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ARID AGRICULTURE UNIVERSITY

RAWALPINDI

Self Assessment Report 2014-2016

Cycle 5

M.Sc Anthropology Program

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INTRODUCTION 1

CRITERION 1: PROGRAM MISSION, OBJECTIVES AND OUTCOMES 2

Standard 1-1: Documented measurable objectives that support department mission statements 3

Strategic objectives of the Department of Anthropology 3

Main elements of strategic plan to achieve mission and objectives 3

Program Learning Outcomes 5

Standard 1-2: The program must have documented outcomes for graduating students. 5

Session Fall- 2014 Performa-10 Teacher Evaluation .....

Teacher 2 Evaluation on ANTH 701, Session fall 2014 8

Teacher 1 Evaluation on ANTH 704, Session fall 2014 9

Teacher 1 Evaluation on ANTH 709, Session fall 2014 9

Teacher 2 Evaluation on ANTH 712, Session fall 2014 10

Teacher 2 Evaluation on ANTH 727, Session fall 2014 11

Teacher 1 Evaluation on ANTH 799, Session fall 2014 12

Session Spring- 2015 Performa-10 Teacher Evaluation .....

Teacher 2 Evaluation ANTH 707, Session Spring 2015 15

Teacher 1 Evaluation ANTH 713, Session Spring 2015 16

Teacher 2 Evaluation ANTH 720, Session Spring 2015 16

Teacher 3 Evaluation on ANTH 706, Session Spring 2015 17

Teacher 3 Evaluation on 725, Session Spring 2015 18

Session Fall- 2015 .....

Teacher 2 Evaluation on ANTH 701, Session Fall 2015 21

Teacher 2 Evaluation on ANTH 703, Session Fall 2015 21

Teacher 1 Evaluation on ANTH 704, Session Fall 2015 22

Teacher 2 Evaluation on ANTH 712, Session Fall 2015 23

Teacher 2 Evaluation on ANTH 719, Session Fall 2015 24

Teacher 1 Evaluation on ANTH 720, Session Fall 2015 25

Teacher 1 Evaluation on ANTH 799, Session Fall 2015 26

Teacher 5 evaluation on ANTH 710, Session Fall 2015 27
Teacher 4 Evaluation on ANTH 727, Session Fall 2015 28
Session Spring- 2016 .....
Teacher 2 Evaluation on ANTH 707, Session Spring 2016 31
Teacher 1 Evaluation on ANTH 713, Session Spring 2016 31
Teacher 2 Evaluation on ANTH 722, Session Spring 2016 32
Teacher 2 Evaluation on ANTH 725, Session Spring 2016 33
Session Fall- 2014 ..... **Error! Bookmark not defined.**
Course Evaluation on ANTH 701Session Fall 2014 36
Course Evaluation on ANTH 704, Session Fall 2014 36
Course Evaluation on ANTH 709, Session Fall 2014 37
Course Evaluation on ANTH 712, Session Fall 2014 38
Course Evaluation on ANTH 727, Session Fall 2014 39
Course Evaluation on ANTH 799, Session Fall 2014 40
Session Spring- 2015 42
Course Evaluation on ANTH 707, Session Spring 2015 43
Course Evaluation on ANTH 713, Session Spring 2015 43
Course Evaluation on ANTH 720, Session Spring 2015 44
Course Evaluation on ANTH 706, Session Spring 2015 45
Course Evaluation on 725, Session Spring 2015 46
Session Fall- 2015 .....
Course Evaluation on ANTH 701, Session Fall 2015 49
Course Evaluation on ANTH 703, Session Fall 2015 49
Course Evaluation on ANTH 704, Session Fall 2015 50
Course Evaluation on ANTH 712, Session Fall 2015 51
Course Evaluation on ANTH 719, Session Fall 2015 52
Course Evaluation on ANTH 720, Session Fall 2015 53
Course Evaluation on ANTH 799, Session Fall 2015 54
Course Evaluation on ANTH 710, Session Fall 2015 55
Session Spring- 2016 .....

Course Evaluation Evaluation on ANTH 707, Session Spring 2016 58
Course Evaluation on ANTH 713, Session Spring 2016 58
Course Evaluation on ANTH 722, Session Spring 2016 59
Course Evaluation on ANTH 725, Session Spring 2016 60
Session Spring- 2015 .....
Performa 3: Survey of Graduating Students Session Spring-2015 62
Session Spring- 2016 63
Performa 3: Survey of Graduating Students Session Spring-2016 64
Performa- 7 Spring 2015 76
Alumni Survey 75
Performa- 7 Spring 2016 76
Alumni Survey 77
Performa- 8 Spring 2015 80
Employer Survey 81
Performa- 8 Spring 2015 82
Faculty Resume 83
Mahwish Zeeshan..... 102
Personals..... 102
Experience..... 102
Date, Title, Institution. 103
Honor and Awards 104
Publications 105
Research Interests..... 106
Standard 1-3: The results of program's assessment and the extent to which they are used to improve the program must be documented..... 105
Major Future Improvement Plans 109
Standard 1-4: The Department must assess its overall performance periodically using quantifiable measure 110
CRITERION 2: CURRICULUM DESIGN AND ORGANIZATION 110

Standard 2-1: The curriculum must be consistent and support the program's documented objectives. 113
Standard 2-2: The curriculum supports the program's documented objectives. 113
CRITERION 3: LABORATORIES AND COMPUTING FACILITIES 115
CRITERION 4: STUDENT SUPPORT AND ADVISING 116
CRITERION 5: PROCESS CONTROL 117
CRITERION 6: FACULTY 120
CRITERION 7: INSTITUTIONAL FACILITIES 122
CRITERION 8: INSTITUTIONAL SUPPORT 124
SUMMARY 125
CONCLUSION 126

INTRODUCTION

The Department of Agriculture Economics, Economics and Sociology initiated an associated Department of Anthropology, in 1999. For commencement of the said Department, skilled and notable authorities were approached to design scheme of studies of masters in Anthropology. Scheme was established by board involving the Chairman of Agricultural Economics, Economics and Sociology, the scholarly Faculty of Anthropology Department of Quaid-i-Azam University, Islamabad to administer. In the year 1999, the Academic Council of the University endorsed the Scheme of studies and this department began working. Pioneers of this department were enrolled in the upcoming year 2000. Up from the year 2004, masters programs in Sociology and Anthropology were both separated from Department of Economics and Agricultural Economics. In 2010, scheme of studies were revised to make both disciplines more receptive to meet the present criteria of the degree program and streamline professional market sector which is by and by till date.

This program of Anthropology encourages crucial skills in pertaining development problems faced by Pakistani society especially rural Pakistan. The current educational programs offered by this discipline Anthropology, targets the needs to have dynamic and increasing social scientist which encourage to concentrate on socio-cultural issues in Pakistan. Furthermore department initiated M. Phil program in fall 2015, because of the vast and dynamic interest vested within academic sector of a new institution; need arises for this due to inaccessibility of public institution except Quaid- i- Azam University in Pakistan.

This program offers a vast variety of vital sub disciplines as such Archaeology, Socio-Cultural Anthropology, Linguistic Anthropology, Physical Anthropology, Indigenous Knowledge and traditional wisdom, Past societies, Political Anthropology, Religion, Global Cultural Transformation, Perspectives on Development, Anthropology of Pakistan and South Asian Societies. The program first puts the foundation of knowledge oriented towards discipline than shifts focuses on the courses from major subfields of

Anthropology are taught. All graduates under this discipline are offered optional and minor courses from and within and outside department. Extensive training is given to individual student through field assignments and courses intended majorly on research and theory. Furthermore individuals are encouraged to develop strategically for their professional writing skills through assignments focused on writing research paper. In the final semester, focus of degree shifts and undertake extensive research. It involves least 4-6 months of extensive field work followed by thesis reports of respective research taken. This complete exercise is supervised by the faculty. It allows the students to experience basic societal understanding and encourage them to have insight professionally. It also gives indepth understanding to graduates and their contribution towards developmental and progressive needs of the society.

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

CRITERION 1: PROGRAM MISSION, OBJECTIVES AND OUTCOMES

M. Sc Anthropology Program is being taught in the department of Anthropology at PMAS-AAUR since 1999, first admission was offered in the following year; 2000. The program since then has contributed towards producing the best and compatible human capital in this discipline. Scheme of study is designed with the aim to produce scholars on Pakistani culture and society which adept in understanding to cultural heritage and at the same time have in depth understanding of political and regional heritage in regards to Pakistan's movement. This academic discipline is well connected to the cultural uniqueness of the program and also brings it in line with the major cultural traditions and civilizations of the world. The program is overwhelming focused on all major contemporary issues of current day world. The scheme of studies was thoroughly revised in 2010 and implemented since Fall Semester 2010. The department set in motion the M.Phil program in the year fall 2015, while the scheme of studies has been recently approved by the board of studies.

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

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

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

Strategic objectives of the Department of Anthropology

1. The scheme prepared bridges the break in major stakeholders such as NGOs and INGOs, academic sphere and R&D sector.
2. Department is planning to start orientation sessions at undergraduate level with intend to career counseling that aims to broaden awareness of subject's practical and academic significance.
3. For the awareness and international recognition of students of Anthropology, department encourages student to write research papers in accordance with the interest domain.
4. As per development needs and progressive academic requirements and introduction of new courses are frequently reshape in the scheme of studies.

Main elements of strategic plan to achieve mission and objectives

1. In order to build image of department as research center it needs to attract all the notable stakeholders; it include Government department, organization and agencies, national and international donors, INGOs, national NGOs and other civil society organization structuring a nexus leading to the development of a functional cell, generating solutions on the social issues and professional grooming of students.
2. Subject's core awareness is essential for the communities in making them responsive in reference to enrollment in both masters and M.Phil level.

3. For the awareness about the global market research papers are through vigorous selection published in different social science journal.

4. Reformation and enclosure of new curses in view of global trends that are introduced in this discipline. The aims are majorly focus now on applied and socio-cultural domains, it will help the students get into professional mainstream practically.

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

Table 1: PROGRAM OBJECTIVES ASSESSMENT

S. #	Objective	How Measured	When Measured	Improvement Identified	Improvement made
1	Scheme prepared bridges the break in major stakeholders such as NGOs and INGOs, academic sphere and R&D sector.	By association of collaboration of department with government and non government organization to carry projects	Completion of different projects.	In association of Punjab government, department is currently working on Human Right sensitization.	For practical exposure in research students are attached with development agencies i.e., NARC
2	Department is planning to start orientation sessions at undergraduate level with intend to career counseling that aims to broaden awareness of subject's practical and academic significance	From the feedback received through the employer survey form filled in the previous two sessions i.e. Spring 14 & 15.	Collaboration of employer and student feedback after yearly admissions.	By the assessment of employer's survey of pass out students	For the awareness and making practical implementation of subject through encouraging students to take part in workshops and seminar the faculty is working with utmost effort.
3	As per development needs and progressive academic requirements and introduction of new courses are frequently reshape in the scheme of studies	Its solely based on the students caliber and work published	Published research papers in social science journals	By assessing the quality of research paper and the journal in which published	The faculty is making its utmost effort to create awareness regarding research work and encouraging students in understanding their field through exposure

4	As per development needs and progressive academic requirements and introduction of new courses are frequently reshape in the scheme of studies	The preliminary screening of students in lectures and by measuring their general knowledge about world	The students often revealed opaqueness towards connecting themselves to the global scenario and building arguments on basis of reasons	Subject's market value is amplified, along with the student's opportunities in the field.	The courses approved under the latest scheme, have now been incorporated.

Program Learning Outcomes

All the students in Anthropology Program are capacitated by

1. To increase exposure different development initiative, students are engaged in various research projects that are being held by different agencies.
2. To assimilate and increase the number of attentive, motivated and productive students enroll in educational institutions needs to involve community in awareness sessions
3. Research programs are designed keeping in view the interest of students in required field.
4. Striving to design courses informed by anthropological perspectives, indoctrination of students in the global mainstream of the discipline.

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

It must be documented that the outcomes support the program objectives and that graduating students are capable of performing these outcomes.

- The program outcomes support the program objective as illustrated in the table 2 given ahead.

Table 2: Program outcomes and their relationship with objectives

Outcomes		**1**	**2**	**3**	**4**
	1	**XXX**			
	2		**XX**		

	3			**XXX**	
	4				**XXX**

X = moderately satisfactory

XX = Satisfactory

XXX = highly satisfactory

Skills and Capabilities Reflected in Performance as Anthropologist:

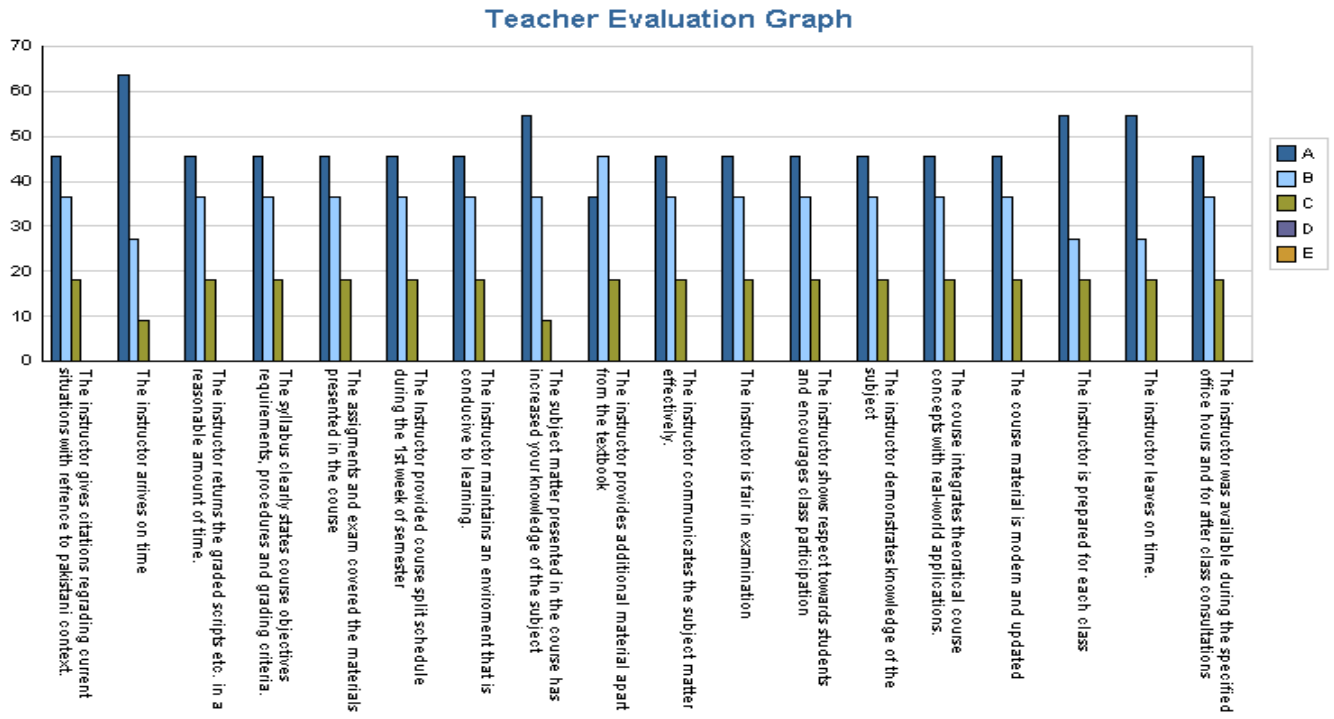
Students learn the understanding intent, nature and scope of Anthropology (cultural, biological, archaeology, linguistics). They gain professional expertise in following one of the major subfields: cultural, biological, archaeology. Students are well aware of understanding of epistemologies of the humanities and science as the key to relate anthropology. They become further aware with culture of a major world region and develop to recognize and respect human differences.

Performa-10

Teacher Evaluation

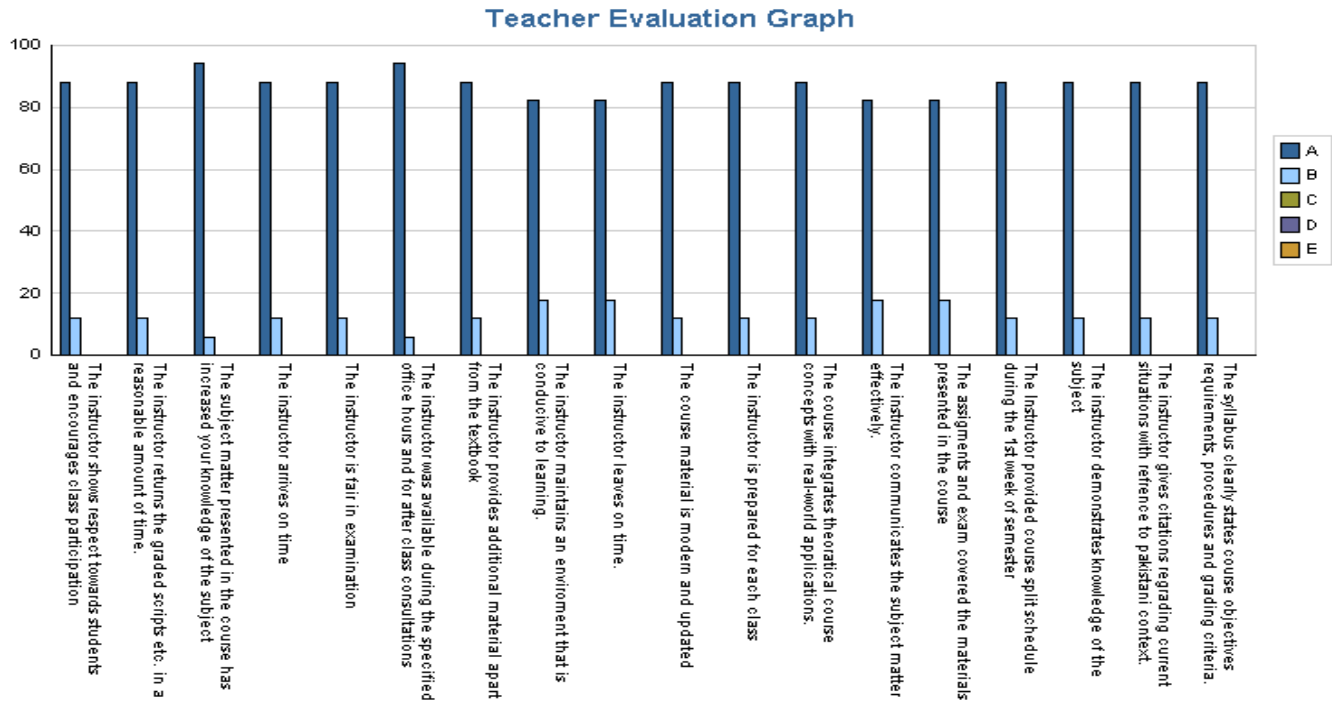
Teacher 2 Evaluation on ANTH 701, Session fall 2014

The said course said was taught to semester 1 of session fall 2014 by Teacher 2. The results shown in the graph are inductive on the level of satisfaction by to 65% percent students are highly satisfied about the arrival of instructor on time, while, approximatly 25% percent were satisfied with this statement and 9% per cent students responded neutrally. Around 45% per cent students were highly satisfied that the instructor demonstrate knowledge of the subject, material was modem and updated, the instuctor communicates the subject matter effectively and also fair in examination. While 45% per cent students were satisfied that the instructor provide additional material apart from the text book. While 85% per cent of the students gave neutral response. Around 37% per cent students were satisfied about the citations given by the instructor regarding current situation with referance to Pakistni context.



Teacher 1 Evaluation on ANTH 704, Session fall 2014

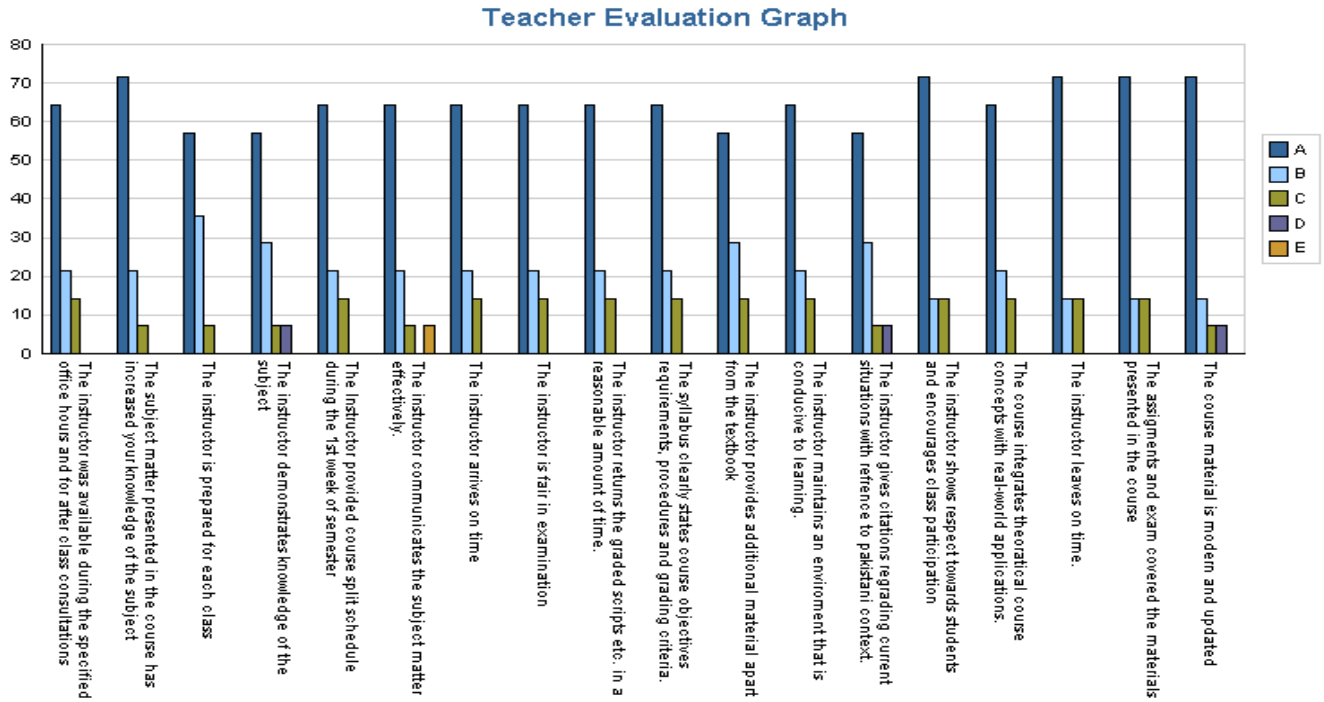
The said course was taught to semester 3 fall 2014 session by Teacher 1. The following graph shows that around 95% per cent students were highly satisfied with the statement that the subject method presented in the course has increased the knowledge, the instructor was available during the specified office hour and for after class consultation. While 85-90% per cent were highly satisfied with the statement that the syllabus clearly states course objectives requirements, procedures and grading criteria and the instructor demostrated the knowlrdge of the subject. 82% per cent were highly satisfied with the environment of the class which was helpful in learning purpose. Only 18% per cent students showed satisfection about the communication skills of the instructor regarding subject matter.



Teacher 1 Evaluation on ANTH 709, Session fall 2014

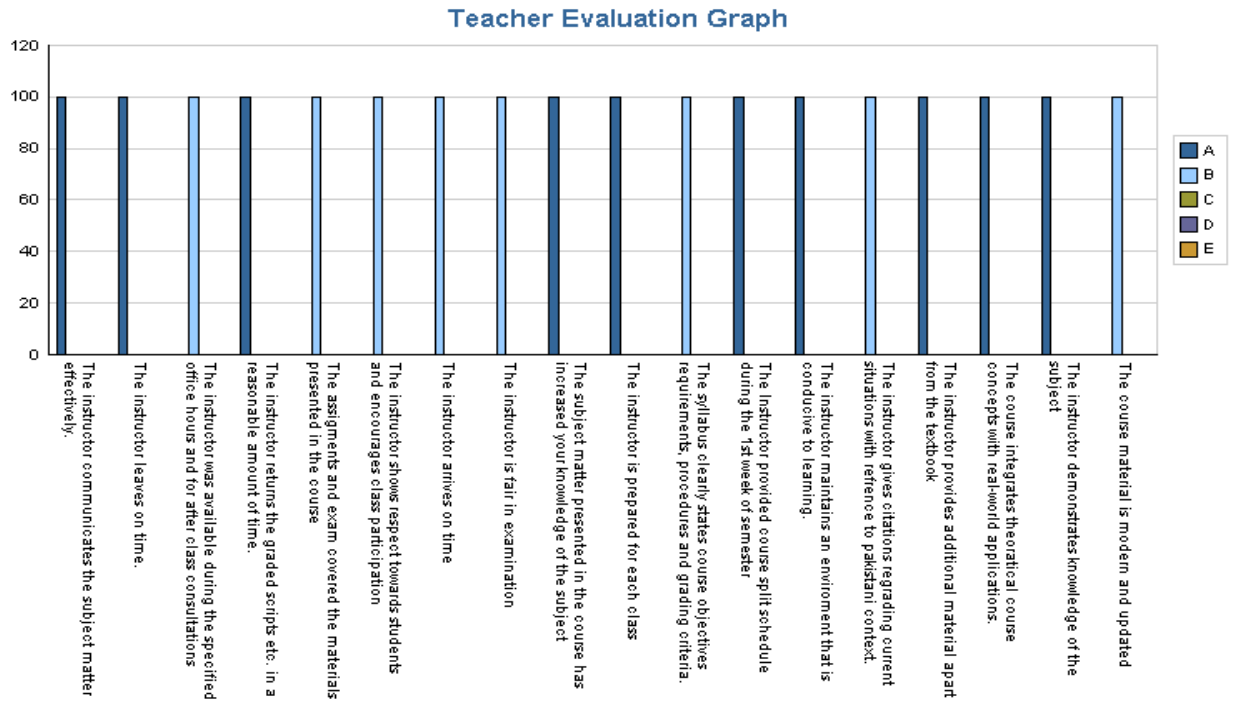
The said course was taught to 1st semester students in fall 2014 session by Teacher 1. Results demonstrated in the graph shows that 72% per cent students were highly satisfied with the statement that the course maerial was modem and updated, the assignment and exams covered the materials in the course and the instructor shows respect towards students and encouraged class participation. While 57% per cent were highly agreed that the instructor is prepare for each class and demostrate the knowledge of the subject by providing additionall material a part from the text book. While 65% per cent were highly satisfied that the course integrates

theoratical course concepts with real wold application while 22% per cent only satisfied with the statement and 15% per cent gave neutral responces regarding the above mentioned statemrnt.



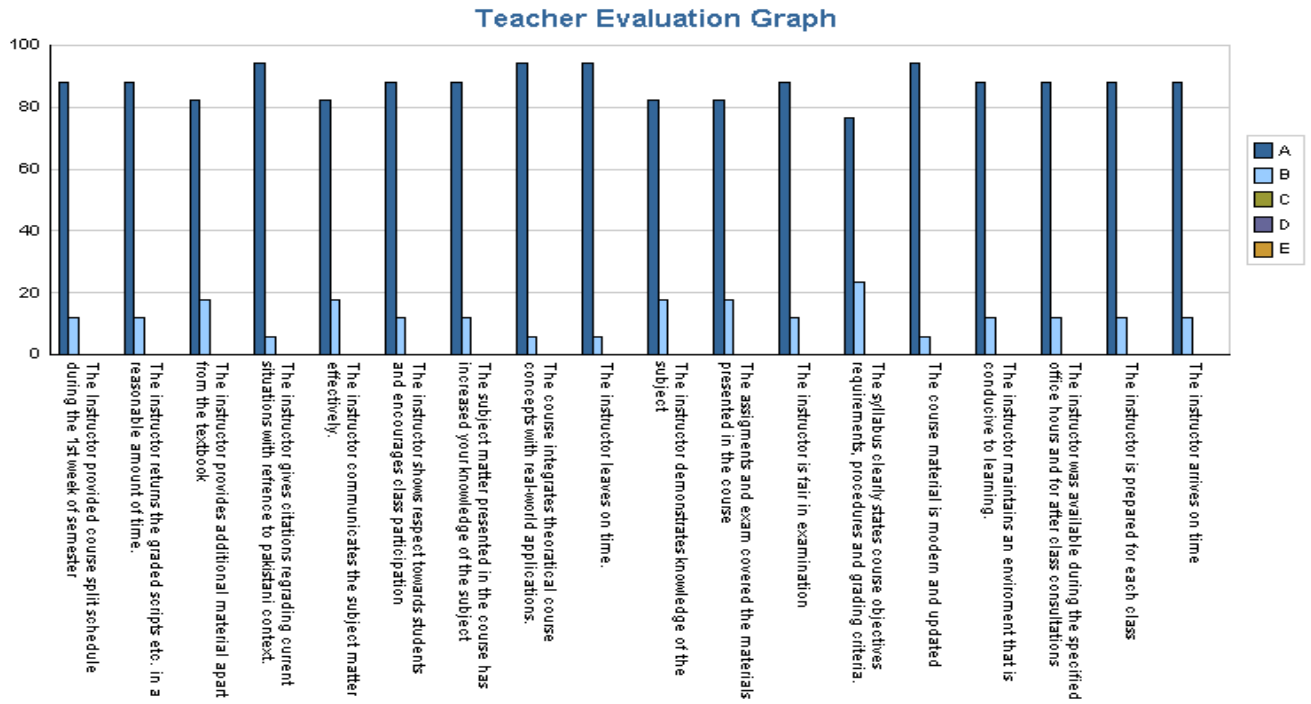
Teacher 2 Evaluation on ANTH 712, Session fall 2014

The above mentioned course was taught by Teacher 2 to the students of semester 5 in session fall 2014. The results demostrated in the graph shows that 100% percent students strongly agreed with the statements that the instructor returns the graded scripts in reasonable amount of time, subject matter presented in the course has increased their knowledge as the instructor is prepared for each class. 100% percent students were highly satisfied with the communication skills of the instructor as well as environment of the class. 100% percent students agreed with the statement that the instructor shows respect towards the students and encouraged class participation. The syllabus clearly states course objectives requirements, procedures and grading criteria and material was modem and updated.



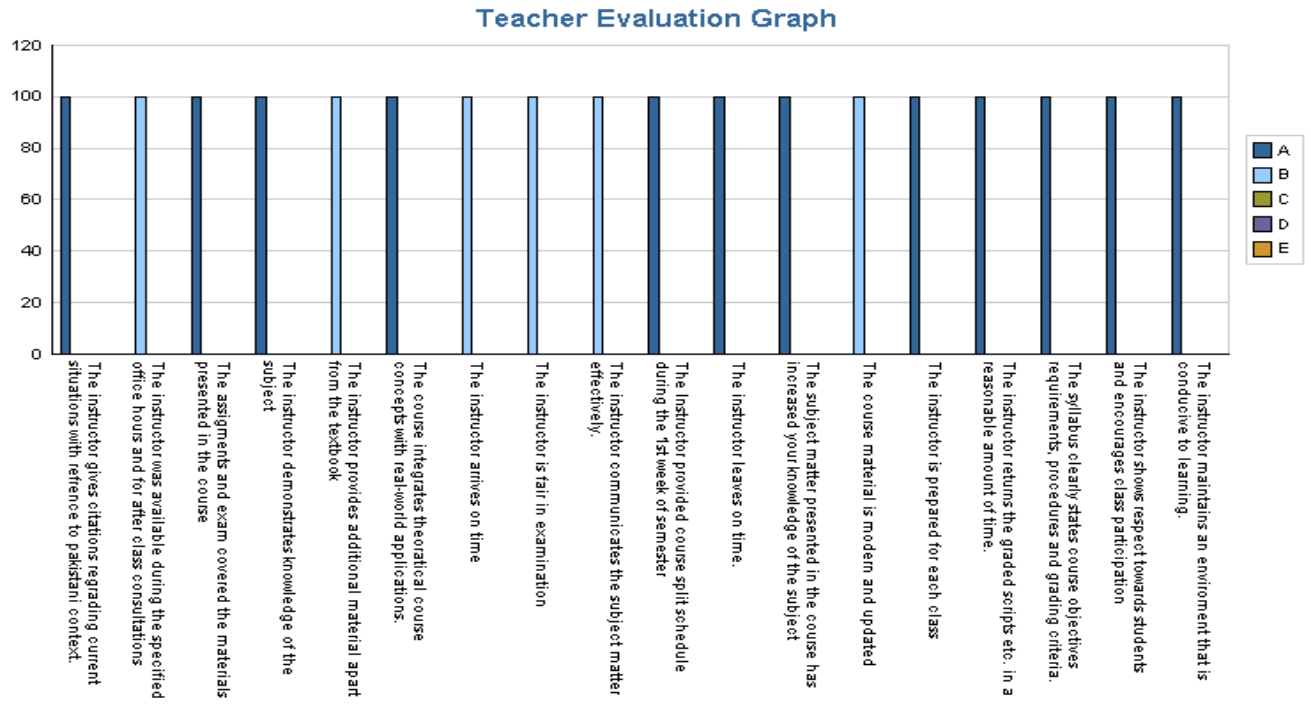
Teacher 2 Evaluation on ANTH 727, Session fall 2014

The said course was taught by Teacher 2 to the students of semester 3 in fall 2014 session. The result in graph shows that 95% per cent students were highly satisfied with the statement the instructor gives citation regarding current situation and course integrates theoratical course concepts with real wold applications by having modem and updated material. While 90% per cent were highly satisfied with the statement that the instructor provided course split shedules during the first week of the students, satisfied with the environment of the class which was helpful for learning purposes. While 82% per cent were highly satisfied with the statement that the additional material was provided by the instructor a part from the text book while 18% per cent were only satisfied with this statement.



Teacher 1 Evaluation on ANTH 799, Session fall 2014

The above said course was taught by teacher 1 to semester 5 students in session fall 2014. The results in the graph demonstrate that 100% percent students strongly agreed by the statement that the instructor maintains an environment that is conductive to learning and shows respect towards the students by encouraged class partispation and demosntration of knowledge by the instructor. 100% percent students were satisfied with the statement that the instructor during the specified office hours was available and provides additional material apart from the text book. The material of the course provided by the instructor was modern and updated.

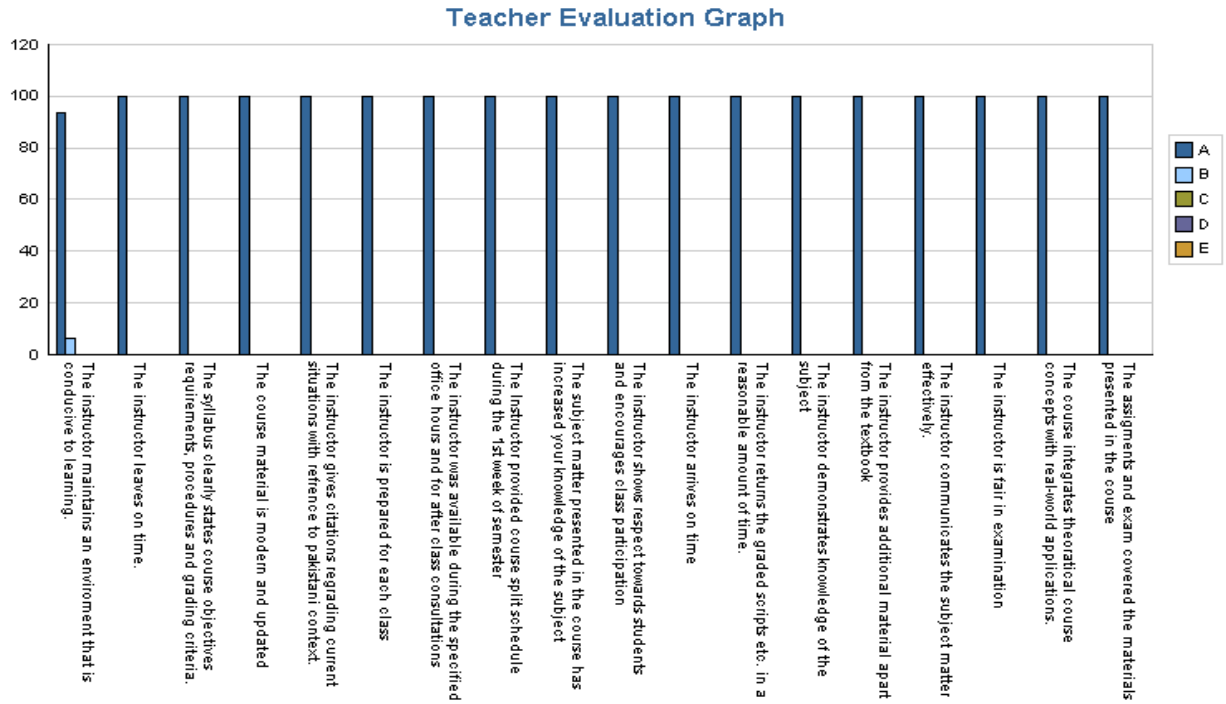

Teacher Evaluation Graph
120
100
80
60
40
20
0
A
B
C
D
E
The instructor maintains an environment that is conducive to learning.
The instructor shows respect towards students and encourages class participation
The syllabus clearly states course objectives requirements, procedures and grading criteria.
The instructor returns the graded scripts etc. in a reasonable amount of time.
The instructor is prepared for each class
The course material is modern and updated
The subject matter presented in the course has increased your knowledge of the subject
The instructor leaves on time.
The Instructor provided course split schedule during the 1st week of semester
The instructor communicates the subject matter effectively.
The instructor is fair in examination
The instructor arrives on time
The course integrates theoratical course concepts with real-world applications.
The instructor provides additional material apart from the textbook
The instructor demonstrates knowledge of the subject
The assigments and exam covered the materials presented in the course
The instructor was available during the specified office hours and for after class consultations
The instructor gives citations regrading current situations with refrence to pakistani context.

Performa-10

Teacher Evaluation

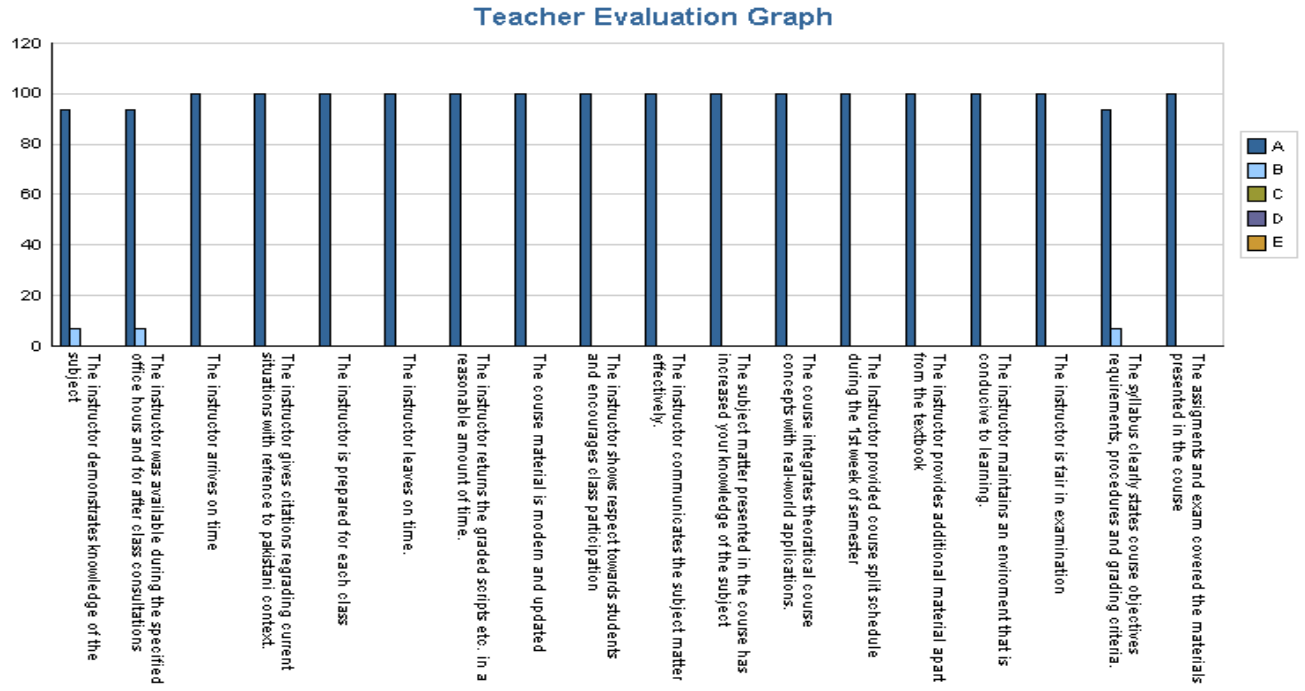
Teacher 2 Evaluation ANTH 707, Session Spring 2015

The said course was thought to 2nd semester students in spring session 2015 by Teacher 2. The results shown in the graph are indicative of the level of satisfaction by 100% per cent students on teacher's performance. They were highly satisfied that the material of the course was modern and updated, instructor was prepared for each class, instructor's respect towards students, encouragement in the participation of students in class activities, satisfaction with the schedule given by the instructor during the first week of the semester about the course. While around 90% percent students were highly satisfied about the environment that the instructor maintains in the class during lecture that was conductive towards learning. With the exception of 5% per cent students who were only satisfied with the maintenance of environment that is conductive to learning for students by the demonstrator.



Teacher 1 Evaluation ANTH 713, Session Spring 2015

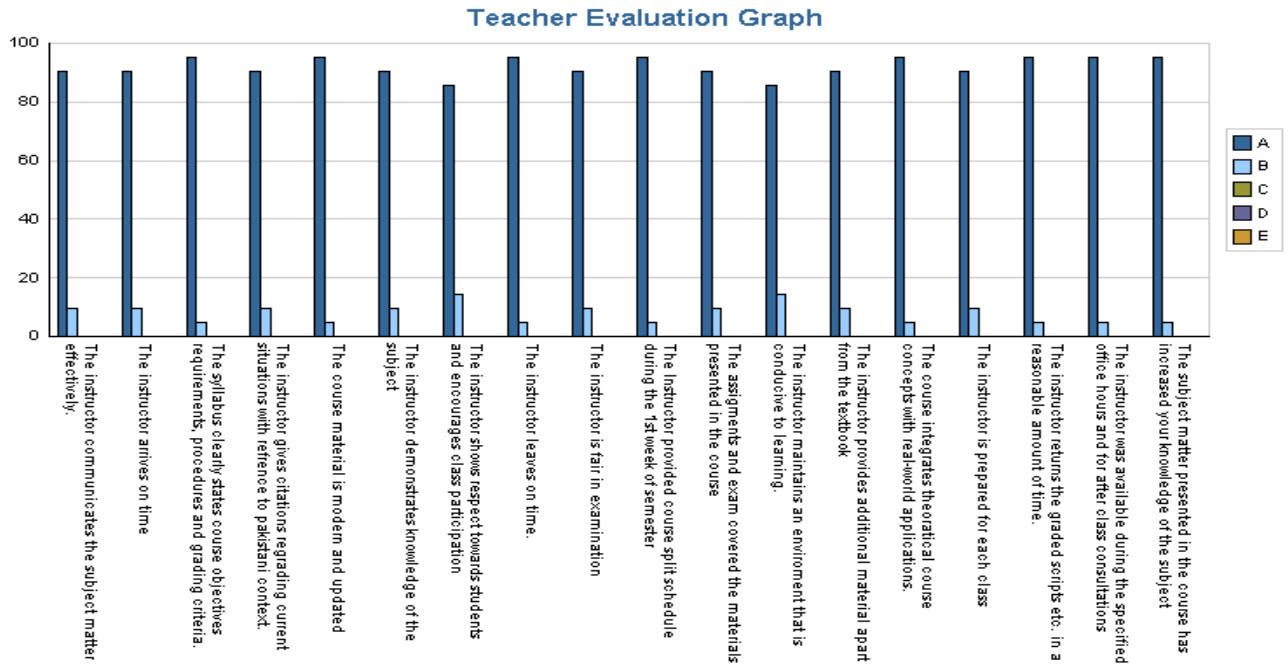
The said course was taught to 2nd semester students in spring 2015 session by Teacher 1. The results demonstrated in the graph showed that 90% per cent of the students were highly satisfied that the instructor demonstrates knowledge of the subject and was available during the specified office hour and after class consultations. 100% per cent were highly satisfied that the instructor gave citations regarding current situations with reference to Pakistani context. 100% per cent students were highly satisfied about the preparation of instructor for each class, the course material was modern and updated, he also provides additional materials apart from the text book. 95% per cent were highly satisfied with the statement that the syllabus clearly states course objectives, requirements, procedures and grading criteria while 5% percent students showed only satisfaction regarding the above statement.



Teacher 2 Evaluation ANTH 720, Session Spring 2015

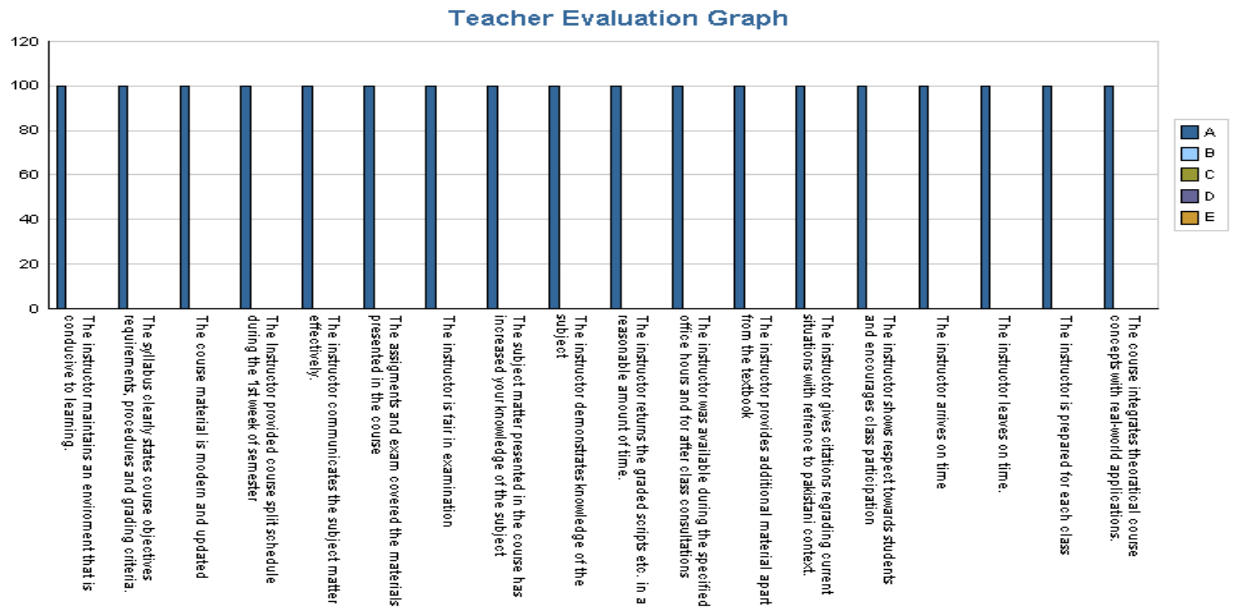
The said course was taught to 4th semester students in spring 2015 session by Teacher 2. The results shown in the graph demonstrate the level of instruction on part of the students. Around 95% per cent students shared that they were strongly agreed with the subject matter presented in the course has increased their knowledge and the instructor was available during the specified office hours and for after class consultations. While

90% per cent students were highly satisfied with the statement that the syllabus clearly states course objectives, requirements and procedures, whereas assignments and exams covered the materials presented in the course. 85% per cent students were highly satisfied with the behavior of the instructor that they show respect towards students and encouraged their participation in class activities. While 25% per cent students were agreed by the statement that instructor maintains the environment of the class that is conductive towards learning.



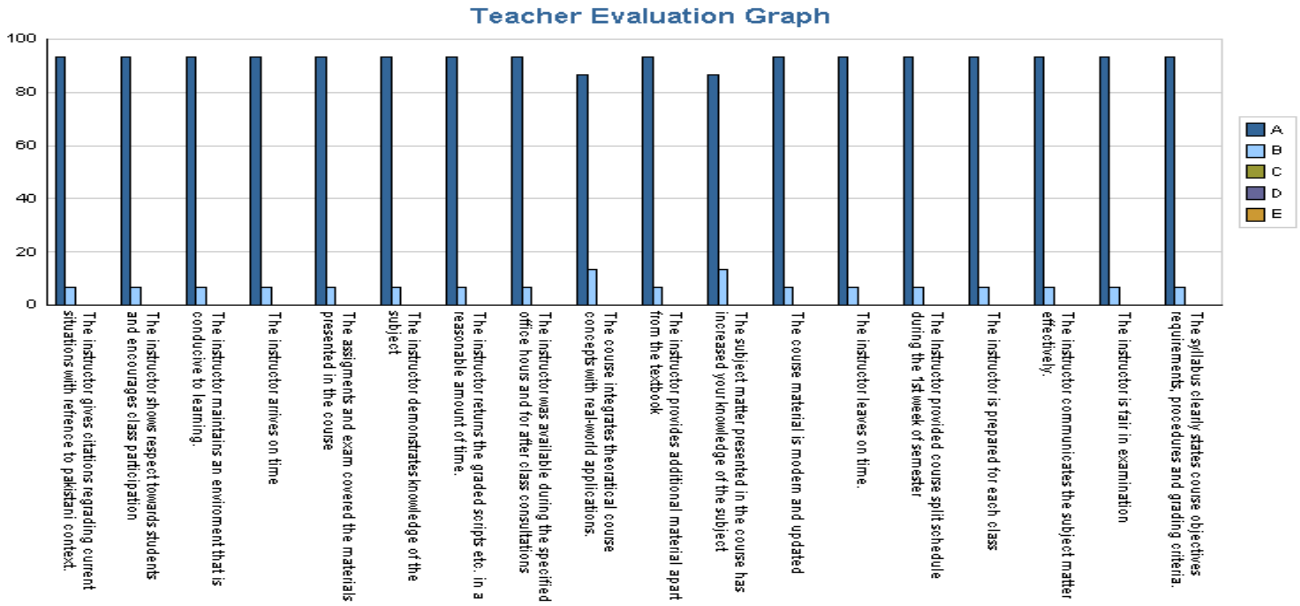
Teacher 3 Evaluation on ANTH 706, Session Spring 2015

The above mentioned course was taught by Teacher 3 to the students of semester 4 in session Spring 2015. The results demostrated in the graph shows that 100% percent students strongly agreed with the statements that the instructor returns the graded scripts in reasonable amount of time, subject matter presented in the course has increased their knowledge as the instructor is prepared for each class. 100% per cent students were highly satisfied with the communication skills of the instructor as well as environment of the class. 100% per cent students agreed with the statement that the instructor shows respect towards the students and encouraged class participation. The syllabus clearly states course objectives requirements, procedures and grading criteria and material was modern and updated.



Teacher 3 Evaluation on 725, Session Spring 2015

The above mentioned course was taught by Teacher 3 to the students of semester 2 in session Spring 2015. Results in the graph shows that 85-90% students were highly satisfied with the statement that the instructor returns the graded scripts in reasonable amount of time, subject matter presented in the course has increased their knowledge as the instructor is prepared for each class, students were highly satisfied with the communication skills of the instructor as well as environment of the class, students agreed with the statement that the instructor shows respect towards the students and encouraged class participation. The syllabus clearly states course objectives requirements, procedures and grading criteria and material was modern and updated. While 5-10% percent students showed mix responses.

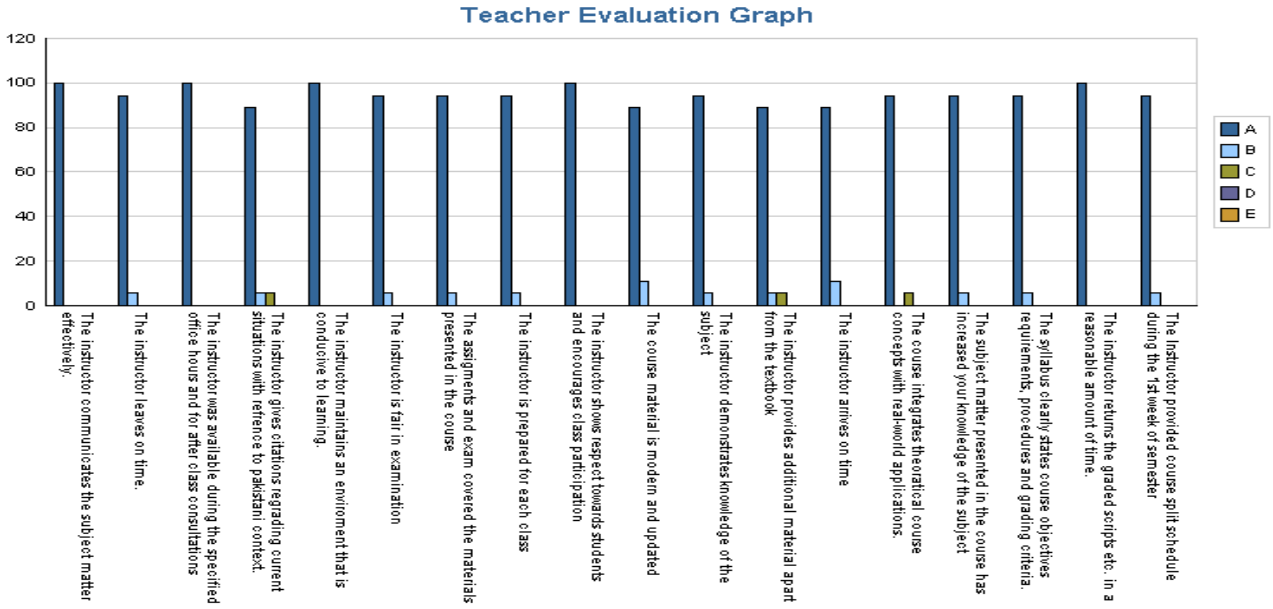

Teacher Evaluation Graph
100
80
60
40
20
0
A
B
C
D
E
The syllabus clearly states course objectives requirements, procedures and grading criteria.
The instructor is fair in examination
The instructor communicates the subject matter effectively.
The Instructor provided course split schedule during the 1st week of semester
The instructor is prepared for each class
The instructor leaves on time.
The course material is modern and updated
The subject matter presented in the course has increased your knowledge of the subject
The instructor provides additional material apart from the textbook
The course integrates theoratical course concepts with real-world applications.
The instructor was available during the specified office hours and for after class consultations
The instructor returns the graded scripts etc. in a reasonable amount of time.
The instructor demonstrates knowledge of the subject
The assigments and exam covered the materials presented in the course
The instructor arrives on time
The instructor maintains an environment that is conducive to learning.
The instructor shows respect towards students and encourages class participation
The instructor gives citations regarding current situations with refrence to pakistani context.

Performa-10

Teacher Evaluation

Teacher 2 Evaluation on ANTH 701, Session Fall 2015

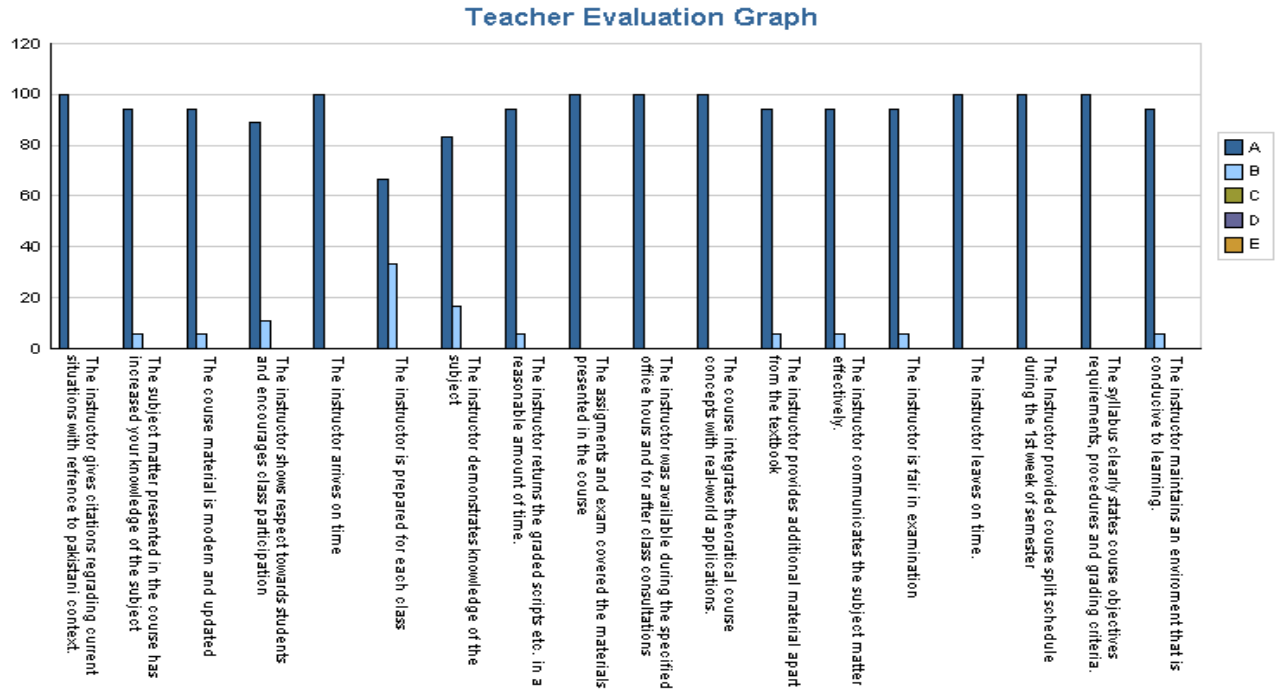
The said course was offered to semester 1 by teacher 2 in session fall 2015. A result in the graph shows the responses of students on the teacher's evaluation. 100% per cent students were highly satisfied with the communication skills of the instructor along with the behavior towards students that encouraged their participation in the class, these students were highly satisfied with the environment of the class maintained by the instructor which was helpful in the process of learning. Around 90% per cent students were highly satisfied with the timing of the instructor, as the additional material provided by the instructor was helpful for them. While only 5% per cent showed satisfaction with the statement and 5% per cent gave the neutral responses. 90% per cent students were highly satisfied with the course material while 10 % per cent students said that the course material was modern and updated.



Teacher 2 Evaluation on ANTH 703, Session Fall 2015

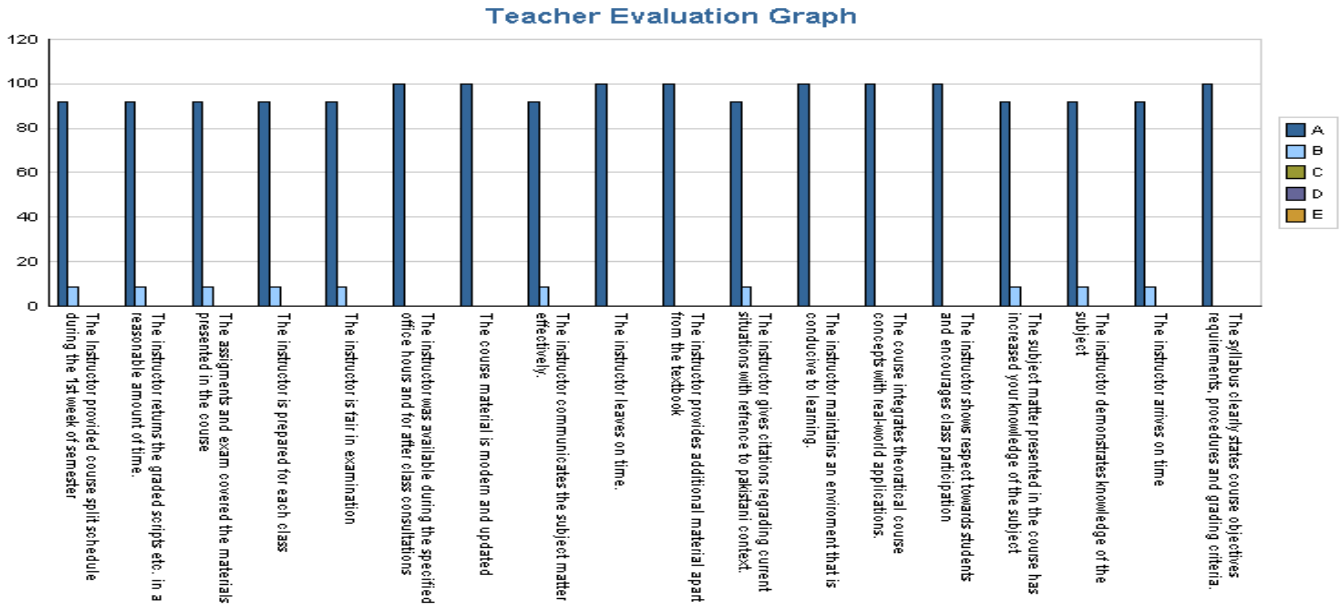
The said course was offered to semester 1 by teacher 2 in session fall 2015. A result in the graph shows the responses of the students on the teacher's evaluation. 100% percent students were highly satisfied with the statement that the instructor give citations regarding current situation,

timing of instructor with the assignments and exams that cover the material presented in the course with the availability of the instructor during specified office hour and for after class consultations with the schedules given by the instructor and with the syllabus that states course objectives requirements, procedures and grading criteria. While 95% percent show their high level of satisfaction with the material of course that is modern and updated. Around 65% per cent students shared their view that they were highly satisfied with the preparation of the instructor for each class while the rest were only satisfied with this statement.



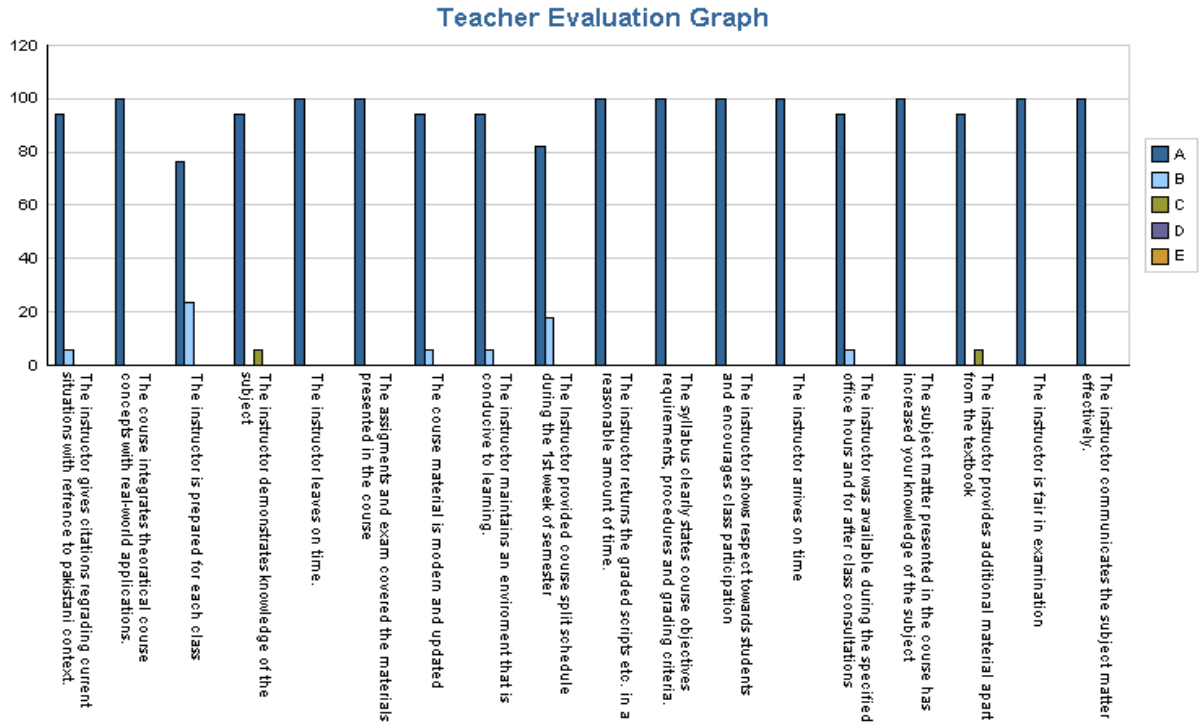
Teacher 1 Evaluation on ANTH 704, Session Fall 2015

The said course was offered to semester 3 by teacher 1 in session fall 2015. A result in the graph shows the responses of students on the teacher's evaluation. 100% per cent students were highly satisfied with the statement that the instructor was available during the specified office hour and for after class consultation, with the material of course, timing of the instructor and additional material provided by the demonstrator a part from text book, with the syllabus that clearly states course objectives requirements, procedures and grading criteria, while 90% per cent students were highly satisfied with the split schedule provided by the instructor, preparation of instructor for each class and fair behavior of instructor during examination. While 10% shows just satisfaction for the following statements.



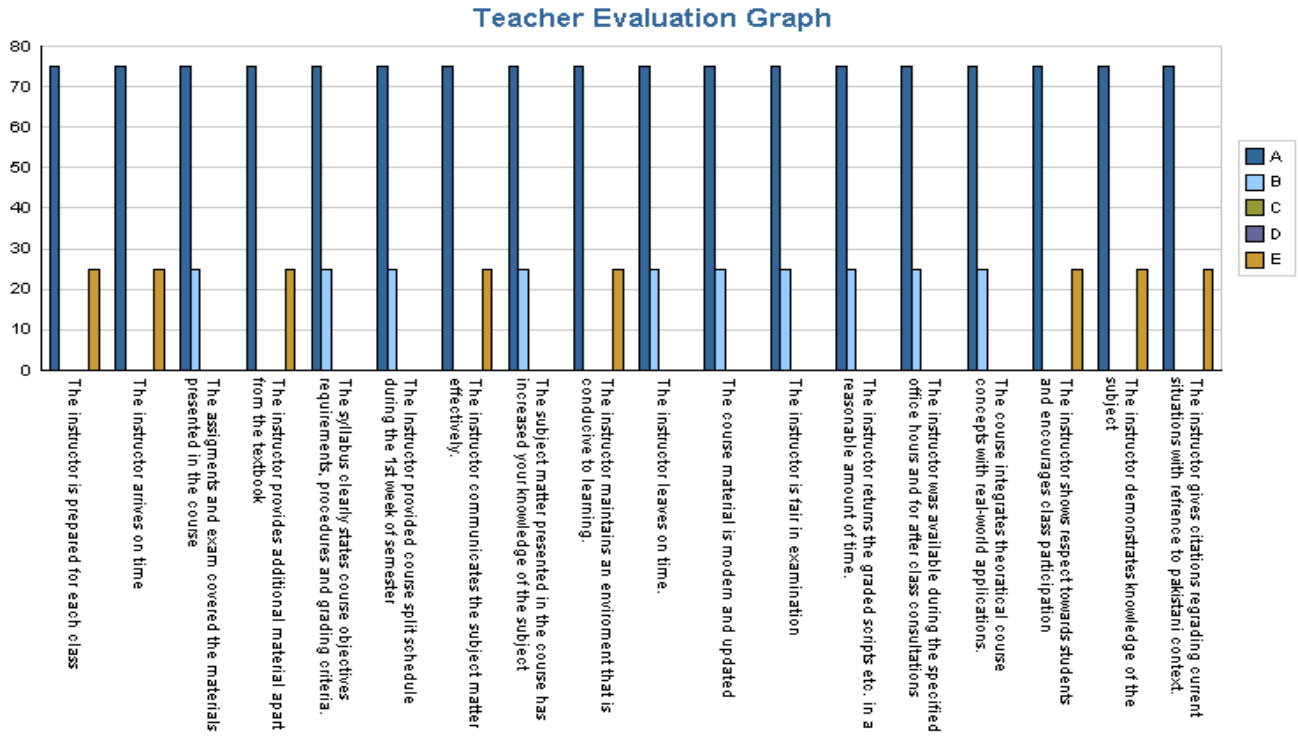
Teacher 2 Evaluation on ANTH 712, Session Fall 2015

The said course was offered to semester 1 by teacher 2 in session fall 2015. A result in the graph shows the responses of students on the teacher's evaluation. 100% percent students shared their high satisfaction with the syllabus of the course, behavior of the instructor towards students problem that encouraged their participation in class, timing of the instructor and with the subject matter presented in the course that increase their knowledge of the subject. These students were highly satisfied with the fair behavior of instructor in examination and the communication skill of the instructor, while 95% percent students were highly satisfied with the statement that the instructor demonstrated knowledge of the subject, whereas 5% gave neutral responses. 75% per cent students were highly satisfied with the preparation of instructor for each class while 25% per cent showed just satisfaction for this statement.



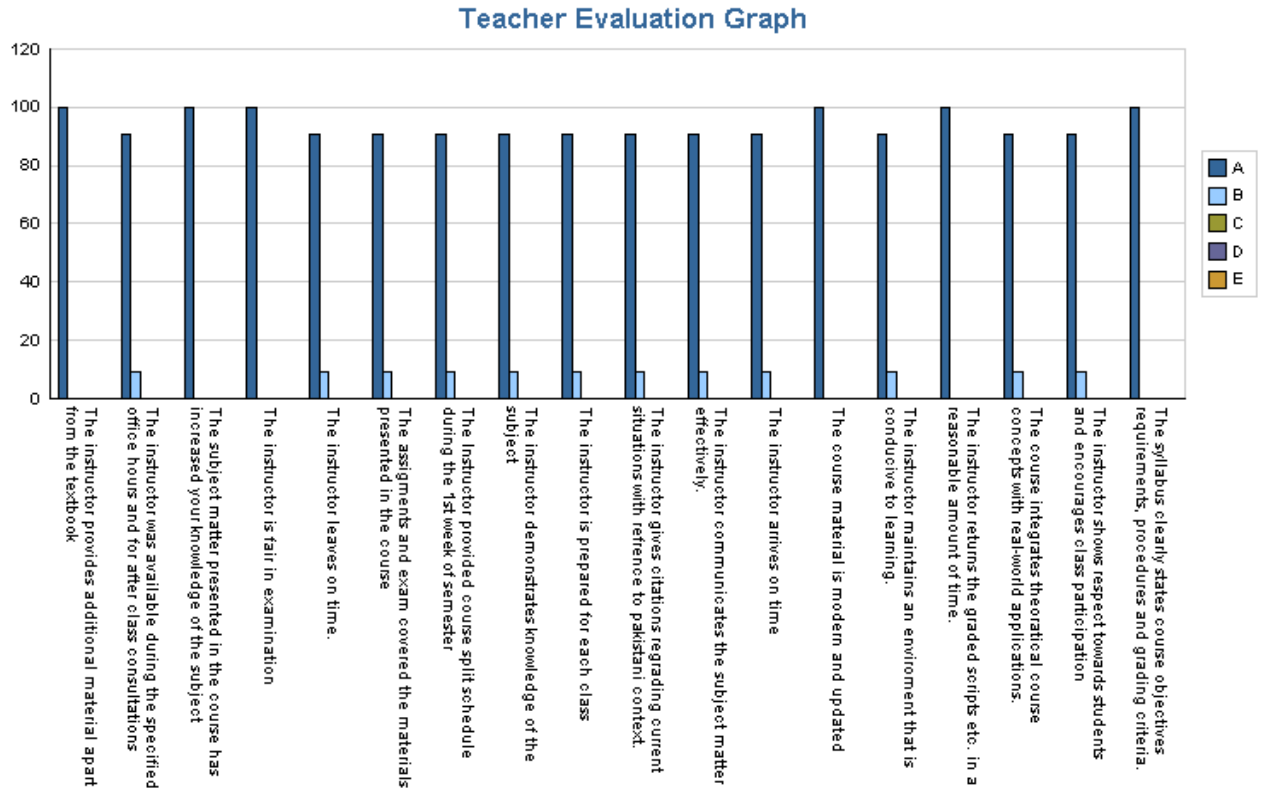
Teacher 2 Evaluation on ANTH 719, Session Fall 2015

The said course was offered to semester 3 by teacher 2 in session fall 2015. A result in the graph shows the responses of students on the teacher's evaluation. 75% students showed their high satisfaction with the preparation of instructor for each class, timing of instructor, assignments and exams, additional material provided from the instructor a part from the text book the syllabus of the course, fair behavior of instructor in examination, course material with was modern and up dated, and the availability of the instructor during the specified office hour and for after class consultation and the knowledge demonstrated by the instructor. Whereas 25% showed satisfaction on multiple responses while 25% per cent of responses were observed for strong disagreement on mix responses by the students on following statements.



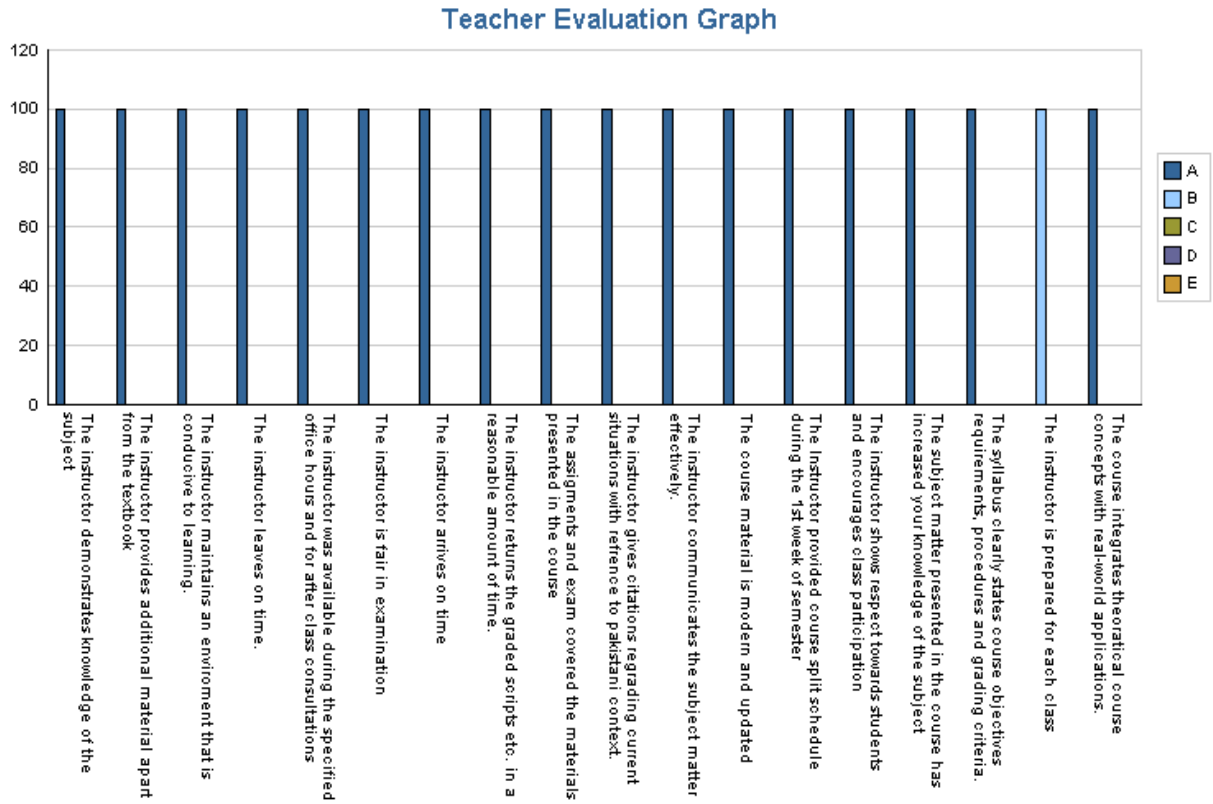
Teacher 1 Evaluation on ANTH 720, Session Fall 2015

The said course was offered to semester 5 by teacher 1 in session fall 2015. A result in the graph shows the responses of students on the teacher's evaluation. 100% percent students were highly satisfied with the additional material provided by the instructor a part from the text book, their progress that increased their knowledge of the subject, fair behavior of instructor during examination, course material which was modem and up dated, and the syllabus that clearly states course objectives, requirements, procedures and grading criteria. While 90% percent students were highly satisfied with the availability of the instructor during the specified office hour and for after class consultations.



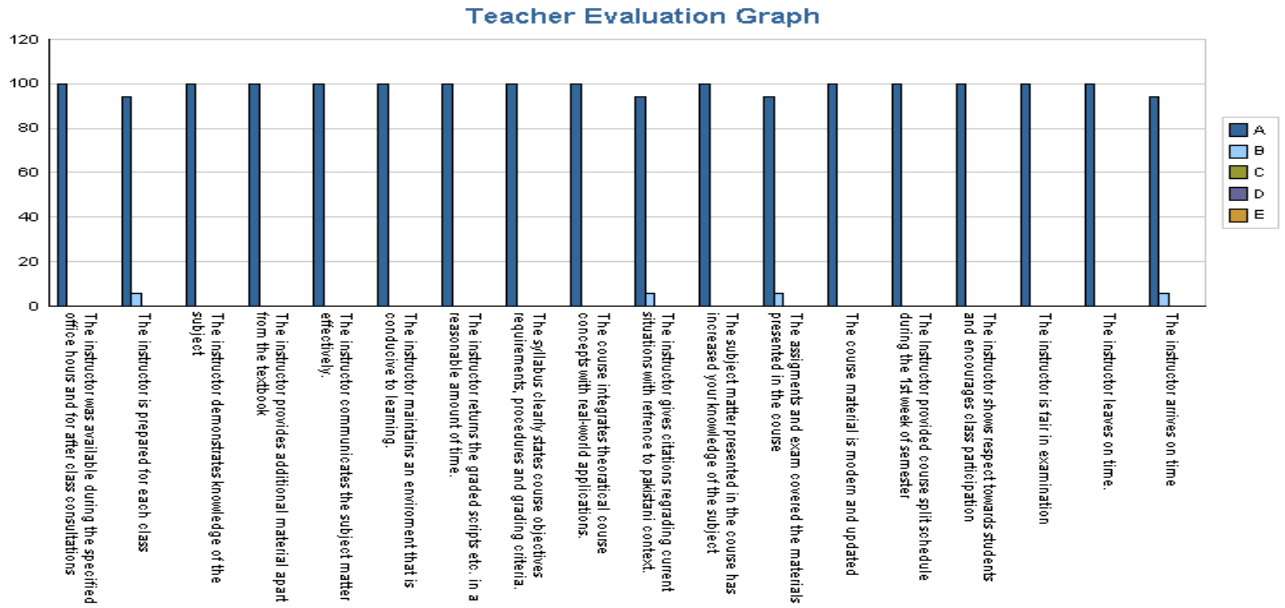
Teacher 1 Evaluation on ANTH 799, Session Fall 2015

The said course was offered to semester 5 by teacher 1 in session fall 2015. A result in the graph shows the responses of students on the teacher's evaluation. 100% percent students were highly satisfied with the additional material provided by the instructor a part from the text book, their progress that increased their knowledge of the subject, fair behavior of instructor during examination, course material which was modern and updated, and the syllabus that clearly states course objectives, requirements, procedures and grading criteria. While 100% percent students showed high satisfaction with the availability of the instructor during the specified office hour and for after class consultations.



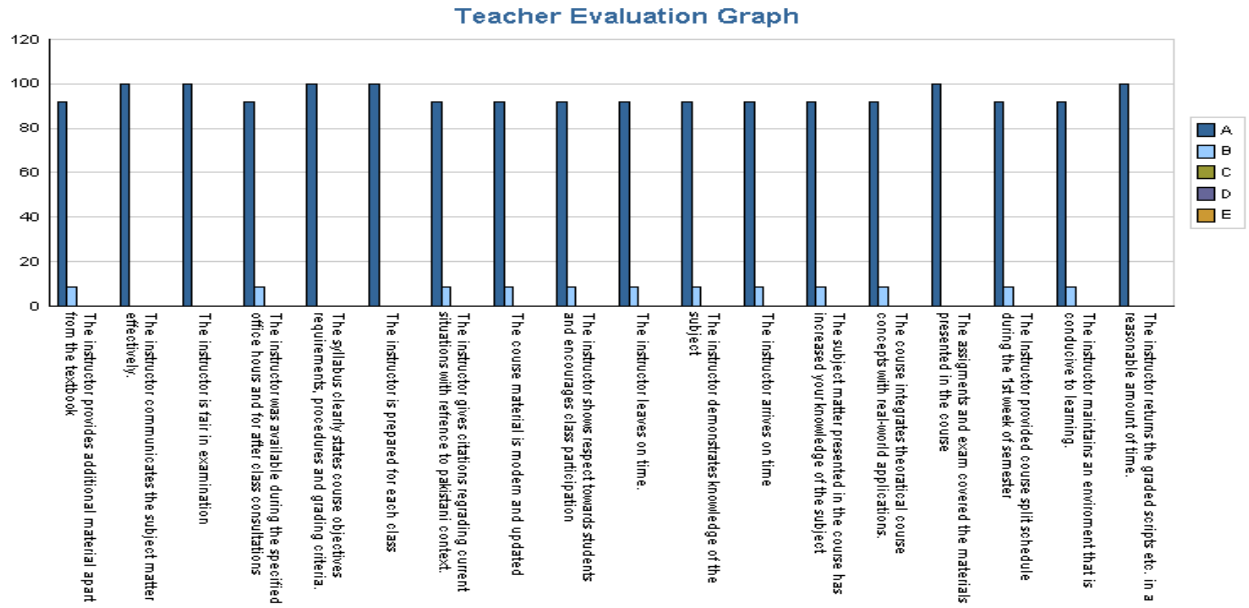
Teacher 5 evaluation on ANTH 710, Session Fall 2015

The above said course was taught by Teacher 5 to 1st semester students in fall 2015 session. Graph given below show the evaluation on Teacher's performance by students. 100% percent students were highly satisfied with the knowledge demonstrated by the instructor, instructor's communication skills, environment maintained by the instructor which proof helpful in learning process, syllabus given by the instructor, subject matter presented in the course increase their knowledge, material of the course, timing of the instructor and fair behavior of the instructor in the examination. While 95% percent students were highly satisfied with the statement that the instructor was prepared in each class and instructor gives citations regarding current situation with reference to Pakistani Current situation. While the 5% were satisfied with these statements.



Teacher 4 Evaluation on ANTH 727, Session Fall 2015

The said course was taught by Teacher 4 to 3rd semester students in fall 2015 session. The following graph demonstrates the results on teacher's evaluation regarding the course. 100% percent students were highly satisfied with the statement that the instructor communicates the subject matter effectively, the behavior of instructor was fair in examination, and the syllabus clearly states course objectives requirements, procedures and grading criteria. The instructor was prepared for each class, assignments and exam covered the material presented in the course, while 90% percent were highly satisfied with the additional material provided by the instructor a part from the text book, course material was modern and updated, and timing of the instructor while 10% percent were just satisfied with the following statements.

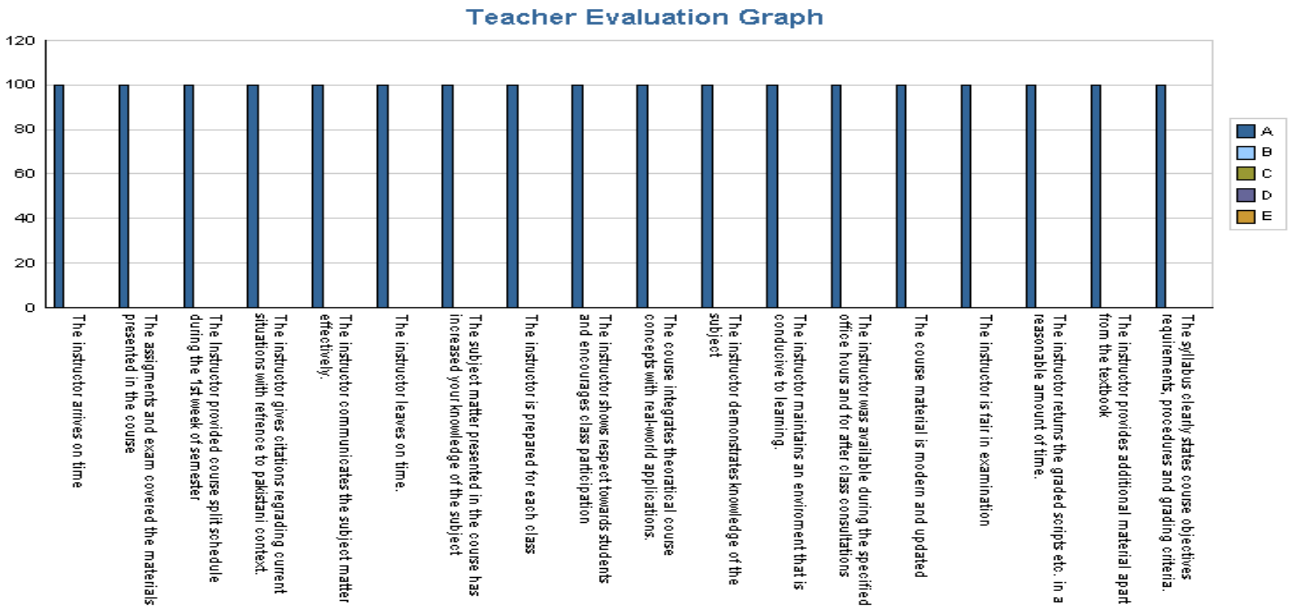

Teacher Evaluation Graph
120
100
80
60
40
20
0
A
B
C
D
E
The instructor returns the graded scripts etc. in a reasonable amount of time.
The instructor maintains an enviroment that is conducive to learning.
The instructor provided course split schedule during the 1st week of semester
The assignments and exam covered the materials presented in the course
The course integrates theoratical course concepts with real-world applications.
The subject matter presented in the course has increased your knowledge of the subject
The instructor arrives on time
The instructor demonstrates knowledge of the subject
The instructor leaves on time.
The instructor shows respect towards students and encourages class participation
The course material is modern and updated
The instructor gives citations regrading current situations with refrence to pakistani context.
The instructor is prepared for each class
The syllabus clearly states course objectives requirements, proceedures and grading criteria.
The instructor was available during the specified office hours and for after class consultations
The instructor is fair in examination
The instructor communicates the subject matter effectively.
The instructor provides additional material apart from the textbook

Performa-10

Teacher Evaluation

Teacher 2 Evaluation on ANTH 707, Session Spring 2016

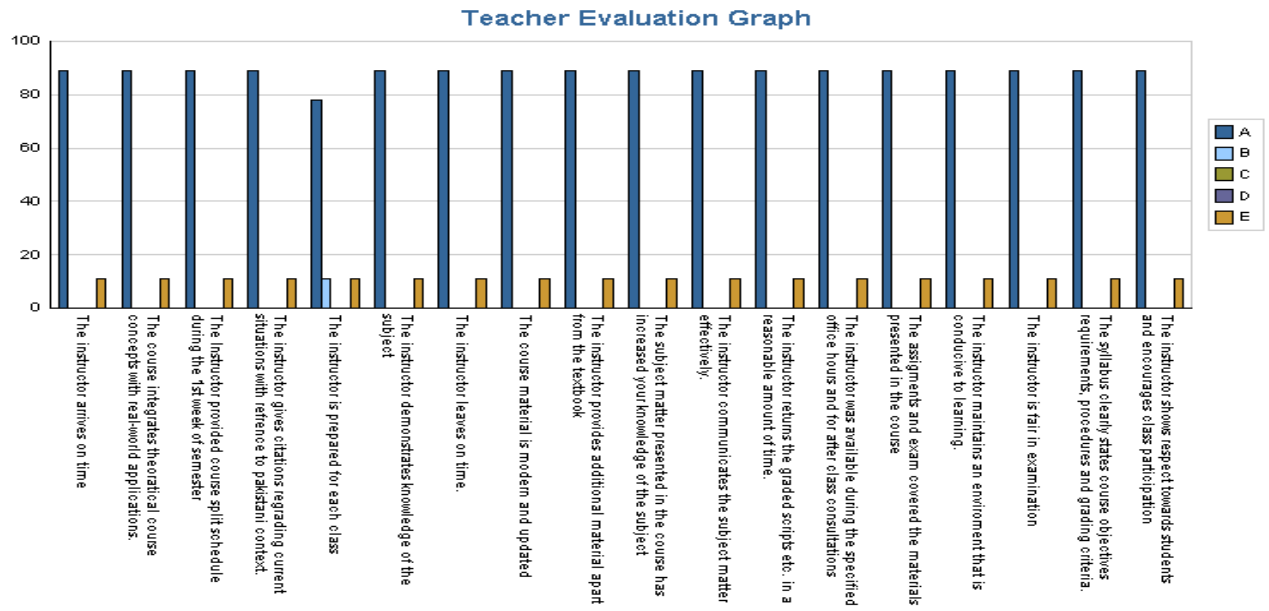
The above mentioned course was taught by Teacher 2 to the students of semester 2 in session Spring 2016. The results demostrated in the graph shows that 100% percent students strongly agreed with the statements that the instructor returns the graded scripts in reasonable amount of time, subject matter presented in the course has increased their knowledge as the instructor is prepared for each class. 100% percent students were highly satisfied with the communication skills of the instructor as well as environment of the class. 100% percent students agreed with the statement that the instructor shows respect towards the students and encouraged class participation. The syllabus clearly states course objectives requirements, procedures and grading criteria and material was modern and updated.



Teacher 1 Evaluation on ANTH 713, Session Spring 2016

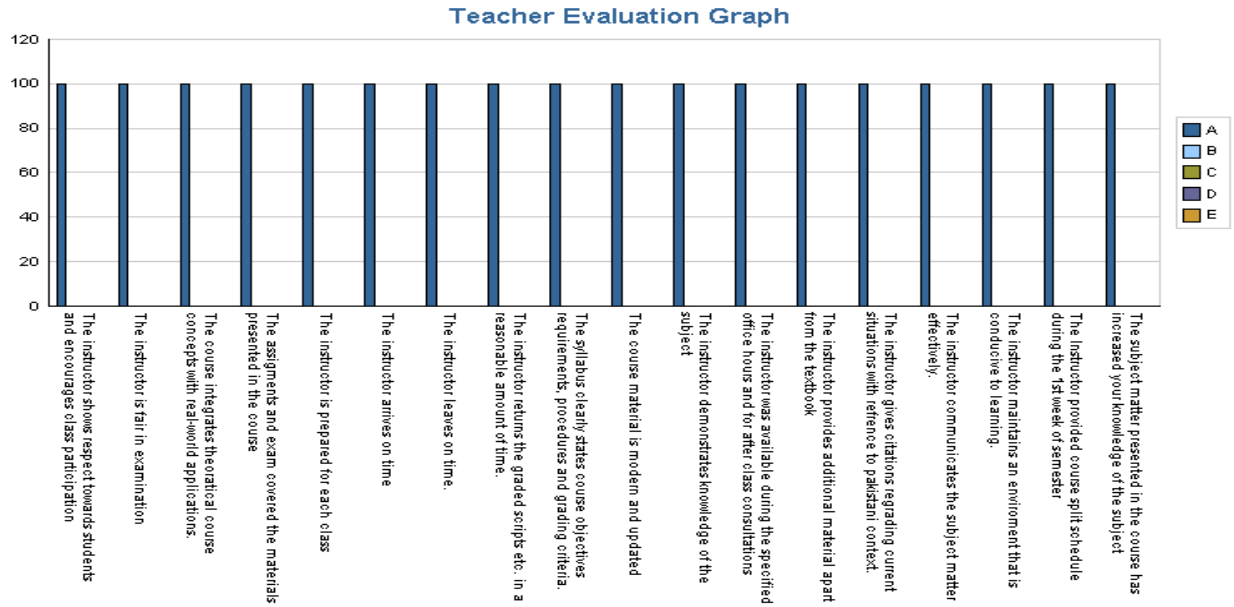
The said course was taught by teacher 1 to 2nd semester students in spring 2016. Results demonstrated in the following graph shows the responses of students. Around 90% percent students expressed satisfaction with the timings of the instructor, split schedule provided by the instructor, citations provided by the instructor regarding the current situations, knowledge demonstrated by the instructor, course material, additional material, communication skills of the instructor, environment of the class, fair behavior of the instructor and the syllabus that clearly

states course objectives requirements, procedures and grading criteria. 10% percent students were highly disagreed with the statement. Around 78% percent students were highly satisfied with the statement that the instructor was prepared for each class.



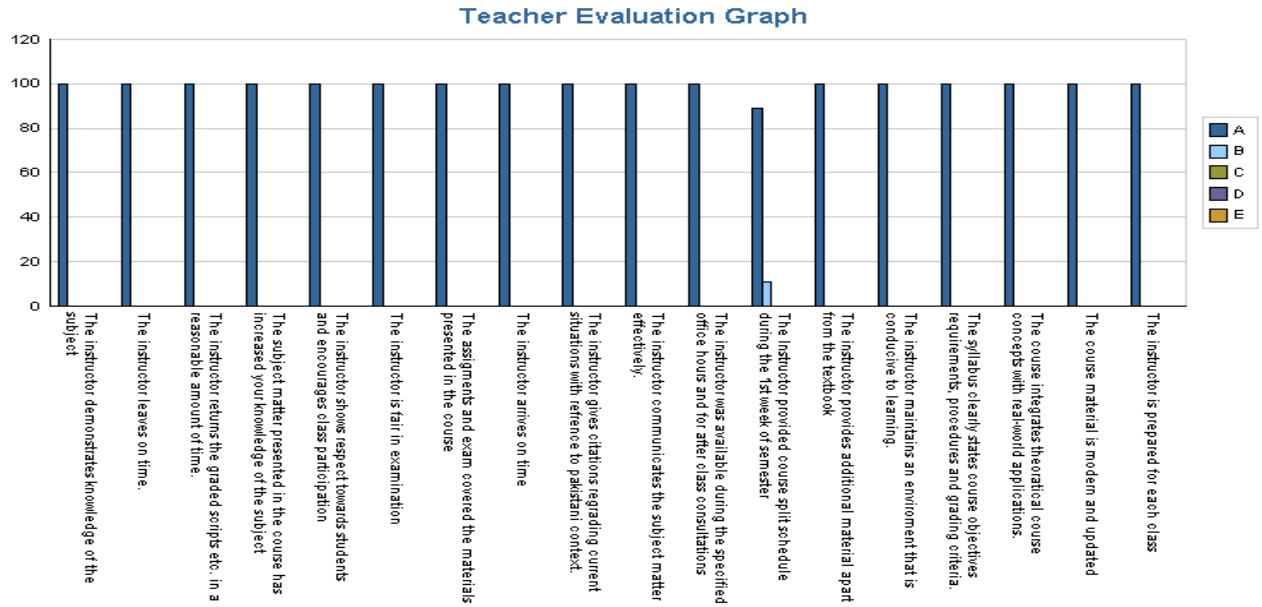
Teacher 2 Evaluation on ANTH 722, Session Spring 2016

The above said course was taught by teacher 2 to semester 2 students in session fall 2014. The results in the graph demonstrate that 100% percent students strongly agreed by the statement that the instructor maintains an environment that is conducive to learning and shows respect towards the students by encouraged class partispation and demosntration of knowledge by the instructor. 100% percent students were satisfied with the statement that the instructor during the specified office hours was available and provides additional material apart from the text book. The material of the course provided by the instructor was modern and updated.



Teacher 2 Evaluation on ANTH 725, Session Spring 2016

The above said course was taught by teacher 2 to semester 2 students in session spring 2016. The results in the graph demonstrate that 100% percent students strongly agreed by the statement that the instructor maintains an environment that is conducive to learning and shows respect towards the students by encouraged class partispation and demosntration of knowledge by the instructor. 100% percent students were satisfied with the statement that the instructor during the specified office hours was available and provides additional material apart from the text book. The material of the course provided by the instructor was modern and updated. Whereas, 90% students showed high level of satisfaction with the course split schedule provided by the instructor during the first week of the semester.


Teacher Evaluation Graph
120
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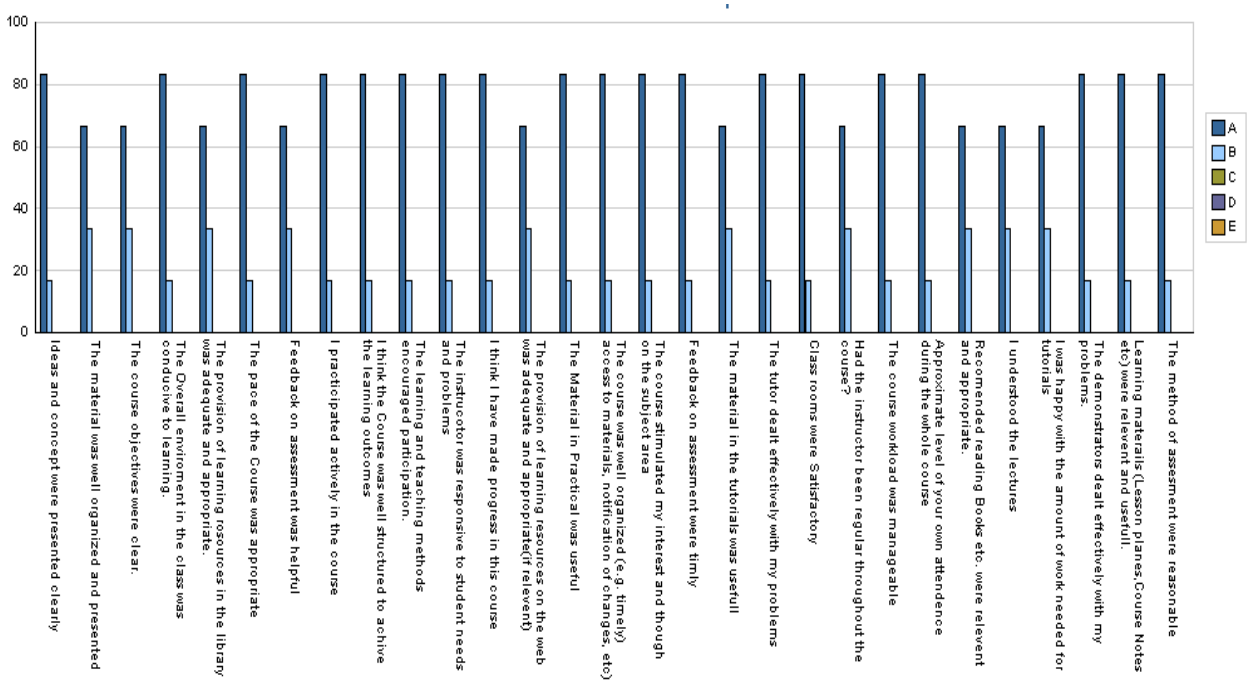
E
The instructor is prepared for each class
The couse material is modern and updated
The couse integrates theoratical couse concepts with real-world applications.
The syllabus clearly states couse objectives requirements, proceedures and grading criteria.
The instructor maintains an enviroment that is conducive to learning.
The instructor provides additional material apart from the textbook
The instructor provided couse split schedule during the 1st week of semester
The instructor was available during the specified office hours and for after class consultations
The instructor communicates the subject matter effectively.
The instructor gives citations regarding current situations with refrence to pakistani context.
The instructor arrives on time
The assigments and exam covered the materials presented in the course
The instructor is fair in examination
The instructor shows respect towards students and encourages class participation
The subject matter presented in the couse has increased your knowledge of the subject
The instructor returns the graded scripts etc. in a reasonable amount of time.
The instructor leaves on time.
The instructor demonstrates knowledge of the subject

Performa-1

Course Evaluation

Course Evaluation on ANTH 701Session fall 2014

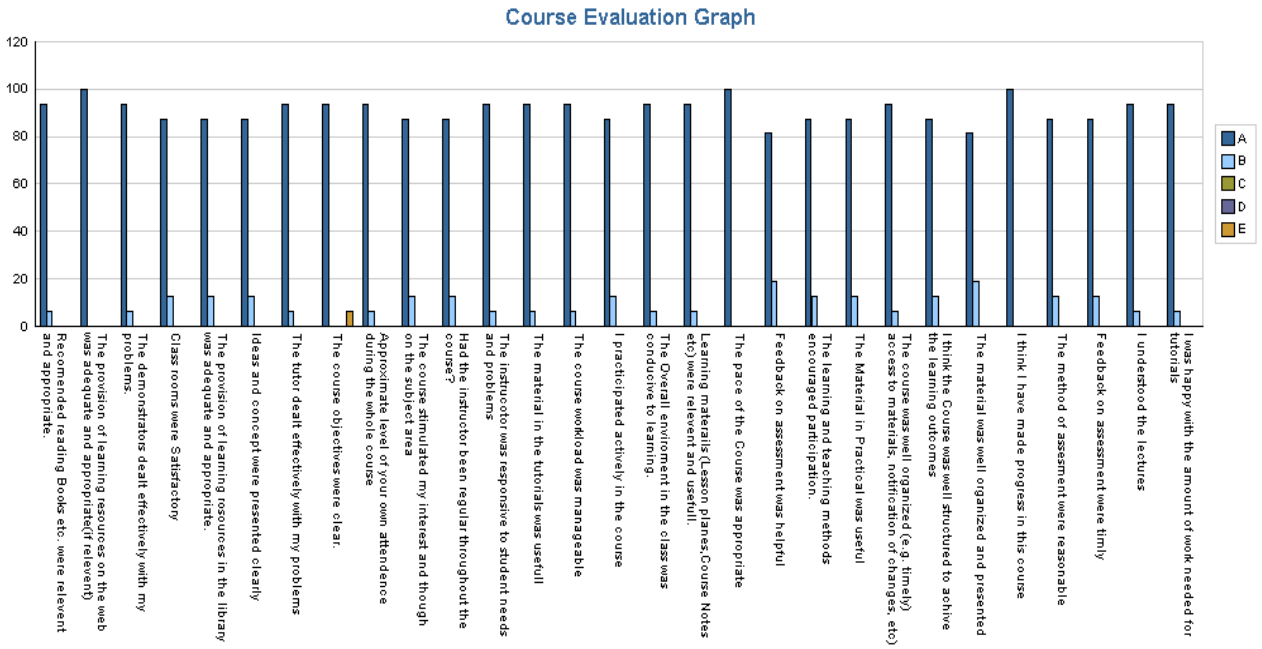
The said course was offered to 1st Semester students by Teacher 2. The results shown in graph exhibit level of satisfaction on part of students. 85% percent students have marked excellent on the course ideas and concepts, providing useful material in practical, and dealing effectively with the problems of students and method of assessment was useful whereas, 30% percent students marked good in material being selected organized and presented by the teacher in the above mentioned course, useful materials in tutorials, assessment feedback as helpful and were also satisfied with the lectures with the exception of 15% percent students who also marked good on mix questions.



Course Evaluation on ANTH 704, Session Fall 2014

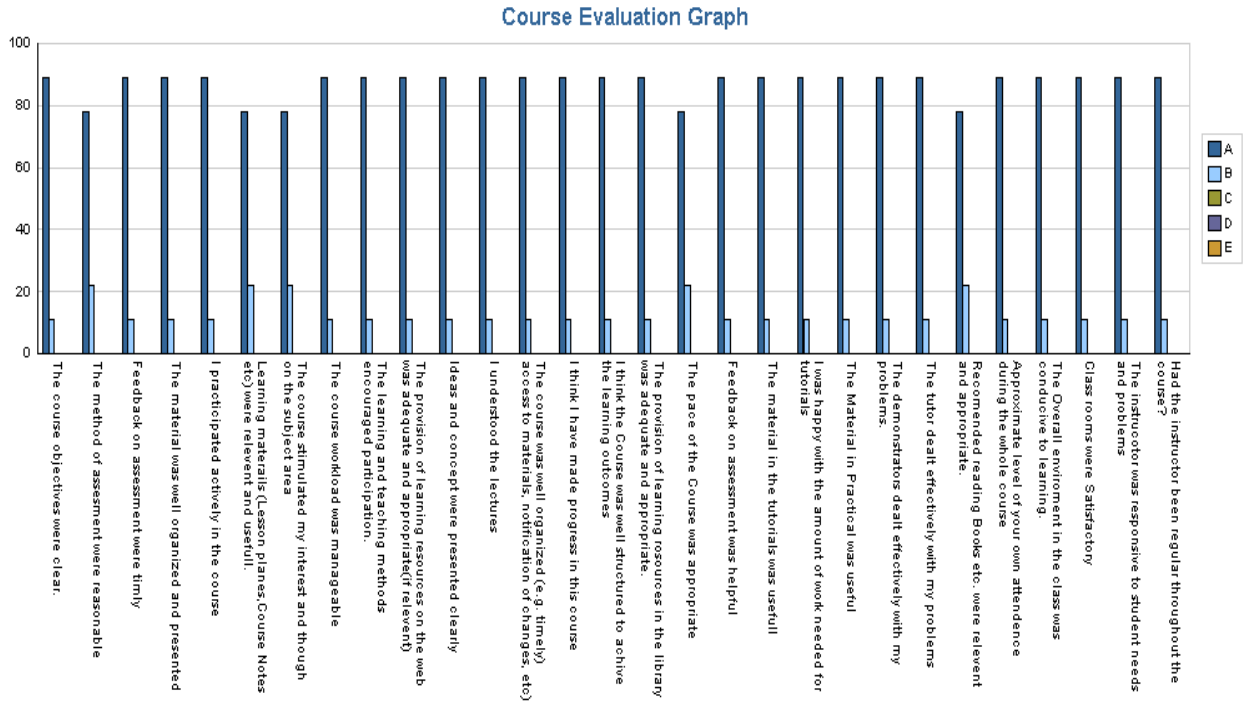
The said course was offered in 3rd semester by Teacher 1. The results shown in the graph demonstrate the level of satisfaction on part of the students. 100% percent were satisfied with the learning material was adequate and relevant, the pace of the course was appropriate and said they made progress in the course while 85% percent students were highly satisfied with the learning and teaching method, clearance of ideas and concepts and understanding of the lectures. Whereas around 90% percent were highly satisfied that the books recommended were relevant and appropriate, the instructor dealt effectively with the problems and the objectives of the course were clear. Approximately 10-20%

percent students were satisfied that the material of the course was organized and the method of assessment was reasonable with the exception of 5% percent students strongly disagree with the statement that course objectives were clear.



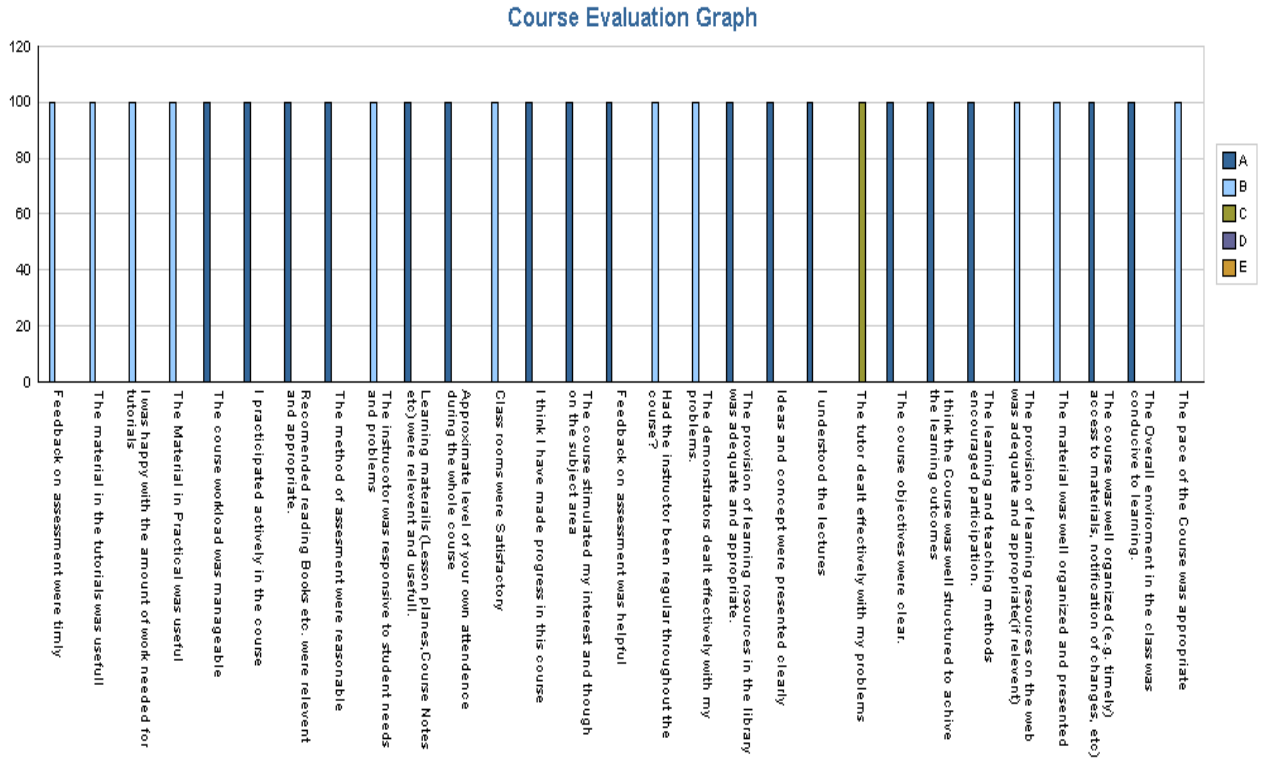
Course Evaluation on ANTH 709, Session Fall 2014

Regarding the course evaluation of ANTH 709, around 85-90% percent students were highly satisfied about the understanding of the lectures, usefulness of the materials and about the level of attendance during the whole course whereas, around 78% percent students were highly satisfied that lesson plans and course notes and about the appropriation of the pace of the course while approximately 22% percent students were satisfied with the reasonable method of the assessment, course stimulated the interest and about the relativeness of recommended books. About 10% percent students were satisfied with the timely feedback of the assessments and participation in the course, and also satisfied with the statement that the learning and the teaching method encouraged the participation and the result also showed satisfaction on the usefulness of the material in practical.



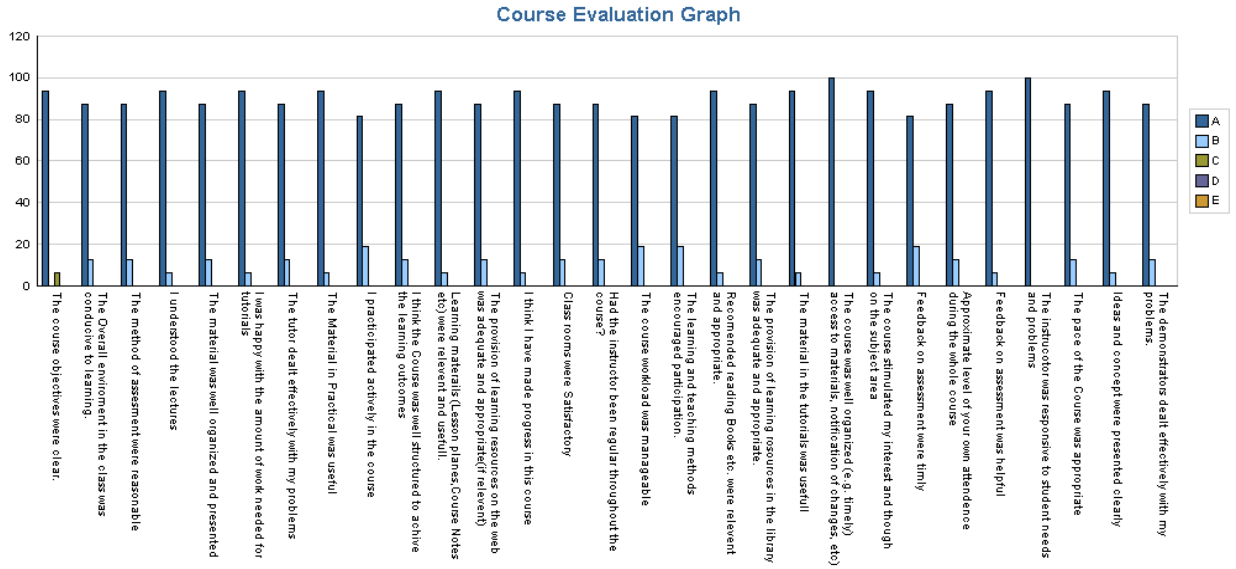
Course Evaluation on ANTH 712, Session Fall 2014

Regarding the course evaluation of ANTH-712 of Rituals and Supernatural Beliefs taught by the Teacher 2 to 5th semester students in fall 2014. Majority of the students were highly satisfied that the material of the course was useful, 100% percent students were only satisfied that the instructor was responsive towards the needs and problems of the students and dealt effectively with the problems, pace of the course was appropriate, satisfied environment of the class and the material used by the demonstrator was well organized. While 100% percent students were highly satisfied with the statements that the learning materials were relevant, ideas and concepts were clear, and the whole course was well organized. Whereas 100% percent students showed neutral response to the statement, that tutor dealt effectively with the problems faced by the students.



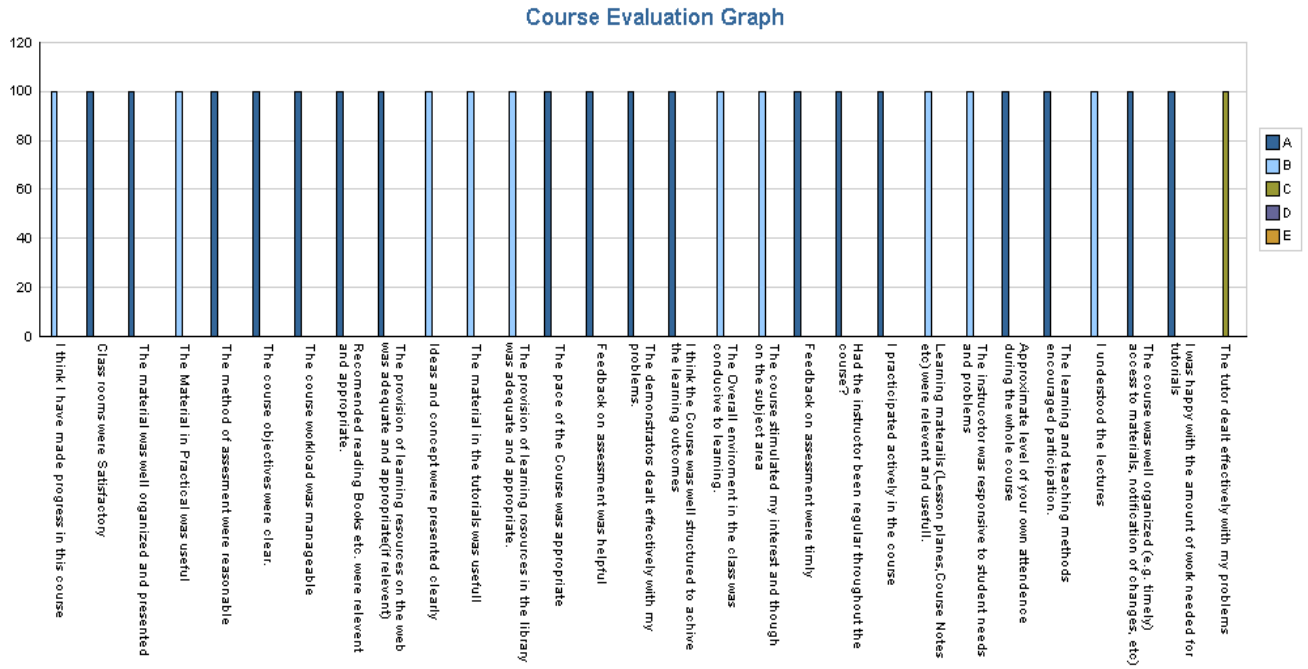
Course Evaluation on ANTH 727, Session Fall 2014

90% percent students showed satisfaction on the clearance of course objectives, while 85% percent students were highly satisfied with the overall environment of the class, the method of assessments and material was well organized and presented. While approximately 82% percent were highly satisfied about their participation in the course, manageable course work load, these students were highly agreed with the statement that the learning and the teaching method encouraged the participation of the students and the timely feedback on assessments. Whereas, only 20% percent students showed satisfaction about their actively participation in the course. Around 10-15% percent were satisfied with the effective dealing of the tutor with their problems, they also showed satisfaction about the regularity of the instructor throughout the course and they were also satisfied that the course was well structured to achieve the learning out comes. With the exception of 5% percent showed strong disagreement on the statement regarding clearance of course objectives.



Course Evaluation on ANTH 799, Session Fall 2014

100% percent of the students were highly satisfied that the material of the course was well organized, the method of assessment was manageable, the recommended readings were relevant and the objectives of the course were clear. While 100% percent students were only satisfied that the material of the course was useful practically they were satisfied with the overall environment in the class and also about the responsive behavior of the instructor towards the needs and problems of the student, the ideas and concepts were presented clearly. 100% percent students were also satisfied with the statement that they had made progress in this course and about the stimulation of their interest by the course. 100% percent students neutrally responded to the statement regarding about the effective dealing of tutor with their problems.

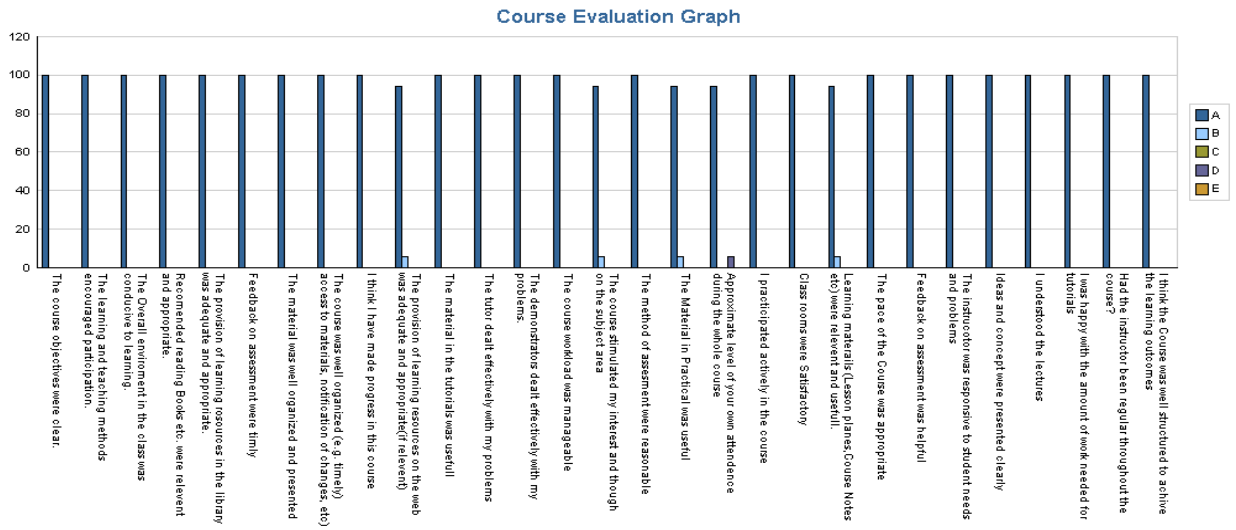

Course Evaluation Graph
120
100
80
60
40
20
0
A
B
C
D
E
I think I have made progress in this course
Class rooms were Satisfactory
The material was well organized and presented
The Material in Practical was useful
The method of assessment were reasonable
The course objectives were clear.
The course workload was manageable
Recomended reading Books etc. were relevent and appropriate.
The provision of learning resources on the web was adequate and appropriate(if relevent)
Ideas and concept were presented clearly
The material in the tutorials was usefull
The provision of learning rosources in the library was adequate and appropriate.
The pace of the Course was appropriate
Feedback on assessment was helpful
The demonstrators dealt effectively with my problems.
I think the Course was well structured to achive the learning outcomes
The Overall enviroment in the class was conducive to learning.
The course stimulated my interest and though on the subject area
Feedback on assessment were timly
Had the instructor been regular throughout the course?
I practicipated actively in the course
Learning materails (Lesson planes,Couse Notes etc) were relevent and usefull.
The instucotor was responsive to student needs and problems
Approximate level of your own attendence during the whole course
The learning and teaching methods encouraged participation.
I understood the lectures
The course was well organized (e.g. timely) access to materials, notification of changes, etc)
I was happy with the amount of work needed for tutorials
The tutor dealt effectively with my problems

Performa-1

Course Evaluation

Course Evaluation on ANTH 707, Session Spring 2015

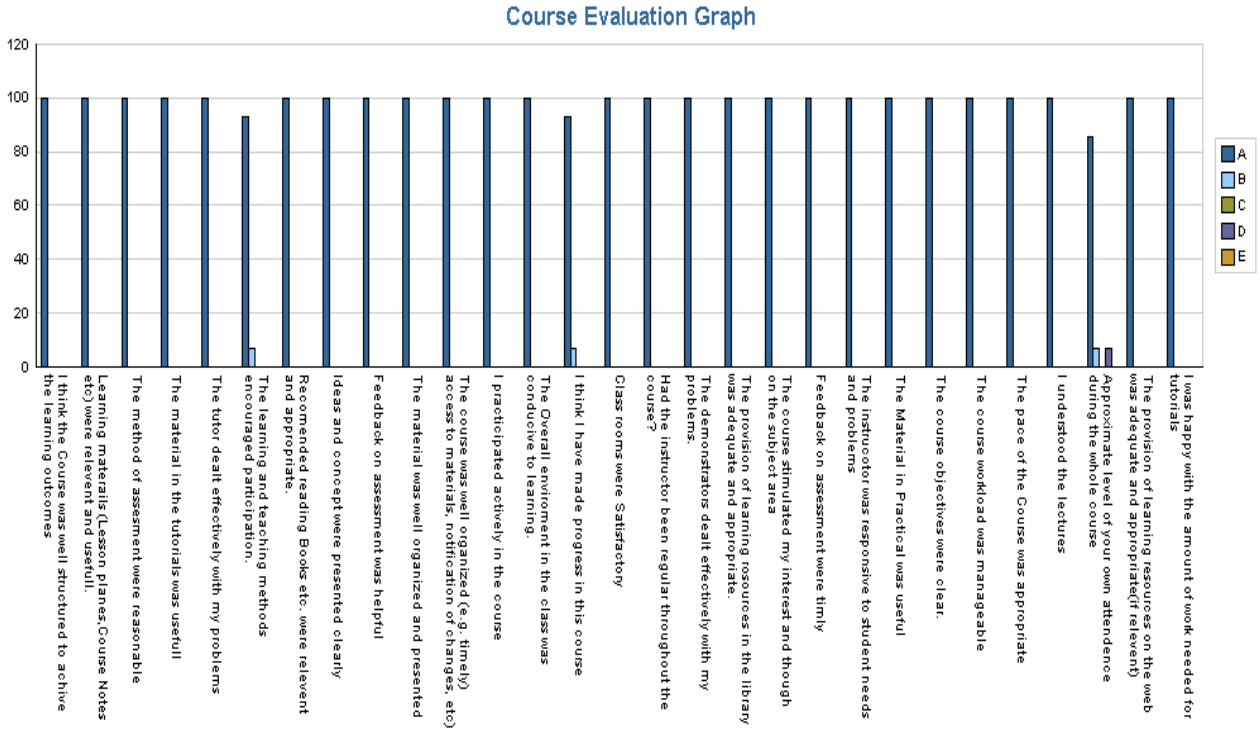
The said course was offered to 2nd semester students in spring 15 session by Teacher 2. The results shown in the graph demonstrate the level of satisfication on part of the students. Majority of them strongly agreed that they understood the lectures very well, the instructors dealt with the problems and objectives of the course were clear. 100% percent students were satisfied that the instructor was responsive to the students needs and problems, the pace of the course was appropriate and learning and teaching method encouraged the participation of students. Around 95 % percent students said that the material of the course was pratically useful and relevant. 5% percent students were of the view that the course stimulated their interest and the learning material was useful for them.



Course Evaluation on ANTH 713, Session Spring 2015

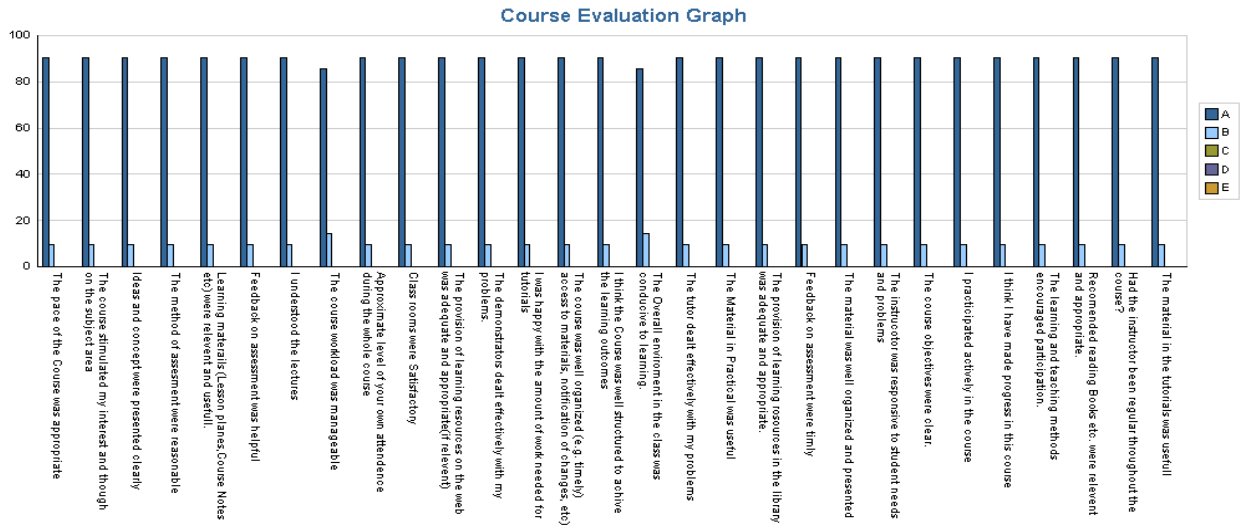
100% percent students were highly agreed with the statement that the learning materials were relevant, the method of assessment was reasonable, the materials were useful and the ideas and concepts were clearly presented. 100% percent students showed highly satisfaction about the environment of the classroom, understanding of the lectures and appropriate pace of the course. While around 85-90% percent students showed highly satisfaction with the statement that the learning and teaching methods encourage the participation and they had made progress in the course. While 82-85% per cent were highly satisfied with their attendee during the whole course. Whereas, 10% percent

students showed their satisfaction about attendance, the progress and the participation in the class. With the exception of 10% percent students who showed dissatisfaction with their approximate level of attendance during the whole course.



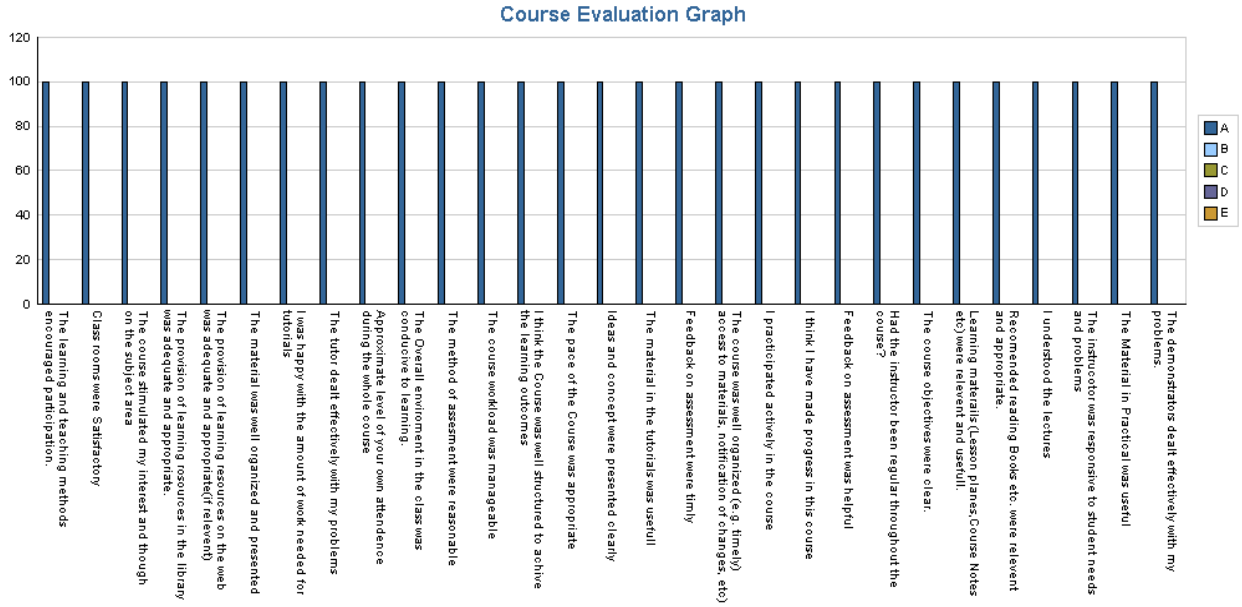
Course Evaluation on ANTH 720, Session Spring 2015

The said course was offered to 4th semester students in spring 2015 session by teacher 2. The results shown in the graph demonstrate the level of satisfaction on part of the students. According to the results majority of the students were satisfied that objective of the course were clear. Around 90% percent of the students were highly satisfied that the pace of the course was appropriate, the concepts were presented clearly, the method of assessment were reasonable, learning material was relevant, feedback on assessment was helpful and the demonstrator dealt effectively with the problems and needs of the students. Around 85% percent students were highly agreed that the course work load was manageable and overall environment in the class was conductive towards learning. Whereas, 10-15% percent were satisfied that the recommended readings were relevant and the material was useful, and the course objectives were clear.



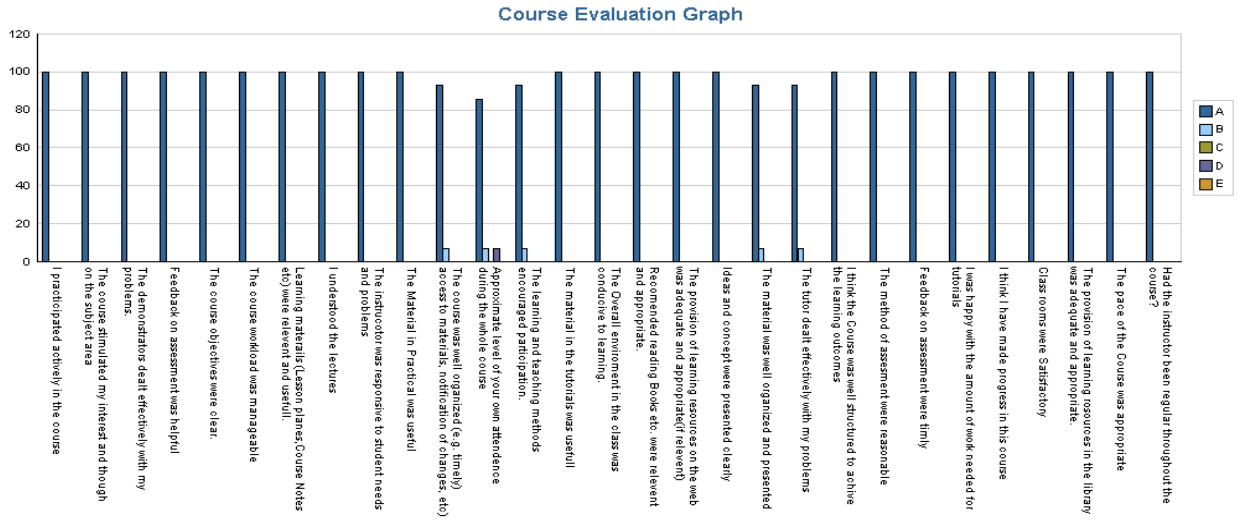
Course Evaluation on ANTH 706, Session Spring 2015

Course of ANTH 706 was taught by Teacher 3 in spring 2015 to 1st semester students. Evaluation of course by students is demonstrated in the graph below. 100% percent students were highly satisfied with their progress in the course, learning materials of the course, understanding of the lectures, regularity of the instructor in the class, timely feedback on assessment, work load of course, recommended books and readings, environment of class room and the behavior of the instructor towards the student's needs and problems. Whereas, 100 % percent shared their ideas that they were highly satisfied with the concepts and ideas presented in the class. While 100 % percent were just satisfied with this statement that the course was well organized.



Course Evaluation on 725, Session Spring 2015

Course of ANTH 725 was taught by Teacher 3 in spring 2016 to 2nd semester students. Evaluation of course by students is demonstrated in the graph below. 90-100% per cent students were highly satisfied with their progress in the course, learning materials of the course, understanding of the lectures, regularity of the instructor in the class, timely feedback on assessment, work load of course, recommended books and readings, environment of class room and the behavior of the instructor towards the student's needs and problems. Whereas, 90-100% percent shared their ideas that they were highly satisfied with the concepts and ideas presented in the class. While cent per cent were just satisfied with this statement that the course was well organized. 100 % percent students were happy with the amount of work needed for tutorials. 5% percent students showed disagreement with the approximate level of attendance during the whole course.


Course Evaluation Graph
120
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A
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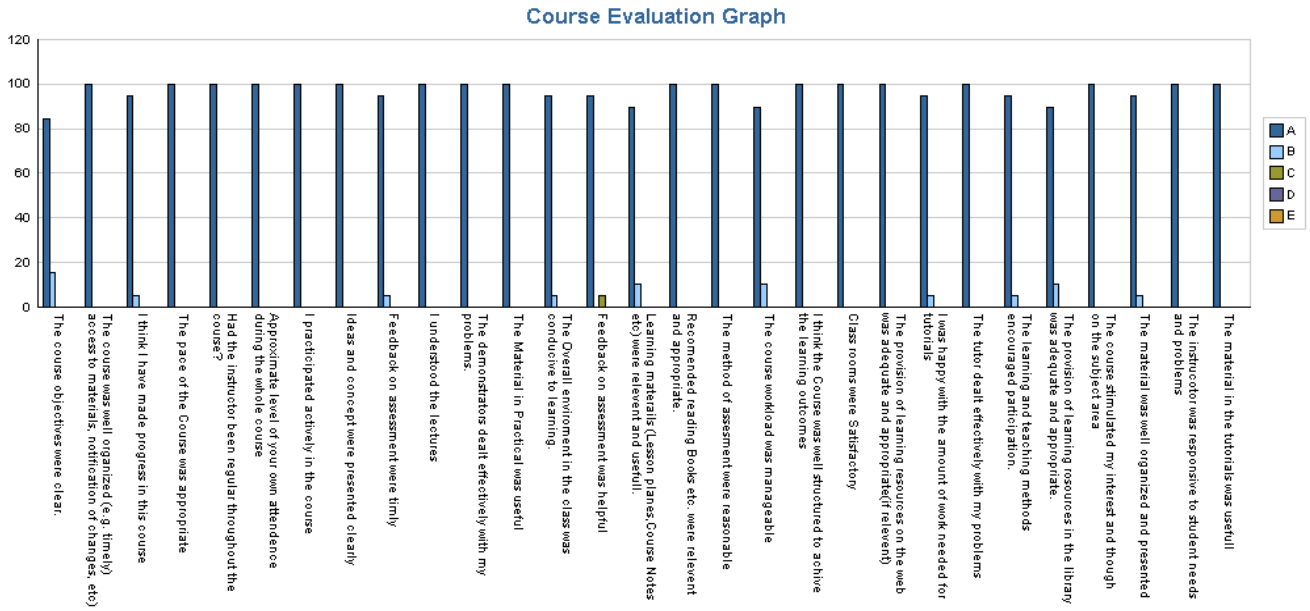
E
I practicipated actively in the course
The course stimulated my interest and though on the subject area
The demonstrators dealt effectively with my problems.
Feedback on assesment was helpful
The course objectives were clear.
The course workload was manageable
Learning materials (Lesson planes,Course Notes etc) were relevent and usefull.
I understood the lectures
The instructor was responsive to student needs and problems
The Material in Practical was useful
The course was well organized (e.g. timely) access to materials, notification of changes, etc)
Approximate level of your own attendence during the whole course
The learning and teaching methods encouraged participation.
The material in the tutorials was usefull
The Overall environment in the class was conducive to learning.
Recomended reading Books etc. were relevent and appropriate.
The provision of learning resources on the web was adequate and appropriate(if relevent)
Ideas and concept were presented clearly
The material was well organized and presented
The tutor dealt effectively with my problems
I think the Course was well structured to achive the learning outcomes
The method of assesment were reasonable
Feedback on assesment were timly
I was happy with the amount of work needed for tutorials
I think I have made progress in this course
Class rooms were Satisfactory
The provision of learning ossources in the library was adequate and appropriate.
The pace of the Course was appropriate
Had the instructor been regular throughout the course?

Performa-1

Course Evaluation

Course Evaluation on ANTH 701, Session Fall 2015

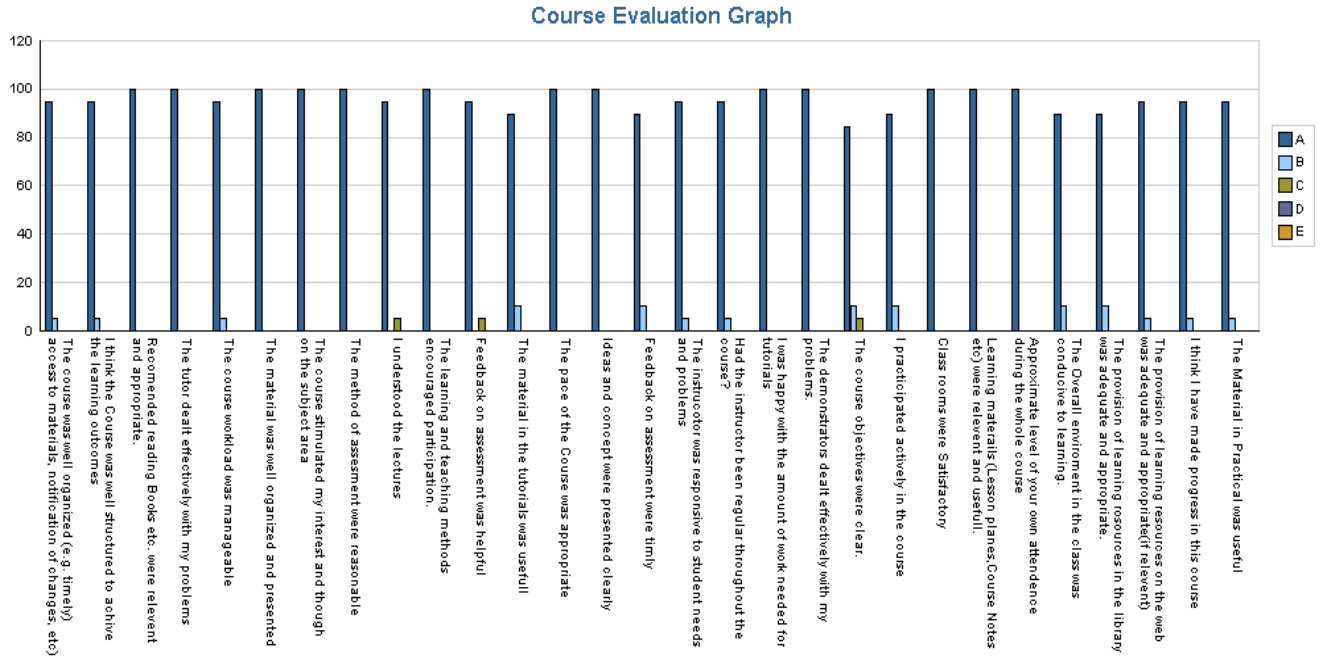
The said course was offered in session fall 2015 to 1st semester by Teacher 2. Results in the table shows the responses of students on above mentioned course. 100 % percent students highly agreed with the statements that the course was well organized, ideas and concepts were clear, learning material was relevant, method of assessment was reasonable, course was well structured and the instructor was responsive to student's needs and problems. While 95% students shared their views that they were happy with the amount of work needed for the tutorials and the feedback on assessments were timely. These students were highly satisfied with the environment of the class. Whereas, around 84% percent students were highly satisfied with the clarity of course objectives. While only 18 % percent students showed satisfaction with this statement. 5% per cent students showed neutral response to the statement that the feedback on the assessment was timely.



Course Evaluation on ANTH 703, Session Fall 2015

The above mentioned course was taught to 1st semester by Teacher 2 in session fall 2015. Graph shows the evaluation of students on course ANTH 703. 100% percent students were highly satisfied with learning and teaching method, material of the course, recommended books, tutor behavior in dealing their problems, stimulation of their

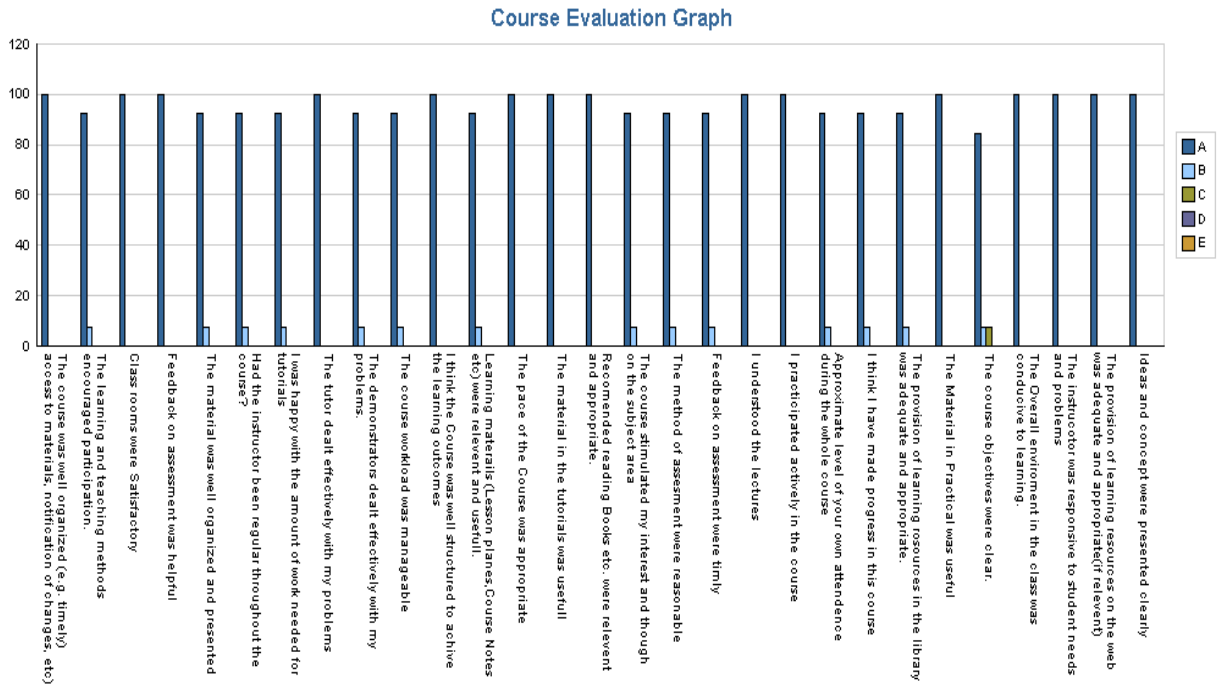
interest by the course, with the environment of the class and the approximate level of their attendance during the whole class. Around 90-95% percent students were highly satisfied with the statement that the course was well organized and well structured. Around 85% percent students were highly satisfied that the course objectives were clear while 10% percent are just satisfied and with the exception of 5% per cent who gave neutral response. 5% percent students gave neutral response to the statements that they understood the lecture and feedback on assessment was helpful.



Course Evaluation on ANTH 704, Session Fall 2015

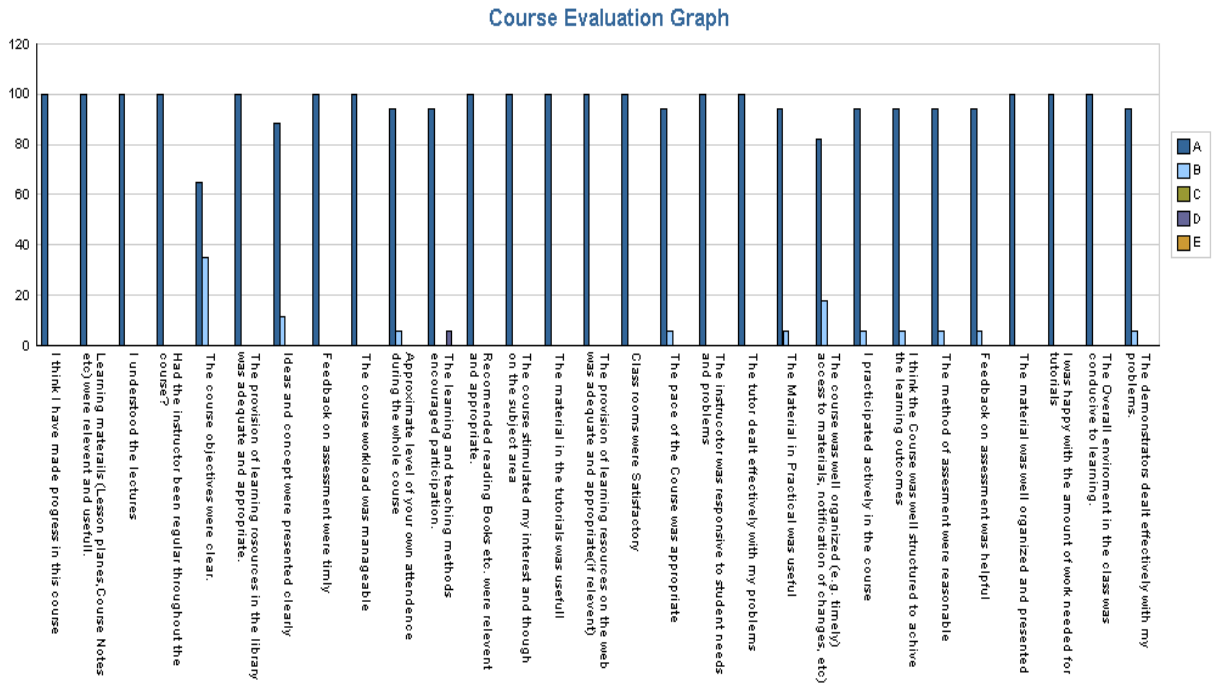
Course of ANTH 704 was taught to 3rd semester in fall 2015 by Teacher 1. Results in the graph demonstrate the evaluation of students on above mentioned course. 100 % percent students were highly satisfied that the course was well organized, well structured, the pace of the course was appropriate, recommended readings were relevant, understanding of the lectures, their participation in the class, usefulness of material in practical, ideas and concepts were clear and overall environment in the class was conducive to learning. While 90% percent students were highly satisfied with the learning and teaching method that encouraged their participation in the class and they are happy with the amount of work needed for the tutorials. Around 90% percent students were highly satisfied with the

statement that the course objectives were clear while 5% percent students were just satisfied whereas, 5% percent gave neutral response to the following statement.



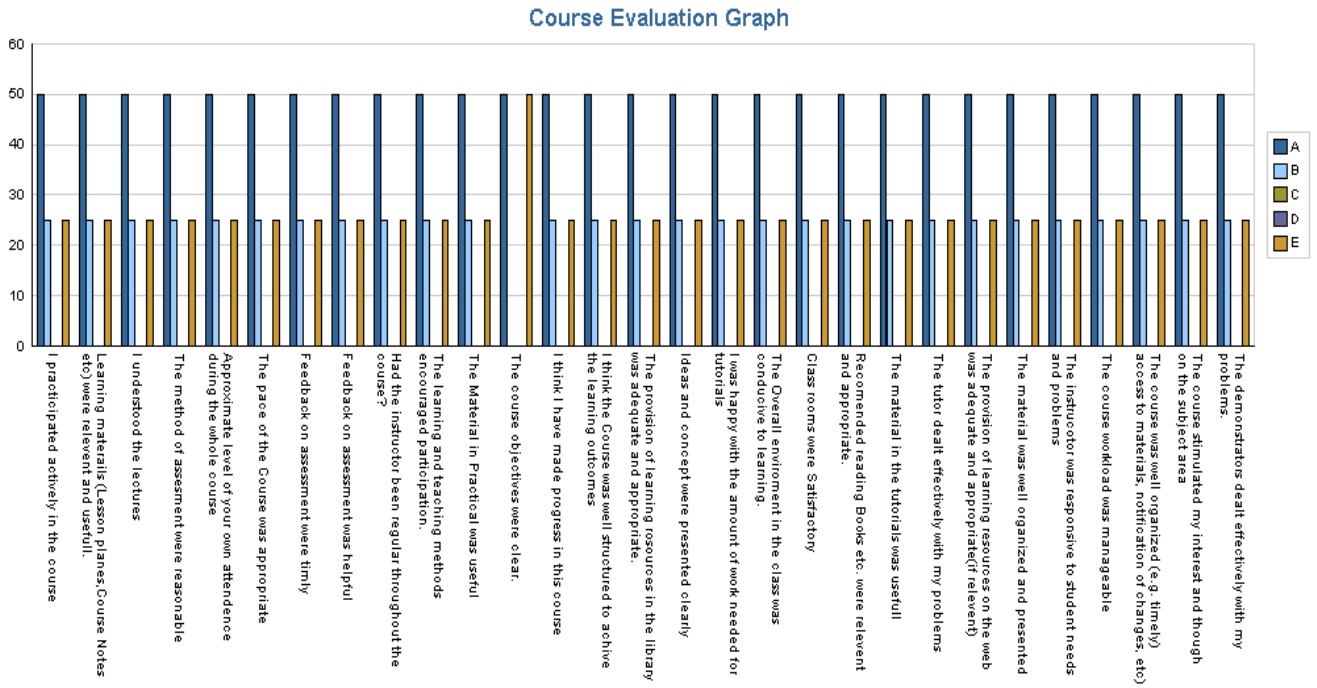
Course Evaluation on ANTH 712, Session Fall 2015

Course of ANTH 712 was taught by Teacher 2 in fall 2015 to 1st semester students. Evaluation of course by students is demonstrated in the graph below. 100 % percent students were highly satisfied with their progress in the course, learning materials of the course, understanding of the lectures, regularity of the instructor in the class, timely feedback on assessment, work load of course, recommended books and readings, environment of class room and the behavior of the instructor towards the student's needs and problems. Whereas, 90% percent shared their ideas that they were highly satisfied with the concepts and ideas presented in the class. While 10% percent were just satisfied with this statement. Around 82% percent students were highly satisfied with the statement that the course was well organized. Around 64% students were highly satisfied with the statement that the course objectives were clear. While 36% percent showed their satisfaction with this statement.



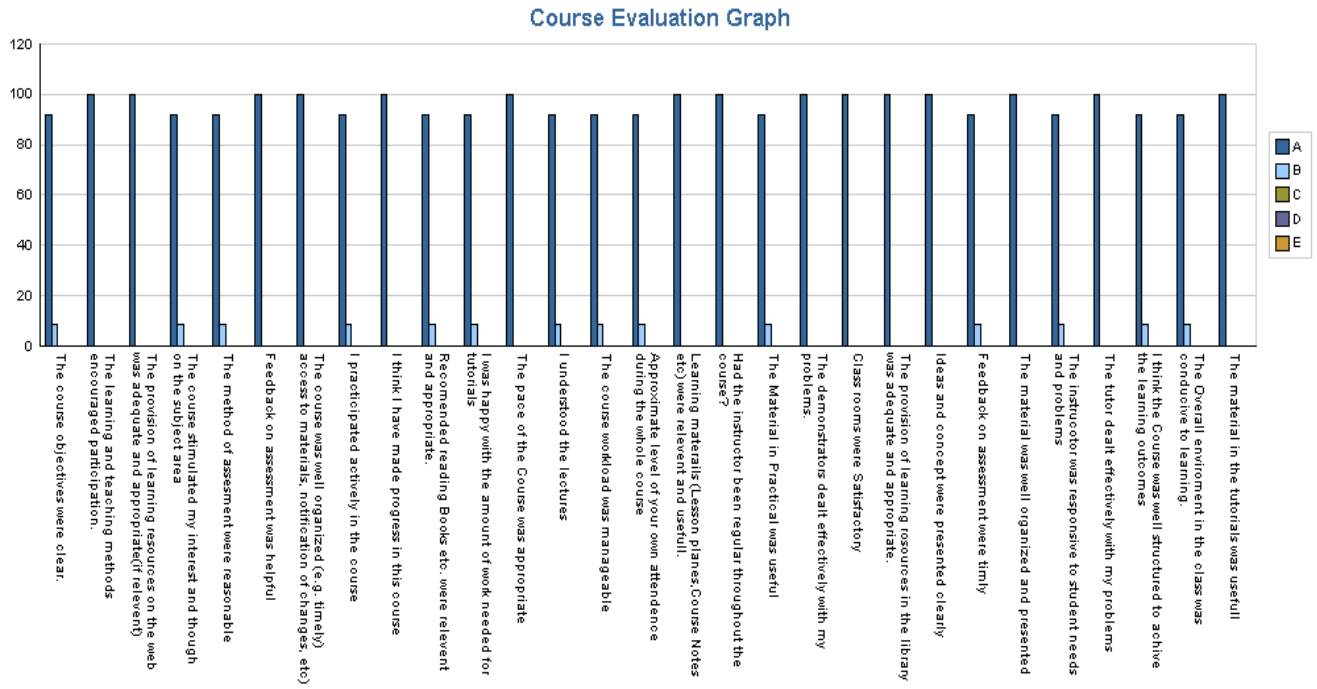
Course Evaluation on ANTH 719, Session Fall 2015

Above mentioned course was taught by Teacher 2 to 3rd semester students. Results in the graph shows that 50% percent students were highly satisfied that the course objectives were clear while 50% percent students showed strong disagreement on the following statement. Around 50% percent students were highly satisfied with the learning and teaching methods and their use in practical. While 25% percent showed just satisfaction with this statement and 25% percent showed strong disagreement on the statement. 50% percent students were highly satisfied with the understanding of the lectures whereas 25% showed just satisfaction and 25 % percent of students showed strong dissatisfaction with the statement. 50% percent students showed high level of satisfaction on mix responses and 25% students showed strong satisfaction and strong dissatisfaction on these responses.



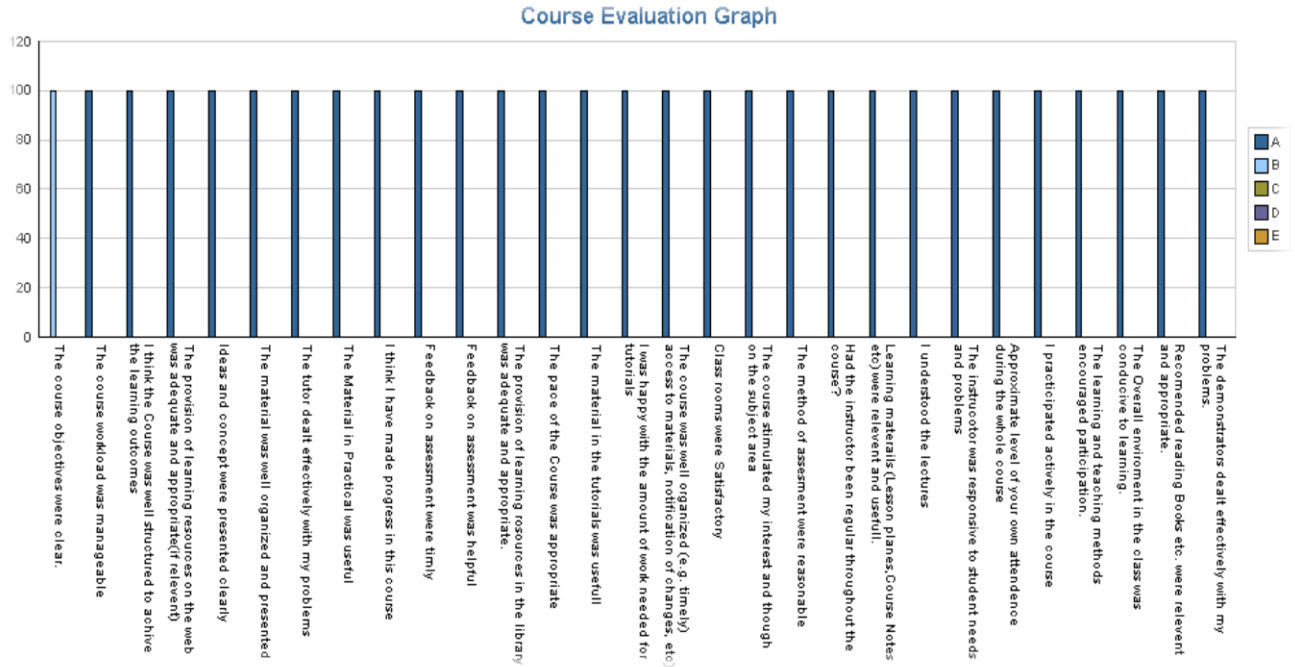
Course Evaluation on ANTH 720, Session Fall 2015

Above mentioned course was taught to 5th semester by Teacher 1. Evaluation of the course by students is shown in the graph. 100% percent students were highly satisfied with the learning and teaching method. They were highly satisfied that the course was well organized, pace of the course was appropriate, learning materials were relevant, instructor has been regular and dealt effectively with their problem, ideas and concepts were clear, material was well organized and useful. While 90% percent students were highly satisfied with the course objectives and the method of the assessments. While 10% percent showed satisfaction with this statement. 90% percent students were highly satisfied with the participation in the class and the books recommended by the demonstrator. Whereas 10% percent students showed mix responses on multiple statements.



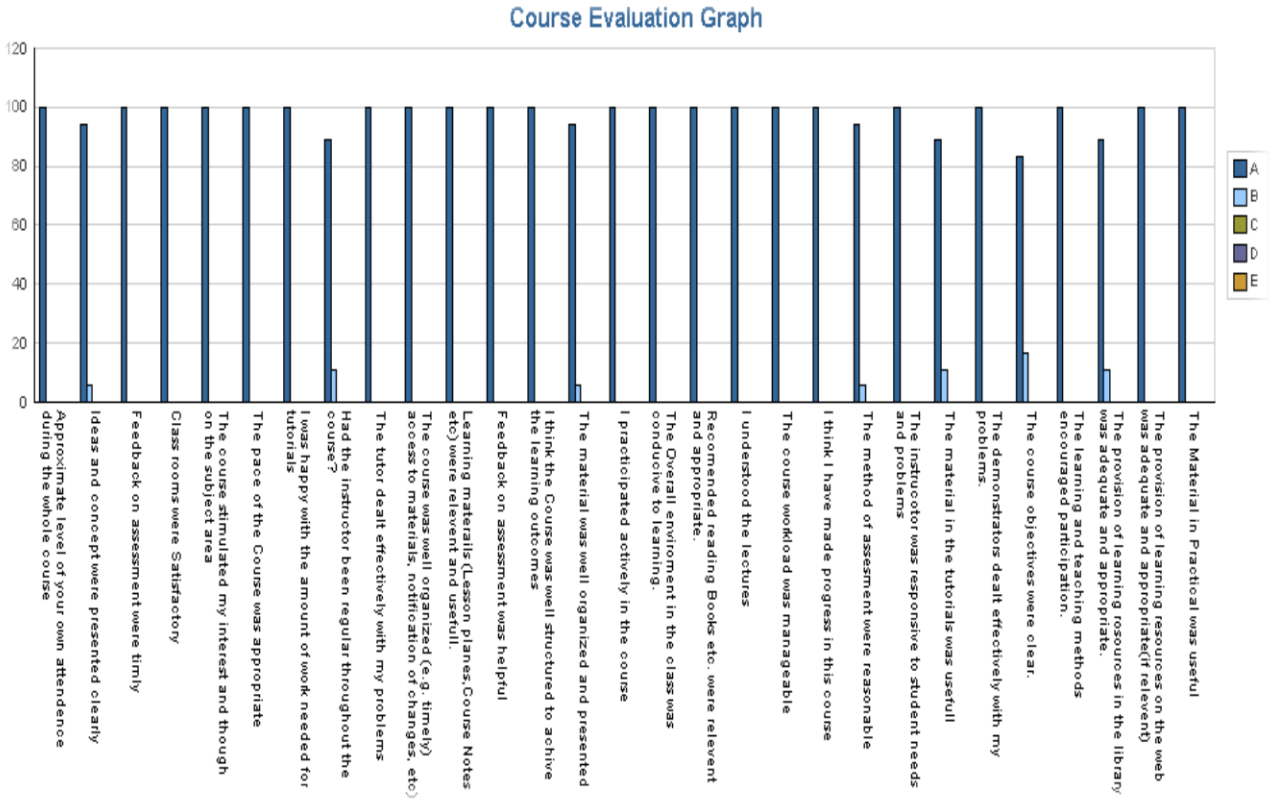
Course Evaluation on ANTH 799, Session Fall 2015

Regarding the course evaluation of ANTH-799 of Thesis taught by the Teacher 1 to 5th semester students in fall 2015. Majority of the students were highly satisfied that the material of the course was useful, 100% percent students were satisfied with the instructor's response towards the needs and problems of the students and dealt effectively with the problems, pace of the course was appropriate, satisfied environment of the class and the material used by the demonstrator was well organized. While 100% percent students were highly satisfied with the statements that the learning materials were relevant, ideas and concepts were clear, and the whole course was well organized. Whereas 100% percent students showed strong agreement on response to the statement, that tutor dealt effectively with the problems faced by the students.



Course Evaluation on ANTH 710, Session Fall 2015

The above said course was taught by Teacher 5 to 1st semester students in fall 2015 session. Graph given below show the evaluation on Teacher's performance by students. 100% percent students were highly satisfied with their approximate level of attendance, feedback on assessments, environment of classroom, appropriate pace of the course, dealing of tutor with the problems, learning materials, overall environment of the class which was helpful in learning, recommended books and readings, understanding of lecture, learning and teaching methods, practical use of materials, while 95% percent were highly satisfied with the clarities of ideas and concepts and with the method of assessments. Around 90% percent students were highly satisfied with the regularity of instructor and the material given by the instructor while 10% percent were just satisfied with these statements.

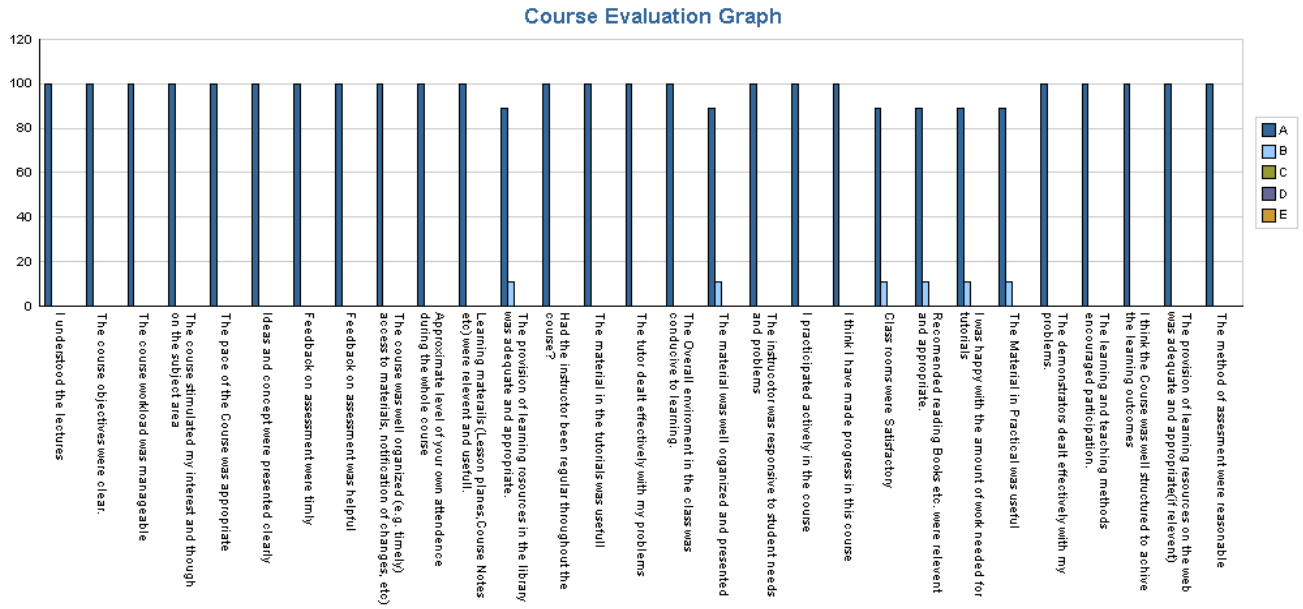

Course Evaluation Graph
120
100
80
60
40
20
0
A
B
C
D
E
The Material in Practical was useful
The provision of learning resources on the web was adequate and appropriate(if relevent)
The provision of learning resources in the library was adequate and appropriate.
The learning and teaching methods encouraged participation.
The course objectives were clear.
The demonstrators dealt effectively with my problems.
The material in the tutorials was usefull
The instructor was responsive to student needs and problems
The method of assesment were reasonable
I think I have made progress in this course
The course workload was manageable
I understood the lectures
Recomended reading Books etc. were relevent and appropriate.
The Overall enviroment in the class was conducive to learning.
I practicipated actively in the course
The material was well organized and presented
I think the Course was well structured to achive the learning outcomes
Feedback on assessment was helpful
Learning materails (Lesson planes,Course Notes etc) were relevent and usefull.
The course was well organized (e.g. timely) access to materials, notification of changes, etc)
The tutor dealt effectively with my problems
Had the instructor been regular throughout the course?
I was happy with the amount of work needed for tutorials
The pace of the Course was appropriate
The course stimulated my interest and though on the subject area
Class rooms were Satisfactory
Feedback on assessment were timly
Ideas and concept were presented clearly
Approximate level of your own attendence during the whole course

Performa-1

Course Evaluation

Course Evaluation on ANTH 707, Session Spring 2016

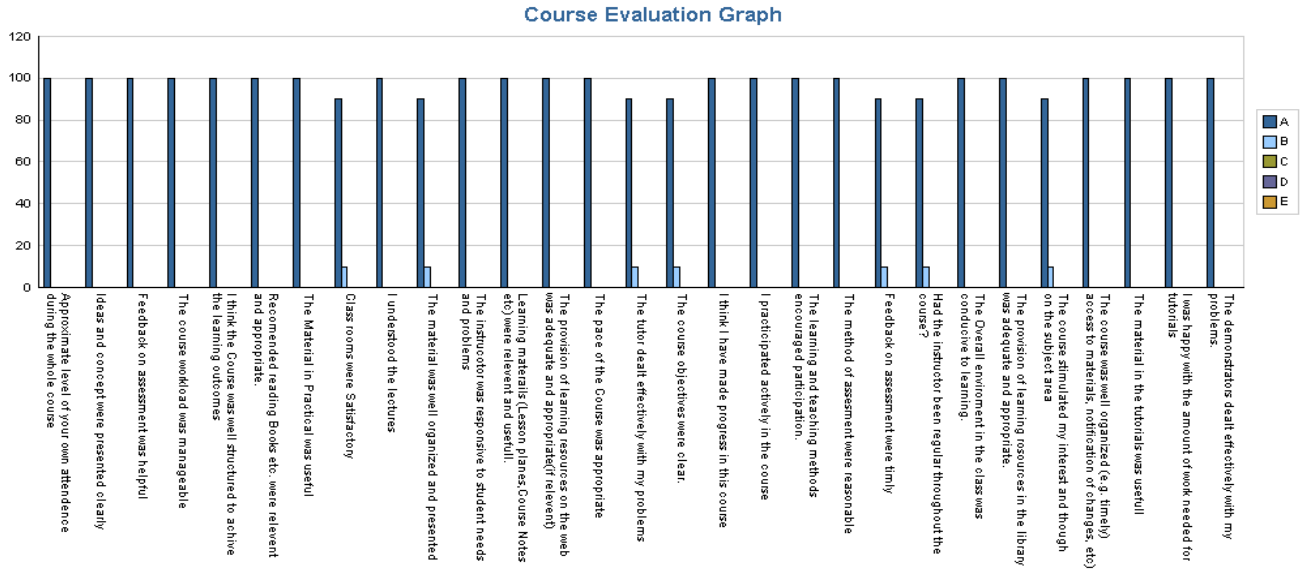
Regarding the course evaluation of ANTH-707 of Ethnographic research Methods taught by the Teacher 2 to 2th semester students in spring 2016. 100% percent of the students were highly satisfied with the course material, whereas 100% percent students were only satisfied that the instructor was responsive towards the needs and problems of the students and dealt effectively with the problems, pace of the course was appropriate. While 100% percent students were highly satisfied with the statements that the learning materials were relevant, ideas and concepts were clear. Whereas cent per cent students showed strong agreement on response to the statement, that tutor dealt effectively with the problems faced by the students. 90% percent students were highly satisfied with the statement that the material was well organized and environment of the class was satisfactory. While 10% percent were just satisfied with these statements.



Course Evaluation on ANTH 713, Session Spring 2016

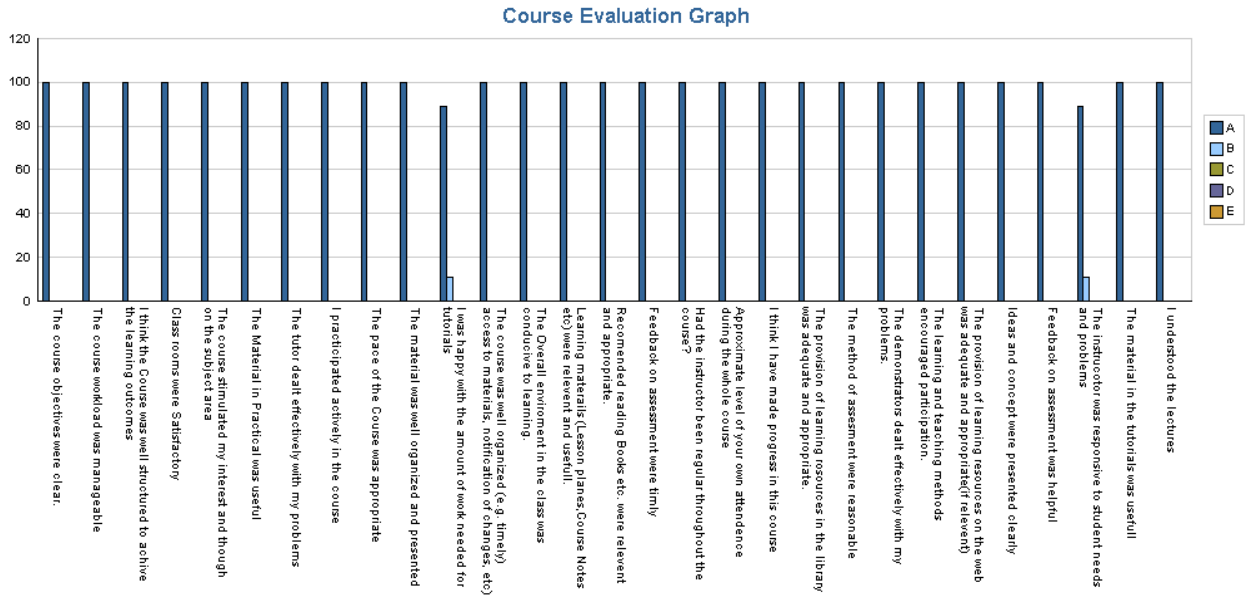
The said course was taught by Teacher 1 to 2nd semester students in spring 2016 session. Results in the table show the evaluation of student regarding the above said course. 100% percent students were highly satisfied with their attendance, ideas and concepts, feedback on assessments, course work load that was manageable, recommended books and readings, practical use of material, understanding of lecture, instructor behavior towards

students problems, learning material, progress of students, participation in class learning and teaching method, and the dealing of demonstrator with the problems of the students. While 90% percent students were highly satisfied with the statement that course objectives were clear, materials were well organized and the pace of course was well appropriate. While only 10% percent showed just satisfaction with these following statements.



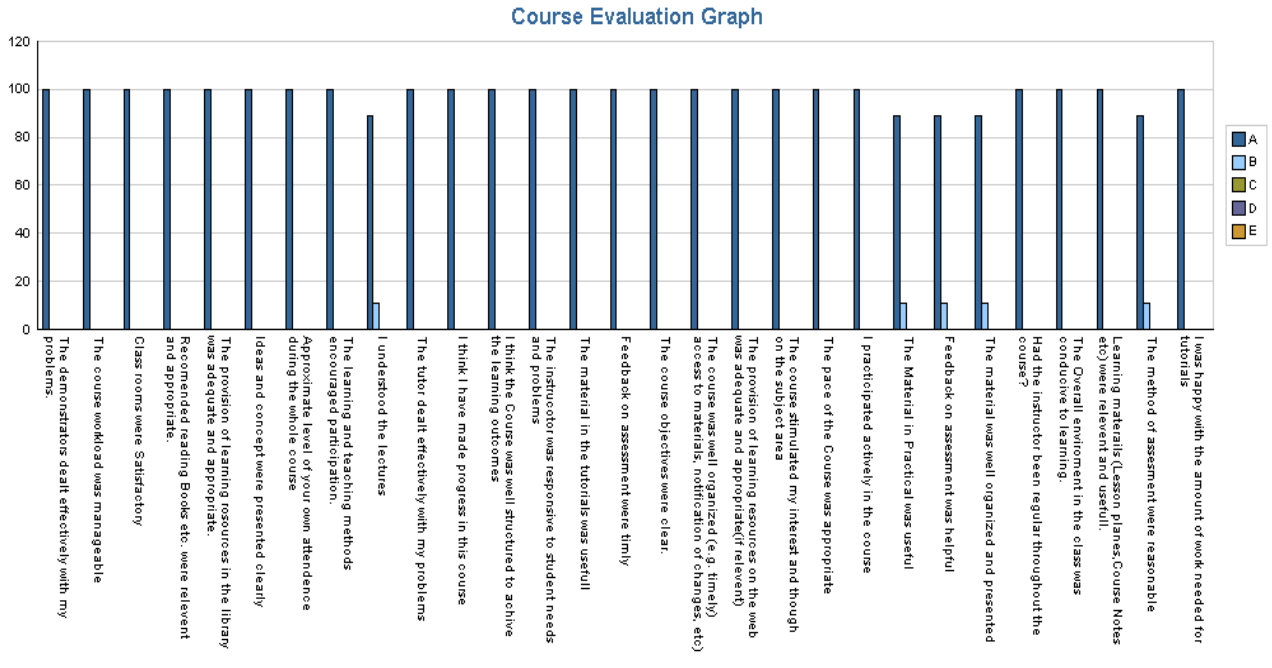
Course Evaluation on ANTH 722, Session Spring 2016

Course of ANTH 722 was taught by Teacher 2 in spring 2016 to 2st semester students. Evaluation of course by students is demonstrated in the graph below. 100% percent students were highly satisfied with their progress in the course, learning materials of the course, understanding of the lectures, regularity of the instructor in the class, timely feedback on assessment, work load of course, recommended books and readings, environment of class room and the behavior of the instructor towards the student's needs and problems. Whereas, 100% percent shared their ideas that they were highly satisfied with the concepts and ideas presented in the class. While 100% percent were just satisfied with this statement that the course was well organized. Around 90% percent students were happy with the amount of work needed for tutorials while 10% percent showed just satisfaction with the statement.



Course Evaluation on ANTH 725, Session Spring 2016

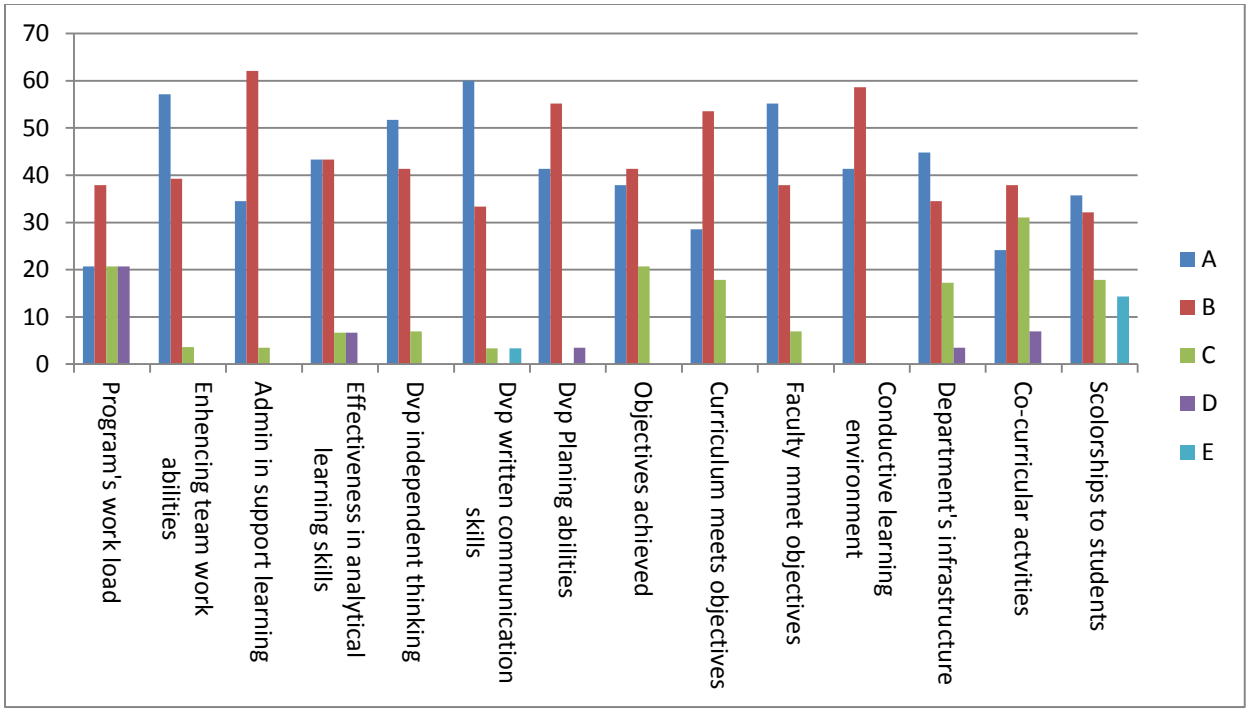
Regarding the course evaluation of ANTH-725 of South Asian Societies taught by the Teacher 2 to 2th semester students in spring 2016. 100% percent students were satisfied with the statement that the demonstrator dealt effectively with their problem, course work load was manageable, class rooms were satisfactory, recommended books were relevant, learning resources in the library were adequate, ideas and concepts were clear, learning and teaching methods encouraged participation, the tutor dealt effectively with the problems, materials were useful, course objectives were clear, pace of course was appropriate, learning material was relevant and instructor has been regular throughout the class. While 90% percent students shared their view that they were highly satisfied with the understandings of the lectures while 10% percent were just satisfied.



Performa-3
Survey of Graduating Students

Performa 3: Survey of Graduating Students Session Spring-2015

The following table gives clear picture on the review of course and research work by the students of the final semester. A majority of students i.e. 55-65% percent were highly satisfied with the program's enhancing their learning, writing skills and helped in enhancing their confidence level by making them socialize with also with the statement that environment was conductive to learning. Whereas around 15% percent of the students showed disagreement with the scholarship programs announced for students.

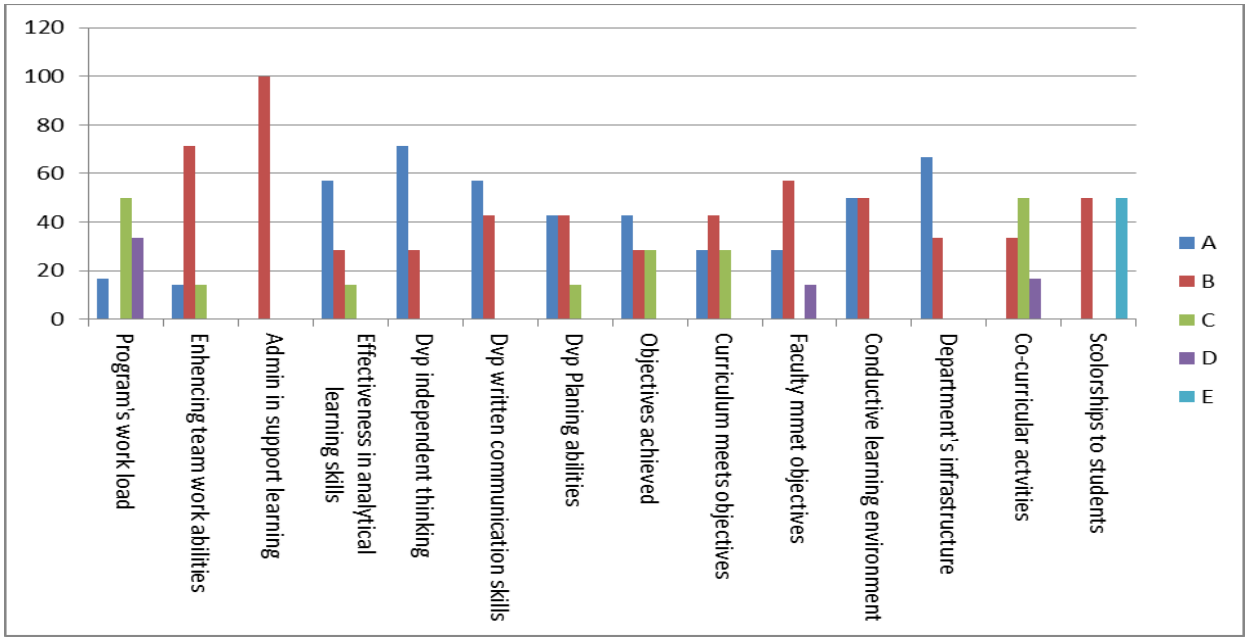


Performa-3

Survey of Graduating Students

Performa 3: Survey of Graduating Students Session Spring-2016

Following table shows the responses of final semester students on review of course and research work. 100% percent students responded that admin support them in learning process whereas, 50% percent students showed strong and mild satisfaction with the environment of the class room that was conducive to learning. While same per cent of students showed agreement and strong disagreement on the scholarship programs provided to students from the university.



Performa-4

Research Students Progress Review Form

Research Students Progress Review Form (Spring 2015)

S. No	Name & Reg No.	Date of Admission	Date of Initiation of Research	Date of Completion of Course work	No. of Credit Hours	CGPA
1	Sajia Rani 12-arid-2401	September 2013	March 2015	February, 2015	54	3.59
2	Javeria Younis 13-arid-2412	September 2013	March 2015	February, 2015	54	3.44
3	Mazhar Hussain 13-arid-2396	September 2013	March 2015	February, 2015	54	2.94
4	Ammara Sultan 13-arid-2384	September 2013	March 2015	February, 2015	54	3.36
5	Sobia Khalid 13-arid-2405	September 2013	March 2015	February, 2015	54	3.40
6	Ayesha Abbas 13-arid-2387	September 2013	March 2015	February, 2015	54	3.80
7	Abrar Babary 13-arid-2382	September 2013	March 2015	February, 2015	54	2.76
8	Anum Fayyaz 13-arid-2386	September 2013	March 2015	February, 2015	54	3.10
9	Bushra Rehman 13-arid-2390	September 2013	March 2015	February, 2015	54	2.81
10	Asma Bibi 13-arid-2410	September 2013	March 2015	February, 2015	54	3.52
11	Erum Zaheer 13-arid-2411	September 2013	March 2015	March 2015	54	3.56
12	Najmus Sehar 13-arid-2413	September 2013	March 2015	March 2015	54	3.36
13	Saima Mushtaq 13-arid-2414	September 2013	March 2015	March 2015	54	2.81
14	Shavan Shehzadi 13-arid-2404	September 2013	March 2015	March 2015	54	2.64
15	Samia Aurangzeb 13-arid-2402	September 2013	March 2015	March 2015	54	2.52
16	Zubaida Ilyas 13-arid-2409	September 2013	March 2015	March 2015	54	3.12
17	Farwa Zulfiqar 13-arid-2392	September 2013	March 2015	March 2015	54	3.10
18	Nimra Riaz 13-arid-2399	September 2013	March 2015	March 2015	54	3.41
19	Tanzella Sakhawat 13-arid-2407	September 2013	March 2015	March 2015	54	3.26
20	Raza Younis 13-arid-2397	September 2013	March 2015	March 2015	54	-
21	Ch. Shahid Mehmood 13-arid-2391	September 2013	March 2015	March 2015	54	2.32

22	Tayyaba Sana 13-arid-2408	September 2013	March 2015	March 2015	54	3.06
23	Saba Yasmin 13-arid-2400	September 2013	March 2015	March 2015	54	2.75
24	Zeenat Fatima 12-arid-1103	September 2012	March 2015	March 2015	54	2.84
25	Sunia Aslam 11-arid-2406	September 2011	March 2015	March 2015	54	2.86
26	Hina Saleem 08-arid-984	September 2011	March 2015	March 2015	54	3.87

7. Progress in research since last review

The students enrolled in 2011 & 2013 have completed their field work and working on their thesis. 50% of the students have submitted 1st draft of thesis while some are writing synopsis and reviewing literature. Some students are writing research paper as well while few of the students have not reported to this question.

8. Comments on level of supervision received

70% of the students have shown contentment towards the supervision they received during their research work. Students were of the view that their research supervisors were very cooperative and the supervision was relevant to their concerned research topic. They said that overall supervision was best and proved helpful for thesis writing. 30% of the students did not give their comments about research supervision.

9. Plans for achievement over six months

Almost 50% of the students have planned to find a job or will search for some internship/open an NGO. Besides with searching a job they will be looking for taking admission in M.Phil to continue their studies. 40% of the students are interested to get an in-depth knowledge related to research tools & techniques in order to enhance their research capacity. 10% of the students have an aim to submit their second draft of thesis.

10. Comments on generic/subject specialist training

Majority of the students have commented that that they did not receive any generic or subject specialist training internally/externally and they are unaware about it. Some of the students are in favor of provision of subject specialist training and they want to know about it.

11. Access to sophisticated scientific equipment

Since the students are doing a degree in Anthropology which is a purely social science domain none of the students requires any scientific equipment.

12. Availability of sufficient research material/commodities

Around 40% of the students have replied that they had an access to research material and other necessary commodities i.e. library, online journal and articles. 50% of the students did not reply to the statement and remaining 10% have negated the question, as they did not have an access to required/concerned research material.

Performa 4, Research Students Progress Review Form
Spring 2016

S. No	Name & Reg. No.	Date of Admission	Date of Initiation of Research	Date of Completion of Course work	No. of Credit Hours	CGPA
1	Kainat Kausar 14-arid-2913	September 2014	February 2016	February, 2016	52	3.84
2	Ifra Baig 14-arid-2911	September 2014	February 2016	February, 2016	52	3.70
3	Aniqa Riukhsar 14-arid-2904	September 2014	February 2016	February, 2016	52	3.85
4	Zubaria Khalid 14-arid-2920	September 2014	February 2016	February, 2016	52	2.66
5	Awais Ahmed 14-arid-2905	September 2014	February 2016	February, 2016	52	2.87
6	Tufail Akhtar 14-arid-2919	September 2014	February 2016	February, 2016	52	2.30
7	Adnan Haider Naqvi 14-arid-2918	September 2014	February 2016	February, 2016	52	2.6

7. Progress in research since last review

Majority of the students enrolled in 2014 have completed their field work and are working upon their thesis. Some of the students of this session are enrolled in summer semester and doing their research as well.

8. Comments on level of supervision received

70% of the students claimed that they are satisfied with the supervision being provided to them for doing research work. Students are of the view that their research supervisors are cooperative and they have allotted specific time to research students during which they guide them with full concern and attention. 30% of the students did not give their comments regarding research supervision.

9. Plans for achievement over six months

80% of the students have an aim of completing their field work and thesis over the next 6 months while 20% of the students are unaware about their future plans.

10. Comments on generic/subject specialist training

Majority of the students have not answered this question. Some students have given their comments in favor of conducting research based seminars and trainings which would be helpful to them for doing their research work.

11. Access to sophisticated scientific equipment

Since the students are doing a degree in Anthropology which is a purely social science domain none of the students requires any scientific equipment.

12. Availability of sufficient research material/commodities

50% of the students claimed that research material and other necessary commodities are available to some extent. 30% of the students said that they do not have any access to research based materials while 20% of the students have not commented on this subject.

PERFORMA- 5

FACULTY SURVEY

FACULTY SURVEY

S. No	Questions	Abid Ghafoor Chaudhry	Mahwish Zeeshan
1	Your mix of research, teaching and community service	A	B
2	The intellectual Stimulation of your work	A	B
3	Type of teaching /research you currently do	A	B
4	Your interaction with students	A	A
5	Cooperation you receive from colleagues	A	A
6	The mentoring available to your	A	A
7	Administrative support from the department	A	A
8	Providing clarity about the faculty promotion process	A	A
9	Your prospects for advancement and progress through ranks	A	A
10	Salary and compensation package	A	B
11	Job security and stability at the department	A	B
12	Amount of time you have for yourself and family	A	B
13	The overall climate at the department	A	A

14	Whether the department is utilizing your experience and knowledge	A	B
15	What are the best programs/ factors currently available in your department that enhance your motivation and job satisfaction?	The Full Liberty to take initiatives to improve the programs and applying my teaching inspiration, enhance my job satisfaction In the department	Supervising students research and instruction of various courses
16	Suggest programs/factors that could improve your motivation and job satisfaction?	Networking with donors/ INGOs/NGO Extension of research Chores in new areas. Initiation of new professional and skill enhancement programs/courses.	Initiation of some new programs, permission to continue studies and some additional research work.

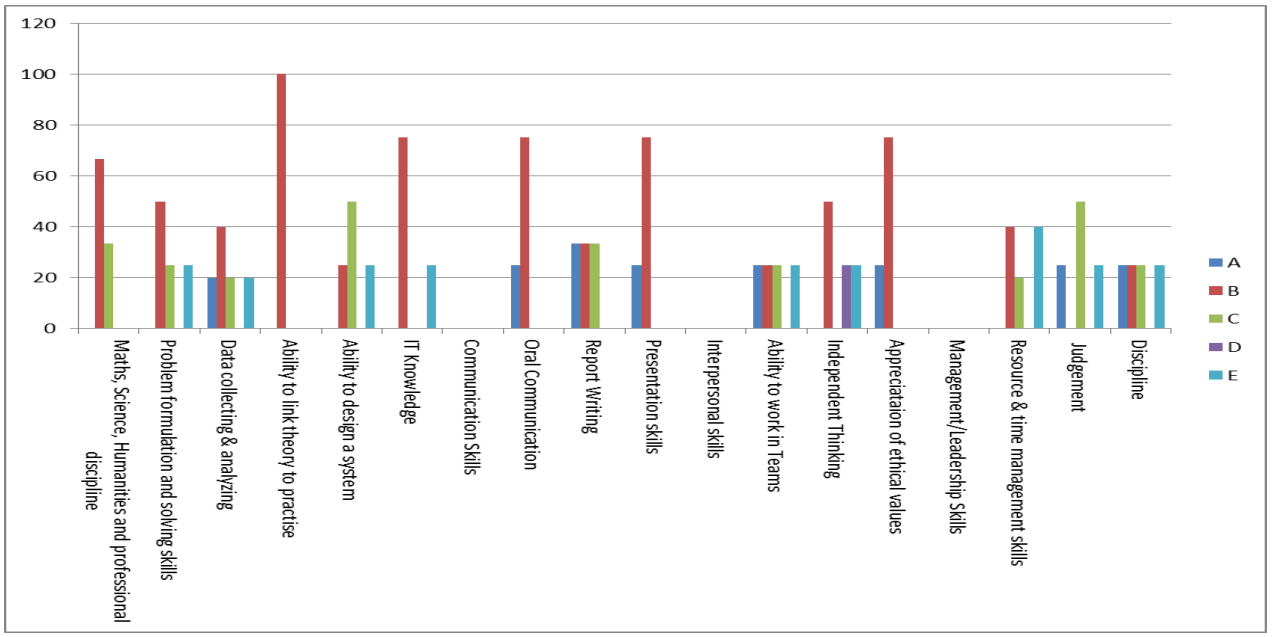
A: Very satisfied B: Satisfied C: Uncertain D: Dissatisfied
E: Very dissatisfied

Performa- 7

Alumni Survey

Alumni Survey

The students who graduated in Spring-2015 have given following responses on their discipline, management, interpersonal and communication skills.



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

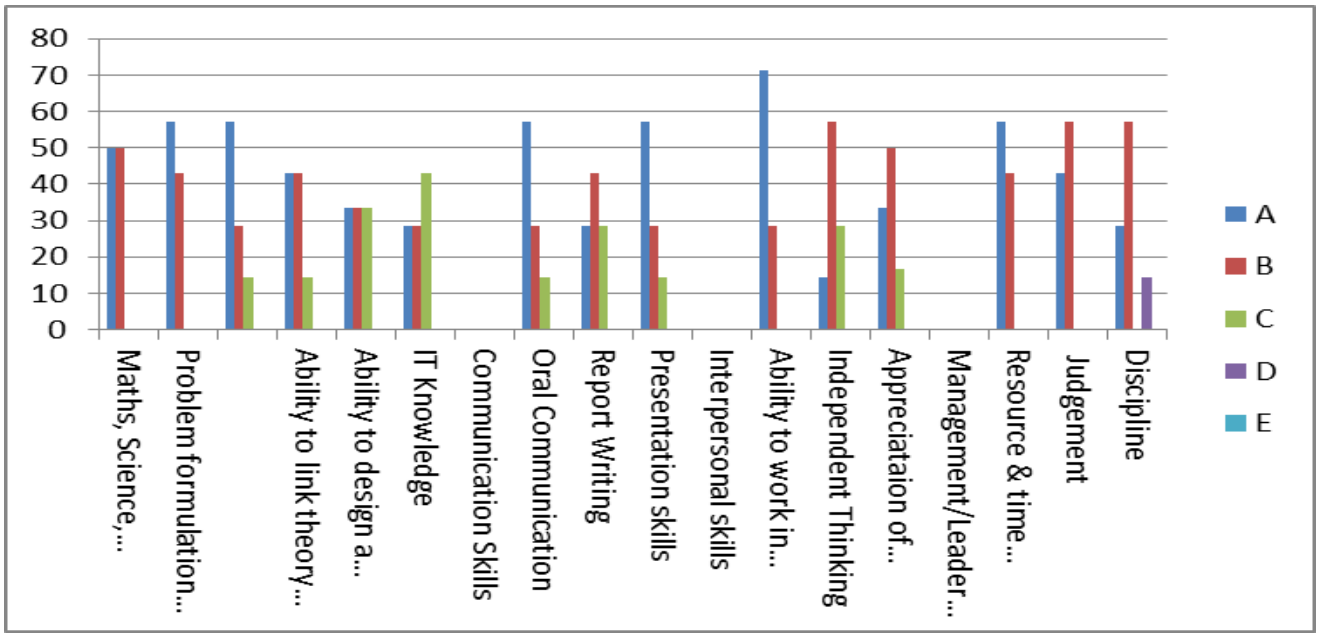
As per the generic comments of graduate's states, that this is the degree related to culture and society, so more cultural courses should be added in this. Teachers were very cooperative and provided conductive learning environment to students. Whereas some demanded to arrange educational trips as they play very effective role in learning purpose. Need to add research supervisory committee to maintain efficient coordination to avoid delay I final phase of thesis.

Performa- 7

Alumni Survey

Alumni Survey

The students who graduated in Spring-2016 have given following responses on their discipline, management, interpersonal and communication skills.



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

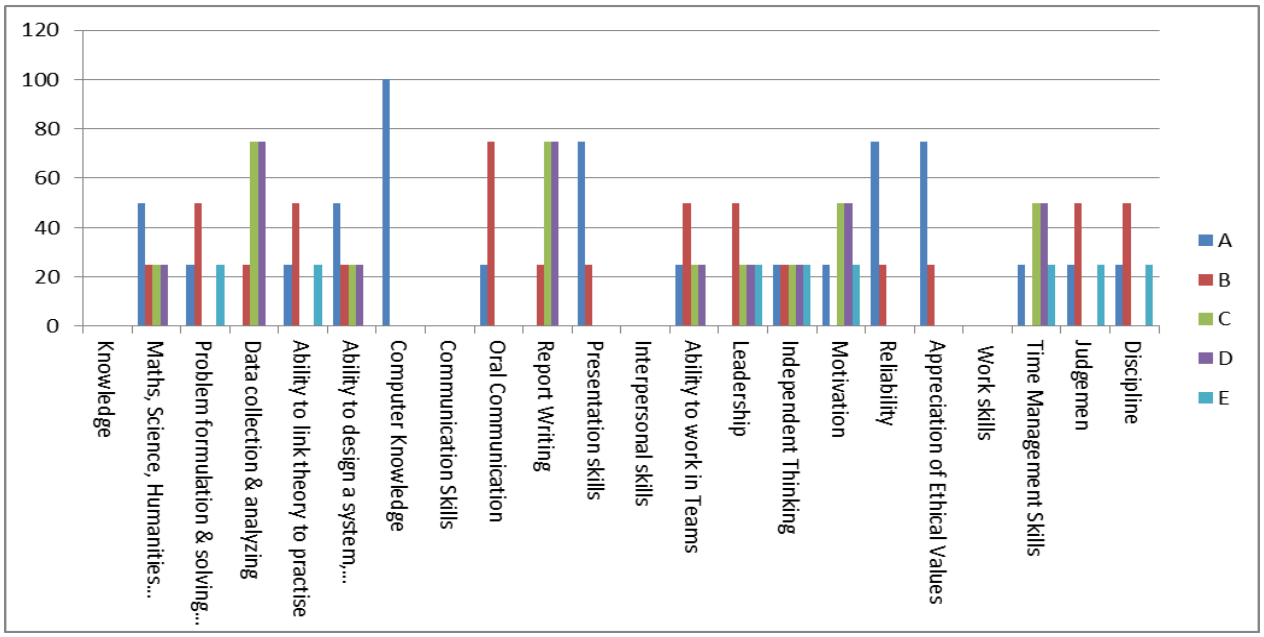
As per the generic comments of graduates state, that some new courses should be added in last semester and more group assignments should be given to students that can help in building team work spirit among them. Single room is provided to whole Anthropology department which is not sufficient, more rooms are required.

Performa- 8

Employer Survey

Employer Survey

The following evaluation graph is based on the responses from the employers of graduates of session Spring-2015. The responses evaluate our graduates on their working skills, interpersonal skills, knowledge and communication skills.



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

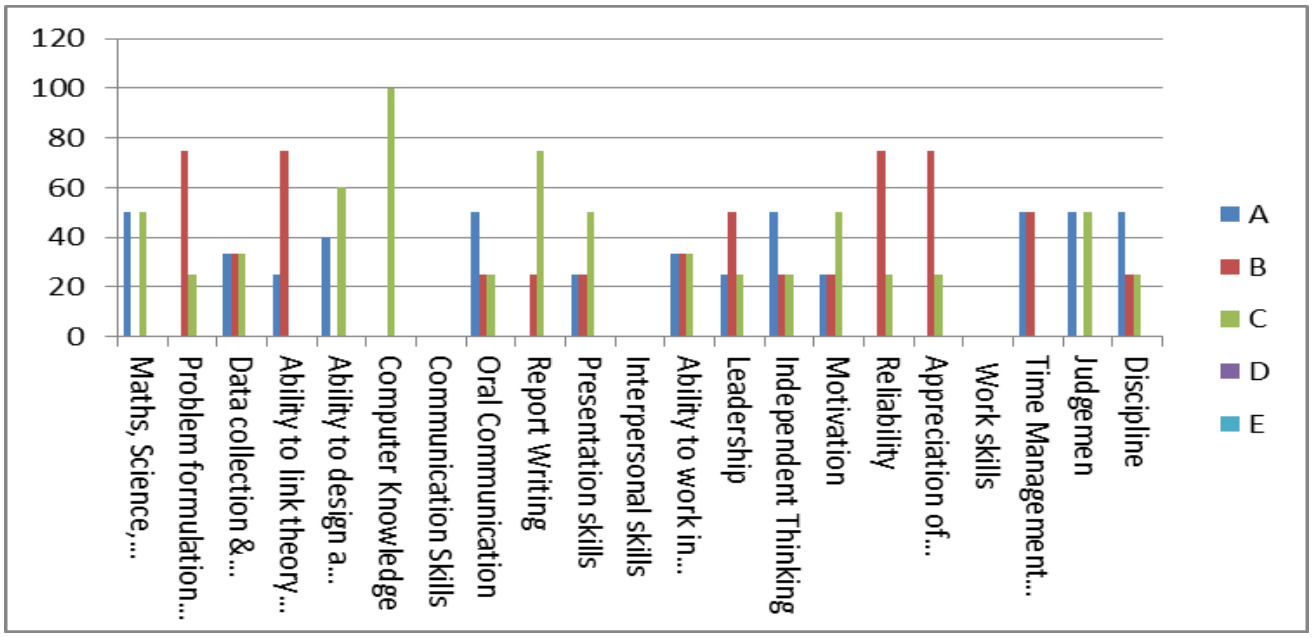
The additional comments and suggestions given by employer's state that students are not aware of the importance of this discipline. A lot more is needed to be done in order to provide awareness to the students regarding the discipline. Good communication skills are lacking in students that are beneficial for them in their professional life as they mostly deal in natural environment. Enhancements in research skills are required as scope of this discipline in INGO's and NGOs sector working for the country's development.

Performa- 8

Employer Survey

Employer Survey

The following evaluation graph is based on the responses from the employers of graduates of session Spring-2015. The responses evaluate our graduates on their working skills, interpersonal skills, knowledge and communication skills.



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

The additional comments and suggestions given by employer's state that students are not aware of the importance of this discipline. A lot more is needed to be done in order to provide awareness to the students regarding the discipline. Good communication skills are lacking in students that are beneficial for them in their professional life as they mostly deal in natural environment. Enhancements in research skills are required as scope of this discipline in INGO's and NGOs sector working for the country's development.

Performa- 8

Faculty Resume

Faculty Resume

Name	Dr. Abid Ghafoor Chaudhry
Personal	Date of Birth: 15-02-1974 Sex: Male Religion: Islam Father's Name: Abdul Ghafoor Chaudhry Address: House # 8, Street # 44, Korang Town, Islamabad Mobile: 0333-5187249
Experience	S. No. Date Title Institution 1. June 2014 Assistant Professor PMAS-AAUR 2. AUG 1999-JUN 99 Lecturer PMAS - AAUR 2. DEC 1998-AUG 1999 Lecturer (Contract) PMAS-AAUR 3. MAY 1997-DEC 1998 Consultant GOP-UNICEF
Honor and Awards	1. Founder of Anthropology Department in PMAS-AAUR in 1999 2. HEC Approved Research Supervisor
Memberships	1. Founding Member: Pakistan Association of Anthropology 2. Founding Member, Pakistan National Center on Ageing, 3. Founding Member, Institute of Research and Development Pakistan, IBD 4. Member: Pakistan Association of Social Scientists
Graduate Students, Post-docs, Undergraduate students	Supervised Researches at Masters', M. Phil and PhD Level in various disciplines: Anthropology, Sociology, Education, Economics, and Statistics. The number of Supervised Theses is exceeding 300
Service Activity	I developed the whole scheme of studies for M. Sc Anthropology, M. Phil Anthropology, and PGDDA in Development Anthropology. In addition, I managed to attract projects in the department like UAAR-NEPRA and Department of Human rights and Minority Affairs, Government of the Punjab. Also submitted one project to University of Agriculture, Faisalabad
Brief Statement of Research Interest	1. Agricultural Anthropology 2. Political Anthropology 3. Development Anthropology 4. Environmental Anthropology 5. Demographical Anthropology 6. Ecological Anthropology 7. Human Rights including (Women, Minorities, Ageing, Children, Patients)
Publications	1. Abbas, A., Chaudhry, A. G., Hadi , S. A., & Yasmeen, S. (2015). Social Habitat and Environmental Determinism. *Science International, 27*(1), 651-653. Retrieved from http://www.sci-int.com/pdf/25128930913%20Paper,%20SOCIAL%20HABITAT6

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	OCCUPATIONAL PATTERNS: AN ETHNOGRAPHY OF AGRICULTURAL ECONOMY OF SAIGOLABAD, CHAKWAL. *Science International* , *27* (1), 749-752. Retrieved from http://sci-int.com/pdf/137757332338%20Paper,%20OCCUPATIONAL%20PATTERNS-749-752-.pdf
Research Grants and Contracts	Projects on Human Rights Education Approved by Department of Minority Affairs and Human Rights, Government of the Punjab
Other Research or Creative Accomplishments	Developed a Project for Human Rights Education and Information Center in Tehsil of Gujar Khan, Rawalpindi (draft) Initiated the process of approval for PGD in Development Anthropology Working for Initiation of PhD Program in Anthropology
Selected Professional Presentations	1. Acted as Resource Person in the preparation of Country Report on State of Children in Pakistan upon the request of Ministry of Social Welfare and Special Education in 2010. 2. Participated in high level trainings programs both national and international level. 3. Acted as Training Resources Person on Child Rights in UNICEF funded Training. 4. Acted a National Resource Person in Forced Marriages project in 2004-5. 5. Acted as s National Resource Person in Initiation of Child Protection Management Information System at Federal Government Level.

Faculty Resume

Name	Mahwish Zeeshan
Personals	House No.26, Street # 1, Ghouri Town, Phase 2, Express Way Islamabaad. 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**.**
Publications	Zeeshan, Mahwish 2015 Cultural Invasion: A Qualitative Stuudy On Catalyticeffects Of Mass Media On Youth. Sci.Int. 2015 27(1) :753-756. Zeeshan, Mahwish, And Abid Ghafoor Chaudhry 2015 Homosexuality And Child Sexual Abuse Among Children Living In Difficult Circumstances. Labour 2 .Sci.Int:044. Abbas, Ayesha, And Mahwish Zeeshan 2015 Poultry Farming: An Anthropological Take On Women Empowermentthrough Food Security At Household Level. The Explorer Islamabad: Journal Of Social Sciences 1(6):203-206. Chaudhry, Abid Ghafoor, Et Al. 2014a Older Persons, Familiall Care And Psychological Stresses: An Anthropo- Gerontological Approach On Health. Medical Forum 25(4):10-14. Chaudhry, Dr. Abid G., Et Al. 2014b Income Status And Medical History Of Older Persons In Rawalpindi: Anthropology Of Ageing. Research Gate. Dinar, Humera, Et Al. 2015 Transformation And Retention: A Case Study Of Hunzukutz In Islamabad. Sci.Int 27(1):741-743. 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. — 2015b Masonry Artisan: Socio-Economic Transformation Through Technology The Explorer Islamabad: Journal Of Social Sciences 1(5):128-132. Haq, Anwar Ul, Et Al. 2015 Apathy Of Government And Agricultural Incongruence In Saigolabad,Pakistan. The Explorer: Journal Of Social Sciences 1(3):82-87. 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.

Mehmood, Chaudhry Shahid, Sunia Aslam, And Mahwish Zeeshan
2015 Mal-Adaptation Of Ict In Raising The Sexual Sensitization. The Explorer: Journal Of Social Sciences 1(2):54-57.

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.

Babary, Abrar, And Mahwish Zeeshan
2015 Reminiscent Of Hinduism: An Insight Of Katas Raj Mandirthe Explorer: Journal Of Social Sciences 1(4):121-124.

Rehman1, Bushra, Ammara Sultan1 , And Mahwish Zeeshan
2015 Role Of Information Communication Technology In Provoking Religiousextremism. The Explorer Islamabad: Journal Of Social Sciences 1(5):145-148.

Ahmed, Aftab, Et Al.
2014 Prevalence Of Ghutti And Breastfeeding: An Ethnographic Study Of Lactating Women Of Khewayaali, Wazirabad. Med. Forum 25(4):55-59.

Ali, Qurat-Ul-Ain, Mahwish Zeeshan, And Abid Ghafoor Chaudhry
2015a Cultural Perception Of Psychological Ailments: A Study On Schizopherenic Patients In Fountain House, Lahore. Sci.Int. 27(1):711-713.
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2015b Cultural Perception Of Psychological Ailments: A Study On Schizopherenic Patients In Fountain House, Lahore. Sci.Int.(Lahore) 27(1):711-713.

Chaudhry, Abid Ghafoor, Et Al.
2014 Health, Marital Status And Mode Of Living:An Anthropological Study Of Ageing Community In Rawalpindi City. Med. Forum 25(5):46-50.

Chaudhry, Abid Ghafoor, Et Al.
2014 Income Status And Medical History Of Older Persons In Rawalpindi: Anthropology Of Ageing. Med. Forum 25(6):13-17.

Habib, Maryam, Mahwish Zeeshan, And Anwar-Ul-Haque
2015 Cultural Response To Digitalization Of Farmingcommunities: Ethnographic Study Of

	Bookkeepingmethods Of Kalas Chakwal. Sci.Int.(Lahore) 27(1):761-764. Haq, Anwar Ul, Mahwish Zeeshan, And Abid Ghafoor Chaudhry 2014 Agricultural Malfunctioning: A Threat To The Livelihood Of Farmers In Saigolabad, Chakwal-Pakistan. European Academic Research 2(9):11830-11846. Nasreen, Zunera, And Mahwish Zeeshan 2015 Environmental Hazards Faced By Inhabitants Of Nala Lai Rawalpindi. Sci.Int.(Lahore),27(1),781-84,2015 27(1):781-784. Amjad, Maria, And Mahwish Zeeshan 2015 Suatainable Livelihood: A Study On Garden Marketers Of Chakwal City. Sci.Int. 27(1):757-760. Anwar-Ul-Haq, Mahwish Zeeshan, And Maryam Habib 2015 Changing Occupational Patterns: An Ethnography Of Agricultural Economy Of Saigolabad, Chakwal. Sci.Int. 27(1):749-752. Habib, Maryam, Mahwish Zeeshan, And Anwar-Ul-Haque 2015 Cultural Response To Digitalization Of Farming Communities: Ethnographic Study Of Bookkeeping Methods Of Kalas Chakwal. Sci.Int. 27(1):761-764. Raza, Mamoona, And Mahwish Zeeshan 2015 Abandoning Professions: A Study Of Declining Hereditary Occupational Castes In Chak Bhon. Sci.Int. 27(1):765-767. Shaukat, Sana, And Mahwish Zeeshan 2015 Precursors Of Occupational Of Occupational Change Among The Kumhars Of Khokhar Zer, Chakwal. Sci.Int. 27(1):777-780.
Trainings & Workshops	1. “Narratives on National Security”, Two Days International Conference organized by USIP and ISSI on November 25-26, 2014. 2. 'Work Place Harassment' Sensitization Workshop arranged by LEADS Internatioal in collaboration with USAID on November 13, 2014 at PMAS-AAUR 3. 7th Conference on International Day of Rural Women organized by PODA Islamabad, 15-16 October, 2014, Islamabad 4. 'Future of Research in Pakistan' organized by HEC on May 18, 2013.

	5. Sensitization session on International Drug Addiction Day on June 20, 2013 at Islamabad Hotel organized by Ministry of Social Welfare and Anti Narcotic Force 6. Sensitization workshop on Traffic Awareness organized by Motorway Police at PMAS-AAUR on December 20, 2013. 7. Dengue Eradication Campaign and Walk on October 13, 2013 at PMAS-AAUR organized by Government of Punjab 8. 1st International conference on Promotion of Social Sciences Research in Pakistani Universities; Prospects & Challenges held at HEC from April 18th-20th 2011. 9. 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. 10. Five day sensitization workshop on "Violence against Women", 26th-30th June, 2006 at Rozan, Islamabad. 11. Four day workshop on "Para Counseling Skills", 19th-22nd June, 2006 at Rozan Islamabad. 12. Five day training course on "Effective Communication Skills" held from April 12-17th, 2010 at PIDE, Islamabad.
Research Interests	Socio-Cultural Anthropology Anthropological Theory Research Methodology Anthropology and Development Anthropology of Religion Medical Anthropology
Research Supervision	1. Sajjad Majeed, Causes Of Deforestation In Islamabad And The Role Of Forest Department,2012 2. Hira Pervaiz, Impact Of Tourism Industry On The Culture Of Murree, A Study Of Local Perceptions, 2012. 3. Sana Nazir, Perception Of Pilgrims, A Study Of Eid-Gah Sharif, Rawalpindi, 2013. 4. Abida Khatoon, Curriculum And Identity Crisis; A Study Of Minority Group In Rawalpindi, 2014. 5. Nida Salam, Ethnographic Study Of Stonework In Taxilla, 2013. 6. Nimra Zainab, Environmental Impacts Of Small Dams In District Attock, 2013. 7. Saifullah, Local Males' Perception About Stds In Dera Ghazi Khan, 2013. 8. Zaibunnisa, Curriculum And Teaching Methodologies In Public And

	Private Schools Of Chakwal, 2013. 9. Zunera Nasreen, Environmental Hazards Faced By The Inhabitants Of Nala Lai, 2013. 10. Mamoona Raza, Abondoning Professions; A Study Of Declining Hereidatry Occupational Castes In Chakwal, 2014. 11. Maria Amjad, A Study Of Garden Marketers In Chakwal City, 2014. 12. Mudassir Ali, Labor Laws Violation In Coal Mini9ng Sector Of Chakwal, 2014. 13. Nomana Sadaf, Effects Of Local Tourism On The Economy Of Kallar Kahar, 2015. 14. Qanita Ahmed, A Study Of Brick Kiln Workers In Chakwal, 2014. 15. Sana Shaukat, An Ethnographic Study Of Potters Community In Chakwal,2014. 16. Samina Rabbani, Cultural Perceptions Of Women Empowerment In Chakwal, 2014. 17. Anwar-Ul- Haque, Effects Of Changing Occupational Patterns On The Agricultural Economy Of Chakwal, 2014. 18. Abrar Babary, Ethnographic Study Of Visitors At Katas Raj Mandir, Choa Saidan Shah, Chakwal, 2015. 19. Tanzeela Sakhawat, Post Retirement Psychological Issues Faced By The Inhabitants Of Dhadhial, District Chakwal, 2015. 20. Bushra Rehman, Perception Of People And Status Of Lady Constables In Chakwal City, 2015. 21. Saba Yasmeen, An Ethnographic Study On The 'Nais' Of Dhadhial City, 2015. 22. Sajia Rani, Social Perception Of Illness In Chakwal City, 2015. 23. Ayesha Abbas, Socio-Economic Problems Faced By The Poultry Growers In Chakwal City, 2015. 24. Samia Imtiaz, Role Of Rural Infrastructure In Farmers Development; An Economic Uplift In Chakwal, 2015. 25. Anum Fayyaz, An Ethnography Of Masonry Artisans In Chakwal,

	2015. 26. Farwah Zilfiqar, A Study Of Cultural Beliefs Regarding Infertility In Chakwal, 2015. 27. Tayyaba Sana, Ethnography Of Scheduled Castes In Attock,2015. 28. Bushra Ejaz, Ethnographic Studuy Of Wood Craft In Tehsil Sillanwali In Sarghodha, 2015. 29. Ammara Sultan, Ethnographic Study Of Color Symbolism In Haripur, 2015. 30. Mazhar Hussain, Litigation Behavior And Judicial Response; A Study Of Bar And Bench In Attock City, 2015 31. Nimra Riaz, A Study Of Kinship And Marriage Patterns Among Pakhtuns In Tehsil Hazara, Attock, 2015. Research Supervision 27. Tayyaba Sana, Ethnography Of Scheduled Castes In Attock, 2015. 28. Bushra Ejaz, Ethnographic Studuy Of Wood Craft In Tehsil Sillanwali In Sargodha, 2015. 29. Ammara Sultan, Ethnographic Study Of Color Symbolism In Haripur, 2015. 30. Mazhar Hussain, Litigation Behavior And Judicial Response; A Study Of Bar And Bench In Attock City, 2015 31. Nimra Riaz, A Study Of Kinship And Marriage Patterns Among Pakhtuns In Tehsil Hazara, Attock, 2015.

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

Strengths of the Department

The main strength of the department is as under:

Know the nature, intent, and scope of anthropology.

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

Theoretical Orientations

The department develops the theoretical orientation of the students. Students learn how science and humanities paradigms inform anthropological inquiry. Following courses are offered to address the need:

Socio-Cultural Anthropology

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

Archaeological Anthropology

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

Physical Anthropology

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

Linguistic Anthropology

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

Culture and Medical Practices

Department has introduced Cultural and Medical Practices course at M Sc level. This course provides the basic understanding of indigenous health care practices and culture's role in improving health care outcomes. It enables Students to extend their anthropological understanding to prevailing Medical practices and cater health related issues.

Global Cultural Transformation

The course provides global awareness to the students. It gives insights into global trends and enables the student to critically analyze developments in the global cultural transformation.

Applications of Anthropological Knowledge

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

Practice and Research

The department is also working on enhancing research capabilities of the students along with academics.

Research

The department particularly focuses on student's Research skill at three levels. Firstly it has helped in developing Research Culture; secondly it provides a platform for new researchers and thirdly it aids in developing skill set required by the job market.

Ethical reasoning

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

Seminar and Special Problem

These courses focus on application of anthropological theory in daily life situation. The students are given opportunity to immerse into the society, study the dynamics of social institutions and apply the anthropological knowledge to address social issues.

Weaknesses Identified in the Program

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

Department Representative

There is no full-fledged department's representative to monitor the field projects of the researchers (as is a case in other sister anthropology departments at other universities)

Limited Faculty

The department has only two regular faculty members since fall 2015 to look after departmental affairs and classes. There is a dire need of engaging new faculty members to run the departmental affairs smoothly.

No office staff

Currently the department is running all the administrative affairs through its faculty members due to unavailability of the office staff which is a serious concern since it badly affects the academic efficiency of the faculty specially their research work.

Limited Departmental Budget

The departmental budget is a huge hurdle for initiating any developmental program aimed at the professional development of the students as well as the faculty.

Limited space and infrastructure

There is only one classroom for commencement of M: Sc and M-Phil programs. Limited space and infrastructure creates problem in academic pursuits.

Need for Library and Computer Lab

There is no departmental Library and computer lab. Both are desperately required to facilitate students in their academic endeavors.

Need for BS Program

Anthropology is not offered at intermediate and undergrad level so their limited awareness about this field of study. The department needs to start BS Anthropology program to widen the scope and market of the discipline, and encourage the students to opt for anthropology as a field of study.

The Department also needs to widen the subject eligibility criteria for seeking admission in Anthropology at the University level.

Limited Scholarship and Research Grants

The department lacks allocations of research grants for the students (as is a case in other anthropology departments in other universities).

Limited field visits

The department is lagging far behind in arranging extensive field visits at various locations regarding socio-cultural anthropology and archaeology for more in-depth insights.

TABLE 3: QUANTITATIVE ASSESSMENT OF THE DEPARTMENT

Sr. #	Particular	No.	Remarks
1	M.Sc degree awarded	220	Most of them are currently employed and are holding various positions
2	Student Teacher ratio	1:30	Each teacher has taken 30 research students on an average from each batch.

Major Future Improvement Plans

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

The Department is providing following community Services

1. By bridging the gap between theory and practice the department is providing practical solutions to social issues.

2. Various aspects of the society are being studied. The same studies can become resource information for initiating any developmental initiative in those areas.
3. The department is invited in various conferences and seminars for professional feedback.

Faculty Satisfaction Regarding the Administrative Services

1. The faculty is satisfied with the administrative services at the department yet proposed few improvements that have been elaborated above.
2. The administration has facilitated the department by providing equipments needed for improve learning process, including multimedia for class room and PCs for administrative use.
3. The chairman/Dean FoS is especially encouraging the innovative ideas from the faculty.

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

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

TABLE 4: PRESENT PERFORMANCE MEASURES FOR RESEARCH ACTIVITIES

Faculty	Journal Publications (National & International)	Conference Publications (Proceedings/ Abstract)	Projects
Dr. Abid Ghafoor Chaudhry	International: /National: 121	10	1
Ms. Mahwish Zeeshan	National / International: 27	0	0
Ms. Humera Dinar	National: 7	1	0

CRITERION 2: CURRICULUM DESIGN AND ORGANIZATION

Degree Title: M. Sc Anthropology

Intent: The Curriculum has been revised and updated through designated bodies according to the changes suggested by the new scheme of studies, approved in 2010. The

Board of Studies is responsible for formulating syllabi and course contents. By default, the Chairman of the Department is the convener of this body. The Chairman convened the meetings of the Body in which the recommended changes were discussed and course content was finalized, furthermore the courses were sent to the Faculty Board for further discussion before its submission to the academic council.

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

Degree Plan: Presently one degree program is offered by the department.

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

Pre-requisites

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

Degree requirements for Masters

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

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

Course No.	Course Title	Credit Hours
Core Courses		

ANTH-701	Introduction to Anthropology	3(3-0)
ANTH-702	Physical Anthropology	3(3-0)
ANTH-703	Socio-Cultural Anthropology	3(3-0)
ANTH-704	Anthropological Theory	3(3-0)
ANTH-705	Linguistic Anthropology	3(3-0)
ANTH-706	Archaeological Anthropology	3(3-0)
ANTH-707	Ethnographic Research Methods	3(2-2)
ANTH-719	Special Problem	1(1-0)
ANTH-720	Seminar	1(1-0)
ANTH-799	Thesis	10(0-20)
Optional Courses		
ANTH-708	Human Variation and Genetics	3(3-0)
ANTH-709	Urban Societies	3(3-0)
ANTH-710	Perspectives on Development	3(3-0)
ANTH-712	Rituals and Supernatural Beliefs	3(3-0)
ANTH-713	Political Process and Governance	3(3-0)
ANTH-714	Sex, Gender and Kinship	3(3-0)
ANTH-715	Emergence of State and Culture	3(3-0)
ANTH-716	Environment, Technology and Society	3(3-0)
ANTH-717	Human Ecology	3(3-0)
ANTH-718	Modernity and Post Modernity	3(3-0)
ANTH-721	Past Societies	3(3-0)
ANTH-722	Culture and Medical Practices	3(3-0)
ANTH-723	Human Development	3(3-0)
ANTH-724	Anthropology of Family and Kinship	3(3-0)
ANTH-725	South Asian Society	3(3-0)
ANTH-726	Applied Anthropology	3(3-0)
ANTH-727	Global Cultural Transformation	3(3-0)
ANTH-728	Anthropology of Pakistan	3(3-0)

Additional from other Departments

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

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

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

Table 6: ANTHROPOLOGY COURSES VS. PROGRAM OUTCOME

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

x = Moderately satisfactory
xx = Satisfactory
xxx = Highly satisfactory

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

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

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

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

Elements	Courses
Theoretical backgrounds	ANTH-701, ANTH-703, ANTH-704, ANTH-707, ANTH-704, ANTH-713, ANTH-712, ANTH-710, ANTH-725

Problem analysis	ANTH-707, ANTH-709, ANTH-713, ANTH-726, ANTH-799
Solution design	ANTH-706, ANTH-719, ANTH-720, ANTH-726, ANTH-799

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

Not Applicable.

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

The curriculum satisfies the major requirements laid down by HEC.

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

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

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

All aspects of information technology were considered while preparing curriculum and after a critical analysis, relevant aspects were integrated into the program such as:

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

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

The seminar course is one credit hour; it's compulsory and is offered at the Post-graduate level.

In this course the assignments are given to students on specific topic, which are drafted and presented by students. The purpose of this course is to enhance oral and written communication skills of students. The students are also encouraged to develop skills required for team work.

CRITERION 3: LABORATORIES AND COMPUTING FACILITIES

The computing facility is not available in the department, which is currently managed by using the computer laboratory of Statistics department. A computer lab is needed in the department to familiarize students with the applications of IT in their disciplines and make them compatible with market demands. Anthropology requires establishing a laboratory for the three of four main sub disciplines of subject but the meager resources does not allow for its establishment.

Standard-3.1: General Computer Labs

Computer lab is required for M Sc Anthropology (Morning and Evening) Program. A Research Thesis is the prerequisite of the M Sc degree, so students need a well equipped computer lab to complete their research dissertations within stipulated time period. Furthermore it will facilitate the students in data administration, preparation of tally sheets and applying various data analytical tools.

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

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

INSTITUTIONAL FACILITIES:

Though the department is striving for provision of as many facilities as it could but the department needs to induct more faculty and administrative staff.

INSTITUTIONAL SUPPORT:

Department requires the institutional support at both administrative and student level. The following points are necessary to be made a part of the institutional support:

- Research grants and scholarships needs to be provided to the students of anthropology which are provided elsewhere in the country.
- Provision of funds to the respective supervisors for field visits for monitoring students who are already working in the field.

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

- **Computing facilities support*:*** computing facilities are needed for faculty members and the research students.
- **Shortcoming in computing infrastructure:** Computers with internet facilities were promised. It is recommended that the same may be provided at the earliest.

CRITERION 4: STUDENT SUPPORT AND ADVISING

The department always manages to provide support and counseling services to the students. It also ensures the involvement of students in both the academic and extra-curricular activities. Students are provided appropriate consultation during admission process. The department also provides career counseling services to the students who seek it. Similarly, under the department's open door policy, any student can take an appointment from the faculty to discuss the professional and academic matters in more details and focused view.

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

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

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

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

- The courses are designed, revised and updated according to changing needs of the academia, and these changes are incorporated after getting approval from board of studies and faculty members.
- All the teachers share the course outline with the students in the beginning of each semester for successful completion of study objectives.
- The students are always provided with new approaches and dimensions so that they are aware about the changing trends in the field of Anthropology.

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

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

- Upon seeking admission in university, the students are generally provided guidance by the welcome note made by the worthy vice chancellor. The chairperson himself conducts the orientation session for the newly admitted students for deeper understanding of the departments and all academic requirements of the degree.
- Counseling and guidance is provided to the students regarding their courses.
- Students can interact with the teachers as per their academic needs

CRITERION 5: PROCESS CONTROL

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

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

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

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

- The candidates applying for admission are scrutinized through entry test and evaluated by relevant faculty.
- The merit lists are displayed on the due dates as promised by the university.
- The successful candidates are offered admission after careful scrutiny of the previous academic certificates and relevant testimonials.
- Admission criteria are critically reviewed and revised each year before the admissions.

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

- The students after getting admission are given proper orientation about the academic process and its requirements.
- Faculty in the department closely monitors the progress made by the students on lecture to lecture basis.
- The faculty also discusses all academic issues in internal review meetings to smoothen the process.

- Semester wise progress of all students is maintained and discussed to ascertain whether or not a student is meeting all of his/her academic tasks/assignment

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- Yes, this process is periodically evaluated.

CRITERION 6: FACULTY

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

At present there are four lecturers in the Department of Anthropology. There is a need of highly qualified Faculty members to share the burden of teaching, research and offer M.Phil and Ph.D programs.

Table 7: FACULTY DISTRIBUTION BY PROGRAM AREAS IN ANTHROPOLOGY

Program area of specialization	Courses in the area and average number of sections per year	Number of faculty members in each area
1. Urban Anthropology, 2. Anthropological Theory 3. Perspectives on Development 4. Political Anthropology	3	Mr. Abid Ghafoor Chaudhry
1. Introduction to Anthropology 2. Anthropology of Religion 3. Ethnographic Research Methodology 4. Perspectives on Development	5	Ms. Mahwish Zeeshan
1. Archaeology 2. Socio-Cultural Anthropology 3. South Asian Society	3	Ms. Humera Dinar

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

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

Standard 6-3: All faculty members must have a level of competencethat would normally be obtained through graduate work in the discipline. The majority of the faculty must hold a Ph.D in the discipline

- At present one faculty member in Anthropology has completed the Ph.D degree in relevant discipline.

- The M.Phil program is deemed to provide an opportunity for enhancing the academic qualification of faculty.

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

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

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

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

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

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

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

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

CRITERION 7: INSTITUTIONAL FACILITIES

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

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

Standard wise description of this criterion is given a under

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

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

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

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

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

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

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

CRITERION 8: INSTITUTIONAL SUPPORT

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

INSTITUTIONAL SUPPORT

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

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

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

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

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

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

Table 8: ENROLLMENT IN ANTHROPOLOGY PROGRAMS 2011-14

Discipline	2013-2015	2014-2016

Masters	33	18

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

Total budget of the department for the financial year 2014-15 was Rs. 46,000.00 and Rs. 46,000.00 in the year 2015-16 which hardly fulfills the departmental needs, specially, for the purchase of the I.T. equipment and books for the department library.

SUMMARY

The self assessment report for M.Sc Anthropology Fall 2014-Spring 2016 highlights the objectives and gives a comprehensive review of the accomplishments and weaknesses of the program in the above said time. The aim of the report is to communicate the opportunities plus the constraints that the program faces in the path of effective functioning. The program is striving to mainstream Anthropological work through research publications. Moreover, the capacities of the students enrolled in the program are built by enhancing their skill sets like research designing, analytical reasoning, professional writing to prepare them for the global development sector. For this purpose the department regularly updates the curriculum of the program, introducing new schemes of studies, and modern teaching methodologies.

Five strategic objectives were sought, that were later analyzed thoroughly in light of the criteria set by Higher Education Commission. The program objectives and outcomes were assessed and strategic plans have been presented to attain those goals which will be measurable through explicit standards. Program outcomes in this session have been quite gratifying. Teachers' evaluation reflected a satisfactory standard which reflects that the teacher's assessment Performa's were positive. The major weaknesses that were identified were majorly related to the lack of faculty, disproportionate teacher-student ratio, lack of administrative and logistics support to the department. These weaknesses have been compiled a participatory response both from the students and by the faculty which has been a point of friction in the growth of the program.

The efficiency of the present courses has been found to range between satisfactory to highly satisfactory, measured through different standards. The chief setbacks that the

department still faces include lack of a separate computer facility and advanced library for the students that will strengthen them in the research arena. These issues have been indicated in the SAR Cycle 2, Cycle 3 and Cycle 4 but are still prevailing. In order to fulfill the program requirements and enhance it, the students require substantial level of exposure in terms of tours, seminars which are followed. The rules put forth by the University as well as the Higher Education Commission are strictly followed both academically and disciplinary.

At present there are only two faculty members in the department who are permanent employees of the university. While two posts of lecturer, one post of assistant professor and one post of associate professor are vacant. Moreover, the office staff is nearly nonexistent. With no office assistant the pressure on the faculty to deal with administrative work increases greatly. Institutional facilities were measured through criterion 3; infrastructure, library, classroom and faculty offices in each case, short comings and limitations are highlighted. Institutional facilities need to be strengthened. The department has taken various initiatives to strengthen the skills and preparing the M.Sc students for the practical field by engaging them in various research works and critical writing. The courses have been further developed for effectively engaging them in practical problem solving and career oriented research assignments. The focus of research projects is majorly concerned with the arid zones of the country after the implementation plan's meeting on the SAR Cycle 3. In parallel to this, institutional support and encouragement can greatly fortify academic, research, management and leadership capabilities of our students.

CONCLUSION

In the light of the SAR Cycle 5, it can be concluded that the program of M.Sc Anthropology may further be improved and strengthened considering the following points:

1. Though indicated in SAR Cycle 3 and 4, three is still a dire need for well equipped Lecture rooms that can help create a better learning environment for the students.

2. Serious arrangements need to be made for facilitating the faculty by induction of supporting staff. Also the professional and behavioral training of the existing staff is required.

3. The need of a departmental library is yet to be met. Allocation of sufficient funds for this purpose will be helpful. Subscribing to reputed journals, purchase of books and

establishing a computer lab will ultimately improve the quality of research.

4. New programs need to start at its earliest that will further strengthen the existing programs run by the department.

5. The department needs to facilitate its students by career counseling with university support in conducting professional trainings, workshops & networking with the industry.

6. The vacant positions in the faculty are requested to be filled by promoting the existing faculty and induction of learned and competitive faculty on meritorious basis.

Program Team Members

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

Ms. Mahwish Zeeshan (Member) …….....