

PIR MEHR ALI SHAH  
**ARID AGRICULTURE UNIVERSITY**  
**RAWALPINDI**



**SELF ASSESSMENT REPORT 3<sup>rd</sup> CYCLE (2010-12)**

**Department of Sociology & Anthropology**

**M.Sc. Anthropology**

## INTRODUCTION

In 1999, The Department of Agricultural Economics, Economics and Sociology started an associated Department of Anthropology. In order to initiate the department, the competent authority desired to develop the scheme of studies of masters in Anthropology. The said scheme was developed by a committee comprising of the Chairman of Agricultural Economics, Economics and Sociology, the learned Faculty of Anthropology Department of Quaid-i-Azam University, Islamabad to supervise. The Academic Council of the University approved the Scheme of studies and this department started functioning in 1999. The first batch was enrolled in the year 2000. In 2004, both master programs in Sociology and Anthropology were separated from the Department of Economics and Agricultural Economics. The schemes of studies of both the disciplines were revised in the year 2010 to make the programs more responsive to meet the current demands of the degree program and job sector which is in practice till date.

The program of Anthropology aims to provide necessary skills in understanding the developmental issues of Pakistani society especially the rural Pakistan. The existing curriculum targets the needs to have productive and progressive social scientists particularly in the domains of Anthropology to address emerging socio cultural issues in Pakistan.

The program provides a variety of important sub disciplines for instance Archaeology, Socio-Cultural Anthropology, Linguistics, Physical Anthropology, Development, Indigenous Knowledge and traditional wisdom, past societies, Political Anthropology, Religion etc. The program is designed to build on their knowledge in such a way that they are oriented towards the discipline initially and then courses from all the major subfields of Anthropology are taught. Students do have optional and minor courses from within and outside the department. They are equipped with extensive training on research through field assignments and courses designed specifically on research and theory. In the final semester, the whole focus of the degree i.e. research is undertaken by the students. It comprises of at least a 4-6 months extensive field

work and later the thesis reports are prepared. The whole exercise is supervised by the faculty. It gives them basic societal understanding and insights to furnish the professional abilities. It also educates graduates to better understand and contribute towards the developmental and progressive needs of the society.

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

## **CRITERION 1: PROGRAM MISSION, OBJECTIVES AND OUTCOMES**

The department of Anthropology is running its M.Sc in Anthropology at PMAS-AAUR since 1999. Its first admissions were offered in year following i.e. 2000. Since then, the program has contributed towards producing the best and compatible human capital in the discipline. The whole scheme of study was knitted with the aim to produce scholars on Pakistani society as well as culture that are adept in understanding the society with reference to its ancient cultural heritage and at the same time to understand the unique political heritage of the region especially with regards to the Pakistan's movement. This academic discipline is well connected to the cultural uniqueness of the program and also brings it in line with the major cultural traditions and civilizations of the world. The program is overwhelmingly focused on all major contemporary issues of current day world. The scheme of studies was thoroughly revised in 2010 and implemented since Fall Semester 2010.

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

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

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

### **Strategic objectives of the Program**

1. The program shall act as a bridge between major stakeholders including market trend and the societal needs.
2. To establish a career counseling cell at the department for the guidance of students.
3. To continually formulate new courses as per the developmental needs and academic requirements of the discipline and introducing them in new scheme of studies.
4. Thematic collaboration with NGOs and INGOs also to strive for obtaining area focused case studies.
5. To look out for starting new programs such as PGDs and MPhil level programs.
6. To raise the two main features of Anthropology which are: global awareness and critical thinking.

### **Main elements of strategic plan to achieve mission and objectives**

1. To bring department in lime-light of all major stakeholders that includes Government departments, organizations and agencies, international donors, international non-governmental organizations, national level NGOs and other civil society organizations.
2. The cell shall build a professional nexus between the NGOs, Government and the department to have an update on the ever growing developmental needs and meeting social expectations. The cell shall explore the avenues for the students' personal and professional grooming.
3. Inclusion and restructuring new courses as per the global trends introduced in the discipline. The focus shall be now on the applied and socio-cultural aspect.
4. Improving specialized research facilities especially the departmental library depending on the available resources.

5. To design scheme of studies for new programs especially sandwich training courses like certificate courses, diploma and post graduate diplomas in Anthropology discipline to equip the students as well as other development staff of the country to be able to have more practical skills in their field in order to enable them to serve the country more effectively and efficiently.
6. Collaborate with NGOs and other planning and services agencies to negotiate commencement of effective internship programs for the students to develop an understanding of getting practically involved in the professional mainstream.

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

**Table 1: PROGRAM OBJECTIVES ASSESSMENT**

<b>S. #</b>	<b>Objective</b>	<b>How Measured</b>	<b>When Measured</b>	<b>Improvement Identified</b>	<b>Improvement made</b>
1	The program shall act as a bridge between major stakeholders including market trend and the societal needs	On the basis of its collaborations and liaisons made by the department with government and non-government organizations to carry out different projects.	At the completion of different projects.	The department is working on Human Rights Sensitization Project in collaboration with Government of Punjab.	Students are attached with development agencies like NARC for more practical exposures in research chores
2	To establish a career counseling cell at the department for the guidance of students	On the basis of feedback from different development scholars and development practitioners	The students' feedback after completion of their degrees especially when they join the professional careers	By assessing the employer's survey form of pass out students.	The faculty is making its utmost effort to update courses, stressing in more practical aspects as well as concentrating on bringing improvements in

					research
3	To continually formulate new courses as per the developmental needs and academic requirements of the discipline and introducing them in new scheme of studies	The initial screening of students in lectures as well as through measuring the general knowledge about world and Pakistani society	When students reveal the opaqueness towards connecting themselves to the global scenario and building arguments on basis of reasons	Subject eligibility to be widened to invite more diversified approaches on behalf of students and demonstrating relevant documentaries through use of audio-video aids	Students are thoroughly guided in lectures, as well as all such best available demonstrations have been attempted to make a difference
4	Thematic collaboration with NGOs and INGOs also to strive for obtaining area focused case studies	Seminars of professional organizations plus the challenges faced by the society	Resubmission of aftermaths on behalf of global trends in discipline and other professional exposures	Making the research component of degree more concrete and well connected to societal changes	Students are attached with development agencies like NARC for more practical exposures in research chores
5	To look out for starting new programs such as PGDs and MPhil level programs	Training courses like certificate courses, diploma and post graduate diplomas in Anthropology.	Students feel the need of various diploma programs and short courses.	More courses, integrated training programs in allied domains and professional certification required.	The scheme of Post Graduate Program in Anthropology is prepared and ready to get improved.
6	To raise the two main features of Anthropology which are: global awareness and critical thinking	The initial screening of students in lectures as well as through measuring the general knowledge about world and Pakistani society	When students reveal the opaqueness towards connecting themselves to the global scenario and building arguments on basis of reasons	Subject eligibility to be widened to invite more diversified approaches on behalf of students and demonstrating relevant documentaries through use of audio-video aids	Students are thoroughly guided in lectures, as well as all such best available demonstrations have been attempted to make a difference

## **Program Learning Outcomes**

All the students in Anthropology should possess the ability for

1. Striving to see that courses informed by anthropological perspectives on human beings who inhabit diverse and changing environments and who manifest both similarity and diversity across space and time
2. The students passing out of the department should be capable of playing a positive role in the society to uplift the community
3. Engaging students in various research projects being carried out by different agencies by enhancing their exposure to different development initiatives.
4. Engaging in research, publication, and other professional activities to advance the discipline and disseminate information to both professional and lay audiences; and
5. Providing coherent, up-to-date programs of professional development in Anthropology and related disciplines;
6. Special focus needs to be laid on indoctrination of students in the global mainstream of the discipline.

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

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

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

		Objectives					
		1	2	3	4	5	6
Outcomes	1	XX					
	2		XX				
	3			XX			
	4				XX		
	5					XX	
	6						XX

X = moderately satisfactory

XX = Satisfactory

XXX = highly satisfactory

***Skills and Capabilities Reflected in Performance as Anthropologist:***

The students learn to know the nature, intent, and scope of anthropology (cultural, biological, archaeology, linguistics). They attain depth in one of the following subfields: cultural, biological, archaeology. Students know the epistemologies of the humanities and of the sciences as they pertain to anthropology. They become familiar with the cultures of a major world region and develop recognition of and respect for human difference.

**Performa 2**

**Faculty Course Review Report**

Course Code	Title	Credit Value	Assessment Methods/ Exams	No. of Students	Comments on curriculum	Any changes for Course in Future	Semester	% Grade						Course Instructor
								A	B	C	D	W	F	
ANTH 701	Introduction to Anthropology	3(3-0)	Mid Term and Final Term	34		Nil	Fall 2010	11.11	22.22	36.11	5.55	25	25	Zaheer Adnan
ANTH 701	Introduction to Anthropology	3(3-0)	Mid Term and Final Term	89	Updated	Nil	Fall 2011	23.8	25.97	45	15.58	7.8	0	Mahwish Zeeshan

ANTH 702	Paleo/ Physical Anthropology	3(3-0)	Mid Term and Final Term	30	Technical	Needs Upgradation	Spring 2011	4	20	72	0	8	12	Zaheer Adnan
ANTH 702	Physical Anthropology	3(3-0)	Mid Term and Final Term	30	Technical	Upgraded as per new scheme 2010	Spring 2012	6.25	15.63	34.38	21.88	0	21.8 8	Zaheer Adnan
ANTH 703	Socio Cultural	3(3-0)	Mid Term and Final Term	125	Nil		Fall 2010	8	66	33	0	3	0	Abid Ghafoor Ch
ANTH 703	Socio Cultural	3(3-0)	Mid Term and Final Term	32	Nil		Fall 2011	2.9	17.65	50	14.71	14.71	9.3	Abid Ghafoor Ch
ANTH 704	Anthropological Theory	3(3-0)	Mid Term and Final Term	36	Lengthy	Need to be split in two parts	Fall 2010	5	26	5	0	0	0	Abid Ghafoor Ch
ANTH 704	Anthropological Theory	3(3-0)	Mid Term and Final Term	24	Lengthy	Need to be split in two parts	Fall 2011	8.33	66.67	16.67	8.33	0	0	Abid Ghafoor Ch

ANTH 705/714	Linguistic Anthropology	3(3-0)	Mid Term and Final Term	41	Nil		Fall 2010	16.22	31.71	27.5	0	15	10	Zaheer Adnan
ANTH 705/714	Linguistic Anthropology	3(3-0)	Mid Term and Final Term	38	Nil		Fall 2011	0	24.32	27.03	32.43	16.22	0	Zaheer Adnan
ANTH7 06/ 719	Archaeology	3(3-0)	Mid Term and Final Term	30	Nil		Spring 2011	15.38	34.62	42.31	3.84	3.84	8	Zaheer Adnan
ANTH7 06	Archaeological Anthropology	3(3-0)	Mid Term and Final Term	33	Nil		Spring 2012	18.18	57.5	18.18	6.06	0	0	Humera Dinar
ANTH 707	Ethnographic Research Methods	3(2-2)	Mid Term, Final & Presentation	28	Nil		Fall 2010	3.57	42.85	28.57	0	25	0	Zaheer Adnan
ANTH 707	Ethnographic Research Methods	3(2-2)	Mid Term, Final & Presentation	29	Part 1 needs to be taught in Sem 2	Need to be split in two parts	Fall 2011	31.03	55.17	13.79	0	0	0	Mahwish Zeeshan

ANTH 709	Urban Societies	3(3-0)	Mid Term and Final Term	43			Fall 2010	0	2.32	25.58	41.86	23.25	6.97	Abid Ghafoor Ch
ANTH 709	Urban Societies	3(3-0)	Mid Term and Final Term	32			Fall 2011	8.82	38.24	38.24	0	14.71	9.3	Abid Ghafoor Ch
ANTH 712	Rituals & Supernatural Beliefs	3(3-0)	Mid Term and Final Term	26	Newly offered		Spring 2011	15.38	34.62	38.46	7.6	3.84	3.84	Mahwish Zeeshan
ANTH 712	Rituals & Supernatural Beliefs	3(3-0)	Mid Term and Final Term	32			Spring 2012	12.5	46.8	40.6	0	0	0	Mahwish Zeeshan
ANTH 713	Political Process & Governance	3(3-0)	Mid Term and Final Term	26	Newly offered		Spring 2011	0	0	15.38	50	7.7	34.6 2	Abid Ghafoor Ch
ANTH 713	Political Process & Governance	3(3-0)	Mid Term and Final Term	39			Spring 2012	0	10.26	30.77	43.59	15.38	0	Abid Ghafoor Ch

ANTH 719	Special Problem	1(1-0)	Assignment	24			Fall 2011	70.83	29.17	0	0	0	0	Mahwish Zeeshan
ANTH 720	Seminar	1(1-0)	Assignment	28			Fall 2010	0	0	14.28	85.7	0	0	Abid Ghafoor Ch
ANTH 720	Seminar	1(1-0)	Assignment	24			Spring 2012	0	75	20.83	4.16	0	0	Mahwish Zeeshan
ANTH 725/726	Applied Anthropology	3(3-0)	Mid Term and Final Term	17			Spring 2011	18.75	25	37.5	6.25	12.5	5.88	Zaheer Adnan
ANTH 726	Applied Anthropology	3(3-0)	Mid Term and Final Term	28			Fall 2011	2.27	33.16	28.03	37.12	0	0	Zaheer Adnan

## **Program Assessment Results**

The teachers were evaluated by the students at the end of the semester in accordance with Proforma-10.

**Teacher 1:** Mr. Abid Ghafoor Chaudhry

**Teacher 2:** Mr. Zaheer Adnan

**Teacher 3:** Ms. Mahwish Zeeshan

**Teacher 4:** Ms. Humera Dinar

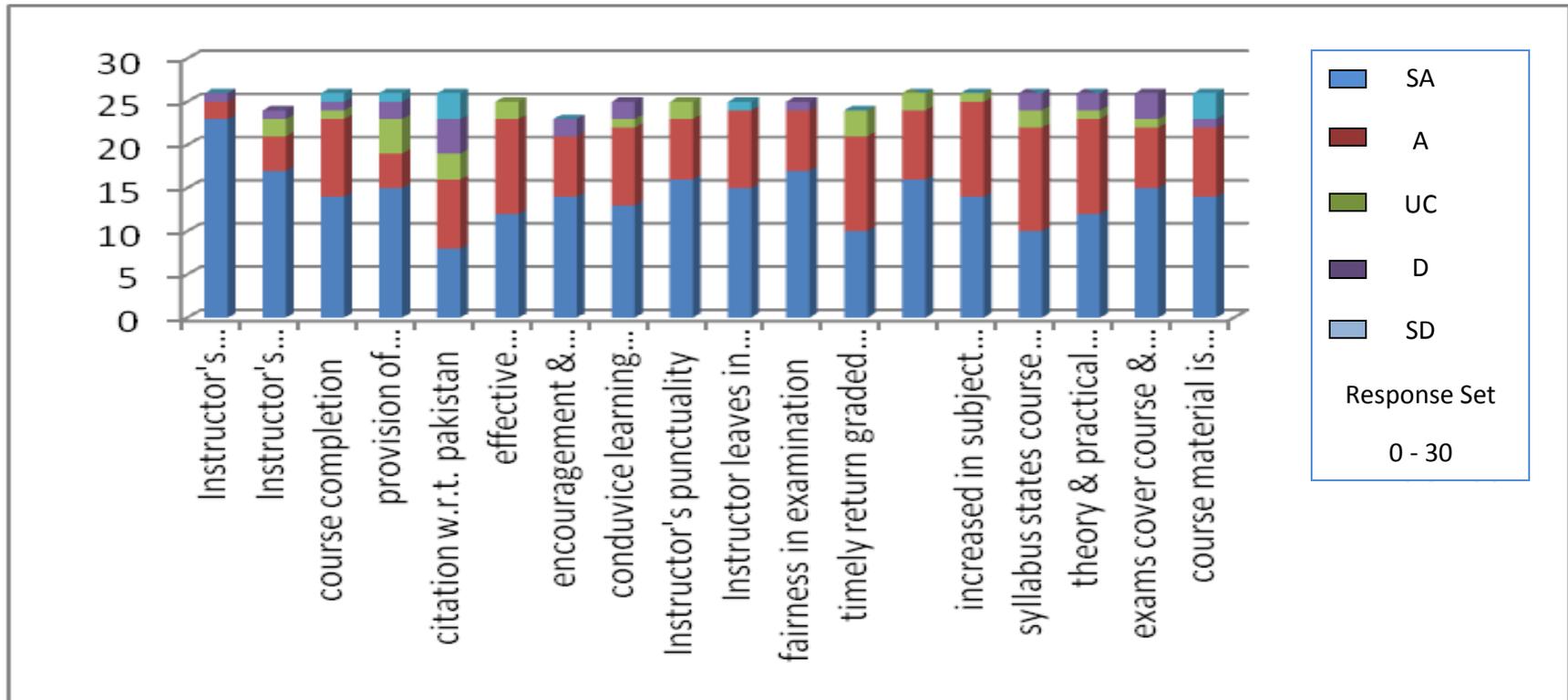
### **Main Strengths & Weaknesses**

#### **Teacher 2 Evaluation on ANTH 701, Session Fall 2010:**

88% students strongly agree that the instructor is prepared for each class. 71% students strongly agreed whereas 17% simply agreed that he demonstrates knowledge on the subject. 54% students strongly agreed, 34% agreed, that their course was completely covered by the instructor. 58% student strongly agreed, 15% agreed & 15% were uncertain that he provides additional material apart from the text. 31% are strongly agreeing, 31% agree and 11% were uncertain whereas 15% disagreed and 12% strongly disagreed he gave citations regarding current situations in reference to Pakistan. 48% strongly agree, 44% agreed, and 8% were uncertain that the instructor communicates the subject matter every effectively.

61% were strongly agreed, 30% agree and 11% were disagreeing that the instructor has shown respect shown towards the students and encouraging class participation. 52% students strongly agreed, 36% agreed, that the instructor maintains the environment that is conducive to learning. 64% were strongly agreed and 28% agreed that the instructor is very punctual. 60% strongly agree and 36% agree that he leaves the class in time. 68 % were strongly agreed, 28% agreed that

the instructor is fair in examination. 42% were strongly agreed, 46% agreed and 12% were uncertain that he returns the graded script in a reasonable amount of time. 61% students strongly agree, 31% agreed that the instructor was available during the specified office hours and for after class consultation. 54% were strongly agreed, 42% agreed that the subject matter presented in the course has increased their knowledge on the subject. 38% students strongly agreed and 46% simply agreed and 8% were uncertain that the syllabus clearly states course objectives requirements, procedures and grading criterion. 46% students strongly agreed whereas 42% are agreed that the course integrates theoretical course concepts with real world applications. 58% are strongly agreed and 27% agreed, and 11% disagreed that her assignments and exams covered the material presented in the course. 54% strongly agreed and 31% agreed and 11% strongly disagreed that the course material is modern and updated.



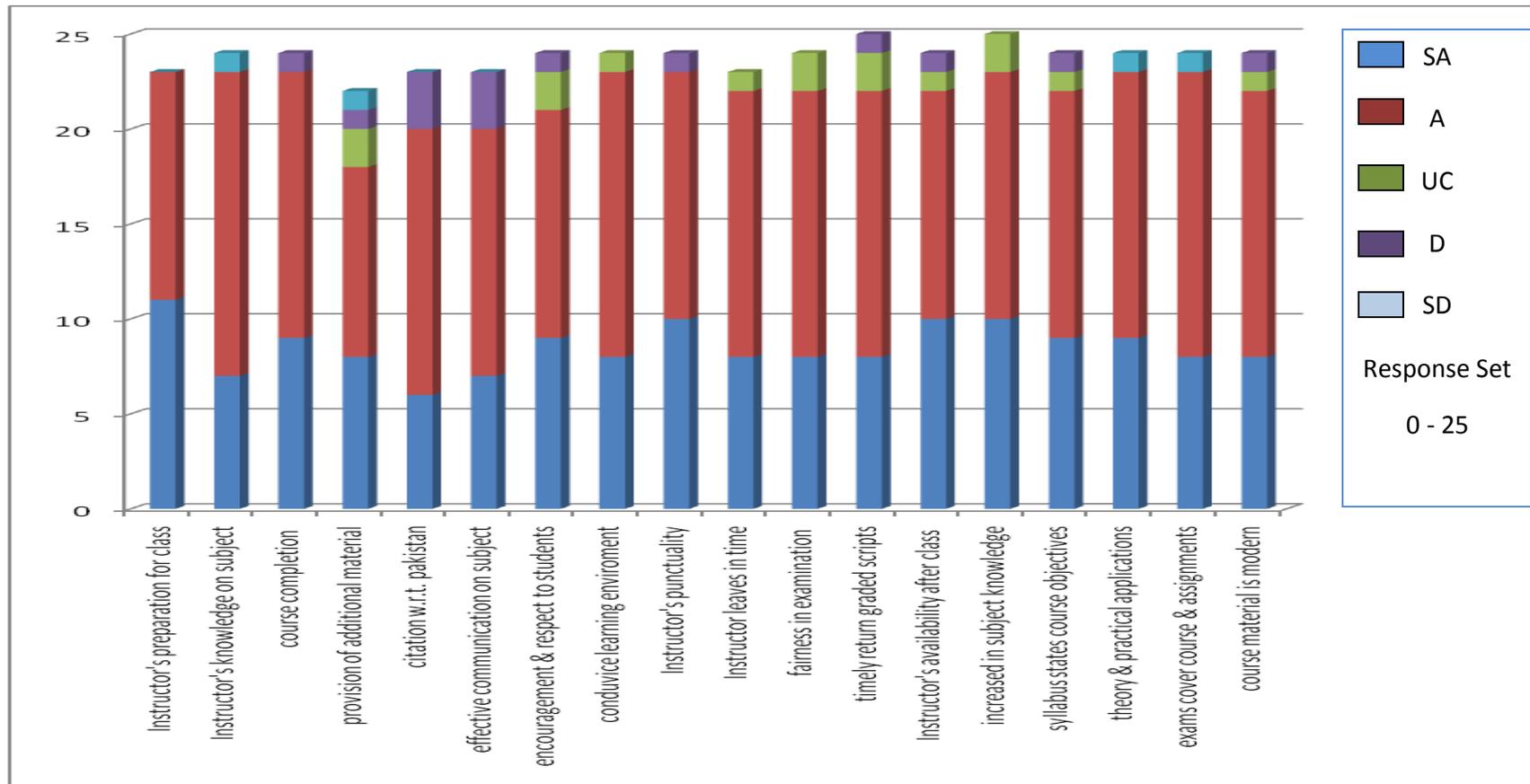
**Figure 2. Teacher 2's Evaluation on ANTH 701, Fall 2010 Session**

**Comments:** About the teacher, majority of the students have not given comments on Teacher 2. Those who have commented him have mentioned him as nice and helpful who is honest with his profession. He is a good instructor who is punctual, treats them nicely and always come to the class prepared.

## **Teacher 2 Evaluation on ANTH 707, Session Fall 2010:**

42% strongly agreed and 50% agreed that the course objectives were clear. 20% students strongly agreed, 56% agreed, on the course work load. 32% student's strongly agreed, 48% agreed, that the course was well organized. 9% students strongly agreed, 31% agreed, 17% were uncertain whereas 30% strongly disagreed that they have made progress in this course. 21% students strongly agreed and 42% agreed, 12% were uncertain and 13% strongly disagreed that the course was well constructed to achieve the learning outcomes. 17% strongly agreed and 67% agreed, 12% were uncertain that the learning and teaching methods encouraged participation. 27% students strongly agreed and 61% agreed, 8% were uncertain that the recommended reading books were relevant and appropriate. 27% students strongly agreed and 61% agreed and 8% were uncertain that the classrooms were satisfactory. 30% students strongly agreed, 61% agreed that the learning materials were relevant and useful. 30% students strongly agreed, 70% agreed, that the recommended books were relevant. 24% students strongly agreed, 68% agreed on the provision of learning resources in the library. 25% students strongly agreed, 63% agreed, 8% were uncertain on the provision of learning resources on the web. 22% students strongly agreed whereas 71% agreed that the course stimulated interest and thought on the subject area. 25% students strongly agreed and 54% agreed that the pace of the course was appropriate. 17% strongly agreed, 62% agreed, 13% disagreed on ideas and concepts clarity. 19% students strongly agreed and 50% agreed, 23% were uncertain that the methods of assessment were reasonable. 21% strongly agreed and 54% agreed and 21% were uncertain on feedback on assessment being timely. 26% strongly agreed and 52% agreed, 15% were uncertain on assessments being helpful. 21% strongly agreed, 62% agreed and 13% were uncertain that they understood the lectures. 25% strongly agreed and 58% agreed on the materials being well organized and well presented. 17% strongly agreed and 61% agreed and 13% were uncertain on instructor being responsive to student's needs and problems. 21% strongly agreed, 62% agreed,

on the instructor being the regularity of the instructor. 17% strongly agreed, 71% agreed on the materials being useful. 17% strongly agreed, 62% agreed on being happy the amount of work given in tutorials. 12% strongly agreed, 67% agreed, that the tutor dealt effectively with their problems. 17% strongly agreed, 62% agreed and 17% were uncertain on practical material being useful or not. 13% strongly agreed, 70% agreed and 13% were uncertain on demonstrator being effective in dealing with their problem.



**Figure 3. Teacher 2's Evaluation on ANTH 707, Fall 2010 Session**

**Comments:**

Majority of the students have not commented on the course. The students who have commented on the course believe that the teaching method could be improved since the course is very tough.

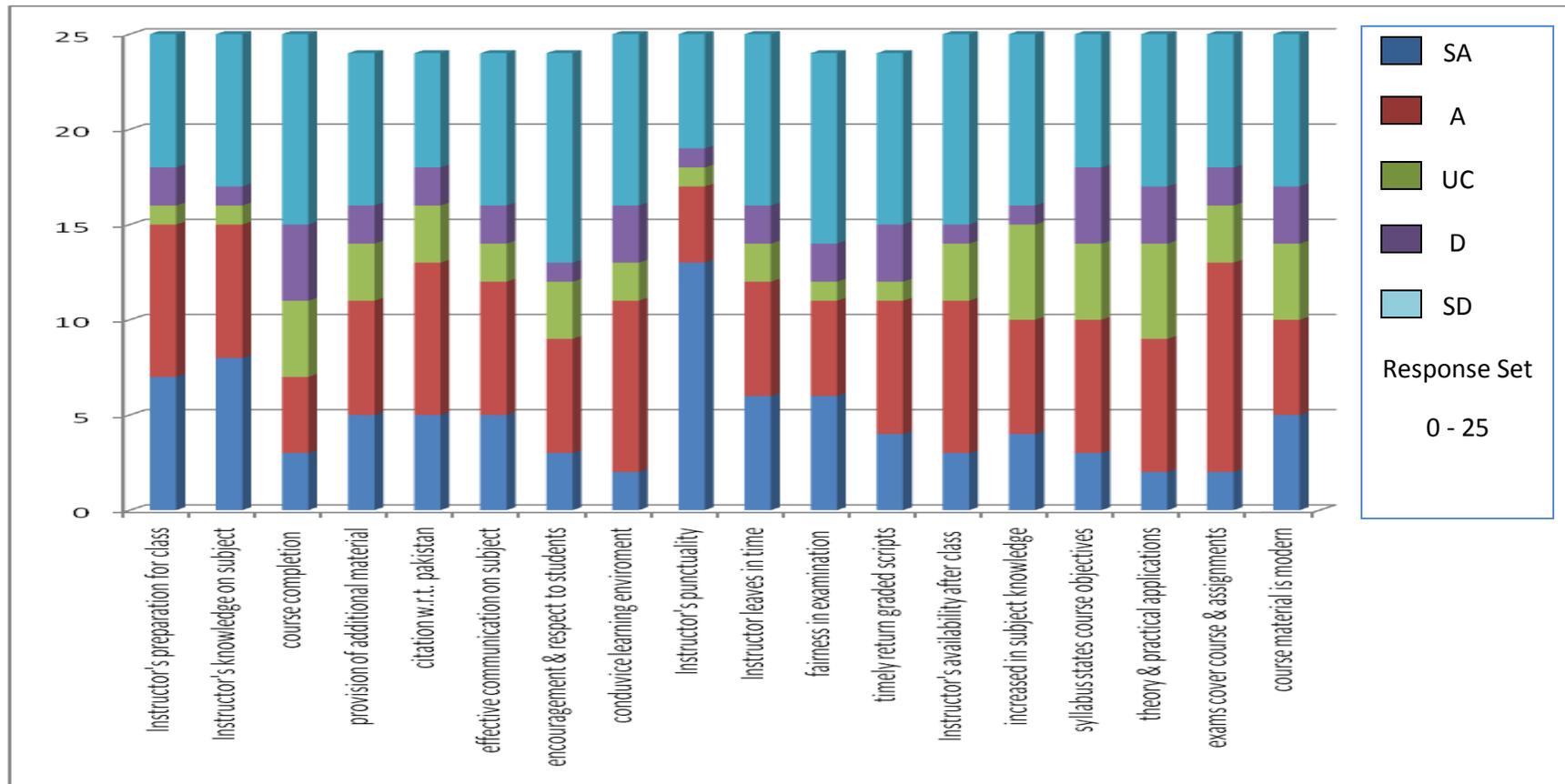
### **Teacher 1 Evaluation on ANTH 713, Session Spring 2011:**

28% enrolled students in ANTH 713 strongly agree that the teacher is prepared for the course, 32% agreed and 28% strongly disagreed. 32% students strongly agree, 28% agreed and 32% strongly disagreed that the instructor demonstrates knowledge on the subject. 12% students strongly agree, 16% agreed, 16% were uncertain, 16% agreed and 40% strongly disagreed that their course was completely covered by the instructor. 21% student strongly agreed, 25% agreed, 13% were uncertain and 33% strongly disagreed that he provides additional material apart from the text. 21% are strongly agreeing, 31% agree and 25% strongly disagree that he gave citations regarding current situations in reference to Pakistan.

21% strongly agree, 29% agreed, 34% strongly disagreed that the instructor communicates the subject matter very effectively. 12% were strongly agreed, 25% agree and 46% disagreed that the instructor has shown respect shown towards the students and encouraging class participation. 8% students strongly agreed, 36% agreed, 12 disagree and 36% strongly disagree that the instructor maintains the environment that is conducive to learning. 52% were strongly agreed and 24% strongly disagreed that the instructor is very punctual. 24% strongly agree and 24% agree whereas 36% strongly disagree that he leaves the class in time. 25% were strongly agreed, 21% agreed and 42% strongly disagreed that the instructor is fair in examination. 17% were strongly agreed, 29% agreed and 38% strongly disagreed that he returns the graded script in a reasonable amount of time.

12% students strongly agree, 40% strongly disagreed that the instructor was available during the specified office hours and for after class consultation and 32% agreed to it. 16% were strongly agreed, 24% agreed, 20% were uncertain and 36% strongly disagreed that the subject matter

presented in the course has increased their knowledge on the subject. 12% students strongly agreed and 28% simply agreed, 16% were uncertain, 16% disagreed and 28% strongly disagreed that the syllabus clearly states course objectives requirements, procedures and grading criterion. 8% students strongly agreed whereas 44% are agreed, 20% were uncertain, 12 disagreed and 32% disagreed that the course integrates theoretical course concepts with real world applications. 8% are strongly agreed and 44% agreed, 12% were uncertain, and 28% strongly disagreed that his assignments and exams covered the material presented in the course. 20% strongly agreed and 20% agreed, 16% were uncertain and 32% strongly disagreed that the course material is modern and updated.



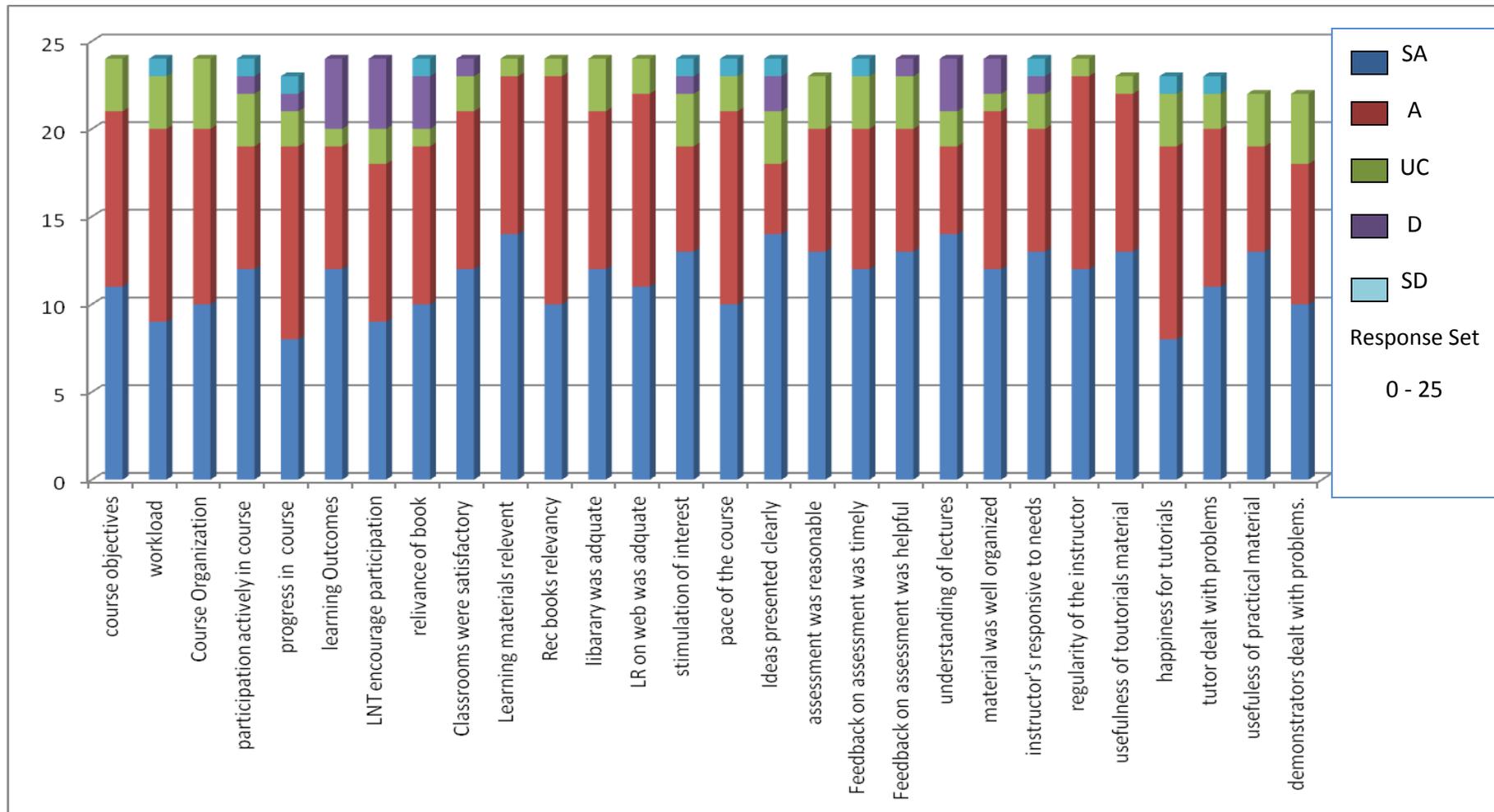
**Figure 4.** *Teacher 1's Evaluation on ANTH 713, Spring 2011 Session*

**Comments:**

Majority of the students are of the view that the course load is not manageable but the Course is well structured.

## **Teacher 2 Evaluation on ANTH 702, Session Spring 2011:**

71% enrolled students in ANTH 702 strongly agree that the teacher is prepared for the course, 29% agreed. 67% students strongly agree, 33% agreed that the instructor demonstrates knowledge on the subject. 58% students strongly agree, 38% agreed, that their course was completely covered by the instructor. 46% student strongly agreed, 38% agreed, that he provides additional material apart from the text. 63% are strongly agreeing, 29% agree that he gave citations regarding current situations in reference to Pakistan. 54% strongly agree, 42% agreed, that the instructor communicates the subject matter very effectively. 55% were strongly agreed, 36% agree that the instructor has shown respect shown towards the students and encouraging class participation. 50% students strongly agreed, 34% agreed, 8% disagree that the instructor maintains the environment that is conducive to learning. 54% were strongly agreed and 25% strongly disagreed that the instructor is very punctual. 57% strongly agree and 30% agree that he leaves the class in time. 52 % were strongly agreed, 39% agreed that the instructor is fair in examination. 63% were strongly agreed, 25% agreed that he returns the graded script in a reasonable amount of time. 50% students strongly agree, 46% strongly agreed that the instructor was available during the specified office hours and for after class consultation. 50% were strongly agreed, 33% agreed, 13% were uncertain that the subject matter presented in the course has increased their knowledge on the subject. 65% students strongly agreed and 22% simply agreed that the syllabus clearly states course objectives requirements, procedures and grading criterion. 63% students strongly agreed whereas 29% are agreed, 8% were uncertain, that the course integrates theoretical course concepts with real world applications. 63% are strongly agreed and 29% agreed, 8% were uncertain, that his assignments and exams covered the material presented in the course. 59% strongly agreed and 25% agreed, 8% were uncertain that the course material is modern and updated.



**Figure 5, Course Evaluation, ANTH 701, Spring 2011**

## **Teacher 2 Evaluation on ANTH 706, Session Spring 2011:**

62% enrolled students in ANTH 706 strongly agree that the teacher is prepared for the course, 33% agreed. 52% students strongly agree, 38% agreed that the instructor demonstrates knowledge on the subject. 50% students strongly agree, 40% agreed, that their course was completely covered by the instructor. 48% student strongly agreed, 33% agreed, that he provides additional material apart from the text. 40% are strongly agreeing, 40% agree that he gave citations regarding current situations in reference to Pakistan. 55% strongly agree, 40% agreed, that the instructor communicates the subject matter very effectively. 55% were strongly agreed, 30% agree that the instructor has shown respect shown towards the students and encouraging class participation. 52% students strongly agreed, 24% agreed, 10% disagree that the instructor maintains the environment that is conducive to learning. 60% were strongly agreed and 30% strongly disagreed that the instructor is very punctual. 52% strongly agree and 29% agree that he leaves the class in time. 52% were strongly agreed, 38% agreed that the instructor is fair in examination. 52% were strongly agreed, 33% agreed that he returns the graded script in a reasonable amount of time. 48% students strongly agree, 43% strongly agreed that the instructor was available during the specified office hours and for after class consultation. 48% were strongly agreed, 38% agreed, 9% were uncertain that the subject matter presented in the course has increased their knowledge on the subject. 35% students strongly agreed and 40% simply agreed that the syllabus clearly states course objectives requirements, procedures and grading criterion. 52% students strongly agreed whereas 29% are agreed, 9% were uncertain, that the course integrates theoretical course concepts with real world applications. 57% are strongly agreed and 24% agreed, 14% were uncertain, that his assignments and exams covered the material presented in the course. 38% strongly agreed and 38% agreed, 14% were uncertain that the course material is modern and updated.

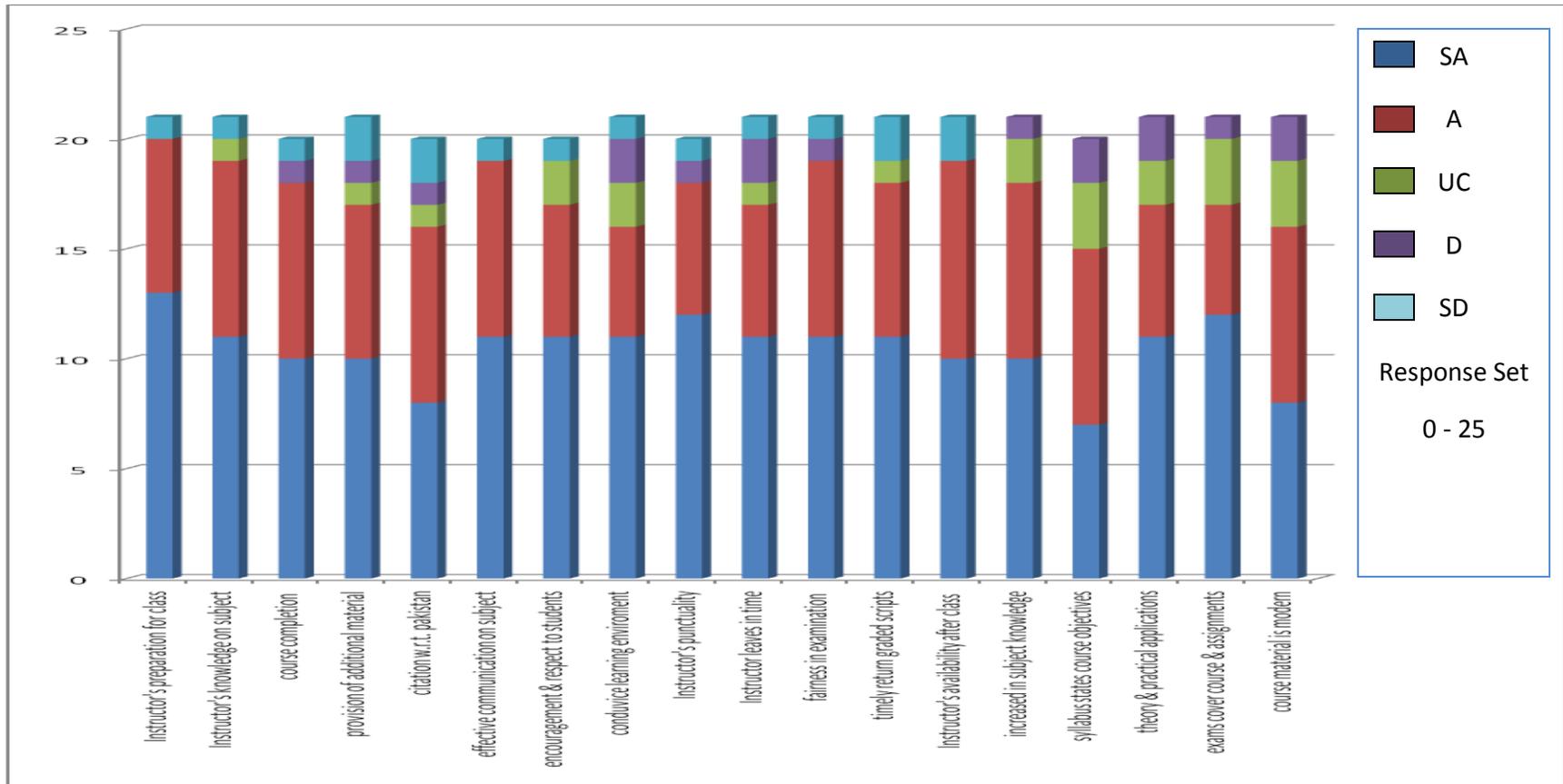


Figure 6. Teacher 2's Evaluation on ANTH 706, Spring 2011 Session

### **Teacher 3 Evaluation on ANTH 712, Session Spring 2011:**

67% enrolled students in ANTH 712 strongly agree that the teacher is prepared for the course, 33% agreed. 63% students strongly agree, 29% agreed that the instructor demonstrates knowledge on the subject. 59% students strongly agree, 33% agreed, that their course was completely covered by the instructor. 62% student strongly agreed, 21% agreed, that he provides additional material apart from the text. 50% are strongly agreeing, 38% agree that he gave citations regarding current situations in reference to Pakistan. 50% strongly agree, 42% agreed, that the instructor communicates the subject matter very effectively. 54% were strongly agreed, 42% agree that the instructor has shown respect shown towards the students and encouraging class participation. 50% students strongly agreed, 46% agreed, that the instructor maintains the environment that is conducive to learning. 71% were strongly agreed and 25% agreed that the instructor is very punctual. 59% strongly agree and 33% agree that he leaves the class in time. 75% were strongly agreed, 21% agreed that the instructor is fair in examination. 58% were strongly agreed, 38% agreed that he returns the graded script in a reasonable amount of time. 71% students strongly agree, 25% strongly agreed that the instructor was available during the specified office hours and for after class consultation. 54% were strongly agreed, 42% agreed, that the subject matter presented in the course has increased their knowledge on the subject. 42% students strongly agreed and 50% simply agreed that the syllabus clearly states course objectives requirements, procedures and grading criterion. 42% students strongly agreed whereas 50% are agreed that the course integrates theoretical course concepts with real world applications. 57% are strongly agreed and 35% agreed, that his assignments and exams covered the material presented in the course. 54% strongly agreed and 42% agreed that the course material is modern and updated.

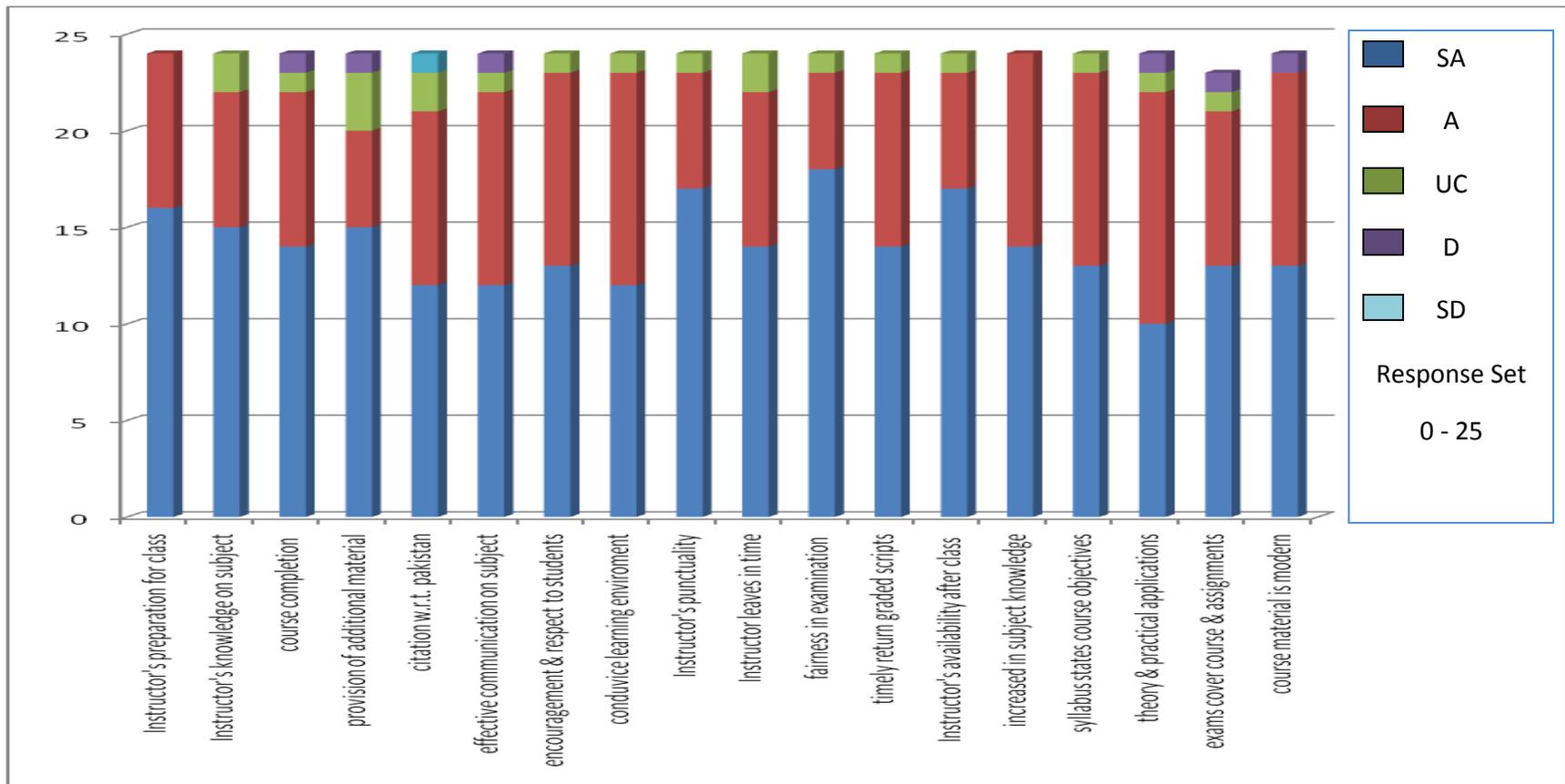
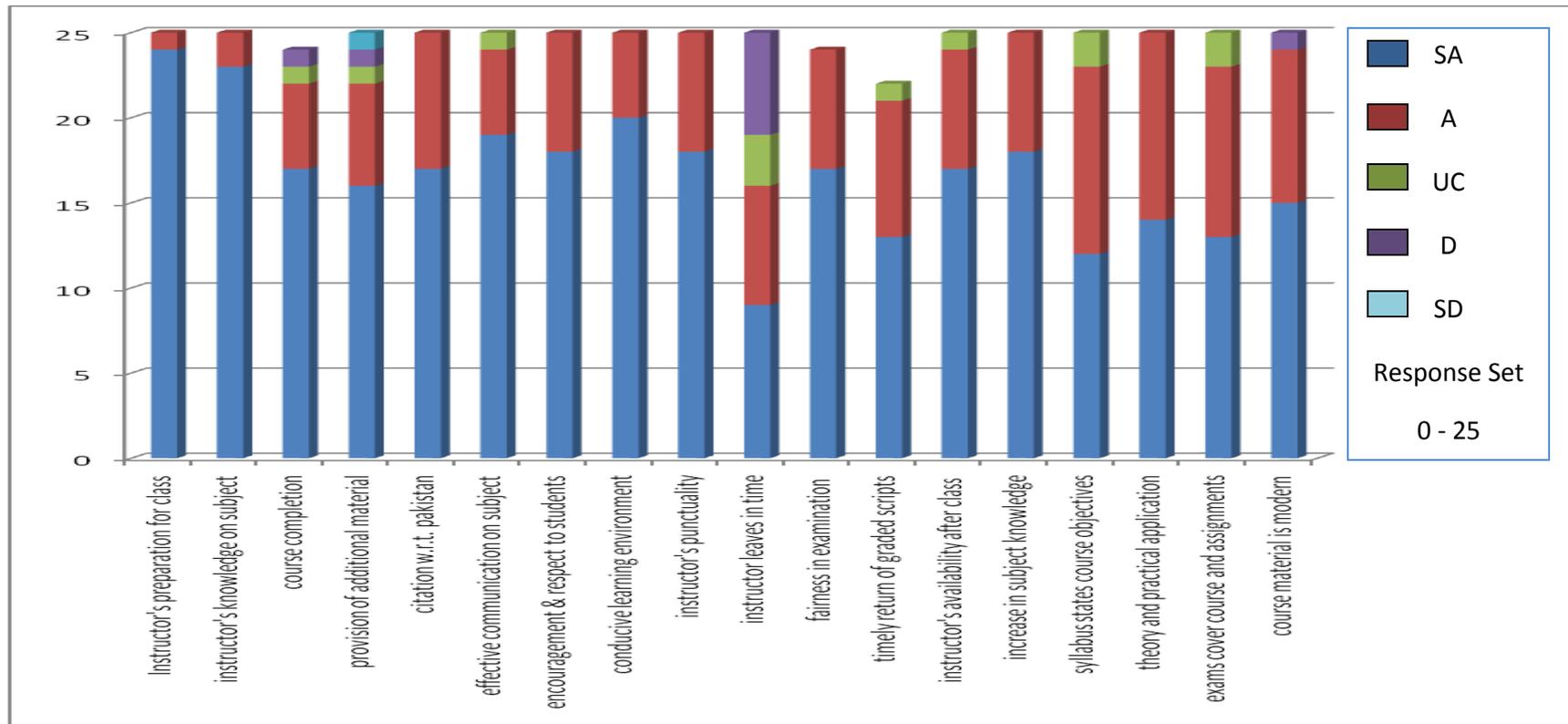


Figure 7 Teacher 3's Evaluation on ANTH 712, Spring 2011 Session

### **Teacher 1 Evaluation on ANTH 703, Session Fall 2011:**

Almost all the students enrolled in ANTH 703 strongly agree that the teacher is prepared for the course i.e. 96%. 92% students strongly agree that the instructor demonstrates knowledge on the subject. 71% students strongly agree that their course was completely covered by the instructor. 64% student strongly agrees that he provides additional material apart from the text. 68% are strongly agreeing that he gave citations regarding current situations in reference to Pakistan. 76% strongly agree that the instructor communicates the subject matter very effectively. 72% were strongly agreed with reference to the respect shown by the instructor towards the students and encouraging class participation. 80% students strongly agreed that the instructor maintains the environment that is conducive to learning. 72% were strongly agreed that the instructor is very punctual. 36% strongly agree and 28% agree that he leaves the class in time. 71 % were strongly agreed that the instructor is fair in examination. 59% were strongly agreed that he returns the graded script in a reasonable amount of time and 36% agreed to it. 68% students strongly agree that the instructor was available during the specified office hours and for after class consultation and 28% agreed to it. 72% were strongly agreed that the subject matter presented in the course has increased their knowledge on the subject. 48% students strongly agreed and 44% simply agreed that the syllabus clearly states course objectives requirements, procedures and grading criterion. 56% students strongly agreed whereas 44% are agreed that the course integrates theoretical course concepts with real world applications. 52% are strongly agreed and 40% agreed that his assignments and exams covered the material presented in the course. 60% strongly agreed and 86% agreed that the course material is modern and updated.



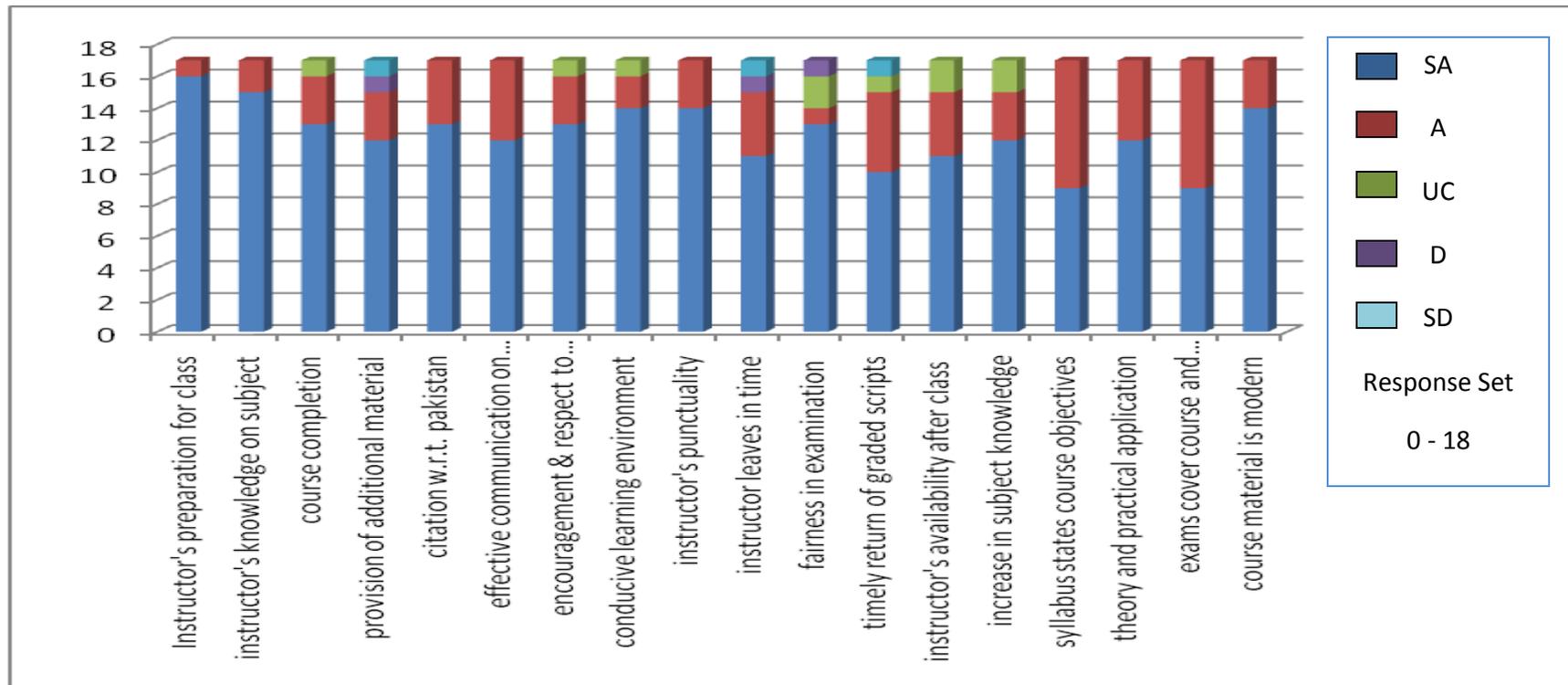
**Figure 8** *Teacher 1's Evaluation on ANTH 703, Fall 2011 Session*

**Comments:**

The instructor for ANTH-703 makes his students highly satisfied. They have commented that the teacher is highly effective in delivering the lecture. He is a very knowledge and is able to deliver the information very effectively. He keeps discipline and remains very punctual. A few students have some issues with his mood and sometimes for not being attentive to their issues.

### **Teacher 1 Evaluation on ANTH 704, Session Fall 2011:**

As per the QEC performas, ANTH 704 offered by teacher 1, reflects that this course has been fully prepared by the instructor i.e. 94%. 88% students strongly agree that the instructor demonstrates knowledge on the subject. 76% students strongly agree that the instructors completely covered the course whereas 18% simply agreed. 70% students strongly agree and 18% agreed that he provides additional material apart from text.76% students strongly agree and 24% agree that the instructor gives citations regarding current situations with reference to [Pakistani context. 71% students strongly whereas 29% agreed that the instructor communicates the subject matter effectively. 76% strongly agreed and 18% agreed that the instructor shows respect towards students and encourages class participation. 82% strongly agreed that instructor maintains an environment that is conducive to learning. 82% strongly agrees on punctuality of the instructor, 65% strongly agreed and 23% agree that he leaves in time. 76% strongly agreed that the instructor is fair in exams. 59% strongly agreed and 29% agreed that the instructor returns the graded script in a reasonable amount of time. 65% strongly agrees and 23% agree that the instructor was available during the specified office hours and for after hour class consultations. 70% strongly and 18% agree that the subject matter, presented in the course has increased their knowledge on the subject. 53% strongly agree and 47% agree that the syllabus clearly states course objectives, requirement, procedures and grading criteria. 71% strongly agreed and 29% agreed that the course integrates theoretical course concepts with real world applications. 53% strongly agreed and 47% agreed that the assignments and exam covered the materials presented in the course. 82% strongly agreed and 18% agreed that the course material is modern and updated.



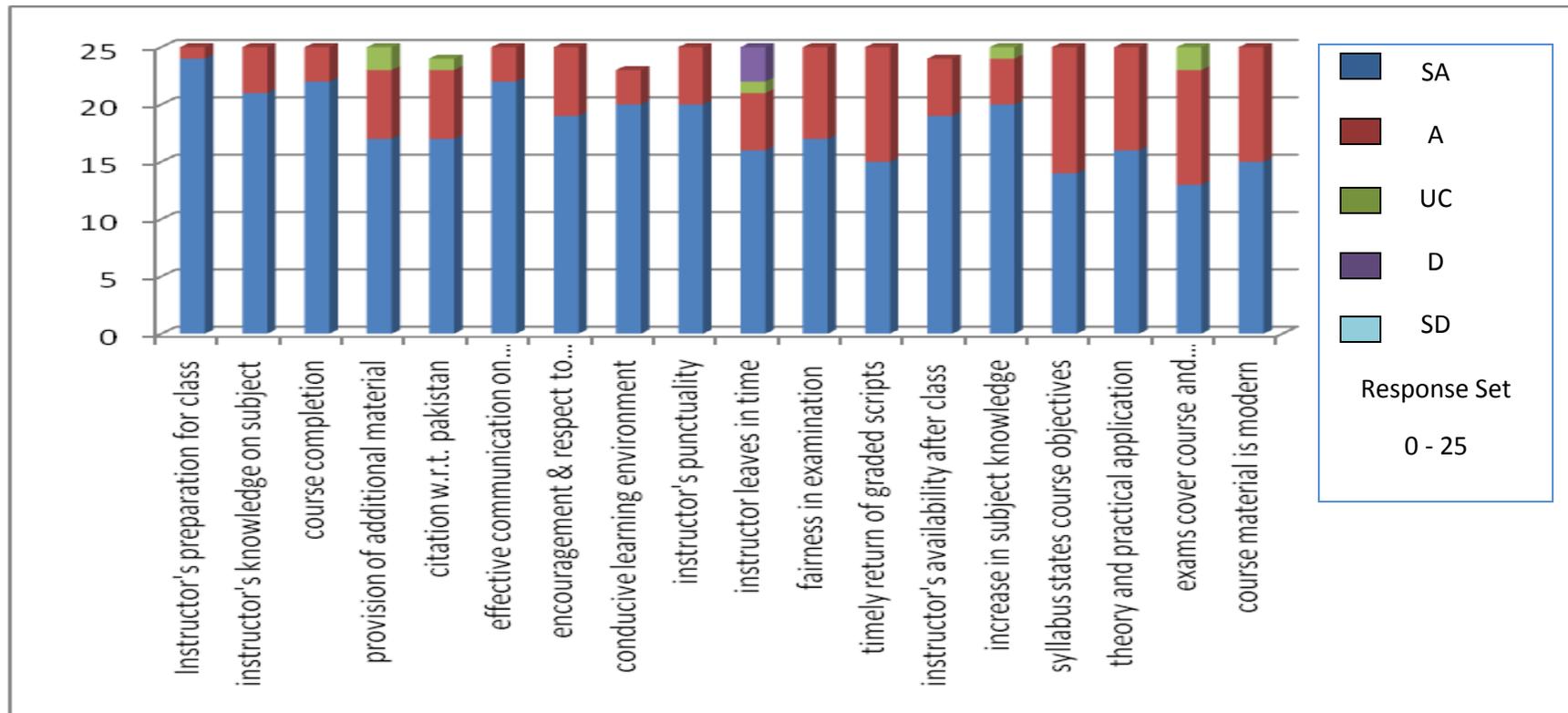
**Figure 9** *Teacher 1's Evaluation on ANTH 704, Fall 2011 Session*

**Comments:**

Majority of the students have commented that Teacher 1 is the best teacher of the university. He has a lot of knowledge on the subject area ANTH-709. He appreciates students' participation in the class and keep them motivated for the lecture and removes hesitation for discussion. Students have commented that the questioning has improved a lot of their confidence level and helped them improve the ability to communicate with the instructor.

### **Teacher 1 Evaluation on ANTH 709, Session Fall 2011:**

Almost all the students enrolled in ANTH 709 strongly agree that the teacher is prepared for the course i.e. 96%. 84% students strongly agree that the instructor demonstrates knowledge on the subject. 88% students strongly agree that their course was completely covered by the instructor. 68% student strongly agrees that he provides additional material apart from the text. 71% are strongly agreeing that he gave citations regarding current situations in reference to Pakistan. 88% strongly agree that the instructor communicates the subject matter every effectively. 76% were strongly agreed with reference to the respect shown by the instructor towards the students and encouraging class participation. 87% students strongly agreed that the instructor maintains the environment that is conducive to learning. 80% were strongly agreed that the instructor is very punctual. 64% strongly agree and 20% agree that he leaves the class in time. 68 % were strongly agreed that the instructor is fair in examination. 60% were strongly agreed that he returns the graded script in a reasonable amount of time and 40% agreed to it. 79% students strongly agree that the instructor was available during the specified office hours and for after class consultation and 21% agreed to it. 80% were strongly agreed that the subject matter presented in the course has increased their knowledge on the subject. 56% students strongly agreed and 44% simply agreed that the syllabus clearly states course objectives requirements, procedures and grading criterion. 64% students strongly agreed whereas 36% are agreed that the course integrates theoretical course concepts with real world applications. 52% are strongly agreed and 40% agreed that his assignments and exams covered the material presented in the course. 60% strongly agreed and 40% agreed that the course material is modern and updated.



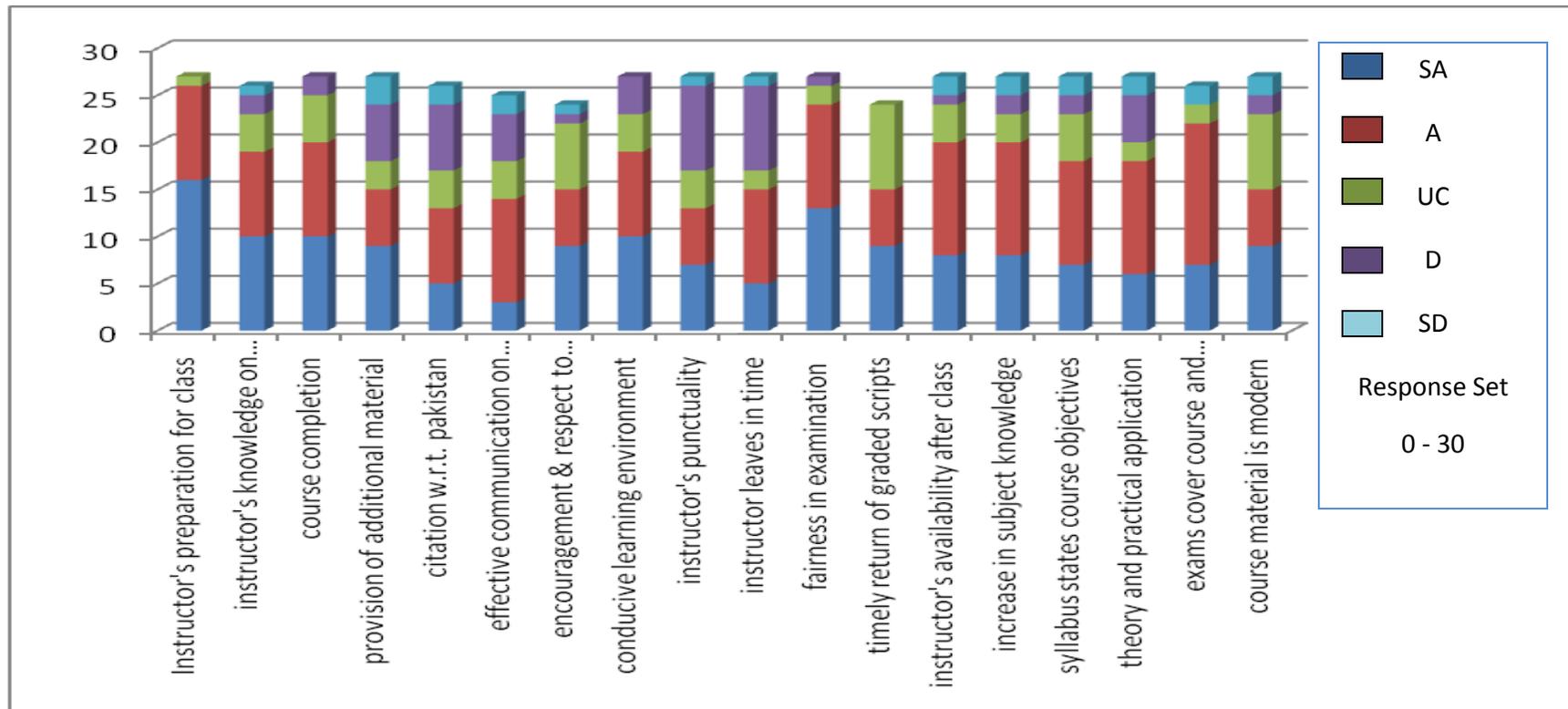
**Figure 10** *Teacher 1's Evaluation on ANTH 709, Fall 2011 Session*

**Comments:**

Majority of the students have not commented on this course. Those who have commented have claimed it informative and interesting. A few students have found it difficult and boring. Addition of maps and some geographic information to course could have been much helpful for the students.

### **Teacher 2 Evaluation on ANTH 705, Session Fall 2011:**

Almost 59% of the students enrolled in ANTH 705 strongly agree that the teacher is prepared for the course and 37% simply agreed to it. 38% students strongly agree and 35% agree that the instructor demonstrates knowledge on the subject. 37% students strongly agree and 37% agreed that their course was completely covered by the instructor. 34% student strongly agreed 22% agreed and 22% also disagreed that he provides additional material apart from the text. 19% are strongly agreeing, 31% agree and 27% disagree that he gave citations regarding current situations in reference to Pakistan. 12% strongly agree, 44% agreed whereas 20% disagreed that the instructor communicates the subject matter every effectively. 38% were strongly agreed, 25% agreed whereas 29% were uncertain whether he gives respect shown by the instructor towards the students and encouraging class participation. 37% students strongly agreed, 33% agreed whereas 15% disagreed that the instructor maintains the environment that is conducive to learning. 26% were strongly agreed, 22% agreed whereas 33% disagreed that the instructor is very punctual. 19% strongly agree, 37% agreed and 33% disagreed that he leaves the class in time. 68 % were strongly agreed that the instructor is fair in examination. 48% were strongly agreed and 41% agreed that he is fair in examination. 37% students strongly agree, 25% agreed and 38% were uncertain whether that the instructor returns the graded scripts timely or not. 30% strongly agreed, 44% agreed and 15% were uncertain as to the availability of the instructor during the specified office hours and for after class consultation. 30% were strongly agreed, 45% agreed that the subject matter presented in the course has increased their knowledge on the subject. 26% students strongly agreed and 41% simply agreed that the syllabus clearly states course objectives requirements, procedures and grading criterion whereas 19% were uncertain. 22% students strongly agreed whereas 45% are agreed and 19% disagreed that the course integrates theoretical course concepts with real world applications. 27% are strongly agreed and 58% agreed that his assignments and exams covered the material presented in the course. 33% strongly agreed and 22% agreed whereas 30% were uncertain whether the course material is modern and updated or not.



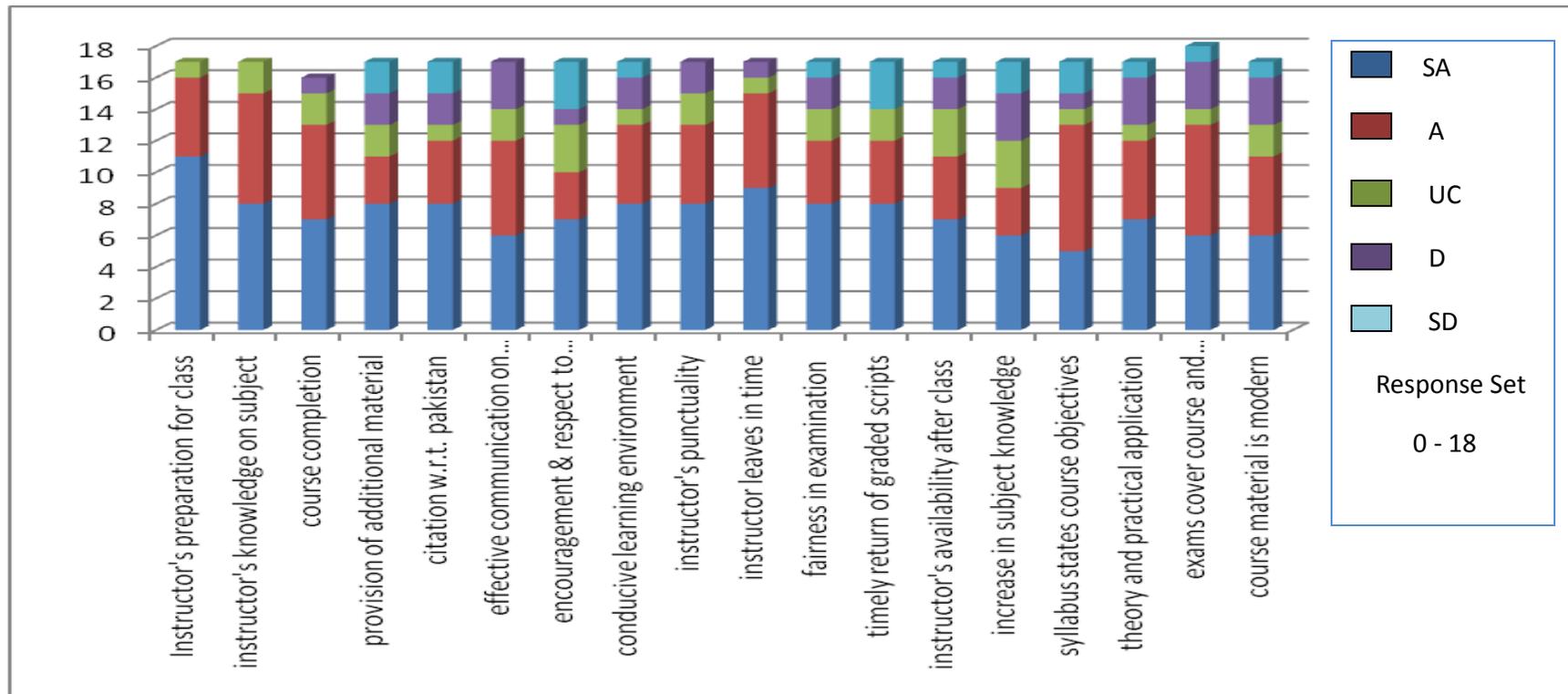
**Figure 11** *Teacher 2's Evaluation on ANTH 705, Fall 2011 Session*

**Comments:**

Majority of the students are happy with the instructor of ANTH-705 but they believe that Teacher 2 is not effective for this particular course. The teaching methodology needs a lot of improvement. Students think that Teacher 2 is a very good teacher but he is unable to communicate effectively on the subject area.

### **Teacher 2 Evaluation on ANTH 726, Session Fall 2011:**

Almost 65% of the students enrolled in ANTH 726 strongly agree that the teacher is prepared for the course and 29% simply agreed to it. 47% students strongly agree and 41% agree that the instructor demonstrates knowledge on the subject. 44% students strongly agree and 37% agreed that their course was completely covered by the instructor. 47% student strongly agreed 17% agreed and 12% also disagreed that he provides additional material apart from the text. 47% are strongly agreeing, 23% agree and 12% disagree that he gave citations regarding current situations in reference to Pakistan. 35% strongly agree, 35% agreed whereas 18% disagreed that the instructor communicates the subject matter every effectively. 41% were strongly agreed, 17% agreed whereas 18% were uncertain and 18% strongly disagreed whether he gives respect shown by the instructor towards the students and encouraging class participation. 47% students strongly agreed, 29% agreed whereas 12% disagreed that the instructor maintains the environment that is conducive to learning. 47% were strongly agreed, 29% agreed whereas 12% disagreed that the instructor is very punctual. 53% strongly agree and 35% agreed that he leaves the class in time. 47% were strongly agreed that the instructor is fair in examination. 47% students strongly agree, 23% agreed and 12% were uncertain and 18% strongly disagreed whether that the instructor returns the graded scripts timely or not. 41% strongly agreed, 23% agreed and 18% were uncertain as to the availability of the instructor during the specified office hours and for after class consultation. 35% were strongly agreed, 17% agreed, 18% disagreed and 12% strongly disagreed that the subject matter presented in the course has increased their knowledge on the subject. 29% students strongly agreed and 47% simply agreed that the syllabus clearly states course objectives requirements, procedures and grading criterion whereas 12% were strongly agreeing. 41% students strongly agreed whereas 29% are agreed and 18% disagreed that the course integrates theoretical course concepts with real world applications. 33% are strongly agreed and 39% agreed and 17% disagreed that his assignments and exams covered the material presented in the course. 35% strongly agreed and 29% agreed whereas 12% were uncertain and 18% disagreed whether the course material is modern and updated or not.



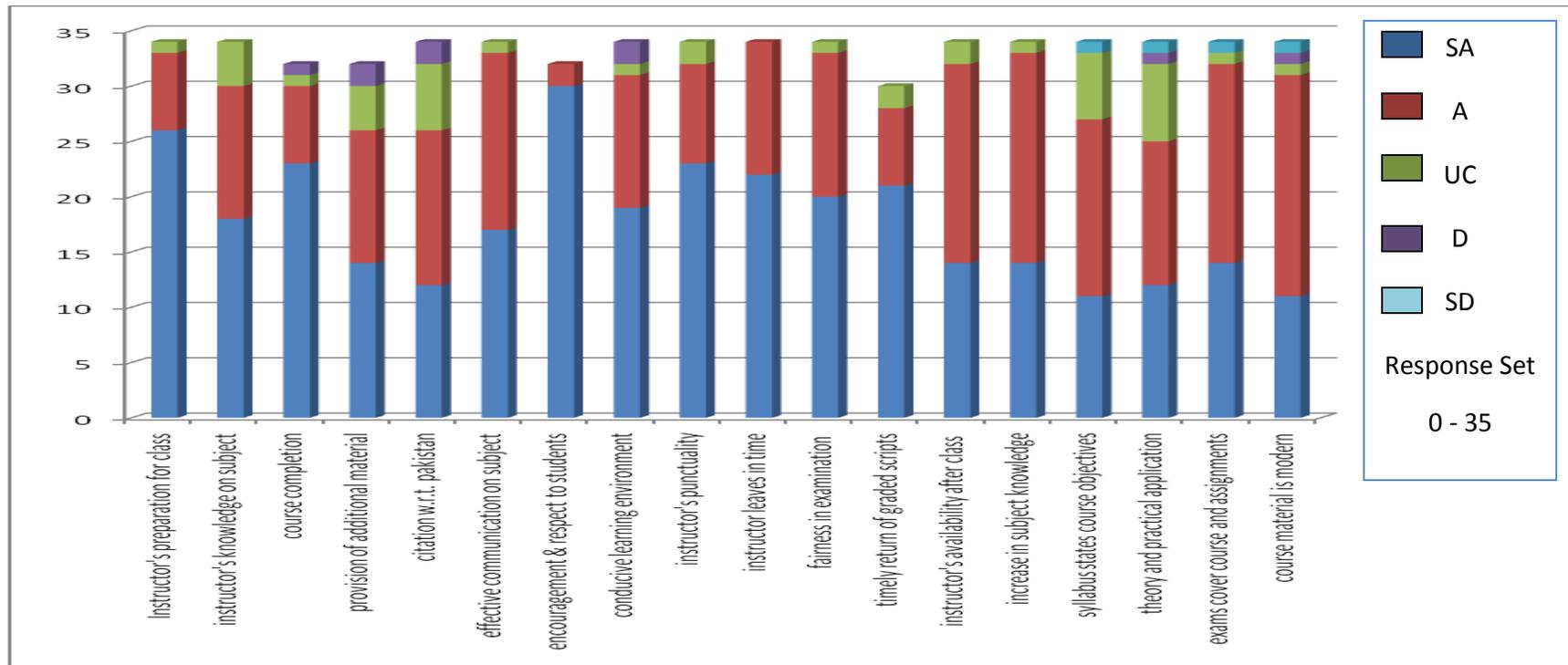
**Figure 12** *Teacher 2's Evaluation on ANTH 726, Fall 2011 Session*

**Comments:**

Half of the class has not given any type of positive or negative comments about the instructor of ANTH-726. Some of the students considered him not an effective teacher for the course. Some of the students want him to improve his teaching methodology. But all of them believe that he is very nice, hardworking and sincere teacher.

### **Teacher 3 Evaluation on ANTH 701, Session Fall 2011:**

Almost all the students enrolled in ANTH 701 strongly agree that the teacher is prepared for the course i.e. 76%. 53% students strongly agree and 35% agreed that the instructor demonstrates knowledge on the subject. 72% students strongly agreed and 22% agreed that their course was completely covered by the instructor. 44% student strongly agrees and 37% agree that she provides additional material apart from the text. 35% are strongly agreeing, 41% and 18% were uncertain whether she gave citations regarding current situations in reference to Pakistan. 50% strongly agree and 47% agree that the instructor communicates the subject matter every effectively. 94% were strongly agreed with reference to the respect shown by the instructor towards the students and encouraging class participation. 56% students strongly agreed and 35% agreed that the instructor maintains the environment that is conducive to learning. 68% were strongly agreed and 26% agreed that the instructor is very punctual. 65% strongly agree and 35% agree that she leaves the class in time. 59 % were strongly agreed and 38% agreed that the instructor is fair in examination. 70% were strongly agreed and 23% agreed that she returns the graded script in a reasonable amount of time. 41% students strongly agree that the instructor was available during the specified office hours and for after class consultation and 53% agreed to it. 41% were strongly agreed and 56% agreed that the subject matter presented in the course has increased their knowledge on the subject. 32% students strongly agreed and 47% simply agreed that the syllabus clearly states course objectives requirements, procedures and grading criterion. 35% students strongly agreed whereas 38% are agreed and 21% were uncertain whether the course integrates theoretical course concepts with real world applications or not. 41% are strongly agreed and 53% agreed that his assignments and exams covered the material presented in the course. 32% strongly agreed and 59% agreed that the course material is modern and updated.



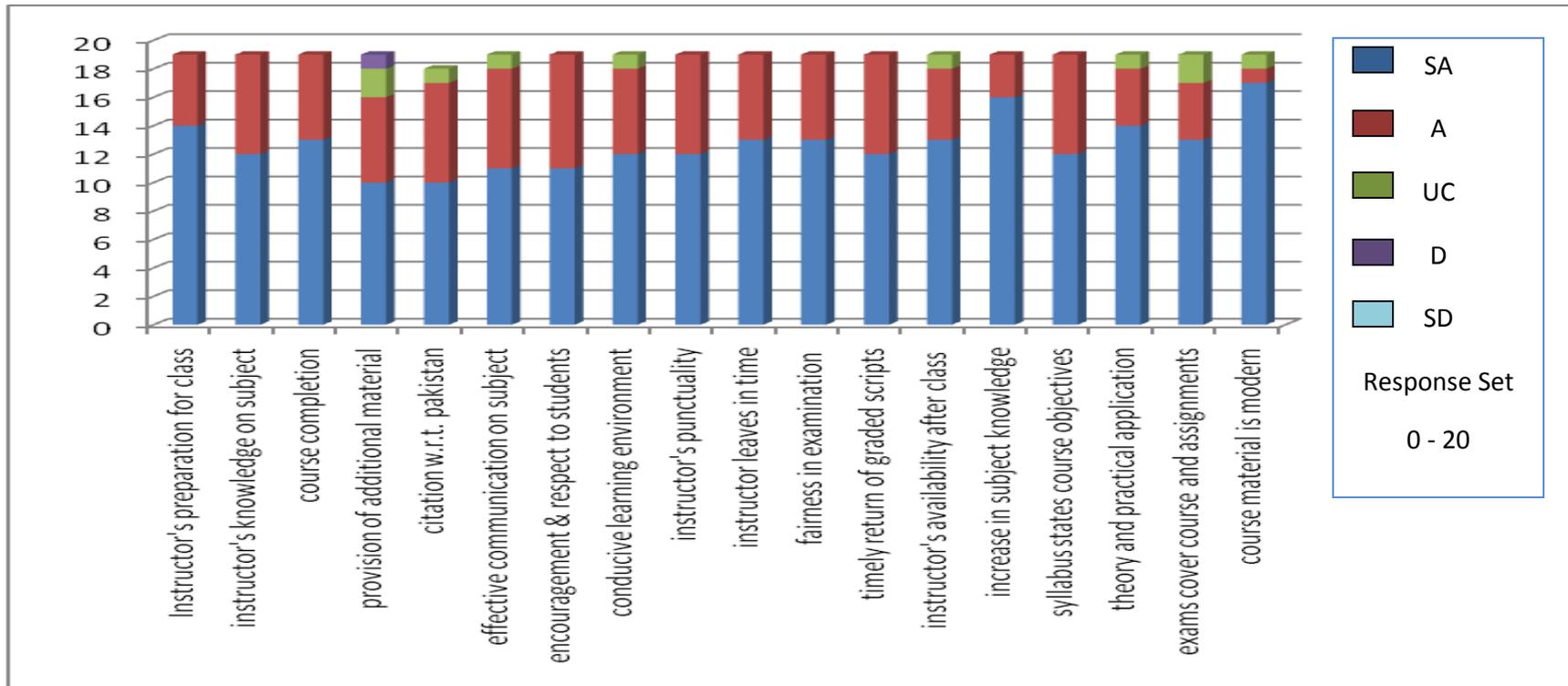
**Figure 13** *Teacher 3's Evaluation on ANTH 701, Fall 2011 Session*

**Comments:**

The students are very much satisfied with the teaching methodology. They believe that the teacher is regular and conveys the information well. Majority of the students have commented that the teacher is cooperative, understandable and encourages class participation. They believe that constructive dialogue and discussion in the class has raised their level of confidence and improved their communication skills.

### **Teacher 3 Evaluation on ANTH 707, Session Fall 2011:**

Almost all the students enrolled in ANTH 707 strongly agree that the teacher is prepared for the course i.e. 74% and 26% agreed. 63% students strongly agree and 37% agreed that the instructor demonstrates knowledge on the subject. 68% students strongly agreed and 32% agreed that their course was completely covered by the instructor. 53% student strongly agrees and 32% agree that she provides additional material apart from the text. 56% are strongly agreeing, 39% and 18% were uncertain whether she gave citations regarding current situations in reference to Pakistan. 58% strongly agree and 37% agree that the instructor communicates the subject matter every effectively. 58% were strongly agreed and 42% agreed with reference to the respect shown by the instructor towards the students and encouraging class participation. 63% students strongly agreed and 32% agreed that the instructor maintains the environment that is conducive to learning. 63% were strongly agreed and 37% agreed that the instructor is very punctual. 68% strongly agree and 32% agree that she leaves the class in time. 68 % were strongly agreed and 32% agreed that the instructor is fair in examination. 63% were strongly agreed and 37% agreed that she returns the graded script in a reasonable amount of time. 69% students strongly agree that the instructor was available during the specified office hours and for after class consultation and 26% agreed to it. 84% were strongly agreed and 16% agreed that the subject matter presented in the course has increased their knowledge on the subject. 63% students strongly agreed and 37% simply agreed that the syllabus clearly states course objectives requirements, procedures and grading criterion. 74% students strongly agreed whereas 21% are agreed and that the course integrates theoretical course concepts with real world applications. 68% are strongly agreed and 21% agreed that his assignments and exams covered the material presented in the course. 90% strongly agreed and 5% agreed that the course material is modern and updated.



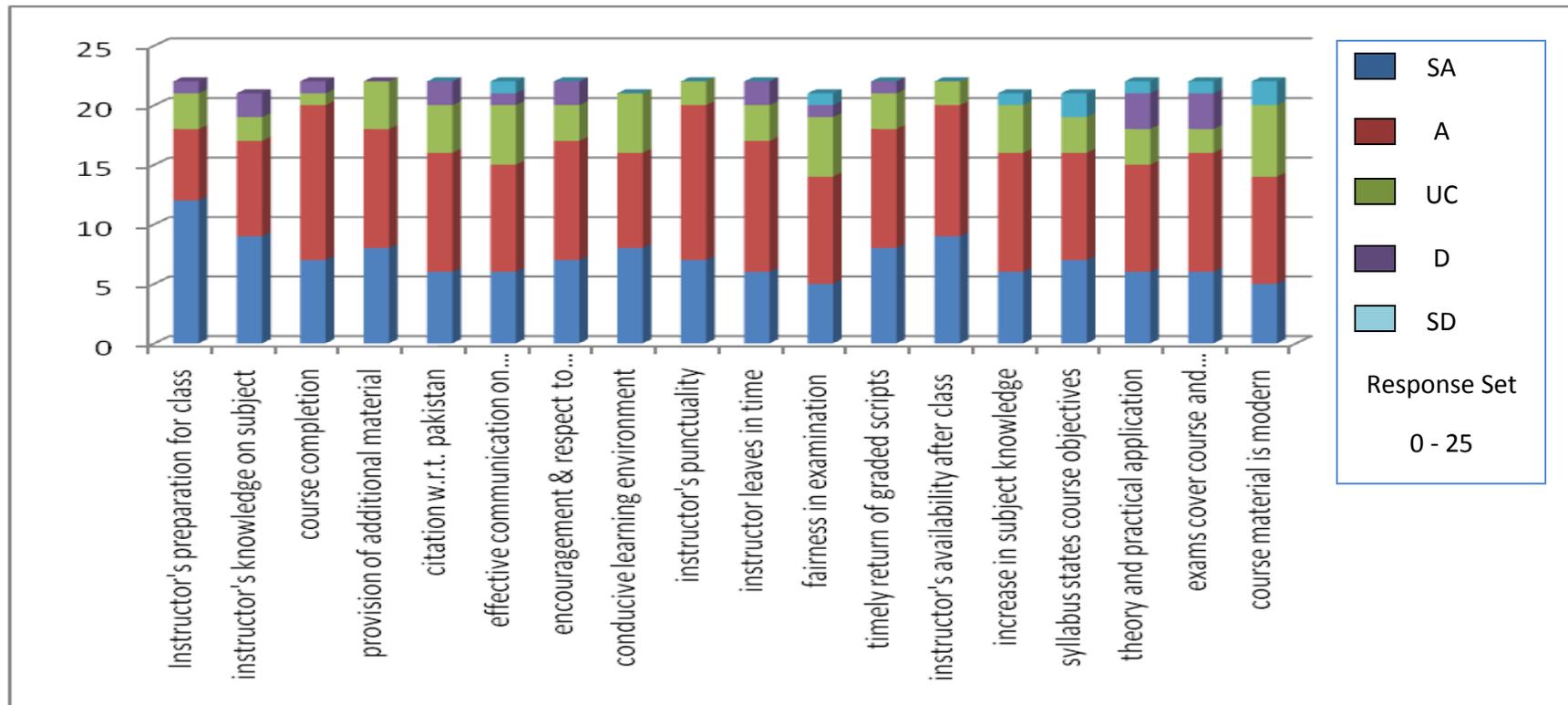
**Figure 14** *Teacher 3's Evaluation on ANTH 707, Fall 2011 Session*

**Comment:**

Majority of the students are very much satisfied with the teacher and her teaching methodology. They have mentioned of her being punctual, hardworking and cooperative. The students are happy that she listens to their problems and she has delivered the course well and in understandable way.

#### **Teacher 4 Evaluation on ANTH 706, Session Spring 2012:**

55% students strongly agree, 27% agreed whereas 14% were uncertain that the instructor demonstrates knowledge on the subject. 43% students strongly agree, 38% agreed, that their course was completely covered by the instructor. 32% student strongly agreed, 59% agreed, that he provides additional material apart from the text. 27% are strongly agreeing, 46% agree and 18% were uncertain whether she gave citations regarding current situations in reference to Pakistan. 27% strongly agree, 41% agreed, and 23% were uncertain that the instructor communicates the subject matter every effectively. 32% were strongly agreed, 45% agree and 14% were uncertain that the instructor has shown respect shown towards the students and encouraging class participation. 38% students strongly agreed, 38% agreed, and 24% were uncertain that the instructor maintains the environment that is conducive to learning. 32% were strongly agreed and 59% agreed that the instructor is very punctual. 59% strongly agree and 33% agree that he leaves the class in time. 27 % were strongly agreed, 50% agreed that the instructor is fair in examination. 24% were strongly agreed, 43% agreed and 24% were uncertain that he returns the graded script in a reasonable amount of time. 41% students strongly agree, 50% strongly agreed that the instructor was available during the specified office hours and for after class consultation. 28% were strongly agreed, 48% agreed, 19% were uncertain that the subject matter presented in the course has increased their knowledge on the subject. 33% students strongly agreed and 43% simply agreed and 14% were uncertain that the syllabus clearly states course objectives requirements, procedures and grading criterion. 27% students strongly agreed whereas 41% are agreed that the course integrates theoretical course concepts with real world applications. 27% are strongly agreed and 41% agreed, and 14% disagreed that her assignments and exams covered the material presented in the course. 23% strongly agreed and 41% agreed and 27% were uncertain that the course material is modern and updated.



**Figure 15** *Teacher 4's Evaluation on ANTH 706, Spring 2012 Session*

**Comments:**

Overall view about Teacher 4 is that she has a very good personality. She tries her level best to convey knowledge and information in an effective manner. The way she presents her lectures shows her hard work and professional attitude. She maintains the class concentration and disciplines the students.

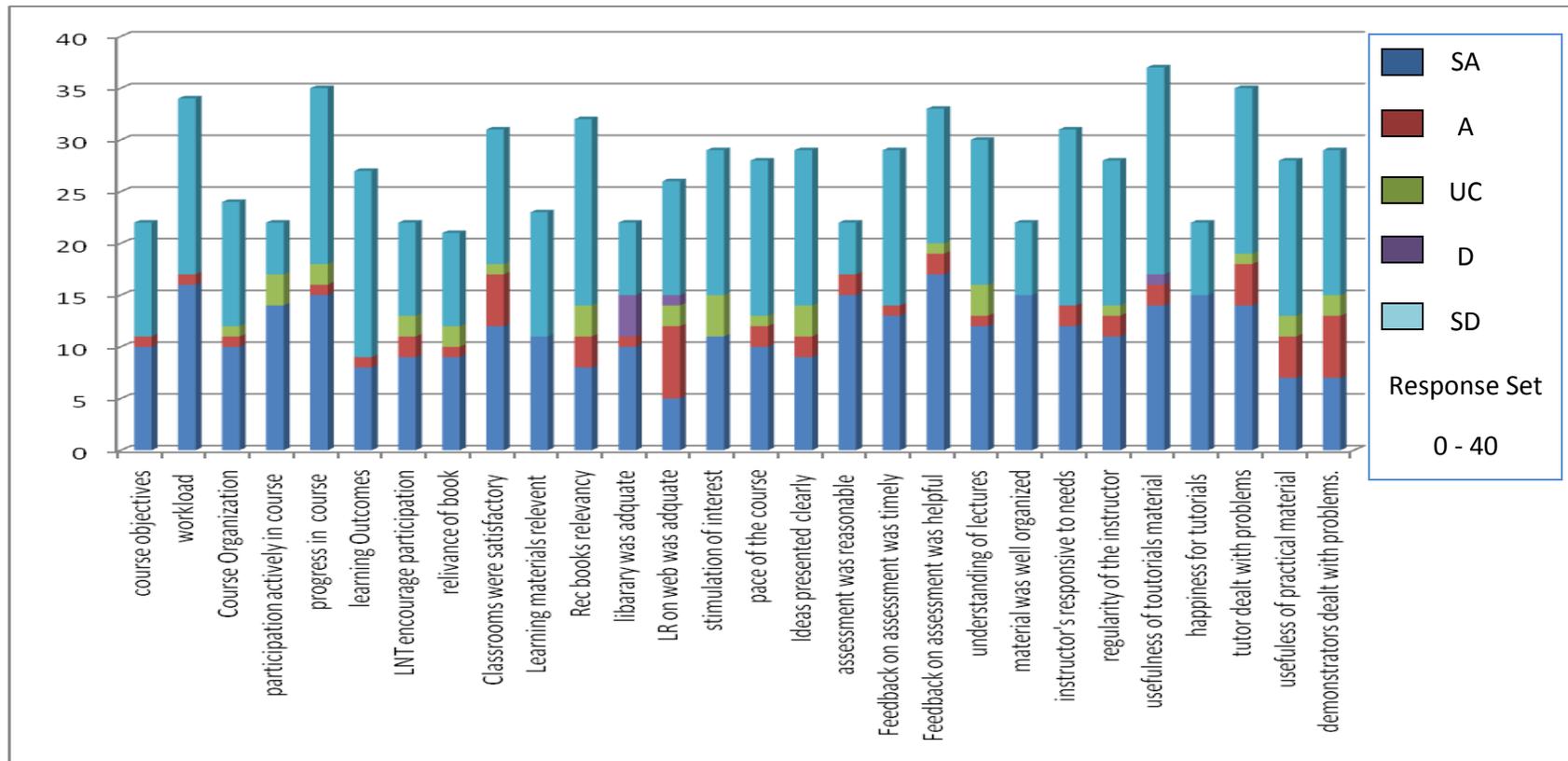
## **Proforma 1**

### **Course Evaluation**

ANTH 701:-

56% strongly agreed and 40% agreed that the course objectives were clear. 29% students strongly agreed, 67% agreed, on the course work load. 50% student's strongly agreed, 42% agreed, that the course was well organized. 35% students strongly agreed, 54% agreed 11% d that they disagreed participated actively in this course. 31% students strongly agreed, 58% agreed that they have made progress in this course. 65% students strongly agreed and 31% agreed certain, that the course was well constructed to achieve the learning outcomes. 50% strongly agreed and 34% agreed, 8% disagreed that the learning and teaching methods encouraged participation. 54% students strongly agreed and 34% agreed, 8% disagreed that the recommended reading books were relevant and appropriate. 28% students strongly agreed and 48% agreed and 20% were uncertain that the classrooms were satisfactory. 56% students strongly agreed, 44% agreed that the learning materials were relevant and useful. 44% students strongly agreed, 32% agreed, that the recommended books were relevant. 40% students strongly agreed, 40% agreed and 16% strongly disagreed on the provision of learning resources in the library. 38% students strongly agreed, 21% agreed, 29% were uncertain on the provision of learning resources on the web. 42% students strongly agreed whereas 42% agreed and 16% disagreed that the course stimulated interest and thought on the subject area. 50% students strongly agreed and 38% agreed, that the pace of the course was appropriate. 46% strongly agreed, 35% agreed, 11% disagreed on ideas and concepts clarity. 34% students strongly agreed and 58% agreed, 8% were uncertain that the methods of assessment were reasonable. 46% strongly agreed and 50% agreed on feedback on assessment being timely. 23% strongly agreed

and 65% agreed, 8% were uncertain on assessments being helpful. 38% strongly agreed, 46% agreed and 12% disagreed that they understood the lectures. 40% strongly agreed and 60% agreed on the materials being well organized and well presented. 46% strongly agreed and 46% agreed and 8% were uncertain on instructor being responsive to student's needs and problems. 44% strongly agreed, 44% agreed, on the instructor being the regularity of the instructor. 34% strongly agreed, 54% agreed on the materials being useful. 32% strongly agreed, 68% agreed on being happy the amount of work given in tutorials. 27% strongly agreed, 54% agreed, that the tutor dealt effectively with their problems. 46% strongly agreed, 29% agreed and 17% were uncertain on practical material being useful or not. 35% strongly agreed, 30% agreed and 26% were uncertain on demonstrator being effective in dealing with their problems.



**Figure 16, Course Evaluation, ANTH 701, Fall 2010**

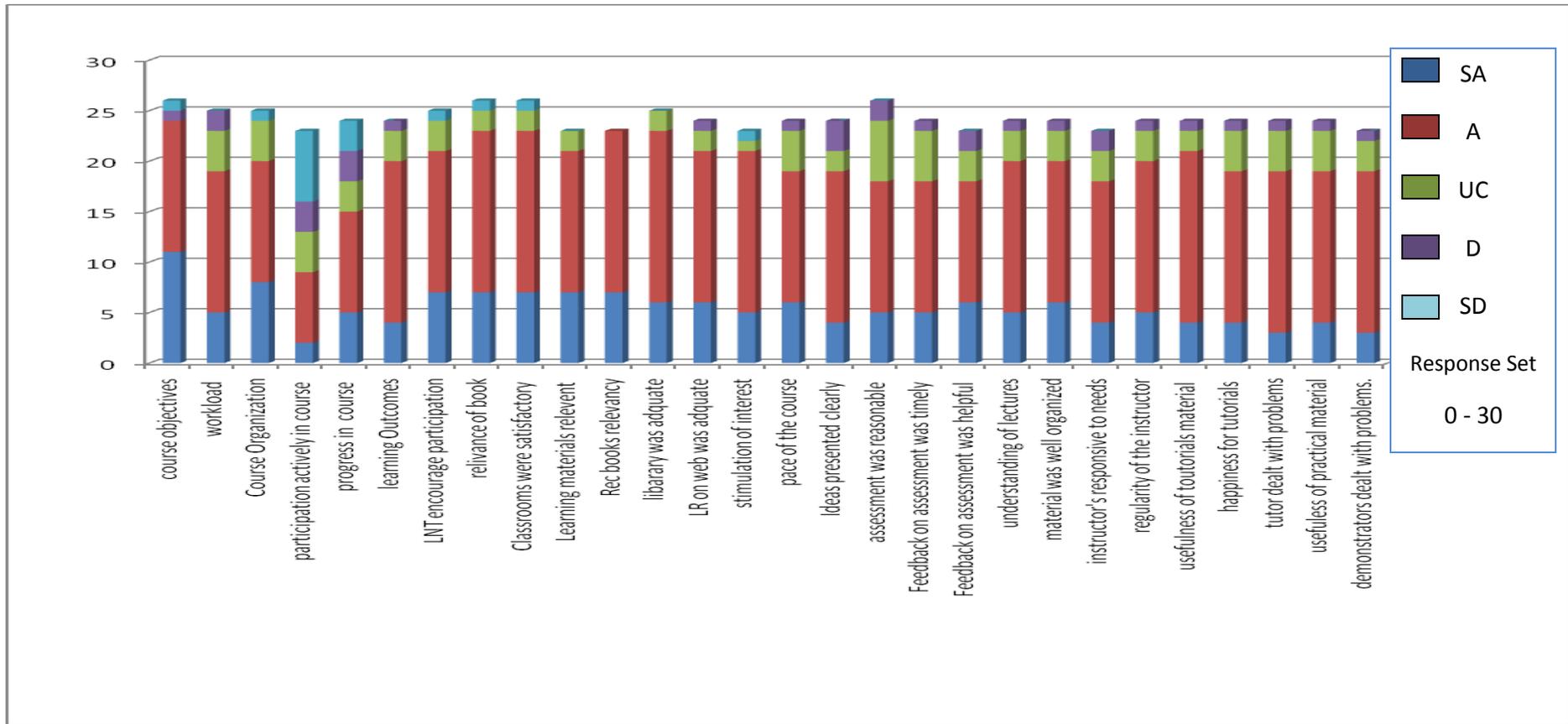
**Comments:**

As per the comments this course is very interesting though a bit lengthy. The teacher completed this course in time. The course is well organized and helps to introduce the entire domains of anthropology. It has kept them interesting. It could have been improved if the library arranges some new book collection for the students. The course is well structured.

#### ANTH 707:-

42% strongly agreed and 50% agreed that the course objectives were clear. 20% students strongly agreed, 56% agreed, on the course work load. 32% student's strongly agreed, 48% agreed, that the course was well organized. 9% students strongly agreed, 31% agreed, 17% were uncertain whereas 30% strongly disagreed that they have made progress in this course. 21% students strongly agreed and 42% agreed, 12% were uncertain and 13% strongly disagreed that the course was well constructed to achieve the learning outcomes. 17% strongly agreed and 67% agreed, 12% were uncertain that the learning and teaching methods encouraged participation. 27% students strongly agreed and 61% agreed, 8% were uncertain that the recommended reading books were relevant and appropriate. 27% students strongly agreed and 61% agreed and 8% were uncertain that the classrooms were satisfactory. 30% students strongly agreed, 61% agreed that the learning materials were relevant and useful. 30% students strongly agreed, 70% agreed, that the recommended books were relevant. 24% students strongly agreed, 68% agreed on the provision of learning resources in the library. 25% students strongly agreed, 63% agreed, 8% were uncertain on the provision of learning resources on the web.. 22% students strongly agreed whereas 71% agreed that the course stimulated interest and thought on the subject area. 25% students strongly agreed and 54% agreed, that the pace of the course was appropriate. 17% strongly agreed, 62% agreed, 13% disagreed on ideas and concepts clarity. 19% students strongly agreed and 50% agreed, 23% were uncertain that the methods of assessment were reasonable. 21% strongly agreed and 54% agreed and 21% were uncertain on feedback on assessment being timely. 26% strongly agreed and 52% agreed, 15% were uncertain on assessments being helpful. 21% strongly agreed, 62% agreed and 13% were uncertain that they understood the lectures. 25% strongly agreed and 58% agreed on the materials being well organized and well presented. 17% strongly agreed and 61% agreed and 13% were uncertain on instructor being responsive to student's needs and problems. 21% strongly agreed, 62% agreed, on the instructor being the regularity of the instructor. 17% strongly agreed, 71% agreed on the

materials being useful. 17% strongly agreed, 62% agreed on being happy the amount of work given in tutorials. 12% strongly agreed, 67% agreed, that the tutor dealt effectively with their problems. 17% strongly agreed, 62% agreed and 17% were uncertain on practical material being useful or not. 13% strongly agreed, 70% agreed and 13% were uncertain on demonstrator being effective in dealing with their problems.



**Figure 17, Course Evaluation, ANTH 707, Fall 2010**

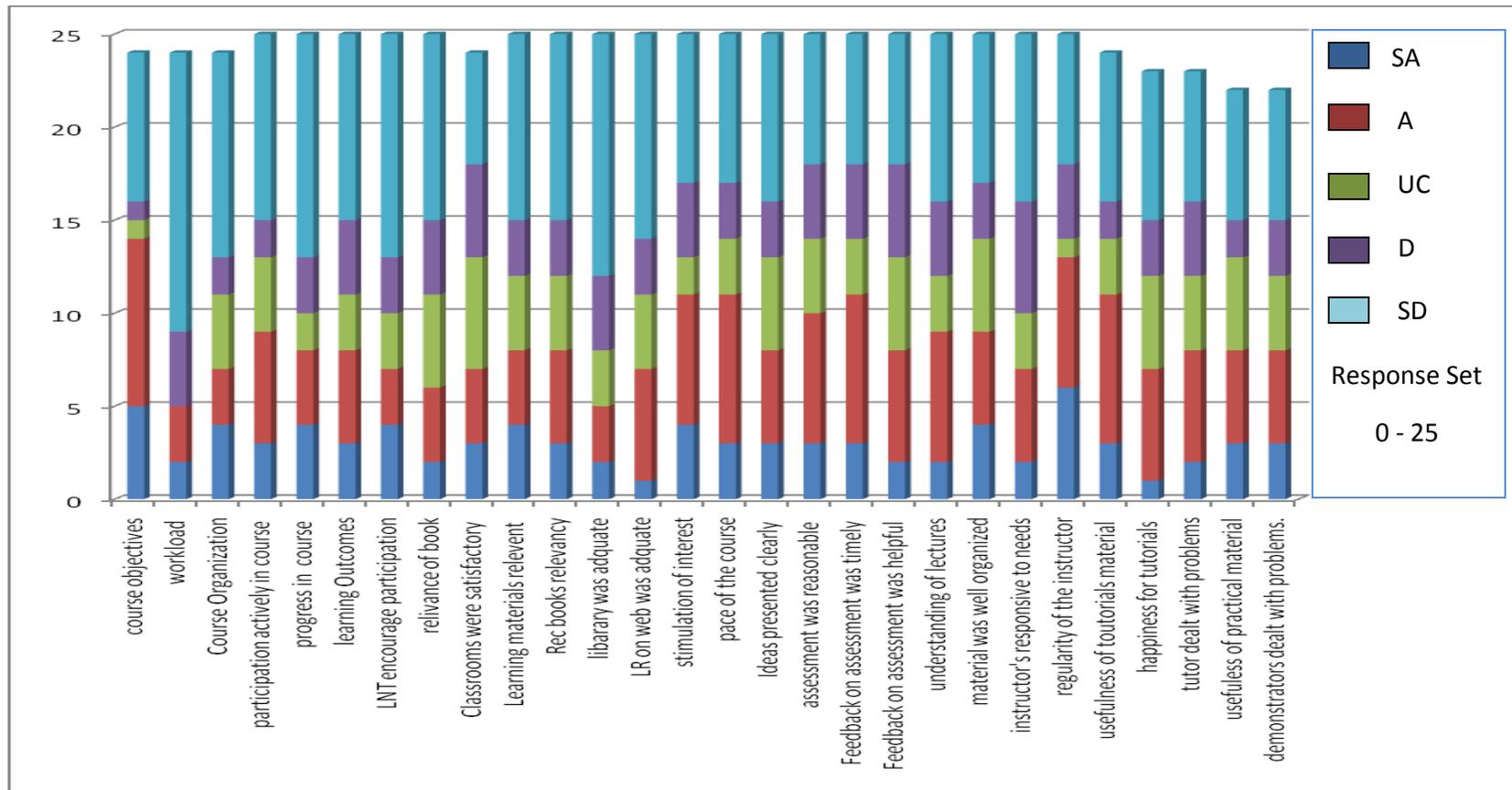
**Comments:**

Majority of the students have not commented on the course. The students who have commented on the course believe that the teaching method could be improved since the course is very tough.

### ANTH 713:-

21% strongly agreed and 38% agreed and 33% strongly disagreed that the course objectives were clear. 8% students strongly agreed, 12% agreed, 17 disagreed and 63% strongly disagreed on the course work load. 17% student's strongly agreed, 12% agreed, 46% strongly disagreed that the course was well organized. 55% students disagreed, and 41% strongly disagreed on approximate level of their own attendance. 12% students strongly agreed, 24% agreed 16% were uncertain and 40% strongly disagreed that they participated actively in this course. 16% students strongly agreed, 16% agreed and 8% were uncertain, 48% strongly disagreed that they have made progress in this course. 12% students strongly agreed and 20% agreed certain, 16 disagreed reed 40% strongly disagreed that the course was well constructed to achieve the learning outcomes. 16% strongly agreed and 12% agreed, 12 were uncertain, 12% disagreed and 48% strongly disagreed that the learning and teaching methods encouraged participation. 8% students strongly agreed and 16% agreed, 20% uncertain, 16% disagreed and 40% strongly disagreed that the recommended reading books were relevant and appropriate. 25% students strongly disagreed and 21% disagreed, 25% uncertain that the classrooms were satisfactory. 8% students strongly agreed, 16% agreed and 20% were uncertain, 16% disagreed, and 40% strongly disagreed that the learning materials were relevant and useful. 12% students strongly agreed, 17% agreed, 25% were uncertain that the recommended books were relevant. 16% students strongly agreed, 16% agreed and 16% uncertain whereas 40% strongly disagreed on the provision of learning resources in the library. 4% students strongly agreed, 24% agreed, 16% were uncertain whereas 44% strongly disagreed on the provision of learning resources on the web. 16% students strongly agreed whereas 28% agreed, 8% were uncertain whereas 32% strongly disagreed that the course stimulated interest and thought on the subject area. 12% students strongly agreed and 32% agreed, 12% were uncertain and 32% were strongly disagreed that the pace of the course was appropriate. 12% strongly agreed, 20% agreed, 20% were uncertain whereas 36% strongly disagreed on ideas and concepts clarity. 12% students strongly agreed and 28% agreed, 16% were uncertain and 28% were in strong disagreement that the methods of assessment were reasonable. 12% strongly agreed and 32% strongly disagreed and 28% strong on feedback on assessment being timely. 8% strongly agreed and 24% agreed, 20% were uncertain whereas 28%

strongly disagreed on assessments being helpful. 8% strongly agreed, 28% agreed and 12% were uncertain and 36% strongly disagreed that they understood the lectures. 16% strongly agreed and 20% agreed, 20% were uncertain and 32% were strongly disagreeing on the materials being well organized and well presented. 8% strongly agreed and 20% agreed and 12% were uncertain and 36% strongly disagreed on instructor being responsive to student's needs and problems. 24% strongly agreed, 28% agreed, 28% strongly disagreed on the instructor being the regularity of the instructor. 13% strongly agreed, 33% agreed and 33% strongly disagreed on the materials being useful. 4% strongly agreed, 26% agreed whereas 35% were strongly disagreed on being happy the amount of work given in tutorials. 38% strongly agreed, 56% agreed, that the tutor dealt effectively with their problems. 9% strongly agreed, 26% agreed and 17% were uncertain and 31% strongly disagreed on practical material being useful or not. 13% strongly agreed, 23% agreed and 18% were uncertain and 32% were strongly disagreeing on demonstrator being effective in dealing with their problems.

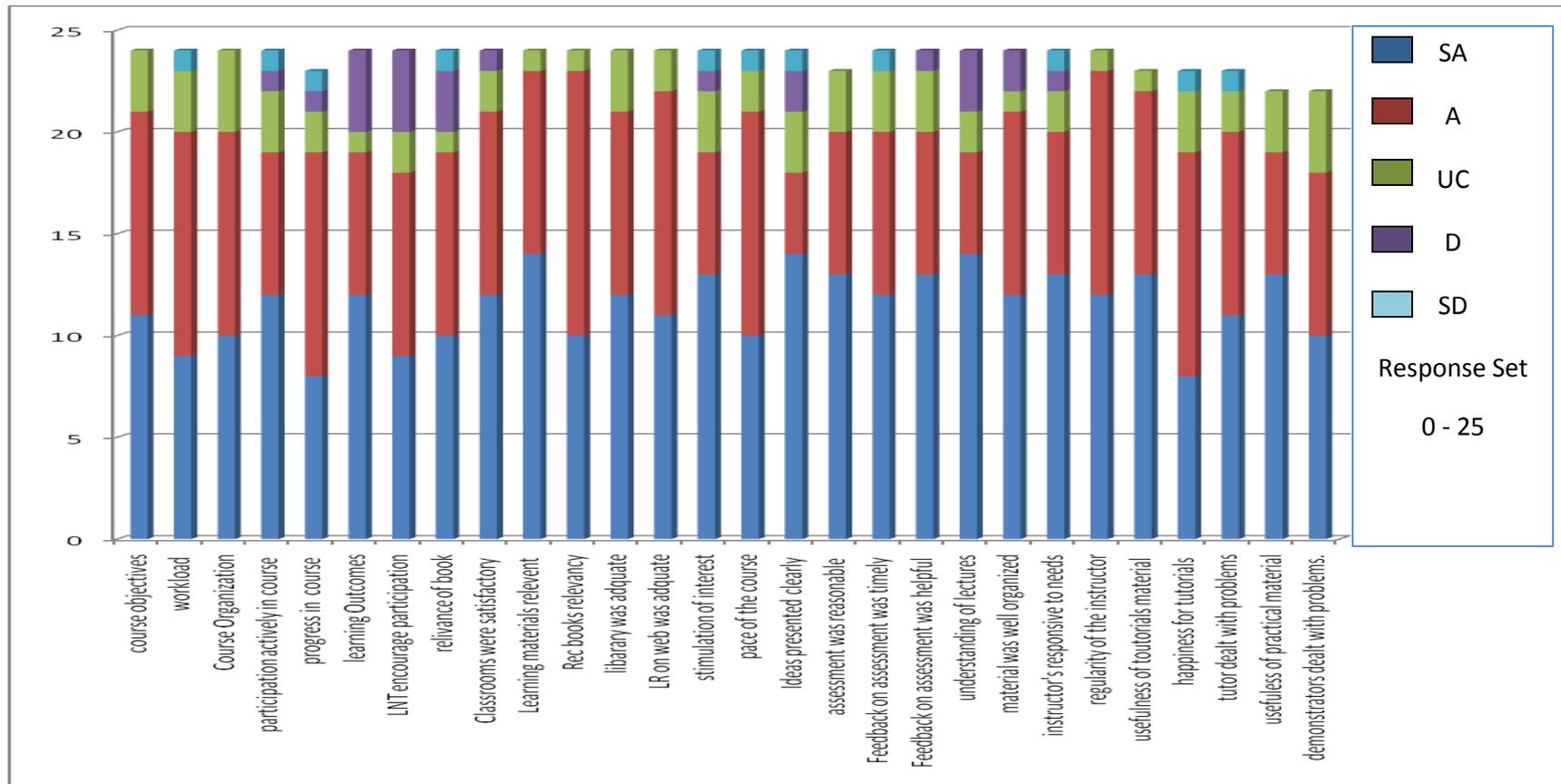


**Figure 18, Course Evaluation, ANTH 13, Spring 2011**

ANTH 702:-

46% strongly agreed and 42% agreed that the course objectives were clear. 37% students strongly agreed, 46% agreed, 13% were uncertain on the course work load. 41% student's strongly agreed, 42% agreed, that the course was well organized. 35% students disagreed, and 52% strongly disagreed on approximate level of their own attendance. 50% students strongly agreed, 29% agreed 13% were uncertain that they participated actively in this course. 35% students strongly agreed, 48% agreed that they have made progress in this course. 50% students strongly agreed and 29% agreed certain, that the course was well constructed to achieve the learning outcomes. 37% strongly agreed and 38% agreed, 17% disagreed that the learning and teaching methods encouraged participation. 42% students strongly agreed and 37% agreed, 13% disagreed that the recommended reading books were relevant and appropriate. 50% students strongly disagreed and 38% disagreed that the classrooms were satisfactory. 58% students strongly agreed, 38% agreed that the learning materials were relevant and useful. 42% students strongly agreed, 54% agreed, that the recommended books were relevant. 50% students strongly agreed, 37% agreed and 13% uncertain on the provision of learning resources in the library. 46% students strongly agreed, 46% agreed, 8% were uncertain on the provision of learning resources on the web. 54% students strongly agreed whereas 25% agreed, 13% were uncertain that the course stimulated interest and thought on the subject area. 42% students strongly agreed and 46% agreed, that the pace of the course was appropriate. 58% strongly agreed, 17% agreed, on ideas and concepts clarity. 57% students strongly agreed and 30% agreed, 13% were uncertain that the methods of assessment were reasonable. 50% strongly agreed and 33% agreed on feedback on assessment being timely. 54% strongly agreed and 29% agreed, 13% were uncertain whereas 28% strongly disagreed on assessments being helpful. 58% strongly agreed, 21% agreed and 8% were uncertain and 13% disagreed that they understood the lectures. 50% strongly agreed and 38% agreed on the materials being well organized and well presented. 54% strongly agreed and 29% agreed and 9% were uncertain on instructor being responsive to student's needs

and problems. 50% strongly agreed, 46% agreed, on the instructor being the regularity of the instructor. 57% strongly agreed, 39% agreed on the materials being useful. 35% strongly agreed, 48% agreed whereas 13% were uncertain on being happy the amount of work given in tutorials. 48% strongly agreed, 39% agreed, that the tutor dealt effectively with their problems. 59% strongly agreed, 27% agreed and 14% were uncertain on practical material being useful or not. 46% strongly agreed, 36% agreed and 18% were uncertain on demonstrator being effective in dealing with their problems.

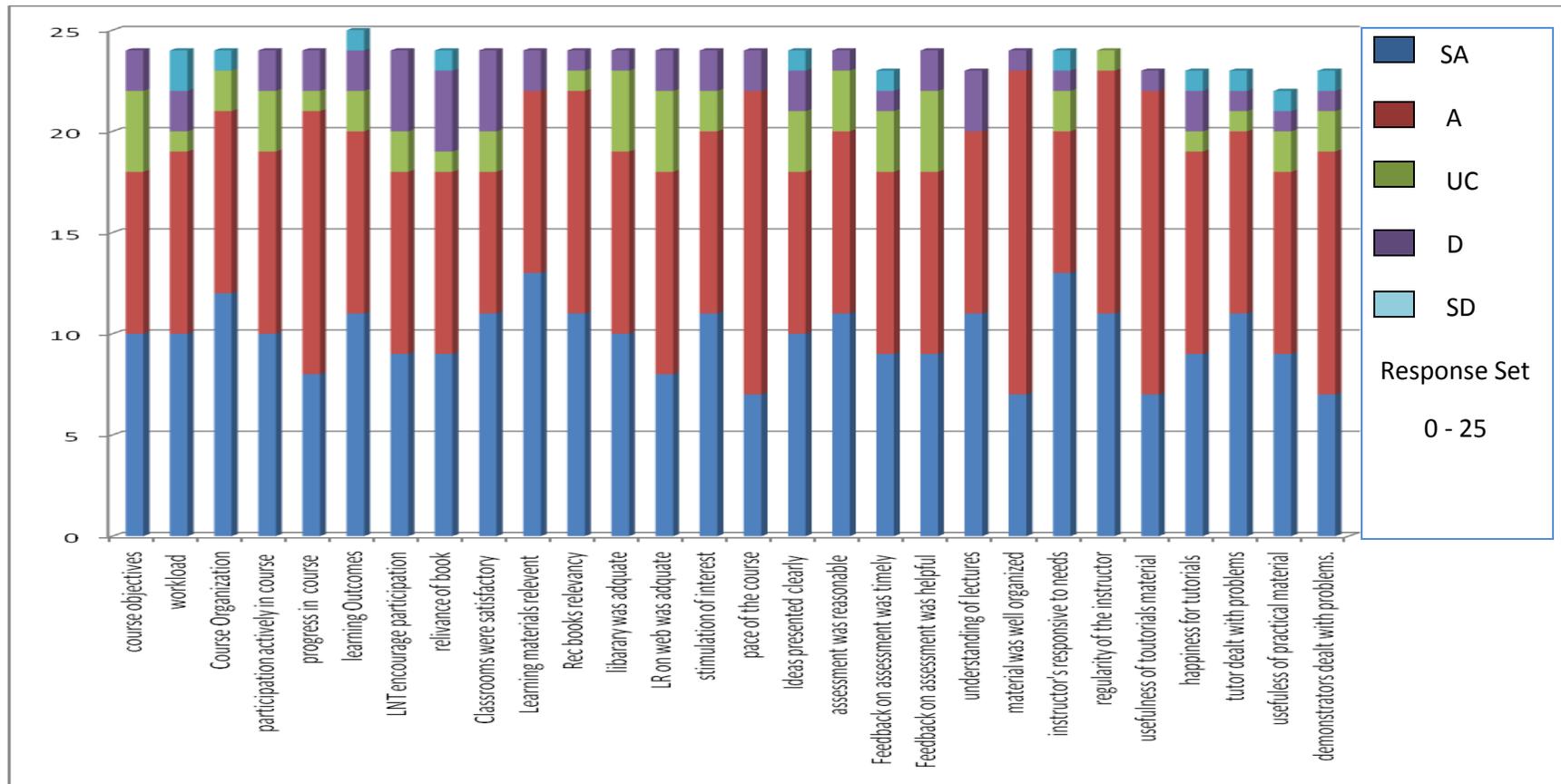


**Figure 19, Course Evaluation, ANTH 702, Spring 2011**

## ANTH 706:-

42% strongly agreed and 33% agreed that the course objectives were clear. 42% students strongly agreed, 38% agreed, on the course work load. 50% student's strongly agreed, 38% agreed, that the course was well organized. 33% students disagreed, and 63% strongly disagreed on approximate level of their own attendance. 42% students strongly agreed, 37% agreed 13% were uncertain that they participated actively in this course. 34% students strongly agreed, 54% agreed that they have made progress in this course. 44% students strongly agreed and 36% agreed certain, that the course was well constructed to achieve the learning outcomes. 37% strongly agreed and 38% agreed, 17% disagreed that the learning and teaching methods encouraged participation. 37% students strongly agreed and 38% agreed, 17% disagreed that the recommended reading books were relevant and appropriate. 46% students strongly agreed and 29% agreed that the classrooms were satisfactory. 54% students strongly agreed, 38% agreed that the learning materials were relevant and useful. 46% students strongly agreed, 46% agreed, that the recommended books were relevant. 42% students strongly agreed, 37% agreed and 17% uncertain on the provision of learning resources in the library. 33% students strongly agreed, 42% agreed, 17% were uncertain on the provision of learning resources on the web. 46% students strongly agreed whereas 38% agreed that the course stimulated interest and thought on the subject area. 29% students strongly agreed and 63% agreed that the pace of the course was appropriate. 42% strongly agreed, 33% agreed, on ideas and concepts clarity. 46% students strongly agreed and 37% agreed, 13% were uncertain that the methods of assessment were reasonable. 39% strongly agreed and 39% agreed on feedback on assessment being timely. 37% strongly agreed and 38% agreed, 17% were uncertain whereas 8% disagreed on assessments being helpful. 48% strongly agreed, 39% agreed and 13% disagreed that they understood the lectures. 29% strongly agreed and 67% agreed on the materials being well organized and well presented. 54% strongly agreed and 29% agreed and 9% were uncertain on instructor being responsive to student's needs and problems. 46% strongly agreed, 50% agreed, on the instructor

being the regularity of the instructor. 31% strongly agreed, 65% agreed on the materials being useful. 39% strongly agreed, 44% agreed on being happy the amount of work given in tutorials. 48% strongly agreed, 39% agreed, that the tutor dealt effectively with their problems. 41% strongly agreed, 41% agreed and 9% were uncertain on practical material being useful or not. 31% strongly agreed, 52% agreed and 9% were uncertain on demonstrator being effective in dealing with their problems.



**Figure 20, Course Evaluation, ANTH 706, Spring 2011**

ANTH 712:-

46% strongly agreed and 42% agreed that the course objectives were clear. 37% students strongly agreed, 46% agreed, 13% were uncertain on the course work load. 41% student's strongly agreed, 42% agreed, that the course was well organized. 35% students disagreed, and 52% strongly disagreed on approximate level of their own attendance. 50% students strongly agreed, 29% agreed 13% were uncertain that they participated actively in this course. 35% students strongly agreed, 48% agreed that they have made progress in this course. 50% students strongly agreed and 29% agreed certain, that the course was well constructed to achieve the learning outcomes. 37% strongly agreed and 38% agreed, 17% disagreed that the learning and teaching methods encouraged participation. 42% students strongly agreed and 37% agreed, 13% disagreed that the recommended reading books were relevant and appropriate. 50% students strongly disagreed and 38% disagreed that the classrooms were satisfactory. 58% students strongly agreed, 38% agreed that the learning materials were relevant and useful. 42% students strongly agreed, 54% agreed, that the recommended books were relevant. 50% students strongly agreed, 37% agreed and 13% uncertain on the provision of learning resources in the library. 46% students strongly agreed, 46% agreed, 8% were uncertain on the provision of learning resources on the web. 54% students strongly agreed whereas 25% agreed, 13% were uncertain that the course stimulated interest and thought on the subject area. 42% students strongly agreed and 46% agreed, that the pace of the course was appropriate. 58% strongly agreed, 17% agreed, on ideas and concepts clarity. 57% students strongly agreed and 30% agreed, 13% were uncertain that the methods of assessment were reasonable. 50% strongly agreed and 33% agreed on feedback on assessment being timely. 54% strongly agreed and 29% agreed, 13% were uncertain whereas 28% strongly disagreed on assessments being helpful. 58% strongly agreed, 21% agreed and 8% were uncertain and 13% disagreed that they understood the lectures. 50% strongly agreed and 38% agreed on the materials being well organized and well presented. 54% strongly agreed and 29% agreed and 9% were uncertain on instructor being responsive to student's needs

and problems. 50% strongly agreed, 46% agreed, on the instructor being the regularity of the instructor. 57% strongly agreed, 39% agreed on the materials being useful. 35% strongly agreed, 48% agreed whereas 13% were uncertain on being happy the amount of work given in tutorials. 48% strongly agreed, 39% agreed, that the tutor dealt effectively with their problems. 59% strongly agreed, 27% agreed and 14% were uncertain on practical material being useful or not. 46% strongly agreed, 36% agreed and 18% were uncertain on demonstrator being effective in dealing with their problems.

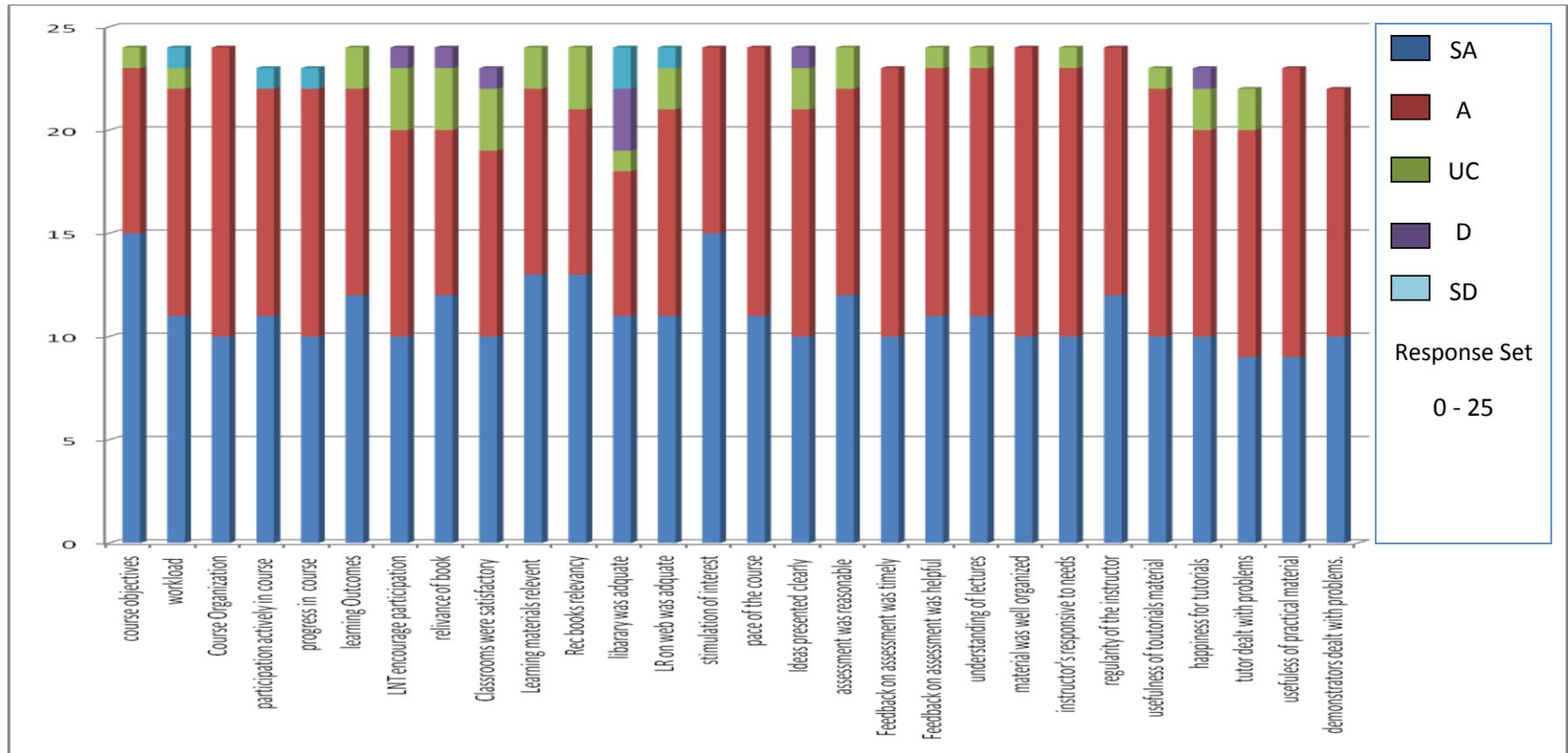
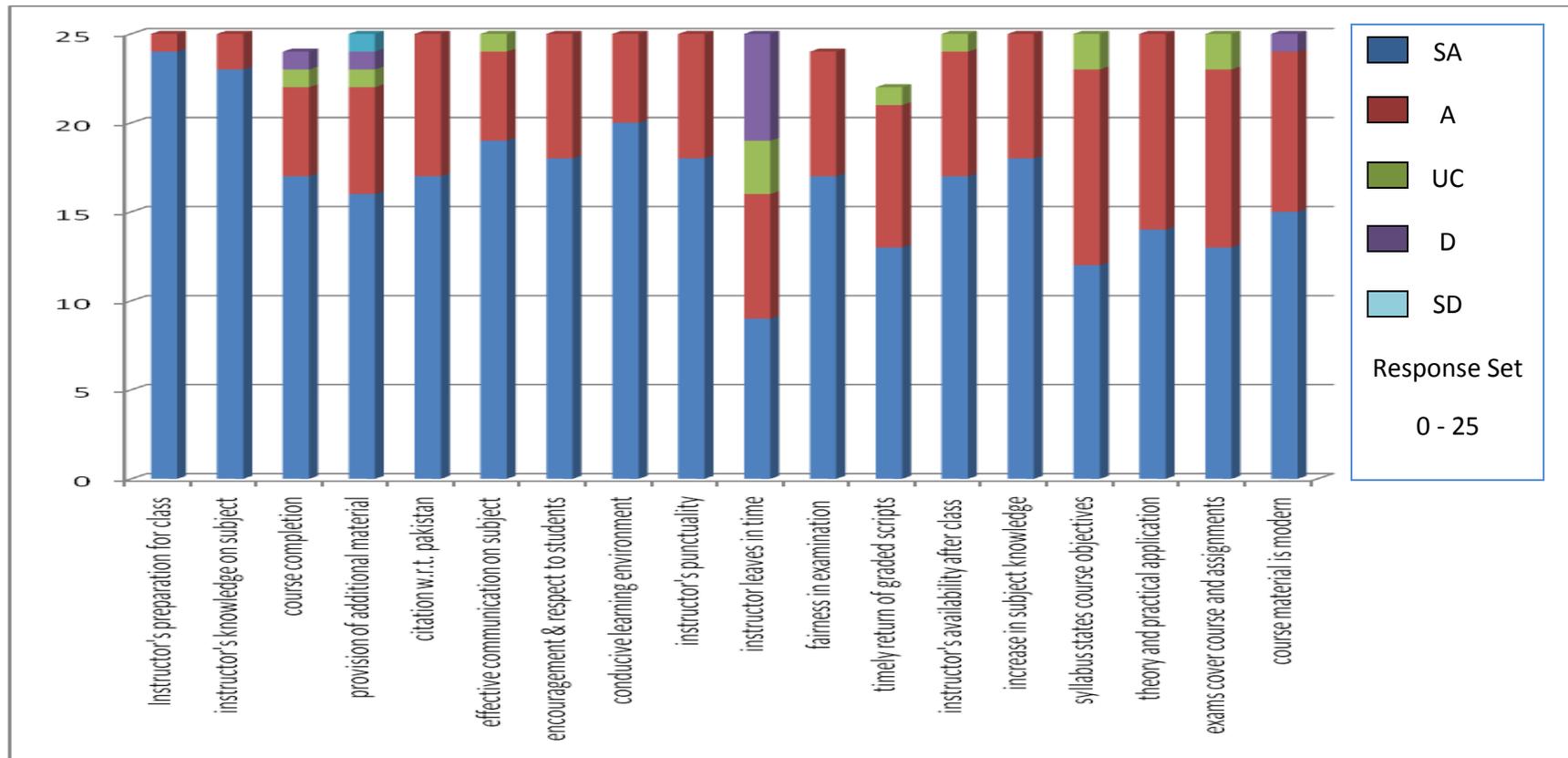


Figure 21, Course Evaluation, ANTH 712, Spring 2011

### ANTH 703:-

44% strongly agreed and 48% agreed that the course objectives were clear. 32% students strongly agreed, 54% agreed and 12% disagreed on the course work load. 52% student's strongly agreed, 28% agreed and 16% were uncertain that the course was well organized. 64% students disagreed, and 28% strongly disagreed on approximate level of their own attendance. 16% students strongly agreed, 68% agreed and 12% agreed that they participated actively in this course. 28% students strongly agreed, 56% agreed and 12% were uncertain that they have made progress in this course. 60% students strongly agreed and 32% agreed that the course was well constructed to achieve the learning outcomes. 64% strongly agreed and 36% agreed that the learning and teaching methods encouraged participation. 80% students strongly agreed and 20% agreed that the recommended reading books were relevant and appropriate. 72% students strongly agreed and 28% agreed that the classrooms were satisfactory. 52% students strongly agreed, 36% agreed and 12% were uncertain that the learning materials were relevant and useful. 42% students strongly agreed, 25% agreed, 29% were uncertain that the recommended books were relevant. 26% students strongly agreed, 26% agreed and 31% uncertain whereas 13% disagreed on the provision of learning resources in the library. 36% students strongly agreed, 41% agreed, 18% were uncertain on the provision of learning resources on the web. 56% students strongly agreed whereas 36% agreed that the course stimulated interest and thought on the subject area. 59% students strongly agreed and 33% agreed that the pace of the course was appropriate. 72% strongly agreed, 16% agreed and 12% were uncertain on ideas and concepts clarity. 40% students strongly agreed and 52% agreed that the methods of assessment were reasonable. 40% strongly agreed and 60% agreed on feedback on assessment being timely. 48% strongly agreed and 48% agreed on assessments being helpful. 36% strongly agreed, 48% agreed and 16% were uncertain that they understood the lectures. 56% strongly agreed and 44% agreed on the materials being well organized and well presented. 48% strongly agreed and 36% agreed and 16% disagreed on instructor being responsive to student's needs and problems. 72% strongly

agreed, 24% agreed on the instructor being the regularity of the instructor. 44% strongly agreed, 50% agreed on the materials being useful. 31% strongly agreed, 50% agreed whereas 13% were uncertain on being happy the amount of work given in tutorials. 25% strongly agreed, 56% agreed, 19% were uncertain that the tutor dealt effectively with their problems. 29% strongly agreed, 53% agreed and 18% were uncertain on practical material being useful or not. 29% strongly agreed, 59% agreed on demonstrator being effective in dealing with their problems



**Figure 22, Course Evaluation, ANTH 703, Fall 2011**

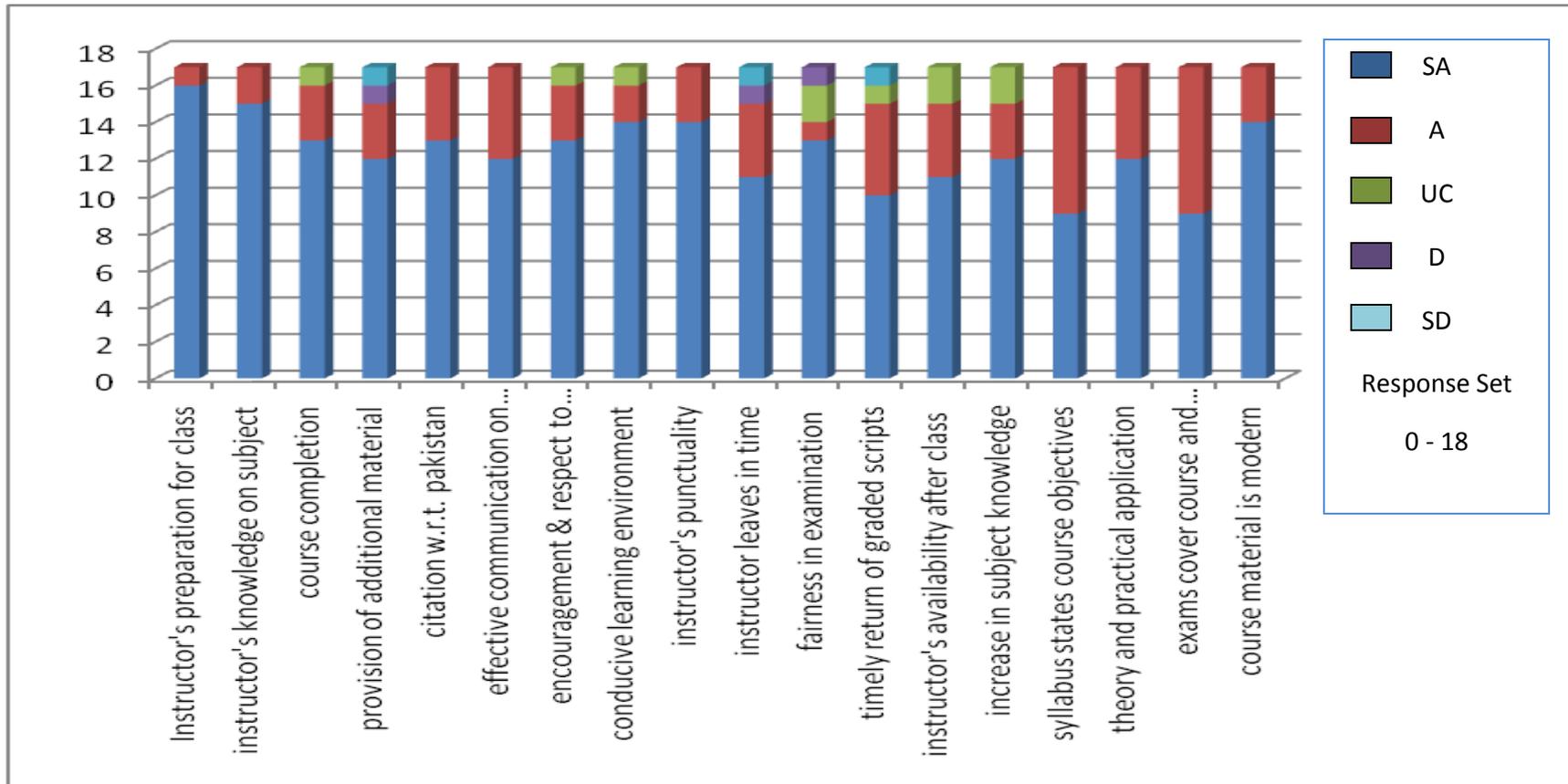
**Comments:**

Almost all of the class has commented that the course is highly informative and interesting. It touches each and every aspect of culture and society. A few students have commented that a bit easier English and a bit lesser complicated version of the lectures will be highly appreciated.

ANTH 704:-

65% strongly agreed and 35% agreed that the course objectives were clear. 53% students strongly agreed, 41% agreed on the course work load. 59% student's strongly agreed, 41% agreed that the course was well organized. 65% students disagreed, and 35% strongly disagreed on approximate level of their own attendance. 12% students strongly agreed, 63% agreed and 25% were uncertain that they participated actively in this course. 25% students strongly agreed, 56% agreed and 19% were uncertain that they have made progress in this course. 53% students strongly agreed and 47% agreed that the course was well constructed to achieve the learning outcomes. 35% strongly agreed and 65% agreed that the learning and teaching methods encouraged participation. 53% students strongly agreed and 47% agreed that the recommended reading books were relevant and appropriate. 53% students strongly agreed and 47% agreed that the classrooms were satisfactory. 59% students strongly agreed, 35% agreed and 6% were uncertain that the learning materials were relevant and useful. 47% students strongly agreed, 41% agreed, 12% were uncertain that the recommended books were relevant. 29% students strongly agreed, 47% agreed and 12% uncertain whereas 12% strongly disagreed on the provision of learning resources in the library. 47% students strongly agreed, 41% agreed, 12% were uncertain on the provision of learning resources on the web. 59% students strongly agreed whereas 41% agreed that the course stimulated interest and thought on the subject area. 53% students strongly agreed and 47% agreed that the pace of the course was appropriate. 59% strongly agreed, 41% agreed on ideas and concepts clarity. 41% students strongly agreed and 59% agreed that the methods of assessment were reasonable. 41% strongly agreed and 53% agreed on feedback on assessment being timely. 41% strongly agreed and 53% agreed on assessments being helpful. 59% strongly agreed, 35% agreed and 6% were uncertain that they understood the lectures. 47% strongly agreed and 47% agreed on the materials being well organized and well presented. 59% strongly agreed and 29% agreed and 12% were uncertain on instructor being responsive to student's needs and problems. 65% strongly agreed, 29% agreed on the instructor being the regularity of

the instructor. 53% strongly agreed, 47% agreed on the materials being useful. 38% strongly agreed, 56% agreed whereas 6% were disagreed on being happy the amount of work given in tutorials. 38% strongly agreed, 56% agreed, that the tutor dealt effectively with their problems. 41% strongly agreed, 47% agreed and 6% were uncertain on practical material being useful or not. 47% strongly agreed, 35% agreed and 12% were uncertain on demonstrator being effective in dealing with their problems.



**Figure 23, Course Evaluation, ANTH 704, Fall 2011**

**Comments:**

Majority of the students have not commented on ANTH-704. Some have mentioned it to be an interesting and intellectual course.

ANTH 709:-

59% strongly agreed and 27% agreed and 14% believed that the course objectives were clear. 50% students strongly agreed, 41% agreed on the course work load. 71% student's strongly agreed, 19% agreed that the course was well organized. 54% students disagreed, and 32% strongly disagreed on approximate level of their own attendance. 27% students strongly agreed, 45% agreed and 23% were uncertain that they participated actively in this course. 32% students strongly agreed, 50% agreed and 14% were uncertain that they have made progress in this course. 50% students strongly agreed and 41% agreed that the course was well constructed to achieve the learning outcomes. 64% strongly agreed and 32% agreed that the learning and teaching methods encouraged participation. 64% students strongly agreed and 32% agreed that the recommended reading books were relevant and appropriate. 55% students strongly agreed and 41% agreed that the classrooms were satisfactory. 46% students strongly agreed, 45% agreed and 6% were uncertain that the learning materials were relevant and useful. 41% students strongly agreed, 36% agreed, 18% were uncertain that the recommended books were relevant. 38% students strongly agreed, 33% agreed and 14% uncertain whereas 10% disagreed on the provision of learning resources in the library. 38% students strongly agreed, 33% agreed, 19% were uncertain on the provision of learning resources on the web. 59% students strongly agreed whereas 27% agreed that the course stimulated interest and thought on the subject area. 50% students strongly agreed and 41% agreed that the pace of the course was appropriate. 64% strongly agreed, 32% agreed on ideas and concepts clarity. 55% students strongly agreed and 36% agreed that the methods of assessment were reasonable. 55% strongly agreed and 45% agreed on feedback on assessment being timely. 50% strongly agreed and 45% agreed on assessments being helpful. 64% strongly agreed, 18% agreed and 9% were uncertain that they understood the lectures. 59% strongly agreed and 32% agreed on the materials being well organized and well presented. 59% strongly agreed and 36% agreed and 12% were uncertain on instructor being responsive to student's needs and problems. 59% strongly agreed, 41% agreed

on the instructor being the regularity of the instructor. 45% strongly agreed, 44% agreed on the materials being useful. 40% strongly agreed, 40% agreed whereas 13% were disagreed on being happy the amount of work given in tutorials. 34% strongly agreed, 53% agreed, that the tutor dealt effectively with their problems. 44% strongly agreed, 44% agreed and 6% were uncertain on practical material being useful or not. 44% strongly agreed and 56% agreed on demonstrator being effective in dealing with their problems.

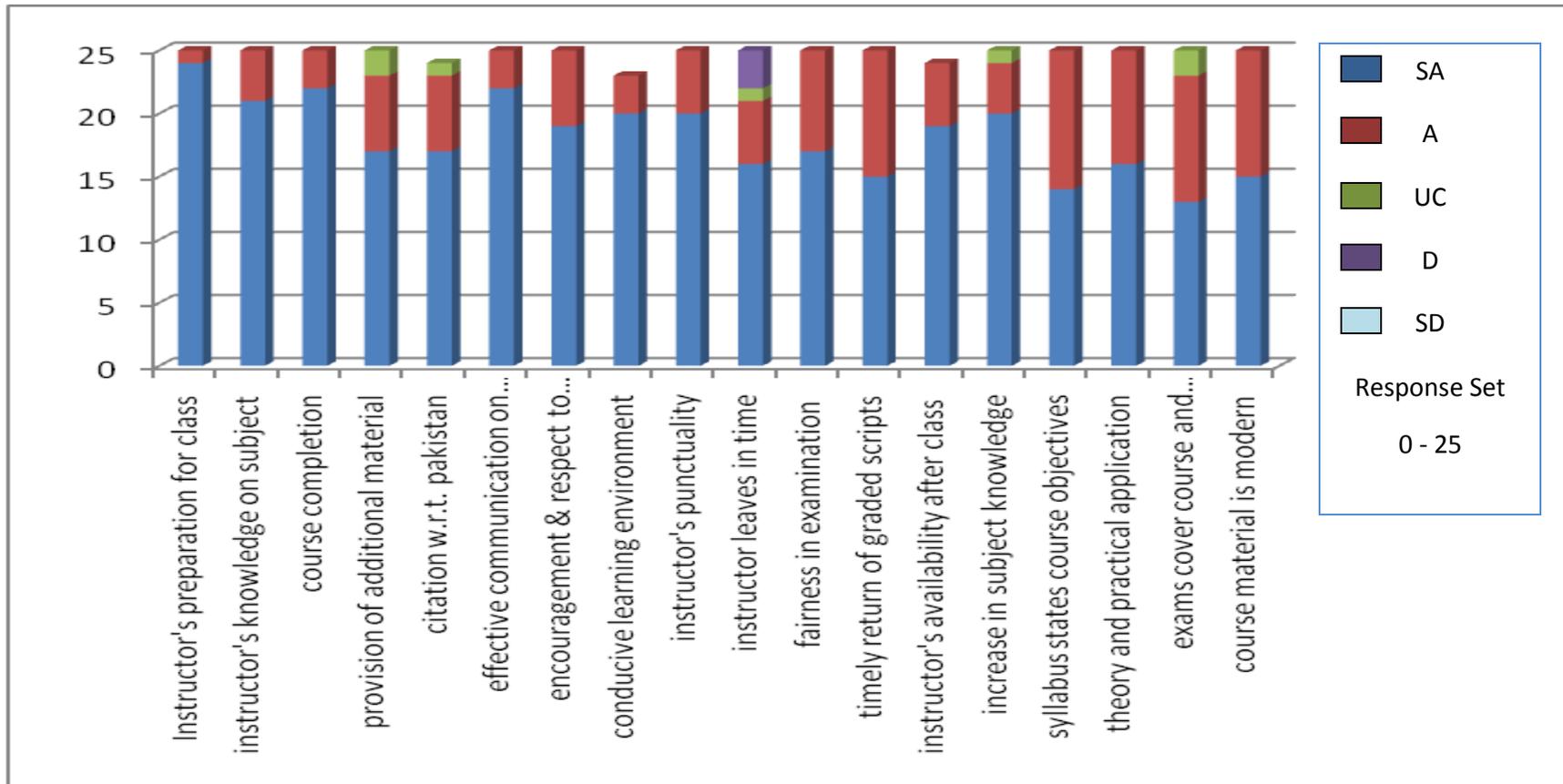


Figure 24, Course Evaluation, ANTH 709, Fall 2011

#### ANTH 705:-

30% strongly agreed and 44% agreed and 22% disagreed that the course objectives were clear. 11% students strongly agreed, 52% agreed and 22% were strongly disagreed on the course work load. 26% student's strongly agreed, 41% agreed and 15% disagreed that the course was well organized. 48% students disagreed, and 41% strongly disagreed on approximate level of their own attendance. 22% students strongly agreed, 41% agreed and 18% were uncertain and 19% disagreed that they participated actively in this course. 15% students strongly agreed, 50% agreed, 23% disagreed and 12% were uncertain that they have made progress in this course. 26% students strongly agreed and 29% agreed, 15% disagreed and 30% were uncertain that the course was well constructed to achieve the learning outcomes. 26% strongly agreed and 29% agreed, 30% 15% disagreed and 30% were uncertain and that the learning and teaching methods encouraged participation. 22% students strongly agreed and 41% agreed and 26% were uncertain that the recommended reading books were relevant and appropriate. 30% students strongly agreed and 59% agreed that the classrooms were satisfactory. 26% students strongly agreed, 44% agreed and 19% were uncertain that the learning materials were relevant and useful. 15% students strongly agreed, 55% agreed, 15% were uncertain and 15% disagreed that the recommended books were relevant. 15% students strongly agreed, 54% agreed and 12% uncertain whereas 19% disagreed on the provision of learning resources in the library. 15% students strongly agreed, 58% agreed, 12% were uncertain on the provision of learning resources on the web. 18% students strongly agreed whereas 41% agreed, 19% disagreed and 22% were uncertain that the course stimulated interest and thought on the subject area. 22% students strongly agreed and 56% agreed that the pace of the course was appropriate. 15% strongly agreed, 48% agreed and 26% disagreed on ideas and concepts clarity. 22% students strongly agreed and 41% agreed and 22% were uncertain that the methods of assessment were reasonable. 26% strongly agreed and 37% agreed, 19% disagreed and 18% were uncertain on feedback on assessment being timely. 22% strongly agreed and 44% agreed, 19% were uncertain and 15% disagreed on assessments being helpful.

18% strongly agreed, 37% agreed, 26% disagreed and 15% were uncertain that they understood the lectures. 30% strongly agreed and 37% agreed and 22% were uncertain on the materials being well organized and well presented. 15% strongly agreed and 41% agreed and 26% were uncertain on instructor being responsive to student's needs and problems. 37% strongly agreed, 48% agreed on the instructor being the regularity of the instructor. 16% strongly agreed, 47% agreed, 16% were uncertain and disagreed on the materials being useful. 21% strongly agreed, 47% agreed whereas 16% were disagreed on being happy the amount of work given in tutorials. 32% strongly agreed, 32% agreed, 26% were uncertain whether the tutor dealt effectively with their problems. 25% strongly agreed, 45% agreed and 20% were disagreed on practical material being useful or not. 25% strongly agreed and 45% agreed and 15% disagreed on demonstrator being effective in dealing with their problems.

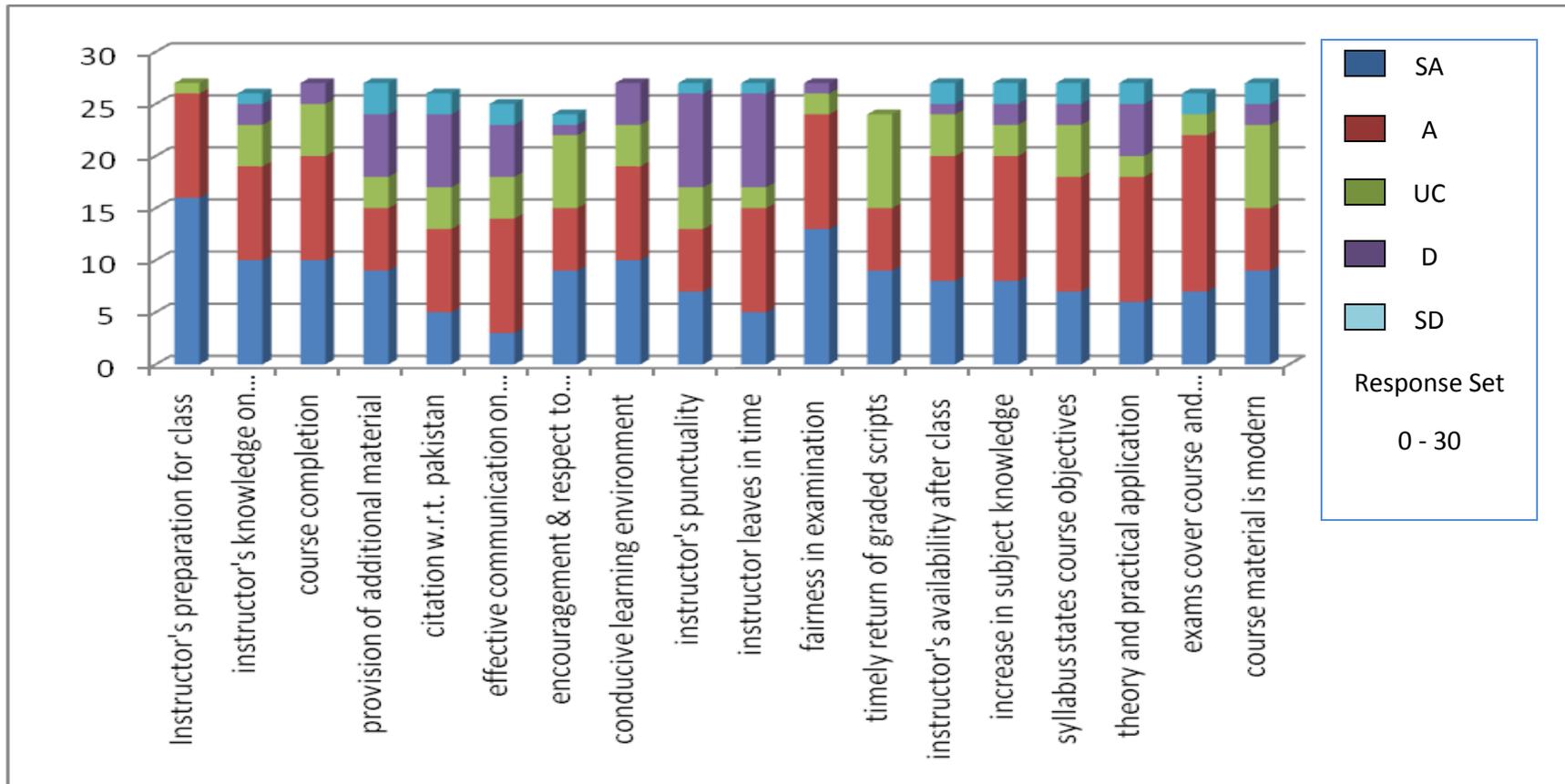


Figure 25, Course Evaluation, ANTH 705, Fall 2011

## ANTH 725:-

50% strongly agreed and 19% agreed and 19% disagreed that the course objectives were clear. 37% students strongly agreed, 38% agreed and 13% were disagreed on the course work load. 31% student's strongly agreed, 44% agreed and 18% disagreed that the course was well organized. 69% students disagreed, and 31% strongly disagreed on approximate level of their own attendance. 25% students strongly agreed, 25% agreed and 37% were uncertain and 13% disagreed that they participated actively in this course. 25% students strongly agreed, 31% agreed, 12% disagreed and 19% were uncertain that they have made progress in this course. 37% students strongly agreed and 25% agreed, 19% disagreed and 19% were uncertain that the course was well constructed to achieve the learning outcomes. 31% strongly agreed and 38% agreed, 19% disagreed and 6% were uncertain and that the learning and teaching methods encouraged participation. 31% students strongly agreed and 37% agreed and 13% were uncertain that the recommended reading books were relevant and appropriate. 31% students strongly agreed and 38% agreed and 25% were uncertain that the classrooms were satisfactory. 37% students strongly agreed, 38% agreed and 19% disagreed that the learning materials were relevant and useful. 31% students strongly agreed, 37% agreed, 13% were uncertain and 19% disagreed that the recommended books were relevant. 25% students strongly agreed, 44% agreed and 19% uncertain whereas 6% disagreed on the provision of learning resources in the library. 44% students strongly agreed, 37% agreed, 19% were uncertain on the provision of learning resources on the web. 37% students strongly agreed whereas 38% agreed, 19% disagreed and 6% were uncertain that the course stimulated interest and thought on the subject area. 38% students strongly agreed and 31% agreed that the pace of the course was appropriate. 25% strongly agreed, 44% agreed and 12% disagreed on ideas and concepts clarity. 37% students strongly agreed and 38% agreed and 13% were uncertain that the methods of assessment were reasonable. 44% strongly agreed and 25% agreed, 6% disagreed and 25% were uncertain on feedback on assessment being timely. 40% strongly agreed and 27% agreed, 27% were uncertain and 6%

disagreed on assessments being helpful. 3% strongly agreed, 38% agreed, 25% disagreed and that they understood the lectures. 37% strongly agreed and 31% agreed and 13% were uncertain on the materials being well organized and well presented. 37% strongly agreed and 31% agreed and 13% were uncertain on instructor being responsive to student's needs and problems. 37% strongly agreed, 50% agreed on the instructor being the regularity of the instructor. 54% strongly agreed, 20% agreed, 13% were uncertain and disagreed on the materials being useful. 40% strongly agreed, 33% agreed whereas 13% were disagreed on being happy the amount of work given in tutorials. 34% strongly agreed, 33% agreed, 13% were uncertain whether the tutor dealt effectively with their problems. 37% strongly agreed, 31% agreed and 13% were disagreed on practical material being useful or not. 37% strongly agreed and 31% agreed and 13% disagreed on demonstrator being effective in dealing with their problems.

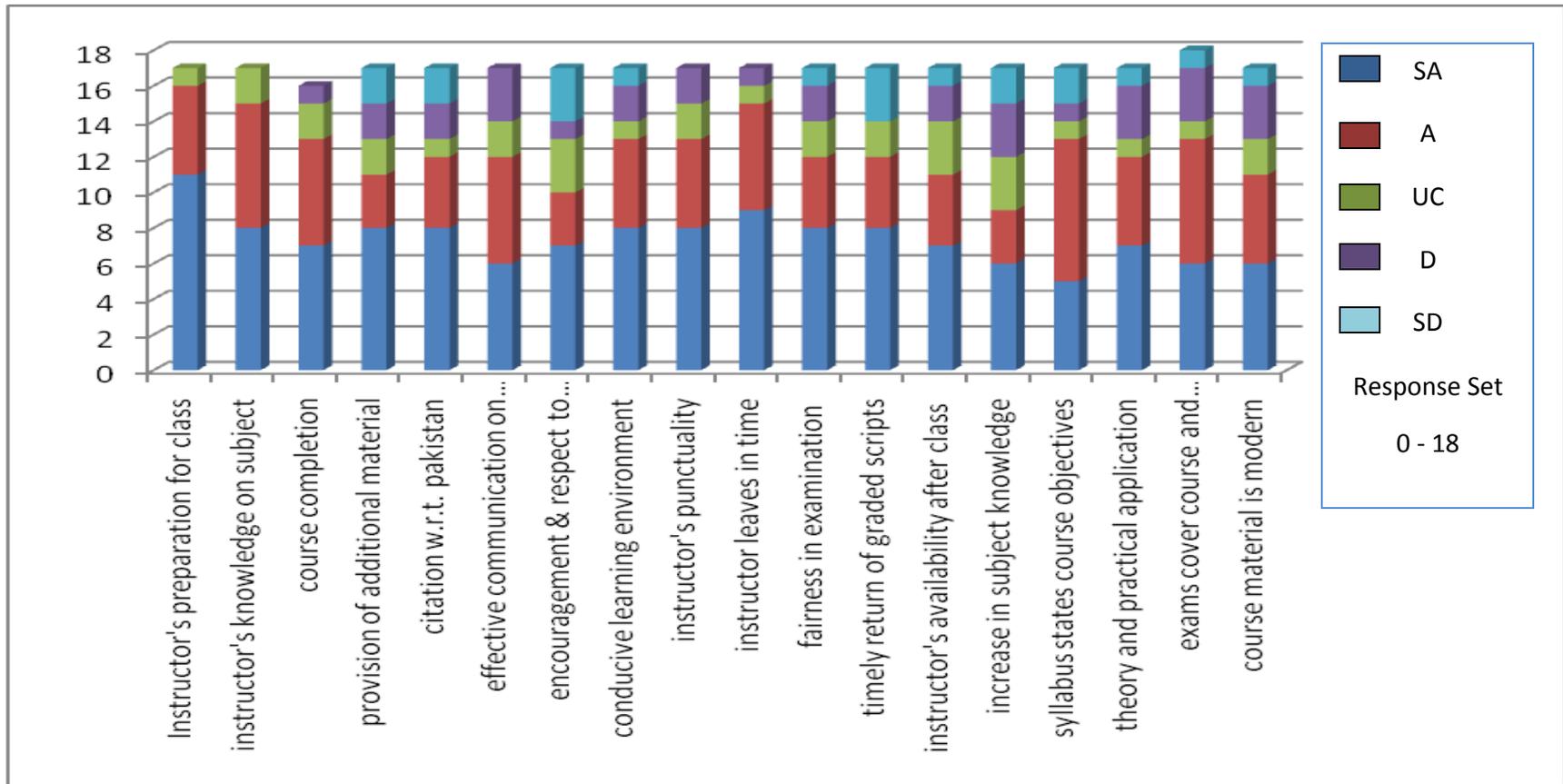


Figure 26, Course Evaluation, ANTH 725, Fall 2011

## ANTH 701:-

32% strongly agreed and 56% agreed that the course objectives were clear. 27% students strongly agreed, 43% agreed on the course work load. 35% student's strongly agreed, 53% agreed that the course was well organized. 33% students disagreed, and 49% strongly disagreed on approximate level of their own attendance. 27% students strongly agreed, 52% agreed and 12% were uncertain that they participated actively in this course. 25% students strongly agreed, 63% agreed that they have made progress in this course. 38% students strongly agreed and 50% agreed that the course was well constructed to achieve the learning outcomes. 32% strongly agreed and 44% agreed and 21% were uncertain that the learning and teaching methods encouraged participation. 29% students strongly agreed and 47% agreed whereas 15% disagreed that the recommended reading books were relevant and appropriate. 50% students strongly agreed and 35% agreed that the classrooms were satisfactory. 35% students strongly agreed, 56% agreed that the learning materials were relevant and useful. 25% students strongly agreed, 53% agreed, 19% were uncertain that the recommended books were relevant. 15% students strongly agreed, 44% agreed and 23% uncertain whereas 15% disagreed on the provision of learning resources in the library. 17% students strongly agreed, 62% agreed, 18% were uncertain on the provision of learning resources on the web. 27% students strongly agreed whereas 70% agreed that the course stimulated interest and thought on the subject area. 22% students strongly agreed and 69% agreed that the pace of the course was appropriate. 39% strongly agreed, 49% agreed on ideas and concepts clarity. 24% students strongly agreed and 61% agreed that the methods of assessment were reasonable. 30% strongly agreed and 64% agreed on feedback on assessment being timely. 36% strongly agreed and 52% agreed on assessments being helpful. 39% strongly agreed, 58% agreed that they understood the lectures. 39% strongly agreed and 55% agreed on the materials being well organized and well presented. 45% strongly agreed and 55% agreed and on instructor being responsive to student's needs and problems. 69% strongly agreed, 31% agreed on the instructor being the regularity of the instructor. 26% strongly agreed, 44% agreed

certain and 19% were on the materials being useful. 33% strongly agreed, 56% agreed on being happy the amount of work given in tutorials. 25% strongly agreed, 58% agreed, that the tutor dealt effectively with their problems. 31% strongly agreed, 46% agreed and 19% were uncertain on demonstrator being effective in dealing with their problems.

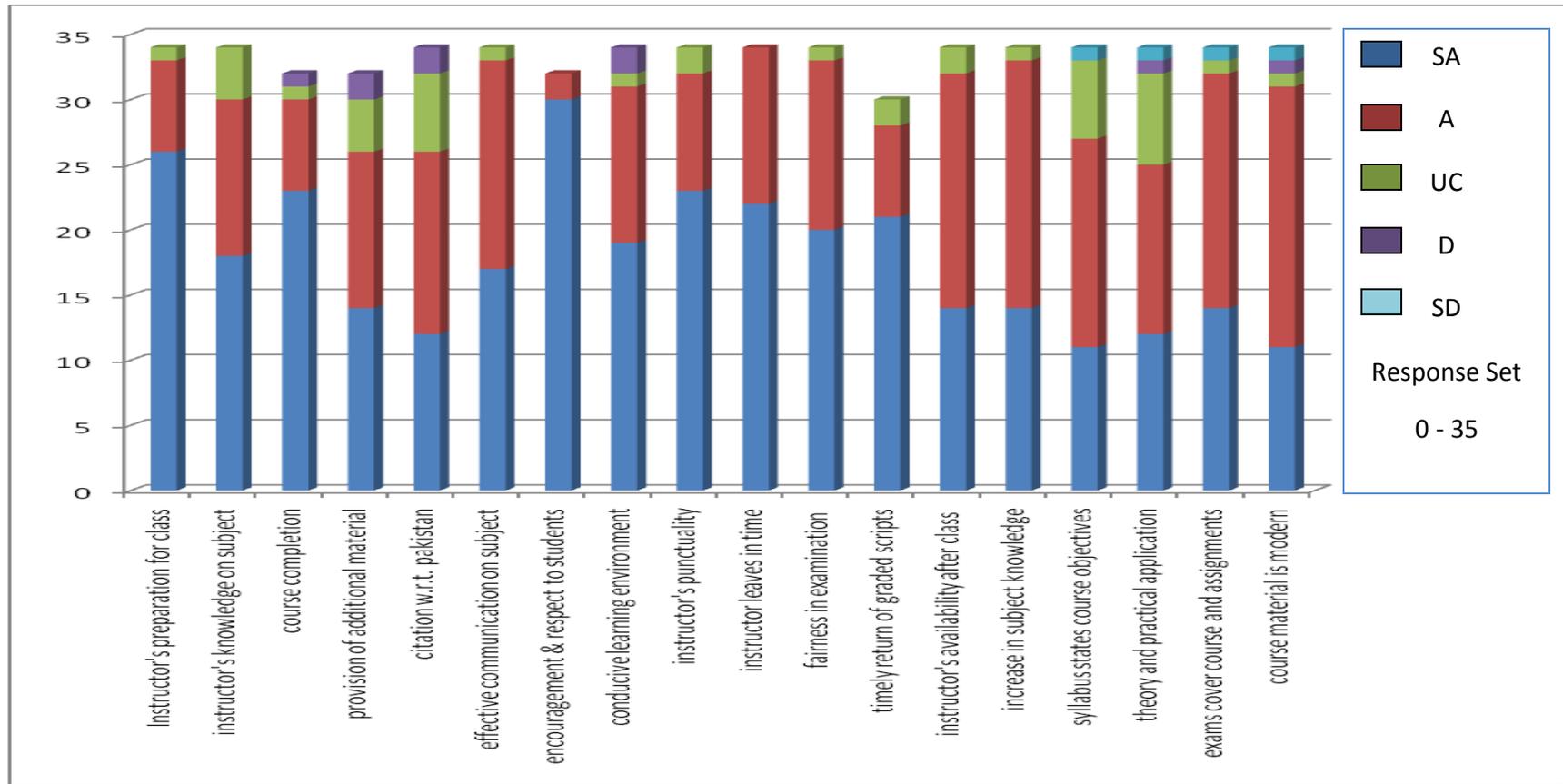


Figure 27, Course Evaluation, ANTH 701, Fall 2011

## ANTH 707:-

61% strongly agreed and 39% agreed that the course objectives were clear. 39% students strongly agreed, 44% agreed and 11% disagreed on the course work load. 44% student's strongly agreed, 50% agreed and 6% were uncertain that the course was well organized. 56% students disagreed, and 39% strongly disagreed on approximate level of their own attendance. 33% students strongly agreed, 50% agreed and 17% were uncertain that they participated actively in this course. 39% students strongly agreed, 28% agreed and 33% were uncertain that they have made progress in this course. 44% students strongly agreed and 50% agreed that the course was well constructed to achieve the learning outcomes. 50% strongly agreed and 39% agreed that the learning and teaching methods encouraged participation. 50% students strongly agreed and 33% agreed that the recommended reading books were relevant and appropriate. 53% students strongly agreed and 41% agreed that the classrooms were satisfactory. 29% students strongly agreed, 71% agreed that the learning materials were relevant and useful. 29% students strongly agreed, 35% agreed, 24% were uncertain that the recommended books were relevant. 41% students strongly agreed, 29% agreed and 24% uncertain on the provision of learning resources in the library. 39% students strongly agreed, 55% agreed, 18% were uncertain on the provision of learning resources on the web. 39% students strongly agreed whereas 56% agreed that the course stimulated interest and thought on the subject area. 33% students strongly agreed and 61% agreed that the pace of the course was appropriate. 53% strongly agreed, 47% agreed on ideas and concepts clarity. 50% students strongly agreed and 44% agreed that the methods of assessment were reasonable. 28% strongly agreed and 67% agreed on feedback on assessment being timely. 56% strongly agreed and 33% agreed on assessments being helpful. 67% strongly agreed, 28% agreed that they understood the lectures. 39% strongly agreed and 56% agreed on the materials being well organized and well presented. 61% strongly agreed and 33% agreed on instructor being responsive to student's needs and problems. 44% strongly agreed, 50% agreed on the instructor

being the regularity of the instructor. 47% strongly agreed, 47% agreed on the materials being useful. 53% strongly agreed, 35% agreed whereas 12% were uncertain on being happy the amount of work given in tutorials. 41% strongly agreed, 41% agreed, 18% were uncertain that the tutor dealt effectively with their problems. 44% strongly agreed, 50% agreed on practical material being useful or not. 56% strongly agreed, 39% agreed on demonstrator being effective in dealing with their problems.

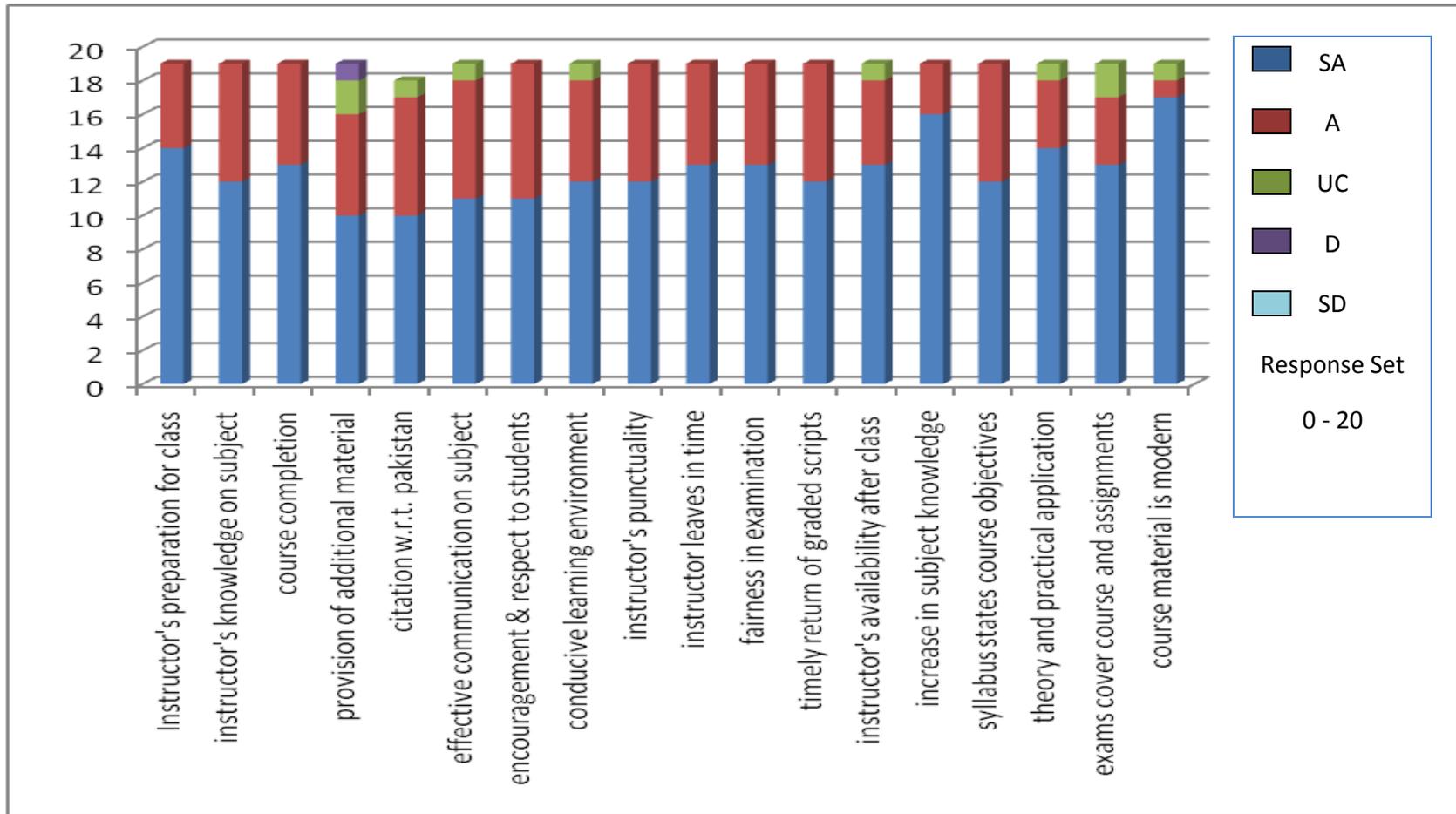
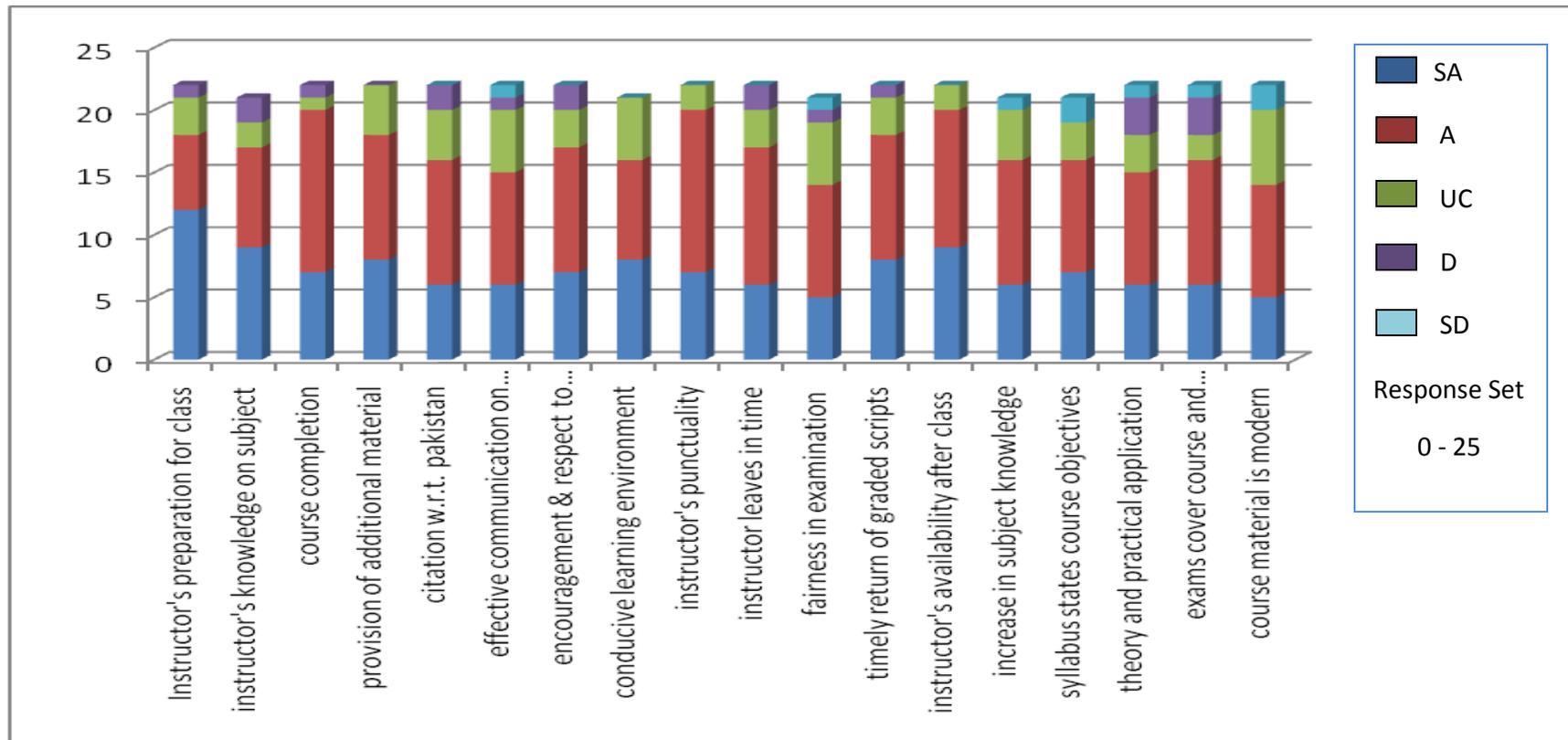


Figure 28, Course Evaluation, ANTH 707, Fall 2011

ANTH 706:-

42% strongly agreed and 33% agreed that the course objectives were clear. 42% students strongly agreed, 38% agreed, on the course work load. 50% student's strongly agreed, 38% agreed, that the course was well organized. 33% students disagreed, and 63% strongly disagreed on approximate level of their own attendance. 42% students strongly agreed, 37% agreed 13% were uncertain that they participated actively in this course. 34% students strongly agreed, 54% agreed that they have made progress in this course. 44% students strongly agreed and 36% agreed certain, that the course was well constructed to achieve the learning outcomes. 37% strongly agreed and 38% agreed, 17% disagreed that the learning and teaching methods encouraged participation. 37% students strongly agreed and 38% agreed, 17% disagreed that the recommended reading books were relevant and appropriate. 46% students strongly agreed and 29% agreed that the classrooms were satisfactory. 54% students strongly agreed, 38% agreed that the learning materials were relevant and useful. 46% students strongly agreed, 46% agreed, that the recommended books were relevant. 42% students strongly agreed, 37% agreed and 17% uncertain on the provision of learning resources in the library. 33% students strongly agreed, 42% agreed, 17% were uncertain on the provision of learning resources on the web. 46% students strongly agreed whereas 38% agreed, that the course stimulated interest and thought on the subject area. 29% students strongly agreed and 63% agreed, that the pace of the course was appropriate. 42% strongly agreed, 33% agreed, on ideas and concepts clarity. 46% students strongly agreed and 37% agreed, 13% were uncertain that the methods of assessment were reasonable. 39% strongly agreed and 39% agreed on feedback on assessment being timely. 37% strongly agreed and 38% agreed, 17% were uncertain whereas 8% disagreed on assessments being helpful. 48% strongly agreed, 39% agreed and 13% disagreed that they understood the lectures. 29% strongly agreed and 67% agreed on the materials being well organized and well presented. 54% strongly agreed and 29% agreed and 9% were uncertain on instructor being responsive to student's needs and problems. 46% strongly agreed, 50% agreed, on the instructor

being the regularity of the instructor. 31% strongly agreed, 65% agreed on the materials being useful. 39% strongly agreed, 44% agreed on being happy the amount of work given in tutorials. 48% strongly agreed, 39% agreed, that the tutor dealt effectively with their problems. 41% strongly agreed, 41% agreed and 9% were uncertain on practical material being useful or not. 31% strongly agreed, 52% agreed and 9% were uncertain on demonstrator being effective in dealing with their problem



**Figure 29, Course Evaluation, ANTH 706, Spring 2012**

**Comments:**

Students have commented that they have improved a lot in their course; they feel a dire need for conducting various surveys to the archaeological sites. The students have commented that the video clips, movies and slides have really helped them maintain their interest in the course. The overall course as per their comments seems well organized and well prepare.

## **7. Progress in research since last review**

The students who were enrolled in 2009 are in their 4<sup>th</sup> semester now. All the research they have done as yet includes their literature review which they have conducted in for their synopsis. Hence, they do not have any comments on the progress of their research.

## **8. Comments on level of supervision received**

Majority of the students i.e. almost 70% are satisfied with the level of supervision received. 15% of the students have answered that they were not highly satisfied from their thesis supervisor since he is extremely busy in his official and administrative responsibilities. Rest of the 15% students is not satisfied since they claim that the co-supervisors have not given a critical review or analysis of their research work. Majority of the students who are not satisfied are working with external supervisors.

## **9. Plans for achievement over six months**

Around 60% of the students planned to complete their research in next 6<sup>th</sup> months by completing their field work and thesis writing. Some of them are not completing the requirement of 2.5 CGPA for the award of degree hence, they are planning to take extra courses and repeat the failed courses to fulfill their degree requirement. 20% of the students who are done with their fieldwork and are in process of writing their thesis wish to complete their degree and fins a good job. 10% of the students wish to prepare and apply for their next degree i.e. M. phil while the rest of the 10% students have no idea and are uncertain about their future plans.

## **10. Comments on generic/subject specialist training**

Around 40% of the students have not commented on generic or subject specialist training that they have received internally or externally. 50% of the students have replied no in response to

this question whereas 10% of the students have commented that they wish to get some external training i.e. specialized and then help them in their research.

### **11. Access to sophisticated scientific equipment**

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

### **12. Availability of sufficient research material/commodities**

40% of the students have commented that they have easy access to these commodities i.e. library, books and reference letters. 30% of the students have not replied to this question. 20% of the students have negated the statement. The remaining 10% have commented that they have access to the required facilities to some extent.

### **7. Progress in research since last review**

Majority of the students enrolled in 2009 have completed their fieldwork and are in process of writing their thesis. Some of the students enrolled in this batch are still doing their research. The students enrolled in 2010 are currently doing their literature review and planning to initiate their fieldwork.

### **8. Comments on level of supervision received**

40% of the students are highly satisfied with their research supervisor. They have claimed that the level of guidance and supervision that they are receiving is excellent. Their supervisors are really helping, cooperative and into their research. 50% of the students have replied that the level of supervision they are receiving is satisfactory since they are not very much happy with the pace of the research. 5% of the students are either uncertain or they have not replied to this question whereas the remaining 5% are not happy with their supervisors since they have issues with the amount of time the supervisors give to them, their hectic schedule or the attitude of the supervisor.

### **9. Plans for achievement over six months**

90% of the students have the sole aim of completing their research and thesis writing in the upcoming six month whereas the remaining 10% are unsure about their future plans.

### **10. Comments on generic/subject specialist training**

50% students have not commented on this question. 40% students replied that they have not got any internal or external training and 10% students are willing to receive some training on communication skills, research writing, social psychology, and statistical soft wares' trainings which are used for data analysis.

### **11. Access to sophisticated scientific equipment**

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

### **12. Availability of sufficient research material/commodities**

70% of the students have commented that they have easy access to these commodities i.e. library, books and reference letters. 10% of the students have not replied to this question. 10% of the students have negated the statement. The remaining 10% have commented that they have access to the required facilities to some extent.

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

	M.Sc. Anthropology	Saima Abbasi (02-arid-545)
	M.Sc. Anthropology	Nazish Aman (02-arid-557)
	M.Sc. Anthropology	Sadaf Sher (02-arid-559)
2003-2004 to2005-2006	M.Sc. Anthropology	Fehmida Shehnaz (02-arid-488)
	M.Sc. Anthropology	Shabina Kausar (03-arid-958)
	M.Sc. Anthropology	Erum Bashir (03-arid-961)
	M.Sc. Anthropology	Rizwana Aziz (03-arid-965)
	M.Sc. Anthropology	Muhammad Imran Afzal (03-arid-972)
	M.Sc. Anthropology	Aftab Ahmad (03-arid-975)
	M.Sc. Anthropology	Ambreen Nawaz (03-arid-982)
	M.Sc. Anthropology	Fouzia Syed (03-arid-983)
	M.Sc. Anthropology	Salman Sohail (03-arid-994)
	M.Sc. Anthropology	Bushra Afzal (03-arid-974)
	M.Sc. Anthropology	Ahtesham Babar (03-arid-988)
	M.Sc. Anthropology	Arooj Iftikhar (03-arid-981)
	M.Sc. Anthropology	Malik Khizar Shoukat (03-arid-989)
2004-2005 to2006-2007	M.Sc. Anthropology	Shaista Gul (04-arid-873)
	M.Sc. Anthropology	Misbah Rani (04-arid-857)
	M.Sc. Anthropology	Sobia Sddique (04-arid-856)
	M.Sc. Anthropology	Irum Zulfiqar (04-arid-858)
	M.Sc. Anthropology	Maryam Iqbal (04-arid-859)
	M.Sc. Anthropology	Saima Afzal (04-arid-860)
	M.Sc. Anthropology	Mehwish Bashir (04-arid-864)

	M.Sc. Anthropology	Muhammad Rizwan Khan (04-arid-866)
	M.Sc. Anthropology	Obaid-ur-Rehman (04-arid-871)
	M.Sc. Anthropology	Abdul Tawab (04-arid-894)
	M.Sc. Anthropology	Abdul Hameed (04-arid-892)
2005-2006 to 2007-2008	M.Sc. Anthropology	Adeela Jamil Abbasi (05-arid-781)
	M.Sc. Anthropology	Sara Latif Shah (05-arid-1089)
	M.Sc. Anthropology	Danish Anjum (05-arid-799)
	M.Sc. Anthropology	Sana Mukhtar (05-arid-793)
	M.Sc. Anthropology	Muhammad Aurangzaib (05-arid-786)
	M.Sc. Anthropology	Sadia Kiran (06-arid-1313)
	M.Sc. Anthropology	Tayyba Nawaz (06-arid-1317)
	M.Sc. Anthropology	Khalid Jehangir Khan (06-arid-1322)
	M.Sc. Anthropology	Muhammad Sulaman Ijaz (06-arid-1324)
	M.Sc. Anthropology	Muhammad Tahir (06-arid-1329)
	M.Sc. Anthropology	Shaheer Elahi Khan (06-arid-1339)
	M.Sc. Anthropology	Ikhtlaq Ahmad (03-arid-665)
	M.Sc. Anthropology	Imran Mahmood (06-arid-1347)
	M.Sc. Anthropology	Shoukat Ali (06-arid-1348)
	M.Sc. Anthropology	Syed Rashid Ali Shah (06-arid-1352)
	M.Sc. Anthropology	Muhammad Aslam (06-arid-1314)
	M.Sc. Anthropology	Ayesha Hasan (03-arid-993)
2007-2008 to 2009-2010	M.Sc. Anthropology	Sobia Shabir (07-arid-1310)
	M.Sc. Anthropology	Afgan Ali (07-arid-1484)

	M.Sc. Anthropology	Aneela Naz (07-arid-1485)
	M.Sc. Anthropology	Usman Qayyum (07-arid-1486)
	M.Sc. Anthropology	Nafeesa Mehreen (07-arid-1487)
	M.Sc. Anthropology	Gulnaz Bano (07-arid-1489)
	M.Sc. Anthropology	Rabia Batool (07-arid-1491)
	M.Sc. Anthropology	Ayesha Niaz (07-arid-1495)
	M.Sc. Anthropology	Sana Tariq (07-arid-1501)
	M.Sc. Anthropology	Khair-un-Nisa (07-arid-1504)
	M.Sc. Anthropology	Asma Mehboob (07-arid-1514)
	M.Sc. Anthropology	Bushra Nazar (07-arid-1520)
	M.Sc. Anthropology	Nighat Aurangaib (07-arid-1521)
	M.Sc. Anthropology	Aijaz Hussain Lone (03-arid-995)
	M.Sc. Anthropology	Asad Raza Khan (07-arid-1524)
2008-2009 to 2010-2011	M.Sc. Anthropology	Maryam Noor (08-arid-963)
	M.Sc. Anthropology	Muhammad Khurum Irshad (08-arid-964)
	M.Sc. Anthropology	Sobia Mumtaz (08-arid-969)
	M.Sc. Anthropology	Abbas Raza (08-arid-955)
	M.Sc. Anthropology	Sonia Khan (08-arid-970)
	M.Sc. Anthropology	Kanwal Shahzadi (08-arid-962)
	M.Sc. Anthropology	Nasira Azim Khan (08-arid-966)
	M.Sc. Anthropology	Quandeel Zahra Mehwish (08-arid-967)
	M. Sc. Anthropology	Nabeela Zaigham (07-arid-1506)
2009-2010 to 2011-2012	M.Sc. Anthropology	Ahsan Zia Abbasi (09-arid-1343)

		M.Sc. Anthropology	Muhammad Waqas (09-arid-1358)
		M.Sc. Anthropology	Nazia Israr (09-arid-1360)
		M.Sc. Anthropology	Wajiha Zaheer (09-arid-1372)
		M.Sc. Anthropology	Zara Zaib (09-arid-1373)
	2010-2011 to 2012-2013	M. Sc. Anthropology	Afia Tehseen (10-arid-665)
		M. Sc. Anthropology	Hira Khalid (10-arid-670)
		M. Sc. Anthropology	Sadaf Kayani (10-arid-684)
		M. Sc. Anthropology	Saima Niamet (10-arid-684)
		M. Sc. Anthropology	Sidra Sarwar (10-arid-692)
	<p>In addition to being the supervisor of above-mentioned students, I also was member supervisory committee of an equal if not of many more students and I also actively contributed to solve the problems related to research of almost all M. Sc. Anthropology students and contributed what I have learnt the hard way and what little bit I have knowledge of anthropology and anthropological research.</p>		
Service Activity	<p>Whatever duty or responsibility that has been handed over to me as an employee of this University I have made every effort to perform that task or duty to the best of my abilities within the boundaries of my shortcomings. Whether I made any worthwhile contribution depends on whether God wanted it or not.</p>		
Brief Statement of Research Interest	<p>Any research topic relating to the four fields of anthropology that captures my imagination and is of interest to me and also creates interest in the people who will be my subjects, is scientifically amenable and within the constraints of time, money and accessibility and that can contribute to modification and improvement of theory already existing in anthropology; all or any such research will interest me.</p>		
Publications	No Publications		
Research Grants and Contracts	No such research Grants or contracts.		
Other Research or Creative Accomplishments	None so far.		
Selected Professional Presentations	Not Applicable		

## Faculty Resume

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

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

## *Faculty Resume*

<i>Name</i>	<i>Mahwish Zeeshan</i>
<i>Personals</i>	<i>Hussainz, 81, Lane 1, Lake View Lanes, Korang Road, Near Banni Gaala, Islamabad</i> Residence: 051-2613559 Cell # 03345487127
<i>Experience</i>	<i>Date, Title, Institution.</i> 15-01-2011, Lecturer, Department of Anthropology & Sociology, PMAS UAAR 05-11-2009--14-01-2011, Placement Officer/ Assistant Registrar, PIDE. 28-09-2006---28-10-2009, Regional Manager, Auspak International Lahore/ Rawalpindi. 04-04-2006---30-08-2006, Intern, Rozan, Islamabad. July 2003-June 2005, Anchor/Compare, NCAC, PBC, Islamabad.
<i>Honor and Awards</i>	Debating Coordinator, PMAS UAAR, February, 2011 till date. Vice President, QDLS, QAU, 2004-2006.
<i>Trainings &amp; Workshops</i>	5 day sensitization workshop on “Violence against Women”, 26th-30 <sup>th</sup> June, 2006 at Rozan, Islamabad. 4 day workshop on “Para Counseling Skills”, 19 <sup>th</sup> -22 <sup>nd</sup> June, 2006 at Rozan Islamabad. 5day training course on “Effective Communication Skills” held from April 12-17 <sup>th</sup> , 2010 at PIDE, Islamabad.  3 day 1 <sup>st</sup> International conference on “Poverty Alleviation through sustainable Resource Management” Held from March 8 <sup>th</sup> -10 <sup>th</sup> , 2011 Organized by NASIC at Pakistan Science Foundation, Islamabad. 1 <sup>st</sup> International conference on Promotion of Social Sciences Research in Pakistani Universities; Prospects & Challenges held at HEC from April 18 <sup>th</sup> -20 <sup>th</sup> 2011.
<i>Brief Statement of Research Interest</i>	<i>Emerging socio cultural issues with reference to youth &amp; Religion.</i>

### *Faculty Resume*

<i>Name</i>	<i>Humera Dinar</i>
<i>Personals</i>	<p><i>House #366, Street#42, G-9/4, Islamabad</i></p> <p>Cell # 03435821133 Email: humeradinar@uuar.edu.pk</p>
<i>Experience</i>	<p><i>Date, Title, Institution.</i></p> <p>23-01-2012, Lecturer, Department of Anthropology &amp; Sociology, PMAS UAAR</p> <p>July 2011-Dec 2011, Project Coordinator, Knowledge Kottage, Bahria Town, Islamabad</p> <p>Dec 2010-Feb 2011, Research Associate, Ali's Finesse Rawalpindi</p>
<i>Honor and Awards</i>	
<i>Trainings &amp; Workshops</i>	
<i>Brief Statement of Research Interest</i>	<i>Various socio-cultural aspects related to development, empowerment, religion</i>

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

## **Strength of the Department**

The main strength of the department is as under:

### **1. Know the nature, intent, and scope of anthropology.**

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

### **2. Socio-Cultural Anthropology**

Students demonstrate an ability to critically evaluate the global human condition, making connections between local and global contexts. Students also understand the issues of cultural relativism and ethnocentrism in a multicultural world, and be more sensitive to the diversity of worldviews.

### **3. Archaeological Anthropology**

Students will demonstrate an understanding of the main concepts, methods, and techniques used in analyzing existing and past human societies and the significance of material culture.

### **4. Physical Anthropology**

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

### **5. Language and communication systems**

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

## **6. Applications of Anthropology Knowledge**

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

## **7. Ethical reasoning**

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

## **8. Anthropological Theory**

Students learn how science and humanities paradigms inform anthropological inquiry.

### **Weaknesses Identified in the Program**

The weaknesses are as under:

1. There is no full-fledged department's representative to monitor the field projects of the researchers (as is a case in other sister anthropology departments at other universities);
2. The department lacks allocations of research grants for the students (as is a case in other anthropology departments in other universities);
3. The departmental budget is a huge hurdle for initiating any developmental program aimed at the professional development of the students as well as the faculty;
4. The computer lab for the students is desperately required to enhance and support the research chores of the students;
5. The faculty requires PCs for accelerating their research and publication process;
6. The Department needs to widen the subject eligibility criteria for seeking admission in Anthropology at the University; and,
7. The department is lagging far behind in arranging extensive field visits at various locations regarding socio-cultural anthropology and archaeology for more in-depth insights.

Table-3 indicates in the credit of faculty members of the Sociology Department.

**TABLE 3: QUANTITATIVE ASSESSMENT OF THE DEPARTMENT**

<b>Sr. #</b>	<b>Particular</b>	<b>No.</b>	<b>Remarks</b>
1	M.Sc degree awarded	105	Most of them are currently employed and are holding various positions
2	Student Teacher ratio	1:7	Each teacher has taken 7 students on an average

**Major Future Improvement Plans:**

1. To request for enhancing the departmental annual budget;
2. To focus on documenting the anthropology of Potohar Region;
3. To request for provision of PCs for the Faculty;
4. To advocate for the research grants for the research students (as they usually in far flung areas for their data collection);
5. To collaborate with INGOs and NGOs for securing jobs for students and also for initial internship programs;
6. Initiation of Post Graduate Diploma in Development Anthropology; and
7. Initiation of M. Phil program in Anthropology.

**The Department is providing following community Services:**

1. Teaching and Research Supervision to the Students;
2. Various aspects of the society are being studied. The same studies can become a resource information for initiating any developmental initiative in those areas; and,
3. The department is invited in various conferences and seminars for professional feedback.

### Faculty Satisfaction Regarding the Administrative Services:

1. The faculty is highly satisfied with the administrative services at the department yet proposed few improvements that have been elaborated in lines above.
2. The chairman/Dean FoS is especially encouraging the innovative ideas from the faculty.
3. The department is striving its utmost attempt to provide all necessities of teaching and research to faculty to facilitate their teaching and research loads.

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

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

**TABLE 4: PRESENT PERFORMANCE MEASURES FOR RESEARCH ACTIVITIES**

Faculty	Journal Publications (National & International)	Conference Publications (Proceedings/ Abstract)	Projects
Mr. Abid Ghafoor Chaudhry	International: 1 National: 5 Under process: 10	10	1
Mr. Zaheer Adnan	0	0	0
Ms. Mahwish Zeeshan	0	0	0
Ms. Humera Dinar	0	0	0

## **CRITERION 2: CURRICULUM DESIGN AND ORGANIZATION**

### **Degree Title: M. Sc Anthropology**

**Intent:** Curriculum for the Department of Anthropology is revised and updated through designated bodies as per any need as done through the new scheme of studies which was approved in 2010. The 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 convened the meetings of the body in which discussion was carried to see and finalize the courses which were to be sent to the Faculty Board for further discussion before its submission to the academic council.

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

**Degree Plan:** Presently one degree programs offered by the department.

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

#### **Pre-requisites**

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

### Degree requirements for Masters

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

**Table 5: Scheme of Studies for M. Sc Anthropology**

#### New Scheme of Studies: M.Sc. Anthropology

Course No.	Course Title	Credit Hours
<b>Core Courses</b>		
ANTH-701	Introduction to Anthropology	3(3-0)
ANTH-702	Physical Anthropology	3(3-0)
ANTH-703	Socio-Cultural Anthropology	3(3-0)
ANTH-704	Anthropological Theory	3(3-0)
ANTH-705	Linguistic Anthropology	3(3-0)
ANTH-706	Archaeological Anthropology	3(3-0)
ANTH-707	Ethnographic Research Methods	3(2-2)
ANTH-719	Special Problem	1(1-0)
ANTH-720	Seminar	1(1-0)
ANTH-799	Thesis	10(0-20)
<b>Optional Courses</b>		
ANTH-708	Human Variation and Genetics	3(3-0)
ANTH-709	Urban Societies	3(3-0)
ANTH-710	Perspectives on Development	3(3-0)
ANTH-712	Rituals and Supernatural Beliefs	3(3-0)
ANTH-713	Political Process and Governance	3(3-0)
ANTH-714	Sex, Gender and Kinship	3(3-0)
ANTH-715	Emergence of State and Culture	3(3-0)
ANTH-716	Environment, Technology and Society	3(3-0)
ANTH-717	Human Ecology	3(3-0)
ANTH-718	Modernity and Post Modernity	3(3-0)
ANTH-721	Past Societies	3(3-0)
ANTH-722	Culture and Medical Practices	3(3-0)
ANTH-723	Human Development	3(3-0)
ANTH-724	Anthropology of Family and Kinship	3(3-0)
ANTH-725	South Asian Society	3(3-0)
ANTH-726	Applied Anthropology	3(3-0)
ANTH-727	Global Cultural Transformation	3(3-0)
ANTH-728	Anthropology of Pakistan	3(3-0)

---

**Additional from other Departments**

---

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

---

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

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

**Table 6: ANTHROPOLOGY COURSES VS PROGRAM OUTCOME**

Course	Outcomes					
	1	2	3	4	5	6

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

**x = Moderately satisfactory**

**xx = Satisfactory**

**xxx = Highly satisfactory**

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

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

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

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

Elements	Courses
Theoretical backgrounds	ANTH-701, ANTH-703, ANTH-705, ANTH-707, ANTH-708, ANTH-704, ANTH-713, ANTH-714, ANTH-718, ANTH-712, ANTH-723, ANTH-727
Problem analysis	ANTH-702, ANTH-709, ANTH-715, ANTH-716, ANTH-721, ANTH-724

Solution design	ANTH-706, ANTH-719, ANTH-717, ANTH-722, ANTH-720, ANTH-726

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

- Not Applicable

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

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

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

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

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

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

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

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

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

### **CRITERION 3: LABORATORIES AND COMPUTING FACILITIES**

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

#### **Standard-3.1: General Computer Labs**

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

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

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

### **INSTITUTIONAL FACILITIES:**

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

#### **INSTITUTIONAL SUPPORT:**

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

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

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

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

#### **CRITERION 4: STUDENT SUPPORT AND ADVISING**

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

#### **Standard-4.1: Courses must be offered with sufficient frequency and**

**number for students to complete the program in a timely manner**

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

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

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

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

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

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

- Upon seeking admission to the university, the students are generally provided guidance by the welcome note made by the worthy vice chancellor. The chairperson herself conducts the orientation session for the newly admitted students for deeper understanding of the departments and all academic requirements of the degree.
- Counseling and guidance is provided to the students with care and attention from teachers in all individual courses.

- Students can interact with the teachers/scientists in universities or research organization as per their requirement.

## **CRITERION 5: PROCESS CONTROL**

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

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

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

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

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

### **Standard-5.3: The process by which students are registered in the program and monitoring of students progress to ensure timely completion of the program must be documented. This process must be periodically evaluated to ensure**

**that it is meeting its objectives.**

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

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

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

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

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

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

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

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

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

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

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

- To ensure high quality teaching, new ideas and subject matter is always welcomed to be incorporated in the subjects.
- According to the new demands rising in the job market, new courses are introduced and included in the curriculum.
- Students are provided the study material mostly by the teachers but the student also buy the recommended books.
- Most of the lectures are supplemented by overheads, maps, slides and pictures.

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

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

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

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

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

- Grade points are as follows

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

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

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

- Yes, this process is periodically evaluated.

**CRITERION 6: FACULTY**

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

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

**Table 7: FACULTY DISTRIBUTION BY PROGRAM AREAS IN ANTHROPOLOGY**

Program area of specialization	Courses in the area and average number of sections per year	Number of faculty members in each area
1. Urban Anthropology, 2. Anthropological Theory 3. Perspectives on Development 4. Political Anthropolgy	3	Mr. Abid Ghafoor Chaudhry

1. Anthropology of Linguistics, 2. Physical Anthropology, 3. Applied Anthropology	3	Mr. Zaheer Adnan
1. Introduction to Anthropology 2. Anthropology of Religion 3. Ethnographic Research Methodology	3	Ms. Mahwish Zeeshan
1. Archaeology 2. Socio-Cultural Anthropology	2	Ms. Humera Dinar

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

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

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

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

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

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

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

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

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

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

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

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

**CRITERION 7: INSTITUTIONAL FACILITIES**

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

Standard wise description of this criterion is given a under

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

The faculty has access to E-library which is very helpful for the high quality education and

producing research of international standard. It is however noted down that the available facility is already overloaded as the faculty has to consult e. learning through central library of university. However the department has the following shortcomings/problems:

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

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

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

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

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

**CRITERION 8: INSTITUTIONAL SUPPORT**

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

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

- Space limitation is the major constraint in the development and strengthening of discipline.
- There must be sufficient support and financial resources to attract and retain high quality faculty and provide the means for them to maintain competence as teachers and scholars.

- The up gradation of existing teaching cadre also provided and added advantage in retaining the present faculty.
- Insufficient secretarial support, technical staff and office equipment.

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

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

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

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

**Table 8: ENROLLMENT IN ANTHROPOLOGY PROGRAMS  
2010-12**

<b>Discipline</b>	<b>2010-11</b>	<b>2011-12</b>
<b>Masters</b>	<b>37</b>	<b>34</b>

**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. 92,000.00 and Rs 92,000.00 in the year 2011-12 which hardly fulfills the departmental needs, specially, for the purchase of the I.T. equipment and books for the department library.

## SUMMARY

The self assessment report 2010-2012 of the M.Sc Anthropology, Pir Mehr Ali Shah Arid Agriculture University, Rawalpindi, figures out historical developments of this program since its establishment. After since it has segregated from department of Economics and Agricultural Economics, the discipline has progressed remarkably and made significant contribution in several aspects mainly, the emerging socio-economic issues in our society, its comparison in the geospatial scenario and also investigating the historic and prehistoric civilization of the world.

The program also provides an understanding to the future Anthropologists an overview of societal problems with the global perspectives and issues concerned with the development sector of Pakistan. The socio-economic and cultural scenario of Pakistan is also focused with respect to other underdeveloped / developed countries of the world. The department also regularly updates its curricula with respect to modern tools and teaching methods. New methods and technologies are also introduced to conduct superior research. The new scheme of studies which has been approved in 2010 and implemented in spring 2011 is a proof of it.

In this regard, six specific objectives were sought adopting the SMART approach. 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 very much satisfactory. Teachers' evaluation revealed to be of satisfactory standards, the score of 4 teachers were evaluated. Weaknesses were identified which are related to advance teaching expertise and department was evaluated as per their courses and research equipments.

Curriculum has been redesigned; developed and organized, based on set well defined and approved criteria. In order to prepare the new scheme of studies, prerequisites are fully observed, examined and conducted as per the schedules. Academic schemes are fully prepared in advance for the desired changes as per the need of courses. The number of courses, along with their titles and credit hours for each semester and course contents of

degree program are fully planned. Their efficiency was measured through different standards and it was found to range between satisfactory to highly satisfactory. It was concluded that computer facilities and advanced library are needed to further strengthen the discipline on scientific lines. Proper steps are taken to guide the student for program requirements, communications, meetings, tours, students' teacher interactions etc. They are well informed of relevant scientific societies, job and internship opportunities and other such activities. In regard to the process control, it covers admission, enrollment, registration, recruiting policies, courses, delivery of material, academic requirements, performance and grading. University as well as Higher Education Commission has set forth proper rules, which are properly followed. At present there are four faculty members. Three members are the regular employees of this university where as one is on contractual basis. However, the faculty members need motivation for advanced knowledge and research. Institutional facilities were measured through criterion 3; infrastructure, library, classroom and faculty offices in each case, short comings and limitations are highlighted. Institutional facilities need to be strengthened. Accordingly, institutional support will greatly promote and can strengthen academic, research, management and leadership capabilities.

### **CONCLUSION**

In the light of this SAR, we finally conclude, performance of the department may be further improved considering the following points:

1. Lecture rooms need improvements to develop a conducive environment for students learning. Proper sound systems and audio visual aid can improve the quality of learning.
2. Improvement in the level of cooperation among the faculty members is seen, though more of it is further required.
3. Currently, no arrangements are made for professional and behavioral training of the supporting staff, which is very important. In fact the faculty and staff ratio is not appropriate.
4. At present, there is a dire need of a departmental library. Allocation of sufficient funds for this purpose will be helpful and subscribing to reputed journals, purchase of

books and establishing computer lab will ultimately improve the quality of learning, teaching and research.

5. Conducting workshops for students in collaboration with various INGO's and NGO's could be really helpful in order to train them professionally.
6. Internship placement of the graduating students after the completion of their degree requirement can help them have a hands on experience in their field.

**Program Team Members**

Mr.Abid

Ghafoor

**Ms. Mahwish Zeeshan (Member) .....**

**Ms. Humera Dinar (Member) .....**

