



Reformation in higher education, with especial focus on reforming higher Education in Pakistan

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ABSTRACT

Higher education has enormous potential to promote prosperity in the developing nations. The development of a modern society depends to a large extent on the nature and standard of higher education. This paper is about tracing global links in higher education reforms in all over the world. The paper tries to describe globalization and its general effects which are currently observable across the globe, encompassing nations which are culturally and economically very diverse. It particularly highlights the effects of globalization on higher education reforms, which are competitiveness-driven, finance-driven and equity-driven. Throughout the World, universities change the society and remain the center of change and development. In the context of Pakistan, various Education Commissions were set up so far theoretically emphasized on unlocking potential at all levels of society and creating a pool of highly trained individuals to contribute to the national development. But in practice these universities are weak and need amendment. Dedication of teachers and students can improve the culture of higher education in Pakistan. Initiate to free the universities from the clutches of politics can play a lot of the overall improvement of the higher education. In light of these global higher education reform patterns the paper explores the major educational reforms being pursued in Pakistan since 1947 in higher education. The paper argues that globalization has seriously challenged the national reform policies, which are now becoming more and more globally driven. Rather than outrightly rejecting all global policies, engaging critically with them is the stance of the authors and as the title indicates also, this paper is an attempt to analyze the problems and reforms in higher education system in Pakistan.

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Introduction

Higher education is the most important factor which plays a leading role in human resource development. It promotes productive and informed place and creates opportunities for the socially and economically deprived sections of society. Higher educational philosophy stresses on a learning process through which knowledge, skills and experience are transferred from one generation to the next generation through teaching, training, research and development that ultimately replicate the socioeconomic development of the country. Higher education prevails over behaviors of the individuals and institutional managers working for the development/poverty alleviation and fundamental change of society and sustainable economic development which is a key to opening of venues for development towards the competitive international community as well. Globalization has made economic life more competitive and demanding, making human expertise development more significant. Only as educated workforce equipped with modern skills can compete and benefit from exploiting the opportunities created by globalization.

Quality of higher education is considered as one of the most important aspects of human resource development, knowledge creation, and social uplift in the recent time. It is often believed that quality of education is the key factor (Materu, 2007) in determining the place of a nation in global competition. In fact, quality of products and services provided by a nation depend upon how its policy makers, professionals, managers, teachers, workers, etc. plan, execute and make decisions (Meek *et al.*, 2009; Knight, 2007; Feigenbaum, 1994). Improving quality of

education is an indispensable requisite for continued existence as it determines the place of the country in this competitive world (Owlia and Aspinwall, 1997).

The developments over the past decades indicate that globally the higher education sector has moved from a state of decline and disrepair to a state of revival and revitalization in this century. The 1980s was a period of decline of higher education when student enrolment declined even in the developed countries (Altbach, 1984) and the developing countries, experienced a state of erosion of facilities and capacities; Mamdani, 1993; Saint, 1992). The fiscal crisis and the resultant decline in state funding were considered to be a major cause of the decline.

The higher education system in the developed countries was fast in responding to the decline through 'cut back management' policies and measures to withdraw public subsidies. The developing countries were slow and delayed in their response, although they too adopted reforms to reduce cost (including staff reduction, a freeze on new appointments, and a freeze on increase in staff salary, etc.), share cost, generate income, and to improve efficiency of the system. Some of the reforms drove academic staff away from the university jobs to other more lucrative avenues of employment within the country and migration to other countries. Some of these policies also led to a deterioration of physical facilities and academic standards, contributing to a sharp decline in the quality of teaching and research.

Because of this centrality of education, countries of the world have given tremendous importance to the issues of

education. The supra national organizations like the United Nations, OECD and the World Bank have remained instrumental in highlighting the global importance for education. A joint conference organized by the World Bank and UNESCO agreed on ensuring Education for All by 2015. The United Nations declared 2003-2012 as the decade of literacy. Lingard *et al* (2005) argue that the involvement of such supra-national organizations within the education and the importance given to their recommendations have created a global education policy field.

Since the creation of Pakistan, higher education system has been a matter of great concern among various circles in Pakistan, especially among the educationists, Government, policy makers and general public (Isani, 2001). Ranging from socio-economic system to religio-cultural lives of people (ranking in human development, 2001), the issue of higher education has several dimensions (Isani, 2001). In 1974, to address various challenges in higher education, the Government of Pakistan established University Grant Commission (UGC) (GOP, 1974). The main aim of UGC was to maintain standard of higher education and establish a uniform policy all over the country (Government of Pakistan, 1973, 1974). However, having no real financial powers, the UGC remained an ineffective institution (UGC, 2000). Resultantly, the standard of higher education in Pakistan declined considerably (GOP, 1976). Therefore, in 2002, the government established Higher Education Commission (HEC). HEC paved the way to revitalize invigorate, support, legalize, standardize, sponsor and made functional the endeavors undertaken by the various respective intuitions quiescent culture into mobile and active gestures (World Bank, 1994). As the title indicates, this paper is an attempt to analyze the reforms in higher education system in Pakistan.

Purpose of Study

Purpose of this study is to evaluate the higher education reforms and their implementation and effectiveness towards quality management. This research is meant to explore the status of implementations of quality assurance practices on the institutional performance in the context of higher education in Pakistan. This study develops an indigenous quality assurance model that is appropriate and suitably applicable for future policies and plans for higher education in Pakistan. This study also identifies constructs that can contribute to the continuous improvement in the quality of higher education. Therefore, the specific objectives of this study are:

- To study world's best practices of Higher Education quality assurance models being practiced by different HEIs worldwide.
- To determine the critical success factors which are necessary for developing an indigenous model for continuous process improvement (CPI) in education based on total quality management (TQM) philosophy.
- To study the policies and action plans for reforms in higher education carried out by the government of Pakistan for quality improvement and effectiveness in the local HEIs.
- To develop a framework for improving quality assurance practices and effective implementation of quality management programs in HEIs in Pakistan.

Challenges facing higher education

Research evidence indicates that knowledge has been the single-most important engine of growth and the driving force of economic performance in OECD countries over the past decades (OECD, 2000; UIS/OECD, 2003). Therefore, it is recognized now, more than ever before, that the universities and research organizations influence the economic competitiveness of

individual economies in the context of globalization. The countries which have an expanded system of higher education with higher levels of investment in research and development (R&D) activities have higher potential to grow faster in a globalized knowledge economy.

There are several broad changes to education policy that are covered in this manuscript. In general, these reforms concern policy changes to the expenditure structure, the financing scheme, and management, although there may be significant overlap among these broad categories. We exclude from these categories a number of professional and management reforms (such as curriculum reform or teacher training) that do not have explicit documented impact on distribution. We also exclude financing schemes that are less common in developing countries, such as student loans.

Financing reform: A government may choose to reform the financing of education by introducing user fees (cost recovery) or, as seen in a number of developing countries in recent years, by eliminating them. A related scheme is the introduction of community financing, whereby, for example, communities are entirely responsible for the construction and maintenance of buildings. Financing schemes may include schemes on the demand side, in which funds are channeled directly toward people who demand education rather than people who supply it to strengthen the client's power over providers. Demand-side financing schemes may involve transfers to households, vouchers, or payments given directly to students who may submit them to the schools of their choice.

Management and Institutional reforms: A country in which there is centralized management over the education system may choose to implement management reforms by decentralizing the administration of education. This may involve a shift in responsibility from the central government to local governments, communities, or schools. The shift might include a simple delegation of tasks from the central government to local governments or a complete transfer of authority and decision-making power. The changes may be viewed not simply as administrative adjustments, but as reforms that fundamentally alter relationships of accountability and the way in which services are provided. The classification of these changes as institutional reforms may then be appropriate.

Other than these Reimers (2000) suggests that it may be useful to think about education in terms of "levels of educational opportunities," ranging from initial access to schooling through progression and completion to assimilation into local labor markets. Following this typology, one could then understand education reforms as specific interventions aimed at selected levels of educational opportunity.

These alternative typologies, however, also allow for overlap among categories. There are measures, such as the provision of textbooks that blur the distinction between access (quantity) and quality.

The rapid expansion of university education has led to a number of challenges. According to UNESCO World Conference on Higher Education (1998), low funding from the exchequer, increased enrolment, limited access compared to the population level, increased enrolment without commensurate improvement in available facilities, gender inequality, and a low research capacity, are some of the problems facing universities in the region. These problems have led to fears that quality of education is in a downward trend in most of these universities.

Leadership and Management: Globally, the environment of higher education is facing relentless and rapid change. These circumstances underscore the crucial role of leadership and

management in maintaining morale, enhancing productivity, and helping staff at all institutional levels cope with momentous and rapid change. Those in higher education management and leadership positions are finding it essential that they understand shifting demographics, new technologies, the commercialization of higher education, the changing relationships between institutions and governments and the move from an industrial to an information society. Particularly in the developing world, higher education institutions must be poised to create the human capital necessary to keep pace with the knowledge revolution. Current leaders must be trained, new leaders prepared, and students identified who will both lead and study higher education for the future.

Research and Publications: Research is one of the core pillars of the university system. Publication of research findings in reputable journals is one of the ways in which these findings are widely disseminated to stakeholders. Studies show that research and publishing by faculty has sharply dropped over the last few years. Due to heavy teaching responsibilities – brought about by the rising student numbers, plus the need to moonlight so as to make some extra money to supplement the meager pay – faculty is not keen on undertaking meaningful research and publishing their work.

Further Training: Staff recruitment is another area which lags behind and impacts negatively on teaching and research. Up to two-thirds of university teachers have had no initial pedagogical training. Most of these institutions are relying on individuals who have not acquired their highest level of academic training as lecturers. To improve their efficiency and effectiveness in delivering their services, staff, and especially the academic staff, must be trained continually in relevant areas. Universities must have a clear training policy, outlining their strategy for human resource development, instead of the ad hoc procedures currently followed in most of these institutions.

Student Welfare: A crucially important component of any university system – and which is often ignored in most university decisions – is the student welfare. National and institutional decision-makers must place students and their needs at the centre of their concerns, and must consider them as major partners and responsible stakeholders in the renewal of higher education. This must include student involvement in issues that affect that level of education, in evaluation, the renovation of teaching methods and curricula, and in the framework of policy formulation and institutional management. As students have the right to organize and represent themselves, their involvement in these issues must be guaranteed.

Gender Equity: The participation of women in higher education is very low in Pakistan in large part because of traditional cultural values that emphasize women's roles as wife and mother. Women are underrepresented in HE institutions as students and as workers. While gender disparities in students' enrolment exist at all levels of HE, they are particularly wide at higher degree levels and in science, mathematics and technology oriented subjects. At the same time, women are underrepresented in teaching and in the administration of these institutions. Further, women academics are concentrated in the lower ranks of the hierarchy and in the traditional 'female' social science and education disciplines while as administrators they are few and far in between in the higher ranks of HE administration.

Internationalization: The dawn of a global knowledge society with information-driven economies and expansions in international higher education markets is placing new demands on them to search for more innovative approaches in academic

course provisions; revenue generation; uncertain educational quality; institutional governance, and human resource management and to address longstanding difficulties caused by rapid enrolments; financial constraints; frequent labor strife and brain drain.

Access:

Higher education in the whole world has witnessed tremendous expansion in terms of the number of students demanding access. This has led to congestion in the facilities that had initially been designed to accommodate only a few students. Rising student numbers has also led to poor working conditions in universities in the world.

Universities worldwide are in a fix, caught between severe budget cuts and a flood of students in search of useful degrees. In Pakistan, overcrowding, low budgets and staff retention problems have contributed to inefficiency and falling academic standards.

Jobs: Students lucky enough to get a university degree have no guarantee of finding employment. Whereas in the 1970s, university graduates were able to step into managerial-level civil service posts, today's job prospects are less obvious, due to tough structural adjustment programs and recruitment restrictions.

Higher education in Pakistan

The type of quality initiatives took place in higher education in Pakistan, is addressed in the following sections.

Since independence of Pakistan in 1947, different governments have tried to make efforts to expand and get better higher educational systems to meet with the national, social, ideological and economic needs. Various reforms were formed from time to time to achieve the targets of higher education. For the quality improvement and reform which policies were made they are as under:

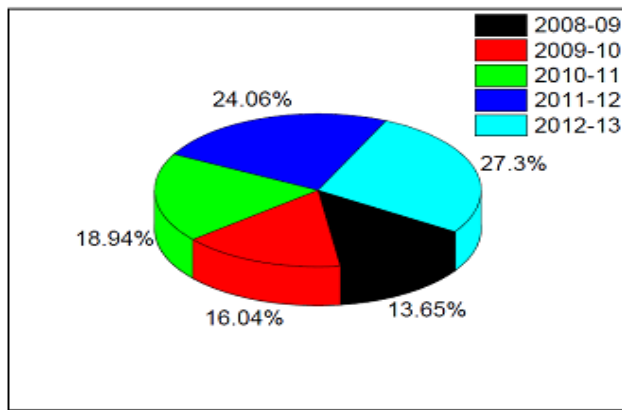
1947 Pakistan education conference: Aimed to assist the Education Division and formulate an action plan to enhance the higher education. 1951 National Education conference: Consideration on expansion of enrolments in higher education. 1959: Commission on National Education Defined the responsibility and importance of higher education

1970 New Education Policy: it proposed the establishment of centre of excellence in the universities. 1972-80: the higher education policy :Establishment of new universities and medical colleges. 1979 National education policy. Strengthen the labs and libraries. 1992: National Education Policy: Universities teachers will be granted research allowance for conducting research and producing PhD students. 1998-2000 New Education Policy :Up gradation of quality of higher education to international standards. 2009 New Education Policy. To develop professionalism in higher education all policies and plans will be implemented through education experts.

Funding:

There is no denying the fact that funding from the government for higher education and research is not at all adequate and UGC/HEC fails to provide fund according to the need of respective universities. The very amount provided to the universities is mostly spent for the salary and allowances of the faculty development, research and establishment of new departments in response to the demand of time. Though presently, the allocation budget to the education sector is higher than previous years, yet the allocation in higher education sector is still negligible. This budget cannot satisfy the demands of public universities. The Government of Pakistan has been laying down major emphasis on increasing the accessibility of higher education but still there is need of amendment. Financial

observations were made yearly from 2008 to 2013 .The graph clearly outlines the budget on higher education

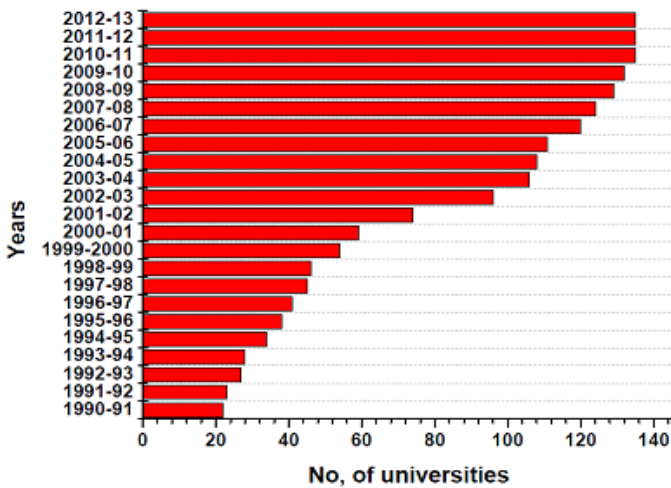


Institutions in Pakistan:

From 1990 to till 2013 government of Pakistan has paid more attention towards higher education institutions. The level and quality improvement was the main task of these institutes. During these years the number of universities has increased significantly but the expansion is mostly quantitative.

Some key features of universities are:

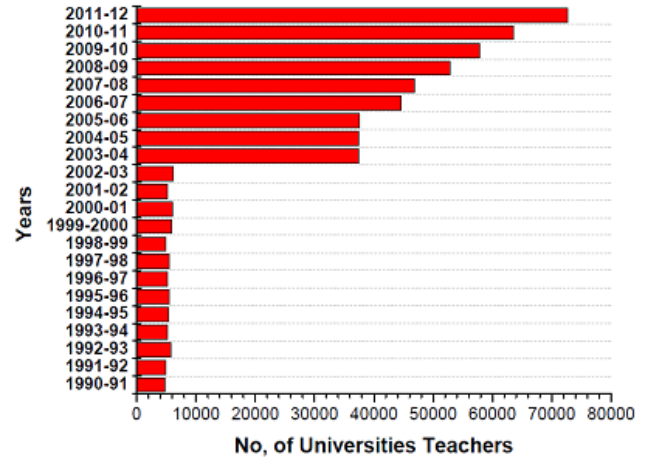
- Enrollment rate has increased over periods
- There has been commensurate expansion of faculty in the universities. The teacher- student ratio, on average, has not varied much. On paper, teachers in the universities have better academic qualification now than before. There appears to be more publications made by academics now than before.
- The expansion is mostly quantitative. Quality of education has not improved much according to expected task.



Faculty Recruitment and staff development:

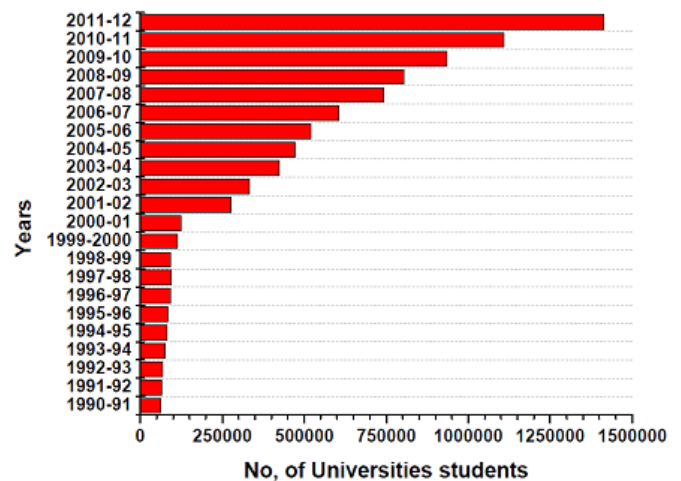
There are four grades of university teachers such as Professor, Associate Professor, Assistant Professor and Lecturer. There is set rule of recruitment for which HEC has provided a guideline. But universities are found to have modified the rules through their respective syndicate in a lenient way. But the crux of the problem is that the best talent to jobs in education sector cannot be always ensured due to real pay and facilities compared to civil services and private sector opportunities. Staff development and Quality of faculty is not up to the desired level. Selection procedure though theoretically more or less ideal yet in some cases proved faulty resulting from various factors. The situation as to appointment in the positions of Assistant Professor and above through up gradation/restructuring have proved to be counterproductive. Staff development, both as idea and practice, suffers from a lamentable lack of infrastructure facilities too. Teachers’

commitment to search for knowledge, adequate teaching norms of academic behaviour is not above question. Teaching has become another job for some, where consultancy has become more important. The process has been further complicated by absence of faculty evaluation in the Universities. Improving the quality of faculty is made more difficult by the ill-conceived incentive structures. Faculty pay is generally very low in relation to that offered by alternative professional occupations. From 1990 to till 2012 the number of the universities teachers is increasing, the outlined are shown in graph.



Students enrollment:

Good higher education in Pakistan is limited to a privileged few, with enrollment of less than half a million students in university or professional programs. In contrast, South Korea with a fraction of our population has an enormous higher education enrollment base of 2.7 million students. With sufficient resources devoted to this segment, enrollment in higher education in Pakistan can be ten times the existing number. Students are major partners and responsible stakeholders in the reform of higher education. HEIS introduced numbers of initiatives of quality assurance in higher education institutions which increased the enrollment yearly but that was not much enormous according to the required level. The graph shows the enrollment numbers from 1990 to 2012.



Research Activities:

Research gives rise to curiosity and a desire to look for, and find, better solutions to our everyday problems or better explanations for whatever happens. Over the years, numerous manuscripts have written about a lack of research in Pakistan. The issue is discussed frequently in academic institutions too. In nearly all such discussions, lack of funding and of adequate facilities are presented as the major reasons that research has not been conducted.

Perhaps the single most significant impediment in Pakistan to research, and also quality higher education, is the near-zero tolerance for dissent in educational institutions. We have in place a hierarchical system, which operates at every level of society at the home, school, college, university and workplace. Research thrives best where there is a group with which one can interact a 'critical mass' of critical thinkers. Ideally, the group should not comprise people from the same narrow field but from different areas. This promotes cross-fertilization of ideas. This is where universities have an edge over single-discipline institutes. Now that the government is providing substantial research funds to public-sector universities, a major hurdle has been removed. The step is long overdue and thus commendable. It is now up to the universities to produce the desired results.

Fundamental Problems of Higher Education in Pakistan

Pakistan's Higher Education Commission recognizes the current limitations of higher education in Pakistan. In its Medium Term Development Framework, the HEC cites four fundamental problems facing higher education in Pakistan, which echo the problems identified in other sectors.¹

1. **Access:** currently, only 2.9 percent of the population has access to higher education.

2. **Quality:** The HEC report states, "The present quality of higher education is very low. Not a single university of Pakistan is ranked among the top 500 in the world." The main cause of this deplorable state of higher education is seen as insufficient education and training of faculty. Of 7000 faculty members, only about 25 percent, or 1700 in all of Pakistan, have PhDs. This is very low for a country of 153 million people.

3. **Infrastructure:** Most universities in Pakistan are ill-equipped to teach, functional laboratories are almost non-existent, and libraries are extremely limited, and, because they are a scarce resource, are often kept locked.

4. **Education and research:** are not linked to critical development issues facing Pakistan or to opportunities for economic and social development.

The institutions of higher learning in Pakistan did not address globalization, corporate attentiveness, technological innovations, and the waves of quality in industry and its consequent impact on education at large. The weakness lies in the fact that the university education stayed away from hi-tech uprising; credible course offerings, use of ICT and course offering in biotechnology and nanotechnology. The substantial and communal infrastructures of universities and colleges demands for synchronization with the changing demands of the teaching learning culture and environment (Higher Education in Pakistan Reform Agenda) It would be wise to attend the teaching scenario right from primary through higher education rather than to go for topsy-turvy. It would not only be sufficient to honor the students on merit rather there would be a need to go for financial incentives for needy and combat the deterrents accordingly; the following measures may be adopted in this regard to address the variety of programs.

Reforming higher education in Pakistan

Institutional Reform:

- The management of government sector universities be made more autonomous rather keeping it linked with government.
- To promote research culture with in universities, a research cell should be developed, to get the staff financial assistance, to facilitate research publication, to keep a record of the endeavors, to keep a liaison with the local and international donor agencies, to keep and maintain financial records.

- Concept of research labs should be initiated enabling to; avoid duplication of efforts, to work on the footing available, provide a forum for interaction.

The promotions, incentives and salaries of the faculty should be linked with (i) research output performance in teaching (iii) peer rating (iv) student's rating (v) and faculty's 'market value'.

- Public sector universities should not only be the affiliating bodies rather than these should be technically supporting
- Development of Higher Education Support Commission (HESC): should be meant to mobilize financial, technical, human, and social resources for enhancing the quality of educational institutions, and for facilitating the reform process. An individual of the highest ability and integrity should be entrusted the responsibilities of a head may be coming from the government, educationists, the private sector, researchers, NGOs, journalists.

Academic Reforming:

- Resources made available should be utilized to the optimum.
- Monitoring be made a regular feature of the inputs, processes and products. .
- Emphasize on qualitative aspect of education rather than quantitative education.
- Adequate attention to research and support be given.
- Institutional frameworks be made functional to the optimum. Systems be made efficient and effective in terms of their functioning.
- Nature of design and delivery be made free of problems.
- Systems be funded adequately.
- Wastages of funds should be minimized.
- Research base should be made adequately strong.
- Internationalization and Globalization be addressed in all the processes right from planning onwards.
- Lifelong learning and continuing education be encouraged.
- Structural, functional, instructional and pedagogical constraints be possibly overcome.
- An interface between industry and universities be developed.

Curricular Reform:

It needs to be re-emphasized that the curriculum should be broad-based, general education based; and quality based scientific and technical education. Switching over to four year Bachelor's degree, following practical steps like:

- A curriculum planning monitoring and evaluation committee should be formed by each of the university.
- Such university committee should include members from faculties' administration, experts of the areas, professionals, government officials, publishing houses, industry representatives, and students.
- Such committees should keep an eye on monetary aspects, testing/examinations system, recruitment, and institutional dimensions, monetary allocations, resource generation mechanisms, student selection, faculty induction, revamping of the examination system and inter and intra institutional cooperation and sharing.
- Such committee should identify sources for the procurement of equipment, use of internet, procurement of teaching learning both print and e-materials; and manage to import necessary items at low import tariffs.
- Clear linkages should be established amongst universities, and the employing agencies.
- Worldwide networks of emigrant Pakistani scientists should be established to upgrade educational methods and resources organization of conferences, create information exchange systems, and facilitate exchange programs

● **Assessment systems:** University assessment system should be made competitive and responsive to ultimate users and open to all students of the country.

Reforming Management:

- Governance, management structures and practices should be made effective.
- Regulatory steps be made efficient.
- Realization of reform be enforced.
- Faculty, staff and students' politicization be reduced.
- Recruitment practices and adequate development of faculty and staff be ensured.

Practical Reforming:

- Internship facilities for students of higher education institutions and universities should be ensured.
- Coordination between universities and industrial, agricultural, and other sectors of the economy should be ensured.
- Faculty exchange programs be launched.
- Credit exchange programs at local and international levels be launched.
- Produce students who can compete worldwide.

Funding Reform:

- Funding should be enhanced.
- Fee structure of private universities should be adjusted.
- Foreign Direct investment in Education sector be encouraged.
- Debt Financing in Education sector be fashioned.

Social Reform:

- There should be moral training in higher education institutions.
- Social balances be created.
- The resources made available should be used to the optimum.
- Universities with no exception be asked to come up to the minimum standards defined in terms of faculty quality, practical reliability, and monetary solvency.
- Centers of excellence should strive to develop a research culture to give birth to the intellect of highest grit.

Fiscal Reforms:

The commendation on fiscal reform may be made around three input areas;

1. University Resources: These should include:

- The effective management of cost of education can be done by fund raising through the initiation of short term programs, evening programs and sandwich programs, professional and technical programs.
- University property should be used as funds generating media like land, flora fana and other produce but with the observance of adequate procedure.

2. Government Resources:

According to the number of programs and students' enrolment, facilities be made available and funds should be provided to the public sector universities.

- Local government should support universities under their control, through relaxation in tax as an incentive, financial support on utilities, student support and infrastructure development grants, etc.
- Finances for the projects should be made available timely, on the basis of feasibility, need and national priority.
- The continuation of funds should be institutional audit based which should be done by the committee.

Universities ranking should be linked with the proper utilization of resources, program offerings, generation of research publication, university capacity building and retention.

- A position of 'Director General Finance and Administration' should be created to supervise financial resources and investments and endowments that the university might have.

External Resources:

Exploiting of such resources would be:

Investing in the development of strong 'sponsored research programs'

- Involving regular staff to assist the faculty in research activity.
- Seeking help from alumni, international donor agencies for raising endowments, expanding physical infra structure, and generating scholarships.
- Evolving rational fiscal management system for the smooth conduct of financial systems.
- Use of public resources income and expenditures by the universities should be documented and disclosed regularly.

Implementation:

There should be an office in the name of reform information having following sub-offices:

- **Community involvement cell** to mobilize the community *within* universities; through consultative seminars, talks, community gatherings, and update sessions on the progress of the reform.
- **Quality Assurance cell** meant to enhance the quality of university education
- **Liaison cell** to engage the political leadership outside the university and lobby for changes.
- **Research and development cell** to collect data and document the progress which evolves.

Measuring progress against the specify metrics

Tracking progress against those metrics.

- **Implementation Strategy** to distribute resources, construct processes and managing the socio-political side of higher education through:

Mobilizing the beliefs and participation of the stakeholders.

Reducing opposition to change. Increase the momentum of reform through credibility of institutions.

Reduce the vested in powers to overcome hijacking of the processes.

Systematizing and empowering the reform-minded community enabling the change to sustain.

Conclusion

There are a number of prospects for the improvement of higher education in the country. Some of these are outlined as follows:

There is no denying the fact that socio-economic development of any society mainly depends upon the quality and extent of education accessible to its members. Therefore its development is to be taken like a challenge, because prosperity and development of any society is linked with the significant and sustained investment in higher education. Monitoring board can be established to assess the quality, recruitment and efficiency of teachers. Reward to the good teachers, internet facilities, modern library and resource centre, and establishment of human resource development centers may improve the standard of higher education. Higher education is not cheap. The HEIS must be prepared to support this sector through good funding to enhance the development of adequate human resources necessary for economic and political prosperity. It is also important to note that:

- There are a number of higher education institutions with infrastructural capacity and adequately trained human resource.
- Higher Education must be given a central role in national development and social economic transformation of the people
- The existing infrastructural and human resource capacity must, however, be effectively managed and utilized for the benefit of society.

The strategic plan document for higher education suggests that in the face of a changed scenario of higher education, quality improvement in the higher education has to be the main focus of attention and development of science and technology based education should be given top priority by the government in the next two decade .

- There must be a deliberate policy on financing research and utilizing the research findings.
- Universities must be answerable to the people/stakeholders through transparent disclosures, accountability and timely feedback and remedy.

In the context of Pakistan, the prevailing situation of this sector highlights that serious measures are required for much improvement. Therefore, on the basis of this analysis, the following recommendations are put-forth:

1. The bodies of higher education should be made to work in coincidence and synchronization.
2. All the universities working under the jurisdiction of higher education be encouraged to come up to minimum defined structures.
3. Reward culture should be promoted in the universities enabling them to share the reward, expenditure and resources.
4. Capacity building should be a regular feature, participation in seminar symposium, conferences be encouraged.
5. Faculty exchange program should be lunched to develop the interest incentive for the retention of the existing faculty.
6. Stress should be on stream lining and time-lining of the processes.
7. Vested in powers of authorities be reduced.
8. Processes should be regulated rather than following the processes of in anticipation approvals.
9. Powers must be decentralized and new bodies be developed to share the responsibilities.

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