



**Government of Pakistan**

Steering Committee on Higher Education

Summary for the President

*Final Report*

***12 August 2002***

*Islamabad*

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## EXECUTIVE SUMMARY

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1. The final report of the Steering Committee on Higher Education (SCHE) is placed below for the consideration of the President.
2. **Background:** The SCHE was established on 15 March 2002, following a joint presentation the Task Force on Improvement of Higher Education in Pakistan (TF) and the Study Group (SG) on Science and Technology on 11 January 2002. Its mandate is to prepare an implementation plan of the approved recommendations of the two bodies. The detailed terms of reference of the SCHE are placed at Annex I. The item-wise report on compliance with the terms of reference is placed at Annex II.
3. **TF Recommendations:** The TF made the following recommendations to enhance academic quality:
  - a) Universities should be the focal point of reform;
  - b) Establishment of the Higher Education Commission as a supportive body for quality assurance and funding, and abolition of the UGC;
  - c) Creation of an enabling environment for professionals by restructuring governance and management of universities;
  - d) Enhancement of government grant to universities by Rs. 5 billion annually;
  - e) Establishment of an endowment fund of Rs 20 billion to support research, faculty development, and student financial assistance;
  - f) De-link faculty and identified professional staff salaries from BPS and provide performance-based incentives;
  - g) Ending of early specialization into science and arts, and shift to a four-year bachelor's degree program.
4. **SG Recommendations:** The SG made the following recommendations:
  - a) Adjustment of vision for national development in order to build a knowledge based economy;
  - b) Revision of ten-year development plan to incorporate financial requirements to lay the foundations of a knowledge based economy;
  - c) Approval of suggestions of committee to uplift the status of higher education in S&T and grant of autonomy to universities/ S&T organizations;
  - d) Launching of technology based projects for uplifting GDP.
5. **Enhancing Academic Quality:** The recommendations of the Steering Committee are aimed at realizing the overarching vision of educational quality. The vision can be realized only if there is a committed, empowered and enthusiastic faculty. The purpose of the recommendations is to set up a system in which the faculty will have the incentives to discharge this responsibility. The fundamental elements of this system are an enabling environment, guaranteed academic freedom, confidence in merit-based decisions, and the explicit detailing of benchmarks and performance criteria combined with a cascading arrangement of accountability.
6. **Methodology:** The SCHE's approach to reform derives directly from the objective of making universities the focal point. To this end, besides background research and seeking guidance from governors, federal and

- provincial ministers and secretaries of education, the Committee has concentrated on mobilizing the university community around an agenda of quality enhancement. This has involved public consultations, meetings with faculty representatives and Vice-Chancellors, the maintenance of an open website, and involvement of volunteering faculty members from various universities in the drafting of the report. In this, the SCHE has encountered resistance and criticism regarding proposals that are perceived as limiting the powers of different stakeholders or introducing greater accountability. However, much of the criticism has been overcome through an open and constructive dialogue, explanation of the poorly understood proposals, and elaboration of proposed benefits. By and large, this has led to a positive environment towards reforms in most universities, and although some skepticism persists about implementation prospects, most of the discourse is now constructive. Some universities have also initiated their own reform efforts, which have been recognized and encouraged by the SCHE.
7. **Consensus and Disagreement:** On several recommendations of the SCHE, there is a consensus, and the SCHE has provided a plan for action. On other matters, there is some disagreement, and the SCHE has tried to find the best formula after considering all the advice received from the Governors, federal and provincial governments, Vice Chancellors, and staff associations. This has involved some adjustment in thinking regarding the recommendations of the Task Force and Study Group. However, these involve conflicting interests and rights, which cannot be resolved solely through explanation and persuasion. They require a package deal in which the parties concerned will feel that they have received guaranteed benefits in return for concessions. Since the SCHE is not in a position to provide guarantees, it cannot broker the compromise itself. However, it has created conditions in which a political decision can be made at the highest level.
  8. Some anxieties have also been created because of three additional concerns: first, that large-scale establishment of unfamiliar institutions and process may lead to chaos and mismanagement; second, that performance evaluations may be misused by ill-intentioned Vice Chancellors to weed out vocal and active faculty members; and third, that the resultant changes could undermine the Vice Chancellors and therefore deprive the universities of effective leadership.
  9. **Higher Education Commission:** An important recommendation of the TF, namely the establishment of the Higher Education Commission as a supportive and facilitative body rather than an intrusive one has already been realized. This task was assigned to Dr. Atta-ur-Rehman, Minister for Science and Technology. However, the SCHE provided detailed comments on the draft legislation, most of which were incorporated into the approved ordinance, for which the Committee is grateful.
  10. **Detailed Report:** The detailed report of the SCHE covers the remaining items on the terms of reference. It consists of the following components:
    - a) **Academic Quality Enhancement:** Detailed guidelines for universities that decide to undertake a reform process oriented towards improvement of quality, and thus take advantage of the incentives to be provided by the government. A sub-committee chaired by Professor Zulfiqar Gilani, Vice Chancellor University of Peshawar, guided work on this component of the report.

- b) **Governance and Management: Towards a Model University Ordinance:** A model university Ordinance is proposed for adoption. It is based on the recommendations of the TF and SG as well as the advice obtained from policy makers, faculty members, and Vice Chancellors. A subcommittee chaired by Dr. Ishrat Husain, Governor State Bank of Pakistan, guided work on this component of the report.
  - c) **Mobilizing Resources for Reform:** A three-year rollout plan for enhancing the funding to universities, in line with the recommendations of the TF and SG. A subcommittee chaired by Dr. Abdul Hafeez Shaikh, Minister of Finance, Government of Sindh, guided work on this component of the report.
11. **Indicators of Quality:** Implicit in the diagnosis provided by the TF and SG reports are the following national goals for higher education (a) enhancing the quality of education and research; (b) providing access to low-income students; (c) expanding total enrollment; and hence (d) increasing the total allocation for higher education. These can be translated into goals for each university. While the goals of enrollment, allocation, and access are self-evident, indicators of quality have to be spelt out in detail. The SCHE has divided these into four domains.
- a) *Educational Quality:* These are of two types:
    - i. Input indicators: qualifications of teaching faculty, student-teacher ratios, infrastructure (labs, libraries, computers), capacity building investment
    - ii. Output indicators: diversity of student body, proportion of low-income students, student evaluation of teachers, peer group evaluations, evaluations by employers of graduates, and, most important, the ability of graduates to find employment;
  - b) *Research Quality:* The number and quality of research publications and products, research funds generated from non-government means;
  - c) *Financial Management Quality:* auditors' statements, financial transparency, adoption of disclosure practices;
  - d) *Management Quality:* adherence to merit-based procedures for recruitment, promotion, and admission; holding of meetings of all statutory bodies on time; adoption of explicit code of conduct.
12. **Private Sector Universities:** The SCHE's recommendations are focused principally on strengthening public sector universities. The SCHE further recommends that same principles be adapted for private sector universities by the HEC.
13. **Recommendations:** The summary recommendations of the SCHE are in paragraphs 14 to 27 below.
14. **Model University Ordinance:** A draft model university ordinance and design principles for first statutes is proposed for consideration and approval. Except as clarified below, it is based on the recommendations of the TF. Besides the standard provisions in university Acts, it contains elements needed to create an attractive professional environment for top quality faculty members. If approved, the model ordinance may be forwarded to provincial governments

with recommendations for enactment. The ordinance and the design principles contains the following provisions:

- a) Specifications of the functions, composition, and powers of the University Board (UB), the Syndicate/Executive Council, and the Academic Council. These have been developed on the basis of the recommendations of the TF, modified in the light of comments and criticism received from governors, ministers, Vice Chancellors, and faculty representatives. Under the modified proposal, the UB would act on behalf of the Chancellor to oversee the performance of the university in achieving quality targets, developing strategic policies to this end, raising additional funding for universities and overseeing financial performance. The UB will consist of the Chairperson, two University faculty members, one member from the academic community of the province, one alumnus of the University, two members of the academic community from outside the province, two ex-officio members of Government, five eminent members from society at large representing the professional skills needed in the UB, and the Vice-Chancellor as Member/Secretary;
  - b) Detailed stipulations for the appointment of members to the UB. Details have been provided on the functioning and composition of nominating committees (including individuals proposed by the Departmental and Faculty Councils), whose task it is to recommend candidates to the Chancellor for appointment to the UB;
  - c) Details of qualifications, job description, and transparent and merit-based procedures for appointment of VCs. These have been discussed with faculty representatives and a broad understanding reached. The effective leadership of visionary VCs is crucial for any reform agenda to succeed;
  - d) Composition, functions, and powers of decentralized university authorities, namely the departmental, faculty and graduate studies councils. Faculty members from various universities assisted the Committee in drafting these;
  - e) Functions and powers of one or more new offices to cater to (a) graduate studies and research facilitation and support, (b) faculty affairs, including capacity building, linkages, and evaluations, (c) student affairs, including career counseling and financial aid, (d) alumni relations and fund raising, (e) information management systems, and (f) reform management and strategic planning;
  - f) Institutionalization of a system of disclosure and preparation of annual reports to correspond explicitly to the performance criteria laid down for departments, faculties, and the entire university.
15. **University Senate:** Based on the recommendations from a number of quarters, there is a need for greater faculty participation and dialogue on University policies. The SCHE recommends that one way to achieve this is through the University Senate (where existing) with a revised membership and an advisory role to the UB on strategic issues.
  16. **Code of Conduct:** Given the serious concerns that have been expressed regarding the misuse by certain members of their positions on university governing bodies for their personal benefits, the SCHE recommends that

- universities communicate an explicit and clear code of conduct to all members appointed to the university board and other statutory bodies. The code of conduct should explicitly specify the range of misuse of powers – including, for example, any attempt to influence admissions, selection, promotion, or renewal of appointment for personal considerations – that are liable for removal.
17. **Four-year Program:** The SCHE has recommended a shift to a system of general education in universities which would mean that all graduates would receive 16 years of education. This will allow universities to offer a broad-based education to all students, in the process enhancing their potential for employment. Several universities are already offering such programs in certain subjects. The shift to an integrated undergraduate degree has several implications, all of which are discussed in detail in the final report. In particular, there will be implications for colleges, which the SCHE recommends be addressed by provincial committees chaired by the Governors.
18. **Tenure-track:** Faculty members from various universities have assisted the SCHE in drafting details of recommendations for a tenure track system based on transparent evaluations. Given the resistance among faculty representatives to the withdrawal of rights to permanent employment, this proposal needs to be combined with salary increases and implemented in a phased manner: all new appointments will be made as per the proposed system; all existing faculty will be offered the option of adopting the new system – with the revised pay scales as discussed in paragraph 15 – or retaining their appointments according to the present system. The SCHE is convinced that most faculty members are ready to adopt the new system if the Government offers a package deal that includes enhanced resources.
19. **Faculty Empowerment, Evaluation and Incentivization:** The following recommendations are made in this regard to empower faculty, a necessary step towards quality enhancement:
- a) Greater participation in decision making and management at all levels;
  - b) Institutionalization of transparent, performance-based incentives;
  - c) Enhanced professional development opportunities;
  - d) Salaries of faculty members in public sector universities will be de-linked from National Pay Scales, and based instead on a more attractive pay and benefits package discussed in the report. This package is modeled on the lines of the salary structure of organizations like the National University of Science and Technology. This would mean increases of around 50 per cent in the gross emoluments package of most faculty members and make it comparable with market remuneration;
  - e) An additional incentive bonus based on performance of 33 per cent may be provided for those who opt for a tenure track system;
  - f) By year 3, the phased salary increases for faculty, the incentive bonus for those appointed within the tenure system, and selected professional, non-teaching staff is expected to add Rs 2 billion annually to the present outlay of recurrent expenditure.

20. **Investing in Students:** By year three of adoption of these recommendations, another additional Rs. 2 billion in government funding is being requested for reducing the financial burden on students for university recurring costs, including full scholarships for the most needy.
21. **Investing in Academic Infrastructure and Reform:** A further Rs. 1.5 billion is proposed for upgrading and maintaining research infrastructure including faculty development and support for student research assistants and PhD students. An additional Rs. 1.5 billion is proposed for providing direct support to universities to implement the reform proposals through incentive grants. Both of these additional allocations will be subject to universities raising 20 percent of the amount being allocated from government resources through fundraising, grants, consultancies, etc.
22. **Three Year Rollout Funding Plan:** Based on the above, funding will be increased in a phased manner from the current Rs 3.9 billion to 10.9 billion by the year 3. It is proposed that the additional Rs. 7 billion be phased over the next three years as follows: an additional Rs. 2 billion in year 1, an additional 2.5 billion in year 2, and the remaining Rs. 2.5 billion in year 3.
23. **Research:** The SCHE recommends a significant increase in the allocation to research within the additional funding to establish suitable university systems to support and manage research functions. These will be used for enhancing infrastructure, training graduate students, developing academic linkages and providing incentives to faculty engaged in research.
24. **Streamlining Disbursement of Funds:** Although the basic principle of the SCHE is that funds should be disbursed on the basis of superior performance, it has to be emphasized that this does not pertain to the entire allocation for universities. Rather, as in the case of an individual employee, the bulk of the payment is a salary, which is predictable and transparent. In addition, a smaller amount is provided as a bonus for good performance to some employees. Analogously, the bulk of government funding to universities would continue to be predictable and based on their teaching load – in order to ensure that they keep on working. The remaining funding should be earmarked as a bonus for good performances against clear, transparent and pre-announced criteria. In addition, a smaller amount should be set aside for special needs of some universities. Specifically, the SCHE recommends the following resource formula for 2003-6 – recognizing that universities need more assistance at the initial stage of reform:
  - a) **Base Grants:** Founded on the student enrolment loads of 2002 and to be used for research;
  - b) **Performance Grants:** Founded on critical milestones being achieved in research, student services, academic quality enhancement, information management and management systems;
  - c) **Needs Grants:** Founded on specific needs of each university for reform.
25. **De-politicization of Campuses:** The SCHE is of the firm view that politicization is fundamentally an outcome of poor services to students and inadequate rewards and incentives for faculty. Once the above recommendations are adopted, a gradual de-politicization of campuses will follow naturally.
26. **Sustaining Reforms:** This program needs to be supported by the key stakeholders in higher education reform. The Government must sustain its

- involvement through the Higher Education Commission, but must also support the creation of other components of a well-functioning academic system. The SCHE recommends that the government support the establishment of a new institution, namely the Academy of Scholars, and the strengthening of two existing institutions, namely (a) the Vice-Chancellors Conference, and (b) the Federation of All-Pakistan University Academic Staff Associations, to enable them to become more professional in their role.
27. **Involvement of Civil Society and the Corporate Sector:** Furthermore, as in other areas, the government needs to encourage civil society, professional bodies, employers and the industry to play their roles in improving the quality of higher education systems. Throughout its work, the SCHE has received strong support and encouragement from various civil society groups and communities, including members of professional bodies, independent scholars, business and civil society leaders, and average citizens. In its role as the principal stakeholder in higher education reform, Government can take steps to help these stakeholders engage with the reform process for research, assistance in external fund-raising, development of linkages and other quality-related aspects.
  28. **Provincial and Federal Tensions:** These were noted again and again, given that the establishment and governance of universities is with the provinces, while funding comes almost exclusively from the Federal Government. The approach adopted by the SCHE is that the responsibility for proper governance and management lies with the provincial government, while that for support, advice, capacity building, and technical assistance is in the purview of the Federal Government. However, this matter may have to be revisited over the long term.
  29. **Reform Package:** A favorable climate has been created for the announcement of the reforms; however, *they have to be presented as a total package*, and due emphasis placed on the provision of enhanced resources. The present time provides a unique window of opportunity to offer this package. In view of this, the SCHE recommends that the recommendations be presented as a one-time package to universities, which should be allowed up to three years to opt for it.
  30. **Implementation:** The SCHE recommends that these reforms be promulgated with effect from 1 January 2003 for full compliance by 31 December 2006. By 1 January 2003, all legislative instruments should be in place. All public universities need to be invited to implement these within a period of three years. In order to incentivize the process, additional funding should be disbursed on the basis of pre-agreed milestones for reform. Provinces need to be invited to begin the reform process with a few universities, and the lessons learnt from this experience guide the reform of remaining universities.
  31. Submitted for the orders of the President.

Shamsh Kassim-Lakha, *SI*  
Chairman

**Annex I – Notification of the SCHE****TO BE PUBLISHED IN THE GAZETTE OF PAKISTAN, EXTRA ORDINARY**

**GOVERNMENT OF PAKISTAN  
CABINET SECRETARIAT  
CABINET DIVISION  
\*\*\*\*\***

No. 17/Cab/2002

Islamabad, the 15<sup>th</sup> March 2002**NOTIFICATION**

1. The President/Chief Executive of Pakistan is pleased to constitute the Steering Committee on Higher Education, with Dr. Shamsh Kassim-Lakha, President, The Agha Khan University, as its Chairman. The Chairman, Steering Committee, shall have the status of Minister of State and report regularly to the President/Chief Executive of Pakistan in connection with the work of Committee.

**COMPOSITION**

2. The Steering Committee shall comprise the following:-

- |      |  |          |
|------|--|----------|
| ✓ 1. | Dr. Shamsh Kassim-Lakha  | Chairman |
| 2.   | Dr. Ishrat Hussain,<br>Governor, State Bank of Pakistan                              | Member   |
| 3.   | Dr. Abdul Hafiz Shaikh,<br>Minister for Finance,<br>Government of Sindh              | Member   |
| 4.   | Dr. Zulfiqar Gilani,<br>Vice Chancellor, University of Peshawar                      | Member   |
| 5.   | Dr. Mazhar-ul-Haque Siddiqui,<br>Vice Chancellor, University of Sindh                | Member   |
| 6.   | Dr. Najma Najam,<br>Vice Chancellor,<br>Fatima Jinnah Women's University, Rawalpindi | Member   |

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7.	Dr. Tariq Banuri	Member
8.	Prof. Riazuddin, Quaid-e-Azam University	Member
9.	Prof. Iqbal Chaudhry	Member
10.	Dr. Sohail Naqvi, Vice President, Enabling Technologies	Member
11.	Dr. Shaukat Hamid, Director General, Computer Control, PAEC	Member
12.	Dr. Waqar Masood Khan, Additional Secretary, Ministry of Finance	Member
13.	Mr. Ebrahim Sidat, Country Managing Partner, Sidat, Hyder, Qamar & Company, Karachi	Member
14.	Mr. Salman Akram Raja, Senior Partner, Raja Muhammad Akram & Company, Lahore	Member

### TERMS OF REFERENCE

3. The Committee shall draw up, for approval of the President/Chief Executive, a plan for the implementation of the approved recommendations of the Task Force on Higher Education and Study Group on Higher Education in Science and Technology, including the following:-

- i) Improvement of higher education beginning with universities as the focal point of reforms;
- ii) Restructuring the governance and management of public universities;
- iii) Improvement of universities' operations, including the institution of modern systems of university governance and administration, financial management, information systems, management of academic and non-academic functions (including faculty and staff selection and development) and definition of models of faculty (including non-permanent faculty), systemic linkages with other institutions,

- performance evaluation and support for campus based research;
- iv) Instituting transparent and merit based appointment for Vice Chancellors;
  - v) Revision of pay scales and hiring of faculty on contract;
  - vi) Curriculum reforms;
  - vii) De-politicization of campuses;
  - viii) Review of early specialization at school level and inclusion of general education in university programmes;
  - ix) Enhancing duration of degree level education to 16 years;
  - x) Enhancing the funding for higher education and building capacity for supporting education and research in science and technology.

However, matters relating to the Higher Education Commission will be dealt with separately by Dr. Atta-ur-Rehman, Minister for Science and Technology, the views of the Minister for Education/Steering Committee on Higher Education may also be considered before submission of ToRs/draft legislation to the Cabinet for approval.

## **FUNCTIONS**

4. The Committee may:-
- (1) Organize its meetings as frequently and at such times and places as it may consider appropriate;
  - (2) Co-opt members considered necessary;
  - (3) Constitute sub-committees and working groups, both from amongst its members as well as from outside, on such subjects as may require specialized attention and frequent interaction among smaller groups;
  - (4) Undertake studies and research projects on such topics as are considered important for the work of the Committee, and appoint consultants, advisors, researchers and other staff for this purpose on payment of appropriate remuneration;

- (5) Hold seminars, symposia, workshops and other mediums of discussion to disseminate the recommendations of the Committee and draw public support and acceptability for its work;
- (6) Seek legal support for developing an agenda of legislative reforms in the field of higher education.
- (7) Undertake any other appropriate action for achieving the broad mandate of the Steering Committee.

5. The Ministry of Education shall provide Secretariat support to the Committee, including adequate provision for budget in consultation with the Chairman, Steering Committee and the Finance Division.

6. The Committee shall maintain close liaison with the Governors of the Provinces who may issue necessary directives to concerned provincial authorities to extend full support to the working of the Committee.

7. The Committee shall submit its final recommendations, in consultation with the Minister for Education and Minister for Science & Technology, to the President/Chief Executive by 7<sup>th</sup> August, 2002, for approval.



( Javed Masud )  
CABINET SECRETARY

The Manager,  
Printing Corporation of Pakistan Press,  
Islamabad

Copy to:

All Federal Ministers  
All Provincial Governors  
All Federal Secretaries  
All Provincial Chief Secretaries  
All Vice Chancellors of Accredited Universities  
Chairman, University Grants Commission



( Syed Taria Ali Bokhari )  
Additional Secretary (C&M)

## Annex II – Progress Report

The following progress report describes compliance with the different components of the Terms of Reference of the Steering Committee.

TOR	Progress	Deliverables
1. Universities as the focal point of reform	This is the core of the approach of the SCHE, and is described in detail. The idea is to mobilize the university community, especially the teaching staff, to become leaders of the reform process. The SCHE has held 9 major consultations involving over 600 individuals from all universities of Pakistan, and has met with another 500 individuals in other public events. As expected, some opposition has been encountered from vested interests. However, comments and critique, even malicious critique, has been welcomed, and everything publicized on an open web site—which has been visited more than 41,000 times in four months. As a result, the university community is now heavily engaged in thinking about how to improve quality, and active development of reform plans is under way at various universities. Special mention must be made of the University of Peshawar, Government College Lahore, Bahauddin Zakariya University, the University of Sindh, Fatima Jinnah Women’s University, and UET Peshawar.	The groundwork has been done to enable the reforms to proceed. Extremely positive contributions have been received from concerned citizens, members of civil society and professional associations, and the private sector. This momentum can be sustained and channeled into useful directions through timely actions by the government and by sustaining the approach through a constellation of institutions.
2. Restructuring governance and management	The TF Report had recommended the replacement of University Senates and Syndicate with professional governance and management bodies; and reducing the size of the Academic Council. In designing the implementation program, it became clear that these recommendations caused anxiety amongst some Vice Chancellors and elected representatives of the teaching community as well as provincial governments. The final implementation plans have been fine tuned to accommodate genuine concerns, particularly with regard to the powers and functions of key positions, while adhering to the reform principles.  The SCHE has also developed details on the powers, functions, and composition of decentralized bodies in universities, to which powers are proposed to be devolved; these include department and faculty councils, and additional institutional structures to administer new areas, including research facilitation, faculty capacity building, career counseling, alumni relations, fundraising, and reform management.	As a result of the discussions the following have been prepared: (a) a <b>model university ordinance</b> ; (b) first set of statutes; and (c) a set of guidelines to assist universities in adopting the proposed improvements.  These three documents are submitted for consideration.
3. Improvement of universities’ operations	Teams of faculty members from the University of Peshawar, Bahauddin Zakariya University, Sindh University, Islamia University Bahawalpur, Gomal University, FJ Women’s University, and UET Peshawar have prepared detailed management plans separately. These include the design of fully empowered departmental councils; distribution of powers between departmental, faculty, academic, and executive councils; criteria and processes of performance evaluations of faculty members and university officers; faculty capacity building; more efficient management of research; development of academic linkages; improvement in financial management and fundraising; establishment of student career services; development of alumni relations; and establishment of information management systems.	A set of Guidelines on each of these issues has been prepared, and may be made available to universities for adoption.

<p>4. Transparent and merit-based appointment of VC's</p>	<p>After considerable consultation, a set of principles have emerged as critical with regard to the appointment of VCs. These incorporate the concerns expressed by faculty members, and include the importance of the VC, key attributes of a "good" VC, and the aspects of a transparent search process to help find the best possible person for the candidate.</p>	<p>A guidance document on the criteria, qualifications, and mode of appointment of Vice Chancellors has been prepared, and salient elements incorporated into the model University Ordinance.</p>
<p>5. Revision of pay scales and hiring on contract</p>	<p>A plan has been developed in light of best practice in developing countries, practice in a government research organization (PAEC). Broad features have been shared with faculty members and their representatives. These include significant increase in salary levels, and sustained evaluation systems, leading eventually to the grant of permanent tenure. While there is no detailed consensus on these proposals, there is sufficient clarity for it to be implemented in a phased schedule spelled out in the report.</p>	<p>A salary package has been developed and is proposed here. It entails an annual increase of Rs 2 billion, to be funded from the Government budget.</p> <p>Also, details of the tenure and evaluation system have been developed.</p>
<p>6. Curriculum reforms</p>	<p>This is combined with items 8 and 9 below. The thrust of the proposal is to make the existing system of curriculum revision more efficient and timely. This is linked to the overall restructuring of management, especially the Academic Council (item 3), and the shift to general education and 16-year degree program (items 8 and 9).</p>	<p>Recommendations on the revision of procedures for curriculum revision have been included in the guidelines document, and relevant enabling provisions included in the draft model university Act.</p>
<p>7. De-politicization of campuses</p>	<p>The SCHE has taken the view that de-politicization will derive from other actions recommended in the reform program, including the appointment of VC's, effective and separate governance and management, effective decentralization of management, and investment in the long-term career prospects of both students and faculty members. Besides the matters that are discussed elsewhere, a guidance plan has been developed for the institution of career counseling for students and career development programs for faculty members, both of which will directly result in a reduction in disruptive politicization.</p>	<p>These recommendations will help ease the problem, but will naturally not be sufficient in the absence of fundamental legal protections and limits. It is expected that quality enhancement will lead to a long-term solution to the present problem.</p>
<p>8. Review of early specialization and inclusion of general education</p>	<p>The Task Force Report had recommended that the current practice in which specialization begins almost from class 9 be ended, and that the vast majority of students receive a broad-based education right up to college. This program needs to be phased in over a period of 10-15 years. It involves capacity building at universities and colleges, and development of new curricula and courses.</p>	<p>This has implications for colleges; the provincial governments may be requested to institute a long-range reform program for colleges to build upon the progress achieved in revamping university education. The provincial governments may be requested to consider establishing a special task force or commission to develop a plan for strengthening of secondary and college education.</p>

<p>9. Enhancing the duration of degree to 16 years</p>	<p>This has been a complicated issue, and questions were raised with regard to the structure of the proposal as well as the implications for colleges. However, the questions and concerns have been resolved through extensive discussions with faculty members. It had to be clarified that the purpose is not to extend the length of the BA degree. The purpose is rather to introduce a better quality educational program, which would be more integrated, more comprehensive, and more intensive. A Working Group chaired by Professor Khalid Aftab, Principal Government College Lahore, has led the thinking process behind this issue. A final proposal is ready for universities to implement. It has benefited greatly from the advice of the Provincial Governors to introduce the reform program in a phased manner. At this point, only a few leading universities and four-year colleges have the resources needed to offer this program. Over time, others can develop this capacity, for which guidance has been provided.</p>	<p>Recommendations on the four-year degree program have been developed in the form of guidelines for adoption by selected universities.</p> <p>The plan has obvious implications for Government employment, funding and colleges.</p>
<p>10. Enhancing funding for higher education and R&amp;D in S&amp;T</p>	<p>Five different areas are being addressed here in order to sustain quality enhancement by universities. First, the SCHE has developed a draft set of guidelines on the provision of funds to universities based on a comparison of international practice as well as past trends. Second, guidelines on the streamlining of the procedures for disbursement. Third, guidance process on fundraising from philanthropic and voluntary sources. Fourth, detailed recommendations on financial aid systems combined with a shift to a needs-based tuition system. Fifth, guidelines on effective research management.</p>	<p>A three-year rollout plan is being proposed, in which funding should gradually be increased, in line with the development of absorptive capacity, for research support, tuition assistance, faculty salaries, and reform management. The proposals entail an immediate increase of Rs 2 billion, rising to Rs billion in by 2005-06.</p>