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ARID AGRICULTURE UNIVERSITY
RAWALPINDI



Self Assessment Report
2010 - 2012
DEPARTMENT OF SOCIOLOGY
M.Sc. Sociology

Program Team:

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INTRODUCTION

The Department of Sociology was established under the umbrella of Department of Agricultural Economics in the year 1997. A new program of Masters in Sociology was prepared and first time admissions was offered in 1997. Then Department of Sociology and Anthropology was established in 2004. The schemes of studies of Sociology was revised in the year 2010 to make the program more responsive to meet the current demands of the degree program and job sector. The programs of Sociology is designed to provide necessary skills in understanding Sociology, to further provide analytical approach in understanding the developmental issues of Pakistani society especially the rural Pakistan. The existing curriculum targets the needs to have productive and progressive social scientists and addresses newly emerging issues in Pakistan.

The Department provides a variety of important sub-disciplines for instance Development, Modernization, Industrialization, Social Mobility, Economic Empowerment, Resource Allocation and Mobilization, Gender Mainstreaming, Indigenous Knowledge and insights to furnish the professional abilities and calibers of under training graduates to better understand and contribute towards the developmental and progressive needs of society. The Self Assessment Report (SAR) contains eight criteria. The first criterion outlines the program mission and objectives. Criterion-2 provides information about the curriculum development. Criterion-3 enlists the computing facilities and other relevant information. Criterion-4 provides information about student support. The last four criteria contain the information about the Faculty, Process Control, Institutional Facilities and Institutional Support.

CRITERION 1: PROGRAM MISSION, OBJECTIVES AND OUTCOMES

<u>Standard 1-1:</u>	Documented Measurable objectives that support Department mission statements
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M.Sc Sociology degree program intends to deliver quality teaching, conduct research and extends knowledge and imagination by showing theory in indigenous problem based practice and research in action. With particular focus on the significance of social structure and by highlighting social policy around the world as well as to advise students to look at the available materials and limited resources and make connections to your own life and experiences. This approach will also make students scientifically focus towards the social problems faced by the people, their interaction and role in various situations.

Documented measurable objectives

Strategic objectives of the Department of Sociology

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

Main elements of strategic plan to achieve mission and objectives

- Establishment of faculty-students network of research orientation in more organized manner.
- Designing and constantly updating the curricula under the guidelines of HEC involving core subjects, elective subjects, specialized areas and study tours.
- Setting up of well equipped specialized research facilities depending on the available resources.

- To look for starting new programs like Ph.D in Sociology to equip the students to be able to have more practical skills in their field in order to enable them to serve the country more effectively and efficiently.
- Collaborate with the INGOs, NGOs for conducting research oriented chores to produce more targeted and action research addressing the burning issues of society.
- Collaborate with Government Departments, INGOs and NGOs for launching development projects to practically contribute towards creating better understanding of planned changes, their outcomes and impacts as well as to broaden the understanding of indigenous societies of Pakistan.

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

Table 1: PROGRAM OBJECTIVES ASSESSMENT

S. #	Objective	How Measured	When Measured	Improvement Identified	Improvement made
1	Development of Sociology discipline to provide social engineers and delivery of concrete and marketable skills	On the basis of feedback from different development scholars and development practitioners	During different professional gatherings & meeting them in person	Intra departmental consultation with faculty and students required	The faculty started sharing their approaches during teaching specific courses
2	Researches meeting the societal requirements	Seminars of professional organizations plus the challenges faced by the society	Internal evaluation of the research trends of the students and already completed work	Encouragement to the students towards the new research interests	During the current year students were given consultations & new topic allocated
3	Strengthening fields to create awareness of related and critical thinking	Through entry tests, interviews research own interest	Students prefer to remain strict to their own previous study interest	Related subjects to be recommended or studies	Students are provided the inter-disciplinary approach during study

Program Learning Outcomes

All the students in Sociology should possess the ability of:

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

Standard 1-2: The program must have documented outcomes for graduating students. It must be documented that the outcomes support the program objectives and that graduating students are capable of performing these outcomes.

- The program outcomes support the program objective as illustrated in the table 1 given below

Table 2: PROGRAM OUTCOMES AND THEIR RELATIONSHIP WITH OBJECTIVES

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

+ = Moderately satisfactory

++ = Satisfactory

+++ = Highly satisfactory

Skills and Capabilities Reflected in Performance as Sociologist:

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

PROGRAM ASSESSMENT RESULTS

Faculty Course Review Report

Course Code	Title	Credit Value	Assessment Methods/ Exams	No. of Students	Comments on curriculum	Any changes for Course in Future	Semester	% Grade						Course Instructor
								A	B	C	D	W	F	
SOC 712	Rural Social Institution	3(3-0)	Mid Term and Final Term	38	Nil	Nil	Fall	26	14	14	0	0	0	Faria Mirza
SOC 702	Diffusion of Innovation	3(3-0)	Mid Term and Final Term	33	Nil	Nil	Fall	9	18	5	2	0	1	Faria Mirza
SOC 707	Demographical Factors & Development	3(3-0)	Mid Term and Final Term	34	Nil	Nil	Fall	64	55.88	20.05	5.88	0	0	Faria Mirza
SOC 701	General Sociology	3(3-0)	Mid Term and Final Term	35	Nil	Nil	Fall	2.85	71.42	20	2.85	0	2.85	Faria Mirza
SOC 704	Community Organization	3(3-0)	Mid Term and Final Term	91	Nil	Nil	Fall	12	22	40	21	0	0	Asma Zafar
SOC 501	Rural & Pastoral Sociology	2(2-0)	Mid Term and Final Term	195	Nil	Nil	Fall	18	39	31	9	0	0	Asma Zafar
SOC 708	Social Psychology	3(3-0)	Mid Term and Final Term	25	Nil	Nil	Fall	8	28	48	8	0	0	Asma Zafar
SOC 701	General Sociology	3(3-0)	Mid Term and Final Term	80	Nil	Nil	Fall	36	44	15	3	0	0	Asma Zafar
SOC 713	Rural Social Organization	3(3-0)	Mid Term and Final Term	34	Nil	Nil	Spring	32	47	21	0	0	0	Faria Mirza
SOC	Population	3(3-0)	Mid Term	43	Nil	Nil	Spring	23	47	30	0	0	0	Faria

711	Trends & Problems in Rural Society		and Final Term											Mirza
SOC 714	Social Problem of Pakistan	3(3-0)	Mid Term and Final Term	31	Nil	Nil	Spring	9.67	64.50	25.88	0	0	0	Faria Mirza
SOC 710	Sociology of Developing Countries	3(3-0)	Mid Term and Final Term	32	Nil	Nil	Spring	3.12	71.87	25	0	0	0	Faria Mirza
SOC 708	Social Psychology	3(3-0)	Mid Term and Final Term	92	Nil	Nil	Spring	21	18	16	8	0	0	Asma Zafar
SOC 707	Demographical Factors & Development	3(3-0)	Mid Term and Final Term	39	Nil	Nil	Spring	33	59	5	2.5	0	0	Asma Zafar
SOC 402	Rural & Pastoral Sociology	2(2-0)	Mid Term and Final Term	2	Nil	Nil	Spring	50	50	0	0	0	0	Asma Zafar
SOC 710	Sociology of Developing Countries	3(3-0)	Mid Term and Final Term	45	Nil	Nil	Spring	4	53	31	11	0	0	Asma Zafar

Program Assessment Results

Faculty members were evaluated by the students at the end of the semester in accordance with Proforma-1 and 10. Comparative graph of the faculty member is presented below in figure no 1. Faculty members are represented as F1, F2, F3, F4 and F5 instead of mentioning their names.

Faculty members during the session Fall 2010- Spring 2012

Faculty member 1. Mr. Ashfaq Hussain Mirza

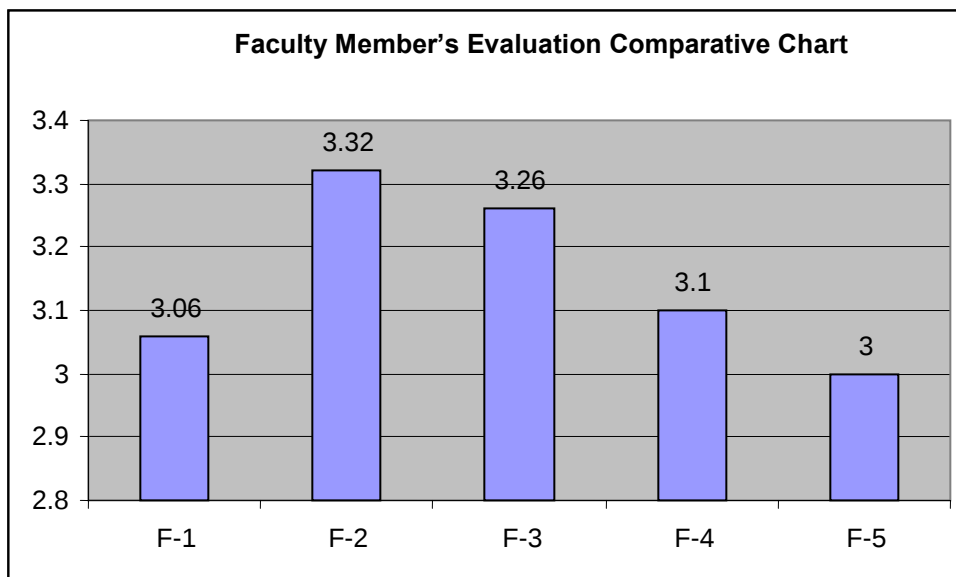
Faculty member 2. Dr. Aneela Afzal

Faculty member 3. Ms. Asma Zafar

Faculty member 4. Ms. Faria Ibad Mirza

Faculty member 5. Mr. Ali Kamran

Figure No. 1



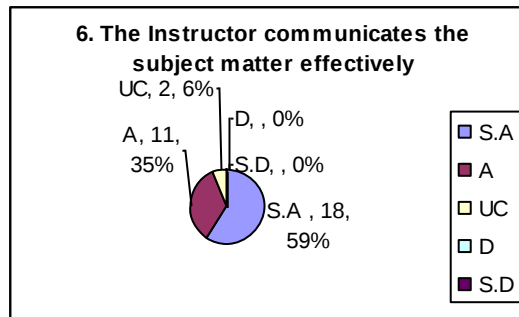
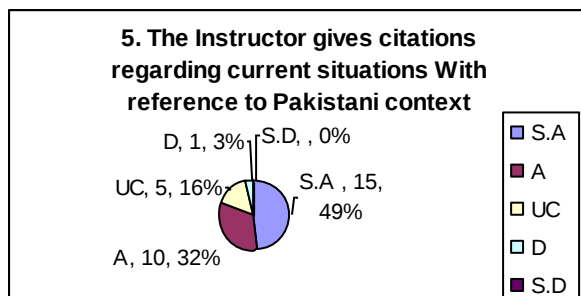
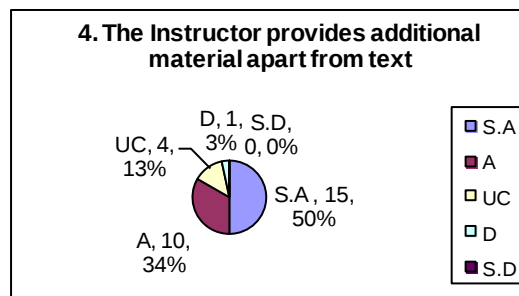
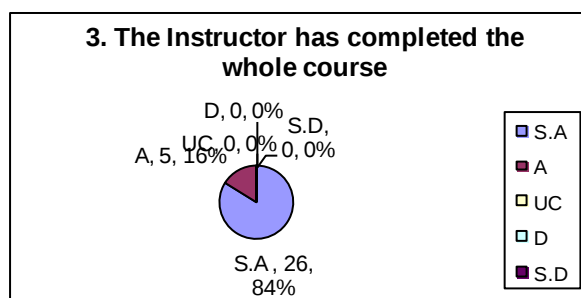
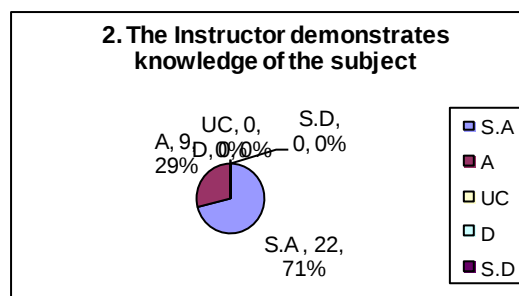
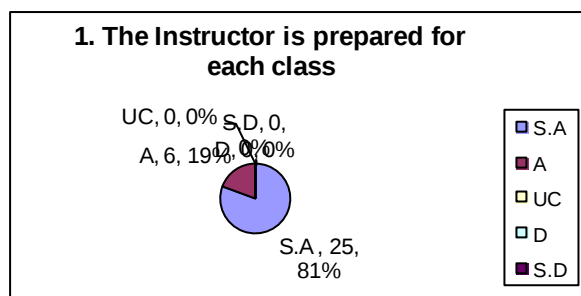
The comparative graph is made from accumulated scores of all the courses during four semesters i.e. Fall 2010 to Spring 2012 by the faculty members of Sociology. The graphs suggest that faculty members 2 has the highest score 3.32, F3 score 3.26 whereas faculty member 5 has minimum score of 3. The courses taught by the same faculty member with the same course title over the entire session are evaluated once in the SAR. In case the same course is taught by any other faculty member is separately evaluated. All the courses relate to Degree in M.Sc. Sociology.

Proforma 10 Teacher Evaluation Form

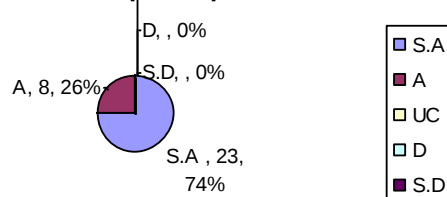
Faculty member-1 (Fall 10)

SOC-703

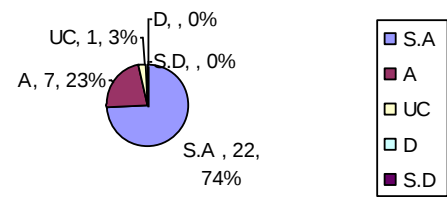
81 % students strongly agreed that the faculty member was well prepared and 84 % students strongly agreed that the course was timely completed and it demonstrated knowledge of the subject in a diligent manner. Whereas 35% of the students were of the view that the instructor was unable to communicate the subject matter effectively. Overall he remained successful in completing the course on time. He had helping and problem solution attitude towards the students. He provided strong theoretical and real world applications. While 74% of the students felt the need of additional reading material for the course.



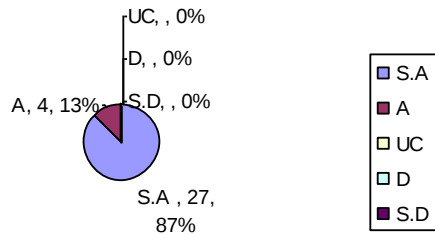
7. The Instructor shows respect towards students and encourages class participation.



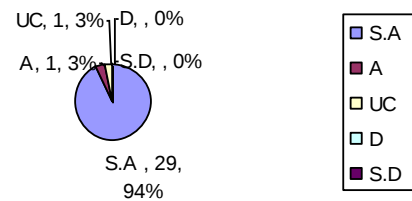
8. The Instructor maintains an environment that is conducive to learning.



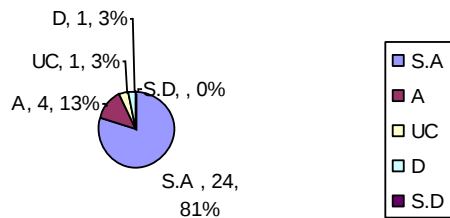
9. The Instructor arrives on time



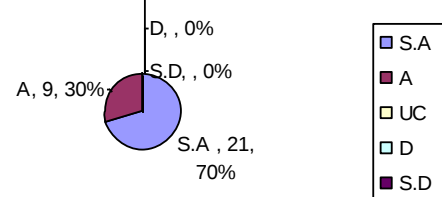
10. The Instructor leaves on time



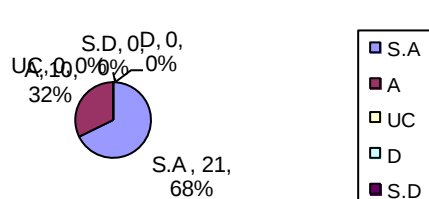
11. The Instructor is fair in examination



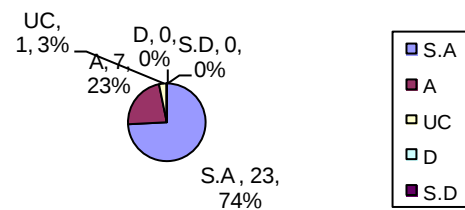
12. The Instructor returns the graded scripts, etc in a reasonable amount of time.



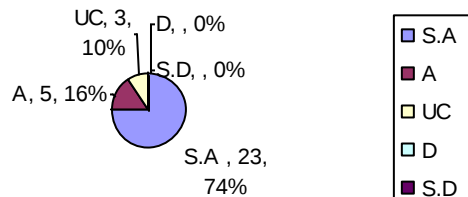
13. The Instructor was available during the specified office hours and for after class consultations.



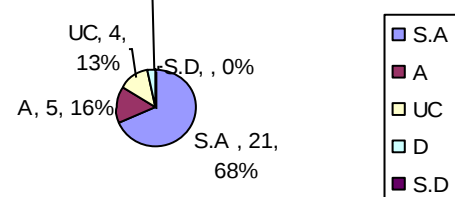
15. The subject matter presented in the course has increased your knowledge of the subject.

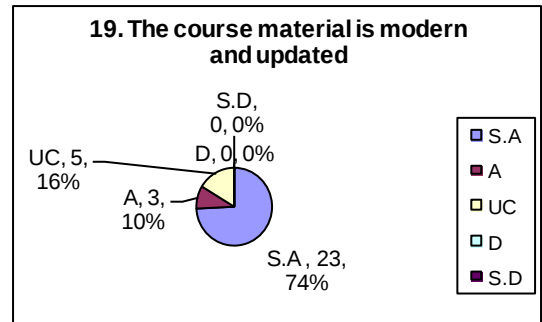
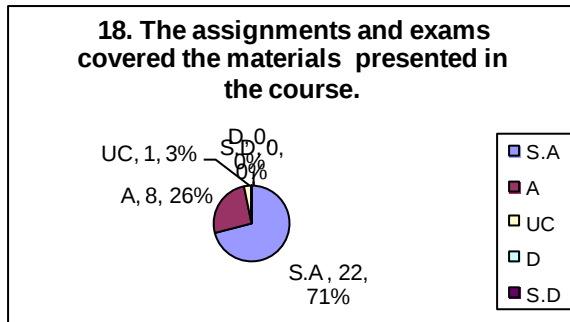


16. The syllabus clearly states course objectives requirements procedures and grading criteria.



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

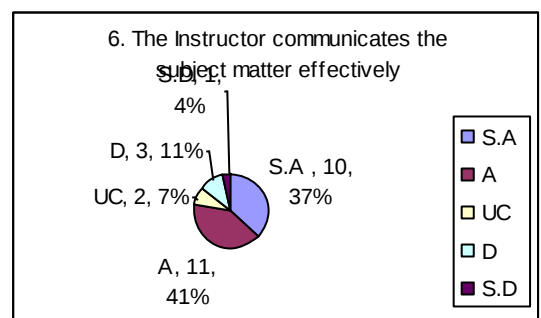
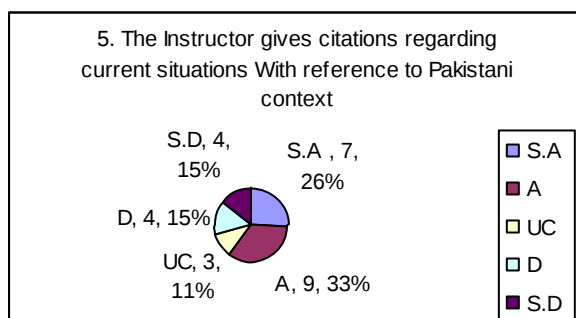
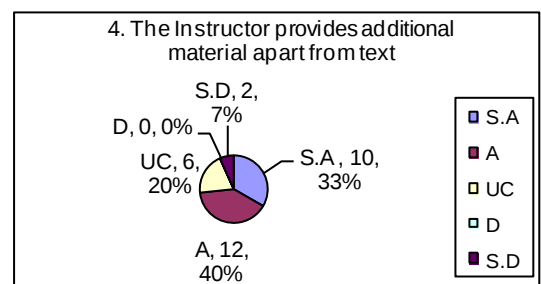
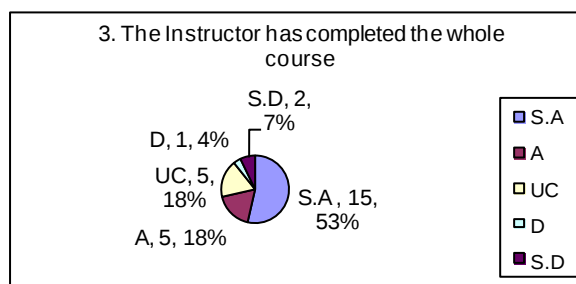
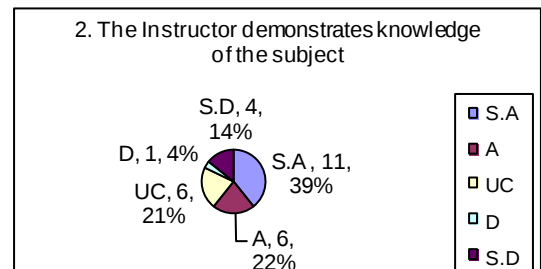
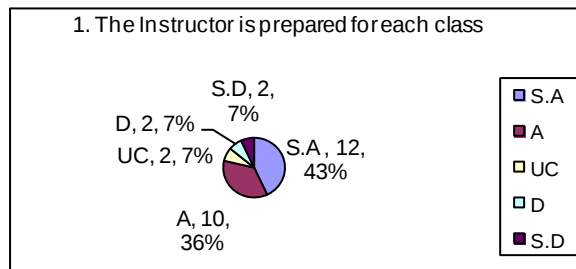


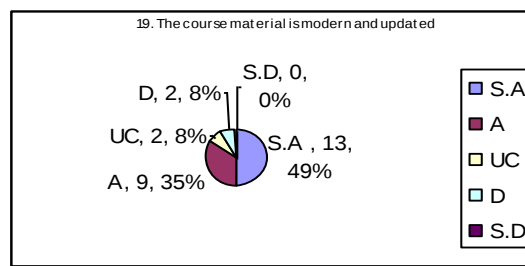
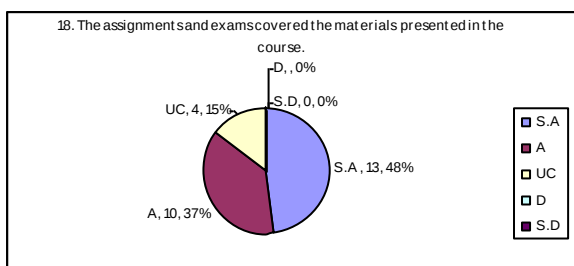
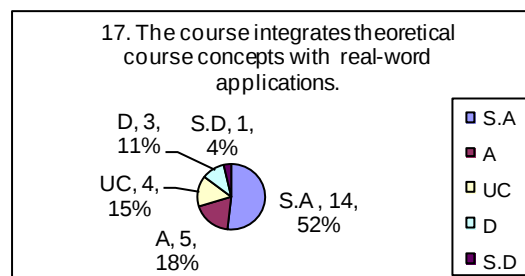
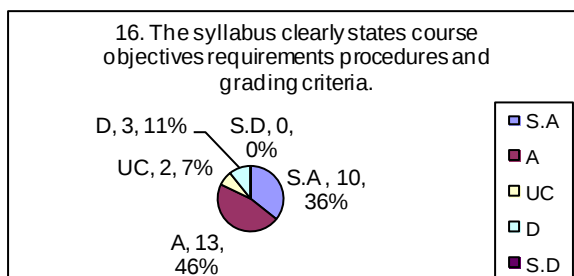
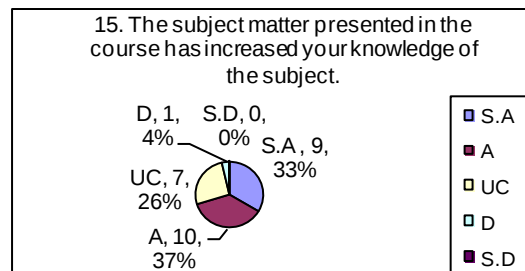
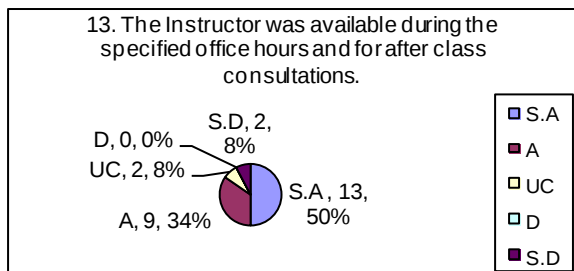
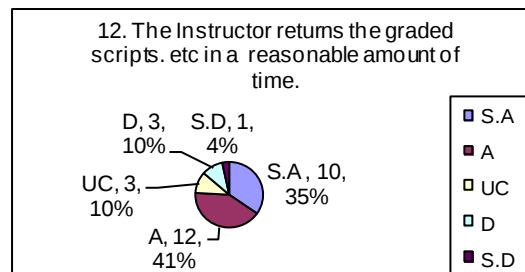
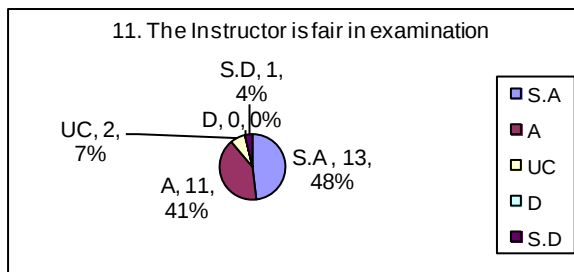
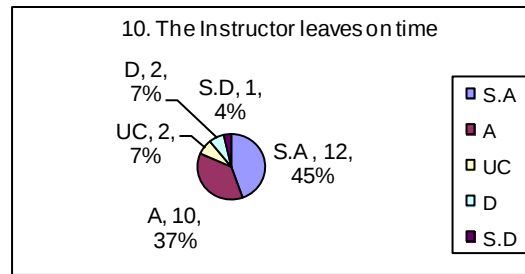
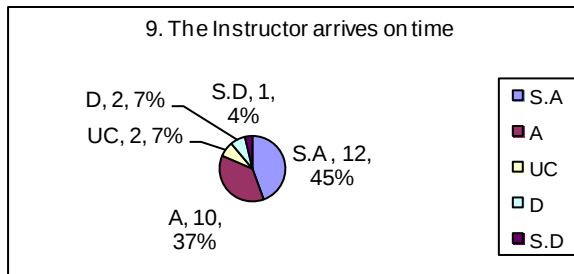
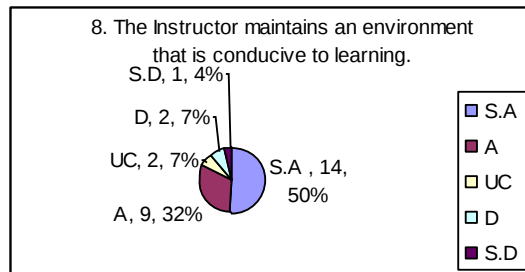
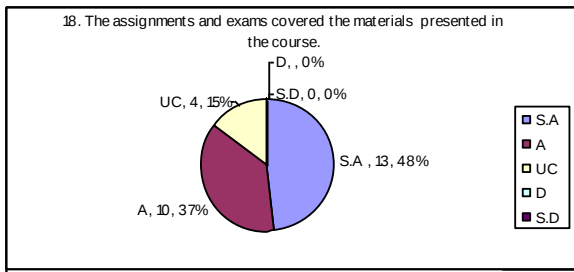


Faculty member-4 (Fall 10)

SOC-702

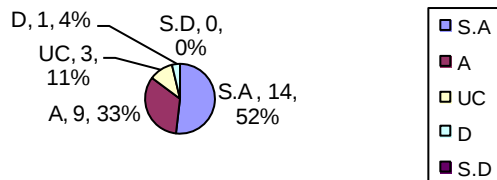
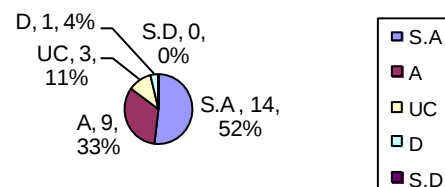
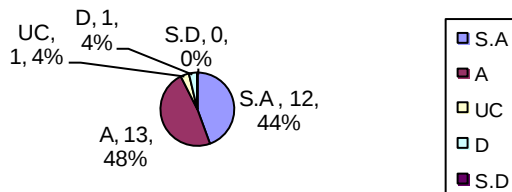
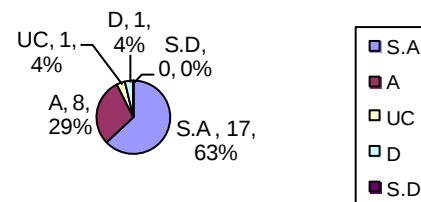
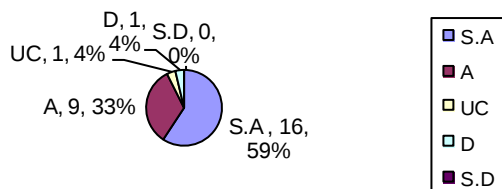
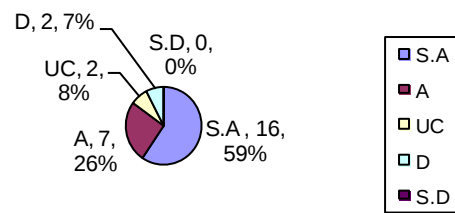
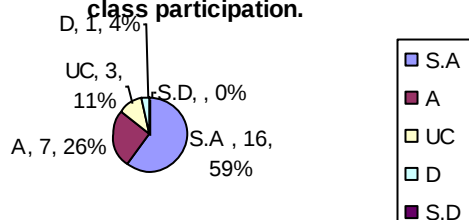
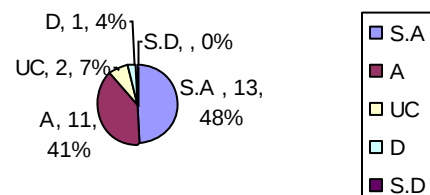
Faculty member-4 completed the whole course. Additional material was provided on the subject. Students thought that the content of the course has increased their knowledge. Instructor was encouraging and cooperative towards the participants (52%). The same %age was revealed for the maintenance of conducive learning environment. 53% said that she successfully completed the whole course, (51%) viewed that theoretical and real world application was fairly maintained.



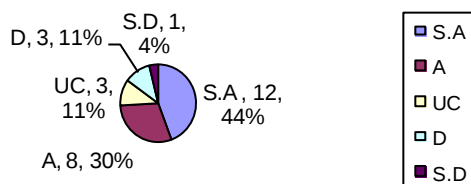


Faculty member-2 (Fall 10)

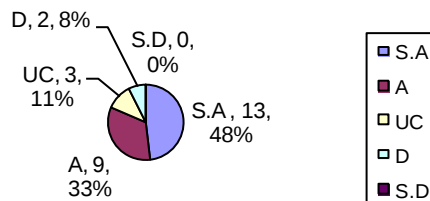
Faculty member-2 was efficient in communicating the subject matter (60%) supported by additional material on the topic. The course objectives were fairly met in considerable time. The reported course was up to date and with reference to Pakistani society (59%), while 52% maintained that she was prepared for each lecture and 59% were of the view that respect was shown to the participants. Course material was modern and updated according to 63% of the respondents.

1. The Instructor is prepared for each class**2. The Instructor demonstrates knowledge of the subject****3. The Instructor has completed the whole course****4. The Instructor provides additional material apart from text****5. The Instructor gives citations regarding current situations With reference to Pakistani context****6. The Instructor communicates the subject matter effectively****7. The Instructor shows respect towards students and encourages class participation.****8. The Instructor maintains an environment that is conducive to learning.**

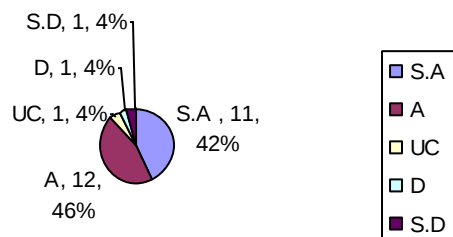
9. The Instructor arrives on time



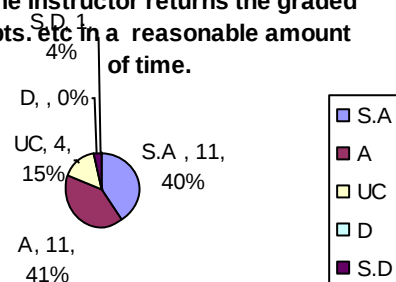
10. The Instructor leaves on time



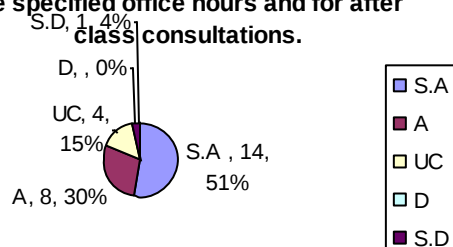
11. The Instructor is fair in examination



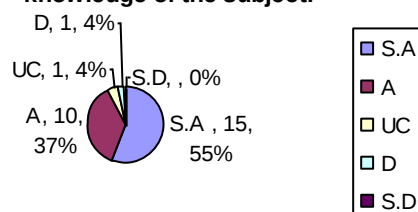
12. The Instructor returns the graded scripts, etc in a reasonable amount of time.



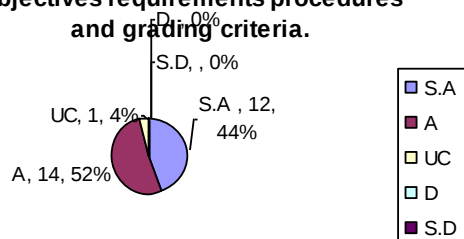
13. The Instructor was available during the specified office hours and for after class consultations.



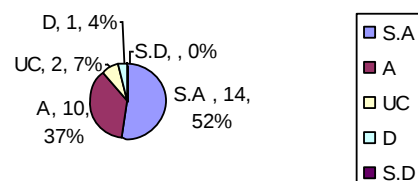
15. The subject matter presented in the course has increased your knowledge of the subject.



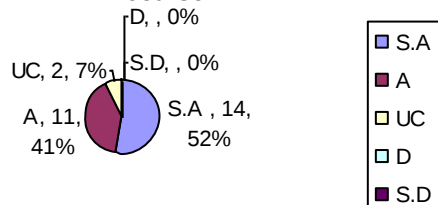
16. The syllabus clearly states course objectives requirements procedures and grading criteria.



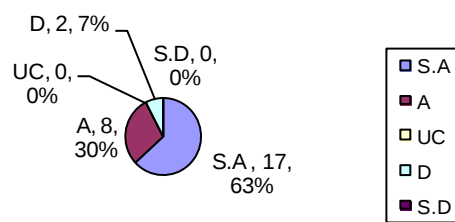
17. The course integrates theoretical course concepts with real-word applications.



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

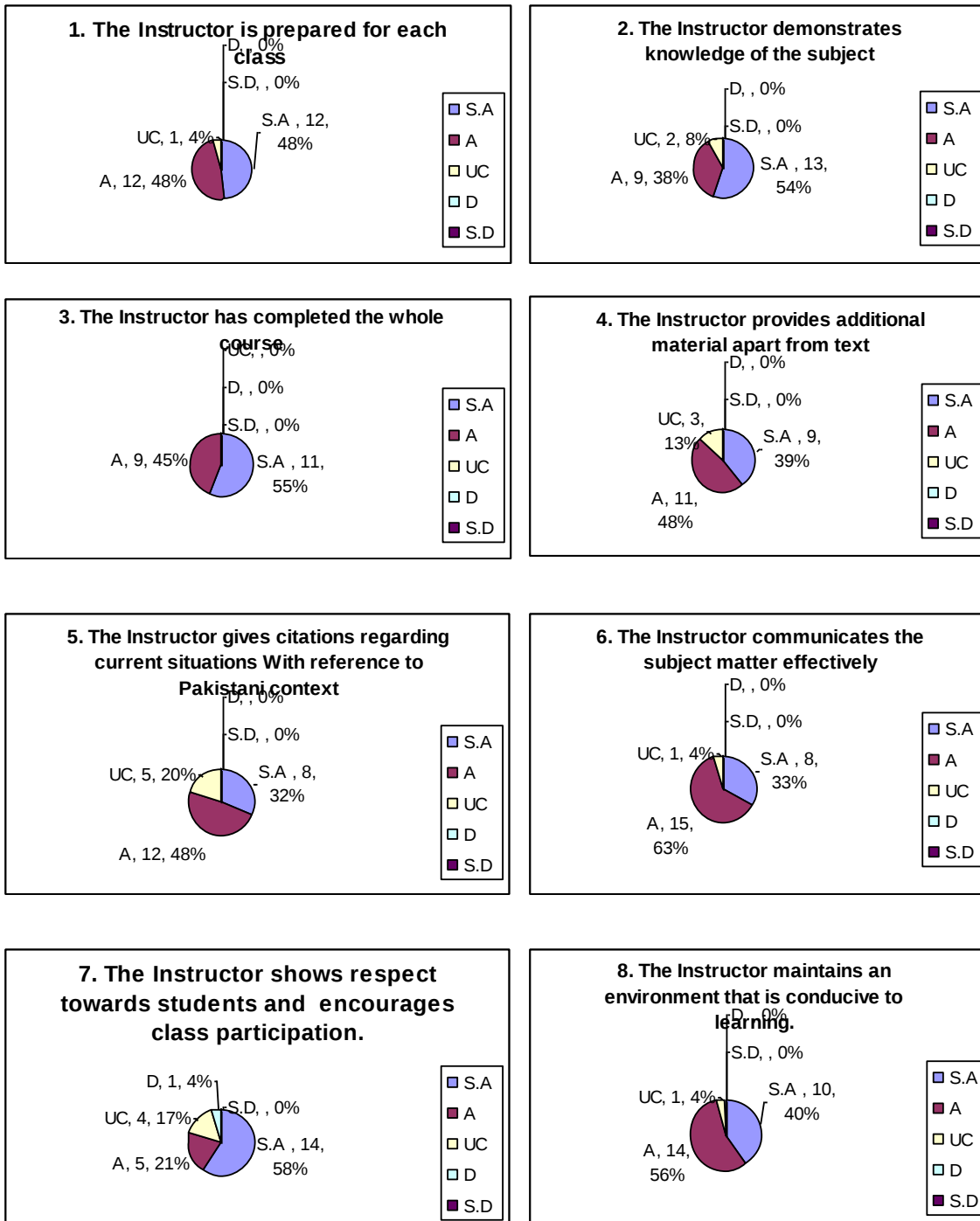


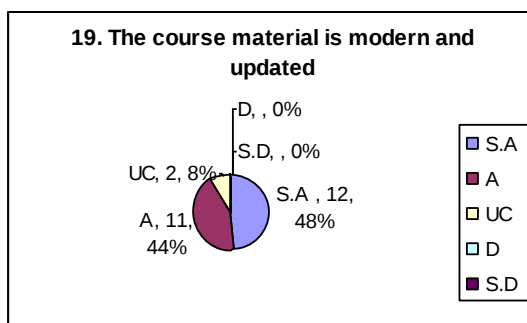
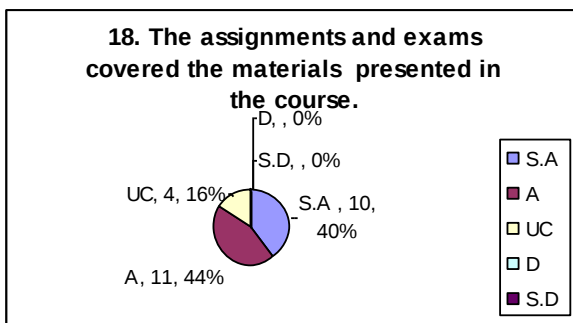
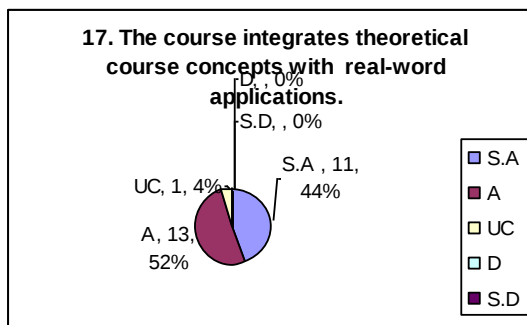
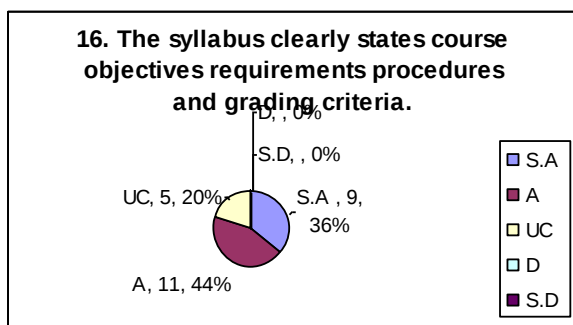
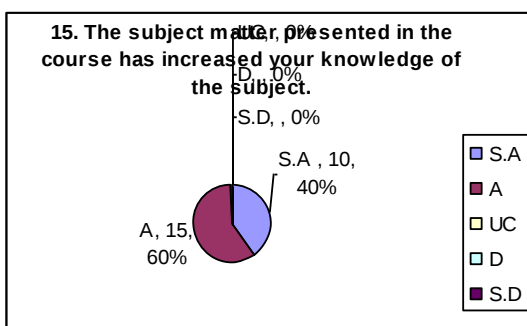
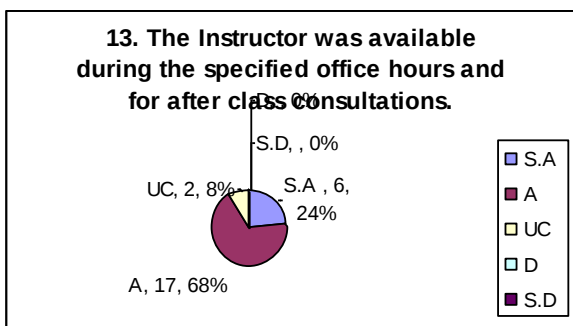
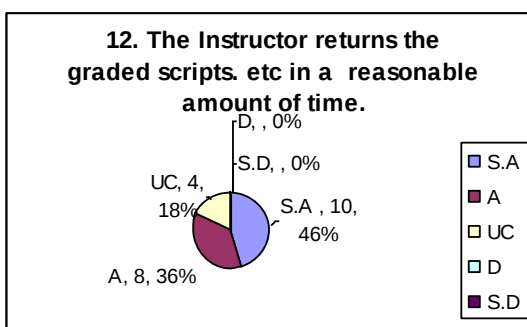
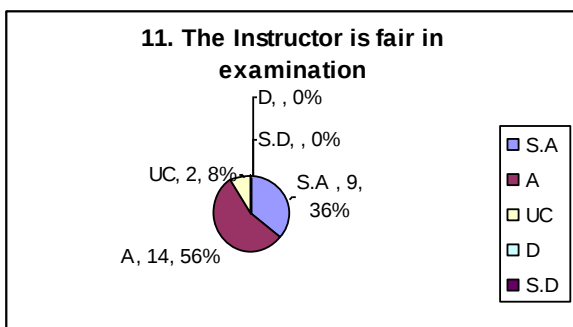
19. The course material is modern and updated



Faculty member-2 (Fall 10)

Faculty member- 2 remained successful (48%) for providing additional material. Course was effectively communicated 63%. The course was modern and updated according to 48% of the respondents. The instructor was available (68%) to the participants during the specified hours for supplementary consultation. 52% said that there was a good balance between real and theoretical application of the knowledge.

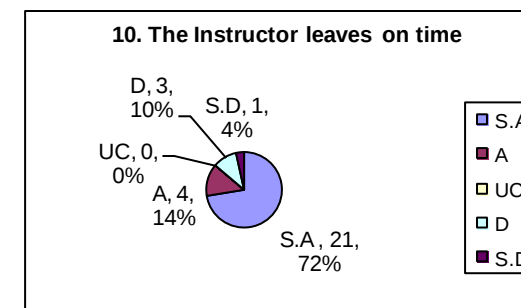
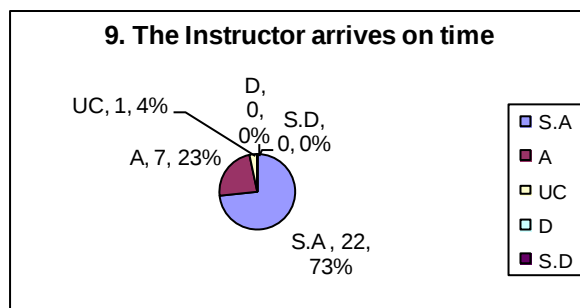
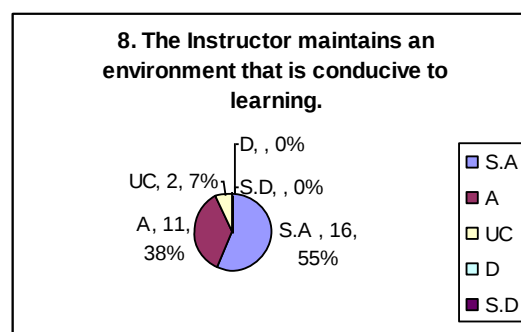
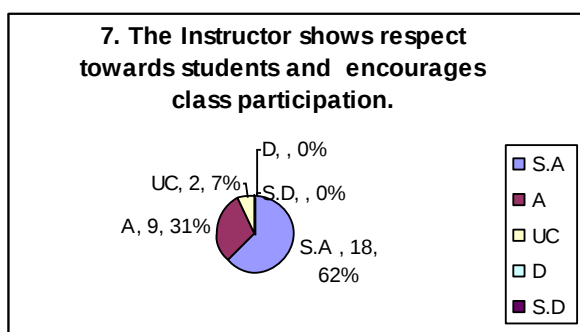
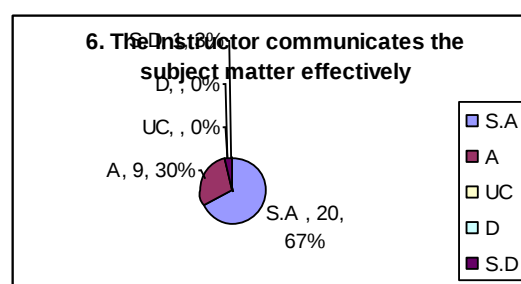
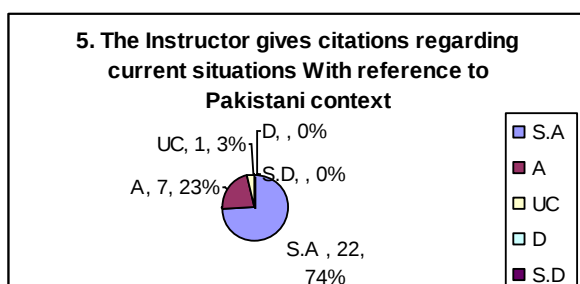
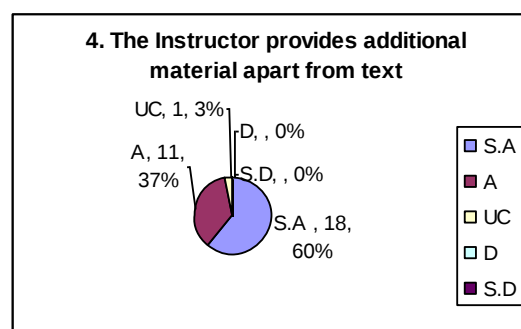
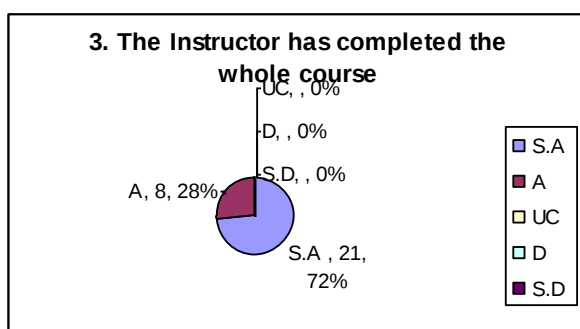
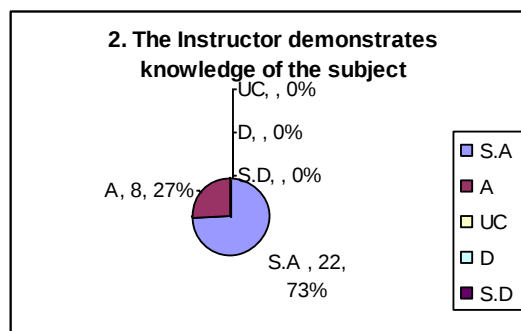
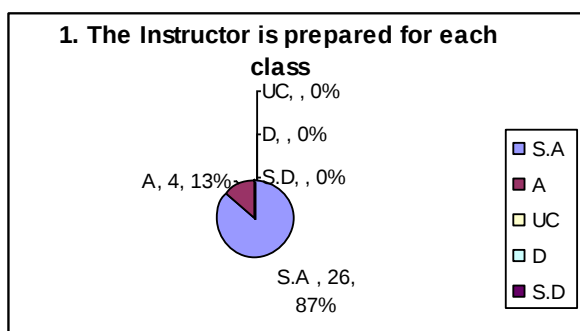


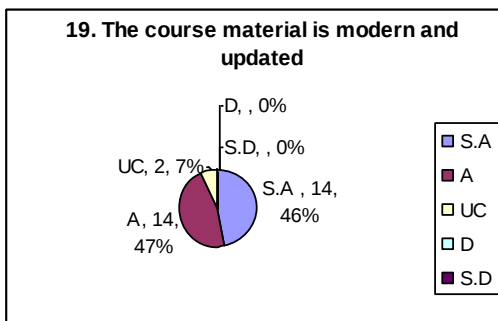
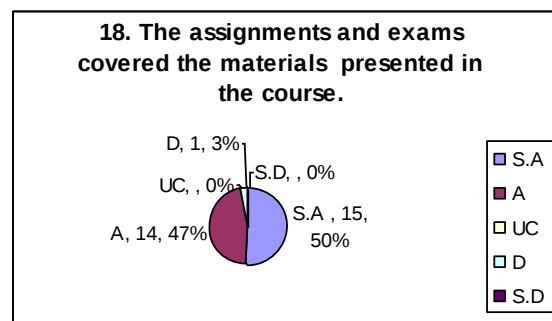
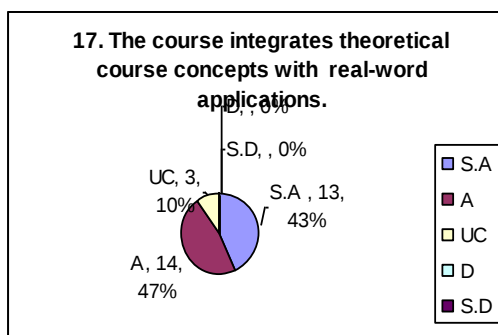
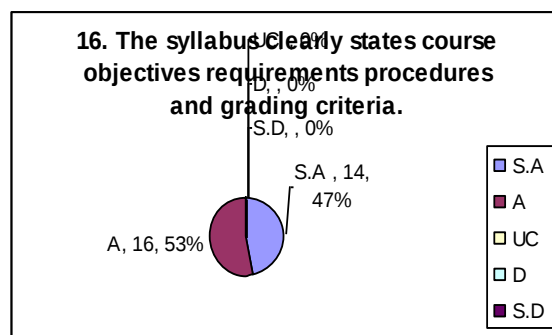
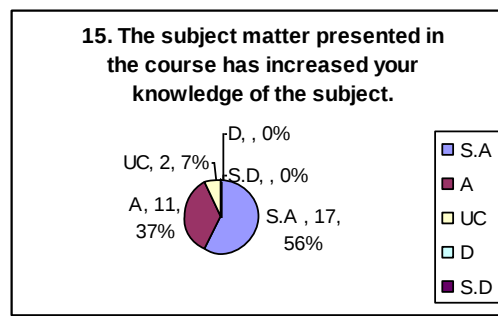
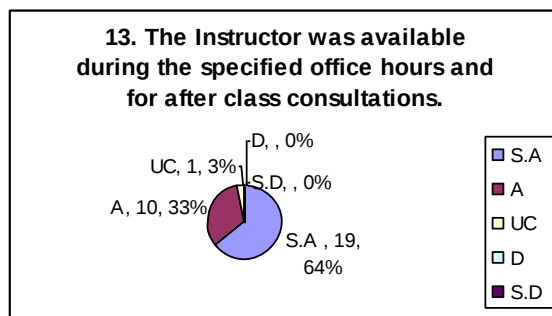
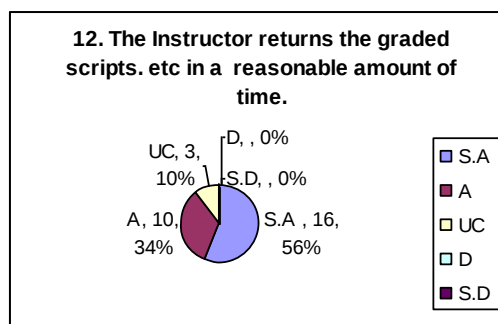
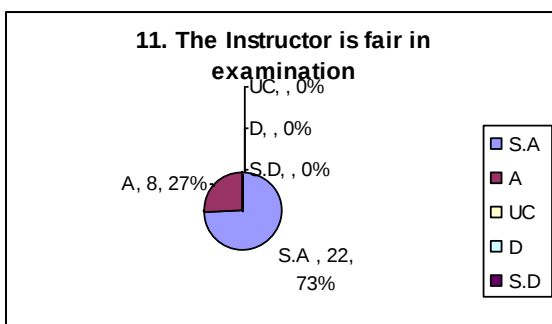


Faculty member-3 (Fall 10)

SOC-713

The course objectives of faculty member-3 were well executed. Reference of Pakistani society was very good. Participation of the students was high in the course.

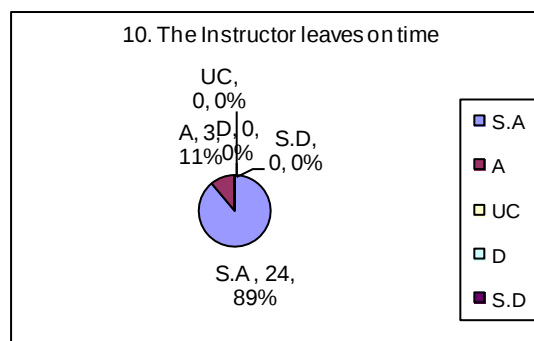
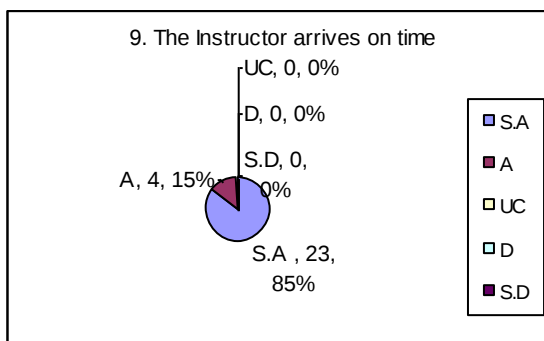
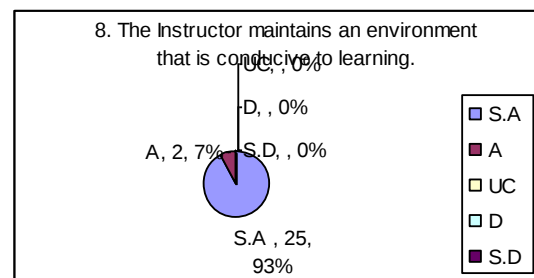
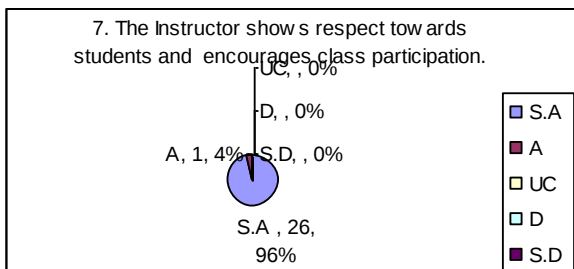
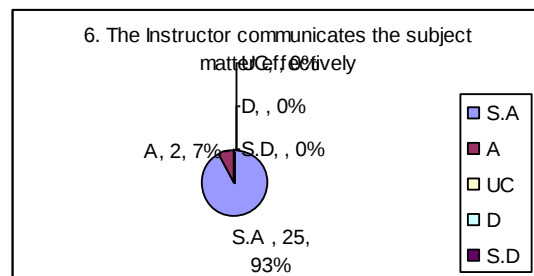
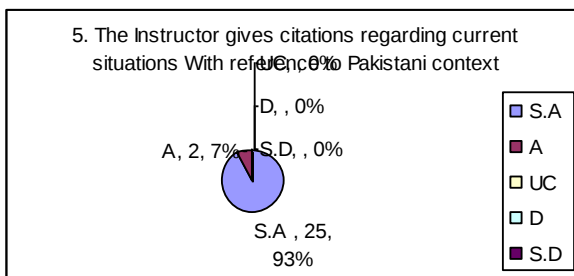
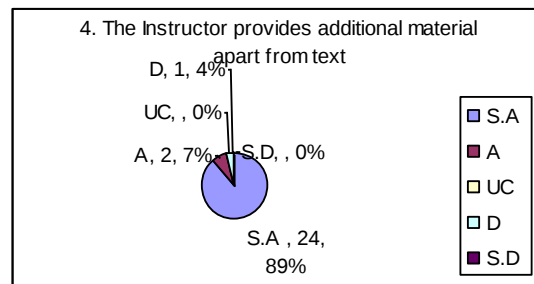
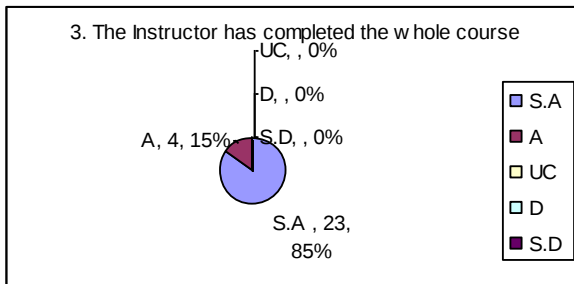
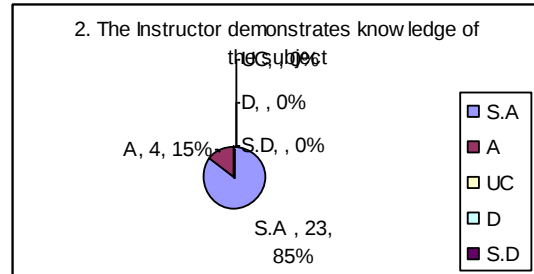
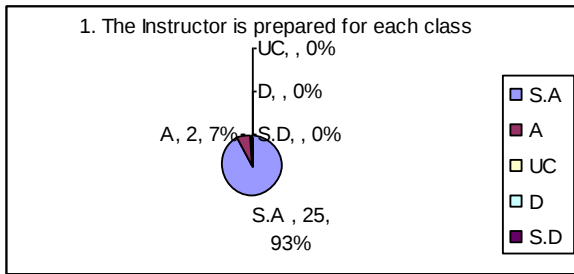


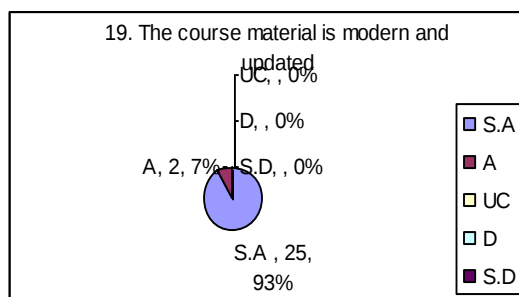
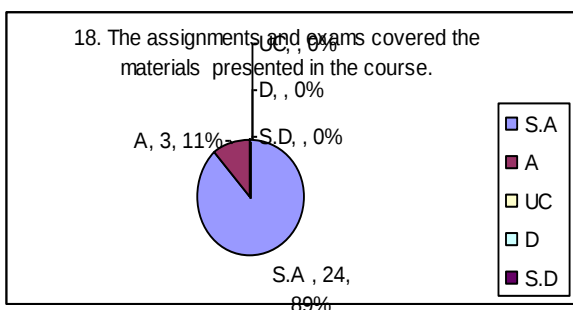
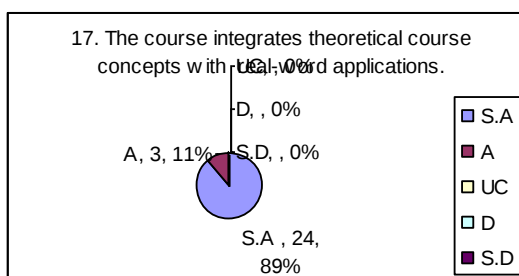
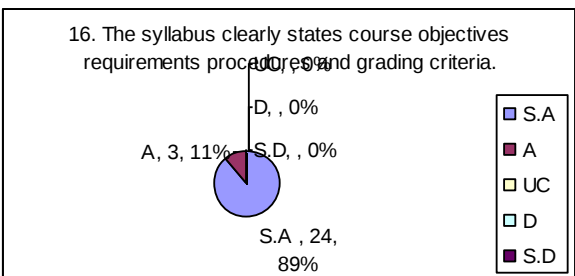
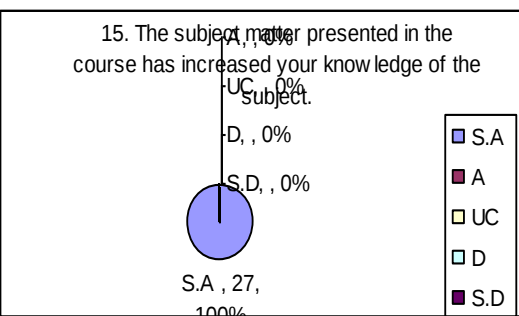
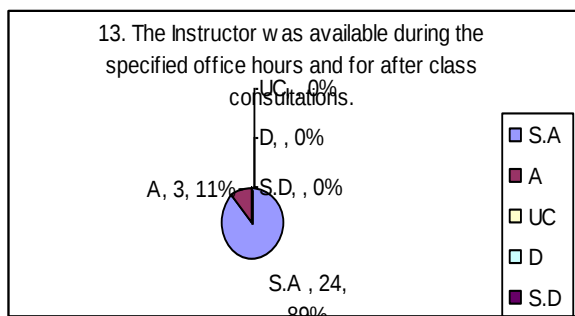
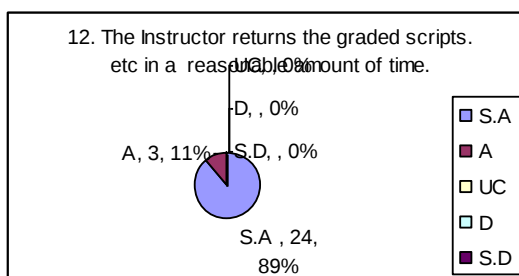
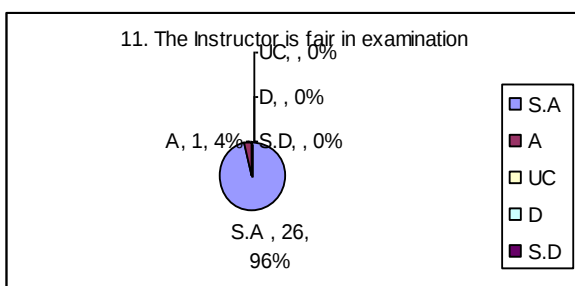


Soc-713

Faculty member-3 (Fall 10)

Faculty member-3 was very well prepared (93%). She demonstrated relevant knowledge of the subject matter (85%). Class room environment was conducive according to 93%. Whereas 96% mentioned and she was cooperative to the students. The whole of the class said of the class said that the course has increased their required knowledge.

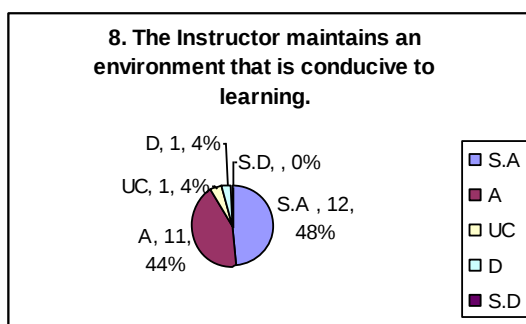
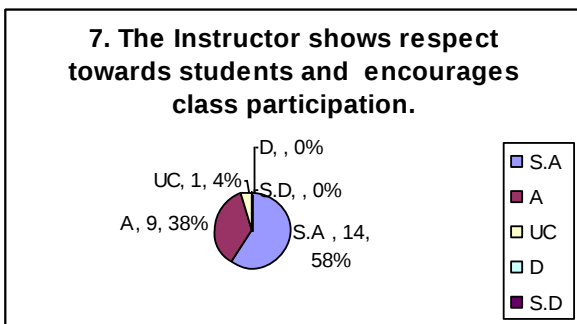
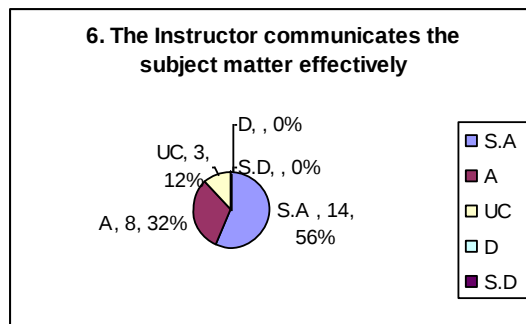
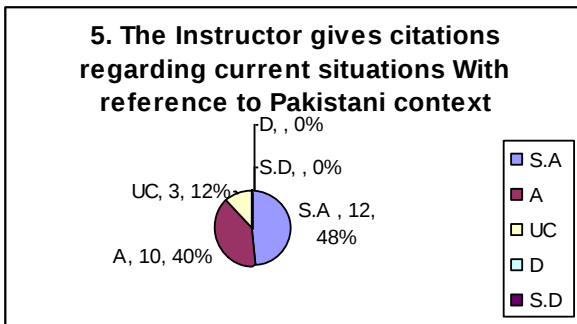
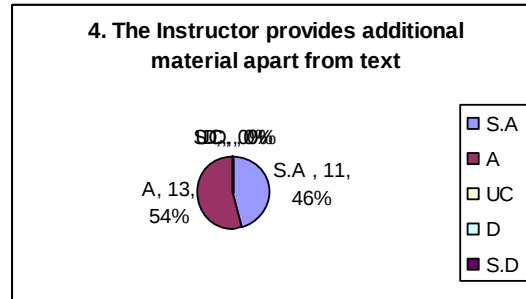
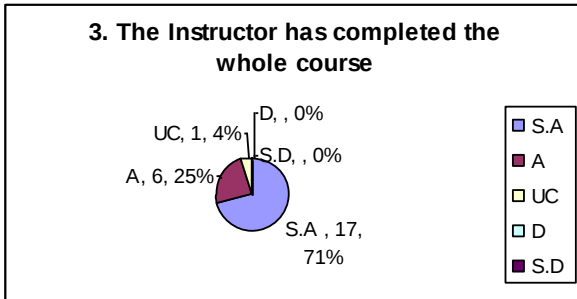
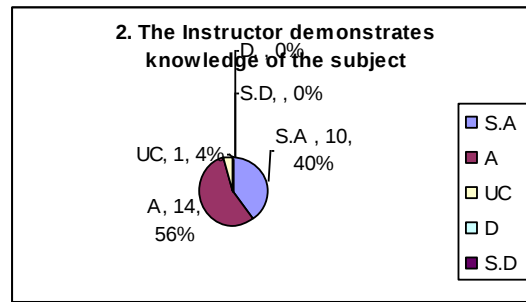
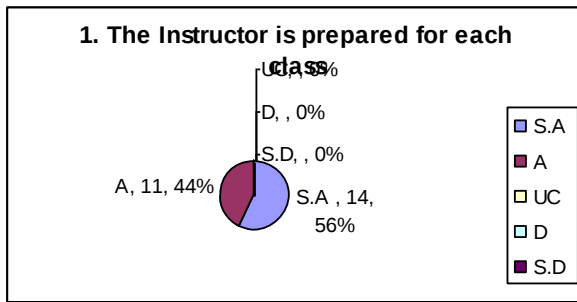




Soc-704

Faculty member-4 (Fall 10)

Faculty member-4 was efficient (56%). Content communication was timely and effective (56%). The instructor showed respect towards the students (58%). The class room environment was conducive by 48%. She completed the whole course within time according to a good %age i.e. 71%.

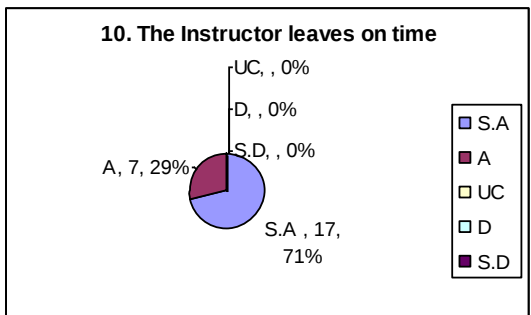
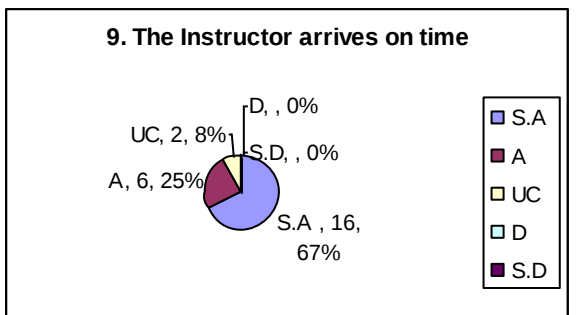
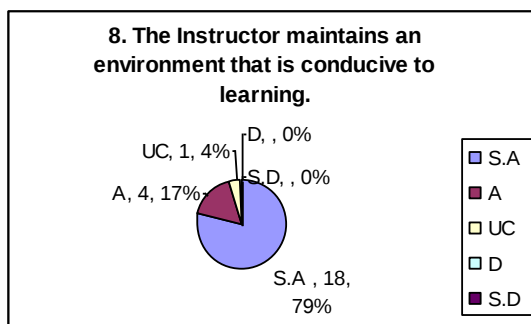
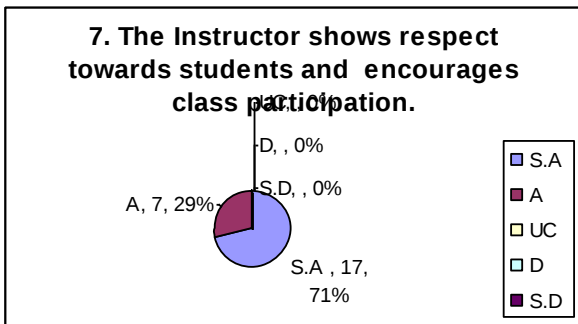
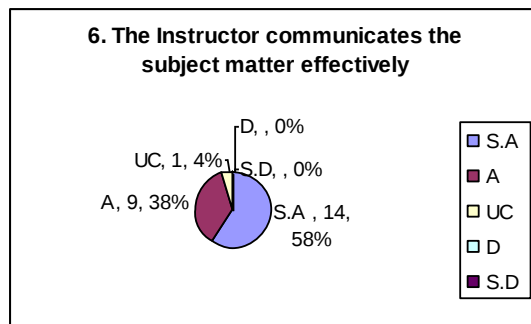
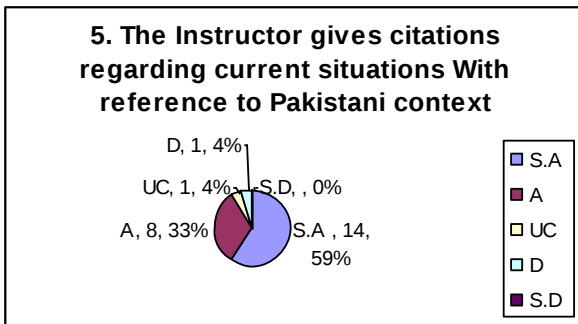
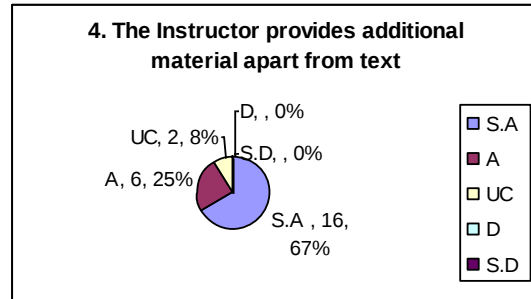
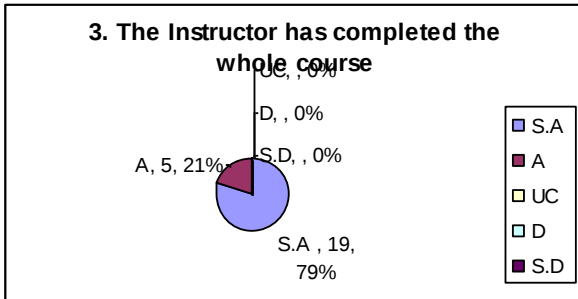
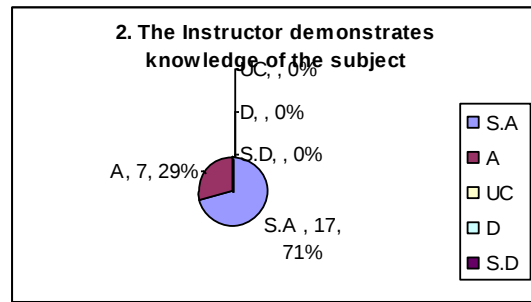
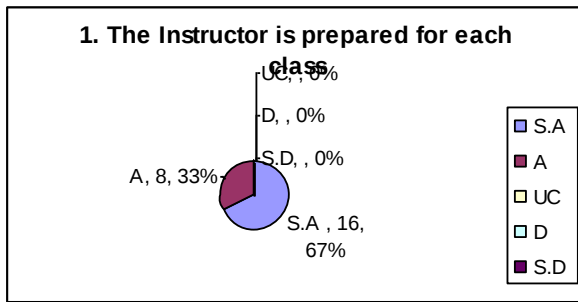


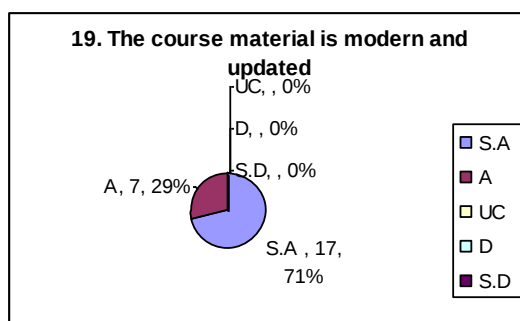
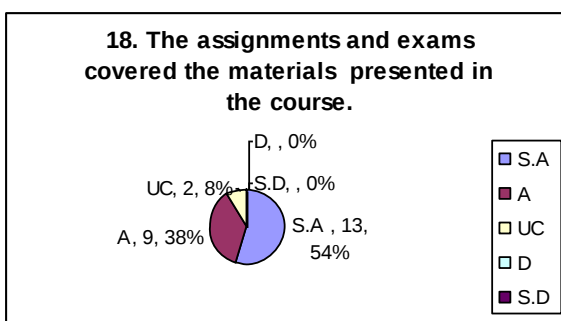
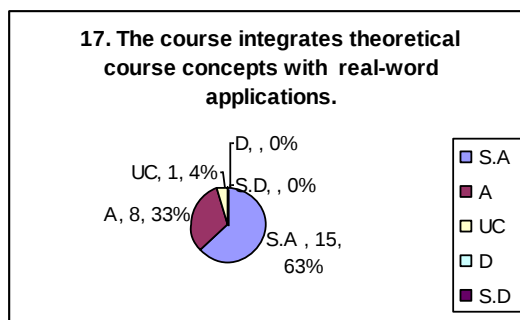
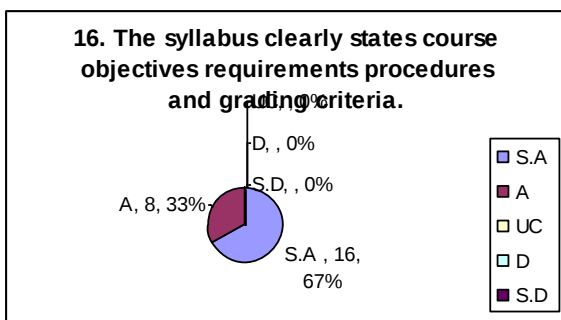
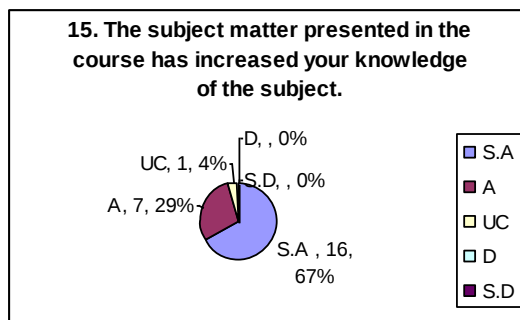
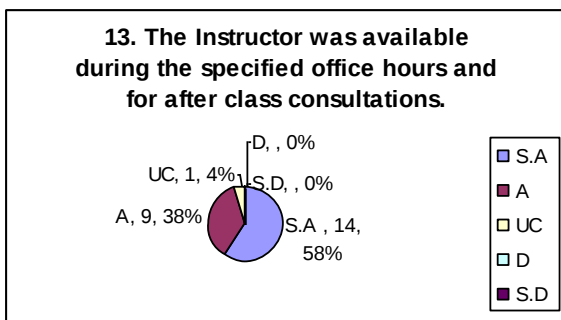
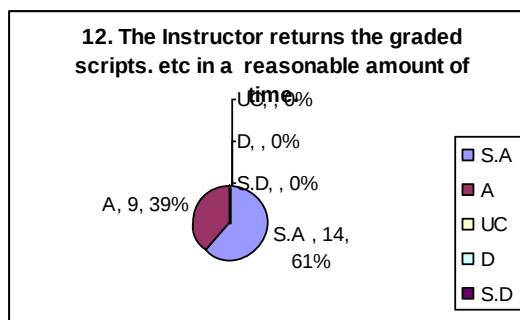
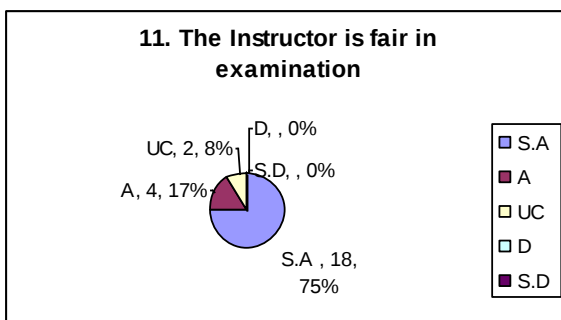
Spring 2011

Faculty member-1 (Spring 11)

SOC-705

Faculty member-1 was well prepared and knowledgeable (71%). He had supportive attitude towards the students (71%). Course material was supported by Pakistani context (59%). Classroom environment was well maintained according to 79%. The course was modern and updated (71%). Time management variable is good by securing more than 70%.



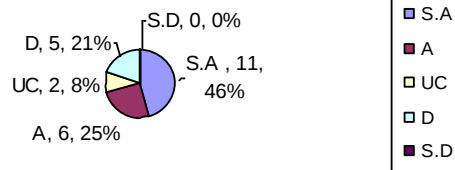


Faculty member-4 (Spring 11)

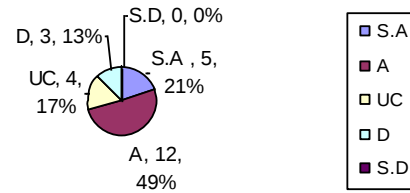
SOC-710

Course taken by Faculty member-4 was innovative and well planned and a good subject demonstration (49%) was made. Course material was innovative. The instructor was punctual (57%). She was fair in examination according to 50% of the students. A good deal 59% revealed that the evaluation content had covered the course matter effectively.

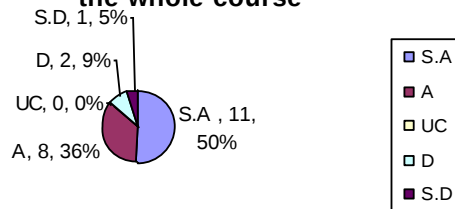
1. The Instructor is prepared for each class



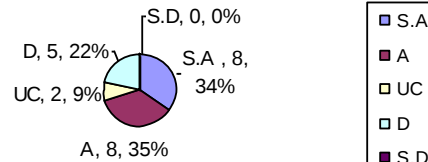
2. The Instructor demonstrates knowledge of the subject



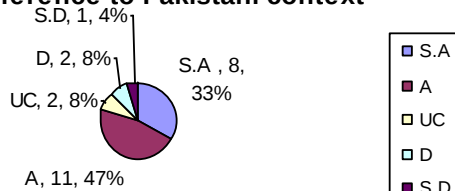
3. The Instructor has completed the whole course



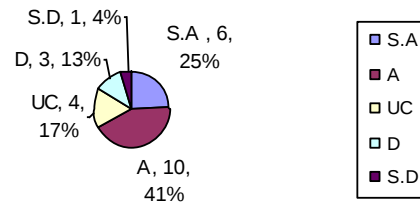
4. The Instructor provides additional material apart from text



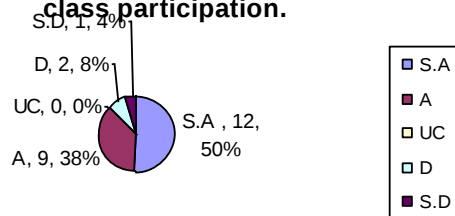
5. The Instructor gives citations regarding current situations With reference to Pakistani context



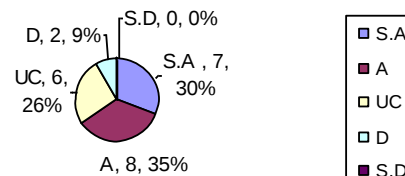
6. The Instructor communicates the subject matter effectively



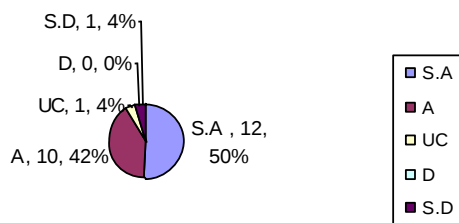
7. The Instructor shows respect towards students and encourages class participation.



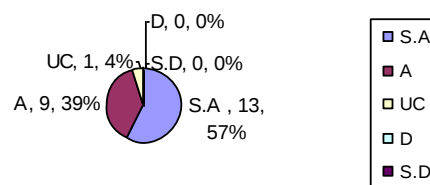
8. The Instructor maintains an environment that is conducive to learning.

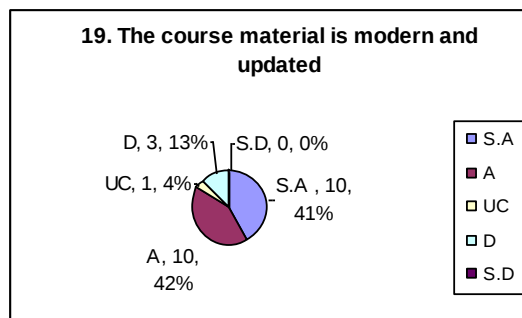
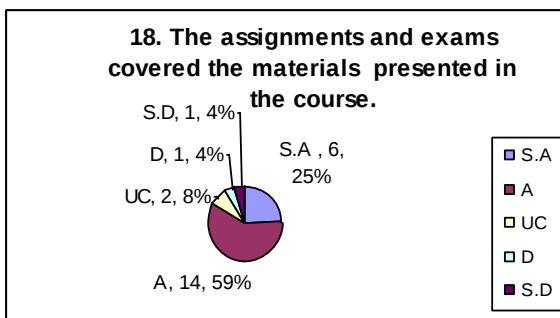
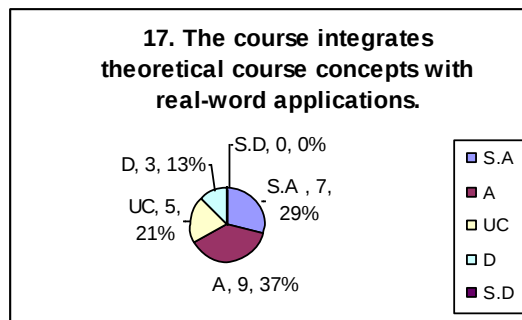
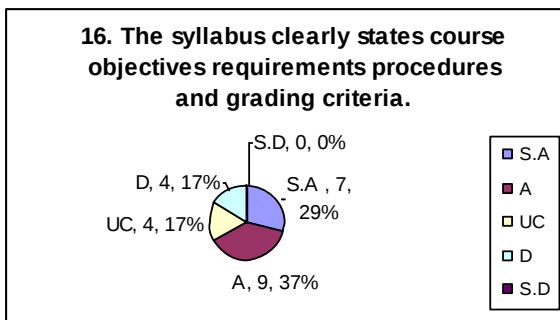
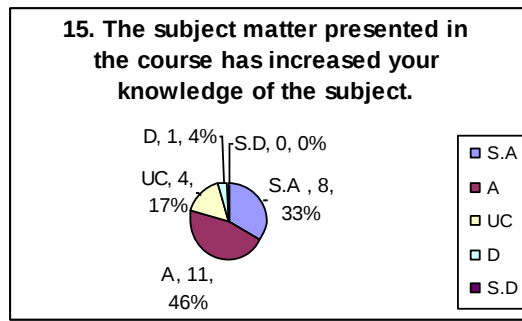
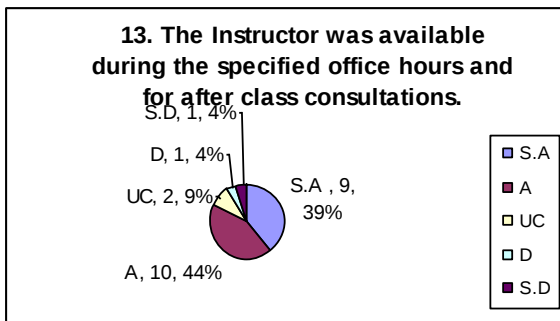
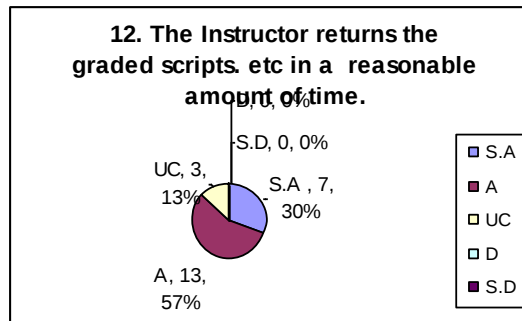
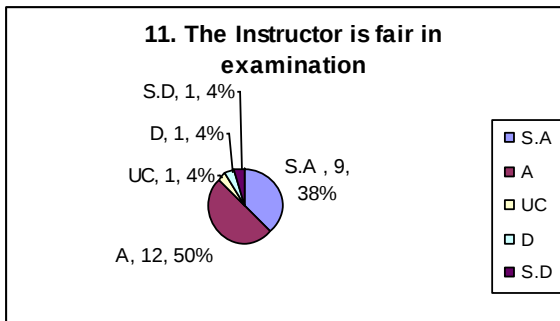


9. The Instructor arrives on time



10. The Instructor leaves on time

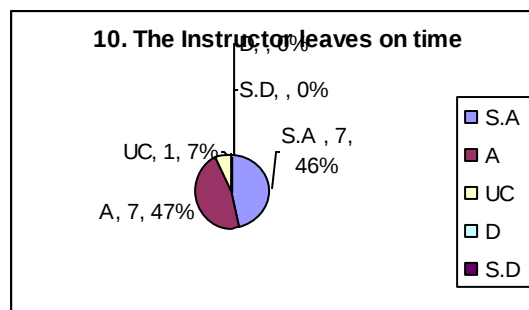
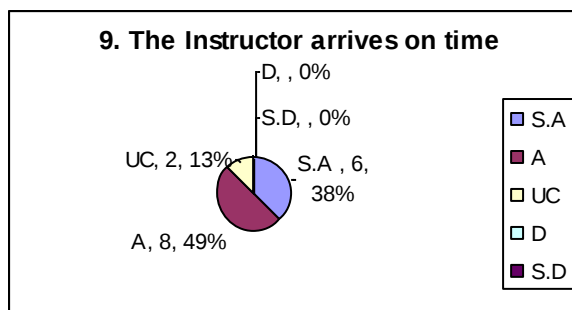
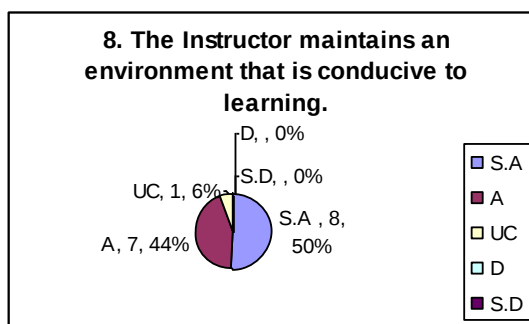
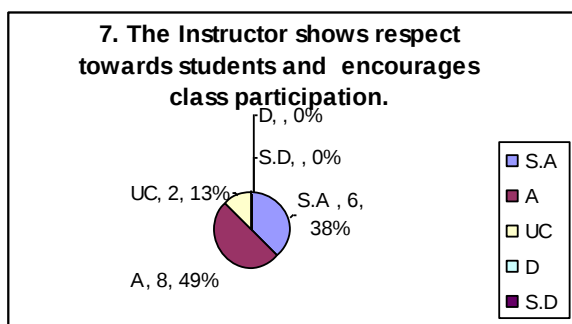
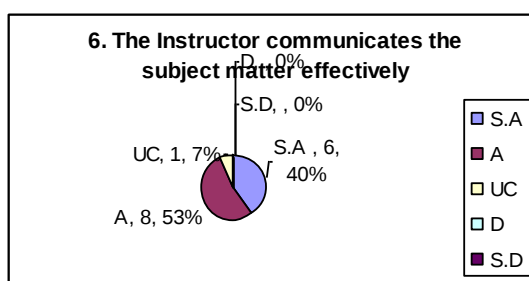
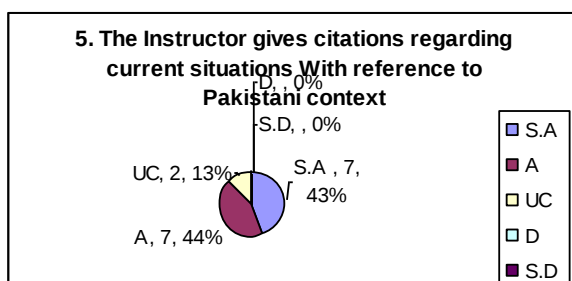
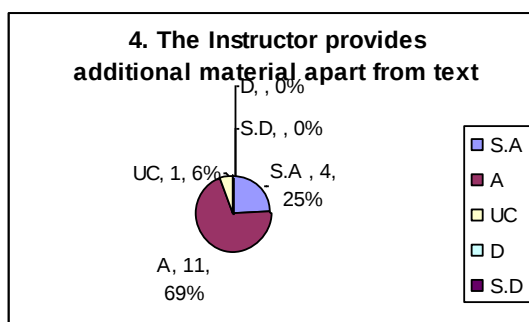
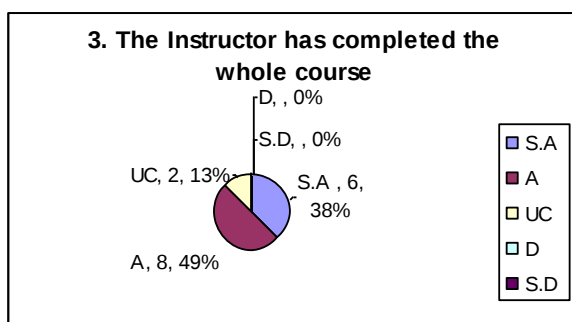
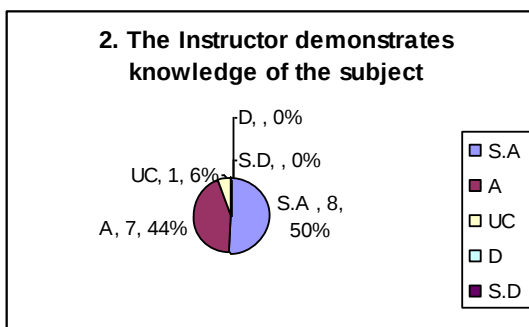
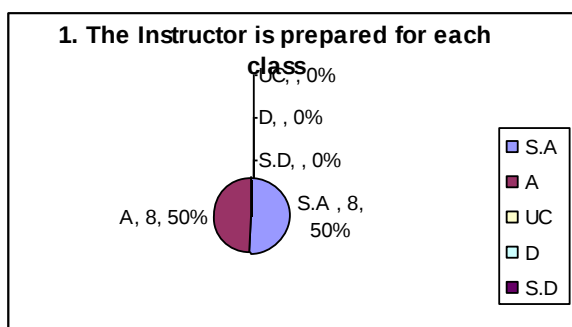


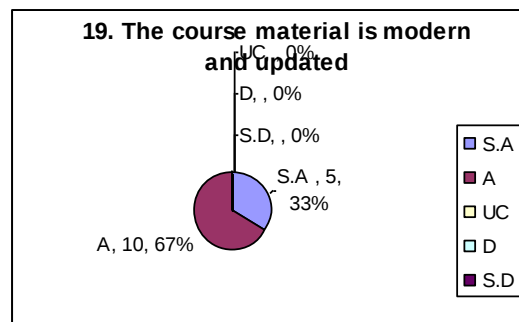
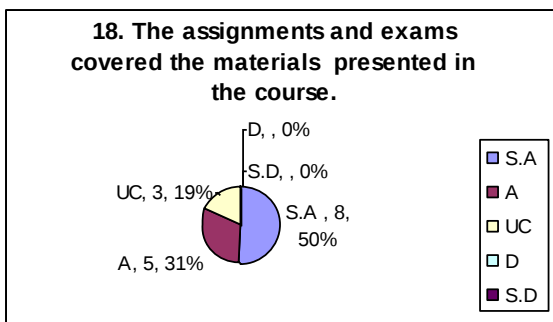
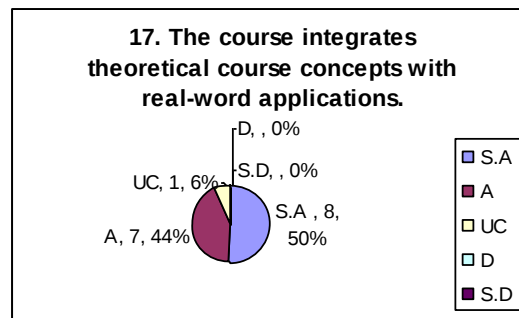
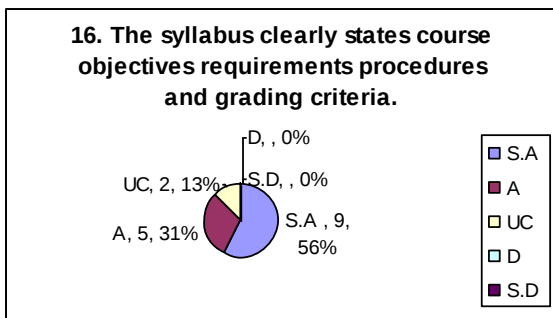
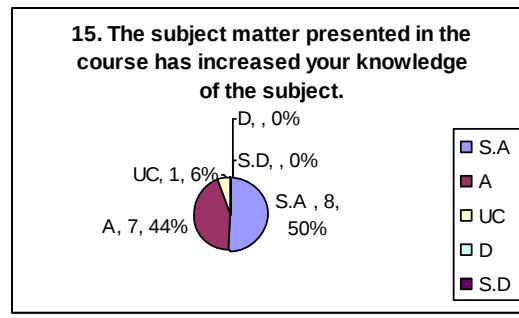
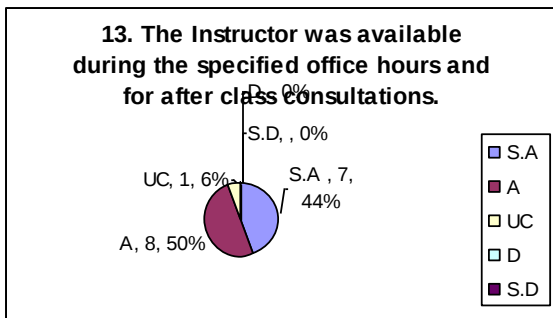
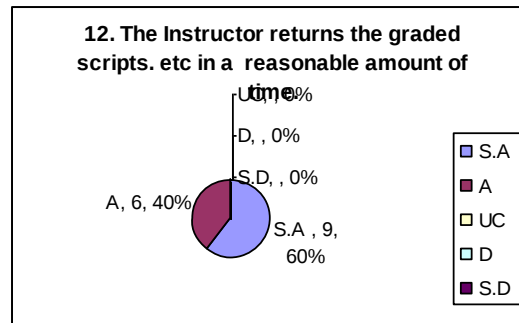
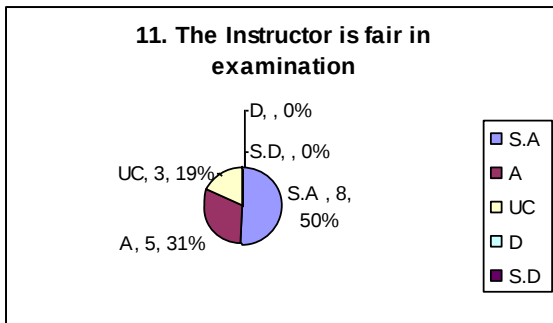


SOC-711

Faculty member-2 (Spring 11)

The faculty member 2 was punctual according to 46%. She provided additional material as recorded by 69% of the participants. Instructor-student participation was fair at 53% scoring. She was fail in examination (50%) while less than 50% of the students said that the instructor was additionally available besides the lecture timing.

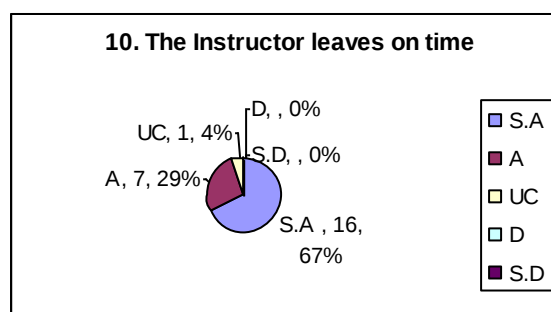
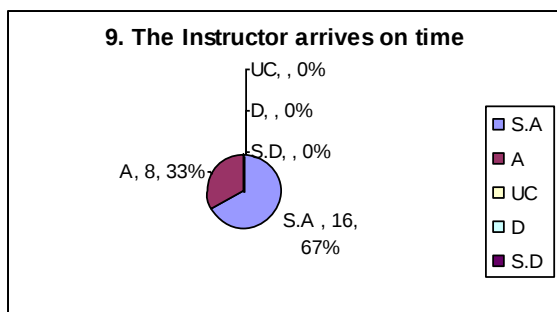
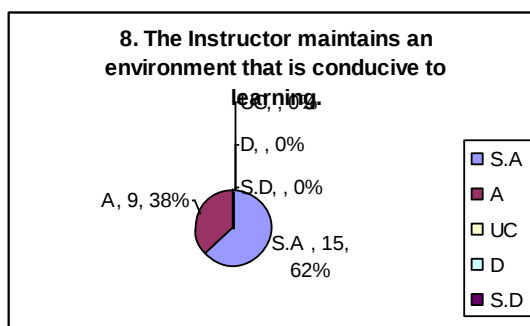
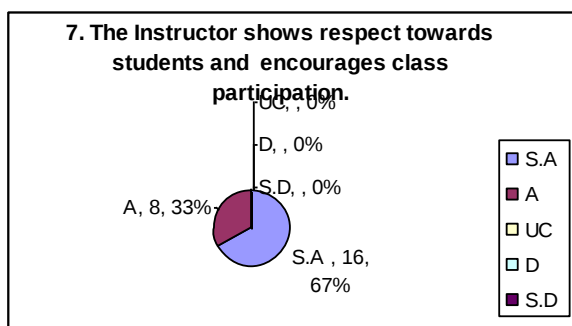
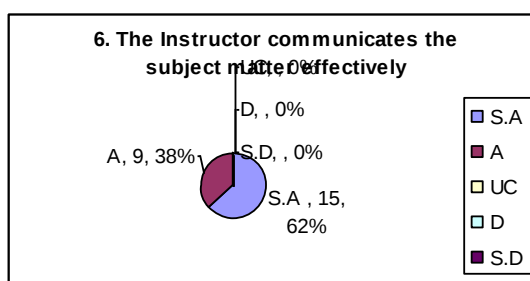
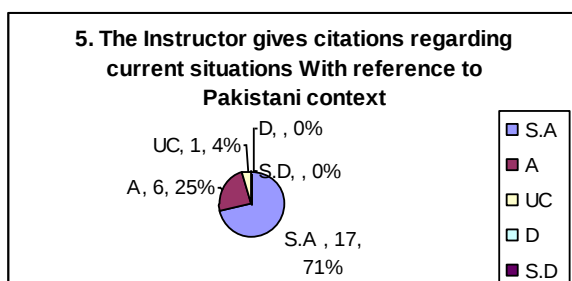
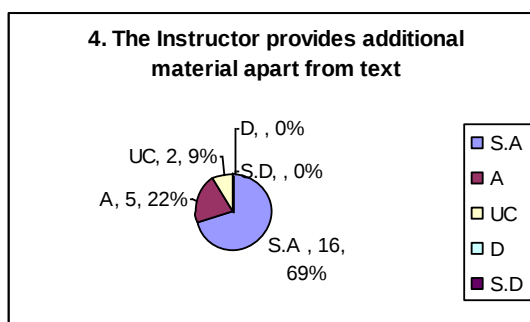
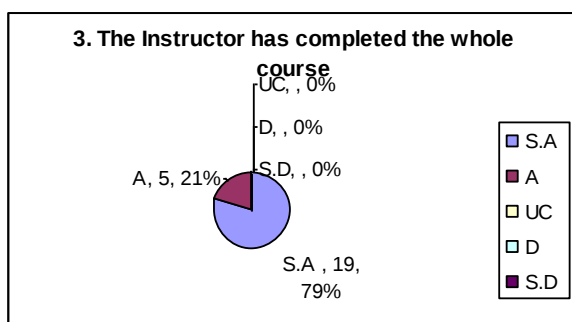
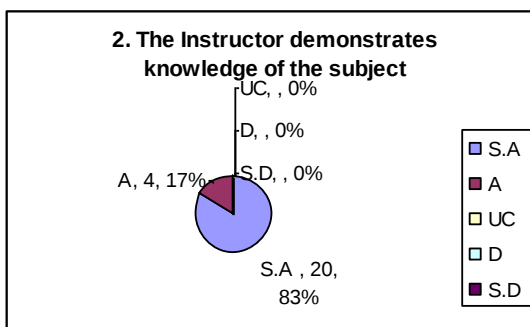
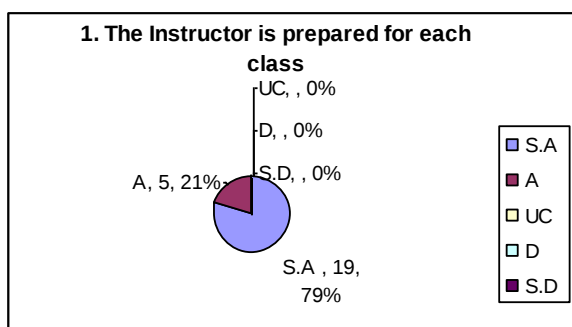


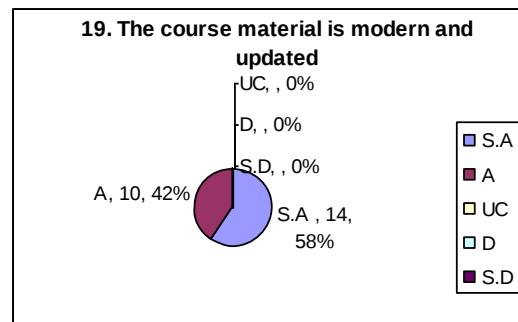
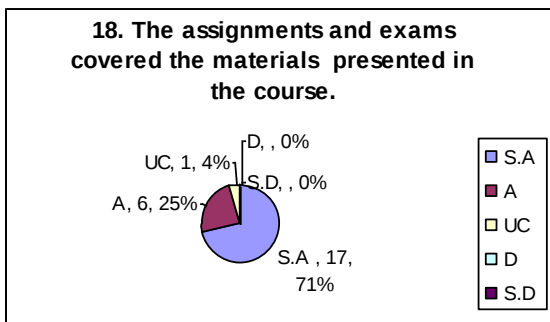
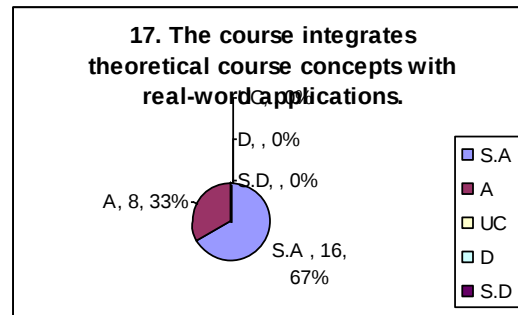
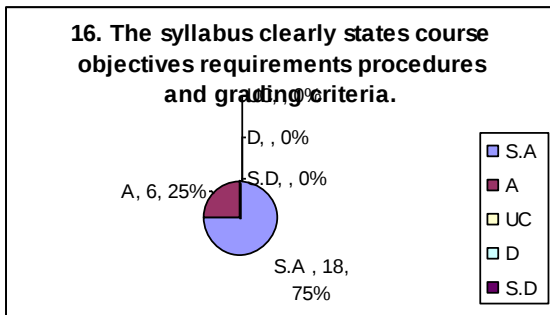
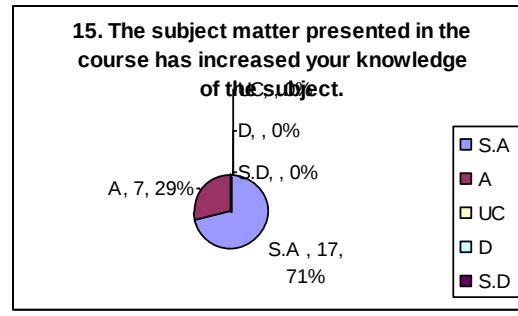
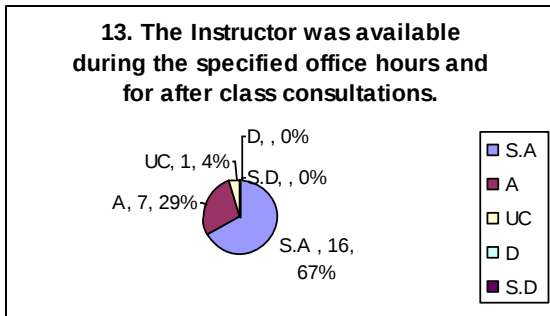
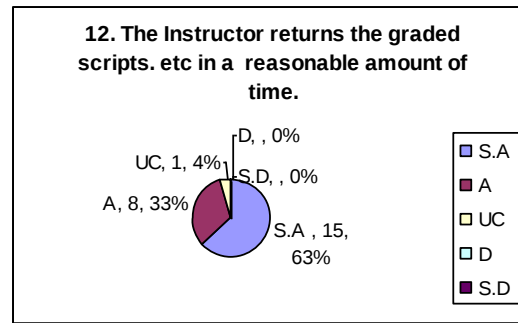
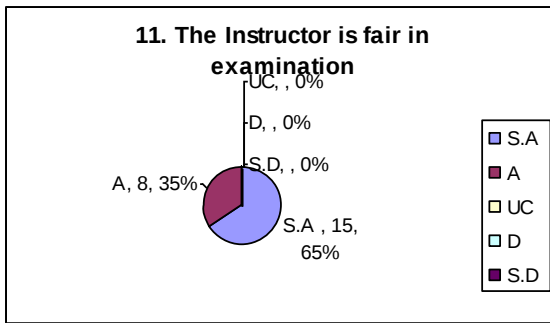


Faculty member-3 (Spring 11)

SOC-706

Faculty member 3 yield sound feed back with reference to Pakistani community (71%). Effective interaction between the instructor and student 67% was observed. Whereas 25% revealed that the syllabus clearly demonstrates the course objectives.



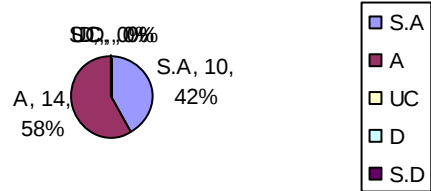


(Spring 2011)

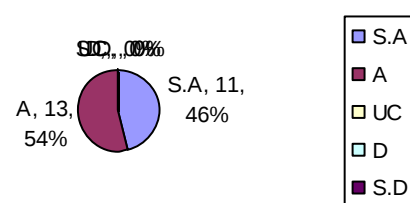
SOC-706

Course objectives were clear 58%, while the students make a good progress 56% indicating 53% of the participation during the session. Regularity of the instructor was recorded at 48%.

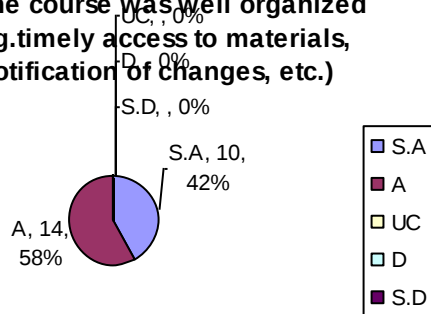
1. The course objectives were clear



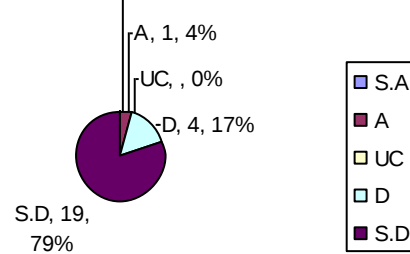
2. The course workload was manageable



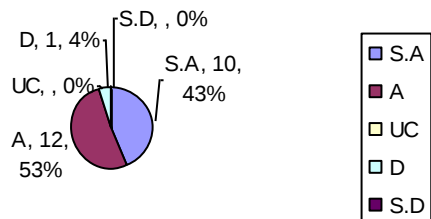
3. The course was well organized (e.g. timely access to materials, notification of changes, etc.)



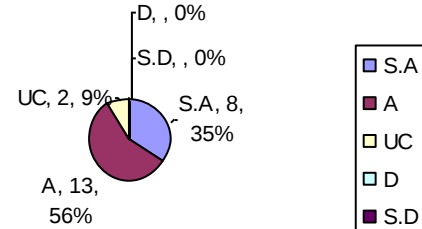
5. Approximate level of your own attendance during the whole course.



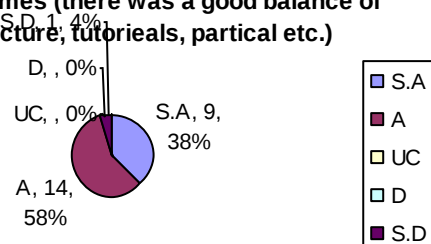
6. I participated actively in the course



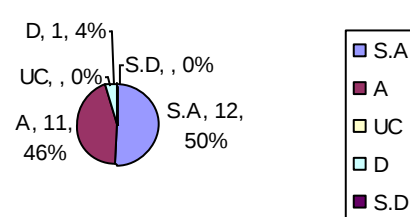
7. I think I have made progress in this course



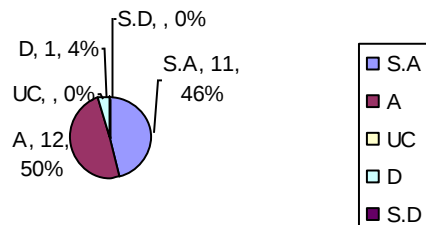
9. I think the course was well constructed to achieve the learning outcomes (there was a good balance of lecture, tutorials, practical etc.)



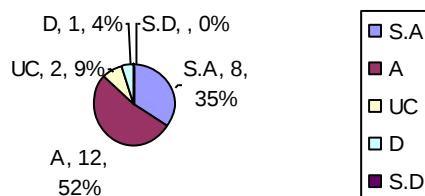
10. The learning and teaching methods encouraged participation.



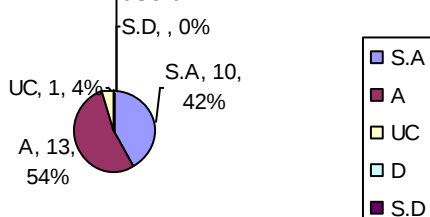
11. Recommended reading books etc. were relevant and appropriate.



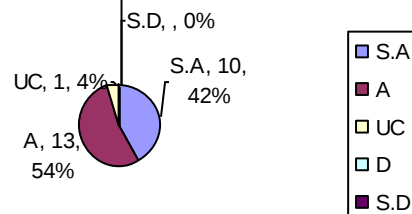
12. Classrooms were satisfactory



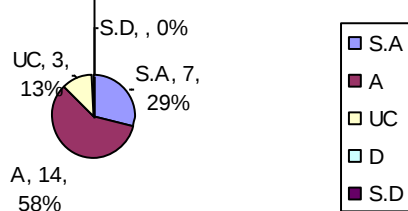
14. Learning materials (lesson plans, course notes etc.) were relevant and useful.



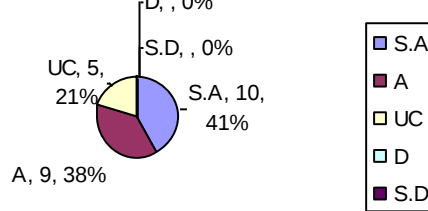
15. Recommended reading books etc. were relevant and appropriate.



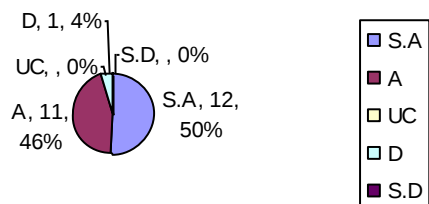
16. The provision of learning resources in the library was adequate and appropriate.



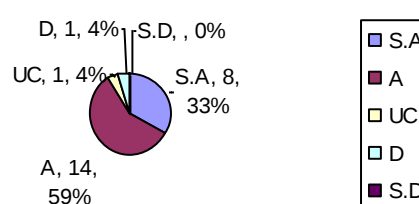
17. The provision of learning resources on the web was adequate and appropriate. (if relevant)



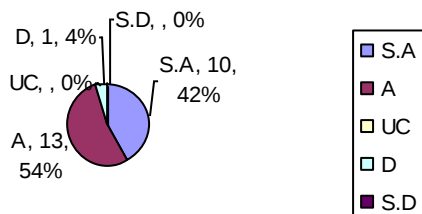
19. The course stimulated by interest and thought on the subject area.



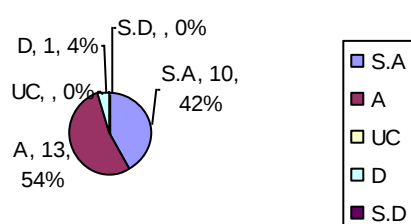
20. The pace of the course was appropriate

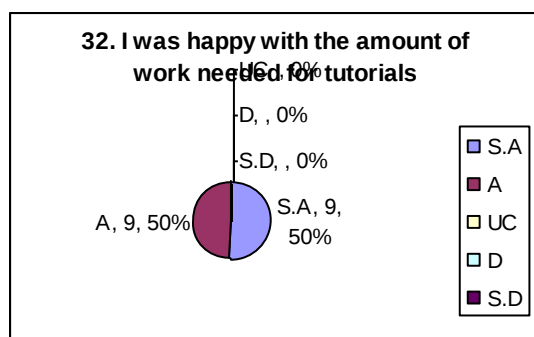
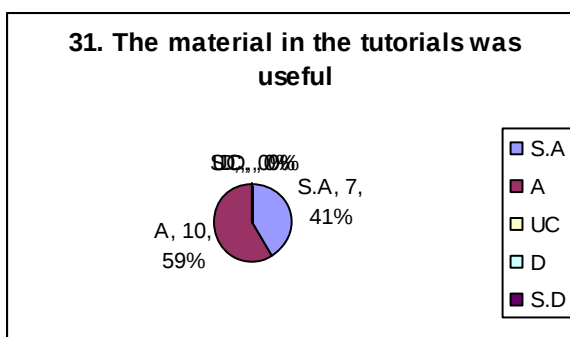
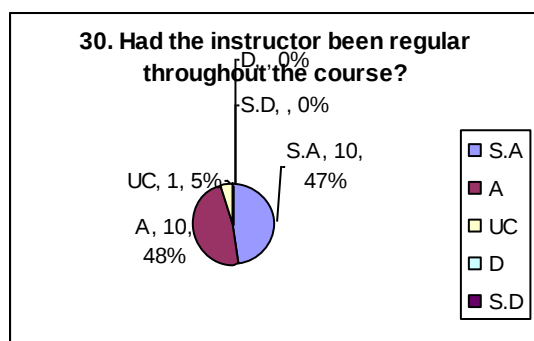
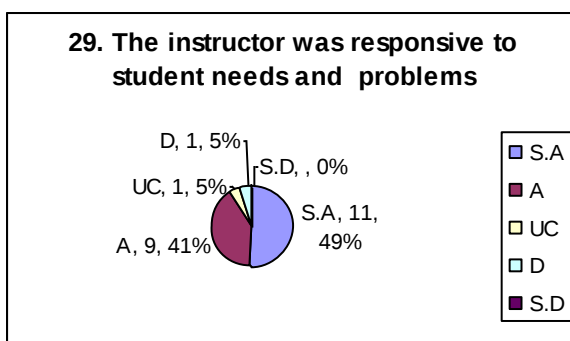
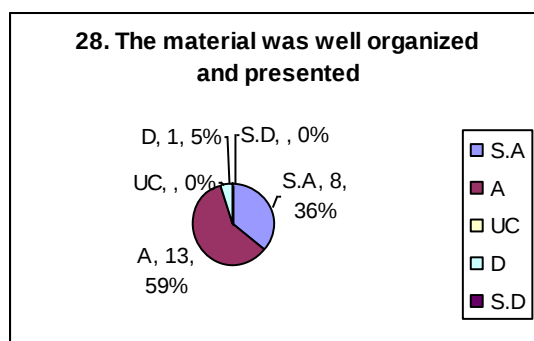
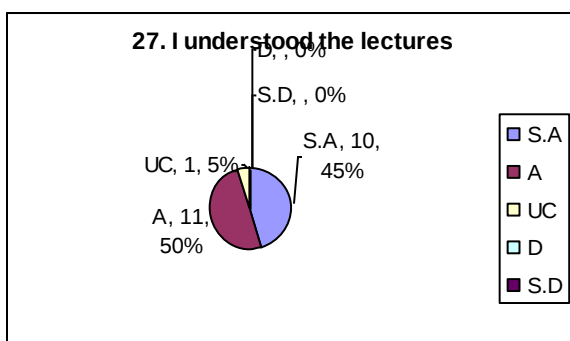
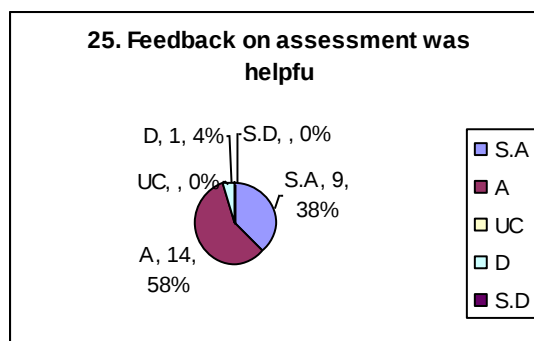
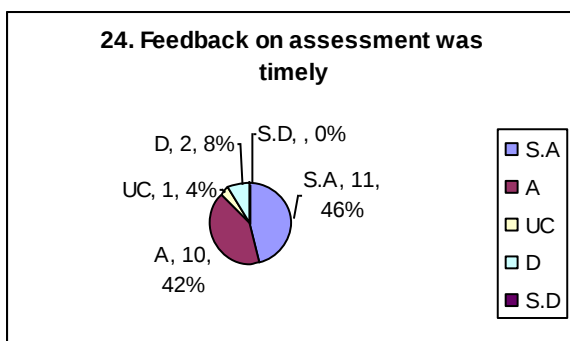


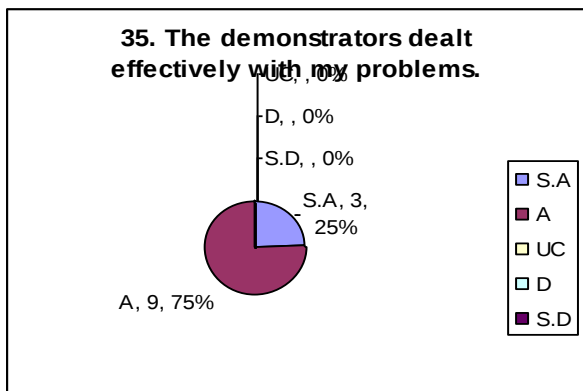
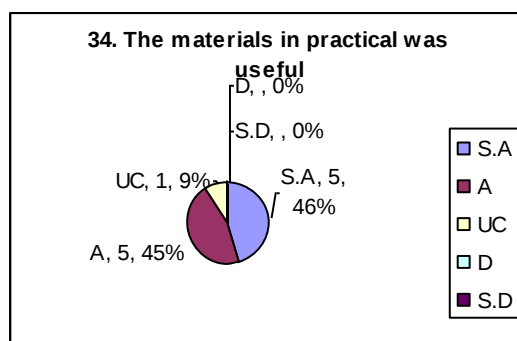
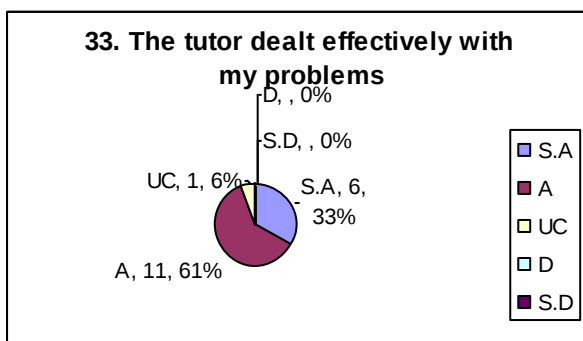
21. Ideas and concepts were presented clearly



23. The method of assessment were reasonable



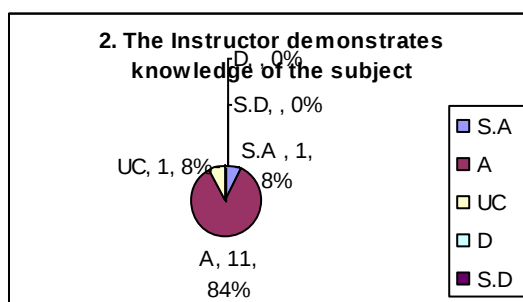
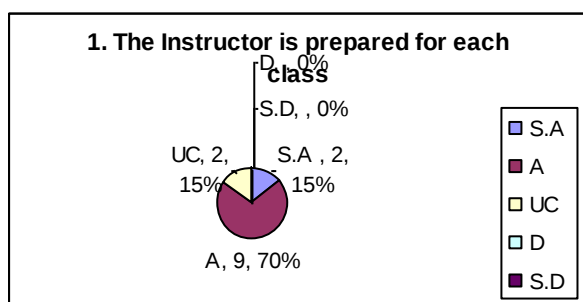


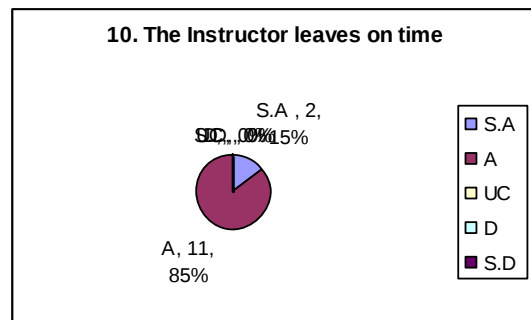
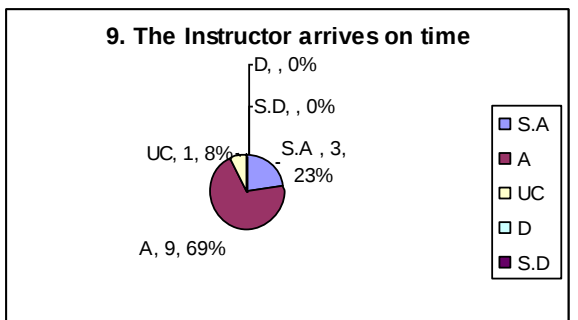
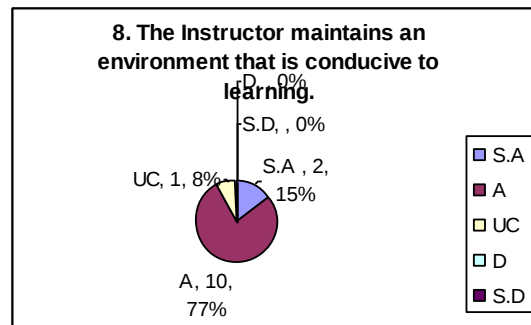
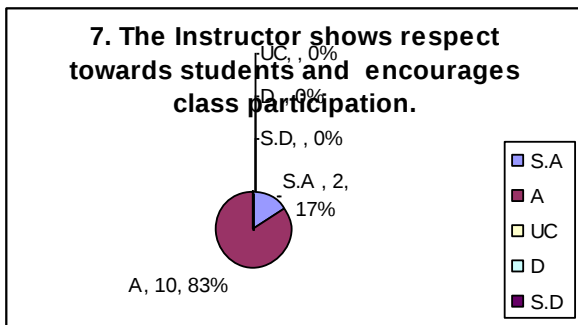
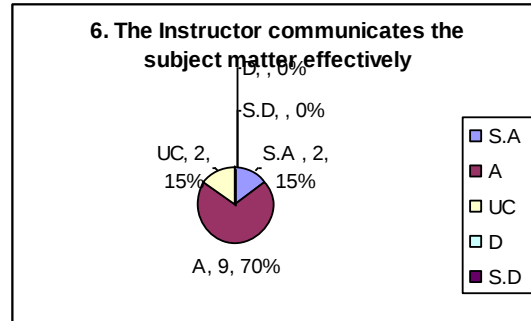
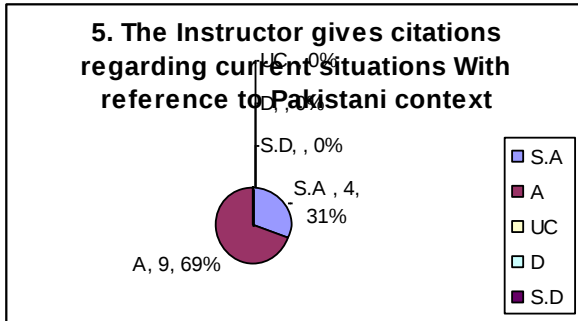
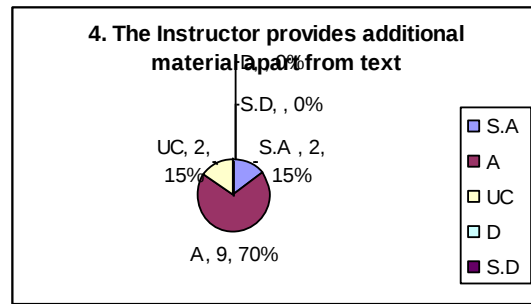
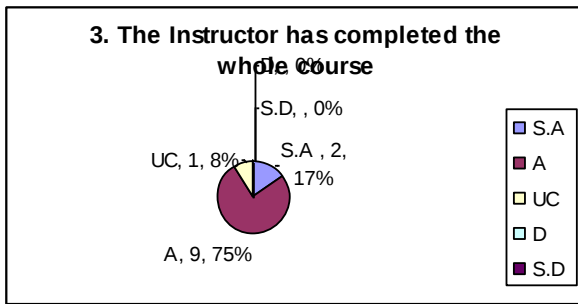


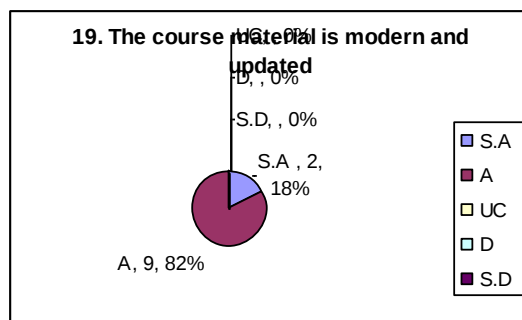
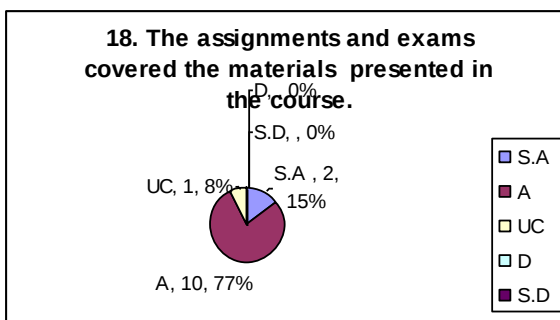
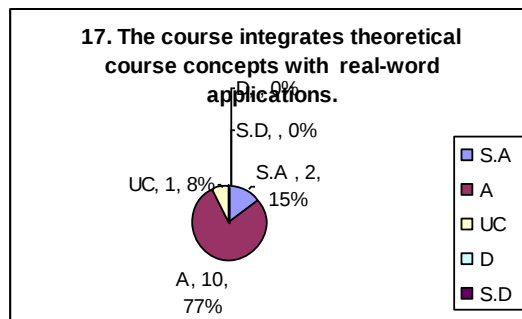
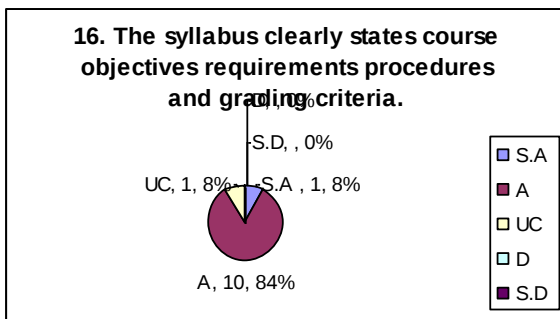
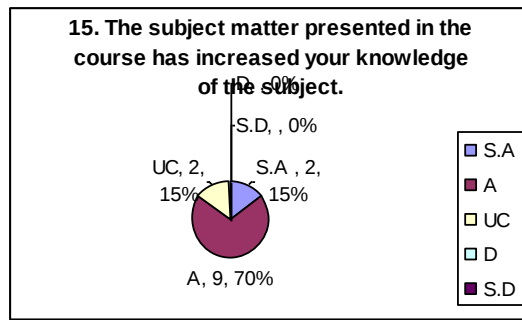
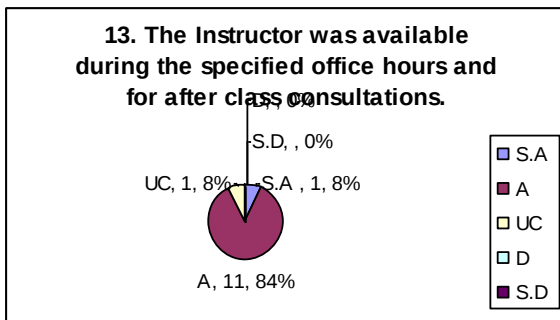
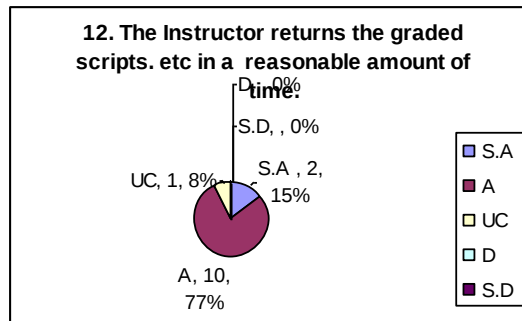
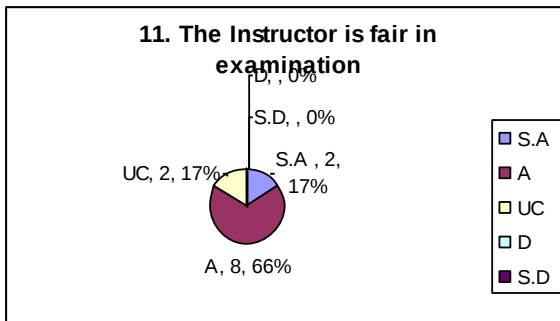
Faculty member-4 (Spring 11)

SOC-714

Faculty member 4 excellently demonstrated the knowledge of the subject. Learning environment was favourable to the students (84%). Provision of the additional course material (70%), to encourage the students during the course of the lecture 83% was recorded. Preparation for each lecture scored 70% of the assessment. 82% revealed that the course is modern and fulfilling the applied side of the content.



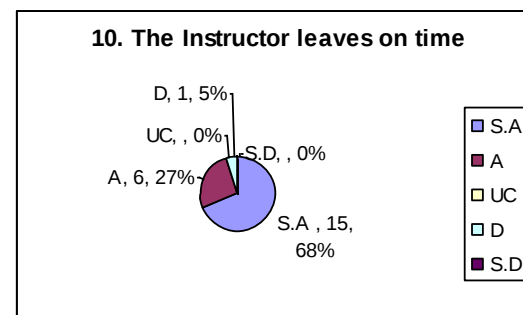
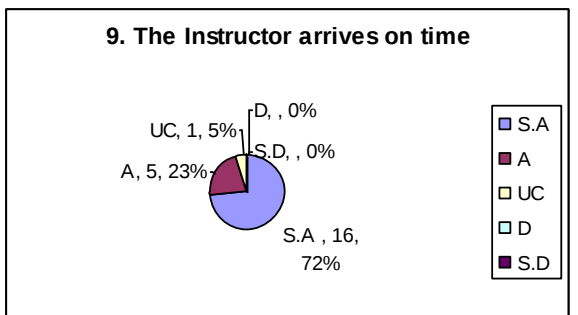
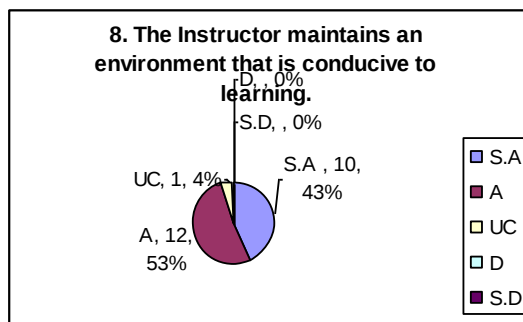
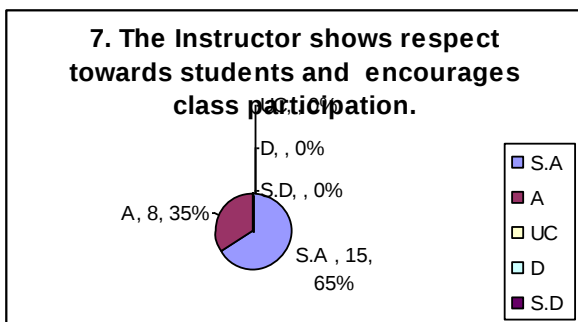
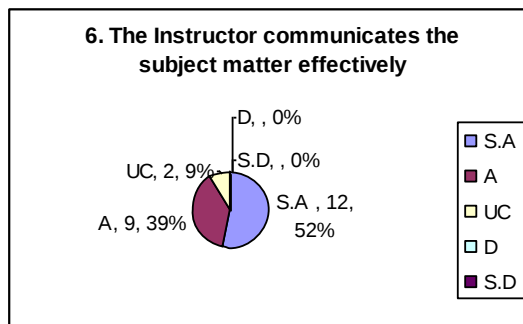
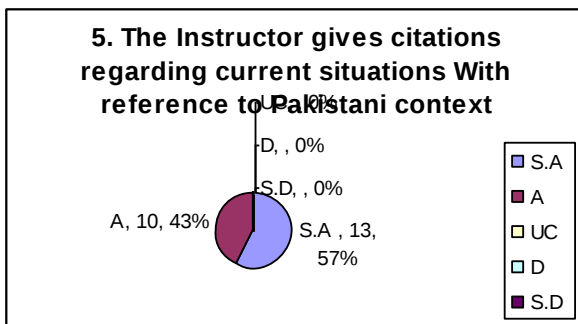
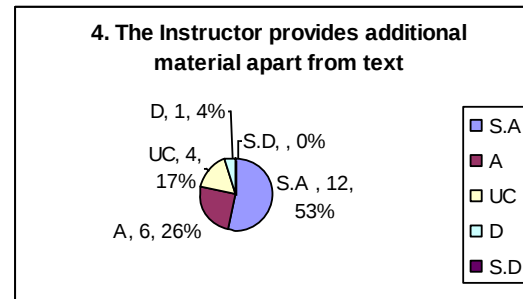
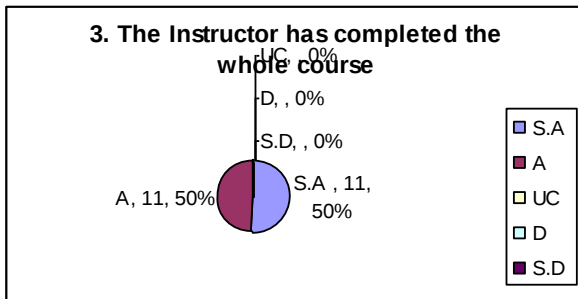
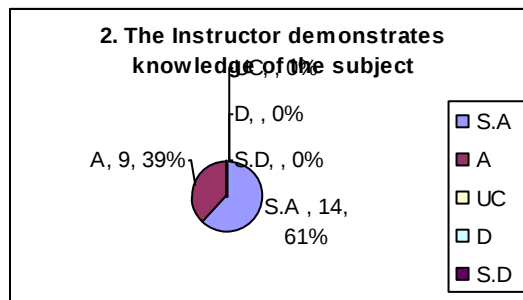
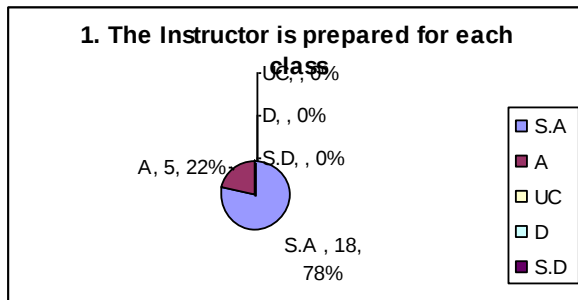


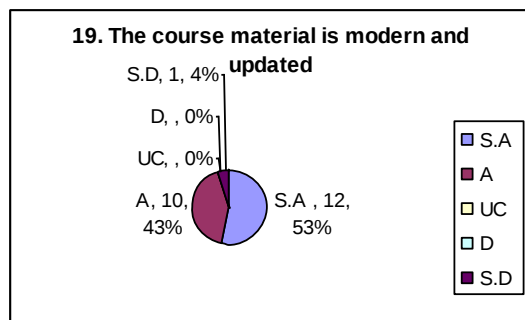
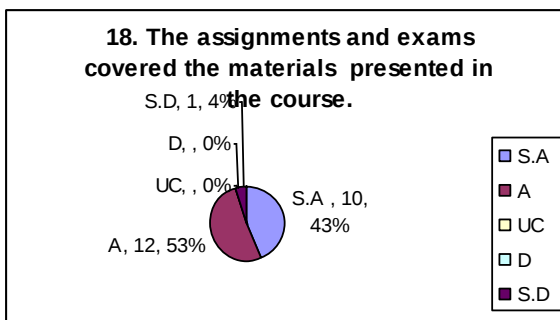
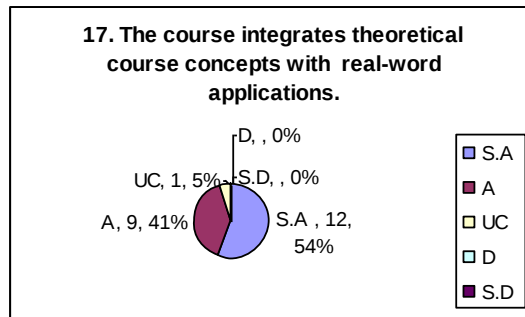
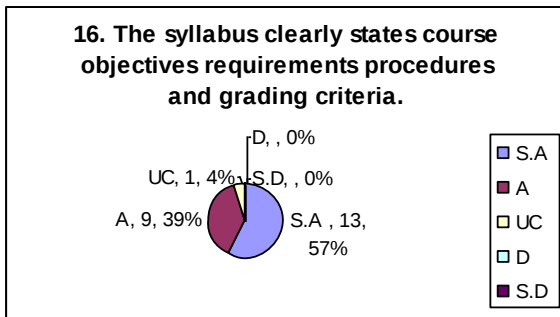
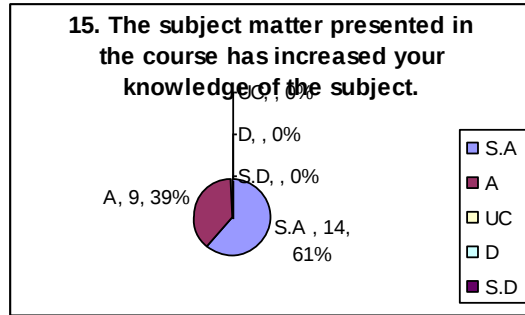
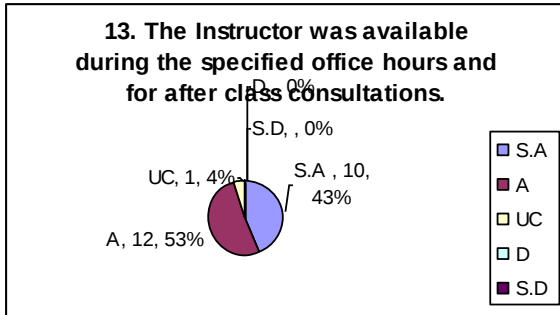
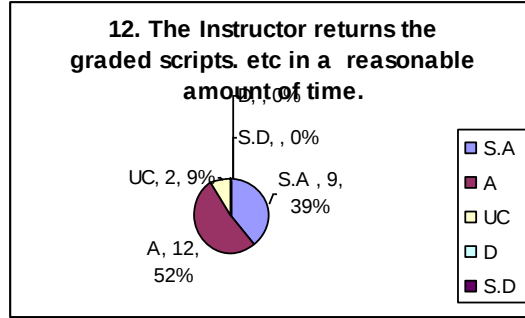
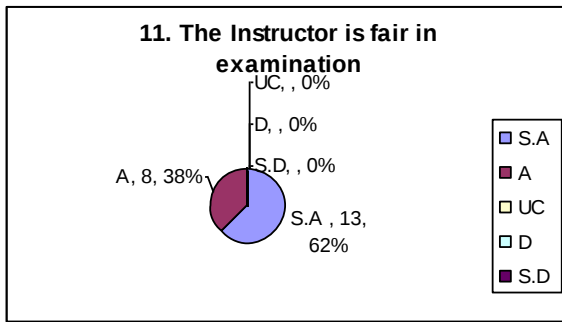


Faculty member-5 (Fall 11)

SOC-701

The course material given by the faculty member 5 was latest (53%). The course objectives fulfilled the conceptual requirements of the participants (54%). More than half of the %age maintained that he was good enough in citing examples from Pakistani society, effective subject matter communication and conducive class room environment.

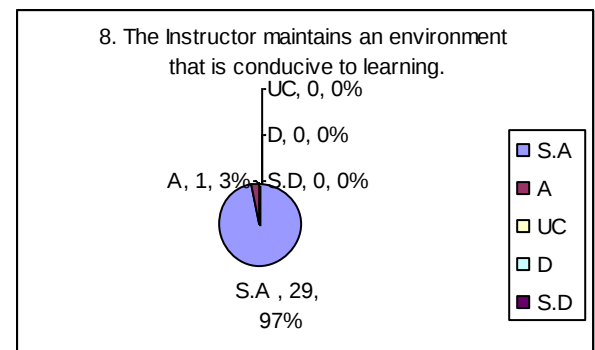
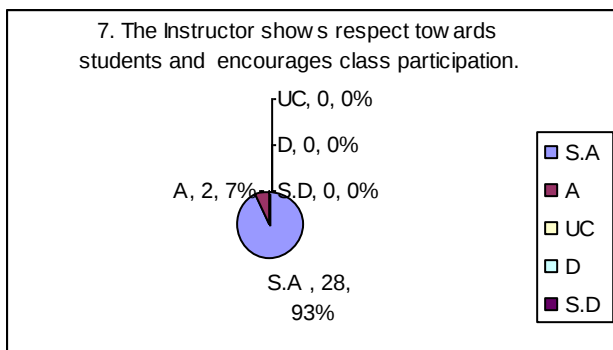
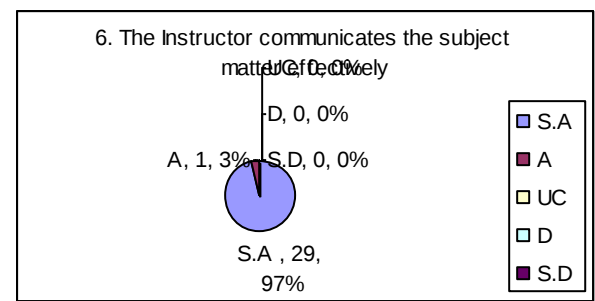
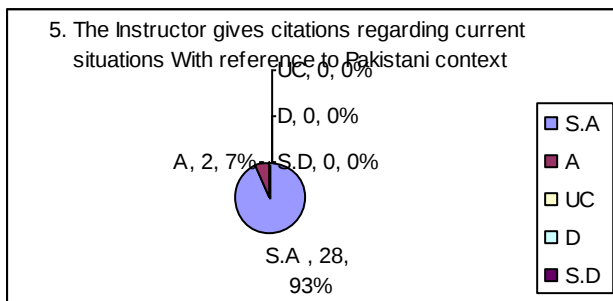
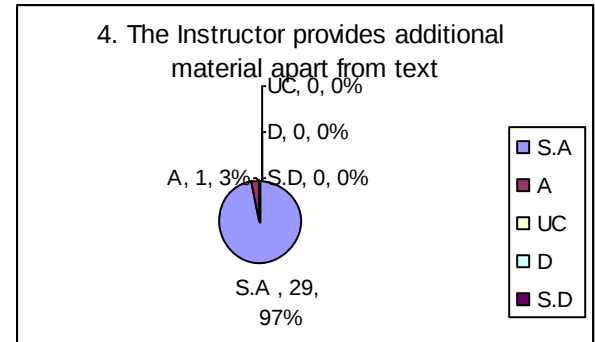
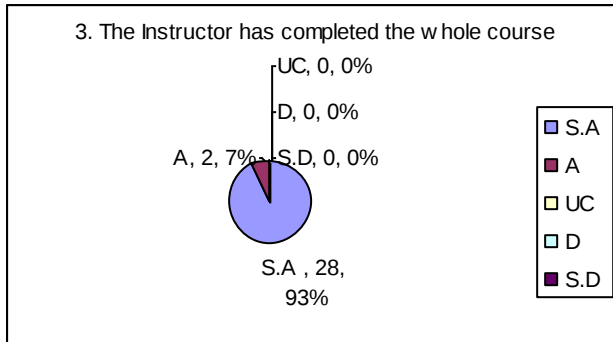
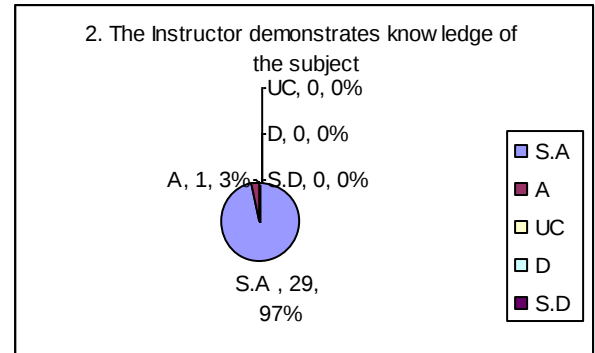
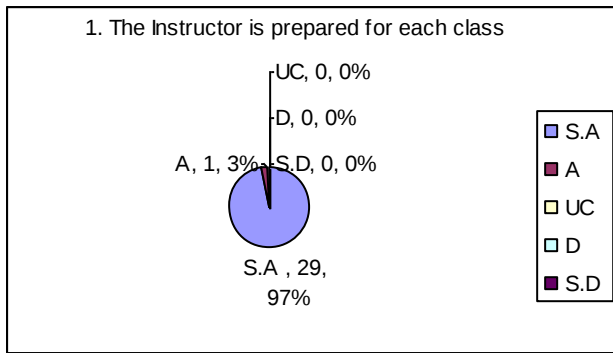


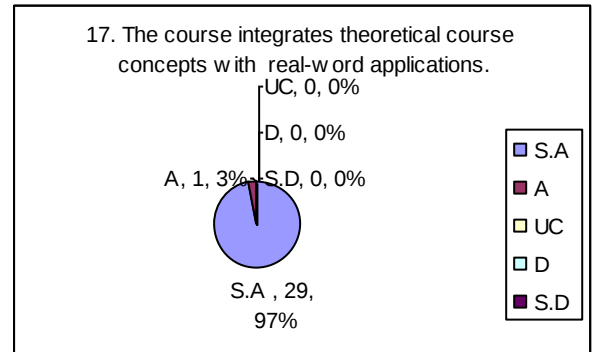
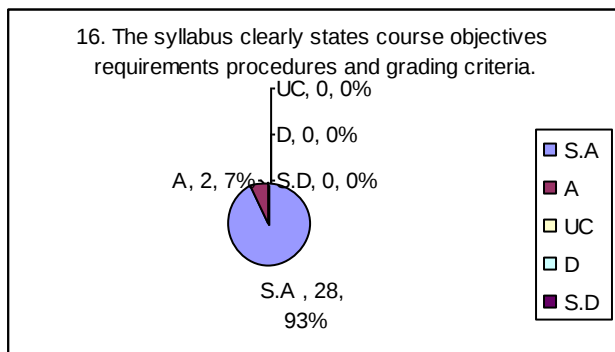
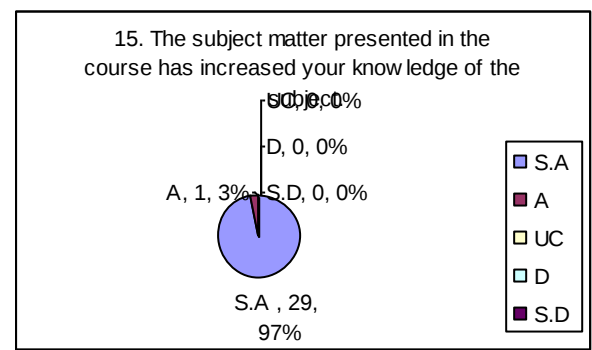
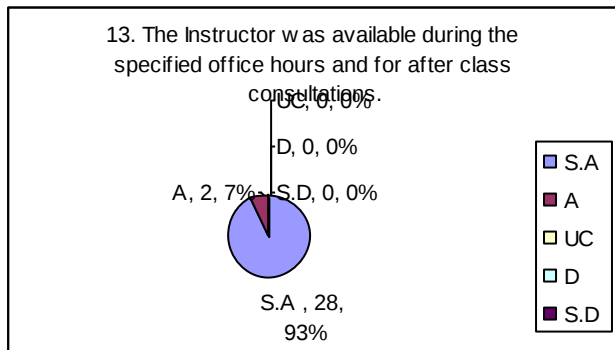
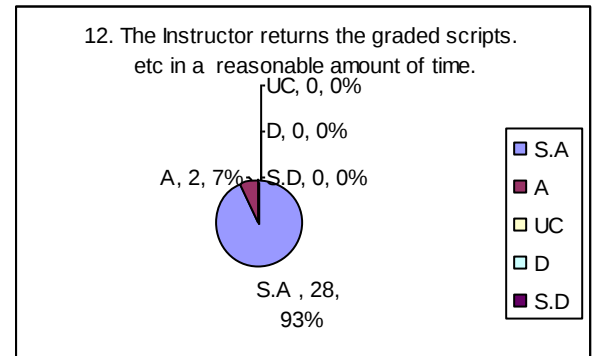
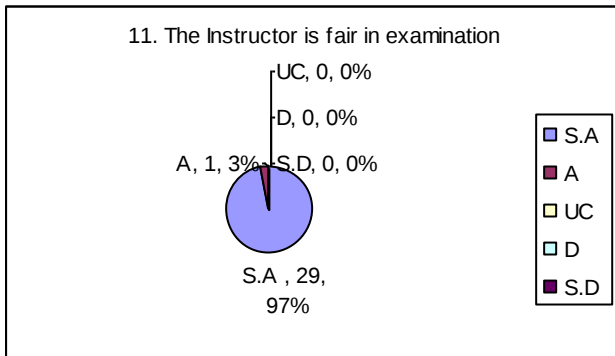
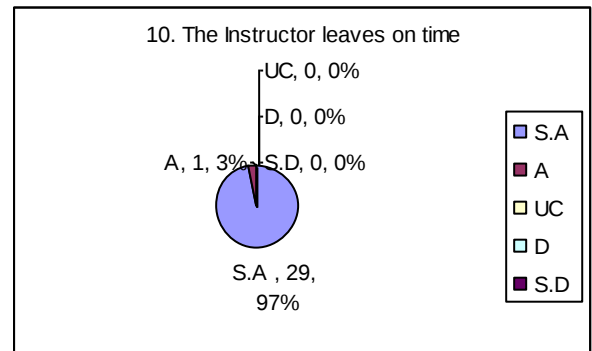
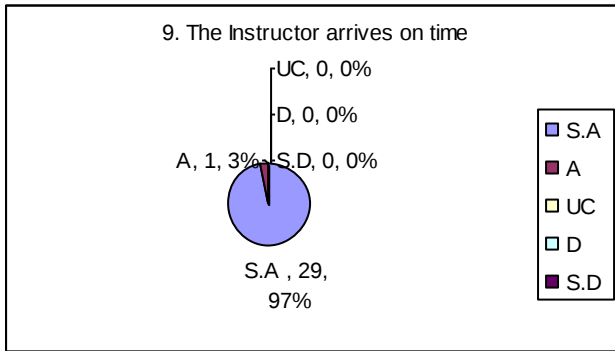


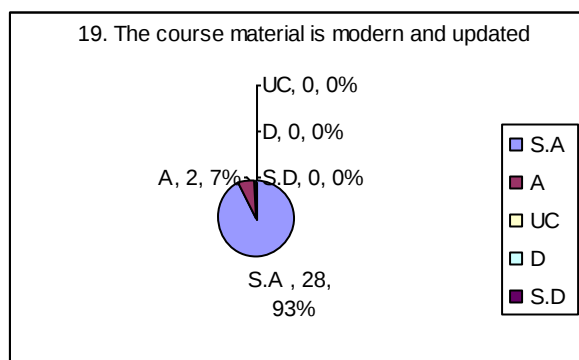
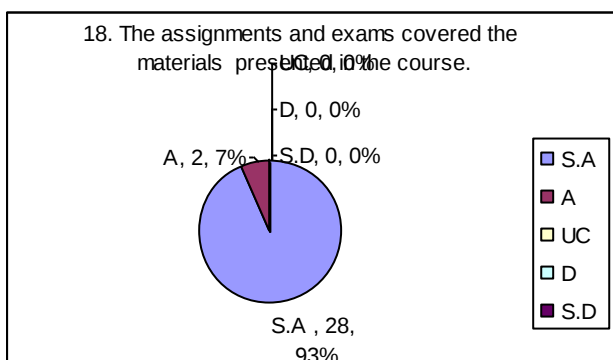
Faculty member-5 (Fall 11)

SOC-707

The subject matter of course taught by faculty member 5 increased the knowledge of the students. He covered the course well in time. Additional material was also given to the students.





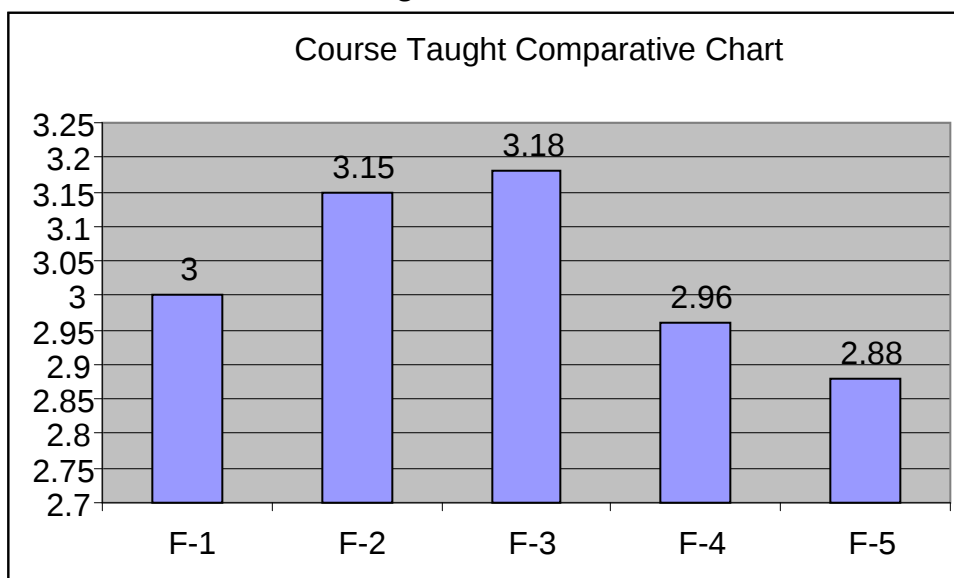


Program Assessment Results

STUDENTS' COURSE EVALUATION

According to comparative assessment, faculty 3 secured first ranking (3.18), faculty 2 secured second ranking (3.15), faculty 1 secured third ranking (3.00), faculty 4 secured fourth ranking (2.96) while faculty 5 secured the lowest ranking (2.88). Though the difference is some but minor, but even than it might help the Department to access with a compression amongst the faculty members. Sometimes the respondent is not true in his approach to rank a lecturer or a professor. Moreover, provision of office, classroom, computer and teaching accessories could reveal with a negative or low scoring which is put in black and white into the respective qec proformas. Some times a respondent feels sick to deal with a huge quantity of forms composed of a large number of questions indicating a very minute variable to judge a faculty member in the respective course and a respective span of time.

Figure No. 2



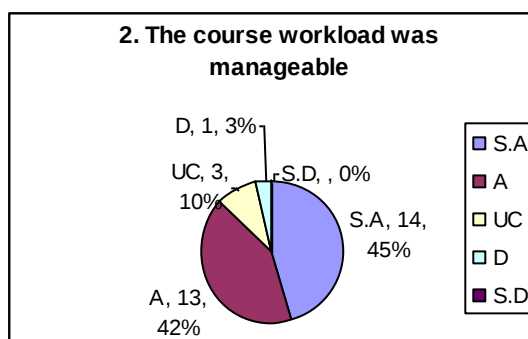
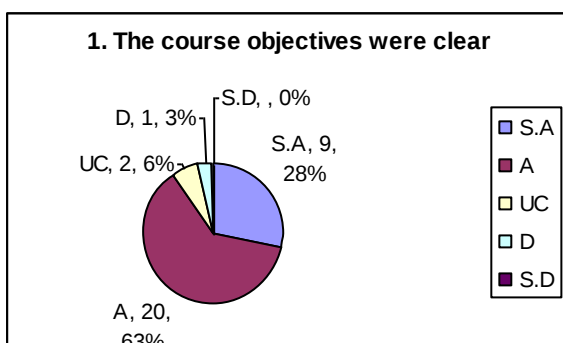
Students' Course Evaluation of Teacher 1:

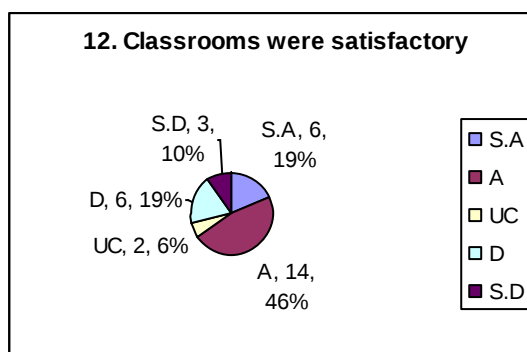
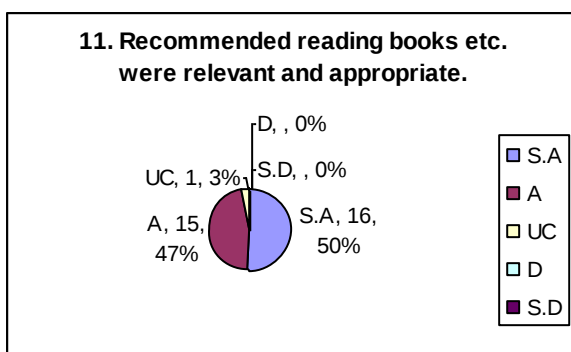
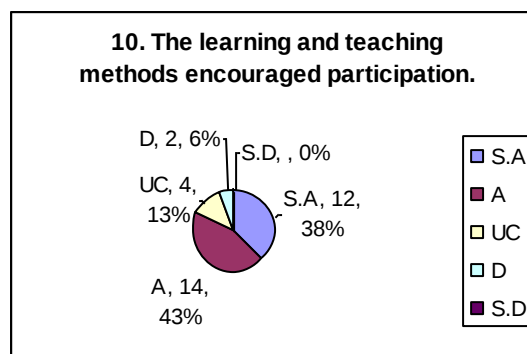
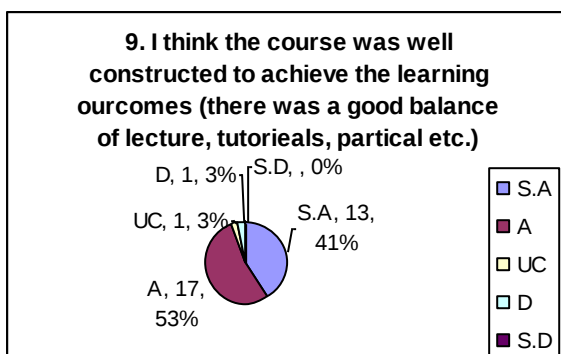
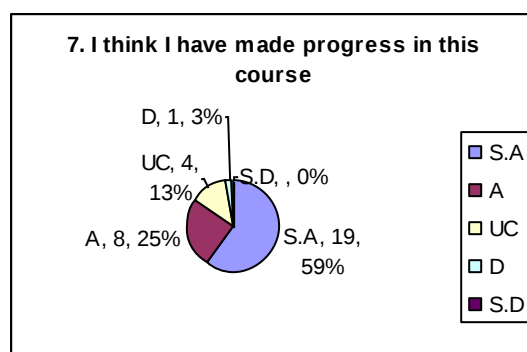
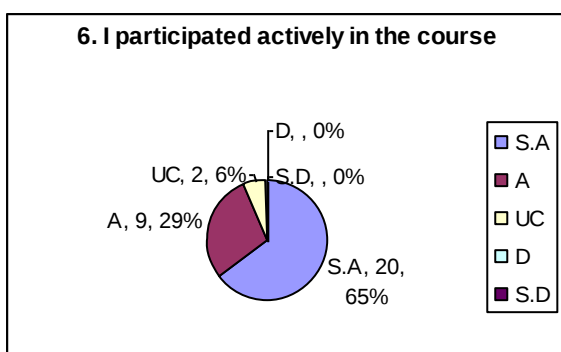
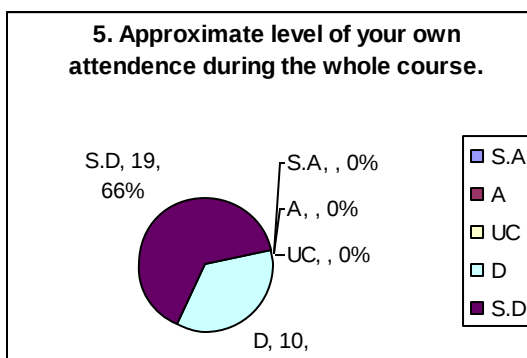
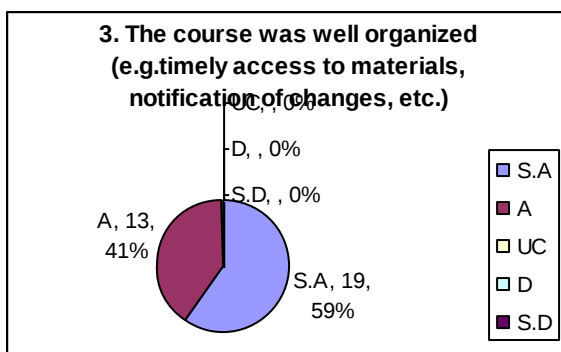
Student evaluation form

SOC-703

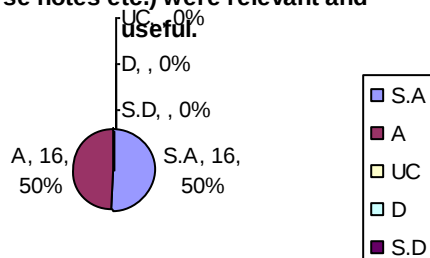
Faculty member-1 (Fall 10)

The course objectives of faculty member-1 were almost clear. The workload was manageable. The participation of the students was active in the course. Course instructor was regular throughout the course. Ideas and concepts were clearly presented. The learning and teaching methods were fairly encouraging.

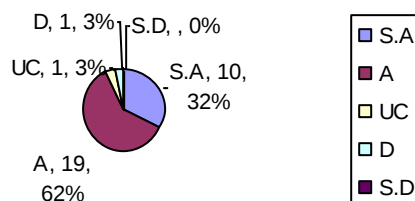




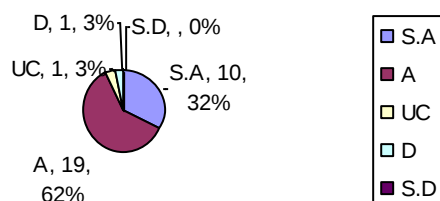
14. Learning materials (lesson plans, course notes etc.) were relevant and useful.



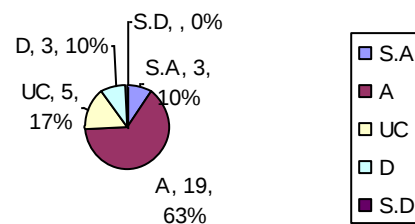
15. Recommended reading books etc. were relevant and appropriate.



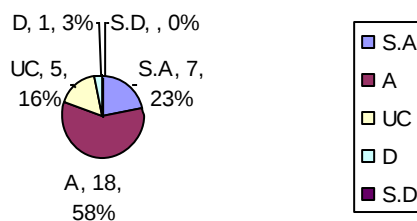
16. The provision of learning resources in the library was adequate and appropriate.



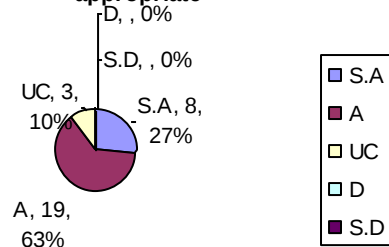
17. The provision of learning resources on the web was adequate and appropriate. (if relevant)



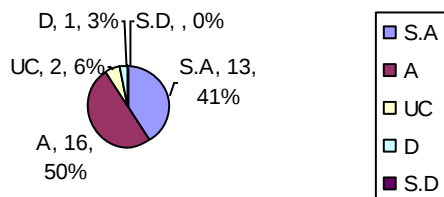
19. The course stimulated by interest and thought on the subject area.



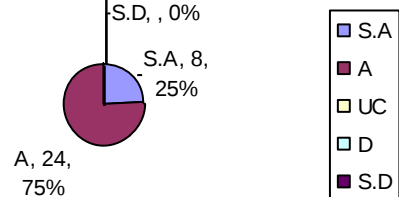
20. The pace of the course was appropriate

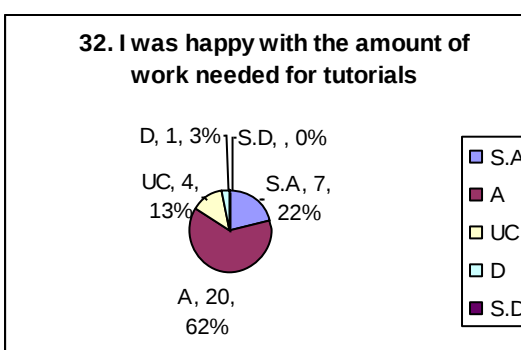
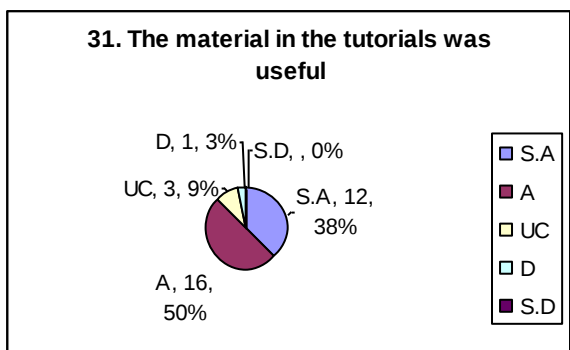
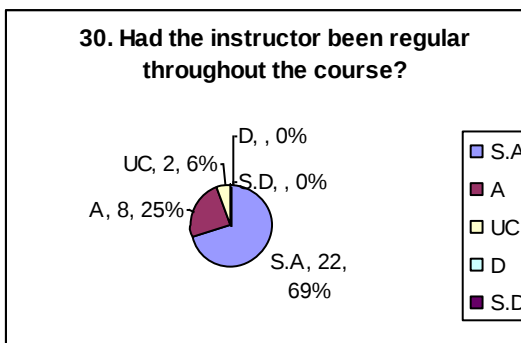
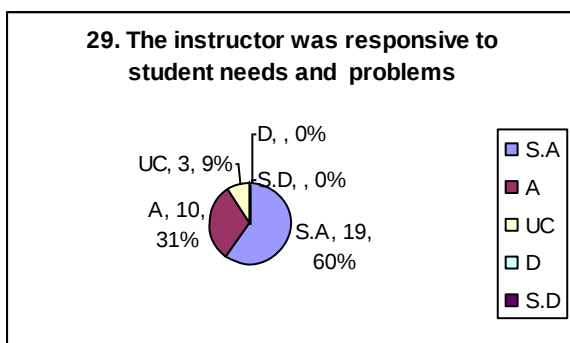
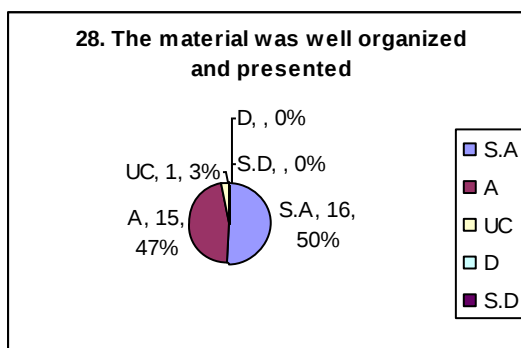
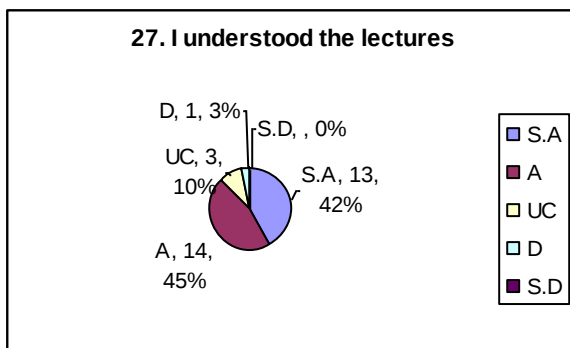
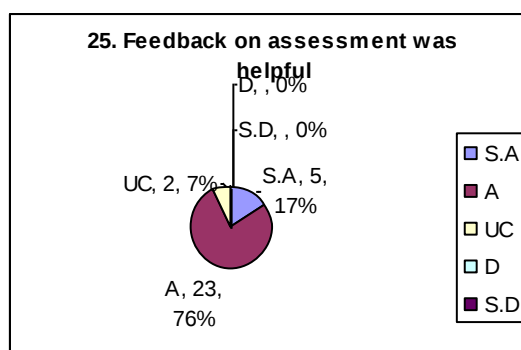
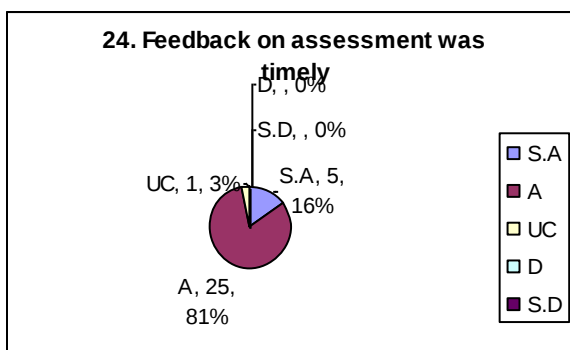


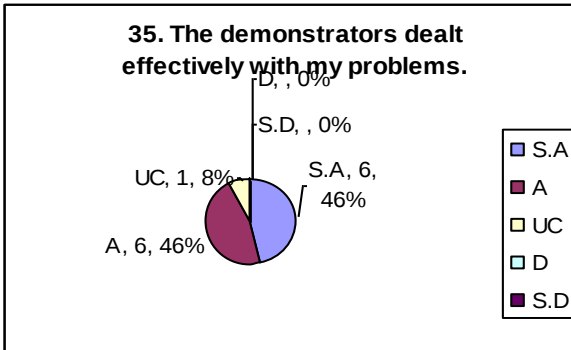
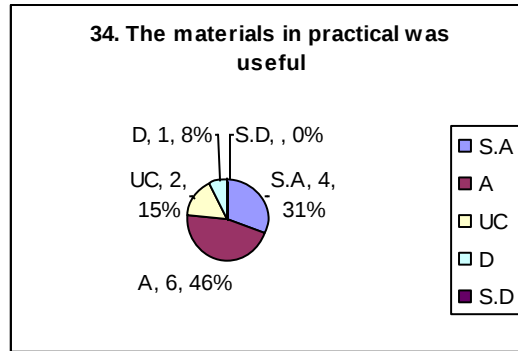
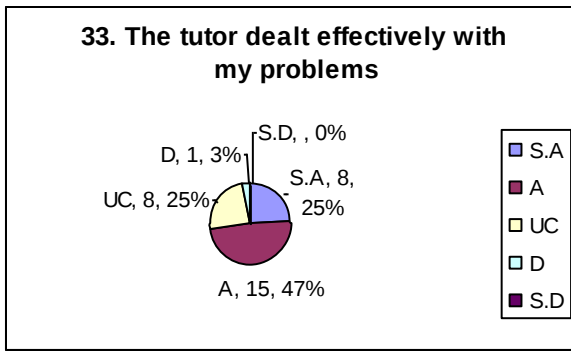
21. Ideas and concepts were presented clearly



23. The method of assessment were reasonable



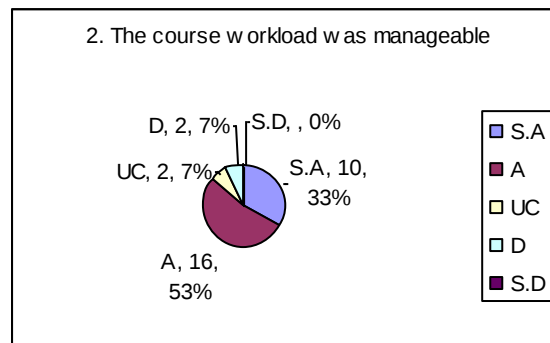
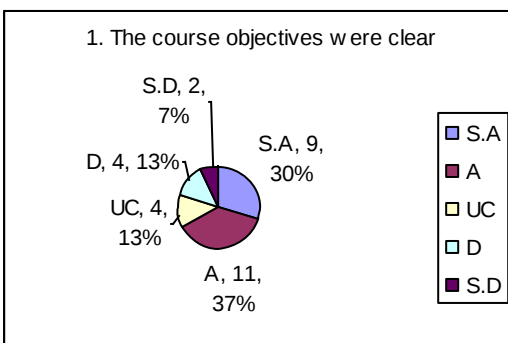




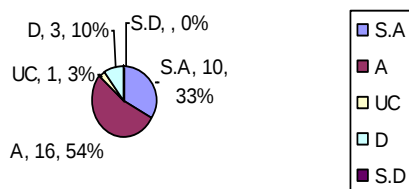
Faculty member-4 (Fall 10)

SOC-702

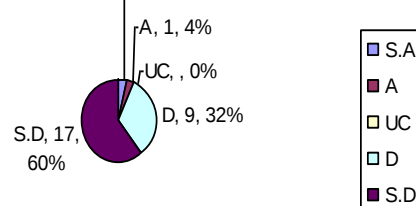
Students believed that the course was well defined keeping in view the challenges encountered by the community about social change and development. Instructor dealt efficiently with the class room problems.



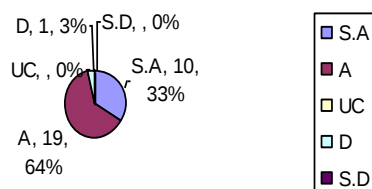
3. The course was well organized (e.g. timely access to materials, notification of changes, etc.)



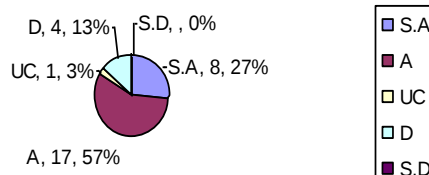
5. Approximate level of your own attendance during the whole course.



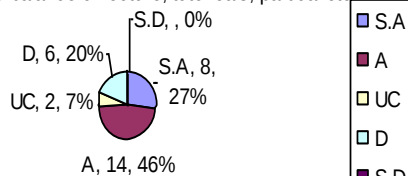
6. I participated actively in the course



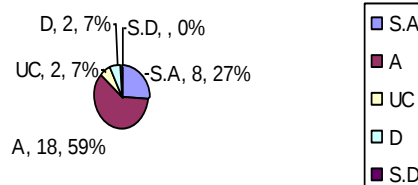
7. I think I have made progress in this course



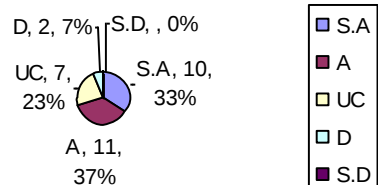
9. I think the course was well constructed to achieve the learning outcomes (there was a good balance of lecture, tutorials, practical etc.)



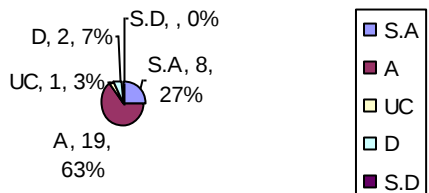
10. The learning and teaching methods encouraged participation.



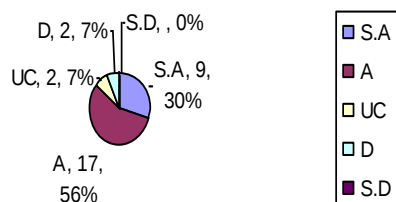
11. Recommended reading book set c. were relevant and appropriate.



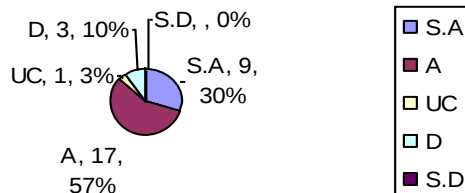
12. Classrooms were satisfactory



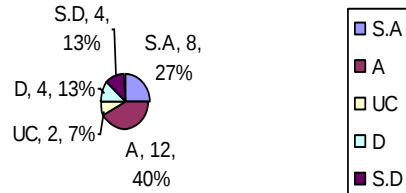
14. Learning materials (lesson plans, course notes etc.) were relevant and useful.



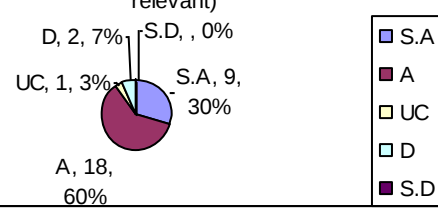
15. Recommended reading books etc. were relevant and appropriate.



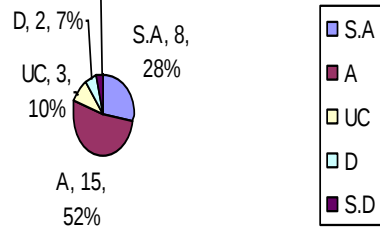
16. The provision of learning resources in the library was adequate and appropriate.



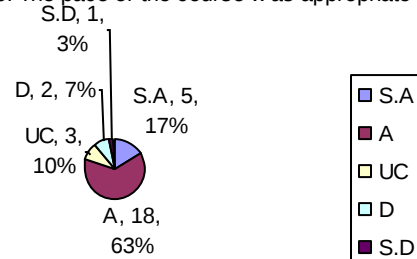
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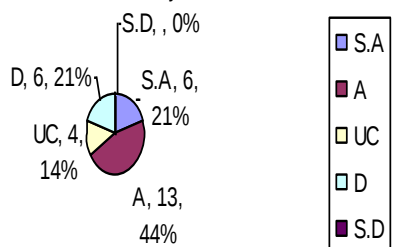
19. The course stimulated by interest and thought on the subject area.



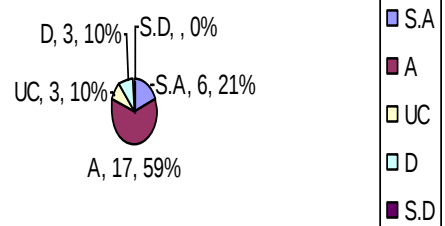
20. The pace of the course was appropriate



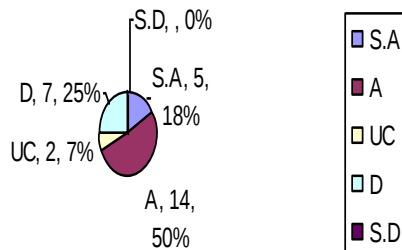
21. Ideas and concepts were presented clearly



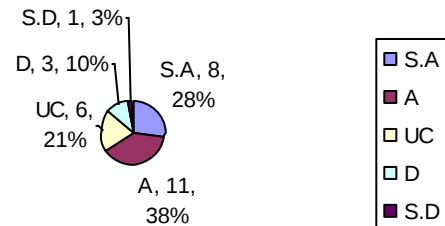
23. The method of assessment were reasonable

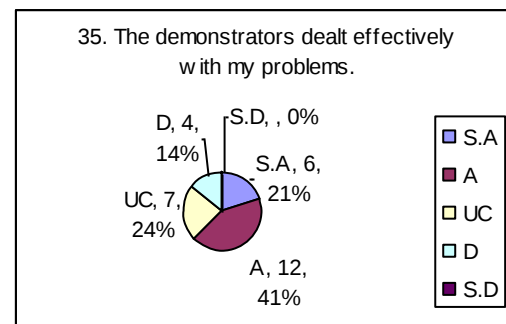
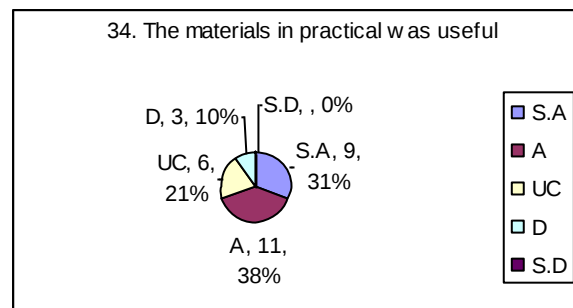
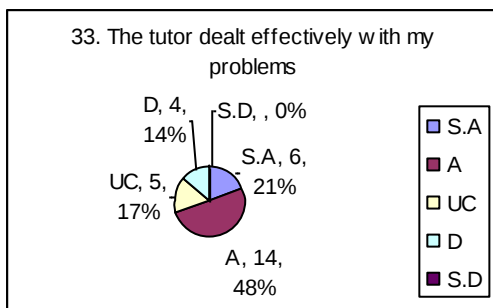
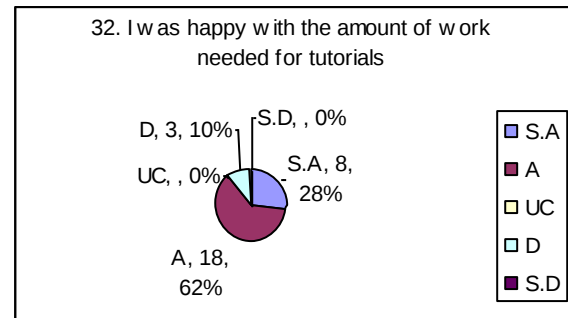
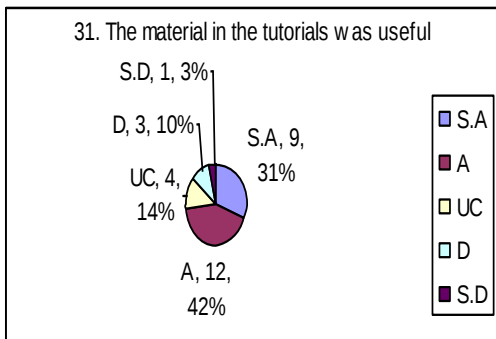
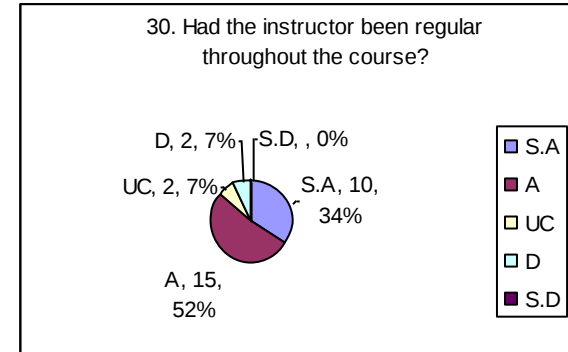
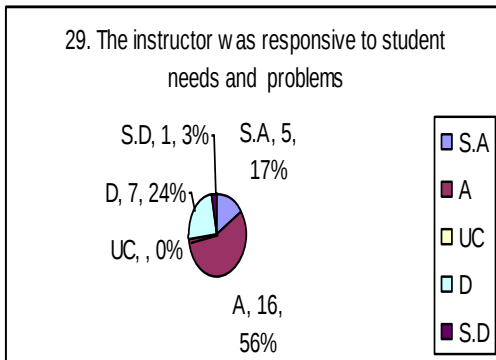
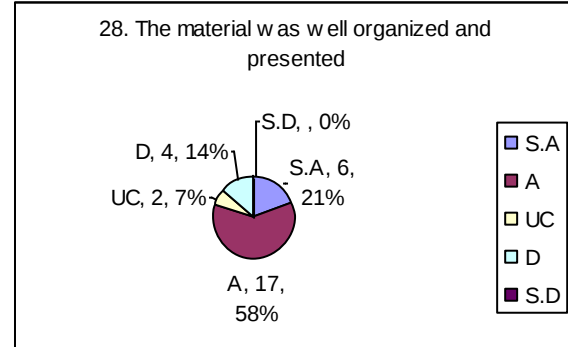
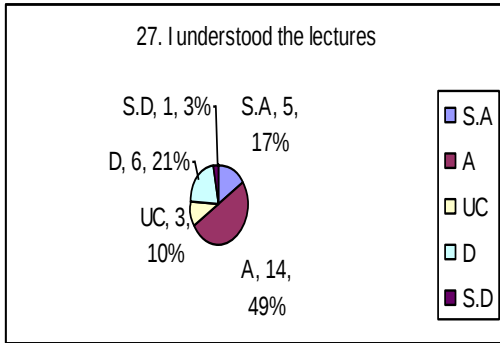


24. Feedback on assessment was timely



25. Feedback on assessment was helpful

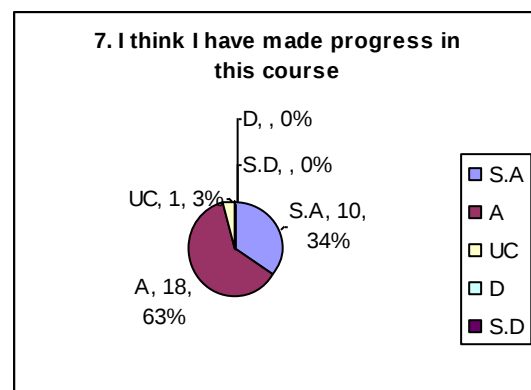
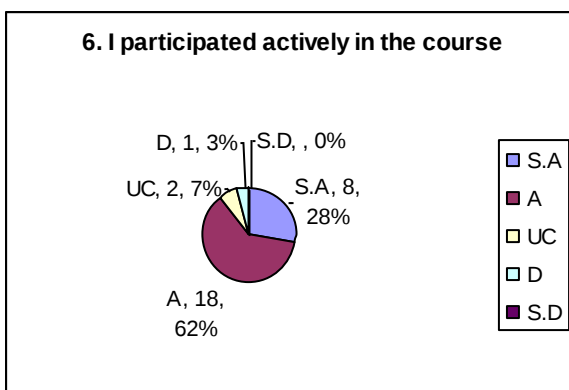
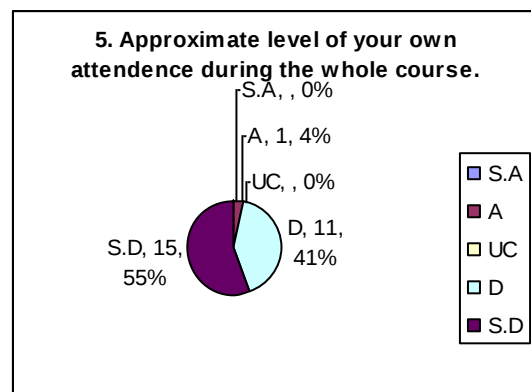
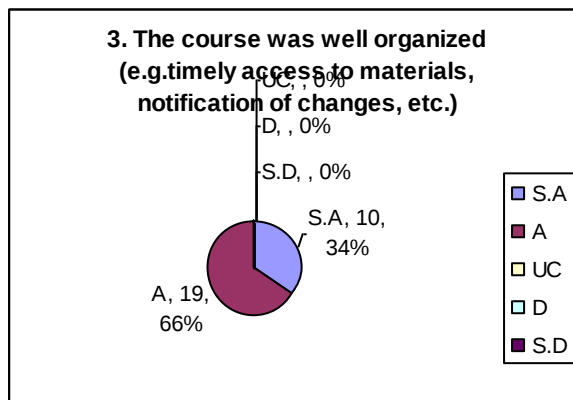
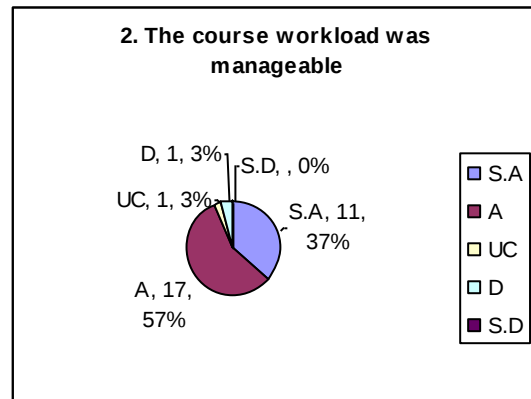
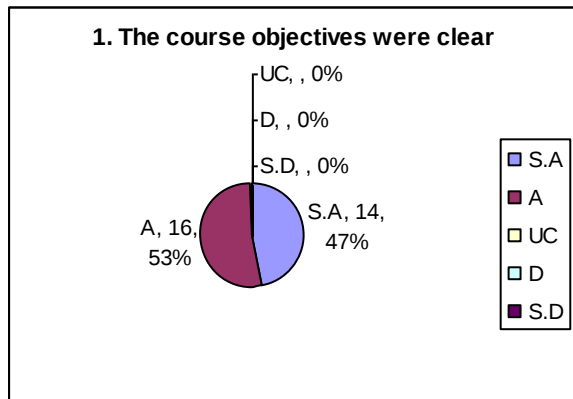




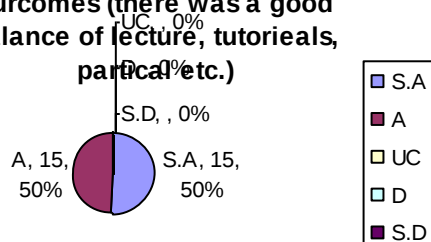
Faculty member-3 (Fall 10)

SOC-713

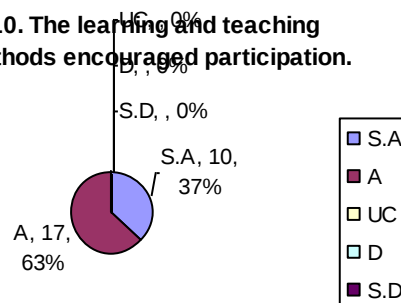
Faculty member -3 delivered the course efficiently and was well taken by the students. Instructor was regular throughout the course. Encouraging attitude by the instructor and good response by the students was practiced.



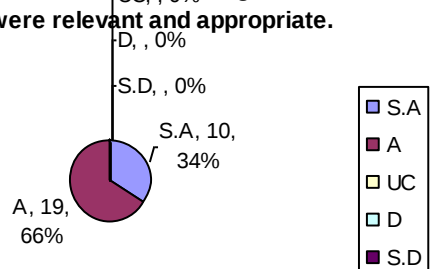
9. I think the course was well constructed to achieve the learning outcomes (there was a good balance of lecture, tutorials, practical etc.)



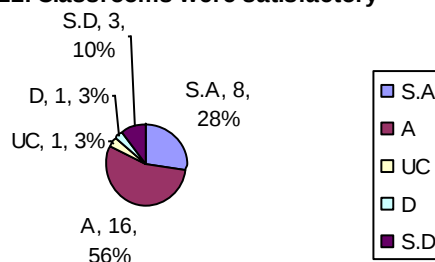
10. The learning and teaching methods encouraged participation.



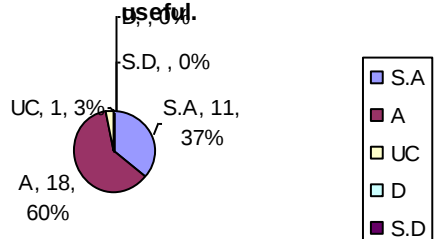
11. Recommended reading books etc. were relevant and appropriate.



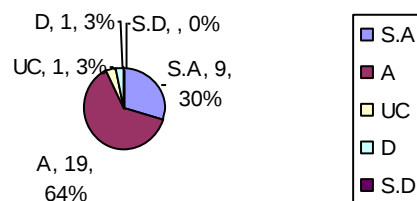
12. Classrooms were satisfactory



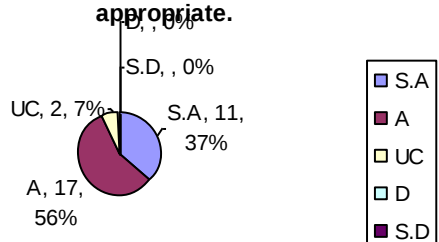
14. Learning materials (lesson plans, course notes etc.) were relevant and useful.



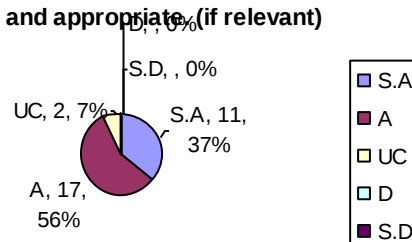
15. Recommended reading books etc. were relevant and appropriate.



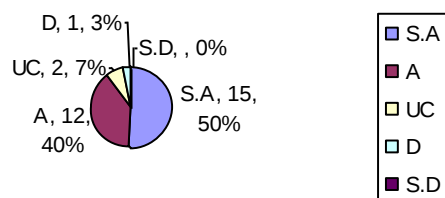
16. The provision of learning resources in the library was adequate and appropriate.



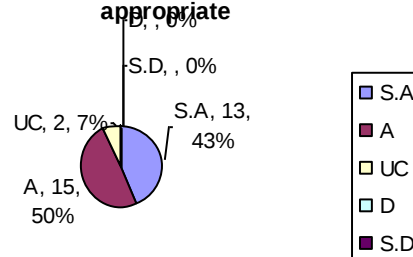
17. The provision of learning resources on the web was adequate and appropriate, (if relevant)



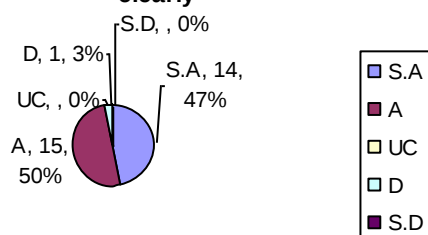
19. The course stimulated by interest and thought on the subject area.



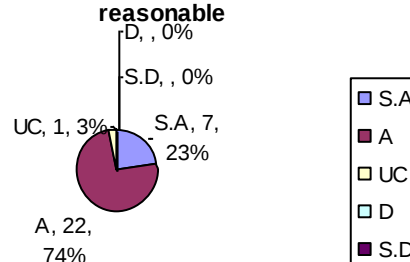
20. The pace of the course was appropriate



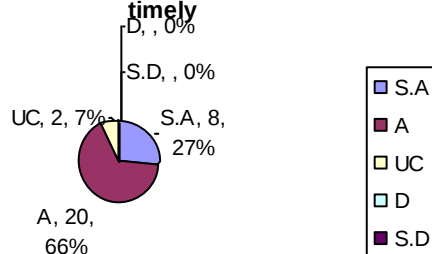
21. Ideas and concepts were presented clearly



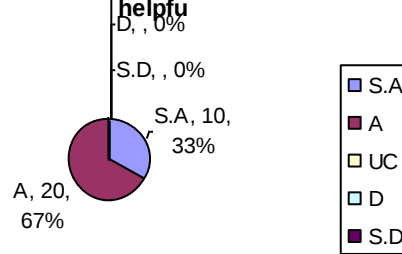
23. The method of assessment were reasonable



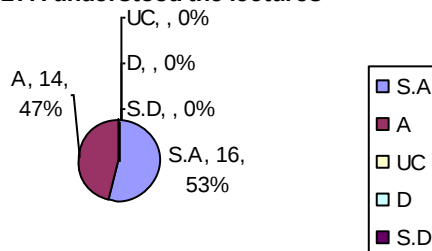
24. Feedback on assessment was timely



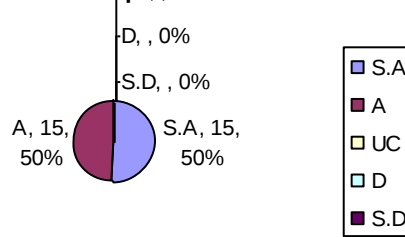
25. Feedback on assessment was helpful



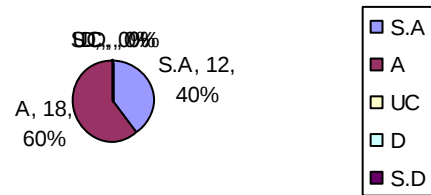
27. I understood the lectures



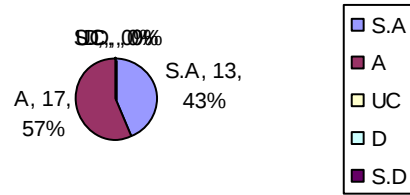
28. The material was well organized and presented



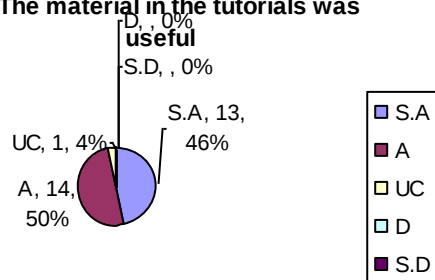
29. The instructor was responsive to student needs and problems



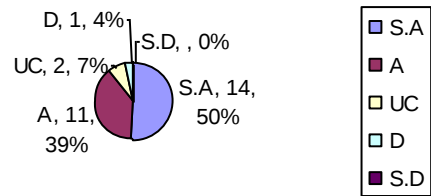
30. Had the instructor been regular throughout the course?



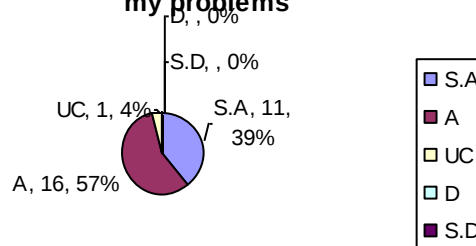
31. The material in the tutorials was useful



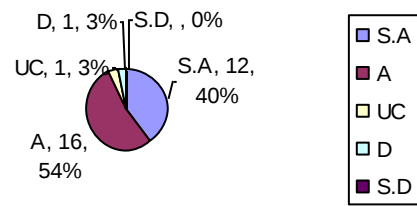
32. I was happy with the amount of work needed for tutorials



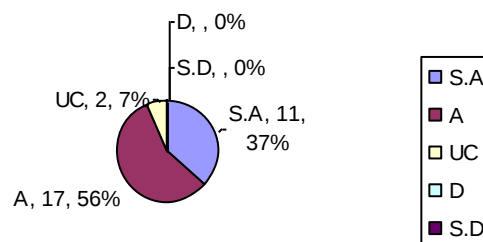
33. The tutor dealt effectively with my problems



34. The materials in practical was useful

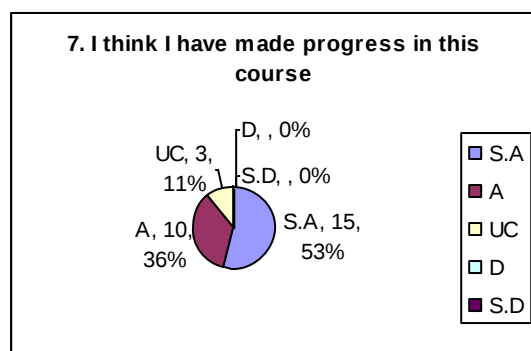
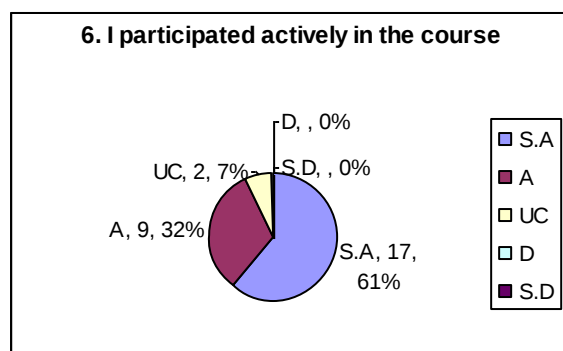
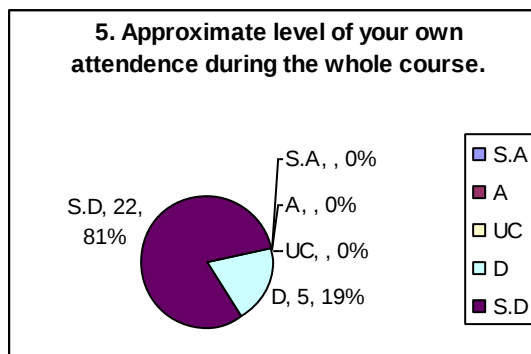
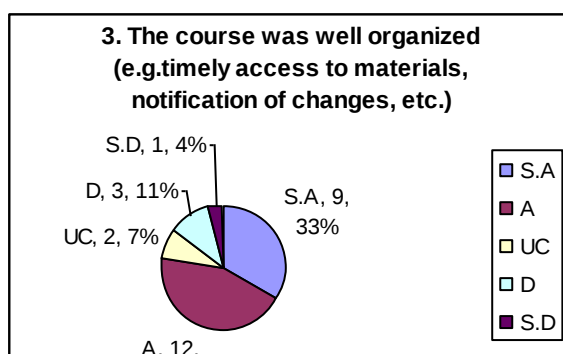
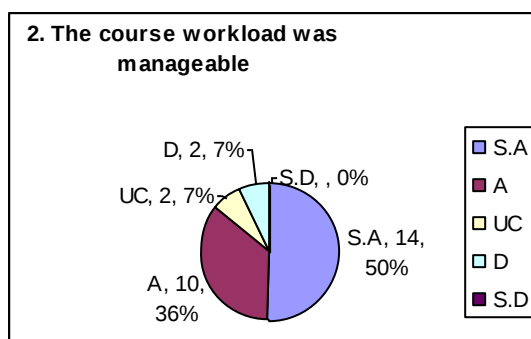
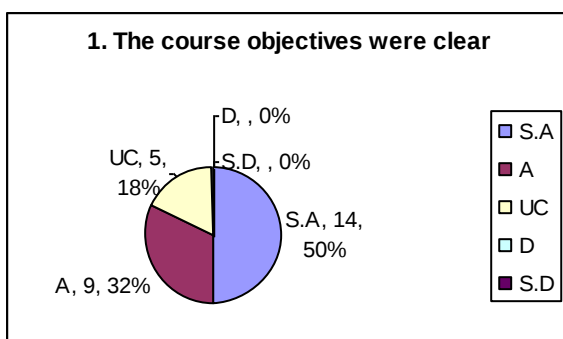


35. The demonstrators dealt effectively with my problems.

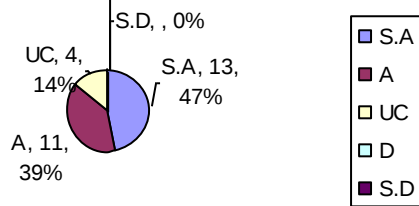


Faculty member-2 (Fall 10)

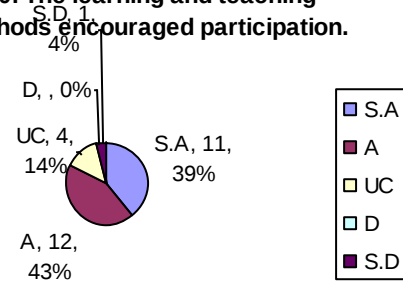
The progress of faculty member-2 course was good with manageable workload. Participation from the students was equally good. Recommended reading books were appropriate and well supported by lesson plans and course load. The provision of learning on the internet was adequate. Practical experience was rich in content. Class tutorials were helpful to meet the objectives of the course.



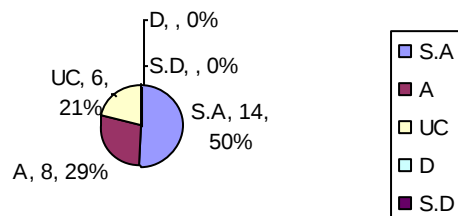
9. I think the course was well constructed to achieve the learning outcomes (there was a good balance of lecture, tutorials, practical etc.)



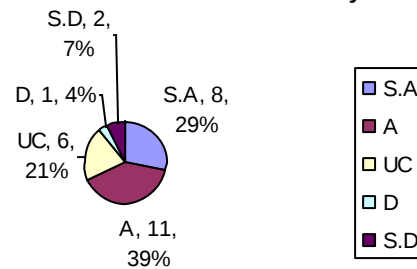
10. The learning and teaching methods encouraged participation.



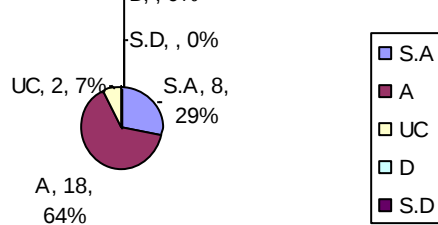
11. Recommended reading books etc. were relevant and appropriate.



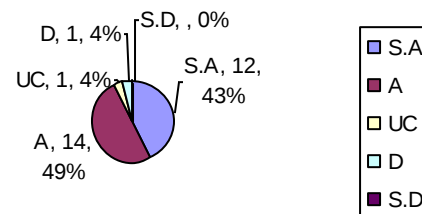
12. Classrooms were satisfactory



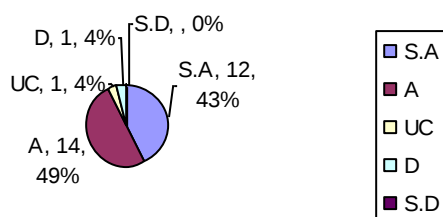
14. Learning materials (lesson plans, course notes etc.) were relevant and useful.



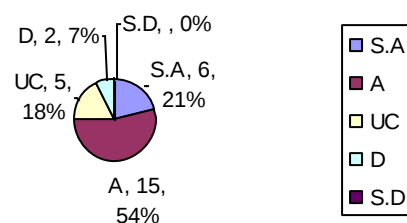
15. Recommended reading books etc. were relevant and appropriate.



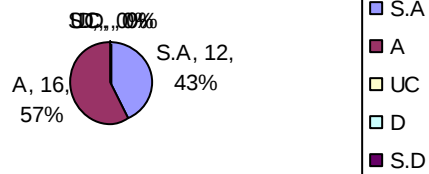
16. The provision of learning resources in the library was adequate and appropriate.



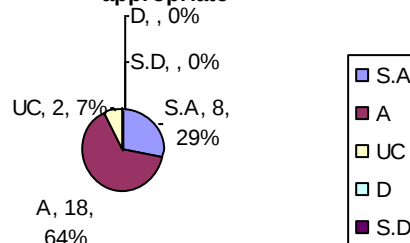
17. The provision of learning resources on the web was adequate and appropriate. (if relevant)



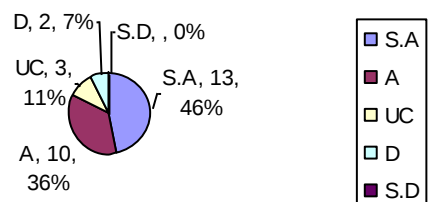
19. The course stimulated by interest and thought on the subject area.



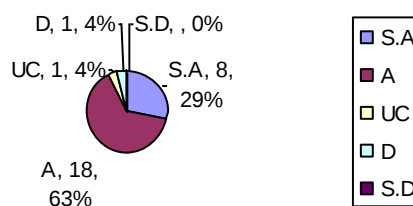
20. The pace of the course was appropriate



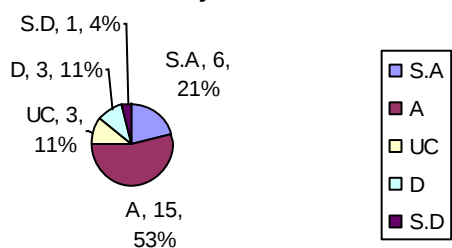
21. Ideas and concepts were presented clearly



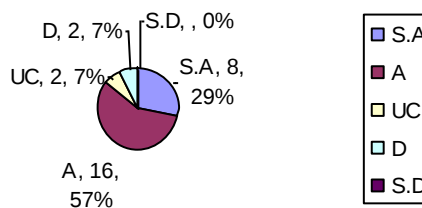
23. The method of assessment were reasonable



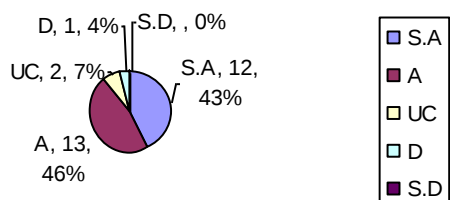
24. Feedback on assessment was timely



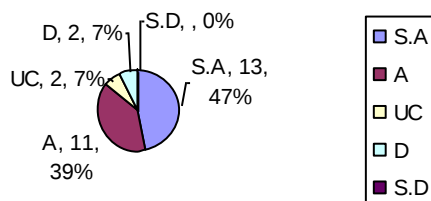
25. Feedback on assessment was helpful



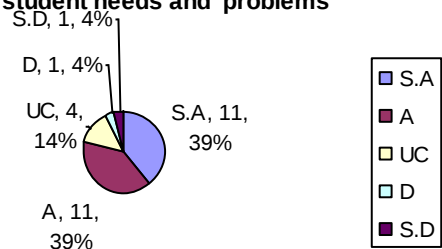
27. I understood the lectures



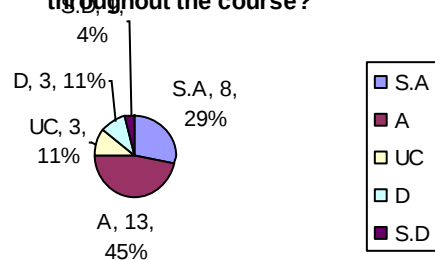
28. The material was well organized and presented



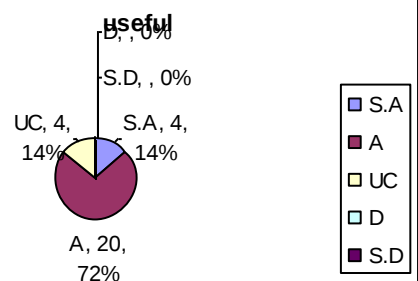
29. The instructor was responsive to student needs and problems



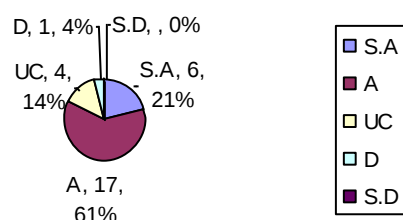
30. Had the instructor been regular throughout the course?



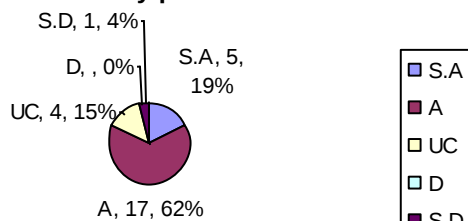
31. The material in the tutorials was



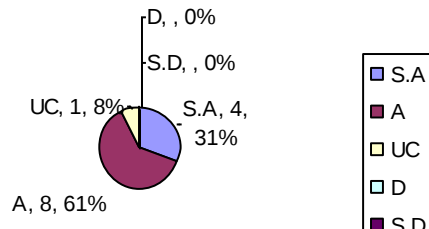
32. I was happy with the amount of work needed for tutorials



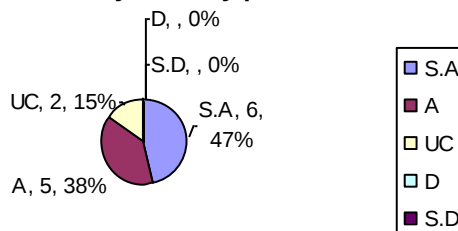
33. The tutor dealt effectively with my problems



34. The materials in practical was useful

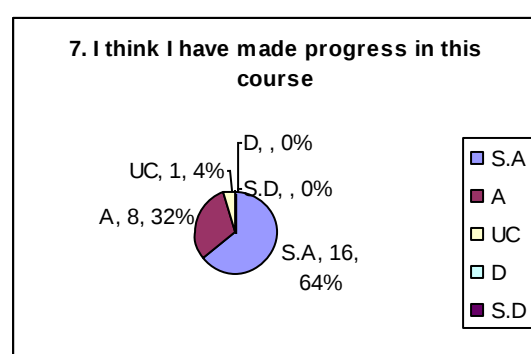
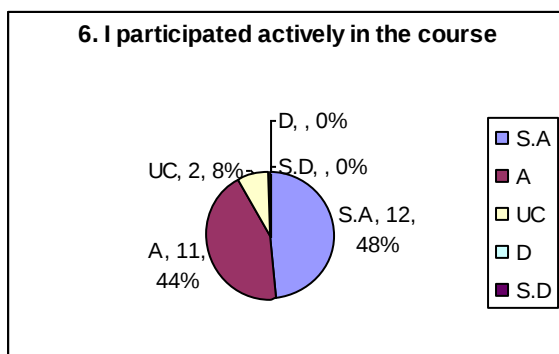
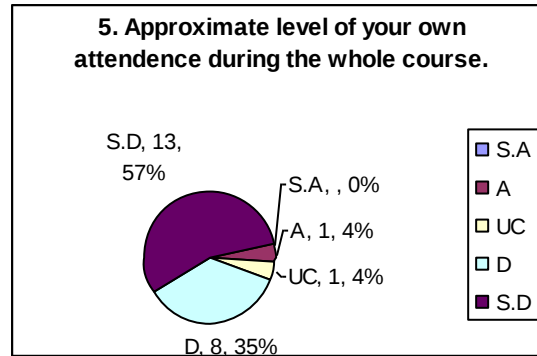
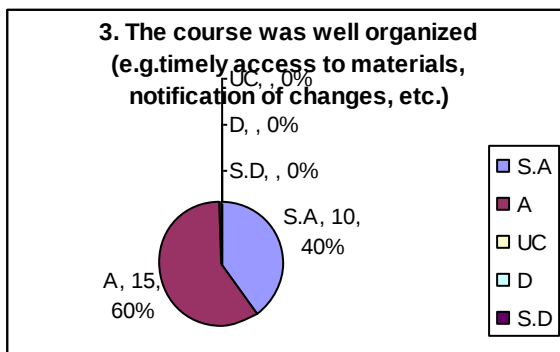
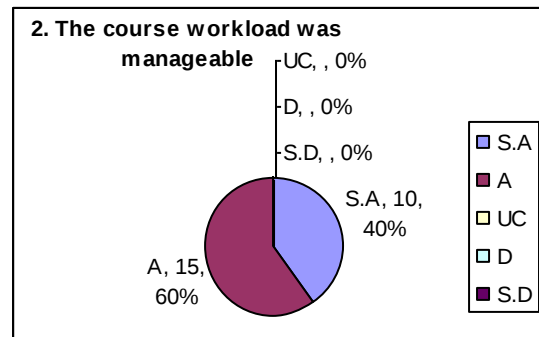
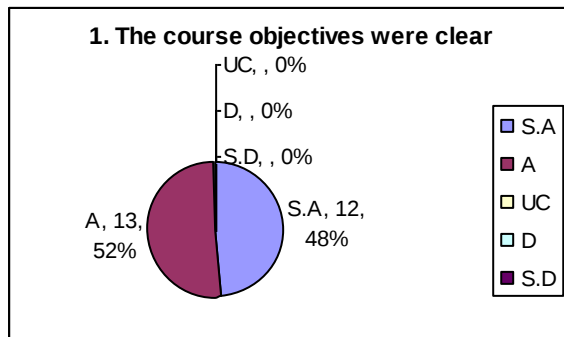


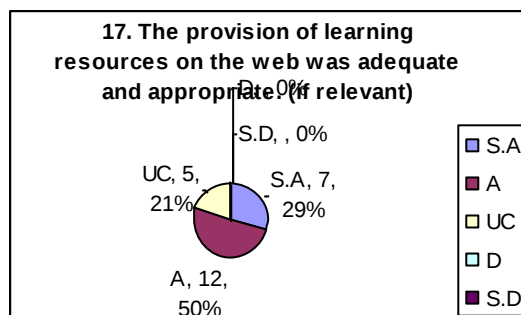
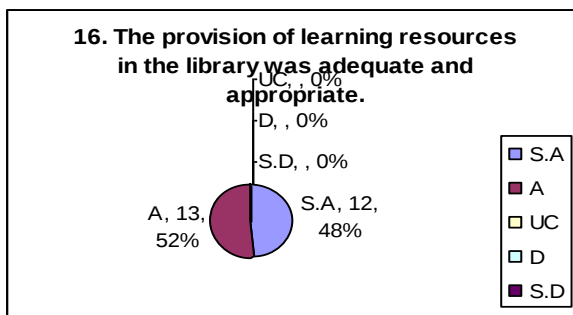
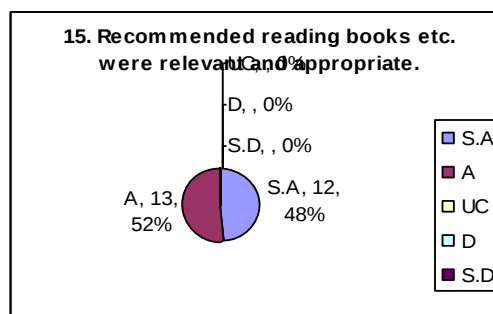
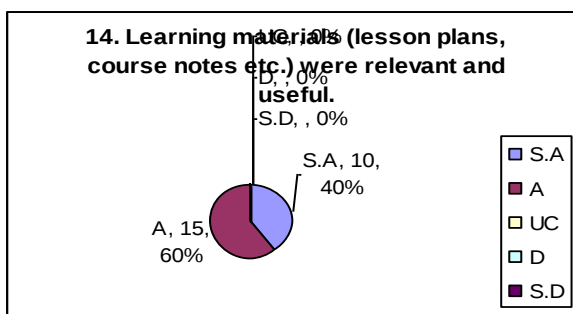
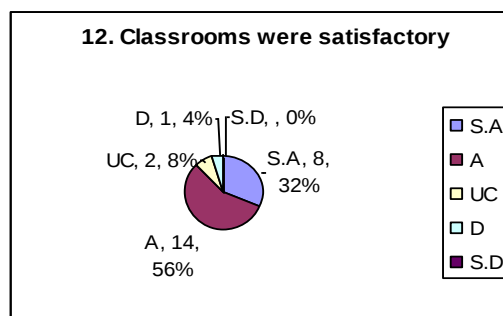
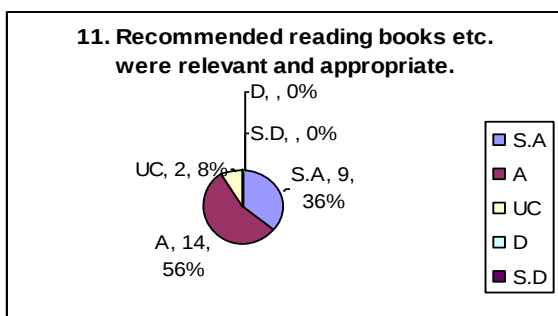
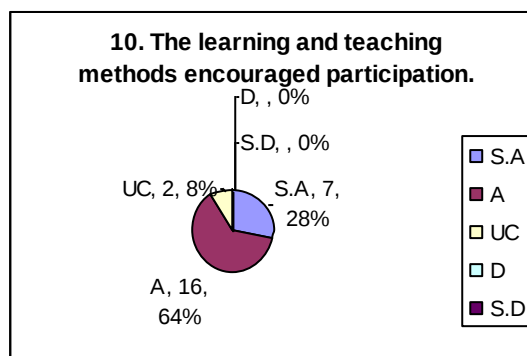
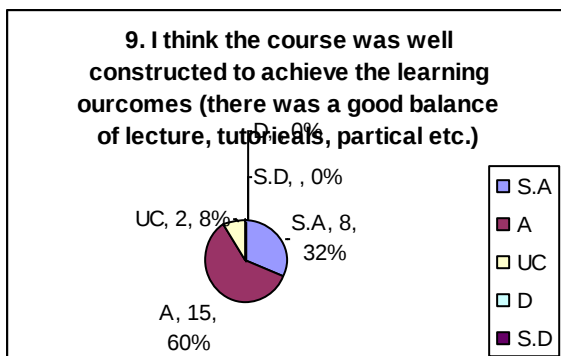
35. The demonstrators dealt effectively with my problems.



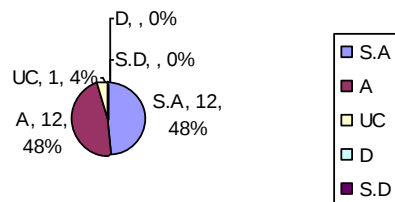
Faculty member-2 (Fall 10)

The course of faculty member-2 was well constructed to achieve the learning outcomes including the teaching methods. Student's participation was good. The pace of the course was appropriate. The instructor dealt effectively with the class room problems.

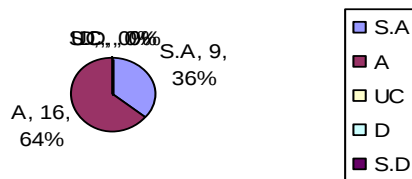




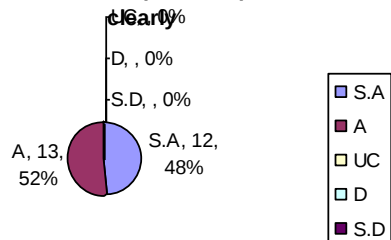
19. The course stimulated by interest and thought on the subject area.



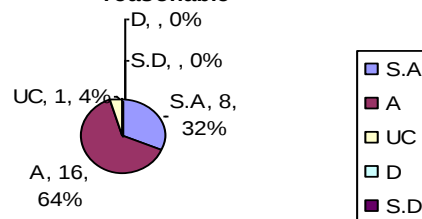
20. The pace of the course was appropriate



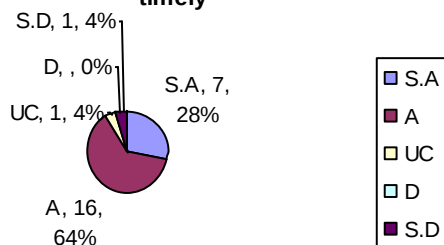
21. Ideas and concepts were presented clearly



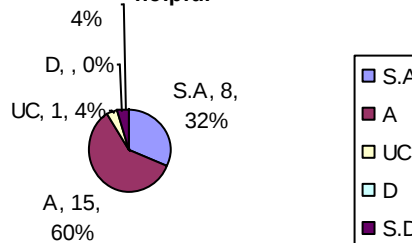
23. The method of assessment were reasonable



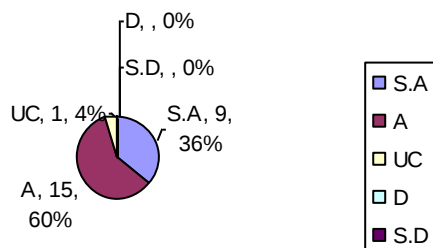
24. Feedback on assessment was timely



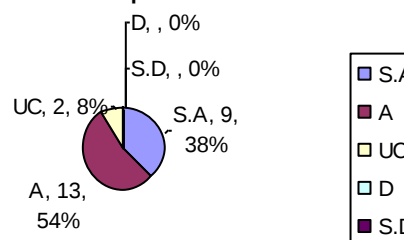
25. Feedback on assessment was helpful



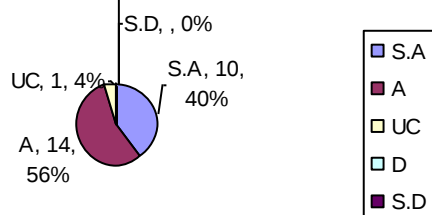
27. I understood the lectures



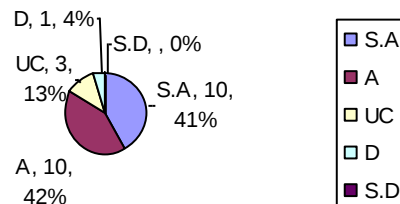
28. The material was well organized and presented



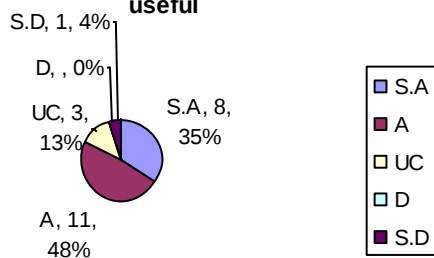
29. The instructor was responsive to student needs and problems



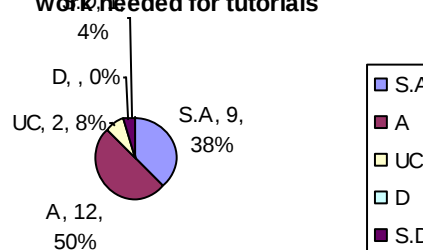
30. Had the instructor been regular throughout the course?



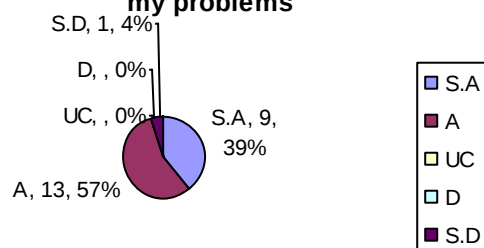
31. The material in the tutorials was useful



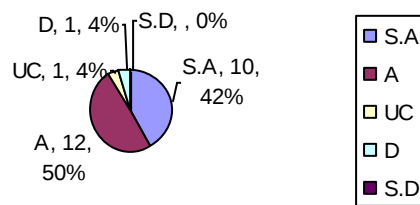
32. I was happy with the amount of work needed for tutorials



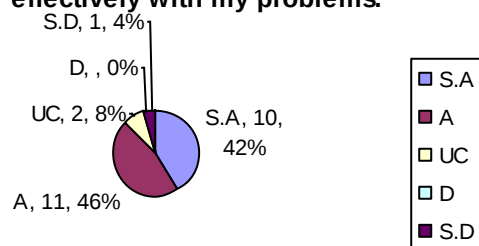
33. The tutor dealt effectively with my problems



34. The materials in practical was useful



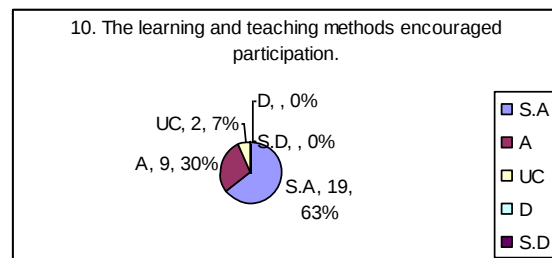
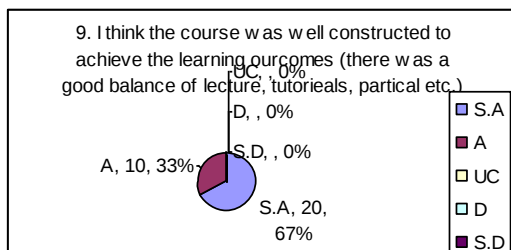
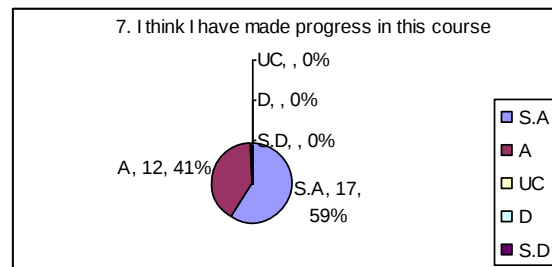
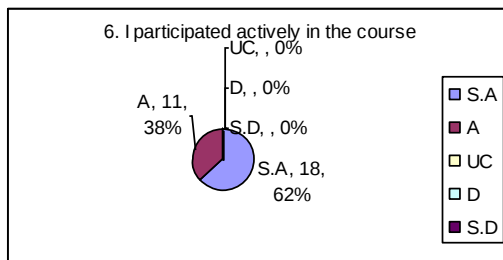
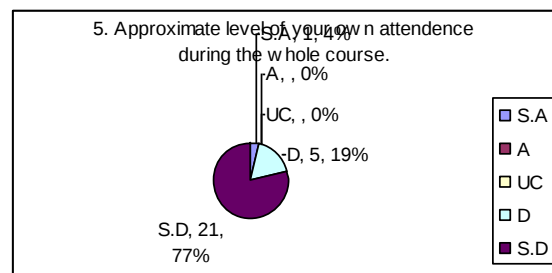
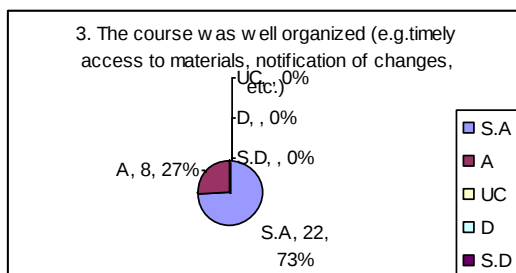
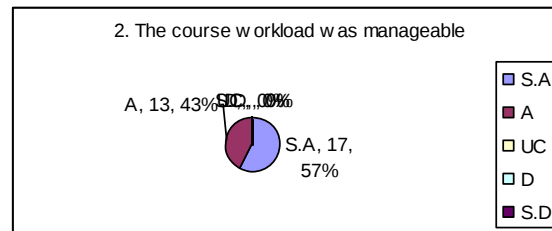
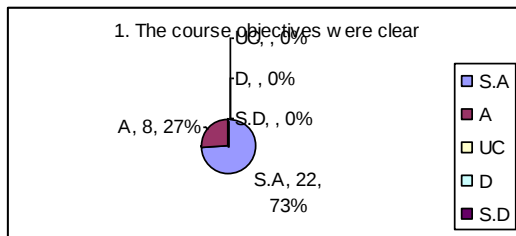
35. The demonstrators dealt effectively with my problems.

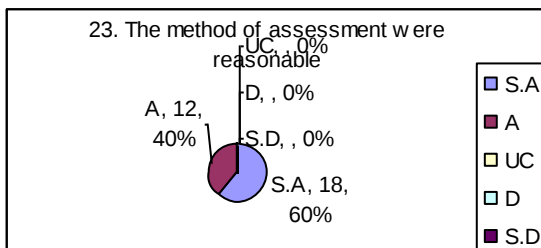
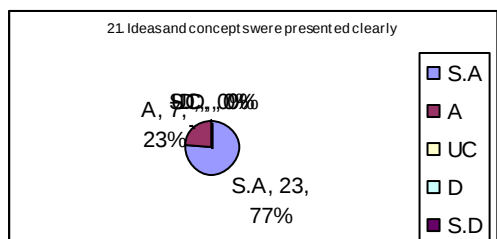
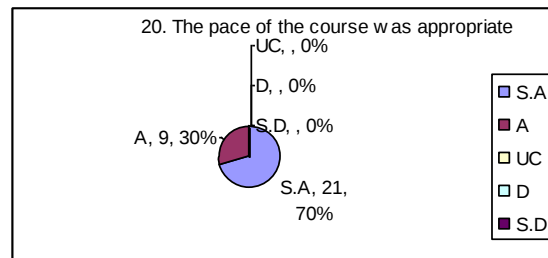
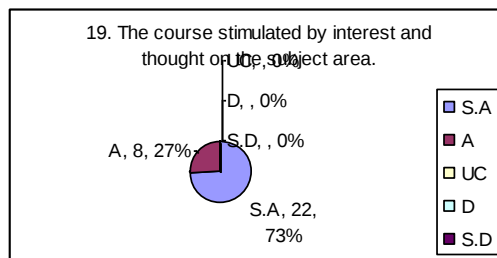
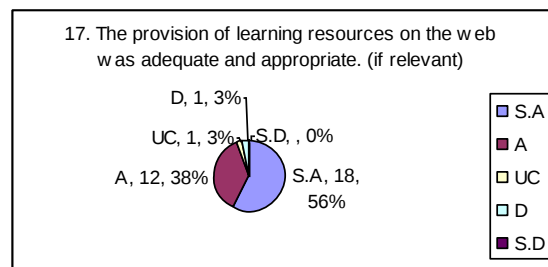
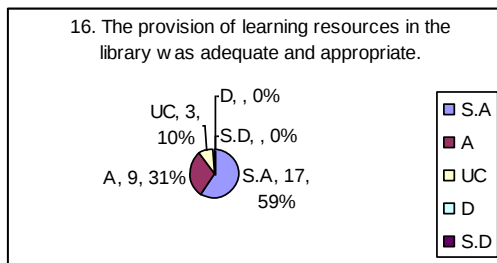
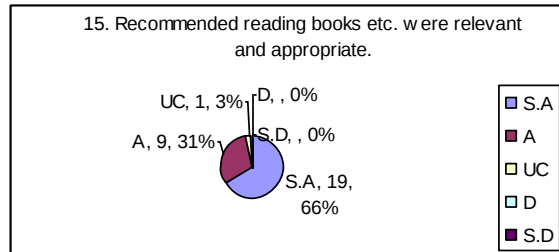
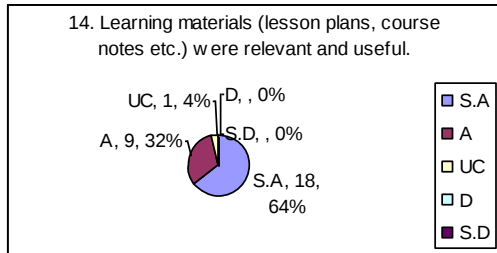
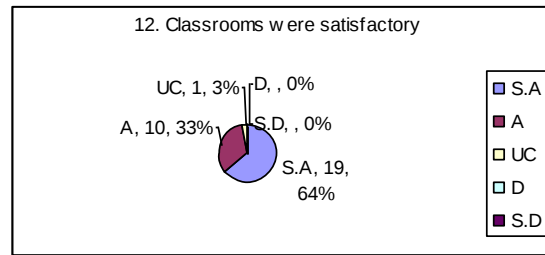
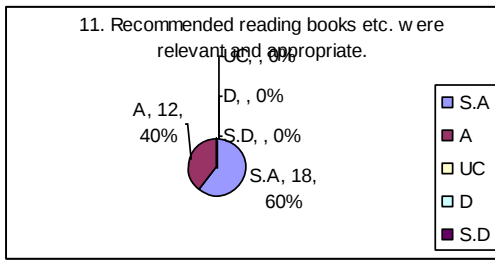


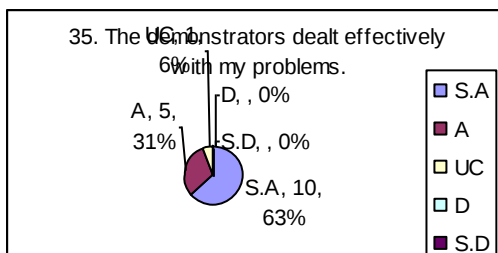
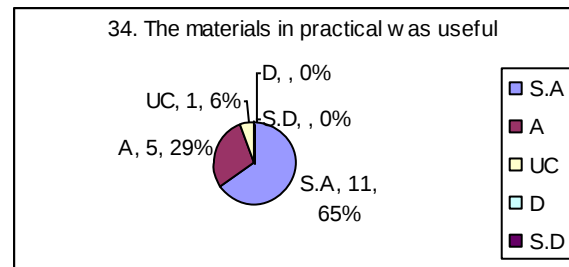
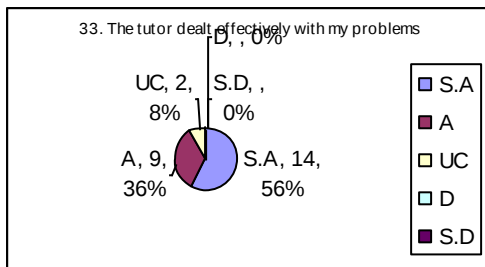
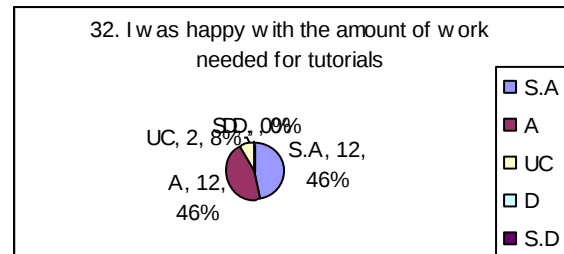
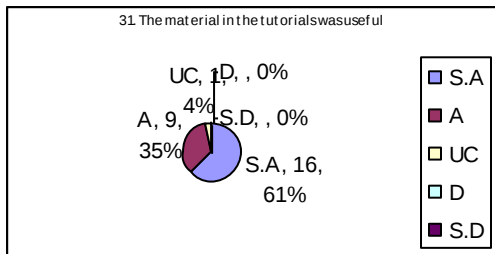
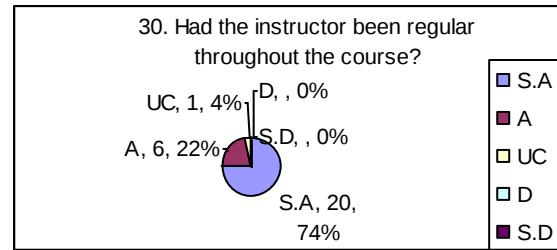
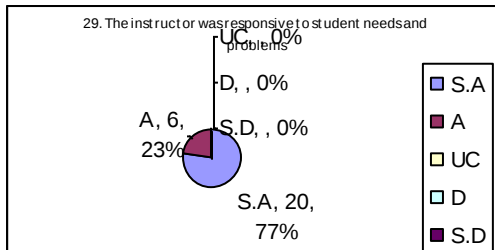
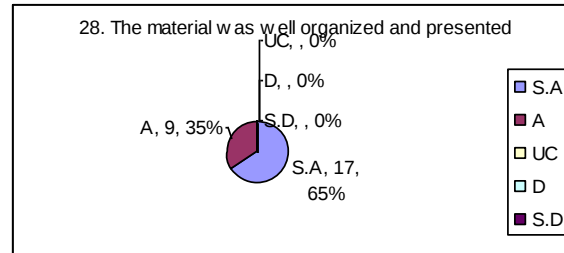
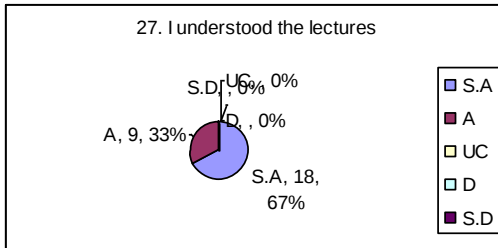
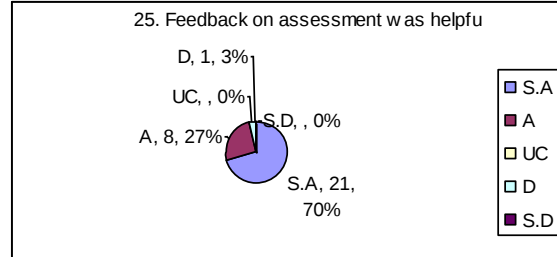
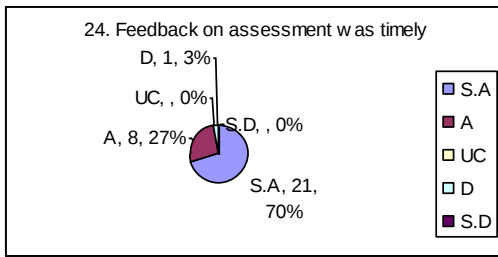
SOC-713

Faculty member-3 (Fall 10)

The learning and teaching methods adopted by Faculty member 3 were encouraging. The pace of the course was appropriate. Students were satisfied from the course contents and course delivery.



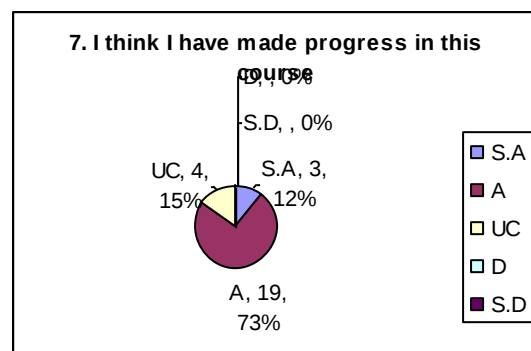
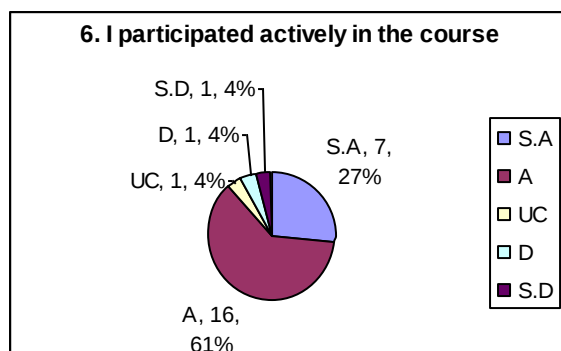
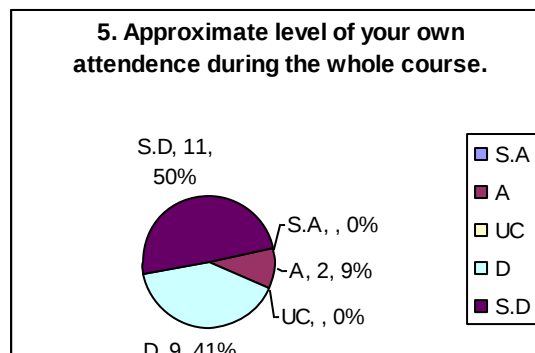
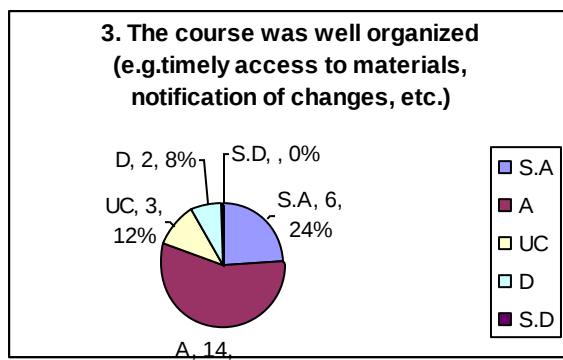
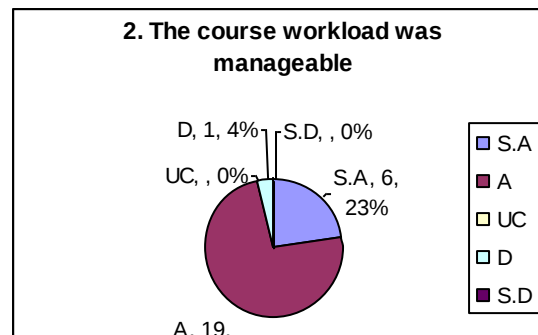
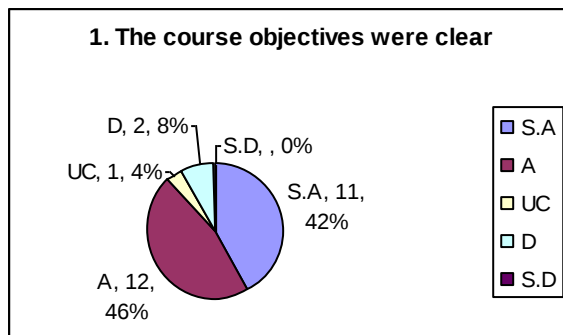




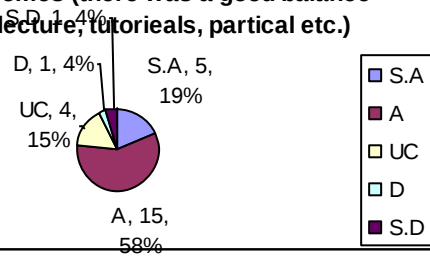
SOC-704

Faculty member-4 (Fall 10)

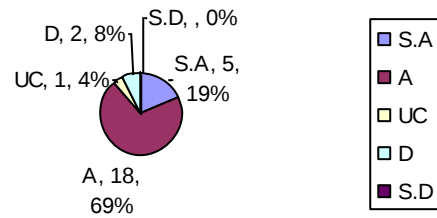
The course was well constructed by the Faculty member-4 to achieve the learning objectives. The learning and teaching methods encouraged the class participation. The provision of learning resources were adequate. The course stimulated the thoughts on the topic.



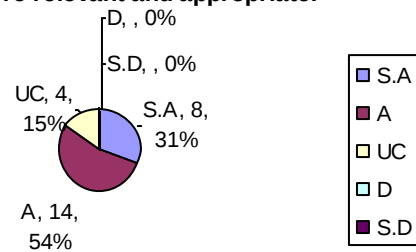
9. I think the course was well constructed to achieve the learning outcomes (there was a good balance of lecture, tutorials, practical etc.)



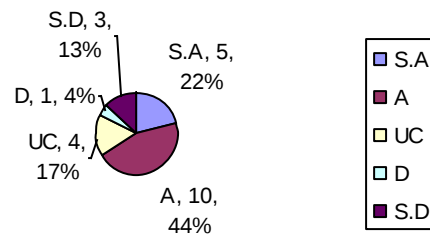
10. The learning and teaching methods encouraged participation.



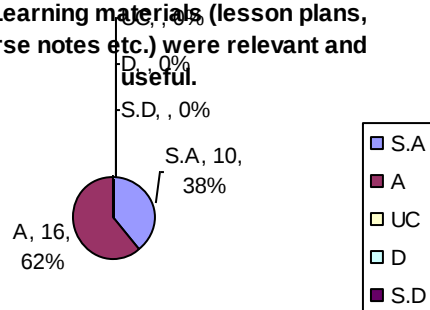
11. Recommended reading books etc. were relevant and appropriate.



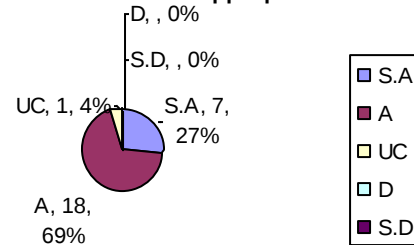
12. Classrooms were satisfactory



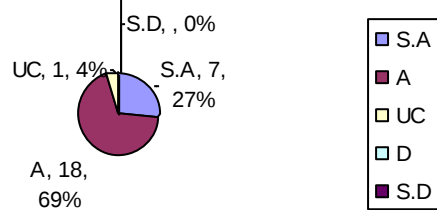
14. Learning materials (lesson plans, course notes etc.) were relevant and useful.



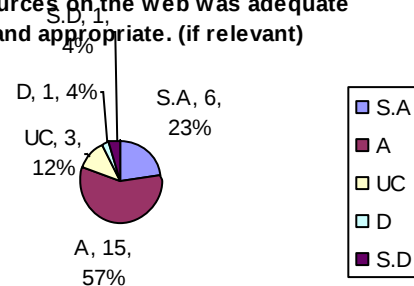
15. Recommended reading books etc. were relevant and appropriate.



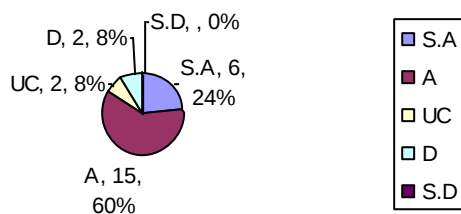
16. The provision of learning resources in the library was adequate and appropriate.



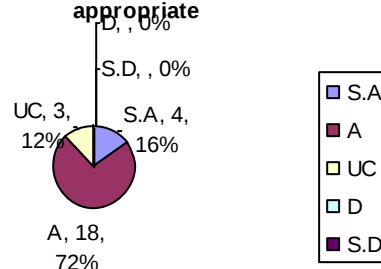
17. The provision of learning resources on the web was adequate and appropriate. (if relevant)



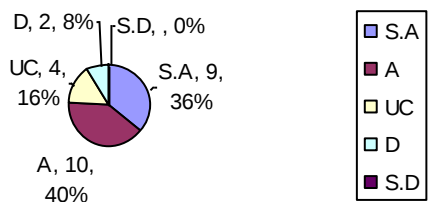
19. The course stimulated by interest and thought on the subject area.



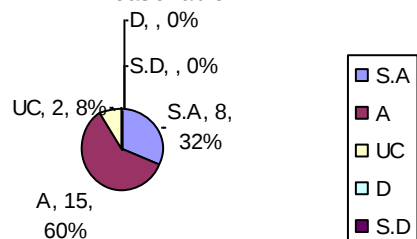
20. The pace of the course was appropriate



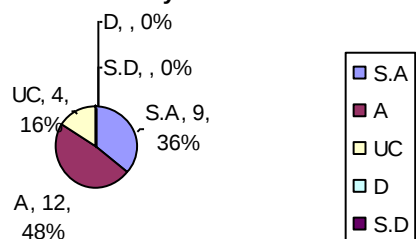
21. Ideas and concepts were presented clearly



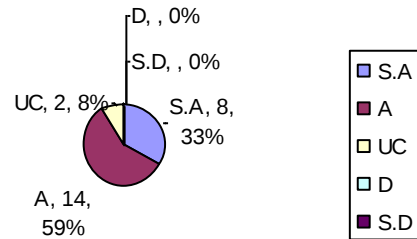
23. The method of assessment were reasonable



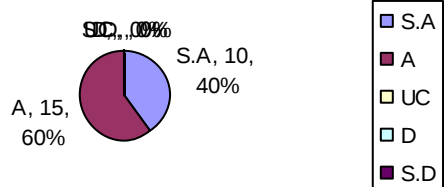
24. Feedback on assessment was timely



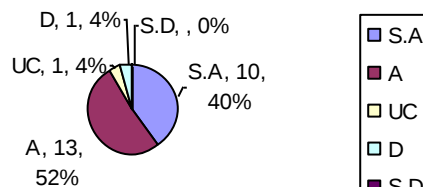
25. Feedback on assessment was helpful



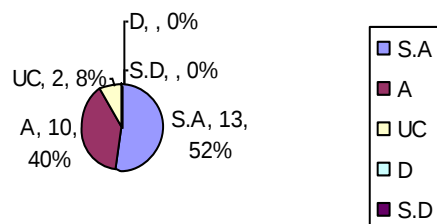
27. I understood the lectures



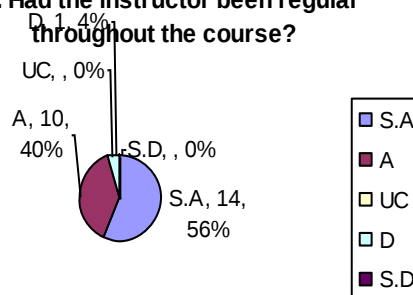
28. The material was well organized and presented



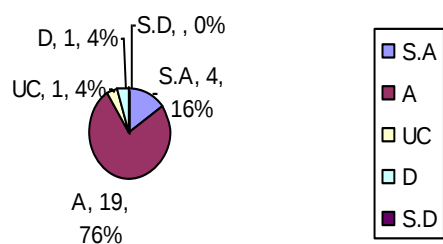
29. The instructor was responsive to student needs and problems



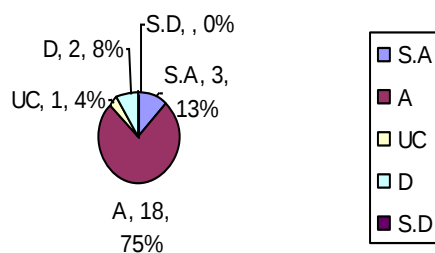
30. Had the instructor been regular throughout the course?



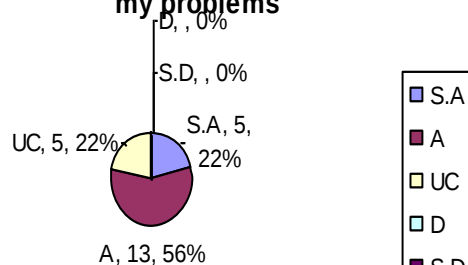
31. The material in the tutorials was useful



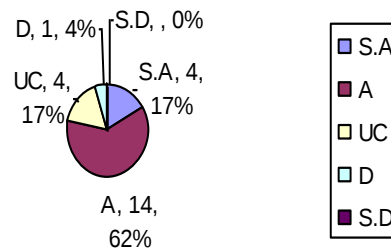
32. I was happy with the amount of work needed for tutorials



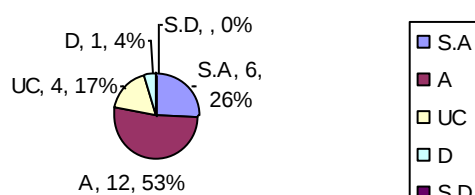
33. The tutor dealt effectively with my problems



34. The materials in practical was useful



35. The demonstrators dealt effectively with my problems.

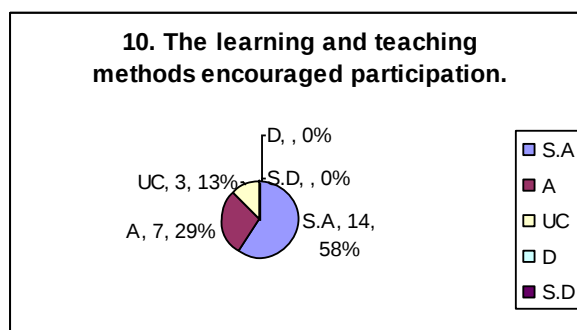
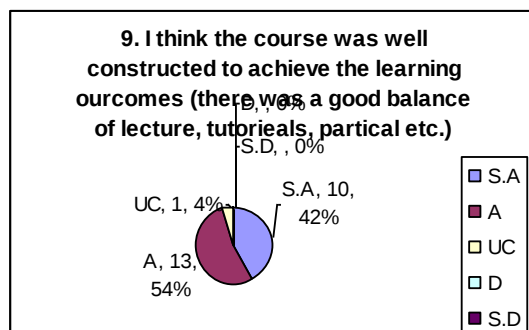
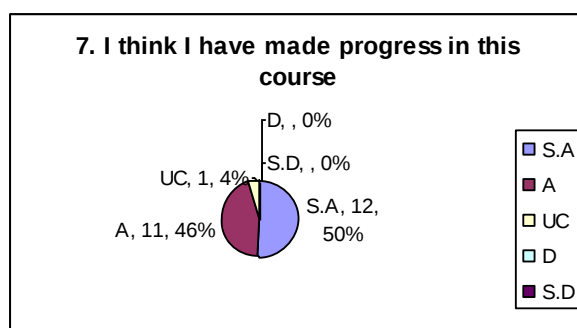
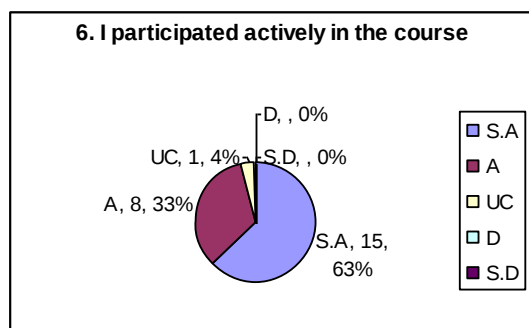
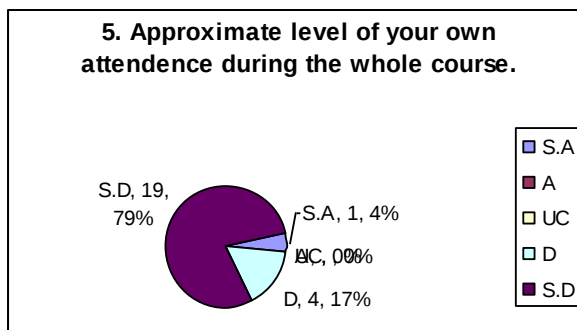
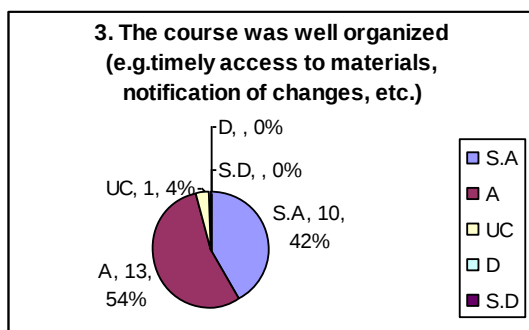
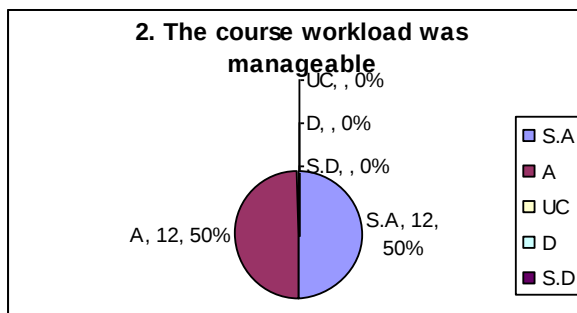
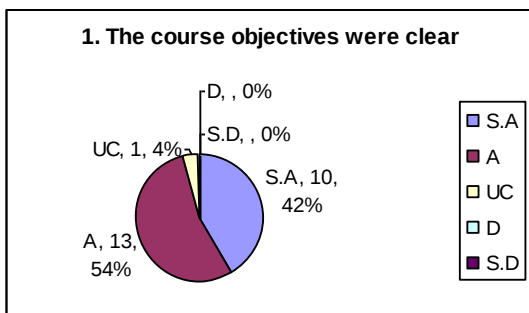


Spring 2011

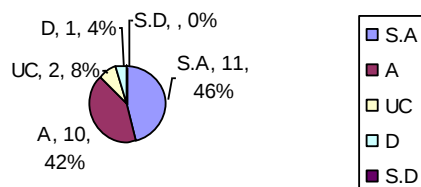
Faculty member-1 (Spring 11)

SOC-705

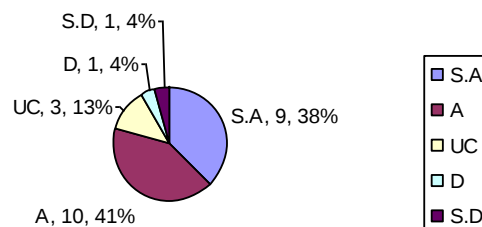
Course load was well managed by the faculty member-1. His recommended reading books and the provision of learning resources via internet was helpful. He was regular during the course. The material in practice was useful.



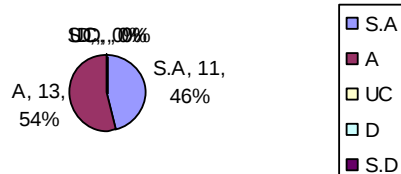
11. Recommended reading books etc. were relevant and appropriate.



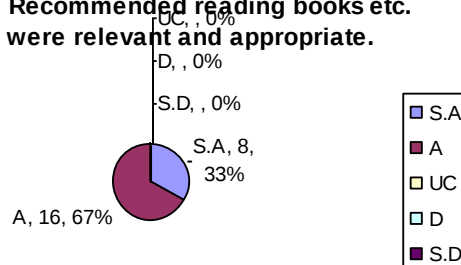
12. Classrooms were satisfactory



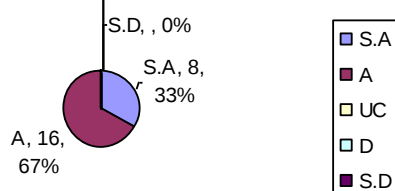
14. Learning materials (lesson plans, course notes etc.) were relevant and useful.



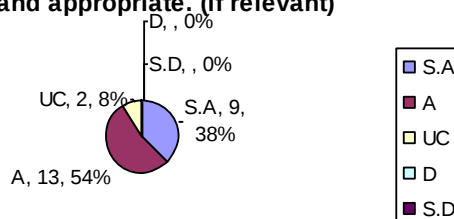
15. Recommended reading books etc. were relevant and appropriate.



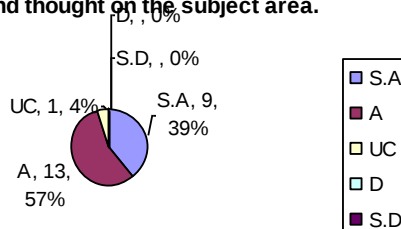
16. The provision of learning resources in the library was adequate and appropriate.



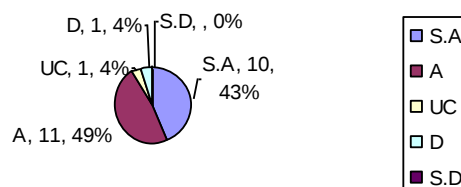
17. The provision of learning resources on the web was adequate and appropriate. (if relevant)

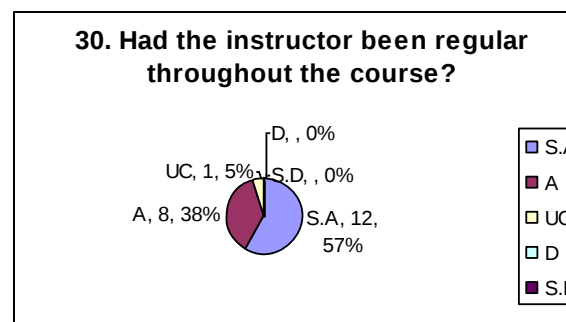
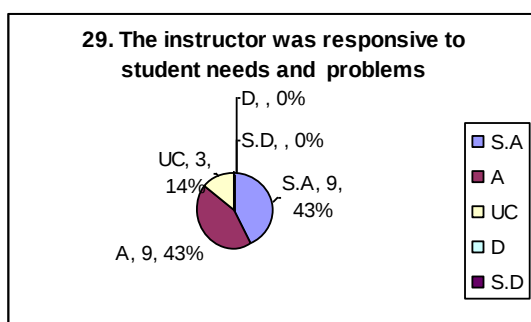
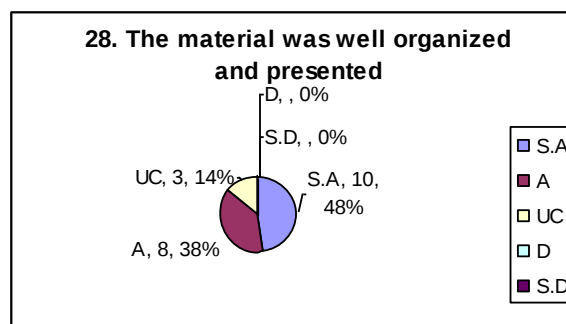
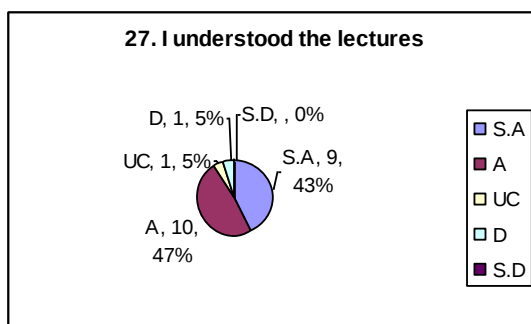
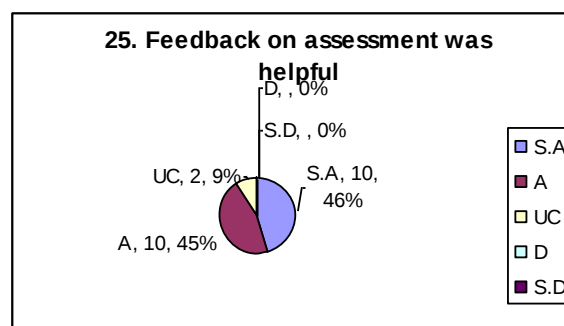
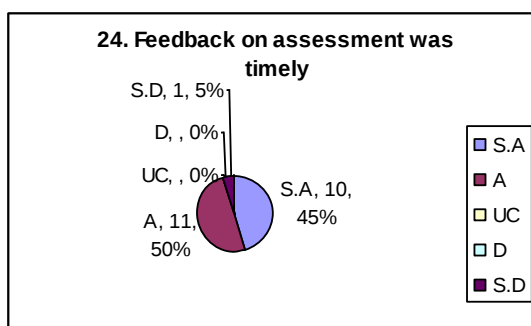
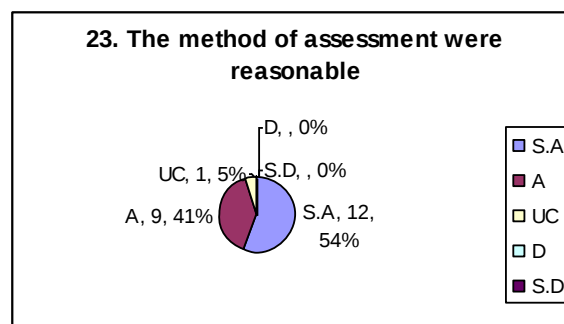
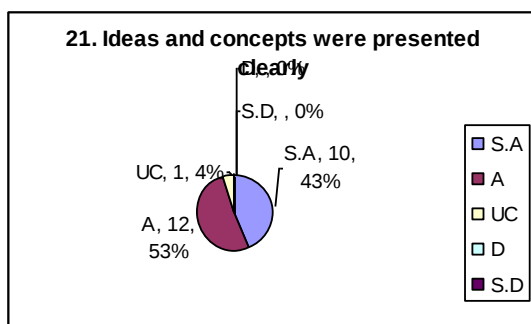


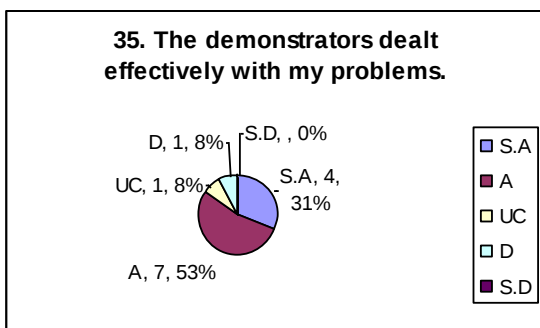
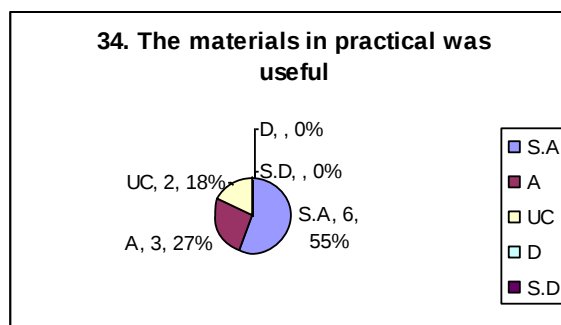
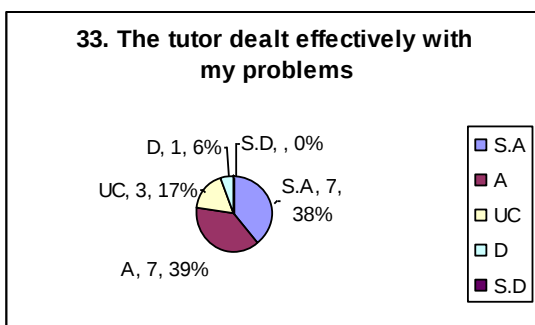
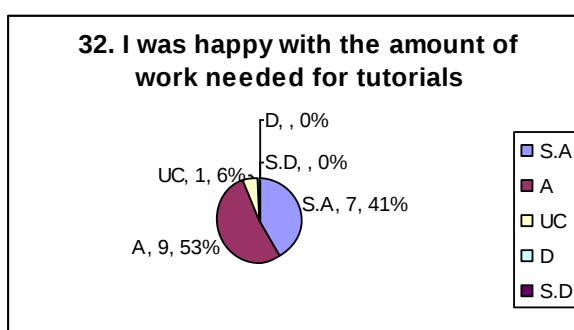
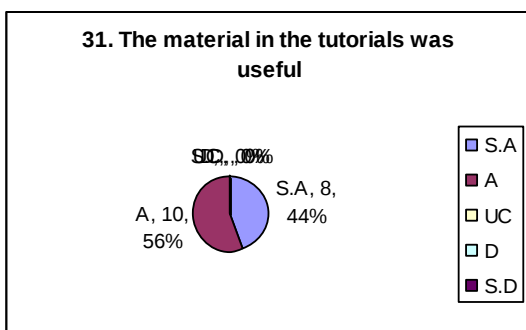
19. The course stimulated by interest and thought on the subject area.



20. The pace of the course was appropriate



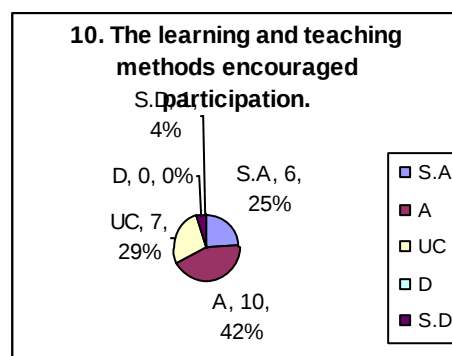
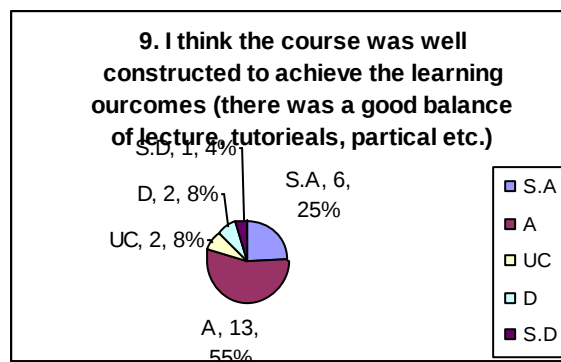
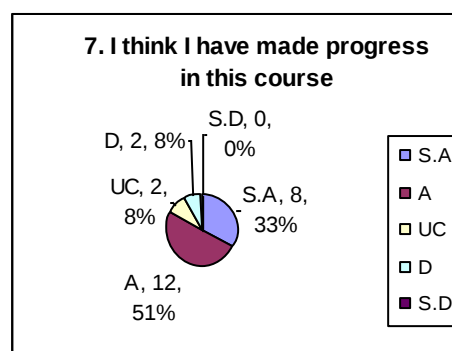
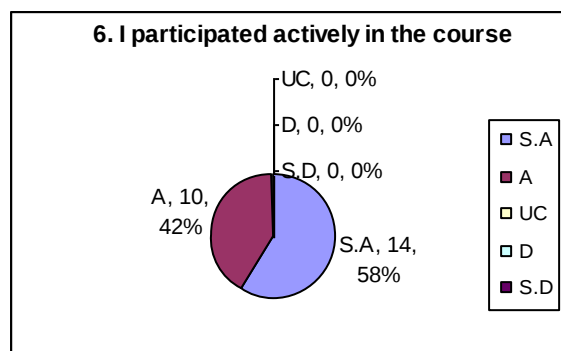
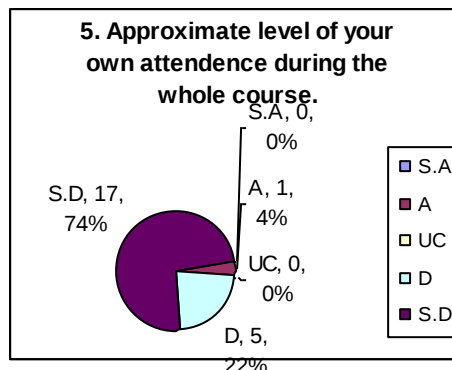
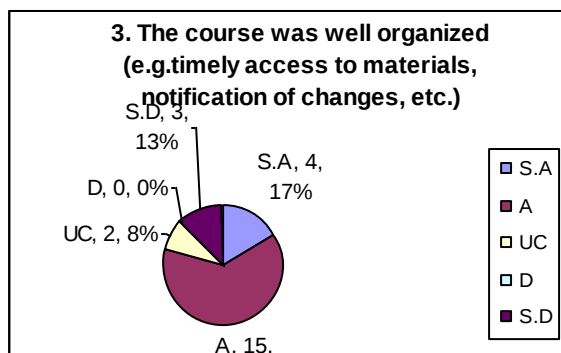
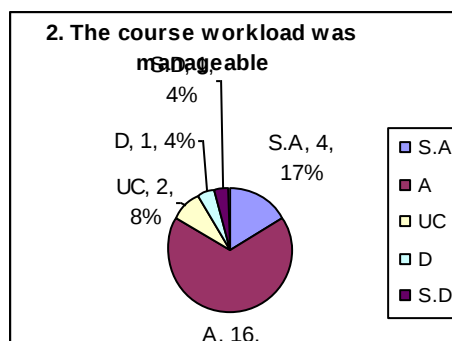
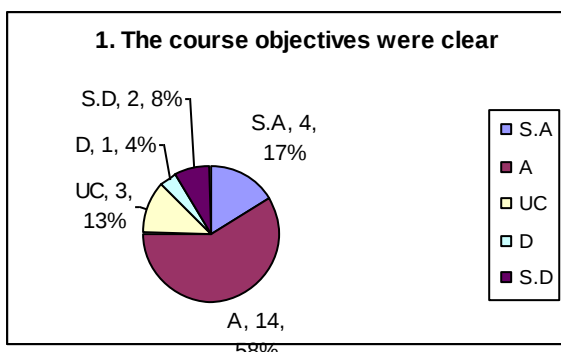




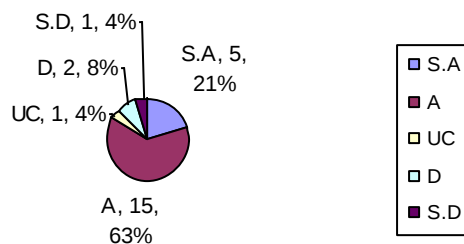
Faculty member-4 (Spring 11)

SOC-710

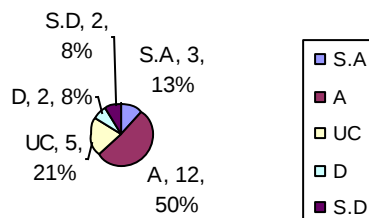
Faculty member-4 was successful in satisfying the course objectives. The attendance during the whole course was good. Students actively participated in the course. The course was well designed. Consultation of the library resources was adequate. The course stimulated the students towards health issues.



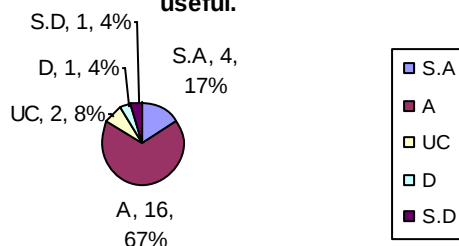
11. Recommended reading books etc. were relevant and appropriate.



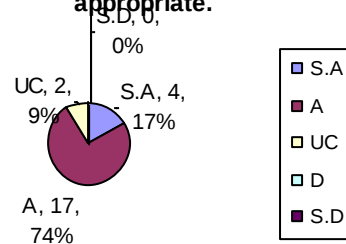
12. Classrooms were satisfactory



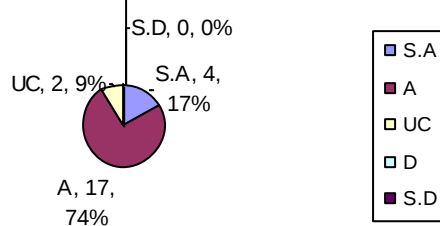
14. Learning materials (lesson plans, course notes etc.) were relevant and useful.



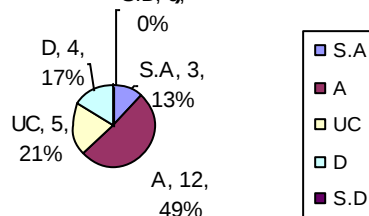
15. Recommended reading books etc. were relevant and appropriate.



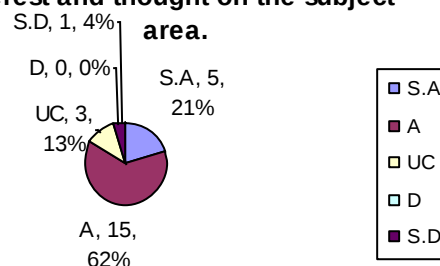
16. The provision of learning resources in the library was adequate and appropriate.



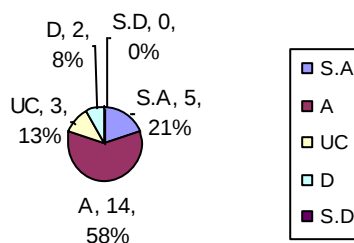
17. The provision of learning resources on the web was adequate and appropriate. (if relevant)



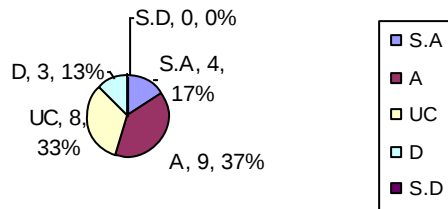
19. The course stimulated by interest and thought on the subject area.



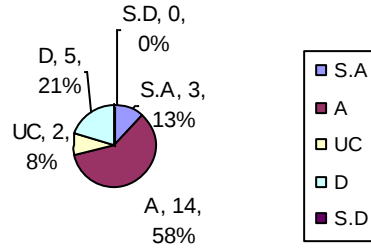
20. The pace of the course was appropriate



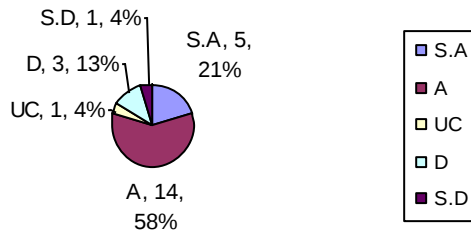
21. Ideas and concepts were presented clearly



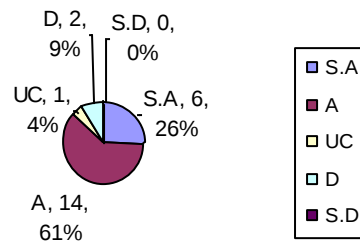
23. The method of assessment were reasonable



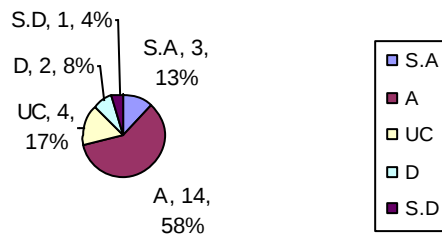
24. Feedback on assessment was timely



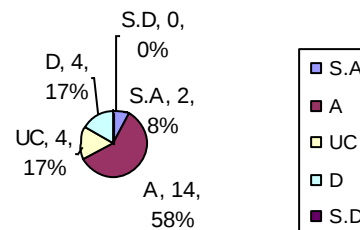
25. Feedback on assessment was helpful



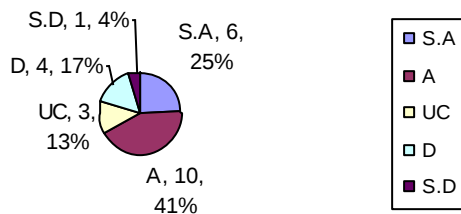
27. I understood the lectures



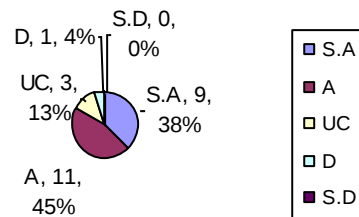
28. The material was well organized and presented

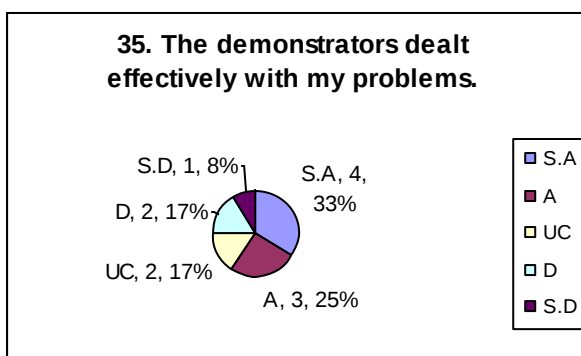
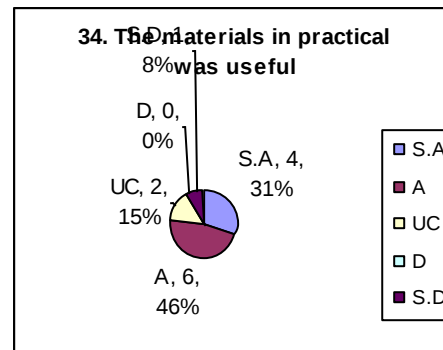
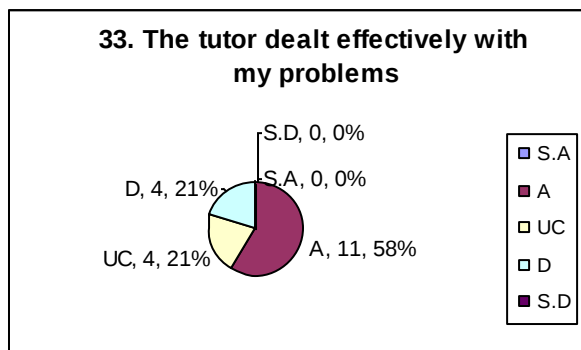
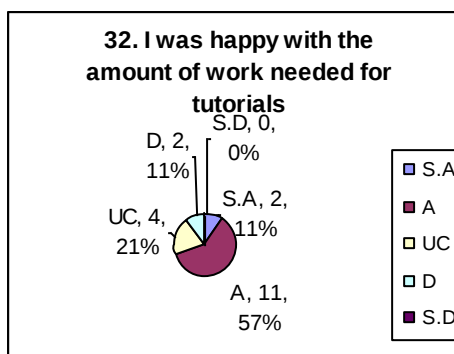
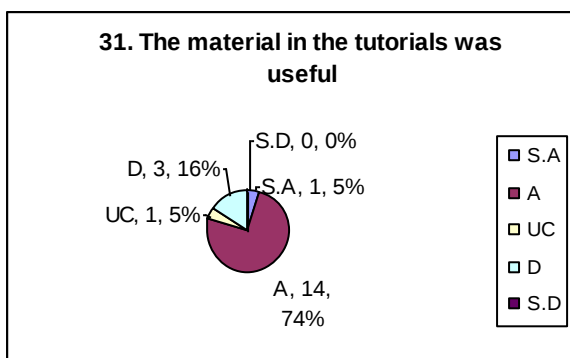


29. The instructor was responsive to student needs and problems



30. Had the instructor been regular throughout the course?

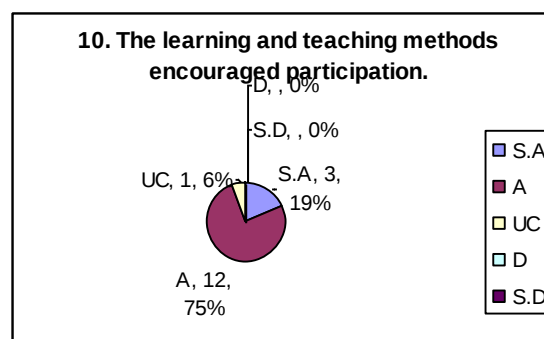
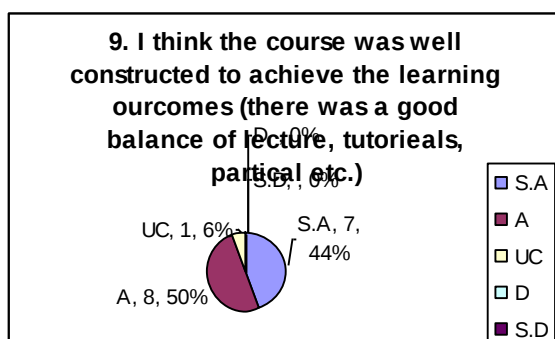
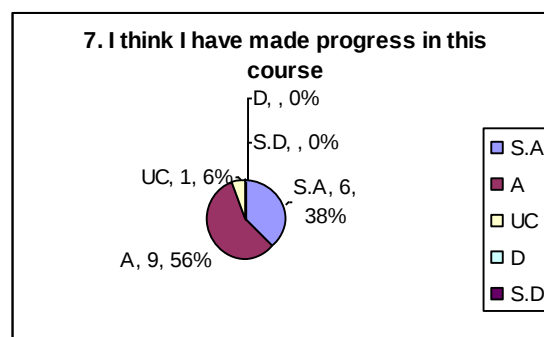
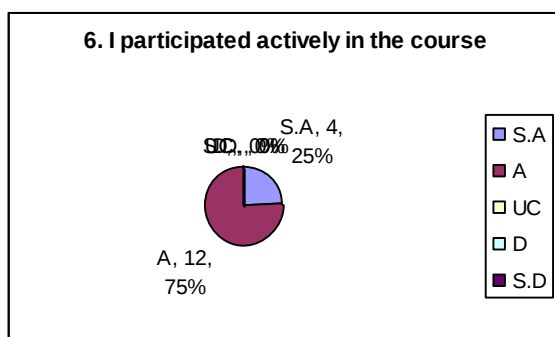
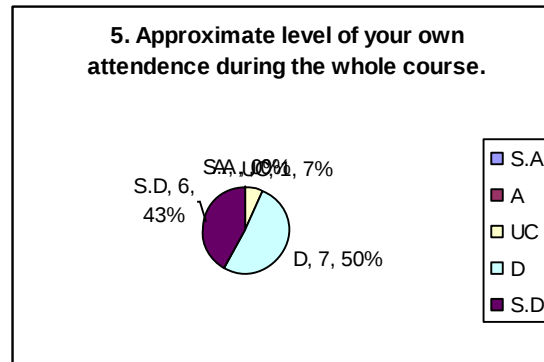
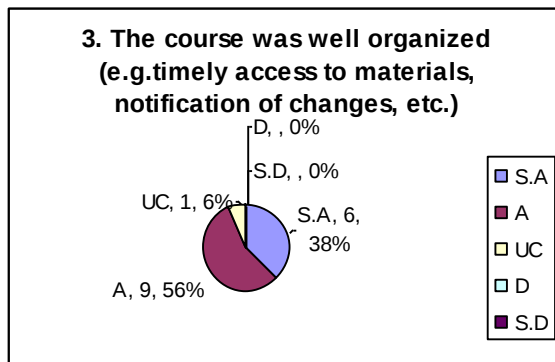
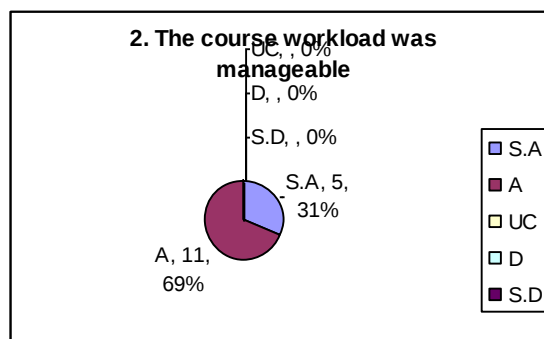
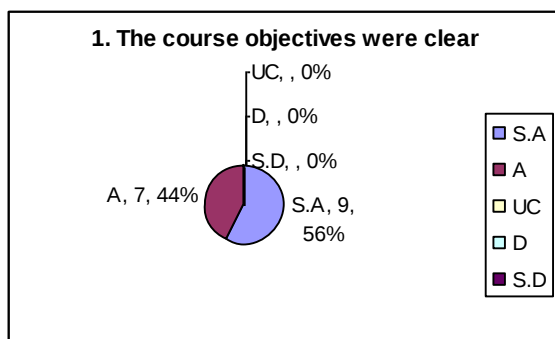


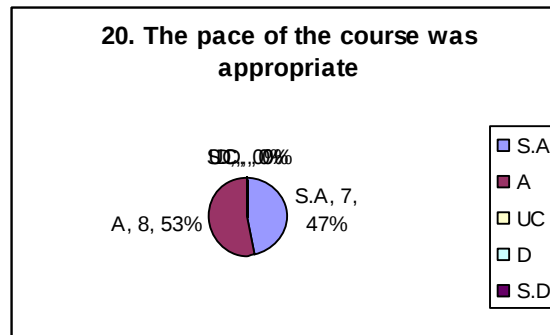
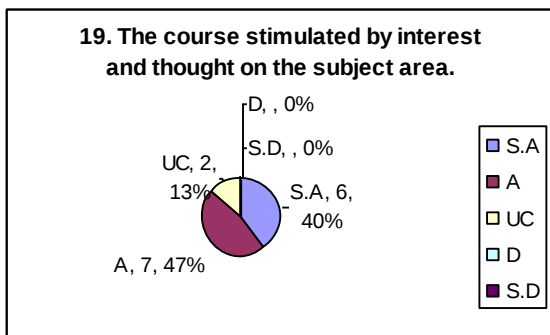
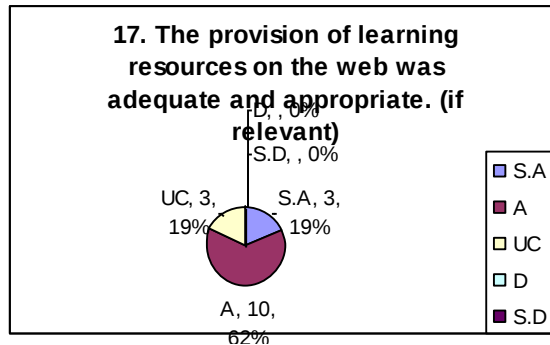
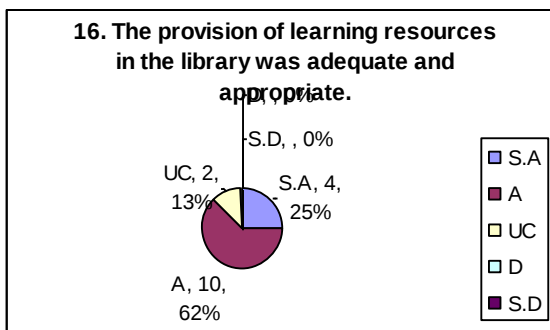
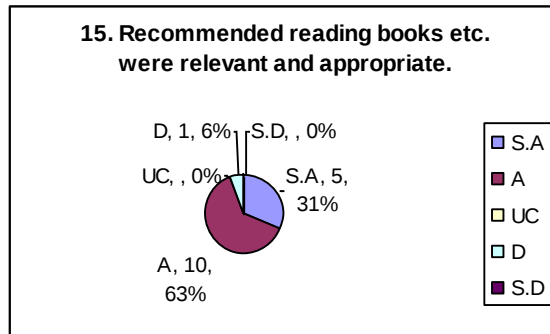
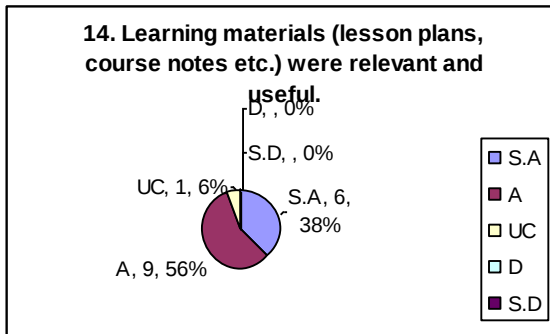
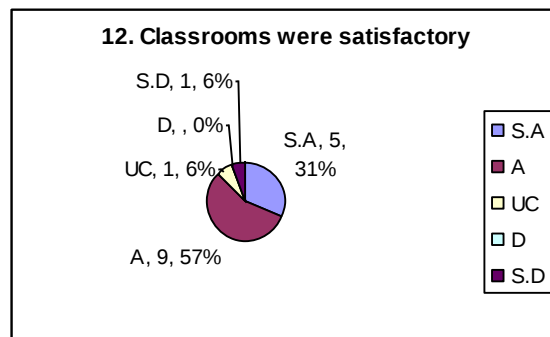
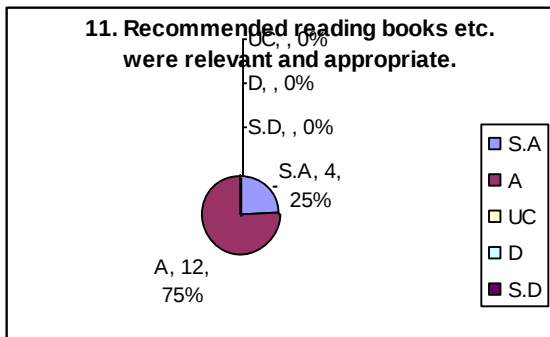


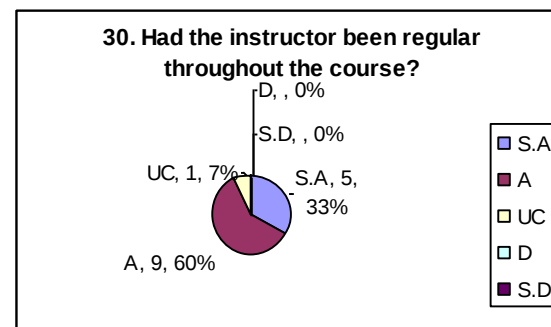
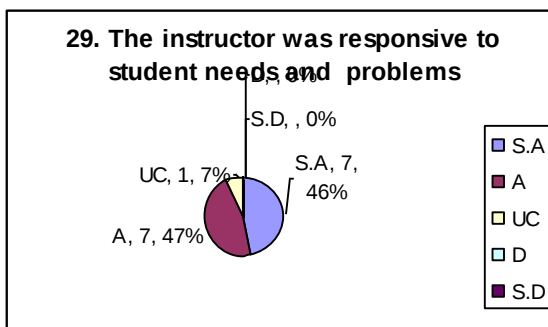
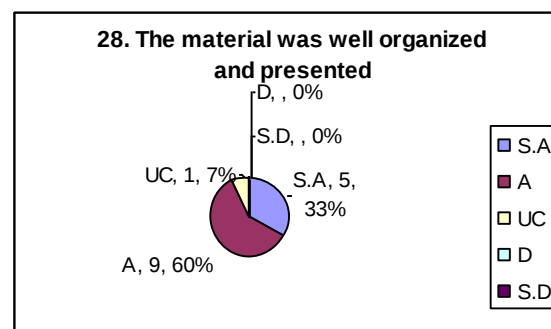
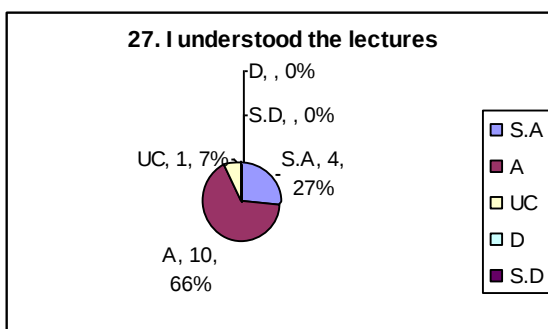
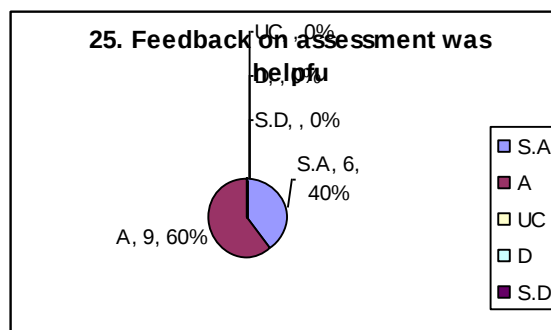
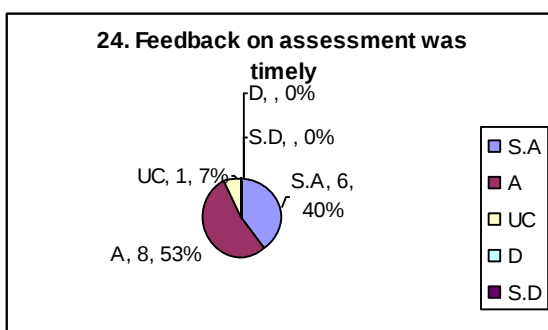
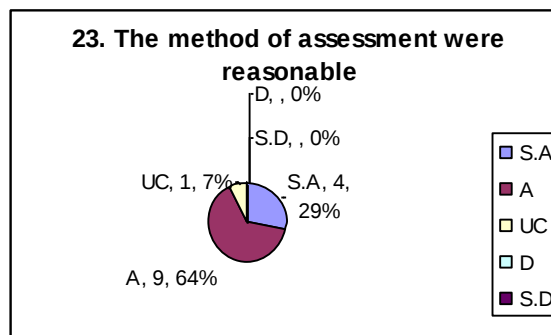
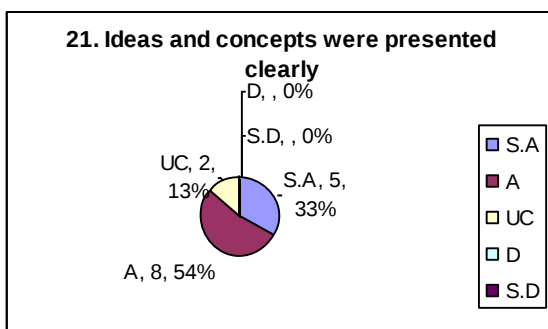
Faculty member-2 (Spring 11)

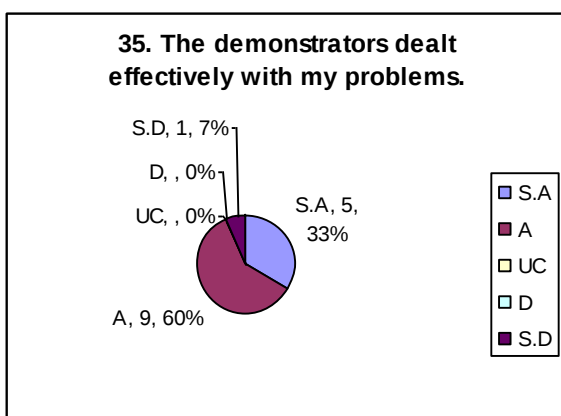
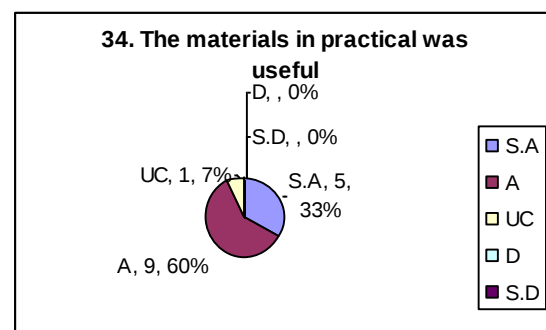
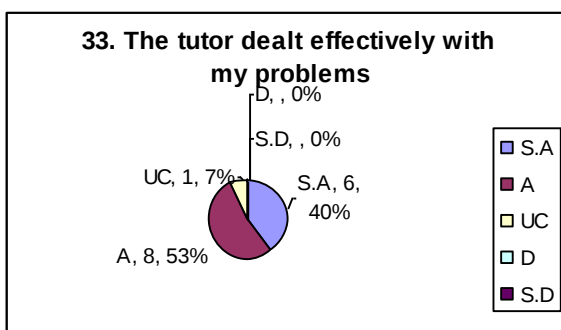
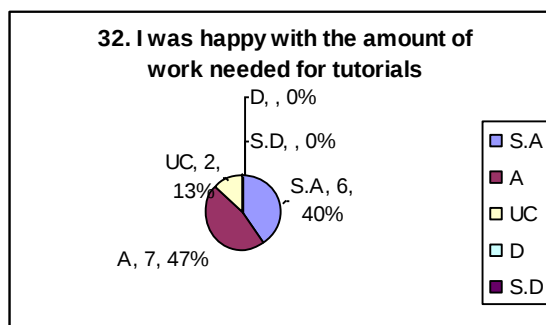
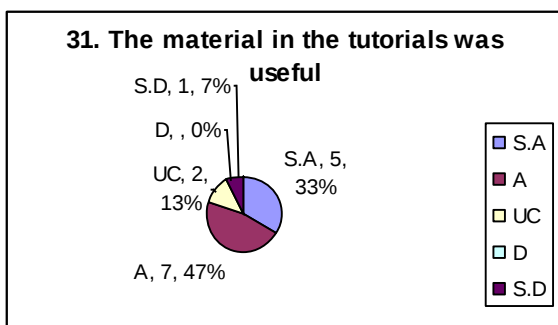
Soc-711

The course objective and split load of the faculty member was clear and manageable. The participants had a good access to timely given hand-outs. Class participation was active.







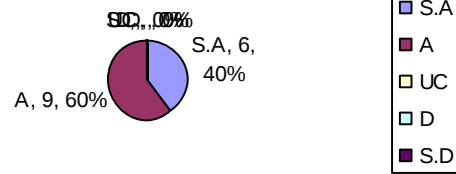


Faculty member-3 (Spring 11)

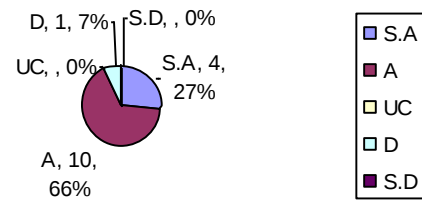
Soc-706

The progress of the course by faculty member-3 was healthy. Class participation was fairly managed. The field experience of the course was very good. Students get a chance to observe the selected community in group assignment form and later on to produce a brief on the field tutorial.

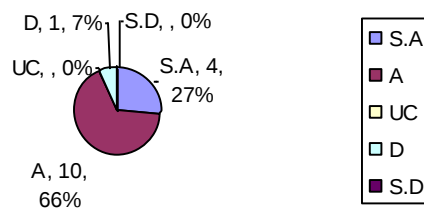
1. The course objectives were clear



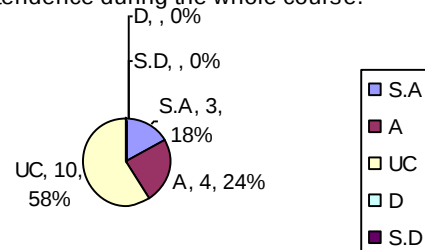
2. The course workload was manageable



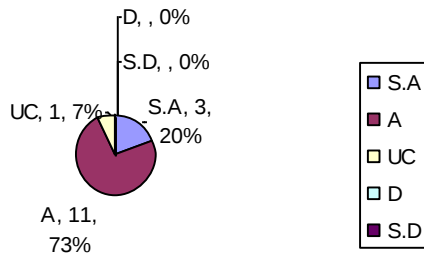
3. The course was well organized (e.g.timely access to materials, notification of changes, etc.)



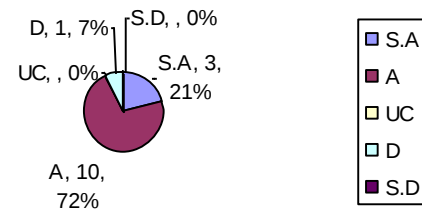
5. Approximate level of your own attendance during the whole course.



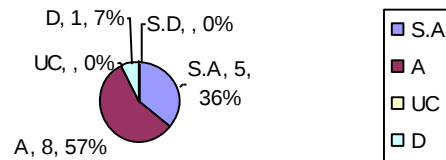
6. I participated actively in the course



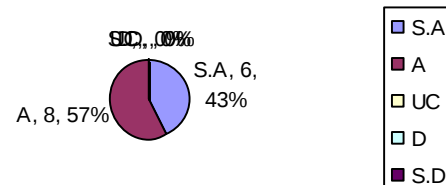
7. I think I have made progress in this course



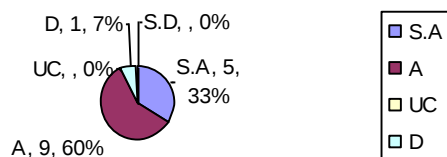
9. I think the course was well constructed to achieve the learning ourcomes (there was a good balance of lecture, tutoriels, partical etc.)



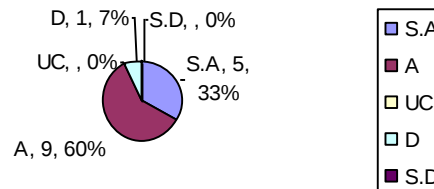
10. The learning and teaching methods encouraged participation.



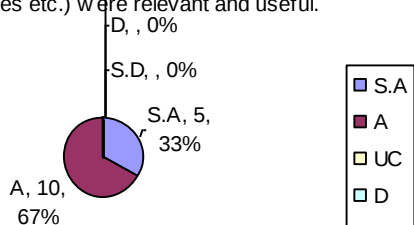
11. Recommended reading books etc. were relevant and appropriate.



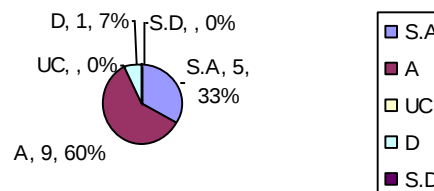
12. Classrooms were satisfactory



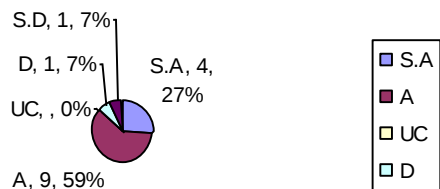
14. Learning materials (lesson plans, course notes etc.) were relevant and useful.



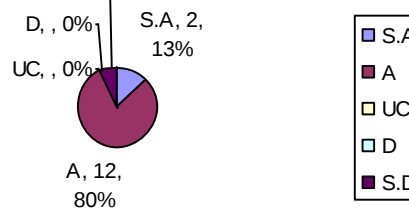
15. Recommended reading books etc. were relevant and appropriate.



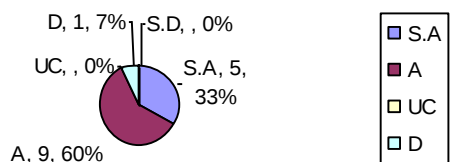
16. The provision of learning resources in the library was adequate and appropriate.



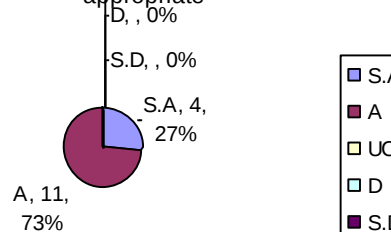
17. The provision of learning resources on the web was adequate and appropriate. (if relevant)

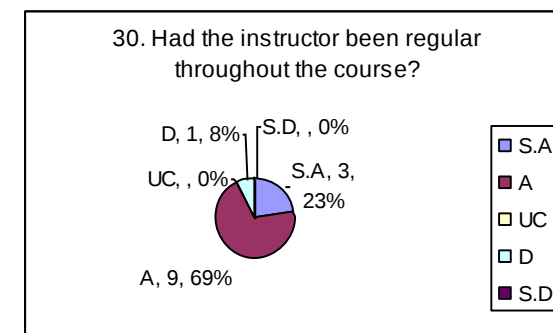
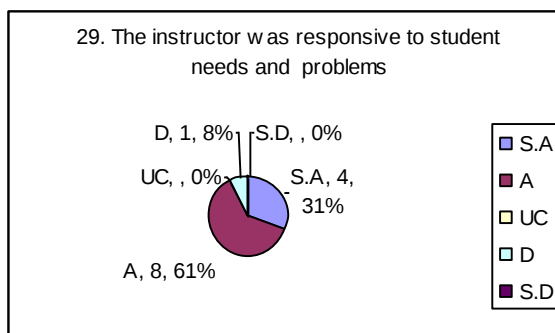
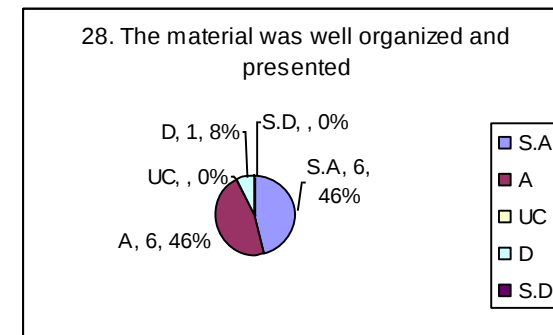
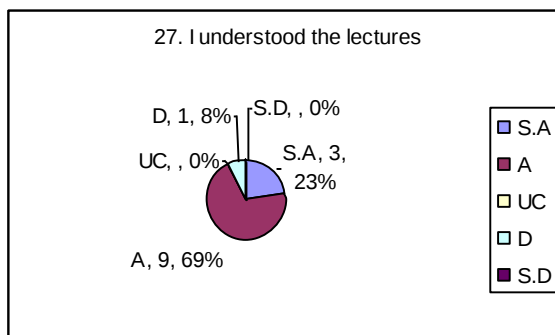
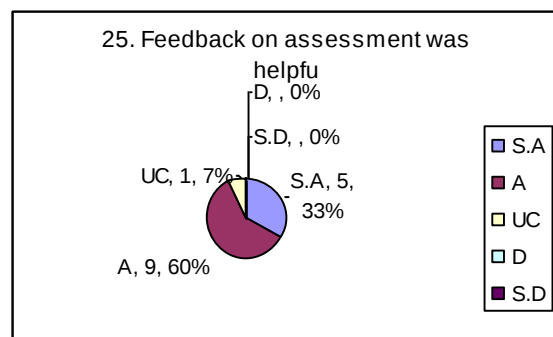
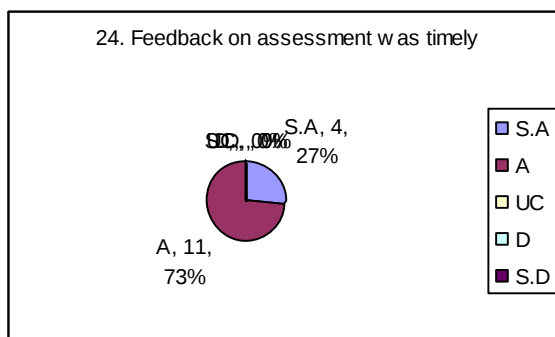
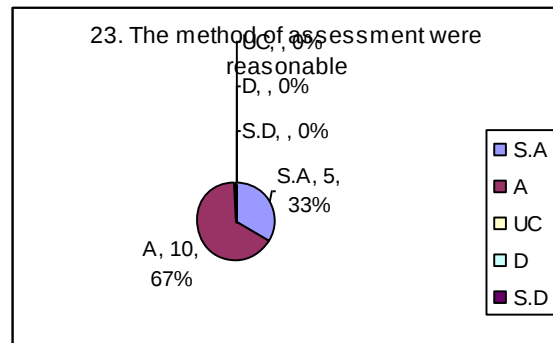
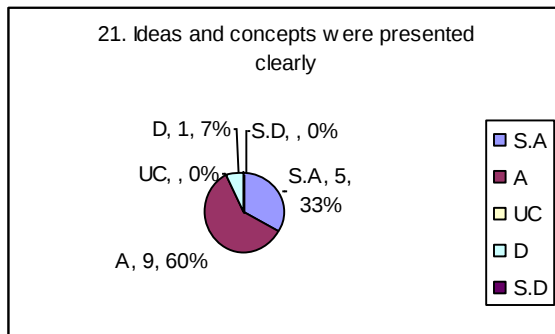


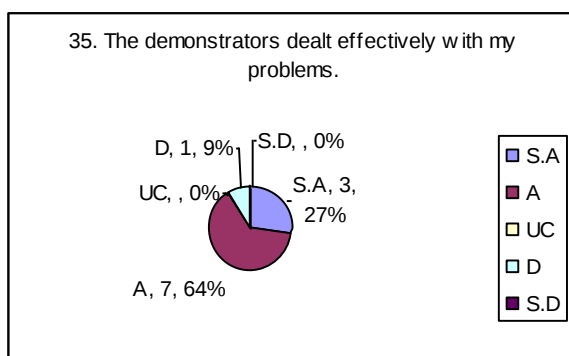
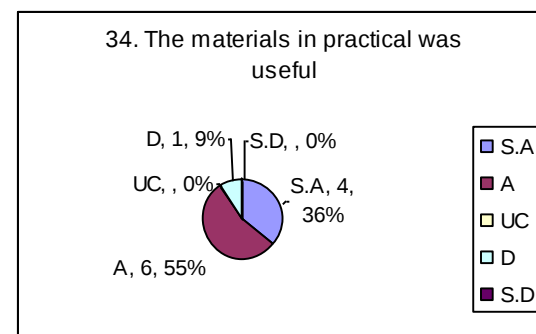
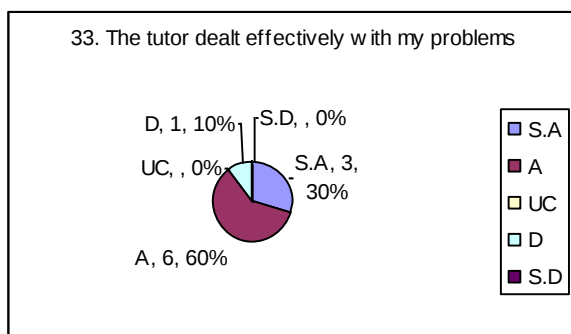
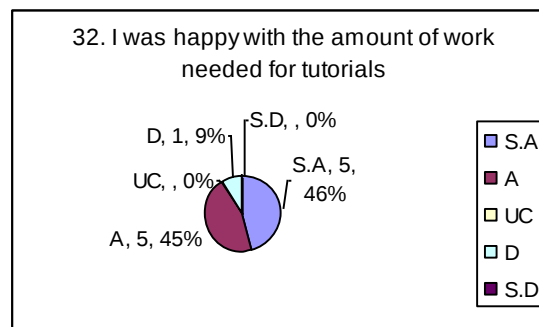
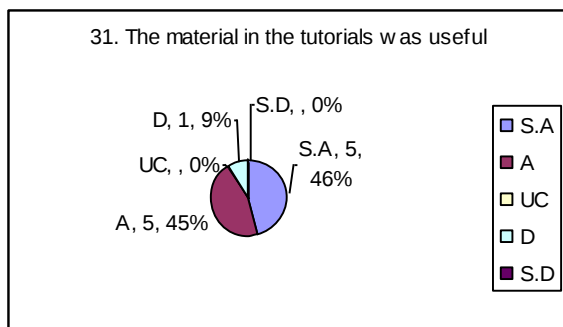
19. The course stimulated by interest and thought on the subject area.



20. The pace of the course was appropriate



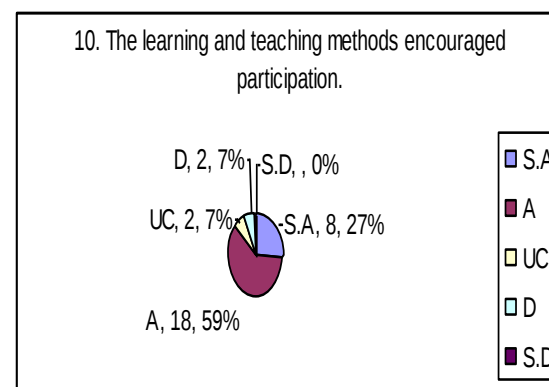
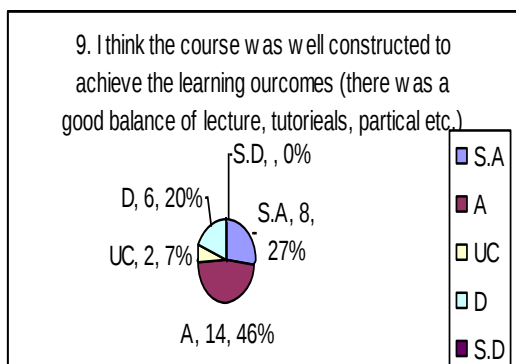
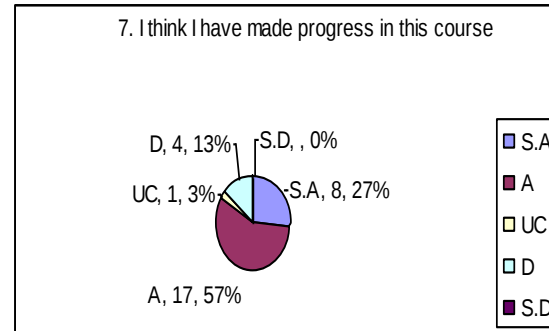
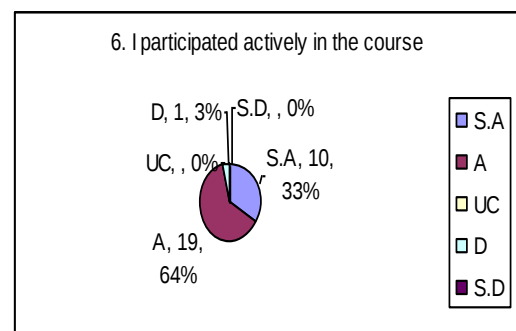
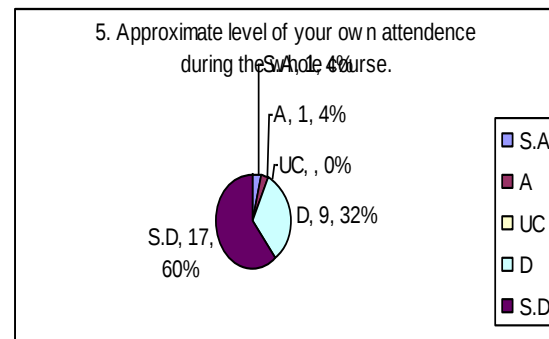
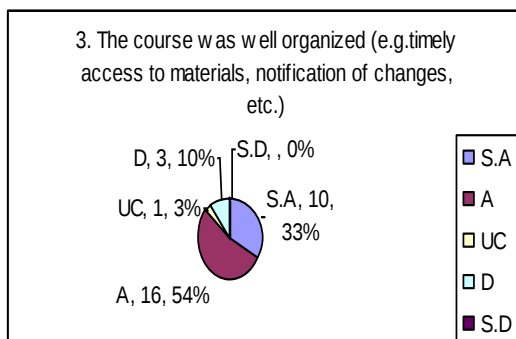
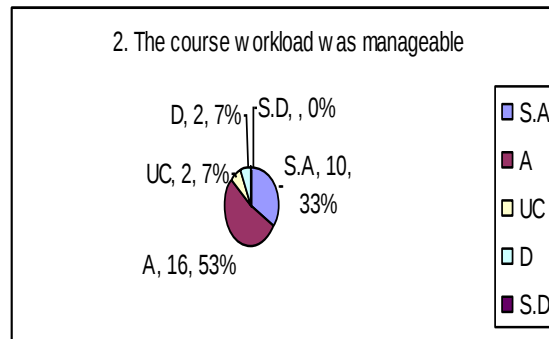
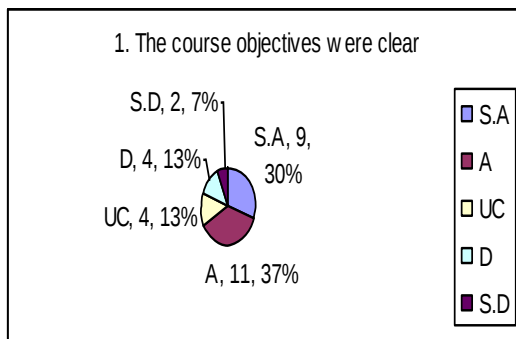


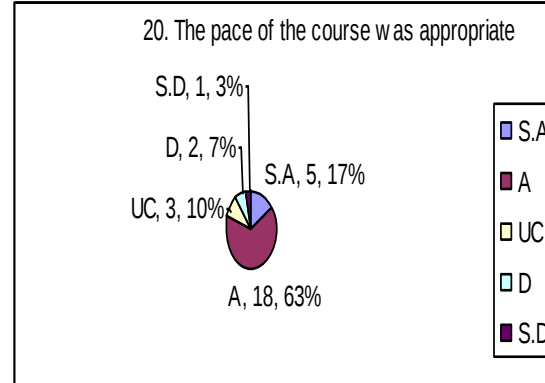
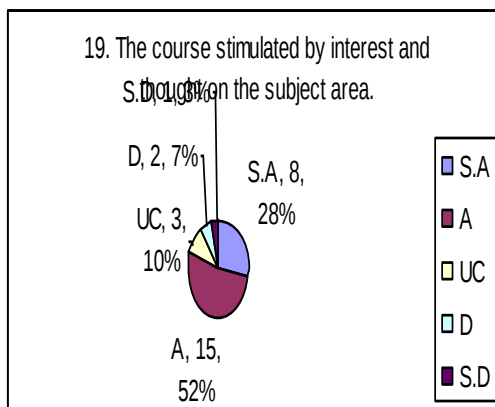
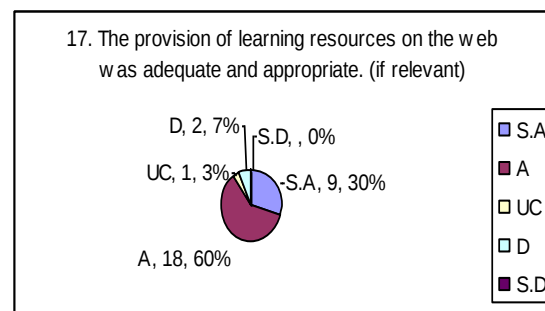
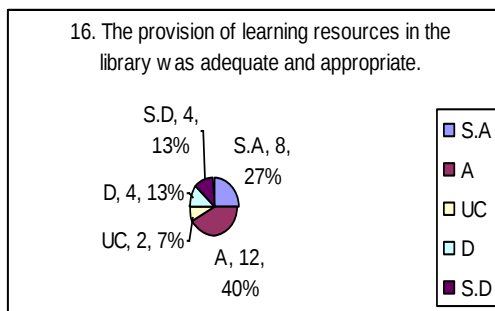
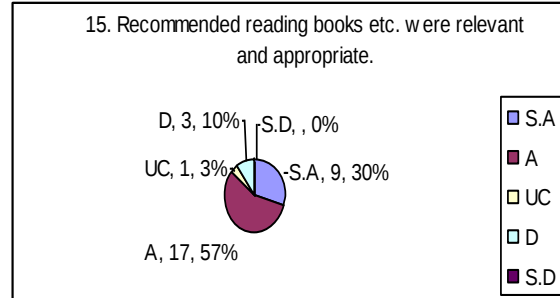
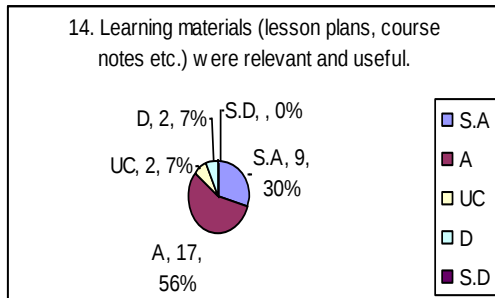
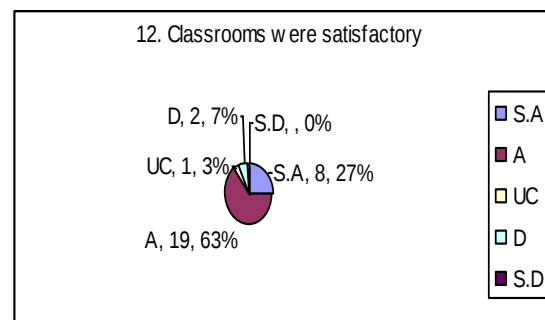
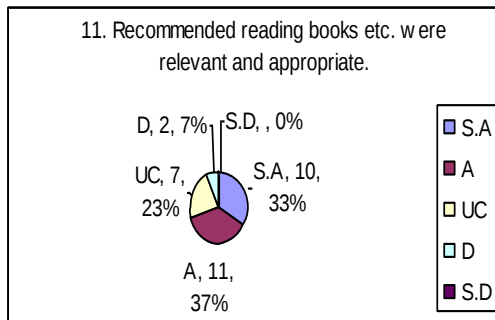


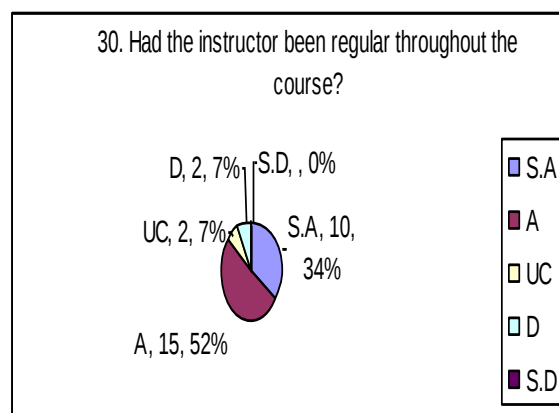
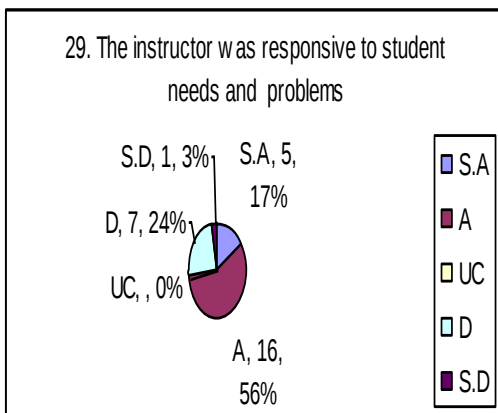
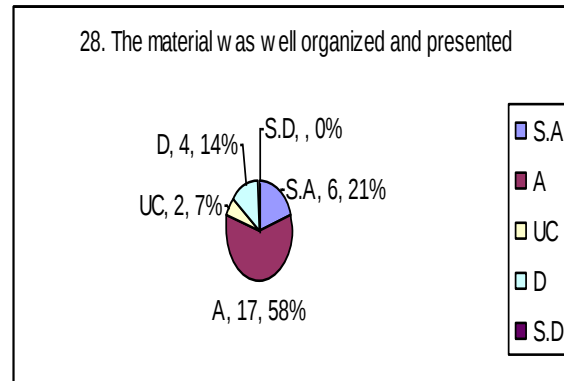
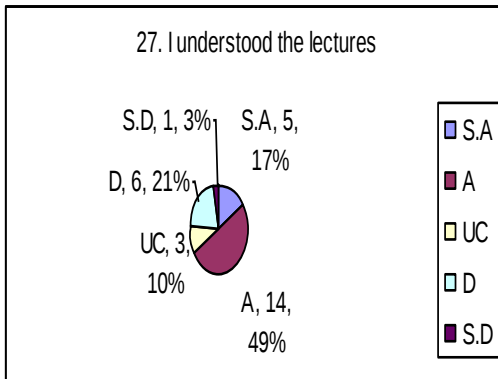
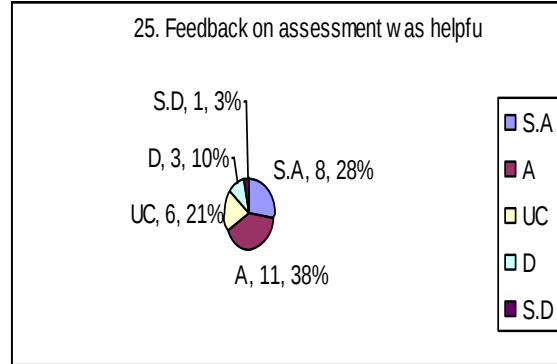
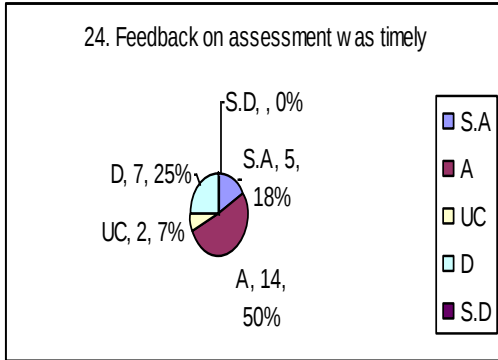
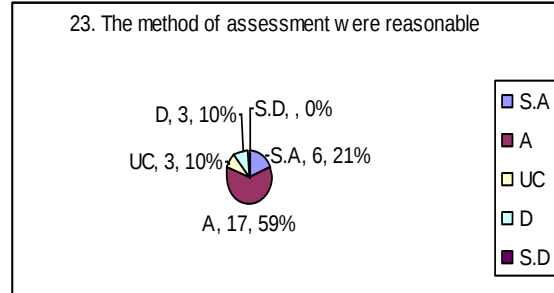
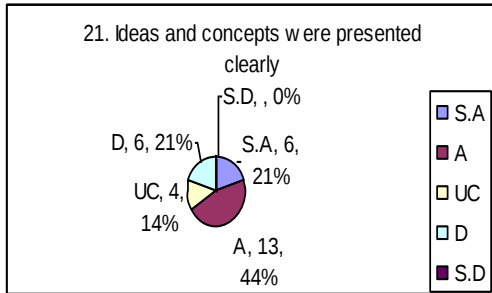
Faculty member-4 (Spring 11)

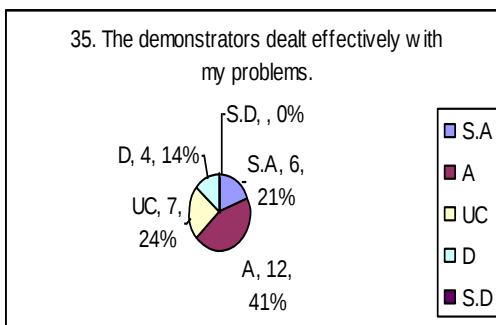
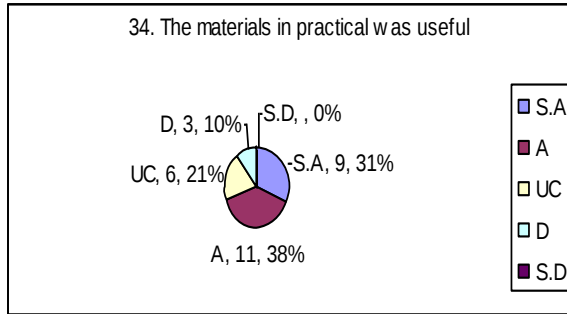
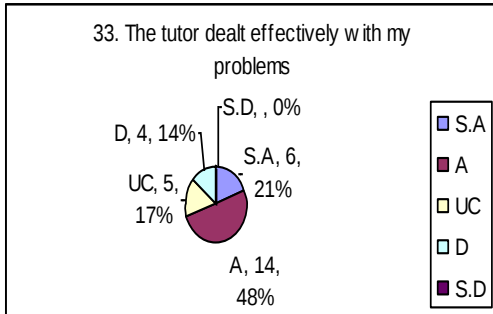
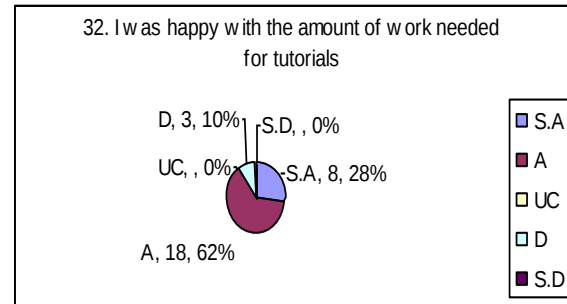
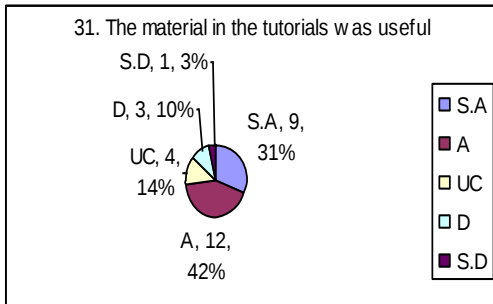
Soc-714

The pace of the course of the faculty member-4 was very good. Class participation was equally good. About 60% of the students participated actively in the course, had made a good progress with the help of encouraging learning and teaching methods.







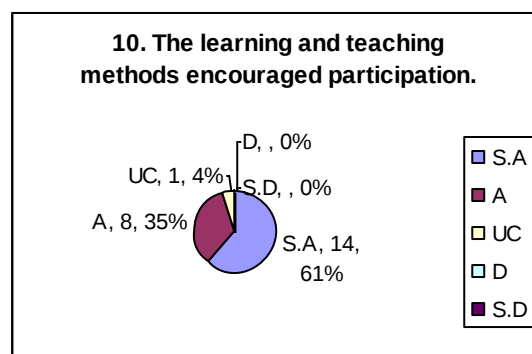
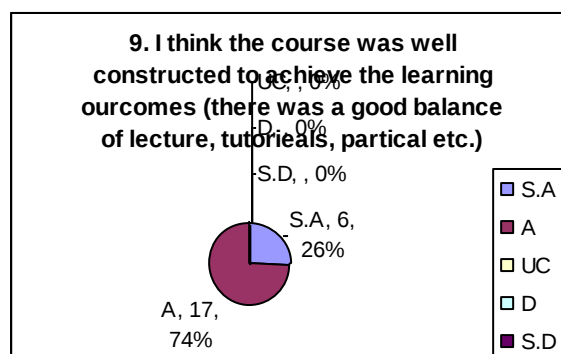
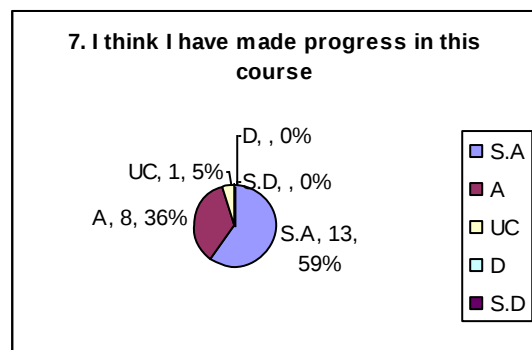
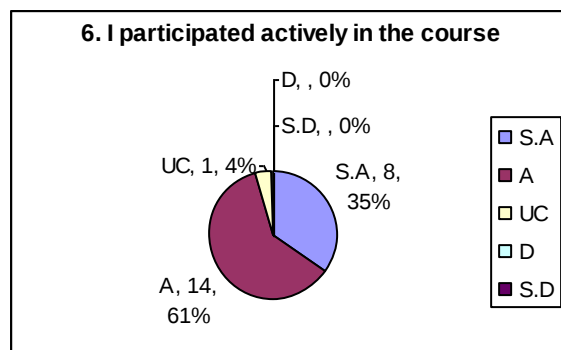
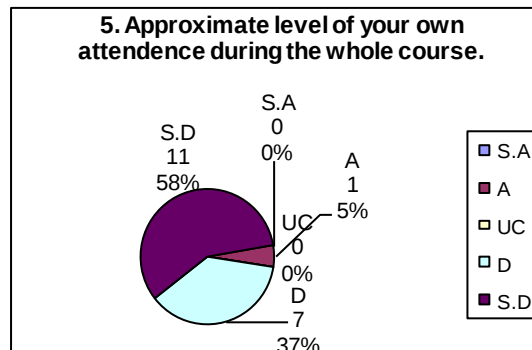
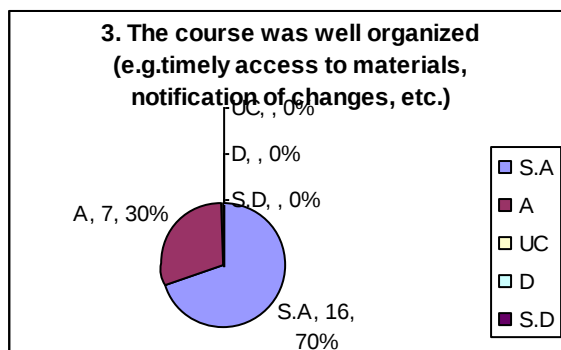
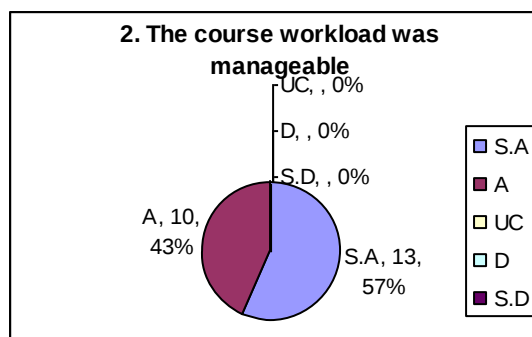
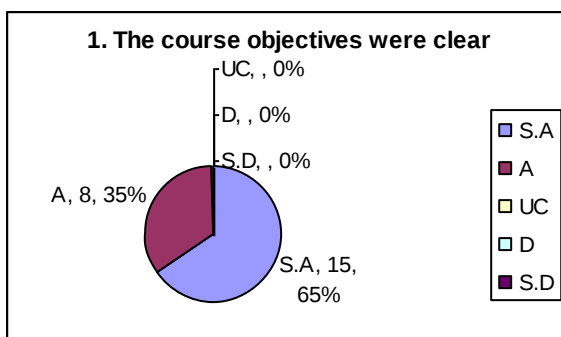


Fall 11

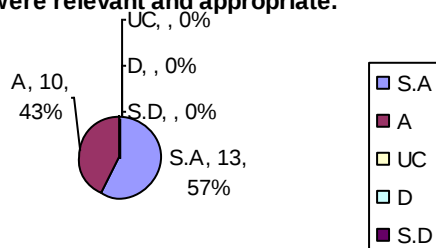
Faculty member-5 (Fall 11)

SOC-701

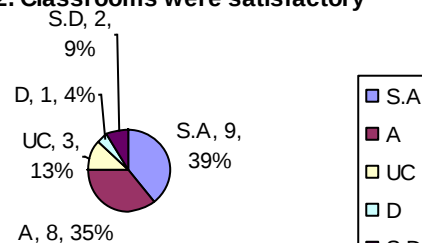
Student believed that the course was progressively organized. Material provided fulfill the needs of the students. Teaching methodology was encouraging. The course space was appropriate. More than 50% of the students had made a mentionable progress in the course. 58% of the course attendance was recorded. A similar ratio was observed for the work load management.



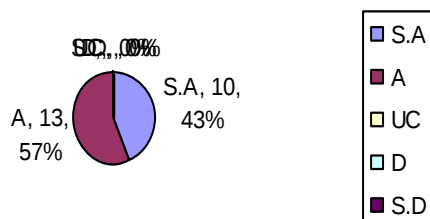
11. Recommended reading books etc. were relevant and appropriate.



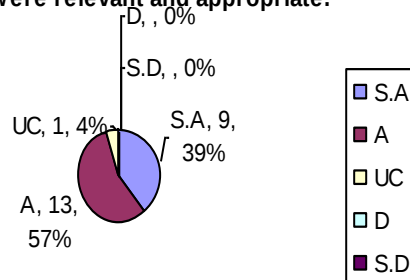
12. Classrooms were satisfactory



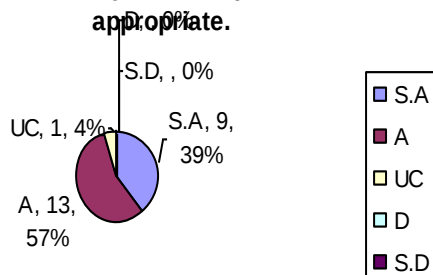
14. Learning materials (lesson plans, course notes etc.) were relevant and useful.



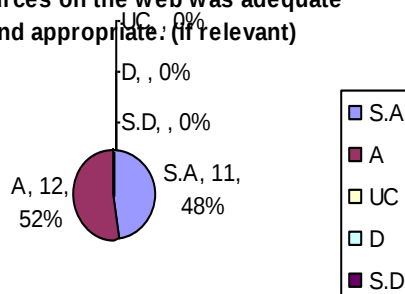
15. Recommended reading books etc. were relevant and appropriate.



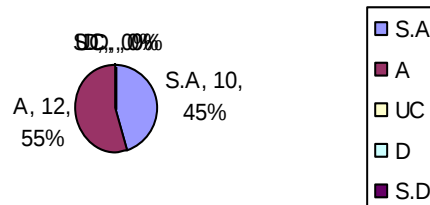
16. The provision of learning resources in the library was adequate and appropriate.



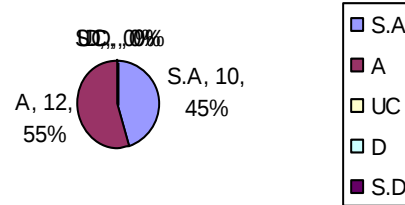
17. The provision of learning resources on the web was adequate and appropriate. (if relevant)

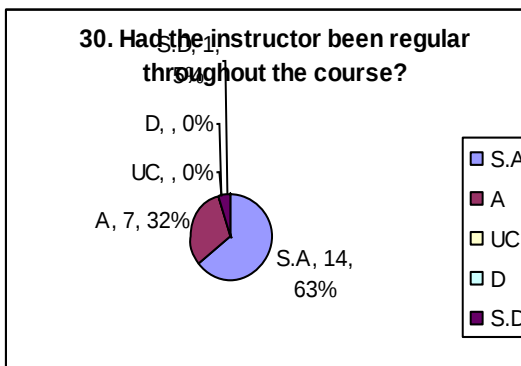
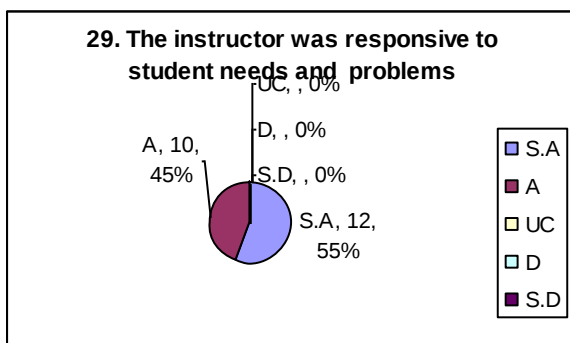
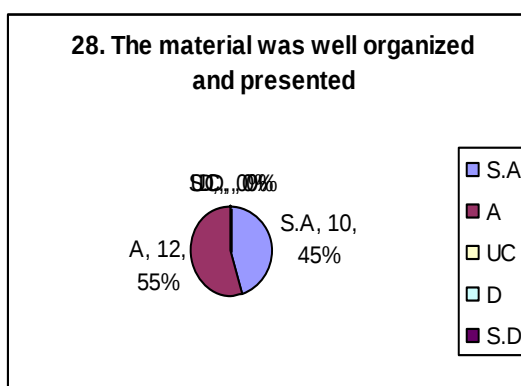
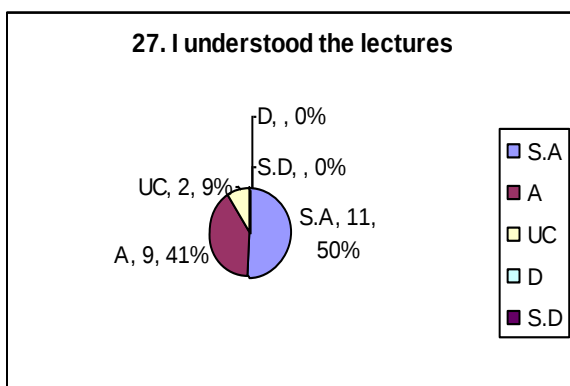
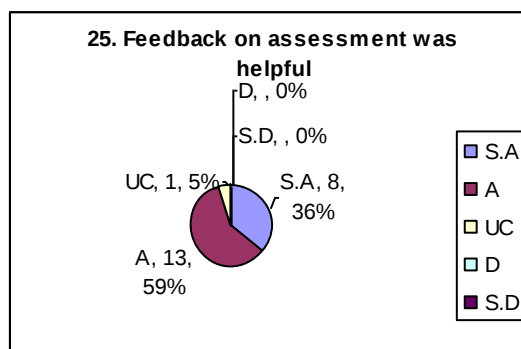
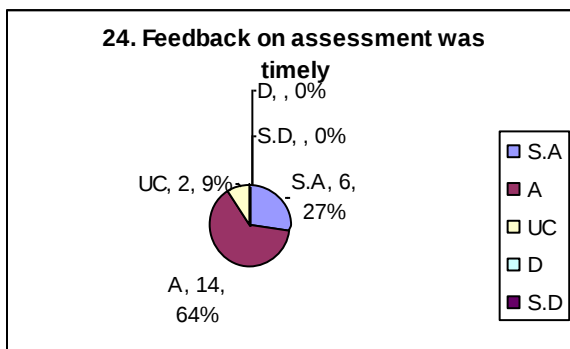
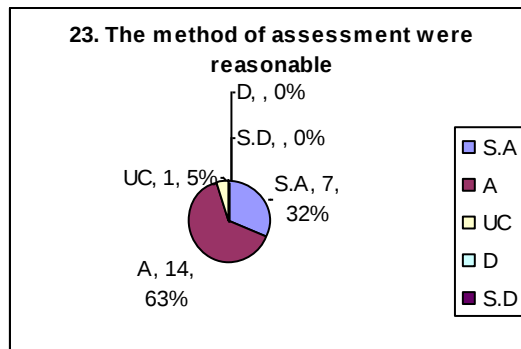
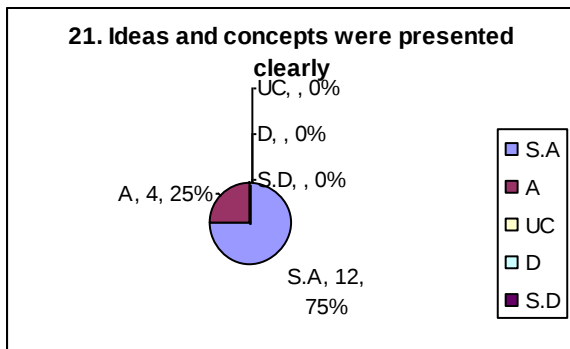


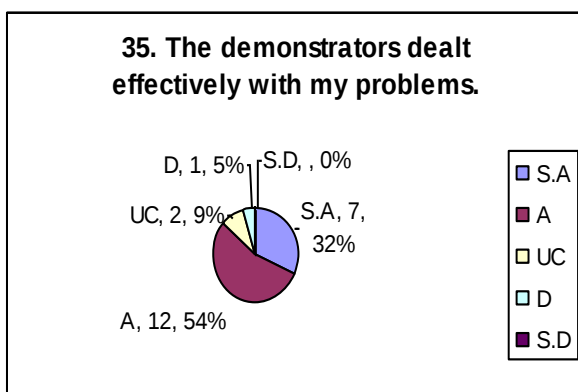
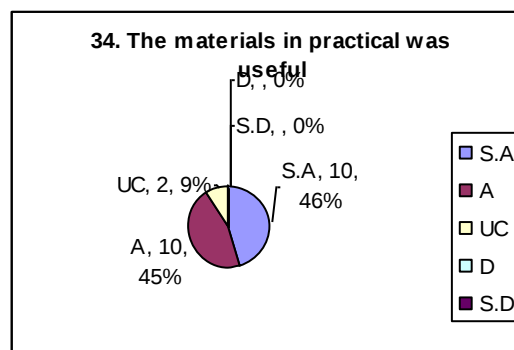
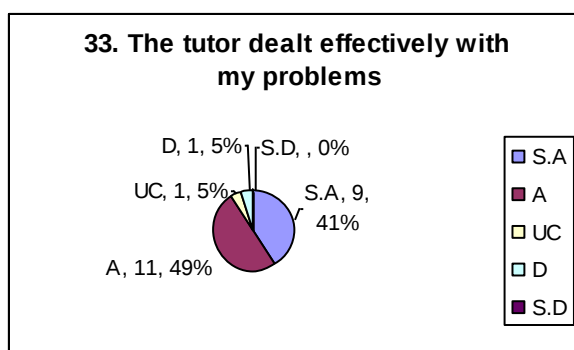
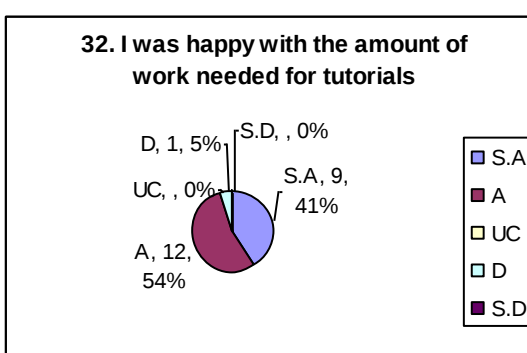
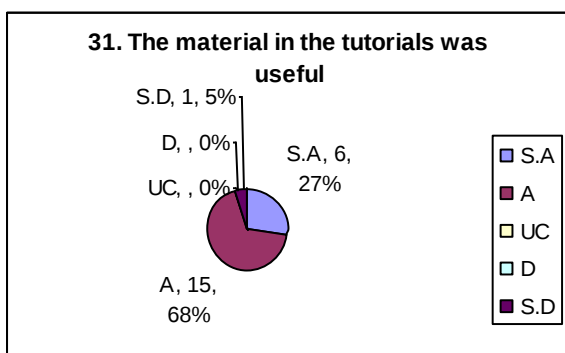
19. The course stimulated by interest and thought on the subject area.



20. The pace of the course was appropriate





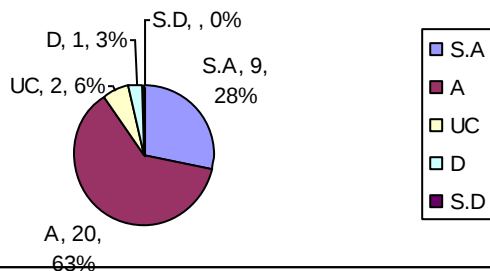


Faculty member-5 (Fall 11)

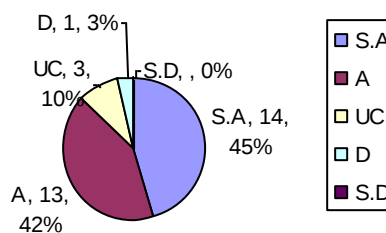
SOC-707

The learning and teaching methods of the faculty member 5 was good. The students were positive about the conduct of the course. The concepts and the ideas were relevant. Web sources were sought for the additional search and references.

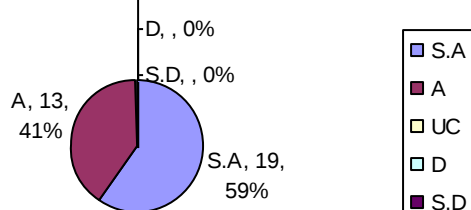
1. The course objectives were clear



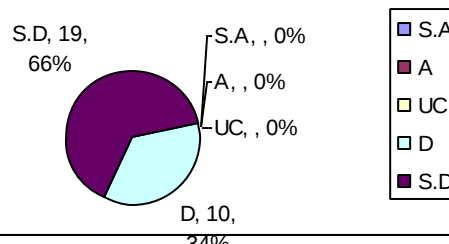
2. The course workload was manageable



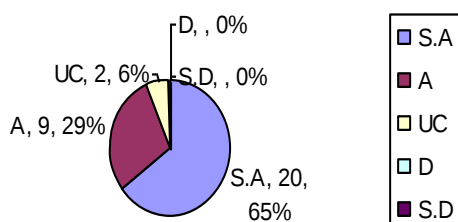
3. The course was well organized (e.g. timely access to materials, notification of changes, etc.)



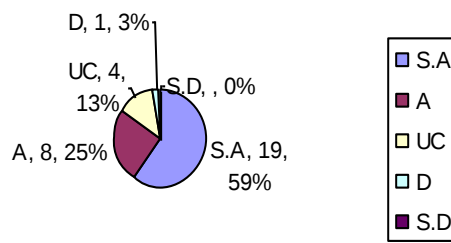
5. Approximate level of your own attendance during the whole course.



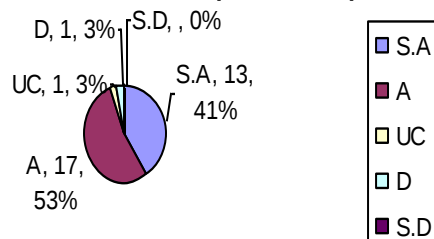
6. I participated actively in the course



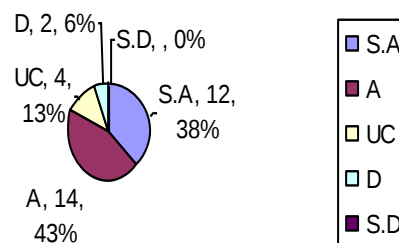
7. I think I have made progress in this course



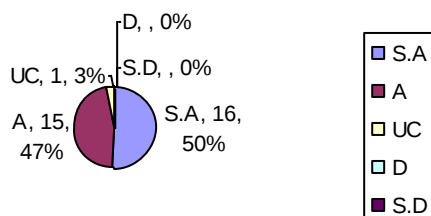
9. I think the course was well constructed to achieve the learning outcomes (there was a good balance of lecture, tutorials, practical etc.)



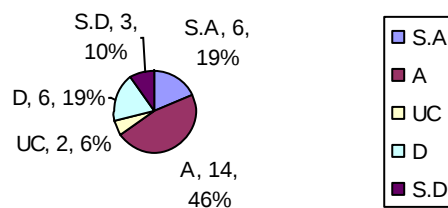
10. The learning and teaching methods encouraged participation.



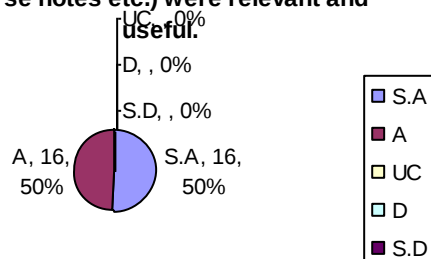
11. Recommended reading books etc. were relevant and appropriate.



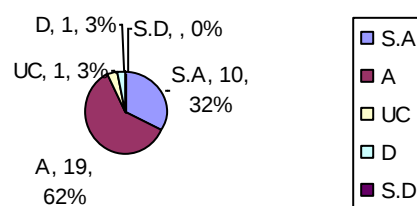
12. Classrooms were satisfactory



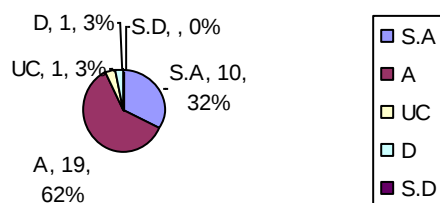
14. Learning materials (lesson plans, course notes etc.) were relevant and useful.



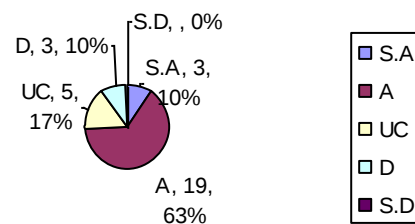
15. Recommended reading books etc. were relevant and appropriate.



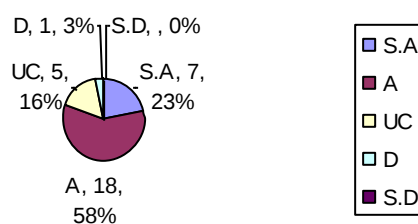
16. The provision of learning resources in the library was adequate and appropriate.



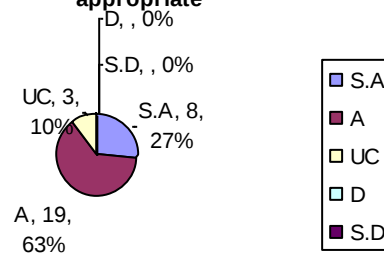
17. The provision of learning resources on the web was adequate and appropriate. (if relevant)



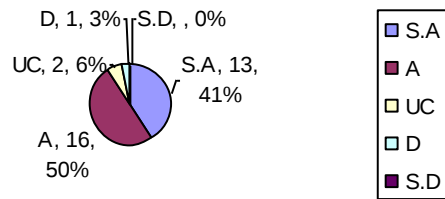
19. The course stimulated by interest and thought on the subject area.



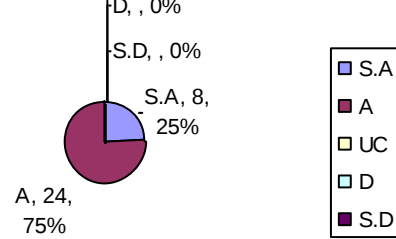
20. The pace of the course was appropriate



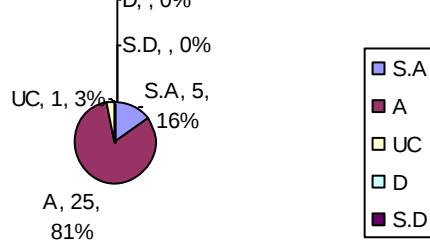
21. Ideas and concepts were presented clearly



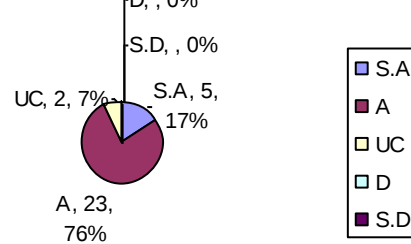
23. The method of assessment were reasonable



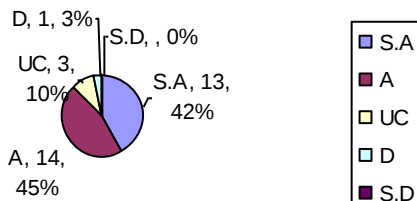
24. Feedback on assessment was timely



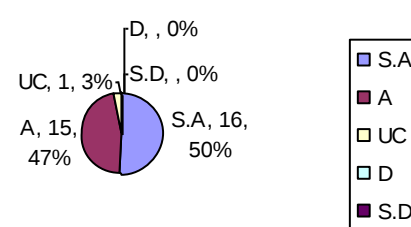
25. Feedback on assessment was helpful



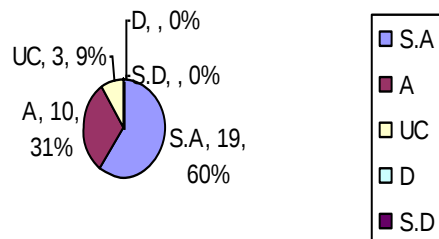
27. I understood the lectures



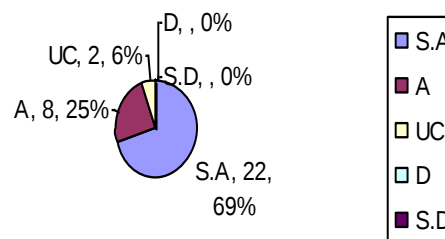
28. The material was well organized and presented

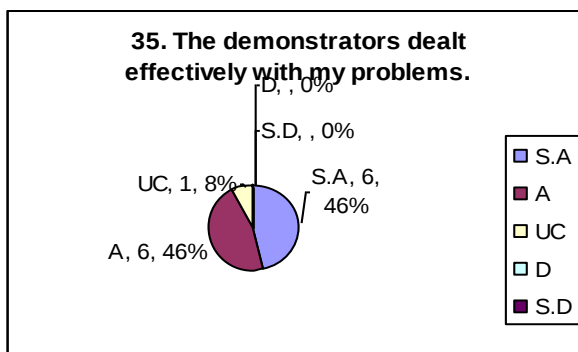
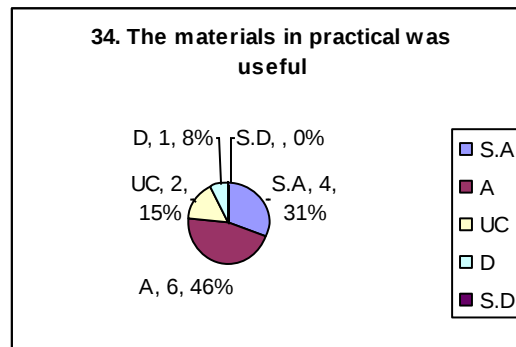
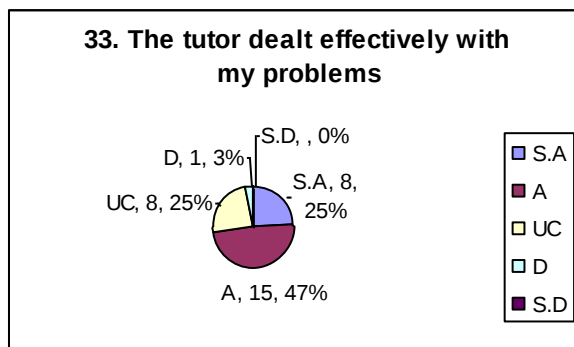
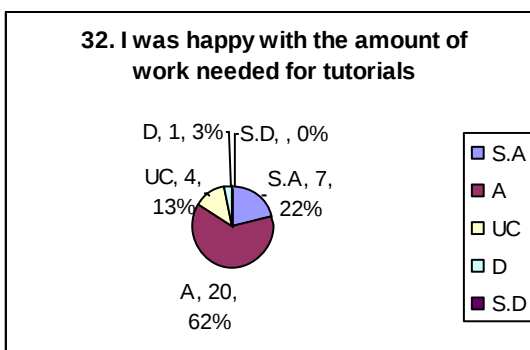
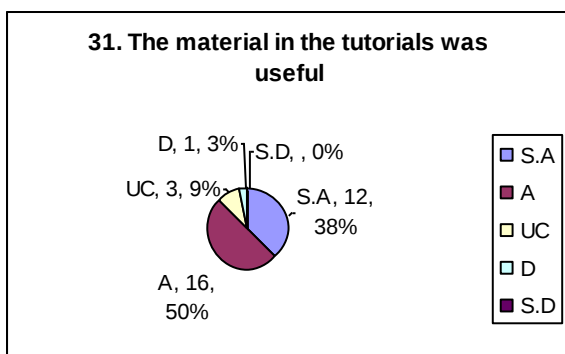


29. The instructor was responsive to student needs and problems



30. Had the instructor been regular throughout the course?





SURVEY OF GRADUATING STUDENTS

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

Survey of Graduating Students

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

Strengths

- The workload was manageable and efficient
- Feedback yield an excellent output to enhance teamwork abilities.
- Program administration was good enough to support learning and to administer the academic activities properly.
- Intellectual development, interaction skills including individual motivation to step into the practical side secured good results.
- Curriculum advancement including faculty to meet the program objectives revealed good output.
- Different scholarships and stipends were available
- Ethical and moral values were appreciated.

.Weaknesses:

- Developing planning abilities could not yield satisfactory results. It's not even bad with a developing infrastructure. More conducive environment is needed but at present it has shown satisfactory level.
- Infrastructure needs to be more equipped. Professional development is required.
- Sound system is needed to address a large classroom.

The work in the programme is too heavy according to more than half of the respondent (55%) but it has effectively enhanced the working abilities of the graduating students (91%). It is no doubt a very encouraging and healthy sign for the Department of Sociology. Analytical problem solving capabilities, administration, in-dependent thinking also revealed good out-put. Almost all variables secured around 60%, Curricula and the ability of the faculty secured around 70%. A very good deal i.e. 82% thought that there was a good composition of academic and co-curricular activities within a specified tenure. i.e. two years of the degree programme It means that the Department of Sociology has fairly integrated with the Directorate of the Students Affairs for personality and intellectual developments. Moreover, a very good deal (64%) said that the scholarships are periodically awarded to the graduates.

Survey of Graduating Students

A: Very satisfied

B: Satisfied

C: Uncertain

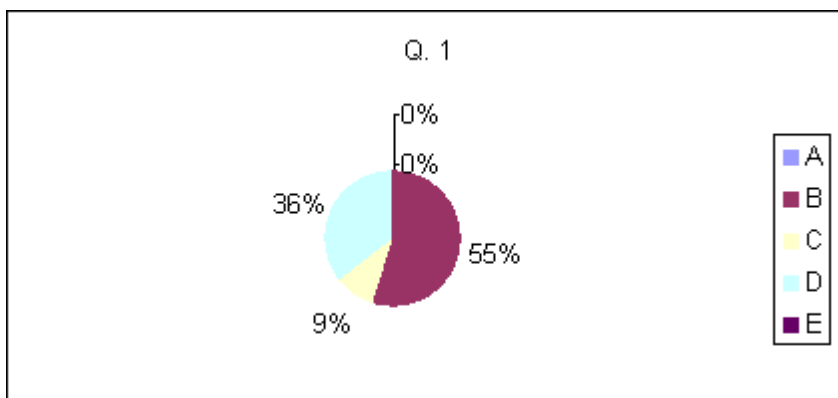
D:

Dissatisfied

E: Very dissatisfied

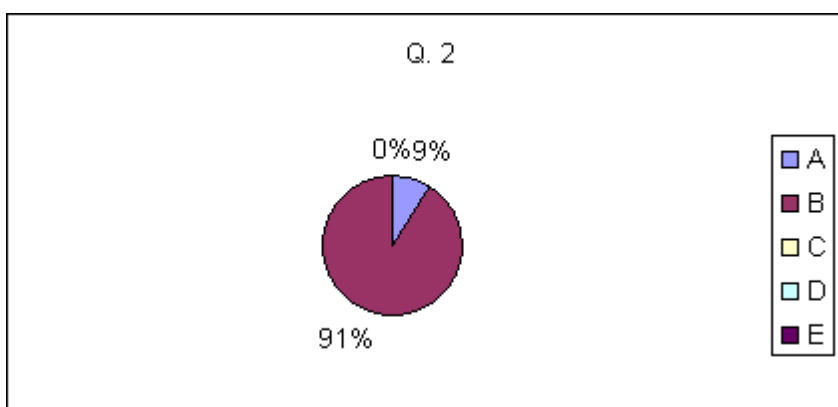
1. The work in the program is too heavy and induces a lot of pressure.

Questions	A	B	C	D	E
1		6	1	4	



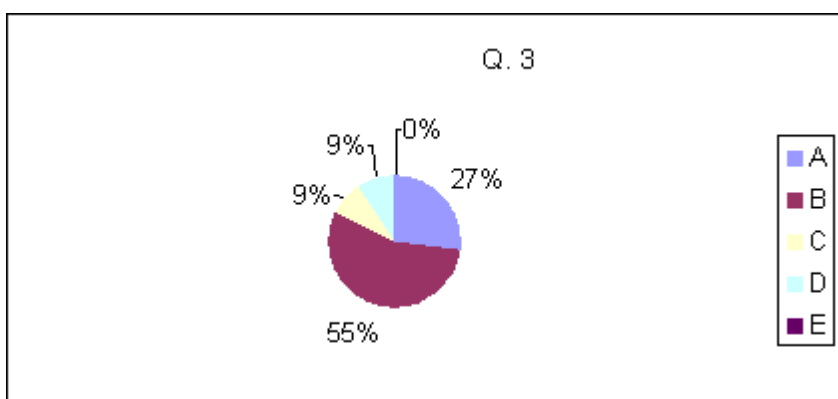
2. The program is effective in enhancing team-working abilities

Questions	A	B	C	D	E
2	1	10			



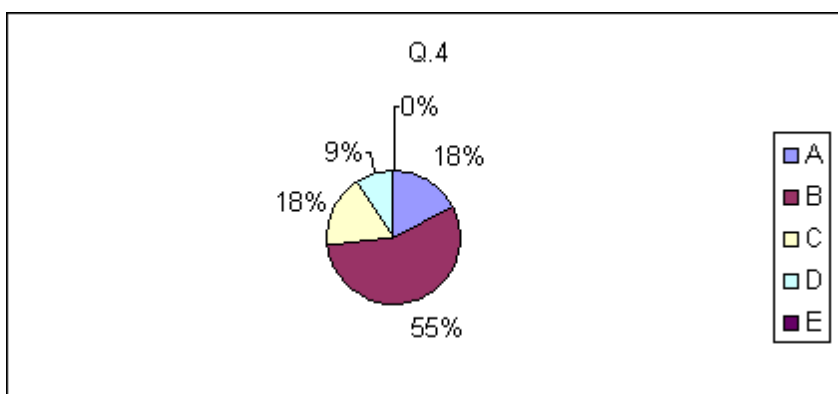
3. The program administration is effective in supporting learning

Questions	A	B	C	D	E
3	3	6	1	1	



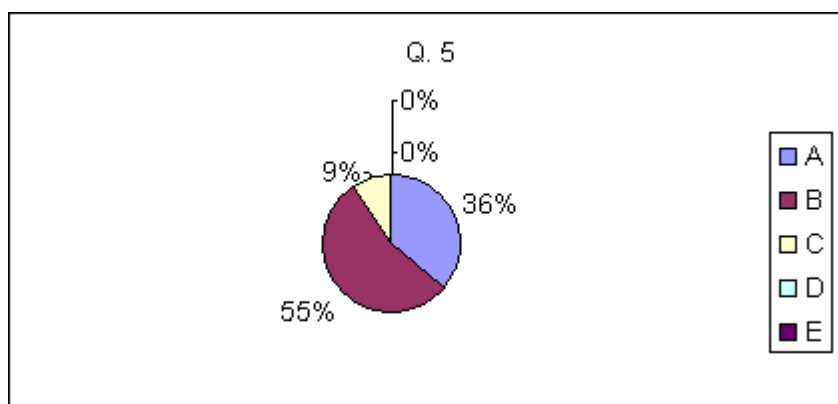
4. The program is effective in developing analytical and problem solving skills.

Questions	A	B	C	D	E
4	2	6	2	1	



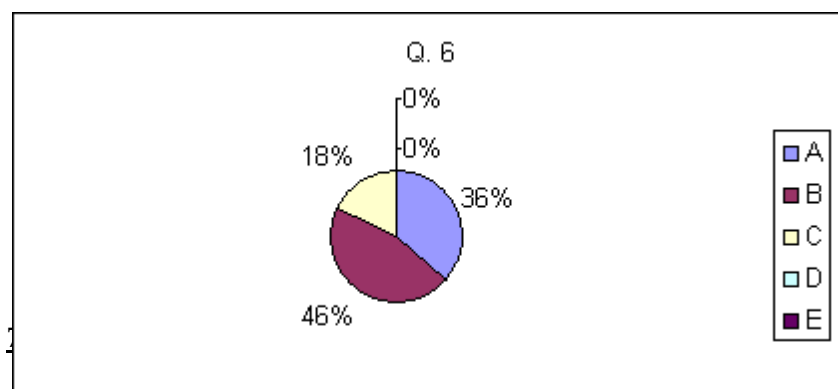
5. The program is effective in developing independent thinking.

Questions	A	B	C	D	E
5	4	6	1		

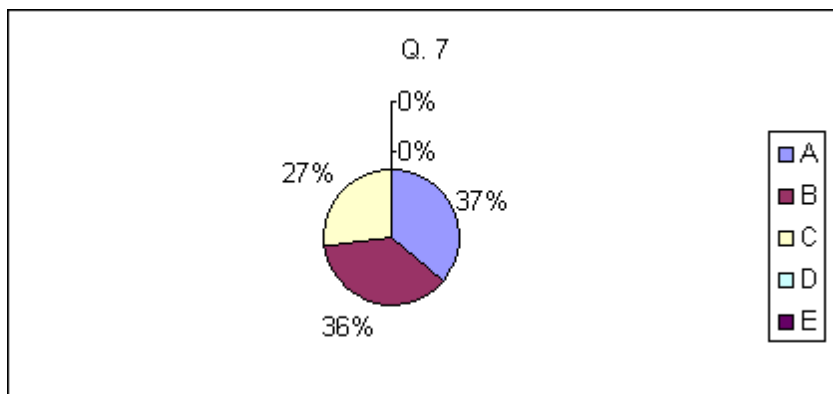


6. The program is effective in developing written communication skills.

Questions	A	B	C	D	E
6	4	5	2		

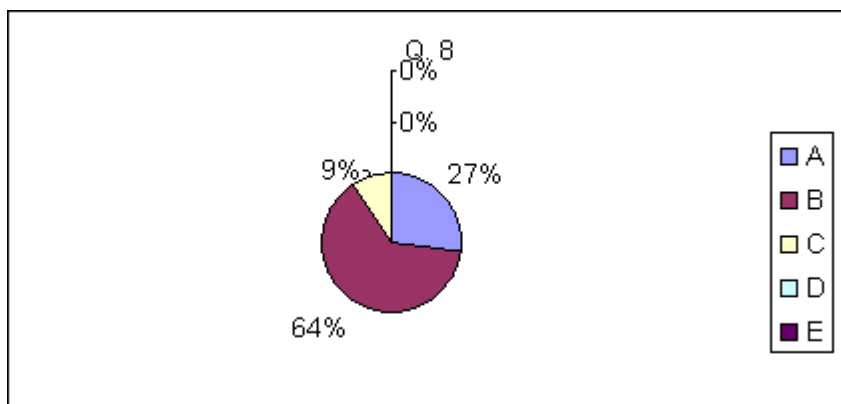


Questions	A	B	C	D	E
7	4	4	3		



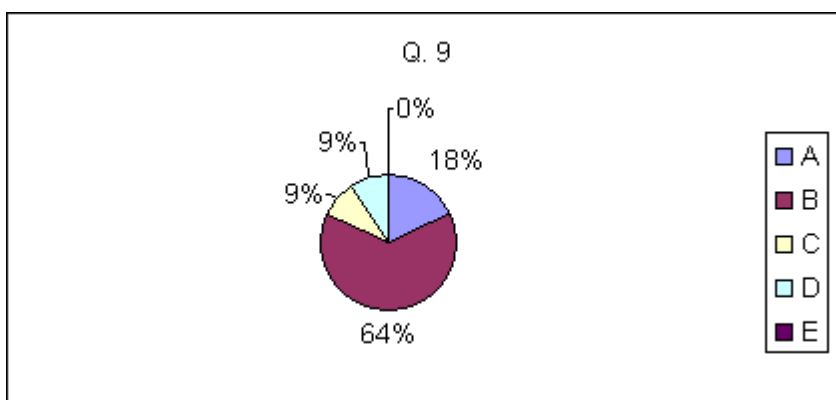
8. The objectives of the program have been fully achieved

Questions	A	B	C	D	E
8	3	7	1		

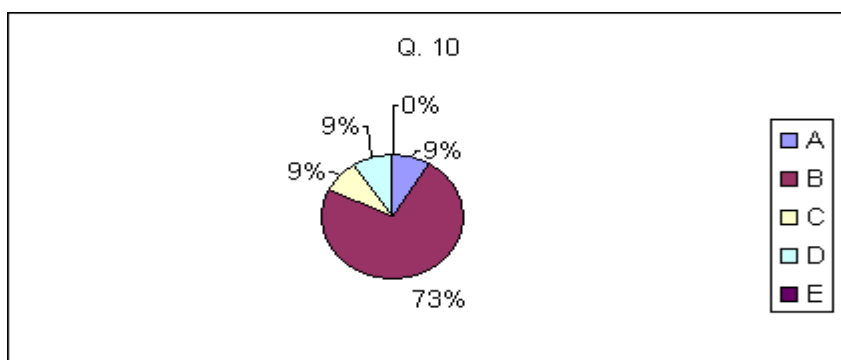


9. Whether the contents of curriculum are advanced and meet program objectives

Questions	A	B	C	D	E
9	2	7	1	1	

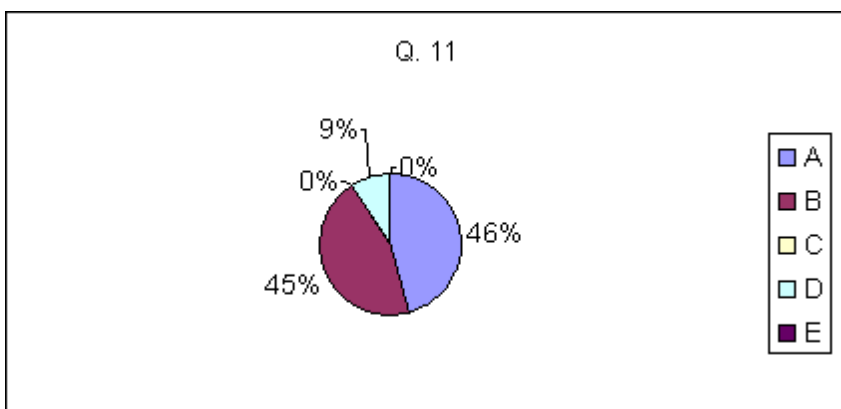


Questions	A	B	C	D	E
10	1	8	1	1	



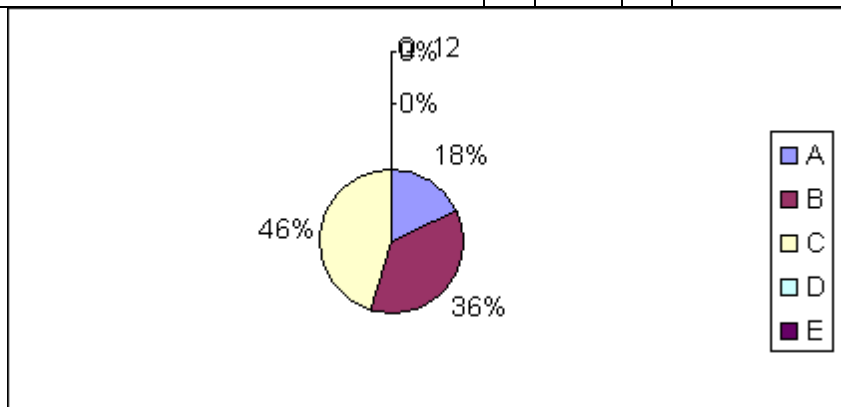
11. Environment was conducive for learning

Questions	A	B	C	D	E
11	5	5		1	



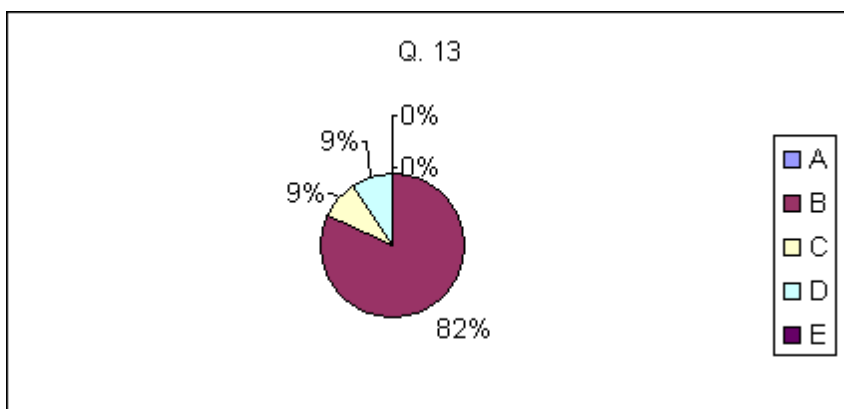
12. Whether the Infrastructure of the department was good.

Questions	A	B	C	D	E
12	2	4	5		



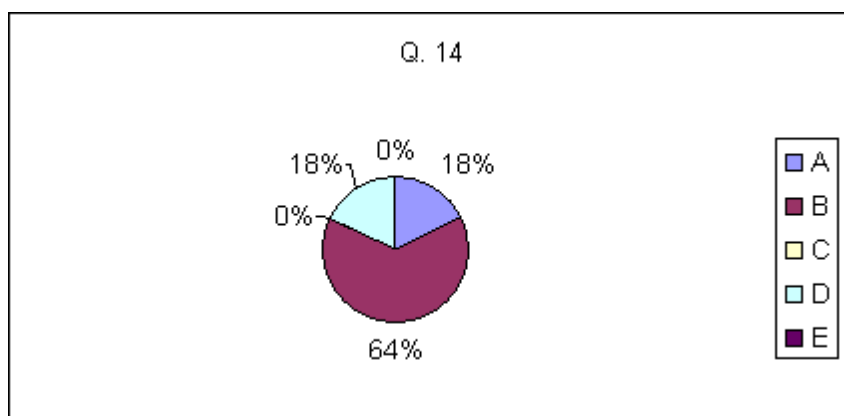
13. Whether the program was comprised of Co-curricular and extra-curricular activities.

Questions	A	B	C	D	E
13		9	1	1	

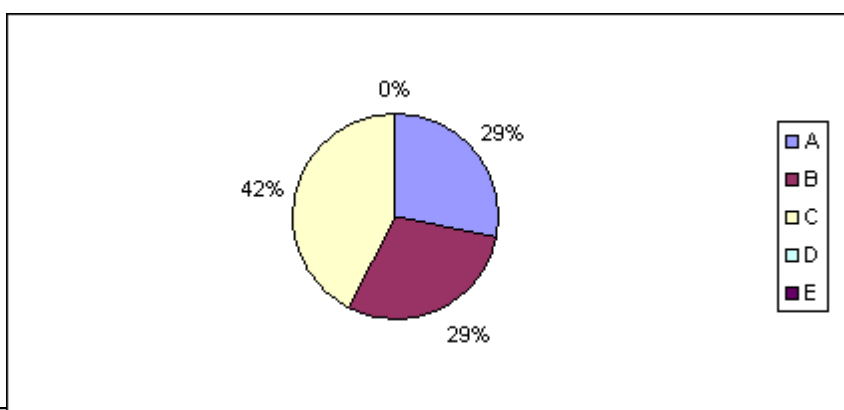


14. Whether scholarships / grants were available to students in case of hardship

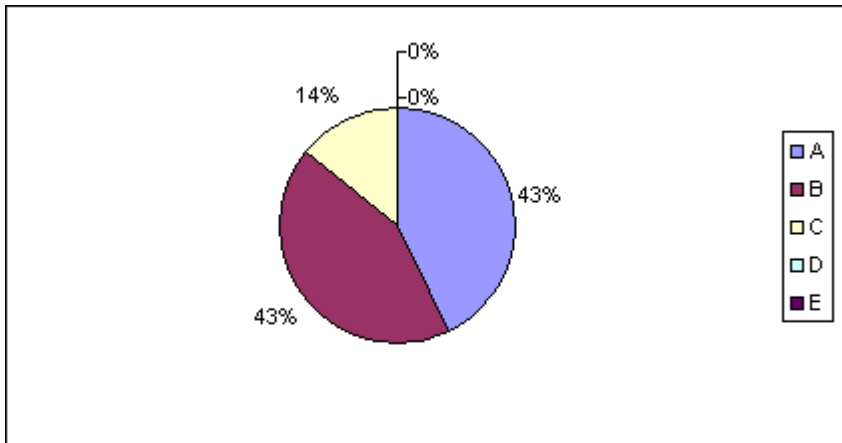
Questions	A	B	C	D	E
14	2	7		2	



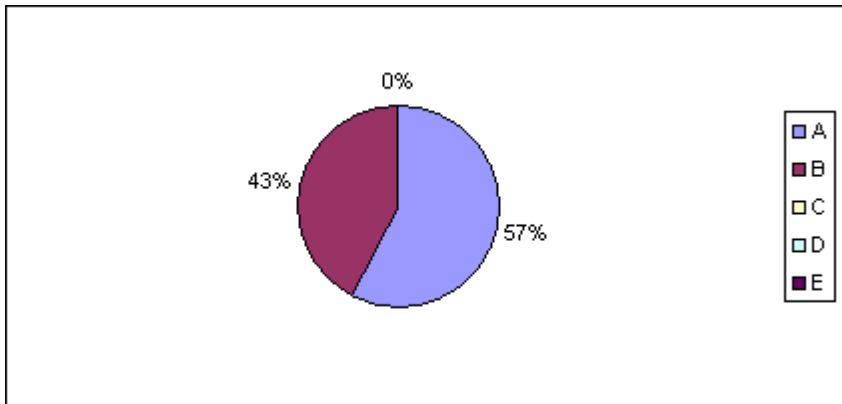
Questions	A	B	C	D	E
9A	2	2	3		



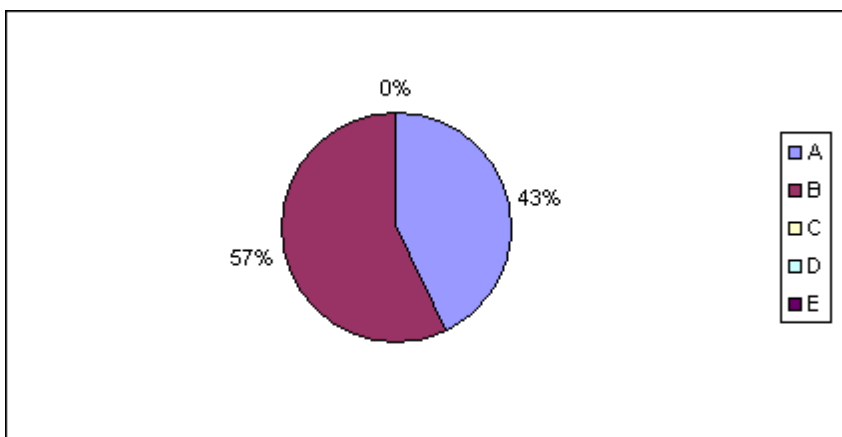
Questions	A	B	C	D	E
9B	3	3	1		



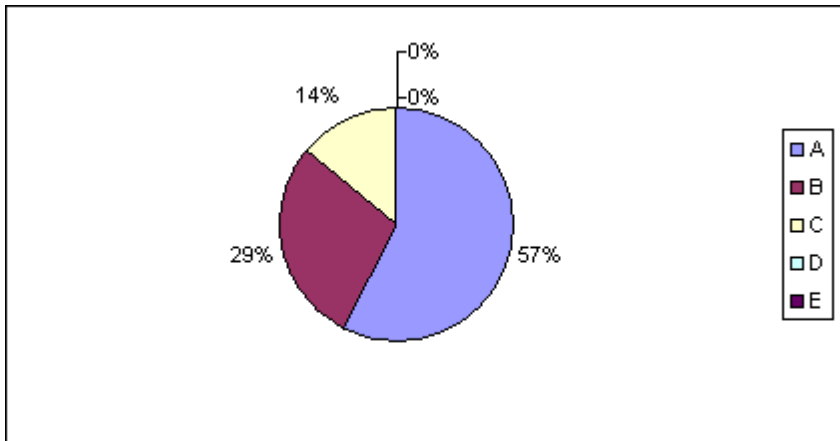
Questions	A	B	C	D	E
9C	4	3			



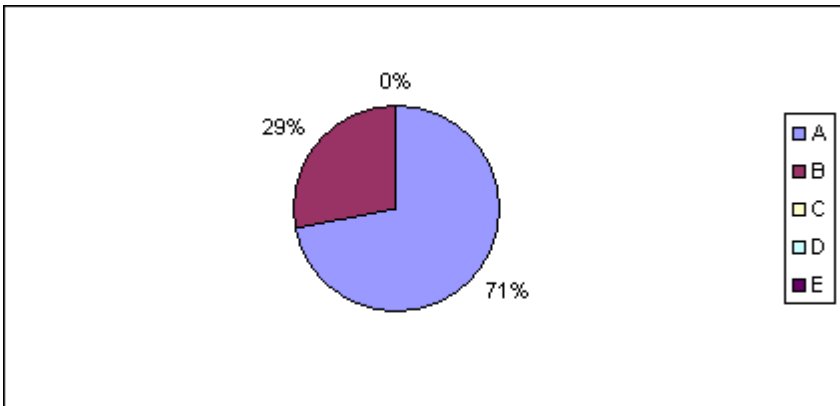
Questions	A	B	C	D	E
9D	3	4			



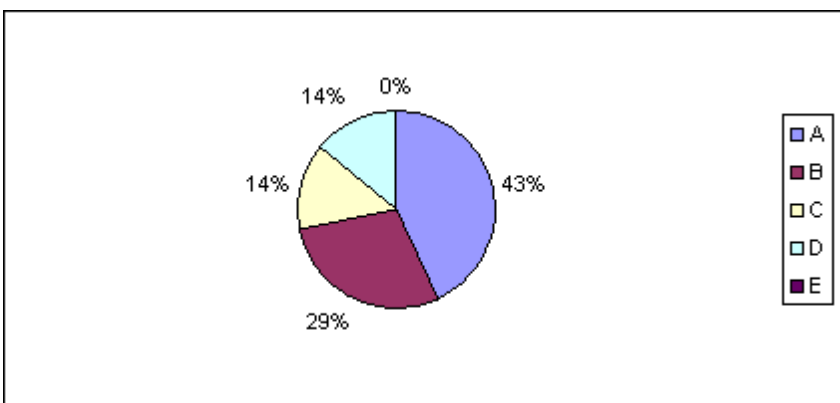
Questions	A	B	C	D	E
9E	4	2	1		



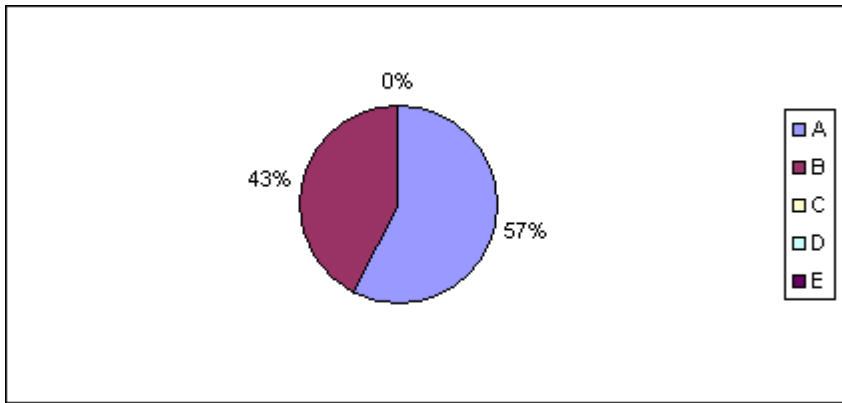
Questions	A	B	C	D	E
9F	5	2			



Questions	A	B	C	D	E
9G	3	2	1	1	



Questions	A	B	C	D	E
9H	4	3			



ALUMNI SURVEY

1. Alumni Survey

The respondents considered that the knowledge imparted was fair. Some of the respondents had altogether different opinion. Problem solving skills were categorized good. Respondent's capacity to build, application of the theoretical learning to the practical aspect of their future career building was improved. Respondents agreed that they were in a position to design a system component or process. Their IT knowledge was laid between good to normal scoring.

2. Communication Skills

The report writing skills were reported varied by the respondents from normal to positive categories. Existing communication skills should more be enhanced so that they efficiently deliver at their respective workplaces. The respondents desired for improvement in the oral communication skills particularly.

3. Interpersonal Skills

Improvement of the interpersonal skills yield good result. Team work ability was favoured by the passed out with few exceptions. To work in community, culture, different social institutions and other public and private sectors had yield a satisfactory approach. The development of the ethical and moral values within the environment was given importance.

4. Management / Leadership Skills

Resource and time management skills, judgment skills and discipline wise categories were measured. The respondents have satisfactory opinion about management and leadership skills with few exception from good to lower categories.

5. Department Status

The response on the departmental infrastructure was fail. Majority of the respondents had favorable attitude towards the faculty. The repute of the department at national level was supported by the respondents but it was hard for them to categorize the institution at international standards.

6. General Comments

NOT APPLICABLE

7. Career Opportunities

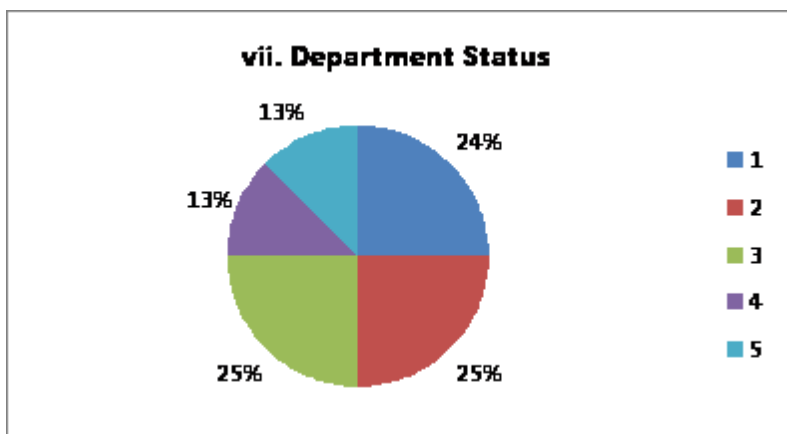
NOT APPLICABLE

8. Department Status

The feedback on the department's infrastructure, faculty, repute at national level and international level was interesting. The department's infrastructure large majority's response remained within the categories of excellent and good. The feedback on faculty was evenly distributed with dominant views on fair category. The repute of department at national level was largely favored by the respondents whereas the response to international level's repute seems dubious as the respondents might not have understood it appropriately. The programme during the specified time maintained some what around 21% to disseminate knowledge, 46% to communication skills, 51% to interpersonal skills, 39% to management and leadership skills and arts, and the Departmental status revealed 46% of the scoring. The quality building and management skills development needs to be further promptly addressed in order to prepare the pass-out graduates to compete with their market challenges. Knowledge generation through theory and research should more be brought under required lines of the 21st century.

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

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

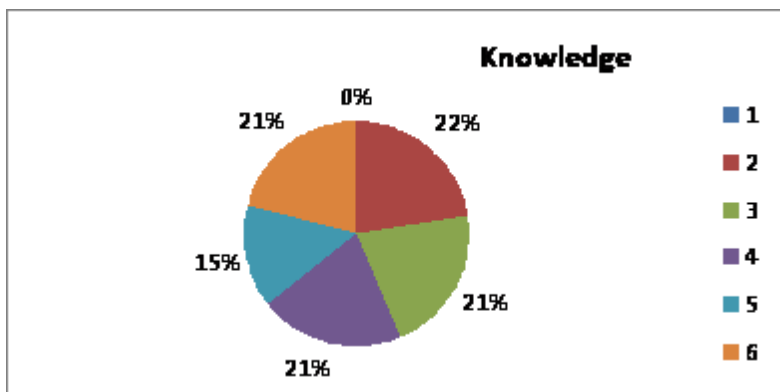


Alumni Survey

A: Excellent
 B: Very good
 C: Good
 D: Fair
 E: Poor

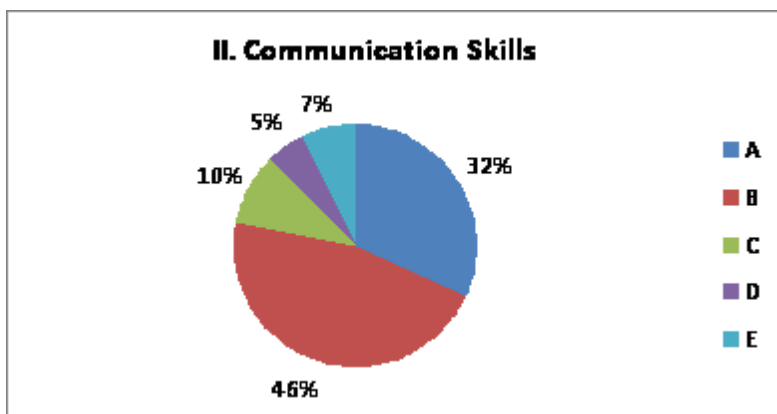
1. Knowledge.

Questions	A	B	C	D	E
1	0	0	0	0	0
2	14	15	7	2	3
3	13	17	3	2	6
4	13	20	3	3	2
5	9	22	1	5	3
6	13	16	4	4	3



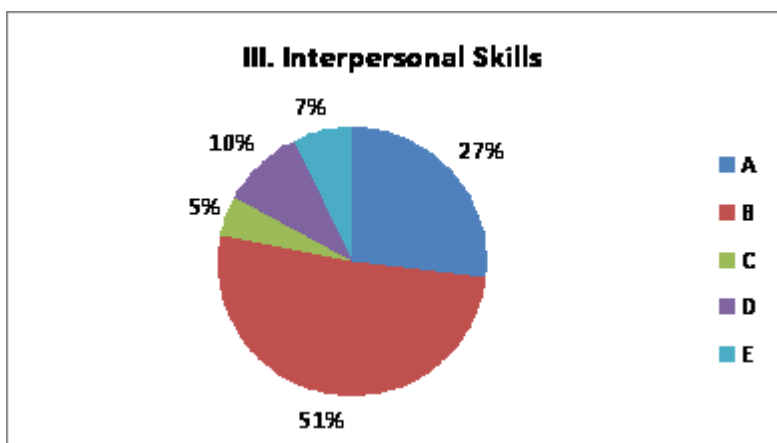
II. Communication Skills

Questions	A	B	C	D	E
1	13	19	4	2	3
2	14	20	2	3	4
3	13	17	3	4	3



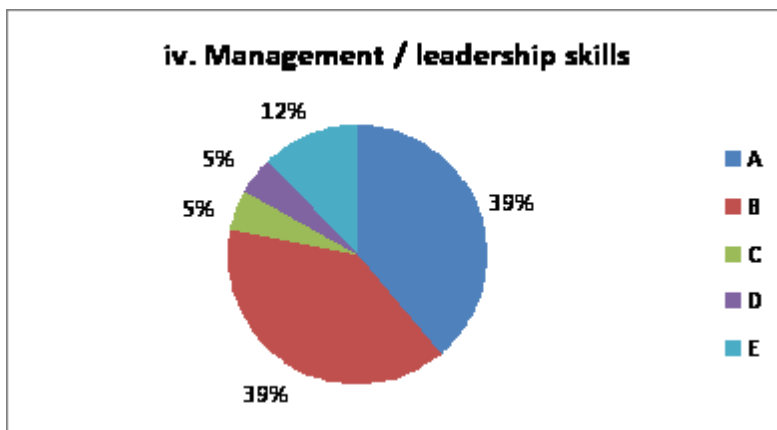
III. Interpersonal Skills

Questions	A	B	C	D	E
1	11	21	2	4	3
2	0	0	0	0	0
3	14	18	2	1	4
4	13	18	4	0	6



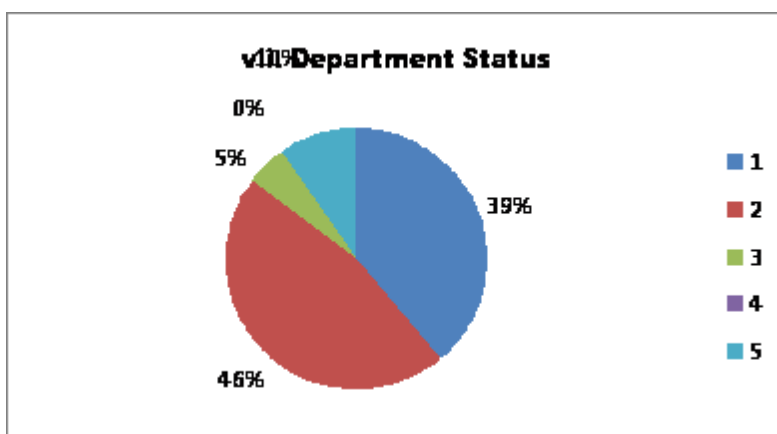
iv. Management / leadership Skills

Questions	A	B	C	D	E
1	16	16	2	2	5
2	14	17	3	3	4
3	13	16	3	2	5



vii. Department Status

Questions	A	B	C	D	E
1	16	19	2	0	4
2	15	22	0	0	4
3	17	20	0	1	3
4	17	20	0	1	3



Performa 8

The opinion revealed that knowledge with respect to mathematics, humanities, management and disciplines including communication skills proved helpful while rendering their organizational services. Social mobilization and community management arts were successfully imparted by the University. Faculty demonstrated effective leadership and managerial arts. To uplift further IT skills, more finance should be allocated in the annual and periodic budgets of the University in

general and the Department in particular. Inert-personal skills e.g. ability to work in teams could not reveal a very good percentage. Time management skills, judgment, discipline including report writing and presentation skills produced a fair feedback.

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

Strength of the Department

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

Weaknesses Identified in the Program

Advanced teaching and research is being handicapped due to lack of important equipment as independent computer labs with latest requirement of net access. Latest literature, books and reviews are hardly available. There is a need for short term foreign training and PhD opportunities to faculty members. Lecture rooms, computer laboratories, and survey / field aids are also lacking. A number of surveys based on the QAA questionnaires were initiated to assess the program outcomes/graduates of the Department. The department needs to assess its overall performance periodically using quantifiable measures and performance of the faculty members pertaining to research activities. It is further suggested that the faculty member should not be made involve in secretariat and clerical task so that the quality of their performance remain intact. Indicates in the credit of faculty members of the Sociology Department (Table 3).

TABLE 3: QUANTITATIVE ASSESSMENT OF THE DEPARTMENT

Sr. #	Particular	No.	Remarks
1	M.Sc. degree awarded	160	Most of them are currently employed and are holding various positions
2	Student faculty ratio	1:45	45 students are taken by each faculty

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TABLE 4: PRESENT PERFORMANCE MEASURES FOR RESEARCH ACTIVITIES

Major Future Improvement Plans:

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

The Department is providing following community Services:

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

Faculty Satisfaction Regarding the Administrative Services:

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

Department Emphasis:

- The department emphasis on students doing researches at M.Sc level. The core area of research identifies various issues and problems faced by individual of society. The thrust of the research is on the socio-economic conditions with reference to Pakistani society.
- Thesis opportunity has been offered to M.Sc Sociology students.

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

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

TABLE 5:

Faculty	Journal Publications (National & International)	Conference Publications (Proceedings/ Abstract)	Projects
Mr. Ashfaq Hussain Mirza	0	0	0
Dr. Aneela Afzal	14	0	0
Ms. Faria Ibad Mirza	0	0	0
Ms. Asma Zafar	0	0	0

CRITERION 2: CURRICULUM DESIGN AND ORGANIZATION

Degree Title: M.Sc Sociology

Intent: Curriculum for the Department of Sociology is revised/updated through designated bodies as per any need. This body of study board is responsible for formulating syllabi and course contents. By default, the Chairman of the Department is the convener of this body. The Chairman convenes the meetings of the body in which discussion are carried to see and

finalize the courses to be sent to the Faculty Board for further discussion before its submission to the academic council.

Definition of Credit Hour:

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

Degree Plan:

Presently two degree programs are offered by the department. i.e M.Sc Sociology & M.Phil Sociology

1. Master of Sociology

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

Pre-requisites

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

- The degree wise inclusion of number to build the merit is in the following:

Degree requirements for Master

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

2. Degree Title: M.Phil Sociology

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

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

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

Table 6: SOCIOLOGY COURSES VS PROGRAM OUTCOME

Course	Outcomes		
	1	2	3
SOC-704, SOC-706	X	XX	XX
SOC-702, SOC-709	XXX	XX	XX
SOC-701, SOC-708	XX	XXX	XXX
Soc-703, SOC-706, SOC-712, SOC-713	XX	XXX	XXX
SOC-705, SOC-710	XXX	XX	XX

x = Moderately satisfactory

xx = Satisfactory

xxx = Highly satisfactory

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

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

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

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

Elements	Courses
Theoretical backgrounds	SOC-701, SOC-702, SOC-703, SOC-708, SOC-709, SOC-711, SOC-715, SOC-712, SOC-713, SOC-718, SOC-721, SOC-722
Problem analysis	SOC-704, SOC-705, SOC-713, SOC-710, SOC-719, SOC-720, SOC-714
Solution design	SOC-704, SOC-705, SOC-706, SOC-716, SOC-717

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

- Not Applicable

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

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

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

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

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

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

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

Standard 2-8: Oral and written communication skills of the student must be developed and applied in the program.

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

CRITERION 3: LABORATORIES AND COMPUTING FACILITIES

The computing facility is not available in the department but this shortcoming is currently managed by using the computer laboratory of Statistics department. It is felt essential to have a full fledged computer lab in the department to make them familiar with the applications of IT in their disciplines and make them compatible with marker demands.

Currently the department needs one computer labs for following purpose;

Standard-3.1: General Computer Labs

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

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

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

INSTITUTIONAL FACILITIES:

At the present, the humble facilities available in the department are not sufficient to take up the teaching and research chores to meet the modern standards. A separate computer assistant and attendant is needed to facilitate the faculty.

INSTITUTIONAL SUPPORT:

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

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

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

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

CRITERION 4: STUDENT SUPPORT AND ADVISING

The department always manages to provide support and counseling services to the students. It also makes sure that the students are involved in both the academic and healthy activities within and outside the department. During the admissions, the candidates are provided appropriate consultation as well as tips for their future careers. Similarly, under the department's open door policy, any student can take an appointment from the faculty to discuss the professional and academic matters in more details and focused view.

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

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

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

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

- The courses are designed, revised and updated as per the feed back from the professional interactions with the personnel and further discussed in the study board and faculty are sent for approvals .
- In the start of each semester, faculty shares the course outline with the students for their guidance and information about what they will go to study in a particular course.
- Emphasis is always given for an orientation between the faculty and the students.
- The efforts are made to ensure that the students are always given the new approaches and dimensions so that their knowledge base should remain compatible.

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

To provide students guidance the following steps were taken:

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

CRITERION 5: PROCESS CONTROL

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

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

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

the department for more information and also entertains the submission of admission forms.

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

- Merit is drawn from the last degree scores i.e. graduation marks.
- The merit lists are displayed on the due dates as promised by the university.
- The successful candidates are offered admission after careful scrutiny of the previous academic certificates and relevant testimonials.
- Admission criteria are critically reviewed and revised each year before the admissions.

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

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

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

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

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

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

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

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

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

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

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

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

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

- According to the new demands rising in the job market, new courses are introduced and included in the curriculum.
- Students are provided the study material mostly by the faculty but students also buy the recommended books.
- Most of the lectures are supplemented by overheads, maps, slides and pictures.

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

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

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

Office of the controller examinations notifies the conduct of examinations including mid term and final or end semester examination in which students meeting the requirement of 75% attendance can sit and take the final examinations.

- In theory, weightage to each component of examination is as prescribed here under:
 - Mid Examination 30%
 - Assignments 10%
 - Final Examination 60%
- Grade points are as follows

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

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

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

- Yes, this process is periodically evaluated.

CRITERION 6: FACULTY

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

- At present there are two lecturers in the Department along with one consultant. There is an immense need of Faculty members to share the burden of teaching and research.

Table 6: FACULTY DISTRIBUTION BY PROGRAM AREAS IN SOCIOLOGY

Program area of specialization	Courses in the area and average number of sections per year	Number of faculty members in each area
1. Gender and Development	2	2
1. Demography, 2. Community Development, 3. Social change 4. Medical Sociology	4	4
1. General Sociology, 2. Social Psychology, 3. Population Trends and Problems in Rural Society 4. Criminology	3	4

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

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

Standard 6-3: All faculty members must have a level of competence that

would normally be obtained through graduate work in the discipline. The majority of the faculty must hold a Ph.D in the discipline

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

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

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

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

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

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

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

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

- The young faculty is mobilized by timely back up and appreciation by the senior faculty members. Avenues for research funding are provided through university research fund. The results showed satisfaction of the faculty over majority of the parameters.

FACULTY SURVEY

Figure 3: Faculty Survey

S.No	Questions	Dr. Aneela Afzal	Faria Mirza	Ashfaq Mirza	Asma Zafar	Ali Kamran
1	Your mix of research, teaching and community service.	B	A	C	A	B
2	The intellectual Stimulation of your work	A	A	A	B	B

3	Type of teaching /research you currently do	A	B	A	A	C
4	Your interaction with students	B	A	B	A	A
5	Cooperation you receive from colleagues	B	E	A	A	B
6	The mentoring available to you	A	C	B	B	B
7	Administrative support from the department	B	C	B	A	E
8	Providing clarity about the faculty promotion process	A	C	C	B	C
9	Your prospects for advancement and progress through ranks	B	C	C	B	C
10	Salary and compensation package	A	B	B	B	B
11	Job security and stability at the department	B	B	C	A	A
12	Amount of time you have for yourself and family	A	D	A	B	B
13	The overall climate at the department	B	C	B	B	C
14	Whether the department is utilizing your experience and knowledge	A	A	A	B	C
15	What are the best programs/ factors currently available in your department that enhance your motivation and job satisfaction?	Faculty deficiency Advanced help is needed from senior sociologist	Faculty deficiency Advanced help is needed from senior sociologist	The content of courses are designed and are very much job	Teaching & Research motivates me & I am satisfied in it.	Highly unsatisfactory
16	Suggest programs/factors that could improve your motivation and job satisfaction?	Co-operation from colleagues	Co-operation from colleagues	Teachers need to be facilitated with regard to the job they have to program. They should be assume as confident and truthfully	Faculty development program must be introduced by initiating M. Phil / P.hD particularly for faculty members.	There should be faculty of social science for the promotion of discipline of Sociology

				in performan ce in their duties		
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A: Very satisfied B: Satisfied C: Uncertain D: Dissatisfied E: Very dissatisfied

CRITERION 7: INSTITUTIONAL FACILITIES

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

Standard wise description of this criterion is given a under

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

at present faculty has no access to E-library which is very helpful for the high quality education and producing research of international standard. It is however noted down that the available facility is already overloaded as the faculty has to consult e. learning through central library of university. However the department has the following shortcomings/problems:

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

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

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

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

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

Currently the class rooms are not enough and the space is not only limited but also some basic facilities are lacking. The faculty offices are another serious problem of the department. Some faculty members are sharing offices.

CRITERION 8: INSTITUTIONAL SUPPORT

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

INSTITUTIONAL SUPPORT:

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

- Space limitation is the major constraint in the development and strengthening of discipline. As other departments are occupying are also occupying our class rooms for conducting their major and minor courses.

- There should must be sufficient support and financial resources to attract and retain high quality faculty and provide the means for them to maintain competence as faculty and scholars. That is possible through foreign short and long term training of the faculty.
- Insufficient secretarial support, technical staff and office equipment. Separate kitchen, kitchen accessories are needed.

Standard 8.1: There must be sufficient support and financial resources to attract and retain high quality faculty and provide the means for them to maintain competence as faculty and scholars

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

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

The intake of M.Sc students is once in a year. Details of the students enrolled during the past seven years are given in the following table.

Table 7: ENROLLMENT IN SOCIOLOGY PROGRAMS

From 2008-2012

Discipline	2008-09	2009-10	2011-12
Masters	55	56	65

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

facilities

Total budget of the department for the financial year 2010-11 was Rs. 96,000.00 and the same for the year 2011-12 which hardly fulfills the departmental needs. Particularly, for the purchase of the equipment and books for the department library.

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

SUMMARY

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

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

For this purpose, three specific objectives were sought which are measurable and achievable. These were analyzed thoroughly in accordance with the criteria set by Higher Education Commission. The program mission objectives and outcomes are assessed and strategic plans are presented to achieve the goal, which are again measurable through definite standards. Program outcomes appeared to be satisfactory. Teacher's evaluation revealed satisfactory standards, the score of 3 teachers of the department ranged from 3.06 to 3.32 with an average of 3.21. Student's evaluation score ranged between 3.15 and 2.96

with the mean of 3.03 points. Weaknesses were identified which are related to advance teaching and research equipments. Community services provided by the department are summarized.

Curriculum design, development and organization are based upon set, well defined and in accordance with approved criteria. Prerequisites are keenly observed, examinations are conducted as per schedules and academic schemes are prepared in advance. The number of courses, along with their titles and credit hours for each semester, course contents of degree program is revised up to 60.

Their efficiency level range between satisfactory to highly satisfactory. It was measured through different standards and it was found to It was concluded that computer facilities are needed to further strengthen the discipline on scientific lines. Proper steps are to be taken to guide the student for program requirements, communications, meetings, tours, faculty student's interactions etc. They are well informed of relevant scientific societies, job opportunities and other such activities. As regards the process control covering admission, registration, recruiting policies, courses and delivery of material, academic requirements, performance and grading, university as well as Higher Education Commission have set forth proper rules, which are properly followed. At present there are 4 permanent faculty members in the department. However, faculty members need motivation and on job training and foreign expoure for advanced knowledge and research. Institutional facilities were measured through criterion 3; infrastructure, library, classroom and faculty offices in each case, short comings and limitations are highlighted. Institutional facilities need to be strengthened. Accordingly institutional support will greatly promotes and strengthens academic, research, management and leadership capabilities.

CONCLUSION

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

1. To develop a conducive environment for students lecture rooms/class rooms need improvements. Proper lightning, aeration, and sound systems, fixed multi media can improve quality of learning. Such facilities are earnestly required.
2. At present, there are no arrangements for professional and self enrichment training of the supporting staff, which is very important.

3. Last but not least our department is of dire need of senior faculty in the discipline of Sociology.
4. Faculty of social sciences may be developed in the university and Sociology should fall under it.

Program Team Members

Dr. Aneela Afzal (Coordinator)

Mrs. Nazia Rafiq (Member)

Miss Faria Ibad Mirza (Member)

ANNEXURES



Faculty Resume

Name	Ashfaq Hussain Mirza
Personal	House # 25, Gulistan-e-Jinnah Faizabad Rawalpindi 051-4450119
Experience	Consultant Sociology Department of Sociology & Anthropology Since 11-12-2007
Honor and Awards	-
Memberships	-
Graduate Students, Post-docs, Undergraduate students	Supervised about 100 M.Sc student thesis
Service Activity	-
Brief Statement of Research Interest	-
Publications	-
Research Grants and Contracts	-
Other Research or Creative Accomplishments	-



Faculty Resume

Other Research or Creative Accomplishments	Three months training invitation from Royal Agriculture College UK(Charles Wallace Visiting Fellowship Program)
Name	Dr. Aneela Afzal
Personal	133 – Hussain Colony Okara 0300-8660621 anilaafzal@gmail.com
Experience	Date, Title, Institution. PMAS – Arid Agriculture University. Rawalpindi. 2010 - present Currently working as “Assistant Professor of Sociology” Faisalabad Institute of Textile and Fashion Design (GCUF) 2008-2010 Worked as “Chairperson of Business Management Sciences” with Faisalabad Institute of Textile and Fashion Design (GCUF). Worked as Registrar in Faisalabad Institute of Textile and Fashion Design (GCUF). Visiting lecturer Faisalabad Institute of Textile and Fashion Design (GCUF). Worked as Hostel Superintendent GCUF. Department of Agricultural Extension, UAF 2004-2006 Worked as a Teaching Assistant in the department of Agricultural Extension, University Of Agriculture Faisalabad. - Worked as Research fellow in the project entitled “Analysis of the obstacles to gender Mainstreaming in agriculture decision making and extension work in Punjab, Pakistan” Hayat Foundation, Faisalabad 2006-2007 Worked as Training supervisor in Hayat Foundation for the program activities of awareness of HIV/AIDS among adolescents funded by UNICEF.
Honor and Awards	Honor First Female Ph.D graduate in Agri. Extension in UAF Award Merit Fellowship, UAF Book Poetry (Urdu) 2006. Paarsai ke Bharm, Alhamd Publications, Lahore
Memberships	Coordinator Art Club
Service Activity	- Responsible for collection & maintenance of GS-10 Enrollment Forms during 2010-11
Brief Statement of Research Interest	Project Submitted International Strategic Partnership in Research and Education INSPIRE .British Council

5 day sensitization workshop on “Violence against Women”, 26th-30th June, 2006 at Rozan, Islamabad.

4 day workshop on “Para Counseling Skills”, 19th-22nd June, 2006 at Rozan Islamabad.

5day training course on “Effective Communication Skills” held from April 12-17th,2010 at PIDE, Islamabad.

3 day 1st International conference on “Poverty Alleviation...” Held from March 8th-10th,2011 Organized by NASIC at Pakistan Science Foundation, Islamabad.

1st International conference on Promotion of Social Sciences Research in Pakistani Universities; Prospects & Challenges held at HEC from April 18th-20th 2011.

Publications

Afzal A., Dr. Tanvir Ali, Dr. Muneer Ahmad, Dr. M. I. Zafar, S. K. Niazi and F. Riaz. 2009. Identification and analysis of factors hampering women empowerment in agricultural decision making and extension work in Punjab Pak. J. Agri. Sci. 46(1).

Afzal A., S. Kauser and N. Malik. 2002. Impact of divorce on young adults (A case study of Faisalabad City). Pak. J. Applied Sci., 2(12): 1108-1109.

Afzal, A., T. Ali and M. Ahmed. Women in agriculture, Results from a survey of Okara district of Punjab, Pakistan. Pak J. Agric. Res.

4) Afzal A., and S. Rehman. 2003. Education and Social Change. J. Agri. Biol., 5(1)

Raza, S.H. and A. Afzal. 2006. Poverty Alleviation through Gender Training In: Animal Production. Agro Veterinary News. Karachi.

Tanvir, F., T. Ali, S. Kauser and A. Afzal. 2002. Drinking water quality and its consumption behavior. The Nation. Pakistan.

Afzal, A. and S. Tulankar. 2007. Identification and Analysis of Factors Hampering Rural Women Empowerment in Agriculture. “Development Perspective” in Pune. India (submitted)

Afzal, A., T. Ali, and S. K. Niazi. Women in livestock; Results from survey of district Okara Punjab, Pakistan. Pakistan Journal of Life and Social Sciences: Faculty of Veterinary U.A.F. (Submitted)

Faculty Resume



Name:	Miss Faria Ibad Mirza
Personal:	Lecturer Department of Sociology and Anthropology Pir Mehr Ali Shah Arid Agriculture University Rawalpindi
Experience	2001 to date at Pir Mehr Ali Shah Arid Agriculture University Rawalpindi
Honors and Awards	Certificate / cash Honorarium by HEC Pakistan Faculty Development Training (One Month) 2009 Chair, Department of Sociology (Feb 2008 to March 2009) Chair, Micro Credit Project (June 2008 – March 2009) Two Shields (Curricular Activities 2003-2005) Cash Honorarium Twice (Micro Credit Project 2004-2005) Vice Chancellor Appreciation (Micro Credit Project March 2004) Vice Chancellor Appreciation (Micro Credit Project March 2005-Phase III) Witnessed Facilitation address by President of Pakistan Gen. Pervez Musharaf on the eve of the Royal Fellowship of Prof. Dr. Att-ur-Rehman, Chairman HEC, Pakistan 2006
Memberships	Board of Faculty (Sciences) Dean's Nominee 2008-11 Board of Study Department of Sociology/Anthropology (to date) Secretary, Board of Study of Sociology / Anthropology 2004-2008 Admission Committee Department of Sociology 2001 to date Admission Arrangement Committee of the University 2003
Post Graduate Students Supervised Co supervised	M.Sc Sociology and Anthropology Supervision = 40 approx Co-supervision = 100 approx. (Sociology/Anthropology/Education) Year = 2002 to date
Service Activity	Lectureship, Research, Office Management, Community/Study consultancy, Micro Credit Project, Annual Admission, Enrollment, Stock Verification, Library Interest (about 200 books, encyclopedias, dictionaries, on Major Sociology reviewed briefly at annually held exhibitions) Environmental Club, Co-ordinator DSA, Sport Co-ordinator DOS, Co-ordinator participation etc
Brief Statement of Research	Child Labor issues, Military Sociology, Political Sociology
Interest	Sociology, Population issues, Water management, Currents trends in Sociological environment
Publication	2
Research Grants and Contracts	---
Other Research or Creative Accomplishments	As above
Selected professional Presentation	High Profile Meetings(Academic Review / Participation), Micro-Credit Project, Workshops, Trainings Professional Scholastic Lecture etc.



Faculty Resume

Name ASMA ZAFAR	
<i>Personal</i>	Lecturer Department of Sociology & Anthropology Pir Mehr Ali Shah Arid Agriculture University Rawalpindi (PMAS-AAUR), Murree Road, Rawalpindi 46300 Pakistan 92 (051) 9062270
<i>Experience</i>	- Feb. 22 2004 to date Lecturer, Department of Sociology and Anthropology, PMAS-AAUR, Pakistan - May 2004-July 2004 Visiting Lecturer, summer course of Sociology, Iqra University, Islamabad Campus - April 2003-Oct. 2003 Lecturer, Punjab College of Information Technology, Faisalabad (Punjab Group of colleges) in the subjects of Sociology, French and Research Methodology. - May. 2003-Oct. 2003 Instructor, Shiblee College of Management and Information Technology, Faisalabad (Basic French: Spoken and understanding)
<i>Honor and Awards</i>	Honor: Have received an honorarium by the Vice Chancellor against extra good work done in execution of Micro-Credit Scheme assigned to the University by the Chancellor/Governor of the Punjab (Dept of Sociology) 2004 Professional Activities: - Member of Admission Committee of Sociology Department during fall semester 2007-2009 - Responsible for collection & maintenance of GS-10 Enrollment Forms during 2007-8-9 - Responsible for making of time table before the commencement of semesters and date sheet construction before mid and final term exams. - Secretary Departmental Board of Studies & Day Care Centre meetings. - Member of Faculty Board of Studies (Faculty of Sciences)

	- Supervise co-curricular activities conducted by student in the Department - Member of the committee for conducting Physical Stock Verification of all consumable & non-consumable items of departments and projects of Dept of Entomology & Dept of Food Technology for years 2007-2009
<i>Memberships</i>	- Member of Admission Committee of Sociology Department during fall semester 2007-2009 - Secretary Departmental Board of Studies & Day Care Centre meetings. - Member of Faculty Board of Studies (Faculty of Sciences) - Supervise co-curricular activities conducted by student in the Department - Member of the committee for conducting Physical Stock Verification of all consumable & non-consumable items of departments and projects of Dept of Entomology & Dept of Food Technology for years 2007-2009
Graduate Students Postdocs Undergraduate Students	1. Perception of rural females about causes and consequences of Hepatitis (A case study of two Punjab Villages) (2004): Shomaila Ibrahim - Department of Sociology 2. The study of child labour in surgical tools manufacturing industry in reference to health suffering in Sialkot (2005): Muhammad Amjad Nawaz Kang - Department of Sociology 3. Study of socio-cultural factors responsible for crimes conducted by females (A case study of Adiala Jail Rawalpindi) (2006): Ambreen Naz - Department of Sociology 4. Vulnerability of youth towards HIV/AIDS: A case study of public and private university in Islamabad (2008): Yusra Qadir - Department of Sociology 5. Causes and consequences of health care practices in a town Lalliani Khas, district Sargodha (2009): Aamir Shahzad - Department of Sociology 6. Socio-economic and psychological factors responsible for women crime. A study of convicts in Mandi Bhaudin Jail (2009): Javeria Hassan - Department of Sociology 7. Religious motivations and practices: A case study of Dar-ul-Ehsan, Sammundri, Faisalabad (2010): Rashid Mehmood - Department of Sociology 8. A study of health problems encountered by local communities of Murree (2010): Anam Bibi - Department of Sociology 9. Impact of terrorism on university students in Rawalpindi (2010 : Mahjabeen Rafique -

	Department of Sociology 10. Impact of cable TV channels on youth in Rawalpindi (2010): Human Manzoor - Department of Sociology 11. Determinants of infant mortality in Chakwal (2010): Saima Noreen - Department of Sociology A study of women effected by family violence in Jehlum (2010): Reema Bano - Department of Sociology
Service Activity	- Responsible for collection & maintenance of GS-10 Enrollment Forms during 2007-8-9 - Responsible for making of time table before the commencement of semesters and date sheet construction before mid and final term exams. - Supervise co-curricular activities conducted by student in the Department - Coordinator of the Art Club of the University, PMAS-AAUR. - In-charge of English section of the editorial Board for Naveed-e-Baraan (Student's Magazine of the University PMAS-AAUR. - In-charge for supervising student's activities in the Department of Sociology and Anthropology. - Member of Pandal/Proctorial committee constituted for the arrangements of 5th University Convocation in 2004 - Member of Board of Studies of Dept of Sociology & Anthropology, Bahria University, Islamabad Campus, 2008-2009
Publications	- Anwar, N., Iqbal, H., Akhtar, S., and Zafar, A. 2004, Rehabilitation of physically handicapped Children and parents Role. Pakistan Journal of Social Sciences 2(4): 315-319 - Akhtar, S. Mehmood. T, and Zafar, A. 2003, An insight into the phenomena of involuntary Migration and resettlement at Ghazi Brotha. International Journal of Agriculture and Biology, 5(4): 655-657 - Ali, A., Akhtar. S., and Saqi, S. K. 2004, Awareness of viral hepatitis among people of rural areas of Faisalabad, Pakistan. Pakistan journal of Life and Social Sciences. 2(1): 57-58 - Ali, A., Akhtar, S., Saqi, S. K. and Anwar, N.2004. Air pollution and its consequences for human life in District Faisalabad. Pakistan Journal of Life and Social Sciences. 2(1): 43-45 - Zafar, A., and Akhtar, S. 2003, Farmers perception about social impact and constraints in Waste water irrigation. Pakistan Journal of Agriculture Sciences. Vol. 40(3-4), pp 210-213

CURRICULUM VITAE

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Email: naziarafiq@gmail.com

Objectives

“Want to be part of any international/national development sector organization, NGO where I can exert my **Creative Urge** and **Communication Skills** blossomed with guidance and appraisal of my eminences”

Academic Profile

M. Phil Anthropology from Quaid-i-Azam University

M.Sc Sociology from Arid Agriculture University, Rawalpindi.

Bachelor in Education (B.Ed) from Allama Iqbal Open University

Professional Certificate Course in Computer Applications

Research & Publications

M. Phil Thesis: Impact of Food Beliefs and Practices on Reproductive Health of Women: A Case Study of Punjabi Village.

M.Sc Thesis: Situational Analysis of Child Labour in a Slum – A Case of E-11 Slum, Golra Sharif

Mini Researches: Up Bringing Girl in a Son Preferred Society, Child Labour, Zina Ordinance, Community Participation, Community Health, Female Madrasa Education, Environmental Hazards.

International Publication: Growing Industries: Assaults to Environment and Archaeological Sites (A Case Study of Jori Rajgan Village in Islamabad) Journal of Asian Civilizations (formally Journal of South Asia) Vol. XXIX, No.2, December 2006.

Protecting the unprotected: mixed-method research on drug use, sex work and rights in Pakistan's fight against HIV/AIDS. BMJI Journals. Sexually transmitted infections, STIs and HIV in Pakistan: From analysis to action. April 2009, Vol B5 Suppl II.

Professional Experience

- Permanent faculty member at Department of Sociology and Anthropology, Arid Agriculture University, Rawalpindi w.e.f. 3-1-12 to date (presently teaching a course at M.Phil level entitled : Sociology of Development, taking two M.phil Seminar Courses and Supervising 18 students as well)
- Visiting faculty at Department of Sociology and Anthropology, Arid Agriculture University, Rawalpindi. (taught two courses, Sep 2011- Jan 2012)
 - Course Title: NGO Management
 - Course Title: Sociological Theory
- Visiting faculty at Anthropology Department , Quaid-i-Azam University, (Course Title: Computer Applications in Anthropology, Spring semester 2009)

Consultancies

- Visiting faculty at Department of Sociology and Anthropology, Arid Agriculture University, Rawalpindi (Course Title: Demographic Factors and Development, Sep 2008-Jan 2009)

Worked as **Social Impact Officer Gender** (BPS-17) in an ADB funded project entitled “**Sustainable Livelihood in Barani Areas Project**” covering ten districts of Punjab under Government of Punjab. (November 2005- 1ST July 2006)

Major duties included;

- To monitor the implementation of the **Sustainable Livelihood in Barani Areas Project** in ten district of Punjab regarding gender perspective.
- Compiling visits/workshop reports, monthly & quarterly reports.
- Formulating comprehensive Gender Action Plan (GAP) and feasibility assessment of project activities.
- Correspondence with national and international consultants associated with the project.
- Carry out field visit for GAP assessment.

Worked as Assistant in a study entitled “**Contraception and Abortion Study**” conducted by **Population Council, Islamabad**. (Three Months)

Major duties integrated were;

- To Assist in Data Management of the Study.
- To do transcription and translation of qualitative data of the study.
- To fill up in-depth interviews in Matrix form for Qualitative analysis.

Worked as an Internee/Assistant to **Dean Social Sciences and DG Human Resources, Preston University Islamabad**. (May 18th 2002 - May 2005)

Major Tasks were;

- To preparing handouts on different modules for class lectures/presentation/workshops/seminars.
- To reviewing class assignments of participants and maintaining liaison with participants for feed back and follow up.
- To review memo graphs on Conflict Resolution, Organizational Commitment, Self Awareness and Self Esteem.

Consultancy with **London School of Hygiene and Tropical Medicine**

(LSHTM) in collaboration with **National AIDS Control Program Pakistan (NACP)**, on a **DFID** funded national level study entitled “**National Study of Sexually Transmitted Infections (STIs): A Study of High-Risk Populations**”. The subject of study itself was very informative, innovative, challenging and revealing for me. **PEER Research Methodology** was used for data collection (November 2006-07), 1 year

Major tasks done under this assignment were;

- To impart four **Training Workshops** to 15 participants of each high risk group i.e. **Female Sex Workers (FSWs)**, **Male Sex workers (MSWs)**, **Transgenders (TGs)** and **Injecting Drug Users (IDUs)**. Initially A total of 60 participants belonging to these 4 high risk groups were trained in 4 training Workshops by educating them **PEER Research Methodology** and its application while collecting data later, each participant interviewed three of its peers. I was responsible for supervising, monitoring, transcription, translation and management of the data and coordinating with both LSHTM and NACP.
- To conduct **four Analysis Workshops** of each high risk group after first round of data collection. In these workshops Peer Researchers (participants) views and observations were probed in depth and were recorded in the form of consolidated reports.
- Was responsible for conducting in-depth interviews of all the sixty participants of the high risk groups and sharing it with other stakeholders. These activities were co-lead by colleagues from LSHTM and Quaid-i-Azam University.
- To give Input to LSHTM & NACP in developing Instruments for the quantitative surveys that were to be pretested at national level for making policies after the study.
- Was responsible to furnish consolidated reports on two out of four high risk groups i.e. FSWs and IDUs.
- Worked on **ATLAS TI** software (software for Qualitative Research) for coding and management of the data.

Worked as consultant with a national NGO **ROZAN** working on the Emotional Health, Gender & Violence against Women and Children. (August 1st 2004- November 2004), four months

Major tasks under this assignment were;

- Participation and documentation of the workshop entitled “Introduction to Community Based Qualitative Research, Theory, Design, Methods and Analysis”.
- Assisted in four field visits to conduct interviews with lawyers, respondents, court hearings and transcription and translation of the data.
- Volunteered for conducting South Asian Regional Conference held by ROZAN in November 2004.

Worked with **All Pakistan Women's Association (APWA), Islamabad** as **Project Officer**. (15th Aug 2002- January 2003), five months

Major duties were;

- To review project proposals for various women development activities.
- To assess and monitor implementations at the field level i.e. industrial home, maternal and child health centres, child welfare centers, mobile dispensaries, primary and secondary school etc.
- Supervised capacity building activities of women leaders. To prepare reports and various programs agendas.
- To organize Coffee Mornings for fund raising from embassies and high profile people/ladies for the uplift of disadvantaged females.

Worked with **Ministry of Women Development, Social Welfare and Special Education, National Commission for Child Welfare and Development (NCCWD)** in a project on **Rehabilitation of Child Domestic Servants in Pakistan**. (January 2001- January 2002)

Major services rendered to the project were;

- To assist in data collection, data analysis and completion of the project survey.
- To play a leading role in the social mobilization to save the children in difficult circumstances.

Worked as **RESEARCH ASSISTANT** at **Indusians Research Cell** (Taxila Institute of Asian Civilization, Quaid-i-Azam University Islamabad). (January 2004 – May 2005)

Major responsibilities were;

- Core member of Indusians Research Cell committee.
- To review reports and memographs on Anthropological research.
- To carry out field work.

**Seminars
delivered at
national level**

**latest trainings/
workshops**

- Women in Management: Issues and Challenges at Preston University on January 1st September, 2006
- Student Counseling in Private Sector Higher Education at Preston University on January 19th, 2005.
- Up Bringing Girl in a Son Preferred Society at Arid Agriculture University on February 9th, 2001.

conducted

- Capacity Building Training on Techniques of Conducting In Depth Interviews in Qualitative Research (coordinated by Asia Foundation)
- Two Trainings on training PEER Researchers (coordinated by LSHTM)
- Four Analysis Workshops with Male Sex Worker (MSW), Female Sex Worker (FSW), Injecting Drug User (IDU) and Transgender (TG), (coordinated by LSHTM).

Trainings/workshops attended

- Training on Qualitative Research Methods to lawyer's team in Muzzafargarh working on *Zina* Ordinance qualitative research conducted by The Asia Foundation.
- Two trainings on PEER Research Methodology In Qualitative work
- Training on Project Planning and Implementation
- Self Enrichment and Professional Growth
- Introduction to Community Based Qualitative Research, Theory, Design, Methods and Analysis.
- TOT of Refresher Training on Child Health.