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## Crisis In Academics: Declining Student Interest in University

### Outline

#### I) Introduction

"Student interest in University declines due to financial constraints, cultural norms still based alternatives, weak job incentives and migration choice while Universities still hold value for national development."

#### II Overview of Crisis in Academics

#### III What are the Factors affecting Students interest in University

##### i) High Education Cost Blocks Access for Working Class Youth

Caseshudy: HEC Survey 2023 showed fee burden as the top barrier for low income students in Punjab and Sindh

##### ii) Household Economic Pressure Pushes Youth toward Early Income

Caseshudy: Pakistan Labour Force Survey 2023 reported rising youth entry into informal work after matric

##### iii) Cultural Preference for Early Marriage Restricts Higher Education for Girls

Caseshudy: Sindh Child Marriage Survey 2021 revealed early marriage is a leading cause female dropout before University

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iv) Preference for Short Skill Courses Reduces Appeal of long Degrees

Case study:- NAVTEC Training programs saw a forty percent rise in enrollment in 2021 among youths who bypassed university education

v) Growth of Online Platforms Creates learning options

Case study:- Coursera Global Skill report 2023 ranked Pakistan among countries with faster growing digital learning enrollment

vi) Weak Job Market Reduces Motivation for long Academic Routes

Case study:- Pakistan institution of Development Economics that thirty one percent of graduates in 2021 were jobless after degree completion

vii) Migration Trend Encourages Skill Based Certifications over Degrees

Case study:- Bureau of Emigration showed that skill certificate holders dominated overseas work force approvals in 2021

(IV) Solutions to rebuild Student Interest in University

i) Modernize Curriculum with practical & Skill based learning

Case study:- PAKISTAN their Curriculum is industry-oriented included internships every semester and links with Technology Park for applied Pakistan



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## ii) Adopt interactive, Student Centred teaching methods

Case Study: In India Software-engineering course used Flipped Class + real-Client project + Studio based instruction boost student motivation

## iii) Provide scholarships, financial aid and flexible payment options

Case Study: PAF-EAST: offers both need and merit based Scholarships

## iv) Integrate digital learning tools and E-resource

Case Study: HEC deployed MAKTA ERP and AI-Fihri LMS across Universities digitalize operations and Learning

## v) Enhance industry linkages for professional exposure

Case Study: PAF-EAST Strong triple-helix mode (Academia - Industry - Government) with its technology Park and MOU with industry

## vi) Industry collaboration can increase Job value of Degrees

Case Study: UST - Industry Partnership boost employment rates for engineering graduates

## v) Conclusion



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# Higher Education Versus Skill Acquisition Outline

## I) Introduction

Skill acquisition provides immediate employability while Higher Education develops critical thinking and research capacity. Combining both ensures personal growth, economic progress, and societal advancement.

## II Skill acquisition is more important than Higher Education

i) Skill acquisition improves employability faster while higher education provides long-term intellectual foundation

Case Study: Germany dual education system reducing graduate unemployment

ii) Practical Skills Solve workplace problems effectively while higher education develops abstract reasoning

Case Study: Hands-on expertise allows instant application  
India's IT vocational programs boosting productivity

iii) Skill-driven innovation creates startups quickly while higher education fosters academic research

Case Study: Silicon Valley tech startups founded by skilled-trained innovators



iv) Technical skills adapt faster to technological change while higher education adapts slowly

Case study:- South Korea technology course producing future-ready professionals

v) Government-supported skill programs deliver quick results while higher education reform takes time

Case study:- Pakistan TEVIA initiatives

vi) Rural skill programs reduce local unemployment faster while higher education benefits urban centers more

Case study:- Bangladesh rural vocational centers

vii) Skill acquisition enhances global workforce competitiveness immediately while higher education ensures long-term innovation leadership

Case study:- Japan's technical skill focus

(ii) Higher Education is more valuable than skill acquisition (← counter argument)

(i) Higher education provides foundational knowledge while skill acquisition focuses on applied tasks

Case study:- Nobel Laureates with university education



ii) Critical thinking develops through higher education while skills emphasize execution -

Case study: - European policy reforms influenced by philosophy graduates.

iii) Cultural and Ethical awareness arises from higher education while skills emphasize practical outcomes

Case study: - Liberal arts graduates promoting social cohesion in USA

iv) Research innovation emerges from universities while skill acquisition drives immediate application

Case study: - MIT and Stanford technological innovations

v) Professional accreditation requires higher education while skill training supports informal sectors

Case study: - Licensed professionals in health care and engineering

#### IV Integrating Practical Skills with Theoretical Knowledge.

i) Integrated education combines skills with academic knowledge

Case study: - Finland merging vocational training with academics

ii) Apprenticeship Link theory (academic degrees) with Practice (workplace experience)

Case Study: - Swiss dual apprenticeship programs

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iii) Policy frameworks continuous skill development  
alongside higher education ensures long-term  
employability

Case Study 2: European Union Skills Agenda promoting  
lifelong learning

Conclusion

Your outlines are  
okay