

KHUSHAL KHAN KHATTAK UNIVERSITY, KARAK, PAKISTAN



SELF ASSESSMENT REPORT Fall-2022

**Bachelor of Business Administration (BBA-Honors)
Department of Management Sciences**

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EXECUTIVE SUMMARY

Department of Management Sciences is one of the pioneering departments of, Khushal Khan Khattak University, Karak. The department is engaged in higher studies and research in Business Administration since 2013. Major objective of this department is to explore the new business models both from the perspective of economy and society and prepare human resource to work within these business models and contribute to the economy. Main focus of the department of management sciences is on the core subjects of human resource management, marketing and finance.

Department of Management Sciences at Khushal Khan Khattak University with the help of offered programs give opportunity and experience of learning business education with strong theoretical and practical grounds to students. The department offers BBA (Hons) program at graduate level, MS and PhD in Management Sciences at Post graduate level. Every year as per University Admission schedule admissions are announced in department and attract a good intake of students. Currently enrolled students count is 138, 34 and 10 in BBA (Hons), MS and PhD respectively. All the offered programs of this department enable students to make management decisions in corporate world and put their contribution in the sustainable development of the country.

It should be a matter of satisfaction to all the concerned that the Department has been successful in the pursuit of the aims and objectives for which it was established. The Bachelors of Business Administration (BBA) at Khushal Khan Khattak University, Karak is in the process of getting accreditations from National Business Education Accreditation Council (NBEAC).

The curriculum was designed by the faculty members of the department. The curriculum and course contents of the degree were then shared with members of Board of Studies having different backgrounds in the fields of Business, Management and Economics working in different universities. A few suggestions were put by experts, and the curriculum was designed accordingly. Departmental Board of Studies comprises of Head of the Department as convener and two senior faculty members. Curriculum is updated based upon approved criteria. The university Examinations and academics are annually scheduled in the form of academic calendar.

The Department of management sciences is one of the fully equipped departments of this university having 4 assistant professors, 7 full time lecturers, 4 visiting lecturers and ministerial staff. Apart from this the department has four class rooms and one computer lab. The faculty members are mostly PhD and MS and also pursuing research in topics related to their academic growth and Market expectations. The basic facilities are available for students and faculty like printing, photocopying, video conferencing, Library and internet.

The department has a proper setup related to extra curriculum activities like sports, speech competition etc. Currently tutorial classes are also arranged on weekly basis.

Institutional facilities were measured through labs, library, administration, infrastructure, class rooms and faculty offices. There are some minor short comings and limitation which are hopefully in line for upcoming projects.

Criterion - 1

Program Mission, Objectives and Outcomes

1.1 About Khushal Khan Khattak University, Karak

Khushal Khan Khattak University is a public sector university, which is situated in the District Karak, 123 kilometers from provincial capital Peshawar. This university was established in the year 2012. It was named after the legendary Pashto poet Khushal Khan Khattak. The current Vice Chancellor of Khushal Khan Khattak University is Prof. Dr. Johar Ali. Khushal Khan Khattak University has total thirteen departments, i.e., Department of English, Department of Management Sciences, Department of Psychology, Department of Communication & Media Studies, Department of Library and Information Sciences, Department of Mathematics, Department of Physics & Nanotechnology, Department of Chemistry, Department of Botany, Department of Zoology, Department of Education & Research, Department of Computer & Bioinformatics and Department of Geology. This university offers both undergraduate and postgraduate programs. The undergraduate programs are mostly BS (Hons), while the postgraduate programs include Masters, MPhil and PhD programs. Achievement of standards, distinctions and brilliance in education is the dictum of Khushal Khan Khattak University. Khushal Khan Khattak University endeavor to equip the youth with the latest knowledge and skills, molding them into morally upright and responsible human resource.

1.2 University Vision Statement

Competitive and conducive environment for research, discovery and learning.

1.3 University Mission Statement

To make university a place emanating knowledge, exhibiting liberty of thought and coveted seat of learning.

To infuse spirit of excellence, creativity, innovation and scholarship into the life of the university.

To offer competitive and nationally recognized, opportunities for research, discovery, learning and engagement to a diverse population of students in a conducive environment.

1.4 About Department of Management Sciences

The Department of Management Sciences is one of the pioneers and the first established departments of the university. It started its function in January, 2013. The department initially started four years Bachelor in Business Administration (BBA) program in February, 2013, it focuses to explore the new business models both from the perspective of economy and society. With a particular emphasis on the core subjects of human resource management, marketing and finance, the program enables students to make management decisions in corporate world and put their contribution in the sustainable development of the country. Department of Management Sciences at Khushal Khan Khattak University offers its students experience of learning business education with strong theoretical and practical grounds.

The Department of Management Sciences also has post graduate programs including Master of Business Administration, MS and PhD in Management Sciences. This department has total four Assistant Professors, seven Lecturers, and one Teaching Assistant. There is an active Research Cell which has been assigned the task of training of faculty and students, for writing research papers and developing research proposals. Field research has been a major focus of the department. The goal of the Department of Management Sciences is to become a reputable department with highly qualified faculty and facilities by providing excellence through business education and research in emerging fields. The future goals of the department are to train and develop professionals in many new fields. The Department of Management Sciences emphasizes on uniqueness and creativity in its programs.

The Department of Management Sciences strives to contribute to the broader social role in providing high quality academic programs characterized by cutting-edge technologies and modern managerial practices. The Department of Management Sciences has emerged as the most dynamic and vibrant department. Its current enrollment is among the highest in KKKUK. The Department of Management Sciences is committed to the objective of preparing students at par with the market trends. The Department of Management Sciences strives to contribute to the broader social role in providing high quality academic programs characterized by cutting edge technologies and modern managerial

practices. The Department of Management Sciences has emerged as the most dynamic and vibrant department.

1.5 Vision Statement of Department of Management Sciences

To attain the status of a leading business school of Pakistan by shaping students and faculty through innovative and practical business education for development of society as a whole

1.6 Vision Statement of BBA Program

To become a first class leading undergraduate business education program in the region for shaping businesses and societies.

1.7 Mission Statement of BBA Program

The mission of BBA program is to provide a best possible learning environment to the students for developing their conceptual, analytical, and functional skills, so that they can learn to work independently and contribute to the businesses and societal development at national and international level.

1.8 Programs offered at Department of Management Sciences

Department of Management Sciences offer the following programs:

- i. Bachelor of Business Administration (BBA)
- ii. Masters of Business Administration (MBA)
- iii. Master of Science in Management Sciences (MS)
- iv. PhD in Management Sciences (PhD)

1.9 Program Selected at Department of Management Sciences

The Bachelors of Business Administration (BBA) at Khushal Khan Khattak University, Karak is selected as the model program for Self-Assessment Report (SAR) for the year 2020-21 on the directives of Higher Education Commission. The Bachelors of Business Administration (BBA) at Khushal Khan Khattak University, Karak is in the process of getting accreditations from National Business Education Accreditation Council (NBEAC).

Our aim is to become a reputable department with highly qualified faculty, providing excellence through business education and research in emerging business fields. The

future goals of the department are to train and develop students in business fields. The Department of Management Sciences emphasizes on uniqueness and creativity in its programs. Therefore we are always on the lookout for the latest academic and professional programs which are being sought out by the business students and professionals.

1.10 Programs Evaluation

The program is being evaluated based on 08 criterion and 31 standards as given in the Self-Assessment Manual provided by Higher Education Commission (HEC).

Standard 1-1

The program must have documented measurable objectives that support institution's mission statement.

DMS provides students with a unique and innovative learning experience in a vibrant environment, combining critical reflection and practical skills. DMS advances knowledge and develop leaders so as to serve the community and the nation.

1-1.1 Program Objectives

The BBA program aims to accomplish following objectives:

- i. To serve the needs of young students who have completed their twelve years of education and are looking for formal education in the field of Business and Management Sciences.
- ii. To provide students with concrete foundation in Management Sciences and Business Education by delivering them the theoretical knowledge of functional areas of Management Sciences and Business. Such theoretical knowledge will be supplemented with current industry practical knowledge.
- iii. To equip students with the necessary knowledge and skills for entrepreneurship and practical business skills.
- iv. To help students to develop their analytical & quantitative abilities and to develop their ability to predict, to analyze, think critically and demonstrate good

- communication skills, both in report writing and in technical presentations with the use of Information Technologies.
- v. To develop the necessary skills of the students for managing real-life work situations in future, such as decision-making skills, teamwork, and leadership.
 - vi. To foster an aptitude for continuous learning and provide a sound base to graduate to pursue higher education and research with confidence.
 - vii. To acquaint students with knowledge related to critical sustainability challenges for better societal contribution and development.

1-1.2 Alignment of Program Objectives with Department & University Mission Statements

The program objectives were developed in alignment with the Department and University mission statements which emphasize to offer need-based education and training program in order to produce highly qualified professionals, entrepreneurs and leaders in their respective fields. The goals and objectives of BBA program state that it will produce graduates who will identify, formulates, and solves business problems using appropriate methodologies and tools.

1-1.3 Main Elements of Strategic Plan

Strategic plan for BBA program not only covers the different program contents offered in this program but also covers the curriculum development, concept building by different methods including the practical industrial exposure. The program is designed in a special strategic way that will enable the qualified graduates to perform their duties with confidence. Moreover, this program will enable the successful graduates to undertake higher studies and research. For this purpose the following steps are taken to achieve the desired objectives of the program:

1-1.4 Curriculum design

The different subjects which are offered in this program vary in its nature to prepare students for every area of the business studies. Students are offered fundamental levels in the initial semester of the degree program while they are offered specialization courses in

last semester. BBA program is comprised total of 135 credit hours in which 75 credit hours are for core subjects, 36 credit hours is for social sciences and humanities subjects, 09 credit hours is for analytical subjects ,12 credit hours are for specialization related subjects, while 03 credit hours are for final project or internship. The same is summarized in below table.

Table1. 1: Course Type and Credit Hours

| S.NO | Course Type | Credit Hours |
|--------------|--------------------------------|---------------------|
| 1 | Core Subject | 75 |
| 2 | Social sciences and humanities | 36 |
| 3 | Analytical Subjects | 09 |
| 4 | Specialization Subjects | 12 |
| 5 | Research Project/ Internship | 03 |
| Total | | 135 |

1-1.5 Program Delivery Methodology

Program delivery methodology includes lectures, practical work, tutorials, assignments, industrial visits and internship. Tutorial classes which are none credited are also arranged for the students of BBA program. A notified calendar is followed in these tutorial classes. Students are given an opportunity of group discussions, enhancing communication skills, poetry and guest speaker's seminars. In a more technical term, the courses will be delivered through a pre-planned procedure that comprised of course outline, class timetable, lecture notes, slides and other ancillary materials. This section will explain the methodology components one by one.

1-1.1.1 Course Outline:

The course outline is a statement of educational intent and direction, providing every student and learner with clear, concise, accurate, and readily available information related to course content and administration. Course outlines are retained by the Institute for several reasons:

- Learner and instructor reference Student appeals (including legal challenges)

- Course transferability and program admission to other institutions
- Curriculum development, review, and change Program accountability and review

Program goals are normally achieved by students through a combination of courses. However, each course within the program should align with one or more of the stated program goals. A Course Outline documents: the course description, goals, learning outcomes, evaluation, required texts/ resources, and course policies. Additional elements such as a weekly schedule, details of assignments, or, assessment rubrics are useful but optional. Moreover, prepare the course outline using a standardized Course Outline Template (Annex: A).

Course numbers are alpha-numeric in form, e.g., BBA-422, where BBA stands for Bachelor in Business Administration while 422 indicates a core course offered in fourth year (second semester). Numbering simply shows the relative position of a course within a particular program. The higher the initial number, the higher level the course.

Course credits are based on a system of 1 credit = 1 hour. For curriculum purposes, credits represent the relative weight of a course within a program. While credits should be assigned to the course based on outcomes, the reality is to trim one's expectations to fit the overall curriculum balance. Program leader, in consultation with other faculty, helps determine credit values. Evaluation of students must be based on the learning outcomes as set out in the course outline. Final examinations for a course must not exceed 50% of the grade for course evaluation. Required textbooks and materials list only those that are absolutely essential for course work. Cost and availability should be considered when including items on the required list. References are generally considered to be optional and may even include URLs. For purposes of a new program proposal, all course outlines are considered drafts. Upon program approval and implementation, course outlines are considered binding until a change is requested or required.

1-1.1.2 Time Table:

Time table is an integral element of any class work. The timetable is flexible over the course of BBA program and could encompass various planning periods, e.g. a week, four weeks, twelve weeks or a more extended period. A timetable is made according to

semester as an academic year consists of two semesters, Spring semester and Fall Semester.

Each academic course has its own course number, which is assigned by subject areas or fields. Academic courses are registered with the course numbers. The timetable is constructed on the basis of accurate and up-to-date data, in the knowledge of students' class choices where possible and based on predictions of class choices (for new students). Each year the timetable is constructed from scratch from updated data regarding teaching events. While some similarity from year to year is desirable, neither time slots, nor the rooms allocated for teaching activities are automatically rolled forward from one year to the next. The teachers can prepare the class timetable using a standardized Template (Annex: B).

1-1.1.3 Lecture Notes

A lecture handout can be defined as an instructional tool that complements a lecture resulting in improved understanding of information and test performance. Lecture notes are the works consisting of notes taken at the delivery or reading of a speech before an audience or class, usually given to instruct. Various formats for lecture handouts exist. The use of a particular format depends on its intended use or implementation. This resource is to help faculty reflect on how to create lecture handouts to meet their educational goals. It is also important to discuss your approach to teaching and ideas for developing teaching materials with other faculty. Brainstorming with others, especially with experienced faculty, results in a greater likelihood that your teaching encounters will be successful. In talking with others, you'll express your enthusiasm for teaching and be more satisfied with your teaching efforts.

The instructor, who is the educator and content expert, is in the best position to determine how to design the handout to accomplish his or her learning objectives. It is important to put time into developing your lecture handout – don't treat it as an afterthought to your lecture. Faculty can spend up to 40 hours of time to develop a new, one-hour lecture. This amount of effort reflects the dedication faculty have to teaching and student learning. Don't sell this effort short by putting minimal time into the handout. A well-developed lecture handout augments the lecture and enhances student learning and interest in a topic. A poorly developed handout usually results in poor student learning and consequently poor faculty and course evaluations. For some students, they deal with poor

lecture handouts by not attending the lecture and video streaming it instead. The ability of these students to start and stop a lecture and look up information allows them to better organize the material and guide themselves through a lecture. This suggests that student attendance at lectures may increase as the quality of lecture handouts improves. A sample of “lecture notes” is given in Annex: C.

1-1.6 Summer internships

Students are bound to go through eight (08) week summer internship to get hands-on experience in the real work environment. These internship program also give students an ample opportunity to apply their theoretical knowledge in the real work environment. It also provides them to explore different employment opportunity and potential employer.

1-1.7 Co-curricular activities

The students of BBA (Hons) program are encouraged to actively participate in the Co-curricular activities which not only enhance their physical well-being but also give them the opportunity to work in a team and enhance their emotional intelligence as well.

1-1.8 Program Output Evaluation

Program output is regularly evaluated and measured through regular examinations, assignment’s results and final project’s results. The marks distributions are as follows:

Table1. 2: Subject Marks Distribution

| S.NO | Marks | Weightage |
|-------------|------------------------|------------------|
| 1 | Mid-term | 30 |
| 2 | Session internal marks | 20 |
| 3 | Final Examination | 50 |
| Total | | 100 |

The program output evaluation is ensured by a systematic procedure, which comprised of a series of different kinds of evaluation techniques to be used by the instructor at different stages. Like for example, initially the instructor will evaluate the performance of students by internal quiz and assignments, while at the end of semester the instructor will conduct

a comprehensive written examination. This section will explain the evaluation components one by one.

1-1.1.4 Quizzes

A quiz is a form of activity in which the students attempt to answer questions correctly. A quiz is also a brief assessment used in education and similar fields to measure growth in knowledge, abilities, and/or skills. Quizzes are usually scored in points and many quizzes are designed to determine a winner from a group of participants – usually the participant with the highest score.

The quizzes can be in following shapes Short questions, short phrases, spelling tests. Paragraph - this question type works well for longer, written text responses. Essay responses; responses to writing prompts; summaries. Multiple Choice - responders pick one option from choices, or add an option using the “other” field. Multiple choice question type can also be used to create true/false responses by labeling one choice true and one choice false. Checkboxes: this question type lets responders pick as many options as they’d like, in other words, when there may be more than one answer. An example of the use of this question type could be “choose all that apply”. Dropdown - this question type lets the respondents select one option from a drop-down menu list. This question type works well when there is a long list of choice options. This question type also works well for sequencing. A sample quiz is given in Annex: D

1-1.1.5 Assignment

An assignment is simply a homework given to students as an activity done outside class. However, it is not just confined to outside class, assignment can be done within class as part of class activity. One should keep in mind that lecture notes will give the students the basic framework only of the ideas, theories and concepts they will need to understand things. But these lecture notes will therefore NOT be sufficient for full understanding of concepts, therefore, teachers give assignment to the students. An assignment can be in any shape, either written or verbal. It can be given online or manually.

1-1.1.6 Mid-Term & Final Examination

The mid-term and final examination is a comprehensive test of student knowledge and understanding about any course. All of the universities have a formal setup about conducting examination. The detail procedure of mid and final examination is already

formulated by the examination section of Khushal Khan Khattak University. Here only sample example paper is attached in Annex: E.

1-1.1.7 Provide for each objective how it was measured, when it was measured and improvements identified and made.

The Table 1.3 shows the program objective assessment details. There are total seven objectives of the program. These objectives are measured or assessed through different ways, like for example; objective one is assessed by Selection Interviews and plans to introduce NAT (General) Test. Similarly, these objectives are assessed at different point of time, like for example; objective one is measured at the start of the BBA program. Each program objective has columns related to improvements identified (if any) and improvement already made (if any), as clear from table 1.3.

Table1. 3. Program Objectives Assessment

| Objective | How measured | When measured | Improvement identified | Improvement made |
|---------------------|---|--|--|---|
| Objective 01 | Selection Interviews and NAT (General) Test | At the start of program | Incumbents with previous degree/certificates in commerce and management may be preferred | Department is more focusing on inducing relevant and students with higher grades |
| Objective 02 | Final Examination (With GPA achieved). Employment of Students and Feedback from Employers | At the end of program and post-graduation feedback | There should be more linkages between corporate world and university | Nil |
| Objective 03 | Business stall arranged by Students in campus during fun fairs and Alumni Startups & doing businesses after | On-going | Mentoring, guidance is to be given by faculty and administration of the university | Enabled graduating students in getting funding of 3 million rupees from Govt funding agencies for |

| | | | | |
|---------------------|---|--|---|--|
| | graduation | | | their business startups. |
| Objective 04 | Through ongoing quizzes, assignments, mid and final exams | During each spring and fall semester | Need to be a fair assessment | Maintained online record of quizzes and assignments. |
| Objective 05 | On campus team based activities and projects | During each spring and fall semester | Need to be socially responsible activities and projects | Mega Khushal Fun fare on campus |
| Objective 06 | Graduation and Acceptance in other universities for higher Studies, Locally and Internationally (Alumni Feedback) | At the end of program and post-graduation feedback | Need to develop long lasting connections with Alumni | Chinese and local scholarships for higher studies |

Standard 1-2

The program must have documented outcomes for graduating students. It must be demonstrated that the outcome support the program objectives and that graduating students are capable of performing these outcomes.

1-2.1 Program Outcomes

The BBA program is designed to produce following outcomes:

- i. The program will enable students to grasp strong business-related concepts in business education that will prepare them for higher education (MS/PhD).

- ii. The program will enable students to have an updated knowledge of the emerging issues in the business world.
- iii. The graduates will be able to apply their knowledge and skills in business and allied disciplines.
- iv. The graduates will be able to analyze business issues/problems and design suitable solution to the problems faced by organizations.
- v. The graduates will be able to handle complex natured business problems and exhibit professional attitude in the workplace.
- vi. The program will enable students to start their own businesses, since they will have entrepreneurial skills and business initiation skills that will boost economic growth and development in the country.
- vii. The students will be able to use information technology to develop business solutions. Moreover, the Graduates will be able to understand computer-based information systems and will also be able to use end-user computing tools and infrastructures to apply and interpret functional business knowledge.
- viii. The Graduates will be able to select, use and integrate communication skills to develop informative, explanatory, and persuasive presentations to a variety of audiences using oral and written communication. The students will be able to communicate effectively and professionally and demonstrate the ability to create coherent written and oral statements with the diverse audience across the cultures replicating skills to analyze and synthesize information.
- ix. The graduate will have team working and leadership skills.
- x. Students shall have an ability to get higher education through their research skills and theoretical knowledge.

1-2.2 Program Objectives and Outcomes Matching

The table 1.4 is showing the matrix presenting the match between program objectives and outcomes of the program.

Table1. 4: Outcomes versus Objectives

| Program Objectives | Program Outcomes | | | | | | | | | |
|---------------------------|-------------------------|---|---|---|---|---|---|---|---|----|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 1 | * | * | * | * | * | | | | | |

| | | | | | | | | | | |
|----------|---|---|---|---|---|---|---|---|---|---|
| 2 | * | * | * | * | * | | | | | |
| 3 | | | | | | * | | | | |
| 4 | | | | | | | * | * | | |
| 5 | | | | | | | | | * | |
| 6 | | | | | | | | | | * |
| 7 | | | | * | * | * | | | | |

Standard 1-3

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

The result of the program assessment is shown below in graphical charts for courses evaluation and teachers' evaluations.

1-3.1 Course Evaluation

Course evaluation is shown in the following graphical chart. The data were collected from students of BBA enrolled in different semesters. The data were analyzed on a five-point Likert Scoring procedure. Students have graded the courses against the course structure, teaching methodology, learning objectives and outcomes and practical implementation of the theory. The bars in Figure 1 are showing the mean scores of each course. The details (mean scores) of each item related to course evaluation proforma are given in Annex: G

Table 1

Courses Evaluation Survey

| Subject | Average |
|---------------------------|---------|
| Introduction to Computing | 4.6 |
| BBA113 | 4.75 |
| Islamic Study | 4.3 |
| Eng101 | 4.2 |
| CS101 | 4.2 |
| Financial management | 4 |
| BBA311 | 4.07 |
| Law101 | 4.2 |
| BBA 445 | 4 |
| BBA313 | 4 |

| | |
|--------|------|
| BBA312 | 4.1 |
| BBA483 | 4 |
| BBA411 | 3.6 |
| BBA445 | 4.13 |
| BBA414 | 4 |
| BBA412 | 4 |
| BBA413 | 3.75 |

Figure
Courses Evaluation Survey

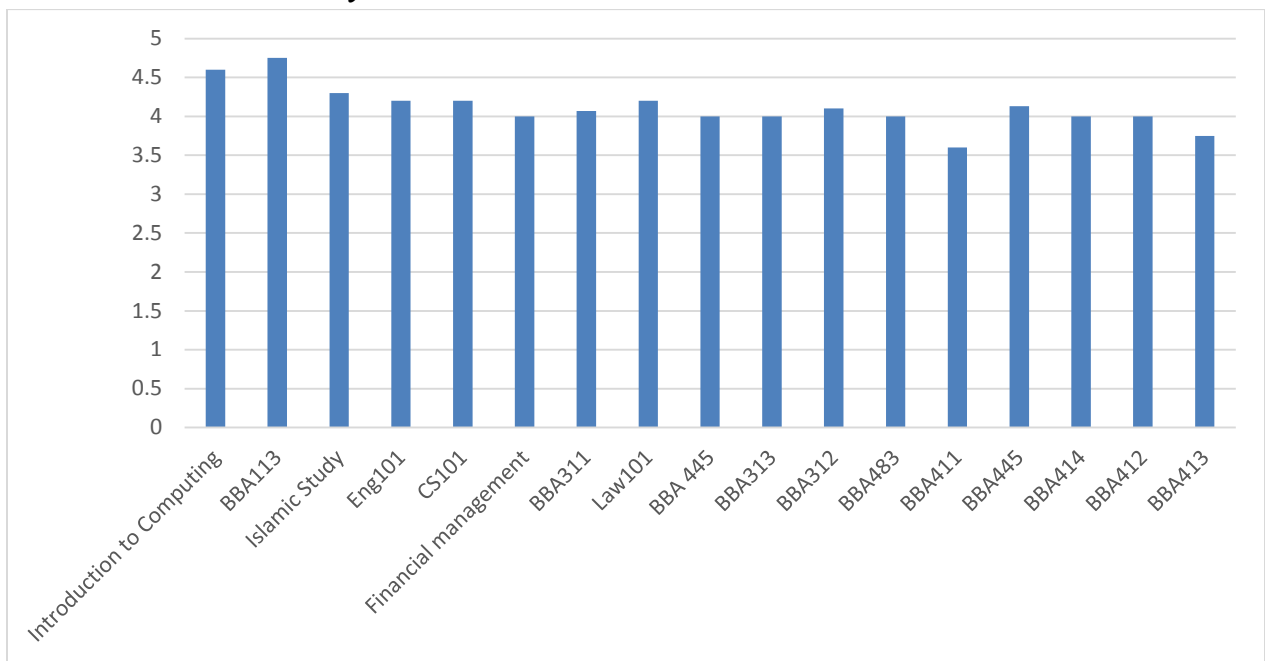
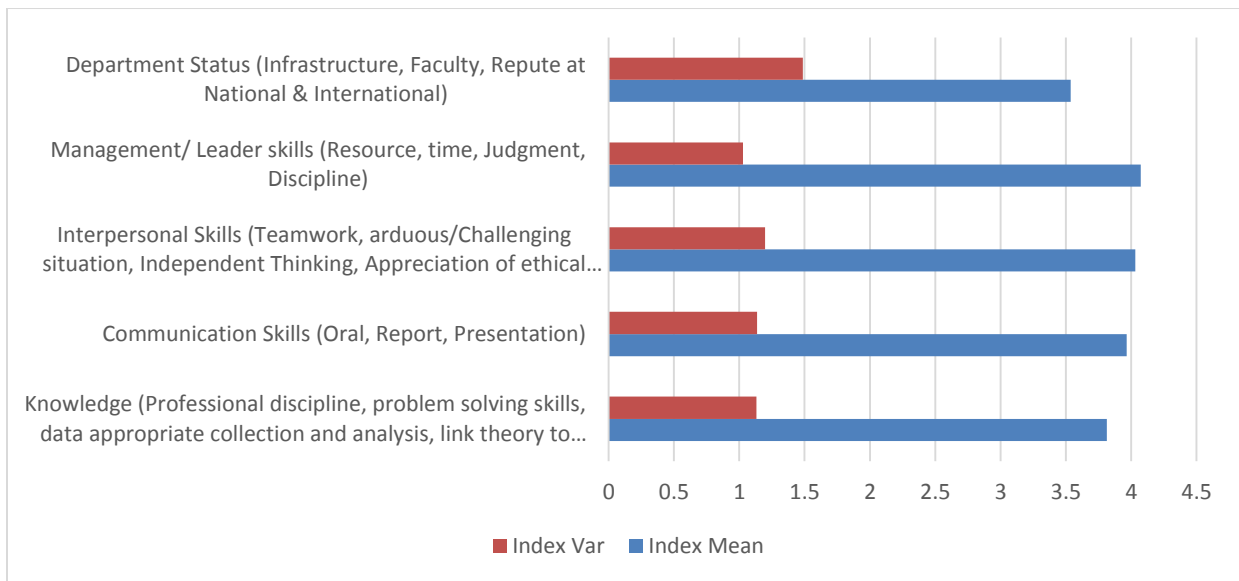


Table
Alumni Survey

| index Groups | Count | Index Mean | Index Var |
|--|-------|------------|-----------|
| Knowledge (Professional discipline, problem solving skills, data appropriate collection and analysis, link theory to practice, Design system component or process) | 290 | 3.815 | 1.132 |
| Communication Skills (Oral, Report, Presentation) | 142 | 3.965 | 1.1368 |
| Interpersonal Skills (Teamwork, arduous/Challenging situation, Independent Thinking, Appreciation of ethical values) | 193 | 4.03275 | 1.1973 |
| Management/ Leader skills (Resource, time, Judgment, Discipline) | 147 | 4.0743 | 1.028 |
| Department Status (Infrastructure, Faculty, Repute at National & International) | 194 | 3.5365 | 1.487 |

Figure
Alumni Survey

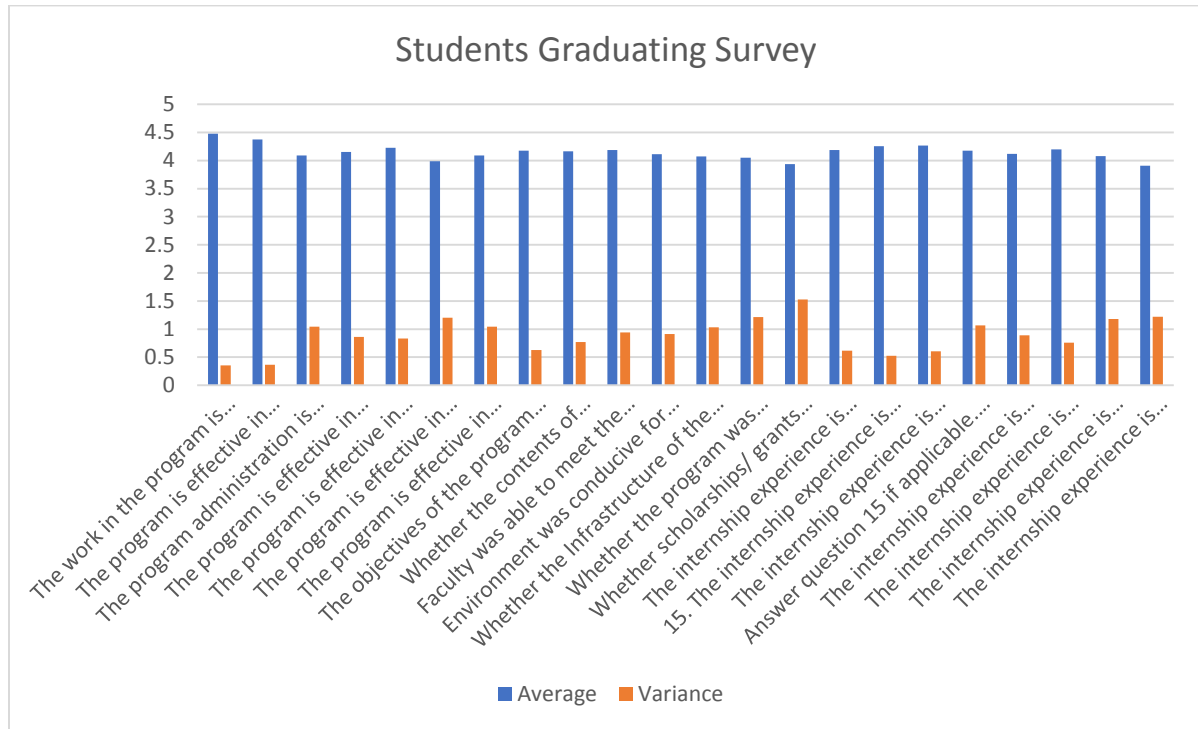


Table**Students Graduating Survey**

| Groups | n | Mean | Var |
|---|----|--------|-------|
| The work in the program is educative.] | 80 | 4.47 | 0.35 |
| The program is effective in enhancing team-working abilities. | 80 | 4.375 | 0.36 |
| The program administration is effective in supporting learning.] | 80 | 4.08 | 1.04 |
| The program is effective in developing analytical and problem-solving skills.] | 80 | 4.15 | 0.86 |
| The program is effective in developing independent thinking.] | 80 | 4.22 | 0.83 |
| The program is effective in developing written communication skills.] | 80 | 3.98 | 1.202 |
| The program is effective in developing planning abilities.] | 80 | 4.087 | 1.04 |
| The objectives of the program have been fully achieved] | 80 | 4.17 | 0.62 |
| Whether the contents of curriculum are advanced and meet program objectives] | 80 | 4.16 | 0.77 |
| Faculty was able to meet the program objectives] | 80 | 4.18 | 0.93 |
| Environment was conducive for learning] | 80 | 4.11 | 0.91 |
| Whether the Infrastructure of the department was good.] | 80 | 4.07 | 1.02 |
| Whether the program was comprised of Co-curricular and extra-curricular activities] | 80 | 4.05 | 1.21 |
| Whether scholarships/ grants were available to students in case of hardship] | 80 | 3.93 | 1.52 |
| The internship experience is effective in enhancing [a. Ability to work in teams] | 75 | 4.186 | 0.61 |
| 15. The internship experience is effective in enhancing [independent thinking] | 74 | 4.256 | 0.52 |
| The internship experience is effective in enhancing [c. Appreciation of ethical Values] | 75 | 4.266 | 0.60 |
| Answer question 15 if applicable. 15. The internship experience is effective in enhancing [d. Professional development] | 75 | 4.173 | 1.06 |
| The internship experience is effective in enhancing [e. Time management skills] | 75 | 4.12 | 0.89 |
| The internship experience is effective in enhancing [f. Judgment] | 75 | 4.2 | 0.75 |
| The internship experience is effective in enhancing [g. Discipline] | 75 | 4.08 | 1.18 |
| The internship experience is effective in enhancing [h. The link between theory and practice] | 75 | 3.9066 | 1.22 |

Figure

Students Graduating Survey



Teachers Evaluation

Teacher's evaluation is shown in the following graphical chart: 2. The data were collected from students of BBA enrolled in different semesters. The data were analyzed on a five point Likert Scoring procedure. Students have graded the courses against their lecture preparation, punctuality, general behavior, subject knowledge and teaching methodology. The bars in Figure 2 are showing the mean scores of each course. The details (in shape of mean scores) about Teachers' Evaluation are given in Annex: H.

Table

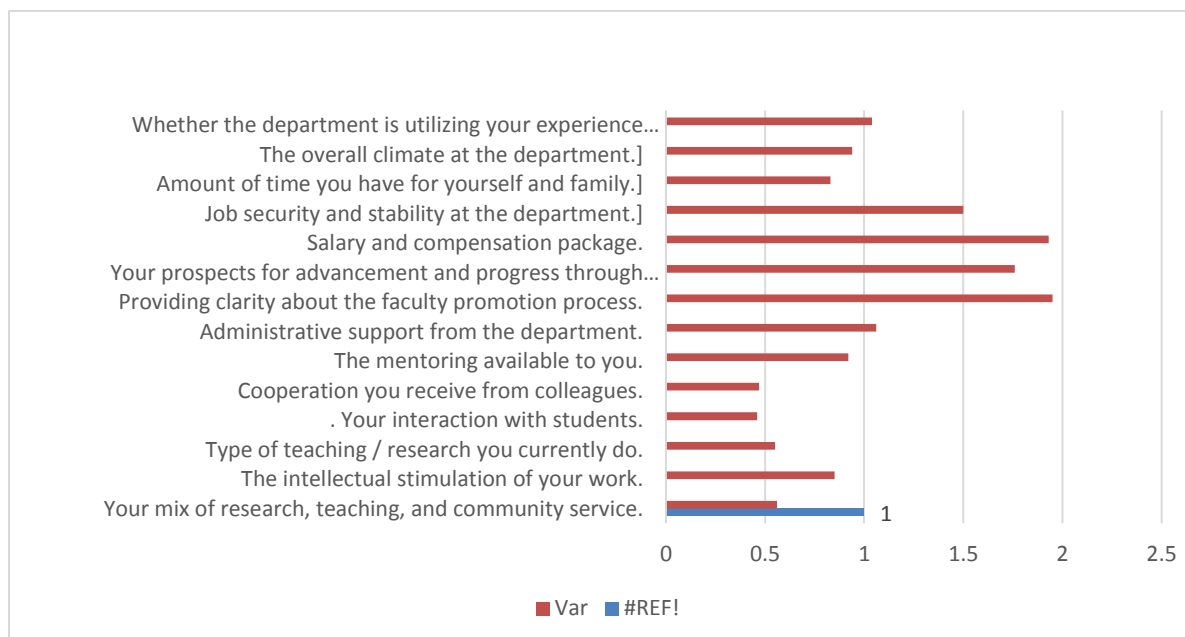
Faculty Survey

| Groups | Count | Mean | Var |
|--|-------|------|------|
| Your mix of research, teaching, and community service. | 85 | 4.29 | 0.56 |
| The intellectual stimulation of your work. | 85 | 4.16 | 0.85 |
| Type of teaching / research you currently do. | 85 | 4.32 | 0.55 |
| . Your interaction with students. | 85 | 4.55 | 0.46 |
| Cooperation you receive from colleagues. | 85 | 4.37 | 0.47 |
| The mentoring available to you. | 85 | 4.10 | 0.92 |

| | | | |
|--|-----------|--------------|-------------|
| Administrative support from the department. | 85 | 4.2 | 1.06 |
| Providing clarity about the faculty promotion process. | 85 | 3.41 | 1.95 |
| Your prospects for advancement and progress through ranks. | 85 | 3.58 | 1.76 |
| Salary and compensation package. | 85 | 3.56 | 1.93 |
| Job security and stability at the department.] | 85 | 3.8 | 1.5 |
| Amount of time you have for yourself and family.] | 85 | 4 | 0.83 |
| The overall climate at the department.] | 85 | 4.15 | 0.94 |
| Whether the department is utilizing your experience and knowledge | 85 | 4.166 | 1.04 |

Figure

Faculty Survey



Table

Teachers Evaluation Survey

| Teacher | Average |
|----------------------------|---------|
| Mr. Roman Ullah | 4.23 |
| Dr. Hassan Ahmed Shah | 4.75 |
| Miss. Shahana Tariq | 4.3 |
| Ms. Bushra Sameen | 4.2 |
| Mr. Ghani Ur Rehman | 4.2 |
| Dr. Faqir Sajjad ul Hassan | 4 |
| Mr. Shahi Din | 4.07 |
| Mr. Nageeb Ullah | 4 |

| | |
|-----------------------|------|
| Mr. M. Ovais | 4.03 |
| Mr. Ishfaq Ahmed | 4 |
| Dr. Anwar Khan | 3.6 |
| Mr. Jamshid ur Rehman | 3.75 |

Figure
Teachers Evaluation Survey

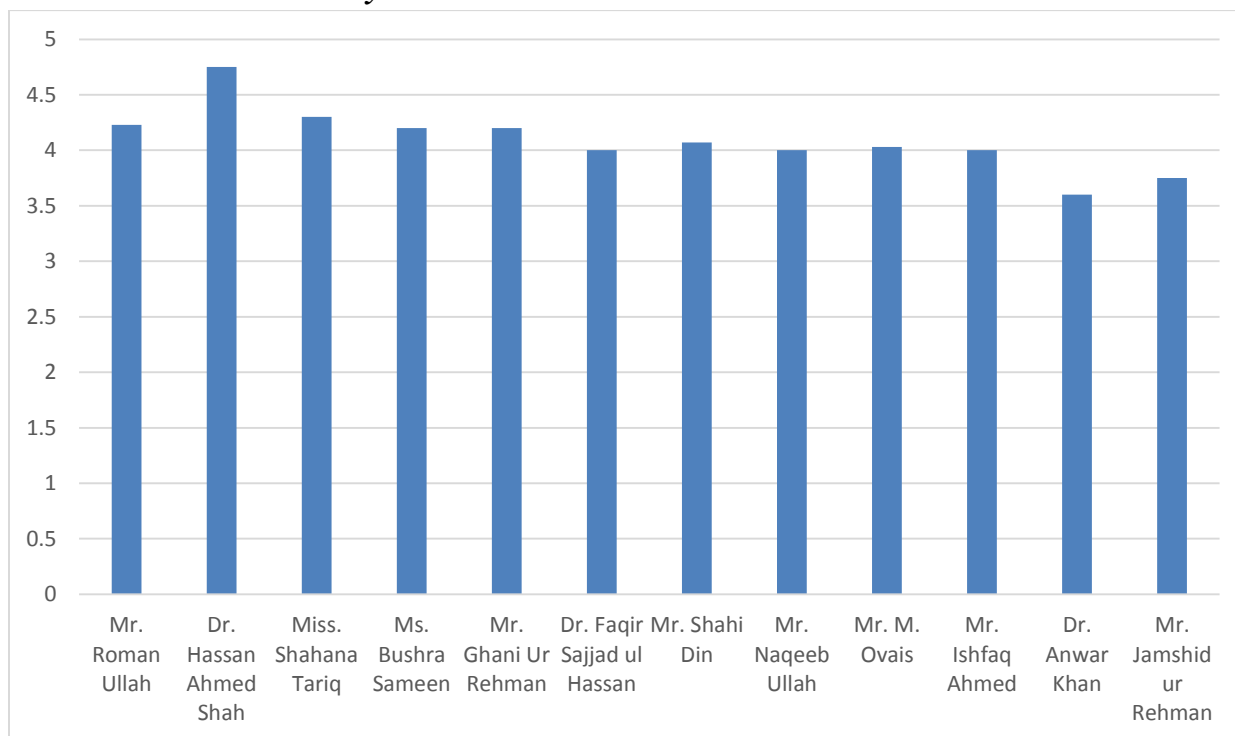
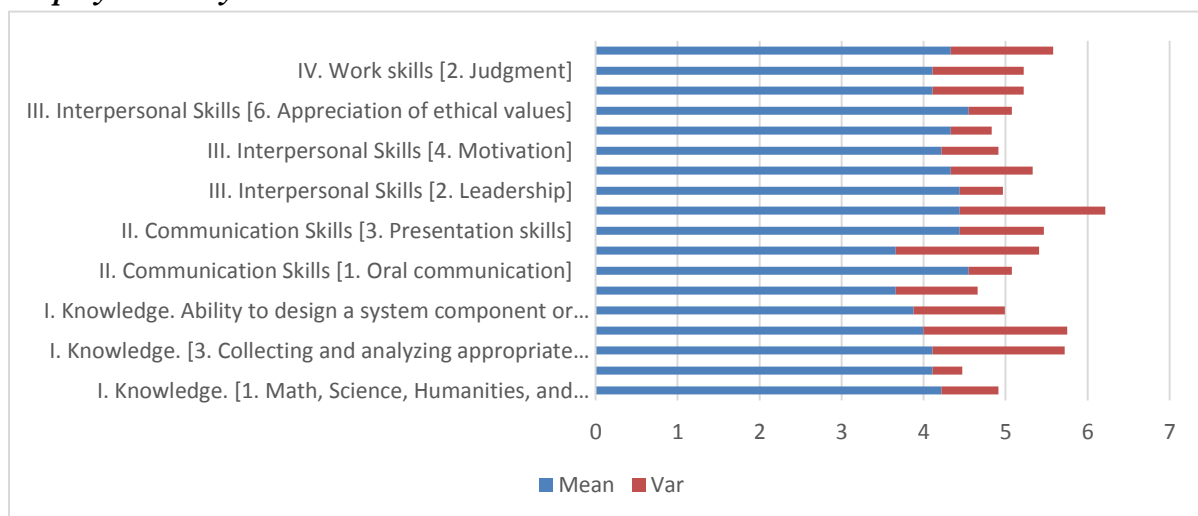


Table
Employer Survey

| Groups | Count | Mean | Var |
|--|-------|------|-------|
| I. Knowledge. [1. Math, Science, Humanities, and professional discipline, (if applicable)] | 9 | 4.22 | 0.694 |
| I. Knowledge. [2. Problem formulation and solving skills] | 9 | 4.11 | 0.361 |
| I. Knowledge. [3. Collecting and analyzing appropriate data] | 9 | 4.11 | 1.611 |
| I. Knowledge. [4. Ability to link theory to Practice] | 9 | 4 | 1.75 |
| I. Knowledge. Ability to design a system component or process] | 9 | 3.88 | 1.111 |
| I. Knowledge. [6. Computer knowledge.] | 9 | 3.66 | 1 |

| | | | |
|---|---|------|-------|
| II. Communication Skills [1. Oral communication] | 9 | 4.55 | 0.527 |
| II. Communication Skills [2. Report writing] | 9 | 3.66 | 1.75 |
| II. Communication Skills [3. Presentation skills] | 9 | 4.44 | 1.027 |
| III. Interpersonal Skills [1. Ability to work in teams] | 9 | 4.44 | 1.777 |
| III. Interpersonal Skills [2. Leadership] | 9 | 4.44 | 0.527 |
| III. Interpersonal Skills [3. Independent thinking] | 9 | 4.33 | 1 |
| III. Interpersonal Skills [4. Motivation] | 9 | 4.22 | 0.694 |
| III. Interpersonal Skills [5. Reliability] | 9 | 4.33 | 0.5 |
| III. Interpersonal Skills [6. Appreciation of ethical values] | 9 | 4.55 | 0.527 |
| IV. Work skills [1. Time management skills] | 9 | 4.11 | 1.111 |
| IV. Work skills [2. Judgment] | 9 | 4.11 | 1.111 |
| IV. Work skills [3. Discipline] | 9 | 4.33 | 1.25 |

Figure
Employer Survey



1-3.3 The Strong and Weak points of BBA-Honors Program

BBA (Hons) program is designed to educate students to meet the challenges of the modern world and present market needs. During the execution of the program several observations were made that can be categorized as strong and weak points of the program. These points are listed below:

1-3.4 The Strong points of BBA-Honors Program

Following are the strong points of BBA-Honors program at KKKUK:

- I. Well qualified faculty.
- II. Market Based Courses.

- III. Affordable fee structure.
- IV. Industry linkages and visits on regular basis to support students learning.
- V. Recognized degree

1-3.5 The Weak points of BBA-Honors Program

Following are the weak points of BBA-Honors program at KKKUK:

- i. Lack of infrastructure i.e. classrooms for students.
- ii. The weak academic background of the students.
- iii. Poor tendency of female students towards business education.

1-3.6 Significant Future Development Plans

The Department of Management Sciences plans to undertake the following future development plans.

- i. Selection criteria for the students to be set tough for the next semester.
- ii. Addition of more learning resources for the students.
- iii. Improvement in infrastructure facilities.

Standard 1-4

The department must assess its overall performance periodically using quantifiable measures.

1-4.1 Graduates/Undergraduates enrolled in last three years

A total of 317 students of BBA (hons) program have been enrolled since the start of the program on February 11, 2013, as clear from Table 1.5. As the university is still in its initial stage therefore, the number of students have not increased at bigger level, however, a gradual increase in the number of students has been observed over passage of time, as clear from figure 4.

Table1. 5: Detail of Student Enrollment

| Semester | No of Student |
|-----------------|----------------------|
| Spring 2013 | 12 |
| Fall 2013 | 18 |
| Fall 2014 | 30 |
| Fall 2015 | 41 |
| Fall 2016 | 41 |
| Fall 2017 | 46 |
| Fall 2018 | 47 |
| Fall 2019 | 45 |
| Fall 2020 | 37 |
| Total | 317 |

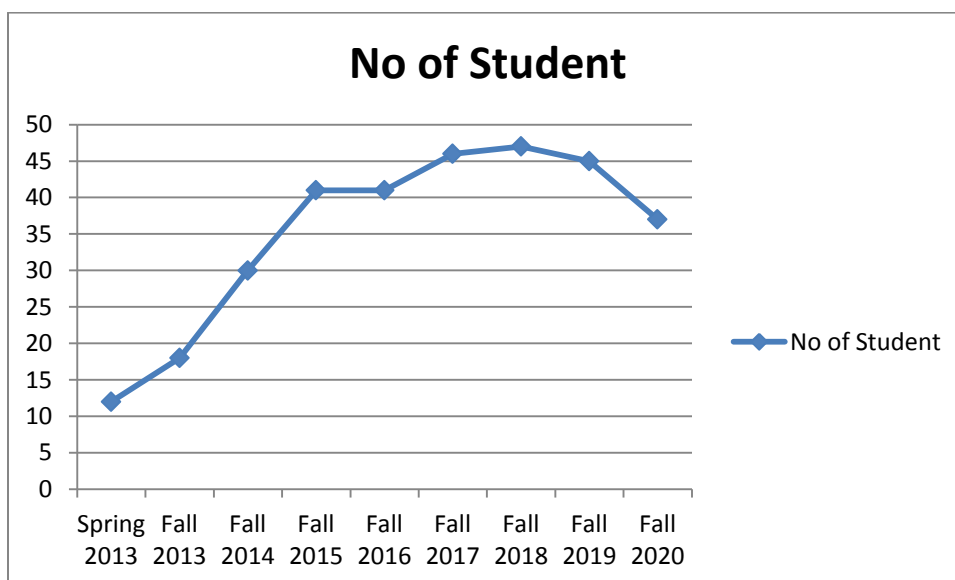


Figure 4. Gradual increase in number of students with passage of time

1-4.2 Student Faculty Ratio

The students to faculty ratio lies within the range of 13-1 to 20-1.

1-4.3 Existing Students' Result:

Below is given the grading criteria/policy:

Grading Policy

| <u>Marks % age</u> | <u>Letter grades</u> | <u>Grade point</u> |
|--------------------|----------------------|--------------------|
| 90 – 100 | A+ | 4.00 |
| 85 – 89 | A | 4.00 |
| 80 – 84 | A- | 3.66 – 3.93 |
| 75 – 79 | B+ | 3.33 – 3.55 |
| 70 – 74 | B | 3.00 – 3.26 |
| 65 – 69 | B- | 2.66 – 2.93 |
| 60 – 64 | C+ | 2.33 – 2.59 |
| 56 – 59 | C | 2.00 – 2.25 |
| 54 – 55 | C- | 1.66 – 1.83 |
| 52 – 53 | D+ | 1.30 – 1.48 |
| 50 – 51 | D | 1.00 – 1.15 |
| 49 and below | F | 0.00 |

1-4.4 Average Completion Time

The completion time for BBA-Honors program is four years, but a maximum of two extra semesters are allowed.

1-4.5 Students Course Evaluation Rate

Students' course evaluation is done every year, but so far no faculty has got the best teacher award awarded by HEC.

1-4.6 Students' Faculty Evaluation

QEC staff conducted the teachers' evaluation to ensure unbiased feedback. The results show the evaluation lies between the graded score of 3.75 to 4.72 at maximum graded score of 5.0

1-4.7 Research

The faculty of department of Management Sciences gives adequate time to research activities to enhance their knowledge and skills beside their assigned workload. Moreover, the faculty is attending research seminar, workshops and conferences at national and international level to fully equipped with the latest trend in the discipline. So far the faculty of management sciences has published more than 100 research papers.

1-4.8 Community Service

The Faculty of Management Sciences is always motivating its students and staff to constantly engage in community services. Donations are collected for any calamity which hits the Pakistani areas. Recently plantation of trees and cleanliness campaign has been done by the department in Karak.

1-4.9 Students/Teachers Satisfaction

Students and teachers satisfaction is judged in different ways. For students this is done by faculty as well as QEC staff by conducting in-class discussions to know students views and through feedback provided by them on HEC Performance number 1 & 10. While, teachers satisfaction is judged using the HEC defined Performance number 5 and their views during in-person discussion with QEC staff.

Criterion 2:

Curriculum Design and Organization

Criterion 2: CURRICULUM DESIGN AND ORGANIZATION

2.1 Title of Degree Program

Bachelor of Business Administration (BBA)-Honors

2.2 Definition of Credit Hours

One (1) Credit hour is one (1) hour of theory lecture or Three (3) hours of practical/field assignment in a week.

2.3 Degree Plan

Table2. 1: Following is the list of Core Courses taught in the selected program.

| S.No | Course Code | Course Name | Credit Hours |
|------|-------------|---|--------------|
| 1 | BBA-111 | Introduction to Business | 03 |
| 2 | BBA-112 | Fundamentals of Accounting | 03 |
| 3 | BBA-113 | Principles of Management | 03 |
| 4 | BBA-121 | Financial Accounting-I | 03 |
| 5 | BBA-211 | Financial Accounting-II | 03 |
| 6 | BBA-212 | Principles of Marketing | 03 |
| 7 | BBA-213 | Introduction to Human Resource Management | 03 |
| 8 | BBA-221 | Marketing Management | 03 |
| 9 | BBA-222 | Business Finance | 03 |
| 10 | BBA-223 | Logic and Critical Thinking | 03 |
| 11 | BBA-311 | Cost Accounting | 03 |
| 12 | BBA-312 | Production and Operation Management | 03 |
| 13 | BBA-313 | Financial Management | 03 |
| 14 | BBA-314 | Management Information System | 03 |
| 15 | BBA-321 | Consumer Behavior | 03 |
| 16 | BBA-322 | Organization Behavior | 03 |
| 17 | BBA-323 | Business Ethics | 03 |
| 18 | BBA-411 | Business Research and Report writing | 03 |
| 19 | BBA-412 | Entrepreneurship | 03 |
| 20 | BBA-413 | Money and Banking | 03 |
| 21 | BBA-414 | Small and Medium Enterprise Management | 03 |
| 22 | BBA-421 | Business Policy | 03 |
| 23 | BBA-422 | International Business Management | 03 |
| 24 | LAW-102 | Corporate Law | 03 |
| 25 | LAW-101 | Business Law | 03 |

Table2. 2: Following is the list of Overall Elective Courses in the selected program.

In our BBA (Honors) program, we offer total five elective subjects “15 credit hours”)

| S.No | Course Code | Course Name | Credit Hours |
|-------------|--------------------|--|---------------------|
| 01 | BBA-441 | International Financial Management | 03 |
| 02 | BBA-442 | Financial Institutions and Capital Markets | 03 |
| 03 | BBA-443 | Managerial Accounting | 03 |
| 04 | BBA-444 | Islamic Banking | 03 |
| 05 | BBA-445 | Investment & Portfolio Management | 03 |
| 06 | BBA-446 | International Banking | 03 |
| 07 | BBA-447 | Corporate Finance | 03 |
| 08 | BBA-448 | Economic Analysis and Policies | 03 |
| 09 | BBA-449 | Intermediate Accounting | 03 |
| 10 | BBA-450 | Advanced Accounting | 03 |
| 11 | BBA-451 | International Economics | 03 |
| 12 | BBA-452 | Financial Statement Analysis | 03 |
| 13 | BBA-461 | Leadership & Team Management | 03 |
| 14 | BBA-462 | Corporate Social Responsibility | 03 |
| 15 | BBA-463 | Human Relations | 03 |
| 16 | BBA-464 | Change Management | 03 |
| 17 | BBA-465 | Industrial Relations | 03 |
| 18 | BBA-466 | Conflict Management | 03 |
| 19 | BBA-467 | Labor Laws | 03 |
| 20 | BBA-468 | Human Behavior and Psychology | 03 |
| 21 | BBA-469 | Human Resource Development | 03 |
| 22 | BBA-470 | Training & Development | 03 |
| 23 | BBA-471 | Compensation Management | 03 |
| 24 | BBA-481 | Marketing Research | 03 |

| | | | |
|-----------|---------|------------------------------------|----|
| 25 | BBA-482 | Export Management and Marketing | 03 |
| 26 | BBA-483 | Current Issues in Marketing | 03 |
| 27 | BBA-484 | Distribution Management | 03 |
| 28 | BBA-485 | Integrated Marketing Communication | 03 |
| 29 | BBA-486 | Sales Management | 03 |
| 30 | BBA-487 | Marketing Intelligence System | 03 |
| 31 | BBA-488 | Global Marketing | 03 |
| 32 | BBA-489 | Agricultural Marketing | 03 |
| 33 | BBA-490 | International Marketing | 03 |
| 34 | BBA-491 | Marketing Financial Services | 03 |

2.4. Curriculum Breakdown

The curriculum breakdown consists of detail of courses semester wise. It should be kept in mind that there are total 135 credit hours in the BBA program. From 1st semester till 5th semester there are 90 credit hours (18 credit hours each semester). Whereas from 6th till 8th semester there are 45 credit hours (15 credit hours each semester)

Table2. 3: Curriculum Break Down for 1st Semester

| Semester | Course Titles | Category (Credit Hours) | | | | |
|--------------------------|-----------------|-------------------------|---------------|--------------|------------------------------|----------------------------|
| | | Math & Basic Science | | Core Courses | Humanities & Social Sciences | Technical Electives/Others |
| 1 st Semester | | Maths | Basic Science | | | |
| | BBA-111 | | | 03 | | |
| | BBA-112 | | | 03 | | |
| | BBA-113 | | | 03 | | |
| | IS-101 | | | | 03 | |
| | CS-101 | | | | | 03 |
| | ENG-101 | | | | 03 | |
| Total | 18 Credit Hours | | | | | |

Note: BBA-111 Introduction to Business; BBA-112 Fundamentals of Accounting; BBA-113 Principles of Management; IS-101 Islamic Studies; CS-101 Introduction to Computing; ENG-101 English Composition and Comprehension

Table2. 4 Curriculum Break Down for 2nd Semester

| Semester | Course Titles | Category (Credit Hours) | | | | |
|--------------------------|-----------------|-------------------------|---------------|--------------|------------------------------|----------------------------|
| | | Math & Basic Science | | Core Courses | Humanities & Social Sciences | Technical Electives/Others |
| 2 nd Semester | | Maths | Basic Science | | | |
| | BBA-121 | | | 03 | | |
| | PS-101 | | | | 03 | |
| | ECO-101 | | | | 03 | |
| | MATH-101 | 03 | | | | |
| | PSY-101 | | | | 03 | |
| | ENG-102 | | | | 03 | |
| Total | 18 Credit Hours | | | | | |

Note: BBA-121 Financial Accounting-1; PS-101 Pakistan Studies; ECO-101 Micro Economics; MATH-101 Business Maths; PSY-101 Human Psychology; ENG-102 Technical & Business Writing.

Table2. 5: Curriculum Break Down for 3rd Semester

| Semester | Course Titles | Category (Credit Hours) | | | | |
|--------------|-----------------|-------------------------|---------------|--------------|------------------------------|----------------------------|
| | | Math & Basic Science | | Core Courses | Humanities & Social Sciences | Technical Electives/Others |
| | | Maths | Basic Science | | | |
| 3rd Semester | BBA-211 | | | 03 | | |
| | BBA-212 | | | 03 | | |
| | BBA-213 | | | 03 | | |
| | SOC-101 | | | | 03 | |
| | ECO-102 | | | | 03 | |
| | ENG-103 | | | | 03 | |
| Total | 18 Credit Hours | | | | | |

Note: BBA-211 Financial Accounting-11; BBA-212 Principles of Marketing; BBA-213 Introduction to Human Resource Management; SOC-101 Introduction to Sociology; ECO-102 Macro Economics; ENG-103 Communication Skills

Table2. 6: Curriculum Break Down for 4th Semester

| Semester | Course Titles | Category (Credit Hours) | | | | |
|--------------------------|-----------------|-------------------------|---------------|--------------|------------------------------|----------------------------|
| | | Math & Basic Science | | Core Courses | Humanities & Social Sciences | Technical Electives/Others |
| | | Maths | Basic Science | | | |
| 4 th Semester | BBA-221 | | | 03 | | |
| | BBA-222 | | | 03 | | |
| | BBA-223 | | | 03 | | |
| | ECO-103 | | | | 03 | |
| | STAT-101 | 03 | | | | |
| | ENG-104 | | | | 03 | |
| Total | 18 Credit Hours | | | | | |

Note: BBA-221 Marketing Management;BBA-222 Business Finance;BBA-223 Logic & Critical Thinking; ECO-103 Pakistan Economy;STAT-101 Business Statistics;ENG-104 Business Communication

Table2. 7 Curriculum Break Down for 5th Semester

| Semester | Course Titles | Category (Credit Hours) | | | |
|----------|---------------|-------------------------|--------------|------------------------------|----------------------------|
| | | Math & Basic Science | Core Courses | Humanities & Social Sciences | Technical Electives/Others |

| | | | | | | |
|-----------------------------|------------------------|--------------|----------------------|----|----|----|
| 5 th Semester | | Maths | Basic Science | | | |
| | BBA-311 | | | 03 | | |
| | BBA-312 | | | 03 | | |
| | BBA-313 | | | 03 | | |
| | BBA-314 | | | 03 | | |
| | LAW-101 | | | | 03 | |
| | SPEC-1 | | | | | 03 |
| Total | 18 Credit Hours | | | | | |

Note: BBA-311 Cost Accounting; BBA-311 Production & Operation Management; BBA-311 Financial Management; BBA-311 Management Information System; LAW-101 Business Law; SPEC-1 Finance/HRM/Marketing

Table2. 8: Curriculum Break Down for 6th Semester

| Semester | | Category (Credit Hours) | | | | |
|-----------------------------|------------------------|-------------------------|----------------------|--------------|------------------------------|----------------------------|
| | | Math & Basic Science | | Core Courses | Humanities & Social Sciences | Technical Electives/Others |
| 6 th Semester | Course Titles | Maths | Basic Science | | | |
| | BBA-321 | | | 03 | | |
| | BBA-322 | | | 03 | | |
| | BBA-323 | | | 03 | | |
| | LAW-102 | | | | 03 | |
| | SPEC-2 | | | | | 03 |
| Total | 15 Credit Hours | | | | | |

Note: BBA-321 Consumer Behavior; BBA-321 Organizational Behavior; BBA-321 Business Ethics; LAW-102 Corporate Law; SPEC-2 Finance/HRM/Marketing

Table2. 9: Curriculum Break Down for 7th Semester

| Semester | | Category (Credit Hours) | | | | |
|----------|----------------------|-------------------------|----------------------|--------------|------------------------------|----------------------------|
| | | Math & Basic Science | | Core Courses | Humanities & Social Sciences | Technical Electives/Others |
| | Course Titles | Maths | Basic Science | | | |
| | BBA-411 | | | 03 | | |
| | BBA-412 | | | 03 | | |

| | | | | | | |
|-----------------------------|-----------------|--|--|----|--|----|
| 7 th Semester | BBA-413 | | | 03 | | |
| | BBA-414 | | | 03 | | |
| | SPEC-3 | | | | | 03 |
| Total | 15 Credit Hours | | | | | |

Note: BBA-411 Business Research & Report Writing; BBA-412 Entrepreneurship; BBA413 Money & Banking; BBA414 Small & Medium Enterprise Management; SPEC-3 Finance/HRM/Marketing

Table2. 10: Curriculum Break Down for 8th Semester

| Semester | | Category (Credit Hours) | | | | |
|-----------------------------|-----------------|-------------------------|---------------|--------------|------------------------------|----------------------------|
| | | Math & Basic Science | | Core Courses | Humanities & Social Sciences | Technical Electives/Others |
| | Course Titles | Maths | Basic Science | | | |
| 8 th Semester | BBA-421 | | | 03 | | |
| | BBA-422 | | | 03 | | |
| | BBA-423 | | | 03 | | |
| | CS-323 | | | 03 | | |
| | SPEC-4 | | | | | 03 |
| Total | 15 Credit Hours | | | | | |

Note: BBA-421 Business Policy; BBA-422 International Business Management; BBA423; Research Project/ Internship; CS-323 E-Commerce; SPEC-4 Finance/HRM/Marketing

Standard 2-1:

The curriculum must be consistent and supports the program's documented objectives.

2-1.1 Group 1: Technology

Introduction to computing (CS-101), E-commerce (CS-323), Management Information System (BBA-314)

2-1.2 Group 2: Business Management

Introduction to business (BBA-111), Fundamentals of Accounting (BBA-112), Financial Accounting-I (BBA-121), Financial Accounting-II (BBA-211), Principles of Marketing (BBA-212), Microeconomics (ECO-101), Macroeconomics (ECO 102), Business Finance (BBA-222), Financial Management (BBA-313), Business Ethics (BBA-323), Entrepreneurship (BBA-412), Money and Banking (BBA-413), Business Policy (BBA-421), International Business Management (BBA-422).

2-1.3 Group 3: General Management, Humanities and Social Sciences

Principles of Management (BBA-113), Introduction to Human Resource Management (BBA-213), Marketing Management (BBA-221), Production and Operation Management (BBA-312), Small and Medium Enterprise (SME) Management (BBA-414), Islamic Studies (IS-101), English Composition and Comprehension (ENG-101), Pakistan Study (PS-101), Human Psychology (PSY-101), Technical and Business Writing (ENG-102), Communication Skills (ENG-103), Introduction to Sociology (SOC-101), Business Communication (ENG-104), Business Law (LAW-101), Consumer Behavior (BBA-321), Organization Behavior (BBA-322), Corporate Law (LAW-102).

2-1.4 Group 4: Mathematics and Analytical Subjects

Business Mathematics (MATH-101), Logic and Critical Thinking (BBA-223), Business Statistics (STAT-101)

2-1.5 Group 5: Research and Projects

Business research and report writing (BBA-411), Research Project/Internship (PROJ-101)

| Courses/Groups of Courses | Objectives | | | |
|--------------------------------------|-------------------|----------|----------|----------|
| | 1 | 2 | 3 | 4 |
| Group 1 | | | * | |

| | | | | |
|----------------|---|---|--|---|
| Group 2 | * | * | | |
| Group 3 | * | * | | * |
| Group 4 | | * | | |
| Group 5 | | * | | |

Standard 2-2:

Theoretical background, problems analysis and solution design must be stressed within the program's core material.

Table2. 11: Matching the elements and courses

| Elements | Courses |
|-------------------------------|--|
| Theoretical background | Introduction to business (BBA-111), Principles of Marketing (BBA-212), Business Finance (BBA-222), Microeconomics, Macroeconomics (ECO 102), Business Ethics (BBA-323), Entrepreneurship (BBA-412), Money and Banking (BBA-413), Business Policy (BBA-421), International Business Management (BBA-422), Principles of Management (BBA-113), Introduction to Human Resource Management (BBA-213), Small and Medium Enterprise (SME) Management, Human Psychology (PSY-101), Introduction to Sociology (SOC-101), Business Communication (ENG-104), Business Law (LAW-101), Consumer Behavior (BBA-321), Organization Behavior (BBA-322), Corporate Law (LAW-102). |
| Problem analysis | Business Mathematics (MATH-101), Logic and |

| | |
|------------------------|---|
| | Critical Thinking (BBA-223), Business Statistics (STAT-101), Business research and report writing (BBA-411), |
| Solution design | Research Project (PROJ-101), Business Policy (BBA-421), Business Finance (BBA-222), Cost Accounting (BBA-311), Communication Skills (ENG-103), |

Standard 2-3

The Curriculum must satisfy the core requirements for the program as specified by the respective accreditation body.

Bachelor of Business Administration (BBA) program is under accreditation by National Business Education Accreditation Council (NBEAC). The program fulfils the requirement of Higher Education Commission (HEC). The courses taught in the program are according to the guidelines of HEC. The following table shows credit hours assigned to each category.

Table2. 12: Allocation of credit hours to respective courses

| Program | General Education Arts & Humanities | Business Topics | Social Sciences | Math & Basic Sciences | Elective | Others / Technical |
|---|--|----------------------------|----------------------------|--|-----------------|-------------------------------|
| Bachelor of Business Administration(BBA) | 21 cr.hr | 75 cr.hr | 18 cr.hr | 06 cr.hr | 12 | 03* |

*Introduction to Computing

Standard 2.4

The curriculum must satisfy the major requirements for the program as specified by the respective accreditation body.

Same as Standard 2.3

Standard 2.5

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

Same as Standard 2.3 and Standard 2.1

Standard 2-6

Information technology component of the curriculum must be integrated throughout the program

Information Technology (IT) plays vital role in higher education. Therefore, it is given due importance in the curriculum. The IT related courses are taught in the program to fully equip the students with new technologies in the market.

Table2. 13: Detail of IT related courses

| S.No | IT Courses | Credit hours |
|-------------|---|---------------------|
| 1 | Introduction to Computing (CS-101) | 03 |
| 2 | E-commerce (CS-323) | 03 |
| 3 | Management Information System (BBA-314) | 03 |

Standard 2-7

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

The oral and written communication skills of the students have given importance in the program curriculum. The following courses are included in the program curriculum:

Table2. 14: courses for written communication

| S.No | Subjects for oral written communication skills | Credit hour |
|-------------|---|--------------------|
| 1 | English Composition and Comprehension (ENG-101) | 03 |
| 2 | Technical and Business Writing (ENG-102) | 03 |
| 3 | Communication Skills (ENG-103) | 03 |
| 4 | Business Communication (ENG-104) | 03 |

Criterion 3:
Laboratories and Computing Facilities

Criterion 3: Laboratories and Computing Facilities

The students of BBA (Hons) are provided with a lab named Computer lab 1. The courses offered at BBA program consists both of theoretical as well practical sessions, so the students need practice session for these courses like introduction to computing, management information system , E-Commerce and Business communication courses. The Details of these laboratories are as follows:

Table3. 1: Details of these laboratories

| | |
|---|---|
| Laboratory Title | Computer Lab 1 |
| Location | Academic Block, Main Campus |
| Objectives | To provide students the opportunity to learn basics of Computers and information technology and to learn the soft ware's related assignments. |
| Adequacy for instruction | Proper instructions are provided inside the lab for the usage of computer systems. |
| Courses taught | <ul style="list-style-type: none">• Introduction to computing• Management information system• E-Commerce• Business communication courses |
| Software available if applicable | <ul style="list-style-type: none">• MS Word• MS Excel• MS Access• MS Power Point• Inpage• SPSS |
| Major Equipment | <ul style="list-style-type: none">• Laptops• Desktops• Printers• Scanners• Multimedia |
| Safety regulations | Safety regulations are followed and are regularly reminded to the students |

Standard 3-1

Laboratory manuals/documentation/instructions for experiments must be available and readily accessible to faculty and students.

This lab is being maintained by the department of computer sciences and in-charge lab is responsible for preparing, updating and maintaining the labs manuals, documentations and instructions. The copies of these manuals can be obtained from the in-charge lab after showing the proof of studentship for which proper record is maintained.

The students of BBA program are in a dire need of language lab where Oral communications and foreign languages can be taught. Similarly a multimedia lab is also required in the department for the students of BBA program.

Standard 3-2

There must be support personal for instruction and maintaining the laboratories.

The computer lab 1 has two staff, one incharge lab who is overall responsible for the smooth function and network related issues of the internet etc while another is the lab assistant who is responsible for the day to day activities of the lab. They are also responsible to maintain the lab in working condition and ensure that each PC in the lab meet the requirements of the students by providing them with the latest technologies and soft ware's. These staff members also ensure to maintain the record of the students who are issued lab manuals etc.

Standard 3-3

The university computing infrastructure and facilities must be adequate to support program objective.

The computer laboratories have the latest computers & equipments. The program objectives are that students shall be equipped with IT skills at the end of the program and facilities (equipment and software) provided in the computer laboratories are adequate enough to achieve defined goals. However, the Wifi signals at the campus are very weak most of the times which do not meet the internet requirement of the students as well faulty. The BBA program needs a dedicated Broadband internet connection.

The computer laboratories have the latest computers & equipment. Each financial year allocates a reasonable amount for the maintenance and up gradation of its library, laboratories, and computing facilities. The two computer laboratories in the faculty of

computer sciences are accessible to the students of all programs which consist of over 60 computer terminals with broadband internet connection and Wifi facilities.

Criterion 4:
Student Support and Advising

Criterion 4: Student Support and Advising

The Bachelors of Business Administration (BBA-Honors) Program at Khushal Khan Khattak University, Karak University is a four year program and so far more than hundred students have been graduated. The first batch of the Bachelors of Business Administration (BBA) at Khushal Khan Khattak University graduated in the Fall Semester 2016-17. However, so far the students are going smoothly in covering their degree requirements. The University provides a conducive environment for student learning and free interaction inside the class room and outside the class room. The Faculty and staff are required to be present in their office hours to provide students with consultation in different matters especially any professional and academic advice.

Standard 4-1

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

The courses being offered at the Bachelors of Business Administration (BBA-Honors) Program at Khushal Khan Khattak University, Karak University is a mix of basic, core, specialized and allied areas which are offered to the students in a specific logical order, causing no delay in the completion of the degree program. Elective courses are offered after the mid half of the degree program for which the students need to pass all the pre-requisite courses first. Cross departmental courses are offered with help of Computer Science department, Islamic studies department, English department, or by visiting instructors. Apart from this, summer semesters are offered according to the needs of students.

Standard 4-2

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

The courses being offered in the Bachelors of Business Administration (BBA-Honors) Program at Khushal Khan Khattak University, Karak University are taught by concerned faculty member, however, guest speakers are invited once in a semester who is specialized in their respective area. The students' feedback is constantly sought during

and after the end of each semester about each course and their feedback is properly evaluated. Tutorial Classes are offered and the students are allowed to Interact with staff.

Standard 4-3

Guidance on how to complete the program must be available to all students and access to academic advising must be available to make course decisions and career choices.

The Students of the Bachelors of Business Administration (BBA-Honors) Program at Khushal Khan Khattak University, Karak are informed about the program requirements at the start of the session during orientation week by the Head of the Department and by the exam cell with the consultation and collaboration of the QEC staff. The Head of the Department acts as advisor to guide students to choose appropriate courses and also provide guidance on different issues. Each class is also assigned a counselor instructor who takes two hours of non-credit Tutor classes where proper consultation is provided to the students throughout the students.

The concerned faculty members will provide professional counseling to students when needed. Students can get in touch directly with him for any advice. One faculty member is acting as In charge Industrial Liaison who is responsible for arranging industrial tours once in each semester for students to improve their subject vision and technical know-how. The Head of the Department also invites professionals from different business entities to conduct interactive sessions with students for advice on professional matters/future career planning.

The department is also arranging interaction sessions of the students with professionals from different industries and sectors to acquaint them with the changing working environment and to prepare them for the future planning of their careers.

Criterion 5:

Process Control

Standard 5-1

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

The admission criterion is set by the university and it is revised periodically. However, the admission of the students is the responsibility of the Director Academics office and the department is not directly involved in this process. The admission office gives admissions according to the criteria set by the university. The admission is done once a year, in fall semester.

5-1.1 Admission Procedure:

1. The admission to bachelor in Business Administration (BBA) program is advertised once in a year soon after the result declaration of FA/FSc/Intermediate examination. The admission is advertised in all known daily newspaper of the country. All the eligible candidates fulfilling the requirement can apply for the program within the specified date mention in advertisement.
1. Prospectus and admission forms can be obtained from the Admission Office. Departmental Admission Committee is form for the initial documents verification of the candidates. After a thorough scrutiny and sorting, the names of eligible candidates are notified.
2. A candidate may be required to qualify the entrance test to be conducted by the Admissions Committee. The admission to all degree programs will be on merit to be based on entrance test, academic performance in intermediate / bachelor / master degree examination and other factors as may be prescribed by the competent authority.
3. A candidate may apply for three disciplines/subjects on a single form, but he/she must prioritize his/her options in the admission form.
4. Once submitted, no changes/modifications are acceptable in the admission form.
5. A candidate gets to lose his/her right for admission, if he/she provides false information in the admission form. Moreover, if the documents attached were

found fake they would be considered guilty of gross misconduct and such act shall be highly condemned.

6. The applicant having 3rd division or having obtained marks less than 45% are not eligible to apply.
7. Any candidate who was punished (major penalty) by his parent institution/university, for the act of indiscipline and objectionable activities, will not be allowed admission in the University.
8. A student at the time of first admission/enrolment with any communicable disease or mental or physical disability which may stand in the way of his selected field of study may be denied admission
9. The candidates and their parents have to give an undertaking to the effect that they will abide by the Rules and Regulations of the University and such other instructions as may be issued by the competent authority from time-to-time.
10. Each student has to submit an affidavit not to take part in political activities detrimental to the academic environment of the University.
11. The final authority of admission is with the respective Dean / Head of the Department or the Registrar. The admission committee is a recommendatory body.

5-1.2 Admission to International Students:

The credentials of a foreign student who seeks admission in the University are evaluated in accordance with the general regulations related to admission of foreign students as approved by the Ministry of Foreign Affairs and the Ministry of Education, Government of Pakistan. The applications for admission of foreign nationals should come through their embassies in Islamabad to Ministry of Education, Government of Pakistan, and to the University. Foreign students will be admitted only after proper verification of their applications and documents by the University.

5-1.3 Eligibility Criteria for Admission:

FA/ FSc /Intermediate or equivalent examination with at least 45% marks. The selected candidates for admission must present their original documents before the committee on the announced date.

5-1.4 Allocation of Seats:

Table 5. 1: Distribution of seats in department is given as under:

| Category | Allocation of Seats |
|-------------------------|----------------------------|
| Open Merit | 40 |
| Reserved Seats | |
| Other Province | 01 seat (each) |
| Disabled Quota | 01 |
| FATA | 02 |
| Baluchistan | 02 |
| Hafiz-ul-Quran | 01 |
| Sports | 02 |
| Gilgit Baltistan | 02 |
| Chitral | 02 |
| Overseas | 01 |
| Total | 55 |

5-1.5 Migration Policy:

A student from another educational institution, who intends to migrate to the University, shall meet the following requirements:

- 1.A genuine and plausible reason for migration.
- 2.Production of a certificate of good character from his/her parent institution.
- 3.Production of detailed marks certificate and syllabi of courses he/she studied for equivalence purposes.
- 4.Migration certificate from the institution/University last attended.

5-1.6 Credit Transfer Policy:

1. Students desiring to transfer their credits, earned at other institutions, will be accepted under the following conditions:
2. Credits have been earned from institutions recognized / accredited by HEC.
3. Original transcript is produced along with photocopy.
4. Course outlines, duly signed by the institute, should be produced for evaluation.
5. Credits will be acceptable for undergraduate courses passed with at least 'C' grade / 2.0 out of 4.0 GP or equivalent.
6. Credits from other institution will be evaluated by the equivalence/evaluation committee on a course-to-course basis with the courses offered by the University.
7. Letter grades / grade points of the transferred courses will not be counted towards CGPA of courses of the University.

8. The transferred courses will appear in the full transcript of the University.
9. Character certificate, from the last attended institution, stating that the student has not been expelled on misconduct, indiscipline, undesirable activities, may be produced.
10. Students should not assume that their academic qualifications will allow them transfer of credits till written confirmation has been given.
11. In case of acceptance and willingness of the student for admission, he will have to produce migration certificate from the last attended institution.

Standard 5-2:

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

5-2.1 Registration of the Students in Department

Registration of the students is done once at the time of the admission to the program. The academic section of the university is responsible to maintain the record of all registered students in the department. The office of examination issued registration slips to all the registered students, no student is allowed to sit in the semester exams without registration slips.

5-2.2 Students Monitoring and Progress Evaluation

Students are evaluated through assignments, quizzes, presentations, mid-term exam and final examination at the end of each semester. Moreover, 75% attendance is mandatory for every student to sit in semester final examination.

Table 5. 2: Internal Evaluation

| Evaluation Criteria | % of Marks |
|--|-------------------|
| 1. Class Presentation, 2. Home Assignment, 3. Quizzes etc 4. Attendance | 1+2+3+4= 20 |
| Mid term | 30 |

| | |
|-------------------|-----|
| Final Term | 50 |
| Total | 100 |

Student Progress Monitoring is carried out by quantifying the final GPA. The department takes different measures if a student failed to achieve the desired CGPA 2.0. Only qualified students in each semester are allowed to join the next semester.

Standard 5-3

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

Vacant and newly created positions are advertised in the national newspapers, applications are received by the Registrar office, scrutinized by the Scrutiny Committee, and call letters are issued to the short-listed candidates on the basis of experience, qualification, publications and other qualities/activities as determined by the University in the light of HEC guidelines.

Written screening test is conducted through third party testing services like Educational Testing and Evaluation Agency (ETEA) for short listing of new lecturer in BPS-18. The candidates are required to appear before the selection board for interview. The names of selected candidates are recommended to syndicate for approval. After the approval, the registrar issues the offer letters for the appointment.

Table 5. 3: Faculty's Recruitment, Training, and Evaluation

| Faculty | Policy | Process |
|--------------------|-----------------------|---|
| Recruitment | As per HEC guidelines | Through selection board (for permanent seats) and approval by the University Syndicate. Through HOD & VC (on visiting basis). |

| | | |
|-------------------|---|---|
| Evaluation | As per HEC guidelines (Periodically | Evaluation by students through Quality Enhancement Cell (QEC) and Self-assessment by the faculty. (At the end of each semester). |
| Promotion | As HEC criteria for faculty promotion and service statute of KKKUK University. | Through selection board and approval by the University Syndicate. |

The performance of the faculty members is monitored regularly and continuously by the Chairman/HoD of the department, and it is evaluated annually through ACRs. (Annual Confidential Report) There was no systematic process before to evaluate the faculty members, now after establishment of QEC each faculty member is evaluated by the students via “Teacher Evaluation Questionnaire”. at the end of each semester.

Standard 5-4:

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

The faculty of management Sciences plans the teaching and delivery of course material by observing the class timetable in its real sense in order to avoid any inconvenience of missing the classes. Each of the faculty members prepares course plan which is follow thought-out the year. This helps the faculty for time-bound completion of the course. Every faculty member provides the detailed course outline to the students as a break up of topics to be taught.

The students give feedback on Performa number 1 (Student Course Evaluation Questionnaire) regarding course contents and how it was delivered. Through Performa number 10 (Teacher Evaluation Form) students evaluate and comment on teacher’s efforts, put in to deliver the course contents, his general conduct in the class, the

environment, he, maintains and extra efforts, he makes to satisfy students, thirst for knowledge. Faculty feedback is also taken on HEC Performa number 2 (Faculty Course Review Report) and Performa number 5 (Faculty Survey) which is a very useful activity to evaluate the course contents, learning and teaching environments and overall teachers satisfaction level. Course evaluation by teachers also indicates what percentage of desired outcome has been achieved by the course contents and what needs to be improved or changed. The feedback is discussed with Dean and In charge program, who focus on making improvements in the weak areas, identified by the students

Standard 5-5:

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

5-5.1 Requirement for Award of Degree:

The Students enroll in BBA (Hons) program must get 2.0 CGPA in order to complete BBA (Hons) program by passing of all 45 courses including relevant specialization and Project in minimum FOUR years from the date of first admission. Besides this, it is the responsibility of each student to fulfill the following graduation requirements:

1. The student has earned the requisite credit hours of the degree program.
2. The student has passed all the core, supporting and compulsory courses of the degree program.
3. The student has met his financial and material obligations towards the university and there is nothing outstanding against him.
4. The student produces clearance certificates from all concerned departments and sections.

5-5.2 Award of Degree:

1. A candidate who passes all the examinations with the prescribed CGPA shall be awarded degree which shall be conferred on him at the subsequent convocation, which will be normally held annually.
2. It is mandatory for all students to pay convocation fee and be present at the occasion.
3. The Controller of Examinations will issue Provisional Certificate till issuance of final degree.

4. The character certificate to students will be issued by the Head of the concerned department.

Criterion 6:

Faculty

Standard 6.1

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

The interest and qualifications of faculty members are sufficient to plan, teach, modify, and update all offered courses and curriculum. Following are the brief details of the departments' faculty members.

Table 6. 1: Details of the departments' faculty members.

| Program area of specialization | Numbers of faculty members in each area | Number of faculty with PhD degree |
|---------------------------------------|--|--|
| Finance | 04 | Nil |
| Marketing | 02 | 00 |
| Management | 06 | 02 |
| Organizational Behavior | 01 | 01 |
| Statistics | 01 | 00 |
| Total | 13 | 03 |

Table 6.1 Faculty Distribution by Program Area

| S.No | Name | Designation | Qualification | Major Area of Interest | No. of Research Papers |
|-------------|----------------------------------|---------------------|----------------------|--------------------------------|-------------------------------|
| 1 | Dr.Siraj uddin | Assistant Professor | PhD | Business Administration | 35 |
| 2 | Dr. Anwar Khan | Assistant Professor | Post Doctorate | Organizational Behavior | 40 |
| 3 | Dr.Faqqir Sijjad ul Hassan (HoD) | Assistant Professor | PhD | Management | 16 |
| 4 | Mr.Shah Din | Assistant Professor | PhD in Progress | Finance | 06 |
| 5 | Mr. Jamshid Ur Rehman | Teaching Assistant | PhD in Progress | Islamic Banking and Finance | 00 |
| 6 | Mr. Ishfaq Ahmed | Lecturer | PhD in Progress | Services Marketing | 05 |
| 7 | Mr. M.Ovais | Lecturer | PhD in Progress | Marketing operation Management | 09 |

| | | | | | |
|----|-----------------------|-------------------|-----------------|------------|----|
| 8 | Mr. Abdul Latif | Lecturer | PhD in Progress | HRM | 08 |
| 9 | Dr. Hassan Ahmed Shah | Lecturer | PhD | HRM | 06 |
| 10 | Mr. Roman Ullah | Lecturer | PhD in Progress | Finance | 05 |
| 11 | Mr. Umair Uddin | Lecturer | MS | HRM | 02 |
| 12 | Mr. Nageeb Ullah | Lecturer | MS | Finance | 00 |
| 13 | Mr. Rashid | Visiting Lecturer | MPhil | Statistics | 01 |

Standard 6-2:

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

The faculty of department of Management Sciences gives enough time to research activities to enhance their knowledge and skills beside their assigned workload. Moreover, the faculty is attending research seminar, workshops and conferences at national and international level to fully equipped with the latest trend in the discipline. Moreover, faculty development program is among top priorities of the university.

Standard 6-3:

All faculty members should be motivated and have job satisfaction to excel in their profession.

Every year university awards Best University Teacher Award to faculty members for their outstanding performances. Outstanding Teachers are selected based on Students Teacher Evaluation Questioner, Peer Evaluation and HoD Evaluation. For job satisfaction the university ensures fair, timely selection, appointment/promotion as per HEC criteria. Good working environment exists for research on commercial issues.

Criterion 7:

Institutional Facilities

Standard 7-1:

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

As the university is in the early stages and lacks modern infrastructure and adequate facilities of e-learning. The following facilities are available to the students in the university;

7-1.1 Internet Facility

Internet facility is available to students. The university has recently connected to HEC through PERN (Pakistan Educational Research Network) which provides digital library access, E-conferencing and E-learning platform. Moreover, the construction of video conference room is in pipeline of university development plan.

7-1.2 Bus Facility

The university provides bus facility to the student and staff on payment.

7-1.3 Hostel Facility

The university provides hostel facility to the female students on payment.

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 library has enough technical books in hard copies to support the program learning outcomes. A well-managed central library has been setup at main campus to keep updated the students and faculty members with the latest trends in different Discipline. A qualified librarian with a well-trained supporting staff is responsible to manage the library in an efficient manner. Approximately 14200 books, subscription to adequate number of international journals, periodicals and magazines have been stocked in library.

Standard 7.3:

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

Majority of the class rooms are available with multimedia. Common rooms for girls are present but no common rooms for boys. The department lacks individual faculties' offices. Mostly shared offices are available and class room facilities are also not sufficient. The faculty offices are equipped with adequate resources to accomplish their job responsibilities in efficient manner.

Criterion 8:
Institutional Support

Criterion 8: Institutional Support

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.

The Khushal Khan Khattak University, Karak allocates enough resources for hiring of well qualified and competent faculty as shown in the previous sections. It is evident from the fact that in the past five years almost forth five full time lecturers and Assistant Professors have been hired in different department to meet the goals and objectives of the university. Faculty retention is given due importance and they are given attractive and market competitive salary packages, free medical, pension plan, permanent jobs, full administrative support, good working environment, conducive learning and career growth opportunities.

Despite constraints in space and other infrastructure, the management at Khushal Khan Khattak University, Karak strives it's hard to provide each faculty member offices, internet connections, and Faculty members have also access to library materials for academic and research activities. Professional training is also provided to faculty if required to enhance their capabilities. Regular workshops are being organized for the fresh faculty members to give them insight into new techniques in academic and research areas. As for as the level of adequacy of secretarial support, technical staff and office equipment is concerned, despite the many limitation, it is at presently meeting the need of the faculty and with the construction on new academic block, the situation will get better in the coming days.

Standard 8-2

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

The Khushal Khan Khattak University, Karak has more than 100 graduates so for in the BBA- Honor program as University is in the 9th year of its operation. However, the university has advertised the posts of Lecturers, Assistant professor, Associate Professors and Professors. So for seven Lecturers and four Assistant Professor including four PhDs

are working in the Department of Management Sciences and the university has maintained the Teacher to students' ratio of 1: 13 to 1: 20.

Standard 8-3

Financial resources must be provided to acquire and maintain Library holdings, laboratories and computing facilities.

The Khushal Khan Khattak University, Karak has three libraries at main campus with almost 14500 books, journals and other resources available for use of faculty and students. The Seminar library has also computer terminals and laptops for the use of students. Library is organized to accommodate 150 students at one time. Separate common rooms for female students are available with internet facility on the campus.

Suggestions for future

The Department of Management Science doesn't have its own library. Resultantly, the research related outcomes of both faculty and students is negatively affected. Moreover, there is a shortage of space for faculty. The faculty has access to HEC database or other softwares or websites.



Annexure: A **Sample Course Outline**

KHUSHAL KHAN KHATTAK UNIVERSITY, KARAK
Department of Management Sciences

Course Outline

| | | |
|--------------------|---|-----------------------------------|
| Program | : | BBA (Hons)-VIII |
| Course Name | : | International Business Management |
| Name of Instructor | : | Mr. Nageeb ULLAH |
| Course Code | : | BBA-423 |
| Course Hours | : | 03 |
| Total Week | : | 16 |
| Total Hours | : | 48 |

Course Description

This course provides the manager's perspective in the fields of international payments, international trade, and the analysis of investments. Emphasis is given to the materials and concepts that illuminate the strategies, structure, practices, and effects of multinational enterprises. The topics to be covered are: The Nature of International Business Management; Marketing to Customers with Diverse Cultural Backgrounds; Operations in Diverse Political and Legal Environments; Finance in the International Marketplace; Human Resources and Employees of Diverse Cultural Backgrounds; and Strategy and Structure of International or Global Enterprises.

This course is “macro” in nature in that it will look at international business from a general focus with emphasis on the impact and overriding theories and will not focus extensively on individual management decisions. This is an introductory course with a very large class size and, therefore, a significant portion of the class will be taught through lectures, but we also will include guest speakers, video clips, class discussion and readings on current issues. The students, therefore, must keep up with readings and participate to the extent able with general discussions on the theories and material presented in class.

Learning Outcomes

By the end of this course it is expected that the student will be able to

1. Develop an understanding of the worldwide developments and foundations for international business and the cultural context for managing in an overseas environment.
2. Develop an understanding of the Macroeconomic and political changes that have taken place in the era of Globalization and beyond Globalization.
3. Investigate the political economy of international business, trade and investment.
4. Describe and explain trade and the investment environment in which international business transactions occur.
5. Develop an understanding of the global monetary framework in which international business transactions are conducted.
6. Develop an understanding of the Foreign Exchange Market in which international business transactions can be affected.
7. Develop an understanding of the benefits and risks of the global capital market on international business transactions.
8. Examines the strategies and structures that firms adapt in order to compete effectively in the international business environment.
9. Examine the strategies and functions of international management in the areas of managing political risk, negotiations, planning, organizing international operations, decision making and controlling.
10. Develop an understanding of the horizons of international business and Management in the areas of social responsibility and ethics in the era of globalization.
11. Provide a blend of solid research based information compiled with real world current events and interesting application examples that help explain and reinforce important international topics

Procedures for Accomplishing the Objectives

- Lectures on Multi Media
- Class Discussions
- Projects/Assignments
- Presentations by students
- Questions and Answers sessions
- Conduction of seminars and workshops
- Regularity and Punctuality on the part of students in classes.

| TIME FRAME | TOPICS |
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| Week 1 st & 2 nd | THE NATURE OF INTERNATIONAL BUSINESS <ol style="list-style-type: none">1. What is international business?2. What is internationalization, globalization?3. Difference between local and international business.4. Brief history of international business5. Reasons for Going Abroad6. Factors that influenced the growth in globalization of |

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| | international business |
| Week 3 rd and 4 th | THE INTERNATIONAL BUSINESS ENVIRONMENT <ol style="list-style-type: none"> 1. International organizations (WTO, UNO, IBRD, IMF, OPEL, EU) 2. Major Trade Blocks 3. International trade regulations 4. Political ideologies and economics 5. Levels of economic integration 6. Examples of economic integration |
| Week 5 th | GLOBALIZATION AND GLOBAL BUSINESS <ol style="list-style-type: none"> 1. Globalization of markets 2. Globalization of production 3. Benefits of Globalization 4. Shortcomings of Globalization 5. Types of global Business |
| Week 6 th | INTERNATIONAL TRADE <ol style="list-style-type: none"> 1. International trade theory 2. Barriers to trade 3. Economic developments in international trade |
| Week 7 th | CULTURAL INFLUENCES ON INTERNATIONAL BUSINESS <ol style="list-style-type: none"> 1. What is culture? 2. Elements of Culture 3. The Importance Of Culture In Different Business Contexts 4. National Stereotypes and Key Dimensions of Culture |
| Week 8 th | INTERNATIONAL BUSINESS STRATEGY <ol style="list-style-type: none"> 1. What is strategy? 2. What is strategic management 3. What is vision; mission; objectives? 4. Strategic Modes of Entering International Markets |
| Week 9 th | INTERNATIONAL TECHNOLOGY TRANSFER <ol style="list-style-type: none"> 1. The Definition and Concept of Technology 2. Defining the Concept of Technology Transfer 3. The technology transfer processes and modes 4. Models of technology transfer |
| Week 10 th and 11 th | INTERNATIONAL LOGISTICS AND DISTRIBUTION <ol style="list-style-type: none"> 1. What is global logistics and distribution 2. Managing Physical Distribution 3. International Distribution Channel 4. International Retailing |
| Week 12 th and 13 th | INTERNATIONAL FINANCIAL MANAGEMENT <ol style="list-style-type: none"> 1. What is International Finance 2. Determining Parent–Subsidiary Relationships 3. Managing Global Cash Flows 4. Exchange Risk Management |

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| | 5. Capital Budgeting In The Multinational Enterprise 6. International financing in the MNEs |
| Week 14 th and 15 th | INTERNATIONAL BUSINESS ETHICS 1. What is international business Ethics? 2. Major Ethical Issues in International Business 3. Philosophical Approaches to Ethics 4. The Roots of Unethical Behavior 5. Consequences of Unethical Behavior In International Business |
| Week 16 th | Ref, Tests, Assignments |

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| Total Marks | : | 100 |
| Internal Assessment | : | 20 |
| Mid Semester Examination | : | 30 |
| Final Examination | : | 50 |

Recommended Books

1. International Business by Alan. M. Rugman. Richard M. Hodgetts, International Edition, Mcgraw Hill
2. International Business: Text And Cases by Jill Preston, Pitman Publishing.
3. International Business by Roger Bennett, Financial Times Pitman Publishing.
4. Global Business by Czinkota, Michael. R Ronkainen, Ilkka. A (Latest Edition), South- Western
5. International Business and Trade: Theory, Practice, and Policy by Claude M. Jonnard, International Business Series.



Annexure: B
Sample Timetable
KHUSHAL KHAN KHATTAK UNIVERSITY, KARAK
Department of Management Sciences
TIME TABLE Fall 2021-22

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|------------------|--|---|---|---|--|---|--|
| Monday | Principle of Management (BBA-I) Dr. Hassan Financial accounting-II (BBA-III) Mr. Naqeeb | Intro. to Business (BBA-I) Mr. Roman Macro Economics (BBA-III) Mr. Latif | English -I (English Dept) Principal of Marketing (BBA-III) Mr. Ishafaq | Business law (BBA-V) Mr. Roman Entrepreneurship (BBA-VII) Mr. Ovais | Financial Mgt. (BBA-V) Mr. Naqeeb SME(BBA-V11) Mr. Ovais | Specialization Course (BBA-V, VII) Dr. Faqir Sajjad/Mr. Roman /Mr. Ishfaq | POM (BBA-V) Mr. Ovais Business Research (BBA-VII) Dr. Anwar |
| Tuesday | Principle of Management (BBA-I) Dr. Hassan Financial accounting-II (BBA-III) Mr. Naqeeb | Intro. to Business (BBA-I) Mr. Roman Macro Economics (BBA-III) Mr. Latif | English -I (English Dept) Principal of Marketing (BBA-III) Mr. Ishafaq | Intro. to HRM (BBA-III) Dr. Siraj Cost Accounting (BBA-V) Mr. Shah Din Entrepreneurship (BBA-VII) Mr. Ovais | Financial Mgt. (BBA-V) Mr. Naqeeb Money & Banking (BBA-VII) Mr. Jamshid | Specialization Course (BBA-V, VII) Dr. Faqir Sajjad/Mr. Roman /Mr. Ishfaq | POM (BBA-V) Mr. Ovais Business Research (BBA-VII) Dr. Anwar |
| Wednesday | Principle of Management (BBA-I) Dr. Hassan Financial accounting-II (BBA-III) Mr. Naqeeb | Intro. to Computer (BBA-I) CS Dept. Macro Economics (BBA-III) Mr. Latif | English -I (English Dept) Principal of Marketing (BBA-III) Mr. Ishafaq | Pak study (BBA-1) (Visiting) Intro. to HRM (BBA-III) Dr. Siraj Cost Accounting (BBA-V) Mr. Shah Din | Financial Mgt. (BBA-V) Mr. Naqeeb Money & Banking (BBA-VII) Mr. Jamshid | Specialization Course (BBA-V, VII) Dr. Faqir Sajjad/Mr. Roman /Mr. Ishfaq | POM (BBA-V) Mr. Ovais Business Research (BBA-VII) Dr. Anwar |
| Thursday | Intro. to Computer (BBA-I) CS Dept. Intro to Sociology (BBA-III) Visiting | Intro. to Business (BBA-I) Mr. Roman English (BBA-III) Eng Dept. | Islamic Studies (BBA-I) Visiting Intro to HRM (BBA-III) Dr. Siraj | Pak study (BBA-1) (Visiting) Cost Accounting (BBA-V) Mr. Shah Din Entrepreneurship (BBA-VII) Mr. Ovais | Mgt Information System (BBA-V) CS Dept. Money & Banking (BBA-VII) Mr. Jamshid | Business law (BBA-V) Mr. Roman SME(BBA-V11) Mr. Ovais | Business law (BBA-V) Mr. Roman SME(BBA-V11) Mr. Ovais |
| Friday | Islamic Studies (BBA-I) Visiting Intro. to Sociology (BBA-III) Visiting | English (BBA-III) Eng Dept. Intro. to Computer (BBA-I) CS Dept. | Islamic Studies (BBA-I) Visiting English (BBA-III) Eng Dept. | Pak study (BBA-1) (Visiting) Intro. to Sociology (BBA-III) Visiting | ----- | Mgt Information System (BBA-V) CS Dept | Mgt Information System (BBA-V) CS Dept. |

Annexure: C

Lecture Notes Sample

NOTES ON RESEARCH METHODS

By Dr. Anwar Khan

Contents

Introduction to research methodology

Strategies for research projects

Research aims or questions

General issues concerning research: philosophy, etc ... Error! Bookmark not defined.

Understanding the present, predicting the future, and improving the future

Positivism and phenomenology, and similar distinctions

The degree of generality

Theories: building, testing, amending, using

Politics and ethics

Research design ...

Empirical methods

Surveys

Experiments and quasi-experiments

Case studies and small sample research

Action research

Modelling

A general design for a typical Masters degree project

Linking methods to research aims or questions

Data collection methods ... Error! Bookmark not defined.

Interviews

Questionnaires

Sampling

Trustworthiness ... Error! Bookmark not defined.

Validity

Reliability

Objectivity

Triangulation

Statistical hypothesis tests

Data analysis ... Error! Bookmark not defined.

Types of measurement

Computer software

Writing the report ... Error! Bookmark not defined.

The critical attitude

Publishing your research

Checklist when starting a project ... and finishing it ... Error! Bookmark not defined.

References

Appendices

A note on "theory"

Example to show analysis of questionnaire data

Introduction to research methodology

This is an area where there is considerable disagreement on the definition of concepts, and what is right and wrong. Accordingly you should read widely and critically; never assume that you need to accept every concept and every assertion. You will probably be able to find an exception to every rule (see Feyerabend, 1975, for an extreme version of this principle).

These notes are intended as a brief overview of the main issues. It is important that you read in more depth on the specific issues of particular concern to you. For example, if you intend to conduct some interviews or a questionnaire survey, it is important that you consult a suitable source of guidance on surveys, interviews and questionnaires – eg Saunders et al (2003), Robson (2002), Easterby-Smith et al (2002).

I will use the word "method" for a specific research method such as a questionnaire survey. The word "methodology" refers to the study of methods in the same way as "psychology" is the study of the psyche. A research "strategy" is the overall approach to the project - which may include the use of several methods.

The word "research" in this context covers everything that academic researchers do: the gathering of information about the world, the discovery and creation of theories and models to make sense of this information, reviewing and collating research done by others, as well as conceptual, mathematical and computational analysis.

Strategies for research projects

The strategy for carrying out a research project is largely a matter of common sense. It is important not to let jargon and technicalities obscure this. (I am using the term strategy here in the sense of a general answer to the question "How do I go about research?" - taking all aspects into account. You will find other authors may use the term in a slightly different sense.)

A simple basic strategy for any research project is:

- 1 Decide what you want to achieve - the aims of the project, or the questions it will answer.
- 2 Decide how you are going to achieve these aims or answer these questions - the design of your research project. (Most aspects of research tend to take longer than anticipated, so it is important to plan the timescale carefully to take this into account.)
- 3 Carry out the research, analyse the results and state the conclusions and (if appropriate) recommendations.
- 4 Check that you have in fact achieved the aims of the project. If you have not, work out your excuses, try again, or pretend that you were really trying to do something else - ie change your aims to fit what you actually did.

One difficulty with this is that you may not know exactly what you want to achieve at the outset. This may only become clear as the research progresses. Similarly the appropriate methods (step 2) may only become clear as the research evolves. In general, it is best to plan your research in advance as far as possible, but it is clearly important to be flexible.

Research aims or questions

Sometimes the research aims or questions are quite clear. More typically, a research project may start from a fairly fuzzy problem or area of concern; it is then necessary to decide on a clear focus by formulating some more definite aims or questions - although you may change your mind about these as discussed above. This process of achieving a focus is often not easy and deserves care (see Saunders et al, 2003, Chapter 2). *It is almost always better to focus on a limited area so that you can do a thorough job, rather than having a broad focus with inevitably superficial results.*

It is normal to include a section on the background context of the research project. As well as details of the real world issues the project tackles, you may also wish to discuss the academic background and your personal motivation. (Your personal aims for doing the project - perhaps to pass the course and acquire a marketable skill - are, of course, distinct from the research aims of the project.)

The focus for your research project, its goals, can then be formulated in any of the following ways:

- * Question(s) to be answered: eg *What is the best quality strategy for ABC Company?*
- * Aim(s) (or objectives) to be achieved: eg *To devise the best quality strategy for ABC Company.*
- * A hypothesis or hypotheses to be tested: eg *Strategy X is the best strategy for ABC Company.*

Aims and questions are more or less equivalent. Whether you express your goals as a list of aims or as a series of questions does not matter much.

My preference would be for questions because questions lead to answers which can be written down in a research report, whereas aims may be wider than this. For example, the aim "to increase profits" is not an appropriate aim for a research project because the output is not research. This is a business aim not a research aim. The corresponding research aim would be to *find out* how best to increase profits. On the other hand, Saunders et al (2003) recommend objectives because they "lead to greater specificity" (p. 25).

However, in general, I would advise you against formulating the aims of your project as a series of hypotheses to be tested. Testing hypotheses in management is more difficult than it may appear, and the results of the research become a simple list of True/False statements - which may be boring for readers!

Despite this, it may be useful to have an *informal* hypothesis - eg TQM is helpful - to guide your research. Then you can formulate some more detailed aims spelling out which aspects of the helpfulness of TQM that you wish to investigate.

You may also have hypotheses you wish to test as a part of addressing your research aims. For example, you may wish to test the hypothesis that there is no difference in effectiveness between two procedures.

It is often helpful to have a series of questions (or aims), which may be broken down into a hierarchy - for example:

This diagram shows the fairly vague topic "Strategy to improve X in organisation Y" broken down into three more specific objectives. This is a typical general aim for a Masters degree project: X might stand for quality, profitability, marketing or employee job satisfaction, for example. Each of these objectives is then applied to two areas of the organisation. There may be more areas to consider, but the diagram indicates that this project is only concerned with two of them.

A diagram such as this (based on Keeney, 1992) should be helpful for clarifying and structuring your aims (or objectives, or questions). It is also helpful for checking that your proposed research methods are likely to be adequate for meeting your aims (or answering your research questions). We'll return to this below.

The research aims or questions should

- * *be unambiguous and clear;*

- * *be coherent, and reasonably challenging, but not too ambitious;*
- * *make the scope of the research clear (will it refer to one company or be broader, for example?);*
- * *clarify the meaning of any key terms used;*
- * *refer to practical or theoretical outcomes;*
- * *be listed near the start of the project report.*



Annexure: D

SAMPLE Quiz

KHUSHAL KHAN KHATTAK UNIVERSITY, KARAK
Department of Management Sciences

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|--------------------|---|----------------------|
| Program | : | BBA (Hons)-V |
| Course Name | : | Research Methodology |
| Name of Instructor | : | Dr. Anwar Khan |
| Course Code | : | BBA-423 |
| Total Marks | : | 10 |
| Passing Marks | : | 05 |

Time Allowed : 15 minutes

Please encircle the correct answer:

1. To be concerned with ontology is to study:
 - A) reading
 - B) what exists
 - C) ethical decisions
 - D) correlations
2. Epistemology is the branch of philosophy that deals with:
 - A) the nature of ethics
 - B) the nature of knowledge
 - C) the nature of existence
 - D) the nature of beauty
3. A paradigm that emphasizes the existence of a perfectly knowable reality is:
 - A) Positivism
 - B) Postpositivism
 - C) Critical theory
 - D) Constructivism
4. A paradigm that emphasizes historical, political, ethnic, and power relations is:
 - A) Positivism
 - B) Postpositivism
 - C) Critical theory
 - D) Constructivism
5. A major difficulty with knowledge based on personal sensory experience is that it:
 - A) is difficult to obtain
 - B) is incomplete
 - C) requires training
 - D) is always distorted



Annexure: E
SAMPLE Exam Paper
KHUSHAL KHAN KHATTAK UNIVERSITY, KARAK
Department of Management Sciences

MID SESSIONAL EXAM

Program
BBA
Course
Development Economics

Instructor: Anwar Khan

Time Allowed: 1 Hour

Max. Marks: 15

Q01:- How the concept of development can be differentiated from growth? Explain your answer by discussing the different dimensions of development **(05)**

Q02:- Why do we study Development Economics? Explain your answer by discussing the relative significance of this emerging field **(05)**

Q03:- “Development economics deals with economic aspects of the development process in low-income economies”. Discuss. **(05)**

Annexure: F

Faculty Resume

| | |
|------------------|--|
| Name: | Dr. Faqir Sajjad Ul Hassan |
| Personal: | Address: Tariq Abad Near T.T.C, Gomal University Road D.I.Khan (KP), Pakistan. NIC No: 12101-2745233-9. Email: faqirphd@yahoo.com Born: 01-05-1979. Status: Married. Religion: Islam. Nationality: Pakistani. |

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| | Domicile: D.I.Khan (KP). |
| Experience | <ul style="list-style-type: none"> Assistant Professor, KKKU, Karak From 19/09/2014 to Date Assistant Professor, University of Science & Tech, Bannu From 10/09/2012 to 09/09/2013 |
| Honors and Awards | <ul style="list-style-type: none"> HEC Indigenous Scholarship Holder |
| Memberships | <ul style="list-style-type: none"> NIL |
| Graduate Students Postdocs Undergraduate Students Honor Students | Registered but yet not completed their degrees. |
| Service Activity | List University and public service activities. |
| Brief Statement of Research Interest | Human Resource Management, Organization Behavior and theory |
| Publications | <p>List of Peer-reviewed Published/Accepted Articles (authors, year, title of the paper, name of the journal, volume & issue No., Page No. and country where published)</p> <ol style="list-style-type: none"> Ikramullah, M., Prooijen, J.W., Shah, B., & Hassan, F.S. (2015). Effectiveness of performance appraisal: Developing a conceptual framework using competing values approach. <i>Personnel Review</i>, 45(2), 334-352. (Impact Factor=1.5) Shah, R., Khan, S, Farid, S., Hassan, F.S. (2015). Judicial causes for delay in Civil Justice in lower courts of Pakistan. <i>Judicature</i>. 99 (USA) Hassan, F.S et al. (2011). The role of organization culture in predicting organizational effectiveness: A case from developing countries. <i>International Business and Management</i>, 3(2), 99-111. (Canada) Hassan, F.S et al. (2011). Effect of Leaders' Styles of Decision Making on Perceived Organizational Effectiveness: An Example from Pakistan. <i>International Journal of Business and Social Science</i>, 2(21), 92-100. (USA) Hassan, F.S et al. (2011). Exploring the relationship among organizational life cycle stages and different traits of organizational culture. <i>Business and Management Review</i>, 1(7), 103-112. (UK) Khan,H., Shah, B., Hassan, F.S et al. (2013).Organizational Commitment of Teachers |

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| | <p>and Role of Their Employment Traits in the Context of Higher Education Institutions of Pakistan. Management Science and Engineering, 7(1), 1-12. (Canada)</p> <p>7. Hamad Khan, Shah, B., Hassan, F.S et al. (2013). Impact of Personal Attributes over The Commitment Level of The Teachers: A Context of Higher Education Institutions of Pakistan. Journal of Business Studies Quarterly, 5(3), 1-14. (USA)</p> <p>8. Ikramullah, M., Shah, B., Khan, S., Hassan, F.S et al. (2012). Purposes of Performance Appraisal System: A Perceptual Study of Civil Servants in District Dera Ismail Khan Pakistan. International Journal of Business and Management, 7(3), 142-151. (Canada)</p> <p>9. Ikramullah, M., Shah, B., Hassan, F.S et al. (2011). Fairness Perceptions of Performance Appraisal System: An Empirical Study of Civil Servants in District Dera Ismail Khan, Pakistan. International Journal of Business and Social Science, 2(21), 92-100. (USA)</p> <p>10. Ikramullah, M., Shah, B., Hassan, F.S et al. (2011). Performance appraisal fairness perceptions in supervisory and non- supervisory employees: A case of civil servants in district Dera Ismail Khan, Pakistan. Business and Management Review, 1(7), 37-45. (UK)</p> <p>11. Hafizullah., Shah, B., Hassan, F.S & Tariq, Z. (2011). Environment related factors affecting the entrepreneurial orientation: Evidence from Khyber Pakhtunkhwa-Pakistan. International Journal of Education and Social Sciences, 1(1). (Pakistan)</p> <p>12. Hafizullah., Shah, B., Hassan, F.S & Tariq., Z. (2011). The impact of Owner Psychological Factors on Entrepreneurial Orientation: Evidence from Khyber Pakhtunkhwa-Pakistan. International Journal of Education and Social, 1(1). (Pakistan)</p> <p>13. Naeem, A., Khan,S., Hassan, F.S., Jan,M . (2014). Impacts of Microfinance on Women Entrepreneurs: A Case Study of District Quetta,</p> |
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| | <p>Pakistan. Research Journal of Finance and Accounting. 5(1), 34-41.</p> <p>14. Naeem, A., Khan, S., Afaq, Q., Hassan, F.S. (2014). The Social Welfare Impacts of Microfinance on House hold at District Quetta, Pakistan. Interdisciplinary Journal of Contemporary Research in Business. 5(1), 126-143. USA</p> <p>Papers in Preparation/Submission/Conferences</p> <p>1. Ikramullah, M., Prooijen, J.W., Shah, B., & Hassan, FS. Effects of four factors of justice on appraisees' overall fairness perceptions in performance appraisal system. (Accepted for presentation in EURAM Conference 2011 in Estonia)</p> <p>2. Ikramullah, M., Shah, B., Hassan, F.S., & Zaman, T. Performance Appraisal System in the Civil Service of Pakistan: A Review of Literature. (Accepted for Presentation in WOA Conference Verona Italy 2012).</p> <p>3. Khan, H., Shah, B., Hassan, F.S. Predicting the Organizational Commitment of Teaching Staff in Pakistan: A Comparative Study of Distributive and Procedural Justice.</p> |
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|----------------------|---|
| Name | Dr. Anwar Khan |
| Personal Information | <p>Corresponding Address: Dr.Anwar Khan, Assistant Professor, Department of Management Sciences, Khushal Khan Khattak University, Karak, KPK, Pakistan</p> <p>Contact Number: +92-334-5606406</p> <p>E-mail Addresses: akpashtoon1981@gmail.com, anwar.khan@kkkuk.edu.pk</p> |
| Experience | <p>1. 28/11/2016 till date, working as <i>Assistant Professor</i> in the Department of Management Science, Khushal Khan Khattak University, Karak, KPK, Pakistan</p> <p>2. 17/09/2015 till 25/11/2016, worked as <i>Post Doctoral Fellow</i>, Faculty of Science, Technology and Human Development (FSTPI), Universiti Tun Hussein Onn Malaysia, 86400, Batu Pahat, Johor, Malaysia</p> <p>3. 01/09/2014 to 01/09/2015, worked as <i>Assistant Professor</i> in the</p> |

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| | <p>Department of Management Science, COMSATS Institute of Information Technology, Attock, Pakistan.</p> <p>4. 02/07/2012 to 16/06/2013, worked as <i>Lecturer</i> in the Department of Management Science, COMSATS Institute of Information Technology, Attock, Pakistan.</p> <p>5. 03/02/2008 to 07/12/2010, worked as <i>Lecturer</i> in the Department of Management Science, COMSATS Institute of Information Technology, Attock, Pakistan by teaching and supervising the graduate students of Management Science</p> |
| Honors and Awards | <p>1. Gold Medal in Master of Public Administration from Department of Public Administration, Gomal University, D.I. Khan, Pakistan</p> <p>2. International Doctoral Fellowship from Universiti Teknologi Malaysia, Johor Bahru, Malaysia</p> |
| Memberships | <p>1. Member of the British Science Society (BSS)</p> <p>2. Member of International Association for Applied Econometrics (IAAE)</p> <p>3. Member of International Economic Development Research Center (IEDRC)</p> <p>4. Member of Society for Psychology of Women, division of American Psychological Association (APA)</p> <p>5. Member of European Alliance for Innovation, Begijnhoflaan, Gent, Belgium</p> <p>6. Member of Institute for Computer Sciences, Social Informatics and Telecommunications Engineering, Begijnhoflaan, Gent, Belgium</p> |
| Graduate Students And Undergraduate students | <p><i>Co-Supervisor in following PhD thesis at Universiti Tun Hussein Onn Malaysia, 86400 Batu Pahat, Johor, Malaysia</i></p> <p>1. Abdul Ghanfoor Kazi. (2014- under progress). Role of Entrepreneurship in Restoration of Livelihood at Disaster Hit Area</p> <p>2. Altaf Hussain. (2016- under progress). Effects of training and development on Organizational Commitment and Turnover Intentions in Universities of Pakistan</p> <p><i>Main supervisor in following theses, Department of Management Science, COMSATS Institute of Information Technology, Pakistan</i></p> <p>1. Abid Sultan. (2015). The Moderating role of Resources on the relationship between perceived stressors and Student's Performance in COMSATS Institute of Information Technology, Attock, Pakistan</p> <p>2. Saira Azam. (2016). Effect of Job Stress on work performance among Government Hospital's employees in District Chitral,</p> |

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| | <p>Pakistan</p> <ol style="list-style-type: none"> 3. Anjum Shafiq. (2017). The effects of marketing and branding on sales performance via mediation of employee training in telecom industry in Pakistan 4. Sameeda Semab. (2017). Study in Delaying Factors Affecting Success of Construction Project In Pakistan; Role of Project Intervention as Moderator |
| Brief Statement of research interest | <p>I am currently working on following topics related to the fields of organizational psychology and public health:</p> <ol style="list-style-type: none"> 1. New Information Communication Technologies for the awareness, prevention and intervention of cancer in Khyber Pakhtunkhwa, Pakistan 2. Prevalence of depression among the female university students 3. Promoting mental health through social marketing 4. Health Information & Communication Technology models for changing Consumer Behavior |
| Publications | <p>Published Articles</p> <ol style="list-style-type: none"> 1. <i>Altaf Hussain, Rosman Md Yusoff, Sajjad Ahmad Banoori, Anwar Khan. (2016). Enhancing effectiveness of employees through training and development in the health care department of Khyber Pakhtunkhwa Pakistan: A Literature Review. International Review of Management and Marketing, Vol 6, No: 4, (Scopus Indexed)</i> 2. Anwar Khan, Rosman Bin Md Yusoff. Study on Dynamic Links between Resources, Work Engagement and Job Performance in Academia of Pakistan. <i>International Review of Management and Marketing, Vol 6, No: 3, 2016, (Scopus Indexed)</i> 3. Anwar Khan, Rosman Bin Md Yusoff. Socioeconomic Costs of Mental illness: A Systematic Review. The 29th International Conference on “ Business, Economics, Social Science & Humanities- BESSH-2016” 13-14 July, 2016 Bangkok, Thailand. 4. Anwar Khan, Rosman Bin Md Yusoff. Psychometric testing of Oldenburg Burnout Inventory among academic staff in Pakistan. <i>International Review of Management and Marketing, Vol 6, No: 4, 2016, (Scopus Indexed)</i> 5. Khalid Zaman, Anwar Khan. Quadrilateral Relationship between Information and Communications Technology, Patent Applications, Research & Development Expenditures, and Growth Factors: Evidence from the Group of Seven (G-7) Countries. Submitted to <i>Social Indicators Research, ISI Indexed IF: 1.3</i> 6. Haroon Ur Rashid Khan, Anwar Khan, Agha Amad Nabi, Sanil S. Hishan, Talat Islam. (2016). Gender discrimination in education, health, and labour market: a voice for equality 7. Haroon Ur Rashid Khan, Anwar Khan, Talat Islam |

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| | <p>.(2016).Quadrilateral Relationship between Information and Communications Technology, Patent Applications, Research and Development Expenditures, and Growth Factors: Evidence from the Group of Seven (G-7) Countries. <i>Social Indicators Research</i>, 1-27.</p> <p>8. Anwar Khan, Rosman Bin Md Yusoff, Khairunesa Binti Isa (2016). Examining linkages between Psychological Health Problems, Socio-Demographic Characteristics and Workplace Stressors in Pakistan's Academia. <i>International Education Studies</i>, 9 (6), (Scopus Indexed)</p> <p>Published Conference Articles</p> <ol style="list-style-type: none"> 1. Anwar Khan, Rosman Bin Md Yousoff. (2016). Socioeconomic Costs of Mental Illness: A systematic Review. Thailand 29th International Conference on Business, Economics, Social Science and Humanities, July, 13-14, 2016 2. Shazia Kazi, Ishak Mad Shah, Anwar Khan. (2014). Reliability and validity assessment of affective disturbance and distress scale among working women in Pakistan. AFAP International Conference on Entrepreneurship and Business Management, 2014, Johor Bahru, Malaysia 3. Anwar Khan, Rosman Bin Md Yousoff, Kamran Azam. (2013). Job Stress, Performance and Emotional Intelligence in Academia: Moderating role of Organisational Culture, The 3rd International SEARCH Conference, Kuala Lumpur, Malaysia 4. Kamran Azam, Rosman Bin Md Yusoff, Anwar Khan. (2011). The Role of Coping Capacities in Disaster Perspective: A Case of Pakistan Flash Floods, 2010. The International Conference on Sustainable Development , 2011, Graduate School, Universiti Tun Abdul Razak, Malaysia 5. Anwar Khan, Subhan Ullah, Kamran Azam, Dr. Salim Khan. (2009). Individual differences and mental health disorders among industrial workers: A cross sectional survey of Hayatabad Industrial Estate Peshawar, Pakistan, <i>Conference Proceedings</i>, Asian Business research conference 6. Subhan Ullah, Syed Umar Farooq, Kamran Azam, Anwar Khan. (2009). Does Merger Deliver Value? A Case of Glaxo Smith Kline Merger. <i>Conference Proceedings</i>, Asian Business research conference 7. Irfan Shahzad, Subhan Ullah, Kamran Azam, Anwar Khan. (2009).Global Financial Crisis and its Effects on Entrepreneurship. <i>Conference Proceedings</i>, Asian Business research conference |
| Research Grants | <p>Approved Grants</p> <ol style="list-style-type: none"> 1. A Study on Prevalence, Assessment and Management of Post Traumatic Stress Disorder (PTSD) in Malaysia. A postdoctoral research grant approved at Universiti Tun Hussein Onn Malaysia |

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|--|--|
| | <p>Forth Coming Research Grants</p> <ol style="list-style-type: none"> 1. ICT-Related Research and Development Grant on Mapping media and new Information Communication Technologies for the awareness, prevention and intervention of cancer in Khyber Pakhtunkhwa, Pakistan |
|--|--|

DR. SIRAJ UD DIN

Department of Management Sciences,
Khushal Khan Khattak University,
P.O. Box No. 27200, Karak, Pakistan.
Cell# +92-336-5217851
Phone Office: +92-927-291020
Fax: +92-927-291035
Email: dr.siraj@kkkuk.edu.pk



Qualification

Degree: PhD in Business Administration Specialization HRM (3rd May, 2013)
Research Director: Prof. Dr. Bakhtiar Khan Khattak, Gomal University, Khyber Pakhtunkhwa, Pakistan.
Institution: Gomal University, Dera Ismail Khan, Pakistan.
Sponsoring Agency: Higher Education Commission of Pakistan under Indigenous Ph.D. Fellowship Program (M.Phil leading to Ph.D)

Degree: Master in Business Administration, 2007
Institution: Al-Khair University, Azad Jammu and Kashmir, Pakistan.

Degree: M.Sc Statistics, 1995
Institution: University of Peshawar, Peshawar, Pakistan.

Professional Experience

| Position | Joining | Leaving | Institution |
|---------------------|-------------------------------|-------------------------------|--|
| Assistant Professor | 2 nd January, 2015 | continued | Department of Management Sciences, Khushal Khan Khattak University, Karak, Pakistan. |
| Lecturer | 12 th Sep, 2013 | 1 st January, 2015 | Department of Business Administration, Gomal University, D.I.Khan, Pakistan. |
| Assistant Provost | 9 th Sep, 2003 | 12 th Sep, 2013 | Gomal University, D.I.Khan. |

Administrative Experience

- **Director (Academics)** Khushal Khan Khattak University, Karak since 20th January, 2017 to 20th February, 2017.
- **Head of Department** Deptt: of Management Sciences, Khushal Khan Khattak University, Karak since 15th May, 2015 to 23rd February, 2017 and From May, 2019 till date.
- **Campus Coordinator** Khushal Khan Khattak University, Karak from 15th May, 2015 to 14th May, 2016.
- **Incharge Academics Affairs** Khushal Khan Khattak University Karak, Pakistan from 12th Sept, 2013 to 15th May, 2015.
- **Member Syndicate** Khushal Khan Khattak University Karak, Pakistan from November 2013 to till-date.
- **Member Statutes Drafting Committee** Khushal Khan University Karak, Pakistan from September 2013 to till-date.
- **Member Transport Committee** Gomal University, Dera Ismail Khan from August 2010 to August 2013.
- **Admn and Finance Officer** Human Development Foundation (NGO) from April 2001 to September 2003.

Membership (Academic and Administrative Forums)

| | |
|-----------------------------------|--|
| Member, Academic Council | Khushal Khan Khattak University, Karak. |
| Convener, Board of Studies | Department of Management Sciences, Khushal Khan Khattak University, Karak. |

Conferences

1. Din, S. U., & Bibi, Z. (2011). An investigation of conflict dynamics in Higher Education Institutions. Paper presented in International Conference on Contemporary Issues in Business Management (ICIBM-2011), University of Central Punjab, **Lahore**.
2. Din, S.U. (2014). Perception of HRM Practices and its impact on SMEs Performance: A Case Study of Pharmaceutical Companies in Khyber Pakhtunkhwa (KP), Pakistan. Paper presented in INSPIRE International Conference, **Dubai** on 9th February, 2014.

Seminars

Participated in “Seminars on Business and Management for Developing Countries, Changsha, China” from 15th April to 5th May, 2016.

Workshops

Focal person of a research workshop titled, “Three Days National Research Workshop Mastering Advanced Quantitative Data Analysis for Dissertation/Thesis/Paper” held on 21-23 December, 2015 at Khushal Khan Khattak University, Karak.

MUHAMMAD SHAH DIN

Department of Management Sciences
Khushal Khan Khattak University
Karak, Pakistan.
Phone Office 0927-211894
Mobile: 0306-8000987, 03005877288
Email: mskhattak007@yahoo.com



OBJECTIVES:

As a dynamic and versatile personality with sound knowledge and experience in the field of Management Sciences, my focus is to work for the following premise in order to serve the society in a best possible manner.

- To establish and provide high quality, market oriented education and training that make a person indispensable for an organization.
- To provide visionary guidance and professional excellence in the field of Management Sciences to organization as well as individuals.
- To encourage student-centered approaches and methodologies in the field of management sciences with a special focus on communicative methodology so as to facilitate the development of polished human resources for the society.
- To encourage research and group task activities and innovations in the field of management sciences in order to facilitate the development of managerial skills and team spirits in the students so as to fulfill the HRs needs of organizations with skilled personnel.

PERSONAL PROFILE:

| | |
|-----------------------|------------------------------------|
| Date of Birth: | 4th August 1966. |
| Nationality: | Pakistani. |
| Religion: | Islam |
| N.I.C. No. | 14201-5353948-9 |

SCHOLASTIC RECORD:

Ph.D. Scholar (Management Sciences)
MS-Management Sciences (Finance)
Master of Commerce (Finance and Accounting)
Bachelor of Commerce (Hons) (Finance and Accounting)
Diploma in Commerce (Accounting)
Matric (Science)

DISTINCTION:

1st Position in MS-Management Sciences (Finance)

3rd Position in Master of Commerce (Finance and Accounting)

PROFESSIONAL EXPERIENCE:

- Assistant Professor, National University of Modern Languages Islamabad. Dec. 2009 to Jan. 2013. (On contract)
- Visiting Professor Finance and Accounting, Khurasan University of Modern Sciences (KUMSA), Jalalabad, Afghanistan. Jan: 2007 – Dec: 2007
- Deputy Director, Institute of Business & Management Sciences/Computer Sciences, NWFP Agricultural University Peshawar 2003-to December 2008.
- Head, Department of Management Sciences, Institute of Business & Management Sciences/CS, NWFP Agricultural University Peshawar Jan. 2000- to December 2009.
- Assistant Professor, Department of Management Sciences, IBMS/CS NWFP Agricultural University Peshawar Sep. 1999- to December 2009.
- Assistant Professor, Department of Management Sciences, Al-Khair University Jammu & Kashmir, Peshawar Branch August 1996 to Sep. 1999.
- Lecturer, Frontier College of Business Education, Peshawar Oct 1992 to July 1996
- Experience in Khushal Khan Khattak University Karak
- Serving Department of Management Sciences as Asstt. Prof. since Jan.2013 till date.
- Serving Department of Management Sciences as HoD since Jan.2013 till date.
- Serving as member of the University Works Committee.
- Serving as member of the University Inspection Committee for Affiliation of Colleges.
- Serving as Convener of Departmental Board of Studies.
- Serving as member Senate of the University.
- Remained member of UPC of the University
- Remained Convener of the Physical Infrastructure Committee of High Way Campus.
- Remained member of the University Statutes Committee.
- Remained member of the University POL Committee.

DUTIES AND RESPONSIBILITIES:

As Deputy Director:

1. General Administration of the Institute
2. Notifying, convening Staff and Faculty meetings and preparing meeting agenda.
3. Writing the meeting minutes and maintaining their record.
4. Office Management
5. Academic and General coordination
6. Study Tours Management
7. Any other duty assigned by the Director

As Head, Department of Management Sciences:

1. Preparation of class time tables
2. Allotment and Supervision of Students Projects
3. Arrangement of Students Oral Examination (Viva Voce) on the completion of Degree Programme.
4. Preparation of schedule for internal examinations along with Hall statements.
5. Ensuring a coordinated cooperation among the students and the teachers

As Assistant Professor:

1. Delivering lectures to students of various disciplines and on various subjects of Accounting and Finance.
2. Advisor to Research Theses of students.
3. Curriculum Development
4. Students Consultancy
5. Conduction of Research on various aspects of accounting and finance.

PROFESSIONAL MEMBERSHIP:

1. Member of National Curriculum Revision Committee of Higher Education Commission, Islamabad
2. Member of Departmental Selection Committee of Institute of Business & Management Sciences/CS NWFP Agricultural University Peshawar.
3. Convener of Departmental Discipline Committee of Institute of Business & Management Sciences/CS NWFP Agricultural University Peshawar.
4. Member of Examinations Rechecking and Recounting Committee, AUP.
5. Member of University Proctorial Board as Deputy Chief Proctor, AUP.
6. Member of Institutional Admission Committee, AUP.
7. Member of Panel of Examiners, University of Peshawar, Kohat University of Sciences and Technology, Malakand University, Sarhad University, Gomal University, D.I. Khan and University of Azad Jammu & Kashmir, Muzafarabad.

CONSULTANCY SERVICES PROVIDED:

1. University of Illinois (USA). Enterprise Development Training Program for Afghan Nationals 2003.

2. Accounting and Finance trainings to various NGOs through Khurasan University of Modern Sciences, Jalalabad, Afghanistan.
3. Afghanistan Banks Association, Kabul, Afghanistan in Collaboration with ASMED, USAID.

EXPERIENCE AS VISITING FACULTY MEMBER:

1. Visiting Professor in the Department of Governance and Organizational Sciences NUML Islamabad.
2. Khurasan University of Modern Sciences (KUMSA), Jalalabad, Afghanistan
3. Quaid-e-Azam College of Commerce, University of Peshawar.
4. City University of Science and Technology, Peshawar
5. CECOS University of Emerging Sciences, Peshawar.
6. Sarhad University of Information Technology, Peshawar.
7. Institute of Computer and Management Sciences, Peshawar.
8. ABASYN Institute of Management and Computer Sciences, Peshawar.
9. Muslim College of Commerce and Management, Peshawar.
10. Khyber College of Commerce and Management.
11. Frontier Institute of Science and Technology (FIST) Peshawar.

TRAINING RECEIVED:

1. Business Challenges of the 21st Century by ACE Development Dimensions.
2. Ethics at Work organized by ICMS and facilitated by Ramiz Allahwala.
3. Quality Assurance in Education organized by Pakistan Institute of Quality Control.
4. Trade and Human Development organized by UNDP Pakistan.
5. Professional Competency Enhancement Program for University Teachers sponsored by HEC.

Subjects Taught as University Teacher:

1. **Financial Accounting**
2. **Cost Accounting**
3. **Management Accounting**
4. **Financial Management**
5. **Corporate Finance**
6. **Corporate Governance**
7. **Financial Governance**
8. **Corporate Law**
9. **Islamic Banking**
10. **Laws of Taxations**
11. **International Business**
12. **International Finance**
13. **Investment and Securities Analysis**
14. **Business Ethics**
15. **Company Law**
16. **Financial Statements Analysis**
17. **Financial Institutions & Capital Markets**
18. **Investment and Portfolio Management**
19. **Business and Labour Laws**
20. **Banking & Finance**
21. **Business Organization**
22. **Islamic Finance**

Published Research Papers

1. **Din.M. S., Anjum,Z.A. Ullah,R. and Latif, A. (2014) “ Students Perception Regarding Selection of Specialization in MBA” , City University Research Journal (CURJ) Vol.04(02), PP 177-188.**
2. **Ullah,R. Din.M. S., Anjum,Z.A. and Latif, A. (2014) “ Issues Regarding Plasting Money in Pakistan.” , City University Research Journal (CURJ) Vol.04(01), PP 88-98.**
3. **Latif, A. Ullah,R. Din.M. S., and Anjum,Z.A. (2014) “ The Future of HR Professionals.” , City University Research Journal (CURJ) Vol.04(02), PP 208-222.**
4. **Latif, A. Ullah,R. Din.M. S., and Anjum,Z.A. (2014) “ Cooperative Study of Justice in Organization and its Impacts on Employee Commitment.” , City University Research Journal (CURJ) Vol.04(01), PP 108-121.**

Conferences:

1. **Presented Research Paper_____ “The Economic Impacts of Khushal Khan Khattak University Karak on Karak District.” At 1st International Conference on Emerging Issues in Management & Economics Organized by BUTEMS Quetta in Collaboration with HEC. Islamabad (Nov. 2013)**

2. Accepted Research Paper____ “Psychological Factors of Women Consumers regarding Selection of Convenience Products” at 2nd International Conference on Computational & Social Sciences (ICSS-2014) organized by RECEP TAYYIP-ERDOGAN University Rize Turkey.
3. Latif, A, Ullah, R., and Din. M. S. (2014, Aug 6-7) “ The Origination of Cooperative Learning in Organization and its Consequences”, Paper Presented at 1st International Conference on Emerging Trends and Challenges in Social Sciences (ETCSS”14) Bara Gali, District Abbottabad organized by University of Swat in Collaboration with HEC. Islamabad.

LANGUAGES:

| | |
|----------------|------------------|
| Pushto | Native |
| Urdu | Excellent |
| English | Excellent |
| Arabic | Good |

REFERENCES:

Will be provided upon requirement.

UMAIR UDDIN

CV No. 12345

Department of Management Sciences,
Khushal Khan Khattak University 27200,
Karak, Khyber-Pakhtunkhwa, Pakistan.
Email: umair_1434@yahoo.com, umairuddin1017@gmail.com

PROFESSIONAL EXPERIENCE

**Lecturer, Department of Management Sciences,
Khushal Khan Khattak University 27200,
Karak, Khyber-Pakhtunkhwa, Pakistan.**

Feb. 2013 – Till Date

**Administrative and Security Officer,
Citizen Commission for Human Welfare,
Khyber-Pakhtunkhwa, Pakistan.**

July 2012- Jan. 2013

**Office Assistant, Population Welfare Office,
District Nowshera, Khyber-Pakhtunkhwa,
Pakistan.**

Jan. 2012- June 2012

ACADEMIC QUALIFICATIONS:

MBA(18 years), Human resource Management

Institute of Management Studies, University of Peshawar,
Khyber-Pakhtunkhwa, Pakistan.

2011

BBA-IT-Hons (16 Years), Business Administration & Information Technology

Institute of Management Studies, University of Peshawar,
Khyber-Pakhtunkhwa, Pakistan.

2010

HSSC (12 Years), Botany, Zoology, Chemistry

Islamia College, Peshawar, Khyber-Pakhtunkhwa,
Pakistan.

2004

SUBJECTS STUDIED IN MASTERS

- ❖ Project Planning and Management
- ❖ Strategic Management
- ❖ International Business Management
- ❖ Strategic HR Management
- ❖ International Human Resource Management
- ❖ Change management
- ❖ Collective Bargaining

SUBJECTS TAUGHT IN UNIVERSITY

Busy in teaching different subjects like:

- ❖ Introduction to HRM
- ❖ Principles of Management
- ❖ Introduction to Human Behavior
- ❖ Organization Theory and Behavior
- ❖ Leadership and Team Management
- ❖ Performance Management
- ❖ International Business Management
- ❖ Introduction to Business

CONFERENCES AND WORKSHOPS ATTENDED

- ❖ Conference on “Perception of HRM practices and its impact on SME’s performances” in Perspectives on Small Business management and Entrepreneurship (INSPIRE), Dubai (UAE). **Aug 06-10, 2014.**
- ❖ Training on Professional Competency Enhancement Program for Teacher (PCEPT) organized by Higher Education Commission Pakistan at Khushal Khan Khattak University Karak, Khyber-Pakhtunkhwa, Pakistan. **May 05 to June 05, 2014.**

ACADEMICS RELATED DUTIES AS AN EXPERT

- ❖ Member of the Board of Studies for BS/MS in **Department of Management Sciences, Khushal Khan Khattak University Karak**, Khyber-Pakhtunkhwa, Pakistan **(2014-Till Date)**.
- ❖ Member of the Board of Studies for BS course schema in **Department of Computer Science and Bio-Informatics, Khushal Khan Khattak University Karak**, Khyber-Pakhtunkhwa, Pakistan **(2015- Till Date)**.
- ❖ BBA-Hons (16 years) Project reports supervisor for **Department of Management Sciences, Khushal Khan Khattak University Karak**, Khyber-Pakhtunkhwa, Pakistan **(2016-Till Date)**.

MANAGEMENT RELATED DUTIES IN THE UNIVERSITY

- ❖ Member of the Staff Proctorial Board of the **Khushal Khan Khattak University Karak**, Khyber-Pakhtunkhwa, Pakistan **(2016-Till Date)**.
- ❖ Sports Faculty Advisor at **Khushal Khan Khattak University, Karak**, Khyber-Pakhtunkhwa, Pakistan **(2013-2016)**.

REFERENCES:

- 1) **Dr. Noor ul Haq**
Associate Professor, (noorulhaq@kkkuk.edu.pk),
Institute of Management Studies, University of Peshawar,
Khyber-Pakhtunkhwa, Pakistan.
- 2) **Dr. Siddiq ur Rahman**
Assistant Professor, (siddiqur.rehman@kkkuk.edu.pk),
Department of Management Sciences, Khushal Khan Khattak University
Karak, Khyber-Pakhtunkhwa, Pakistan.

| | |
|---|---|
| Name: | Roman Ullah Khan |
| Personal: | email: roman.khan@kkkuk.edu.pk Cell: +92-333-9338558 Address: Village and P.O Ahmadi Banda, Tehsil Banda Daud Shah, District Karak, Pakistan |
| Academic | Ph.D. Course Work Completed KKKUK MBA (1.5) UOP BBA (Hons) AUP DBA KP BTE SSC BISE Peshawar |
| Experience | Working as Lecturer in the Department of Management Sciences Khushal Khan Khattak University Karak since 28th of January 2013, till date. Worked as Lecturer and Assistant Coordinator BBA (Hons) Program in The Muslim College of Commerce & Management Campus II Peshawar from August 2010 to January 2013. Worked as Visiting Lecturer (Part Time) in Peshawar Business School, Peshawar. (2011-2013) |
| Honors and Awards | Got First Position in MBA (1.5) |
| Memberships | Serving as Secretary of departmental Board of Study. Dpertment of Management Sciences KKKUK. (2013-till date). Served as Incharge Khushal Arts and Cultural Society in KKKUK (2013-2014). Served as Staff Proctor in KKKUK. (2013-2015). |
| Brief Statement of Research Interest | My research Interests are: Consumer Awareness in Pakistan, Micro Financing, Islamic and Conventional Financial Systems in Pakistan and Accounting Practices in public Sector universities in Pakistan. |
| Publications | <u>Publications</u> Ullah, R., Din. M.S., Anjum, Z.A and Latif, A. (2014). "Issues |

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| | <p>Regarding Plastic Money in Pakistan”. City University Research Journal, Vol. 04(01), pp. 88-98.</p> <p>Latif, A, Ullah, R., Din. M.S. and Anjum, Z.A. (2014). “Comparative Study of Justice in Organization and its Impact on Employee Commitment”. City University Research Journal, Vol. 04(01), pp. 108-121.</p> <p>Latif, A, Ullah, R., Din. M.S. and Anjum, Z.A. (2014). “The Future of HR Professionals”. City University Research Journal, 04(02), pp. 208-222.</p> <p>Din. M.S., Anjum, Z.A., Ullah, R. and Latif, A. (2014). “A Study on Perception of Students Regarding Selection of Specialization in MBA. City University Research Journal, 04(02), pp. 177-188.</p> <p><u>Conferences Attended:</u></p> <p>Latif, A, Ullah, R., and Din. M.S. (2014, August, 6-7). “The origination of cooperative learning in organization and its consequences”. Paper presented at 1st National Conference on Emerging Trends and Challenges in Social Sciences (ETCSS’14), Bara Gali, District Abbottabad by University of SWAT, Supported by HEC.</p> <p>Anjum, Z.A., Din. M.S. and Ullah, R. (2013 November 1, 2) “Economic Impacts of Khushal Khan Khattak University Karak on District Karak”. Paper presented at 1st International Conference on Emerging Issues in Management and Economics. (ICEIME` 13) Serena Hotel Quetta by BUIITEMS Quetta, Pakistan.</p> <p>Attended Seminar on “Technological Interventions for Food and Environmental Security”. (June, 28 – July 02, 2010) at Bara Gali Abbotabad. Organized by AUTA, K.P. University of Agriculture.</p> |
| | Three Days National Workshop on Mastering Advanced Quantitative |

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|-------------------|--|
| Trainings: | <p>Data Analysis (SPSS, AMOS) organized by Department of Management Sciences Khushal Khan Khattak University, Karak in calibration with Higher Education Commission. (21-23,Dec-2015)</p> <p>Professional Competency Enhancement Program for University Teachers (PCEPT)” by Higher Education Commission, held at Khushal Khan Khattak University Karak. (May 5th – June 5th, 2014).</p> |
|-------------------|--|

Curriculum Vitae

NAQEEB ULLAH KHAN

Address: Village Shaheedan Wazir, P/O Bahadur Khel,
Tehsil B.D Shah, District
Karak, Khyber Pakhtunkhwa Pakistan
Cell # +92-314-9448988
E-mail:naqeebkhan17@yahoo.com



PERSONAL DATA

| | |
|---------------|-------------------------------|
| Father Name | Sheraz Khan |
| Date of Birth | 12 th October 1986 |
| Nationality | Pakistani |

ADEMIC RECORD

| Examination | Board / University | Year | Marks | % age |
|--------------------------------|--|-----------|-----------|------------------|
| MBA(18years,Foreign) | Shanghai International Studies University, China | 2012-2014 | 1898/2200 | 3.52GPA 86.2% |
| BS Banking & Finance (4 years) | University of Science & Technology Bannu, Pakistan | 2006-10 | 3797/4600 | 82.54 |
| F.Sc (Pre-Medical) | B.I.S.E Kohat, Pakistan | 2005 | 825/1100 | 75.00 |
| S.S.C (Science) | B.I.S.E Kohat, Pakistan | 2003 | 662/850 | 77.88 |

ACHIEVEMENTS

- Gold Medalist and First Position Holder in B.S Banking & Finance (4 year)
- Second Position Holder in MBA and owner of second prize of CARTELO academic scholarship in China

LANGUAGES

| LANGUAGE | SPEAKING ABILITY | WRITING ABILITY |
|----------|------------------|-----------------|
| English | Excellent | Excellent |
| Urdu | Excellent | Excellent |
| Pashto | Excellent | Good |

EXPERIENCE

- 6 years teaching experience as Lecturer in the Department of Management Sciences, Khushal Khan Khattak University, Karak (November, 2015 to till date).

- 10 months teaching experience as a Lecturer in Management Sciences at Qurtuba University of Science & Information Technology, Peshawar

| | |
|--------------------------|--|
| Name: | I S H F A Q A H M E D |
| Personal: | Home Address: Tehsil/ P.O/ Distt: Karak |
| Experience | <p>Nov 2015 Lecturer Khushal Khan Khattak University, Karak</p> <p>1. Lecturer Organization: Khushal Khan Khattak University, Karak Duration: December 2015 till date</p> <p>2. Assistant Professor /ACE/ ADMISSION OFFICER Organization: COMSATS INSTITUTE OF IT, ATTOCK Duration: July 01, 2012 Till Date Course Taught: Marketing, IT</p> <p>3. Position: Lecturer /ACE/ ADMISSION OFFICER Organization: COMSATS INSTITUTE OF IT, ATTOCK Duration: February 06, 2009 Till June 30, 2012 Course Taught: Marketing, IT</p> <p>4. Position: Visiting Lecturer Organization: COMSATS INSTITUTE OF IT Duration: March 2008 to Jan 2009 Course Taught: Marketing, HRM, Business Communication</p> <p>5. Position: Lecturer Organization: PHIBIT Abbottabad Duration: Feb 2006 to October 2006 Course Taught: Management, HRM, Project Management</p> |
| Honors and Awards | Got CIIT scholarships during BS and MS |
| Memberships | Alumni Society |
| Graduate Students | NA |

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| | |
| Service Activity | Volunteer in Balakot Earthquake rehabilitation process in 2005 |
| Brief Statement of Research Interest | Service Quality |
| Publications | <p><u>Ishfaq & Imran (2011). “Service quality; Service features; and Customer complaint handling as the major determinants of customer satisfaction in Banking sector: A Case study of National Bank of Pakistan: International Review of Business Research Papers. Volume 7. Number 1 January 2011 issue ISSN: 1832-9543</u></p> <p><u>Ishfaq, (2009). “Cultural aspects of Policy Choice. What cosmetics companies strive for?” Presented at 9th National Research Conference at SZABIST Islamabad held on June 25,</u></p> |
| Research Grants and Contracts | N/A |
| Other Research or Creative Accomplishments | N/A |
| Selected Professional Presentations | N/A |

| Name: | __Mohammad Ovais__ | | | | | | | | | |
|---|--|---------------|--------|------|-----------|---------|---------------|-----------|-----------|--------------|
| Personal: | May include address(s) and phone number(s) and other personal information that the candidate feels is pertinent. | | | | | | | | | |
| Experience | <p>Sept 1st 2012 to November 2015:</p> <p><i>Asst. Prof. of Marketing, Iqra National University Peshawar</i></p> <p>December 1st 2012 to November 2015:</p> <p><i>Lecturer in Marketing, IMSciences, Peshawar</i></p> <p><i>Business Development Executive, Servier [Pakistan] Ltd.</i></p> <p>February 1st 2003 to March 1st 2004:</p> <p><i>Research Associate Lucky Cement (pvt) Ltd.</i></p> | | | | | | | | | |
| Honors and Awards | Gold Medal (MS Management Sciences (2011-2013) IMSciences Peshawar | | | | | | | | | |
| Memberships | <p>MEMBER: (Iqra National University, Peshawar)</p> <ul style="list-style-type: none"> • Disciplinary Committee • Library Committee | | | | | | | | | |
| Graduate Students Postdocs Undergraduate Students Honor Students | <p>List supervision of graduate students, postdocs and undergraduate honors theses showing:</p> <table border="1"> <thead> <tr> <th>Years</th> <th>Degree</th> <th>Name</th> </tr> </thead> <tbody> <tr> <td>2012-2015</td> <td>BBA/BBS</td> <td>>100 students</td> </tr> <tr> <td>2012-2015</td> <td>MS/MBA1.5</td> <td>>50 students</td> </tr> </tbody> </table> | Years | Degree | Name | 2012-2015 | BBA/BBS | >100 students | 2012-2015 | MS/MBA1.5 | >50 students |
| Years | Degree | Name | | | | | | | | |
| 2012-2015 | BBA/BBS | >100 students | | | | | | | | |
| 2012-2015 | MS/MBA1.5 | >50 students | | | | | | | | |
| Service Activity | Member histel and students social committee IMSciences | | | | | | | | | |
| Brief Statement of Research Interest | <p>Research is the root of my scientific interests, it is my passion, I conduct research irrespective of my degree requirements and teaching is my ideal profession. I am currently pursuing 3 research projects in different social areas including non-profit marketing, green and efficient supply chain management and corporate social responsibility. I also developed a research oriented project document for the flood affected areas of Khyber Pakhtunkhwa at the platform of Institute of Management Sciences. I play badminton and watch movies. Finally, to join and lead a competent team of academic and educational professionals is the ambition of my life and I believe that the scholarship will lay the foundation for it.</p> <p>My motivation for application comes from my professional ambition, “to join and lead a competent team of academic and educational professionals in a dynamic environment”, and I believe pursuing PhD from Turkey will lay the foundation for</p> | | | | | | | | | |

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| | <p>it. I expect that this scientific exposure will ensure a relatively superior level of competence, confidence and teaching and research skills. I plan to acquire the best of social sciences knowledge and ensure my contribution to the society through education and research.</p> |
| Publications | <p>Ovais, M., Nouman, M. (2015). Product Placement and Consumer Brand salience: A culture specific investigation. <i>Business & Economic Review</i>, April, in press.</p> <p>Jan, S., Ovais, M. and Khan, Z. (2014). Macroeconomic Development and Debt/Equity Choices of KSE: A Sector-wise Analysis. <i>City University Research Journal</i>, 4(1). 1-22.</p> <p>Validity and applicability of Jenefer Aaker's Brand Personality Scale, "Case of TOYOTA Corolla." (Paper presented in First Asian Business Research Conference 8-9 September, 2012).</p> <p>Ovais, M., Wazir, I., Mufti, A. (2011). Pharmaceutical Personal Selling: Problems, Prospects and Importance of Strategic Relationship Marketing. <i>Business & Economic Review</i>, October, 3; 175-197.</p> |
| Research Grants and Contracts | NA |
| Other Research or Creative Accomplishments | NA |
| Selected Professional Presentations | Training Workshops on Advance research skills in SEM and AMOS |

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| Name: | Dr. Hassan Ahmed Shah |
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| Personal: | Rehmat Abad Near Police Training College, Hangu +92-333 9676766 |
| Experience | Nov 2015 Lecturer Khushal Khan Khattak University, Karak Oct 2013 Lecturer (Visiting) Hazara University, Mansehra Jan to Jun 2011 NIP Internee NCHD Battagram May to June 2010 Translator MSF-France |
| Honors and Awards | Got Distinction Certificates during MS and PhD Coursework. |
| Memberships | Member of Literary Society (Hazara University Mansehra) Reviewer for Journal of Social and Organizational Analysis |
| Graduate Students Postdocs Undergraduate Students Honor Students | Nil |
| Service Activity | Blood Donation Society Member at Hazara University, Mansehra |
| Brief Statement of Research Interest | My area of interest in research is Action Research and organizational Development. |
| Publications | <ul style="list-style-type: none"> • Impact of Human Capital on the Organization's Innovative Capabilities: Case of Telecom Sector in Pakistan. <i>Information Management and Business Review</i>, 6(2), 88-95, 2014 • Determining the Levels of Organizational Learning: A Review of Literature. Presented in South Asian International Conference (SAICON) 2013. • Impact of Intellectual Capital on the Incremental Innovative Capabilities of Telecom Sector's Organization in Pakistan. Presented in South Asian International Conference (SAICON) 2013. • Strategies for effective teaching and learning in the classroom, <i>Book Chapter</i>, Published by Department of Management Sciences, Hazara University, Mansehra. • Application of Organizational Learning in the Management of Environmental Dynamism in Business organization of Pakistan. <i>MS thesis</i>. |

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| Name: | Abdul Latif |
| Personal: | Religion: Islam. Nationality: Pakistan. Domicile: Khyberpakhtunkhwa. |

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| | N.I.C: 14202-1342583-3. Passport No: BN1075832 Date of Birth: 08-02-1983. Mobile # +92-3439254998. Email ID: <u>latif.ktk@gmail.com</u> Permanent Address: Village Methawalah, Post office, Tehsil and District Karak. Present: As above. . | | | | | | |
| Experience | <ul style="list-style-type: none">• <u>Lecturer in Khushal Khan Khattak University Karak</u> (6th Feb. 2013 to Date).• <u>HR Manager in Harirod Construction Company (Multinational, Group of Companies), Kabul Afghanistan</u> (11th June, 2011 to 26 June, 2012)• <u>HR Advisor cum lecturer in Rana Institute of Higher Studies, Kabul, Afghanistan</u> (18th July 2011 to 30th December, 2012).• <u>Lecturer in AIL</u>.(05/01/09 To 17/04/10). | | | | | | |
| Honors and Awards | List honors or awards for scholarship or professional activity | | | | | | |
| Memberships | <ul style="list-style-type: none">• Member of Departmental Board of Studies.• Staff Procter• In-charge “Khushal Khan Khattak Leaders Club”• Secretary Departmental Semester Examination Committee. | | | | | | |
| Graduate Students Postdocs Undergraduate Students Honor Students | <table><tr><td>Years</td><td>Degree</td><td>Name</td></tr><tr><td colspan="3">Supervise 5 students of BBA(Hons) in Rana Institute of Higher Studies, Kabul, Afghanistan during my period in HRIS. (18th July 2011 to 30th December, 2012)</td></tr></table> | Years | Degree | Name | Supervise 5 students of BBA(Hons) in Rana Institute of Higher Studies, Kabul, Afghanistan during my period in HRIS. (18 th July 2011 to 30 th December, 2012) | | |
| Years | Degree | Name | | | | | |
| Supervise 5 students of BBA(Hons) in Rana Institute of Higher Studies, Kabul, Afghanistan during my period in HRIS. (18 th July 2011 to 30 th December, 2012) | | | | | | | |
| Service Activity | Nil | | | | | | |
| Brief Statement of Research Interest | Organizational development, Change management, knowledge management and cooperative learning. | | | | | | |
| Publications | Research Paper 1. Latif, A, Ullah, R., and Din. M.S. (2014, August, 6-7). The origination of cooperative learning in organization and its consequences. <i>1st National Conference on Emerging Trends and Challenges in Social Sciences (ETCSS’14)</i> , Barra Gali, District | | | | | | |

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| | <p>Abbottabad by University of SWAT, Supported by HEC, Islamabad. 23-35.</p> <p>2. Saqib Khan, M.S., Din, S. U.,Latif, A., Khan, I., Qureshi, Q.A., Ismail, H.M., Rauf, H. & Tahir, M. (2015).Study Regarding the Pakistan and Iran Relations. <i>International Affairs and Global Strategy</i>, ISSN 2224-574X (Paper) ISSN 2224-8951 (Online), 30(1), 14-17.</p> <p>3. Saqib Khan, M.S.,Latif, A., Khan, I., Qureshi, Q.A., Ismail, H.M., Rauf, H. & Tahir, M. (2015).The Styles of Leadership: A Critical Review.<i>Public Policy and Administration Research</i>, ISSN 2224-5731(Paper) ISSN 2225-0972(Online). 5(3), 87-92.</p> <p>4. Latif, A, Ullah, R., Din, M.S. & Anjum, Z.A. (2014). The Future of HR Professionals. <i>City University Research Journal</i>, 4(2), 208-222.</p> <p>5. Latif, A, Ullah, R., Din, M.S. & Anjum, Z.A. (2014). Comparative Study of justice in organization and its impact on employee commitment. <i>City University Research Journal</i>, 04(01), 108-121.</p> <p>6. Ullah, R., Din, M.S., Anjum, Z.A and Latif, A. (2014). Issues regarding plastic money in Pakistan. <i>City University Research Journal</i>, 04(01), 88-98.</p> <p>7. Din. M.S., Anjum, Z.A., Ullah, R. &Latif, A. (2014). Students' perception regarding selection of specialization in MBA. <i>City University Research Journal</i>, Vol. 04(02), pp. 177-188.</p> <p>Conference</p> <p>8. Latif, A, Ullah, R., and Din. M.S. (2014, August, 6-7). The origination of cooperative learning in organization and its consequences. Paper presented at 1st National Conference on Emerging Trends and Challenges in Social Sciences (ETCSS'14), Barra Gali, District Abbottabad by University of SWAT, Supported by HEC, Islamabad.</p> <p>9. Latif. A., Hanif., F. and Dr. Awan., S.H.(2011, January, 19-20). Human resource information system (HRIS): substituting or enhancing HR. Paper presented at 12th National Research Conference on Management and Computer Sciences organized by Shaheed Zulfikar Ali Bhutto Institute of Science and Technology (SZABIST), Islamabad.</p> <p>10. Latif. A. and Dr. Husain., M.(2010, June, 29-30). Antecedent of cooperative learning and its outcome. Paper presented at 11th National Research Conference on Management and Computer Sciences organized by Shaheed Zulfikar Ali Bhutto Institute of Science and Technology (SZABIST), Islamabad.</p> <p>11. Latif. A. and Ansari. S.(2010, January, 28-29). Organizational justice and its impact on organizational commitment, (In three different</p> |
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| | sectors, (1. Multinational 2. Local Private 3. Govt. companies)). Paper presented at 12 th National Research Conference on Management and Computer Sciences organized by Shaheed Zulfikar Ali Bhutto Institute of Science and Technology (SZABIST), Islamabad. |
| Research Grants and Contracts | Nil |
| Other Research or Creative Accomplishments | Nil |
| Selected Professional Presentations | As a Resource person in Three Day HR training Program (07,08 and 09 December 2011) organized by ABC, Kabul Afghanistan. |

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| Name | JAMSHID UR REHMAN |
| Personal | Father Name: Khanam Jan Date of Birth: 01-04-1984 C.N.I.C: 14203-5281411-9 Gender: Male Nationality: Pakistani Language: Pashto, Urdu, English Cell No: 03339714182 Email: drj_ktk@yahoo.com |
| Experience | Teaching Assistant in Department of Management Sciences in Khushal Khan Khattak University Karak, (Nov,2016-Till Date) |

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| | <p>Lecturer in Pine Hills Institute of Business and Technology Abbottabad (Feb, 2014 – Jan, 2015)</p> <p>Visiting Lecturer in Government College of Management Sciences Abbottabad (Sep, 2012- Jan, 2013)</p> <p>Cashier in International Committee of Red Cross Peshawar (March, 2009 - Aug, 2010)</p> |
| Honor and Award | 2 nd position holder in BBA (Hons) |
| Memberships | Nil |
| Graduate students Post docs Undergraduate Students Honor Students | Nil |
| Service Activity | Assistance in Teaching & Research |
| Brief Statement of Research Interest | Risk Management in Islamic Modes of Financing, Financial performance of Islamic Banking, and Islamic Finance and Economy |
| Publications | In process |
| Research Grants and Contracts | Nil |
| Other Research or Creative Accomplishments | <p>Training Workshop on Research Designs, Data Collection Techniques, Writing Skills, and Technical Editing for Production of Quality Research, Islamic Research Institute, International Islamic University Islamabad (14/12/2015-18/12/2015) [Local]</p> <p>4th International Conference on Inclusive Islamic Financial Sector Development, Jointly organized by International Institute of Islamic Economics International Islamic University Islamabad and Islamic Research and Training Institute, Islamic Development Bank, Jeddah (17/11/2015-18/11/2015) [Local]</p> <p>Workshop on "Uses of SPSS in Social Science Research" Department of Management Sciences, Hazara University, Mansehra (13/6/2011-17/6/2011) [Local]</p> |

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| Name | RASHID |
| Personal | <p>Father Name: Zahoor Muhammad</p> <p>Date of birth: 13, March , 1984</p> <p>CNIC: 16102-8632662-9</p> <p>Gender: Male</p> <p>Nationality: Pakistani</p> <p>Languages: pushto, urdu, English</p> |
| Experience | <p>(Nov, 2016- Till Date), Lecturern in Khushal khan Khattak University Karak.</p> <p>(January, 2014 to oct, 2016), performed duty as visting lecturer at department of statistics, AWKUM.</p> <p>(Jan 2008 to 2009), performed duty as a Account officer at Survier Tobacco Company Limited Mardan.</p> |
| Honor and Award | <p>Awarder as organizer of 13th Islamic country Society of Statistical Sciences Conference held at 16-17 march 2015, Jointly organized by Islamia college Peshawar and IM Sciences Peshawar.</p> <p>Awarder as participation of 13th Islamic country Society of Statistical Sciences held at 16-17 march 2015, Jointly organized by Islamia college Peshawar and IM Sciences.</p> <p>Awarded as participation in Workshop held in Islamia College Peshawar organized by ISSOS.</p> |
| Memberships | Nil |
| Graduate students Post docs Undergraduate Students Honour Students | Nil |
| Service Activity | Teaching And Research |
| Brief Statement of Research Interest | <p>Applied Research. Currently studying the risk factors associated to child asthma, to find out the highly significant risk factors of on child Asthma .</p> <p>To develop a set of operational guidelines to deliver quality care for lung disease Asthma in primary care in Pakistan and also to apply some new</p> |

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| | research tool for the analysis of data. |
| Publications | Nil |
| Research Grants and Contracts | Nil |
| Other Research or Creative Accomplishments | Nil |
| Selected Professional Presentations | Nil |