

ASSIGNMENT No. 01

Higher Education (828)M.A/M.ED

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Q.1 Quality Higher education is indispensable for the socio economic development of a society “ Comment on the statement and gives example to support your arguments with particular reference to your on society.

Introduction

The twentieth century witnessed a major growth in the provision of educational opportunity across the globe, which is a good thing. Landmark multinational agreements such as the 1948 Declaration of Human Rights and the more recent United Nations Sustainable Development Goals (SDGs) put forward a right for all children to be educated

There are many reasons to believe that increased educational opportunity and achievement lead to social progress. The aim of this chapter is to examine how can education promote social progress.

Answering this question is not straightforward. Education has multiple aims, and the way in which education is provided – educational governance, educational institutions and educators, curriculum, and pedagogy – all matter a great deal. We will cover each of these topics in this chapter, looking at trends across the globe and seeking ascertain what scholars know about better and worse forms of educational provision.

To understand the connection between education and social progress, we must first distinguish among four distinct aims of education: *economic, civic, humanistic, and equity promotion*

Current conditions and challenge

In this section, we present a broad view of education in the world today, showing how formal education has expanded in the last decades, and emphasizing how it relates to citizenship, growing

opportunities for social mobility, economic development and equity. We take stock of what has been achieved and is still to be done to improve access to quality education in the poorer parts of the world, through the Sustainable Development Goals fostered by global community, which is mostly concerned with initial and mandatory education; and take a closer look at the special roles played by vocational and tertiary education. Each of these dimensions are subject to controversies, which we try to take into account, while emphasizing the overall positive effects of education for social progress.

Education and social progress

Culture, "that complex whole which includes knowledge, belief, art, morals, law, custom and any other capabilities and habits" (Tylor 1870) is the most distinctive element of human societies, and in its broadest sense education is the process of facilitating learning or the acquisition of culture. Education takes place informally, starting with the interaction of children with their parents and relatives, but becomes to a large extent formal in complex societies, as it is codified (in primers, manuals, catechisms, handbooks) and provided by specialized institutions (churches, schools, universities, professional guilds, academies) according to specific methods (lecturing, memorization, demonstration, interpretation, collaboration, practice, experimentation).

Expansion and increased access

In the last century, and especially after World War II, access to formal education expanded dramatically. In the same period, governments shifted their priorities from education for citizenship to education for productivity, with great consequence.

National examples, there is the interesting and promising Navrongo Community Health and Family Planning Project, a field experiment conducted between 1994 and 2003 in the isolated and impoverished northern region of Ghana. As the Matlab experiment in Bangladesh showed a decade earlier, the Navrongo study showed that even under conditions of extreme poverty and depressed living standards, a demand for fertility limitation could be identified and satisfied by appropriately designed services (Phillips *et al.* 2006). Fertility was reduced by 15 per cent in the programme areas, whereas it remained essentially unchanged in the control areas.

Kenya, Zimbabwe, Botswana, Rwanda, and the Navrongo project, have all demonstrated that population policies and reproductive health programmes can work in Africa. What is needed now is for African leaders to understand this and also to believe that effective fertility control programmes need to become essential elements of the economic development strategies they design and implement in their countries. Effective family planning is as essential to the future success of Ghana, Cote D'Ivoire and Mozambique as it was for Korea, Thailand and Indonesia.

Q.2 Explain the Nature and unique characteristics of liberal arts of philosophy of higher education. What are the implications of this philosophy for Pakistani higher education system?

Liberal Arts Education:

Working towards a baccalaureate degree in the Arts or Sciences involves taking courses in what are traditionally referred to as the "liberal" arts. This means that your courses will be in general areas of study--philosophy, mathematics, literature, art history, economics, languages, and so on--rather than in applied or specialized fields. A liberal arts education is not intended to train you for a specific job, though it does prepare you for the world of work by providing you with an invaluable set of employability skills, including the ability to think for yourself, the skills to communicate effectively, and the capacity for lifelong learning.

Characteristics of Liberal Arts Colleges

Ever wondered what it would be like to study one of the oldest subjects in the world? 'Liberal arts' is one such subject – it goes back to the Ancient Greeks who considered a **liberal arts education** to be the ultimate mark of an educated person. Interestingly, while liberal arts education has long had an established place in the US higher education system, it has only recently resurfaced in continental .

A brief history of liberal arts education

During the era of classical antiquity (when ancient Greece and ancient Rome intertwined creating the Greco-Roman world), liberal arts was considered essential education for a free individual

active in civic life. At the time, this would have entailed being able to participate in public debate, defend oneself and serve in court and on juries, and perform military service. At this time, liberal arts covered only three subjects: grammar, rhetoric and logic, collectively known as the *trivium*. This was extended in medieval times to include four further subjects: arithmetic, geometry, music and astronomy, named the *quadrivium* – so there were seven liberal arts subjects in the medieval liberal arts curriculum.

The trivium was considered preparatory work for the considerably more difficult quadrivium, with the quadrivium in turn being considered preparatory work for the more serious study of philosophy and theology. The aim of a liberal arts education was to produce a person who was virtuous and ethical, knowledgeable in many fields and highly articulate.

What is liberal arts today?

So, in a modern context, what is liberal arts education? There are now many subjects that fall within the broad scope of the category; a typical liberal arts degree program is interdisciplinary, covering topics within the humanities, as well as social, natural and formal sciences. There are differences in the particular subjects included in liberal arts degree programs at different institutions. However, the liberal arts spectrum is generally accepted as covering the following fields:

- **Humanities** – includes art, literature, linguistics, philosophy, religion, ethics, modern foreign languages, music, theater, speech, classical languages (Latin/Greek) etc.
- **Social sciences** – includes history, psychology, law, sociology, politics, gender studies, anthropology, economics, geography, business informatics, etc.
- **Natural sciences** – includes astronomy, biology, chemistry, physics, botany, archaeology, zoology, geology, Earth sciences, etc.
- **Formal sciences** – includes mathematics, logic, statistics, etc.

The term ‘liberal arts education’ can also be applied to the dedicated study of just one of the above subjects (for example, a student studying a BA in Philosophy could be said to be undertaking a liberal arts education). In general, however, the term refers to degree programs that aim to provide a broader spectrum of knowledge and skills.

Liberal arts degrees in the US

Today, liberal arts degrees are most commonly offered in the US. There are hundreds of dedicated **liberal arts colleges** in the US, with even more institutions offering a liberal arts program alongside other options.

While some universities now offer a one-year associate's degree in liberal arts, it's more common for liberal arts degrees in the US to be earned over four years of full-time study. Students earn either a BA or a BSc certification and can then progress to either a graduate school or a professional school. Some students may also choose to specialize by picking a major or minor subject in a specific area (common subjects to major in include business, law, communication, research and politics).

Liberal arts college

There are some notable differences between dedicated liberal arts colleges and other universities in the US. Liberal arts colleges typically rely heavily on student participation and encourage a high level of student-teacher interaction, mentorship and collaboration. Whereas universities tend to prioritize research, liberal arts colleges have more staff members dedicated to teaching full-time, rather than a combination of graduate student teaching assistants and research professors. Most liberal arts colleges are small and residential, with smaller enrollment and class sizes and a lower student-teacher ratio, with teachers becoming mentors and even research partners with their students.

Liberal arts degrees in Europe

Though the concept of liberal arts originates in Europe, today it's much less prevalent than in the US – though in recent years liberal arts degrees have become more widely available. At the moment less than half of European countries have liberal arts colleges or universities with a liberal arts degree program; namely Bulgaria, Belgium, Estonia, France, Germany, Greece, Hungary, Italy, Lithuania, the Netherlands, Poland, Russia, Slovakia, Sweden, Switzerland and the UK. Of these, only the UK, Sweden, the Netherlands, Italy, and Germany have more than one institution teaching liberal arts degrees.

Benefits of a liberal arts degree

If you're still unsure whether a liberal arts degree is for you, here are some of the key **benefits of a liberal arts degree**:

- **Preparation for work in a variety of sectors:** you will gain a strong foundation knowledge in a wider range of subjects than if you were to take a degree specializing in a single subject or vocation.
- **Introduction to career choices:** the range of subjects taught in a liberal arts degree program means students can be introduced to subjects they may not have otherwise encountered, enabling them to make a more informed decision when choosing their preferred career path.
- **Stepping stone to other careers:** the knowledge achieved during a liberal arts education can help you to better maneuver yourself out of your current career into another.
- **Liberal arts degrees are appealing to employers:** in a recent survey of CEOs in the US, 74% said they would recommend a liberal arts education to students. Employers recognize that liberal arts graduates have the necessary transferable skills to adapt to a changing workplace.
- **Provides a foundation for graduate study:** a potential graduate student with a liberal arts background will have the ability to learn across a diverse field of studies, with the foundation knowledge to go straight into graduate study in any subject they choose.
- **Provides skills to become a valuable community member:** a liberal arts education extends beyond academia and the workplace to give graduates the necessary qualities that can enable them to adapt and thrive in the world, communicate with and understand other members of the community and have a broadened perspective.

Pakistan emerged as an Islamic Republic state on August 14, 1947. Pakistan comprises of four provinces: Punjab, North West Frontier Province, Balochistan and Sindh and some federating units which include Islamabad Capital Territory (ICT), Federally Administered Tribal Areas (FATA) and Northern Areas (FANA). Islamabad is the capital of Pakistan, which was constructed in the beginning of 1960s. The national language is Urdu.

Commission on National Education focused on educational reforms. In 1973 the civilian democratic government came up with a 1973 constitution which provided that the state shall:

- (a) promote unity and observance of the Islamic moral standards;

(b) promote with special care the educational and economic interests of backward areas; (c) remove illiteracy and provide free and compulsory secondary education within minimum possible period;

(d) make technical and professional education generally available and higher education equally accessible to all on the basis of merit

Formal Education System in Pakistan

According to Shah, (2003) and Saleem, (1999) the formal education system in Pakistan is consisting of the following units;

Pre Primary Schooling: Pre-primary education is functional and managed in schools throughout country. Public schools provide pre-primary education as part of socialization process. The students attending pre-primary class are called Kachi.

Primary Schooling: This stage consists of five classes I-V and enrolls children of age 5-9 years.

Middle Schooling: The middle schooling is of three years duration and comprised of class VI, VII and VIII. The age group is 10-12 years.

High Schooling: The high school children stay for two years in classes IX and X. The Board of Intermediate and Secondary Education conducts the examination.

Higher Secondary Education: The higher secondary stage is also called the “intermediate stage” and is considered a part of college education. Higher Secondary Education consists of classes XI to XII.

Higher Education: To obtain a degree, 4 years of higher education after 10 years of primary and secondary schooling is required. Students who pass their first-degree stage are awarded a Bachelor’s degree in arts or science, typically at the age of 19 years.

Professional and Technical Education: The duration of post secondary education varies in technical and professional fields. The polytechnic diploma is a three-year course. A bachelor’s

degree in medicine (MBBS) requires 5 years of study after intermediate stage (12 years of schooling).

Madrassah Education: Side by side with modern education system there is also religious education system, which provides Islamic education. These institutions have their own management system without interference from either the provincial or federal governments. Efforts have been made by the present government to bring the Madrassah in the mainstream under Education Sector Reforms. The main purpose of mainstreaming Madrassah is to enlarge employment opportunities for their graduates. Pakistan Madrassah Education Boards are established to regulate the Madaris activities.

Non-formal Education: There are millions of people in Pakistan who have no access to formal education system. Non-formal Basic Education School scheme has been introduced for those who have no access to formal education. This scheme is very cost-effective.

Examinations: Examinations are usually held annually, which are the main criterion to promote the students to higher classes or to retain them in the same class. In some schools students are promoted without exam at pre-primary level. At class five and eight level public exam is conducted for promotion to next grade. **Teachers' Training**

In Pakistan, there are 90 Colleges of Elementary Education which offer teachers' training programs for Primary Teaching Certificate (PTC) and Certificate in Teaching (CT) to primary school teachers. For secondary school teachers, there are 16 Colleges of Education, offering graduate degrees in education and there are departments of education in 9 universities which train teachers at the master's level.

Private Education Sector: Private sector involvement in education is encouraging. The Federal Bureau of Statistics survey (1999-2000) indicates that there are 36,096 private educational institutions in Pakistan. About 61 percent of the institutions are in urban areas and 39 percent in rural areas. The percentage share of private sector in enrollment is 18 percent at primary school level, 16 percent at middle school level and 14 percent at high school level (Shah, 2003).

Administrative and Supervisory Structure and Operation

Q.3 Write a note on state of higher education in Pakistan. Critically discuss the role of higher education commissioner in promotion of higher education .

Education in Pakistan is overseen by the Federal Ministry of Education and the provincial governments, whereas the federal government mostly assists in curriculum development, accreditation and in the financing of research and development. Article 25-A of Constitution of Pakistan obligates the state to provide free and compulsory quality education to children of the age group 5 to 16 years. "The State shall provide free and compulsory education to all children of the age of five to sixteen years in such a manner as may be determined by law"

the role of higher education commissioner in promotion of higher education .

Higher Education Commission Pakistan (HEC) was established in 2002 with the aim of raising quality bar in higher education and for promoting educational research and development in the country. It was also given the task of implementing reforms in faculty development; promoting excellence in learning and research; developing leadership, management and governance; and physical and technological infrastructure development.

Dwindling world ranking

Higher Education Commission (HEC) worked under the federal government till 2010's 18th Amendment in Pakistan's Constitution. In 2016 (13th edition of Times Higher Education University Ranking) only seven Pakistani universities were able to make their place among top 1,000; three in 601-800 band and four in 801+ group during 2016. According to Times Higher Education University Ranking 2017 (14th edition), only four universities were able to grab a place among top 1,000 universities. Only Quaid-e-Azam University (QAU) was able to make its place in top 500. National University of Sciences and Technology (NUST) and COMSATS Institute of Information Technology (CIIT) were placed in 601-800 band while the University of Agriculture, Faisalabad in the 801+ group.

Budget allocation and utilisation

In the recent years, Higher Education Commission (HEC) has also not been able to spend its total budget, and many projects failed altogether. Out of Rs2,762.30 million, it was only able to spend Rs1,437.63 million, on the other hand, Punjab Higher Education Commission (PHEC) was allocated 11pc of the total budget regardless of the fact that it has the most number of universities. In the fiscal year 2015-16, only 21pc of the budget could be used for development projects by the Higher Education Commission (HEC).

Misuse of foreign scholarships

Higher Education Commission (HEC) offers different scholarships to aspiring students in the hope that after completing their degrees, these PhD or Masters degree holders will come back to Pakistan. All of these efforts seem insufficient as many people who went abroad were either not able to complete their degree in the given period or never returned home.

Poor research culture

Higher Education Commission has not been able to establish or promote a healthy research culture and also treats it's already minimal in number PhD scholars who studied from abroad and returned to serve the nation as a labourer. Higher Education Commission (HEC) uses these PhDs by giving them extensive workload. These PhDs are required to conduct three-four credit hour courses per semester along with the supervision of five PhD scholars and a maximum of 16 MPhil thesis simultaneously

Devolution of HEC

“Since, the 18th amendment in April 2010 and devolution of the education sector to provinces, higher education seems in a grave crisis across the country. Punjab Higher Education Commission (PHEC) and Federation of All Pakistan Universities Academic Staff Association (FAPUASA)

remained at loggerheads throughout the year 2016,” reads the report recently launched in Islamabad.

Q.4 Discuss in detail the system of higher education in united state of America .How This system is different from the system of higher education in Pakistan.

Understanding the American Education System

The Educational Structure

PRIMARY AND SECONDARY SCHOOL

Prior to higher education, American students attend primary and secondary school for a combined total of 12 years. These years are referred to as the first through twelfth grades.

Around age six, U.S. children begin primary school, which is most commonly called “elementary school.” They attend five or six years and then go onto secondary school.

Secondary school consists of two programs: the first is “middle school” or “junior high school” and the second program is “high school.” A diploma or certificate is awarded upon graduation from high school. After graduating high school (12th grade), U.S. students may go on to college or university. College or university study is known as “higher education.”

GRADING SYSTEM

Just like American students, you will have to submit your academic transcripts as part of your application for admission to university or college. Academic transcripts are official copies of your academic work. In the U.S. this includes your “grades” and “grade point

average" (GPA), which are measurements of your academic achievement. Courses are commonly graded using percentages, which are converted into letter grades.

Therefore, there are some crucial things to keep in mind:

- You should find out the U.S. equivalent of the last level of education you completed in your home country.
- Pay close attention to the admission requirements of each university and college, as well as individual degree programs, which may have different requirements than the university.
- Regularly meet with an educational advisor or guidance counselor to make sure you are meeting the requirements.

Your educational advisor or guidance counselor will be able to advise you on whether or not you must spend an extra year or two preparing for U.S. university admission. If an international student entered a U.S. university or college prior to being eligible to attend university in their own country, some countries' governments and employers may not recognize the students' U.S. education.

ACADEMIC YEAR

The school calendar usually begins in August or September and continues through May or June. The majority of new students begin in autumn, so it is a good idea for international students to also begin their U.S. university studies at this time. There is a lot of excitement at the beginning of the school year and students form many great friendships during this time, as they are all adjusting to a new phase of academic life. Additionally, many courses are designed for students to take them in sequence, starting in autumn and continuing through the year.

- **First Level: Undergraduate**

"The American system is much more open. In Hong Kong you just learn what the teacher writes on the board. In America, you discuss the issues and focus more on ideas."

Paolo Kwan from Hong Kong: Studying English and Business Administration at Sierra College in California

A student who is attending a college or university and has not earned a bachelor's degree, is studying at the undergraduate level. It typically takes about four years to earn a bachelor's degree. You can either begin your studies in pursuit of a bachelor's degree at a community college or a four-year university or college.

- **Second Level: Graduate in Pursuit of a Master's Degree**

Presently, a college or university graduate with a bachelor's degree may want to seriously think about graduate study in order to enter certain professions or advance their career. This degree is usually mandatory for higher-level positions in library science, engineering, behavioral health and education.

- **Third Level: Graduate in Pursuit of a Doctorate Degree**

Many graduate schools consider the attainment of a master's degree the first step towards earning a PhD (doctorate). But at other schools, students may prepare directly for a doctorate without also earning a master's degree. It may take three years or more to earn a PhD degree. For international students, it may take as long as five or six years..

Classroom Environment

Classes range from large lectures with several hundred students to smaller classes and seminars (discussion classes) with only a few students. The American university classroom atmosphere is very dynamic. You will be expected to share your opinion, argue your point, participate in class discussions and give presentations. International students find this one of the most surprising aspects of the American education system.

Comparison Between Higher Education in Pakistan and United States

an opportunity to study in United States for one semester and I am writing today about the differences in education of Pakistan and United States that i observed here.

Major Selection:

As far as major selection is considered, it is very flexible, you can change your major at any stage of your Undergraduate Degree. It is also common here to have two or more than two majors in a degree. You have choice to study whatever you want, no matter in which subject or major you were enrolled for the first time. There are no hard and fast rules to switch your major.

Class Rooms:

It would not be wrong if I say that class room culture in American Universities is almost totally different from that in Pakistan in both aspects, Behaviors of Students/Teachers and resources availability. An American teacher has more resources available in class room than that are available to Pakistani teacher. Almost class rooms of every university are smart class rooms, Teachers can record their lectures that are easily available to students later. Lecture recording is not common in Pakistan but still class rooms in Pakistani universities are equipped with multimedia systems.

Behavior of teachers with their students is more friendly than in Pakistan.

Financial Situation of An American Student:

When I compare the Financial situations of American and Pakistani university students. I found it very worse for American students and I realized that my country is blessed in this regard. A Pakistani student who has never traveled to United States, its hard for him/her to even imagine how expensive is education in USA. Most of the students has thousands of dollars loan when they complete their education. During their student life they also have to work hard to manage their finances. In Pakistan, more option of financial assistance are available to students. And best part is that students have not to return this money after completing their education.

Q.5 Discusse the function of university with reference the Research and Leaderships .What are the challenges for Pakistani university in this regard.

role will include:

1. Leadership and Management

1.1 be responsible and accountable for setting and advancing the academic strategy of the Department in line with Faculty and University strategic plans and direction

1.2 be an active member of the Faculty Executive Board and contribute to the overall leadership and management of the Faculty: it is expected that Heads of Department will carry functional responsibility for specific agreed cross-cutting Faculty areas

1.3 develop and sustain appropriate structures for management, consultation, decision-making and communication with staff and students

1.4 promote and represent the University both internally and externally

2. Responsibility for Teaching and Students

2.1 ensure the best possible student experience through:

- the fulfilment of the University's responsibilities concerning students in respect of their admission, instruction, progress and examination;
- the availability of pastoral assistance, and
- adherence to the regulations and procedures of Faculties and of the Senate

2.2 refresh and develop new programmes in order to attract new students and markets

3. Responsibility for Research

3.1 ensure the highest levels of quality, integrity and ethics in all research undertaken

3.2 create a dynamic and forward looking research environment for both staff and students

4. Knowledge Transfer

4.1 create and exploit new opportunities for knowledge transfer activity in order to secure additional income streams and new areas of teaching and/or research

4.2. contribute to University-wide initiatives in order to improve understanding and communication of this area

5. People Management

5.1 ensure that University HR policies and procedures are implemented

5.2 ensure that staff performance is managed appropriately and in a way that is consistent with the expectations of the Sheffield Academic, and that fair workload allocation processes are in place

5.3 ensure all staff have access to the necessary support to enable them to contribute fully and develop their skills and experience

5.4 engender a culture of excellence, co-operation and respect both within and beyond the department

challenges for Pakistani university

Pakistan is among the most urbanized countries of South Asia. As challenges mount, urban planning is gradually finding space in the policy discourse. This is the first of three blog posts on Pakistan's rapid urbanization. It discusses the pace of urbanization and the major problems associated with it.

Following are the biggest challenges facing urban policymakers.

1. Poor housing quality and affordability

The State Bank of Pakistan has estimated that across all major cities, urban housing was approximately 4.4 million units short of demand in 2015. If current trends continue, Pakistan's five largest cities will account for 78 percent of the total housing shortage by 2035

2. Water and Sanitation

In most Pakistani cities, water is supplied only four to 16 hours per day and to only 50 percent of the population. According to the Asian Development Bank (ADB), 90 percent of water supply schemes are unsafe for drinking. Shared latrines among households are common in cities and access to solid waste management services remains low. In the most population-dense areas of Karachi, **one toilet is shared between twenty people**. The World Bank estimates that poor sanitation costs Pakistan around 3.9 percent of GDP; diarrhea-related death and disease among children under five being the largest contributors.

3. Transportation

Karachi is the only megacity in the world without a mass public transport system. Meanwhile, the cost of private transportation is **estimated to have increased by over 100 percent since 2000**. Those who cannot afford the commute are forced to live in unplanned, inner-city neighborhoods.

4. Health

While overall health and nutrition are better for urban than for rural populations[5], child mortality and malnutrition indicators show that Pakistan's urban poor have health outcomes only marginally better than the rural poor.

5. Education

Although urban areas have higher student enrollment and better learning outcomes, close to **10 percent of all children in Lahore, Karachi and Peshawar remain out of school.**

Like healthcare, better education in cities is explained by the private sector. From 2001 to 2014, **the share of primary enrollment in urban private schools rose from 25 percent to 40 percent.**

6. Land Management

Outdated land use regulation and building codes, the absence of a unified land record system and patchy data on land use result in poor urban land management. One consequence is extreme inequality in land use. In Karachi, 36 percent of the population lives in formally planned settlements that consume 77 percent of the city's residential land, where urban density can be as low as 84 people per hectare

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