| | ==: o, 9th October, 2024 ==: Est | |
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| | | |
| | Higher Education in Pakistan ills and Remedies | |
| | Pakistan ills and Remedies | |
| | | |
| | Outline: | |
| 4 | Introduction | |
| | General Statement | |
| 1.2 | Thesis Statement | |
| | Main Body | |
| A) | | |
| | Pakistan | |
| 2.1 | Outdated curriculum | |
| | Old syllabus | |
| | reacher centered. | |
| | lacking Analytical Skills | |
| | unsuitable for practical purpose | |
| 2/2 | Poor Infrastructure | |
| | tacking purpose built camposes | |
| | lacking modern laboratories and | |
| | Research Facilities. | 1 |
| | Hygiene issues | |
| | (acking modern learning | |
| | tools | |
| | | |

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|------------|-----------------------------------|----------------|
| 2.3 | Expensive Education | |
| | High fees | <u> </u> |
| | Conveyance issues | |
| | limited scholarship opportunities | $\overline{}$ |
| | No student loans | |
| 2.4 | tack of Epicient Human Resource | , |
| | Lyonyism and comption | |
| | Inefficient staff that lacks | |
| | modern training | N ₁ |
| | Overburdened faculty | |
| | No proper exam system for | |
| | observing analytical skills | |
| 2.5 | Myopic vision of policy makers | |
| 2.6 | Commercialised Education | |
| 2.7 | lack of access | |
| | limited or no schools in | |
| | rural aneas | |
| B) | Remedies for the ills in | |
| | Higher Education | |
| 2.1 | Introducing modern wnriwlun | |
| | Revising syllabos every year | |
| | Engaging subject experts | |
| | Promoting life skills based | |
| | education | |
| | CLEOU CA TO FI | |

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| 0 9 / 1 1 2 / 1 1 3 / 1 | Establishing Industry academia | |
| 2.2 | Link. | |
| 7.2 | Budget allocation to improve ingreatanture | |
| | Boilding purpose built campuses | |
| | Providing modern laboratories | San training to the san and sa |
| | and Research Fazility | |
| | Managing Hygiene issues. | |
| 2.3 | Attracting best brains by | |
| | improving perks. | |
| 2.4 | Providing Affordable Education | |
| | Scholarships | |
| | Student support program | |
| 2.5 | Policy | |
| 4 8 1 | Pragmatic policies for | |
| | maximum utilization of available | 2 |
| | resporces | |
| | Teacher training | |
| | Education is provincial subject | |
| | making policies for better educa | tien. |
| 2.6 | Mature, Objective and responsi | ble |
| | role of media | |
| 2.7 | Hiring efficient human | |
| | resource | |

| | | Walnus II |
|----|----------------------------------|-----------|
| | | |
| | | |
| | ارخ: المانية | |
| | Monitoring corruption and | |
| | nepotis m | |
| | No multitasking faculty | |
| | Promotion of Teacher training | |
| | Programs | |
| | Appointment of permanant | |
| | fauty instead of visiting. | |
| 3. | Conclusion | |
| | Essay | i i v |
| | | |
| | Al-Qarawiyyin University in | * |
| | Morocco, founded in 859 AD, | |
| | is a symbol of how education | |
| | can shape societies. It became | |
| | a center of learning, drawing | |
| | scholars from different witures, | |
| | including the famous Jewish | |
| | philosopher Maimonides. This | |
| | exchange of ideas shows | |
| | how education helps advance | |
| | science, philosophy and witure. | |
| | However, despite its rich | |
| | history, Pakistan's higher | |
| | 9.00 | Y. |
| | | |

| education system faces challenges | <u>, </u> |
|---|---|
| with outdated writium, poor | Projection and the second |
| infrastructure, expensive education, | |
| lack of efficient human | |
| resource, myopic vision of | |
| policy makers, commercialised | |
| education and lack of access | |
| 불교통이 작가 [18] <u>:</u> | |
| These ills have drastic impacts | |
| on Pakistan's progress. | |
| immediate remedies are | |
| introducing modern corricgion, | |
| allocating budget for ingrastructure | |
| and giving incentives to best | |
| brains, providing gypordable | |
| education, making provincial | |
| policies, mature and objective | |
| role of media and hiring | |
| eppicient human resource. Unless | |
| the issues are addressed property | |
| | |
| Pakistan can never become | |
| a developed country. | |
| Grammar okay | |
| Punctuations missing. Lack of coherence. | |
| Thesis statement missing. | |
| Work on the presentation of outline | |
| Deconstruct the topic properly. | |