

## CHAPTER – 6

### PROBLEMS of HIGHER EDUCATION

Higher Education in Pakistan is beset with many problems. Institutions of Higher Education have not been able to achieve the main purpose of Higher Education, which is to produce people with moral and intellectual excellence and academic ability that can develop logical thinking and can contribute effectively towards the industrial, economic, technological and social development of the country. The most pressing issues of Higher Education in Pakistan include, among others, a flawed institutional framework, inefficiency and ineffectiveness, problematic nature of design and delivery of service, irrelevance and wastage, under-funding and low productivity in research. Higher Education is considered as a source of great potential for the socio-economic and cultural development of the country and it is a general perception globally that through quality Higher Education an under-developed nation can be transformed into a developed nation within the lifetime of a single generation.

Rapid expansion of the educational system, limited financial input and periodic student unrest have eroded the teaching/learning process, despite the efforts of the government to improve the situation. The interface between universities and industries has not taken place. Higher Education, which was supply-oriented in the past, is showing signs of working on the demands of the market. The growth of institutions in computing, engineering and business administration is a witness to this development. The charge that universities in their present form are neither working on the frontiers of knowledge, nor are they creating knowledge, which is the hallmark of a modern university, seems less pertinent, given the low investment, scarcity of resources and paucity of funds to which this sector has been subjected. There is, however, inefficient use and wastage of public

funds. The research base in universities is weak, and inadequately equipped libraries, laboratories and a shortage of qualified teachers continue to hinder the progress of Higher Education towards achieving international standards. The system of affiliated colleges is a source of great dissatisfaction. The lower level of Secondary and Higher Secondary education suffers from almost the same maladies.

### **Major issues of Higher Education**

The rise of internationalization, globalization of economies, knowledge and culture, and the concept of life-long learning and continuing education, give a distinctive character to Higher Education, both in the international and national contexts. Pakistani universities and institutions of higher education will have to meet international standards and produce graduates who can compete world-wide. In order to meet the challenges of the 21<sup>st</sup> century, the sector of Higher Education will need to make a new beginning, and the problems which are a hurdle to this development, will have to be rectified.

The major problems which confront Higher Education are of the nature of structure, functional, instructional, and pedagogical constraints, and limited access, poor quality of education, tilt towards liberal arts, inefficiency and wastage of resources, lack of interface between university and industry, weak base of research, inadequate student support services, outdated curricula, low recovery of cost and under-funding. This chapter will discuss the main issue of Higher Education within this outline.

## **I. Legacy of the Past: Weak Base**

Pakistan inherited a very weak base of Higher Education. There was only one university, the University of the Punjab at Lahore (established in 1882), when Pakistan came into being in 1947. It looked after the entire area of Pakistan excluding Sindh, which was affiliated with the Bombay University. A university for Sindh was in the process of being set up. The number of students was 644 in 1947. It was basically an affiliating and examining university with limited teaching functions. With independence, Higher Education received greater attention. Initially the pace of development was slow. During the first decade, the number of universities remained restricted to four. The next decade saw the growth of six more universities. The number increased to 18 during the period 1967--77, and during the next decade, between 1977 and 1987, rose to 26. Between 1987 to 1997, the number has increased to 43. Between the period of 1998 to date, the number of new universities, which have been established, is 16. Like its rapid population growth, the number of colleges and universities has almost doubled in every succeeding decade up to 1978. Thus the 1970s, 1980s and 1990s were a period of exponential physical expansion. In the coming years the number is expected to grow even further in view of the participation of the private sector. There are now 37 public sector universities/degree awarding institutes, and 22 in the private sector in Pakistan. Thus enrolment growth has been much faster than the numerical increase in institutional strength. Even this expansion has not been able to meet the rising demands of the population, as only 2.7% of the eligible age group get admission in Higher Education. (2)

## 2. Structural Issues

### (i) Bifurcation of Secondary Higher Education from Degree classes

Higher education suffers from a number of serious structural deficiencies, complications and confusion. It is a combination of Higher Secondary and Tertiary levels of Education and is provided in general and professional universities, their constituent colleges and departments, affiliated colleges and professional colleges. All over the world, Higher Secondary Education is a part of School Education, whereas in Pakistan it is part of College Education. Both the levels of education have divergent missions and administrative control. Degree colleges with intermediate streams have diffusion of responsibility in terms of examination and administrative control under separate bodies of Directorates of Colleges and Schools and Board or University. According to the World Bank Report (1992)<sup>(3)</sup>, this leads to diversion of resources meant for Higher Education to lower levels and loss of quality of education. Since the Sharif Commission Report (1959)<sup>(4)</sup>, almost all the policy documents recommended the bifurcation of 11<sup>th</sup> and 12<sup>th</sup> classes from Degree Colleges and raising the High School level up to 12<sup>th</sup> class, as the Higher Secondary School level..

### (ii) Short duration of Bachelor's degree course

The other structural deficiency from which the system of Higher Education suffers is the two-year Bachelor's level general degree course at the end of 14 years of schooling. Except for England, Australia, India and New Zealand, which have a 15 years'

course for the Bachelor's degree, the rest of the world follows a 16-year Bachelor's degree course. One of the reasons for non-recognition of Pakistani degrees abroad is this short duration of the degree level of study. In Britain the Pakistani Bachelor's degree is considered as equivalent to the British 'A' Level qualification. (1) Almost all the policy documents and reports of the past have highlighted the importance of a minimum three-year degree programme. (National Commission on Education 1959<sup>(4)</sup>; Education Policy, 1972<sup>(5)</sup>; National Education Policy, 1979<sup>(6)</sup>; National Education Policy, 1992<sup>(7)</sup>; and National Education Policy, 1998)<sup>(8)</sup>.

A right step was taken by the Government of Pakistan in the early nineteen sixties, when a three-year degree course was introduced, following the approval of the recommendations of the Sharif Commission Report of 1959<sup>(4)</sup>. Due to strong students' protests, the government of the day, however, gave in and two-year degree course was again promulgated. The low academic standards in Pakistan are partially attributable to the short duration of the first degree programme. Students lack the breadth and depth of knowledge which a full degree course should provide. Given the vast developments in human knowledge and internationalization of higher education and economies, Pakistan cannot afford to take a retrograde step which causes non-recognition of its degrees. In order to enter the 21st century and to compete with the world, it needs to be realize that the present form of the 14-year degree course must be changed, if the system of education is to be improved.

**(iii) Affiliation Issues**

The other structural problem is the university tradition of affiliation and examination. Historically and traditionally, the university character in Pakistan has been confined to teaching and affiliating functions and conducting examinations at a network of colleges. Through the system of affiliation, common examination and syllabi control, universities control Higher Education, while teaching is left to colleges. Other than examinations and award of degrees, the universities have little to do with the staffing of degree colleges, neither are they concerned with the colleges' internal administration, which falls under the jurisdiction of provincial Departments of Education. Thus the functions of the universities are teaching and examinations. Research function of the universities has remained at a low level. The system of affiliation seems to have contributed significantly to the deterioration of academic standards in the country.

The vast system of college affiliation with different universities has outlived its utility and has been stretched too far. This is being reinforced now even in the private sector. There are universities which have no teaching departments or a campus, but have affiliated colleges all over Pakistan. Generally, teaching at this level has continuously been ignored, and this has given rise to a crisis in education. The universities are unable to give due attention to the standards of education in these colleges. The system of supervision and inspection is far from satisfactory; and no example has ever been heard of that an affiliated college was de-affiliated for not meeting the standards of education. The fact that universities have no control over admission, appointment of teachers, administration and conduct of examination in these colleges, has contributed significantly

to the deteriorating standards of education, and is considered as one of the major blots on Higher Education. Some term it 'the affiliation curse.' (Safdar, M. 1996, "The Affiliation curse", The News, September 27, 1996). The enormity of the situation can be judged from the narration of a case study of the University of the Punjab by its former Vice-Chancellor (Safdar, M. 1996) in these words<sup>(9)</sup>:

*A hundred and fifty years ago, there were less than half a dozen colleges affiliated with the only university this side of Delhi in the British India. Today the number of affiliated colleges has risen to 257. These are not only general education imparting colleges but increasingly a large number of private professional institutions are being added. These colleges are not only imparting undergraduate but also undertaking postgraduate education. Virtually the University is swamped with this enormous load of work. Add to this the examination load the University has to cope with. The number of students taking these examinations fluctuates between 200,000 to 250,000 every year and the problem is further compounded as nearly 200/225 different examinations are conducted every year.*

Affiliation is a great burden for the university authorities. As an affiliating university it hardly plays a role in the academic monitoring of colleges affiliated to it. Apart from prescribing the curricula and conducting external examinations, the universities do not interact with the colleges in a meaningful manner. As the colleges are fully funded by the respective governments (with a few exceptions) affiliation only becomes a formality, and once granted, it continues. The universities have no mechanism by which they could take disciplinary action on the dismal performance of the affiliated colleges. This administrative, financial and academic duality of colleges does not give any freedom to college teachers to improve the system.

The World Bank Report (1992, p. 6) has highlighted the flawed Higher Education System of Pakistan in these words<sup>(3)</sup>:

*"The higher education and scientific research sector in Pakistan manifests four institutional deficiencies. Their resolution is a necessary, although insufficient, precondition for significant and sustained improvement in the sectors' performance. Ambiguous assignment of powers of governance, coordination, and oversight diffuses ultimate responsibility. It is unclear who is in charge and who should be held accountable; consequently, effective planning and management are impossible. Excessive centralization of authority and bureaucratic rigidity, both within and across institutions, produces stultifying uniformity; all institutions work to the lowest common denominator performance."*

#### (iv) Trichotomy of the System

Another structural problem relates to university governance which suffers from trichotomy. While the Federal Govt funds Higher Education, it cannot effectively monitor it, since the universities operate under provincial legislative acts. The Provincial Governor is by law the Chancellor and chief executive authority. The Vice-Chancellor is appointed by the Chancellor. According to the World Bank Report (1992, p.6)<sup>(3)</sup>, no single authority is in charge of universities, degree and intermediate colleges, or research institutions. As a result, the Higher Education and Scientific Research Sector in Pakistan is devoid of accountability. The divorce of administrative responsibility from financial responsibility, means the federal, provincial, and university authorities cannot be held accountable for the overall management of the university system. It also precludes rational planning and control of the system.

### 3. Functional and instructional problems

#### (i) Limited Access

The importance of Higher Education for socio-economic development demands the increase of accessibility to a larger number of students in Higher Education. The pool of ability that a widening participation of students can provide for the growth engine of the economy, is limitless. It is now widely recognized that economic prosperity depends on the presence of a large number of individuals with higher level capabilities. In the words of Robertson and Hillman <sup>(10)</sup> *"an economically competitive nation is one that maximizes the potential of its stock of human resources, and this invariably means improving the rate of participation in higher education across the social range."* According to them, 'from the experience of different countries, rates of participation in higher education are closely correlated with general factors of (a) national economic development, (b) comprehensive access to primary and secondary education, (c) the structure of the education system which allows participation to different groups in the society, (d) pluralistic democracy (the extent to which a society allows opportunities of personal development through educational achievement) and (e) the level of social cohesion (the extent to which groups in a society have been socially integrated).' According to the World Bank Study (1994) <sup>(11)</sup> high income countries have on the average 51% enrollment in higher education and low income groups have 6%.

Participation is related to availability of places, opportunities, qualified staff, admission policies, the cost and perceived benefits associated with entry to Higher Education. Britain has achieved a participation rate of 31%. Though there is no reliable data

By the year 2010, the nation would have approximately 25 million youths in age group 17-23. Such a large number would require a variety of institutions.

A comparison of access to Higher Education of some countries would highlight the limited access to Higher Education in Pakistan.

**Table 2 Tertiary level enrolment data for some countries (1997) <sup>(13)</sup> as a percentage of student population enrolled in higher education of the age group (17 years to 23 years)**

Country	Male Enrolment	Female Enrolment
U S A	71%	92%
Republic of Korea	82	52
Singapore	37	31
Japan	44	36
Qatar	14	41
Philippines	25	33
Kuwait	15	24
Turkey	27	15
Egypt	24	16
Saudi Arabia	17	15
Iran	22	13
Indonesia	15	8
India	8	5
Pakistan	30	2

In order to develop Pakistan's human resources and realize the objectives of development, it is proposed that the nation should strive to enhance the access to Higher Education to be at least 10% of the age group by 2010. For this purpose the nation needs a greater differentiation and proliferation of institutions, and a much larger role by the private sector, as the state cannot provide sufficient funding to the growing number of student population.

## (ii) TILT TOWARDS ARTS EDUCATION and WASTAGE

At present the ratio of arts and science students is approximately 71: 29. The combined failure rate is 34% at the Bachelor's level and 55% at Master's level in universities, thus leading to colossal wastage.<sup>(14)</sup> The nation cannot achieve any breakthrough if it continues to spend its meagre resources under this pattern. A strong base for Science shall have to be built, if Pakistan wants to progress. The present subject balance, therefore, shall have to be changed. Prof. Abdus Salam had suggested a ratio of 50:50 for enrollments in the Arts and Sciences in developing countries.<sup>(1)</sup> This needs to be followed. The rate of failures is also partly due to the annual system of external examination. In the semester system it is much less. The decentralization of universities to the local level, coupled with the semester system, might help to contain the high failure rate.

The total teaching time prevailing in the universities for an academic year at present is very low. The duration of vacations and strikes is more, and approximately universities remain closed for half of the year. Daily working hours prevalent in universities and colleges are very low. Laboratories and libraries are under-utilized, and students undertaking research don't get enough time for it. This leads to a wastage of available funds. The teaching faculty does not spend enough time on campus and only visits the university for the time it has to teach in the classroom. The universities don't have the concept of providing counseling or supervision services to students.

The performance of an educational system can be verified from its examination results. The pass rate, according to the World Bank's Report (1990)<sup>(14)</sup>, at the Intermediate

and Bachelor's level is almost 35%, which means that two-thirds of students are not able to quality. This shows high rates of wastage. A number of factors, such as deficient teaching and learning process, medium of instruction, transition from school to college/university level, lack of proper facilities, and the inability of students to meet the demands of Higher Education cause this wastage. It is a pity that because of lack of proper facilities, many young persons cannot go to institutions of Higher Education and out of the limited number that can get enrolled therein, there is heavy wastage.

### **(iii) The Problems of Quality**

Quality is directly related to the quality of students, teachers and the support services provided by educational institutions. The participation rate in Higher Education will need to grow, but along with that the crisis of quality must be addressed as a top priority, so that future expansion can be productive and sustainable, both economically and socially. The level of competence of teachers, the curricula and the standards of students' intake are the main contributing factors in the deteriorating quality of Higher Education. Salaries and other allowances consume the university budget, and thus little is left for the items essential for raising the quality of education. Resources for research are negligible, hence, postgraduate and staff research cannot be meaningful.

### **(iv) Faculty Problems**

The low quality of teaching faculty as a whole is one of the major causes of the low standard of education. Much of the strength of the graduate student programmes and

the quality of research is determined by the quality of teachers. Poor quality and shortage of qualified teachers continues to hinder the progress of Higher Education towards achieving international standards. University teaching staff enjoys long tenures. Seniority and availability of posts govern the principle of promotion for college teachers. The system provides little incentive for hard work.

Qualified manpower is a pre-requisite for advancement of knowledge, promotion of research and the socio-economic development of the country. The availability of such manpower is possible only through institutions of higher learning having well-equipped laboratories, properly maintained libraries, conducive environment and necessary expertise which could provide leadership and guidance. Advancement in scientific knowledge has made research a very sophisticated team activity. In view of this, to enter into a research career, a Ph.D. degree is a minimum requirement.

Unfortunately, due to lack of adequate training facilities for university teachers, the present position of teachers with a Ph.D. degree in the universities is alarmingly low. They lack qualified manpower. The shortage of qualified manpower can be realized from the fact that at present only 33% of university teachers and 2% of college teachers hold the Ph.D. research degree. The table below gives a general picture of the teachers holding Ph.D. degrees in public universities:

**Table 3 Faculty profile of universities: general picture (15)**

Universities	Total No. of Teachers	No. of Ph. D. teachers In			% of Ph.D's	No. of Ph. D. Teachers retiring in next five years
		Sciences	Arts	Total		
General	3556	777	437	1214	34	203
Agriculture	1012	383	23	406	40	93
Engineering	922*	179	2	181*	20	33
Grand Total	5490	1339	462	1801	33	329

\*Excludes the total number of teachers and the number of Ph.D. teachers in NUST

The future scenario is more alarming, because by 2010, a large percentage of the qualified faculty in the universities will retire. If proper arrangements for their replenishment by 2005-2009, are not made immediately, the situation will be critical.

**Table 4 Attrition of faculty of some major universities by 2001 - 2002 (15)**

Name of Universities	1995 - 1996		2001 - 2002			
	Total Strength of teachers	No. of Ph.D's	Expected strength of Teachers in 2001	Retiring Ph.D's by 2002	Remaining Ph.D's in 2002 (If no further Ph.D added)	Ph.Ds as a % of total teaching staff in 2002
Punjab University	455	150	510	60	90	18%
Karachi University	515	220	560	95	125	22%
Sindh University	473	97	510	50	47	9%
Peshawar University	463	114	520	50	64	13%
Balochistan University	360	33	280	16	17	7%

At present interaction among the universities, R&D Organizations and industry in Pakistan is almost non-existent. Industry is neither advanced enough nor properly motivated to participate in research efforts of universities and R&D organizations. There

is, therefore, a dire need for lasting links to be established among the universities, R&D organizations and industry to develop teaching, research in science and technology in Pakistan.

Inadequate admission standards for the entry of students to Higher Education, short duration of the general Bachelor's degree, unmotivated learners, a faulty examination system and politics at campuses are also major causes of the low quality of education at the tertiary level.

#### **(v) Outdated Curricula**

Another cause of low quality of Higher Education is attributed to the course contents and syllabi. Most of the university curricula are considered to be outdated, irrelevant and divorced from the real life situation and world of work. No procedures exist for assuring and maintaining standards for curriculum, content, delivery and assessment. There is no system of external moderation. Because of their affiliation system, the universities are responsible for curricula of degree colleges. The UGC has been revising the university curricula, and though it is mandatory to be adopted under the Federal Supervision of Curricula, Textbooks and Maintenance of Standards of Education Act 1976, the universities have not been seen as following up resolutely. (16)

#### **(vi) Inadequate Research**

The main function of the universities is to impart knowledge and produce knowledge. The production of knowledge and its application is accomplished through

research. The main purpose of research is to contribute to the socio-economic development of the country, strengthen institutional infrastructure, train highly qualified manpower and improve the quality of Higher Education. By and large, universities in Pakistan have confined their role to teaching and examination, only. Research function is rather limited. Teaching at universities has been restricted to the Master's level, and in some cases teaching programmes for the M.Phil have also been set out in a limited number of universities. Engineering universities offer M.Sc. studies by research in only a few subjects. Agriculture universities have adequately organized research degree programmes. Post-graduate Medical Education is designed toward specialization in clinical and non-clinical subjects. Arrangements for advanced research degrees in medicine exist in some subjects. The Medical graduates also register for research degrees in basic subjects in some universities.

The present post-graduate study programme constitutes an important means of advancing research in universities. The quality of these programmes varies, depending upon the facilities for research. Only a few institutions have Post-Graduate Study and Research Programmes which measure up to international standards. In Social Sciences and Humanities the condition is far from satisfactory. In Social Sciences there has been a general shortage of research oriented programmes in important disciplines of economics, sociology, psychology, philosophy, political science, anthropology, history, futuristics etc. Obviously, this weakness is related to the shortage of manpower, lack of interest of talented students to take up higher studies in social sciences, and lack of library and research literature facilities. In essence, neither the Post-Graduate Study Programmes are

extensive enough, nor, by and large, are they of sufficiently high quality. Accordingly, this important means of advancing research is inadequately utilized.

Research in universities can also be built up on research programmes around highly qualified teachers. All promotions to higher cadres in universities are conditional upon acceptable research performance (publication of results of research in journals of international repute). Also, the better the quality of research, the greater the opportunity for attending international conferences, and gaining international recognition. Although in some departments and institutions reasonably good research is undertaken, this important and, perhaps, vital aspect, leaves much to be desired, due to the limited number of active scientists.

#### **(vii) Inadequate Physical Facilities and Student Support Services**

The government has made considerable investment in providing physical facilities to universities. An average capital investment of Rs.400 million in each university has resulted in some impressive buildings, auditoria, mosques, libraries, administrative and academic blocks, communal buildings, halls of residence, staff housing and fleets of transport buses. The universities' average space per student, according to the World Bank Report <sup>(14)</sup>, is 200 sq. ft., ranging from a low 81 sq. ft. to 846 sq. ft. The student hostel space per student is in the range 164-383 sq. ft., which far exceeds the international norm of 120 sq. ft. This level of investment, as per the World Bank Report, has served to produce high unit costs for universities, as compared to the unit costs of the same programmes delivered in colleges. However, inadequate funding

for student support services, libraries, journals, books, ill-equipped laboratories, non-availability of consumables and lack of repair facilities and non-qualified staff are considered crucial factors in the low quality of education. The university budget is consumed by salaries and other allowances and thus little is left for these items.

The situation is much worse in Degree Colleges. An excerpt from the World Bank Report (1990, p. 23) would be an eye opener. <sup>(14)</sup>

*"Except for newer colleges, the state of college buildings is highly inadequate, teaching - learning spaces with students crowding into every nook and cranny. The upkeep and maintenance of college buildings also leaves much to be desired. Broken furniture, leaking faucets and peeling wall plaster abound. The laboratories have few pieces of modern equipment and even those are usually in storage. College libraries generally have insufficient seating capacity and a great portion of books are usually more than 50 years old. Professional and scientific journals are few and far between. Particularly depressing are the physical facilities of the once quite adequate nationalised colleges, which have suffered complete neglect over the years. The residential hostels are overcrowded, unhygienic and unkempt. Gymnasias are rare and the playgrounds dirty and ill-maintained. Staff housing is grossly inadequate."*

### **(viii) Under-funding**

Almost all over the world, institutions of Higher Education are facing serious fiscal pressure and constraints. An increasing level of enrolment pressure is seen due to expanding sector of secondary level and higher income associated with university degrees. The unit cost of Higher Education simultaneously tends to rise higher due to increasing cost of books, equipment, etc. This has resulted in compression of per student expenditure, and is seen in lower spending per student by governments. The increasing demand for Higher Education places and growing constraints on public budgets is a principal source of strained relations between the state and the academic community.

Thus, Higher Education institutions in Pakistan are operating under adverse conditions. Universities do not get realistic funding; they get grants which constitute from 50% to 75% of their budget. This has resulted in the deterioration of quality and depreciation of physical facilities. Universities have very little money for research (because a major portion of the recurring grant is consumed in salaries) and essential research support (scientific equipment, technicians, research associates, well-equipped libraries, and above all, access to the international network of scholarly documentation). Library holdings are severely deficient. Laboratories are not well-equipped. Professional activities of faculty members receive meagre financial support. Buildings need necessary maintenance, repair and renovation to provide a neat and clean environment on campus.

Owing to internal expansion, escalating cost of enhanced salary and allowances, addition of new departments, new disciplines and reduction in grants, universities face accumulated deficits, which put their expenditure under strain. Higher education is highly cost-intensive, in view of scientific and technological advancements and other infrastructure that it requires for sustenance. The total government grants to universities now come to Rs. 2.424 billion. Compare these figures with the figure of Rs. 254 million for all universities for 1979-80, when the Federal Government took over the funding of the universities. This shows an upward trend of almost 10 times in the cost of higher education to the government, and its inability to meet the rising demands of the sector.

Compared to other countries, the funding of education in Pakistan has been less, as is evident from the following table:

**Table 5 Public Expenditure on Education <sup>(17)</sup>**

Country	Expenditure on education as %age of GNP	
	1994	1990
Pakistan	2.7	2.6
India	3.8	3.5
Bangladesh	2.3	2.0
Sri Lanka	3.2	2.7
Iran	4.0	3.6
Malaysia	5.3	6.6
Korea	3.7	4.5
Saudi Arabia	5.5	6.7

Suggested public expenditure on Education, as recommended by the UNESCO, is a minimum of 4% for Developing Countries.

**Table 6 Recurring Budgets of Universities of Pakistan <sup>(18)</sup>**

Rs. in million

	1995-96	2000-2001
Total government allocation (for 24 government funded universities)	1835.331	2424.808
Income generated by the 24 government funded universities from their own resources	1118.399	2291.015
Total of (a + b)	2971.730	4715.823
Ratio of government grants and income generated by the universities from their own resources	62:38	51:49

This sum, however, is too meagre to achieve a major advancement in the Quality of Education. Unfortunately, Education has not received the priority it deserved. The

UNESCO has recommended an allocation of 20% of the national budget to Education. The average GNP allocation to Education between 1978-79 and 1982-83 remained at 1.5%.

**Table 7 Composition of University Budgets <sup>(18)</sup>**

Budget Component	Percentage
Salaries & allowances	65-80 %
Utilities & service charges	30 %
Research, libraries, chemicals & glass ware	3-4 %

In developing countries, Education, like in developed countries, is a social responsibility of the government. However, in developing countries, since there are very few cost sharing groups, the bulk of the cost on Education is borne by the government. Resources being limited, there is always a strong competition between Education and other sectors for allocation of funds. The cost of Professional and Higher Education to the users in Pakistan is perhaps one of the lowest in the world. Accordingly, the return in the form of fee and charges on the use of facilities is very low. The income from fees includes admission, registration, tuition, examination, library, sports, union, and such other heads. Likewise, user charges include hostel charges, room rent, services, electricity, gas, etc.

**Table 8 Comparative Fee Structure of Universities <sup>(18)</sup>**

Type of University	Total Fee per annum
General Public University	Rs. 1840/- Plus Living Expenses
Agriculture Public University	Rs. 2000/- Plus Living Expenses
Engineering Public University	Rs. 5000/- Plus Living Expenses
GIK Institute of Engineering Sciences & Technology, Topi	Rs. 1,50,000/-
Aga Khan University, Karachi	MBBS Rs. 2, 28,000/- B.Sc. Rs. 66,000/-
Sir Syed University of Engg. & Tech. Karachi	Rs. 70, 000/--
Lahore University of Management Sciences, Lahore	B.Sc. (Hons) Rs. 2, 82,000/- M.B.A. Rs. 2,65,500 Plus Living Expenses

Compare this with the average expenditure as per table below, which the government has to incur per student.

**Table 9**      **Average Expenditure Per Student Per Year in Public Sector Universities** <sup>(18)</sup>

University	Average expenditure per student per year
Agriculture University	Rs. 46,000/-
Engineering University	Rs. 37,000/-
General University	Rs. 29,000/-
Institute of Business Administration, Karachi	Rs. 30,000/-

**Table 10**      **Comparison of Per Pupil Expenditure** <sup>(18) & (19)</sup>

University	Country	Per pupil expenditure per annum
Punjab University, Lahore	Pakistan	Rs. 19,940
University of Engineering & Technology, Lahore	Pakistan	Rs. 32,935
Hamdard University, Karachi (Private University)	Pakistan	Rs. 155,000
Lahore University of Management Sciences, Lahore (Private University)	Pakistan	Rs. 240,000
Indian Institute of Technology Kanpur	India	Rs. 107,400
Indian Institute of Science Bangalore	India	Rs. 96,000
Sultan Qaboos University	Oman	Rs. 1,020,000
National University of Singapore	Singapore	\$ 23,929 = Rs. 646,083
An average University of USA	U.S.A.	Rs. 1,100,000

**Higher Education Today: 2001**

Higher Education in Pakistan is in urgent need of reforms. At present it is not contributing effectively to the economic growth of the country. The universities in their present form are neither geared to create new knowledge nor do their graduate study programmes measure up to international standards. The rapid expansion of the system, limited financial input and periodic student unrest have eroded the teaching/learning process. The teaching-learning process is defective, and so are the curricula. The supply of funds to universities is limited and there is little capability, if any, in the universities to generate resources on their own. The system of affiliated and constituent colleges is a negative factor. The universities are unresponsive to market forces and are essentially divorced from the real life world of work. Higher Education is supply-oriented. The research base in universities is rather weak. However, Centres of Excellence, Centres of Advanced Studies, Area Study Centres and mono-disciplinary institutions in universities have made substantial advances in a number of research fields. Inadequately equipped libraries and laboratories and a shortage of qualified teachers continue to hinder the progress of Higher Education towards excellence.

Despite all that has been said above the universities in Pakistan have done well by the nation. Starved of funding they have produced manpower that has kept the nation going. The author was proudly told by the Chairman Atomic Energy Commission that the entire manpower involved in all their sophisticated projects is the product of Pakistani

Universities. They may have received some training abroad but their education is indigenous. All this on government funding of about US \$ 300 per pupil per year.

The universities have continued to function despite the active interference of political parties through student, teachers and subordinate staff organizations. Many a time there has been interference in the selection of teaching staff leading directly to the erosion of standards.

The university teacher is poorly paid. The wonder is why so many of them continue to stay in the jobs and dedicate their entire life to the institution. They deserve to be saluted.

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