



A Roadmap for Autonomy of Colleges in Khyber Pakhtunkhwa in the Area of Academic and Evolution

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Abstract

In this research work, our aim is to explore the need and area in which colleges should be given autonomy so that the role of colleges in higher education can increase in terms of quality education. One fifty teachers (seventy-five male and seventy-five female) from thirty cluster colleges were chosen randomly from a population of 1500 teachers. Data was collected through a questionnaire developed by researchers. We analyzed the data using a statistical approach, calculating frequencies and percentages. The results show that a vast majority of college teachers are in favor of academic and evaluation autonomy. It follows that autonomy for colleges in the areas of academic and evaluation is required to help improve the quality of higher education. After the detailed analysis of the statistical data and keeping in view all the educational policies, the comprehensive work plan for the establishment of autonomous colleges is proposed.

Keywords: Autonomy; Education policies; Governing Bodies; Academic Council; Board of Studies; Evaluation.

1. Introduction

In August 1947, Pakistan attained independence from nearly a century of British colonial control. The colonial period did witness some improvement in education. However, the improvement was essentially restricted to what became India. The territories composing Pakistan were comparatively backward in all ways, including education. At the time of independence, 85 percent of the population was illiterate, and in the more backward parts of the country, such as Balochistan, the literacy rate was much lower, with rural women accounting for nearly nil.

In 1947 one of the earliest efforts in the field of education and literacy was made with the National Education Conference. In his message to the conference, Quaid-e-Azam stated: "... the importance of education and the type of education cannot be overstated... there is no doubt that the future of our state will depend heavily on the type of education we provide to our children and how we raise them as future

Pakistani citizens. We must not forget that we must compete with a world that is rapidly heading in this way. "

Colleges function as universities' nurseries and play a vital part in the system. It is essential that they be cared for properly. The Pakistani higher education system awards a bachelor's degree after 14 years, although the rest of the world follows a 16-year bachelor's degree program. This is one of the reasons why our degrees are not recognized outside. According to the findings of the Sledder committee (1917–19), the most important recommendations were in [1].

Intermediate classes should be separated from university courses, and a three-year program for the Bachelor of Arts should be mandated. Admission to the university would be determined by an intermediate examination, not a matriculation exam.

- i. In order to complete the first level, intermediate colleges must be constructed. These institutions must provide instruction in the arts, sciences, medicine, engineering, education, agriculture, and business.
- ii. For the purpose of governing secondary education, each province should establish a separate high school and intermediate board comprised of government, university, high school, and intermediate college members. The Board needs to be independent of the Department of Education.
- iii. After you finish the intermediate level, it should take three years to finish a degree program.
- iv. There must be an increase in the number of universities, and the older universities must be regarded as residential and teaching institutions. Colleges must establish new centers to gradually transform into universities.
- v.

The Sharif commission [2] suggested increasing the duration of BA/BSc programs from two to three years. Passing the exam as a whole was supposed to require a score of 50 percent, while passing as an individual required a score of 40 percent. In response to the Sharif Commission Report (1959), General Ayub Khan took the correct action in the early 1960s when he implemented a three-year degree program and elevated intermediate colleges to the rank of upper secondary schools. Student protests, on the other hand, forced the government at the time to switch to a two-year degree program.

In the education policies [3-4] from 1979 to 1998, a three-or four-year education in degree colleges was emphasized, and in the education policy 2009 [5], in the section titled "challenges," it was stated that "On the governance side, the academic and administrative management of colleges remains an unresolved issue since the degrees are awarded by the universities while the administrative control of colleges themselves lies with the government." These directives in the aforementioned papers prompted our investigation of the independent organization of colleges in the academic and evaluative fields. This scary scenario and the fact that universities haven't been able to stop the erosion of higher education standards are good reasons to give degree-granting status to good degree colleges and let them create their own courses and exams.

The jobs of academics and faculty members involve a great deal of independence [6]. The professor enjoys academic independence and uses it to educate the country. The majority of international education reports advocate for increased autonomy in all current education policies. The main ideas in this [7] category are quality assurance, ways to evaluate quality, and paying close attention.

In 2010, the Khyber Pakhtunkhwa government took the initiative and drafted a plan for the implementation of a four-year Bachelor's degree programme in Khyber Pakhtunkhwa. The government at the time took the drought seriously and executed it as a project. No objection was lodged since division-level conferences were organized and basic stock holders were accepted. This was the first step toward giving institutions more freedom and putting all of the recommendations from Pakistan's education plans into action. For more

information about the autonomy of colleges the many researchers [8-12] focused on different scenario to uplift the college sectors of the country.

To the author's knowledge, no investigation has been described in literature investigating the concept of autonomy of colleges in Khyber Pakhtunkhwa (Pakistan). This effort is unique in this direction and will aid in the formulation of policies for the improvement of colleges, particularly those in Khyber Pakhtunkhwa and, more broadly, the college sector in Pakistan.

2. Need of Autonomy

Originally, when the number of colleges at a university was minimal, the affiliation system was developed. The university could then effectively control the schools' operations, serve as their examination body, and grant their degrees. As a result of the expansion of the system, it is becoming increasingly challenging for universities to accommodate the diverse demands of particular colleges. The colleges lack the autonomy to modernize or make their programs more relevant to the local community. Individual colleges' academic development has been influenced by the university's regulations and its standardized system, which govern all colleges equally regardless of their unique strengths, weaknesses, and locations. Colleges that have the ability to provide Bachelor of Science degree programs in higher education are not free to do so. Due to the fact that students, faculty, and administration are co-partners in improving the quality of higher education, it is essential that they share a substantial role. So, all education policies support college autonomy, which is the main way to encourage students to do well in school.

The statistical data of colleges also indicates that colleges cannot be run from a single directorate as it was established initially for a few colleges. As the number of colleges increases both vertically and horizontally, it is worth noting that directorates at divisional levels must be established; if such decisions are not made by the government in a timely manner, the role of colleges in the development of the nation will undoubtedly decrease, and late decisions in this regard will reduce the quality of education as well.

3. Methodology

Descriptive research method was used for current study. A questionnaire comprised of fifteen statements, was designed on five point Likart scale (SA= 5, Ag=4, NU=3, DA=2, SDA = 1). A representative sample (150/1500, 10%) of college teachers was randomly chosen from thirty cluster colleges of KP. Researcher collected data through email.

Table.1 Gender wise frequency table.

		Frequency	Percent	Cumulative Percent
Valid	Female	75	50.0	50.0
	Male	75	50.0	100.0
	Total	150	100.0	

3.1 Result of Survey of Cluster Colleges

A questionnaire of fifteen questions was circulated among 1500 participants from 30 cluster colleges, both male and female. The following section describe the result which is analyzed using statistical software SPSS.

Table 2. Survey Statistics.

Title of question	Valid	Frequency	Percent	Cumulative Percent
There is always a college representative taken on board by university for making academic decisions.	Agree	11	27.5	27.5
	Strongly agree	8	20.0	47.5
	Neutral	5	12.5	60.0
	Disagree	11	27.5	87.5
	Strongly Disagree	5	12.5	100.0
There is communication gap between cluster and coordinating colleges regarding University-College Coordination.	Agree	14	35.0	35.0
	Strongly agree	24	60.0	95.0
	Neutral	1	2.5	97.5
	Disagree	1	2.5	100.0
Increasing number of affiliated colleges has made it difficult to monitor the individual college academically	Agree	16	40.0	40.0
	Strongly agree	18	45.0	85.0
	Neutral	4	10.0	95.0
	Disagree	1	2.5	97.5
	Strongly Disagree	1	2.5	100.0
The launching new BS programs need to be approved only by PMC (Provincial Management Council) instead of University	Agree	16	40.0	40.0
	Strongly agree	8	20.0	60.0
	Neutral	8	20.0	80.0
	Disagree	7	17.5	97.5
	Strongly Disagree	1	2.5	100.0
The University approved for launching new program after being approved by the competent authority makes it too complicated for colleges.	Agree	21	52.5	52.5
	Strongly agree	13	32.5	85.0
	Neutral	5	12.5	97.5
	Disagree	1	2.5	100.0
The college teacher may be given total autonomy for setting paper as per spirit of semester system.	Agree	26	65.0	65.0
	Strongly agree	8	20.0	85.0
	Disagree	4	10.0	95.0
	Strongly Disagree	2	5.0	100.0
Monitor invigilation of staff during exam reflects the lack of trust on the part of university.	Agree	16	40.0	40.0
	Strongly agree	13	32.5	72.5
	Neutral	7	17.5	90.0
	Disagree			
		4	10.0	100.0

There is dire need to conduct refresher courses for any new course that has been introduced.	Agree Strongly agree Neutral Strongly Disagree	24	60.0	60.0
		13	32.5	92.5
		2	5.0	97.5
		1	2.5	100.0
There has been refresher course for the last 10 years for the entire BS program introduced in colleges.	Agree Strongly agree Neutral Disagree Strongly Disagree	6	15.0	15.0
		7	17.5	32.5
		6	15.0	47.5
		14	35.0	82.5
		7	17.5	100.0
Coordinating college may be designated responsibility of conducting refresher courses for cluster colleges	Agree Strongly agree Disagree	22	55.0	55.0
		15	37.5	92.5
		3	7.5	100.0
A lot of time of college faculty is taken away in making frequent coordination with the university.	Agree Strongly agree Neutral Disagree	17	42.5	42.5
		17	42.5	85.0
		2	5.0	90.0
		4	10.0	100.0
A lot of effort of college faculty is taken away in making frequent coordination with the university.	Agree Strongly agree Neutral Disagree	17	42.5	42.5
		19	47.5	90.0
		3	7.5	97.5
		1	2.5	100.0
The provision of introducing subclass of academic council for colleges will help facilitate academic affairs	Agree Strongly agree Neutral	16	40.0	40.0
		23	57.5	97.5
		1	2.5	100.0
The provision of introducing subclass of board of studies for colleges will help facilitate academic affairs collectively.	Agree Strongly agree Neutral Disagree Strongly Disagree	18	45.0	45.0
		21	52.5	97.5
		1	2.5	100.0
The proposed board of studies will help colleges to adjust revise syllabus/ courses for BS program	Agree Strongly agree Neutral Disagree	16	40.0	40.0
		20	50.0	90.0
		3	7.5	97.5
		1	2.5	100.0

Table. 2 clearly shows that there is a communication gap between the universities and their affiliated colleges. This creates a lot of problems in the functioning of the colleges. Almost 90% of the teachers in the survey believe that universities do not give importance in official matters to colleges. 90% believe that the increased number of BS departments in colleges makes monitoring difficult. So, there should be a separate academic monitoring system. The University made the process of approval and registration for new BS departments very difficult. Almost 70 percent of teachers believe that the process should be shifted to the Provincial Management Council (PMC). Paper setting is one of the major issues for college teachers. 85 percent of the participants are in favor of setting the papers by themselves. Eighty percent of teachers support their own exam invigilation and administration. The survey report shows that there is a dire need for refresher courses in the BS system. The college's Joint Management Council (JMC) shall be authorized to arrange refresher courses. The Academic Council and Board of Studies are the major requirements for any education program. 90% of the participants in the survey are in favor of a separate academic council and board of study for colleges.

4. Suggested Model for Autonomy

This section contains some recommendations for autonomous colleges that will be useful before designing the draught of the autonomous colleges in two areas: academic and evaluation.

4.1 Main parameters of Autonomy

An autonomous college should have the freedom to:

- a. determine and prescribe its own courses of study and syllabi, as well as restructure and redesign courses to meet local needs;
- b. adhere to the department's admissions policy;
- c. develop methods for evaluating students' performance, how exams are administered, and how results are shared; and
- d. use modern educational technology tools to achieve higher standards and greater creativity.

4.2 Role of the Affiliated University

A university will be compelled to incorporate additional independent colleges within its structure. By fostering the establishment of innovative academic programme, academic freedom in independent institutions is bolstered. The university must facilitate new courses of study, subject to the minimum number of instruction hours, content, and standards necessary. The university gives colleges permission to issue their own provisional, migration, and other certifications. Additionally, the university must guarantee that its name appears on all degrees, diplomas, and certificates granted. The university appoints a representative to the committees of autonomous colleges. It develops distinct wings when appropriate to enable the independent colleges' operations. Before giving a college independence, the university will make sure that the college's management structure is open to everyone and gives academics many chances to make original contributions.

4.3 Role of Higher Education Department

The objective shall be to depute representatives on time to the governing bodies of government colleges and other bodies where their nominees are to be included, while avoiding teacher transfers as much as possible, particularly in institutions where academic innovation and reforms are under progress. All three

parties — the parent institution, the Department, and HEC — must serve as facilitators in a very cooperative and proactive manner.

4.4 Criteria for Identification of Institutions for Grant of Autonomy

The university ensures academic reputation and previous performance in university examinations and its academic co-curricular/extension activities in the past. Autonomous meets the merit of selection for students and faculty. The infrastructure, library, equipment, accommodation, laboratories, and class rooms are adequate to the requirements. The financial resources provided by the government are sufficient. The college has a responsive and active administrative structure and have minimum of 20 years of existence and accreditation by the government, HEC, or university.

4.5 Governance of an Autonomous College

The college will have the following committees to ensure proper management of academic, financial, and general administrative affairs: The main governing bodies will be the College Council (CC), the Provincial Management Council (PMC), and the Joint Management Council (JMC) for autonomous colleges. The college will have an Academic Council, a Board of Studies, and a Finance Committee. The college will also have committees that aren't required by law, like the Planning and Evaluation Committee, Grievance Appeal Committee, Examination Committee, Admission Committee, Library Committee, Student Welfare Committee, Extracurricular Activities Committee, and Academic Audit Committee.

4.6 Award of Degrees through Parent University

Degrees will be awarded by the parent institution to students assessed and recommended by autonomous colleges. The university will design a standard format for degree certificates. If requested, the college's name will be included on the degree certificate.

After three terms, colleges that work on their own can give out degrees with the university's seal but under their own name.

5. Conclusion

Since colleges of the Higher Education Department are running BS programs in colleges in different districts of Khyber Pakhtunkhwa with 66,000 plus students' enrolment. This document will help to restructure and reorganize the academic and evaluation activities. During this research work, it has been found that the existing structure is a major obstacle to the promotion of a healthy educational environment in colleges. This barrier can be removed by giving autonomy to the colleges in the fields of academic and evaluation. The results of the survey indicated that most of the faculties of colleges are in favor of autonomy. The proposed model of autonomy will be helpful in preparing colleges for autonomous status.

This will also ease the burden of universities in the form of human resources and financial usage, as these resources can then be used effectively for their internal academic and management matters. This will also help both the colleges and universities to work separately and contribute to the development of the nation through research.

It is also proposed that the re-structuring and re-organization of the colleges can be carried out on the lines given in this work for the betterment of higher education.

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