PAKISTAN: TERTIARY EDUCATION SECTOR ASSESSMENT

STUDY (6) PRIVATE HIGHER EDUCATION INSTITUTIONS

REPORT

Consultant

Mubashar Ali
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Executive Summary

This report explains the findings of the study about private higher education institutions, its regulators and fund providers. It makes pertinent actionable recommendations. It is requested that these recommendations may please be deliberated upon with a view to implement them where considered appropriate.

Private HEIs are contributing to economic development by providing skilled human capital, but continuous monitoring for quality assurance is required. Due to enormous opportunities for revenue maximization, the private education sector has attracted the businessmen. This study explains how to improve the quality of education in private HEIs and at the same time how to facilitate them to achieve quality education.

Entry to higher education for the providers should be facilitated. A time frame needs to be specified from the date of application to the grant of NOC. The policy could be put the process of accreditation on fast track— but a very strict monitoring and control, thereafter.

The final objective should be that an HEI should not be allowed to admit students without NOC from HEC and the accreditation of program by relevant bodies. HEC needs to be empowered to impose penalties on noncompliance. (Benchmark SBP)

Reporting from private HEI to HEC should be improved. (Benchmark e. reporting NEPRA for financial reporting and SECP for non-financial reporting)

Quality of teaching in the private universities needs improvement. It is encouraging to see the establishment of QECs. It is time to make QECs fully operational. It is proposed that the head of QECs should be Provost or senior most Dean so that QEC is given due respect in the HEIs. The role of HEC Quality Assurance Agency is very important. If the Quality Assurance Agency of HEC cannot be made independent as was originally envisaged, than at least, it may be provided with sufficient manpower to function properly.

Another major function of an HEI is research. Academia industry linkages must be strong for applied research and employability of the graduates. Currently 29 private universities are eligible for research grants from HEC under NRPU. HEC may consider research grants to all private universities for applied research. In that case, the policy guideline of NRPU will have to be reviewed and revised. Applied research should be encouraged and rewarded.

To solve the issue of scarce funds for research in the private HEIs, it is proposed that an Endowment/Reserve Fund for Research may be established. HEC may consider to incorporate a clause in NOC of new private universities to contribute to the fund. Initially the fund may be established by HEC and later transfer to private fund management board. Its modality can be worked out by HEC and Private Universities. HEC may encourage them by providing small seed money and Private HEIs to regularly contribute to the fund. It may be used to conduct market oriented applied research by the private institutions of higher learning.
Engagement of HEC with provincial higher education departments, regulatory authorities such as HERA of KPK, as well as, other stake holders may be developed and expanded so that the resources/manpower of these organizations may be utilized to achieve quality in the private HEIs. For this purpose it is proposed that a small unit may be created in HEC for consistent coordination with higher education departments of all federating units and AJK.

At present certain facilities on subsidized rates such as PERN, Digital Library, etc., are provided to private universities only after achievement of W Category. It is observed that these facilities are more needed at initial stage when they are struggling to achieve W category. The mature intuitions like LUMS & Agha khan have enough financial strength to cater such facilities for themselves. HEC may revisit its policy and may allow such facilities to private institutions who apply for it regardless of category status.

HEC may consider capacity building programs for the senior management and faculty of private HEIs, through its training programs (LI & TESP etc.) as given to public universities.

Absentee PhD’ shown as regular faculty in more than one private HEI. It is difficult to trace the same PhD shown as a regular faculty member in more than one private university only by checking the name. Two or more persons may have the same name. There should a unique identification of each PhD, say a unique number. The professional institutes like ICMA and CA issue unique numbers to their qualified fellows. This will solve the problem of absentee PhDs.

**Challenge faced in the study**

The most difficult task was to collect data. The non- availability of data at HEC, federal departments and the provincial education departments was the biggest challenge. Secondly, the available data had different figures that were not matching.

**Proposed Solution**

It is suggested that HEC may build a onetime baseline data pertaining to tertiary education covering all aspects by hiring some suitable firm. Once the baseline data is available, HEC may update it periodically through its own resources.
### Abbreviations and Acronyms

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<td>ACCA</td>
<td>Association of Certified Chartered Accountants</td>
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<td>AJK</td>
<td>Azad Jammu Kashmir</td>
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<tr>
<td>APIIT</td>
<td>Asian Pacific Institute of Information Technology</td>
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<td>CIMA</td>
<td>Chartered Institute of Management Accountants UK</td>
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<td>CSR</td>
<td>Corporate Social Responsibility</td>
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<td>CUST</td>
<td>Capital University of Science and Technology Islamabad</td>
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<td>DPT</td>
<td>Doctor of Physical Therapy</td>
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<td>FAST</td>
<td>National University of Computer and Emerging Sciences</td>
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<td>GB</td>
<td>Gilgit - Baltistan</td>
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<td>HEI</td>
<td>Higher education institute</td>
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<td>HEC</td>
<td>Higher education commission</td>
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<td>HERA</td>
<td>Higher education regulating authority Peshawar</td>
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<td>HED</td>
<td>Higher education department Peshawar</td>
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<td>HEIMS</td>
<td>Higher education management information system KPK</td>
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<tr>
<td>IBF</td>
<td>Institute of business and finance</td>
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<tr>
<td>ICM</td>
<td>Institute of Commercial management</td>
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<tr>
<td>ICMA</td>
<td>Institute of Cost and Management Accountants</td>
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<td>ICAP</td>
<td>Institute of Chartered Accountants Pakistan</td>
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<td>IPFP</td>
<td>Interim Placement of Fresh PhDs</td>
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<td>KIET</td>
<td>Karachi Institute of Economics and Technology Karachi</td>
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<tr>
<td>KPK</td>
<td>Khyber Pakhtoon Khawa</td>
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<tr>
<td>LSMF</td>
<td>Licentiate of State Medical Faculty</td>
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<td>MDI</td>
<td>Management development Institute</td>
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<td>MY</td>
<td>Muslim Youth University</td>
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<td>NCH</td>
<td>National Council of Homeopathy</td>
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<td>NCT</td>
<td>National Council of Tib</td>
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<tr>
<td>NBEAC</td>
<td>National Business Accreditation Council</td>
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<tr>
<td>NCRC</td>
<td>National Curriculum Review Committee</td>
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<tr>
<td>NCEAC</td>
<td>National Computing Education Accreditation Council</td>
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<tr>
<td>NUST</td>
<td>National University of Science and Technology</td>
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<tr>
<td>NAVTTTC</td>
<td>National Vocational and Technical Education &amp; Training</td>
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<tr>
<td>NCBAE</td>
<td>National College of Business and Economics Lahore</td>
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<td>NEPRA</td>
<td>National Electric Power Regulatory Authority</td>
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<td>PBC</td>
<td>Pakistan Bar council</td>
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<tr>
<td>PCATP</td>
<td>Pakistan Council of Architect and Town Planners</td>
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<td>PMDC</td>
<td>Pakistan Medical and Dental Council</td>
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<td>PNC</td>
<td>Pakistan Nursing Council</td>
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<td>PCP</td>
<td>Pakistan Pharmacy Council</td>
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<td>RMP</td>
<td>Registered Medical Practitioner</td>
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<td>RDP</td>
<td>Registered Dental Practitioner</td>
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<td>SECP</td>
<td>Securities and Exchange Commission of Pakistan</td>
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<td>TUMC</td>
<td>The Millennium University College</td>
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<td>UOG</td>
<td>University of Gujarat</td>
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<tr>
<td>UET</td>
<td>University of Engineering &amp; Technology</td>
</tr>
<tr>
<td>UMT</td>
<td>University of Management &amp; Technology</td>
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<tr>
<td>UVAS</td>
<td>University of Veterinary and Animal Sciences Lahore</td>
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1. Introduction

Quality education in the right areas, together with the commitment of stakeholders are key to national development. The requirement of higher education is growing in the country. Government is committed and trying its best to ensure that its people are educated; not just any kind of degree but relevant and of good quality.

Since the establishment of HEC, government has spent a lot on tertiary education but much is yet to be done in this sector. Quality and relevance of teaching and research, particularly in the private sector are below than regional standards.

Both public and private sectors are contributors to the tertiary education under HEC which has multifarious roles, such as, resource allocator, regulator, facilitator and assuring quality.

This study covers only private sector institutions of higher learning that are quite heterogeneous. Where applicable a comparative data of Public and Private sector is given.

The following scope of the study as per the TORs is very vast. This study may be treated as a pilot study as some areas may need to be further explored:

a) Overall picture of the private HEIs’: colleges/universities/other DAIs; research /non research; levels of degrees offered ; disciplines offered; location (urban/rural); Any market feasibility report before the initiation of new programs; Distribution of enrollments in the various HEIs identified in (a), broken down by gender FT/PT students and regular attendees; learning assessment; any contribution towards societal issues

b) Financial situation: Fees and scholarships;

c) Human resources: number of faculty staff by qualification and status (permanent/non-permanent – with special attention to faculty staff “borrowed” from public HEIs;

d) Regulatory framework: modalities of establishment/ registration/ accreditation (HEC/ professional accreditation bodies (in collaboration with consultancy # 8);

e) Quality assurance (curriculum, teaching methods);

f) Assessment of offering Financial benefits to Private HEIs, Other kinds of support from governmental sources and forms of public/private partnerships
   a. Professional Grooming of HEIs, imparted by HEC
   b. Participation of HEC in the statutory bodies of private HEIs

g) Identifying the caliber to address the issue of Internalization and Globalization

h) Special section on foreign owned/franchised private HEIs.

i) Employment status after graduation (as compared to public sector);
2. Methodology

Secondary Data: We used the administrative data available at HEC and provincial Departments of Education. In addition, we used the most recent available Household surveys and Labor force surveys to assess the financial and employment situation of graduates from private HEIs.

Primary Data: Secondly: A field survey was conducted. We held extensive discussions with representatives from private HEIs. Face to face and focus group organized with private HEIs managers and staff. Primary data is collected from sample universities covering all provinces and AJK. Sample includes general, medical and engineering universities. It also cover colleges offering foreign qualifications e.g. University of London external program, (B.Sc.) and LLB.

The study is descriptive in nature but based on quantitative and qualitative data.

*Data Collection* Data is obtained from multiple primary and secondary sources.

Secondary sources

- Administrative data from HEC and provincial education department.
- Accreditation Councils
- Documents of universities and regulators
- Websites of universities and HEC

Primary sources

Primary data is collected from all the stakeholders. Following methods of data collection were used

*Field survey*

By research team in the selected universities via questionnaire and interview from students separately to get a clear picture as per a list attached.

*Interviews*

Attestation & Accreditation (A&A) division of HEC including focal person for private HEIs by consultant.

Key management positions of selected private universities
Field trips to Lahore / Peshawar/ Islamabad and Karachi universities including head offices of Al-Khair and Mohi- ud- Din universities of AJK and Islamabad campus of Al-Hamd university of Quetta Baluchistan

*Focus group discussion*

A focus group discussion was held in Islamabad. 14 Participants from private HEIs.
3. Findings and Results

3.1 Overall picture of the private HEIs’

Private HE sector is heterogeneous in nature and varies greatly in its quality and repute ranging from such universities as LUMS and Agha Khan to a small colleges operating in small rented buildings mostly owned by a sole proprietor or a family. Some have formed groups like Punjab Group of Colleges, Superior group etc.

A few HEIs are managed by a community and controlled by competent reputable board of governors and have a history of achievements. At the same time many private institutions are pure business ventures controlled by entrepreneurs seeking profit maximization.

Private HEIs are very varied, in the type of students, the admission criteria for entry, the courses taught, fee charged and so on. While most of higher education takes place in a university this one word does not covers the reality of their diversity.

Private HEIs

- 75 chartered universities
- 1829 private colleges affiliated with public sector universities
- 66 Medical colleges- MBBS- BDS
- 134 Homeopathic colleges
- 34 Tibia colleges
- 40 Nursing colleges
- 51 Engineering campuses
- 4 Architecture, Town planning
- 20 HEIs offering B. Tech.
- 8 HEIs and 71 affiliated colleges are offering Law qualification
- 381 Affiliated colleges offering Commerce qualification
- 214 affiliated colleges offer teachers’ education
- 27 Local colleges offering foreign qualification
• 14 local colleges are offering Law and BSc business and economics qualifications of UK universities.

• 10 recognized religious institutions (deeni madaris)

• 12 public/private partnership campus

• 30 recognized campuses of private HEIs

• 27 Recognized campuses/colleges offering foreign qualifications

• 3 Professional institutes – CA-ICMA-ACCA

In addition there are at least 164 private institutions whose list is on HEC website as unrecognized but the actual number is much higher. Most of the private students, approximately half a million, who register themselves with universities for examination only, pertain to this segment.
Year by year growth of private HEIs

There was no private university till 1983. The first private university was established in 1983 Agha Khan University Karachi. 2nd was LUMS in 1985.

21st century witnessed a rapid growth in higher education in Pakistan.

<table>
<thead>
<tr>
<th>Year</th>
<th>No. of Private Universities/DAIs</th>
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### 3.1.1 Health Related education

This section covers the following components and their respective accreditation councils.

- Medical - MBBS –BDS and post graduate
- Pharmacy
- Nursing
- Tibb
- Homeopathy
- Veterinary
- Physical Therapy

#### 3.1.1.1 Medical

Bachelor of medicine and bachelor of dentistry is regulated and accredited by PMDC Pakistan medical and dental council. (1962 ordinance)

The Council is a supreme body and takes all policy decisions. It acts through various Committees and secretariat. It was established by adopting Indian Medical Council Act 1933 on the recommendation of Health Conference in 1948. It was re-organized under P.M.C. Act of 1951. The Council was re-constituted under Medical & Dental Council Ordinance 1962, and Provincial Medical Councils were dissolved. (1962)

**Composition** of the Council

PM&DC Ordinance 1962 Section3 (1)
8 members elected council.
President, Vice president and 6 Executive committee members.

The PM&DC Head office is in Islamabad. The Council has four provincial sub-offices located in each Provincial Capital i.e. Lahore, Karachi, Peshawar and Quetta.

#### Functions of PMDC

- To lay down the minimum standard of basic and higher qualifications in Medicine & Dentistry.
- Prescribe a uniform minimum standard of courses of training for obtaining graduate and post graduate medical and dental qualifications.
- Prescribe minimum requirements for the content and duration of graduate and post graduate medical and dental courses of study.
- Prescribe the conditions for admission of courses of training.
- Prescribe minimum qualification and experience required of teachers for appointment in medical and dental institutions.
- Prescribe the standards of examinations, methods of conducting the examinations.
• Prescribe the qualifications, and experience required of examiners for professional examinations.
• Register Faculty and Students of Medical & Dental Institutions
• Inspect and formulate recommendations regarding recognition of Medical & Dental Institutions for training of undergraduate & postgraduate qualification.

The Secretariat keeps a close liaison with the Federal and Provincial Governments, Health Departments, Universities, Medical Colleges and allied agencies for speedy implementation and execution of the decision of the Council.

The detailed recognition and accreditation standards for medical and dental regulations are given in the gazette of Pakistan, by ministry of national regulations and services on 5th January 2012.

66 accredited private HEIs offering medical education. 60 HEIs offer MBBS qualification and 32 of these are also offering dental qualification BDS. 6 colleges offer BDS only.

### Medical colleges (offering MBBS and MBBS+BDS)

<table>
<thead>
<tr>
<th>Region</th>
<th>Private</th>
<th>Public</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Punjab</td>
<td>35</td>
<td>19</td>
<td>54</td>
</tr>
<tr>
<td>Sindh</td>
<td>14</td>
<td>9</td>
<td>23</td>
</tr>
<tr>
<td>KPK</td>
<td>9</td>
<td>8</td>
<td>17</td>
</tr>
<tr>
<td>Baluchistan</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>AJK</td>
<td>1</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>40</td>
<td>100</td>
</tr>
</tbody>
</table>

### Admission Seats

<table>
<thead>
<tr>
<th>Province</th>
<th>College</th>
<th>MBBS</th>
<th>MBBS/BDS</th>
<th>MBBS Seats per year</th>
<th>Total seats MBBS</th>
<th>BDS Seats per year</th>
<th>Total seats BDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Punjab</td>
<td>35</td>
<td>20</td>
<td>15</td>
<td>12x150 each 22x100 each 1x 50 seats</td>
<td>4150</td>
<td>6x75 9x50</td>
<td>750</td>
</tr>
<tr>
<td>KPK</td>
<td>9</td>
<td>4</td>
<td>5</td>
<td>8x100 1x50</td>
<td>850</td>
<td>1x75 4x50</td>
<td>275</td>
</tr>
<tr>
<td>Sindh</td>
<td>14</td>
<td>2</td>
<td>12</td>
<td>12x100 1x150</td>
<td>1500</td>
<td>1x80 3x75 8x50</td>
<td>705</td>
</tr>
<tr>
<td>Baluchistan</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1x100</td>
<td>100</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>AJK</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1x 100</td>
<td>100</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>28</td>
<td>32</td>
<td></td>
<td>6600</td>
<td></td>
<td>1730</td>
</tr>
</tbody>
</table>
BDS ONLY

Besides these medical colleges there are 6 private recognized dental colleges offering only BDS qualifications.

Punjab 2 Sindh 3 KPK 1
Total Seats of 6 HEIs 405 Total seats of BDS 38 colleges 1730+405=2135

Medical degree awarding HEIs

29 medical degree awarding institutes (DAIs) are recognized by PMDC, 18 public sector and 11 private sector.

Private DAI, HEIs

<table>
<thead>
<tr>
<th>Region</th>
<th>Number</th>
<th>Institutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Federal</td>
<td>2</td>
<td>Ripha and Foundation</td>
</tr>
<tr>
<td>Punjab</td>
<td>3</td>
<td>University of Lahore- Superior College - University of Faisalabad</td>
</tr>
<tr>
<td>Sindh</td>
<td>5</td>
<td>AKU, Zia-ud-Din, ISRA, Baqai, Hamdard</td>
</tr>
<tr>
<td>KPK</td>
<td>1</td>
<td>Gandhara</td>
</tr>
</tbody>
</table>

All other medical colleges are affiliated colleges.
Affiliations given by following universities

<table>
<thead>
<tr>
<th>University</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>UHS</td>
<td>24</td>
</tr>
<tr>
<td>Bahria</td>
<td>4</td>
</tr>
<tr>
<td>KMU</td>
<td>5</td>
</tr>
<tr>
<td>LUM&amp; HS</td>
<td>1</td>
</tr>
<tr>
<td>Others</td>
<td>15</td>
</tr>
</tbody>
</table>

Curriculum for MBBS and BDS was prepared jointly by HEC and PMDC which is available on PMDC website.

Post Graduate Medical HEIs

18 post graduates HEIs are recognized by PMDC. Public sector 10 private sector 8, all private HEIs are located in Sind.

College of Physicians and Surgeons Pakistan CPSP controls and accredits post graduate specialization in medical education. CPSP promotes specialist medical practice;安排 postgraduate medical training and research and advance the high principles of medical profession.

CPSP offers admission to the Fellowship FCPS (4 year) in 73 specialties / sub-specialties and Membership MCPS (2 years) in 22 specialties.

Employment Status

Jobs are available. Graduates start job after completion of 1 year house job or peruse post graduate qualification FCPS. During FCPS training the doctors receive stipend.

All Inclusive Total number of doctors / dental (with basic degree only) registered up to 1st March 2016

<table>
<thead>
<tr>
<th>Province/Region</th>
<th>M.B.B.S.</th>
<th>B.D.S.</th>
<th>L.S.M.F.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
<td>Total</td>
</tr>
<tr>
<td>Punjab/Federal Area</td>
<td>32162</td>
<td>30758</td>
<td>62920</td>
</tr>
<tr>
<td>Sindh</td>
<td>29748</td>
<td>29509</td>
<td>59257</td>
</tr>
<tr>
<td>K.P.K</td>
<td>12377</td>
<td>6284</td>
<td>18661</td>
</tr>
<tr>
<td>Baluchistan</td>
<td>2600</td>
<td>1729</td>
<td>4329</td>
</tr>
<tr>
<td>A.J.K.</td>
<td>1637</td>
<td>1336</td>
<td>2973</td>
</tr>
<tr>
<td>Foreign Nationals</td>
<td>2771</td>
<td>941</td>
<td>3712</td>
</tr>
<tr>
<td>Total</td>
<td>81295</td>
<td>70557</td>
<td>151852</td>
</tr>
</tbody>
</table>
Total number of specialist doctors/dental surgeons registered up to 1st March, 2016

<table>
<thead>
<tr>
<th>Province</th>
<th>M.B.B.S.</th>
<th>B.D.S.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>Punjab/Federal Area</td>
<td>12365</td>
<td>5440</td>
</tr>
<tr>
<td>Sindh</td>
<td>6889</td>
<td>3298</td>
</tr>
<tr>
<td>K.P.K</td>
<td>3808</td>
<td>1087</td>
</tr>
<tr>
<td>Baluchistan</td>
<td>938</td>
<td>258</td>
</tr>
<tr>
<td>A.J.K.</td>
<td>620</td>
<td>203</td>
</tr>
<tr>
<td>Foreign Nationals</td>
<td>80</td>
<td>21</td>
</tr>
<tr>
<td>Total</td>
<td>24700</td>
<td>10307</td>
</tr>
</tbody>
</table>

RMP registered medical practitioner  
RDP registered dental practitioner  
LSMF Licentiate of state medical faculty  
No more offered  
(Source)  
www.uhs.edu.pk/affint.php  
www.pmdc.org.pk/AboutUs/RecognizedMedicalDentalColleges  
www.hec.gov.pk/OurInstitutes/Documents/New_Affiliation  
wwwcpsp.edu.pk/
3.1.1.2 Pharmacy

Doctor of pharmacy Pharm D. is a professional doctorate degree. HEC and Pharmacy Council of Pakistan PCP revised the syllabus in 2004 and changed the 4 year B. Pharmacy program to 5 year degree.

PCP is a professional body responsible for the promotion of pharmacy education and accreditation of pharmacy institutes in the country.

PCP is the regulator established under the Pharmacy Act, 1967 to regulate pharmacists, pharmacy support personnel and pharmacy institutions in Pakistan.

34 HEIs are recognized by PCP. 17 private and 17 public sector. In addition, there are 19 HEIs to whom NOC has been granted but so far not recognized/functional.

Province wise breakup and no of seats for private HEIs

<table>
<thead>
<tr>
<th></th>
<th>Recognized</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pharm D</strong></td>
<td></td>
</tr>
<tr>
<td>Sindh</td>
<td>5</td>
</tr>
<tr>
<td>Punjab</td>
<td>5</td>
</tr>
<tr>
<td>KPK</td>
<td>4</td>
</tr>
<tr>
<td>Federal</td>
<td>1</td>
</tr>
<tr>
<td>Federal (campuses of other HEIs)</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>17</td>
</tr>
</tbody>
</table>

![Pharmacy Seats Graph](image)
Public sector HEIs Seats are 1970.

Further 11 private and 5 public HEI’s have been granted NOC to start pharm D.

<table>
<thead>
<tr>
<th></th>
<th>Private</th>
<th></th>
<th>Public</th>
<th></th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>HEIs</td>
<td>Seats</td>
<td>HEIs</td>
<td>Seats</td>
<td>HEIs</td>
</tr>
<tr>
<td>Recognized</td>
<td>17</td>
<td>1745</td>
<td>17</td>
<td>1970</td>
<td>34</td>
</tr>
<tr>
<td>NOC granted</td>
<td>19</td>
<td>905</td>
<td>8</td>
<td>460</td>
<td>27</td>
</tr>
<tr>
<td>Total</td>
<td>36</td>
<td>2650</td>
<td>25</td>
<td>2430</td>
<td>61</td>
</tr>
</tbody>
</table>

**Employment Status**

Pharmacists’ jobs are in hospitals, pharmacies and pharmaceutical companies, in Pakistan and overseas. D. Pharmacy graduates are mostly working as medical representatives in pharmaceutical companies at a relatively low starting salary.

There could be a loose job market for pharmacists in future. 5,000 pharmacists will be graduated after 4 years, risk of underemployment exists.

A pharmacy doctor is not allowed to do clinical practice.

(Source)

Interview:

Mr. Rizwan Deputy Registrar of Shifa TM and medical representatives of Getz Pharma & Mactro (pharmaceutical companies) in Islamabad.

Source: www.pharmacycouncil.org.pk/
3.1.1.3 **Homeopathy**

**NCH – National Council for Homoeopathy** is a body Corporate Constituted under Unani Ayurvedic and Homoeopathic Practitioners Act, 1965 to regulate the qualifications and to provide for the Registrations of Practitioners of Unani Ayurvedic and Homoeopathic Practitioners.

**NCH composition**

<table>
<thead>
<tr>
<th>21 Members</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 members, being registered Homoeopaths, are nominated by the Federal Government after consulting the Provincial Government concerned, one from each Province.</td>
</tr>
<tr>
<td>11 members, elected from amongst themselves by registered and listed Homoeopaths, of whom five from the Punjab, three from Sindh, two from the North-West Frontier Province and one from Baluchistan.</td>
</tr>
<tr>
<td>2 members are elected from amongst themselves by the teachers of recognized institutions of homeopathy.</td>
</tr>
<tr>
<td>4 members are nominated by the Federal Government, of whom 3 are scientist from the related field and one Deputy Secretary (Budget), Ministry of Health</td>
</tr>
</tbody>
</table>

**Functions of the Council** (Under Section 14 of UAH Act, 1965)

- To consider applications for recognition under this Act made by institutions imparting or desiring to impart instruction in the system of medicine.
- To secure the maintenance of an adequate standard of education in Recognized Institutions.
- To provide for research in the system of Medicine.
- NCH recognized 134 Private homeopathic colleges. No homeopathy college in public sector.

<table>
<thead>
<tr>
<th>Province</th>
<th>KPK</th>
<th>Sind</th>
<th>Baluchistan</th>
<th>Punjab</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of colleges</td>
<td>17</td>
<td>20</td>
<td>2</td>
<td>95</td>
</tr>
</tbody>
</table>

NCH has de-accredited 5 colleges 3 in KPK and in 2 Punjab but these colleges are working under stay order from courts.

**Equivalency** – NCH is trying to get DHMS Diploma equivalency to BSc (homeopathy) from HEC but not yet accredited.

**BHMS Program of NCH** has not yet been launched by any university

**Employment Status**

Job market for DHMS is very limited. Qualified homeopaths work as private doctors.

(Source http://nchpakistan.gov.pk)
3.1.4 TIBB

NCT National Council of TIB is accreditation body for TIB education.

National Council for Tibb was established under section 3 of UAH (the Unani Ayurvedic and Homoeopathic Practitioners act, 1965) to promote and regulate education and research in this field and to provide for the registration of practitioners of those systems of medicine, presently working under the administrative control of Ministry of National Health Services, Regulations & Coordination Islamabad.

**Function**

- To consider applications for recognition of institutions.
- To secure the maintenance of standard of education.
- To make arrangements for the registration of duly qualified persons.
- To provide for research in the system of medicine.

**Composition** of council

| President – Vice President- and 20 members |

**Recognized institutes**

<table>
<thead>
<tr>
<th></th>
<th>Punjab</th>
<th>Sindh</th>
<th>Baluchistan</th>
<th>KPK</th>
<th>AJK</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Public</td>
<td>Private</td>
<td>Public</td>
<td>Private</td>
<td>Public</td>
</tr>
<tr>
<td>Universities</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Colleges</td>
<td>0</td>
<td>25</td>
<td>0</td>
<td>5</td>
<td>0</td>
</tr>
</tbody>
</table>

**Public sector HEIs**

- University College of Conventional Medicine – university of Bahawalpur
- University of Poonch Rawlakot AJK

**Private HEIs**

- Qarshi University Lahore
- Hamdar- al- Majeed college Karachi

These institutions provide Degree and diploma qualifications

**Employment Status**

Mostly doing own practice as registered qualified Tabeebs.
3.1.1.5 Nursing

The Pakistan Nursing Council PNC an autonomous, regulatory body constituted under the Pakistan Nursing Council Act 1952 revised in 1973 and empowered to register (license) Nurses and Nursing Auxiliaries to practice in Pakistan. PNC was established in 1948.

**Functions**

- Sets the curriculum for the education of Nurses.
- Inspects educational institutions for approval based on established standards
- Provides registration (license) to practice.
- Maintains standards of education and practice.

4 year degree program is recognized by HEC and HEC has prepared the curriculum in June 2011.

Two routes to degree program.
1. Post RN BSN. 2 year program after completion of 4 year registered nurse diploma program.
2. Generic BSN. 4 year degree after intermediate.

Total 62 institutes are recognized. 40 private and 22 public institutes are accredited by PNC to offer degree programs in nursing. (Latest April 2016)

**Details of private HEIs**

<table>
<thead>
<tr>
<th>Region/ city</th>
<th>Institute</th>
<th>Seats</th>
<th>Region wise seats</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>Federal area</td>
<td>Shifa</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>Isra Isb. campus</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Sindh</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Karachi</td>
<td>Agha Khan</td>
<td>60</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td>Isra</td>
<td>50</td>
<td>85</td>
</tr>
<tr>
<td></td>
<td>Zia-ud-din</td>
<td>60</td>
<td>140</td>
</tr>
<tr>
<td></td>
<td>Liaquat national</td>
<td>17</td>
<td>33</td>
</tr>
<tr>
<td></td>
<td>Ilmyia</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>Karachi King</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>Life Saving</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>Jinnah</td>
<td>27</td>
<td>48</td>
</tr>
<tr>
<td></td>
<td>Islamic Mission</td>
<td>14</td>
<td>36</td>
</tr>
<tr>
<td></td>
<td>Baqai</td>
<td>3</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>New life</td>
<td>25</td>
<td>25</td>
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<tr>
<td></td>
<td>Patel</td>
<td>18</td>
<td>42</td>
</tr>
<tr>
<td></td>
<td>Amazing grace</td>
<td>26</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td>Karachi Adventist</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>St. James</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>NMC</td>
<td>3</td>
<td>27</td>
</tr>
<tr>
<td>Hyderabad</td>
<td>Beachwood</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>Name</td>
<td>City</td>
<td>Seats</td>
<td>Nursing</td>
</tr>
<tr>
<td>---------------</td>
<td>-----------------</td>
<td>-------</td>
<td>---------</td>
</tr>
<tr>
<td>Dua</td>
<td></td>
<td>12</td>
<td>13</td>
</tr>
<tr>
<td>Jilal Mau</td>
<td></td>
<td>12</td>
<td>13</td>
</tr>
<tr>
<td>Noushero Feroz</td>
<td>Bhitai</td>
<td>12</td>
<td>13</td>
</tr>
<tr>
<td>Khairpur</td>
<td>Sachal Sarmat</td>
<td>12</td>
<td>13</td>
</tr>
<tr>
<td>Punjab</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lahore</td>
<td>University of Lahore</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Saeda Waheed</td>
<td>0</td>
<td>80</td>
</tr>
<tr>
<td></td>
<td>Shalamar</td>
<td>2</td>
<td>23</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>15</td>
<td>15</td>
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<tr>
<td></td>
<td>Sharif</td>
<td>15</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>Superior</td>
<td>40</td>
<td>40</td>
</tr>
<tr>
<td>Multan</td>
<td>Multan college</td>
<td>38</td>
<td>62</td>
</tr>
<tr>
<td></td>
<td>New life</td>
<td>0</td>
<td>30</td>
</tr>
<tr>
<td>Bahawalpur</td>
<td>Bahawalpur CON</td>
<td>0</td>
<td>30</td>
</tr>
<tr>
<td>Faisalabad</td>
<td>Independent</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>MadinaFaisalabad</td>
<td>12</td>
<td>33</td>
</tr>
<tr>
<td>Wah</td>
<td>Wah medical</td>
<td>18</td>
<td>37</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>KPK</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Peshawar</td>
<td>Pak international</td>
<td>2</td>
<td>23</td>
</tr>
<tr>
<td></td>
<td>North west</td>
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<td>20</td>
</tr>
<tr>
<td></td>
<td>Rahman</td>
<td>22</td>
<td>62</td>
</tr>
<tr>
<td></td>
<td>Rufaida CON</td>
<td>3</td>
<td>27</td>
</tr>
<tr>
<td>Swat</td>
<td>Royal</td>
<td>45</td>
<td>45</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Baluchistan</td>
<td>Christian hospital</td>
<td>2</td>
<td>18</td>
</tr>
<tr>
<td>Quetta</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3 Private HEIs are offering Master program in nursing MSN

Shifa Islamabad 8 seats Agha Khan Karachi 25 seats Zia-ud-din 25 female only

**Employment Status**
Graduate nurses get employment in public and private hospitals and clinics. They can get jobs in foreign countries after passing their exam particularly in the Middle East.

(Source: www.pnc.org.pk/PNC_Recognized_Institutes,)
3.1.1.6 Veterinary

Pakistan Veterinary Medical Council PVMC is a statutory regulatory authority established in 1999 under PVMC Act 1996. No Pakistani veterinarian can practice in Pakistan or abroad without being registered with PVMC.

**Composition of the Council**

Serial 3(3) of PVMC Act 1996 describes the composition of the Council. As per this rule the following have representation in the 17 members’ council:

- Provincial Governments
- Accredited Universities
- Pakistan Veterinary Medical Associations of the provinces
- Federal Government including Remount Veterinary and Farms Corps of Pak Army
- Animal Husbandry Commissioner

**Functions**

- Prescribe a uniform minimum standard of courses of training for obtaining graduate and post graduate veterinary qualifications
- Prescribe minimum requirements for the content and duration of graduate and post graduate veterinary courses of study.
- Prescribe the conditions for admission of aforesaid courses.
- Prescribe minimum qualification and experience required of teachers for appointment in veterinary institutions.
- Prescribe the standards of examinations and methods of conducting the examinations.
- Register faculty members and students of veterinary institutions.
- Register the graduates of accredited veterinary institutions and maintain the Register of Veterinary Practitioners.

**Degrees**

- BV Sc. Bachelor of veterinary science
- B.Sc. Animal Husbandry
- Doctor of veterinary medicine DVM 5 year degree program

14 HEIs are accredited to run 22 programs Graduate, Post graduate and Doctorate

13 HEIs are public. Only 3 public sector universities are allowed to run Ph. D program. Only one private HEI Ripha is accredited and it offers
  - RIPHA Islamabad– DVM and M. Phil program

Another private HEI is Baqai College of veterinary sciences Karachi but its programs are not yet accredited by PVMC

Accreditation and Equivalence is governed by PVMC accreditation and equivalence rules 2015 (SRO 687/2015)
(Source: www.pvmc.org.pk)
3.1.1.7 **DPT Doctor of Physical Therapy**

HEIs are offering 5 year DPT program. There is no council for accreditation of physical therapy education. PMDC and PCP has no mandate over this qualification.

Private HEIs offering DPT

- Foundation University
- Ripha University Bachelor and Master program
- Shifa Tameer-e- Millat
- Sarhad and college
- Comwave affiliated with Sarhad university
- Zia-ud-Din University
- ISRA
- Akram institute of rehabilitation sciences
- Sialkot College of physical therapy
- Mars Institute of health science
- Lahore College of physical therapy
- FIMS Abbottabad 2 campuses affiliated with Hazara university
- Dewan University Karachi
- Multan College of physical therapy
- Yusra Islamabad
- Hajveri Lahore
- Gujranwala institute of rehabilitation sciences
- Helping hand Institute of Rehabilitation sciences Mansehra
- Multan institute of health sciences affiliated with university of Sargodha
- ACE institute of health sciences Lahore affiliated with university of Sargodha
- NASJON institute of health sciences Lahore affiliated with university of Sargodha
- Johor institute Lahore affiliated with university of Sargodha
- Federal institute of health sciences affiliated with university of Sargodha Lahore campus-Multan campus
- Rashid Latif medical college affiliated with University of health sciences
- Margalla institute of health sciences B.Sc. physiotherapy affiliated with Ripha University
- Liaqaut national school of physical therapy affiliated with University of Karachi
- Institute of health & management sciences Islamabad affiliated with Shaheed Zulfqar Ali Bhutto medical university Islamabad
- NCS university system Peshawar affiliated with KMU

What will be the future of DPT graduates is yet to be determined by the relevant organizations.
LAHORE COLLEGE OF PHARMACEUTICAL SCIENCES
Affiliated With University of Sargodha

DPT
5-years Program
Eligibility 55%

Pharm-D
5-years Program
Eligibility 60%

Pharmacy Technician
For Medical Store Licence

PROSPECTUS
Available at College Campus & City Office
City Office: Sadq Plaza, 3rd Floor, Room # 33,
Near Masjid-e-Shirazda The Mall Lahore
0321-9404850

Scholarship available for Brilliant & Need-Based Students

College Campus: 16-k.m., Lahore-Turban Road, Near Tikka Petrol, Dep. P.O. Box, Lahore
042-35330035-7 0305-6034478, 0321-4606646, 0333-4238290

www.lcps.edu.pk

MARS
INSTITUTE
For Women

FEW SEATS ARE LEFT

DPT
DOCTOR OF PHYSICAL THERAPY

ADMISSION 2014-15

FEW SEATS ARE LEFT

Hostel Scholarship Available
Eligibility 55% (F.Sc.)

157-Weel Wood Colony, Thokar Niaz Baig, Lahore.
Tel: 042-17527522, 37495426, Cell: 0300-4015576
E-mail: baworkhan@gmail.com, Visit: www.mars.edu.pk
3.1.2 Engineering Education

This section cover engineering education

- Engineering
- Architecture and Town planning
- B. Tech

3.1.2.1 Engineering

Pakistan Engineering Council (PEC) was established under an Act on January 10, 1976 for the regulation of engineering profession and education in Pakistan.

The Council, with the approval of the Federal Government, made its byelaws in 1976 for carrying out the purposes of the PEC Act. PEC also made

- Regulations for Engineering Education
- Engineering Regulation in Pakistan

Functions

- Promotion of engineering education and review of courses of studies in consultation with the Universities.
- Accreditation of engineering programs offered by universities/institutions,
- Recognition of engineering qualifications for the purpose of registration of professional engineers and consulting engineers.

Regulations for Engineering Education

The Council, under the PEC Act, has notified regulations for engineering education in Pakistan to ensure improvement in the engineering education. These regulations cover the following aspects:

- Minimum standard of courses of study and practical training for obtaining graduate and post graduate engineering qualifications to be included in the First and Second Schedules.
- Minimum requirement for the content and duration of courses of study.
- Minimum qualification for admission to engineering institutions offering course of study and laying down minimum standard for holding admission examinations.
- Qualifications and experience required of teachers for appointment in engineering universities, college, and institutions.

The council has introduced annual system of examinations in all engineering universities/colleges.

A minimum period of 4 academic years of studies has been fixed for a candidate to obtain Bachelor’s degree in any recognized branch of engineering university. The qualifications of engineering teachers have also been specified.
Recognition of Engineering Qualifications

The Council has been empowered to recognize new engineering qualifications granted by engineering universities, colleges and institutions in Pakistan, which are included in the first schedule of the Act by notification in the Gazette of Pakistan. Recognized foreign engineering qualifications are included in the second schedule of the Act.

The Council may recognize engineering qualifications granted by any foreign engineering institution not included in the second schedule by notification in the Gazette of Pakistan. PEC maintains a secretariat at its Head Quarters at Islamabad and Branch Offices in all the Provincial capitals; Azad Jammu and Kashmir, Gilgit and Baltistan Region.

Total 116 campuses of HEIs (public & private) and affiliated colleges are offering 353 programs accredited by PEC.

51 private HEIs campuses are offering 128 accredited programs. Breakup is

<table>
<thead>
<tr>
<th>Region</th>
<th>Private HEIs Campuses</th>
<th>Private Programs</th>
<th>Public HEIs Campuses</th>
<th>Public Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Punjab</td>
<td>25</td>
<td>59</td>
<td>24</td>
<td>78</td>
</tr>
<tr>
<td>KPK</td>
<td>8</td>
<td>27</td>
<td>11</td>
<td>29</td>
</tr>
<tr>
<td>Sindh</td>
<td>11</td>
<td>27</td>
<td>13</td>
<td>63</td>
</tr>
<tr>
<td>Baluchistan</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>13</td>
</tr>
<tr>
<td>AJK</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Federal</td>
<td>7</td>
<td>15</td>
<td>14</td>
<td>37</td>
</tr>
<tr>
<td>Total</td>
<td>51</td>
<td>128</td>
<td>65</td>
<td>225</td>
</tr>
</tbody>
</table>

23 private engineering colleges are affiliated with public HEIs. Only two colleges are affiliated with private HEI Hamdard.

<table>
<thead>
<tr>
<th>S. No</th>
<th>Affiliated with</th>
<th>No. of affiliated colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>AIOU (Public)</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>Punjab University (Public)</td>
<td>1</td>
</tr>
<tr>
<td>4</td>
<td>BZU Multan (Public)</td>
<td>3</td>
</tr>
<tr>
<td>5</td>
<td>Islamia University Bahawalpur (Public)</td>
<td>2</td>
</tr>
<tr>
<td>6</td>
<td>UET Taxila (Public)</td>
<td>1</td>
</tr>
<tr>
<td>7</td>
<td>NED Karachi (Public)</td>
<td>1</td>
</tr>
<tr>
<td>8</td>
<td>UET Peshawar (Public)</td>
<td>3</td>
</tr>
<tr>
<td>9</td>
<td>Hamdard Karachi (Private)</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>25</td>
</tr>
</tbody>
</table>

116 programs are under process for recognition.
<table>
<thead>
<tr>
<th>HEI</th>
<th>No. of programs</th>
<th>HEI</th>
<th>No. of programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abasyn</td>
<td>3</td>
<td>Habib</td>
<td>1</td>
</tr>
<tr>
<td>City Peshawar</td>
<td>1</td>
<td>Hamdard</td>
<td>2</td>
</tr>
<tr>
<td>DHA Suffa</td>
<td>2</td>
<td>HITEC</td>
<td>1</td>
</tr>
<tr>
<td>Gift Gujranwala</td>
<td>1</td>
<td>Imperial</td>
<td>5</td>
</tr>
<tr>
<td>Institute of southern Punjab Multan</td>
<td>2</td>
<td>Intellectual unique Rawalpindi</td>
<td>3</td>
</tr>
<tr>
<td>Islam Sialkot</td>
<td>2</td>
<td>Isra</td>
<td>2</td>
</tr>
<tr>
<td>NAMAL Mianwali</td>
<td>2</td>
<td>FAST</td>
<td>3</td>
</tr>
<tr>
<td>Nazeer Husain</td>
<td>2</td>
<td>KITE Karachi</td>
<td>3</td>
</tr>
<tr>
<td>PIET Multan</td>
<td>2</td>
<td>Quaid-e-Azam college Sahiwal (affiliated UET)</td>
<td>2</td>
</tr>
<tr>
<td>Punjab institute of contem.. sciences Lahore</td>
<td>2</td>
<td>Superior college</td>
<td>2</td>
</tr>
<tr>
<td>UCP</td>
<td>3</td>
<td>university of Lahore</td>
<td>2</td>
</tr>
<tr>
<td>Time school Multan affiliated with GC Lahore</td>
<td>1</td>
<td>Leads</td>
<td>3</td>
</tr>
<tr>
<td>UMT</td>
<td>6</td>
<td>Chenab college Gujranwala</td>
<td>2</td>
</tr>
<tr>
<td>Indus university</td>
<td>1</td>
<td>Ripha</td>
<td>1</td>
</tr>
<tr>
<td>Islamabad institute of applied sciences (affiliated with UOS)</td>
<td>1</td>
<td>CUST</td>
<td>1</td>
</tr>
<tr>
<td>GIK</td>
<td>2</td>
<td>Atta institute Wazirabad (affiliated UET)</td>
<td>1</td>
</tr>
<tr>
<td>Grafton affiliated with NUML</td>
<td>1</td>
<td>Pakistan institute of engineering Multan</td>
<td>1</td>
</tr>
<tr>
<td>Quaid-e- Azam college Pattoki</td>
<td>1</td>
<td>University of Faisalabad</td>
<td>1</td>
</tr>
</tbody>
</table>

PEC also recognizes degrees of 199 foreign HEIs.

3.1.2.2 Architecture and Town Planning

Architecture and town planning is regulated and accredited by PCATP – Pakistan council of architecture and town planners (The PCATP Ordinance IX of 1983).

The council is authorized to perform all functions and to take steps connected with all aspects of the two professions including laying down standards of conduct, safeguarding interests of its members, assisting the Government and national institutions in solving national problems relating to the professions, promotion of reforms in the professions, promotion of education of these professions etc.

PCATP - Executive Committee

<table>
<thead>
<tr>
<th>Chairman - Vice Chairman Architecture</th>
<th>Vice Chairman Town Planning</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 Members Architecture</td>
<td>4 members Town Planning</td>
</tr>
</tbody>
</table>

Bachelor of architecture

<table>
<thead>
<tr>
<th>Accredited</th>
<th>NOC</th>
<th>NOC on Hold</th>
<th>Unaccredited</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public</td>
<td>Private</td>
<td>Total</td>
<td>Public</td>
</tr>
<tr>
<td>14</td>
<td>4</td>
<td>18</td>
<td>0</td>
</tr>
</tbody>
</table>

Accredited HEIs
- University of South Asia Lahore
- CECOS Peshawar
- Indus Valley Karachi
- BNU Lahore

NOC granted HEIs
- University of Lahore
- Superior
- UMT
- Imperial Lahore
- Nazeer Hussain Karachi

NOC on hold
- Sir Syed Karachi
- BZU Multan
- Abasyn Peshawar

Unaccredited programs

Minhaj Lahore City Peshawar Lahore college of IT

BSc. CRP (City and Regional Planning). No private HEI is offering this subject.

There are enough job opportunities for professional Architects.
3.1.2.3 B. Tech

NAVTTC National Vocational and Technical Training Council is the regulatory authority for Technical and Vocational Education & Training in Pakistan. There are 841 private TVET institutes in Pakistan.

<table>
<thead>
<tr>
<th>Province/ Region</th>
<th>No. of institutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Punjab</td>
<td>381</td>
</tr>
<tr>
<td>Sind</td>
<td>249</td>
</tr>
<tr>
<td>KPK</td>
<td>129</td>
</tr>
<tr>
<td>Baluchistan</td>
<td>54</td>
</tr>
<tr>
<td>Federal</td>
<td>37</td>
</tr>
<tr>
<td>GB</td>
<td>58</td>
</tr>
<tr>
<td>FATA</td>
<td>33</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>841</strong></td>
</tr>
</tbody>
</table>

Vocational education deals with various types of trade (electrical, plumbing) and does not fall into tertiary education. 3 years diploma of associate engineers DAE equal to F. Sc. does not fall in higher education.

**Technology education - 4 years B-Tech (honors)** 16 years education at par with B.E/B.Sc. Engineering falls in Higher education. Actual status is still undefined. B. Tech. program was first launched in Pakistan in 1973 and ministry of education was asked to give status of B .Tech (Honors) degree at par with B.E engineering degree in Pakistan but PEC refused. Pre- requisite for B. Tech is not under the umbrella of any accreditation council.

Equivalence of B. Tech qualification as per HEC

“The degree of B. Tech (honors) is not similar to B.E/ B. Sc. Engineering degree. Both the degrees are of B.E/ B.Sc. engineering and B. Tech. (honors) are considered as two distinct disciplines of knowledge of Engineering and technology and should run parallel to each other.

It may also be noted that admission in a university for further education and determination of suitability in relation to job requirement rest with the concerned university and the employing agency respectively and commission has no role in such issues.”

20 private HEIs are offering a total of 78 programs of 4 years B. Tec. (honors)

**Details of bachelor programs B. Tech**

<table>
<thead>
<tr>
<th>Province</th>
<th>Private HEIs</th>
<th>Technologies</th>
</tr>
</thead>
<tbody>
<tr>
<td>KPK</td>
<td>Sarhad</td>
<td>Electronics</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Electrical</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mechanical</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Telecom</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Civil</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Chemical</td>
</tr>
<tr>
<td>Abasyn</td>
<td>Electronics</td>
<td>Electrical</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mechanical</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Telecom</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Civil</td>
</tr>
<tr>
<td>Iqra- Nat</td>
<td>Electronics</td>
<td>Electrical</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mechanical</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Telecom</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Civil</td>
</tr>
<tr>
<td>Punjab</td>
<td>University of Lahore</td>
<td>Electrical</td>
</tr>
<tr>
<td>----------</td>
<td>----------------------</td>
<td>------------</td>
</tr>
<tr>
<td>Hajveri</td>
<td>Electronics</td>
<td>Electrical</td>
</tr>
<tr>
<td>Lahore City</td>
<td>Electronics</td>
<td>Electrical</td>
</tr>
<tr>
<td>Leads</td>
<td>Electronics</td>
<td>Electrical</td>
</tr>
<tr>
<td>ISP Multan</td>
<td>Electronics</td>
<td>Electrical</td>
</tr>
<tr>
<td>Imperial</td>
<td>Electronics</td>
<td>Electrical</td>
</tr>
<tr>
<td>Superior</td>
<td>Electronics</td>
<td>Electrical</td>
</tr>
<tr>
<td>Sind</td>
<td>Newport</td>
<td>Electronics</td>
</tr>
<tr>
<td>Isra Isb. Campus</td>
<td>Electronics</td>
<td>-</td>
</tr>
<tr>
<td>ITM</td>
<td>Electronics</td>
<td>Electrical</td>
</tr>
<tr>
<td>PIMSAT</td>
<td>---</td>
<td>Electrical</td>
</tr>
<tr>
<td>Indus institute</td>
<td>Electronics</td>
<td>Electrical</td>
</tr>
<tr>
<td>Dadabho y</td>
<td>Electronics</td>
<td>Electrical</td>
</tr>
<tr>
<td>Federal</td>
<td>Preston</td>
<td>Electronics</td>
</tr>
<tr>
<td>Urdu University – Isb</td>
<td>Electronics</td>
<td>Electrical</td>
</tr>
<tr>
<td>Graford</td>
<td>Electronics</td>
<td>Electrical</td>
</tr>
<tr>
<td>AJK</td>
<td>Al-Khair</td>
<td>Electronics</td>
</tr>
<tr>
<td>Baluchistan</td>
<td>Nil</td>
<td>Nil</td>
</tr>
<tr>
<td>GB</td>
<td>Nil</td>
<td>-</td>
</tr>
</tbody>
</table>

**Master Program (M. Tech.)**

- University of Lahore: Electronics and Communication
- PIMSAT: Telecom and Electronics

**HEI**

**Program**

- University of Lahore
- PIMSAT

**NAVTTC** is not in the list of HEC accreditation bodies.
Employment Status

Jobs are available, almost everyone gets job. Mostly in strategic organizations and overseas at good pay. HEC gives B.TEC (honors) 16 years education in the field of technology parallel to BE

Extract from Economic Survey of Pakistan 2014-15

Technical & Vocational Institutes

During 2013-14, 3.3 thousand technical and vocational institutes with 16.4 thousand teachers were functional at national level. An increase of 3.3 percent enrolment was recorded as it increased to 0.31 million in 2013-14 against 0.30 million in 2012-13. However, it is estimated to increase by 3.2 percent i.e. from 0.31 million to 0.32 million during 2014-15.

Extract from education and planning management


2014-15 Statistics

Total Technical and vocational institutions 3579 Public 1073 Private 2506

Enrollment .309 million Public .135 million Private .174 million
Total male .208 female .111
Teachers total 19393 public 9761 private 9632
Male 14040 female 5353

Details of technical colleges only 2014-15 (aepem)

<table>
<thead>
<tr>
<th>Institutions</th>
<th>Enrollment</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>female</td>
</tr>
<tr>
<td>Punjab</td>
<td>662</td>
<td>48544</td>
</tr>
<tr>
<td>Sindh</td>
<td>186</td>
<td>30746</td>
</tr>
<tr>
<td>KPK</td>
<td>30</td>
<td>24295</td>
</tr>
<tr>
<td>Baluchistan</td>
<td>10</td>
<td>594</td>
</tr>
<tr>
<td>Federal</td>
<td>19</td>
<td>448</td>
</tr>
<tr>
<td>AJK</td>
<td>12</td>
<td>2104</td>
</tr>
<tr>
<td>FATA</td>
<td>9</td>
<td>830</td>
</tr>
<tr>
<td>GB</td>
<td>8</td>
<td>1338</td>
</tr>
<tr>
<td>Total</td>
<td>936</td>
<td>108899</td>
</tr>
</tbody>
</table>

All the technical colleges do not fall under tertiary education. Vocational colleges do not provide any kind of higher education.

http://www.aepam.edu.pk/Index.asp?PageId=27
3.1.3. Law

PBC Pakistan Bar council is the accreditation body for law education in Pakistan.

The PBC is the highest elected body of lawyers in Pakistan established under an Act of the Parliament namely "The Legal Practitioners & Bar Councils ACT, 1973.

Composition of the council

<table>
<thead>
<tr>
<th>Members</th>
<th>Baluchistan</th>
<th>KPK</th>
<th>Punjab</th>
<th>Sindh</th>
<th>Federal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baluchistan</td>
<td>1</td>
<td>4</td>
<td>10</td>
<td>6</td>
<td>1</td>
</tr>
</tbody>
</table>

The Attorney-General of Pakistan is its ex-officio Chairman whereas it has twenty two elected Members from throughout the country representing each province.

The PBC exercises general control and supervision over the Provincial Bar Councils and regulate the entry of lawyers into the legal profession.

Functions

- To lay down standard of professional conduct and etiquette for advocates
- To promote legal education and to prescribe standards of such education in consultation with the Universities in Pakistan and the Provincial Bar Councils
- To recognize universities whose degree in law shall be a qualification for enrolment as an advocate

Pakistan Bar Council function through its 19 Committees.

One of the 19 committees is legal education committee.


Chapter II deals with legal education. It details the

Admission to L.L.B. class

A person having passed the examination of Higher Secondary Education i.e. Intermediate, shall be eligible for admission to 1st year of (5 years) LL.B. program.

A graduate with law as optional subject shall be preferred for admission to 1st year of (3 years) LL.B. program.

Provided that three years LL.B. programme shall be discontinued after three years of the enforcement of these Rules.

Number of Students in a Class
A Section of a Class in a Faculty of Law/Law Department/ Law College shall not be of more than 35 students. The total number of students admitted in 1st year LL.B. in any case shall not accede 100.

**Duration of Course**

The duration of the course of LL.B. programme is 5 years. Provided that all the Universities/Degree Awarding Institutions/Law Colleges shall discontinue the present 3 years LL.B. course within three years after enforcement of these Rules.

**Accredited programs**

Law degree of 28 HEIs are recognized by PBC. 7 HEIs are private. 21 public

7 Private HEIs and programs

<table>
<thead>
<tr>
<th>HEI</th>
<th>Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>LUMS Lahore</td>
<td>LLB Honors</td>
</tr>
<tr>
<td>Dadabhoy Lahore</td>
<td>LLB – LLM</td>
</tr>
<tr>
<td>University of South Asia Lahore</td>
<td>LLB -LLM</td>
</tr>
<tr>
<td>University of Lahore</td>
<td>LLB –LLM</td>
</tr>
<tr>
<td>Leads University Lahore</td>
<td>LLB</td>
</tr>
<tr>
<td>Qurtuba University D I Khan</td>
<td>LLB</td>
</tr>
<tr>
<td>SZAB law university Karachi</td>
<td>LLB –LLM</td>
</tr>
</tbody>
</table>

71 private law colleges affiliated with public sector universities are also offering bachelor degree in law (LLB). PBC also recognizes law degrees of 247 foreign universities.

<table>
<thead>
<tr>
<th>Country</th>
<th>Universities</th>
<th>Country</th>
<th>Universities</th>
<th>Country</th>
<th>Universities</th>
</tr>
</thead>
<tbody>
<tr>
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<td>15</td>
<td>Bangladesh</td>
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<tr>
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<td>1</td>
<td>Egypt</td>
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<tr>
<td>Germany</td>
<td>3</td>
<td>Ireland</td>
<td>1</td>
<td>Hong Kong</td>
<td>1</td>
</tr>
<tr>
<td>India</td>
<td>22</td>
<td>Lebanon</td>
<td>1</td>
<td>Malaysia</td>
<td>3</td>
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<tr>
<td>Mauritius</td>
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<td>New Zealand</td>
<td>5</td>
<td>Netherland</td>
<td>2</td>
</tr>
<tr>
<td>Nigeria</td>
<td>1</td>
<td>Russia</td>
<td>3</td>
<td>Singapore</td>
<td>1</td>
</tr>
<tr>
<td>Sri Lanka</td>
<td>1</td>
<td>South Africa</td>
<td>5</td>
<td>Trinidad and Tobago</td>
<td>1</td>
</tr>
<tr>
<td>Ukraine</td>
<td>1</td>
<td>UK</td>
<td>87</td>
<td>USA</td>
<td>72</td>
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<tr>
<td>Uzbekistan</td>
<td>1</td>
<td>Zambia</td>
<td>1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

14 local colleges are offering external program LLB UK in Pakistan, 9 colleges are not in the recognized list of HEC, but their graduates have valid degree because the parent universities of UK are recognized by PBC and HEC.

<table>
<thead>
<tr>
<th>College</th>
<th>Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Roots DHA Rawalpindi</td>
<td>LLB</td>
</tr>
<tr>
<td></td>
<td>Institution</td>
</tr>
<tr>
<td>---</td>
<td>-------------------------------------------</td>
</tr>
<tr>
<td>2</td>
<td>Roots Millennium Islamabad</td>
</tr>
<tr>
<td>3</td>
<td>Roots Metropolitan Islamabad</td>
</tr>
<tr>
<td>4</td>
<td>TILS Islamabad</td>
</tr>
<tr>
<td>5</td>
<td>University College Islamabad</td>
</tr>
<tr>
<td>6</td>
<td>University College Lahore</td>
</tr>
<tr>
<td>7</td>
<td>Islamabad School of Law</td>
</tr>
<tr>
<td>8</td>
<td>Pakistan College of Law Lahore</td>
</tr>
<tr>
<td>9</td>
<td>SZABIST Lahore</td>
</tr>
<tr>
<td>10</td>
<td>TILS Lahore</td>
</tr>
<tr>
<td>11</td>
<td>L’ecole for advanced studies Karachi</td>
</tr>
<tr>
<td>12</td>
<td>TILS Multan</td>
</tr>
<tr>
<td>13</td>
<td>University college Multan</td>
</tr>
<tr>
<td>14</td>
<td>School of International Law Islamabad</td>
</tr>
</tbody>
</table>

**Employment status**

Very few law graduates opt for jobs. Most of the graduates prefer to start their own practice in courts. Some graduates join Law firms. Many working people complete law qualification from local affiliated colleges to gain extra qualification. Law graduates also appear for competitive examination for civil judges.

(Source:www.pakistanbarcouncil.org/recognized-universities/)
3.1.4 Deeni madaris- Religious Schools

There are 13075 (source NEMIS) deeni madaris in Pakistan but for higher education we only consider degrees awarded by 10 madaris recognized by HEC.

HEC recognizes only 1 final degree (16 years education) “Shahdat ul almiya filulumool Arabia wal Islamia” awarded by 5 Tanzeem ul madaris (organizations of religious schools) and 5 individual madaris. This degree is equivalent to Master in Islamic studies/ Arabic.

The graduates can only teach Islamic studies/ Arabic in colleges.

If they seek other jobs, they have pass additional subjects from a university.

Names of Tanzeem ul madaris

- Wafaq-ul-Madaris Al-Arabia, Multan.
- Tanzeem-ul-Madaris Alhe Sunnat, Jamia Naeemia, Lahore
- Wafaq-ul-Madaris Al-Salfia, Faisalaabad.
- Rabita-ul-Madaris Al Islamia, Lahore

Names of recognized individual Madaris

- Jamia Islamia Minhaj-ul-Quran, Lahore
- Jamia Taleemat-e-Islamia, Faisalabad.
- Jamia Ashrafia, Lahore.
- Darul Uloom Mohammedia Ghousia, Bhera Dist. Sargodha.
- Darul Uloom, Korangi, Karachi.

Wafaq-ul-Madaris Al-Arabia, Multan

Fiqha Hanfi Deobandi School of Thought

Established in 1959

Act as examining board

No of branches and affiliated madaris (schools) 20650

Enrollment 2510482 various levels

Teachers 121879

Syllabus for final 2 years “Almiya” mainly covers Hadits.

Composition

President- Vice Presidents- Chief Executive (Nazim-e-Ala) Central Directors – Provincial Directors- Executive committee.
Deeni madaris total 15217 public 446 private 14771  
Enrollment 1.711 million private 1.661 public.053  
Male 1.091 million female .620  
Teachers 60198 public 1879 private 58319  
Male teachers 44493 female 13758

**2014-15 (aepem)**

<table>
<thead>
<tr>
<th>Rabita-ul-Madaris</th>
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<th>405</th>
<th>40221</th>
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<td>11549</td>
<td>857</td>
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<table>
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<table>
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<td>863</td>
<td>41</td>
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<td>1618</td>
<td>383</td>
<td>63</td>
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<td></td>
</tr>
</tbody>
</table>
3.1.5 Professional institutions

Professional institutions are producing skilled graduates.

*Institute of Chartered Accountants of Pakistan (ICAP)*
*Institute of Cost and Management Accountants of Pakistan (ICMA)*
*Institute of Public Finance*

These institutions offer professional qualifications in accountancy.

*Institute of Corporate Secretaries of Pakistan (ICSP)* offers professional qualification in corporate affairs.

**ICMA**

The Institute of Cost and Management Accountants of Pakistan (ICMA Pakistan) was established in 1951 with the objective to regulate and promote the profession of Management Accounting in Pakistan.

The Institute is chartered under Cost and Management Accountants Act No. XIV of 1966 of the Parliament of Pakistan and its activities are governed under Cost and Management Accountants Regulations 1990.

Presently, Institute has more than 5,000 members. These members are serving on senior management positions such as CEOs, CFOs, COOs, CIAs, Company Secretaries, Financial Analysts, Public Practitioners, Management Consultants, etc, hence making significant contributions towards business growth and economic development.

The Institute, currently, has over 15,000 students, more than 200 faculty members, over 260 employees, 07 regional and 06 overseas Branch Councils, 11 education campuses and 20 examination centers.

After qualifying and fulfilling prescribed requirement of membership, the Institute awards following designations:

- Associate Cost and Management Accountant (ACMA)
- Fellow Cost and Management Accountant (FCMA)

HEC recognizes the ACMA and equivalence is granted for M.Com degree i.e. 16 years education.

The National Council is a supreme decision making body and is responsible for overall management of the Institute.

The Council is comprised of twelve members out of which eight members are elected by the members of the Institute and four members are nominated by the Government of Pakistan through Federal Ministry of Finance. Such nominations usually belonged to Ministry of Finance, SECP, Auditor General of Pakistan, FBR), and SBP) for a period of 3 years.
Institute of Chartered Accountant of Pakistan ICAP

ICAP was established on 01 July 1961 under the Chartered Accountants Ordinance 1961. 7000 members
Council is a supreme body and manage the affairs of the institute. The Council consists of 19 members. Fifteen members are elected from amongst the members for a period of four years. Four Council members are nominated by the Government of Pakistan.

Role of ICAP

- Conducting examinations
- Awarding membership
- Preparing curriculum

HEC recognizes the ACMA and equivalence is granted for M.Com degree i.e. 16 years education.

ACCA, besides these there are many private institutions working as study and examination centers of foreign professional qualifications. These include CFA, CIMA UK, and ACCA

HEC or any other regulator does not control these HEIs. These qualifications and institutes are controlled by their autonomous councils.

Councils decide the curriculum and conduct examinations.

CIMA and CCA have their country offices in Pakistan.

HEC provide equivalence to Associate Member of ACCA as equivalent to 16 years education.

These professional bodies produce skilled human capital and they are ready to take positions in the organization just after qualification. Employment ratio is very high.

The HEC has devised a policy for the guidance of students perusing education in the field of Accountancy and desirous of further education in MBA, MS and MS leading to PhD on the basis of different qualification of ICAP and ICMAP.

Admissions to the above degree programs will be made on the basis of complete courses of ICAP and ICMAP and no credit for any part of professional training obtained from professional bodies will be given.

Holders of ‘Professional Examination Certificates’ of ICAP and ICMAP and ACCA will be admitted in MBA (non-thesis and thesis) and MS (Business Administration) programs on submission of equivalence letter for said certificate. The holders will be required to qualify deficiency courses as prescribed by the HEC.
The final examination certificate of Chartered Accountant from the ICAP and final examination certificate of Cost & Management Accountant have been accepted/recognized as equivalent to M.Com degree for higher education and employment.

**Pakistan Institute of Public Finance Accountant - PIPFA**

PIPFA was constituted in the year 1993 jointly by Three (3) sponsoring bodies of Pakistan namely The Institute of Chartered Accountants of Pakistan (ICAP), the Institute of Cost and Management Accountants of Pakistan (ICMAP) and the Auditor General of Pakistan (AGP).

PIPFA is registered as a Non-profit Association under Section 42 of The Companies Ordinance, 1984. As an Associate member of the International Federation of Accountants (IFAC), PIPFA has attained global recognition as an Institution providing Professional Excellence to Public Accountants in Pakistan. PIPFA has more than **6,500** members.

PIPFA graduates are mostly working in public sector at middle level, they are also working in private sector.

**Chartered Institute of Management Accountants UK - Pakistan office CIMA**

CIMA offers world recognized qualification in management accounting. Highly paid jobs.

**Association of Chartered Certified Accountants - ACCA**

ACCA Pakistan supports students studying to become accountants.

“HEC recognizes the membership of ACCA after completion of professional qualification and other requisites including training and required professional experience as equivalent to M. Com. degree awarded by Pakistan universities. (Terms conditions apply)

**Employment Status**

Jobs are available and even the partly qualified students get good jobs. Qualified graduates are medium to highly paid. These qualifications are popular among students and they peruse accounting qualification.

3.1.6 Role of Accreditation Councils for Private HEIs

Accreditation Councils established by HEC

3.1.6.1 NACTE - National Accreditation Council for Teacher Education

HEC has setup National Accreditation Council for Teacher Education (NACTE). NACTE looks the matter regarding the accreditation of institutions and their departments, faculties and disciplines by giving them appropriate ratings and define the organization's objectives and functions to be performed. It will periodically evaluate, scrutinize and monitor the standards followed in different Universities, DAIs and their affiliated colleges offering education degree programs.

- All the existing teacher education degree programs shall be within the jurisdiction of the Council.
- Any new program in teacher education shall also be referred to the Council for the grant of accreditation.
- The accreditation will be for specific degree programs and not institutions.
- Accreditation shall be mandatory for all relevant academic programs offered by public and private sector institutions.

Composition of the Council

Chairman – Vice Chairman- 17 members including one foreign expert

Functions

- To develop policies and processes for accreditation of teacher education programs leading to a degree or a post graduate diploma.
- To lay down criteria on which teacher education degree programs shall be assessed and equated.
- To inspect teacher education institutions.
- To propose, consider and approve the policies and procedures for accreditation.
- To consider and make decision on any appeal with regard to accreditation.

List of programs
List of certificate Graduate- Post graduate and Doctorate programs is provided by the council

Private HEI Campuses

Accredited Programs

<table>
<thead>
<tr>
<th></th>
<th>Baluchistan</th>
<th>KPK</th>
<th>Punjab</th>
<th>Sind</th>
<th>Federal</th>
<th>AJK</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>B. Ed</td>
<td>9</td>
<td>5</td>
<td>10</td>
<td>10</td>
<td>1</td>
<td>1</td>
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<td>ADE</td>
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<td></td>
<td></td>
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<td>Program</td>
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<td>B.S Education</td>
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<td>7</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MA Special education/ Education</td>
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<tr>
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<td>Ph.D.</td>
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<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

NACTE has issued national standards for accreditation and curriculum of teacher education program in August 2009. NACTE has also issued quality assurance procedure.
3.1.6.2 **NAEAC** – National Agriculture Accreditation Council regulates Agriculture education in Pakistan

The HEC established the NAEAC in 2007 having representation of experts from agricultural universities and research institutions, leading industries and R&D institutions in public and private sectors.

**Functions**

- Organize and carry out comprehensive accreditation of agriculture programs leading to degrees/diplomas.
- Develop accreditation policies, processes, guidelines, and procedures for program evaluators.
- Collect information and statistics on accredited programs of higher education of agriculture and its respective institutions and publish them as deemed necessary.

**Scope**

All agriculture degree programs offered by Public/Private Sector institutions fall under the purview of NAEAC including:

Presently there is no private agriculture HEI, However, NAEAC has accredited 2 programs of private HEIs

- University of Management Technology, Lahore’s Department of Agri. Business
- Public Private Partnership Campus at LAYYAH, Punjab of the Department of agriculture GC university of Faisalabad

(Source: www.naeac.org)
3.1.6.3 NCEAC Computing Education

NCEAC looks after the matter regarding the accreditation of institutions and their departments, faculties and disciplines. It will periodically evaluate, scrutinize and monitor the standards followed in different Universities, DAIs and their affiliated colleges offering computing degree programs.

Accredited Programs

<table>
<thead>
<tr>
<th>Region</th>
<th>Undergraduate</th>
<th>Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Public HEIs</td>
<td>Private HEIs</td>
</tr>
<tr>
<td>Federal Area</td>
<td>18</td>
<td>7</td>
</tr>
<tr>
<td>Punjab</td>
<td>21</td>
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</tr>
<tr>
<td>Sindh</td>
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<td>KPK</td>
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<td>Baluchistan</td>
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<tr>
<td>AJK</td>
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<td>Total</td>
<td>61</td>
<td>42</td>
</tr>
</tbody>
</table>

Undergraduates programs

Computer science - Software Engineering - Information Technology - Bio-informatics

Not a single program of Masters, M. Phil and Ph.D. is accredited of public or private HEI.

Scope

Computer science- software engineering, information systems, information technology, bio-informatics

NCEAC has developed curriculum for Computer Science, Software Engineering and Information Technology

Source; www.nceac.org/
3.1.6.4 NBEAC – National Business education accreditation council


The purpose of NBEAC is to assure quality in Business Administration/Public Administration/Management Sciences/Commerce degree programs according to the proposed accreditation in educational institutions.

NBEAC functions at national level as accrediting authority to facilitate and enhance the quality of business education in the country.

Composition of the council

Chairman, Vice Chairman, 2 HEC representatives, Representatives of Banks association, ministry of commerce, Secretary education of each province and AJK or their representatives and 6 business education academicians.

Programs will be considered for accreditation if they are offered by an institution of higher learning in one of the following categories:

- Institutions chartered by Federal or Provincial governments.
- Institution affiliated by the chartered universities or DAI
- Institutions offering degree programs under affiliation/collaboration with foreign universities approved by HEC.
- Institutions that operate a branch-campus under the direct supervision and control of the main campus, and conduct program that is substantially equivalent to the one located on the main campus.
- Whereas a multi-campus will be considered as a separate institution in the evaluation/Accreditation process.

There is a comprehensive procedure and eligibility criteria of accreditation

219 programs of 112 HEIs have been registered so far. Public 62 HEIs 120 program

Private 50 programs 99

<table>
<thead>
<tr>
<th>HEIs</th>
<th>Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Punjab</td>
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<tr>
<td>Federal</td>
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<td>AJK</td>
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<tr>
<td>Total</td>
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</table>
NBEAC has so far accredited business programs of 17 private HEIs. Break-up is

Punjab 5   Sindh 5   KPK 3   Federal 4

- Business school LSE Lahore
- UMT Lahore
- University of Lahore
- GIFT Gujranwala
- IMS Lahore
- SZABIST Karachi.
- IQRA Karachi
- ISRA Hyderabad
- KIET Karachi
- IBM Karachi
- Qurtaba D I Khan
- Sarhad Peshawar
- CECOS Peshawar
- FAST Islamabad
- CUST Islamabad
- RIPHA Islamabad
- Foundation Islamabad
Extract from education and planning management

Teacher’s training institutions 206, public 155 private 51
Enrollment .722 public .717 private .005 million
Enrollment male .480 female .242 million
Teachers 3733 public 3444 private 289

2014-15 (aepem)

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<th>Institutions</th>
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<th>Teachers</th>
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3.1.7 Recognized campuses of private universities

16 private HEIs 36 campuses

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<td>Islamabad- Karachi</td>
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<tr>
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<td>Islamabad- Quetta</td>
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<tr>
<td>FAST</td>
<td>5</td>
<td>Lahore- Chiniot-Karachi-Peshawar-Faisalabad</td>
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<tr>
<td>SZABIST</td>
<td>6</td>
<td>Islamabad- Larkana- Hyderabad- Dubai- Comwave F-7</td>
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<td></td>
<td></td>
<td>Islamabad- Federal college F-10 Islamabad</td>
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</tr>
<tr>
<td>NCBAE Lahore</td>
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<td>Multan – Bahawalpur</td>
</tr>
<tr>
<td>UMT Lahore</td>
<td>1</td>
<td>Sialkot</td>
</tr>
<tr>
<td>Ripha</td>
<td>2</td>
<td>Lahore –Faisalabad</td>
</tr>
<tr>
<td>Hamdard Karachi</td>
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<td>Greenwich Karachi</td>
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<td>Mauritius</td>
</tr>
<tr>
<td>Qurtaba DI Khan</td>
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<td>Peshawar</td>
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<td>Al- Hamd</td>
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<td>Sarhad ( DL centers)</td>
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<td>Total</td>
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</tbody>
</table>

Three overseas campuses of Pakistani HEIs are included in the list. Preston- Ajman  SZABIST- Dubai  Greenwich  Mauritius

Private HEIs should capture the opportunities of opening their campuses overseas. International competition will help to improve locally. It will increase the mobility of teacher and enhance learning opportunities.

Public sector HEIs 67 recognized campuses

<table>
<thead>
<tr>
<th>Region</th>
<th>HEI</th>
<th>Campuses</th>
</tr>
</thead>
<tbody>
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<td>Federal</td>
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<tr>
<td>Punjab</td>
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<td>23</td>
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<tr>
<td>Sindh</td>
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<td>6</td>
</tr>
<tr>
<td>KPK</td>
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<td>4</td>
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<tr>
<td>Total</td>
<td>20</td>
<td>67</td>
</tr>
</tbody>
</table>

Hamdard Islamabad campus is recognized but it also has city campus in Karachi which is not in the HEC list of recognized campuses.
Dadabhoy has 5 campuses in Karachi and one in Sukker. Dr. Shahana Urooj Kazmi explained that all the campuses in one city are considered a single main campus. We have recently opened Sukker campus and recognition process has been started.

Opinion of Dr. AKQ Rajput Chairman CIEC Chartered inspection and evaluation committee Sindh explained that every campus needs to be recognized and same criteria is applicable to all the campuses. These campuses do not fulfill the requirements. There are quality issues in sub campuses.

3.1.8 Unrecognized private HEIs

<table>
<thead>
<tr>
<th>Province</th>
<th>Nos.</th>
<th>Citi</th>
<th>Nos.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sindh</td>
<td>39</td>
<td>Karachi</td>
<td>33</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Hyderabad</td>
<td>6</td>
</tr>
<tr>
<td>Punjab</td>
<td>101</td>
<td>Lahore</td>
<td>36</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Multan – Bahawalpur</td>
<td>29</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sialkot- Gujranwala- Gujrat- Sheikhpura</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Faisalabad</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Rawalpindi</td>
<td>18</td>
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<td>Dargai</td>
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<td>Peshawar</td>
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<td></td>
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<td>Swat</td>
<td>3</td>
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<tr>
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<td></td>
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<td>Others</td>
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<td>Total</td>
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</table>

Affiliated colleges of Superior Lahore, Global Lahore, Imperial Lahore, South Asia Lahore Preston Faisalabad campus PIMSAT Lahore

All campuses of Al-Khair except Bhimber (Al- Khair closed all such campuses) 
Newport Karachi all campuses except Karachi.

(Source) www.hec.gov.pk/OurInstitutes/Pages/hec%20Non%20Recognized.aspx
3.1.9 Private Affiliated colleges

There are 3463 affiliated colleges in the country. Only 2 colleges are affiliated with private HEIs. All other colleges are affiliated with public sector universities.

1829 of these affiliated colleges are private, affiliated with public sector universities.

<table>
<thead>
<tr>
<th>Private colleges</th>
<th>Public colleges</th>
<th>Total</th>
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<td>1634</td>
<td>3463</td>
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Discipline wise breakup

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<thead>
<tr>
<th>Commerce</th>
<th>Education</th>
<th>Law</th>
<th>Medical</th>
<th>Engineering</th>
<th>Virtual Campuses</th>
<th>General</th>
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Details of affiliated college

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<td>UHS Lahore</td>
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<td><strong>AJK</strong></td>
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<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>1829</td>
<td>1634</td>
<td>3463</td>
<td></td>
</tr>
</tbody>
</table>

(Based on HEC data)

- 173 private virtual campuses of virtual university as resource center
- Punjab group of colleges have 112 colleges offering B.COM, M. com B.Sc. BA.

Examples of one institute affiliated with 2 universities

- CASE Islamabad is affiliated with UET and QAU.
- APCOM Rawalpindi is affiliated with NUML and UET
Top 3 HEIs in terms of affiliations are

- Punjab University
- University of Sargodha
- Islamia University Bahawalpur

2 private colleges were affiliated with a private university Hamdard. One institution Usman institute is now de-affiliated from Hamdard (private) and now affiliated with Karachi University (public sector).

Shifa Tameer-e-Millat University Islamabad has one constituent college Shifa college of medicine.

Data Variation

1. According to Punjab university list total affiliated colleges are 719.

<table>
<thead>
<tr>
<th>Punjab University</th>
<th>Public colleges</th>
<th>Private Colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td></td>
<td>190</td>
<td>173</td>
</tr>
</tbody>
</table>

2. University of Sargodha 621 affiliated colleges in 125 cities
   www.uos.edu.pk/affiliated-colleges/ (HEC list 463)

3. Islamia University Bahawalpur total affiliated colleges for the academic year 2015-16 are 149. Private colleges 97 public colleges 52
   www.iub.edu.pk/affiliated.php (HEC list 240)

[Extract from Economic survey of Pakistan (2014-15)]

Degree Colleges Education (Classes XIII-XIV)
A number of 1.1 thousand degree colleges with 26.0 thousand teachers were functional during 2013-14. An increase of 4.7 percent enrolment was observed as it increased to 0.67 million in 2013-14 against 0.64 million in 2012-13. However, it is estimated to increase by 19.4 percent i.e. from 0.67 million to 0.80 million during 2014-15.

Extract from education and planning management

Total degree colleges in Pakistan are 1410. Detail

2014-15 (aepem)
<table>
<thead>
<tr>
<th>Province</th>
<th>KPK</th>
<th>Baluchistan</th>
<th>Federal</th>
<th>AJK</th>
<th>GB</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollment</td>
<td>40</td>
<td>272</td>
<td>312</td>
<td>2</td>
<td>43</td>
<td>45</td>
</tr>
<tr>
<td>Teachers</td>
<td>10</td>
<td>18</td>
<td>28</td>
<td>13</td>
<td>120</td>
<td>133</td>
</tr>
<tr>
<td>Total</td>
<td>6</td>
<td>10</td>
<td>16</td>
<td>158</td>
<td>1252</td>
<td>1410</td>
</tr>
</tbody>
</table>

Enrollment Total 1.144 million, public 1.018 million, private .126 million
Teachers private 2351 public 34236

ISRA university three affiliated colleges

- Al Tibri medical college Karachi
- Al Nafees medical college Islamabad
- School of engineering and applied sciences Islamabad

These 3 affiliated colleges are not in HEC list of affiliated colleges.
The affiliation of private colleges with public HEIs is also a public / private partnership

**Overseeing and monitoring Affiliations**

HEC has done its strategic job by setting the criteria for affiliation. For example an affiliated college must fulfill the following requirements.

- Area 4 Kanals
- Spend Rs.50,000 p.a. on library books
- IT lab with internet connectivity
- 10 % students’ fee exemption
- Need based scholarships
- Examination, checking and evaluation be done by university
- 25 % faculty MS/ M. Phil, 50% permanent faculty
- Endowment fund 1 million, interest be utilized for refurbish of labs, library, purchase of gadgets
- Working capital 1 million - tangible assets 5 million
- Extra-curricular - study trips-indoor outdoor sports facilities- healthcare

(Source: HEC published guidelines for affiliated colleges)

**Universities**

The HEC criteria is to be implemented by the universities. Most of the charters of the universities follow the criteria of the Punjab University. However practically the criteria is seldom followed. Private college affiliation is a matter between the college and the university.

Provincial higher education departments focus on controlling the administrative affairs of public affiliated colleges but no regulator is actually overseeing whether the affiliation criteria is followed or not.
**Provincial Governments Role**

**Punjab**

The HED Punjab has administrative and financial control of the multi-tier Higher Education sector in the Punjab.

HED operates through a network of one field headquarter, i.e., Directorate of Public Instructions Colleges, 09 Divisional Directorates, 37 District Directorates managing 690 colleges in Punjab. 17 Public/ 26 Private Sector Universities and 26 autonomous institutions are also operating under the supervision of HED.

**Sindh**

Directorate of registration and monitoring for private institutions headed by director General (Mr. Mansoor) a department of Education and Literacy department Government of Sindh is responsible for registration and monitoring of private degree colleges of Sindh province.

A college must be registered with this authority before affiliation to an HEI. There is a separate wing Directorate of Public colleges to control public colleges.

Interviewed Ms. Rafia Mallah Registrar of authority.

Authority register a college after fulfillment of requirement. After registration a college could be affiliated with a university in Sindh province.

Team visit these colleges routine visit or on complaint. Instruct college to improve. Prepare report and submit to education and literacy department.

The authority provided the list of private affiliated colleges of Sindh.

**Directorate controls 95 private affiliated colleges in Sindh**

<table>
<thead>
<tr>
<th>City</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Karachi</td>
<td>74</td>
</tr>
<tr>
<td>Ghotki</td>
<td>3</td>
</tr>
<tr>
<td>Hyderabad</td>
<td>4</td>
</tr>
<tr>
<td>Jacobabad</td>
<td>2</td>
</tr>
<tr>
<td>Kashmore</td>
<td>2</td>
</tr>
<tr>
<td>Khairpur</td>
<td>2</td>
</tr>
<tr>
<td>Larkana</td>
<td>2</td>
</tr>
<tr>
<td>Mirpur Khas</td>
<td>1</td>
</tr>
<tr>
<td>Noushero</td>
<td>1</td>
</tr>
<tr>
<td>Feroz</td>
<td>1</td>
</tr>
<tr>
<td>Tando Adam</td>
<td>1</td>
</tr>
<tr>
<td>Sukker</td>
<td>3</td>
</tr>
<tr>
<td>(See annexure for detail list) (Variation Directorate list 95 colleges HEC list 138)</td>
<td></td>
</tr>
</tbody>
</table>

Director General Degree colleges of Higher education department Sindh Literacy and Education. Manages 270 public affiliated colleges (Male & Female) in the province of Sindh and are divided into five regions that is Karachi, Hyderabad, Sukkur, Mirpurkas and Larkana.

Directorate provided region and gender wise breakup.
<table>
<thead>
<tr>
<th>Sr. #</th>
<th>Region</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>Karachi</td>
<td>66</td>
<td>65</td>
<td>131</td>
</tr>
<tr>
<td>02</td>
<td>Hyderabad</td>
<td>40</td>
<td>25</td>
<td>65</td>
</tr>
<tr>
<td>03</td>
<td>Mirpurkhas</td>
<td>10</td>
<td>08</td>
<td>18</td>
</tr>
<tr>
<td>04</td>
<td>Sukkur</td>
<td>24</td>
<td>12</td>
<td>36</td>
</tr>
<tr>
<td>05</td>
<td>Larkana</td>
<td>15</td>
<td>05</td>
<td>20</td>
</tr>
</tbody>
</table>

**KPK**

Higher Education, Archives and Libraries Department controls 189 public colleges.

**Baluchistan**

A draft bill “Baluchistan private educational Institutions Registration, Regulation & Promotion Act 2016 “is ready to provide registration, regulation and promotion of the private educational institutions. It will cover private schools and colleges not universities. Directorate of colleges, higher and technical education Quetta manages 86 public sector colleges and breakup is

<table>
<thead>
<tr>
<th>S #</th>
<th>Institutions</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Govt. College of Teacher Education</td>
<td>36</td>
<td>0</td>
<td>36</td>
</tr>
<tr>
<td>2</td>
<td>Govt. Poly Technique for Women</td>
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<td>19</td>
</tr>
<tr>
<td>3</td>
<td>Govt. College of Commerce</td>
<td>24</td>
<td>0</td>
<td>24</td>
</tr>
<tr>
<td>4</td>
<td>Govt. College of Physical Education</td>
<td>7</td>
<td>0</td>
<td>7</td>
</tr>
</tbody>
</table>

(Sources): [www.hec.gov.pk/OurInstitutes/Documents/New_Affiliation%20data](http://www.hec.gov.pk/OurInstitutes/Documents/New_Affiliation%20data%20list.pdf)
[www.ppc.edu/](http://www.ppc.edu/)
[www.uos.edu.pk/affiliated-colleges/](http://www.uos.edu.pk/affiliated-colleges/)
[www.hec.gov.pk/OurInstitutes/Documents/New_Affiliation](http://www.hec.gov.pk/OurInstitutes/Documents/New_Affiliation)
[http://pu.edu.pk/affiliation/college](http://pu.edu.pk/affiliation/college)
3.1.10 Research situation

HEC Initiatives

Dearth of research literature/equipment is a major impediment to the productivity of many creative and talented faculty members/researchers in all disciplines in private universities/DAIs. Researchers need substantial financial support for research projects to allow them in their research pursuits.

In the absence of such facilities, researchers are discouraged and are forced to seek better opportunities in developed countries. HEC has initiated a research grant program under which creative researchers are awarded research grants.

HEC is running the National Research Program for Universities (NRPU).

All public sector and 29 private HEIs (list; annexure) are eligible for this initiative.

HEC has started to organize the research activities of universities/HEIs ensuring availability of well-established and fully functional ORIC (Office of Research, Innovation and Commercialization).

Purpose of ORIC

The main purpose of establishing ORIC is to provide strategic and operational support to the University’s research activities/program for strengthening University-Industry relationships and promoting entrepreneurship, technology-transfer and commercialization activities that energize and support the local and national economy.

The ORICs will provide strategic and operational support to the University’s research activities/program, and will have a central role in facilitating the University Industry linkages for commercialization of research. ORIC can be used to provide technological solutions to the problems of the local society.

Detailed SOPs for establishment and working of ORIC has been provided by HEC.

Maximum funding under NRPU may be up to Rs.20 million. All public and 29 private DAIs (list annexure) are eligible for funding.

There are 11 notified ORICs among private HEIs till December 31, 2015.

Punjab 4    Sind 3    AJK 1    KPK 1    Federal 2

Total notified ORICs both public and private are 46.
Research Travel Grant Program

To cultivate this environment, the Higher Education Commission has set up a special Research Travel Grant Program for university faculty and PhD scholars at Pakistani Universities including private universities. Under this program, an academic selected to present work at a national or international academic event, is eligible to seek funding from HEC. Through provision of airfare, this grant also facilitates Pakistanis proceeding abroad to pursue Doctoral and Post-doctoral studies at foreign universities, and for foreign visits under Culture Exchange Programs.

(Source): http://hec.gov.pk/english/services/faculty/Start-Up%20Research%20Grant%20Program/Pages/Introduction.aspx#sthash.F1s45Fcl.dpuf
Source: http://hec.gov.pk/english/services/faculty/HEC%20Research%20Travel%20Grant/Pages/HEC-Research-Travel-Grant.aspx#sthash.2t2LNVuY.dpuf

Start-Up Research Grant Program (SRGP) is designed to assist the fresh PhD holders to establish research facilities upon joining higher education institutions as faculty members. Currently it for only public sector universities.

Research situation in DAIs

The European Memorandum on Higher Education'9 suggests that institutions should be engaged in different types of research with outputs ranging from technology transfer and marketable products to the pursuit of knowledge for its own sake. It is for this reason that the linkage between the quality of teaching and research in higher education institutions is stressed.

Research situation in private DAIs was discussed in FGD meeting in Islamabad. The 17 member administrators representing private HE sector was of the view that research situation in private DAIs is far below from the international DAIs. Overall Research situation is better in public universities than private partners. Private HEIs are more of a teaching institutes. Moreover, presently research is concentrated on publications in Impact factor journals. New product development, innovation and solution to industry and social problems, is almost absent. ORIC might encourage these HEIs to involve in applied research activities.

Pure and strategic research may be funded by public purse while applied and commercial oriented research should be funded by the market. In order to achieve this objectives private DAIs need to establish and improve industrial linkage. ORIC forum will be used to collaborate with industry.

For example HEIs surrounding Sialkot and Gujranwala should focus on leather and allied products and metallurgy and then commercialize with leather and sports industry. Collaboration with KRL. Near Sargodha on citrus, Multan mangos, interior Sindh, dates and pottery. There are unlimited opportunities for international firms if these HEIs can do real commercial research. Industrial linkage is weak. These HEIs can build linkage by industry visit and inviting key industry people. Build link with chamber of commerce, PSX, SECP, SBP and other banks, Pakistan science foundation, academy of sciences, PARC.

As a sample Ripha University and CECOS were studied for Research initiatives that a private university can take.
Ripha - Ripha Academy of Research & Education (RARE) is one of the important organs of the University

Role of RARE

- Quality assurance in research
- Oversee research and development activities for faculty
- Impart knowledge including practical skills, methods and techniques
- Develop the quality assurance framework, including the validation and revalidation of courses, and student admission and assessment
- Encourage the development of innovative approaches to course design/delivery
- To ensure that teaching design and delivery comply with the quality and educational standards
- Explore opportunities of linkages with international institutions of repute

2013
93 publications

It publishes following 3 journals
Journal of Islamic business and management - Biannual
Journal of Islamic international medical journal - Quarterly
Journal of Ripha College of rehabilitation science - Biannual

Ripha has also established ORIC

CECOSE
CECOS completed KP's First Waste to Energy Power Plant (converting the municipal solid waste into energy). The project was sponsored by Directorate of Science & Technology (DOST), KPK and CECOS ORIC.
CECOSE has also developed solar powered Rickshaw.
CECOS has also established the following centers under the umbrella of ORIC.
    ✓ Light Engineering Center
    ✓ Project Display Center
    ✓ Design Cell
    ✓ Resource Center

Industry linkage

<table>
<thead>
<tr>
<th>HEI</th>
<th>Number</th>
<th>Nature</th>
<th>Benefits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MY</td>
<td>Nil</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tameer – Millat</td>
<td>Pharmacy Industry</td>
<td>MOU</td>
<td>Internship</td>
</tr>
<tr>
<td>Ripha</td>
<td>4</td>
<td>MOU</td>
<td></td>
</tr>
<tr>
<td>UCP</td>
<td>2</td>
<td>MOU</td>
<td>1 MOU with a research council</td>
</tr>
</tbody>
</table>
Hajveri
Leads
COMECS 1 MOU Interest free loan for students
Hamdard MOU PCSIR Research
Dadabhoy Linkage & MOUs
Al- Khair MOU Internet trading
Mohi-ud-din
CECOSE MOU IIUI
SARHAD MOU KPK Police School
Abasyn Nil
Al- Hamd

Ph.Ds. produced

<table>
<thead>
<tr>
<th></th>
<th>2012</th>
<th></th>
<th>2013</th>
<th></th>
<th>2014</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
</tr>
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<td>93</td>
<td>1142</td>
<td>94</td>
<td>1248</td>
<td>92</td>
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<tr>
<td>Private HEIs</td>
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<td>7</td>
<td>69</td>
<td>6</td>
<td>103</td>
<td>8</td>
</tr>
<tr>
<td>Total</td>
<td>1118</td>
<td>100</td>
<td>1211</td>
<td>100</td>
<td>1350</td>
<td>100</td>
</tr>
</tbody>
</table>

2012 Foundation University produced highest number of Ph.D. 16
NCBAE produced highest number of Ph. Ds during 2013 and 2014, 9 and 11 respectively.
Quality of PhD researchers/educators produced is the backbone for the development of Quality Education in the institutions of Higher Learning. To ensure the quality of doctorate level education, HEC took the initiative of starting PhD Progress Review Process. The PhD Review Committee has so far completed three cycles to assess the programs at PhD level in 2005, 2007 and 2012 throughout the institutions of the country.

Considering the importance of external quality assurance mechanism for Ph.D. Programs, the Quality Assurance Agency, HEC in consultation with existing Ph.D. Review Committee members revised the entire review process.

The fourth cycle of the Ph.D. Program Review visits is in process. The Review process of Ph.D. program will be conducted on the basis of data provided by the DAIs.

PhD Review Committee comprising of eminent educationists determines the implementation status of the laid down criteria. Four review committees are functioning to conduct review of higher degree programs of both public and private sector universities in the regions of (1) KPK & Baluchistan, (2) Islamabad and Azad Jammu Kashmir and Gilgit (3) Punjab and (4) Sindh. -

Source:http://hec.gov.pk/english/services/universities/PhD-Review-Committee/Pages/PhD-Review-Committees.aspx#sthash.a1VvythK.dpuf

**Publications private HEIs**

<table>
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<td>Zia-ud-din Karachi</td>
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<td>6</td>
<td>Ripha</td>
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<tr>
<td>7</td>
<td>FC College University</td>
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<td>University of Lahore</td>
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<tr>
<td>9</td>
<td>CUST/MAJU</td>
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<td></td>
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<td>----</td>
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<tr>
<td>22</td>
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<td>KIET Karachi</td>
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</tr>
<tr>
<td>29</td>
<td>Institute of Business management</td>
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<tr>
<td>30</td>
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<td>Superior Lahore</td>
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<td>45</td>
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<td>KSBL</td>
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<td>50</td>
<td>Iqra national Peshawar</td>
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<td>Total</td>
<td></td>
<td>1278</td>
</tr>
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</table>

Note: Could not find/get 2013 data
Other 31HEIs 2014 – 0 publications.

**Publication**

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</tr>
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<td>Private</td>
<td>1171</td>
<td>1278</td>
</tr>
<tr>
<td>Public</td>
<td>6046</td>
<td>8882</td>
</tr>
</tbody>
</table>
Share of private HEIs is only 12.5%

Top of the list among private HEIs is Agha Khan University Karachi. It is at no. 6 among all the HEIs.

**Research Products - Prototype Development** (Foundation University)

**Product Name: “LITHOMATIC”**
Joint Research Project of Department of Urology (FUIC) with School of Electrical Engineering Computer Science (SEECS)-NUST has been completed in 2015. The newly designed Pneumatic Lithotripter has several additional features which are not present in other imported lithotripters. Its smart monitor provides real image enhancement. The device is used after multi successful ex-vivo testing of the treated patients of ureteric and bladder stones. This device has an electronic security lock, gives a complete patient database, duration of the procedure, and provides facility of recording the procedure of intracorporeal lithotripsy.

Research Journal Medical journal

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**3.1.11 Levels of Degree**
PQF - The draft/proposed Qualification Framework for Higher Education

The Pakistan Qualification Framework PQF is considered as mechanism for classification of the qualifications on the basis of the learning outcomes i.e. skill, competence and knowledge. It is in Pakistan. It is part of the reforms in higher education sector of Pakistan.

The PQF is developed and published by HEC. It describes the levels of achievements and features of higher education qualifications. It covers academic qualifications from level 5 to level 8.

<table>
<thead>
<tr>
<th>Level</th>
<th>Award Type</th>
<th>Qualification</th>
<th>Years of education</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Associate Degree</td>
<td>BA, B.Sc.- B. Tech 2 years- ADE</td>
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<tr>
<td></td>
<td>Ordinary Bachelor</td>
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<tr>
<td>6</td>
<td>Bachelor</td>
<td>BS- BE-LLB- MBBS- Pharm D- B. Tech (Hons.) M.A</td>
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</tr>
<tr>
<td>7</td>
<td>Masters</td>
<td>MS- M.Phil.- M. Tech-LLM</td>
<td>18</td>
</tr>
<tr>
<td>8</td>
<td>Doctoral</td>
<td>Ph.D.</td>
<td>19-21</td>
</tr>
</tbody>
</table>

**Level 5  ADE**

Associate degree qualifies individual who apply basic technical and theoretical knowledge in a range of context to undertake advance skills or professional work and as a pathway for further learning.

**Ordinary Bachelor**

Qualifies individual who apply broad knowledge in a range of context to undertake professional work and as a pathway for further learning. Generally offered by colleges.

**Level 6  Bachelor**

Qualifies individual who apply broad knowledge in a specific of context to undertake professional work and as a pathway for research further learning. Generally offered by colleges and universities/DAI.

**Level 7  Masters (Research)**

Qualifies individuals who apply an advance body of knowledge in a range of context for research and as a pathway for research further learning. Offered by universities/DAI.

**Level 8  Doctoral**
Qualifies individuals who apply a substantial body of knowledge in one or more fields of investigation or professional practice. Offered by universities/DAI.
[Source: Pakistan Qualification Framework by HEC]

Levels of Degree offered, Disciplines offered, Levels and location, urban rural by Private HEIs

- 64% of the private universities are located in Lahore and Karachi. Private sector has its own interests. HEIs offer disciplines to attract students. Almost Every HEI offers Business administration.
- Private HEIs should differentiate and gain specialty. MBA (agri. Business) MBA (public health), MBA (engineering management) etc.
- COMMECS Karachi total number of students were 50 only. COMMECS launched a specialized program MBA in Islamic business and Finance in collaboration with a religious institution “Jamia Dar-ul-Uloom Karachi” and COMMECS have 50 admissions for this class. (July 2016)
- MY university has launched peace and conflict studies.
- Private HEIs are not offering Treasury management, Actuarial Science and special education disciplines.
- Only one university Ripha in the sample is offering project management at MS level. Demand in this field is substantially high locally and in foreign countries.

Disciplines offered

<table>
<thead>
<tr>
<th>Subject/Discipline</th>
<th>Bachelor</th>
<th>Masters</th>
<th>MS/M. Phil</th>
<th>Ph.D.</th>
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<tbody>
<tr>
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<td>5</td>
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<td>Mechanical engineering</td>
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<td>1</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>Telecom</td>
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<td>-</td>
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<td>-</td>
</tr>
<tr>
<td>Electronics</td>
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<td>MBBS</td>
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<tr>
<td>Math</td>
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<td>3</td>
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<td>Physics</td>
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<td>3</td>
<td>2</td>
<td>1</td>
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<td>Psychology</td>
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<tr>
<td>Economics</td>
<td>4</td>
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<td>Column 2</td>
<td>Column 3</td>
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<td>Law</td>
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<td>1</td>
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<tr>
<td>English</td>
<td>1</td>
<td>4</td>
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<tr>
<td>Education</td>
<td>6</td>
<td>4</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>Biological science</td>
<td>6</td>
<td>2</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Fashion design &amp; Art</td>
<td>4</td>
<td>2</td>
<td></td>
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</tr>
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</table>

(Based on a sample of 15 universities) [Details Annexure]

(Sample annexure)
### Disciplines / Faculties offered by sample HEIs

<table>
<thead>
<tr>
<th>HEI</th>
<th>No. of Faculties offered</th>
<th>Faculties</th>
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</thead>
<tbody>
<tr>
<td>MY</td>
<td>4</td>
<td>MS-Engineering- Public policy and IR-Physics</td>
</tr>
<tr>
<td>Shifa TM</td>
<td>3</td>
<td>Nursing- Allied health science- Medicine</td>
</tr>
<tr>
<td>Ripha</td>
<td>7</td>
<td>MS-Engineering - CS- Sciences- media-medicine- veterinary sciences</td>
</tr>
<tr>
<td>Leads</td>
<td>12</td>
<td>MS-Engineering - CS- Sciences- Law- media-Education- Islamic Studies- English- Pharmacy- Commerce- Physical Education</td>
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<tr>
<td>Hajveri</td>
<td>8</td>
<td>MS-Engineering - CS- Health sciences- Law- Fashion- Pharmacy- Media</td>
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<tr>
<td>UCP</td>
<td>7</td>
<td>MS-Engineering - IT- Sciences- Law- Pharmacy-Media</td>
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<td>2</td>
<td>MS-Engineering</td>
</tr>
<tr>
<td>Sarhad</td>
<td>6</td>
<td>MS-Engineering - CS- Sciences- Life sciences- Social Sciences</td>
</tr>
<tr>
<td>Abasyn</td>
<td>6</td>
<td>MS-Engineering - CS- Life Sciences- Pharmacy-Education</td>
</tr>
<tr>
<td>Al-Hand</td>
<td>6</td>
<td>CS- MS- Education-Commerce- Islamic Studies- SC</td>
</tr>
<tr>
<td>Al-Khair</td>
<td>4</td>
<td>CS-MS- Education-SC</td>
</tr>
<tr>
<td>Mohi-ud-Din</td>
<td>4</td>
<td>CS-MS- Education- life sciences- Islamic Studies</td>
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<tr>
<td>DIHE</td>
<td>4</td>
<td>MS-Engineering and CS- Sciences- Law</td>
</tr>
<tr>
<td>COMMECS</td>
<td>1</td>
<td>MS- no new admission last 2 years</td>
</tr>
<tr>
<td>Hamdard</td>
<td>7</td>
<td>Health sciences-Engineering-law- Pharmacy-MS-Eastern medicine- SC</td>
</tr>
</tbody>
</table>

CS- Computer Science MS- Management Science- SC- Social Sciences
3.1.12 Location

<table>
<thead>
<tr>
<th>Region</th>
<th>Area</th>
<th>Population</th>
<th>Private HEIs</th>
<th>Public HEIs</th>
<th>Public +Private</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>No.</td>
<td>No</td>
<td>No of people per HEI</td>
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<td>32</td>
<td>4080192</td>
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<tr>
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<td>45032216</td>
<td>32</td>
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<td>193130033</td>
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<td>2541185</td>
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</tbody>
</table>

- Government announced FATA university
- LUMS Federal charter located in Lahore
- AKU Federal charter located in Karachi

Chartered Universities /DAIs Breakdown by Province

<table>
<thead>
<tr>
<th>Province/Region</th>
<th>Private</th>
<th>%</th>
<th>Public</th>
<th>%</th>
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</thead>
<tbody>
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<td>24</td>
<td>32</td>
<td>32</td>
<td>31</td>
</tr>
<tr>
<td>Sind</td>
<td>30</td>
<td>39</td>
<td>22</td>
<td>21</td>
</tr>
<tr>
<td>KPK</td>
<td>10</td>
<td>13</td>
<td>22</td>
<td>21</td>
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<tr>
<td>Baluchistan</td>
<td>1</td>
<td>3</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>Federal area</td>
<td>8</td>
<td>10</td>
<td>15</td>
<td>14</td>
</tr>
<tr>
<td>AJK</td>
<td>2</td>
<td>3</td>
<td>5</td>
<td>5</td>
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<td>GB</td>
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</tr>
<tr>
<td>Total</td>
<td>75</td>
<td>100</td>
<td>104</td>
<td>100</td>
</tr>
</tbody>
</table>
### Break down of private university by location

<table>
<thead>
<tr>
<th>Province</th>
<th>City</th>
<th>Private No.</th>
<th>Public No.</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
</tr>
<tr>
<td>Punjab</td>
<td>Islamabad</td>
<td>6</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>Lahore</td>
<td>20</td>
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<td>Rawalpindi Taxila – Wah</td>
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</tr>
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<td>4</td>
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<tr>
<td></td>
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<td>5</td>
</tr>
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</tr>
<tr>
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<td>1</td>
</tr>
<tr>
<td></td>
<td>Sargodha</td>
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<td>1</td>
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<tr>
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<td>7</td>
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<tr>
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<td>Kohat</td>
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<td>D.I. Khan</td>
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</tbody>
</table>

#### Break down by Charter

- **Chartered Universities**: Universities that are granted the status of a university by the government and have the authority to confer degrees.
- **DAs**: Degree Awarding Authorities.
- **%**: Percentage of total institutions.
<table>
<thead>
<tr>
<th>District</th>
<th>Rural</th>
<th>Urban</th>
</tr>
</thead>
<tbody>
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<td>Karak</td>
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</tr>
<tr>
<td>Bannu</td>
<td>0</td>
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</tr>
<tr>
<td>Malakand</td>
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<td>Dir</td>
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</tr>
<tr>
<td>Swat</td>
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</tr>
<tr>
<td>Mansehra-Abbottabad–Haripur</td>
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</tr>
<tr>
<td><strong>Baluchistan</strong></td>
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<td><strong>104</strong></td>
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<tr>
<td>Quetta</td>
<td>1</td>
<td>3</td>
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<tr>
<td>Khuzdar</td>
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<tr>
<td>Lasbella</td>
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<tr>
<td>Turbat</td>
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<td>Loralai</td>
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<tr>
<td><strong>AJK</strong></td>
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<td></td>
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<tr>
<td>Muzzafarabad</td>
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<td>Mirpur</td>
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<tr>
<td>Rawlakot</td>
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<tr>
<td>Kotli</td>
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<tr>
<td>Tarar Khal</td>
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<td><strong>GB</strong></td>
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<td></td>
</tr>
<tr>
<td>Gilgit</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>

**Rural urban**  Only 3 private HEIs are located in rural area

- Al-Khair Bimber AJK
- Mohi ud-din Nerian Shareef AJK
- GIK Topi

62 universities are located in federal and three provincial capital cities.
3.1.13 Public/private partnerships

Public private partnership is recent trend and growing in business. In Pakistan this trend being followed by Pakistan Railways. This trend is also being followed in higher education.

There are 12 private campuses working with public sector universities without HEC NOC. These are working after signing the MOU. HEC inspection team has visited 11 campuses and grant of affiliation is under process by the authority. These campuses are operating under the Government universities umbrella. Investment is made by private sector but paying a percentage of revenue to the public sector university. One more private campus (BI-KAT) in Rawalpindi is affiliated with PMAS University of Arid Rawalpindi as joint venture.

<table>
<thead>
<tr>
<th>Public sector University</th>
<th>No of campuses</th>
<th>Campuses</th>
</tr>
</thead>
<tbody>
<tr>
<td>BZU Multan</td>
<td>1</td>
<td>Lahore</td>
</tr>
<tr>
<td>GCU Faisalabad</td>
<td>2</td>
<td>Layyah</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sahiwal</td>
</tr>
<tr>
<td>UOG</td>
<td>2</td>
<td>Sialkot</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lahore</td>
</tr>
<tr>
<td>University of Sargodha</td>
<td>6</td>
<td>Lyallpur</td>
</tr>
<tr>
<td></td>
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<td>Faisalabad</td>
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<td>Gujranwala</td>
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<tr>
<td></td>
<td></td>
<td>Lahore 2</td>
</tr>
<tr>
<td>PMAS Arid</td>
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<td>Rawalpindi</td>
</tr>
<tr>
<td>Total</td>
<td>12</td>
<td></td>
</tr>
</tbody>
</table>

Affiliation of private colleges with public sector universities is also public/private partnership. Private sector is the beneficiary, private campuses attract the students by publishing the name of public sector HEI. Public sector is also beneficiary by receiving some revenue if the campuses do not compromise on quality.

Ripha entered into an agreement with Pakistan Railways to run a public private collaboration project namely IIMCT Railway General Hospital Rawalpindi in 1998.
3.1.14 Initiation of New Programs

Initiation of new programs is not based on strong reasons. Private HEI hesitate to start any program if number of students are few. They start only those programs which are “Fad” in the market (for example, Pharm D, Journalism etc.)

The participants of FGD admitted that mostly new programs are initiated due to demand in the market. Students are attracted to a program on the basis of “popularity” of a degree. Law and media studies are also popular programs. Few parents and students have career path. Others jump into a program without considering their aptitude and job market.

Preston started new program “Nano science” and attracted students. COMMECS started Islamic banking and finance and number of students doubled from 50 to 100.

My university started peace and conflict studies. Project management is a popular program in Middle East. Ripha has initiated this program.

Leads University discontinued its M. Phil. Program in Physical Education due to non availability of Ph.D. faculty in this discipline.

Private HEIs are not interested in offering “History” and “Philosophy”.
3.1. 15 Distribution of enrollments

Enrollment of Students in private HEIs only as on November 17, 2015 for the year 2014-15

228581 students are enrolled in these private HEIs. (Source HEC)

<table>
<thead>
<tr>
<th>Region/ Province</th>
<th>No. of Students</th>
<th>%</th>
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<tr>
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<td>Sindh</td>
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<td>KPK</td>
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Number of students in public sector 1070019
Total number of student private + public sectors 1298600
% of private students to total students 17.6%

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### Distribution of enrolments broken down by gender

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#### Student enrollment in private HEIs

![Bar chart showing enrollment in private HEIs between 2012-13, 2013-14, and 2014-15](chart.png)

#### Enrollment Trend without Distance Learning students

![Bar chart showing enrollment trend without distance learning](chart2.png)
### Student Enrollment trend Analysis

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Enrollment in private HEIs by gender and province

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Post Graduate 2014-15

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Post Graduate Enrollment
[Extract from Economic survey 2014-15
Degree Colleges Education (Classes XIII-XIV)

A number of 1.1 thousand degree colleges with 26.0 thousand teachers were functional during 2013-14. An increase of 4.7 percent enrolment was observed as it increased to 0.67 million in 2013-14 against 0.64 million in 2012-13. However, it is estimated to increase by 19.4 percent i.e. from 0.67 million to 0.80 million during 2014-15. [Table].

Universities Education (Classes XV onwards)
There are 161 universities with 77.6 thousand teachers in both private and public sectors were functional during 2013-14. During 2013-14, the overall enrolment of students in higher education (universities) remained stable at 1.60 million over the corresponding period of last year and it is estimated to increase by 12.5 percent i.e. from 1.6 million to 1.8 million during 2014-15. [Table].

Table : Number of Mainstream Institutions, Enrolment and Teachers by Level (Thousands)

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Extract from education and planning management

Universities/ DAI enrollment 2014 - 15 public and private by province, gender and level

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<td>-</td>
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</tr>
<tr>
<td></td>
<td>3541</td>
<td>2438</td>
<td>-</td>
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</tr>
<tr>
<td></td>
<td>-</td>
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<td></td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
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<td></td>
</tr>
</tbody>
</table>

Enrollment total 2014-15 Private sector by urban/ rural and gender (aepem)

<table>
<thead>
<tr>
<th>Degree</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Punjab</td>
<td>63638</td>
<td>47139</td>
<td>110777</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Urban</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Punjab</td>
<td>63638</td>
<td>47139</td>
<td>110777</td>
</tr>
<tr>
<td>Province</td>
<td>Private</td>
<td>Public</td>
<td>Private</td>
</tr>
<tr>
<td>-------------</td>
<td>---------</td>
<td>--------</td>
<td>---------</td>
</tr>
<tr>
<td>Sindh</td>
<td>1643</td>
<td>2527</td>
<td>4170</td>
</tr>
<tr>
<td>KPK</td>
<td>492</td>
<td>2293</td>
<td>2785</td>
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<tr>
<td>Baluchistan</td>
<td>94</td>
<td>144</td>
<td>238</td>
</tr>
<tr>
<td>Federal</td>
<td>5186</td>
<td>1384</td>
<td>6570</td>
</tr>
<tr>
<td>AJK</td>
<td>107</td>
<td>259</td>
<td>366</td>
</tr>
<tr>
<td>GB</td>
<td>-</td>
<td>44</td>
<td>44</td>
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</table>

Enrollment trend 3 years

<table>
<thead>
<tr>
<th></th>
<th>12-13</th>
<th>13-14</th>
<th>14-15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Private</td>
<td>36275</td>
<td>124051</td>
<td>126542</td>
</tr>
<tr>
<td>Public</td>
<td>605264</td>
<td>550400</td>
<td>1018284</td>
</tr>
<tr>
<td>Universities</td>
<td>230058</td>
<td>1364590</td>
<td>186535</td>
</tr>
<tr>
<td>Private</td>
<td>230058</td>
<td>1364590</td>
<td>186535</td>
</tr>
<tr>
<td>Public</td>
<td>1112625</td>
<td>1112625</td>
<td></td>
</tr>
</tbody>
</table>

**Dropouts**

Sample HEI did not provide exact number or percentage of dropouts but they estimated that 8 to 10% students dropout during or after 1st semester. Reasons of dropout

- Admission in other HEIs
- Low GPA in 1st semester
- Financial problems
- Inability to manage the difficult course

In UK HESA collects dropout data along with a range of UK-wide data from every year from universities, higher education colleges and other differently funded providers of higher education.

HESA is a charitable company which is funded by the subscriptions of the HE providers from whom collect data and it also provides an information service for the procurement of expertise.

UK dropout rate for 2013-2014 rate 5.7%. Such data is not available in HEC or the Federal ministries.

3.1.16 Contribution towards societal issues

Societies provide opportunities for students to develop their organizational, communicative, creative problem-solving and social skills to complement their academic curriculum. Students learn teamwork, self-respect, the appreciation and understanding of society and its issues.

It is the responsibility of the management of the private HEIs to develop its students to understand the society, its issues and to contribute to society. CSR activities can contribute to create awareness.

Private sector HEIs contribution towards society issues is negligible. University students are motivated and energized to do something good. The management and teachers should channelize their energy towards society issues.

UCP Lahore has a blood donor society.

Ripha social welfare department but limited effort. Free medical camps for flood affected people.

COMMECS runs social welfare society.
CECOSE’s community services
Hospital physiotherapy treatment of disabled people
Rehabilitation of drug addicts
Blood donations for Thalassemia people
3.2 **Financial situation- Fees and Scholarship**

### Fees

Average fee per semester

<table>
<thead>
<tr>
<th>Bachelor</th>
<th>Master</th>
<th>M.Phil.</th>
<th>Ph.D.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rs.</td>
<td>Rs.</td>
<td>Rs.</td>
<td></td>
</tr>
<tr>
<td>42000</td>
<td>46500</td>
<td>75000</td>
<td></td>
</tr>
</tbody>
</table>

AJK universities comparatively charge a low fee. LUMS and NUST are not included in the sample, these HEIs are charging high fee. LUMS fee for bachelor program per semester is Rs.272,400 while NUST is charging Rs.150,000.

### Scholarships

Private HEIs offer these types of scholarships:

- Merit
- Need based
- Need cum merit
- Kinship
- Disability
- Children of employees
- Arrangement of student loans
- Female students

COMMECS Karachi: No student is denied admission to the Institute due to any financial constraints

Ripha: Discount to Orphan Students.

UCP: Discount for disabled students

Dadabhoy: Fee concession to all students

Scholarship status of sample HEIs is given in annexure 7.
3.3 Human resources - Faculty

Faculty in private HEIs 2012-2013

<table>
<thead>
<tr>
<th></th>
<th>PhD</th>
<th>Non PhD</th>
<th>Total</th>
<th>PhD %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Private</td>
<td>1804</td>
<td>8300</td>
<td>10104</td>
<td>17.85</td>
</tr>
<tr>
<td>Public</td>
<td>7449</td>
<td>16891</td>
<td>24340</td>
<td>30.6</td>
</tr>
<tr>
<td>Total</td>
<td>9253</td>
<td>25191</td>
<td>34444</td>
<td>26.86</td>
</tr>
</tbody>
</table>

No of students per Ph.D. in private 126.7 number of students per permanent faculty is 23
Public sector 143.6 number of students per total faculty 44

<table>
<thead>
<tr>
<th>Public &amp; Private</th>
<th>2102-13</th>
<th>20013-14</th>
<th>2014-15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ph.D.</td>
<td>7798</td>
<td>9222</td>
<td>9935</td>
</tr>
<tr>
<td>Non Ph.D.</td>
<td>21431</td>
<td>23061</td>
<td>26156</td>
</tr>
<tr>
<td>Total</td>
<td>29229</td>
<td>33283</td>
<td>36091</td>
</tr>
<tr>
<td>% of Ph.D. to total</td>
<td>26.7</td>
<td>27.7</td>
<td>27.5</td>
</tr>
</tbody>
</table>

Separate data of public and private for 13-14 and 14-15 is not available

Details of sample HEIs permanent faculty

<table>
<thead>
<tr>
<th>HEI</th>
<th>Ph.D.</th>
<th>Others</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>UCP Lahore</td>
<td>67</td>
<td>224</td>
<td>291</td>
</tr>
<tr>
<td>Hajveri Lahore</td>
<td>28</td>
<td>252</td>
<td>280</td>
</tr>
<tr>
<td>Leads Lahore</td>
<td>38</td>
<td>71</td>
<td>109</td>
</tr>
<tr>
<td>Mohi-ud-Din AJK</td>
<td>14</td>
<td>19</td>
<td>33</td>
</tr>
<tr>
<td>Al-Khair</td>
<td>19</td>
<td>35</td>
<td>54</td>
</tr>
<tr>
<td>COMMECS Karachi</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Dadabhoy Karachi</td>
<td>17</td>
<td>42</td>
<td>59</td>
</tr>
<tr>
<td>Hamdard Karachi</td>
<td>74</td>
<td>159</td>
<td>233</td>
</tr>
<tr>
<td>My Islamabad</td>
<td>6</td>
<td>14</td>
<td>20</td>
</tr>
<tr>
<td>Ripha Islamabad</td>
<td>82</td>
<td>102</td>
<td>184</td>
</tr>
<tr>
<td>Tameer- Millat</td>
<td>0</td>
<td>175</td>
<td>175</td>
</tr>
<tr>
<td>Al-Hamd Quetta</td>
<td>6</td>
<td>76</td>
<td>82</td>
</tr>
<tr>
<td>CECOSE</td>
<td>16</td>
<td>110</td>
<td>126</td>
</tr>
<tr>
<td>Sarhad</td>
<td>38</td>
<td>164</td>
<td>202</td>
</tr>
<tr>
<td>Abasyn –Islamabad Campus</td>
<td>9</td>
<td>42</td>
<td>51</td>
</tr>
</tbody>
</table>

Every HEI of sample hire the services of visiting faculty. Exact number is not provided. Number of visiting faculty varies semester to semester. The head count is low and cost effective for the HEI. It improves industry link. Public sector faculty also share its experience with private HEI as visiting faculty. Retired faculty of public sector is also working with private HEIs.
For example Rector DIHE Dr. Shahana is retired from University of Karachi.
Rector Hajveri Dr. Khalid Pervaiz is retired from GC University Lahore.
Dr. Anis rector Ripha is from Islamic International University Islamabad
Dr. Rector Al-Khair is retired form public sector University

**Extract from education and planning management**
Government of Pakistan latest publication “Pakistan Education Statistics” January 2016

**Faculty 2014-15 (aepem) DAI Universities**

<table>
<thead>
<tr>
<th>Private</th>
<th>Public</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Full time</td>
<td>Part Time</td>
</tr>
<tr>
<td>Punjab</td>
<td>4258</td>
<td>1391</td>
</tr>
<tr>
<td>Sindh</td>
<td>2947</td>
<td>3308</td>
</tr>
<tr>
<td>KPK</td>
<td>1841</td>
<td>418</td>
</tr>
<tr>
<td>Baluchistan</td>
<td>470</td>
<td>55</td>
</tr>
<tr>
<td>Federal</td>
<td>2787</td>
<td>310</td>
</tr>
<tr>
<td>AJK</td>
<td>351</td>
<td>74</td>
</tr>
<tr>
<td>GB</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
3.4 Regulatory framework: modalities of establishment/registration/accreditation (HEC/professional accreditation bodies)

The role of regulators in controlling and facilitating the private HEIs.

Private sector is also contributing along with public sector to produce educated workforce. A degree is of benefit both to the holder, through higher levels of social contribution and higher lifetime earnings, and to the nation, through higher economic growth rates and the improved health of society. Private HEIs are mostly profit orientated, though some HEIs are established as trust but revenue maximization exists.

HEC is a major partner along with provincial regulators and professional accreditation councils to regulate (and facilitate in some areas) the working of Private HEIs.

If regulators work with deep and strong coordination then the possibility of unrecognized HEIs functioning in the country will minimize and the quality of education will improve. HEC website shows a list of 163 unrecognized private HEIs in the country that came to the knowledge of HEC.

Is there any bank or a branch of a bank operating in the country without approval of banking regulator? The answer is no.

**Powers and Functions of HEC**

- Evaluation, improvement, and promotion of higher education, research and development
- Formulate policies for higher education Institutions for promotion of socio economic development of the country
- Evaluation of the performance of Institutions
- Prescribe conditions under which Institutions may be opened and operated
- Set up national or regional evaluation councils
- To carry out accreditation of Institutions including their departments, faculties and disciplines by giving them appropriate ratings.
- Advise the Federal Government and the Provincial Governments on proposals for granting a charter to award degrees in both public and private sector;
- Submit to the Federal Government the recurring and development budgets for public sector Institutions and allocate funds to public sector Institutions
- Review, examine, approve and provide the financial requirements of public sector Institutions
- Support the development of linkages between Institutions and industry
- Facilitate the introduction of educational programs that meet the needs of the employment market
- Advise Institutions in ensuring a proper balance between teaching and research
- Determine the equivalence and recognition of degrees, diplomas and certificates awarded by Institutions within the country and aboard
- Facilitate greater mobility of faculty through national and international contacts
- Promote national and international linkages
- Encourage, support and facilitate training programs
- Guide Institutions in designing curricula
- Establish an endowment fund for higher education with contributions from governmental as well as non-governmental resources

(Source: HEC act chapter 1 clause 10)

**Provincial Regulators**

Provincial regulators primarily engaged in the administrative and financial affairs of the public sector HEIs. Provincial Higher Education Departments (HED) and HEC’s are also working in the provinces. They are controlling colleges.

**Punjab**

**HED Punjab** has administrative and financial control over the multi-tier education sector in Punjab. It manages 26 private HEIs. Higher Education Department is relatively a new department bifurcated from School Education Department of Government of the Punjab in 2008.

HED Punjab is responsible for education, learning and related services for students, as well as faculty/ teaching & non-teaching staff, serving in (Public and) Private Institutions in the province. It is a Ministerial Department with a strong presence in the field.

HED operates through a network of one field headquarters, i.e., Directorate of Public Instruction Colleges, 09 Divisional Directorates, 37 District Directorates, managing 690 colleges in Punjab. 17 Public/ 26 Private Sector Universities and 26 autonomous institutions.

The following objectives of HED Punjab can become the basis of coordination and cooperation with HEC.

**Objectives**

*Improve Quality of Higher Education*

- Increase number of skilled faculty
- Enhance quality of assessment system
- Increase market relevance of higher education programs

*Expand Access*

- Increase in number of students enrolled at college/university level

*Enhance Equity*

1. Create opportunities for all income groups, social classes and genders
2. Introduce a financial aid (loan) scheme in HEIs
3. Increase number of need-based scholarships
4. Create special opportunities for remote areas

*Strengthen Governance and Management*

- Raise students’ commitment to higher education
- To Improve Infrastructure and Resource Provision

**Functions**

The mandate of HED as identified in the Rules of Business 1974 is as follows:

- College Education General. (Post-Matric to Post Graduate Level)
- Universities and University Education excluding Agricultural University, Faisalabad.
- Co-ordination of schemes for higher studies abroad.
- Grant of scholarships
- Promotion of scientific research.
- Organization of all Public Libraries including Municipal and other Libraries and to keep liaison with Universities, Colleges and Special Libraries for improving the standard of research and scholarship and further development of library science.
- Ancient manuscripts and historical records.
- Promotion of Sports.
- Service matters except those entrusted to Services General Administration & Information Department.
- Purchase of stores and capital goods for the Department.
- Improvement of scientific, technological and professional education.

**Secretariat**

Secretary Higher Education- Special Secretary higher education - 4 additional secretaries –

(i) Academics (2) Law (3) establishment (4) planning and budget

**HEC Punjab**

The PHEC was established under “Punjab Higher Education Commission Act 2014” passed in January 2015. It a 17 members commission.

The following five its functions can be explored for coordination or working relationship between HEC and PHEC:-

- Coordinate with Higher Education Commission
- Formulate guidelines and recommend policies in line with national standards prepared by the Higher Education Commission under which public and private institutions may be opened and operated in the province
• Cause third party performance audit of higher education institutions and furnish a copy of results to the concerned body for corrective measures and follow ups

• Advise Institutions in raising funds from sources other than the Government

• Collect such information and statistics on higher education and institutions as it may deem fit

Khyber Pakhtoon Khawa

Higher Education Regulatory Authority (HERA)

KPK - HERA has exclusive jurisdiction for mandatory registration of private HEIs. Certificate of registration is issued after fulfillment of academic, administrative and institutional requirements prescribed by HEC. NOC is required for land or building. HERA is responsible for the performance and supervision of private universities in KPK. A private institution cannot be affiliated with a public sector university without registration with HERA. A private university cannot affiliate any college and establish any constituent college before a period of 10 years of its establishment. HERA is empowered to impose penalty Rs.0.5 million.

Directorate of Higher Education (HRD) KPK

It deals with administrative affairs of Government colleges in KPP. It was established to provide quality education which emphasis on transferring skills and ensuring conducive learning environment to develop knowledge based economy. The Department constantly endeavors to promote higher education and to ensure increase intake by upgrading learning facilities and standards through introduction of market oriented courses, expansion of facilities/infrastructure, provision of better trained teaching staff/faculty and managers.

Functions related to Private HEIs

• Regulation, Registration and Supervision of Private Higher Education Institutions/Universities in the Private Sector.

• Coordination with the Federal Government, other Provincial Departments and concerned Directorates.

Annual report 2015-16 is a good example of statistics issued by HEMIS. It provides complete details – district wise, gender wise about colleges, students, teachers, infrastructure, books, disciplines etc. But the report does not provide separate information about private sector colleges and HEI.
Sindh

The Sindh Higher Education Commission (SHEC) was established in 2013. On February 21, 2013, the Sindh Assembly passed the Sindh Higher Education Commission Act, 2013, to set up its own provincial body. It is a replica of the Higher Education Commission (HEC) Ordinance. However, the act was challenged in the Sindh High Court by Ms. Marvi Memon and former HEC Chairman Dr. Atta-ur-Rahman. According to the bill, the chief minister will be supervising SHEC affairs. The body will be headed by a chairman, and comprise secretaries of education, information technology, planning and development and finance departments, as well as chairman of the chief minister’s inspection and enquiries committee and the director general of colleges.


**Charter Inspection and Evaluation Committee (CIEC)** is working under SHEC and is responsible for inspection and evaluation of private universities. CIEC awards a status to the institution from 1 to 7 stars.

CIEC consists of eminent Vice Chancellor, Secretaries of Sindh Government and Federal HEC representative. CIEC has also mandate over public sector HEIs but presently it is working on private HEIs only. Operations of SHEC and CIEC have been affected after the arrest of Chairman SHEC last year.

(Source: Dr. AQK Rajput, Chairman CIEC)

Charter Inspection and Evaluation Committee” has introduced an online complaint system for students, parents and various university teachers. Pertaining to the growing complaints relating to local institutes and universities, an online system has been developed to meet the need. Taking notice of the issue, the charter granting institution, has stepped forward in the domain, where the complaints can be registered by the respective individuals from all over Sindh, including Karachi.

**Directorate of Registration and Monitoring**

This Directorate is in the provincial ministry of Education & Literacy and has two wings.

1. Directorate of Registration and Monitoring for Private Institutions is headed by the Director General (Mr. Mansoor). It has a department of Education and Literacy responsible for registration and monitoring of private degree colleges of Sindh province.

2. There is a separate wing Directorate of Public colleges to control public colleges headed by Director General Colleges.
Baluchistan

The Directorate of Colleges, Higher and Technical Education Quetta manages 86 public sector colleges.

A draft bill “Baluchistan private educational Institutions Registration, Regulation & Promotion Act 2016 “is ready for legislation. It will provide registration, regulation and promotion of the private educational institutions. It will cover private schools and college, but does not include universities.

AJK

Higher education of AJK is headed by a Minister of Higher Education. It mainly covers public sector colleges having the following objectives:

- To improve the quality of education in AJK.
- To manage & control the education system in AJK
- To provide technical & professional skills.
- To provide educational trainings for teachers.
- To provide scholarships.
- To provide pick and drop facility for college students.
- To provide IT education in the colleges of AJK.
- To provide digital labs
- To provide technical support
- To get 100% results from Govt. colleges of AJK
Mode of Establishment of Private University/Institute

A private university can only operate as a degree awarding institute after getting a charter from the provincial government or federal government. There are 75 private Universities/DAIs in Pakistan. In order to get a charter an HEI must be registered as a limited company, or company registered U/S 42 of companies’ ordinance 1984 or it should be registered as a “Trust” a not for profit institution.

HEC has adopted a proactive policy of encouraging the sponsors/management to establish/strengthen universities/institutions to make them high quality seats of learning.

The general SOPs for establishment of a new HEI have been devised after the approval of the Commission.

The comprehensive parameters/facilities required to be fulfilled prior to establishment of a new university/institution has been approved by the Federal Cabinet in February, 2002 and assented by the Chancellors’ Committee headed by the President of Pakistan.

HEC has provided criteria /guidelines in a booklet for the establishment of a new HEI.

The sponsors of an HEI are also required to prepare a feasibility report base on the HEC criteria.

A model charter has also been approved for effective management of universities/institutions namely Federal Universities Ordinance, 2002.

43 HEIs are registered as not for profit institutions. 18 HEIs are registered as private limited.

Vice Chancellor CECOSE Dr. Riaz argued that HEC insist on not for profit registration for public funding.

Accreditation

Accreditation is a process of validation in which colleges, universities and other institutions of higher learning are evaluated.

Accreditation:

- Enhances employment opportunities— local and multinational corporations require qualification from an accredited program.
- Establishes eligibility for student loans and scholarships.
- Paves the way to work globally, because accreditation is recognized worldwide through international agreements.

Institutional accreditation

Evaluates overall institutional quality, but does not focus on specific academic programs.
All the universities are required to get accreditation with Federal HEC. Criteria is same for both public and private sector. HEC accreditation is one way of guaranteeing the legitimacy of a program.

Program accreditation

Evaluates an academic unit or individual program of study, rather than an institution as a whole. A specific academic unit or program can be granted accreditation at a variety of degree levels (associate, bachelor, and master). The standards for accreditation are set by accreditation council.

Accreditation is a review process to determine if educational programs meet defined standards of quality. Once achieved, Accreditation is not permanent—it is renewed periodically to ensure that the quality of the educational program is maintained.

Accreditation councils

There are 9 accreditation councils:

- PBC  Pakistan Bar council
- PCATP  Pakistan council of architects and town planners
- PMDC  Pakistan medical and dental council
- PNC  Pakistan nursing council
- PCP  Pharmacy council of Pakistan
- PVMC  Pakistan veterinary medical council
- NCH  National council of homeopathy
- NCT  National council of Tib

Further 4 councils were established by HEC:

- NACTE  National Accreditation council for teacher Education
- NAEAC  National Agriculture education accreditation council
- NCEAC  National computing Education Accreditation council
- NBEAC  National business Education Accreditation council

(Accreditations council’s details given above 3.1)

Accreditation with councils Sample HEIs

<p>| HEIS  | MY | PEC | PMDC | PNC | Shifa TM | PCP | RIPHA | PEC | PMDC | PNC | SARHAD | PCP | NCH | PEC | PNC | PVMC | PCP | NCEAC | NBEAC |
|------|----|-----|------|-----|---------|-----|-------|-----|------|-----|--------|-----|-----|-----|-----|------|-----|-------|-----|-------|-----|
| 92   |    |     |      |     |         |     |       |     |      |     |        |     |     |     |     |      |     |       |     |       |     |</p>
<table>
<thead>
<tr>
<th>UCP</th>
<th>Al-Khair</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Mohi ud din</td>
<td>PMDC</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hamdard</td>
<td>PEC</td>
<td>PMDC</td>
<td>PCP</td>
<td>PBC</td>
</tr>
<tr>
<td>COMMECS</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dadabhoy</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Al-Hamd</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
3.5  TQM (curriculum, teaching methods, other areas)

Quality in education is “effectiveness of learning provided by universities to their students.”
(UK universities uuk 2008)

Quality is critical factor in employability of students. Private HEIs can contribute to economic and social development by

- Producing graduates to meet the human resource needs of organizations in the business, industrial and public sectors.
- Pushing forward the frontiers of knowledge via research.

31 private HEIs have established QEC. Establishment of a QEC is no guarantee for quality education. It is one step towards quality. Quality covers all aspects of an HEI, from admission of students to placement of students to jobs.

Quality in Higher Education depends

- Student Admission Criteria
- Employment of the right caliber of staff (Academic and non-academic)
- Accreditation of the Programs
- Examination system
- Feedback from former students and their employers
- Highly motivated and trained faculty
- Governance, Leadership
- Globally acceptable curriculum
- High quality teacher, having Knowledge, Skills & Competencies (Communication & Teaching Skills)
- High quality teacher training program.
- Lecture Delivery, Communication and teaching Methods
- Humor, Friendliness, Enthusiasm
- Conformance to standards
- Equipment
- Timeline – exam-result announcement- degree- convocation
- Quality of facilities like Hostel- food
- Guidance- Career planning
- Security
- Library- Books- Library timing
- Class size
- Curriculum
- Teacher training program including teaching internship.

Quality of an HEI can be judged by the employability of students.


**Curriculum**

The curriculum is a plan of the teaching-learning process that students of an academic program are required to undergo.

It includes objectives & learning outcomes, course contents, scheme of studies, teaching methodologies and methods of assessment of learning.

Curriculum is in the domain of HEC since the times of University Grants Commission. UGC was designated as the competent authority to develop, review and revise curricula beyond Class-XII vide Section 3, Sub-Section 2 (ii), Act of Parliament No. X of 1976 titled "Supervision of Curricula and Textbooks and Maintenance of Standard of Education". With the repeal of UGC Act, the same function was assigned to the Higher Education Commission (HEC) under its Ordinance of 2002, Section 10, Sub-Section 1 (v).

In compliance with the above provisions, the Curriculum Division of HEC undertakes the revision of curricula after every three years through respective National Curriculum Revision Committees (NCRCs) which consist of eminent professors and researchers of relevant fields from public and private sector universities, R&D organizations, councils, industry and civil society by seeking nominations from their organizations.

In order to impart quality education which is at par with international standards, HEC NCRCs have developed unified templates as guidelines for the development and revision of curricula in the disciplines of Basic Sciences, Applied Sciences, Social Sciences, Agriculture and Engineering in 2007 and 2009.

Private sector universities and institutes have adopted the same curriculum guidelines. But the problem lies in its implementation and completion of the course. There is not check and monitoring in this regards which need to be developed and implemented.

**Teaching Methods**

A teacher/ institution must use a variety of methods to impart knowledge and practical skills. During FGD the participants discussed the importance of teaching methods. All the participants agreed that teaching methods have been improved particularly with the induction of new Ph.Ds. Teachers use a variety of methods to impart knowledge. Case studies, eminent guest speaker and projects contribute a lot. HEIs also arrange industry trips and internships.

Infrastructure, curriculum other elements are important but the most important element of quality in HEIs is the people both academic and non-academic staff. A good teacher can impart knowledge even in a poor infrastructure environment.

Dr. Shahna Farooqi Rector of Dadabhoy institute of higher education (DIHE) admitted that private HEIs lack quality teachers. She explained that in private sector teachers are overloaded and teach more classes. Quality of teaching is compromised.
Dr. AKQ Rajput chairman CIES (Charter Inspection and Evaluation Committee Sind) is not satisfied with the quality of private HEIs. He explained that the sub campuses of private HEI are source of problem.

Participants of FGD suggested that in order to improve the quality the education system needs to be improved from baseline, primary education.

CIES has introduced an online complaint system for students, parents and various university teachers. Pertaining to the growing complaints relating to local institutes and universities, an online system has been developed to meet the need. Taking notice of the issue, the charter granting institution, has stepped forward in the domain, where the complaints can be registered by the respective individuals from all over Sindh, including Karachi.

HEC may, if considered appropriate, introduce a complaint cell for the students and parents private HEIs, to lodge complaints against the private HEIs, that are violating the conditions as laid down in NOC or its accreditation. This will augment and complement the QECs.

(Sources)
UNESCO (2006)
Based on a study which they conducted in Germany, Voss and Gruber (2006)
Haciomeroglu (2013)
3P Model (Biggs, 1993).
Sources: Book –Quality in higher education – by the society for research in higher education
http://hec.gov.pk/english/services/universities/Pages/CurriculumRevision.aspx#sthash.GJnMmQ3K.dpufculum
3.6 Assessment of offering Financial benefits to Private HEIs, Other kinds of support from governmental sources and forms of public/private partnerships

a. Professional Grooming of HEIs, by HEC
b. Effective participation of HEC in the statutory bodies of private HEIs

3.6.1 Financial benefits to Private HEIs

It is responsibility of the government to establish and operate the public sector universities, and the government has spent a lot during last decade. Financing a private HEI is not responsibility of the regulator or Government. But there are certain areas and situations when it is necessary to provide cash or in kind incentives to private HEIs to promote education and to save the institution and future of the stakeholders.

29 (annex) private sector universities have been declared eligible for public funding under public/private partnership program in the following areas

1. Research support program for university faculty and faculty development (teachers training facilities) with 100 % funding
2. FFHP, PERN and digital library (maximum 50% cost sharing of HEC)
3. Major development projects of infrastructure, academic and research facilities ( maximum 50% cost sharing subject to availability of funds)

HED KPK has established 100 million rupees endowment fund for scholarships for admission to approved institutions

HEC, IPFP program W category private HEIs are included in under this program. Rs. 0.5 million is given to for research projects to fresh PhDs for research proposals. 51 private HEIs are approved for IPFP program.

FFPH foreign faculty hiring program

<table>
<thead>
<tr>
<th>Total</th>
<th>Public sector</th>
<th>Private</th>
<th>Private %</th>
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<tr>
<td>312</td>
<td>301</td>
<td>11</td>
<td>3.5%</td>
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List of private HEIs having foreign faculty

<table>
<thead>
<tr>
<th>LUMS</th>
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<tr>
<td>Ripha</td>
<td>3</td>
</tr>
<tr>
<td>UMT Lahore</td>
<td>1</td>
</tr>
<tr>
<td>GIK Lahore</td>
<td>6</td>
</tr>
<tr>
<td>Total</td>
<td>11</td>
</tr>
</tbody>
</table>
3.6.2 Professional Grooming of HEIs imparted by HEC

HEC is actively involved in professional grooming of public sector faculty and staff. The following divisions of HEC are imparting training.

- Learning and Innovation Division
- Academics Division
- TESP

LID conducts 8 weeks MTFDP Master Trainer Faculty Development Program for capacity building of new teachers. LI has completed 27 such programs. It also arrange 2 weeks training program for selected master trainers in Thailand.

TESP has also trained academic and non-academic staff of public HEIs.

HEC taken initiatives to produce Ph.D. within country and oversees.

HEC is running the National Research Program for Universities (NRPU) and Travel grant program.

LI division has completed two programs IOT in public sector HEIs and trained non-academic staff.

All public sector and 29 private HEIs (list; annexure) are eligible capacity building program.

3.6.3 Participation of HEC in the statutory bodies of private HEIs.

This point was discussed in the FGD and during HEIs visits. There was consensus that there must be HEC’s participation in the statuary bodies to have an insight on a private HEI. HEC nominees take active role and contribute during meetings. Mr. Rizwan Deputy Registrar Shifa TM and Dr. Shahana Urooj rector DIHE praised the valuable contribution of HEC nominees.

The HEC nominee is bridge between a private HEI and regulator.
3.7 Caliber to address the issue of Internalization and Globalization

21st century witnessed globalization at a fast speed. Globalization provides opportunities and challenges. Participants of FGD agreed that we have capability but not yet prepared to address this issue. Private HEIs make efforts to attract maximum students. These HEIs are less concerned for international competition. These HEIs must perform strategic analysis to cope up with the growing situation.

Do we have strengths to face challenges?
Do we have strengths to capture opportunities?
Are we vulnerable to threats?

Private HEIs should hire faculty with overseas experience and visiting faculty from industry. Improve international linkage. Introduce exchange program for faculty and students.

Private HEIs should focus on creating higher education a service-oriented industry capable to be exported abroad.

Only 3 HEIs have campuses abroad.
### 3.8 Foreign owned/ franchised private HEIs.

27 institutions recognized by HEC offering foreign qualifications.

#### Institutions

<table>
<thead>
<tr>
<th></th>
<th>Local college</th>
<th>Foreign Partner</th>
<th>Program</th>
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<td>2</td>
<td>APIIT Karachi</td>
<td>APIIT Malaysia and Staffordshire UK</td>
<td>BSc. (Hons.)Computer programs</td>
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<td>3</td>
<td>ACCA- Pakistan</td>
<td>ACCA UK</td>
<td>Equivalence M.Com</td>
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<td>EDEXCEL</td>
<td>Edexcel UK</td>
<td>BTEC – HND</td>
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<td>CAMC Karachi</td>
<td>University Sedaya Malaysia</td>
<td>BBA- B.Sc. honors (A&amp;F)</td>
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<td>6</td>
<td>NAMAL Mianwali</td>
<td>Bradford UK</td>
<td>Bachelors</td>
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<td>7</td>
<td>MDI</td>
<td>USQ Australia</td>
<td>BBA- MBA</td>
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<tr>
<td>8</td>
<td>KIIT Karachi</td>
<td>University of Hudserfield</td>
<td>Bachelor</td>
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<td>9</td>
<td>ROOTS Rawalpindi</td>
<td>University of London</td>
<td>BSC – LLB</td>
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<td>10</td>
<td>TUMC</td>
<td>University of London</td>
<td>BSC – LLB – HND</td>
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<td>11</td>
<td>NICON</td>
<td>Edexcel</td>
<td>HND</td>
</tr>
<tr>
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<td>CONFFED Peshawar</td>
<td>Edexcel</td>
<td>HND</td>
</tr>
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<td>ICM UK</td>
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<tr>
<td>14</td>
<td>ABE Lahore</td>
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</tr>
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<td>Grafton college Islamabad</td>
<td>Edexcel</td>
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<td>Scottish qualification</td>
<td>Edexcel</td>
<td>HND</td>
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<td>BETS Lahore</td>
<td>Edexcel</td>
<td>HND</td>
</tr>
<tr>
<td>19</td>
<td>PEF Peshawar</td>
<td>Edexcel</td>
<td>HND</td>
</tr>
<tr>
<td>20</td>
<td>IBL Islamabad</td>
<td>Edexcel</td>
<td>HND</td>
</tr>
<tr>
<td>21</td>
<td>Griffith College Karachi</td>
<td>Griffith College Ireland</td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>Beacon house Informatics Islamab</td>
<td>Informatics Singapore and Curtin Australia</td>
<td>BBA (IT)</td>
</tr>
<tr>
<td>23</td>
<td>College of digital Science Karachi</td>
<td>London metropolitan university</td>
<td>BSC honors De recognized after 2008</td>
</tr>
<tr>
<td>24</td>
<td>IBF Lahore</td>
<td>Edexcel</td>
<td>HND</td>
</tr>
<tr>
<td>25</td>
<td>NCUK Rawalpindi</td>
<td>Local partner Ripha</td>
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</tr>
<tr>
<td>26</td>
<td>IBADAT Islamabad</td>
<td>Western Michigan USA</td>
<td>Bachelor</td>
</tr>
<tr>
<td>27</td>
<td>Noor International Lahore</td>
<td>University of Louisville</td>
<td>MPH</td>
</tr>
</tbody>
</table>
3.9 Employment status after graduation

HEIs are not interested in the post qualification career/job of their students. These HEIs impart academic knowledge but lack in providing employability skills. These HEIs do not keep employment record/track of their outgoing graduates.

Fresh graduates of university lack work skills.

Company wants to recruit graduates with specific skills. With so many graduates in the mix, employers look for more than a grade.

Employers expect students to have experience of the workplace and be work ready upon graduation. An HEI must know what skills employers are typically looking for by using the relevant job profiles. This could be improved via industry linkage.

The private HEIs take advantage of social misconception, for example most of the students pursue medicine education but all of them don’t enter into medical colleges. The private HEIs attract these students to Pharm D, without determining the demand and supply of pharmacy graduates in the market.

Employability skills are the skills, attributes and strengths that are needed for specific job roles. An outgoing graduate is expected to have at least some of the skills, or the potential to acquire the skills needed to do the job.

HEIs provide academic qualification and produce graduate, while professional bodies (ICAP, ICMA, Medicine) produce professionals. These professional enter the job market after acquiring both on the job and off the job training (article ship, wards.). Outgoing graduates from private HEIs have academic qualifications but lack employability skills. These HEIs must contribute the employability skills for supplying the skilled workforce for the economy.

An HEI should concentrate on developing the following skills which are required for every job:

- Adaptability
- Analytical skills
- Commercial awareness
- Communication
- Decision making
- IT skills
- Negotiation
- Networking
- Organizing
- Problem solving
- Research
- Teamwork
- Transition from student life to work life
It is likely that local interpretations of notions of what makes graduates employable would be different for the LUMS, AKU and Al-Hamd University. LUMS and AKU graduates are widely regarded as highly employable. Moreover, education at LUMS has not been changed in accordance with the employability agenda.

An HEI can impart employability skills by encouraging and arranging part-time and vacation jobs, internships and placements, volunteering, employer visits. Arrange activities and opportunities to develop a range of the most sought after skills while at university.

A student survey was conducted and 220 students responded. (Questionnaire and details annexure 7)

Summary of student survey

The model summary table explains the linear relationship of two independent variables with dependent variable skilled work force. The results shows positive significant relationship between related activities like career counseling, training, seminars are helpful for skilled work force and course activities has insignificant relationship with skilled workforce because when significance value is greater than .005 then relationship is insignificant.

Note: (Employment status of specific qualification is also mentioned in section 3)

A social media was also used to get students opinion regarding quality of private HEIs and employability of students. Annexure

**Interview: Mr. Hassan Khurshid Alam** Director Enterprise Solutions – Regional Head

Rooze.pk [hassan@rozee.pk](mailto:hassan@rozee.pk)

Students lack employability skills. Students don’t opt for a specific course according to their aptitude. Either they are pushed by their parents or they are influenced by someone (cousin etc.) During interview the students cannot understand and answer the simple question “introduce yourself” Major issued identified are

- Attitude
- Confidence
- Communication skills
- High expectations

Mr. Hassan suggested that the institutions must have career counseling office and internship program. Internship helps to learn the realities of professional career. It also improves the employment chances.

He claimed that there is no shortage of jobs. We have posted 5000 jobs but don’t find suitable choice. Only 6 to 8% of the all the applicants have knowledge and good attributes. The institution and teachers are more responsible for this situation. They do not prepare their students for the practical life.
He recommended that institutions be encouraged to have visiting faculty from industry. In the past employers preferred graduates from public sector universities. The trend is shifting in favor of private HEIs.

Best practice

Employment report for graduating class of 2015 issued by HEC Paris provides details of employment. Overview of placement trends over the last five years, information on key hiring companies, the relationship between internship and full-time hiring, and the ways in which organizations can recruit from the MBA Program is available on Career Choices Report 2015. (Source: www.mba.hec.edu/Careers/Employment-Report)

Extract

According to latest Labor Force Survey 2012-13, the prevailing unemployment rate in the country is 6.24 per cent and youth unemployment rate is 10.5 per cent. The population as well as the labor force is comprised of a much larger proportion of young people; about 63 per cent below the age of 30 years. This situation indicates that economy is not fully utilizing its youth potential for the development of the country. A new Action Plan is needed for effective and productive utilization of human resource for the socio-economic development of the country. It is estimated that 1.7 million new jobs would be required in the coming year. The action plan would create the required employment opportunities and to maintain/improve the existing employment situation in the year 2015-16.

Employment Scenario in 2014-15

Pakistan is the sixth most populous country of the world with an estimated population of 191.71 million in year 2014-152. Its population is projected to increase over 227 million by 2025. Total labor force in Pakistan is estimate at 63.03 million in the year 2014-15 out of which 59.1 are employed and 3.93 million were unemployed; implying 6.2 per cent unemployment rate. A comparison of labor force, employment and unemployment rate for the year 2012-13 and 2014-15 is depicted in the following figure.


Latest Survey (August 2016)

A recent survey carried out by the Career Advisory and Assessment Services has brought forth the industry’s opinion on the quality of graduates Pakistani universities are producing. Main aim of this survey was to understand what factors employers consider while hiring fresh graduates.

The survey was conducted with 159 national and multi-national companies from across Pakistan.

Findings of the survey

76.61% of employers are not happy with the quality of Pakistani graduates.
94.74 per cent of the employers believe that due to non-availability of career guidance, students study the subjects which do not match their personality type.

70.18% of the recruiters do not consider grades while recruiting candidates. While interviewing a candidate they notice relevant qualifications (86.55%), personal development (79.53%), and soft skills (74.27%).

Top 10 soft skills lacking in fresh graduates

- Verbal communication
- Positive attitude
- Teamwork
- Critical thinking
- Self-confidence
- Written communication
- Drive and flexibility
- Stress tolerance
- Adaptability
- Time management
- Self-awareness
- Planning and organization
- Integrity

This survey strongly stresses on the academia-industry gap. Universities focus more on their own ranking and getting as many graduates out there as possible. What they forget in this race is the quality of graduates they are sending out to the industry and whether they are up to the mark. This eventually leads to a large number of unemployed youth.

Survey is available at
Sources
4. Recommendations

4.1 Accreditation

HEIs must be directed to represent the accreditation status of each program accurately and without ambiguity. Programs are either accredited or not accredited. There should be no such thing as working under NOC.

4.2 Curriculum

NCRCs review the syllabus after three years in a 3 day meeting. It is recommended by FGD that NCRC should prepare a draft syllabus and circulate it to selected HEIs (public and private) asking comments and suggestions in a time frame and finalize in next meeting. (Maximum 60 days)

4.3 Guidance counselor

Make it compulsory for an HEI to establish guidance/career counselor office like QEC and ORIC.

4.4 Empowerment

Regulators must be empowered.

Benchmark controllers are SBP and SECP. These two regulators are empowered to impose fines and penalty and to close a bank/company/ trading. SBP can take control of a private bank to safeguard the interests of the depositors.

HEC has published a list of 164 unrecognized HEIs. Who will take action against these HEIs?

It is recommended to empower HEC to control a private HEI in case of serious irregularities to safeguard the interests of the students and other stakeholders.

4.5 Improve reporting and Statistics

Recommended that, HEC introduce periodic e. reporting. Reports should include academic, financial and administrative date
Benchmark for e. reporting are NEPRA (National Electric Power Regulating Authority) and SECP (Securities and Exchange Commission of Pakistan). NEPRA Launched fully integrated Excel Workbook Model (Beta Version) for preparation and filing of Regulatory Accounts. Templates are available at http://www.nepra.org.pk/attention.htm Contact person Mr. Irfan Saeed Deputy Director Finance NEPRA.

4.6 Jurisdiction

Jurisdiction of every HEI must be established. An HEI should not be allowed to open campus or affiliate a college beyond the jurisdiction limits.
University of Sargodha has affiliated colleges from all over Punjab province (125 cities).

4.7 Financial Benefits

Offering of financial benefits was discussed during FGD in Islamabad. 29 private HEIs are eligible for HEC funding on the basis of their performance and category.

To solve the issue of scarce funds for research in the private HEIs, it is proposed that an Endowment/Reserve Fund for Research may be established. HEC may consider to incorporate a clause in NOC of new private universities to contribute to the fund. Initially the fund may be established by HEC and later transfer to private fund management board. Its modality can be worked out by HEC and Private Universities. HEC may encourage them by providing small seed money and Private HEIs to regularly contribute to the fund. It may be used to conduct market oriented applied research by the private institutions of higher learning.

Government should provide “Bailout Package” to those HEIs that are in financial difficulty and their “Going Concern” is at stake.

4.8 Coordination

A comprehensive policy must be established at higher level to decide responsibilities and role of each body, federal regulator, provincial regulators (HECs, HEDs), professional accreditation bodies and accreditation bodies established by HEC. It will avoid duplicate role, efficient utilization of funds and better coordination among participants of higher education.

Engagement of with private universities, and the provincial government may be expanded. A small unit may be created in HEC for consistent coordination with provincial, AJK and GB higher education departments.

4.9 Industry Linkage

One of the major function of an HEI is research. Academia industry linkage must be strong for applied research and employability of the graduates. HEC may consider research grants under NRPU to private universities only for applied research. It that case the policy guideline of NRPU will have to be reviewed and revised. The applied research should be encouraged and rewarded.

4.10 Quality

Research and quality in the private universities needs reengineering. It is encouraging to see the establishment of QEC. It is time to make QECs fully operational. If the Quality Assurance Agency of HEC cannot be made independent as was originally envisaged that at least it may be provided with sufficient manpower to function properly. It may be made mandatory that the head of QECs will not be less than a Provost or senior most Dean.

Private DAIs need to focus on specialty. For example southern Punjab DAIs focus on cotton and mango research. Commercialize the product and generate revenue.
5. Conclusions

Private HEIs are contributing

Private HEIs play a significant role in producing skilled workforce and few privative HEIs have maintained quality over the years. It share the burden along with public sector.

Salient features

- Agha Khan University is the only private HEI in overall category of top ten at no. 5.
- In business category there are 7 private HEIs among top 10 and a private HEIs Iqra occupies the top position.
- 5 private Medical HEIs among top 10, Agha Khan at No.1
- Engineering Only one private HEI among top 10 – GIK KPK at no. 3
- General only 1 private at no. 6 LUMS
- No private agriculture university – UMT is offering agri. business
- Mostly offering medicine (MBBS, BDS, Pharm D.) and business administration

A large proportion of population below the age of 26, a wider market for higher education

Inadequate research culture emanating from the initial "developmental" focus and low proportion of PhD holders among academic staff. Private HEIs are primarily teaching institutions,

Absence of a systemic approach to quality assurance constraining the development of management and administrative structures with regard to capacity building.

Improving the regulatory environment for the private higher education sector should be a priority.

The most critical positions of higher education management lack the necessary qualities to provide credible leadership. Lack of vision, and low institutional or professional commitment-all combine to make a pessimistic mix for reform.

They follow each other.

Growth of private sector and availability of limited resource, persons in different disciplines has made the market highly competitive to retain and maintain the qualified faculty and staff.

Private institutions concentrate in the areas of business administration, computer science, and IT areas where employer demand is high.

Major areas of improvement are applied research and TQM. Improvement of quality across all areas. These HEIs should implement “Continual improvement” and “Benchmarking”
**Acknowledgements**

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<thead>
<tr>
<th>HEC</th>
<th>Research Associate</th>
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<tr>
<td>Ms. Amna Qayum Focal Person</td>
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<tr>
<td>Mr. Abid Latif</td>
<td>HEC</td>
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<tr>
<td>Mr. Muhammad Kamran</td>
<td>Research Associate</td>
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<tr>
<td>Ms. Rabia Shah</td>
<td>Research Associate</td>
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<td>Ms. Fatima Ali</td>
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<tr>
<td>Mr. Ahsan Ullah Khan</td>
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<tr>
<td>Mr. Yawar Javed</td>
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www.nepra.org.pk/
https://eservices.secp.gov.pk/eServices/
Sources

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Annexures

Annexure 1  Sample HEIs

- Muslim Youth University Islamabad (Engineering & IR)
- Shifa Tameer-e-Millat University, Islamabad (Medical)
- Ripha International University, Rawalpindi (General and medical)
- Hajveri University, Lahore (General including fashion and Law)
- University of Central Punjab Lahore (General, Pharmacy)
- Lahore Leads University, Lahore (General)
- COMMECS Institute of Business and emerging Sciences, Karachi (General)
- Dadabhoy Institute of higher education Karachi (General, Media and Education)
- Hamdard University Karachi (General, medical)
- Al-Hamd Islamic University, Quetta (General)
- Al-Khair University, AJ&K (General)
- Mohi-ud- Din Islamic University Narian Sharif AJK (General)
- Abasyn University Peshawar (General, Engineering)
- CECOS University of Information Technology and Emerging Sciences, Peshawar (Engineering)
- Sarhad University of Science and Information Technology, Peshawar (General)
- Islamabad School of law offering UK LLB qualifications. (Law)
- University college Islamabad offering University of London B.Sc external program
Annexure 2  Participants of FGD

Dr. AQ Ansari Rector Al-Khair University AJK
Dr. Ahsan Registrar MY University Islamabad
Mr. Aqeel Khan Director Al-Hamd university Islamabad campus
Mr. Ad. Registrar Al-Hamd university
Mr. Waheed Shareef Principal IBL Islamabad
Mr. Khawaja Zahid Hussain FM specialist TESP
Mr. Noor Mohammad training specialist TESP
Mr. Qazi Waseem Preston
Mr. Ahsaulah and Mr. Yawar students - public sector university QAU
Miss Fatima and Miss Fariha students - private university CASE
Mubashar Ali Consultant

Annexure 2 FGD photographs
Annexure 3
Discipline wise details of faculty of sample HEIs

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Annexure 5

Dentistry Colleges

1. Margalla Rawalpindi
2. Faryal Sheikhupura
3. Fatima Jinnah Karachi
4. Altamash Karachi
5. Isra Hyderabad
6. Sardar Begum Peshawar

Annexure 6- Equivalence certificate B. Tech honors
Annexure 7- Scholarships
Muslim Youth University

Merit Scholarship

From 5% to 100% of the total cost of education to a deserving student during a given academic year by MY Trust.

100% tuition fee waiver on the basis of academic excellence in F.A/F. Sc. and A-level.

Financial Assistance for Disabled Students.
100% fee concession is allowed to students with major disability and 50% to students with minor disability duly evaluated by MY Trust. Such a concession requires maintaining a CGPA of 2.80 in both cases.

Ripha
- Merit Scholarship
- Need cum Merit Scholarship
- Discount to Orphan Students.
- Concession for Children of HMC Employees.
- Concession for Children of Railways Employees.
- Concession for nominees of AI-Mizan Foundation.
- Kinship Concession.

Shifa
Nil

Leads

Initially will be supported by university itself.
50 students will be supported 100% scholarships. 30 million allocated 50% tuition and other charges waiver.

/www.leads.edu.pk/DownloadSection/Talent%20Hunt%20Scholarship

Hajveri

Offers a variety of undergraduate scholarships and awards in recognition of outstanding academic achievements, leadership qualities and special talents.
(Details not provided)

UCP

1. Merit Scholarships at the time of New Admission.
2. Scholarships based on Academic Performance in second and subsequent semesters.
3. Cash awards
4. PGC Discounts
5. Kinship Discounts
6. Discounts for Disabled Students
7. Financial Assistance for Faculty Development Program
8. Financial Assistance for Teaching /Technical Assistants
9. UCP Employee Discounts

COMMECS

Merit scholarship
- 100% tuition fee waiver for first 10 position holders in higher secondary and bachelor examinations.
- 3 scholarships covering tuition fee for first three highest GPA holders for the next semester.
- All Position Holders for the First 10 Positions declared in the HSC/B.Com/BSC/BA/BBA or equivalent will be given 100% Scholarship

It has signed a MOU with Ihsan Trust of Meezan Bank Ltd. For providing interest free Qarze Hasna to students, repayable on mutual convenience of student and Ihsan Trust in monthly installments as low as Rs. 3,000/-. 

No student is denied admission to the Institute due to any financial constraints

Dadabhoy

Merit Scholarships
Merit scholarships are announced each semester by the Dadabhoy Foundation. Merit Scholarships are awarded only on merit determined by Scholastic Aptitude Test (SAT). Only those students who have good academic record are considered for scholarship.

Need Based Scholarships

Dadabhoy Institute of Higher Education follows a fee concession mandated by the Dadabhoy Foundation for meritorious students with limited financial means.

Testing Committee of the Institute determines the level of the fee concession which ranges from 15% to 30% of the tuition fee.

Rector told that all the students of DIHE are getting fee concession.

Hamdard
Nil

Sarhad

20% for 1st position in semester
15% for 2nd position

CECOSE
CECOS University offers Scholarships / Fee Concession to deserving students.

- 40% concession in Tuition Fee to sons / daughters of the Full Time Regular employees of the University (only one at one time).
- 40% Fee concession to the employees of CECOS University and its Constituent Institutions/ Colleges (minimum 3 years’ service with CECOS) in courses of studies offered under the evening programs (only one course).
- 30% Tuition Fee concession to students securing 1st, 2nd and 3rd position in BISE/BTE/University examinations (on overall result basis).
- 20% Tuition Fee concession to all female students.
- 20% Tuition Fee concession to kinship.
- 15% Tuition Fee concession to the children of Armed Forces personnel

Abasyn

100% for more than 70 % marks in inter. Bachelor program

Al-Khair

In financial crises.

Mohi-ud-Din

Nil

Al- Hamd

Nil

(HEC has awarded a total of 22,323 student scholarships but no scholarship was given to students of private universities.)
Annexure 8- Questionnaire student survey

Impact of Private Universities on Skilled Workforce

Age 18 25, 26 30, 31 35, above 35

Family Income Rs.20,000 Rs.30,000 Rs.40,000 above Rs.40,000

Gender Male Female

Education Matric Intermediate Graduate

Master. M.Phil. Ph.D.

5= strongly Disagree, 4= Disagree, 3= Neutral, 2 = Agree, 1= Strongly Agree

1. Ph.Ds. faculty is the core reason for the success of private universities.

2. Infrastructure is the core convincing factor for students in private universities.

3. Good Hostel accommodation and healthy environment is the reason for tendency towards private universities.

4. High educational expenses could be the reason of less concentration of students for private universities.

5. Easy admission criteria is the reason for greater tendency towards private universities for students.

6. Extra-curricular activities along with curricular activities are the center of concentration in private universities.

7. Updated course contents and inclusion of latest research facilities are focus of concentration for students in private universities.

8. Training and development courses on continuous basis are attracting features for students to enroll in private universities.

9. Career counseling and internship program in well reputed institutions is the strong point for private universities.

10. Seminars and training of faculty enhancing private universities educational standards.
11. Timely and scheduled classes’ proceedings are motivating factor for students to be in private universities.

12. Digital labs, availability of books in library, availability of practical equipment’s regarding experiments are the prominent features to polish student’s skills for their futures.

13. Medical facilities and health care centers are the core reasons for the brand name of private universities.

14. Private universities can leave positive impact on country’s economy by generating skilled workforce for the organizations.

15. Respondents suggestion regarding improving educational standards in private universities.

-----------------------------------------------------------------------------------
Respondent’s email address

Respondent’s contact no.

Software used SPSS 21 used
220 respondents

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Infrastructure of private universities

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Admission criteria of private universities

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Extra-curricular activities

High educational expenses

Updated course contents

Training & Development

Career Counseling’s and internship program

Seminars and training of faculty

Timely and schedule of classes

Digital labs

Medical facilities

Impact of private DAIs on country’s economy

Age of respondents

Education of respondents

Gender of the respondents

Income of the respondents

Frequency Table

Ph.D. faculty of private universities

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### Extra-curricular activities of private universities

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### High educational expenses of private universities

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<tr>
<td>Agree</td>
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<td>32.7</td>
<td>32.7</td>
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<tr>
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### Timely and schedule classes

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<td>23.6</td>
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<tr>
<td>Agree</td>
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<td>38.2</td>
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<tr>
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### Digital labs of private universities

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<tr>
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<td>20.0</td>
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<td>9.1</td>
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<tr>
<td>Agree</td>
<td>72</td>
<td>32.7</td>
<td>32.7</td>
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<td>Strongly Agree</td>
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<td>38.2</td>
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<tr>
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### Medical facilities of private universities

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<td>9.1</td>
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<tr>
<td>disagree</td>
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<tr>
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<td>20.0</td>
<td>20.0</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>48</td>
<td>21.8</td>
<td>21.8</td>
</tr>
<tr>
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### Impact of private universities on country's economy

<table>
<thead>
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<th>Cumulative Percent</th>
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<tr>
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<tr>
<td>disagree</td>
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<td>16.4</td>
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<tr>
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<td>36</td>
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<tr>
<td>Agree</td>
<td>72</td>
<td>32.7</td>
<td>32.7</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>48</td>
<td>21.8</td>
<td>21.8</td>
</tr>
<tr>
<td>Age of respondent</td>
<td>Frequency</td>
<td>Percent</td>
<td>Valid Percent</td>
</tr>
<tr>
<td>-------------------</td>
<td>-----------</td>
<td>---------</td>
<td>---------------</td>
</tr>
<tr>
<td>Valid 20-25</td>
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<tr>
<td>25-30</td>
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<table>
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<tr>
<td>Valid Graduate</td>
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<td>Ph.D.</td>
<td>8</td>
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<tr>
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<th>Gender of the respondent</th>
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<tr>
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<td>41.8</td>
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<td>Female</td>
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<table>
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<tr>
<th>Family Income of the respondent</th>
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<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
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</thead>
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<tr>
<td>Valid 20,000-30,000</td>
<td>22</td>
<td>10.0</td>
<td>20.4</td>
<td>20.4</td>
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<tr>
<td>30,000-40,000</td>
<td>56</td>
<td>25.5</td>
<td>51.9</td>
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</tr>
<tr>
<td>40,000-50,000</td>
<td>24</td>
<td>10.9</td>
<td>22.2</td>
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<td>above 60,000</td>
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<tr>
<td>Total</td>
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<table>
<thead>
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<th>Missing System</th>
<th>Frequency</th>
<th>Percent</th>
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</thead>
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<tr>
<td>Valid System</td>
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<td>50.9</td>
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<td>Total</td>
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<td>100.0</td>
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</tr>
</tbody>
</table>

Reliability Analysis:

The Reliability tests refer to a number of measures that test the consistency in the prediction of results, when used for any variable. The first in this list is the Cronbach’s alpha test. This test makes use of the correlation statistics to define the relationship between different items that combine to form a scale (Ntoumanis, 2001). In the field of social sciences the value of Cronbach’s alpha equal or more than 0.7 but less than 0.9 is considered to provide sufficient evidence in order to accept the reliability (Nunnally, 1978). Whereas on the hand value lying between 0.6 and 0.7 are taken as poor or weak evidence, furthermore that between 0.5 and 0.6
are considered insufficient evidence and makes the reliability doubtful. Values falling any below these figures are unacceptable at all

### Reliability Statistics

<table>
<thead>
<tr>
<th>Cronbach's Alpha</th>
<th>N of Items</th>
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<tr>
<td>.827</td>
<td>13</td>
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### Case Processing Summary

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<th>N</th>
<th>%</th>
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<tr>
<td>Excluded a</td>
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<td>.0</td>
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<tr>
<td>Total</td>
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</tbody>
</table>

a. List wise deletion based on all variables in the procedure.

The above states the findings of the study conducted states that the items in the study are perfect and are collecting the data which are needed for the required result. The overall value of Cronbach’s Alpha of each Item (questionnaire) is above .7 which is ideal situation.

**Correlation Analysis:**

Pearson’s Correlation Analysis

The Pearson’s Correlation Coefficient is to measure the linear relationship in terms of strength and direction between two variables (Liang, 2011). It is with a letter of “r” to represent Pearson correlation. The correlation coefficient ranges from +1.0 to –1.0 (Saunders et al., 2012). When the correlation result is +1 means there is perfect positive relationship between the variables (Schiffman, 2010). While the result is –1 means there is perfect negative relationship and 0 correlation result refers to no linear relationship between two variables.

In addition, researchers are using “r” square to measure the proportion of the dependent variable can be explained by various independent variables (Ana Maria Cascade, 2015). It is a measure which obtained by squaring the correlation coefficient, also known as coefficient of determination (Molly, W, & Samer, 2011).

All the values are exhibiting positive significant correlation in the table that means we can further run SPSS software for these variables.

### Correlations

<table>
<thead>
<tr>
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<th>RA</th>
<th>SWF</th>
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<td>.600*</td>
<td>.417**</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td></td>
<td>.000</td>
<td>.000</td>
</tr>
<tr>
<td>N</td>
<td>220</td>
<td>220</td>
<td>220</td>
</tr>
<tr>
<td>Pearson Correlation</td>
<td>.600*</td>
<td>1</td>
<td>.605**</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.000</td>
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<td>220</td>
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<tr>
<td>Pearson Correlation</td>
<td>.417**</td>
<td>.605**</td>
<td>1</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
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<td>.000</td>
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<tr>
<td>N</td>
<td>220</td>
<td>220</td>
<td>220</td>
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</tbody>
</table>

* Correlation is significant at the 0.05 level (2-tailed).

** Correlation is significant at the 0.01 level (2-tailed).
In above mentioned table related activities has .6 relation with Course activities and skilled workforce has .417 relation with course activities.

**Regression Analysis**

<table>
<thead>
<tr>
<th>Model</th>
<th>Coefficients</th>
<th>Standardized Coefficients</th>
<th>t</th>
<th>Sig.</th>
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<td>Unstandardized Coefficients</td>
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<tr>
<td></td>
<td>B</td>
<td>Std. Error</td>
<td>Beta</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>(Constant)</td>
<td>-.254</td>
<td>.407</td>
<td>-.623</td>
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<tr>
<td></td>
<td>CA</td>
<td>.178</td>
<td>.140</td>
<td>.086</td>
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<tr>
<td></td>
<td>RA</td>
<td>.870</td>
<td>.106</td>
<td>.553</td>
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</tbody>
</table>

a. Dependent Variable: SWF

The model summary table explains the linear relationship of two independent variables with dependent variable skilled work force. The results shows positive significant relationship between related activities like career counseling , training , seminars are helpful for skilled work force and course activities has insignificant relationship with skilled workforce because when significance value is greater than .005 then relationship is insignificant.
Annexure 9
Meetings/ interviews

Dr. Shahana Urooj Kazmi DIHE
Ms. Rafia Mallah Registrar Director General Registration and evaluation private institutions
Mr. AQK Rajput chairman CIES
Mr. Nasir Anser DG public Colleges Staff
Mr. Sami Qureshi Principal ISL
Mr. Waheed Shareef Principal IBL
Mr. Latif Administrator UCI Islamabad
Dr. Khalid Pervez Rector Hajveri
Dr. Ahsan Registrar My University
Mr. Waqas Administrator COMMECS
Registrar Mohi-ud-Din
Registrar Al-Hamd
Dr. Khattak VC CECOSE
Dr. Ameer Haider Hamdard
HEC Executives
Mr. Waqas D. Registrar Shifa Tameer- Millat
# Annexure 10

**List of Registered Private Degree Colleges, District Karachi**

Directorate of Registration/Inspection of Private Institutions Sindh, Education & Literacy Department.

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Name of Institution</th>
<th>Category</th>
<th>Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Aawaz Institute of Media Sciences (AIMS) Degree Level, Bachelor of Media Science</td>
<td>Degree Level</td>
<td>31-C/II, Shahbaz Commercial Lane-4, Phase-VI, D.H.A. Karachi.</td>
</tr>
<tr>
<td>2</td>
<td>Al Beruny Degree College</td>
<td>Degree Level</td>
<td>Plot No.1, Phase-I, Sector-4, Ahsanabad Society, Karachi. Contact No.021-6880324/325.</td>
</tr>
<tr>
<td>3</td>
<td>Aleemiyah Islamic Degree College (Arts &amp; Commerce)</td>
<td>Degree Level</td>
<td>Al-Markaz Islamic Block &quot;B&quot; North Nazimabad, Karachi. 02136629282 02136627021</td>
</tr>
<tr>
<td>4</td>
<td>Al-Noor Intermediate College for Boys &amp; Girls.</td>
<td>Degree Level</td>
<td>W.S.A. 5/18, F.B.Area, Karachi. 0216804795</td>
</tr>
<tr>
<td>5</td>
<td>Army Public Degree College B.Com Evening Shift</td>
<td>Degree Level</td>
<td>Bahawal Pur Lines Malir Cantt Karachi</td>
</tr>
<tr>
<td>6</td>
<td>CAMS (College of Accounting &amp; Management Sciences) Degree Level</td>
<td>Degree Level</td>
<td>109-B, Gulshan-e-Faisal Clifton Karachi. 021-5837109. 021-5837109. Fax: 5834783.</td>
</tr>
<tr>
<td>7</td>
<td>CAMS Girls College (Degree Level).</td>
<td>Degree Level</td>
<td>17, Al-Hamra Cooperative Housing Society, Block No.7 &amp; 8 Main Tipu Sultan Road, Karachi. 021-4537782. 4537414. 03082909723.</td>
</tr>
<tr>
<td>8</td>
<td>CDSS Degree Girls College (Arts Group B.A. Level)</td>
<td>Degree Level</td>
<td>CDSS, 52/6 Korangi Township Lalabad, Karachi. 0212012630 03332119241 03002334951</td>
</tr>
<tr>
<td>9</td>
<td>CDSS Intermediate Girls College (Science &amp; Humanities)</td>
<td>College</td>
<td>52/6 Korangi Township Korangi Karachi</td>
</tr>
<tr>
<td>10</td>
<td>College of Accounting &amp; Management Sciences (Commerce Degree Level)</td>
<td>Degree Level</td>
<td>36, Tipu Sultan Modern Housing Society, Main Tipu Sultan Road, Karachi. 0214533760</td>
</tr>
<tr>
<td>11</td>
<td>College of Banking &amp; Finance (Degree Level).</td>
<td>Degree Level</td>
<td>E-10 Block-7 Gulshan-e-Iqbal, Karachi. 021-4893776. 4814828.</td>
</tr>
<tr>
<td>12</td>
<td>College of Management &amp; Sciences, B.Sc.(Computing), B.A.(Strategic Management), A.C.C.A.</td>
<td>Degree Level</td>
<td>C-4, Sector 14-A, Shadman, North Nazimabad Town, Karachi. 021-6952901. Fax:6952902</td>
</tr>
<tr>
<td>15</td>
<td>Defence Authority College for (W) Degree.</td>
<td>Degree Level</td>
<td>Aga Khan Road, Kharadar, Karachi. Contact No.021-2522440.</td>
</tr>
<tr>
<td>18</td>
<td>EScribir College of Advance Studies &quot;Degree Level&quot; (B.Com: Group)</td>
<td>Degree Level</td>
<td>The Plaza Plot No.G-7, Block-9 K.D.A. Scheme No.5, Kehkashan Clifton Karachi. 0213530859-4 Fax:02135308595</td>
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<tr>
<td>19</td>
<td>Fatimiyah College (Boys Campus) Degree</td>
<td>Degree Level</td>
<td>Plot No.270, Britto Road, Near Numaish, Karachi.</td>
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<tr>
<td>20</td>
<td>Fatimiyah College (Girls Campus) Degree</td>
<td>Degree Level</td>
<td>Plot No.271, Britto Road, Near Numaish, Karachi</td>
</tr>
<tr>
<td>21</td>
<td>Genesys &amp; Kadet (Degree Level)</td>
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<td>241/B/4, Block-2, P.E.C.H.S. Behind Nursery Bridge, Karachi. 02134525997. 34554064. 36017376. 02134540617</td>
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<tr>
<td>22</td>
<td>Ghazi Foundation College (Degree Level &quot;B.Com&quot;)</td>
<td>Degree Level</td>
<td>B-105, Block-3, Gulshan-e-Iqbal, Karachi. 0214989069 0214966556 fax:0214987113</td>
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<tr>
<td>23</td>
<td>Griffith College Dublin Karachi campus.</td>
<td>Degree Level</td>
<td>St-8E, Block-1 Scheme-5, Clifton, Karachi. Contact No.021-5868741, 5868841. Fax:021-5371607.</td>
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<tr>
<td>24</td>
<td>Hashmi Media Institute (Degree Level).</td>
<td>Degree Level</td>
<td>195-A, Sindhi Muslim Cooperative Housing Society, Karachi. 111-444-555 Fax:02134550184 03018216104</td>
</tr>
<tr>
<td>26</td>
<td>Hope Commerce Degree College (B.Com &amp; B.B.A).</td>
<td>Degree Level</td>
<td>Plot No.251 (New 232) Sheet No.1, Sector No.5, Block-J, Saeedabad, Baldia Town, Karachi</td>
</tr>
<tr>
<td>27</td>
<td>Ilm-e-O Amal Degree B.A B.COM</td>
<td>degree level</td>
<td>Ali Muhammad Brohi Goth Rehri Malir Bin Qasim Town Karachi</td>
</tr>
<tr>
<td>28</td>
<td>Imperial Degree College &quot;B.Com:.&quot;</td>
<td>Degree Level</td>
<td>No.B-1, Block No.16, K.D.A. Scheme No.36, Gulistan-e-Jauhar, Karachi. 021-4621838. 0321-2424264</td>
</tr>
<tr>
<td>29</td>
<td>Infaq Graduate Institute for Teachers Educational Degree Level &quot;B.Ed&quot;</td>
<td>Degree</td>
<td>52/6 Korangi Township, Lalabad Rehri road Khi</td>
</tr>
<tr>
<td>30</td>
<td>Institute of Business Education Degree (B.COM:)</td>
<td>Degree Level</td>
<td>188-N P.E.C.H.S Block-II Karachi</td>
</tr>
<tr>
<td>31</td>
<td>Institution of Business Administration &amp; Aviation Science (Degree)</td>
<td>Degree</td>
<td>General Aviation Jinnah International Airport Karachi 021-34571937</td>
</tr>
<tr>
<td>No.</td>
<td>Institution Name</td>
<td>Degree Level</td>
<td>Address/Contact Information</td>
</tr>
<tr>
<td>-----</td>
<td>------------------</td>
<td>--------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>32</td>
<td>Institution of Science Arts (IMSA) Degree Level, Pre-Engineering, Pre-Medical &amp; Humanities</td>
<td>Degree Level</td>
<td>Mansoor Tower, Main Clifton Road, Clifton Block-8 Karachi.</td>
</tr>
<tr>
<td>33</td>
<td>International School of Business (Degree Level) &quot;B.Sc. &amp; B.Com.&quot;</td>
<td>Degree Level</td>
<td>22-A, Tipu Sultan Road, Block-7 &amp; 8, Karachi. 021-4398625. 021-4533951.</td>
</tr>
<tr>
<td>34</td>
<td>Iqra Degree College.</td>
<td>Degree Level</td>
<td>LS-13/14, Shah Faisal Colony No.02, Near Post Office, Karachi, Contact No.021-4595937.</td>
</tr>
<tr>
<td>35</td>
<td>Iqra Huffaz Degree College</td>
<td>Degree Level</td>
<td>F-108, Block-B North Nazimabad, Karachi. 0216676579.</td>
</tr>
<tr>
<td>36</td>
<td>Jamia Abi Bakr Al-Islamia (Degree College)</td>
<td>Degree</td>
<td>St-71/A Block-5 Gulshan-e-Iqbal Karachi</td>
</tr>
<tr>
<td>37</td>
<td>Jauhar College of Information Technology &amp; Management Science Degree Commerce</td>
<td>Degree College</td>
<td>B-60 Block-6 Gulshan-e-Iqbal Karachi</td>
</tr>
<tr>
<td>38</td>
<td>Jauhar Degree College (Science, Commerce &amp; Arts).</td>
<td>Degree Level</td>
<td>C-8 Block-14 Gulistan-e-Jauhar, Karachi. 021-4612715. 4622628. FAX:4630827. 0322-3684153</td>
</tr>
<tr>
<td>39</td>
<td>K.M.A. Girls Degree College.</td>
<td>Degree Level</td>
<td>Nawab Mahabat Khanji Road, Near Kakri Ground, Kharadar, Karachi. Contact No.021-2545545, 2532922. Email:<a href="mailto:kmacollege@yahoo.com">kmacollege@yahoo.com</a>.</td>
</tr>
<tr>
<td>40</td>
<td>Karachi Cambridge Degree College, BA, B.Com, B.Sc, BCS</td>
<td>Degree Level</td>
<td>Plot NO.731-32, Sector 5-J, Chandi Chowk, Saeedabad, Baldia Town, Karachi.</td>
</tr>
<tr>
<td>41</td>
<td>Karachi Institute of Management and Technologies (Degree).</td>
<td>Degree Level</td>
<td>F-100/A, Block-F, North Nazimabad, Karachi. Contact No.021-6675424, 6675524, 6675420, Fax:6675644.</td>
</tr>
<tr>
<td>42</td>
<td>Madar-e-Millat Girls College Campus Degree Level</td>
<td>Degree</td>
<td>Near L-5 Market Gulshan-e-Hadeed Phase-II, Karachi</td>
</tr>
<tr>
<td>43</td>
<td>Mahmoodi Institute of Management Science Degree Level</td>
<td>Degree College</td>
<td>Marinars Fairway 43 Timber Pond Keamari Karachi</td>
</tr>
<tr>
<td>44</td>
<td>Mehran Degree College (Science commerce &amp; arts)</td>
<td>Degree Level</td>
<td>C-116 Block-6 F.B.Area Karachi</td>
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<tr>
<td>45</td>
<td>Memon Commerce College (Boys) Degree</td>
<td>Degree Level</td>
<td>Opposite Machi Miani Market, Kharadar, Karachi. 0212204192 0212205056</td>
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<tr>
<td>46</td>
<td>Memon Girls Degree College (Commerce &amp; Arts)</td>
<td>Degree Level</td>
<td>Opposite Machi Miani Market Kharadar Karachi. 0212204192.</td>
</tr>
<tr>
<td>47</td>
<td>National Textile Academy Of Arts &amp; Management (Degree).</td>
<td>Degree Level</td>
<td>227-A, Shah Abdul Latif Road, Block-2 P.E.C.H.S. Karachi. 02134381951. 34559123.</td>
</tr>
<tr>
<td>48</td>
<td>Noor-e-Hamza Islamic College Degree (Commerce &amp; Arts)</td>
<td>Degree</td>
<td>St-1, 2 Sector X-VII Gulshan-e-mayyamar Karachi</td>
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<tr>
<td>49</td>
<td>Norte Dame Institute of Education (Degree Level) B.Ed</td>
<td>Degree</td>
<td>St. Patrick’s High School Campus Ahmed Munir Shaheed Road Saddar Karachi. 32781457.32784730 0300-2177746</td>
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<tr>
<td>50</td>
<td>Pakistan Educational Foundation College</td>
<td>college</td>
<td>18-J Block-6 P.E.C.H.S Karachi. 0213-34556415.34525540</td>
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<td>51</td>
<td>Pakistan Educational Foundation College (Degree Level) “B.A. &amp; B.Com).”</td>
<td>Degree Level</td>
<td>12-K Block-6, P.E.C.H.S. Karachi. 021-4525540. 4389837. 4556389.</td>
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<td>52</td>
<td>Pakistan Steel Madar-e-Millat Degree Girls College</td>
<td>Degree Level</td>
<td>L-25, L-26, Steel Town, Bin Qasim Karachi. 0214716578 Ext:3589</td>
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<tr>
<td>53</td>
<td>Pakistan Steel Madar-e-Millat Degree Girls College (Pre.Eng Pre.Med)</td>
<td>degree level</td>
<td>L-25, 26 Steel Town Bin Qasim Town Karachi</td>
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<tr>
<td>55</td>
<td>Pakistan Steel Shah Latif Boys Degree College</td>
<td>Degree Level</td>
<td>Steel Town, Bin Qasim Karachi.0219264111 Ext:3152, 3103</td>
</tr>
<tr>
<td>56</td>
<td>PALPA Institute of Aviation &amp; Mangement Sciences (Degree)</td>
<td>Degree Level</td>
<td>St-31 Block-5, Kehkhasan Clifton Karachi.</td>
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<tr>
<td>57</td>
<td>Saifee College, Arts &amp; Commerce (Degree College)</td>
<td>Degree Level</td>
<td>14-G, Block-6, P.E.C.H.S. Shahrab-e-Faisal, Karachi. 021-4381517-18</td>
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<tr>
<td>58</td>
<td>Shah Commerce College (Degree Level) Commerce</td>
<td>Degree Level</td>
<td>C-53, Block-13, Federal B. Area Karachi. 02136808222 02136368333 02136010750 fax:02136368222</td>
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<tr>
<td>59</td>
<td>Shaheen Public College</td>
<td>Degree Level</td>
<td>St-14, Block-2, Gulistan-e-Jauhar, Karachi. 021-4610413.</td>
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<tr>
<td>60</td>
<td>Sindh National Technology College &amp; Management Sciences (B.B.A.).</td>
<td>Degree Level</td>
<td>50-M P.E.C.H.S. Block-6, Karachi. 021-4311234. 4311116.</td>
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<tr>
<td>61</td>
<td>Sindh National Textile College &amp; Managing Science (Degree)</td>
<td>Degree Level</td>
<td>C-268, Block-10, F.B.Area Karachi. Contact No.021-6368300.</td>
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<tr>
<td>62</td>
<td>Sir Adamjee Institute Degree Level</td>
<td>Degree Level</td>
<td>ST-11-A block-2 Hussainabad F.B.Area Karachi</td>
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<tr>
<td>63</td>
<td>SSAT Degree College (B.Com Commerce)</td>
<td>Degree Level</td>
<td>2C, 12th Commercial Street, D.H.A. Phase-II, Extension, Karachi. 0215892128</td>
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<tr>
<td>64</td>
<td>SSAT Degree College (Intermediate) BBA B.com</td>
<td>degree level</td>
<td>Plot No.24 Survey No.341 Main Korangi Crossing Karachi</td>
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<tr>
<td>65</td>
<td>St. Joseph’s College for Women (Arts &amp; Science).</td>
<td>Degree Level</td>
<td>St-1, Adjacent City Villas, Sector 38/A, Scheme-33, University Road, Karachi. Contact No.021-4648026-7</td>
</tr>
<tr>
<td>S.No.</td>
<td>Name of Institution</td>
<td>Category</td>
<td>Address</td>
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<tr>
<td>1</td>
<td>Ammara Education College (Degree)</td>
<td>Degree</td>
<td>Ali Akbar Shah Road, Anwarabad, Ghotki. Contact No.0723-682723.</td>
</tr>
<tr>
<td>No.</td>
<td>Institution Name</td>
<td>Degree</td>
<td>Address</td>
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<td>4</td>
<td>Anees Hassan Centre of Excellance (Degree Level) BBA</td>
<td>Degree</td>
<td>H.NO.A/21 bLOCK-A auto Bahan Road OPP: Mehmood Garden</td>
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<td>5</td>
<td>F.G. Degree (Intermediate Level)</td>
<td>Degree</td>
<td>Saddar Huderabad Cantt Hyderabad</td>
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<td>6</td>
<td>Faham School &amp; College (Degree)</td>
<td>Degree</td>
<td>House No.81/15 R.E.C.H.S. Auto Bhan Road Latifabad No.3</td>
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<td>7</td>
<td>Punjab College (Degree Level) BBA B.COM BSC &amp; BA</td>
<td>Degree</td>
<td>B/33-A S.I.T.E Fatah Chowk Hyderabad</td>
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<tr>
<td>8</td>
<td>Gul Model Science College (Degree)</td>
<td>Degree</td>
<td>Quetta Road, Near Nimaish Ground, Jacobabad. Contact No.0721-515150.</td>
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<td>10</td>
<td>Al-Falah Degre College Kamshmore Evening Shift</td>
<td>Degree</td>
<td>At Hira School &amp; College Kashmore</td>
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<tr>
<td>11</td>
<td>Mishal College Of Education (B.Ed):.</td>
<td>B.Ed:</td>
<td>Main Bazar Gudu, District Kashmore @Kandhkot. 0722578949. 0302-3364940.</td>
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<tr>
<td>12</td>
<td>Evergreen College of Education (Degree Level &quot;B.Ed&quot;)</td>
<td>Degree</td>
<td>P.O Hingorja Taluka Sobhodero District Khairpur Mirs</td>
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<tr>
<td>13</td>
<td>Sindh Children Academy (Higher Secondary) School</td>
<td>college</td>
<td>Mall Road Khairpur Mirs</td>
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<tr>
<td>14</td>
<td>College of Social Sciences &amp; Information Technology (Degree Level, B.Com &amp; B.B.A.).</td>
<td>Degree</td>
<td>1st Floor Junaid Shopping Center, Near Bughio Bungalow, Rasham Gali, District Larkana. 0744119253.</td>
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<tr>
<td>15</td>
<td>Galaxy Intermediate College</td>
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<td>Mohallah fatepur Rato Dero District Larkana</td>
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<td></td>
<td>Name of the Institution</td>
<td>Qualification</td>
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<tr>
<td>16</td>
<td>I.B.Khuhro Institute Of Education Degree Level. Sci Comm Arts</td>
<td>Degree</td>
<td>Main Yr Muhammad Kalhoro Village Near Arija Road Larkana</td>
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<tr>
<td>17</td>
<td>Nazeer Hussain Institute of Emerging Science (Degree)</td>
<td>Degree</td>
<td>Little Folks Complex Satellite Town Mirpurkhas. 0233-863522-864406</td>
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<tr>
<td>18</td>
<td>Iqra Public Degree College, Moro.</td>
<td>Degree</td>
<td>Bandhi Road, Moro District Naushahro Feroze.</td>
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<tr>
<td>19</td>
<td>(Comsit) College of Management Science &amp; I.T. (Degree Level).</td>
<td>Degree</td>
<td>Glamour Centre, Mission Road, Sukkur. Contact No.071-5627184. 5624855. Fax:071-5626581.</td>
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<tr>
<td>20</td>
<td>Amrat College of Education (Degree) Evening Shift</td>
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<td>Miani Road, Sukkur.</td>
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<tr>
<td>21</td>
<td>Sindh College of Science &amp; Commerce</td>
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<td>A-30 Akhuat-Nagar Shikarpur Road Sukkur</td>
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<td>22</td>
<td>Szabist Intermediate College Tando Muhammad Khan</td>
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<td>Near Govt Boys College Tando Muhammad Khan</td>
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<td>23</td>
<td>The Bahria Foundation College Tando Adam</td>
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<td>Green City Housing Society Tando Adam</td>
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