

# **Expansion and Evaluation of Social Sciences Disciplines in the Public Sector Universities of Pakistan:**

**A Case Study of Five Social Science Disciplines from 1947 to 2013**



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**Expansion and Evaluation of Social Sciences Disciplines in the Public Sector Universities of  
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## **Certificate**

It is certified that MPhil dissertation entitled **Expansion and Evaluation of Social Sciences Disciplines in the Public Sector Universities of Pakistan from 1947 to 2013** presented by Mr. Muhammad Arslan Haider has been approved for submission to the Department of Development Studies, Pakistan Institute of Development Economics (PIDE)-Islamabad.

**Dr. Muhammad Zaman**  
Supervisor

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Thanks to my Family who supported me at every step of my life.

**Muhammad Arslan Haider**

## **Dedication**

Dedicated to my loving parents,  
Who encourage me in every step of my life

## **Abstract**

*New tools and technologies has 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 19<sup>th</sup> century social sciences were disciplined and institutionalized 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 Pakistani Universities during 65 years of independence. 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. This study also examined the female share in social science disciplines. This study covered the basic component of research, i.e. description and explanation. Both quantitative and qualitative research methodologies are applied in this research. For the theoretical grounds dependency theory is applied which defined on the notion that resources flow from a "periphery" of poor and underdeveloped states to a "core" of wealthy states. The findings of the results showed that the share of foreign qualified PhD teachers in all five disciplines is continuously declining and the share of local PhD qualified PhD teachers are increasing. However the results*

*indicates that the most of teaching burden was on the MA/MSc qualified teachers and the strength of MA/MSc qualified teachers in continuously increasing. Another interesting finding of the present study was concerned with the female faculty share in Social science. The results found that in all disciplines the share of female faculty in increasing but females are still in minority in these disciplines.*



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## **LIST OF UNIVERSITIES**

1. International Islamic University, Islamabad
2. Quaid-i-Azam University, Islamabad
3. Bahauddin Zakariya University, Multan
4. Fatima Jinnah Women University, Rawalpindi
5. Islamia University, Bahawalpur
6. University of Gujrat, Gujrat
7. University of Sargodha, Sargodha
8. University of the Punjab, Lahore
9. Shah Abdul Latif University, Khairpur
10. University of Karachi, Karachi
11. University of Sindh, Jamshoro
12. Abdul Wali Khan University, Mardan
13. Frontier Women University, Peshawar
14. Gomal University, D.I. Khan
15. University of Malakand, Chakdara, Dir, Malakand
16. University of Peshawar, Peshawar
17. University of Azad Jammu & Kashmir, Muzaffarabad,
18. University of Balochistan, Quetta

## **CHAPTER 1**

### **INTRODUCTION**

## 1.1. Introduction

Knowledge has increased human's ability to understand the nature and to develop new tools and technologies to get control over the nature. These new tools and technologies transformed the pre-existing society into new social order and this new social order provided favorable 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 of social order, the process of social change and social stability. Underlying them, they somewhat increased human capacity to intervene effectively in society and history, identify unanticipated problems emerging from such intervention and possibly manage them. This sometimes served "human good" defined in a broad sense as the good of all human beings. Social science has given more rationality to the "self-evident truths" of the earlier man in the society". (Inayatullah: pp: 1-2, 2001)

Social Science as a body of knowledge about society and the individual came into existence as a separate identity during the 17<sup>th</sup> century in Europe. Much of the scientific body of social sciences knowledge in the sense of search for universal laws came into existence along with reformation and renaissance movement in Europe<sup>1</sup> (Chalam, 2002).

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

During the 19<sup>th</sup> century, social sciences disciplines were institutionalized as established departments 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, USA and 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 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).

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 was 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 & Technology and Medical studies while three new public sector universities were established which were offering the courses in various social sciences



disciplines. It showed that there is lack of interest and less priority of social science in the state. 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 Center of Social Science and Humanities (COSH) in 1983. This center formed a group of social scientists to conduct the research studies in field of five social science disciplines which included History, sociology/anthropology/social work, Economics, Political Science/International Relation and Philosophy<sup>2</sup>. 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 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 of Pakistan established with efforts of a group of Social scientists. COSS has conducted many researches on the evaluation and expansion of social sciences in Pakistan.

For an individual, group, institution even for a system of knowledge, critical self evaluation is necessary for the growth and development. Mushroom growth of universities and rapid increase in academic disciplines were now required to assess the development of these academic disciplines in Pakistani universities.

## **1.2. Problem Statement**

A large number of universities were established in Pakistan and various new disciplines were opened, But the development process of social science disciplines remained slow and still in the country social scientists in academia are growing minority. Social Sciences disciplines were also

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<sup>2</sup> Sociology, 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.

facing quantitative issues in terms specialized faculty strength at higher education level. Various historical and socio-political factors were effecting the development of social science in Pakistani universities.

The purpose of this research study was to evaluate the state of social sciences in Pakistani universities and to find out the reasons behind the underdevelopment of social sciences and lack of specialized faculty in the disciplines. This research is an in-depth analysis of social sciences disciplines.

### **1.3. Objectives of the Study**

1. To examine the expansion of social sciences disciplines and to record the changing qualification profile of teachers in Pakistani universities.
2. To identify the factors effecting the development of social science in Pakistani universities.
3. To examine the female faculty share in social science disciplines.

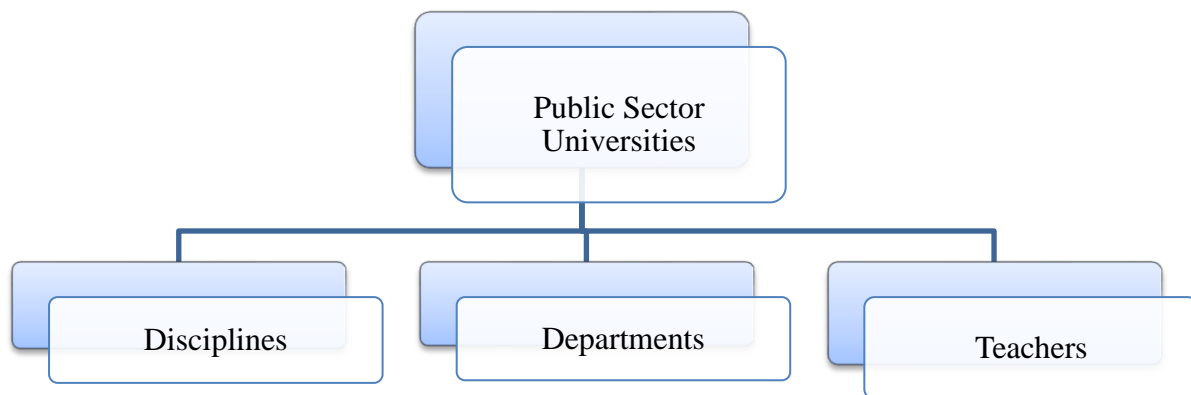
### **1.4. Significance of the Study**

There is now global recognition that education is one of the smartest investments for the development of a country and higher education plays very important role for achieving developmental outcomes. Teaching and research at colleges and universities level contribute significantly to the nation's economic activity, both directly and through their impact on future growth. 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

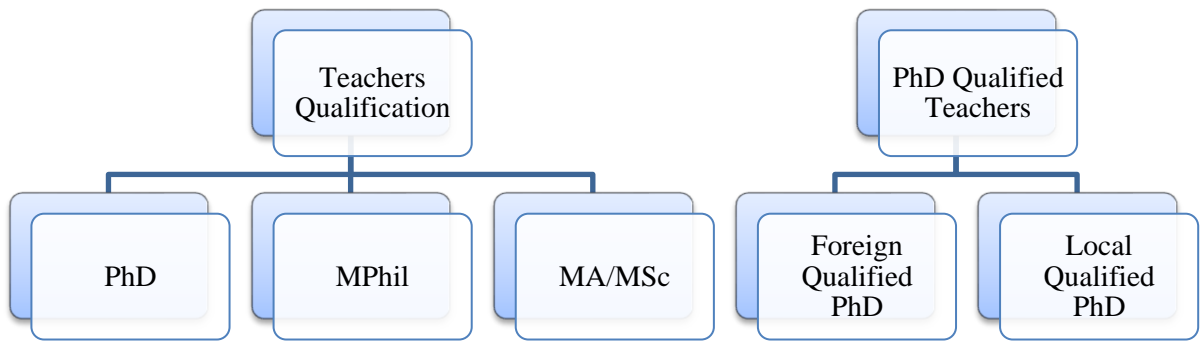
philosophy and knowledge in the field of social sciences. This enables government's agencies to access skilled social scientists, capable to develop and implement new social policies appropriate to meet the new needs of ever changing world. In the country, social sciences are in weak condition at higher education level particularly. This study has immense significance in evaluating the development of social science academia in Pakistan, by looking at the expansion of social sciences. It is also an important contribution to the already existing literature in a way that it studies social sciences from historical perspective and describes the current developments of social sciences. The study identifies the problem of unavailability of highly qualified faculty and gender imbalance in social sciences disciplines at universities. as well as will be helpful for the policy implications.

### **1.5. Organization of Study**

In the current study expansion of social sciences was examined in term of increase in the number of departments and teachers in the disciplines. While the social sciences were also evaluated in terms of teachers qualification and further the qualification was divided into foreign and local qualified faculty. For the study five years were selected for information.



The qualification profile of teachers was examined through using the following categories, explained in diagram given below.



### 1.6. Periodization

Five years were selected for the information 1947, 1963, 1987, 2001 and 2010 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.

**CHAPTER 2**  
**LITERATURE REVIEW**

For the current study various literature was reviewed which included research articles, books, journals and official records. In this chapter literature is divided into related sections.

In Pakistan HEC had played very significant role but still higher education was facing some fundamental problems. According to the literature, in Pakistan, the extension and expansion of higher education was without any proper planning and policy and due to that reason social sciences disciplines were facing different challenges of specialized faculty, research methodologies and relevant research. In Pakistan, as an indicator higher education was very low comparatively to other countries. In educational institutes there was lack of qualified staff, libraries and laboratories. Research and teaching in the field of social science in Pakistan presented a depressing picture.

While studying the literature it helped me to understand about the state of social sciences in other countries as in USA, government had recognized the importance of social science after World War II. In Nepal social science had been neglected by the both government and private institutions. The historical evolution of social sciences in Iran starts from Ibne –Khaldoon and Al, Baruni as the first Iranian ethnologist. The development of social sciences in Iran had gone through the various stages. In Iran positive steps are taken for the improvement of higher education. The student's population rose continuously and more students are pursuing their PhD studies in UK and USA universities. In India the history of social sciences began with British and the birth of social sciences had some kind of pre capitalist or feudal background. In the country there was also lack of research orientated studies in universities. In India social science institutions were also facing the financial crisis as downsizing of state funding for social sciences. In the case of Pakistan, colonial and post-colonial history was very important and had its impact in social science. In the country social sciences were not developed up to the

international standards even after more than half century of independence. by examine the social sciences in Pakistan it was also necessary to keep in mind the historical evolution of intellect in the west and process of knowledge production and transformation. There were also institutional and structural constrains in Pakistan.

Worldwide female participation in academia and especially in social science was very low. The gender phenomena were also existed in the other countries of the world as women had made very slow progress in the United State in all fields particularly in academia. In USA Universities women faced the problem due to the male dominated patterns in academic career. Position of women in German academia also faced some barriers which affected the progress of women in academic hierarchy. Women advancement in academic may be more dependent upon prevailing social conditions and gender stereotypes. According to the literature, women were facing wide spread biases and stereotypes regarding the value of their work and their competency. In African countries higher education institutions were also faced the challenges and impacts of dependency created by the colonial system during the colonial era. Access and participation of women remained dismally low in African institutions of higher learning. In Pakistan women teaching at universities tend to be concentrated in certain field. In the upper echelon of the education system, women make up a minority of faculty members.

### **Higher Education**

Redder (2010) focused on the commodification of education in US universities that affected research, teaching and administration. This book discussed those aspects, namely the commodification of academic research. It described, analyzed, and evaluated the commoditized

academic research. More specifically, Redder approached the subject matter from philosophical perspective.

Clark (2005) explained the reforms in higher education in Pakistan. She described two priorities in education sector, first was the primary education and second was higher education. She stated that to upgrade the Pakistani Universities, HEC had played very significant role. In Pakistan higher education was facing some fundamental problems like access to higher education, quality of teachers at universities and infrastructures and basic facilities in universities. During the period of HEC, Pakistan had increased higher education from 2.9percentto 5perecentin five years and to-ten percent in next five years.

Huq (1957), discussed the quality and quantity problems in Pakistani education system and found no serious progress in over the fifty years beforeas the higher education was still facing the same problems. According to Huq these problems were the extension and expansion of educational facilities without any planning and the quality of teaching. In developing countries like Pakistan, it was indeed a great problem for planners and policy makers to provide and ensure the quality education.

Memon(2007)in his research article examined the key issues in the education system in Pakistan. Memon said that there was a close connection between education and development in any country. In Pakistan after many years of independence the developmental indicators were not moving upward. The higher education was very low comparatively to other countries. In educational institutes there was lack of qualified staff, libraries and laboratories. He also pointed out the weaknesses of examination system and unproductive governance. The quality of academic results was not according to the international standards. There were insufficient funds



in Education Sector in Pakistan and low quality of management, monitoring, supervision and teaching. As a result, Pakistan had one of the lowest rates of literacy in the world.

Tarar (2005), higher education was restructuring in Pakistan as a result of neo liberal reforms and these reforms influence the ideas and policies. He also mentioned that the issue of quality and quantity in the universities needs to be addressed. In his paper he analyzed and reviewed some changes that had taken place in the higher education in Pakistan. Universities in the western world went a transformation which changes the role from produce knowledge to producing knowledge workers. Research and teaching in the field of Social Science in Pakistan present a depressing picture. He also discussed the current reforms in higher education and role of UNESCO and World Bank.

### **Social Sciences**

Alpert (1960), described the significance development of social sciences despite the critical fluctuations. In USA, government had recognized the importance of social science and White House had accepted social sciences as scientific disciplines and involvement at policy level. Research funding by government was growing but critical shortage remained in the funds. social sciences were examined from Pre and post World War II. In 19<sup>th</sup> century social sciences played modest but effective role in government powers and programs. The impact of the war was both on military and civilian for social adjustment especially after war.

Hachhethu (2002), discussed the evolution of social science in Nepal. It reviewed research in several Government University and private research centers in different periods and concluded that social science had been neglected by the both government and other institutions and offer

some suggestions on urgent changes that were required to be made. This paper considered four disciplines which included history, political science, economics and anthropology/sociology as the major disciplines of social science in Nepal.

Chalam (2002), explained the history of social sciences in India, began with British attempts to understand their colonial experience, but soon evolved its own distinct discourse. The establishment of ICSSR and other social sciences funding agencies by government had strengthen the social sciences in the country but still it needed guard to social scientists who were interested in objectivity in social sciences. Chalam also focused on the need of new discourses brought in by European non English countries. By describing the history of social sciences started from 17<sup>th</sup> century form Europe he said that those writers such as Petty, Mun (Political economists) and David Hume who had contributed to the development of human knowledge about society have also actively participated in the French Revolution. Therefore the birth of social sciences had some kind of pre capitalist or feudal background.

Nair (2002) had explained the lack of research orientated studies in universities departments. He identified that the poor quality of research in universities was due to the insufficient number of faculty in social sciences. He revealed that most of the universities in south India do not have an average, more than five faculty members.

Pandian (2002), conducted a survey to understand the current crisis faced by social science institutions in India. In this article it was discussed that the state had narrow and persistent logic of utility which defining social science disciplines as non-utility. There was also downsizing of state funding for social sciences in India. South India had four major research institutes within the frame work of ICSSR. South India was the home of several well-known universities, for

example Madras University founded in 1857; Allamalalai University in 1928; University of Kerala in 1937; Usmaina University in 1918 and the University of Mysore in 1916. Excluding the universities devoted for science and technology the region as a whole had 40 universities. Several university departments in the region had inadequate number of faculty members. Institutionally most of the university departments were lacking research orientation. In south India, libraries were have key importance in fostering social science learning and research in the region. These libraries had thousands of books and journals. In the private domain there were also libraries in the region.

Tahrani et al. (1987) explained the social science research in Iran and its origin, problem and prospects. The recognition of social sciences as an autonomous field of inquiry in Iran dated back to 1985 when for the first time an autonomous institute for Social Sciences and research and consulting established. Iran had rich traditions and classical writings. Courses in History, Sociology, Psychology and Anthropology founded their way into the universities first time through the college of literature. However, courses in economics and political science were primarily incorporated into the Law School curriculum. Broadly speaking, in Iran the development of social sciences had gone through the three stages. These three stages may term as the stage of social criticism, social survey and social sciences. Each stage was distinguished by a different set of environmental, organizational, theoretical and methodological characteristics. Social criticism followed traditional form of literary essay and social survey included theory and policy oriented research while social sciences referred to the autonomous universities and institutions. The formulation of conscious policies on the development of social sciences was relatively recent phenomenon. In Iran positive steps were taken for the improvement of higher education in this regards ministry of science and higher education

established and also established research units in most government ministries. There were also established new departments in the universities. In Iran however modern universities were founded by the government in response to its need for trained manpower.

Tavassoli (1997) made an attempt to study the development of social science in Iran and the significance of such development. This was almost unknown until World War II although social scientists and social thinkers had written about social problems. This was formalized into the field of social sciences and courses were instituted at university level. During the initial years the teaching of social sciences was confined mainly to the University of Tehran but extended to the other higher educational institutions in Tehran as well as in the province. The first course of sociology was organized about the year 1936 for the students of Philosophy and pedagogy. To search the earlier interest evidence in the history of the traditional Iranian society it would necessary to go back to the 10<sup>th</sup> and the 14<sup>th</sup> century. Beside Ibne -Khaldoon the well known Muslim scholar who called founder of the philosophy of history, one could mention the name of Al Baruni as the first Iranian ethnologist in the “Essay on India “. The first book was written in 1944 in the field of Sociology of Education in Iran. It included all the presentations of Comte and Durkheim sociology. In 1957, social sciences received proper recognition in Iran. In theyear 1985 for teaching and research in the field of social sciences an Institute of Social Sciences was established in the University of Tehran. The student’s population rose continuously with average increase of 22.9% per year. More than 1000 students were pursuing their PhD studies in UK and USA universities. Many research projects were started in the Institute of Social Science in the initial stage of development of social sciences in Iranian Universities.

Guru (2002) had discussed Indian Social Sciences which is divided theoretically and empirically between Brahmins and Shudders. This destructive divide showed the lack of classless state in

social sciences in the country. He stated that this egalitarian principle applied both interrogatory and suggestive and control through academic and institutional structures. Guru discussed those conditions which were badly affecting the growth of philosophical capacity within the intellectually disadvantaged groups. Egalitarian principle provides the moral opportunity and also provided the normative directions.

S.H. Hashmi (2001) evaluated the social sciences in Pakistan and described the importance of social scientists. He also discussed the social sciences and looked at the different directions in which social sciences disciplines were developing. He gave the historical sketch of development of social sciences during 60s in Pakistan. This research also offered methods to evaluating social sciences. In his book writer had identified some characteristics of a "developed" social science and derived some indicators to evaluate social sciences in Pakistan.

Sabir&Sabir(2010) in their article discussed outdated knowledge and underdeveloped institutions of Social Sciences in Pakistan. It had given the historical evolution of intellect in the west. In the third world, cosmopolitan disciplines, being imported in nature, thus failed to institutionalize the epistemic standards developed by the first world for the production of knowledge. Intellectual division of scientific labour was determined by cosmopolitan mode of knowledge. In the case of Pakistan colonial and post-colonial history was very important and had its impact in social science. The writer had mentioned the complex socio linguistic norms, the structure of education system and institutionally narrow and blinkered origin of disciplines in Pakistan. The article explained the lack of Intellectualism and professionalism in social sciences in Pakistan. They also discussed the institutional and structural constraints.

Inayatullah, Sehgal, Tahir (2005), Evaluated and analyzed the social sciences in Pakistan. The book explained the quantitative profile in terms of departments in each discipline, staff strength

over time as well as their qualification. The study provided an in-depth understanding of social science disciplines in the country. The book also discussed the state of affairs in the social science discipline.

Zaidi (2003) discussed and analyzed social science in Pakistan in 1990s. The book comprises articles written on various social sciences disciplines in Pakistani universities. It provided a detailed analysis of social sciences profile in Pakistan. These papers were collected written by the researchers and academicians of respective disciplines.

### **Gender and Social Sciences**

Nawe (2001) discussed the impact of colonization in African educational institutions. In African countries higher education institutions were also faced the challenges and impacts of dependency created by the colonial system during the colonial era. It was done by the colonial powers in order to create its own identity and to transform higher learning. Issues of equity came up later on the agenda in response to pressure from women those who were interested in women issues at both national and global level. However, despite a lot of effort put into addressing this problem, the access and participation of women remained dismally low in African institutions of higher learning.

Drago, Colbeck, Pretti, Stauffe et al. (2006) described in that women academics in Pakistan experiencing the similar pressure or few other forces were playing their role. In general, women teaching at universities tend to be concentrated in certain field and younger in age than their male colleagues. Despite the fact that women were in majority in the teaching profession, these numbers diminish drastically at successively higher levels of education. Now here, was this trend more evident than in universities; in the upper echelon of the education system, women make up a minority of faculty members.

Lee (1993) explained the women participation in academia in the U.S universities and also discussed the factor which were effecting women teachers who forced to left their jobs from universities. She mentioned those women teachers were found difficulty in balancing career and household tasks. Still women were perceived and preferred to stay at home to care for children and work for domestic needs. Primarily the problem was due to the male dominated patterns in academic career.

Majcher (2001) examined the position of women in German Academia and identifies those barriers which affected the progress of women in academic hierarchy. In German academia over all situations was pessimistic regarding gender equality. Academia in Germany was still dominated by man and women were growing minority. Junior level positions or part time work offered to women in German universities and there was mainly with no career perspectives. Efforts such as legal initiatives and financial incentives had been under taken to promote gender equality in German Academics.

Mayer et al. (2008) provided that Women had made slow progress in the United State in all fields particularly in academia. Institutions in United State and Nordic countries (Denmark, Norway, Finland, Iceland and Sweden) recommended more generous and family friendly policies to encourage and retain more women among academic staff. Women advancement in academic may be more dependent upon prevailing social conditions and gender stereotypes. It was found that women were represented in low-paid positions and lower paying disciplines such as social sciences and face wide spread biases and stereotypes regarding the value of their work and their scientific competency.

## **CHAPTER 3**

### **METHODOLOGY**



### **3.1. Introduction**

For an individual, group, institution even for a system of knowledge, critical self-evaluation is necessary for the growth and development. In the countries with advance social sciences, evaluation remained the part of academic activity in the disciplines. In Pakistan the evaluation of social science as separate discipline or taken together remained underdeveloped. Now it was needed that to evaluate the disciplines of social sciences in Pakistani universities. There were many different methods to measure the expansion and for the evaluation of social sciences 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.

### **3.2. Universe of the Study**

In the current study all public sector universities of Pakistan offering degree courses in social sciences disciplines were taken as universe of the study.

### **3.3. Sampling and Sample size**

In sampling a small group of population represents the whole population. “Ideally in sampling we would like to obtain a sample that will be representative of the target population. To be “representative” means to provide a close approximation of certain characteristics of the target group”. (Singleton & Straits and others 1988: 136)

Sample was obviously a smaller representation of the larger population in current research study. Sample was taken because it was very difficult to handle and get information from the too vast population. 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 used in probability method. Convenience sampling technique is also 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) universities<sup>3</sup> which were offering the courses in the disciplines of social science. There were number of disciplines labeled as social sciences. Without entering into the minute details of disciplinary specialization and sub categorization of the research was restricted to the broader categorization of modern social sciences which includes, Economics, Sociology, History, Political Science, Psychology and Education. This selection was mainly for two reasons, firstly for methodological homogeneity of data from different social sciences disciplines and secondly, only these social sciences disciplines were historically significant and institutionally well established in Pakistan. The sample for the study consisted of sixty (60) departments of five social sciences disciplines in seventeen (17) universities of Pakistan. The data was collected in terms of faculty strength in the departments and their qualification.

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<sup>3</sup>Nine universities (Bacha Khan University, Charsadda , Frontier Women University, Peshawar , University of Swat, Swat , University of Haripur, Haripur , SardarBahadur 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.

### **3.4. Method and Tools of Data Collection**

In order to fulfill the basic components of research, data was collected from secondary data sources. To analyze and evaluate the social sciences in universities from 1947 to 2013, it was essential to gather the 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, included newspapers, journals and 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 (See Annex 2). By using convenient stratified quota sampling sixty (60) forms were filled from five disciplines of social sciences.

### **3.5. Data Processing and Analysis**

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.

### **3.6. Internal and External Validity**

Validity of any research is very important and it applies to both the design and the methods of research. External validity refers to the ability of a research design to provide results that can be generalized to other situations. In the current research the finding and results of five social sciences disciplines can be generalized on all social sciences disciplines in Pakistani universities.

Internal validity refers to the ability of a research design to provide an adequate test of a hypothesis. It is the approximate truth about inference regarding cause-effect or causal relationships. Thus, internal validity is only relevant in studies that try to establish a causal relationship. It's not relevant in most observational or descriptive studies, for instance, the current study is not based on cause and effect relationship rather this study in more descriptive and content analysis.

## **CHAPTER 4**

### **CONCEPTUAL AND THEORETICAL FRAMEWORK**

#### **4.1. Social Science**

“Social Science is the study of society and the approach in which people behave and influence the world around us. “Economics and Social Research Council (ESRC)

There is wide range of social science disciplines, which are being taught in the Pakistani universities.

#### **4.2. Academic Discipline**

“According to Pierce academic disciplines tend to follow the same boundaries as an academic department. The importance of creating and maintaining disciplinary communities makes an academic department the building block from which disciplines are created”. (1991, p. 22-23)

“Academic disciplines are fields of study which have a number of sub-disciplines.” Andrew Abbott, *Chaos of Disciplines* University of Chicago Press 2001.

#### **4.3. Expansion**

“Expansion may be defined as to increase in extent, size, volume and scope. It may call an act of becoming bigger and larger.” Oxford Dictionary

It may be defined as “the increase something in numbers, size or importance.” Cambridge Dictionary. In the current study expansion of social science disciplines in Pakistani universities was measured by looking at the increase in the numbers of universities, departments and teachers.

#### **4.4. University**

The word “university” itself is derived from a Medieval Latin word *univeritas*, meaning group or community. It came to be applied to a community of scholars, teachers and students. Modern universities as a permanent organization of higher education can be trace its descent directly

from the two universities which developed in the twelfth century at Paris and Bologna, the real origins of the university go back many more centuries. (Patterson; 2005, pp15)

“A university is an institution of higher education and research which awards academic degrees in a many different subjects and it provides both undergraduate and postgraduate degrees”. (Encyclopedia Britannica)

“An institution of higher learning provides facilities for teaching and research and authorized to grant academic degrees. University is institute of higher learning in which students study for degree and academic research is done” (Oxford dictionary). For this study seventeen Public sector universities are selected which are offering courses in Social Science disciplines.

#### **4.5. Department**

An academic department is a basic unit of a university devoted to give education in a particular academic field. Department is a place where all academic activities are held. For this research, all the departments are selected which are offering courses in five disciplines of social science disciplines.

#### **4.6. Teachers**

A teacher is a person who transfers knowledge among the students. “A teacher can be defined as skills adopted from a theoretical foundation in turn based on a critique are well founded in the scholarly tradition.”

For the current study university teachers are selected who teach in Pakistani universities in the five selected social science disciplines.

#### **4.6. Teachers Qualification**

Qualification of teachers is the formal degree he/she earned from any recognized university or educational institution. There is set criteria for the appointment of teachers which based on the qualification and experience of a person. In the Pakistani universities the qualification criteria for the appointment of teacher in universities was MA/MSc degree (16 years education) until 2005. Since then the Higher Education Commission (HEC) requires MPhil degree (18 year education) as a primary requirement for the appointment of a university teacher.

#### **4.7. Foreign Qualified PhD Teacher**

A person who earned the degree from out of country (Pakistan) is called foreign qualified teacher. For the current study foreign qualified teachers are taken in to the account who earned PhD degrees from foreign universities.



## **4.8. Theoretical Framework**

### **4.8.1. Dependency Theory and its Application**

There were many different theoretical approaches in social sciences to address the education to refer only dependency theory which defined as the resources flow from (periphery) underdeveloped states to the (core) wealthy states. This theory explained the relationship of developing and developed nations with each other. Dependency theory was derived in two papers published in 1949 by Hans Singer and Raul Prebisch. These papers were based on Marxian analysis of the global economy and it appeared as a direct challenge to the free market economy which started to expand after World War II. Dependency theory became popular in the 1960's when it became clear that the increase in the wealth of the developed nations was due to the under developed or developing nations (Ferraro, 2008).

In the third world countries the procedures and patterns imposed by the western states and resources in underdeveloped state controlled either directly by the dominant states or through the power elites in dependent states. As the 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. Dependency 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 into 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 organizations, western governments, foundations and multi-national corporations. Colonialism provided a new framework to the third World social scientists (Inayatullah, 2003). For legitimizing 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 a 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 Saïed also pointed out and explained the Ethnocentrism of Western orientalist toward Muslim culture past and contemporary in his work (1979).

By discussing the key feature of dependency theory many theorists talked about the international division of labour which means that there were skilled workers in the center and unskilled workers in the peripheries. 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 institutionalized primarily in very few countries for example France, Germany, United States, and United Kingdom. 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 a reproduce of 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 societies and social sciences in Pakistan also came from these western countries. Most of them came from Anglo-Saxon countries as part of the aid packages and cultural exchange programmes. The Marshall Plan<sup>4</sup> 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 adaptation of Western social sciences, a large number of social scientists were educated in the Western 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. 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

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<sup>4</sup> Marshall Plan was an American initiative to aid Europe and Asia ant it gave aid to help European economies after the end of World War II. Unites States provided grants and credits amounting to Asian countries, especially China/Taiwan, India Indonesia, Japan, South Korea and Pakistan.

Islamization during 80s and 90s affected social sciences in Pakistani universities. 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 style of development of social sciences in Pakistan and this intellectual dependence produces intellectual unproductiveness. (Inayatullah, 2003).

The growth of social sciences disciplines in Pakistan 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-modeled 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 scholar were developed in the context of Western intellectual categories and cultural contexts that exhibit socioeconomic and political realities structurally different from the Third World (Sabir, 2010).

#### **4.8.2. Glass Ceiling and Standpoint Theories and its Applications**

To explain the gender issue in academia glass ceiling theory is applied which defined as an unseen barrier that prevents from achieving success. The concept of glass ceiling was originated in July 1979 in a Conference of the Women's Institute for Freedom of the Press by Katherine Lawrence of Hewlett Packard. The term was coined by Lawrence and Marianne Schreiber. Later, in March 1986, the term was used in the article's title: "*The Glass Ceiling: Why Women Can't Seem to Break The Invisible Barrier That Blocks Them From the Top Jobs.*" This article was written by Carol Hymowitz and Timothy D. Schellhardt. this article discussed the barriers faced by women at high levels of corporate sector. Earlier the concept of Glass ceiling was used by Gay Bryant in which he examined the status of women in the work place. In his writings he defined this concept as those artificial barriers based on attitudinal or organizational bias that prevent qualified individuals from advancing upward in their organization into management-level positions. Glass ceiling mostly studied in women perspective which cannot advance to the higher levels of power at workplace. The idea behind the concept of glass ceiling was that the unseen barrier blocked women to move from the bottom to upward in their careers and these became steely strong in stopping them attaining equality with men.

In the current research the data showed that the women were comparatively in large number at lecturer position with MA/MSc qualification and very few women were with PhD and promoted at Assistant and Associate Professor Level.

Women throughout history have been marginalized or kept to the sidelines. By analyzing the inter-subjective discourses, Dorothy Simth also explained that in our society, the predominant culture in which all groups exist was not experienced in the same way by all persons or groups. The views of those who belonged to groups with more social power are validated more than

those in marginalized groups. Dorothy Smith as a Marxist feminist sociology developed IE first time. Institutional ethnography (IE) was a sociological method of inquiry. IE was created to explore the social relations that structure people's everyday lives. For the institutional ethnographer, ordinary daily activity became the site for an investigation of social organization. IE was now used by researchers in social sciences, education, human services and policy research as a method for mapping the trans social relations that coordinate people's activities within institutions.

During last few decades in Pakistani universities very few departments of social sciences had women chairperson of the department. There were also some unseen barriers that blocked large number of women from getting the most powerful and prestigious positions in the universities. Apparently nothing prevents a woman from being promoted but however in practice there were many unseen barriers. Feminists had often argued that social science disciplines had been constructed by men, with a male-oriented view of the world, one that examines only the issues in the male, public social world. From this critique, one way to correct this male-oriented analysis could be to develop a social science from the standpoint of women, with examination and analysis of the point of view, situation, and experiences of women. Both Dorothy Smith and Patricia Hill Collins developed such an approach. Smith examined the experiences of women, building an analysis of everyday life and relations of ruling from the standpoint of women. Collins developed a similar approach, using the African-American experience, especially that of African-American women, to construct her analysis.

In Pakistani academia Glass ceiling existed and in universities of Pakistan specially in the social sciences where at the enrollment level we found more female than male but at the employment

side in the department the share of female faculty gradually decreased as the level increased in employment hierarchy.

## **CHAPTER 5**

### **DATA ANALYSIS**



First section described the pre-partition legacy and after partition changes in the of five social science disciplines. This section described the quantitative changes in terms of faculty strength, nationality and qualifications of teachers and it also explained increase in the number of universities, departments and teachers in the years 1946-1947 and 1947-1950.

The second section explained the five disciplines from 1947 to 2013. This section dealt with the historical background of these five social science disciplines and current developments. In this section, the data was analyzed 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. In the third section, female participation and their qualification profile in five social science disciplines was discussed and it made comparison between male teachers and female teachers and their qualification.

### **5.1. Pre-Partition legacy and after Partition Changes in Five Social Science Disciplines**

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 comprise 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 1946-47, university had total twenty three academic departments; of which, eleven were related to the natural sciences, five of social sciences and languages and one of arts and music. These twenty three departments had total one hundred and forty seven teachers. Out of them, 48percent were associated with eleven departments of natural sciences, 32percent with five social sciences departments, 14percent with five Language departments and seven percent with arts and music departments. In order to tracing the changes in five social science disciplines, two time periods

were the focused in this chapter, the year 1946 immediately before partition and the three years formative period of 1947-50.

### **5.1.1. Teachers Profile in Five Social Science Disciplines in the Year 1946-47**

#### **5.1.1.1. Qualification Profile:**

During the time period of 1946-47 in five social science departments there were forty seven (47) teachers in all. As regards their department-wise distribution, Economics had 30 percent of total teachers while History, Political Science and Journalism had respectively 25, 23 and 4 percent were teaching in five social science departments<sup>5</sup>. 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.

#### **5.1.1.2. 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.<sup>6</sup>

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<sup>5</sup> The department of sociology was not established in 1946-47 and the department of Geography was fifth social science departments with 17 percent of total teachers in five departments.

<sup>6</sup> A 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 SanatharmDharm 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.

## **5.1.2. Teachers Profile in Five Social Science Disciplines in the Years 1947-50**

### **5.1.2.1. 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.

### **5.1.2.2. 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.

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

## 5.2. Historical Description and Current Development of Five Social Science Disciplines

### 5.2.1. Discipline of Economics

The Department of Economics established in the year 1919 to encourage higher studies in the discipline of economics. With the guidance of many famous economists formulating of a suitable curriculum for the economics department was developed in the University of Punjab. These economists were E.C. Gonver, S.G. Champman, Sidney Webb and Mrs. Webb, Alfred Marshall, A.L. Bowley and J.M. Keynes. It was the first and the oldest social science department in the Punjab University. Dr S. M. Akhtar, who was Reader in the Department, became its first Muslim head after partition. There was no woman teacher in the department either before or after partition. In the year 1947, there was only one department of Economics in Pakistan and in which nine teachers were teaching. As mentioned in Table 2 the 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 years of independence. The results showed that the faculty and

departments had made more progress and showed upward mobility during the years 2001 to 2013.

Table: 2

Total Numbers of Departments and Teachers in the Discipline of Economics

Year	Departments	Teachers
1947	1	9
1963	4	30
1987	11	97
2001	12	125
2013	17	152

*Source: 1963 Handbook, 1987 Handbook, 2001 Handbook, HEC official website of universities<sup>7</sup>*

### 5.2.2. 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 History. The discipline enjoyed the status of being a leading and prestigious institution having highly qualified members of faculty. Initially local colleges cooperated with the department in organizing postgraduate teaching. 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. Zawar Hussain Zaidi. The Department of History was established 13 years after the Economics

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<sup>7</sup>*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.

Department in the University of Punjab. 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, by adding three more departments; it became four. In the year 1987 and 2001, with the addition of two new departments in each year the total number increased respectively six and eight. In the year 2013 the departments increased to ten in seventeen universities. While the faculty strength in the discipline of History showed upward mobility from the year 1947 to 2001. During twelve years from 2001 to 2013 there was no increase in the faculty of history.

Table: 3

Total Numbers of Departments and Teachers in the Discipline of History

Year	Departments	Teachers
1947	1	8
1963	4	36
1987	6	58
2001	8	65
2013	10	65

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

### 5.2.3. Discipline of Political Science

The Department of Political Science was established in 1933, fourteen years after the Department of Economics and one year after the Department of History. The Department of Political Science is one of the oldest departments in the University of the Punjab. The courses in this discipline also helped the students to prepare for the competitive examinations of the federal and provincial civil services and the private sector. Dr S. M.Akhtar was the part-time head or “In

charge” of this Department. There was no woman teacher in the department before or after Partition. 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 with the increase of thirteen more teachers the total strength became twenty in the year 1963. In the year 1987, total number of teachers were sixty two, while in the year 2001, with the reduction of one teacher total number of teachers in the discipline decreased to sixty one and in next ten years the number of teachers increased to one hundred and five. The maximum increase in the faculty strength was seen between the year 2001 to 2013. Below the table No. 4 explained the discipline of Political science in five different years.

Table: 4

Total Numbers of Departments and Teachers in the Discipline of Political Science

Year	Departments	Teachers
1947	1	6
1963	4	20
1987	7	62
2001	7	61
2013	12	105

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

#### **5.2.4. The Department of Journalism**

Established in 1941, the Department of Journalism was the fourth department in the field of the social sciences to be opened by the Punjab University. It was the first Department of Journalism

in the Indo-Pak subcontinent when established in 1941. 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 is also increase in the discipline from one teacher in the year 1947 to one hundred and seven teachers in the year 2013.

Table: 5

Total Numbers of Universities, Departments and Teachers in the Discipline of Journalism

Year	Departments	Teachers
1947	1	1
1963	2	4
1987	5	34
2001	8	59
2013	9	107

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

### **5.2.5. 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 center 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 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.

Table: 6

Total Numbers of Departments and Teachers in the Discipline of Sociology

Year	Departments	Teachers
1947	0	0
1963	2	9
1987	5	39
2001	5	39
2013	12	109

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

### 5.3. Changing Qualification Profile of Teachers in five Social Science Disciplines

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 thoughts, his rapport with his students and his in-depth knowledge of the subject he teaches play a significant part in raising the absorption capacity and standard of knowledge of his students. Improving teachers’ quality remained the major focus of educational reforms during the past 50 years around the world. By explaining the importance of teachers quality in USA, Secretary of Education Margaret Spellings stated that “In order to strengthen our nation’s competitiveness in the global market place, as well as our security at home, we must be certain that teacher proficiency in mathematics, science, technology, and foreign languages is sufficient to enable America's students to achieve at grade level a and above in these subjects” (U.S.D department of education: 2006).

Each country defines qualified teacher differently and there many comparative studies shown that the cultural roles and identities of teachers vary across countries (Anderson-Levitt, 2001; LeTendre, 1994, 1995; Shimahara& Sakai, 1995; Welmond, 2002). National patterns of organization and political priorities also affect teachers' work roles and approaches to teaching (LeTendre, Baker, Akiba, Goesling, et al. 2001; Osborn et al., 2003).

This section examines 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 locally trained PhD in social science disciplines is examined. Pakistani universities assign higher value to foreign degrees compared with local degrees, and it is more than probable that foreign degrees do, in fact, improve the teaching and research capability of teachers.. 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 also analyzed in the chapter.

### **5.3.1. 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% and the share of MA/MSc qualified teachers was 67% in the year 1947. During 54 years, 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 last eleven years from 2001 to 2013. MPhil graduate started teaching during 1963 to 1987 and the share of MPhil qualified teachers increased from nine percent to 14 and 17 respectively in 1987, 2001 and 2013. From the years 1947 to 2013, the share of MA/MSc qualified teachers remained above the fifty percent in every year. As MPhil

qualified teacher increased the share of MA/MSc teacher shows decline but has remained above fifty percent. It shows that maximum teachers teaching in the discipline of Economics are MA/MSc Qualified. The share of PhD remains the same 33% as in 1947 to 2013.

Table: 7

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

Out of total Foreign Trained PhD Teachers the share of UK and USA graduates were showing continuously decreasing trends in the discipline of Economics. As explained yearly in the table given below;

Table: 8

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

### 5.3.2. 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 and the share of MA/MSc qualified teacher was also 50 percent in the year 1947. After sixteen years the share of PhD qualified teachers sharply decline to 35 percent and this share added to MA/MSc qualified teachers in the year 1963. The percentage share starts increasing and the share of MA/MSc showed decline from 1987 to 2013. In the years 2013 the share of MPhil qualified teachers also reached at 15 percent. It shows that the discipline of Political Science is gradually increasing the qualified faculty in Pakistan from the years of establishment to the year 2013. The time period from 2001 to 2013 showed the 14 percent increase in PhD faculty. Table No.9 below shows the decline of MA/MSc qualified teachers from the 1963 to 2013 and at the same time it showed the increase in the PhD qualified teachers from the year 1987 to 2013.

Table: 9

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 is 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 decline 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. Table No. 8 is given for details.

Table: 10

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

### 5.3.3. Qualification Profile of Teachers in the Discipline of History

In the discipline of history PhD qualified teacher's share was 25 percent and MA/MSc 75 percent in the year 1947. The share of PhD qualified teachers increased from 1947 to 1963 upto 45 percent and started declining from 1987 to 2001. In the year 2013 it increased to 39 percent. The share of MA/MSc qualified teachers in the discipline of History remained above the fifty percent till the year 2001 and it showed decline to 42 percent in 2013. With the decreasing share of PhD and MA/MSc qualified teachers the share of MPhil teachers increased 20 percent from 1987 to 2013. Table No. 11 given below show the changes and it showed the decline in the share of PhD qualified teachers from 1963 to 1987 and than slightly increase in the year 2001 and then decline in the year 2013.

Table: 11

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

The discipline of History has shown decline in foreign qualified PhD teachers from 1963 to 2013. Only six percent foreign qualified PhD teachers are teaching in the discipline of History in Pakistan. While out total foreign trained PhD teachers more than fifty percent share is from UK universities trained PhDs. In the year 1963 there were 87 percent PhDs but in the year 2013 there was 81 percent decline in foreign trained PhDs. Table no. 11 is given below to show the details of Foreign trained PhD teachers.

Table: 12

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

### 5.3.4. Qualification Profile of Teachers in the Discipline of Sociology

The discipline of Sociology starts in the year 1955 in Punjab University. In the year 1963 the percentage share of PhD qualified teachers were 25 percent and remaining 75 percent were MA/MSc qualified teacher, teaching the department. The data showed that after 24 years the share of PhD qualified teachers decrease 15 percent while the share of MA/MSc in the same year increased seven percent. In the year 2001 the share of PhD qualified teachers in the sociology discipline increased 10 percent 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 were 26 percent in the year 2013. Table No. 12 is given below;

Table: 13

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 tarried PhD teachers were 67 percent in the year 1963, while it showed decline in the year 1987 and became 50 percent. Later the percentage share decline from 29 percent to 26 percent respectively in the year 20001 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 No. 14 given below shows the details.

Table: 14

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
<b>1963</b>	67%	0	100%	0
<b>1987</b>	50%	0	50%	50%
<b>2001</b>	29%	50%	0	50%
<b>2013</b>	26%	33%	-	67%

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

### 5.3.5. 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.

Table: 15

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 one teacher with foreign PhD in the year 1963 and showed 100 percent share while the percentage share decline to 67 percent , 40 percent and 19 percent respectively in the year 1987, 2001 and 2013. Table no. 11 showed the details distribution of the origin of the degrees of Foreign trained PhD in the discipline of Mass communication.

Table: 16

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

#### 5.4. Female Participation and their Qualification Profile in five Social Science Disciplines

Women face greater barrier than men to find out decent and productive work. At global level women and men are following regular patterns of employment, in which agriculture and service sectors employ more women. Because of the persistent level of gender inequality, women are still locked into uncreative, low-paid and unsecure routine jobs. In German academia over all situations is pessimistic regarding gender equality. Academia in Germany is still dominated by man and growing numbers of women is a numerical artifact (Angnisezaka Majcher: 2001). In the United State women has also made slow progress in academia. Institutions in United State and

Nordic countries (Denmark, Norway, Finland, Iceland and Sweden) have introduced more generous and family friendly policies to promote and retain more women in academic staff. Women advancement in academic may be more dependent upon prevailing social conditions and gender stereotypes. It has been found that women are represented in low-paid positions and lower paying disciplines such as social sciences and face wide spread biases and stereotypes regarding the value of their work and their scientific competency. (Mayer & Tikka: 2008). In general, women teaching at universities tend to be concentrated in certain field and younger in age than their male colleagues. Despite the fact that women are in majority in the teaching profession, these numbers diminish drastically at successively higher levels of education. Now here, is this trend more evident than in universities; in the upper echelon of the education system, women make up a minority of faculty members ( Lee: 1993). In many colonial and post-colonial countries women were systematically by pass in the diffusion of new technologies, services and other productive inputs. South Asian institutes of higher learning appear to have internalized these colonial attributes and the access and participation of women remains dismally low in universities and institutions of higher learning in Pakistan. Muslims in British India were generally less expose to education and very few of Muslim women had access to the higher education. As a result, very small number of women went for enough in education to become university teacher. Pakistan experience direct colonial rule and faced different structural changes in institutions, particularly in education and employment sectors (Inayatullah: 2005). In Pakistan there is little recognition of women in senior leadership positions in all professions particularly in universities of Pakistan. At the time of emergence Pakistan inherited only one university. The available data about female faculty of social sciences has shown the positive growth since 1963, and 1987 to 2001. According to the data there was only one woman who was teaching social

science faculty. During the period of 54 years universities increased from 5, 15 to 18 respectively in the years 1963, 1987 and 2001. Women start growing in faculty of social sciences from 11%, 21% and 35% respectively in the year 1963, 1987 and 2001. Similarly the percentage share of female PhD in faculty of social sciences increased from 14%, 15% and 29% by the years. In academic hierarchy, there was only one female among 13 professors and associate professors in the year 1963. And the number increased to 52 out of total 293 Professor and associate Professor.<sup>8</sup>

The current chapter analyzes the growth of female faculty from 1947 to 2013 in five social science disciplines which includes; Economics, Political Science, History, Sociology and Journalism. In this chapter share of female faculty in the five selected discipline is compared. The comparison has made within male and female faculty and further the expansion of female faculty is described with their academic credentials.

#### **5.4.1. Female Faculty in the Discipline of Economics**

In the discipline of Economics female faculty share was 16 percent in the years 1987 and it increased three percent and than 28 percent respectively in the year 1987 and 2001. In the discipline of Economics female faculty shows continuously increasing trends. The table below describe the percentage share of female teachers in comparison of Male teachers in the discipline of Economics.

Table: 17

Shares of Female Teachers out of Total Teachers in the Discipline of Economics

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<sup>8</sup> Universities of Pakistan 1963 Hand book, Published by University Grant Commission GUC 1963. Universities of Pakistan 1987 Hand book, Published by University Grant Commission GUC 1987. Universities of Pakistan 2001 Hand book, Published by University Grant Commission GUC 2001

Year	Male	Female
1987	84%	16%
2001	81%	19%
2013	56%	44%

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

Table 6.1.1 showed that in the year 1987 there was 84 percent male faculty members while 16 percent were female faculty teaching in the discipline of economics. The percentage share of female faculty increased only three percent in the year 2001 and 23 percent increased in the year 2013. It was found that male faculty show decline from 1987 to 2013 while female faculty showed increase from 1987 to 2013.

Table: 18

Shares of Female PhD Teachers out of Total PhD Teachers in the Discipline of Economics

Year	Male PhD	Female PhD
1987	96%	4%
2001	90%	10%
2013	88%	12%

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

Table 18 showed the comparison of PhD qualified faculty of male and female from the year 1987 to 2013. In the year 1987 only four percent female were PhD qualified while male PhD was 96 percent. By the year 2001 the percentage share of Female PhD qualified teachers increased six percent and in the year 2013 this only two percent. While the share of Male PhD faculty decreased slightly.

#### 5.4.2. Female Faculty in the Discipline of Political Science

The percentage share of female faculty in the discipline of Political science increased from 1987 to 2001 and the share showed decline in the year 2013. The table below explained the female share in the discipline of Political Science.

Table: 19

Shares of Female Teachers out of Total Teachers in the Discipline of Political Science

Year	Male	Female
1987	87%	13%
2001	63%	37%
2013	72%	28%

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

The percentage share of female faculty in the discipline of Political science is also increasing from 1987 to 2013. The share of female is 13, 37 and 28 percent respectively in the years 1987, 2001 and 2013. While in the comparison with Male the share of female teachers in this discipline is very low. Table No. below describe the male and female share in the discipline of Political Science.

Table: 20

Share of Female PhD Teachers out of Total PhD Teachers in the Discipline of Political Science

Year	Male PhD	Female PhD
1987	85%	15%
2001	100%	0
2013	86%	14%

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

Table 20 Showed that in the year 1987 there was only 15 percent female faculty was PhD out total PhD teachers and in the year 2001 there were no PhD qualified female teacher was the discipline of Political Science while in the year 2013 Female faculty with PhD was 14 percent. The Male faculty with PhD qualification remained above 85 percent from 1987 to 2013.

### 5.4.3. Female Faculty in the Discipline of History

In the discipline of History, female participation remained low as compare to male faculty in the discipline. In all three selected years the female share was below 30 percent.

Table: 21

Shares of Female Teachers out of Total Teachers in the Discipline of History

Year	Male	Female
1987	76%	24%
2001	71%	29%
2013	76%	24%

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

Table 21 showed that in the discipline of History the share of female faculty increased five percent from the year 1987 to 2001. The share of female faculty show five percent decline from in the year 2013. Over all it can be seen that the female share in the history discipline remain less than 30 percent during 65 years. Table no. explains the percentage share of male and female share in the discipline of history in the years 1987, 2001 and 2013.

Table: 22

Share of Female PhD Teachers out of Total PhD Teachers in the Discipline of History

Year	Male PhD	Female PhD
1987	81%	19%
2001	80%	20%
2013	93%	7%

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

Table showed the percentage share of PhD qualified PhD teachers from the year 1987 to 2013. There was 13 percent decreased of female PhD teachers from 2001 to 2013 and there was increase in the share of male PhD faculty.

#### **5.4.4. Female Faculty in the Discipline of Sociology**

In sociology discipline the share of female faculty is not different from the other disciplines of social sciences. Female were remained low in numbers in the discipline.

Table: 23

Shares of Female Teachers out of Total Teachers in the Discipline of Sociology

Year	Male	Female
1987	74%	26%
2001	51%	49%
2013	65%	35%

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

Table 23 showed that in the year 1987 percentage share of female faculty in sociology discipline was 26 percent and this share increased to 49 percent in 2001 and decline 15 percent in the year 2013 and became 35 percent. Table no describes the male and female percentage share in the discipline of Sociology.

Table: 24

Shares of Female PhD Teachers out of Total PhD Teachers in the Discipline of Sociology

Year	Male PhD	Female PhD
1987	100%	0
2001	57%	43%
2013	100%	0

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

Table showed that in the year 1987 and 2013 there was no PhD qualified teacher in the discipline of Sociology, while 43 percent PhD female teachers were teaching in the year 2001.

#### 5.4.5. Female Faculty in the Discipline of Journalism/Mass Communication

The discipline of Mass Communication/Journalism starts with 15 percent share of female teachers out of total teachers in the year 1987. The share decreases to 13 percent in the year 1987 and data shows sharp increase of 39 percent in the female faculty share in the year 2013. The table no shows the details given below;

Table: 25

Shares of Female Teachers out of Total Teachers in the Discipline of Journalism

Year	Male	Female
1987	85%	15%
2001	87%	13%
2013	61%	39%

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



Table 25 showed the male and female share in the discipline of Journalism in the year 1987 male share in the faculty was 85 percent which decreased to 61percent in the year 2013.

Table: 26

Shares of Female PhD Teachers out of Total PhD Teachers in the Discipline of Journalism

Year	Male PhD	Female PhD
1987	100%	0
2001	93%	7%
2013	100%	0

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

Table showed that very low share of female PhD qualified teachers in the discipline of Journalism. Only seven percent female PhD qualified teacher were seen in the discipline in the year 2001 an again disappear in 2013.

## **CHAPTER 6**

### **RESULTS AND 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 decolonization 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 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 follow of western universities trained scholars in Pakistan while in mid again the Islamization, 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 and in the current years most of the foreign trained PhDs were from other than USA and UK.. 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 specialized faculty decreased and in all these years maximum burden was remained on MA/MSc qualified teachers.

***Economics*** is one of the important subjects and offered the graduate and post graduates courses in all the universities of Pakistan. 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 economic 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 enrollment increased in last fifty years. A major constraint in the improvement of teaching and research in economics was the availability of qualified staff. A pervasive problem was facing by Pakistani educational institutes 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 the 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. Female faculty in the discipline of Political Science increased from 1987 to 2001 and then decreased nine percent in 2013. The share of female PhD faculty in the discipline was fourteen percent.

*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 of collected from the departments of history in Pakistani universities, out of total PhDs 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. In the discipline of History the share of female faculty remained low in all three years. The share of female PhD faculty declined from in 2013. The entire situation in the discipline was not satisfactory in terms of faculty strength and expansion of departments.

Investigation of *Journalism/Mass Communication* phenomena in the United States took place under the social scientific paradigm. In Pakistan mass communication issues were examined in many institutional settings for example universities, mass media, research cells, advertising agencies and non-government organizations. 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 remain 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 highest. Foreign Qualified PhD teachers decline 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 organizational 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 remained unpublished. Teachers also do research for different cadre and for promotions. Research work is not withstanding theoretical grounded emphasize. 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 remain static from 1987 to 2001. In the disciple of sociology faculty strength shows 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. Female

Faculty in the discipline of Sociology was fifty percent each for male and female faculty in the year 2001. The share decreased 14 percent in the year 2012.

## **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 term of expansion of social sciences disciplines and specialized 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 favorable 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 specialized faculty and basic facilities. This research also provided comparison of female faculty share with male faculty in five social sciences disciplines in Pakistani universities. The results showed that the share of female faculty was very low as compare to male faculty. More over the comparison also



made between male and female PhD qualified teachers in these disciplines. The results showed that very few female had PhD degrees in social science departments. It was seen that at higher positions in academic hierarchy female share is very low.

There is 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, modernizing 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. 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.

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**Annexure I****General Survey Form Universities in 1963****(Data Collected in Numbers)**

<b>Sr. No.</b>	<b>University</b>	<b>Total Teachers</b>	<b>PhD (local)</b>	<b>PhD (foreign)</b>	<b>Female Teacher</b>
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
Total					

**Annexure II****General Survey Form Discipline in 1963****(Data Collected in Numbers)**

<b>Sr.No.</b>	<b>Name of Universities</b>	<b>Total Teachers</b>	<b>PhD (local)</b>	<b>PhD (foreign)</b>	<b>Female Teacher</b>
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
Total					