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ARID AGRICULTURE UNIVERSITY
RAWALPINDI



Self Assessment Report

2018

Department of Sociology

Dr. Aneela Afzal (Coordinator)

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INTRODUCTION

In the year 1997, program of Masters in Sociology was launched for the first time under the umbrella of Department of Agricultural Economics. Later in 2004, Department of Sociology and Anthropology was established independently. To meet the current demands of the degree program and job sector the scheme of study of Ph. D Sociology was revised in the year 2015 to make the program more receptive. The programs of Sociology was designed to provide necessary skills in understanding Sociology, to further provide analytical approach in understanding the developmental issues of Pakistani society especially the rural Pakistan. To cater with the need of the hour and to address emerging social issues of Pakistan, productive and progressive social scientists are produced in the light of existing curriculum that gets revised from time to time.

The Department provides a variety of important sub-disciplines for instance Development, Modernization, Industrialization, Social Mobility, Economic Empowerment, Resource Allocation and Mobilization, Gender Mainstreaming, Indigenous Knowledge and insights to furnish the professional abilities and calibers of under training graduates to better understand and contribute towards the developmental and progressive needs of society. The Self Assessment Report (SAR) contains eight criterions. 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 contains information about the Faculty, Process Control, Institutional Facilities and Institutional Support.

CRITERION 1: PROGRAM MISSION, OBJECTIVES AND OUTCOMES

Sociology department has been initiated in PMAS-AAUR since 1997 and the first admission were offered in 1998. Since then our Ph. D Sociology degree program intends to deliver quality teaching, conduct research and extends knowledge and imagination by showing theory in indigenous problems based practice and research in action. With particular focus on the significance of social structure and by highlighting social policy around the world as well as to instruct students to look at the available materials within limited resources and make connections to their own life and experiences. This approach will make students focus towards the social problems faced by the people, their interaction and role in various situations.

Standard 1-1: Documented Measurable objectives that support Department mission statements

Mission Statement of Ph. D Sociology Program

“Mission of the department of Sociology is to produce viable market oriented human capital was best service providers in community capacity building in the discipline. Advancing Sociology as a science and profession and promoting the use of Sociology in addressing the problem of the wider communities of Pakistan”.

The department of Sociology intends to provide rigorous and academically challenging program of study that allows students to develop intellectually, socially and professionally and to offer students sociological insights and tools they may use to address complex social problems faced in social institutions and organizational setting.

Strategic objectives of the Department of Sociology

1. To promote vitality, visibility and diversity of the discipline of Sociology.
2. To develop Sociology in order to contribute to the society by providing the social engineers to operate the societal processes and deliver concrete and market compatible know-how and hands on skills.
3. To make sure that the research is being conducted that meet the requirements of understanding the accelerated change process in society.
4. To strengthen the discipline through imparting knowledge to create global awareness and critical thinking.

Main elements of strategic plan to achieve mission and objectives

- Establishment of faculty-students network of research orientation in more organized manner.
- Designing and constantly updating the curricula under the guidelines of HEC involving core subjects, elective subjects, specialized areas and study tours.
- Setting up of well equipped specialized research facilities depending on the available resources.
- To look for starting new programs like Ph.D in Sociology to equip the students to be able to have more practical skills in their field in order to enable them to serve the country more effectively and efficiently.
- Collaborate with the INGOs, NGOs for conducting research oriented chores to produce more targeted and action research addressing the burning issues of society.
- Collaborate with Government Departments, INGOs and NGOs for launching development projects to practically contribute towards creating better understanding of planned changes, their outcomes and impacts as well as to broaden the understanding of indigenous societies of Pakistan.

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.	Promotion of vitality, visibility and diversity of the discipline of Sociology	On the basis programs offered. i.e. Ph. D diversity could be achieved with the collaboration other social sciences	By the completion of every academic year	Need for faculty and space and allocation of research stipend	Students are offering serving in different social welfare organization, Non-Government Organizations, Banks
2.	Development of Sociology discipline to provide social engineers and delivery of concrete and marketable skills	On the basis of feedback from different development scholars and development practitioners	During different professional gatherings & meeting them in person	Intra departmental consultation with faculty and students required	The faculty started sharing their approaches during teaching specific courses
3.	Researches meeting the societal requirements	Seminars of professional organizations plus the challenges faced by the society	Internal evaluation of the research trends of the students and already completed work	Encouragement to the students towards the new research interests	During the current year students were given consultations & new topic allocated
4.	Strengthening fields to create awareness of related and critical thinking	Through entry tests, interviews research own interest	Students prefer to remain strict to their own previous study interest	Related subjects to be recommended or studies	Students are provided the inter-disciplinary approach during study

Program Learning Outcomes

All the students in Sociology should possess the ability of:

1. Analyze and evaluate and apply sociological theories to address contemporary, historical, social and global issues.
2. Apply appropriate research methodologies i.e. qualitative and quantitative research to focus on various social problems.

3. Identification of priority problems and their solution by enhancing critical and creative thinking, knowledge and vision through new curriculum integrated approaches.
4. Develop, practice and demonstrate personal, professional and academic integrity and ethical reasoning.

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 below

Table 2: PROGRAM OUTCOMES AND THEIR RELATIONSHIP WITH OBJECTIVES

		Objectives			
Outcomes		1	2	3	4
	1	+++	+++	++	+++
	2	+	++	+	++
	3	+++	+++	++	+
	4	++	+	++	+

+ = **Moderately satisfactory**
 ++ = **Satisfactory**
 +++ = **Highly satisfactory**

Skills and Capabilities Reflected in Performance as Sociologist:

- To understand the basic concepts, theories and computer based research as a yardstick to measure their mastery of the content on various sociological aspects.
- To inculcate efficient communication on various sociological aspects (written and oral) with the application of computer and internet.
- To deliver effectively in writing, oral demonstration to use modern tools, techniques and skills for their profession and market place job competition.
- To formulate and design the experiments/project and to work effectively in a team, to manage a problem and absorb ability to recognize their future needs.

Proforma – 2

Faculty Course Review Report

**Proforma Report
Faculty Course Review Report**

Course Code	Title	Credit Value	Assessment Methods/ Exams	No. of Students	Comments on curriculum	Any changes for Course in Future	Semester	% Grade						Course Instructor
								A	B	C	D	W	F	
SOC 771	Advance Methods of Social Research	3(3-0)	Mid Term and Final Term	2	Nil	Nil	Fall 2016	17.5	37.5	30	0	0	7.5	Dr. Mazhar Hussain Bhutta
SOC 776	Sociology of Gender & Development	3(3-0)	Mid Term and Final Term	2	Nil	Nil	Fall 2016	24	38	19	11	0	5	Dr. Aneela Afzal
SOC 720	Seminar-I	1(1-0)	Mid Term and Final Term	2	Nil	Nil	Fall 2016	8.571	51.43	28.57	2.857		2.857	
SOC 740	Advanced Sociological Theory	3(3-0)	Mid Term and Final Term	2	Nil	Nil	Spring 2017	54.76	40.48	0	0	0	2.381	Dr. Mazhar Hussain Bhutta
SOC 780	Advanced Qualitative Analysis	3(2-2)	Mid Term and Final Term	2	Nil	Nil	Spring 2017	16.22	37.84	18.92	13.51	0	10.81	Dr. Naimatullah Hashmi
SOC 720	Seminar-II	1(1-0)	Mid Term and Final Term	2	Nil	Nil	Spring 2017	0	0	46	44	0	11	
STAT 726	Advanced Statistical Methods for Social Sciences	3(2-2)	Mid Term and Final Term	2	Nil	Nil	Spring 2017	41.38	44.83	10.34	0	0	0	Dr. Inayat Ullah

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.

Faculty Member-1: Dr. Aneela Afzal

Faculty Member-2: Dr. Mazhar Hussain Bhutta

Faculty Member-3: Dr. Naimatullah Hashmi

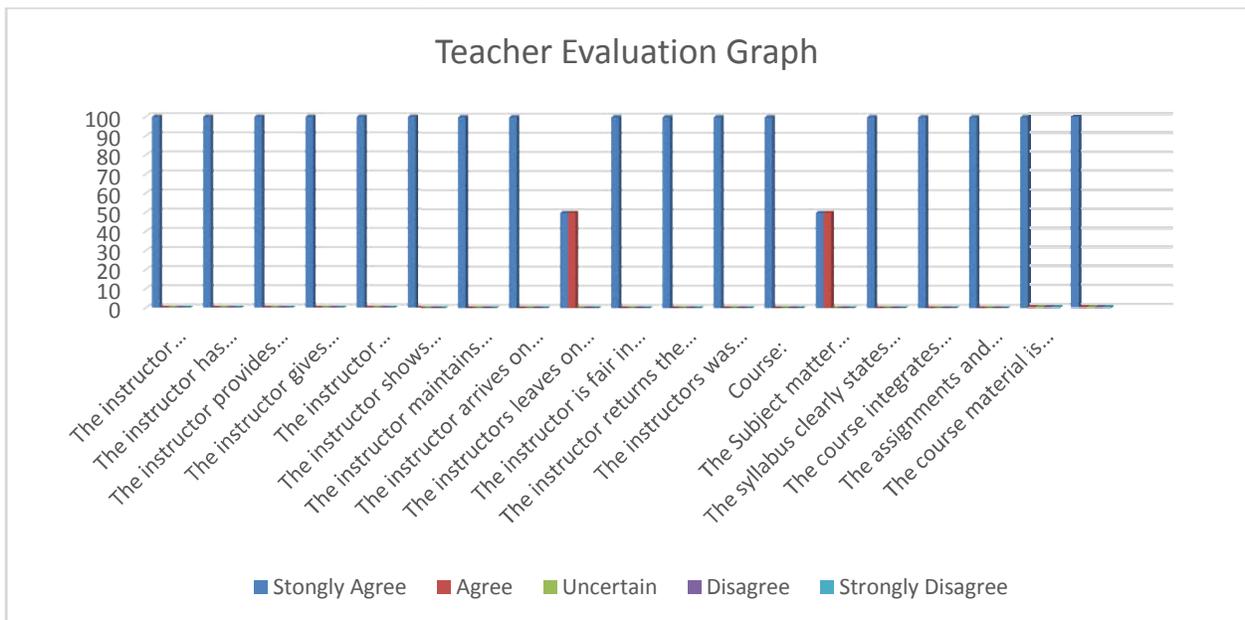
Faculty Member-4: Dr. Inayt Ullah

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 Ph. D, M. Phil and Master level, since the department offers three degree in Sociology i.e. M.Sc., M. Phil Sociology and Ph. D.

Session Fall-2016
Proforma-10
Teacher Evaluation

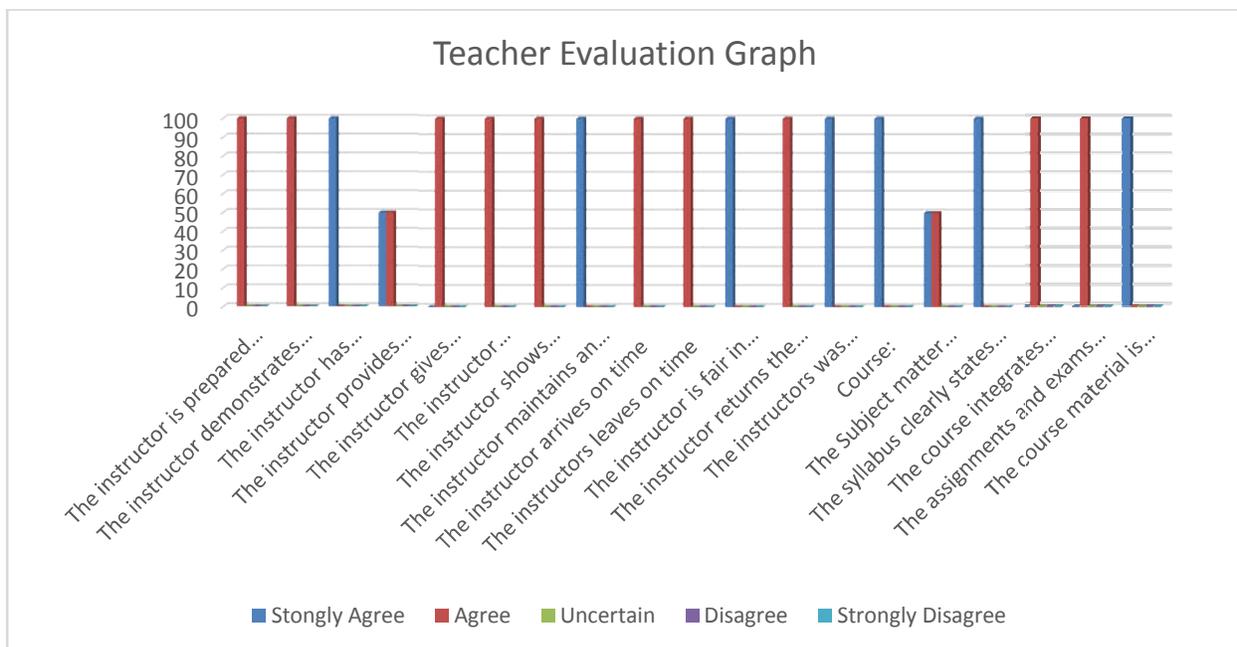
Faculty Member-1 Evaluation on SOC-776, Session Fall 2016

The said course was taught to 1st Semester students in Fall 2016 session by Dr. Aneela Afzal. The result shown in the graphs demonstrates the level of satisfaction on part of the students. The 100% percent students have strongly agreed that the instructor is prepared for each class. Around 100% 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 50% students have agreed that the instructor leave on time.



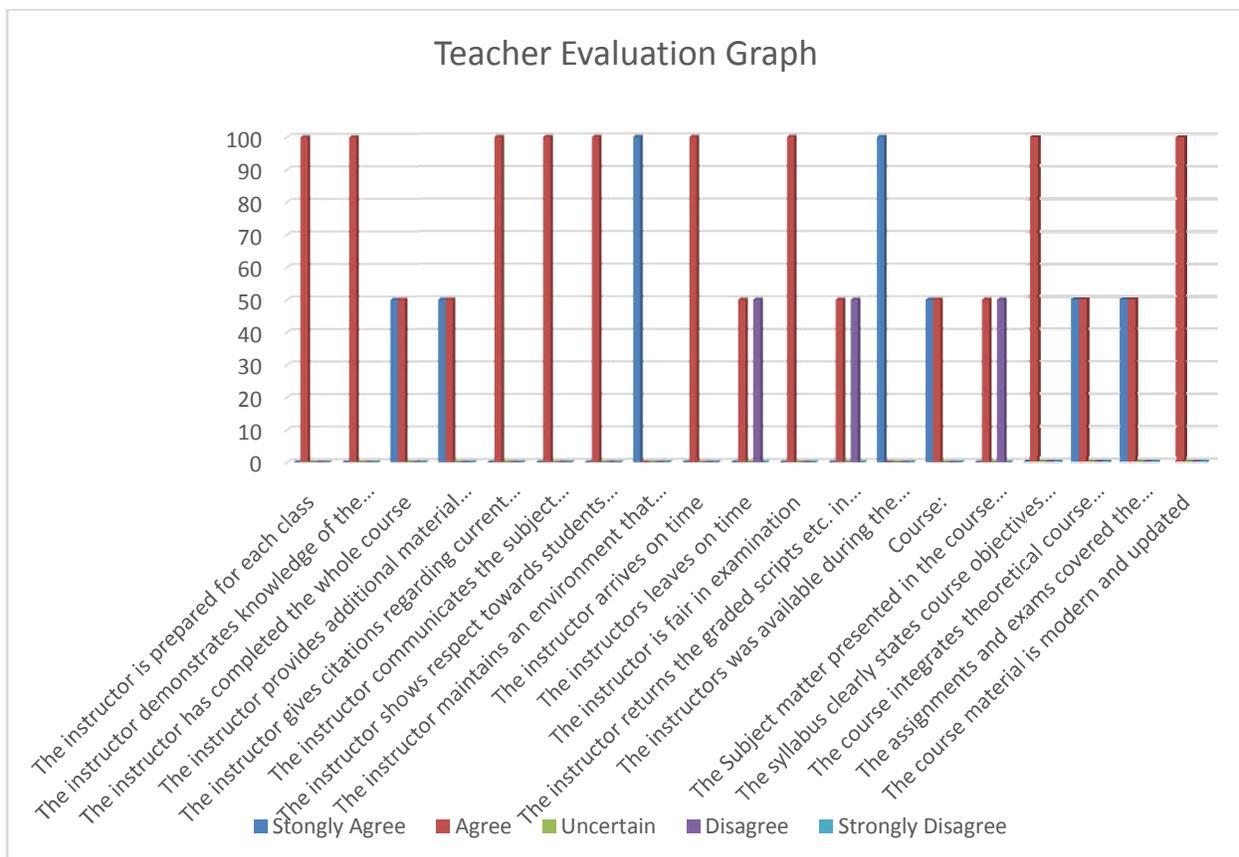
Faculty Member-1 Evaluation on SOC-720, Session Fall 2016

The said course was taught to 1st Semester students in Fall 2016 session by Dr. Aneela Afzal. The result shown in the graphs demonstrates the level of satisfaction on part of the students. The 100% percent students have strongly agreed and agreed that the instructor is prepared for each class. Around 100% 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 50% students have strongly agreed and agreed with the statement that the instructor provides additional material apart from the textbook.



Faculty Member-2 Evaluation on SOC-771, Session Fall 2016

The said course was taught to 1st Semester students in Fall 2016 session by Dr. Mazhar Hussain Bhutta. The result shown in the graphs demonstrates the level of satisfaction on part of the students. The 100% percent students have strongly agreed that the instructor is prepared for each class. Around 100% 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 50% students have agreed that the instructor completed the whole course on time, provides additional books and instructor leaves on time.



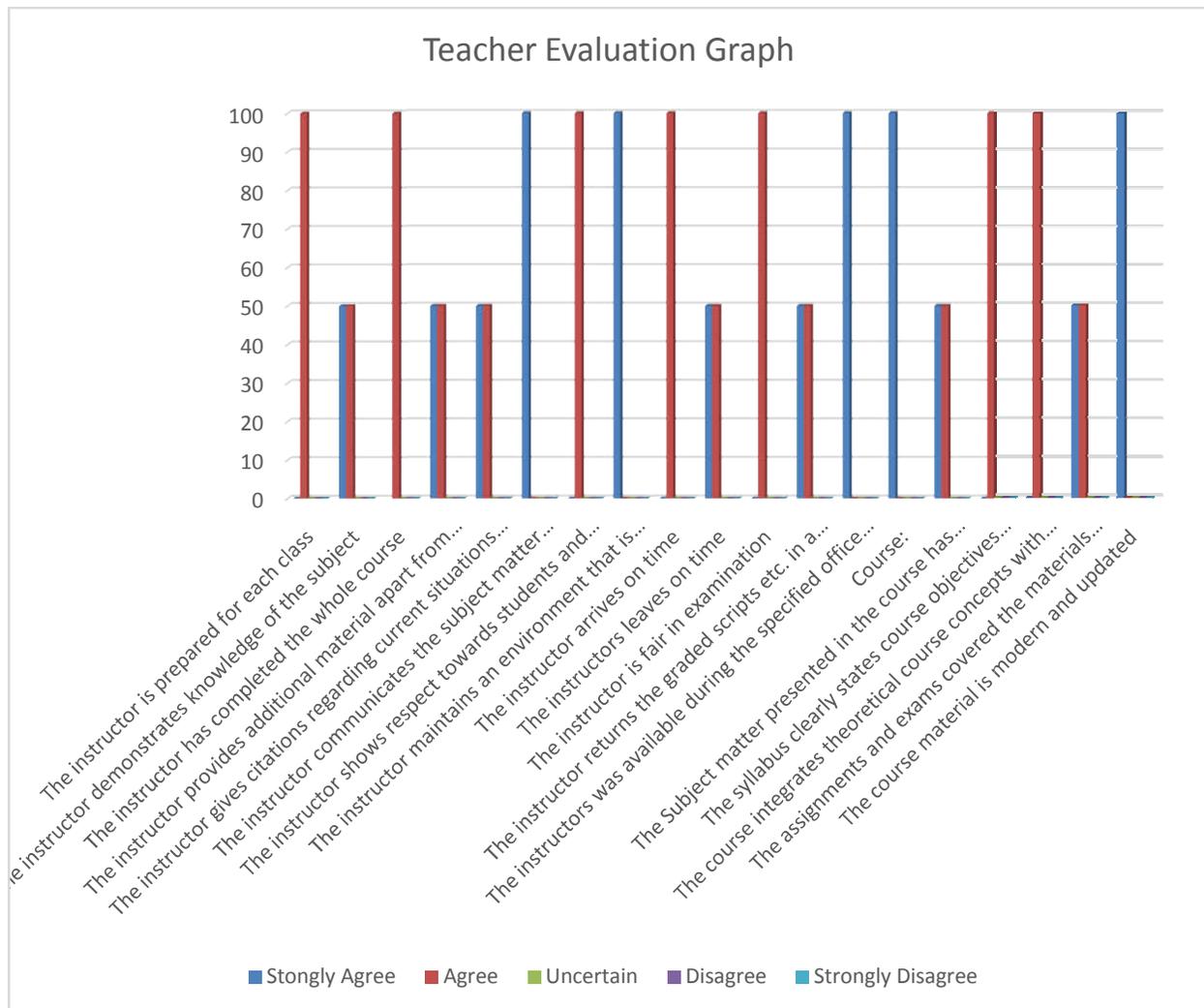
Session Spring-2017

Proforma-10

Teacher Evaluation

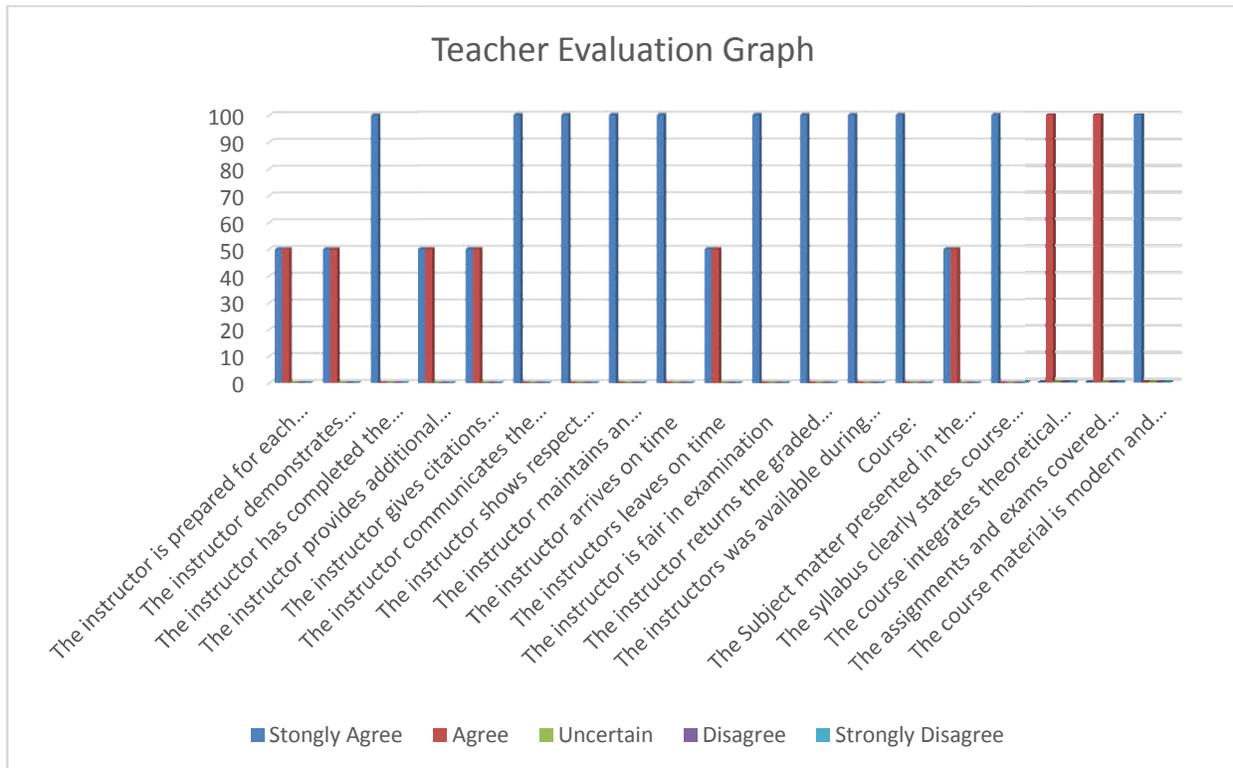
Faculty Member-2 Evaluation on SOC-740, Session Spring 2017

The said course was taught to 2nd Semester students in Spring 2018 session by Dr. Mazhar Hussain Bhutta. The results shown in the graphs are indicative of the level of satisfaction by students on Teacher's evaluation being satisfactory on this course on all the questions. Majority of the 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. 100% of the students agreed that the course material was modern and updated.



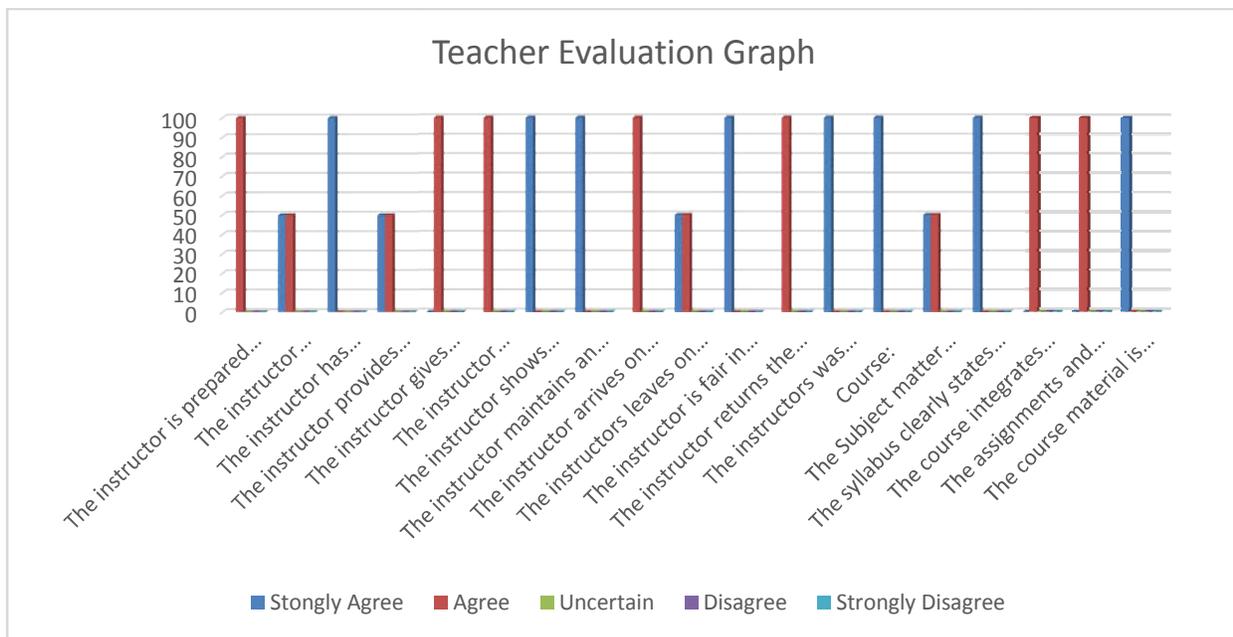
Faculty Member-3 Evaluation on SOC-780, Session Spring 2017

The said course was taught to 2nd Semester students in Spring 2018 session by Dr. Naimatullah Hashmi. The result shown in the graphs demonstrates the level of satisfaction on part of the students. The bar chart depicts that 50% of the students strongly agreed and 50% agreed that the instructor is prepared for each class. 50% of the students strongly agreed and agreed that the instructor demonstrates knowledge of the subject. However, majority of the students have marked agreed 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.



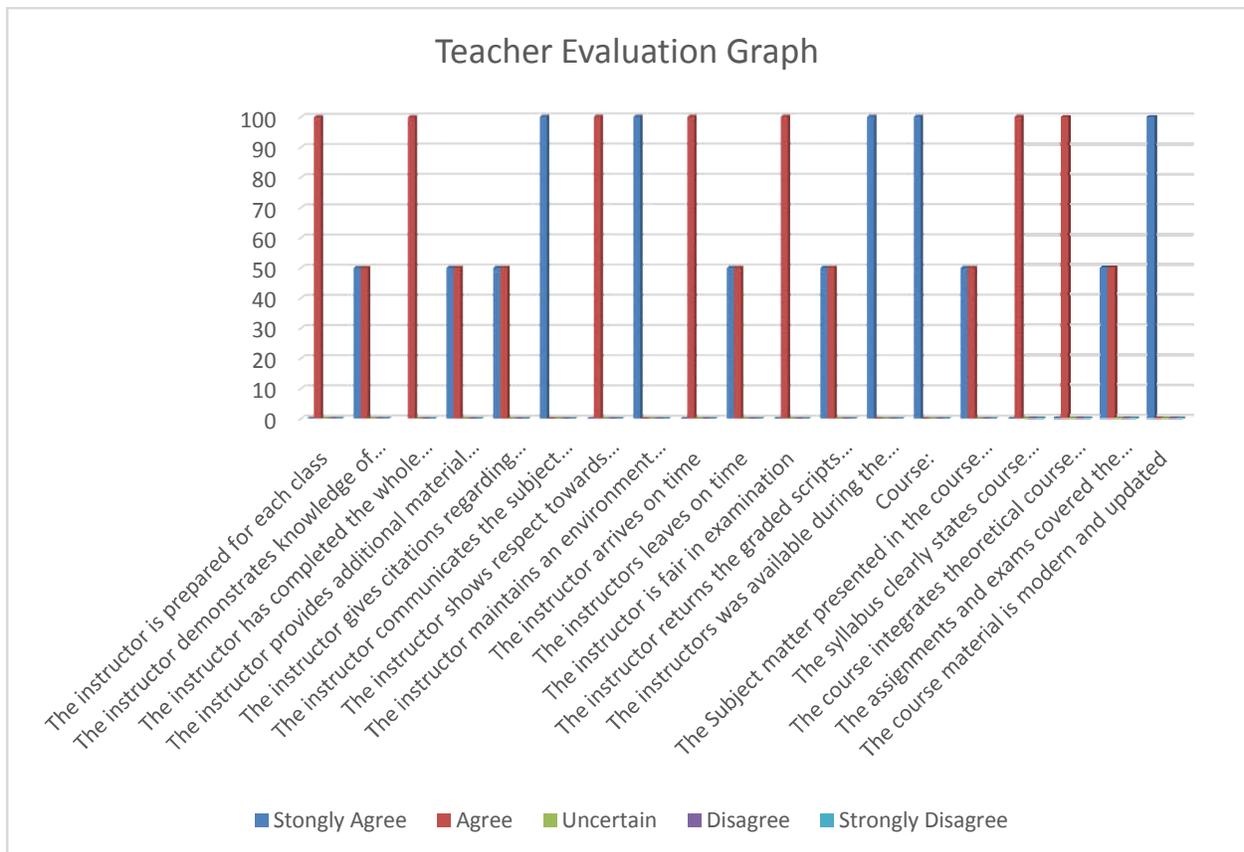
Faculty Member-3 Evaluation on SOC-720, Session Spring 2017

The course was taught to 2nd Semester students in spring 2018 session by Dr. Naimatullah Hashmi. The result shown in the graphs demonstrates the level of satisfaction on part of the students. The 100% percent students have strongly agreed that the instructor is prepared for each class. 50% of the students agreed and 50% of the students strongly agreed that the instructor demonstrates knowledge of the subject. Most of the students strongly agreed that the instructor provides additional material apart from the textbook. Around 100% Students have marked agreed 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.



Faculty Member-4 Evaluation on STAT-726, Session Spring 2017

The said course was taught to 2nd Semester students in Spring 2018 session by Dr. Inayatullah. The results shown in the graphs are indicative of the level of satisfaction by students on Teacher’s evaluation being satisfactory on this course on all the questions. Majority of the 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. 100% of the students agreed that the course material was modern and updated.



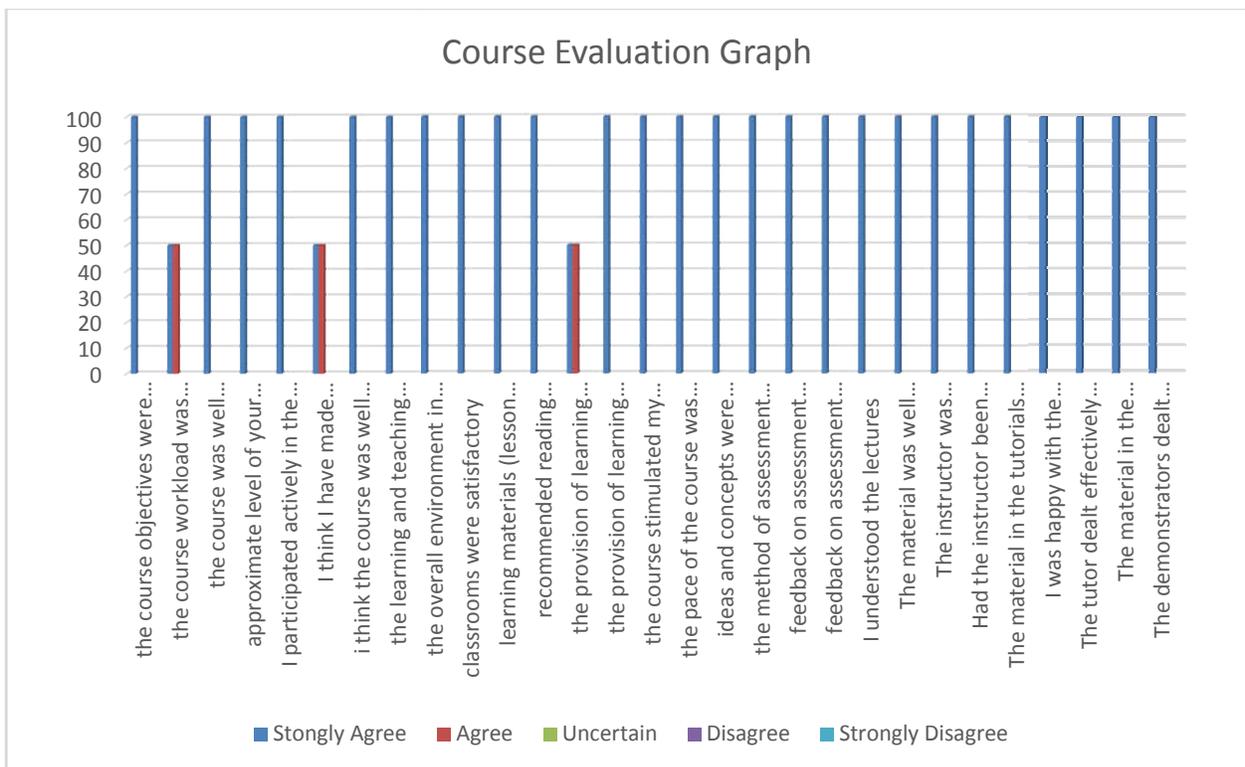
Session Fall-2016

Proforma-1

Course Evaluation

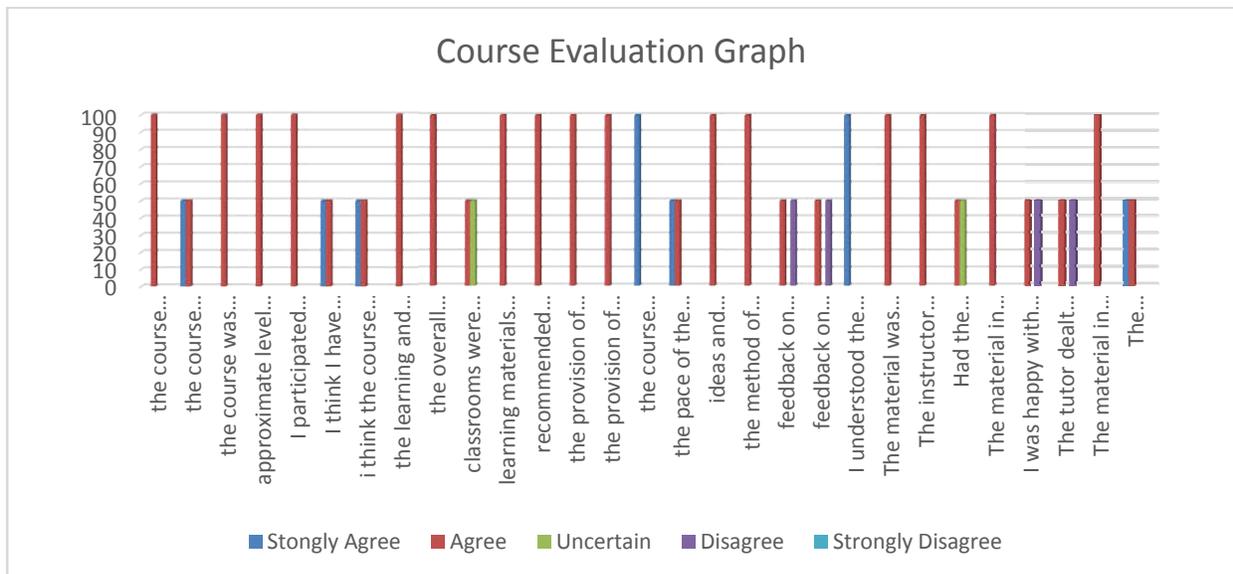
Course Evaluation SOC-776

100% of the students strongly agreed and agreed that the course objectives were clear, the course was well organized, and the workload was manageable. They said 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.



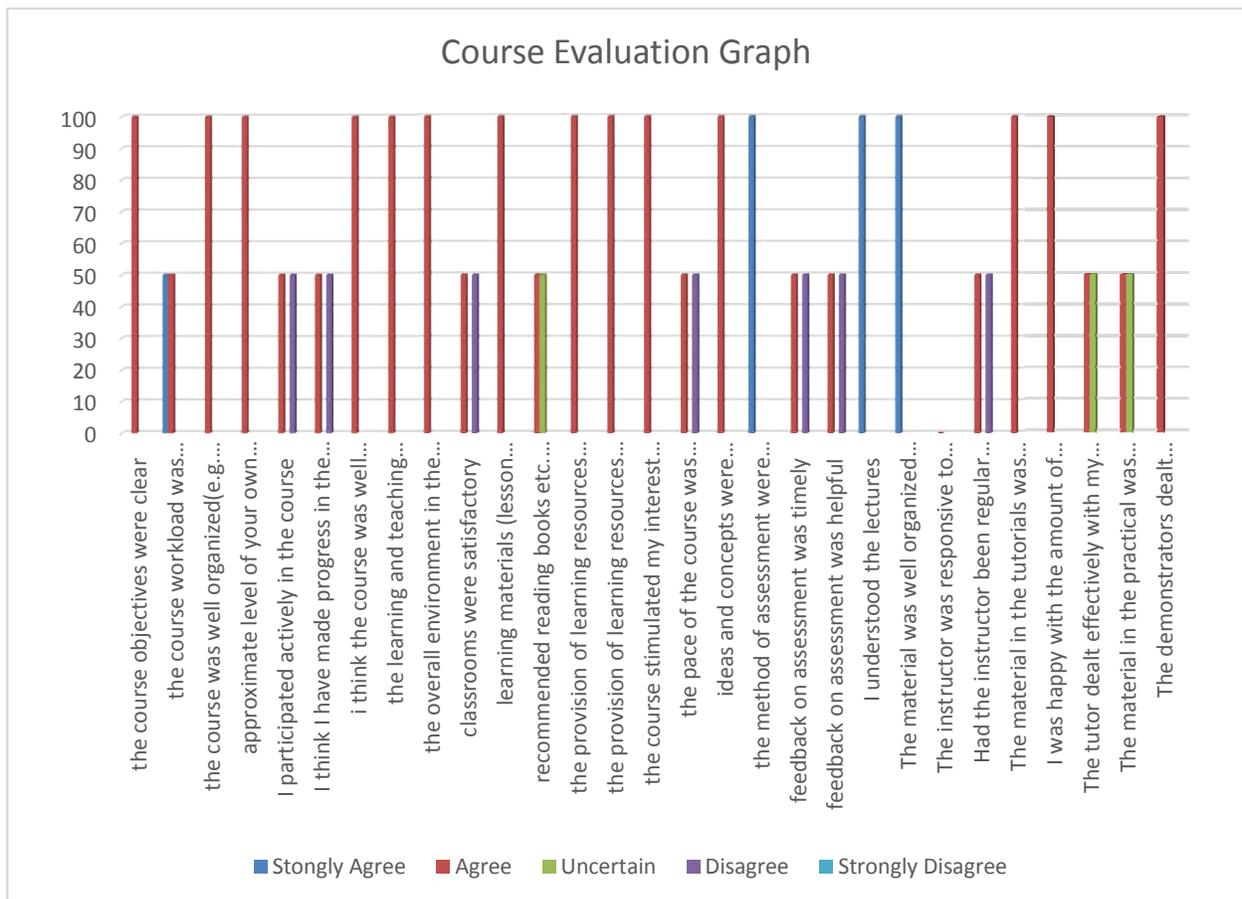
Course Evaluation SOC-720

100% of the students agreed that the course objectives were clear. 50% students strongly agreed while 50% agreed that the course workload was manageable. 100% of the students strongly agreed that the course was well organized, and I participated actively in the course. 100% students said their approximate level of attendance was satisfactory. 50% students strongly agreed while 50% agreed that they had made progress in the course. 50% students strongly agreed while 50% agreed that the course was well structured to achieve learning outcomes. 50% of the students agreed that the feedback was timely provide. Around 50% of the students agreed that the instructor dealt effectively with their problems.



Course Evaluation SOC-771

Regarding the course evaluation of SOC-771, around 100% of the students strongly agreed that the ideas and concepts were presented very clearly, and the material was well organized. On the other side, 50% students shared that the teacher was regular throughout the course. More than 50% 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 50% 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.



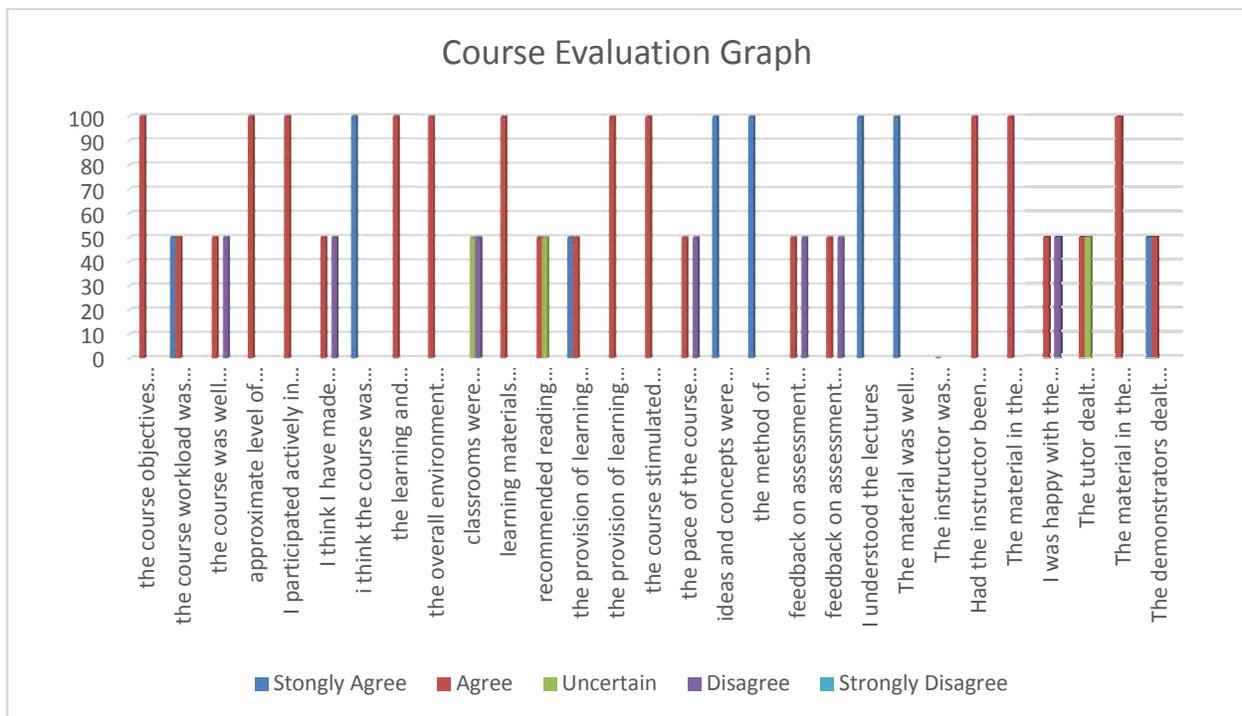
Session Spring-2017

Proforma-1

Course Evaluation

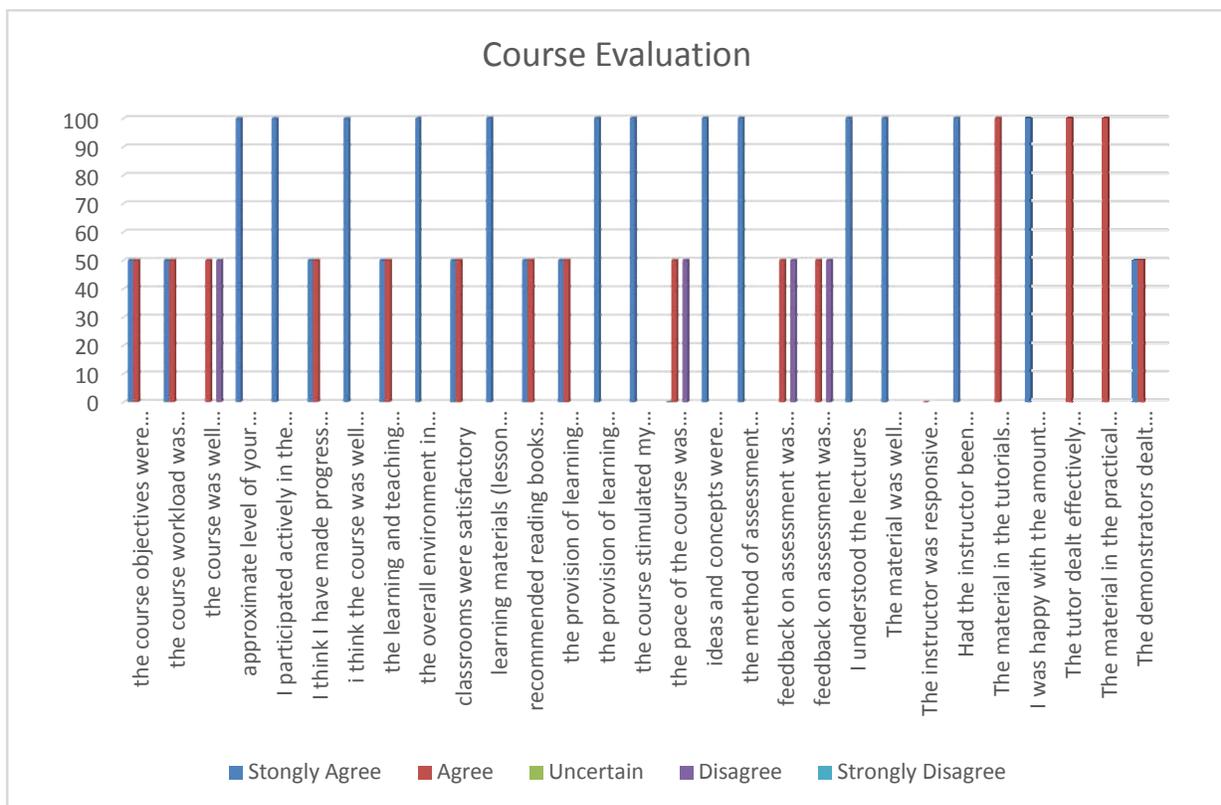
Course Evaluation SOC-740

Most of the students strongly agreed that the course objectives were clear and the course load was manageable. However, 50% of the students said that the course was not well organized. 100% of the students said their approximate level of attendance was satisfactory. 50% of the students agreed while 50% of the students disagreed that the feedback on assessments was provided timely and it was helpful. 100% students agreed that the material in practical was useful. 50% students strongly agreed and agreed that the demonstrators dealt effectively with my problems.



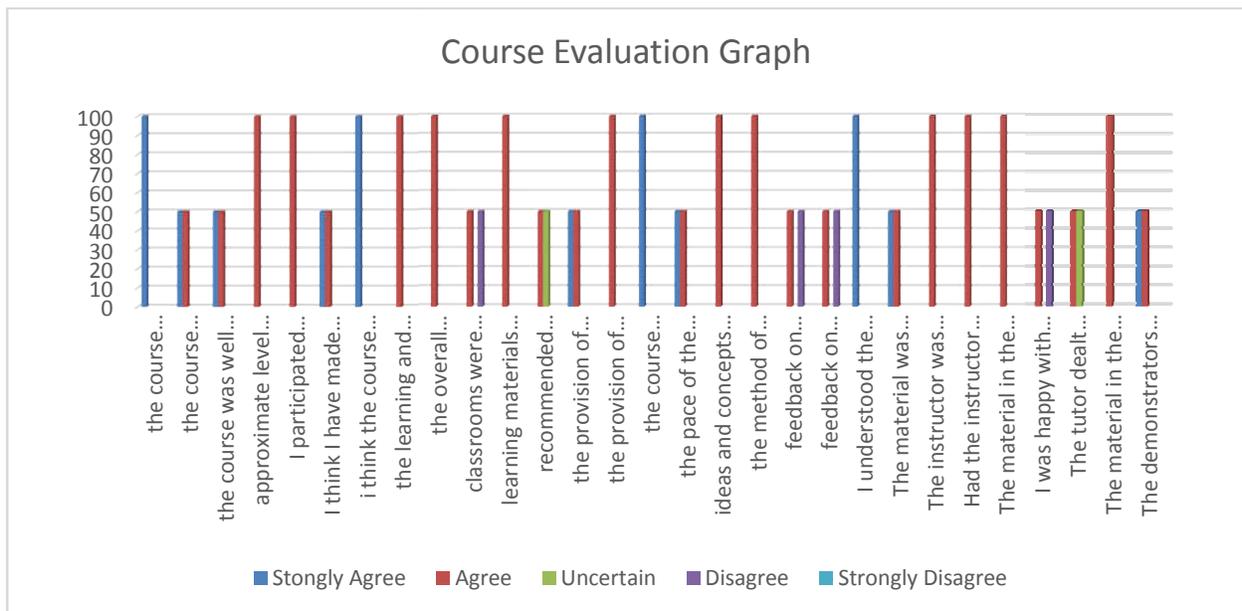
Course Evaluation SOC-780

Majority of the students strongly agreed and agreed that the course objectives were clear. The students agreed that the workload was manageable, and the course was well organized. However, 50% of the students were not said course was not well organized. The students agreed that they have made progress in the course, the course was well constructed, and the reading material was useful and relevant. The students agreed that the pace of the course was appropriate, the ideas and concepts were presented clearly. The 50% students reported that the assessment methods were not appropriate and the feedback on the assessment was not timely provided and was not helpful. The students said the instructor had been regular throughout the course and he dealt with their problems effectively.



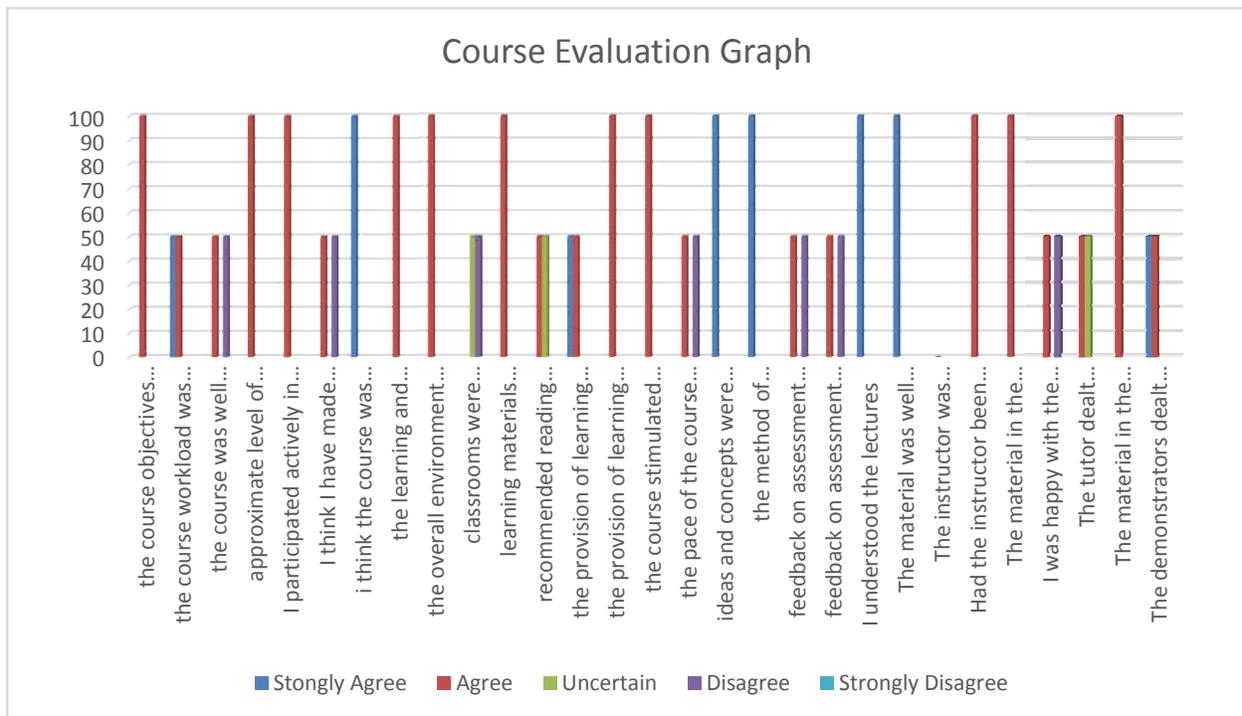
Course Evaluation SOC-720

Regarding the course evaluation of SOC-720, 100% students agreed that the course objective was clear. Most of the students agreed that the course was well organized. 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 STAT-726

Most of the students strongly agreed that the course objectives were clear and the course load was manageable. However, 50% of the students said that the course was not well organized. 100% of the students said their approximate level of attendance was satisfactory. 50% of the students agreed while 50% of the students disagreed that the feedback on assessments was provided timely and it was helpful. 100% students agreed that the material in practical was useful. 50% students strongly agreed and agreed that the demonstrators dealt effectively with my problems.



Session Fall- 2016

Proforma-4

Research Students Progress

Review Form

Research Students Progress Review Fall 2016

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.	Tahira Shamshad 16-arid-5197	03-10-2016	August 2017	July 2017	20	Sep. 2017	Women Employment and Empowerment in South Punjab
2.	Haroon Rasheed 04-arid-1127	03-10-2016	August 2017	July 2017	20	Sep. 2017	Inclusion of Persons with Disabilities: Rights Based Approach

7. Progress in research since last review

The students who were enrolled in 2016 have completed the fieldwork and have submitted their dissertation. All of the students have passed out their viva exam.

8. Comments on level of supervision received

With respect to the level of supervision received 90% of the students were satisfied with the research supervision received whereas 10% were somewhat satisfied due to faculty member's busy schedules and official assignments.

9. Plans for achievement over six months

Majority 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.

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 is 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 Sociology 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 in the department.

12. Availability of sufficient research material/commodities

Both 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.

Proforma-5
Faculty Survey

FACULTY SURVEY

A: Very satisfied
dissatisfied

B: Satisfied

C: Uncertain

D: Dissatisfied

E: Very

S. No	Questions	Dr. Aneela Afzal	Dr. Mazhar Hussain Bhutta	Dr. Naimatulah Hashmi	Dr. Inayat Ullah
1	Your mix of research, teaching and community service	A	A	B	A
2	The intellectual Stimulation of your work	A	B	B	B
3	Type of teaching /research you currently do	B	A	B	B
4	Your interaction with students	B	B	B	B
5	Cooperation you receive from colleagues	A	C	A	A
6	The mentoring available to you	A	B	B	C
7	Administrative support from the department	B	A	A	B
8	Providing clarity about the faculty promotion process	B	B	C	C
9	Your prospects for advancement and progress through ranks	C	C	D	D
10	Salary and compensation package	B	B	B	B
11	Job security and stability at the department	B	B	C	E
12	Amount of time you have for yourself and family	B	B	B	B
13	The overall climate at the department	A	B	C	B
14	Whether the department is utilizing your experience and knowledge	A	B	B	B
15	What are the best programs/ factors currently available in your department that enhance your motivation and job satisfaction?	The opportunities for developing intellectuals & research capacities and being part of a team effort to	Supervising students research and instruction of various courses	-----	Trainings and workshops should be conducted

		provide as better educational and research facilities to graduating students and environment			
16	Suggest programs/factors that could improve your motivation and job satisfaction?	Networking with donors/ INGOs/NGO Extension of research Chores in new areas. Initiation of new professional and skill enhancement programs/courses.	More opportunities and access to better academic and intellectual and research facilities and a much better and more motivating academic environment	Initiation of some new programs, permission to continue studies and some additional research work.	Permission to study and a regular job.

Proforma-7
Alumni Survey
Spring-2016-21

Alumni Survey

Currently in department of Sociology enrolled the three sessions of Ph. D students i.e. 2015-19, 2016-20 and 2017-2021. All the badges are still enrolled in their academic studies.

Proforma-8
Spring-2017
Employer Survey

Employer Survey

Still the department has enrolled the Ph. D students and no one batch is graduated yet from the department.

The enrolled 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. Aneela Afzal
Profile	An expert in Society and Culture of Pakistan with focus on social transformation in the wake of changing climate, changing value chains and changing social structures. The core areas of work revolve around Inclusiveness, Sustainability and Local Livelihood creation. Holds Ph.D. from University of Agriculture Faisalabad, Pakistan and Post Doc from University of California Davis, USA. Currently working as Assistant Professor in the Department of Sociology in Arid Agriculture University Rawalpindi and as the Gender Lead in Australian Center for International Agricultural Research (ACIAR) Pakistan.
Education	<p>John Dillon Fellow 2017 (The University of Melbourne, Charles Darwin University, Monash University, Australian National University, Canberra University - Australia) Intensive Training Program organized by Australian Center for International Agriculture Research (ACIAR) across multiple Universities of Australia</p> <p>Post Doc Fulbright Fellow 2014 (University of California Davis, Davis, USA) Research Project: “Poverty Alleviation through Rural Women Empowerment using Agriculture as tool; Benchmarking of Pakistani women agriculturists with their US counterparts”</p> <p>Ph.D. Gender and Agricultural Extension. 2009 (University of Agriculture Faisalabad, Faisalabad, Pakistan) Thesis: “Identification and Analysis of Factors Hampering Rural Women Empowerment in Agricultural Decision Making and Extension Work in Pakistan”</p> <p>Masters in Sociology 2003 (University of Agriculture Faisalabad, Faisalabad, Pakistan)</p>
Academic Experience:	<p>Assistant Professor - Department of Sociology Arid Agriculture University Rawalpindi 2010 - present</p> <ul style="list-style-type: none"> ○ Teaching at Post Graduate Level (Ph.D. and M.Phil. Students) in the Department of Sociology and Anthropology. ○ Voted as the best teacher for three consecutive years. ○ Supervised research of more than 50 M.Phil and

currently supervising 8 Ph.D. students.

- Created impact factor research and delivered research projects for poor and vulnerable segments of society especially women and children.

**Lecturer/ Head of Management Sciences
Government College University Faisalabad
2008 - 2010**

- Teaching at Masters and Bachelors level in the Department of Management Sciences.
- Created impact factor research and delivered research projects for poor and vulnerable segments of society especially women and children.

Development Sector Experience:

Gender Lead - Australian Center for International Agricultural Research (ACIAR)

2016 - present

- Design and Implementation of qualitative and quantitative research to assess, evaluate and support women role in Horticulture Market Reforms in Pakistan.
- Extensive work in rural areas of Punjab, Sindh and Gilgit Baltistan to generate local livelihood through value addition and productivity enhancement in Mango, Chili and Tomato.
- Assessment of Women Adaptation in Modern Value Chains of Dairy Sector in Pakistan with a focus on Nestle Pakistan.
- Study of women adaptation in rural areas of Pakistan in the wake of changing household composition caused by migration of male members.

Project Lead Pakistan – United States Agency for International Development (USAID)

2014 - 2016

- Conducting field and policy research to gauge changing gender and social dynamics through proliferation of Information and Communication Technology (ICT) in rural areas of Punjab.

- Tapping Information and Communication Technology (ICT) to transfer agricultural technology and increase productivity among rural farming households using young girls as influencers and technology experts.
- Study and support in creation of sustainable livelihoods in mountainous regions of Punjab - Salt Range.
- Studying the adaptation of rural farming households in impending water crisis caused by climate change and unleashed by Indus River.

Research Supervisor – UNICEF HIV/AIDS Awareness Program by Hayat Foundation

2006 - 2007

- Conducting qualitative and quantitative research, analyzing the data and preparing project reports.

Research Experience:

- Received more than ten foreign funding to undertake applied research in Pakistan and present papers at International Conferences across the Globe.
- Created multiple Impact Factor Publications.

Coordination Experience:

Curriculum Development

- Developed BS, MS and M.Phil. Sociology Curriculum for all universities of Pakistan as assigned by Higher Education Commission (HEC) Pakistan
- Developed syllabus for Sociology Elective for Central Superior Services (CSS) Pakistan examination, held every year to recruit top government officials, as vested by Federal Public Service Commission (FPSC) Pakistan
- Designed Masters in NGO Management Program including curriculum to be pioneered in Pakistan by Arid Agriculture University Rawalpindi.

Head of Sociology and Anthropology Department

2010-2013

(Arid Agriculture University, Rawalpindi)

- Headed the Department with full autonomy.

	<p>During the tenure, number of applicants in the Department increased by 150 percent, highest ever increase in the University.</p> <ul style="list-style-type: none"> ○ Started M.Phil Degree Program in the Department after taking onboard diverse stakeholders. <p>Head of Management Sciences (MS) Department 2008-2010 (Government College University Faisalabad)</p> <ul style="list-style-type: none"> ○ Managed the MS department with full autonomy. Revamped curriculum and arranged faculty from professional background who could impart education with applied perspective resulting in unprecedented improvement in the enrolment of students and better job prospects for graduates. ○ Promoted to Registrar of Faisalabad Institute of Textile and Fashion Design in addition to Head of MS Department <p>- Registrar (2009-2010) at Faisalabad Institute of Textile and Fashion Design</p> <ul style="list-style-type: none"> ○ Led administrative and financial affairs of the institute with full autonomy. Increased revenue of the institute by 150 percent before it was absorbed by the university. <p>- Female Hostel Superintendent (2009-2010)</p> <ul style="list-style-type: none"> ○ Managed financial and administrative affairs of the Hostel accommodating over 500 girl students. Reduced operational cost by 20 percent.
<p>Consultancy Assignments:</p>	<ol style="list-style-type: none"> 1. <i>“Assessment of Livestock and Dairy Sector in Pakistan”</i> 2018 Monash University Australia 2. <i>Rooting Out Child Beggary by Inclusiveness</i> 2017 Government of Punjab, Pakistan 3. <i>“Poverty Alleviation through Rural Women Empowerment”</i> 2014 International Center for Development & Decent Work (ICDD) Germany 4. <i>“Cost of Gender Inequality in Pakistan”</i> 2016 Institute of Policy Studies (IPS) Sri Lanka

Training:	<p>Lead Trainer</p> <p>2014-2016</p> <p>USAID Agriculture Innovation Program (AIP) Pakistan</p> <ul style="list-style-type: none"> ○ Planned, designed and delivered multiple trainings in Agriculture Innovation Program (AIP) Pakistan for diverse sets of audience such as young girls, female household heads and university professors.
Books	<p>Rural Transformation (Manuscript is in the final stages of Printing)</p> <p>Paarsai ke Bharm (Urdu Poetry published in 2006) , Alhamd Publications, Lahore</p>
Publications:	Produced 17 research papers in renowned journals with impact factor. The complete list will be shared if required.
International Conferences Organized	<ul style="list-style-type: none"> ○ Lead Organizer / Chairperson of the Organizing Committee for the USAID Funded International Conference on “Agriculture Productivity Improvement through Nudging” ○ Lead Organizer / Chairperson of the Organizing Committee for the USAID Funded International Conference on “ICT and Gender”
International Conference Papers Presented	<ul style="list-style-type: none"> ○ Paper Presented in University of Messina – Italy in the Conference “ Actions for a Sustainable World: From Theory to Practice” Paper Title: “Impact of Integrating Rural Producers into Modern Agricultural Value Chains” ○ Paper Presented in Asia Pacific University – Japan in the Conference “ 15th Asia Pacific Conference” Paper Title: “Globalization, Urbanization and Rural Transformation: the case of Pakistan” ○ Paper Presented in Sultan Zainal Abidin University International Conference on Agriculture, Animal Sciences and Food Technology – Terengganu Malaysia Paper Title: “Gender Adaptation in Modern Value Chains: the case of Pakistan”
Awards	John Dillon Fellowship Australia Fulbright Fellowship, USA Merit Fellowship, UAF
Honors	First Female Ph.D in Agriculture Extension in the University of Agriculture Faisalabad

Faculty Resume

Name	Dr. Mazhar Hussain Bhutta
PERSONAL INFORMATION	<p>DOB April 25, 1971 Married 4 Children CNIC 35402-6119197-9 Department of Sociology PMAS Arid Agriculture University Phone# +92 51 9292136 Cell# +92 300 9882613 E-mail# bhuttamazhar@gmail.com Rawalpindi-Pakistan mazhar.bhutta@uaar.edu.pk Domicile Sheikhupura- Punjab (Pakistan) Nationality Pakistan</p>
ACADEMIC QUALIFICATION	<ul style="list-style-type: none"> • PhD Sociology Institute of Social & Cultural Studies Punjab University Lahore Pakistan-2013 • MPhil Social Sciences Center for South Asian Studies Punjab University Lahore -2008 • MA Library and Information Science Punjab University Lahore -1995 • Law Graduation (LLB) Bahauddin University Multan-2007

<p>WORK EXPERIENCE</p>	<p>Assistant Professor Department of Sociology, PMAS-Arid Agri. University, Rawalpindi April, 2014 – Onward</p> <ul style="list-style-type: none"> • Teaching of Academic courses to PhD/M.Phil (Sociology), M. Sc (Criminology) • Research supervision and counseling of 04 PhD Scholars (under process) & 32 M.Phil (Sociology) / M. Sc Criminology) students. • Courses taught included principles of sociology, Research Methods, Advance Sociological Theory, and Introduction to criminology, corrections and prison system. • Member of BOS and SAR team of the department <p>Incharge M. Sc Criminology Program PMAS-Arid Agriculture University Rawalpindi August, 2014 – Onward</p> <ul style="list-style-type: none"> • Proposed to Initiate M.Sc Criminology program in the university and ultimately it started in 2014 • Developed scheme of studies of M.Sc Criminology program as per requirements of HEC Pakistan • Serving as Incharge M.Sc Criminology Program since last 3 years dealing with administrative and academic issues of M.Sc Criminology students <p>Research Associate, Centre for Forensic Behavioral Sciences and Justice Studies, University of Saskatchewan, Canada April, 2013 – Oct, 2013</p> <ul style="list-style-type: none"> • Conducted research project under he supervision of Director of the center • Produced research publication by availing IRSIP scholarship of HEC Pakistan • Delivered lectures to M.Sc Students at the center <p>Assistant Professor of Sociology, University of Management and Technology, Lahore October 2012-April 2013</p> <ul style="list-style-type: none"> • Teaching BS Social Sciences (major in Sociology) <p>Parliamentary Research Librarian Pakistan Institute for Parliamentary Services PIPS, Islamabad Sep, 2012 – May, 2013</p> <ul style="list-style-type: none"> • Preparation and analysis of parliamentary studies course at PIPS • Developed state of the art research center at PIPS • Helped many parliamentarians in regard to queries related to legal research <p>PhD Research Scholar, Department of Sociology University of Punjab Lahore Sep, 2008 -Sep, 2012</p> <p>M.Phil. Research Scholar, Center for South Asian Studies University of the Punjab Lahore Sep, 2006 -Sep, 2008</p> <p>Librarian Higher Education Govt. of the Punjab Lahore Dec</p>
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	<p>1999-2006</p> <p>Assistant Director Punjab Library Foundation Sep 1998-june 1999</p> <p>Director Students Affairs (Add. Charge) PMAS-Arid Agri. University, Rawalpindi March, 2015 Onward</p> <ul style="list-style-type: none">• Established various students' arts clubs and societies in the university e.g. music club, Aridian literary society, dramatic club etc.• Organized several seminars and patronized 2nd and 3rd Potohar art & literature festivals 2016 & 2017 in the university• Motivation/facilitation of students for participation in extra curricula activities arranged by various universities of Pakistan• Dealt with discipline issues related to students as and when emerged
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RESEARCH & PUBLICATION EXPERIENCE	<ul style="list-style-type: none"> • Completed PhD research thesis entitled “Risk and Need Assessment of Offenders in Lahore-Pakistan” • PhD thesis titled “Risk/need assessment of offenders on probation in Lahore” completed (2013) under the supervision of Prof. Dr. Muhammad Hafeez (Director Institute of Social & Cultural Studies Punjab University Lahore) and co-supervision of Prof. Dr. Steve Wormith (Director Centre for Forensic Behavioral Sciences and Justice Studies, University of Saskatchewan, Canada) • M.Phil. Thesis titled “Role of probation officers in rehabilitation of probationers in Lahore” under the supervision of Justice (R) Prof. Dr. Munir Ahmed Mughal • HEC Pakistan research project entitled “Drug trafficking in Pakistan: an Indepth analysis of drug smugglers” awarded by HEC Pakistan • 11 research papers published in different well reputed, refereed journals including 2 papers in Impact Factor journals • 4 research papers presented in International and National Conferences • 2 popular articles published in daily newspapers including “The News” • Organized several national and international seminars and conferences at PMAS-UAAR
EXPERT LECTURES & TALK SHOWS	<ul style="list-style-type: none"> • National Academy for Prison Administration (NAPA, formerly CJSTI), Lahore (2007-continue) • University of Management and Technology, Lahore (2012-2013) • Punjab Law College, Lahore (2009-2010) • Quaid-e-Azam University Islamabad (2013 to 2017) • Pakistan Institute for Parliamentary Services PIPS, Islamabad (2012-2013) • International Islamic University Islamabad (2014-2015) • Anchored several National Programs Pakistan Broadcasting Service, Lahore Station (2008-2011) • Stage secretary convocation of PMAS AAUR 2016/2017 • Worked as Copy writer in MIDAS advertising agency.
THESIS SUPERVISION OF PHD, M.PHIL & M.Sc. SOC/CRIMINOLOGY STUDENTS	<ul style="list-style-type: none"> • Ph.D. Sociology No. 4 (under research process) • M.Phil Sociology No. 18 (completed)

	<ul style="list-style-type: none"> • M.Sc Criminology No. 07
RESEARCH PROJECTS AWARDED	<ul style="list-style-type: none"> • Drug trafficking in Pakistan by HEC Pakistan 2016 (under process) • Probation system in Punjab: analyzing the role of probation officers by PMAS-UAAR 2017
BOOKS TRANSLATION AND REVIEW	<p>Books Translated:</p> <ul style="list-style-type: none"> • Miracles of the Prophet • Ascension of the Prophet <p>Book Reviewed</p> <ul style="list-style-type: none"> • A Hand Book of Gender Studies sent by HEC Pakistan
ATTENDED NATIONAL AND INTERNATIONAL CONFERENCE/ SEMINARS/WORKSHOPS	<ul style="list-style-type: none"> • Paper presented titled “Assessment of Social Marginalization in Bhagowal Village of District Gujrat-Punjab” 1st National Conference on “Social Discrepancies and their Remedies in Sociological Perspectives” organized by IIU Islamabad on 10 April 2018 • Participated in panel discussion titled “Social Sciences Research in the Contemporary World: Trends and challenges” organized by Department of Sociology FJW University Rawalpindi on Aug.,3,2018 • Certificate of participation “Food Product development competition 2018” organized by Institute of Food and Nutritional Sciences, PMAS-Arid Agriculture, Rawalpindi, Pakistan, on April 25, 2018. • Certificate of appreciation as organizing committee for “Food Product development competition 2018” organized by Institute of Food and Nutritional Sciences, PMAS-Arid Agriculture, Rawalpindi, Pakistan, on April 25, 2018. • International Conference on “International Horticulture Conference, Pakistan 2018” organized by Department of Horticulture, PMAS-Arid Agriculture, Rawalpindi, Pakistan, on April 25-27, 2018. • One-day workshop on “Concept of Halal and Tayyab” organized by Institute of Food and Nutritional Sciences, PMAS-Arid Agriculture, Rawalpindi, Pakistan, on May 15, 2018. • Organized & Paper present in International conference titled “Asia Pacific Policy Dialogue on water, Energy, and Food Security for Poverty Alleviation in Dry Land Regions”. at PMAS-Arid Agriculture University Rawalpindi 23-25 Nov. 2016 • Attended 14 Days workshop “Human rights through cinematography” organized by UN Information Center Islamabad and EU on November 26-10 December 2016

	<ul style="list-style-type: none"> • Committee member to develop conceptual development and capacity building of community organization titled “Agricultural and socio economic development in Pothwar Region-Punjab Pakistan” November 2016 • Organized one-day seminar titled “Criminological Sciences in 21st Century: Challenges and Prospects in Pakistan” at PMAS-Arid Agriculture University Rawalpindi 19th March 2015 • Attended Two Days Conference on Promotion of Peace and Tolerance at University Campuses of the Punjab, Punjab Higher Education Commission Lahore held on 19-20th April 2017 • Paper presented titled “Risk/need assessment of offenders on probation in Lahore” at Its International Conference on Promotion of Social Sciences in Pakistan, HEC Islamabad 26-28 April 2011 • Presented paper titled “Assessing the predictive accuracy of the Level of Service/case Management Inventory (LS/CMI) on recidivism in a sample of first time offenders in Pakistan”, Saskatoon, University of Saskatchewan, Canada July 2013 • Paper presented titled “The Socio legal role of Probation Officers in rehabilitation of probationers in Lahore-Pakistan “in conference on Law and Society in the 21st century-The function of law in a global society conference, University of Oslo Norway 2015 • Attended Conference to formulate joint mechanism for Narcotics and Drug Abuse in Academic Institutions, Islamabad 26th Aug 2015 <p>Organized Indigenous On Campus Training IOT on Good Governance for non-Teaching Staff sponsored by HEC 2015</p>
MEMBERSHIP OF SOCIETY	<ul style="list-style-type: none"> • Pakistan Society of Criminology • Member HEC Pakistan Book Review Committee • Member Academic Council PMAS Arid Agriculture University Rawalpindi • Member Thesis Evaluation Committee QAU Islamabad, IIU Islamabad • Member/secretary Discipline Committee Arid Agriculture University Rawalpindi • Pakistan Library Association
TRAININGS	<ul style="list-style-type: none"> • Attended One Day Training On WTO Agreement On Trade Facilitation: Opportunities And Way Forward For Pakistan Held On November 16, 2014 • A Computer Course "Introduction to Lib. & Information Science" Held from 18-06-2001 to 25-08-

	<p>2001, PLA, Computer Centre Lahore.</p> <ul style="list-style-type: none"> • ELIN (Electronic Library and Information Network) Course held in Punjab University Library in 2007
<p>KEY PUBLICATIONS IN HEC RECOGNIZED NATIONAL AND INTERNATIONAL JOURNALS</p>	<ul style="list-style-type: none"> • An Examination of a Risk/Needs Assessment Instrument and its Relation to Religiosity and Recidivism among Probationers in a Muslim Culture • Assessing the Relationship between Religiosity and Recidivism among Adult Probationers in Pakistan • Effects of socio demographic variables and Facebook group membership on students political participation • Community based rehabilitation of offenders: An overview of probation and parole system in Pakistan • Vigilantism and Police: Assessing perception of Pakistani women about gender specific inefficiency of police favoring vigilante acts in Lahore • Prison systems in India and Pakistan: Shared Legacy, Same Challenges • Role of Corporate Image, Product Quality and Customer Value in Customer Loyalty: Intervening Effect of Customer Satisfaction • Importance of Services cape in Services Industries • Impact of Effective Ad. on Brand Equity & Brand Switching Beh.; Study of Food and Beverages Industry in Emerging Market • Assessment of the Role of Probation Officer in Social Rehabilitation of Low Risk Offenders in Lahore-Pakistan • An Examination of Positive Youth Development Instrument among Students in Public Sector Universities and Its Relation to Risk Behaviors • The Impact of Social relationship on innovative work behavior of employees through psychological wellbeing: A case of Pharmaceutical sector of Pakistan

Faculty Resume

Name	Naimatullah Hashmi
Current Position	Professor of Sociology, Pir Mehr Ali Shah Arid Agriculture University, Rawalpindi- Pakistan
Introductory Information:	<p>ID. No. 33202-1398516-3. Date of Birth: May 1, 1963.</p> <p>Gender: Male</p> <p>Marital Status: Married. Domicile: District Jhang, Punjab.</p> <p>Present Address: P-260 D, Satellite Town, Near Al-furqan Masjid, 6th road Rawalpindi, Punjab- Pakistan.</p> <p>Ph. No. +92-332-6506051 (cell); +92-346-8506051 (cell); 092-51-9292113 (Off).</p> <p>e-mail addresses: a) prnah2@gmail.com b) prnah@yahoo.com</p> <p>Job's nature: Teaching and Supervising Research of Graduation to Master level classes.</p>
Educational Qualifications:	<p>Post-Doctoral Fellowship Gender & Education The University of Manchester-UK 2011-12</p> <p>PhD Rural Sociology Univ. of Agriculture Faisalabad 2004-08</p> <p>M.Phil. Statistics Univ. of Agriculture Faisalabad 1992-98</p>
Research Titles of Theses/ Projects:	<p>i. Modelling Experimental Data (M.Sc.-thesis).</p> <p>ii. Model Building of Reproductive Behaviour for Pakistan (M. Phil-thesis).</p> <p>iii. Female Educational Attainment within Socio-economic and Cultural Context (PhD- thesis).</p> <p>iv. Gender and Education in Pakistan (Post- Doctoral Fellowship).</p>
Research Work and Publications:	<p>The Uses and Abuses of Psychotropic Drugs Pakistan Journal of Medical Research Vol. 31, No. 4:p. 203-207, 1992</p> <p>Determinants of Marital Fertility in Pakistan Pakistan Journal of Agricultural Sciences Vol. 34, No. (1-4):p. 58-61, 1997</p>

	<p>Reproductive Motivations and Family Size Preferences Among Pakistani Women: Discriminant Analysis Pakistan Journal of Agricultural Sciences Vol. 34, No.(1-4):p. 53-57, 1997</p> <p>Logistic Regression Models for fertility Behaviour in Pakistan The Journal of Animal and Plant Sciences Vol. 9, No. (1-2):p. 81-84, 1999</p> <p>Modelling Mortality Pattern of Pakistan Science International Vol. 11, No. 3:p. 313-315, 1999</p> <p>Correlates of Age at First Marriage in Pakistan Journal of Rural Development and Administration Vol. XXXII, No. 1:p. 96-102, 2000</p> <p>Cultural Determinants of Female Educational Attainment in Rural Jhang Pakistan Journal of Agricultural Sciences Vol. 45, No. 1: p. 145-153, 2008</p> <p>Farmers' Attitude Towards Interventions Regarding Buffalo Calf Health Care and Management Practices Under Field Conditions Pakistan Veterinary Journal Vol. 29, No. 3, 125-129, 2009</p> <p>Determinants of Women Empowerment: a Case Study From District Rawalpindi, Punjab, Pakistan Pakistan Journal of Science Vol. 62, No. 1:p. 47-50, 2010</p> <p>Satisfaction Levels of Agriculture Officers (Extension) Regarding Staff Development Opportunities Journal of Agricultural Research Vol. 49, No. 2: p. 29-37, 2011</p> <p>Low Female Educational Attainment in Rural Pakistan: Causes and Remedies Pakistan Journal of Science Vol. 61, No. 4: p. 215-219, 2009</p> <p>An Analysis of the Perceptions of Extension Workers Concerning Their</p>
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	<p>Professional Competencies: The Case of Rural Punjab, Pakistan Journal of Agricultural Research Vol. 49, No. 2: p. 23-28, 2011</p> <p>Socio-Demographic Determinants of Married Women's Attitude Towards Reproductive Health Rights in Punjab, Pakistan Pakistan Journal of Agricultural Sciences Vol. 46, No. 1:p. 51-57, 2009</p> <p>Does Traditional Attitude Matter? Female Educational Attainment in Rural Pakistan Pakistan Journal of Science Vol. 62, No. 1:p. 42-46, 2010</p> <p>Does Age at First Enrolment Affect Female Educational Attainment? The Case of Rural Punjab, Pakistan Pakistan Journal of Agricultural Sciences Vol. 46, No. 4:p. 302-307, 2009</p>
<p>Research projects</p>	<ul style="list-style-type: none"> • Parental decision on girls' schooling levels within demographic framework of rural households in Pothohar region, Punjab, Pakistan. • A research project under National research program for Universities (NRPU) Higher Education Commission of Pakistan.
<p>Employment Record and Experiences</p>	<p>Professor Professor of Sociology, Pir Mehr Ali Shah Arid Agriculture University, Rawalpindi- Pakistan 18-02-2016-to date</p> <p>Professor 0Y-08M-21D Govt. P. G. College (B), S/Town, Rawalpindi- Pakistan 27-05-2015 17-02-2016</p> <p>Associate Professor 2Y-8M-2D Govt. P. G. College (B), S/Town, Rawalpindi- Pakistan 01-04-2012 26-02-2015</p> <p>Post-Doc. Fellowship 0Y-6M-00D The University of Manchester- UK 01-10-2011 31-03-2012</p>

	<p>Associate Professor 3Y-2M-22D Govt. College University, Faisalabad- Pakistan 04-07-2008 30-09-2011</p> <p>Assistant Professor 5Y-8M-11D Govt. College University, Faisalabad- Pakistan 22-10-2002 03-07-2008</p> <p>Assistant Professor 6Y-7M-27D Govt. Post Graduate College, Faisalabad 24-02-1996 21-10-2002</p> <p>Assistant professor 1Y-3M-24D Govt. T. I. Post-Graduate College, Chenab Nagar, District Chiniot 30-10-94 23-02-1996</p> <p>Lecturer 6Y-11M-08D Govt. Post Graduate College, Jhang 22-11-87 30-10-94</p> <p>Statistician 1Y-3M-16D Pakistan Medical Research Council, Islamabad, Pakistan 05-08-1986 21-11-1987</p> <p>Statistical Assistant 0Y-4M-10 D Federal Bureau of Statistics, Pakistan 24-03-1986 03-08-1986</p>
Academic and Professional Achievements:	<p>Passed Master degree examination with distinction (2nd position in BZ University, Multan). Experience of working in the major official institution of data collection in Pakistan (Federal Bureau of Statistics, Islamabad), designing a number of research schemes at Pakistan Medical Research Council, Research Centre Nishtar Medical College, Multan and supervising research of Master level students in Govt. College University, Faisalabad, Pakistan.</p>
Membership of	<p>i. Population Association of Pakistan.</p>

Professional Bodies:	ii. Asian Population Association. iii. The Association for the Study of Ethnicity and Nationalism, London School of Economics- UK. iv. Council of Social Sciences, Pakistan (COSS). v. Higher Education Commission (HEC) Approved Supervisor in Social Sciences.
International Conferences Attended:	i. ASEN London school of Economics-UK, March 27-29, 2012. ii. University of Peshawar- Population at the Crossroad of Development. Population Association of Pakistan, November 28-30, 2006.

Faculty Resume

Name	Dr. Muhammad Inayat Khan
Professional Areas:	Biometrics Research, Design of Experiments, Social Sciences Research, Socio-economic Surveys, Statistical Software Training.
EDUCATION:	M.Sc (Statistics) Gomal University, (1975) M.S (Statistics) IOWA State University, USA (1985) Ph.D (Applied Statistics) Reading University, UK (1997)
WORK EXPERIENCE	<ol style="list-style-type: none"> 2013 to Date: Stationed in Islamabad. Part time teaching in International Islamic University, Department of Math & Stat, Allama Iqbal Open University, Islamabad, Department of Statistics, PIASA (PARC Institute of Advanced Studies in Agriculture), NARC, Islamabad. May, 2002 to 17th November, 2012: Professor of Statistics, University of Agriculture, Faisalabad: Teaching and research as mandated to the university faculty. 1989-May, to May, 2002: Senior Scientific Officer, Pakistan Agricultural Research Council, Islamabad. Diagnosis and identification of socio-economic research priorities. Planning, designing and supervision of agricultural and socio-economic research projects. Development and Implementation of Regional Statistical Data-Base Systems. Organization and conduct of short-term trainings for the scientists of NARS. Guide, monitor and evaluate the research plans of the scientists of the Computer and Statistics Unit. Organize resources for the execution of

	<p>planned activities. Consultative biometrics role at the centre as well as for University students of Arid university, Quaid-I-Azam University or other Agricultural Universities of the country, doing research in various research programmes or with researchers of NARC. Technical input in research committee and technical working group meetings of the centre.</p> <p>4. 1979-89: Scientific Officer, Pakistan Agricultural Research Council, Islamabad. Design, Execution and Monitoring of socio-economic surveys in agriculture sector. Statistical consultation on research problems of biological and animal scientists of NARC. Collaborative work in field plot techniques with scientists of National Agricultural Research System (NARS).</p> <p>5. 1976-79: Research Officer, H & PP Department, Government of the Punjab, Lahore. Compilation, processing and analysis of socio-economic data for physical planning. Headed a team of research investigators for conducting surveys like building surveys, traffic surveys and socio-economic surveys.</p>
<p>CONSULTANCY ASSIGNMENTS</p>	<p>1. 2004 Consultant Shaukat-Siraj Memorial Trust, Islamabad: Consultant for Socio-Economic and other surveys as well as data analysis for the projects undertaken by the SSMT.</p> <p>2. 2001 Consultant, UNDESA, UNO for training of a team of Social Scientists of National Water Resource Authority, Yemen and also planning and execution of a survey of farmers for their water</p> <p>3. 2000 Consultant, GTZ (Pakistan- German Technical Co-operation) and L&DDD, Punjab: Planned, executed and written a fact finding report on the impact evaluation of Idara-I-Kissan Livestock Development Project with specific aim of replication of this project at other places in Punjab.</p> <p>4. 1999: Collaborator, FAO. Planned and conducted alongwith other scientists of Social Sciences Institute, benchmark survey of three pilot areas of the Special Program for Food Security executed by Ministry of Food, Agriculture and Livestock. Impact Evaluation Study of the Pilot Program is in progress.</p> <p>5. 1999 Consultant, GTZ (Pakistan- German Technical Co-operation) and L&DDD, Punjab. Completed a baseline study</p>

	<p>of livestock management practices in the rainfed farming systems of Pothwar and Shakargarh regions. The findings of this study would be used in future as a yardstick to initiate and measure the impact of livestock development program in particular and farm income in general.</p> <p>6. 1998-99 Consultant, CRS: Planned, executed and prepared analytical report of the baseline study of the resource poor farmers in the marginal areas of the Pakistan with the collaboration of NGOs.</p> <p>7. 1992-93 Collaborator: ESCAP, CGPRT centre. Collection, compilation and processing of data for developing Operational Regional Statistical Data-base Systems (RSDS).</p>
<p>Research Collaboration</p>	<p>1. Collaborator. ESCAP, CGPRT Centre Collection, computation and processing of data for developing Operational Regional Statistical Data-base Systems (RSDS)</p> <p>2 Collaborated with GTZ (Pakistan - German Technical cooperation) and L&DDD, Punjab Completed a baseline study of livestock management practices in the rainfed farming systems of Pothwar and Shakargarh regions</p> <p>3. Collaborator, FAO Planned and conducted along with other scientists of Social Sciences institute, benchmark survey of three pilot areas of the Special Program for Food Security executed by Ministry of Food, Agriculture and Livestock</p> <p>4 Completed a project with GTZ ; Pakistan - German Technical Co-operation) and L&DDD, Punjab, Planned, executed and written a fact finding report with fellow scientist of SSI on the impact evaluation of Idara-e-Kissan Live stock Development Project with specific aim of replication of this project at other places in Punjab</p> <p>5 Completed a baseline survey for Catholic Relief Services (An NGO for food security of poor and downtrodden in Pakistan)</p> <p>6. One month UNDP consultancy with National Water Resource Authority Islamic Republic of Yemen for Agriculture and Water Use Survey Planning and Implementation from 30th April to 31st May 2002,</p>
<p>Workshops and Training Courses Attended</p>	<p>1. Farming System Seminar in Montpellier France, September 1994</p> <p>2. Workshop on the applications of biometry in agricultural research (July 27 to August 1986)</p> <p>3. MSTATC Training Workshop for NARC scientists (22-24 October.</p>

	<p>1991) (10-15. March, 1990)</p> <ol style="list-style-type: none"> 4. First International Conference on Agricultural Strategies in 1990's: Issues and Policies; organized by PAASS May 7-9, 1991 5. SPSS Workshop for farming system scientists of PATA Project at NARC 6. Two Workshops for PATA Project working scientists on computer usage and software packages at Saidu Sharif Swat 7. Three day workshop on MSTATC for scientists of Ayub Agricultural Research institute, Faisalabad 8. Annual Planning Meeting and Workshop on RSDS3 in Bogor Indonesia. May 5-10. 1992 9. Workshop on Economic Analysis of Experimental Data 12-18 March, 1989 10. Workshop on Application of Biometry to Agricultural Research July 27-August 4 1986
<p>Other Training Assignments</p>	<ol style="list-style-type: none"> 1. In country training of Agricultural/Livestock Research Staff of Balochistan Province in Research Methodology (1986) 2. Training Course on Statistics in Agriculture a Department of Statistics Sindh Agriculture University, Tandojam (July 11-23 1987) 3. Microcomputer orientation and use of Statistical Package MSTAT, Department of Agricultural Education, Extension and Short Courses, Sindh Agri. University Tandojam, (October 10-12,1987) 4. National Training Course on Statistical Procedures and Computer Applications in Agricultural Research (December 3-21, 1989) 5. One week training course on SPSS for Social Scientists of Agriculture in Collaboration with CIMMYT Islamabad 6. Two week course on Planning and Analysis of Agricultural Experiments Department of Agricultural Education, Extension and Short Courses. Sindh Agriculture University Tandojam (September 22 to October 4, 1997) 7. MSTATC Training Course on Statistical Procedures and Provinces at Training institute NARC 8. Advance Training Course on Statistical Procedures and Computer Applications in Agricultural Research (October 5—17 1991) 9. Worked in the management capacity to make the first International conference on "Agricultural Strategies in the 1990's issues and

	<p>Policies" under Pakistan Association for Agricultural Social Scientists (PAASS) a success</p> <ol style="list-style-type: none"> 10. Worked in the management capacity to organize International conference on Global issues of Food Distribution in Collaboration with the American Universities Field Staff Association in 1981 in Islamabad. 11. Developed and organized a one month international training course for participants from Yemen on Socio-Economic and Agriculture Water Use Surveys and Computer Applications. 12. Developed and organized two training workshops for District Education Officers under the umbrella of Academy of Planning and Education Management Ministry of Education, Islamabad during the year 2003 13. Developed and organized a number training workshops for faculty development in the University of Agriculture for teachers and researchers during 2003, 2004, 2005,2006 and 2007 14. Worked as resource person in the faculty development program of Higher Education Commission, Islamabad 15. Developed and conducted a training workshop for researchers of Agriculture Research Centre, Quetta. Balochistan under the umbrella of ICARDA 16. Worked as resource person in a two-week workshop on Design of Experiments and Data Analysis organized by Biometric Section NARC, Islamabad from December 3-15, 2008 17. Organized One Day seminar on 'Strengthening of Design and Analysis Capabilities in the National Agricultural Research System" at University of Agriculture Faisalabad on 15th December, 2008 18. Organized Training course for Forest Officers of the Punjab Forest Department on the "Data Analysis using SPSS" June-2011 																
RESEARCH REPORTS:	<ul style="list-style-type: none"> • Crop forecasting for major crops in Pakistan • Strengthening of Design and Analysis Capabilities in the National Agricultural Research System of Pakistan 																
RESEARCH GRANTS AND CONTRACTS:	<table border="0"> <tr> <td>Date</td> <td>Title</td> <td>Agency / Organization</td> <td>Total Award Amount</td> </tr> <tr> <td>2003-2005</td> <td>"Crop forecasting for major crops in Pakistan"</td> <td>Pakistan Science Foundation</td> <td>Rs. 0.191Million</td> </tr> <tr> <td>2003-2007</td> <td>"Strengthening of Design and Analysis Capabilities in the National Agricultural Research System of Pakistan"</td> <td>Pakistan Agricultural Research Council</td> <td>Rs. 2.900 Million</td> </tr> <tr> <td></td> <td></td> <td>ALP Funding</td> <td></td> </tr> </table>	Date	Title	Agency / Organization	Total Award Amount	2003-2005	"Crop forecasting for major crops in Pakistan"	Pakistan Science Foundation	Rs. 0.191Million	2003-2007	"Strengthening of Design and Analysis Capabilities in the National Agricultural Research System of Pakistan"	Pakistan Agricultural Research Council	Rs. 2.900 Million			ALP Funding	
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Standard 1-3: The results of program's assessment and the extent to which they are used to improve the program must be documented.

Strength of the Department

The main strength of the programme is the availability of all expertise viz. Sociological fields of inquiry, with full acquaintance of their respective subjects, having vast knowledge of local issues and problems of Pakistani society with comparison with all over the world issues and problems. Majority of the faculty members have local degrees and are experts in their fields. Their work has been published in national and international Journals.

Weaknesses Identified in the Program

Advanced teaching and research is being handicapped due to lack of important equipment as independent computer labs with latest requirement of net access. Latest literature, books and reviews are hardly available. There is a need for short term foreign training and PhD opportunities to faculty members. Lecture rooms, computer laboratories, and survey / field aids are also lacking. A number of surveys based on the QAA questionnaires were initiated to assess the program outcomes/graduates of the Department.

The department needs to assess its overall performance periodically using quantifiable measures and performance of the faculty members pertaining to research activities. It is further suggested that the faculty member should not be made involve in secretariat and clerical task so that the quality of their performance remain intact. Indicates in the credit of faculty members of the Sociology Department (Table 3).

TABLE 3: PRESENT PERFORMANCE MEASURES FOR RESEARCH ACTIVITIES

Major Future Improvement Plans:

1. Induction of new senior faculty members.
2. To impart quality education to play a central role in the emergence of this important field of academic study.
3. To provide intense and exciting research environment for research students.

4. Provide a strong liberal arts background to students for entry-level positions in business, social services, foundations, community organizations, not-for-profit groups, law enforcement, and many types of governmental jobs.
5. To emphasize problem oriented research on specific and serious issues prevalent in the today's Pakistani society.
6. To provide to the students academic training that can be important asset in entering a wide range of occupations.
7. To make students able in oral and written communication, interpersonal skills, problem solving, and critical thinking, all job-related skills that may give to social science graduates an advantage over those who pursue more technical degrees.
8. Overall enhancement of knowledge and skills of faculty members in relation to the latest global advancements in these disciplines through exchange programs, short training and collaborative research projects within and outside Pakistan.

The Department is providing following community Services:

1. Guidance and supervision of students of various department and other Universities.
2. Supervision of students on their research thesis on various issues and problems of Pakistani society.
3. Provide consultancy as research associates to different Government and Non-government organizations.

Faculty Satisfaction Regarding the Administrative Services:

1. Administrative meetings (departmental, university, academic council, and syndicate) are attended as and when required.
2. Quick office disposal; no complaint pertaining to delay has ever received from authorities.

Department Emphasis:

1. The department emphasis on students doing researches at Ph. D and M/ Phil level. The core area of research identifies various issues and problems faced by individual of

society. The thrust of the research is on the socio-economic conditions with reference to Pakistani society.

2. Thesis opportunity will be offered to M. Sc Sociology students.

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

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

TABLE 4: PRESENT PERFORMANCE MEASURES FOR RESEARCH ACTIVITIES

Faculty	Journal Publications (National & International)	Conference Publications (Proceedings/ Abstract)	Projects
Dr. Aneela Afzal	16	8	10
Dr. Mazhar Hussain Bhutta	11	2	5
Dr. Naimatullah Hasmi	28	4	8
Dr. Inayatullah	40	10	12

CRITERION 2: CURRICULUM DESIGN AND ORGANIZATION

Degree Title: M. Sc Sociology

Intent: Curriculum for the Department of Sociology is revised / updated through designated bodies as per any need. This body of 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 convenes the meetings of the body in which discussion are carried to see and finalize the courses 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 three degree programs are offered by the department i.e. M. Sc Sociology, M. Phil and Ph. D Sociology.

1. Master of Sociology

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 if there is any seat vacant.
- The nominees of different departments/ organizations with minimum of 2nd division or its equivalent in Bachelor.
- Finally, the admission to the evening program is open on all Pakistan bases.
- The degree wise inclusion of number to build the merit is in the following:

Degree requirements for Master

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

2. Degree Title: M. Phil Sociology

M. Phil program was offered by the department in 2011 and first batch is yet to pass out.

3. Degree Title: Ph. D Sociology

Ph. D program was offered by the department in 2015 and first batch is yet too enrolled.

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: Ph. D SOCIOLOGY COURSES VS PROGRAM OUTCOME

Course	Outcomes		
	1	2	3
SOC-776, SOC-720	X XX	XX	XXX
SOC-771, SOC-740	XX	XXX	XXX
SOC-780, SOC-720	XX	XXX	XX
SOC-726	XX	XX	XXX

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: The curriculum satisfied the core requirement laid down by accreditation bodies

- Not Applicable

Standard 2-4: The curriculum satisfied the major requirement laid down by HEC.

- The curriculum satisfies the major requirement laid down by HEC.

Standard 2-5: 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 2-6: 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:

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

- Course of seminar in Sociology having one credit hour each 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.

Currently the department needs one computer labs for following purpose;

Standard-3.1: General Computer Labs

Sociology being a research based degree demands a fully equipped and up to date departmental computer lab to facilitate its research needs.

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. A separate computer assistant and attendant is needed to facilitate the faculty.

INSTITUTIONAL SUPPORT:

Department definitely requires the institutional support not only for itself but for the students as well. The following points are necessary in this regard;

- The provision of computers to the faculty members is long awaited.
- The department requires the provision of research funds in order to be provided to the students of sociology as a research stipend as provided elsewhere in the well reputed universities.
- Provision of funds to the respective supervisors to conduct the follow up visits of the students in the field is necessary.

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 member and the research students including 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 department 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.

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 is sent for approvals.
- In the start of each semester, faculty shares the course outline with the students for their guidance and information about what they will go to study in a particular course.
- Emphasis is always given for an orientation between the 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.

To provide students guidance the following steps were taken:

- Upon seeking admission to the university, the students are generally provided guidance by the welcome note made by the worthy vice chancellor. The chairperson conducts the orientation session for the newly admitted students for deeper understanding of the department and all academic requirements of the degree. A detail address is also given by the Controller of Examination in this regard.
- Counseling and guidance is provided to the students by the individual resource persons.
- Students and researchers can maintain inter university interaction mainly for research purpose.

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

- Merit is drawn from the last degree scores i.e. graduation marks.
- 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/assignments.

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/incharge 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 faculty but students 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 to 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 midterm 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 two lecturers in the Department along with one consultant. There is an immense need of Faculty members to share the burden of teaching and research.

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

- The interest areas of all the faculty members are satisfactory to meet the requirement of all the courses taught to under-graduates and 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

M. Phil program was offered by the department in 2011 and first batch is yet to pass out. This will provide an opportunity for enhancing the academic qualification of faculty as well

Standard 6-4: All the faculty must hold a Ph. D in the Discipline

- At present only one faculty member is seeking Ph. D degree.

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

- Though all faculty members are carrying 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. The results showed satisfaction of the faculty over majority 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 central 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

At present faculty has no 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:

- Still there is a 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 require 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 Sociology. The already existing books are mostly text books which do not meet the requirements of the faculty, students and researchers 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 offices.

CRITERION 8: INSTITUTIONAL SUPPORT

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

INSTITUTIONAL SUPPORT:

Unfortunately, this aspect is very weak as regards in the following:

- Space limitation is the major constraint in the development and strengthening of discipline. As other departments are occupying are also occupying our class rooms for conducting their major and minor courses.
- 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 faculty and scholars. That is possible through foreign short and long term training of the faculty.
- Insufficient secretarial support, technical staff and office equipment. Separate kitchen, kitchen accessories are needed.

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 faculty and scholars

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

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. Details of the students enrolled during the past seven years are given in the following table.

Table 7: ENROLLMENT IN SOCIOLOGY PROGRAMS

From 2015-2019

Discipline	2015-20	2016-21	2017-22
Ph. D	11	2	13

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 2016-17 was Rs. 96,000.00 and the same for the year 2018-19 which hardly fulfills the departmental needs. Particularly, for the purchase of the equipment and books for the department library.

- For the establishment of Departmental library, online library, well equipped seminar room the existing budget needs to be enhanced.
- There is shortage of furniture in the department.

SUMMARY

Since the inception historical and chronological developments of the department is presented in the self assessment report of the Department of Sociology, Pir Mehr Ali Shah Arid Agriculture University, Rawalpindi, Discipline of Sociology since its separation from department of Economics and Agricultural Economics Sociology has progressed remarkably and made significant contribution in several aspects mainly, the emerging issues of socio-economic problems of the societies, community services, development sector, developmental issues and globalization.

The department also started Ph. D (2015) along with M. Phil degree program in 2011. Discipline of Sociology broadens emerging Sociologists with an overview of societal problems, global perspectives, issues concerned with the development sector of Pakistan and socio-economic and cultural scenario of Pakistan with respect to other underdeveloped / developed countries of the world. The department also regularly updates its curricula with respect to modern tools and teaching methods. Inter disciplinary research approaches are also introduced to conduct advance research.

For this purpose, three specific objectives were sought which are measurable and achievable. These were analyzed thoroughly 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 satisfactory. Weaknesses were identified which are related to advance teaching and research equipments. Community services provided by the department are summarized.

Curriculum design, development and organization are updated in accordance with approved criteria by HEC. Prerequisites are keenly observed, examinations are conducted as per schedules and academic schemes are prepared in advance.

It was measured through different standards and it was found to. It was concluded that computer lab and senior faculty and additional class rooms are needed to further strengthen the discipline on scientific lines. Proper steps are to be taken to guide the student for program requirements, communications, meetings, tours, faculty student's interactions etc. They are well informed of relevant scientific societies, job opportunities and other such activities. As regards the process control covering admission, registration, recruiting policies, courses and delivery of material, academic requirements, performance and grading, university as well as Higher Education Commission have set forth proper rules, which are properly followed. At present there are 4 permanent faculty members in the department. However, faculty members need motivation and on job training and foreign exposure 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. Accordingly institutional support will greatly promotes and strengthens academic, research, management and leadership capabilities.

CONCLUSION

The following points may be considered towards uplift and performance of the department:

1. To develop a conducive environment for students lecture rooms/class rooms need improvements. Proper lightning, aeration, and sound systems, fixed multimedia can improve quality of learning. Such facilities are earnestly required.
2. At present, there are no arrangements for professional and self enrichment training of the supporting staff, which is very important.
3. Last but not least our department is of dire need of senior faculty in the discipline of Sociology.
4. Faculty of social sciences may be developed in the university and Sociology should fall under it.