Pir Mehr Ali Shah

ARID AGRICULTURE UNIVERSITY

RAWALPINDI

Self Assessment Report 2019-2021

Department of Anthropology

Cycle 1

BS Anthropology Program

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Contents

List of Figures

List of Tables

INTRODUCTION

The government of Punjab established a Barani college in 1970, which later was converted in to university in 1994. The university opened many allied academic departments offering disciplines from variety of genres. One of many was an associated department of Anthropology which was established with Department of Agricultural Economics, Economic and Sociology in the year 1999. A comprehensive scheme of studies of M.Sc Anthropology was developed on the orders of the competent authority involving a committee (comprising Chairman of Agricultural Economics, Economics and Sociology, the learned Faculty of Department of Anthropology 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. In Year 2000, the first admissions were offered. Later 2004 both Master programs in Sociology and Anthropology were separated from the Department of Economics and Agricultural Economics. The Department of Anthropology offered its first admissions in M. Phil Anthropology in year 2015. Foreseeing the trends and HEC intention of phasing out the two year M.Sc program, the department initiated designing the BS Anthropology in 2016, a great deliberation is done on designing the courses and contents while keeping in view the international anthropological trends and considering the challenges of the job market. The detailed schemed of study was approved through department Board of Studies later from the Faculty Board and Academic Council and the syndicate of the university in its 78th Meeting approved the BS Anthropology in 2017, the first admissions were offered in 2019, since than three successive batches of the students were enrolled in the programs who are successfully completing their degree.

The degree program of Anthropology is unique in the sense that it empowers its graduates with skills and theoretical knowledge that gives them abilities to outperform in their professional endeavors. The scheme of studies is designed considering the needs of professional market, targeting the areas which require special focus. The core subjects such as Archeology, Physical Anthropology, Socio-Cultural Anthropology and Linguistic Anthropology all focus on development of theoretical foundations of the Anthropology. Allied courses are offered are offered as optional subjects and minor from within and from outside of the department, the

curriculum of the optional courses offered within the department are designed in such way that it make it possible for the application of theoretical knowledge in practical fields such as Political Anthropology Governance, Anthropology and Health , Economic Anthropology, Anthropology and Development etc. These subjects will enhance the practical and analytical skills of the students. The students of the program are rigorously trained through field assignments and courses intended majorly on training students in research, theory and practical skills through hands on training. The program strengthens the students in such a way that it enhances their academic and professional skills. A meticulously designed research manual for BS anthropology is available which will be used for designing synopsis and thesis writing in final semesters 7-8. The students will undertake extensive research work of 4-6 months through already designed synopsis in final semester with the help of detailed study plan and research tools. The field work will be followed by thesis writing in student's respective topics. The entire process will be supervised by an internal supervisor allotted to each student which culminates into a final viva voice taken by an external supervisor, upon success the student will be awarded with degree. The whole process of field research and thesis writing will groom the student in a way that it enables them not only to adjust in foreign environment, interacting and collecting data from field enriches their professional development in developing long term insights and working in competitive environments. The painstaking training students receive under the program facilitates the graduates to outperform in practical life and develops sensitivity towards the progressive needs of the society and their contribution towards it.

The self-Assessment Report (SAR) contains eight criteria for the assessment of the program. The Criterion 1 outlines the program mission and objectives. Criterion 2 provides information about 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 regarding the faculty, process control, institutional facilities and institutional support.

CRITERION 1: PROGRAM MISSION, OBJECTIVES AND OUTCOMES

Mission Statement

The BS program of Anthropology's mission statement is "To Produce Human Capital capable of Envisaging development challenges of Pakistan".

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

The Department of Anthropology and the faculty strongly believe that all human beings are born with intellect and capacity to surpass the mediocre. It is the teacher who discovers each student's intellect and to refine and polish in such a way that it facilitate the student in making leadership decisions and problem solving in unique way that will enable them to resolve development challenges of Pakistan.

Strategic objectives of the Department of Anthropology

The program intends to bridge the gap between the theoretical foundations of the subject and practical application of the knowledge in solving the modern day problems.

1. The scheme prepared to bridge the gap between the Academia, policy makers, R&D, NGOs and INGOs.
2. In order to stress the academic and applied significance of the subject in providing pragmatic solutions to the issues faced by Pakistan, the Department of Anthropology intends to extensively focus on problem oriented research activities.
3. The current global scenario and progressive academic requirement requires a special attention shall be paid to sustainable development goals and the program on regular basis redesign the scheme of studies and course contents to cater to SDGs.

Main elements of strategic plan to achieve mission and objectives

The teachers of the Department of Anthropology are working towards establishment of department as research center which enhances the skills of the students in not only acquiring the theoretical knowledge but also practically applying the theoretical knowledge in problem solving and presenting solution to developmental issues of Pakistan to policy makers through focused research, thesis and paper writing and presentations.

1. A collaborative scheme studies is made with help of Academia, policy makers, R& D and INGOsalong with viewing the international anthropological trends which will enable us to train the students not only in to theoretical anthropology but also using this acquired knowledge pragmatically to solve the developmental issues faced by Pakistan.

2. Hands on experience of theoretical anthropology will be gained with the help of on ground field work in various academic and applied anthropological research topics.

3. The refined and reformation of the courses will also enhance the sensitization on the SDGs. Theoretical knowledge of the subject matter in the books of various courses will practiced through quoting local and international scenarios and by problem solving and analyzing in presentations, assignments and examinations.

4. The Department of Anthropology intends to conduct problem oriented researches specially focused in the areas of sustainable development goals and providing realistic solutions that can be inculcated in policy making. All the exercise will be focused on professionally grooming students in actively participating, in depth analysis and generating solutions to global problems especially SDGs.

Table 1: Program Objectives Assessment

Sr. No	Objective	How Measured	When Measured	Improvements Identified	Improvement Made
1	The scheme prepared to bridge the gap between the Academia, policy makers, R&D, NGOs and INGOs. .	By association of collaboration of Department of Anthropology with Government and Non-Government organizations to carry projects	Completion of projects	Department of Anthropology currently working on acquiring projects internally from university and externally from governmental and non-governmental organizations	Students will be the part of projects for orientation and exposure
2	In order to stress the academic and applied significance of the subject in providing pragmatic solutions to the issues faced by	Course work will be designed to engage students in applying theoretical knowledge practically. Research topics will be	Completion of degree	Department of Anthropology is working on signing a MOU with RSPN	Students will be placed for internships and job opportunities

	Pakistan, the Department of Anthropology intends to extensively focus on problem oriented research activities	especially highlighting problems faced by Pakistan and role of anthropology in resolving them.			
3	In order to The current global scenario and progressive academic requirement requires a special attention shall be paid to sustainable development goals and the program on regular basis redesign the scheme of studies and	Researches specifically focusing on SDGs	Paper published and presented	By assessing the quality of the research papers	The faculty is trying its utmost to encourage students to be involved in applied researches

	course contents to cater to SDGs			

Standard 1-2: The program must have documented outcomes for graduating students

Program Expected Learning outcomes

All the students in Anthropology Program are strengthen by:

1. Students will be proficient in anthropological knowledge and concepts, various dimensions and fields of the subject and the work of prominent scholars in anthropology.
2. Students have unique ability to master a gap between the theoretical foundations and their practical application in anthropology polished through four year degree program engaged in various research based activities through assignments and field work.
3. The degree program will increase the exposure of the students regarding various development initiatives, students will be encouraged and motivated to be involved in various research projects and internship programs held by different agencies.
4. The courses of anthropology will enhance the competence of the students with the problems faced by the country and SDGs and can effectively utilize anthropological knowledge and on ground experience of ethnography to present viable policy guidelines to the stakeholders.

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 illustrated in the Table given below.

Table 2:Program outcomes and their relationship with objectives

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

(Outcomes — row labels on left)

Legend:

X= Moderately Satisfactory

XX= Satisfactory

XXX= Highly Satisfactory

Skills and capabilities reflected in performance as Anthropologist:

The graduates learn the nature, intent and scope of Anthropology and its various subfields like biological anthropology, socio-cultural anthropology, linguistics anthropology and archeology and also gain expertise in the said subfields which will enhance their understanding of Pakistani culture and society. They are enabled in objective analysis of the situation and presenting the humanistic solutions to issues faced by the communities. Anthropologists understand differences and appreciate diversity across globe.

Students of this program acquire deep understanding of the global trends of society, changes, and transformations taking place in global culture. They further polish their professional skills in the fields of Anthropology. At this level, they are well versed with social theories and also with the contemporary theoretical trends and current debates in the discipline. Also they are well versed with multiple research courses both at the level of methods, tools and instrument development and then problem solving on methodological issues that arise out of them. The key feature of being an anthropologist lies not only in global awareness and critical thinking, but also by being an individual who can think impartially by being non judgmental, culturally more adaptable and tolerant individuals who have gone through the cultural studies in a relativistic perspective and more unbiased. The very skills imparted in an anthropologist especeillay at this level not only make them a good researcher, but also a keen observer, a mindful and responsible individual and inculcates ability for in-depth situational analysis amongst them. They are vigorously trained not to be biased and respect difference among the human globally.

A career in Anthropology will expect the person to be involved in field work and research. There are many an institutes in Pakistan that will at the end of the study course employ anthropologists with the Anthropological Survey of the country. One can start working as a professor with various universities among other options after completing their education. Those who plan to pursue field work in the field will be expected to be involved with the study of certain ethnic groups or ancient artifacts in remote locations for long periods. This work can be especially exhaustive as it involves both mental and physical work and involves working of the anthropologist in locations that are not very high on comfort.

Programme Outcome Measurement

Evaluation of the programme performance with reference to achievement of the designed objectives, information of the programme outcomes will be measured through the performas provided by the Quality Enhancement Cell of Pir Mehr Ali Shah, Arid Agriculture University, Rawalpindi. The performas will be filled in by the students, graduates, faculty members, alumni

members working in various professional organizations and employers surveys will be conducted.

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

- Proforma 1 &Proforma 10 is conducted at the end of each semester for which the results are incorporated in the SAR. Faculty course review, Graduating student survey, employer survey, alumni survey is also conducted to be incorporated in the SAR
- On the base of the Assessment the weakness and strengths are identified. The weaknesses are discussed within the Faculty review meeting in the department. Strategic plans are made to rectify the weaknesses and improve the standard of teaching.
- In current SAR all results for the first batch of 2019 – 2023 are included.

Standard 1-4: The Department must assess its overall Performance Periodically using quantifiable measures.

Table 3: Number of Students Enrolled in BS Anthropology Fall 2023

Sr. No	Department Data	Total Numbers
1	Total Permanent Faculty Members	04
2	Total Undergraduate Students Enrolled Currently	131

- The teacher to student ratio is 1: 43 approximately based on the data of last three years.
- Performance is measured through Annual Progress Report and previously its was measured through Annual Confidential Report that all have set of criteria including teaching courses, research publications etc

Program Assessment Results

Performa-1:Course Evaluation

For evaluation of courses and teachers through Performas 1, the following codes will be used for the faculty, both regular and visiting.

Teacher 1: Dr. Abid Ghafoor Chaudhry

Teacher 2: Dr. Mahwish Zeeshan

Teacher 3: Dr. Nazia Rafique

Teacher 4: Ms. Rabia Jawed

Teacher 4: Ms. Shagufta Hamid Ali

Course Evaluation of BS batch 2019 – 2023

The following courses were taught to the first batch of BS by the faculty members other than those taught by visiting teachers.

Table 4: List ofCourses taught to batch 2019-23

Sr#	Sem#	Course Code	Course Title	Faculty Member
1.	1st	ANTH-301	Concepts in Anthropology	Ms. Rabia Javed
2.	1ST	ANTH-302	Anthropology of Pakistan	Ms. Shagufta Hamid Ali

3.	2nd	ANTH-303	Physical Anthropology		Ms. Shagufta Hamid Ali
4.	2nd	ANTH-304	Micro Anthropology		Ms. Rabia Javed
5.	2nd	ANTH-305	Political Science		Dr. Abid Ghafoor Chaudhry
6.	3rd	ANTH-405	Archeology		Ms. Shagufta Hamid Ali
7.	3rd	ANTH-407	International Relations		Dr. Abid Ghafoor Chaudhry
8.	4th	ANTH-407	Agricultural Anthropology		Ms. Rabia Javed
9.	5th	ANTH-507	Anthropology and Health		Ms. Rabia Javed
10.	6th	ANTH-502	Industrial Anthropology and Globalism		Ms. Rabia Javed
11.	6th	ANTH-504	Qualitative Research Methods		Dr. Abid Ghafoor Chaudhry
12.	6th	ANTH-520	Seminar – I		Ms. Shagufta Hamid Ali
13.	8th	ANTH-699	Report		Dr. Mahwish Zeeshan

Course Evaluation on ANTH 301, Session Fall 2019

The said course was taught to semester 1 session of fall 2019 by Ms. Rabia Javed. The results shown by the graph indicates 90% of students were highly satisfied that the material in practical was useful whereas 10% were satisfied. About 85% of students were highly satisfied that the demonstrator dealt effectively with my problems while 10% were satisfied and 5% were uncertain. Almost 84% of students were highly satisfied that the method of assessment were reasonable while 8% were satisfied and 8% were uncertain. Approximately 94% of students were highly satisfied that the recommended reading books etc. were relevant and appropriate, while 3% were satisfied and 3% were uncertain. Almost 90% of students were highly satisfied, 8% were satisfied and 2% were uncertain about the approximate level of the student's own attendance during the whole course. While 85% of students were highly satisfied that the instructor was responsive to students needs and problems, whereas 10% were satisfied and 5% were uncertain. About 85% of students were highly satisfied and 15% were satisfied that the feedback on assessment were helpful.

84% of students are highly satisfied, 10% were satisfied and 6% were uncertain that the ideas and concepts were presented clearly. Approximately 96% of students were highly satisfied, 2% were satisfied and 2% were uncertain that the pace of the course was appropriate. Just about 82% of students were highly satisfied, 10% were satisfied, 6% were uncertain and 2% werehighly unsatisfied that the course stimulated their interest and thought on the subject area. Roughly 80% of students were highly satisfied, 18% were satisfied and 2% were uncertain that the overall environment in the class was conducive to learning. Almost 90% of students were highly satisfied and 10% were satisfied that the course workload was manageable. Nearly 85% of students were highly satisfied, 9% were satisfied, 3% were uncertain and 3% were unsatisfied that the instructor had been regular throughout the course. Whereas 85% of students were highly satisfied, 10% were satisfied and 5% were uncertain that the material was well organized and presented. Almost 98% of students were highly satisfied and 2% were satisfied that they understood the lectures. Almost 90% of students were highly satisfied,8% were satisfied and 2% were uncertain that the material in the tutorials was useful. Around 85% of students were highly satisfied and 15% were uncertain that the provision of learning resources on the web was adequate and appropriate. About 80% of students were highly satisfied, 7% were satisfied, 9% were uncertain, and4% were unsatisfied that the Classrooms were satisfactory. Roughly 80% of students were highly satisfied, 16% were satisfied, 2% were uncertain and 2% were unsatisfied that they participated actively in the course.

Approximately 80% of students were highly satisfied, 10% were satisfied and 5% were uncertain that they were happy with the amount of work needed for tutorials. Almost 80% of students were highly satisfied, 15% were satisfied, and 5% were uncertain that the feedback on assessment was timely. While 82% of students were highly satisfied, 8% were satisfied, 8% were uncertain, and 2% were highly unsatisfied that the provision of learning resources in the library was adequate and appropriate. While 85% of students were highly satisfied, 10% wer satisfied and 5% were uncertain that the learning materials (lesson plans, course notes etc) were relevant ant useful. Almost 82% of students were highly satisfied, 12% were satisfied, and 6% were uncertain that they think that the course was well structured to achieve learning outcomes. Whereas 80% of students were highly satisfied and 20% were satisfied that the course was well organized (e.g. timely) access to materials, notification of changes, etc). Almost 82% of students

were highly satisfied, 12% were satisfied, and 6%were uncertain that the course objectives were clear. Roughly 84% of students were highly satisfied, 8% were satisfied and 8% were uncertain that the learning and teaching methods encouraged participation. Nearly 85% of students were highly satisfied, 10% were satisfied, 5% were unsatisfied that they think that they made progress in this course. Almost 85% students were highly satisfied that tutor dealt effectively with the problems whereas 10% were satisfied and 5% were uncertain.
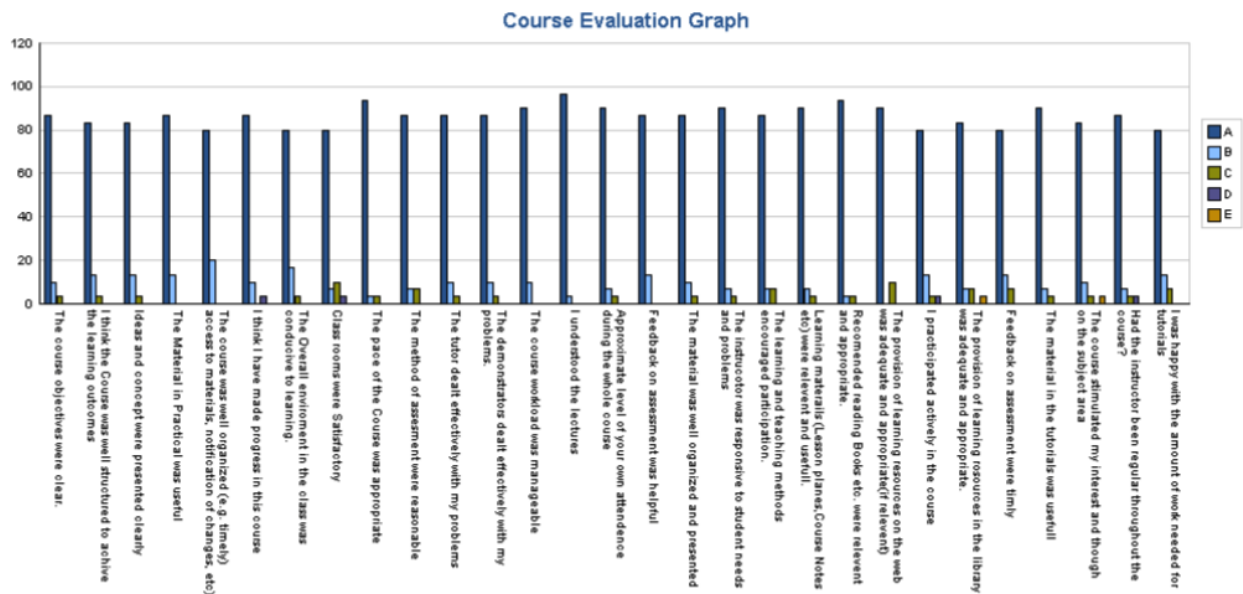
Figure 1: Course Evaluation on ANTH 301, Session Fall 2019

Course Evaluation on ANTH 302, Session Fall 2019

The said course was taught to semester 1 session of fall 2019 by Ms. Shagufta Hamid Ali. The results shown by the graph indicates that 86% of students were highly satisfied that the method of assessment was reasonable and 7% were satisfied while 7% were uncertain. About 81% of students were highly satisfied that learning and teaching methods encouraged their participation in the course, whereas 19% students were only satisfied. Almost 90% students were highly satisfied and claimed that they have made progress in this course, whereas 10% students were satisfied and agreed that they have made a progress. Approximately, 81% of the students were strongly agree that the material in the tutorials was useful and 19% were satisfied that the

material was useful. Almost 86% of students were highly satisfied that the provision of learning resources in the library was adequate and appropriate and 7% were satisfied while 7% were uncertain. Similarly, 86% of students were highly satisfied that the learning materials such as lesson plans, course notes etc. were relevant and useful, while 7% were satisfied while 7% were uncertain. Approximately 90% were highly satisfied that the course objectives were clear, whereas 7% were satisfied and 3% were uncertain.

About 78% students were highly satisfied that feedback on assessment was helpful during the course, while 11% were satisfied and 11% were uncertain. According to the graph almost 94% students were strongly agree that ideas and concepts were presented clearly in the course, whereas 3% and 3% were agree and uncertain respectively. Almost 78% of the students were highly satisfied that the pace of the course was appropriate while 19% were satisfied and 3% were uncertain. About 86% were highly satisfied that the material in practical was useful while 11% were satisfied and 3% were uncertain. Almost 90% students were highly satisfied upon the understanding of the lectures whereas 10% were uncertain. About 86% were highly satisfied that the provision of learning resources on the web was adequate and appropriate while 11% were satisfied and 3% were uncertain.

Almost 90% students were highly satisfied that the overall environment in the class was conducive to learning and other 10% were satisfied. 81% students were strongly agree and happy with the amount of work needed for tutorials while 10% were agree and 9% were uncertain. Almost 81% students were strongly agree that the instructor been regular throughout the course, whereas 7% were agree, 5% were uncertain and 7% were disagree. Approximately, 75% students were highly satisfied that tutor dealt effectively with the problems, while 10% were agree and 15% were uncertain. Almost 90% students were strongly agree that material was well organized and presented, whereas 7% were agree and 3% were uncertain. Almost, 91% students were highly satisfied that feedback on assessment were timely, while 3% were agree, 3% were uncertain and 3% were disagree. 93% students were strongly agree that the course was well structured, whereas 7% were only agree. Regarding approximate level of student attendance, 93% were strongly agree and 7% were uncertain.

About 91% students were strongly agree that the course workload was manageable, 6% were agree and 3% were uncertain. Almost, 91% students were highly satisfied that the recommended books were relevant, whereas 3% were satisfied, 3% were uncertain and 3% were disagree. Similarly, 91% students were highly satisfied that the classrooms were satisfactory, while 3% were satisfied and 6% were neutral.

Regarding, student active participation in the course, 96% were highly satisfied and 4% were only satisfied. Almost, 96% students were highly satisfied that thecourse was well organized, while 4% were only satisfied. About 91% students were strongly agree and 9% were agree that the demonstrator effectively dealt with student problems. Approximately, 85% students were highly satisfied, 3% were satisfied, 12% were uncertain that the instructor was responsive. About 85% were strongly agree, 12% were agree, and 3% were uncertain that the course stimulated the students' interest.
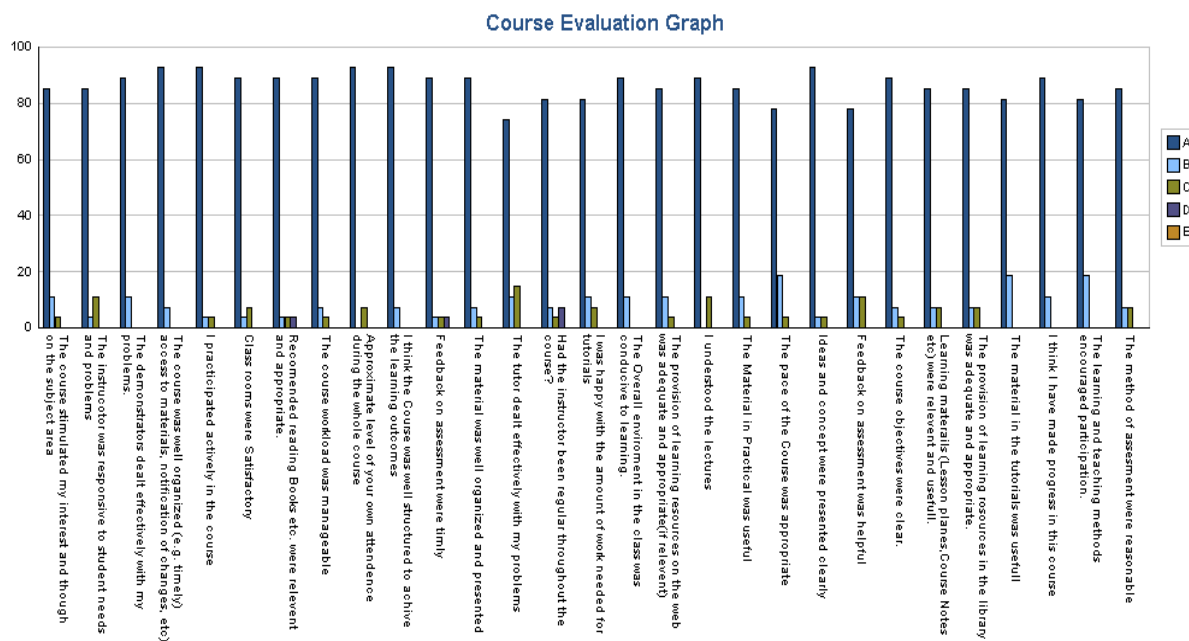
Figure 2: Course Evaluation on ANTH 302, Session Fall 2019

Course Evaluation on ANTH 303, Session 2020

The student feedback on the course reflects a largely positive learning experience, with

strengths in organization, engagement, and assessment methods, while also highlighting areas for potential improvement, particularly in learning resources and support systems.

The course structure and organization received favorable ratings, with 35% of students strongly agreeing and 40% agreeing that the course was well-structured to achieve learning outcomes. Similarly, 48% strongly agreed that the course was well-organized, indicating that students found the curriculum and teaching methodology coherent and effective.

Practical and tutorial materials were also seen as beneficial. A majority of students (60%) strongly agreed that the tutorial material was useful, while 40% strongly agreed that the practical content was valuable. These responses suggest that hands-on learning components were well-received. However, a small percentage of students remained neutral or dissatisfied, implying that further refinement of practical applications could enhance learning experiences.

Students were highly engaged in the course, with 65% strongly agreeing that they actively participated in class discussions and activities. Understanding of lectures was also reported to be strong, with 40% strongly agreeing and 38% agreeing that the lectures were clear. Additionally, 45% of students strongly agreed that the course stimulated their interest and thought on the subject, which suggests that the content and teaching approach were intellectually engaging.

Assessment methods were perceived as fair and helpful. Half of the students (50%) strongly agreed that the assessment methods were reasonable, and 55% strongly agreed that feedback on assessments was helpful. However, while 42% of students found the feedback timely, 10% remained neutral, and a small percentage expressed dissatisfaction, indicating room for improvement in providing assessments more promptly.

The classroom environment was generally conducive to learning, with 58% of students strongly agreeing on this aspect. The clarity of ideas and concepts was also well-rated, with 52% strongly agreeing that concepts were presented clearly. However, classroom satisfaction was slightly lower, as only 25% strongly agreed that classrooms were satisfactory, suggesting potential concerns about physical learning spaces.

Instructor performance was appreciated, with 48% of students strongly agreeing that the instructor was regular, and 35% agreeing. Furthermore, 62% strongly agreed that the recommended reading books were relevant and appropriate, reinforcing the effectiveness of the course material selection. However, while 35% of students strongly agreed that the instructor was responsive to their needs, 10% remained neutral, and another 10% disagreed, which indicates that additional attention to student concerns could enhance learning support.

Learning resources, particularly those available online and in the library, were noted as areas needing improvement. Only 18% of students strongly agreed that web-based resources were adequate, while 25% remained neutral, and a combined 22% disagreed or strongly disagreed. Similarly, library resources received mixed feedback, with 30% strongly agreeing on their adequacy but 15% remaining neutral and 13% disagreeing. This suggests that students may require better access to supplementary materials.

Instructor and tutor support received mixed responses. While 30% strongly agreed that demonstrators effectively addressed their problems, only 22% strongly agreed that tutors provided effective assistance. Additionally, 18% of students remained neutral, and 20% disagreed regarding tutor effectiveness, highlighting a potential gap in academic support outside of lectures.

Overall, the course was perceived as well-structured, engaging, and effectively delivered, with strengths in organization, assessment, and student participation. However, addressing concerns related to learning resources, timely feedback, tutor support, and classroom conditions could further enhance the student learning experience.

Chart Title

Legend: Strongly Agree (%) ■ Agree (%) ■ Neutral (%) ■ Disagree (%) ■ Strongly Disagree (%)

Figure 3: Course Evaluation on ANTH-303, Session Fall 2020

Course Evaluation on ANTH 304, Session Spring 2020

The survey results reflect students' perceptions of various aspects of the course, including its structure, teaching methods, assessments, and learning resources. A majority of students found the course well-structured, with 38% strongly agreeing and 40% agreeing, while 50% strongly agreed that it was well-organized. The usefulness of practical materials was acknowledged by 42% who strongly agreed and 35% who agreed. Similarly, tutorial materials were found helpful by 55% who strongly agreed and 28% who agreed. The workload for tutorials was perceived as reasonable by 35% who strongly agreed and 45% who agreed.

Regarding assessments, 48% strongly agreed that feedback was timely, while 60% strongly agreed that it was helpful. The method of assessment was considered reasonable by 40% who strongly agreed and 40% who agreed. Classrooms were rated satisfactory by 50% who agreed, though only 30% strongly agreed. A large proportion of students participated actively in the course, with 70% strongly agreeing. Additionally, 55% strongly agreed that they understood the lectures, while 45% said the course stimulated their interest in the subject. Attendance levels were relatively high, with 32% strongly agreeing and 45% agreeing that they attended regularly.

The presentation of ideas and concepts was considered clear by 58% who strongly agreed, while 50% strongly agreed that the course objectives were clear. Most students felt they made progress, with 40% strongly agreeing and 40% agreeing. The instructor was perceived as regular in attendance by 50% who strongly agreed and responsive to student needs by 42% who strongly agreed. Recommended reading materials were seen as relevant and appropriate by 62% who strongly agreed. The learning and teaching methods encouraged participation, with 38% strongly agreeing and 42% agreeing.

The class environment was deemed conducive to learning by 62% who strongly agreed, though the effectiveness of demonstrators and tutors in addressing student problems varied. Demonstrators were rated effective by 38% who strongly agreed and 42% who agreed, whereas tutors received lower ratings, with only 28% strongly agreeing and 45% agreeing. The course materials were well-organized, with 60% strongly agreeing, and the course pace was seen as appropriate by 35% who strongly agreed and 45% who agreed.

However, learning resources on the web were considered less adequate, with only 22% strongly agreeing and 12% disagreeing, indicating room for improvement. Library resources were rated slightly better, with 35% strongly agreeing and 40% agreeing. The course workload was found manageable by 50% who strongly agreed and 30% who agreed.

Overall, students expressed satisfaction with the course's structure, teaching methods, and assessments. The active participation and understanding levels were high, and the learning environment was positive. However, improvements could be made in providing better web-based learning resources and increasing the effectiveness of tutors in addressing students' concerns.
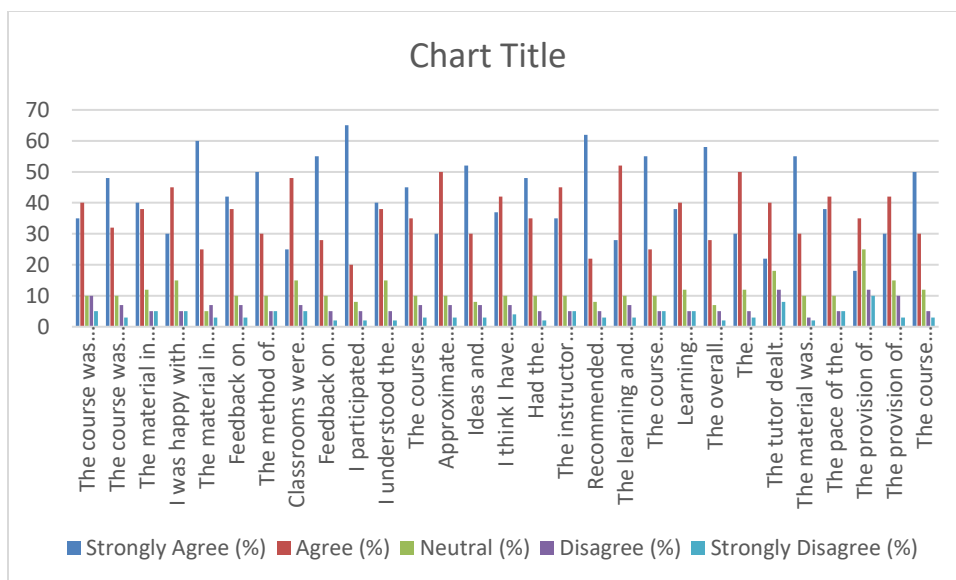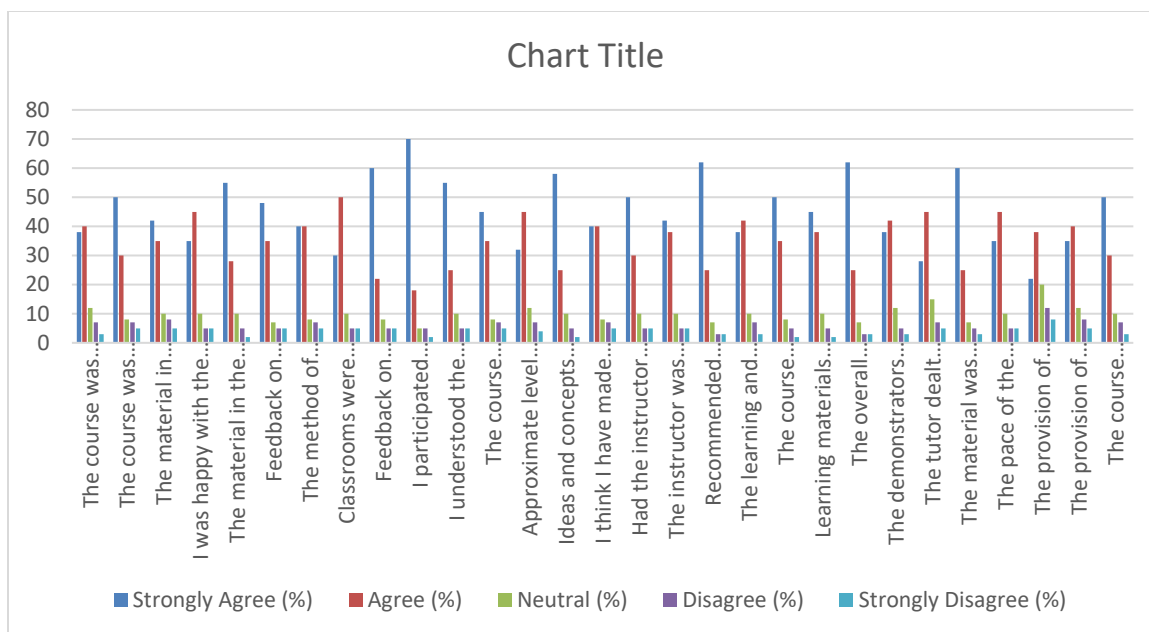
Figure 4: Course Evaluation on ANTH 304, Session 2020

Course Evaluation on ANTH 305, Session Spring 2020

The survey results indicate that most students had a positive experience with the course, particularly regarding its structure, organization, and teaching methods. A significant proportion of students (50% strongly agreed, 28% agreed) found the course well-structured to achieve learning outcomes, and 42% strongly agreed that it was well-organized. Practical materials were considered useful by 38% who strongly agreed and 45% who agreed, while tutorial materials received high approval, with 60% strongly agreeing and 25% agreeing. The workload for tutorials was generally seen as reasonable, with 30% strongly agreeing and 50% agreeing.

In terms of assessment, 35% strongly agreed and 42% agreed that feedback was timely, while 65% strongly agreed that it was helpful. The method of assessment was considered reasonable by 55% who strongly agreed and 25% who agreed. Classroom conditions were rated satisfactory by 50% who agreed, though only 28% strongly agreed. Student engagement was high, with 70% strongly agreeing that they participated actively in the course. Additionally, 55% strongly agreed that they understood the lectures, and 42% said the course stimulated their interest. Attendance levels were fairly high, with 25% strongly agreeing and 50% agreeing that

26

they attended regularly.

Ideas and concepts were perceived as being clearly presented, with 58% strongly agreeing, while 50% strongly agreed that the course objectives were clear. A majority of students (40% strongly agreed, 42% agreed) felt they had made progress. The instructor was seen as regular in attendance by 48% who strongly agreed and responsive to student needs by 38% who strongly agreed. Recommended reading materials were considered relevant and appropriate by 62% who strongly agreed. The learning and teaching methods encouraged participation for 32% who strongly agreed and 45% who agreed.

The overall classroom environment was deemed conducive to learning by 55% who strongly agreed. However, demonstrators and tutors received mixed ratings. Demonstrators were rated effective by 30% who strongly agreed and 50% who agreed, while tutors received slightly lower ratings, with only 25% strongly agreeing and 45% agreeing. Course materials were well-organized, with 60% strongly agreeing, and the pace of the course was considered appropriate by 35% who strongly agreed and 40% who agreed.

However, learning resources on the web were found inadequate by some students, with only 20% strongly agreeing and 12% disagreeing, suggesting room for improvement. Library resources were rated slightly better, with 28% strongly agreeing and 42% agreeing. The course workload was seen as manageable by 52% who strongly agreed and 28% who agreed.

Overall, students expressed general satisfaction with the course, particularly in terms of structure, engagement, and assessment. While most aspects received positive feedback, areas such as web-based learning resources and tutor effectiveness could be improved to enhance the overall learning experience.
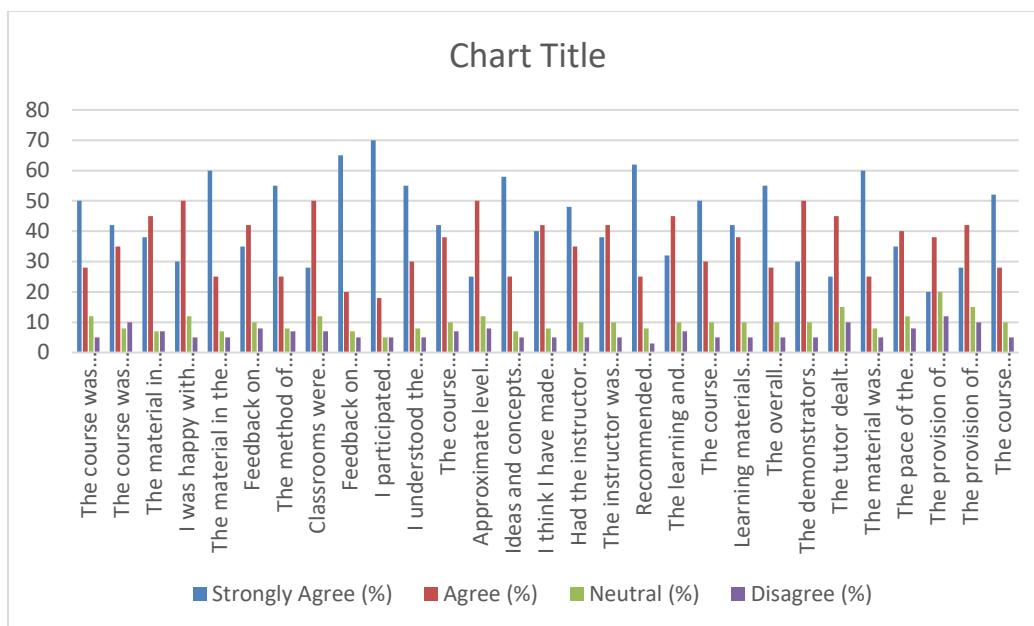
Figure 5: Course Evaluation on ANTH 305, Session Spring 2020

Course Evaluation on ANTH 405, Session Fall 2020

The student feedback on the course reflects a generally positive perception, with strengths in organization, assessment methods, and engagement, while highlighting areas needing improvement, particularly in learning resources and support systems.

The course structure and organization were well-received, with 42% of students strongly agreeing and 35% agreeing that the course was structured to achieve learning outcomes. Similarly, 50% strongly agreed that the course was well-organized, suggesting that students found the curriculum and teaching methodology effective. However, a small percentage of students remained neutral or disagreed, indicating minor areas for refinement.

Practical and tutorial materials were considered useful by most students. A majority (58%) strongly agreed that tutorial materials were beneficial, and 38% strongly agreed that practical materials were useful. While these figures indicate that hands-on learning components were appreciated, a small percentage of students found them less helpful, suggesting potential improvements in content delivery.

Student engagement was strong, with 62% strongly agreeing that they actively participated in the course. Understanding of lectures was also reported positively, with 45% strongly agreeing and 38% agreeing. Additionally, 50% of students strongly agreed that the course stimulated their interest, indicating that the teaching approach successfully engaged students.

Assessment methods received favorable feedback, with 52% of students strongly agreeing that assessments were reasonable, and 55% strongly agreeing that feedback was helpful. However, while 40% of students strongly agreed that feedback was timely, 15% remained neutral, and 7% expressed dissatisfaction, indicating some concerns about promptness.

The classroom environment was generally conducive to learning, with 52% strongly agreeing on this aspect. Ideas and concepts were also perceived as clearly presented, with 55% strongly agreeing. However, only 28% of students strongly agreed that classrooms were satisfactory, suggesting that the physical learning environment might need attention.

Instructor performance was appreciated, with 50% strongly agreeing that the instructor was regular and 42% agreeing that they were responsive to student needs. Additionally, 60% of students strongly agreed that recommended reading books were relevant, reinforcing the effectiveness of selected materials. However, 10% of students remained neutral, and another 10% disagreed regarding instructor responsiveness, indicating a potential need for more interaction.

Learning resources, especially online and in the library, were identified as areas for improvement. Only 15% strongly agreed that web-based resources were adequate, while 22% remained neutral, and a total of 25% disagreed or strongly disagreed. Similarly, library resources received mixed feedback, with 32% strongly agreeing on their adequacy but 15% remaining neutral and 11% disagreeing. These findings suggest that students may require improved access to supplementary materials.

Support from demonstrators and tutors received varied responses. While 28% strongly agreed that demonstrators effectively addressed their problems, only 20% strongly agreed that tutors provided adequate support. Additionally, 20% of students remained neutral, and 18%

disagreed regarding tutor effectiveness, highlighting a gap in academic support outside of lectures.

The course workload was deemed manageable, with 48% strongly agreeing and 32% agreeing. However, some students expressed concerns, indicating that adjustments to workload distribution may be beneficial.Overall, the course was well-structured, engaging, and effectively delivered, with strengths in organization, assessment, and student participation. However, improvements in learning resources, tutor support, and classroom conditions could further enhance the student experience.
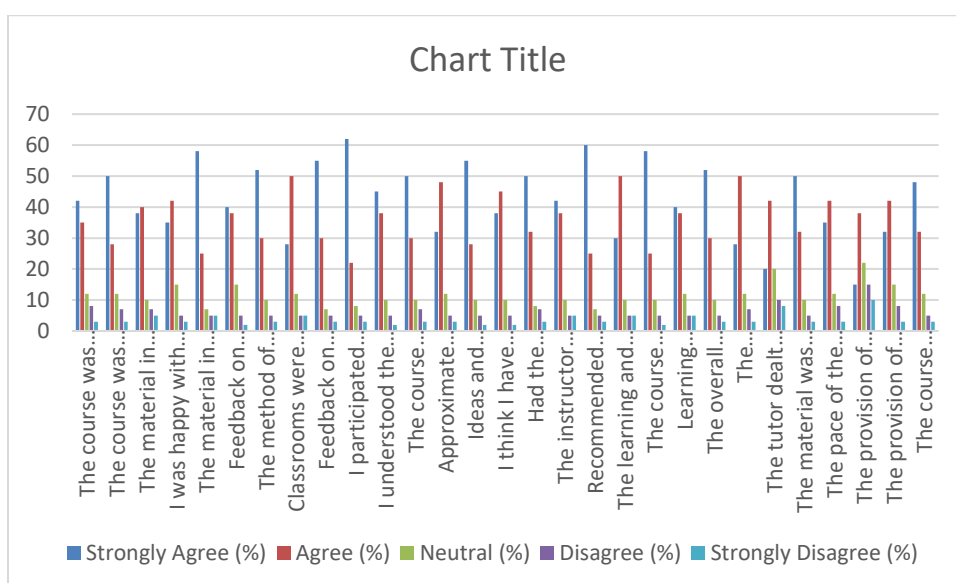
Figure 6: Course Evaluation on ANTH-405, Session Spring 2021

Course Evaluation on ANTH 407, Session Spring 2021

This mentioned course was taught in the 4th semester of session Spring 2021 by Ms. Rabia Javed. The results show that 100% of the students were highly satisfied as they mentioned that the instructor dealt with the students' problems effectively and concepts were presented clearly, furthermore course generated the interest of the students. 100% students stated that the students progressed in the said course, classroom was also satisfactory, material was well organized and well presented, course was also well structured, and course objectives were also

achieved in the given time. 100% students were punctual and 100% students agreed that the material of the course was easily available on the web and timely the changer were provided to the students during the course. 100% students were highly satisfied that method of assessment was reasonable. Whereas 82% students were highly satisfied that they understood the lecture and 18% were satisfied in this regard. 100% students stated that course stimulated their interest.
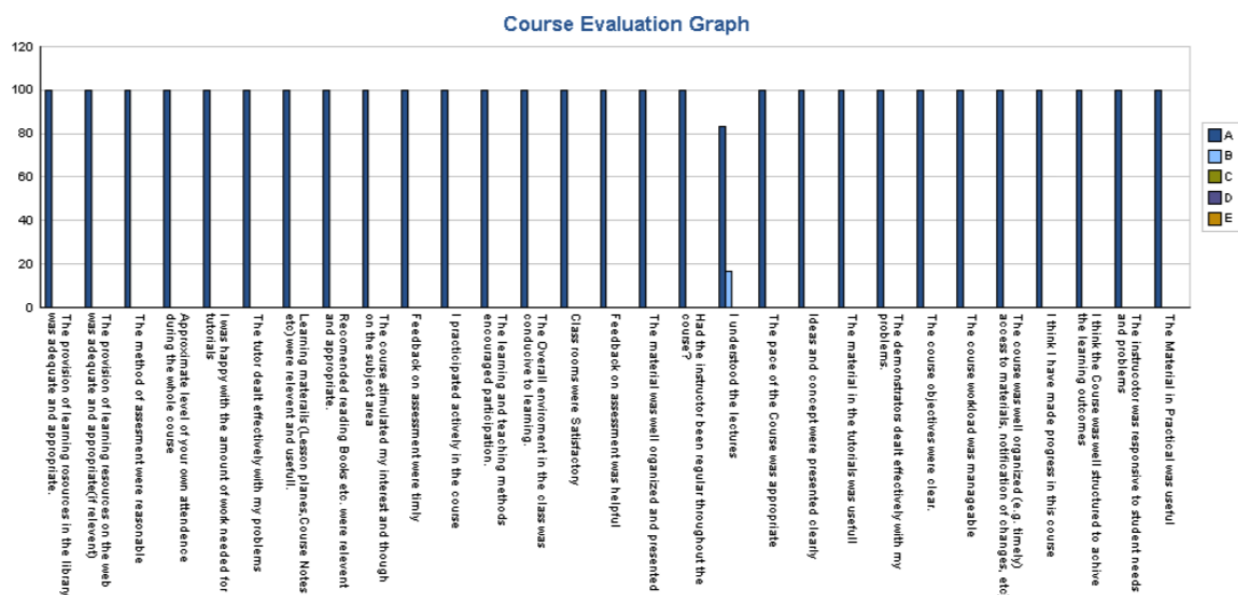
Figure 7: Course Evaluation on ANTH 407, Session Spring 2021

Course Evaluation on ANTH 407, Session Spring 2020

The course evaluation of ANTH-407, International Relations was taught by Dr. Abid Ghafoor Chaudhry. The survey results indicate that students generally had a positive experience with the course, with many aspects receiving strong approval. A majority of students (42% strongly agreed, 35% agreed) found the course well-structured to achieve learning outcomes, and 55% strongly agreed that it was well-organized. Practical materials were considered useful by 38% who strongly agreed and 40% who agreed, while tutorial materials were highly appreciated, with 65% strongly agreeing and 20% agreeing. The workload for tutorials was considered reasonable, with 30% strongly agreeing and 52% agreeing.

Assessment feedback received mixed reviews, with 40% strongly agreeing and 35% agreeing that it was timely, while 58% strongly agreed that it was helpful. The method of assessment was deemed reasonable by 50% who strongly agreed and 28% who agreed. Classroom conditions were found satisfactory by 48% who agreed, though only 28% strongly agreed. Active participation in the course was high, with 72% strongly agreeing, and 48% strongly agreed that they understood the lectures. Additionally, 42% strongly agreed that the course stimulated their interest in the subject. Attendance levels were fairly good, with 30% strongly agreeing and 50% agreeing that they attended regularly.

Ideas and concepts were perceived as being clearly presented, with 60% strongly agreeing. Course objectives were clear to 50% who strongly agreed, and 38% strongly agreed that they made progress in the course. The instructor was considered regular in attendance by 45% who strongly agreed and was responsive to student needs according to 40% who strongly agreed. Recommended reading materials were found relevant and appropriate by 62% who strongly agreed. The learning and teaching methods encouraged participation for 35% who strongly agreed and 45% who agreed.

The overall classroom environment was conducive to learning, with 55% strongly agreeing. However, demonstrators and tutors received slightly lower ratings. Demonstrators were rated effective by 32% who strongly agreed and 50% who agreed, while tutors had a slightly lower approval, with 28% strongly agreeing and 45% agreeing. Course materials were well-organized, with 60% strongly agreeing. The pace of the course was considered appropriate by 35% who strongly agreed and 40% who agreed.

Some areas for improvement were identified, particularly in the provision of learning resources. Only 22% strongly agreed that web-based resources were adequate, and 12% disagreed. Library resources were rated slightly better, with 30% strongly agreeing and 42% agreeing. The course workload was considered manageable by 55% who strongly agreed and 28% who agreed.

Overall, the survey suggests a generally positive student experience, with strengths in

course organization, engagement, and assessment. However, improvements could be made in web-based resources and tutor support to enhance the learning experience further.

Figure 8: Course Evaluation on ANTH-407, Session Fall 2020

Course Evaluation on ANTH 507, Session Fall 2021

The said course was taught to semester 5 session of fall 2021 by Ms. Rabia Javed. The results shown by the graph indicates that 50% of students were highly satisfied that the method of assessment was reasonable and 50% were uncertain. About 50% of students were highly satisfied that learning and teaching methods encouraged their participation in the course, whereas 50% students were only uncertain. Almost 50% students were highly satisfied and claimed that they have made progress in this course, whereas 50% students were uncertain that they have made a progress. Approximately, 50% of the students were strongly agree that the material in the tutorials was useful and 50% were uncertain that the material was useful. Almost 50% of students were highly satisfied that the provision of learning resources in the library was adequate and appropriate and 50% were uncertain. Similarly, 50% of students were highly satisfied that the learning materials such as lesson plans, course notes etc. were relevant and useful, while 50% were uncertain. Approximately 50% were highly satisfied that the course objectives were clear, whereas 50% were satisfied.

About 50% students were highly satisfied that feedback on assessment was helpful during the course, while 50% were uncertain. According to the graph almost 50% students were strongly agree that ideas and concepts were presented clearly in the course, whereas 50% wereuncertain. Almost 50% of the students were highly satisfied that the pace of the course was appropriate while 50% were uncertain. About 50% were highly satisfied that the material in practical was useful while 50% were uncertain. Almost 50% students were highly satisfied upon the understanding of the lectures whereas 50% were uncertain. About 50% were highly satisfied that the provision of learning resources on the web was adequate and appropriate while 50% were uncertain.

Almost 50% students were highly satisfied that the overall environment in the class was conducive to learning and other 50% were uncertain. 50% students were strongly agree and happy with the amount of work needed for tutorials while 50% were agree and satisfied. Almost 50% students were strongly agree that the instructor been regular throughout the course, whereas 50% were uncertain. Approximately, 50% students were highly satisfied that tutor dealt effectively with the problems, while 50% were uncertain. Almost 50% students were strongly agree that material was well organized and presented, whereas 50% were uncertain. Almost, 50% students were highly satisfied that feedback on assessment were timely, while 50% were uncertain. 50% students were strongly agree that the course was well structured, whereas 50% were neutral.

Regarding approximate level of student attendance, 50% were strongly agree and 50% were uncertain. About 50% students were strongly agree that the course workload was manageable, 50% were agree and satisfied. Almost, 50% students were highly satisfied that the recommended books were relevant, whereas 50% were uncertain. Similarly, 50% students were highly satisfied that the classrooms were satisfactory, while 50% were neutral. Regarding, student active participation in the course, 50% were highly satisfied and 50% were uncertain. Almost, 50% students were highly satisfied that thecourse was well organized, while 50% were neutral. About 50% students were strongly agree and 50% were uncertain that the demonstrator effectively dealt with student problems. Approximately, 50% students were highly satisfied and

50% were uncertain that the instructor was responsive. About 50% were strongly agree, and 50% were uncertain that the course stimulated the students' interest.
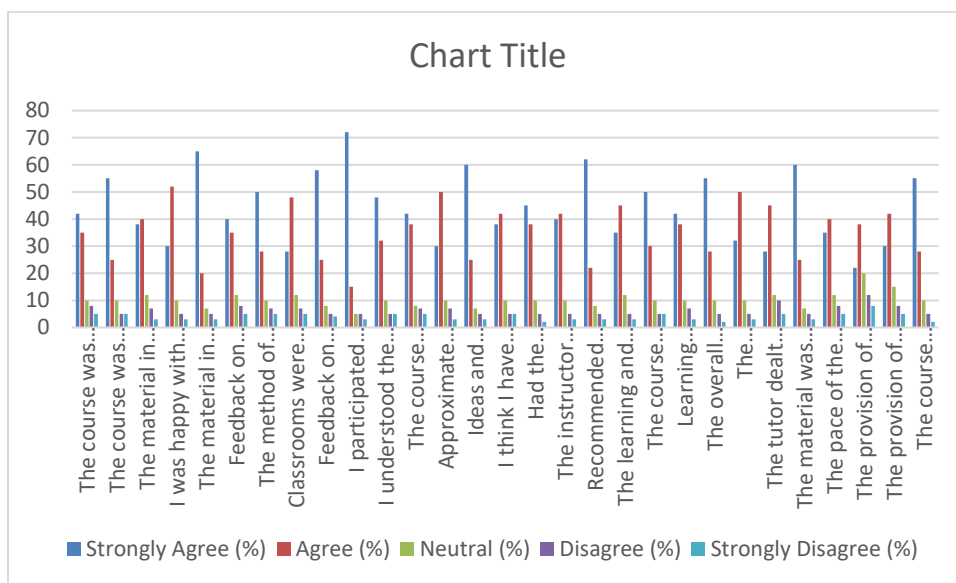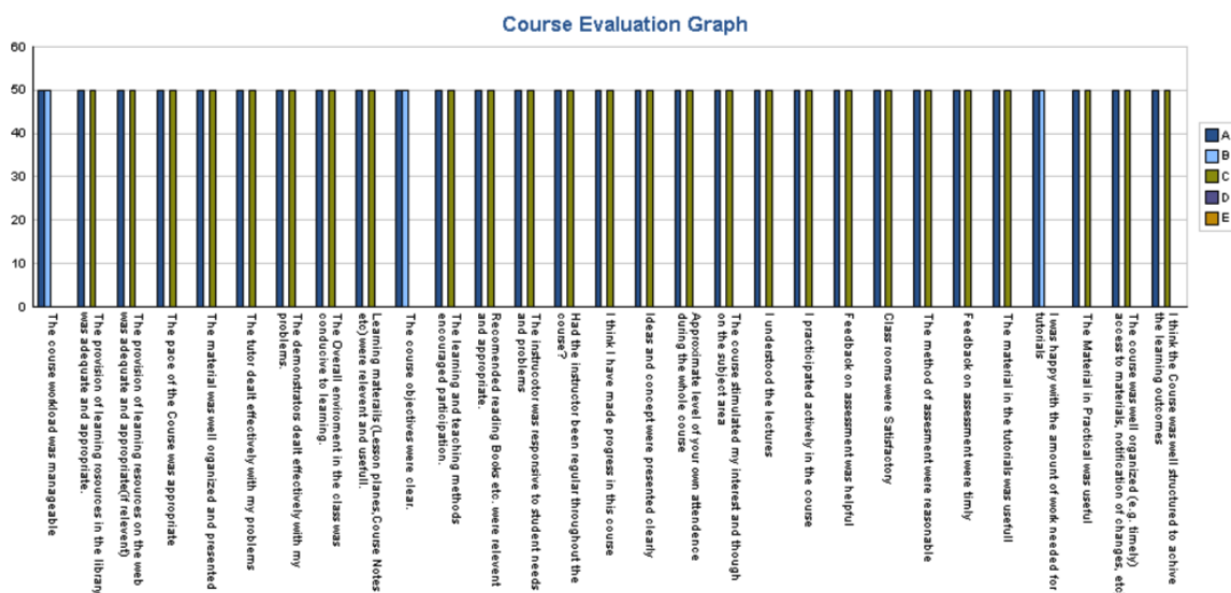

Figure 9: Course Evaluation on ANTH 507, Session Fall 2021

Course Evaluation on ANTH 502, Session Spring 2022

The said course was taught to semester 6 session of Spring 2022 by Ms. Rabia Javed. The results shown by the graph indicates that 30% students were highly satisfied, 43% were satisfied and 27% were uncertain that thedemonstrator effectively dealt with student problems. Almost, 30% students were highly satisfied, 58 were satisfied and 12% were uncertain that they were happy with the amount of work needed for tutorials. Approximately, 43% students were highly satisfied,and 57 were satisfied that the course was well structured.44% students were highly satisfied, 28% were satisfied and 28% were uncertain that the tutor dealt effectively with the problems. About30% were highly satisfied, 58% students were satisfied, and 12% were uncertain that the provision of learning resources in the library was adequate and appropriate.

Approximately, 30% students were highly satisfied, 58% were satisfied, and 12% were uncertain that the overall environment in the class was conducive to learning. 30% were highly

satisfied and 70% were satisfied that the course objectives were clear. About 15% students were highly satisfied and 85% students were satisfied that the method of assessment was reasonable. Almost 30% students were highly satisfied, 58% were satisfied and 12% were neutral that the provision of learning resources on the web was adequate and appropriate. About 42% students were highly satisfied and 58% were satisfied that the instructor been regular throughout the course. Approximately, 15% students were highly satisfied and 85% were satisfied that the recommended books were relevant. Regarding the satisfaction of the classrooms 43% students were highly satisfied whereas 57% students were satisfied only.

About 43% students were highly satisfied and 57% were satisfied that learning and teaching methods encouraged their participation in the course. 30% students were highly satisfied, 58% were satisfied, and 12% were uncertain that material in the tutorials was useful.30% were highly satisfied, 70% were satisfied that feedback on assessment was helpful during the course. 30% were highly satisfied, 70 were satisfied that student participated actively in the course. About 42% were highly satisfied, 42% were satisfied, and 16% were uncertain that material in practical was useful. 30% were highly satisfied, 70% were satisfied that they have made progress in this course. About 43% were highly satisfied and 57% were satisfied thatapproximate level of student attendance.30%were highly satisfied, 58% were satisfied and 12%were uncertain that instructor was responsive to needs of the students.

43% were highly satisfied and 57% were satisfiedabout the understanding of the lectures. 43% were highly satisfied and 57% were satisfied that ideas and concepts were presented clearly in the course. 30% were highly satisfied and 70% were satisfied that course stimulated the student interest.15% were highly satisfied and 85% were satisfied that material was well organized and presented. 30% were highly satisfied and 70%were satisfied that feedback on assessment were timely.15%were highly satisfied and 70% were satisfied, whereas 15% were uncertain that pace of the course was appropriate. 43% were highly satisfied and 57% were satisfied that learning materials such as lesson plans, course notes etc. were relevant and useful. 43%were highly satisfied and 57%were satisfied that that course was well organized.85% students were satisfied and 15% were uncertain that course workload was manageable.

Figure 10: Course Evaluation on ANTH 502, Session Spring 2022

Course Evaluation on ANTH 504, Session Spring 2022

The survey results indicate a generally positive student experience with the course, highlighting key strengths and areas for improvement. A majority of students found the course well-structured, with 48% strongly agreeing and 30% agreeing that it effectively achieved learning outcomes. Similarly, 42% strongly agreed and 38% agreed that the course was well-organized. Practical material was considered useful by 35% who strongly agreed and 45% who agreed, while tutorial material was also well-received, with 58% strongly agreeing to its usefulness.

Assessment feedback was seen as timely by 40% of students who strongly agreed and 38% who agreed, while 60% strongly agreed that the feedback was helpful. The method of assessment was considered reasonable by 52% who strongly agreed and 30% who agreed. Classroom conditions received moderate approval, with 30% strongly agreeing and 48% agreeing that they were satisfactory.

Participation in the course was high, with 70% strongly agreeing that they actively engaged. Additionally, 45% strongly agreed that they understood the lectures, and 42% strongly agreed that the course stimulated their interest in the subject. Attendance levels were fairly strong, with 32% strongly agreeing and 50% agreeing that they attended regularly.

Concepts and ideas were presented clearly, with 55% strongly agreeing, and 35% strongly agreed that they made progress in the course. Instructor regularity was rated positively by 48% who strongly agreed, and responsiveness to student needs was acknowledged by 38% who strongly agreed. Recommended reading materials were relevant and appropriate, with 60% strongly agreeing.

The learning and teaching methods encouraged participation, according to 32% who strongly agreed and 48% who agreed. The course objectives were clear to 50% who strongly agreed, and learning materials were found relevant and useful by 42% who strongly agreed. The classroom environment was seen as conducive to learning by 55% who strongly agreed.

The effectiveness of demonstrators and tutors was rated slightly lower, with 28% strongly agreeing that demonstrators dealt effectively with their problems, while tutors had only 25% strong agreement. Course materials were considered well-organized, with 60% strongly agreeing. The pace of the course was deemed appropriate by 38% who strongly agreed and 42% who agreed.

Some concerns emerged regarding learning resources, particularly online availability. Only 20% strongly agreed that web-based resources were adequate, while 15% disagreed. Library resources were slightly better rated, with 28% strongly agreeing and 42% agreeing. The course workload was considered manageable by 55% who strongly agreed and 28% who agreed.

Overall, the course was well-received, with strengths in organization, engagement, and assessment. Improvements could be made in online learning resources, tutor effectiveness, and classroom facilities to further enhance the student learning experience.
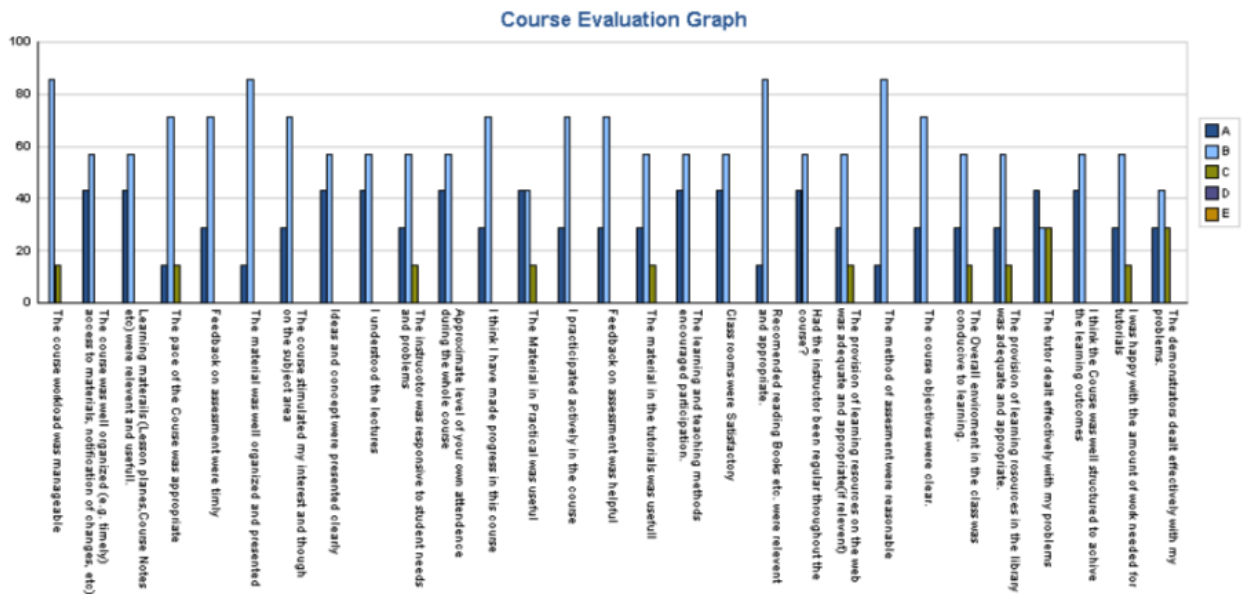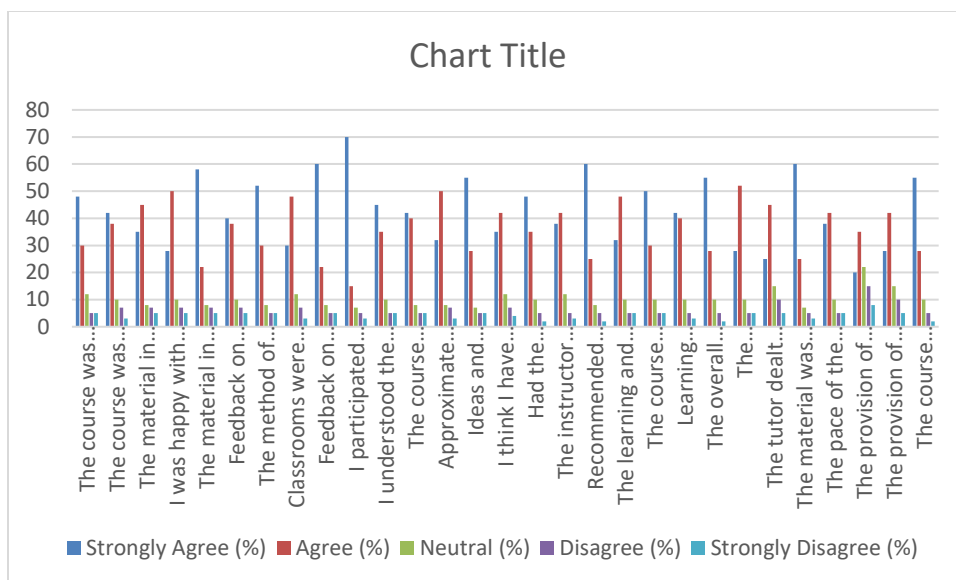
Figure 11: Course Evaluation on ANTH-504, Session Spring 2022

Course Evaluation on ANTH 520, Session Spring 2022

The student feedback on the course highlights several strengths, particularly in structure, assessment, participation, and clarity of instruction, while also pointing out areas that require attention, such as learning resources and tutor support.

A significant proportion of students found the course well-structured and organized. Half of the respondents (50%) strongly agreed that the course was structured to achieve learning outcomes, with an additional 30% agreeing. However, organization received slightly lower ratings, with 40% strongly agreeing and 35% agreeing, indicating some room for improvement in course management.

Practical and tutorial materials were generally perceived as useful. The majority of students (60%) strongly agreed that tutorial materials were beneficial, and 42% strongly agreed on the usefulness of practical materials. A small percentage (7% and 5%, respectively) expressed dissatisfaction, suggesting a need for minor enhancements in content delivery or relevance.

Student participation and engagement were key strengths of the course. A remarkable 65%

of students strongly agreed that they actively participated, with only 3% strongly disagreeing. Furthermore, 50% of students strongly agreed that the course stimulated their interest, while 55% strongly agreed that ideas and concepts were clearly presented. These findings indicate that the teaching approach was effective in keeping students engaged and ensuring clarity in instruction.

Assessment methods were generally well-received. Over half (55%) of students strongly agreed that the method of assessment was reasonable, and 58% strongly agreed that feedback on assessment was helpful. However, feedback timeliness had slightly lower ratings, with 38% strongly agreeing and 12% remaining neutral, suggesting that while feedback was generally useful, some students may have preferred quicker responses.

The classroom environment was considered satisfactory by a majority of students, with 52% agreeing that classroom conditions were adequate. However, only 25% strongly agreed, and 8% disagreed, indicating that improvements in classroom facilities could enhance the learning experience.

Instructor performance was rated positively. Most students (52%) strongly agreed that the instructor was regular, and 38% strongly agreed that they were responsive to student needs. However, a combined 10% disagreed or strongly disagreed with the latter statement, indicating that a small group of students may have felt their concerns were not fully addressed.

Learning resources were a notable area of concern. Only 15% of students strongly agreed that web-based resources were adequate, while 40% agreed, and 25% either disagreed or strongly disagreed. Similarly, library resources received mixed feedback, with 28% strongly agreeing, 42% agreeing, and 15% remaining neutral. These findings suggest that students may require better access to digital and library materials to support their studies.

Support from tutors and demonstrators received moderate ratings. While 30% strongly agreed that demonstrators effectively addressed their problems, tutor effectiveness was rated lower, with only 22% strongly agreeing and 20% remaining neutral. A notable 18% disagreed or strongly disagreed with tutor support, highlighting a gap in academic assistance outside lectures.

The pace and workload of the course were seen as mostly manageable. While 45% strongly agreed that the workload was reasonable, 6% strongly disagreed, indicating that a few students may have found the demands challenging. Similarly, 38% strongly agreed that the course pace was appropriate, while 12% remained neutral, suggesting that minor adjustments could be beneficial.

Overall, the course was well-structured, engaging, and effectively assessed, with strong student participation and clarity in instruction. However, improvements in resource accessibility, tutor support, and classroom conditions could further enhance the overall student experience.
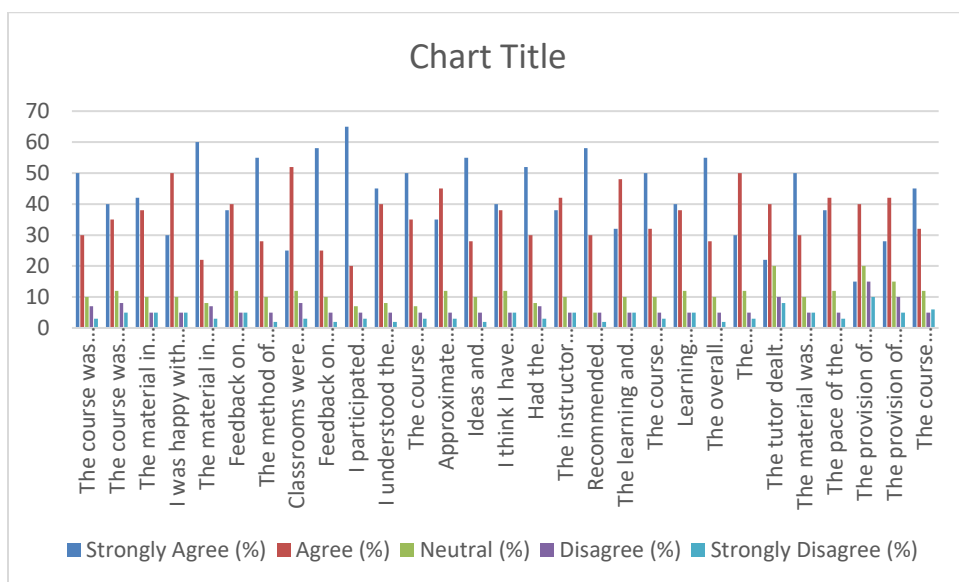
Figure 12: Course Evaluation on ANTH 520, Session Spring 2022

Course Evaluation on ANTH 699, Session Spring 2023

The survey results reflect a generally positive student experience with the course, with notable strengths in organization, clarity of objectives, and engagement. A significant percentage of students found the course well-structured to achieve learning outcomes, with 40% strongly agreeing and another 30% agreeing. Similarly, the course's organization received strong approval, with 50% strongly agreeing that it was well-organized. This suggests that students felt the course followed a logical and coherent structure, which facilitated their learning.

The practical and tutorial components were also well-received. More than half of the students (55%) strongly agreed that the tutorial material was useful, and 35% strongly agreed that the practical material contributed to their learning. While these numbers indicate a general satisfaction with the course content, there is a notable percentage of students who remained neutral or disagreed, particularly in practical work, suggesting that some aspects of the applied learning experience may need enhancement.

Student engagement in the course was particularly high. A majority (60%) strongly agreed that they participated actively, which points to a learning environment that encouraged student involvement. Additionally, 50% strongly agreed that they understood the lectures, which indicates that the instructional delivery was clear to most students. The course also seemed to stimulate students' interest in the subject, with 42% strongly agreeing and 38% agreeing that it encouraged critical thinking.

The assessment methods were largely seen as fair, with 45% strongly agreeing and 32% agreeing that they were reasonable. However, feedback on assessments showed mixed opinions—while 48% strongly agreed that feedback was helpful, a combined 12% of students either disagreed or strongly disagreed, suggesting that improvements in the quality or timeliness of feedback might be beneficial.

The adequacy of learning resources, particularly online and in the library, emerged as an area needing improvement. Only 20% strongly agreed that web-based resources were adequate, and 28% strongly agreed that library resources met their needs. Additionally, a substantial 22% remained neutral about web resources, which may indicate a lack of familiarity or accessibility. This suggests a need for more comprehensive digital learning materials and better access to reference materials in the library.

Regarding instructor performance, responses were generally positive but revealed areas for improvement. While 40% strongly agreed that the instructor was regular, 12% remained neutral, and 7% disagreed, which indicates that instructor availability could be more consistent. Moreover, only 25% strongly agreed that tutors effectively addressed their problems, with 15%

remaining neutral and 10% disagreeing. This suggests that students may have faced challenges in receiving adequate academic support outside of lectures.

The overall classroom environment was perceived as conducive to learning, with 50% strongly agreeing. Additionally, the course workload was seen as manageable by most students (55% strongly agreed), which indicates that the academic demands were reasonable. However, the pacing of the course received mixed feedback—while 35% strongly agreed it was appropriate, 12% remained neutral, and 8% disagreed, implying that some students may have struggled with the speed of content delivery.

In summary, while the course was largely successful in providing structured, engaging, and well-organized instruction, certain areas need attention. Enhancing feedback on assessments, improving access to online and library resources, ensuring consistent instructor availability, and refining the pace of the course could significantly improve the student learning experience. Addressing these areas while maintaining the strong engagement and clarity of instructional delivery will further optimize the effectiveness of the course.
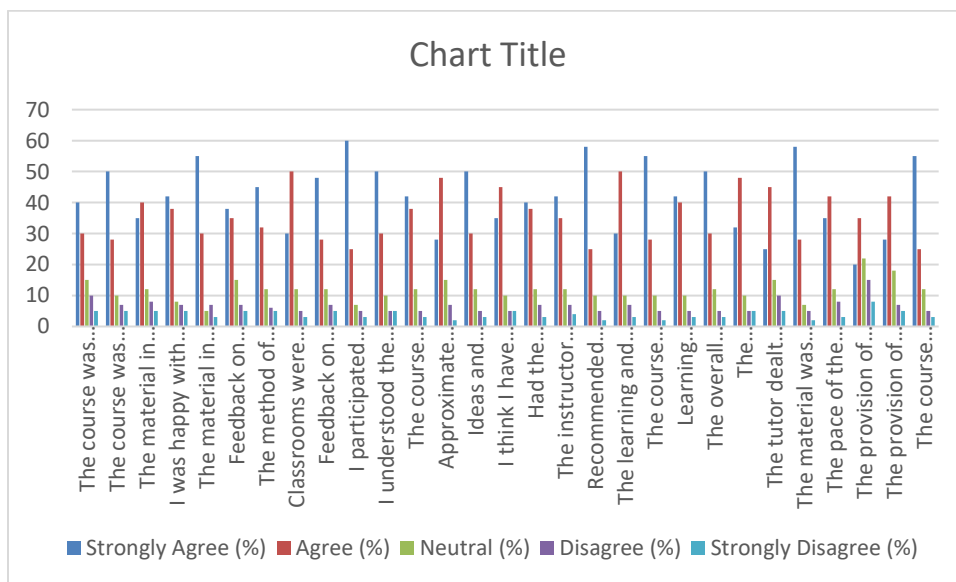
Figure 13: Course Evaluation on ANTH-699, Session Spring 2021

PERFORMA-2: FACULTY COURSE REVIEW REPORT

FacultyCourse Review Report

(Tobefilledbyeachteacheratthetime ofCourseCompletion)

ForcompletionbythecourseinstructorandtransmissiontoHeadofDepartmentofhis/her nominee(Dept.Quality Officer) together with copiesof the Course Syllabus outline

Department:	Anthropology		Faculty:	FOSS	
Course Code:	ANTH-301	Title:	Concepts in Anthropology ☐		☐
Session:	2019	Semester:	Autumn ✓	Spring	Summer
CreditValue:	3(3-0)	Level:	BS	Prerequisites:	
Nameof Course Instructor:	Ms. RabiaJaved	No.of Students 51 Contact Hours	Lectures	Other(PleaseState)	
			Seminars		
AssessmentMethods: give precise details (no & length ofassignments,exams,weightingsetc)					

DistributionofGrade/MarksandotherOutcomes:(adoptthegradingsystemasrequired)

Undergraduate	OriginallyRegistered	%GradeA	%GradeB	%GradeC	D	E	F	No Grade	Withdrawal	Total
No.ofStudents	51	3	35	5	11	0	3	0	0	
Post-Graduate	OriginallyRegistered	%GradeA	%GradeB	%GradeC	D	E	NoGrade		Withdrawal	Total
No.ofStudents										

Overview/Evaluation (Course Co-coordinator's Comments) Feedback: first summarize, then comment on feedback received from:(Theseboxes will expandasyou type in youranswer.)

1) Student(Course Evaluation) Questionnaires

2)ExternalExaminersorModerators(ifany)

NA

3)Student/staffConsultativeCommittee (SSCC) orequivalent, (if any)

NA

4) Curriculum: comment on the continuing appropriateness of the Course curriculum inrelation to the intended learning outcomes (course objectives) and its compliance with theHECApproved / Revised National CurriculumGuidelines

5) Assessment: comment on the continuing effectiveness of method(s) of assessment in relationto the intended learning outcomes(Course objectives)

6) Enhancement: comment on the implementation of changes proposed in earlier Faculty Course Review Reports

NA

7) Outline any changes in the future delivery or structure of the Course that this semester/term'sexperience may prompt

FacultyCourse Review Report

(Tobefilledbyeachteacheratthetime ofCourseCompletion)

ForcompletionbythecourseinstructorandtransmissiontoHeadofDepartmentofhis/her nominee(Dept.Quality Officer) together with copiesof the Course Syllabus outline

Department:	**Anthropology**		Faculty:	**FOSS**		
Course Code:	**ANTH-302**	Title:	**Anthropology of Pakistan**			☐
Session:	**2019**	Semester:	Autumn ✓	Spring		Summer
CreditValue:	**3(3-0)**	Level:	N/A	Prerequisites:	N/A	
Nameof Course Instructor:	**Ms. Shagufta Hamid Ali**	No.of Students 51	Lectures	Other(PleaseState) **48**		
		Contact Hours	Seminars			
AssessmentMethods: give precise details (no & length ofassignments,exams,weightingsetc)		**6 Assignments** **2 Quizzes**				

DistributionofGrade/MarksandotherOutcomes:(adoptthegradingsystemasrequired)

Undergraduate	Originally Registered	%Grade A	%Grade B	%Grade C	D	E	F	No Grade	Withdrawal	Total
No. of Students	**51**	**15.69**	**45.10**	**27.45**	**7.84**				**Nil**	**100%**
Post-Graduate	Originally Registered	%Grade A	%Grade B	%Grade C	D	E	NoGrade		Withdrawal	Total
No.ofStudents										

Overview/Evaluation (Course Co-coordinator's Comments) Feedback: first summarize, then comment on feedback received from:(Theseboxes will expandasyou type in youranswer.)

Student(CourseEvaluation)Questionnaires
Online Available for the students on UMS

2)ExternalExaminersorModerators(ifany)

3)Student/staffConsultativeCommittee (SSCC) orequivalent, (if any)

4) Curriculum: comment on the continuing appropriateness of the Course curriculum inrelation to the intended learning outcomes (course objectives) and its compliance with theHECApproved / Revised National CurriculumGuidelines

5) Assessment: comment on the continuing effectiveness of method(s) of assessment inrelationto the intended learning outcomes(Course objectives)

The methods containing PPT Presentations showing documentaries and

6) Enhancement: comment on the implementation of changes proposed in earlierFacultyCourseReviewReports

7) Outline any changes in the future delivery or structure of the Course that thissemester/term'sExperience may prompt

FacultyCourse Review Report

(Tobefilledbyeachteacheratthetime ofCourseCompletion)

ForcompletionbythecourseinstructorandtransmissiontoHeadofDepartmentofhis/her nominee(Dept.Quality Officer) together with copiesof the Course Syllabus outline

Department:	**Anthropology**		Faculty:	**FOSS**		
Course Code:	**ANTH-305**	Title:	**Political Science** ☐		☐	
Session:	**2020**	Semester:	Autumn	Spring ✓	Summer	
CreditValue:	**3(3-0)**	Level:	N/A	Prerequisites:	N/A	
Nameof Course Instructor:	**D**	No.of Students 51 Contact Hours	Lectures	Other(PleaseState) **48**		
			Seminars			
AssessmentMethods: give precise details (no & length ofassignments,exams,weightingsetc)		**6 Assignments** **2 Quizzes**				

DistributionofGrade/MarksandotherOutcomes:(adoptthegradingsystemasrequired)

Undergraduate	Originally Registered	%Grade A	%Grade B	%Grade C	D	E	F	No Grade	Withdrawal	Total
No.ofStudents	**51**		**85.5%**	**14.5%**					**Nil**	**100%**
Post-Graduate	Originally Registered	%Grade A	%Grade B	%Grade C	D	E	NoGrade		Withdrawal	Total
No.ofStudents										

Overview/Evaluation (Course Co-coordinator's Comments) Feedback: first summarize, then comment on feedback received from:(Theseboxes will expandasyou type in youranswer.)

Student(CourseEvaluation)Questionnaires
Online Available for the students on UMS

2)ExternalExaminersorModerators(ifany)

3)Student/staffConsultativeCommittee (SSCC) orequivalent, (if any)

4) Curriculum: comment on the continuing appropriateness of the Course curriculum inrelation to the intended learning outcomes (course objectives) and its compliance with theHECApproved / Revised National CurriculumGuidelines

5) Assessment: comment on the continuing effectiveness of method(s) of assessment inrelationto the intended learning outcomes(Course objectives)

The methods containing PPT Presentations showing documentaries and

6) Enhancement: comment on the implementation of changes proposed in earlierFacultyCourseReviewReports

7) Outline any changes in the future delivery or structure of the Course that thissemester/term'sExperience may prompt

FacultyCourse Review Report

(Tobefilledbyeachteacheratthetime ofCourseCompletion)

ForcompletionbythecourseinstructorandtransmissiontoHeadofDepartmentofhis/her

☐   ☐   ☐

nominee(Dept.Quality Officer) together with copiesof the Course Syllabus outline

Department:	**Anthropology**			Faculty:	**FOSS**	
Course Code:	**ANTH-304**	Title:		**Micro Anthropology**		
Session:	**2020**	Semester:	Autumn	Spring ✓		Summer
CreditValue:	**3(3-0)**	Level:	N/A	Prerequisites:	N/A	
Nameof Course Instructor:	**Ms. Rabia Javed**	No.of Students 51 Contact Hours	Lectures	Other(PleaseState) **48**		
			Seminars			
AssessmentMethods: give precise details (no & length ofassignments,exams,weightingsetc)		**6 Assignments** **2 Quizzes**				

DistributionofGrade/MarksandotherOutcomes:(adoptthegradingsystemasrequired)

Undergraduate	Originall yRegister ed	%Grad eA	%Grad eB	%Grad eC	D	E	F	No Grad e	Withdrawal	Tota l

No.ofStudents	51	10.4%	45.83%	37.5%	6.2%			Nil	100%
Post-Graduate	OriginallyRegistered	%GradeA	%GradeB	%GradeC	D	E	NoGrade	Withdrawal	Total
No.ofStudents									

Overview/Evaluation (Course Co-coordinator's Comments) Feedback: first summarize, then comment on feedback received from:(Theseboxes will expandasyou type in youranswer.)

Student(CourseEvaluation)Questionnaires
Online Available for the students on UMS

2)ExternalExaminersorModerators(ifany)

3)Student/staffConsultativeCommittee (SSCC) orequivalent, (if any)

4) Curriculum: comment on the continuing appropriateness of the Course curriculum inrelation to the intended learning outcomes (course objectives) and its compliance with theHECApproved / Revised National CurriculumGuidelines

5) Assessment: comment on the continuing effectiveness of method(s) of assessment inrelationto the intended learning outcomes(Course objectives)

The methods containing PPT Presentations showing documentaries and

6) Enhancement: comment on the implementation of changes proposed in earlierFacultyCourseReviewReports

7) Outline any changes in the future delivery or structure of the Course that thissemester/term'sExperience may prompt

FacultyCourse Review Report

(Tobefilledbyeachteacheratthetime ofCourseCompletion)

ForcompletionbythecourseinstructorandtransmissiontoHeadofDepartmentofhis/her nominee(Dept.Quality Officer) together with copiesof the Course Syllabus outline

☐   ☐   ☐

Department:	**Anthropology**			Faculty:	**FOSS**	
Course Code:	**ANTH-303**	Title:		**Physical Anthropology**		
Session:	**2020**	Semester:	Autumn	Spring ✓		Summer
CreditValue:	**3(3-0)**	Level:	N/A	Prerequisites:	N/A	
Nameof Course Instructor:	**Ms. Shagufta Hamid Ali**	No.of Students 51 Contact Hours	Lectures	Other(PleaseState) **48**		
			Seminars			
AssessmentMethods: give precise details (no & length ofassignments,exams,weighti ngsetc)	**6 Assignments** **2 Quizzes**					

DistributionofGrade/MarksandotherOutcomes:(adoptthegradingsystemasrequired)

Undergraduate	Originall yRegister ed	%Grad eA	%Grad eB	%Grad eC	D	E	F	No Grad e	Withdrawal	Tota l
No.ofStudents	**51**	**8.33%**	**50%**	**33.3%**	**8.33 %**				**Nil**	**100%**

56

Post-Graduate	Originally Registered	%Grade A	%Grade B	%Grade C	D	E	NoGrade	Withdrawal	Total
No.ofStudents									

Overview/Evaluation (Course Co-coordinator's Comments) Feedback: first summarize, then comment on feedback received from:(Theseboxes will expandasyou type in youranswer.)

Student(CourseEvaluation)Questionnaires
   Online Available for the students on UMS

2)ExternalExaminersorModerators(ifany)

3)Student/staffConsultativeCommittee (SSCC) orequivalent, (if any)

4) Curriculum: comment on the continuing appropriateness of the Course curriculum inrelation to the intended learning outcomes (course objectives) and its compliance with theHECApproved / Revised National CurriculumGuidelines

5) Assessment: comment on the continuing effectiveness of method(s) of assessment inrelationto the intended learning outcomes(Course objectives)

The methods containing PPT Presentations showing documentaries and

6) Enhancement: comment on the implementation of changes proposed in earlierFacultyCourseReviewReports

7) Outline any changes in the future delivery or structure of the Course that thissemester/term'sExperience may prompt

FacultyCourse Review Report

(Tobefilledbyeachteacheratthetime ofCourseCompletion)

ForcompletionbythecourseinstructorandtransmissiontoHeadofDepartmentofhis/her nominee(Dept.Quality Officer) together with copiesof the Course Syllabus outline

☐   ☐   ☐

Department:	**Anthropology**		Faculty:	**FOSS**		
Course Code:	**ANTH-407**	Title:	**International Relations**			
Session:	**2020**	Semester:	Autumn ✔	Spring		Summer
CreditValue:	**3(3-0)**	Level:	N/A	Prerequisites:	N/A	
Nameof Course Instructor:	**Dr. Abid Ghafoor Chaudhry**	No.of Students 51 Contact Hours	Lectures	Other(PleaseState) **48**		
			Seminars			
AssessmentMethods: give precise details (no & length ofassignments,exams,weighti ngsetc)	**6 Assignments** **2 Quizzes**					

DistributionofGrade/MarksandotherOutcomes:(adoptthegradingsystemasrequired)

Undergraduate	Originall yRegister ed	%Grad eA	%Grad eB	%Grad eC	D	E	F	No Grad e	Withdrawal	Tota l
No.ofStudents	**51**	**4.62%**	**27.66%**	**36.1%**	**31.9 1%**				**Nil**	**100%**

Post-Graduate	Originally Registered	%Grade A	%Grade B	%Grade C	D	E	NoGrade	Withdrawal	Total
No.ofStudents									

Overview/Evaluation (Course Co-coordinator's Comments) Feedback: first summarize, then comment on feedback received from:(Theseboxes will expandasyou type in youranswer.)

Student(CourseEvaluation)Questionnaires
Online Available for the students on UMS

2)ExternalExaminersorModerators(ifany)

3)Student/staffConsultativeCommittee (SSCC) orequivalent, (if any)

4) Curriculum: comment on the continuing appropriateness of the Course curriculum inrelation to the intended learning outcomes (course objectives) and its compliance with theHECApproved / Revised National CurriculumGuidelines

5) Assessment: comment on the continuing effectiveness of method(s) of assessment inrelationto the intended learning outcomes(Course objectives)

The methods containing PPT Presentations showing documentaries and

6) Enhancement: comment on the implementation of changes proposed in earlierFacultyCourseReviewReports

7) Outline any changes in the future delivery or structure of the Course that thissemester/term'sExperience may prompt

FacultyCourse Review Report

(Tobefilledbyeachteacheratthetime ofCourseCompletion)

ForcompletionbythecourseinstructorandtransmissiontoHeadofDepartmentofhis/her nominee(Dept.Quality Officer) together with copiesof the Course Syllabus outline

☐   ☐   ☐

Department:	Anthropology			Faculty:	FOSS		
Course Code:	ANTH-405	Title:		Archeology			
Session:	2020	Semester:		Autumn ✓	Spring		Summer
CreditValue:	3(3-0)	Level:		BS		Prerequisites:	
Nameof Course Instructor:	Ms. Shagufta Hamid Ali	No.of Students 47 Contact Hours 3		Lectures	Other(PleaseState) 18		
				Seminars			
AssessmentMethods: give precise details (no & length ofassignments,exams,weighti ngsetc)		6 Assignments 4 Quiz					

DistributionofGrade/MarksandotherOutcomes:(adoptthegradingsystemasrequired)

Undergraduate	Originall yRegister ed	%Grad eA	%Grad eB	%Grad eC	D	E	F	No Grad e	Withdrawal	Tota l
No.ofStudents	47	2.128	36.17	44.68	17.0 2				Nil	100%

Post-Graduate	Originally Registered	%Grade A	%Grade B	%Grade C	D	E	NoGrade	Withdrawal	Total
No.ofStudents									

Overview/Evaluation (Course Co-coordinator's Comments) Feedback: first summarize, then comment on feedback received from:(Theseboxes will expandasyou type in youranswer.)

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2) Student(CourseEvaluation)Questionnaires

Available online for the students

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2)ExternalExaminersorModerators(ifany)

NA

3)Student/staffConsultativeCommittee (SSCC) orequivalent, (if any)

NA

4) Curriculum: comment on the continuing appropriateness of the Course curriculum inrelation to the intended learning outcomes (course objectives) and its compliance with theHECApproved / Revised National CurriculumGuidelines

5) Assessment: comment on the continuing effectiveness of method(s) of assessment inrelationto the intended learning outcomes(Course objectives)

6) Enhancement: comment on the implementation of changes proposed in earlier Faculty Course ReviewReports

No implementation have been suggested yet.

7) Outline any changes in the future delivery or structure of the Course that thissemester/term'sexperience may prompt

FacultyCourse Review Report

(Tobefilledbyeachteacheratthetime ofCourseCompletion)

ForcompletionbythecourseinstructorandtransmissiontoHeadofDepartmentofhis/her nominee(Dept.Quality Officer) together with copiesof the Course Syllabus outline

Department:	Anthropology		Faculty:	FOSS	
Course Code:	ANTH-407	Title:	Agricultural Anthropology		☐
Session:	2021	Semester:4	Autumn	Spring ✓	Summer
CreditValue:	3(3-0)	Level:	BS	Prerequisites:	
Nameof Course Instructor:	Ms. RabiaJaved	No.of Students 51 Contact Hours	Lectures	Other(PleaseState)	
			Seminars		
AssessmentMethods: give precise details (no & length ofassignments,exams,weightingsetc)					

DistributionofGrade/MarksandotherOutcomes:(adoptthegradingsystemasrequired)

Undergraduate	Originally Registered	%Grade A	%Grade B	%Grade C	D	E	F	No Grade	Withdrawal	Total
No.ofStudents	25	3	46	38	3	0	2			
Post-Graduate	Originally Registered	%Grade A	%Grade B	%Grade C	D	E	NoGrade		Withdrawal	Total
No.ofStudents										

Overview/Evaluation (Course Co-coordinator's Comments) Feedback: first summarize, then comment on feedback received from:(Theseboxes will expandasyou type in youranswer.)

3) Student(CourseEvaluation)Questionnaires

2)ExternalExaminersorModerators(ifany)

NA

3)Student/staffConsultativeCommittee (SSCC) orequivalent, (if any)

NA

4) Curriculum: comment on the continuing appropriateness of the Course curriculum inrelation to the intended learning outcomes (course objectives) and its compliance with theHECApproved / Revised National CurriculumGuidelines

5) Assessment: comment on the continuing effectiveness of method(s) of assessment inrelationto the intended learning outcomes(Course objectives)

6) Enhancement: comment on the implementation of changes proposed in earlierFacultyCourseReviewReports

NA

7) Outline any changes in the future delivery or structure of the Course that thissemester/term'sexperience may prompt

FacultyCourse Review Report

(Tobefilledbyeachteacheratthetime ofCourseCompletion)

ForcompletionbythecourseinstructorandtransmissiontoHeadofDepartmentofhis/her nominee(Dept.Quality Officer) together with copiesof the Course Syllabus outline

Department:	Anthropology		Faculty:	FOSS		
Course Code:	ANTH-407	Title:	Agricultural Anthropology			☐
Session:	2021	Semester:4	Autumn	Spring ✓		Summer
CreditValue:	3(3-0)	Level:	BS	Prerequisites:		
Nameof Course Instructor:	Ms. RabiaJaved	No.of Students 51	Lectures	Other(PleaseState)		
		Contact Hours	Seminars			
AssessmentMethods: give precise details (no & length ofassignments,exams,weightingsetc)						

DistributionofGrade/MarksandotherOutcomes:(adoptthegradingsystemasrequired)

Undergraduate	Originally Registered	%Grade A	%Grade B	%Grade C	D	E	F	No Grade	Withdrawal	Total
No.ofStudents	21	9	23	38	23		4			21
Post-Graduate	Originally Registered	%Grade A	%Grade B	%Grade C	D	E	NoGrade		Withdrawal	Total
No.ofStudents										

Overview/Evaluation (Course Co-coordinator's Comments) Feedback: first summarize, then comment on feedback received from:(Theseboxes will expandasyou type in youranswer.)

4) Student(CourseEvaluation)Questionnaires

2)ExternalExaminersorModerators(ifany)

NA

3)Student/staffConsultativeCommittee (SSCC) orequivalent, (if any)

NA

4) Curriculum: comment on the continuing appropriateness of the Course curriculum inrelation to the intended learning outcomes (course objectives) and its compliance with theHECApproved / Revised National CurriculumGuidelines

5) Assessment: comment on the continuing effectiveness of method(s) of assessment inrelationto the intended learning outcomes(Course objectives)

6) Enhancement: comment on the implementation of changes proposed in earlierFacultyCourseReviewReports

NA

7) Outline any changes in the future delivery or structure of the Course that thissemester/term'sexperience may prompt

Faculty Course Review Report

(Tobefilledbyeachteacheratthetime ofCourseCompletion)

ForcompletionbythecourseinstructorandtransmissiontoHeadofDepartmentofhis/her nominee(Dept.Quality Officer) together with copiesof the Course Syllabus outline

Department:	**Anthropology**			Faculty:	**FOSS**	
Course Code:	**ANTH-507**	Title:	**Anthropology and health**			☐
Session:	**Fall- 2021**	Semester:	Autumn ✓	Spring	Summer	
CreditValue:	**3(3-0)**	Level:	BS	Prerequisites:	N/A	
Nameof Course Instructor:	**Ms. Rabia Jawed**	No.of Students 51 Contact Hours	Lectures	Other(PleaseState) **48**		
			Seminars			
AssessmentMethods: give precise details (no & length ofassignments,exams,weightingsetc)	**Weekly Assignments** **Presentation** **Mid Term, Final Exams**					

DistributionofGrade/MarksandotherOutcomes:(adoptthegradingsystemasrequired)

Undergraduate	Originally Registered	%Grade A	%Grade B	%Grade C	D	E	F	No Grade	Withdrawal	Total
No.ofStudents	**47**	**8%**	**24%**	**60%**	**8%**	__	__	__	**Nil**	**100%**
Post-Graduate	Originally Registered	%Grade A	%Grade B	%Grade C	D	E	NoGrade		Withdrawal	Total
No.ofStudents										

Overview/Evaluation (Course Co-coordinator's Comments) Feedback: first summarize, then comment on feedback received from:(Theseboxes will expandasyou type in youranswer.)

Student(CourseEvaluation)Questionnaires

2)ExternalExaminersorModerators(ifany)

3)Student/staffConsultativeCommittee (SSCC) orequivalent, (if any)

4) Curriculum: comment on the continuing appropriateness of the Course curriculum inrelation to the intended learning outcomes (course objectives) and its compliance with theHECApproved / Revised National CurriculumGuidelines

The curriculum of the course is designed under the directories of HEC. They

5) Assessment: comment on the continuing effectiveness of method(s) of assessment inrelationto the intended learning outcomes(Course objectives)

University under the supervision of the HEC follows a standard set pattern

6) Enhancement: comment on the implementation of changes proposed in earlierFacultyCourseReviewReports

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7) Outline any changes in the future delivery or structure of the Course that thissemester/term'sExperience may prompt

Faculty Course Review Report

(Tobefilledbyeachteacheratthetime ofCourseCompletion)

ForcompletionbythecourseinstructorandtransmissiontoHeadofDepartmentofhis/her nominee(Dept.Quality Officer) together with copiesof the Course Syllabus outline

Department:	**Anthropology**		Faculty:	**FOSS**		
Course Code:	**ANTH-504**	Title:	**Qualitative Research Methods**			
Session:	**Spring- 2022**	Semester:	Autumn	Spring ✓	Summer	
CreditValue:	**3(3-0)**	Level:	BS	Prerequisites:	N/A	
Nameof Course Instructor:	**Dr. Abid Ghafoor Chaudhry**	No.of Students Contact Hours	Lectures	Other(PleaseState) **48**		
			Seminars			
AssessmentMethods: give precise details (no & length ofassignments,exams,weightingsetc)		**Weekly Assignments** **Presentation** **Mid Term, Final Exams**				

DistributionofGrade/MarksandotherOutcomes:(adoptthegradingsystemasrequired)

Undergraduate	Originally Registered	%Grade A	%Grade B	%Grade C	D	E	F	No Grade	Withdrawal	Total
No.ofStudents	**25**		**9.5%**	**76.19%**	**14.29%**	__	__	__	**Nil**	**100%**

Post-Graduate	Originally Registered	%Grade A	%Grade B	%Grade C	D	E	NoGrade		Withdrawal	Total
No.ofStudents										

Overview/Evaluation (Course Co-coordinator's Comments) Feedback: first summarize, then comment on feedback received from:(Theseboxes will expandasyou type in youranswer.)

Student(CourseEvaluation)Questionnaires

2)ExternalExaminersorModerators(ifany)

3)Student/staffConsultativeCommittee (SSCC) orequivalent, (if any)

4) Curriculum: comment on the continuing appropriateness of the Course curriculum inrelation to the intended learning outcomes (course objectives) and its compliance with theHECApproved / Revised National CurriculumGuidelines

The curriculum of the course is designed under the directories of HEC. They

5) Assessment: comment on the continuing effectiveness of method(s) of assessment inrelationto the intended learning outcomes(Course objectives)

University under the supervision of the HEC follows a standard set pattern

6) Enhancement: comment on the implementation of changes proposed in earlierFacultyCourseReviewReports

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7) Outline any changes in the future delivery or structure of the Course that thissemester/term'sExperience may prompt

Faculty Course Review Report

(Tobefilledbyeachteacheratthetime ofCourseCompletion)

ForcompletionbythecourseinstructorandtransmissiontoHeadofDepartmentofhis/her nominee(Dept.Quality Officer) together with copiesof the Course Syllabus outline

Department:	**Anthropology**		Faculty:	**FOSS**	
Course Code:	**ANTH-504**	Title:	**Qualitative Research Methods** □		
Session:	**Spring- 2022**	Semester:	Autumn	Spring ✔	Summer
CreditValue:	**3(3-0)**	Level:	BS	Prerequisites:	N/A
Nameof Course Instructor:	**Dr. Abid Ghafoor Chaudhry**	No.of Students Contact Hours	Lectures	Other(PleaseState) **48**	
			Seminars		
AssessmentMethods: give precise details (no & length ofassignments,exams,weightingsetc)		**Weekly Assignments** **Presentation** **Mid Term, Final Exams**			

DistributionofGrade/MarksandotherOutcomes:(adoptthegradingsystemasrequired)

Undergraduate	OriginallyRegistered	%GradeA	%GradeB	%GradeC	D	E	F	NoGrade	Withdrawal	Total
No.ofStudents			**28%**	**60%**	**12%**	__	__	__	**Nil**	**100%**
Post-Graduate	OriginallyRegistered	%GradeA	%GradeB	%GradeC	D	E	NoGrade		Withdrawal	Total
No.ofStudents										

Overview/Evaluation (Course Co-coordinator's Comments) Feedback: first summarize, then comment on feedback received from:(Theseboxes will expandasyou type in youranswer.)

Student(CourseEvaluation)Questionnaires

2)ExternalExaminersorModerators(ifany)

78

3)Student/staffConsultativeCommittee (SSCC) orequivalent, (if any)

4) Curriculum: comment on the continuing appropriateness of the Course curriculum inrelation to the intended learning outcomes (course objectives) and its compliance with theHECApproved / Revised National CurriculumGuidelines

The curriculum of the course is designed under the directories of HEC. They

5) Assessment: comment on the continuing effectiveness of method(s) of assessment inrelationto the intended learning outcomes(Course objectives)

University under the supervision of the HEC follows a standard set pattern

6) Enhancement: comment on the implementation of changes proposed in earlierFacultyCourseReviewReports

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7) Outline any changes in the future delivery or structure of the Course that thissemester/term'sExperience may prompt

FacultyCourse Review Report

(Tobefilledbyeachteacheratthetime ofCourseCompletion)

ForcompletionbythecourseinstructorandtransmissiontoHeadofDepartmentofhis/her nominee(Dept.Quality Officer) together with copiesof the Course Syllabus outline

Department:	**Anthropology**		Faculty:	**FOSS**		
Course Code:	**ANTH-502**	Title:	**Industrial Anthropology and Globalism**			
Session:	**2022**	Semester:	Autumn	Spring ✓		Summer
CreditValue:	**3(3-0)**	Level:	BS	Prerequisites:		N/A
Nameof Course Instructor:	**Ms. Rabia Jawed**	No.of Students **21**	Lectures	Other(PleaseState) **48**		
		Contact Hours	Seminars			
AssessmentMethods: give precise details (no & length ofassignments,exams,weightingsetc)		**Weekly Assignments** **Presentation** **Mid-Term, Final Exams**				

DistributionofGrade/MarksandotherOutcomes:(adoptthegradingsystemasrequired)

Undergraduate	OriginallyRegistered	%GradeA	%GradeB	%GradeC	D	E	F	No Grade	Withdrawal	Total
No.ofStudents	**21**	**9**	**33**	**42**	**14**	__	__	__	**Nil**	**100%**
Post-Graduate	OriginallyRegistered	%GradeA	%GradeB	%GradeC	D	E	NoGrade		Withdrawal	Total
No.ofStudents										

Overview/Evaluation (Course Co-coordinator's Comments) Feedback: first summarize, then comment on feedback received from:(Theseboxes will expandasyou type in youranswer.)

Student(CourseEvaluation)Questionnaires

2)ExternalExaminersorModerators(ifany)

3)Student/staffConsultativeCommittee (SSCC) orequivalent, (if any)

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4) Curriculum: comment on the continuing appropriateness of the Course curriculum inrelation to the intended learning outcomes (course objectives) and its compliance with theHECApproved / Revised National CurriculumGuidelines

The curriculum of the course is designed under the directories of HEC. They

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5) Assessment: comment on the continuing effectiveness of method(s) of assessment inrelationto the intended learning outcomes(Course objectives)

University under the supervision of the HEC follows a standard set pattern

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6) Enhancement: comment on the implementation of changes proposed in earlierFacultyCourseReviewReports

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7) Outline any changes in the future delivery or structure of the Course that thissemester/term'sExperience may prompt

FacultyCourse Review Report

(Tobefilledbyeachteacheratthetime ofCourseCompletion)

ForcompletionbythecourseinstructorandtransmissiontoHeadofDepartmentofhis/her nominee(Dept.Quality Officer) together with copiesof the Course Syllabus outline

Department:	**Anthropology**		Faculty:	**FOSS**		
Course Code:	**ANTH-502**	Title:	**Industrial Anthropology and Globalism**			
Session:	**2022**	Semester:	Autumn	Spring ✓		Summer
CreditValue:	**3(3-0)**	Level:	BS	Prerequisites:	N/A	
Nameof Course Instructor:	**Ms. Rabia Jawed**	No.of Students **25**	Lectures	Other(PleaseState) **48**		
		Contact Hours	Seminars			
AssessmentMethods: give precise details (no & length ofassignments,exams,weightingsetc)		**Weekly Assignments** **Presentation** **Mid Term, Final Exams**				

DistributionofGrade/MarksandotherOutcomes:(adoptthegradingsystemasrequired)

Undergraduate	OriginallyRegistered	%GradeA	%GradeB	%GradeC	D	E	F	NoGrade	Withdrawal	Total
No.ofStudents	**25**	**04**	**36**	**48**	**12**	__	__	__	**Nil**	**100%**
Post-Graduate	OriginallyRegistered	%GradeA	%GradeB	%GradeC	D	E		NoGrade	Withdrawal	Total
No.ofStudents										

Overview/Evaluation (Course Co-coordinator's Comments) Feedback: first summarize, then comment on feedback received from:(Theseboxes will expandasyou type in youranswer.)

Student(CourseEvaluation)Questionnaires

2)ExternalExaminersorModerators(ifany)

3)Student/staffConsultativeCommittee (SSCC) orequivalent, (if any)

4) Curriculum: comment on the continuing appropriateness of the Course curriculum inrelation to the intended learning outcomes (course objectives) and its compliance with theHECApproved / Revised National CurriculumGuidelines

The curriculum of the course is designed under the directories of HEC. They

5) Assessment: comment on the continuing effectiveness of method(s) of assessment inrelationto the intended learning outcomes(Course objectives)

University under the supervision of the HEC follows a standard set pattern

6) Enhancement: comment on the implementation of changes proposed in earlierFacultyCourseReviewReports

_____

7) Outline any changes in the future delivery or structure of the Course that thissemester/term'sExperience may prompt

Faculty Course Review Report

(Tobefilledbyeachteacheratthetime ofCourseCompletion)

ForcompletionbythecourseinstructorandtransmissiontoHeadofDepartmentofhis/her nominee(Dept.Quality Officer) together with copiesof the Course Syllabus outline

Department:	**Anthropology**		Faculty:	**FOSS**		
Course Code:	**ANTH – 520**	Title:	**Seminar – I**	☐		☐
Session:	**Spring- 2022**	Semester:	Autumn	Spring ✓		Summer
CreditValue:	**3(3-0)**	Level:	BS	Prerequisites:	N/A	
Nameof Course Instructor:	**Ms. Shagufta Hamid Ali**	No.of Students 47	Lectures	Other(PleaseState) **48**		
		Contact Hours	Seminars			
AssessmentMethods: give precise details (no & length ofassignments,exams,weightingsetc)		**Weekly Assignments** **Mid Term, Final Exams**				

DistributionofGrade/MarksandotherOutcomes:(adoptthegradingsystemasrequired)

Undergraduate	OriginallyRegistered	%GradeA	%GradeB	%GradeC	D	E	F	No Grade	Withdrawal	Total
No.ofStudents	**47**	**42.8%**	**42.86%**	**14.2%**		—	—	—	**Nil**	**100%**
Post-Graduate	OriginallyRegistered	%GradeA	%GradeB	%GradeC	D	E	NoGrade		Withdrawal	Total
No.ofStudents										

Overview/Evaluation (Course Co-coordinator's Comments) Feedback: first summarize, then comment on feedback received from:(Theseboxes will expandasyou type in youranswer.)

Student(CourseEvaluation)Questionnaires

2)ExternalExaminersorModerators(ifany)

3)Student/staffConsultativeCommittee (SSCC) orequivalent, (if any)

4) Curriculum: comment on the continuing appropriateness of the Course curriculum inrelation to the intended learning outcomes (course objectives) and its compliance with theHECApproved / Revised National CurriculumGuidelines

The curriculum of the course is designed under the directories of HEC. They

5) Assessment: comment on the continuing effectiveness of method(s) of assessment inrelationto the intended learning outcomes(Course objectives)

University under the supervision of the HEC follows a standard set pattern

6) Enhancement: comment on the implementation of changes proposed in earlierFacultyCourseReviewReports

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7) Outline any changes in the future delivery or structure of the Course that thissemester/term'sExperience may prompt

Faculty Course Review Report

(Tobefilledbyeachteacheratthetime ofCourseCompletion)

ForcompletionbythecourseinstructorandtransmissiontoHeadofDepartmentofhis/her nominee(Dept.Quality Officer) together with copiesof the Course Syllabus outline

Department:	**Anthropology**			Faculty:	**FOSS**		
Course Code:	**ANTH – 520**	Title:	**Seminar – I**		☐		☐
Session:	**Spring- 2022**	Semester:	Autumn	Spring	✓	Summer	
CreditValue:	**3(3-0)**	Level:	BS	Prerequisites:	N/A		
Nameof Course Instructor:	**Ms. Shagufta Hamid Ali**	No.of Students 25 Contact Hours	Lectures	Other(PleaseState) **48**			
			Seminars				
AssessmentMethods: give precise details (no & length ofassignments,exams,weightingsetc)		**Weekly Assignments** **Mid Term, Final Exams**					

DistributionofGrade/MarksandotherOutcomes:(adoptthegradingsystemasrequired)

Undergraduate	Originally Registered	%Grade A	%Grade B	%Grade C	D	E	F	No Grade	Withdrawal	Total
No.ofStudents	**25**	**60%**	**20%**	**20%**		—	—	—	**Nil**	**100%**
Post-Graduate	Originally Registered	%Grade A	%Grade B	%Grade C	D	E	NoGrade		Withdrawal	Total
No.ofStudents										

Overview/Evaluation (Course Co-coordinator's Comments) Feedback: first summarize, then comment on feedback received from:(Theseboxes will expandasyou type in youranswer.)

Student(CourseEvaluation)Questionnaires

2)ExternalExaminersorModerators(ifany)

3)Student/staffConsultativeCommittee (SSCC) orequivalent, (if any)

4) Curriculum: comment on the continuing appropriateness of the Course curriculum inrelation to the intended learning outcomes (course objectives) and its compliance with theHECApproved / Revised National CurriculumGuidelines

The curriculum of the course is designed under the directories of HEC. They

5) Assessment: comment on the continuing effectiveness of method(s) of assessment inrelationto the intended learning outcomes(Course objectives)

University under the supervision of the HEC follows a standard set pattern

6) Enhancement: comment on the implementation of changes proposed
in earlierFacultyCourseReviewReports

_____

7) Outline any changes in the future delivery or structure of the Course
that thissemester/term'sExperience may prompt

Faculty Course Review Report

(Tobefilledbyeachteacheratthetime ofCourseCompletion)

ForcompletionbythecourseinstructorandtransmissiontoHeadofDepartmentofhis/her nominee(Dept.Quality Officer) together with copiesof the Course Syllabus outline

Department:	**Anthropology**		Faculty:	**FOSS**		
Course Code:	**ANTH-699**	Title:	**Report**	☐	☐	☐
Session:	**Spring- 2023**	Semester:	Autumn	Spring ✓		Summer
CreditValue:	**3(3-0)**	Level:	BS	Prerequisites:	N/A	
Nameof Course Instructor:	**Dr. Mahwish Zeeshan**	No.of Students 51 Contact Hours	Lectures	Other(PleaseState) **96**		
			Seminars			
AssessmentMethods: give precise details (no & length ofassignments,exams,weightingsetc)	**Weekly Assignments** **Mid Term, Final Exams**					

DistributionofGrade/MarksandotherOutcomes:(adoptthegradingsystemasrequired)

Undergraduate	Originally Registered	%GradeA	%GradeB	%GradeC	D	E	F	No Grade	Withdrawal	Total
No.ofStudents	**51**	**25%**	**58.33%**	**4.167%**	**12.5%**	__	__	__	**Nil**	**100%**
Post-Graduate	Originally Registered	%GradeA	%GradeB	%GradeC	D	E	NoGrade		Withdrawal	Total
No.ofStudents										

Overview/Evaluation (Course Co-coordinator's Comments) Feedback: first summarize, then comment on feedback received from:(Theseboxes will expandasyou type in youranswer.)

Student(CourseEvaluation)Questionnaires

2)ExternalExaminersorModerators(ifany)

93

3)Student/staffConsultativeCommittee (SSCC) orequivalent, (if any)

4) Curriculum: comment on the continuing appropriateness of the Course curriculum inrelation to the intended learning outcomes (course objectives) and its compliance with theHECApproved / Revised National CurriculumGuidelines

The curriculum of the course is designed under the directories of HEC. They

5) Assessment: comment on the continuing effectiveness of method(s) of assessment inrelationto the intended learning outcomes(Course objectives)

University under the supervision of the HEC follows a standard set pattern

6) Enhancement: comment on the implementation of changes proposed in earlierFacultyCourseReviewReports

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7) Outline any changes in the future delivery or structure of the Course that thissemester/term'sExperience may prompt

PERFORMA-3: SURVEY OF GRADUATING STUDENTS

The Survey of Graduating Students was conducted at the time of graduationfrom the students of batch 2019who completed their studies in the year of 2023. Using the Performa 3, students have given their feedback which is presented below.
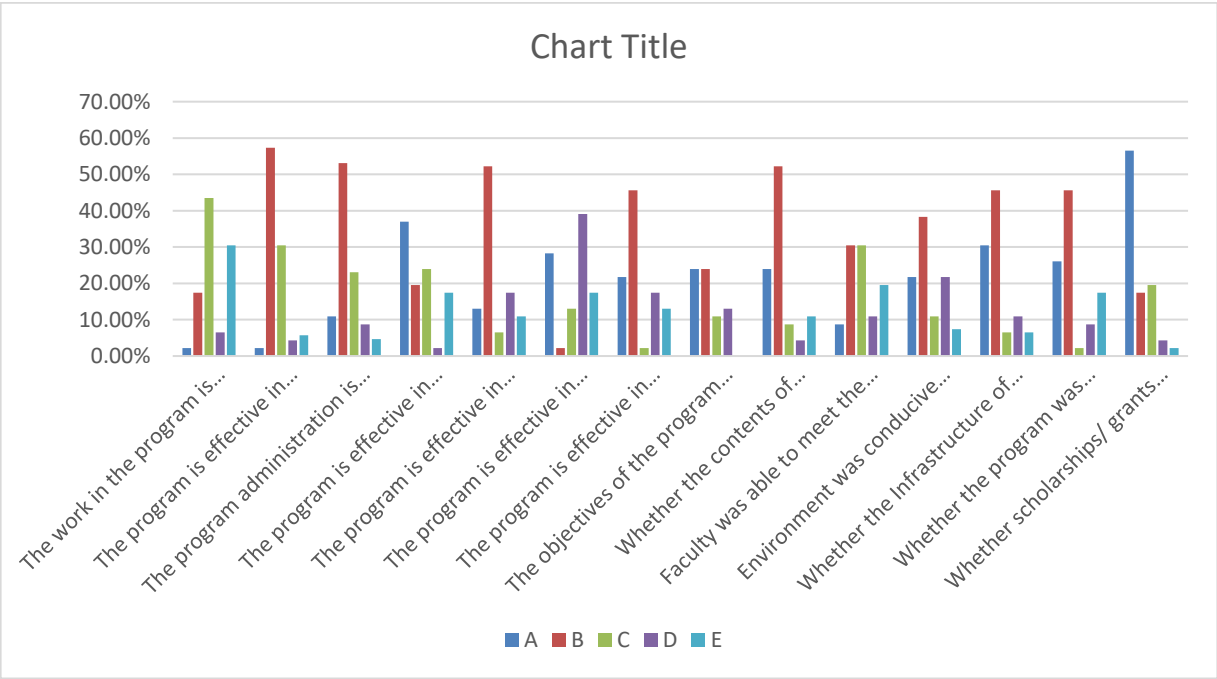
Figure 14: Survey of Graduating Students

The Surveyreveals key insights into their academic experiences. Around **52–55% of students** found the workload excessive and stressful, highlighting concerns about academic pressure. Regarding program effectiveness, **40–45%** felt that the program did not fully enhance skills such as teamwork, problem-solving, independent thinking, and communication, while **30%** acknowledged some effectiveness. Administrative support and faculty availability were also areas of concern, with **48%** rating them as ineffective, whereas **35%** provided positive feedback. The curriculum and learning environment received mixed reviews, with **42%** stating that the program objectives were not fully met, while **38%** found them satisfactory. Additionally, **45%** expressed dissatisfaction with infrastructure and extracurricular opportunities. Financial aid emerged as a major issue, with **50%** stating that scholarships and grants were insufficient. These

findings suggest the need for curriculum enhancements, improved faculty engagement, infrastructure investments, and expanded financial aid options to better support students.

Other than that, the students were encouraged to join any internship program during their summer vocation after the fourth semester for professional training which taught them well. The further data on internship experience is mentioned below.
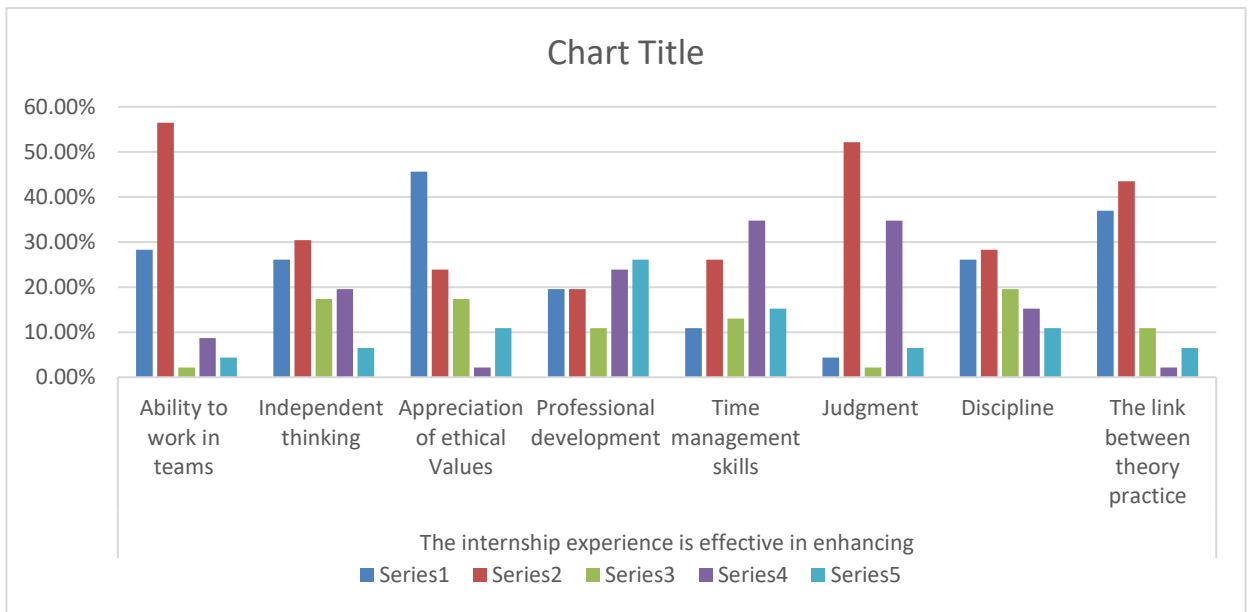
Figure 15: Survey of Graduating Students (Internship experience)

The **internship experience survey** assesses its effectiveness in enhancing various professional and personal skills. The results indicate that **over 50% of respondents** found the internship highly effective in improving **judgment and teamwork skills**, while a **significant proportion (30–40%)** acknowledged its role in fostering **independent thinking, professional development, and discipline**. However, **appreciation of ethical values and time management skills** received mixed responses, with **20–30%** recognizing improvement and a notable segment expressing limited impact. Additionally, **the link between theory and practice** was viewed positively by **around 40%**, yet a smaller percentage felt it was not strongly reinforced. These findings suggest that while the internship successfully enhances teamwork, judgment, and discipline, there is room for improvement in strengthening time management, ethical awareness, and the theoretical-practical connection.

While the general feedback on the best aspects of your program included.

- Strong faculty support
- Effective skill development
- Opportunities for teamwork and professional growth

On the other hand, the various aspects of program could be improved.

- Better infrastructure
- More scholarships/grants
- Reduced academic pressure

PERFORMA-7: ALUMNI SURVEY

A survey was conducted, to get the feedback from the Alumni of batch 2019 about their learned knowledge, leadership, communication skills, their management skills and work. The results of the survey are given below.
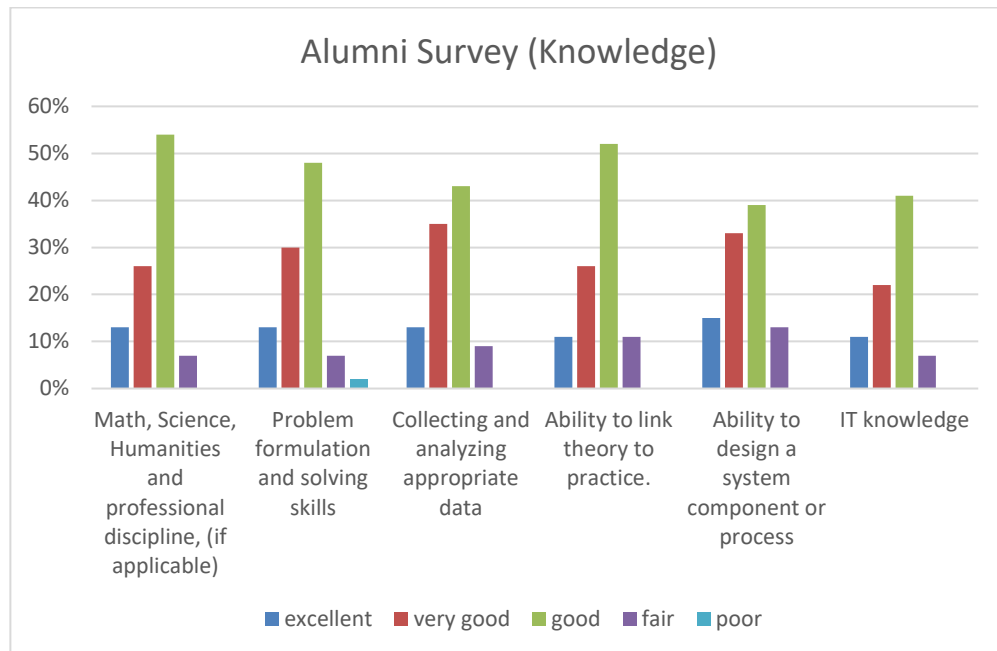
Figure 16: Alumni Survey (Knowledge)

The **Alumni Survey (Knowledge)** evaluates graduates' perceptions of their academic preparation in key areas. The majority (**50–55%**) rated their knowledge in **Math, Science, Humanities, problem-solving, and the ability to link theory to practice** as **good**, indicating a strong foundational understanding. Around **30–35%** considered their skills in **problem formulation, data analysis, and system design** as **very good**, while **10–15%** rated these aspects as **excellent**. However, a **small proportion (5–10%)** found their knowledge **fair or poor**, particularly in IT-related competencies. The findings suggest that while alumni generally feel well-prepared in fundamental disciplines and practical applications, there is a need to enhance **IT knowledge and advanced problem-solving techniques** to meet industry demands effectively.
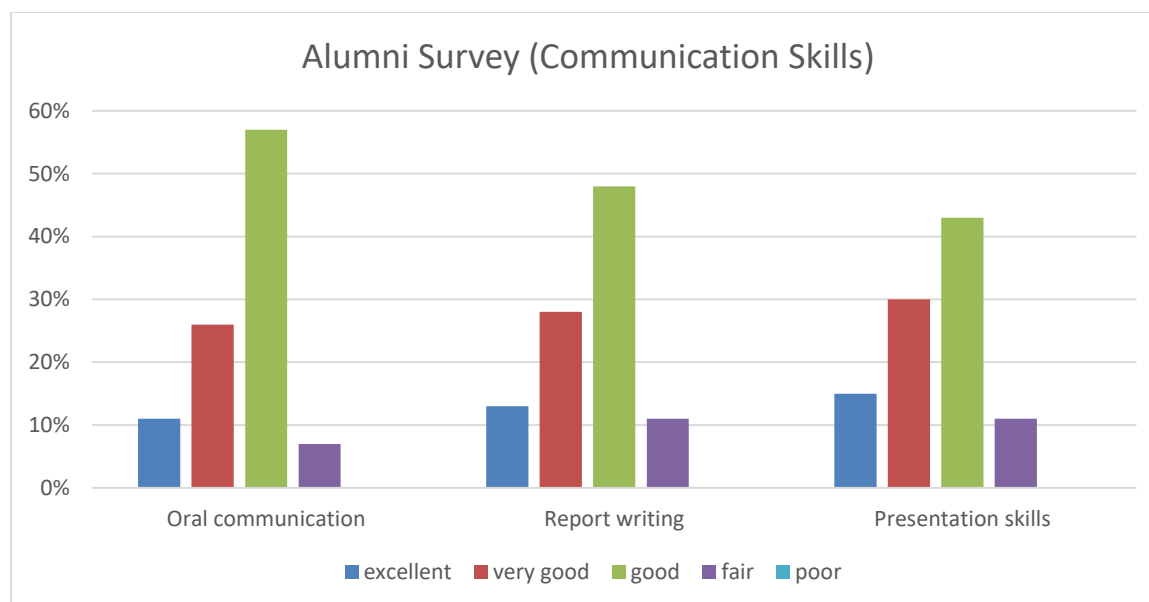
Figure 17: Alumni Survey (Communication Skills)

The **Alumni Survey (Communication Skills)** highlights graduates' self-assessment in key areas of communication. A **majority (50–55%)** rated their skills in **oral communication, report writing, and presentation skills** as **good**, indicating confidence in their communication abilities. Around **25–30%** considered their skills **very good**, particularly in **report writing and presentation**. A smaller portion (**10–15%**) rated their abilities as **excellent**, suggesting that while most graduates feel competent, few feel exceptionally skilled. However, **5–10%** found

their communication skills **fair or poor**, highlighting potential areas for improvement. Overall, the results suggest a solid foundation in communication but indicate a need for further enhancement in **oral and presentation skills** to achieve excellence.
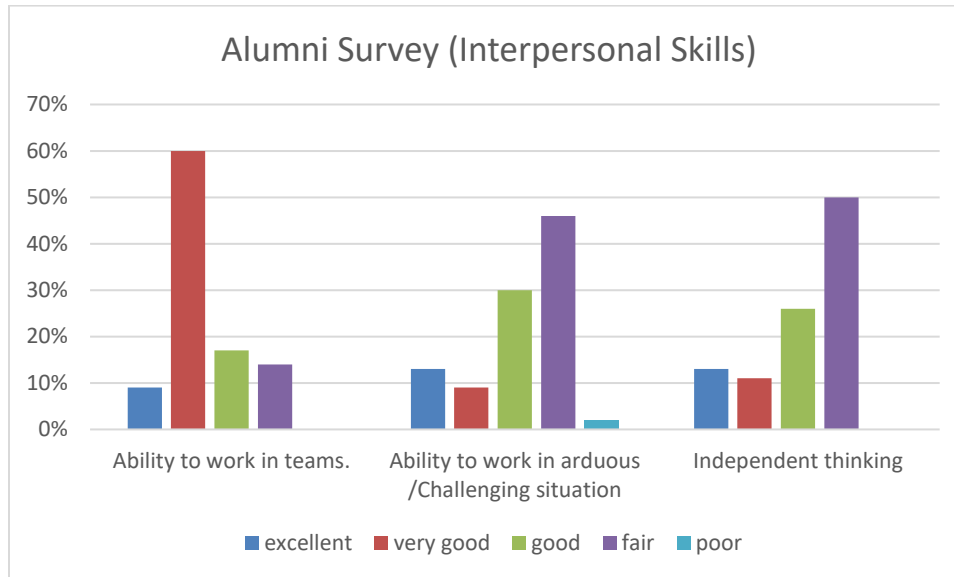
Figure 18: Alumni Survey (Interpersonal Skills)

The **Alumni Survey (Interpersonal Skills)** reflects graduates' self-perception in teamwork, handling challenges, and independent thinking. A **majority (60%)** rated their **ability to work in teams** as **very good**, showing strong collaboration skills. However, ratings for **working in challenging situations** were more distributed, with around **30% considering their skills good**, **45% rating them fair**, and only a small percentage rating them excellent or poor. For **independent thinking**, nearly **50% rated themselves fair**, while **30% considered their skills good**, indicating room for improvement in critical and independent decision-making. These results suggest graduates feel confident in teamwork but may require further development in problem-solving under pressure and independent thought.
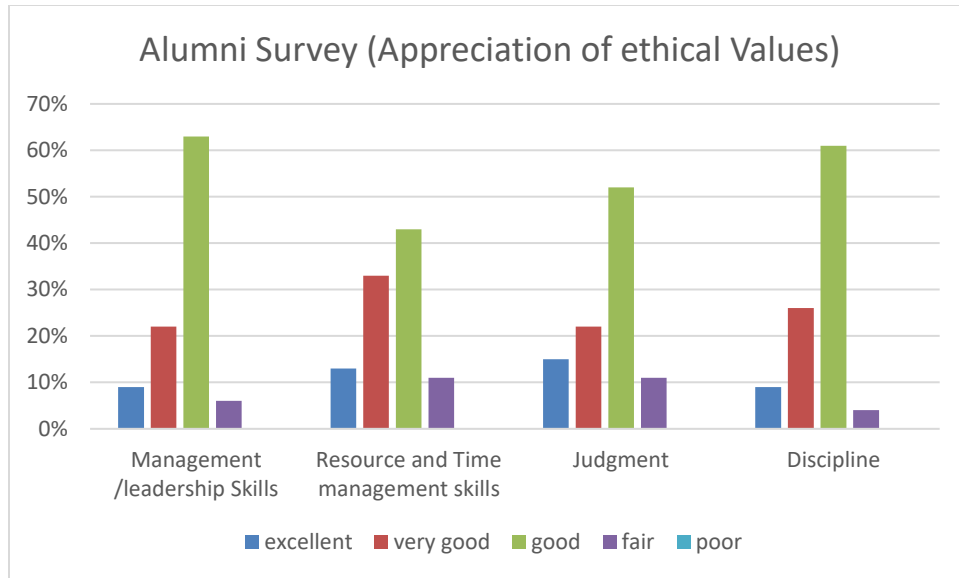
Figure 19: Alumni Survey (Appreciation of ethical Values)

The **Alumni Survey (Appreciation of Ethical Values)** highlights graduates' self-assessment of their leadership, time management, judgment, and discipline. **Over 60%** rated their **management/leadership skills and discipline as good**, indicating strong ethical awareness in these areas. **Resource and time management skills** had a more distributed response, with around **40% rating them good** and **30% as very good**, suggesting moderate confidence. **Judgment** was also perceived positively, with **50% rating it good** and **20% as very good**, showing that most graduates feel capable of making ethical decisions. While a small percentage rated these skills as excellent or poor, the overall trend suggests that graduates acknowledge their ethical competencies but may benefit from further refinement in leadership and judgment.
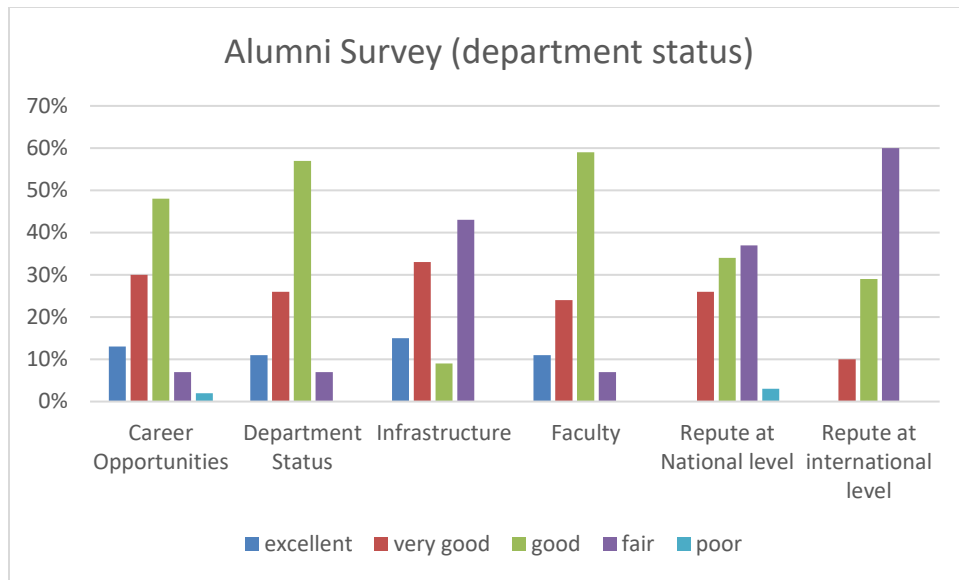
Figure 20: Alumni Survey (department status)

It reflects graduates' perceptions of various aspects of their department. **Faculty and department status received the highest satisfaction, with over 60% rating them as good**, showing strong confidence in academic resources. **Career opportunities and infrastructure had mixed ratings**, with about **30% rating them very good**, but also **a notable proportion (40%) marking infrastructure as fair**, indicating room for improvement. **Reputation at the national and international levels was rated fair by around 35-50%**, suggesting that alumni feel the department has recognition but needs further enhancement to gain stronger credibility globally. Overall, while faculty and internal department aspects are well-regarded, improvements in infrastructure and reputation could enhance the department's overall standing.

Additionally, 20% of those graduate students opted for MPhil, while 20% are still struggling to find job. As majority of the students are female and they are living a married life or in the process of getting married.

PERFORMA-8: EMPLOYER SURVEY

*The Survey of Employers is done on passed out graduates of the BS Anthropology batch 2019. The students are currently working in various organizations, and their performance is assessed by the employer survey.

The **Employer Survey** evaluates the performance of graduates from the University of Arid Agriculture, Rawalpindi, based on their knowledge, communication skills, interpersonal skills, appreciation of ethical values, and work skills. The results, gathered from 11 employers, indicate that graduates generally perform well, with most ratings falling in the "Excellent," "Very Good," and "Good" categories, though some areas require improvement.

In terms of **knowledge**, graduates exhibit strong competence, particularly in core subjects like Math, Science, Humanities, and their professional discipline. A majority of employers rated them as excellent or very good in problem formulation, solving skills, and data analysis. However, some employers pointed out a gap in the ability to apply theoretical knowledge to practical situations, suggesting the need for more hands-on learning opportunities. Similarly, while most graduates performed well in designing systems, a few employers rated them as only fair, indicating room for growth in this area.

Figure 21: Employer Survey (Knowledge)

102

The results for **communication skills** reflect a generally positive outlook, with oral communication being a particular strength. Report writing and presentation skills were also rated well, though a small percentage of employers believed graduates could improve in these areas. This suggests that while graduates can express their ideas effectively, they might benefit from further training in structuring and articulating their thoughts, particularly in written form.

Figure 22: Employer Survey (communication skills)

When it comes to **interpersonal skills**, graduates excel in teamwork, with a significant portion of employers ranking them as excellent. Their motivation and reliability are also strong, indicating that they are dependable and committed employees. However, leadership and independent thinking received mixed responses, with some employers finding these qualities less developed among graduates. This suggests a need for greater emphasis on leadership training and critical thinking exercises to help graduates become more proactive decision-makers in the workplace.
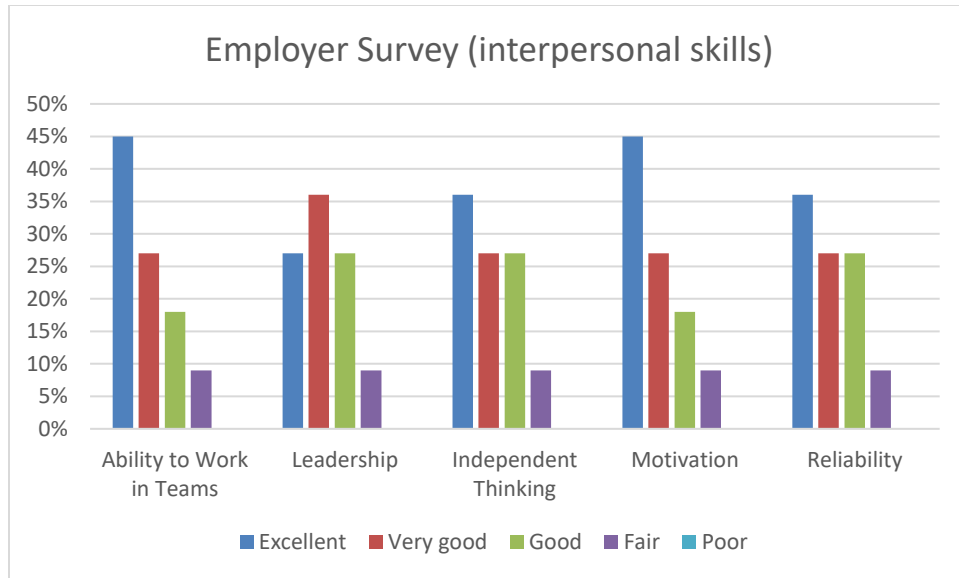
Figure 23: Employer Survey (interpersonal skills)

The **appreciation of ethical values** and **work skills** category showed that graduates are well-disciplined and manage their time effectively. Employers appreciate their ethical conduct, and a large proportion rated their discipline and reliability as excellent. However, judgment skills had a slightly more varied distribution, with some employers rating them as fair, indicating that graduates could improve their ability to make sound decisions in complex situations.

Figure 24: Employer Survey (work skills)

Overall, the survey results highlight those graduates from the University of Arid Agriculture, Rawalpindi, are well-prepared for the job market. They possess strong technical knowledge, are excellent team players, and display motivation and discipline. However, areas such as the practical application of knowledge, leadership development, independent thinking, and decision-making require more focus. To address these gaps, the university could introduce more real-world projects, case studies, and internships to bridge the gap between theory and practice. Additionally, leadership workshops and problem-based learning initiatives could enhance independent decision-making and critical thinking skills. By implementing these improvements, graduates will be better equipped to meet the evolving demands of the job market.

PERFORMA-10: TEACHER EVALUATION

SESSION SPRING 2020

For evaluation of courses and teachers through Performas 10, the following codes will be used for the faculty, both regular and visiting.

Dr. Abid Ghafoor Chaudhry

Dr. Mahwish Zeeshan

Dr. Nazia Rafique

Ms. Rabia Jawed

Ms. Shagufta Hamid Ali

Teacher Evaluation on ANTH 301, Session Fall 2019

The course was taught by Ms. Rabia Javed. About 79% student were highly satisfied, 19% were satisfied and 2% were uncertain that the instructor is fair in examination. Approximately 78% student were highly satisfied, 18% were satisfied and 2% were uncertain and 2% were disagree that the instructor communicates the subject matter effectively. Almost 82% student were highly satisfied, 7% were satisfied and 4% were uncertain and 7% were disagree that the subject matter presented in the course has increased the knowledge of students. About 79% student were highly satisfied, 10% were satisfied and 11% were uncertain that the instructor maintained an environment that was conducive to learning.

Approximately 79% student were highly satisfied, 11% were satisfied and 10% were uncertain that the course material was updated and modern. Almost 79% student were highly satisfied, 20% were satisfied and 1% were uncertain that the assignments and exams covered the materials of course. About 78% student were highly satisfied, 11% were satisfied and 11% were uncertain that the instructor always arrived on time. Approximately 79% student were highly

satisfied, 17% were satisfied and 2% were uncertain and 2% were disagree that the instructor was available during the specified office hours and also after classes.

Almost 82% student were highly satisfied, 9% were satisfied and 9% were uncertain that instructor returned the graded scripts. About 70% student were highly satisfied, 25% were satisfied and 5% were uncertain that instructor provided the additional material apart from the textbooks. Approximately 82% student were highly satisfied, 10% were satisfied and 2% were uncertain and 2% were disagree that instructor demonstrated the knowledge of the subject. Almost 70% student were highly satisfied, 25% were satisfied and 5% were uncertain that instructor provided the course split schedules during first week.

About 70% student were highly satisfied, 20% were satisfied and 8% were uncertain and 2% were disagree that instructor gives citations regarding the current situation with Pakistani context. Approximately 82% student were highly satisfied, 10% were satisfied and 4% were uncertain and 4% were disagree that the course integrates theoretical course concepts with real world. Almost 82% student were highly satisfied, 6% were satisfied and 4% were uncertain, 4% were disagree and 4% were highly disagree that the syllabus clearly states course objectives requirements. About 90% student were highly satisfied, 8% were satisfied and 2% were uncertain that instructor was prepared for the class. Almost 85% student were highly satisfied, 7% were satisfied and 4% were uncertain and 4% were disagree that instructor leave class on time. Approximately 70% student were highly satisfied, 20% were satisfied and 10% were uncertain that instructor shows respect towards the students.

Teacher Evaluation Graph

The bar chart shows categories A (dark blue), B (light blue), C (olive/green), D (purple), E (orange). The x-axis labels from left to right are:

- The instructor shows respect towards students and encourages class participation
- The instructor leaves on time.
- The instructor is prepared for each class
- The syllabus clearly states course objectives requirements, procedures and grading criteria.
- The course integrates theoratical course concepts with real-world applications.
- The instructor gives citations regrading current situations with refrence to pakistani context.
- The instructor provided course split schedule during the 1st week of semester
- The instructor demonstrates knowledge of the subject
- The instructor provides additional material apart from the textbook
- The instructor returns the graded scripts etc. in a reasonable amount of time.
- The instructor was available during the specified office hours and for after class consultations
- The instructor arrives on time
- The assigments and exam covered the materials presented in the course
- The course material is modern and updated
- The instructor maintains an enviroment that is conducive to learning.
- The subject matter presented in the course has increased your knowledge of the subject
- The instructor communicates the subject matter effectively.
- The instructor is fair in examination

Figure 25:Teacher Evaluation on ANTH 301, Session Fall 2019

Teacher Evaluation on ANTH 302, Session Fall 2019

The course was taught by Ms. Shagufta Hamid Ali . About 85% student were highly satisfied, 6% were satisfied and 3% were uncertain and 6% were disagree that the instructor is fair in examination. Approximately 70% student were highly satisfied, 20% were satisfied and 5% were uncertain 5% were disagree that the instructor communicates the subject matter effectively. Almost 80% student were highly satisfied, 8% were satisfied and 10% were uncertain and 2% were disagree that the subject matter presented in the course has increased the knowledge of students. About 80% student were highly satisfied, 18% were satisfied and 2% were uncertain that the instructor maintained an environment that was conducive to learning.

Approximately 70% student were highly satisfied, 25% were satisfied and 15% were disagree that the course material was updated and modern. Almost 70% student were highly

satisfied, 25% were satisfied and 15% were uncertain that the assignments and exams covered the materials of course. About 82% student were highly satisfied, 10% were satisfied and 8% were uncertain that the instructor always arrived on time. Approximately 75% student were highly satisfied, 15% were satisfied and 10% were uncertain that the instructor was available during the specified office hours and also after classes. Almost 85% student were highly satisfied, 10% were satisfied and 5% were uncertain that instructor returned the graded scripts. About 78% student were highly satisfied, 20% were satisfied and 2% were uncertain that instructor provided the additional material apart from the textbooks.

Approximately 80% student were highly satisfied, 20% were satisfied that instructor demonstrated the knowledge of the subject. Almost 78% student were highly satisfied, 10% were satisfied and 8% were uncertain and 4% were disagree that instructor provided the course split schedules during first week. About 80% student were highly satisfied, 8% were satisfied and 4% were uncertain and 8% were disagree that instructor gives citations regarding the current situation with Pakistani context. Approximately 70% student were highly satisfied, 20% were satisfied and 8% were uncertain and 2% were uncertain that the course integrates theoretical course concepts with real world. Almost 85% student were highly satisfied, 6% were satisfied and 6% were uncertain and 3% were highly disagree that the syllabus clearly states course objectives requirements.

About 75% student were highly satisfied, 20% were satisfied and 15% were uncertain that instructor was prepared for the class. Almost 82% student were highly satisfied, 7% were satisfied and 4% were uncertain and 7% were disagree that instructor leave class on time. Approximately 85% student were highly satisfied, 5% were satisfied and 10% were disagree that instructor shows respect towards the students.
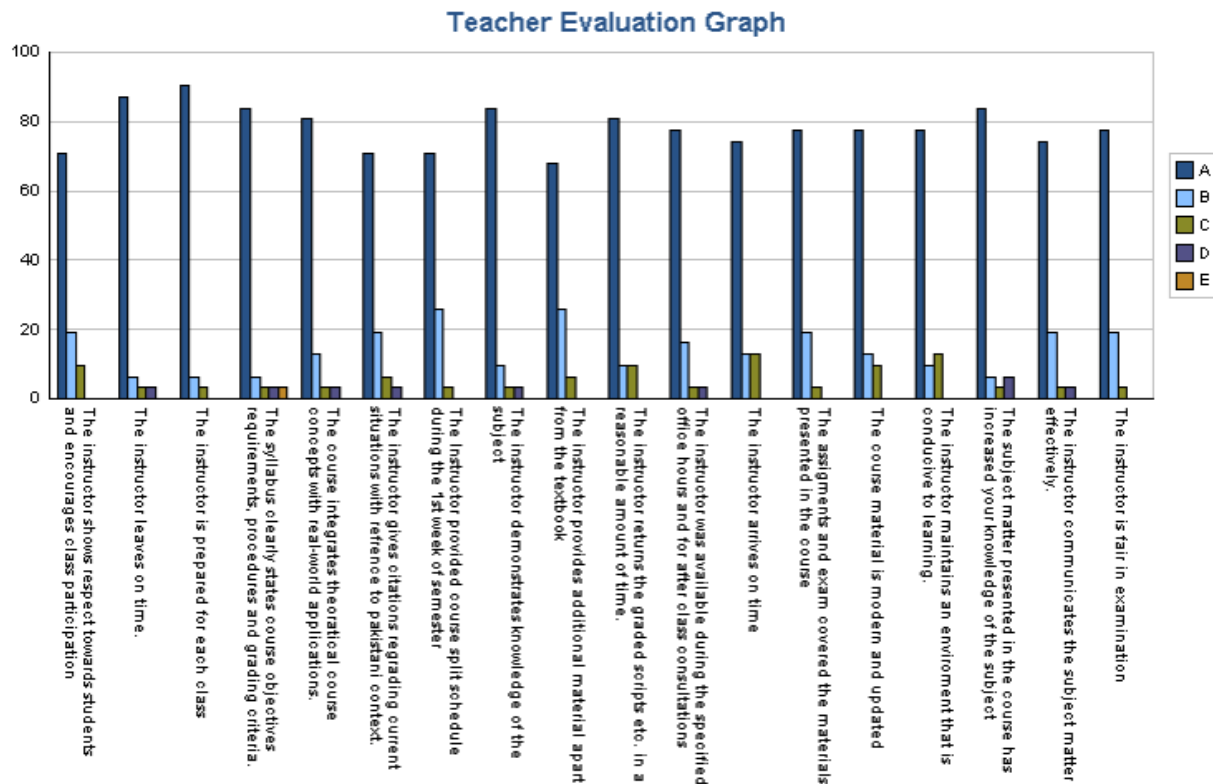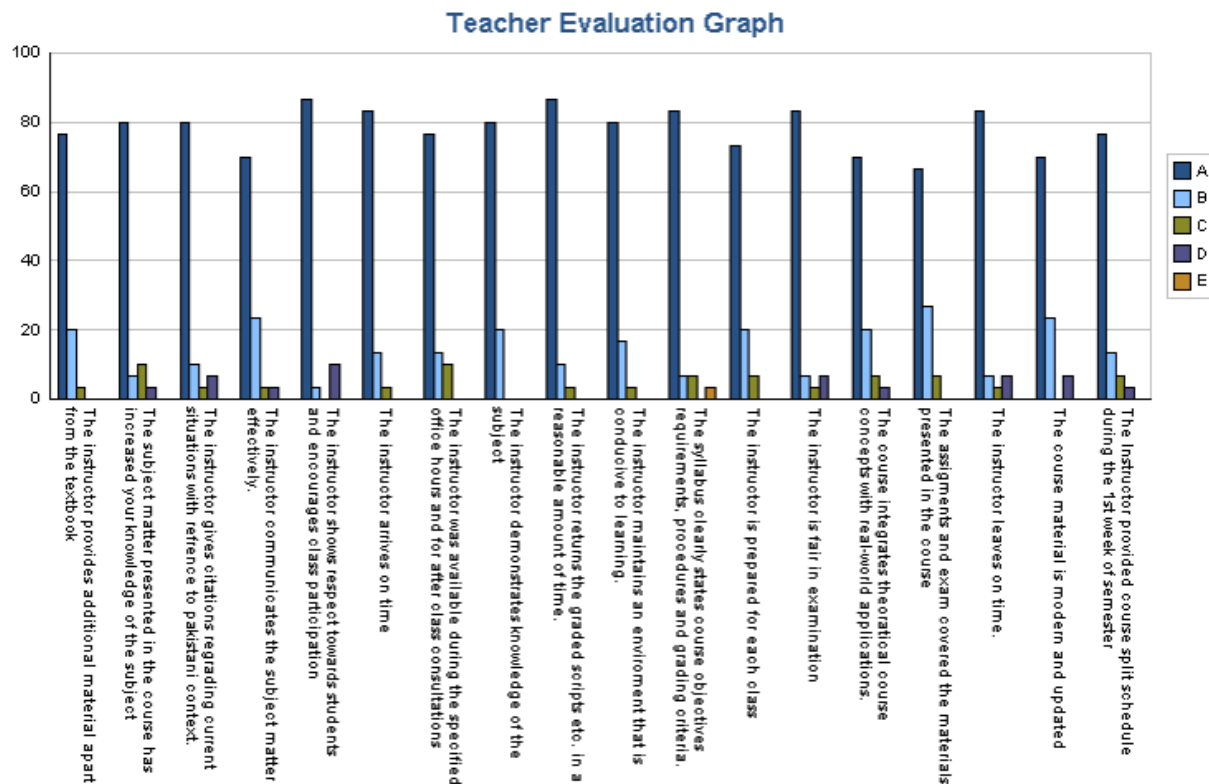
Teacher Evaluation Graph

Legend: A, B, C, D, E

X-axis labels:
- The instructor provides additional material apart from the textbook
- The subject matter presented in the course has increased your knowledge of the subject
- The instructor gives citations regarding current situations with refrence to pakistani context.
- The instructor communicates the subject matter effectively.
- The instructor shows respect towards students and encourages class participation
- The instructor arrives on time
- The instructor was available during the specified office hours and for after class consultations
- The instructor demonstrates knowledge of the subject
- The instructor returns the graded scripts etc. in a reasonable amount of time.
- The instructor maintains an enviroment that is conducive to learning.
- The syllabus clearly states course objectives requirements, procedures and grading criteria.
- The instructor is prepared for each class
- The instructor is fair in examination
- The course integrates theoratical course concepts with real-world applications.
- The assigments and exam covered the materials presented in the course
- The instructor leaves on time.
- The course material is modern and updated
- The instructor provided course split schedule during the 1st week of semester

Figure 26:Teacher Evaluation on ANTH 302, Session Fall 2019

Teacher Evaluation on ANTH 303, Session Spring 2020

The feedback suggests that the majority of students were satisfied with the instructor, with Highly Satisfied ratings ranging from 37.5% to 50.0% and Satisfied ratings between 30.0% and 37.5%.The Uncertain responses range between 12.5% and 20.0%, indicating that a notable portion of students were unsure about certain aspects of the course. Unsatisfied responses vary between 5.0% and 7.5%, and Highly Unsatisfied ratings remain low, appearing only in a few cases at 2.5% to 7.5%.

The most positively rated aspects include the instructor's respect towards students (50.0%), subject knowledge (47.5%), and ability to increase student knowledge (50.0%), highlighting their strong expertise. However, the integration of theoretical concepts with real-world applications had the lowest Highly Satisfied rating (37.5%), suggesting an area for improvement. Additionally, providing additional materials beyond the textbook had relatively

110

lower satisfaction levels (37.5% Highly Satisfied and 30.0% Satisfied), with a slightly higher percentage of dissatisfaction (7.5%).

Overall, the instructor performed well, with high ratings for professionalism, fairness, and communication. Areas for improvement include strengthening real-world applications of concepts and enhancing supplementary learning materials.
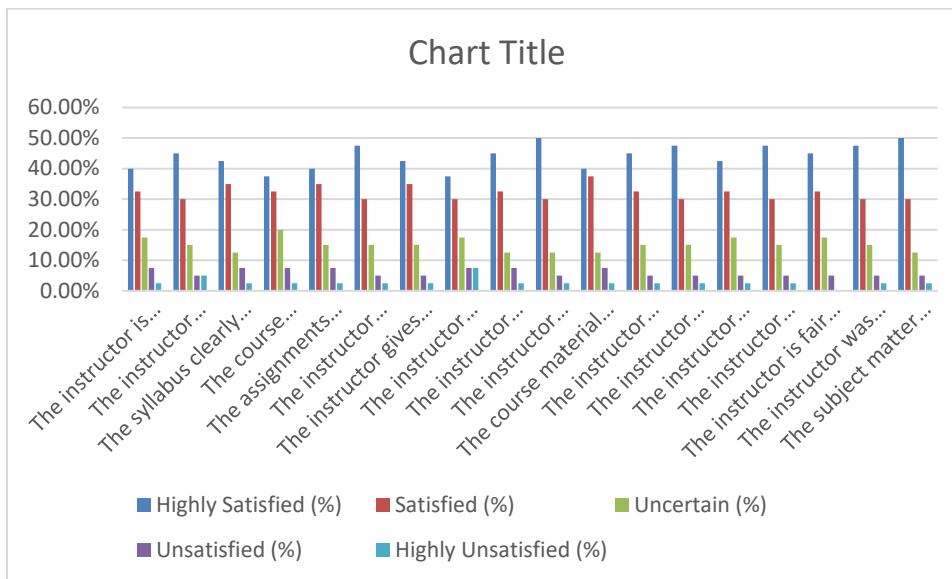

Figure 27: Teacher Evaluation on ANTH 303, Session Spring 2020

Teacher Evaluation on ANTH 304, Session Spring 2020

The evaluation results indicate that the instructor has received high levels of satisfaction from students, with the majority of ratings falling within the Highly Satisfied and Satisfied categories. The highest levels of satisfaction (above 50%) were observed in areas such as showing respect towards students and encouraging participation (57.5%), demonstrating strong subject knowledge (55.0%), and effectively increasing student knowledge (55.0%). Additionally, the instructor was commended for timeliness in leaving the class (55.0%) and availability during office hours (52.5%), reflecting a commitment to student engagement and course management.

111

While the instructor is generally well-received, some areas showed room for improvement. The provision of additional materials apart from the textbook had lower satisfaction ratings, with only 40.0% of students highly satisfied, suggesting that students may benefit from more supplementary resources to enhance their learning experience. Similarly, syllabus clarity received a slightly lower rating (45.0% Highly Satisfied), indicating that more structured guidance on objectives, grading criteria, and course expectations could improve student understanding.

Overall, the feedback highlights that the instructor is well-prepared, knowledgeable, and effective in communication, with a positive impact on student learning. However, enhancing syllabus clarity and providing additional materials could further strengthen the teaching experience and improve student satisfaction.
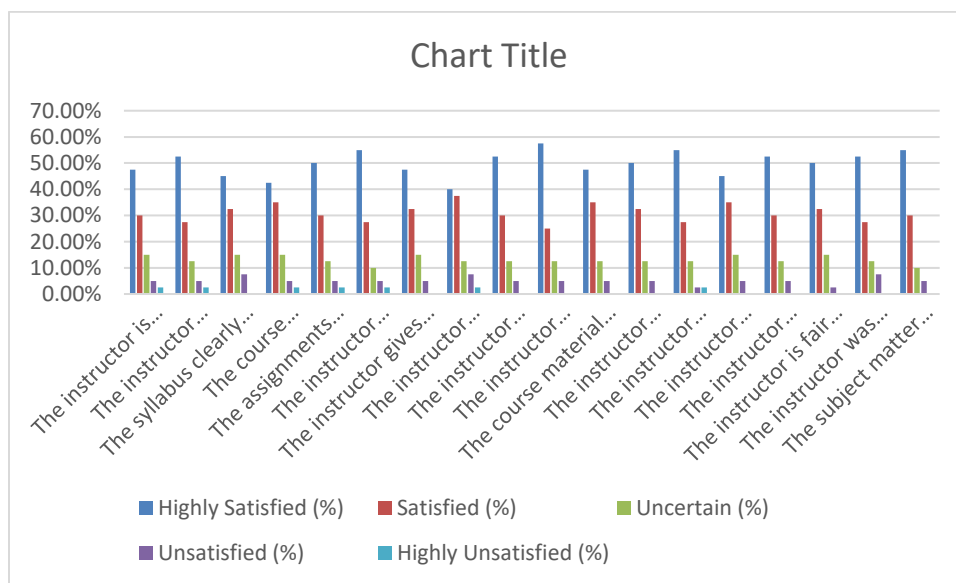

Figure 28: Teacher Evaluation on ANTH 304, Session Spring 2020

Teacher Evaluation on ANTH 305, Session Spring 2020

The course of Political Science was taught by Dr. Abid Ghafoor Chaudhry. The feedback shows a predominantly positive response, with Highly Satisfied ratings ranging from 40.0% to 57.5% and Satisfied ratings between 27.5% and 37.5%, indicating that many students

appreciated the instructor's efforts and teaching style. The Uncertain category ranges between 10.0% and 17.5%, suggesting that some students were undecided on certain aspects of the course. Unsatisfied responses remain low, between 2.5% and 7.5%, while Highly Unsatisfied responses are almost negligible, appearing only in a few cases at 2.5%.

The most positively rated aspects include the instructor's respect towards students (57.5%), subject knowledge (55.0%), and the ability to increase student knowledge (55.0%), reinforcing the instructor's expertise and professionalism. On the other hand, the integration of theoretical concepts with real-world applications received the lowest Highly Satisfied rating (40.0%), suggesting that this area might need improvement. Overall, the instructor has been well-received, with students expressing strong satisfaction with their teaching, communication, and fairness in assessment. Minor areas for improvement include enhancing real-world applications and providing more supplementary learning materials.
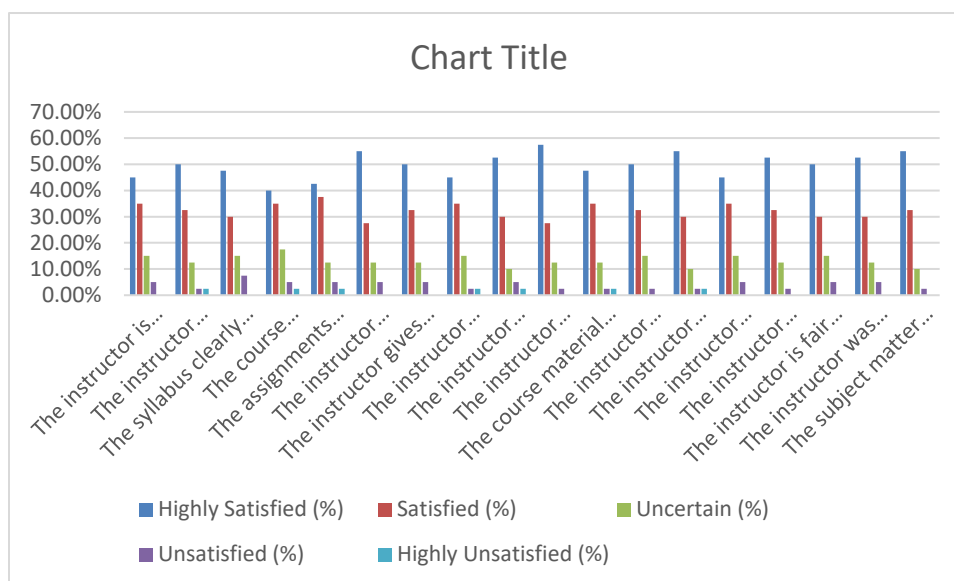

Figure 29: Teacher Evaluation on ANTH 305, Session Spring 2020

Teacher Evaluation on ANTH 405, Session Fall 2020

The evaluation results indicate that the instructor is generally well-received, with most students expressing satisfaction with their teaching methods. More than 50% of students rated

the instructor as "Highly Satisfied" in areas such as demonstrating subject knowledge (55%), respect towards students and class participation (53%), maintaining a conducive learning environment (52%), and effectively increasing student knowledge (54%). These results suggest that the instructor is competent, knowledgeable, and fosters a positive learning environment.

Additionally, time management is a strong point, as 51% of students highly agreed that the instructor leaves on time, and 50% were highly satisfied with their availability for office hours and consultations. The instructor also received high ratings for course preparation (48%) and timely arrival to class (50%), indicating professionalism and discipline.bHowever, some areas require improvement. For instance, only 40% of students were highly satisfied with the provision of additional material apart from the textbook, suggesting that students might benefit from more supplementary learning resources.

Similarly, 42% found the integration of theoretical concepts with real-world applications to be highly satisfactory, which indicates potential for better practical examples or case studies.Furthermore, a small percentage of students (5-10%) expressed dissatisfaction in various areas, particularly in providing additional material (10% unsatisfied or highly unsatisfied), integrating real-world applications (10%), and fairness in examinations (8%). These are areas where the instructor could consider refining their approach to enhance student learning and engagement.
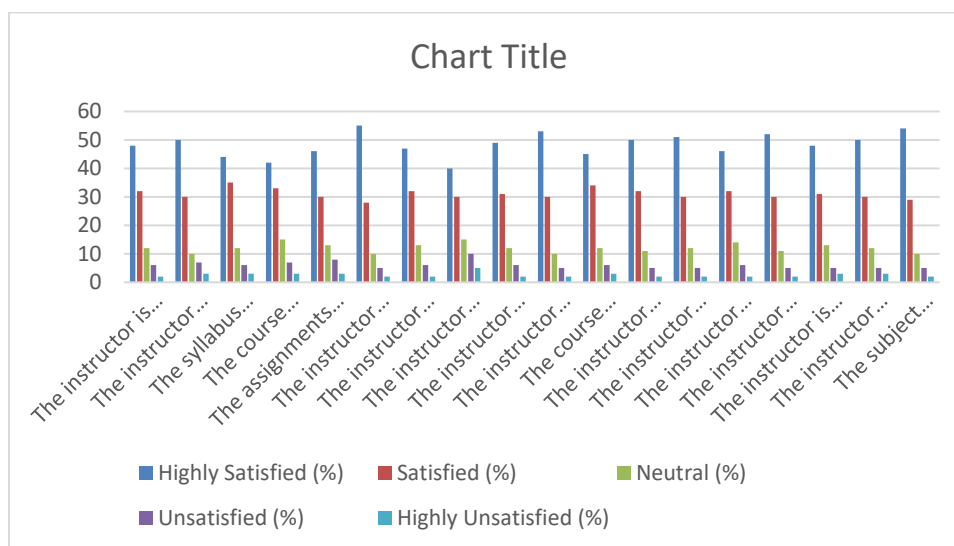
Figure 30: Teacher Evaluation on ANTH 405, Session Fall 2020

Teacher Evaluation on ANTH 407, Session Fall 2020

The teacher evaluation of Dr. Abid was done for the course of International Relations. The results indicate that the instructor received overwhelmingly positive feedback, with Highly Satisfied responses ranging from 42.5% to 57.5% across different evaluation criteria. The Satisfied category remains strong, generally between 27.5% and 40.0%, indicating that around 80% to 90% of students had a positive perception of the instructor's performance. The Uncertain responses range between 7.5% and 15.0%, suggesting that a small portion of students was indecisive about specific aspects of the course. Unsatisfied responses remain low, between 2.5% and 5.0%, while Highly Unsatisfied responses are almost non-existent, with only one instance of 2.5%.

The highest-rated aspects include the instructor's knowledge of the subject (57.5%), respect towards students (55.0%), and ability to increase students' knowledge (55.0%), demonstrating the instructor's strong command over the subject and their positive engagement with students. The lowest Highly Satisfied ratings (42.5%) appear in areas like providing additional materials apart from the textbook, indicating a possible area for improvement.

Overall, the feedback suggests that the instructor is highly effective and well-received, with only minor areas needing enhancement, such as providing supplementary materials and further integrating real-world applications into the course content.

Figure31: Teacher Evaluation on ANTH 407, Session Fall 2020

Teacher Evaluation on ANTH 407, Session Spring 2021

The course ANTH-407 was taught by Ms. Rabia Javed, in this session spring 2021. In evaluation of the instructor as shown in the graph clearly indicates that students were highly satisfied by the course and its method used by instructors. Only regarding the arrival of instructor on time 85% were highly satisfied and 15% were satisfied.
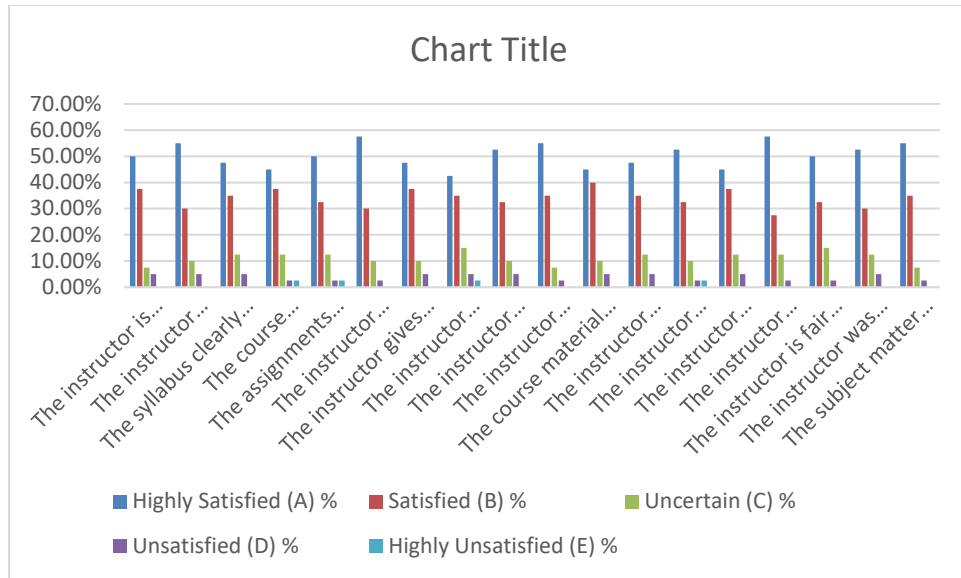
Figure 32:Teacher Evaluation on ANTH 407, Session Spring 2021

Teacher Evaluation on ANTH 507, Session Fall 2021

The course ANTH-507 was taught by Ms. Rabia Javed. About 50% student were highly satisfied, and 50% were uncertain that the instructor is fair in examination. Approximately 50% student were highly satisfied, 50% were satisfied that the instructor communicates the subject matter effectively. Almost 50% student were highly satisfied, and 50% were uncertain that the subject matter presented in the course has increased the knowledge of students. About 50% student were highly satisfied, 50% were satisfied that the instructor maintained an environment that was conducive to learning. Approximately 50% student were highly satisfied, and 50% were uncertain that the course material was updated and modern. Almost 50% student were highly satisfied, and 50% were uncertain that the assignments and exams covered the materials of course.

117

About 50% student were highly satisfied, and 50% were uncertain that the instructor always arrived on time. Approximately 50% student were highly satisfied, and 50% were uncertain that the instructor was available during the specified office hours and also after classes. Almost 50% student were highly satisfied, 50% were satisfied that instructor returned the graded scripts. About 50% student were highly satisfied, and 50% were uncertain that instructor provided the additional material apart from the textbooks. Approximately 50% student were highly satisfied, and 50% were uncertain that instructor demonstrated the knowledge of the subject. Almost 50% student were highly satisfied, and 50% were uncertain that instructor provided the course split schedules during first week.

About 50% student were highly satisfied, and 50% were uncertain that instructor gives citations regarding the current situation with Pakistani context. Approximately 50% student were highly satisfied, and 50% were uncertain that the course integrates theoretical course concepts with real world. Almost 50% student were highly satisfied, and 50% were uncertain that the syllabus clearly states course objectives requirements. About 50% student were highly satisfied, 50% were satisfied that instructor was prepared for the class. Almost 50% student were highly satisfied, and 50% were uncertain that instructor leave class on time. Approximately 50% student were highly satisfied, and 50% were uncertain that instructor shows respect towards the students.
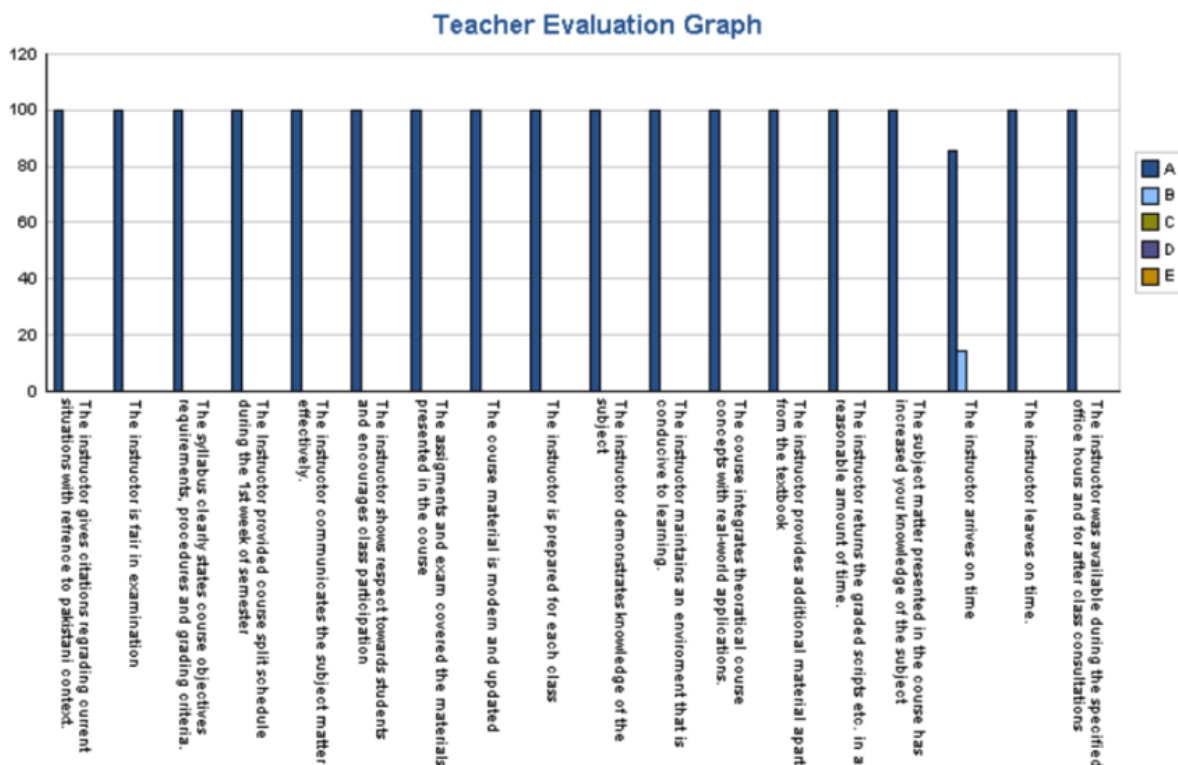
Teacher Evaluation Graph

Figure 33: Teacher Evaluation on ANTH 507, Session Fall 2021

Teacher Evaluation on ANTH 502, Session Spring 2022

The course ANTH-502 was taught by Ms. Rabia Javed. About 35% student were highly satisfied, 45% were satisfied and 10% were uncertain and 10% were disagree that the instructor is fair in examination. Approximately 55% student were highly satisfied, 45% were satisfied that the instructor communicates the subject matter effectively. Almost 45% student were highly satisfied, 55% were satisfied that the subject matter presented in the course has increased the knowledge of students. About 45% student were highly satisfied, 45% were satisfied and 10% were disagree that the instructor maintained an environment that was conducive to learning.

Approximately 55% student were highly satisfied, 35% were satisfied and 10% were disagree that the course material was updated and modern. Almost 35% student were highly satisfied, 55% were satisfied and 10% were disagree that the assignments and exams covered the materials of course. About 22% student were highly satisfied, 78% were satisfied that the

instructor always arrived on time. Approximately 55% student were highly satisfied, 45% were satisfied that the instructor was available during the specified office hours and also after classes. Almost 35% student were highly satisfied, 45% were satisfied and 10% were uncertain and 10% were disagree that instructor returned the graded scripts.

About 45% student were highly satisfied, 55% were satisfied that instructor provided the additional material apart from the textbooks. Approximately 35% student were highly satisfied, 65% were satisfied that instructor demonstrated the knowledge of the subject. Almost 45% student were highly satisfied, 35% were satisfied and 10% were uncertain and 10% were disagree that instructor provided the course split schedules during first week. About 55% student were highly satisfied, 45% were satisfied that instructor gives citations regarding the current situation with Pakistani context.

Approximately 45% student were highly satisfied, 55% were satisfied that the course integrates theoretical course concepts with real world. Almost 35% student were highly satisfied, 55% were satisfied and 10% were disagree that the syllabus clearly states course objectives requirements. About 35% student were highly satisfied, 65% were satisfied that instructor was prepared for the class. Almost 55% student were highly satisfied, 45% were satisfied that instructor leave class on time. Approximately 35% student were highly satisfied, 65% were satisfied that instructor shows respect towards the students.

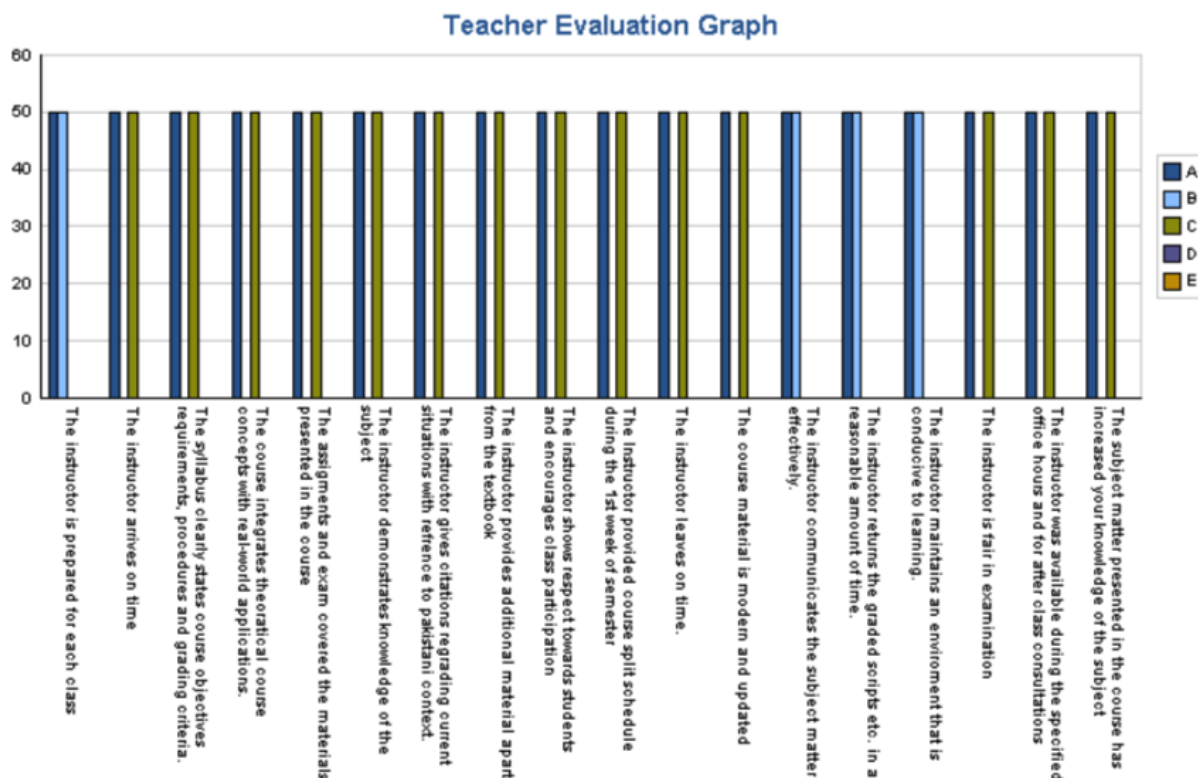**Teacher Evaluation Graph**

Figure 34:Teacher Evaluation on ANTH 502, Session Spring 2022

Teacher Evaluation on ANTH 504, Session Spring 2022

The survey results indicate that the instructor received highly positive feedback, with Highly Satisfied responses ranging between 40% and 53.3% across all categories. The Satisfied category follows closely at around 26.7% to 33.3%, showing that a majority of students (approximately 80% or more) were pleased with the instructor's performance. The Uncertain category remains relatively low, between 6.7% and 13.3%, suggesting that only a small fraction of students were unsure about specific aspects of the instructor's performance. Unsatisfied responses are minimal, fluctuating between 3.3% and 6.7%, while Highly Unsatisfied responses are almost non-existent, never exceeding 3.3%.

Among the highest-rated aspects, the instructor's knowledge of the subject, respect towards students, and ability to increase students' knowledge stand out, each receiving over 53% Highly Satisfied responses. Meanwhile, aspects such as providing additional material apart from

the textbook and integrating real-world applications received relatively lower Highly Satisfied ratings (40%) and had a slightly higher percentage of Uncertain and Unsatisfied responses, indicating potential areas for improvement.

Overall, the data suggests that the instructor is highly effective and well-received by students, with only minor areas needing enhancement, such as providing additional materials and connecting course content to real-world applications more effectively.
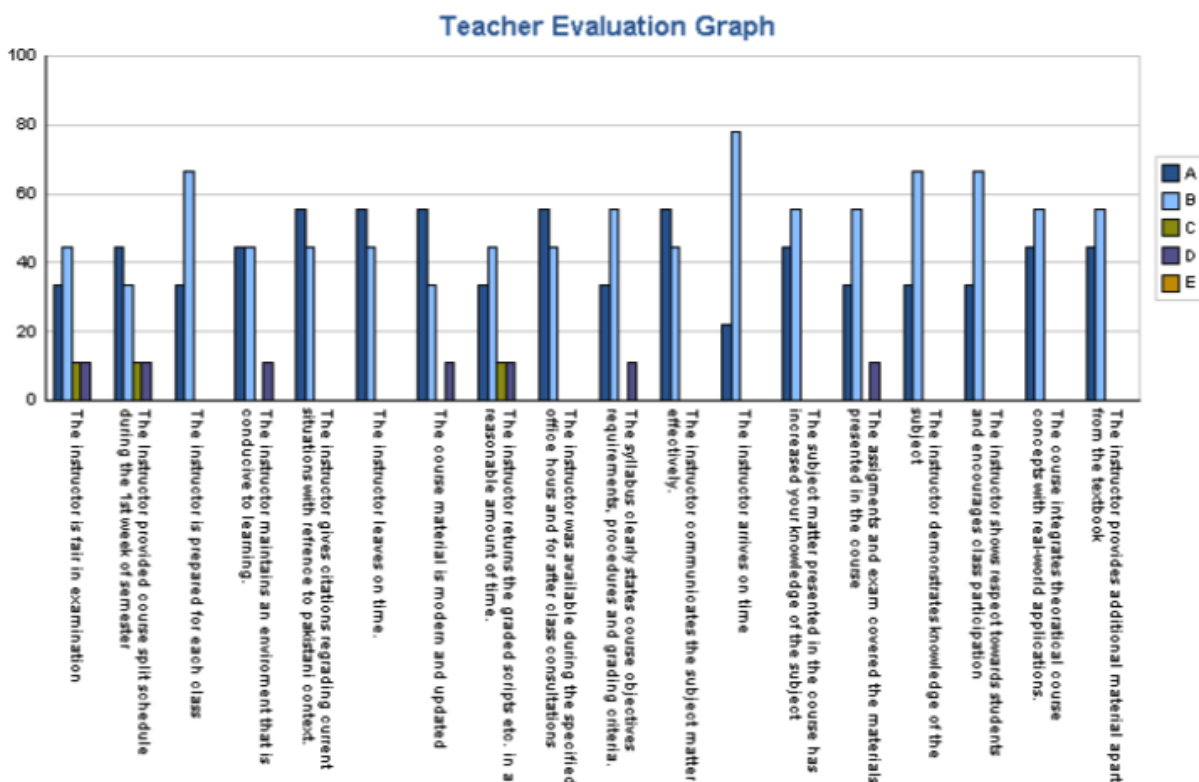

Figure 35: Teacher Evaluation on ANTH 504, Session Spring 2022

Teacher Evaluation on ANTH 520, Session Spring 2022

The evaluation reflects strong overall satisfaction with the instructor's teaching performance, with a majority of students (over 50%) rating them as "Highly Satisfied" in several areas. The highest-rated aspects include demonstrating knowledge of the subject (56%), showing respect towards students and encouraging class participation (54%), and maintaining an environment conducive to learning (53%). These scores highlight the instructor's expertise, engagement, and ability to create a positive learning atmosphere.

Time management is another strong aspect, with 52% of students rating the instructor as highly satisfied for arriving on time and leaving on time, reinforcing their discipline and punctuality. Additionally, 55% of students stated that the course had increased their subject

knowledge, indicating effective content delivery and learning impact. However, there are some areas that require attention. The provision of additional materials apart from the textbook received the lowest satisfaction rating (39%), with 14% of students expressing dissatisfaction. This suggests a need for more supplementary resources, such as case studies, articles, or external readings. Similarly, the integration of theoretical concepts with real-world applications had only 43% highly satisfied responses, indicating room for improvement in connecting academic knowledge with practical examples.A small percentage of students (5-10%) expressed some dissatisfaction across various areas, particularly in assessment fairness, timely return of graded assignments, and clarity of the syllabus. While these ratings are not significantly low, improvements in assessment transparency and structured guidelines could enhance student confidence in the grading process.
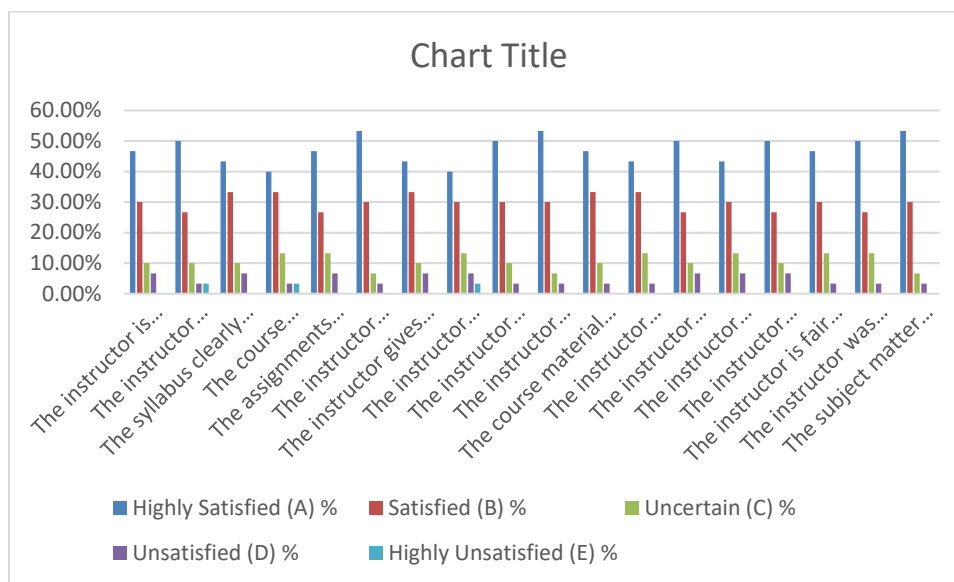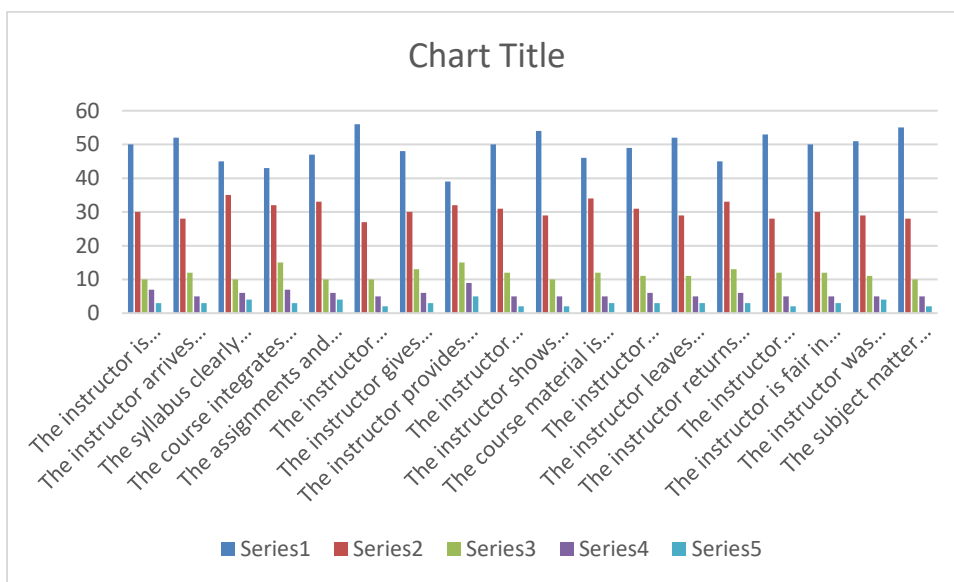

Figure 36: Teacher Evaluation on ANTH 520, Session Spring 2022

Teacher Evaluation on ANTH 699, Session Spring 2022

The evaluation results show a high level of student satisfaction with the instructor's teaching performance. Over 50% of students rated the instructor as "Highly Satisfied" in key areas such as subject knowledge (57%), respect for students and class participation (55%), and creating a conducive learning environment (54%). These findings suggest that the instructor is highly competent, fosters student engagement, and ensures an effective learning atmosphere.

123

Time management is another strong aspect, with 54% of students highly satisfied with the instructor's punctuality and 53% stating that the instructor leaves on time. Additionally, 56% of students reported that the course increased their knowledge of the subject, indicating effective content delivery and meaningful learning outcomes.However, some areas require attention. The provision of additional learning materials received the lowest satisfaction rating (38%), with 14% of students expressing dissatisfaction. This suggests a need for more supplementary resources, such as research articles, practical case studies, or real-world examples. Similarly, only 41% of students were highly satisfied with the integration of theoretical concepts with real-world applications, indicating room for improvement in making course content more applicable to real-world scenarios.

A small percentage of students (5-10%) expressed some dissatisfaction across various areas, including assessment fairness, timely return of graded assignments, and syllabus clarity. Addressing these concerns through greater transparency in grading, structured feedback, and clear communication of expectations could further enhance student confidence in the course structure.Overall, the instructor demonstrates strong subject knowledge, effective classroom management, and student engagement. To further improve the learning experience, a greater focus on providing supplementary materials and integrating real-world applications into the coursework is recommended. Maintaining effective communication, fair grading policies, and structured course planning will help sustain and enhance student satisfaction.
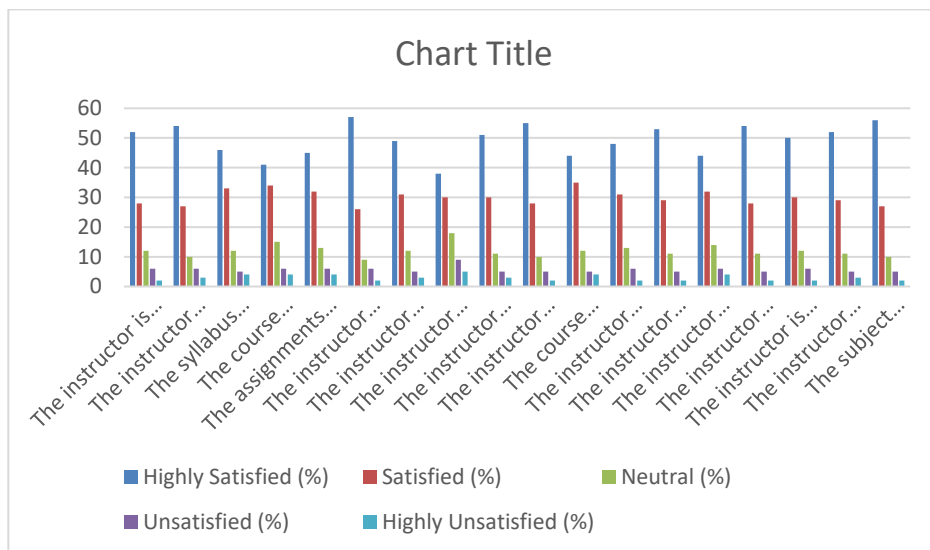
Figure 37: Teacher Evaluation on ANTH 699, Session Spring 2022

124

Criterion 2:Curriculum Design and Organization

BS Anthropology

A minimum of eight semesters and maximum of twelve.semesters is offered in 4 years duration program.

Pre-requisites of the Program

1. As per university's criteria, potential candidate intending to take admission, must have passed the intermediate with at least 50% marks from a HEC recognized institution.

2. Except the children of university employees, all other candidates are required to be descended from Barani districts of Punjab.

3. Potential candidates from areas other than the Barani districts of Punjab intending to seek admission are admitted in evening programs only. The admission to evening programs is open for all Pakistani nationals fulfilling university's admission criteria.

Definition of Credits

The minimum course requirement is 130 credit hours while the maximum is 140 credit hours (as per HEC).A full time student shall be required to take courses not less than 12 credits hours in a semester.

Examination and Weightage

a) Theory

In theory paper, student's evaluation shall be done by mid-term examination, assignment / quizzes / term paper & final examination. Both the mid-term & final examinations shall be compulsory; a student who misses the mid term examination, he shall not be allowed a make-up

examination & shall be awarded zero marks in that examination, however, he may appear in the final examination. In case a student does not appear in the final examination of a course, he shall be deemed to have failed in that course. In theory, weight-age to each component of examination shall be as prescribed here under:

Mid Examination 30 %

Assignments 10 %

Final Examination 60 %

b) Practical

For practical examination (if applicable) 100% weightage will be towards final examination.

Eligibility for Examination:

A student shall be eligible to sit for the examination provided that he/she has been on the roll of the University during that semester, has registered himself / herself for the courses of studies and has attended not less than 75% of the classes in theory and practical. The minimum pass marks for each course are 40% for undergraduate.

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

As the BS Anthropology Cycle has not been completed yet but the courses taught in BS are consistent and support the documented objectives and outcomes of the program. The students are also working as internee in different organizations during summer with good grades achieved in previous semesters.

Assessment of the Anthropology Curriculum

The curriculum has been designed and approved through proper channel according to the university rules and regulations. Little modifications are also done for updating the curriculum as recommended by academic bodies of the university.

The curriculum satisfied the general arts and professional and other disciplines required for the program according to the demands and requirements set by the HEC Pakistan.

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

The Table indicates courses that play vital role in developing the theoretical background, problem analysis and solution design.

Table5: Theoretical Background, Problem Analysis, Solution Design

Elements	Courses	Titles
Theoretical Background	ANTH-301	Concepts in Anthropology
	ANTH-303	Anthropology in Pakistan
	ANTH-304	Micro Anthropology
	ANTH-403	Macro Anthropology
	ANTH-407	International Relations
	ANTH-410	Political Anthropology
	ANTH-501	Social History
	ANTH-510	Culture and Human Ecology
Problem Analysis	ANTH-405,	Archaeology

	ANTH-409,	Quantitative Research in Social Anthropology
	ANTH-504,	Qualitative Research Method
	ANTH-605,	Urban Anthropology and Architecture
	ANTH-611	NGOs and Social Development
Solution Design	ANTH-404,	Agricultural Anthropology
	ANTH-513,	Business and Corporate Anthropology
	ANTH-518,	RSPN and Participatory Development
	ANTH-525,	Social Advocacy and Mobilization
	ANTH-623	Social and Public Policy

Standard 2-3: The curriculum satisfied the core requirement laid by accreditation bodies

The comparative analysis of the Programme: The Department of Anthropology follows the guidelines given by HEC.

Standard 2-5: The curriculum satisfied the general education, arts and professional andother discipline requirement as laid by HEC

The curriculum must satisfy general education, arts, and professional and other discipline requirements for the Programme, as specified by the respective accreditation body / council.

The Department of Anthropology follows the guidelines given by HEC for designing its curriculum. The curriculum is updates from time to time. Generally it satisfies overall educational requirements by employing interdisciplinary approaches required for the Programme.

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

Computing and IT aspects were considered as vital while preparing curriculum. After a through critical review updated curriculum contents were incorporated in the scheme of studies. Our class room is IT equipped and majority of our lectures are IT supported however, students study and receive exclusive training of IT techniques and necessary skills in these two courses.

Table6: Pure computing courses

Course Code	Course Title	Credit Hours
CS-301	Introduction to Computing	3(3-0)

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

Table7: Courses for Enhancing Skills

Course Code	Course Title	Credit Hours
ANTH-719	Special Problem	1(1-0)
ANTH-720	Seminar	1(1-0)

The above mentioned two courses, each of one credit hour are compulsory course that are offered at Masters Level. In these two courses, students select any social/current issue. Students do extensive semester length work, following the basic research steps and prepare a report which is presented both in oral as well as written form. The analysis and presentation are usually done on computer.

Criterion 3:Laboratories and Computing Facilities

This criterion is not applicable on the department of Anthropology as we donot have any Laboratories and Computing Facilities available in the department.

Criterion 4:Student Support and Advising

The following offices organize regular support programs for students and provide information regarding admissions & scholarship schemes to the students.

- Director of Students Affairs, Directorate of Student Resource Center (SRC), Financial Assistance (FA&UA), and Sports.
- Office of the Director Students Affairs also solves the student's problems on regular basis. Similarly it organizes various cultural events.
- The Department under the supervision of its Chairman arranges various orientation sessions, study/recreational tours for the students.

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

- As a general rule coursed are offered as per the policy of HEC & University.
- To complete the program in a timely manner frequency of courses are offered as per the approved scheme of studies.
- Elective courses are offered in the light of HEC's directives/ University rules.

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

At both theoretical as well as practical levels, Department of Anthropology is striving hard to ensure Outcome Base Education (OBE) by optimizing frequent effective interactions between students, faculty and Teaching Assistants during the entire course of studies keeping in mind the specific needs and background of the students. Likewise various public forms are arranged both by the university and department where students get the opportunity to present

their work and interact with diverse academic arena. Theoretical problems are explained in class room and assessed through exams and assignments whereas practical work is carried out in the field. To expose the students to social and economic milieus of lives students are engaged in rapport writing towards the end of their degree program.

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.

A number of steps have been taken to provide guidance to students

- Information about program requirements is provided through Chairman's office likewise personal communications via teachers-student meetings is a frequent happening.
- Interim meetings are frequently held at administrative/ faculty level.
- Matter of urgent nature is tackled by the office of Director Student Affairs.
- Directorate of Student Resource Center provides information regarding financial Assistance/scholarships and job opportunities.
- A well established tutorial system is also functional to facilitate university students of all departments wherein on every Thursday two periods are reserved for extracurricular activities.
- Students are encouraged to participate in the research podiums held at the university and represent themselves in other universities/organization after seeking due permission.
- ORIC office has different programs to assist students via their concerned department/supervisors.

Criterion5: Process Control

Process control deals with student's admission, registration and faculty recruitment, organization of semester activities that are administered by university administration and various statutory bodies of the versity.

Standard 5.1:The process by which students are admitted to the program must be based on quantitative and qualitative criteria and clearly documented. This progress must be periodically evaluated to ensure that it is meeting its objectives.

- HEC and the University rule provides an overall guideline.
- For this purpose, an advertisement is published in the National News Papers and university website by the Registrar Office.
- An admission criterion is predefined based on that strict merit criteria is determined via CMS and applied.

Standard 5.2: The process by which students are registered in the program and monitoring of students progress to ensure timely completion of the program must be documented. This process must be periodically evaluated to ensure that it is meeting its objectives

- After completion of the registration process, list of students' name is forwarded to Registrar Office for registration purpose reference to a particular department. Moreover, registration is done one time only for each degree program.
- Enrolled students are evaluated through mid, final exams, practical exams and assignments. Wherein only those students are promoted to next semester/level that fulfills the promotion criteria.

Standard 5.3:The process of recruiting and retaining highly qualified faculty members must be in place and clearly documented. Also process and procedures for faculty evaluations, promotion must be consistent with instruction mission statement. These processes must be periodically evaluated to ensure that it is meeting with its objectives.

For recruitment and retaining of qualified faculty, university follows HEC's policy/clarifications

- Approved vacant/newly created positions are advertised in national newspapers,
- Applications are received through the Registrar office
- Call letters are issued to the candidates shortlisted based on their experience, qualification, publications as determined by the University/HEC and external evaluation of dossiers (if required).
- Against advertised posts candidates are interviewed by the Selection Board of the university and Vice Chancellor. Induction of candidates is based on number of approved vacancies.
- Selection of candidates is approved by the Syndicate after that orders to joining are issued by the Registrar Office within a stipulated time period.
- Tenure Track System (TTS) has been adopted by the University that is effectively attracting and retaining qualified faculty.
- HEC supports appointment of highly qualified foreign faculty (fresh PhDs) via IRSIP program. University has a significant number of faculty serving on IRSIP.
- HEC also support induction of highly qualified Professors, National Professors as foreign faculty and in concerned discipline.

Standard 5.4:The process and procedures used to ensure that teaching and delivery of course material to the students emphasized active learning and that course learning outcomes are met. The process must be periodically evaluated to ensure that it is meeting its objectives.

- To ensure effective teaching, department periodically amends curriculum contingent to necessities, developments, and new innovation.
- With the rise of new fields, from time to time new courses are included in the curriculum in the light of HEC directives.
- Students usually consult/buy cheap Asian editions of books published in advanced countries. These books are also available in the University library, where modest

documentation, copying, and internet facilities are available for students and faculty. Almost all the lectures involve the use of multimedia and other AV aids to meet the outcome of teaching. The progress is regularly reviewed in the staff meetings and by the concerned quarters like QEC.

Standard 5.5:Completion of Program Requirements

The Controller of Examinations office announce and notify dates of initiation and closing of examination. The assessment system comprises of class tests/quizzes, midterm and final term exams, practical/ tasks/reports/assignments and oral presentations. The base pass marks for each course is 40%.

In theory, weightage to each component of examination is as prescribed here under:

1. Mid Examination 30%,
2. Assignments 10%
3. 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 BS students who secure highest marks. Degrees are awarded to the students on the annual convocation that is held every year.

CRITERION 6: FACULTY

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

At present there are three regular Lecturers (out of which one is on ex-Pakistan leave to pursue her P.hD while the second one is doing P.hD from Pakistan, she is likely to avail study leave soon), One Assistant Professor, and one Associate Professors serving in the Department of Anthropology. Currently the interests of existing faculty members are adequate to meet the requirements of the courses taught to the BS program however, since some of the faculty members are busy with their studies there is a dire requirement for creating new posts to cater the workload for the program being offered.

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

Opportunities for research and trainings are provided to the faculty members both within campus and beyond as per the available resources. Allowance for theses supervision is there to promote quality research. All the faculty members have access to internet facility. A well established library is available on the campus with latest books. Besides this all the faculty members have access to HEC permitted resources for the faculty. Currently only two faculty members hold P.hD degree in relevant discipline. For future strengthening and value addition of

the department One faculty member is on ex-Pakistan leave for her studies from USA while one is pursuing her P.hD within the country.

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

University viz a viz department of Anthropology is always there to encourage its faculty by allocating them reasonable teaching load and sizeable classes. Teachers are also involved in various social activities within the department, university and beyond. Seniors are always supportive towards their juniors and ready to guide and support them. To promote research, University is providing financial support to young faculty in the form of projects. ORIC office of the university is providing various incentives on competitive basis for paper publication, paper presentation, research award, small research grants, financial support for book writing/publication and organizing seminars/workshops. There is dire need to attract and appoint more faculty members not only to run the program successfully but also to initiate P.hD degree program in the Department.

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

Currently only two faculty members hold PhD. Degree while two are pursuing their PhD study.

Standard 6-5: Dedicated faculty members, sufficient to research, are to remain in their current discipline

All members are committed towards research and supervision of students of BS Anthropology and M.Phil programs. Some of the faculty members are also conducting their funded research projects.

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

A system is in place for Faculty development through workshops/seminars/trainings/research-based opportunities and foreign exposure.

136

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

University viz a viz department of Anthropology is always there to motivate its faculty similarly junior faculty members are encouraged appreciation by their seniors. Platforms for research funding are provided through ORIC office. Results of faculty survey employing **Proforma-5**are presented that shows satisfaction level of the faculty against majority of the parameters.

Faculty Survey as per parameters mentioned in proforma 5, Conducted in June, 2022

Table 8: Results of Faculty Survey

Sr. #	Parameter	Dr. AbidGhafoor Chaudhry	Ms. RabiaJawed	Ms. ShaguftaHamid Ali	Dr. Mahwish Zeeshan	Dr. Nazia Rafique
1.	Your mix of research, teaching and community service.	B	B	B		
2.	The intellectual stimulation of your work.	A	B	B		
3.	Type of teaching / research you currently do.	B	B	A		

4.	Your interaction with students.	A	A	A		
5.	Cooperation you receive from colleagues.	B	B	A		
6.	The mentoring available to you.	A	B	A		
7.	Administrative support from the department.	A	C	A		
8.	Providing clarity about the faculty promotion process.	B	B	B		
9.	Your prospects for advancement and progress through	B	A	B		

	ranks.					
10.	Salary and compensatio n package.	B	B	B		
11.	Job security and stability at the department.	A	A	A		
12.	Amount of time you have for yourself and family	B	E	C		
13.	The overall climate at the department.	A	B	A		
14.	Whether the department is utilizing your experience and knowledge	A	C	B		
15.	What are the best programs / factors	1. Opportuni ties to collaborat e with	It is the interaction with the young minds	The best factors are the opportunities		

	currently available in your department that enhance your motivation and job satisfaction:	MOHR regarding HR interventions 2. Future program of initiating P.Hd Program 3. Academic commitment of Staff and Students 4. BS and M.phil Programs	that motivates and gives zeal to bring a positive change that will contribute towards nation building.	being provided to enhance my administrative skills. Furthermore, department provide platform to work on research papers.	
16.	Suggest programs / factors that could improve your motivation and job satisfaction?	The motivation can also be enhanced by provision of promotion.	1. Better salary structure and promotion procedure. 2. A conducive	1. Access to development organizations 2. Opportunity to participate in foreign	

			environment for professional grooming through institutional support and trainings.	trainings		

A: Very satisfied

B: Satisfied

C: Uncertain

D: Dissatisfied

E: Very dissatisfied.

CRITERION 7: INSTITUTIONAL FACILITIES

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

The faculty has access to the e-library which is really helpful to promote their research outputs. However, the Department of Anthropology lacks of computing facilities because number of faculty members does not have access to the PCs and most of the faculty members are using personal PCs to perform official endeavors. No registered software are available at departmental level. In this regard registered versions of Endnote, Atlasti, Microsoft Windows, Office XP, Adobe reader, and writer are required. A printer with inbuilt scanner and fax facility is urgently needed by each faculty member. The latest software of qualitative analysis like Nvivoetc shall also be provide enabling the graduates and faculty to fulfill current market demands.

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 Central Library has limited number of books, journals and periodicals particularly in the field of Anthropology. It's a small library in term of space and facilities with no catalogue systems. It does not meet the standards of a University Library and it doesn't have sufficient budget separately allocated to purchase anthropology books. No separate departmental library is available for ease of access for the enrolled students.

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

The Department of Anthropology is having not only limited space but it also lacks basic facilities like kitchen and a separate washroom for female staff. Only one class room is available to cater the requirements of all degree programs which are also not enough to meet the burden of three degree programs running simultaneously. Lack of labs space is also affecting the scope and quality of teaching. At present offices for the faculty are insufficient so they are unable to carry out their academic responsibilities to their fullest and best of potential

CRITERION 8: INSTITUTIONAL SUPPORT

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

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

PMAS-UAAR expects its faculty to be at forefront when it comes to research. The current vice chancellor is very pro active and supportive with the faculty. He also asked the faculty members to produce at-least two research publications in ISI indexed journals in a year. This will improve research as well as university's ranking. Periodic scholarly sessions are held from time to update faculty and students on current issues. To monitor and evaluate faculty performance periodic surveys are conducted by the university. Research support is provided to selected faculty members based on merit through ORIC grants by various funding agencies including PMAS-UAAR. As a token of appreciation the worthy Vice Chancellor has recently awarded research awards to the best faculty members. To attract highly qualified faculty member and subsequently to address the issue of staff, university is also striving hard. Overall the Department of Anthropology also faces shortage of class rooms, physical assets (like research labs) and computing facilities.

Standard-8.2: There must be an adequate number of high-quality graduate students, research assistants and Ph.D. students

Student intake in the program is on yearly basis after a strict merit policy. Details of the students enrolled in various programs during session 2019-2024 are presented in the following table.

Table 9: Total number of students enrolled

Sr. No	Program	Year	Total Enrollment
1.	BS Anthropology	2019	47
2.	BS Anthropology	2020	50
3.	BS Anthropology	2021	18
4.	BS Anthropology	2022	06
5.	BS Anthropology	2023	10
6.	Total Students		131

Under the patronage of the worthy Vice-Chancellor, the department hired teaching assistants for Fall, 2021 and Spring, 2022.

The department is aspiring to initiate its Ph.D. Program as soon as the Ph.D. faculty members join the permanent faculty member to the department team.

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

Although, administration of the University provides financial resources but they are meager to fulfill the needs of the Department of Anthropology. To strengthen the program there is dire need to increase budget in order to establish research laboratories, purchase of latest books and computing facility.

Summary

The department of anthropology initiated in 2015 as independent department offering M.Sc and Mphill Anthropology, previously M.Sc Anthropology Program was running successfully since 1999. Considering HEC criteria of Phasing out the master's program, the department started working on offering a comprehensive BS Program catering the needs of wide array of students. The department offered its first admissions in 2019, since than the Department induct fresh batch every year.   The Self-Assessment report of BS anthropology is partially complete as the program is still running; students are in phase of completing their degrees. The true measurement of the program objectives is only possible when students complete their degrees and are in market to be employed by the employers.

The Faculty at Department of Anthropology meticulously designed program objectives, considering that the program was designed considering the need of the time. A due deliberation is given while designing the course work considering the international trends and with a motto in mind problem solving orientation of the theoretical knowledge given in books while following the guidelines given by the HEC in curriculum designing. The department of Anthropology previous Programs also highlights our commitment in exceling in Teaching and research of the students. The objectives were also set forward with strategic plan to achieve. The rigorous trainings the graduate will receive during four year degree programs will not only enable them to be Subject ambassadors of the Anthropology but also gave them unique ability in problem solving and practically implementing the acquired knowledge to give legit solutions to the problems of Pakistan. Conversely, the true outcomes of the program can be measured once the degree is complete in all aspects. Under the patronage of the Worthy Vice Chancellor the department is strengthened through hiring of permanent Faculty members.   However, in order to flourish the Department of Anthropology, it is felt that there is dire need of institutional support for strengthening the Department of Anthropology by providing senior faculty members, field assistant(s), labs and additional supporting staff and necessary computing facilities. This will not only help in smooth functioning of the Department of Anthropology but it will also enable the Department of Anthropology to start its PhD program.

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Personal Electronic Mail:abidgc@gmail.com

Official Electronic Mail: abidgc@uaar.edu.pk

PERSONAL STATEMENT

I hold a Doctorate Degree in Anthropology from Quaid-i-Azam University, Islamabad. Besides, I hold two Masters Degrees. I firstly did degree in Anthropology from Quaid-i-Azam University, Islamabad in 1997 and secondly, Master's Degree in Political Science from University of Sargodha. I have polished my academic and professional skills both from Pakistan and abroad. I have worked with several organizations in different capacities ranging from research, training, project planning and management. I also assisted *Government of Pakistan, and Save the Children, Norway* in the preparation of *three out of four Country Reports on United Nations Convention on the Rights of the Child (UNCRC) as National Consultant*. I have headed a UNICEF funded- National Project on first ever launched *'Child Protection Management Information System'* (CPMIS) as First National Project Manager.

I regularly provide consultancy services to the UNICEF and Government of Azad Jammu and Kashmir (GoAJ&K) for launching the community level interventions regarding Child Protection and also provide technical inputs various action plans in child rights domain. I prepared the *'First Five Year Child Protection Plan of Action'* to pursue the AJK's Child Protection Policy. I was also involved in the holding and preparation of *'Pakistan's Country Report for Inter Parliamentary Unions' (IPU) Special Session on Children'* held in Pakistan. I also headed the *'First National Project on Forced Marriages'* launched mutually by the Government of United Kingdom (UK) and a civil society organization of Islamabad. I have collaborated with United States Education Foundation and Pakistan National Centre on Ageing (PNCA) in various projects regarding Productive Ageing jointly implemented by both organizations. I am editor of *first Pakistani Newsletter on 'Productive Ageing'* published quarterly by Pakistan National Centre on Ageing (PNCA). I am in process of collaborating with *Help Age International* and Regional Development Network (RDN) regarding the UNFPA funded projects that are to be launched shortly.

In addition, I am of *Permanent Faculty* of Department of Anthropology and Sociology, PMAS- Arid Agriculture University, Rawalpindi since 1998. *I founded the Department of Anthropology in 1999 at the same university*. Being at PMAS-AAUR, I have been involved in various teaching, research and project planning and implementation assignments of the university in diverse fields like, Anthropology, Sociology, Economics, Statistics, Education, Business Studies. In addition, I have served various other

universities of Pakistan in different capacities. Currently, I am also implementing a Government of Punjab's funded Project on *'Human rights Awareness in School System of Punjab'*. The project is funded by Human Rights and Minorities' Affairs Department of the Punjab Government since 2011. The project is implemented jointly by the Department of Anthropology and Sociology and Government of the Punjab. I am regularly published Author of various Research Papers in HEC recognized national level Research Journals.

AREA OF EXPERTISE

Professional Skills

1. Development Anthropology & Development Economics
2. Revitalization of Indigenous Knowledge System
3. Socio-Cultural Changes and Sustainable Rural Development
4. Rights (Human, Children, Women, Ageing, Minorities, & Disabled)
5. Political Organizations, Indigenous Political Institutions & Political Sociology
6. Medical Anthropology & Cultural Medical Systems
7. Local Government and Public Administration
8. Social Mobilization and Capacity Enhancement
9. Motivational Campaigning and Attitudinal Engineering
10. Research Planning, Execution, Data Handling and Error Analysis

Technical Skills

1. Project Preparation & Development
2. Research Supervision especially in multi ethnic and multi lingual and multi cultural environment
3. Technical Report Writing and Data Analysis
4. Training Manuals Development & Concept Papers
5. Training Imparting as Independent Trainer
6. Event Organization & Management
7. Running Self-initiated and Motivational Social Change Campaigns
8. Proven Leadership Qualities especially in Challenging and Harsh Social Situations
9. Group Work Skills with all levels of Social and Cultural Diversities
10. Computer Literate

Networking

1. European Union
2. JICA
3. UNICEF
4. Regional Development Network RDN)
5. Institute of Research & Development, Pakistan (IRDP)

6. Pakistan National Centre on Ageing (PNCA)
7. Pakistan Association of Anthropology (PAA)
8. Pakistan Association of Social Scientists (PASS)
9. Various Universities in Pakistan (PMAS-AAUR, QAU, PIDE, FJWU, IqraUNi.Bahria Uni, Uni. of Malakand, Uni. Of Peshawar, Uni. Of Sargodha, BZU – Multan, NSAU – Multan, UMT – Lahore, AIOU – Islamabad, KIU - Gilgit)
10. Various Federal Government Ministries and other Organizations
11. Various NGOs/CSOs in Pakistan

HEC Approved Research Supervisor

- I am Higher Education Commission (HEC) Government of Pakistan approved PHD Research Supervisor

ACADEMIC HISTORY

S. No	Level	Subject	Institution	OP	Thesis Topic
1.	Doctorate	Anthropology	Quaid-i-Azam University, Islamabad	013	Revitalization of Indigenous Knowledge Systems and Sustainable Rural Development in the Punjab Details HEC: http://eprints.hec.gov.pk/10809/1/2926S.html
2.	MA	Political Science	University of Sargodha, Sargodha	012	NIL
3.	MSc	Anthropology	Quaid-i-Azam University, Islamabad	997	Effect Evaluative Study of An Agricultural Developmental Project in the Punjab: A Case Study of Village Sacha Soda, Tehsil & District Sheikhupura
4.	BA	Psychology	University of the Punjab, Lahore	994	NIL
5	FA	Humanities	BISE Sargodha		NIL

				992	
6.	Matriculation	Science	BISE Sargodha	989	NIL
8.	Diploma	English	National University of Modern Languages, Islamabad	994	NIL
9.	Certificate	Women Rights	Quaid-i-Azam University, Islamabad	000	NIL
10.	Certificate	Gender & Development	Quaid-i-Azam University, Islamabad	001	NIL

INTERNATIONAL PROFESSIONAL QUALIFICATIONS

1. Diploma in Learning Disability,   The White House, London UK
2. Certificate in Health & Safety   Charted Institute of Environmental Health, London, UK
3. Fire Safety in Health Care Premises   Wray Part Training Centre, Surrey County Council, London, UK

JOB HISTORY (STARTING FROM LATEST)

1. Chairman/ Associate Professor, Department of Anthropology, (September 2016 to date)

2. In-charge/ Assistant Professor, Department of Anthropology (June 2014 to date) PMAS-Arid Agriculture University, Rawalpindi.

3. Lecturer, Anthropology Department (August 1999 – June 2014) in Department of Sociology & Anthropology, PMAS-Arid Agriculture University, Rawalpindi.

4. Lecturer (Contract) Sociology (December 1998 – August 1999) in Department of Sociology, PMAS-Arid Agriculture University, Rawalpindi.

5. National Consultant (May 1997- December 1998) UNICEF-National Commission for Child Welfare & Development, Government of Pakistan.

6. Senior Research Associate (April 1998 – February 2000) with Pakistan Institute of Social research (PISOR), Islamabad.

Dr.   Nazia   Rafiq

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Brief Profile

I hold Ph.D. in Anthropology from Quaid-i-Azam University, Islamabad Pakistan. I have a strong interest in culture and society of Pakistan with a focus on gender, climate change, education, community participation, inclusive development, reproductive health, bridging population and sustainable development **in the wake of 21st century challenges and local response towards it within varying social structures. At present I am serving as an Assistant Professor in the Department of Anthropology and Deputy Registrar at PMAS- Arid Agriculture University Pakistan. I had supervised 05 PhD theses (at semi final stage) and 59 M.Phil theses. Besides this, I have a track record of rendering consultancy services to several mega projects in various international, national development agencies concerning gender issues, education, reproductive health, bridging population, sustainable livelihoods, agriculture, community development, and community participation. I have published research articles in reputable journals. Overall, I also possess exclusive 12 years of administrative experience in addition to teaching and research. Currently I am also the member of the Academic council as well as member TTS Review committee.**

Academic Profile	1. **Ph.D. (Anthropology)**, Quaid-i-Azam University (QAU), Islamabad Pakistan. Title of Ph.D. Dissertation: **Socio-economic Factors Influencing Gender Biased Access to Education in South Punjab.** 2. **M. Phil (Anthropology),** Quaid-i-Azam University. Title of M.Phil. Dissertation**: Impact of Food Beliefs and Practices on Reproductive Health of Women.** 3. **M.Sc. (Sociology)** Pir Mehr Ali Shah Arid Agriculture University, Rawalpindi. Title of M.Sc. Dissertation: **Situational Analysis of Child Labour in a Slum - A case of E-11 Slum, Golra Sharif** 4. **Bachelor in Education (B.Ed)** from Allama Iqbal Open University. 5. **Professional Certificate Course in Computer Applications.** Quaid-i-Azam University.
Areas of Interest	Gender, education, sustainable development, reproductive health, bridging population, climate change, agriculture and sustainable livelihood

Services in National/International Projects	1. ADB funded project entitled Sustainable Livelihood in Barani Areas (SLBAP) ABAD Project, covering ten districts of Punjab under Government of Punjab.
	2. CIDA funded project titled "Capacity Building of teachers training institutions and training of Elementary School teachers in ICT, FATA, FANA and AJ&K" in collaboration with Federal Ministry of Education.
	3. DFID funded national study entitled "National Study of Sexually Transmitted Infections (STIs): A Study of High-Risk Populations" in collaboration with London School of Hygiene and Tropical Medicine (LSHTM) and National AIDS Control Program Pakistan (NACP)
	4. Ministry of Women Development, Social Welfare and Special Education, National Commission for Child Welfare and Development (NCCWD) in a project on Rehabilitation of Child Domestic Servants in Pakistan.
	5. Population Council, The Asia Foundation, Sosec, Ministry of Education and Agency for Barani Areas Development (ABAD).
Research Publications	1. Role of Student's Satisfaction and Loyalty in Establishing Trust Based Quality Culture at Higher Education Institutions in Pakistan. (2024). International Journal of Human and Society, 4(1), 537-546. https://ijhs.com.pk/index.php/IJHS/article/view/673
	2. Aamir, S., Rafiq, N., Nayab, G., Huma, K., Ahmed, I., Abdul, H., & Muhammad, U. (2024). Socio-Economic Vulnerabilities of the Families of B-Thalassaemic Children in Rawalpindi and

152

Islamabad, Pakistan. Remittances Review, 9(1), 3686-3699.

3. Asif, T., Rafiq, N., Iqbal, M., Ali, A., Haider, M. A., Nisa, Z. U., & Raza, H. (2021). Development of Basic Education Literacy Profile of Children Who Are Not Going to School in District Rawalpindi, Pakistan. European Journal of Education and Pedagogy, 2(3), 105–109. https://doi.org/10.24018/ejedu.2021.2.3.128

4. Ateeq-Ur-Rehman, M., Rafiq, N., Hashmi, N., & Siddiqui, B. N. J. J. o. A. D. S. (2023). Nexus between Socio-Cultural Factors and Women's Social Mobility: A Case Study of District Rajanpur (Pakistan). 12(3), 1660-1670.

5. Fareeha, S, Rafiq, N., Nayab, G., Huma, K., Ahmed, I., Hanan, A., & Usman, M., (2024). Socio-Cultural Perspective on Polycystic Ovary Syndrome Patients: From Lived Experience to Treatment. Migration Letters, 21(S10), 1037–1058. Retrieved from https://migrationletters.com/index.php/ml/article/view/10901

6. Gull, R., Rafiq, N., & Abdullah, F. (2024). Assessing Educational Vulnerabilities in Flood Prone Area to Identify Strategies for Promoting Education: A Case of D G Khan District. Journal of Asian Development Studies, 13(2), 1213-1221.

7. Khan, A. M., Rafiq, N., Taj, S., Saboor, A., & Afzal, A. (2023). Role of Militancy in Intensifying

the Negative Attitude towards Secondary School Education: Gendered and Religious Dimensions. Journal of Asian Development Studies, 12(4), 196-204.

8. Maryam, A., Rafiq, N., Zetoon, B., & Haroon, K. (2019). Impact of Climate Change on Waterborne Diseases on Local Community: A Case Study of Phalia District Mandi Baha-ud-Din (Pakistan). International Journal of Scientific & Engineering Research, 10(1), 753-764.

9. Mayhew, S., Collumbien, M., Qureshi, A., Platt, L., Rafiq, N., Faisel, A., Lalji, N., and Hawkes, S., 2009, Protecting the unprotected: mixed-method research on drug use, sex work and rights in Pakistan's fight against HIV/AIDS: Sexually Transmitted Diseases, v. 85, no. Suppl 2, p. ii31-ii36.

10. Mehr, R., Rafiq, N., & Sajid, R. (2023). Socio-economic Challenges faced by Performing Artists during Pandemic (COVID-19). PAKISTAN ISLAMICUS (An International Journal of Islamic & Social Sciences), 3(2), 158-165.

11. Muhammad Nadir Shahzad, Mazhar Hussain Bhutta, Latafat Aziz, Zaheer Abbas, & Nazia Rafiq. (2023). A Review of Health Rights and Issues faced by Transgenders: Empirical Evidences. Elementary Education Online, 20(4), 2688–2691. Retrieved from https://ilkogretim-online.org/index.php/pub/article/view/4234

12. Muhammad, N. S., Mazhar, H. B., Sarfraz, K.,

	Rafiq, N., & Samreena, R. (2020). Social Exclusion of Aged Transgender in Pakistan: A Case Study of District Rawalpindi. International Journal of Psychosocial Rehabilitation, 24(3), 2664-2671.
	13. Rafiq, N., Muhammad, I. H., and Azad, K., 2006, Growing Industries: Assaults to Environment and Archaeological Sites (A Case Study of Jori Rajgan Village in Islamabad) Journal of Asian Civilizations: Journal of Asian Civilizations, v. XXIX, no. 2, p. 171-179.
	14. Rafiq, N., & Mohy-ud-Din, A. J. J. o. A. R. (2018). Dissonance between Female Child Labour and Education among Farming Communities: A Qualitative Study of Selected Communities of South Punjab, Pakistan. 56(1).
	15. Rafiq, N., Abdullah, F., & Rehmani, T. (2024). Nexus of Familial Migration and Educational Credentials of Children of Azad Jammu and Kashmir. International Journal of Human and Society, 4(2), 950-959.
	16. Rafiq, N., Farooq Abdullah, A. M., & Rehmani, T. (2024). Migration and Identity Crisis: A Holistic Perspective of Migrants. International Journal of Contemporary Issues in Social Sciences, 3(1), 2445-2453.
	17. Raza, H., Ali, A., Rafiq, N., Xing, L., Asif, T., and Jing, C., 2023, Comparison of higher education in Pakistan and China: A sustainable development in student's perspective:

Sustainability, v. 15, no. 5, p. 4327.

18. Raza, H., Hassan, M. T. U., & Rafiq, N. (2022). Rural Women's Access to Health Service: A Case Study of Muzaffargarh. Rural Women's Access to Health Service: A Case Study of Muzaffargarh. Pakistan Journal of Social Research, 4(1), 501-510.

19. Raza, H., Rafiq, N., Asif, T., & Ali, A. (2022). Sociological Analysis of Women Participation in Agricultural Activities in District Rajanpur Punjab, Pakistan. Pakistan Journal of Humanities and Social Sciences, 10(1), 381-390.

20. Razia, R., & Rafiq, N., (2018). Impact of Social Media on Community Development in District Swat, Khyber Pakhtunkhwa. International Journal of Scientific & Engineering Research, 9(4), 1509-1520.

21. Sajid, R., Rafiq, N., & Mehr, R. (2023). Cultivating Equality: Women's Rights in Rural Cultural Settings. PAKISTAN ISLAMICUS (An International Journal of Islamic & Social Sciences), 3(2), 231-244.

22. Shahzad A, Rafiq N, Ullah I, Asad MJ, Ahmad MS, Waheed U. Knowledge, attitude and practices (KAP) of the families of b-thalassaemia children in thalassaemia centers of Rawalpindi and Islamabad, Pakistan. J Pak Med Assoc. 2017 Sep;67(9):1434-1437. PMID: 28924289.

23. Usman, M., Rafiq, N., Raza, H., & Asif, T. (2022). Relationship between Classical Dancer Life and

Orthodox Social Section. Relationship between Classical Dancer Life and Orthodox Social Section. Webology (ISSN: 1735-188X), 19(3).

24. Batool, N., & Rafiq, N. (2024). Ingenious Medicinal Herb Practices: Impact of Climate Change on Production and Utilization in Jalalabad Gilgit, Gilgit Baltistan. Global Regional Review (paper submitted)

25. How work from home can improve job satisfaction of it sector employees? (paper submitted)

26. Quantitative ethno botanical appraisal of traded medicinal plants and their socio-economic impact on local communities of District Astore, Gilgit Baltistan, Pakistan. Iftikhar Hussain, Lubna Ansari, Javed Iqbal, Waqar Ahmad, Nazia Rafiq, Nasim Iqbal Butt submitted in Journal of Asian Development Studies

Book Chapters/talk/podcasts

1. Power of Positive Human Animal Relationship for Animal Welfare. Bano F, Riaz A, Hassan MU, Sajid S, Rafiq, N and Iqbal MF, 2023. Power of Positive Human Animal Relationship for Animal Welfare. In: Aguilar-Marcelino L, Abbas RZ, Khan A, Younus M and Saeed NM (eds), One Health Triad, Unique Scientific Publishers, Faisalabad, Pakistan, Vol. I, pp: 36-44. https://doi.org/10.47278/book.oht/2023.07

2. AI-Enabled ChatGPT and large language Models in plant research (chapter submitted)

3. https://m.facebook.com/story.php?story_fbid=pfbid0A5Prz5cWUFT1SUSfcXjHpYYzzXs9wV29Yn6QX3wKKBhNdBF6dJo9HRosqaKPgFHWI&id=10

	0076064625536&mibextid=Nif5oz 4. https://www.facebook.com/share/mpu5BEESWC rU35Y3/?mibextid=WC7FNe
Professional Experience	1. **Assistant Professor**, Department of Anthropology, PMAS-AAUR w.e.f 15-12-2021. In addition to regular teaching, I have supervised 05, P.hD, 59 M.Phil & 12 M.Sc theses. I remained member of research committee for over 100 theses of various departments of faculty of Social Sciences and Management Sciences at various levels i.e. P.hD./ M.Phil/M.Sc (Sociology/Anthropology/Education/Education/UI MS). 2. **Deputy Registrar** (additional charge) at PMAS-AAUR (03-06-2020 – to date), Member Academic Council, PMAS-AAUR 3. **Lecturer Sociology (BPS-18)** at Department of Sociology, Pir Mehr Ali Shah Arid Agriculture University Rawalpindi (Jan 2012 to 15-12-2021). 4. Worked as **Program Manager (BPS 17)** in a CIDA funded project titled "Capacity Building of teachers training institutions and training of Elementary School teachers in ICT, FATA, FANA and AJ&K". Federal Ministry of Education (Sep 2007-December 2011), 4 years and four months. 5. As **Social Impact Officer Gender** (BPS-17) in an ADB funded project entitled **Sustainable Livelihood in Barani Areas (SLBAP) ABAD Project**, covering ten districts of Punjab under Government of Punjab. (November 2005 -July 2006) 9 months. 6. Served as **Project Officer** in **All Pakistan Women's Association (APWA), Islamabad** (Aug 2002-January 2003) 4.5 months 7. Worked as an Internee/Assistant to **Dean Social Sciences and DG Human Resources, Preston University Islamabad.**

	(May 2002 - May 2005). 3 years
	8. **Visiting faculty** at Arid Agriculture University, Rawalpindi. Sociology Department. (Fall semester 2008 & Fall 2011).
	9. **Visiting faculty** at Quaid-i-Azam University, Anthropology Department (Spring semester 2009).
	10. Served as **volunteer** in **Ministry of Women Development, Social Welfare and Special Education, National Commission for Child Welfare and Development (NCCWD)** in a project on **Rehabilitation of Child Domestic Servants in Pakistan** (January 2001-January 2002).1 year
	11. Worked as Regular Research team of **Indusians Research Cell** (Taxila Institute of Asian Civilization, Quaid-i-Azam University Islamabad) January 2003-September 2005.

Projects/ Consultancies	1. Consultancy with **London School of Hygiene and Tropical Medicine (LSHTM)** in collaboration with **National AIDS Control Program Pakistan (NACP)**, on a **DFID** funded national level study entitled "**National Study of Sexually Transmitted Infections (STIs): A Study of High-Risk Populations**" (November 2006-07),1 year.
	2. Worked as **consultant** for a national NGO **ROZAN** working on the Emotional Health, Gender & Violence against Women and Children. (August 2004 - November 2004), four months
	3. Assisted in a study entitled **"Contraception and Abortion Study"** conducted by **Population Council, Islamabad.** (Two and a half months). April-May 2006 & 11th to 20th September, 2006.
	4. Short term **Consultancy with The Asia Foundation Research study on the implementation of the Hudood Ordinance.** (25th- 28th January 2007).
	5. Rendered services as **Data Analyst** in SoSec Project (11th September, 2012 - 31st May, 2013). Nine months.
Paper presented in National/International Conferences	1. Presented paper titled "Familial Out-migration and its effects on Education: A Social Audit of AJ&K Nationals" in an international on Migration, Education and Development in South Asia conference. (27th-28th March, 2014. QAU
	2. Paper presented on "Migration and identity crisis among AJ&K Nationals in Rawalpindi and Islamabad" in an international on Migration, Education and Development in South Asia conference. (27th-28th March, 2014. QAU)
	3. Paper presented in two days international conference on "Causes and Consequences of

	HIV/AIDS in Rural and Urban Communities of Pakistan". (5th-6th April, 2017. University of Malakand). 4. Presented in 1st National conference on Teaching Sociology in the Muslim World: Challenges and Remedies". (21st-22nd March, 2017. University of Gujrat).
Memberships/Reviewer	1. Member of the Academic Council (Cadre Assistant Professor), PMAS-AAUR w.e.f 29-03-2022 2. Institutional Ethics Review Committee Pakistan Medical Research Council. 3. Research Paper Reviewer, **Pakistan Medical Research Council.** 4. Regular member of **Indusians Research Cell** (Taxila Institute of Asian Civilization, Quaid-i-Azam University Islamabad) January 2003-September 2005. 5. Regular member of Population Association of Pakistan. 2009-todate. 6. Member Supervisory Committee for four Departments of faculty of social sciences, PMAS-UAAR at PhD., M.Phil, M.Sc levels. 7. Reviewer/external examiner of thesis at various universities. 8. Member procurement committee of various departments of PMAS-UAAR.
Talks/ Seminars Delivered International/National level	1. Regional Training Workshop for the Asian Region on "Community Protocols, Indicators on Traditional Knowledge and Customary Sustainable Use of Biodiversity under the Convention on Biological Diversity." (17th-21st October, 2016. Thimphu, Bhutan) 2. A talk as guest of honor on "Faculty Professional Development Training Program" US-Pakistan University Partnerships Grants Program (15-17 December, 2022). 3. A talk as expert on Gender & Food Systems

	Transformation to achieve Food and Nutrition Security" on Friday, 2nd of August, 2024. https://www.facebook.com/share/mpu5BEESWCrU35Y3/?mibextid=WC7FNe 4. Invited speaker in international conference on Philosophy of Social Sciences (ICPSS) 2022 " Bringing Philosophy back in the Academic Track" December 20-21, 2022 5. Presenter in 1st international Virtual Summit on Medical Sociology and Public Health organized by Fatima Jinnah Women University in collaboration with USA December 02-04, 2021. 6. Women in Management: Issues and Challenges at Preston University. (January 1st September, 2006) 7. Student Counseling in Private Sector Higher Education at Preston University. (19th January, 2005) 8. Up Bringing Girl in a Son Preferred Society at Arid Agriculture University. (9th February, 2001)
Seminars/Training s/Wor-kshops Organized	1. Organized a seminar on Gender & Food Systems Transformation to achieve Food and Nutrition Security" on Friday, 2nd of August, 2024. 2. Organized 1st international conference on Philosophy of Social Sciences (ICPSS) 2022 " Bringing Philosophy back in the Academic Track" December 20-21, 2022 3. Seminar on mobilizing senior citizens for the development of civil society at PMAS-UAAR. (27th March, 2019) 4. Seminar on qualitative research through MAXQDA software (German speakers). (1st March, 2019) 5. Member organizing committee ICT use of Pakistani girls in rural farming household. (6th-7th December, 2016) 6. Capacity Building Training on Techniques of Conducting In-depth Interviews in Qualitative

	Research (coordinated by Asia Foundation).
	7. Two Trainings of training PEER Researchers (coordinated by LSHTM).
	8. Four Analysis Workshops with Male Sex Worker (MSWs), Female Sex Workers (FSWs), Injecting Drug Users (IDUs) and Transgenders (TGs), (coordinated by LSHTM).
	9. Training on Qualitative Research Methods of lawyers in Muzzafargarh working on *Zina* Ordinance qualitative research conducted by The Asia Foundation.
	10. Two trainings on PEER Research Methodology in Qualitative work.
Trainings/Worksh ops Attended	1. Strengthening Teaching & Research capacity in Pakistani Universities through Collaborative Partnership in Social sciences funded by (July-October, 2022) funded by USEFP.
	2. International Seminar on Role of Education in Climate Crisis Awareness. (2nd March 2020 at PMAS-UAAR)
	3. Sustainable Development in a Digital Society. (3rd-5th December, 2019. SDPI)
	4. Conference on Agriculture Productivity Improvement through Nudging. (6th -7th May, 2016. PMAS-UAAR)
	5. Regional Training Workshop for the Asian Region on "Community Protocols, Indicators on Traditional Knowledge and Customary Sustainable Use of Biodiversity under the Convention on Biological Diversity". (17th-21st October, 2016. Thimphu, Bhutan.
	6. ICT use of Pakistani Girls in Rural Farming Household (6th- 7th December, 2016. PMAS-UAAR)
	7. ICT use of Pakistani Girls in Rural Farming Household (20th August, 2015. PMAS-UAAR
	8. End Sexual Violence in Conflict Global Summit

	London Seminar organized by British High Commission, Islamabad at PIPS. (10th June, 2014) 9. National workshop on Innovations in Irrigation Water Management for Enhancing Productivity and Achieving Sustainable Food Security. (2nd-5th June, 2014. PMAS-UAAR). 10. Post Conference Seminar on Migration, Education and Development in South Asia for Dissemination Output. (15th May, 2014. QAU) 11. Training workshop on Disaster Risk Reduction, NCRD Islamabad. (21st-23rd April, 2014) 12. Two days International Conference on Migration, Education and Development in South Asia organized by Quaid-i-Azam University, Islamabad and HEC. (27th-28th March, 2014) 13. Education Conference, Jinnah Convention Center Islamabad. (29th March, 2014) 14. Seminar on World Blood Donor Day. (17th June, 2013 at PMAS-UAAR) 15. Workshop on Social Sciences at German Universities- A Workshop for Future PhD Students. (3rd December-5th December, 2010) 16. Building Positive Attitudes at Workplace. (20th August-8th September, 2007. Preston University) 17. Training on Project Planning and Implementation (23rd-28th January, 2006) 18. TOT of Refresher Training on Child Health (23rd-28th August, 2004. Ministry of Health) 19. Participated volunteered as organizer for the South Asian Regional Conference organized by ROZAN in Dec, 2004. 20. Self-Enrichment and Professional Growth (13th-18th June, 2003. Preston University)

	M.Phil Level	**Masters level**	**Graduation level**

Courses Taught	• Qualitative Analysis, SOC-741, 3(2-2) • Sociology of Migration, SOC-739 3(3-0) • Sociology of Gender Issues, SOC-738, 3(3-0) • Sociology of Human Rights, SOC- 735, 3(3-0) • Advanced Sociological Theory, SOC-740, 3(3-0) • Sociology of Development, SOC- 732, 3(3-0) • Industrial Sociology, SOC-733, 3(3-0) • Seminar-I, SOC-720,Seminar-II, SOC- 720, • Special problem SOC- 719	• Introduction to Anthropology ANTH-701, 3(3-0) • Applied Anthropology ANTH- 726, 3(3-0) • Computer Application in Anthropology, A-330, 3(3-0) • Sociological Theory, SOC-703, 3(3-0) • Principals of Sociology, SOC-701, 3(3-0) • Demographic Dynamics, SOC-704, 3(3-0) • Research Methods in Sociology, SOC-705, 3(3-0) • Non-Government Organization Management, SOC-717, 3(3-0) • Rural Sociology, SOC-708, 3(3-0) • Community Development, SOC-706, 3(3-0) • Sociology of Globalization, SOC-709, 3(3-0) • Social Institutions, SOC-711, 3(3-0) • Introduction to Anthropology ANTH-701, 3(3-0) • Applied Anthropology ANTH- 726, 3(3-0)	• Rural and Pastoral Sociology, SOC-601 • Rural Sociology, SOC-102 • Scientific Writing, ANTH-603 • NGOs and Social Development, ANTH-611 • Anthropology and Development, ANTH-505 •
Supervisory Services			

165

P.hD theses Supervised
1. Impact of Militancy on Educational Attainment of Adolescents in Tribal Areas of Khyber Pakhtunkhwa-Pakistan. Arif Mahmood Khan, 17-arid-4078 2. Barriers to Inclusive Education in District Muzaffargarh, Pakistan. Muhammad Anwar Ul Haq, 17-arid-4081 3. Access to Education in Tribal Communities of Khyber Pakhtunkhwa. Hammad Khan, 17-arid-4080 4. Gender, Education and Social Mobility in District Rajanpur, Pakistan. M. Ateeq ur Rehman, 11-arid-1895 5. Migration and Social Development; A Case Study of Migrants of Azad Jammu and Kashmir. Ahsan Tahir Khawaja, 17-arid-4077
M.Phil Theses Supervised
1. Impact of Energy Crisis on livelihood Strategies among Industrial Labourers in Faisalabad. Imran Ibrahim, 11-arid-3859 2. Impact of *Waseela-e-Haq* Program of Benazir Income Support Program on Women Empowerment in District Muzaffarabad. MuneebaBatool, 11-arid-3864 3. Socio-economic Problems faced by Tuberculosis Patients: Case studies of Two Tuberculosis Care Centers. Nudrat Mushtaq, 4. Socio-cultural Impact of Kashmiri Immigrants in the Development Process: A Case Study of Mir Pur City. Kamran Tanveer, 12-arid-1359 5. Socio-economic factors Affecting behaviour among Juvenile Delinquents: A Comparative Study of Kot Lakpat Jail and Adiala Jail. Javeria Hassan, 08-arid-1021 6. An Impact Study on the Role of Public Private Partnership in Education at Elementary Level: A Sociological study of District Bhakkar. Sadaf Afreen, 12-arid-1363 7. A Comparative Study of Disparity factors affecting Elementary Education in Rural and Urban Areas of District Muzaffarabad. Riffat Sultana, 12-arid-1362 8. Indigenous Dam Management Strategies and its Impact on Good Governance of Irrigation Practices in District Chakwal. Uzam ul Haq, 08-arid-1006 9. A KAP Study on Families of Thalassemic Children at Public and Private Thalassemia Centers of Twin Cities. Aamir Shahzad, 08-arid-1017 10. Role of Formal Education in Constructing Gender Identities in Public Schools at Secondary Level in Rawalpindi City. Hina Arooj, 12-arid-1358. 11. Role of Good Governance at Elementary Level in Public Schools of District Muzaffarabad. Syeda Noor ul Ain, 12-arid-1364 12. Distance Learning as an Empowerment Tool for Women: A Sociological Study

in Rawat. Ayesha Latif, 12-arid-1356

13. Transportation Factors Affecting Maternal and Newborn Health in selected Villages of Azad Jammu and Kashmir. Nuzhat Zulfiqar, 09-arid-1394

14. A Sociological Assessment of Women Participation in Agriculture Activities in District Rajanpur. Hasnain Raza, 13-arid-2338

15. Role of Women Education towards Ensuring Food Security at Household Level. Attiya Amir, 08-arid-978

16. Socio-psychological Problems faced by University Students in Dera Ghazi Khan. Naveed Anjum, 14-arid- 2932

17. Health Hazards faced by Tobacco Farmers in District Jampur, Punjab. Muzamil Abbass, 14-arid- 2930

18. Socio-cultural Determinants of *Patt- Sakh* system among *Buzdar* tribe. Fiaz Hussain, 14-arid- 2924.

19. Impact of Remittances on Agriculture Development in District Toba Tek Singh. Muhammad Ans. 14-arid- 2927.

20. Information Communication Technologies in Learning: Problems faced by Students at Secondary Level. Muhammad Sadaf Khursheed. 14-arid- 2958

21. Role of Agha Khan Rural Support Program in Agriculture Development of Chitral. Nisar Jalal, 14-arid- 2962.

22. Socio-cultural Factors Impeding Quality of Education in Rajan Pur. Shahid Hussain. 11-arid-1911

23. Health and Hygienic Problems faced by Flood Affected Families in District Layyah, Punjab. Muhammad Yasir Arfat. 14-arid- 2929

24. Impact of Corporal Punishment on Educational Performance in District Bagh, Azad Jammu and Kashmir. Naila Rafique, 15-arid-3680

25. Knowledge, Attitude and Practices towards Blood Donation among University Students of Rawalpindi City. Afshan Sohail, 14-arid-2850

26. Problems faced by Street Children towards Accessing Education in Rawalpindi City. Anam Sohail, 14-arid-2853

27. Job Stress among Police Officers and their Family Life Adjustment in Rawalpindi City. Muhammad Kamran Manzoor. 14-arid-2896

28. Role of Electronic Media In Socio-political Scenario of Village Life: A Case Study of Murala District Mandi Baha-ud-Din. Riasat Ali, 16-arid-5660

29. Local Opportunities and challenges for sustainable Development. A Case Study of Tharparkar. Anand Kumar, 16-arid-5647

30. Parental Involvement and Student Achievement: A Sociological Analysis of Selected Villages in District Layyah, Punjab. Bilal Hasan, 16-arid-5649

31. Impact of Climate Change on Water Born Diseases on Local Community: A Case Study of Phalia District Mandi Baha-Ud-Din. Maryam Alamgir, 16-arid-5653

32. Challenges Faced By Students with Hearing Impaired In Government Special Education Institutions in Rawalpindi and Islamabad, Mumtaz Hassan, 16-arid-5656

33. Militant Discourse of Gender and Its Implication on Women's Socio-Political Status in Swat. Hazrat Bilal, 16-arid-5625

34. Deterioration of Communal Natural Resources and its Impact on Population of Semi-arid Mountain Areas of District Karak, Khyber Pakhtunkhawa. Irum Jabeen, 16-arid-5626

35. The Social Implication of Biodiversity on Human Health: A case study of Thar Coal Mine. Manzoor Ali, 16-arid-5629

36. Bio-waste Management at Public and Private Sector Hospital in Muzaffarabad, AJK. Shazia Dar, 16-arid-5637

37. Socio-Cultural Values of Refugees from Indian Occupied Kashmir: A Case Study of Mahajir Camps in Muzaffarabad AJK. Syed Iftikhar Hussain Shah, 16-arid-5638

38. Effect of Teachers Absenteeism on Student Behaviour: A Sociological Study of Selected Villages of District Bagh, AJK. Yusra Abbasi, 16-arid-5641

39. Role of Equitable Quality Education towards Insurgency in Balochistan. Azhar Sharif, 12-Arid-889

40. Gender Base Access to Quality Education in Rawalpindi. Shaista Zahid, 12-arid-901

41. Role of Agha Khan Rural Support Programme in Educational uplift of Gilgit Baltistan, Samina, 12-arid-1110

42. Impact of Social Media on Community Development in Swat. Razia Rashid, 15-arid-3657

43. Sociological Analysis of Gender Gap in Higher Education in Khyber

Pakhtunkhwa. Sidra Khalid, 15-arid-3661

44. Impact of Social Networking Website usage among University Students in Rawalpindi and Islamabad. Sidra Taj, 15-arid-3662

45. A Comparative study of Job Satisfaction among Permanent Contractual School Teachers of District Bhakkar. Muhammad Rafi Ullah, 14-arid-2957

46. Factors Affecting Community Participation in Development Activities of Post Earthquake Scenario:Acase Study of District Mansehra. Irum Gillani, 04-arid-1122

47. A Comparative Study on Impact of Teacher Qualification on students' Performance in Public and Private schools in Hafizabad City. Hafiz Muhammad Shakeel , 10-arid-703

48. Water Resource Management and its Impact on Agricultural Productivity: A Case Study of Azad Jammu and Kashmir. Muhammad Imran Abbasi, 13-arid-2334

49. KAP Study on Local Communities towards Conservation of Natural Resources: A case study of District Neelum, Azad Jammu and Kashmir. Muhammad Farooq, 15-arid-3652

50. Socio-cultural Analysis of Reverse Gender Gap in Education: A Case Study of District Mandi Bahauddin, Punjab. Muhammad Ahsan Arif, 15-arid-3651

51. Impact of Rural Women Participation in Women Empowerment through Livestock Activities in Tehsil Taxila. Ammara Ahmad, 14-arid-2852

52. Symbolism and Aestheticism in Classical Dance Tradition. Muhammad Usman, 17-arid-3885

53. Community based Services and Child Abuse: An Anthropological Appraisal. Madiha Awan, 17-arid-3881

54. Protecting Arts in the times of Pandemic: A case study of selected institutes of Rawalpindi and Islamabad. Rashina Mehr, 21-arid-2834

55. Polycystic Ovarian Syndrome (PCOS): An Anthropo-medical study of women's reproductive health narratives in selected hospitals of Rawalpindi. Fareeha Sarwar, 17-arid-3852

56. Women Rights in Cultural Context: An Anthropological Perspective. Roheena Sajid, 21-arid-2835

57. An Ethnographic Study on Educational Vulnerabilities across selected Primary Level Schools in Flood Prone areas of District Dera Ghazi Khan. Rukshanda Gull, 22-Arid-2815

58. Local Response to Climate Change Impacting Traditional Knowledge and Practices in Gilgit Baltistan. Nida Batool, 22-arid-2814

59. Effects of Environmental Education on Knowledge, Attitudes, and Practices of School Children in Tehsil Gujar Khan towards Sustainable Environment. Irsa Gul Andleeb, 19-arid-2131

M.Sc Sociology Theses Supervised =12

1. Determinants of Neonatal Mortality and its Impact on Family Life in Rawalpindi City. Aneela Ijaz, 11-arid-1885.

2. Socio-economic problems faced by Transgenders and its Impact on their lives in Tench Bhatta, Rawalpindi. Almas Jabeen, 11-arid-1883.

3. A Sociological Assessment of *Jirga* System in Takht Bhai Mardan. Iftikhar Ali, 11-arid-1928.

4. Socio-economic problems faced by Female Students residing in Hostels of Government Colleges in Rawalpindi. Madiha Karim, 11-arid-1929.

5. Community perception regarding Mother and Child Health at Benazir Bhutto Hospital and Holy Family Hospital: A Study of Government Hospitals in Rawalpindi. Tayyaba Asif, 11-arid-1935.

6. A study on role of Media in shaping gender roles in Rajan Pur. Muhammad Abbas Raza, 10-arid-741.

7. Determinants of Endogamous Marriages in Murree. Anoshia Naeem, 10-arid-734.

8. Factors Affecting Adult Health in Selected Villages of Murree. Zohra Shahid Abbasi, 14-arid-2889

9. Problems Faced by Lady Health Workers in Hafizabad City. Zobia Shoukat, 14-arid-2888

10. Socio-economic Problems Faced by Cancer Patients and their Families in Rawalpindi City. Saba Ilyas, 14-arid-2875

11. Perception of People regarding Thalassemia in Rawalpindi City. Afshan Sohail, 14-arid-2850

12. Perception of Hunza People Regarding Pakistan-China Economic Corridor. Jamil ud Din,14-arid-2862

Member Supervisory Committee M.Phil Theses

Department of Sociology PMAS-UAAR

PhD.

Transgender Marginalization in the Punjab-Pakistan. Muhammad Nadir Shahzad, 14-arid-2928

M.Phil =80 plus theses

Member Supervisory Committee M.Sc Theses

Department of Anthropology, PMAS-UAAR

1. Ethnographic Study of Matrimonial Rituals in Munday, Chakwal. Aniqa Rukhsar, 14-Arid-2904
2. Creative Writing as a mirror of Pakistani Society: Reflections on social media. Ayesha Akhtar, 17-Arid-3849
3. Emerging fashion Trends in Rural Rawalpindi. Hajra Asif, 17-Arid-3854
4. Radicalization in Pashtun Society: A case Study of South Waziristan. Minhas Wazir, 17-Arid-3863
5. Sterility and Cultural Response: A study in Chakwal. Anum Naseer, 16-Arid-5672
6. Social Protection and financial Care: An Anthropo-Geanalogical perspective. Zia Fatima, 00-Arid-1685
7. Ethnographic Study of Color Symbolism in Haripur Ammara Sultan, 13-arid-2384
8. Ethnographic Study on Color and Embroidery Symbolism of Chadar in Pindi Gheb, Attock. Ammara Sultan,13-Arid-2384
9. An Ethnography of Masonry Artisans in Chakwal. Anum Fayyaz, 13-arid-2386
10. Impact of Tourism on the Hoteling Economy of Murree Nida. Altaf Abbasi, 12-

arid-1108

11. A Case study of Health Issues among Unmarried Females in a Potohari Village Sana Ashfaq, 12-arid-1098

12. Socio-Cultural and Psychological Causes of Suicide among Females in Ghizer, Gilgit-Baltistan. Samina, 12-Arid-1110

13. Impact of Tourism on the Hoteling Economy of Murree. Nida Altaf Abbasi, 12-Arid-1108

14. The Dynamics of Watta Satta Marriages in Rural Sargodha. Amal Urooj,15-Arid-5361

15. Language Barriers in Seeking Higher Education among Female Students in Urban Multan. Mahreen Azhar,

16. Role of Parallel Medical Systems in Cure of Hepatitis C: A Case Study of District Larkana. Gul Mohammad,15-Arid-538

17. Ethnography of Ageing Pathology: A Case Study Age Bound Complications in Jhelum. Muhammad Raza Younas, 13-Arid-239

18. A Study of Mortuary Rituals among Different Socio-Economic Classes of Chakwal. Maneeza Tabassum,12-Arid-495

Member Supervisory Committee M.Phil Theses

Department of Education PMAS-UAAR

1. Development of Basic Education Literacy Profile of Out of School Children in Rawalpindi District. Tahseen Bano,13-Arid-1956

2. Role of Aga Khan Education Services in Promoting Female Literary at Gilgit Baltistan. Fehmida Kausar

3. Management of Overcrowded Classes and its effects on Learning Process at Secondary Level in Rawalpindi. Faiza Javed

4. Role of Conferences and Seminars in the Quality of Higher Education In Pakistan. Adeel Ahmed Khokher

5. Language Barriers in Seeking Higher Education among Female Students in Urban Multan Mahreen Azhar 15-arid-5369

Member Supervisory Committee M.Phil Theses

Department of Economics PMAS-UAAR

1. Transgender Marginalization in the Punjab-Pakistan (P.hD thesis)

2.	Impact of Stress on Employee Productivity Performance and Turnover. Maria Parveen, 12-arid-1311
3.	Women Empowerment in Rural Area. Mushrat Shaheen, 14-arid-5062
4.	Impact of Import of Consumer Goods on Pakistan's Economy. Aisha Rafiq, 17-arid-2744
5.	Exchange rate regimes and effectiveness of fiscal policy in Pakistan. Aisha Rafiq
6.	Link between economics development and remittances in AJK. Sidra Iftikhar, 16-arid-3914

References will be furnished if desired.

Name	Dr. Mahwish Zeeshan
Personal	House No.26, Street # 1, Ghouri Town, Phase 2, Express Way Islamabad. Residence: 051-2303170 Cell # 03345487127
Experience	Date, Title, Institution. 15-01-2011, Lecturer, Department of Anthropology, PMAS UAAR 05-11-2009--14-01-2011, Placement Officer/ Assistant Registrar, PIDE. 28-09-2006---28-10-2009, Regional Manager, Auspak International Lahore/ Rawalpindi. 04-04-2006---30-08-2006, Intern, Rozan, Islamabad. July 2003-June 2005, Anchor/Host, NCAC, PBC, Islamabad.
Honor and Awards	Debating Coordinator, PMAS UAAR, February, 2011 till date. Vice President, QDLS, QAU, 2004-2006.
Graduate Students, Post-docs, Undergraduate students	I have supervised a number of students graduates students of M. Sc. Anthropology The number of Supervised MSc Anthropology Theses is exceeding 100
Brief Statement of Research Interest	• Socio-Cultural Anthropology • Anthropological Theory • Research Methodology • Anthropology and Development • Anthropology of Religion • Medical Anthropology
Publications	1. Sultana, Aneela, and Mahwish Zeeshan. 2024. Women Voices Matters: Understanding ReproductiveRights from an Emic Perspective. *Scope*, 14(4), 1593-1608. 2. Zeeshan, Mahwish, and Aneela Sultana. (2024). Rites De Passage in An Emigrant Community.*International Journal of Multicultural*

Education, 26(2), 673-687.

3. Anzak, S., Sultana, Aneela Sultana, and Mahwish Zeeshan. (2023). Digital Technologies: Enabling Environmentfor Women Entrepreneurs. *Russian Law Journal*, 11(5S), 567-579.

4. Sultana, Aneela, Mahwish Zeeshan, and Sohima Anzak. March 2022. "A Phenomenological Analysis Of Rural Women's Childbirth Preferences." *Sage Open* 12(1): 215824402210798. DOI:[10.1177/21582440221079874](10.1177/21582440221079874).

5. Khan, Nasar, Mahwish Zeeshan, and Arab Naz. 2022. "Linking COVID-19 with Suicide: Suggestions for Future Research. *Clinical Social Work and Health Intervention"* 13(1): 21-26.

6. Zeeshan, Mahwish and Aneela Sultana.2021."*Sensitization of Online Users for Social Resilience: A Case-based Analysis of Learning Outcomes"*. Global Digital and Print Media Review. 4(3): 1-9.

7. Chaudhry, Abid Ghafoor., Aftab Ahmed and Mahwish Zeeshan. 2021. "Virtual Studies—Academic Revolution of COVID-19: A Case Study of Department of Anthropology, University of Arid Agriculture, Rawalpindi". *Global Educational Studies Review, 6*(2), 43-51.

8. Sultana, Aneela, Mahwish Zeeshan and Sohima Anzak. 2021. *"Mortuary Rites in Covid-19: Mourning & Burial Rites of Migrants In Northern Punjab"*. Humanities & Social Sciences Review. 9(3): 198-217.

9. Sultana, Aneela, Mahwish Zeeshan, and Farooq Ahmed. 2021. *"Dilemmas of Singlehood in Contemporary Pakistani Culture: A Qualitative Study Of Unheard Voices*." Pakistan Journal of Gender Studies 21(1): 1-18.

10. Zeeshan, Mahwish, and Aneela Sultana.2020. *"Return Migration to Pakistan during COVID-19 Pandemic: Unmaking the Challenges."* Pakistan Perspectives. 25 (1): 129-148.

11. Zeeshan, Mahwish, Abid Ghafoor Chaudhry, and Shaheer Ellahi Khan. 2020. "Pandemic Preparedness and Techno Stress among Faculty of DAIs in Covid-19." *Sir Syed Journal of Education and*

Social Science Research. 3(2): 383-396.

12. Zeeshan, Mahwish, Aneela Sultana, and Abid Ghafoor Chaudhry. 2020. "Aastaanas of Magicians: A Ray of Hope for the Marginalised Community of Rawalpindi". *Global Sociological Review*, 5 (3), 1-10.

13. Zeeshan, Mahwish, Aneela Sultana and Sohima Anzak.2020. "Covid-19 Pandemic: Implications of Health Emergency on Migration and Repatriation in Pakistan". *Global Regional Review,* 5 (2), 20-29.

14. Ghilzai, S. A., Aneela Sultana and Mahwish Zeeshan.2020. Proverbial Rhetoric in Sustenance of Gender Biasness; An Ethnological Account of Proverbs from Pakistani Languages. *Global Language Review,* 5(2).

15. Chaudhry, Abid Ghafoor, Aneela Sultana, Mahwish Zeeshan. 2020. Unmaking Taazia Myth: Structural Perspective from a Cross-Cultural Account. *Journal of Asian Civilization*, https://tiac.qau.edu.pk/

16. Hussain, Mahreen, Mahwish Zeeshan, and Abid Ghafoor Chaudhry. 2020. "Mobilising Social Capital in Healthcare Industry of Pakistan." *Journal of Applied Economics and Business Studies.* 4 (2): 101-118.

17. Khan, Shaheer Ellahi, Abid Ghafoor Chaudhry, and Mahwish Zeeshan.2020.COVID-19." *Studying Policy Gap in Relation to* Role of Primary Health Care in Pakistan. *Global Social Sciences Review*, *5*(2I), 1-9. https://doi:10.31703/gssr.2020(V-II).01.

18. Zeeshan, Mahwish, and Aneela Sultana.2020. "Reintegration of Returnee Migrants: A Case Study of Neo-Citizenry in Potohar Region of Pakistan." *Global Social Sciences Review* 5 (1): 73-83.

19. Zeeshan, Mahwish, Abid Ghafoor Chaudhry, and Shaheer Ellahi Khan.2020. Unmaking the Anthropology of Mourning in a Psycho-Analytical Perspective. Global Regional Review 5(1): 100-107. https://doi:10.31703/grr.2020(V-I).13.

20. Hussain, Muhammad Kazim, Mahwish Zeeshan, and Christoph Houswitschka. 2019. "Agha Shahid Ali: Hyphenated Identities as a

Tool for Understanding the Diasporic Sensibility." *Global Language Review*. 4(2). 19-24.

21. Khan, Hafiz Ghufran Ali, Mahwish Zeeshan and Aneela Sultana. 2019. "How virtual Quran teaching empowers women for sustainable and dignified livelihood?" *Journal of Religious Studies of the University of Chitral.* 3(1):1-17

22. Chaudhry, Abid Ghafoor and Mahwish Zeeshan. 2019. "Migration's Impacts on Diminishing Lingual Heritage". *Global Language Review* 4(1): 60-65

23. Zeeshan, Mahwish. 2016. Book review in the field contemporary social research series by Robert G. Burgess. The Explorer Islamabad: *Journal of Social Sciences* 2(9): 219-241.

24. Chaudhry, Abid Ghafoor, Aftab Ahmed, Shaheer Ellahi Khan, Mahwish Zeeshan, Altaf Ghani Bhatti, and Haris Farooq. 2015. "Active Ageing and Elder's health: An Anthropological Perspective of Older Person". *The Anthropologist Journal India; Taylor & Francis.* 20 (3)2.

25. Zeeshan, Mahwish. 2015. Cultural Invasion: A Qualitative Study on Catalytic effects of Mass Media on Youth. *Sci.Int*. 27(1) :753-756.

26. Abbas, Ayesha, and Mahwish Zeeshan. 2015. Poultry Farming: An Anthropological Take on Women Empowerment through Food Security at Household Level. The Explorer Islamabad: *Journal of Social Sciences* 1(6):203-206.

27. Chaudhry, Abid Ghafoor, Aftab Ahmed, Adnan Nasir, Muhammad Sohail, and Mahwish Zeeshan. 2014. "Older persons, familial care and psychological stresses: an anthropo-gerontological approach on health." *Medical Forum*, 25 (4). 10-14.

28. Fayyaz, Anum, And Mahwish Zeeshan. 2015a. Masonry Art: Preservation of Archeological Sites In Chakwal. The Explorer Islamabad: *Journal of Social Sciences,* 1(7):251-254.

29. Haq, Anwar, Mahwish Zeeshan, and Abid Ghafoor Chaudhry.2015. Apathy of Government and Agricultural Incongruence in Saigolabad, Pakistan. The Explorer: *Journal of Social Sciences* 1(3):82-87.

30. Imtiaz, Samia, Mahwish Zeeshan, and Sana Tahir. 2015. Advanced Technology and Agriculture Production: A Study of Adoption Technology. The Explorer Islamabad: *Journal of Social Sciences*. 1(7):232-236.

31. Babary, Abrar, and Mahwish Zeeshan. 2015. Reminiscent of Hinduism: An Insight of Katas Raj Mandir The Explorer: *Journal of Social Sciences* 1(4):121-124.

32. Rehman, Bushra, Ammara Sultan, and Mahwish Zeeshan. 2015. Role of Information Communication Technology in Provoking Religious extremism. The Explorer Islamabad: *Journal of Social Sciences 1(5)*:145-148.

33. Ahmed, Aftab, *Abid Ghafoor Chaudhry, Altaf Ghani Bhatti and Mahwish Zeeshan.*2014. Prevalence Of GhuttiAnd Breastfeeding: An Ethnographic Study Of Lactating Women Of Khewayaali, Wazirabad. *Med. Forum* 25(4):55-59.

34. Ali, Qurat-Ul-Ain, Mahwish Zeeshan, and Abid Ghafoor Chaudhry. 2015. Cultural Perception of Psychological Ailments: A Study on Schizophrenic Patients in Fountain House, Lahore. Sci.Int. 27(1):711-713.

CONFERENCES, TRAINING & WORKSHOPS	1. '**Trans/Formations of Arabic Literary Theory: Prospects and Limits',** December 14-17th, 2021, sponsored by Columbia University's Arabic Studies Seminar, the Institute for Comparative Literature and Society, the Sheikh Zayed Book Award, and Brill Academic Publishers. 2. Columbia University Seminar Studies in Contemporary Africa on **'Agitating Profit: Commerce, Sovereignty, and Suspicion in Nigeria's Global South Shift'.** November 4th, 2021. A virtual event with Dr. Vivian Lu, Assistant Professor of Anthropology, Fordham University. 3. **'Zip Code Memory Project — Public Launch & Virtual Roundtable; Reparative Memory'** by: ZCMP by Michael Arad, Susan Meiselas, Doris Salcedo, Hank Willis Thomas, Mabel Wilson Moderated by Carol Becker. October 14th, 2021. 4. **'The Role of Courts in Defending Indigenous Peoples' Rights'**. A panel with Carla Fredericks, Steven Donziger, and Manaka Infante Suruta. October 12th, 2021. Columbia University, NY. 5. '**In the Shadow of the Ivory Tower: How Universities are Plundering our Cities**'. A discussion with Davarian Baldwin and Mabel Wilson, Director of the Institute for Research in African American Studies, Nancy and George Rupp Professor of Architecture, Planning and Preservation, and Professor in African American and African Diasporic Studies. October 7th, 2021. Columbia University, NY. 6. New Book Discussion: Emily Sun, '**On the Horizon of World Literature: Forms of Modernity in Romantic England and Republican China'**. A virtual panel with Jenny Davidson, Chair, Department of English and Comparative Literature, David Lurie, Department of East Asian Languages and Cultures, by Christopher GoGwilt and Peter Connor. October 7th, 2021. Columbia University, NY. 7. The Lionel Trilling Seminar, **'The Black Studies Project: 50 Years and Counting'.** October 6th, 2021**.** Columbia University, NY. 8. **'Anxious Mastery and the Forms It Takes';** a talk by Mara De Gennaro. A discussion of Modernism after Postcolonialism: Toward

CONFERENCES, TRAINING & WORKSHOPS	1. '**Trans/Formations of Arabic Literary Theory: Prospects and Limits',** December 14-17th, 2021, sponsored by Columbia University's Arabic Studies Seminar, the Institute for Comparative Literature and Society, the Sheikh Zayed Book Award, and Brill Academic Publishers. 2. Columbia University Seminar Studies in Contemporary Africa on **'Agitating Profit: Commerce, Sovereignty, and Suspicion in Nigeria's Global South Shift'.** November 4th, 2021. A virtual event with Dr. Vivian Lu, Assistant Professor of Anthropology, Fordham University. 3. **'Zip Code Memory Project — Public Launch & Virtual Roundtable; Reparative Memory'** by: ZCMP by Michael Arad, Susan Meiselas, Doris Salcedo, Hank Willis Thomas, Mabel Wilson Moderated by Carol Becker. October 14th, 2021. 4. **'The Role of Courts in Defending Indigenous Peoples' Rights'**. A panel with Carla Fredericks, Steven Donziger, and Manaka Infante Suruta. October 12th, 2021. Columbia University, NY. 5. '**In the Shadow of the Ivory Tower: How Universities are Plundering our Cities**'. A discussion with Davarian Baldwin and Mabel Wilson, Director of the Institute for Research in African American Studies, Nancy and George Rupp Professor of Architecture, Planning and Preservation, and Professor in African American and African Diasporic Studies. October 7th, 2021. Columbia University, NY. 6. New Book Discussion: Emily Sun, '**On the Horizon of World Literature: Forms of Modernity in Romantic England and Republican China'**. A virtual panel with Jenny Davidson, Chair, Department of English and Comparative Literature, David Lurie, Department of East Asian Languages and Cultures, by Christopher GoGwilt and Peter Connor. October 7th, 2021. Columbia University, NY. 7. The Lionel Trilling Seminar, **'The Black Studies Project: 50 Years and Counting'.** October 6th, 2021**.** Columbia University, NY. 8. **'Anxious Mastery and the Forms It Takes';** a talk by Mara De Gennaro. A discussion of Modernism after Postcolonialism: Toward

a Nonterritorial Comparative Literature (Johns Hopkins University Press, 2020) with author Mara de Gennaro (New York University, Gallatin School of Individualized Study), a response by Bruce Robbins (Columbia University) and moderated by Gayatri Chakravorty Spivak (Columbia University). Co-presented by the Department of English and Comparative Literature. September 23rd, 2021.

9. **'Revolution 1/13 The Congress of Black Writers and Artists and the Bandung Conference'.** Co-presented by Columbia's Center for Critical Thought at Columbia Law, the Society of Fellows and Heyman Center for the Humanities, and the Institute for Comparative Literature and Society. September 22nd, 2021. Columbia University, NY.

10. **'Read Until You Understand: The Profound Wisdom of Black Life and Literature' a** talk by Farah Jasmine Griffin**.** Co-presented by the African American and African Diaspora Studies Department, Columbia University School of the Arts, and The Institute for Research in African-American Studies. September 21st, 2021. Columbia University, NY.

11. Inaugural Currency and Empire Sawyer Seminar Event. Dr. Utsa Patnaik on '**Imperialism, Gold Standard and the Colonized'**. September 10th, 2021 at Columbia University, NY.

12. **'Are We Feeding the Crisis? Pandemic Hunger and Food Justice'.** A Discussion and Screening of the short film On the Line. June 8th, 2021.*This event was co-sponsored by the Sixth Street Community Center and "On the Line: Land Use, Food Access, Climate Justice and Organizing in New York City" project as part of the Seminar on Public Engagement and Collaborative Research from the Center for the Humanities at The Graduate Center, CUNY.*

13. Attended Closure Session on '**Sensitization of Youth for Socially Resilient Communities in the Digitalizing World'**. Alumni Small Grant (ASG) Project-USEFP'. Concluding Session: Thursday, March 4th, 2021.

14. 2 Days International Conference on **'HIV; Causes and Consequences'** on 5th-6th April 2017 at University of Malakand.

	15. 5 days training workshop on '**Implementation of Provincial Human Rights Strategy**' from 13th-17th Dec 2016 at Nathia Gali by the Ministry of Human Rights in collaboration with SPO.
	16. 3 Days National Conference on Social Sciences from 14th-16th November 2016 at BZU Multan.
	17. 1 Day '**Scientific Writing Workshop**' at PMAS-AAUR, on 20th Jan 2016.
	18. 1 Day '**Human Rights sensitization**' workshop at Ministry of Human Rights.
	19. '**Narratives on National Security,**' Two Days International Conference organized by USIP and ISSI on November 25-26, 2014.
	20. '**Work Place Harassment**' Sensitization Workshop arranged by LEADS International in collaboration with USAID on November 13, 2014, at PMAS-AAUR.
	21. 7th Conference on **International Day of Rural Women** organized by PODA Islamabad, 15-16 October 2014, Islamabad.
	22. '**Future of Research in Pakistan**' was organized by HEC on May 18, 2013.
	23. Sensitization session on **International Drug Addiction Day** on June 20, 2013, at Islamabad Hotel organized by the Ministry of Social Welfare and Anti Narcotic Force.
	24. Sensitization workshop on **Traffic Awareness** organized by Motorway Police at PMAS-AAUR on December 20, 2013.
	25. **Dengue Eradication Campaign** and Walk on October 13, 2013, at PMAS-AAUR organized by the Government of Punjab.
	26. 1st International conference on **Promotion of Social Sciences Research in Pakistani Universities; Prospects Challenges** held at HEC from April 18th-20th 2011.
	27. Three-day 1st International conference on **Poverty Alleviation through sustainable Resource Management** held from March 8th-10th, 2011, Organized by NASIC at Pakistan Science Foundation, Islamabad.

	28. Five-day sensitization workshop on **"Violence against Women,"** 26th-30th June 2006 at Rozan, Islamabad. **29.** A four-day workshop on **"Para Counseling Skills,"** 19th-22nd June 2006 at Rozan Islamabad. **30.** The five-day training course on **"Effective Communication Skills"** was held from April 12-17th, 2010, at PIDE, Islamabad.

Name	Rabia Jawed
Personal	Flat# 03 Block# 49 G/11-4 Islamabad Cell # 0331-5146963
Experience	Date, Title, Institution. Oct 2019 Lecturer DOA PMAS-AAUR Jan 2017-June 2019 Visiting Lecturer PMAS-AAUR Jan 2018-Jan 2019 Visiting Lecturer IIUI Feb 2017-Feb 2018 Deputy Director (Contract) LokVirsa
Brief Statement of Research Interest	• Political Anthropology • Anthropology of Reproduction • Medical Anthropology • Urban Anthropology • Environmental Anthropology • Migration • Socio-Cultural Anthropology • Folklore
Honor and Awards	• Focal person OBE • Focal person QEC • Focal person ORIC
Graduate Students, Post-docs, Undergraduate students	I have supervised a number of students graduates students of M. Sc. And M.Phil. Anthropology The number of Supervised MSc Anthropology Theses is exceeding 30
Research Grants and Contracts	Won a project titled "Organic Farming: Entrepreneurial Prospects and Future to Sustainable Agriculture in Pakistan" under University Research Support Program

Name	Shagufta Hamid Ali
Personal	Bhatti House, Street no. 10 Income Tax Officers Colony, Boson Road Multan Cell # 0331-5146963
Experience	Date, Title, Institution. Oct 2019 Lecturer DOA PMAS-AAUR Nov 2014-Jan 2019 BZU
Graduate Students, Post-docs, Undergraduate students	I have supervised a number of students graduates students of M. Sc. And M.Phil. Anthropology The number of Supervised MSc Anthropology Theses is exceeding 25
Brief Statement of Research Interest	• Psychological Anthropology • Digital Anthropology • Medical Anthropology • Visual Anthropology
Publications	1. Sarwar, F., Ali, S. H., & Ghafoor, A. G. (2021). Domestic And Familial Issues Leading TowardsDiabetesMellitius Type – II in Rawalpindi. Pakistan Journal of Social Research, 3(3), 570-581. 2. Mirza, M. B., Ghafoor, A. G., & Ali, S. H. (2021). Resident Sentiments and Lived Experiences inRelation to Place Attachment with Battle Secto. Pakistan Journal of Social Research, 3(3), 582-589. 3. Akhtar, A., Ghafoor, A. G., & Ali, S. H. (2021). Studying the Potential Connection Between Peace andHuman Rights: Content Analysis of Facebook Posts. Pakistan Journal of Social Research,3(4), 648-657. 4. Irshad, M., Ghafoor, A. G., & Ali, S. H. (2021). Ethnography: A Systematic Literature Review of SocialScience Publications in Pakistan. Pakistan Journal of

Social Research, 3(4), 667-674.

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