

CHAPTER--1

Introduction

HIGHER EDUCATION and NATIONAL DEVELOPMENT

Meaning and Purpose of Education

The word "Education" is generally defined as a process to give intellectual, moral and social instruction, especially as a formal and prolonged process, which may include training or instruction for a particular purpose. It includes development of character and mental powers through systematic instruction.

Education produces knowledge, skills, values and attitudes. It is essential for civic order and citizenship; and for sustained economic growth and the reduction of poverty. Education is also about culture. Education is actually the main instrument for disseminating the accomplishments of human civilization. These varied purposes of education make it a key area of public policy in all countries.

Education is a major instrument for economic and social development. Investment in education is considered as investment in human capital, and this increases labour productivity, furthers technological innovation and produces a rate of return markedly higher than that of physical capital.

Investment in Education leads to the accumulation of human capital, which is the key to sustained economic growth and increasing incomes. Education also contributes to poverty reduction, by increasing the productivity of labour.

EDUCATION and SOCIAL DEVELOPMENT of a NATION

Nation is generally defined as a community of people of mainly common descent, history, language, etc., forming or inhabiting a territory. It is a mass of people who may form nationalities or groups or any conglomeration of populations to form a sovereign geographical entity.

Thus, a nation is composed of individuals, like the bricks of a building in which various rooms exist, complementing and supplementing one another, making the house a functional unit. It is essential, therefore, that these individuals possess all the qualities which will collectively make a nation strong on all fronts, and stand in the community of nations like an impregnable fort of strength and power. In the modern age of international competitiveness, Education has emerged as the sole determinant, distinguishing nations which have progressed toward self-reliance and have become independent and sovereign in the real sense, from those which have languished and become dependent.

States like Japan, Germany, United States, China and some others have proven without doubt that national independence and sovereignty depend upon the development of this vital and critical educational mass. This enables states to assert their identity on the basis of their technological and economic accomplishment. The example of Korea is quite well known. In the 1960s Korea was comparable to other Asian States in its level of development, but in 1990s it is competing with Japan and leading Western states with its variety of products. In 1960, Pakistan was spending only 1% of its GNP on public

expenditure on Education, while the Republic of Korea was spending twice as much, and Malaysia and Singapore, three times as much.

The cumulative benefits of such major investments in human capital have become increasingly evident with the passage of time. The result of such investments is quite evident, if the economic performance of Pakistan and Korea are compared over the years 1967—1993. Both the countries were at the same level until 1972, but since then there has been a wide gap between the economic performance of these two countries.

Pakistan, since its existence, has failed to recognize that there is one instrument and one instrument, only: EDUCATION, which can play an effective role in the progress and uplift of the country and improvement of the quality of its human resources. The official literacy rate in Pakistan is just 37%. During the last 12 years, the literacy rate has increased at less than 1% a year, while the population has increased at over 3% a year. A comparison of the population growth and the rate of increase of the literacy rate shows that the rate of literacy becomes meaningless in the sense that in actual terms, the numbers of the illiterate are increasing.

In the present time, the per capita per annum investment in Education and Health of a few comparable countries is as given below: ⁽²⁾

US \$ 150	Malaysia
US \$ 160	Korea
US \$ 5	Bangladesh
US \$ 10	Pakistan
US \$ 14	India

This clearly points out that Pakistan has not yet recognized the importance of Education for the social and economic development of the country. Lack of human capital will increasingly become a handicap for Pakistan in a global economy that is opening up fast, and where rewards go to those who are willing and able to compete. An analysis of educational achievements, such as the literacy rates of various countries, points that national development or economic independence depends so much on the state of literacy, and Education, in particular, in a nation: (3)

Country	Literacy % for the year 1995	Expenditure on Education as % of GNP for the year 1992
Pakistan	37%	2.0%
Indonesia	83.8%	1.7%
Turkey	82.3%	2.8%
Malaysia	83.5%	6.0%
Philippines	94.6%	1.7%
Korea	98.0%	3.7%
Qatar	79.4%	2.6%
Hong Kong	92.2%	--
Saudi Arabia	62.8%	4.1%
Srilanka	90.2%	3.3%
India	52.0%	3.7%
Singapore	91.1%	2.8%

The comparison is even more stark with Sri-Lanka, which is comparable to Pakistan in terms of per capita income. Pakistan's adult literacy rate is 55%, compared to 86% in Sri-Lanka. Pakistan is 46 ranks lower than Sri-Lanka on the Human Development Index (according to the ranking in the Human Development Report, 2001).⁽⁴⁾ The Human Development Index takes into account indicators of life expectancy, literacy, per capita income, etc.

Pakistan HDI rank is 127 among 162 countries.

Sri Lanka HDI rank is 81 among 162 countries.

MEANING of HIGHER EDUCATION

Higher Education is defined as any of the various types of Education given in post-secondary institutions of learning, and usually affording, at the end of a course of study, a named Degree, diploma or certificate of Higher Studies. Higher Educational Institutions include not only Universities and Colleges, but also various Professional Schools that provide preparation in such fields as law, medicine, business, art, music, and engineering.

The World Bank Study on Higher Education – “ The Lessons of Experience” admits of the growing complexity of higher education and hence the need of a definition that will encompass its diversity. Consequently this study talks of Higher Education in terms of “all formal past-secondary institutions that train middle and high level professional personnel in degree, diploma and certificate granting programmes”. (3)

Elaborating the diversity of the Higher Education system, the report on “Higher Education in Developing Countries – Peril and Promise” talks of vertical differentiation and the proliferation of the system “with the traditional research university being joined by polytechnics, professional schools, institutions that grant degrees but do not conduct research and community colleges”. (6)

The terms higher education, tertiary education and post-secondary education are used interchangeably. (7)

In Higher Education means excellence in different subjects, i.e., both Science and Social Sciences. Advancement in science subjects is necessary for material progress whereas Higher Education in the subjects of human and social sciences, humanities and arts, language and literature is essential for cultural growth and the development of interpersonal relations among people. Higher Education is considered as the sine-qua-non of nation building. There is a worldwide recognition that centres of higher learning such as universities, professional colleges, institutes, etc., are powerful institutions for raising the cultural plane of a society. In advanced countries, universities constitute the mainspring of knowledge, ideas, and innovations. Without achieving excellence in Higher Education, it would not be possible for any society to produce leaders of thought and action. Higher Education is considered and recognized as a capital investment, all over the world. Higher Education is usually provided by universities and colleges.

UNIVERSITY: is defined as an educational institution designed for instruction, examination, or both, of students in many branches of advanced learning, conferring Degrees in various faculties, and often embodying colleges and similar institutions. According to the modern concept of Education, a University is a city of the universe. This meaning essentially includes knowledge and information of all disciplines. In this sense, the University is primarily chartered for research and information which each of its faculty unearths and passes on to the younger generations for the benefit of the community and the society at large. In this context it remains a repository of knowledge. In the modern age, the main function of a University includes the development of human resources and the quality of human development which must reflect the cultivation of skilled knowledge and human spiritual values. A University which involves heavy

investment of society, has an obligation to serve it; and it must be committed to its people and should also concentrate on issues of national concern. Its Higher Educational System should incorporate the inseparability of research and teaching, on both intellectual and practical grounds, and development of some essential virtues – free inquiry, scholarly honesty, civility and discourse, toleration of diverse beliefs, views and values, and trust in rationality and verifiability – all of these must be taught and practised by higher educational institutions, as the Standard Scientific Method, as coupled with the latest Holistic Approach, combining creativity, analysis and synthesis, rationality and intuition. The stress is on creativity.

The Purpose of Higher Education is manifold:

- a) Supporting and enhancing the process of economic and social development
- b) To enable individuals to achieve excellence;
- c) To strengthen the micro-management infra-structure of society, and to train national “Managers” of “Collective Leadership”;
- d) To create specialized expertise like in agriculture, medicine, nuclear, space, chemical, and energy fields;
- e) To inspire education at different levels;
- f) To coordinate at the national level;
- g) Human resource development.

In the present time, no country can assure itself a degree of progress without training and research on the higher level, compatible with the needs and expectations of

society, in which economic development is carried out with due consideration for the environment and is accompanied by the building of a "culture of peace" based on democracy, tolerance and mutual respect: in short, "Sustainable Human Development". The University's role should go beyond the traditional functions of teaching and research, and should incorporate an expanded sense of social responsibility. Higher educational institutions cannot remain aloof from the problems of society, i.e., extreme poverty, under-development and moral degeneration. The new touchstones of the quality of a University are not only its human resource development, but also its moral commitment to society for desirable social change or progress through Modernization, even Strategic Futurization.

Higher Educational Institutions have the main responsibility of equipping individuals with advanced knowledge and skills required for positions of responsibility in government, business and the professions. The business of Higher Educational Institutions is the achievement of knowledge through research, extension and interpretation of knowledge in under-graduate and graduate teaching, and preservation of knowledge in scholarly publications. These institutions produce new scientific and technical knowledge through research, and then serve as conduits for the transfer, adaptation and dissemination of knowledge generated elsewhere in the world. Estimated social rates of return of 10% or more in many low and middle income countries, indicate that investments in Higher Education contribute to significant increases in labour productivity and growth. By performing these tasks, Higher Educational Institutions involve the community in life-long continuing education. Thus, these institutions make the greatest contribution to society, by preparing individuals who can make a nation strong, great and proud. This statement could be supported by the fact that development of Higher Education is correlated with economic development. At the end of 20th century and at the beginning of the 21st century, where there is so much growth of knowledge, no

nation can be content without Higher Education. It is actually a means to achieving various social and human goals, such as economic and social development, national and political integration and individual dignity. Absence of Higher Education will result in a tribal and nomadic society. Enrollment ratios in Higher Education average 51% in high income group countries, as compared with 21% in middle income and 5% in low income countries.

The view held by various international agencies and other bilateral donors has been that the rates of return on investment in education are greater in elementary education and lesser in higher education. They have therefore insisted that the developing countries should invest more in basic education and functional literacy. The result has been persistent under investment in higher education generally in all developing countries. In the subsequent chapters it will be shown that Pakistan is in the same plight leading to poor salary structure of the teachers run-down infrastructure and hence low standards. All of a sudden the World Bank funded report Higher Education in Developing Countries – Peril and Promise states that “traditional economic arguments are based on a limited understanding of what higher education institutions contribute”. It also concedes that Higher Education is vital to creating conditions for sustainable economic development. Continuing the argument it concedes that the “rate of return analysis entirely misses the impact of university level research on the economy”. Thus in no uncertain terms the report admits that for five full decades the international agencies have misled the developing countries. A notice has now been served on the Developing World that “Participation in the knowledge economy requires a new set of human skills. People need to have higher qualifications and to be capable of greater intellectual independence”. Finally, “Higher Education has never been as important to the future of the Developing World as it is right now”. (8)

Of Pakistan:

Pakistani's participation rate in Higher Education is below 3%.⁽⁹⁾ Higher Education in Pakistan has not received the attention and commitment it deserves. The global truth that Higher Education is a matter of long-term survival of all human societies, has not yet been honored in Pakistan. Studies have revealed that physical

capital accounts for 16% of global wealth, natural capital for 20%, and as much as 64% (nearly two-thirds) must be attributed to human and social capital. The countries which have recognized the importance of Higher Education, have attained the literacy level of more than 90%, and are now recognized as industrialized tigers, e.g., Malaysia.

The participation rate of the relevant age group in Higher Education in various countries as tabulated below speaks for itself:

COMPARATIVE HIGHER EDUCATION DATA for some ASIAN COUNTRIES ⁽¹⁰⁾

Country	Number of students in higher education per 100,000 population for the year 1995
Republic of Korea	4974
Japan	3139
Philippines	2981
Singapore	2522
Hong Kong	1635
Indonesia	1167
India	613
Pakistan	266 (1990)
Malaysia	58

Conclusion:

Pakistan has invested poorly in Education especially Higher Education. The result is that the country has lagged behind in all indicators of development. The 21st century is a century of knowledge, and hence Education has acquired greater importance. Pakistan needs to invest more in Human Resource Development, if it wants an honourable position in the comity of nations.

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Literature Review

The references given at the end of each chapter and the select bibliography will bring out the fact that a comprehensive study has been made of the relevant documents.

Consultation of literature has been supplemented by personal experiences in the field of planning and administering higher education both in the provinces and in the federal government. Interaction with the stake holders in higher education has enriched the author in his quest to understand the actual working mechanism of the system; to find out the causes of the unsatisfactory performance of the system and then to propose suitable action for improving the system. Shortage of funds is not always the cause of poor standards. The national will to improve is weak.

The constitutional provisions pave the way for any planning process in a country. It is with this object in mind that the provisions of different Constitutions of Pakistan have been examined. The earlier Constitutions indicated the subject of education to be purely provincial. The 1973 Constitution brought some aspects of education on the concurrent list.

A number of major Education Commissions were set up and Education Policies were framed. These have been examined in detail and also an assessment made of the implementation of their recommendations.

Different 5-Year Plans of the Government of Pakistan served as a vehicle for implementation of the recommendations of the Education Commissions. All the 5-Year

Plans have been examined in detail with particular reference to the funding for higher education.

The data available through different publications both international and national has been studied and comparisons made to show where Pakistan stands viz-a-viz other countries of the World. Also the plight of the higher education system has been highlighted through data contained in different publications of the UGC, the Federal Bureau of Statistics and the Ministry of Education.

Research Methodology

The research methodology followed by the researcher in this thesis is library research of primary and secondary sources, field research, interviews, meetings and personal experiences with all stake holders. Based on this the researcher has carried out a social science and historical analysis of the state of Higher Education in Pakistan. The researcher has then moved on to futuristic projections with the aim of strategic futurisation including the scanning and monitoring of trends and issues.

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