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Dr. Saif-ur-Rehman Saif Abbasi

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Services Provided to Marginalized Women: Case Study of Dar-ul-Aman

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ABSTRACT

Dar-ul-Aman is a shelter home for protecting women who are deprived of social support. The main objective of the research is to look at the services provided by Dar-ul-Aman, and to get to know either these women are satisfied with the Dar-ul-Aman. It was conducted by retrospective method of research. Universe of the study comprised respondents who were residing in Dar-ul-Aman. The researcher used qualitative research design and drawn sample of 14 respondents by using purposive sampling technique from the Dar-ul-Aman of Lahore and Gujrat. The respondents were selected on the basis of characteristics like a) demographic profile of the respondents b) level of marginalization and c) satisfaction towards Dar-ul-Aman. Seven respondents were from Gujrat and seven were from Lahore Dar-ul-Aman. The researcher conducted in-depth interviews by using the interview guide for data collection. Findings revealed that most of the respondents were satisfied with the services provided in both Dar-ul-Amans. Researcher concluded that the respondents of Gujrat Dar-ul-Aman were more satisfied than the respondents of Lahore Dar-ul-Aman.

Keywords: Services, Satisfaction level, Marginalized Women

INTRODUCTION

Over half of the world's population is female, yet they unjustly receive an unfair balance in life from conception. Not one society is spared from its second class treatment of the female population (Clifford, 2011). In spite of many protection bills, laws, Non-Government Organizations (NGOs) and social welfare agencies, women have to suffer for their rights. In this case, domestic violence is the most prevalent form of abuse against women and

girls and it is only one of many challenges and abuse that women face. When a woman leaves her home, she would face very hostile environment, unbearable life and would search for more favorable and friendly environment (DAWN, 2009). In this case, Government gives them shelter homes, Dar-ul-Aman and protection homes. There are currently many Dar-ul-Amans in different areas of Pakistan operated by Social Welfare Department of their respective provinces.

Dar-ul-Aman is basically an institution that protects the women who are deprived of family support due to some reasons. Its purpose is to rehabilitate needy women either by arranging, settlement or by marriages after the decision of the cases. Dar-ul-Aman is a shelter which secures and helps the marginalized women in Pakistan. The women are sent to Dar-ul-Aman who faces domestic violence, divorced, forced marriages, threats of honor killings, homeless women, widowed women, and young girls without a guardian are sent to Dar-ul-Aman.

Living in Dar-ul-Aman, is very difficult and painful particularly for a woman and also in a society that heavily tilted against the female. The word marginalization refers to a social process of becoming or being made to marginal, that is, to be relegated or confined to a lower social standing or outer limit or edge in terms of social standing. Being marginalized therefore refers to a process of being separated from the rest of the society, to be uprooted from the original place and to be forced to the fringe or periphery of the circle called society (Goswami, 2007). Marginalized woman refers to a woman who has been pressed to the limits, treated as an inhuman behavior (WHO, 2002). People are pressed to the limits because a society refuses to acknowledge their needs, their beliefs, and their concerns. The homeless are often viewed as marginalized from majority of the society. These women are in miserable and helpless conditions and in spite of this they have to live in this society and face the entire problem. To think about these issues, there is a need of improvement in the number and capacity of Dar-ul-Aman.

SERVICES PROVIDED BY DAR-UL-AMAN

Dar-ul-Aman has been providing a wide range of services. There are eight Shelter Homes (Dar-ul-Aman) in Gujranwala, Rawalpindi, Faisalabad, Sargodha, Multan, Bahawalpur and Lahore, Pakistan. These protection homes are established to provide direct relief and shelter to women girls in stress. Categories of women in distress include those referred by courts, referred by NGOs, and those who may approach to these homes at their own for shelter.

In Punjab, there are many Dar-ul-Amans in almost each of its districts and almost all of them remain over crowded, as violence and discrimination against women is out of control in our society. In Dar-ul-Aman, the number of living women is higher than actual capacity of the building. Moreover, the inmates should be provided free, proper and quick legal aid from the provincial government. These women are admitted in Dar-ul-Aman by different ways. Some women come on their own base or with the help of some one or by court orders. Furthermore, these women cannot leave Dar-ul-Aman on their own without court orders and when they wish to do so sometimes, they are given in the hands of their relatives who were the actual cause of their leaving home.

Some bills are passed by the Government against domestic violation and it is a refreshing sign on the part of the government but the real test would be its implementation as there already exist some women-friendly laws but they are not being acted ahead. In Punjab, different Dar-ul-Aman is working not only for the protection of women but also for establishing a comprehensive care of their children. This comprehensive support includes, among others, medical, legal and psychological aid as well as educational, ethical and social services. Preceding this, the satisfaction of marginalized women is seen in Dar-ul-Aman. A woman, who has been pushed to the boundaries, viewed as less than human and treated as an inhuman behavior. Women are owned as property, forced to marry, denied education, and victimized by

violence and assault. These women who are totally fed up with the inhuman behavior of their parents, in-laws and husbands move towards the Dar-ul-Aman and seek the satisfaction that they do not find in their homes. Finally, this study investigated what kinds of services are provided by Dar-ul-Aman and what is the level of satisfaction of marginalized women? The major objectives of this study are to find out different services provided by Dar-ul-Aman to women and the level of satisfaction of marginalized women in Dar-ul-Aman.

METHODS

For the present study, researcher used qualitative research design and it aimed to explore the satisfaction level of marginalized women living in Dar-ul-Aman. Non-probability sampling was employed to select sample for data collection by using purposive sampling technique. A sample size of 14 marginalized women was drawn out from the target population. The respondents were selected on the basis of characteristics like:

- Demographic profile of the respondents
- Level of marginalization
- Satisfaction towards Dar-ul-Aman.

The target population of present study was the women living in shelter homes of Gujrat and Lahore. Seven respondents from Gujrat and seven from Lahore Dar-ul-Aman were selected. It was an exploratory research which was designed to conduct by retrospective method of research. Case study method was used to analyze the responses in order to have more holistic view. The researcher used semi-structured interview guide (in-depth interviews) to collect data. In-depth interviews were conducted from the respondents who were living in Dar-ul-Aman. For pre-testing two in-depth interviews were conducted from Gujrat and two from Lahore Dar-ul-Aman.

RESULTS AND DISCUSSION

The present study was an attempt to find out the satisfaction level of

Findings documented that among such cases mostly respondents were married with age range of 19-40 years. Some women were single and left their houses because of forced marriage or exchange marriage. Lahore Dar-ul-Aman was playing its vital role in the provision of services where various trainings were provided like sewing, bangles painting, embroidery, social and psychological counseling. Such kinds of services were also provided in other Dar-ul-Aman but with different intensity and frequency.

In Gujrat Dar-ul-Aman, half of the respondents were not completely satisfied with the environment of Dar-ul-Aman. Worth mentioning thing was that respondents felt a sense of security and were satisfied as they were able to had legal facilities from lawyers through this Dar-ul-Aman and this way they were able to cope with their legal needs. Another thing was noted by the researcher that respondents took these rehabilitative activities positively and considered them as helpful for their future in the context of social and economical wellbeing.

Preceding this, In Lahore Dar-ul-Aman, some respondents said that they are getting not only the basic services but also the career, goal oriented and counseling services as Zahari (2006) reported in his study on the program and services management at University Utara Malaysia. In Gujarat Dar-ul-Aman, respondents said that they had no facility of job and education outside the Dar-ul-Aman as Khan (1999) said in his study on the mobility of women and access to health and family planning services in Pakistan.

In Gujarat Dar-ul-Aman, respondents showed positive response during their shelter stay as Tutty (2011) said in his study on the residents' views of the efficacy of shelter services for assaulted women. In each interview, they were asked what they found helpful during their shelter stay. Residents were positive about the supportive nature of the staff, safety, relationships with other residents, and the child care.

CONCLUSION

Following conclusion had been drawn in the light of data analysis and discussion made with the respondents. Researcher concluded that the women left their homes because of domestic violence and these women were not educated, not working so they were vulnerable to face such domestic violence. Most of them were married, illiterate and came to the Dar-ul-Aman to protect themselves. Some women left their homes due to forced marriages, domestic violence and in the case of love marriages. However, when they joined Dar-ul-Aman they were provided with certain skills and some awareness programs like human rights, social and gender issues. In spite of having security, basic needs and certain training, women considered Dar-ul-Aman like a prison and they wanted to get rid of that life and wanted to live in society or with their family. Most of the respondents were satisfied with the services provided by Dar-ul-Aman but they felt discomfort regarding family issues.

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The Effect of Physical Exercise on Memory

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ABSTRACT

This research indicates the effects of physical exercises, specially the aerobic exercises on the cognitive functions. It aims to find out the health related effects of aerobic exercises on improving memory. Quantitative research method was adopted and survey was conducted in different physical fitness clubs. A list of registered members was obtained from which a sample of sixty members including thirty females (N=30) and thirty male respondents was drawn through simple random sampling technique. Data was collected using structured questionnaire. Significant relationship of physical exercises and improved memory functions were noted, as more of the respondents acknowledged that their memory has also been improved.

Keywords: Cognitive processes, Memory, Aerobic exercises

INTRODUCTION

Human race has created more growth and progression in science, technology, medicine, wealth and over all well-being in last 200 years (Albrow, 1996). These technological advancements have changed our daily life patterns and we are becoming increasingly becoming more sedentary compared to our evolutionary history, when physical activity was innate in everyday life habits (Tremblay, Colley, Saunders, Healy & Owen, 2010). Sedentary habits are taking its toll on our cardiovascular and brain health (Conti & Macchi, 2013).

The latest research done by WHO on global physical activity levels reveals the result that 31.1 percent of the world's adults, or about 1.5 billion people, are almost completely sedentary, meaning that they do not meet the minimum recommendation of 150 minutes of walking or other moderate activity per week, or about 30 minutes a day.

Teenagers are faring even worse. Worldwide, more than 80 percent of young people ages 13 to 15 are not getting the recommended moderate intensity exercise for their age group. In America 43.3 percent of population fails to meet even those modest goals for physical activity. The rest of the world is catching up, though—with 24.8 percent of people sedentary in Europe, 30 percent in Russia and the Middle East, and 27 percent in Africa (Hallal, Andersen, & William, 2012).

In USA Center of Disease Control and Prevention recommended 30 minutes or more of a moderate intensity exercise, preferably all days of a week (Jama, 1995). Physical exercise may be one of the most beneficial and cost effective therapies widely available to everyone to elevate deleterious health outcomes. These findings should motivate adults of all ages to start exercising aerobically (Chapman, 2013).

In Physical exercise, particularly the aerobic exercise, appears to be a low cost regimen to improve cognitive processes such as memory and executive functions in middle age to older adults (Shay & Roth, 1992; Colcombe et al., 2006; Buchman et al., 2007; Erickson et al., 2011) The focus of this research article is to find out the relationship of aerobic exercises with the cognitive gains particularly Memory. It also aims at evaluating the General well-being of the individuals who are engaged in regular aerobic exercises, and the difference that they feel in their Mental and physical health. The role of physical workout in a form of aerobic exercises is also assessed for improving their learning abilities, creative skills and coping with every day's minor stressors.

Dee Wyllye concludes in his research that there are tremendous benefits of Aerobic exercise on persons memory and demonstrates that aerobic exercise can reduce both biological and cognitive consequences of aging.

Aerobic exercises refers to exercises that requires consumption of more oxygen than at rest and vary in intensity from light to moderate, and can be undertaken for a prolonged duration (many minutes to several hours) without

excessive fatigue. Examples of aerobic exercise include jogging, walking, swimming, cycling at a steady pace. Another example would be dancing or aerobic classes with different muscular exercises. Regularly doing the right type of exercise at a correct intensity, and for an appropriate duration, results in most benefits

The research was done by National institute on aging at National Institute of Health. For the study sedentary adults' ages 57-75 were made to do physical training, and being supervised doing aerobic exercise. Participants were assessed at three time points: before the beginning of physical exercise, midway through six weeks and post training at 12 weeks for cognition, resting cerebral blood flow and cardiovascular fitness. Exercisers who improved their memory performances showed greater increase in Brain blood flow to the hippocampus, hence proved that aerobic exercises increases the blood flow to brain improving cognitions

Colombe *et al.* (2004) founded that 6 months of aerobic exercise have lots of benefits in improving cardiovascular fitness, better cognitive performances on executive function, attention control and increased task related brain activity. Exercise increases cerebral blood volume (Pereira et al., 2007), perfusion of hippocampus (Burdette et al., 2010) and improve memory (Erickson *et al.*, 2011).

PHYSICAL EXERCISES AND COGNITIVE PERFORMANCES

The connection between physical activity and cognitive performance has been investigated in a number of studies, many of which observed a positive correlation between the two. Sibley and Etnier (2003) performed a meta-analysis that looked at the relationship in children. They reported a beneficial relationship in the categories of perceptual skills, intelligence quotient, achievement, verbal tests, mathematic tests, developmental level/academic readiness and other, with the exception of memory that was found to be

unrelated to physical activity. The correlation was strongest for the age ranges of 4-7 and 11-13 years. On the other hand, Chaddock et al. (2011) found results that contrasted Sibley and Etnier's meta-analysis. In their study, the hypothesis was that lower-fit children would perform poorly in executive control of memory and have smaller hippocampal volumes compared to higher-fit children. Instead of physical activity being unrelated to memory in children between 4 and 18 years of age, it may be that preadolescents of higher fitness have larger hippocampal volumes, than preadolescents of lower fitness. According to a previous study done by Chaddock et al. (2010), a larger hippocampal volume would result in better executive control of memory. Other studies have suggested that exercise is not related to academic performance, perhaps due to the parameters used to determine exactly what academic achievement is. This area of study has been a focus for education boards that make decisions on whether physical education should be introduced in the school curriculum, how much time should be dedicated to physical education, and its impact on other academic subjects.

STRESS AND AEROBIC EXERCISE

Besides improving cognition, aerobic exercise can also produce substantial improvement in mood, especially in those patients with major depressive disorders in a short time (Dimeo, Bauer, Varahram, Proest, & Halter, 2001). Twelve patients with a major depressive episodes according to DSM IV criteria were selected and made to do training consisted of walking on treadmill 30 minutes a day for 10 days. At the end of training programme, clinically relevant and statistically significant reduction in depression scores was noted.

IMPLICATIONS IN NEURODEGENERATIVE DISORDERS

Exercise has been shown to play a vital role in decreasing the risk of developing Alzheimer's disease and may be protective against the development of cognitive impairment. A study by Friedland et al. (2001)

concluded that people who developed Alzheimer's disease were those who participated in less intellectual, passive, and physically activities in their midlife. A literature review by Rolland et al. (2008) found that AD individuals who incorporated physical activity in their daily lives would reduce cognitive decline and improve psychological and/or physical performance, as well as mobility, balance, and strength. Aerobic exercise increases hippocampal volume and improves memory in Multiple sclerosis as well (Victoria & James, 2013).

To reap maximum benefits from an exercise regimen it is important to get plenty of mental stimulation. We can alter and improve the basic structure of the mature brain through aerobic exercise and complex thinking should inspire us to challenge our thinking and get moving at any age (Chapman, 2013)

OBJECTIVES

- To evaluate the relationship between the physical exercises, particularly aerobic exercises and the cognitive gains.
- To explore the role of physical workout in a form of aerobic exercise in improving memory learning abilities and creative skills.

METHODS

Quantitative research technique was adopted to see the effects of aerobic exercise on memory improvement. The focus of this study was to see the cognitive (mental processes) benefits after doing regular aerobic exercises. Survey was conducted in different fitness clubs where the list of registered members was obtained. Detailed questionnaire having fifteen questions on 1-4 Likert scale was formulated. Simple random sampling technique was employed, to select thirty females and thirty males sample. All of the respondents were educated and doing physical exercises regularly. Different health fitness clubs were visited for the collection of data. Descriptive statistical analysis of the data was carried out to interpret the results

Table 1: *Demographic Variables of the Respondents*

Variable	N	N %
Gender		
Male	30	50
Female	30	50
Age		
20 -24	10	16
25 -30	20	33
30 -45	30	50
Social Class		
Upper	40	66
Middle	20	33
Marital Status		
Married	38	63
Un-Married	22	27

The Centre of brain health (2013) conducted a study where they concluded that engaging in physical exercises regimen helps significant improvement in memory and brain functions. The data collected from questionnaire was analyzed by applying statistics and the results revealed that most of the respondents were in the favor of having an improved sense of well-being after performing aerobic exercises. 83% of the respondents (N=50) reported they feel energized with good healthy feelings while 17% of the respondents disagreed. So the greater percentage of respondents who was in the favor of having an increased sense of well-being after aerobics exercise supports this research study. In addition, respondents have shown 100% positive replies to the question being asked about their better work performances after doing physical exercises. Fox (1999) concluded in one of his study that moderate regular exercises should be considered as a viable means of treating general health problems and helps improving mental well-being in the General public.

Table 2: *Well-being and Household Performance Beliefs*

Questions	Yes	No
Do you feel an increased sense of well being after doing physical exercise?	83%	17%
Do you feel your brain working better and you are able to perform your households more efficiently?	100%	Nil

The results of the above table reveals that 83% of the favored respondents the good effects of aerobics exercises in their memory functions and 73% of the respondents said they feel a good change in their behavior. Results acquired through statistical analysis suggest that people who regularly perform aerobic exercises feel significant improvement in their memory functions and learning abilities. The improved cognitive functions bring good change in their behavior and ultimately they are able to cope up with their daily stressors, hence they take good sleep. Emmanuel (1993) concluded in his research study that physical exercises, particularly aerobic exercises are the effective treatment for depression and play an important role in reducing stress and improving sleep pattern. Research also associated the mental health improvement and an increase sense of psychological well-being with aerobic exercise.

Table 3: *The Effects of Aerobics on Behavior and Memory*

Questions	Yes	No
Do you think aerobics exercises have sharpen your memory and you are able to learn and memorize things better than before?	83%	17%
Do you think aerobic exercises have boost up your mood by bringing good changes in your behavior?	89%	11%
Do you think aerobic exercises have improved your coping ability with everyday stressors and improved your sleep?	82%	18%
Do you feel energy despite of getting fatigued after doing physical exercise?	56%	44%

CONCLUSION

According to the findings of present study, physical exercises, particularly the aerobic exercise is one of the most beneficial therapies widely available to everyone to elevate memory functions. A detailed questionnaire having variety of questions about the role of aerobic exercises in improving mental and physical health was distributed amongst the respondents both; male and female, belonging to different age groups. The results of statistical data analysis reveal that people who are doing regular aerobic exercises feel an increased sense of well-being, with marked decrease in their stress. The memory functions are significantly improved enhancing their learning abilities. Moreover, the results suggest that the improvement in cognitive processes enhance the creativity skills and one can be able to put his potentials to the fullest in meeting any challenge of life. Aerobic exercises are uplifting the quality of life by improving psychological and physiological health. Aerobic exercises inspire us to challenge our thinking and get moving at any age.

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Globalization and Higher Education: Challenges and Prospects in Pakistan

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ABSTRACT

Over the past few decades, impact of globalization on higher education has been seen very clearly in global world. To compete in global market and full-fill the demands of International standards, it is essential for developing countries to bring policy reforms in higher education system for efficient functioning of educational institutes. This study aims to discuss the past education policies on higher education in the developing countries in general whereas Pakistan in particular. This is a qualitative research and analyzes the past and existing policies and reforms taken place for higher education in Pakistan.

Keywords: Globalization, Time Space Compression, Knowledge Economy, Global Market

INTRODUCTION

Globalization is not a new phenomenon any more. Most of the time, globalization is considered as a set of theories that provide a vision to researchers that they analyze and examine the current economic, political, and educational progresses (Galligan, Roberts & Trifiletti *et al.*, 2001). It would be seen as an uneven and unequal opportunity across the locals and other peoples (Shome & Hegde, 2002). As a great phenomenon, globalization takes equal part in all aspects of social, political, educational, structural and economic process (Giddens, 1990). In other words, globalization is not an unequal opportunity but provides equal chance to local and private entities to prove themselves in front of global states.

Similarly, globalization processes also refer to 'time space compression' (Sassen, 2000) and 'global consciousness' (Harvey, 2000). Time space compression signals that shrinking the space in the terms of communication through electronic means. Now we can talk easily overseas (Robertson, 1997) and increase the production level and surplus the labour with time space compression (Giddens, n.d.). Global consciousness refers that people all over the world talk on same issues and events, such as international sporting events, global warming, and global economy etc. (Castells, 2000). This 'global-talk' indicates that now we live in the world where every single commodity is inter-connected with other (Robertson, 1998).

Theories of globalization emphasize on different aspects of globalization processes (economics, political, educational, technological, and social) and apply these processes in different ways (Holton, 2000). The numerous researches in educational globalization investigate the wide range of topics, such as the rise of neo-liberal market-oriented education policies (Apple, 2001), the concept of knowledge economy in educational institutes (Lam, 2000), and the information about the new global culture which shape all the local communities same in the same way (Singh, 2004).

STATE POLICIES TOWARDS HIGHER EDUCATION

The teaching and learning environment of Pakistani universities and social research centers show the weak and depressing picture of national human capital (Fafchamps & Quisumbing, 1999). Akbar Zadi has testified in his recent book "Dismal State of the Social Sciences in Pakistan", that the crisis of governance is manifested in the visible demise of the public sector educational and research institutions in Pakistan (Burbules & Torres, 2000). Since Pakistan inherited the education system of Pakistan from the British colonial era (Zaidi, 2002), at the time of Partition in 1947, there were 24 colleges and some technical institutes. Only one university existed in higher education was Punjab University, Lahore (Iqbal, 1977).

In Pakistan during 1960's under military government General Ayub Khan (1958-1969) started 2 new universities for agriculture and engineering as well as federal university in Islamabad in 1965. The government also tried to improve the standard of higher education and made some policies with limited success (Tarar, 2006). The most popular government of Zulfiqar Ali Butto (1971-1977) gave positive response towards the high demand of masses about higher education and established seven universities in Sindh and Southern Punjab (Ahmad, 1997). New centers were introduced for promoting high quality of research, technology and agricultural techniques. By the military regime of Zia-Ul-Haq (1977-1986) Agha Khan University was introduced which focused on the health and illness with the financial support of Agha Khan Trust. In Punjab, Lahore University of Management Sciences (LUMS) was introduced with the financial support of an Industrial Group of Lahore to produce postgraduate in the field of business and computer sciences (Nayyar & Saleem, 2003).

In 1992, government realized that now it is the time to spend more budgets on education as compared to the previous governments (SPD, 2003). To decentralized education administration it was decided that the control of primary, secondary and school level education should be given to Non-Governmental Organizations (NGOs). According to official educational survey, the enrollment rate increased in higher educational institutes with almost 100 percent (TFR, 2002). With the passage of time the demand of higher education increased but at the same time the budget for higher education declined, as the cost of research increased the quality of teaching and research affected (Sheikh, 1998). To compete with this crisis, the University Grant Commission (UGC) gave permission to universities to increase their tuition fee and other academic charges. Moreover, it was recommended that public universities start new programs on “self-financing” base (Tarar, 2006).

OBJECTIVES

- To find out the role of “knowledge economy” in education.
- To discuss the current policies and reforms in Higher Education.

KNOWLEDGE ECONOMY AND INTER-NATIONALIZATION OF EDUCATION

The first objective of this study is to define how the role of education changed in last few decades. The widespread university revolution of late 1960s, the universities of western world brought some changes in their structure and changed their role from producers of knowledge to producers of knowledge worker (GoP, UGC & HUP, 1994). Due to the popularity of the concept of knowledge economy, universities performed their role as a producer of knowledge and the trainers of young minds (Stone, 1974). The great boom in information and communication technologies changed the whole ideology of higher education and many multi-national companies have taken interest for hiring knowledge workers (Survey of Pakistan, 1997). Although US culture was dominated but the concept of knowledge economy rapidly expanded in Australia and Europe as well. Many private companies are providing capital investment to establish universities and supplying specialized workers.

Globalization is a process through which industry move its input and output where it has a chance to get maximum profit (McMurty, 2000). The new shift from liberal to neoliberal was just because of the balance of power between state and universities. The globalization of higher education serves as an open platform for developing countries that they come in market and compete with global knowledge economy (Chipman, 2001). The inequalities in international higher education system and a tough competition between the universities were a challenge for developing country students and teachers that how they match up their level with in global knowledge economy as they did not have proper and required capital (Altbach, n.d).

However, at-least around 200 academic programs in higher education using English language as a medium of instruction,10,000 students were mainly attracted to abroad for higher education from developing countries. On the other hand India sent his students to US for higher education. The so-called “brain-drain” phenomena is the biggest problem of India, many students who go abroad and other western countries never come back their home-land, beside this many elite universities of India claim that they have the same level of knowledge as abroad (Chitnis & Altbach, 1993).

CURRENT REFORMS IN HIGHER EDUCATION

Many developing countries of the world such as Pakistan are facing a challenging situation to compete on global level and raise the standard of higher education (Joshi, 1998). UNESCO and the World Bank also introduced new research institutes and rethinking programs in developing countries. These programs in developing countries marked a shift in The World Bank policies and its focus moved toward the primary education all over the world. After the establishment of this policy, the result was that in many developing countries public expenditure considered as luxury. However, the Bank gave a report about its policy that its intention is not to shift the focus from primary to higher education, but to achieve “the right mix among the three levels” (WB & HESRDP, 1990).

In late 1997, 14 educationist and development experts from 13 countries convened by the World Bank and UNESCO that they go in developing countries where they establish their policy related to primary education and examine the consequences of the policy. The report “Higher Education in Developing Countries” was launched in Washington (Ramphela & Rosovsky, 1997).

The report provided an overview of educational system in developing countries and they documented in their report that in developing countries students are not highly motivated because of “poorly motivated, poorly

qualified faculty”. They suggested a remedy against this poor performance to World Bank and UNESCO that teachers should be trained in their field and should be highly competent. To make this policy successful their first and foremost focus was on the faculty working in educational sector.

In February 2003, the report was presented at LUMS University in Lahore, Agha Khan University, Karachi University, to academicians and government representative and in an assembly of international organizations. After reading and examining the report by experts all the institutions and organizations expertise decided that due to the weak institutions of Pakistan especially health and other social indicators, besides taking aid from developed countries, Pakistan should utilize its own resources.

The new report in the answer of international report on higher education was developed by the new military government of Pervaiz Musharaf (1999 to 2007) to restructure the higher educational system in Pakistan. UNESCO and the World Bank brought some new changes in their policy and gave solutions and ways that how developing countries compete in Global market with higher education and sustainable funding (Tarar, 2006).

After these new reforms, private universities with the sponsorship of multinational companies arose in market and provided knowledge economy according to international market standards (TFR, 2002). The Steering Committee on Higher Education (SCHE) arranged a program in which the two deans of private universities as a role model for public universities vice-chancellor were appointed on the basis of political relation rather than their academic performance and experience in the field (Qadeer, 2004).

The international report by UNESCO and World Bank on higher education sketched a very weak and paralyzed picture of Pakistani education system and gave recommendations just in two paragraphs to University Grant Commission (UGC) (Tarar, 2006). UGC was an organization whose main purpose is to give funding to research centers and universities so they bring new reforms in curriculum and compete on international level but due to less

importance to education and low budgeting to this area, UGC was not full filling the demands of knowledge economy (TFR, 2002).

'Politicization' and 'inadequate funding' identified as a key problems which created barriers in the development of higher education in public universities. The International report on higher education suggested that the resources which are used for higher education should be used in different forms and free from any political and personal interest.

University Grant Commission (UGC) decided the incensement in tuition fee to fulfill the new demands of higher education but this step toward the improvement in higher education were not succeeded (Tarar, 2006). In 2002, the UGC is replaced by the new and larger body of academics, management and technocrat professionals called "Higher Education Commission (HEC)". A Federal Model University also passed a law in the same year about the restructure of education in Pakistan (Ahmad, 2003). Public universities provided new social research methods and techniques with the support of HEC. Books, journals, libraries were considered the primary techniques for research activities. New and well equipped research centers for social scientist were established by HEC. These centers were free from any political or personal interest. In recent years, the budget allocation for education is just 2.3 per cent of the fiscal year budget which is very low than recommended by UNESCO in their report. They recommended 4 per cent for education. This situation brought a decline in the quality and quantity of higher education and in social researches. Steering Committee on Higher Education (SCHE), study group and international experts by UNESCO and World Bank recommended that government funding for higher education should be improved. Funds were highly needed for new researches, for training to teachers, for providing data related to academic activities in libraries and for restructuring of the education institutes (Zaidi, 2002).

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