

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

CC:6466 Unit # 5

HIGHER EDUCATION

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Introduction

There is a diversity of understanding about the concept of higher education, because there have been a lot changes recently, including institutions changing their names and titles.

The international definition of tertiary (post school) education divides it into two parts.

Type A (Higher Education) and Type B (Further Education).

A higher education qualification at degree level takes a minimum of three years to complete, more typically four.

It has a theoretical underpinning, it is at a level which qualifies someone to work in a professional field and it is usually taught in an environment which also includes advanced research activity.

Higher education mainly and generally means university level education.

It offers a number of qualifications ranging from Higher National Diplomas and Foundation Degrees to Honors Degrees and as further step, Postgraduate programs such as Masters Degrees and Doctorates.

These are recognized throughout the world as representing specialist expertise supported by a wide range of skills that employers find very useful.

Further education is generally includes those post graduate studies in where you can gain your Master and Doctorate degrees.

Outline: What we are going to discuss.

1. Concept and Scope of Higher Education

2. University Education in Comparative Perspectives

- a. • USA
- b. • UK
- c. • Pakistan
- d. • India

(1)

Concept and Scope of Higher Education

1. Concept of Higher Education

- **The University of Oklahoma (2013):** an institution of higher education is a school that:
 - Awards a bachelor's degree or not less than a 2 year program that provides credit towards a degree
 - Provides not less than 1 year of training towards gainful employment or,
 - Is a vocational program that provides training for gainful employment and has been in existence for at least two years.
- An institution of higher education is a school that must meet all three of the following criteria:
 - Admits as regular students only persons with a high school diploma or equivalent; or
 - Admits as regular students persons who are beyond the age of compulsory school attendance
 - Public, Private, or Non-Profit
 - Accredited or pre-accredited and is authorized to operate in that state.
- The higher education institute may also provide quality education with academic excellence.
- **National Committee of Inquiry into Higher Education (NCIHE, 1997):**
the excellence of higher education institutions may meet the international education standards:
 - “We believe that the country must have higher education which, through excellence in its diverse purposes, can justifiably claim to be world class. As institutions will increasingly have to operate within an international market for education, they will all be judged by international standards” (Para 1.4).

1. Concept of Higher Education

Contd...

■ EWG-L (2014):

- Higher education is diverse that includes higher study at different levels.
- **Bachelor's Degree:** An undergraduate academic degree awarded for a course or major that generally lasts three or four years.
 - In some countries i.e. Pakistan, bachelors degree is of two years in annual system, however, in semester system, comprised of four years.
- **Master Degree:** An academic degree awarded for completion of a postgraduate or graduate course of one to three years in duration.
- **Doctorate Degree:** An academic degree of the highest level.
 - A doctorate implies recognition of the candidate as an equal by the university faculty under which he or she has studied.
 - **Three types of doctorates:** research, first-professional (USA only), and honorary.
 - Research doctorates are nearly always awarded in recognition of academic research that is of a publishable standard (even if not actually published) and represents at least a modest contribution to human knowledge.
 - Honorary doctorates are awarded for a substantial contribution to a field but this need not be academic in character.

1. Scope of Higher Education

Contd...

■ Scope of Higher Education:

- **Higher Education Commission (2012):** High scope in Pakistan.
- The institutions in Pakistan are among the best in the world.
- Because of HEC the numbers of PhD's have increased in last 6-8years.
- In United States of America and United Kingdom, the scope of higher education is very high.
- There is a stable higher education system in their country.
- These countries follow a set of rules and regulations.
- The scope of higher education expands the boundaries of their lands and attracts the learners.
- •Promotes economic and social development; •Increases income growth of a country;
- Contributes to labour productivity; •Higher education can give leaders the confidence, flexibility, breadth of knowledge, and technical skills needed to confront effectively the economic and political realities of the 21st century; •Generates cadres of well-trained teachers for all levels of the education system; •Offers a wide range of quality options for study and bolsters social mobility and helps the talented to fulfill their potential; •Necessary for training scientists, engineers, and others to help invent, adopt, and operate modern technology in all sectors; •Scientists in developing countries need to contribute to appropriate solutions in areas as environmental protection, the prevention and treatment of illness, industrial expansion, and infrastructure provision.

1. Scope of Higher Education

Contd...

■ Bologna Process in Higher Education:

- In May 1998 the ministers in charge of higher education of **France, Italy, the United Kingdom and Germany** signed the so-called **Sorbonne Declaration** on the harmonisation of the architecture of the European Higher Education System at the **Sorbonne University in Paris**.
- In **June 1999, 29 European ministers in charge of higher education met in Bologna to lay the basis for establishing a European Higher Education Area by 2010** and promoting the European system of higher education world-wide.
- In the Bologna Declaration, the **ministers affirmed their intention to:**
 - adopt a system of **easily readable and comparable degrees**
 - adopt a system with **two main cycles** (undergraduate/graduate)
 - establish a **system of credits** (such as ECTS)
 - promote **mobility by overcoming obstacles**
 - promote European **co-operation in quality assurance**
 - promote European **dimensions in higher education**
- Establishment of the **European Higher Education Area** require constant support, supervision and adaptation to continuously evolving needs, decided to meet again **in two years time**.
- The ministers in charge of higher education of 33 European signatory countries met **in Prague in May 2001**.

1. Scope of Higher Education

Contd...

■ Framework of Bologna:

- The basic framework adopted is of **three levels test of higher education qualification:**
 - Bachelor's, Master's and Doctoral degrees.
- In most cases, these will **take 3, 2, and 3 years respectively** to complete,
- Framework is moving to **defining qualifications in terms of learning outcomes.**
- These levels are closer to the **current model in the UK, Ireland** (as well as the US).
- **Program length tends to vary** from country to country, and less often between institutions within a country.

(2)

**Higher Education in
Comparative
Perspectives**

a. USA

- **Investopedia (2014) explains “Higher Education Act of 1965 – HEA”:**
- A law designed to **strengthen the educational resources** to provide financial assistance.
- The **Higher Education Act of 1965** included six titles:
- Title I –Provides **funding for extension and continuing education programs.**
- Title II –Allocates money to **enhance library collections.**
- Title III –Provisions for strengthening developing institutions.
- Title IV–Provides student assistance (scholarships, low-interest loans, and work study Programs.)
- Title V – Provisions for improving the **quality of teaching.**
- Title VI – Provisions for improving **undergraduate instruction.**
- **The U.S. Higher Education System: 3 Levels of Study:**
- First Level - **Undergraduate:** Student, who is attending a college or university and has not earned a bachelor’s degree, **four years to earn a bachelor’s degree.**
- The first two years of study cover **prerequisite courses:** literature, science, the social sciences, the arts, history, and so forth.
- Some earn an **Associate of Arts (AA) transfer degree** at a community college and then transfer to a four-year university or college.
- A “**major**” is the specific field of study in which students’ degree is focused and **can change** their major multiple times if they choose.

a. USA

Contd...

- Second Level: **Graduate in Pursuit of a Master's Degree:**
- A graduate program is usually a **division of a university or college**.
- To gain **admission**, students need to take the **GRE (graduate record examination)**.
- Certain **master's programs require specific tests**, such as the LSAT for law school, the GRE or GMAT for business school, and the MCAT for medical school.
- Graduate programs take **one to two years** to complete.
- Master's programs except MBA, such as journalism, **only take one year**.
- Spent in **classroom study** and a prepare "**master's thesis**" or complete a "master's project."
- Third Level: **Graduate in Pursuit of a Doctorate Degree:**
- For some schools graduate is the first step **towards earning a PhD (doctorate)**.
- For some, **prepare directly** for a doctorate without also earning a master's degree (3 years).
- International students, it may take as long as **five or six years**.
- First two years of the program most doctoral candidates **enroll in classes and seminars**.
- One year is spent **conducting firsthand research and writing a thesis** or dissertation.
- This paper must **contain** previously published **views, designs, or researches**.
- Most U.S. universities awarding doctorates require their candidates:
 - to have a **reading knowledge of two foreign languages**,
 - Spend a required length of time "**in residence**,"
 - to pass a **qualifying examination** that officially admits candidates to the PhD program, and
 - to pass an **oral examination** on the same topic as the dissertation.

a. USA

Contd...

- **Types of U.S. Higher Education:**

- •State College or University:
- •Private College or University:
- •Community College: (2 years) Transferable or Non Transferable degrees
- •Institute of Technology: (4 years)

- **Characteristics of the U.S. Higher Education System:**

- **•Classroom Environment:**

- Large lectures with several hundred to smaller classes and seminars with a few students.
- Atmosphere is very **dynamic** (Students share their opinion, argue their point, participate in class discussions and give presentations.)
- Each week professors usually **assign textbook and other readings.**
- Certain degree programs also require students to **spend time in the laboratory.**
- **Professors issue grades** for each student enrolled in the course based upon: participation in class discussions, midterm examination, research or term papers, or laboratory reports.
- **Short exams or quizzes** and final examination will be held **after the final class meeting.**

- **•Credits:**

- Each course is **worth a certain number of credits** or credit hours. (three to five credits)
- A **full-time program** at most schools is **12 or 15 credit hours** (four or five courses per term).
- International students enroll in a **full-time program during each term.**

- **•Transfers:**

- Credits earned at the first school can be used to complete a degree at the new university.

a. USA

Contd...

- **American Institutions of Higher Education:**
- 1. Undergraduate Study:
 - •A Technical Institute •Terminal Occupational Education •Liberal Arts College or University •The Bachelor's Degree
- 2. Graduate Study:
 - •The Master's Degree •The Doctorate Degree
- 3. Non-Degree Students
- 4. Professional Training
- 5. Accreditation
- 6. The Credit System
- 7. The Grading System

b. UK

- **Walsh (2012):** post-18 learning that takes place at universities, as well as other colleges and institutions that award academic degrees, professional qualifications and Continuing Professional Development (CPD) modules.
- Whilst **HE** is the common name in the UK and Ireland, it is also known as post-secondary, tertiary and third level education.
- The right of **access to higher education** is enshrined in both UN and European human rights conventions.
- **Structure of UK's Higher Education System:** Kaplan (2014)
- **School and AS/A Level:**
- **Compulsory full-time education** at school between the ages of 5 and 16.
- Continue their **secondary education** for a further two years, study A-levels.
- Common to study **three or four A-levels** relevant to their chosen subject area at university.
- **UK Higher Education: Undergraduate Degree:**
- Enter higher education at the **age of 18 to study an undergraduate** degree.
- Three years to gain their **bachelor's degree** (four years in Scotland).
- In 2009 university fees rose to a **maximum of £9,000** per year for British students.
- International students usually cost **between £10,000 and £30,000** per year.
- **Foundation certificate & diploma courses** prepare international students for admissions.

b. UK

Contd...

- **UK Higher Education: Postgraduate Degree:**
- Master's degrees last for **one year**.
- PhD qualifications can take up to **seven years** to complete.
- Master's degree requires **intensive study, with research and critical thinking**.
- Postgraduates are **assessed through written assignments and tests**.
- Some postgraduate degrees **require dissertation modules** at the end of their course.
- The Institution of **Engineering and Technology (2014, Para 1-8)**: describes academic year:
 - Universities follow the same educational timetable as the schools (Sep or Oct to Jun or Jul).
 - Three terms a year, beginning in Sep/Oct, Jan and May.
 - Some follow US concept of two "semesters" a year starting in Sept/Oct and Jan.
 - Majority of courses **begin in the autumn months**.
- Students have to choose from the **multitude of educational options**:
 - 1. Foundation courses: 'Year 0' programs
 - 2. Diplomas and HNDs: 2 years Higher National Diploma (HND) or Diploma of Higher Education courses
 - 3. Bachelor / undergraduate degrees: 3 years degree courses to awards BA and BSc.
 - 4. Master's/postgraduate degrees: 4 years degree courses. Often sandwich courses 1 year
 - 5. Doctorates: MRes, (Master in Research) prepare for doctoral research. 3-4 years to complete.

b. UK

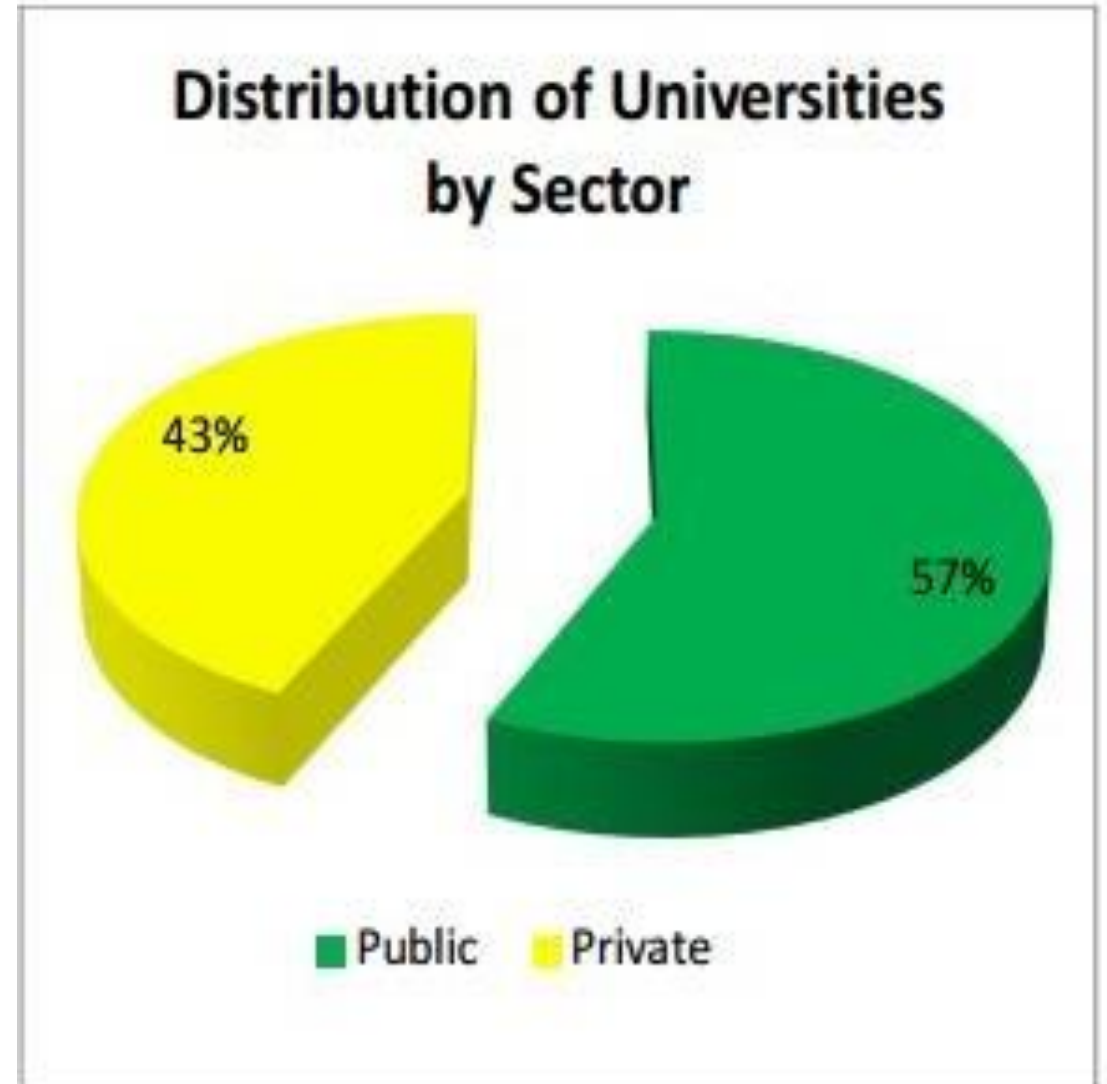
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- **Higher Education Commission of UK:**
- **Bridgman (2014, p.14):** “the Higher Education Commission of UK is:
 - an **independent body** made up of leading figures of education sector, the business community, and three major political parties.
 - Established in demand from **Parliamentarians for a more informed and reflective** disclosure on higher education issues,
 - HEC **examines higher education** policy, holds evidence-based inquiries and produces written reports with recommendations from policy makers”.
- **Comparison of Higher Education Systems of USA and UK:**
- International Student (2016) as follows

	America	Britain
Length of Time	BA: 4 years MA: 2 years PhD: 5-7 years or longer	BA: 3 years MA: 1 year PhD: 3 years
Academic Term	Most schools use the semester system, but some use a trimester or quarter system. Most schools start in the mid to late August and end in May.	Most also use a semester system, but some use trimester or quarter systems. The start and end of an academic year varies by university.
University Organization	Universities are often divided into schools by subject, but these schools do not typically have a lot of autonomy from the university.	University acts an umbrella organization for the different colleges. Colleges are fairly independent of one another.
Style of Education	More varied, liberal arts, study outside your major.	Take only classes in your college.
Depth vs. Breadth	Breadth	Depth
Homework	Constant reading and writing assignments	General assignments or no assignments throughout the semester
Cost	High	Moderate
Grades	Based on overall performance on all	Based mostly on the final exam

C. Pakistan

- **Saeed (2007):**
- **HE Starts** after the completion of grade 12 in universities, colleges and other such institutions.
- The universities & degree awarding institutions are **autonomous but are characterized** by their respective provincial governments and the Higher Education Commission Pakistan.
- First degree is of **2 years**, but under the new stream this is of **4 years**.
- Medicine and pharmacy are of **5 years**; in agriculture and engineering **4 to 5 years**.
- Master is of **two years**, PhD is at least **three years**; and routed through **M.Phil** in the discipline.
- **Academy of Educational Planning and Management (2013, p. 17):**
- Total 139 universities in both public (79 (57%)) and private sector (60 (43%)) of education.
- **Pakistan Education Statistics 2011-12** →

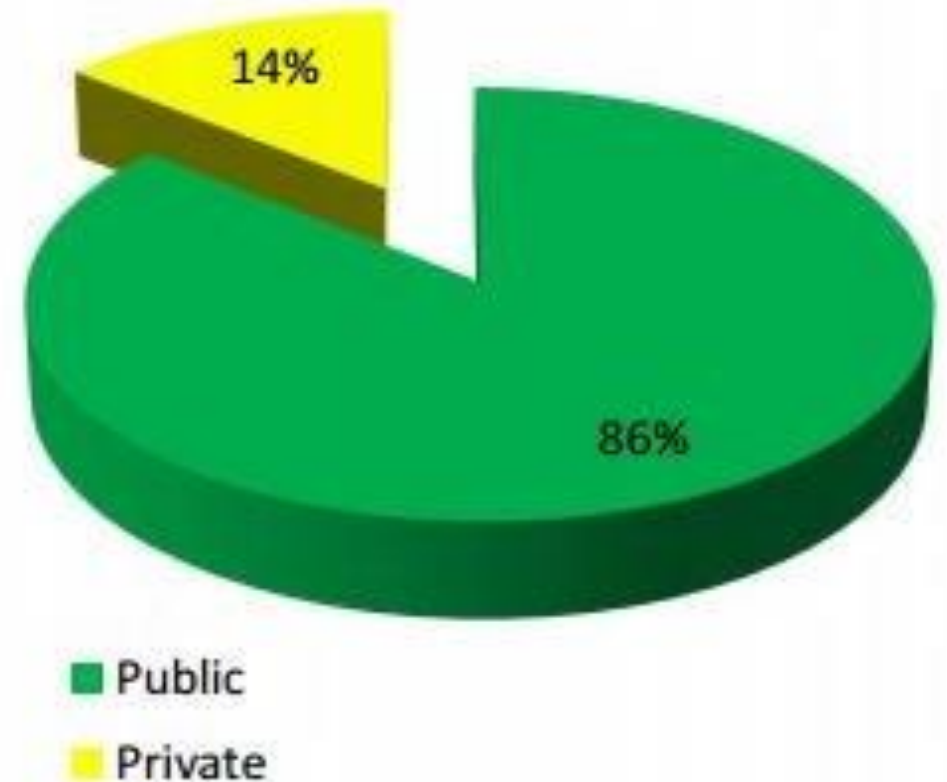


c. Pakistan

Contd...

- **The total enrolment in the universities**
- Post graduate stage, is 1.319 million.
- 1.130 million (86%) students in public universities,
- 0.189 million (14%) students in private universities.
- **Pakistan Education Statistics 2011-12** →
- Male enrolment in the universities is 0.677 million (51%),
- Female enrolment is 0.642 million (49%).
- Teachers in universities are 70,053 out of which 54,837 (78%) are in public and 15,216 (22%) are in private sector.
- Pakistan Economic Survey (2012-13) expects 1.60 million enrolment in universities
- As was over 1.32 million in 2011-12.
- During 2011-12: 139 universities with 70,053 teachers in both sectors are functional.

**Distribution of Universities
Enrolment by Sector**



c. Pakistan

Contd...

- **Higher Education Commission:**
- **Sarwar (2014, Para 1-5):**
- University Grants Commission (UGC) was **dissolved into HEC** since 2002.
- Has **revolutionized the HE**, number of Ph.D increased, enrollment in HE increased.
- Manages the **funding and working** HE (universities).
- **Affiliates and recognizes** the universities which fulfill the set criteria.
- There are about **160 universities affiliated** with HEC.
- HEC offers **scholarships to students** for studying abroad or in the country for Doctorate / MS.
- **Research** and development, indigenous and international **scholarships**, and **quality assurance** of higher education programs etc.
- **Challenges in Higher Education System in Pakistan:** Qureshi (2014)
- 1. There is **gap** between supply and demand.
- 2. **Lack of budget** and increase in educational demand is a big challenge.
- 3. **Quality** of curricula and shortage of trained teachers is also an important challenge.
- 4. Focus on **quality education** is rather fuzzy and misty.
- 5. Benchmark out tertiary education against **internationally recognized standards**.
- 6. QAS - Quality Assurance System comprising **eleven standards for Accreditation**.

c. Pakistan

Contd...

- 7. Mode of **selection and appointment at the top leadership** is a subject of critical discussion.
- 8. The present organizational bodies as **Senates and Syndicates** have many weaknesses.
- 9. Relevant people are not fully **aware of their roles and responsibilities**.
- **Akhtar and Kalsoom (2011)**: suggested the following **steps to meet these challenges**:
 - Adoption of quality benchmarks from some of the best universities in the world.
 - Seek international accreditation either for individual academic programs or for the institution.
 - The administration of public universities should be independent and higher authorities monitor.
 - The syndicate should make decisions regarding university policies.
 - Syndicate should appoint Vice Chancellor and he should be answerable to them.
 - Only university administration should manage and be responsible for University's affairs.
 - The university administration should be fully autonomous body to make decisions.
 - Faculty according to their needs and requirements should be selected by the department.
 - The performance assessment criteria should be based on research, teaching and services.
 - A person himself should be accountable for his/here performance.
 - Alignment of role, responsibility and authority is necessary for effective administrative structure.
 - Close & respectable relationship should be created between universities and society.
 - Standards and Measures for performance should be established.

d. India

- **University Grant Commission (2009)**
- HE starts after **passing the higher secondary education** or the 12th standard.
- Graduation can take **3-5 years**, Postgraduate **2-3 years** of duration.
- After completing post graduation, **doing research** in various educational institutes is open.
- **320 Universities**, of which nearly 131 are of Affiliating Universities and over **15500 colleges**.
- **Autonomous entitled by law** to design, develop & offer programs for national needs.
- Colleges and institutes are **regulated by the universities** (affiliated or associated with).
- Number of **professional, coordinative and regulatory bodies and councils** ensure HE growth
- November 1956 UGC as a **statutory body** via Act of Parliament for the coordination, determination and maintenance of standards of university education in India.
- UGC has **decentralised** its operations (six regional centres at Pune, Hyderabad, Kolkata, Bhopal, Guwahati and Bangalore) with head office in New Delhi with two additional bureaus,
- **Chandra (2014):**
- By 2020, India will have the **largest tertiary-age population** in the world and will have the second largest graduate talent pipeline globally, following China and ahead of the USA.
- HE is **reorganized and remodeled**: funding, leadership and management, quality assurance, accountability, relationships with industry, international collaboration, and the way research and teaching are conducted.
- 3 main **types of tertiary institution**: 1) universities and university-level institutions, 2) colleges and 3) diploma-awarding institutions. By funding source: central Gov., state Gov. and private.

d. India

Contd...

'Higher education in India: twelfth five year plan and beyond', Ernst and Young (2012)



- State universities depend on affiliation fees paid by the colleges for their survival.
- Supplemented by state government funding to pay salaries and little else;
- Most have poor infrastructure and conduct little research, although pockets of excellence exist.
- Most time spent on administering the exams and admissions to their affiliated colleges.
- Places at state universities are highly sought after by students.

Type and Number of Institution	Central	State	Private	Total
University and University Level Institutions	152	316	191	659
Colleges	669	13,024	19,930	33,023
Diploma Awarding Institutions	0	3,207	9,541	12,748
Percentage Enrollment in 2012	2.6%	38.6%	58.9%	100%

d. India

Contd...

- State governments have legislation in place to grant university status to private colleges, providing them with their own degree-awarding powers and much more autonomy.
- 100 such private universities in India (16% of degree-awarding institutions).
- Central government also allowed 129 deemed universities (20% of degree awarding institutions).
- The focus of central government priorities and funding is on IITs, IIMs and IISERs, national institutes in specific discipline areas.
- Most international collaboration is concentrated in these institutes, which are research-based.
- The private sector comprises 64% of the total number of institutions and 59% of tertiary enrolment across the country.
- Growing at the rate of 40% per annum and worth \$6.5 billion.
- **Challenges of Higher Education in India:**
- Four broad categories:
 1. the low quality of teaching and learning;
 2. the supply- demand gap;
 3. uneven growth and access to opportunity; and
 4. constraints on research capacity and innovation.

d. India

Contd...

- **1. The Low Quality of Teaching and Learning:**
 - The chronic shortage of faculty, 30-40% of faculty positions are unfilled, no training in teaching.
 - i. Outdated, rigid curricula and the absence of employer engagement in course content.
 - ii. Pedagogies and assessment are focused on input and rote learning.
 - iii. High student: teacher ratio, due to lack of teaching staff and pressure to enroll students.
 - iv. Separation of research and teaching; lack of early stage research experience.
 - v. An ineffective quality assurance system and a complete lack of accountability.
- **2. The supply-demand Gap:**
 - 30% GER by 2020, 100 million qualified students will still not have places at university.
 - Increase the number of places at universities and enrolment through distance learning programs.
 - Saturated markets for engineers, technology graduates and MBAs.
- **3. Uneven Growth and Access to Opportunity:**
 - Wide variation, particularly between urban and rural areas, but also between states.
 - Inequalities in enrolment rates between rural and urban populations, rich and poor, minority and mainstream communities, men & women and people with disabilities prioritizing 'Inclusive growth'.
- **4. Constraints on Research Capacity and Innovation:**
 - India does not have enough high quality researchers.
 - PhDs and research posts is very low: 4,500 PhDs awarded per year in science and engineering
 - There is systemic segregation of teaching and research;
 - Lack of multidisciplinary working, no development for faculty and students in areas to stimulate innovation and few links with industry.

Conclusion

- The world is changing rapidly, driven by powerful forces such as economics, politics, demographics, religion and technology.
- There are enormous increases in globalization over the past few decades that have transformed how we do business, how we live, and how our governments function.
- To meet the rapid changing trends of the World, every country needs to have skilled workforce.
- Higher education is the ladder through which the nations can progress and excel progress.
- A well designed higher education system is the guarantee towards progress.
- The very common thing among all these higher education systems is that each is focused towards training of human force.
- The more outstanding is the higher education system's quality; the smoother is the road towards prosperity.



Thank you!