

**SELF ASSESSMENT REPORT**  
**Of**  
**M. Phil (Education) Program**



Submitted to

Quality Enhancement Cell

By

Department of Education & Research

**KHUSHAL KHAN KHATTAK UNIVERSITY,**  
**KARAK**  
**2024-2025**

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## **Department of Education & Research**

### **Executive Summary**

Department of Education & Research started functioning with the inception of the university. Its aim is to produce reflective professionals and scholars in the field of Education and Research. The department is committed to prepare educational leaders capable to effectively handle the future challenges in the field of education.

The Department of Education is focused to create research oriented environment where the students will have the opportunity to explore their latent potential. We assure all the stakeholders that through continuous research and training programs, the graduates will be able enough to provide expert services to the community.

The faculty of the department has vast experience in the field of Education, Training and Research and is whole heartedly dedicated for the attainment of desired objectives with professional zeal and enthusiasm.

This document includes a report of self-assessment of the M.Phil (Education) programs. The report has been developed by the program team (PT) under the supervision of Directorate of quality Assurance (DQA) of this institution. Hopefully, this report will contribute in pointing out the department's strength and weaknesses so that actions may be taken to improve the set up.

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## **Introduction**

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### **Standard 1.1. The program must have measurable objectives to support Mission**

#### **Vision of the Programs**

To bring innovations and to produce committed, forward looking and research oriented scholars and professionals for playing effective role in the development of society

#### **Mission of the Programs**

The Department of Education & Research endeavors to prepare the researchers to contribute positively in the advancement of society at all levels. The department strives to accomplish scholars with knowledge and enhance their communication and management skills equipped with conceptual, human, and technical skills in the field of education.

## Objectives of the Programs

The key objectives of the programs are:

1. To build up the trend of educational researchers for the enhancement of educational programs with creative and critical thinking, equipped with innovative ideas applicable locally and globally.
2. To prepare educational experts having dedication, devotion and professionalism for playing productive and efficient role in the teaching learning process.
3. To inculcate morality and ideology of Islam in the builders of the nation to work devotedly towards the solidarity, integration and development of Pakistan.
4. To produce the best educational managers for running educational institutions efficiently in Pakistan and abroad.

### Strategic plan to achieve the objectives

- Continuous evaluation and updating of curricula including core subjects, elective subjects and specialized areas. Strengthening of faculty is also under consideration.
- Utilization of established computer laboratories by the students for searching relevant latest literature and access to the digital library.
- Post-graduate research studies through writing of research reports and theses.
- Encouraging scholars together with faculties for publication of research papers etc.
- Organizing seminars and other activities for discussing the issues and problems related to the process of Education.

**Standard 1.2 The program must have documented outcomes for graduating students. It must be documented that the outcomes support the program objectives and that graduating students are capable of performing these outcomes**

### Program Learning Outcomes

The graduates of Department of Education & Research should have the following capabilities:

- Identification of problems in the education system and suggest research based solutions.

- Writing of research reports based on the identification of problems and its solution with suitable projection.
- The efforts of enhancing morality, good citizenship qualities and vision of strengthening Pakistan through Imparting Quality Education to the students.
- Creative and critical thinking skills, their presentation and application at all levels.

<b>Outcomes</b>	<b>Supported Program Objectives</b>
Identification of problems in the education systems and suggest research based solutions	2. To build up the trend of educational researchers and teachers for the enhancement of educational programs with creative and innovative ideas applicable locally and globally.
Writing of research reports based on the identification of problems and its publication.	2. To build up the trend of educational researchers and teachers for the enhancement of educational programs with creative and innovative ideas applicable locally and globally.
The efforts of enhancing good citizenship qualities and vision of strengthening Pakistan through Imparting Quality Education to the students.	3.To prepare educational experts for playing productive and efficient role in the teaching learning process. 4. To enrich the researchers with the good citizenship qualities and to motivate them to work devotedly towards the solidarity, integration and development of Pakistan.
Creative Ideas skills and its presentation and application at all levels.	3.To prepare teachers having dedication to teaching profession and making them educational experts for playing productive and efficient role in the teaching learning process.

**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 self assessment process is carried out by the department for the first time and will be continued. Also its results will be incorporated accordingly. The following strengths and challenges were identified.

### **Strengths:**

1. In the department there are qualified and devoted teachers.
2. There are two regular assistant professors, one visiting assistant professors and four visiting lecturer in the department. The faculties of other departments are also engaged in this department for teaching of various subjects taken from other disciplines.
3. The faculty members are involved in research directly or indirectly as supervisor and committee member of the post-graduate students.
4. Faculty members of the department are conducting various trainings and seminars in the University.
5. Multimedia facilities are available in the classrooms.
6. Computer laboratories are available for research purpose.
7. A library with sufficient number of books is also available for students and staff.

### **Challenges**

- a. Majority of the entrants in the program are employed in different areas. So research studies is affected due to the job nature of the scholars.
- b. Distance Education Centers of other universities are functioning in the vicinity of the University. In these centers there is no teaching learning process. Students are not required to attend the classes. Ultimately degrees are awarded without any quality. So the masses are more inclined towards such programs. There awareness about quality education is a challenge.
- c. On periodical basis, there is a need for short-term training facility to faculty members and MPhil scholars about the use of SPSS or any other computer software for data analysis.

**Standard 1-4. The department must assess its overall performance periodically using quantifiable measures.**

Current students Enrolment

Year	Program	Enrollment
2024-2025	M.Phil (Education)	12

Present performance measures for research activities. These include journal publications, funded projects, and conference publications per faculty per year and indicate the % of faculty awarded excellence in research award.

Faculty	Publications in Journals
Dr. Javed Mustafa	24
Miss. Saima Maqbool	02

## Criterion: 2: CURRICULUM DESIGN AND ORGANIZATION

For the achievement of programs' objectives, a curriculum was initially designed by the faculty members. Then it was shared with the experts in the meeting of the Board of Studies. The course outlines and contents of each program were thoroughly checked and discussed in the meeting of the Board of Studies. Approval was granted by the Board of Studies with some suggestions and amendment. Finally, the Academic Council of the University approved the course contents.

Courses of the curriculum are specified in terms of credit hours of the study. A student must complete a definite number of credit hours for obtaining degree of any program. One credit hour is one theory lecture or two hours laboratory practical per week.

**Title of Degree Program:** Master of Philosophy in Education (M.phil) 2 Years Program

**B. Definition of credit hour:** One semester credit hour represents one class hours (3 hours/week). An academic session is two year which is divided in four semesters. Each semester is exactly eighteen weeks of classes.

**C. Degree Plan:** The detail of pre-requisites, core and elective courses is given in the next standards.

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

The curriculum of the Department of Education & Research is consistent and supports the objectives of the program.

<b>Courses/Group of Courses</b>	<b>Objectives</b>
RESEARCH METHODS IN EDUCATION, EDUCATIONAL POLICES, PLANNING AND DEVELOPMENT	1 & 4
EDUCAITONAL MEASUREMENT AND EVALUATION	2 & 4
ECONOMICS OF EDUCATION, CURRICULUM, PLANNING, PROCESS AND DEVELOPMENT	3 & 4

**Standard 2.2. Theoretical background, problem analysis and solution design must be stressed within the program's core material**

The following table reveals the elements with respect to “Theoretical background” “Problem analysis” and “Solution design” as contained in compulsory and optional papers.

<b>Elements</b>	<b>Courses</b>
Theoretical background	Almost all the compulsory and optional courses cover /stress the required elements to create the good understanding in the courses taught.
Problem analysis	The compulsory, Foundations and Major courses, deal with the required element to great extent on the basis of generalizability while the optional courses provide the analysis for a specific environment.
Solution design	A number of manual and computer-based practical are conducted to meet the required element

**Standard 2-3: Major requirements for the program are consistent with the requirement specified by the HEC, the respective accreditation body/councils.**

Minimum requirements for each program are as follows:

<b>Name of Program</b>	<b>Credit Hours</b>	<b>HEC Requirement</b>
<b>M.phil</b>		Fulfills HEC Requirement
Core Courses	12	
Specialization	05	

Courses		
Research Thesis	06	
Supporting Courses	Seminars (Non-Credit Hours)	

**Standard 2-4: The curriculum must satisfy the major requirements for the program as specified by HEC, the respective accreditation body / councils.**

The HEC policy has been adopted. The minimum requirements specified by HEC are fulfilled, as mentioned above (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 / council.**

The curriculum satisfies the general education, professional and other discipline requirements. The detail break up of each program is as follows.

**PROGRAM: M.Phil**

**DURATION: TWO YEARS**

**1<sup>st</sup> Semester**

EDU- 741	Research Methods in Education	3 (3+0)
EDU- 742	Statistics in Educational Research	3 (3+0)
EDU- 743	Curriculum, Planning, Process and Development	3 (3+0)
EDU-744	Educational Polices, Planning and Management	3 (3+0)

**2<sup>nd</sup> Semester**

EDU-751	Advance Educational Psychology	3 (3+0)
EDU-752	Educational Measurement and Evaluation	3 (3+0)
EDU-750	Economics of Education	3 (3+0)

**	One course from area of specialization	3 (3+0)
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### 3<sup>rd</sup> Semester

Seminar, Synopsis Preparation ( Non-Credited) +		
EDU-799	Thesis writing  Or  Any two optional courses in lieu of research thesis. Optional subjects will be offered subject to availability of teacher and approval of the head	6 (6+6)
<b>List of Optional subjects</b>		
EDU -754	Critical Thinking	3 (3+0)
EDU- 755	Human Resource Management in Education	3 (3+0)
EDU -758	Test Construction and Standardization	3 (3+0)
EDU -760	Academic writing	3 (3+0)
EDU -762	Gender and Population Education	3 (3+0)

### Area of Specialization

EDU-772	Class Room Assessment	3 (3+0)
EDU-773	Trends and Issues in Education	3 (3+0)
EDU-776	Teacher Education in Comparative Perspective	3 (3+0)
EDU-778	Higher Education in Comparative Perspective	3 (3+0)
EDU-780	Test Theories and Designs	3 (3+0)

**Standard 2-6. Information technology component of the curriculum must be integrated throughout the program**

Assignments are given to M.Phil scholars and are directed to utilize computer lab for writing of assignments and research purpose.

**Standard- 2.7. Oral and written communication skills of the student must be developed and applied in the program.**

- One course of area of Specialization is compulsory for MPhil Scholars.
- Class presentation and group tasks are given to the students in each class.
- Research thesis of 06 Cr. hours is mandatory for the award of M.Phil degree.

**Criterion: 3. LABORATORIES AND COMPUTER FACILITIES**

**Standard 3.1. Laboratory manuals/documentation/instructions for experiments must be available and readily accessible to faculty and students.**

Almost all the students are aware about the use of computer labs. However the instructions about the use of labs are conveyed to all the students.

**Standard 3.2. There must be adequate support personnel for instruction and maintenance of laboratory**

Each computer Laboratory is maintained by one laboratory attendants. The attendant in the laboratory assists the students regarding the use of computers and internet.

**Standard 3.3. The university computing infrastructure and facilities must be adequate to support program's objectives**

At present the University has two computer labs for students. Computer facility is available at the department level to most of faculty members independently. Access to the internet through Wi-Fi is available to all the students and faculty members.

**Criterion: 4. STUDENT SUPPORT AND GUIDANCE**

In charge Co-Curricular activities of the University organizes various programs like cultural activities for students and guides the students in case of any problem. The staff of each department provides information regarding admission, scholarships, etc. The

old students of every department of the university arrange welcome/orientation programs for new students. However, there is a need to improve the programs of such nature.

Faculty provide full support to the students for completing their programs with in due time. Supporting staff of the relevant department convey all necessary information to the students about their program requirements.

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

- Courses are offered in light of the HEC guidelines.
- Subject courses are offered as per scheme of study of the department already approved by Academic Council of the university.
- Failed courses and grade improvement courses are offered in the summer as per policy of HEC and University.
- All the courses including a non credit course that needs to be offered are first discussed by departmental academic committee. The recommendations are then discussed in the Board of Studies meeting comprising of some senior professors of the university and experts of curriculum from other universities and affiliated colleges. The recommendations of this board are further submitted to Academic committee for approval and onward submission to the syndicate. In this way the courses and the curricula are approved after passing through different screening levels.
- Departmental core courses relevant to the programs are offered in every semester.

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

- Courses to be offered are decided before the commencement of semester and the faculty members interact frequently among themselves and with students.
- Students are encouraged to ask question, give comments and take part in the discussions in the class.
- Topics for discussion in the classroom are given to the students. Problem Based Learning (PBL) approach is usually used in the classroom.

- Effective interaction is emphasized between the students and between students and teachers

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

- In the start of the every semester, course contents are shared with the students. They are guided through orientation class about the policies and procedures of attendance, class routine etc.
- The relevant department informs the students about the program requirements. They are informed during the personal communication of the teachers with them.
- The students are always facilitated if they face any academic problem whenever they want to contact the relevant teacher.
- Students are also encouraged to get membership of various societies.

### **Criterion: 5.PROCESS CONTROL**

**Standard 5.1. The process by which students are admitted to the program must be based on quantities criteria and clearly documented. This process must be periodically evaluated to ensure that it is meeting its objectives.**

- Admission criteria for admission in each program are set by the University in light of the HEC policy.
  - The process of admission is already established and followed as per rules and criterion set by University.
  - All these entries are based on the recommendations of admission committees.
  - An admission criterion is revised when required before the announcement of admissions.
  - When the university notify the admissions in various disciplines. Then each department is responsible to collect admission forms, complete in all respect of their relevant discipline.

- Each discipline and program has its own eligibility criteria. However, the applicants having less than 45% marks are not eligible to apply in any disciplines.

**Eligibility Criteria for admission in M.Phil.**

M.Ed/MS.Ed. Or equivalent degree holders from any recognized university having minimum 45% marks is eligible for admission in M.Phil program. However, the applicants are required to pass GAT or the test prepared by the department.

**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.**

- Registration of students is done for the first time at the time of admission. When a student is admitted for each degree, he/she is required to register his/her course(s) in each semester offered by the department. If the students fulfill the criteria of the University (a specific CGPA after each semester) they are promoted to the next semester. Probation/ceased, Migration Policy/ Transfer of Cr. Hrs./ Grading criteria.
- Students’ evaluations are made through Mid term, Final term exams. Attendance, presentation assignment etc. has also weight age in the evaluation of the students.

**Detail of Evaluation of students is as follows;**

Attendance = 5%  
 Assignment+ Class Presentation, Quizzes and Tests= 15%  
 Mid Term = 30%  
 Final Term = 50%

**Grading Policy**

The existing Graded standard is as under;

Percentage	Letter Grade	Grade point
90-100	A+	4.00
85-89	A	4.00

80-84	A-	3.93-3.66
75-79	B+	3.33-3.59
74-70	B	3.26-3.00
69-65	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
Below 50	F	0.00

As per “The Khushal Khan Khattak University, Karak Regulations for Semester System” the new Graded standard is as under which is implemented after October 04, 2021 for Fall-2021 batch and onward;

Grade	Grade Point	Percentage
A	3.67-4.00	85 and above
A-	3.34-3.66	80-84
B+	3.01-3.33	75-79
B	2.67-3.00	71-74
B-	2.34-2.66	68-70
C+	2.01-2.33	64-67
C	1.67-2.00	61-63
C-	1.31-1.66	58-60
D+	1.01-1.30	54-57
D	0.10-1.00	50-53
F	0.00-below 50	Below 50

**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.**

The higher authorities in consultation with the department advertise and create the new posts time to time in order to recruit new faculty and retain the qualified faculty on the basis of eligibility criteria. The opportunities are available to recruit the highly qualified faculty on the basis of criteria given by HEC without any discrimination in terms of color, creed, race and so on.

**Process and Procedure of Recruitment:**

All the appointments of teaching cadre are made in the university on the basis of HEC criteria .The criteria are as follow:

**a. Lecturer**

***Eligibility Criteria:***

The candidates must have M.Phil or equivalent degree or equivalent awarded after 18 years of education in the relevant field from HEC recognized University/Institution. The candidates must not have third division in his/her academic career.

*Note: However, the specific eligibility criteria (including the general criteria) for specific other academic disciplines are based on certain conditions.*

**b. Assistant Professor**

***Minimum Qualification***

Ph. D. from an HEC recognized Institution in the relevant field. No experience required.

**OR**

Master's degree (foreign) or M. Phil. (Pakistan) or equivalent degrees awarded after 18 years of education as determined by the HEC in the relevant field from an HEC recognized University/Institution.

**Experience:**

4 years teaching/research experience in a recognized University or a Post-graduation Institution or professional experience in the relevant field in a National or International Organization.

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*Note: However, the specific eligibility criteria for specific other academic disciplines are based on certain conditions.*

**c. Associate Professor**

***Minimum Qualification***

Ph. D. from an HEC recognized Institution in the relevant field.

**Experience:**

10-year teaching/research in HEC recognized University or a Post-graduate Institution or professional experience in the relevant field in a National or International Organization.

**OR**

5-Year post Ph. D. teaching/research experience in a recognized University or a postgraduate Institution or professional experience in the relevant field in a National or International Organization.

***Minimum No. of Publications***

10 research publications (with at least 4 publications in the last 5 years) in HEC recognized journals.

*Note: However, the specific eligibility criteria (including the general criteria) for specific other academic disciplines are based on certain conditions.*

#### **d. Professor**

##### ***Minimum Qualification***

Ph. D. from an HEC recognized Institution in the relevant field.

##### **Experience**

15-years teaching /research in HEC recognized University or a Post-graduate Institution or professional experience in the relevant field in a National or International Organization.

##### **OR**

10-years post-Ph.D. teaching/research experience in recognized University or a postgraduate Institution or professional experience in the relevant field in a National or International Organization.

##### ***Minimum No of Publications:***

15 research publications (with at least 5 publications in last 5 years) in HEC recognized journals.

36

*Note: However, the specific eligibility criteria (including the general criteria) for specific other academic disciplines are based on certain conditions*

**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.**

- All efforts are made to impart the course material and knowledge to meet the objectives of the curriculum.
- The faculty is required to mention the topic of each lecture with the attendance of the students, which will be submitted to HoD at the end of the semester.
- HoD tries to in picture himself about the delivery of course contents properly and with in due time.

- Teacher and course reflection Performa is formed to ensure the completion of course contents with in due timings.

### **Teachers Evaluation by the Students, Semester Fall 2024:**

The following teachers were involved in teaching different courses in the semester being evaluated i.e. Semester Fall, 2024. Apart from teachers of the Department of Education & Research, teachers from other departments of the university, and on visiting basis have also taught various courses:

#### **1<sup>st</sup> Semester, Fall 2024:**

**Table 1:** Courses offered and evaluated in 1<sup>st</sup> Semester, Fall 2024.

<b>S. No.</b>	<b>Course Title</b>	<b>Code</b>	<b>Teacher</b>
1	EDU-741	Research Methods in Education	Dr, Javed Mustafa
2	EDU-744	Educational Polices, Planning and Management	Mr.Rashid Mustafa
3	EDU-341	Curriculum, Planning, Process and Development	Dr, Javed Mustafa
4	EDU- 742	Statistics in Educational Research	Dr. Shafqat Ullah

### **Teachers Evaluation by the Students, Semester Spring 2025:**

The following teachers were involved in teaching different courses in the semester being evaluated i.e. Semester Spring, 2025. Apart from teachers of the Department of Education & Research, teachers from other departments of the university, and on visiting basis have also taught various courses:

#### **2<sup>nd</sup> Semester, Spring 2025:**

**Table 2:** Courses offered and evaluated in 2<sup>nd</sup> Semester, spring 2025.

<b>S. No.</b>	<b>Course Title</b>	<b>Code</b>	<b>Teacher</b>
1	EDU-750	Economics of Education	Dr, Javed Mustafa
2	EDU-752	Educational Measurement and Evaluation	Mr. Rashid Mustafa
3	EDU-780	Test Theories and Design	Dr, Javed Mustafa
4	EDU- 751	Advance Educational	Mr. Rashid Mustafa

		Psychology	
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**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.**

- The examination section of the University ensures the completion of the requirements of the program through departmental registration form. The form is verified as follows;
  - Student/scholar
  - Course advisor
  - HoD
  - Dealing Assistant of semester system.
- The controller of examinations announces the date regarding the commencement of examinations.
- After each semester, the controller office notifies results of the exams.
- The minimum passing marks for each course is 50%.
- In order to ensure that graduates meet the program requirements, the Department of Education and Research is currently in a process of getting programs accredited by the accreditation body. This will be the source of identifying any weaknesses in the programs. Also the visit by the members from accreditation body will help to evaluate the graduates whether they meet the program's requirements and if not, and then what and where are the weaknesses.

**Criterion: 6. FACULTY**

**Standard 6-1. There must be enough full time faculties 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 Ph.D. in the discipline.**

- Currently, there are two full time faculty members out of which one is Ph.D and the other one is M. Phil. Following are the fields of specialization of faculty members;

Teacher Education

Curriculum Studies

Teaching of English as foreign language

Secondary Education

**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.**

### **Effective Programs for Faculty Development**

- Faculty members arrange seminars within university to discuss the latest trends & issues in education.
- Courses are always offered according to work load and interest of faculty members.
- Division of students for supervision is made on the basis of faculty expertise/research interests.

**Standard 6-3. All faculty members should be motivated and have job satisfaction to excel in their profession**

- The young faculty is mobilized by timely back up and appreciation by the authorities.

- There is a mechanism to attract good faculty members e.g. reasonable teaching load and class size, social activities, better salary package and their children schooling subsidy. Even then we have a shortage of faculty

## **Criterion: 7.INSTITUTIONAL FACILITIES**

According to this criterion, the institution must have all sorts of facilities which are beneficial in the uplifting of the programs. There is a need of research journals, books, etc. The library is required to possess up-to-date relevant collection. Adequately equipped class rooms and offices are needed for faculty to carry out their responsibilities efficiently.

### **Multimedia for teaching**

### **Recording set for Micro teaching**

### **Digital access**

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

- In the present infrastructure, the environment up to some extent is conducive for research/study for higher learning.
- There is an open sitting place for students with computer and internet connection in the computer lab.
- A well equipped library with easy access is available to students. There are approximately three thousands and five hundred (3500) books relevant to education department.
- Offices with basic facilities are available for the faculty.
- Some of the elements need to be improved for betterment. For example departmental library is required for higher studies.
- Although, laptops are given to some of the university's students. But it is the need of each student, so provision of laptop is required to every student.

**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.**

- Central library have the reasonable capacity to accommodate the students of the University. More space is needed for accommodating all the students of the university.
- Some of the research journals are available in the central library. The present available journals are insufficient. No international journal is available in the library, which are necessary for research and scientific/technical writing.
- The department itself has no library. There is a need of departmental library.
- Central library is not registered to any online journal.

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

With the department, there are One classrooms. These classrooms have moderate teaching facilities. The department has only one multimedia projector, which is insufficient. Space for faculty offices is appropriate and has basic facilities like Printer, scanner etc. But the offices lack the intercom facilities.

## **Criterion: 8. INSTITUTIONAL SUPPORT**

The university administration is playing its role in the uplifting of the existing departments. It helps in establishing new disciplines. The university is also trying to attract highly qualified faculty.

**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.**

University is trying to hire highly qualified faculty. For the attraction of high quality faculty, the university grants some subsidies to the faculty as well. For the grooming of the faculty, seminars and trainings are arranged in the university.

Sufficient office equipment is available to meet the current teaching and research activities of the department.

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

Usually, admissions in M.Phil program is announced once in a year. HEC admissions' policy is applied during admission. GAT/ local test is required for admission in M.Phil. Degree program. A detail of the students enrolled during the past year is given below.

Programs' Name	Enrolled students
M.Phil (Education) 2015-2016	08
M.Phil (Education) 2017-2018	14
M.Phil (Education) 2024-2025	12

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

The department is not involved in any financial matters. All the financial matters of the department are managed by the treasurer office. The expenditure on the provision of facilities is financed by the treasurer office.

# CURRICULUM VITAE



## DR. JAVED MUSTAFA

### Objectives

The Objective of my life is to explore my expertise and to be in a good and professional department. I promise for my loyalty, consistency and I will prove myself as the most important part of the organization. I believe in loyalty to self, and to the people around, I work with. I will not make this institution feel sorry for hiring me.

### Personal Information

Name: Javed Mustafa  
Father Name: Zarkaram Khan  
Date of Birth: 18-03-1970  
Domicile: Karak (KPK, Pakistan)  
N.I.C: 14203-2056643-5  
Religion: Islam  
Marital Status: Married

### Contact Information

Cell: 03335052803/////03470009515  
Email: [dr.javedmustafa@kkkuk.edu.pk](mailto:dr.javedmustafa@kkkuk.edu.pk) , dr.javedmustafa@gmail.com.  
Present Address: House # 248, Street 6, Sector N-2, Phase 4, Hayatabad, Peshawar.  
Permanent Address: Village Topi Kala, P/o Bogara, Tehsil Takht-e-Nasrati, Distt Karak

### Academic Qualifications

PhD Education	2011
International Islamic University, Islamabad, Pakistan	
MA Political Science	2006
Islamia University, Behawalpur	

M.Ed (Teacher Education)	2000
Allama Iqbal Open University Islamabad	
M .Sc Mathematics	1994
University of Peshawar, Peshawar	
B .Sc Mathematics, Physics	1991
Allama Iqbal Open University Islamabad	
B.Ed Science Education.	1993
Allama Iqbal Open University Islamabad	
F. Sc (Pre Engineering)	1988
BISE, Peshawar	
SSC (Science)	1986
BISE, Peshawar	

### **Ph.D Thesis**

Development of integrated Activity Based Mathematics Curriculum at Secondary level in N.W.F.P now KPK, Pakistan.

### **M.Ed Thesis**

A Study on the Structure and Functions of a Regulatory Body for Private sector in Education

### **M.Ed Term paper**

Is there a need of a council for private sector Education? If so what should be its composition?

### **Projects Undertaken :**

- Project in Melbourne University Australia on Laboratory Management in Schools.
- One-month project with Agha Khan University Karachi on classroom observations of Agha Khan Education System schools in Chitral and Gilgit Baltistan.

### **Workshops Attended**

- Development of low cost materials for teaching of science at Govt. Higher Secondary school No.1 Peshawar city (from 14<sup>th</sup> May, 2001 to 19<sup>th</sup> May, 2001).

- Awareness about AIDS in school children at Provincial Institute of Teacher Education (PITE) Peshawar (from 23rd November 2003 to 25th November 2003).
- Preparation of pedagogical tools for teaching of Science and Mathematics at Melburn University Australia (from 16<sup>th</sup> November, 2004 to 18<sup>th</sup> November, 2004).
- Browsing, citation and data analysis formats in thesis report writing at University of Missouri, Columbia, USA (from 13<sup>th</sup> April, 2010 to 16<sup>th</sup> April, 2010).

## **Trainings Received**

### **Computer**

(July 2003 to August 2003) University of Peshawar

### **Lead Master Training**

(Nov.2001 to Feb.2002) NISTE Islamabad

### **Lab. Management Training**

(Nov.2004 to Dec.2004) Melburn University Australia

### **Enhancement of Research Skills**

(Proposal writing, Data Collection, Data Analysis, Research Report Writing)

(Feb. 2010 to August 2010) University of Missouri Columbia, MO.USA.

### **Training For Master Trainers**

(21st May to 24th May, 2011) at Association For Academic Quality (AFAQ) Regional office Peshawar.

### **Promoting Mental Health in Schools**

(1<sup>st</sup> September to 4th September) at Pakistan Institute of Medical Sciences Islamabad.

## **Publications**

### **Conference Papers:**

1. Secondary School Students Ability to Apply Mathematical Knowledge to the Problems of Daily Living” presented in the Petra international conference on mathematics on 24-25 October 2007 at Maan, Jordan.
2. The impact of using guess and tell game on students’ achievement, interest and gender discrimination” presented in the 2nd European Conference on Games Based learning (ECGBL 2008) On 16-17 October, 2008 at Barcelona, Spain.

3. Secondary Education, Conference on National Education Policy on 9-11 June 2009 at International Islamic University Islamabad, Pakistan.
4. Challenges in the middle schools' classroom of district Karak, Khyber Pakhtun Khwa, presented in the 5<sup>th</sup> International Conference on Research in Education, November 21-23, 2017 at Institute of Education and Research University of the Punjab, Lahore-Pakistan.

### Journal Paper

1. Proposing A Model For Integration Of Social Issues In School Curriculum International Journal Of Academic Research Vol. 3. No. 1. January, 2011, Part III
2. \*\*Investigating Students' Achievement in Mathematics Through Non Technological Game Based Teaching International Journal of Scientific Research in Education, 4(3&4), 151-164. <http://www.ij sre.com>
3. How to combat the tobacco use for making tobacco free society? Some suggestions with examples for all school teachers International Journal Of Academic Research Vol. 3. No. 15, 73-75 September, 2011,
4. \*\*Gender- wise Perception of Graduate and Undergraduate Students about the Quality of Teaching, Liberal Arts and Social Sciences International Journal (LASSIJ), ISSN-2664-8148 Vol. 1, No. 1, 10-19 January- June 2017
5. \*\*\*Relationship of Biometric Attendance system with Performance, job related stress and satisfaction of University Teachers in Pakistan, Liberal Arts and Social Sciences International Journal (LASSIJ) ISSN: 2664-8148 Vol. 2, No.2, 42-49 July – December 2018
6. Investigating the Practices and hurdles about the Guidance Services in Government Girls High and Higher Secondary Schools of Khyber Pakhtunkhwa. Journal of Educational Sciences & Research, Journal of Educational Sciences & Research Vol 7, No 2, 109-122 Fall 2020.
7. \*\*\*A Study on the Conceptual Understanding Level of the Students of Trained and Untrained Physics Teachers {International Journal of Learning and Development, Macrothink Institute International Journal of Learning and

8. Role of Educational Institutions in Building a Peaceful Society Liberal Arts and Social Sciences International Journal, Liberal Arts and Social Sciences International Journal (LASSIJ) Vol. 4, No.2, 267-277 July- December 2020,
9. Secondary School Teachers' Use of Classroom Level Assessment Techniques in Mathematics, New Horizons, Vol. No 15 No.1, 45-59 January 2021.
10. Teaching Activities and facilities for Pre- school children in District Karak., Journal of Early Childhood Care and Education Vol. 5, Issue 2, 77-90 2021.
11. Study of the Impact of the Principals Emotional Intelligence and Self efficacy on their Conflict Management Style at Secondary School Level, Global Economics Review(GER) Vol. VII, No.II, 1-9 Spring 2022.
12. Does Gender Difference Exist on the Teaching Creativity Level of Male and Female Secondary School English Teachers in District Bannu, Sir Syed Journal of Education & Social Research Vol. 5, Issue 3, 123-136 (July – September 2022)
13. A Study on the Provision of Social and Health Related Guidance Services in Schools, Shnakhat Journal Nobel Institute for New Generation (Online) ISSN 2709-7633 (Print) ISSN 2709-7641.
14. Leadership Styles Predict Conflict Management Styles: Evidence from Education Sector in AJ&K, Siazga Research Journal Vol. 2 No. 3, 157-164, (2023) July 2023.
15. Primary Schools Teachers' Proficiencies Level in Teaching of Science While Using English as Medium of Instruction (EMI), Pakistan Journal of Social Sciences, Vol.43 No.4 619-625 December 2023.
16. A Study on the Pre-School Teachers' Beliefs about Children's Play at Their Pre-school Aged Level Journal of Early childhood care & Education (JECCE), Vol. 7, issue. 2, 2023, 99-122.
17. A Study on the Association between Lesson Plan Implementation in the Classroom

and Students' Achievement Al-Qirtas, Vol.2 No.4, 77-84 9 January 2024.

18. Development of social groups among hostel students' at university level, Academy of Education & Social Sciences Review. Vol.4 No 1, 44-51 (February 2024).
19. An investigation of Primary School Teachers' Attitude and Awareness about Attention Deficit Hyperactivity Disorder (ADHD) Journal of Inclusive Education. Vol.7 No.1, 1-16 20 January 2024.
20. Participation in Literary Activities and its Relationship to Students' Academic Achievement at Secondary School Level, Pakistan Islamicus International Journal of Islamic and social Sciences, Vol.04, Issue.02, 33-40 5<sup>th</sup> April 2024.
21. An Empirical Study of The Effect of Organizational Justice on Psychological Resilience Among University, Biannual Uswa Journal of Research, Vol. 3, Issue# 2 May 2024, 1-24
22. School Uniform influences Students' Social Adjustment in the Community at Secondary School Level in District Bannu, Khyber Pakhtunkhwa, Pakistan, Qlantic Journal of Social Sciences, Vol. 5, No. 2 April- June 2024, 291-300.
23. Investigating and Comparing the Satisfaction of colloge and School Level Teachers about their job Journal of Shnakhat, Vol.3 No.3 2024. 255-267
24. Access and Physical Facilities In Early Childhood Education: Public Vs Private Schools In Karak, Pakistan, Journal of Social Signs Review, Vol. 2 No. 4 (2024), 384-396

### **Teaching Experience:**

- **(01-11-1995 – 27-5-1999)** Senior Science Teacher at Public high school & College Hangu (English Medium), Kohat
- **(28-5-1999 – 10/01/2013)** Senior English Teacher in Elementary & Secondary Education Department, KPK.
- **(01-02-2013 – April 2015)** Lecturer Department of Education & Research, Khushal Khan Khattak University, Karak (KPK).
- **(May, 2015 till to date )** Assistant Professor, Department of Education & Research, Khushal Khan Khattak University, Karak (KPK).

### **Administrative Experience:**

**Master Trainer: (2002-2005)**

Second Science Education Project, NWFP, Peshawar (Imparted Trainings to Science teachers in different districts of KPK).

**Master Trainer: (2010- 2015)**

**AFAQ (Association for Academic Quality).**

**Head of Department:** February, 2015 to 16<sup>th</sup> January, 2018.

10<sup>th</sup> July 2019 to till date

**Course Coordinator:**

- Professional Competency Enhancement Program (PCEPT) at  
Khushal Khan Khattak University Karak  
**(5<sup>th</sup> May, 2014 to 6<sup>th</sup> June 2014)**
- **(23<sup>rd</sup> October, 2014 to 29<sup>th</sup> October, 2014)**  
Indigenous On-Campus Training (IOT) Program at Khushal Khan Khattak  
University Karak
- **(3<sup>rd</sup> December, 2014 to 9<sup>th</sup> December, 2014)**  
Indigenous On-Campus Training (IOT) Program at Khushal Khan Khattak  
University Karak
- **(29<sup>th</sup> September, 2015 to 1<sup>st</sup> October, 2015)**  
Indigenous On-Campus Training (IOT) Program at Khushal Khan Khattak  
University Karak
- **(17<sup>th</sup> December, 2015 to 21<sup>st</sup> December, 2015)**  
Indigenous On-Campus Training (IOT) Program at Khushal Khan Khattak  
University Karak
- **(23<sup>rd</sup> November, 2016 to 25<sup>th</sup> November, 2016)**  
Training for Gardeners (Mali) of the University and attached Govt. Colleges at  
Khushal Khan Khattak University Karak
- **(10<sup>th</sup> April, 2017 to 14<sup>th</sup> April, 2017)**  
Professional Development of Teachers Under Transforming English Language  
Skills (TELS) at Khushal Khan Khattak University Karak

## Computer Skill

- MS Word, Excel, Power Point
- Internet

## Hobbies and Languages

### Hobbies:

- Studying books
- Facilitating orphans & poor in pursuing Education
- Helping needy people
- Planting

### Languages:

- English.
- Urdu.
- Pashto.

## REFERENCES

1. Dr. Nazir Ur Rehman, Head of Department/Assistant Professor, Department of Geology, Khushal Khan Khattak University, Karak, (KPK) Pakistan
2. Brig. (R) Dr. Sher Daraz Khan, Pattern, Allied School Karak City, (KPK) Pakistan

## Saima Maqbool

Cell #: +92 3428845811

E-mail: [sana.sana98@yahoo.com](mailto:sana.sana98@yahoo.com)  
Saima.maqbool@kku.edu.pk

### Objectives:

To make efforts for promoting education and research in Pakistan and worldwide

### Work Experience:

- Assistant Professor, Khushal Khan Khattak University, Karak since May 2015
- Assistant professor, Gyeongju University, South Korea, from March 2014 to February 2015.
- Lecturer, Department of Education, Allama Iqbal Post Graduate College, Bahawalpur, Pakistan, From April 2010 to May 2013
- Lecturer, Department of Education, the Islamia University of Bahawalpur, Pakistan, Session 2009-2010

### Memberships:

- Pakistan Reading Association (Pakistan)
- Horizon Publications, USA

### Education:

Description	Subjects	Institution	Grade/Division
M. Phil	Education	Islamia University, Bahawalpur	B+(Distinction) 1 <sup>st</sup> Position
M.Ed.	Education	Islamia University, Bahawalpur	B+(Distinction, Silver medal)
M.A.	English	University of Peshawar	2 <sup>nd</sup>
B.A.	Political Science, Urdu	University of Peshawar	2 <sup>nd</sup>
HSSC	Archaeology, Education	BISE Peshawar	1 <sup>st</sup>

### Personal Information:

**Date of Birth:** May 04, 1986  
**CNIC#:** 17301-1545818-8  
**Permanent Address:** Hayat Abad, Peshawar  
**Postal Address:** House No 147, Street 4, Sector F8,  
Phase 6, Hayatabad, Peshawar

## Publications

- Teachers Competencies and factors affecting the performance of Female Teachers in Bahawalpur (Southern Punjab)Pakistan” in International Journal of Business and Social Science 2(19), October, 2011
- Analysis of Training Module “Research Skills” under HEC Faculty Development Program in Pakistan in *International J. Soc. Sci. & Education* April 2012 Vol. 2 Issue 2, ISSN: 2243-2342 e and 2227-393X Print.

## Participation in Conference

- The effects of language of instruction on learners’ achievements in a non-linguistic subject (mathematics) at primary level in Pakistan. In R. McBride & M. Searson (Eds.), *Proceedings of Society for Information Technology & Teacher Education International Conference 2013* (pp. 4819-4827). Chesapeake, VA: ACE. Retrieved August 29, 2013

## Research

- Department of Education, The Islamia University of Bahawalpur, Punjab, Pakistan. Instructional Methodologies for Teaching English Language at Degree Level
- Department of Education, The Islamia University of Bahawalpur, Punjab, Pakistan. A Comparative Study of the Difference in Academic Achievements of the hostelite and day Scholars in the Islamia University of Bahawalpur, Pakistan

## Skills:

- MS Office,
- SPSS
- Internet Search, E-mail, Mail Groups, and
- Good linguistic skills (English, Urdu & Pashto)

## References:

- Prof. Dr. Ibrahim Khattak, Vice Chancellor, Khushal Khan Khattak University, Karak, email [vc@kkkuk.edu.pk](mailto:vc@kkkuk.edu.pk)
- Prof. Dr. Ihsan Ali, Vice Chancellor, Abdul Wali Khan University, Mardan, email [vc@kkkum.edu.pk](mailto:vc@kkkum.edu.pk)
- Prof. Danial Brown , Foreign Faculty Coordinator , Gyeongju University, South Korea , email [danbrown01@gmail.com](mailto:danbrown01@gmail.com)

## Personal Data

# CURRICULUM VITAE

**Name** : Shafqat Ullah  
**Father's Name** : Mir Yaqoob Khan  
**Date of Birth** : 12 April 1986  
**Domicile** : Karak, KP, Pakistan  
**Religion** : Islam  
**Nationality** : Pakistani  
**Postal Address** : Dr. Shafqat Ullah  
Vice Principal, Allied School Karak Campus  
Near Tableeghi Markaz, Karak, (KP) Pakistan  
**CNIC** : 14203-7406502-5  
**Cell No.** : 0319-3030332, 0300-4114369  
**Email Address** : [qushafqat@gmail.com](mailto:qushafqat@gmail.com)



## ACADEMIC & PROFESSIONAL CREDENTIALS

S.No	Name of Exam	Board / University	Year	Marks/Grade
1	Ph.D. Education	Qurtuba University of Science and Technology, Peshawar	2015-2019	3.17/4 GPA
2	M.S. (Education)	International Islamic University Islamabad	2010-2013	3.50/4 GPA (75%)
3	M.Ed. Professional (2 Years)	Kohat University of Science and Technology	2008-2010	3.34/4 GPA (75%)
4	B.Sc.	Kohat University of Science and Technology	2004-2007	(47%)
5	F.Sc.	BISE Kohat	2002-2004	59%
6	SSC	BISE Peshawar	2002	65%

## TEACHING & RESEARCH EXPERIENCE

S.No	Designation	Institution	Period
1	Vice Principal	Allied School Karak Campus, Karak	01-04-2013 to 14-04-2021
2	Visiting Lecturer	Department of Education, Khushal Khan Khattak University, Karak	2013-2014
3	Fixed Pay Lecturer	Department of Education & Psychology, Kohat University of Science & Technology, Kohat	14-04-2021 to 01-01-2024
4	Vice Principal	Allied School Karak Campus, Karak	01-02-2024 to date
5	Visiting Lecturer	Department of Education, Khushal Khan Khattak University, Karak	23-09-2024 to date

### RESEARCH INTERESTS

1. Educational Research
2. Educational Psychology
3. Educational Philosophy

### RESEARCH PUBLICATIONS

1. Shafqatullah, & Hussain, I. A. (2020). To Evaluate Preference of Parents Sending their Children to Public or Private Schools in District Karak. *Bulletin of Education and Research*, 42(1), 67-77.
2. Mustafa, J., Shafqatullah., & Hussain, M. A. (2020). A study on the conceptual understanding level of the students of trained and untrained Physics teachers. *International Journal of Learning and Development*, 10(3), 32-42.
3. Mustafa, J., Hussain, M. A., & Shafqatullah. (2022). Secondary School Teachers' Use of Classroom Level Assessment Techniques in Mathematics. *New Horizons*, 15(1), 45–59.
4. Ullah, I., Hussain, M., Ullah, M., Ali, I., Shafqatullah, & Hussain, S. W. (2022). Comparison of Teaching and Management Cadres Regarding Financial

- Management in Pakistan. *Journal of Positive School Psychology*, 6(8), 9518-9528.
5. Hussain, S., Hussain, M., Ullah, M., Ayaz, M., Anwar, M., Khan, A. A., & Shafqatullah (2022). Availability and Utilization of Multimedia at Higher Secondary School Level in Pakistan and its Impact on Students' Academic Achievement. *Journal of Positive School Psychology*, 6(9), 759-768.
  6. Binyameen, M., Naseer Ud Din, M., Khan, F. U., Khan, R., Shafqatullah, & Hussain, M. (2022). Impact of Working Memory on Students' Learning Achievements in Mathematics at Secondary Level. *Journal of Positive School Psychology*, 6(7), 1814-1820.
  7. Ahmad, A., Hussain, M., Ullah, M., Khan, U. I., Shafqatullah, & Ali, H. (2020). Perceptions of School Heads Regarding Learning Environment at Secondary Level in Pakistan. *Journal of Positive School Psychology*, 6(7), 6784-6793.
  8. Khan, M. S., Khan, M., Shafqatullah, Khan, M. A., Hussain, M., Khan, I. U., Ullah, M. (2022). Exploring the Relationship Between Transactional Leadership and Organizational Commitment: Mediating Role of Intrinsic Motivation. *Multicultural Education*, 8(10), 33-40.
  9. Khattak, A. Z., Bhat, M. I., & Shafqatullah. (2022). Association Between Prosocial Behavior and Work Engagement of Rescue Workers: Moderation Effect of Social and Emotional Competence. *Sublime Haro Journal of Academic Research*, 4(2), 36-45.
  10. Raza, U., Sarir, S., Khan, Y., Ahmad, S., Alsawalqa, R. O., Shafqatullah, & Sahhad, M. (2022). Diet and Hypertension: Food to Eat and to Avoid. *The African Journal of Food, Agriculture, Nutrition and Development*, 22(8), 21432-21443.
  11. Shafqatullah, Wahab, A., & Khan, F. U. (2022). A Study on the Organizational Commitment of Teachers and Their Classroom Performance. *Global Social Sciences Review*, VII(II), 532-541.
  12. Shafqatullah, Wahab, A., Jehan, S., Wali, Z., Khattak, A. Z., & Mehsud, A. K. (2023). Govt Educational Policies and Their Impact on Student's Retention in Public Schools of District Karak. *Journal of Xi'an Shiyou University, Natural Science Edition*, 19(2), 1283-1296.

13. Shafqatullah, Khan, M., & Khan, F. U. (2023). Understanding the Societal Impact of Government Programs on Public School Enrollment in District Karak. *Global Sociological Review*, VIII (I), 126-134.
14. Javid, A., Mustafa, J., & Shafqatullah. (2023). Primary Schools Teachers' Proficiency Level in Teaching of Science While Using English as Medium of Instruction (EMI). *Pakistan Journal of Social Sciences*, 43(4), 619 - 625. DOI:10.5281/zenodo.10450311.
15. Ullah, M. K., Ullah, S., & Mustafa, J. (2024). Early Childhood Care And Education: A Comparative Study Regarding Access and Physical Facilities in Public and Private Schools of District Karak, Pakistan. *Journal of Social Signs Review*, 2(4), 384–396.
16. Ullah, M. K., Shah, R., & Ullah, S. (2024 Examining Physical Facilities and Personality Development in Schools.). *Journal Of Psychology, Health And Social Challenges*, 2(02).
17. Ullah, M. K., Ghazi ,S. R., & Ullah, S. (2024) Implementation of National Education Policy Provisions: Physical Facilities and Personality Development. *Journal Of Psychology, Health And Social Challenges*, 2(02).
18. Khan, S. J., Gillani, U. S., Ullah, M. K., & Ullah, S. (2025). Quantitative Analysis of ICT's Role in Communication, Collaboration, Creativity, and Critical Thinking: Perspectives of Students and Teachers. *The Knowledge*, 4(1), 26-36.  
<https://doi.org/10.63062/tk/2k24a.31027>

## REFERENCES

### **Dr. Sher Daraz Khan**

NWA Allied School Karak Campus

Cell No: 0300-4114369

### **Prof. Dr. Iffat Ara Hussain**

Qurtuba University of Science & Information Technology, Peshawar

Cell No: 0300-5916670



M.A. Eng	2015	KUST Kohat
BA	2011	KUST Koahat
B.ed	2014	Sarhad University
F.Sc	2007	BISE Koahat
ADE	2018	Sarhad University
Martic	2005	BISE Kohat
PGD (TEFL)	2020	AIOU Islamabad
PH.D in Education	In progress	KUST Kohat course work completed

### **Skills**

- Computer operator
- MS Office
- In page
- Positive mind and working hard
- Ability to learn latest things in work field

### **Experience**

- 8 years' experience as English Teacher at The Falcon Public High School Nari Panos Karak.
- Tutor in AIOU Islamabad having code 0387, 1424 etc.
- Former Lecturer in Education at Preston University Kohat.
- Current Job Lecturer in Education at Khushal Khan Khattak University Karak.

### **Languages**

- English
- Urdu
- Pashto

### **Research Theses**

1. Factors Affecting Students Evaluation of Teaching: A Comparative Study of Teaching and BS Students Perceptions at Higher Education Level in Khyber Pakhtunkhwa.
2. An Analysis of Ideological Load in English Text Books of Middle and Secondary Levels Published by Khyber Pakhtunkhwa Textbook Board, Peshawar.

### **Research Publication**

1. Relationship between self-Esteem and Occupational Stress among Professional Rescuers of Rescue 1122 District Kohat.
2. The Impact of Leadership Styles on Employee Wellbeing and Resilience during COVID-19: A Partial Least Square Approach.
3. Islamic Psychology in the view of Maulana Ashraf Ali Thanvi: A Literature Review.
4. An Analysis of Ideological Load in English Text Books of Middle and Secondary Levels Published by Khyber Pakhtunkhwa Textbook Board, Peshawar.
5. Assessment of the End User's Perceptions about the Campus Management System: A Case Study of Kohat University of Science and Technology.
6. A Study on the Content Analysis of 5<sup>th</sup> Grade English Textbook in Punjab, Pakistan
7. TPACK AND 21ST- CENTURY TEACHER PROFESSIONAL DEVELOPMENT: A THEORETICAL EXPLORATION IN PAKISTANI HIGHER EDUCATION. A REVIEW BASED DISCUSSION

### **Declaration**

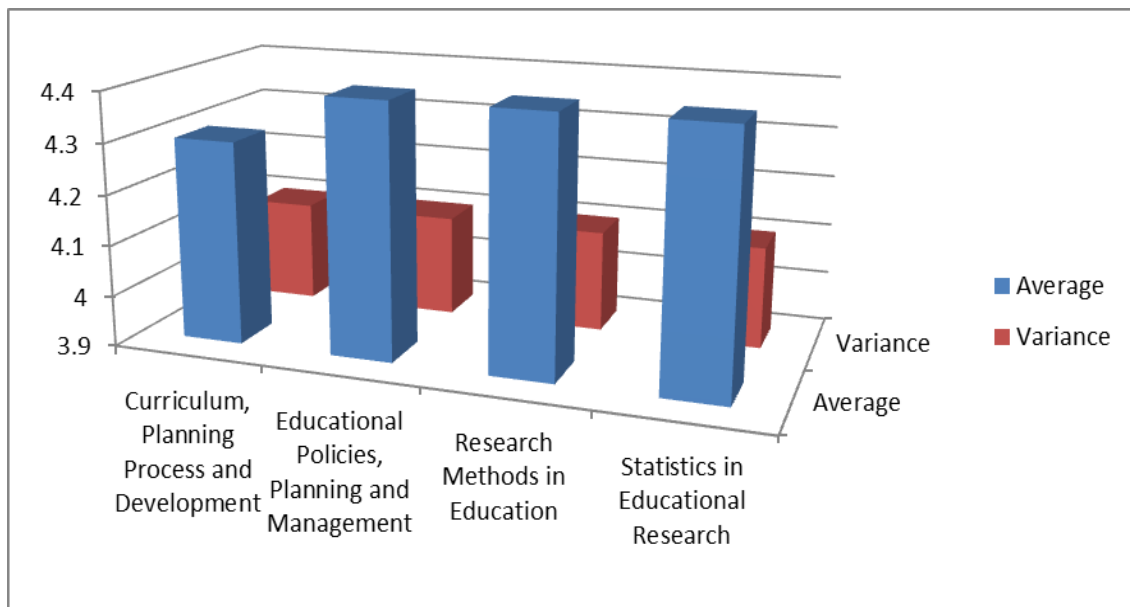
I hereby declare that all the statement made in this application are true and correct to the best of my knowledge and belief.

## Course Evaluation Survey

Semester – 1

Subject	Count	Sum	Average	Variance
Curriculum, Planning Process and Development	5	8.8	4.3	4.1
Educational Policies, Planning and Management	5	9.1	4.4	4.1
Research Methods in Education	5	9.2	4.4	4.1
Statistics in Educational Research	5	9.4	4.4	4.1

Figure Course Evaluation

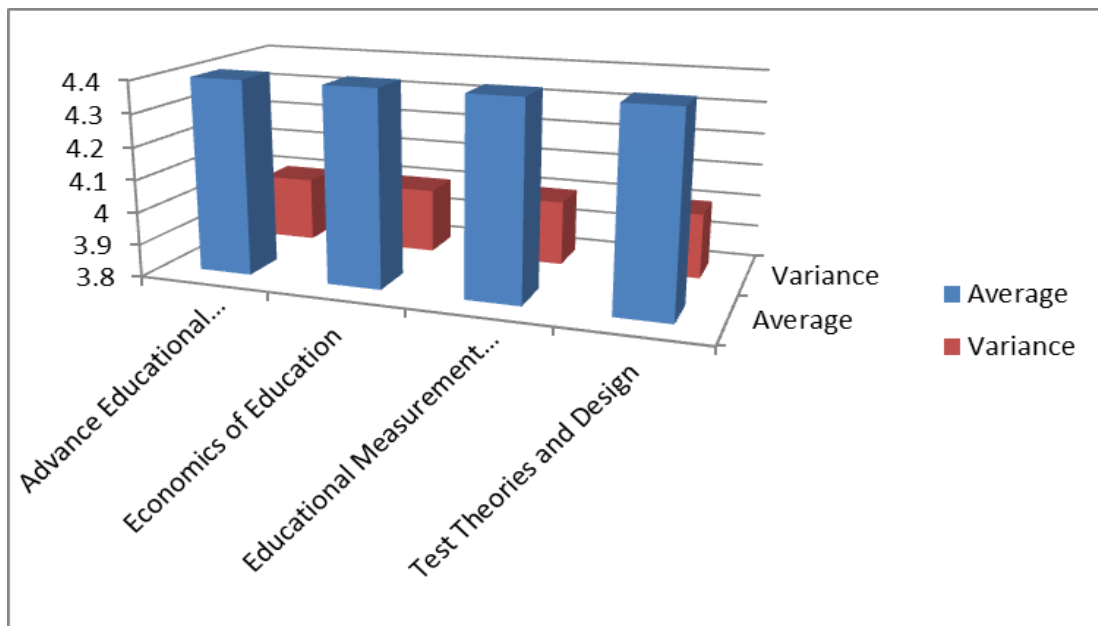


## Course Evaluation Survey

Semester – 2

Subject	Count	Sum	Average	Variance
Advance Educational Psychology	5	10.78	4.4	4.0
Economics of Education	5	11.04	4.4	4.0
Educational Measurement and Evaluation	5	11.04	4.4	4.0
Test Theories and Design	5	11.04	4.4	4.0

Figure Course Evaluation

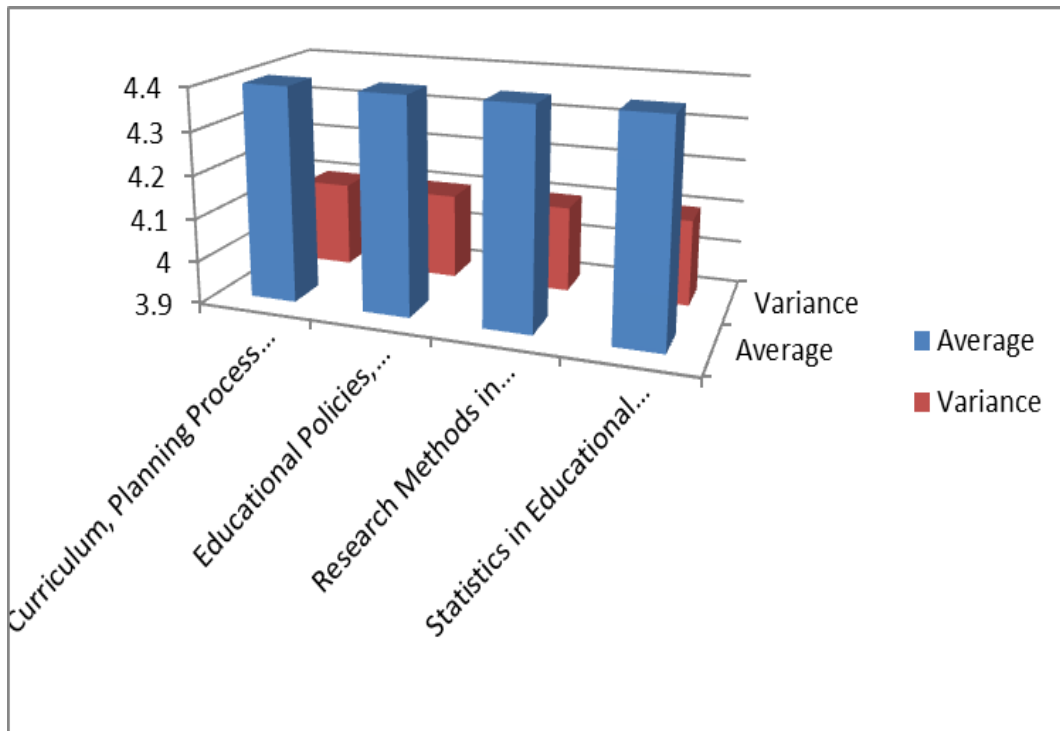


## Teacher Evaluation Survey

Semester – 1

Subject	Count	Sum	Average	Variance
Curriculum, Planning Process and Development	5	8.84	4.4	4.1
Educational Policies, Planning and Management	5	8.89	4.4	4.1
Research Methods in Education	5	8.86	4.4	4.1
Statistics in Educational Research	5	8.81	4.4	4.1

Figure Teacher Evaluation



## Teacher Evaluation Survey

Semester – 2

Subject	Count	Sum	Average	Variance
Advance Educational Psychology	5	9.51	4.4	4.1
Economics of Education	5	9.59	4.4	4.1
Educational Measurement and Evaluation	5	9.66	4.4	4.1
Test Theories and Design	5	9.66	4.4	4.1

Figure Teacher Evaluation

