SOCIAL SCIENCE EDUCATION OF PAKISTAN IN DIRE STRAITS: A SECONDARY DATA ANALYSIS

Zeeshan Saeed[1], Zaryab Fatima[2] & Umair Ahmed[3]

[1]School of Law Department, Liverpool John Moores University, UNITED KINGDOM
[2]BS Sociology, Department of Sociology & Criminology, University of Sargodha, Pakistan
[3]Lecturer, Department of Sociology and Criminology, University of Sargodha, Pakistan

KEYWORDS	ABSTRACT
Social Sciences, Education, Research, Curriculum, Higher Education	Social science disciplines have consistently been viewed for granted when contrasted with the physical sciences in the academia of Pakistan. The key objective of this research was to analyze the progress in the Social Science Education in terms of curriculum development, faculty increment and HEC policy Priority through content analysis. The Academic Dependency Theory was used for theoretical underpinnings. The qualitative research paradigm was used for this study. The relevant secondary data was gathered from books, articles, diaries, Bureau of statistics surveys, and other chronicled records of HEC and broken down appropriately. Applicable published and non-published information from 2003 to 2019 was chosen arbitrarily, of which approx. One hundred fifty articles were taken as sample. According to research findings, higher Education in Pakistan was designed without a solid policy and methodology. As a result, social science disciplines faced numerous challenges, including the defenseless instructional program development, a scarcity of skilled labor, dubious research frameworks, and inappropriate research projects.
Article History	
Corresponding Author	Zeeshan Saeed: Z.Saeed@2018.ljmu.ac.uk
DOI	

INTRODUCTION

The social sciences, underlining theory and profound individual quality, have been marked as "sciences spirits et politiques," "sciences de l'homme," or "sciences humanities" in France in the seventeenth century (Alpert, 1960). Indeed, such grouping assumed vital part in characterizing cutting-edge theory of social science disciplines (Ashwin, 2012). Current social sciences have a unique interest in employing logical strategy simply because their founders were born during a period of logical upheaval. Science became standard of soundness for tracking down absolute reality of nature. In this manner, they were roused with indistinguishable vision of present-day social sciences disciplines (Alatas, 1972). We have seen that Western social science developed

out of the historical, cultural, social, and intellectual growth of West from the time of Ancient Greeks to present day (Atal, 1983). The growth of the social sciences in Pakistan is influenced in particular by the country's internal situation and political instability. Suppose this evolutionary process of thought, that makes in sociocultural and historical contexts, is harmed by deliberate interventions to alter its course (Mohajan, 2016). In that case, resulting consequences will be critical for producing genuine knowledge and developing society and civilization as whole (Ake, 1984).

Why have Social Sciences in Pakistan not grown and remained apart from process of knowledge production? The dissemination of social sciences inside the Indian subcontinent was moderate, especially in zones currently involving Pakistan, contrasted with rest of India (Hafeez, 1989). The expansion and improvement of social science education in Pakistan were driven by both institutional and underlying imperatives (Hashmi, 2001). According to Clark (2005), Higher Education Commission (HEC) in Pakistan plays a pivotal role in the improvement of education and implementation of pedagogical reforms in the country's universities and other institutions of higher learning. The social sciences in Pakistani institutions were subsequently influenced by a combination of the lack of effective political design and rapid Islamicization throughout the 1980s and 1990s Pakistan's educational system addresses fundamental concerns such as access to the higher education, faculty diversity, and institutional infrastructure (Akiba, LeTendre, & Scribner, 2007). Not many of Pakistan's social scientists who studied in the West were able to create a vital path to understanding. Thus, due to Pakistan's low literacy rate and the average person's limited access to the higher Education, whatever, the social sciences are created do not permeate and descend to him (Hashmi, 2001). Additionally, this information is written in the specialized language that is incomprehensible to the general public (Fatima, Ashraf & Zehra, 2020).

Given how this information fuses the decision class viewpoint and advances their advantage, the social utility of this information to the everyday person is immaterial regardless of whether it contacts him (Kumar, 1979). It cannot assist him with building up a logical social viewpoint, comprehending the social powers that shape his social awareness, and bestowing information, authoritative procedures, and abilities to free himself from limitations of present improvement impeding social requests. Thus, such details are of limited value in elucidating his more pressing concerns (Inayatullah, 2005). Hence, most Pakistani social scientists are disappointed with the advancement of social sciences in the country (Zaman, 2008). In their view, underdevelopment of this field has to do with the chronicled settings where the Pakistani state and society came to be characterized in philosophical terms (Masud, 2002). In this connection, besides, it is likewise hard to talk about social sciences in Pakistan from an aggregate perspective (Ibid, 2002). Each department inside the social sciences in Pakistan is working in separation regarding instruction and examination. This sectioned advancement has made the logical information on Pakistani society uneven. Thus, the improvement in Pakistan has commonly come to be seen just as the financial turn of events, a regional and unequal perspective on advancement of society (Bano, 2012).

Academic Dependency Theory
The connection between developing and developed states on planet is exceptionally intricate and in light of the essential guideline to control the world assets by including and producing diverse talks and points of view at state level (Masud, 2002). Whether directly by the dominant

states or indirectly through force elite's autonomous states, the systems and examples imposed by Western governments and assets on immature state are controlled in Third World countries (Ferraro, 2008). In this linking, these elites shared many characteristics with their Western host countries' populations and were educated there. Due to their benefits, which coincided with those of the dominant states, they also promoted a dependent connection (Alpert, 1960). Thus, global arrangements and political interventions in Pakistan contributed to development of social sciences there. The growth of the social sciences in Pakistan is influenced in particular by the country's internal situation and political instability (Bashir, 2008). In this connection, prior to 1970, there had not been a notable increase in the number of researchers trained in the United States who were working in Pakistan as a result of American aid and interest in the country.

The social sciences in Pakistani institutions were subsequently influenced by a combination of a lack of effective political design and rapid Islamicization throughout the 1980s and 1990s (Hashmi, 2001). At present, most international researchers came from Europe. Not many of Pakistan's social scientists who studied in West were able to create vital path to understanding. However, vast majority returned with a careless demeanor towards the Western framework, governmental issues, and culture. Various inspectors elucidate the vulnerable state of the social sciences every now & again, drawing upon the philosophical setting & the political history of the country. Some of them went with the other limit, became exacting, and considered the West in contrast to the strict Pakistani beliefs (Ibid, 2001). However, this universalism of the Western standards, methods, and examination procedures came about as the social Science in Pakistan consistently stayed on the outskirts, quietly receiving aimless systems to accomplish desired acknowledgment (Burke, 1984). This reliance delivered Western scholarly authority. The Third World researchers were created regarding Western educational classes and social settings that show financial and political fundamental factors not quite the same as the Third World (Sabir, 2010).

Rationale of Study

When we compare the social science education status of Pakistan with Western and Southeast Asia, it is still immature (Hashmi, 1989). The quantity of social sciences divisions compared with physical sciences in Pakistan is less. The dismal state of social science teaching in Pakistan has been lamented by numerous authors (Nadeem-ul-Haque, 2007) or Inayatullah et al. (2005). HEC has likewise observed absence of enormous exploration and deficiency of appropriately prepared staff. Nevertheless, condition will be exceedingly awful systematically (HEC, 2012). It is intriguing to know the purposes for the slacking circumstance of Social Science disciplines in Pakistan.

Research Questions

1. How does the quality of curriculum and inadequate teaching staff affect social sciences Education in Pakistan?
2. What is the role of the Higher education commission in developing Social sciences Education and research in Pakistan?

LITERATURE REVIEW

Inayatullah (2001) communicated that at the hour of its beginning, Pakistan obtained a weak system for Science readiness & examination, which keeps abundance frail, paying little mind to

exact times of progress. Various inspectors elucidate vulnerable state of social sciences every now & again, drawing upon philosophical setting and the political history of the country. The reformist domineering and semi-harsh political frameworks had a veritable course for oneself principle of the tutorial associations by engaging them in managerial strategies & presenting them to standard help rules. In Zaidi's (2002) view, intellectual foundations began fortifying their underlying foundations from 1971 to 1977, which was 'principal vote-based time within the new Pakistan was far more liberated and be more inventive too. The resulting military system from 1977 to 1988, which established the fourth stage, was an immense misfortune on the social and scholastic construction of the country through different apparatuses, including Islamization of the state and society, including advanced Education. In this regard, in a short period between 1988 and 1999, another military upset by General Pervez Musharraf shut down the vote-based time, nevertheless, with various ramifications for social sciences from the past tyrannies.

The inspiration of HEC elevated social sciences by sending various understudies and employees of colleges abroad for doctoral preparation. While these ventures are so far being made. A big part of this exploration during and after this time has been delivered outside the colleges, predominantly in think tanks. From Zaidi's viewpoint, the state's political culture advanced a 'conventionalist' see rather than basic suspecting essential for advancement of social sciences. According to Sabir (2010), the historical development of the social sciences in Pakistan is inextricably linked to empirical, sociological, and phonological features that emerged during colonial rule and persisted in country's sociostructural environment after independence. The Western-demonstrated organizations in Pakistan were founded with the supposition that social sciences generally initiate legitimate information, mainly implemented all over. The diversity of Western standards, systems, and agenda of the examination happened as social Science in Pakistan consistently stayed on outskirts, quietly receiving erratic techniques for accomplishment of acknowledgment. This reliance delivered the Western scholarly authority and reliance during which Third World researchers were created concerning Western scholarly classifications and social settings that display financial & political fundamental factors not the same as the Third World.

According to the research of Ahmed et al. (2016), natural sciences are crucial to the progress of our nation. The advances in science and technology over the past 66 years have led to a number of social problems, such as social slack and grown-up freak behavior, isolation, health issues brought on by increased use of the portable and online media, and so on. As a part of the school education plan, science education draws topic content from social topography, history, social work, political orientation, financial matters, human studies, and the social brain research. The facts confirm that social investigations make a significant commitment to the social schooling of the youngsters. World Times (2017) reported on the advancement of social sciences where accentuation that is more prominent was made on extent of social sciences. There has been a shortfall of social researchers in our public and this is one of reasons for risky conditions we are confronting today. Reformist domineering and semi-harsh political frameworks had a veritable course for oneself principle of tutorial associations by engaging them in managerial strategies and presenting them to the standard help rules. Social ills like poverty, joblessness, utilization of medicines, social breaking down, are thus negatively affecting our lives. Still, our childhood, everywhere, is denied instruction that may bestow to them ability to determine this load of issues.

Hussain (2020) accepts that the condition of journals for Science is troubling and disgraceful. He thinks that " the HEC's current construction of the public journals is known as W (high), X (medium) and Y (low) classification where W classification is accepted to be extremely effective scholastically and socially. Amusingly, since the choice of this plan, none of the general public journals from Social Science Science could qualify as W classification. At the same time, X/Y and so on proved unable to generally build up standards of the target examination, thorough companion survey, straightforwardness, scholastic and social effect. Subsequently, our Social science journals have not prompted any significant issues on the major problems of Pakistan. In this connection, Hussain (2020) also feels that "inferable from but the ideal examination delivered by these journals, Pakistan, as a state, lost the virtual space to the different countries especially India regarding the international strategy banter on, for instance, the Kashmir or potentially Afghanistan. Similarly, the great substance delivered by a couple of Pakistani social researchers in the universally perceived social sciences' journals has projected the Pakistan internationally."

RESEARCH METHODOLOGY
The current research is expected to dissect the situation of Social Science Education in Pakistan regarding Curriculum Development, Availability of Teaching Staff, and HEC Policy Planning. For this reason, historical research design has been used to recognize fundamental estimations in research area. The examination was directed to assemble data from existing archived records. This investigation relied entirely on secondary sources of data collection and analysis. Secondary data analysis is unlike any other method because it can be employed in either an inductive or the deductive fashion and because it can be conducted using either a quantitative or qualitative methodology (Krippendorff 2004, Neuendorf 2002; Berg 2001; Burnard 1991; Catanzaro 1988; Downe-Wambolt 1992). For current review, we use a historical research design to gather, check, and blend shreds of evidence from past to develop fundamental factors that safeguard or refute different questions. It uses discretionary sources and collection of genuine narratives, similar to logs, diaries, official records, reports, documents, and non-text information [maps, pictures, sound, and visual accounts. Study incorporated articles, diaries, books, and research papers published in public and private institutions. Researcher took chronicled records of universities from websites and SBS surveys and the higher education commission database from 2003 to 2019.

RESULTS AND FINDINGS
The information for the current examination was dissected in three areas. The main segment depicted foundation improvement in social science curriculum from 2003 to 2019. This part depicted changes in curriculum being taught in social sciences for the last 16 years. It addresses the topic of how curriculum for social science education was planned throughout the timeframe and what are its future ramifications. Subsequent segment managed availability of teaching staff in social science disciplines. Final focus of study was HEC's contribution to advancing the social sciences in Pakistan. This component is split in half. The initial segment managed curriculum development, while second was tied in with designating assets for social science education by HEC.

Curriculum Development
The curriculum provides framework within which educational institutions can determine course content, objectives, and outcomes (Akhtar, 2004). It is of paramount importance to provide the

harmony and uniformity in the educational systems of many cultures and societies in order to realize the prized aim of social cohesion (Akhtar, 1977). It does not just depict what to educate but features how-to instruction', assessing student learning results. It is affected by country's belief system, public arrangements and financial turn of events, mechanical headway, research, information development, worldwide changes, market requests and monetary requests (Pakistan Annual Education Action Plan, 2015-2016). Curriculum is powerful instrument of instruction, which, indeed, shapes entire framework. The pointlessness of guidance to key elements of the present world and nearby socio-political-monetary requirements addresses quandary (Altbach, 2007). Illuminating construction with standard instructive program and assessment methodology delivers towards cadre that cannot push ahead and develop its capacities to play out the world's necessities.

Traditional direction produces standard characters. Innovative contemplations and new systems for giving direction and planning basic evaluations are major prerequisites for any discipline's progress. The Investigation of instructive arrangement improvement in Pakistan is deplorable story of explodes. In 1947, primary educational social event was held, zeroing in on adjusting and reshaping absolute edifying design. Besides, it appointed the adequacy of the instructive arrangement to the necessities of the occupants of Pakistan. Regardless, the imagined results could not be accomplished (Akhtar, 2004). Hence, to review the education structure, the Public Commission on Training was formed in 1959. The goal was again to reconstruct the system to propel tutoring; in any case, its predetermination was not equivalent to its archetype. In 1969, the new technique of underlining educational quality and character building was pronounced. The strategy sounds impeccable, which was displaced by new educational technique, posting goals completely and rules on most proficient method to interpret them in classroom practices. Arrangement enjoyed its precursors and likewise neglected to accomplish its objectives (Akhtar, 2013).

Availability of Teaching Staff

Educators expect basic part in rendering bachelor courses in colleges and operating as nurseries for universities (Stanley & Porter, 2002). Between 2002-2009, there was discernible increase in number of people with masters or doctoral degrees in sociology across all subfields (Jazeel, 2009). Progress is being made in all fields other than Education and IR, and in Social Work, there are no experts with Master/Doctoral degrees. Basic numbers of local PhDs have increased across the board in the social sciences. However, over the specified time period, representatives with foreign PhDs in all fields except Pakistan Studies, Politics, Psychology and Gender Studies have decreased at an accelerating rate (2002-2009) (Ibid, 2009). In addition, the discipline of social work has no representative with a foreign Ph.D. degree. Educators' pace of capability in the chosen branches of various social science disciplines shows a moderate increment, which uncovers positive pattern toward progress (Symaco, 2012). Nevertheless, increase in instructor capability can be seen in some disciplines compared to others during 2002-2009. State-funded universities in Pakistan will not hold foreign-prepared instructors for a long time (UNESCO, 1998).

Another cadre of prepared educators could be made through foreign scholarship programs for in-administration instructors. However, due to our preference for hard sciences, the Ministry of Education, University Grants Commission (formerly called Higher Education Commission), university administration (Qureshi, 1962) have not considered social science teacher preparation

to be a priority. According to the guide published in 1963, just four out of twenty social science educators at the time held doctoral degrees; none held an MPhil; and the vast majority, sixteen, was MA holders (Shafqat, 1989). From a group of 61 educators in year 2001, 20 (33% of total) held PhD, 3 (5%) held an M.Phil., and 38 (62% of total) held an MA. The chart illustrates that between 1963 and 2001, concentration of PhDs increased by 13%, on M.Phils by 5%, and on MAs by 18%. There was surge in demand with MA degrees, while those PhDs and M.Phils were replaced. Original intent was to promote higher education in social sciences (Batool & Abbasi, 2014).

However, if one were to judge purely by appearances, there was no female social science educator in 1963. (Akiba et al., 2007). In 2005, there were 22 of them, multiplication of their original number. Only two of them (9%) had degrees from institutions beyond their home country. In this connection, according to following, there were no women among 11 professors surveyed, two women among the 10 associate professors, six women among the 20 assistant professors, and 12 women among the 20 lecturers. Consequently, this suggests that the further up in the academic hierarchy one goes, the fewer women there are in that position (ibid, 2007). In this linking, Sindh University had the highest concentration of female educators, while Baluchistan and BZU had lowest. Public administration (13), economics (11), international relations (10), political science (9), defense and strategic studies (8), anthropology (8), education (7), psychology (7), sociology (7), history (6), Pakistan studies (6), area study (6), social work (6) as well as philosophy (5) have an average number of educators per department in different fields (Rehman, 2016).

Role of HEC in Development of Social Science Education in Pakistan
In any country, universities should be able to complete two primary jobs. Firstly, they served as a ground for the knowledge development through research, investigation, and theory building. Secondly, they transfer that knowledge heritage to the coming generation through the teaching (Encyclopedia Britannica, 1982). The pursuit of academic success can be aided by generation of novel information and original ideas. However, higher education cannot function without the foundation of primary and secondary nurturing programs that can produce excellent students for higher education; without them, access to higher education would become a thorny issue, and the ensuing increase in unemployment will be disastrous (Malik, 2003). Growth of degree programs at varying levels and the character of marketed fields form the basis of the academic infrastructure of higher education. However, the public shifts and rapid social development are heavily dependent on the education provided by universities (Batool & Abbasi, 2014). Thus, the change for the better validates the public's trustworthiness, social toughness, and academic understanding.

Science and innovation education, science training, humanities and social science, establishment of research institutions, and the production of scientists able to address Pakistan's pressing problems are all areas where effort has been focused (Altbach, 2007). Thus, from 2010 on, 45 separate research institutions were established across Pakistan with the aim of producing the ground-breaking ideas and innovations. Hence, there have been 73 licenses issued to Pakistani research institutes and universities (Siddiqui, 1989). The numbers from the Higher Education Commission show that 2,450 students are engaged in independent study; of those, roughly 500 are conducting research in the social sciences and humanities. The remaining degrees are in fields including Engineering & Innovation, Physical Sciences, Business Education, Agriculture,

and Veterinary Medicine. This demonstrates that, in comparison to the social sciences, student interest in and dedication to the development of science and innovation are contextual (Bano, 2012).

Policy Formulation for Development of Social Science Education

The current state of social science teaching has been the subject of the extensive analysis. The authors have observed that researchers that push for rapid advancements in ScienceScience are the ones who drive HEC, TE, and MAT-related fields (Kumari et al., 2017). This allocation of the funds reflects the HEC's general tendency to give more support to the hard sciences and the professional fields than it does to the social sciences and the humanities. The subjects of social science and public policy continue to be ignored because they are not given adequate funding or attention. Scholars outside of the STEM fields rely on donors and mentors for funding and access; they have fewer opportunities to do the groundbreaking work (Haque & Orden, 2017). These academics typically lack the qualifications sought by the administrative authorities when selecting consultants. In their paper, Haque and Orden (2017) point out the ramifications of this: "Given these conditions, it's not surprising that the social sciences in Pakistan have hoped for a negligible role in the public procedure. To a little extent, we are analyzing dialogues about methodology, adjacent propositions, and theories. The lack of funding for research shows that policymakers do not value it highly. Policymakers rely on backers to equip them with thoughts and evaluations."

The Pakistani Education Commission adequately reflects this viewpoint on the policymaking level. The HEC's manager, who may have been taken aback by the dearth of a coordinated labor force along modern lines or who may have been personally managing the question of Science, placed a premium on development of the natural sciences and the analysis of different types of advancement. The situation in social sciences is lamented by Asad Zaman, who writes, "Those with market-organized points of view, especially common among monetary specialists, realize that market expenses are socially expensive." The low value placed on the social sciences as seen by their pay suggests that they are not central to society. In this linking, assuming this is, consequently, there is no issue to fix. Thus, we should not place resources in districts that are not valuable or significant. A couple of teachers have offered their viewpoint that developing countries cannot bear to waste these assets on the thinking, composing, or delicate sciences. Therefore, well-established countries should oversee these luxuries. We ought to zero in on the Science Science, advancement, establishment, etc., as the course toward development (Zaman, 2008).

Research Funding by HEC

Most academics agreed that social science and humanities research is underfunded, despite the fact that majority of students study in these areas due to low-quality education and easy access to these programs. Those findings can be seen in (Muborakshoeva, 2013). National Research Program for Universities lists 481 research projects, only two of which are in fields of education and the social sciences, and none in arts and humanities. Furthermore, number of approved projects (153 total) is nearly equal to number of rejected projects (118 total) (Higher Education Commission, 2011b). Therefore, faculty and staff at universities should invest more money in resources and support structures that enable them to develop strong research projects (Sabir, 2010). In this connection, in any event, it is not ready to accept the HEC's blanket approach to supporting high-quality research at private universities. In the opinion of the private university

scientists, "there has never been a better time than right now the HEC considering subsidizing a few private universities that handle resources well" (Muborakshoeva, 2013). If one examines distribution of funds for fiscal year 2013–14, it becomes clear that higher education received the lion's share (73%) of the Rs 86.4 billion (856.4 million USD) allocated to education (HEC, 2013).

Though, even accounting for growth (8.7%), this monetary arrangement is unquestionably a decline of 11% and is equivalent to Rs 78.9 billion (782.1 million USD) (Junaidi, 2014). Having enough funding has a positive correlation with research and maybe the underlying metric for improving the quality of research conducted in academic institutions (Ibid, 2014). In this drive, research funding at HEC is not officially established by any means other than the Technology Development Fund (Vision, 2020). Consequenctly, a strong bias was found in favor of research in technology and innovation and against social science (HEC, 2014). Thus, these beliefs are reinforced when the HEC's Technology Development Fund is combined with other relevant science and innovation reserves (such as those held by the Pakistan Science Foundation, the Pakistan Council for Scientific and Industrial Research, the COMSTECH Organization of the Islamic Cooperation, and Ignite). Social and political theory initiatives account for roughly 3 percent of all NRPU, TDF, PSF, PCSIR, COMSTECH, and Ignite-funded research (Haider et al., 2015).

Figure 1
Ongoing Research Projects
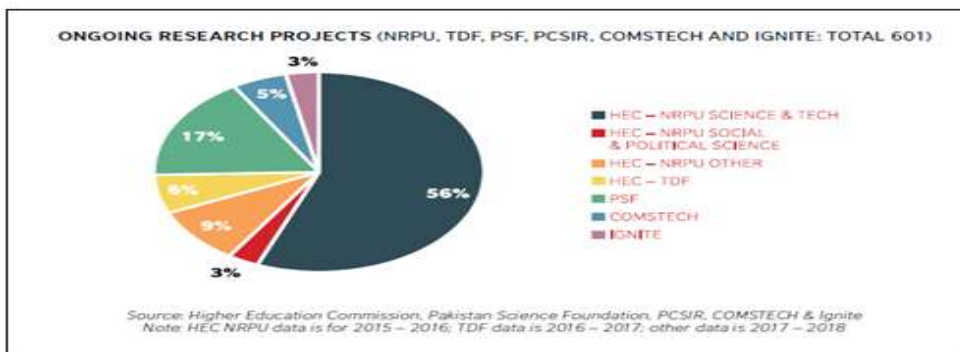
Dr. Faisal Bari, an associate professor at LUMS and director of Institute for Development and Economic Alternatives (IDEAS), made a passing reference to this at eighth meeting of Social Sciences: "the Government of Pakistan and the HEC are depleting more cash into sciences and advancement; they have not looked at social sciences comparably." "The arts, humanities, and free expression of thought are ignored. Regardless of whether you take a glance at HEC's Vision 2025, there are just a few spots in which social sciences are referenced, which is excessively in passing."

DISCUSSION
The universities and public policymakers, generally, have disregarded social Sciences. Social Sciences can and do expect critical part in country's economic progression, rural development, the metropolitan issues, improvement of the capability and sufficiency of associations in public

and private areas, control of disturbing population growth locales (Afzal, 1986). Our politicians and educational policymakers have caused circumstance antagonistically influenced our financial turn of events (Afzal, 1987). This abstract idea was compounded by how policy organizers and the younger age of instructors and teachers developed students' personalities to decolonize the mind (Hussain, 2020). On the off chance, colonialists utilized power of knowledge to oppress different social orders which do not demonstrate that knowledge is shameless or knowledge can be partitioned into acceptable and awful by power elites (Ikram, 1964). Most of Schooling in social sciences in Pakistan stays under state control. There are no interdisciplinary courses offered at alumni level. Fewer experts use encounters from social science discipline to fathom a social issue (Jung & Horta, 2013). While, number of women enrolling in college has increased dramatically since 1947, and rate of success for women in social sciences is rapidly increasing, women are still limited in fields in that they can pursue their careers due to a lack of flexibility and traditional viewpoints (Kamran, 2001). Among low-income communities, office work is not viewed favorably, so, women instead choose careers in teaching or Women groups (Mahmood, 2016).

Preliminary work, such as an informational course of action, is tough for women because of less flexibility and parental irritation when traveling to far-flung locations (ibid, 2016). Education, which includes working with students in an overwhelmingly female-governed environment at the elementary stage, is seen as most virtuous for innumerable women, especially people from additional unobtrusive metropolitan regions/natural establishments (Bano, 2012). Curriculum that is given to students is deficient. There is often no indication of the publisher, publishing year, or location in curriculum. In most cases, courses are brief and do not include cutting-edge research (ibid, 1989). Therefore, the theme is uninteresting and dreary because of the excessive intellectual technique (Ansari, 1989). Institutional cutoff points concerning developing social science frameworks are deficient in different regards (Chadwick, 1995). The last 16 years have seen the establishment of an alarming number of the social science departments and research institutes; nonetheless, these institutions do not provide definitely stable circumstances for the innovative evaluation and guidance (Sabir, 2010). Other than lacking significant foundations like libraries and actual conditions, they comparably experience the underhanded effects of a constraint of the deficiently impelled and disorganized staff (Tilak, 2002). Essentially a genuine adherence by the state to redirect assets from military and less developed areas into social sciences.

CONCLUSION
To sum up, it could be noticed that the condition of policy formulation in Pakistan is neither exceptionally idealistic nor is it, unfortunately, discouraging (Hussain, 2020). It is making due to trust and sliding towards despair because of its lethargic reaction to the social, economic, political, mechanical, and primary development. Researchers of policy regulations anticipated with reasonable precision that associations that neglect to take early notification of ecological changes either become survivors of the ad-holism or engage in a knot of unmanageability and outdated nature. Moreover, many social scientists acknowledge change in a helpful way instead of being constrained by its power of annihilation. In this regard, I have endeavored to feature certain grey areas of progress, as they appear to encroach upon our current arrangement of the policy administration. In this connection, the scholastic construction of Higher Education was established to enhance degree programs at various levels alongside the nature of the orders in which they are advertised. Nonetheless, the public turn of events and quick social change was

vigorously reliant upon the nature of instruction as granted by the concerned tertiary education institutions.

The optimistic social development affirms steadiness, social fortitude and intellectual expertise among the public. The research yielded baffling outcomes regarding the development of social sciences trains & concentrated personnel to instruct at advanced education levels. There is an unprecedented expansion in quantities of offices and educators, and the nature of scholastic as far as qualified personnel stayed at a low rate. However, in country, numerous social sciences departments & research institutes have been set up, but they failed to give a genuinely positive climate to inventive and and instruction. It is trusted that public executives will succor the country with dedication and assurance so we might have the option to move a more joyful and prosperous Pakistan to next generations. Briefly, assets of social sciences have been trivially used, and as an outcome, nation neglected to cultivate right kind of improvement. However, this disregard for social sciences is additionally blocking the legitimate utilization of Science and innovation.

REFERENCES

Afzal, R, (1986). Political Parties in Pakistan (1947-1958), Vol.1, Islamabad: National Institute of Historical and Cultural Research, p 246.

Afzal, R. (1987). 'Political Parties in Pakistan (1958-1969) Islamabad: National Institute of Historical and Cultural Research, Vol.2, 214p.

Ahmad, U., & Maryam, S. (2016). Secondary school students' attitude towards the social science studies in Sargodha city, Pakistan. *International Journal of Academic Research in Progressive Education and Development*, 5(2).

Ake, C. (1984). "Commodification of Social Sciences," *International Social Sciences Journal*, 36 (4), 612-625.

Akhtar, N. (1977). A History of University of Karachi. From Inception to Silver Jubelee (1951–76 A.D.). Karachi: University of Karachi Press.

Akhtar, M. (2013). "Analysis of Curriculum Process and Development of a Model for Secondary Level in Pakistan" (PhD Thesis). University of Arid Agriculture, Rawalpindi, Pakistan. Retrieved from http://prr.hec.gov.pk/Thesis/292.pdf.

Akiba, M., LeTendre, G, K. & Scribner, J, P. (2007). Teacher Quality, Opportunity Gap, and National Achievement in 46 Countries. *Educational Researcher*, 36: 7, 369–387.

Alatas, H. (1972). "Captive Mind in the Development Studies," *International Social Sciences Journal*, 24. Also Alatas, H. (1972). 'Intellectuals in Developing Societies. London, Frank Cass.

Ali, S., & Iffat, F. (2007). – "Schooling in Pakistan", in A. Gupta, Going to School in South Asia. West Port, *Greenwood*.

Alpert, H. (1960). The Government's Growing Recognition of Social Science. *Perspectives on Government and Science*, 327, 59-67.

Altbach, P, G. (2007). Empires of Knowledge and Development. In P.G Altbach. and J. Balan (Eds.) World Class Wordwide: Transforming Research Universities in Asia and Latin America. Maryland: John Hopkins University Press.

Ansari, Z, A. (1989). "Psychological Research and Writing in Pakistan," S.H. Hashmi, ed., the State of Social Sciences in Pakistan, Islamabad: Quaid-i-Azam University Press.

Ashwin, P. (2012). How often are theories developed through empirical research into higher education? *Studies in Higher Education*, 37 (8), 941–955.

Atal, Y. (1983). '"Using Social Sciences for Policy Formulation," *International Social Sciences Journal*, 35 (2), 367-377.

Batool, S., & Saif Abbasi, S.R. (2014). Quantitative growth and qualitative development: An overview from pakistan (2002–2009). *Sociology and Anthropology*, 2(7), 253–267.

Bastalich, W. (2010). Knowledge economy and research innovation. *Studies in Higher Education*, 35(7), 845-857.

Bano, S. (2012). The role of universities in transforming the economic into knowledge based economy, a case study of Pakistan, an unpublished Doctoral Thesis, Faculty of Business and Law, University of Southampton.

Bidney, D. (1972). "Cultural Relativism," International Encyclopedia of Social Sciences, Vol.3, New York: Free Press, pp.543.547.

Burke III, Edmund. (1984). "The Institutionalization of Sociology in France: It's Social and Political Significance," *International Social Science Journal*, 36 (4).

Berg, B. L. (2001). *Qualitative research methods for the social sciences*. Boston: Allyn and Bacon.

Burnard, P. (1995). Interpreting text: an alternative to some current forms of textual analysis in qualitative research. *Social Sciences in Health*, 1, 236–245.

Clark, G. (2005). Reform in Higher Education in in (Ed) by Robert M. Hathaway, Education Reform in Pakistan Building for the Future, Woodrow Wilson, *International Centre for Scholars*.

Chadwick, P. (1995). TQM at South Bank University: issues in teaching and learning, *Quality Assurance in Education*, 3(1), 39-44.

Catanzaro, M. (1988). Using qualitative analytical techniques In: N. F. Woods, & M. Catanzaro (Eds.), *Nursing: research theory and practice* (pp. 437–456).

Downe-Wambolt, B. (1992). Content analysis: method, applications and issues. *Health Care for Women International*, 13, 313–321.

Encyclopedia Britannica, (1982). "History of Social Sciences," *New Encyclopedia Britannica*, Vol.16.

Fatima, N., Ashraf, M. I., & Zehra, S. (2020). Higher education policy & research in pakistan: Challenges in transformation of the society and the way forward. *Universal Journal of Educational Research*,8(7),2842–2852.

Higher Education Commission. (2011a). The HEC After Absconders. Available at: http://www.dawn.com/news/677669/.

Higher Education Commission (2011b). Annual Report (2010-11). Available at: http://www.hec.gov.pk.

Higher Education Commission (2012). Annual Report (2011-12). Available at: http://www.hec.gov.pk.

Higher Education Commission (2013). Annual Report (2012-13). Available at: http://www.hec.gov.pk.

Higher Education Commission. (2014). Visit of scholars from CERN. Available at: http://www.hec.gov.pk/MediaPublication/NewsViews.

Hafeez, S. (1989). "Development of Sociology as a Discipline in Pakistan," S.H. Hashmi, ed., the State of Social Sciences in Pakistan, Islamabad: Quaid-i-Azam University Press.

Hashmi, S. H. (2001). The State of Social Sciences in Pakistan. *Council of Social Sciences, Pakistan (COSS)*.

Haider, M. A., & Ali, Z. (2015). Expansion and evaluation of social science disciplines in public sector universities of Pakistan from 1947 to 2013. PIDE Working Paper, 4(131). http://www.pide.org.pk.

Haque, D, N., Mahmod, M, Abbas, S, & Lodhi, A. (2018). The University Research System In Pakistan (1st ed., Vol. 1) [E-book]. Pakistan Institute of Development Economics.

Hussain, D. E. (2020). The HEC Must Stop Discrimination against International Journals of Social Sciences. https://dailytimes.com.pk/557530/the-hec-must-stop-discrimination-against-international-journals-of-social-sciences/.

Ikram, S. M. (1964). The Muslim Civilization in India. The Columbia, The Columbia University Press.

Inayatullah, Saigol, S, & Tahir, P. (2005). Social Sciences in Pakistan: A Profile. Islamabad: Council of Social Sciences (COSS).

Inayatullah, Hashmi, H.S (2001). Social Sciences in Pakistan: An Evolution. Council of Social Sciences (COSS). Quaid-e-Azam University Press.

Junaidi, I. (2014). Education budget decreased despite promises. Available at: http://www.dawn.com/news/1110706/.

Jazeel, T., & McFarlane, C. (2009). The Limits of Responsibility: A Postcolonial Politics of Academic Knowledge Production. Department of Geography, Durham University, Science Laboratories, Durham DH1 3LE.

Jung, J., & Horta, H. (2013). Higher Education Research in the Asia: A Publication and Co-Publication Analysis. *Higher Education Quarterly*, 67 (4), 398-419.

Kumar, K. (1979). "Indigenization and Transitional Co-operation in the Social Sciences," In Krishna Kumar, ed., Bonds without Bondage, Honolulu, Hawaii: East West Centre, pp. 103-119.

Krippendorff, K. (1989). Content analysis. In E. Barnouw, G. Gerbner, W. Schramm, T. L. Worth, & L. Gross (Eds.), International encyclopedia of communication (Vol. 1, pp. 403-407). New York, NY: Oxford University Press. Retrieved from http://repository.upenn.edu/asc_papers/226.

Kamran, R. (2001). The teaching of stylistics at the post-graduate level in Pakistani universities. An unpublished thesis in Partial fulfillment of the requirement for the degree of Ph.D., National University of Modern Languages, Lahore.

Masud, K. M. (2002). "The State of Social Sciences in Pakistan" ISIM Newsletter 10/02. Malik, A. B. (2003). The Higher Education in Pakistan, Maqbool Academy, Lahore.

Muborakshoeva, M. (2013). Islam & Higher Education: Concepts, Challenges & Opportunities. Abingdon: Routledge.

Mahmood, K. (2016). HEC MTDF-II: Study Report - Overall assessment of higher education sector, Higher Education Commission of Pakistan.

Neuendorf, K. (2002). The content analysis guidebook. Thousand Oaks, California: The Sage Publications Inc.

Pakistan Annual Education Action Plan, 2015-2016. Qureshi, I. H. (1962). The Muslim Community of Indo-Pakistan Sub-Continent, Hague. Rehman, U. A. (2016). Well done HEC, The News International.

Sabir, I., & Sabir, A. (2010). Academic Dependency of Intellectual Labor: The Case of Social Sciences in Pakistan. The International Journal of Interdisciplinary Social Sciences. First published in 2010 in Champaign, Illinois, USA by Common Ground Publishing LLC.

Shafqat, S. (1989). "Political Science: Problems, Prospects and Scope in Pakistan," S.H. Hashmi, ed., the State of Social Sciences in Pakistan, Islamabad: Quaid-i-Azam University Press.

Siddiqui, A. H. (1989). Role of Administrative Training Institutions in Social Science Research, S. H. Hashmi, ed., the State of Social Sciences in Pakistan, Islamabad: Quaid-i-Azam University Press.

Symaco, L.P. (2012). Higher Education in the Philippines and Malaysia: The learning region in age of knowledge-based societies. *Journal of International and Comparative Education*, 1(1), 40-51.

Stanley, C., & Porter, E. (eds.). (2002). Engaging large classes: Strategies and techniques for college faculty. Bolton, MA: Anker Publishing Company. Tilak, J.B.G. (2002). Knowledge society, education and aid. Compare, 32 (3), 297-310.

UNESCO. (1998). Higher Education in the Twenty-first Century: Vision and Action. Working Document. World Conference on Higher Education, Paris, 5–9 October.

University Grants Commission, 'The Proceedings of National Curriculum Revision Committee December 28- 30, 1996'

University Grants Commission, 'Proceedings of National Curriculum Revision Committee held at Islamabad on July 26-28, 2001.

Vision. (2020). The Ministry of Planning, Development and Reform, Government of the Pakistan.https://www.pc.gov.pk/vision/visiondoc.

Vision. (2025). The Ministry of Planning, Development and Reform, Government of the Pakistan.https://www.pc.gov.pk/vision/visiondoc. White, L. D. (1956). The State of the Social Science, Chicago, U. Press.

Waseem, M. (1989). "Underdevelopment of social sciences in Pakistan," S.H. Hashmi, ed., The State of Social Sciences in Pakistan, Islamabad: Quaid-i-Azam University Press.

Zaman, A. (2008). On Improving Social Science Education in Pakistan. University Library of Munich, Germany, MPRA Paper.