

# LEGISLATION FOR HIGHER EDUCATION IN PUNJAB DURING PERVAIZ ELAHI PERIOD (2002-2007)

BY  
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## CHAPTER- 1

### INTRODUCTION

To seek knowledge is obligatory for every Muslim man and woman: (Al-Quran)

“You know that the importance of education and the right type of education, cannot be over emphasized...if we are to make real, speedy and substantial progress, we must earnestly tackle this question...having regard to the modern conditions and vast developments that have taken place all over the world...”

Muhammad Ali Jinnah

“Education begins, like charity, at home.” (Susan Ferraro, New York Times, 26<sup>th</sup> March, 1987)

“In a report by World Bank, titled “*Priorities and Strategies for Education*”, Quality in education is difficult to define and measure. An adequate definition must include students’ outcomes. Most educators would also include in the definition the nature of educational experience—the learning environment. Quality education is focal theme at present on International horizon.”<sup>1</sup>

Belonging to Punjab, I am proud of being a Pakistani and after that Punjabi as well. I have the lust to do something commendable and memorable for my motherland. Education is the service considered the most loving and caring service in every society. Basic or primary education is emphasized and planned everywhere in the country. But “realizing the crucial role of higher education in quality research for sustained education and economic”<sup>2</sup> I realized the importance of higher education and tried heartedly to bring up some suitable subject/ topic for my thesis but too much work had been done on all the aspects of education almost. After the keen and deep observation on the topic with my supervisor, it was decided that higher education in the Punjab would be the most suitable topic for the dissertation. After deciding the topic it was again difficult to finalize which period and what type of education would remain the most suitable for

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<sup>1</sup> PhD Thesis, A Comparative Study of Quality Enhancement Measures in Public and Private Sectors at Secondary Level in Hazara Region, Zahid Bashir NUML Islamabad 2011 p.1

<sup>2</sup> Naeem ur Rehman Khattak, Jangraiz Khan, Iqbal Khan and Muhammad Tariq, “An Analysis of The Demand For Higher Education in Pakistan With Special Reference to Khyber Pakhtunkhwa”, *City University Research Journal*, Volume 03, Number 01 Article XX, (June, 2012 ). 1

this. After the careful literature review, it was dawned that Parvez Elahi Period's work on higher education would be most suitable for the dissertation, as the work on higher education consisting this period of five years (2002-2007) is almost equal to the whole period of Pakistan history from its birth to-date (1947-2002). This work not only discusses higher education of Punjab but also the lands of Punjab, people of Punjab, brief history of Punjab and legislation on higher education in Punjab Assembly altogether.

The title of the thesis apparently shows that it must be consisted of various contents covering the various aspects based on the higher education i.e. intermediate, bachelor and master levels as well. Moreover, it also seems that it covers the aspects belonging to the establishment and development of Higher Education Commission HEC Pakistan. HEC and the thesis topic are two different things and should not be understood as same. HEC would also remain the subject discuss time and again in the thesis as HEC directly effects the higher education with Punjab Higher Education Department HED. Though HEC is a central issue yet it is funded at provincial level as well. Many universities are chartered to the provincial government and these universities are running on provincial budgets. However, it is not a debatable topic. It might raise the question in the mind of the readers that the title is showing about HEC in Punjab hence HEC is a federal/central institution and came into existence in 2002, how it can be discussed as provincial institution. HEC does not belong to Punjab earlier than 2013 when Higher Education Department HED was launched in the province.

Before 2000 A.D, it had been a dream for majority of the masses of Pakistan to get higher education in universities. There were no cheap and flexible opportunities for the students of getting M. Phil or PhD degrees. Government was still focusing on primary education even at the arrival of 2000 A.D. All the efforts were being fixed on primary or school education. College and university education was in the reach of a few people. With the arrival of new (21<sup>st</sup>) century and coming of Parvez Elahi government in Punjab in 2002 A.D, it was made possible for the students of middle and lower classes to get higher education at university level. Now the dream for higher education was looking as becoming true. The budget and policies were coming in favor of getting higher education. "Punjab's education sector received the highest priority. Overall education spending was increased by over 900 percent over the last five years. But it is not just the significant increase in education spending; It is the quality of investment that is more important. Through these initiatives, students from poor families can now hope to study at institutions like LUMS, NUST and FAST."<sup>3</sup>

At this point, it should be made clear that the work (Thesis) refers to the development of university and higher education in the province Punjab. I want to reveal the higher education status before and after the government of "Parvez Elahi."<sup>4</sup> The coming chapters would clear the minds that no commendable work had been done in education sector especially higher education sector in Pakistan. All the four provinces of the country were running their own race for educational development in their respective provinces. They had their eyes fixed on the coming aids either from central government or from foreign countries. No special and tireless efforts had

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<sup>3</sup> Zubair Mohammad, *The Express Tribune*, 06 March, 2013. ok

<sup>4</sup> Ex Chief Minister of Western (Pakistan) Punjab (2002-2007).

been done for education in any sector. Till the ending of last decade of twentieth century, Pakistan had been enlisted as the seventh nuclear power of the world but in educational field it is enlisted among the third world countries.

Higher education in Punjab is a silent issue like past. In 2002, after establishing the Parvez Elahi government in Punjab higher education was lifted up. Special budgets were allocated for higher education. New colleges, degree awarding institutions and universities were chartered and private sector was encouraged to establish the universities in Punjab. Students were encouraged to come out to get them admitted in universities on purely merit and need based scholarships. They were not only granted the opportunities to get admission in Pakistani universities but also provided opportunity to get admission in foreign universities as well.

The period spread between the years (2002-2007) opened the new era for the historians to lift their pens to write on the topics related to higher education in Punjab. Parvez Elahi with his whole team of Governor Punjab Lt. Gen. (R) Khalid Maqbool and Punjab and Education Minister Mian Imran Masood worked day and night to lift each and every sector of education in the province. The work done in the period of five years in the chief minister ship of Parvez Elahi (2002-2007) can be compared to the whole period of Provincial development from 1947-2002. He set the various examples of progress for the previous and coming rulers of the Punjab.

Mian Muhammad Shehbaz Sharif,<sup>5</sup> the sitting Chief Minister of Punjab seems to be working on the lines drawn by Ch Pervaiz Elahi, Ex Chief Minister of Punjab in the field of Higher Education. But his main focus as compared to Parvez Elahi government is primary or elementary (school) education. He has launched numberless plans and chalked out numerous policies to lift the literacy rate of the province. Danish School system in the south Punjab is given the example of educational development and Punjab government's concerns in the field of education. Alas! In spite of so much attention and devotion, we are not going up even in the school education sector. The real cause for living behind in various educational sectors is low investment in the sector. No doubt the present government is showing itself full time busy in bringing revolution in the field of (school) education sector. The issue remains the same why we are still unable achieving our goals set by ourselves. The question can be answered by saying if the present PML-N government in Punjab starts paying attention and allocating special budgets to this field, it would surely flourish by leaps and bounds. If the government also allocates budget for the scholarships to the students of higher education, it would bring positive output. Federal and provincial governments should combine make arrangements and agreements with foreign countries to provide higher education to Pakistani students; it would bring revolution in Pakistani education sector as well. Most of our shining students are laid behind in higher education just for the lack of funds either from their families or by the government in form of aid or scholarship. Government must reserve grants in annual budgets for the shining and deserving students on purely merit basis.

As far as our higher education is concerned, it is lamentable fact that our educational schemes and policies do not support the higher education. We can make progress only when we are

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<sup>5</sup> Chief Minister of Western (Pakistan) Punjab thrice, 1997-1999, 2008-2013 and 2013-Onwards

sincere in spreading education among the nation on the styles adopted by the modern world. We often read in newspapers and magazines that PML-N government in Punjab in the leadership of Chief Minister Mian Muhammad Shehbaz Sharif is taking solid and concrete steps to uproot illiteracy from the province. These days main/ title pages of the newspapers are adorned with the slogans of *Parho Punjab Barho Punjab*, bearing the meanings read Punjab and come forward Punjab. The slogan seems to be utterly hollow and fake as no actual progress has been seen in educational sector of Punjab. In this regard, Punjab Government took “Some initiatives in the education sector include the establishment of Danish Schools where top quality education is being provided free of charge to students from low income families and the establishment of the Punjab Educational Endowment Fund through which monetary assistance is provided to students in need. Other initiatives include the establishment of degree colleges, a highly successful laptop scheme, the establishment of the Information Technology University in Lahore and five new women’s universities.”<sup>6</sup>

Pakistan gained independence in 1947. As a newly born state it had to face plenty of problems including illiteracy and low literacy rate. In the 3<sup>rd</sup> June Plan of 1947, it was announced that the “India Sub-Continent would get freedom up to 15<sup>th</sup> August 1947.”<sup>7</sup> At one side it was good news for the Muslims of India while on the other side it was an alarming statement for the high ranked Muslim leaders who saw through that the proclamation have given no chance to provide the chance for planning of newly born state. “Redcliff Award”<sup>8</sup> further created disturbance which divided two Muslim majority Provinces: Punjab and Bengal. All the departments and institutions needed special attention. Like the other fields, educational institutions, missionary and man power was too short. The world had engaged in making preparations to welcome the approaching 21<sup>st</sup> century with wove conquering the universe. The whole world was consuming its ten to twenty percent budget on education but Pakistan is consuming only three to four percent of total annual budget which is much too low. The institution for higher education like universities and degree awarding institutions in Punjab were very few in the beginning. The following chapters will highlight the progress of making universities which would prove that our speed in the sector was at snail’s pace. It did not meet the growing needs of society. The number of institutions was a few as compared to the provincial population. It was need of the hour to launch the special schemes and new institutions to meet the upcoming educational challenges set for us by the modern world. The number of graduates and post graduates in Punjab could be calculated on finger tips. This was a severe issue of that time but no government either federal government or provincial government paid special attention to higher education. Our legislatures (Members of Provincial Assembly, MPAs) were deprived of even common political sense. They were unaware of legislation; they were landlords and came to Assemblies just for protocol and high status. Status phobia was their keen interest. Most of them were sheer illiterate and could not write their names in Urdu and English. They were the leaders. They were thumb imprinters. It is further lamentable fact that each government either provincial or federal set targets for primary

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<sup>6</sup> , Zubair Mohammad, *The Express Tribune*, 06 March, 2013. ok

<sup>7</sup> Lord Mountbatten announcement, the last Viceroy of India 03-06-1947

<sup>8</sup> The Award is a Scheme in which Pak-India boundary line was to be marked and Sir Redcliff was appointed the chairman of this Award.

and secondary education but the name for higher education either remained silent or kept neglected partially. No goals were set to achieve the targets in higher education sector.

In 21<sup>st</sup> century, Higher Education is building a competitive environment among the various nations throughout the world. In fact, it is education that has turned the world into a global village and this globalization has brought the nation in the ring of competition. Educational development has made one nation dependant on other nation. Liaqat Ali Khan<sup>9</sup> in his speech at the University of Kansas, America demanded the developed nations (America and Europe) to help the newly born state Pakistan in the field of education. This shows Pakistan's grievances over education. Higher education not only provides structures for developing the ethical values of individuals and groups but also imparts the necessities which can be helpful to acquire those purposes set by the nation. Higher education includes undergraduate as well as postgraduate level programs. Vocational and technical education may also be called as Higher education. Higher education is commonly called as degree-education. Colleges and universities are the main institutions that provide higher education. University can be declared as main pillar for higher education. It is generally called the third step of education after elementary and secondary level. Bachelor, Master, M. Phil and PhD degrees are directly linked with university education. In modern world, education is being used as a tool for poverty as well as ignorance alleviation. Science and technology has also turned modern world into global village.

The major function of higher education is considered to make the youth specialized in specific fields of studies. It develops the capability of the person and brings them to the lines of thinking logically and scientifically. Higher education determines the standards of quality education. We can declare the university as a laboratory for experiments where students enter to be adorned with skills and specify knowledge. It is considered higher education as a major national investment and suggested that all its essentials should be carefully planned and managed for the best results. Today the universities in the countries of third world like Pakistan are on their birth stage almost. They are facing many problems like ever increasing population as compared to resources, lack of administration qualities and political instability. They consciously or unconsciously are left far behind than the advanced nations. In Pakistan, higher education has been made the responsibility of the universities, Degree Awarding Institutes and the affiliated Colleges in both public and private sector as well. Their influence is based on their integrity and intellectual competence. It is not based on their being wealthy, or having political contacts and influences.

The education especially higher education has never been taken as serious issue through the periods of various domains. Though it made progress but on snail's pace. The study/ thesis will highlight the whole struggle done in this respect. We will focus mainly the period started with the annexation of Punjab and called the British Period 1849-1947. This ninety years period gave a bombastic change to the Sub-Continent. Sa'adat Hassan Manto had named the English Period as a blessing as it brought a revolutionary change in the lives of individuals and groups of people as well. It changed the standards and perimeters of politics, society and even culture of the Sub-

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<sup>9</sup> First Prime-Minister of Islamic Republic of Pakistan, 1947-1951

Continent, India. Punjab was only to utilize for revenue purposes as it was agriculture province. Marques of Dalhousie, The Governor General of India had fixed his eyes on Punjab under his Lapse Policy. We often listen that the English spread the education through Missionary and public channels. They considered it their religious obligation to spread knowledge under the “White Man Burden Theory.”<sup>10</sup> And the English showed their concern over South Asian education system according to that theory.

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<sup>10</sup>A theory according to that the English are superior to other nations throughout the world, also imposes the responsibility on their shoulders to educate the dominated (black race) nations.

## CHAPTER-2

### REVIEW OF RELATED LITERATURE

The chapter contains a review of related literature of higher education development in Punjab and role of Parvez Elahi in promoting higher education in the Province. The thesis deals mainly with the Legislation on Higher Education and covers various factors relating to educational deals of Punjab. It further deals with the proceedings of Provincial Assembly of Punjab regarding education especially higher education during Pervez Elahi Period 2002-2007. Keeping in view the importance and value of the thesis, it has been made an attempt to describe the available research on new pattern and style of Legislation. The research topic “Legislation on Higher Education in Punjab in Parvaiz Elahi Period 2002-2008” would be described in various sections.

For providing the details, Punjab’s brief introduction is the significant aspect of the thesis. It was in the reign of Great Mughal king of India Jalal-u-Din Muhammad Akbar’s Period when the land of five rivers was named as “Punjab”. In ancient pages of history we can see the name of *Malik Ayaz* as first ever Muslim Governor of Punjab. With the developing of times periods the area developed and the first ever local ruler *Ranjit Singh*, a Sikh Raja seated on throne of Punjab. Then the times changed when Punjab came under the British and *Sir John Maird Lawrence* became the first English Governor of Punjab. Ian Talbot’s work on Punjab “*Punjab under Colonialism: Order and Transformation in British India*” is the helpful in learning the colonial period of Punjab. Again the times diverted its directions and Punjab was split geographically between two parts (east Punjab & west Punjab) in 1947. *Sir Robert Francis Mudie (1947-49)* was appointed as first Pakistani English Governor and *Sardar Abdul Rabb Nishtar (1949-51)* was the first Pakistani Muslim Governor of Punjab. Education was declared as the matter of life and death for Pakistan by *Muhammad Ali Jinnah*, the founder and first Governor General of Pakistan. And the development of education was declared the chief target for development in every field of life. In this regard “*National Education Conference Karachi, 1947*” was held to enhance educational standards of the state. After that “*Pakistan Educational Conference, 1951*” was organized to have a review on the previous efforts and setting the targets for coming years. The next effort was “*New Education Policy, 1970*” which brought the painted educational picture of Pakistan before the masses. “*Education Policy, 1972-78*”, “*National Education Policy, 1979*”, “*National Education Policy, 1992*” and “*National Education Policy, 1998-2010*” were the chained official efforts to promote education throughout Pakistan. Punjab higher education was structured with the establishment of “*Punjab University Lahore, 1882*” even before the partition of British India.

Many writers and researchers tried their fruitful efforts to highlight the various aspects of education in Punjab. Role of “*Punjab Assembly*” is the key material provider for the thesis. Explaining the details of higher education in Punjab the various “*Ordinances*” signed by

Governor Punjab and various “*University Acts*” formed by legislatures of Punjab Assembly are the fruitful help in the work. To reveal the education development and education scope pre and post partition periods, the works of various writers and researchers like, Zahid Bashir’s “*A Comparative Study of Quality Enhancement Measures in Public and Private Sectors at Secondary Level in Hazara Region*”, analytical joint work of Naeem ur Rehman Khattak, Jangraiz Khan, Iqbal Khan and Muhammad Tariq, “*An Analysis of The Demand For Higher Education in Pakistan With Special Reference to Khyber Pakhtunkhwa*”, thesis work of Dr. Dilshad Muhabbat, “*Development of Education in the Colonial Punjab: The Role of Christian Missionaries (1849-1947)*”, Dr. Akhtar Hussain Sandhu’s PhD thesis “*Muslim Sikh Relations in the British Punjab after the Lahore Resolution of 1940*”, Asad Ali’s research Journal “*A Temporal View of Socio-Political Changes in Punjab*”, Lubna Kanwal’s Doctorate Dissertation “*The Role of Punjab in Pakistan’s Politics 1947-1988*” and “*Report on Education Commission by Hunter*” are the most reliable source to design the thesis chapters regarding the details of Punjab’s lands and culture, its politics, administration and educational development before partition. B. H. Baden-Powell’s book titled, “*The Land System of British India*” throws ample light on the revenue and economic system’s picture of Punjab during the colonial period of India, the Sub-Continent.

Punjab needed higher education groom with the passage of time along with the growth of agriculture, industry and administration system. Punjab, being the largest (population wise) province of Pakistan is expected to be self sufficient in every field especially higher education. In this age 1947-2001, Punjab was declared as agricultural and industrial province as well. Pre partition period is covered effectively in Nina Puri’s “*Political Elite and Society in the Punjab*” is nice attempt and the thesis of Dr. Tahir Kamran, “*The Punjab Legislative Council 1897-1935*” is another efficient source to learn Punjab’s educational and administrative standards before partition. Post partition period is considered to be a revolutionary period regarding development of higher education in Pakistan. The review of educational development in the establishment of universities of Pakistan is generously explained in Dr. Akhtar Ali’s work, “*The Study of the Academic Functioning of the Universities in Pakistan*”, Masooma Habib’s research work “*Education in Pakistan’s Punjab: Outcomes and Interventions*”, Dr. Faridullah Khan’s dissertation, *Developing “A Total Quality Management Framework For Public Sector Universities In Pakistan”* and combined/ research work effort of Raza Ullah, Ifra Iftikhar and Bushra Yasmeen, “*Learning, Perceptions of Educational Environment, Academic Motivation and Learning Preferences: Analysis of Two Universities in Pakistan*”. Government of Pakistan tried to assert the efforts from public institutions to enhance the higher education. Punjab government also made many efforts to lift higher education level in the province. In this respect a report was publish by Punjab government to reveal the educational portfolio before masses. It published a report titled “*Government of the Punjab, Report on Public Instruction in the Punjab and its Dependencies for the Year 1890-91*”.

To spread the higher education, establishment of higher education institutions i.e. universities, colleges and degree awarding institutions DAIs is necessary. At the time of independence newly born state of Pakistan was inherited with only one university, Punjab University in 1882 under the “*Act No XIX of 1882*” which received the assent of the Governor-General of British India on

5th October, 1882. The journey of opening new universities started with Punjab University and continued when second university was established in Lahore in the name of University of Engineering & Technology Lahore under the “Act V of 1974” and promulgated on April 11<sup>th</sup>, 1974. The journey still continued and Islamia University Bahawalpur and Baha-u-Din Zakriya University Multan were established in the next year under the Acts of Punjab Government, Act “IV of 1975” and “Act III of 1975” respectively. And the journeys of opening new universities in Punjab remained continue. The universities were being established and the new challenge was coming of quality education and research work in the universities. To analyze the research work at PhD level Muhammad Ahsan, Mumtaz Akhtar, Razaqat Ali Akbar and Muhammad Munir’s joint research , “*Evaluation of the Improvement in the Quality of PhD Theses Produced during 2001-2012: A Case Study of Pakistani Universities*” is quite helpful to study. Further helping documents to judge the role of private and public universities in spreading higher education is Bibi Asia Naz’s PhD thesis, “*A Comparative Study of Administrative Practices of Public and Private Sector Universities of Pakistan*” and Ali Usman Isani’s effort in writing “*Higher Education in Pakistan*”.

Punjab government kept on making education policies and kept on neglected their outcomes/ results of these universities, why the policies are being failed after one another. Kaiser Bengali’s “*History of Educational Policy Making and Planning in Pakistan*” and Sajid Ali’s “*Why Does Policy fail? Understanding the Problems of Policy Implementation in Pakistan - A Neurocognitive Perspective*” are highly commendable step in this respect. The years went on and the population of Punjab remained increasing gradually. “*The Census Commission Reports*” showed the population ratio throughout the country and the literacy rates also came to scene in these reports. Further the literacy rates, literacy campaigns and their comparisons were detailed discussed in the PhD dissertation of Munir Ahmed Choudhry, “*Pakistan: where and who are the world's illiterates? Background paper for the Education for all global monitoring report literacy for life, 2005*”, PhD Thesis of Shoukat Ali, “*Faculty Development Program for the Universities of Pakistan: The Need to Develop a Model*”.

The question of university establishment and providing quality education in the university are two different questions. Much work is done in this regard to provide higher education in Punjab and quality education providing is discussed by Fakhra Aziz’s “*Impact of Faculty Professional Development Program of Higher Education Commission on Teachers' Competencies and Motivation at Higher Education Level in Pakistan*”, Faridullah Khan’s, “*Developing a Total Quality Management Framework for Public Sector Universities in Pakistan*”.

The world progressed rapidly and level of higher education also increased with double speed in the advance world. Pakistan also felt the situation and established an institution to stabilize and organize the higher education sector in the country in the name of “*University Grants Commission UGC*”. The effort was appreciative but proved insufficient to play its active part in lifting the higher education standards in all the provinces of Pakistan. The form and administration was changed and UGC was converted/ merged in 2002 as “*Higher Education Commission HEC Pakistan*”. Muhammad Zaheer Akhtar, “*Self Financing in Higher Education*”.

*in Public and Private Sector: its Prospects and Implications*” is the reliable document to reveal the higher education levels and funding to the universities in Punjab.

As a religious state, Pakistanis are considered conservatives and orthodox people. They never want to let their girls get education especially higher education. A joint research paper published by Academic Research International, “*Getting Higher Education: Is it Really a Challenge for Females in Pakistan?*” written by the students of University of Gujrat Fauzia Maqsood, Sidra Maqsood and Hammad Raza is good to use as reference. Higher education’s main function is research and bringing out new theories and ideas before the world. If we do not run with the pace of research done by modern world, our universities, planning, HEC establishment, research and whole efforts are fruitless. The efforts made and analyzed by researches are our assets to keep and may be used as tool to utilize for alleviation the utter failure our whole education targets. In this regard Abdul Majeed Khan’s PhD Thesis, “*The Role of Private Sector In Higher Education In Pakistan*”, Muhammad Ajmal Farooq’s “*An Analysis of Achievements of Adult Literacy Component Of National Plan of Action (2001-2015) of Education for All in Punjab and Development of Future Implementation Strategy*” and Dr. Shafqat Rasool’s, “*A Comparative Study of the Quality Assurance Practices in Public and Private Universities*” are the sufficient research papers to design the thesis.

The revolution of university establishment throughout the country came with the launching of “*Higher Education Commission Pakistan*” in 2002. HEC launched schemes and provided lavish funds to the provincial governments for the establishment of the universities at provincial level. Chief Minister of Punjab at that time Ch. Parvez Elahi’s government allocated special funds and directed the Education Minister to groom higher education in the province. *Government College University, Faisalabad Act 2002, National Textile University Faisalabad Act 2002, University of Education Act 2002, University of Gujrat Act 2004, University of Health Sciences, Lahore Act 2002, University of Sargodha Act 2002, Beaconhouse National University Act 2003, Forman Christian College Lahore Act 2005, GIFT University Gujranwala Act 2002, Minhaj University, Lahore Act 2005, The Superior College Lahore Act 2004 and University of South Asia Act 2003* are the basic and primary data source to knit the design of research paper. Punjab Assembly Speaker, Ministers and Chief Minister’s speeches are helping source for the work.

## **CHAPTER-3**

### **HISTORICAL PERSPECTIVE OF EDUCATIONAL DEVELOPMENT IN PUNJAB: A VIEW OF BEFORE AND AFTER PARTITION (1849-2001)**

#### **INTRODUCTION**

The chapter comprises of two parts; first part deals with pre partition (1849-1947) period of Punjab and the second part deals with post partition (after freedom 1947-2001) period. Both the parts will highlight the standards and scope of Punjab education. Further it will show the details of various steps taken in lifting and organizing education of Punjab. Basically, this chapter deals with historical background and historical perspectives of higher education. The chapter will put before the scenario of that time with reference to educational development in Punjab.

Before starting the main discussion, we'll have to discuss the land and culture of the Punjab that would carve a picture of education system and needs of the province Punjab. The discussion will throw sufficient light on the landscapes, scenario and living standards of the people of Punjab. For this purpose, we start our discussion with the introduction of the land of the Punjab.

#### **Brief Introduction of the Punjab Province**

“The province of the Punjab had been the cradle of two ancient civilizations—the Indus Valley Civilization and the Vedic Civilization.”<sup>11</sup> British had ruled over the area of Punjab for about 90 years. Historiography of Punjab is mournfully under-developed, as the old Punjab province, now consisting of four different parts in two countries i.e. Indian (East) Punjab and Pakistani (West) Punjab. “Though, present Punjab, being the heart of newly born state (Pakistan), appeared on

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<sup>11</sup> Thesis PhD, Muhammad Dilshad Mohabbat, *Development of Education in the Colonial Punjab: The Role of Christian Missionaries (1849-1947)*, University of Punjab, Lahore p.96

map almost 69 years ago on 14th August 1947 but, as has already been viewed in previous analysis, its history spans many millennia. The partition had been agreed on 3 June 1947 but practically implemented on 14<sup>th</sup> August in the same year.”<sup>12</sup>

Dr. Akhtar Hussain has described about Punjab as:

“It is a lamentable fact that Punjab had always been under the foreign rule until Ranjit Singh’s domination on Punjab in 1799. Ranjit Singh ruled over Punjab for about thirty years. The territory of Punjab at that time was spread over a huge area expanding from Afghan Border (Durand Line) to Delhi. This local (*desi*) rule lasted up to 1839 when the British East India Company EIC captured Punjab from the Sikhs. By some scholars and researchers, the Sikh period is considered as the peaceful and homogenous kind of period. As soon as the British came into power, they started to think about launching their own policies for gaining their own interests. In 1849, the British were the new ones in the Sub-Continent and had to adopt the middle way policy in Punjab. They had to manage the complex affairs of the province which was historically under a constant stress of communalism. All the major communities, Hindu, Muslim and Sikh, possessed very strong feelings of identity and confidence, having been rulers of the region at some point of time. The region was not the property of any one community instead it belonged to all who had been its inhabitants.”<sup>13</sup>

After the annexation of the province, on administration grounds, Punjab was divided into 7 divisions and 24 districts. After its territorial changes, the province retained five divisions, divided into 29 districts. “Each district was divided into three to seven tehsils. District was administered through a bureaucratic structure headed by a Deputy Commissioner and tehsil by a Tehsildar. The Lieutenant governor was the chief civilian officer incharge of the provincial administration who used to exercise his authority with the help of a Chief Secretary, Secretaries and under Secretaries, all British members of Indian Civil Service ICS. The Governor has three main branches; Executive, Judicial and Revenue. The revenue branch was controlled by the Financial Commissioner, the most powerful person after the Lieutenant Governor.”<sup>14</sup>

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<sup>12</sup> Asad Ali Khan, “A Temporal View of Socio-Political Changes in Punjab”, *A Research Journal of South Asian Studies*, Vol. 24, No.2, (July-December 2009). 312 ok

<sup>13</sup>Thesis PhD, Akhtar Hussain, *Muslim Sikh Relations in the British Punjab after the Lahore Resolution of 1940*, QAU Islamabad, 2011, P.30

<sup>14</sup> Thesis PhD, Lubna Kanwal, *The Role of Punjab in Pakistan’s Politics 1947-1988*, BZU Multan, P.35

Punjab was the largest (area wise) which was finally fell into the hands of the British on 29<sup>th</sup> March, 1849. It fell through a military conquest after the defeat of the Sikhs in second Anglo Sikh war by the British East India Company EIC under the Treaty of Lahore. When the British occupied the Sikh kingdom of Punjab in 1849, they had already ruled over most of the Sub-Continent. Since the “mid eighteenth century onward, the East India Company EIC had transformed itself from trading monopoly to a territorial ruler. It had well established system of political control which was financed by its efficient land revenue administration. In Madras it was based on the encouragement of peasant proprietors, in Bengal on the protection of *zimindars*. Yet within the few years the Punjab was regarded India’s model agriculture province.”<sup>15</sup> Initially Punjab was administered as a Lieutenant governor province. “After the annexation of the Punjab, the British Government emphatically declared its intentions to take education of the masses in its own hands.”<sup>16</sup> Before that times Punjab had remained under various rulers such as Muslims (Sultans & Mughals), Sikhs and British. Each rule had some specific type of education system for its people. Madrassa system and afterwards Khalsa (Sikh Education) system had remained prominent education systems for the masses of the Punjab. Soon after the annexation, Punjab was given special attention as it could be a leading revenue collection center for the British government for its rich and fertile lands. “Main objective of the annexation can be proclaimed as lust of wealth on the part of East India Company EIC. Quite before annexation in 1849, Sikhs were the rulers of the whole Punjab including NWFP. Main concern of the Sikhs was bloodshed with the EIC and expansion of the state. In spite of all this, the province of the Punjab, at the time of annexation, owed enough educational traditions. It was sufficiently advanced in the field of education and was found ahead of Agra presidency.”<sup>17</sup> The following words said by Bowden Powell for the Punjab administration can clear the situation and circumstances of that time:

“The greatest part of the province came under British revenue administration after the settlement system of Upper India had taken a definite shape. The Punjab, therefore, escaped those first years

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<sup>15</sup> Ian Talbot, “British Rule in the Punjab, 1849-1947: Characteristics and consequences”, *The Journal of Imperial and Commonwealth History*, (1991). 223 ok

<sup>16</sup> Report on Education Commission by *Hunter* (Provincial Committee for the Punjab, 1884). 33 ok

<sup>17</sup> Letter from Melville, Secretary to the Board of Administration, Punjab, to Sir Henry Elliot, Secretary to the Governor General of India, Letter No. 613, Lahore, 20th November, 1851. Cited in *Development of Education in the Colonial Punjab: The Role of Christian Missionaries (1849-1947)* By Muhammad Dilshad Mohabbat, p.60

of tentative revenue-arrangements – farming systems harsh sale laws – which were productive of such unforeseen and mischievous results in other provinces”<sup>18</sup>

At the time of annexation Punjab consisted the area of 3600 miles square (5792 square kilometer) with the population of about 700,000 people. Most of the population belonged to agriculture and taste of education was too low.

It is strange to be described that the British who wanted to educate the other nations belonging to their colonies by introducing democratic, educational and administrative institutions, they themselves undertook to violate the spirit of such reforms. “They established bad precedents in the Punjab as they deployed the military officers for the civilian jobs. The ICS officers were appointed as judges in the Chief Court (High Court HC) while the judicial, financial and administrative powers were merged with the single office of Deputy Commissioner DC under the Divisional Commissioner DC who was unable to do his duties properly due to the poor communication and transportation.”<sup>19</sup>

Governor General Dalhousie wrote:

“.....I have traversed the greater part of the Manjha; the most perfect order and civility have been shown. At Lahore, the Punch or Native Corporation illuminated the city for me.....I went through the city thus at night by their invitation. They met me at the gate, stuck garlands all about me, even on my horse’s ears, and I then went through the city. Immense crowds were present, there was not so much as a mischievous boy out of his place, and perfect silence prevailed, except when they saw me, when salaams resounded wherever I passed. I am not stupid enough to suppose that this is really attachment to our rule, but it shows their submission, that they are cowed and thoroughly in hand. Only eleven years ago, the English, guests of Ranjeet Singh, and protected by his guards, were pelted through the streets of Lahore; is it not marvelous that such a chance be affected, on such a people, in such a time...”<sup>20</sup>

## **Brief History of Educational Development before Partition 1849-1947**

As India was not directly under the British Crown, the main hold was in the hands of the Company (The East India Company EIC). The East India Company EIC started its education

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<sup>18</sup> B. H. Baden-Powell, “The Land System of British India”, *Vol. II Oxford: Clarendon Press* (1893). 532 ok

<sup>19</sup> Nina Puri, *Political Elite and Society in the Punjab*, (New Delhi: Vikas Publishing House, 1985). 3 ok

<sup>20</sup> J.G.A Baird, *Private Letters of the Marques of Dalhousie*, (Edinburgh; William Blackwood & Sons, 1910). 106

system in dual shape i.e. public system and missionary system. Main objective of both the systems was to develop British culture among the Indian masses.

Following details are being given as brief history of educational institutions building in Punjab and British government policy making for the whole of the Subcontinent. The details will be started from the establishment of the schools, the foundation stone of education in Punjab and after that the establishment of colleges in Punjab and finally establishment of (the only) Punjab university. The details also bear the educational policies with reference of the time. The history starts with the establishment of Rang Mahal School, Lahore in 1849 the very year of the annexation of the Punjab.

### **Rang Mahal School Lahore, 1849**

“Education could be proved a tool to lead the people on their (the British) life patterns. As the people of India could create serious disturbance if they were educated on British lines, the British thought it necessary to spread education among the inhabitants of India. Soon after the annexation, the EIC started to launch its educational institutions in Punjab; it was started with the opening of public as well as Missionary Schools. The most initiative was Rang Mahal School, Lahore. It was the first Anglo-vernacular school in the Punjab.”<sup>21</sup> At first, “the American Presbyterian Mission School Lahore, popularly known as Rang Mahal School, was the most important school of the city. Dr. C.W Forman opened the school, in his house, on 19th December, 1849, with only three students. The opening of this school, in the Punjab, was the starting point of the priceless educational contribution of Dr. C.W Forman.”<sup>22</sup> With reference to its development, this “school flourished and earned good name soon after its opening. Up to the years of 1864-65, the school was expanded. Due to its boarding system, many new branches had to be opened to meet the requirements of the town. English was made compulsory subject for all the classes. Persian and Urdu was also taught but optionally only on lower level (classes). It continued to bear the high character throughout the ages and, at the end of this period, it was in very good condition maintained under the auspices of Punjab Mission of the Presbyterian Church of U.S.A and the Lahore church Council.”<sup>23</sup>

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<sup>21</sup> [http://en.wikipedia.org/wiki/Forman\\_Christian\\_College](http://en.wikipedia.org/wiki/Forman_Christian_College) site visited on 11-04-2015.

<sup>22</sup> Thesis PhD, Muhammad Dilshad Mohabbat, *Development of Education in the Colonial Punjab: The Role of Christian Missionaries (1849-1947)*, University of Punjab, Lahore p.59

<sup>23</sup> Ibid. 72

## **CMS High School Amritsar, 1852**

The Punjab is the birthplace of the Sikhs. It keeps a grand Sikh religious center of the Golden Temple in Amritsar and all the leading holy places. “Moreover, they were the principal land owners in the central Punjab.”<sup>24</sup> A High School (HS) was opened in Amritsar in 1852 with the name of CMS High School Amritsar. The school was also a kind of Missionary School in its form. “The CMS missionaries entered the Punjab with a desire to impart religious as well as secular education to all the Christian children. In addition to this the establishment of a school was also necessary for the teaching of Bible to the Christian and non-Christian population. That is why Robert Clark, the veteran missionary of CMS opened a school at Amritsar on April 1852. Mr. Clark found a very encouraging response from all the three major religious communities of the town—the Sikh, the Hindu and the Muslim. As on the first day of the school, about fifty youth, half from the Sikh and the rest from the Hindu and the Muslim communities, attended the school. The Mission School Amritsar played an important role in the education of the people of Amritsar. Branch schools were established to expand the educational base of the school and, during 1864-65, about 200 boys were found to be studying in its branch schools.”<sup>25</sup>

## **Wood’s Dispatch, 1854**

The modern concept of universities came to India with the arrival of the British in India in 1857. After banishing the last King of Mughal dynasty Bahadar Shah Zafar to Rangoon (Barma), the British introduced modern education system for India to strengthen their rule and to promote their culture. In this regard the British had already introduced their system in India even before coming to actual power in 1857. However the Wood’s Dispatch of 1854 proved a key step in promotion education in India. Wood’s Dispatch of 1854 brought too many revolutionary changes in the educational history of British India. Theme of the dispatch was that the education of Indians was the sheer responsibility of the British. In the years of 1854-55 the number of secondary schools/institutions in India was 281 which were too low to meet the demands of that time.

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<sup>24</sup> Thesis PhD, Tahir Kamran, *The Punjab Legislative Council 1897-1935*, University of the Punjab 1997, P.146

<sup>25</sup> Thesis PhD, Muhammad Dilshad Mohabbat, *Development of Education in the Colonial Punjab: The Role of Christian Missionaries (1849-1947)*, University of Punjab, Lahore p.75

The basic concept of university education in Indo-Pak starts from July 19<sup>th</sup>, 1854, the date on which famous Sir Charles Wood's Dispatch was presented before the Governor General of India. The dispatch "led to the establishment of the University of Mumbai (24<sup>th</sup>, January), Calcutta (18<sup>th</sup>, July) and Madras (5<sup>th</sup>, September) 1857. Initially these universities were set up on the Model of London University and they performed the responsibility of conducting examinations. The fourth university to be established was Allahabad. The Act XIX 1882 set up the University of Punjab at Lahore in 1882. The steady growth of universities at Sub-Continent and at the time of independence in 1947 there were 20 Universities in the region."<sup>26</sup>

After getting into power EIC launched its own educational system. Mainly they focused on Missionaries to develop education in the South Asia. First attempt in this regard is Wood's Dispatch presented on 19th July, 1854. Charles Wood was the president of EIC Board of Control. He presented an educational scheme for the sub-continent in 1854 known as Wood's Dispatch. According to the scheme there would be an education department, Government College and a mode high school in each province of India. There would be universities in Bombay (Mumbai), Kolkata (Calcutta) and Madras (Chennai) same as the line of London to provide technical and law education. Moreover, the universities would be responsible to arrange and held examinations for the affiliated colleges and provide degrees to the students. The opening of these universities smoothed the way for the students of India to make their thirst quench by the knowledge being delivered in these universities. In 1857, the universities were opened and by 1854 three Medical Colleges were functioning in the country one each at Calcutta, Bombay and Madras. Primary education would be in local languages and the inhabitants would set up institutes and launch government syllabus for the students. Government would generate funds for the school where government syllabus is on the board. Teacher training institutes would be set up and training would be in local languages. Girls' schools and colleges would also be opened. There no special package for the Punjab in this scheme and no university or technical college was opened. Punjab was not full province. It was a Lieutenant governor province. So far all the government machinery was in the hands of EIC. British royal government was indirectly dealing with the new colony.

### **Government College (GC) Lahore, 1864**

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<sup>26</sup> Thesis PhD, Akhtar Ali, *The study of the Academic Functioning of the Universities in Pakistan*, University of Sargodha. p.16

The main initiative towards higher education by the part of the British was the opening of unique and well reputed (even today) institution by the name of Government College GC, Lahore (now Government College University GCU, Lahore) on January 1<sup>st</sup>, 1964. “Under the British Raj Government College was opened in a portion of the Palace of *Raja Dhyani Singh Haveli*. The institution was affiliated with the University of Calcutta for examination. Along with the establishment of the college, Gottlieb Wilhelm Leitner (professor of Arabic and Islamic Law at King's College in London) was nominated as principal of college.”<sup>27</sup>

Government College Lahore (GCL) is the oldest institution of higher education in Punjab. At the time of opening, its affiliation was the University of Calcutta as there was no university in the whole province of Punjab. Punjab University was established in 1882, after the period of sixteen years of the establishment of Government College Lahore. Soon after the establishment of Punjab University, GC came under the jurisdiction of Punjab University and was placed under Punjab University instead of Calcutta University in 1882. The college flourished and earned a repute of national level. Its students felt proud on calling themselves as *Old Ravians*. “The college crossed the various stages of progress and good repute and gained degree awarding status in 1997 and elevated from GC College to GC University in 2002.”<sup>28</sup>

GCU Lahore keeps the feather in its cap for producing a handsome number of well versed personalities who marked their name in the world of knowledge. Among them Dr. Muhammad Iqbal<sup>29</sup> and Dr. Abdu-Salaam<sup>30</sup> are prominent who are recognized as the well versed throughout the world.

## **Forman Christian College (FCC) Lahore, 1864**

FCC is one of the premier colleges located in subcontinent India. FCC keeps discriminates itself through its remarkable achievements of its perpetual modern faculty. FCC has built a reputation to provide graceful education. FCC’s main (Green) campus locates in the heart of Lahore. It offers a safe and protected environment to the students at all programs/levels with its renovation,

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<sup>27</sup> [http://en.wikipedia.org/wiki/Government\\_College\\_University\\_%28Lahore%29](http://en.wikipedia.org/wiki/Government_College_University_%28Lahore%29) site visited on 17-04-2015

<sup>28</sup> <http://www.gcu.edu.pk/About.htm> site visited on 17-04-2015

<sup>29</sup> National poet of Pakistan (He invoked the Muslims for freedom from the slavery of British in India through his poetry).

<sup>30</sup> Pakistan's Nobel Laureate (got in 1979).

projects in modern university buildings, students useful through its latest technology as it is incorporated within the curriculum and latest laboratories and classrooms.

Missionary system was active in education field during English period in India. Punjab was also a province having a diverting attitude towards every field. Punjab had a dire need of university at that time. Calcutta, Madras and other universities were working and serving efficiently in their areas. Punjab was deprived of the facility. Only Lahore was city was the main concern of British government. The other step towards higher education in Punjab was opening of Forman Christian College FCC, Lahore.

Forman Christian College (now FC College, A Chartered University) was founded in 1864 by Dr Charles W Forman, a Presbyterian missionary from the USA. Initially known as the Lahore Mission College, the name was changed to Forman Christian College in 1894 in honor of the founder Dr Charles W Forman.

“The college campus was originally located in Anarkali (Nila Gumbad) in downtown, Lahore. There were four buildings on that campus by 1916, and Ewing Hall, built in 1916, is still used as a hostel today. In 1940 the College moved to its present campus on the scenic banks of the Lahore Canal. It soon became known as one of the best colleges on the subcontinent.”<sup>31</sup>

FCC was nationalized by Pakistani government in 1972 according to her Nationalization Policy and handed over back to the Presbyterian Church (USA) in 2003. Now it is Chartered University and Degree Awarding Institute as well. “Forman Christian College is ranked as a ‘W’ Category University by the HEC.”<sup>32</sup> “It is also the only member of The Global Liberal Arts Alliance in all of Asia.”<sup>33</sup> Recently in 2014, Forman Christian College (FCC) has celebrated its Excellent 150 years. At the time of launching the college, it was a Missionary college. However, it produced a number of reputed personalities for the various fields of life before and after partition.

## **St. Stephen College Delhi, 1881**

Foundation stone of St. Stephen College Delhi was laid on 1<sup>st</sup> February 1881 by the Delhi Cambridge Mission in conjunction with the society for the propagation of the Gospel.

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<sup>31</sup> Prospectus, “Forman Christian College University, 2014” (Lahore: University Printing Press). 3 ok

<sup>32</sup> Government of Pakistan, *Higher Education commission Ranking Schedule*, (Islamabad: official Printing 2014). ok

<sup>33</sup> <http://www.fccollege.edu.pk/category/150-fcc> Site visited on 14-04-2015

St. Stephan College Delhi is the modern term derived by St .Stephen Mission High School Delhi. “The school was established in 1854. College was founded in 1881 by the Cambridge Mission in response to a colonial government policy promoting English-language education in India, the College's first premises were in Chandni Chowk with 5 boarders and three professors, and was initially part of the University of Calcutta. After it changed its affiliation to Punjab University, Lahore, it moved into premises in Kashmiri Gate designed in the Indo-Saracen style. These buildings are now occupied by the Election Commission for Delhi State.”<sup>34</sup>

The first declaration of the St Stephen's College is found in the report of the Delhi Mission of The Society for the Propagation of the Gospel in 1864. “The college was named after Saint Stephen, who was adopted by the Anglican church as the patron saint of Delhi after Christian converts were reportedly stoned to death during the 1857 uprising.”<sup>35</sup>

### **Hunter (Education) Commission, 1882**

The political awareness had started awakening among the people of India. They were coming to know of their rights and duties as citizens. Their white Lords, the English officials were also fully aware of this situation prevailing throughout the country. They were showing off themselves engaged in providing the basic rights of the people to the grass root level. The education was being declared as the basic right of the Indians by the British. They had already spread a network of public as well as Missionary school and colleges in various cities. Now there was a dire need to open the centers of higher education i.e. universities in the sparkling and prominent cities of the sub-continent (South Asia), at least in each capital city of each province. The universities established (Chennai and Madras) were fewer and smaller. “The existing universities remained, at the start of the century, largely wedded to the pre-eminence of a classic education.”<sup>36</sup> In this period considerable attention was needed for higher education. Many government as well as private schools sprung up from these considerations.

“Hunter commission was organized under the Viceroy-ship of Lord Rippon on 3<sup>rd</sup> February 1882. Hunter Commission officially known as the Indian Higher Education was excluded from the important recommendation of the Commission were education commission, 1882, was the first

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<sup>34</sup> [http://en.wikipedia.org/wiki/St.\\_Stephen%27s\\_College,\\_Delhi](http://en.wikipedia.org/wiki/St._Stephen%27s_College,_Delhi) Site visited on 22-04-2015

<sup>35</sup> [http://en.wikipedia.org/wiki/St.\\_Stephen%27s\\_College,\\_Delhi](http://en.wikipedia.org/wiki/St._Stephen%27s_College,_Delhi). Site visited on 16-04-2015

<sup>36</sup> Thesis PhD, Akhrar Ali, A study of the Academic Functioning of the Universities in Pakistan, University of Sargodha, 2005. P.7

education commission in the history of modern India. William Hunter, a member of the executive council of viceroy was the chairman of the commission. The commission was consisted on 22 members, appointed by the government of India; it was to review in depth, the state of education in India since Wood's education Dispatch of 1884, and to recommend necessary measures for further progress. The other consideration, which prompted the government to launch this enquiry, was the agitation of missionaries particularly in England, in accusing defects and shortcomings of the governments in implementing the provisions Dispatch of 1854. Because of the great importance, which the government attached to primary education:<sup>37</sup>

“Education was a major task of that government and Punjab's education was major concern of the authorities. “Woods Education Dispatch, during this period of consolidation, created room for missionaries in the field of education by introducing the system of grant-in-aid and by suggesting gradual withdrawal of the Government from the field of education. The missionaries' educational endeavors got impetus with the rise of Sir R. Montgomery, as the Lieutenant Governor of the Province, in 1859. Benefitted by the generous grants from the government during this period, the missionaries started expanding their educational network.”<sup>38</sup>

Recommendations regarding Higher education in the commission can be summarized as below:

1. At the time of granting funds to the respective colleges, the given priority should be number of teachers, expenditure and local needs.
2. Funds would be issued for the opening and establishment of the libraries and other necessary equipments required to the college.
3. Multi and varied type of syllabus and curriculum would be set up for such colleges to provide maximum choice for the students.
4. Government would send to the promising as well as minority students abroad on scholarship for higher studies.
5. The students getting education under Free Education schemes would be tried to bring under limit.

## **Punjab University (PU) Lahore, 1882**

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<sup>37</sup> Thesis PhD, Muhammad Dilshad Mohabbat, *Development of Education in the Colonial Punjab: The Role of Christian Missionaries (1849-1947)*, University of Punjab, Lahore p.59

<sup>38</sup> Ibid

“The university was established in 1882 at Lahore, the University of the Punjab is the largest and the oldest seat of higher learning in Pakistan. It was the first to be established in the sub-continent in Muslim majority area. The fact that two Nobel laureates are from this University speaks volumes for its academic and research excellence.”<sup>39</sup>

The University of Punjab “was the fourth University to be established by the British colonial authorities on the Indian Subcontinent. The first three universities were established by the British rulers at their initial strongholds of Bombay, Madras and Calcutta. The University of the Punjab came into existence as a result of a long drawn struggle of the people of Punjab after the war of independence in 1857. Contrary to the three previously established universities, which were only examining institutions, the University of the Punjab was both teaching as well as examining body right from the beginning. Sir James Braidwood Lyal was appointed as the 1<sup>st</sup> Vice Chancellor (VC) of the university.”<sup>40</sup> The University of Punjab opened a new era to the people as well as the students of Punjab. The students got attracted from far-off areas for getting higher education. NWFP was also the part province Punjab in those days. Hence the university was the only institution for the three provinces (now East & west Punjab and NWFP now KPK). New colleges were affiliated to the university which opened and network that started working throughout Punjab. The university prospered well and produced a number of highly learned scholars. During the years before freedom from 1936 to 1947, Punjab University produced 25 PhDs in various fields of studies which is splendid landmark of the university.

### **Murray Collage Sialkot, 1889**

Murray College Sialkot was the production and progressive form of Scotch Mission High School located at Nanak Mandi, Sialkot. It was a school and upgraded to the level of college in 1889. Sir Charles Aitcheson requested the administration for the establishment of its intermediate classes. In 1889 the Punjab government realizing the importance approached the Foreign Committee to open a college at Sialkot. “The Lt. Governor of the Punjab even earmarked a financial grant for the purpose. Consequently, in 1889, the Intermediate section of the College was started in school itself. For 20 years, classes were met in the same building and by almost the same four members, incidentally representing all the major communities of the undivided India, Maulvi Mir Hassan Sahib, Mr. Narinjin Das and Sardar Harnam Singh. They jointly taught seven subjects: English,

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<sup>39</sup> <http://pu.edu.pk/page> site visited on 16-04-2015

<sup>40</sup> <http://pu.edu.pk/page/show/History.html> site visited on 09-04-2015

Philosophy, Arabic, Persian, Maths, Chemistry and Physics.”<sup>41</sup> The college flourished and served the people of adjoining areas, Muhammad Iqbal later Dr. Sir Allama Muhammad Iqbal also joined the college and passed his Matriculation and Intermediate classes from the college. “The college was reported to have an excellent start as far as the arrangements and discipline were concerned. The inspector of Rawalpindi Circle, in his report for the year of 1890-91, had favorable remarks for the future prospects of the college. The college was started with 11 students on the roll and at the end of the year, 1890-91, 16 students were reported to be on the roll—10 in the second year and 6 in the first year. The college, for the first time, presented candidates for the Intermediate Examination and it showed good results—seven candidates were passes out of 10.”<sup>42</sup>

### **Gordon College Rawalpindi, 1893**

Another step towards the expansion of higher education in Punjab was the establishment of another college now in Rawalpindi in the name of Gordon College Rawalpindi in the year of 1893. Gordon College was established Rawalpindi near its present campus in Raja Bazar. “At the time Gordon College was built, it was outside the city area; with increasing population, the college is now surrounded by commercial and official buildings. It is a mix of old and new style buildings and has lost some of its academic acclaim in the years since it became a state institution. Originally, it was founded as a private, Christian-affiliated institution.”<sup>43</sup> The college was offering mainly six subjects at the start of intermediate levels: Mathematics, History, Philosophy, English, Sanskrit and Persian.

“Gordon College, one of the prestigious and the oldest colleges of the province, was established in 1893 at the important city of Rawalpindi. Like the other missionary colleges in the province, it was also originated from a missionary high school, the American Presbyterian Mission High School Raja Bazaar Rawalpindi. The college section was started in the school’s premises, by the initiation of Intermediate classes. Although the college was an unaided institution and was not availing financial aid through the scheme of grant-in-aid yet it was recognized for the award of scholarships in 1895. Its candidates showed good results in the examinations and, in 1895-96, it was the only college in the province to show hundred percent results in the intermediate

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<sup>41</sup> [http://en.wikipedia.org/wiki/Murray\\_College](http://en.wikipedia.org/wiki/Murray_College), Site visited on 21-04-2015

<sup>42</sup> Government of the Punjab, *Report on Public Instruction in the Punjab and its Dependencies for the Year 1890-91*, (Lahore: Official Press, 1991). 39 ok

<sup>43</sup> [http://en.wikipedia.org/wiki/Gordon\\_College\\_\(Pakistan\)](http://en.wikipedia.org/wiki/Gordon_College_(Pakistan)) site visited on 22-04-2015

examination. Initially the college was started as an unaided college and became on the list of aided institutions in 1904.”<sup>44</sup>

The college is the Alma matter of a huge number of Pakistani and Indian high ranked profiled personalities. It has produced a number of personalities who had served and serving the people of their respective countries Pakistan and India in every field of life, before and after partition. Among these a few exemplary personalities may be enlisted as, Mr. Shaukat Aziz, Prime-Minister of Pakistan, Mr. Sardar Sikandar Hayat Khan, the former Prime-Minister and President of Azad Kashmir, Mr. Shaikh Rasheed Ahmad, a renowned politician and former Information Minister of Pakistan Railways, retired soldiers Army personnel of Pakistan and India has the distinction of being "India's most decorated General", General Rtd. Asif Nawaz, retired Army Chief of Pakistan, Mr. Pervaiz Khatak, the sitting Chief Minister of KPK Pakistan, Mr. Parvez Rasheed, the sitting Information & Broadcasting Minister of Pakistan.

### **Dyal Singh College Lahore, 1910**

The college was established and founded in accordance with the will of Sardar Dyal Singh Majathia,<sup>45</sup> in Lahore. He (Sardar Dyal Singh) is well known for being the founder of “The Tribune”<sup>46</sup> and the personality who gifted his enormous self-earned assets consisting buildings in grand cities like Lahore and Amritsar. “Sardar Dyal Singh Majitha was a philanthropist and a lover of education. A man of great vision and action, he donated all his assets for the propagation of education. He gave almost all his property in Lahore, Pakistan for the establishment of this college.”<sup>47</sup> In 1910 Dyal Singh College was established in Lahore near Laxhmi Chowk Lahore. The area for the building was given as a gift by Sardar Dyal Singh Majathia.

### **Government College Faisalabad (GCF), 1924**

Government College Faisalabad is the progressed shape of Government High School Faisalabad. It was a grand and splendid school having sound repute in the area/locality. On May 1<sup>st</sup>, 1924 the Faisalabad High School was upgraded and named as Government Intermediate College Faisalabad. Intermediate section was launched and a large number of students of the

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<sup>44</sup> Thesis PhD, Muhammad Dilshad Mohabbat, *Development of Education in the Colonial Punjab: The Role of Christian Missionaries (1849-1947)*, University of Punjab, Lahore p.155

<sup>45</sup> A well known and reputed philanthropist of United (Pre-Partitioned), India.

<sup>46</sup> A reputed Newspaper of United India.

<sup>47</sup> [http://en.wikipedia.org/wiki/Dayal\\_Singh\\_College\\_%28Lahore%29](http://en.wikipedia.org/wiki/Dayal_Singh_College_%28Lahore%29) site visited on 13-04-2015

surroundings areas came there for getting the knowledge. During the year 1924 when the college was opened, as many as 97 students applied for the admission and they were admitted to the first year. In the coming year i.e. 1925, 117 applied for the first year admission and the sitting Principal of that time Armstrong approved their admission to the college for different fields of studies. “The popularity of our intermediate classes encouraged the local Khalsa High School to convert itself into an intermediate college. But the opening of this college did not, in any manner, adversely affect our number. Once again, runs the report for 1926-27 when the III class (year I) was admitted in January, 1926, many applications had to be turned away especially on the science side. The opening of a new Khalsa College at Lyallpur and a new Government College at Jhang apparently had no effect whatever on the number desiring admission to this college.”<sup>48</sup>

### **Brief History of Educational Development in Punjab after Partition (1947-2002)**

“Punjab, Pakistan's largest province, has taken several education reform initiatives to improve education outcomes.”<sup>49</sup> Pakistan has seen a number of policies and education reform programs. “In a review of the history of national and provincial education policy and reform in Pakistan, gives a comprehensive list of the many intended programs designed as a matter of bureaucratic routine, whose targets and goals were seldom met”<sup>50</sup> The previous section of the chapter has discussed the educational progress and development in Punjab from the period of annexation to partition of India (1849-1947). As it has been described time and again in the thesis that main focus of the study is higher education in Punjab, however, to analyze the exact scenario we may have to discuss also a brief history of all those efforts and proceedings followed by the topic. Making a detailed discussion, we’ll have to bring to light all the previous history of Pakistan’s education system from freedom from the British rule to making her own institution to regularize and administer the degree awarding institutions DAIs, Higher Education Commission (HEC) in 2002. It was a slow journey since freedom in 1947 to formation of HEC 2002. It took fifty five years to meet its final destination. Before the actual discussion, a brief history of the whole Pakistan education is necessary so we may come to understand the very roots, why did it consume too much time”

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<sup>48</sup> <http://gcuf.edu.pk/about/history-and-introduction/college-era/> site visited on 10-04-2015

<sup>49</sup> Masooma Habib, “Education in Pakistan’s Punjab: Outcomes and Interventions”, *The Lahore Journal of Economics* 18: SE (September 2013). 21 OK

<sup>50</sup> Ibid 31

Brief history of the whole education scenario in Pakistan is as under:

The Muslims of South Asia struggled day and night and finally Pakistan snatched freedom from over a century of British rule in August, 1947. The colonial period witnessed some progress in higher education. Pakistan received a weak foundation “of higher education at the inception. When India was sub-divided, only two of the then existing 21 universities were on the Pakistan side of the border – one in the West wing at Lahore, University of the Punjab Lahore – established in 1882, and one in the East wing in Dhaka. Sindh University received its charter in 1947 and it was in the process of organization when Pakistan came into being in that year.”<sup>51</sup> As soon as Pakistan emerged as the largest Muslim state on the map of the world on August 14<sup>th</sup>, 1947, Fazal Elahi Chaudhary was appointed as the first Education Minister of newly born state under the Premiership of Liaqat Ali Khan. Muhammad Ali Jinnah was declared as the first Governor General of Pakistan by the British Crown. Soon after independence an educational conference was met in November, 1947. As Education is always is called the backbone of every nation, the participants of this conference were also fully aware of the facts. Keeping in view the modern trends M.A Jinnah declared as:

“You know that the importance of education and the right type of education cannot be over-emphasized. Under foreign rule for over a century, in the very nature of things, I regret, sufficient attention has not been paid to the education of our people, and if we are to make any real, speedy and substantial progress, we must earnestly tackle this question and bring our educational policy and program on the lines suited to the genius of our people, consonant with our history and culture, and having regard to the modern conditions and vast developments that have taken place all over the world.”<sup>52</sup>

He further described as:

“If we are to make any real, speedy and substantial progress, we must...bring our educational policy and programmed on the lines suited to the genius of our people, consonant with our history and culture, and having regard to the modern conditions and vast development that have taken place all over the world...What we have to do is to mobilize our people and build up the character of our future generation.....In short, we have to build up the character of our future generations which means highest sense of honor, integrity, selfless service to the nation, and sense

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<sup>51</sup> Thesis PhD, Faridullah Khan, *Developing A Total Quality Management Framework For Public Sector Universities In Pakistan*, NUML Islamabad, 2010 p.24

<sup>52</sup> Muhammad Ali Jinnah, *All Pakistan Education Conference*, ( Karachi: 27<sup>th</sup> November, 1947). ok

of responsibility, and we have to see that they are fully qualified or equipped to play their part in the various branches of economic life in a manner which will do honor to Pakistan.”<sup>53</sup>

Jinnah’s further remarks regarding education are:

“Develop a sound sense of discipline, Character, Initiative and a solid Academic Background. You must devote yourself whole-heartedly to your studies, for that is your first obligation to yourselves, your parents and to the State. You must learn to obey for only then you can learn to command.”<sup>54</sup>

Number of institutions began to increase swiftly soon after independence; however, the students’ participation remained very low. Only 2.6% students having the age between the age of 17 and 23 were enrolled to get higher education. Participation rate has risen to 5% which is still very low as compared to other developing countries.

As India has 12% participation rate. For higher education maximum age limit fixed for entrance into in Pakistan is said to be 26 years. Higher education in Pakistan has received special attention in recent years. Higher education’s share in total education budget allocated for overall education rose from 7%, before 2002 it rose up to 13.7% in 2005-06 which concluded as 100% increase in students’ enrolment for higher education. Higher education institutions are being opened in both public and private sectors as well. “Higher Education Commission of Pakistan is funding PhD studies at higher educational institutions in Pakistan and abroad; it has also hired foreign faculty to supervise PhD students and to promote research culture at the universities. It has also re-employed the retired professors and placed them at the universities.”<sup>55</sup>

Literacy has directly or indirectly affects the performance of higher education institutions. “A literate person can contribute much in the socio-economic development of the country. Therefore, efforts are being made in these countries through local, national and international levels, to eradicate this evil of illiteracy.”<sup>56</sup> At the time when Pakistan gained freedom, “the overall literacy rate in India was 12.2%, and the parts that became Pakistan, probably had even a

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<sup>53</sup> Ibid

<sup>54</sup> Muhammad Ali Jinnah, *Islamia College*, (Peshawar:12th April, 1948).

<sup>55</sup> Raza Ullah, Ifra Iftikhar and Bushra Yasmeen, “Learning, Perceptions of Educational Environment, Academic Motivation and Learning Preferences: Analysis of Two Universities in Pakistan”, *Bulletin of Education and Research*, Vol. 36, (December 2014) ok

<sup>56</sup> Muhammad Ajmal Farooq, *An Analysis Of Achievements Of Adult Literacy Component Of National Plan Of Action (2001-2015) Of Education For All In Punjab And Development Of Future Implementation Strategy*, International Islamic University Islamabad, Pakistan 2013. P.1

lower rate of literacy in single digits. At present the literacy rate of Pakistan according to PSLM Survey 2006-2007 is 55 percent. Literacy rate can be improved through the partnership of government with non-governmental organizations (NGOs).”<sup>57</sup> As being backward and underdeveloped country, Pakistan’s literacy rate also remained de-stabled. Literate person used to be defined in various perspectives. Definitions for literacy were also changed according to the time being.

### **Definitions of Literacy According To Various Census Years:**

Year of Census and definitions:

According to Census year 1951; the person who can read in clear print of any language?

According to Census Year 1961: the person who is able to read with sufficient understanding a simple letter in some book or other paper/document?

According to Census Year 1972: the person who is able to read and write in any language with clear understanding?

According to Census Year 1981: the person who is able to read a newspaper and write simpler letters?

According to Census Year 1998: the person who can read a newspaper and after that he is able to write a simple letter in any language?

These definitions create the definite image of education levels of various times. Our legacy of knowledge like other legacies was very small. We were considered cheap and good for nothing by the civilized nations. We were going to be declared as neglected nation if there had been no advancement in the sector of education. What we had to do was just to improve our literacy rate on emergency basis. This was the condition of our overall education system. Higher education was far behind according to these definitions.

“It goes without saying that the national development of every country greatly depends upon the development of higher education and research.”<sup>58</sup> We know that “Higher education plays a key

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<sup>57</sup> Ibid p.2

<sup>58</sup>Muhammad Ahsan, Mumtaz Akhtar, Rafaqat Ali Akbar, Muhammad Munir , “Evaluation of the Improvement in the Quality of PhD Theses Produced during 2001-2012: A Case Study of Pakistani Universities”, *Bulletin of Education and Research Vol. 36, No. 2, (December 2014).* 13 ok

role in the development of every country.”<sup>59</sup> To come face to face “with the nations of the world one will have to concentrate on imparting quality education.”<sup>60</sup> It is a reliable source that “higher education plays a major role in over all development of a nation by providing it skilled, educated, trained and professional manpower.”<sup>61</sup>

In 2002, the government of Pakistan established a new institution named the Higher Education Commission (HEC) Pakistan after the institution of University Grants Commission UGC Pakistan. “The Interim Constitution 1947-1956 (Government Of India Act, 1935) Education was placed in the exclusive legislative and executive domain of the provinces vides Entry 17 of the provincial legislative list. Any matter related to Education as policy, planning or curriculum was neither on the Federal Legislative List nor the Concurrent Legislative List.”<sup>62</sup> It is the fact “the establishment of HEC was a revolutionary step in the development of the higher education sector of Pakistan.”<sup>63</sup> According to an “earlier estimate of USAID published in 2008 also highlights similar findings. It stated that the HEC’s main focus was the acquisition of excellence in the higher education sector of Pakistan. For this reason, the quality targets were set in different areas of this sector.”<sup>64</sup>

Following is the brief history of the struggle made by the Pakistani leaders to make Pakistan an educated and highly learned Muslim state. The following points will lead us to a sound understanding of Pakistan’s conditions regarding to education in various periods.

The following discussions would reveal that there have never been sound policies for anything as the world is always in changing mood and brings changing on every step and every field. Education is a sensitive matter and it always requires special care and attention to make it advance on every step.

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<sup>59</sup> Ibid

<sup>60</sup> Thesis, Phd Zahid Bashir, *A Comparative Study Of Quality Enhancement Measures In Public And Private Sectors At Secondary Level In Hazara Region*, Numl, Islamabad, 2011. P.1

<sup>61</sup> Thesis, Phd Bibi Asia Naz, *A Comparative Study Of Administrative Practices Of Public And Private Sector Universities Of Pakistan*, Gomal University Dera Ismail Khan ,Khyber Pakhtunkhwa, Pakistan, 2013, P.1

<sup>62</sup> <http://hed.punjab.gov.pk/History> site visited on 25-03-2015

<sup>63</sup> ibid

<sup>64</sup> ibid

At national level of Pakistan, following policy documents are framed with varying degree of consultation and involvement of the federating units Pakistani efforts are as follow as recorded by descending order of the calendar years:

1. National Educational Conference, 1947.
2. Pakistan Educational Conference, 1951.
3. Report of the National Commission on Education, 1959.
4. Proposals for New Education Policy, 1969.
5. New Education Policy, 1970.
6. Education Policy, 1972-78.
7. National Education Policy, 1979.
8. National Education Policy, 1992.
9. National Education Policy, 1998-2010.

### **National Educational Conference, 1947**

One of the first attempts in the field of education and literacy was the National Education Conference in 1947 which lasted from 27<sup>th</sup> November to 1<sup>st</sup> December 1947 at Karachi. The Conference lasted for six days to ponder over the various aspects of modern trends and needs of the hours in education sectors. The participants were fully aware of the importance of education in all the walks of life. They determined to set special goals and aims for newly born state to achieve. As they were fully aware of Pakistan was far behind from the other nations of the world in education and learning, much stress was given on primary education. Higher education was not discussed at that time. The Quaid-e-Azam, in his message to the Conference said:

"... the importance of education and the type of education cannot be over-emphasize.... there is no doubt that the future of our State will and must greatly depend upon the type of education we give to our children, and the way in which we bring them up as future citizens of Pakistan ... we should not forget that we have to compete with the world which is moving very fast in this direction."<sup>65</sup>

Various recommendations of that conference can be listed as below:

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<sup>65</sup> Muhammad Ali Jinnah, *Pakistan Educational Conference, held in Karachi on 27th November, 1947*

1. An advisory board for education in Pakistan was decided to be formed. The purpose of the advisory board was to seek advice on all the matters education relating and to provide an affective link between government and the public.
2. It was further recommended in the conference to the constituent assembly that Urdu should be recognized as official language in Pakistan.
3. Urdu was made compulsory to be taught as compulsory language in all schools.
4. Educational system in Pakistan should be based on Islamic Ideology, emphasizing on universal brotherhood, tolerance and justice in society.
5. It was determined in the Conference that universities in Pakistan be requested to consider the question of starting the university officer corps for Women and along with University Nursing Training Corps as well.

### **Objective Resolutions, 1949**

Soon after getting freedom, Pakistan had to adopt All India Act of 1935 as her interim constitution for the country. After the struggle of one year and eight months, constitutional assembly passed a resolution named as “Objective Resolutions” on 12<sup>th</sup> March, 1949 which was to be made basic principles for the coming new constitution. It guaranteed the fundamental and basic rights for the masses in such words:

“Equality of status, of opportunity and before law social, economic and political justice freedom of thought, expression, belief, faith, worship and association, subject of law and public morality.”<sup>66</sup>

The statement of the Resolutions shows that Education especially higher education had no room in the basic principles and rights for the people of Pakistan in the Objective Resolutions of 1949. Therefore, education was not much concerned issue to be discussed of the resolutions.

### **National Plan of Educational Development 1951**

National Plan of Educational Development NPED of 1951 was the third major step taken towards the education development after Educational Conference of 1947 and objective Resolutions of 1949. It proclaimed that “a system of universal primary education is imperative. Primary education is essential to prep citizens for the discharge of their democratic and civic

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<sup>66</sup>Government of Pakistan: Ministry of Law, the Objective Resolutions, 1949.

responsibilities and to provide them with equal opportunities for economic and cultural advancement. It is essential to the nation as a base for the entire structure of secondary and higher education from which will come leadership in all walks of life and support for technical development in agriculture and industry.”<sup>67</sup>

## **Constitution of 1956**

As mentioned earlier that education was not recognized as the basic need of the masses in the Objective Resolutions of 1949 which was going to be the basic principles for the upcoming constitution of the country. Same practice was about to be seen in the constitution of 1956 as there was also nothing special for higher education. Schedule 5 and Article no. 106 could produce nothing special regarding education. Only following Items showed slight concern for the education.

**Entry No-20** “Education including universities, technical education and professional training.”<sup>68</sup>

**Entry No-23** “Co-ordination and determination of standards in institutions for higher education or research and scientific and technical institutions.”<sup>69</sup>

## **Report of the Commission on National Education, 1959**

Continuous and tireless efforts were being made to bring Pakistani education level up keeping in view of Pakistan ideology (Two Nation Theory), social, economical and financial needs. “On 30<sup>th</sup> December, 1959 government of Pakistan appointed a commission”<sup>70</sup> to bring out a report of current educational lines in the country. It was a nice effort by the part of government to launch a commission to sort out educational standards especially higher education of that time:

“It was highlighted in the report that civilized societies have for many centuries looked to their institution of Higher Learning for the training of leaders in government and the profession. It was recognized that the Higher Education in the modern world must provide training in a large number of specialties and for larger number of students. It must offer education of quality. Higher education has responsibility which goes beyond the training of

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<sup>67</sup> Government of Pakistan: National Planning Board, First Five Year Plan, 1955-60.

<sup>68</sup> Government of Pakistan: Ministry of Law, The constitution of the Islamic Republic of Pakistan, 1956.

<sup>69</sup> *ibid*

<sup>70</sup> Government of Pakistan: Ministry of Education, the Report of Commission on National Education, 1959.

persons to engage specialized or professional work; it must also assist students to become educated men in general sense. Higher education must be concerned with the formation and development of character, as with the acquisition of knowledge. The importance of Higher Education was greatly recognized, as it was held in the report that: No country has ever been able to make rapid progress without a well developed system of Higher Education”<sup>71</sup>

Defining the objectives of the educational system, it stated

"the aim of adult education cannot be anything other than the general aim of all education, i.e., the development of the individual to his full capacity in his personal and social life so that he may be a happy, healthy and useful citizen and able to make his optimum contribution to the community in which he lives ... Starting with the pressing needs and problems of the community concerned, it may, in the long run, include skills of reading, writing, speaking, listening, and calculation; vocational skills; domestic skills; skills of self-expression in arts and crafts; personal and community hygiene; simple and practical science; civics; economics; spiritual and moral development; and training in reasoning and scientific thinking."<sup>72</sup>

Following some important recommendations were made in the commission report to bring higher education on modern lines.

1. Higher Education would be categorized as a distinct stage, and the present intermediate level classes should be transferred from jurisdiction of universities to that of Boards of Intermediate and Secondary Educations BISEs.
2. The course of studies at Bachelor’s degree in the fields of Science and Arts was recommended be extended from two to three years.
3. The university act existing and implemented that time should be revised.
4. A University Grants Commission (UGC) should be established for developing and managing Higher Education on sound lines, and the period for co-coordinating university programs and colleges was fixed within maximum three years.
5. Teaching and the guidance at Masters, Honors and Doctorate (PhD) level should be done by such individuals who possess adequate and apt research experience.

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<sup>71</sup> Thesis PhD, Ali Usman Isani, *Higher Education in Pakistan*, NUML Islamabad 2001. p.44

<sup>72</sup> Kaiser Bengali, “History of Educational Policy Making and Planning in Pakistan”, *Working Paper Series No. 40*, (1999). 4

6. Every university individually should develop community service program (CSP) in those areas where it is highly needed.

## **Higher Education in Constitution of 1962**

The following articles will show the concern of the Constitution of 1962 regarding education as well as higher education in Chapter 1 article 12(3):

“No citizen shall be denied admission to any educational institution receiving aid from public revenues on the ground only of race, religion, caste or place of birth”<sup>73</sup>

It further states in chapter 2, article 7

“Illiteracy should be eliminated, and free and compulsory education should be provided for all, as soon as it is practicable”<sup>74</sup>

## **New Education Policy, 1970**

New Education Policy was approved by the cabinet on March 26<sup>th</sup>, 1970. New education policy termed with reference to education as:

“Education and training are critical inputs in the economic effort of the nation. Without harnessing the vast human resources available to Pakistan, the task of sustaining and accelerating economic development would remain unfulfilled. In this regard, the basic objectives are, on the one hand, to broaden rapidly the base of education with a view to attaining the ideal of a universally literate and productive society and, on the other, ensure a continuous supply of highly trained persons capable of providing imaginative and creative leadership in different spheres of national activity.”<sup>75</sup>

Recommendations with reference to higher education were as under:

1. Universities would be bound set up centers of excellence (CEs) to promote teaching, research, post graduate and PhDs.
2. National Research Fellowship (NRF) scheme was established. A scheme of National Professorship was also proposed in the policy of 1970.

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<sup>73</sup> Government of Pakistan: Ministry of Law and Parliamentary affairs, the constitution of the Islamic Republic of Pakistan, 1962.

<sup>74</sup> *ibid*

<sup>75</sup> Government of Pakistan: Ministry of Education and Scientific Research, the New Education Policy, 1970.

3. After careful and tactful planning, new universities would be established.
4. New colleges be established to keep the pace balance of national needs.

### **National Education Policy, 1972**

Soon after the separation of East Pakistan (now Bangladesh), new education policy was launched. At this stage, “the literacy rate of Punjab was 20.7%.”<sup>76</sup> This policy gave special place and main focus to adult education as most of the population was based on adults and mostly the adults were declared to be illiterate. The Education Policy of 1972-1980 was drafted in fully a matter of fact tone and refrained itself from pronouncements based on philosophical grounds. It aimed at eradicating illiteracy within the possible short time through spreading of elementary education and at balancing the access “to education through provision of special facilities for women, under-privileged groups and mentally-retarded and physically-handicapped children and adults in all areas in general and the backward areas in particular.”<sup>77</sup>

### **Education in Constitution of 1973**

The constitution of 1973 of Islamic Republic of Pakistan ensures the equality and well-being of all citizens of Pakistan. There is described no discrimination among the basis of sex, color, caste, creed or race. Article 37 inscribes that the state shall be responsible for basic rights of its citizens i.e. education and health.

Twenty six years had gone after independence and much experience had been gained in all the fields including education. It was now being realized that higher education sector must be given special attention. It was fully realized that education had become backbone for the progress of the country in many respects. It was also announced that if education is not paid proper attention, it would bring horrible results for the coming generations. Keeping in view this, many attempts were being done to meet the demands and challenges of that time. It was now being decided that education will take special place in the new constitution.

Chapter 2 and Article no. 37 refer to education as:

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<sup>76</sup>Munir Ahmed Choudhry, “Pakistan: where and who are the world's illiterates? Background paper for the Education for all global monitoring report” *literacy for life; 2005*. (UNESO 2006)

<sup>77</sup> Government of Pakistan, Ministry of Education, The Education Policy, 1972.

1. “Promote with special care, the educational and economic interest of backward classes or areas.”<sup>78</sup>
2. “Make technical and professional education generally available and higher education equally accessible to all on the basis of merit.”<sup>79</sup>

Further inclining education as the basic need of each and every citizen, the constitution explained in article no. 38 (d) as:

“the state shall provide basic necessities of life, such as food, clothing, housing, education and medical relief for all citizens irrespective of sex, caste, creed or race as are permanently or temporarily unable to earn their livelihood in account of infirmity, sickness or unemployment”<sup>80</sup>

Through the deep study of the above discussion we learn that the government had learnt the key importance of higher education in the lives of nations. In this regard the federal government worked on following lines to carve the acts:

### **University Grants Commission (UGC) Act, 1974**

“University Grants Commission”<sup>81</sup> UGC was founded in 1947 but ascended to constitutional status in 1974. UGC Act was declared as passed with a view to co-ordinate and charter Higher Education in more effective ways. The Act says as

“Whereas in interest of education planning and laying down uniform policy as also to secure co-ordination between the universities, it is expedient to provide of a University Grants Commission, and for matters connected therewith or incidental thereto.”<sup>82</sup>

Section 2 of the University Grants Commission UGC Act further refers to:

“promotion and co-ordination of university education, the determination and maintenance of standard of teaching examination and research in universities, the promotion of national unity and solidarity, the orientation of university programmers to national needs.”<sup>83</sup>

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<sup>78</sup> Government of Pakistan, Ministry of Law and Parliamentary affairs, The constitution of the Islamic Republic of Pakistan 1973.

<sup>79</sup> ibid

<sup>80</sup> Ibid.

<sup>81</sup> Government of Pakistan, Act No-XXIII, 1974

<sup>82</sup> Ibid

<sup>83</sup> Thesis PhD, Ali Usman Isani Higher Education in Pakistan, NUML Islamabad 2001, p.23

## **Center of Excellence Act, 1974**

“Center of Excellence”<sup>84</sup> in universities for high level research and teaching was constituted in 1974. It was announced that the center would monitor the existing higher education institutions and recommend more suitable suggestions in this regard.

## **National Education Policy, 1979**

“National Education Policy was presented in February 1979.”<sup>85</sup> Recommendations regarding higher education were as follow:

1. Minimum strength for the college of degree level would be fixed.
2. Further announced that degree colleges would also include classes, XIII, XIV, XV and XVI respectively.
3. New university would not be established for the coming next five years, except the establishment of women universities.
4. Running and working Centers of Excellence would be made more strengthened, and five more centers would also be established throughout the country.
5. Post graduate classes would be started in selected girls’ degree college within the provinces.
6. The curriculum and syllabus at respective territory level would be reviewed by the University Grants Commission UGC throughout the country.
7. The libraries would also be established in universities and librarians would be appointed to serve the students.

## **National Education Policy, 1992**

According to the experts “overall investment in education in Pakistan is still very low, despite repeated commitments by successive governments to reach the UNESCO target of 4 percent of GDP. Public spending on education in Pakistan, as a percentage of GDP is only 1.8 percent which is the lowest in South Asia<sup>1</sup> and has in fact declined from the peak of 2.6 percent reached in the early 1990s.”<sup>86</sup>

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<sup>84</sup> Government of Pakistan Act NO-XXIV, 1974

<sup>85</sup> Government of Pakistan, Ministry of Education, The Education Policy, 1979.

<sup>86</sup> Sartaj Aziz, “The Lahore Journal of Economics”, *Special Edition*. 64

The 1992 Education Policy began thus:

“Policy initiatives for guiding educational reforms were proposed as early as 1947. More comprehensive documents on restructuring of education were those of 1959, 1972 and 1979. The reforms have appeared in four areas: educational, social, economic and institutional. This caused a ten-fold increase in educational facilities. Yet, the limitation of financial resources, poor appreciation of educational priorities, inadequate delivery system, and population pressure has never allowed a full expression of the desired change. As a social artifact education, so far, has not been able to assure good life for the individual and best arrangements for society. Its ability to build human capital which could provide high rates of return to society, has remained minimal.”<sup>87</sup>

The decade of 90’s was a sheer preparation for the new horizons in all the fields especially education field. Almost all the developed countries of the world have attained the high place in the field of higher education. Now the race in the field of higher education was going to start at fast and fast pace. Only those nations would survive which would bring their name in the field of research and higher education.

At this stage we’ll have to peer through the Pakistani investment standards in the field of higher education. “Pakistan’s participation rate in higher education was below 3%”.<sup>88</sup> Following data would reveal some aspects of Pakistan’s Higher Education status as compared to some other Asian countries on us:

### **COMPARATIVE HIGHER EDUCATION DATA FOR SOME ASIAN COUNTRIES FOR THE YEAR 1995<sup>89</sup>**

<b>Country</b>	<b>Number of students in Higher Education per 100,000 population</b>
Republic of Korea	4974
Japan	3139
Philippines	2981
Singapore	2522

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<sup>87</sup> Government of Pakistan: Ministry of Education, National Education Policy, 1992.

<sup>88</sup> UNDP, Human Development Report. New York: Oxford University Press, 2001.

<sup>89</sup> Thesis PhD, Ali Usman Isani *Higher Education in Pakistan*, NUML Islamabad 2001 p.10

Hong Kong	1635
Indonesia	1167
India	613
Pakistan	266 (1990)
Malaysia	58

Observing the above chart, we see that the number of Pakistan among the list of nine nations is eight. In clear words we can describe that Pakistan's higher education level is almost at the bottom as compared to other Asian countries. If we compare it to the developed western and European countries, the results would be highly alarming. Much is needed to do in the sector of higher education to show off our educational standards. Policies are being failed one after one. No actual positive results had been seen in this regard.

### **National Education Policy (1998-2010)**

National Education Policy 1998 stated the purpose of deploying these resources in universities as "our institutions and universities of higher education will have to meet international standards and produce graduates who could compete internationally".<sup>90</sup>

### **LITERACY RATIO OF POPULATION (10 YEARS AND ABOVE) OF PAKISTAN BY PROVINCE BY SEX FOR CENSUS OF 1998 AND 1981<sup>91</sup>**

Area	Census Year									
	1998					1981				
	Pakistan	NWFP (KPK)	Punjab	Sindh	Balochistan	Pakistan	NWFP (KPK)	Punjab	Sindh	Balochistan
<b>Total</b>	45.0	37.3	47.4	46.7	26.6	26.2	16.7	27.4	31.4	10.3
<b>Male</b>	56.5	52.8	58.7	56.6	35.0	35.0	25.8	36.8	39.7	15.2
<b>Female</b>	32.6	21.1	35.3	35.4	16.0	16.0	6.5	16.8	21.6	4.3

<sup>90</sup>Thesis PhD, Ali Shoukat, *FACULTY DEVELOPMENT PROGRAM FOR TJNIVERSITIES OF PAKISTAN:THE NEED TO DEVELOP A MODEL*. Punjab University Lahore, 2008. P.7

<sup>91</sup>Thesis PhD, Wahab, Zaira *Women Access to Higher Education in an Urban Center of Pakistan*, Hamdard University Karachi, 2004. P.11

## **BRIEF HISTORY OF UNIVERSITIES LAUNCHED IN PUNJAB DURING 1947-2002**

To meet the ongoing challenges and demands of the hour, there is always a dire need of higher education sectors i.e. universities/degree awarding institutes DAIs. With the growing needs of the public and population, no serious steps had been taken in Punjab during the described period. Following is the brief history of the universities launched in Punjab during the specific period.

### **University Of Engineering and Technology (UET) Lahore, 1974**

The University Of Engineering and Technology (UET) locates in the northern parts of Lahore city. On the great Gran Trunk (GT) Road near the grand Gardens of Shalimar was built during the period of great Mughal Empire. The institution was initially started working in 1921 in the name of Mughalpura Technical College, Lahore.

University of Engineering and Technology (UET), Lahore was a gracious step toward spreading the knowledge of science and technology by the part of government of that time. World had gone far beyond the knowledge of Engineering and Technology. But Pakistan has been laid behind in this regard. To keep the pace with the world, “University of Engineering & Technology UET was launched in Lahore in 1974.”<sup>92</sup>

University of Engineering and Technology UET was established in 1921 at Mughalpura, a populated area of Lahore as Mughalpura Technical College Lahore. In the year of 1923, the name was given to Maclagan Engineering College to honor the grace of Sir Edward Maclagan, the then Governor of the Punjab province. At the time of independence of Pakistan in 1947, it offered the degrees of Bachelor of Science. Courses in electrical, mechanical and civil engineering were also launched.

In 1954, bachelor's degree in Mining Engineering program in was started at UET. “In 1961, it was again renamed as West Pakistan University of Engineering and Technology. During the 1960s, bachelor's degree courses were started in Chemical Engineering, Petroleum and Gas Engineering, Metallurgical Engineering, Architecture, and City and Regional Planning. By the

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<sup>92</sup>Higher Education Pakistan, Act V, 11<sup>th</sup> April, 1974.

1970s it had established over a score of master's degree courses in engineering, architecture, planning and allied disciplines.”<sup>93</sup>

UET in order to spread the education of Engineering and Technology at higher level other than Lahore, UET has launched sub-campuses in the following cities:

1. UET Sub-Campus, Kala Shah Kaku (KSK) 2006
2. UET Sub-Campus, Gujranwala 2002
3. UET Sub Campus, Narowal 2012
4. UET Sub Campus, Faisalabad 2004

Following details are latest comparative data (up to 2015) of the progress and achievements of the university;

### **GROWTH PROFILE**

<b>Graduates produced</b>	<b>Up to 2000</b>	<b>Up to 2015</b>
PhD	4	130
M. Sc/M. Phil	1545	4136
Undergraduates	16072	36766
Total	17621	41032

Source:UET, Lahore Annual Report 2015

### **Bahauddin Zakariya University Multan, 1975**

“It (BZU) is one of nation’s leading public research universities. The university is widely known as an institution of strong performance and high ambition as it has continued to make excellent progress towards its goals. It plays a significant role in developing indigenous human resources through its highly productive achievements both in science and humanities as it has variety of disciplines.”<sup>94</sup>

The University started functioning in 1975 with the name of “University of Multan.”<sup>95</sup> Bahauddin Zakariya University Multan is a general cadre University. It is providing instruction in both the groups of Arts and Science subjects. However, keeping in view that “agriculture is the

<sup>93</sup> [http://en.wikipedia.org/wiki/University\\_of\\_Engineering\\_and\\_Technology,\\_Lahore](http://en.wikipedia.org/wiki/University_of_Engineering_and_Technology,_Lahore) site visited on 28-03-2015

<sup>94</sup> Vice Chancellor of BZU Professor Dr. Tahir Amin’s message

<sup>95</sup> Government of Pakistan: Higher Education Pakistan, Act III, 4<sup>th</sup> March, 1975.

mainstay of this region, (the place and its environs can boast of producing the country's best silver crop (Cotton) and fruit crops (Mangoes, Citrus, and Dates), it was considered expedient to train manpower in the region for solving agricultural problems. Accordingly, a College of Agriculture was established in 1989. (The College of Agriculture and its complement, an Engineering College, form an integral part of the University Plan). The College of Engineering & Technology was established in 1994. Department of Commerce was started from November, 1996. BBA classes were started in the Department of Business Administration from October, 1996. Bachelor of Computer Science has also been introduced in the Department of Computer Science from November, 1996, even though Masters in Computer Science (MCS) was already running since 1989. B.Sc. Electrical Engineering class was started in November, 1997. Information Technology Centre was established in July 1999. Awarded by the university are recognized by HEC, PEC & PMDC.”<sup>96</sup>

The university awards the opportunity of the “scholarships on the basis of academic merit of the student's scholarships available to the students on the competitive basis from the government of the Punjab. The government of Pakistan and private Trusts and agencies interest free loans are also made available by the Pakistan Government and Banking council.”<sup>97</sup>

Despite of main campus in Multan, BZU is working with various sub- campuses in different cities:

1. BZU Sub-Campus, D.G Khan
2. BZU Sub-Campus, Sahiwal
3. BZU Sub-Campus, Layyah
4. BZU Sub-Campus, Lahore (Franchise)

The university is spending a handsome amount of money over its respective programs in form of aids and scholarships. “Total estimated research budget allocated by BZU is 43.412 million for the year 2015-16.”<sup>98</sup>

## **Islamia University Bahalpur, 1975**

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<sup>96</sup> [http://en.wikipedia.org/wiki/Bahauddin\\_Zakariya\\_University](http://en.wikipedia.org/wiki/Bahauddin_Zakariya_University) site visited on 29-03-2015

<sup>97</sup> Baha-u-Din Zakriya University Multan *Prospectus* (Multan: University Press, 2015). 21 ok

<sup>98</sup> Baha-u-Din Zakriya University Multan *Budget Estimates for the year 2015-16*.

“The university was established by an act of Punjab legislative Assembly 1975.”<sup>99</sup> City of Bahawalpur has always been a seat of higher learning since last one or two centuries. Uch Sharif, a nearby ancient town had one of the largest universities in the world where scholars and learned from all over the world used to come here for higher studies. As a continuation of this tradition a religious University “Jamia Abbasia” was established in the city of Bahawalpur in 1925, following the academic designs and patterns of Jamia Al-Azhar ”(Al-Azhar University), Egypt. The renowned scholars spread after becoming the beacon of Islam by teaching the various aspects of Islamic learnings i.e. Tafseer of Quran, Hadith and Fiqh. History along with other contemporary subjects was also taught at the university.

Further information about the university may be delivered as:

“The sand dunes have been converted into well-built faculties, green lawns, hostels, residential colony, farms and orchards. It is known as Baghdad-ul-Jadeed Campus. The University was started with ten departments and now this number has increased to 45 offering 74 disciplines. Apart from conventional disciplines of Religious Affairs, Languages, Social and Basic Sciences; education is being imparted in the areas of Business Administration, Engineering, Agriculture, Veterinary Sciences, Computer, Law, Education, Fine Arts, Pharmacy, Life Sciences and Sports Sciences. The University values quality education rather than quantity. Towards achievement of this end a team of highly qualified and committed faculty members have been engaged. Moreover, research is being made corner stone of the educational philosophy.”<sup>100</sup>

In order to provide opportunities of higher education to the youth at their door step, following campuses are established.

1. Rahim Yar Khan campus, 2005
2. Bahawalnagar campus, 2005

## **Punjab Economic Research Institute (PERI), 1980**

Punjab Economic Research Institute is declared as the oldest economic research institution in Punjab and Pakistan as well. It was reorganized and renamed as Economic Research Institute Lahore. “In 1980, Punjab Economic Research Institute was declared as a statutory body.”<sup>101</sup> To spread the educational standards of research in the field of economics, government of Punjab

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<sup>99</sup>Government of Pakistan: Higher Education Pakistan, Act III, 4<sup>th</sup> March, 1975.

<sup>100</sup> [http://en.wikipedia.org/wiki/Islamia\\_University](http://en.wikipedia.org/wiki/Islamia_University) site visited on 29-03-2015

<sup>101</sup> <http://www.pndpunjab.gov.pk/peri> site visited on 28-03-2015

thinking it affective, decided to establish an institution in the name of “Punjab Economic Research Institute.”<sup>102</sup>

*“An Ordinance to provide for the establishment of the  
Punjab Economic Research Institute as a statutory body”<sup>103</sup>*

The Institute has an unbreakable record of research in economics subject and its professional both nationally and internationally respectively. If we have a look on its performance and research capabilities it is dawned that it has so far completed its 342 studies and 23 research papers covering various aspects of the economy have been published. The Institute through its research provides handsome and lending support to the planning and policy making work of the Government of Punjab.

“Being autonomous in its working, the Institute is in an ideal position to provide much needed independent feedback to the Government. Moreover, it can undertake feasibility studies for the public and private sector. The Institute has also completed a number of specific assignments for the Government, i.e. formulation of Punjab’s component of Sixth Five Year Plan, Assessing the Impact of Withdrawal of Flat Rate of Electricity Tariff for allocation of Poverty Alleviation Program funds amongst various districts using findings of PERI’s report titled *Development Profile of Districts in Punjab*”<sup>104</sup>

Punjab Education Minister Rana Mash’hood Hussain announced on 29<sup>th</sup> January, 2016 to upgrade the institute as degree awarding institute DAI in Punjab. The implementation would be made soon.

### **Fatima Jinnah Women University (FJWU) Rawalpindi, 1999**

Among the universities established during this period, Fatima Jinnah Women University FJWU Rawalpindi keeps special place as it is the university launched for the women of the area. As ours are superstitious and narrow minded masses, separate women university was needed direly in the area. Most of the Pakistanis drop their girls even at elementary or secondary level. Higher education was a dream for the girls. It proved a blessing for women to come forward in higher

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<sup>102</sup>Government of Punjab: The Punjab Economic Research Institute Ordinance X, 1980. 13<sup>th</sup> November, 1980

<sup>103</sup> ibid

<sup>104</sup> <http://www.pndpunjab.gov.pk/peri> site visited on 29-03-2015

education field and mark their name in the field of education. “Under an ordinance Fatima Jinnah Women University (FJWU) was established at Rawalpindi in 1999.”<sup>105</sup>

It is apparently visible to us that our heritage has been beautifully inter-connected with the education of women. The main building of the Fatima Jinnah University is Victorian type as it is reflected from its architectural splendor. This building was built as a place of residence for two Singh (Sikh) brothers named as Mohan Singh and Sohan Singh. The building gained the status of the Presidency of Pakistan around the mid of 1960s.”The rooms are steeped in history; personalities like Benazir Bhutto, Mr. Ch. Fazal Elahi and President Zia-ul-Haq have walked in the corridors of this building. Former Prime Minister Mian Muhammad Nawaz Sharif inaugurated this gift for the nation’s daughters and their families on August 6; 1998.As it stands it is a symbol of the commitment of the nation to women’s education. The University is unique in the fact that the Punjab Government funds it. The Government of Punjab is very supportive of the university thereby furthering the cause of women education and empowerment.”<sup>106</sup>

After this brief and comprehensive discussion we have come to the knowledge which produces the real scene of Pakistani higher education progress since 1947-2001. Higher education sector development is discussed and further we’ll discuss the main stream of HEC sector.

The following chart will show the educational insight of Pakistani people and the role of the public as well private sector in growing educational level throughout the country.

**NUMBER OF STUDENTS ENROLLED OVER THE YEARS (BY SECTOR AND LEVEL OF DEGREE)<sup>107</sup>**

Sector	Year	Bachelor	Master	M. Phil	PhD	Post Graduate Diploma	Total
<b>Public Sector</b>	2001-02	156,141	66,675	3,683	3,061	2,841	232,401
<b>Private Sector</b>	2001-02	30,340	11,854	188	63	1,428	43,873

<sup>105</sup>Government of Punjab: The Fatima Jinnah Women University, Rawalpindi Ordinance, XLIII 9<sup>th</sup> August, 1999.

<sup>106</sup> [http://en.wikipedia.org/wiki/Fatima\\_Jinnah\\_Women\\_University](http://en.wikipedia.org/wiki/Fatima_Jinnah_Women_University) site visited on 27-03-2015

<sup>107</sup>Government of Pakistan: “Analysis of Human Resource Development (HRD) Programmes”, 73 *Quarterly Vol.14* (January to December 2008) *SCIENCE VISION*, (HEC: 2008). 74 ok

<b>Total</b>	2001-02	186,481	78,529	3,871	3,124	4,269	276,274
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## **ESTABLISHMENT OF HIGHER EDUCATION COMMISSION (HEC) OF PAKISTAN, 2002**

For gaining the development in the world, “higher education is important sector of the education system. The quality and quantity of knowledge that filters down the lower level of educational cone depend on concentration of these at the tertiary level. The standard of achievement required tertiary level set the standard of achievement acceptable at all lower levels.”<sup>108</sup>

Universities are streams of “education, research and technological development, and are considered as potent agents of development and nation-building. In Pakistan, however, they have been concentrating on imparting education only and that took on a limited scale. The Higher Education Commission of Pakistan was established on September 11, 2002, under the Presidential Ordinance, replacing the University Grants Commission that had been operating since 1974.”<sup>109</sup> This thing has gained the level of fact that any nation can never effectively make progress without a sound and solid “human capital base and education is the key to overall human resource development. The previously neglected sector of education had been identified by the government as a crucial area of focus for the overall development of the country. A holistic approach was adopted in this regard, which aims at enhancing literacy levels, improving the quality of primary and secondary education and giving a major boost to higher education.”<sup>110</sup>

Higher education is labeled as the highest level of education and it is split into under-graduate and post-graduate level. It refers mainly to the academic program offered to the students who qualify specific academic programs at higher secondary level and generally it leads “to the award of a first university degree or equivalent to students at successful completion of the academic program. Scholars have elaborated higher education as education offered at the level of post secondary education. Good has includes all education above the level of secondary schools given

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<sup>108</sup>Thesis Phd, Fakhra Aziz, *Impact Of Faculty Professional Development Program Of Higher Education Commission On Teachers' Competencies And Motivation At Higher Educatton Level In Pakistan*, Punjab University, 2012.

<sup>109</sup> ibid

<sup>110</sup> Mamnoon Hussain, “President of Pakistan, Message to HEC”, (Islamabad: October 16<sup>th</sup>, 2013).

in colleges, universities' graduate schools, professional schools, technical institutes, technical colleges and normal schools in higher education category.”<sup>111</sup>

In recent days, the trend has been extending towards the programs of higher education in “greater number of courses, accessible to all students desirous to advance their knowledge and skill to avail better employment opportunity. The multiplicity of courses in higher education has resulted in counteracting the growing tendency towards over-specialization.”<sup>112</sup> Higher Education was still in critical situation and dwelling into the streams of darkness even at the dawn of 21<sup>st</sup> century. Higher education sector was not being given accurate and special attention at the stage. Financial as well as administrative shortcomings were still big hurdles in the progress of higher education.

Before starting the discussion of formation of HEC, we'll have to have a look on the financial conditions of education and higher education sector of that period. We'll have to compare the preceding eight years budget figures in which education sector was granted.

The Following chart will show the budget figures specified for the “Higher Education sector of Pakistan during 1994-2001:

<b>Year</b>	<b>1994-95</b>	<b>1995-96</b>	<b>1996-97</b>	<b>1997-98</b>	<b>1998-99</b>	<b>1999-2000</b>	<b>2000-01</b>
<b>TOTAL Education Budget</b>	44,096	52,643	64,425	64,084	69,926	69,964	72,237
<b>Total GDP (mp)</b>	1,882,071	2,141,842	2,457,381	2,677,656	2,938,379	3,182,822	3,472,149
<b>%age of GDP</b>	2.34	2.46	2.62	2.39	2.38	2.2	2.08
<b>Allocation to Higher Education</b>	1,812.71	1,863.33	2,76.44	2,237.92	2,119.67	2,403.72	2,946.92

<sup>111</sup> Thesis PhD, Faridullah Khan, *Developing A Total Quality Management Framework For Public Sector Universities In Pakistan*, NUML Islamabad, 2010. p.24

<sup>112</sup> Thesis PhD Akhtar, Muhammad Zaheer: *Self Financing in Higher Education in Public and Private sector: its Prospects and Implications*, University of Arid Agriculture Rawalpindi, 2002. P.2

<b>%age of Budget</b>	4.11	3.54	3.21	3.94	3.03	3.44	4.04
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(Note: The above mentioned figures are in millions rupees).<sup>113</sup>

“Since the HEC's reforms have been carried out in 2002, HEC has received praise from the international higher education observers. Prof. Atta-ur-Rahman, founding Chairman of HEC, has received number of prestigious international awards for the remarkable transformation of the higher education sector under his leadership. German academic, Dr. Wolfgang Voelter of Tubingen in Germany over viewed the performance of HEC under the leadership of Prof. Atta-ur-Rahman and described the reforms in HEC as *A miracle happened*. After teaching and visiting in 15 universities of Pakistan, Voelter wrote that the "scenario of education, science and technology in Pakistan has changed dramatically, as never before in the history of the country.”<sup>114</sup> The progress of higher education in this age is “Tripled university enrollment from 135,000 in the year 2003 to 400,000 in 2008.”<sup>115</sup>

“In Pakistan the higher education segment has undergone histrionic revival since the creation of the Higher Education Commission (HEC) in 2002. The Commission was established by Presidential Ordinance on September 11, 2002, on the basis of endorsements of the 'Task Force on Higher Education' that was mandated by the Government of Pakistan to look for ways and means for the promotion of higher education in the country. The Task forces felt that higher education sector was very vital in contributing to sustainable socio-economic development, as well as poverty reduction in Pakistan. The creation of Higher Education Commission was a logical outcome of this process. Since then tangible progress has been made in improving the state of higher education in the country that has also been recognized by the international community.”<sup>116</sup>

In recent years, higher “education is the most important route to overcome unemployment and poverty from the country. That is why the time seems ripe to incorporate in our laws the right to education as a basic human right and give investment in education the highest priority in

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<sup>113</sup> Ibid p.5

<sup>114</sup> Voelter, PhD, "The Golden period". *Dawn area studies*, 2008. Retrieved 9 September, 2013. Wolfgang (6 December 2008)

<sup>115</sup> Higher Education Commission of Pakistan, World Defense Network, retrieved 19 March 2012.

<sup>116</sup> Executive Director of HEC, Prof. Dr. Mukhtar Ahmed, Islamabad, Message to HEC, 18<sup>th</sup> April, 2014.

managing the Pakistan economy.”<sup>117</sup> Since partition Pakistan has invested poorly on education especially higher education. The result is that country has lagged behind in all indicators of development. The 21<sup>st</sup> century is the century of knowledge, and hence education has acquired greater importance. Pakistan needs to invest more in Human Resource Development HRD, if it wants honorable position in the comity of nations.”<sup>118</sup>

Over the period of 50 years since independence of Pakistan, efforts to increase enrollment at school as well as higher education and literacy have not been scarce yet. Beginning with the first attempt of national education conference in 1947 held in Karachi, up to 2002 seven national education policies, 8 five year plans and about a score (20 in figure) of other schemes have been introduced and launched and a dozen or more educational conferences, workshops, seminars and other things on education have been held. “The earlier policy and plan documents displayed a fair degree of pragmatism and identified the constraints and problems facing the task. For example, the 1951 Education Policy stated that the first five years would be devoted to planning, recruitment of teachers, and to training and the task of spreading literacy and universalizing enrollment would be undertaken thereafter. The language too was matter of fact, indicating a sincerity of purpose.”<sup>119</sup> Reasonable policy recommendations should be implemented with the requisite devotions; the situation of higher education sector in Pakistan would have been improved. “Instead, the quality of higher education has declined. The reasons for the chronic poor funding for the Social Sector are known. The reasons for the inability to improve the management and performance of universities are surely multiple, interdependent and complex. The end result is relentless gravitation of institutions to the minimal functional state of operation that can be sustained with current financial and human resources; policies and procedures that serve bureaucratic rather than functional ends; and the collective effect of variously motivated attitudes and behaviors of faculty, staff, students, society, politicians, and the Federal and Provincial Governments of the day.”<sup>120</sup>

There is a debate among scholars today which is so far unresolved and unhandled about whether policy making and its practically implementation should be taken as distinct steps. “The synoptic

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<sup>117</sup> Sartaj Aziz, the Lahore Journal of Economics Special Edition.

<sup>118</sup> Thesis, Ali Usman Isani, *Higher Education in Pakistan*, NUML Islamabad, 2001. p.10

<sup>119</sup> Kaiser Bengali, *History of Educational Policy Making and Planning in Pakistan* Working Paper Series No. 40, 1999 p.34

<sup>120</sup> <http://www.tfhe.net/resources/pakistan.htm#taskforcehere> site visited on, 26-03-2015.

view of policy emphasizes distinct phases of policy development, proposing that policy is first formulated by experts and elected public officials, and then executed by administrative officials. This view is often more prevalent in government bureaucracy as it promotes the view that policy making is usually done painstakingly by legislators and then fails at implementation because of the issues related to bureaucracy. Therefore, it might be useful to separate policy and implementation as different theoretical constructs for purposes of analysis; however, the distinction becomes blurred in actual practice.”<sup>121</sup>

## CHAPTER-3

### LEGISLATION FOR HIGHER EDUCATION IN PERVAIZ ELAHI PERIOD

#### Punjab Assembly: Introduction and Brief History

The universities must be established. The “total number of the universities throughout Pakistan is alarmingly low. In Nottingham (England County) has the universities more than total number of universities of Pakistan.”<sup>122</sup> It has been a good luck for the Punjab that it had remained under special consideration in every period. Every king and ruler had paid special period to the Punjab. During the course of time almost all the rulers had shown special concern for the area either they were the Mughals or they were the Sikhs and the British. As our area of study focuses on Punjab Assembly mainly, it would be necessary for us have to be discussed brief history of the institutions for Punjab Legislation. For this purpose, I would like to introduce the Punjab Assembly and its initial proceedings regarding legislation for Punjab. In recent times “Provincial Assembly of Punjab is the largest house of legislature in Pakistan”<sup>123</sup> The Assembly regarding its body and structure bear largest and oldest status of Legislation institution in Pakistan.

“The First ever Legislature in Punjab was constituted in 1897 as a council for the Lieutenant Governor of Punjab. It was succeeded by the Punjab Legislative Council in 1921 and then by the Punjab Legislative Assembly in 1937. On independence in 1947, it continued as West Punjab Legislative Assembly, subsequently remained as Punjab Legislative Assembly. Upon formation of One Unit of West Pakistan this institution also served as Provincial Assembly of West Pakistan

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<sup>121</sup> Sajid Ali, *Why Does Policy Fail? Understanding the Problems of Policy Implementation in Pakistan - A*

*Neurocognitive Perspective*, Agha Khan University Karachi, Volume 34, Number 1, 2006.

<sup>122</sup> Raja Shafqat Khan Abbasi MPA, Speech in Punjab Assembly, 12-01-2004

<sup>123</sup> Ch. Muhammad Afzal Sahi, Speaker Provincial Assembly of Punjab, Lahore June 2007.

from 1955-1969. After the demission of One Unit in 1970, it has been serving as the Provincial Assembly of the Punjab since 1972.”<sup>124</sup>

The Assembly has crossed the century and has seen both pre and post partition periods. Basically Pakistan is a union of four provinces, tribal areas and Federal Administered Tribal Areas (FATA). There are five legislative assemblies with four provincial and one Federal Assembly. Gilgit Baltistan (GB) Assembly is also under Provincial autonomy Process.

“The genesis of legislature in sub-continent can be traced back to the nineteenth century. From 1833-1861, the governor general in council was the sole administrative as well as legislative authority in the British India, who ran the administration and was assisted by the executive as well as legislative councils.”<sup>125</sup>

Main function of the Assembly in throughout the world is legislation, policy making and management of public money.

Pakistan was going on the track of democracy since the dark period of Zia ul Haq till 1988 when once again on 12<sup>th</sup> October 1999, General Parvez Musharraf the then Army Chief of Pakistan of snatched the democratic government from Mian Muhammad Nawaz Sharif the then Prime Minister of Pakistan and announced that Martial Law be imposed throughout the country i.e. Islamic Republic of Pakistan. He sabotaged the constitution and called himself as Chief Executive of Pakistan. Governor Rule was imposed in all the provinces including Punjab. Lt. Gen (R) Muhammad Safdar (25<sup>th</sup> Oct 1999 to 29<sup>th</sup> Oct 2001) was appointed the Governor of Punjab and started working under the martial law government. Mian Muhammad Shehbaz Sharif, Chief Minister of Punjab of that time was banished and sacked his government. Governor Muhammad Safdar left the office and Lt Gen Khalid Maqbool took office on the same day as governor of Punjab. Khalid Maqbool was an energetic personality and brought revolutionized the whole fields of government institutions. He proved himself a worker and real servant of the nation even under the martial law government. He was a military person himself and can be called a right hand of Parvez Musharraf. Musharraf launched the policies and Maqbool dressed them up by implementation throughout the province.

Pakistan had reached the age of fifty three when the dawn of 21<sup>st</sup> century awakened. This was the time when the world had entered into new horizons. Horizons were changing rapidly and challenges were calling every day. Pakistani government was in the hands of a dictator Parvez Musharraf. Inside and outside the country, Musharraf was being condemned. Local and foreign political pressure was increasing on military government. To release the pressure, Parvez Musharraf decided to leave the post Chief Executive and took oath as 12<sup>th</sup> President of “Islamic Republic of Pakistan”<sup>126</sup> on 20<sup>th</sup> June 2001. Punjab was under Martial Law since October, 12<sup>th</sup> 1999. Many agitations were raised on provincial as well as central level to demolish Parvez Musharraf’s military government. It continued till 2002 when General Parvaiz Musharraf (President of Pakistan) announced to hold provincial and federal Assemblies general elections in

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<sup>124</sup> The Punjab Parliamentarians 1897-2007, Nisar Art Press Lahore 2007. Foreward

<sup>125</sup> Ibid.ix

<sup>126</sup> The Constitution of Pakistan 12<sup>th</sup> April 1973. P.1

Pakistan.<sup>127</sup> Federal and Provincial Assembly elections were going to be held on the same day on 10<sup>th</sup> October 2002<sup>128</sup>. “After the Military intervention 12<sup>th</sup> Oct 1999 the Parliament and provincial assemblies were suspended and later dissolved. After a constitutional gap of three years, the present Assemblies were constituted as a result of general elections held in October 2002.”<sup>129</sup> Total seats reserved for Punjab Assembly can be stated in following chart.

Detail of seats	General Seats	Women Quota	Minority Quota	Total
		297	66	08

Source: Election Commission of Pakistan (Election Laws V-1 2002)

The elections were held on party basis and Pakistan Muslim League Quaid-i-Azam (PML-Q), Pakistan Muslim League Nawaz Sharif (PML-N) and Pakistan Peoples’ Party (PPP) contested the election in Punjab as the largest parties. President of Pakistan Muslim League Quaid-i-Azam (PML-Q) Punjab, Ch. Parvez Elahi worked day and night to win the elections. He (Parvaiz Elahi) contested election from PP-292 (Rahim Yar Khan VIII). In Punjab, Pakistan Muslim League Quaid-i-Azam (PML-Q) sprung as the largest winning party in the General Elections. As we have already discussed that martial law was going to an end democratic powers were going to rule over the country.

In every democratic country decisions are taken through legislation in parliament. Public elected candidates come to the assemblies and form governments to legislate the various matters related to the messes. After the 10<sup>th</sup> October elections in 2002, Parvez Musharraf, the President of Islamic Republic of Pakistan summoned the first session of Punjab Assembly on 25<sup>th</sup> Nov 2002.<sup>130</sup>

### **General Elections of 2002 and Formation of Parvaiz Elahi Government:**

Before the main discussion, Punjab Assembly Election results should be described to understand the party position and for further proceedings of formation the provincial government. I would like to draw the detailed sheet to reveal the party position in the General election of 2002.

Party	PPPP	PML-Q	PML-N	MMA	NA	INDEP	Others	Total	Out of
Seats	60	127	37	6	12	39	6	287	297

“Note: Name of Parties can also be read as;

PPPP=Pakistan Peoples’ Party Parliamentarians;

PMLQ=Pakistan Muslim League (Quaid-e-Azam);

PMLN=Pakistan Muslim League (Nawaz);

MMA=Muttahida Majlis-e-Amal;

<sup>127</sup> Chief Executive order No-7 2002, Election Laws volume-1, p.41

<sup>128</sup> ibid

<sup>129</sup> The Punjab Parliamentarians 1897-2007, Nisar Art Press Lahore 2007. P xv

<sup>130</sup> President of Pakistan, PAP-Legis-1(3)/2002/405, dated 21-11-2002

NA=National Alliance;

INDP= Independents;

OTHR=Others<sup>131</sup>

### **Oath Taking Ceremony of MPAs**

The first session of newly elected Assembly of General Election 2002 was met on 25<sup>th</sup> Nov 2002 at 10:00 am at Punjab Assembly Hall Lahore to elect Speaker, Deputy Speaker and to take oath from newly elected members of the Assembly.<sup>132</sup> Ch Parvaiz Elahi (Ex-Speaker) acted as acting Speaker of the Assembly. Oath taking ceremony started and overall 353 candidates sworn in<sup>133</sup> as Punjab Assembly Members (MPAs). In the proceedings of first session the Members signed the register. Details of the members who attended the session can be described as:<sup>134</sup>

<b>Detail of First Session</b>	Sworn in	Not Sworn in	Dual Membership as MPA	Dual Membership as MPA & MNA	Election postponed	Illegible declared	Total Vacant	Total Seats
	353	4	3	9	1	1	18	371

After the oath taking ceremony, Secretary Punjab declared once again if someone has not signed the oath register he may come and sign. Next proceeding was announced by Presiding Officer that the proceedings for today's agenda have been over and session is deferred up to 27<sup>th</sup> Nov 2002 at 9 am.

### **Election for Speaker and Deputy Speaker**

On 27<sup>th</sup> Nov the session met again and the agenda of the day was the elections of Speaker and Deputy Speaker. In the session Ch Muhammad Afzal Sahi MPA from PP-51 (Faisalabad I) was elected as 14<sup>th</sup> Speaker of Punjab Assembly and Sardar Shoukat Hussain MPA from PP-250 (Rajapur IV) was elected as Deputy Speaker of the Assembly. The next step was electing the Leader of the House and Opposition Leader of the House.

### **Election for Chief Minister (CM)**

The session of Assembly met on Friday 29<sup>th</sup> November, 2002 at 10:00 am in Punjab Assembly Hall, Lahore<sup>135</sup> on the agenda of ascertainment of Chief Minister under the Article 130 part 2(a) of the Constitution of Islamic Republic of Pakistan. Mr Qasim Zia MPA from PP-155 was nominated for the candidate as Chief Minister by Rana Sana-Ullah MPA from PP-70 and Ch Parvaiz Elahi MPA from PP-292 was nominated by six different papers as candidate of Chief

<sup>131</sup> Election Commission of Pakistan, Election Results 2002

<sup>132</sup> ibid

<sup>133</sup> Speaker Punjab Assembly Lahore, dated 25-11-2002

<sup>134</sup> Editorial Note by Speaker Punjab Assembly Lahore, dated 25-11-2002

<sup>135</sup> PAP-Legis-1(3)/2002/412, Lahore 29-11-2002

Minister.<sup>136</sup> Aftab Ahmad Khan MPA from PP-63 was also candidate “hoever he he took his papers back on 29<sup>th</sup> November before starting the poll”<sup>137</sup> and only two candidates contested the C.M election.

As the above given chart reveals that PML-Q was the largest party in the House by taking 127 General Seats, the Chief Minister was also going to be elected from this party. The session met again on 29<sup>th</sup> November to elect the Chief Minister of Punjab. Ch Parvaiz Elahi was the nominated member from PML-Q and Qasim Zia of PML-N was from the other side. Total 337 candidates participated in the election. Ch Parvaiz Elahi won the majority and was elected the Leader of the House by taking 235 votes while “Qasim Zia was elected as Leader of Opposition”<sup>138</sup> in the House securing 102 votes in the Assembly.<sup>139</sup>

### Formation of Provincial Cabinet

As described that Ch Parvaiz Elahi was elected the Leader of the House securing prominent majority in Assembly. Now he was going to elect his team/cabinet to run the machinery of the provincial government. The following chart can draw the details of Chief Minister Parvaiz Elahi’s Cabinet (Ministers) of 2002 elections:

Name of Minister	Name of Department	Constituency
Muhammad Basharat Raja	Local Govt & Rural Development/Law & Parliamentary Affairs	PP-110( Gujrat III)
Arshad Khan Lodhi	Agriculture	PP-224 (Sahiwal V)
Ch Muhammad Iqbal	Food	PP-98 (Gujranwala VIII)
Sayed Akhtar Hussain Rizvi	Labour & Man Power	PP-126 (Sialkot VII)
Mian Imran Masood	Education	PP-111 (Gujrat IV)
Ch Zaheer u Din Khan	Communication & Works	PP-55 (Faisalabad V)
Gul Hameed Khan Rokhri		PP-45 (Mianwali III)
Dr M Shafiq Chaudhary	Irrigation & Revenue	PP-52 (Faisalabad II)
Manazar Hussain Ranjha	Colonies	PP-31 (Sargodaha IV)
Muhammad Sabtain Khan	Mines & Minerals	PP-46 (Mianwali IV)
Ch Aamir Sultan Cheema	Water & Electric Powers	PP-32 (Sargodha V)
Rana Shamshad Ahmad Khan	Transport	PP-100 (Gujranwala X)
Col Rt. Malik Muhammad Amwar	Mutual Co-operation	PP-18 (Attock IV)
Khadam Hussain Wattu	Zakaat & Ushr	PP-277 (Bahawalnagar I)
Hussain Jahanian Gardaizi	Literacy & Informal Basic Education	PP-213 (Khanewal II)
Dr. Tahir Ali Javed	Health	PP-133 (Narowal II)
Makhdoom Ashfaq Ahmad	Environment	PP-291 (R Y khan VII)
Muhammad Ajmal Cheema	Industry	PP-121 (Sialkot-I)
Sayed Raza Ali Gilani	Housing, Urban Development & Public Health Engineering	PP-187 (Okara III)
Sayed Haroon Bukhari	Livestock & Dairy Development	PP-258 (M Garh VIII)
Jaan Muhammad Hashim Ghalija	Population Welfare	PP-288 (R Y Khan IV)
Dr. Asfaq ur Rehman	Forestry & Fishery	PP-86 (TT Singh III)
Sardar Hussnain Bahadur Dareshak	Finance	PP-248 (Rajanpur II)

<sup>136</sup> Speaker Punjab Assembly, Lahore 29-11-2002

<sup>137</sup> ibid

<sup>138</sup> PAP-Legis-1(50)/97/415, Lahore 19-12-2002

<sup>139</sup> Speaker Punjab Assembly, dated 29-11-2002

Mian Muhammad Aslam Iqbal	Tourism	PP-148 (Lahore XII)
Ch Shaukat Ali Bhatti	Culture & Youth Affairs	PP-107 (Hafiz Abad III)
Sardar Naeem-Ullah Shahani	Sports	PP-50 (Bhakar IV)

Source: Punjab Assembly Debate Catalogue Book (C-298, page 7)

After being elected as Chief Minister, the C.M has to take the confidence of the Members through vote of confidence. For this “Ch Parvez Elahi, Chief Minister of Punjab obtained the Vote of Confidence as required under clause (3) of Article 130 of the Constitution of Islamic Republic of Pakistan 1973, from the provincial Assembly of the Punjab as its sitting held on 30<sup>th</sup> November 2002.”<sup>140</sup> Mr Arshad Khan Lodhi MPA presented a resolution in favour of C.M’s vote of confidence. He spoke out in these words,

“The House is unanimously in the opinion that they show fully confidence in the Chief Ministership of Ch Parvaiz Elahi under the Article 130 part 3 of the Constitution of Islamic Republic of Pakistan.”<sup>141</sup>

After taking the Vote of Confidence, Chief Minister made his maiden speech in Assembly as C.M Punjab. He thanked Almighty Allah and the Members of the house for their kind support for granting him the post of C.M Punjab. He “thanked General Pervaiz Musharraf for fulfilling the promise of holding elections in country on due time.”<sup>142</sup> He vowed to run the province on democratic lines. He further repeated that “I would carry on the vision of Muhammad Ali Jinnah (founder of Pakistan) to root out poverty and ignorance from the society.”<sup>143</sup> He informed the Speaker in details that:

“We have to do much work in the fields of agriculture, education and health, we’ll have to bring change, I realize that our seventy percent of population is inhabited of rural areas. I know their problems and farmers are also in my mind. We’ll have to make policies to provide sufficient water to the areas of neglected southern Punjab.”<sup>144</sup>

Next session was called by Ch Muhammad Afzal Sahi, Speaker of Punjab Assembly and was preside by himself on 4<sup>th</sup> February 2003. In the session Miss Shehla Rathore MPA read the movement with the title of “Tribute to Parvaiz Elahi on restoration of Democracy” in Pakistan. She further read that:

“This House pays tribute to Ch Parvaiz Elahi who with his talent, political insight, continuous struggle, hard labor and through negotiation achieved the title of democracy restoration in real sense.”<sup>145</sup>

On the Assembly floor Minister of literacy and Informal Basic Education appreciated Parvez Elahi’s efforts of allocating special and revised budget for education. He said “today is of technology and we are producing only 2% graduates of our total population. Realizing the true

<sup>140</sup> N.PAP/Legis-1(15)/2002413 dated 30-11-2002

<sup>141</sup> Proceedings: Provincial Assembly Punjab 30-11-2002

<sup>142</sup> Ch Parvaiz Elahi Chief Minister, Punjab Speech in Assembly, 29-11-2002

<sup>143</sup> ibid

<sup>144</sup> Ibid.

<sup>145</sup> Proceedings: Provincial Assembly, Punjab 04-02-2003

essence of the nation Mr.C.M has announced 347% increased education budget and through this budget we can open new world of education and new schools and colleges would also be opened.”<sup>146</sup>

Now the formalities like elections of Speaker, Deputy Speaker and C.M had been completed and next process was going to start for which the Assemblies are formed and that is legislation. After the proceedings of the day, the session of Assembly prorogued<sup>147</sup>. The process of government formation was completed now it was necessary to form standing committee for education to make proper legislation in the assembly.

### **Formation of Standing Committee on Education**

Standing committee on education was formed in assembly on 22<sup>nd</sup> August, 2003. Ch Muhammad Arshad MPA PP-224 (Sahiwal VI) was elected as Chairman by Chief Minister. Main responsibility of the committee was to work on presented bills in Assembly and to dress them as act. The committee worked efficiently and made acts of seven universities in Punjab.

As our main focus is Higher Education in Punjab, we shall start from the very first proceeding regarding higher education the bill presented in the Assembly.

### **Introduction of Existing Universities in Punjab before 2002**

It is lamentable fact that Punjab bears almost 50% of total population of the country. According to the census of 1998, total population of Punjab was about 70 million. At the time of independence not only Punjab but also the whole country had only one university in the name of Punjab University. Punjab was lucky enough for having a degree awarding institution in the province. NWFP, Sind and Baluchistan were deprived of the institution. University of Sindh was launched in Karachi soon after the independence in 1947 and other universities in the countries were established afterwards.

### **Baha-u-Din Zakriya University (BZU) Multan**

Baha-u-Din Zakriya University keeps the importance for being the only university providing wide range of educational programs for the people of south Punjab. “The university is organized into various departments and colleges that offer a wide range of programmes: M.A, M.Sc, MBA, PhD, B. Sc, engineering and diplomas etc. Additionally, undergraduates’ courses and short term courses are also offered. The university provides excellent facilities to its students. The students have access to high qualified faculty, modern labs and air-conditioned libraries. The students and faculty of this university also have access to the HEC’s (Higher Education Commission) sponsored digital library.”<sup>148</sup>

In the reign of Prime-Minister of Pakistan Zulfikar Ali Bhutto educational development was on the move. The people of Southern Punjab were far behind from northern Punjab (even today) in

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<sup>146</sup> Proceedings: Provincial Assembly, Punjab 17-06-2003

<sup>147</sup> PAP-Legis-1(3)/2002/407 Parvaiz Musharraf 25-11-2002

<sup>148</sup> Vice Chancellor BZU Dr Tahir Amin’s Message

every walk of life. They were being neglected by provincial as well as federal government. The city of Multan is 348 KM via N-5 from Lahore. Educational standards were too low when 1975 a university in the name of Baha-u-Din Zakriya University Multan was established in Multan. It was an appreciated initiative by the part of government for launching the university in the neglected area.

### **Islamia University Bahawalpur**

Basically Bahawalpur is the Princely State of the subcontinent. At the time of partition it was affiliated with the newly born Islamic state Pakistan. It has a long history and keeps educational importance for the people of the state and surroundings as well. “Bahawalpur has always been a seat of higher learning. Uch Sharif a nearby ancient town had one of the largest universities where scholars from all over the world used to come for studies. As a continuation of that tradition Jamia Abbasia was established in Bahawalpur in the year 1925, following the academic pursuits of Jamia Al Azhar, Egypt. The renowned scholars spread Islam by teaching Tafseer of Quraan, Hadith, Fiqh and History alongwith other contemporary subjects.”<sup>149</sup>

As described in above lines that at the time of independence Bahawalpur was a princely state in the southern Punjab. It affiliated itself with Pakistan in 1947. It was made a division. At the time of independence its education sector was fully under control of the prince. Bahawalpur city is located at the distance of 408 KM via N-5 from provincial capital Lahore. We can say that the people had to travel 400 KMs to learn higher education. However, in 1975 like Baha-u-Din Zakriya University Multan a university was set up in the name of Islamia University Bahawalpur in Bahawalpur City. It was a nice step from the government to educate the people of that area in the field of Higher Education sector. The initiative was kind enough for the people but still too low as only two universities were there for the huge area consisting of D.G Khan, Bahawalpur, Bahawalnagar, Rahim Yar Khan, Sahiwal, Pakpattan and many other districts of southern Punjab.

### **University of Engineering & Technology Texila**

Texila is said to be the boundary line between Punjab in the north of Punjab with NWFP (now KPK). It is adjacent to the twin cities of Pakistan i.e. Islamabad and Rawalpindi. In 1975 a professional cadre university was set up in the name of University of Engineering & Technology Texila. The university started the programs of engineering and many other professional courses. The students from far off areas started to get admissions in the university to make them technically educated. It was about 300 KMs from provincial capital of Punjab, Lahore.

### **University of Engineering & Technology Texila (amendment) Bill 2003**

Texila is the city adjacent to Pawalpindi. Islamabad, the capital of Pakistan is also on the distance few miles from here. A university in the name of University of Engineering & Technology Texila was serving there and spreading the knowledge to the people of there. Though the university was working efficiently yet there was an issue. It was opened on the basis of Executive

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<sup>149</sup><http://www.bzu.edu.pk/overview> visited on 16-01-2016

Orders. And no proper legislation was made in this regard. After restoration of assemblies within the gap of three years, the proper legislation was started and the actual powers had been transferred to the public representatives. To solve the issue of the University of Engineering & Technology Taxila, a bill was presented in the Punjab Assembly in the name of University of Engineering & Technology Taxila (amendment bill) 2003.

### **Bill Referred to Standing Committee**

The bill was referred to the Standing Committee on Education on 8<sup>th</sup> January 2004. The bill carried three amendments and the bill was put up on the Assembly floor by Mr. Arshad Mehmood Baggu. The debate on the bill lasted for two hours. Mr. Speaker allowed “that the Preamble of the Bill do stand part of the bill.

### **Bill presenting in Assembly**

University of Engineering & Technology Taxila as described above was established in 1975. The University amendment Bill was presented in Assembly by Law Minister on 8<sup>th</sup> January 2004.<sup>150</sup> The bill was presented when corum was indicated and after counting it was found legal. The minister of law declared “The University of Engineering & Technology Taxila (amendment) bill 2003 as recommended by the Standing Committee on Education, be taken into consideration at once”.<sup>151</sup> Mr. Speaker approved the bill for discussion and asked Mr Arshad Mehmood Baggu<sup>152</sup> to move the bill who requested that the bill “be circulated for the purpose of eliciting public opinion thereon by 25 February 2004.”<sup>153</sup> As Dr Sayed Waseem Ahtar, Minister of Law & Parliamentary Affair was not present in House who opposed the Bill; the Bill was carried by Mr Arshad Baggu.

### **Formation of University Act**

Two amendments were required in the bill, clause 2 of the Bill was recommended by eleven members of the Assembly including opposition and ruling party members. As the shortage of time was being seen in the debate, the Clause 2 of the Bill was declared as “stands part of the bill”<sup>154</sup> Minister of Law also joined the session in the meantime and two amendments with the title “Preamble and Long Title” of the Bill were declared passed and Mr. Speaker announced that “University of Engineering & Technology Taxila (amendment) Bill 2003 be passed”<sup>155</sup>

### **Fatima Jinnah Women University Rawalpindi (Amendment),Bill**

Islam and the modern world both have stressed much on female education. In our society, we allow our men to get education freely up to university level but we make injustice with the women and don't allow them to be got admitted in universities for higher education. “Gender is

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<sup>150</sup> Proceedings: Provincial Assembly, Punjab 08-01-2004

<sup>151</sup> ibid

<sup>152</sup> Member of Punjab Assembly

<sup>153</sup> Ibid.

<sup>154</sup> Ibid.,

<sup>155</sup> University of Engineering & Technology Taxila (amendment) Act 2004

one of the organizing principles of Pakistani society. Patriarchal values embedded in local traditions and cultures predetermine the social value of gender. An artificial divide between production and reproduction, created by the ideology of sexual division of labor, has placed women in reproductive roles as mothers and wives in the private arena of home and men in a productive role as bread winners in the public arena.”<sup>156</sup> Administration of the Province of Punjab was working in eight divisions. It should be necessary the there should be at least one women university at division level to give education to the girls separately. It is often said that Islam does not allow free mixing and free living of both sexes. So, the Pakistani government should launch separate gender university for the both sexes to bring down the arguments of those who advocate the non-teaching of girls.

### **Bill presenting in Assembly**

Fatima Jinnah Women University Rawalpindi<sup>157</sup> was a happy gesture from the government to educate the women who bear the 50% of total population of Pakistan. The people of surroundings who were reluctant and never allowed their women to travel far off areas like Lahore to get higher education. The university can be termed as a blessing for those people.

### **Formation of University Act**

Pakistan is an Islamic Republic. Mostly its people are conservative and orthodox on religious aspects. They do not allow their women to get education especially higher education. They force their ladies to skip from schools even at elementary level. Only a few let them get secondary education while it is considered impossible to allow them get higher education. I was because most of our institutions of higher education have co-education. It is a big hurdle in banishing women from higher education. It was necessary for the government to open separate women universities and degree awarding institutions to persuade such people for letting their women get higher education in these separate institutions. Keeping in view these conditions in 1998, Mian Muhammad Nawaz Sharif, the Prime-Minister of Pakistan and Mian Shehbaz Sharif, the Chief Minister of Punjab of that time decided to open a separate university for women in Rawalpindi in the name of Fatima Jinnah University Rawalpindi. It attracted a number of students from adjoining areas. They took in the university as blessing for them and got admissions with fast speed.

The university was established on August 9, 1999 by the ordinance issued by Lt General (R) Mr Khalid Maqbool<sup>158</sup> in the name of “Fatima Jinnah Women University Rawalpindi.”<sup>159</sup>

Above discussion reveals upon us that only five new universities were open in Punjab during the period of 55 years. It was a snail’s pace journey. Our main theme of discussion revolves the fact whether it was sheer negligence by the part of government or it was not the need of the hour that

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<sup>156</sup> Academic Research International, Getting Higher Education: Is it Really A Challenge for Females In Pakistan? Fauzia Maqsood (UOG), Sidra Maqsood (UOG), Hammad Raza (UOG)

<sup>157</sup> The Fatima Jinnah Women University, Rawalpindi Ordinance 1999, (Ordinance XLIII of 1999)

<sup>158</sup> Governor of Punjab

<sup>159</sup> The Fatima Jinnah Women University, Rawalpindi Ordinance 1999, (Ordinance XLIII of 1999)

the government did not pay any special attention to the matter. Thirteen assemblies worked in this period of time and only higher education legislation resulted in 5 universities in Punjab. We are forced to say that fourteenth assembly met in 2002 and abrogated in 2007 which worked for five years. In this short period as compared to previous fifty five years, seven universities came under discussion in Assembly which afterwards became Acts and eleven Ordinances regarding Universities came under legislation process which also resulted in university amendment Acts. The following detailed discussion will put before us the legislation process in ascending order how the process of university Bills became university Acts.

### **First Bill for Legislation in Assembly for Higher Education**

On 25<sup>th</sup> February, 2003 first bill regarding higher education was presented on the Assembly floor. On the start of the session, various bills presented while Rana Sana-Ullah Khan MPA requested Mr. Speaker and asked permission to give “Attention Call Notice” regarding the establishment of Board of Governors in colleges/universities where the authorities are autonomous and doing what they want. He told that “it has been implemented in many institutions where we can see a number of irregularities in assets. Nepotism, Looting the wealth, surplus appointments and excess protocol is on the peak.”<sup>160</sup> He gave the example of Technical Education and Vocational Training Authority TEVTA where such irregularities are found in abundance. The Speaker referred the case to Mian Imran Masood, the Education Minister who was not attending the session owing to some family matters. The Movement was adjourned and not discussed further.

It is notable that the study revolves around the higher education in Punjab; we should start our discussion from the legislation for higher education. The first university bill was of Gujrat University. The legislation process can be charted as under:

### **University of Gujrat (UOG) Bill, 2003**

World has touched the new educational horizons. It has become the matter of sheer attention and struggle to meet the challenges of modern educational world. “In today’s modern world marked with information technology, knowledge based economies and scientific progress, education has become a corner stone for the progress and prosperity of nations and individuals alike. I must admit that if we look at the short history of the University of Gujrat, it has achieved miraculous success in reaching far-flung and underserved areas of Gujranwala division looking abjectly at its achievements; there has been a tremendous impact on the gender inclusive education because a majority of our students are females from rural backgrounds.”<sup>161</sup> Gujrat is one of the industrial and historical cities of Punjab. It locates on the North-West of river Chenab. Mostly the people of the city are either businessmen or settled abroad. The city of Gujrat is the home of Ch Parvaiz Elahi. It is about 130 kilometers in the north of Lahore, the capital of Punjab while 159 kilometers in the south of Islamabad, the capital of Pakistan. It was declared as district in the British period under Gujranwala division. The city is rich in its lands and minds of people. There

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<sup>160</sup> Proceedings: Provincial Assembly, Punjab 25-02-2003

<sup>161</sup> UOG Vice Chancellor Prof. Dr. Zia ul Qayyum’s message

were many institutions where the people went to quench the thirst of education. However, for higher education, they had to travel for miles to quench their thirst either to Islamabad or Lahore. Now the world has changed and educational environment has captured every man living under the sun. It was dire need of the hour to open new degree awarding institutions at least at district level so the people had not to take the bother of traveling long distances to get education. It was considered seriously by the chief Minister to provide the opportunity for the people of area to get higher study at their doorstep. During the course of conversation, Mr Sami-Ullah Khan objected over the C.M's decision of establishing the university in his own city of Gujrat. He proclaimed "that there is only one university for the area prevailed on three divisions and house of cotton crops. These divisions earn a lot of foreign exchange. Mr. Chief Minister neglected these divisions and selected the city of Gujrat for the university. In future some miscreant would spring up and sow the seed of hatred among the masses of Punjab."<sup>162</sup> Minister of Irrigation and revenue objected and corrected the very subject saying "there are mainly two divisions in the area i.e. Bahawalpur and Multan and the universities are working in the name of Baha-u-Din University Multan and Islamia University Bahawalpur"<sup>163</sup> the discussion prolonged on the issue of the location of the university. Opposition parties were of the view for the making of "university at Gujranwala city which is Divisional headquarter instead of Gujrat which is just a district with having population of one million only."<sup>164</sup> Mr Muhammad Waqas<sup>165</sup> further objected on the name of University saying the name of University should be Shah Wali-Allah University instead University of Gujrat. The discussions continued and were clarified on the Assembly floor. Finally Standing Committee on Education resolved the very issues by shaping the University of Gujrat Act 2004.

### **Formation of University Act**

University of Gujrat was established under the University Act on February 25, 2004.<sup>166</sup> The university was established after a proper and long debate in the Punjab Assembly. The details and process of the legislation follows:

The session of provincial Assembly Punjab was held on 9<sup>th</sup> January 2004 in Punjab Assembly Hall, Lahore presided by Muhammad Afzal Sahi, Speaker of Assembly. Main agenda was to present the University of Gujrat Bill. Qari Iftikhar-u-Din inaugurated the session by reciting he verses from the Holy Qur'an.<sup>167</sup> The session started with the main agenda of education related debates when Mr.Ehsan-Ullah Waqas MPA addressed the Education Minister and diverted his attention to the hot issue requested him to present briefing about the issue of biased treatment with the intelligent student Usman Qayyum of Engineering University<sup>168</sup> who was declared as fail in three papers by the Vice Chancellor of the University intentionally. However, by the order of Supreme Court the papers were re-checked and the student was declared pass by securing 99,

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<sup>162</sup> Proceedings: Provincial Assembly, Punjab 12-01-2004

<sup>163</sup> ibid

<sup>164</sup> Ibid.

<sup>165</sup> Member Provincial Assembly Punjab (MPA)

<sup>166</sup> The University Of Gujrat Act 2004 (Act IX of 2004)

<sup>167</sup> Proceedings: Provincial Assembly, Punjab 09-01-2004

<sup>168</sup> The University of Engineering and Technology, Lahore, Act, 1974, (Act V of 1974)

99 and 79 marks in those papers respectively.<sup>169</sup> The debate continued for hours when Sh Amjad Aziz MPA pointed out the issue of maltreatment with the senior servants of Punjab University, Lahore. Sh Amjad Aziz asked the Education Minister to brief the matter. After briefing from the Minister the session time was ended and again the session met on 12<sup>th</sup> January 2004. After the discussion: Fatima Jinnah Women University Rawalpindi (amendment) bill was presented in the Assembly. The Bill required two amendments. The amendments were made and Mr. Arshad Baggu begged to introduce the University of Gujrat (amendment) Bill. But due to the shortage of time, the bill could not be presented. Next day was going to be Friday bearing a half day, the bill even was not possible to move in the house. Mr Speaker asked to bring the bill on Monday, 12<sup>th</sup> January 2004. University of Gujrat (amendment) bill 2003 was presented in Assembly on 12<sup>th</sup> January 2004.<sup>170</sup> Mr Dr Sayed Waseem Akhtar, Minister of Law proposed the first amendment in the bill while second was recommended by Rana Sana-Ullah Khan, Aftab Ahmad Khan, Raja Muhammad Shafqat Khan Abbasi, Ejaz Ahmad Samma, Raja Riaz Ahmad, Sh Ijaz Ahmad, Sh Amjad Aziz, Ms Azma Zahid Bukhari, Ehsanul Haq Naulatia, Muhammad Ashraf Kamboh, Sayed Ihsan Ullah Waqas, Asghar Ali Gujjar, Ch Muhammad Shaukat, Mrs Tahira Munir and Mr Muhammad Waqas. Mr Arshad Mehnud Baggu had to move it.<sup>171</sup>

Mr speaker invited Mr Sami-Ullah Khan to move the bill who announced that “the University of Gujrat bill 2003 as recommended by the Standing Committee on Education be circulated for eliciting opinion thereon by 10 March 2004”<sup>172</sup> Mr Speaker accepted the move of motion till 10 March 2004 But the Minister of Law, Sayed Dr Waseem Akhtar opposed this. He said that it is the tradition of the House that a bill is introduced in the House and after a light discussion it is moved to a Select Committee where there is majority of ruling party members. After the process the bill is sent to standing committee with a slight motion of words and comes to the House in shape of bill. After presenting the bill, opposition parties send amendments. These amendments carry no weight just time wasting and after all it is made the Act.<sup>173</sup> He further discussed the overall education progress in the country and political scenario since 1947. He lamented that most of the time Pakistan had remained under Martial Law. Even in democratic governments mostly heads of institutions are Army persons. He diverted the attention to Vice Chancellors of two universities; Punjab University and Engineering University were Army men. He declared it a joke with education system.

The debate further prolonged and Law Minister suggested that the chancellor of the university in Punjab must be Speaker of Provincial Assembly rather than Governor of the province. Virtually the demand was unfair for making the Speaker of Assembly as chancellor in place of the Governor of the province. But it was applicable in one respect that in future martial law government would stop to interfere the university matters.<sup>174</sup>

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<sup>169</sup> Proceedings: Provincial Assembly, Punjab 09-01-2004

<sup>170</sup> Proceedings: Provincial Assembly, Punjab 12-01-2004

<sup>171</sup> *ibid*

<sup>172</sup> *ibid*.

<sup>173</sup> Minister of Law, Provincial Assembly Punjab Lahore 12-01-2004

<sup>174</sup> *ibid*

## **University of Sargodha (Amendment) Bill, 2003**

Sargodha is called the city of *Shaheens* (Eagles).the city is worldwide famous for its citrus fruits like orange and kinnow throughout the world. It is the city in the south-west of Punjab. The city is about 200 K.M from Lahore, the capital of Punjab and about 250 K.M from Islamabad, the capital of Pakistan. The people of here desired to have study on higher level. But there was only a postgraduate college in the city and was not sufficient for the people of Sargodha. The college had the classes up to master level and the programs of master level were also very few which do not fulfill the need of modern world. In 2002, Governor of Punjab Lt Gen (R) Mr. Khalid Maqbool decided to establish a university in Sargodha. The university was established under the ordinance by the Governor. As it was established under the Ordinance, it was necessary to pass it through legislation. For this purpose, University of Sargodha (Amendment) Bill, was presented in the Punjab Assembly to make University of Sargodha Act.

### **Bill presenting in Assembly**

University of Sargodha was established under the Ordinance issued by the Governor Punjab in 2002. However, it was necessary to mould it in the form of act. It was taken up on the Assembly floor on 8<sup>th</sup> January, 2004 under the title of “University of Sargodha Amendment Bill 2003”<sup>175</sup> Mr. Speaker called Law & Parliamentary Affairs Minister to present the bill before the respected members. Minister of Law acted and proceeded. After presenting the bill before the Assembly, the bill was moved to the standing committee on education.

### **Bill Referred to Standing Committee**

After moving the bill Minister of Law & Parliamentary Affairs referred the bill requested to Mr. Speaker that “University of Sargodha (Amendment) bill, as recommended by standing Committee on education be taken into consideration at once”<sup>176</sup> Mr. Speaker added that there are four amendments in the motion, the first amendment is from Arshad Mehmood Baggu and Sayyed waseem Akhtar. Mr. Arshad Mehmood Baggu may move it. Mr. Baggu moved “that University of Sargodha Ammendment Bill 2003, as recommended by Standing Committee on Education be circulated for the purpose of eliciting opinion thereon 25 February 2004”<sup>177</sup> at this point Mr. Shafqat Abbasi (Advocate) opposed the bill by saying that he was not officially informed earlier about the bill, he opposes and demands to adjourn the proceedings on next day but Mr. Speaker satisfied him by saying that he (Mr. Abbasi) is well informed person and should allow to proceed the session on UOS Amendment Bill. Mr Baggu declared that slow and proper legislation is the beauty of democracy. He implored to carry on the discussion as the legislation made in haste is a “Bad Legislation”. During the conversation a new suggestion arrived from the Member (MPA) that bills presented in the Assembly should also be advertised for public opinion as public opinion can also be very useful for legislation process. But the suggestion was turned down with the objection that it can be proved too costly and time consuming process. Sayyed

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<sup>175</sup> Proceedings of Punjab Assembly, 08-01-2004

<sup>176</sup> Ibid

<sup>177</sup> Ibid.

Ehsan-Ullah Waqas MPA carried the proceedings on by adding that University of Sargodha Amendment Bill bases on three amendments and there is another bill of University of Gujrat UOG Bill that is fully act bill. He recommended that UOS bill be deferred and UOG bill take up for discussion but Mr. Speaker disallowed and motion of UOS was carried.

### **Formation of University Act**

In all the democratic states, every bill and budget is presented before parliament and laws are carved in the Assembly. It is necessary in a democratic country that every law should be passed through the proper process and be shaped as a law after handsome and fruitful debate in the Assembly. Here we are discussing about the promulgation of ordinance in favor of University of Sargodha.<sup>178</sup> It was shaped by the provincial governor under martial law however, it was necessary to make it lawful under the proper discussion in the Assembly by the elected members of the people. University of Sargodha Ordinance was issued only nine days before the first session of Punjab Assembly on 25<sup>th</sup> November 2002.<sup>179</sup> After the continuous sessions of the Assembly, it was pondered over the ordinances issued under martial law to make them acts in Assembly. University of Sargodha amendment bill was presented in Assembly by Minister of Law on 8<sup>th</sup> January, 2004<sup>180</sup> to amend in various aspects as it (University of Sargodha) was launched under the ordinance by Governor of Punjab on 16<sup>th</sup> November, 2002.<sup>181</sup> The Speaker accepted the bill for debate and later on handed over to Standing Committee on Education.<sup>182</sup> The following members were nominated for the action and directed to report immediately on 25<sup>th</sup> February 2004.

1. Ch Asghar Ali, MPA
2. Arshad Mehmud Baggu, MPA
3. Syed Waseem Akhtar, MPA
4. Rana Sana-Ullah Khan, MPA
5. Ijaz Ahmad Samma, MPA
6. Mian Ghulam Haidar Bari, MPA
7. Rana Aftab Ahmad Khan, MPA
8. Mrs Lubna Tariq, MPA
9. Ch Nazar Hussain Gondal, MPA
10. Raja M Razaqat khan Abbasi, MPA

Arshad Mehmud Baggu MPA discussed the topic in detail and demanded the amendment in bill of Sargodha University. He noted that it is necessary in democracy it is required that each bill should be discussed properly. If the discussion is not proper, the legislation would be Bad Legislation while proper discussion would be termed as Good Legislation.<sup>183</sup>

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<sup>178</sup> Governor of Punjab ordinance, (LXXX 2002)

<sup>179</sup> PAP-Legis-1(3)/2002/407 President of Pakistan 25-11-2002

<sup>180</sup> Proceedings: Provincial Assembly Punjab 08-01-2004

<sup>181</sup> Ordinance was promulgated by the Governor of the Punjab on 16 November, 2002.

<sup>182</sup> Proceedings: Provincial Assembly Punjab 08-01-2004

<sup>183</sup> ibid

After long and hot debate in the Assembly, the University of Sargodha UOS Act was passed on 8<sup>th</sup> January 2004 by the Punjab Law Ministry.

### **Lahore College for Women University, 2002**

Now Lahore can be called as the “*city of universities*” as compared to previous label of “*city of colleges*” as it has become the house of various universities and degree awarding institutions. Its (Lahore’s) population has reached to almost 8 millions. And the adjacent towns and cities also rely on Lahore for their basic needs like education and health. The schools, colleges and universities are jam packed here. The locals as well as outsiders also prefer Lahore for the studies. So, it has been need for more and more educational institutions all the times. Women of the area especially prefer Lahore for higher studies as they have no separate institutions at their respective locality. Though there were running a number of colleges and universities in Lahore yet there was a dire need of opening new institutions for higher education for both of the sexes in the city. It should be done to meet the increasing challenges created by over population. In 2002, Lahore College for women was declared as the Lahore College for Women University. It was an appreciative effort by the part of the government to pat the women of Punjab to avail the opportunity and join the race of modern world for the progress and prosperity of the nation. The university was established under the ordinance of the Governor Punjab. But it was need to charter it with the provincial government through legislation.

### **Formation of University Act**

The Lahore College for Women University<sup>184</sup> was a unique initiative of the government to make the women well educated to meet the ongoing challenges of 21<sup>st</sup> century. Women were being played the role as 50% of the total population of the country. It was thought wisely if the 50% of the population of a country is illiterate, how that country would make progress and meet the facing challenges of the era. The university was launched with the ordinance however, it was necessary like other Ordinances to make it Act by Assembly.

Lahore College for Women University amendment bill was presented in Assembly by Miss Shagufta Anwar MPA on 31<sup>st</sup> July 2003.<sup>185</sup> She described to Mr. Speaker “that leave may granted to introduce the Lahore College for Women University (amendment) bill 2003.”<sup>186</sup> the bill presented before Assembly for amendment but the “Minister of Education was not presented in the session; the bill was lied as pending.”<sup>187</sup>

### **Fatima Jinnah Women University Rawalpindi (Amendment) Bill**

Fatima Jinnah Women University Rawalpindi was established in PML-N government in 1998. It was the period when women were left far behind of the men in the field of higher education throughout Pakistan. They (women) were neglected, forgotten and criticized for getting higher

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<sup>184</sup> Governor of Punjab Ordinance, Lahore XLIX 2002,

<sup>185</sup> Proceedings: Provincial Assembly Punjab, 31<sup>st</sup> July 2003

<sup>186</sup> Provincial Assembly Punjab Bill No.20, 2003

<sup>187</sup> The Chairman of Standing Committee on Education 31<sup>st</sup> July 2003

education. Women getting higher education were considered morally corrupt and wicked. It is always happy sign from the government to create opportunities for the women to come forward and avail the opportunity to get higher education to compete the men. So, it was a pleasure for the women when Fatima Jinnah Women University Rawalpindi was launched. The university was established in 1998 but a few amendments were required to make the university act more effective. The bill was presented in Punjab Assembly on 8<sup>th</sup> January, 2004.

### **Bill presenting in Assembly**

Fatima Jinnah Women University Rawalpindi was established in 1998 under the Act. Its (amendment) bill 2003 was presented in Assembly on 8<sup>th</sup> January 2004 by Minister of Law & Parliamentary Affairs.<sup>188</sup> The bill was recommended by the Standing Committee on Education. The Bill was accepted by the Speaker for debate in the House. In the beginning two amendments were suggested. These were suggested by Rana Sana-Ullah Khan MPA, Rana Aftab Ahmad Khan MPA, Sami-Ullah Khan, Raja Muhammad Shafqat Khan Abbasi, Ijaz Ahmad Samma, Sh Ijaz Ahmad, Raja Riaz Ahmad, Asghar Ali Qaiser, Ali Hassan Raza Qazi, Inamul Haq Ahsan Naulatia, Ms Azma Zahid Bukhari and Sh Amjad Aziz.<sup>189</sup> Mr Speaker asked Ran Sana-Ullah to move the bill and also warned Minister of Law to make the amendments consuming short time and also submit the bill to Assembly Secretariat.<sup>190</sup>

### **Gift University Gujranwala Bill, 2004**

Gift University is a private sector university chartered with the government of Punjab. The university can really be called as a gift for the people of Gujranwala.<sup>191</sup> The people of Gujranwala and surrounding areas like Sialkot, Narowal, Kamoke, Hafizabad, Mandi Baha-u-Din, Jehlum, Chakwal, Lala Musa and Kharian had to go to Lahore or Islamabad for higher (university) education. Mostly the students gave up higher classes studies incomplete. Sometimes they were unable to bear the expenses and mostly they were kept back from the dangers of keeping their sons away from homes. Education at the doorstep can produce far better results. Gift University Gujranwala is one of those universities which are not only providing education but also serving as “Home Institution”

### **Bill presenting in Assembly**

On 23<sup>rd</sup> February, 2004, the session of provincial Assembly Punjab met in Punjab Assembly Hall Building, Lahore. Chairman of Standing Committee on Education Minister of Law & Parliamentary Affairs requested Mr. Speaker to allow him to present the bill of Gift University Gujranwala<sup>192</sup> before the House. Mr. Speaker announced Gift University bill be presented before “House under the rule 91 (5) of the rule of procedure of the Provincial Assembly of the Punjab

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<sup>188</sup> Proceedings: Provincial Assembly Punjab 08-01-2004

<sup>189</sup> ibid

<sup>190</sup> Ibid.

<sup>191</sup> The seventh largest population wise city of Pakistan, sixty five kilometers in the North of Lahore.

<sup>192</sup> PAP Gift University Gujranwala, Bill No-4 of 2004

1997 and be referred to the Standing Committee on Education to Report within the month.”<sup>193</sup> The bill was again presented before Assembly on 27<sup>th</sup> May, 2004 by Minister of Law & Parliamentary Affair. He moved “the requirements of rule 95 of the rules of Procedure of the Provincial Assembly of the Punjab of 1997 be suspended under rule 2334 of the said rule for taking up the Gift University Bill 2004 for consideration at once”<sup>194</sup> he further implored “since there is no amendment in the Bill, the motion moved and question is, that the Gift University Bill 2004 as recommended by Standing Committee on Education be taken into consideration at once”<sup>195</sup> and the motion was carried. Sayyad Ehsan-Ullah Waqas MPA moved the Clauses one by one before the Speaker. As there was no amendment in the bill was required, all the clauses bill were stand part of the Bill (Gift University Bill). Clause 7 of the Bill was objected by the opposition and the amendment was required to eliminate the powers of Board of Governors and appoint the Director of the University to run the administrative matters of the University. The amendment was carried and stood part of the Bill.

### **Formation of University Act**

The Gujranwala city was declared as district before partition by the British. It is located at the 70 KM in the north of provincial Capital Lahore. Gujranwala is the largest division of Punjab comprising six districts. But the fact keeps place that all these districts had to join either Punjab University Lahore or Islamabad for their educational needs. Keeping in view the needs, Punjab government introduced a bill in the Assembly for the approval of establishing a private university in Gujranwala.

The era of Parvaiz Elahi can rightly be named as revolutionized period which paved the way even for private sector to plunge in education field and invest their capital in this sector. Public sector universities were considered the main source of higher education but the over population and shortage of public sector universities the number of students were laid behind while mostly could not get higher education due to limited seats. Private sector universities could be substitute for sharing the burden of students. If we analyze the role of private sector at present time “Private sector universities shared the load of higher education to the extent of 15 percent in terms of student community and 16.5 percent in terms of teaching staff.”<sup>196</sup> If we have a look in the past “Participation of the private sector in educational development in Pakistan has a long history. After 1947 till 1971, the private sector contribution expanded considerably through a variety of non-government organizations but the process of nationalization by the Peoples Government completely eliminated the private sector from education. Many higher educational institutions were nationalized in September 1972.”<sup>197</sup> Gift University Gujranwala<sup>198</sup> was established in Punjab under the Punjab government Act. The title of GIFT was already in use as GIFT

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<sup>193</sup> Proceedings: Provincial Assembly Punjab 23-02-2004

<sup>194</sup> Proceedings: Provincial Assembly, Minister of Law & Parliamentary Affair Punjab 27-07-2004

<sup>195</sup> Ibid

<sup>196</sup> PhD Thesis, The Role Of Private Sector In Higher Education In Pakistan, Abdul Majeed Khan, University of Arid Agriculture Rawalpindi, Pakistan. 2007 p xii

<sup>197</sup> Ibid p.4

<sup>198</sup> The Gift University Gujranwala Act XIV 2004 dated 27-05-2004

Educational (Private) limited<sup>199</sup> which developed and established a University in Gujranwala. It was authorized as to open only a Main Campus in Gujranwala City with its jurisdiction to Punjab.<sup>200</sup> Further declared in the Act regarding its campuses that “the University shall not open any sub campus or affiliate any other educational institution for a period of ten years from the commencement of this Act after which period it may have sub campuses with the approval of the Patron.<sup>201</sup> Main function of the university was to “provide instruction and training in Computer Sciences, Business & Commerce, Management Sciences, Arts and Social Sciences, Accounting and Finance, Fine Arts, Design and Architecture”<sup>202</sup>

After passing the Gift University Bill 2004 in the Assembly, the session was adjourned till Friday 28<sup>th</sup> May, 2004.<sup>203</sup>

### **University of Management & Technology (UMT) Lahore, 2004**

University of Management & Technology “UMT is a project of Institute of Leadership and Management (ILM) trust, ILM was established in 1990 by leading educationists, professionals and industrialists with an aim to enhance the organizational and individual’s effectiveness. Guided by the noble mission of helping others in actualizing their limitless human potential to its finest shape, ILM sought to respond to the challenges of information base economy, globalization, and ever increasing complexity.”<sup>204</sup> Public sector universities are considered to be affordable for all types of people. Its fee structure and scholarship programs launched by Higher Education Commission HEC create colorful scenery for the students. Lahore is said to be the City of Colleges and a number of colleges both public and private were providing educational environment in the city. The education given in these colleges and universities was Arts, Science, Commerce, Business Administration and Computer Science. Engineering & Technology education was in dire need for the city. Keeping in view this requirement, government of Punjab decided to establish a private sector Engineering University in Lahore in the name of University of Management & Technology (UMT) Lahore. According to the Rector of UMT, “University of management & Technology is here to help you to become great, truly exceptional. The resource person act first as learners and then let the participants turn into their leaders. There are many good institutions around. Trace the road of the one that can launch you into the orbit of greatness. The one interested in you developing as a whole, a full person, capable of submerging the macrocosm in microcosm of the self and defining excellence and refining a tributes to the extent that the mirror the pleasure, and blessing of Allah.”<sup>205</sup>

### **Bill presenting in Assembly**

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<sup>199</sup> Companies Ordinance, 1984 (XLVII of 1984)

<sup>200</sup> The Gift University Gujranwala (Act XIV 2004) dated 27-05-2004

<sup>201</sup> ibid

<sup>202</sup> Ibid.

<sup>203</sup> Punjab Assembly Speaker, 27-05-2004

<sup>204</sup> Prospectus: UMT Lahore introduction 2015 p.5

<sup>205</sup> Dr. Hasan Suhaib Murad, Rector UMT Message

Punjab Assembly session met on 23<sup>rd</sup> February, 2004. Minister of Law & Parliamentary Affairs presented the bill of University of Management & Technology (UMT) Lahore.<sup>206</sup> As it is known that UMT is Private Sector University, its bill was presented before Assembly on 23<sup>rd</sup> February, 2004.<sup>207</sup> Mr. Speaker accepted the ruling and allowed to be presented the bill in the House.

## **Formation of Act**

### **University of Central Punjab Lahore (Amendment Bill) 2004**

University of Central Punjab<sup>208</sup> UCP Lahore is the project of Punjab Group of Colleges PGC. Punjab Group of Colleges filed a petition to Punjab government in 1996 and asked permission for the establishment of University in the province. Punjab Government issued NOC for UCP in 1999 and awarded the charter for opening the university in April 2002 to PGC in the name of University of Central Punjab UCP Lahore and was also awarded the charter for issuance the degree. The University vowed “to provide quality education to youth of our nation in a stimulating and conducive learning atmosphere by providing them with the intellectual and technological tools necessary to meet the challenges of the future”<sup>209</sup> As it is described the university was established under ordinance issued by Governor of that time and it was necessary to regularize the Ordinance by presenting it in assembly and converting in the Act.

Punjab Assembly session met on 15<sup>th</sup> September, 2004. Sayed Ehsan-Ullah Waqas MPA Punjab at the start of session requested Mr. Speaker “leave be granted to introduce University of Central Punjab Lahore (Amendment Bill)”<sup>210</sup> Mr. Speaker accepted the request and allowed “the motion is moved under rule 90(4) of the rule of procedure of the Provincial Assembly of Punjab 1997.”<sup>211</sup> Education Minister took up the discussion and introduced 15 amendments in the bill. Many members accepted the bill and suggested that under Rule 94 of bill be referred to the Standing Committee on Education with direction to submit its report up to 30<sup>th</sup> October, 2004.

Basically the “university was established at the period when the House (Assembly) was non-exist. According to L.F.O the university was granted special powers.”<sup>212</sup> For this reason the university ordinance was needed to be amended and be formalizing as Act.

### **Forman Christian College (Chartered University) Lahore Bill 2004**

In chapter 2, a detailed history is described of FCC how the college was started and what journey did it make? In this chapter brief history is being described how and when the college was awarded the status of Chartered University.

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<sup>206</sup> PAP, University of Management & Technology (UMT) Lahore Bill No-5 of 2004

<sup>207</sup> Proceedings: Provincial Assembly Punjab. 23-02-2004

<sup>208</sup> University of Central Punjab Ordinance (XXIV 2002) April 10<sup>th</sup>, 2002

<sup>209</sup> University of Central Punjab: Mission Statement

<sup>210</sup> Proceedings: Provincial Assembly Punjab. 15-09-2004

<sup>211</sup> Ibid

<sup>212</sup> Ibid.

Forman Christian College<sup>213</sup> Bill was presented in the House by the Minister of Education. He requested Mr. Speaker “that Forman Christian College Lahore Bill 2004 as recommended by Standing Committee on Education be taken into consideration at once.”<sup>214</sup> Mr. Speaker moved the resolution and added “at this I would like to point out as it has come to my notice that there has an agreement between the Minister Incharge and the movers of the amendment. Both the sides have mutually agreed on three amendments of clause 8, 13 and 17 of the bill. The rest of the amendments to be treated as withdrawn.”<sup>215</sup> The amendments on clause 3 to 7 were remained unchanged and clause 8 as described by Education Minister “that in clause 8 of the bill as recommended by Standing Committee on Education for sub-clause (1) the following shall be substituted (1) the Rector shall be eminent scholar of national repute who shall be appointed by the government upon the recommendation of the board on which terms and conditions as may be determined by the board.”<sup>216</sup> The amendment in clause 8 was made stand part of the bill and clause 9 of the bill was remained unchanged. Clause 10, 11 and 12 were also unchanged while clause 13 was amended as “two eminent persons/ scholars of national repute be nominated by the Board of Directors of the Societal.”<sup>217</sup> Further recommendations on clauses 14, 15 and 16 remained unchanged and made part of the Bill. The Forman Christian College Lahore Bill 2004 was passed on September 16, 2004.

### **Minhaj University Lahore, 2005**

Lahore is said to be the city of colleges. It is well said but now it has turned into the city of universities. With the ongoing revolution in the field of education, not only public sector but private sector has also come forward in spreading the education. HEC has encouraged private sector to expand their circle and launch programs from bachelor level to M.S, M. Phil and PhD level. HEC is encouraging the sector to join hands with government to root out illiteracy from the society. After the establishment of HEC Pakistan, private investors came forward to invest in education sector as a profitable business. Professor Dr Tahir-ul-Qadri<sup>218</sup> thought it fit and decided in 2005 to establish a university in Lahore in the name of Minhaj University Lahore (MUL). The university is affiliated with the government of Punjab and recognized by the Higher Education Commission HEC Pakistan. It has launched the programs from BS to PhD in various subjects. Currently the university is working on the “W” category of HEC Pakistan. The university is running twenty seven departments and more than one hundred degree programs are being organized there. The university is working on the human service base programs to make the Pakistani people well-groom and developed in education sector which is unfortunately too behind.

### **Formation of University Act**

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<sup>213</sup> Forman Christian College (Punjab Act XXIII of 2004) 12-09-2004

<sup>214</sup> Education Minister Proceedings: Provincial Assembly Punjab. 16-09-2004

<sup>215</sup> Mr. Speaker Proceedings: Provincial Assembly Punjab. 16-09-2004

<sup>216</sup> Education Minister Proceedings: Provincial Assembly Punjab. 16-09-2004

<sup>217</sup> Ibid

<sup>218</sup> Chairman of Pakistan Awami Tehreek (PAT), a political party of Pakistan.

Finally, the bill referred in assembly asserted the status of act. The university was established on October 17, 2005. It was named as Minhaj University Lahore.<sup>219</sup> However, the university had obtained NOC from the Punjab Government on August 19, 2003.<sup>220</sup> The university was a happy gesture by the side of private sector. It was invested and operated purely by the private ownership. Minhaj University is located at a prestigious place of Township, Lahore. Model Town Lahore campus is also located at the place easy to reach and approachable for the students.

### **King Edward Medical University Lahore, 2005**

King Edward Medical University Lahore (KEMU) is the progressed and modern form of King Edward Medical College Lahore. If we study the history of King Edward Medical University, we are informed that it was in the mind of the Company (East India Company EIC) to open a medical school in Lahore but the idea could not wear the uniform of reality as the dream was shattered by the breaking out Independence war of 1857 and the idea could not catch on more. But soon after the shattering of the effects of the war, a medical school was opened in Lahore in 1960. In 1886, the Medical School was being announced as Lahore Medical College. It was adjacent to Mayo Hospital Lahore and its diplomas and other certificates were issue by the Punjab University Lahore which had been established on October 14<sup>th</sup>, 1882. Later the college was named as King Edward Medical Lahore.

Lt Col Elahee Baksh has the honor of being first Pakistani Principal of the college. Soon after the partition, the college was kept engage for the relief of the refugees and the destitute persons of the areas. Through passing the various phases of history, the college was finally awarded the status of degree awarding institution i.e. university. It was established by passing the bill in Punjab Assembly.

### **Formation of University Act**

The King Edward Medical College was upgraded in 2005. It was awarded the authority of issuance its own degree. On the historical day of 12<sup>th</sup> May, 2005 King Edward Medical College was named as King Edward Medical University Lahore (KEMU).<sup>221</sup> For the actual working process of the university, the notification was signed by the Punjab Governor on January 7<sup>th</sup>, 2006. The university has the regard that its first Vice chancellor (acting) was Stara-e-Imtiaz<sup>222</sup> holder. Mr. Mumtaz Hassan was appointed the first (acting) Vice Chancellor of the King Edward Medical University Lahore. The KEMU is declared as the second oldest degree awarding institution of the sub-continent.

### **The Beaconhouse National University (BNU), Lahore**

The Beaconhouse National University, Lahore is said to be as the first Liberal Arts University in Pakistan offering graduates and undergraduates programs in different fields of Liberal Arts. “As

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<sup>219</sup> The Minhaj University Lahore Act 2005, (Pb. Act XII of 2005)

<sup>220</sup> SO (UNIV) 9101-1997

<sup>221</sup> The King Edward Medical University, Lahore, Act 2005, (Act V of 2005)

<sup>222</sup> The award awarded for the services to the nation or state

the premier liberal arts University of Pakistan, BNU does not limit itself to a niche and promotes quality education across a broad range of contemporary disciplines, including visual arts and design architecture, liberal studies with majors from social sciences, media and film studies, applied psychology, banking & finance and Information Technology and teacher education”<sup>223</sup>

### **Bill presenting in Assembly**

### **Formation of University Act**

### **University of South Asia Lahore (USA)**

University of South Asia (USA) locates in Lahore. It is modern form of National College of Computer Sciences (NCCS). NCCS was launched in Lahore in 1988 with the motive to promote the computer knowledge and skills among the Pakistani masses. Later it expanded its circle to the chartered degrees in various fields like Civil & Electrical Engineering, Media Studies and Fashion designing. The University is working efficiently in Lahore with its two main campuses: Cantonment Campus and Raiwind Campus.

Its degrees related to undergraduates, graduates and postgraduates are fully accredited by the HEC. Internationally its degrees are recognized. USA owes to promote the educational standards in Pakistan especially to the people of Punjab in the fields of Computer Science, Business and Humanities. A chain of colleges in the name of “Heritage International Colleges” HIC is also working under the umbrella of USA.

### **Formation of University Act**

The university bill was presented in the Punjab Assembly and after a long and legal process of legislation the university act was passed by the Assembly on 9<sup>th</sup> July, 2005. University of South Asia<sup>224</sup> had been established and chartered with the Higher Education Commission HEC Pakistan. It was granted the authority of “Degree Awarding Institution”. USA is a happy addition in knowledge promoting sector of Pakistan.

### **Government College University Faisalabad GCUF**

Faisalabad is said to be Manchester of Pakistan for being the home of textile industry and third largest (population wise) city of Pakistan. Government College University Faisalabad was Government College Faisalabad. The college was established in British period. It is said to be “Lyallpur (now Faisalabad) Agriculture College & research institution used to be the first and only agriculture research center of United India”<sup>225</sup> the said college was upgraded and awarded the status of university in 1962 and the research center was separated from the university which was sheer negligence of the Punjab government. All this was done on the basis of the

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<sup>223</sup> Shahid Hussain Kardar, Vice Chancellor of Beaconhouse National University message.

<sup>224</sup> The University of South Asia, Lahore Act 2005 (Act IX of 2005) 9<sup>th</sup> July, 2005.

<sup>225</sup> Rana Aftab Ahmad Khan, Proceedings: Provincial Assembly Punjab. 28-05-2004

recommendations by the Punjab department of Food and Agriculture in 1961-62. Now they were being attached together again and it will affect the performance of these institutions. “Research center should work separately as it will perform freely. The circumstances have been changed as there were 11 districts of Punjab at that time and the total cultivated land area of Punjab was 10.0 million hector while it is 12.35 million hector in 2004.”<sup>226</sup>

The discussion would be proved fruitful when we will inform ourselves with the knowledge of the higher education enrollment during the various periods. The details will show about the enrollment in private, public and distance learning institutions in Pakistan.

To reveal the higher education performance the following chart will be a source of knowledge

Year	Enrollment in the Institutions of Higher Education in Pakistan			
	Public Sector	Private Sector	Distance Learning	Total
2002	142652	43873	89749	276274
2003	167775	55261	108709	331745
2004	202871	61108	159257	423236
2005	216454	67953	187557	471964
2006	242879	78934	199660	521473
2007	276226	91563	272272	640061
2008	331664	103466	305962	741092
2009	348434	115389	339704	803507

Source: Higher Education Commission HEC, Pakistan and Economic Survey of Pakistan (2008-2009)

Legislation for the establishment of universities in Punjab has been described in above discussion. Further bills regarding higher education were establishment of board of Governor in educational institutions. It was described “where autonomous Board of Governors have been set up there looting, nepotism, surplus appointments and luxurious facilities have also come into existence”<sup>227</sup> in this regard Rana Sana-Ullah Khan, MPA presented the example of Technical Education and Vocational Training Authority TEVTA as a horrible scene of the authority. He demanded to check the situation and make sufficient legislation in this regard. Health Minister announced in favor of higher education for the issuance of interest free loan to the students of higher education he announced before the Assembly “according to the letter No-882-2003 dated 9<sup>th</sup> March 2003 the students will be able to get interest free loan without providing personal guarantee”<sup>228</sup> Rana Aftab Ahmad Khan MPA diverted the attention of the House towards the problem of commercialization of government college. He declared “government colleges bear better facilities than private colleges. He praised the government colleges for their nominal and economical fees. The fees in the government colleges used to be 9 or 10 rupees. The commercialization of government will lead to the increase of fee in thousands which would be out of reach of poor and middle man”<sup>229</sup> he further described “private colleges were being mushroom throughout Punjab, and the fees of Medical colleges in Punjab are quite low as

<sup>226</sup> Ibid

<sup>227</sup> Proceedings: Provincial Assembly Punjab. 25-02-2003

<sup>228</sup> Proceedings: Provincial Assembly Punjab. 26-05-2004

<sup>229</sup> Ibid

compared to other provinces of Pakistan. The example of King Edward Medical College KEMC is compared with the fee of Agha Khan Medical University AKMU Karachi<sup>230</sup> Rana Aftab Ahmad Khan raised the point as diverted the attention towards the issue of quality education and said “the universities are being established everywhere day by day. What criteria are being laid for university opening? What would be the land specified area of the university? What facilities would be provided there? The legislation moved by Mr. Law Minister is quite like photo shop that there would be faculty, a Dean, a registrar and funds. There would be board of governors and everything there. In one or two houses you will open university, how would you fulfill educational purposes would you provide all facilities to the students? Would such universities be recognized by international universities? Education Minister should brief the House (Assembly Members) on these questions.”<sup>231</sup> On discussing the respect and regard of teachers and researchers/PhDs member of the House uttered as “you will have to give proper respect to the teachers, all of you B.A (Bachelor of Arts) pass sitting here just because of teachers. But if unfortunately some foreign training course is chalked out, secretaries and deputy secretaries are awarded the opportunity and the teacher is deprived of the right. What’s the reason our foreign PhD students are not coming back home (country) just because we are not ready to give them orderly allowance. These are the basic factors.”<sup>232</sup>

## CHAPTER-4

### PERVAIZ ELAHI PERIOD’S EFFORTS FOR HIGHER EDUCATION; A PATHWAY FOR COMING GOVERNMENTS

According to the statistics the literacy rate of Punjab has been calculated as 59.6% in 2009 as compared to 1972 as 20.7% which is about 3 times increase in 37 years. After the establishment of Higher Education Commission HEC in central city in 2002, the Higher Education Departments (HEDs) had also been established at provincial levels in 2014. According to National Finance Commission (NFC) Award 20n department has also been handed over to the provinces to make the education standard better. Now the total educational responsibility is on the shoulders of provincial governments to chalk out plans and schemes to uplift the standards of education in all the fields to groom and bring it to the international level. As described above those HEDs have also been established to lift the higher education as well.

Punjab had seen the period about 60 years after the independence of 1947. During all this period, all the governments showed their sincere concerns for raising the literacy rate of the province. The race of this campaign was made double speed during the last two decades of twentieth century. The discussion would be fruitful when we see the clear picture of the educational book of Punjab. Meetings of high ranked officials used to be held and ended in smoke. No serious action plans were charted out. But the meeting held in 2005 opened a new era of universities

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<sup>230</sup> Ibid.

<sup>231</sup> Rana Aftab Ahmad Khan, Proceedings: Provincial Assembly Punjab, 31-05-2004

<sup>232</sup> Rana Aftab Ahmad Khan, Proceedings: Provincial Assembly Punjab, 08-09-2004

establishment in Punjab. The participants of the meeting held at Punjab Governor’s House Lahore announced “Dr. Atta-ur-Rahman, Lt. Gen. (Rtd.) Khalid Maqbool, Punjab Governor, and Mian Imran Masood, the Punjab Education Minister, jointly chaired the meeting. The vice-chancellors from Punjab public universities or their representatives, and Nazir Saeed, the special Education Secretary, Punjab, took part in the meeting and discussed various issues. The meeting aimed to discuss proposed and ongoing development projects for public universities, worth around Rs.3.00 billion. The Governor said that he would follow up the issues of non-utilization of funds and slow pace of development projects.”<sup>233</sup> After doing meetings and chalking out a number of plans to lift higher education and decisions for establishment of new universities were feeling to be going to fail as basic education and literacy rate was still too low. The following chart will highlight the literacy rate of Punjab from the year 2000-2015.

### “Literacy rate of Punjab

Year	2000	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15
<b>Lit. Rate</b>	49	50.5	53	56	59.5	61	62.5	64	66	68	71	74	77	80	83	86

(EFA Plan. 2001-2015, P. 56)<sup>234</sup>

Above chapters have discussed that Punjab University is the first and oldest (Public sector) university of Pakistan established in Lahore in 1882. “The first university in the private sector was Agha Khan University established on 2.3.1983. There was a sharp increase in the number of universities, both in public and private sector after 1995- 96.”<sup>235</sup> The flood of universities and degree awarding institutions DAI establishing came in Punjab in the years of 2002 to onwards. Punjab bears the most important place among the family of four provinces in Pakistan. Punjab province has 53% of total population of Pakistan. Its number is the first in population and second in area. In the above chapters we have discussed about the statistics about universities and degree awarding institutions (DAIs) in Punjab. We have never discussed about the research and researchers and university role in producing creativity in the education. We can give it the name of “Quality Education QE”. The education is nothing without quality education.

“It is important to keep curiosity alive, and the reason we lagged behind was that we had ignored research. Now Pakistan had entered a new era, which was seeing some changes, the impact of which would be felt in the next decade. Pakistan is the only country in the world where 17,000 journals can be accessed free. Now it is up to the student to access it and acquire knowledge. He mentioned HEC’s many programs which have been initiated to enhance faculty development and capacity building. He said the program to attract Pakistani’s working abroad has also met with

<sup>233</sup> Higher Education Commission Islamabad, “Higher Education News”, Vol 3 No.1 regd no.35 (January 2005).3

<sup>234</sup> PhD Thesis, An Analysis Of Achievements Of Adult Literacy Component Of National Plan Of Action (2001-2015) Of Education For All In Punjab And Development Of Future Implementation Strategy. Muhammad Ajmal Farooq International Islamic University Islamabad. 2013 P.7

<sup>235</sup> Statistics On Higher Education In Pakistan, p.4

success as it is reversing brain-drain and converting it into brain-gain. Only an educated nation can face the global challenges that faced Pakistan.”<sup>236</sup>

Main focus of the study is to highlight the aspects which are the role model for recent governments to act upon as introduced by Parvez Elahi Government in Punjab. Parvez Elahi opened the paths of development in higher education field. Plans and schemes for Adult Education, Primary Education, Elementary Education and Secondary Education had been the part of all the educational policies launched during the period from 1947 to 1998. It is lamentable fact that even from the time of independence; we are unable to achieve our goals set in the previous policies. All of our policies brought nothing but failed. If we are failed in achieving our targets set for primary or elementary level how can we hope for better results towards higher education. It is our hard luck that we cannot find out the solid reasons of failures again and again in developing our educational sector. It seems that either we are sluggish or intentionally doing nothing to lift our literacy rate. Our political leaders do not pay heed to the matter. They do not highlight the burning issues behind the failures of our educational policies. Either they blame the instability of democratic powers in the country or they blame our culture for the issue. Up to the rising the sun of 21<sup>st</sup> Century, almost whole the world had stepped their feet in the line of progress which was only due to education development, we were diving in the stream of despair and ignorance. All this shows our incompetency and low mentality.

Various governments were formed in the Province. Pakistan Muslim League (Nawaz) PML-N was formed both in Centre and Punjab after the general elections of 1996. It was a chance for Mian Brothers (both the brothers, Mian Nawaz Sharif & Mian Shehbaz Sharif) to legislate, make special policies and launch special campaigns for bringing educational revolution throughout the country especially in Punjab. They did politics for nothing but road construction and police encounters. They showed their policies off through media but in real was nothing on the cards. Educational policy of 1998-2010 was chalked out and special targets were set to achieve the goals.

Recently it is learnt that “Chief Minister Punjab had desired to achieve the targets of 100% enrollment of out of school children, 100% retention of enrolled students and ensuring quality education under Parho Punjab, Barho Punjab. Further, it is also in line with the requirements of the Punjab Free and Compulsore Education Act, 2010 as well as Article 25-A of the Constitution of Islamic Republic of Pakistan. The 2018 targets of Parho Punjab, Barho Punjab may be achieved by taking following measures.”<sup>237</sup> The policy was thrown into the dustbin in 1999 when General (R) Parvez Musharraf sacked PML-N government on October 12, 1999 and imposed Martial Law in Pakistan. He took the office the Chief Executive of Pakistan and performed “One Man Show” for the period of two years until he took oath as president of Pakistan following Mr Rafiq Tarar in 2001.

There had been three main hurdles for Pakistan to abstain from growing in the higher education field. First is backwardness. Second, gender issue: allowing men to get higher education and stop

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<sup>236</sup> Prof Dr Atta-u-Rehman’s speech, Higher Education Commission Newsletter Vol.3, No.5, may 2005

<sup>237</sup> Government of the Punjab School Education Department, letter No SO (SE-IV) 2-50/2015. 19-01-2016

women from getting higher education. Third, lack of institutions and traveling long distances to get higher education. The cultural values have also played a vital role in abstaining growth of higher education in Punjab.

“Issues of safety and security of girls affect their access to education. Traveling long distances to attend educational institutions usually consider as threat to the personal security of girls. The incidents of girls’ sexual abuse and the importance attached to the personal security of girls dominate parents’ decisions of not sending girls, especially when they grow up, to educational institutions where distances are long. Sathar and Haque (2000) have shown that access to school is one of the key determinants of enrolment in rural Punjab.”<sup>238</sup> If we are unable to give surety to our women, how can we expect to gain the ideals set for higher education either in Punjab or any other province of Pakistan. Pervaiz Elahi realized the importance and value of the issue prevailed almost in every nook and corner of the province in general especially in South Punjab where literacy rate is alarmingly low.

“Education must provide the opportunities for self-fulfillment; it can at best provide a rich and challenging environment for the individual to explore, in his (or her) own way (Barskay, 1998). It goes without saying that progress and prosperity of a country largely depends on the choices education made available to its people. Education is the backbone of the infrastructure of any country. It is the most powerful instrument of change (Khan, 2007). The goal of poverty reduction can be achieved by addressing the root causes of poverty such as lack of education and skills or ill health which will remove existing inequalities of opportunities. (Pakistan MDG Report, 2005) Provision of educational facilities to all its masses is the obligation of society in social perspective of the society (Shahzad Etal 2011). Although Pakistan is a signatory of the UN Education for All (EFA) Framework for Action (2000) Document, which places considerable emphasis on women’s education, particularly the elimination of gender disparities in primary, secondary and higher education, but the target of achieving Education for All in Pakistan is still far from satisfactory. The state of education, especially female education, is still abysmal. The female literacy rate clearly shows that investment in human development tends toward favoring men over women (Skalli, 2001). Women in particular have limited opportunities to acquire higher education and attain professional and technical degrees.”<sup>239</sup>

Soon after the independence of Pakistan Muhammad Ali Jinnah the founder of Pakistan in his speech declared that “Education is a matter of life and death for Pakistan. The world is progressing so rapidly that without requisite advance in education, not only shall we be left behind others but may be wiped out altogether.”<sup>240</sup> This shows that not only in modern age but also in mid twentieth century education had gained tremendous value. Muhammad Ali Jinnah not only declared it an important issue but also termed as the matter of life and death. It reveals that if we do not run with the pace of the world, we shall die in the essence of a nation. He set target before the Pakistanis to keep themselves alive by getting higher education. But what the

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<sup>238</sup> Getting Higher Education: Is It Really A Challenge For Females In Pakistan?, Issn-L: 2223-9553, ISSN: 2223-9944  
Vol. 2, No. 3, May 2012, Academic Research International, Fauzia Maqsood (UOG)  
, Sidra Maqsood (UOG), Hammad Raza (UOG)

<sup>239</sup> Ibid

<sup>240</sup> Muhammad Ali Jinnah, Karachi 26<sup>th</sup> September 1947

Pakistani nation did was only policy making and nothing else. If we critically see that policies made during 1947-1998 could not meet the required results. The causes of their failure are another issue. Our main focus is to judge the volume of legislation made for higher education in Punjab Assembly. Above given discussion has thrown sufficient light on the efforts and results regarding higher education in Punjab. It revealed that all the efforts proved at the end fruitless and our education sector was laid far behind the other developed nations. It can be termed as a stale education system which produced nothing but clerks and ordinary workers for the society. According to Dr Ishtiaq Hussain Qureshi, the well known Scholar “The example of Pakistani education is just like the boat sailing without sailor”<sup>241</sup>

“The province of Punjab has often been described as the political powerhouse for Pakistani state and in post-1947 perspective it has often registered varying views based on adulation, or sheer demonization. Punjab’s political transformation from a bastion of regional identity as espoused by the land-based Unionist elements to a vanguard of a modernist Muslim nationalism is certainly of immense historical significance.”<sup>242</sup>

Further remarks about this are;

“Since its inception, more than half a century ago, the government of Pakistan has been trying to improve its educational profile. According to Economic Survey 2000-2001 Government of Pakistan and UNICEF, the present adult literacy rate in Pakistan is 49% (male 61.3%; female 36.8%); gross primary school enrolment ratio for male and female is 84 and 62 respectively; and gross secondary school enrolment ratio for male and female is 29 and 19 respectively. Several commissions, national conferences and official policies have made proposals to redress the ongoing shortcomings of the education sector. However, most of these policy initiatives have failed to achieve their desired objectives. The objectives that were set out some 30 years ago still seem unattainable in the near future. This article seeks to investigate the reasons for such poor policy outcomes.”<sup>243</sup>

“Over the 50 year period since independence, efforts to increase enrollment and literacy have not been scarce. Beginning with the national education conference in 1947, seven national education policies, eight five year plans and about half a dozen other schemes have been prepared and launched a dozen or more conferences, seminars, workshops and other moots on education have been held. The earlier policy and plan documents displayed a fair degree of pragmatism and identified the constraints and problems facing the task.”<sup>244</sup>

“Due to globalization and reforms in higher education in many countries around the world, the concern for improving the quality of higher education in Pakistan has increased. The traditional assessment - the end of the process activity that aims at grading and ranking students with little or no concern for improving students’ learning is prevailing in our classrooms. In the quest for

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<sup>241</sup> Dr Ishtiaq Hussain Qureshi, Education in Pakistan p.31

<sup>242</sup> Iftikhar H. Malik, *Localism and Trans-regionalism in Punjab: Inception of Muslim Modernism in Sir Fazl-iHusain*, Pakistan Vision Vol. 10 No. 2, p.23

<sup>243</sup> Sajid Ali, *Why does policy fail? understanding the problems of policy implementation in Pakistan – a neurocognitive perspective*, Aga Khan University Karachi, 2006, p.2

<sup>244</sup> Kaiser Bengali, *History of Educational Policy Making and Planning in Pakistan*, SDPI Working Paper Series # 40, 1999, p.26

quality, this traditional assessment system has come under scrutiny and the new term *quality assessment* has become common currency in today's educational arena. One key element to understand quality classroom assessment is to view assessment as an ongoing, student participatory activity, not just as something teacher does to students as an end of term activity to assign grades."<sup>245</sup>

The Punjab has gained a mounted repute even since before partition. After partition, most of the Presidents, Prime-Ministers, Ministers and Bureaucrats belonged to Punjab. It was given special attention as compared to other provinces which sowed the seed of hatred and anger among the masses of other provinces. However, our discussion refers to educational scenario not to political or other issues. As we have discussed in earlier chapters that there was only one university in Pakistan's legacy in the name of Punjab University at the time of freedom from the British and Hindus as well. Punjab was divided into two wings i.e. East Punjab in India and West Punjab in Pakistan. The people of Punjab had to suffer a lot as they were facing the problems of migration and settlements. Nothing could be done at that time as Pakistan had caught into whirls of problems. Punjab is the province which is playing a leading role even today.

Education in Punjab has always been center of experiments since freedom. Though it has contributed much more for Pakistan in education field yet it could not get a high ranked status of international level.

Now we discuss that the legislation on higher education during Parvaiz Elahi period (2002-2008) proved a role model for the coming rulers in Punjab. Numerically degree awarding institutions in the province were very few and could be counted on finger tips. This period went far beyond in making many university acts and spreading higher education in Punjab. University of Gujrat<sup>246</sup>, Gift University Gujranwala<sup>247</sup>, the King Edward Medical University, Lahore<sup>248</sup> and the University of Management And Technology, Lahore<sup>249</sup> are the solid examples of spreading higher education as Gujrat University was established in the area where it was dire need of the hour to establish a university as the people had to travel far off areas to get education. Further GIFT University Gujranwala was also established in the area which surrounded six districts of Punjab. Next King Edward College up gradation as King Edward Medical University is the only Medical University in Punjab is also a unique initiative by the part of Punjab Government. University of Management and Technology is the mature attempt to spread the technical education and further a pat on the back of private investors to invest in private education sector at

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<sup>245</sup> Hafiz Muhammad Iqbal, Saiqa Azam & Muhammad Abiodullah, *Using Assessment for Improving Students Learning: an analysis of University Teachers' Practices*, Bulletin of Education and Research June 2009, Vol. 31, No. 1, p.47

<sup>246</sup> The University of Gujrat Act 2004 (Act IX of 2004)

<sup>247</sup> The Gift University Gujranwala Act 2004 (Pb. Act Xiv Of 2004)

<sup>248</sup> The King Edward Medical University, Lahore Act 2005 (Act V Of 2005)

<sup>249</sup> The University Of Management And Technology, Lahore Act 2004 (Pb. Act Xv Of 2004)

higher level in Punjab. The other universities also have the honorable status as they are also performing key role in shaping the destinies of a number of people. Once the stream runs, no one can stop it anyway. Everyone has to run with it. The stream of establishing universities had been run by Parvaiz Elahi and next governments also started launching universities in Punjab. After ending the constitutional period of Parvaiz Elahi Government in November 2007, two Assemblies have been made in Punjab. Both the governments were made by PML-N and Mian Muhammad Shehbaz Sharif was elected the leader of the House as Chief Minister of Punjab. In these two turns, Mian Muhammad Shehbaz Sharif tried his best to surpass his predecessor's (Ch Parvaiz Elahi) policies of good governance and law making of public welfare. Education sector stood on the top priority. Too many educational schemes have been launched by Punjab Government bearing titles of *Parha Likha Punjab and Parho Punjab Barho Punjab*. Mostly these schemes are launched for Primary and Secondary level schemes. Higher education development schemes could not get proper attention among these schemes. Still Punjab government is unable to achieve the target of 100% enrollment at Primary level students. Universal Primary Education (UPE) and Universal Secondary Education (USE) project are the proof of the failure of the Punjab government for showing the way to 100% children of school. Danish Schools project in selected far off districts of Punjab and Chief Minister Laptop schemes are the mouth organs of the government to show their concerns for education at Punjab level. All these schemes and projects seem to be flopped as it brought no peculiar change in education sector of Punjab. Mian Mujtaba Shuja-u-Rehman the sitting education minister is out of scene in recent years as compared to Mian Imran Masood Ex-Education Minister in Parvaiz Elahi's tenure who was seen on public scenes and took active part in education schemes. The students were encouraged of that times and showed concern in for making them enrolled in universities for higher education. Before 2002, it was considered by the masses that M.A was the highest degree of education career while M. Phil and PhD enrolment was 2% only. It was a dream to get M. Phil degree and PhD was thought impossible. It was because either lack of facilities by the part of government or lack of insight by the part of students /masses. The credit goes to Parviaz Elahi govt for both the things; for providing the facilities to the students and creating awareness among the students at higher level. The enrollment of M.A went very high while M Phil and PhD was also considerable position. The tree of educational revolution planted in Parvaiz Elahi Period is now young and being watered by opening new universities and degree awarding institutions in Punjab. But the facilities provided to M Phil and PhD students in Parviaz Elahi tenure are broken. Scholarship schemes have been abolished and showing off schemes like Laptop Schemes

replaced them. The budget allocated to the M Phil and PhD students have been ended. No attraction is remaining for the students to come forward in the educational fields rather they are obtaining degrees from private institutions on very high rates as compared to public sector universities.

In a statement Dr Atta ur Rehman<sup>250</sup> briefed about the Higher Education Role in Pakistan:

“Pakistan has experienced tremendous progress in the higher education sector in the last decade. This is illustrated by an increase in university enrolment from 276,000 in the year 2002 to “Over 1 million by 2012, increase in the number of universities/ degree awarding institutions from 71 in 2003 to 146 by 2011, increase in Ph.D. Output from 3,281 during the 55 year period 1947-2002 to about 5000 during the subsequent 9 year period 2003-2012, and increase in international research publications from only about 600 annually in the year 2,000 to about 8,000 research publications annually by the year 2012. This was accompanied by a massive foreign scholarship program for Ph.D. level training, placement of an educational satellite in space and a ten-fold increase in faculty salaries on a new contractual system of tenure-track appointments, provision of digital library that provides every student in every public sector university with 25,000 international journals and 60,000 text books. The research publications output in internationally abstracted journals from Pakistan is now about the same as of India on a per million population basis, illustrating the spectacular progress made during the last decade. Recently an Integrated Massive Open Online Courses (i-MOOCs) program has been initiated to offer free educational courses from Stanford, MIT, Harvard and Khan Academy to schools, colleges and universities in Pakistan and across the world through television and internet.”<sup>251</sup>

He further declares that higher education in Pakistan on the march

“The remarkable programs in Pakistan initiated under my supervision have been termed as a model for other developing countries to follow by the Royal Society (London) in a book entitled A New Golden Age? And a number of international awards have been given in recognition of the revolutionary transformation of the landscape of higher education. A review of the Higher Education system of Pakistan was carried out by Prof. Michael Rode, Chairman of the United Nations Commission on Science, Technology and Development. He wrote and I quote: Around the world when we discuss the status of higher education in different countries, there is unanimity of opinion that the developing country that has made the most rapid progress internationally in

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<sup>250</sup> Chairman Pakistan Nuclear Research Institution

<sup>251</sup> A Revolution in Higher Education: the Pakistan Example, Prof. Dr. Atta-ur-Rahman, FRS  
President, Pakistan Academy of Sciences ,23 September 2013

recent years is Pakistan. In no other country has the higher education sector seen such spectacular positive developments as that in Pakistan. Some of these developments will be presented.”<sup>252</sup>

Professor Dr Atta ur Rehman describes the modern age in following words;

“In this fast changing world, the key to progress lies in the abilities of nations to unleash the creative potential of their youth in order to develop strong knowledge economies. It is the nature, quality and efficiency of the interactions between the three major players, universities, industries and government that determine how a knowledge economy evolves. The developing countries can progress only if they transition to knowledge based economies by establishing world class centers of excellence and focusing on dynamic policies on science, technology, innovation and entrepreneurship that create job opportunities for the young in high value added sectors. We can achieve much by sharing our strengths in various fields.”<sup>253</sup>

Muhammad Ali Jinnah was anxiously waiting for Pakistan to flourish in the field of education by leaps and bounds. He was the not only the founder of Pakistan but also a man of high visions. “Jinnah's vision of a Moderate Pakistan National Integration-Opportunities Challenges and Living Together in a Global Community”<sup>254</sup> is now vaguely being seen in our recent progress of education in Pakistan. As described earlier that he (Jinnah) declared education as the matter of life and death for Pakistan. The solution of all our problems lies in education especially higher education. Education can root out the social disorder and social evils from the society. The curses like corruption, bribery, poor law and order situation, social injustice, unemployment, superstitions and terrorism can only be vanished through literacy and education.

Following a chart is being drawn to bring to light the higher education statistics in Pakistan from 2001-04. It will show the speed of increasing the students’ enrolment in the institutions of providing higher education.

**“Enrolment of the students at the universities/DAI (Including Constituent College) during the period 2001-04;**

Level of Degree	2001-2002	2002-2003	2003-2004
	Both Male & Female	Both Male & Female	Both Male & Female
<b>Bachelor</b>	186481	224290	295712

<sup>252</sup> Ibid

<sup>253</sup> Ibid.

<sup>254</sup> Higher Education Commission HEC, Newsletter Vol.3 No.5 Reg.35, May 2005

<b>Master</b>	78529	94524	108667
<b>M. Phil</b>	3871	4842	7454
<b>PhD</b>	3124	4138	6472
<b>PGD</b>	4269	3951	4931
<b>Total</b>	276274	331745	423236

Source: Statistics on Higher Education in Pakistan (2001-2004)<sup>255</sup>

Recently a report published by HEC shows that there was only one university in Punjab at the time of independence in 1947 and at this time the number of universities have jumped up. The details will be shown in the following chart

<b>Province</b>	<b>Public Sector</b>		<b>Private Sector</b>		<b>Total</b>	
	<b>University</b>	<b>Campus</b>	<b>University</b>	<b>Campus</b>	<b>University</b>	<b>Campus</b>
Punjab	31	35	23	5	54	40

Source: HEC Report 2014-15

Financially HEC allocated have amount of sum for the universities in Pakistan. HEC kept the view to grow and prosper well in the sector. For this purpose “The government had allocated Rs20 billion for 191 development projects of the universities and HEC during 2014-15. The amount was divided between approved ongoing and un-approved schemes. An amount of Rs12 billion (60.3 per cent of the total allocation) has been made against approved PC-Is up till 3<sup>rd</sup> quarter.”<sup>256</sup> Punjab government intends to expand the circle of universities to the Southern areas of the province which are considered to be backward and neglected by the government. For this purpose, the Punjab government is going to establish a university in Multan in the name of “Muhammad Nawaz Sharif University, Multan”.<sup>257</sup> Although Bahau-Din Zakriya University is working efficiently in Multan yet it is dire need to establish more institutions in the region to uplift the educational standards of the area.

A chart is being drawn to show the strength of universities in Punjab at the time of departure of Parvez Elahi government”

<b>Province</b>	<b>Public Universities</b>	<b>Private Universities</b>	<b>Total</b>
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<sup>255</sup> Statistics on Higher Education in Pakistan (2001-2004)

<sup>256</sup> HEC Annual Plan 2015-16, p.187

<sup>257</sup> Ibid

Punjab	21	17	38
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Source: Higher Education Commission Pakistan HEC, 2008

The following chart will present the whole details of HEC progress in opening the new universities/ degree awarding institutions till the ending of 2008

Province/ Region	Public Universities	Private Universities	Total
<b>Punjab</b>	21	17	38
<b>Sindh</b>	13	25	38
<b>Balochistan</b>	6	2	8
<b>NWFP (KPK)</b>	13	9	22
<b>Islamabad</b>	14	3	17
<b>AJK</b>	2	2	4
<b>Northern Areas</b>	1	1	2
<b>Total</b>	70	58	128

Source: Higher Education Commission Pakistan HEC, 2008

We have discussed much about Higher Education, its development, legislation, its uses and implementation on society but a very crucial and serious debate is still out of discussion. We have not discussed about the “Quality Education” which is not being given in our institutions whether they are primary (school) or higher education institutions. The nations and countries which have set themselves fully to quality education are running far ahead as compare to those which are still looking at their primary education targets. It is hard luck of Pakistan that it has seen about a hundred years of slavery. The British were their masters. The British through their policies forced the local people to become ordinary clerks and low rank employees. After its independence, Pakistan could not shake the slavery effects imprinted in British Period.

The age group of students for higher education is 17 to 23 years old. This age is considered to be ladder of maturity. The students of this age are either fresh from the colleges or from those areas considered backward. Too many enrollments are the real indicator of high ranked profile of the universities. The real outcome of the investment in higher education is the attraction for the students to enroll themselves in the universities. “Enrolment levels in higher education are the most obvious indicator of improved access to higher education. The HEC’s efforts to improve access to higher education have borne fruit. As a result of the different initiatives taken by the

HEC overall enrolment, in the HEIs, increased 2.34 times (135,123 to 316,278) excluding distance education during the period from 2002 to 2008.”<sup>258</sup>

Research creates a great impact over the ranking issued by the Higher Education Commission Pakistan. PhD degree holders are the feather in university’s cap and research creates a positive impact over the world education horizons. Pakistan has always been lagged behind in producing PhD holders which is sheer failure of the state in developing sector. If some nation produces researchers/ PhDs in their own universities, the nation can stand on its own feet and can become self sufficient in educational field. We can see in following chart the PhD degree holders’ year wise to reveal the progress of Pakistan’s research level:

PhD produced during the period 2000-2009

<b>Year</b>	<b>PhD Degrees Awarded</b>	<b>Year</b>	<b>PhD Degrees Awarded</b>
2000	176	2005	328
2001	204	2006	408
2002	276	2007	430
2003	276	2008	625
2004	312	2009	740

Source: Higher Education Commission HEC, Pakistan

The previous chapter comprises the data legislation on higher education during Parvez Elahi period. While this chapter subjects the effectiveness of that period on coming governments. In the chapter we are going to discuss the establishment of new universities after 2007 to onwards. In this regard following universities details are being given below

<b>Sr No.</b>	<b>University Name</b>	<b>Location/City</b>	<b>Act No.</b>	<b>Establishment Date</b>
1	The University of Wah	Wah	Act IV 2009	08-07-2009
2	The HITEC University	Texila	Act XII 2009	17-11-2009
3	The Women University	Multan	Act XV 2010	02-08-2010
4	The Lahore Leads University	Lahore	Act III 2011	22-01-2011

<sup>258</sup> Improving Access to Higher Education 2002-2008, p.65

5	The Qarshi University	Muridke (Lahore)	Act VIV 2011	02-05-2011
6	The Ghazi University	Dera Ghazi Khan	Act XXIX 2012	11-02-2012
7	The Information Technology University of the Punjab	Lahore	Act LIV 2012	10-09-2012
8	The Government College Women University	Faisalabad	Act VI 2013	05-01-2013
9	The Government College Women University	Sialkot	Act VII 2013	05-01-2013
10	The Government Sadiq College Women University	Bahawalpur	Act VIII 2013	05-01-2013
11	Muhammad Nawaz Sharif University of Agriculture	Multan	Act XXII 2013	11-09-2013
12	The Lahore Garrison University	Lahore	Act VI 2014	19-03-2014
13	Khwaja Ghulam Fareed University of Engineering & Technology	Rahim Yar Khan	Act XVI 2014	29-05-2014
14	Muhammad Nawaz Sharif University of Engineering & Technology	Multan	Act X 2014	29-05-2014
15	The Nur International University	Lahore	Act VII 2015	26-02-2015
16	The Fatima Jinnah Medical university	Lahore	Act XXIV 2015	03-06-2015
17	The University of Jhang	Jhang	Act XXV 2015	16-06-2015
18	The University of Sahiwal	Sahiwal	Act XXVI 2015	16-06-2015

Source: Higher Education Commission HEC, Pakistan

After the establishment of 18 universities from 2007 to 2015, still more institutions and universities are on the cards of Punjab government to upgrade them from college level to university level/ degree awarding institution DAI. Recently Rana Mash'hood<sup>259</sup> announces "Pakistan Economics Research Institution would be awarded the university status from college.

<sup>259</sup> Sitting Education Minister of Punjab (2013 to date)

The university will award its own degree rather than Punjab University Lahore.”<sup>260</sup> It shows the Punjab Government’s concerns over launching of new degree awarding institutions throughout the province. According to the Prime-Minister of Pakistan’s special fee reimbursement scheme 2015 “the students domiciled of respective regions including southern Punjab districts would be provided the opportunities for getting free higher education throughout the country.”<sup>261</sup> All this reflects federal as well as provincial governments’ keen interest and attention towards higher education. It’s really a positive gesture for the students to avail the very opportunities for making themselves higher educated to meet the challenges of modern times.

The Government of Pakistan has vowed to increase the number of PhD degree holders in coming years. For this purpose HEC has set the targets to increase the PhD enrollment. HEC has admitted that PhD produced has risen during last half decade. It said that “The number of PhDs awarded by Pakistani universities is currently 700 per year. This needs to be increased to at least 1000 by 2015, with a significant increase in science and technology disciplines. The number of research publications per year will be increased by at least 50% during this period.”<sup>262</sup> It has further described about the strength of PhDs that “the number of faculty with PhD degrees have doubled in the last five years, but even then, hardly 20% of the faculty have PhD. degrees. Pakistan needs to triple the number of PhD faculty at the universities by 2015. This will increase the number of PhD. faculty to at least 40% by 2015 after accommodating for growth in faculty.”<sup>263</sup>

The number of students enrolled in universities and degree awarding institutions DAIs of Punjab during the years 2011-12 has reached the figure 235987<sup>264</sup> which is happy sign for the coming years to increase more and more.

To analyze the higher education development, we can see that twenty five PhDs were produced at University of Punjab during the year 1936-47. At the time of independence in 1947, Punjab University produced two PhDs and the number increased day by day and reached up to 700 till 2012. A complete and authentic data of PhD produced during the year 2001 to 2010 will reveal the speed of higher education progress in Pakistan. The chart is given to analyze the higher education role during the respective years:

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<sup>260</sup> Daily Nawa-i-Waqt Lahore, 31-01-2016

<sup>261</sup> Daily Jang Lahore, 05-07-2015

<sup>262</sup> Higher Education Commission Pakistan Medium Term Development Framework II (MTDF-HE II), 2011-15, p.4

<sup>263</sup> Ibid

<sup>264</sup> Higher Education Commission Pakistan Annual Report 2012-13, P.169

<b>Year</b>	<b>PhD Produced</b>
2001	204
2002	276
2003	276
2004	312
2005	329
2006	408
2007	438
2008	628
2009	819
2010	826

Source: HEC Annual Report 2012-13 (Page 171)

After deep study of HEC data regarding PhD produced, we reach the information that “4312 PhDs were produced”<sup>265</sup> during ten years of period from 2001-10. We learn from reading the Annual Report 2012-13 published by HEC that the total number of PhDs produced during the 53 years 1947-2000 was 2799. This number is even lower than the number of PhDs produced during 10 years of period from 2001-10. The figure shows that higher education environment was being better and better during the years. The students were urged to get higher education. HEC chairman, Dr. Atta u Rehman in order to raise the higher education enrollment announced “The Higher Education Commission will spend Rs.1.0 billion to enable poor students to seek education at quality institutions of higher education”<sup>266</sup> With reference to the development of education in Punjab during Parvez Elahi’s Chief Minister ship, Minister of Livestock & Dairy Development added “By the order of C.M Punjab, Nishtar Medical College in South Punjab is being upgrared as Medical University. And the college bge granted the status of University. And there is looking no difference even after constructing the university. And quota system is being set for the people of South Punjab. Special quota system is also being given to them in CSS examination.”<sup>267</sup>

## **CHAPTER 4**

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<sup>265</sup> Ibid

<sup>266</sup> Dr. Atta u Rehman, “Higher Education Commission Newsletter”, *HEC Newsletter Vol 3 No.5, regd No 35*, (Islamabad: May 2005). 9 ok

<sup>267</sup> Minister of Livestock & Dairy Development Punjab, Proceedings Punjab Assembly Session 08-09-2004

## CONCLUSION

It is attempted in the chapters to ensure the higher education standards in Punjab through various dimensions and techniques. As we are aware of the fact that “the process of devolving education to provincial and district governments via the 18<sup>th</sup> Amendment to the Constitution provides an opportunity to shift governance and administrative structures in education closer to the communities that will benefit from them.”<sup>268</sup> It was an attempt to make education a common approach and easy affordable for every citizen of the country. “To ensure sustainable development, greater investment is needed at all levels of education including primary, secondary and higher education in addition to the stream of vocational training. During the last few years the education sector of Pakistan, especially higher education, has shown considerable improvement and that is related to the firm realization that education is the most vital change agent which can provide solutions to our problems and creates a fundamental resource for development.”<sup>269</sup>

For this discussion it was necessary to know about primary and elementary education level of Pakistan as it is the nursery for higher education. As many students we enroll at primary level, as much enrolment we would have at higher education level. But it is alarming situation that a huge number of boys and girls are still out of schools. “Educational indicators of Pakistan are still dismally low, although steady progress has been noticed during last few decades. At present, about one third primary school age children are out of school, 42% population (age 10+) is illiterate. Wide discrepancies persist in education indicators pertaining provinces areas, location (urban VS. rural) and gender at the national level, about two third women of (age 15+) cannot read and write, and 35% girls remain out of school. Gender Parity index in case of participation in primary education is 0.82. It is estimated that over 6.7 million children are out of school, and majority of them 62% are girls.”<sup>270</sup>

A chart is being drawn to reveal the students’ enrolment at educational institutions of various levels;

Level	Students	Percentage
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<sup>268</sup>Masooma Habib, “Education in Pakistan’s Punjab: Outcomes and Interventions”, *The Lahore Journal of Economics* 18 : SE (September 2013) .41 ok

<sup>269</sup> Higher Education Commission Pakistan annual report 2007-08 p. i

<sup>270</sup> Education for All, review Report 2015. P. 02

Pre-Primary	7,547,470	20.9
Primary	17,806,488	49.3
Middle/Elementary	5,566,186	15.4
Secondary	2,508,644	6.9
Higher Secondary	902,821	2.5
Post Secondary	1,765,828	4.9
Total	36,097,437	100.0

**Note:** The Data is showing the figures for the year 2006

**Source:** The Education System in Pakistan: Assessment of the National Education Census, UNESCO Islamabad, 2007

The students' enrollment from 1947-2001 had been very low. Even 55 years after the independence "The total number of students in Pakistan's higher education system, in 2002, was 475,000, equivalent to a higher education enrolment ratio of 2.6 percent of the total youth aged between 17-23 years"<sup>271</sup>

In the Punjab Assembly, discussion was on the move when Dr. Javed Siddiqui briefed the house saying "Chief Minister Parvez Elahi wants to see Punjab a educated Punjab. It is the good luck of Punjab that its coming Chief Minister wants to see its children fully educated for which we salute him for his vision."<sup>272</sup> He further threw light on budget allocation for education departments' various sections "after studying the book bearing the title of *Annual Development Programme* ADP, it wrote University of Sargodha, Gujranwala University, Faisalabad University, Gujrat University and Lahore University were on the top pages. Further wrote that we want to construct the building of Govt. Education College for which 35 Millions have been reserved by the Govt."<sup>273</sup> The study was started with the objective of identifying the very efforts by Punjab Government to raise the Higher education level during the period of 2002-2007. In Punjab "higher education means post 12<sup>th</sup> grade education including bachelor's or higher degree programs, graduate and postgraduate certificates, diplomas, and research and development activities in any area of knowledge."<sup>274</sup> The concrete and solid arguments are given to prove the dissertation. Higher education is described as the most important tool to become advanced in

<sup>271</sup> Improving Access to Higher Education, HEC report 2002-08. 55

<sup>272</sup> Dr. Muhammad Javed Siddiqui, Proceedings of Punjab Assembly 08-09-2004

<sup>273</sup> Ibid

<sup>274</sup> The Punjab Higher Education Commission Act, 2014, (I OF 2015) 02-01-2015

modern world. Data used for this purpose was Primary as well as secondary. Tables and charts were also drawn to show the rise and fall of higher education level in the province in special and the country in general. Though higher education is main discussion of the thesis yet primary, elementary and secondary education is also the topic of discussion. Brief history of Punjab and Educational development in Punjab has been discussed precisely to clear the picture of that era. Research has been argued through the definitions of educational experts, it was attempted to reveal the role of education in the lives of persons and nations. A slight touch was also given to the issue that Higher Education can make the nation self sufficient and poverty be uprooted through Higher Education. It is also proved that it has become admitted fact that as much we spend on education as more we get benefits from it.

“This past decade has witnessed an enhanced emphasis on higher education in all parts of the developing world. Conventional wisdom stated that developing countries should place emphasis only on primary and school level education that resulted in a decline in funding to higher education during the decades of the 70s, 80s and 90s. Consequently, at the start of the new millennium the total development expenditure on the universities of Pakistan was around Rs. 400 million, the total allocation to higher education was less than 0.2% of GDP and the allocation per student stood under US \$400 per student per year, perhaps the lowest in the world. This situation has dramatically changed now. With a budget allocation of Rs. 18 Billion for development expenditure for the current financial year and a total allocation close to 0.35% of a significantly enhanced GDP, the funding situation has indeed improved with funding per student close to US\$ 2,000 per student per year.”<sup>275</sup>

Since the period from the establishment of Higher Education Commission HEC Pakistan in 2002, higher Education has seen a huge climax. University Grants Commission UGC was working efficiently in providing funds and accreditation the universities in Pakistan. During the period of 2002-2007, HEC’s role has been positive regarding foreign delegation receiving and sending Pakistani delegations abroad. HEC has signed a number of pacts and agreements with various Asian and Western countries. Being SAARC member, HEC Chairman visited South Asian countries and exchanged the views of foreign scholars and researchers.

As a result of Punjab government’s focused attention to Higher Education along with financial support and consistent policies the Higher Education in Punjab is on the lease of new life. The institutions on higher education are becoming knowledge bank. The study was carried out to

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<sup>275</sup> Dr. Sohail Naqvi, Overview of Higher Education Commission (HEC) support for academia in Pakistan, CBM-CI International Workshop, Karachi, Pakistan

determine the fact that efforts made in Parvez Elahi period regarding Higher Education development in Punjab proved fruitful when the total number of universities was below ten up to the year 2001 while it crossed the number twenty during the short span of time five years from 2002-2007. The study has explored the fact that the attitudes and fates of the nations can only be changed through education and higher education in modern times. It was known that the whole efforts were vain in education field and no positive output was ever seen in higher education sector. Low investment, low implementation capacity and politicians' own axe to ground were the major hurdles in bringing the output in education. It is cleared through this research that higher education not only provides manpower for running government machinery but also uproots the ignorance and poverty from the society.

Another finding of the research is that Punjab's population is more than 50% of the total population of the country. It needed bumper higher education institutions throughout the province but it had only one institution for at least 100,000 (one lac) students. It proved that no student was ready to join higher studies in Punjab due to multiple reasons. Parvez Elahi government paved the ways for such students who had the lust for higher education but stayed at home just for not having any kind of opportunity either from their parents or Punjab government. The government not only encouraged but also forced them to polish their talent by enrolling themselves in colleges and universities. It was the time when students realized it (this period 2002-2007) an opportunity most favorable for them to avail opportunity to adorn themselves with higher learning in Punjab's newly established universities in various cities of Punjab like, University of Sargodha, University of Gujrat, Government University Gujranwala, King Edward Medical University Lahore, Minhaj University Lahore, University of South Asia Lahore, Education University Lahore, Government College University, Lahore, Government College University Faisalabad and University of Veterinary & Animal Sciences Lahore. These universities brought a revolution in higher education learning. These universities were jam packed with students from different and far off areas of the country.

According to HEC report published in 2008 "a number of foreign delegations from different countries visit Pakistan on educational trips. The Academic Division coordinates these visits as well as visit of Pakistani academic delegations abroad. The Division provides coordination between foreign delegations and Pakistani universities and other institutions and seats of higher learning. It also prepares briefs and proposals for the Pakistani delegation visiting foreign universities/organizations. The delegations that visited Pakistan during the year came from

China, Mauritius, and the Czech Republic while Pakistani delegations visited India, Malaysia, UK, Mauritius, China, USA, Nepal, Saudi Arabia, Dubai, Germany and Switzerland. During the year, 28 cases were processed.”<sup>276</sup>

Further described in the report:

“Pakistan has signed pacts and protocols, memorandums of understanding with different countries. Besides, various linkages have also been established with foreign universities and research institutes in order to promote higher education in the country. The HEC reviews the existing pacts and protocols, MoUs etc besides furnishing proposals relating to higher education on such occasions when VVIPs such as the President, Prime Minister, and Ministers and as well as other Government functionaries pay visit to foreign countries or any foreign delegation(s) visit Pakistan. The Division also provides fresh proposals, talking points and prepares briefs. During the current year, 350 such cases were processed.”<sup>277</sup>

The students’ role in conducting research is also a burning question of the day. The ranking of the universities by HEC is carried out through the research level of the students of the respective university. The research level of Pakistani universities was alarming low as there were no sound opportunities provided the students. During the years 2002-07, the research level of the universities was tried to raise more and higher. “The students were asked about the facilities provided for conducting research, training provided to the students in this field, and the use of research in the university. They felt satisfied with the performance of the universities in this regard.”<sup>278</sup> The scholarships were awarded on purely merit basis to the enrolled students belonging to the various areas of Pakistan.

Modern age demands massive increase in grants provide to the universities to enhance their research level gradually to meet the ongoing challenges of modern life. Education has become the status symbol for the people of modern times. The universities should establish a quality assurance centers QACs inside the university to groom the research level of the university students. Quality Enhancement Cells QEC is already working efficiently in all the universities in Pakistan to lift the higher education standards. QEC is also playing the role of teacher student co-ordination in the university. The QEC in “the universities should concentrate the development of

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<sup>276</sup> Higher Education Commission HEC Pakistan Report 2007-2008

<sup>277</sup> ibid

<sup>278</sup> Thesis PhD, Akhtar Ali, A study of the Academic Functioning of the Universities in Pakistan UOS, 2005 p.142

leadership potential among the students. The leadership abilities of the students must be identified and polished.”<sup>279</sup>

The arguments of the study have highlighted the role of both the public and private sectors of higher education in establishing the concrete educational environment in the province of Punjab.

### **Suggestions:**

“Today, more than ever before in human history the wealth or poverty of nations depends on the quality of higher education.”<sup>280</sup> And higher has changed the lot of modern and advanced nations, if Pakistan wants to become advance like advanced nations, she would have to invest on higher education lavishly and produce more and more researchers/ PhDs at provincial level.

This dissertation has explored that higher education and modern research has become the major challenge in modern times for the countries all over the world. It can be named as the soul of nations. Lack of Higher education faculty, prevailed poverty, failure of each educational policy and low research work can be eliminated by higher education grooming in the province. For this purpose impressive and concrete steps should be taken in higher education sector (HED) of Punjab.

Following are the suggestions of the study on the basis of the findings and discussions cited above are as under:

1. Higher Education in Punjab should be strengthened and special packages be awarded to the students studying at various the colleges, universities and degree awarding institutions throughout the province.
2. “Universities should be encouraged to adapt any national or international quality assurance model and make changes according to the need, requirements, available resource, programs offered and culture of the university.”<sup>281</sup>
3. Students should be encouraged to enroll themselves in the universities, especially the students belonging to deserving and far off areas.

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<sup>279</sup> Ibid p.146

<sup>280</sup> Mahr Muhammad Saeed Akhtar, Muhammad Shaban Rafi, Shehzad Ahmed, Muhammad Rauf, “Quality in Higher Education: Issues and Current Practices”, *Journal of Elementary Education Vol.21, No. 1.44*

<sup>281</sup> Thesis PhD, Shafqat Rasool, A Comparative Study of the Quality Assurance Practices in Public and Private Universities, University Of The Punjab Lahore, 2010. P.190

4. Minimum criteria for the establishment of university by the Punjab government should be at district level.
5. Research level of the university should be of international level and the faculty must be Pakistani so Pakistan is self-sufficient in providing higher education faculty.
6. Every university should launch Online Portals for the external students so that they could get knowledge from the portal sitting at their home. It would spread higher education among those who are out of university for one or the other cause.
7. Emergency be imposed in higher education also same on the lines of Punjab School Education Department SED has launched emergency of 100% enrollment in the province.
8. Higher Education Department HED Punjab should introduce itself on grass root level to invite the students to higher education in Punjab.
9. “So far, HEC is the only organization which is working as regulating, monitoring and implementing agency”<sup>282</sup> throughout the country, Higher Education Departments HEDs in every province should be strengthened and empowered on provincial basis.
10. Special Chief Minister Task Force for higher education is launched in Punjab.
11. As education department has been handed over to the provincial governments, higher education should also be handed down the provinces as well.
12. To encourage the continuous improvement in higher education sector, it is necessary to award special packages for the institutions and the students.
13. Research should be main criteria for the university students in the Punjab.
14. “Degree of Higher Education Management (HEM) should be introduced to overcome the shortage of qualified personnel in field of quality assurance of higher education.”<sup>283</sup>
15. A team of well learned, disciplined and trained PhDs/scholars be made to observe the ongoing government projects regarding higher education and made special reports on merits and demerits of the projects. The team should also present suggestions for the betterment of the projects.
16. Higher Education Department HED Punjab and School Education Department SED Punjab should jointly launch enrollment campaign throughout the province to make Punjab “Parha Likha Punjab”<sup>284</sup> and “Parho Punjab, Barho Punjab”<sup>285</sup> in real sense. The

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<sup>282</sup> Ibid 191

<sup>283</sup> Ibid. 192

<sup>284</sup> Slogan of Parvez Elahi, former Chief Minister of Punjab (2002-2007) for *education for all campaign*.

<sup>285</sup> Slogan of Shehbaz Sharif, sitting Chief Minister of Punjab (2013 to date) for *education for all campaign*.

motive of the campaign should be 100% enrollment of the students at both school and university level respectively.

17. The number of PhDs in Punjab should be doubled in 2020 as compared to the figure in 2012.
18. Research repository of the universities in Punjab should be flourished by leaps and bounds and their (Research Papers) recognition should be of international level.
19. Foreign faculty hiring should be banned and domestic (Pakistani) faculty especially PhD faculty must be encouraged.
20. Though each province is of equal level in Pakistan yet Punjab being the largest (population wise) must lead in higher education sector.
21. Higher Education Department HED Punjab budget should be at least 4% of GNP as minimum criteria recommended by UNESCO.
22. Higher Education Department HED Punjab should make concrete planning and policies for the universities to enroll PhDs in every field and ensure the scholars for maximum support.
23. A Punjabi (Language) university should be established in Punjab to protect the Punjabi language, mother tongue of the province.
24. Foreign Scholarships should be allotted on purely merit basis to our researchers and encourage them to come back home to serve the country.