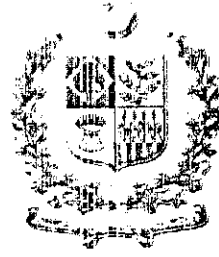


حکومت اعلیٰ تعلیم صوبہ خیبر پختونخواہ

سوال نمبر: 7116

منجانب: محترمہ ریحانہ اسماعیل صاحبہ، رکن صوبائی اسمبلی

نمبر شمار	سوال	نمبر شمار	جواب
(1)	کیا وزیر برائے اعلیٰ تعلیم ارشاد فرمائیں گے کہ آیا یہ درست ہے کہ بی ایس پروگرام یونیورسٹیوں سے الگ کر کے 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؟	(1)	جی نہیں، یہ درست نہیں ہے کیونکہ 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 برآں اس ضمن میں مزید وضاحت کی جاتی ہے کہ صوبے کے 128 نیٹل انی 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 و ثانوی تعلیم کی ہے (تعلیمی پالیسی لف ہے) جس پر تاحال عمل درآمد نہیں ہوا ہے اور اس وقت ہائر سیکنڈری سکولوں اور کالجوں دونوں میں بارہویں جماعت تک تعلیم دی جا رہی ہے۔
(ج)	اگر (1) اور (ب) کے جوابات اثبات میں ہوں تو اس پر اب تک کتنا عمل درآمد ہوا ہے اور یہ پروپس کب تک مکمل ہوگا تفصیل فراہم کے جائے۔		



NATIONAL EDUCATION POLICY

2009

Ministry of Education
Government of Pakistan

Revised August 01, 2009.

CONTENTS

INTRODUCTION	7
<i>CHAPTER 1</i>	<i>9</i>
NATIONAL EDUCATION POLICY: OVERARCHING CHALLENGES & DEFICIENCIES: THEIR CAUSES AND THE WAY FORWARD	9
1.1 Background	9
1.2 The Demographic Transition	9
1.3 Uniformity and Confidence in Public Education System	10
1.4 Globalization and Competitiveness	11
1.5 Social Exclusion and Social Cohesion	12
1.6 Setting Standards for Education	12
1.7 Dovetailing Government Initiatives	13
1.8 Leveraging International Development Partnerships	13
1.9 MAJOR DEFICINCIES	13
1.10 Understanding System Deficiencies	14
1.10.1 The Commitment Gap	14
1.10.2 The Implementation Gap	15
1.11 The Way Forward: A Paradigmatic Shift	15
<i>CHAPTER 2</i>	<i>16</i>
FILLING THE COMMITMENT GAP: SYSTEM VALUES, PRIORITIES AND RESOURCES	16
2.1 Educational Vision and Performance	16
2.2 A Reaffirmation of Educational Vision	16
2.3 Aims And Objectives	17
2.4 Overarching Priorities: Widening Access and Raising Quality	19
2.5 Mobilising Resources for Education	20
<i>CHAPTER 3</i>	<i>22</i>
FILLING THE IMPLEMENTATION GAP: ENSURING GOOD GOVERNANCE	22
3.1 Developing a Whole-of-Sector View	22
3.2 Ensuring Policy Coherence	22
3.3 Overcoming Fragmented Governance	23
3.4 Bridging the Public-Private Divide	25
3.5 Overcoming Structural Divides	27
3.6 Building Management and Planning Capacity	28
3.7 Getting Stakeholders Involved	30
<i>CHAPTER 4</i>	<i>31</i>
ISLAMIC EDUCATION	31
4.1 Islamic Education: Duty of The Society and the State	31
<i>CHAPTER 5</i>	<i>35</i>
BROADENING THE BASE AND ACHIEVING ACCESS	35
5.1 Early Childhood Education (ECE)	35

5.2	Elementary Education	36
5.3	Secondary and Higher Secondary Education	37
5.4	Literacy and Non-Formal Learning	38
5.5	Education in Emergencies	40
<i>CHAPTER 6</i>		<i>42</i>
RAISING THE QUALITY OF EDUCATION		42
6.1	Improving Teacher Quality	42
6.2	Curriculum Reform	44
6.3	Quality in Textbooks and Learning Materials	46
6.4	Improving Student Assessment	47
6.5	Attaining Standards in the Learning Environment	48
6.6	Matching with the Labour Market	50
<i>CHAPTER 7</i>		<i>51</i>
STRENGTHENING SKILL DEVELOPMENT AND INNOVATION		51
7.1	Technical Education and Vocational Training	51
7.2	Possible Strategies	53
<i>CHAPTER 8</i>		<i>55</i>
HIGHER EDUCATION		55
8.1	Challenges	55
8.2	Strategic Vision	56
<i>CHAPTER 9</i>		<i>61</i>
IMPLEMENTATION FRAMEWORK		61
9.1	Objective	61
9.2	Policy As a Living Adaptable Document	62
9.3	IPEM To Oversee Progress	63
9.4	Provincial Autonomy and Ownership	63
9.5	Role of Development Partners	63
<i>ANNEX: I</i>		<i>65</i>
THE STATE OF PAKISTAN'S EDUCATION		65
A.	Access to Educational Opportunities	65
B.	Equity in Education	66
B1.	The Gender Dimension	66
B2.	The Rural-Urban Divide	67
B3.	Provincial and Area Disparities	68
C.	Quality of Provision	68
D.	The Resource Commitment	70
E.	Structure of Education: Public-Private Provision	70

5.2	Elementary Education	36
5.3	Secondary and Higher Secondary Education	37
5.4	Literacy and Non-Formal Learning	38
5.5	Education in Emergencies	40
<i>CHAPTER 6</i>		<i>42</i>
RAISING THE QUALITY OF EDUCATION		42
6.1	Improving Teacher Quality	42
6.2	Curriculum Reform	44
6.3	Quality in Textbooks and Learning Materials	46
6.4	Improving Student Assessment	47
6.5	Attaining Standards in the Learning Environment	48
6.6	Matching with the Labour Market	50
<i>CHAPTER 7</i>		<i>51</i>
STRENGTHENING SKILL DEVELOPMENT AND INNOVATION		51
7.1	Technical Education and Vocational Training	51
7.2	Possible Strategies	53
<i>CHAPTER 8</i>		<i>55</i>
HIGHER EDUCATION		55
8.1	Challenges	55
8.2	Strategic Vision	56
<i>CHAPTER 9</i>		<i>61</i>
IMPLEMENTATION FRAMEWORK		61
9.1	Objective	61
9.2	Policy As a Living Adaptable Document	62
9.3	IPEM To Oversee Progress	63
9.4	Provincial Autonomy and Ownership	63
9.5	Role of Development Partners	63
<i>ANNEX: I</i>		<i>65</i>
THE STATE OF PAKISTAN'S EDUCATION		65
A.	Access to Educational Opportunities	65
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B1.	The Gender Dimension	66
B2.	The Rural-Urban Divide	67
B3.	Provincial and Area Disparities	68
C.	Quality of Provision	68
D.	The Resource Commitment	70
E.	Structure of Education: Public-Private Provision	70

4

CHAPTER 8

Higher Education

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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.

- 8
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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C FACULTY OF MANAGEMENT & INFORMATION SCIENCES		
S#	Programmes	Eligibility
	Business Administration	Intermediate with at least 45% marks and at least 40% marks in Computer Science and English.
	Business Information Systems	Intermediate with at least 45% marks and at least 40% marks in Computer Science and English.
	Business Analytics	Intermediate with at least 45% marks and at least 40% marks in Computer Science and English.

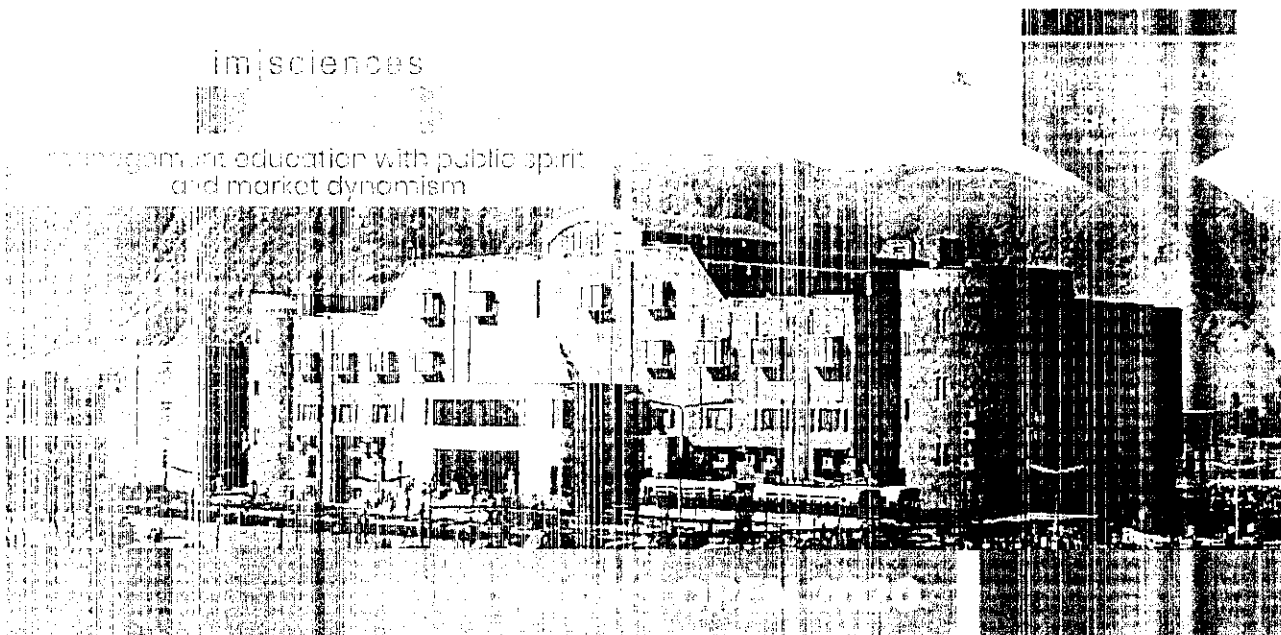
D FACULTY OF SOCIAL SCIENCES		
S#	Programmes	Eligibility
	Political Science	Intermediate with at least 45% marks. 20 marks will be added to candidates with relevant subjects.
	Public Administration	Intermediate with at least 45% marks. 20 marks will be added to candidates with relevant subjects.
	International Relations	Intermediate with at least 45% marks.
	Sociology	Intermediate with at least 45% marks.
	Social Work	Intermediate with at least 45% marks.
	Gender Studies	Intermediate with at least 45% marks.
	Community Development Studies	Intermediate with at least 45% marks.
	Human Rights Studies	Intermediate with at least 45% marks.
	Law	Intermediate with at least 45% marks and at least 40% marks in English.
	Journalism	Intermediate with at least 45% marks.

E FACULTY OF ARTS & HUMANITIES		
S#	Programmes	Eligibility
	Arabic	Intermediate with at least 45% marks.
	English	Intermediate with at least 45% marks.
	Islamic Studies	Intermediate with at least 45% marks.
	Persian	Intermediate with at least 45% marks.
	Urdu	Intermediate with at least 45% marks.
	History	Intermediate with at least 45% marks. 20 marks will be added to candidates with relevant subjects.

F FACULTY OF ISLAMIC & ORIENTAL STUDIES		
S#	Programmes	Eligibility
	Islamic Studies	Intermediate with at least 45% marks.

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management education with public spirit and market dynamism



Institute of Management Sciences, 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

BSA	BS (Accounting and Finance)	BOS	BS Software Engineering	BS Data Science	BS Economics	BS English (literature and linguistics)	BS Social Sciences
	BSA accredits 12 papers (Ph-1a) exclusively						

All 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 continue research career by joining the MS and PhD programs.

MERIT & NEED-BASED SCHOLARSHIPS

Institute 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

Candidates having at least 45% marks in FA, FSc or equivalent, are eligible to apply. Students applying for BS Software Engineering, BS Data Science and BOS must have studied Mathematics in FA, FSc or equivalent as a 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 our undergraduate programs are of four years.

IMPORTANT DATES

AUGUST 17 Last date for online apply	AUGUST 24 & 25 Entrance Test	SEPTEMBER 2020 Commencement of Classes (subject to Govt. policies)
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- BSA, BOS, BS (Accounting and Finance) and BS (Software Engineering) programs
- BSA accredits 12 papers (Ph-1a) exclusively
- Faculty members: 51 PhDs, 10 pursuing
- 200 publications in international refereed journals since 2006
- 200 papers presented in national and international conferences since 2006
- Academic linkages with international universities
- APPLY ONLINE: <http://admission.imsciences.edu.pk>
- Documents will be accepted after qualifying for admissions
- Students awaiting results can apply

