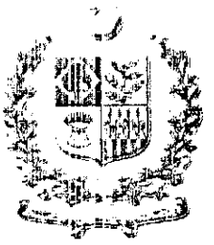
محکمہ اعلیٰ تعلیم صوبہ خیبر پختونخواہ

سوال نمبر:7116

منجانب: محترمہ ریحانہ اسماعیل صاحبہ، رُکن صوبائی اسمبلی

نمبر شمار	سوال	نمبر شمار	جواب
(ا)	کیا وزیر برائے اعلیٰ تعلیم ارشاد فرمائیں گے کہ آیا یہ درست ہے کہ بی ایس پروگرام یونیورسٹیوں سے الگ کرکے ڈگری کالجز کے حوالے کیا گیا ہے اور یونیورسٹیوں کو صرف MS/M.Phil اور پی ایچ ڈی کی اعلیٰ تعلیم حوالے کی گئی ہے؟	(ا)	جی نہیں، یہ درست نہیں ہیکہ بی ایس پروگرام یونیورسٹیوں سے الگ کر کے ڈگری کالجز کے حوالے کیا گیا ہے۔ تعلیمی پالیسی 2009 میں ایسی کوئی تقسیم نہیں ہے کہ بی ایس پروگرام کالجز کے حوالے کیا جائے گا۔ (تعلیمی پالیسی لف ہے)۔ مزید براں اس ضمن میں مزید وضاحت کی جاتی ہے کہ صوبے کے 28 ؛ مینل/فی میل کالجز میں بی ایس پروگرام کے تحت تعلیمی سرگرمیاں جاری ہیں جو کہ متعلقہ یونیورسٹیوں کے ساتھ الحاق شدہ ہیں۔ صوبہ میں کالجز کے علاوہ تمام جامعات میں بی ایس پروگرام جاری ہیں (ایڈمیشن نوٹس کی کاپی لف ہے)۔ صوبے کے تمام جامعات میں بی ایس پروگرام کے ساتھ ساتھ Phd/M.Phil لیول پر تعلیم دی جاتی ہے۔
(ب)	آیا یہ درست ہے کہ انٹرمیڈیٹ تک تعلیم ڈگری کالجز سے لے کر ہائر سیکنڈری سکول کے حوالے کرنے کا فیصلہ کیا ہے؟	(ب)	جی نہیں البتہ تعلیمی پالیسی کے مطابق بارہویں جماعت تک تعلیم دینے کی ذمہ داری محکمہ ابتدائی وثانوی تعلیم کی ہے (تعلیمی پالیسی لف ہے) جس پر تا حال عمل درآمد نہیں ہوا ہے اور اس وقت ہائر سیکنڈری سکولوں اور کالجوں دونوں میں بارہویں جماعت تک تعلیم دی جارہی ہے۔
(ج)	اگر (ا) اور (ب) کے جوابات اثبات میں ہوں تو اس پر اب تک کتنا عمل درآمد ہوا ہے اور یہ پروسیس کب تک مکمل ہوگا تفصیل فراہم کی جائے۔		



NATIONAL EDUCATION POLICY
2009

Ministry of Education
Government of Pakistan

Revised August 01, 2009.

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CONTENTS

CHAPTER 8

Higher Education

132. Good quality, merit-oriented, equitable and efficient higher education is the most crucial instrument for translating the dream of a knowledge-based economy into reality. The tertiary sector contributes as well in the attainment of social goals of developing civic responsibility, social cohesion and a more tolerant society. For this reason, to its traditional functions of producing skilled labour force and crafting new knowledge through research, a third is being added world over, that of service to society. It includes contribution to the innovation process, economic growth, sustainable development and social cohesion.

133. The Higher Education Commission (HEC) was created to serve as the apex body for all matters pertaining to policy, plans, programs, standards, funding and oversight of higher education in the country and transform the higher education sector to serve as an engine of growth for the socio-economic development in the country. The HEC is responsible to formulate policies, guiding principles and priorities for higher education Institutions for promotion of socio-economic development of the country, funding of higher education institutions, accreditation and quality assurance of academic programs and preparation of plans for the development of higher education and express its opinion on all matters relating thereto.

8.1 CHALLENGES

134. Enhancing equitable access to higher education remains a formidable challenge for the higher education sector in Pakistan. Although significant achievements have been recorded with an enhancement in access to higher education rising from 2.2% of the 18 to 23 year age cohort in 2002 to over 4.7% in 2008, participation rates remain low compared to India (7%) and Malaysia (12%).

135. Low allocation of per capita expenditure to students in the higher education sector continues as a challenge facing the sector since especially taking into consideration the ever increasing demands for resources to support the rapidly evolving scientific fields. To address the requirements of the country it is necessary to focus on enhanced provision of scientific education relevant to the needs of the agricultural and industrial sector. Provision of adequate resources to provide infrastructure including libraries, laboratories, scientific equipment, teaching aids, and high speed internet connection remains a challenge.

136. Provision of quality education requires a mechanism for internal and external evaluation of quality parameters. In this regards it is necessary to ensure that program and university accreditation mechanisms are instituted that are compatible with international best practices and provide complete transparency of operation leading to enhanced provision of quality education.

137. The scale, quality and institutional arrangements of the higher education sector must be able to support and encourage innovation in the economy and domestic and international funding support.. The challenge is to enhance the R&D capacity to achieve knowledge transmission to the productive sector through university-industry partnerships.

138. On the governance side, the academic and administrative management of Colleges remains an unresolved issue since the degrees are awarded by the universities while the administrative control of colleges themselves lies with the provincial governments.

8.2 STRATEGIC VISION

139. While preparing a response to the challenges faced in transforming the higher education sector in Pakistan to respond to domestic and global socio-economic challenges it needs to be recognized that:

1. *Faculty* are the heart and soul of the university, and without an active and well qualified faculty it will not be possible to have meaningful development in this sector.

2. *Faculty development* cannot be viewed in isolation and must be considered together with the development of an environment conducive to academics, as well as research and development in the universities. Faculty development programmes must also address factors pertaining to retention of qualified faculty in the public sector higher education institutions.

3. *Institutions of higher learning* are *knowledge repositories* whose faculty and students accrue knowledge and apply it to understand and address "local" issues.

4. An integral role of higher education institutions is in assisting with policy making and serving as *"think tanks"* to the public and private sector.

5. In line with the worldwide paradigm shift from "Teaching" to "Learning", programs of study will focus on ensuring maximal absorption of subject matter by the students.

6. Faculty training in pedagogical, communication and ICT skills is required at all levels to enhance the efficiency of teaching in higher education.

7. The higher education system and institutions must accord high priority to ensuring the *quality of services* and *quality of outcomes*. Internal quality assurance processes of higher education institutions must be strengthened to conform to international standards of quality assurance.

8. While building the higher education sector priority should be given to recognizing excellence and supporting it.

9. To ensure that reform initiatives are aligned with development objectives, the *engagement* of key *stakeholders* of the higher education sector in the decision making processes is of utmost importance, particularly in ensuring the *relevance* of educational and research programmes to economic imperatives.

10. Changing innovation processes and the evolution of the relative contribution made by the private and public sectors have emphasized the need for strong *industry-university linkages*, allowing both sectors to interact and collaborate on joint projects.

11. Engineers build nations and engineering education must receive priority, especially in engineering disciplines of *immediate economic relevance* to major industry sectors such

as a) Information and Computerization Technology, b) Energy Sector, c) Mining, d) Construction, e) Textiles, f) Manufacturing, g) Nanotechnology and Engineering Design.

12. In the modern global knowledge-economy, employers increasingly look to universities and colleges to deliver the *well-educated workforce* they require in the form of *articulate, flexible,* and *readily employable graduates* to remain competitive.

13. Graduates of the higher education system must have the ability to ***communicate effectively*** both in reading and in writing.

14. In the rapidly changing global economy, the labour market constantly requires new and different skills, requiring mechanisms to be enhanced to allow professionals to upgrade their skills at regular intervals and develop new competencies through *lifelong learning.* Higher education institutions are required therefore to offer learning opportunities in response to diverse demands and work cooperatively with stakeholders to ensure that the appropriate courses are readily available.

15. *Brain Drain* is a daunting problem for Pakistan. Whilst it is essential to maintain mobility, and a source of intellectual enrichment, measures are to be introduced to encourage Pakistanis to return to their country of origin and to take part in its economic, social and cultural development.

16. The Higher Education sector is a major force for *innovation.* Universities and colleges through local, regional, national and international partnerships must share their expertise and facilities to support socioeconomic regeneration and growth.

17. Knowledge creation and diffusion are increasingly important drivers of innovation, sustainable economic growth and social well-being. *Research* is to be reconfirmed as a fundamental activity of institutions and the establishment and long term sustainability of a dynamic research sector in universities, that engages stakeholders in its activities, is key to achieve economic competitiveness.

18. It is widely recognized that *transferring knowledge* effectively is often as important as original scholarship. Incentives are to be provided to ensure that scientists who innovate and develop novel applications addressing local needs receive recognition and support.

19. It is imperative that award of Ph.D. degrees should signify *original contribution* to the world body of knowledge as certified by International experts.

20. The delivery of quality education and research is the core responsibility of each Institution of higher learning.

21. Universities and institutions of higher learning and research play a *catalytic* role in the *economic development* of the region in which they are located. Development projects should therefore be initiated with a vision of sustainable economic development in the region in which the Institution is located.

22. It is essential to provide *equitable* and *enhanced access to higher education* for under-represented groups. The strategy here will be two-faceted: firstly to promote cultural change in instilling the value of higher education amongst citizens; and secondly to tackle

the primary barrier of prohibitive costs of higher education. Distance education and open learning can play a major role in widening access.

23. Extensive access to higher education will first require optimal usage of existing physical infrastructure. It will be necessary however to invest in equipment, laboratory facilities and space to cater to the demand of enhanced enrolment.

24. Modern information and communications technologies (ICT) are key to enhancing efficiency, efficacy and impact of programmes of development in the higher education sector.

25. Allied with the increased demands on higher education by its customers and stakeholders, the sector faces growing expectations from government and society as a whole. With increased appropriation of public funds towards Higher Education come growing demands for transparency and that those financial allocations are well-targeted.

26. Movements in the global knowledge-society will require universities to develop into diverse, flexible, self-analytical and adaptable enterprises. Only a sector that is actively engaged in meeting the needs of its stakeholders will be adequately prepared to respond to the accelerated pace of change the global markets will inevitably undergo in the 21st Century.

140. The realization of the strategic vision and implementation of proposed policy actions will require the availability of adequate financial resources. It is imperative to enhance the funds available to the education sector to 7% of GDP by 2015 as well as to enhance the proportion of this budget available to the higher education sector to 20% of the education budget. The Policy endorses the main lines of the Medium Term Development Framework (2005-10) of the Higher Education Commission, while suggesting additional action that are consistent with the Framework.

Policy Actions:

1. Steps shall be taken to raise enrolment in higher education sector from existing 4.7% to 10% by 2015 & 15% by 2020.

2. Investment in higher education shall be increased to 20% of the education budget along with an enhancement of the total education budget to 7% of GDP.

3. A two-fold strategy for R&D promotion at universities shall be pursued. In the first case, basic research in the universities and research institutions shall focus on building the capacity to conduct and absorb cutting edge research. The second strand shall be a focus on knowledge mobilization - that is, transmission of research knowledge through various forms of university-industry partnerships and incubator programmes and science parks to the business sector. This commercialization strategy aims at assist the innovation process of the economy.

4. *Competitive research grants* for funding must be available to ensure that the best ideas in area of importance are recognized, and allowed to develop.

5. Opportunities for *collaboration* with the world scholarly community should be provided for both post-graduate students and faculty alike.

6. *Tenure Track* system of appointment of faculty members will be institutionalized.

7. ICT must be effectively leveraged to deliver high quality teaching and research support in higher education both on-campus and using distance education, providing access to technical and scholarly information resources, and facilitating scholarly communication between researchers and teachers.

8. Additional television channels should be dedicated to the delivery of high-quality distance education programmes.

9. Faculty development doctoral and post-doctoral scholarships shall be awarded to meritorious students for pursuing their studies both in Pakistan and abroad.

10. For promoting quality in its teaching function, universities shall collaborate to be selective in specializing in particular areas rather than each university attempting to cover the whole range of programmes.

11. A continuous professional development (CPD) programme shall be designed for College and university teachers. The CPD, among other things, shall include the practice of subject-wise refresher courses for college teachers; Provinces/Area education departments shall ensure training of college teachers in pedagogical skills and educational administration.

12. Universities shall develop quality assurance programmes, which include peer evaluation including foreign expertise.

13. Ranking system of the universities shall be made more broad-based including parameters that directly point to the quality of learning.

14. Need-based scholarship programs shall be developed and instituted to enhance equitable access to higher education.

15. Campuses of existing universities shall be established in second and third tier cities to facilitate the spread of higher education.

16. Recognizing the importance of social sciences in developing better social understanding, transmission of civic and cultural values and the potential to reduce conflict, universities shall pay greater attention to this area in their research function.

17. A *broad-based* education system must be developed to ensure that graduates have not only mastered their respective areas of specialization but are also able to effectively interact with people having a wide variety of backgrounds.

18. Universities shall introduce integrated four-year Bachelor degree programmes.

19. Existing standardization of libraries and library professionals shall be reviewed keeping in view latest developments in the field of medical, engineering, information technology and other fields of professional and higher education to support academic work and research.

20. The lecturers selected through the Public Service Commissions shall be required to get at least six month pre-service training/ diploma in teaching methodologies, communication skills, research and assessment techniques, so as to equip them with necessary teaching skills to undertake the job.

21. Universities shall develop standards for colleges affiliated with them and these must then be categorized accordingly. Colleges falling below a certain level must be warned and eventually disaffiliated.

22. Accreditation councils will be established to allow accreditation of undergraduate programs in the respective disciplines for which these councils are established.

23. Science based education at the bachelors level, including professional degree programmes, shall contain subjects in social sciences to allow the graduates to develop a more balanced world view.

24. Research linked to local industry, commerce, agriculture etc. shall be encouraged to support these areas through indigenous solutions and create linkages between academia and the market.

25. In order to ensure adherence to minimum standards of quality by all universities/ degree awarding institutions, the HEC shall develop a process for periodic re-assessment of various programmes offered by institutions with regard to renewal of their degree awarding status. This provision shall be applicable to both public and private sector universities.

26. Universities shall be encouraged to develop split-degree programmes in collaboration with foreign universities of good repute.

27. *Universities of technology* should be established to produce *technologists* required by industry.

28. *National Centres* in areas of economic importance should be identified and strengthened to contribute and compete at an international level.

29. Institutions of higher learning should be encouraged and supported to generate *intellectual property* that is duly protected.

30. It is necessary to focus on implementation excellence, which will require adoption of modern project management and reporting techniques as well as computerized financial management systems.

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UNIVERSITY OF PESHAWAR

[redacted] 2020

[redacted] are open to BS (4 & 5 Years) degree programmes Session 2020-21 from [redacted] 2020. The interested candidates shall submit Online Admission Application at the [redacted] Admission Portal http://admissions.uop.edu.pk.

A FACULTY OF LIFE & ENVIRONMENTAL SCIENCES

S#	Programmes	Eligibility
	[redacted]	[redacted] at least 45% marks.
	[redacted]	[redacted] with at least 45% marks.
	[redacted]	[redacted] with at least 45% marks.
	[redacted]	[redacted] with at least 45% marks. 20 marks [redacted] candidates with relevant subject
	[redacted]	[redacted] Medical with at least 60% marks.
	[redacted]	[redacted] least 45% marks.

B FACULTY OF NUMERICAL & PHYSICAL SCIENCES

	[redacted]	[redacted] General Science with [redacted] having at least 45% marks.
	[redacted]	[redacted] DAE Electronics or [redacted] marks.
	[redacted]	[redacted] with Maths having at [redacted]
	[redacted]	[redacted] marks.
	[redacted]	[redacted] with Maths or Statistic [redacted]

C FACULTY OF MANAGEMENT & INFORMATION SCIENCES

S#	Programmes	Eligibility
		[illegible] with at least 45% marks. 20 [illegible]
		[illegible] with at least 45% marks.
		[illegible]

D FACULTY OF SOCIAL SCIENCES

S#	Programmes	Eligibility
	[illegible]	[illegible] General Science with at least 45% marks. 20 marks will be added to candidates with relevant subjects
	[illegible]	[illegible] with at least 45% marks. 20 marks will [illegible] with relevant subjects
	[illegible]	Intermediate with at least 45% marks.
	[illegible]	[illegible] with at least 45% marks and at least [illegible] in SAT.
	[illegible]	[illegible] with at least 45% marks

E FACULTY OF ARTS & HUMANITIES

S#	Programmes	Eligibility
		[illegible] with at least 45% marks.
		[illegible] or equivalent with at least 45% marks
		[illegible] or equivalent with at least 45% marks.
	[illegible]	[illegible] or equivalent with at least 45% marks. 20 marks will be added to candidates with relevant subjects

F FACULTY OF ISLAMIC & ORIENTAL STUDIES

S#	Programmes	Eligibility
	[illegible]	[illegible] with at least 45% marks.

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im|sciences

management education with public spirit
and market dynamism

IMSciences, Peshawar is a government owned degree awarding autonomous institution of Khyber Pakhtunkhwa. Our Business Administration programs are accredited by the National Business Education Accreditation Council (NBEAC) in "X" category. Similarly our BS (Accounting and Finance) program is accredited by the ACCA. We offer programs in Business Administration, IT, Social Sciences, Accounting, Development Studies and Project Management. The Institute has specialized centers for Human Resource Development, Business Administration, Entrepreneurship Development, Public Policy Research and Career Development.

PROGRAMS

BS	BS	BCS	BS	BS	BS	BS	BS
	(Accounting and Finance)		Software Engineering	Data Science	Economics	English	Social Sciences
	ACCA accredited: ... papers (F1-F9) exemption					(literature and linguistics)	

The programs are semester-based and offered with a mix of pedagogical tools to maximize learning. After graduating, our students have a choice to either work in reputable organizations or ... research career by joining the MS and PhD programs.

MERIT & NEED-BASED SCHOLARSHIPS

IMSciences has managed to support the students from marginalized and neglected segments through comprehensive and well-developed scholarships and financial assistance programs. Scholarships worth PKR 118.323 million have been granted to 45.87% students in 2018-19. Further details are available on the institute's website.

ELIGIBILITY

Students having at least 45% marks in FA, FSc or equivalent, are eligible to apply. Students applying in BS Software Engineering, BS Data Science and BCS must have studied Mathematics in FA, FSc or equivalent qualification. Applicants who have a valid HEC-ETC or NTS-NAT score need not to appear in the Entrance Test unless they wish to improve their marks.

DURATION OF PROGRAMS

All ... undergraduate programs are of four years

IMPORTANT DATES

AUGUST 17	AUGUST 24 & 25	SEPTEMBER 2020
Last date for online apply	Entrance Test	Commencement of Classes (subject to Govt. policies)

- Undergraduate, graduate and postgraduate programs
- Scholarships worth PKR 118.323 million granted to 45.87% students in 2018-19
- Faculty members: 51 PhDs, 10 pursuing
- 341 publications in internationally abstracted journals since 2006
- 201 papers presented in national and international conferences since 2006
- Academic linkages with international universities

APPLY ONLINE AT

http://admission.imsciences.edu.pk/

Documents will be accepted after qualifying for admission.

Students awaiting results can apply

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ABBOTTABAD UST

ADMISSIONS (FALL 2020)

Invites applications for BS, MA/MSc & M.Phil Programs.

BS 4 YEAR PROGRAMS

DISCIPLINE	ELIGIBILITY CRITERIA
BBA (Hons)	FA/FSc / D.Com or Equivalent
Computer Science	FSc (Pre-Engineering) or Equivalent
Software Engineering	FSc (Pre-Engineering) or Equivalent
English	FA/FSc or Equivalent
Economics	FA / FSc or Equivalent
Mathematics	FA/FSc with Math or Equivalent
Microbiology	FSc Pre-medical or Equivalent
Physics	FSc with Physics
Zoology	FSc Pre-Medical or Equivalent
Chemistry	FSc with Chemistry
Pakistan Studies	FA/FSc/D.Com or Equivalent
Pharm-D (05 years)	FSc Pre-Medical/A Level with at least 60% marks

MASTER PROGRAMS

DISCIPLINE	ELIGIBILITY CRITERIA
MA English	BA or Equivalent. (English Elect. Preferred)
Economics	BA/BSc/B.Com (With Economics)
Pakistan Studies	BA/BSc or Equivalent
Mathematics	BA/BSc (Math A&B) or Equivalent
Zoology	BSc with Zoology

M.PHIL

Microbiology	BS (4 years) in Microbiology / MSc in Biological Sciences or Equivalent
Mathematics	MSc / BS (4 years) in Mathematics.
Physics	MSc / BS (4 years) in Physics.
Pakistan Studies	MA/MSc/BS (4 years) in Pakistan Studies or its equivalent in relevant field.

Admission forms are available at NBP AUST Branch, NBP Main Branch Abbottabad, and NBP Main Branch Haripur. Forms can be downloaded from www.aust.edu.pk/download-section & form fee @ Rs. 1,000 for BS / Master Programs and @ Rs. 1500 for M.Phil Programs should be deposited Online in NBP AUST Branch account no. **2240-4139312551** (attach deposit slip with complete admission form)

ELIGIBILITY CRITERIA:

1. At least 2nd Division for BS & Master programs.
2. M.Phil programs minimum 2.5/4 CGPA for semester system or 2nd Division for annual system.

MAXIMUM AGE LIMIT: BS Programs: 25-years.
MA/MSc Programs: 30-years.
M.Phil Programs: 45-years (upto last date of submission of admission form)

NOTE:

(1) Scholarships:
i) HEC Need Based
ii) Pakistan Bait-ul-mal
iii) Ehsaas
iv) UNHCR (Only for Minorities)
v) FEF (Frontier Education Foundation)
vi) WWB (Women Welfare Bank)

(2) 4% quota for FATA students, 2% quota for students with disability, 1% quota for Afghan Refugees per program/discipline.

(3) For Master / M.Phil programs result awaiting students can also apply.

(4) All Candidates are directed to bring their Original documents for interview.

SCHEDULE

Last Date for submission of Application Forms for BS/Master & M.Phil Programs (31-08-2020)

Entry Test for Pharm-D at AUST (Timing 10 AM) 03-09-2020

Note: Form processing fee (Pharm-D) @Rs. 500 should be deposited online in NBP AUST Branch account no. **2240-3139841990** (attach deposit slip with complete admission form)

Merit List / Deposit of Fee for BS & Master Programs

Display of 1st Merit List	02-09-2020
Interview/deposit of fee of 1st merit list:	07-09-2020 to 09-09-2020
Display of 2nd Merit List	10-09-2020
Interview/deposit of fee of 2nd merit list:	10-09-2020 to 11-09-2020
Commencement of Classes:	15-09-2020

ENTRY TEST / INTERVIEW for M.Phil Programs

Entry Test at AUST (Timing 10 AM)	02-09-2020
Interview:	04-09-2020
Display of Merit List / deposit of fee:	07-09-2020
Commencement of Classes:	15-09-2020

HUSSAIN SHAHEEN

Abbottabad University of Science & Technology encourages cultural diversity and welcomes applicants from other provinces and AJK.

Admissions Open Fall 2020

BS PROGRAMS

- Tourism & Hospitality
- Agriculture
- Fine Arts
- Textile Design
- Architecture(B. Arch.)
- Urdu
- International Relations
- English
- Public Administration
- Art & Design
- B.Ed (Elementary Edu)
- Physics
- B.Ed(Secondary Edu)
- Chemistry
- Tourism & Hospitality Studies
- Mathematics
- Communication & Media Studies
- Biochemistry
- Microbiology
- Medical Lab Technology (MLT)
- Food Science & Technology

- Telecommunication
- Chemistry
- Data Science
- Bioinformatics
- Artificial Intelligence
- Zoology
- Computer Science
- Physics
- Environmental Sciences
- Geology
- Biotechnology
- Statistics
- Genetics
- Mathematics
- Geographical Information System

- Management Science (BBA)
- Commerce
- Accounting & Finance
- Law LLB (5-years)

MA/MSc PROGRAMS

- Archaeology
- Urdu
- Economics
- English
- Pakistan Studies
- Political Science
- Psychology
- Sociology
- Journalism & Mass Communication
- B.Ed (1.5)
- Gender & Development Studies
- Economics
- Tourism & Hospitality Management
- Conservation Studies
- Communication & Media Studies
- Chemistry
- Zoology
- Physics
- Statistics

- BBA (Hons) 2 years Programme
- Public Administration
- Biochemistry

MS/MPhil PROGRAMS

- Archaeology
- Education
- Pakistan Studies
- Human Genetics
- Psychology
- Botany
- Urdu
- Computer Science
- Biochemistry
- Economics
- Microbiology
- Bioinformatics
- Chemistry
- Genetics

- Mathematics
- Physics
- Statistics
- Zoology
- Telecommunication & Network
- Management Sciences(MS)
- Conservation Studies
- Communication & Media Studies

PhD PROGRAMS

- Archaeology
- Chemistry
- Psychology
- Genetics
- Education
- Urdu
- Mathematics
- Physics
- Biochemistry
- Zoology
- Microbiology
- Botany
- Computer Science
- Conservation Studies

BATTAGRAM CAMPUS

BS PROGRAMS

English, Physics, Computer Science, Zoology

Last Date of Form Submission (Only Apply Online)

7th AUGUST, 2020

Entry Test (Only for MS/MPhil & PhD) - 8TH August, 2020 (Subject to the Pandemic Situation Online or In Person) Candidates desiring to take admission in LLB are required to Take LAT Test of HEC

ONLINE ADMISSIONS

http://admissions.hu.edu.pk

Admissions will be offered as per rules and Regulations avaliable on official website of The University www.hu.edu.pk

HU_Officials | Hazara University Mansehra Official Media

Hazara University Mansehra, Express Highway, KKH-21300

Salient Features

CONTACT US!

For any Query regarding Admissions contact us at:

0997-414143

0310-5345345

0314-5088818

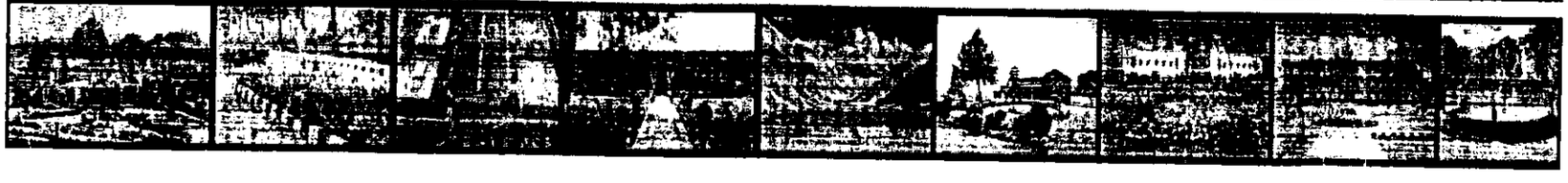
Students of FA/FSc, Part-I and BA/BSc Part-I can also apply for admission

http://admissions.hu.edu.pk

Only Online Apply

SCHOLARSHIPS

HEC Need Base, Mora Scholarship, Student Welfare Fund Diya, EHSAS, Culture Exchange & Many Many more.....



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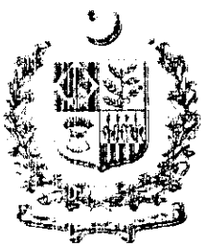

NATIONAL EDUCATION POLICY
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10. Every child, on admission in Grade I, shall be allotted a unique ID that will continue to remain with the child throughout his or her academic career.

5.3 SECONDARY AND HIGHER SECONDARY EDUCATION

96. The secondary and higher secondary school system prepares young people for life. It has two important roles in this respect – providing skills to the labour market, as many students leave formal schooling at this time; and providing input to the tertiary system, for those who go on to this level of learning. The system does not provide an adequate base for both these functions. Quite apart from the quality of instruction at this level, a central question that Pakistan education policy makers confront is the level of skill development and preparation that can be achieved by twelve years of school education as a terminal qualification.

97. The system as it exists has shortcomings in two main respects: it has a narrow base that leaves a large number of young people outside the system and the quality of skills it produces is not well matched with the needs of the labour market. The policy actions needed to address these concerns include several that have been outlined in section 5.2 above dealing with elementary education. The additional reform initiatives described below are specifically meant for secondary and upper secondary education.

98. Access and participation rates at this level of schooling in Pakistan are low in comparison to reference countries. Pakistan's national average ratio of secondary to primary school is 1:6 but, in certain parts of the country, it reaches the high figure of 1:13. There is a clear need for expanding the provision. At the same time, efforts have to be made to cut the high drop out rates and induce more out of school youths back to the school system, particularly the girls whose participation is still very low.

Policy Actions:

1. Provision shall be expanded, particularly in the rural areas and of schools dedicated for girls. Priority shall be given to those locations where the ratio of secondary schools is low.

2. Student support shall be increased to prevent students from dropping out of school for financial reasons.

3. Schools shall introduce more student-centred pedagogies.

4. Counselling facilities shall be made available to students from the elementary level onwards in order to constructively utilize their energy, to deal with any displays of aggression amongst young students and to address any other psychological distress that a student may be in, by suggesting a suitable remedy

5. Life Skills-Based Education (LSBE) shall be promoted.

6. Sports activities shall be organized at the Secondary and Higher Secondary Levels.

7. Counselling at higher secondary level must also address the career concerns of young students and encourage them to take up studies as per their aptitude other than the "accepted" fields of study, be it technical, vocational or any other area of study

8. Schooling shall also be made more attractive by adding community service programmes.

9. Grades XI and XII shall not be part of the college level and shall be merged into the school level forming part of existing secondary schools, where needed and provision of necessary human and physical resources shall be ensured. This exercise shall be undertaken after a detailed study of the failures of previous such efforts.

10. A system for ranking of primary and secondary educational institutions across the country shall be introduced with rankings based on result outcomes, extra-curricular activities and facilities provided to the students, in order to encourage healthy competition between schools.

11. To create an order for excellence in the country, a "National Merit Programme" shall be introduced to award bright students

5.4 LITERACY AND NON-FORMAL LEARNING

99. Literacy training and non-formal learning can be two different types of activities although with a large overlap. Non-formal learning can take the form of literacy training but it also includes a variety of other types of learning activities such as on the job skill training and traditional apprenticeships. In Pakistan's context, literacy programmes generally consider adults and young people who are out of school. The non-formal learning includes these categories but also other on the job learning that youths and adults might participate in, which may not have raising literacy as its objective.

100. There are multiple causes of low literacy: social taboos, poverty, child labour, and illiteracy of the parents/families and institutional weaknesses. Efforts to combat illiteracy have been half hearted, disjointed and not suited to local conditions and requirements. At the provincial level, there is a lack of uniformity in existing structures, and the set up varies from province to province.

101. There is also a question of what priority literacy promotion should be given in the public budget when resources are not available for basic facilities in the primary schools, although the private sector can contribute resources in this field of learning. The case for improving literacy is based on both its economic and social benefits, quite apart from the large benefit that accrues to the individual in the form of personal development.

102. In the economic field, literacy scores contribute to higher productivity, a contribution that is in addition to the contribution made by years of schooling[14]. A more literate person has higher participation rates in the labour force, is more likely to be an entrepreneur, and is more open to adopting new techniques of production. A literate parent contributes to better leaning achievement for his or her children.

103. There are, as well, wider social benefits of literacy that have been estimated empirically. There is a noticeable impact on health. A literate person is more likely to have better health and incur less expenditures costs on health maintenance. Participation in civic activities and

[14] *Equity, Quality and Economic Growth,* The World Bank, 2007.