

PAKISTAN INSTITUTE OF DEVELOPMENT ECONOMICS

PIDE WORKING PAPERS

No. 131



**Expansion and Evaluation of Social
Science Disciplines in Public
Sector Universities of Pakistan
from 1947 to 2013**

**Muhammad Arslan Haider
Zulfiqar Ali**

December 2015

PIDE Working Papers
No. 131

**Expansion and Evaluation of Social
Science Disciplines in Public
Sector Universities of Pakistan
from 1947 to 2013**

Muhammad Arslan Haider

Pakistan Institute of Development Economics, Islamabad

and

Zulfiqar Ali

Pakistan Institute of Development Economics, Islamabad

**PAKISTAN INSTITUTE OF DEVELOPMENT ECONOMICS
ISLAMABAD
2015**

Editorial Committee

Dr Abdul Qayyum
Dr Durr-e-Nayab
Dr Anwar Hussain

Head
Member
Secretary

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system or transmitted in any form or by any means—electronic, mechanical, photocopying, recording or otherwise—without prior permission of the Publications Division, Pakistan Institute of Development Economics, P. O. Box 1091, Islamabad 44000.

© **Pakistan Institute of Development
Economics, 2015.**

Pakistan Institute of Development Economics
Islamabad, Pakistan

E-mail: publications@pide.org.pk
Website: <http://www.pide.org.pk>
Fax: +92-51-9248065

Designed, composed, and finished at the Publications Division, PIDE.

CONTENTS

	<i>Page</i>
Abstract	v
1. Introduction	1
2. Dependency Theory and Its Application	3
3. Organisation of Study	6
4. Methodology	6
5. Data Sources	7
6. Data Analysis	8
6.1. Comparative Analysis of Five Social Science Disciplines between the Years 1946 and 1947	8
6.2. Comparative Analysis of Five Social Science Disciplines between the Years 1947, 1963, 1987, 2001 and 2013	10
7. Discussion	18
8. Conclusion	21
References	24

List of Tables

Table 1. Changes in the Teachers Profile of Social Sciences (1946-50) (In Numbers)	10
Table 2. Share (%) of PhD, MPhil and MA/MSc Teachers Out of Total Teacher in the Discipline of Economics	11
Table 3. Share (%) of Foreign Trained PhD Out of Total PhD Teachers in the Discipline of Economics	12
Table 4. Share (%) of PhD, MPhil and MA/MSc Teachers Out of Total Teacher in the Discipline of History	13

	<i>Page</i>
Table 5. Share (%) of Foreign Trained PhD Out of Total PhD Teachers in the Discipline of History	14
Table 6. Share (%) of PhD, MPhil and MA/MSc Teachers Out of Total Teacher in the Discipline of Political Science	15
Table 7. Share (%) of Foreign Trained PhD out of Total PhD Teachers in the Discipline of Political Science	15
Table 8. Share (%) of PhD, MPhil and MA/MSc Teachers Out of Total Teacher in the Discipline of Journalism	16
Table 9. Share (%) of Foreign Trained PhD Out of Total PhD Teachers in the Discipline of Journalism	16
Table 10. Share (%) of PhD, MPhil and MA/MSc Teachers Out of Total Teacher in the Discipline of Sociology	17
Table 11. Share (%) of Foreign Trained PhD Out of Total PhD Teachers in the Discipline of Sociology	18

ABSTRACT

New tools and technologies have changed the existing social order of society and due to this new social order a new knowledge about society is emerged what is known as “Social Sciences”. During the 19th century social sciences were disciplined and institutionalised in the form of established departments in the Western universities. In Pakistan, universities doing research and teaching in the various fields of social sciences since the independence and the development started particularly from 1960. The evaluation of social sciences is the part of academic activity in developed countries but in Pakistan, the evaluation of academic disciplines remained underdeveloped. The purpose of this research study was to examine the expansion and to evaluate the social sciences in Pakistan. The sample consisted of 60 departments of social sciences from five disciplines (Economics, History, Political Science, Journalism and Sociology) taken from 17 public sector universities of Pakistan. The expansion of social sciences was looked in terms of university, department and faculty strength, while the evaluation of these academic disciplines were measured by the qualification profile of teachers teaching postgraduate classes in public sector universities of Pakistan. Both quantitative and qualitative research methodologies are applied in this research. For the theoretical grounds dependency theory is applied and discussed the intellectual dependency of underdeveloped states on developed states. In Pakistan the extension and expansion of higher education is without any proper planning and policy and due to that reason social sciences disciplines were facing different challenges of specialised faculty, research methodologies and relevant research. In Pakistan, as an indicator higher education was very low comparatively to other countries.

Keywords: Evaluation, Expansion, Public Universities, Qualification, Social Sciences

1. INTRODUCTION

Knowledge has increased human's ability to understand nature and to develop new tools and technologies to get control over it. These new tools and technologies transformed the pre-existing society into new social order and this new social order provided favourable environment for the development of new intellectual dimensions. These new intellectual trends produced a new knowledge about society what is known as "Social Sciences". Knowledge about society became scientific with the emergence of social sciences. "Social sciences permitted man to increase his understanding about social order, about the process of social change and social stability" [Inayatullah (2003)]. Social Science as a body of knowledge about society and individual came into existence as a separate identity during the 17th century in Europe. Much of the scientific body of social science knowledge in the search for universal laws came into existence along with reformation and renaissance movement in Europe¹ [Chalam (2002)]. During 19th century, social science disciplines were institutionalised and established as disciplines in many of the Western universities. The disciplines of History, Economics, Sociology and Political Science became the first social science disciplines offered in the West. After the World War II, Japan, United State of America (USA) and Union of Soviet Socialist Republic (USSR) emerged as strong sovereign states and they were also actively involved in improving the quality of productive force through education and training especially in the social sciences domain. In these states, university system was developed and massive public and private investments were made at higher education level to develop new structures of social science. It was during the 1945-70 period, when the modern social sciences were developed in the non-Western world with support from the Western universities. The Europeans established such knowledge to understand diversity of experiences in their colonies. The history of social sciences in India dates back to the European encounters with the world of Indian knowledge [Chalam (2002)]. Social sciences are important for social policy, maintenance and functioning of stable society. Social sciences also run into almost all aspects of human life such as; economic, political, psychological, social, and historical.

Universities play a key role to educate graduates in philosophy and knowledge in the field of social sciences. This enables government's agencies to access skilled social scientists, capable to develop and implement new social policies appropriate to meet the new needs of ever changing world. In 19th century social sciences played modest but effective role in government powers

¹Reformation and Renaissance movements in Europe were from 1400 to 1700. These were cultural and religious movement started in Europe.

and programs. USA government realised the importance of social sciences at policy level and in a society at larger scale because the impact of the war was both on military and civilian and it was needed for social adjustment [Alpert (1960)]. Rather, social sciences in India, began with British attempts to understand their colonial experience, but soon evolved its own distinct discourse. The establishment of Indian Council of Social Science Research (ICSSR) and other social sciences funding agencies by government had strengthened the social sciences in the country but still it needed guard to social scientists who were interested in objectivity in social sciences [Nair (2002)]. In Iran, also, positive steps were taken for the improvement of higher education. In this regards ministry of science and higher education was established and also established were the research units in most government ministries. There were also established new departments in the universities [Tavassoli (1997)].

In the case of Pakistan, colonial and post-colonial history was very important and had its impact on social sciences. The evolution of intellect in the West and the process of knowledge production and transformation were also the important factors. In the country social sciences were not developed up to the international standards even after more than half century of independence. There were also institutional and structural constraints in the expansion and development of social sciences in Pakistan [Hashmi (2001)]. Clark (2005) stated that in Pakistan, Higher Education Commission (HEC) had played a very significant role for the promotion of higher education and for the educational reforms in Pakistani universities and higher education sector. In Pakistan, higher education faces some fundamental problems like access to higher education, quality of teachers at universities, and infrastructures and basic facilities in universities.

For an individual, group, institution or even for a system of knowledge, critical self evaluation is necessary for growth and development [Inayatullah (2001)]. Mushroom growth of universities and rapid increase in academic disciplines were now required to assess the development of these academic disciplines in Pakistani universities. By looking at the expansion of social sciences in the universities of Pakistan over the years, this study attempts to evaluate development of social science academia in Pakistan. The current research evaluates social sciences from historical perspective and describes the current developments of social sciences. The study identifies the problem of unavailability of highly qualified and specialised faculty in social science disciplines at universities. This research is an in-depth analysis of social science disciplines to find out the reasons behind the underdevelopment of social sciences and lack of specialised faculty in the disciplines.

At the time of emergence Pakistan had only one university and had five social science disciplines. Social sciences in Pakistan expanded particularly from the year 1960 and till the year 2001 total public sector universities became seventeen

(17). By the year 2013, the total number of universities increased to eighty two (82). It showed that sixty five (65) new universities were established in eleven years and during the 54 years of independence, only seventeen universities were established, it showed that the expansion of higher education and specially social sciences were very low in the early years of independence. Out of these sixty five new universities established during last eleven years, sixty two (62) universities belonged to Agriculture, Engineering, Science and Technology and Medical Studies while three new public sector universities were established offering courses in various social science disciplines. It showed that there is a lack of interest and less priority of social science at the policy level. At higher education level very little efforts were made to promote social sciences in Pakistan. First time it was done when University Grants Commission (UGC) established Centre of Social Science and Humanities (COSH) in 1983. This centre formed a group of social scientists to conduct the research studies in the field of five social science disciplines which included History, Sociology/Anthropology/Social Work, Economics, Political Science/International Relation and Philosophy.² Later in 1986, the faculty of social sciences, Quaid-i-Azam University collected papers on the development of twelve social science disciplines. These papers edited and published in a book form titled as “The State of Social Science in Pakistan” [Inayatullah (2005)]. After that individual efforts were made by social scientists and many renowned scholars wrote on social science in Pakistan. In 1992, Council of Social Science (COSS) of Pakistan established with efforts of a group of social scientists. COSS has conducted research work on the evaluation and expansion of social sciences in Pakistan.

2. DEPENDENCY THEORY AND ITS APPLICATION

The relationship between developing and developed states in the world are very complex and based on the basic principle to control the world resources either by involving and generating different discourse and perspectives at state level. In the Third World countries the procedures and patterns imposed by the Western states and resources in the underdeveloped state are controlled either directly by the dominant states or through the power elites in dependent states [Ferraro (2008)]. As most of those elites were typically trained in Western states and contributed to the same values and culture and they also developed a dependent relationship because of their own private interests which coincided with the interests of the dominant states. The theory debated on two premises, one was that the poor nations provide resources, labour and open markets for developed nations and secondly, wealthy nations actively perpetuated by involving in economics, media, politics, culture, sports and education policies. For the transformation of Western ideology to integrate third world countries

²Sociology, Social Work and Anthropology considered one discipline and Political Science and International Relation was one discipline. In this way total number of discipline in COSH committee was five.

into the world capitalistic system many strategies were taken up. Social sciences were also developed in the West together with natural sciences and gradually extended to the colonies of the west. The expansion and diffusion of social sciences picked up the pace as a result of planned actions of many international organisations, Western governments, foundations and multi-national corporations. Colonialism provided a new framework to the third world social scientists [Inayatullah (2003)]. For legitimising the interests of colonialism and for the dominance of the western world, ethnocentric biases of European history and culture were imbedded in the studies of social sciences. While studying underdevelopment of societies, Western social sciences also faced critique for having sense of ethnocentrism by ignoring external factors such as the role of colonialism and more often the West was accused of serving their political and economic interests in these countries [Inayatullah (1975)]. Edward Saeed (1979) also pointed out and explained the ethnocentrism of Western orientalist towards Muslim culture past and contemporary in his work.

In the age of knowledge economy the relation between Third World and first world remained very complex and critical. In the Third World countries the issue of international division of intellectual labour was often ignored. Initially, imposed academic dependency by the West subsequently isolated the Third World from its knowledge production process and created the division of intellectual labour [Sabir (2010)]. Social sciences as modern disciplines usually proclaim to produce a universally valid form of scientific knowledge, which until the beginning of 20th century were institutionalised primarily in very few countries for example France, Germany, USA and UK. The process of the establishment of social sciences in the Third World, however, was entirely different from that took place in the First World. The roots of these disciplines were embedded historically and indigenously in the Western countries, as this knowledge was discovered through the historical evolution of intellect in the West. Western social sciences are the historical, cultural, social and intellectual evolution of Western society, from Ancient Greek to modern era [Sabir (2010)]. In Pakistan American social sciences traditions were well established in the universities and institutes. Pakistan also imported science and technology from Western and social sciences in Pakistan also came from Western academic traditions. Most of them came from Anglo-Saxon countries as a part of the aid packages and cultural exchange programmes. The Marshall Plan³ was one of them through which these countries also received in addition, separate aid from the Marshall Plan. Pakistani social scientists mostly worked under pro-Western authoritarian regimes. To make possible the process of transformation and

³Marshall Plan was an American initiative to aid Europe and Asia and it gave aid to help European economies after the end of World War II. United States provided grants and credits amounting to Asian countries, especially China/Taiwan, India, Indonesia, Japan, South Korea and Pakistan. Plan was started in 1947 and its aid for Asia started in 1953.

adaptation of Western social sciences, a large number of social scientists were educated in the Western universities. Before partition, as being the colony of British, the emergence of social science in the region was highly influenced by the British knowledge and especially in the universities more faculty and research scholars were from British and after that even many were trained in UK universities and started teaching in universities. Between 1950s and 1960s a large number of Western educational experts were brought in to set up of universities and departments to teach and act as advisers to government agencies. After 1970s the share of foreign trained PhD scholars and social scientists became low. In Pakistan, the development of social sciences was directly affected by the international policies and political interventions. Most importantly the internal situation of Pakistan and political instability affect the expansion of social sciences in Pakistan. Till 1970, under the aid package from United States and its interest in the region resulted in the increase in US universities trained scholars and after that in 1980s weak political structure and specially Islamisation during 80s and 90s affected social sciences in Pakistani universities [Hashmi (2001)]. In recent years, among the foreign trained scholars mostly were from European countries. Among the Pakistani social scientists trained in the Western universities very few developed a critical orientation to the knowledge but most of them returned with an uncritical attitude towards the Western system, politics and culture. Some of them went with the other extreme and became hypercritical and evaluated the West against Pakistani religious ideals. This transformation played a very significant role in the formulation of development policies in Pakistan. The state of social sciences in Pakistan also reflected their ethnocentrism from Pakistani society's cultural integration with the Anglo-Saxon intellectual and cultural tradition, and from its indigenous intellectual culture that manifest in writings. This amalgamation had deeply affected the character, the pattern of growth and the style of development of social sciences in Pakistan and this intellectual dependence produced intellectual unproductiveness [Inayatullah (2003)].

The growth of social science disciplines in Pakistan is related to the historical, cultural and linguistic factors that were rooted in the colonial period and in the socio-structural context that prevailed after independence. The Western-modelled institutes in Pakistan were established with the assumption that social sciences produce universally valid knowledge that can be applied everywhere. But this universalism of Western principles, procedures and techniques of investigation resulted as social science in Pakistan always remained at the periphery, silently adopting haphazard strategies for the achievement of recognition. This dependency produced Western intellectual hegemony and dependency in which the Third World scholars were developed in the context of Western intellectual categories and cultural contexts that exhibit socio-economic and political realities structurally different from the Third World [Sabir (2010)].

3. ORGANISATION OF STUDY

In the current study expansion of social sciences was examined in terms of increase in the number of departments and teachers in the disciplines. While social sciences were also evaluated in terms of teachers qualification⁴ and further the qualification was divided into foreign and local qualified faculty⁵. Five years were selected for the information 1947, 1963, 1987, 2001 and 2013 respectively with 16, 24, 14 and 10 years gap. The selection of the year 1947 was because it was the first year of Pakistan independence. After 1947 the comprehensive data was available on universities for the year 1963, the year 1987 falls in between 1963 to 2001. In Pakistan, from 2001 to 2013 higher education expanded remarkably. The selection of 2013 was to know the current situation.

4. METHODOLOGY

There were many different methods to measure the expansion and for the evaluation of social science disciplines. But the current study looked at the expansion of academic disciplines in terms of departments, faculty strength, and faculty qualification profile. According to the nature of the study and depending on the available historical data following methods, tools, and techniques were used in order to gather reliable and valid information.

In the current study all public sector universities of Pakistan offering degree courses in social science disciplines were taken as universe of the study. Sample was obviously a smaller representation of the larger population in current research study. There were different sampling techniques available in the literature that could be used to get a manageable data. As for the present study, convenience stratified quota sampling seemed useful in some respects as it is used in probability method. Convenient sampling technique was used to get an inexpensive approximation of the truth. The technique of sampling was very helpful to study the research problem. For this research study twenty six public sector universities were selected. Out of these the required information was available for seventeen (17) universities⁶ which were offering the courses in the disciplines of social science. There were number of disciplines labelled as social sciences. Without entering into the minute details of disciplinary specialisation and

⁴Qualification of teacher was considered the highest academic degree of teacher while teaching in the university. Three degrees were taken into the account, PhD, MPhil and MA/MSc.

⁵Local and foreign qualified faculty means that the faculty members who obtained PhD degree from the universities out of Pakistan are foreign qualified and local qualified is the person who obtained PhD degree from Pakistani University.

⁶Nine universities (Bacha Khan University, Charsadda, Frontier Women University, Peshawar, University of Swat, Swat, University of Haripur, Haripur, Sardar Bahadur Khan Women University, Quetta, University of Turbat, Turbat, University of Sawabi, Hazara University, Dодhial, Mansehra and Malakand University) are newly established and there is no information available about selected disciplines.

sub-categorisation of the research was restricted to the broader categorisation of modern social sciences which include, Economics, Sociology, History, Political Science, Psychology and Education. This selection was mainly for two reasons, firstly for methodological homogeneity of data from different social science disciplines and secondly, only these social science disciplines were historically significant and institutionally well established in Pakistan. The sample for the study consisted of sixty (60) departments of five social science disciplines in seventeen (17) universities of Pakistan. The data was collected in terms of faculty strength in the departments and their qualification.

5. DATA SOURCES

In the current study twenty six public sector universities were selected. Out of these the required information was available for seventeen (17) universities⁷ which were offering courses in the disciplines of social science. There were a number of disciplines labelled as social sciences. Without entering into the minute details of disciplinary specialisation and sub-categorisation, the research was restricted to the broader categorisation of modern social sciences which include, Economics, Sociology, History, Political Science, Psychology and Education. This selection was mainly for two reasons, firstly for methodological homogeneity of data from different social science disciplines and secondly, only these social science disciplines were historically significant and institutionally well established in Pakistan. The sample for the study consisted of sixty (60) departments of five social science disciplines in seventeen (17) universities of Pakistan. The data was collected in terms of faculty strength in the departments and their qualification.

In order to fulfil the basic components of research, data was collected from secondary data sources. To analyse and evaluate the social sciences in universities from 1947 to 2013, it was essential to gather data from historical and statistical records. This research was based on archival statistical data collected from universities, departments and official records which were largely available in Higher Education Commission (HEC) reports, University Grants Commission (UGC) reports and universities' official websites. For the qualitative analysis various articles, books and material relevant to the topic, including newspapers, journals and

⁷Nine universities (Bacha Khan University, Charsadda, Frontier Women University, Peshawar, University of Swat, Swat , University of Haripur, Haripur, Sardar Bahadur Khan Women University, Quetta ,University of Turbat, Turbat ,University of Sawabi, Hazara University, Dodhial, Mansehra and Malakand University) are newly established and there is no information available about selected disciplines.

periodicals were read. A general survey form was designed to collect statistical data from disciplines, departments and teachers in the faculty of social sciences in selected universities in five different years. Through the survey form information regarding the number of departments, number of teachers and their qualification in each department collected. By using convenient stratified quota sampling sixty (60) forms were filled from five disciplines of social sciences. Modern data analysis technique, such as Statistical Package for Social Sciences (SPSS) was used to evaluate the collected data from general survey form. Simple percentage method was used to evaluate the collected data and to draw the results.

6. DATA ANALYSIS

The data was analysed in two sections. First section described the comparative analysis of five social science disciplines⁸ between the year 1946 and 1947. This section described the quantitative changes in terms of faculty strength, nationality and qualifications of teachers in these two years. The second section dealt with the historical background of these five social science disciplines and current developments in five different years⁹. In this section, the data was analysed in terms of increase in the departments and teachers and the changing qualification profile of teachers in five social science disciplines and also made comparison for the selected years.

6.1. Comparative Analysis of Five Social Science Disciplines between the Years 1946 and 1947

The structure of the new state of Pakistan and, particularly, some of its institutions, began to take shape more slowly. Before partition, there was only one university in the areas comprising Pakistan in its present boundaries. The University of Punjab was established in 1882 and this was chronologically the fourth university established in the British India. In the year 1946, university had total twenty three (23) academic departments; of which, eleven were related to the natural sciences, five to social sciences and languages and one to arts and music. These twenty three departments had total one hundred and forty seven (147) teachers. Out of them, 48 percent were associated with eleven departments of natural sciences, 32 percent with five social science departments, 14 percent with five language departments and seven percent with arts and music departments.

⁸Economics, Political Science, History, Sociology, Mass Communication.

⁹1947, 1963, 1987, 2001 and 2014.

6.1.1. Teachers Profile in Five Social Science Disciplines in the Year 1946

6.1.1.1. Qualification Profile

During the time period of 1946-47 in five social science departments there were forty seven (47) teachers in all. Out of these total, Economics had 30 percent of total teachers while History, Political Science and Journalism had respectively 25, 23 and 4 percent teachers teaching in five social science departments¹⁰. In terms of academic achievement, 32 percent of the total 47 teachers had PhD degrees while 64 percent had MA/MSc and only four percent had BA/BSc degrees.

6.1.1.2. Visiting Faculty

In the university enlisted the services of teachers from local affiliated colleges who qualified to teach in the university in the year 1946-47. Before Partition out of all 47 teachers, 74 percent were visiting teachers and remaining 26 percent were full-time teachers in the university. Out of the 35 teachers from affiliated colleges who were the visiting faculty in the social sciences before partition, more than half came from Government College, Forman Christian College and Diyal Singh College.¹¹

6.1.2. Teachers Profile in Five Social Science Disciplines in the Year 1947

6.1.2.1. Qualification Profile of Teachers

As a result of partition thirty nine teachers left the university and in the period of 1947-50, immediately after partition, the University recruited twenty four new teachers during the period of 1947-50, raising the total strength of teachers from eight to thirty two 32. Out of total teachers, 37 percent had PhD and 59 percent had MA/MSc qualification. The distribution of 24 new teachers in the five departments was as follow: three groups of six each joined the Departments of Economics, History and Political Science. Five new teachers joined the Department of Geography and one Department of Journalism. Of the four new teachers who had PhD degrees, two joined the Department of Political Science (Inayatullah and Muhammad Aziz Ahmad), one Department of Economics (Zia-ud-din) and the fourth (Riaz-ul-Islam) joined the Department of History.

¹⁰The Department of Sociology was not established in 1946-47 and the Department of Geography was fifth social science department with 17 percent of total teachers in five departments.

¹¹A fuller composition of the visiting faculty in terms of their collegiate connections is, fortunately, also available. Six each belonged to GC, FCC and Diyal Singh College, five to Sanatharm Dharm College, five to DAV College, three to Islamia College, two to St. Norbert College (SNC) and one each to Oriental College and Lahore College for Women.

6.1.2.2. Visiting Faculty

After Partition, 56 percent teachers were visiting and 44 percent were regular faculty in the university. Out of total eighteen visiting teachers nine belonged to Government College, three each to Forman Christian College and Islamia College, and one each from Oriental College Lahore, Lahore College for Women and Government Muhammadan Anglo Oriental (MAO) College. That comparison showed that Government College was among the colleges which provided the highest number of teachers to the university before partition and, also, the highest number after partition.

In Table 1 comparison between the year 1946 (before independence) and 1947 (after independence) has been made. The table 1 showed that the number of teachers decreased in the year 1947 while the PhD qualified faculty also showed decrease in the year 1947. Most of the faculty was non-Muslim before independence while after independence the number of Muslim teachers increased.

Table 1

Changes in the Teachers Profile of Social Sciences (1946-50) (In Numbers)

Year	Total Teachers	Teachers with PhD	Non-Muslim Teachers	Muslim Teachers	Female Teachers
1946-47	47	15	39	8	2
1947-50	32	12	1	31	3

6.2. Comparative Analysis of Five Social Science Disciplines between the Years 1947, 1963, 1987, 2001 and 2013

Teachers are the main motivating force for improving students and promoting a nation's development at the global level. The personality of a teacher, his/her ability to effectively communicate his/her thoughts, his/her rapport with students and his/her in-depth knowledge of the subject, the teacher plays a significant part in raising the absorption capacity and standard of knowledge of his/her students. Improving teachers' quality remained a major focus of educational reforms during the past 50 years around the world.

This section examined the changes in the qualification profile of social science teachers in the years 1947, 1963, 1987, 2001 and 2013 respectively after 16, 24, 16, and 11 years gap. For the further analysis of the qualification profile of social science teachers, the share of foreign and Pakistani university trained PhD in social science disciplines were examined. The quality and standard of PhD degrees is not the same in all foreign countries. It has generally been considered that degrees acquired from UK and US are of higher standard as compared to those acquired from other countries. The PhD degrees acquired from foreign countries by Pakistani social science teachers in the selected years were also analysed.

6.2.1. *Discipline of Economics*

The Department of Economics established in the year 1919 to encourage higher studies in the discipline of economics. The Department of Economics was started in the University of Punjab with the guidance of many famous economists which included the names of E.C. Gonver, S.G. Champman, Sidney Webb and Mrs. Webb, Alfred Marshall, A.L. Bowley and J.M. Keynes. The Department of Economics was the first and the oldest social science department established in the Punjab University. Dr S. M. Akhtar became its first Muslim head after partition.

In the year 1947, there was only one Department of Economics in Pakistan and the department had total nine teachers. Number of departments increased from one to four, eleven, twelve and seventeen respectively in the year 1963, 1987, 2001 and 2013, while the number of teachers also increased from nine, thirty, ninety seven, one twenty five and one fifty two respectively in the year 1963, 1987, 2001 and 2013. It was seen that the Discipline of Economics had made quantitative progress in terms of departments and the faculty strength during sixty five years of independence. The Discipline of Economics showed upward mobility in terms of the faculty and departments during the years 2001 to 2013.

Table 2

Share (%) of PhD, MPhil and MA/MSc Teachers Out of Total Teacher in the Discipline of Economics

Year	PhD	MPhil	MA/MSc
1947	33	0	67
1963	19	0	81
1987	24	9	67
2001	29	14	59
2013	33	17	50

Source: 1963 Handbook, 1987 Handbook, 2001 Handbook, HEC official website of universities.¹²

6.2.1.1. Qualification Profile of Teachers in the Discipline of Economics

In the Discipline of economics out of total teachers the share of PhD faculty was 33 percent and the share of MA/MSc qualified teachers was 67 percent in the year 1947. From the year of establishment to the year 2001 the share of PhD teachers increased only eight percent while the four percent share increase during

¹²*Handbook of the Universities of Pakistan 1963* (Inter University Board of Pakistan, Karachi, 1963), *Handbook of the Universities of Pakistan* (Inter University Board of Pakistan, Islamabad, 1968), *Universities of Pakistan Year Book 1976* (University Grants Commission, Islamabad, 1976), *Handbook of Universities of Pakistan 1987* (University Grants Commission, Islamabad, 1987) and *Handbook of Universities of Pakistan 2001* (University Grants Commission, Islamabad, 2001). Instead of full reference these Handbooks will be referred as follows; 1963 Handbook, 1987 Handbook and 2001 Handbook.

last eleven years from 2001 to 2013. In the discipline MPhil qualified teachers started teaching during 1963 to 1987 and the share of MPhil qualified teachers was nine percent in 1987 and it increased to 14 percent and 17 percent respectively in the year 2001 and 2013. From the years 1947 to 2013, the share of MA/MSc qualified teachers remained above the fifty percent. It shows that maximum teachers teaching in the Discipline of Economics were on MA/MSc qualified. The share of PhD remains the same 33 percent as in 1947 to 2013.

By analysing yearly and country wise foreign qualified PhD teachers in the Discipline of Economics, it was seen that out of total foreign trained PhD teachers the share of UK and USA graduates were more than 80 percent in the year 1963 and in the year 1987 but it showed continuously decreasing trends in the year 2001 and 2013, while the PhD graduated from the universities other than UK and USA increased in the discipline. The Table 3 showed details given below.

Table 3

*Share (%) of Foreign Trained PhD Out of Total PhD Teachers
in the Discipline of Economics*

Year	Foreign Qualified PhD Out of Total PhD	PhD from UK Out of Total Foreign PhD	PhD from USA Out of Total Foreign PhD	PhD from other Countries Out of Total Foreign PhD
1963	80	100	0	0
1987	89	20	24	56
2001	74	24	21	55
2013	31	25	15	60

Source: 1963 Handbook, 1987 Handbook, 2001 Handbook, HEC official website of universities.

6.2.2. Discipline of History

The Department of History was established in 1932. It is a first department established in South Asia for advanced studies in the field of History. In its early years, the discipline enjoyed the status of being a leading and prestigious institution having highly qualified members of faculty. Some renowned scholars and professors contributed towards the advancement of the departments of History. Those who delivered invaluable services to establish the discipline of History in Pakistan were Professor J.F. Bruce, Prof. Dr A.L. Sirivastava, Prof. J. D. Ward, Dr Ishtiaq Hussain Qureshi, Prof. Dilawer Hussain, Prof. Sheikh Abdur Rashid, Prof. Dr Abdul Hamid, Dr Zafarul Islam, and Dr Zavar Hussain Zaidi. The first head of the Department was J.F. Bruce who retired in 1943. Before Partition J. N Khosla was its head who left Pakistan after partition. The journey of History as academic discipline in Pakistan started from the year 1947 with one department, later in the year 1963 total departments became four and in the

year 1987 and 2001 the total number increased respectively to six and eight. In the year 2013 the departments increased to ten in seventeen universities. The Discipline of History started with total eight teachers and the faculty strength increased to seventy two in the year 2013. The Discipline of History showed upward mobility from the year 1947 to 2001 while during twelve years from 2001 to 2013 there was very slow progress seen in the faculty strength.

6.2.2.1. Qualification Profile of Teachers in the Discipline of History

In the changing qualification profile of teachers in the Discipline of History from the year 1947 to 2013 the total share of PhD qualified teachers increased from 25 percent to 39 percent from the year 1947 to 2013. In the discipline MPhil qualified teachers appeared in the year 1987 and their share was 10 percent in the year 1987 and it increased to 19 percent in the year 2013. Like the other disciplines of social sciences in the Discipline of history the share of MA/MSc qualified teachers was remain maximum. In the early years from 1947 to 2001 the share of MA/MSc qualified teachers was above 50 percent, while in 2013 this share was decreased to 42 percent and this decrease was apparently due to the entry of MPhil qualified faculty in the discipline. Table 4 given below for details;

Table 4

Share (%) of PhD, MPhil and MA/MSc Teachers Out of Total Teacher in the Discipline of History

Year	PhD	MPhil	MSc
1947	25	0	75
1963	45	0	55
1987	36	10	53
2001	31	11	58
2013	39	19	42

Source: 1963 Handbook, 1987 Handbook, 2001 Handbook, HEC official website of universities.

In the early years from 1947 to 1963 the share of foreign faculty was above 80 percent and in all the years most of the foreign PhD graduates were from UK universities. In the Discipline of History the share of PhD qualified teachers from USA universities were not more than 16 percent in all the years. Over all the discipline had shown decline in the foreign qualified PhD teachers and it decreased from 87 percent in the year 1963 to only 6 percent in the year 2013. Table 5 shows the details of foreign trained PhD faculty in the Discipline of History.

Table 5

*Share (%) of Foreign Trained PhD Out of Total PhD Teachers
in the Discipline of History*

Year	Foreign Qualified PhD	PhD from UK	PhD from USA	PhD from other Countries
1963	87	57	7	36
1987	67	50	14	43
2001	30	67	16	16
2013	6	100	–	–

Source: 1963 Handbook, 1987 Handbook, 2001 Handbook, HEC official website of universities.

6.2.3. Discipline of Political Science

The first Department of Political Science was established in the University of Punjab in the year 1933. The Department of Political Science is one of the oldest departments in the university. Dr S. M. Akhtar was the part-time head or “In charge” of this department. The number of departments in the Discipline of Political Science increased from one to four in 1963 and became seven in the year 1987 and remained the same in the year 2001. With the increase of five more departments in the year 2013 total number of departments of Political Science became twelve. The strength of teachers in the Discipline of Political Science was seven in the year 1947 and the number of teachers increased to one hundred and five in the year 2013. The maximum increase in the faculty strength was seen between the years 2001 to 2013.

6.2.3.1. Qualification Profile of Teachers in the Discipline of Political Science

In the Discipline of Political Science the percentage share of PhD qualified teachers was 50 percent in the year 1947 and it remained below than 30 percent between the years 1963 to 2001 and the share increased to 47 percent in the year 2013. In the discipline few faculty members were MPhil qualified during all the years the maximum strength of MPhil qualified teachers was 16 percent in the year 2013. The share of MA/MSc qualified teacher was remained above 40 percent in all the years and the maximum share was 85 percent in the year 1963 while the PhD faculty was only 15 percent in this year. The results showed that in the Discipline of Political Science the share of PhD qualified teachers remained very low during the years 1963 to 2001 while during this time period the share of MA/MSc qualified faculty was maximum.

Table 6

Share (%) of PhD, MPhil and MA/MSc Teachers Out of Total Teacher in the Discipline of Political Science

Years	PhD	MPhil	MSc
1947	50	0	50
1963	15	0	85
1987	21	3	76
2001	32	3	65
2013	47	15	38

Source: 1963 Handbook, 1987 Handbook, 2001 Handbook, HEC official website of universities.

In the Discipline of Political Science the share of foreign qualified teachers was continuously declining. In the year 1963, sixty seven percent foreign qualified teachers were teaching in the discipline and in the year 2013 the percentage share declined to 17 percent. The share of UK universities graduates in the discipline increased to 67 percent out of total foreign trained teachers while there was 33 percent share of USA universities graduates in the year 2013. Only 14 percent share of PhD teachers from other countries. Details are given below in Table 7.

Table 7

Share (%) of Foreign Trained PhD out of Total PhD Teachers in the Discipline of Political Science

Year	Foreign Qualified PhD Out of Total PhD	PhD from UK Out of Foreign PhD	PhD from USA Out of Foreign PhD	PhD from other Countries Out of Foreign PhD
1963	67	50	50	–
1987	62	75	25	–
2001	37	43	43	14
2013	17	67	33	–

Source: 1963 Handbook, 1987 Handbook, 2001 Handbook, HEC official website of universities

6.2.4. Discipline of Journalism/Mass Communication

Established in 1941, the Department of Journalism was the fourth department in the field of the social sciences opened in the University of Punjab. It was the first department of Journalism in the Indo-Pak subcontinent. Its classification was changed in 1985 from Journalism department to Mass Communication department. The first head of the Department was Rajendra Nath, who left Pakistan after partition. After partition the department had only one teacher—Abdul Qayyum with an M.A degree, who was also its head. The number of departments increased from one to nine during sixty five years.

Similarly the faculty strength was also increased in the discipline from one teacher in the year 1947 to one hundred and seven teachers in the year 2013.

6.2.4.1. Qualification Profile of Teachers in the Discipline of Journalism/ Mass Communication

At the start of the Discipline of Journalism, there was only one teacher who was MA qualified, so in this way 100 percent share goes to the MA/MSc qualified teacher in the year 1947. Later in the year 1963 there increased 20 percent PhD qualified teachers in the discipline and in the year 1987 again discipline came with 11 percent at decrease in PhD qualified faculty. The year 2001 was good year for the Discipline of Journalism with increase of 27 percent PhD and 16 percent of MPhil qualified teachers. While in the year 2013 there was again decline in PhD and MPhil faculty and increase in MA/MSc qualified teachers. Detail description is given below in Table 8.

Table 8

*Share (%) of PhD, MPhil and MA/MSc Teachers Out of Total Teacher
in the Discipline of Journalism*

Year	PhD	MPhil	MA/MSc
1947	0	0	100
1963	20	0	80
1987	9	3	88
2001	27	16	56
2013	21	13	66

Source: 1963 Handbook, 1987 Handbook, 2001 Handbook, HEC official website of universities.

The Discipline of Journalism/Mass Communication had only one teacher with foreign PhD in the year 1963 while the percentage share became 67 percent, 40 percent and 19 percent respectively in the year 1987, 2001 and 2013. Table 9 showed the details distribution of the origin of the degrees of Foreign trained PhD in the Discipline of Mass communication.

Table 9

*Share (%) of Foreign Trained PhD Out of Total PhD Teachers
in the Discipline of Journalism*

Year	Foreign Qualified PhD	PhD from UK	PhD from USA	PhD from other Countries
1963	100	0	0	100
1987	67	50	50	0
2001	40	16	33	50
2013	19	25	–	75

Source: 1963 Handbook, 1987 Handbook, 2001 Handbook, HEC official website of universities.

6.2.4. *Discipline of Sociology*

The University of the Punjab opened the Department of Sociology in 1955. Initially the department offers masters program in morning and in afternoon. Department of Sociology in the Punjab University has been a main Centre of research and teaching in Sociology. In the year 1963, the disciplines of Sociology had total two departments and till the year 2001 there only increased three departments, while in the year 2013 there was an increase of seven new departments in the discipline making total number of department twelve. The total number of teachers also increased from thirty nine in 1987 to one hundred and nine in the year 2013.

6.2.4.1. Qualification Profile of Teachers in the Discipline of Sociology

The Discipline of Sociology started in the year 1955 in the University of Punjab. In the year 1963 the percentage share of PhD qualified faculty was 25 and remaining 75 percent were MA/MSc qualified faculty. The data showed that after 24 years the share of PhD qualified teachers decreased 15 percent while the share of MA/MSc in the same year increased seven percent. In Sociology discipline the share of PhD qualified teachers increased 10 percent in the year 2001 and after eleven years in 2013 it became 20 percent. While the share of MA/MSc teachers was 40 percent and the share of MPhil qualified teachers was 26 percent in the year 2013. For the details Table 10 is given below.

Table 10

Share (%) of PhD, MPhil and MA/MSc Teachers Out of Total Teacher in the Discipline of Sociology

Year	PhD	MPhil	MA/MSc
1947	0	0	0
1963	25	0	75
1987	10	8	82
2001	20	12	68
2013	34	26	40

Source: 1963 Handbook, 1987 Handbook, 2001 Handbook, HEC official website of universities.

In the Discipline of Sociology the share of foreign trained PhD teachers was 67 percent in the year 1963, while it showed decline in the year 1987 and became 50 percent. Later the percentage share declined from 29 percent to 26 percent respectively in the year 2001 to 2013. The data showed that in the year 1963 and 1987 the origin of the degrees of foreign PhD teachers were mostly from USA universities while in the years 2001 and 2013 mostly PhD earned their degrees from UK universities or from other than USA. Table 11 shows the details.

Table 11

*Share (%) of Foreign Trained PhD Out of Total PhD Teachers
in the Discipline of Sociology*

Year	Foreign Qualified PhD	PhD from UK	PhD from USA	PhD from other Countries
1963	67	0	100	0
1987	50	0	50	50
2001	29	50	0	50
2013	26	33	–	67

Source: 1963 Handbook, 1987 Handbook, 2001 Handbook, HEC official website of universities.

7. DISCUSSION

In Pakistan, growth of higher education and political interference emerged at the same time. Social sciences were established in Pakistan through colonial administrative structure. After independence of Pakistan a very little efforts were made and no clear policies were developed to change the educational system especially higher education and social research according to the needs and ambitions of the independent people. In post colonial states there developed a multifaceted relationship between the evolution of the knowledge of social sciences and the process of decolonisation in developing countries. Developed with the same historical moment, capitalism, colonialism and social sciences transferred from the West and rooted in subcontinent. Social Sciences in Pakistan also arrived from the West and initially all the knowledge transferred from West. After independence, the political interests of dominant states had directly affected the development of social science knowledge in Pakistan. In the early years there was a flow of Western universities trained scholars in Pakistan while, in mid years again the Islamisation, affected the growth of social sciences. It was clearly evident from the data that the UK and USA graduates were more in numbers in early years and after that the number of Western trained scholars remained low. There is also a clear data evidence that in Pakistani academia before partition and immediate after the independence most of the scholars were from UK universities or either trained from UK universities especially in the Department of History in Punjab University and after 1960s a shift came and the number of UK scholar and USA trained scholars increased in Pakistani universities it is clearly seen in Political Science department. In Pakistan, universities, disciplines, departments and teachers were increased but it revealed that till 1960s PhD trained faculty were more in numbers and the share of foreign trained PhDs increased but after that as new universities established and more disciplines and departments opened the share of specialised faculty decreased and in all these years maximum burden was remained on MA/MSc qualified teachers.

Economics is very important and expanding discipline in Pakistani universities. The expansion and growth of Economics discipline in Pakistan was initially by the foreign funding for example Ford Foundation and other international agencies. Mostly economists followed the ideas forwarded by the dominant classes of the society and also followed the government version. During 1969-71 because of political instability and very short period of time financial growth was not able to forward any economics ideology and policy to follow by economists. In Pakistan, academia in economics was teaching whatever borrowed from outside the country. The innovative thinking in the field of Economics is neglected due to the complex nature of subject matter and the discipline of economics the borrowed research methodologies adopted for research and teaching in universities. In Pakistan number of universities and total enrolment increased in last fifty years. A major constrain in the improvement of teaching and research economics was the availability of qualified staff. A pervasive problem faced by Pakistani educational institutes was that they were unable to retain good teaching staff because of inadequate incentives structure. The discipline showed continually upward mobility by increasing strength of teachers and departments in the universities. In the Discipline of Economics the share of PhD faculty remained the same in 2013 as it was in 1947. In all five years the share of MA/MSc teachers remained above fifty percent and in all the years maximum burden of teaching was on MA/MSc faculty. Due to many reasons Economics discipline was dominated by the practitioners initially by bureaucrats rather than those who had academic and research interests. This was partially because bureaucrats played a very important role in the economic development of country after independence. The bureaucrats in Pakistan were well trained in British universities [Naeem (2000)]. The share of foreign qualified PhD teachers showed decline from 1947. Out of total foreign qualified teachers, maximum PhDs were trained from other countries rather than UK and USA. The main reason for decline of foreign qualified staff was the non-return of faculty member who went abroad on scholarship for PhD [Querishi, (2000)].

Political Science has an important position in the social sciences. After World War II, rapid growth and expansion of political science discipline was seen. According to the data collected from the universities, among the foreign qualified PhD teachers maximum were trained from the UK and USA universities. For the better understanding of political system of newly emerged states, American academics played a key role in the expansion and development of the discipline. In Pakistan academic programs in the field of Political Science were developed in such-a-way that they gave emphasis to Western political thought without adequately taking into consideration the socio-political realities of the Pakistani state. After independence, the teaching of social sciences in general and political science in particular did not change much. In the discipline

of Political Science, faculty strength and the departments were increased from 1947 to 2013, but the maximum increase was from 2001 to 2013. In the discipline of Political Science the share of PhD faculty decreased three percent from 1947 to 2013. The share of MA/MSc faculty was also decreased. In the Discipline, out of total PhD teachers, the share of foreign qualified PhD faculty was also decreasing. In Political Science there may be three types of constraints, one is the lack of qualified political scientists secondly, inadequate attention was paid to restructure the political science courses in Pakistani universities and thirdly, political science in Pakistan remained dominated by history.

History has played a distinctive and important role in any society. Due to the limitations of the social structure, political system and operational problems a feeling developed that History has no value or significance to the understanding the solutions of problems. Most of the models were based on Western European and American experiences and had little practical validity or relevance for the rest of the world. The state of History as an academic discipline in Pakistan was concerned. One cannot examine its development or non-development without looking into its British colonial link. According to the data collected from the departments of History in Pakistani universities, out of total PhD teachers in the discipline, graduates from UK universities remained more in number as compare to USA universities. It revealed that in the year 2013 the share of Foreign Trained PhD remained only six percent while it was 100 percent in 1947. This result showed that the influence of Western countries remained more in early years. In the Discipline of History the number of departments and teachers showed increasing trends till the year 2001 and then teachers' strength remain same in 2013. The share of PhD faculty showed upward mobility during the years. The entire situation in the discipline was not satisfactory in terms of faculty strength and expansion of departments.

In Pakistan Journalism/Mass Communication issues were examined in many institutional settings for example universities, mass media, research cells, advertising agencies and non-government organisations. In the universities of Pakistan departments and faculty strength increased but the maximum increase was from 2001 to 2013. In the discipline of Journalism/Mass Communication the share of PhD qualified faculty remained very low in all the year. The share of PhD faculty is the lowest among all five social science discipline. The share of MA/MSc in the Discipline of Journalism /Mass Communication remains the highest. Foreign Qualified PhD teachers declined in 2013. Female faculty share was increasing from the year 1987 to 2013. There is no female teacher with PhD degree in the year 2012. In Pakistan Mass Communication had not generated any systematic knowledge. The organisational and operational structures in Mass Communication research hampered the evolution of the discipline into social sciences that resulted in lack of socio-cultural and policy level in the country. Students conduct research for various different purposes, thesis are

mostly on content analysis of news and remain unpublished. Teachers also do research for different cadre and for promotions. Research work is not withstanding theoretical grounded emphasise. Mostly researches in the discipline were based on quantitative studies of content analysis and social surveys with social scientific research methods.

The Discipline of Sociology, faculty strength increased from 1963 to 1987 and then it remained static from 1987 to 2001. In the Discipline of Sociology faculty strength showed sharp increase from 2001 to 2013. More than sixty teachers joined to the discipline from 2001 to 2012. In the Discipline of Sociology, PhD faculty increased. In the discipline foreign qualified teachers decreased in 2013 and out of total foreign qualified teachers from 1963 to 1987 maximum teachers graduated from USA universities and later on from 2001 to 2013 maximum teachers trained in UK Universities. The share of MA/MSc qualified faculty increased from 1963 to 1987 and then starts declining. In the discipline the origin of foreign PhD degrees of the teachers are more from countries other than Anglo-Saxon.

8. CONCLUSION

Social Sciences are underdeveloped in Pakistan. Development and expansion of Social Sciences as productive disciplines in Pakistan has been related to the historical and socio-political factors that were rooted in the colonial period and still prevailed in the socio-structural context even after independence. It is more than sixty years that Economics, History, Sociology, Political Science, and Mass Communication as discipline prevail in Pakistan are yet to attain the status up to the international standards in academics. The study yielded disappointing results in terms of expansion of social science disciplines and specialised faculty to teach at higher education level. There is a phenomenal increase in the numbers of departments and teachers, the quality of the academic in term of qualified faculty remained in low percentage. Though in the country many of social science departments and research institutes have been established but they do not provide a very favourable environment for creative research and teaching. In all five disciplines, most of the teaching burden is on the MA/MSc qualified teachers. The share of foreign qualified PhD teachers in all five disciplines is continuously declining. It is evident from this research study that a large number of new disciplines have been introduced in many universities without due consideration to the availability of qualified and specialised faculty and basic facilities. There is also lack of creativity in social sciences in Pakistan due to borrowed theories and methodologies from Anglo-Saxon social science intellectual traditions. Other important factors are the socio-political constraints, over-dependence on borrowed knowledge and lack of critical orientation. Pakistani state being basically bureaucratic, dictatorial, modernising and dependent does not place high value on the production of independent and critical social science knowledge. In Pakistan due to the exclusive dependence

and imparted orientation to social sciences, a parasitic relation has developed with Western world, and especially with its knowledge production process. This dependence resulted in slow progress in the development of social sciences and knowledge production process in Pakistani universities. In Pakistan the extension and expansion of higher education is without any proper planning and policy and due to that reason social science disciplines were facing different challenges of specialised faculty, research methodologies and relevant research. In Pakistan, as an indicator higher education was very low comparatively to other countries. Moreover, at the policy level the relevance and use of social sciences produced in Pakistan for understanding and development of Pakistani society is also very low.

REFERENCES

- Akiba, M., G. K. LeTendre, and J. P. Scribner (2007) Teacher Quality, Opportunity Gap, and National Achievement in 46 Countries. *Educational Researcher* 36: 7, 369–387.
- Alpert, H. (1960) The Government's Growing Recognition of Social Science. *Perspectives on Government and Science* 327, 59-67.
- Chalam, K. S. (2002) Rethinking Social Sciences. *Economic and Political Weekly* 37:10, 921–922.
- Cobb, J.C. (1926) The Social Sciences. *American Journal of Sociology* 31:6, 721–732.
- Ginzberg, E. (1937) The Social Sciences Today. *Political Science Quarterly* 52:4, 583–587.
- Gopal, G. (2002) How Egalitarian Are the Social Sciences in India? *Economic and Political Weekly* 37: 50, 5003–5009.
- Hachhethu, K. (2002) Social Sciences Research in Nepal. *Economic and Political Weekly* 37: 35, 3631–3643.
- Halas, E. (2006) Old and New Challenges for the Autonomy of Social Sciences. *Polish Sociological Review* 156, 395–407.
- Hashmi, S. H. (2001) The State of Social Sciences in Pakistan. Council of Social Sciences, Pakistan (COSS).
- Inayatullah, and S. H. Hashmi (2001) Social Sciences in Pakistan: An Evolution. Council of Social Sciences (COSS). Quaid-e-Azam University Press.
- Inayatullah, S. Saigol, and P. Tahir (ed.) (2005) Social Sciences in Pakistan: A Profile. Islamabad: Council of Social Sciences (COSS).
- James, R. and J. R. Liesch (1968) Profile of Pakistan's New University: It Promises Greatness. *Journal of Higher Education* 39:5, 254–260.
- Jazeel, T. and C. McFarlane (2009) The Limits of Responsibility: A Postcolonial Politics of Academic Knowledge Production. Department of Geography, Durham University, Science Laboratories, Durham DH1 3LE.

- Kelly, W. (2005) Addressing Academic Culture: Service Learning, Organizations, and Faculty Work. University of Montana, Department of Educational Leadership.
- Khan, A. (2007) The Relevance of Research: Social Science as Local/Global Resistance. Paper Presented at International Studies Association 48th Annual Convention Chicago, Illinois.
- Khan, R. A. (1987) The State of American Studies in Pakistan. *American Studies International* 25: 2, 66–84.
- Kibbee, R. J. (1962) Higher Education in Pakistan: Problems that Beset the Student Community. *The Journal of Higher Education* 33:4, 179–189.
- Kisamore, J. L. and T. H. Stone (2007) Academic Integrity: The Relationship between Individual and Situational Factors on Misconduct Contemplations. *Journal of Business Ethics*, 381–394.
- Knight, F. H. (1972) Social Science. *Journal of Business Ethics* 83:1, 1–12.
- Kumar, V. A. (2008) Social Sciences. *Economic and Political Weekly* 43:33.
- Memon, G. R. (2007) Education in Pakistan: The Key Issues, Problems and the New Challenges. *Journal of Management and Social Sciences* 3:1, 47-55.
- Nair, M. K. S. (2002) Social Science Research in Universities. *Economic and Political Weekly* 37:39, 4079–4080.
- Pandian, M. S. S. (2002) Social Sciences in South India: A Survey. *Economic and Political Weekly* 37: 35, 3613–3627.
- Radder, H. (2010) *The Commodification of Academic Research*. University of Pittsburgh Press.
- Rudd, E. (1990) The Early Careers of Social Science Graduates and the Value of a PhD. *Journal of the Royal Statistical Society* 153:2, 203–232.
- Sabir, I. (2010) *From Academic Dependency to Self-ostracism of Intellectual Labour: The Case of Sociology in Pakistan*. Université de Paris IV-Sorbonne, ile de France, France.
- Sabir, I. and A. Sabir (2010) Academic Dependency of Intellectual Labour: The Case of Social Sciences in Pakistan. *The International Journal of Interdisciplinary Social Sciences*. First published in 2010 in Champaign, Illinois, USA by Common Ground Publishing LLC.
- Shamsul Huq, M. (1998) Pakistan Education: Plagued with Problems of Quantity and Quality. *The Phi Delta Kappan* 39:3, 126–129.
- Tarar, N. O. (2006) Globalization and Higher Education in Pakistan. *Economic and Political Weekly* 41: 49, 5080–5085.
- Tarassoli, G. A. (1974) Growth and Significance of Social Science in Iran. *International Review of Modern Sociology* 4: 2, 117-128.
- Tehraiean, M., H. Aflatouni, T. Ellis, A. Dallalfar, and J. T. Rudolph (1987) Social Science Research in Iran: Origins, Development, Problems, and Prospects. *International Review of Modern Sociology* 17:1, 179–201.

- University Grants Commission (1963) *Handbook, Universities of Pakistan 1963*. Islamabad, printed by Inter University Board of Pakistan, Karachi.
- University Grants Commission (1987) *Handbook, Universities of Pakistan 1987*. Printed by University Grants Commission, Islamabad.
- University Grants Commission (2001) *Handbook, Universities of Pakistan 2001*. Printed by University Grants Commission (UGC), Islamabad.
- Wong, S. Y. (1991) The Evolution of Social Science Instruction, 1900-86: A Cross-National Study. *Sociology of Education* 64:1, 33–47.
- Wood, J. and J. Walter (2002) *The Importance of Social Sciences to Government*. Position paper for Business/Higher Education Round Table (BHERT), Paper No.10, Australia.