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Designing Legal Education to Support Social Evolution in Pakistan

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ABSTRACT

The present legal crisis in the country mainly gripped by legal fraternity has appeared to the stakeholders to perceive role of legal profession in state constitutional affairs and re-examine the areas of legal education. Legal education has a critical role in egalitarian society as it promotes awareness on public rights and obligations. This is the need of an organized political society to strengthen pace of social evolution. Every citizen has a function to perform in state system to support social evolution. This imperative societal role demands state system to strengthen foundations of legal education, which is not in the form to produce required results. It should be able to produce nationalism to support social evolution. The study identifies issues like mushroom growth of private institutions, substandard curriculum, imperfect evaluation system and lack of research and literary resources in public and private institutions. It also suggests strategies of standardized academic development and international collaboration so that system of legal education may be enabled to contribute material progress for social evolution in state system.

KEY WORDS: Legal Education, Curriculum, Professional Lawyers, Higher Education Commission.

Introduction

Legal education is a primary source of feeding the nation the capacity to act as good populace. It provides nation the qualitative law and graduates which are capable of becoming lawyers, judges and professionals in related fields. This community possesses current knowledge of law and necessary skills to help the state in maintaining rule of law and administration of justice in its social order. Three major organs of state i.e. parliament, executive and judiciary can better function with people who have specialized legal acumen. Preferably members elected, as parliamentarians must have juristic approach on legal proposals placed for enactment before the parliament. Jurisprudence is the main branch of legal

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studies which generates this capacity in parliamentarians. State executive organ direly needs legal training to deal citizens strictly in accordance of law as required under the constitution (Mehmood, 2006: 48). Judiciary is also an institution which is shaped as a yardstick to resolve conflicts by correct interpretation of law and constitution and facilitates smooth working of the system of state.

Legal education until recent fall out in the country has been brought about an abundant and insignificant state enterprise. State institutions mainly observed no concern, rather demonstrated a state of unfriendliness towards organizing legal institutions. Legal education has been criticized for producing more lawyers in over crowded profession. Contrarily, this is the area of education that needs a constant qualitative enlargement to empower the nation to subsist in world society as an honorable nation. State and its citizen exist in legal correlation. Both are bound to live in the manner as described under law and constitution of state.

Every national whatever profession he may adopt to live with, has to be within the enclave of rights and obligations. State can function as democratic state when that has vigilant population and there would be no qualitative citizenry without having an adequate concept of legal rights and obligations. States all over the world have mandatory mission to carry out for their subsistence. That is social justice system, which justifies co-existence of nation and statehood and is obtainable under the system laid down under the constitution (Rizvi, 2005:37-38). The Constitution of each state possesses mandatory provisions to guarantee social justice system in the country. Development of the system demands reciprocal participation of public and state institutions. Enhancing scope of information on mutual legal rights and obligation can assist to achieve objective. Hence legal education may be used as an instrument to materialize social justice system in the country.

Background

Legal education, which is the first and noblest study of human sciences, has two-fold functions to exert i.e. one for the individual who is in the process of learning and other for the society, in which we all live. The primitive discipline at the earliest stages, was limited to social services voluntarily that was offered to destitute and ignorant community suffering infringement of their rights. Services were offered under enthusiasm of sympathy or urge of developing social justice system in the society. Today legal education must search for social problems and possible reforms so that it may be used as an instrument for social reforms and social justice. It has to develop innovative strategies to challenge injustice (Azam, 2005:560). It should study social standards defining and upholding democratic and legal accountability. It should provide for monitoring and evaluating the use of state power, the regulatory role and the discharge of statutory duties and fulfillment of civic responsibilities. It has to assume a significant role in securing

rights for individuals. For these reasons, it is gaining international recognition as a focus for reflection, critique and comparative evaluation (Burridge, 2005:488).

Legal education has to produce professional competence as a pre-requisite to enable the students to participate the legal system. Each state has its system of education according to its legal system. As a professional subject, law is an undergraduate degree in many countries. Graduates of such a program are eligible to become lawyers by passing the country's equivalent of a bar exam. In such countries, graduate programs in law, enable the students to get on academic careers or become specialized in a particular area of law. In the United States, law is a graduate degree, which students get only after completing an undergraduate degree in some other field usually a bachelor's degree and is considered to be a graduate or professional school program. The undergraduate degree can be in any field, though most American lawyers hold bachelor's degrees in the humanities and social sciences; legal studies as an undergraduate study is available at a few institutions.

The Education of Lawyers in the United States is generally undertaken through a law school program. The professional degree granted by U.S. law schools, is the Juris Doctor or Doctor of Jurisprudence (J.D.). Once a prospective lawyer has been awarded the J.D. or other appropriate degree, he or she is usually required to pass a state bar examination in order to be licensed to practice as an Attorney at Law. The Doctor of Judicial Science (J.S.D.), and Doctor of Comparative Law (D.C.L.), are research and academic-based doctorate level degrees. In the U.S. the Legum Doctor (LL.D.) is only awarded as an honorary degree.

Critical Issues

At present, the state is facing serious chaos in each wing of its organization. Its working is declining beyond the expected conditions. Plight of legal system exposed on imposition of emergency on 3rd November 2007¹ has alarmed civil society along with legal fraternity to put a stop to further corrosion of public institutions. It is sometime unpleasant to listen debates on legal issues at television programs that indicate range of ignorance of both participants and audience. Consciousness of civil society for the development of responsible approach on issues needs basic acquaintance of legal affairs. Legal education has to be involved to stimulate public awareness programs on popular concept of fundamental public rights and obligations. Scarcity of knowledge of law of public representatives has reduced worth of representative institutions. These institutions have to make law and educate public to understand legal obligations. This aspect is extremely weak and needs enhancement.

Universities are major contributory of educating professional lawyers. Kenny observes that universities entrusted to train professionals and conferring degrees

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will certainly not be justified in conferring on a graduate its degree in law until he has acquired legal knowledge of a type so wide in view and so scientific in method, looking so far before and after as to be worthy of academics recognition by a great seat of general human culture (Kenny, 1913:409). Most of our institutions are not performing up to the mark. This situation of deterioration is unavoidable unless universities play a constructive role in promoting qualitative legal education.

Keeping in view the existing constraints, the academic plans, regarding legal education are to be designed. Rehman is of the view that in most of the common wealth countries, the basis of law has been by and large inherited from English legal system. Its roots can be traced in English Common Law. Mostly, the elder generation was brought up in the tradition of English Jurisprudence. Law is that branch of learning in which the lawyers of Asiatic Countries have maintained high standards of their own. Law being mechanism of social control, legal solutions evolved by lawyers and jurists of repute would be highly effective in our social, cultural, religious and economic set up in comparison with the legal solution borrowed or imposed from West (Rehman, 1993). But it may be made possible by thorough revision, adjustment of the norms of working legal system for making it smooth and free of contradictions.

There is body of law to promote legal education and prescribe measures for regulating legal profession (Bar Council Act, 1973:30). Under the law, rules have been framed for providing guide lines to universities and colleges teaching law courses for admission, for student-teacher ratio and duration of the Law courses (Legal Education Rules, 1978). The rules also provide for qualification of visiting faculty, for provision of adequate library in a law college and the criterion of pass percentage in the law examinations. Implementation of all these rules and guidelines is the issue, which need solemn consideration.

Pakistan Bar council is an important contributor in the mission of improving legal education. Vice-Chairman of Bar Council filed a petition in Supreme Court. He submitted the Court that there has been a steady decline in legal education on account of several contributory factors. They include mushroom growth of law colleges, lack of adequate facilities, absence of qualified faculty and regulatory authority to ensure a certain qualitative standard in legal education. It was contended that the aim of access to justice and its dispensation couldn't be realized with out a proper and organized legal education system. To ensure quality legal education, Bar Council called upon its Legal Education Committee to draft rules, which submitted its recommendations, which were approved². Before approval, the Legal Education Committee had a joint sitting with universities and Higher Education Commission on 19-6-2004. The members unanimously approved these rules but have not been implemented. The objective being of general public interest warrants this Court's indulgence under Article 184(3) of the Constitution. Supreme Court of Pakistan heard the case and delivered judgment on 10th January 2007 with following observations and directions.

1. The judgment endorsed the claim of Pakistan Bar Council as regulatory body of legal education in cooperation with administration of universities under the Bar Council Act 1973.
2. The Court appointed a five members committee headed by a judge of Supreme Court to examine and improve the syllabus, prescribed for professional degree in law and suggest suitable proposals *inter alia* in the light of the observations of the Court. The Committee had to submit its report for consideration to Law Commission of Pakistan.
3. On the issue of affiliation, the Court observed that affiliation rules framed by Pakistan Bar Council shall be read into the rules, framed by any Pakistani university and provided that in case of conflict, the rules framed by the Council shall have primacy.
4. The Court in principle disapproved the idea of provisional affiliation and in case that is granted, the court confined the span of provisional affiliation up to one year.

The Court directed to send the copy of judgment to the universities for information and compliance (Supreme Court, PLD, 2007:394).

Sensitivity of the matter attracted the attention of judicial organ to move beyond judgment and take up the issue for broad based solution. National Judicial Conference³ was held which was attended by the chief justices and judges of superior courts, members of the bar, legal academics, representatives of civil society organizations and print/electronic media. The apex forum proposed a special summit 'National Judicial (Policy Making) Committee' (NJPMC) on solitary concern of legal education.

Meeting of the National Judicial Policy Making Committee (NJPMC: 2007)⁴ exclusively dealing legal education was held under the Chairmanship of Chief Justice of Pakistan/Chairman NJPMC to consider the recommendations of National Judicial Conference. The Committee expressed its dissatisfaction over the quality and standard of legal Education and stressed upon the need for reviewing the curriculum to make it more relevant to deal with the present day requirements. The Committee directed that the recommendations formulated in the National Judicial Conference be forwarded to Higher Education Commission and universities for enforcement. The committee identified fundamental issues and provided guidance for their resolution. Main issues, which need special attention of the academic institutions, are described as under.

Academic Issues

Before opening discussion on specific issues, one particular aspect which has damaged the eagerness of students to involve academic enthusiasm for legal education is identified here. This aspect seems slightly circumlocutory but is critical. This is the illegitimate issue in constitutional affairs, introduced in the

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legal system of state by extra constitutional means. The role of state institutions in promoting extra constitutional measures by suppressing rule of law in the country have caused decline in every aspect of social life. Its effects have also travelled in legal education. Lawyers have to work in the environment where primacy of law is main consideration and legal expertise is appreciated and accepted. Contrarily rule of law in the society has been undermined. State administration seems not accountable. System of administration of justice has lesser potential to deliver justice to common man. Unfair means are employed from education to legal employments of some level. These affairs have marked faith of the students to believe in merit and work hard. Law students and lawyers have to perceive and design their future in accordance with prevailing professional conditions. Legal fraternity is one side of the legal system. If rule of law is discouraged by the institution responsible to promote that, then what lawyers have to practice in courts? In these conditions, it becomes more significant to launch movement of reforms at all level. Issues are many however; closely effecting issues are described below.

Mushroom Growth of Private Institutions

Since the recent past, there has been a mushroom growth of some substandard law colleges, lacking in infrastructure facilities and quality legal education. These colleges enroll students in great numbers with out providing adequate class rooms. It is observed that there is no student-teacher ratio and students have no aptitude who are admitted only to attract the resources. These colleges are established for commercial considerations rather than academic and have no permanent administrative and academic staff to govern the affairs of colleges. Students do not attend classes in respective colleges, as they are formally enrolled but at the end being in the line-up position, they use political means for those positions where there is no criteria of merit and accountability.

Higher Education Commission of Pakistan has prescribed criteria and guidelines for affiliation of private sector institutions⁵. It demands public sector universities to ensure that proposed institution owns capability to provide evidence that its policies for academic planning, quality assurance and resource allocation are coherent and relate to its aims and objectives. The institution, before they are granted affiliation, should be able to demonstrate stability in its governance and organizational structure. Its academic programs are regularly self-assessed through annual monitoring and periodic review and are maintained at the academic standards, confirmed by professional and statutory bodies.

Admission Eligibility

Law as broad based system of knowledge needs dedicated community of students, having aptitude to create deep familiarity with the subject. Contrarily, some students are careless to join, as the profession still possesses a high profile with

limited number of professional lawyers. Any person, having done simple graduation can get admission in law. Thousands of law graduates are getting added to the Bar, each year. Overburdened by itinerant practitioners, the profession is facing hardships in maintaining its professional legacy. This situation as a whole has introduced trends of taking the field simply a source of earning livelihood whereas; law student needs a multidisciplinary academic foundation. Students aspiring to become law graduate, should have solid base and claim for admission in law. To attract devoted students, introduction of LL.B (Hons) program has been resolved. The scheme of five years education can succeed by admitting dedicated students and produce those professionals who have inclination for this field of social services.

Curriculum Development

Traditionally, law curriculum is designed to train students to know law and practicing skills. Developing societies have made this task as a work of refined character. This area needs most significant changes in our institutions. Curriculum making for professional learning doesn't mean to draft a plan of reading for student community. It is a mission to keep in mind the objectives, the profession has to execute for the society. It becomes a challenge or preparation for materializing social targets. It must be of the nature of producing broader vision in the readers. In developed societies, training is being offered in international advocacy, space law, biomedical law and environmental management law. Appropriate curriculum drafting must be an endeavor to develop profession that strikes the theme for which the set of course is prepared. It should be so comprehensively communicative that it would obtain the image of the up shot to which it relates.

Government of Pakistan, exercising super visionary jurisdiction enacted law for achieving the above stated object and for creating uniformity and maintaining standard of education at national level (Federal Education Act, 1976). Higher Education Commission, the competent authority, under federal law has to keep in mind the objectives. But there is a need of further efforts for strict implementation of its proposals which is meant to promote higher education under the above-referred laws. Present curriculum of law needs overhauling to help aspiring lawyers in their role as problem solvers, arbitrators, counselors, negotiators or administrators. The syllabus may also include the subjects of human rights, gender issues, alternate dispute resolutions and concept of social justice.

Clinical education has made place in almost all legal institutions of world repute. Institutions like Harvard Law School, Yale Law School, Berkeley and Stanford Law School are offering this education. Clinical education is becoming essential component of practical training which involves students in clinical setting of a legal clinic. This program is organized like a *de-facto* law firm in which lecturers in conducting real life cases supervise students (Quansah, 2005:528). Law schools with in the United Kingdom University Sector have

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integrated clinics establish as legal practices that offer live client work to the student body. This education will establish an opportunity to gain important practical experience and will also provide the students with the skills necessary for corporate and commercially motivated sectors of our country.

Evaluation System

Evaluation system has directly no relevance to contribute knowledge of the subject in the examinees. Some times, the exercise has contributed relatively contaminated implications on a particular nature of student community. It is a supplementary exercise to achieve a particular objective of putting pressure over students to prove that they have learnt and maintained the desired information. The aim has contributed several injurious practices in those students who lack the capacity or aptitude to learn about their profession. It is common understanding that a category of students have confined their learning unto passing the examination only. A good score obtained by hook or crook has been taken as evidence of success. In such category since the target is predominantly the examination so the operation of memory is also confined to examination. There after, their memorial account involuntarily discards the information to secondary arrangement. The examination system should be designed in such a manner that the exercise must serve the student its contribution on constant basis. Examination system should test analytical approach and mainly rely on capability of retrieving the distantly learnt information. It must compel the students to apply knowledge which they have acquired for producing quality to plead logically, consistently and persuasively. Examinations scheme based on proposition oriented substance analytical questions on critical issues of law can produce qualities in students.

Law Faculty

Law faculty mainly comprises of lawyers and academicians. Nature of subject scheme requires deep interaction between Bar and law faculty. It is a leading sign for an institution that senior lawyers having academic aptitude join law faculty to conduct practical classes. But due to professional engagements and small remuneration, experienced lawyers find no passion to proceed for teaching law students. Law faculty therefore, has mainly shrunk to the bunch, possessing only academic credentials. Regular law faculty without professional experience cannot produce required practical, moral capacity and multiplicity of thought which are essential for legal profession. Law schools must recognize the need to take into service, the faculty members or professionals with diverse experience. Law students need to be conversant with disciplines like commerce, financial marketing and capital and cultural values. The faculty should have explicit relevance to these modern theories to empower students to work as contemporary professionals (Freeland, 2005:504). Law faculty in addition should contribute in solving the global problems by infusing humanitarian spirit in the students for international human rights organization like Amnesty International, Human Rights Watch, and

United Nations specialized agencies. These institutions have a humanitarian role to play as required under the Charter of the United Nations (UN Charter: 57-63).

Rehman is of the view that we need to form a pool of teachers who wish to modernize and make legal education increasingly relevant. The institution for the modernization of law and legal education must be able to provide basic equipment in terms of knowledge specialization, research and also outlook on legal education (Rehman, 1997). Law schools must owe the obligation to continue promotion of academic advancement of its faculty by reinventing them with its advance research and field surveys. This food for thought reinforces decayed knowledge with fresh findings. In return, they can share their experience with graduates who are under training.

Research/Literary Resources

Discipline of law includes almost every aspect of social life. Legal education therefore, should provide research incentives aimed at becoming multidimensional researchers and academicians. According to Roger, discipline of law is gaining international recognition as a focus for reflection, critique and comparative evaluation (Roger, 2005:488). Comparative studies of various legal systems and studies in humanitarian law should be added in legal education. For its effective role, ample opportunities should be provided for analysis of legal propositions (Ibid). This style of learning will create an environment of public awareness for performance of reciprocal commitments and must also develop inter-disciplinary approach in students.

British university law schools as analyzed by Bradney, are undergoing a radical change in the nature of legal research and scholarship. Studies were once dominated by pure doctrinal analysis. But the new generation is either abandoning doctrinal work or infusing it with techniques and approaches, drawn from social sciences. This change will lead to a greater ability to provide law students with a truly liberal education and will also enable the law school to take a much greater part in the intellectual debates, to be found elsewhere in the university (Bradney, 1998: 71-84). Similarly information technology has assisted in obtaining swift and inexpensive knowledge. Quanshah suggests that students have to take advantage for processing, storing, transferring, retrieving, analyzing, presenting and disseminating information (Quanshah, 2005:528). The course should be designed to enable students to fully exploit the materials in the university libraries which are increasingly being computerized.

Language Concern

Teaching in national language is convenient source of imparting knowledge to students. But the scope of learning in national language remains confined to the knowledge available in the language. No nation may be self-sufficient in all kinds of knowledge which is in constant expansion process by the contribution of people all over the world. There is a natural accumulation of knowledge in the language

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which belongs to the community or persons acquiring or making advancement in that language. In historical perspectives, no language ever had lasting dominance. It is changed as soon as the contribution of knowledge of community is changed. The dominance of language as a reservoir of knowledge revolves around the explorers, researchers and scholars. At present, English language is a pool of knowledge on these foundations. Developing societies needing companionship of English language, in fact need the amity of information, it conveys.

Most of our students feel uncomfortable with English legal literature and find it troublesome to acquire proper knowledge as a student and there after, conduct legal business. Communication of students with English speaking, judges, clients and other fellow professionals is not sound. The necessity of English as leading language may be realized when it is used in international transactions. States offering major contribution in developing international legal system because of having economic and political superiority have led to its further growth. These nations have developed their capacity in constituting major international standards; the developing nations have to follow (Soogeun, 2005:525).

Critical Analysis

Legal literacy and professional training are although meadows of one character yet at the same time are two distinguished learning phases simultaneously. Student community has a wrong perception that needs exact realization, while enabling them to understand its curative options. A common misconception is found amidst law students that legal studies and professional training that immediately follows the academic phase are two different areas. This misconception develops out of certain deficiencies which law students experience due to improper execution of academic programs. Whatever a student of law learns in the above referred two phases is in fact, a mirror image at law school and actual in the premises of law courts. Principles of law are the same whether they are taught in a university or applied in courts of law (Gwyer, 29-413). At present, there is a gap between academic guidance given in the university and practical training furnished at law chambers. Entire academic span is spent in study of the body of law, necessary to generate in the students a juristic approach and preliminary acquaintance of statutory law. No law school can teach its students the entire body of law of the land, in a stipulated time frame. The preliminary education is meant to develop skills in the students to understand the meanings of legal text with contour of language and its interaction with related areas. It is mainly the study of substantive and procedural laws and law schools mainly concentrate on these areas. Practical training starts from reading intrinsic documents, understanding drafts of litigation besides observing proceedings in courts of law followed by legal actions. Development of propositions in the light of issues and statements of facts are part of practical work. This is made possible by combining facts with relevant

provisions of law for assessing the validity of claim before it is put to legal forum for adjudication. There are other formalities in between, which are formal, yet strange for the young lawyers to practice. These are preparatory steps and are technical in nature; the violation may lead to termination of claim. The absence of linkage between the two creates hardships. Although law moots are conducted in law schools but with out mandatory credit course, therefore making no change. Another misconception is general familiarity of the students with unprocessed legal information which misleads them to take that easy. Contrarily, familiarity with detail makes it difficult to see broad pattern (Russel, 1980:94). It is the processed legal information that distinguishes a lawyer from a client. So it is essential for legal institution to clarify misconceptions which are affecting roots of legal education, reducing the capacity of students to make concrete efforts for professional skills.

Conclusion

Legal education needs improvement and issues have to be addressed as discussed above. It has to keep connected with socio-economic and political transformation. Advancement in science and technology has transformed human lives at individual and national level. This professional study should take up issues of modern age and play an important role for educating general public and professionals. Alternative dispute resolution is a wise and timely option being offered by developed societies. This option should be explored in our education system. Law of Arbitration, Alternate Dispute Resolution and Conciliations Forums have proved their significance, both for the litigants and state institutions which our education system has to accommodate.

Law in liberal legal tradition is a system of knowledge, that if properly understood and interpreted, will answer all questions dealing with social interaction (Trubek, 1981:27). Law schools are increasingly recognizing that they have a role in combating social problems. The subject cannot be studied comprehensively outside social process (Fida, 2001:45). It has to contribute social evolution. State Legal system is designed to achieve certain objectives. Promotion and preservation of human rights by means of creating social welfare system is a central theme of creating modern statehood. A good body of law may be framed but what lacks, is the strategy of using those laws for freedom reimbursement. If the nation doesn't obtain successes to justify its liberty by evolving system of democracy, it renders its freedom meaningless. Certain mistakes performed by institutions and individuals have preceded the break down of our experiments with political system (Haqqani, 2006:110). State fundamental organs owned by jurists have responsibility to share. If state has to materialize all what its nation has visualized, it is possible by ensuring supremacy of law in the country. State system has to be streamlined for admitting social justice options for its subjects. State can

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make the aim feasible by grooming in its institutions good batches of professionals. Alam argues, "It is in the class rooms of law faculties that future jurists, lawyers, judges and legislators, human rights activists and social reformers are nurtured and groomed. Therefore, what is taught in law classes, who are taught, how they are taught, by whom they are taught and what goals and visions are set before them, are paramount questions for the society"(Alam, 1988:560).

Challenges future generation is going to face are complex. Legal conventions have major contribution in the past to guide and resolve the problems of humanity. Issues of global concern will demand legal profession to answer. In Interdependence of states, challenges such as international criminal justice, human trafficking, drugs dealings all require a global approach (Freeland, 2005:502). Global vision in legal education will enable the society to treat perilous issues.

Dialogue between institutions increases growth of knowledge and experience. World is already resolving the global issues as joint venture. International institutions working jointly have proved their usefulness. It is evident that word not only can take benefit of common strategies by combined actions rather can establish neutrality of their planning. This experience has required the nations to participate at all legal forums to resolve the challenges. Eighteen judges presiding International Criminal Court (ICC) come from legal systems as diverse as England, France, Costa Rica, Samoa, Republic of Korea, Male, Brazil, Canada, Finland, Latvia and other countries (Freeland, 2005:501). This diversity of thought, translated into action for the services of international community, will deliver more and more to the modern world.

Pakistan is a country of Muslim population but the state has no developing legal education system in accordance of Muslim ideology. Ahmad believes that Islam an emerging social order of the world, is widely believed to have comprehensive code of life. Islamic legal system holds normative, social and political relevance. Islamic law is featured in international tribunals as well as decisions of many courts around the globe. Legal education system of a Muslim country must also contribute dissemination of buried knowledge, by exploring its distinctive characteristics which commands international recognition for general welfare of humanity (Ahmad, 2005: 475).

Notes

1. The President holding office of Chief of Army Staff imposed emergency on 3rd November and required the Judges of Superior Courts to take fresh oath, replaced by one of his allegiance.
2. Pakistan Bar Council prepared recommendations for the improvement of legal education. The Council in its 147th meeting held on 26-06-2004, approved these recommendations.
3. National Judicial Conference comprising of Judges of Superior Courts on regular consideration of national issues was held on 9-11 February 2007 at Islamabad.

4. National Judicial (Policy Making) Committee (NJPMC) exclusively dealing legal education was held on 23-06-2007 to identify the issues and suggested resolutions.
5. Higher Education Commission of Pakistan mainly a recommendatory body of academic policies for public sector universities prepared affiliation criteria/guideline for the universities for implementation.

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