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RAWALPINDI



Self Assessment Report
2010
Department of Anthropology

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INTRODUCTION

The department of Anthropology was established as associated department with Department of Agricultural Economics, Economic and Sociology in the year 1999. The competent authority desired to develop the scheme of studies of Masters in Anthropology. A committee (comprising Chairman of Agricultural Economics, Economics and Sociology, the learned Faculty of Anthropology Department of Quaid I Azam University, Islamabad and Faculty of the Department) was constituted to supervise the development of the said scheme. In 1999, Masters in Anthropology was initiated and got approved by the Academic Council of the University. The first admissions were offered in the year 2000. Both Master programs in Sociology and Anthropology were separated from the Department of Economics and Agricultural Economics in 2004. The schemes of studies of both the disciplines were revised in the year 2010 to make the programs more responsive to meet the current demands of the degree program and job sector.

The program of Anthropology is designed to provide necessary skills in understanding Anthropology to further provide analytical approach in understanding the Developmental Issues of Pakistani Society especially the Rural Pakistan. The existing curriculum targets the needs to have productive and progressive social scientists particularly in the domains of Anthropology to addresses newly emerging issues in Pakistan.

The department provides a variety of important sub disciplines for instance Development, Modernization, Industrialization, Resource Allocation and Mobilization, Gender Mainstreaming, Indigenous Knowledge and Traditional Wisdom, Management of Social Change, Past Societies, Geological, Environmental and Ecological reasons of Societal understanding 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 criteria. The first criterion outlines the program mission and objectives. Criterion-2 provides information about the curriculum development. Criterion-3 enlists the computing facilities and other relevant information.

Criterion-4 provides information about student support. The last four criteria contain the information about the Faculty, Process Control, Institutional Facilities and Institutional Support.

SELF ASSESSMENT CRITERIA

The self-assessment is based on several criteria. To meet each criterion a number of standards are satisfied. This section describes each criterion and its associated standards as described in Self-assessment Manual.

Criterion 1 Program Mission, Objectives and Outcomes

Criterion 2 Curriculum Design and Organization

Criterion 3 Laboratories and Computing Facilities

Criterion 4 Students Support and Guidance

Criterion 5 Process Control

Criterion 6 Faculty

Criterion 7 Institutional Facilities

Criterion 8 Institutional Support

CRITERION 1: PROGRAM MISSION, OBJECTIVES AND OUTCOMES

The self assessment is based on a number of criteria. To meet each criterion several standards must be satisfied. This section describes how the standards of the Criterion 1 are met. The discipline of Anthropology can:

- Help students to better understand the working of their own lives as well as of their society and other cultures.
- Teach the dynamics of homo sapiens' society and its ever changing scenarios.
- Provide an awareness of the relationship between an individual and the wider society.

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

Mission Statement of the Programme of Anthropology to deliver quality teaching, conduct superior research and extend knowledge and imagination by showing theory in practice and research in action; by focusing on the significance of social inequality; by speaking across race, gender, and national boundaries; and by highlighting social policy around the world as well as to advise students to look at the available materials and limited resources and make connections to your own life and experiences that will make students a more attentive observer of how people in groups interact and function.

Strategic objectives of the Department of Anthropology

1. To develop Anthropology discipline 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.
2. To make sure that the researches are being conducted that meet the requirements of understanding the accelerated change process in society.
3. To strengthen the discipline through imparting knowledge to create global awareness and critical thinking.

Main elements of strategic plan to achieve mission and objectives

1. Establishment of faculty-students network of research orientation in more organized manner.

2. Designing and constantly updating the curricula involving core subjects, elective subjects, specialized areas and study tours.
3. Setting up of well equipped specialized research facilities depending on the available resources.
4. To look for starting new programs especially sandwich training courses like certificate courses, diploma and post graduate diplomas in Anthropology discipline to equip the students as well as other development staff of the country to be able to have more practical skills in their field in order to enable them to serve the country more effectively and efficiently.
5. Collaborate with Development Agencies to start effective internship program for the students to develop an understanding of getting practically involved in the professional mainstream.
6. Collaborate with the INGOs, NGOs for conducting research oriented chores to produce more targeted and action research addressing the burning issues of society.
7. 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	Development of both disciplines 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

2	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
3	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 Anthropology should possess the ability of:

1. Developing effective communication skills including active and loud listening during presentations, oral discussions, review articles etc
2. Preparation of research projects based upon identification of problems and use of new analytical techniques.
3. Identification of priority problems and their solution by enhancing knowledge and vision through new curriculum integrated approaches.

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
	1	+++	+++	++
	2	++	+++	++
	3	++	++	++

+ = Moderately satisfactory

++ = Satisfactory

+++ = Highly satisfactory

Skills and Capabilities Reflected in Performance as Anthropologist:

- Students develop ability to apply knowledge of Anthropology and to work as professionals, to build confidence and communicate effectively in writing, oral and demonstration to use modern tools, techniques and skills for their profession, to formulate and design the experiments/project and to work effectively in a team, to manage a problem and imbibe ability to recognize future needs.

PROGRAM ASSESSMENT RESULTS

Performa 2 Faculty Course Review Report

Course Code	Title	Credit Value	Assessment Methods/ Exams	No. of Students	Comments on curriculum	Any changes for Course in Future	Semester	% Grade						Course Instructor
								A	B	C	D	E	F	
														Zaheer Adnan
ANTH 703	Paleo Anthropology	3(3-0)	Mid Term and Final Term	34	Satisfied	Nil	Fall	5.88	11.76	70	11.76	0	0	Zaheer Adnan
ANTH 720	Seminar	1(1-0)	Mid Term and Final Term	21		Nil	Fall	75	25	0	0	0	0	Zaheer Adnan
ANTH 714	Anthropology of Linguistics	3(3-0)	Mid Term and Final Term	21		Nil	Fall	4.76	23.81	23.81	47.62	0	0	Zaheer Adnan
ANTH 701	Introduction to Anthropology	3(3-0)	Mid Term and Final Term	20		Nil	Fall	25	45	30	0	0	0	Zaheer Adnan
ANTH 715	Environment	3(3-0)	Mid Term and Final Term	36	Lengthy	Up-gradation is required	Fall	0	9	26	0	1	0	Abid Ch
ANTH 709	Culture & Social Structure	3(3-0)	Mid Term and Final Term	80	Nil	Credit hours need to increased	Fall	6	15	34	16	9	0	Abid Ch
ANTH 711	Anthropological Theory	3(3-0)	Mid Term and Final Term	22	Lengthy	Need to be split in two parts	Fall	1	6	1	7	7	0	Abid Ch
ANTH	Urban	3(3-0)	Mid Term	21	Nil	Modern	Fall	0	7	12	2	0	0	Abid Ch

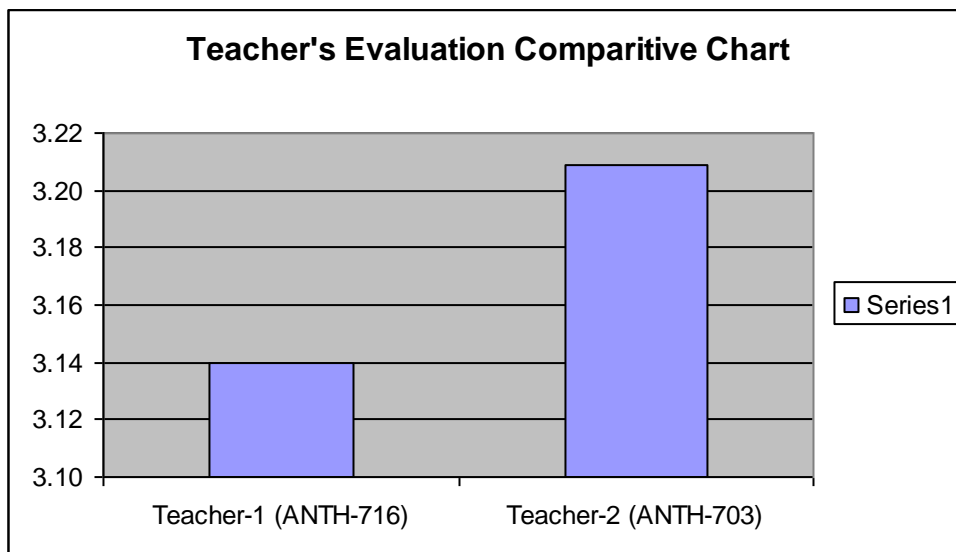
704	Anthropology		and Final Term			Theories to be included								
ANTH 716	Population & Ecology	3(3-0)	Mid Term and Final Term	37	Lengthy	Split into two parts	Fall	7	11	15	3	1	0	Abid Ch
ANTH 719	Archaeology	3(3-0)	Mid Term and Final Term	32			Spring	10.35	55.17	34.48	0	0	0	Zaheer Adnan
ANTH 725	Applied Anthropology	3(3-0)	Mid Term and Final Term	28			Spring	3.45	17.24	24.14	0	0	55.17	Zaheer Adnan
ANTH 702	Social Change & Development	3(3-0)	Mid Term and Final Term	123			Spring	27	78	14	2	2	0	Abid Ch

Program Assessment Results

The teachers were evaluated by the students at the end of the semester in accordance with Proforma-10. The results are shown in graph Fig-1 given below. In the graph the teachers are represented as 1 and 2 instead of mentioning their names. The overall compiled results showed that teachers-2 is on the top with 3.21 while teacher 1 is at the bottom with 3.14, scores can be seen from the graph.

**Proforma 10
Teacher Evaluation Form**

Figure 1

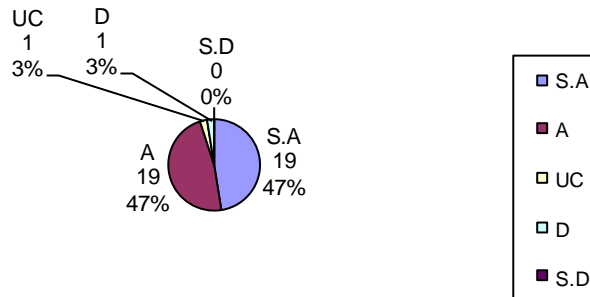


Teacher 1 Main Strengths & Weaknesses

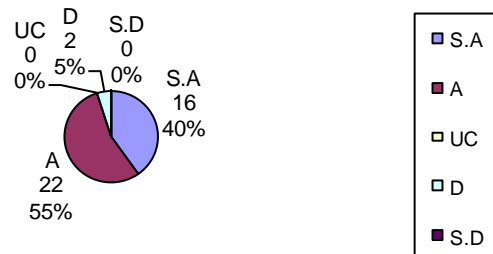
Teacher 1 Evaluation:

As per the results of the evaluation, it was found that the instructor was prepared for the lectures and shows demonstration the knowledge to the students. The instructor completed the course contents in time and also provided additional material for the course. The instructor expresses respect towards the students and encourages class participation. Always arrives on time in class and leave in time. The instructor gives examples from Pakistani context and communicates the subject matter vividly. The environment of the class is very conducive for learning. The instructor is also very fair in examination and is available during specified office hours and even after class consultation.

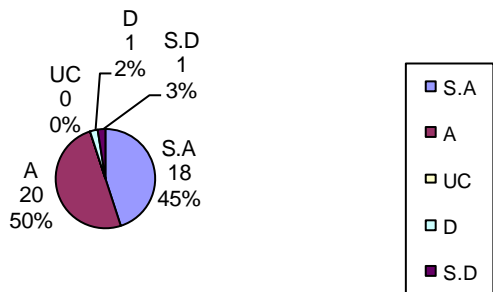
1. The Instructor is prepared for each class



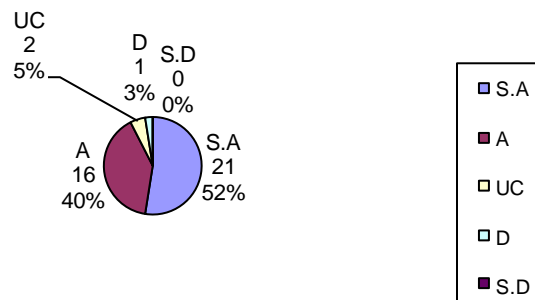
2. The Instructor demonstrates knowledge of the subject



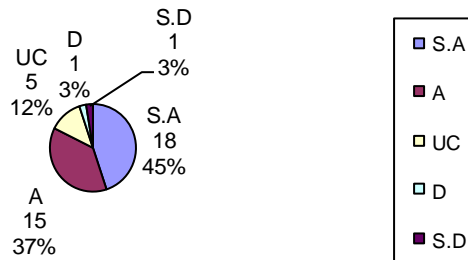
3. The Instructor has completed the whole course



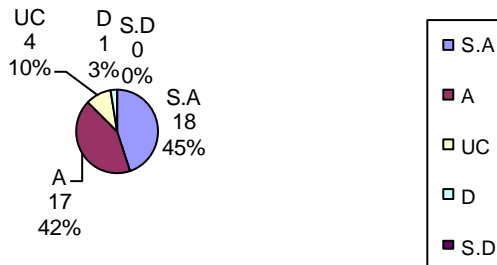
4. The Instructor provides additional material apart from text



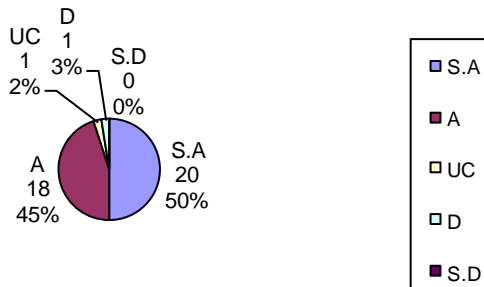
5. The Instructor gives citations regarding current situations With reference to Pakistani context



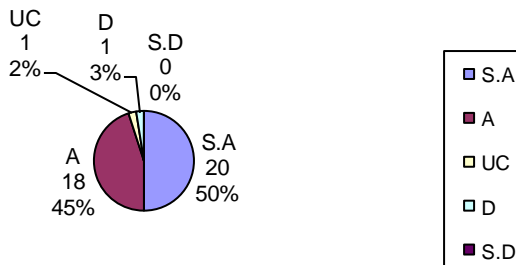
6. The Instructor communicates the subject matter effectively



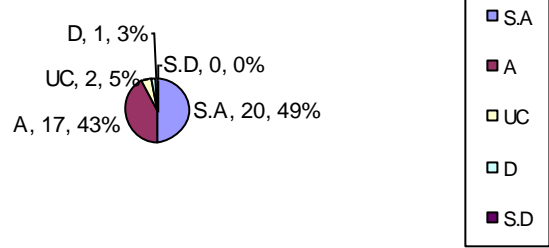
7. The Instructor shows respect towards students and encourages class participation.



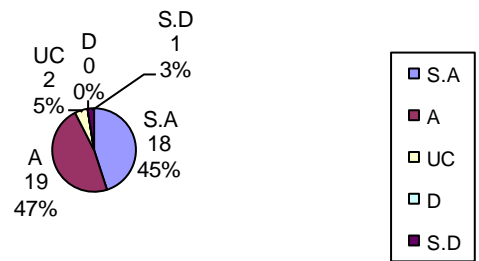
8. The Instructor maintains an environment that is conducive to learning.



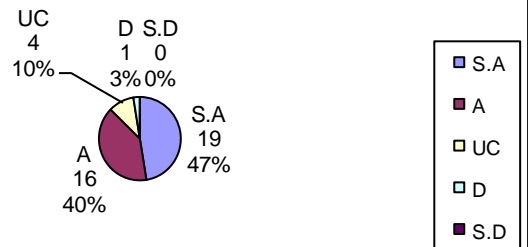
9. The Instructor arrives on time



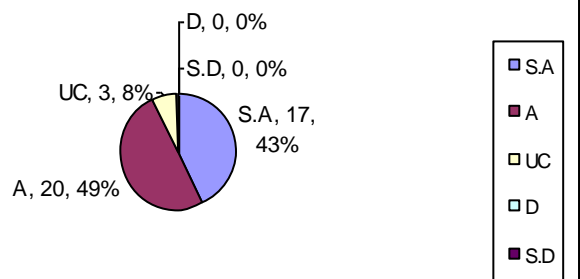
10. The Instructor leaves on time



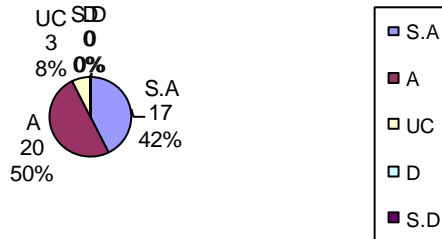
11. The Instructor is fair in examination



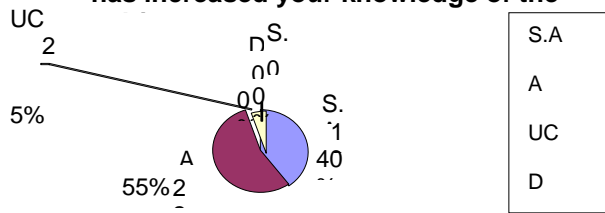
12. The Instructor returns the graded scripts. etc in a reasonable amount of



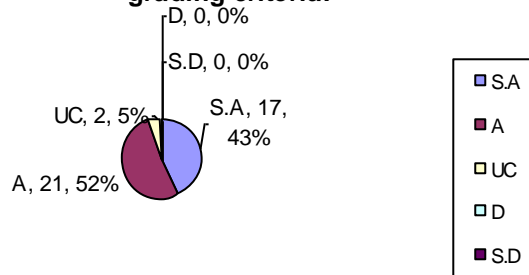
13. The Instructor was available during the specified office hours and for after class consultations.



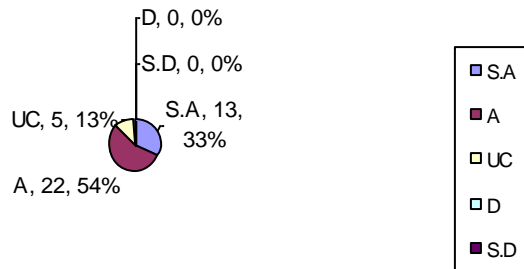
15. The subject matter presented in the course has increased your knowledge of the

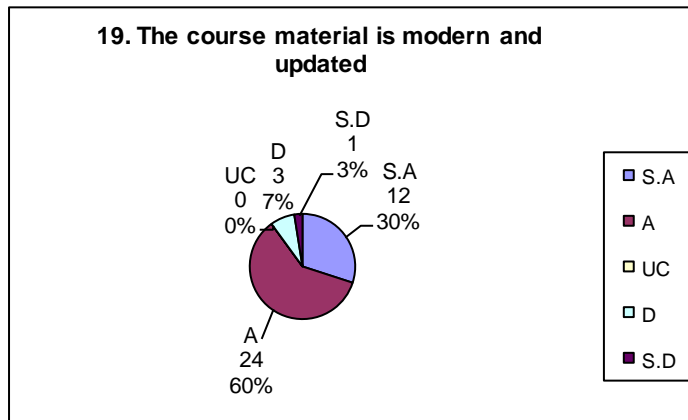
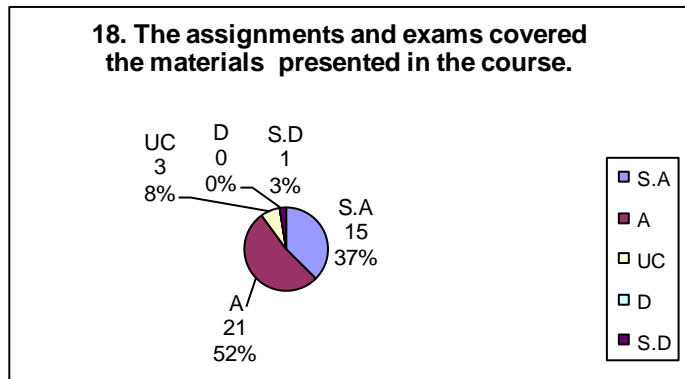


16. The syllabus clearly states course objectives requirements procedures and grading criteria.



17. The course integrates theoretical course concepts with real-word applications.



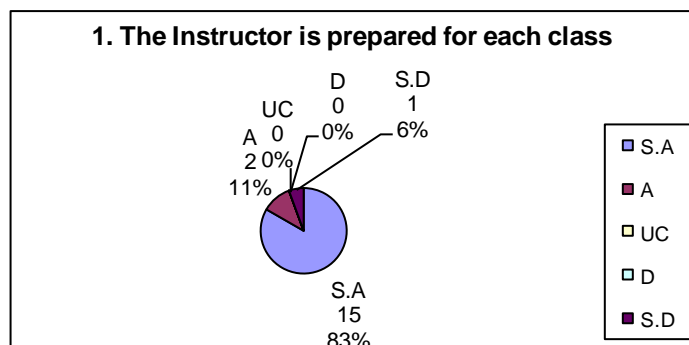


SA= Strongly Agree; A= Agree; UC= Uncertain; D= Disagree; SD=Strongly Disagree

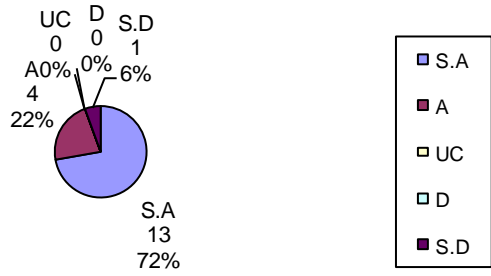
Teacher 2 Main Strengths & Weaknesses

Teacher 2 Evaluation:

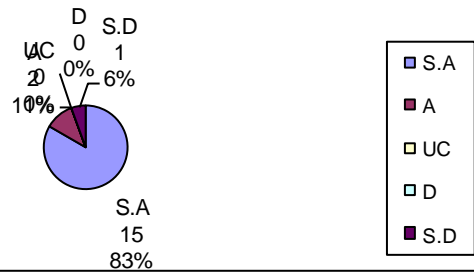
As per the feedback the teacher is well prepared for the lecture and demonstrates the knowledge. The course contents were completed in time. The teacher makes the environment conducive for learning. The class participation of students is also encouraged by the teachers. The teacher gives citations regarding current situations with reference to Pakistani context. The teacher also provides additional material apart from text and is well prepared for each class. The course material is modern and updated. The teachers do not demonstrate knowledge of the subject effectively. The teacher is reported to be arriving in the class in time and always left the class in time.



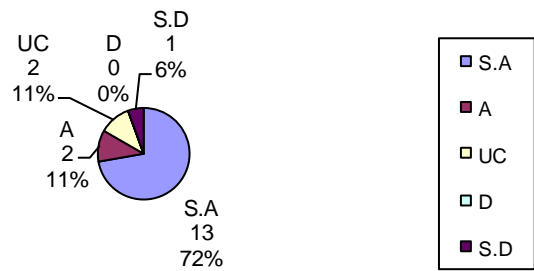
2. The Instructor demonstrates knowledge of the subject



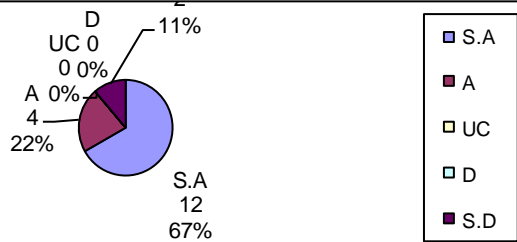
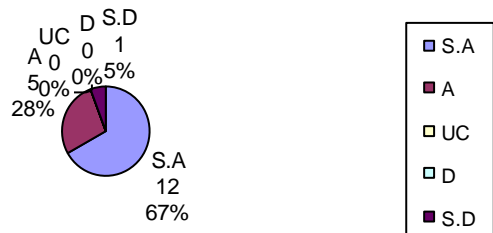
3. The Instructor has completed the whole course



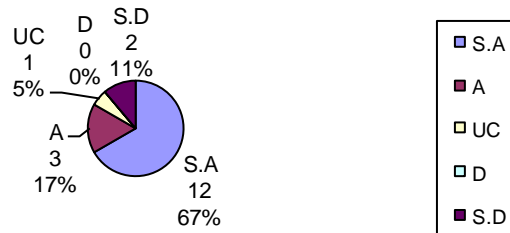
4. The Instructor provides additional material apart from text



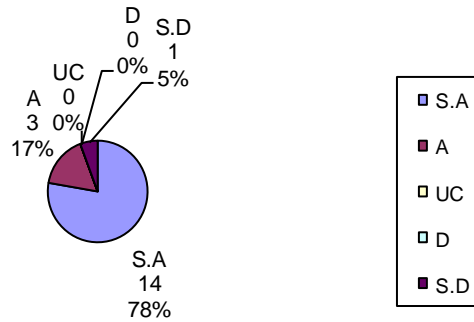
5. The Instructor gives citations regarding current situations With reference to Pakistani context



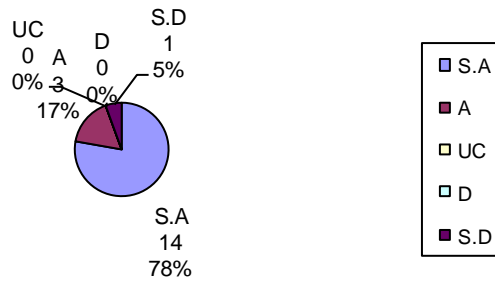
7. The Instructor shows respect towards students and encourages class participation.



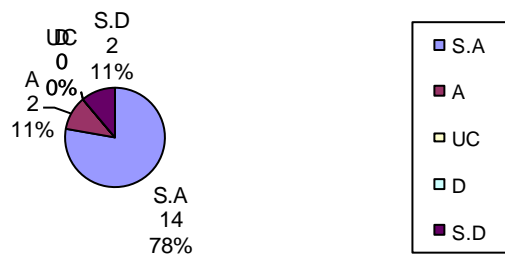
8. The Instructor maintains an environment that is conducive to learning.



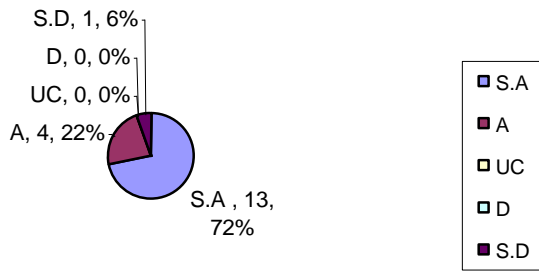
9. The Instructor arrives on time



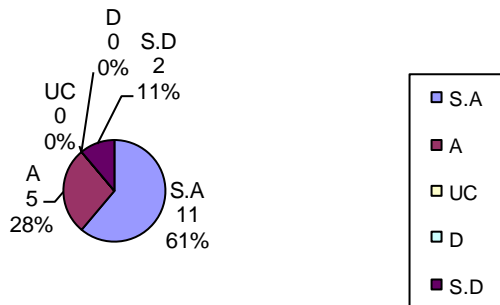
10. The Instructor leaves on time



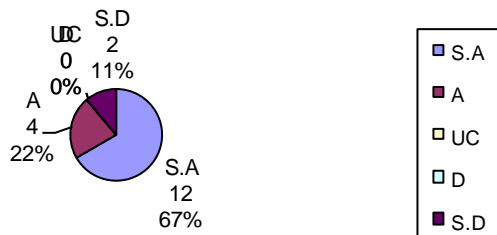
11. The Instructor is fair in examination



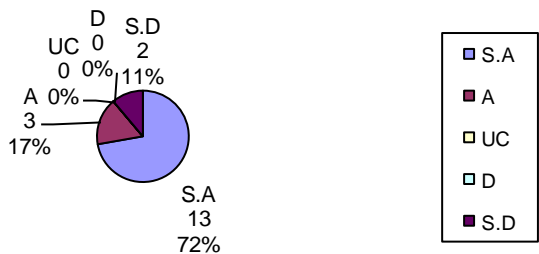
12. The Instructor returns the graded scripts. etc in a reasonable amount of time.



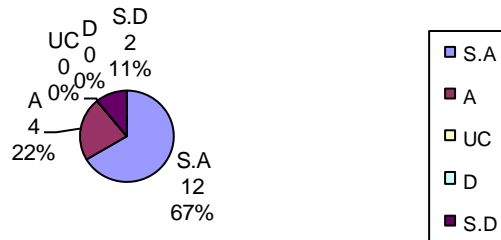
13. The Instructor was available during the specified office hours and for after class consultations.



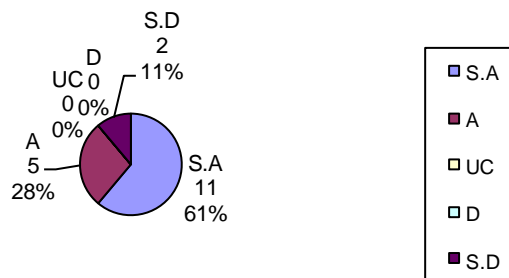
15. The subject matter presented in the course has increased your knowledge of the subject.



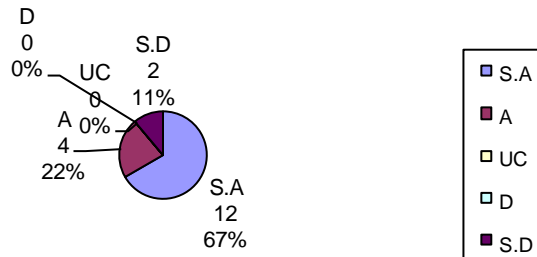
16. The syllabus clearly states course objectives requirements procedures and grading criteria.



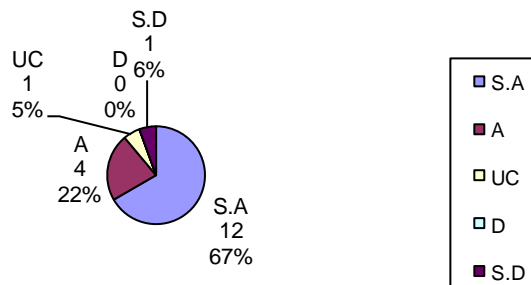
17. The course integrates theoretical course concepts with real-word applications.



18. The assignments and exams covered the materials presented in the course.



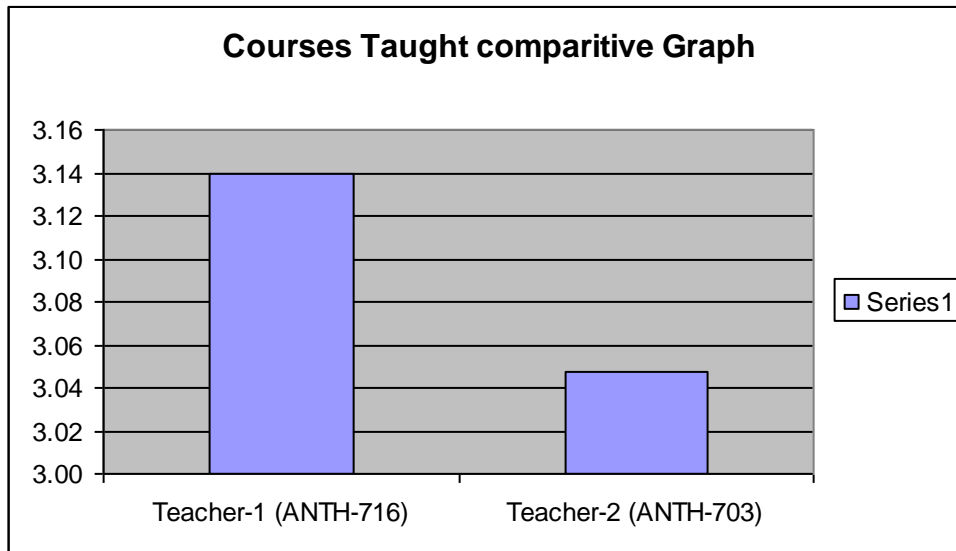
19. The course material is modern and updated



SA= Strongly Agree; A= Agree; UC= Uncertain; D= Disagree; SD=Strongly Disagree

Figure No.2

STUDENTS' COURSE EVALUATION

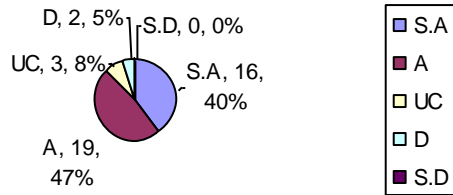


The courses of the respective teachers were also evaluated as per Performa 1; the results are shown in graph below. It is clear from the graph that the course taught by the teacher 1 on the top securing 3.14 points and the course of teacher 2 is in second number securing 3.05 points.

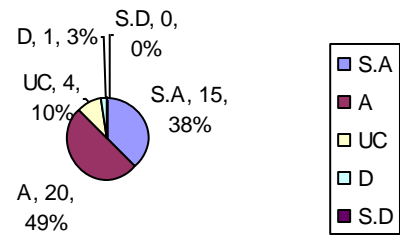
Students' Course Evaluation of Teacher 1:

The course objectives were very clear to the students as the method of assessment was reasonable. The feedback on assessment was timely and helpful. The instructor was responsive to student needs and problems and regular throughout the course. The material in practical was also very useful. The provision of learning resources in the library was not adequate and appropriate. The course was well organized and the students participated in the class. They student were positive about their progress in the course. Students believed that the class participation was improved due to the teaching methods and the over all environment of the class was conducive for learning. The situation of the class rooms was satisfactory. The books recommended by the teacher were relevant and available.

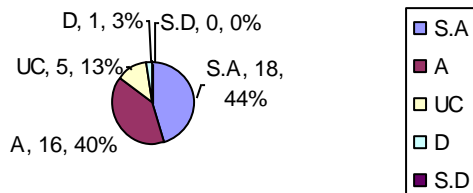
1. The course objectives were clear



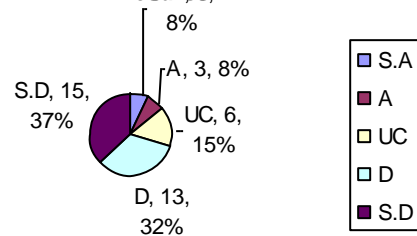
2. The course workload was manageable



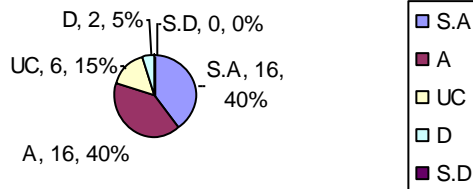
3. The course was well organized (e.g. timely access to materials, notification of changes, etc.)



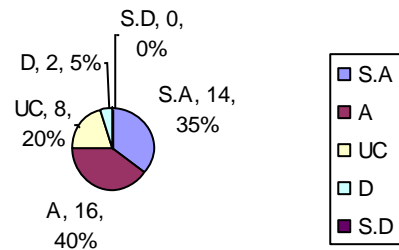
5. Approximate level of your own attendance during the whole course.



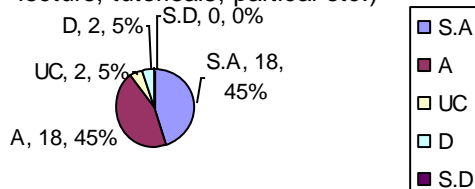
6. I participated actively in the course



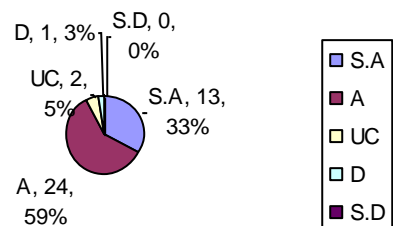
7. I think I have made progress in this course



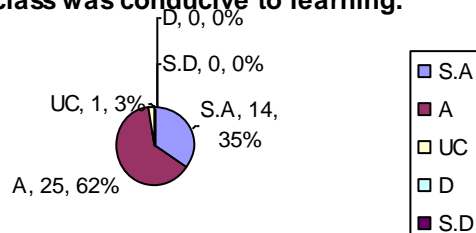
9. I think the course was well constructed to achieve the learning outcomes (there was a good balance of lecture, tutorials, practical etc.)



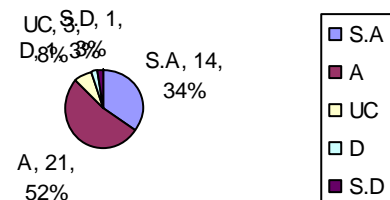
10. The learning and teaching methods encouraged participation.

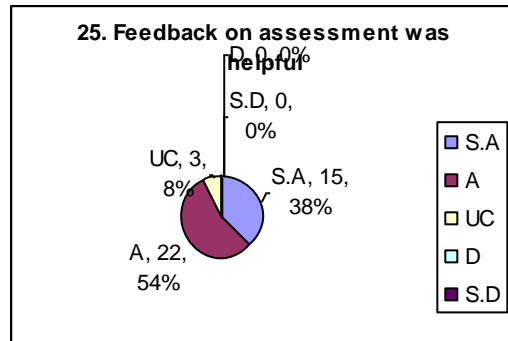
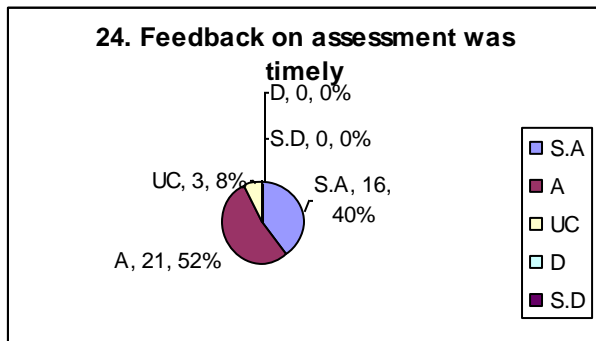
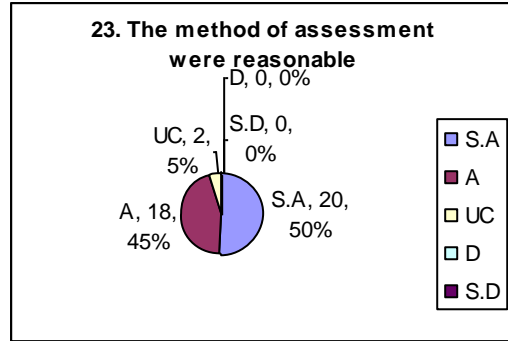
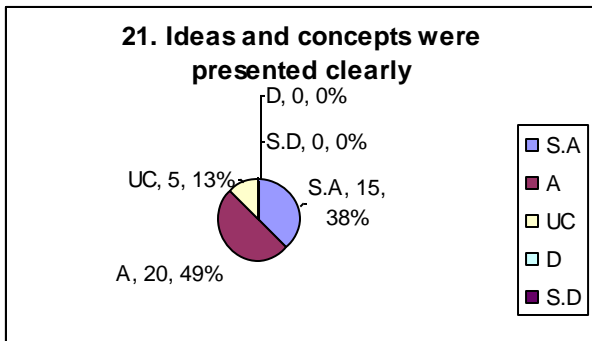
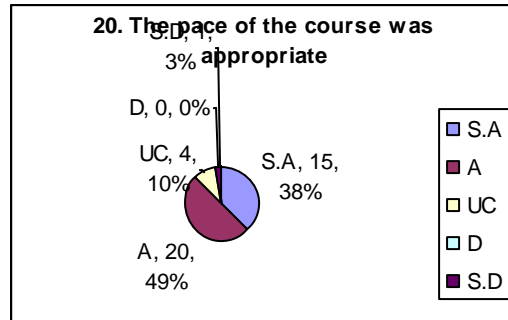
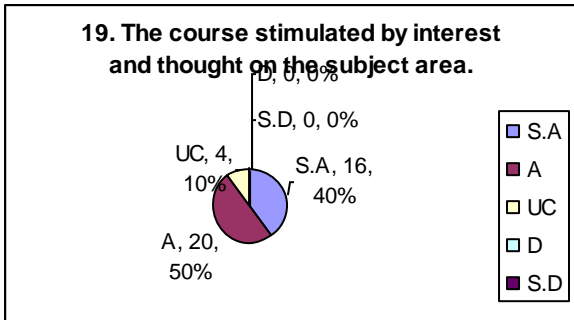
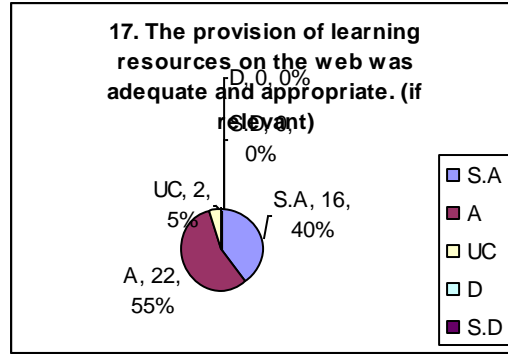
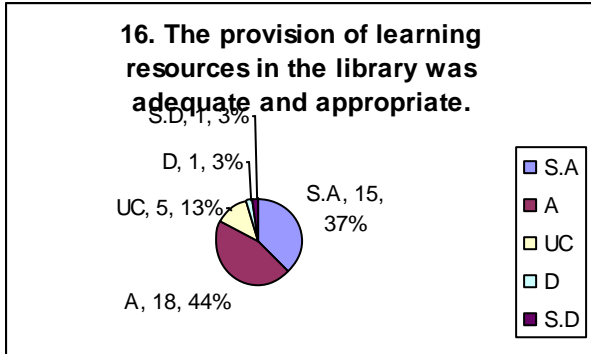
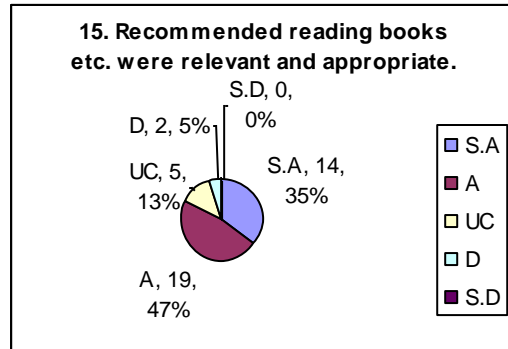
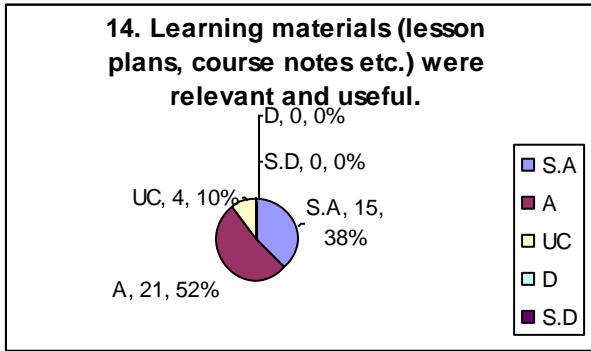


11. The overall environment in the class was conducive to learning.

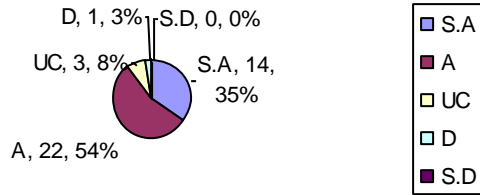


12. Classrooms were satisfactory

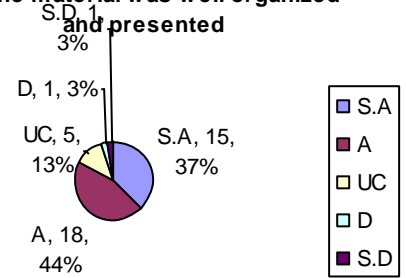




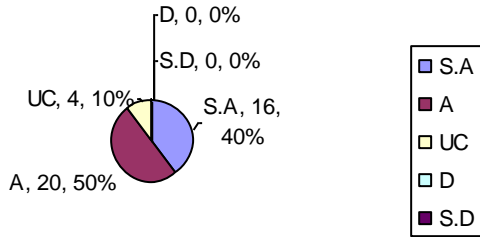
27. I understood the lectures



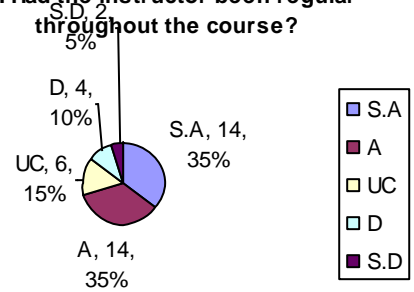
28. The material was well organized and presented



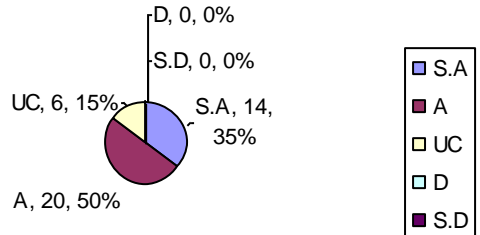
29. The instructor was responsive to student needs and problems



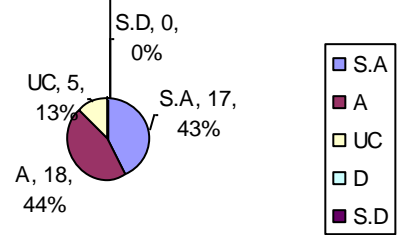
30. Had the instructor been regular throughout the course?



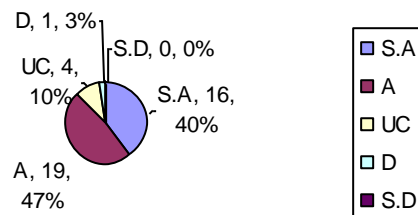
31. The material in the tutorials was useful



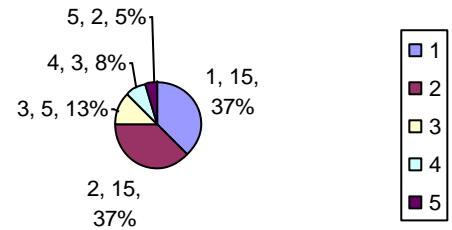
32. I was happy with the amount of work needed for tutorials



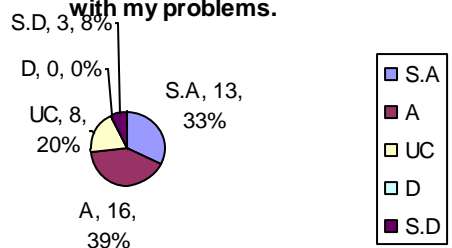
33. The tutor dealt effectively with my problems



34. The materials in practical was useful

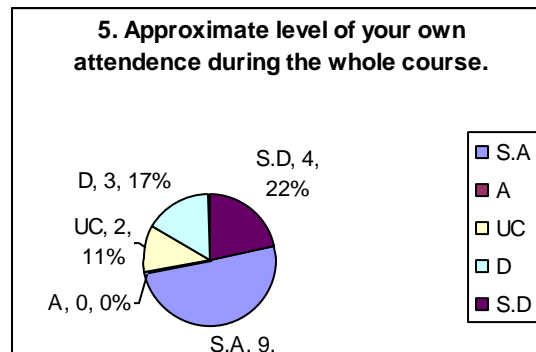
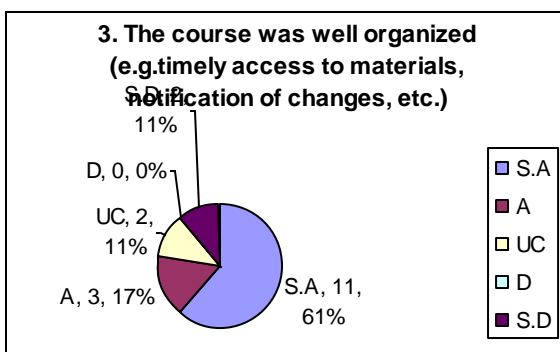
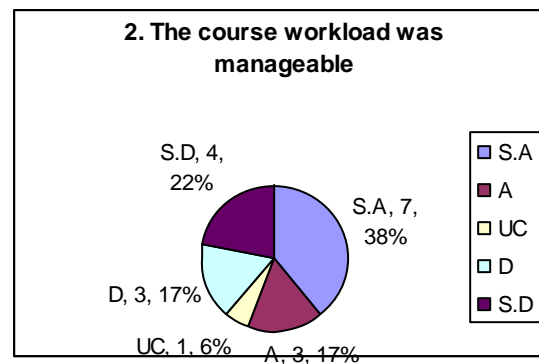
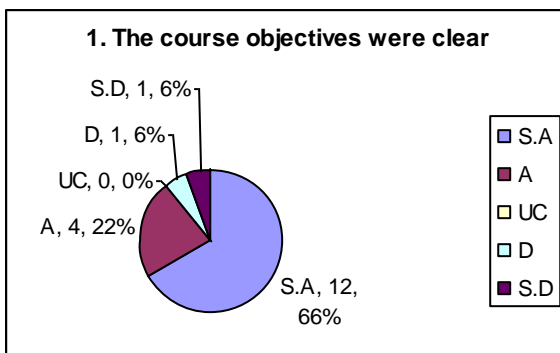


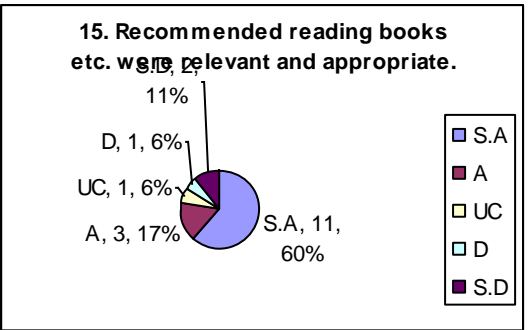
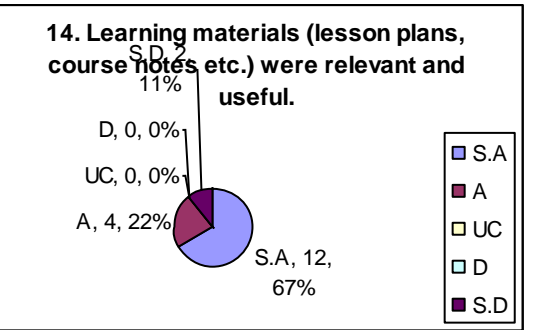
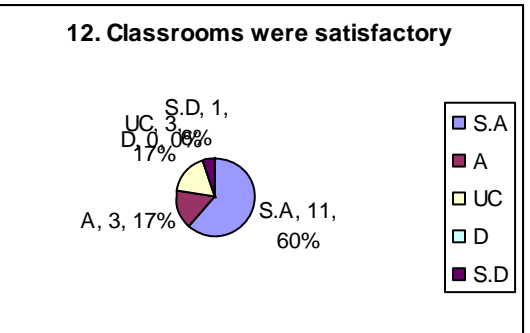
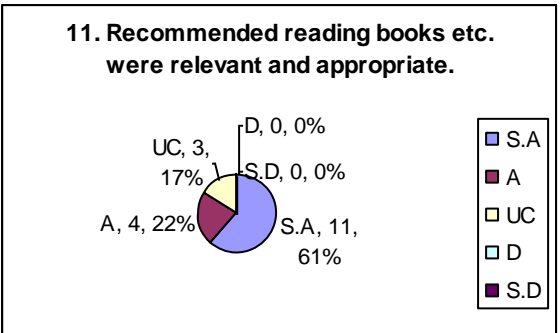
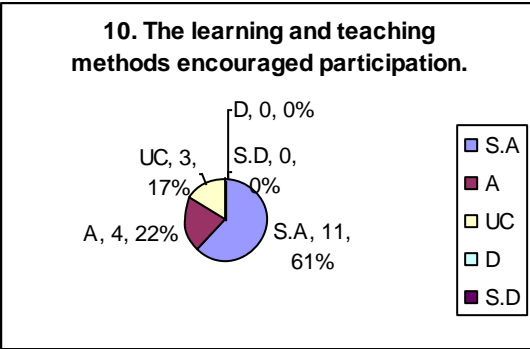
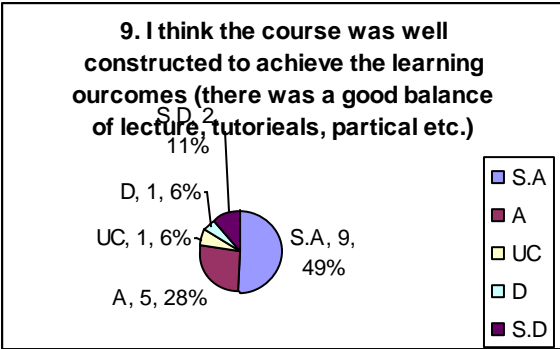
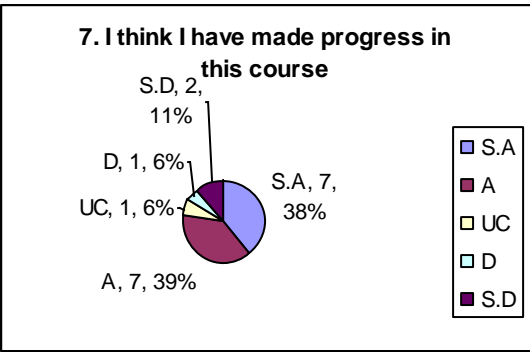
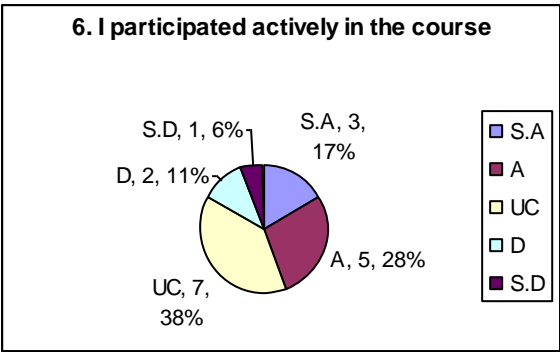
35. The demonstrators dealt effectively with my problems.

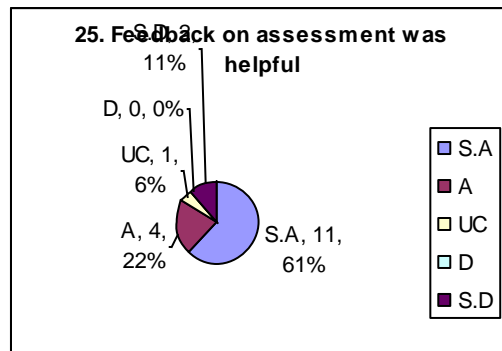
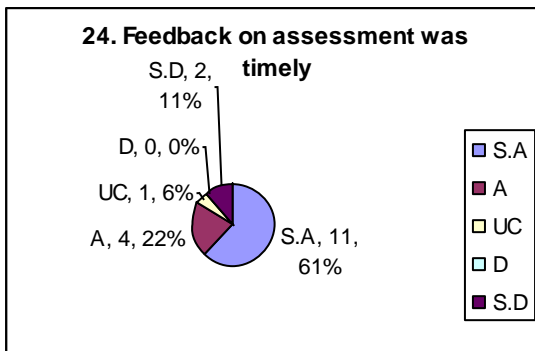
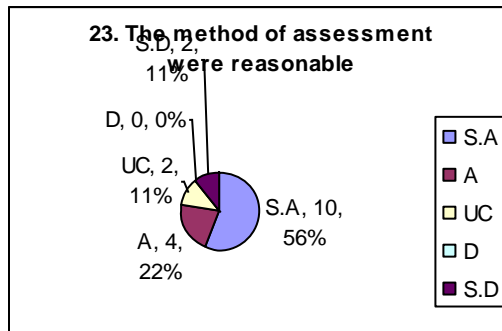
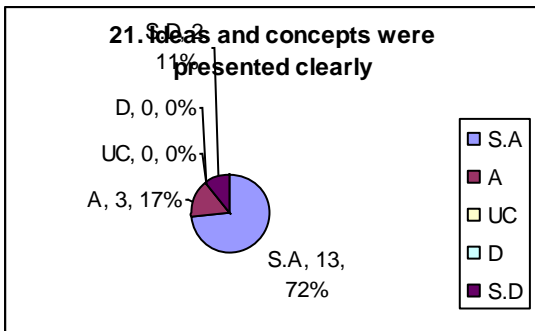
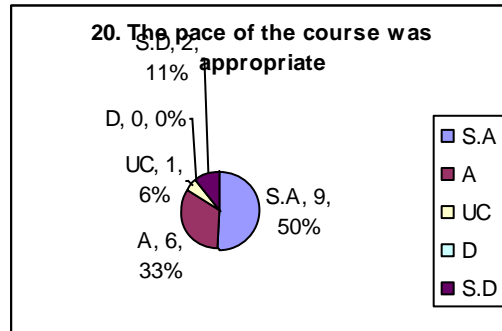
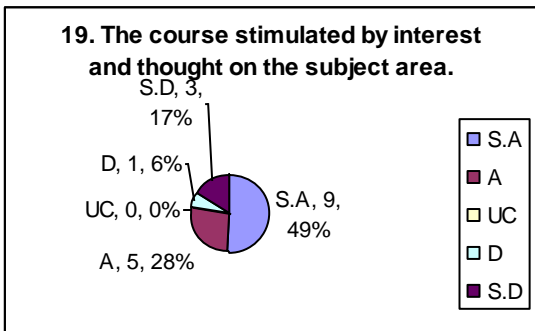
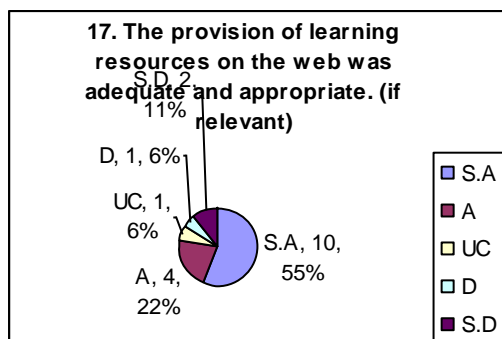
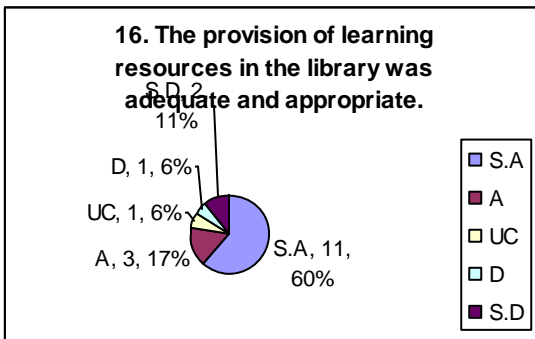


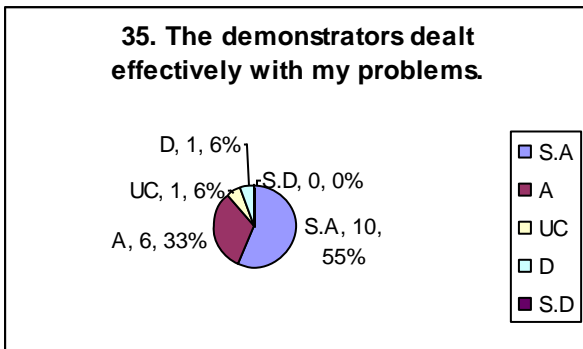
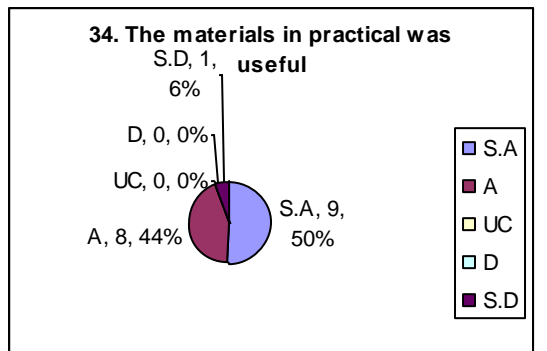
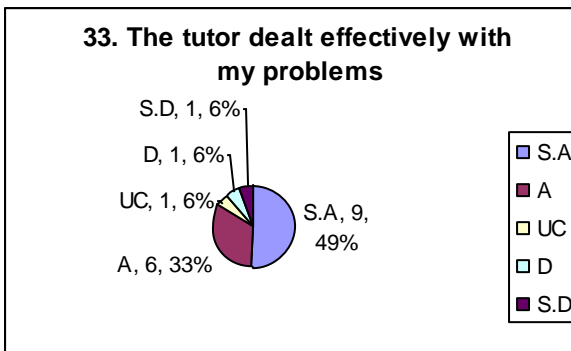
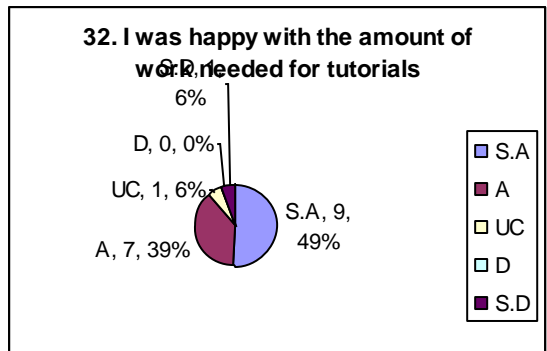
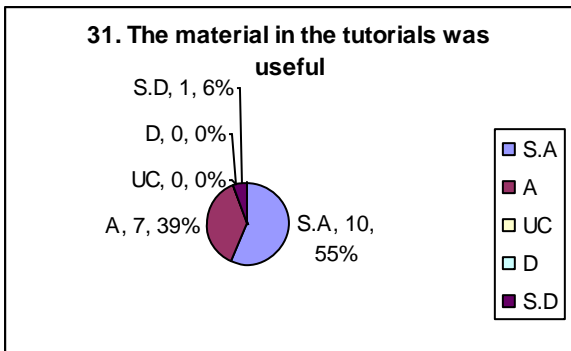
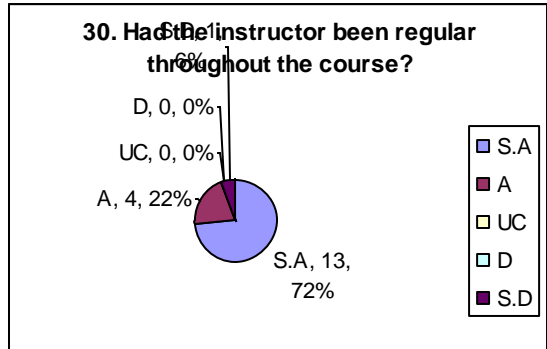
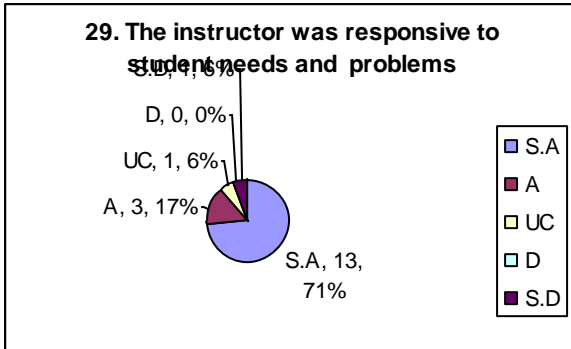
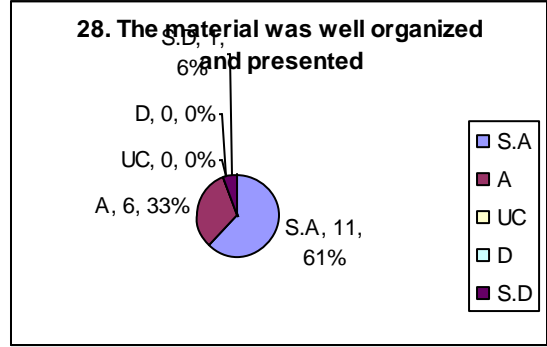
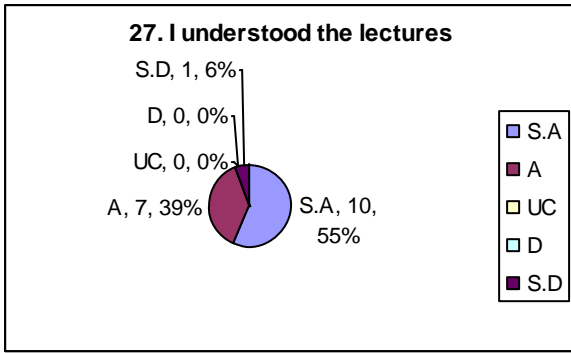
Students' Course Evaluation of Teacher 2:

The evaluation of the following teacher shows that the course objectives were clear to the students and the course workload was also manageable and the learning materials were relevant & useful. Students opined that they participated in the class and made progress. The course was well constructed and the teaching methods encouraged the over all participation of the students in the class. The recommended books were relevant and situation of class rooms were satisfactory. The provision of learning resources in the library was adequate and the course stimulated interests among the students. The learning resources on the web regarding the course were easily available and appropriate. The concept provoked interests in the students and the method of assessment was clear and reasonable.









SURVEY OF GRADUATING STUDENTS

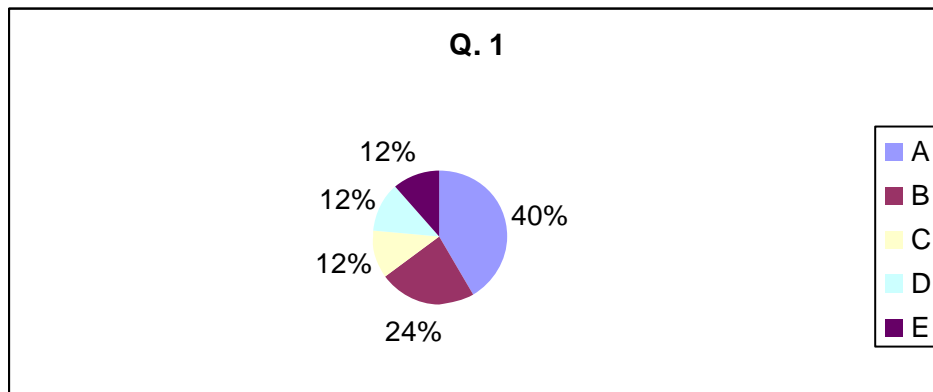
Results of survey of graduating students based on Proforma 3 (Annexure III) are given below: The graduating students in the last semester were surveyed before the award of degree.

Survey of Graduating Students

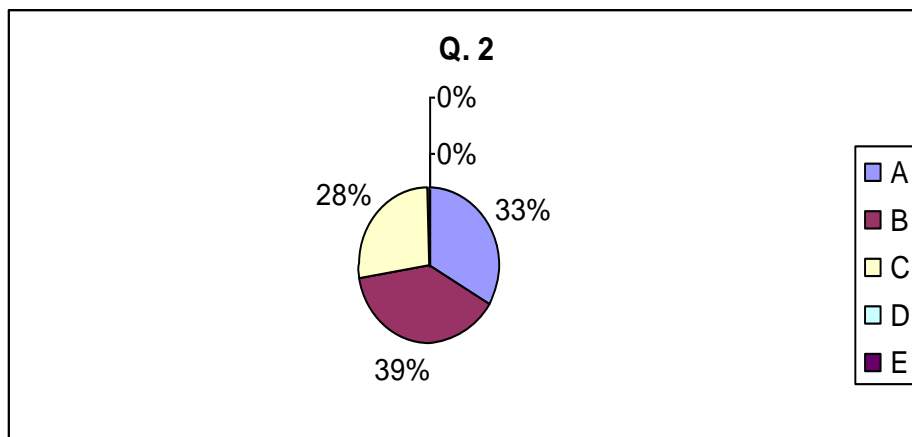
1: Very satisfied **2: Satisfied** **3: Uncertain** **4: Dissatisfied** **5: Very dissatisfied**

Figure 1: Graduating Students

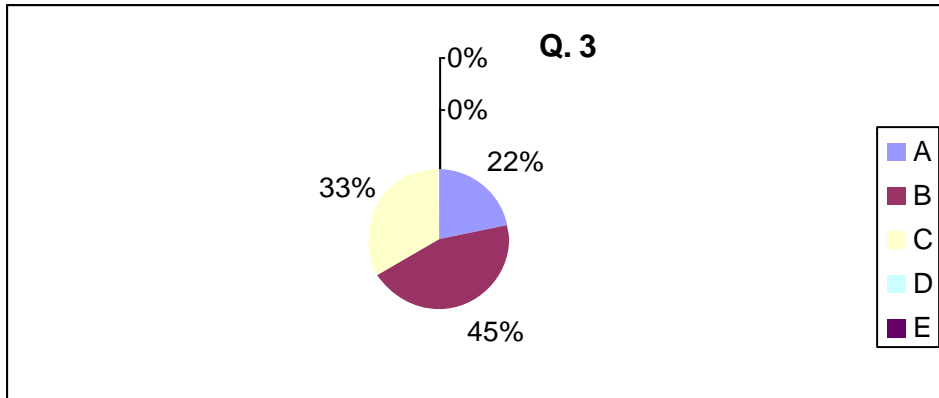
1. The work in the program is too heavy and induces a lot of pressure



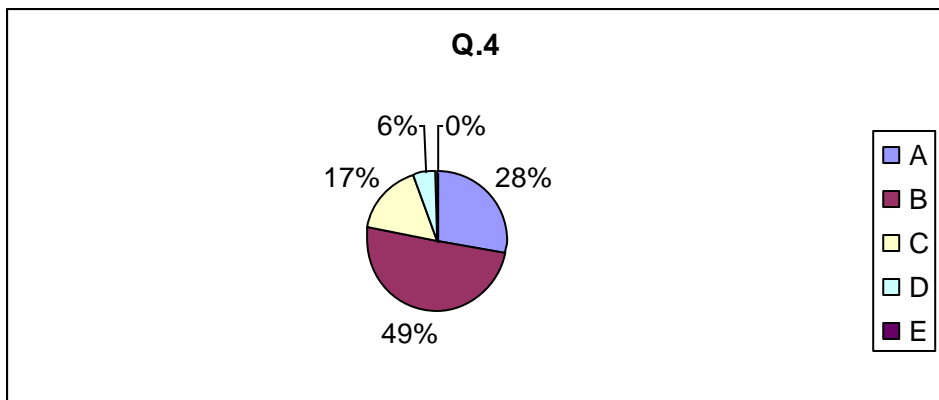
2. The program is effective in enhancing team-working abilities



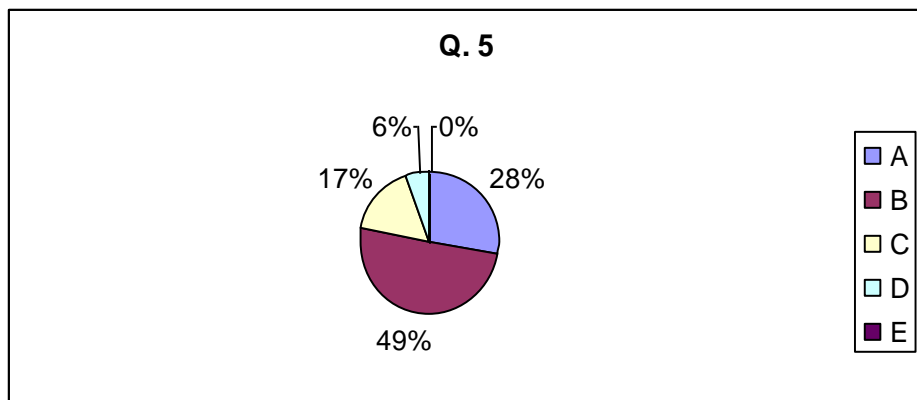
3. The program administration is effective in supporting learning



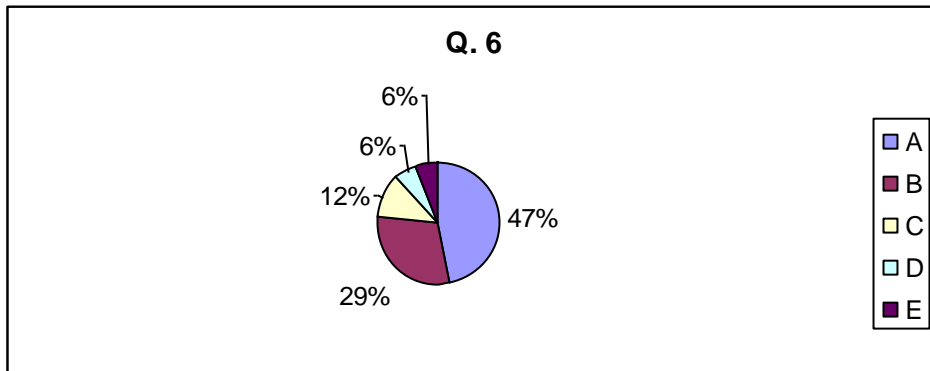
4. The program is effective in developing analytical and problem solving skills.



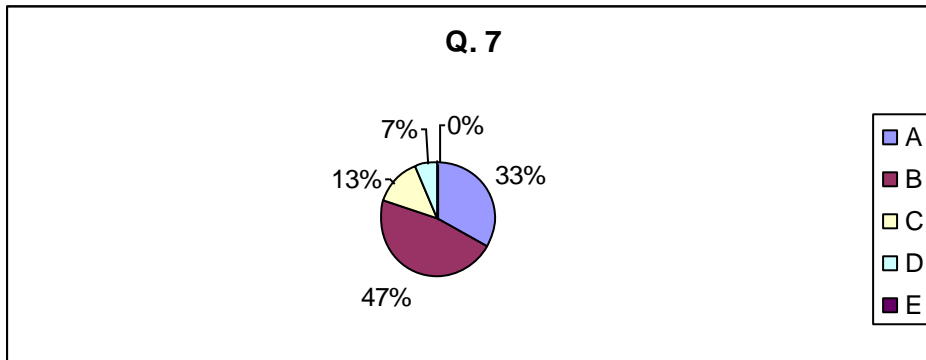
5. The program is effective in developing independent thinking.



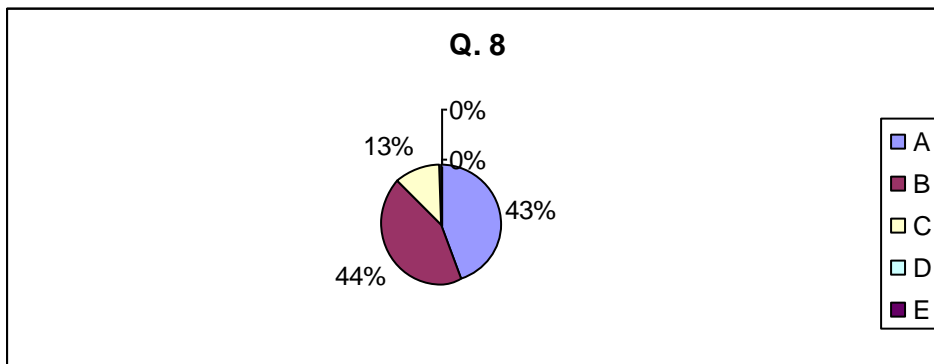
6. The program is effective in developing written communication skills.



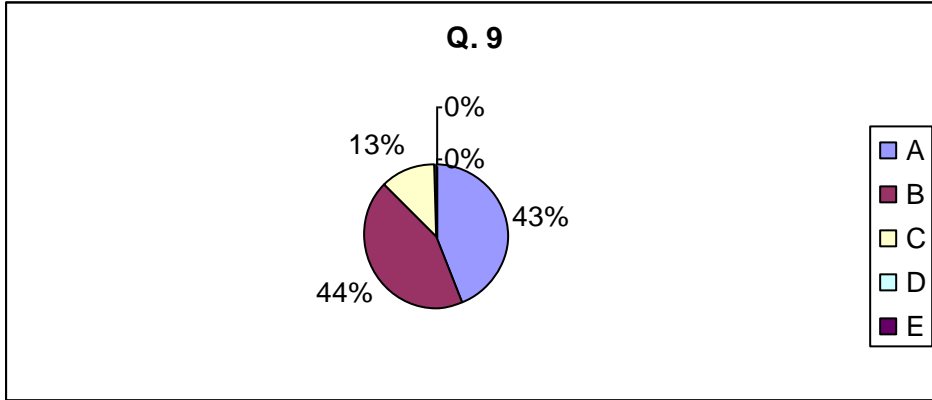
7. The program is effective in developing planning abilities



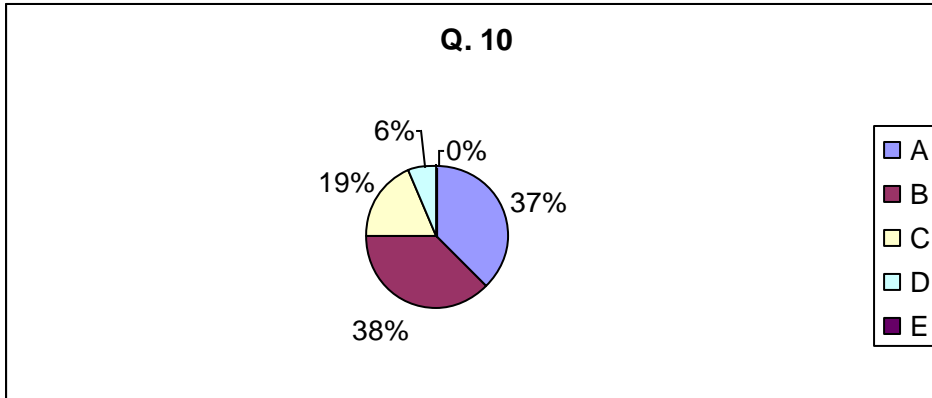
8. The objectives of the program have been fully achieved



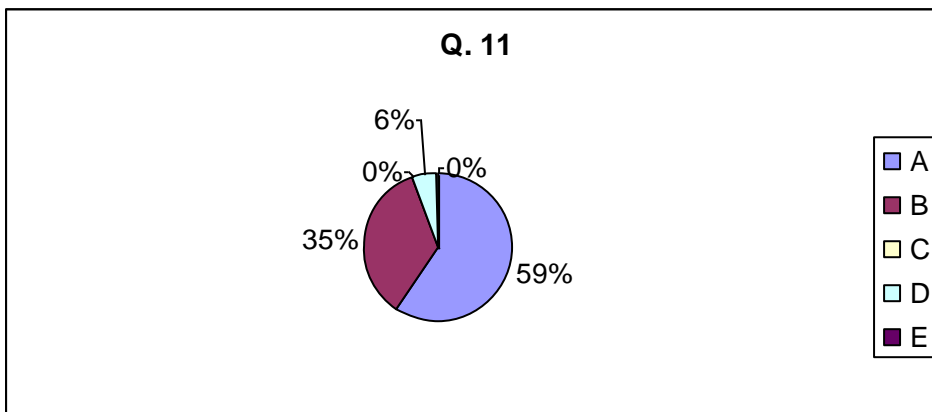
9. Whether the contents of curriculum are advanced and meet program objectives



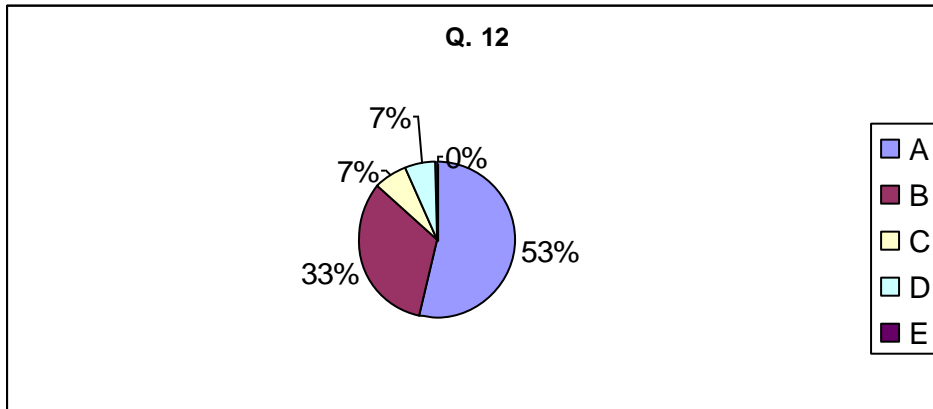
10. Faculty was able to meet the program objectives



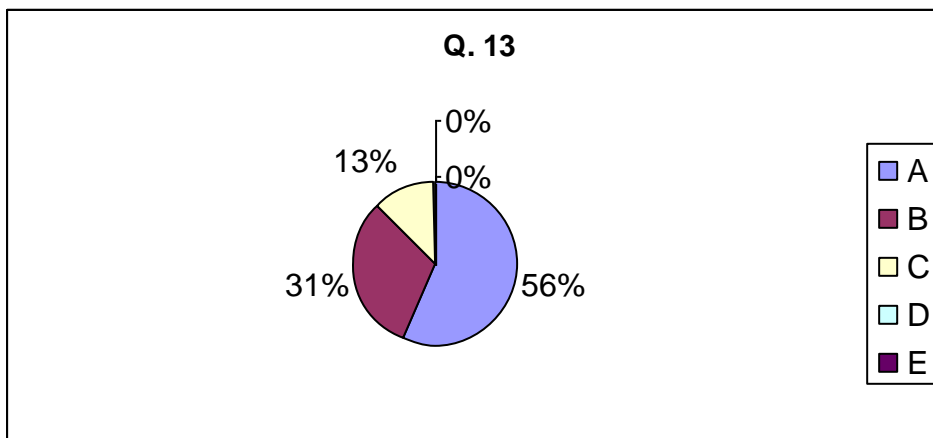
11. Environment was conducive for learning



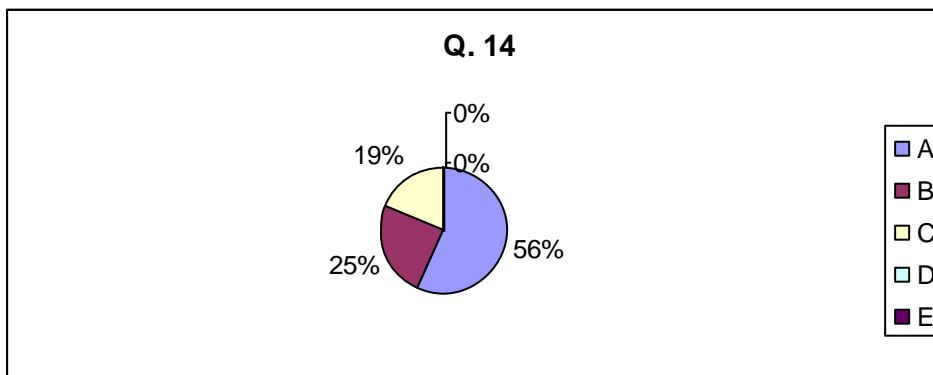
12. Whether the Infrastructure of the department was good.



13. Whether the program was comprised of Co-curricular and extra-curricular activities.

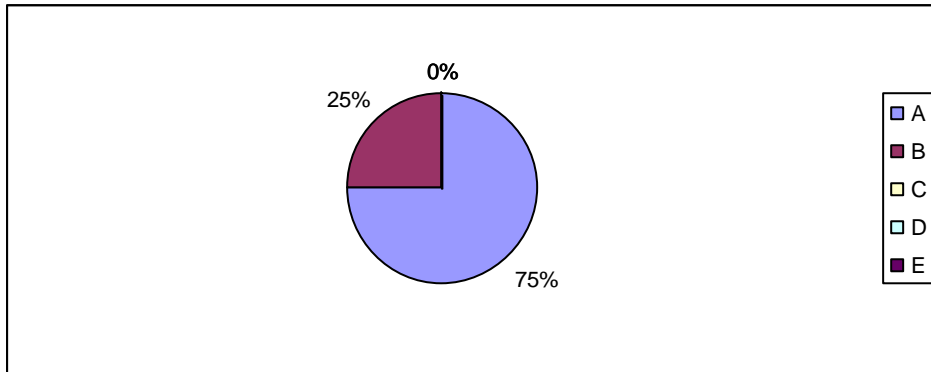


14. Whether scholarships / grants were available to students in case of hardship

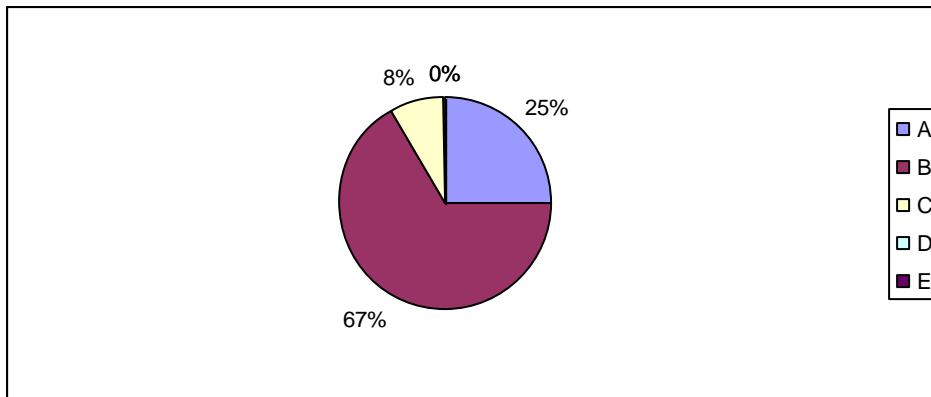


Answer question 9 if applicable.

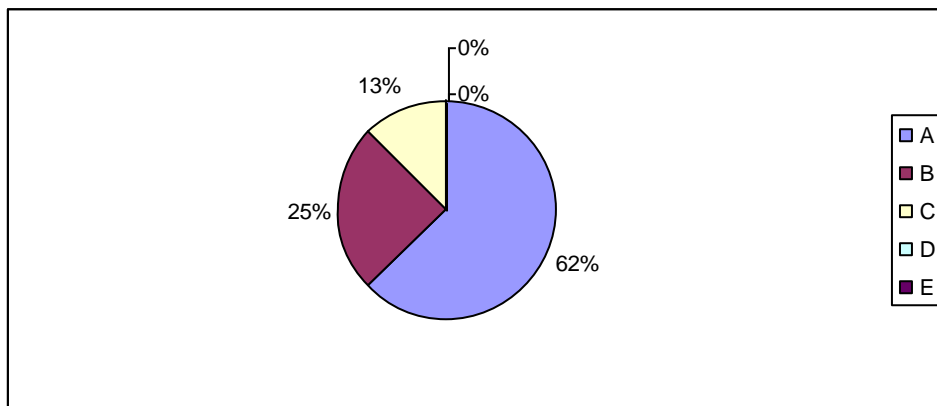
9. (a) Ability to work in teams



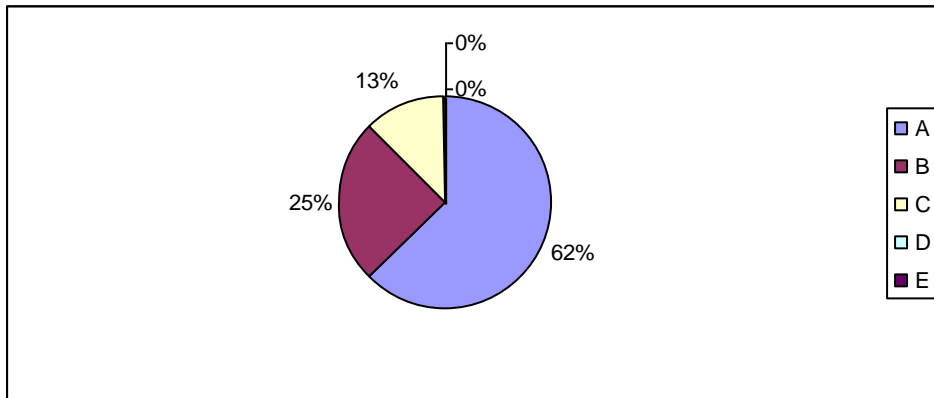
9. (b) Independent thinking



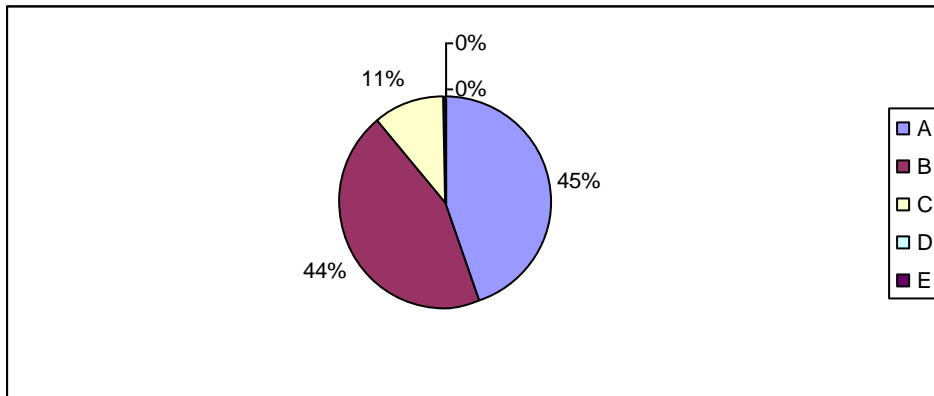
9. (c) Appreciation of ethical Values



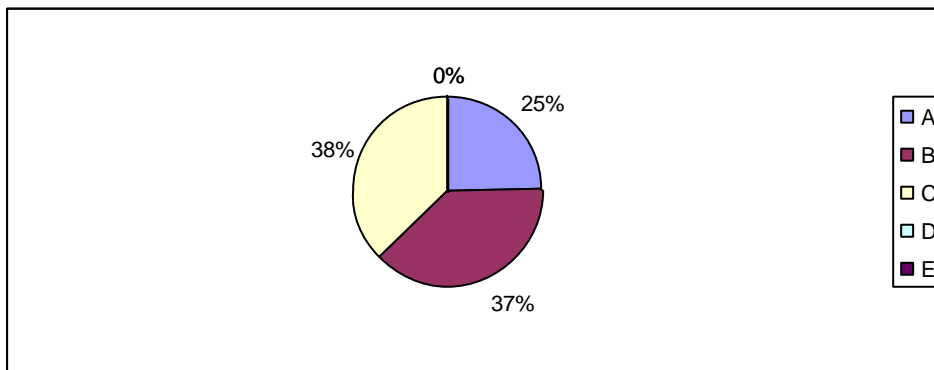
9. (d) Professional development



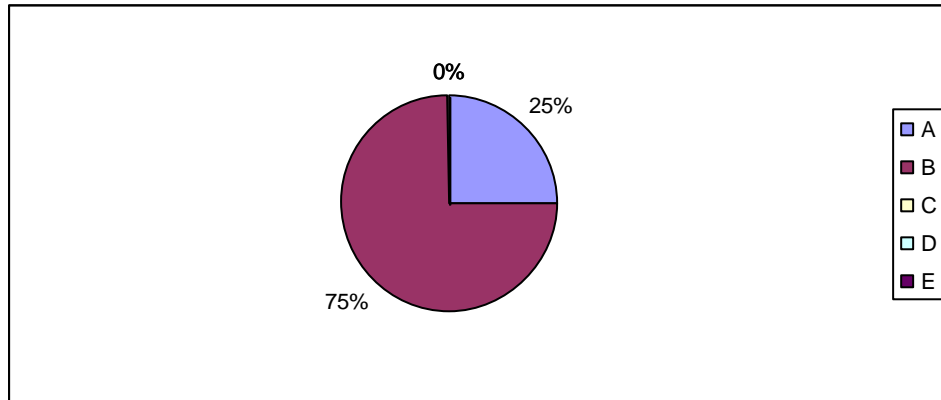
9. (e) Time management skills



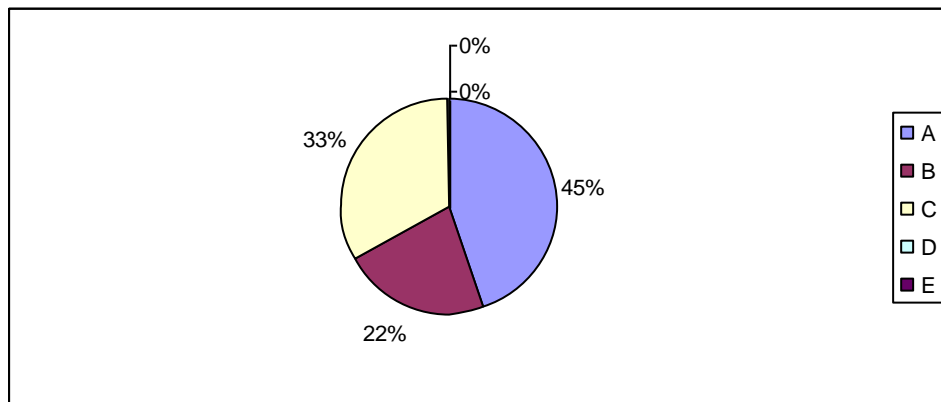
9. (f) Judgment



9. (g) Discipline



9. (h) The link between theory and practice



Strengths

- Enhance working abilities
- Program Administration is Effective in supporting learning.
- Develop analytical & problem solving skills
- Program is effective in developing independent thinking
- Develop communication skills and planning abilities.
- Faculty meet program objectives
- Contents of the curriculum are advanced
- Team work abilities
- Ethical value & discipline appreciated.
- Infra-structure at the department is satisfactory.

Weaknesses:

- Load of work is heavy comprising pressure.
- Professional development required
- More appropriate time management skills required.
- Lack of grants & scholarships
- Infra structure needs to be more equipped.

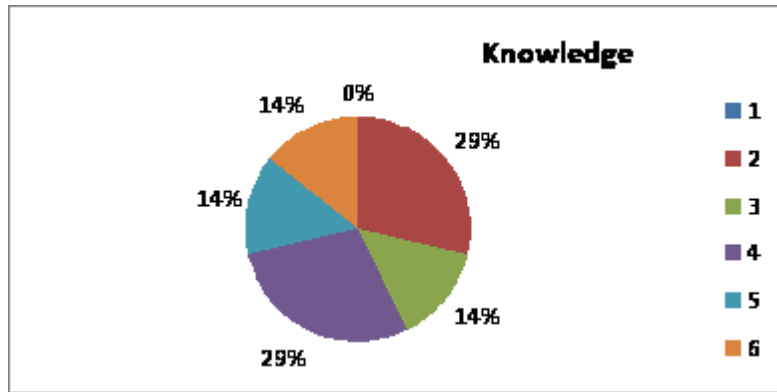
ALUMNI SURVEY

Alumni Survey is supposed to be completed after the completion of each academic year. This proforma comprise 7 sections in which the ex-students are required to give feedback on their degrees completed from the department.

1. Knowledge

As regards, the question 1 of Section “Knowledge” the respondents considered it not applicable to them. Regarding Problem Formulation and Solving Skills, majority of the respondents graded it under very good category where as two of them thought it excellent and one respondents thought it good. The collecting of appropriate data category majority of the respondents thought it very good followed by good whereas there was exception on both sides that were excellent and good categories as well. Respondents thought their enhanced capacity to apply the theory learnt during studies to the practical aspects in their jobs. Respondents agreed that they were in a position to design a system component or process. Their IT knowledge majority of the respondents lied between very good to fair categories with exception on both excellent and poor sides. Empirical results are shown in the following table and pie chart.

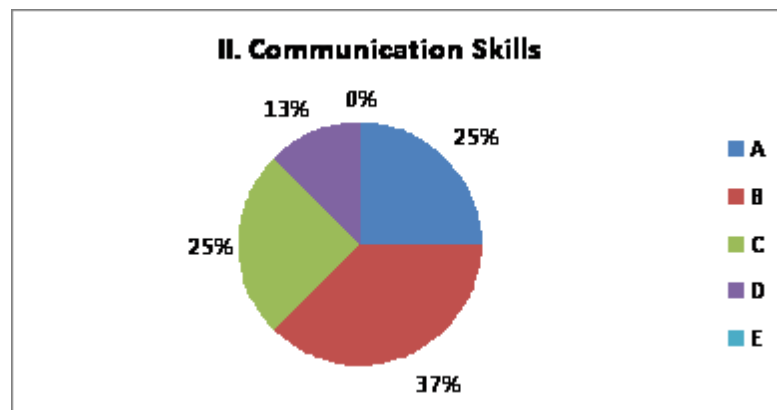
Questions	A	B	C	D	E
1	0	5	2	1	0
2	2	5	1	0	0
3	1	4	3	1	0
4	2	3	3	2	0
5	1	3	3	2	0
6	1	2	2	2	1



2. Communication Skills

The most important segment was the query on communication skills. From excellent to very good categories, the respondents' inclination tilted and favored the improvement of their oral communication skills. Regarding, their report writing skills the response varied among all categories fairly tilted towards positive improvements. The improvements in Presentation Skills were favored largely by the respondents from excellent to very good categories. The details of the each category wise response can be seen in the table below and pie chart.

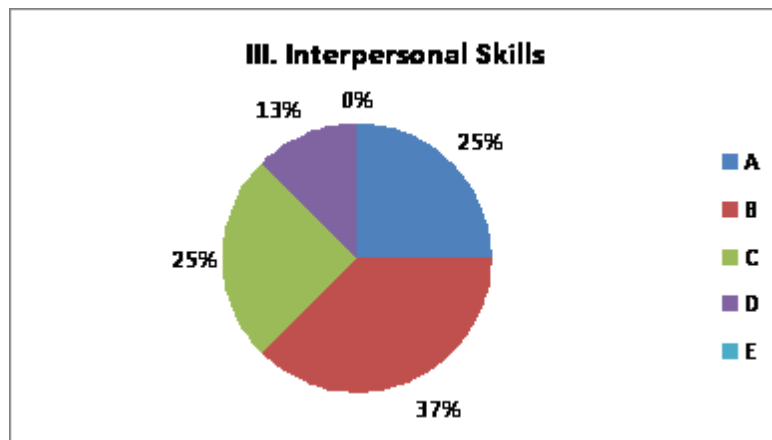
Questions	A	B	C	D	E
1	2	3	2	1	0
2	1	2	3	1	1
3	2	4	2	0	0



3. Interpersonal Skills

Regarding the development of interpersonal skills, the first query was ability to work in teams was fairly favored by the respondents by putting their response between excellent and very good categories with only one exception of fair. The ability to work in challenging environment / situation was equally distributed among all categories largely spread between very good to fair categories with exception on both sides. Respondents regarding the independent thinking largely favored excellent to good categories with only one exception. As per the appreciation of ethical values, the respondents view was same as previous. Details are shown in table below:

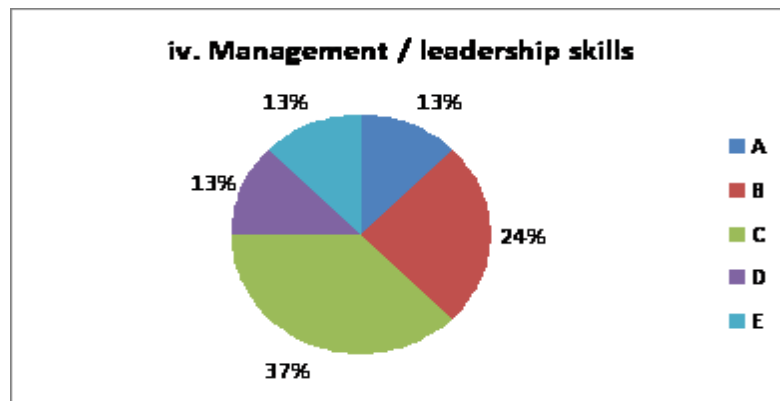
Questions	A	B	C	D	E
1	2	3	2	1	0
2	1	2	2	2	1
3	3	3	1	0	1
4	3	2	2	1	0



4. Management / leadership Skills

The management and leadership skills were revealed on three levels that were resource and time management skills, secondly, judgment as well as thirdly discipline. The first response was largely tilted toward the good to poor categories whereas the second response inclined on very good whereas the third response was even distributed among the respondents. The annotated and graphical details are given below:

Questions	A	B	C	D	E
1	1	2	3	1	1
2	1	5	1	0	1
3	2	2	2	2	0



5. General Comments

NOT APPLICABLE

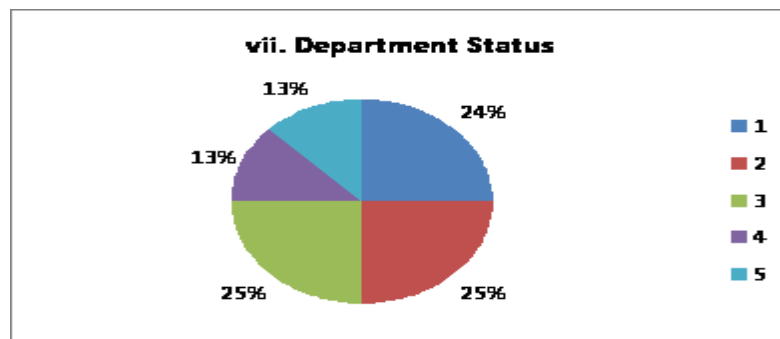
6. Career Opportunities

NOT APPLICABLE

7. Department Status

The feedback on the department's infrastructure, faculty, repute at national level and international level was interesting. The department's infrastructure large majority's response remained within the categories of excellent and good. The feedback on faculty was evenly distributed with dominant views on fair category. The repute of department at national level was largely favored by the respondents whereas the response to international level's repute seems dubious as the respondents might not have understood it appropriately. Details shown below:

Questions	A	B	C	D	E
1	2	2	2	1	1
2	1	1	1	3	1
3	3	0	3	0	2
4	2	2	4	0	0



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 department is the availability of all expertise viz. Anthropological 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. The students' work indicates that there is some opportunity for improving communication skills and the focusing on the practical aspects as field research. This is the second assessment report; the department is looking forward to see the implementation of the measures. A number of surveys based on the QAA questionnaires were initiated to assess the program outcomes/graduates of the Department.

The department must assess its overall performance periodically using quantifiable measures and performance of the faculty members pertaining to research activities. Table-3 indicates in the credit of faculty members of the Sociology Department.

TABLE 3: QUANTITATIVE ASSESSMENT OF THE DEPARTMENT

Sr. #	Particular	No.	Remarks
1	M.Sc degree awarded	95	Most of them are currently employed and are holding various positions
2	Student Teacher ratio	1:27	Each teacher has taken 27 students

Major Future Improvement Plans:

- To impart quality education in Anthropology through audio visual aids and modern tools along with provision of latest literature, journals, books, reviews and access to internet.
- 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.
- To emphasize problem oriented research on specific and serious issues prevalent in the today's Pakistani society.
- To provide to the students academic training that can be important asset in entering a wide range of occupations.
- To make able students 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.
- 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:

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

Faculty Satisfaction Regarding the Administrative Services:

- Administrative meetings (departmental, university, academic council, and syndicate) are attended as and when required. Board of studies of the department meets quarterly.

- Quick office disposal; no complaint pertaining to delay has ever received from authorities.
- Proper records of individual students and their thesis etc. are maintained.

Department Emphasis:

- The department emphasis on students doing researches at M.Sc 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.
- Thesis opportunity has been offered to M.Sc Sociology & Anthropology 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
Mr. Abid Ghafoor Chaudhry	2	6	1
Mr. Zaheer Adnan	0	0	0

CRITERION 2: CURRICULUM DESIGN AND ORGANIZATION

Degree Title: M. Sc Anthropology

Intent: Curriculum for the Department of Anthropology is revised and 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 one degree programs offered by the department.

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

Pre-requisites

- As per the university's requirement the potential candidate intending for admission must have passed the Bachelor's degree examination in aggregate with at least 45% marks from a recognized institution, in a field of study relating to the subject he/she desires to take up.
- The candidate is required to be descending from Barani districts of the Punjab except the children of the University employees
- Candidates seeking admission in the University hailing from the areas other than prescribed are admitted 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:

Matric	10%
Intermediate	15%
B.A	35%
Entry test	40%

Degree requirements for Masters

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

Table 5: Scheme of Studies for M. Sc Anthropology

Core Courses			
S. No	Code	Title	HRS
1	ANTH-701	Introduction to Anthropology	3(3-0)
2	ANTH-702	Social Change and Development	3(3-0)
3	ANTH-703	Paleo-Anthropology	3(3-0)
4	ANTH-704	Urban Anthropology	3(3-0)
5	ANTH-705	Research Methods in Anthropology	2(1-2)
6	ANTH-706	Seminar	1(1-0)
7	ANTH-707	Anthropology of Religion	3(3-0)
8	ANTH-708	Political Anthropology	3(3-0)
9	ANTH-709	Culture and Social Structure	3(3-0)
10	ANTH-710	Thesis	10(0-20)
11	ANTH-711	Anthropological Theory	3(3-0)
12	ANTH-712	Gender and Anthropology	3(3-0)
13	ANTH713	Anthropology of Pre-state and State Societies	3(3-0)
14	ANTH714	Anthropology of Linguistics	3(3-0)
15	ANTH-715	Anthropology of Environment	3(3-0)
16	ANTH-716	Anthropology of Population and Ecology	3(3-0)
17	ANTH-717	Anthropology of Global Industrialism	3(3-0)
18	ANTH-718	Anthropology of Civilizations	3(3-0)
19	ANTH-719	Archeology	3(3-0)
20	ANTH-720	Anthropology of Genetics and Race	3(3-0)
21	ANTH-721	Medical Anthropology	3(3-0)
22	ANTH-722	Anthropology of Human Development	3(3-0)
23	ANTH-723	Anthropology of Family and Kinship	3(3-0)
24	ANTH-724	Anthropology of South Asia	3(3-0)
25	ANTH-725	Applied Anthropology	3(3-0)
26	ANTH-726	Anthropology of Social Transformation	3(3-0)
27	ANTH-727	Anthropology of Pakistan	3(3-0)

Additional from other Departments			
1.	STAT-700	Elements of Statistics and Biometry	3(3-0)
2.	STAT-701	Experimental Statistics	3(3-0)
3.	MATH-701	Computer Application in Statistics	3(1-4)
4.	SOC-711	Population Trends & Problems in Rural Society	3(3-0)
5.	SOC-708	Social Psychology	3(3-0)
6.	SOC-701	General Sociology	3(3-0)

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

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

Table 6: ANTHROPOLOGY COURSES VS PROGRAM OUTCOME

Course	Outcomes		
	1	2	3
ANTH-711, ANTH-712, ANTH-714, ANTH-721, ANTH-723	XX	X	XXX
ANTH-702, ANTH-704, ANTH-705, ANTH-709, ANTH-715	XXX	XX	XX
ANTH-701, ANTH-717, ANTH-718, ANTH-720, ANTH-724, ANTH-725	XX	XX	XXX
ANTH-703, ANTH-706, ANTH-716	XX	X	XX
ANTH-707, ANTH-708, ANTH-713, ANTH-719, ANTH-722, ANTH-726, ANTH-727	XXX	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: Theoretical backgrounds, problem analysis and solution design must be stressed within the program's core material.

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

Elements	Courses
	ANTH-701, ANTH-703, ANTH-705, ANTH-707,

Theoretical backgrounds	ANTH-708, ANTH-711, ANTH-713, ANTH-714, ANTH-718, ANTH-719, ANTH-723, ANTH-727
Problem analysis	ANTH-702, ANTH-704, ANTH-709, ANTH-715, ANTH-716, ANTH-720, ANTH-721, ANTH-724
Solution design	ANTH-706, ANTH-712, ANTH-717, ANTH-722, ANTH-725, ANTH-726

Standard 2-4: The curriculum satisfied the core requirement laid down by accreditation bodies

- Not Applicable

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

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

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

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

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

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

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

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

- Course of seminar in the discipline is having one credit hour which is compulsory at the Post-graduate level.
- Assignments are given to students on specific topic which are presented orally and are submitted in written form, to enhance oral and written communication skills.
- Group Work skills are also polished among the students to get confidence to speak up.

CRITERION 3: LABORATORIES AND COMPUTING FACILITIES

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

Standard-3.1: General Computer Labs

Computer lab is required for M.Sc Anthropology (Morning and Evening) Program. The reason associated with it is that it is another altogether a research based degree program where all students are supposed to conduct their research dissertations within stipulated time period. Having a full-fledged computer lab would mean that the students would be using the computer in the research regarding data administration, preparation of tally sheets and applying various data analytical tools.

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

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

INSTITUTIONAL FACILITIES:

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

INSTITUTIONAL SUPPORT:

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

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

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

- **Computing facilities support:** Not available to any faculty members and the research students plus lack of appropriate space to start such facility.
- **Shortcoming in computing infrastructure:** Computers with internet facilities were promised. It is recommended that the same may be provided at the earliest.

CRITERION 4: STUDENT SUPPORT AND ADVISING

The 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.
- Elective courses are offered as per policy of HEC and the University.

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

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

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

- The efforts are made to ensure that the students are always given the new approaches and dimensions so that their knowledge base should remain compatible.

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

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

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

CRITERION 5: PROCESS CONTROL

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

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

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

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

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

Standard-5.3: The process by which students are registered in the program and monitoring of students progress to ensure timely completion of the program must be documented. This process must be periodically evaluated to ensure that it is meeting its objectives.

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

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

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

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

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

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

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

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

Standard 5-8: The process and procedures used to ensure that teaching and delivery of course material to the students emphasizes active learning and that course learning outcomes are met

- To ensure high quality teaching, new ideas and subject matter is always welcomed to be incorporated in the subjects.
- According to the new demands rising in the job market, new courses are introduced and included in the curriculum.

- Students are provided the study material mostly by the teachers but the student also buy the recommended books.
- Most of the lectures are supplemented by overheads, maps, slides and pictures.

Standard 5-9: The process in 5.8 must be periodically evaluated 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 mid term and final or end semester examination in which students meeting the requirement of 75% attendance can sit and take the final examinations. In theory, weightage to each component of examination is as prescribed here under:

- Mid Examination 30%
- Assignments 10%
- Final Examination 60%

- Grade points are as follows

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

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

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 of Anthropology. There is an immense need of Faculty members to share the burden of teaching and research.

Table 7: FACULTY DISTRIBUTION BY PROGRAM AREAS IN ANTHROPOLOGY

Program area of specialization	Courses in the area and average number of sections per year	Number of faculty members in each area
1. Urban Anthropology, 2. Environment, 3. Population & Ecology, 4. Culture and Social Structure, 5. Anthropological Theory 6. Social Change & Development	4	Mr. Abid Ghafoor Chaudhry
1. Anthropology of Linguistics, 2. Archaeology, 3. Paleo Anthropology, 4. Applied Anthropology	4	Mr. Zaheer Adnan

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 of all Faculty members is not sufficient 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

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

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

- At present one faculty member is completing his Ph.D degree.

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

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

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

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

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

- The young faculty is mobilized by timely back up and appreciation by the senior faculty members. Avenues for research funding are provided through university research fund. Results of faculty survey employing Proforma 5 (Annexure-V) are summarized and are given Table 13. The results showed satisfaction of the teachers over most of the parameters.

FACULTY SURVEY

Figure 3: Faculty Survey

S. No	Questions	Abid Ghafoor Chaudhry	Zaheer Adnan
1	Your mix of research, teaching and community service.	B	C
2	The intellectual Stimulation of your work	B	A
3	Type of teaching /research you currently do	B	B
4	Your interaction with students	B	C
5	Cooperation you receive from colleagues	B	C
6	The mentoring available to your	B	C
7	Administrative support from the department	B	C
8	Providing clarity about the faculty promotion process	B	C
9	Your prospects for advancement and progress through ranks	B	B
10	Salary and compensation package	B	B
11	Job security and stability at the department	B	B
12	Amount of time you have for yourself and family	B	C
13	The overall climate at the department	B	B
14	Whether the department is utilizing your experience and knowledge	B	B
15	What are the best programs/ factors currently available in your department that enhance your motivation and job satisfaction?	Research Tasks	The fact that teaching and research are spheres that you are not doing it as part of our duties but contributes to cultivating learning abilities.
16	Suggest programs/factors that could improve your motivation and job satisfaction?	More research initiatives and research projects required	Providing better office accommodation computers and having access to better library resources. Presently the faculty is placed in cabins in which if two or more than two students or others enter your it begin to suffocate

A: Very satisfied B: Satisfied C: Uncertain D: Dissatisfied E: Very dissatisfied

CRITERION 7: INSTITUTIONAL FACILITIES

- According to this criterion, the institution must have the infrastructure to support new trends in learning such as e-learning including digital publications, journals etc.
- The library must possess an up-to-date technical collection relevant to the program and must be adequately staffed with professional personnel. Insufficient library's technical collection of books. Recommended books and relevant journals of the programs are not available to the students.
- These aspects need to be strengthened in number and space.
- Class rooms must be adequately equipped and offices must be adequate to enable faculty to carry out their responsibilities.

Standard wise description of this criterion is given a under

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

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

- There is acute shortage of space and class rooms to effectively run the program.
- There is need to provide computers to each of faculty in order to equip them with auxiliary support to accelerate the academic challenges and tasks.

- There is also shortage of books in the library for the consultation of faculty and students.
- The internet services provided by the university are requiring effective up-gradation.

Standard- 7.2: The library must possess an up-to-date technical collection relevant to the program and must be adequately staffed with professional personnel

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

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

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

CRITERION 8: INSTITUTIONAL SUPPORT

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

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

- Space limitation is the major constraint in the development and strengthening of discipline.

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

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

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

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

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

Table 8: ENROLLMENT IN ANTHROPOLOGY PROGRAMS

From 2007-10

Discipline	2007-08	2008-09	2009-10
Masters	89	70	69

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 2008-09 was Rs. 64,000.00 and Rs 188,000.00 in the year 2009-10 which hardly fulfills the departmental needs. Particularly, for the purchase of the equipment and books for the department library.

SUMMARY AND CONCLUSION

The self assessment report of the department of Anthropology, Pir Mehr Ali Shah Arid Agriculture University, Rawalpindi, presents historical and chronological developments since its inception. Since its separation from department of Economics and Agricultural Economics, the discipline has progressed remarkably and made significant contribution in several aspects mainly, the emerging issues of socio-economic problems of the societies of the world, and also by exploring different ancient civilizations of the world.

The department also provides an understanding to the future Anthropologists an overview of societal problems with the globe perspectives, issues concerned with the development sector of Pakistan and socio-economics 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. New methods and technologies are also introduced to conduct superior research.

For this purpose, three specific objectives were sought which are measurable and achievable. These were analyzed thoroughly in accordance with then 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. Teacher's evaluation revealed satisfactory standards, the score of 2 teachers of the were evaluated. Weaknesses were identified which are related to advance teaching and research equipments.

Curriculum design, development and organization are based upon set, well defined and approved criteria. Prerequisites are fully observed, examinations are conducted as per schedules and academic schemes are fully prepared in advance. The number of courses, along with their titles and credit hours for each semester, course contents of degree program is 103 for Anthropology fully planned. There efficiency was measured through different standards and it was found to range between satisfactory to highly satisfactory. It was concluded that computer facilities are needed to further strengthen the discipline on scientific lines. Proper steps are taken to guide the student for program requirements, communications, meetings, tours, student's teacher interactions etc. They are well informed of relevant scientific societies, job opportunities and other such activities. As regard s 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 two faculty members and one sociology consultant on contract. However, faculty members need motivation for advanced knowledge and research. Institutional facilities were measured through criterion 3; infrastructure, library, classroom and faculty offices in each case, short comings and limitations are highlighted. Institutional facilities need to be strengthened. Accordingly institutional support will greatly promotes and strengthens academic, research, management and leadership capabilities. In conclusion, performance of the department may be further improved considering the following points:

1. Class rooms need improvements to develop a conducive environment for students learning. Proper lightning, aeration and sound systems can improve quality of learning.

2. There is need to improve level of cooperation among the faculty members and the students for better output.
3. At present, there are no arrangements for professional and behavioral training of the supporting staff, which is very important.
4. At present, there is no departmental library. Allocation of sufficient funds for this purpose will be helpful in subscribing a reputed journals and purchase of books that will ultimately improve the quality of learning, teaching and research.

Program Team Members

Prof. Dr Azra Khanum (Coordinator)

Mr. Abid Ghafoor Chaudhry (Member)

Ms. Asma Zafar (Member)

ANNEXURES

Faculty Resume



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

	M.Sc. Anthropology	Shabina Kausar (03-arid-958)
	M.Sc. Anthropology	Erum Bashir (03-arid-961)
	M.Sc. Anthropology	Rizwana Aziz (03-arid-965)
	M.Sc. Anthropology	Muhammad Imran Afzal (03-arid-972)
	M.Sc. Anthropology	Aftab Ahmad (03-arid-975)
	M.Sc. Anthropology	Ambreen Nawaz (03-arid-982)
	M.Sc. Anthropology	Fouzia Syed (03-arid-983)
	M.Sc. Anthropology	Salman Sohail (03-arid-994)
	M.Sc. Anthropology	Bushra Afzal (03-arid-974)
	M.Sc. Anthropology	Ahtesham Babar (03-arid-988)
	M.Sc. Anthropology	Arooj Iftikhar (03-arid-981)
	M.Sc. Anthropology	Malik Khizar Shoukat (03-arid-989)
2004-2005 to2006-2007	M.Sc. Anthropology	Shaista Gul (04-arid-873)
	M.Sc. Anthropology	Misbah Rani (04-arid-857)
	M.Sc. Anthropology	Sobia Sddique (04-arid-856)
	M.Sc. Anthropology	Irum Zulfiqar (04-arid-858)
	M.Sc. Anthropology	Maryam Iqbal (04-arid-859)
	M.Sc. Anthropology	Saima Afzal (04-arid- 860)
	M.Sc. Anthropology	Mehwish Bashir (04-arid-864)
	M.Sc. Anthropology	Muhammad Rizwan Khan (04-arid-866)
	M.Sc. Anthropology	Obaid-ur-Rehman (04-arid-871)
	M.Sc. Anthropology	Abdul Tawab (04-arid-894)
	M.Sc. Anthropology	Abdul Hameed (04-arid-892)
2005-2006 to2007-2008	M.Sc. Anthropology	Adeela Jamil Abbasi (05-arid-781)
	M.Sc. Anthropology	Sara Latif Shah (05-arid-1089)
	M.Sc. Anthropology	Danish Anjum (05-arid-799)
	M.Sc. Anthropology	Sana Mukhtar (05-arid-793)
	M.Sc. Anthropology	Muhammad Aurangzaib (05-arid-786)
	M.Sc. Anthropology	Sadia Kiran (06-arid-1313)
	M.Sc. Anthropology	Tayyba Nawaz (06-arid-1317)
	M.Sc. Anthropology	Khalid Jehangir Khan (06-arid-1322)
	M.Sc. Anthropology	Muhammad Sulaman Ijaz (06-arid-1324)
	M.Sc. Anthropology	Muhammad Tahir (06-arid-1329)
	M.Sc. Anthropology	Shaheer Elahi Khan (06-arid-1339)
	M.Sc. Anthropology	Ikhtlaq Ahmad (03-arid-665)
	M.Sc. Anthropology	Imran Mahmood (06-arid-1347)
	M.Sc. Anthropology	Shoukat Ali (06-arid- 1348)
	M.Sc. Anthropology	Syed Rashid Ali Shah (06-arid-1352)

	M.Sc. Anthropology	Muhammad Aslam (06-arid-1314)
	M.Sc. Anthropology	Ayesha Hasan (03-arid-993)
2007-2008 to2009-2010	M.Sc. Anthropology	Sobia Shabir (07-arid-1310)
	M.Sc. Anthropology	Afgan Ali (07-arid-1484)
	M.Sc. Anthropology	Aneela Naz (07-arid-1485)
	M.Sc. Anthropology	Usman Qayyum (07-arid-1486)
	M.Sc. Anthropology	Nafeesa Mehreen (07-arid-1487)
	M.Sc. Anthropology	Gulnaz Bano (07-arid-1489)
	M.Sc. Anthropology	Rabia Batool (07-arid-1491)
	M.Sc. Anthropology	Ayesha Niaz (07-arid-1495)
	M.Sc. Anthropology	Sana Tariq (07-arid-1501)
	M.Sc. Anthropology	Khair-un-Nisa (07-arid-1504)
	M.Sc. Anthropology	Asma Mehboob (07-arid-1514)
	M.Sc. Anthropology	Bushra Nazar (07-arid-1520)
	M.Sc. Anthropology	Nighat Aurangaib (07-arid-1521)
	M.Sc. Anthropology	Aijaz Hussain Lone (03-arid-995)
	M.Sc. Anthropology	Asad Raza Khan (07-arid-1524)
2008-2009 to2010-2011	M.Sc. Anthropology	Maryam Noor (08-arid-963)
	M.Sc. Anthropology	Muhammad Khurum Irshad (08-arid-964)
	M.Sc. Anthropology	Sobia Mumtaz (08-arid-969)
	M.Sc. Anthropology	Abbas Raza (08-arid-955)
	M.Sc. Anthropology	Sonia Khan (08-arid-970)
	M.Sc. Anthropology	Kanwal Shahzadi (08-arid-962)
	M.Sc. Anthropology	Nasira Azim Khan (08-arid-966)
	M.Sc. Anthropology	Quandeel Zahra Mehwish (08-arid-967)
	M. Sc. Anthropology	Nabeela Zaigham (07-arid-1506)
2009-2010 to2011-2012	M.Sc. Anthropology	Ahsan Zia Abbasi (09-arid-1343)
	M.Sc. Anthropology	Muhammad Waqas (09-arid-1358)
	M.Sc. Anthropology	Nazia Israr (09-arid-1360)
	M.Sc. Anthropology	Wajiha Zaheer (09-arid-1372)
	M.Sc. Anthropology	Zara Zaib (09-arid-1373)
2010-2011 to2012-2013	M. Sc. Anthropology	Afia Tehseen (10-arid-665)
	M. Sc. Anthropology	Hira Khalid (10-arid-670)
	M. Sc. Anthropology	Sadaf Kayani (10-arid-684)
	M. Sc. Anthropology	Saima Niamet (10-arid-684)
	M. Sc. Anthropology	Sidra Sarwar (10-arid-692)

In addition to being the supervisor of above-mentioned students, I also was member supervisory committee of an equal if not of many more students and

	I also actively contributed to solve the problems related to research of almost all M. Sc. Anthropology students and contributed what I have learnt the hard way and what little bit I have knowledge of anthropology and anthropological research.
Service Activity	Whatever duty or responsibility that has been handed over to me as an employee of this University I have made every effort to perform that task or duty to the best of my abilities within the boundaries of my shortcomings. Whether I made any worthwhile contribution depends on whether God wanted it or not.
Brief Statement of Research Interest	Any research topic relating to the four fields of anthropology that captures my imagination and is of interest to me and also creates interest in the people who will be my subjects, is scientifically amenable and within the constraints of time, money and accessibility and that can contribute to modification and improvement of theory already existing in anthropology; all or any such research will interest me.
Publications	No Publications
Research Grants and Contracts	No such research Grants or contracts.
Other Research or Creative Accomplishments	None so far.
Selected Professional Presentations	Not Applicable

Faculty Resume



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

Other Research or Creative Accomplishments	<p>Developed a Project for Human Rights Education and Information Center in Tehsil of Gujar Khan, Rawalpindi (draft)</p> <p>Initiated the process of approval for PGD in Development Anthropology</p> <p>Working for Initiation of M. Phil Program in Anthropology</p>
Selected Professional Presentations	<p>Acted as Resource Person in the preparation of Country Report on State of Children in Pakistan upon the request of Ministry of Social Welfare and Special Education in 2010.</p> <p>Participated in high level trainings programs both national and international level.</p> <p>Acted as Training Resources Person on Child Rights in UNICEF funded Training.</p> <p>Acted a National Resource Person in Forced Marriages project in 2004-5.</p> <p>Acted as s National Resource Person in Initiation of Child Protection Management Information System at Federal Government Level.</p>