

**HIGHER EDUCATION COMMISSION (HEC), PAKISTAN:
ITS CURRENT ROLE AND RESPONSIBILITIES, PROBLEMS IN HIGHER
EDUCATION, AND SUGGESTED FUTURISTIC REFORMS (IN A
FUTURISTIC MILIEU)**

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ABSTRACT

The 70 year nascent history of Pakistan reflects a vacillating picture of education policies and practices at all levels, and can assuredly pave the way for future education only if reformed pragmatically and conclusively. The present position paper aims to explore and highlight the role and responsibilities of Higher Education Commission (HEC) and of Ministry of Education Pakistan, problems in higher education of Pakistan and, in turn, suggests viable solution to the issues in hand in a futuristic milieu. The existing study (while examining the aforesaid issues) pursues The Pakistan Futuristic Foundation and Institute (PFI), Islamabad, as an educational role model and mentor. Thereby, the existing study and research is contextualised in The PFI. Since education is seminal to the holistic-integrative growth and development of a country at all levels, that is why the researchers have probed and examined the current education system while observing, studying and experiencing it, objectively. For that matter, the current study is qualitative, conceptual-cum-practical, holistic-integrative, and characteristically futuristic.

Keywords: *Education System; policy and practice; Basic Life Skills; Basic Language Skills;*

INTRODUCTION/ THE RATIONALE

The 70 year budding history of Pakistan portrays an ambivalent image of education system, policies and practices at all levels, and can assuredly pave the way for future education only if reformed pragmatically and conclusively. Pakistani education system is outdated. There are at least five main cross-current and counter-productive streams of education: Urdu Medium, English Medium, *Darul Uloom* (religious institutions), the Mixed Media System and Christian Missionary Institutions (Azam, I., 2005; Azam, Z. 2005). It rarely fulfils the national needs and international standards of quality education, because it has remained—largely the legacy of British Imperialism. It catered to the clerical needs of English emperors, who paid less attention to the creative impulse of indigenous national goals and future needs. Unluckily in Pakistan, education has, by and large, been a poorly handled sector, in spite of ever increasing budgetary allocation—but never adequate enough for the purpose. Steps and policies to eradicate illiteracy have not been successful. This is because of defective education planning at all levels: primary, middle, secondary, higher secondary and tertiary. Since educational planning is part and parcel of national planning and policy, it has to be considered as a backbone of the national socio-economic, cultural, scientific and technological development.

With the replacement of the University Grants Commission (UGC) by the Higher Education Commission (HEC) in 2002, the attention of the government was shifted towards investing in higher education. The promise was to achieve the required quality education goals in the higher education in Pakistan.

OBJECTIVES

- To explore the role and responsibilities of Higher Education Commission (HEC) and of Federal Ministry of Education of Pakistan. Also, to seek and solve the problems of

higher education of Pakistan in a futuristic ambiance.

CONCEPTUAL FRAMEWORK AND METHODOLOGY

The existing research paper is contextualised in The PFI (Pakistan Futuristics Foundation and Institute)—that focuses on the Paradigm of Futuristic Education, based on futuristic-integrative-holism (Azam, I., 2003, 2005; Azam, Z., 2005). The research design and pattern used is APA (6th Edition).

HIGHER EDUCATION COMMISSION (HEC) OF PAKISTAN

The Higher Education Commission (HEC), formerly the University Grants Commission, is the primary regulator of higher education in Pakistan. It also facilitates the development of the higher educational system. Its main purpose is to upgrade universities in Pakistan to become centres of excellence in education, research and development. The HEC has facilitated Pakistani higher education institutions in aspiring to international standards, increasing enrollment, promoting human resource development, and devising mechanisms for improving the quality and standards of higher education institutions. Because of this, in the last fifteen years, and with the full cooperation of the universities, for the first time Pakistani higher education institutions have been included in top ranked universities of the world. The HEC has played a leading role in building a knowledge based economy in Pakistan, by granting hundreds of doctoral scholarships for education (at home and abroad) every year.

HEC PROGRAMMES, PROJECTS AND PLANNING

The following are the main programmes, projects and planning of the HEC at the higher level of education in Pakistan:

- Curriculum designing, revision and improvement according to the present needs. Foreseeable needs also merit attention.

- Admission to foreign students, apart from indigenous enrollment.
- Highlighting, sponsoring and patronizing Social Sciences, Arts and Humanities.
- Scholarship schemes, both domestic and foreign.
- Hiring faculty and faculty development programmes and schemes.
- Introduction of Tenure Track Service Structure (TTS) apart from the regular service structure.
- Initiation and operation of the Learning Innovation Division.
- Its primary function is to provide training programmes to in-service university teaching faculty, governance programmes for university management and English Language Teaching Reforms (ELTR): workshops, short courses, seminars, and orientation programmes on English Language Teaching, to bring it at par with international standards. English Language Teaching (ELT) conferences and seminars are conducted frequently, under the supervision of the HEC, for the professional competence of university teachers. This needs to be futurized by introducing EIIL: English as an International Instrumental Language.
- Conducting courses on the importance and implementation of Incorporating Technology in Education (ITE). The inclusion of computer training and its academic and professional application for the university teachers.
- Establishment of a Quality Assurance Cell (QAC) at the HEC main campus, Islamabad, and Quality Enhancement Cells (QEC) at the university level, both public and private.

The present principal researcher has the credit of attending a two-day workshop on, *“Introducing Programme Self-Assessment in Universities through Quality Enhancement Cells”*, conducted at and by the HEC Regional Office, Lahore, from 27th to 28th January, 2011. He has also attended a five-day workshop on, *Testing and Evaluation*, conducted by the HEC at the Abdul Wali Khan University, Mardan, from 14th to 18th June, 2010.

- The HEC has, to its credit, conducted and hosted the, *First International Conference on Promotion of Social Science Research in Pakistani Universities: Prospects and*

Challenges, from 18th to 20th April, 2011, at the HEC, Islamabad. The University of Malakand nominated a select few of its faculty members from the Departments of English, Economics and Management Studies, to participate in the conference.

- Higher education infrastructure development and improvement.
- The HEC has laid much emphasis on Research and Development. As for Commercialization and Industrial Linkage, the HEC has established Business Incubation Centres in the Public Sector Universities. Pakistan Programme for Collaborative Research (PPCR), is another landmark of HEC's research endeavours. Launching of the National Digital Library Programme, Research Grants for Research Presentations and Resource Development Programmes are notable.
- The HEC has also introduced technological reforms, in order to meet the national needs and prepare for global scientific competition. Video Conferencing for distance learning through technological equipment is notable.
- The HEC has also helped the universities in Pakistan with Financial Planning, Management and Investment. It has also been a major funding and financing agency to the universities. Budgeting and Financial Discipline are crucial allied areas.
- Establishing new universities and Degree Awarding Institutions (DAIs) across the country. The Higher Education Commission of Pakistan recognises 186 higher education institutions, of which 110 are public sector institutions, and 76 are private sector institutions. There are 163 Universities in total, that are fully functional. However, the most noticeable absence is of Futuristics, despite the best, most consistent and persistent efforts of The PFI. Ironically, even new state institutions like the HEC, tend to be bureaucratic, favouring the ad-hoc status quo.

DEVOLUTION OF HEC

On 31st March, 2011, the HEC was '*devolved*' by the Federal Government of Pakistan. This came after the introduction of 19th Amendment in the 1973 Constitution of the Islamic Republic of Pakistan. Under the amendment, a few ministries, and subjects, including higher education will be governed by the respective provinces. The other main reason was the non-availability of funds to sponsor foreign studies of students and to carry on developmental projects in universities. Most, students and teachers severely criticized the move. The public was quick to support them. The aftermath appears to be more politicized than ever—on the PPP partisan basis. The fact remains, that the HEC was a federal regulatory authority under 18th Amendment of the Constitution, and did not come under the supervision of the Federal Ministry of Education. Rather, it was an autonomous institution. But with the devolution of the Federal Ministry of Education, the HEC also faced the same doom. The devolution of the HEC will leave a negative impact on the future of Pakistan's higher education and its universities. This also applies to the provincialization of Education, because Education is the key to the Islami identity and ideological future of Pakistan. Therefore, both of these regressive steps must be reversed early.

THE SUPREME COURT INTERVENTION

The Supreme Court of Pakistan, on Tuesday, April 12th, 2011, directed that the Higher Education Commission (HEC) shall continue to discharge its functions and duties as it had been doing in the past, unless and until a fresh legislation was promulgated. A three-member bench, headed by Chief Justice Iftikhar Muhammad Chaudhry, also nullified the federal government's previous notification issued on March 31st, 2011 regarding the HEC's devolution. The verdict was taken in view of the provisions of the Ordinance 2002, and in case of any conflict between the said notification and the provisions of the Ordinance, the Ordinance shall prevail.

A CRITIQUE

Education policies in Pakistan since independence on 14th August, 1947 show that none was implemented, properly. Changing political scenarios and lack of educational will have mainly contributed to the consequent conditions. The internal law and order situation, and the lopsided foreign policy of Pakistan have aggravated the situation in the recent past. Less financial allocation to the education sector is another drawback that has lowered the literacy rate in Pakistan, considerably.

THE FEDERAL MINISTRY OF EDUCATION

The Ministry of Education, also referred as MED, is a cabinet-level ministry of the Government of Pakistan.

VISION AND MISSION OF THE MINISTRY

To prepare the nation for the challenges of Knowledge Revolution. The main aim is to transform Pakistan's education system into an equal opportunity provider in quality education.

FUNCTIONS OF THE MINISTRY

- Designing and coordination of national policies, plans and programmes in education and development of curricula.
- International aspect of development and planning of education copyright.
- External examination and equivalence of degrees and diplomas.
- Development of instructional technology; promotion and coordination of educational research.
- National language and other languages used for official purposes, including the medium of instruction.

- National education institutions and organisations, and grant-in-aid to them.
- Education in the Capital of the Federation (Islamabad), Federally Administered Areas (FATA) and Azad Jammu and Kashmir (AJ&K).
- Financial assistance to educationists and men of letters and their bereaved families.
- Pride of performance award in academic fields.
- National libraries.
- National Service Corps; military training for students.
- Boy Scouts and Girl Guides; youth activities and movements.
- Welfare of Pakistani students abroad and foreign students in Pakistan.
- Relationship with the UNESCO and participation in its activities; liaison with other international agencies and organisations in educational reforms.
- International exchange of students and teachers.
- Foreign studies and training, international assistance in the field of education.
- Promotion of special studies designed to identify problems of national integration and measures best calculated to protect the mainsprings of the ideological inspiration and develop national cohesion.
- Administrative control of the Federal Colleges of Arts and Design.
- Administrative control of the Islamic Research Institute.
- Selection of scholars for Pakistan Chairs abroad by the Special Selection Board constituted in the Education Division.
- Integrate plans, proposals and programmes proposed, prepared or adopted by the Higher Education Commission in the Higher Education Sector.

CRITICAL COMMENTS

While some of the above subjects could conveniently be provincialized, the complete closure of the Federal Ministry of Education is critiqued generally as a regressive step tantamount to parochialism. Education is the key to the Future of Pakistan, which depends on both National Integration by means of just and equitable, integrative-holistic Social Sector Development, and National Defence and Security. Pakistan's National Ideology is the best guide and guarantee of its National Interest, including the National Education Policy. Therefore, the federal Education Ministry is essential for National Education Policy Formulation and Supervision, inclusive of the curricula policy. Practical implementation can be delegated to the provinces. But Education must remain a Constitutional Concurrent Subject.

PROBLEMS OF HIGHER EDUCATION IN PAKISTAN, AND THEIR PROPOSED SOLUTIONS

Following are some of the prominent problems of Pakistani higher education, that the HEC has to look into as a federal regulatory commission, in coordination and collaboration with the respective universities:

LESS QUALIFIED TEACHERS AND LACK OF PROFESSIONAL TRAINING

The teacher being a role model and a source of inspiration, has to be a properly qualified, well-versed mentor in the learning-teaching process. Unfortunately, in Pakistan, at the primary, secondary and higher secondary levels, the profession of teaching is adopted by people who do not qualify for any other occupation. That is why the onerous responsibility is hardly shouldered competently by them. Consequently, their teaching, training and nurturing good Pakistanis, virtually becomes difficult. In order to improve the standard of Pakistani education, free and fair, judgmental, and merit-based transparent criteria have to be evolved, so that only professionally competent graduates can join the teaching profession. Secondly, qualified

teachers should be given competitive salaries and incentives on the basis of their performance and results. Thirdly, in-service training, refresher courses and professionalism should also become integral to the teaching and research career. Teachers' training is necessary not just for school teachers, but also for college and university teachers. These essential steps for appointment, induction and training, can help to maximize the quality of teachers and their competence at different levels in the Pakistani system of education. Above all, an Education Service is essential at the provincial and federal levels, at par with counterpart Civil Services.

INSUFFICIENT FUNDS AND MISUSE OF BUDGETARY ALLOCATION

The Government of Pakistan has been allocating less than 04% of the Gross Domestic Product to education, which is even below the ratio recommended by the UNESCO for education and literacy. Even the said low budgetary allocation is not released to and spent on education, properly. As a result, the objectives of the induction of qualified teachers, establishment of new educational institutions, providing them the necessary infrastructure, teachers training and producing quality graduates, are defeated. In Pakistan, social sector development in education, health and basic needs has been neglected in the annual financial budget, because of which it could not progress over the years. In contrast, the place of the state system of education has been taken by private educational institutions, which are commercial to the core. Many are overcrowded, in spite of charging heavy fees. Quality is compromised over quantity, leading to the mushrooming of educational foundations and institutions. A regulatory authority comprising experts from the establishment, finance, law and education should monitor the budget allocated for education, and its transparent utilization. The private system of education at all levels, primary, secondary and tertiary, must be monitored and regulated, for indigenization and Pakistanisation.

NEGATIVE POLITICAL INFLUENCES AND VIOLATION OF MERIT

Pakistan is a developing South Asian country where the democratic culture could not develop properly, because of the Triple P Syndrome: personalism, partisanism and parochialism. Its antidote is the 4th P: Pakistani Patriotism and Nationalism. Educational institutions were politicised, partisanly, particularly in graduate and post-graduate institutions. This led to the perversion of the education system, to its very roots. The intake of students, appointment of teachers and administrative staff has been politicized. Educational institutions have been converted into political hubs and breeding grounds for narrow, subnational vested interest politicization. Boycott from classes and examinations, rabble rousing rhetoric, snide slogans against educational authorities, and student banal brawls over petty issues have become the way of students' federations. Dr. Ikram Azam opines that Mediocrity Marginalizes Merit, as a consequence.

CURRICULUM DESIGNING

Curriculum designing is a sensitive and most important task in educational planning, policy and practice. Curricula vary for different streams of education in Pakistan. The traditional mainstream is mainly based on rote learning and cramming. Students with a tenacious memory can easily clear the examinations, but those with a reflective learning capacity and creative capability can find the situation very difficult. Curricula are a diverse and divisive mix and rarely cater to the national educational and economic needs. They simply serve the several subversive streams and systems already discussed, mainly elitist, and “*awami*” or for the poor people. At times, the courses are borrowed and imported, and are not contextualized in the Pakistani environment. Neither do they focus the Eastern Values System nor Islam as a religion of humanity and human nature. The elite are socio-culturally, nationally and religiously alienated and secularly, materialistically alienating, being Western and Westernizing. Educational institutions do not offer holistic integrative education: intellectual, secular-

spiritual, physical, emotional and moral-material. A student's comprehension is not examined judgmentally, synthetically and analytically. Rather, it is evaluated on the basis of memory.

Also, the curricula keep on changing randomly-rapidly, as new ones are suddenly introduced without warning, while students are only halfway through the current courses. The pros and cons of such changes and amendments are not assessed qualitatively by a panel of experts in the relevant field. This causes difficulties for both the teachers, and the parents of students, who cannot afford to buy new books with whimsical changes in the curricula. This is worse from the viewpoint of examinations.

EXAMINATION AND EVALUATION SYSTEM

An examination system is the output and outcome of academic learning and teaching. In Pakistan, examination is either subjective or objective, or a combination of both types, covering a major portion of the taught syllabi. Only those students can pass with good grades who have memorized whatever is taught. Others are likely to lag behind, even though they had reflected over the class room activities of textual analysis and other learning sessions. In examination, emphasis is laid on summative assessment, rather than on formative assessment.

Cheating or copying is another pitfall of the examination system, that does not allow talent to grow. The supervisory staff at exams is either bribed, harassed or approached by the cheaters for their dishonest interest. In addition, security should also be provided to the supervisory staff for the smooth conduct of examinations. Hardworking students are demotivated and discouraged by the situation. A selective open book examination system, where applicable, needs to be considered. Likewise, papers set should evaluate the students' creativity, originality, comprehension and proper understand of the subject and basic language skills as well as creative thinking.

DISCIPLINARY CODE OF CONDUCT

The need of producing quality graduates is the hallmark of a sound education system. In Pakistani educational institutions, the disciplinary code of conduct is not observed properly. Students and teachers, alike, are engaged in lobbying for serving their own petty interests. The absence of reward and punishment cause moral malaise and intellectual vacuum. An active disciplinary committee should be fully functional, to ensure the rule of law in the educational system, promptly and positively. In fact, Moral Values Education is essential to inculcate self-discipline, integrity, honesty and truthfulness. So is Integrated Family Studies, focusing Moral and Family Values. Above all, both self-discipline and moral motivation, need to be internalised by the student as well as the teacher.

MEDIUM OF EDUCATIONAL INSTRUCTION

The issue of the medium of instruction in educational institutions has remained a heated controversy since independence in 1947. Two main schools of thought have opposed each other: the advocates of Urdu, and those of English. To rationalize the situation, educational planners need to consider both, while making the policy for all educational levels. Urdu being a Pakistani link language and English, an international instrumental language (of education, economics, policy formulation, science and technology, trade, commerce, media and diplomacy) have to play their respective requisite roles in Pakistani education. Language Code, Behaviour Code and Dress Code are the focal points of National Identity (Azam, I. & Azam, Z., 2008). Hence it is advisable that both Urdu and English be made part of the national curricula—ranging from primary to higher levels, with the inclusion of other related Pakistani ('regional') languages at the primary and secondary levels for better results, locally and nationally. For this purpose, skilled teachers in English and Urdu languages need to be employed. Additional language classes focusing the Basic Language Skills are recommended. CALL (Computer Assisted Language Learning) may also be considered. The application of this method would also contribute to the unification of the media of instruction in Pakistani

educational institutions, with the aim to promote national integration and social cohesion. According to Education Psychology, Basic / Primary Education is the most successful in the mother-father tongue.

COMPLACENT PARENTS

Unluckily, many, if not most, Pakistani parents leave their wards' education to teachers, alone, seldom realizing that they are equally responsible for rearing their children. They should assist teachers in proper training, nurturing and grooming their children, instead of approaching the teachers to seek good grades and promotion in academics. Parents ought to liaise with teachers to discover the weaknesses of their children, and must help them in improvement in the desired fields. Parent-Teacher Associations tend to be decorative or cosmetic. They must be made actively functional.

LACK OF EDUCATIONAL MOTIVATION, COUNSELLING AND GUIDANCE

This is one of the key problems in the Pakistani education system. No matter how qualified the teachers are professionally, their training in educational counselling and guidance is needed as an important input. Apart from their aptitude in teaching and learning, the teachers ought to be well-trained in Educational Psychology for expertise, experience and guidance (Winch, 1990; Beare & Slaughter, 1994; Iqbal, 1996; Azam, Z., 2005; Isani & Virk, 2005; Shamshad, 2012). They need to motivate students for seeking higher aims in educational and research pursuits and life, generally. A teacher as a role model has to be a “*Muallim*”(educator), “*Muddarris*”(impartor) and “*Murrabbi*”(the trainer; the compassionate counsellor and motivator); as triply a moral motivator, subject specialist and skilled communicator in terms of the Basic Language Skills (BLSs) as well as Basic Life Skills (BLSs).

The Pakistan Futuristics Foundation and Institute (PFI) believes in and recommends the following Basic Life Skills for educational motivation, counselling and guidance:

- Creative Critical Synthesizing Thinking Skills.
- People, Interpersonal and Social Skills.
- Language and Communicative or Communication Skills.
- Life and Change Coping Skills.
- Information and Knowledge.
- Introductory Research Methodology.
- Self-Actualization or Self-Realization Skills.
- Islam, Democracy, Civic Citizenship and Peace Studies as Basic Life Skills.

It is believed that an expert and experienced motivator is an inspiring guide and counsellor. Educational Psychological Guidance and Counselling is for independent creative thinking and action, self-reform, self-reliance and eventually for Integrative Holistic Self-Realization. Teachers, students and parents or guardians are equally benefitted by the said skills and practices. Dr. Ikram Azam has dealt with the issue from the Islami perspective and approach (Azam, I., 1995-96, 2003, 2005). Because of the lack of educational guidance and counselling, many students get disheartened to drop out. Thus, the drop-out ratio increases with each upward step in formal education. Setting an appropriate direction and goal for students is another challenging situation that the teachers, students and parents are facing. Desired and required goals can be achieved if the students are keenly monitored, evaluated, guided and trained in the fields of their choice. Above all, they need to be encouraged to internalise motivation as self-motivation.

It is suggested that a panel of volunteer and skilled teaching and administrative personnel be appointed for pursuing the purpose-oriented task of guidance and counselling at educational institutions. This would bring about positive results in the education sector: public and private, alike. Educational institutions can aim to become the basis of serving the job market.

RECOMMENDATIONS

A FUTURISTIC OUTLOOK: A HOLISTIC INTEGRATIVE APPROACH

The future can be foreseeable and forecastable according to the past and present continuing trends and issues, and new emergent or discontinuous ones, to a sensible scientific extent. Analytical tools based on statistics and logical methods have been devised to plan for and project the future. In planning for the future, planners set objectives and determine the level to which they are attainable, according to the national resource capacity and human capability. In sorting and sifting the desirable results, planners adopt one of the alternative preferable futures as a target to achieve.

If Pakistan is to survive sustainably as a sovereign state-social system, in the 21st century and beyond, in the third millennium, then timely national policy and planning is mandatory. This is quite possible in a genuinely democratic polity which is fully functional, nationally and patriotically, as well as futuristically. Regular, experienced, nationally ideological and wise inputs from the intelligentsia and experts is essential, to guide the collective political leadership, because all of the expertise and specialization that policy formulation, planning and practice entail. All the stakeholders have to be taken on board for securing, ensuring and stabilising Pakistan's sovereign, strategic, self-reliant future.

The following trigger points are offered for policy formulation and futuristic education:

- History as a guiding image of and for the future.

- Abiding National Ideology and Interest.
- Integrative-Interactive Holism: policy planning for education and its materialization need the overriding planning of the political economy, human resource management and development, administrative and bureaucratic reforms, national integration and sound international relations, language and culture, defence and strategic studies, citizenship, altruistic, humane welfare and social service, science and technology.
- National defence, security and integration.
- Modernization has to be guided by sound Islami ideological, educational and cultural-civilizational values and policies. Creating a sustainable society by the best means available.
- The time-frame of periodic, short, medium and long term planning essentiate annual, five-year and longer perspective planning. Plans need to be continuously monitored, reviewed and revised for updating, modernization and futurization.
- Merely producing degreed academic Ph.Ds, without actually employing their skills and expertise (due to the lack of employment opportunities in the public and private sectors) would be a disproportionate exercise in futility, causing frustration on disillusionment with unemployment. Similarly, primary education through secondary to the higher secondary and graduate levels has yet to be upgraded and improved, qualitatively.

In short, the Planning Commission in Pakistan needs to be turned into a Pragmatic Futuristic Thinkers' Forum Platform. Seeding and nurturing at least a select few Futurists in various fields for policy planning and implementation can help to brighten the future of Pakistan (Edward, 1992; Azam, I., 2001, 2007, 2011, 2012). But the best policy would be to introduce Futuristics academically at the tertiary graduate and postgraduate level, in order to produce a steady stream of critically needed Futurists as planners and practitioners. The PFI has the necessary expertise and experience of over 30 years to do so. The Planning Commission and HEC need to patronize the PFI; and at least one national university like the Namal, Mianwali, needs to affiliate it, academically, in order to avail of its pioneering service.

CONCLUSION

Education is the secure base for a country's socio-economic development and peaceful progress. It is universally considered to be an important tool of transformational change which has a strong correlation with the overall social and economic development of a country (Siddiqui, 2007). It can help to improve the academic quality and research work of students, scholars and researchers. The Pakistan government initiated various sound and sensible education policies since 1947, investing funds in them. But because of the lack of proper implementation and funding action, no fruitful results have been achieved. Little attention has been paid to the teachers' qualification and training, physical infrastructure of educational institutions, and proper campus culture, administrative governance, disciplinary code of conduct, maintaining merit and banning political activities and influences.

Because of the current faulty education policy in action, the creative talent of Pakistani students and scholars is wasted woefully. Consequently, brain drain for better opportunities and greener pastures abroad, becomes tempting. Education policy has to be prioritized by the national policy, planning and practice, keeping in view the National Ideology and Interest. In a nutshell, educational challenges are enormous in Pakistan. The policy makers and influencers are expected to provide pragmatic solutions to improve the quality of education, at par with regional and international standards.

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