed that the course was well organized while the rest were either uncertain or disagreed to this. More than 50% said their approximate level of attendance was satisfactory and the rest are uncertain or disagreed to it. 50% said they participated actively in the class and the rest are either uncertain or disagreed to it. More than 50% agreed that they made progress in the course and 11% disagreed to it. Around 70% agreed that the course was well structured. 34% agreed that the learning and teaching methods encouraged their participation and 28% disagreed to it. 47% agreed that the books and learning material were relevant and useful while 39% disagreed to it. Most of the students agreed that the course stimulated their interest and the pace of the course was appropriate. Some of the students agreed that the instructor dealt with their problems effectively while the rest disagreed to it.





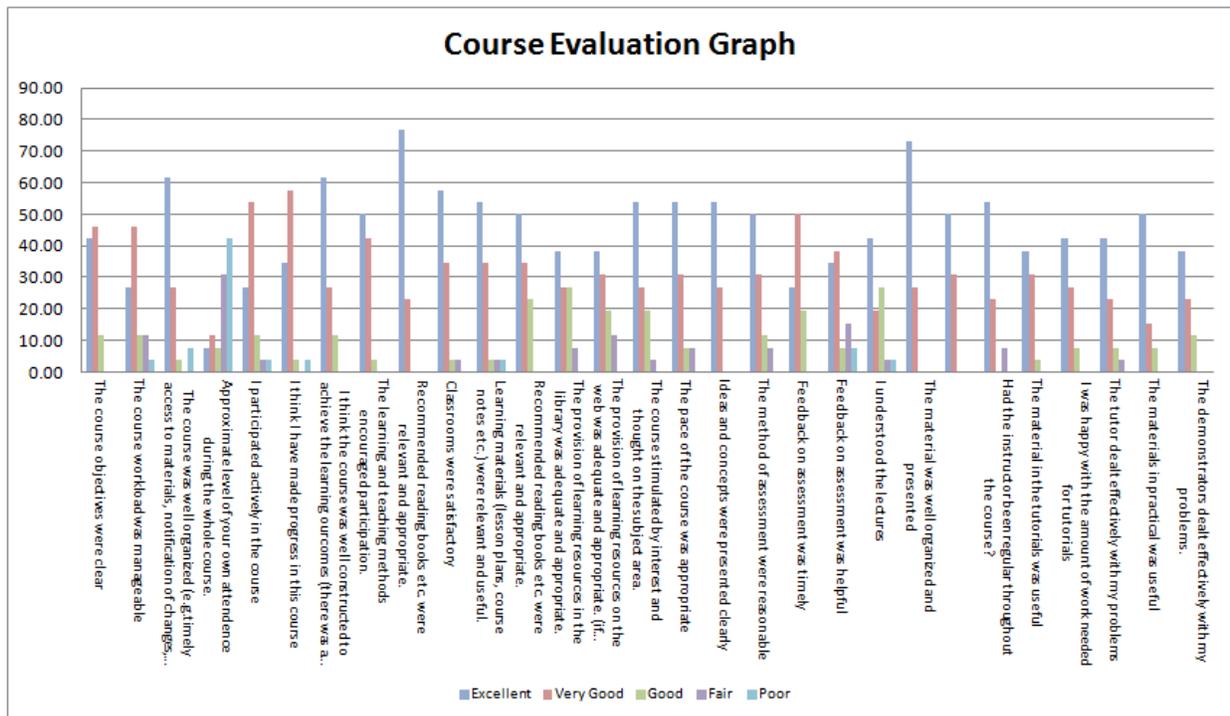
## Course Evaluation ANTH-701

Most of the students strongly agreed or disagreed to that the course objectives were clear and the course load was manageable. They said the course was well constructed according to the learning outcomes. Less than 10% are uncertain to these. Around 40% strongly agreed or agreed that their approximate level of attendance was satisfactory and the rest are either uncertain or disagreed to it. The students reported that they participated actively in class and they have made progress in the course. Most of the students shared that the course was well organized and they found the books and learning materials very useful and relevant. Majority of the students said that the course stimulated their interest, the pace of the course is appropriate and the course is well organized. They said they understood the lectures and the materials shared were useful. Most of the students shared that the instructor dealt with their problems and needs very effectively.



## Course Evaluation ANTH-707

Majority of the students shared that the course objectives were clear and all of them agreed that the course load was manageable. They also said that the course was well organized and well constructed according to the learning outcomes. Around 30% said their approximate level of attendance was satisfactory while the rest were either uncertain or disagreed to it. They said that the classrooms were satisfactory, the learning materials and books were relevant and useful. They said the pace of the course was appropriate and they understood the lectures. Majority said the assessment methods were appropriate and the feedback on assessment was helpful. They were happy with the amount of work load and they said the instructor dealt with their problems and needs effectively.



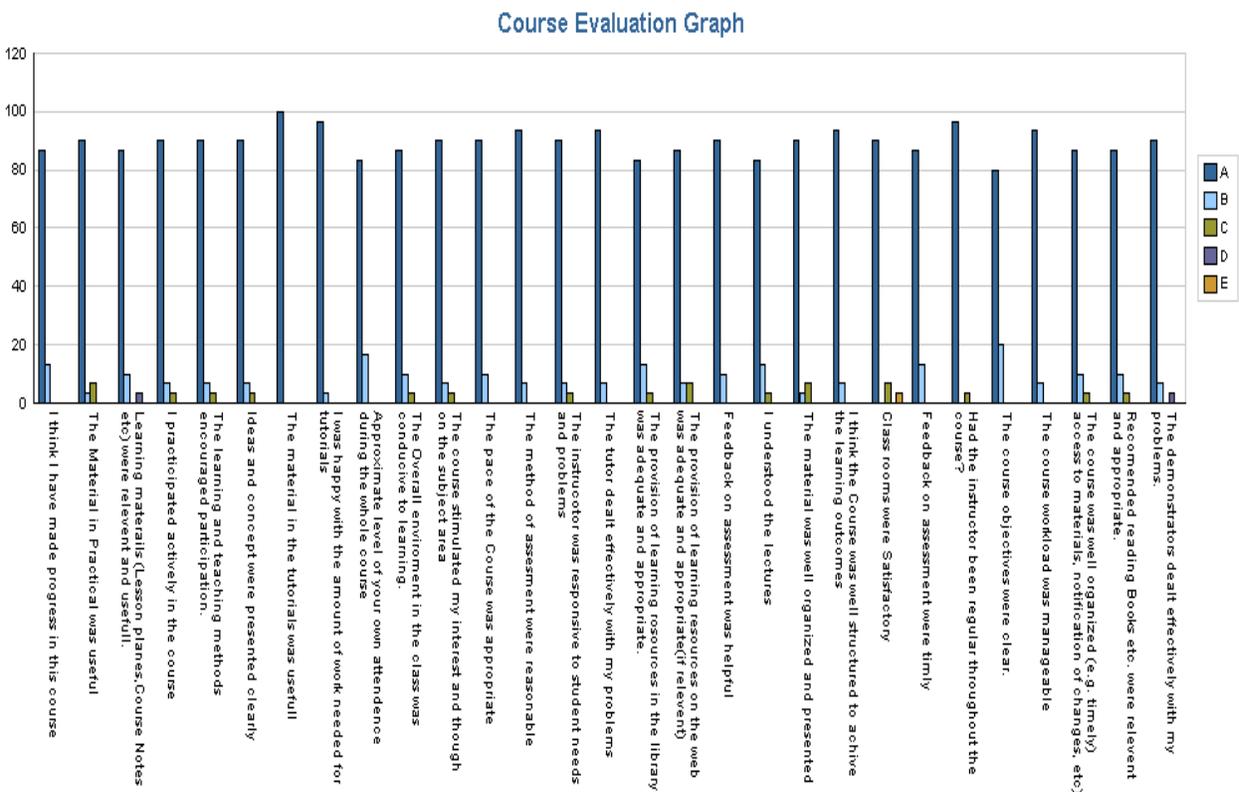
Session Spring-2013

Proforma-1

Course Evaluation

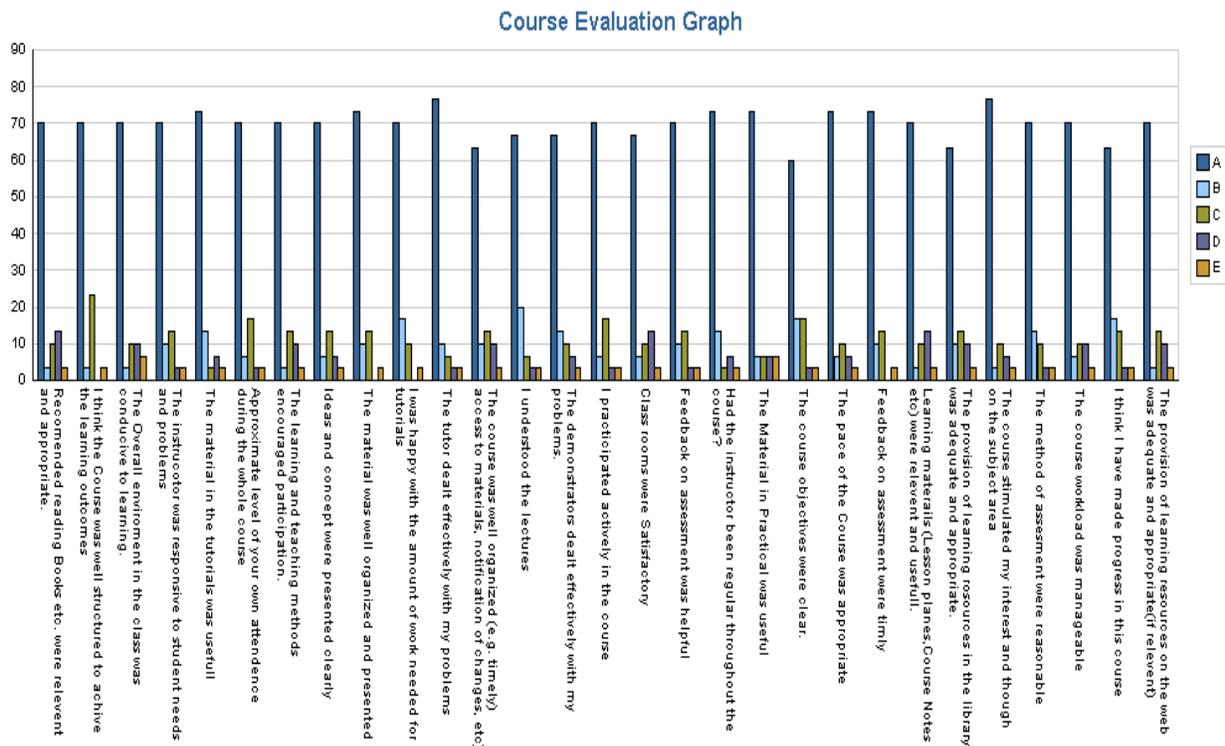
## Course Evaluation ANTH-713

The students reported that they have made progress in the course and the materials shared by the instructor were appropriate and relevant. Most of the students said the ideas and concepts were presented very clearly. They are happy with the amount of course load and they find the work load quite manageable. Most of the students shared that their approximate level of attendance was satisfactory. They said the assessment methods and the feedback on it was helpful. They also agreed that the pace of the course was appropriate. Majority of them said that the instructor was responsive to their needs and he dealt with their problems effectively. They also said that the recommended books were available and quite useful and relevant.



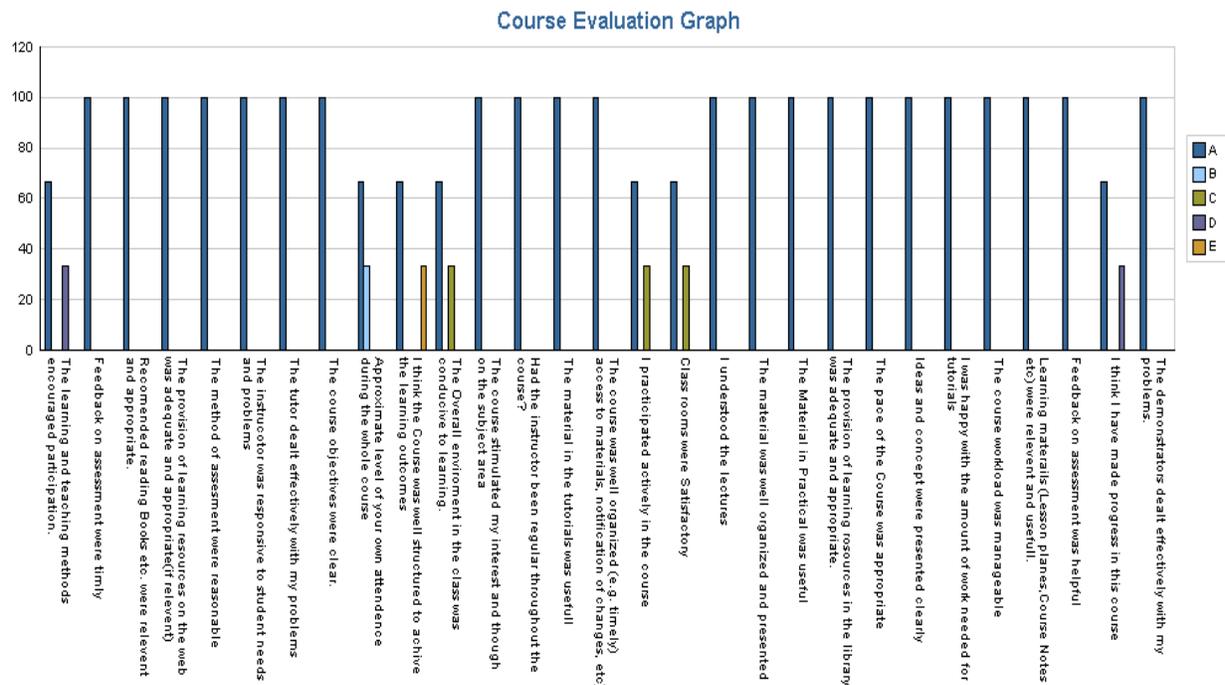
## Course Evaluation ANTH-702

The students are of the view that the recommended books and materials were useful and relevant. 70% of the students agreed that the course was structured according to the learning outcomes of the course. They said the instructor was responsive to their needs and problems and the overall classroom environment was conducive for learning. They said the course was well organized and they participated in the class. Around 10% of the students are uncertain regarding it and less than 10% disagreed with it. They said they understood the lectures, the pace of the course was appropriate and the assessment methods were reasonable and appropriate. Around 15% of the students were uncertain and less than 10% disagreed to this.



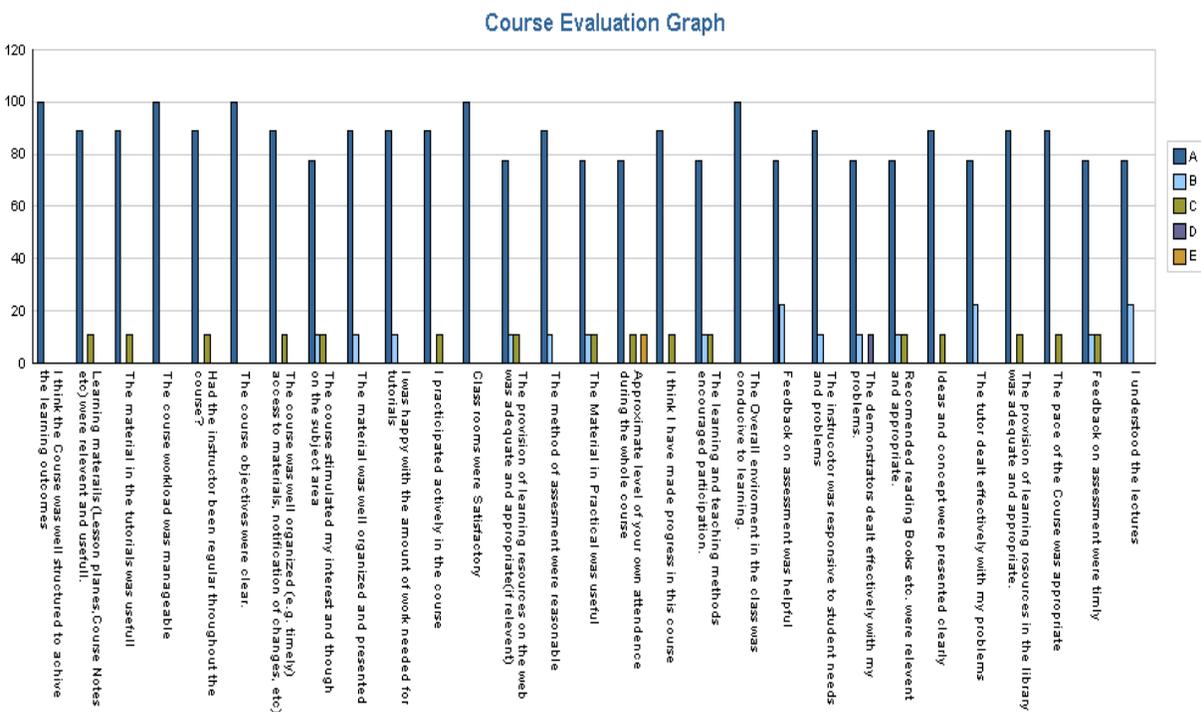
## Course Evaluation ANTH-705

The students said that the learning and teaching methods encouraged their participation. They all agreed that the feedback on the assessment was timely and helpful. They said the instructor was responsive to their needs and he dealt with their problems effectively. They agreed that the course objectives were clear to them. More than 40% students agreed that the classrooms were satisfactory and they participated actively in the class while more than 15% were uncertain about it. They agreed that they understood the lectures, the ideas and concepts were clear and they are happy with the amount of workload. More than 40% agreed that they have made progress in the course while the rest disagreed to this.



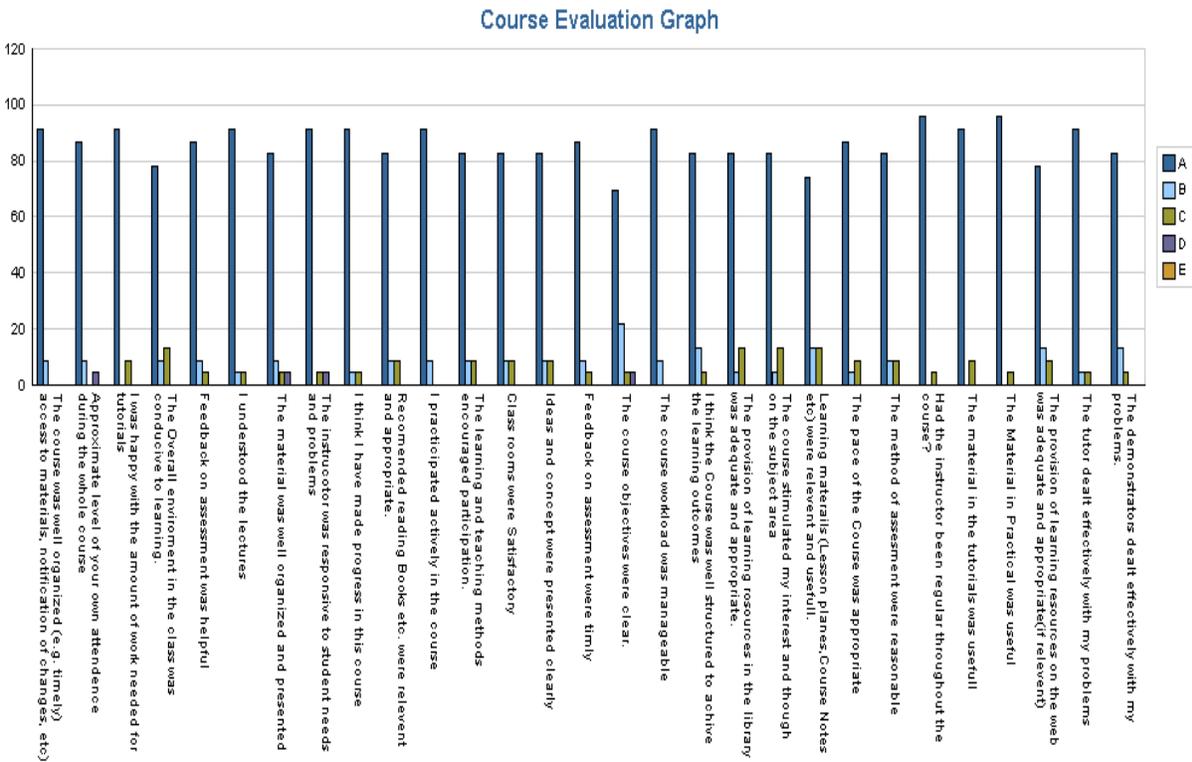
## Course Evaluation ANTH-712

The students strongly agreed that the course was well structured and the learning material was useful and relevant. They said the workload was manageable, the instructor was regular throughout the course and the course objectives were clear. Majority of the students reported that the course stimulated their interest and they participated actively in the class. They said the overall environment in the class was conducive for learning.



## Course Evaluation ANTH-725

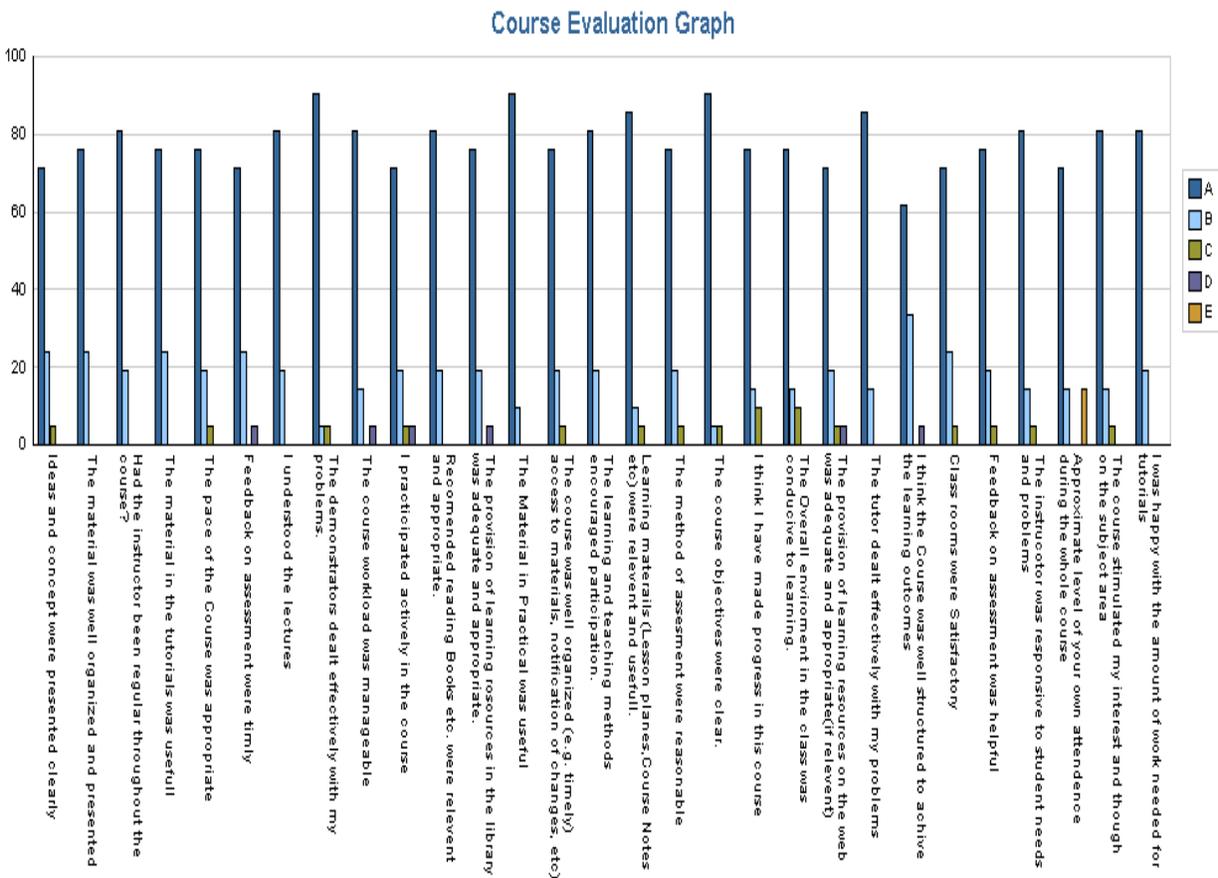
The students agreed that the course was well organized and their approximate level of attendance was satisfactory. They said they were happy with the amount of work load and it was manageable. They understood the lectures and they said that the feedback on the assessment was helpful and timely. They agreed that the course was well organized and presented. The teaching and learning methods encouraged their participation and they actively participated in the class. The ideas and concepts were presented clearly and they found the learning materials useful and appropriate. The students reported that the classrooms were satisfactory and the instructor had been regular throughout the course and their own approximate level of attendance was satisfactory. They agreed that the instructor dealt with their problems and needs effectively.



Session Fall-2013  
Proforma-1  
Course Evaluation

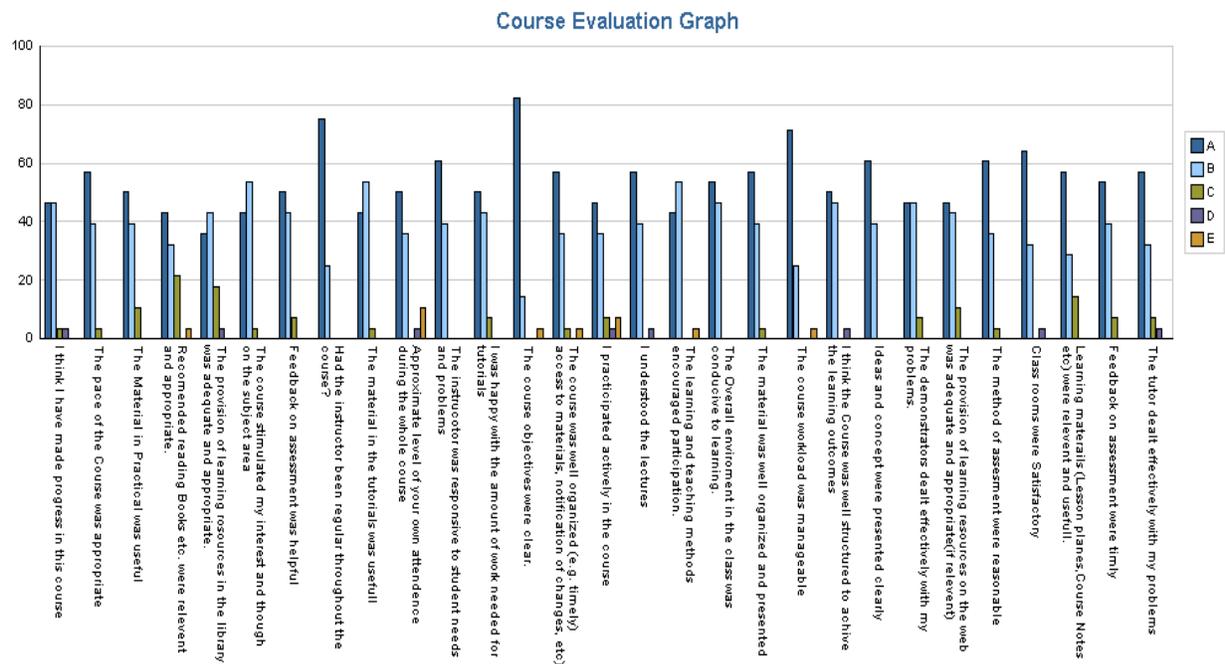
## Course Evaluation ANTH-704

Majority of the students strongly agreed and agreed that the course objectives were clear, the course was well organized and the work load was manageable. They said the their approximate level of attendance during the course was satisfactory and they participated actively in the class. They said they have made progress in the course. Most of the students strongly agreed and agreed that the course was well constructed and the teaching and learning methods encouraged their participation. They shared the books were and other learning materials were relevant and useful. They said the course stimulated their interest in the subject area, the ideas and concepts were clear to them and they are satisfied with the pace of the course. Regarding assessment methods, majority of the students said they were appropriate and the feedback on it was helpful.



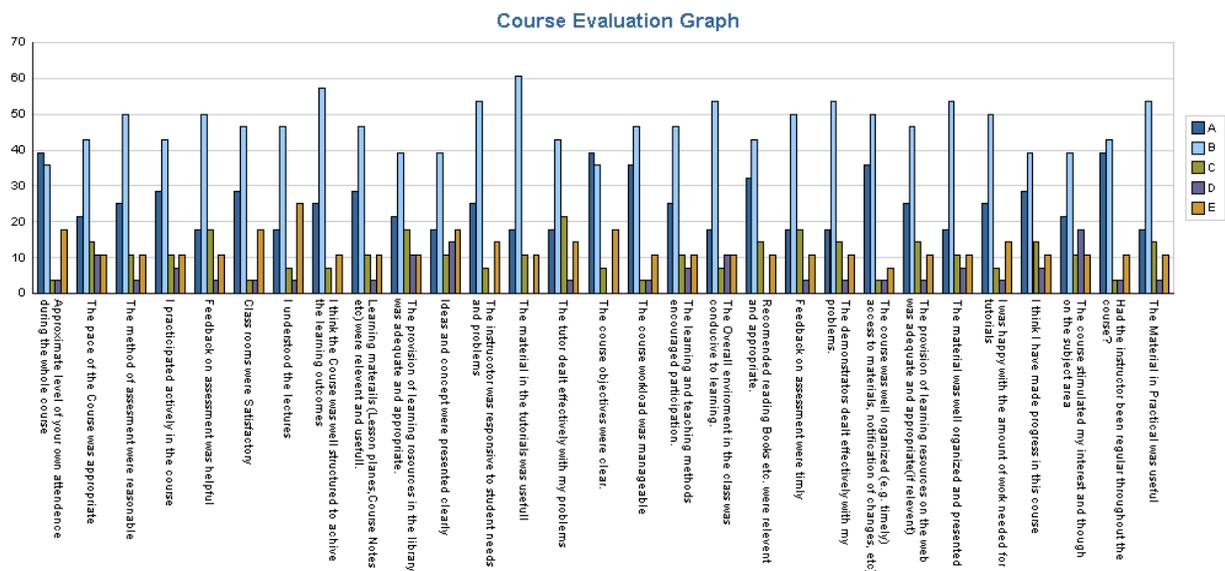
## Course Evaluation ANTH-709

The students evaluated the course and gave varied responses. Around 45% of the students strongly agreed and same percentage of them agreed that they have made progress in the course. More than 50% of the students shared that the pace of the course was appropriate and material used by the instructor were useful. More than 40% of the students said the recommended books were relevant and appropriate and are available in the library. Around 20% of the students disagreed to this. More than 40% shared that strongly agreed and agreed that the course stimulated their interest and the feedback of the instructor was helpful. All of the students shared that the instructor had been regular throughout the class. Majority of the students said that their attendance level in this course was good. They shared that the instructor was responsive to their needs and problems and they are satisfied with the amount of work load. More than 90% say the course objectives were clear. Majority of the students agreed that they participated well in the class and the overall environment in the class was conducive for learning. They think the methods of assessment were reasonable and the feedback on the assessment was timely.



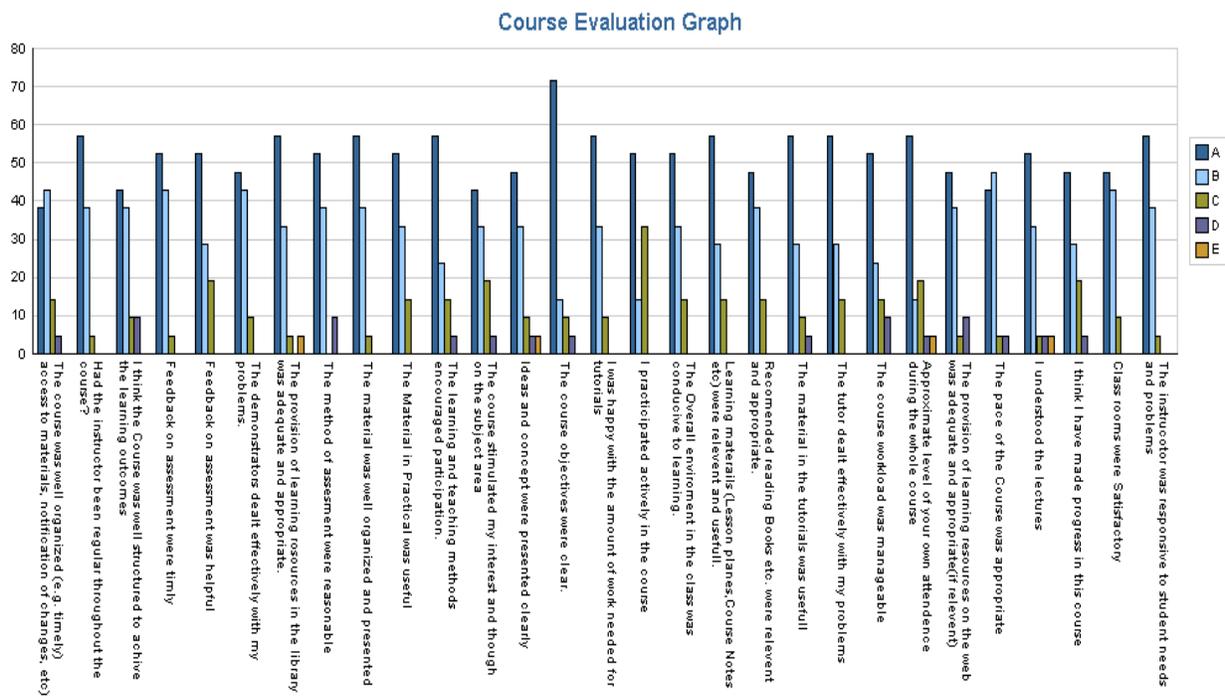
## Course Evaluation ANTH-701

The students studying this course said that their approximate level of attendance during this course was satisfactory and more than 15% of them disagreed to this. More than 20% strongly agreed and more than 40% agreed that the pace of the course was appropriate. Majority of them said that the methods of the assessment were reasonable and they participated in the class. Around 50% of the students think they understood the lectures and more than 20% disagreed to it. Majority of the students shared that the course was well structured and the learning materials were useful and relevant. Around 40% of them strongly agreed and more than 30% agreed the provision of the resources in the library was adequate and appropriate and around 30% of them disagreed to this. Majority of the students said that the ideas and concepts were clear, the instructor was responsive to the problems and needs of the students. They say the material in the tutorials was useful and the course objectives were clear. Around 35% strongly agreed and around 45% agreed that the course workload was manageable. Majority of the students agreed and strongly agreed that the overall environment in the class is conducive for learning and the recommended books were relevant and appropriate. They said that the instructor has been regular and their own attendance was satisfactory. They think that the course helped them to stimulate their interest in the subject.



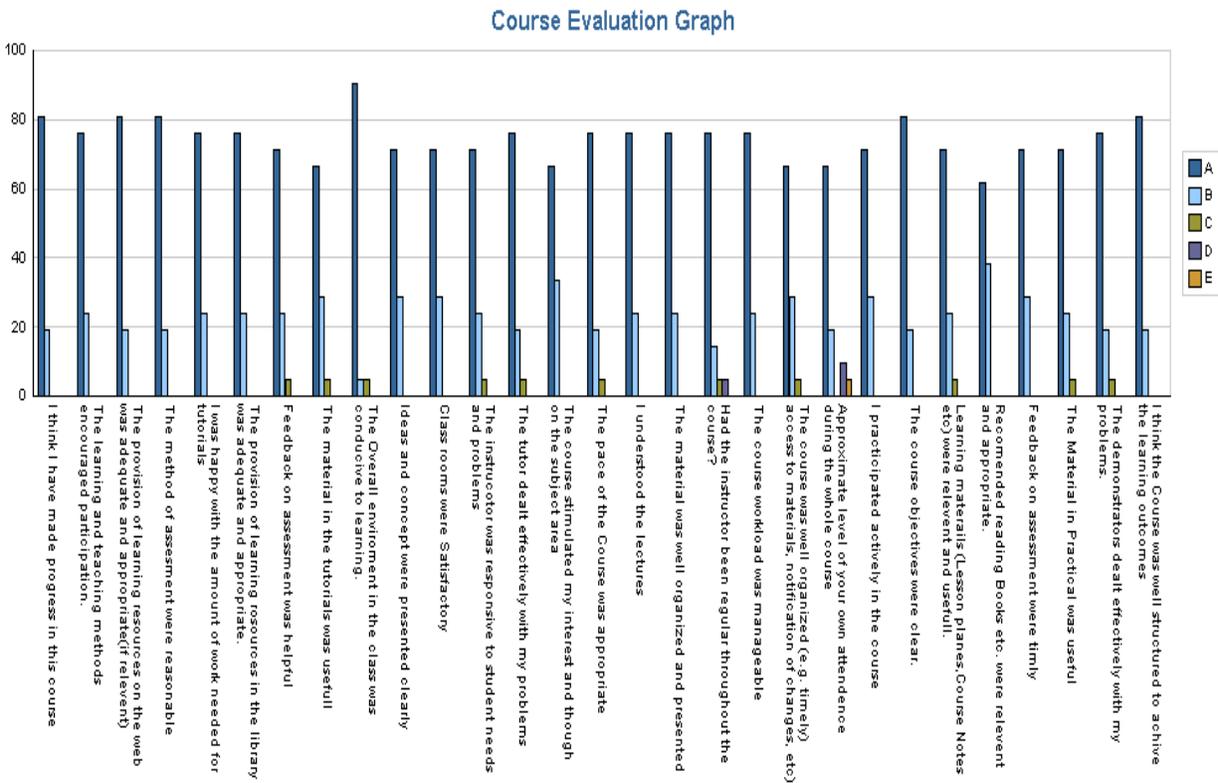
## Course Evaluation ANTH-726

Regarding this course, around 40% of the students strongly agreed and more than 40% agreed that the course was well organized. Most of the students agree that the instructor had been regular to the course, the feedback on the assessments was timely and it was helpful. More than 75% shared that the demonstrator dealt with the problems and the needs of the students effectively, the provision of the learning resources in the library was adequate and the method of the assessment was reasonable. The same percentage of the students agreed that the material was well presented and the teaching methods of the teacher encouraged their participation and think that this course has stimulated their interest in the subject area. Most of the students shared that the ideas and concepts were presented clearly and are satisfied with the amount of work and a 10% of them disagreed to these. Around 80% of the students say they participated actively in the class and more than 20% are uncertain about it. Most of the students shared that the learning materials are relevant and useful, the workload was manageable and the pace of the course was satisfactory. The students said they understood the lectures and the instructor was responsive to their needs.



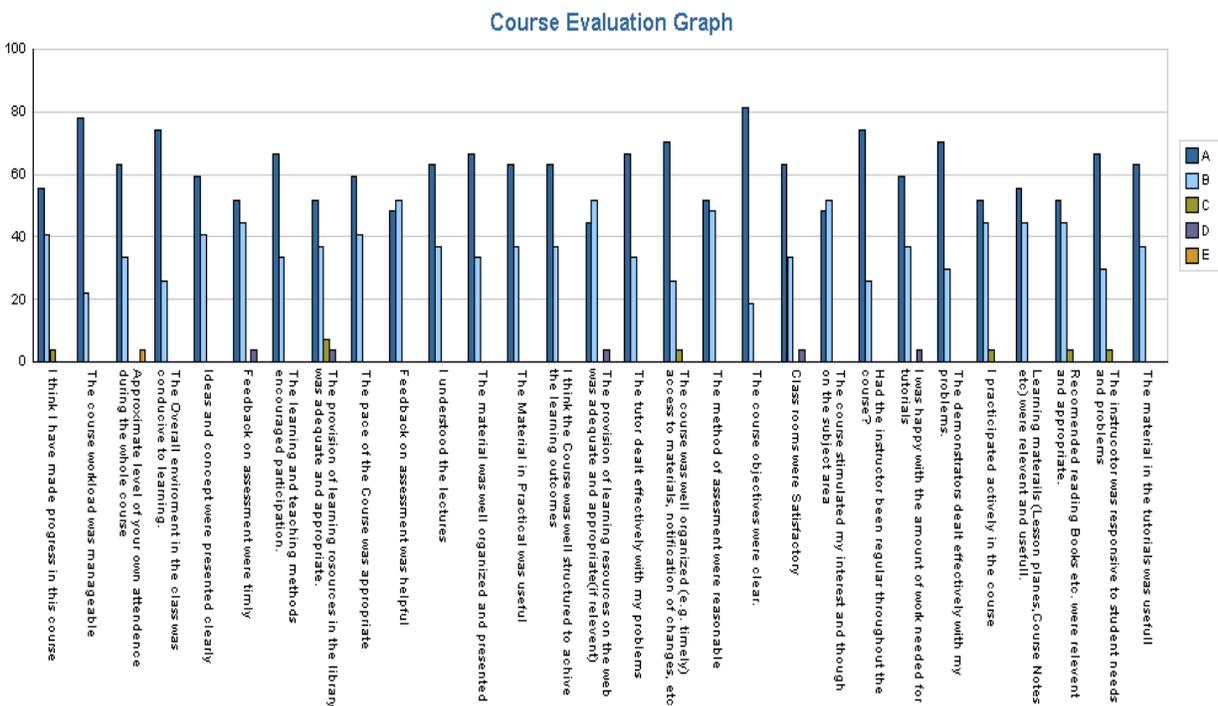
## Course Evaluation ANTH-707

The students said that they have made progress in the course and the learning and teaching methods encouraged participation. They shared that the assessment methods were reasonable and feedback on the assessment was helpful. They also said the materials shared are very useful and relevant and the overall classroom environment is conducive for learning. Majority of students are of the view that the ideas and concepts were presented very clearly, the course stimulated their interest and the pace of the course was appropriate. Most of the students agreed that they understood the lectures, the demonstrator was able to deal with their needs and problems effectively. They shared that the course objectives were clear and the course was well structured to achieve the learning outcomes.



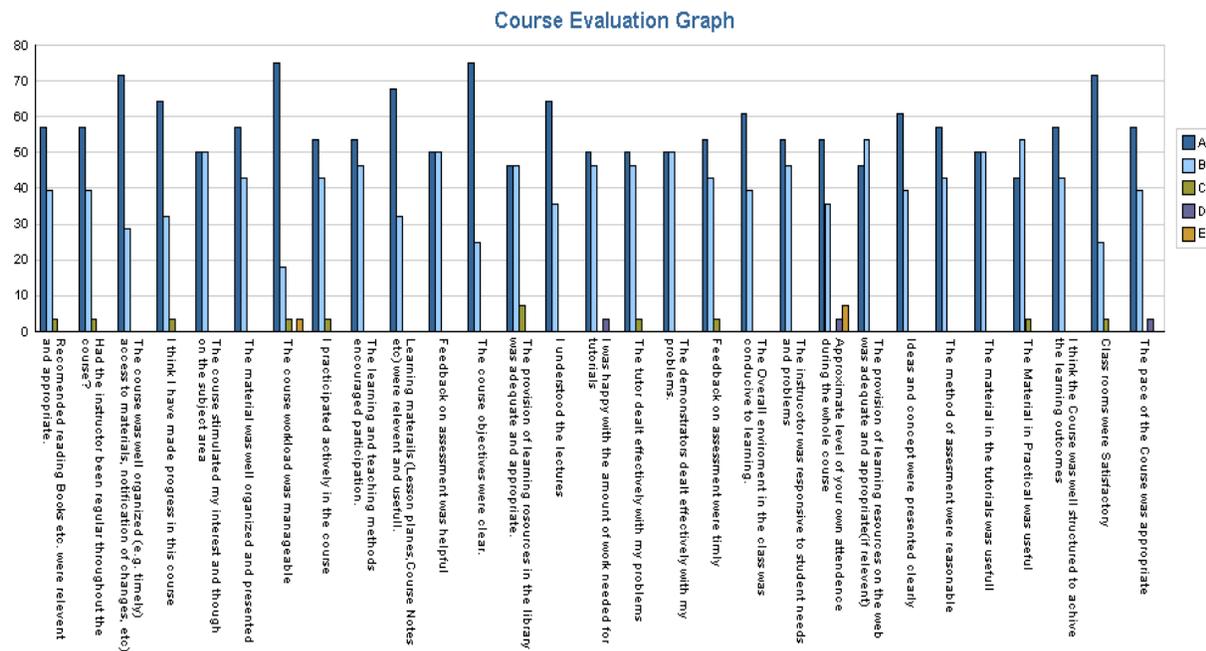
## Course Evaluation ANTH-710

More than 50% strongly agreed and 40% agreed that they have made progress in the course. Most of the students shared that the course load was manageable and their attendance during this course was satisfactory. They said that the overall environment in the class is conducive for learning. They said the ideas and concepts were presented very clearly, the learning material was very relevant and useful. They also shared that the feedback on their assessment was timely and helpful. They agreed that they understood the lectures, the teacher dealt with their problems and needs effectively and the methods of assessment were reasonable. Majority of the students agreed that the course objectives were clear, classrooms were satisfactory, and the course stimulated their interest. They were happy with the amount of workload and they participated actively during the class. They found the learning materials and recommended books relevant and appropriate. They also shared that the instructor was responsive to their needs and problems.



## Course Evaluation ANTH-703

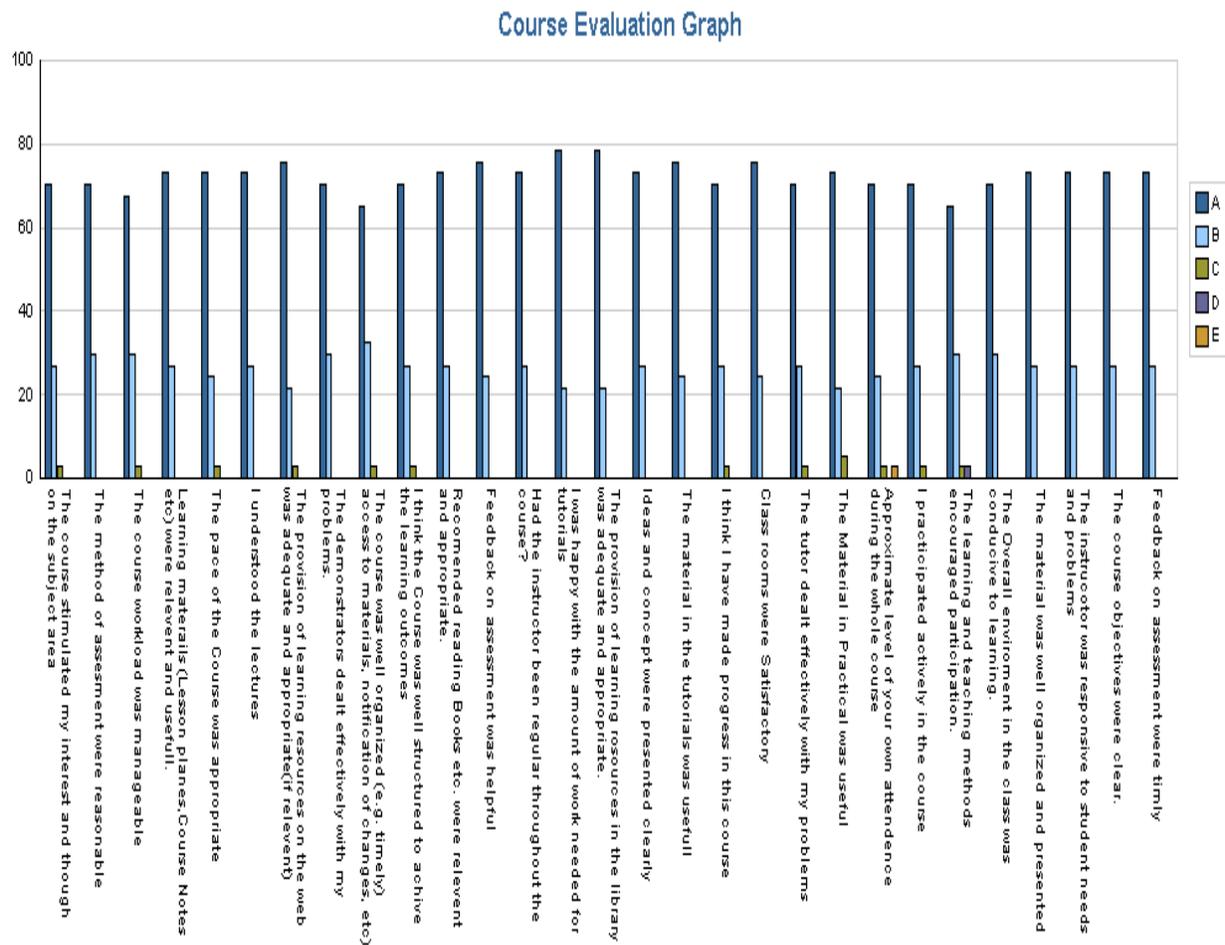
The majority of the students agreed that the recommended books were relevant and appropriate. They said the instructor had been regular throughout the course. They agreed that the course was well organized and they have made progress in the course. This course has stimulated their interest. They shared that the course was well organized and the work load was manageable. They feel that they participated well in the class and the learning and teaching methods encouraged their participation. They found the learning materials very relevant and useful. 50% of the students strongly agreed and the remaining 50% agreed that the feedback on the assessment was helpful. More than 70% agreed that the course objectives were clear. Majority of the students agreed that they understood the lectures and they were happy with the amount of workload. They said the ideas and concepts were presented very clearly. They found the material very useful and relevant. They found the course structured according to the learning outcomes. They found the classrooms satisfactory and they agreed that the pace of the course was appropriate.



Session Spring-2014  
Proforma-1  
Course Evaluation

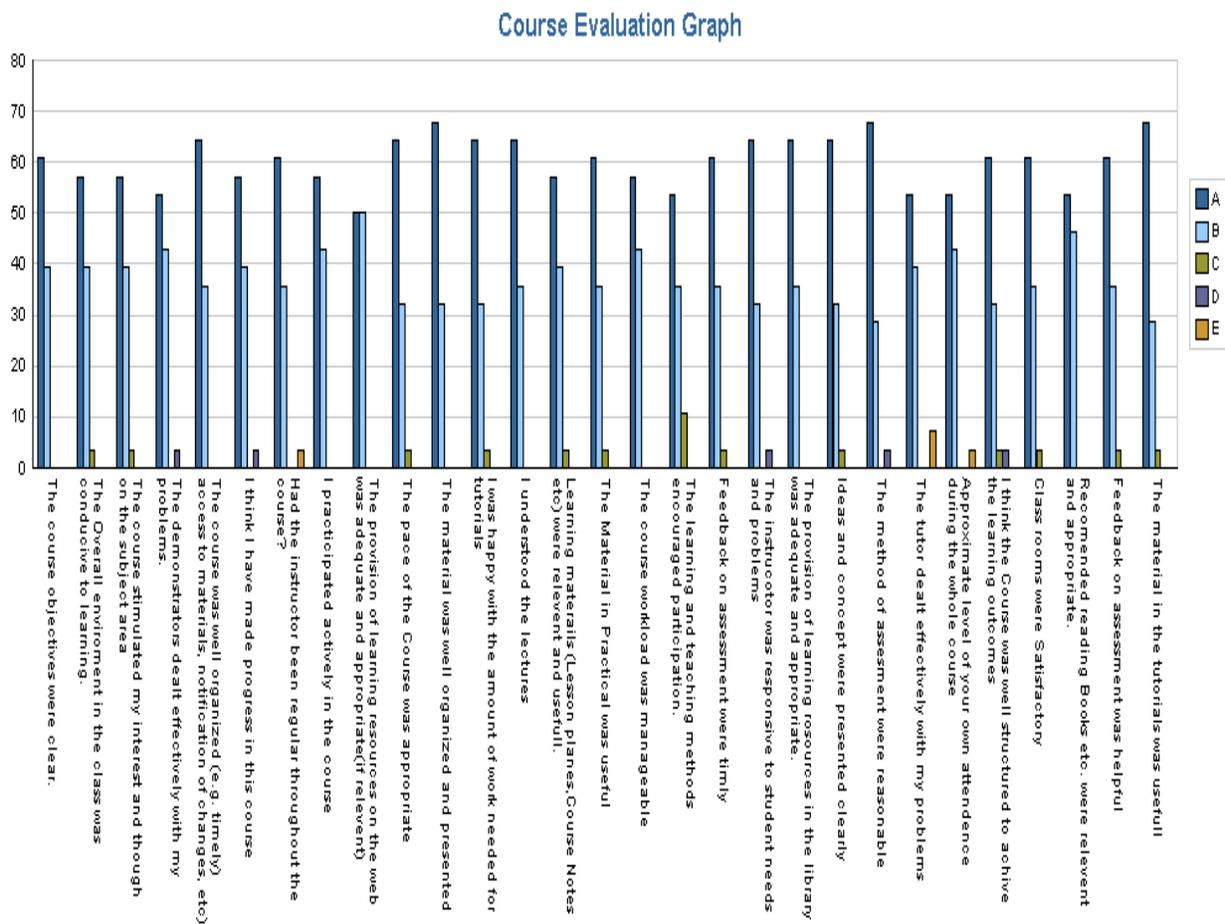
## Course Evaluation ANTH-713

The majority of the students agreed and strongly agreed that the this course has stimulated their interest in the subject area. Regarding the assessment methods they all said they were appropriate and the feedback was helpful. They said the pace of the course was appropriate and they understood the lectures. They reported that the shared learning materials were available and very much relevant to the course. They also said the course was well structured and they were happy with the amount of work load. They said that the instructor dealt with their problems and needs effectively. They are satisfied with the feedback on the assessment and they all agreed that the course objectives were clear to them.



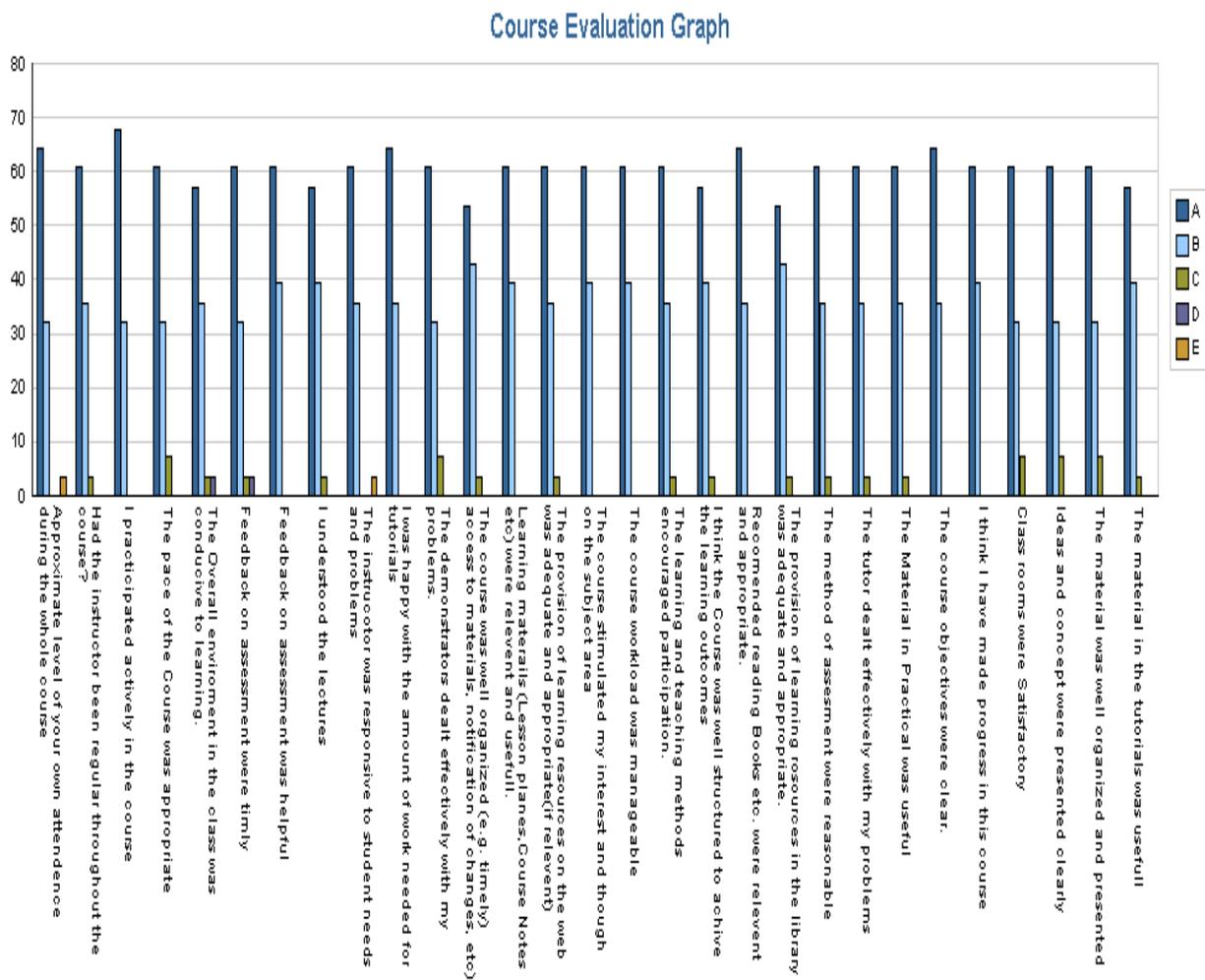
## Course Evaluation ANTH-706

The students shared that the course objectives were clear to them and the overall environment in the class was conducive for learning. They said the course stimulated their interest in this subject area and less than 10% were uncertain about it. Majority said the instructor dealt with their problems and needs effectively and the instructor had been regular throughout the course. Most of the students think they have made progress in the course and less than 10% disagreed to this. They were satisfied with the pace of the course and they found the books and learning materials useful and relevant. They think the course was well structured, classrooms were satisfactory and their approximate level of attendance was satisfactory and less than 10% are either uncertain or disagree o this.



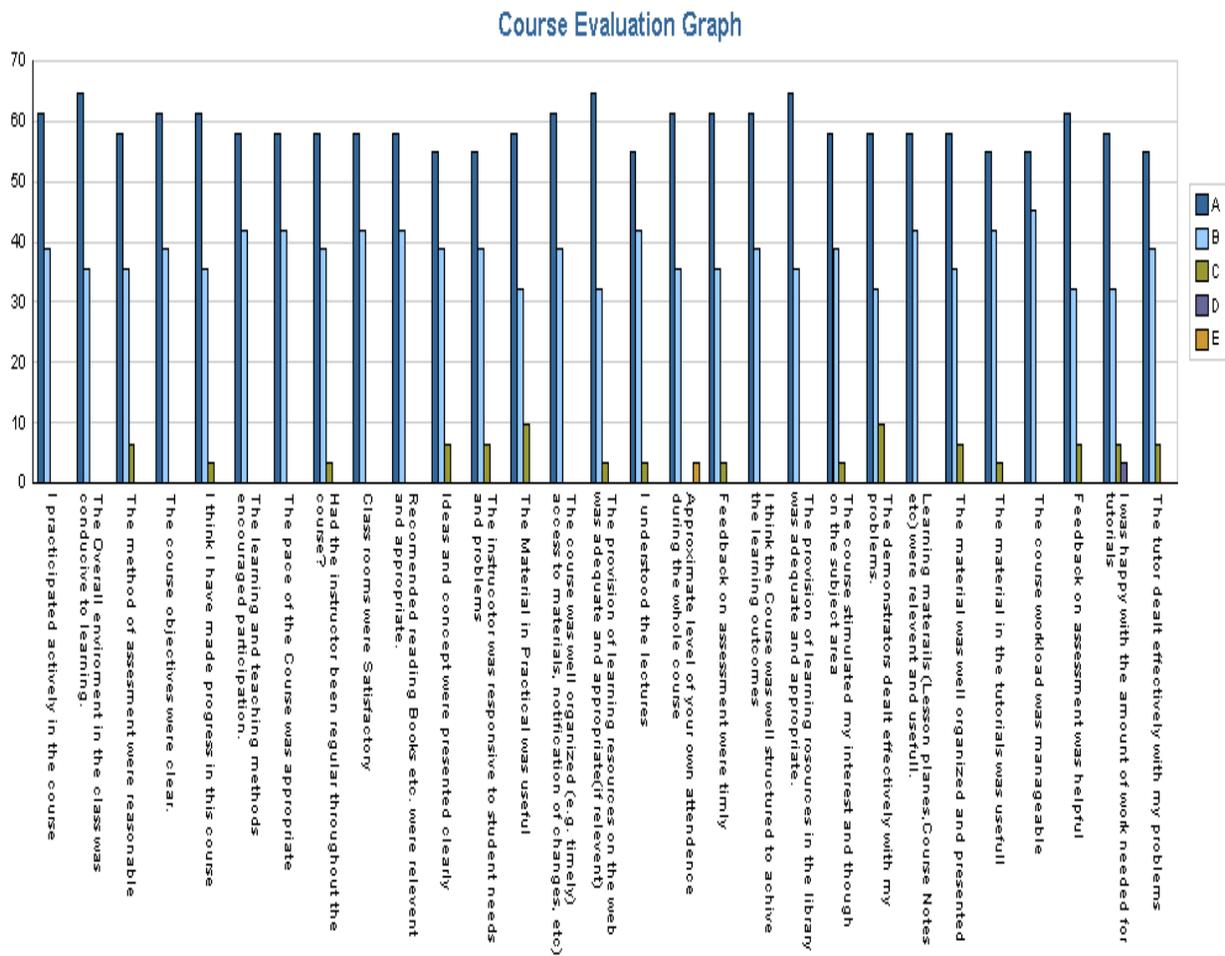
## Course Evaluation ANTH-707

The students strongly agreed and agreed that the approximate level of their attendance was satisfactory and the instructor had been regular throughout the course. They reported the course pace was appropriate and they participated actively in the class. They said the feedback on the assessment was timely and helpful. They shared that they understood the lectures and the instructor dealt with their problems and needs effectively. They said the course stimulated their interest and they found the books and learning materials very useful. They said they understood the course objectives and the ideas and concepts were clear to them. Most of the students said the classrooms were satisfactory and the material presented was relevant and appropriate.



## Course Evaluation ANTH-725

The students reported that they participated actively in the class and the overall environment in the class was conducive for learning. They agreed that the assessment methods were appropriate and the feedback on the assessment was timely and helpful. They were satisfied with the pace of the course. They also said that the instructor had been regular throughout the their own approximate level of attendance. They said that the instructor was responsive to their needs. They shared that the books and learning materials were relevant and useful. Regarding this course they also said that it stimulated their interest in the subject area and they understood the lectures. They said the classrooms were satisfactory and the overall course was well structured. They are satisfied with the amount of work load and said it was manageable.



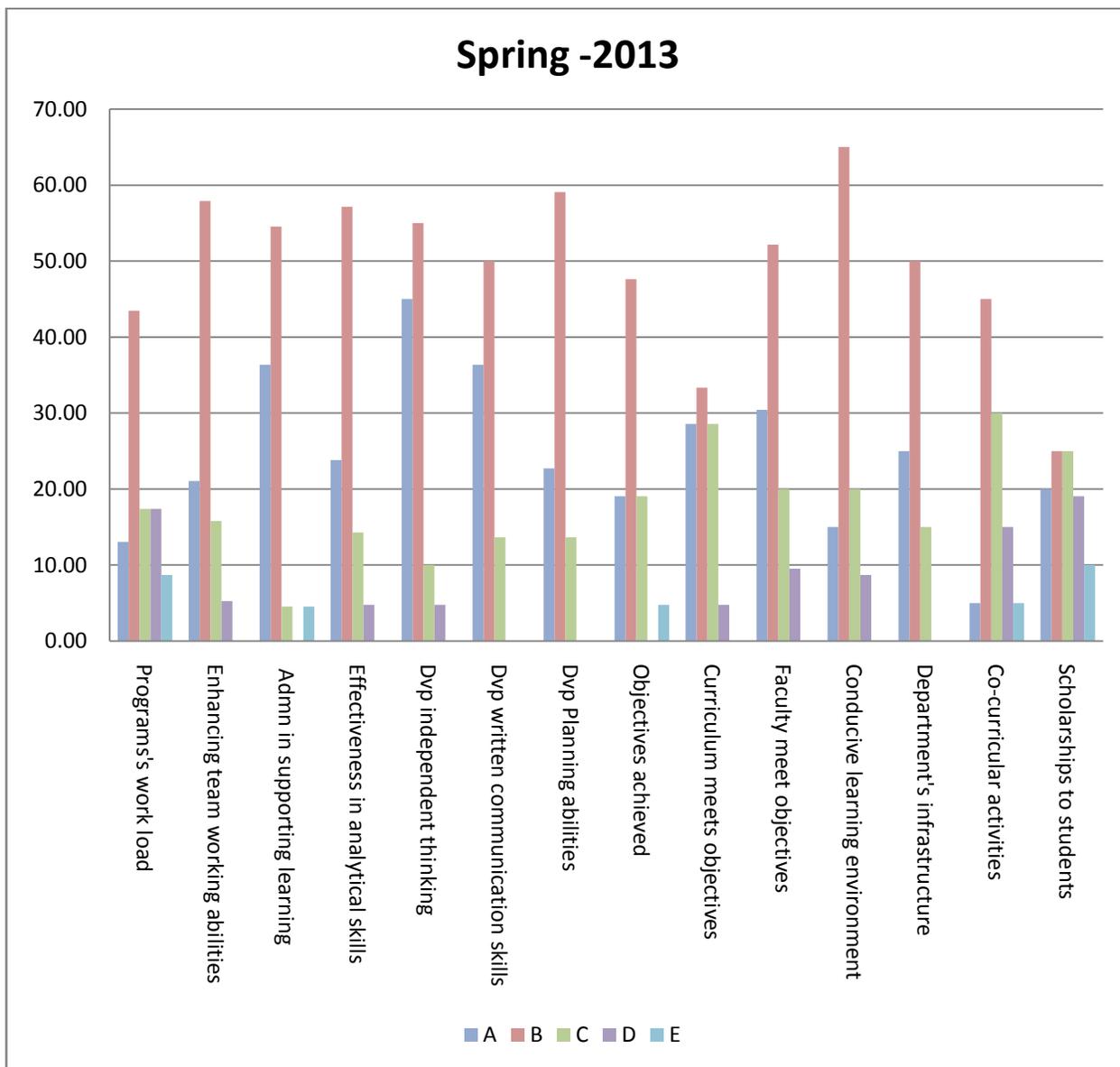
Session Spring-2013,2014

Proforma-3

Survey of Graduating Students

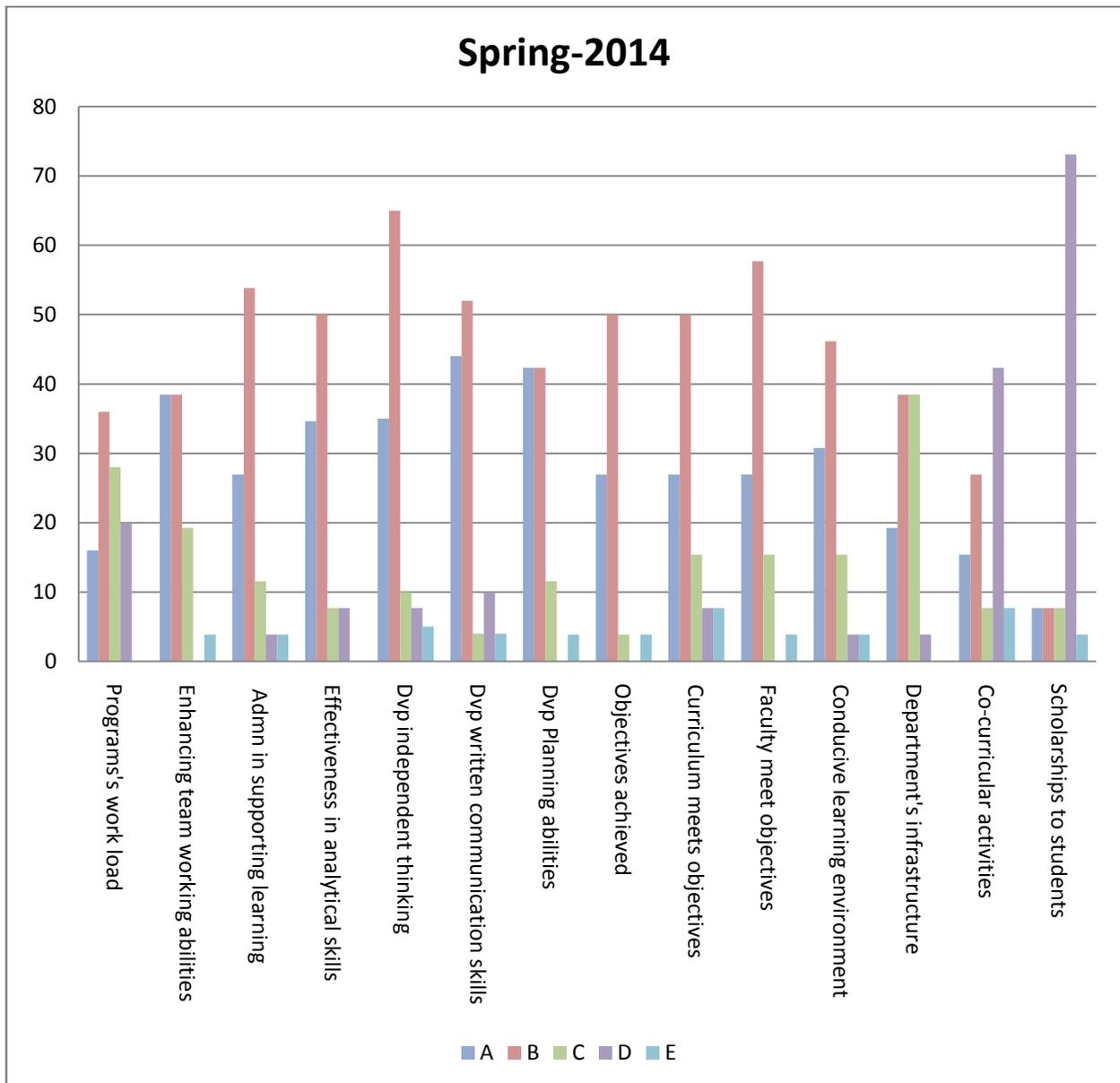
### Proforma 3: Survey of Graduating Students Session Spring-2013

The following table gives a clear picture on the review of course and research work by the students of the final semester. A majority of students i.e. 50-65% were satisfied with the program objectives and the way it has been taken up. 10-20% students were highly satisfied with the program whereas the remaining had a mixed view.



### Proforma 3: Survey of Graduating Students Session Spring-2014

The following table gives a clear picture on the review of course and research work by the students of the final semester. Half of the students were satisfied with the program objectives and the way it has been taken up and 15-35% students were highly satisfied with the program whereas the remaining had a mixed view.



Session Spring-2013

Proforma-4

Research Students Progress

Review Form

### Research Students Progress Review Spring 2013

S.No	Name & Regd. No.	Date of admission	Date of initiation of research	Date of completion of course work	Credit hours	Synopsis defense	Research Title
1.	Shams Zoha Ali 11-arid-2199	03-10-2011	July 2012	Feb. 2013	53	Sep. 2012	Rights of Self Determination and Extent of Influence of Elite Class on Political Orientation of Local People: A Study in Taunsa, Dera Ghazi Khan
2.	Shamsa Waheed 11-arid-2200	03-10-2011	July 2012	Feb. 2013	53	Sep. 2012	An Ethnographic Study of The Shrine of Baba Lal Shah in Surasi, New Murree
3.	Attiya Batool 11-arid-2184	03-10-2011	July 2012	Feb. 2013	53	Sep. 2012	An Ethnographic Study of The Shrine At Golra Shareef, Islamabad with Emphasis on Beliefs, Rites and Rituals Practiced At The Shrine
4.	Waqas Mahmood 11-arid-2204	03-10-2011	July 2012	Feb. 2013	53	Sep. 2012	A Study of The Bio-Cultural Causes of Patients Suffering From Hepatitis Infections Visiting District Head Quarters Hospital, Dera Ghazi Khan.
5.	Mehwish Ashraf 11-arid-2228	03-10-2011	July 2012	Feb. 2013	53	Sep. 2012	To Find out The Effects of Water Scarcity on The Local People of Rawalakot, AJK.
6.	Ghulam Sammi 11-arid-2187	03-10-2011	July 2012	Feb. 2013	53	Sep. 2012	A Study of Culture-Specific Mental Disorders Among Patients in Mental Hospital, Jail Road, Lahore.
7.	Wajid Ali 11-arid-2203	03-10-2011	July 2012	Feb. 2013	53	Sep. 2012	An Analysis of Thana Culture And Its Effects on Local People: A Study of Police Station, Saddar, Jhang.
8.	Faiza Sajjad 11-arid-2185	03-10-2011	July 2012	Feb. 2013	53	Sep. 2012	A Study on Interrelationship of Human Resources and Water Shed Management in Rural Islamabad
9.	Haris Farooq 11-arid-2188	03-10-2011	July 2012	Feb. 2013	53	Sep. 2012	A Study of Effects of Globalization on Diminishing Cultural Pastimes in Malakwal City, Mandi Bahauddin
10.	Muhammad Sohail 11-arid-2192	03-10-2011	July 2012	Feb. 2013	53	Sep. 2012	Water Management Technologies and Rate of Adaptation among Rural Population of Murree Hills
11.	Quratul Ain Ali 11-arid-2197	03-10-2011	July 2012	Feb. 2013	53	Sep. 2012	A Study of Cultural Factors responsible for Schizophrenia in Fountain House, Lahore
12.	Mashal Malik 11-arid-2207	03-10-2011	July 2012	Feb. 2013	53	Sep. 2012	A Study on Gender Perspective in adaptation of Improved Livelihood and Agro-based Technologies in mountainous Rawal Watershed

							Areas.
13.	Adnan Nasir 11-arid-2208	03-10-2011	July 2012	Feb. 2013	53	Sep. 2012	Conflict and Power Group Dynamics: A Comparative Study of Muddling Punjabi Villages of Tehsil Duniyapur, District Lodharaan
14.	SyedaAimenHadi 11-arid-2209	03-10-2011	July 2012	Feb. 2013	53	Sep. 2012	A Study on Effectiveness of Demonstration Centers creating awareness among Farmers to adopt Modern Farming in Rural Islamabad
15.	AbidaKhatoon 11-arid-2182	03-10-2011	July 2012	Feb. 2013	53	Sep. 2012	Education system and identity Crisis; a study of minority groups in Rawalpindi
16.	Nida Salam 11-arid-2195	03-10-2011	July 2012	Feb. 2013	53	Sep. 2012	Ethnographic study of Stone art in Taxilla
17.	NimraZainab 11-arid-2196	03-10-2011	July 2012	Feb. 2013	53	Sep. 2012	Mineral excavation & environmental issues; a study in District Attock
18.	Saifullah 11-arid-2198	03-10-2011	July 2012	Feb. 2013	53	Sep. 2012	Cultural Perceptions about STDs in D.G. Khan
19.	ZaibunNisa 11-arid-2205	03-10-2011	July 2012	Feb. 2013	53	Sep. 2012	Curriculum Analysis & teaching methodologies in schools of Chakwal
20.	ZuneraNasreen 11-arid-2206	03-10-2011	July 2012	Feb. 2013	53	Sep. 2012	Settlement pattern & environmental hazards; a study of NaalaLaeeey
21.	FiazNazir 11-Arid-2186	03-10-2011	July 2012	Feb. 2013	53	Sep. 2012	Socio-economic problems faced by minorities. A study in Christian colony Islamabad
22.	Muhammad Sohail 11-Arid-2193	03-10-2011	July 2012	Feb. 2013	53	Sep. 2012	Rituals and beliefs of pilgrims visiting Darbar of HazratSakhiSarwar, Dera Ghazi Khan.
23.	Nadia Ilyas 11-Arid-2194	03-10-2011	July 2012	Feb. 2013	53	Sep. 2012	Dilemmas faced by youth due to unemployment.
24.	Sara Latif 11-Arid-2229	03-10-2011	July 2012	Feb. 2013	53	Sep. 2012	Effects of social networking on youth of Islamabad.
25.	ArshiaFeraz 11-Arid-2183	03-10-2011	July 2012	Feb. 2013	53	Sep. 2012	A study of Dar-ul-Aman with particular focus on its role in repatriation of women to their families.
26.	IrsaArooj 11-Arid-2210	03-10-2011	July 2012	Feb. 2013	53	Sep. 2012	Issues of forced marriages in KallerSyedan, Rawalpindi.

## 7. Progress in research since last review

The students who were enrolled in 2011 have completed their fieldwork and submitted their dissertations too. Most of the students have passed out whereas a few are awaiting their viva exam.

### **8. Comments on level of supervision received**

Majority of the students i.e. almost 80% are satisfied with the level of supervision received. 10% of the students have answered that they were not highly satisfied from their thesis supervisor since they are extremely busy in their official and administrative responsibilities. Rest of the 10% students are not satisfied since they claim that the co-supervisors have not given a critical review or analysis of their research work.

### **9. Plans for achievement over six months**

Most of the students have completed their research and are currently working on their research papers. Some have also got jobs whereas the rest are still searching for good opportunities. A few students have enrolled in their M.Phil programs and some more are awaiting their final results to apply.

### **10. Comments on generic/subject specialist training**

Half of the students have commented on generic or subject specialist training that they have received internally. The other half of the students are interested to get some more hands on training skills externally as well.

### **11. Access to sophisticated scientific equipment**

Since the students are doing a degree in Anthropology which is a purely social science domain none of the students requires any scientific equipment except some well equipped computer labs which is currently not available.

### **12. Availability of sufficient research material/commodities**

All the students have commented that they have easy access to these commodities i.e. library, books and reference letters which are all managed by the faculty members. Since a major lot of the students are interested to get the support from the university a seminar library/departmental library along with a computer lab can help them doing their research well.

Session Spring-2014  
Proforma-4  
Research Students Progress  
Review

## Research Students Progress Review Spring 2014

S.No	Name & Regd. No.	Date of admission	Date of initiation of research	Date of completion of course work	Credit hours	Synopsis defense	Research Title
1.	AbidaParveen	28-09-2012	July 2013	Feb. 2014	50	Sep. 2013	Rapidly Deteriorating Socio-Economic Conditions and their Effects on the Cure and Treatment of Cancer Patients: A Study in Noori Hospital, Islamabad
2.	AimenSaleem	28-09-2012	July 2013	Feb. 2014	50	Sep. 2013	An Ethnographic Study of Farming Community in Kasrah, Attock.
3.	AmnaSaadia	28-09-2012	July 2013	Feb. 2014	50	Sep. 2013	An Ethnography of Tourism and Resident Population in Rohtas Fort.
4.	AnumMajeed	28-09-2012	July 2013	Feb. 2014	50	Sep. 2013	Mortality Causes among Aging Population of Chakwal
5.	AnumNazAbbas	28-09-2012	July 2013	Feb. 2014	50	Sep. 2013	Forced Marriages as a Mean of Mate Selection in Jhelum.
6.	HumaraBibi	28-09-2012	July 2013	Feb. 2014	50	Sep. 2013	Causes of Generation Gap and its Effects on Younger Generations: A Study in Village Lehri Jhelum.
7.	MamoonRaza	28-09-2012	July 2013	Feb. 2014	50	Sep. 2013	Abandoning Professions, A Study of Occupational Castes in Chakwal
8.	Maria Amjad	28-09-2012	July 2013	Feb. 2014	50	Sep. 2013	Urban Agriculture in Chakwal: A Study of Vegetable Growers.
9.	MarriamJavaid	28-09-2012	July 2013	Feb. 2014	50	Sep. 2013	A Study of Local Irrigation Management System
10.	Maryam Habib	28-09-2012	July 2013	Feb. 2014	50	Sep. 2013	An Ethnographic Study of Traditional Methods of record Keeping Among Farming Communities of Chakwal
11.	Mudassar Ali	28-09-2012	July 2013	Feb. 2014	50	Sep. 2013	Human Rights Violation in Mining Sector of Chakwal
12.	Muhammad BaqirAyyub	28-09-2012	July 2013	Feb. 2014	50	Sep. 2013	Gerontological Perspective of Land Tenure System Defects and Commercial Agriculture in District Jhelum.
13.	NomanaSadaf	28-09-2012	July 2013	Feb. 2014	50	Sep. 2013	Effects of Tourism on the Local Economy of KallarKahar
14.	Qanita Ahmed	28-09-2012	July 2013	Feb. 2014	50	Sep. 2013	A Study of Bonded Labor in Chakwal
15.	Qurat-UI-Ain	28-09-2012	July 2013	Feb. 2014	50	Sep. 2013	Spiritual Healing in Potohar: A Case Study of a Shrine in Jhelum.
16.	RubabKhaliq	28-09-2012	July 2013	Feb. 2014	50	Sep. 2012	A Study of Wheat Harvesting Practices. A Gender

							Perspective in Village Thatta, Attock.
17.	Saeed Ahmad	28-09-2012	July 2013	Feb. 2014	50	Sep. 2013	An Anthropological Perspective on Elder Abuse and Discrimination in a Potohari Village.
18.	SairaPerveen	28-09-2012	July 2013	Feb. 2014	50	Sep. 2013	Hypergamy and Social Mobility: A Case Study of International Migration
19.	Samia Aurangzeb	28-09-2012	July 2013	Feb. 2014	50	Sep. 2013	Disease-Illness Dichotomy among Pregnant Rural Women of Jhelum.
20.	Sana Ashfaq	28-09-2012	July 2013	Feb. 2014	50	Sep. 2013	Feminization of Diseases: A Case Study of Health Issues among Unmarried Females in a Potohari Village.
21.	Sana Tahir	28-09-2012	July 2013	Feb. 2014	50	Sep. 2013	Social Transformation and Group Solidarity: A Case Study of Mechanized Agriculture in Jhelum.
22.	SumairaBibi	28-09-2012	July 2013	Feb. 2014	50	Sep. 2013	Status of Nurses in the Eyes of General Public and their Role in the Allopathic form of Treatment. A Study in P.I.M.S.
23.	SyedaIqra Bashir	28-09-2012	July 2013	Feb. 2014	50	Sep. 2013	Indigenous Knowledge System and Practices among Farming Communities in Attock.
24.	Sana Shaukat	28-09-2012	July 2013	Feb. 2014	50	Sep. 2013	An Ethnographic Study of Kumhar in Chakwal

## 7. Progress in research since last review

The students who were enrolled in 2012 are in their 4<sup>th</sup> semester now. All the research they have done as yet includes their literature review which they have conducted for their synopsis. 40% of the students have completed their research work and have submitted their second drafts of the thesis. 25% of the students are still in field, 25% are working on their thesis write up whereas 10% of the students are either completing their CGPA requirement or gearing up for their fieldwork.

## 8. Comments on level of supervision received

Majority of the students i.e. almost 50% are satisfied with the level of supervision received. 20% of the students have answered that they were not highly satisfied from their thesis supervisor while rest of the 30% are highly satisfied with the level of supervision received. A major lot of

the students are not satisfied since they claim that the co-supervisors have not given a critical review or analysis of their research work.

### **9. Plans for achievement over six months**

Around 50% of the students planned to complete their research in next 6<sup>th</sup> months by completing their field work and thesis writing. Some of them are not completing the requirement of 2.5 CGPA for the award of degree hence, they are planning to take extra courses and repeat the failed courses to fulfill their degree requirement. 30% students have no idea and are uncertain about their future plans.

### **10. Comments on generic/subject specialist training**

Around 50% of the students have not commented on generic or subject specialist training that they have received internally. 30% of the students have replied no in response to this question whereas 20% of the students have commented that they wish to get some external training i.e. specialized and then help them in their research.

### **11. Access to sophisticated scientific equipment**

All the students have commented that they have easy access to these commodities i.e. library, books and reference letters which are all managed by the faculty members. Since a major lot of the students are interested to get the support from the university a seminar library/departmental library along with a computer lab can help them doing their research well.

### **12. Availability of sufficient research material/commodities**

60% of the students have commented that they have easy access to these commodities i.e. library, books and reference letters. 30% of the students have not replied to this question. The remaining 10% have commented that they have access to the required facilities to some extent.

# Proforma-5

## Faculty Survey

## FACULTY SURVEY

S. No	Questions	Dr. AbidGhafoor Chaudhry	Zaheer Adnan	MahwishZeesha n	Humera Dinar
1	Your mix of research, teaching and community service	A	B	B	B
2	The intellectual Stimulation of your work	A	C	B	B
3	Type of teaching /research you currently do	B	B	B	B
4	Your interaction with students	B	B	B	B
5	Cooperation you receive from colleagues	A	B	A	B
6	The mentoring available to your	B	C	A	C
7	Administrative support from the department	B	C	E	C
8	Providing clarity about the faculty promotion process	C	D	C	C
9	Your prospects for advancement and progress through ranks	C	D	D	D
10	Salary and compensation package	C	B	E	E
11	Job security and stability at the department	B	C	C	E
12	Amount of time you have for yourself and family	B	D	B	B
13	The overall climate at the department	B	B	C	B
14	Whether the department is utilizing your experience and knowledge	B	B	B	B

15	What are the best programs/factors currently available in your department that enhance your motivation and job satisfaction?	Individual mentoring, Liberty to work independently.	_____	_____	Opportunities to engage in professional research writing.
16	Suggest programs/factors that could improve your motivation and job satisfaction?	Concentration on research, assignments, initiation of new M. Phil programs.  Networking with donors/INGOs/NGO  Extension of research Chores in new areas.	_____	Better academic opportunities, academic environment, administrative support	Initiation of some new programs, and job security.

A: Very satisfied  
dissatisfied

B: Satisfied

C: Uncertain

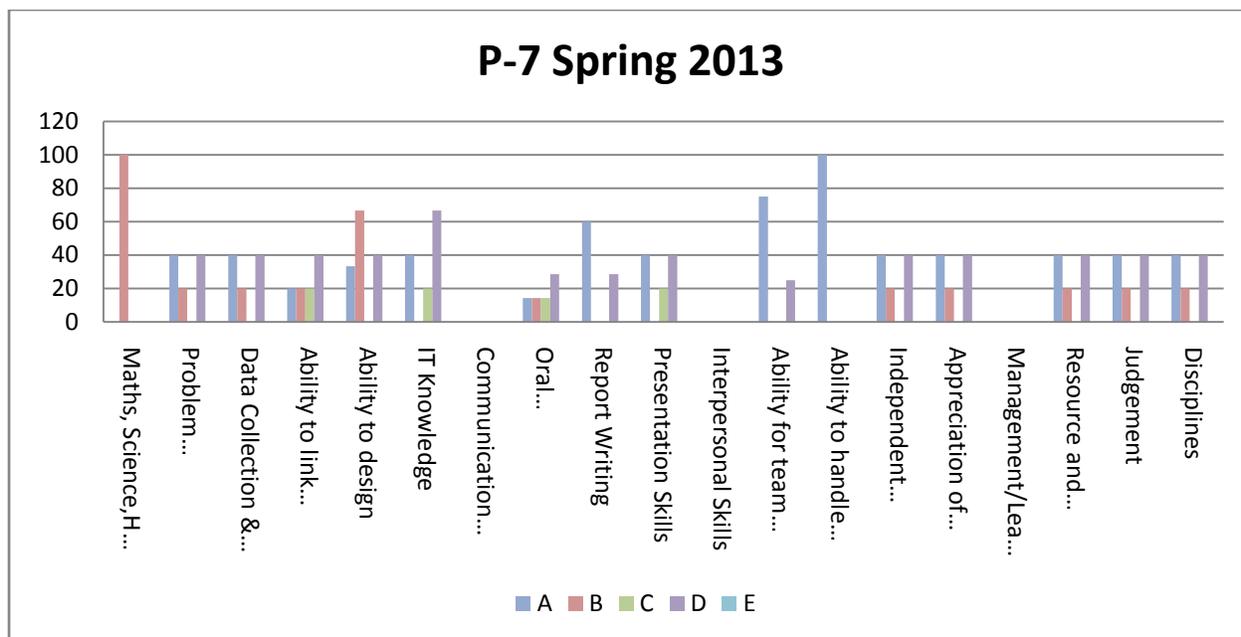
D: Dissatisfied

E: Very

Proforma-7  
Alumni Survey  
Spring-2013

## Alumni Survey

The students who graduated in Spring-2013 have given the following responses on their discipline, management, interpersonal and communication skills.



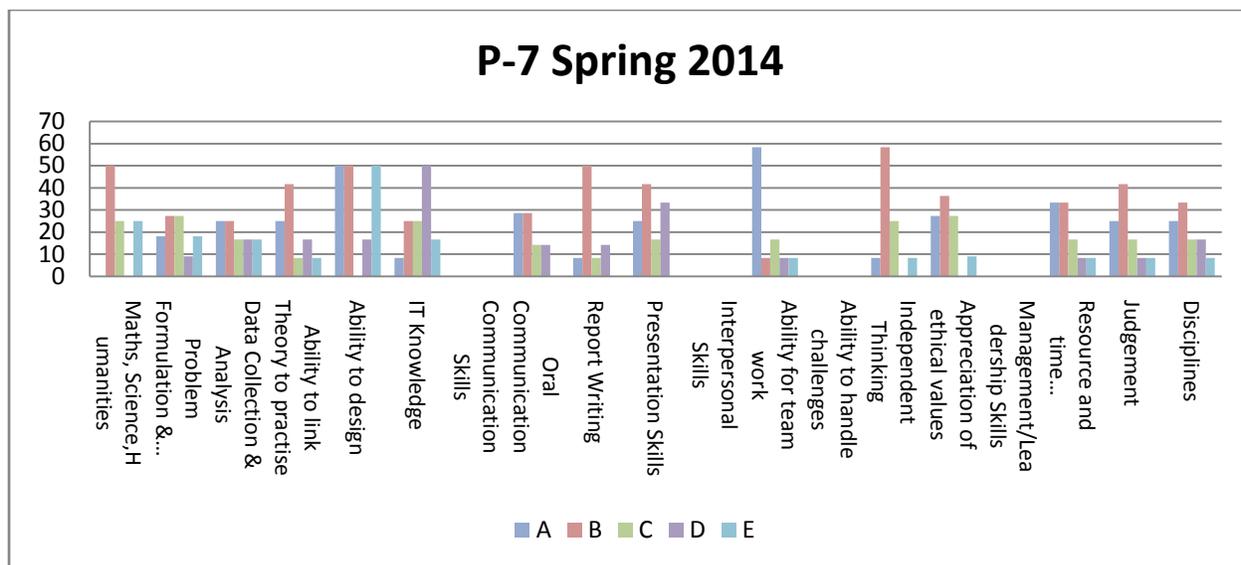
In the above mentioned graph A represents Excellent, B reflects Very good, C shows Good, D stands for Fair and E for Poor. The values on the X-axis are in percentages whereas Y-axis represents the skill analysis of the alumni.

As per the generic comments of the graduating students the teachers in the M.Sc Program are competitive and provide a conducive learning environment by providing appropriate study material. Fieldwork in this program is compulsory for all the students which polishes their report writing skills. Presentation and seminars help them gain confidence and learn the presentation skills. Field trips are more useful along with the course work and students have suggested to arrange more seminars in every semester. Some students have suggested that some new courses must be offered to them by inducting more faculty from diverse fields. They have added that the researcher and supervisory committee need to maintain an efficient coordination amongst themselves to avoid any unnecessary delays during the final submission phase. Some students have claimed that mismanagement on their part has affected their research work so the faculty needs to restrict them by preparing a time table for their research work.

Proforma-7  
Alumni Survey  
Spring-2014

## Alumni Survey

The students who graduated in Spring-2014 have given the following responses on their discipline, management, interpersonal and communication skills.



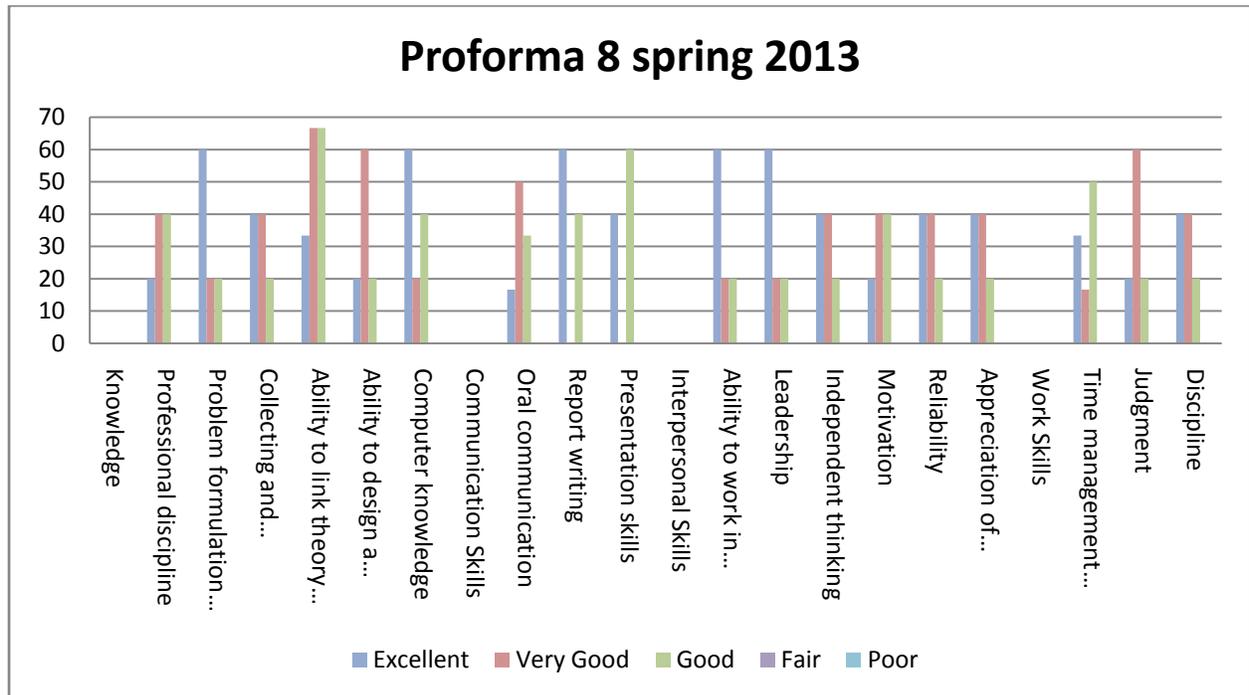
In the above mentioned graph A represents Excellent, B reflects Very good, C shows Good, D stands for Fair and E for Poor. The values on the X-axis are in percentages whereas Y-axis represents the skill analysis of the alumni.

The general comments of the graduating students are that fieldwork in this program is a prerequisite for all the students which polishes their report writing skills. The faculty members in the department are competitive and provide a good learning environment by providing appropriate study material. Presentation and seminars help them gain confidence and learn the presentation skills. Field trips are more useful along with the course work and students have suggested to arrange more seminars in every semester. Some students have suggested that some new courses must be offered to them by inducting more faculty from diverse fields. They have added that the researcher and supervisory committee need to maintain an efficient coordination amongst themselves to avoid any unnecessary delays during the final submission phase. Some students have claimed that mismanagement on their part has affected their research work so the faculty needs to restrict them by preparing a time table for their research work.

Proforma-8  
Spring-2013  
Employer Survey

## Employer Survey

The following evaluation graph is based on the responses from the employers of graduates of session Spring-2013. The responses evaluate our graduates on their working skills, interpersonal skills, knowledge, and communication skills.



The values on the X-axis are in percentages whereas Y-axis represents the professional skill analysis of the alumni as assessed by their employers.

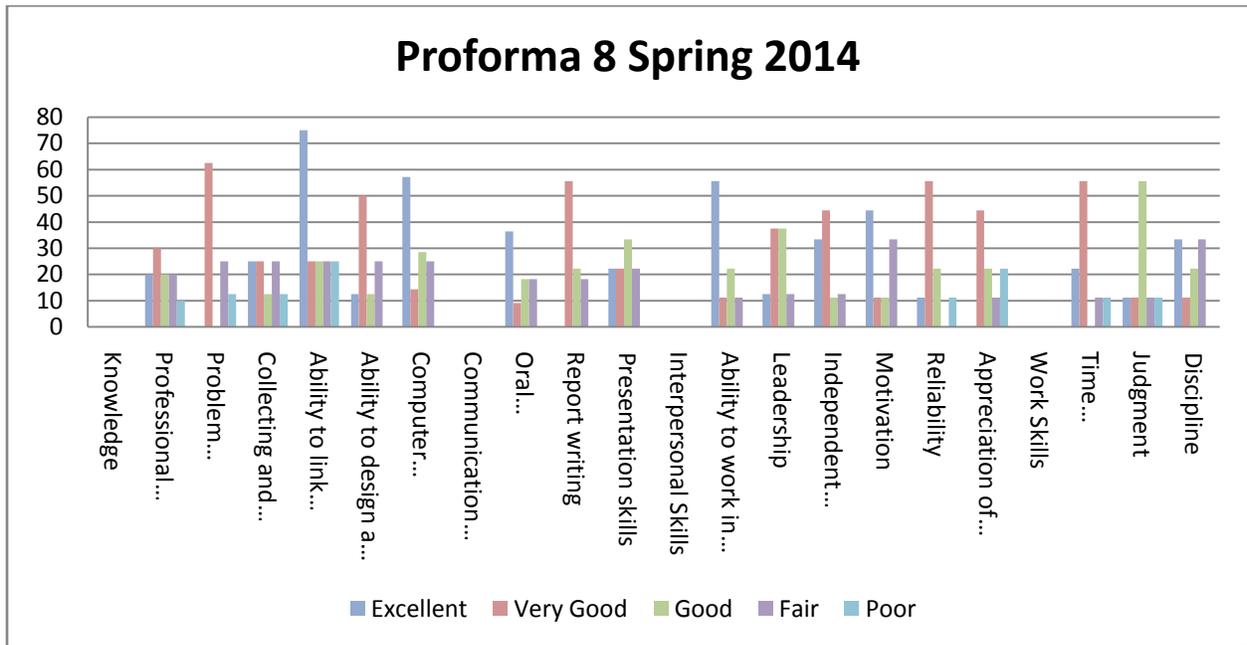
The additional comments and suggestions given by employers state that the students are still not aware of the importance of this discipline hence a lot is needed to be done in providing them awareness and learning on this program through a friendly environment. Some employers have suggested that the communication skills of the students need to be improved and they should have grip on some other languages as well. Some employers of the graduates specially from education side have suggested that the students need to emphasize more on their research skills.

The graduating students are employed in various INGOs and NGOs working in development sector of the country. A few are working on research projects and the rest are associated with education sector and general public institutes.

Proforma-8  
Spring-2014  
Employer Survey

## Employer Survey

The following evaluation graph is based on the responses from the employers of graduates of session Spring-2014. The responses evaluate our graduates on their working skills, interpersonal skills, knowledge, and communication skills.



The values on the X-axis are in percentages whereas Y-axis represents the professional skill analysis of the alumni as assessed by their employers.

The additional comments and suggestions given by employers state that the students are still not aware of the importance of this discipline hence a lot is needed to be done in providing them awareness and learning on this program through a friendly environment. Some employers have suggested that the communication skills of the students need to be improved and they should have grip on some other languages as well. Some employers of the graduates specially from education side have suggested that the students need to emphasize more on their research skills.

The graduating students are employed in various INGOs and NGOs working in development sector of the country. A few are working on research projects and the rest are associated with education sector and general public institutes.

# Proforma-9

## Faculty Resume

## Faculty Resume

Name	Dr. Abid Ghafoor Chaudhry																
Personal	Date of Birth: 15-02-1974 Sex: Male Religion: Islam Marital Blood Father's Name: Abdul Ghafoor Chaudhry Address: House # 8, Street # 44, Korang Town, Islamabad Residence Telephone: 5477806 Mobile: 0333-5187249																
Experience	<table border="1"> <thead> <tr> <th>S. No.</th> <th>Date</th> <th>Title</th> <th>Institution</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td>AUG 1999</td> <td>Lecturer</td> <td>UAAR</td> </tr> <tr> <td>2.</td> <td>DEC 1998</td> <td>Lecturer (daily wages)</td> <td>UAAR</td> </tr> <tr> <td>3.</td> <td>MAY 1997</td> <td>Consultant</td> <td>GOP-UNICEF</td> </tr> </tbody> </table>	S. No.	Date	Title	Institution	1.	AUG 1999	Lecturer	UAAR	2.	DEC 1998	Lecturer (daily wages)	UAAR	3.	MAY 1997	Consultant	GOP-UNICEF
S. No.	Date	Title	Institution														
1.	AUG 1999	Lecturer	UAAR														
2.	DEC 1998	Lecturer (daily wages)	UAAR														
3.	MAY 1997	Consultant	GOP-UNICEF														
Honor and Awards	Founder of Anthropology Department in PMAS-AAUR																
Memberships	Member Psycho Vision Society for Mentally Ill Persons, IBD Member, Pakistan National Center on Ageing, IBD Member, Institute of Research and Development Pakistan, IBD Member, Dost Welfare Organization, Sheikhpura																
Graduate Students, Post-docs, Undergraduate students	I have supervised a number of students graduates students of M. Sc. Anthropology, M. Sc Sociology, M. phil Economic (as committee members) since 1999.																
Service Activity	I developed the whole scheme of studies for M. Sc Anthropology, M. Phil Anthropology, and PGDDA in Development Anthropology. In addition, I managed to attract projects in the department like UAAR-NEPRA and Department of Human rights and Minority Affairs, Government of the Punjab. Also submitted one project to University of Agriculture, Faisalabad																
Brief Statement of Research Interest	Agricultural Anthropology Political Anthropology Development Anthropology Environmental Anthropology Demographical Anthropology Ecological Anthropology Human Rights including (Women, Minorities, Ageing, Children, Patients)																
Publications	Violence Against Women: A Case Study Women Economic Empowerment and Social Mobilization Citizen Community Board: A Case of Mal-Practice in Devolution Plan Use of Organic and Bio Fertilizers																
Research Grants and Contracts	Projects on Human Rights Education Approved by Department of Minority Affairs and Human Rights, Government of the Punjab																
Other Research or Creative Accomplishments	Developed a Project for Human Rights Education and Information Center in Tehsil of Gujar Khan, Rawalpindi (draft) Initiated the process of approval for PGD in Development Anthropology Working for Initiation of M. Phil Program in Anthropology																
Selected Professional Presentations	Acted as Resource Person in the preparation of Country Report on State of Children in Pakistan upon the request of Ministry of Social Welfare and Special Education in 2010. Participated in high level trainings programs both national and international level. Acted as Training Resources Person on Child Rights in UNICEF funded Training.																

	Acted a National Resource Person in Forced Marriages project in 2004-5. Acted as s National Resource Person in Initiation of Child Protection Management Information System at Federal Government Level.
--	---

The faculty member is currently on medical leave since April 2014 and has recently requested for his medical board hence an updated version of his resume' could not be provided.

Name	Zaheer Adnan																													
Personal	Date of Birth: 19-06-1960 Sex: Male Religion: Islam Marital Blood Father's Name: Brig® Chaudhary Muzaffar Ali Khan Zahid S.J Address: 49/A Nisar Road, Westridge-II, Rawalpindi Residence Telephone: 5477806 Mobile: 0336-5357361																													
Experience	<table border="1"> <thead> <tr> <th>S. No.</th> <th>Date</th> <th>Title</th> <th>Institution</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td>23-05-2003 till present</td> <td>Lecturer Anthropology</td> <td>PMAS-AAUR</td> </tr> <tr> <td>2.</td> <td>02-12-1998 to 22-05-2003</td> <td>Deputy Director (P)</td> <td>PMAS-AAUR</td> </tr> <tr> <td>3.</td> <td>02-04-1988 to 01-12-1998</td> <td>Social Welfare Officer</td> <td>Children Hospital, Pakistan Institute of Medical Sciences, Islamabad</td> </tr> </tbody> </table>			S. No.	Date	Title	Institution	1.	23-05-2003 till present	Lecturer Anthropology	PMAS-AAUR	2.	02-12-1998 to 22-05-2003	Deputy Director (P)	PMAS-AAUR	3.	02-04-1988 to 01-12-1998	Social Welfare Officer	Children Hospital, Pakistan Institute of Medical Sciences, Islamabad											
S. No.	Date	Title	Institution																											
1.	23-05-2003 till present	Lecturer Anthropology	PMAS-AAUR																											
2.	02-12-1998 to 22-05-2003	Deputy Director (P)	PMAS-AAUR																											
3.	02-04-1988 to 01-12-1998	Social Welfare Officer	Children Hospital, Pakistan Institute of Medical Sciences, Islamabad																											
Honor and Awards	<p>Awarded Merit Certificate for service to patients during Ojheri Disaster in 1988  Awarded Gold Medal in M.Sc. Anthropology from Quaid-e-Azam University, Islamabad in university convocation held in 1988.  Awarded Board Merit Scholarship in F. Sc. (Pre-Medical Group) from Karachi Board in 1978.  Awarded Board Merit Scholarship Matric (Science Group) from Sargodha Board in 1976.</p>																													
Memberships	No such memberships																													
Graduate Students, Post-docs, Undergraduate students	<p>I have supervised only graduate students of M. Sc. Anthropology and till to date have not supervised any post-doc or undergraduate students.</p> <p>List of Supervision of graduate student theses showing the following:</p>																													
<b>Graduate Students</b>	<table border="1"> <thead> <tr> <th>Years</th> <th>Degree</th> <th>Name</th> </tr> </thead> <tbody> <tr> <td>2002-2003 to 2004-2005</td> <td>M.Sc. Anthropology</td> <td>Sana Yousaf (02-arid-559)</td> </tr> <tr> <td></td> <td>M.Sc. Anthropology</td> <td>Majbeen Mahmood (02-arid-539)</td> </tr> <tr> <td></td> <td>M.Sc. Anthropology</td> <td>Fouzia Qayyum ((02-arid-531)</td> </tr> <tr> <td></td> <td>M.Sc. Anthropology</td> <td>Saima Abbasi (02-arid-545)</td> </tr> <tr> <td></td> <td>M.Sc. Anthropology</td> <td>Nazish Aman (02-arid-557)</td> </tr> <tr> <td></td> <td>M.Sc. Anthropology</td> <td>Sadaf Sher (02-arid-559)</td> </tr> <tr> <td>2003-2004 to 2005-2006</td> <td>M.Sc. Anthropology</td> <td>Fehmida Shehnaz (02-arid-488)</td> </tr> <tr> <td></td> <td>M.Sc. Anthropology</td> <td>Shabina Kausar (03-arid-958)</td> </tr> </tbody> </table>			Years	Degree	Name	2002-2003 to 2004-2005	M.Sc. Anthropology	Sana Yousaf (02-arid-559)		M.Sc. Anthropology	Majbeen Mahmood (02-arid-539)		M.Sc. Anthropology	Fouzia Qayyum ((02-arid-531)		M.Sc. Anthropology	Saima Abbasi (02-arid-545)		M.Sc. Anthropology	Nazish Aman (02-arid-557)		M.Sc. Anthropology	Sadaf Sher (02-arid-559)	2003-2004 to 2005-2006	M.Sc. Anthropology	Fehmida Shehnaz (02-arid-488)		M.Sc. Anthropology	Shabina Kausar (03-arid-958)
Years	Degree	Name																												
2002-2003 to 2004-2005	M.Sc. Anthropology	Sana Yousaf (02-arid-559)																												
	M.Sc. Anthropology	Majbeen Mahmood (02-arid-539)																												
	M.Sc. Anthropology	Fouzia Qayyum ((02-arid-531)																												
	M.Sc. Anthropology	Saima Abbasi (02-arid-545)																												
	M.Sc. Anthropology	Nazish Aman (02-arid-557)																												
	M.Sc. Anthropology	Sadaf Sher (02-arid-559)																												
2003-2004 to 2005-2006	M.Sc. Anthropology	Fehmida Shehnaz (02-arid-488)																												
	M.Sc. Anthropology	Shabina Kausar (03-arid-958)																												

	M.Sc. Anthropology	Erum Bashir (03-arid-961)
	M.Sc. Anthropology	Rizwana Aziz (03-arid-965)
	M.Sc. Anthropology	Muhammad Imran Afzal (03-arid-972)
	M.Sc. Anthropology	Aftab Ahmad (03-arid-975)
	M.Sc. Anthropology	Ambreen Nawaz (03-arid-982)
	M.Sc. Anthropology	Fouzia Syed (03-arid-983)
	M.Sc. Anthropology	Salman Sohail (03-arid-994)
	M.Sc. Anthropology	BushraAfzal (03-arid-974)
	M.Sc. Anthropology	Ahtesham Babar (03-arid-988)
	M.Sc. Anthropology	AroojIftikhar (03-arid-981)
	M.Sc. Anthropology	Malik KhizarShoukat (03-arid-989)
2004-2005 to2006-2007	M.Sc. Anthropology	ShaistaGul (04-arid-873)
	M.Sc. Anthropology	Misbah Rani (04-arid-857)
	M.Sc. Anthropology	SobiaSddique (04-arid-856)
	M.Sc. Anthropology	IrumZulfiqar (04-arid-858)
	M.Sc. Anthropology	Maryam Iqbal (04-arid-859)
	M.Sc. Anthropology	SaimaAfzal (04-arid- 860)
	M.Sc. Anthropology	Mehwish Bashir (04-arid-864)
	M.Sc. Anthropology	Muhammad Rizwan Khan (04-arid-866)
	M.Sc. Anthropology	Obaid-ur-Rehman (04-arid-871)
	M.Sc. Anthropology	Abdul Tawab (04-arid-894)
	M.Sc. Anthropology	Abdul Hameed (04-arid-892)
2005-2006 to2007-2008	M.Sc. Anthropology	AdeelaJamilAbbasi (05-arid-781)
	M.Sc. Anthropology	Sara Latif Shah (05-arid-1089)
	M.Sc. Anthropology	Danish Anjum (05-arid-799)
	M.Sc. Anthropology	Sana Mukhtar (05-arid-793)

	M.Sc. Anthropology	Muhammad Aurangzaib (05-arid-786)
	M.Sc. Anthropology	SadiaKiran (06-arid-1313)
	M.Sc. Anthropology	Tayyba Nawaz (06-arid-1317)
	M.Sc. Anthropology	Khalid Jehangir Khan (06-arid-1322)
	M.Sc. Anthropology	Muhammad SulamanJaz (06-arid-1324)
	M.Sc. Anthropology	Muhammad Tahir (06-arid-1329)
	M.Sc. Anthropology	ShaheerElahi Khan (06-arid-1339)
	M.Sc. Anthropology	Ikhlaq Ahmad (03-arid-665)
	M.Sc. Anthropology	Imran Mahmood (06-arid-1347)
	M.Sc. Anthropology	Shoukat Ali (06-arid- 1348)
	M.Sc. Anthropology	Syed Rashid Ali Shah (06-arid-1352)
	M.Sc. Anthropology	Muhammad Aslam (06-arid-1314)
	M.Sc. Anthropology	Ayesha Hasan (03-arid-993)
2007-2008 to2009-2010	M.Sc. Anthropology	SobiaShabir (07-arid-1310)
	M.Sc. Anthropology	Afgan Ali (07-arid-1484)
	M.Sc. Anthropology	AneelaNaz (07-arid-1485)
	M.Sc. Anthropology	UsmanQayyum (07-arid-1486)
	M.Sc. Anthropology	NafeesaMehreen (07-arid-1487)
	M.Sc. Anthropology	GulnazBano (07-arid-1489)
	M.Sc. Anthropology	RabiaBatool (07-arid-1491)
	M.Sc. Anthropology	Ayesha Niaz (07-arid-1495)
	M.Sc. Anthropology	Sana Tariq (07-arid-1501)
	M.Sc. Anthropology	Khair-un-Nisa (07-arid-1504)
	M.Sc. Anthropology	AsmaMehboob (07-arid-1514)
	M.Sc. Anthropology	BushraNazar (07-arid-1520)

	M.Sc. Anthropology	NighatAurangaib (07-arid-1521)
	M.Sc. Anthropology	AjazHussain Lone (03-arid-995)
	M.Sc. Anthropology	AsadRaza Khan (07-arid-1524)
2008-2009 to2010-2011	M.Sc. Anthropology	Maryam Noor (08-arid-963)
	M.Sc. Anthropology	Muhammad KhurumIrshad (08-arid-964)
	M.Sc. Anthropology	SobiaMumtaz (08-arid-969)
	M.Sc. Anthropology	Abbas Raza (08-arid-955)
	M.Sc. Anthropology	Sonia Khan (08-arid-970)
	M.Sc. Anthropology	KanwalShahzadi (08-arid-962)
	M.Sc. Anthropology	NasiraAzim Khan (08-arid-966)
	M.Sc. Anthropology	Quandeel Zahra Mehwish (08-arid-967)
	M. Sc. Anthropology	NabeelaZaigham (07-arid-1506)
2009-2010 to2011-2012	M.Sc. Anthropology	Ahsan Zia Abbasi (09-arid-1343)
	M.Sc. Anthropology	Muhammad Waqas (09-arid-1358)
	M.Sc. Anthropology	NaziaIsrar (09-arid-1360)
	M.Sc. Anthropology	WajihaZaheer (09-arid-1372)
	M.Sc. Anthropology	Zara Zaib (09-arid-1373)
2010-2011 to2012-2013	M. Sc. Anthropology	AfiaTehseen (10-arid-665)
	M. Sc. Anthropology	Hira Khalid (10-arid-670)
	M. Sc. Anthropology	SadafKayani (10-arid-684)
	M. Sc. Anthropology	SaimaNiamet (10-arid-684)
	M. Sc. Anthropology	Sidra Sarwar (10-arid-692)
	In addition to being the supervisor of above-mentioned students, I also was member supervisory committee of an equal if not of many more students and I also actively contributed to solve the problems related to research of almost all M. Sc. Anthropology students and contributed what I have learnt the hard way and what little bit I have knowledge of anthropology and anthropological research.	
Service Activity	Whatever duty or responsibility that has been handed over to me as an employee of this University I have made every effort to perform that task or duty to the best of my abilities within the boundaries of my shortcomings. Whether I made any worthwhile contribution	

	depends on whether God wanted it or not.
Brief Statement of Research Interest	Any research topic relating to the four fields of anthropology that captures my imagination and is of interest to me and also creates interest in the people who will be my subjects, is scientifically amenable and within the constraints of time, money and accessibility and that can contribute to modification and improvement of theory already existing in anthropology; all or any such research will interest me.
Publications	No Publications
Research Grants and Contracts	No such research Grants or contracts.
Other Research or Creative Accomplishments	None so far.
Selected Professional Presentations	Not Applicable

## Faculty Resume

Name	Mahwish Zeeshan
Personals	House No.26, Street # 1, Ghouri Town, Phase 2, Express Way Islamabad. Residence: 051-2303170 Cell # 03345487127
Experience	Date, Title, Institution. 15-01-2011, Lecturer, Department of Anthropology, PMAS UAAR 05-11-2009--14-01-2011, Placement Officer/ Assistant Registrar, PIDE. 28-09-2006---28-10-2009, Regional Manager, Auspak International Lahore/ Rawalpindi. 04-04-2006---30-08-2006, Intern, Rozan, Islamabad. July 2003-June 2005, Anchor, NCAC, PBC, Islamabad.
Honor and Awards	Debating Coordinator, PMAS UAAR, February, 2011 till date. Vice President, QDLS, QAU, 2004-2006.
Publications	<ol style="list-style-type: none"> <li>1. 1. Prevalence of Ghutti and Breasfeeding: An Ethnographic Study of Lactating Women Khewayali, Wazirabad, Medical Forum Monthly, April 2014</li> <li>2. Older Persons, Familial Care and Psychological Stresses: An Anthro-Gerontological Approach on Health, Medical Forum Monthly.</li> <li>3. Health, Marital Status and Mode of Living; An Anthropological Study Of Ageing Community In Rawalpindi, May 2014.</li> <li>4. Older Persons Family Care and Psychological Stress, June 2014.</li> <li>5. Prevalence of Ghutti and Breastfeeding; An Ethnographic Study f Lactating Women f Khewayali, Wazirabad, April 2014.</li> <li>6. Income Status and Medical History of older persons in Rawalpindi; Anthropology of ageing, June 2014.</li> <li>7. Agricultural malfunctioning; a Threat to the livelihood of farmers in Saigolabad, , Pakistan, 2014.</li> </ol>
Trainings & Workshops	<ol style="list-style-type: none"> <li>1. "Narratives on National Secuirity", Two Days International Conference organized by USIP and ISSI on November 25-26, 2014.</li> <li>2. 'Work Place Harassment' Sensitization Workshop arranged by LEADS Internatioal in collaboration with USAID on November 13, 2014 at PMAS-AAUR</li> <li>3. 7th Conference on International Day of Rural Women organized by PODA Islamabad, 15-16 October, 2014, Islamabad</li> <li>4. 'Future of Research in Pakistan' organized by HEC on May 18, 2013.</li> <li>5. Sensitization session on International Drug Addiction Day on June 20, 2013 at Islamabad Hotel organized by Ministry of Social Welfare and Anti Narcotic Force</li> <li>6. Sensitization workshop on Traffic Awareness organized by Motorway Police at PMAS-AAUR on December 20, 2013.</li> </ol>

	<ol style="list-style-type: none"> <li>7. Dengue Eradication Campaign and Walk on October 13, 2013 at PMAS-AAUR organized by Government of Punjab</li> <li>8. 1<sup>st</sup> International conference on Promotion of Social Sciences Research in Pakistani Universities; Prospects &amp; Challenges held at HEC from April 18<sup>th</sup>-20<sup>th</sup> 2011.</li> <li>9. Three day 1<sup>st</sup> International conference on “Poverty Alleviation through sustainable Resource Management” Held from March 8<sup>th</sup>-10<sup>th</sup>, 2011 Organized by NASIC at Pakistan Science Foundation, Islamabad.</li> <li>10. Five day sensitization workshop on “Violence against Women”, 26<sup>th</sup>-30<sup>th</sup> June, 2006 at Rozan, Islamabad.</li> <li>11. Four day workshop on “Para Counseling Skills”, 19<sup>th</sup>-22<sup>nd</sup> June, 2006 at Rozan Islamabad.</li> <li>12. Five day training course on “Effective Communication Skills” held from April 12-17<sup>th</sup>, 2010 at PIDE, Islamabad.</li> </ol>
<p>Research Interests</p>	<p>Emerging socio cultural issues with reference to religion, development, culture</p>

## Faculty Resume

Name	Humera Dinar
Personals	House #701, Street#7, G-9/3, Islamabad Cell # 03435821133 Email: <a href="mailto:humeradinar@uair.edu.pk">humeradinar@uair.edu.pk</a>
Experience	Date, Title, Institution. 23-01-2012, Lecturer, Department of Anthropology & Sociology, PMAS UAAR  July 2011-Dec 2011, Project Coordinator, Knowledge Kottage, Bahria Town, Islamabad Dec 2010-Feb 2011, Research Associate, Ali's Finesse Rawalpindi
Honors and Awards	Girl Guide Coordinator since June 2014 at PMAS-AAUR
Publications	1. Prevalence of Ghutti and Breastfeeding: An Ethnographic Study of Lactating Women Khewayali, Wazirabad, Medical Forum Monthly, April 2014 2. Abstract published in Conference Abstracts of HEC-BC INSPIRE Project, 27-28 March, 2014 and article is to be published 3. Research Paper presented in the Two days International Conference on Migration, Education and Development in South Asia, organized by Quaid-i-Azam University, Islamabad and HEC
Trainings & Workshops	1. 'Work Place Harassment' Sensitization Workshop arranged by LEADS International in collaboration with USAID on November 13, 2014 at PMAS-AAUR 2. 7th Conference on International Day of Rural Women organized by PODA Islamabad, 15-16 October, 2014, Islamabad 3. Training workshop on Disaster Risk Reduction, NCRD Islamabad, 21-23 April, 2014 4. Two days International Conference on Migration, Education and Development in South Asia organized by Quaid-i-Azam University, Islamabad and HEC, 27-28 March, 2014 5. Post Conference Seminar for Dissemination Output, 15 May, 2014 6. Education Conference, Jinnah Convention Center Islamabad, 29 March 20 7. Seminar on Civic Engagement, Quaid-i-Azam University, Islamabad, 28 June, 2013 8. One Day Youth Workshop for Tackling Extremism in Pakistan, 19 June, 2010 9. Understanding Writing/Winning International Research Grants and Developing Sustainable Collaborative Research Networks - Tips & Tricks, 28-29 December, 2010 9. 'Future of Research in Pakistan' organized by HEC on May 18, 2013.
Brief Statement of Research Interest	Various socio-cultural aspects related to development, empowerment, Indigenous Knowledge System

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

### **Strengths of the Program**

The main strength of the department is as under:

1. **Know the nature, intent, and scope of anthropology.**

Students understand that anthropology is a very broad discipline, inherently interdisciplinary, that seeks to understand what it is to be human from multiple perspectives across time and space.

2. **Socio-Cultural Anthropology**

This course gives the students an orientation towards various social and cultural perspectives from an anthropological view point. Students demonstrate an ability to critically evaluate the global human condition, making connections between local and global contexts. Students also understand the issues of cultural relativism and ethnocentrism in a multicultural world, and be more sensitive to the diversity of worldviews. They also go through various anthropological theoretical perspectives on these areas.

3. **Archaeological Anthropology**

It is a significant area of the discipline of Anthropology with an aim to discover past societies and cultures through material remains. Students will demonstrate an understanding of the main concepts, methods, and techniques used in analyzing existing and past human societies and the significance of material culture.

4. **Physical Anthropology**

Students will demonstrate understanding of evolutionary and behavioral ecology theories as they apply to an understanding of human and nonhuman primate evolution. Students will understand how behavioral and cultural adaptations have been shaped by the physical and social environments.

5. **Linguistic Anthropology**

Students practically demonstrate an understanding of the distinctive nature of human language and of human communication as culturally-shaped behavior.

6. **Applications of Anthropological Knowledge**

Students learn how anthropological methods and knowledge can be applied to solve real world problems.

7. **Ethical reasoning**

Students demonstrate an awareness of the ethical and legal considerations and consequences of data collection, analysis, and publication.

8. **Anthropological Theory**

Students learn how science and humanities paradigms inform anthropological inquiry.

**Weaknesses Identified in the Program**

The weaknesses of the program are still the same as identified in the SAR Cycle 3 which are as under:

1. Currently the program is running all the administrative affairs through its faculty members due to unavailability of the office staff which is a serious concern since it badly affects the academic efficiency of the faculty specially their research work;
2. There is no full-fledged department's representative to monitor the field projects of the researchers (as is a case in other sister anthropology departments at other universities);
3. The department lacks allocations of research grants for the students (as is a case in other anthropology departments in other universities);
4. The program budget is a huge hurdle for initiating any developmental program aimed at the professional development of the students as well as the faculty;
5. The computer lab for the students is desperately required to enhance and support the research chores of the students;
6. The faculty requires PCs for accelerating their research and publication process;
7. There is a need to widen the subject eligibility criteria for seeking admission in Anthropology at the University; and,
8. The program is lagging far behind in arranging extensive field visits at various locations regarding socio-cultural anthropology and archaeology for more in-depth insights.

**TABLE 3: QUANTITATIVE ASSESSMENT OF THE DEPARTMENT**

<b>Sr. #</b>	<b>Particular</b>	<b>No.</b>	<b>Remarks</b>
1	M.Sc degree awarded	162	Most of them are currently employed and are holding various positions
2	Student Teacher ratio	1:10	Each teacher has taken 10 research students on an average from each batch.

### **Major Future Improvement Plans**

1. Initiation of M. Phil program in Anthropology;
2. Induction of new faculty members;
3. To request for enhancing the departmental annual budget;
4. To focus on documenting the anthropology of *Potohar* Region;
5. To request for well equipped computer labs for both Faculty and Students.
6. To advocate for the research grants for the research students (as they stay in field for their data collection);
7. To collaborate with INGOs and NGOs for securing jobs for students and also for initial internship programs;
8. Initiation of Post Graduate Diplomas in various sub disciplines of Anthropology.

### **The Program is providing following community Services**

1. Teaching and Research Supervision to the Students;
2. Various aspects of the society are being studied. The same studies can become a resource information for initiating any developmental initiative in those areas; and,
3. The faculty and students is invited in various conferences and seminars for professional feedback.

### Faculty Satisfaction Regarding the Administrative Services

1. The faculty is satisfied with the administrative services at the department yet proposed few improvements that have been elaborated in lines above.
2. The chairman/Dean FoS is especially encouraging the innovative ideas from the faculty.
3. The program is striving its utmost attempt to provide all necessities of teaching and research to faculty to facilitate their teaching and research loads.

### Standard 1-4: The Department must assess its overall performance periodically using quantifiable measure

- Yes, the results of the Program Assessment are documented.

**TABLE 4: PERFORMANCE MEASURES FOR RESEARCH ACTIVITIES 2012-2014**

Faculty	Journal Publications (National & International)	Conference Publications (Proceedings/ Abstract)	Projects
Dr. Abid Ghafoor Chaudhry	International: 30 National: 28 Under process: 10	10	1
Mr.Zaheer Adnan	0	0	0
Ms. Mahwish Zeeshan	National: 4, 10(Under Process) International: 1	0	0
Ms. Humera Dinar	National: 1, 3(Under Process)	1	0

### CRITERION 2: CURRICULUM DESIGN AND ORGANIZATION

#### Degree Title: M. Sc Anthropology

**Intent:** Curriculum for the M.Sc Anthropology is revised and updated through designated bodies as per any need as done through the new scheme of studies which was approved in 2010. The study board is responsible for formulating syllabi and course contents. By default, the

Chairman of the Department is the convener of this body. The Chairman convened the meetings of the body in which discussion was carried to see and finalize the courses which were to be sent to the Faculty Board for further discussion before its submission to the academic council.

**Definition of Credit Hour:** One credit hour is one theory lecture or two hours laboratory work (practical / week). One credit hour carries 20 marks. The semester comprises 18 weeks.

**Degree Plan:** Presently one degree programs offered by the department.

**Masters of Anthropology:** A minimum of 2 years (four semesters and maximum of six semesters) duration program is offered.

### **Pre-requisites**

- As per the university's requirement the potential candidate intending for admission must have passed the Bachelor's degree examination in aggregate with at least 45% marks from a recognized institution, in a field of study relating to the subject he/she desires to take up.
- The candidate is required to be descending from Barani districts of the Punjab except the children of the University employees.
- Candidates seeking admission in the University hailing from the areas other than prescribed are admitted in the evening programs only.
- The nominees of different departments/ organizations with minimum of 2<sup>nd</sup> division or its equivalent in Bachelor.
- Finally, the admission to the evening program is open on all Pakistan basis.

### **Degree requirements for Masters**

The requirement is 60 credits comprising including 10 credits of research thesis.

**Table 5: New Scheme of Studies: M.Sc. Anthropology**

<b>Course No.</b>	<b>Course Title</b>	<b>Credit Hours</b>
<b>Core Courses</b>		
ANTH-701	Introduction to Anthropology	3(3-0)
ANTH-702	Physical Anthropology	3(3-0)
ANTH-703	Socio-Cultural Anthropology	3(3-0)
ANTH-704	Anthropological Theory	3(3-0)
ANTH-705	Linguistic Anthropology	3(3-0)
ANTH-706	Archaeological Anthropology	3(3-0)
ANTH-707	Ethnographic Research Methods	3(2-2)
ANTH-719	Special Problem	1(1-0)
ANTH-720	Seminar	1(1-0)
ANTH-799	Thesis	10(0-20)
<b>Optional Courses</b>		
ANTH-708	Human Variation and Genetics	3(3-0)
ANTH-709	Urban Societies	3(3-0)
ANTH-710	Perspectives on Development	3(3-0)
ANTH-712	Rituals and Supernatural Beliefs	3(3-0)
ANTH-713	Political Process and Governance	3(3-0)
ANTH-714	Sex, Gender and Kinship	3(3-0)
ANTH-715	Emergence of State and Culture	3(3-0)
ANTH-716	Environment, Technology and Society	3(3-0)
ANTH-717	Human Ecology	3(3-0)
ANTH-718	Modernity and Post Modernity	3(3-0)
ANTH-721	Past Societies	3(3-0)
ANTH-722	Culture and Medical Practices	3(3-0)
ANTH-723	Human Development	3(3-0)
ANTH-724	Anthropology of Family and Kinship	3(3-0)
ANTH-725	South Asian Society	3(3-0)
ANTH-726	Applied Anthropology	3(3-0)
ANTH-727	Global Cultural Transformation	3(3-0)
ANTH-728	Anthropology of Pakistan	3(3-0)

**Additional course from other Departments**

1. STAT-700	Elements of Statistics and Biometry	3(3-0)
2. STAT-701	Experimental Statistics	3(3-0)
3. MATH-701	Computer Application in Statistics	4(2-4)
4. MATH-708	Computer Applications Software	4(2-4)
5. EDU-706	Techniques of Research and Statistics	4(4-0)
6. FR-712	Pastoral Communities and Rain Management	3(3-0)

**Standard 2-1: The curriculum must be consistent and support the program’s documented objectives.**

The assessment of curriculum consistency given in the following table and the courses are cross tabulated according to the program outcomes.

**Table 6: ANTHROPOLOGY COURSES VS. PROGRAM OUTCOME**

Course	Outcomes			
	1	2	3	4
ANTH-712, ANTH-714, ANTH-721, ANTH-723	XX	X	XXX	XX
ANTH-702, ANTH-704, ANTH-705, ANTH-709, ANTH-715	XXX	XX	XX	XX
ANTH-701, ANTH-717, ANTH-718, ANTH-720, ANTH-724, ANTH-726	XX	XX	XXX	XXX
ANTH-703, ANTH-706, ANTH-716	XX	X	XX	X
ANTH-707, ANTH-708, ANTH-713, ANTH-719, ANTH-722, ANTH-726, ANTH-727, ANTH-728	XXX	XX	XXX	XX

**x = Moderately satisfactory**

**xx = Satisfactory**

**xxx = Highly satisfactory**

**Standard 2-2: The curriculum supports the program's documented objectives.**

- The curriculum fits very well and satisfies the core requirements for the program's documented objectives.

**Standard 2-3: Theoretical backgrounds, problem analysis and solution design must be stressed within the program's core material.**

**Meeting Standard 2-2: Percentage of Elements in Courses in Anthropology**

<b>Elements</b>	<b>Courses</b>
Theoretical backgrounds	ANTH-701, ANTH-703, ANTH-704, ANTH-707, ANTH-704, ANTH-713, ANTH-712, ANTH-710, ANTH-725
Problem analysis	ANTH-707, ANTH-709, ANTH-713, ANTH-726, ANTH-799
Solution design	ANTH-706, ANTH-719, ANTH-720, ANTH-726, ANTH-799

**Standard 2-4: The curriculum satisfied the core requirement laid by accreditation bodies**  
Not Applicable.

**Standard 2-5: The curriculum satisfied the major requirement laid down by HEC.**  
The curriculum satisfies the major requirements laid down by HEC.

**Standard 2-6: The curriculum satisfied the general education, arts and professional and other discipline requirement as laid by HEC**

The curriculum satisfied the general arts and professional and other discipline required for the program according to demands and requirements set by the Pakistan Higher Education Commission

**Standard 2-7: Information technology component of the curriculum must be integrated throughout the program**

While the curriculum was prepared, all aspects of information technology were considered and after a critical analysis, relevant aspects were integrated into the program as:

Computer and statistics courses (3 and 4 credit hours) have been integrated in the curriculum of M.Sc students which fulfill the requirements for equipping the students with I.T knowledge.

**Standard- 2.8: Oral and written communication skills of the student must be developed and applied in the program.**

Course of seminar in the discipline is having one credit hour which is compulsory at the Post-graduate level.

Assignments are given to students on specific topic which are presented orally and are submitted in written form, to enhance oral and written communication skills.

Group Work skills are also polished among the students to get confidence to speak up.

**CRITERION 3: LABORATORIES AND COMPUTING FACILITIES**

The computing facility is not available in the department but this shortcoming is currently managed by using the computer laboratory of Statistics department. It is felt essential to have a full fledged computer lab in the department to make them familiar with the applications of IT in their disciplines and make them compatible with marker demands. Anthropology requires establishing a laboratory for the three of four main sub disciplines of subject. Currently, the meager resources does not allow for the establishment of same. Currently the department needs one computer labs for following purpose;

**Standard-3.1: General Computer Labs**

Computer lab is required for M.Sc Anthropology (Morning and Evening) Program. The reason associated with it is that it is another altogether a research based degree program where all students are supposed to conduct their research dissertations within stipulated time period.

Having a full-fledged computer lab would mean that the students would be using the computer in the research regarding data administration, preparation of tally sheets and applying various data analytical tools.

**Standard-3.2: There must be support personal for instruction and maintaining the laboratories.**

The number of support staff needs to be strengthened as there is only one attendant is available to maintain the class rooms and whole of the department.

#### **INSTITUTIONAL FACILITIES:**

At the present, the humble facilities available in the department are not sufficient to take up the teaching and research chores to meet the modern standards. Though the department is striving for provision of as many facilities as it could. The department needs to induct more faculty and administrative staff.

#### **INSTITUTIONAL SUPPORT:**

Department definitely requires the institutional support not only for itself rather for the sake of students as well. The following points are necessary to be made a part of the institutional support:

- The department requires the provision of research funds in order to be provided to the students of anthropology as a research stipend which is provided elsewhere in the country.
- Provision of funds to the respective supervisors to conduct the follow up visits of the students in the field which is a necessary part of anthropology degree.

**Standard-3.3: The University computing infrastructure and facilities must be adequate to support program's objectives**

- **Computing facilities support:** Not available to any faculty members and the research students plus lack of appropriate space to start such facility.

- **Shortcoming in computing infrastructure:** Computers with internet facilities were promised. It is recommended that the same may be provided at the earliest.

#### **CRITERION 4: STUDENT SUPPORT AND ADVISING**

The program always manages to provide support and counseling services to the students. It also makes sure that the students are involved in both the academic and healthy activities within and outside the department. During the admissions, the candidates are provided appropriate consultation as well as tips for their future careers. Similarly, under the department's open door policy, any student can take an appointment from the faculty to discuss the professional and academic matters in more details and focused view.

#### **Standard-4.1: Courses must be offered with sufficient frequency and number for students to complete the program in a timely manner**

- Courses are taught as per criteria of HEC.
- At graduate level subjects/ courses are offered as per scheme of study provided by the HEC and approved by Academic Council.
- Elective courses are offered as per policy of HEC and the University.

#### **Standard-4.2: Courses in the major area of study must be structured to ensure effective interaction between students, faculty and teaching assistants.**

To ensure effective interaction between students and faculty, at the time of course formulation both theoretical and field/practical aspects are focused. Theoretical problems are explained and assignments are also given to the students.

- The courses are designed, revised and updated as per the feedback from the professional interactions with the personnel and further discussed in the study board and faculty are sent for approvals .
- In the start of each semester, the teachers share the course outline with the students for their guidance and information about what they are going to study in a particular course.

- Emphasis is always given for an orientation between the teaching faculty and the students.
- The efforts are made to ensure that the students are always given the new approaches and dimensions so that their knowledge base should remain compatible.

**Standard-4.3: Guidance on how to complete the program must be available to all students and access to qualified advising must be available to make course decisions and career choices**

Several steps have been taken to provide students guidance such as:

- Upon seeking admission to the university, the students are generally provided guidance by the welcome note made by the worthy vice chancellor. The chairperson herself conducts the orientation session for the newly admitted students for deeper understanding of the departments and all academic requirements of the degree.
- Counseling and guidance is provided to the students with care and attention from teachers in all individual courses.
- Students can interact with the teachers/scientists in universities or research organization as per their requirement.

**CRITERION 5: PROCESS CONTROL**

It includes student admission, students' registration, faculty recruitment activities, which are dealt by various statutory bodies and the university administration. Similarly, the study board of the department is another suitable forum where the faculty sits together and shares the course structure for the up-coming semesters. Moreover the forum of faculty board is another place where all academic matters are discussed in an open way headed by the Dean of the respective faculty. This is the most dynamic forum where all positive criticisms are invited and taken with deeper insights.

**Standard-5.1: The process by which students are admitted to the program must be based on quantitative and qualitative criteria**

- The process of admission is already defined and specified as per rules. The admission process starts with the publishing of an advertisement in National Dailies. The department in the mean while provides counseling to the candidates who approach the department for more information and also entertains the submission of admission forms.

**Standard-5.2: The process by which students are admitted to the program must be clearly documented. This process must be periodically evaluated to ensure that it is meeting its objectives**

- The department prepares the entry test and thus conducts the test after which the test is marked by the relevant faculty.
- The merit lists are displayed on the due dates as promised by the university.
- The successful candidates are offered admission after careful scrutiny of the previous academic certificates and relevant testimonials.
- Admission criteria are critically reviewed and revised each year before the admissions.

**Standard-5.3: 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.**

- The students after getting admission are given proper orientation about the academic process and its requirements.
- Faculty in the department closely monitors the progress made by the students on lecture to lecture basis.
- The faculty also discusses all academic issues in internal review meetings to smoothen the process.
- Semester wise progress of all students is maintained and discussed to ascertain whether or not a student is meeting all of his/her academic tasks/assignm

**Standard-5.4: This process must be periodically evaluated to ensure that it is meeting its objectives**

- This process is discussed in departmental review meetings under chairperson's supervision.

**Standard-5.5: The process of recruiting and retaining highly qualified faculty members must be in place and clearly documented**

Recruitment policy followed by the University is recommended by the HEC. Induction of all posts is done as per rule:

- Vacant and newly created positions are advertised in the dailies, the scrutiny committee finalizes the short listed candidates for an interview after which the successful ones are offered the appointment letters after getting confirmed from syndicate.

**Standard-5.6: The processes and procedures for faculty evaluation, promotion must be consistent with institution mission statement**

- The processes and procedures meet the Institution's mission statement.

**Standard-5.7: These processes must be periodically evaluated to ensure that it is meeting with its objectives**

- Yes, it is evaluated periodically with the help of proformas.

**Standard 5-8: 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**

- To ensure high quality teaching, new ideas and subject matter is always welcomed to be incorporated in the subjects.
- According to the new demands rising in the job market, new courses are introduced and included in the curriculum.
- Students are provided the study material mostly by the teachers but the student also buy the recommended books.
- Most of the lectures are supplemented by overheads, maps, slides and pictures

**Standard 5-9: The process in 5.8 must be periodically evaluated ensure that it is meeting its objectives**

- Yes, it is periodically evaluated through evaluation proformas developed by QEC.

**Standard 5-10: The process that ensures that graduates have completed the requirements of the program must be based on standards, effective and clearly documented procedures**

Office of the controller examinations notifies the conduct of examinations including mid term and final or end semester examination in which students meeting the requirement of 75% attendance can sit and take the final examinations. In theory, weight age to each component of examination is as prescribed here under:

- Mid Examination 30%
- Assignments 10%
- Final Examination 60%
- Grade points are as follows

Marks obtained	Grade	Grade point	Remarks
80-100 %	A	4	Excellent
65-79 %	B	3	Good
50-64 %	C	2	Satisfactory
40-49 %	D	1	Pass
Below 40 %	F	0	Fail

- Gold medals are awarded to the students who secure highest marks. Degrees are awarded to the students on the annual convocation that is held late every year.

**Standard 5-11: This process in 5.10 must be periodically evaluated to ensure that it is meeting its objectives.**

- Yes, this process is periodically evaluated.

**CRITERION 6: FACULTY**

**Standard 6-1: There must be enough full time faculty who are committed to the program to provide adequate coverage of the program areas/courses with continuity and stability**

At present there are four lecturers in the Department of Anthropology who are teaching in M.Sc program. One of the teachers has applied for medical board. There is a need of highly qualified Faculty members to share the burden of teaching, research and offer M. phil and Ph.D programs.

**Table 7: FACULTY DISTRIBUTION BY PROGRAM AREAS IN ANTHROPOLOGY**

Program area of specialization	Courses in the area and average number of sections per year	Number of faculty members in each area
1. Urban Anthropology, 2. Anthropological Theory 3. Perspectives on Development 4. Political Anthropology	3	Mr. Abid Ghafoor Chaudhry
1. Anthropology of Linguistics, 2. Physical Anthropology, 3. Applied Anthropology	3	Mr. Zaheer Adnan
1. Introduction to Anthropology 2. Anthropology of Religion 3. Ethnographic Research Methodology 4. Perspectives on Development	3	Ms. Mahwish Zeeshan
1. Archaeology 2. Socio-Cultural Anthropology 3. South Asian Society	3	Ms. Humera Dinar

**Standard 6-2: The interests and qualifications of all faculty member must be sufficient to teach all courses, plan, modify and update courses and curricula.**

- The interest of all Faculty members is not sufficient to meet the requirement of all the courses taught to the M.Sc program.

**Standard 6-3: 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**

- At present one faculty member in Anthropology has completed the Ph.D degree in relevant discipline.
- The perceived M.Phil program is deemed to provide an opportunity for enhancing the academic qualification of the faculty.

**Standard 6-4: The majority of the faculty must hold a Ph.D in the Discipline**

- At present one faculty member has completed his Ph.D degree.

**Standard 6-5: Faculty members dedicate sufficient to research to remain current in their discipline**

- Though all faculty members carry degrees from reputable universities in Pakistan but seeking upon M.Phil, Ph.D and Post Doc programs shall be instrumental in becoming more in line with national and international standards.

**Standard 6-6: Their mechanisms in place for Faculty development**

- Yes, there is a mechanism in place for Faculty development.

**Standard 6-7: All faculty members should be motivated and have job satisfaction to excel in their profession.**

- The young faculty is mobilized by timely back up and appreciation by the senior faculty members. Avenues for research funding are provided through university research fund. Results of faculty survey employing Proforma-5 are summarized in graphical representations. The results showed satisfaction of the teachers over most of the parameters.

**CRITERION 7: INSTITUTIONAL FACILITIES**

- According to this criterion, the institution must have the infrastructure to support new trends in learning such as e-learning including digital publications, journals etc.

- The library must possess an up-to-date technical collection relevant to the program and must be adequately staffed with professional personnel. Insufficient library's technical collection of books. Recommended books and relevant journals of the programs are not available to the students.
- These aspects need to be strengthened in number and space.
- Class rooms must be adequately equipped and offices must be adequate to enable faculty to carry out their responsibilities.

Standard wise description of this criterion is given a under

**Standard- 7.1: The institution must have the infrastructure to support new trends in learning such as e-learning**

The faculty has access to E-library which is very helpful for the high quality education and producing research of international standard. It is however noted down that the available facility is already overloaded as the faculty has to consult e. learning through central library of university. However the department has the following shortcomings/problems:

- There is acute shortage of space and class rooms to effectively run the program.
- There is need to provide computers to each of faculty in order to equip them with auxiliary support to accelerate the academic challenges and tasks.
- There is also shortage of books in the library for the consultation of faculty and students.
- The internet services provided by the university are requiring effective up-gradation.

**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's Central Library has limited number of books, journals and periodicals. It's a small library in terms of space and facilities with user friendly catalogue systems. It does not meet the standards of a University Library. There is acute shortage of books on Anthropology. The already existing books are mostly text books which do not meet the requirements of teaching

requirements at university level.

**Standard- 7.3: Class-rooms must be adequately equipped and offices must be adequate to enable faculty to carry out their responsibilities**

Currently the class rooms are not enough and the space is not only limited but also some basic facilities are lacking. The faculty offices are another serious problem of the department. Some faculty members are sharing small cabins where the office support staff is also sitting due to which the academic process gets affected.

### **CRITERION 8: INSTITUTIONAL SUPPORT**

The university administration has been struggling hard to strengthen all departments and to upgrade departments. The university is also trying to attract highly qualified faculty.

#### **INSTITUTIONAL SUPPORT**

Unfortunately, this aspect is very weak as with reference to the following:

- Space limitation is the major constraint in the development and strengthening of discipline.
- There must be sufficient support and financial resources to attract and retain high quality faculty and provide the means for them to maintain competence as teachers and scholars.
- The up gradation of existing teaching cadre also provided and added advantage in retaining the present faculty.
- Insufficient secretarial support, technical staff and office equipment.

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

- At present, department is having very meager financial resources to maintain the present needs of the program.
- There is a dire need for increasing the financial resources allocated to the department to establish a library, laboratories and computer facilities.
- Research grants for young faculty members may also be allocated.

- Trainings should be arranged in abroad to train the faculty members.

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

The intake of M.Sc students is once in a year. However, a strict merit policy is applied is during admission coupled with entry test. Details of the students enrolled during the past couple of years are given in the following table:

**Table 8: ENROLLMENT IN M.SC ANTHROPOLOGY PROGRAMS  
2011-14**

<b>Discipline</b>	<b>2011-13</b>	<b>2012-14</b>
<b>Masters</b>	29	36

**Standard 8.3: Financial resources must be provided to acquire and maintain Library holdings, laboratories and computing facilities**

Total budget of the department for the financial year 2012-13 was Rs. 46,000.00 and Rs. 46,000.00 in the year 2013-14 which hardly fulfills the departmental needs, specially, for the purchase of the I.T. equipment and books for the department library.

## SUMMARY

The Self Assessment report of M.Sc Anthropology 2012-2014 gives an overview of the program objectives and accomplishments in the said course of time and highlights the weaknesses that need to be sought in order to run the program in a better way. Though the program provides an insight to the future Anthropologists on the social issues with an emic approach, yet they are capacitated pragmatically with the global perspectives to deal with them and play a vital role in the development sector of Pakistan. The department also regularly updates its curricula on this program with respect to modern tools and teaching methodologies.

Four strategic objectives were sought which were later analyzed meticulously in accordance with the criteria set by Higher Education Commission. The program mission objectives and outcomes are assessed and strategic plans are presented to achieve the goal, which are again measurable through definite standards. Program outcomes appeared to be very much satisfactory. Teachers' evaluation reflects a satisfactory standard which is evident from the teacher's assessment proformas. Weaknesses identified were related to advanced teaching expertise, lack of faculty and administrative support from department and logistics. They were highlighted by the students and also indicated by the faculty which has been a point of friction in the growth of the program.

The efficiency of the existing courses on the scheme of studies was measured through different standards and it was found to range between satisfactory to highly satisfactory. It was concluded that computer facilities and advanced library are still needed to further strengthen the discipline on scientific lines. These issues have been indicated in the SAR Cycle 2 and also in Cycle 3, but are still prevalent. In order to meet the program requirements, communications, meetings, tours, students' teacher interactions are required which are currently not followed. University as well as Higher Education Commission has set forth proper rules, which are properly followed. At present there are three faculty members. Two members are the regular employees of this university where as one is still on contractual basis. However, the faculty members need motivation for advanced knowledge and research. Institutional facilities were measured through criterion 3; infrastructure, library, classroom and faculty offices in each case, short comings and limitations are highlighted. Institutional facilities need to be strengthened.

The department took a few initiatives to strengthen the base of its M.Sc students by engaging them in meaningful research work. A few courses were made more effective by engaging them in practical problem solving and career oriented research assignments. Focus has been laid on concentrating research in the arid zones of the country after the implementation plan's meeting on the SAR Cycle 3. In parallel to this, institutional support and encouragement can greatly promote and can strengthen academic, research, management and leadership capabilities of our students.

## **CONCLUSION**

In the light of the SAR Cycle 4, we would like to conclude that program of M.Sc Anthropology may be further improved considering the following points:

1. Though indicated in SAR Cycle 3, there is still a dire need for well equipped Lecture rooms that can help create a conducive environment for students learning.
2. An arrangement needs to be made for facilitating the faculty by induction of supporting staff. Also the professional and behavioral training of the existing staff is required.
3. There need of a departmental library is not met as yet. Allocation of sufficient funds for this purpose will be helpful and subscribing to reputed journals, purchase of books and establishing computer lab will ultimately improve the quality of research.
4. New programs need to start at its earliest that will further strengthen the existing programs run by the department.
5. The department needs to facilitate its students by career counseling with university support in conducting professional trainings, workshops & networking with the industry.
6. The vacant positions could be filled by promoting the existing faculty and induction of learned and competitive faculty on meritorious basis.

### **Program Team Members**

**Dr. Abid Ghafoor Chaudhry (Coordinator).....**

**Ms. Mahwish Zeeshan (Member) .....**

**Ms. Humera Dinar (Member) .....**