AN ANALYSIS OF STRATEGIC VISION AND PROGRAMMES OF NATIONAL EDUCATION POLICY 2009 FOR IMPROVEMENT OF HIGHER EDUCATION IN PAKISTAN

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ABSTRACT - This is a conceptual theoretical and research paper in a sense that most of the part is document related and the last portion is research findings about the strategic vision and programmes announced in national Education Policy 2009. This policy was somewhat different in its format from previous policies as it emphasized on practical application and implementation of the policy. NEP 2009 decided to launch many programmes as reforms in education; it also mentioned the strategies to implement them. This study tried to analyse the vision and the programmes in the document and their implementation in real situation as well.

Keywords: Strategic vision, National education policy, education reforms, Higher education, Education in Pakistan

I. INTRODUCTION

Pakistan is included in the list of developing countries. Since its birth in 1947 Pakistan is trying to attain economic independence. Education and knowledge force is taken the backbone for nation's development. Many education policies were framed and presented but their results were not brought in light to the public. The latest education policy 2009 is in action. The main objectives of the study were to analyse the strategic vision of the National Education Policy 2009 regarding higher education in Pakistan and to assess the reform programmes about higher education that were offered in the policy draft. It was intended to check either all suggested programmes of higher education are in action. To what extent they have been implemented in real situation and to what extent they have achieved their goals.

Background of the Study

Function of education for the overall development of the nation is memorable. Due to the increasingly changing phenomena society has become knowledge based. Due to this reason higher education and research play their role as compulsory elements of cultural, socio- economic and sustainable environmental development for individual and societies (UNESCO, 2014).For the social, economic, political, cultural, and industrial advancement of the country depends upon the quality of education which state provides to its civilians. State plays important role in the provision of education to its nationals because state policy directly impact upon the type and quality of education. This study was designed to analyse the strategic vision and programmes which National Education Policy 2009 offered for the improvement of higher education in Pakistan. Since the independence of Pakistan many policies were formulated to provide quality education to its civilians. National Education Policy 2009 added this chain for progress of education.

In education policies important reforms regarding educational methodologies, teaching learning improvement, curriculum betterment, management of institutions, and other concerned issues are discussed (Williams & Cummings, 2005). In the National Education policy 2009 many reforms and programmes were offered for the improvement of higher education in Pakistan.

Strategic Vision of National Education Policy (NEP) 2009

To meet the challenges that higher education was facing strategies were formulated. These strategies were related to

1.   For the development of university sector, energetic and highly qualifies faculty serve as a base so faculty development programmes would be associated with academic and research environment and to the development of qualified faculties.

2.   Students and faculty of universities be able to utilize their knowledge to solve the local issues because higher education institutions serve as knowledge repositories.

3.   For the assistance of policy making process higher education institutions have to play their part effectively.

4.   Study programmes of higher education will concentrate on the assimilation of maximum subject matter.

5.   For the betterment of teaching process faculty would be trained in the Information and Communicational Technological (ICT) skills, pedagogical area and communication ability.

6.   Higher education institutions must play their role in providing the quality of service and quality of the outcome.

7.   To ensure internal quality assurance, Higher education institutions must be strengthening in the light of worldwide quality assurance practices and level.

8.   To promote excellence should be the priority in constructing the higher education institutions.

9.   To make sure that reform initiatives are associated with development objectives key stake holders should involve in the process of decision making so that educational programmes should relate with economic development.

10.   Changing innovation and evolution has emphases to form strong university- industry relationship in the progress of the industry to work on joint projects.

11.   Engineering education should give priority especially in the areas that are relevant to economic development of industry such as; Information and computerization technology, energy sector, mining, construction, textiles, manufacturing, nanotechnology and Engineering Design etc.

12.   For the qualified, flexible and competitive workforce employers depends upon the higher education institutions.

13.   Enable the Graduated to communicate both in reading and writing.

14.   Due to the changing environment labour market also required new and updated skills and knowledge. For this purpose professionals should update their skills and knowledge in continuous intervals through lifelong learning. So higher education should provide these opportunities in the form of different professional courses with the help of stakeholders.

15.   Encourage the Foreign to come back in Pakistan and take part in economic, social and cultural growth of the nation.

16.   Higher learning institutions serve as a major force of innovation so they should share their expertise and facilities to socio-economic development of the country.

17.   For the purpose of innovation, economic growth and social welfare, knowledge diffusion, and creation higher education plays important role. For this purpose research should be compulsory element at universities to make sure economic growth of the country.

18.   Incentives should be given to those scientist and researchers who innovates a novel thing which are used to solve local issues. Moreover PhD degrees should be awarded on an original contribution in the field of study.

19.   It is the responsibility of higher education institutions to a deliver high quality of knowledge and learning.

20.   Role of universities and higher education institutions is important for the economic development of the region where they located. So these institutions should start those development projects which are related to economic development of the area.

21.   To make sure the equitable access in higher education cultural values shall be promote through higher education and expenses shall be decreased. For this purpose open learning and distance learning programmes shall be encouraged.

22.   To enhance the access in higher education maximum usage of physical facilities is required so to invest in equipment, laboratory facilities and supply of students' demands is necessary. To enhance the efficacy, efficiency and impact of development programmes in the higher learning areas latest information and communication technologies paly vital role.

23.   Higher education sector facing great expectations from government and society so the utilization of funds in higher education must be transparent and well- targeted.

24.   To meet the demands of global market and 21st century universities should change into flexible, self-analytical and adaptable enterprises (Government of Pakistan, 2009).

Figure 1 shows the strategic vision of NEP 2009 regarding higher education in Pakistan.
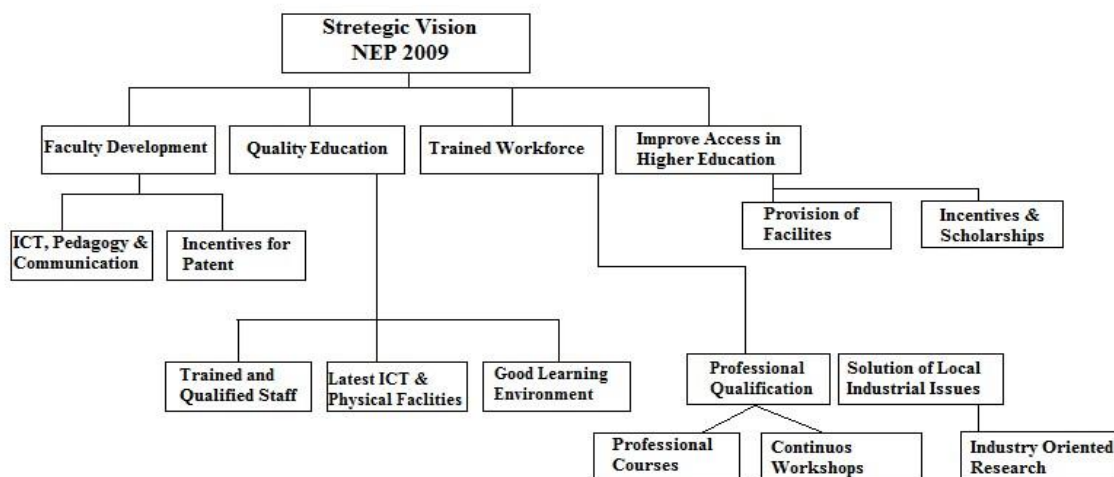
Normally educational systems have to deal with following issues before the development of the policies;

1. Access to educational opportunities

2. Equity in the distribution and learning facilities

3. Structure of education system

4. Internal and External efficiency

5. Institutional arrangement for the management of the sector (Haddad, 1995).

In the strategic vision of NEP 2009 all the issues are considered which are mentioned above to bring the Pakistani higher education system to international level.

In other aspect if we see the purposes of higher education and higher education institutions which are;

1. Cultivation of highly educated people ,

2. Democracy and democratic citizenship ,

3. Developmental needs and challenges,

4. Engagement with the intellectual and cultural life of societies,

5. Research and scholarship (Badat, 2009)

According to Mishra (2006) the purposes of higher education are;

1. Production of Qualified Human Resources

2. Training of Research Career

3. Management in Provision of Teaching

4. Dissemination of Life Chances (Mishra, 2006)

If we look at a glance towards the purposes of higher education and the strategic vision of the educational policy 2009, this aspect also satisfies about the strategic vision of the policy. But no place is given to democracy and democratic citizenship.

This is the era of science and technology and economic development of the country depends upon the scientific, technical and vocational education. Universities plays important role in this regard. According to Nayyar (2008) we live in the age of globalization whose main characteristics are expansion of economic activities beyond national boundaries, international trade, investment and finance, and technological information and ideas (Nayyar, 2008).So the provision of latest information and communication technological facilities is indispensable for the developmental process of individual and society.

In the strategic vision of the NEP 2009 faculty development was given more importance. No doubt faculty are the heart and soul of the whole educational system and are the main indicator to provide quality education to the learners. Globally new trend is emerging and faculty development is given more importance to promote the research and providing good learning to pupils.

Main functions of higher education institutions are maintenance and enhancement of academic excellence. In this regard faculty members' role is important because they are responsible for implementation of tasks to achieve the predetermined goals. To fulfil these responsibilities faculty should be trained in different dimensions (Moeini, 2003).Faculty development can be seen in three dimensions, professional dimension, curricular dimension and institutional dimension.

Gillespie & Robertson (2010) cited Sorcinelli et al in his work to explain the challenges that emerged the need of faculty development programmes. These five dimensions are following;

1. Complex and demanding roles of Faculty

2. Assessment of teaching and student learning

3. The effect of technology

4. The needs of part - time faculty

5. The demands of interdisciplinary leadership development for chairs and institutions.

Role of faulty is going to be complex day by day. To accomplish the tasks it is needed to equip the faculty with necessary skills and training. So the complex role of faculty has increased the need of faculty development programmes.

In recent era issue of quality is considered important in all the maters of life including education. Demand of quality education is increasing day by day. Quality assurance practices in education have gained top priority from the individual, community and government. According to the US department of education (2002) quality education can be defined as fulfilment of national educational objectives which are classified into three categories, i.e. social, national and academic excellence.

According to Ullah, Ajmal & Rehman ()In the area of higher education concept of quality have multidimensional themes which are related to quality of students, faculty, infrastructure, supportive services of students, curricula, assessment and evaluation, and learning resources. Quality of staff contains the issues of acceptable social and financial status, reduction of inequalities related to gender discrimination, merit, provision of training, seminars, workshops and incentives to motivate the staff. Quality of curricula means material should be related to the world of work, according to the needs of the society and effective to use and adopt relevant methodologies, and flexibility in adoption of latest technology. Quality of Infrastructure is related to overall environment. Student quality is related to solution of their problems, access, and provision of facilities.

Educational system of Pakistan consists of diversified institutions like colleges, universities, and professional institutions. Mission, purposes, programmes, standards, and requirements of these institutions are varied from one and other. They also have different characteristics according to their nature (Badat, 2009). As compare to the world's higher education institutions and universities, they emphasized on research activities that provide help to find the causes and struggle against incurable diseases. Higher level of education comes with supply of facilities and ideas for business that is novel in nature additionally political theories that brings prosperities in urban areas, regions as well as nations. Thus financial growth of country and its reach inside new technology mainly associated with higher education (Chaudhary, Iqbal, Gillani, 2009). So it can be concluded that in NEP 2009 it was considered important to bring higher education of Pakistan to international level and through it economic development of the country would be ensured. Although in the strategic vision all the matters concerned to material development were discussed but the ethical and social aspect of higher education was neglected thoroughly that is the main function of higher education in the society.

Programmes to Achieve the Vision of NEP 2009

To achieve the vision and objectives of the policy different programmes and strategies were adopted. Details of these programmes are given in the table below.

Table 1: Programmes of NEP 2009

Sr.#	Programmes	Strategies to Achieve the Targets
1	Faculty development/ Faculty Training	To provide scholarships to faculty member for Doctoral and Post- Doctoral studies and teaching training programmes to develop and enhance teaching abilities.
2	University- Industry relationships/ Partnership	To promote industry based research, Establishment of science parks, and promotion of research and development programmes.
3	Quality Assurance/ Quality Enhancement	To promote quality education specialization in particular areas of teaching and learning would be emphasized. Peer evaluation system, establishment of accreditation councils, and reassessment process of continuous programmes is necessary to ensure quality. Furthermore quality of learning would be considered while ranking the universities.
4	Promotion of Engineering discipline to solve latest issues	To promote and produce industry oriented technologies new technological universities would be established.
5	Highly Qualifies and WellEquipped work force/ Labour Force	Initiation of professional degree programmes.
6	Advancement in communication Skills	Growth of broad-based educational setup to create communication abilities and mastery of subject
7	Share of Expertise	Providing foreign scholarships to faculty and students and opportunities to interact with worldly recognizes scholars.

Source: Government of Pakistan, 2009

8	Promotion of research	Research grant opportunities and on patent research work grants of scholarships
9	Increase Access in higher education	Offer of need based scholarships programmes, establishment of university campuses in other cities.
10	ICT facilities in higher education institutions	Provision of latest technologies and physical facilities in laboratories and libraries
11	Budget Enhancement for higher education	From total budget of education twenty percent (20%) budget allocation for higher education

Achievements Regarding the Targets of the Policy

Regarding the achievements of the policy targets about higher education, are discussed under the following headings.

I. Human Development/ Faculty Development

Human Resources Management (HRD) is considered as the heart of changing process in the area of higher education. Higher Education Commission (HEC) who is responsible to promote quality higher education in the country has also realized the importance of HRD and have taken initiatives in this regard. HEC has made important and vital improvements in this area of development through different types of scholarships and programmes. Through two-folded function of enhancing institutional power and growing local research activities, the absolute considerable forced programs in this sector are faculty development programmes. Keeping up with 21 millenniums' ever-increasing styles, changing higher education scenario and boosting requirement of service concerning higher education in Pakistan, HEC maintains staff development programmes as one of their major responsibility. HEC bring up a number of scholarship programmes concerning PhD level of education to establish university faculty with several functions i.e., teacher, researcher and supervisor. Undergraduate and post-doctorate scholarships /fellowships have been offered by HEC since 2001. HEC presented HRD scholarship programmes, overseas and indigenous, these kinds of programmes have always been not merely towards already working faculty members but also for new graduates as well as experts who are working in Research and Development (R&D) institutions. A full bright jointly funded with USAID scholarship programme launched by HEC to provide opportunities of MS and PhD studies in USA. Furthermore collaborated with USAID and Japanese government need based local and foreign scholarships programmes are offered in order to invest on pupils who belongs to poor families. This particular effort also facilitates to generate research culture inside universities concerning Pakistan and it is an opportunity in order to incorporate technology into the educational experiences. Conversely, scholarship schemes are open to completely faculty members involved all working in private sector, public sector and learners of Pakistani as well (HEC, 2009).

Table 2: Projects and Programs of HEC

Project/ Programme Name	Scholarships Availed	Scholars Completed Scholarships
Higher education opportunities for the students of Baluchistan/ and FATA	2000	73
Ten Ph.D. Overseas scholarships for FATA Journalists	01	----
Japanese need based (on merit) scholarships programme	1674	1519
Financial help programme for meritorious needy students	300	296
Indigenous PhD scholarship programmes	5000	834

Source: Economic Survey of Pakistan, 2012-13

Role of HEC is crucial in supply of scholarships to boost academic qualification of pupils at different level of education. All scholarships are provided keeping in view the comprehensive criteria that who and how all scholarships can be availed which are based on merit. A total of 1250 individuals who finished their PhD recently by using HEC scholarships have been positioned in institutions of higher education under Interim Placement of Fresh PhDs (IPFP) programmes. Table below shows the details of these scholarships that are providing by HEC
(Economic study concerning Pakistan, 2012-thirteen)

Table 3: Scholarships offered by HEC

Programmes	Scholarships Awarded	Scholarships Proceeded	Scholarships Completed

1. Fellowship programmes for Postdoctoral studies	575	570	530
2.1000 Cuban scholarships in field of general comprehensive medicine	604	604	NIL
3. Pak- US needs based scholarship program for university students	1807	901	1250
4. MS / M. Phil leading to PhD faculty Scholarships for weaker universities	98	98	58
5. Faculty development MS leading to PhD programs for UESTP/UETs universities.	468	277	16
6. Overseas PhD scholarships in selected fields Phase – 1	719	731	477
7. Overseas Scholarships Phase-II	1540	1540	538
8. Fulbright scholarship scheme	270	23	66

Source: Economic Survey of Pakistan, 2012-13

I. National Research Grants

HEC supplied additional funds on promotion of research to those people who took part in research seminar and conferences. Details of research grants are given below;

1. Total of 597 national projects for three years duration were financed with 1463 million rupees by HEC during the year of 2011-2012 and in the financial year 2012 to 2013 for the duration of three year 179 more projects were financed with the amount of 315 million rupees.

2. Total of 6210 Travel Grants claims were approved during the year of 2010-2013 and during 2012-13 total of 848 travel grants cases were accepted.

3. A total 394 claims of conferences/seminars were respected in 2012, while 105 newest circumstances in the year of 2012-13 were accepted for the research funds (Economic study concerning Pakistan, 2013).

II. Resource Development

1. During the year of 2009 total of 24 research awards were granted to five groups and in the year of 2011 thirty three outstanding research awards were given.

2. HEC released 55 books in last five years under R & D projects.

3. Under Monograph and Text book writing projects 28 patents were awarded.

4. Under University- Industry technology support programme 11 projects had been completed.

5. Under the project of "Offices of Research, Innovation and Commercialization" in 26 universities research offices were developed (Economic Survey of Pakistan, 2013).

IV. Learning Innovation

Learning Innovation unit was generated in the year 2003 while the State Hub towards training of higher education the particular In- service expert, teaching faculty, and/or management of Pakistan. Division concerning learning Innovation includes a couple of ventures which are English Language Teaching Reforms (ELTR) additionally National Academy of Higher Education (NAHE). Each of those has always been doing all mentoring programs and also their actions upon solid basis at HEC centres and also at all home steps of universities plus colleges through on country. These types of programmes are created to fulfil the purpose to education, to make globally accepted knowledge in the access of people (Economic Survey of Pakistan, 2013).

V. Quality Assurance Programmes

One of the goals of HEC is accompanying to quality assurance. HEC has developed some quality related factors and applied these factors to accomplish its objectives accompanying to quality of education and to complete the gap in quality accumulation amid national and global systems of higher education. HEC has alien TTS (Tenure Track System) of appointment at public sector universities. The purpose of this arrangement is to advance the achievement and ability of the faculty members by creating an advantageous competition between them and by providing them ability of research and teaching as well as the financing

independence to absorb in the goals of HEC. About 1,750 university teachers have been called on TTS in 70 public sector Universities/Degree Awarding Institutions (DAIs) up to March 2013. Due to continuous support of publications, HEC has acquired attractive advancement in research at global level. Almost forty 5 research journals are currently in the International Scientific Institutions (ISI) on which 11 journals have impact factor (Pakistan Economic Survey, 2013).

Funds for the Development of Higher Education Sector

Grants are provided to the sector of education to maintain and support the teaching-learning process, improve the quality of teaching and research, research and innovation, access to education and respect for the fulfilment of the needs of the country. All the goals are likely to attain if sufficient grants are provided to support the activities. Role of education is indispensable for the growth and development in every field of life. So that investment within area of education ought to be enhanced concerning on any other effective sector. Advanced nations of the world spend most of the part of their GDP in the sector concerning education, but in Pakistan on sector of higher education obtaining minimal quantity of money. Provision of funds to support research, educational growth, and other purposed related to higher education is the responsibility of HEC and Provincial governments. Graph below shows the release of funds for the sector of higher education and a comparison is made with previous years regarding funds.

Figure 2: Allocation of Funds for higher education (in millions)
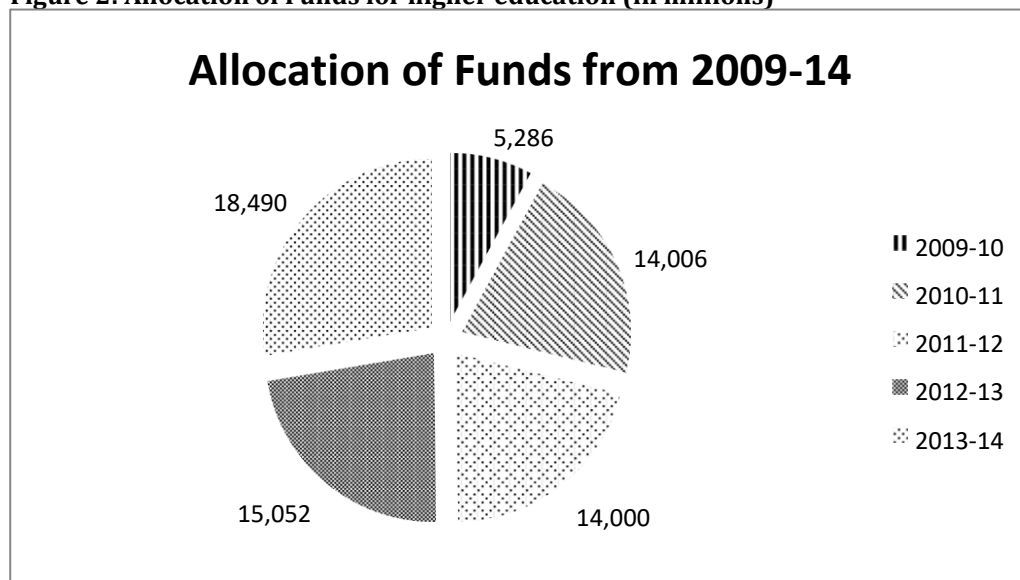
Source: (Annual Plans, 2010-14)

University Campuses

Due to NEP 2009 new trends come forth within educational institutions to ascertain new campuses in several locations regarding Pakistan to boost the access regarding higher education. A few campuses have been set up by the university alone and today the several campuses are now being set up through public private partnerships. These actions tend to be come to raise the access in higher education to the majority of the individuals and to provide maximum educational facilities to the learners. In the state of Punjab many new campuses have been set up by the universities and efforts are made to maintain the standards of teaching and learning in new constructed campuses. Details below shows universities sub campuses in the Punjab

1.   Punjab university Lahore has sub campuses in Gujranwala, Khanspur, and Jehlam

2.   Sub campuses of UET Lahore are in Kalashah Kako, Faisalabad, Rachna College, and Gujranwala

3.   Women University Lahore has sub campus in Jhang.

4.   University of Education Lahore has sub campuses in Okara, DG Khan, Faisalabad, Joharabad, Multan, and Vehari.

5.   Sub campuses of University of Veterinary & Animal Sciences Lahore are in the cities of Patoki and Jhang.

6. Bahauddin Zakaria University Multan has sub campus in DG Khan, Sahiwal, and Layyah.
7. Agriculture University Faisalabad has sub campuses in Toba-TekSingh, DGKhan, and Depalpur.
8. Sub campuses of Islamia University Bahawalpur are in Rahim Yar Khan, Bahawal Nagar.
9. Sub campuses of University of Sarghodah are in Bhakhar, Mianwali and Faisalabad.
10. G C University Faisalabad has sub campus in Layyah (HEC, 2014).

Financial Aided Programmes

To further improve the particular enrolment at higher level of learning a lot of actions have been taken that have been recommended in the NEP 2009. To ensure the particular taking part of intellectuals in higher level of learning, HEC as well as Government usually are offering financial assistance. Actually a lot of intelligent persons could hardly keep on his/ her education caused by deficiency of income. Several financial assistance programmes are managing to aid higher level of learning. Let's have a look at the particular educational funding projects.

i.   Need based scholarship by HEC

ii. PEEF scholarship

iii. Universities and Colleges Merit based scholarships iv. Kinship scholarships.
v.   Financial help in the form of Killa gift.

vi. Scholarships for disabled students

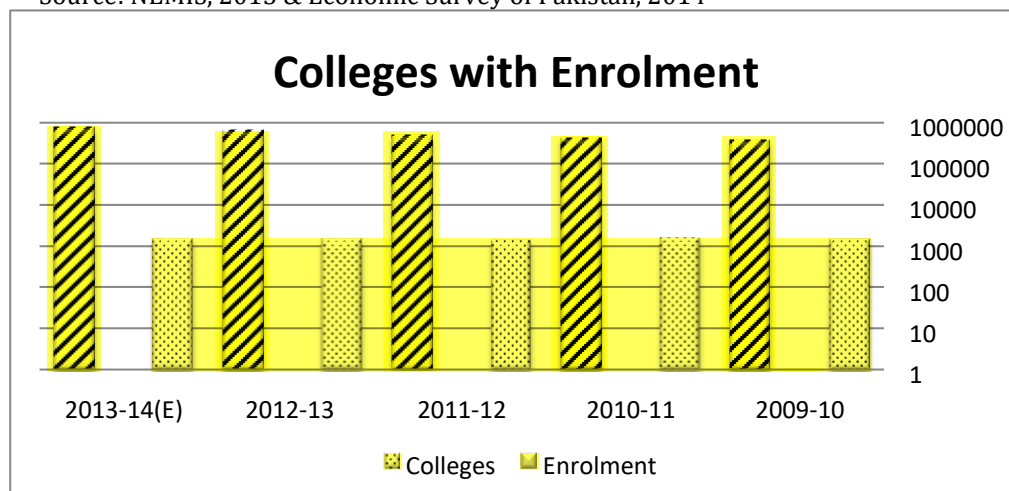vii. Fee concession of needy students

More than above mentioned scholarships are provided to financial help of the learner and to increase access in higher level of learning. Eligibly criteria and all relevant information regarding these scholarships schemes are available in concerned university/ higher education institutions, sites. (PU, GCUF, GCU, BZU, UOS, NTU, 2014).

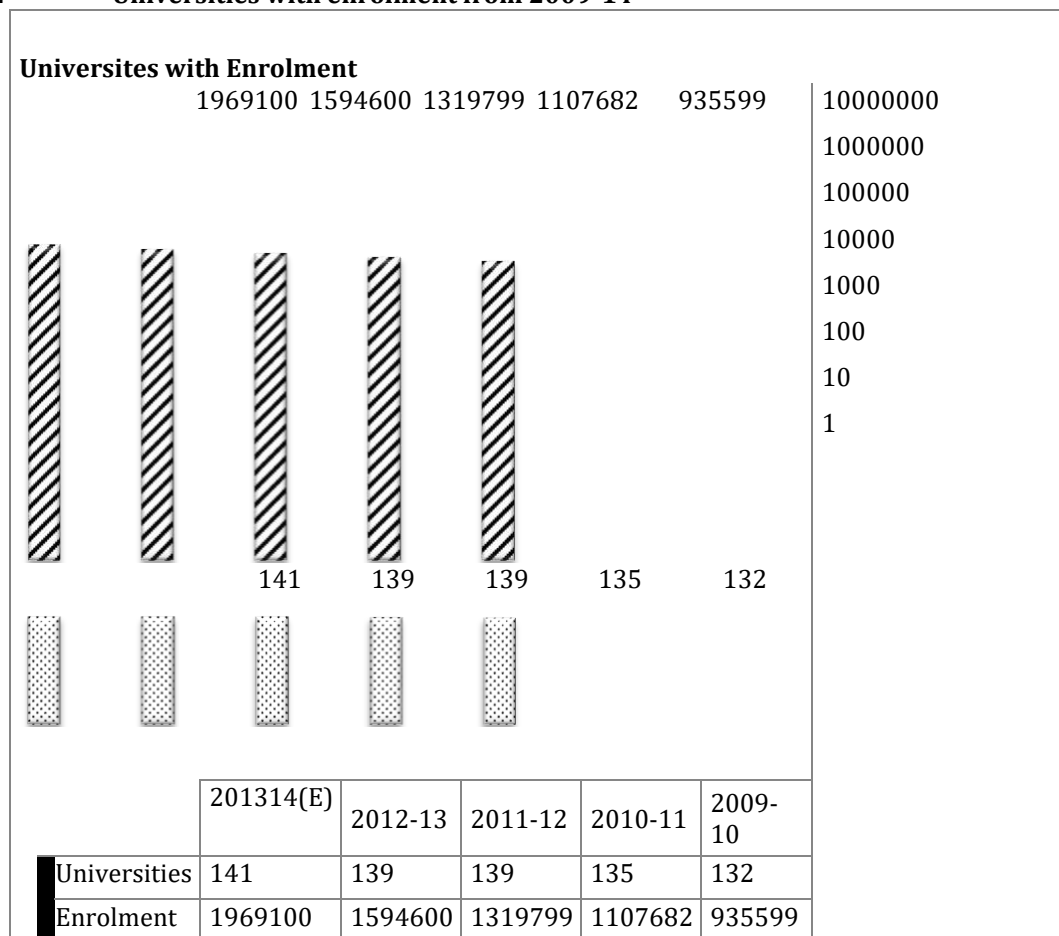**Institutions and Enrolment in Higher Education**

In all the policies actions are suggested to further improve the participation rate in higher education. Keeping in mind this aim institutions having facilities are established to increase the access in higher education. Participation rate in higher education at degree colleges in grade 13 and 14 is 0.523 million. A total of 0.48 million students out of 0.523 million students are enrolled in public sector and rest of the students (0.035) are enrolled in private sector institutions. In university sector participation rate of students in higher education at post graduate level is 1.319 Million (Public sector Universities = 1.130 million, Private sector university enrolment = 0.189 million) (NEMIS, 2013). Total number 1.842 million of inhabitants are enrolled in higher education that is only 5.1% of the total population (Associated Press of Pakistan, 2011).

Figure 3:   Colleges with enrolment from 2009-14
    Source: NEMIS, 2013 & Economic Survey of Pakistan, 2014

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Figure 4:   **Universities with enrolment from 2009-14**

Universites with Enrolment

	201314(E)	2012-13	2011-12	2010-11	2009-10
Universities	141	139	139	135	132
Enrolment	1969100	1594600	1319799	1107682	935599

Source: NEMIS, 2013 & Economic Survey of Pakistan, 2014

II.   METHODS AND PROCEDURES

It was descriptive study with survey research design. Population of the study were the faculty and students of public sector higher education institutions of Punjab. Through non proportionate stratified sampling technique nine (9) universities and ten (10) colleges were selected. Through random sampling technique 10 faculty members and 15 students each from college side and 15 faculty and 15 students each from university side were selected as sample of the study. A total of 420 respondents (235 students + 185 Faculty) participated in this study. Two Opinionnaire were developed to collect the data. After ensuring validity and reliability they were used as tool of study. To analyse the data percentage, mean, standard deviation and t-test was applied and conclusions were drawn.

III.   CONCLUSIONS

From the data following results were concluded that are related to research culture;

1. Only small numbers of individuals were conducting industry based research. Most of the researchers' research work was not useful in the economic progress of the nation.

2. It is evident from majority of respondents that incentives were not offered to patents and novel work.

3. It is concluded also that research grants and scholarships were provided to university faculty members mostly but not the students. Furthermore, vast majority of the respondents were in favour that needy students get financial help.

4. From the responses of large majority it can be concluded also that faculty development initiatives have been launched in the form of scholarships for higher studies and research seminars and workshops.

Faculty members can avail the opportunities of training to enhance efficiency and efficacy in learning and research.

5.   According to a vast of majority latest technological library and laboratory facilities were not provided to them in their institutions.

6.   Regarding educational channels majority of the respondents were agreed that they were useful in improving knowledge but they were not commonly working like entertaining channels. Furthermore, respondents also had opinion that Pakistani graduation level is not able to train the student in communication ability and subject proficiency.

7.   It is evident that universities opened campuses in different cities to provide maximum access in higher education.

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