

## **Analysis of Higher Education Policies of Pakistan and Suggestions for New Policy**

Mehr Mohsin Raza<sup>1</sup>, Muhammad Farooq<sup>2</sup>, Mushtaq Ahmad<sup>3</sup>, Saima Anwar<sup>4</sup>

---

### **Abstract**

Contribution of higher education is very significant in better job opportunities and socio economic development of a country. The reforms in higher education in Pakistan are direly needed to face the future challenges in the age of technological disruption. The study aims at analyzing the higher education policies introduced by the Governments of Pakistan for examining the causes of success and failure of these policies, and suggestions for new education policy to meet the future challenges in higher education. The study is qualitative in nature. Data have been collected through document analysis, focus group discussion and semi structured interviews. A focus group discussion was conducted with 15 MPhil and 05 PhD scholars; whereas, interviews of 05 faculty members having PhD degrees in education sciences were accomplished through semi-structured interview schedule. The findings reveal that lack of proper funds allocation in higher education, deficiency of Higher Education Institutions in remote areas, dearth of research and innovation, scarcity of physical infrastructure and faculty incompatible with latest technological advancements are major hindrances in the progress of higher education in Pakistan. The key suggestions are; government should empower Higher Education Commission (HEC) with financial and administrative authority to provide quality higher education at the door steps of people according to local and global needs. Further, the rapid technological changes and developments may properly be adopted to improve the higher education. The government should ensure execution policies and plans related to the higher education, in true letter and spirit.

**Key words:** Higher Education, Universities, National Education Policy, Higher Education Commission (HEC)

---

<sup>1</sup> PhD Scholar, Department of Education, University of Sargodha, Sargodha-Pakistan

<sup>2</sup> PhD Scholar, Department of Education, University of Sargodha, Sargodha-Pakistan

<sup>3</sup> Assistant Professor, Department of Education, University of Sargodha, Sargodha-Pakistan

<sup>4</sup> Assistant Professor, Department of English, University of Gujrat, Gujrat-Pakistan

**Introduction**

Higher education is the most pivotal instrument to inculcate the vision of knowledge-based economy in a country. Barnett (1990) expresses that higher education sector is now considered as an important capital investment of socio economic development of a country. It is a major force for innovation, modernization and novelty.

Higher education institutes should share their specific expertise by developing partnerships at local and international level to uplift socioeconomic growth and regeneration. The higher education sector contributes to the achievements of societal goals of developing municipal liability, social consistency and a more liberal society. Best (1994) states that the higher education is considered quite different part of education as compared to primary, secondary and higher secondary stages. It includes the contribution to innovation process, economic growth, sustainable development, social cohesion and national harmony. According to National Education Policy and Implementation Plan (1979):

*“The Government has a legal role to take care of the public interest in higher education. Thus, it has designed and regularly adapted the regulatory frameworks of higher education, and has for a long time been the main, if not the sole, founder of higher education”*

The Higher Education Commission (HEC) of Pakistan was founded in 2002 as a regulatory and controlling authority to regulate the functions of higher education and to provide necessary support to higher education institutions to enhance their role in national development and to uplift the economy of the country. The HEC was set up to remove the deficiencies and to facilitate gradual development of degree-awarding institutions and universities to make them international centers of learning and innovation. The HEC originated the Medium Term Development Framework (2005-10) which aims to faculty development and to enhance the access in higher education to fulfill national needs. Moreover, the framework was initiated to build the required skills to improve the leadership, governance and management of the country (HEC, 2005).

The HEC is also responsible for devising new policies, development of guidelines and setting priorities for higher education, provision of financial support and to uplift the research as well as academic activities in higher education institutions. Haider (2008) has also expressed that the HEC is endeavoring hard to provide available best facilities to the faculty members and inclusion of competent and experienced teachers having foreign exposure by hiring the foreign faculty.

The context of local and international trends in higher education is demanding the extensive reforms to update our education system on modern lines at par with technological advanced countries. Furthermore, while preparing the policy, strengths and weaknesses of all the previous policies must keep in mind. The analysis of failures of the previous policies always guides the policy makers to develop a new progressive policy.

**Objectives**

The objectives of the study were to analyze higher education policies, plans and initiatives taken by the Government of Pakistan and suggestions for new policy at higher education level in order to address the future challenges.

**Research Methodology**

The study is qualitative in nature. The analyses of documents, focus group discussions and semi-structured interviews have been used for data collection. The advantage of opting qualitative method is to achieve a contextual in-depth understanding of social phenomena. The outcome of which is often viewed as providing meaning through the gathering of “rich, deep data” (Bryman, 2004). Documents are the valid sources of data, which are easily available to the researcher (Merriam, 1998). Interviews prove helpful for researcher in order to understand the respondents’ perspectives and reconstructing the events to which he personally does not involve or participate (Patton, 1990; Rubin & Rubin, 2005). The National Education Policies 1947, 1959, 1972-1980, 1992, 1998-2010, 2009, five years Annual plans, Higher Education Commission annual plans and reports, conference reports, and related researches have been analyzed. A focus group discussion of 15 MPhil and 10 PhD scholars of the Department of Education, University of Sargodha, have been carried out and semi-structured interviews were also conducted with 05 faculty members of the Department of Education, University of Sargodha, having PhD degrees along with ample experience and exposure of higher education.

**Analysis and Findings****I. Document Analysis**

Through document analysis of National Education Policies of 1947, 1959, 1972-1980, 1992, 1998-2010, 2009 and educational plan, following observations have been noted down:

1. It has been found that implementation of the decisions and planning in true letter and spirit is not taken seriously.
2. Dearth of political will, unusual changes in governments like Marshal Laws etc. and lack of proper follow up of government initiatives are also main hindrances to get the desired results e.g. nationalization of educational institutions in 1972 was not properly followed by the then government to achieve the desired objectives.
3. The administrative and governance issues in the higher education institutions are other problem making barriers for the growth of higher education in Pakistan. Moreover, the uncontrolled situation in opening private institutions and their recognition by the relevant bodies is creating doubts on quality of higher education, especially after the revolutionary inclusion of virtual higher education. The disruptive technologies introducing the virtual education allowing both profit and non-profit traditional institutions are compelling the

institutions to reconsider the entire traditional higher education model. Some universities in private sector which are not accredited from relevant bodies are facing financial loss due to non-funding (Christensen & Eyring, 2011).

4. It was also observed that the number of students and the demand for educational institutions increased gradually but funds for education was not increased relatively.

## II. Focus group discussion

In focus group discussion, 15 MPhil scholars (Educational Planning and Management Group) participated and reached to the following findings:

1. Firstly, the government should increase the existing budget of the HEC to address the serious problem of funding.
2. Secondly, the government should strengthen the HEC by awarding it more financial and administrative autonomy. One of the MPhil scholars commented as:

*“The existing budget is not sufficient to elevate the quality of teaching and research work in the institutes of higher education.”*  
(Interview quote, MPhil Scholar)

3. Further, it was found from discussion that improvement of physical infrastructure is highly needed. They were also of the opinion that the laboratories should be well equipped with the latest technological instruments and with optimum quantity of necessary chemicals and other consumable items to cater for the requirements of the students and researchers to boost up the quality of research and education. Students believe

*“Pakistan can only be brought at par with the advanced countries only through quality teaching, sharing knowledge, global outlook and mark oriented research. Our teachers are not well trained in using the technology for research and teaching practices. It is a generation gap which should be filled in through proper training.”* (Interview quote, MPhil Scholar)

4. University faculty lacks in the skills pertaining to use of advance technology in the pedagogical practices but they are anxious to increase the competence in use of technology. An interesting fact reveals that the knowledge of faculty about technology is not as much as that of their students. The faculty is unaware about usage of information communication technologies to improve the teaching learning practices (Siemens & Tittenberger, 2009)

## Views of PhD scholars

Establishment of more universities in line with the technologically advanced countries and introduction of new result oriented programs e.g. approach of integrated sciences and interdisciplinary programs are direly needed. One PhD Scholar got his views recorded as:

*“Our universities are far behind from western ones due to lack of innovations in science and technology. Resultantly, they are not contributing in knowledge and progress of the country. Issues of access to higher education can be resolved through introducing Massive Open Online Courses (MOOCs).” (Interview quote, PhD Scholar).*

Some respondents stated that the initiative of the HEC regarding opening of new universities in less developed areas, is a good sign to increase enrollment in higher education. Quality enhancement cell established in HEC should play effective role to ensure quality in teaching and research in all recognized institutions.

### **III. Views of faculty members through interview**

One of the senior faculty members (Department of Education) said:

*“Unfortunately, dynamics and quality of research system could not be established in higher education of Pakistan. Further he explained that the universities should promote the culture of research and innovations and HEC should provide the necessary grants on merit for research projects to all universities.” (Interview quote, Faculty Member)*

Two others faculty members (Department of Education) stated that surety of equal access to higher education is a key challenge in Pakistan. The provision of quality education at the door step of people demands huge investment by the government and undaunted political will of our national leaders. One of the scholar opined as below:

*“Establishment of new universities in backward areas is a solution to enroll maximum students in higher education. Furthermore, he pointed out that accreditation of educational programs from relevant bodies/authorities is another issue as many institutions imparting higher education to the students have yet not attained accreditation of programs introduced by them but HEC is not taking necessary action against these non-accredited programs.” (Interview quote ,Faculty Member)*

As in the words of Christensen and Eyring (2011), personalized path to learning also relies on a series of interactions with qualified persons and this interaction is subjected to overall academic policies and interaction with professional accreditation requirements in many fields.

Other faculty members stated that result oriented research and skill focused education to attract the potential employers are direly needed in Pakistan. Although, a few higher education institutions have achieved international recognition for brilliance yet majority of them are still lagging behind in terms of various indicators of quality education like

curriculum, instructional methods, physical infrastructure and required facilities to equip the laboratories with latest technology.

### **Thrust areas**

After the analysis of concerned documents, focus group discussion and interviews, the following thrust areas were identified:

- I. To reshuffle and reorganize the existing higher education system in line with the national and global needs.
- II. To introduce reforms in higher education according to teachings and principles of Islam in order to create a goal oriented, futuristic and egalitarian society.
- III. To make sure quality education and boost up the research activities in the universities, especially in sciences. Tashakkor (1997) states that the available material, equipment and techniques are not up to the standard required for training and workshop purposes in the developing countries.
- IV. To introduce latest technology and modern equipment in higher education, and conversion of existing higher education system towards information and E- technology.

Keeping in view the deficiency in the area, the HEC has launched a project titled “Establishment of Technology Development Fund” for HEC scholars returning after completion of PhD to introduce new technologies application in Pakistan. Its proposed cost is Rs=5 billion” (HEC, Annual plan 2015-2016), which should be enhanced with increase in number of universities and its awarding procedure must be made quick and easy. There are universities rules governing the certification of a qualification. There is usually government or legislative requirements about who can certify that a degree has been achieved and there are often rules about the nature of the learning required which preclude a totally online experience. These rules about certification are also usually embedded in forms of professional accreditation (Christensen & Eyring, 2011).

### **Conclusion and discussion**

After critical analysis of the data, the following conclusions were drawn.

- I. Pakistan is spending meager funds on higher education which has affected the progress in higher education and it has proved as obstacle in way of expansion in higher education in Pakistan. According to UNDP (2002) report, the UNESCO has recommended 4 percent of GNP for developing countries to spend on education but Pakistan is still spending less than 2.7 percent of its GNP on education. Increase in public expenditure on higher education is highly needed on urgent basis.

- II. Lack in provision of easy access of masses to higher education institutions is another issue which is questionable in Pakistan. Establishment of new higher education institutions in all areas of Pakistan can overcome the issue of access for public. Further, implementation of education policies in true letter and spirit was remained a key challenge in the past. The same results were revealed in another study in which Bhatti, Bano, Khanam, Riaz, and Hussain (2016) express that the poor implementation of policies in education sector has led the negative consequences in all sectors of the national life because education plays central role in development of any country.
- III. The qualified faculty recruitment is also key challenge in higher education institutions because quality of teaching and quality of research suffer due to poor induction of the faculty. Result of the study by Husain (2007) was in favor that research is very important for new developments; therefore, university faculty needs to give quality contribution in field of research, in addition to their teaching assignments. In addition, low investments have been made in teachers training. As a result, faculty has not proved productive in their role. Therefore, the contribution of higher education in Pakistan towards research and innovation is also questionable.
- IV. Physical infrastructure in the higher education institutions is deficient in four sectors, namely; buildings blocks, laboratories and its equipment, advance libraries and ICT resources. The policy makers and teachers of higher education institutions should aware about the proper adoption of the technologies to avoid the technological disruption in the current system of teaching and learning. Margaryan, Littlejohn, and Vojt, (2011) conclude as follow:

*“The disruptive use of technologies in higher education may also be challenging, because the dilution of the caretaker role of the higher education institutes (HEIs) means it is more challenging to assure the quality in learning resources that student use. Therefore, HEIs may need to ensure that students’ information retrieval skills are enhanced during their formal studies, as studies have suggested students do not use a wide range of technologies to support their learning, and may lack confidence in this regard.”*
- V. Quality assurance is also major issue in higher education. HEC has tried to overcome this issue by establishing quality enhancement cell in HEC but still more efforts are required to ensure the quality in research and teaching. Rahman (2007) expresses that HEC has focused on academic quality and ensured the accreditation of the running programs in the universities.

Moreover, HEC is focusing on sustainable improvement in the institutions through continuous self-monitoring. Further, it has been found that many programs running which are not accredited by the HEC and some private campus have been recognized by HEC without any credibility.

- VI. Not only the governmental but the national efforts are required to uplift higher learning in Pakistan. Further, provision of quality education in higher education institutions has become a matter of life and death for Pakistan to survive in the global world and to sustain as a futuristic powerful nation. The HEC and the higher education institutions can perform an imperative role in the progress of Pakistan.

### **Justification for the suggestions**

After analysis of our past educational policies of higher education, it is concluded that a comprehensive and wide ranging higher education policy is required for the country, which may cater for the economic and social issues of the country especially in the age of technology and globalization. Furthermore following are the reasons:

- I. Khalid and Fayyaz (2006) state that during the last 58 years of Pakistan, a number of commissions and committees were constituted, in addition to eight national education policies for bringing positive changes in educational scenario. Nevertheless, previous policies could not produce the required results. The enrollment in higher education institutions is still very low as compare to that of the advanced technological countries. Moreover, the academic standards are low and quality of education is also not up to the mark. In addition to that, these policies have also failed to promote cultural, religious and national harmony among the masses.
- II. Universities are responsible to equip the individuals with advanced knowledge and skills for different professional and personal tasks (Mughal and Manzoor, 1999). The higher education has played least role in development of the country due to which high rate of unemployment exists among educated youth.
- III. The higher education institutions in their existing forms are neither designed to create new knowledge nor they are boosting up the academic and research activities according to international standards. The existing system can be declared as 'Non market framed'. The entire thrust of government policies and regulatory interventions are not aligning the universities in accordance with the market needs and principles (Education Policy 1998-2010).
- IV. The funds are not provided to the universities as per their genuine needs, which ultimately affect the teaching learning process. The autonomy given

to the universities is inadequate and misinterpreted. The research practices in universities are not productive to contribute in creation of new knowledge.

### **Suggestions for new higher education policy**

1. A free thinking, self-ruled higher education culture along with Islamic values may be promoted. Fullan (2001) and Folwer (2000) state as follow:  
*“Public policy is a process which provides solution to solve the public issues. Successful policy demands its implementation at the grassroots level. It provides road map to transform ideas into practical shape enabling people to deal with new changes”.*  
The performance of the institutions may be improved through increased inputs in all fields of life. The Universities and higher education institutions may be provided enormous funds to gain financial self-sufficiency and financial autonomy. They may also be encouraged to generate funds by various means through market based researches like universities of advanced countries. The masses in general and the youth of the country in particular may be provided ample opportunities to seek education according to national and global needs. The students and faculty may be facilitated by providing peaceful and encouraging environment for higher studies and research. According to Education Policy (1972-1980), the new universities were established opened but they were failed to give desired results due to lack of supervision and follow up.
2. The Higher Education Commission may be strengthened to regulate the research and teaching in all the higher education institutions. Further, the competent, experienced, vision oriented and honest people may be appointed as vice chancellors or head of higher education institutions. The Sharif Commission Report (1959) states as follow  
*“The Vice Chancellor (VC) should be accountable to the Chancellor for the just and proper performance of his functions. The VC may be the chief academic and administrative officer of the institution. A fatal problem here is that the Chancellor, who is supposed to be accountable the Vice Chancellor, has neither the time nor the expertise for this task.”*
3. The departments of the universities, having necessary equipment and facilities for research and development may be declared as Centers of Advanced Studies for doctoral and post-doctoral programs for teachers from all over the Pakistan. The infrastructure at higher education institutions, including libraries and laboratories etc, may be improved

through provision of necessary resources such as books, journals and equipment etc so that the quality of teaching, learning and research may be improved.

### **Suggested objectives for improvement of higher education**

- I. To promote Islamic ideology and safeguarding National Cultural Heritage and legacy to inculcating the skills, knowledge, moral values, patriotism in youth of the country.
- II. To provide latest scientific and technological knowledge to each student for his/her proper contribution for the development of country.
- III. To guarantee the quality education and research in the universities through evaluation of the performance of all the public and private universities/institutions by introducing a monitoring system under which these universities may be evaluated on regular basis by evaluating agencies of the HEC.
- IV. To enhance the allocation of funds up to 4 percent of GDP for education and to increase the share for higher education.
- V. To graduate male and female students with the intention for their successful lives and careers and to promote the culture of co-curricular activities in the universities.
- VI. To establish liaison and linkages of Pakistani universities with the top ranking universities of advanced technological countries to gain the benefits of their latest research, technology and teaching techniques.
- VII. To strengthen the curriculum development process by revising it, to bring at par with the modern needs and introduction of new disciplines of knowledge like peace curriculum, micro biology etc.
- VIII. To reform the assessment and examination system in public and private universities.

### **Suggestions for introduction of new academic and research programs**

New programs as per need of market/country should be introduced such as, applied ecology, agriculture engineering, youth studies, family peace and community studies, Bio engineering, space sciences and anthropology. In this connection, Iqbal (1981) states that no continuity is found in the important study courses. Further, no relationship is available between the related courses and course of similar. It is the need of hour and primary responsibility of higher education institution to generate new knowledge by adopting the approach of integrated sciences. Siddiqui (2007) expresses that creation of knowledge and effective spreading of available knowledge is the main responsibility of institutes of higher learning.

### **Suggestions for admissions**

The admission in the universities and higher education institutions should be made after completion of 12 years /14 years /16 years of qualification as per requirements of the programs/classes in which admission is to be made subject to the following requirements:

#### **(a) For Graduate programs**

Admission in graduate programs should be made strictly on merit, based on marks/percentage of marks obtained in previous examinations and admission against all type of reserved seats like sports, co-curricular etc. should be on the basis of actual performance of the candidates.

#### **(b) For MPhil/ PhD programs**

1. Admission in MPhil/ PhD Programs should be made on the basis of students' achievements in tests and marks obtained/CGPA during the previous stage of education, with 50% weightage of each.
2. The students' aptitude for higher education should be judged through standardized test with 50% weightage.
3. The students have great research potential may be encouraged for admission in PhD. Marks may be assigned to candidates having research papers.

### **Suggestions for increase in enrolment at higher education**

1. The special measures may be envisaged to attain the target of 75 percent enrollment of the youth aged between 17-23 years till 2025. In this regard special funds may be allocated to run the enrolment campaign at national level with the help of various agencies. Mohanthy (2000) states that the education cannot decrease the unemployment rate except an introduction of new reforms in education system which promote the market based skills among graduates.
2. The electronic and print media should be effectively employed for achieving the enrollment target at higher education level.

### **Suggestions for private sector higher education institutions**

The government alone cannot provide facilities to achieve the desired targets merely from government institutions because huge amount of funding is required for public sector institutions. In this regard, the role of private universities is very pivotal. They are already contributing a lot to promote the higher education in Pakistan. At present there

are more than 180 universities in Pakistan. However, majorities of the private universities provide low quality education and also charge high fee from the students. The quality higher education is a source of great potential for the socio economic and cultural development of the country (Haider, 2008). Recently, another concept of establishing university campuses (joint ventures of public and private sector) has been introduced and some of such university campuses have started their admissions.

The role of private universities and public private campuses cannot be ignored in enhancing the enrolment and helping the government to promote higher education in Pakistan. Nevertheless, it is essential that the Higher Education Commission and other relevant agencies may have strong check/control to regulate the higher education in such university campuses. An effective system of monitoring for the private sector may be employed to oversee the issues of fee, university standards, staff salaries and other academic matters.

### **Accreditation of professional educational programs**

The Accreditation Councils for various disciplines/programs have already been established. It is necessary to monitor and control the growth of second-rated institutions. A multi-level mechanism of accreditation needs to be developed to impart quality education. Accreditation is required at the program level, as well as the institutional level (HEC, 2010). The HEC must ensure that only the programs which are accredited from the respective councils be started in all universities and sub- campuses. In this regard, the HEC should issue timely alert for parents to aware them about the non-accredited programs and non-charted institutions.

### **Infrastructure development**

Infrastructure is a very basic, crucial and necessary part for smooth functioning of higher education activities. Unfortunately in present scenario, most of the higher education institutions badly lack the essential infrastructure for the provision of a peaceful and healthy learning environment. The HEC Annual Plan (2014-15) reveals as below:

*“Government of Pakistan has provided substantial funds to HEC to finance 154 projects including 3 foreign funded projects with the help of USAID, JICA and KOICA. The major portion of development funds under these projects was meant for: Human Resource Development; & Establishment of state-of-the-art teaching and research labs and infrastructure development of the higher education institutions of the country.”*

In this regard, provision of modern class room with all necessary equipment, vast and spacious play grounds, libraries with necessary books, journals etc, laboratories with latest instruments, machinery, chemicals etc and well equipped admin offices may be

ensured for smooth academic activities and research process. The role of HEC and Planning Commission may be enhanced to the designing and outlook of the façade and elevation of the existing buildings and addition of more buildings by providing more funds.

### Research and development

Research and development is an integral component of higher education. Innovation can be achieved by putting efforts on research and development (R & D) and it includes commercialization phases also. The healthy research environment leads to new innovations in the country.

In the advanced countries, the universities generate a significant proportion of funds owing to their patents and other research activities. Mohanthy (2000) states that quality of higher education depends upon research and development culture and also on motivated faculty, who are capable to conduct research in order to upgrade existing knowledge; whereas, in Pakistan the higher education institutions mostly dependent on government funding. It should be ensured that the higher education institutions may be provided more funds to accelerate the research activities, which ultimately enhance income of the universities as well as bringing the country to face the global challenges.

### Suggestions for establishment of new universities and colleges

Higher education is right of every citizen and an easy access to it in all over the country is the sign of national development. Therefore, increasing the accessibility to higher education should be the main focus. For the said purpose, establishment of new universities/higher education institutions is definitely required to increase the enrollment and accessibility of higher education. As reported in Annual Plan of the HEC (2014-15) under the PSDP 2014-15 the governments has allocated Rs. 4.20 billion for establishment and strengthening of about 10 newly established universities. If we compare the number of present universities to the universities of USA,UK and Japan etc ,we will observe that Pakistan is far behind in terms of number of universities from the afore mentioned countries. In order to bridge the gap, at least 40 more universities may be established in the country as per following detail:

S. No	Name of Area/province	No. of universities	New	Proposed areas
	FATA	4		One in South Waziristan, Khyber Agency, Bajaur Agency and North Waziristan
	Punjab	10		At least 5 in south Punjab
	Sindh	10		At least 5 in interior Sindh
	KPK	7		districts where no university exists

---

Baluchistan	7	The far flung districts where no university exists
Gilgit Baltistan	2	As per need of the area determined by the GB government
AJK	2	As per need of the area determined by the AJK government

---

Similarly new colleges may also be established in all over the country to make up the deficiency of colleges.

### **Measures for quality of education**

During the last decade many new universities have been established to enhance the enrollment in higher education. However, almost all the institutions are facing deficiencies in many areas to provide quality education. That is why our universities have very low ranking in world. Thus, it is very important to take all the necessary measures through sensitizing the academia and administrative bodies of higher education institutions to make up the deficiencies which are main hindrances in provision of quality education and research.

### **Quality teaching/research**

The utmost preference may be given to ensure the quality higher education in order to get the desired result of teaching learning process and quality research education. In this regard, the following measures may be employed:

1. The existing curricula should be revised to encourage inquisitiveness, curiosity, interest, inventiveness and broad minded thinking through project based education. The science and technology curricula should be specially focused to bring it at par with the modern needs.
2. The necessary modifications should be employed in teaching methods and evaluation techniques used by the higher education institutions. In this regard the examination departments should also be strengthened and necessary reforms shall be introduced to improve the worth and validity of degree.
3. A proper teacher training section may be established in the Higher Education Commission to encourage and facilitates the universities for provision of necessary trainings to their faculty and non-teaching staff of newly established universities on frequent basis. According to Annual Plan of HEC (2014-15), the HEC supplemented the government's effort and it has proposed a project in the PSDP 2014- 15 for the training of 5,000 teachers in all provinces through institutions of higher learning in Pakistan. The HEC has further proposed a development project titled "Provision of opportunities for teachers' training" to improve the quality of education .The HEC may provide the funding to the

relevant universities and it may also monitor and evaluate the effectiveness of the trainings arranged by the universities in collaboration with the Higher Education Commission. The quality enhancement cells have already been established in most of the universities and their sole job is to monitor the quality education in their respective universities. Nevertheless, they are still lacking to get the targeted result. Therefore, the universities may be encouraged to strengthen their respective QEC'S by hiring the highly motivated and professionals' incumbents. Rauf (2004) state as follow:

*“Quality is not any single thing but an aura, an atmosphere and an over powering feeling that the institution is doing everything with excellence.”*

4. The performance of these QEC'S shall be consistently monitored and evaluated by the Higher Education Commission through third party evaluation system.
5. The special emphasis and focus may be given to use latest instructional techniques. The higher education institutions may be encouraged to use the modern instructional technologies and devices. The necessary funding for provision of basic devices and instructional aid should be provided to each university in order to improve formal and non-formal education in higher education institutions
6. Various incentives and prizes should be introduced for efficient, hardworking and motivated teachers and researchers in recognition of this extra ordinary achievements

### **Monitoring system**

The monitoring system of Higher Education Commission may be established on modern lines for proper checking and monitoring of quality education in the universities. Education Policy (1998-2010) depicts as under:

*“Pakistan public universities are governed according to their relevant rules and regulations, which stipulate the laws providing for their establishment and control, their governance, administration and other associated purpose”*

For the said purpose, a very powerful monitoring unit should be established in HEC , which may not only be responsible for external monitoring like public funding, recruitment of faculty but it may also be responsible for internal monitoring of academic matters like admissions ,curricula etc. to ensure the quality education.

### **Steps for reforms in examination and evaluation system**

1. Efforts should be made to make the examination system as transparent fair, and judicious. If the examination system is restructured on the basis of critical learning approaches, the students will be able to acquire the knowledge in-depth (Marton & Saljo, 1997).

2. It may be ensured that both semester and annual system of examinations shall be implemented to their true letter and spirit. Semester system will be compulsory for regular students whereas, the private candidates will appear from Allama Iqbal Open University and other universities through annual system.
3. The existing examination departments of the public sector universities should be empowered by inculcating managerial skills to staff through proper training, space and necessary equipment such as IT related instruments.
4. Test construction and evaluation of papers should be strictly on assessment rules and procedures. The teachers should be provided necessary training for test construction and paper marking. Furthermore, handsome amount of remuneration should be paid to teachers for test construction and papers evaluation.

### **Scholarships for students**

The merit scholarships programmes (indigenous and foreign) may be rationalized benefit to deserving students. Rauf (2004) states that the HEC had adequately reserved funds for award of scholarships to the brilliant students for foreign and indigenous PhD programs. Resultantly, about 2500 scholars were studying in foreign countries and about 5000 scholarships were allocated to students of PhD studying in Pakistan by the end of 2010. The number of scholarships shall be enhanced for all programs of studies in general and for PhD and Post Doctorate level in particular. The students securing admission in PhD programs in top 150 universities of world ranking may be provided necessary funds, tuition fee, and other expenditures. Adequate allocations may be made to meet all the needs of gifted students so that poverty may no longer constitute a barrier to their education. An effective mechanism may be devised to ensure full, expeditious and judicious utilization of facilities for higher studies abroad. Necessary measures may also be taken to ensure that Pakistan may fully get advantage from the competencies and skills of these students after returning their home land on completion of their doctorate studies. They may be offered jobs, commensurate with their qualification, in public sector universities and R & D organizations. A special monitoring cell may be established in Higher Education Commission in order to oversee the proper accomplishment/utilization of scholarships granted to the students.

### **Collaboration with international institutions**

The universities situated in advance countries are far ahead in the fields of teaching learning process, teaching techniques, research based activities and infrastructure required for imparting proper education. The departments of the universities are fully equipped with modern devices, instruments and AV aids. Huang (2004) concludes that

the internationalization of higher education is the process of presenting exchange activities in education. Moreover, collaboration in research among universities and institutions in different countries should also be made to get benefits. Owing to such facilities, they always earn good ranking among top world universities, whereas universities in Pakistan lack in such facilities and infrastructure. Through the higher education commission (HEC), Pakistan for the last decade had major programmes to sending university staff members overseas for advanced degrees and a number of universities have linkages with overseas institutions, which show the serious steps taken towards internationalization (Hetland, 2012).

The effort may be made to get advantage of teaching learning process of foreign universities by establishing linkages and collaboration with top ranked universities of the world. In this way, the existing infrastructure and facilities in the higher education institute may be brought at par with that of the universities to whom the collaboration is made. For establishing linkages with foreign top ranking universities, the ministry of foreign affairs may be asked to appoint education attachés for extending the moral and practical support to our universities. A special focus may be given to arrange study tours of faculty and students of our universities to these advanced universities and vice versa.

### **Suggestions for budget and resources allocation**

Sufficient funds may be allocated in annual budget to achieve the targets/goals set in the policy. The government has allocated about 71 billion in the budget (2016-2017), which is far less to meet the genuine expenditures of the higher education institutions. Pakistan is still spending only 2.7 per cent of its GDP on education, whereas, 4 percent of GDP has been recommended by UNESCO for all developing countries (UNDP, 2002). Efforts should be made to reserve more budgets for higher education, almost double of the existing budget. Separate funds should be allocated for ongoing projects and newly devised/approved projects. It may be ensured that the allocated funds should not be transferred to any other schemes/departments, other than education purposes, and utilization of 100% of released amount should be ensured by the end of each fiscal year.

### **Generation of funds**

1. The universities of technologically advanced countries have enough funds for the welfare of students, teacher and proper infrastructure. Memon (2007) concludes that “Universities` income and expenditure analysis indicated excess of expenditure over income in all public universities”.
2. These universities are also self sufficient in funding as they also generate enormous amount of funds by employing various means like their patents, linkages between universities and industries.

3. Unfortunately, the Pakistani universities dependent upon the government as they are not generating funds through own sources, except tuition fee from students. Effort may be made to establish and create a research based culture in the universities of Pakistan so that these may also be able to generate funds through patents, research projects and linkages with industries.
4. The establishment of small industries may be encouraged in respective departments such as pharmaceutical units in department of Pharmacy.

### **Guide lines for implementation of plans**

1. The higher education commission may be strengthened to coordinate and regulate higher education and research in the country.
2. The admission procedure to higher education institution may be improved by monitoring it through a special wing established in the HEC.
3. The necessary funding of universities may be made by the federal government through the HEC monitory needs of the universities may be fulfilled as per their demands. UNESCO (2005) reports that inadequate financial resources for education in Pakistan is the main hindrance of policy implementation.
4. The distribution of grants/funds may be distributed judiciously among all public sector universities by formulation of highly powered finance committee in the HEC. The Financial rules may be revised and simple procedures should be devised for provision of funds under different heads of account.
5. According to World Bank Report (2000), resources availability must be ensured by the implementers and the policy makers before developing a policy. The resources include adequate number of staff, enough financial support, quality and trained staff etc.
6. The Provincial Higher Education Commission may also be empowered for implementation of new policy.
7. Transparent recruitment policy may be enforced and ensured in all the higher education institutions for provision of quality staff.
8. A desk may be established in ministry of foreign affair and in embassies of Pakistan to support liaison with international universities.
9. Special funds may be allocated for research and development through grants by the Higher Education Commission after evaluation of research proposal submitted by the researcher of higher education. Additional funds should be allocated to support their participation in national and international conferences.

10. A special section may be established in Higher Education Commission for guidance of student to resolve their problems like foreign scholarships etc.
11. Those researchers who may publish their research in journals of impact factor and according to the categories of the HEC research or generate new knowledge in any discipline may be appropriately rewarded through generous prize money.
12. About 3 national digital libraries at Islamabad, Lahore and Karachi may be established for ensuring the access of researchers towards latest knowledge and it may also be made compulsory for all the universities to have digital access for their libraries may be in two years.
13. The university Acts need revisions and necessary amendments to ensure effective and smooth administration of the universities.
14. An implementation cell may be established in Federal Ministry of Education, comprising experts from education, planning, management and engineering etc. to ensure proper implementation of projects/guidelines/instructions for provision of required infrastructure in the higher education institutions.
15. A special desk may be established to reform the existing examination system of each public and private sector universities according to the standards of assessment and evaluation. The examination system should be introduced in accordance with rules, procedures and norms of the Higher Education Commission.

## **References**

- Barnett, R. (1990). *The idea of higher education*. McGraw-Hill Education (UK).
- Best, J. W. (1994). *Research in education*. New Delhi, India: Prentice-Hall
- Bhatti, M. A., Bano, S., Khanam, F., & Hussain, A. (2016). Problems in the Implementation of National Education Policies (NEPs) at elementary level. *Journal of Management and Social Sciences*, 3(1).
- Bryman, A. (2004), *Social Research Methods*, 2nd ed., Oxford University Press, Oxford.
- Christensen, Clayton M. & Eyring, Henry J (2011). *The Innovative University: Changing the DNA of Higher Education from the Inside Out*, (San Francisco: Jossey-Bass, 2011).

Fowler, F.C. (2000). Policy studies for educational leaders: An introduction. Upper Saddle River, NJ: Prentice-Hall.

Fullan, M. (2001). *The new meaning of educational change* (3rd Ed.). New York: Teachers College Press, Columbia University

Government of Pakistan. (2006). Education in Pakistan: A white Paper. Islamabad

Haider, S. Z. (2008). Challenges in Higher Education: Special reference to Pakistan and South Asian Developing Countries. *NONPARTISAN EDUCATION REVIEW, ESSAYS*, .4(.2).

Hetland, A. (2012). Internationalisation of universities. The Nations, New paper. Online line Retrieved from: <http://www.nation.com.pk/pakistan-news-newspaper-daily-english-online/columns/09-Aug-2012/internationalisation-of-universities>. Accessed 1 January, 2018.

Higher Education Commission (2005). Midterm Development Framework, 2005-10, Islamabad

Higher Education Commission of Pakistan. (2014). Annual Report 2013-2014. Islamabad: Higher Education Commission of Pakistan

Higher Education Commission of Pakistan. (2015). Annual plan 2014-2015. Islamabad: Higher Education Commission of Pakistan.

Higher Education Commission of Pakistan. (2015). Annual Report 2014-2015. Islamabad: Higher Education Commission of Pakistan.

Higher Education Commission. (2010). *Quality assurance cell*. Retrieved from [www.hec.gov.pk](http://www.hec.gov.pk) On January 20, 2018.

Huang, F. (2004). Section 2: Internationalization of higher education: Discussions about

Husain, I. (2007). Social sciences receiving due attention. *HEC News and Views*, a Monthly Magazine of Higher Education Commission.

Iqbal, M. A (1981). *Education in Pakistan*. Lahore, Pakistan: Aziz publishers.

its definitions. Retrieved from <http://www.gcn.osaka.jp/project/finalreport/1/1-2e.pdf>. Accessed 11 February, 2018.

---

Karachi, 152-155.

Khalid, S. M. & Khan, M. F. (2006). Pakistan: The State of Education, *The Muslim World*, 96(1).

Margaryan, A., Littlejohn, A., & Vojt, G. (2011). Are digital natives a myth or reality? University students' use of digital technologies. *Computers and Education*, 56, 429–440.

Marton, F. & Saljo, R. (1984). *Approaches to learning. In The experience of learning: implications for teaching and studying in higher education*. Edinburgh: Scottish Academic Press.

Memon, G. R. (2007). Education in Pakistan: The Key Issues, Problems and the News

Merriam, S. B. (1998). *Qualitative research and case study applications in education*. San Francisco: Jossey-Bass.

Ministry of Education, National Education Policy (1959). (Islamabad: Government of Pakistan

Ministry of Education, National Education Policy (1979). (Islamabad: Government of Pakistan

Ministry of Education, National Education Policy (1992). (Islamabad: Government of Pakistan

Ministry of Education, National Education Policy (1998-2010). Islamabad: Government of Pakistan

Ministry of Education, National Education Policy (2009). Islamabad: Government of Pakistan. Ministry of Education.

Ministry of Finance. (2016). *Annual Budget Document (2016-2017)*. Islamabad: Ministry of Finance Government of Pakistan.

Mohanthy, J. (2000). *Current trends in higher education*. New Delhi India: Deep & Deep Mughal, N. A., & Manzoor. (1999). *Issues in higher education: Problems and prospects of the Pakistani university*. Jamhsoro, Pakistan: University of Sindh

Patton, M. Q. (1990). *Qualitative research & evaluation methods* (3rd ed). Thousand Oaks, London: Sage.

Rahman, A. (2007). *Higher education in Pakistan: A Silent Revolution*. Institute of International Education. Retrieved from <http://www.iienetwork.org/page/108514/> January 22, 2018

Rauf, A. (2004). *Quality in higher education*. Pakistan Academy of Science Proceedings. Retrieved 11 February 2018, from <http://umanitoba.ca/learning/technologies/cetl/HETL.pdf>

Rubin, H.J. & Rubin, I.S.(2005). *Qualitative interviewing: The art of hearing data* (2nd ed.). London: Sage Publications.

Siddiqui, S. (2007). *Rethinking education in Pakistan*. Paramount Publishing Enterprise,

Siemens, G., and Tittenberger, P. (2009). *Handbook of emerging technologies for learners*.

TASHAKKOR, A. (1997). Toward an understanding of teachers' desire for participation in decision making. *Jsl* Vol 7(7), 609.

UNDP. (2002). *Human development report 2002*, Oxford University Press, New York.

UNDP. (2002). *Human development report 2002*, Oxford University Press, New York.

UNESCO (2005) *Decentralization in education: National policies and practices*. *Education policies and strategies* . *JRRE* 5(2), 169.

World Bank. (1994). *Preface, Development in Practise*, The lessons of Experience, Washington.

World Bank. (2000). *World Development Report 2000/2001*. New York: Oxford University Press.

***Citation of this Article:***

Raza, M. M., Farooq, M., Ahmad, M. & Anwar, S. (2019). Analysis of Higher Education Policies of Pakistan and Suggestion for New Policy. *Journal of Educational Sciences and Research*, 6(2), 15-36.