

# Social Sciences Review

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# **Social Sciences Review**

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**Department of Sociology**  
International Islamic University  
Islamabad-Pakistan

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# Profile of Social Sciences Disciplines and Development: An Overview from Pakistan (2002-2009)

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## ABSTRACT

*Higher education has two-fold mission. First is to train people for practical and technical work. Second is to foster public engagement. Following this, universities are committed to educate professionals for moral and societal responsibility. In 21<sup>st</sup> century University adopts a general mission of service to the public supported by new research discoveries. Globally, many national universities are now discovering that research based public service and outreach activities can improve society at local and regional levels. The quality of higher education around the world depends on quality of research produced by educational institutions. The recent development in quality of research frameworks developed by different researchers focused on evidence-based researches. The current study was intended to explore quantitative growth and qualitative development of randomly selected social sciences disciplines in the recognized public sector universities of Pakistan located in Capital, Punjab, Sindh, Khyber Pakhtoon Khawa and Balochistan during 2002-2009 regarding research publications by faculty members. From the universe of sixty eight, twenty universities were drawn through proportionate stratified random sampling from entire country, three universities from capital, six from Punjab, four, five and two from Sindh, Khyber Pakhtoon Khawa and Balochistan, respectively. From these selected universities 97 social sciences departments were randomly chosen for data collection. The current research study was conducted by using quantitative approach of social science research method and the data was collected through survey method. The unit of analysis was individuals (heads of the departments). Univariate analysis was implied to provide general description of various variables. The significant increase was seen in quantitative indicators such as departmental growth, degree programs offered, student's enrollment and passing out and number of faculty members. On the whole, data analysis explores that there is a tendency of improvement in all indicators of higher education in social sciences in Pakistan.*

**Keywords:** Higher Education, Social Sciences, Social Science Research

## INTRODUCTION

The interaction of global and national forces is constantly diversifying the scenario of Higher education. These rapid changes have raised the issue of quality of knowledge produced by centers of higher learning. Educational Institutions for higher education are facing increased competition due to globalization and they are competing with each other by claiming themselves as quality providers. Therefore, quality has become the salient feature for the success of any educational institution in the contemporary world.

The idea of knowledge is related with institution of higher learning having an objective of excellence in specialized fields (Mohanthy, 2000). Societies can take advantage from knowledge by obtaining and relating exiting knowledge. It is not sufficient to transfer knowledge by local and global institutions but the objective is to achieve or develop sustainable knowledge base by absorbing, understanding, and interpreting to adapting in its true essence (Cohen & Levinthal, 1990). Research and teaching has become two important aspects in the universities of the world today to meet the challenges of changing globe. Currently universities are heavily engaged in teaching larger number of students in diversified educational disciplines (Umashankar & Dutta, 2007).

Education is a fundamental requirement for any society in this rapidly changing contemporary epoch. A strong educational system of any country has the capacity to develop social, economic, cultural and scientific advancement (Mohanthy, 2000). Therefore, investment in learning leads to investment in human capital which resultantly strengthens physical and social capitals of any country.

The rationale of Higher education is not to teach certain disciplines of physical and social sciences but it has multidimensional purposes such as

social, economic and cultural (Moore & Farris, 1991). At higher level, education can be broadly categorized in to natural and social sciences. Social sciences deal with knowledge in finding out socio-economic and environmental aspects of society. The whole society serve as laboratory for social scientist in contrast to natural sciences where a particular object is studied under controlled conditions.

The term social science refers to all branches of study which deals with human behaviors. The modern social science is emerged as a scientific discipline during 18th century (Rosenberg, 1962). Social science is mainly linked with research which provides knowledge on societies, interaction among societies and complex human behaviors. Social science research is crucial in policy formulation. It is necessary to build strong institutions in higher education for social sciences that can provide detailed knowledge about exiting socio-economic conditions of the country and devise proper mechanism for evaluation of policies and programs at all levels for realistic planning.

The purpose of higher education in social sciences is to reflect the wider aims and benefits of society as well as individual. Society is made up of different social groups containing individual, therefore, higher education in social sciences should be developed in a manner which caters for individual aspirations and goals as well as shared societal objectives at large. Higher Education encourages sustainable knowledge base and critical inquiry among individuals and social groups about societal problems and issues through trainings for the development of practical and professional skills necessary to compete in globalize environment as described by the researcher in the figure next page.

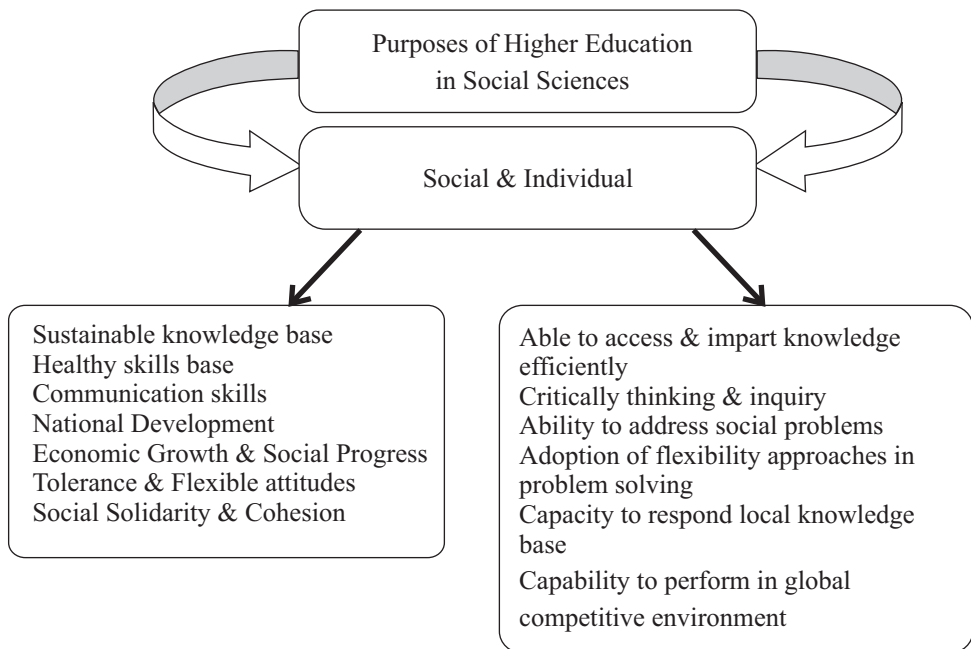


Figure 1: *Purpose of Higher Education in Social Sciences*

It is believed that social sciences emerged in 19th century's twin revolutions namely French and Industrial revolution. Scientists, philosophers, politicians and other thinkers during these revolutions started to warn human beings about the dangers of increasing imbalances in their cultures. The destructions of 20th century have posed challenges. Hence social sciences came up as a necessary subject. Europeans started making colonies in America and other parts of the world. The new education system was introduced in colonies. Pakistan the important colonies of British rules in sub-continent that came under these changes. One of the oldest universities, The University of Punjab, Lahore was developed under colonial rule. Different subjects of physical and social sciences were initiated.

## **SOCIAL SCIENCES IN PAKISTAN**

Pakistan a country of 162 million people had low enrolment at higher education because of low spending and investment on social development due to debt burden (World Bank, 2008). In 1947, Pakistan had two universities with few enrolments at higher levels. Higher education



institutions and the student's enrolment increased in number between 1999-2000 and 2006-07.

Table 1: *Growths of Public and Private Universities and Colleges in Pakistan*

Sector	Higher Education Institutions		Enrolments (Universities)	
	1999-2000	2006-07	1999-2000	2006-07
Public	41	64	117830	242879
Private	27	56	21490	78934
Total	68	120	139320	321813

Source: HEC & Ministry of Education (2008)

Table 1 shows that total enrolment in higher education stood at 3.21 million in 2006-07 within 120 institutes of public and private sector universities (HEC & MoE, 2008). In Pakistan various changes have occurred in education system specifically in higher education. The beginning of Higher Education Commission shaped new policies and programmes for the development of higher education system. These efforts are seriously concerned to make improvements in the current situation of higher education system (Bashir & Aitken, 2008).

According to table 2, the highest number of universities is located in Punjab and Sindh. A large number of public sector universities exists in Punjab and greater number of private universities exists in Sindh. However, Azad Jammu & Kashmir has the lowest number of public and private universities. Nearly 3.8% students were enrolled in higher education and the government is now firmly devoted to improve the enrolment ratio to 6% by year 2010 (World Bank, 2006).

Although the social sciences are more than two centuries older in most Asian countries, including Pakistan, the term "Social Sciences" is new, and teaching and research in the several disciplines covered by it have been introduced recently.

Table 2: *Province Wise Numbers of Public/Private Universities*

Region	Universities	Public	Private
AJK	4	2	2
Baluchistan	8	6	2
Islamabad	17	14	3
Northern Area	1	1	-
NWFP	22	13	9
Punjab	38	21	17
Sindh	38	13	25
Total	128	70	58

Source: Higher Education Commission, Pakistan (2009)

At independence Pakistan inherited one established institution Punjab University at Lahore. Founded in 1882, it provided courses in only three social sciences subjects i.e. Economics, Political science and History (Braibanti, 1966). Gradually Nine public sector universities have been established with 50 social science departments till 1983. The distribution of Economics departments was 18%, History 16%, Political Science 14% and the remaining 52% contribution was made by Psychology, International Relations, Philosophy, Anthropology and Social Work (Ahmed, 1984).

There were total (15,644) social scientists working in the country by 1983. 30%, 19%, 11% were economists, political scientists, historians and educationists respectively. Mostly were engaged in public organizations and were male (Karamat, 2005). The distribution of qualification of these social scientist was 1% PhD and Mphil each and the remaining were masters (Ansari, 1989). Development of various disciplines of social sciences in Pakistan is unbalanced. The discipline of Economics is highly developed as compared to the underdeveloped discipline of Anthropology. Large number of universities is state funded but there is very few privately financed research and training institutions (Inayatullah, 2001).

Traditionally, university is considered as an institution of Higher Education which awards degrees itself. The value of degree is attached with the quality of knowledge produced by an institution. A university is built around the concept of knowledge in all areas of life with the objective of learning and excellence in specialized fields.

The progress of higher education in Medieval to Post-modern period revolves around three main stages with different missions. Research and teaching was emerged during Pre-Nation State Stage, nationalization of universities came up during Nation State Stage wherein public service objective was the core objective of universities, while internationalization of universities was emerged due to globalization (Cobban, 1992).

## **RESEARCH IN SOCIAL SCIENCES**

Research has critical importance in Social Sciences. The quality of higher education around the world depends on quality of research produced by educational institutions. The recent development in quality of research frameworks developed by different researchers focused on evidence-based research (Kezar & Eckel, 2000).

The social scientist recognizes realistic scientific research in formulation of social, economic and educational policies and practices. He advocated experimental design research that comprised quantitative approach of research. He focused that research should be objective, precise and practical. He further elaborates that correlation has an important role in education, mainly in social science research by stating: "Correlation and descriptive research is essential in theory building and in suggesting variables worthy of inclusion in experiments" (Toth & Montagna, 2002). The six guiding principles showed in figure highlights important elements of research. These guiding doctrines maintain logical investigation (Stanley & Porter, 2002). Principles are presented by the researcher in the diagram given blow

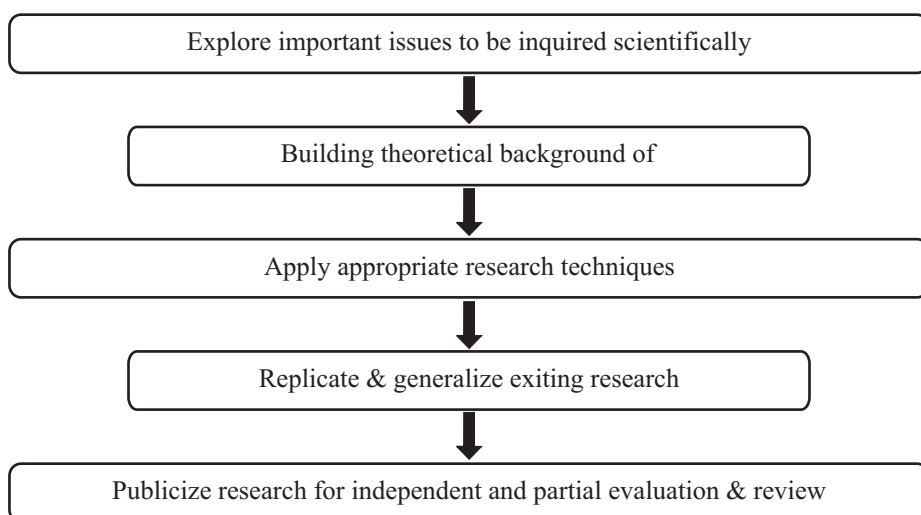


Figure 2: *Guiding Principles of Research*

The important element of research that ensures its quality is its scientific nature. The research design must be definite, clear and based on empirical investigation. The conceptual framework of research should be relevant to its social context. Most important of all elements involved in research are critical inquiry and systematic reasoning throughout the research process.

This expansion and the complication of the global higher education system indicate a clear demand for more structured systems of management in higher education. As management in universities today involves making educational provision and social organization compatible with the demands of the international economic system (Morley, 2003). The core objective of higher education institution is to satisfy academic requirements and expectations. Hence the outcome of the higher education is the quality personnel to fulfill the needs of national development (Coll & Eames, 2004). The issues of quality are central part of planning process of university management (Chadwick, 1995). Higher education is currently operating in that society wherein the role of quality is critical (Owlia & Aspinwall, 1997). Globally universities confronted the competition to become hub of quality for teaching and research. Currently universities are heavily occupied in the task of teaching a large number of students in specialized fields of learning (Umashankar & Dutta, 2007).

Quality at institution covers all activities that ensure policy formulation with concrete objectives and realistic planning (Welsh & Dey, 2002). Some of new research is conducted on the formal structure of academic institutions. The studies show that universities and colleges are the components of recognized educational system in producing knowledge (QAA, 2004).

The two components of formal academic structure are the selection of academic departments and the degree programs offered. Both are interdependent to each other (Braxton & Hargens, 1996). The academic structures are presented in diagrammatical form by the researcher.

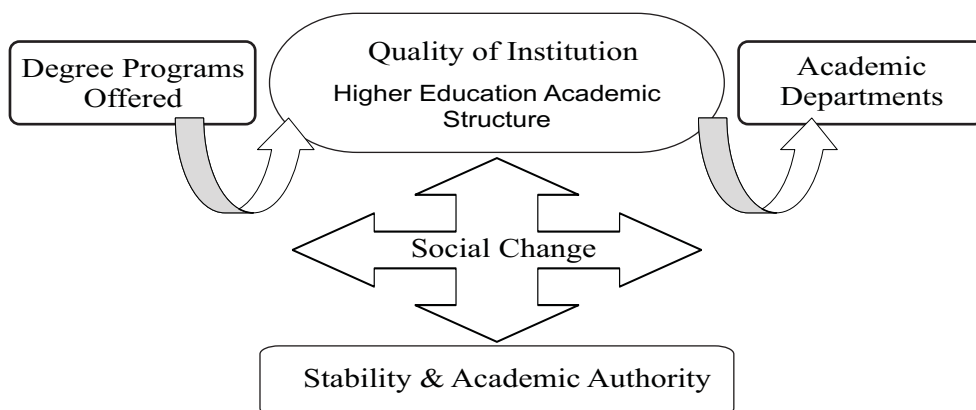


Figure 3: Higher Education Academic Structures

The higher education academic structure is founded on the diversification of degree programs at different levels along with the quality of disciplines in which they are offered. However, the national development and rapid social change are heavily dependent on the quality of education being imparted by the institutions of higher education. The positive social change confirms stability, social solidarity and academic authority in the society.

The quality of education depends upon research produced by educational institutions. The recent development in quality of research frameworks developed by different researchers focused on evidence-based research (Stanley & Porter, 2002). Researchers recognize empirical research in the

formulation of education policies and practices. They advocated that experimental design research is based on quantitative studies. He further elaborates that correlation and explanatory research has an important contribution in research, mainly in social science research by stating: "Correlation and descriptive research is essential in theory building and in suggesting variables worthy of inclusion in experiments" (Toth & Montagna, 2002). Collaboration is the basic approach for reducing the gap by suggesting that researchers and practitioners build collaboration into their research process (Conrad, 1988).

Social science is mainly linked with such research which provides knowledge on societies, interaction among societies and complex human behaviors. It has a crucial importance in policy formulation of any country. It is necessary to build strong institutions in higher education for social sciences that can provide detailed knowledge about existing socio-economic conditions of the country and devise proper mechanism for evaluation of policies and programs at all levels for realistic planning. The idea behind higher education in social sciences is to reflect the wider aims and benefits of society as well as individual. Society is made up of different social groups containing individual, therefore higher education in social sciences should be developed in a manner which caters for individual aspirations and goals as well as shared societal objectives at large. Higher Education encourages sustainable knowledge base and critical inquiry among individuals and social groups about societal problems and issues through trainings for the development of practical and professional skills necessary to compete in globalized environment.

The research function of academia remains a prime source of knowledge and innovation at national, regional and international levels. Current issues facing research are linked with relevance of the subject matter. There is a need to develop subject curricula with its focus on the theoretical base and practical implementation of knowledge and skills by involving all stakeholders of higher education research at all level. National research

universities constitute centers of excellence and act as hub for national research development. The research-based university has the capacity for research training, and can reproduce its own capacity while also supplying qualified analytical competence to other institutions. The diagrammatical presentation given below indicates social science research model that enables researchers to understand inquiring techniques, and methods of exploring critical issues scientifically. Different elements involves in research nexus enables teachers and students to multiple quality knowledge by sharing ideas.

Research is poorly represented in most of the university structures of developing countries. Substantial competence exists, but actual activities remain uncoordinated. The absence of university research institutes is partly explained by the non-developed state of post-graduate education. There is also a strong tradition of individual publication of monograph (Zaidi, 2003).

The amount of work as consultants with government or private clients is still very small. These are all interacting factors. Most faculties have a committee on research coordination, but it does not function well. There is no provision for the recruitment or assignment of staff specifically for research, although a vacation is built into the conditions of service (Baloch, 1974). This is not to imply that the social scientists lack interest in research, but simply that teaching pressures in terms of number of courses and credit hours assigned to each faculty member largely exclude it. This may change the establishment of university research centers.

It is practically impossible at present to make the distinction between basic and operational research. Most of the researches conducted at universities are basic in nature, done on the department's initiative discipline- based rather than interdisciplinary; and descriptive-historical rather than analytical.

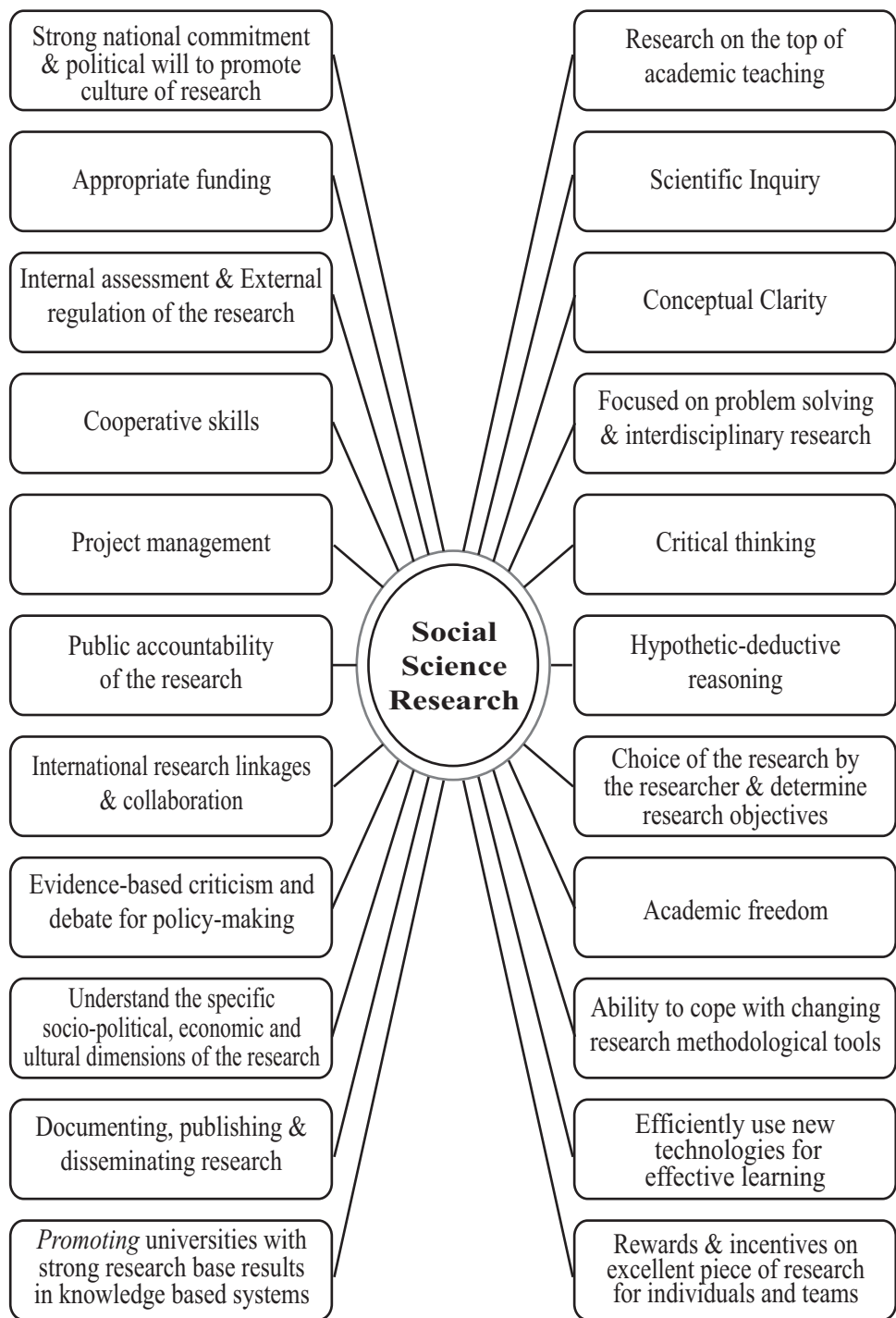


Figure 4: *Social Sciences Research Model*



Although operational research is minimal, the basic research could have operational value if the public agencies concerned cared to make use of it, and if there were adequate institutionalized links between university research and policy-makers. However, the attitude of policy-makers is slowly changing as academics become involved in contract research and participate in government committees (Hussain, 1983).

At present most teachers and students go abroad for studies at Ph.D. level. This is, in one sense, welcomed and beneficial, because the graduate is exposed to a different intellectual climate. But in most cases they learn techniques of research and become acquainted with theories which have little bearing on the problems of their own country. The development of research facilities and a research atmosphere at home would help to overcome this problem. The promotion of advanced studies should not stop with Ph.D. programmes in the universities. Opportunities should be extended to the affiliated colleges which employ over two thousand teachers in the social sciences, most of whom have no access to higher training in the subject of their choice. They lack proper library facilities, and the money to pay for such studies. A possible solution would be to provide senior research fellowships, reserved for teachers of affiliated colleges only (Inayatullah, 2001).

Unless social science teaching is related to research, its quality cannot be expected to improve. This needs teacher-student ratio to be kept at a reasonable level. A research infrastructure has to be built up in the colleges and universities, and links are to be established between different social sciences disciplines. Social scientists have major responsibility in the rebuilding and reconstruction of any society in the globe. Development of disciplines has been unbalanced because of institutional slowness, inadequate machinery for promoting and coordinating their development, and the fact that some of the social sciences are inadequately related to user needs. This, however, may be changing as a consequence of a several

reasons, which are the expansion of university education and the concomitant pressure of student numbers, the increase of social science personnel, and a greater appreciation on the part of government for social science study at higher level (Hafeez, 2001).

Universities and social scientists need better links with research users and policy-makers. The use of university social science research by government agencies has so far been minimal, largely because the necessary institutional machinery is lacking. All the universities have student societies for the social sciences. But they are poorly organized and inadequately geared to the intellectual needs of their members. Some of the societies publish an annual magazine, but often with more articles by staff than by student contributors - more because of poor student response than of staff monopoly of space. One or two societies show more initiative, but their efforts are sporadic and have little influence on the genuine pursuit of knowledge (Inayatullah, 2005).

Heavy teaching loads and large classes impede research. There are no arrangements for the release of staff for research, apart from a holiday at the end of every 36 months' service. A semester system instead of the present academic year system might give staff more opportunities for research. But research skills must also be improved, and an atmosphere more conducive to research could be created within the universities by providing more funds, recognizing and rewarding publication, and by fostering greater partnership in community or government-sponsored projects. Apart from supplying graduates the university should be regularly involved in policy making, problem-solving, research and planning. Most of the research conducted by government is based on donor agenda; the government should also give local social scientists marginally more honor in the universities. There are different stages in social science research in Pakistan. Every stage has its own distinctive and distinguished features (Zaidi, 2002). These features are presented in diagram by the researcher.

Pakistan has a weak social science tradition, thus the universities are producing very little significant research in this field. The state's Islamic ideology has impacted the research content, perspectives and research methodology (Zaman, 2008, Haque, 2007, Inayatullah *et al.*, 2005). Many social scientists found it difficult to show outstanding ideas in different disciplines of social sciences in Pakistan. Only few had made prominent contribution in relevant theory. But most of them are continuously using western theoretical models on the Pakistani conditions, without scientifically inquiring and reasoning upon the theory itself (Zaidi, 2002).

There is a need to fill the gap between social sciences and empirical studies. So far, Studies undertaken in Pakistan have been based on western hypotheses and methodological framework. Therefore, results are mostly ineffective and incompatible to the local conditions. For conducting applied research social scientists should develop a theoretical frame work by implying indigenous knowledge best suited to local needs. Hence, there is a need of suitable environment in which the researchers and stakeholders can interact and develop research programs suited to the needs of country.

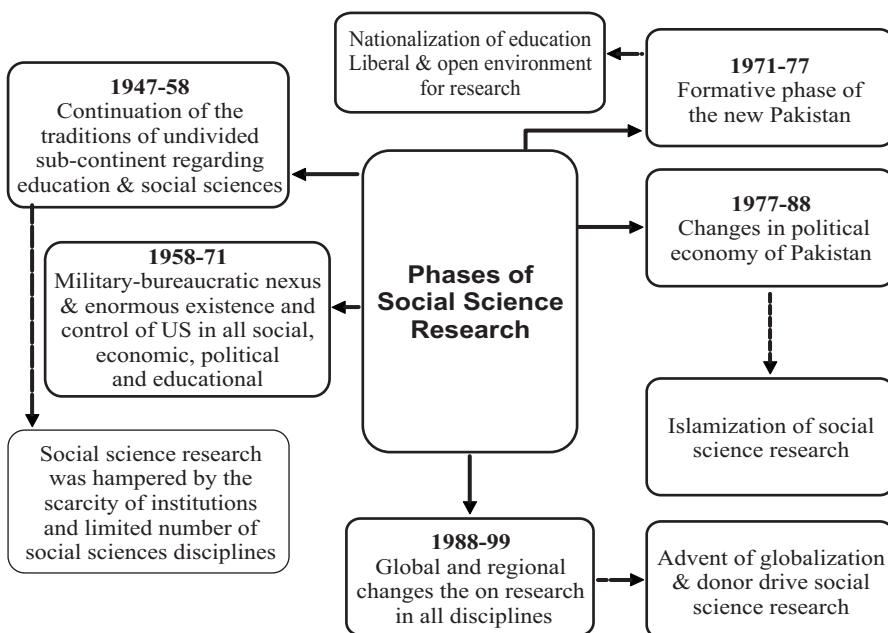


Figure 5: *Different Stages of Social Science Research in Pakistan*

The primary focus of the present research was to study the quantitative growth and qualitative development in social sciences disciplines in selected public sector universities of Pakistan during 2002-2009.

## **RESEARCH DESIGN**

The current research study was conducted by using quantitative approach and survey method was used for data collection. The current study used cross-sectional survey method as it helps researcher in collecting data in a specified instant of time. A questionnaire comprised close ended and matrix questions was used as research instrument to collect data from the respondents. The instrument was pre-tested before conducting the real research by using participating pretesting method. In this method researcher approached the selected respondents and conducted interview with them rather than asking the respondents to simply fill out the questionnaire. Respondents were actually involved in an interview setting where they were asked to give feedback about the nature of questions, wording and order. The questionnaire was tested by the experts from different universities of Pakistan and finalized in the light of their experienced suggestions and comments. The collected data was analyzed by using suitable statistical technique. Uni-variate analysis was carried out to find out the various emerging trends. While a bi-variate analysis was undertaken by using the Chi-square and Gamma to determine an association or relationship between different categorical variables in the selected samples of the data which reflects a real association between these variables in the population.

## **STUDY SETTINGS**

The study was conducted in the recognized public sector universities of Pakistan located in Capital, Punjab, Sindh, Khyber Pakhtoon khawa and Balochistan. The area of the research study was very vast and spreads all over Pakistan and it was very difficult and impossible for an individual researcher to collect valid and reliable data. Therefore, researcher hired a research team on payment to collect data from public sector universities. However focal

persons (faculty members) from different universities were also requested to help in collecting and validating the data. The members of the research team were properly trained for the clarity and understanding of each aspect of questionnaire in order to eliminate any ambiguity in field work.

## **SAMPLING PROCEDURE**

Using Proportionate stratified random sampling technique, at first stage of sampling public sector universities were selected from capital and four provinces of Pakistan using the list of HEC recognized universities. Higher Education Commission enlisted seventy public sector universities out of which 14 are located in capital, 21 in Punjab, 6 in Baluchistan, 2 in Azad Jammu and Kashmir (AJK) and 13 each in Sindh and Khyber Pakhtunkhwa. From the universe of sixty eight, twenty universities were selected through proportionate random sampling from entire Pakistan excluding the universities of AJK i.e., three universities from capital, six from Punjab, four, five and two from Sindh, Khyber Pakhtunkhwa and Baluchistan respectively. The relative size of the two samples (3 universities from capital and six from Punjab) reflect this proportion. However universities from each stratum were randomly selected. On the second stage of sampling, thirteen social sciences disciplines were randomly selected from Council of Social Sciences list. These disciplines are Agriculture Economics, Anthropology, Communication Studies, Economics, Political Science, Sociology, Education, History, International Relation, Pakistan Studies, Psychology, Social Work, and Women and Gender Studies. In these selected universities 97 social sciences departments were selected for data collection. In the current research unit of analysis was individuals and information gathered from heads of the departments. All the head of the departments related to selected disciplines were approached for acquiring required information through pre-designed questionnaire.

## **FIELD WORK**

The field experience during data collection was very challenging, tough,

costly and time consuming. In social sciences, researcher has to face multiple obstacles mostly related to respondents' level of co-operation, nature, attitude and level of satisfaction about various inquiries. The entire process of data collection lasted 6 months starting from November 2010-April 2011. Three different methodologies were used for data collection due to massive work load in order to complete the research study timely. Firstly, questionnaires were dropped at different social sciences departments along with reference letter for the permission to conduct research duly signed by the head of the department of the researcher's respective department after taking appointments. Secondly, questionnaires were dispatched to focal persons to collect relevant information needed for the present study. The researcher herself followed up the respondents by multiple telephonic conversations for timely availability of information. Thirdly, researcher also interviewed some of the respondents to get proper information.

## **RESULTS AND DISCUSSION**

Faculty plays central role in all higher education institutions to improve quality of education and research. There is a global shift towards great diversity of research in various disciplines of knowledge because teaching and research are more approachable to social problems than any other thing. It is a process of transforming higher education from educators to learners. The quality of faculty leads to quality of students. Hence qualification of faculty becomes as issue of great concern as they produce knowledge and learners in their respective institutions. Therefore quality of higher qualification of faculty members has become the salient feature for the success of any educational institution in this contemporary world.

Result depicts that new departments were established during the reported period whereas higher numbers of departments was established during 2004-2006. Higher numbers of new departments were established in the disciplines of Sociology followed by Psychology while there was no new department established in the disciplines of Agricultural Economics,

Anthropology and International Relations. The newly established departments create healthy competitive environment which results in growth of research and new venues of research are opened for researchers.

There is a prominent increase in MA/MSc faculty members in all selected social sciences disciplines during 2002-2009. There is an increase in almost all disciplines except Education and IR while Social Work has no faculty member having MS/M.phil degree. There is a significant increase in Ph.D local faculty members in all selected social sciences disciplines. However there is a rate of decrease in faculty members having foreign Ph.D degree in all disciplines except a reasonable increase is observed in the disciplines of Pakistan Studies, Political Science, Psychology and Gender Studies during the reported period (2002-2009). The discipline of social work in all three selected departments has no faculty member with foreign Ph.D degree.

Table 3: *Number of New Departments and Qualification of Faculty Members (2002-2009)*

Disciplines	No. of new Departments			Faculty Qualification											
	Up to 2003	04-06	07-09	M.A/M.Sc			MS/M.Phil			Ph. Local			Ph. D Foreign		
	Up to 2003	04-06	07-09	Up to 2003	04-06	07-09	Up to 2003	04-06	07-09	Up to 2003	04-06	07-09	Up to 2003	04-06	07-09
Agricultural Economics	-	-	-	5	4	12	8	9	15	5	5	5	4	3	3
Anthropology	-	-	-	3	3	3	0	0	1	2	2	2	4	4	2
Mass Communication	-	2	1	30	44	53	7	11	15	8	11	19	8	8	8
Economics	1	1	1	54	72	84	31	50	51	14	18	27	29	30	27
Education	-	1	1	25	35	51	7	5	8	19	19	21	4	5	4
History	-	1	-	20	13	14	9	22	20	6	11	13	6	4	4
International Relations	-	-	-	21	25	25	8	6	6	2	12	13	3	2	2
Pakistan Studies	-	1	-	15	16	18	8	11	12	9	11	14	5	6	8
Political Sciences	-	1	1	24	23	32	21	24	25	7	7	10	2	6	8
Psychology	-	2	2	12	15	22	11	15	26	8	14	19	3	4	6
Social Work	-	1	-	13	18	23	0	0	0	1	1	2	0	0	0
Sociology	-	5	1	26	45	60	3	7	16	2	5	8	1	4	1
Gender Studies	-	2	1	3	6	12	0	2	6	2	1	2	0	3	3
Total	1	17	8	251	319	409	113	162	201	85	117	155	69	79	76

Overall the rate of qualification of teachers in the selected departments of different social sciences disciplines shows a moderate increase which reveals a positive trend towards improvement. However, some of the disciplines show phenomenal rise in the qualification of teachers as compared to other during 2002-2009.

Research is an interactive process among educators and learners as both questioned, understand, acquired, produced and implemented knowledge in their respective fields. The research function of academia remains a prime source of knowledge and innovation at national, regional and international levels. Quality of research under current study is measured through following indicators i.e. dissertations produced at MS/M Phil and PhD level by the students, number of research papers produced and published in HEC recognized journals and the number of conference (national & international) papers presented by faculty members in selected social sciences disciplines during 2002-2009.

Throughout the world quality of institutes for higher degrees either in physical or social sciences is mainly dependent on research produced by them. National development of any country depends on the quality of research produced by its educational institutions. Quality of research has two important indicators; first, it is related to the problems of real life, and second it bridges gap between research and practices. There is a rate of decrease in MS/M Phil thesis in the departments of seven disciplines during 2007-2009. While disciplines of Mass Communication, Psychology and Sociology shows the rate of constant increase through the reported period. However, the disciplines of Social Work and Gender Studies produced zero theses because none of the selected departments in these disciplines offer degree at MS/M Phil level. There is a trend of reasonable increase in the number of thesis produced at PhD level in all disciplines during 2002-2009 which shows a positive development in social sciences. However, higher number of thesis were produced by PhD students during 2007-2009.



**Table 4: *Number of research publications and Dissertations produced by Faculty members and Students (2002-2009)***

Dissertations & Research Output																
Discipline	MS/M.Phil			Ph.D			Research Papers			National Conference Papers			International Conference Papers			Total
	Up to 2003	04-06	07-09	Up to 2003	04-06	07-09	Up to 2003	04-06	07-09	Up to 2003	04-06	07-09	Up to 2003	04-06	07-09	
Agricultural Economics	68	203	103	0	5	11	7	19	13	2	5	2	2	6	5	451
Anthropology	0	13	5	0	0	1	3	1	2	0	0	4	0	6	8	43
Mass Com.	29	50	63	13	28	45	13	22	35	0	9	12	3	9	36	367
Economics	110	170	150	7	19	19	42	65	67	6	8	9	14	27	51	764
Education	0	0	15	7	5	6	5	9	38	0	7	57	4	18	45	216
History	49	71	16	0	8	22	15	47	35	1	4	4	0	6	4	282
I.R	11	28	15	4	1	2	20	31	32	0	0	3	3	7	6	163
Pak. Study	8	65	55	3	7	8	14	15	40	1	1	9	0	1	10	237
Pol. Science	18	79	29	4	3	3	11	22	22	9	18	17	0	4	17	256
Psychology	47	81	121	5	9	13	15	37	36	0	1	36	5	16	26	448
Social Work	0	0	0	0	0	0	1	3	0	0	1	2	0	0	0	7
Sociology	0	141	168	3	6	10	11	12	24	2	4	2	3	6	18	410
Gender Studies	0	0	0	0	0	2	0	0	12	1	2	2	0	1	5	25
Total	340	760	572	46	91	142	157	283	356	22	60	159	34	107	231	3360

The overall highlights of the data about the students enrollment and pass out depicts that almost 40% students obtained degrees in their respective degree programs in different degree levels during 2002-2009. On the whole female enrollment dominated male at all degree programmes. While the percentage of male pass out was 44 and female were 42. Total enrollment of male students in Agricultural economics, Anthropology, Mass Communication and Sociology was higher than female at all degree levels, while on the other hand female students' enrollment was dominated in psychology at all degree

levels during 2002-2009. The eight departments of the discipline of Pakistan Studies did not offer BS during 2002-2009. Gender studies with five departments did not offer MS/M Phil degree however social work with three departments did not offer MS/M Phil and PhD degree levels. The maximum number of PhD local and foreign faculty was present in the discipline of economics while social work had only two PhD local and none foreign PhD faculty member during 2002-2009.

The highest number of research papers were produced and published in HEC recognized journals by the faculty members of economics followed by history and psychology during 2002-2009. The highest numbers of National Conference Papers were presented by the faculty members of education followed by Political Science and Psychology during 2002-2009. The highest numbers of International Conference Papers were presented by Economics followed by Education and Psychology during 2002-2009. The maximum number of theses was produced by the disciplines of Economics followed by Agricultural Economics and Psychology at MS/M Phil level. The highest number of PhD theses was produced by the discipline of Mass Communication followed by Economics and History during the reported period.

The comparative analysis of pervious data among different disciplines with the current research shows that in the discipline of anthropology, there were eight faculty members by 2001 including three having foreign degrees and five master degree holders. In the case of dissertations by 2001 only few PhD theses were produced (Tarar, 2005). The current research shows that the number of faculty members till 2003 were nine, out of them three were masters, two were PhD local and foreign each. In 2004-2006 the number of faculty members and their qualifications remains the same. However, the total number of faculty members during 2007-2009 again became the same as reported in 2001. While by qualification three were masters, one was MS/M Phil and two were PhD local and foreign each. The department of

anthropology produced single PhD dissertation during the reported period.

In the discipline of Mass Communication there were total 64 teachers in Pakistan on permanent basis. Out of them 19 were females, 14 were PhD degree holder of which three had foreign degree and 13 had M Phil degrees. Since 1947-2001 the discipline of Mass Communication in five public sector universities produced 29 PhD dissertations (Hasan, 2005). According to the findings of the current study total numbers of faculty members in 12 departments of Mass Communication was 95 by 2009. Out of them 53 were masters, 15 were MS/M.phil, 19 were Ph.D local and eight were PhD foreign degree holders. However, the selected departments of Mass Communication produced 86 PhD dissertations. Nearly 0.5 theses per year were produced during 1947-2001 and almost 10 theses per year were produced during 2001-2009. The rate of increase is 10 times higher in the reported period.

In the discipline of economics, there were 203 faculty members in 18 departments by 2001. Out of them 54 were PhD degree holders 11 were M Phil, 127 were masters and 11 were not known. Total 229 PhD and M Phil theses were produced. Out of them 45 were PhD and 184 were M Phil dissertations. Almost 4 theses per year were produced (Karamat, 2005). The current study found that in 16 selected departments of economics, 189 faculty members were present during 2009. Out of them 84 were masters, 51 were MS/M Phil, 27 were PhD local and PhD foreign degree holders each. However, 430 MS/M Phil dissertations and 45 PhD theses were produced. Almost 53 MS/M Phil theses were produced per year. While PhD dissertations were produced at the rate 5.6 per year during the period.

In the discipline of Education, there were 136 faculty members in 21 selected departments included in the study sample during 2001. Out of them 37 were PhD degree holders, 9 were M Phil and 75 were Masters. However, 11 had PhD foreign degrees and the remaining had degree from local institutions. Total 78 PhD and M Phil dissertations were produced in seven public sector universities with an average of 2 theses per year by 2001. Out of 78 theses,

82% theses were PhD and 18% were M Phil theses (Siagol, 2005). The 8 departments of Education selected in the study sample had 84 faculty members by 2009, in which 51 were Masters, 8 were MS/M Phil, 21 were PhD local and four were PhD foreign degree holders. There were 15 MS/M Phil dissertations and 18 PhD theses produced in 8 departments of Education during 2002-2009. Nearly two MS/M Phil theses were produced per year followed by 2.3 PhD dissertations per year.

In the discipline of History there were 75 faculty members by 2001 in 6 depts. out of them 22 were PhD, 9 were M Phil and the remaining 44 were masters' degree holders. While four had PhD foreign degrees and the remaining 18 were locally qualified out of 22 PhDs. Since the independence to 2001, the discipline of History had produced 43 PhD and 83 M Phil theses out of 126 dissertations produced in 6 public sectors universities of Pakistan. Nearly 1.5 M Phil theses and less than one PhD theses were produced in above mentioned time period (Ali, 2005). The findings of the current study show that in seven selected departments of History, there were 51 faculty members including 14 masters, 20 MS/M Phil 13 PhD local and four PhD foreign degrees till 2009. Out of total 166 dissertations PhD theses contributed 30 and MS/M Phil theses were 136. Almost 17 MS/M Phil theses and nearly three and half PhD these were produced per year.

In the discipline of International Relations, there were 74 faculty members in 6 universities during 2001. Out of them only seven had PhD foreign degree while the remaining had PhD local degree. The seven departments of International Relations produced 57 M Phil and 11 PhD dissertations (Rais, 2005). The current study shows that four selected departments of International Relations had 46 faculty members. There were 25 masters, six MS/M Phil, 13 PhD local and 2 PhD foreign degree holders during 2009 respectively. The current study found that 54 MS/M Phil and seven PhD theses were produced during 2002-2009. Nearly seven MS/M Phil and less than one PhD theses were produced per year in the reported period.

In the discipline of Political Sciences, there were 61 faculty members in 7 departments during 2001. Out of them 20 had PhD degree, three had M Phil and 38 had masters degree. The origin of these PhD degree holders was unknown. In seven departments of Political Science, 82 theses were produced, including 64 PhD and 18 M Phil theses were produced with an average of 1.2 PhD and 0.33 M Phil theses per year (Inayatullah *et al.*, 2005). The current study found that in 8 selected departments of the study sample, there were 75 faculty members, in which 32 had Masters, 25 MS/M Phil, 10 PhD local and 8 had PhD foreign degrees during 2009 respectively. Total 136 theses were produced in 8 departments of political science. Out of these the share of MS/M Phil theses was 126 and PhD was 10 with an average of 15.7 and 1.25 theses of MS/M Phil and PhD per year respectively in the reported period.

In the discipline of Psychology total 58 faculty members were present in departments by 2001. Out of 58 faculty members, 13 had PhD local degrees, nine foreign PhD, three M Phil and 28 had Masters' degrees respectively. The 8 departments of psychology produced 81 M Phil and 43 PhD theses during 1985-2000 (Pervaz & Ahmed, 2005). The findings of the current study show that in 9 selected departments, there were 73 faculty members present during 2009. In which 22 were Masters, 26 were MS/M Phil, 19 were PhD local and 6 were PhD foreign degree holders respectively. In nine departments 249 MS/M Phil and 27 PhD dissertations were produced with an average of 31 and 3.3 theses per year respectively during 2002-2009.

In the discipline of Sociology, there were 53 faculty members present in 8 departments by 2001. Out of them seven had PhD foreign degrees, four had PhD local, five were M Phil, and 37 were master degree holders. Total 3 M Phil and 25 PhD theses were produced in 5 departments of sociology (Hafeez, 2005). The current study found that in 12 selected departments of the study sample, there were 85 faculty members during 2009. In which 60 were masters, 16 were ms/Mphil, 8 were PhD local and 1 was PhD foreign

degree holder. The PhD foreign degree faculty members increased one to four from 2002-2006 and decreased four to one from 2006-2009. The positive trend had been seen in the number of faculty members having PhD local degrees during the reported period. Total 19 PhD dissertations were produced in 12 departments of sociology in the reported period.

## CONCLUSION

The discussion so far finds out phenomenal increase in quantitative indicators such as departmental growth, number of faculty members, students' enrollment and passed out but as far as qualitative development was concerned, a moderate rate of improvement was observed in qualification of faculty members, dissertations and research publications. The current study was limited to only public sector universities which are heavily dependent on government for funding of academic and research activities. On the whole, data shows moderate tendency of improvements in all indicators of quality of higher education and research in social sciences in Pakistan.

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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.

## **MATERIAL AND 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.

## **METHODOLOGY**

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 Zulfikar 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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# Articles

## **Profile of Social Sciences Disciplines and Development: An Overview from Pakistan (2002-2009)**

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

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## **The Effect of Physical Exercise on Memory**

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