

**EDUCATION MANAGEMENT
IN THE CONTEXT OF
1973 CONSTITUTION:
DELIVERANCE CONCERNS**

**CPSD Monograph
September 2019**

DR. MUHAMMAD ALI
VICE CHANCELLOR, QAUID-I-AZAM UNIVERSITY



ABOUT THE AUTHOR

Dr. Muhammad Ali Vice Chancellor, Quaid-i-Azam University

Dr. Muhammad Ali currently serves as Vice Chancellor of the Quaid-i-Azam University. Previously he has served the Government College University, Faisalabad as Vice Chancellor. Dr. Ali is an eminent academician by profession, specializing in the field of Biological Sciences. His areas of research are Biotechnology, Cell Biology and Molecular Systematics. He has received his Ph.D. degree in 1999 from the University of Wales, UK and Postdoc degree from the University of Missouri, Columbia USA in 2008. He has been awarded 19 national awards including Pakistan Academy of Science Gold Medal, Best University Teacher Award, and Tamgha-e-Imtiaz. He is a Chairman of Vice Chancellors Committee of Pakistan.

About CPSD

The Centre for Peace, Security and Developmental Studies (CPSD), an outreach of Dadabhoy higher educational pursuits, is a nonprofit public policy organization based in Karachi and Islamabad. CPSD - an independent, non-partisan, and multidimensional forum - conducts research on security, political, and economic issues of national and international importance. CPSD promotes innovative ideas and is a platform of cutting-edge analysis for informed decision making.

Introduction:

Education management has been a debatable topic in Pakistan. Particularly the issues of deliverance is a great cause of concern for the academicians and other stakeholders. After the 18th amendment, higher education sector has faced a new tussle between the Federal and provincial HEC bodies. With no clarity provided by the state over the distribution of functions among these bodies, the confusion among the stakeholders is making the present situation vulnerable and the future development mercurial.

Who Will Manage the Higher Education?

The dispute between the provincial HEC and federal HEC has been going on for last five years. In the last meeting of Council of Common Interests (CCI), the roles of provincial and the federal HECs have been reiterated, which is a positive progress. It shows that a few potent steps can lead the education sector towards an optimistic future. Among these steps the management of resources must be given a priority. In addition, instead of giving birth to the new institutions, the existing institutions should take precedent for the introduction of emerging disciplines. Furthermore, acceptance of each other's domain is a prerequisite to consider. With the implementation of proper mechanism and division of functions, the institutions lacking quality at present can prove an asset for our education system in future. In order to materialize all these prerequisites it is utterly important that all the stakeholders should be well informed and clear about their functions and avoid stepping into each other's shoes.

While 18th amendment has devolved the education sector to provinces, federal HEC filed a lawsuit against provincial HEC's, claiming these to be illegal. This explains the mindset of our institutions and the people who are serving there. This mindset inculcates out of the insecurities of being irrelevant. While 18th amendment was meant to streamline the education system, due to delay in the culmination of roles and functions of relevant stakeholders, it has become a source of problem. There are over 1000 colleges in a single province and almost 5000 in the whole country. Without acceptance of each other's existence, it is near to impossible to run such amount of institutions.

Resource Scarcity and Poor Planning

Budget cuts in the year of 2019-2020 made difficult for education system to sustain and pursue their future development. After dealing with the entire deficit and the state loans, remaining 38 percent of our budget divides among all the state institutions. Since education is the lowest budgeted sector, the low prospects of monetary incentives makes execution of day-to-day affairs difficult.

After 18th amendment, education became a provincial subject. However, provincial governments are unable to generate the sufficient finances to meet the needs of the education institutions. Public sector universities are bound to keep the fee structure minimum to cater to all the students with various financial backgrounds. With this limited resources, the education sector cannot afford loss of resources due to poor planning and mismanagement. The planning of new universities is a prime example of this. Despite having acres of land within the vicinity of our public sector universities, new universities are being planned which could cost ten times more than establishing a department of future and emerging technologies in an existing public university. Similarly, disbanding the private institutions on the issues of non-compliance shifts the whole burden on the public universities, which are already struggling with the high number of students along with limited resources. With better management of the private institutions, these will prove a viable asset for our education system and a sigh of relief for our public sector universities.

Other Key Issues in the Education Sector

The indecisiveness of government regarding the education policy has poorly affected the education institutions. The dilemma of degree system in the higher education is one key example, where there is a lack of clear policy from government. Higher education system has been running multiple degree programs, among which some are irrelevant outside Pakistan. Moreover, the introduction of new system such as the associated degree after the 12 years of education is still a debatable topic. Experts have this argument that currently our system does not have the capacity and expertise to run this kind of program. Even teachers are not trained to teach in a semester program.

The autonomy of university is another concern influencing the growth of higher education in Pakistan. A university has to acquire NOC from HEC to begin a program in their respective campus. With no clear criteria for selection, HEC has a freehand in shutting down a particular program whenever they consider it inappropriate. The education system of this country cannot be developed without giving the autonomy to the universities.

Conclusion

There are a number of measures which can be instrumental for improving the quality of education management in Pakistan. Most importantly, government has to define its prioritization for higher, secondary and tertiary education sectors. Furthermore, the federal HEC should remain intact to set the standards for the higher education and rest of the responsibilities should be performed by the provincial HEC bodies. For this, it is important that provincial HEC bodies should

be made independent of any outside influence, particularly day-to-day directives by the federal HEC. The universities should also be granted autonomy for the regular affairs of their institutions. Without making them an autonomous body, higher education cannot be flourished in our country.

In terms of budget, universities needs to be facilitated by the government. The provincial budget of education is only meant for schools and colleges. It is very necessary that the 25 percent of the provincial budget of education should be given to higher education institutions. In addition, to further resolve the clashes over distribution of roles and functions, there must be a Higher Education Council. This council should be comprised of federal education minister, chairman of federal and provincial HEC and other relevant stakeholders. This council should be empowered to elaborate the roles and functions, as already defined by the 18th amendment.

Lastly, following the example of federal universities, provincially chartered universities should have the representatives from the provincial HEC bodies in their syndicates. Because in syndicates of federal universities the chairman of HEC is a member, but in the syndicates of provincially chartered universities there is no such practice. The act needs to be amended which elaborate the number of members of syndicates, as well as their respective bodies and designations. This will ensure the effective role of provincial HEC bodies in the governance of provincially chartered universities.



CPSDOFFICIAL



CPSDOFFICIAL



CPSDOFFICIAL



021-34372720-2



info@cpsd.org.pk



cpsd.org.pk