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ARID AGRICULTURE UNIVERSITY

RAWALPINDI

Self Assessment Report 2016-2018

Cycle 6

M. Sc Anthropology Program

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INTRODUCTION

The department of Anthropology was established as associated department with Department of Agricultural Economics, Economic and Sociology in the year 1999. The competent authority desired to develop the scheme of studies of Masters in Anthropology. A committee (comprising Chairman of Agricultural Economics, Economics and Sociology, the learned Faculty of Department of Anthropology of Quaid-i-Azam University, Islamabad and Faculty of the Department) was constituted to supervise the development of the said scheme. In 1999, Masters in Anthropology was initiated and got approved by the Academic Council of the University. The first admissions were offered in the year 2000. Both Master programs in Sociology and Anthropology were separated from the Department of Economics and Agricultural Economics in 2004. The schemes of studies of both the disciplines were revised in the year 2010 to make the programs more responsive to meet the current demands of the degree program and job sector. The Department of Anthropology offered its first admissions in M. Phil Anthropology in year 2015, the syndicate of the university in its 78th Meeting approved the BS Anthropology in 2017, the first admissions were offered in 2019.

This program of Anthropology encourages the development of skills of scholars in such a way that enables them to perform their professional endeavors in successful way. The current scheme of studies is designed considering the needs of professional market, targeting the areas which require special focus. The core subjects such as Archeology, Physical Anthropology, Socio-Cultural Anthropology and Linguistic Anthropology all focus on development of theoretical foundations of the Anthropology. All graduates are offered optional subjects from within and from outside of the department, the curriculum of the optional courses offered within the department are designed in such way that it make it possible for the application of theoretical knowledge in practical fields such as Power and Governance, Medical Anthropology, Modernity and Post Modernity etc. These subjects will enhance the practical and analytical skills of the students. The students of the program are rigorously trained through field assignments and courses intended majorly on training students in research, theory and practical skills. The program strengthens the students in such a way that it enhances their professional skills. In final

semester, the focus of the degree tilts towards research, students undertake extensive research work of 4-6 months through already designed synopsis, detailed study plan and research tools. The field work is followed by thesis writing in student's respective topics. The entire process is supervised by an internal supervisor allotted to each student which culminates into a final viva voice taken by an external supervisor, upon success the student is awarded with degree. The whole process of field research and thesis writing grooms the student in a way that it enables them not only to adjust in foreign environment, interacting and collecting data from field enriches their professional development in developing long term insights and working in competitive environments. The painstaking training students receive under the program facilitates the graduates to outperform in practical life and develops sensitivity towards the progressive needs of the society and their contribution towards it.

The self Assessment Report (SAR) contains eight criteria for the assessment of the program. The Criterion 1 outlines the program mission and objectives. Criterion 2 provides information about curriculum development. Criterion 3 enlists the computing facilities and other relevant information. Criterion 4 provides information about student support. The last four criteria contain the information regarding the faculty, process control, institutional facilities and institutional support.

CRITERION 1: PROGRAM MISSION, OBJECTIVES AND OUTCOMES

In the year 1999, the Department of Anthropology was established at PMAS-AAUR and it's offered its first admission in year 2000. Since the foundation of the Department, it contributed in providing the society with top most and compatible human resource from the Anthropology. The scheme of studies and courses are designed in such way that targets to produce anthropologist with apt knowledge and understanding of Pakistani culture and heritage. Not only that the graduates have thorough understanding of the historical significance of the Pakistan's Movement and profound knowledge of the diversity and current political scenario of Pakistan. The scheme of studies acquaints the students with primitive civilizations and cultural panorama of Pakistan. The program not only focus on the evolution of world civilizations and it extensively focus on the contemporary issues encountered around the world. The department offered its first admissions in M. Phil Anthropology in year 2015 and it was also able successfully launch the admissions for BS Anthropology in year 2019.

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

The program of Anthropology's mission statement is to train students for their professional endeavors through developing and refining their skills for the analysis of the current scenarios through acquired knowledge of the subject and the social sciences in general.

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

1.1.1 Strategic objectives of the Department of Anthropology

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

1.1.2 Main elements of strategic plan to achieve mission and objectives

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

1. In order to build the image of Department of Anthropology as research center it need to attract all stake holders including Government departments and organizations, national and international NGOs and INGOs and other donor agencies.

2. Subject's core awareness is essential in order to draw its significance for academic and pragmatic solutions to the problems through research. The subject awareness within the communities will not only stress its importance but also enhances the enrollment in the subject in coming days.

3. The refined and reformation of the courses will also enhance the sensitization on the SDGs. The Department of Anthropology intends to conduct problem oriented researches specially focused in the areas of sustainable development goals and providing realistic solutions that can be inculcated in policy making. All the exercise will be focused on professionally grooming students in actively participating, in depth analysis and generating solutions to global problems. The assessment of program objectives through different criteria is presented in Table 1.

Table 1: Program Objectives Assessment

Sr. No	Objective	How Measured	When Measured	Improvements Identified	Improvement Made
1	The program intends to bridge the gap between the theoretical foundations of the subject and practical application of the knowledge in solving the modern day problems	It can be measured through student abilities and work published	Paper published and presented	Department of Anthropology currently working on TRGP and NRPU projects of HEC	Students are the part of both projects for orientation and exposure
2	The scheme prepared to bridge the gap between the Academia, policy makers, R& D, NGOs and INGOs	By association of collaboration of Department of Anthropology with Government and Non Government organizations	Completion of different projects	Department of Anthropology is working on signing a MOU with RSPN	Students will be placed for internships and job opportunities

		to carry projects			
3	In order to stress the academic and applied significance of the subject in providing pragmatic solutions to the issues faced by Pakistan	Researches specifically focusing on problem solving and providing solutions	Paper published and presented	By assessing the quality of the research papers	The faculty is trying its utmost to encourage students to be involved in applied researches
4	The current global scenario and progressive academic requirement requires a special attention shall be paid to sustainable development goals and the program on regular basis	Sensitizing the students with problems faced by Pakistan and Globe. Assessing their knowledge about the significance of SDGs and their contribution	Students are able to identify and link the national and international scenario	Subject's Market value is improved along with the student's opportunities in the field	The courses improved with updated contents are incorporated in scheme of studies

	redesign the scheme of studies and course contents to cater to SDGs	towards SDGs			

1.1.3 Program learning outcomes

All the students in Anthropology Program are strengthen by

1. Students are engaged in various research based activities through assignments and field work directed towards bridging gap between the theoretical foundations and their practical application.

2. To increase the exposure of the students regarding various development initiatives, students are encouraged, motivated to be involved in various research projects and internship programs held by different agencies.

3. To increase the number enrollment of active, motivated and productive students through community awareness sessions.

4. Working towards designing the courses and research programs oriented towards SDGs in order to sensitize and inform the students.

1.2 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 illustrated in the

Table 2 given below.

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

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

Legend:

X= Moderately Satisfactory

XX= Satisfactory

XXX= Highly Satisfactory

1.2.1 Skills and capabilities reflected in performance as Anthropologist:

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

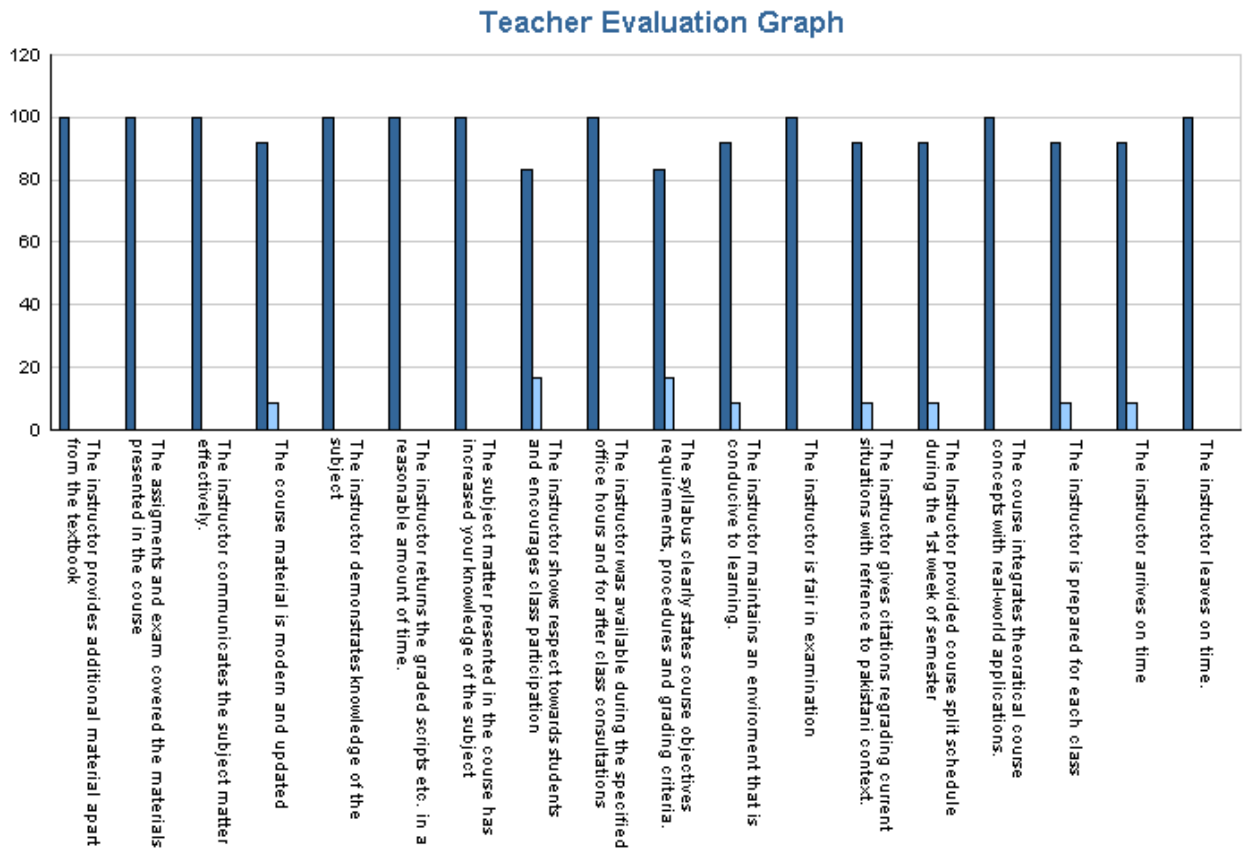
PERFORMA-10: TEACHER EVALUATION

1.3 Session Fall 2016 (Morning)

1.3.1 Teacher 1 Evaluation on ANTH 704, Session Fall 2016 (Morning)

The given course was taught to semester 3rd Morning session of fall 2016 by Teacher 1. The results indicated by the graph presents that 100% of students are highly satisfied that the instructor leaves the lecture room on time. Around 90% of students are highly satisfied that the instructor arrives on time for the lecture. Approximately 90% of the students are highly satisfied that the instructor is prepared for each class. 100% of the students are highly satisfied that the course integrates theoretical course concepts with real-world applications. Roughly 90% students are agreed that the instructor provides the split schedule during the 1st week of the semester. More or less 90% are highly satisfied that the instructor gives citations regarding current situations with reference to Pakistani context. While 100% of the students believe that the instructor is fair in examination. Whereas 90% of students are highly satisfied that the instructor maintains an environment an environment that is conducive to learning. Approximately 85% are highly satisfied that the syllabus clearly states course objectives requirements, procedures and grading criteria.

Around 100% students believe that the instructor was available during the specified office hours and for class consultations. More or less 84% of students are highly satisfied that the instructor shows respect towards students and encourages class participation. While 100% of the scholars are highly satisfied that the subject matter presented in the course has increased their knowledge of the subject. Whereas 100% of the students are highly satisfied that the instructor returns the graded scripts etc in a reasonable amount of time. Almost 100% of the scholars believe that the instructor demonstrates knowledge of the subject. Approximately 90% of the students are highly satisfied that the course material is modern and updated. While 100% of the students are contented that the instructor communicates the subject matter effectively. Almost 100% of the scholars believe that the assignments and exam covered the materials presented in the course and 100% of the students are highly satisfied that the instructor provides additional material apart from the text book.

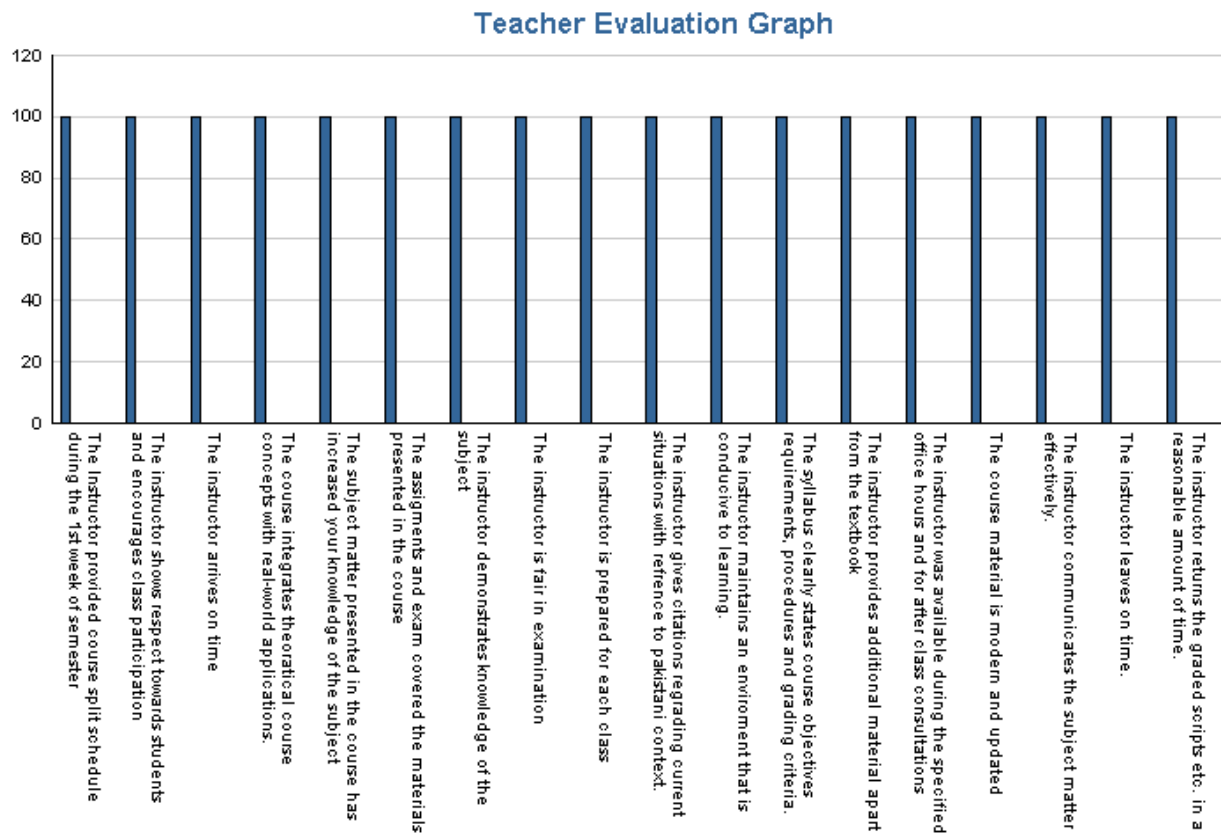


1.3.2 Teacher 1 Evaluation on ANTH 728, Session Fall 2016 (Morning)

The said course was taught to semester 1st Morning session of fall 2016 by Teacher 1***. The results shown by the graph highlights that 100% of the students are highly satisfied that the instructor returns the graded scripts etc in a reasonable amount of time. While 100% of students are highly satisfied that the instructor leaves the lecture room on time. Whereas 100% of the students are contented that the instructor communicates the subject matter effectively. Approximately 100% of the students are highly satisfied that the course material is modern and updated. Around 100%students believe that the instructor was available during the specified office hours and for class consultations. Roughly 100% of the students are highly satisfied that the instructor provides additional material apart from the text book. Approximately 100%are highly satisfied that the syllabus clearly states course objectives requirements, procedures and

grading criteria. Whereas 100% of students are highly satisfied that the instructor maintains an environment an environment that is conducive to learning. More or less 100% are highly satisfied that the instructor gives citations regarding current situations with reference to Pakistani context.

Approximately 100% of the students are highly satisfied that the instructor is prepared for each class. While 100% of the students believe that the instructor is fair in examination. Almost 100% of the scholars believe that the instructor demonstrates knowledge of the subject. Almost 100% of the scholars believe that the assignments and exam covered the materials presented in the course. While 100% of the scholars are highly satisfied that the subject matter presented in the course has increased their knowledge of the subject. Whereas 100% of the students are highly satisfied that the course integrates theoretical course concepts with real-world applications. Around 100% of students are highly satisfied that the instructor arrives on time for the lecture. More or less 100% of students are highly satisfied that the instructor shows respect towards students and encourages class participation. Roughly 100% students are agreed that the instructor provides the split schedule during the 1st week of the semester.



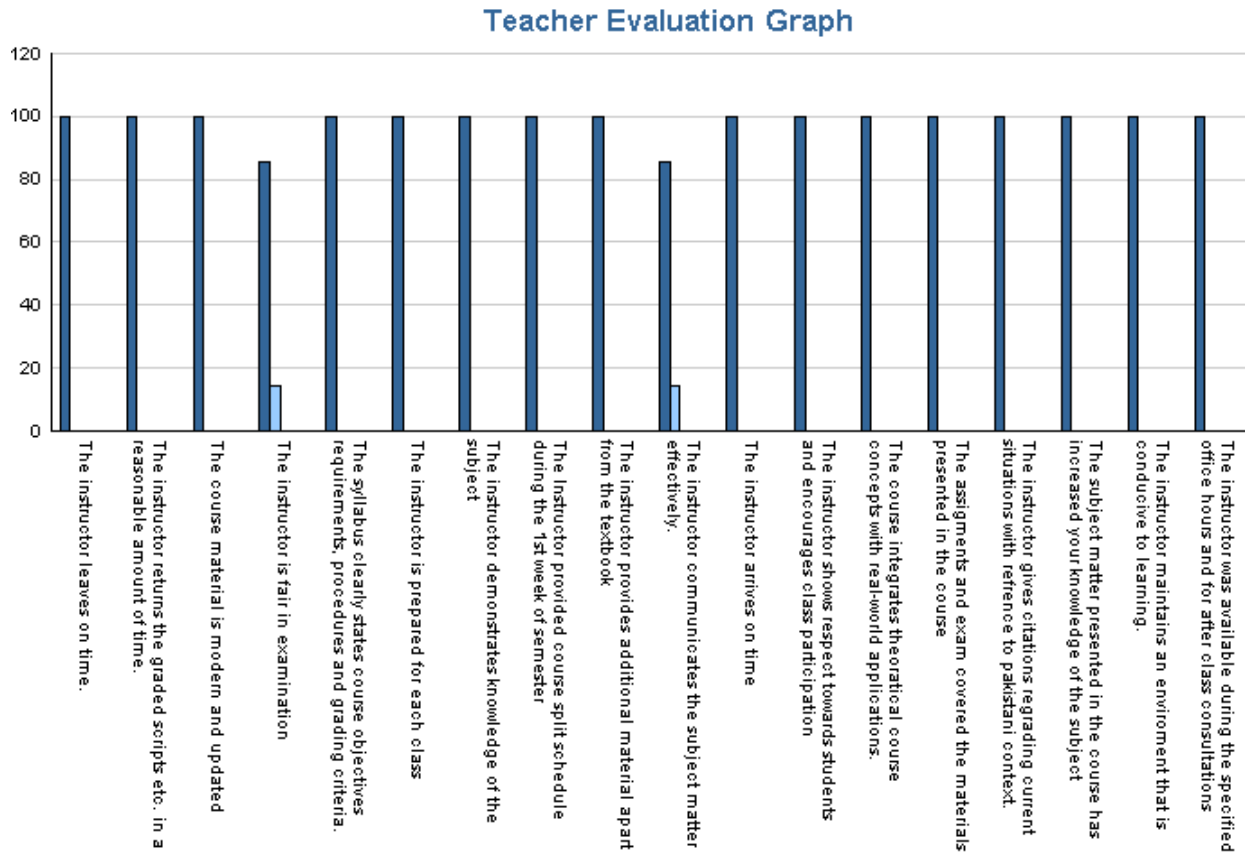
***The Course was taught by Ms. Zimbeel Firdous but enrolled in the name of the Chairman as there was some issues with CMS accounts of the visiting faculty and there is a specific time line for enrollment in the given semester.

1.3.3 Teacher 1 Evaluation on ANTH 725, Session Fall 2016 (Morning)

The given course was taught to semester 1st Morning session of fall 2016 by Teacher 1***. The results indicated by the graph presents that 100%students believe that the instructor was available during the specified office hours and for class consultations. Whereas 100% of students are highly satisfied that the instructor maintains an environment an environment that is conducive to learning. Almost 100% of the scholars believe that the instructor demonstrates knowledge of the subject. More or less 100% are highly satisfied that the instructor gives citations regarding current situations with reference to Pakistani context. Almost 100% of the scholars believe that the assignments and exam covered the materials presented in the course.

Whereas 100% of the students are highly satisfied that the course integrates theoretical course concepts with real-world applications. More or less 100% of students are highly satisfied that the instructor shows respect towards students and encourages class participation. Around 100% of students are highly satisfied that the instructor arrives on time for the lecture. Whereas 85% of the students are convinced that the instructor communicates the subject matter effectively. Roughly 100% of the students are highly satisfied that the instructor provides additional material apart from the text book. About 100% students are agreed that the instructor provides the split schedule during the 1st week of the semester.

Almost 100% of the scholars believe that the instructor demonstrates knowledge of the subject. Approximately 100% of the students are highly satisfied that the instructor is prepared for each class. Approximately 100%are highly satisfied that the syllabus clearly states course objectives requirements, procedures and grading criteria. While 85% of the students believe that the instructor is fair in examination. Approximately 100% of the students are highly satisfied that the course material is modern and updated. Around 100% of the students are highly satisfied that the instructor returns the graded scripts etc in a reasonable amount of time. While 100% of students are highly satisfied that the instructor leaves the lecture room on time.



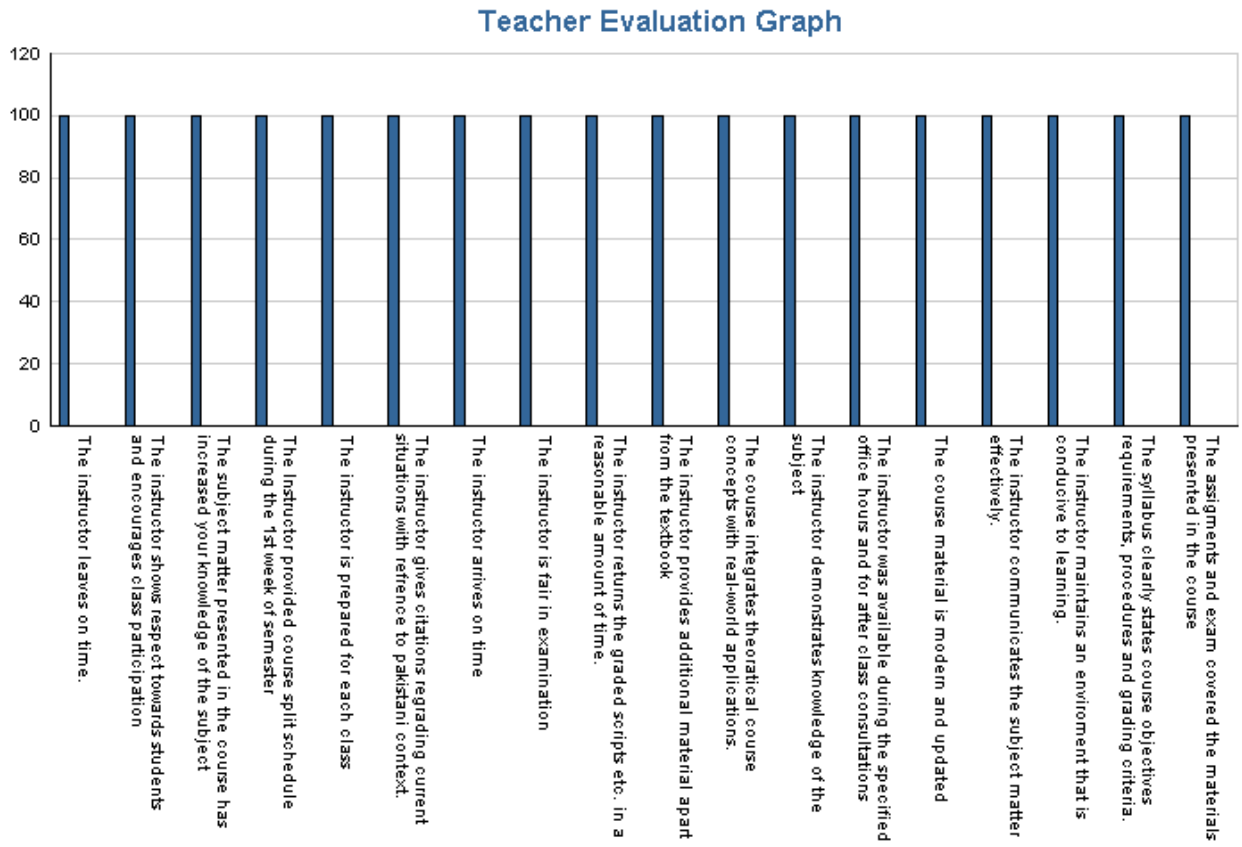
***The Course was taught by Ms. Zimbeel Firdous but enrolled in the name of the Chairman as there were some issues with CMS accounts of the visiting faculty and there is a specific time line for enrollment in the given semester. Fall 2016

1.3.4 Teacher 1 Evaluation on ANTH 709, Session Fall 2016 (Morning)

The said course was taught to semester 1st Morning session of fall 2016 by Teacher 1. The graph highlights the results that 100% of the scholars believe that the assignments and exam covered the materials presented in the course. Approximately 100%are highly satisfied that the syllabus clearly states course objectives requirements, procedures and grading criteria. Whereas 100% of students are highly satisfied that the instructor maintains an environment an environment that is conducive to learning. Whereas 100% of the students are contented that the instructor communicates the subject matter effectively. Approximately 100% of the students are highly satisfied that the course material is modern and updated. Around 100% students believe

that the instructor was available during the specified office hours and for class consultations. Almost 100% of the scholars believe that the instructor demonstrates knowledge of the subject. Whereas 100% of the students are highly satisfied that the course integrates theoretical course concepts with real-world applications.

Roughly 100% of the students are highly satisfied that the instructor provides additional material apart from the text book. Around 100% of the students are highly satisfied that the instructor returns the graded scripts etc in a reasonable amount of time. While 100% of the students believe that the instructor is fair in examination. Around 100% of students are highly satisfied that the instructor arrives on time for the lecture. More or less 100% are highly satisfied that the instructor gives citations regarding current situations with reference to Pakistani context. Approximately 100% of the students are highly satisfied that the instructor is prepared for each class. Roughly 100% students are agreed that the instructor provides the split schedule during the 1st week of the semester. While 100% of the scholars are highly satisfied that the subject matter presented in the course has increased their knowledge of the subject. Whereas 100% of students are highly satisfied that the instructor maintains an environment an environment that is conducive to learning. While 100% of students are highly satisfied that the instructor leaves the lecture room on time.

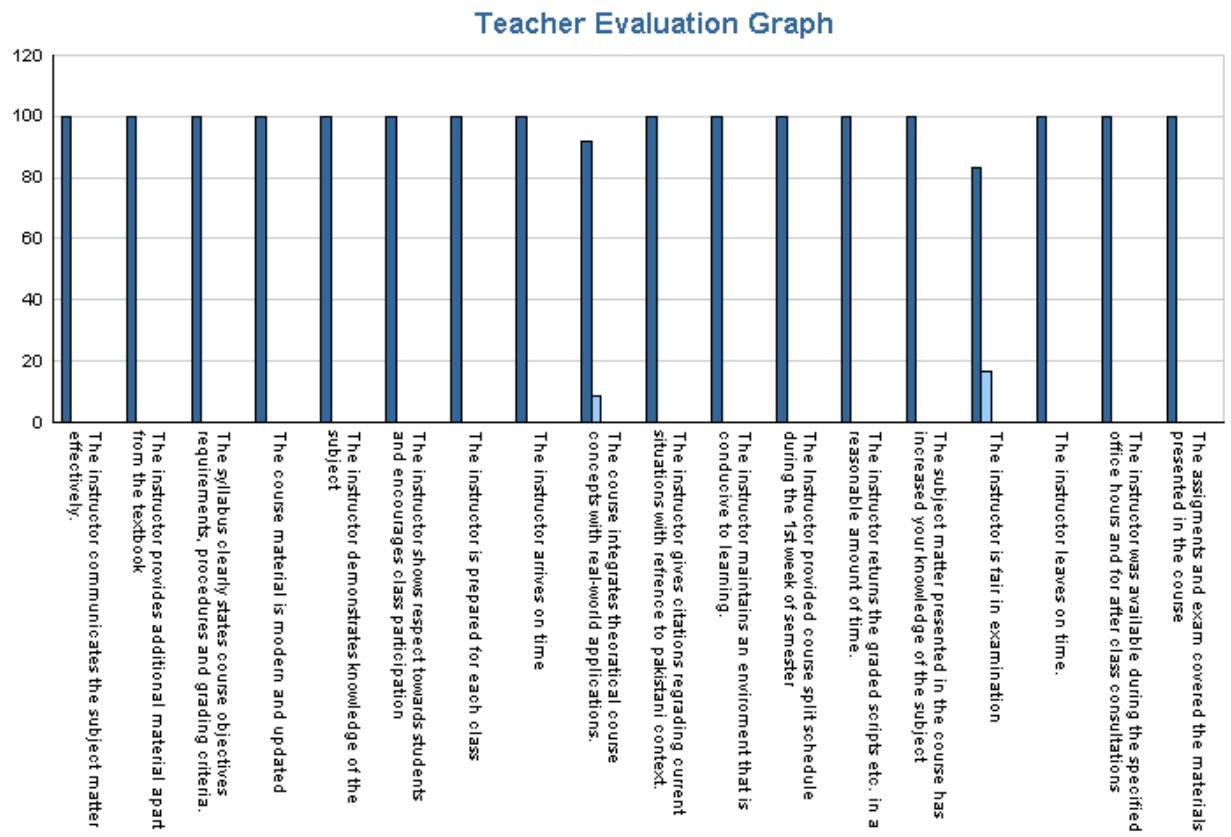


1.3.5 Teacher 2 Evaluation on ANTH 727, Session Fall 2016 (Morning)

The said course was taught to semester 3rd Morning session of fall 2016 by Teacher 2. The results indicated by the graph present that 100% of the scholars believe that the assignments and exam covered the materials presented in the course. Around 100%students believe that the instructor was available during the specified office hours and for class consultations. While 100% of students are highly satisfied that the instructor leaves the lecture room on time. While 82% of the students believe that the instructor is fair in examination. While 100% of the scholars are highly satisfied that the subject matter presented in the course has increased their knowledge of the subject. Around 100% of the students are highly satisfied that the instructor returns the graded scripts etc in a reasonable amount of time. Roughly 100% students are agreed that the instructor provides the split schedule during the 1st week of the semester. Whereas 100% of

students are highly satisfied that the instructor maintains an environment an environment that is conducive to learning.

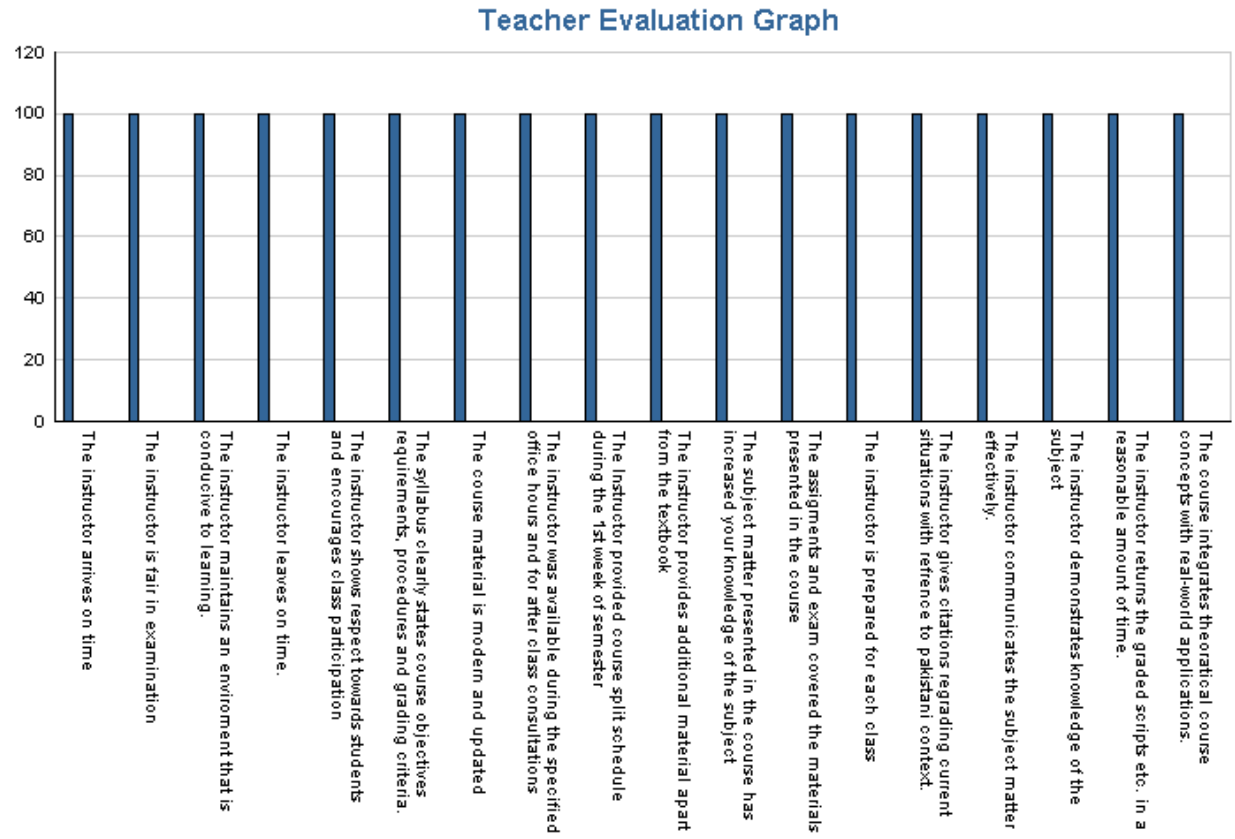
More or less 100% are highly satisfied that the instructor gives citations regarding current situations with reference to Pakistani context. Whereas 90% of the students are highly satisfied that the course integrates theoretical course concepts with real-world applications. Around 100% of students are highly satisfied that the instructor arrives on time for the lecture. Approximately 100% of the students are highly satisfied that the instructor is prepared for each class. More or less 100% of students are highly satisfied that the instructor shows respect towards students and encourages class participation. Almost 100% of the scholars believe that the instructor demonstrates knowledge of the subject. Approximately 100% of the students are highly satisfied that the course material is modern and updated. Approximately 100%are highly satisfied that the syllabus clearly states course objectives requirements, procedures and grading criteria. Roughly 100% of the students are highly satisfied that the instructor provides additional material apart from the text book. Whereas 100% of the students are contented that the instructor communicates the subject matter effectively.



1.3.6 Teacher 2 Evaluation on ANTH 701, Session Fall 2016 (Morning)

The given course was taught to semester 1st Morning session of fall 2016 by Teacher 2. The results indicated by the graph present that 100% of the students are highly satisfied that the course integrates theoretical course concepts with real-world applications. Almost 100% of the students are highly satisfied that the instructor returns the graded scripts etc in a reasonable amount of time. Almost 100% of the scholars believe that the instructor demonstrates knowledge of the subject. Whereas 100% of the students are contented that the instructor communicates the subject matter effectively. More or less 100% are highly satisfied that the instructor gives citations regarding current situations with reference to Pakistani context. Approximately 100% of the students are highly satisfied that the instructor is prepared for each class. Almost 100% of the scholars believe that the assignments and exam covered the materials presented in the course. While 100% of the scholars are highly satisfied that the subject matter presented in the course

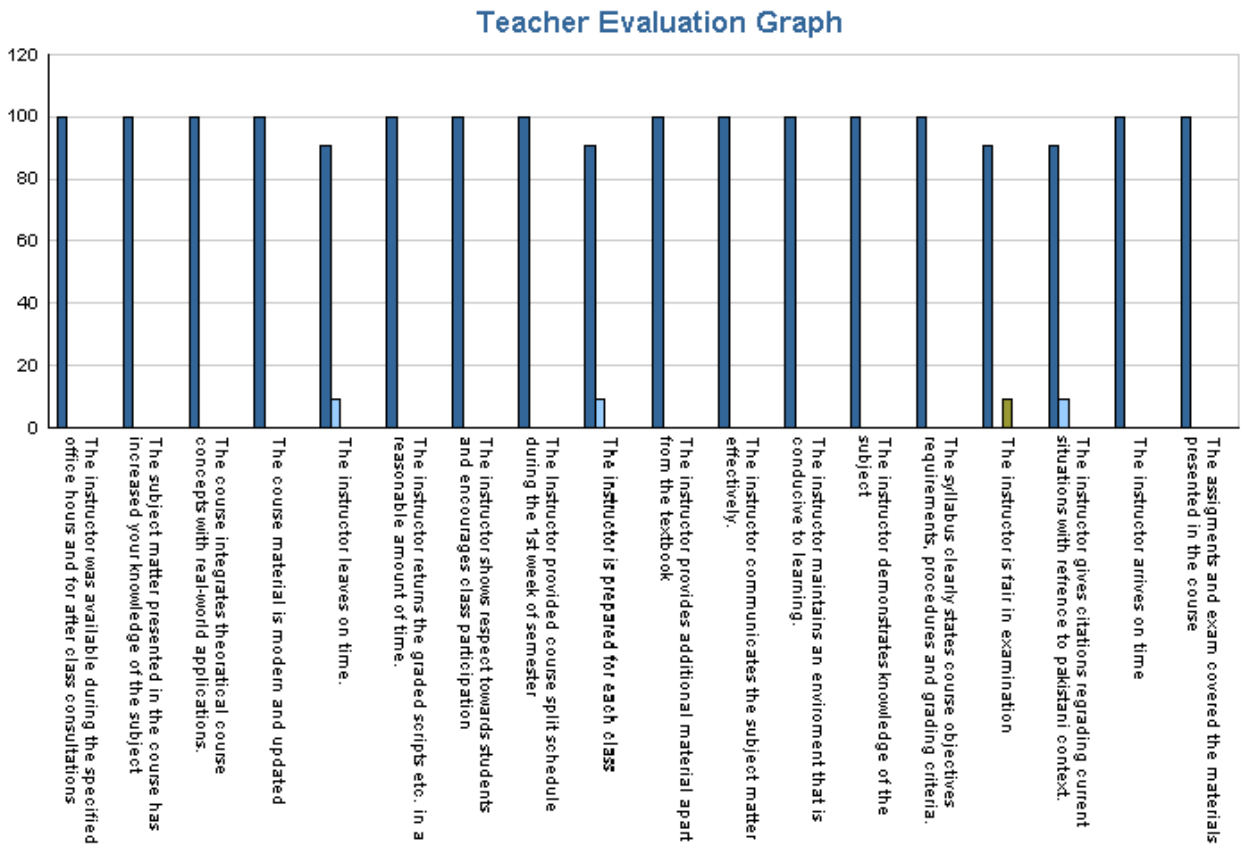
has increased their knowledge of the subject. Roughly 100% of the students are highly satisfied that the instructor provides additional material apart from the text book. Roughly 100% students are agreed that the instructor provides the split schedule during the 1st week of the semester. Around 100%students believe that the instructor was available during the specified office hours and for class consultations. Approximately 100% of the students are highly satisfied that the course material is modern and updated. Approximately 100%are highly satisfied that the syllabus clearly states course objectives requirements, procedures and grading criteria. More or less 100% of students are highly satisfied that the instructor shows respect towards students and encourages class participation. While 100% of students are highly satisfied that the instructor leaves the lecture room on time. Whereas 100% of students are highly satisfied that the instructor maintains an environment an environment that is conducive to learning. While 100% of the students believe that the instructor is fair in examination. Around 100% of students are highly satisfied that the instructor arrives on time for the lecture.



1.3.7 Teacher 2 Evaluation on ANTH 720, Session Fall 2016 (Morning)

The said course was taught to semester 3rd Morning session of fall 2016 by Teacher 2. The results indicated by the graph present that 100% of the scholars believe that the assignments and exam covered the materials presented in the course. Around 100% of students are highly satisfied that the instructor arrives on time for the lecture. More or less 90% are highly satisfied that the instructor gives citations regarding current situations with reference to Pakistani context. While 90% of the students believe that the instructor is fair in examination. Approximately 100%are highly satisfied that the syllabus clearly states course objectives requirements, procedures and grading criteria. Almost 100% of the scholars believe that the instructor demonstrates knowledge of the subject. Whereas 100% of students are highly satisfied that the instructor maintains an environment an environment that is conducive to learning. Whereas 100% of the students are contented that the instructor communicates the subject matter effectively. Roughly 100% of the students are highly satisfied that the instructor provides additional material apart from the text book.

Approximately 90% of the students are highly satisfied that the instructor is prepared for each class. Roughly 100% students are agreed that the instructor provides the split schedule during the 1st week of the semester. More or less 100% of students are highly satisfied that the instructor shows respect towards students and encourages class participation. Around 100% of the students are highly satisfied that the instructor returns the graded scripts etc in a reasonable amount of time. While 90% of students are highly satisfied that the instructor leaves the lecture room on time. Approximately 100% of the students are highly satisfied that the course material is modern and updated. Whereas 100% of the students are highly satisfied that the course integrates theoretical course concepts with real-world applications. While 100% of the scholars are highly satisfied that the subject matter presented in the course has increased their knowledge of the subject. Around 100%students believe that the instructor was available during the specified office hours and for class consultations.

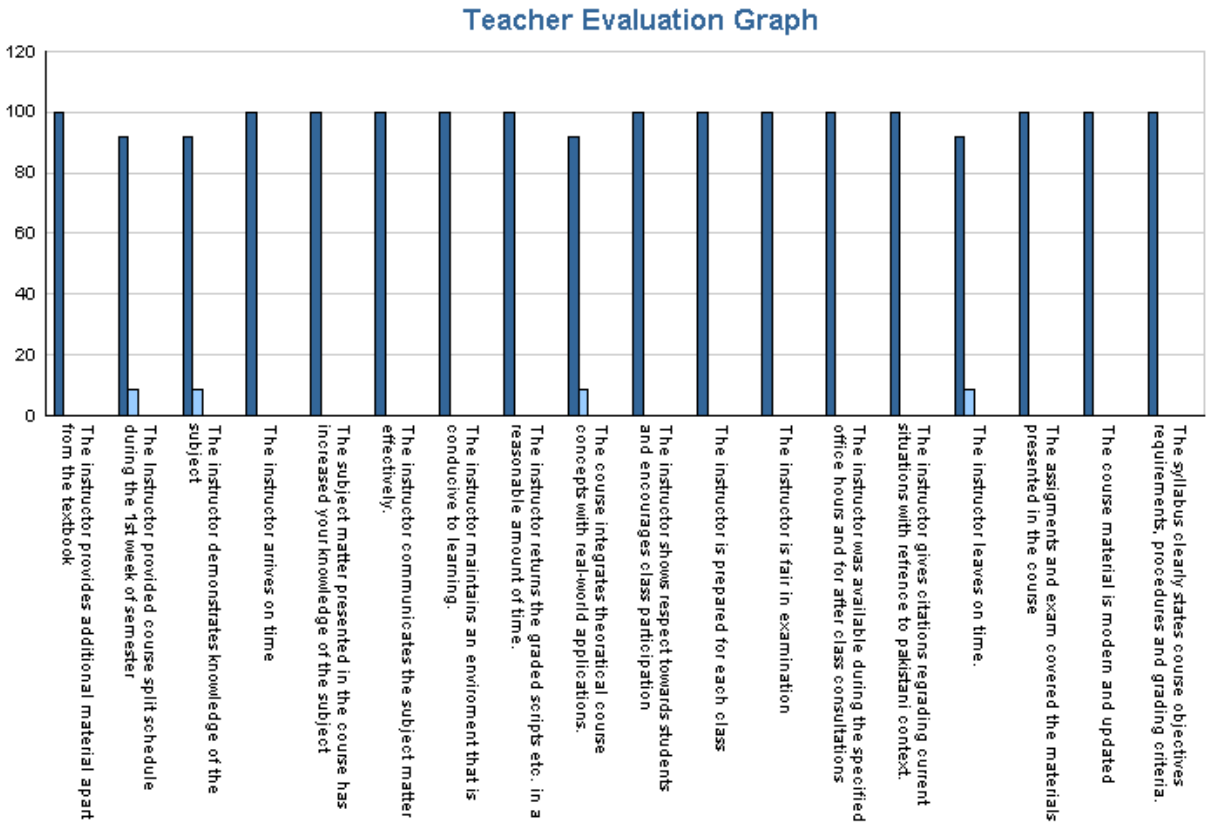


1.3.8 Teacher 2 Evaluation on ANTH 719, Session Fall 2016 (Morning)

The said course was taught to semester 3rd Evening session of fall 2016 by Teacher 2. The results indicated by the graph present that 100%are highly satisfied that the syllabus clearly states course objectives requirements, procedures and grading criteria. Approximately 100% of the students are highly satisfied that the course material is modern and updated. Almost 100% of the scholars believe that the assignments and exam covered the materials presented in the course. While 90% of students are highly satisfied that the instructor leaves the lecture room on time. More or less 100% are highly satisfied that the instructor gives citations regarding current situations with reference to Pakistani context. Around 100%students believe that the instructor was available during the specified office hours and for class consultations. While 100% of the students believe that the instructor is fair in examination. Approximately 100% of the students are highly satisfied that the instructor is prepared for each class. . More or less 100% of students

are highly satisfied that the instructor shows respect towards students and encourages class participation. Whereas 90% of the students are highly satisfied that the course integrates theoretical course concepts with real-world applications. Around 100% of the students are highly satisfied that the instructor returns the graded scripts etc in a reasonable amount of time.

Whereas 100% of students are highly satisfied that the instructor maintains an environment an environment that is conducive to learning. Whereas 100% of the students are contented that the instructor communicates the subject matter effectively. While 100% of the scholars are highly satisfied that the subject matter presented in the course has increased their knowledge of the subject. Around 100% of students are highly satisfied that the instructor arrives on time for the lecture. Almost 90% of the scholars believe that the instructor demonstrates knowledge of the subject. Roughly 90% students are agreed that the instructor provides the split schedule during the 1st week of the semester. Roughly 100% of the students are highly satisfied that the instructor provides additional material apart from the text book.



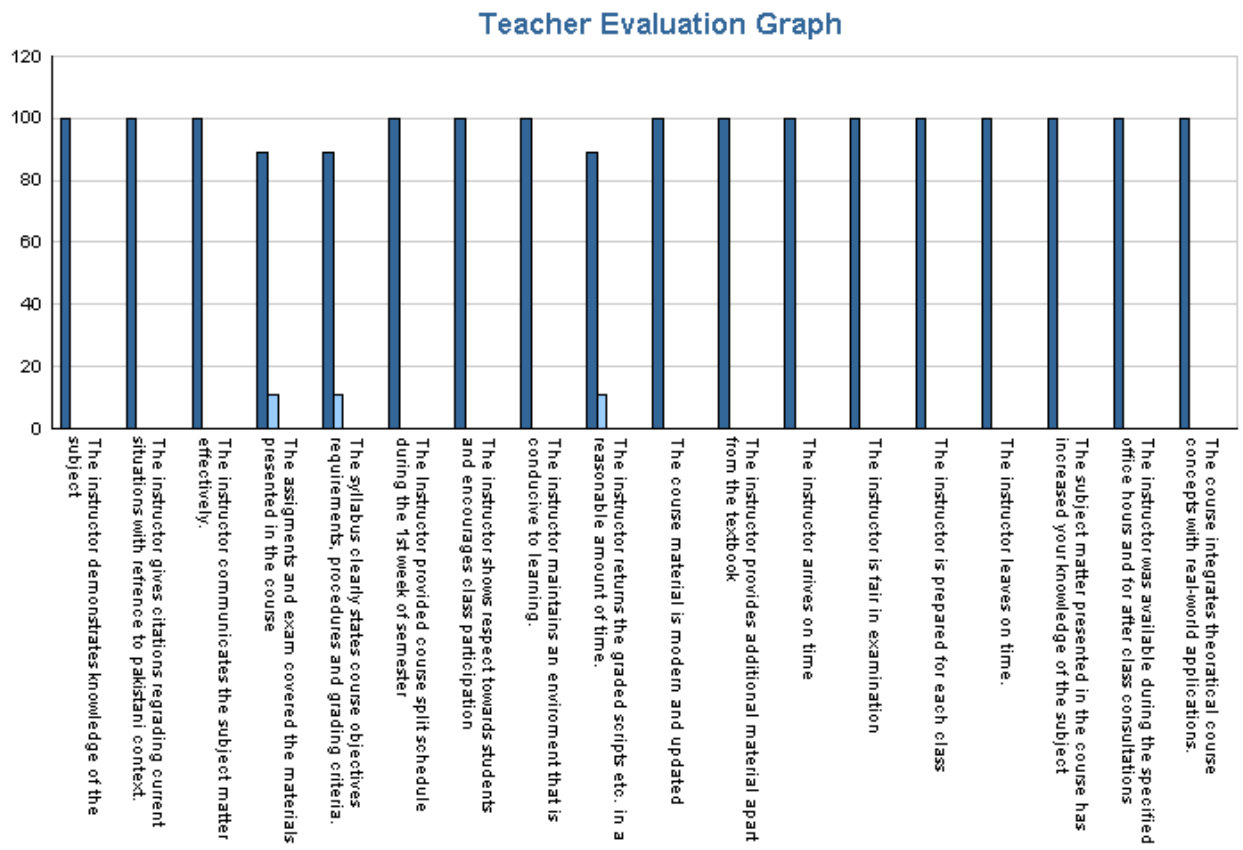
1.4 Session Spring 2017 (Morning)

1.4.1 Teacher 1 Evaluation on ANTH 707, Session Spring 2017 (Morning)

The given course was taught to semester 2 Morning session of spring 2017 by Teacher 1. The results indicated by the graph highlights that 100% of the students are highly satisfied that the course integrates theoretical course concepts with real-world applications. Around 100%students believe that the instructor was available during the specified office hours and for class consultations. While 100% of the scholars are highly satisfied that the subject matter presented in the course has increased their knowledge of the subject. While 100% of students are highly satisfied that the instructor leaves the lecture room on time. Approximately 100% of the students are highly satisfied that the instructor is prepared for each class. While 100% of the students believe that the instructor is fair in examination. Around 100% of students are highly satisfied that the instructor arrives on time for the lecture. Roughly 100% of the students are

highly satisfied that the instructor provides additional material apart from the text book. Approximately 100% of the students are highly satisfied that the course material is modern and updated. About 90% of the students are highly satisfied that the instructor returns the graded scripts etc in a reasonable amount of time. Whereas 100% of students are highly satisfied that the instructor maintains an environment an environment that is conducive to learning. More or less 100% of students are highly satisfied that the instructor shows respect towards students and encourages class participation. Roughly 100% students are agreed that the instructor provides the split schedule during the 1st week of the semester.

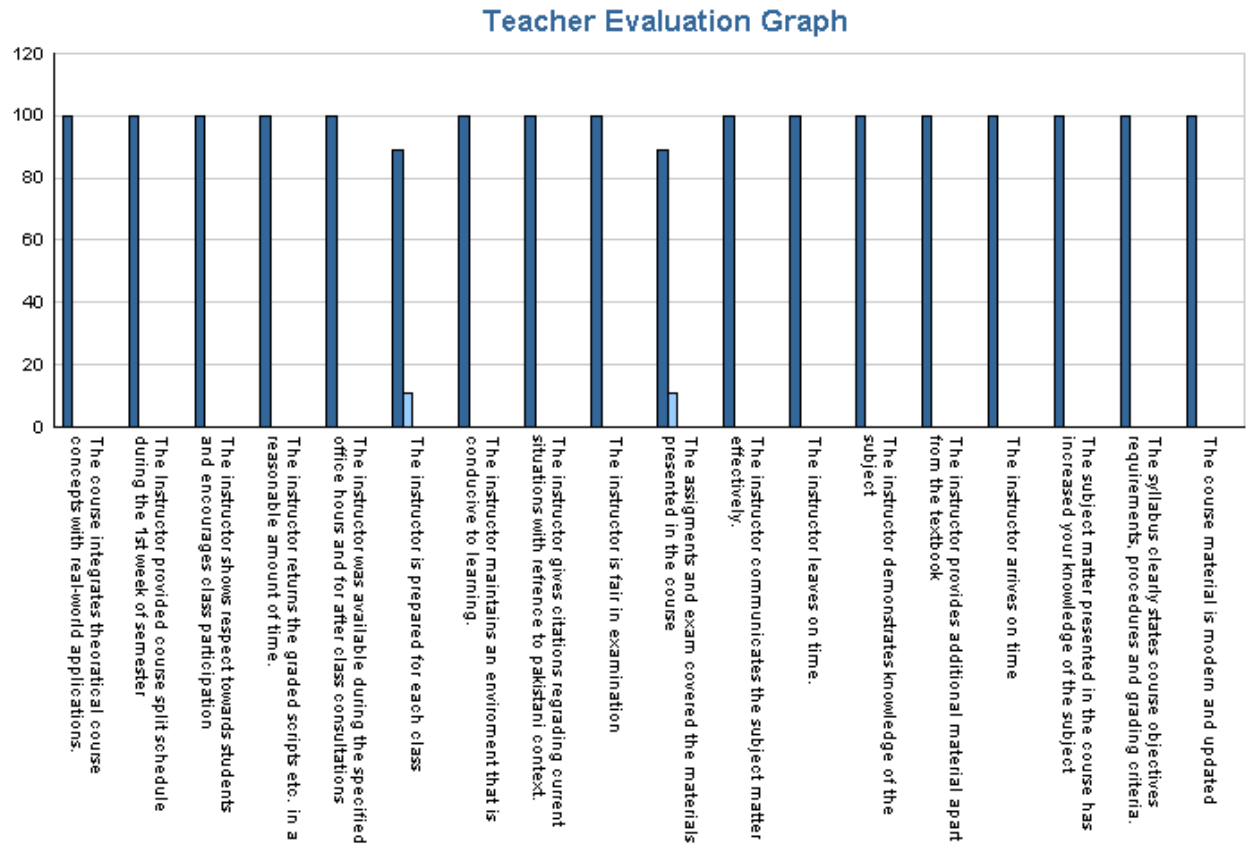
Approximately 90%are highly satisfied that the syllabus clearly states course objectives requirements, procedures and grading criteria. Almost 90% of the scholars believe that the assignments and exam covered the materials presented in the course. Whereas 100% of the students are contented that the instructor communicates the subject matter effectively. More or less 100% are highly satisfied that the instructor gives citations regarding current situations with reference to Pakistani context. Almost 100% of the scholars believe that the instructor demonstrates knowledge of the subject.



1.4.2 Teacher 1 Evaluation on ANTH 713, Session Spring 2017 (Morning)

The given course was taught to semester 2 Morning session of spring 2017 by Teacher 1. The results indicated by the graph highlights that 100% of the students are highly satisfied that the course material is modern and updated. Approximately 100%are highly satisfied that the syllabus clearly states course objectives requirements, procedures and grading criteria. While 100% of the scholars are highly satisfied that the subject matter presented in the course has increased their knowledge of the subject. Around 100% of students are highly satisfied that the instructor arrives on time for the lecture. Roughly 100% of the students are highly satisfied that the instructor provides additional material apart from the text book. Almost 100% of the scholars believe that the instructor demonstrates knowledge of the subject. While 100% of students are highly satisfied that the instructor leaves the lecture room on time. Whereas 100% of the students are contented that the instructor communicates the subject matter effectively. Almost

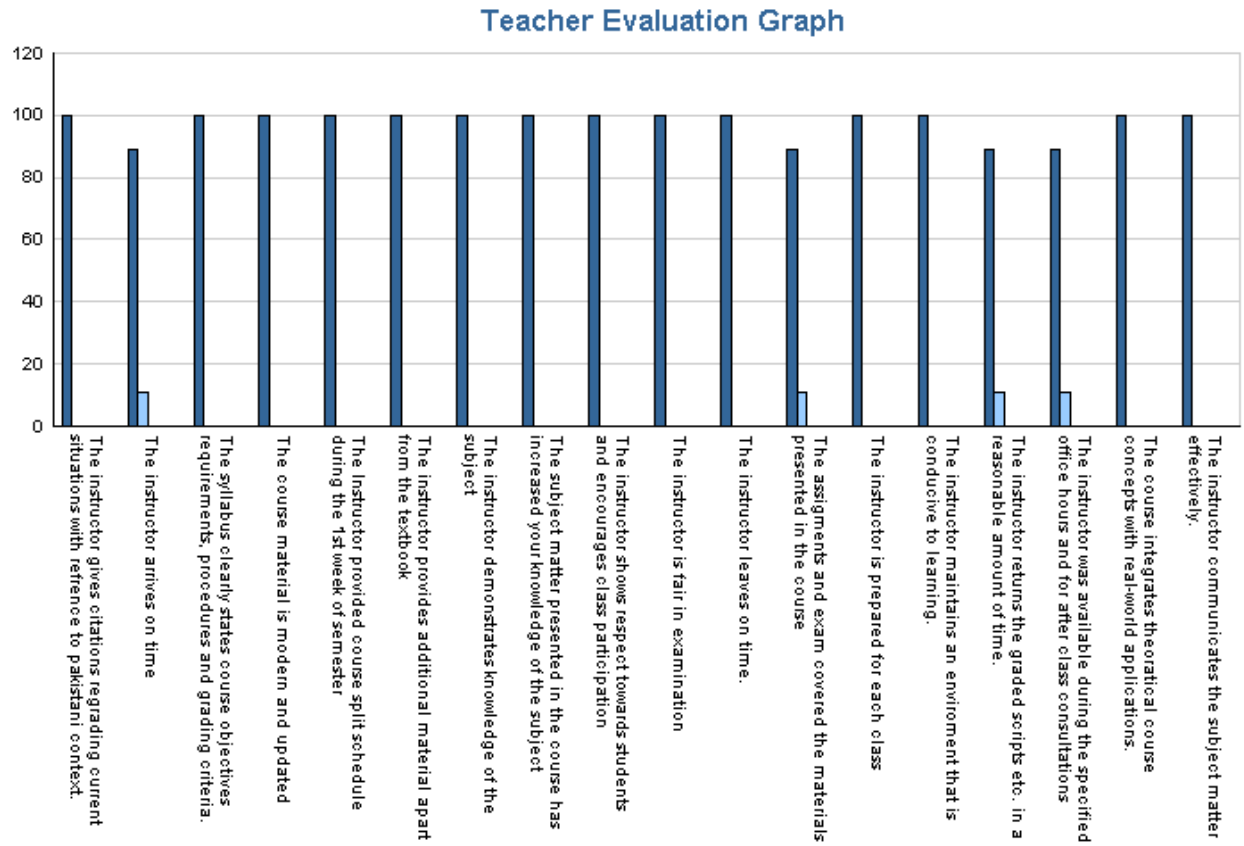
90% of the scholars are highly satisfied that the assignments and exam covered the materials presented in the course. While 100% of the students believe that the instructor is fair in examination. More or less 100% are highly satisfied that the instructor gives citations regarding current situations with reference to Pakistani context. Whereas 100% of students are highly satisfied that the instructor maintains an environment an environment that is conducive to learning. Approximately 90% of the students are highly satisfied that the instructor is prepared for each class. Around 100% students believe that the instructor was available during the specified office hours and for class consultations. Almost 100% of the students are highly satisfied that the instructor returns the graded scripts etc in a reasonable amount of time. More or less 100% of students are highly satisfied that the instructor shows respect towards students and encourages class participation. Roughly 100% students are agreed that the instructor provides the split schedule during the 1st week of the semester. Whereas 100% of the students are highly satisfied that the course integrates theoretical course concepts with real-world applications.



1.4.3 Teacher 2 Evaluation on ANTH 722, Session Spring 2017 (Morning)

The given course was taught to semester 2 Morning session of spring 2017 by Teacher 2. The results indicated by the graph highlights that 100% of the students are contented that the instructor communicates the subject matter effectively. Whereas 100% of the students are highly satisfied that the course integrates theoretical course concepts with real-world applications. Around 90%students believe that the instructor was available during the specified office hours and for class consultations. Around 90% of the students are highly satisfied that the instructor returns the graded scripts etc in a reasonable amount of time. Whereas 100% of students are highly satisfied that the instructor maintains an environment an environment that is conducive to learning. Approximately 100% of the students are highly satisfied that the instructor is prepared for each class. Almost 90% of the scholars believe that the assignments and exam covered the materials presented in the course. While 100% of students are highly satisfied that the instructor leaves the lecture room on time.

While 100% of the students believe that the instructor is fair in examination. More or less 100% of students are highly satisfied that the instructor shows respect towards students and encourages class participation. While 100% of the scholars are highly satisfied that the subject matter presented in the course has increased their knowledge of the subject. Almost 100% of the scholars believe that the instructor demonstrates knowledge of the subject. Roughly 100% of the students are highly satisfied that the instructor provides additional material apart from the text book. Roughly 100% students are agreed that the instructor provides the split schedule during the 1st week of the semester. Approximately 100% of the students are highly satisfied that the course material is modern and updated. Approximately 100%are highly satisfied that the syllabus clearly states course objectives requirements, procedures and grading criteria. Around 100% of students are highly satisfied that the instructor arrives on time for the lecture. More or less 100% are highly satisfied that the instructor gives citations regarding current situations with reference to Pakistani context.

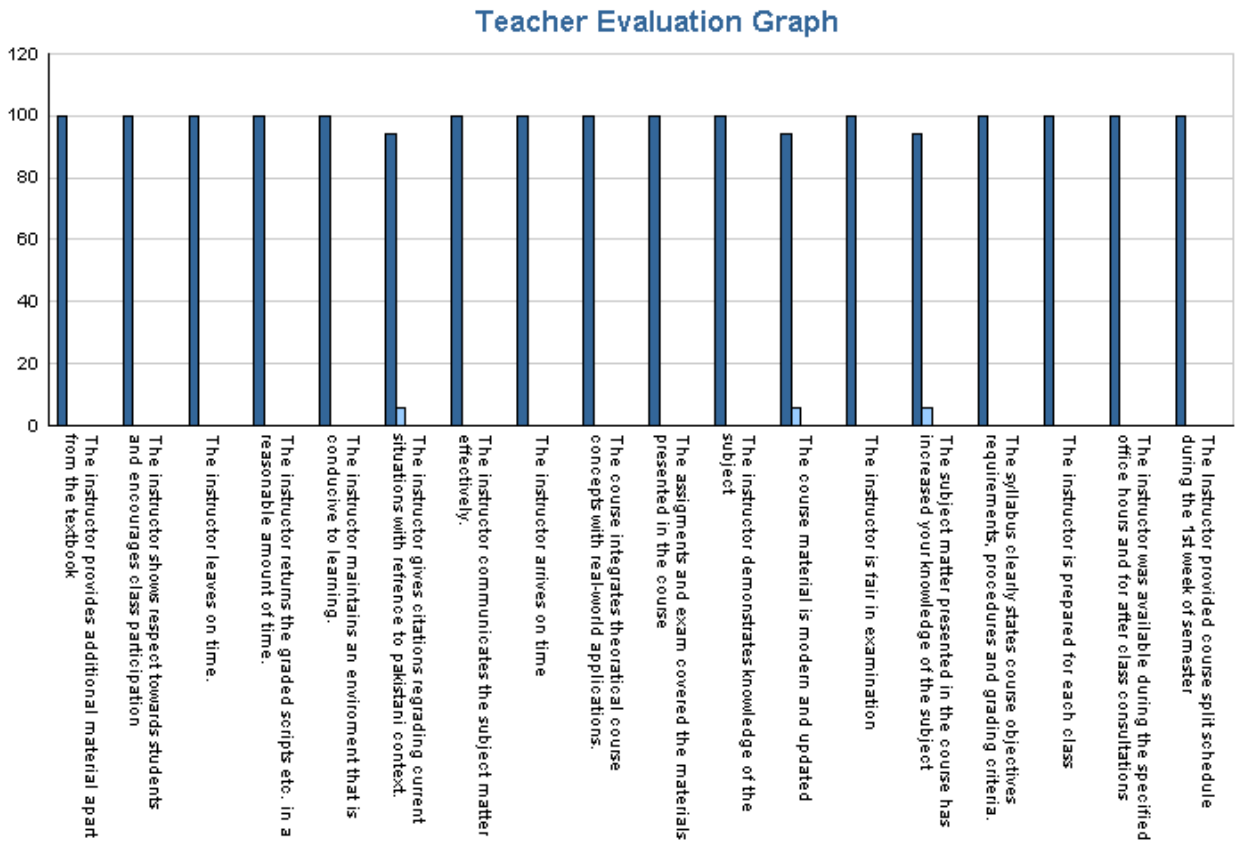


1.4.4 Teacher 2 Evaluation on ANTH 703, Session Spring 2017 (Morning)

The given course was taught to semester 2 Morning session of spring 2017 by Teacher 2. The results indicated by the graph highlights that 100% students are agreed that the instructor provides the split schedule during the 1st week of the semester. Around 100%students believe that the instructor was available during the specified office hours and for class consultations. Approximately 100% of the students are highly satisfied that the instructor is prepared for each class. Approximately 100%are highly satisfied that the syllabus clearly states course objectives requirements, procedures and grading criteria. While 95% of the scholars are highly satisfied that the subject matter presented in the course has increased their knowledge of the subject. While 100% of the students believe that the instructor is fair in examination. Approximately 95% of the students are highly satisfied that the course material is modern and updated. Almost 100% of the scholars believe that the instructor demonstrates knowledge of the subject. Almost 100% of the

scholars believe that the assignments and exam covered the materials presented in the course. Whereas 100% of the students are highly satisfied that the course integrates theoretical course concepts with real-world applications. Around 100% of students are highly satisfied that the instructor arrives on time for the lecture. Whereas 100% of the students are contented that the instructor communicates the subject matter effectively.

More or less 95% are highly satisfied that the instructor gives citations regarding current situations with reference to Pakistani context. Whereas 100% of students are highly satisfied that the instructor maintains an environment an environment that is conducive to learning. Around 100% of the students are highly satisfied that the instructor returns the graded scripts etc in a reasonable amount of time. While 100% of students are highly satisfied that the instructor leaves the lecture room on time. More or less 100% of students are highly satisfied that the instructor shows respect towards students and encourages class participation. Roughly 100% of the students are highly satisfied that the instructor provides additional material apart from the text book.

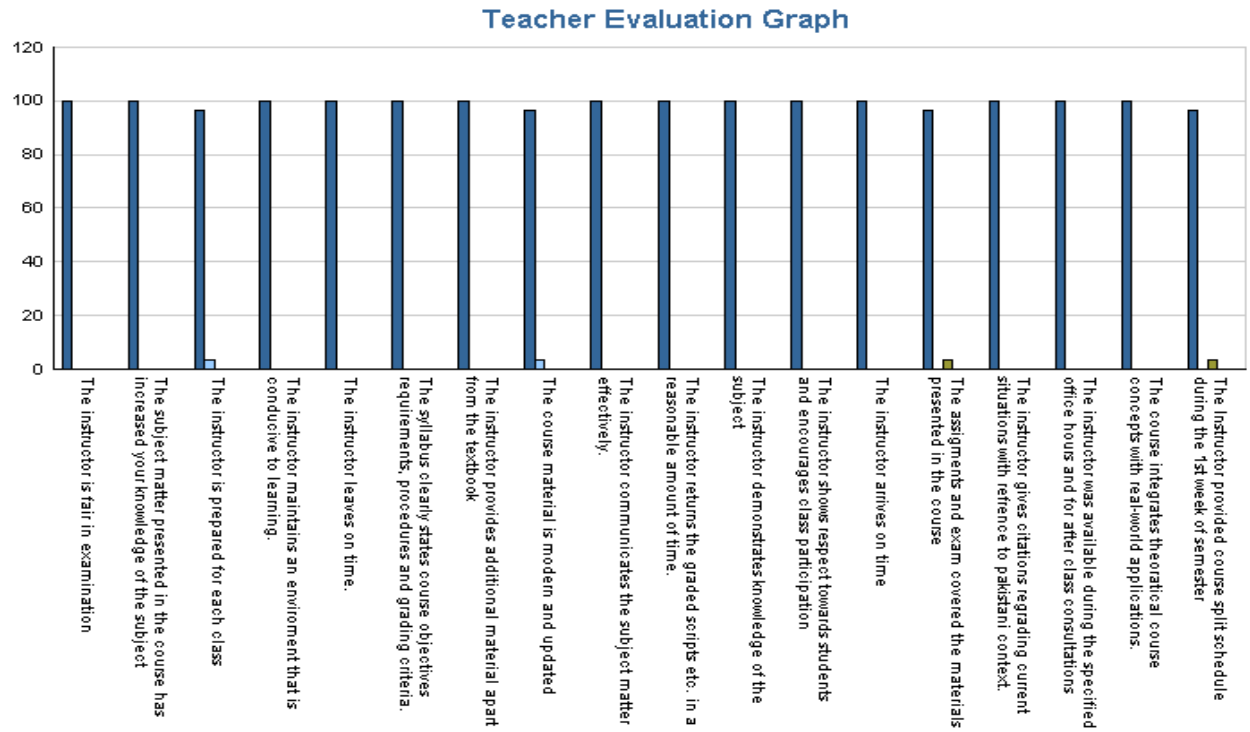


1.5 Session Fall 2017 (Morning)

1.5.1 Teacher 1 Evaluation on ANTH 704, Session Fall 2017 (Morning)

The given course was taught to semester 1 Morning session of fall 2017 by Teacher 1. The results indicated by the graph highlights that 95%students are highly satisfied that the instructor provides the split schedule during the 1st week of the semester. Whereas 100% of the students are highly satisfied that the course integrates theoretical course concepts with real-world applications. Around 100%students believe that the instructor was available during the specified office hours and for class consultations. More or less 100% are highly satisfied that the instructor gives citations regarding current situations with reference to Pakistani context. Almost 95% of the scholars are highly satisfied that the assignments and exam covered the materials presented in the course. Around 100% of students are highly satisfied that the instructor arrives on time for the lecture. More or less 100% of students are highly satisfied that the instructor shows respect towards students and encourages class participation. Almost 100% of the scholars believe that

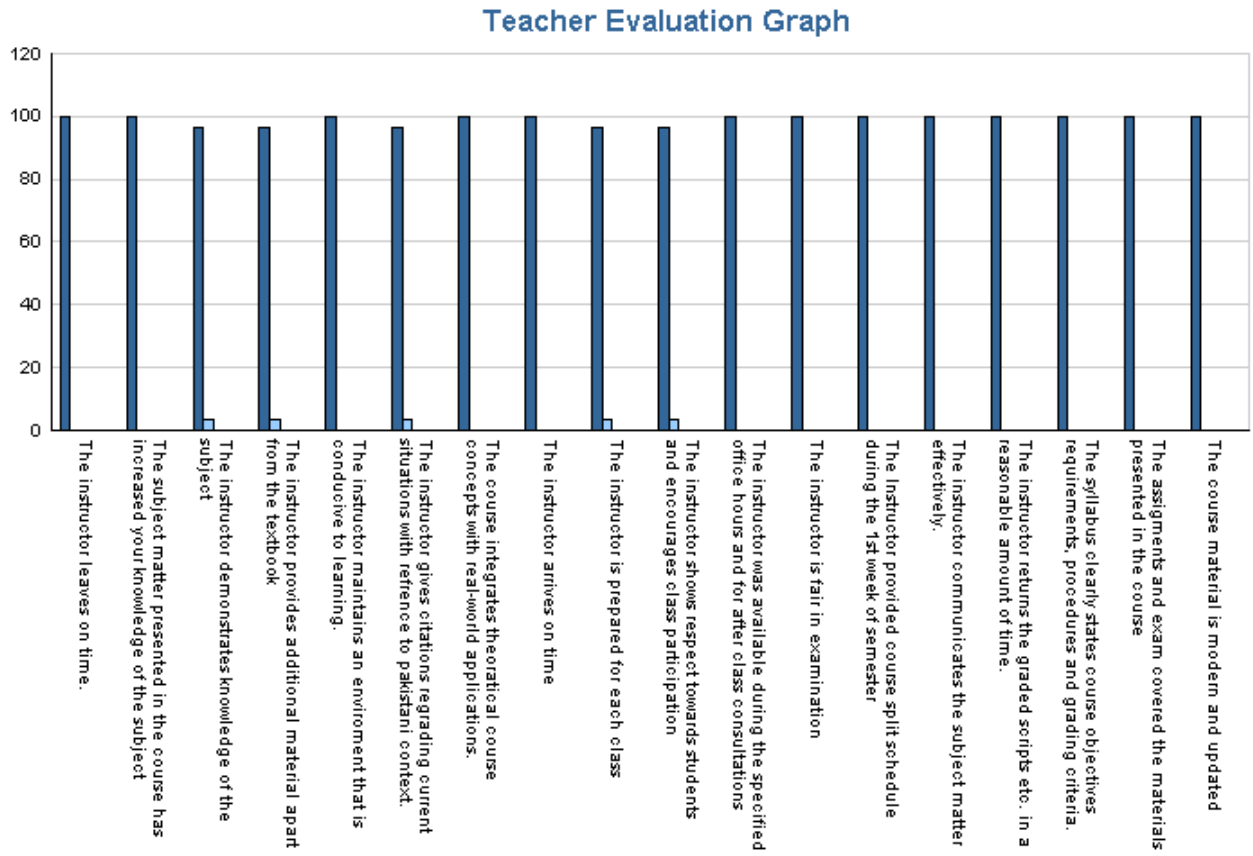
the instructor demonstrates knowledge of the subject. Around 100% of the students are highly satisfied that the instructor returns the graded scripts etc in a reasonable amount of time. Whereas 100% of the students are contented that the instructor communicates the subject matter effectively. Approximately 95% of the students are highly satisfied that the course material is modern and updated. Roughly 100% of the students are highly satisfied that the instructor provides additional material apart from the text book. Approximately 100%are highly satisfied that the syllabus clearly states course objectives requirements, procedures and grading criteria. While 100% of students are highly satisfied that the instructor leaves the lecture room on time. Whereas 100% of students are highly satisfied that the instructor maintains an environment an environment that is conducive to learning. Approximately 95% of the students are highly satisfied that the instructor is prepared for each class. While 100% of the scholars are highly satisfied that the subject matter presented in the course has increased their knowledge of the subject. While 100% of the students believe that the instructor is fair in examination.



1.5.2 Teacher 1 Evaluation on ANTH 709, Session Fall 2017 (Morning)

The given course was taught to semester 1 Morning session of fall 2017 by Teacher 1. The results indicated by the graph highlights that 100% of the students are highly satisfied that the course material is modern and updated. Almost 100% of the scholars believe that the assignments and exam covered the materials presented in the course. Approximately 100%are highly satisfied that the syllabus clearly states course objectives requirements, procedures and grading criteria. Around 100% of the students are highly satisfied that the instructor returns the graded scripts etc in a reasonable amount of time. Whereas 100% of the students are contented that the instructor communicates the subject matter effectively. Roughly 100% students are agreed that the instructor provides the split schedule during the 1st week of the semester. While 100% of the students believe that the instructor is fair in examination. Around 100%students believe that the instructor was available during the specified office hours and for class consultations. More or less 95% of students are highly satisfied that the instructor shows respect towards students and encourages class participation. Approximately 95% of the students are highly satisfied that the instructor is prepared for each class. Around 100% of students are highly satisfied that the instructor arrives on time for the lecture.

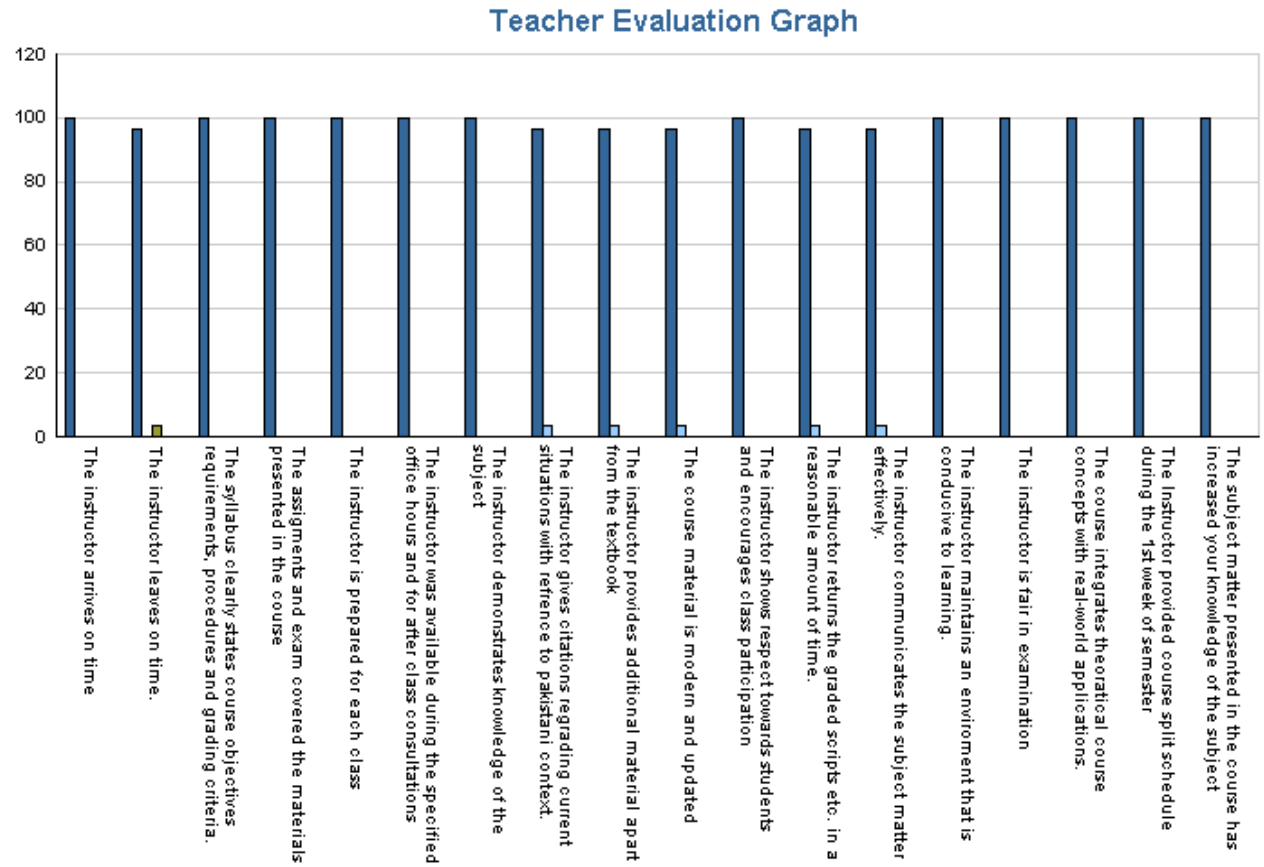
Whereas 100% of the students are highly satisfied that the course integrates theoretical course concepts with real-world applications. More or less 95%are highly satisfied that the instructor gives citations regarding current situations with reference to Pakistani context. Whereas 100% of students are highly satisfied that the instructor maintains an environment an environment that is conducive to learning. Roughly 95% of the students are highly satisfied that the instructor provides additional material apart from the text book. Almost 95% of the scholars are highly satisfied that the instructor demonstrates knowledge of the subject. While 100% of the scholars are highly satisfied that the subject matter presented in the course has increased their knowledge of the subject. While 100% of students are highly satisfied that the instructor leaves the lecture room on time.



1.5.3 Teacher 2 Evaluation on ANTH 701, Session Fall 2017 (Morning)

The given course was taught to semester 1 Morning session of fall 2017 by Teacher 2. The result indicated by the graph signifies that 100% of the scholars are highly satisfied that the subject matter presented in the course has increased their knowledge of the subject. Roughly 100% students are agreed that the instructor provides the split schedule during the 1st week of the semester. Whereas 100% of the students are highly satisfied that the course integrates theoretical course concepts with real-world applications. Whereas 100% of students are highly satisfied that the instructor maintains an environment an environment that is conducive to learning. Whereas 95% of the students are contented that the instructor communicates the subject matter effectively. Approximately 95% of the students are highly satisfied that the instructor returns the graded scripts etc in a reasonable amount of time. More or less 100% of students are highly satisfied that the instructor shows respect towards students and encourages class participation. Approximately

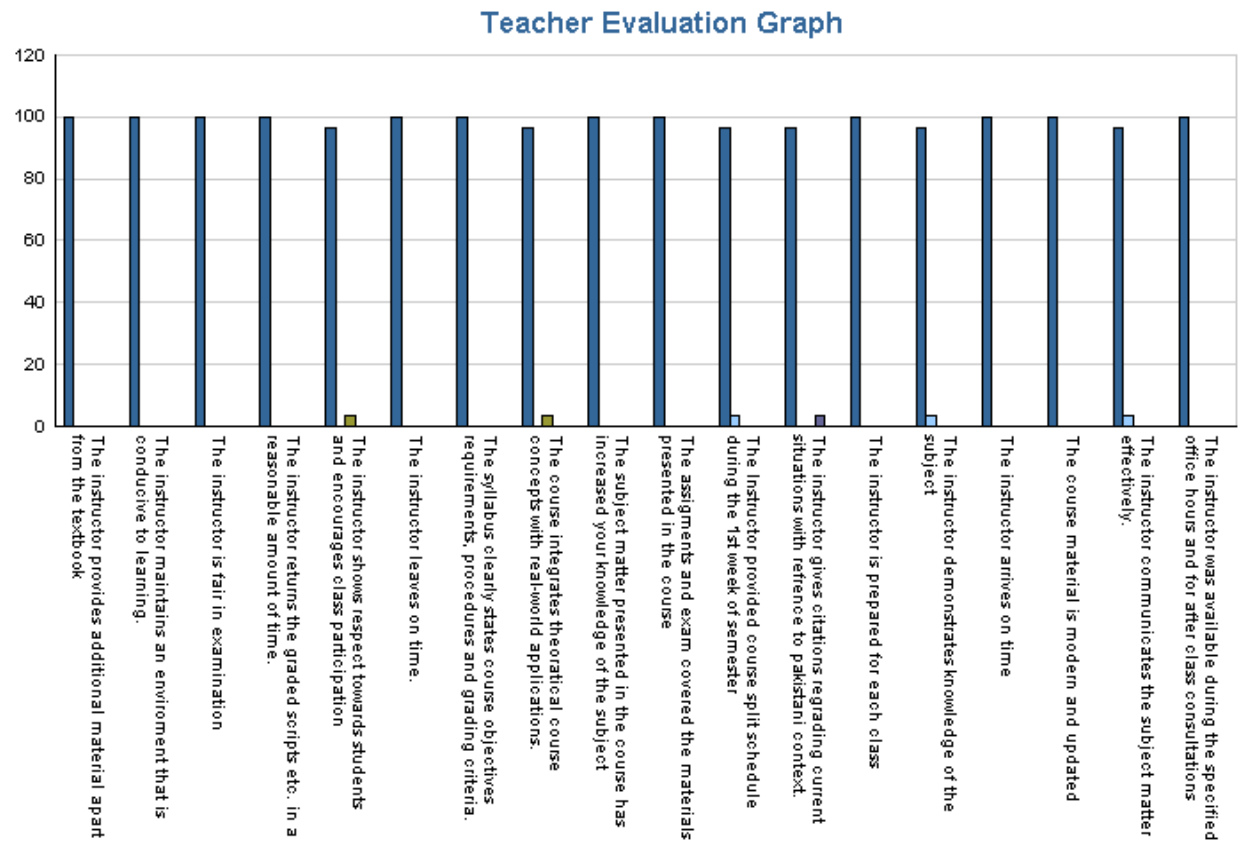
95% of the students are highly satisfied that the course material is modern and updated. Roughly 95% of the students are highly satisfied that the instructor provides additional material apart from the text book. More or less 100% are highly satisfied that the instructor gives citations regarding current situations with reference to Pakistani context. Almost 100% of the scholars believe that the instructor demonstrates knowledge of the subject. Around 100%students believe that the instructor was available during the specified office hours and for class consultations. Approximately 100% of the students are highly satisfied that the instructor is prepared for each class. Almost 100% of the scholars believe that the assignments and exam covered the materials presented in the course. Approximately 100%are highly satisfied that the syllabus clearly states course objectives requirements, procedures and grading criteria. While 95% of students are highly satisfied and 5%are neutral that the instructor leaves the lecture room on time. Around 100% of students are highly satisfied that the instructor arrives on time for the lecture.



1.5.4 Teacher 2 Evaluation on ANTH 722, Session Fall 2017 (Morning)

The given course was taught to semester 1 Morning session of fall 2017 by Teacher 2. The results indicated by the graph highlights that 100%students believe that the instructor was available during the specified office hours and for class consultations. Whereas 95% of the students are highly satisfied that the instructor communicates the subject matter effectively. Approximately 100% of the students are highly satisfied that the course material is modern and updated. Around 100% of students are highly satisfied that the instructor arrives on time for the lecture. Almost 95% of the scholars are highly satisfied that the instructor demonstrates knowledge of the subject. Approximately 100% of the students are highly satisfied that the instructor is prepared for each class. More or less 95%are highly satisfied versus 5%are dissatisfied that the instructor gives citations regarding current situations with reference to Pakistani context. Roughly 95%students are agreed that the instructor provides the split schedule during the 1st week of the semester. Almost 100% of the scholars believe that the assignments and exam covered the materials presented in the course. While 100% of the scholars are highly satisfied that the subject matter presented in the course has increased their knowledge of the subject.

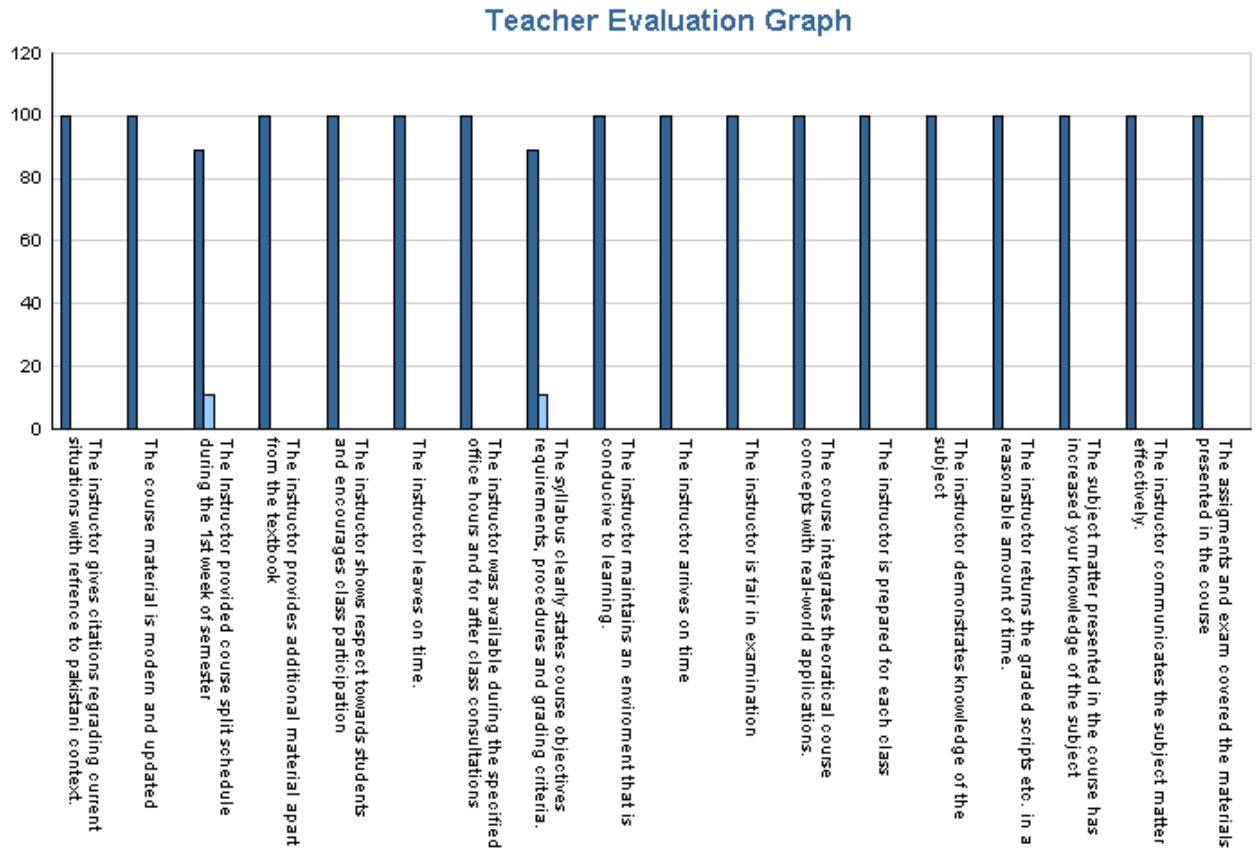
95% of the students are highly satisfied versus 5%are neutral that the course integrates theoretical course concepts with real-world applications. Approximately 100%are highly satisfied that the syllabus clearly states course objectives requirements, procedures and grading criteria. While 100% of students are highly satisfied that the instructor leaves the lecture room on time. More or less 95% of students are highly satisfied versus 5%are neutral that the instructor shows respect towards students and encourages class participation. Almost 100% of the students are highly satisfied that the instructor returns the graded scripts etc in a reasonable amount of time. While 100% of the students believe that the instructor is fair in examination. Whereas 100% of students are highly satisfied that the instructor maintains an environment an environment that is conducive to learning. Roughly 100% of the students are highly satisfied that the instructor provides additional material apart from the text book.



1.5.5 Teacher 2 Evaluation on ANTH 712, Session Fall 2017 (Morning)

The given course was taught to semester 3 Morning session of fall 2017 by Teacher 2. The result indicated by the graph signifies that 100% of the scholars believe that the assignments and exam covered the materials presented in the course. Whereas 100% of the students are contented that the instructor communicates the subject matter effectively. While 100% of the scholars are highly satisfied that the subject matter presented in the course has increased their knowledge of the subject. Around 100% of the students are highly satisfied that the instructor returns the graded scripts etc in a reasonable amount of time. Almost 100% of the scholars believe that the instructor demonstrates knowledge of the subject. Approximately 100% of the students are highly satisfied that the instructor is prepared for each class. Whereas 100% of the students are highly satisfied that the course integrates theoretical course concepts with real-world applications. While 100% of the students believe that the instructor is fair in examination.

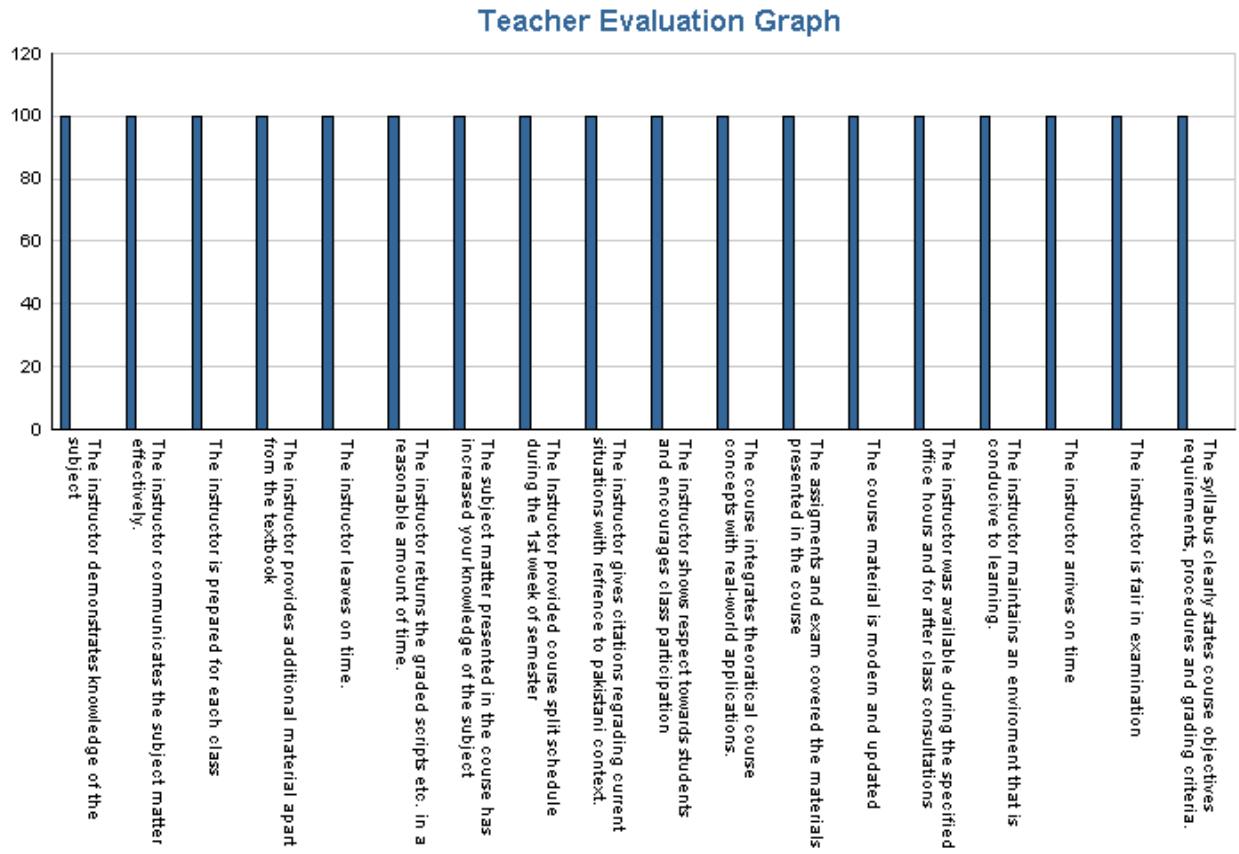
Around 100% of students are highly satisfied that the instructor arrives on time for the lecture. Whereas 100% of students are highly satisfied that the instructor maintains an environment an environment that is conducive to learning. Approximately 90%are highly satisfied versus 10% are satisfied that the syllabus clearly states course objectives requirements, procedures and grading criteria. Around 100%students believe that the instructor was available during the specified office hours and for class consultations. While 100% of students are highly satisfied that the instructor leaves the lecture room on time. More or less 100% of students are highly satisfied that the instructor shows respect towards students and encourages class participation. Roughly 100% of the students are highly satisfied that the instructor provides additional material apart from the text book. Roughly 90% students are highly satisfied versus 10%are satisfied that the instructor provides the split schedule during the 1st week of the semester. Approximately 100% of the students are highly satisfied that the course material is modern and updated. More or less 100% are highly satisfied that the instructor gives citations regarding current situations with reference to Pakistani context.



1.5.6 Teacher 2 Evaluation on ANTH 720, Session Fall 2017 (Morning)

The given course was taught to semester 3 Morning session of fall 2017 by Teacher 2. The result indicated by the graph signifies that 100%students are highly satisfied that the syllabus clearly states course objectives requirements, procedures and grading criteria. While 100% of the students believe that the instructor is fair in examination. Around 100% of students are highly satisfied that the instructor arrives on time for the lecture. Whereas 100% of students are highly satisfied that the instructor maintains an environment an environment that is conducive to learning. Around 100%students believe that the instructor was available during the specified office hours and for class consultations. Approximately 100% of the students are highly satisfied that the course material is modern and updated. Almost 100% of the scholars believe that the assignments and exam covered the materials presented in the course. Whereas 100% of the students are highly satisfied that the course integrates theoretical course concepts with real-

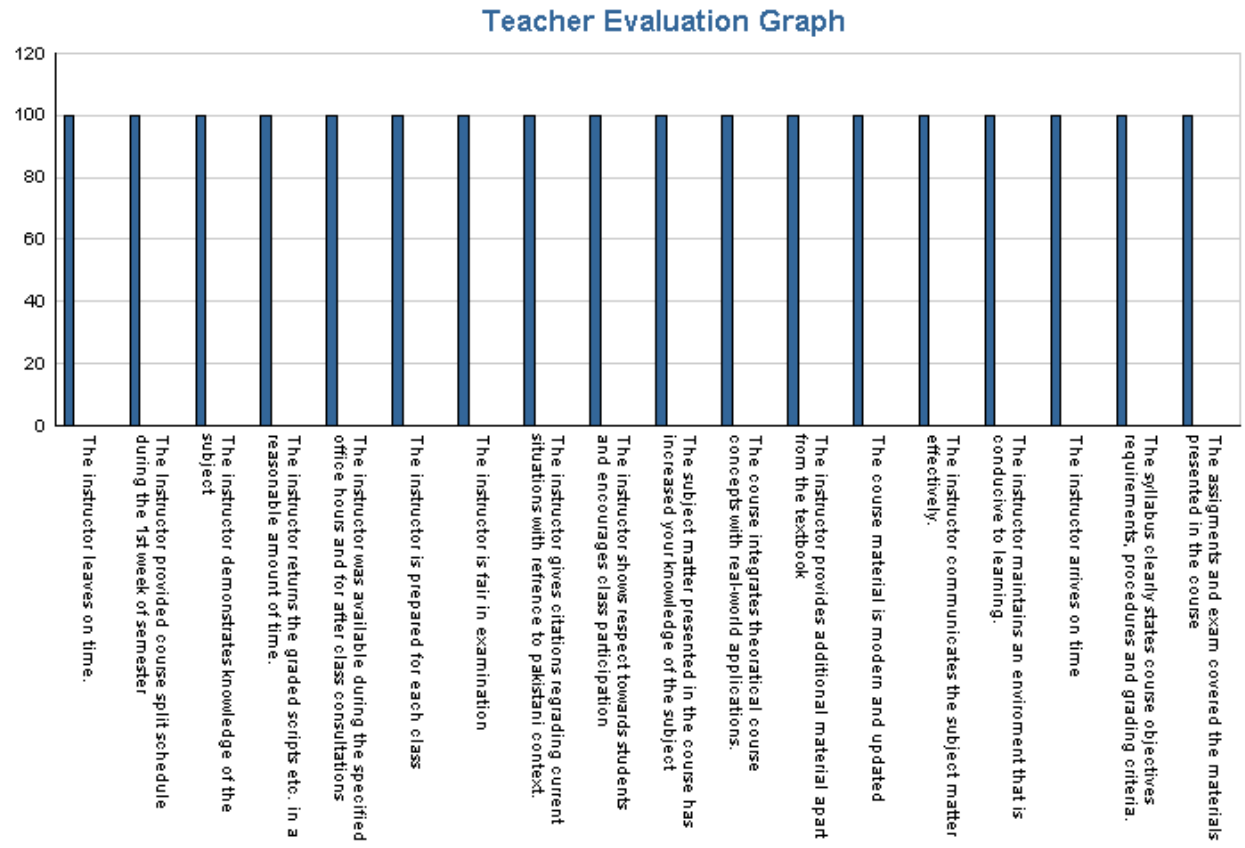
world applications. More or less 100% of students are highly satisfied that the instructor shows respect towards students and encourages class participation. More or less 100% are highly satisfied that the instructor gives citations regarding current situations with reference to Pakistani context. Roughly 100% students are agreed that the instructor provides the split schedule during the 1st week of the semester. While 100% of the scholars are highly satisfied that the subject matter presented in the course has increased their knowledge of the subject. Around 100% of the students are highly satisfied that the instructor returns the graded scripts etc in a reasonable amount of time. While 100% of students are highly satisfied that the instructor leaves the lecture room on time. Roughly 100% of the students are highly satisfied that the instructor provides additional material apart from the text book. Approximately 100% of the students are highly satisfied that the instructor is prepared for each class. Whereas 100% of the students are contented that the instructor communicates the subject matter effectively. Almost 100% of the scholars believe that the instructor demonstrates knowledge of the subject.



1.5.7 Teacher 2 Evaluation on ANTH 719, Session Fall 2017 (Morning)

The given course was taught to semester 3 Morning session of fall 2017 by Teacher 2. The result indicated by the graph signifies that 100% of the scholars believe that the assignments and exam covered the materials presented in the course. Approximately 100%are highly satisfied that the syllabus clearly states course objectives requirements, procedures and grading criteria. Around 100% of students are highly satisfied that the instructor arrives on time for the lecture. Whereas 100% of students are highly satisfied that the instructor maintains an environment an environment that is conducive to learning. Whereas 100% of the students are contented that the instructor communicates the subject matter effectively. Approximately 100% of the students are highly satisfied that the course material is modern and updated. Roughly 100% of the students are highly satisfied that the instructor provides additional material apart from the text book.

100% of the students are highly satisfied that the course integrates theoretical course concepts with real-world applications. While 100% of the scholars are highly satisfied that the subject matter presented in the course has increased their knowledge of the subject. More or less 100% of students are highly satisfied that the instructor shows respect towards students and encourages class participation. More or less 100% are highly satisfied that the instructor gives citations regarding current situations with reference to Pakistani context. While 100% of the students believe that the instructor is fair in examination. Approximately 100% of the students are highly satisfied that the instructor is prepared for each class. Around 100%students believe that the instructor was available during the specified office hours and for class consultations. Around 100% of the students are highly satisfied that the instructor returns the graded scripts etc in a reasonable amount of time. Almost 100% of the scholars believe that the instructor demonstrates knowledge of the subject. Roughly 100% students are agreed that the instructor provides the split schedule during the 1st week of the semester. While 100% of students are highly satisfied that the instructor leaves the lecture room on time.



1.6 Session Spring 2018 (Morning)

1.6.1 Teacher 2 Evaluation on ANTH 703, Session Spring 2018 (Morning)

The given course was taught to semester 2 Morning session of spring 2018 by Teacher 2. The results indicated by the graph signifies that 87% of students are highly satisfied versus 13%are satisfied that the instructor arrives on time for the lecture. More or less 100% of students are highly satisfied that the instructor shows respect towards students and encourages class participation. More or less 100% are highly satisfied that the instructor gives citations regarding current situations with reference to Pakistani context. Roughly 100% of the students are highly satisfied that the instructor provides additional material apart from the text book. Almost 100% of the scholars believe that the instructor demonstrates knowledge of the subject. Whereas 100% of the students are highly satisfied that the course integrates theoretical course concepts with

real-world applications. Approximately 100% of the students are highly satisfied that the course material is modern and updated. Approximately 100%are highly satisfied that the syllabus clearly states course objectives requirements, procedures and grading criteria. Whereas 100% of the students are contented that the instructor communicates the subject matter effectively. Roughly 100% students are agreed that the instructor provides the split schedule during the 1st week of the semester. Almost 100% of the scholars believe that the assignments and exam covered the materials presented in the course. Whereas 100% of students are highly satisfied that the instructor maintains an environment an environment that is conducive to learning. Around 100% of the students are highly satisfied that the instructor returns the graded scripts etc in a reasonable amount of time. While 87% of students are highly satisfied versus 13%are satisfied that the instructor leaves the lecture room on time. While 100% of the scholars are highly satisfied that the subject matter presented in the course has increased their knowledge of the subject. Around 100%students believe that the instructor was available during the specified office hours and for class consultations. Approximately 100% of the students are highly satisfied that the instructor is prepared for each class. While 100% of the students believe that the instructor is fair in examination.

1.7 Session Fall 2016 (Evening)

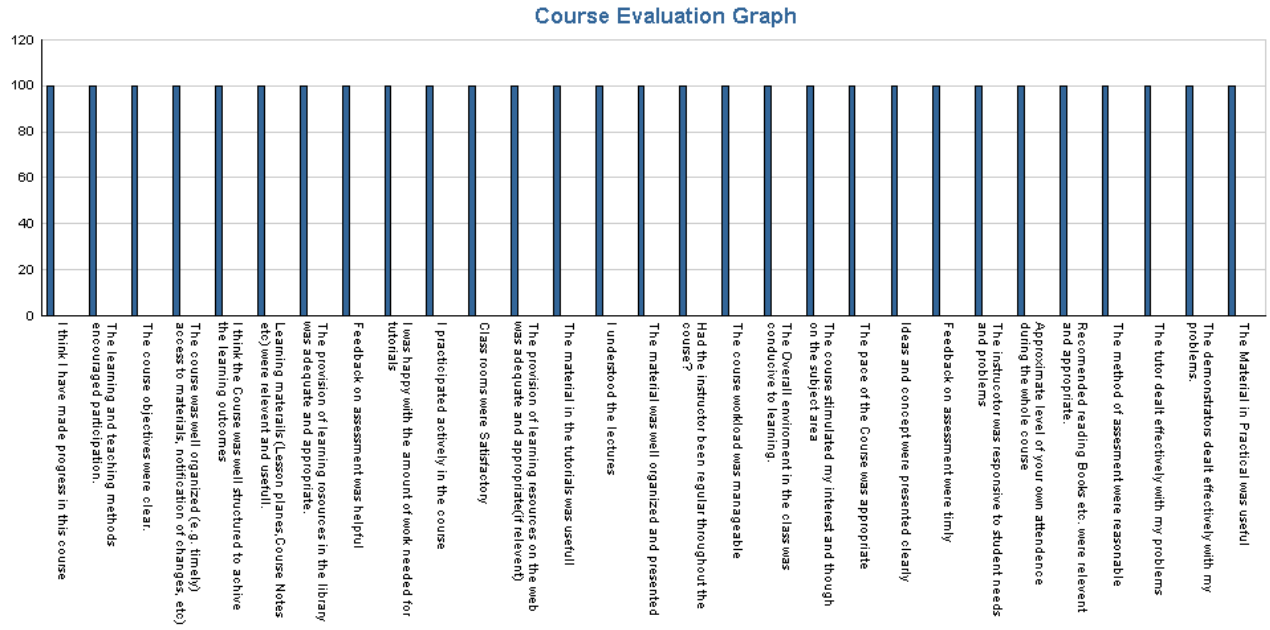
1.7.1 Teacher 1 Evaluation on ANTH 728, Session Fall 2016 (Evening)

The said course was taught to semester 1 Evening session of fall 2016 by Teacher 1. The results shown by the graph indicates 100% of students are highly satisfied that the material in practical was useful. About 100% of students are highly satisfied that the demonstrator dealt effectively with my problems. Almost 100% of students are highly satisfied that the method of assessment were reasonable. Approximately 100% of students are highly satisfied that the recommended reading books etc were relevant and appropriate. Almost 100% of students are highly satisfied that the approximate level of the student's own attendance during the whole course. While 100% of students are highly satisfied that the instructor was responsive to students needs and problems. Approximately 100% of students are highly satisfied that the recommended reading books etc were relevant and appropriate. Almost 100% of students are highly satisfied

that the approximate level of the student's own attendance during the whole course. While 100% of students are highly satisfied that the instructor was responsive to students needs and problems. About 100% of students are highly satisfied that the feedback on assessment were timely.

100% of students are highly satisfied that the ideas and concepts were presented clearly. Approximately 100% of students are highly satisfied that the pace of the course was appropriate. Just about 100% of students are highly satisfied that the course stimulated their interest and thought on the subject area. Roughly 100% of students are highly satisfied that the overall environment in the class was conducive to learning. Almost 100% of students are highly satisfied that the course workload was manageable. Nearly 100% of students are highly satisfied that the instructor had been regular throughout the course. Whereas 100% of students are highly satisfied that the material was well organized and presented. Almost 100% of students are highly satisfied that they understood the lectures. Almost 100% of students are highly satisfied that the material in the tutorials was useful. Around 100% of students are highly satisfied that the provision of learning resources on the web was adequate and appropriate (if relevant). About 100% of students are highly satisfied that the Classrooms were satisfactory. Roughly 100% of students are highly satisfied that they participated actively in the course.

Approximately 100% of students are highly satisfied that they were happy with the amount of work needed for tutorials. Almost 100% of students are highly satisfied that the feedback on assessment was helpful. While 100% of students are highly satisfied that the provision of learning resources in the library was adequate and appropriate. While 100% of students are highly satisfied that the learning materials (lesson plans, course notes etc) were relevant ant useful. Almost 100% of students are highly satisfied that they think that the course was well structured to achieve learning outcomes. Whereas 100% of students are highly satisfied that the course was well organized (e.g. timely) access to materials, notification of changes, etc). Almost 100% of students are highly satisfied that the course objectives were clear. Roughly 100% of students are highly satisfied that the learning and teaching methods encouraged participation. Nearly 100% of students are highly satisfied that they think that they made progress in this course.

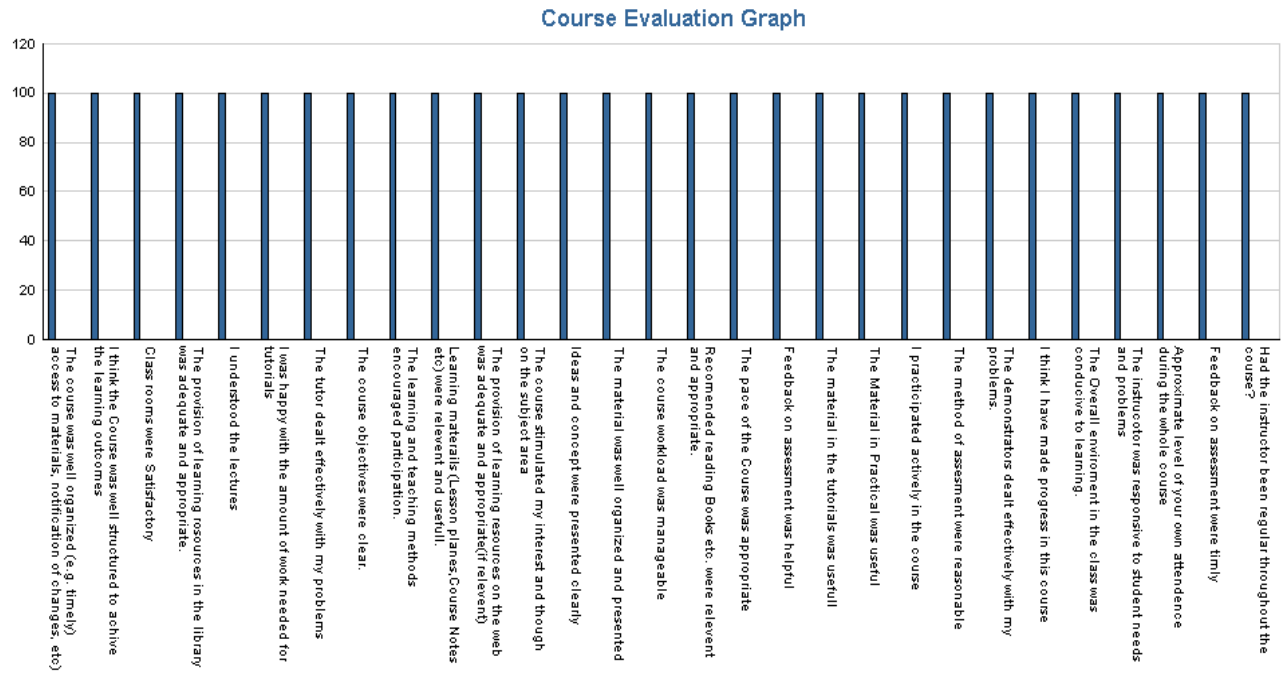


1.7.2 Teacher 1 Evaluation on ANTH 725, Session Fall 2016 (Evening)

The said course was taught to semester 1 Evening session of fall 2016 by Teacher 1. The results indicated by the graph present that Nearly 100% of students are highly satisfied that the instructor had been regular throughout the course. About 100% of students are highly satisfied that the feedback on assessment were timely. Almost 100% of students are highly satisfied that the approximate level of the student's own attendance during the whole course. While 100% of students are highly satisfied that the instructor was responsive to students needs and problems. Roughly 100% of students are highly satisfied that the overall environment in the class was conducive to learning. Nearly 100% of students are highly satisfied that they think that they made progress in this course. About 100% of students are highly satisfied that the demonstrator dealt effectively with my problems. Almost 100% of students are highly satisfied that the method of assessment were reasonable. Roughly 100% of students are highly satisfied that they participated actively in the course. Approximately 100% of students are highly satisfied that the material in practical was useful. Almost 100% of students are highly satisfied that the material in the tutorials was useful. Almost 100% of students are highly satisfied that the feedback on assessment was helpful. Approximately 100% of students are highly satisfied that the pace of the

course was appropriate. Approximately 100% of students are highly satisfied that the recommended reading books etc were relevant and appropriate. Almost 100% of students are highly satisfied that the course workload was manageable. Whereas 100% of students are highly satisfied that the material was well organized and presented. Around 100% of students are highly satisfied that the ideas and concepts were presented clearly.

100% of students are highly satisfied that the course stimulated their interest and thought on the subject area. Around 100% of students are highly satisfied that the provision of learning resources on the web was adequate and appropriate (if relevant). While 100% of students are highly satisfied that the learning materials (lesson plans, course notes etc) were useful. Roughly 100% of students are highly satisfied that the learning and teaching methods encouraged participation. Almost 100% of students are highly satisfied that the course objectives were clear. Almost students are highly satisfied that the tutor dealt with their problems effectively. Approximately 100% of students are highly satisfied that they were happy with the amount of work needed for tutorials. Almost 100% of students are highly satisfied that they understood the lectures. While 100% of students are highly satisfied that the provision of learning resources in the library was adequate and appropriate. About 100% of students are highly satisfied that the Classrooms were satisfactory. Almost 100% of students are highly satisfied that they think that the course was well structured to achieve learning outcomes. Whereas 100% of students are highly satisfied that the course was well organized (e.g. timely) access to materials, notification of changes, etc).

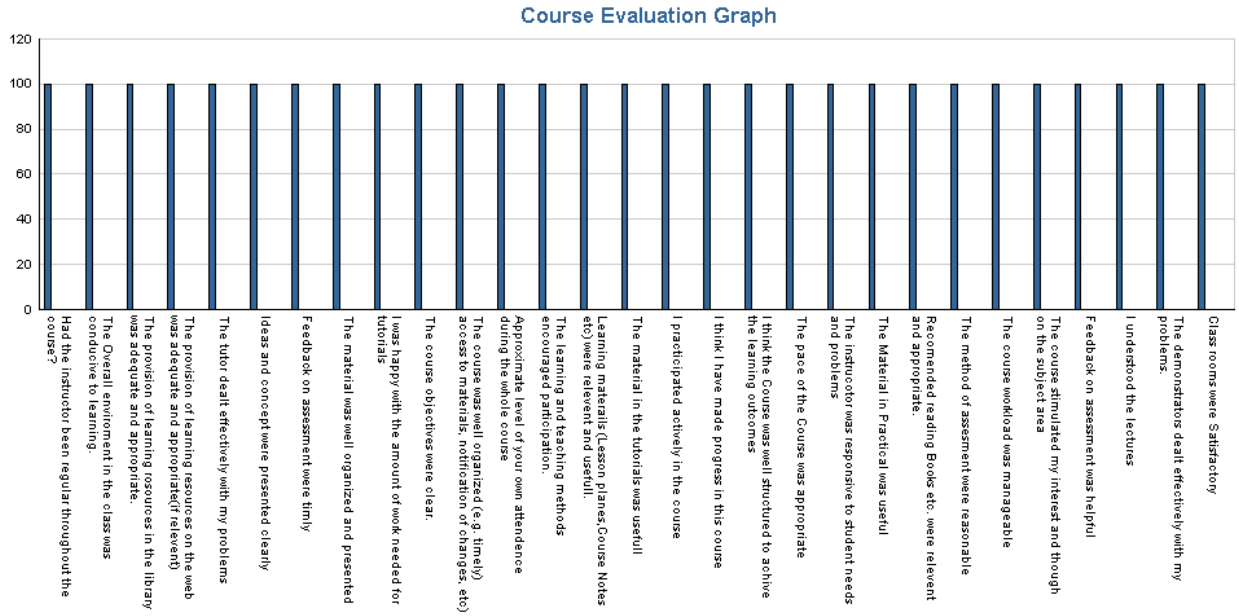


1.7.3 Teacher 1 Evaluation on ANTH 709, Session Fall 2016 (Evening)

The said course was taught to semester 1 Evening session of fall 2016 by Teacher 1. The results indicated by the graph present that 100% of students are highly satisfied that the Classrooms were satisfactory. About 100% of students are highly satisfied that the demonstrator dealt effectively with my problems. Almost 100% of students are highly satisfied that they understood the lectures. Almost 100% of students are highly satisfied that the feedback on assessment was helpful. Just about 100% of students are highly satisfied that the course stimulated their interest and thought on the subject area. Almost 100% of students are highly satisfied that the course workload was manageable. Almost 100% of students are highly satisfied that the method of assessment were reasonable. Approximately 100% of students are highly satisfied that the recommended reading books etc were relevant and appropriate. Approximately 100% of students are highly satisfied that the material in practical was useful. While 100% of students are highly satisfied that the instructor was responsive to students needs and problems. Approximately 100% of students are highly satisfied that the pace of the course was appropriate. Almost 100% of students are highly satisfied that they think that the course was well structured to achieve learning outcomes. Nearly 100% of students are highly satisfied that they think that

they made progress in this course. Almost 100% of students are highly satisfied that the material in the tutorials was useful. While 100% of students are highly satisfied that the learning materials (lesson plans, course notes etc) were relevant ant useful.

Roughly 100% of students are highly satisfied that the learning and teaching methods encouraged participation. Almost 100% of students are highly satisfied that the approximate level of the student's own attendance during the whole course. Whereas 100% of students are highly satisfied that the course was well organized (e.g. timely) access to materials, notification of changes, etc). Almost 100% of students are highly satisfied that the course objectives were clear. Approximately 100% of students are highly satisfied that they were happy with the amount of work needed for tutorials. Whereas 100% of students are highly satisfied that the material was well organized and presented. About 100% of students are highly satisfied that the feedback on assessment were timely. Around 100% of students are highly satisfied that the ideas and concepts were presented clearly. Almost 100% of students are highly satisfied that the tutor dealt with their problems effectively. Around 100% of students are highly satisfied that the provision of learning resources on the web was adequate and appropriate (if relevant). While 100% of students are highly satisfied that the provision of learning resources in the library was adequate and appropriate. Roughly 100% of students are highly satisfied that the overall environment in the class was conducive to learning. Nearly 100% of students are highly satisfied that the instructor had been regular throughout the course**.**

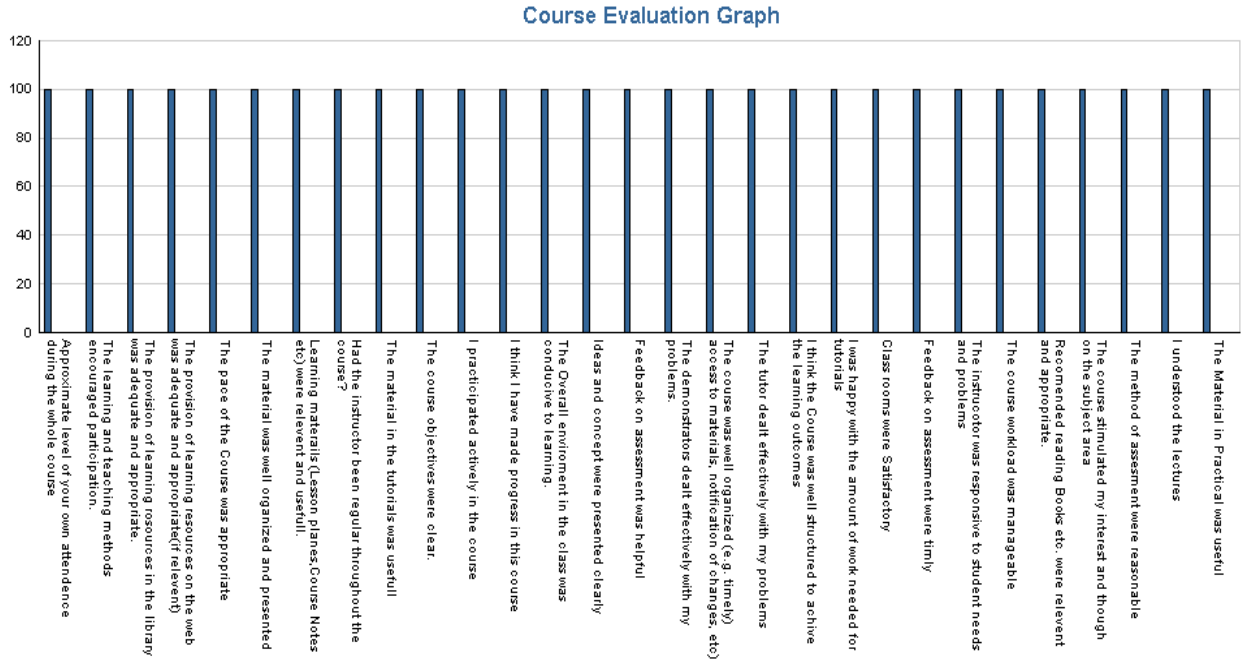


1.7.4 Teacher 2 Evaluation on ANTH 701, Session Fall 2016 (Evening)

The said course was taught to semester 1 Evening session of fall 2016 by Teacher 2. The results indicated by the graph present that 100% of students are highly satisfied that the material in practical was useful. Almost 100% of students are highly satisfied that they understood the lectures. Almost 100% of students are highly satisfied that the method of assessment were reasonable. Just about 100% of students are highly satisfied that the course stimulated their interest and thought on the subject area. Approximately 100% of students are highly satisfied that the recommended reading books etc were relevant and appropriate. Almost 100% of students are highly satisfied that the course workload was manageable. While 100% of students are highly satisfied that the instructor was responsive to students needs and problems. About 100% of students are highly satisfied that the feedback on assessment were timely. About 100% of students are highly satisfied that the Classrooms were satisfactory. Approximately 100% of students are highly satisfied that they were happy with the amount of work needed for tutorials. Almost 100% of students are highly satisfied that they think that the course was well structured to achieve learning outcomes. Almost 100% of students are highly satisfied that the tutor dealt with their problems effectively. Whereas 100% of students are highly satisfied that the course was well organized (e.g. timely) access to materials, notification of changes, etc). About 100% of

students are highly satisfied that the demonstrator dealt effectively with my problems. Nearly 100% of students are highly satisfied that the instructor had been regular throughout the course. Almost 100% of students are highly satisfied that the feedback on assessment was helpful. Around 100% of students are highly satisfied that the ideas and concepts were presented clearly. Roughly 100% of students are highly satisfied that the overall environment in the class was conducive to learning. Nearly 100% of students are highly satisfied that they think that they made progress in this course. Roughly 100% of students are highly satisfied that they participated actively in the course.

Almost 100% of students are highly satisfied that the course objectives were clear. Almost 100% of students are highly satisfied that the material in the tutorials was useful. Nearly 100% of students are highly satisfied that the instructor had been regular throughout the course. While 100% of students are highly satisfied that the learning materials (lesson plans, course notes etc) were relevant and useful. Whereas 100% of students are highly satisfied that the material was well organized and presented. While 100% of students are highly satisfied that the pace of course is appropriate. Around 100% of students are highly satisfied that the provision of learning resources on the web was adequate and appropriate (if relevant). While 100% of students are highly satisfied that the provision of learning resources in the library was adequate and appropriate. Roughly 100% of students are highly satisfied that the learning and teaching methods encouraged participation. Almost 100% of students are highly satisfied that the approximate level of the student's own attendance during the whole course.

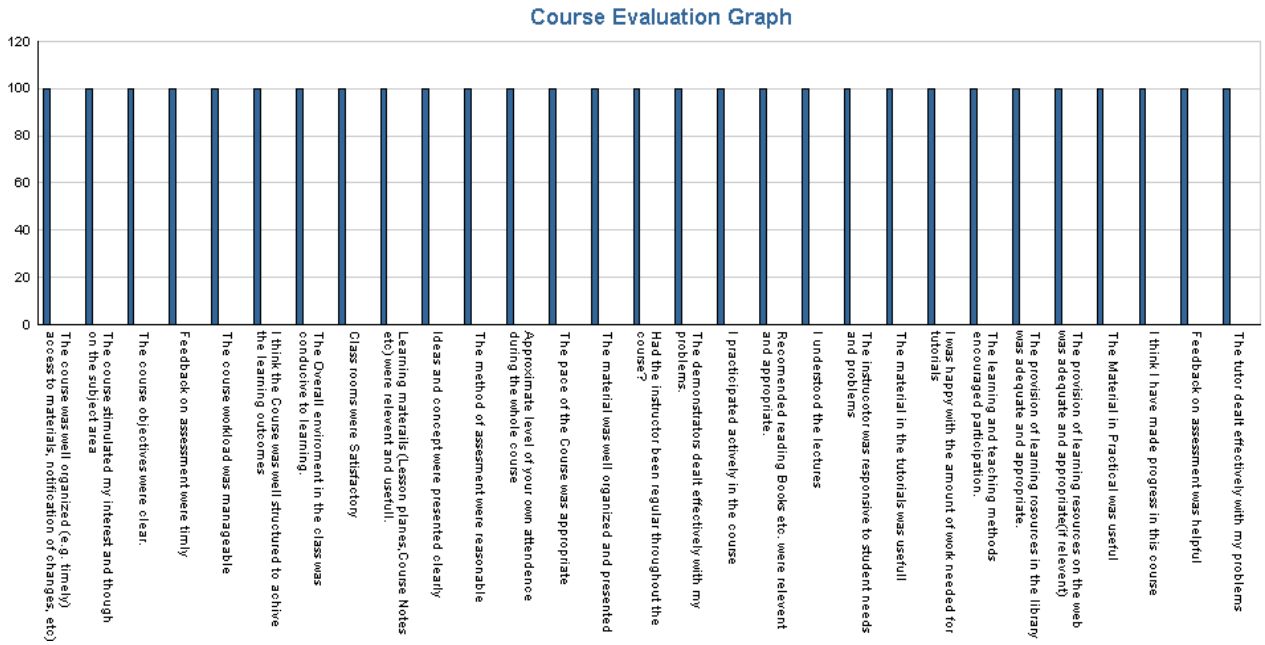


1.8 Session Spring 2017 (Evening)

1.8.1 Teacher 1 Evaluation on ANTH 707, Session Spring 2017 (Evening)

The given course was taught to semester 2 morning session of spring 2017 by Teacher 1. The results indicated by the graph highlights that Almost 100% of students are highly satisfied that the tutor dealt with their problems effectively. Almost 100% of students are highly satisfied that the feedback on assessment was helpful. Nearly 100% of students are highly satisfied that they think that they made progress in this course. Approximately 100% of students are highly satisfied that the material in practical was useful. Around 100% of students are highly satisfied that the provision of learning resources on the web was adequate and appropriate (if relevant). While 100% of students are highly satisfied that the provision of learning resources in the library was adequate and appropriate. Roughly 100% of students are highly satisfied that the learning and teaching methods encouraged participation. Approximately 100% of students are highly satisfied that they were happy with the amount of work needed for tutorials. Almost 100% of students are highly satisfied that the material in the tutorials was useful. While 100% of students are highly satisfied that the instructor was responsive to students needs and problems. Almost 100% of students are highly satisfied that they understood the lectures. Approximately 100% of

students are highly satisfied that the recommended reading books etc were relevant and appropriate. Roughly 100% of students are highly satisfied that they participated actively in the course. About 100% of students are highly satisfied that the demonstrator dealt effectively with my problems. Nearly 100% of students are highly satisfied that the instructor had been regular throughout the course. Whereas 100% of students are highly satisfied that the material was well organized and presented. While 100% of students are highly satisfied that the pace of course is appropriate. Almost 100% of students are highly satisfied that the approximate level of the student's own attendance during the whole course. Almost 100% of students are highly satisfied that the method of assessment were reasonable. Around 100% of students are highly satisfied that the ideas and concepts were presented clearly. While 100% of students are highly satisfied that the learning materials (lesson plans, course notes etc) were relevant and useful. About 100% of students are highly satisfied that the Classrooms were satisfactory. Roughly 100% of students are highly satisfied that the overall environment in the class was conducive to learning. Almost 100% of students are highly satisfied that they think that the course was well structured to achieve learning outcomes. Almost 100% of students are highly satisfied that the course workload was manageable. About 100% of students are highly satisfied that the feedback on assessment were timely. Almost 100% of students are highly satisfied that the course objectives were clear. Just about 100% of students are highly satisfied that the course stimulated their interest and thought on the subject area. Whereas 100% of students are highly satisfied that the course was well organized (e.g. timely) access to materials, notification of changes, etc).

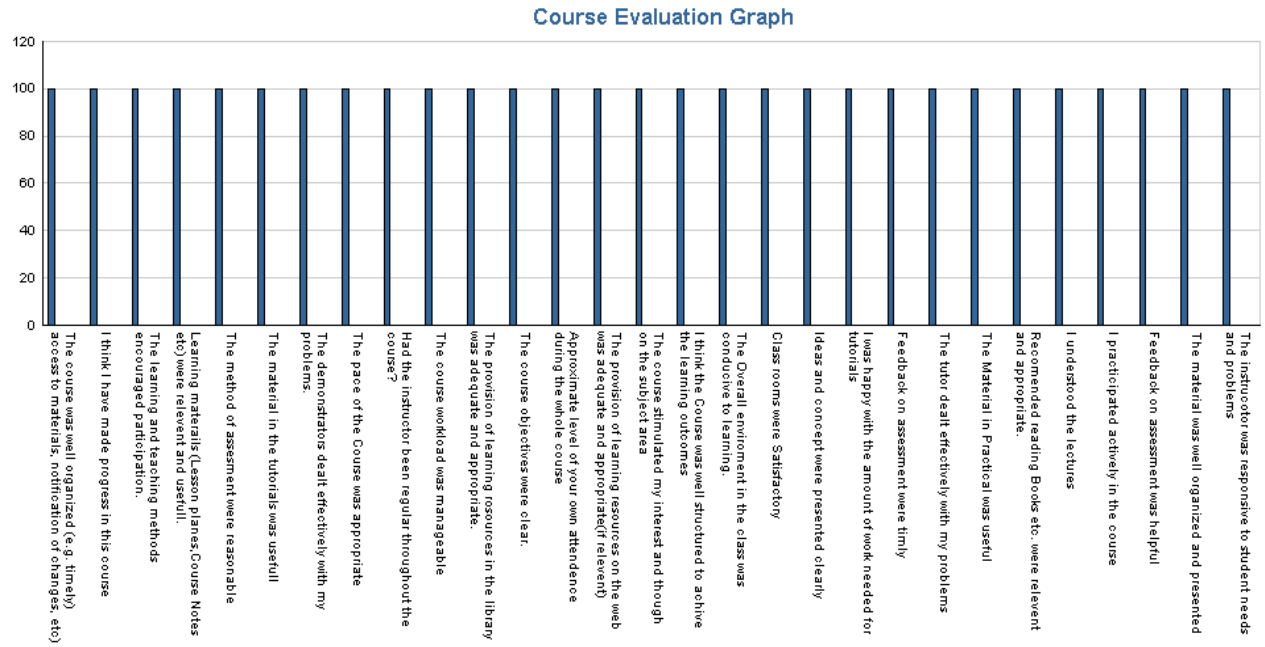


1.8.2 Teacher 1 Evaluation on ANTH 713, Session Spring 2017 (Evening)

The given course was taught to semester 2 Morning session of spring 2017 by Teacher 1. The results indicated by the graph highlights that 100% of students are highly satisfied that the instructor was responsive to students needs and problems. Whereas 100% of students are highly satisfied that the material was well organized and presented. Almost 100% of students are highly satisfied that the feedback on assessment was helpful. Roughly 100% of students are highly satisfied that they participated actively in the course. Almost 100% of students are highly satisfied that they understood the lectures. Approximately 100% of students are highly satisfied that the recommended reading books etc were relevant and appropriate. Approximately 100% of students are highly satisfied that the material in practical was useful. Almost 100% of students are highly satisfied that the tutor dealt with their problems effectively. About 100% of students are highly satisfied that the feedback on assessment were timely. About 100% of students are highly satisfied that the feedback on assessment were timely. Around 100% of students are highly satisfied that the ideas and concepts were presented clearly. About 100% of students are highly satisfied that the Classrooms were satisfactory. Roughly 100% of students are highly satisfied that the overall environment in the class was conducive to learning. Almost 100% of

students are highly satisfied that they think that the course was well structured to achieve learning outcomes. Just about 100% of students are highly satisfied that the course stimulated their interest and thought on the subject area. Around 100% of students are highly satisfied that the provision of learning resources on the web was adequate and appropriate (if relevant).

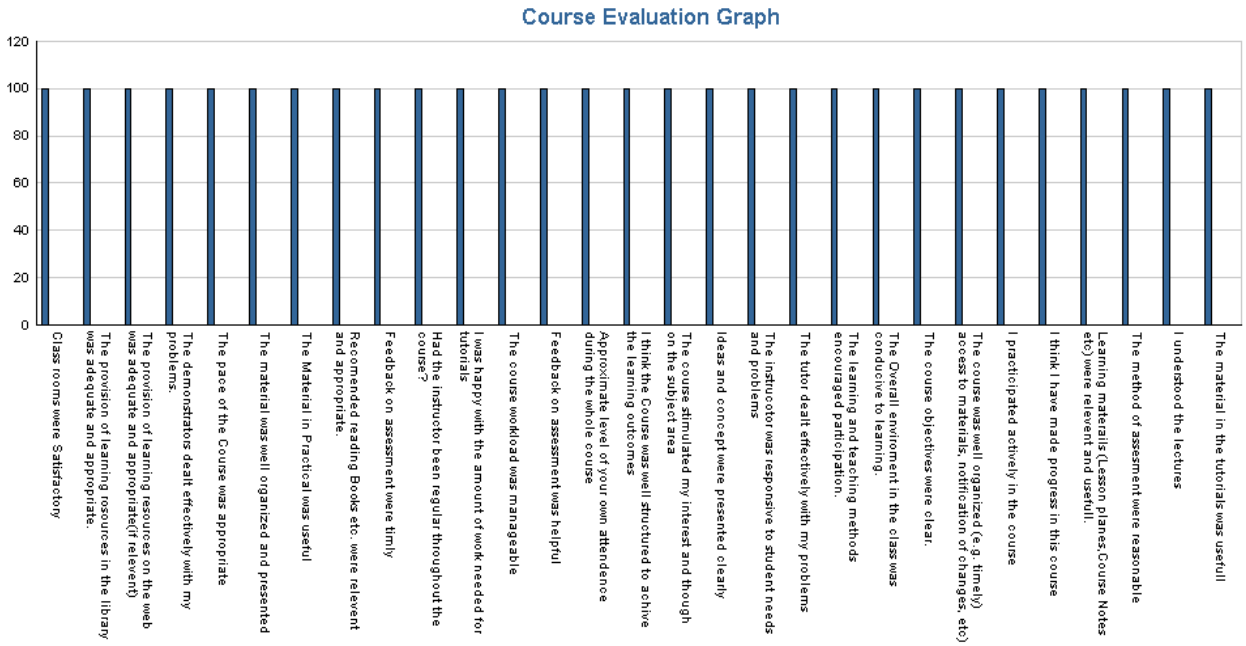
Almost 100% of students are highly satisfied that the approximate level of the student's own attendance during the whole course. Almost 100% of students are highly satisfied that the course objectives were clear. While 100% of students are highly satisfied that the provision of learning resources in the library was adequate and appropriate. Almost 100% of students are highly satisfied that the course workload was manageable. Nearly 100% of students are highly satisfied that the instructor had been regular throughout the course. While 100% of students are highly satisfied that the pace of course is appropriate. About 100% of students are highly satisfied that the demonstrator dealt effectively with my problems. Almost 100% of students are highly satisfied that the material in the tutorials was useful. Almost 100% of students are highly satisfied that the method of assessment were reasonable. While 100% of students are highly satisfied that the learning materials (lesson plans, course notes etc) were relevant and useful. Roughly 100% of students are highly satisfied that the learning and teaching methods encouraged participation. Nearly 100% of students are highly satisfied that they think that they made progress in this course. Whereas 100% of students are highly satisfied that the course was well organized (e.g. timely) access to materials, notification of changes, etc).



1.8.3 Teacher 2 Evaluation on ANTH 722, Session Spring 2017 (Evening)

The given course was taught to semester 2 Evening session of spring 2017 by Teacher 2. The results indicated by the graph highlights that 100% of students are highly satisfied that the material in the tutorials was useful. Almost 100% of students are highly satisfied that they understood the lectures. Almost 100% of students are highly satisfied that the method of assessment were reasonable. While 100% of students are highly satisfied that the learning materials (lesson plans, course notes etc) were relevant and useful. Nearly 100% of students are highly satisfied that they think that they made progress in this course. Nearly 100% of students are highly satisfied that they think that they made progress in this course. Almost 100% of students are highly satisfied that the course objectives were clear. Roughly 100% of students are highly satisfied that the overall environment in the class was conducive to learning. Roughly 100% of students are highly satisfied that the learning and teaching methods encouraged participation. Almost 100% of students are highly satisfied that the tutor dealt with their problems effectively. While 100% of students are highly satisfied that the instructor was responsive to students needs and problems. Around 100% of students are highly satisfied that the ideas and concepts were presented clearly. Just about 100% of students are highly satisfied that

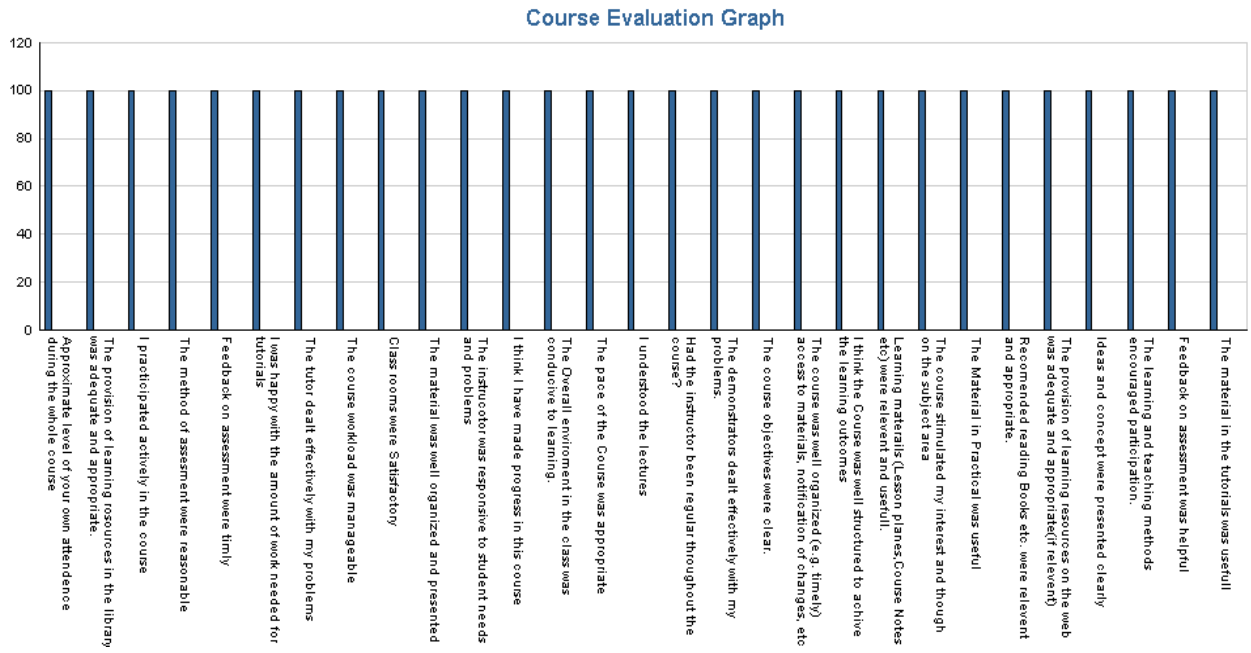
the course stimulated their interest and thought on the subject area. Almost 100% of students are highly satisfied that they think that the course was well structured to achieve learning outcomes. Almost 100% of students are highly satisfied that the approximate level of the student's own attendance during the whole course. Almost 100% of students are highly satisfied that the feedback on assessment was helpful. Almost 100% of students are highly satisfied that the course workload was manageable. Approximately 100% of students are highly satisfied that they were happy with the amount of work needed for tutorials. Nearly 100% of students are highly satisfied that the instructor had been regular throughout the course. About 100% of students are highly satisfied that the feedback on assessment were timely. Approximately 100% of students are highly satisfied that the recommended reading books etc were relevant and appropriate. Approximately 100% of students are highly satisfied that the material in practical was useful. Whereas 100% of students are highly satisfied that the material was well organized and presented. While 100% of students are highly satisfied that the pace of course is appropriate. About 100% of students are highly satisfied that the demonstrator dealt effectively with my problems. Around 100% of students are highly satisfied that the provision of learning resources on the web was adequate and appropriate (if relevant). While 100% of students are highly satisfied that the provision of learning resources in the library was adequate and appropriate. About 100% of students are highly satisfied that the Classrooms were satisfactory.



1.8.4 Teacher 2 Evaluation on ANTH 703, Session Spring 2017 (Evening)

The given course was taught to semester 2 Evening session of spring 2017 by Teacher 2. The results indicated by the graph highlights that 100% of students are highly satisfied that the material in the tutorials was useful. Almost 100% of students are highly satisfied that the material in the tutorials was useful. Roughly 100% of students are highly satisfied that the learning and teaching methods encouraged participation. Around 100% of students are highly satisfied that the ideas and concepts were presented clearly. Around 100% of students are highly satisfied that the provision of learning resources on the web was adequate and appropriate (if relevant). Approximately 100% of students are highly satisfied that the recommended reading books etc were relevant and appropriate. Approximately 100% of students are highly satisfied that the material in practical was useful. Just about 100% of students are highly satisfied that the course stimulated their interest and thought on the subject area. While 100% of students are highly satisfied that the learning materials (lesson plans, course notes etc) were relevant and useful. Almost 100% of students are highly satisfied that they think that the course was well structured to achieve learning outcomes. Whereas 100% of students are highly satisfied that the course was well organized (e.g. timely) access to materials, notification of changes, etc). Almost

100% of students are highly satisfied that the course objectives were clear. About 100% of students are highly satisfied that the demonstrator dealt effectively with my problems. Nearly 100% of students are highly satisfied that they think that they made progress in this course. Almost 100% of students are highly satisfied that they understood the lectures. While 100% of students are highly satisfied that the pace of course is appropriate. Roughly 100% of students are highly satisfied that the overall environment in the class was conducive to learning. Nearly 100% of students are highly satisfied that they think that they made progress in this course. While 100% of students are highly satisfied that the instructor was responsive to students needs and problems. Whereas 100% of students are highly satisfied that the material was well organized and presented. About 100% of students are highly satisfied that the Classrooms were satisfactory. Almost 100% of students are highly satisfied that the course workload was manageable. Almost 100% of students are highly satisfied that the tutor dealt with their problems effectively. Approximately 100% of students are highly satisfied that they were happy with the amount of work needed for tutorials. About 100% of students are highly satisfied that the feedback on assessment were timely. Almost 100% of students are highly satisfied that the method of assessment were reasonable. Roughly 100% of students are highly satisfied that they participated actively in the course. While 100% of students are highly satisfied that the provision of learning resources in the library was adequate and appropriate. Almost 100% of students are highly satisfied that the approximate level of the student's own attendance during the whole course.



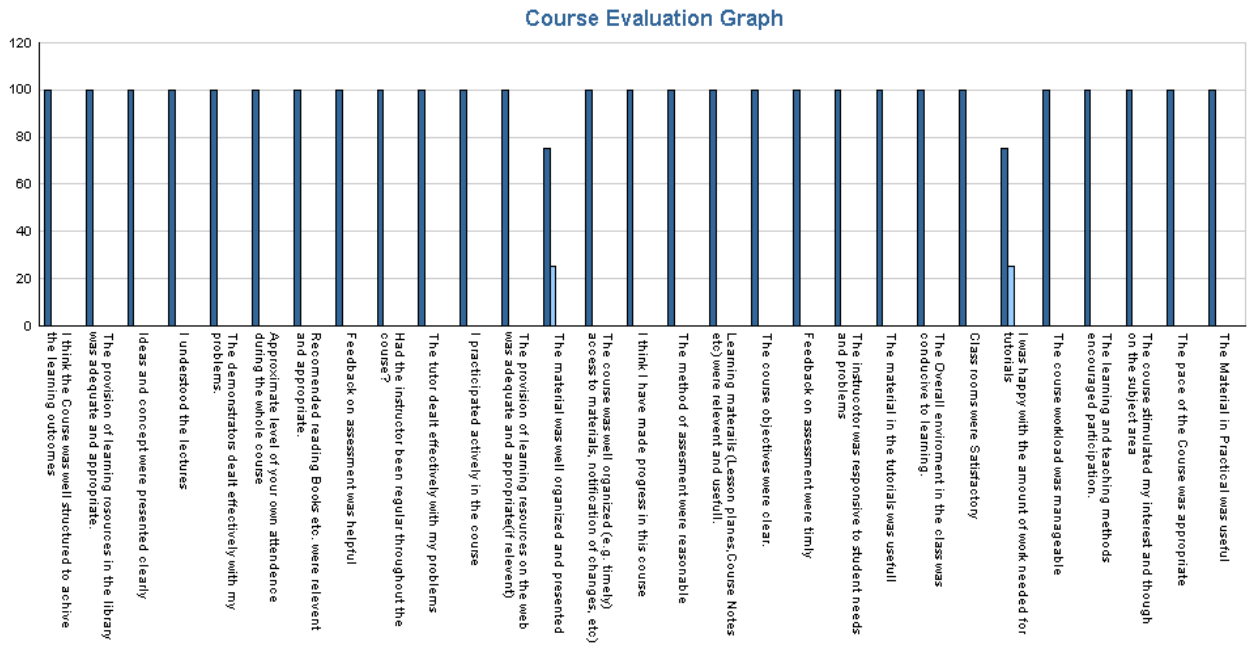
1.9 Session Fall 2017 (Evening)

1.9.1 Teacher 1 Evaluation on ANTH 704, Session Fall 2017 (Evening)

The given course was taught to semester 3 Evening session of fall 2017 by Teacher 1. The results indicated by the graph highlights that 100% of students are highly satisfied that the material in practical was useful. While 100% of students are highly satisfied that the pace of course is appropriate. Just about 100% of students are highly satisfied that the course stimulated their interest and thought on the subject area. Roughly 100% of students are highly satisfied that the learning and teaching methods encouraged participation. Almost 100% of students are highly satisfied that the course workload was manageable. Approximately 75% of students are highly satisfied versus 25%were satisfied that they were happy with the amount of work needed for tutorials. About 100% of students are highly satisfied that the Classrooms were satisfactory. Roughly 100% of students are highly satisfied that the overall environment in the class was conducive to learning. Almost 100% of students are highly satisfied that the material in the tutorials was useful. While 100% of students are highly satisfied that the instructor was responsive to students needs and problems. About 100% of students are highly satisfied that the feedback on assessment were timely. Almost 100% of students are highly satisfied that the

course objectives were clear. While 100% of students are highly satisfied that the learning materials (lesson plans, course notes etc) were relevant and useful. Almost 100% of students are highly satisfied that the method of assessment were reasonable. Nearly 100% of students are highly satisfied that they think that they made progress in this course. Whereas 100% of students are highly satisfied that the course was well organized (e.g. timely) access to materials, notification of changes, etc).

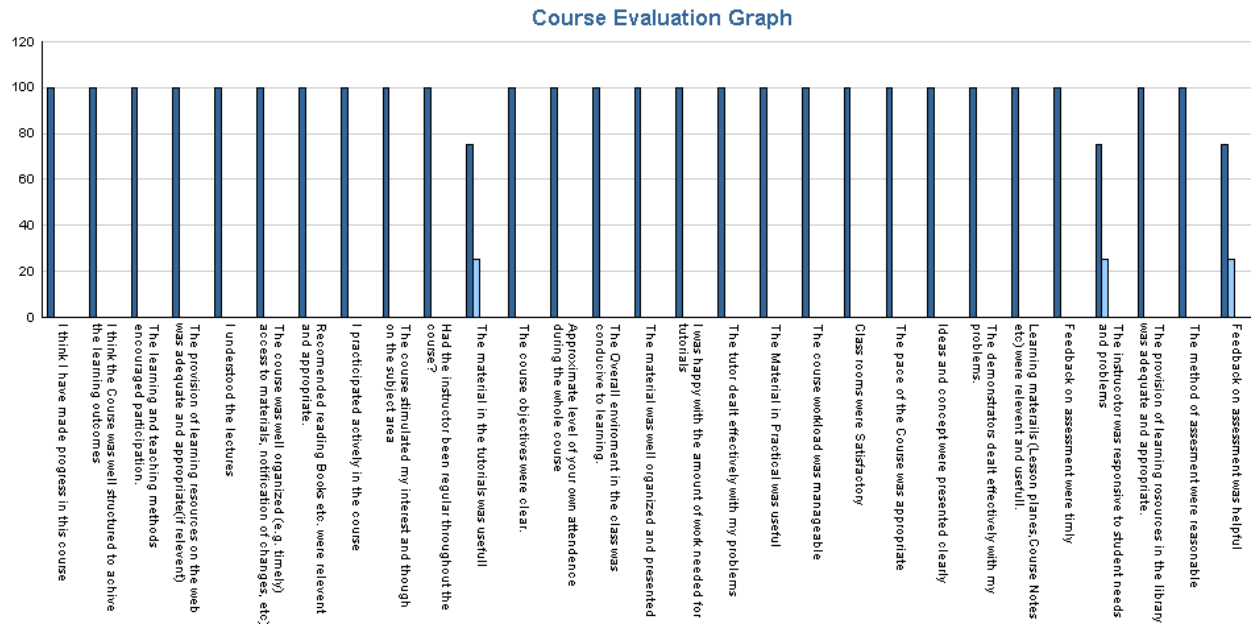
75% of students are highly satisfied versus 25%were satisfied that the material was well organized and presented. Around 100% of students are highly satisfied that the provision of learning resources on the web was adequate and appropriate (if relevant). Roughly 100% of students are highly satisfied that they participated actively in the course. Almost 100% of students are highly satisfied that the tutor dealt with their problems effectively. Nearly 100% of students are highly satisfied that the instructor had been regular throughout the course. Almost 100% of students are highly satisfied that the feedback on assessment was helpful. Approximately 100% of students are highly satisfied that the recommended reading books etc were relevant and appropriate. Almost 100% of students are highly satisfied that the approximate level of the student's own attendance during the whole course. About 100% of students are highly satisfied that the demonstrator dealt effectively with my problems. Almost 100% of students are highly satisfied that they understood the lectures. Around 100% of students are highly satisfied that the ideas and concepts were presented clearly. While 100% of students are highly satisfied that the provision of learning resources in the library was adequate and appropriate. Almost 100% of students are highly satisfied that they think that the course was well structured to achieve learning outcomes.



1.9.2 Teacher 2 Evaluation on ANTH 712, Session Fall 2017 (Evening)

The given course was taught to semester 3 Morning session of fall 2017 by Teacher 2. The results indicated by the graph signifies that 78% of students are highly satisfied versus 22%were satisfied that the feedback on assessment was helpful. Almost 100% of students are highly satisfied that the method of assessment were reasonable. While 100% of students are highly satisfied that the provision of learning resources in the library was adequate and appropriate. While 78% of students are highly satisfied versus 22%were satisfied that the instructor was responsive to student's needs and problems. About 100% of students are highly satisfied that the feedback on assessment were timely. While 100% of students are highly satisfied that the learning materials (lesson plans, course notes etc) were relevant and useful. About 100% of students are highly satisfied that the demonstrator dealt effectively with my problems. Around 100% of students are highly satisfied that the ideas and concepts were presented clearly. While 100% of students are highly satisfied that the pace of course was appropriate. About 100% of students are highly satisfied that the Classrooms were satisfactory. Almost 100% of students are highly satisfied that the course workload was manageable. Approximately 100% of students are highly satisfied that the material in practical was useful.

Almost 100% of students are highly satisfied that the tutor dealt with their problems effectively. Approximately 100% of students are highly satisfied that they were happy with the amount of work needed for tutorials. Whereas 100% of students are highly satisfied that the material was well organized and presented. Roughly 100% of students are highly satisfied that the overall environment in the class was conducive to learning. Almost 100% of students are highly satisfied that the approximate level of the student's own attendance during the whole course. Almost 100% of students are highly satisfied that the course objectives were clear. Almost 78% of students are highly satisfied versus 22%were satisfied that the material in the tutorials was useful. Nearly 100% of students are highly satisfied that the instructor had been regular throughout the course. Just about 100% of students are highly satisfied that the course stimulated their interest and thought on the subject area. Roughly 100% of students are highly satisfied that they participated actively in the course. Approximately 100% of students are highly satisfied that the recommended reading books etc were relevant and appropriate. Whereas 100% of students are highly satisfied that the course was well organized (e.g. timely) access to materials, notification of changes, etc). Almost 100% of students are highly satisfied that they understood the lectures. Around 100% of students are highly satisfied that the provision of learning resources on the web was adequate and appropriate (if relevant). Roughly 100% of students are highly satisfied that the learning and teaching methods encouraged participation. Almost 100% of students are highly satisfied that they think that the course was well structured to achieve learning outcomes. Nearly 100% of students are highly satisfied that they think that they made progress in this course.

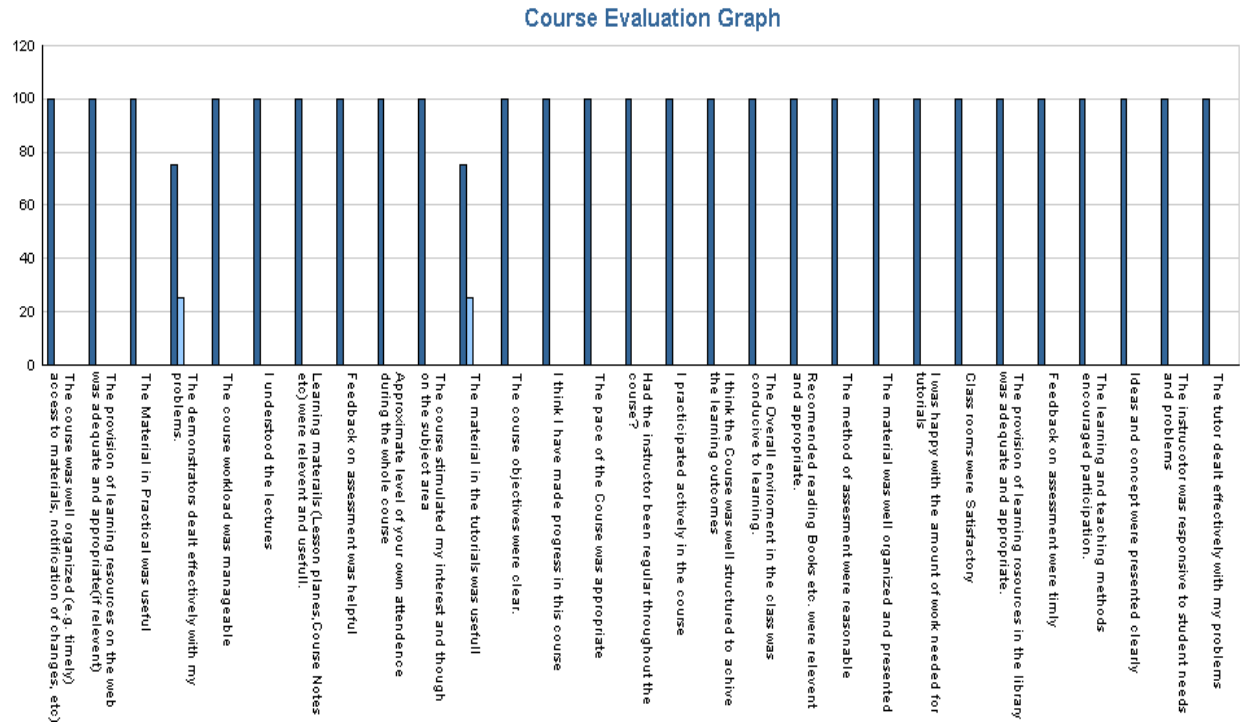


1.9.3 Teacher 2 Evaluation on ANTH 720, Session Fall 2017 (Evening)

The given course was taught to semester 3 Morning session of fall 2017 by Teacher 2. The result indicated by the graph signifies that Almost 100% of students are highly satisfied that the tutor dealt with their problems effectively. While 100% of students are highly satisfied that the instructor was responsive to students needs and problems. Around 100% of students are highly satisfied that the ideas and concepts were presented clearly. Roughly 100% of students are highly satisfied that the learning and teaching methods encouraged participation. About 100% of students are highly satisfied that the feedback on assessment were timely. While 100% of students are highly satisfied that the provision of learning resources in the library was adequate and appropriate. About 100% of students are highly satisfied that the Classrooms were satisfactory. Approximately 100% of students are highly satisfied that they were happy with the amount of work needed for tutorials. Whereas 100% of students are highly satisfied that the material was well organized and presented. Almost 100% of students are highly satisfied that the method of assessment were reasonable. Approximately 100% of students are highly satisfied that the recommended reading books etc were relevant and appropriate. Roughly 100% of students

are highly satisfied that the overall environment in the class was conducive to learning. Almost 100% of students are highly satisfied that they think that the course was well structured to achieve learning outcomes. Roughly 100% of students are highly satisfied that they participated actively in the course. Nearly 100% of students are highly satisfied that the instructor had been regular throughout the course. While 100% of students are highly satisfied that the pace of course was appropriate.

Nearly 100% of students are highly satisfied that they think that they made progress in this course. Almost 100% of students are highly satisfied that the course objectives were clear. Almost 78% of students are highly satisfied versus 22%were satisfied that the material in the tutorials was useful. Just about 100% of students are highly satisfied that the course stimulated their interest and thought on the subject area. Almost 100% of students are highly satisfied that the approximate level of the student's own attendance during the whole course. Almost 100% of students are highly satisfied that the feedback on assessment was helpful. While 100% of students are highly satisfied that the learning materials (lesson plans, course notes etc) were relevant and useful. Almost 100% of students are highly satisfied that they understood the lectures. Almost 100% of students are highly satisfied that the course workload was manageable. Roughly 78% of students are highly satisfied versus 22%were satisfied that the demonstrator dealt effectively with my problems. Approximately 100% of students are highly satisfied that the material in practical was useful. Around 100% of students are highly satisfied that the provision of learning resources on the web was adequate and appropriate (if relevant). Whereas 100% of students are highly satisfied that the course was well organized (e.g. timely) access to materials, notification of changes, etc).

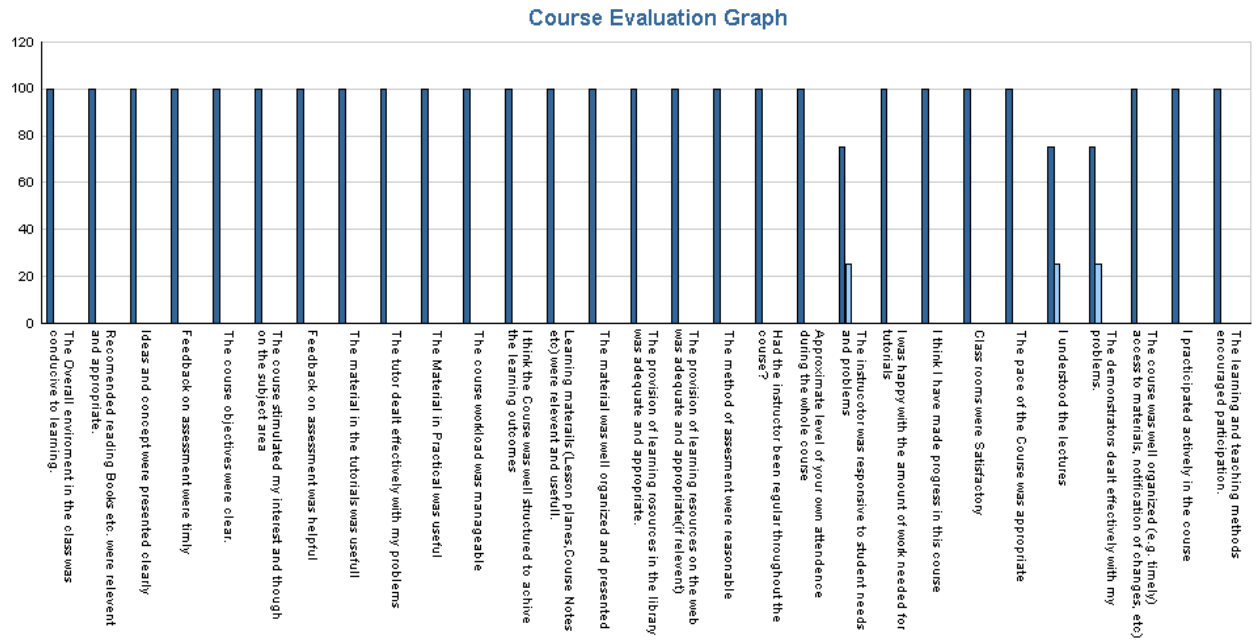


1.9.4 Teacher 2 Evaluation on ANTH 719, Session Fall 2017 (Evening)

The given course was taught to semester 3 rd Morning session of fall 2017 by Teacher 2. The result indicated by the graph signifies that Almost 100% of students are highly satisfied that the approximate level of the student's own attendance during the whole course. Roughly 100% of students are highly satisfied that they participated actively in the course. Whereas 100% of students are highly satisfied that the course was well organized (e.g. timely) access to materials, notification of changes, etc). About 78% of students are highly satisfied versus 22%were satisfied that the demonstrator dealt effectively with my problems. Almost 78% of students are highly satisfied versus 22%were satisfied that they understood the lectures. While 100% of students are highly satisfied that the pace of course was appropriate. About 100% of students are highly satisfied that the Classrooms were satisfactory. Nearly 100% of students are highly satisfied that they think that they made progress in this course. Approximately 100% of students are highly satisfied that they were happy with the amount of work needed for tutorials. While 78% of students are highly satisfied versus 22%were satisfied that the instructor was responsive to student's needs and problems. Almost 100% of students are highly satisfied that the

approximate level of the student's own attendance during the whole course. Nearly 100% of students are highly satisfied that the instructor had been regular throughout the course. Almost 100% of students are highly satisfied that the method of assessment were reasonable. Around 100% of students are highly satisfied that the provision of learning resources on the web was adequate and appropriate (if relevant).

While 100% of students are highly satisfied that the provision of learning resources in the library was adequate and appropriate. Whereas 100% of students are highly satisfied that the material was well organized and presented. While 100% of students are highly satisfied that the learning materials (lesson plans, course notes etc) were relevant and useful. Almost 100% of students are highly satisfied that they think that the course was well structured to achieve learning outcomes. Almost 100% of students are highly satisfied that the course workload was manageable. Almost 100% of students are highly satisfied that the material in the tutorials was useful. Almost 100% of students are highly satisfied that the tutor dealt with their problems effectively. Almost 100% of students are highly satisfied that the material in the tutorials was useful. Almost 100% of students are highly satisfied that the feedback on assessment was helpful. Just about 100% of students are highly satisfied that the course stimulated their interest and thought on the subject area. Almost 100% of students are highly satisfied that the course objectives were clear. About 100% of students are highly satisfied that the feedback on assessment were timely. Around 100% of students are highly satisfied that the ideas and concepts were presented clearly. Approximately 100% of students are highly satisfied that the recommended reading books etc were relevant and appropriate. Roughly 100% of students are highly satisfied that the overall environment in the class was conducive to learning.


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

PERFORMA-3: SURVEY OF GRADUATING STUDENTS

Performa 3: Survey of Graduating Students Session 2017 and Session 2018

The following information was given to us by the graduating students of the session 2017 and session 2018 regarding the course review and research work by the students of the final semester. A majority of students were highly satisfied with the program in increasing their learning, researching and writing skills and helped in overall stimulating in increasing their confidence level the subject inculcates through socialization in University and in the field work. Most of them are of view that the overall environment of the Department of Anthropology was conducive to learning. A lot of students showed a disagreement that university offers them any scholarships.

PERFORMA-4: RESEARCH STUDENTS PROGRESS REVIEW FORM

1.10 Researches produced in year 2017

Table 3: Researches produced in year 2017

Sr. No	Name of Student	Date of enrollment	Date of passing	Thesis topic	Research Supervisor
1	Usman Naeem	Fall, 2015	Fall, 2017	Issues of Smuggling at Islamabad Airport: A Qualitative perspective of Anti Narcotics Force	Ms. Mahwish Zeeshan
2	Sadaf Zaheer	Fall, 2015	Fall, 2017	Impact of Migration on the Left Behind families: A Study in Mirpur, AJK	Ms. Mahwish Zeeshan
3	Afshan Tofeeq	Fall, 2015	Fall, 2017	Female Mobility Issues in Education	Ms. Mahwish Zeeshan
4	Amal Urooj	Fall, 2015	Fall, 2017	The Dynamics of Watta Satta Marriages in Rural Sargodha	Ms. Mahwish Zeeshan
5	Ansa Saddaf	Fall, 2015	Fall, 2017	An Anthropogenic Approach of Female Health and Illness Beliefs in Murree	Dr. Abid Ghafoor Chaudhry
6	Aqsa Rasool	Fall, 2015	Fall, 2017	Cultural Perception of Aging: A Case Study of Changing Older Persons' Roles in Rawalpindi City	Dr. Abid Ghafoor Chaudhry
7	Durraiz Shahid	Fall, 2015	Fall, 2017	An Ethnographic Study of Nomadic Community in District Mandi Bahauddin	Ms. Mahwish Zeeshan
	Hira Saleem	Fall, 2015	Fall, 2017	Exploring Hepatitis Role:	Ms. Mahwish

8				A Case Study of Islamabad	Zeeshan
9	Lariab Imran	Fall, 2015	Fall, 2017	An Anthropo-Medical Study of Breast Fibro Adenomas among Females in Twin Cities	Ms. Mahwish Zeeshan
10	Lubna Azad	Fall, 2015	Fall, 2017	Female Students Orientations towards Modern Education System: A study of Madrassa in Jhelum	Ms. Mahwish Zeeshan
11	Mehreen Azhar	Fall, 2015	Fall, 2017	Language Barriers in Seeking Higher Education among Female Students in Urban Multan	Ms. Mahwish Zeeshan
12	Maryem Rauf	Fall, 2015	Fall, 2017	An Ethnographic Study of Family based Discrimination faced by females in Rawalpindi	Ms. Mahwish Zeeshan
13	Muhammad Adnan Riaz	Fall, 2015	Fall, 2017	Use of social media in spread of Extremism in Muzaffargarh	Ms. Mahwish Zeeshan
14	Muhammad Kamran Afzal	Fall, 2015	Fall, 2017	Care Delivery at an Old Age Home: Health Challenges to Older Persons	Dr. Abid Ghafoor Chaudhry
15	Rabia Awan	Fall, 2015	Fall, 2017	Role of women in Sustaining Livelihood through agriculture	Dr. Abid Ghafoor Chaudhry

				participation in Chakwal.	
16	Aqeel Khuram	Fall, 2015	Fall, 2017	An Ethnographic Study of a Shrine in Pakpattan	Dr. Abid Ghafoor Chaudhry
17	Gul Ahmed	Fall, 2015	Fall, 2017	Dynamics of Occupational Shift: A Study of Fisherman Community in District Larkana	Ms. Mahwish Zeeshan
18	Gul Mohammad	Fall, 2015	Fall, 2017	Role of Parallel Medical Systems in Cure of Hepatitus C: A Case Study of District Larkana	Ms. Mahwish Zeeshan
19	Suhaib Ur Rehman	Fall, 2015	Fall, 2017	An Ethnography of Pensioners in Banking Sector	Dr. Abid Ghafoor Chaudhry
20	Marwa Yaqoob	Fall, 2015	Fall, 2017	A Study of Political factions and its dynamics in Azad- Kashmir	Ms. Mahwish Zeeshan
21	Muhammad Ijaz	Fall, 2015	Fall, 2017	Ethnography of Ophthalmic Patients: A Case Study of Rawalpindi Eye Donors Organization	Ms. Mahwish Zeeshan
22	Gul Naz	Fall, 2015	Fall, 2017	Cultural Perceptions Regarding Women in Politics in Gilgit Baltistan.	Ms. Mahwish Zeeshan

1.10.1 Progress in research since last review

The students enrolled in 2016 have completed their field work and working on their thesis. About 50% of the students have submitted 1st draft of thesis while some are reviewing the literature and writing synopsis. Several students are writing research papers as well while few of the students have not reported to this question.

1.10.2 Comments on level of supervision received

Approximately 71% of the students have shown satisfaction towards the supervision they received during their research work. Students were of the view that their research supervisors were very supportive and the supervision was pertinent to their concerned research topic. They said that overall supervision was paramount and proved helpful for thesis writing. About 29% of the students did not give their comments about research supervision

1.10.3 Plans for achievement over six months

Almost 60% of the students have planned to find a job or will search for some internship/open an NGO or other Government organizations. Besides with searching a job they will be looking for taking admission in M.Phil to continue their studies. 30% of the students are interested to get an in-depth knowledge related to research tools & techniques in order to enhance their research capacity. About 10% of the students have an aim to submit their second draft of thesis.

1.10.4 Comments on generic/subject specialist training

Numerous 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.

1.10.5 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.

1.10.6 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. Around 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.

1.11 Researches produced in year 2018

Table 4: Researches produced in year 2018

Sr. No	Name of Student	Date of enrollment	Date of passing	Thesis topic	Research Supervisor
1	Zubaira Shabbir Malik	Fall, 2016	Fall, 2018	An Ethnographic Study of Traditional Sweet Making in Chakwal	Ms. Mahwish Zeeshan
2	Samara Shafique	Fall, 2016	Fall, 2018	Street Children and Delinquent Behavior: Reflecting the scenario in Gujar Khan	Ms. Mahwish Zeeshan
3	Hussian Ali Hashmi	Fall, 2016	Fall, 2018	Female involvement in Cottage Industry, A study of Mianwali	Dr. Abid Ghafoor Chaudhry
4	Mahrukh Khoso	Fall, 2016	Fall, 2018	Social Assimilation between Religious Faiths	Ms. Mahwish Zeeshan

				in Kashmore	
5	Aqib Saleem	Fall, 2016	Fall, 2018	A Study of Beliefs and Rituals of Pilgrims at Baba Shah Daula Shrine	Dr. Abid Ghafoor Chaudhry
6	Ayesha Siddiqua	Fall, 2016	Fall, 2018	Emotionalism and challenging Behavior among youngsters in Islamabad	Dr. Abid Ghafoor Chaudhry
7	Kainat Majeed	Fall, 2016	Fall, 2018	Issues of Marital Alliances faced by Dual Nationals: Grass root Reflections from Mirpur AJK	Ms. Mahwish Zeeshan
8	Wazeema Malik	Fall, 2016	Fall, 2018	Oral History of a Shrine in Potohari Context: An Ethnography of Local Belief system and practices.	Ms. Mahwish Zeeshan
9	Mahnoor Butt	Fall, 2016	Fall, 2018	Ethnography of Rural Urban Migration and changing Life Patterns in Sailkot City	Dr. Abid Ghafoor Chaudhry
10	Maria Waheed	Fall, 2016	Fall, 2018	Endogamous Marriages and Hereditary Diseases: A case Study in Chakwal	Dr. Abid Ghafoor Chaudhry
11	Rabeea Hassan	Fall, 2016	Fall, 2018	Causes and consequences of pre-marital relationships in Urban Islamabad	Dr. Abid Ghafoor Chaudhry
12	Saba Arshad	Fall, 2016	Fall, 2018	Soico-Cultural Effects of land Disputes in Gujrat	Ms. Mahwish Zeeshan

1.11.1 Progress in research since last review

The students enrolled in 2017 have completed their field work and working on their thesis. Approximately 50% of the students have forwarded the 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.

1.11.2 Comments on level of supervision received

Almost 69% of the students have shown gratification towards the supervision they received during their research work. Students were of the view that their research supervisors were willing to help and the supervision was appropriate according to the concerned research topic. They said that overall supervision was upto the mark and proved helpful for thesis writing. 31% of the students did not give their comments about research supervision. Almost 10%didn't responded to the question.

1.11.3 Plans for achievement over six months

Almost 60% of the students have planned to find a job or will search for some internship/open an NGO and INGOs. Besides with searching a job they will be looking for taking admission in M.Phil to continue their studies. Roughly 30% of the students are interested to get an in-depth knowledge related to research tools & techniques in order to enhance their research capacity. Almost 10% of the students have an aim to submit their second draft of thesis.

1.11.4 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.

1.11.5 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.

1.11.6 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-5: FACULTY SURVEY

1.12 Faculty Survey

Table 5: 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	A
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 of Anthropology	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 of Anthropology	A	A
12	Amount of time you have for yourself and family	A	B

13	The overall climate at the Department of Anthropology	A	A
14	Whether Department of Anthropology 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 contentment in the Department of Anthropology	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.	Additional Research work. Skill enhancement Workshops.

PERFORMA-7: ALUMNI SURVEY

1.13 Alumni Survey

The students graduated in year 2017and 2018 provided the feedback that majority of the students are involved in a variety of professional endeavors. Some of the students are self employed others are employed in Government and non government NGOs. Some of students are also working for Government offices such as Income Tax department and education department in various parts of the country. Several of the students are employed in private sector organizations such as Haier Company, Banks etc. Multiple students get enrolled in universities such as Quaid–i-Azam University, Islamabad and Fatima Jinnah Women University, Rawalpindi for achieving higher education in Anthropology. Numerous students are engaged in achieving education in different languages as Chinese from National University of Modern Languages, Islamabad which another benefit as an anthropologist for conducting research work in foreign countries. Furthermore some of the students are also engaged as teachers in private schools. Overall students are satisfied that the degree in Anthropology provides them with opportunities to pursue their future goals.

It is found through survey that students believe that more applied courses shall be introduced in degree and applied research topics shall be encouraged that will enable the students for future professional accomplishments. Some of the students also encouraged that the Department of Anthropology shall more of educational trips so they can have a hands on experience regarding practical application of the theoretical knowledge. The Department of Anthropology is only provided with single classroom which is not sufficient for professional grooming of the students.

PERFORMA-8: EMPLOYER SURVEY

1.14 Employer Survey

The responses gathered through the employer survey highlighted the response regarding the graduates of Session 2017 and Session 2019. The employers remarked about the graduate's working skills, interpersonal skills, communication skills, leadership skills, computer knowledge, independent thinking and ability to work in groups and solve problems.

The additional comments made by the employer are that Anthropology is multi faceted branch of social sciences that deals with humans, so they inherently have the abilities to deal the complex situations and problems. A special focus shall be made to giving awareness about the subject. Another shortcoming highlighted by the employers is that graduates are lacking in efficient verbal communication skills. Furthermore a more attention shall be given to practical application of research in development sector in order to widen the horizon of employment opportunities in Governmental and Non Governmental NGOs and INGOs.

1.15 Standard 1-3

The results of Programme's assessment and the extent to which they are used to improve the Programme must be documented.

Describe the actions taken based on the results of periodic assessments.

Following actions have been taken: (e.g. periodic revision of the road map, courses list, course outline etc)

1. We are making continuous effort to improve our supervision process. The areas which we have worked on so far include appointment of new supervisors, student progress evaluation and improvement of class room.

2. The Department of Anthropology is working with the students and supervisors in terms of research progress and monitoring of the students. At individual level, a supervisory

committee provides mentoring services to the students in their research work. Whereas at the departmental level, research and students related issues are presented in the Board of Studies meeting which is usually held twice in a year. Expertise of an external member is also solicited at this forum to enhance the scholarly input and functionality of the process.

Based on recent assessments, describe future Programme improvements plans

Department of Anthropology has taken following steps keeping in view analysis of the surveys and learning outcomes of Masters level students (fall 16-18).

1. Series of meetings are frequently held to revise and update curriculum of M.Sc program. As an effort to produce quality teaching viz a viz quality learning. Likewise Department of Anthropology is trying its best to ensure strong linkages with both academia and industry by provision of able graduates for development, public and private sectors.
2. Recently University administration inducted two lecturers in the Department of Anthropology.
3. In almost all courses, IT applications are mandatory.
4. In evening programs university management has revised remuneration of the visiting faculty members to enhance quality teaching and research.

1.16 Strengths of the program

As a discipline Anthropology is known for its integrative or "holistic" approach that connects humanities, life sciences and social sciences in a broader spectrum of knowledge. By virtue of this discipline students get academic training as well its practical application. Our program is effectively developing independent thinking.

Since Anthropology has strong ties with an array of disciplines from biology, fine arts to digital science. By virtue of its integrating research approach it helps the students to construct a broader understanding of the human lives in evolutionary, historical, biological, cultural, and

linguistic contexts within the domain of its four subfields. **Biological Anthropology** provides knowledge about life's origin and evolution particularly of humans. The study material covered under this field relates to genetics, material remains (stone tools), and fossils. **Archaeological Anthropology** provides knowledge regarding traces of prehistoric civilization by studying humans across the globe (from Stone Age to date), emergence of agriculture, industrialization, "civilizations" to complex post modern societies**.** By living as a member of a particular community, **Socio-cultural and linguistic Anthropology** studies cultures and languages as a tool of study**.** Following the academic tradition, Anthropology provides scholars to have a diverse and broad understanding of the discipline.

In the research part, students of Anthropology carry out rigorous work on various social problems related to incredible diversity of human life ways, cultural elements as well as modes of thought, beliefs and languages. Anthropological research aims to have a deep understanding of changing trends of human life and subsequently its transformation by focusing on diversity. Research works done by the scholars offer an understanding of universal meanings of cultures, societies and languages in the better way hence it provides solutions to various social issues at micro as well as macro levels.

1.16.1 Theoretical orientations

The Department of Anthropology through its various programs lays the theoretical basis of the discipline by appreciating human diversity. While studying humans, both scientific and humanistic perspectives are taken into consideration by the researchers. At an advance level it particularly focus on an increasing interconnectedness with the new integrated arenas of knowledge like Digital Anthropology.

1.16.2 Socio-cultural Anthropology

First and foremost students learn the significance of basic concepts and terms used by Cultural Anthropologists. This enables them to make explicit complexities of the relationship between culture and the individual. Students find out how people of various cultures made their

existence and living possible in local as well as global perspective. By the end, young scholars of the development demonstrate an understanding of the concept of culture as the adaptive mechanism from the perspective of an Anthropologist like how they are and how they were?

1.16.3 Archeological Anthropology

In this course, students understand the procedures used by Archeological Anthropologists. This field of Anthropology provides a comprehensive overview of the archaeological science to the students amid at discovering the past societies and culture through material remains. Students learn about the major concepts, methodological and ethical limitations of the sub discipline of Anthropology.

1.16.4 Physical Anthropology

This course enables the students to better evaluate the importance of key perspectives within the domain of Biological Anthropology related to development. The particular focus of the subject matter is on evolutionary theory related to human evolution and its synthesis to an era of post modernity. Additionally students understand how cultural adaptations as well as human behavior were produced in both physical as well as social environments over space and time.

1.16.5 Linguistic Anthropology

Department of Anthropology has offered a course on Linguistic Anthropology, it enables the students to apply Anthropological approaches to the study language and culture. What is language? What is its significance in a culture in constructing individual identities as a member of a group? Students learn how language plays vital role in socialization, globalization, and domination processes. Similarly how language reflects and creates thought? How it determines power relations within a culture and hence produces social realities?

1.16.6 Culture and Medical Practices

This course provides core understanding of socio-cultural determinants of health and mechanism of cultural systems of communities surrounding it. Furthermore, it provides key Anthropological perspectives on culture through global cultural transformation. Based on ground realities, perception and existence of the disease in the cultural context it offers coping mechanisms to address related health related issues.

1.16.7 Global Cultural Transformation

This course attempts to provide an understanding of progressive journey of human beings. How we got here and where we heading in this digital world. It further broadens students' understanding of global trends and its effects on local cultures. This helps the scholars to critically study current developments in the field of study.

1.16.8 Ethical Reasoning

The course helps the students' ability to learn and apply ethical reasoning while studying private and public life. Students are encouraged to develop a defensible ethical position of their own so that they can reflect rigorously on ethical issues of more than one side of personal or policy dilemmas. By the end students of the term students are supposed to be well aware of the ethical as well as legal considerations as well as after effects of data collection, analysis as well as publication of the data.

1.16.9 Seminar and Social Problem

By virtue of these two courses students focus on an interesting *social issues* or problem of society and present viable solutions. Students work is usually based on field research or secondary data from differing viewpoints and perspectives. These courses identify the strengths and flaws of each standpoint. While doing so, students understand how social problems relate with, and can sustain overall social inequalities in a community or society.

1.17 Identified program weaknesses

The following is a brief discussion of some of the weaknesses of the Department of Anthropology

1. There is only a single class room to accommodate M.Phil, M.Sc and BS Anthropology programs simultaneously.
2. Shortage of office staff and faculty
3. No provision of Field Work Assistant to support the research based programs of the Department of Anthropology.
4. Non availability of research labs.
5. Budgetary constraints
6. Shortage of faculty
7. CMS based shortcomings

Department of Anthropology is currently running three programs i.e. BS, M.Sc and M.Phil Anthropology. The Department of Anthropology has only three permanent faculty members i.e. one Associate Professor and three Lecturers (one of them is currently on study leave). The Department of Anthropology is dealing with limited faculty availability particularly at senior positions i.e. Assistant Professor, Associate Professor and Professor. Due to shortage of faculty one of the programs of the Department of Anthropology is halted since last two years. To address the issue of halted M.Phil Program University has transferred services of one lecture, PhD in Anthropology from Sociology Department of Anthropology. There is a dire need to fill the vacant posts to run the departmental matters smoothly.

1.18 Non availability of Field Work Assistant and research labs

There is no provision of Field Work Assistant to support the research based programs of the Department of Anthropology. Similarly non availability of research labs is badly affecting quality academic and research output.

1.19 Budgetary constraint

One of the major challenges that the Department of Anthropology is constantly facing is budgetary constraint to initiate any development initiative for faculty as well for conducting professional development events for the students. It is felt that there must be considerable institutional support and the financial resources so that the program can meet its objectives to sustain its strength.

1.20 Major improvement plans

Based on the survey findings the Department of Anthropology aspires to make the following submissions;

1. Filling the vacant posts.
2. Establishing research lab for the students
3. Hiring Field Assistant(s) to aid and monitor students research work.
4. Recording the ethnographic accounts of Anthropology of *Potohar* Region.
5. Initiate PhD. Anthropology Program.
6. Continuation of M.Phil Anthropology Program.
7. Make a request to establish labs for both faculty and students of Department of Anthropology.
8. Establishing and strengthening external linkages with national and international agencies, industry, government and academia.
9. Department of Anthropology aspires to offer diploma in four sub fields of Anthropology.

1.20.1 Service to the community by the Department of Anthropology

Applied side of Anthropology *attempts t*o address real life problems of humans through its unique nature of inquiry. Anthropology offers help to the local *communities* to solve their problems in almost every aspect including education, health and environment. Anthropology has

a key role to play in motivation and mobilization of the general masses. They play a vital role in understanding perception of students, faculty and staff to inculcate desired changes in their knowledge, attitude and practices.

Present performance measures for community services. This may include number of short courses per year, workshops and seminars organized:

Department of Anthropology offers various public seminars, thematic lectures, colloquiums and focused discussions at various forums to highlight issues pertaining to students, faculty and staff.

Following is table presents umber of thematic lectures conducted by the Department of Anthropology.

Table 6: Community Services

S. No	**Title of Training/ Workshop**	**Date of Event**	**Name of Speaker**	**Major Area of Training**	**Number of Partici-ant**	**Audience Type (Student/ Faculty/ Staff)**
	Role of modernization in Changing Social Structure of Society	26-01-2018	Ms. Shakeela Ibrahim Raja	Changing Social Structure of Society	100	Students, Faculty & Staff
	Cultural Imperialism Ideas and Debates	25-01-2018	Mr. Shaheer Ellahi Khan	Cultural Imperialism	150	As above

1.21 Faculty satisfaction regarding the administrative services

Overall higher management is very kind and supportive towards departmental activities. The faculty is quite satisfied with the administrative support they receive from the Department of Anthropology in terms of provision of IT equipments needed for enhancing quality teaching and learning in the class room however, Department of Anthropology lacks computing facility, printing and photocopying at their offices. In order to improve the efficiency of the Department of Anthropology few improvements as mentioned above for consideration note.

1.21.1 Limited scholarships and research grants

Unlike other universities, Department of Anthropology lacks allocation of research grants to the students to support their field research.

1.21.2 Limited field visits

Due to budgetary constraints and non availability of Field Work Supervisor(s) Department of Anthropology is falling short of paying field visits to monitor student's research work.

1.21.3 Shortage of offices

There is shortage of independent offices for newly appointed faculty.

CMS based shortcomings

There are multiple Courses in fall 2016 was taught by visiting faculty but enrolled in the name of the Chairman as there were some issues with CMS accounts of the visiting faculty and there is a specific time line for enrollment in the given semester.

1.22 Standard 1-4 The department must assess its overall performance periodically using quantifiable measure

The department must assess its overall performance periodically using quantifiable measures

Table 7: Number of enrollments during Fall 2016-2018

Semester/Session	Total Enrollment *
SEMESTER	M.Sc
Session Fall 2016-2018	43 Total

Source: M.Sc Cluster student details (Annexed)

Table 8: Faculty engaged during Fall 2016-2018

SEMESTER	Visiting Faculty (VFM)	Number of PhD Faculty (PFM)	PhD/non PhD (PFM)
FALL 2016	06	01	100%
SPRING 2017	03	01	100%
FALL 2017	05	01	100%
SPRING 2018	10	01	100%

Table 9: Student intake during Fall 2016-2018

Semester	Total Intake	Drop/Left	Qualified	Avg CGPA
FALL 2016	14	1	13	---
SPRING 2017	13	-	13	---
FALL 2017	29	-	29	---
SPRING 2018	29	0	29	---

Table 10: Semester wise and student wise summary of student progress

Year	Total Enrolment	Student faculty ratio	Programme completing time on average
FALL 2017	29	2:5	2 Years
SPRING 2017		2:5	
FALL 2018	31	2:5	
SPRING 2018		2:5	

Table 11: Present performance measures for research activities

Sr.No.	**Faculty Member**	**No. of Conference Publication**	**No. of Journal Publication**
		International/Local	International/Local
1	Dr. Abid Ghafoor Chaudhry	**10**	**121**
2	Dr. Nazia Rafiq	**6**	**7**
3	Ms. Mahwish Zeeshan	**0**	**27**
4	Ms. Rabia Jawed	**0**	**0**
5	Ms. Shagufta Hamid Ali	**0**	**0**

CRITERION 2: CURRICULUM DESIGN AND ORGANIZATION

Masters of Anthropology

A minimum of four semesters and maximum of six semesters is offered in 2 years duration program.

1.23 Pre-requisites of the Program

1. As per university's criteria, potential candidate intending to take admission, must have passed the bachelor's degree program with at least 45% marks from a HEC recognized institution.

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

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

1.24 Degree requirements for Masters

Degree requirement is 60 credits in total out of which 10 credits are of research thesis.

Table 12: New Scheme of Studies: M.Sc Anthropology

Course No.	**Credit Hours**	**Course Title**
Core Courses		
ANTH-701	3(3-0)	Introduction to Anthropology

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

Table 13: Additional courses from other departments

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

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

Table 14: Courses versus Programme Objectives

Courses/Group of courses	Objectives			
	1	2	3	4
ANTH-714, ANTH-712, ANTH-721, ANTH- 723	*	*	*	*
ANTH-702, ANTH-704, ANTH-705, ANTH-709, ANTH-715	+	*	*	*
ANTH-701, ANTH-717, ANTH-718, ANTH-720, ANTH-724, ANTH-726	*	*	*	*
ANTH-703, ANTH-706, ANTH-716	+	*	*	*
ANTH-707, ANTH-708, ANTH-713, ANTH-719, ANTH-722, ANTH-726, ANTH-727, ANTH-728	*	*	*	*

Legends:

Use * to denote substantial contribution,

Use + to denote moderate contribution

Use - to denote no contribution

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

Theoretical background, problems analysis and solution design must be stressed within the Programme's core material. Indicate which courses contain a significant portion (more than 30%) of the elements in standard 2-2.

Table 15: Programme courses on theoretical background, problem analysis and solution design

Elements	Courses
Theoretical Background	ANTH-701, ANTH-703, ANTH-704, ANTH-707, 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

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

The curriculum must satisfy the core requirements for the Programme, as specified by the respective accreditation body.

Not Applicable

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

The curriculum must satisfy the major requirements for the Programme as specified by HEC, the respective accreditation body/councils.

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

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

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

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

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

Information technology component of the curriculum must be integrated throughout the Programme.

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

Table 16: Pure computing courses

Course Code	Course Title	Credit Hours
MATH-701	Computer Application in Statistics	4(2-4)
MATH-708	Computer Applications Software	4(2-4)

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

Oral and written communication skills of the student must be developed and applied in the Programme

Indicate the courses within the Programme contents that will satisfy the standard.

Table 17: Applied computing courses

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

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

CRITERION 3: LABORATORY AND COMPUTING FACILITY

Describe the laboratory/ computer facilities that are available for use in the programme under assessment.

The Department of Anthropology is lacking computing facility for the students therefore, a computer lab is a dire need to familiarize students with application of computer based skills and knowledge in their academic pursuits. Anthropology requires establishment of laboratory for its various sub disciplines but due to physical and financial constraints Department of Anthropology is enable to establish such labs.

It is also felt that there should be WiFi system within the Department of Anthropology so that staff and students can connect to the digit world through their laptops from anywhere in university. At present Department of Anthropology has LAN/WAN facility for faculty only.

1.32 Standard 3-1 General Computer Labs

As mentioned above IT equipped labs are required for M.Sc students of Anthropology program to complete their research thesis within given time frame. Establishment of computer lab will help the students to analysis their work on qualitative and quantitative softwares. At the university level there is a Student Resource Center and general computer lab(s) in Central Library of the university.

1.33 Standard 3-2: There must be support personal for instruction and maintaining the laboratories

Only one attendant (Naib Qasid) is available to serves the Department of Anthropology to maintain the class room and manage other day to day official posting (dak). It is felt that the number of support staff needs to be raised. Similarly the Department of Anthropology needs more administrative staff and faculty in order to cater its needs. Additionally the Department of Anthropology also seeking institutional support in providing research grants and scholarships/research stipends as in other universities of the country. Provision of Field visit fund

is required so that supervisors can carry out monitoring research visit to the locales of their research students' work.

1.34 Standard 3-3: The University computing infrastructure and facilities must be adequate to support program's objectives

The University computing infrastructure and facilities must be adequate to support Programme's objectives:

CRITERION 4: STUDENT SUPPORT AND COUNSELING

The Department of Anthropology always provides counseling and advisory services to its students. Department of Anthropology also engages its students in extra-curricular activities in addition to academia. Special advisory services and help desks are established at the time of admission for guidance and help. The Department of Anthropology believes in open door policy for its students to discuss their academic and personal grooming matters.

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

Courses must be offered with sufficient frequency and number for students to complete the Programme in a timely manner

1.35.1 Provide Department's strategy for course offerings.

A well defined scheme of studies for M.Sc Anthropology program is approved by the Academic Council. Taught courses are as per the criteria of HEC and university policy regarding offering major and minor courses in each semester.

1. The courses are offered in each semester as per the approved road-map.
2. A student can register maximum 9 credit hours in one semester.
3. Explain how often required courses are offered.
4. twice a year courses are offered in fall semester and spring semester

Explain how required courses outside the department are managed to be offered in sufficient number and frequency

- 1/3 minor courses are offered in each semester.

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

Courses in the major area of study must be structured to ensure effective interaction between students, faculty and teaching assistant. Describe how you achieve effective student / faculty interaction in courses taught by more than one person such as two faculty members, a faculty member and a teaching assistant or a lecturer.

Both theoretical as well as practical side of academia is focused at every level particularly at the stage of course development/updating. In order to ensure effective interaction between students and faculty advisory services are rendered in a mix of pure and applied context of the discipline at both group/individual levels. At one hand this is done in order to meet the diverse and dynamic needs of the discipline while on the other hand, it provides new approaches and theoretical dimensions of Anthropology as a discipline. Split schedule of each course is shared with the students at the start of each semester/course for successful completion of teaching and learning tasks as expressed in the objectives of the study. Any change introduced in the scheme of studies need to be prior approved by the relevant Board of Studies at departmental level first. The Department of Anthropology does not have any tradition to assign a course to two different faculty members.

1.37 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

Guidance on how to complete the Programme must be available to all students and access to academic advising must be available to make course decisions and career choices. Describe how students are informed about Programme requirements.

An orientation session by the university is arranged for new students by the university. The objective of this session is to inform new comers about the program requirements, rules and regulations and facilities available at the campus.

Describe the advising system and indicate how its effectiveness is measured.

Students are encouraged to meet with the faculty so that they can interact and inform them regarding the intital settlement issues/problems that are likely to affect their academic performance. Similarly, throughout the course of study students can seek advisor's expertise to effectively achieve their academic goals. The effectiveness of advising system is monitored by the HOD by having time to time meetings with the students and faculty.

CRITERION 5: PROCESS CONTROL

1.38 Standard 5-1: The process by which students are admitted to the program must be based on quantitative and qualitative criteria

The process by which students are admitted to the Programme must be based on quantitative and qualitative criteria and clearly documented.

University administration and various statutory bodies are responsible to for various activities like students' admission, registration activities etc. Similarly induction of new faculty is done by the university administration through a transparent recruitment process.

1.39 Standard 5-2 Describe the Programme admission criteria at the institutional level, faculty or department if applicable.

An admission advertisement is published in the national newspapers by the Registrar Office. Once in a year, at the time of admission students' registration is done. For M.Sc Anthropology program, a well established admission criterion duly approved by the University Academic Council and Syndicate. In general, based on the academic record students are admitted/registered on competition bases. Once the students are admitted each course of the semester undergoes evaluation process. Students are evaluated on the basis of Midterm exams and Final term exams (written assignments, oral presentations, quizzes, book reviews, practical research based work etc). Upon successfully acquiring the promotion criteria set by the university (a specific CGPA after each semester) students are promoted to the next semester.

1.40 Standard 5-3. The process of recruiting and retaining highly qualified faculty members must be in place and clearly documented. Also processes and procedures for faculty evaluation, promotion must be consistent with institution mission statement. These processes must be periodically evaluated to ensure that it is meeting with its objectives.

Recruitment policy and rules of the university are in line with HEC. Jobs are advertised in national newspapers and on university's website. On the basis of experience, qualification and publications applicants are shortlisted against each post. University Selection Board interviews the candidates. After the interviewing process, principal and alternate candidates are chosen. If the principle candidate refuses to join due to any reason then offer is made to alternate candidate. Selection of candidates is approved by the Syndicate for issuing orders to join within stipulated time period. Number of approved vacancies determines the number of new inductees. In line with HEC guidelines, university has adopted Tenure Track System (TTS) for highly qualified and motivated faculty members. University also support/adjust foreign faculty professor, national professors by deputing them in various departments/institutes. In addition to full time regular faculty, highly qualified and specialized teachers are hired as visiting faculty for evening program. This process is routed through a competitive online process. Preference is given to the candidates who have strong teaching working in the public university or development sector research background.

1.41 Standard 5-4: 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. The process must be periodically evaluated to ensure that it is meeting its objectives.

There is a periodic system of curriculum update to address the pressing needs of new innovations, technology and industry demands. Latest books are provided to the students by department's own pool of books. This subject/course books are also available in the central library of the university, but recent books are not available in the library. Short documentaries

and video clips are also made part of lectures to draw visual comparisons across various cultures/communities of the world. In addition to these photocopied material (books, recent research articles) are provided to the students. To meet the objectives and outcome of the M.Sc Anthropology program efforts are made to impart and ensure quality education and learning outcomes. Lectures are presented on multimedia aided by illustrations on board. Teaching and research progress is regularly monitored by Quality Control Cell through monitoring visits, lab books, snap check and reviews. At the departmental level, review process is output based which is assessed through weekly/monthly/quarterly/yearly progress reports.

To ensure effective student learning following procedures are followed:

1. At the end of each semester, faculty is evaluated by the students as well as by the Head of Department of Anthropology.

2. At the end of each semester, review forms are also filled by the faculty.

3. QEC is established to help teachers evaluate their performance, find out their strengths and weaknesses and get guidance for improvement.

4. Department of Anthropology regularly evaluates this procedure every semester to incorporate improvements suggested by faculty and students.

1.42 Standard 5-5: The process that ensures that graduates have completed the requirements of the program must be based on standards, effective and clearly documented procedures. This process must be periodically evaluated to ensure that it is meeting its objectives.

To ensure that graduates meet the program requirements, student's attendance, academic performance and behavior are continuously monitored by faculty, class advisors and HOD. Attending at least 80% of the contact hours is mandatory for every student, failing to which the students are not allowed to appear in the final examination. Class advisors (Faculty) guide all

students in general and weak students in particular so that they successfully meet the program requirements.

The evaluation procedure consists of mid, final exams, assignments, reports, technical and oral presentations. After each semester, the Controller of Examinations announces the date of commencement of examination subsequently the same office notifies semester results of the students. The whole process and students feedback is periodically evaluated through QEC Performas. The data is pooled in the repository of the university and is later used to evaluate teacher performance as well as students' satisfaction level.

1.43 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.

1.44 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.

1.45 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

1. To ensure high quality teaching, new ideas and subject matter is always welcomed to be incorporated in the subjects.

2. According to the new demands rising in the job market, new courses are introduced and included in the curriculum.

3. Students are provided the study material mostly by the teachers but the student also buy the recommended books.

4. Most of the lectures are supplemented by overheads, maps, slides and picture

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

Yes, it is from time to time evaluated through evaluation Performas developed by QEC.

1.47 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 commencement of examinations including midterm and final or semester end examination in which students appearing on merit of 75% attendance can sit and take the final examinations. In theory, weightage to each component of examination is as prescribed here under:

1. 30% Mid Examination
2. 10% Assignments
3. 60% Final Examination
4. Grade points are as follows

Table 18: Grading criteria

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.

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

1. Yes, this process is periodically evaluated

CRITERION 6: FACULTY

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

The Programme areas/courses with continuity and stability. The interests and qualifications of all faculty members must be sufficient to teach all courses, plan, modify and update courses and curricula. All faculty members must have a level of competence that would normally be obtained level through graduate work in the discipline.

Presently there is one Associate Professor, and two lecturers working in the Department of Anthropology, services of one lecturer who was already serving in Department of Sociology of the same university is placed in the department to address the issue of M.Phil Anthropology halted program due to shortage of faculty. To share the burden of teaching and research, Department of Anthropology direly needs PhD Faculty members. This will also ensure sustainability of M.Phil program and initiation on PhD. Program in near future. The faculty resumes are attached at the end of the document.

1.48.1 Faculty distribution by programme areas

The following table indicates Programme areas and number of faculty in each area.

Table 19: Faculty distribution by programme areas

Programme area of specialization	Courses in the area and average number of sections per year	Number of Faculty members in each area	Number of Faculty members with PhD degree
Urban Anthropology		1	2
Anthropological Theory		1	2

Political Anthropology		1	2
Perspectives on Development		2	2
Introduction to Anthropology		4	2
Anthropology of Religion		2	2
Ethnographic Research Methodology		2	2
Archeology		1	2
Socio-cultural Anthropology		3	2
South Asian Society		2	2

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

Department of Anthropology always supports its young faculty. 80% faculty members are keeping their knowledge current as per their CVs. Faculty members are geared towards both teaching and research. However, due to shortage of staff and workload faulty members are seldom spared for professional training, research and academic opportunities of their interest. Higher qualification opportunities like P.hD and Post Doc shall be provided to the faculty so that the faculty meets the national/international standards.

1.50 Standard 6-3 to 6-7: All faculty members should be motivated and have job satisfaction to excel in their profession. Motivation and appreciation by the senior faculty members provides enthusiasm to the young faculty members.

Faculty members are given full independence for conducting research and publishing it. Unfortunately, majority of the faculty members are overburdened which affects the process of quality education and research. The *Resumes* of the faculty members are suggestive of overwork particularly in thesis supervision.

1. Number of faculty members holding PhD. degree in the department: 2

2. Number of HEC approved PhD. Supervisors in the department: 1

3. Number of HEC Registered PhD Supervisor in the department: 1

4. Four Departmental Board of Studies were held in last two years for reviewing curricula and address student related allocations and decisions.

5. Each Faculty member maintains file/folder for each course every semester.

6. Percentage of visiting faculty members: ~ 10 %

CRITERION 7: INSTITUTIONAL FACILITIES

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

The faculty has access to the e-library which is really helpful to promote their research outputs. However, the Department of Anthropology lacks of computing facilities because number of faculty members does not have access to the PCs. Department of Anthropology has only three Computers provided by the university. No registered softwares are available at departmental level. In this regard registered versions of Endnote, Atlasti, Microsoft Windows, Office XP, Adobe reader, and writer are required. A printer with inbuilt scanner and fax facility is urgently needed by each faculty member.

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

The University Central Library has limited number of books, journals and periodicals particularly in the field of Anthropology. It's a small library in term of space and facilities with no catalogue systems. It does not meet the standards of a University Library.

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

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

CRITERION 8: INSTITUTIONAL SUPPORT

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

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

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

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

Student intake in the program is on yearly basis after a strict merit policy. Details of the students enrolled during session 2016-2018 are presented in the following table.

Discipline	2016-2018	2017-2019
Masters		

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

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

SUMAMRY AND CONCLUSION

The self assessment report of M.Sc Anthropology presents overall achievements of the Department of Anthropology against its set objectives. Similarly it focuses on strengths and weaknesses of the program with the aim to highlight it at appropriate forums so that the problems could be properly addressed. In order to ensure quality learning and teaching outcomes four distinctive objectives were set to evaluate the working of the Department of Anthropology against the set criterion laid down by HEC. The program objectives and outcomes were assessed followed by strategic plans to attain those goals. Offering multidisciplinary training approach is strength of the Anthropology program as reported by its alumni in the feedback surveys. Social issues and cultural insights are often approached from several different paradigms related to Economics, Political Science, and sociology.

At Department of Anthropology, students are trained to focus on understanding and finding solutions to problems through integrated problem-solving techniques by focusing on local cultures surrounding it. However, in order to flourish the Department of Anthropology, it is felt that there is dire need of institutional support for strengthening the Department of Anthropology by providing senior faculty members, field assistant(s), labs and additional supporting staff and necessary computing facilities. This will not only help in smooth functioning of the Department of Anthropology but it will also enable the Department of Anthropology to start its PhD program.

PERFORMA-8: FACULTY RESUME

1.57 Faculty Resume

Table 20: Faculty Resume

Name	**Dr. Abid Ghafoor Chaudhry**
Personal	Date of Birth: 15-02-1974 Sex: Male Religion: Islam Martial Blood Father's Name: Abdul Ghafoor Chaudhry Address: House # 8, Street # 44, Korang Town, Islamabad Residence Telephone: 5477806 Mobile: 0333-5187249
Experience	S. No. Date Title Institution 1. June 2017 Chairman PMAS-AAUR 2. June 2014 Assistant Professor PMAS-AAUR 3. AUG 1999-JUN 99 Lecturer PMAS - AAUR 4. DEC 1998-AUG 1999 Lecturer (Contract) PMAS-AAUR 5. MAY 1997-DEC 1998 Consultant GOPUNICEF
Honor and Awards	Founder of Department of Anthropology in PMAS-AAUR in 1999 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	Agricultural Anthropology Political Anthropology Development Anthropology Environmental Anthropology Demographical Anthropology Ecological Anthropology Human Rights including (Women, Minorities, Ageing, Children, Patients)
Research Grants and Contracts	Projects on Human Rights Education Approved by Department of Minority Affairs and Human Rights, Government of the Punjab, TRGP, HEC, NRPU, HEC
Other Research	Developed a Project for Human Rights Education and Information Center in

or Creative Accomplishments	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. 6. Department of Anthropology and National Rural Support Programme are in collaboration for signing an MOU which will enable both departments in collaborating to conduct training for capacity building.

Name	**Dr. Nazia Rafiq**
Personal	House No. B-IV 621, Haji Chowk, Muslim Town, Rawalpindi Cell # +92-333-5644969
Experience	Date, Title, Institution. Feb 2020 Lecturer DOA PMAS-AAUR Jan 2012-Feb 2020 Lecturer DOS PMAS-AAUR Sep 2007-December 2011 Program Manager CIDA
Trainings & Workshops	International Seminar on Role of Education in Climate Crisis Awareness. 2nd March 2020 at PMAS-UAAR Sustainable Development in a Digital Society. 3rd-5th December, 2019. SDPI Conference on Agriculture Productivity Improvement through Nudging. 6th -7th May, 2016. PMAS-UAAR Regional Training Workshop for the Asian Region on "Community Protocols, Indicators on Traditional Knowledge and Customary Sustainable Use of Biodiversity under the Convention on Biological Diversity" 17th-21st October, 2016. Thimphu, Bhutan. ICT use of Pakistani Girls in Rural Farming Household on 6th- 7th December, 2016. PMAS-UAAR ICT use of Pakistani Girls in Rural Farming Household on 20th August, 2015. PMAS-UAAR End Sexual Violence in Conflict Global Summit London Seminar organized by British High Commission, Islamabad at PIPS. 10th June, 2014. National workshop on Innovations in Irrigation Water Management for Enhancing Productivity and Achieving Sustainable Food Security. 2nd-5th June, 2014. PMAS-UAAR

	Post Conference Seminar on Migration, Education and Development in South Asia for Dissemination Output, 15th May, 2014. QAU Training workshop on Disaster Risk Reduction, NCRD Islamabad, 21st -23rd April, 2014. Two days International Conference on Migration, Education and Development in South Asia organized by Quaid-i-Azam University, Islamabad and HEC, 27th-28th March, 2014. Education Conference, Jinnah Convention Center Islamabad. 29th March, 2014. Seminar on World Blood Donor Day. 17th June, 2013 at PMAS-UAAR Workshop on Social Sciences at German Universities- A Workshop for Future PhD Students. 3rd December-5th December, 2010. Building Positive Attitudes at Workplace. 20th August-8th September, 2007. Preston University Training on Project Planning and Implementation 23rd-28th January, 2006. TOT of Refresher Training on Child Health 23rd-28th August, 2004. Ministry of Health Self-Enrichment and Professional Growth 13th-18th June, 2003. Preston University.
Graduate Students, Post-docs, Undergraduate students	I have supervised a number of students graduates students of M.sc Sociology exceeding more than 100
Brief Statement of Research Interest	Gender, Education, Community Development, Reproductive Health, Bridging Population
Publications	Dissonance between Female Child Labour and Education among Farming

	Communities: A Qualitative Study of Selected Communities of South Punjab, Pakistan. J Agric. Res., 2018, Vol. 56(1): 71-77, Agriculture Department Government of Punjab, www.jar.com.pk Impact of Social Media on Community Development in District Swat,Khyber Pakhtunkhwa. International Journal of Scientific & Engineering Research Volume 9, Issue 3, March-2018, ISSN 2229-5518 Knowledge, attitude and practices (KAP) of the families of β-thalassaemia children in thalassaemia centers of Rawalpindi and Islamabad, Pakistan. Vol. 67, No. 9, September 2017. J Pak Med Assoc. Impact of Climate Change on Waterborne Diseases on Local Community: A case study of Phalia District Mandi Bha-ud-din, Pakistan. International Journal of Scientific & Engineering Research Volume 10, Issue 1, January-2019. Social Exclusion of Aged transgender in Pakistan: A Case study of District Rawalpindi. International Journal of Psychosocial Rehabilitation. ISSN: 1475-7192, Paper Id: 412. January-2020. https://hjrs.hec.gov.pk/index.php?r=site%2Fresult&id=283140#journal_result

Name	**Mahwish Zeeshan**
Personal	House No.26, Street # 1, Ghouri Town, Phase 2, Express Way Islamabad. Residence: 051-2303170 Cell # 03345487127
Experience	Date, Title, Institution. 15-01-2011, Lecturer, Department of Anthropology, PMAS UAAR 05-11-2009--14-01-2011, Placement Officer/ Assistant Registrar, PIDE. 28-09-2006---28-10-2009, Regional Manager, Auspak International Lahore/ Rawalpindi. 04-04-2006---30-08-2006, Intern, Rozan, Islamabad. July 2003-June 2005, Anchor/Host, NCAC, PBC, Islamabad.
Honor and Awards	Debating Coordinator, PMAS UAAR, February, 2011 till date. Vice President, QDLS, QAU, 2004-2006.
	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

Trainings & Workshops	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.
Graduate	I have supervised a number of students graduates students of M. Sc.

Students, Post-docs, Undergraduate students	Anthropology The number of Supervised MSc Anthropology Theses is exceeding 100
Brief Statement of Research Interest	• Socio-Cultural Anthropology • Anthropological Theory • Research Methodology • Anthropology and Development • Anthropology of Religion • Medical Anthropology

Name	**Rabia Jawed**
Personal	Flat# 03 Block# 49 G/11-4 Islamabad Cell # 0331-5146963
Experience	Date, Title, Institution. Oct 2019 Lecturer DOA PMAS-AAUR Jan 2017-June 2019 Visiting Lecturer PMAS-AAUR Jan 2018-Jan 2019 Visiting Lecturer IIUI Feb 2017-Feb 2018 Deputy Director (Contract) Lok Virsa
Trainings & Workshops	One day training course on "Qualitative Research Methodology and Data Analysis using NVIVO" from Hamdard University, Islamabad. Week long training "Teacher Training Workshop" from PMAS Arid Agriculture University, Rawalpindi. Ten day course "Folk Culture and Heritage Management"(2017) taught by Dr. Frank J. Koram, sponsored by US embassy, Boston University and Lok Virsa. Attended a summer school with title "Democracy, the Political and Social Movements in Europe and South Asia" (2015) in Islamabad. Co-Sponsored by Humboldt University, DAAD and German Foreign Office. Attended a study tour with title "Challenges of Governance and Policy Making through Anti-Democratic Counter-Movements, Protests/Strikes and Violent Radicalization in Europe and South Asia" (2015) in Germany. Co-Sponsored by DAAD and German Foreign Office. Attended "8th Annual Teacher Development Conference with title "Children Want Change" 2013"by Roots National Institute of Teacher Training and Education. Attended "7th Annual Teacher Development Conference with title "The Millennials" 2013"by Roots National Institute of Teacher Training and Education. Attended "Montessori material and Methodology Workshop 2013" by Roots National Institute of Teacher Training and Education. Attended "Oxford Reading Tree Workshop 2012" by Oxford University Press, Pakistan.

	Attended Training course of Elementary School Teachers of ICT, 2008 by Federal College of Education, Islamabad.
Brief Statement of Research Interest	• Political Anthropology • Anthropology of Religion • Urban Anthropology • Environmental Anthropology • Migration • Socio-Cultural Anthropology • Folklore

Name	**Shagufta Hamid Ali**
Personal	Bhatti House, Street no. 10 Income Tax Officers Colony, Boson Road Multan Cell # 0331-5146963
Experience	Date, Title, Institution. Oct 2019 Lecturer DOA PMAS-AAUR Nov 2014-Jan 2019 BZU
Honor and Awards	Debating Coordinator, PMAS UAAR, February, 2011 till date. Vice President, QDLS, QAU, 2004-2006.
Trainings & Workshops	Training Certification of Freelancing from Virtual University of Pakistan (Ministry of Information Technology and Telecom) Microsoft Specialist Certification of Microsoft Office Word 2013 from Virtual University of Pakistan (Certiport) Microsoft Specialist Certification of Microsoft Office PowerPoint 2013 from Virtual University of Pakistan (Certiport) Microsoft Specialist Certification of Microsoft Office Excel 2013 from Virtual University of Pakistan (Certiport) Training Certification on E-Commerce Management fromVirtual University of Pakistan (Ministry of Information Technology and Telecom) Training Certification of Creative Writing from Virtual University of Pakistan (Ministry of Information Technology and Telecom) Training Certification on AUTOCAD from Virtual University of Pakistan (Ministry of Information Technology and Telecom)

	Training Certification on Graphic Designing from Virtual University of Pakistan (Ministry of Information Technology and Telecom) Training Certification on Wordpress from Virtual University of Pakistan (Ministry of Information Technology and Telecom) Training Certification on Search Engine Optimization from Virtual University of Pakistan (Ministry of Information Technology and Telecom) Training Certification on Digital Literacy from Virtual University of Pakistan (Ministry of Information Technology and Telecom) Training Certification on Get Connected from Virtual University of Pakistan (Cisco Networking Academy)
Brief Statement of Research Interest	• Psychological Anthropology • Digital Anthropology • Medical Anthropology • Visual Anthropology