Study Guide

ON

HIGHER EDUCATION

M.Ed. (General)

CODE NO. 828   UNITS 1–9

FACULTY OF EDUCATION
SECONDARY TEACHER EDUCATION DEPARTMENT
ALLAMA IQBAL OPEN UNIVERSITY
ISLAMABAD

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INTRODUCTION TO THE STUDY GUIDE

The present study guide for M.Ed. (General), course titled "Higher Education", reflects the vision which covers nature, need and scope of Higher Education in Pakistan with perspective-planning. Unit one deals with these aspects in broader way. The second unit explains the Role of a University within the limitations of Philosophy of Higher Education and even need, mode and functions of a university. The third unit highlights the growth and development of Higher Education in Pakistan. In the fourth and fifth units there appears a comparison of Higher Education in different countries. The sixth unit is based on Economics of Higher Education, with reference to the investment in human resources and financing of Higher Education. A detailed discussion about assessment in Higher Education has been presented in unit seven. The last two units, i.e. problems and issues and innovations in Higher Education are devolved upon the great demand for restructuring our system of Higher Education. There is a similar demand in almost all countries of the world. We intend to look for models elsewhere in the world in order to develop our own models provided these are suited to our genius and needs.

The study guide is only the indicator of what and how to study. The material/references provided with this study guide are minimum as well as important, and relevant informative. It should not be considered the last and final words to be studied. It is expected that the students will go through all the relevant material, where ever they find it.

A word of new opportunities needs to be recognized and weighted. The old standards must be re-examined before they can be relied on safely. The general direction of our development needs continual revision. We welcome your opinions and inputs for the improvement of this academic effort.

Dr. Munnaza Ambreen

FOREWORD

With the explosion of knowledge and rapid technological changes, we are encountered with the dilemma of constant transformation in the concepts and beliefs about the realities of life This phenomena of change has an immense effects on the whole education system, but particular by on Higher Education system as it is directly responsible for producing the right kind of manpower needed by the nation.

Unfortunately, the Higher Education system, which Pakistan inherited from the pre-partition days was not designed to meet our needs and prepare us for adaptation to the needs of a rapidly changing socio-economic situations. The system, in fact, was more geared to nourishing its traditional inherited role of *elitism* and denying opportunity of equal access to the disadvantage group of the society. The pursuit of Higher Education is the fundamental right of all men and women. Recognizing the shortfall of the system, and the obligation to provide equal opportunities, an effort has been made by the government not only by establishing a Women's University, but also to revise the curriculum of teacher education at various levels. *Higher Education* is one of the professional electives in M.Ed. (General) programme. The need or this change has been felt to bring our teacher education programmes at par with the global scenario. Allam Iqbal Open University, being one of the educational institutions operating nation wide, has also joined in this endeavour through starting its M.Ed. Programme.

I am glad to have been able to patronize the takeoff of this programme during my tenure. My gratitude goes to chairperson/chairman Teacher Education Department, for leading the team in the course development process within the shortest possible time. The Course Development Coordinator, Dr Tanvir Uz Zaman, deserves special felicitation as he took the challenge and initiative of producing the study guide for this much needed course.

It is hoped, through this guide the students will be able to understand the course *HIGHER EDUCATION*, offered by AIOU.

Vice Chancellor
Allama Iqbal Open University
Islamabad

ACKNOWLEDGEMENT

The launching of M.Ed programme had been on the priority list of the Allama Iqbal Open University post-graduate course since long. The Teacher Education Department is now pleased to present its first M.Ed programme professional electives.

This department acknowledges with immense appreciation the facilitative role and encouraging attitude of Vice Chancellor, Allama Iqbal Open University, for making the take-off of M.Ed (General), Programme possible.

At the Faculty level, Dean, Faculty of Education, has given has all out support to make the launching of this programme successful. His continued guidance is highly appreciated.

I deem it my duty to acknowledge the debt of gratitude to all those authors whose books have been referred to as allied material of this course.

Finally, I wish to thank to the Course Development Coordinator, who has worked very hard for writing of this the book. Last but not the least, I would like to acknowledge all those who have contributed to the course development in one way or the other.

Dr. Naveed Sultana
Chairperson (STED)

CONTENTS

OBJECTIVES

An extensive Exposure of students to a wide spectrum of HIGHER EDUCTAION is assumed to enable them to:

1. Delineate nature and exten of Higher Education.

2. Identify significant changes, which have taken place in the fields of Higher Education and the manner in which they are influencing the systems of education.

3. Identify crucial problems and issues confronting Higher Education

4. Establish relationship between the processes of Higher Education and development and analyze the emerging role which Higher Education is assigned to play in the socio-economic development of the country

5. Work out implications of the political process for Higher Education and find out their impact on each other.

6. Identify relevant innovation in Higher Education.

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UNIT -1

INTRODUCTION TO HIGHER EDUCATION

UNIT - 1   INTRODUCTION TO HIGHER EDUCATION

1.1   INTRODUCTION:

Interest in Higher Education has greatly increased all around the world during the last 35 years. Developing countries realise Higher Education as the most important means of scientific, technological and industrial progress which is vital for eradication of poverty and development of affluent societies. For them Higher Education is also the means of modernizing their societies and for producing highly educated leaders in all walks of life.

Higher education starts with the inputs of higher secondary students and the outputs are the graduates and post graduates even Doctorates and post Doctorates who go into the market or even join the ranks of their specialization. The university structure is determined by the thinking, aims and ambitions of its faculties, by the goals of its patrons, namely the society and the government, by the needs of its consumer, viz, the students, by its own inertia or resistance to change and by the inner logic or need for consistency in its curricula and its programmes.

1.1	Kapur J N. *Current Issues in World Higher Education,* S Chands and Company, Ltd. New Dehli, 1977.

1.2   OBJECTIVES

It is assumed that the study of this unit would enable you to

1)   Elaborate significant aspects of perspective planning of Higher Education in Pakistan with specific reference to important developments which are proposed to take place during the live-year-plan (1988-93) and (1997-2010)

2)   Define/describe the Higher Education.

3)   Analyze the nature, need and scope of Higher Education

4)   Evaluate the provision of Higher Education, Education Policies with reference to proceedings of the conferences held in Pakistan.

5)   Critically examine the provisions of Higher Education in Pakistan

1.3   NATURE, NEED AND SCOPE OF HIGHER EDUCATION

NATURE:

The University structure is determined by the thinking, aims and ambitious of its faculties by goals of its patrons, namely, the society and the government, by the needs of its consumers, viz. The students, by its own inertia or resistance to change and by the inner logic or need for consistency in its curricula and its programmes.

Universities are like green houses where various types of seeds grow into plants and are sent out throughout the world. Higher Education cannot grow satisfactorily in a society in which there is no deep feeling for the indispensibility of its excellence in Higher Education for the progress of the society. Higher Education is also meant to enable graduates to meet various challenges in a dynamic world and to create in them strong adaptability to a changing society. There have been three great reports on educational system in the West, namely, the "Robbin's report in UK, report of the Wissenchaftestrat in Germany and the colossal encyclopaedia, already in 30 volumes of the Carnage Commission on Higher Education in USA. All these reports have discussed in detail about the expansion of Higher Education systems.

For further details, Please go through the following books / material.

1.2	- Kapur J N, *Current Issues in World Higher Education*, S Chands and Company, Ltd., New Delhi, 1977.
	- Raza M, *Higher Educationin India*, New Delhi, 1991.

NEED AND SCOPE:

What are we trying to do when we teach? This is the important question any educator can ask. What is the basic need of Higher Education? To transmit the past or to control the present? To nurture an elite or to make all men equal!? To impart information or to elicit criticism? To cultivate minds alone or men as well?

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Should it take as its object, stripped of all irrelevancies of time, fortune, and motivational intent, shaped by crucial variable of culture and idiosyncrasy? One important question to be considered is wheather we have terminal degrees in Higher Education after 2 years, 4 years, 6 years, e.g. wheather we should have separate courses for those deciding to finish their education at B.A/B.Sc., level and altogether different courses for those intending to go for M.A/MS., M.Ed. Higher Education can also be for civilizing human beings, for producing a nobler race and for the proper evaluation of mankind. We should have new courses, new curricula, new types of universities and produce different types of graduates to meet the increasing needs of a diversified society.

The principal reason for having universities and colleges should be concerned with expansion of civilizations, with the discovery of man's highest creative achievements, with the need in every generation to question and to challenge what has been created and with the excitement of new discovery.

Similarly, the needs and purposes of Higher Education have been discussed in detail by Smith Huston in *The Purposes of Higher Education*, (1971), printed in the United States of America, (Allied Materials).

The Faure Commission in its report has dealt the higher education in the context of various trends of modern education. Some of the significant changes highlighted by the said report include the following:

1)   Shifting of responsibility from purely private bodies to public authorities and the state (P-15)

2)   Expansion and diversification of Higher Education- multiplicity of disciplines and introduction of interdisciplinary approach (P-17),

3)   Provision of variety in Higher Education-serving diverse needs of various groups of clients (PP 200-203)

1.3	-Faure, Edgar et al, *Learning to Be*, Ibid./Text, 1972, PP. 15, 17, 200-203

Higher Education can be used in many different connotations, as, for example, it can be used for post-secondary, advanced, excellent, further, continuing, etc. In principle, the desirable features of Higher Education are: Open

access, many open doors, open and not revolving doors, alternative paths within the system, mobility within the system, modules or course units, participation of students in decision making, excellence of many different parts, place for research of genuine kind, research into Higher Education system itself, monitoring of statistics, internal self government with representatives of students, professors and other faculty members and of the people in outside world, cooperation with power centers of government authority, access to adequate resources and social justice for the less privileged.

1.4   HIGHER EDUCATION IN PAKISTAN (PERSPECTIVE-PLANNING)

National Conference was held at Karachi on 27th November to 1st December, 1947 under the directions of Quaid-i-Azam to delineate the details of educational reforms for the country. On this historic occasion the Quaid-i-Azam's views were:

> *We have to build up the character of our future generation. We should try, by sound education, to install into them the highest sense of humor, integrity, responsibility and self-less service to the nation. We have to see that they are fully qualified and equipped to play their part in the various branches of national life in a manner which will do honor to Pakistan.*

1.4	-Government of Pakistan, Ministry of Interior (Education Dvision), Proceedings of the Pakistan Educational Conference, held at Karachi, from 27th November to 1st December, 1947,Karachi.

The conference provided the basis for formulation of Pakistan. The future of Higher Education was also one of the For details please look into the allied materials.

The following policy documents provide a sound foundation for the emergence of present educational thought in Pakistan:

1.4.1	1.	Proceedings of the Pakistan Educational Conference held at Karachi, from 27th November to 1st December, 1947.
	2.	Proceedings of the Advisory Boards on Education (1950-54)
	3.	Report of the National Commission on Education (1959)
	4.	Report of the National Education Commission on student problem and welfare (1966)
	5.	The new Education Policy (1971)
	6.	The Education Policy (1972-80)
	7.	The National Educational Policy (1978).
	8.	Seventh Five Year Plan (1988-93).
	9.	Planning Commission, Government of Pakistan, Report of the Working Group on Higher Education, Islamabad, 1987, PP 13-18, 21-40,43-50.

The Education Policy (1997-98 to2010) is the latest document in the series of educational policies. This policy has to be relied upon as the basis of our current Higher Education policies and practices in the country.

1.5   EXERCISES / SELF ASSESSMENT QUESTIONS

1. Does Higher Education contribute to economic development of a country? Substantiate your arguments with relevant data.

2. The universities of Pakistan are faced with the acute problem of internal functioning and management. Discuss the present organizational structure of our universities and identify major administrative problems faced by them.

3. Compare the programmes of Higher Education as envisaged in the Education Policy 1971 and National Education Policy 1978 and enumerate the difference between the two programmes.

1.6 BIBLIOGRAPHY/REFERENCES

- Shami, P.A., *Higher Education in Pakistan- A case for change*, Higher Education Review, Vol.(v) No.1, 1995.

- Rehman, T, *Pakistan Universities: Actual Ideal, Possible*, 1995.

- Planning Commission, Government of Pakistan, *Report of the Working Group on Higher Education*, Islamabad, 1987.

- Afzal, Muhammad, *Report of the Working Group on Higher Education for the 7th Plan*, Planning Commission, Government of Pakistan, Islamabad, 1987.

- Faure, Edgar et al, *Learning to Be*, Ibid.

- Hayes, Louis D., *The Crisis of Education in Pakistan*, Ibid.

UNIT-2

ROLE OF THE UNIVERSITY

UNIT-2   ROLE OF THE UNIVERSITY

2.1   INRODUCTION

Various commissions and committees have proposed significant measures to improve the functioning of the higher educational institutions, so as to enable them to meet the complex manpower requirements of the country. Baring a few sporadic efforts for injecting creativity and innovation, the system continues to be predominantly conservative in orientation. Since Pakistan came into existence, quite a few new universities have been started in the country. At present twenty six (25 Male + 1 Women) universities are operating to provide knowledge/training to the students. There are even twelve private universities working in Pakistan.

The report of the Working Group on Higher Education constituted by the Planning Commission for the Seventh Five Year Plan (1988-93) gives a brief description of the present Higher Education of the country. Therefore, do not hesitate to read and understand the following reports to apprise yourself with the roles and status of higher education.

2.1	-Planning Commission, Government of Pakistan, *Report of the Working Group on Higher Education*, Islamabad. July, 1987, PP3-5. -Kenneth W. Thompson, *Higher Education and Social Change*, New York 1976. -Hayes, Louis D. *The Crisis of Education in Pakistan*, Ibid. PP: 36-42, 51, 63, 74, 112, 115, 149-153, 169, 175.

2.2   OBJECTIVES

It is hoped that the study of this Unit will enable the students to:

1.   Justify the crucial role of Higher Education in national development.

2.   Identify the need of a university.

3.   Explain the important functions of a university.

4   Understand the Philosophy of Higher Education.

2.3   PHILOSOPHY OF HIGHER EDUCATION

Two philosophies represent broad divisions of Higher Education. That is Liberal Arts Philosophy and the Vocational Philosophy.

The term liberal arts (eleutheria techna) first occurred in Greece in the fourth century BC. In that context it meant the skills that a free man ought to have traditionally the liberal arts have been considered suitable educational fame for the potential leaders of the society. Liberal arts philosopher hold that education should serve the needs of the individual. They believe that people seek to understand the world they live in simply as a matter of curiosity, the pursuit of truth is the highest virtue, and it may be found, usually, through the exercise of reason. A liberal education is said to enhance the capcity to lead a full life.

Vocational studies have often been considered more suitable for followers than for potential leaders. Those who favour vocational studies tend to hold the view that education should serve the needs of society rather then the needs of the individual. Professional expertise should be developed not as a matter of idle curiosity, but because of its enormous significance for the community; the nation needs trained manpower. According to the supporters of vocational principle, the truth is perhaps not an absolute unchanging variety, but something which is always being discovered, tested and applied the purpose of educational is essentially to improve men's lot and to travel further along the road called progress.

The other philosophy emerged, is described as the Political Reconstructionist or Transformational View. The philosophical approach is an envisioned perfect state, whether it be anarchy, democracy, the "cultural triumphant," or whatever. There are a number of universities which could be characterized as belonging to this school of thought. There does not seem to be, as yet any university in Pakistan which has adopted this approach officially or whole-heartedly. For further detailed discussions, let us see the following allied material:

2.3	-Michael Allen, *The Goals of Universities* St: Edrmunds burry Press Ltd, Sufolk, UK, 1988.

2.4   NEED OF THE UNIVERSITY:

Knowledge is the main core of Higher Education. Its disciplines, academic and professional, are the categories that shape the pattern of teaching, research, and the services which universities are organized to provide. In the context of modern higher education, of course, knowledge must be interpreted in the widest possible sense.

Knowledge, of course, is as crucial a resource in the development of political democracy, as the struggle for social justice and the progress towards individual enlightment. It is no longer sacred and confined. So, by any reasonable definition, all higher education institutions, are knowledge institutions. Universities were established by the British Government only to create an educated middle class in the country. Thus the object of the universities was not to indulge in the search for knowledge as such.

| 2.4 | Rahman T. *Pakistani Universities: Actual, Ideal, Possible*, Higher Education Review, Vol No. 1, PP: 7-29, June 1988. |

Human resources of a nation ultimately determine the character and pace of its socio-econimic development. Clearly, a country, which is unable to develop the skills and knowledge of its people and to utilize them effectively in building and transforming the national economy, is bound to lag behind in the race for development. The experience of advanced countries shows that their progress and prosperity owes a lot to their advancement in scientific and technological fields, which in its turn is directly related with growth in the field of higher education, particularly the science and technology education. Therefore, there is a need that economically emerging nations give more emphasis on the development of their system of education across the levels especially the higher one because this is the level which directly produces the persons who shoulder the responsibility of national development.

Pakistan, like many other developing countries, has made considerable progress in the field of Higher Education over the years, though a lot of grounds remain to be covered as yet.

| 2.4.1 | - Planning Commissions, Government of Pakistan *Report of the Working Group on Higher Education*, Islamabad, PP: 3 - 5, July, 1987. |

2.5 MODE OF UNIVERSITY:

There are a variety of ways in which institutions of Higher Education can be organized for development. Some institutions deal primarily with curriculum, some combine curriculum and training, some offer advice to government, and some delegate development problems to satellite organizations with varying degrees of autonomy. Different purposes seem to produce different organizational models, and each model has a different mixture which makes a sense for particular institution at a particular time.

For basic models have been identified, each of which emphasizes one way of Higher Education which contributes to development through broad understanding, training, consultation and community action. The models are neither pure nor exact, and they tend to overlap. Nevertheless, they suggest certain broad categories that give focus and order to thinking.

The first model is the traditional university in which teaching and research are directed largely towards understanding development needs rather than doing something specific about them; the institution expects its graduates to acquire a general knowledge of arts, sciences and social studies and to bring this knowledge to bear indirectly on social problems.

The second model emphasizes training for development jobs and as such starts with a need. Often the institutions conforming to this model have partly an autonomous faculty or special institutes inside the university structure in which research or training is closely connected to social needs. An example is the medical faculty at the university of Sindh.

In a third model, the institution, usually through a separate development institute, furnishes advice to government and development planners. Development institutes, such as those at Addis Ababa University in Ethiopia, and the University of Nairobi in Kenya, generally operate with considerable autonomy and are attached to the institutions of higher education with varying degrees of interchange. Advisors and consultants may also come from faculties within the institution, as in the University of the Philippines at Los Banos.

A fourth model is geared to direct public policy training and action. A wholly independent institute, such as the Development Academy of the Philippines, with its own university, trained staff complemented by consultants drawn a broad

manpower tool, may devote itself entirely to research, training, and action required by specific development problems. The international agriculture institutes at Agriculture University, Tando Jam, Pakistan are outstanding examples of this kind of single purpose model. Their aim is simple and unambiguous, their means of evaluating success are also easy to go through.

There are cases, on the other hand, where the institute draws together a variety of disciplines to solve a development problems and this interdisciplinary approach is then carried back to teaching and research. How to find ways to relate curriculum, research and action so that each enriches the other is a matter of importance in all models.

For further insight, let us read the following referenece and allied materials:

2.5	- Thompson, K W And Fogel, B R, *Higher Education And Social Change*, Praeger publishers, Inc. America, USA, 1976.

2.6   FUNCTIONS OF UNIVERSITY

The university has many different functions in the community. It is generally recognised as a symbol and repository of *civilizations*. A university is a home for research. The products search are a public good in the strict economic sense, that once produced they can be used by any one without precluding use by others.

An important function of the university is information storage. The popular recognized function of the university, at present, is teaching young adults. This includes professional training, preparing a map for a career he has already decided to embark on, and general education, preparing a man for a future position in the upper-rank society.

Harry G Johnson, in his study on "The University and the Social Welfare: A technoeconomic exercise" has summarized various functions of a university, but we are more concerned with the four functions; that is (a) Research (b) Advisory (c) Leadership (d) Center of excellence.

Let us go through these university functions in the following materials:

2.6	- Lumsden Keith G (ed), *Efficienty In University*. The La Paz Papers. London, 1974. - Ball C. (edt), *Higher Education Into the 1990's: New Dimension*. The society of Research into Higher Education, Suffolk, U.K., 1989.

2.7 EXERCISES / SELF ASSESMETN QUESTIONS

1. Enlist the philosophies of Higher Education. Discuss you own agreement with any one of the philosophies.

2. In the situation of your local area, emphasise the need of a university.

3. Hold a mini-seminar with your colleagues about the functions of the university with reference to:

   a. Research

   b. Advisory

   c. Leadership.

2.8   BIBLIOGRAPHY / REFERENCE

- Lumsden KG., (Edt) *Efficienty in University: The La Paz Papers*, Studies On Education, New Yourk, 1974.

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- UNESCO, *Report of the Program Development Meeting on Regional Cooperative Programme In Higher Education In Asia And the Pacific*, Held in Singapore From 27th July to 1st August, 1981, UNESCO, R.O.E.A, Bangkok, PP 5 - 9, 1982.

- Coombs P H, *The World Crisis in Educaiton*, Ibid

UNIT 3

GROWTH AND DEVELOPMENT OF

HIGHER EDUCATION

UNIT- 3   GROWTH AND DEVELOPMENT OF HIGHER EDUCATION

3.1   INTRODUCTION

The Higher Education of this country, as elsewhere, has functioning greatly from its increasing importance for the societies and economies that it serves. Universities functioning on different time scale with diverse activities have not found it easy to cope with demands for a particular kind of performance. Therefore, the governments have been inclined to give instructions about husbandry or even to try their hands at it themselves. Consequently the universities, fortified by what seemed an overwhelming vote of confidence, got on with the practical tasks of development and expansion.

"The advancement of learning" had such a definition which did not include the word *RESEARCH* or any thing to say about its application.

This unit consists of two parts. Part one is intended to provide the policies and plans of Higher Education in Pakistan which have been practiced till 1997, and to be implemented for the period of 1998 to 2010. Second part of this unit is revolving around the role of various Agencies/organizations in Higher Education. As usual, the reference section gives detail of the books, periodicals and other material referred to in the notes.

3.2   OBJECTIVES

It is expected that the study of this unit will enable the students to:

1.   Compare the programme of Higher Education as envisaged in the education policies of Pakistan.

2.   Understand the role of various organizations in development of Higher Education in Pakistan.

3.   Justify the crucial role of University Grants Commission in the development and growth of Higher Education in Pakistan.

3.3   POLICIES AND PLANS OF HIGHER EDUCATION

Quite a few groups have worked on crucial policy and planning of Higher Education in Pakistan. The reports of these groups would help us in crystallizing our thinking about the current situation of Higher Education and also give us sufficient clues regarding its development and growth. The Working Group on policy and coordination of education has given the following policy frame work for the development of Higher Education during perspective plan, during the Seventh Five Year Plan and Eighth Five Year Plan.

The basic strategy in Higher Education continues to hinge on consolidation and improvement. A key element in this strategy is faculty development. During the sixth plan, training facilities for the university teachers have been expanded. Institutional linkages with foreign universities have been initiated. Equipment has been augmented. These measures have, however, largely by-passed the college level. No major project was launched in college education.

The award of B.A. degree after 14 years of education is no more in foreign countries. Generally, it takes 16 years to graduate. As a step in that direction, the Ministry of Education has initiated a proposal to institute a B.A/B.Sc.(Hons) stream overlaying the existing B.A/B.Sc. This would require 3 years after Intermediate and would be a pre-condition for admission to M.A./M.Sc., which will continue to be a two-year-course.

The universities should identify the subjects in which they can attain excellence. There should be more emphasis on specialization. The stereo-type of a general university should not be replicated ad-infinitum.

The management of the universities has a lot to be desired. There is no satisfactory procedure for identifying or selecting the Vice Chancellors not withstanding the complexities of the job. There is hardly any delegation of powers to the Deans and Heads of Departments. Financial control is weak. Administration is subject to group pressure. There is a need to re-examine and overhaul the entire system.

The budget for research in universities should be increased substantially Funding for equipment and consumable items should be more generous. Increased emphasis on research is also justified by the need to expand the local Ph.D programme. Foreign training should eventually be restricted to Post-Doctorate

attachments.

The Working Group on Higher Education (Chaired by Dr. M. Afzal, Former Rector of International Islamic University, Islamabad) has given a detailed report recommending variouss measures of crucial nature for the development of Higher Education in Pakistan. We should read particularly the following sections of the report for a deeper understanding of the prevalent situation of Higher Education and possible measures to resolve these issues in the imminent future:

1)   Restructing the Service Cadre of teachers.

2)   Students.

3)   Management and Professional leadership.

3.3	-Planning Commission, Government of Pakistan, Report of the Working Group on Higher Education, Islamabad, 1987,PP: 13-18, 21-40, 43-50

NATIONAL EDUCATION POLICY (1998-2010) HIGHER EDUCATION

The Higher Education has been considered and recognized as an investment and is of paramount importance for economic and social development of the country. The National Education Policy stipulates the establishment of a system that will be able to:

1)   Preserve the Islamic values and the cultural identity of the nation.

2)   Expand the access to higher quality education on merit and equitable basis irrespective of gender, region, class, religion or caste;

3)   Produce highly qualified manpower for meeting the needs of the country for the 21st century. This manpower must be moral and humane;

4)   Contribute to the advancement of knowledge and prosperity of the nation.

Research is almost non existent in educational institutions. It is, therefore,

desirable that research (M. Phil and Ph. D degree) programmes should be initiated at the universities of Sindh, Karachi, Punjab and Peshawar and in other universities as well, during the 9th Five Year Plan.

Keeping in view the suggested yearly increase in enrollment in the universities and colleges , the present participation rate of 2.6% of the age group 17-23 years would need to be enhanced to 10% by the year 2010. According to the year-wise breakdown of the projected enrollment, the participation rate at the tertiary level could be increased to 5% by the end of the 9th Five Year Plan or by the year 2002-2003. It would be increased to 10% by the end of the policy period. In order to cater for the increased enrollment by the year 2002-2003 in the university education, seven new public universities and ten new private universities would be established by the end of the policy period.

Let us increase our insight by reading the 9th Five Year Plan, recently prepared by the current Government and also look into the allied materials.

3.3.1	-National Education Policy, 1998-2010, PP 83-102.

3.4   ROLE OF VARIOUS ORGANIZATIONS IN HIGHER EDUCATION

After independence the development of Higher Education in South east Asia is now the responsibility of the government and the officials themselves. If national officials are jealous of this responsibility, then it is important that they do their homework in regard to the country education; that they think through the problems, make the plans, rise as much local funding as possible, and identify the areas where foreign aid is needed. Donor agencies should respect the prerogative of national officials to determine their own requirements. With this approach, the donor institutions would not only be more effective in public relations terms but, in addition, would be in a better position to decide how to assist.

Donors tend to think of all developing countries and consequently that institutions and programmes can be transferred automatically from one country to another. However, even within Southeast Asia, there are different mines of history, cultures, and institutions. Before they go to a particular country , experts should try to understand the local norms and culture, which are often more sophisticated then they appear.

Furthermore, it would be helpful for donors to remember that a nation

goes through different economic, social and educational stages of development. Aid, therefore, must be designed in terms of the present and future development of the country's educational system. Too often, foreign experts think in terms of the 1950, 1960, or 1970, rather than of 1990s and 2000s.

The types of technical assistance and expert advice needed by Southeast Asian countries in 1990s is different from those in the earlier-day. In the 50s, the Higher Education systems of many Asian countries were rudimentary, whereas in the 1990s, the education systems are not only much larger but are more complex and the members of qualified people locally available are greater. In a typical Asian University, for example, there are fewer expartiate Ph.Ds and more native Ph.Ds. In these circumstances, local institutions need foreign experts and visiting professors of higher calibre and generally more mature who can guide and inspire indeginous staff. Local educators, officials and aid givers should be reminded that Higher Education as a whole contributes to national development.

Successes in integrating Higher Education and development, often made possible by external assistance, are leading to "second generation" problems, that is, the efforts are being copied elsewhere and even in the original sites, the

educational programme have moved up to successive and sometimes more complicated stages. These problems, although they denote progress, call for fresh efforts. The donor agencies will still have a part to play inn their solution.

We have pointed out the importance of outside donors in acting as catalysts in development efforts and the value derived from foreign training of individuals. But we also have a warning. While donors should have freedom to choose where they will put their money, they have a responsibility, too. Through their fellowships they can influence and improve of imbalance and distort the development of institution.

Let us see the allied materials for detailed role of various organizations in Higher Education with special reference to Pakistan, particularly at the levels of Federal, Provincial and Private Sectors.

3.4.	-Thompson K W, *Higher Education and Social Change*, Praeger Publisher, New York, 1976.

3.5   ROLE OF UNIVERSITY GRANT COMMISSION

The UGC ranked all university departments according to the quality of their research, on a certain scale ranging from outstanding to "below average". Although the detailed the work of discrimination was left to subject committees. (supplemented in some cases by ad-hoc inquiries), the initiative itself came from the main committee which, bowing to political and economic pressures, had decided to allocate funds to the universities more selectively. This exercise provoked great controversy, particularly in less favourably ranked departments. It was objected partly because of its political purpose and partly on technical grounds, but also because it was seen as an invasion of the private life of universities, a gross intrusion by politicians from outside Higher Education and managers within academic questions that could only be answered by subject specialists. There were even those who argued that such comparative assessments were themselves in-proper even if undertaken by established experts and for the most innocent of political purposes. Such feelings have not been confined to the universities, although they have been most intense there.

During 1990s Higher Education has a threefold task to tackle the difficult technical problems that arise from attempts to measure academic performance both effectively and accurately, to develop national and institutional policies that reward successful management without bridging academic freedom; and to ensure that efforts to make both teaching and research more appropriate to the actual circumstances of late twentieth century. A new balance must be struck between Higher Education as a political system and as an intellectual system. The first of these tasks is most immediate. There is already an urgent need to improve the way in which academic quality is assessed and academic performance measured, and in particular how these assessments and measurements are related. The experience of UGC suggests that there is still a lot to learn. Its first attempt to evaluate the research performance of departments was widely criticized. The UGC was accused of relying on incomplete or in appropriate data and confidential advice.

Let us go through the following references for further details.

3.5	-Allen M, *The Goals of Universities* The Society for Research into Higher Education, Open University Press, USA. 1988-
	-Joshi N.C, *Perspectives on Higher Education,* Ashish. Publishing House, New Delhi. 1978.
	_L.B.E-UNESCO, *Reform And Innovation In Hihgher Education* L.B.E- UNESCO, Paris, 1988-

3.6   EXERCISES/SELF ASSESSMENT QUESTIONS

Q.No.1   What are the possible ways to promote independent research in the universities of Pakistan.

Q.No.2   How far do you agree/ disagree with the recommendations of the study groups on Higher Education for the Seventh Five Year Plan? Select any one of the following three areas and present your critique in a systematic manner:

   a.   Service cadre of teachers

   b.   Students

   c.   Management and professional leadership

Q.No.3   Discuss the present organizational structure of our universities and identify major administrative problems faced by them.

Q.No.4   Highlight the mismatches between the manpower requirements of the country and outputs of the universities.

Q.No.5   Elaborate and point out the recent recommendations in 9th Five Year Plan for the development and expansion of Higher Education.

3.7   BIBLIOGRAPHY/TEFERENCES

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- Draft Policy, announced on 22.2.1998, Ministry of Education, Islamabad, 1998.

- Ball Christopher, *Higher Education into the 1990*, Bury St. Edmunds, Suffold, U.K, 1989.

- Coombs, Philip H, *World Crisis in Education*, Ibid.

- Faure, Edger et.al, *Learning to be*, Ibid.

- Hayes, Louis D , *The crisis of Education in Pakistan*, Ibid.

UNIT-4

HIGHER EDUCATION IN DEVELOPED

COUNTRIES

UNIT-4   HIGHER EDUCATION IN EVELOPED COUNTRIES

4.1   INTRODUCTION

The pattern of events is difficult to discern. Historians try to complete plausible accounts of the past. The present is too close to be seen clearly. The future is unknown, and largely unknowable, If mere description is difficult, explanation is even more painstaking. And this is true in the realm of education, where there is no ready consensus about its purpose, nature and value. Where the nations shape their educational systems to achieve national unity, wealth, creation and personal fulfillment, it is even more difficult.

Higher Education has not shown much interest in the vexed question of the aims of education.

The essays in this unit, on USA, UK, Japan, Germany and Australia, consider the Higher Education in the developed world from many different points of view and in many contrasting dimensions. The tension between the past and the future, tradition and innovation, the elite and the popular model, the old order and new purposes, is readily apparent.

4.2   OBJECTIVES

It is assumed that the study of this unit will enable the students to :

1.   Recognise the importance of Higher Education in developed countries.

2.   Explain the current status of Higher Education in developed countries.

3.   Relate Higher Education with the economic development of a developed country.

4.   Delineate the concept diversification of Higher Education.

4.3   HIGHER EDUCATION IN U.S.A.

Higher Education system in USA is characterized by variety of:

1)   Diversity

2)   Flexibility and

3)   Transfer

From European perspective, American Higher Education is successful and thriving. Indeed, it provides the model for educational   reforms in almost every developed country. American research and scholarship make contributions to every field of learning and dominate many of them. In applied science and technology, USA is the envoy of the world as Servan-Schreiber has observed. The Americans have worked out a close association between business, universities and the government, which has never been perfected nor successful in any European country.

The universities of USA are deeply involved in the life of the society, and contribute much to the efforts to solve its problems, from social medicine to the problems of the inner city. American colleges and universities, almost from their beginnings, have performed two different sets of functions, i.e, "elite" and popular functions, but, perhaps more accurately, the distinction is between those for which the university sets   its own aims, and those which the university takes on in response to external needs and demands. The line between these facts is not hard and fast; ultimately, it can be argued, all university activities are in some sense responsive to social interests. But the distinction is a useful one. The other function of the American universities is the creation of new knowledge through *"pure"* scholarship and basic scientific research.

Higher education is adopting an increasingly important role in placing people in the occupational structure, and thus in determining their adult class positions and life chances. In USA, where extreme decentralization of the lower schools is the rule, the university system has taken little notice of them, at least until very recently. With 50 percent, and soon a still greater proportion, of the young people moving on to some form of post secondary schooling, the universities are receiving students who might have been better candidates for higher learning if some larger foresight had been used in teacher education and re-education, improved assessment techniques, and the like.

THE SOCIAL ROLE OF HIGHER EDUCATION:

Can the universities be a major and unifying centre of influence, as Dr. Bissell think, or a model for society as a whole, as Dr. Sanford suggests?

Keeping in view the above discussion let us go through the study material and the following documents/books.

4.3	- Niblett W R, (edt.), 1974, *Higher Education Demand And Response*, Tavistock Publications Ltd., London, Pp.123-149, And 181-210.
	- Eggins. H, (edt), *Higher Education Into The 1990s*, Bristol, USA, 1989.
	- Kapur J N, , *Current Issues In World Higher Education*, S. Chand & Co. Ltd., New Delhi, 1977.

4.4 HIGHER EDUCATION IN UNITED KINGDOM

In UK there is three tier system of Higher Education with universities, polytechnics and colleges of education. The universities are expensive for the government because of heavy research commitments. Polytechnics cost less and the open university is the cheapest, because so far there are no buildings or research commitments. The universities are prestigious, polytechnics are business like and colleges of education are professionals. In additions there are a large number of post experience colleges for continuing education.

Given the limited resources available for British universities and given the relatively generous over all national and local support for students through grants, these are not administered through UGC but directly by local authorities. Any increase in misunderstandings between the public as citizens and taxpayers and the universities as bodies dependent for 50 percent of their income on the state could jeopardize not only further university expansion in Britain, but the precarious maintenance both of the "system" as it exists and of the traditions, particularly the teaching tradition, which survive and in some cases, have been revitalized.

The UGC in Britain was started in 1919 to advise Government about giving

grants to the universities. It was under treasury and not attached with the Ministry of education. It acted as a buffer between the government on the one side, and the autonomous universities on the other. In 1946, it was asked to play a more positive and clearer role in Higher Education. However, there were tremendous increases in grants, and the public accounts committee wanted accountability.

The UGC in UK has carried out studies on cost effectiveness, space-utilization, faculty time use, expenditure on teaching and research and other important problems of Higher Education.

The universities in UK are not equal. Each university has some famous departments and some universities have more famous departments than others. The universities may, indeed, make learned men; but their best commendation is given when it can be of them, that furnishing the material and appliances of learning, setting the examples in their professors and graduates, breathing the spirit of scholarship in all that pertain to them, they inspire men by the self-creative force of study and thought, to make themselves both learned and wise, and thus ready to put their hand on every great and good work, whether of science and religion or of the state. Hence, the real purposes of Higher Education in UK are theoretical and practical, private and public, personal and social and above all, moral.

To have a further insight about Higher Education in UK., we need to go through the allied materials and the following reference:

4.4	- Ball C, *Higher Education into the 1990s* SRHE & Open University Press, Bristol, USA. 1989.
	- Kapur J N, *Current Issues in World Higher Education*, Chand & Co. Ltd, New Delhi -11055. 1977.
	- Niblett W R, *Higher Education Demand and Response*. 1970.

4.5   HIGHER EDUCATION IN JAPAN

When Japan started modernization in the era of Meiji Restoration, about 120 years ago, the goals in various sectors of society were focused on catching up with the advanced Western countries. Today, these goals have been attained to a considerable extent and the level of economic and social development is comparable to that of many other advanced countries Japan. is now undergoing various social changes, such as internationalization, the aging of the population, dissemination of information technology, etc. In this context, the national government and MOE are stressing that "the role of Higher Education in the promotion of scientific research and training of qualified manpower will be increasingly important", (Ministry of Education 1992: 122 Japan).

Based on this recognition, the government's ideas relating to the future of Higher Education are: (a) development of distinctive and diversified programmes at individual institutions and the revision of the national standard regulations to make the broader; (b) decrease in the 18 years old population and its impact on Higher Education; and (c) copying with internationalization and with the information age

Government Ministries and various councils are the main actors in the process of policy making in the national Higher Education system in Japan. Power is exercised through the solution process of representatives on various councils. Government's policy of Japan, seems to provide more substantive autonomy to individual institutions through de-regulation. Institutions can plan in a flexible way. For example, the combination of general education and professional education in the curriculum within the context of a frame work regulation that only requires 124 credits to be gained by the students before graduation. Also, it seems that institutions and academics now enjoying more procedural autonomy than in the past.

At present, institutions of Higher Education in Japan are divided into three sectors; university, non-university, and the miscellaneous sector. The university sector regarded (undergraduate and graduate courses) as centres of learning, conducts in depth teaching and research in specialized academic disciplines, and provides students with broad knowledge. The non-university sector consists of Junior colleges and colleges of technology. Miscellaneous sector consists of many specialized training schools and miscellaneous schools. Until 1975, all educational

institutions providing education similar to formal education available in schools, colleges, and universities in such subjects as accounting, dress making and electric techniques had been defined as miscellaneous schools. In 1975, they were promoted to specialized training schools, and some of them offer advanced courses, admitting upper secondary school graduates.

Let us have a detailed look into the Higher Education of Japan through reading the allied materials and following references:

4.5	- Goedegebuure L, et al. (edt), *Higher Education Policy*, An International Comparative Perspective, Pergamon Press, Tokyo, Japan, 1993. - Ball Christopher, *Higher Education In To 1990s*, Open University Press, USA, 1990.

4.6 HIGHER EDUCATION IN GERMANY

Higher Education in Germany consists of two main sectors, i.e., the universities and the Fachhochschulen. As an additional sector, the colleges of arts and music can be taken into consideration. The Fachhochschulen award the Diploma (F), which is supposed to be passed after a normal length of study of 8-9 semesters. The Fachhochschulen are vocational education oriented, and their professors conduct only applied research to a certain extent. Higher Education in Germany seems to include a few unquestioned assumption, some of which represent the underlying components of the coordinating mechanisms characterizing the German Higher Education system.

Professors are civil servants of the respective states where the institutions are located with life-long tenure. They are thus more responsible towards the Government than towards "their" institutions.

The individual freedom of the researcher/teacher has far-reaching organizational impacts; abitur degree holders have the right to enter Higher Education. Higher Education is free of charge for the "Customers". Universities are "research Universities."

In this country, the Higher Education is embedded in a federal system, which provides decentralized state responsibility for Higher Education. It faces the challenges of large and still growing system, and address the question of the extent

to which the assumptions identified above, contribute. to the strengths or weaknesses of the higher education system. This is necessary to make the system fit for the challenges of the 1990s and the next century.

Research is the core function of the traditional German university, shaping the culture, motivation and career patterns, of the German university system. The problem of rule and mission of higher education refers to the structure and content of Higher Education. To put it succinctly, the structure as determined by the state, while the content depends on the actions of the individual researchers. There seems to exist a consensus in Germany that the universities should adhere to the role of basic research, in spite of the burden of educating still by far the majority of the Higher Education clients.

In Germany Higher Education policy is in fact an aggregate of sixteen potentially different policies, according to the sixteen states responsible for Higher Education. The government's role regarding Higher Education is traditionally rather strong, as can be noticed from the various supervisory rights of government and the public funding mechanisms. On the other hand the notion of academic freedom is considered of paramount importance.

Let us read the interesting development of German Higher Education in detail using the allied materials and following books:

4.6	- Kaiser F, et al (edt), *Issues In Higher Education: Higher Education Policy In International Comparative Perspective*, Pergamon Press Ltd., Japan, 1994. - Kapur J N, *Current Issues In World Higher Education*, S Chand & Co. Ltd, New Delhi, 1978.

4.7   HIGHER EDUCATION IN AUSTRALIA

Australia consists of six states and two territories. The government is a primary policy actor in relation to Higher Education. Now-a-days, only universities are responsible for Higher Education. Nearly all Higher Education institutions are public, except one or two universities. All universities offer the same degrees, that is Bachelor, Master, and the Ph.D. There remains a small number of undergraduate diploma and certificate courses.

Admission to an Higher Education institution has been on the basis of academic merit displayed at the Higher School Certificate Examination or its equivalent . Generally, the function and goals of the institutions belonging to the UNS are teaching, research, and service. The government does not prescribe different goals to different types or categories of institutions. Institutions have to develop their own particular mission. Government has specified particular goals which should form a part of the mission.

There is no national curriculum for Higher Education, and the introduction of such would be strongly resisted by the universities. Nonetheless, government is making inroads into this area. However, government has asked for uniformity with respect to course length and nomenclature. Some disciplines, such as engineering, have been reviewed on a national basis. In order to promote a national system of Higher Education, the Minister has called for uniformity across the states with respect to the Higher School Certificate Examination but, except for developing procedures for calculating equivalencies for interstate applicants, little has happened on this front.

Research in Australian universities has traditionally been curiosity-driven, initiated through the interests of individual academics or teams of academics, who "therefore" are in control of the research programmes. Funding for research in addition to that contained in the recurrent grant, was and is sought on a competitive basis from various external research funding agencies. Generally, these agencies allocate grants using peer review in one form or another to assess the merit of applications.

Australian Higher Education policy is being driven by many market-related notions: managerial efficiency and strong executive leadership; unit-cost effectiveness, institutional responsiveness to socio economic demands:

technological transfer and commercialization of research products, effective utilization of resources, funding diversification particular in relation to non-government sources of funds, and the introduction of user-pays principles.

Australian universities have always enjoyed a high degree of autonomy. The government reform package has not threatened the academic freedom or autonomy of the universities, and has demonstrably increased the autonomy and increased procedural autonomy of all Higher Education institutions. Universities are accountable for the public money they spend. Like all public institutions, universities are legally obliged to submit to external financial audits.

L Meek, has analyzed the Higher Education in Australia, Particularly the following aspects:

a) Structure of the Higher Education.   b) Functions and goals.

c) Research Programs.   d) Higher.Education Policy.

Let us read the allied materials and following references:

4.7	- Meek. L and Kaiser F, (edt), *Higher Education Policy: An International Comparative Perspective*, Pergamon Press, New York. 1993 •

4.8 EXERCISES /SELF ASSESSMENT QUESTIONS

Q.No.1   Compare the Higher Education System in Pakistan and Australia and study their implications for improvement of economic structure in Pakistan.

Q.No.2   Conduct a mini-seminar of at least three colleagues of your institution on the Higher Education system at USA and UK.

Q.No.3   Under various policies, different countries, have assigned definite roles of Higher Education. What are these roles? Have the similar roles been effectively undertaken and implemented by Pakistan.

Q.No.4   Organize a small seminar of selected educationists of your area to critically examine the Higher Education system in Japan.

Q.No.5   Compare and contrast the set of objective included in Higher Education of Germany and UK.

4.9 BIBLIOGRAPHY / REFERENCES

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- YEE A H, (Edt), *East Asian Higher Education Traditions And Transformations*, Pergamon Press, Guildford, U.K. 1995.

- Thompson K W, *Higher Education And Social Change*: Promising Experiment in Developing Countries Volume 1: Reports, Praeger Publishers, London, U.K. 1976.

- Kapur J N, *Current Issues In World Higher Education*, S. Chand & Co. Ltd., New Delhi. 1977.

- Ministry of University Affairs Thailand, *General Information*, The Office Of The Permanent Secretary, Ministry of University Affairs, Bangkok, Thailand. 1988.

- Niblett W R, (edt), *Higher Education Demand And Response*, Tavistock Publication, Sydney. 1969.

UNIT-5

HIGHER EDUCATION IN DEVELOPING

COUNTRIES

UNIT-5 HIGHER EDUCATION IN DEVELOPING COUNTRIES

5.1 INTRODUCTION

"Higher Education for Development" is a phase of wide important problems, a slogan that requires careful analysis, and a source of hope for a majority of the world's people struggling for a respectable future. Recognizing the pivotal importance of this source of hope, twelve donor agencies (public and private, national, regional and international), agreed to sponsor a study of the efforts in this area and to make recommendations to all parties on how HIGHER EDUCATION in developing countries could improve its contribution to their social progress.

In many parts of the world, traditional universities are almost the sole agencies for post secondary education. But, as countries develop, the needs for talents become more diverse. Students have increasingly different aspirations, and academic programmes and institutions become more specialized to take care of these specialized needs. Higher Education embraces the new diversity of institutions for which the university becomes most important. Many developing countries are in a state of transition, moving towards systems of Higher Education, that require both specialization and coordination, a requirement that is an organizational problem for both developed as well as developing countries.

The Higher Education institutions of developing countries are blamed for extremely conservative posture in terms of their policies, planning and organization even in the present day context of overall innovation and universally recognized fact that future, oriented education should impart a dynamic character to its policies, objectives, contents, methods and organizational structures. Unfortunately, Higher Education systems in developing countries because of their entrenched traditional structures, have not responded to the emerging needs of their respective countries, This has created a wide gap between the expectations of the fast developing countries and the actual performance of their tradition ridden systems.

5.1	-UNESCO, *Report of the Programme Development Meeting on Regional Cooperative Programme in Higher Education in Asia and the Pacific,* held in Sigapore from 27th July to 1st August,1981, UNESCO, RDEAP, Bangkok, 1982.

In the light of above introduction. this unit will elaborate the Higher Education of few developing countries.

5.2 OBJECTIVES

It is hoped that the study of this unit will enable the students to :

1. Indicate the specific contribution of Higher Education in the various developing countries.

2. Determine the relationship of Higher Education with employment situation in the developing countries.

3. Analyze the emerging trends in the role of Higher Education as a development activity.

4. Identify the impact of social structures on Higher Education.

5. Relate the role of Higher Education within the framework of respective social environment.

5.3 HIGHER EDUCATION IN INDIA

According to Joshi, (1980), "India has a highly dynamic, progressive and appropriate system of education at higher level. Its objective is to create intellectual awareness in the economic and social growth of the country. Work experience and practical training at the undergraduate level could bring in a new dimension to Higher Education."

The philosophy of education emphasis the training of independent and self-contained invididuals who could face the problems of life and of the society they live in. The process of learning and doing must be effectively combined as a part of the university curriculum. Every faculty member and educational administrator has to dedicate himself to the cause of vocational education with a sense of the commitment to the nation and for national development.

Some of the crucial problems being faced by Indian Higher Education are in a function of the persistence of the chronic malady injected in the system by the colonial power and the inability of the ruling elite of independent India to uproot the poisonous weeds from academic pastures. The transformation of an essentially dysfunctional system inherited from the colonial past into a live, vibrant and multi-faceted support system for the continuing social revolution in the crucial sphere of the intellect and ideology was at highly competent process. In the long journey on

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the tortuous party of contemporary history, the Indian academic continued to be haunted by indigenous ghost of historical fears and deep-rooted prejudices, and misdirected by mirages of spurious objectives transplanted across the sea.

Let us go through the allied materials and the books to directly enter into the Higher Education of India.

5.3	- Joshi N C, *Perspectives on Higher Education*, S.B.Nangran, New Dehli, 1978.
	- Raza M & Malhotra N, *Higher Education in India*, New Dehli-110015, 1991.
	- Atma R, *Higher Education in India*, Mittal Publication, New Delhi - 110058, 1990.

5.4   HIGHER EDUCATION IN EGYPT

The relation between education and the productive work related to the development plan is considered one of the most important issues of this society. The state's policy in the area of university and Higher Education rest on the following basis:

The supreme council of universities should work towards establishing a link between the university admission policy and the actual needs of the national development plan in all specializations. To attain this end, the council formed specialized committees in the various university education sectors. They study the proposals submitted by the universities concerning admission to various specialization, and suggest numbers of students to be admitted every similar faculty. This is decided according to a number of considerations that include the needs of production and work sectors as well as human, physical and financial capacities of the universities.

Gradual transformations from the traditional pattern in old universities to the integrated one. This can be done by giving more attention to applied and scientific application of the various subjects by assigning more weight to practical lessons, and by guiding the majority of the students to join studies of a practical and application nature:

Introducing specialization at B.A Degree level, that are required by the labor market, these include biological sciences, computer sciences, biophysics and

environmental sciences monitoring the researches conducted inside the universities, and linking them with the actual needs of the national development plan and the needs of the production and services sectors. This helps to attain the greatest possible benefit from their findings in solving problems that confront the implementation of these plans, and to overcome the difficulties that face work in the industrial and agricultural areas.

(The above cited points are known as the ICE-RECOMMENDATIONS NO.73. adopted by the 35th Session of the ICE in 1981).

Let us have a thorough study of Higher Education in Egypt taking into detail the allied materials and the following document.

| 5.4 | - Cairo, *Development Of Education In The Arab Republic Of Egypt*, National Centre For Educational Research, General Directorate For Documentation And Information, 1989 |

5.5 HIGHER EDUCATION IN MALAYSIA

Efforts to establish Higher Education in Malaysia were initiated by the Chinese community in the region and not by the British. The early efforts by the Chinese underscore the tremendous importance closely connected with their cultural traditions which has not diminished with time.

In October, 1949, the two colleges were jointed to form the University of Malaysia, with degree granting status. Initially, the said University offered three faculties: arts, science, and medicine and was intended to provide the society with a core of professionals as well as liberally educated generalists to serve in public and private institutions: The faculties of education (1950), engineering (1955), Law (1957), and agriculture (1961), were added over the years.

During 1960s, Malaysia had at the open of its educational system, the University of Malaysia producing graduates expected to fill up the higher occupational levels of society and a technical college and a college of Agriculture producing middle-level technicians and agricultural assistants, respectively. The University of Malaysia retained its autonomy from political interference and status as centres of academic excellence.

During 1967, the government, commissioned a committee under the Ministry of Education to assess Higher Education planning. The Committee recommended the long-term goal of providing Higher Hducation to 20% of the

age cohort. The doctrine of autonomous Higher Education was stressed, as the report stated that "Universities, to be worthy of the name, should be allowed complete autonomy in internal administration and full freedom in all academic matters".

The International Islamic University ((IIU) commenced its first session in July,1983, for Islamic studies and began to train manpower based on Islamic principles.

The entire Higher Educational administration was changed from a relatively autonomous system prior to 1969, to a state-controlled system. The Ministry of Education assumed full control over the general policy- direction of Higher Education in the country, covering not just financing, but also staff recruitment and promotion, curricula, medium of instruction and student enrollment.

Malaysian universities are attempting to devise courses and research programmes more relevant to the needs of the country. Hence, centre for policy Research at USM and Institute of Advanced Studies at University of Malaysia have been created to undertake inter disciplinary research. Recently the Malaysian government expressed the national objectives of a fully developed and industrial society by the year 2020. This will put new pressures on Malaysian Higher Education. The detail analysis about the Higher Education in Malaysia can be found in Pang and Gopinathen, (1989), PP: 137-176. and Moin, (1991), PP: 504-505. The allied materials and following books can also help you.

| 5.5 | - Yee A H, *East Asian Higher Education Tradition And Transformations*, Iau Press, Pergamon, And Biddles Ltd., Guild For ,U.K, 1995.

- Bashman, R, *National Racial Policies And University Education In Malaysia.* In W.C. Mccready(Ed), Culture, Ethnicity And Identity, Academic Press, New York, 1983.

- Malaysia, *Sixty Malaysia Plan ,1991-95*, Kaula Lumpur, National Printing Department, 1991. |

5.6 HIGHER EDUCATION IN THAILAND

In Thailand, the National Development Plan was started 35 years ago. Access to Higher Education in Thailand has increased. There are 848,512 students enrolled in 400 institutions of Higher learning of different types (1990). The first university in Thailand was founded only a few years earlier than the Rangoon University of Burma. It was in January 1915, when the King Rema-VI, laid the foundation of the first building of Chulongkorn University. The second university "Thammast" was established in 1933. It was founded as an Open University offering courses in law, economics, politics and related social sciences so as to train a new breed of bureaucrats for the newly created constitutional government. Later on three more universities, specializing in agriculture, fine arts and medicines respectively, were established in the early 1940s. There were administered by different ministries of the Government.

Thailand's Higher Education system was enlarged beyond traditional academics. Many institutions of Higher Education learning sprang up nation wide, such as technical colleges, teachers colleges, and nursing schools. Instead. of restricting universities and colleges to the environs of Bangkok, Sarit founded more provincial universities. In 1964, Chung-Mai University was built to serve the rural development plan of the northern provinces.

In Thailand, policies had never been smooth because military involvement in government affairs. The nation has seen many popular uprisings. During Marshal Sorits' rule, the campuses were quite; students pursued their career credentials. If courses did not follow the government line, however, professors were put under observation by the secret police. Students were neither interested in politics nor even understood the need for democratic process, that is, not until 1969, when Marshal Thenom abolished the parliamentary system.

In short, Thailand adopted the strategy of diplomatic relations and negotiation toward off the threat of western aggression. On the other, hand, Thailand strengthened and unified the nation by reforming the governmental system. Higher Education in Thailand has rapidly developed since Serit, no matter who run the government. For the past 20 years, political turmoil that arose in Thailand did not seriously affect the operations and development of Higher Education. Their campuses have not been closed for any length of time. Besides, steps have been taken to stop the destructive conflict of political polarization. In 1980s, the then Government passed an Act of Clemency to all underground

fighters so that they could resume normal likes.

Let us read the materials and references to apprise ourselves with the status of Higher Education in Thailand.

| 5.6 | - Yee A H, (edt), *East Asian Higher Education Traditions And Transformations*, Biddles Ltd, Guildford, UK, 1995.

- Ministry Of University Affairs, *General Information Second Edtion* Bangkok, Thailand, 1988. |

5.7 HIGHER EDUCATION IN CHINA

The general characteristics of Higher Education in China are as follows :

1. Inculcating a spirit of serving the people and serving others before self.
2. Application of knowledge gained to the firms and factories.
3. Teaching by experienced farmers and workers.
4. Deep involvement of the community in the educational process.
5. Education to serve the political goals of the party.
6. Emotional training against all forms of exploitation.
7. Collective instead of individualistic education.
8. Inculcating a sense of dignity of labour among the teachers.
9. Equal opportunities for all and faith in group wisdom.

Higher Education is not a right, but is a privilege to be earned by hard work. The universities are run by elected revolutionary committees. Examinations are just meant to find what remedial action is to be taken, but no grades are recorded. No student ever fails; all cooperate to make sure that not a single class-mate is left behind. After education, the students must return to the production process from which they belong.

University curricula are being "integrated with production". Science is regarded as a collective group activity in which theory and practice must always be united to serve production.

The aim of educational policy is to gradually eliminate the "Culturally isolated intellectual and expert classes" from society so that the masses and

workers will themselves be in contact with the knowledge and skills earlier only available to these elite experts.

Let us go through the allied materials and relevant books to have further insight regarding Higher Education in China.

5.7	- Kapur J.N., *Current Issues In World Higher Education*, "Chand And Co. Ltd., New Delhi-11005, 1978. - Yee A H, *East Asian Higher Education*, Pergamon, IAU Press, UK, 1995.

5.8 EXERCISES/SELF ASSESSMENT QUESTIONS

Q.No.1   "Higher Education plays a vital role in the development of a country". Discuss with your colleagues and enlist their views point by point.

Q.No.2   What are the impacts of social structure of China on their Higher Education.

Q.No.3   Relate the role of Higher Education with the economic situation of India. Do not hesitate to conclude your own point of view.

Q.No.4   Is Higher Education affects the employment situation in Egypt? Give your comments. \

Q.No.5   Malaysia is one of the fast developing countries. Do you think that Higher Education is the main reason for its fast development? If yes, please justify your opinion with the support of others views.

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UNIT -6

ECONOMICS OF HIGHER EDUCATION

UNIT – 6   ECONOMICS OF HIGHER EDUCATION

6.1   INTRODUCTION

The economics of education is essentially concerned with the way in which education can affect economic activity and with the way in which economic analysis can be applied to education. On the basis of this knowledge, policy makers will make policy choice, one of which may be pursued out of the proposed policies.

During recent years, institutions of Higher Education have faced higher costs and lower government financial support. For most institutions, this situation has created a greater need than ever before to increase revenues from private gifts. With more colleges and universities, not to mention other non-profit organizations, fund raising has become more complex and sophisticated, technologically and ethically, and even more expensive. Administrators want to know that money invested in fund raising is producing maximum results, and fund raisers are under pressure to account for fund raising expenditures and performance.

Administrators and fund raisers from different institutions have reached no consensus about how to define fund-raising effectiveness or success. At many institutions, inpite of a general under-standing of the vast difference between types of institutions, board members and others still make totally in appropriate comparisons of their institutions' fund raising results to those of institution with considerably greater assets. That fund raising costs money at all it is still a contention point on some campuses, and even on all campuses, questions arise about how much to spend on fund raising.

In this unit it is explained what is investment in human resources, wastage in Higher Education, cost effectiveness and financing of Higher Education. It is hoped that our readers will enjoy this different test.

6.2   OBJECTIVES

It is hoped that the study of this unit will enable the students to :

1.   Analyze the role of investment in human resources for the development of Higher Education.

2.   Relate the Higher Education with economic productivity and

overall well being of the individuals and the societies.

3. Identify the impact of wastage in Higher Education.

4. Indicate the specific contribution to financing of Higher Education in the development process of the county.

6.3 INVESTMENT IN THE UNIVERSITY

The "human capital" hypothesis i.e., attendance at university adds value to a person's potential productive contribution to the economic system, and is to be regarded as an investment in one particular form of society's stock of productive assets or capital. This view fits the professional-school side of the universities best, but runs into serious difficulty both in specifying what an arts education actually teaches that improves productivity, and in assessing the role of research activity in improving the teaching performance of university faculty members.

Organization theory offers a number of interesting and valuable ways of analyzing as university's relationship with its environment, what it cannot do any more than educational philosophy can. The economic concept of universities as an investment, both for the community and for the individual, will be useful to consider the concomitant of the investment approach, which is the concept of manpower planning.

Teaching is clearly a major function of a university and it has been suggested that teaching can be viewed as having three possible effects. In the first place, it can act as a process which "matures" the students; secondly, it can identifies talent by filtering out the moveable students from the average; and thirdly, it can increase the nation's human capital by endowing students with knowledge and skills. All of these potential outcomes imply that teaching has a value for the society.

Michael Allen, analyses the investment in a university. Let us read the extracts given in the allied materials and the following reference.

6.3	- Michael A, *The Goals Of Universities*, The Society For Research Into Higher Education, Open University Press, USA, 1988.
	- Duronio M A And Loesin B A, *Effective Fund Raising In Higher Education*, Jossey- Bess Publishers, San Francisco, 1991.
	- G.Lumsden K G, (Edt), *Efficiency In Universities: The La Paz Papers*", Elsevier, Scientific Publishing Co., New York, 1974.

6.4   WASTAGE IN HGIHER EDUCATION

The main source of university /Higher Education finance is grants-in-aid. The state or central governments supply funds to universities along with certain conditions. Like any government, department, university/Higher Education also suffers due to the rigid financial limits and ever rising deficits in the government budget. In a university/Higher Education, demand for funds is increasing every year due to heavy rush for admissions, rising prices and wastage/improper utilization of funds.

It is observed that some time government and different agencies sanction grant after scrutinizing the cases on certain conditions and priorities. Lack of management insight leaves the Higher Education/university in deficit due to wastage. It is true that some time there are at some places funds, but without any way of utilizing them.

Whatever funds the universities get, are not optimally utilized by the Higher Education/university management. It is generally complained that the funds in one budget head are appropriated on another head which may not be on priority. Many times capital funds are spent on revenue items or vice-versa. This occurs because of a number of reasons:

a)   Higher Education/university decision-makers are pressurized to distribute funds on equitable basis which otherwise not desired by the sanctioning authorities. For example, under the scheme of UGC, some departments may get special assistance, but other departments may insists on sharing such grant. This may cause improper utilization of funds and result is wastage.

b)   Influential persons belonging to certain departments and happen to be on the decision-making bodies of the Higher Education/university, exercises undue influence and channelise funds to their tunes and thus resulting, wastage.

c)   One of the important reasons is incompetent management, short-sightedness and incomplete understanding of different aspects of investments and raising of funds from appropriate agencies lead to misappropriation of funds.

d)   Unanticipated developments in the Higher Education/university system may require huge expenditure. Accidents, strikes, violence and other contingencies are the causes of major wastage and needed to be tackled by the transfer of funds from other budget heads.

e)   Defective planning leads to miss-utilization of funds and inadequate inflow of funds. The management should clearly identify short-term as well as long-term goals and different courses of action achieving these goals.

f)   In practice, we find many activities which are not pre-planned and do not have financial provisions, such programmes are financed by deviating funds from earlier planned programmes. Such decisions create financial problems as ongoing programmes are stopped or executed with less efficiency.

Obviously you want to go in detail regarding wastage in Higher Education, let us look into the following references and allied materials:

6.4	-Yoginder S Verma, *University Management And Administration*, Deep And Deep Publications, New Delhi-110027, 1990. -Government Of Pakistan, *National Education Policy 1998-2010*, Ministry Of Education, Islamabad, 1998.

6.5   COST EFFECTIVENESS ANALYSIS

According to Levin, (1983), cost effectiveness, refers to the evaluation of alternatives with respect to producing some outcomes or set of outcomes. When costs are combined with measures of effectiveness and all alternatives can be evaluated according to their costs and their contributions to meeting the same effectiveness criterion, we have the ingredients of a CEA For example, alternatives can be evaluated on the basis of their cost for raising student test scores by a giving amount. For a decision - oriented perspective, the most preferable alternative would be the one which shows the lowest cost for any given increase in test scores.

Cost effectiveness analysis is a measure to help in deciding about the investment in a poject on the judgment that the project represents a good use of resources and that it will produce a surplus of benefits over the costs. It is a measure in the hands of the educational planner that helps him to appraise the

project before he commits resources to it. At the implementation stage of the project; when CEA may be helpful to reverse or, at least to modify decisions taken at the appraisal stage.

Both the costs and the effects of alternatives are taken into account in evaluating programmes with similar goals. It is assumed that only similar or identical goals can be compared and common measure of effectiveness can be used to assess them. These effectiveness data can be combined with costs in order to provide a CEA that will enable the selection of these approaches which provide the maximum effectiveness per level of cost or which require the least cost per level of effectiveness.

Cost effectiveness analysis can be used mainly in testing effects in the following two situations:

a) The efficiency case when the problem is how to get the maximum output from a given level of input;

b) The economy case, when the problem is how to obtain a given level of output at the minimum cost.

For a detailed discussion, let us go through the allied material and following references.

6.5	- Blaug M, *An Introduction To Economics Of Education*", Penguin Hermondsworth, UK 1970. - Dunworth J, *Introduction To Cost Effectiveness*, PPC, Bradford University, UK. (Cyclostyled Paper For Educational And Training Project Course), 1984. - Levin HM, *Cost Effectiveness: A Primer*, Vol.4, Sage, Publications, London, 1983.

6.6   FINANCING HIGHER EDUCATION

As Clark, (1982), suggested, there are three different models of the way in which educational institutions can be financed: the 'Bureaucratic' model, the 'Collegial model', and the market model. Which model is applied, will have implications for efficiency and equity, and there are two aspects of efficiency. Production efficiency and exchange efficiency. Technical efficiency is achieved when inputs in educational processes are combined in such a way as to maximize outputs. However, inputs cost money and since educational budgets are limited, it is desirable to produce educational outputs at as low a price as possible. A movement to a positions where the cost of producing an educational output falls is a move towards economic efficiency.

In education, we are concerned with more than one output. For example, universities provide a teaching service and a research output. Suppose that educational institutions have one preference about the mix of teaching and research, whereas the government has another. In that case, we can achieve production efficiency at two different exchange efficiencies. Hence, economic efficiency now has two possible meanings.

In analyzing the implications of any method of financing Higher Education, we need to ask whether it is consistent with the achievement of both production and exchange efficiency. Let us consider the ways which we can use for financing.

INSTITUTION-BASED FUNDING:

The control that is attached to the funds provided to institutions in Higher Education may well affect the efficiency with which education is provided. Two controls can be seen in this situation: (a) Implications of allowing varmint when awarding grants to the institutions, and (b) the implications of awarding money to institutions in the form of fee income rather than a recurrent grant. John Mace has made a detailed discussion on the institution based funding. Let us go through it.

6.6	John Mace; Block No.4, Unit 10-12, *The Economics And Financing of Education*, Allama Iqbal Open University, Islamabad.

LOANS:

In many countries throughout the world, loan schemes have been introduced to finance students in Higher Education. In some countries like Pakistan, there are proposals to introduce loans schemes for students in Higher Education. These proposals have given rise to heated debate in which both the advocates and opponents of the schemes have employed efficiency and quite arguments to support their case. Economic analysis can help to clarify the argument and thus to assist educational planners in reaching a decision about the merits and demerits of introducing a loan scheme. More heat is generated in debates about loans unless the type of loans scheme being proposed is spelled out precisely. Only then it will be possible for them to be informed about the efficiency and equity implications of a loans scheme.

The introduction of any loan scheme is bound to affect the way the universities are run. It will also affect the number of students enrolling. The precise effect will depend on the type of loan scheme introduced. In the part there was no way in which students could receive financial support, the introduction of loans will certainly increase enrollment. However, if the loan scheme was replacing a very generous student grants scheme, the reverse effect would come out.

John Mace discussed the issue in detail. Let us go through it so as to have a further insight about financing Higher Education loan.

6.6	John Mace, *The Economics And Financing of Education*, M.A, EPM, Allama Iqbal Open University, Islamabad.

Some other ways of financing Higher Education are also in practice, but at this stage we limit our study only to the above two ways.

6.7   EXCRCISES / SELF ASSESSMENT QUESTIONS

Q.No.1   Compare the Pakistani situation with any other developing countries regarding financing Higher Education and write down the

(a) Common points   (b) Differences.

Q.No.2   List any four points regarding investment in human resources, which helps in development of Higher Education.

Q.No.3   What are the impacts of wastage in Higher Education.

Q.No.4   List four main sources of financing Higher Education in Pakistan.

Q.No.5   Cost effectiveness analysis can be used mainly in testing effects in two situations. What are these situation? Discuss.

Q.No.6   Analyze the Pakistani situation regarding "Investment in human resources".

6.8   REFERENCES/BIBLIOGRAPHY

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UNIT-7

ASSESSMENT IN HIGHER EDUCATION

UNIT-7   ASSESSMENT IN HIGHER EDUCATION

7.1   INTRODUCTION

Education and training continue to move away from the use of human mind as a store for information towards using the mind for sorting, synthesizing, discriminating and applying information which is already stored elsewhere (long term Memory). There is a continued movement away from assessing, which is based on examinations taken on a particular day to classify order and rank of people towards assessing which looks for competency and personal achievements over a period of time. The onus for learning is being shifted from the teacher to the learner. The roles of teacher and learner are rapidly changing. The teacher is seen as a manager and organizer of learning rather than a presenter of knowledge.

Assessment is a key and controversial issue in Higher Education. It is often viewed as a tiresome extra burden for tutors; a harmful means of molding students; and an interruption to worthwhile learning. But there are more standards being maintained in Higher Education. Property used, assessment techniques can be positive tools to support ambitious curriculum aims and to foster deeper learning and understanding.

In this unit, we discuss the practices of assessment and extended sections on types of assessments, teacher roles, and added a new section as current education policy regarding entry test in Higher Education.

7.2   OBJECTIVES:

It is assumed that the study of this unit would enable you to:

1.   Enumerate important critical issues in assessment.

2.   Delineate details of the examination assessment system and some of the major unresolved controversies with the system confronted in Pakistan.

3.   Identify major requirements of internal assessment.

4.   Explain the role of teacher in assessment.

5.   Analyze and suggest for improvement of assessment in Higher Education system.

7.3 THE ASSESSMENT

Assessment in one form or the other, have always been integral part of the educational process. The function assigned to the assessment system in early times has generally been very simple. It is around the turn of the twentieth century that more substantial questions like objectivity, validity, and reliability were raised and answered by professionals belonging not only to pedagogy, but also to various branches of social sciences. The movement has gathered a new momentum with its expansion from narrow range of assessment, examination and testing (generally restricted to evaluation of student performance on various tests) to evaluation which refers to plan, project, programme or materials evaluation. It would be interesting to chronologically study the brief history of evaluation movement through various models which have emerged since the turn of the century and the philosophical foundations on which these models were formulated.

Hartle, (1986), said that the term 'assessment' has many meanings (USES), of which six are commonly deployed. He suggested that in USA the most common meaning of assessment refers to state-mandated requirements to evaluate academic programmes for quality, and gives an examples of indicators of quality the use of testing for counseling and placement, admission into other areas of higher education and the use of licensing examinations, as for example, in teaching and nursing.

Assessment is also used to describe the measurement of student attitudes and values, for it is assumed that the experience of higher education will cultivate all those things which Newman wrote about in 'The Idea of a university' such as Open Mindedness, tolerance and self-esteem. There seem to be no equivalent in other countries to the American Council and education/cooperative Institutional Research Programme, which undertakes such research.

Let us read the related allied materials to have some depth in the concept of assessment and its relevant terms.

| 7.3 | - Heywood J, *Assessment In Higher Education*, Johan Wiley And Sons, New York, 1989. |
| | - Knight P, (edt), *Assessment For Learning In Higher Education*, Kogan Page Limited, London, 1995. |

7.4 EXAMINATION SYSTEM

The most critical part which influence the entire process of education in Pakistan is the examination system inherited from the colonial past. Unfortunately, most of our efforts to improve curricula, textbooks and teaching methods have stumbled because of the perpetuation of a system of examinations which has been least amenable to reform and innovation. The system has mostly been confronted with following maladies in spite of sporadic efforts to inject a few marginal improvement in the wake of various educational reforms since 1960:

1. Controversy over internal versus external system of examinations.

2. Lack of training of teachers in the preparation of valid and reliable test items.

3. Perpetuation of malpractices in the conduct of examinations.

4. Emphasis on essay type examinations, resulting in rote memorization and 'Selective' studies/guess work on the part of students.

5. Erosin of teacher's credibility in running internal or partially internal system of examination because of corruption, administrative influences and political intervention at the local level.

These and many other maladies of similar nature have resulted in the perpetuation of the old hackneyed system of examination in Pakistan. A few efforts at reforms were made in the wake of the reports of National Education Commission 1959, Education Policy 1972, and National Education Policy 1979. In a report on "Examination Reforms in Pakistan", compiled by the curriculum Wing of the Ministry of Education, Government of Pakistan, Islamabad, we find good summary of the efforts made by various experts (both national and international) as well as Committees constituted by the Government to reform the examination system in Pakistan. It would be interesting to read the entire report, but here we are including the following few extracts for in-depth study of a few important aspects of examinations in Pakistan.

1) Introduction-giving background of the present examination system and some of the major problems.

2) Report of the National Seminar on Reforms in Examinations and Evaluation held at IER Hyderabad, (1975).

3) Report of the University Grants Commission Study Group on Examination (1975).

4) Analysis and synthesis of the recommendations relating to examination reforms in Pakistan.

7.4.1	- Curriculum Wing, Ministry of Education, Government of Pakistan, *Examination Reforms in Pakistan*, Islamabad, PP.3-11, 103-112, 127-135, 172-177), 1977.

Hereunder we are reproducing extracts of the Education Policy 19972 and National Education Policy 1979 to enrich over section on Reform of Examinations System in Pakistan.

EDUCATION POLICY -1972

Annual Examinations: The existing system of examinations is one of the root-causes of the general malaise in our education system. At present, there are internal examinations, under which students are failed or passed on the basis of annual tests. There is no system of observing, recording and evaluating the performance, behavior and aptitudes of the pupil throughout the year. As a result, the passing or failing of students in the annual examinations invariably becomes merely a matter of the pupil's memory. The high percentage of failure not only leads to heavy dropouts but also brings a life-long feeling of frustration and inferiority in the affected students. This is not only a national waste, but adds to our society a large number of demoralized, dissatisfied and psychologically-handicapped personalities. To make the education system fruitfull, it is essential to alter radically the present examination system. There will, therefore, be no annual examinations, in the existing sense.

In place of simple annual examinations, a system of continuous evaluation of the progress, aptitudes and problems of students by the class teachers will be introduced.

The examination system after Class-IX will be kept under continuous review and evaluation with a view of streamlining, revising or in any other way changing it. For this purpose, standing committees of examinations will be constituted under the National and Provincial Education Councils.

THE NATIONAL EDUCATIONAL POLICY -1978

The admission policies to Higher Education institutions and professional colleges will be substantially improved. Besides the marks of the public examinations, the marks obtained in internal evaluation along with the results of the aptitude and admission tests will also be given adequate weightage at the time of admission. The improvement of examination system will entail a substantial change in the role of the Boards of Intermediate and Secondary Education from merely examining bodies to research oriented professional organization primarily concerned with development and standardization of achievement, aptitude and admission tests.

7.4.2	- Curriculum Wing, Ministry of Education, Government of Pakistan, *Examination Reforms in Pakistan*, Islamabad, 1987. - Malik Ijaz Elahi, *The Examination System in Pakistan*, Published in the Pakistan Education Journal, Vol-II, No.II July, 1987.

7.5 TEACHER ROLE IN ASSESSMENT

If learning is to be improved, teachers in Higher Education will have to participate in the process of learning for more than they have before. This will involve them in fundamental changes in their approach to assessment, curriculum, and instructional design.

According to the teacher, in Higher Education subscribe to the view that one of its function is to aid the personal development of the student. The development which takes place could simply be the outcome of physical and mental maturation independently of teaching, and it is a matter of observation that such maturation differs between individuals.

Teachers in Higher Education regard assessment as being a crucial element of the learning process, and yet a training is rarely given to lecturers, new to the profession or wishing to develop their assessing abilities further.

Assessors need to bring to the task of assessing the same level of self-evaluation and reflective practice that the teacher often require of learners. Because we, the teachers happen to be employed in position where part of the work is to award learners grades or marks for their work, it is easy to suppose that the teachers are capable of doing this part of our work competently and almost automatically. Duncan Harris and Chris Bell in their book *Evaluating And Assessing For Learning*, (1990), has described four possible roles of teachers, that is:

(a) Performer, (b) Conductor, (c) Composer and (d) Critic.

In present formal education and training, the teacher as expert is in the performing role. Information is usually provided to learners by word of mouth. The whole process is partly one of indoctrination into the ways of thinking in the particular discipline; the learner needing to learn the code to enable communications to occur with the performer through the written word of assignments or examinations. The onus may be put on the learners' shoulders, particularly in decoding activities, but the learner may well resort to memorizing for survival with little real decoding or understanding, the receiver role is being viewed solely as memorizing.

As a composer, teacher is developing the range of learning experiences. Certainly not all these can be pre-planned and pre-phased. The needs of learner and experiences to enable the individual learners and groups of learners to develop their

7.6 LEARNER ROLE IN ASSESSMENT

According to Duncan and Harris, learners are also considered in the context of four possible roles:

(a) Receiver   (b) Detective
(c) Generator   (d) Facilitator

At the first sight there may appear a simple relationship between receiver and memorizing and between facilitator and loving. Consider the learner sitting in a lecture theater/classroom, being showered with words, pictures, diagrams, lectures, books, experiment computer programmes, face to face conversations and television. There is an over abundance of signals. The learners has to create decoding strategies based on their own learning style, in order to cope with the filtering and rearranging of this wide range of information and experience. This filtering and re-arraying enables the learner to make sense of the vast array of information and to place it in their own context based on their previous experiences from both within and outside institutionalized learning. The receiver role may involve all of the learning activities.

The detective is a different role where the learner again has a whole array of stimulus. However, the assumption behind the use of these stimulate is different, that is discovery. This discovery may not be new to experts, but may be new to the learner.

The generator is the role where new ideas, new communications (e.g. artistic) and new ways of viewing events are created. Again memorizing and decoding are important aspects. Some people as generators need solitude and isolation while others find social contact more essential.

The facilitator role focuses on interpersonal relationships and helping others to learn. "Others" may be fellow learners, colleagues or even teachers. Again the learning activities involved, perception memorizing, decoding storing, and retrieving.

Let us read the relevant allied materials and the references for detailed discussion.

7.6	- Harris D, And Bell C, *Evaluating And Assessing For Learning*, Kogan Page, London, 1990. - Knight. P, (Edt), *Assessment For Learning In Higher Education*, Kogan Page, London, 1995. - Heywood J, *Assessment In Higher Education* Johnwiley And Sons, New York, 1989.

7.7 ENTRANCE TEST (N.T.S)

It is the common problem of accommodating the large number of young people desiring entrance in different vocational, professional and higher education programmes. The baby boom of war years is now hitting the colleges and universities. Thus, some means of screening applicants must be used. One method is the use of a standardized testing programme. In USA and many other countries, a great deal of admissions testing for colleges is done by several private testing concerns. One of the oldest and best known of these is the College Entrance Examination Board (CEEB). In 1900 the Board began administer entrance test for few colleges. The first test consisted of essay questions. A college applicant was called upon to answer the questions in his own words and handwriting. In 1926, an objective test called the Scholastic Aptitude Test (SAT) was used for the first time. Later on the SAT was widely used throughout the world.

The College Entrance Examination Board has its tests given at testing centres all over the world. The centres administer the tests and send them back to

the headquarters of the Board for scoring. The results are then sent back to the colleges to which the person has applied for admission as well as the person himself. These tests are taken by the youngster in his senior year of high school. However, he or she may also take the Preliminary Scholastic Aptitude Test (PSAT) in his or her junior year. This test administered to youngsters who are planning to go to the college, and the results can help the guidance staff in helping child to choose a college or in helping child to choose the child. The results may also make it possible for some children to obtain early admission to colleges.

For details about college entrance examination board programme, let us see the allied materials and the references.

7.7	- Karmel J L, *Testing In Our Schools*, Toranto, USA, 1966. - Anastasi A, *Psychological Testing*, Fourth Edition, Collier Mac Millan, London, UK, 1976.

7.8 EXERCISES / SELF ASSESSMENT QUESTIONS

Q.No.1   Conduct a mini seminar of at least five colleagues of your institution on the examination system and present your recommendations for the improvement of the system within the content of present day situation faced by Pakistan.

Q.No.2   Analyze the advantages and disadvantages of Annual and Semester System and suggest a workable model which combines the strengths of both these types for adoption in Pakistan.

Q.No.3   Compare the provisions of the Education Policy 1972 and the National Education Policy 1982 and present a critique on these provisions, emphasizing the following Issues:

    a.   Do these provisions conform to the international trends on examination?

    b.   Do these provisions suggest definite solution of the controversy over internal and external examinations?

    c.   Is there a danger of over-centralization of the examinations system through the implementation of these reforms?

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UNIT-8

PROBLEMS AND ISSUES IN HIGHER

EDUCATION

UNIT-8   PROBLEMS AND ISSUES IN HIGHER EDUCATION

8.1   INTRODUCTION

All contemporary education systems in the world are confronted with multifarious problems and issues. These problems, mostly emanate from our keen commitment to change and improve in spite of conservative attitudes of many influential persons and groups, who matter a great deal in the political, social and religious echelons of the system. Sometime these persons tend to assume dogmatic and intolerant behavior resulting in repression of inquiry and critical thought. Such a repression negates the spirit of free inquiry and results in the stagnation of the system. Such systems can hardly meet the challenges of a democratic society which demand dynamism, creativity and broad mindedness in thought and behavior. Pakistan, like many other developing countries, is confronted with many crucial problems and issues in the field of higher education. There is no concise book which provides an inventory of all/other problems. Teachers, educational administrator and policy makers, the politicians and enlightened citizens are also struggling for the resolution of problems and issues.

This unit is intended to promote this dialogue in a scientific manner. An element of subjectivity might have been involved in the identification of problems because of writer's long association with the education system right from the secondary up to the university level.

Students are at liberty to add arguments on any aspect of the problems identified for presentation in this unit.

8.2   OBJECTIVES

It is assumed that after the successful completion of this unit you would be able to:

1.   Analyze the pros and cons of various educational problems and issues identified in this unit.

2.   Identify major problems of Higher Education in Pakistan.

3.   Elaborate significant problems of Higher Education and indicate possible measures to solve these problems.

4.   Indicate important issues and innovations in Higher Education.

8.3   PROBLEMS IN HIGHER EDUCATION

Higher Education in Pakistan is faced with multifarious problems of crucial nature. In spite of the fact that Education is the only system which ensures continuous availability of higher level expertise and trained manpower, unfortunately, in almost all the national development plan, it is considered to be competitive with mass literacy and primary education. The exact role which higher education ought to play in national development has yet to be defined with precision The obvious mismatch between the output of the system with job opportunities resulting in unemployment of highly educated manpower has further aggravated the situation. The system is still stigmatized to nourish its traditional role of "elitism", denying opportunity of equal access to disadvantaged groups of the society. The process of 'politicization' of campus by political parties and student activism has also immensely damaged the conventional image of universities as bodies of peaceful intellectual pursuits'. Moreover, because of problems of internal functioning and bureaucratization of their organizational patterns, the institutions of higher learning have tended to withdraw from their dynamic role of professional leadership in various walks of live. This has created a dichotomy between higher education and the rising demands of developing society like Pakistan.

In one of the issues of Higher Education Review published by the University Grants Commission, the authors have examined some of the current problems of Higher Education in Pakistan. The authors have also suggested various remedies provide interesting reading and many prove to be useful in the policy formulation and planning exercises of Higher Education.

Dr Tariq Rehman in his article entitled "Pakistan's Universities, Actual, ideal, possible", traces the history of university education in Pakistan, enumerates the maladies of the existing system and presents a model of the "Ideal University" In his model, there is "no room for government interference or any other kind of political interference". In Dr. Tariq's opinion, the chancellor and the vice chancellor of an ideal university, "should be elected from among the body of scholars for their administrative qualities for not more than three years". The teacher in such a university should be free to write articles, essays and literary work of any kind ...... They may, therefore, use their academic freedom to criticize the existing political, social and economic order". The chancellor in such a university should be equal in status to the Chief Justice of the Supreme Court, the vice chancellor to Federal Minister and senior to Governor of a province, the

Dean, senior to the Secretary of the Federal Government, and the Professor equal to the Secretaries of the Federal Government. The article may appear to be idealistic at some places, but it provides interesting reading and a futuristic perspective for university education in the country.

Toseef Azaid and Shakil Ahmed in their article on "Role and Dimensions of Higher Education in Economic Development", examine the significant contribution of higher education system to the economic development of a country. The authors use the input and output model and emphasis the need of higher education for increasing general level of productivity by training people in various skills and by providing trained labor force needed by my economy to handle technical and management problems. The authors present the following conclusion for improvement of the higher education system in Pakistan:

After survey in the literature on education, we reach at the following conclusions:

i) Higher Education has a positive and negative affect on economic growth and unemployment respectively.

ii) Different students learn in different ways. The best reaching strategy provides alternative learning methods to the different needs of different students.

iii) Teachers who have received training are better instructors then those who have not, of the new teaching methods, the most effective seems to be computer assisted.

iv) Small class size has a positive effect on student's efficiency.

v) Field and research work is a must at higher level.

vi) There should be adequate supply of current literature for students and teachers.

vii) Prescribed textbooks should be minimum in number and upto standard.

viii) An international language should be compulsory at all levels.

In another article, "Higher Education In Pakistan – A case for change", Dr. P. A.

Shami, discusses the role of universities in change, particularly in the fields of economics, science, and technology. He emphasizes the need for promoting research which prevails in our universities. He criticizes the present dichotomy between teaching and research which prevails in our universities. The teachers consider student research as a "Superficial academic exercise" and lack the ability to guide and supervise original research. The faculty time used in teaching, routine administrative matters, and outside complex activities of varied nature. According to Dr. Shami the "threat to the quality of higher education is obvious when a teacher is not involved in extending bounds of his subject".

Let us read the above three articles from allied materials to have a fuller appreciation of the current

8.3	-Reman T, *Pakistan Universities Actual, Ideal, Possible*, 1988.
	-Azad Toseef And Shakeet Ahmed, *Role And dimensions of Higher Education in Economic Development*, 1988.
	-Shami PA, *Higher Education In Pakistan A Case For Change*, Higher Education Review, Vol:V,No1, January 1988, PP:7 - 29 - 65-70.

8.3.1 EXAMINATION

An important aspect of the present education system that has unequivocally been denounced by the educator as well as by students, is the system of examinations in our universities. This is for this reason that the chief of the present examination.

The essay type of examination which prevails in almost all universities, suffers from serious defects like the lack of clearly defined objectives with which they are help, are held, arbitrary sampling, subjective scoring all resulting in a low level of reliability. Question papers generally do not contain problem solving exercises and as such, students do not acquire practical orientation nor do they develop critical skills and faculties. At the same time, the standardization and grading of the product of our universities do not inspire confidence regarding the worth of the degree obtained through these examinations. Memory and chance dominate the whole examination scene. The University Grants Commission and the Educationists, had come to the conclusion that the present examinations bear very little relation to the wider purpose of the educational process.

It may be bear noted reforms in any examination system have aspects, viz, educational, technical. The former relates to selection of students for various courses, internal, assessment, quality teaching, student response, etc, while the latter involves paper-setting, appointment of examiners, marking of answer scripts, scaling and moderating of marks and do on.

At present, except in a very few courses, we find that no credit is given for class work in the evaluation machinery. As such, neither teacher nor the student is serious is serious about written work. The student writes only once and that is at annual examination. In the overcrowded class rooms, it is the lung power of the teacher and the patience of the student to bear with him the ordeal, that are really put to test day in and day out in our universities and colleges.

Major defect of our examination system emanates from the way knowledge is imparted to students. Consequently, the tendency amongst students is to adopt the line of least resistance. So also with teachers whose anxiety is to tech 'safe'. Who inspires whom for this attitude is difficult to say. The usual way of setting a question paper is a guarantee enough to predict at least 50 per cent of the question which might be asked in any given year. The most unfair questions in an examination are those that came also in the previous year. In fact previous year's question paper guides the students for what they must not study. The student who study more than two thirds of a subject is likely to be standing more than he needs for a particular examination. As for the paper-setter, his skill is often measured by his adroitness in defeating the 'guess' of the students and their teachers.

Evidently, there is a total divorce between teaching and examination. A wrong belief that has made inroads in our educational system is that fewer the first divisioners produced by a university in a particular subject, the higher is its standard of education. As such, the criterion of improving standards has become a negative one. The proliferation of our population year by year is considered undesirable mass output of first class students is despised in the same way. This farcical notion must be uprooted immediately before the country becomes a big store house of good-for-nothing stuff. To my mind, fewer the number of first class students turned out by a university, the poorer the standard of its teaching that gets reflected. There is no reason why with proper education, all students of a particular class should not be considered first enough to get a fit division. It is really the future of the teachers and the university it the mass of students they educate are third class, let alone when they fail. Let us read the allied materials to get further insight about examination system.

8.3.2 QUALITY AND ACCESS TO HIGHER EDUCATION

8.3.2.1 QUALITY

In fact knowledge, as far as education is concerned, becomes a means to an end and to an end in itself. In a way it is simply a name for organized information and until be student does something with it, it remains merely as a set of materials waiting to be transformed into living thoughts, ideas and attitudes. Teaching can be viewed as an enterprise of producing desirable changes in people. Traditionally, the activities of a teacher are perceived in two ways: One that has to do with the intellectual development of student and the other, with the acquisition of cultural ideas. Historically, the teacher has bee looked upon by each community of the world as one possessing superior knowledge to that of his students. What is needed most in education today is that the teacher should teach in such a way that the pupils will learn how to discover methods of solving problems. Unfortunately, many teachers in our universities and colleges have not developed the intellectual capacity to see beyond what seems to be obvious. Teaching must place a high premium upon intellectual stimulation and the curiosity of pupils must act as constant prod a further intellectual activity.

Educators cannot from realizing the debt they owe to the society. Good teaching is the mainspring of our economic and social progress the highest expression of achievement in our society enabling and enriching human life. Educators face the challenge of discovering new ways in which his energy of youth can utilized for the betterment of a society. Therefore, the teacher must derive pleasure from saying that "I myself grow better day by day". He must learn to strive towards the good life sought by Socrates who constantly warned his fellow Athenians to guard against becoming haters of men and haters of ideas. Socrates believed that the hate of man and hate of spring from ignorance. So tremendous is influence of good teaching and yet so little is the attention paid to improve it in the institutions of higher learning.

What we need today to the profession with a religious fervour. Teaching has to grow as a profession more than as a vacation. Time had come to falsify the statement of Bernard Shaw when the said he who can, does; he who cannot teacher Teaching must tend to characterize the outlook of the members of the profession. No sacrifice would be too great to improve human capital of a country. Let good teaching become a means for the achievement of this end.

8.3.2.2 ACCESS:

Demands for enrollment at all levels of education, rising to imprecedented heights, produced major changes in the size and organization of educational systems in almost all over the county. The changes of great significance for eventual entrance to higher education in each educational level appear.

Secondary education also expanded its facilities but added new programmes and eased restrictions on movement from primary to Secondary school. It achieved immense and huge enrollment. Even so, many systems are unable to expand repidly enough to meet demands for secondary education.

Higher Education expanded its faculties in existing institutions and enlarged existing programmes but added few new programmes and founded only a small number of new institutions. It generally failed to satisfying enrollment demands. However, several systems of education, and particularly those in the Ratia / Soviet Socialist Republics and the United State of America, expanded programmes of Higher Education quite rapidly and over a broad of fields. It should also be noted that some systems over-expanded in certain fields and encountered actual shortage of qualified candidates.

Let us read the relevant sections of the allied materials to discuss thoroughly the "Quality And Access To Higher Education".

8.3.3 TEACHER TRANING

Jean Jacques Rousseau, a great education philosopher has observed that many believes in the power of education to set him free, but "everywhere he is in chains for want of good teachers". There is always a mismatch between the demand and supply of teachers approximately at all levels. This mismatch has bee particularly intensified with the democraization of education of education and global commitment for universaliation of primary/secondary education and diversfication of Higher Education.

University teaching had came to be identified with imparting knowledge of subjects of the extent circumscribed by the constraint of their syllabi. Such teaching is done usually in the style of a one way traffic. This kind of transmission of knowledge passed for what is called Higher Education. Curiously enough, nobody seems to be concerned with the method and the quality of

teaching becomes a common denominator. The art of teaching is considered, though unconsciously, as being not a critical component of the educational. Evidently. While we have given a lot of attention to improving the system of Higher Education, practically no thought had been given as to how best teaching ought to be done in our universities and higher institutions. If then one wonders how on earth can a fresh product of the university do justice to the teaching of a higher class without any formal training in teaching techniques (let alone his subject knowledge), surely one is pointing out the crux of the problem. The present day content orientation in teaching leaves no scope for creativity and consequently it is quite inadequate to meet the challenge of the changing dimensions of modern knowledge. Of example, it is not just possible to teach the students during few years of university life even the basic essentials will equip them to explore the content of knowledge on their own. Teaching techniques, remaining almost primitive for the majority of teachers anxiety naturally is to race with time for completing the course somehow.

Tremendous is the influence of good teaching and yet so little is the attention paid to improve it in institutions of higher learning. For example, there is total absence of teacher education. Teachers should know how to teach. It is high time that every university should have education department with its teachers as students. This ultimately means developing teacher's ability and desire and desire to think seriously, deeply and constantly. Indeed, members of faculties cannot touch the lives of their student unless their own lives have been touched, unless their own conception of education is reflected in the way they teach as well in what they teach. Although it is unreasonable to expect every educator to be an inspiring teacher, let alone an inspiring human being, yet a serious attempt can be made to make his ideas flourish.

Quite interestingly, teacher education has not been considered essential in universities although it is compulsorily imparted to school teachers. It is believed that any one who has trained his subject (which itself judged only by his scores at the examination), is also competent to teach others. For example, in most of the cases, a fresh postgraduate, is considered fit enough to teach the post graduate class. Another ridiculous notion existing in our society is that the higher the academic qualifications, the better the teacher. For example, persons with doctoral qualifications are acted as competent teachers. It is rarely realized that qualifications speak little of holders' capacity to teach, to communicate to others the knowledge they have acquired. Somehow, research degreed have established as status-giving adjuncts in the profession case of a teachers, therefore, goes by default if he is without a research qualification. Even students performance at

examination is not considered a yardstick of teachers' competence. Educator must pass the acid test of not only his own education, but also his competence to educate others at any level of education. The higher the level, the greater is such a need and more rigorous should be the test. Indeed, teaching has to acquire more fully the characteristics of a profession so that its members fulfills their role more effectively than at present.

8.3.4 DISCIPLINE (POLITICS)

During the struggle for independence, the students played a very active role in politics and received training in organization, more mobilization and leadership from the seasoned politicians. This established a tradition of student activism even after the attainment of independence, and defiance of the authority continued to be the norm of student politics. Moreover, the students in Pakistan could not remain a loaf from worldwide movements of student activism emanating from genuine concerns and conscientious motivation. According to the report of the study group of student problems in the universities, published by the University Grants Commission, the student politics in Pakistan was influenced by "Social upheaval brought about by the wars in Indo-China, social antagonism, disparity between the rich and the poor, and a growing sense of political and social consciousness". As the report states, one reason of student involvement in politics lies in the fact that parents have lost traditional control over their words since they are too busy in grinding out a living for the family. Some of the characteristics of our students are *irresponsible, conscious of rights, indifferent about discipline, lazy, extremely emotional, devoid of reason* and *logic*. An other main reason of student activism is the feeling of insecurity resulting from widespread unemployment. This is again due to the colonial tradition of preference for a white collar job by the youth. According to the report, the students can be divided into four groups in terms of their attitude, viz.:

a. Student activists or politicians.

b. Well-to-do students – who take pride in violence.

c. Reformers or idealists.

d. Serious students devoted to studies.

The political parties have realized the power which a young, militant and

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emotionally charged group of students can muster in bringing about change or at least creating nuisance for the authorities. So, almost all the political parties have their student wings, under one name or the other. This has brought violence and indiscipline to the campuses. The study group does not recommend active student involvement in politics as it is a " Mature game and should be left to the adults after they enter into life".

Let us go through an important report to have a good peep into the causes and effect of student politics in Pakistan as they do affect discipline and educational climate in the country.

8.3	- UGC, *Report of study group on Student Problems in the Universities*, U.G.C. Islamabad, 1975, PP 28-41.

8.4   EXERCISES / SELF ASSESSMENT QUESTIONS

Q.No.1   Using Hayes and U.G.C. observations of political situation and its impact on education in Pakistan, please examine if this interaction of two social forces has been harmful or beneficial to the educational system in the country.

Q.No2.   One of the reasons for politicization of educational opportunities is being considered as the basic right of all citizens. Please offer a critique on this statement is the light of analysis given by Faure Report?

Q.No.3   Compare the programmes of higher education as envisaged in the education policy 1972 and National Education policy 1979 and enumerate the differences between the two programmes.

Q.No.4.   A few problems of Higher Education of the Asian region have been listed by the UNESCO Report of 1982. Select two problems which are considered most relevant to the present Higher Education situation in Pakistan.

Substantiate their relevance through pertinent arguments and statistical data from Pakistan.

Q.No.5   The universities of Pakistan are faced with problem of internal functioning and management. Discuss the present organizational structure of our University and identify major administrative problems faced by them.

8.5   BIBLIOGRAPHY / REFERENCES.

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UNIT-9

INNOVATIONS IN HIGHER EDUCATION

UNIT – 9   INNOVATIONS IN HIGHER EDUCATION

9.1   INTRODUCTION

Higher Education institutions have undergone tremendous change throughout the Western world during current century. This change was a by-product of the massive student unrest in Europe and USA. In a comprehensive survey of the recent literature on Higher Education, conducted by IBE-UNESCO, in its report on *Reform and Innovation in Higher Education*. Philip Altabach has observed that universities are notably conservative institutions and have a long historical tradition a tradition which is respected by members of the academic community. As a result, academic institutions have been difficult to change and the process of reform and innovation is inevitably a complicated one. Substantial change has been noted in Higher Education system of Europe and USA, ranging from massive transformation of the academic system to "modest innovations in curricula in particular field of study".

In this unit we will look at the following reforms/ innovations with reference to Higher Education, Distance and Non Formal Education, Technology in Higher Education, Continuing / Life-long Education and different learning styles at Higher Education.

9.2   OBJECTIVE.

It is hoped that the study of this unit will enable the students to:

1.   Indicate important trends and innovations in Higher Education.

2.   Analyze salient innovations of Higher Education in Pakistan.

3.   Justify the crucial role of technology in Higher Education.

4.   Elaborate significant aspects of continuing education.

5.   Identify different styles at the level of Higher Education.

9.3   DISTANCE AND NON FORMAL EDUCATION

Distance Education:

Distance education and open learning universities are widely established throughout the world. This system has developed as a response to the crises on education of accessibility, quality and quantity. Open learning system is a term which includes a number of alternative educational systems, and has been defined in variety of ways. The distance education refers to a particular method of teaching. i.e. correspondence study is self explanatory. It also implies external studies as does off-campus studies, a system which is external to an institution or a traditional university which has forms of distance learning courses. It is fact that system concentrates on teaching the learner at a distance. For detailed discussion on Distance Education, let us read the allied materials and the following references.

9.3	- Al-Quds Opern University, *An introduction to open learning systems of Higher Education*, Aman- Jordan, 1986
	- Ferguson J, *The Open University From With In*, University of London, UK, 1975.
	- Asian Development Bank, *Distance Education*, Proceedings of the Regional Seminar Of Distance Education, 26th Nov-3rd Dec, 1986, Bangkok, Thailand, 1987.

Non Formal Education:

Since some decades distance education method has been widely used in the Region to upgrade agriculturist's knowledge of farming techniques, and awareness of improved nutritional of health practices. Non-formal education of rural folk has in fact been attempted mainly through the broadcast especially in countries with literacy levels. These have met with a measure of success especially when targets are clearly identified and the material and the effectiveness of communication method is tested.

It is a general understanding in education policies that not to limit distance education facilities to formal education but to extend a well thoughtout programme to non-formal instruction also large sections of the population will

still be left out of the main stream of development, because they are illiterate and so far hardly any successes reported in the eradication of illiteracy through distance methods alone. Studies to improve non-formal instruction are required so that large, rural adult populations can be helped to upgrade their lifestyle and knowledge of the modern world

Let us read the study materials and have a further insight about distance and non-formal education.

9.4   LEARNING STYLES AT HIGHER EDUCATION.

If we consider that the university is there for the learner and not the learner for the university, then we must be concerned about has the learner experienced his learning environment. This means not only how he perceives the demands of the curriculum and the teaching and assessment in each of his departments, but also involves other factors relating to the personality of the learner which needed by the teacher. The student from a working-class background is usually more independent, mature and motivated than the student form a professional-class family. These personal attributes are needed if the student is to achieve academic success. The working-class student may have a certain narrowness of vocabulary and lacks certain social graces, making initial problems of transition, but he is better able to organize his time and gets involved with his studies than the student form a professional background. Student from a professional home may be socially but not emotionally benefited.

Academic staff in Higher Education may wish to dismiss as irrelevant the effect of development factors, or suspect anything that relates to the emotions. They prefer to concentrate on the intellect in which area they are experts. The concept that actually what a student is, affects him as a learner.

Romsden P, (1976), held research at different universities and identified the components of the learning environment from the students point of view. Using a combination of interviews and questionnaires it was possible to isolate eight dimensions which students use to describe the characteristics of the department s which affect their learning. These are given below:

a)   Relationship with students – closeness of lecturer/ student relationship; help and understanding shown to students.

b)   Commitment to teaching – commitment of staff to "improving

teaching" and to teaching students at a level appropriate to their correct understanding.

c) Workload – pressure placed on students in terms of demands of syllabus and assessment tasks.

d) Formal teaching methods – formality or informality of teaching and learning e.g. lectures versus individual study.

e) Vocational relevance – perceived relevance of course to student careers.

f) Social climate – frequency and quality of academic and social relationship between students.

g) Freedom in learning – amount of discretion possessed by student in choosing and organizing academic work.

Romsden showed the close relationships between how students perceive their learning environment and they set about learning. You may like to read Romsden P, (1976), and also study the relevant allied materials to have a further insight regarding learning styles in Higher Education.

9.4	-Wright J, *Learning to learn In Higher Education*, Croom Helm Ltd, London UK, (1982) -Entwistle N.J and Hounsell D, *How Student Learn: Implications For Teaching In Higher Education*, Research And Development In Post Compulsory Education, University Of Lancaster, (1977), PP: 175-179.

9.5 TEHNOCOGY IN HIGHER EDUCATION

Educational systems all over the world have witnessed significant changes in the complexion of devices for education with the introduction of educational television and computers in fifties, devices and very new gadget available in the market was as a panacea for all maladies in education. The trend is now shifting and there is a vivid wave of realism which stresses re-examination of our earlier attitudes and adoption of technologies which are *appropriate* to the existing structures and help promote the learning process. This process is called the *intensification process* which relies more on the ingenuity and skill of teachers than the vast array of gadgetry available to them. There are examples of successful adoption of new media which are available to available to innovative teachers as resources.

It is increasingly difficult to be clear what constitutes *Higher Education* and how and where it is provided or takes place and, therefore, to determine what will be distinctive about the changing role of the media and technology in relation to it over the next decade or so.

The media that academics and learners use to assist in the learning process are the conventional ones, print continuing to be the most significant. Most institutions of Higher Education can now add to this on array of new technological resources: audio tape, video tape, computers, video disc, and the like. Some will have access to closed-circuit television on campus, other may use microwave systems to take their own teaching to other sites. Learning systems, by satellite, now exist in a number of countries, some operating internationally.

The technology, of course, value-free. It can be used to store or deliver or transfer knowledge of any kind. The *medium* as for as education is concerned is certainly not the message.

Let us read the relevant allied materials and the references to fully appreciate the significance of the emerging technologies of education

| 9.5 | -Faure Edgar, at al, *Learning To be*, Ibid, PP:61-63. 116-133, 209-219.

- Biblett W R, (Editor), *Higher Education Demand And Response*, Tavistock Publications, London, UK, 1 '74

-Ball C And Eggins H, *Higher Education Into The 1990*, New Dimensions, The Society For Research Into Higher Education, Open University Press, Suffolk UK, 1989. |

9.6   CONTINUING EDUCATION/LIFE LONG EDUCATION

An educational system that would start prior to the normal school age, and would continue beyond the end of formal schooling. It would encompass many learning settings including the home, the community, the place of work, clubs and societies and would involve many different learning and teaching strategies. The traditional institutions such as schools, universities and colleges would continue to have as important role although in their present form they encompass only a narrow range of leaning settings and approaches. Proponents of life long education emphasize, among other things, two important that are of relevance. At one side, traditional educational institutions do not enjoy a monopoly on educating people; on the other, it is highly undesirable that they continue to function in a kind of splendid isolation from other learning settings.

Life long education system would deal predominantly with adult clients, if for no other reasons than that in the normal course of events, most people life spend more their lives as adults then children or young people. The principle of life long education has important consequences for adult education. Life long education obviously have much to learn from already working in the field of about education, the reverse is also true.

A system of life long education would extend the values and methods of traditional institutions to all aspects of each person's entire life. The most obvious organizational principle to lifelong education is the it must facilitate learning throughout the entire life span what this means is that the temporally separate elements of the education system, such as pre school, elementary schooling secondary schooling initial post school education and further education would be coordinated with each other is such a away the each of the separate stages or levels would function both as continuation of the previous stage and a preparation foe the next. Lifelong education would be closely bound to the transformations taking place in day to life. This link would include not only scientific and technical aspects of a society, but also cultural, economic, and even religious elements.

Institutions of Higher Education would have a three-fold function in helping to implement lifelong education. The first of these would entail institution accepting a role as simply one element in a system of life ling education albeit an extremely important element. Secondly, institution would also have an important part to play in promoting development of the personal prerequisites and

competencies for lifelong learning. This would be done partly by training people in lifelong learning competencies, and partly by providing them with opportunities to skills they had already acquired. Thirdly, there is the special responsibility of teachers in higher education to serve as effective role models for lifelong learning. While this has importance in all disciplines, it is particularly crucial in the field of teacher education because of the obvious *Trickle down* effect on whole generations of potential lifelong learns.

Let us enter the exciting dimensions of lifelong education by reading the relevant allied materials and the references

9.5

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Knapper C K, *Life Long Learning and University Teaching*, In Higher Education in the Twentieth Century, A Festschirift for Ernest Roe, (ed-I), Moses, Higher Education Research And Development Society Of Austalaisa, Kensgton, New South Walse, 1990

Q.No.1   What are the philosophical implications of lifelong education under the umbrella of Higher Education.

Q.No.2   Please offer a critique on non-formal education system of Pakistan. Is there any economic implication of non-formal education.

Q.No.3   What are the difference between distance education and non-formal education? What are the possible benefits of these approaches at the present stage of our educational development in Pakistan?

Q.No.4   To what extent should the learning style affect the learning achievements at Higher Education discuss in detail?

Q.No.5   Keeping the existing trends in view, analyze the use of the following educational technologies for improvement of learning at Higher Education level:

a) Television, (b) Computer   (c) Video Cassettes.

Q.No.6   :   Discuss the concept of distance education with the local Regional Director of AIOU and at least one of its senior officer then offer critique on; The Role of AIOU in equalization of education opportunities in Pakistan.