

Mushroom Growth Of Universities In Pakistan: Issues, Challenges And Way Forward

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Abstract

There is an incredible growth in the number of universities and enrolment of students in the last 2 decades in Pakistan. As per currently available statistics for the year 2021, there are 232 public and private universities/Degree Awarding Institutes in Pakistan, including 141 public and 91 private sector universities. Majority of these universities were established during the last 20-25 years. However, most of these universities/campuses are offering substandard higher education. This is not only resulting in the production of low-quality manpower but also contributing to unemployment. This study is an attempt to highlight the reasons behind the mushroom growth of universities/enrolment causing the lowering of education quality and attract the attention of the policymakers to take care of all pre-requisites before the establishment of universities / sub-campuses and adhere to the proposals made in the recommendations. Mix technique has been adopted comprising descriptive & qualitative method of research. The study is primarily based on primary and secondary sources of data and a review of relevant literature on the topic. Some statistical data was electronically obtained from Ministry of Planning, Development and Special Initiatives Islamabad, and Statistical Division HEC, Islamabad. The data have been analyzed to understand the issues and challenges faced by universities in Pakistan and also reach a few practicable recommendations.

Introduction

Higher Education is a major institution of modern society and is facing various challenges today (Ronald, 1990). Higher Education in Pakistan is characterised by absence of systemic efforts to develop and refine educational policies, approaches, processes and models. In Pakistan, higher education refers to the systematic procedure by which students continue their education beyond secondary school and two-year colleges. Higher education is governed by the Higher Education Commission (HEC) in Islamabad, which is responsible for allocating and disbursement of grants to public sector Universities and Degree Awarding Institutions (DAIs), research outputs, development of guidelines, standards, and teaching quality (World Bank, 2017).

The higher education system in Pakistan consists of both public and private sector universities, all of which are authorised by the Higher Education Commission. Since independence, the University Grants Commission (UGC), had been an autonomous agency of recognising institutions until 2002 and was succeeded by HEC, which has helped to expand new universities around the country (Rehman, 2008). Higher Education Commission has performed to transform the DAIs into the higher school of learnings. The prime aim and objective of higher education is to train and teach the students for the future need of the country. Further, HEC remained confined to a funding agency instead of guiding the DAIs in terms of their performance and quality teaching improvement/enhancement of the faculty. On contrary, the country where a 16-grade educator could not be recruited without screening process of Public Service Commission and related professional qualifications like Bachelor of Education (B.Ed.). This adds further to the quality deterioration of the education at DAIs (Ramzan & Khan, 2020).

The Higher Education Commission's prime focus remained on the development of infrastructure and production of Ph.D (Doctor of Philosophy) whether through indigenous or foreign DAIs. Quality delivery of education or research improvement was the least interest of the Commission despite the fact that quality is of paramount importance to transform higher education as an engine of socio-economic development (Ahmad, 2015). This situation further deteriorated after the promulgation of the Eighteenth Amendment of the Constitution of Pakistan, when it was decided to transfer the subject of education to provinces. This adds to the bewildering higher education sector when two provinces start-up Higher Education Departments (HEDs) parallel to the HEC. There started the race for disbursement of funds independently to DAIs by the Federation as well as provincial HEDs without any demand survey, to grab the trust of the DAIs. This endless race has shackled the long residing pillar of quality education and there initiated a race for increasing the DAIs at district and then

tehsil level. The competition that started with a single public sector university in 1947 booted to 35 under UGC till 1997 and currently crossing the 230 figures under the umbrella of HEC (Strauss, 1998).

REVIEW OF LITERATURE

For the literature review, various reports have been analysed including but not limited to Reports of the Higher Education Commission of Pakistan for the years ranging from 2002 till date / Mid Term Development Frameworks (MTDFs) (Higher Education Commission, 2004) of HEC Islamabad, HEC Ordinance 2002 (HEC Ordinance, 2002). National Education Policies of Pakistan (Ministry of Federal Education and Professional Training, Government of Pakistan, 2009). Pakistan Vision 2025, various national/international research journal about higher education and news articles (Ahmad et al., 2014). Many web portals including those of Federal and provincial HECs and HEDs were also consulted. Each of the journals, web pages and news stories discussed one or more of the research themes.

RESULTS & DISCUSSION

1. Overview of the Higher Education Sector of Pakistan

No. of Universities (Public and Private) Province-wise in Pakistan

In recent decades, public and private universities increased in Pakistan. A number of Higher Education Institutions (HEIs) emerged over about 75 years as shown in Table 1. The largest number of universities are in Punjab i.e., 79, followed by Sindh with 67 universities. The total number of universities in the country is 232 including 141 public sector and 91 private sector universities. The total number of sub-Campuses of these universities is 112 including 79 Public sector and 33 Private sector universities as shown in Figure 1.

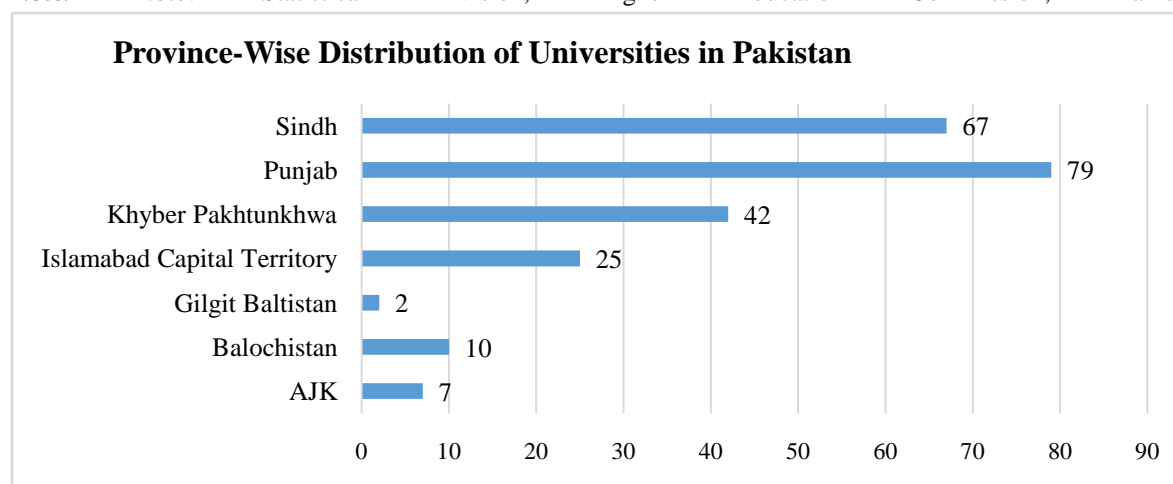
Table 1: Universities and Degree Awarding Institutions (DAIs)

Year	Universities/DAIs	
	Public	Private
2000	37	22
2007	59	55
2021	141	91

Note: Number of Universities /DAIs in Pakistan (2020-21), Higher Education Commission, Islamabad. <https://www.hec.gov.pk/english/universities/Pages/statistics.aspx>

Figure 1: Province-Wise Distribution of Universities in Pakistan (2020-21)

Note: Statistical Division, Higher Education Commission, Pakistan.



<https://www.hec.gov.pk/english/universities/Pages/statistics.aspx>

Faculty Strength and Enrolment in Public and Private Sector Universities

As per data obtained from HEC, the total faculty strength of Pakistani universities including both public and private sector as of 2019-20 is 53763 of which 32 percent are Ph.D. degree holders while the remaining 68 percent are non-Ph.D. Table 2 shows the regional distribution of faculty strength.

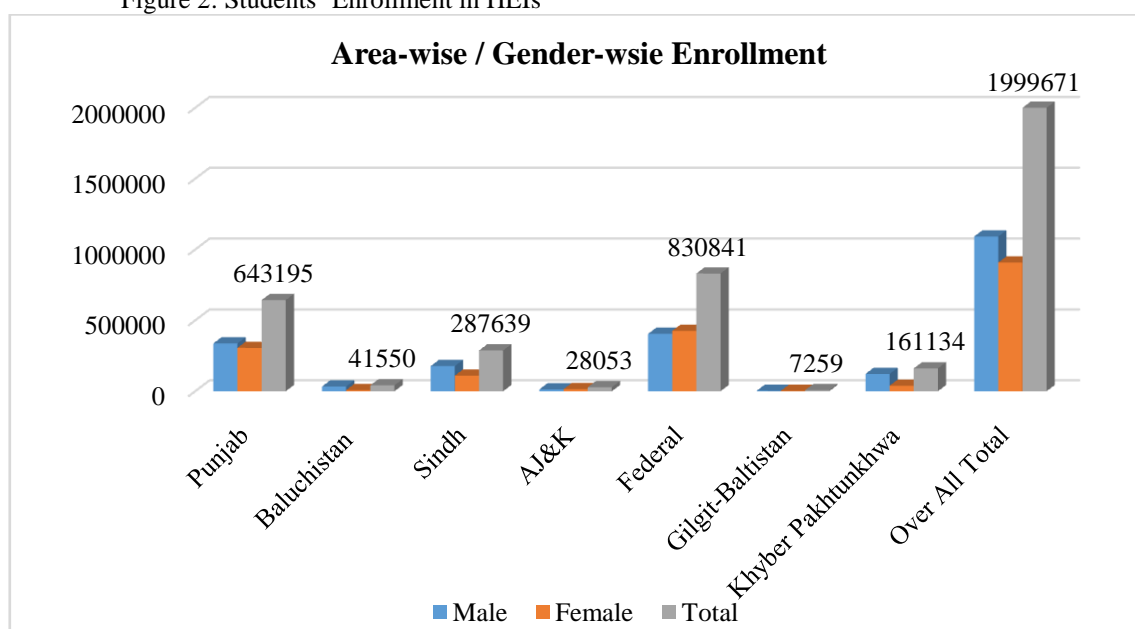
Table 2: Regional Distribution of Faculty Strength

Province	Non-PhD	Ph.D.	PhD Total	Grand Total

Punjab	Public	6994	5015	12009
	Private	5842	1920	7762
Azad Jammu & Kashmir (AJK)	Public	466	324	790
	Private	210	39	249
Federal	Public	3751	3192	6943
	Private	1827	527	2354
Gilgit-Baltistan	Public	128	87	215
	Private	0	0	0
Khyber Pakhtunkhwa	Public	2355	2101	4456
	Private	1293	457	1750
Balochistan	Public	1709	438	2147
	Private	87	43	130
Sindh	Public	4984	2195	7179
	Private	6666	1113	7779
Overall Total		36312	17451	53763

Note: Higher Education Commission, Islamabad.

Figure 2: Students' Enrollment in HEIs



Note: Statistical Division, Higher Education Commission, Islamabad, Pakistan.

Lack of Infrastructural and other Required Facilities

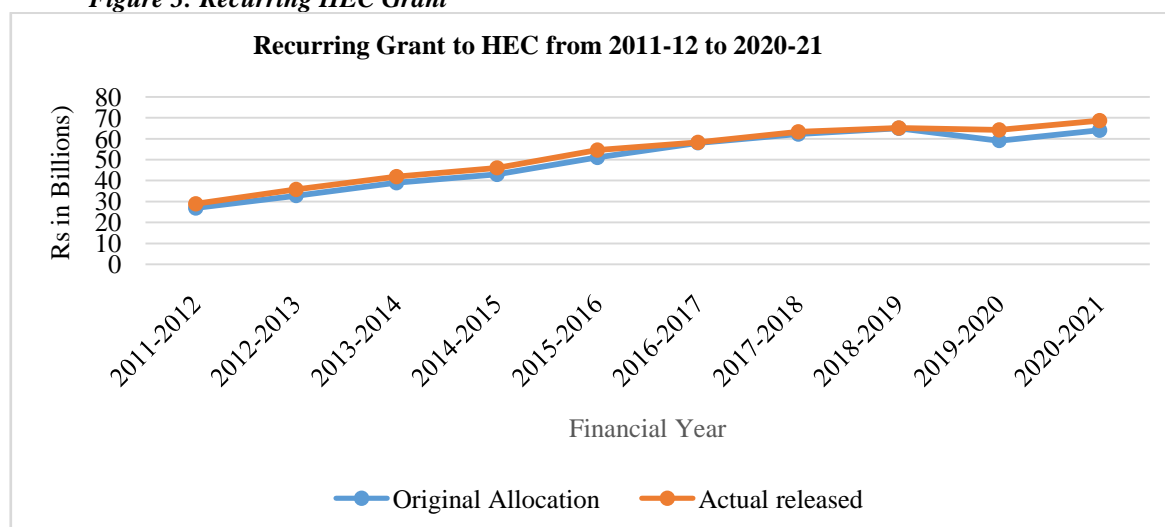
Educational infrastructure especially classrooms, laboratories and teaching equipment are key elements of the learning environment in universities. Poor buildings conditions, especially in Higher Education Institutes (HEIs) such as dark classrooms with no proper ventilation, broken furniture, leaky washrooms, messed-up library arrangement and poorly maintained cafeterias, in effect creates a bad environment, which has a poor impact on the students' learning. Institutions must consider recreational centres such as space for outdoor & indoor activities, gymnasium and other recreational activities as an integral part of education infrastructure rather as an add-on (Garcia et al., 2003). In Pakistan, private universities have very limited funds and run through trusts. In countries like Pakistan students can't afford high fees so the admissions in private universities are limited that's why their resources are limited, and they lack infrastructure and other facilities

Financial Challenges / Sustainability Issues

i. Recurring Budget Constraints

A public sector University gets both its recurring and development funds from Federal Government through Federal HEC, respective provincial governments as well as through income generation from its own resources. With the substantial increase in the number of public sector universities, it has become difficult for the government to cater to the recurring need of the public sector universities. For example, HEC demanded Rs 104.00 billion as a recurring expenditure of the public sector universities of Pakistan for the year 2019-20, however, against the given demand, the federal government allocated Rs 64.0 billion. Thus, budget cuts by the Government results in *budget constraints*. *It is to mention here that in 2020, there were 135 public sector universities with more than Rs 1.2 million students enrolled in different disciplines from Bachelors' degree to Ph.D. and around 130,000 to 150,000 staff (teaching and non-teaching). The table 3 reflects the recurring funds allocation and subsequent release by Federal Government to higher education Sector, over the last decade:*

Figure 3: Recurring HEC Grant



Note: Statistical Division, Higher Education Commission, Pakistan.

Table 3: Recurring Grant to HEC from 2011-12 to 2020-21

Fiscal Year	Recurring Grant (in billions)			Total Recurring Funding Released (Rs. in billions)
	Original Allocation	Supplementary Grant	Supplementary Grant for Security Measurers	
2011-2012	26.887	2.000	-	28.887
2012-2013	32.778	3.000	-	35.778
2013-2014	39.000	2.919	-	41.919
2014-2015	43.000	2.050	1.000	46.050
2015-2016	51.000	2.500	1.000	54.500
2016-2017	58.000	0.208	-	58.208
2017-2018	62.183	1.000	-	63.183
2018-2019	65.000	0.020	-	65.020
2019-2020	59.100	5.000	-	64.100
2020-2021	64.100	4.468	-	68.568

Note: Statistical Division, Higher Education Commission, Pakistan.

ii. Development Funds /PSDP Allocations

For the fiscal year 2021-22, Rs 42.4 billion has been set out for 127 existing and 39 new development projects. Table 4 shows budget allocation for higher education sector.

Table 4: Budget Allocation for Higher Education Sector

SN	Financial Year	Allocation(Rs. in Billion)	Amount Released (Rs inBillion)
1	2011-12	14.00	9.763
2	2012-13	15.59	12.014
3	2013-14	18.49	14.813
4	2014-15	27.021	20.011
5	2015-16	20.735	19.924
6	2016-17	21.486	8.724
7	2017-18	27.62	16.388
8	2018-19	30.961	18.819
9	2019-20	28.498	27.156
10	2020-21	29.47	28.323

Note: Statistical Division, Higher Education Commission, Pakistan.

Like recurring funds constraints, universities are also facing development funding issues due to increased growth in number. By observing the data of one decade as shown in Table 4, we can see the trend that the released amount has always been less than that allocated in Public Sector Development Programme (PSDP) for higher education sector during the respective financial years. This is due to financial crunch as well as inability of the universities to utilize the allocated funds on development projects during the specified period, which also show lack of capacity in projects implementation on part of universities / DAIs.

Quality Issues

The HEIs are facing quality issues due to retention of qualified faculty, quality of the graduates, minimal relevance of the higher education and research to the national needs which affects the education quality. Moreover, the disciplines offered are not employable. These issues are discussed briefly.

i. Non-Availability /Retention of Qualified Faculty

Faculty retention has become a critical issue in higher education institutions, which are considered the epicentre of knowledge. Both retention variables are important and can help faculty members stay on the job. Universities in Pakistan, particularly in remote areas, are facing retention issues as faculty members quit jobs when they get better job opportunities in other organizations. Döckel, Basson & Coetzee (2006) have identified compensation, training and development, work/life policies and promotion as the most important retention factors. Employees who have the feelings that they are underpaid or not receiving appropriate training or promotion are highly likely to quit the organization. Perhaps for faculty, the need for learning and progression in the academic career has now become one of the prominent needs. That's why HEC has been consistently focusing on faculty development by offering local and foreign scholarships for faculty development at universities (Mubarak et al., 2012)

ii. Quality of the Graduates

“The aim of education is gaining knowledge, not of facts, but of values” (William S. Burroughs). The fact that Pakistan's higher education system produces millions of unemployed graduates highlights the need to improve the country's educational quality. According to a recent poll conducted by the Career Advisory and Assessment Services, the industry's perspective on the quality of graduates produced by Pakistani universities is mixed. Employers are dissatisfied with the quality of Pakistani graduates in 76.61 percent of cases (Sabiret al., 2013)

iii. No marketability of the Subjects Offered /Un-employment

In September 2021, Pakistan Institute of Development Economics (PIDE) offered a bleak image of the country's escalating unemployment rate, stating that 24 percent of educated individuals were unemployed at the time (Gurmani, 2021). The phrase ‘educated’ refers to persons who have earned a bachelor's or master's degree,

which should allow them to find work. HEC has linked the provision of recurring grant with students' enrolment, hence, in order to get more recurring funds from HEC, the universities tend to intervene even in subjects having less or no market demand.

iv. Compatibility to International Standards

Since the establishment of HEC in 2002, Pakistan has adopted an internationalisation of higher education plan that has gained traction. The outgoing student ratio is growing rapidly. The intake of international students, on the other hand, is growing increasingly crucial. Pakistan can attract international students by adhering to a well-defined strategic plan, which will also benefit the economy. In order to conform to worldwide norms, HEC has recently begun offering a four-year BS programme in universities, resulting in an 18-year certification after completing a master's degree, as do other international universities. However, some universities continue to offer two-year BA/BSc programmes, necessitating further attention.

2. Reasons Behind Mushroom Growth of Universities

Most of the reasons for the mushroom growth of universities / DAIs / Campuses have already been described; however, a brief account of the same is given below:

- HEC was established in the year 2002. Before that, the affairs of higher education were looked after by the UGC. In the initial period i.e., 2002 to 2010, many new private sector universities/campuses were established. These universities/campuses mostly offered only computer / IT and MBA classes with high fees and just to earn money. This trend flourished unchecked until HEC established some standards/criteria for establishing universities / DAIs / Campuses.
- In 2010, the Eighteenth Constitutional Amendment threw the higher education sector into uncertainty. From 2011 to 2020, Federation and provinces were fighting in courts, Council of Common Interests (CCI) and other forums to get the lion's share for a regulatory role of the sector (Varghese & Martin, 2013).
- In post-Eighteenth Amendment, provinces established higher education departments and provincial HECs and both the Federation and provinces interfered in each other's domains and not only created confusion in public in general and students, faculty/ universities in particular.
- Business-minded people used this confusion to their advantage and established new campuses/universities in far-flung areas of the country.
- The quality of education nose-dived as faculty would not choose to stay in far-flung areas.
- The autonomy of universities to decide matters by Syndicates / Senates of universities at times was misused to grant affiliations to sub-standards campuses/institutions
- Lack of consultation among provinces and Federation for establishing a university or campuses just boosted mushroom growth.
- Lack of awareness among masses about sub-standard campuses/universities contributed to the growth of these institutions.
- Weak monitoring system at the federal level encouraged the establishment of universities/campuses in the private sector.
- Lack of focus on skill development / technical education also contributed towards the trend to enrol in universities for higher education.
- Some sub-standard private sector universities/campuses in far-flung areas target those rich students who either have low marks/grades or want a self-finance basis or middle-class students who can only afford a certain amount of fees. These institutions do not refuse admissions and want to hunt any money they can get without concerned about the quality of education being offered.
- There have been instances recently where students are offered to get degrees online with low fees. This type of easy mouth-watering but fake opportunities also lure students to go for a shortcut and lose money to such institutions.

3. Issues/Challenges Faced by Universities / DAIs in Pakistan

In the past universities were allowed to spread without quality checks and control. The universities had also abandoned their basic job of providing quality education to the people and had become "employment exchanges" ("Varsities' Mushroom Growth," 2021). Now Government of Pakistan through HEC has designed policies and frameworks to stop the mushroom growth of universities and keep a check and balance on them. As per the latest list available at the HEC website, there are 148 fake/illegal institutions in Pakistan including 97 in Punjab, 36 in Sindh, 03 in AJ&K, 11 in Khyber Pakhtunkhwa and 01 in Islamabad. No fake/illegal higher education institution has been reported so far from Gilgit Baltistan. There have been many institutional challenges that in one way or other have contributed towards the mushroom growth of universities/campuses in the country. Some of these are enlisted below:

i. Lack of Coordination among Federal and Provincial Ministries

Before the Eighteenth Constitutional Amendment in 2010, higher education was a federal subject and hence there was clarity about sectoral regulatory arrangements. However, after 2010 there has been a conflict among Federation and provinces about its federal or provincial jurisdiction. For example, Punjab and Sindh established their own HECs at provincial levels. Until, 2020-21, there was not only confusion among the universities but also within the students, faculty and public at large. Provincial HECs recognized some universities / campuses not recognized by federal HEC. This creates issues at national level. Presence of federal/provincial HECs not only affected the higher education system at the national level but also at the international level. The foreign governments/universities felt it difficult to decide on important matters like the signing of MOUs, attestation of degrees, the equivalence of degrees, dual degree programmes and student / faculty exchange, etc.

Moreover, there has always been a lack of consultation among Federation and provinces about decisions to establish new universities, staffing and appointments of VCs and key staff as well as budgeting of projects. Interestingly, the key appointments like Vice-Chancellors (VCs), Registrars, Treasurers, Controllers of Examination, etc. are made by the provincial governments as chancellor in most cases is Governor of the province. However, the development funding for projects of universities, degree attestation, curriculum, quality control are looked after by federal HEC, hence again universities and students feel helpless as to whom they should listen. This has not only resulted in unplanned growth of universities but at times duplication of investment by both federation and provinces for the same purpose.

ii. Monitoring of HEIs / Universities

Monitoring of HEIs / Universities can have many aspects like monitoring of quantity and quality of universities / DAIs/campuses as well as monitoring of development projects/funding to the universities / DAIs. In both these respects, a number of the main challenges arise. First, although HEC at the federal level has defined minimum standards like overall space/land for a university, the requirement for academic / admin blocks, space per student for classrooms/laboratories, library spaces, open area etc, however, the private universities/campuses in far flung areas do not adhere to the same and HEC cannot monitor every institute due to lack of manpower (Eshete et al.,2019).Second, HEC has also defined the standards for the minimum requirement of faculty, number of Ph.D. faculty per department as well as equipment etc, however, there is minimal adherence to these standards not only in the private sector but also in some far-flung public sector universities(Ameen, 2007).Third, the universities and their statutory bodies like Senate / Syndicates open new departments mostly without consultation with HEC or governments. At times these new degrees are not recognized by relevant regulatory bodies (especially in IT, engineering and medical disciplines) and degree holder scholars are left as unemployed youth(Sajjad, 2011).Fourth, HEC has limited resources to monitor / evaluate projects hence universities in many cases get away with even average implementation of projects (Eshete et al.,2019).Finally, the university key management is chosen from academic faculty/staff. These professors although good academicians/researchers but are not necessarily good managers/administrators. Hence, invariably they either cannot deliver or become a hostage in hands of accounts/administration of the universities(Ameen, 2007).

iii. Lack of Coordination among Federation & Provinces for Issuance of Charters

Universities around the globe are established after proper feasibility studies. These techno-economic feasibilities consider many factors like population of the area, geographic location, number of schools / colleges as feeder institutions, literacy rate, availability of quality faculty, availability of basic amenities for prospect students/faculty, strength of the area, relevance to medium / long term plan of the sector/country and relevance to the industry / private sector. Unfortunately, few feasibility studies are conducted before establishing university in the country. This has been one of the main causes of HEIs' poor quality and mushroom proliferation. These universities are not only short of funds but also do not qualify for minimum standards of HEC for space for students in labs/classes as well as cannot retain quality faculty in remote areas. This either does not get the recognition or takes long to be recognized. Hence, students without unrecognized universities just add to unemployed youth.

iv. Negligible Check on Affiliation of Private Sector Institutions with Universities

Many public/private sector universities grant affiliation to sub-standard institutions with consent from their Syndicates / Senates. HEC / provincial governments only provide funds to public sector universities that too not as per their requirement. While private sector universities have no such funding from the government, hence their sustainability depends on their own resources. In order to generate resources and sustain/earn profit, both public and private sector universities either increase their fees, offer seats on self-finance or affiliate other institutions in lieu of hefty amounts. At times, there is no emphasis/check on quality and this affiliation is exploited by those private institutions which offer low-standard education with heavy fees and using the name of a recognized university (Eshete et al., 2019).

v. Weak Quality Assurance System in the Country

The intense expansion within HEIs has given birth to a multitude of challenges that have had serious implications to the quality of education provided. In HEIs quality assurance must be “a pro-active process” that focuses on planning, documentation and setting quality standards before a programme starts. These standards ought to be based on educational outcomes and to ensure improvement and accountability. Therefore, a quality assurance system that provides confidence in the public, students and policymakers should be in place in HEIs (Mahlangu&Sedio, 2022). Prior to the establishment of HEC, the maintenance of the quality of education in a university varied from university to university. Each university applied its own model/approach to maintaining the quality. However, in the late 1990s and early 2000s, IT and Management Sciences gained popularity and every university started offering these programmes. Keeping in view the demand and margin of profit, new players entered the higher education sector with only aim to gain profit. This was the start of a new era of mushroom growth of private universities. Besides, more than 80 percent of universities now have Quality Enhancement Cells (QECs), however, only a few are performing in letter and spirit. Most of these QECs are either not delivering or working below par. Most of the universities start new programmes every year without any arrangement for its recognition. The only consideration is to enhance own resources and become sustainable or in the case of private universities to earn more profit (Hua, 2011).

vi. Challenges Arising from Covid-19 Pandemic

Covid-19 pandemic also brought new challenges for higher education like any other sector. The higher education sector faced the following main challenges:

- University closures at the commencement of a pandemic due to virus spread
- Loss of time for students due to pandemic
- Difficulties to start online classes due to capacity issues
- Lack of quality content in online classes
- Shortage of trained IT staff in many universities
- Faculty wasn't ready and trained for online education
- Some disciplines required laboratory work that could not be undertaken in 2020 and early 2021 due to pandemic
- Issues in online examination and marking systems
- Frequent transition from online to physical and then again to the online system
- Internet connectivity/speed issues

vii. Un-Warranted Political Interference

Political meddling, appointments of council members and vice-chancellors, and relationships with employees and students are all issues that need to be addressed (Ahmad et al., 2014). Political interference influences major decisions of the institutions including but not limited to merit/recruitment processes, allotment of facilities and funding etc. (Bratton et al., 1999). This has been one of the major reasons for low quality and mushroom growth of Universities / DAIs. It has been seen in past Presidents, Prime Ministers, Chief Ministers and Federal / Provincial Ministers announcing the establishment of universities/campuses in remote areas. Such acts are purely political and aimed at gaining popularity or attracting voters, however, they go long way to affect higher education in negative way

CONCLUSION

It is concluded from the above research that a lack of coordination exists among Federation and provinces regarding issuance of charter and governance of universities. Charters are mostly issued without stakeholder consultation and based on political considerations. There is *negligible check on the affiliation of private sector institutions with universities. Monitoring and evaluation system at both federal and provincial level HECs and HEDs is weaker. Similar is the case of the* Quality Assurance system, though Quality Assurance Division and Quality Assurance Agency for higher education have developed minimum standards for quality of higher education and universities, however, the physical check of the same is minimal primarily due to lack of staffing and funding. There is also no third-party quality check or outsourcing at HEC to help complete the task. This has resulted in nose-diving of quality of education and mushroom growth of universities and campuses in the country.

RECOMMENDATIONS

On the basis of research carried out, following recommendations are submitted:

- a. The CCI has taken a decision recently in 2021 wherein mandate of Federation and provinces i.e., HEC Islamabad and provincial HECs and HEDs regarding higher education sector has been defined. There is a need to implement the CCI decision with respect to the bifurcation of mandate in true spirit.
- b. A mechanism is already in place for coordination between Federation and provinces in the shape of an Inter-ministerial Committee chaired by Minister for FE&PT and comprised of provincial education ministers. However, its existing mandate encompasses only school and college-level education. It is recommended that Higher Education may be included in the mandate of the aforementioned Committee to solve any challenges/issues arising between Federation and provinces at the level of Higher Education.
- c. Since, lack of coordination between Federation and provinces is one of the reasons resulting in mushroom growth of universities, therefore it is recommended that a Sub-Committee or Technical Committee of above Inter-ministerial Committee at Secretaries level be constituted. So that consultation could be done before issuance of the charter for the establishment of new universities or opening of sub-campuses of the same.
- d. During the preparation of the annual budget, the detailed lists of recurring and development budgets for the higher education sector be exchanged among the Federal and provincial Finance Departments, P&D Departments, HECs and HEDs to avoid duplication of resources. A committee may be constituted for this purpose.
- e. The committee mentioned at (d) may perform another task like if it set a principle, that what part of the universities' requirements would be met by provinces and what would be funded by the Federation.
- f. There is a need to devise a mechanism at the national and international level to keep a check on granting affiliation to sub-standard public / private institutions by the universities. There need to be some conditions for affiliating institutions and affiliation be given after fulfilling those requirements.
- g. Checking mechanism is to be set for qualified faculty availability for private sector universities.
- h. Monitoring & Evaluation (M&E) system of Planning & Development Section, HECs and HEDs at both federal and provincial level institutions need not only to be strengthened but also third-party monitoring and evaluation to be conducted. Furthermore, coordination among these M&E wings of these federal and provincial institutions needs to be enhanced by sharing reports of M&E with each other.
- i. No go-ahead to be given to any new university/institute for starting the classes unless it fulfils the pre-requisites of the respective regulatory bodies or accreditation councils.
- j. A mechanism for getting input of students, faculty, general public and government functionaries be devised at federal and provincial HECs, HEDs level and the same may be uploaded on web portal which could be used in better manner. A web portal may be developed.
- k. Strong campaign on print, electronic and social media regarding fake/illegal and un-recognized universities /institutes and what to be checked regarding universities before getting admissions in to, be launched for educating the people.

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