

Introduction

“To acquire knowledge is binding upon all Muslims, whether male or female.”
Prophet Muhammad (S.A.W.)

It is an established fact that there is a direct correlation between the knowledge capital and economic development. If the developing countries such as Pakistan wants to become an emerging power, it needs to build its capacity for enhancing the knowledge capital. Developing knowledge capital is not the responsibility of educators alone; it necessitates equal effort and contribution from government, public, civil society, and private sector. The list goes beyond

the national frontiers and involves the relevant specialized regional and international cooperation. Education is a lifelong learning process, covering formal vis. school, colleges, community colleges, distance education, universities, technical, vocational centers, and madrasas etc. as well as non-formal means . Founder of Pakistan, Muhammad Ali Jinnah in his speech at Karachi stressed the importance of Education for Pakistan.

“Education is a matter of life and death for Pakistan. The world is progressing so rapidly that without requisite advance in education, not only shall we be left behind but may be wiped out altogether”.
Karachi, September 26, 1947

The first recognizable attempt in the field of Education and Literacy after independence was National Education Conference held in 1947 under Ministry of Interior, Education Division, Government of Pakistan. The Quaid-e-Azam reiterated the need and significance of education for youth at numerous occasions. The different committees for primary, secondary and adult education were formed on the recommendation of this conference. These committees decided that first five year would be devoted to planning and recruitment of teachers and their training. The annual increase of 300,000 literate individual was expected through this plan. It was also planned to use University students to build the nation by educating illiterate people. The technical aid such as radio, cineama, gramophone was also recommended for education aid (Proceedings of the Pakistan Educational Conference, 1947).

In 1951, an education conference was held to adopt a six year national plan of education development for the period 1951-1957. The conference identified constraints and reviewed implementation of physical and financial targets. The major constraint was observed as unavailability of trained teachers at primary level (Proceedings of the Educational

Conference, 1951). It was also identified that efforts and expenditure in previous years failed to produce the quantifiable results in term of literacy ratio. The ratio declined by 0.1 % in 1957 as compared to 1951 .

The first Five-Year Education Plan for the period 1955-60, was launched with delay of one and half year in 1957. In the said plan, emphasis was given to primary, secondary as well as higher education. In addition of existing 15,602 schools, the plan proposed addition of 4000 new schools and increasing the number of trained primary teachers from 65 to 85%. The special emphasis was on the organization and management aspect of education institutions especially primary education. The targets set were unrealistic and plan failed to achieve its targets.

During President Ayub's era, a senior level Commission was established in 1959 to make recommendations in Education policy making. The emphasis was on curriculum reforms to develop skills in reading, writing and arithmetic. The major recommendations were a) compulsory religious instruction b) compulsory education for the age group of 6-11 year within 10 years, 11-14 within 15 years c)

diversification of the curriculum to add technical and vocational subjects d) extension in bachelor degree from two to three years. These recommendations were incorporated in second Five-Year Plan for 1960-65. (Report of the Commission on National Education, 1959).

The Second Five-Year Plan for the period 1960-65 also evaluated the performance of First Five-Year plan. It was identified that no significant improvement observed in the quality of education. It was expected in first Five-Year plan that enrolment of primary education would be increased to 1 million however, only increase of 440,000 was observed.

The education policy 1970 suggested reforms in the following five major areas:-

- a) Incultation and preservation of Islamic values for national unity and progress
- b) Focus on economic needs of society particularly scientific, technical and vocational education
- c) Equal access opportunities for all
- d) Quality in education
- e) Decentralization of Education Administration

Education Policy of 1970 laid great emphasis on universal enrolment up to Class-V, by 1980, and decentralization of educational administration. The recommendations were incorporated in fourth Five-Year plan (1970-75) but they could not be implemented due to political instability.

The Education Policy (1972-80) made recommendations similar to the 1970 education policy, but again were not implemented due to unrest in educational institutions and unprecedented political activity. It was planned that six new universities would be established, increasing the number from 6 to 12. The target for enrolment was set as 56%.

In National Education Policy of 1979, the major recommendations were to develop a national testing system, teachers' trainings etc. The medium of instructions in Govt. schools was switched to Urdu and private schools were allowed to have English, which ultimately gave birth to a differential and preferential system of education.

The basic objectives of the National Education Policy, 1992 was to restructure the existing educational system on modern lines by universalizing primary education, improving

quality education, facilitating energies for participation in the nation building process, streamlining the management of educational programs, and shifting higher education from the supply to demand oriented study programs. This policy was prepared for a period of 10 years (1992-2002). The Education policy 2009 set the target of allocation of 7% of the GDP to Education by 2015. It also set share of 20% for Higher Education in the total Education budget that is currently 13%. It also set the Higher Education access to 10% of the target age group i.e. 17-23 by 2015 and 15% by 2020.

The Vision 2025 proposes 5+7 model that includes seven enablers and five pillars, the vision also emphasized on the need to invest on human capital. The vision set the goal for increasing higher education coverage from 7% to 12%. (Vision 2025, 2014).

The different education policies were framed to highlight the educational reforms and focused on the core issues of education sector in Pakistan. On the other side, the implementation never matched with the planned policies due to inadequate financing and political instability for continuation of educational policies.

Education- Constitutional Provision in Pakistan

The Higher Education has always been identified as one of key element for socio-economic development of countries. When Pakistan achieved its independence, for the interim period the Government of India

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Act, 1935 was adopted. The Objectives Resolution was prepared in 1949 as footprints for the newly established State. The first constitution of Pakistan was passed in 1956, the second in 1962 and the third in 1973. The last amendment pertaining to education was incorporated through the eighteenth (18th) amendment to the constitution of Islamic Republic of Pakistan.

The details of the previous Constitutions pertaining to Education subject are as under:

(The Government of India Act, 1935)	(The Objectives Resolution, 1949)	(The Constitution of The Islamic Republic of Pakistan, 1956)	(The Constitution of The Islamic Republic of Pakistan, 1962)	(The Constitution of The Islamic Republic of Pakistan, 1973)
Federal Legislative list: “Entry No.11 : Libraries, Museums and similar institutions control or financed by federation. Entry No.12 : Federal agencies and institutes for the following purposes that is to say for research, for professional or technical training, or for the promotion of special studies. Entry No.13 : The benaras Hindu university and the Aligarh Muslim University.	In Objectives Resolution, Education has not be identified as separate subject.	Education found a mention in article 29(d) which is “The state shall endeavor to provide basic necessities of life, such as food, clothing, housing, education and medical relief, for all such citizens, irrespective of caste, creed or race, as a permanently or temporarily unable to earn their livelihood on account of infirmity, sickness or unemployment.” Education was not included in Federal Legislative list	The Constitution of 1962, while enumerating Fundamental rights in Chapter 1, article 12(3) states that: “No citizens shall be denied admission to any educational institution receiving aid from public revenues on the ground only of race, religion, caste, or place of birth. In chapter 2, laying down, that Principles of Policy, it has been mentioned at article-7 that: Illiteracy should be eliminated, and free and compulsory primary education should be provided for all, as soon as is	Chapter 2, laying down “Principles of Policy”, in article-37 it has been mentioned that the State shall: a) Promote, with special care, the educational and economic interests of backward classes or areas; b) Remove illiteracy and provide free and compulsory secondary education within the minimum possible period. c) Make technical and professional education, generally available and higher education equally accessible to all on the basis of merit.

Provincial legislative: Entry No.17: Education including universities other than those specified in paragraph 13 of List 1. Entry No. 20: Agriculture, including agricultural education and research, protection against pests and prevention of plant diseases; improvement of stock and prevention of animal diseases, veterinary training and practice, ponds and the prevention of cattle trespass.”		Provincial List Education is mentioned at Item No. 20 and 23 of the Provincial List. Entry No. 20: Education, including Universities, technical education and professional training. Entry No. 23: “Coordination and determination of standards in institutions for higher education or research and scientific and technical institutions.”	practicable.”	The items which were left blank in previous Constitution or left for provinces were shifted to Federal and Concurrent list. Federal Legislative List: Entry No. 15: Libraries, Museums and similar institutions controlled or financed by federation. Entry No. 16 : Federal agencies and institutes for the following purposes that is to say for research, for professional or technical training, or for the promotion of special studies. Entry No. 17: Education as respects Pakistani students in foreign countries and foreign students in Pakistan.
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In the 18 Amendment, the function of Higher Education is identified under **Fourth Schedule [Article 70(4)]: Federal Legislative List Part I**

- **Item # 16:** Federal agencies and institutes for the following purposes, that is to say, for research, for professional or technical training, or for the promotion of social studies
- **Item # 17:** Education as respects Pakistani students in foreign countries and foreign students in Pakistan
- **Item # 32:** International treaties, conventions and agreements and international arbitration
- **Item # 59:** Matters incidental or ancillary to any matter enumerated in this Part

Federal Legislative List Part II

- **Item # 6:** All regulatory authorities established under a federal law
- **Item # 7:** National planning and national economic coordination including planning and coordination of scientific and technological research
- **Item # 11:** Legal, Medical and other professions
- **Item # 12:** Standards in institutions for higher education and research, scientific and technical institutions
- **Item # 13:** Inter-provincial matters and co-ordination

The Higher Education Commission: Reversing the Trend

The Constitution of Pakistan, 1973 also made education compulsory. The Article 37 (b) & (c) states that "the State shall remove illiteracy and provide free and compulsory secondary education within the minimum possible period; make technical and professional education generally available and higher education equally accessible to all on the basis of merit".

To achieve this aim few accumulations were made in the Constitution. By an Act of Parliament Inter University Board was converted to University Grants Commission in 1974. The Center of Excellence Act, 1974 and Federal Supervision of Curricula, Maintenance of Standard of Education Act 1976 were also approved to foster equitable access to education and research & development. The Center of Excellence Act pertains to excellence centers to be established at Universities for high level teaching, research and providing policy analysis and support to the state.

The University Grants Commission was later transformed into the Higher Education Commission in September 2002 by the Government of Pakistan for the evaluation, improvement, and promotion of higher education, research and development in the country. HEC's mission is "to facilitate institutions of higher education to serve as

[engines] of socio-economic development [for] Pakistan." Since its inception, HEC developed a comprehensive strategy of reforms in higher education that specifically addresses access with equity, faculty development, excellence in and relevance of research with cross cutting themes of quality improvement, physical and technological infrastructural development and good governance. Recently, the reforms process has moved on from research to impact of research, universities building communities and societies and proving discourse and leadership for economic development of the country.

If we look at the success of developing countries, it is evident that success of developing countries depends upon i) political stability and continuity ii) investment in human capital iii) specializing in areas of comparative advantage iv) investment in sciences and technology, R&D and higher education system support development policies and v) Aversion from any adverse circumstances that cause uncertainty and derail growth process

Higher education is an important instrument to develop human capital and contribute to a country's economic development. Lack of attention and insufficient investment have resulted in limited access to higher education

and poor quality and performance of public universities.

In Pakistan, higher education enrolment rates are dismal, even when compared with other developing countries in the region. Eight percent of the relevant age group in any form of higher education, as India with close to 12%, Iran 27% and South Korea with 93% (Teaching and Learning , Achieving Quality for All, EFA Global Monitoring Report 2013-14, 2014). According to national income statistics published by the GoP, 80 percent of the households in Pakistan cannot afford to send even one sibling to a local public university. In fact, in all statistical comparisons ranging from tertiary enrolment data and attainment rates to expenditure on higher education, Pakistan ranks among the lowest in the world.

One of the reasons of low investment in Education, in past is because of tax revenue that is currently just 8% of GDP. Higher Education is now recognized as priority, for FY 2013-14 HEC first time after 4-5 years received allocated budgetary amount. During this financial year (2014-15) GoP allocated highest budget for this sector in the history of country.

HEC has generated significant results and noticeable improvements despite all external impediments. Since 2002, enrolment has increased from 276,274 to 1.2 million [Fig 1] in universities while additional 0.9 million students are enrolled at affiliated colleges or as private candidates. The comparison in two decades from 1991- 2001 to 2002-2014 also shows the significance and success of the reforms introduced and implemented by the Higher Education Commission since its inception in 2002.

Higher Education Enrollment

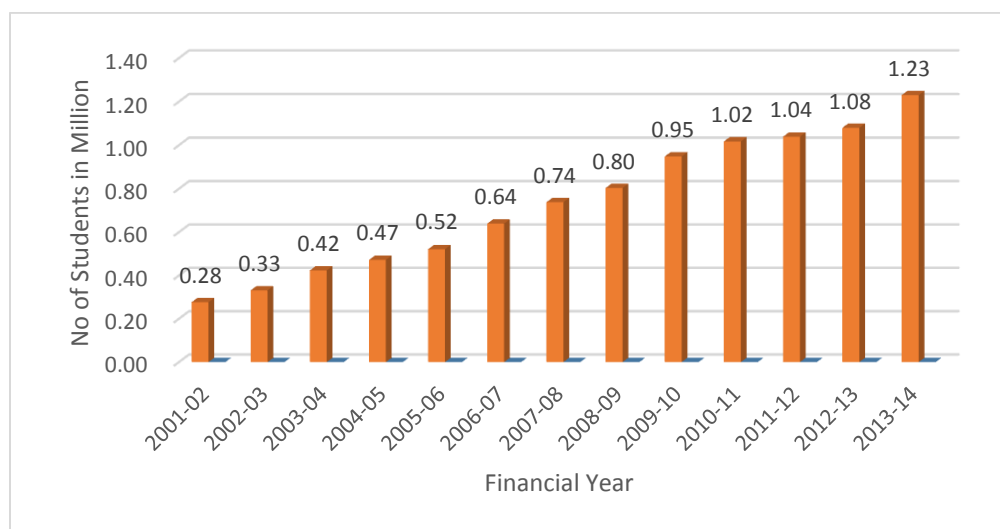


Figure 1: University Enrolment (2001-2014) at Pakistani Universities

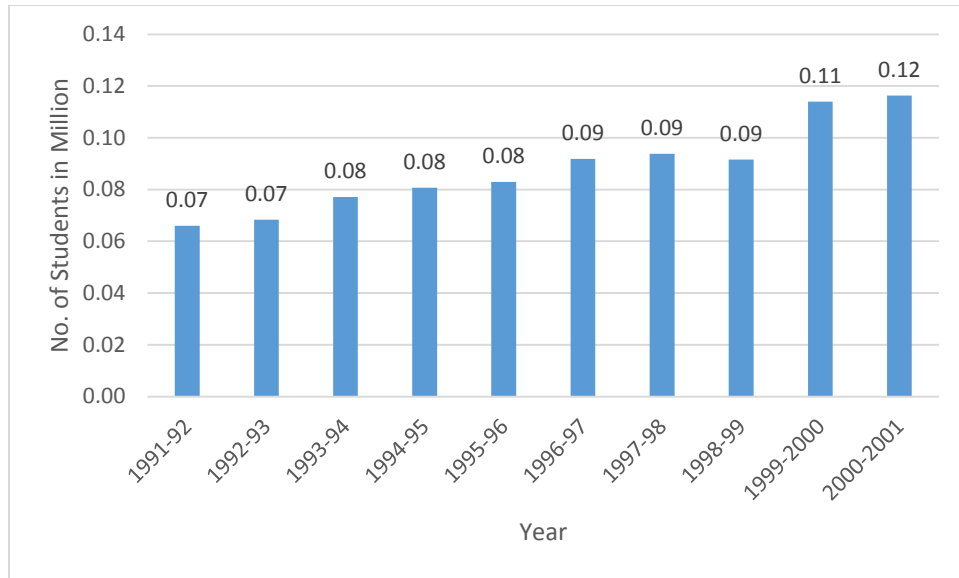


Figure 2: University Enrolment (1991-2001) at Pakistani Universities

The Research articles published in journals of international repute have increased from 815 in the 2002 to 7141 in 2013. [Fig 3] The investment in indigenous PhDs is showing its results as well. Since the creation of Pakistan in 1947 to 2002, Pakistani Universities have

produced only 3281 including 21 PhDs in Engineering & Technology; whereas, during 2002 to 2013, 7095 PhDs including 267 in Engineering & Technology were produced by the HEI's.

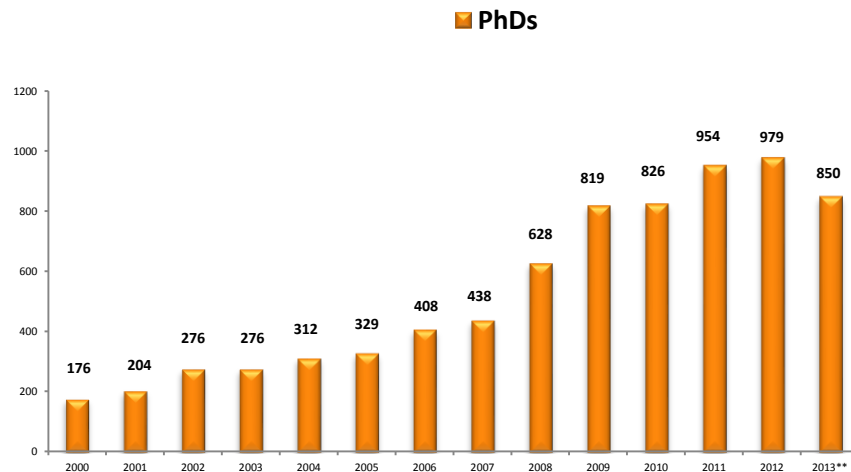


Figure 3: PhDs Produced in Pakistani universities from 2000 to 2012

For improving access the number of the universities/ Degree Awarding Institutions were increased from 160 as compared to 59 in 2001[Figure 4]. The commitment of HEC for continuation of ambitious faculty and human

resource development is now showing its impact. Before 2002, none of Pakistani University was ranked among top 500, now 10 Pakistani Universities were among top 300 universities of the Asia as per QS ranking.

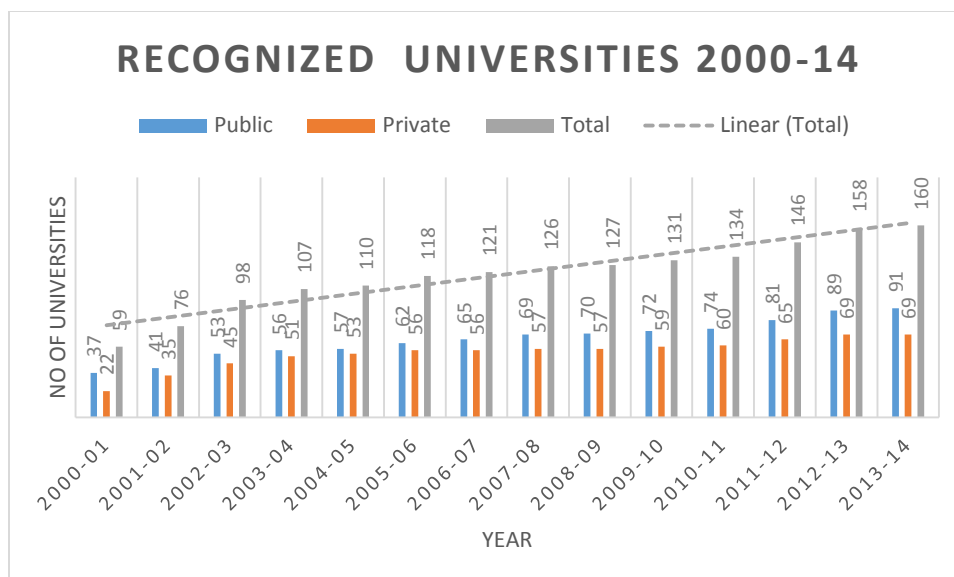


Figure 4: Recognized Universities at Pakistan

HEC is entrusted to maintain the standards of education in keeping with the National challenges. The curriculum committees are designed in a way that industry needs are

included in the curricula to serve the market needs. Despite the huge task ahead, HEC is fortunate in having a strong foundation to build upon for the future.

Emerging Strategies and Focus

The universities have a leadership role in society, therefore the strategies of Higher Education Commission were developed to about societal change and development. The universities are now serving to promote local industry, providing the training and education to address local and national needs. For achieving

the aim, higher education institutions are implementing the following strategies i) Faculty Development ii) Quality Assurance iii) Research Innovation and Entrepreneurship iv) Improving Equitable Access v) Excellence in Leadership & Governance vi) Financial Management and Stability.

The Higher Education Commission is also introducing following new themes

Fusion of Different department

In Pakistan, traditionally the higher education revolves around departments. HEC is planning to increase coordination among different

departments and among indigenous universities to create fusion for learning, research and knowledge.

Smart Universities

The efforts of extending access to global published literature in the form of research papers and e-books is an essential effort made by HEC during the last decade. This enables the students/scholars to access the global ideas on the advanced spectrum of the research world. It has enabled the Pakistani institutions to share their ideas. PERN (Pakistan Education and Research Network) is a technical infrastructure through which all the universities / institutes are connected to the internet facility which enables the universities to connect through locally and internationally via IP phones and Video Conferencing. Further, it provides a forum to share the ideas based on the advanced level of research findings in the local and global context, thus creating a bridge between international and local ideas to enhance the meaningfulness of the research from national and international perspectives.

Another initiative, to improve the communication on the global level, the advanced technology of video conference and video lecturing is made compulsory to be provided to

bridge the communication and availability of technology at all levels and decrease the communication challenges. Last but not the least, the technology which is capturing the overall networking industry is the cloud computing which enables the data resource and sharing of databases through the encrypted system. Further, this technology of PREN enables development of consortia at the national and international levels for improving research program and outcomes.

The concept of smart university also includes the installation of WIFI devices in the universities/institutions for easy access to the internet to the students/scholars. This facility will provide easy access to the students/scholars to research articles and e-books as well as research material.

Overall, the concept of smart university will decrease the use of university resources and increase its efficiency as well as help the university to overcome the scarcity of different kind of the resources such as shortage of faculty, libraries, books and modern techniques.

Centres for Advanced Studies

It is important that investment should be in the right place and address the core issues and produce significant results. The establishment of Centres in field of entrepreneurship, Social Science and other areas of national needs at public/private sector universities will not only

address the Higher Education issues of quality, access and equity but foster the partnership between industry and academia. It will improve access to high quality institutional research in priority disciplines and policy areas.

Governance

The higher education system is governed through highly empowered eighteen member body called "Commission". The Commission is the highest policy making forum for Higher Education matters. The Commission works through the support of different expert committees having members of international eminence and repute in higher education, representatives from the

private sector, representatives of Vice Chancellors, etc. The Commission reports to Prime Minister of Pakistan. For discharge of different functions of HEC, the policy support from the following Committee is sought:

Accreditation, Curriculum, Social Sciences, Research, Awards, Committee	Field Experts, University Representatives, Representatives from the Industry and senior HEC officials
National Scholarship Management Committees	Representatives from each province and senior HEC officials
National & Global Competition committee for sports and Extracurricular activities	Representatives from relevant department of universities
Finance & Planning Committee	For allocating grants to public sector universities

Steps for Improving Governance

HEC has initiated numerous efforts to improve governance at Higher Education Institutions that can use as role model for the other areas. HEC has launched a scheme for capacity building of senior executives and leadership of universities entitled “Capacity Building of Executives of the Universities (HEC)” for provision of exposure to cutting edge, world-class ideas, best practices and state of art management tools, and orientation to operation & management of higher education in developed countries.

The Vice Chancellors, Registrar and Treasurers are historically considered as the beacons of powers but selection process was not well defined for these posts. The HEC has developed transparent and unbiased procedures for the selection of university leaders.

Indigenous and foreign trainings are conducted for university leaders including, Vice Chancellors, registrars, Treasurer etc. to give them exposure of the best practices of University

management, administration, funding and academic work etc.

Furthermore, implementation of New Financial Administration Model and regular audits and monitoring has improved performance of the universities.

The quality is one of the three pillars for improving the governance. To ensure the quality of education at the HEI’s, Quality Assurance Cells were established at public sector universities. For program accreditation, new accreditations councils have been established by HEC.

On the vision of founder of the Nation, enhanced opportunities for female education is also a priority intervention for the Higher Education Commission. As quoted by the founder of Pakistan, Muhammad Ali Jinnah on role of women:

"I have always maintained that no nation can ever be worthy of its existence that cannot take its women along with the men. No struggle can ever succeed without women participating side by side with men. There are two powers in the world; one is the sword and the other is the pen. There is a great competition and rivalry between the two. There is a third power stronger than both, that of the women." Speech at Islamia College for women, March 25, 1940

The establishment of ten female universities including one in private sector, development projects for Female hostels and transportation

facility have significantly increased the female participation in Higher Education during last decade.

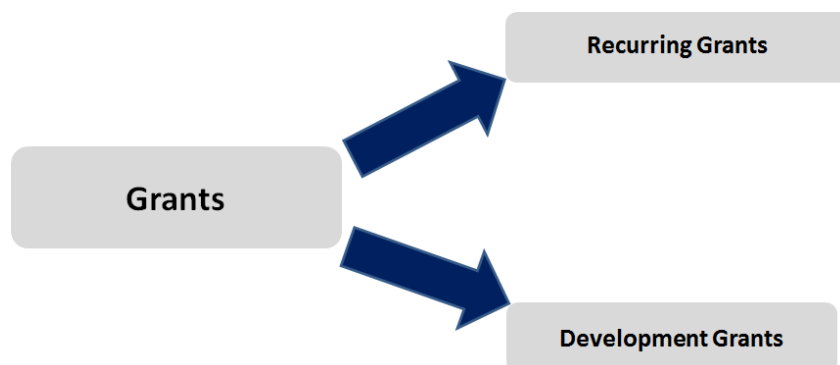
Financial Structure

Higher Education has created an environment for leveraging Education and S&T for knowledge economy. The vision of the knowledge economy cannot be achieved without fostering the Higher Education and linking S&T with productivity. (Vision 2025, 2014). Special emphasis is given from last twelve years for Higher Education sector. HEC has also taken the revolutionary steps to divide the gap between technology and the education. The Technology Parks and Office of Research, Innovation and Commercialization (ORIC) were established for diversification of research and university income.

HEC is responsible for formulating higher education policy and quality assurance, planning

and monitoring development projects for universities, managing scholarships and providing research grants for improvement of higher education and promotion of research culture. HEC has developed a financial structure to cope up with emerging needs.

The Vision 2025 of Pakistan sets the goal of increasing the Higher Education budget from the 0.2 % of GDP to 1.4 % of GDP. The will provide a strong foundation for supporting the higher education institutions all through the country as most of them strongly depend on public support for their operation and management and advancement of academic and research peruits. The public grant covers both recurring as well for the development activities.



The recurring grant is distributed among the different universities as per formula calculated unanimously agreed by the universities.

The grant is distributed using the three facts i) base grant ii) Need grant and Performance grant.

- Impact of completed development projects
- Implementation of New initiatives
- Regional / Location backwardness
- Income disparity compensation (Need based scholarships)

For allocating the base grant, kind of Students (Arts, Engineering, Medical etc.), the level of Students (Bachelors, Masters, and Doctorate), and the amount university is receiving from other source is considered while allocating need grant factors like:

For performance grant following are considered:

- PhD faculty
- Research Programs, Research Publication/ Output.
- Competitive Research Grants Obtained
- Quality Enhancement Cell/Regulatory Body Reports/ Accreditation Council
- Compliance with Commission's policies
- Evaluations by professional bodies at national/ international level

The grants of HEC

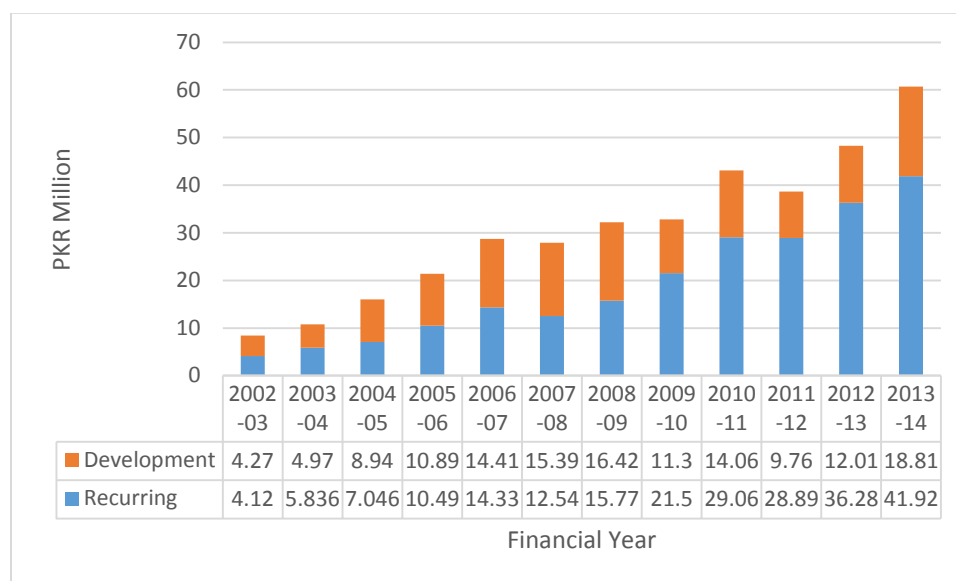


Figure 5: HEC's Grants

Despite global financial crunch and scarcity of funds HEC has produced significant results that

could be measured through well-defined performance indicators.

Performance Measurement/ Indicators

Following are the performance measurement indicators against HEC policy pillars of i) Faculty Development ii) Quality Assurance iii) Research Innovation and Entrepreneurship iv)

Improving Equitable Access v) Excellence in Leadership & Governance vi) Financial Management and Stability.

Faculty Development

To improve the quality of teaching and research in institutions through programs to improve

faculty pedagogical skills and qualifications of faculty members. (HEC, 2010)

Performance Indicators for Faculty Development

- The percentage of faculty members in universities and degree awarding institutions holding Terminal Qualification
- Percentage of university faculty members who have undergone teacher training courses
- Percentage of college teachers who have undergone teacher training courses
- Number of faculty members completing specialized English language teacher training programs
- Number of university leadership training courses
- Number of Ph.D. students per faculty member at a University
- Total Quantum of funds obtained from competitive research grants
- Number of research publications by faculty staff in Recognized Journals
- Number of faculty members presenting at International Conferences
- Proportion of Public university faculty on Tenure Track
- Number of CPDC Centers established in universities

- Number of the fresh PhDs hired under Interim Faculty Placement Program
- No of faculty trained through generic pedagogical skill enhancement courses

Quality Assurance

To establish and implement stringent quality criteria developed against international standards to assess the performance at both the program and institutional level.(HEC, 2010)

Performance Indicators for Quality Assurance

- Number of Universities with Quality Enhancement Cells
- Number of universities having ISO 9000 or similar certification
- Number of disciplines for which departmental rating is published
- Frequency of university rating
- Number of disciplines for which Accreditation Councils have been established
- Number of departments accredited in Universities
- Number of curricula revised
- Number of training courses delivered for improvement of examination system
- Reinforcement of the Quality Assurance apparatus through the systematic
- monitoring of the QECs and Scorecard-based assessment of QEC performance in HEIs
- Degree of adherence of Institution to all QA Criteria as evaluated through a scorecard developed for this purpose
- Degree of implementation of Institutional Performance Evaluation Standards
- Number of evaluator trained for internal and external quality assurance and
- accreditation of programs

Research, Innovation & Entrepreneurship

To ensure that all higher education students benefit from a high-quality learning experience as well as to increase the capacity of higher

education institutions to carry out cutting-edge research in all areas. (HEC, 2010)

Performance Indicators for Research, Innovation & Entrepreneurship

- Number of ORICs performing satisfactorily at universities
- Quantity of international research publications of faculty members
- Percentage of Universities/ Degree-Awarding Institutes conducting PhD programs Number of research grants won per faculty
- Number of Associate degree programs launched addressing industry needs
- Number of academic programs offered jointly with premier foreign universities
- Number of external research grants won by institutions from non-government sources
- International Internet Bandwidth available per student
- Number of International Journals subscribed to per Institution
- Number of International/Local Conferences Organized per Institution
- Number of local Journals having an Impact Factor
- Number of universities having their services hosted and managed at the National
- Data Centers (NDC)

- Number of joint university-industry projects
- Number of products supported by universities
- Number of Business/Technology Incubators established
- Number of Technology Parks established
- Number of patents issued to university faculty and students
- Number of books from Pakistan published internationally
- Number of invited talks at international events given by university faculty
- Total yearly income of university from commercialization of research
- Number of industry sponsored research projects at university
- Percentage of university students undergoing internship with industry
- Number of patents awarded to University faculty and students

Improving Equitable Access

To maximize opportunities for acquisition of quality higher education for the 17 – 23 year old age group in Pakistan. (HEC, 2010)

Performance Indicators for Improving Equitable Access

- Number of Students at different levels of study i.e. Bachelor, Masters, MS and Phd, broken up by discipline
- Percentage of students on scholarships at different levels of study
- Number of private students enrolled through new Directorates of Distance/External Student Education
- Total Number of students enrolled in distance education programs
- Number of private universities eligible for public funding and actually provided funds
- Number of new Higher Education Institutions established
- Number of new campuses established
- Number of new campuses of Virtual University established
- Quantum of funds available for the Student Loan Program
- Number of Financial Aid Offices operational in universities
- Number of need based scholarships provided
- Number of students provided loans under the Student Loan Program
- Number of additional private HEIs becoming eligible for public support
- Number of projects for private investment in Public sector institutions

Excellence in Leadership, Governance & Management

To support excellence in the higher education sector's leadership as well as excellence in the governance and management of Institutions of higher learning. (HEC, 2010)

Performance Indicators for Excellence in Leadership, Governance & Management

- Number of University Administrators undergoing training courses
- Number of Vice Chancellors appointed through the Search Committee process
- Number of universities adopting the Tenure Track System of appointments
- Number of Institutions publishing standardized annual reports
- Number of Institutions preparing Business Plans

- Number of Institutions using the Financial Planning & Management System
- Number of Institutions publishing IPSAS compliant annual financial reports
- Number of universities having ISO 9000 certification
- Percentage of projects rated as “Good” by HEC Monitoring Teams for projects being undertaken by the Universities
- Number of universities deploying HEMIS for their management automation
- Number of universities deploying VoIP equipment as well as its utilization
- Number of Pakistani universities internationally ranked by Times Higher Education
- Number of procurement training programs conducted
- Number of Medals in each category won at national sports championships
- Number of Medals won at international sports events
- Number of universities adopting facilities and services to automate their business processes and routine activities

Recommendations

The success of higher education is just not dependent upon one factor only as it includes clear mission, high quality faculty, committed students and sufficient resources. By Building Advanced Human Capital for improved governance, enhancing and funding domestic research for adapting foreign technologies and the Industrial Linkage for Enhance Competitiveness that includes the establishment of technology incubators to take top research ideas generated by the university to the market place

The challenge of the higher education sector is to produce relevant manpower of high quality to fuel leadership and economic development of Pakistan. In this regard it is important to develop

an overarching framework for higher education in Pakistani universities as well as vocational education/Community Colleges’, smart universities, fusion of departments so that there is synergy in these academic streams to address the employability challenge. The quality enhancement programs will institutionalize key concepts of quality, which will work to ensure that work in all disciplines meets international benchmarks of quality standards and processes. To ensure implementation of these quality initiatives, it is important to provide a university leaders training for the best practices of University management, administration, funding and academic work to improve governance

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