

## **Community Engagement Programs: A survey of Universities and Higher Education Institutions of Balochistan**

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### **Abstract**

*Universities in developed world implement various community development/inclusion programs apart from teaching and research activities. They perceive external human capital development as an integral segment along with academic programs. It is viewed that mostly institutions in Pakistan are engaged in teaching and research activities except a few universities which take community engagement as a social responsibility. Concerning to public sector universities the community contribution seems by the institutions is highly limited. There is no culture of serving communities/organizations beyond the boundaries. Presently, HEC<sup>1</sup> reported that 174 Degree awarding institutions are recognized. The study is focused on public sector institutions of Balochistan. Community engagement programs are focused. Role of the universities apart from teaching and research/lab work is discussed in detail. As per HEC directions, all universities in Pakistan and expected to enhance research and innovation activities through the establishment of Office of Research, Innovation, and Commercialization (ORIC). This office is dedicated to play a bridging role among academia, industry,*

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<sup>1</sup>HEC: Higher Education Commission. HEC is facilitating and supervisory body of government of Pakistan for degree awarding institutions of the country.

*govt. Departments, NGOs<sup>2</sup> and communities. However, there is dire need to see the role of concern department in bridging the gap. Furthermore, there is need to assess other departments concerning to developing the human capital in Balochistan. Moreover, the paper advocates that the role of ORIC<sup>3</sup> should be strengthened more. CSOs<sup>4</sup> and concerned departments should be linked with other stakeholders. The universities have huge infrastructure, rich theoretical knowledge, experience and information on various fields.*

*The CSOs and other departments/industries have force of workers/practitioners and worth of experience. If both sectors perform together they can make the difference in the province. Faculty members and students should see beyond the boundaries of the institutions. Those teachers/researchers/students/fellows who are involved in community engagement activities along with teaching and learning they must be appreciated. Secondly, Universities are suggested that they take community contribution as their key priority area rather than focusing number of courses, students and faculty members. Government and donor organizations should also be taken onboard for this great cause. Indeed, togetherness has power that can be utilized in the best interest of nation building.*

**Key words:** Community engagement, university, Balochistan, institutions and ORIC

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2 NGOs: Non-Governmental Organizations

3 ORIC: The office that coordinates and connects the University with other stakeholders.

4 CSOs: Civil Society Organizations

## **Introduction**

There is a lot to discuss about the proper concept of community. Various definitions can be found to define community. The interpretation of community varies from community to community. Westheimer, & Kahne (2004) mention that cultural, social and historical heritage is a common element among members of a social group that live in a specific community regardless of the size of that group. Similarly, Shea and Pickett (2006) argued the distinction of a specialized group from the larger section of society. These smaller groups are either social, religious, professional or ethnic that share

common values, interests and characteristics. Linking communities is a Network set up or system established to support the development of the people (Thompson, & MacDonald, 2005).

Several international institutions are carried out the community engagement programs through their concern departments. Concerning to the state of community engagement or public service programs is highly limited in developing countries. As the concept of the community services program could be effective in the country like Pakistan. In this connection, the gap has been found among the institutions, industry, public sector and the Civil Society Organizations (CSOs). However, if the community engagement programs will be run through the higher learning institutions with true spirit resulted those people will be benefited who don't have access to the universities.

In the context of Balochistan province it is highly essential that the public-sector institutions should play their part to link their researches and initiatives with the communities. This paper discusses the role of five public sector higher learning institutions of the province.

## **Background**

Although community engagement is a wide-spread idea and has been researched a lot, the connection of community engagement with higher education is least addressed and explored. According to Simpson (2011), community engagement in context of higher education is the connection between higher education institutions and communities at different levels. Connection refers to sustainable networks, partnerships, communication media, and activities whereas communities reflect both local and national even international. To extend this idea, Butin (2010).

In response, the relevant communities also extend their support by providing required human resources to higher education systems to achieve their academic and professional goals. Mezirow and Taylor (2009) also pointed out that HEIs provide necessary training to the students of local communities that later become a source of occupying the jobs and positions and in some cases, develop and establish their own businesses in society.

Goddard (2007) and Duke (2008) emphasized the role of higher education by considering community development as integral part of its functions and academic operations. Traditionally, universities throughout the world used to prioritize their functions as engine of research and innovation along with the sole purpose of teaching and other related activities. The trend has changed in recent years as universities begin to consider community development as a third important component of their major functioning. One indication is the recent amendment in evaluation process of university faculty by Higher Education Commission (HEC) in which universities across Pakistan are asked to add the element of community service in addition to the research and teaching contributions in annual evaluations of faculty. According to Jacoby (2014), community service is a part of experiential learning that engages students in different forms of community activities. Involvement in such community engagement results in better understanding of social issues and human needs, and help the institutes of higher education to accomplish assigned learning outcomes related to community service. It is very important for the universities to incorporate community service in its educational system to ensure students and faculty engagement in activities related to social service and community engagement. It is conceived that the students along with the supervision of their faculty are lifeline that bridge the lives of academia and communities at local, national and international level.

Moreover, it is viewed that mostly institutions in Pakistan are engaged in teaching and research activities except a few universities which take community engagement as their social responsibility. Concerning to public sector universities their community contribution seems highly limited. There is no any culture of serving communities/organizations beyond the boundaries. Brooks (2013) highlighted that universities in current age are very professional and innovate, but fail to provide in-depth knowledge of some of the most important component of their academic and social life. Similarly,

Mezirow and Taylor (2009) mentioned about the lack of career guide to students. They believed that students learn how to do certain things but they do not know why they are doing that. In universities and colleges, the students are provided with multiple information about career choice, but personalized guidance and counseling is absent in most of the cases, as the result, the students are not able to determine their real potential for future life.

### **Objective of the study:**

The objective of the study is to determine the state of community engagement programs in higher education institutions of Balochistan in developing the human capital.

### **Methodology**

The data was collected from universities regarding their role to contribute in human capital development apart from teaching, research and learning activities. Secondary data was taken from available online resources of Universities of Balochistan and HEC, Pakistan.

### **Data sources:**

Two sources of data were used:

1. Primary data
2. Secondary data

### **Limitations of the study**

- The study is limited on seven public sector universities of Balochistan
- Only the community engagement programs were focused in the study.

### **Literature Review**

Universities in developed world implement various community development/inclusion programs apart from teaching and research activities (Stanton, 2008). They perceive external human capital development as an integral segment along with academic programs (Stanton, 2008). According to Jacoby (2014), institutes of higher education are one of those public places where students get the opportunity to question authority, conceptualize the idea of public good, and empower themselves to make a positive difference in the lives of people living in a

community. Criteria and conceptualization of community engagement varies from institution to institution because every institution has its own ideology and system (Simpson, 2011).

Goddard (2007) emphasized the role of universities for community service as universities are the sites of intellectual leadership and can offer university resources and facilities for productive outcomes that are mutually beneficial for both university and community. Similarly, Mezirow and Taylor(2009) believed that communities can gain benefits through their positive engagement with universities. These benefits include the development of human and social capital, enhanced economic growth, better infrastructure in communities, sustainability, research based productive benefits in various domains such as social, economic, environmental and cultural. As the result of these initiatives, the people in community can improve their lives through social cohesion and awareness about issues that relate to their lives. Moreover, Simpson (2011) argued that community engagement is dependent on strong and diverse university structure. The institutes of higher education, especially the universities have extensive infrastructure and can be used as an effective forum for community engagement activities. The university infrastructure along with intellectual property can be used to generate economic and social value of the community.

In today's world, the idea of university and community interaction through productive engagement has become an important academic priority. In several ways, this engagement complements the larger goal of the university academics-the mission of teaching and research. As Mezirow and Taylor (2009) believed that the community engagement activities has gone beyond business and economic relations as it also covers the elements of social, environmental and cultural engagement of university and community. Moreover, Stanton (2008) reported that universities contribute towards society and communities would not only enhance the economic indicators but also help the communities to improve their lifestyle through effective public service.

### ***State of community problems in Balochistan***

Balochistan is the largest province of Pakistan in terms of geographical area as it is comprising about 44 percent of the country. It is

sparsely populated and is both geo-politically and strategically importance in the region. Balochistan shares border with Afghanistan which is about 625 miles. It also shares boarder with Iran which is about 475 miles. Similarly, 562 miles of the Persian Gulf called Makran Coast is also in the province of Balochistan. Balochistan enjoys a unique strategic position in the world as it is a gateway to South Asia, Middle East and Central Asia. More importantly, it has rich deposits of minerals and natural resources (Kundi, 2014).

Unfortunately, Balochistan is one of the most underdeveloped and poor part of the country where the basic infrastructure such as education, clean water, health is missing and people lack the basic amenities of life. The population of Balochistan is around eight million. Most of the people are found complaining for marginalization that happened to them in last seventy years. Although the law and order situation is not appreciated throughout the country, it has been worst in the province of Balochistan. More importantly, the popular leadership is disaffected and the communities are poorly integrated with other parts of Pakistan. Unfortunately, Balochistan is the poorest province among all other provinces of Pakistan. The lowest per capita income is a clear indicator of its poverty, and this is the critical element for the bitterness of the people at national level. Though efforts have been made to resolve the grievances of the Baloch through constitutional amendments, different packages and giving special relief to the province in the ‘NFC award’, ‘Aghaz -e-Huqooq Balochisan Package’ the atmosphere of unrest still prevails in this province.

### ***Human Development in Balochistan***

The Human Development Index (HDI) is a key indicator that is universally used to rank any area for its human development and classify it into developed, developing, and underdeveloped areas. The data includes life expectancy, education and per-capita as a reflection of living standards. The data is collected at the national level. The data indicates that the negligence of last seventy years has resulted in a huge gap in the human development index between Balochistan and the rest of the country.

Table 1 indicates that 7 districts out of 11 fall in low human development index.

**Table 1: Low Human development Index of Pakistan**

S.#	District	HDI (2005 data)	Province
1.	<b>Awaran</b>	<b>0.499</b>	<b>Balochistan</b>
2.	<b>Sibi</b>	<b>0.498</b>	<b>Balochistan</b>
3.	<b>Hangu</b>	0.494	Khyber Pakhtunkhwa
4.	<b>Battagram</b>	0.490	Khyber Pakhtunkhwa
5.	<b>Kohistan</b>	0.471	Khyber Pakhtunkhwa
6.	<b>Qilla Abdullah</b>	<b>0.467</b>	<b>Balochistan</b>
7.	<b>Bolan</b>	<b>0.457</b>	<b>Balochistan</b>
8.	<b>Gwadar</b>	<b>0.450</b>	<b>Balochistan</b>
9.	<b>Jhal Magsi</b>	<b>0.435</b>	<b>Balochistan</b>
10.	<b>Musa Khel</b>	<b>0.422</b>	<b>Balochistan</b>
11.	Tharparkar	0.314	Sindh

Source: <http://www.spdc.org.pk/Data/Publication/PDF/AR2014-15.pdf>

PPAF<sup>6</sup> has mentioned in its annual report that Balochistan is the least developed province of Pakistan and presents serious challenge to human rights and other social issues related to poverty and crime. Such horrible indicators in human developments establishes a strong rationale for integrated development by using local institutions such as universities as partners in the process of human development that may transform into a social change. As far as the literacy is concerned, the government of Balochistan reported that the literacy rate is 26.6 % which is far less than the national literacy rate resulted in disparity and a threat to national integration. As far as the academic outcomes are concerned, the University of Balochistan has produced less than 50 PhDs whereas the University of Punjab and University of Karachi has produced more than 1500 PhDs in the same period. Basic needs such as electricity is also not in the reach of most of the Baloch people as only 25 % of Balochistan has electricity.

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<sup>6</sup> PPAF: Pakistan Poverty Alleviation Fund. PPAF is Islamabad based donor/supporting organization that provide financial and technical assistance the NGOs of Pakistan for community development.



### Degree Awarding Institutions in Pakistan

Table 2 shows the number of universities all over Pakistan. Degree awarding institution in Islamabad 32, Punjab 50, Sindh 48, Khayber Pakhtoon Khwah 29, Balochistan 08 and Azad Jammu & Kashmir 07. A total number of 174 public and private sector institutions are serving in higher education in Pakistan.

**Table 2: HEC Recognize Degree Awarding Institutions (DAIs)**

S/#	Province	Public	Private	Total
01	Islamabad	24	08	32
02	Punjab	26	24	50
03	Sindh	19	29	48
04	Khayber Pakhtoon Khawah	19	10	29
05	Balochistan	07	01	08
06	Azad Jammu & Kashmir	05	02	07
	Total	100	74	174

Source: <http://www.hec.gov.pk/Ourinstitutes/pages/Default.aspx>

### Degree awarding Institutions in Balochistan Province

Table 3 depicts list of the public sector universities which are serving in higher education sector in the province of Balochistan.

**Table 3: List of Universities in Balochistan**

Universities/DAIs chartered by Government of Balochistan			
S. No	University/DAI Name	Main Campus	Website Address
1	Balochistan University of Engineering & Technology, Khuzdar	Khuzdar	buetk.edu.pk
2	Balochistan University of Information Technology & Management Sciences, Quetta	Quetta	www.buitms.edu.pk

3	Lasbela University of Agriculture, Water and Marine Sciences	Lasbela	www.luawms.edu.pk
4	Sardar Bahadur Khan Women University, Quetta	Quetta	www.sbkwu.edu.pk
5	University of Balochistan, Quetta	Quetta	www.uob.edu.pk
6	University of Turbat, Turbat	Turbat	www.uot.edu.pk
7.	University of Loralai, Loralai	Loralai	http://www.uoli.edu.pk

Source: <http://www.hec.gov.pk/Ourinstitutes/pages/Default.aspx>

As mentioned above that the study is focused on public sector higher educational institutions of Balochistan province. Community engagement programs are also replaced with the term university/institution outreach programs. These programs have been focused in this research. According the purpose of the study the role of the universities apart from teaching and research/lab work is discussed in detail.

## **Findings of the results**

### **Community engagement programs Universities**

#### ***International Universities***

##### **Oxford University**

- Local Community and Student Volunteers
  - Raise And Give (RAG)
  - The Oxford Hub
  - Working across the community

##### **Harvard University**

- Public Service at Harvard
  - Phillips Brooks House Association
  - Center for Public Interest Careers
  - Harvard in the Community

##### **Cornel University**

- Outreach at Cornel
  - Milk marketing: Risks and rewards for agri-entrepreneurs
  - Cornell joins effort to fight global hunger
  - Give a gift with community staying power

## **University of Wisconsin**

- Community Service Program
  - Community and public health
  - Free medical clinics in community

## **Massachusetts Institute of Technology (MIT)**

- Community Outreach
  - SEED Academy
  - STEM program
  - MSBP
  
- Community Engage program for improving the communities through all the faculties of the university.
  - School of talented children
  - Fee waiver and financial assistance for disable and elderly people
- Fund the research projects on community
- Financial assistance on community action research projects
- Strong linkages with NGOs/Public and Private sector organizations.

## ***Community engagement programs in Pakistani Institutions***

### **Aga Khan University**

#### ■ **Community Health Sciences**

The Department of Community Health Sciences (CHS) at Aga Khan University's (AKU) is a well-established institute in Pakistan. Community Development is one of the major priority of the institute and the leadership at the university helps to develop an innovative curriculum that ensures the provision of quality health facilities. In last thirty years, the institute has made a significant contribution in primary health care and health system development at community level. CHS has achieved this empowerment through its successful models in both urban and rural areas of Pakistan. Additionally, at international level, the institute has provided a great contribution in teaching and research through its international network in East Africa and Central Asia. Education, Service and Research are three areas in which CHS works.

## **COMSATS Institute of Information Technology (CIIT)**

### ***COMSATS Sweet Home Program***

The devastating earthquake in 2005 in Pakistan left over 20,000 orphans. Additionally, terrorism especially suicide bombings in last fifteen years contributed to increase the number of orphans in Pakistan. These children are dependent on society and need help from local community. CIIT realized its social responsibility and lead the project of supporting the orphans by taking the responsibility of 100 orphans.

CIIT started a program “COMSATS Sweet Home Program” with the cooperation of Pakistan Bait-ul-Mall. The aim of the program is to enable these orphans to improve their lives. They are living in purpose built accommodation in Abbottabad and studying in nearby schools. CIIT<sup>7</sup> Abbottabad campus is taking care of their needs and meeting all expenses that are being incurred on their living, food, clothing and education. COMSATS is committed to make these children dynamic and well trained citizens of Pakistan.

### **National Testing System (NTS):**

NTS is Pakistan’s first non-government academic testing organization. Primarily, NTS organized tests for admissions in universities for BS, MS and PhD admissions, merit scholarships, pulic and private recruitment at national level. It is administered by a Board of Governors of NTS which is comprised of renowned national educationists and university leadership position holders. Moreover, NTS is a subsidiary body of COMSATS Institute of Information Technology (CIIT). NTS, through its testing, ensures quality, efficiency, reliability, accuracy and transparency. Over the years, NTS testing system has emerged as the leading organization and now a pre-requisite of many major public and private engineering, medical and other colleges, universities and institutions for admission of students and recruitment of staff. The major offerings of NTS are National Aptitude Test, Graduate Assessment Test-General, Graduate Assessment Test-Subject, TOEFL-ITP, TOEIC-L&R, and TOEIC-S&W

### **COMSATS Business Incubation Center (CBIC)**

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<sup>7</sup> COMSATS Institute of Information Technology

COMSATS Institute of Technology (CIIT) has its Business Incubation Center established to promote the process of commercialization of COMSATS R & D. The vision of CIIT and CBIC is to achieve sustainable development by deploying knowledge inputs to the local, national and international communities. It depends on education and technology inputs developed at the university and available for industry, agriculture, health and IT. The CBIC contributes towards development of socio-economic infrastructure of Pakistan. This has been achieved through CIIT vision that includes the attainment and imparting of knowledge, achieving excellence by generating and preserving knowledge, and applying that knowledge on society and entrepreneurs. In last twenty years, the contacts of CIIT with local and foreign institutions has enhanced its scientific, educational, R&D and technology growth potential. CIIT has signed MoUs with local institutions like PCSIR, PINSTECH, PCRET, NIE, NESCOM to promote its vision of creating and applying knowledge for welfare of its people.

### **Pir Mehr Ali Shah Arid Agriculture University, Rawalpindi**

Higher Education Commission (HEC) issued instructions for universities to establish the Office of Research, Innovation & Commercialization (ORIC) in each university. In 2011, Pir Mehr Ali Shah Agriculture University established ORIC at the university. ORIC directly reports to the Vice Chancellor and deals with all the University research and related activities. The Office of Research serves as a centre of advocacy for research and facilitator of the research environment. The role of ORIC is to provide services which facilitate and support research & innovation development through commercialization. ORIC provides academic and research support to faculty members in quest for research funding. ORIC is University's liaison with all the funding agencies to oversee contracts of research and commercialization. Industry-farming Community Linkages is a salient feature of the university. Pir Mehr Ali Shah Arid Agriculture University developed linkage with several organizations at National and International level that includes National Agriculture Research Centre, Fauji Fertilizer Company, Agency for Barani Area Development, Ali Akbar Group of Pesticides, FMC Pvt. Ltd., Nuclear Institute for Biotechnology & Genetic Engineering, Fuji Cereals, Vita Bread & Dawn Bread, Barani Area Research Institute, Alfalah Bank, Pakistan Council for Scientific & Industrial Research,

Syngenta Pakistan Pvt. Ltd., Nestle Milk Pack, Arqam Foods. Shezan Pak. Ltd. Hattar, Haleeb, and Pepsi Cola.

### ***Community Engagement Programs in Universities of Balochistan:***

#### **University of Balochistan (UoB):**

In Quetta, The University of Balochistan is serving as the oldest educational Institution of higher education in the province. It takes the responsibility of educating young people to meet the emerging needs of both industry and society. Being the most rural area of Pakistan, the University of Balochistan is critically important to fulfill the academic and professional needs of the local people living in the most neglected area. The role of university is vital in development of Balochistan. The University is ISO 9001:2000 certified and has signed 31 MOUs with institutes of national and international repute.

#### **ORIC at University of Balochistan**

The office of Research, Innovation and Commercialization (ORIC) is an important department in the University of Balochistan. It has been established to develop, protect, encourage, and promote research and innovation among faculty and students. Lot of emphasis was inculcated in scholarly research work and creative endeavors which are essential for sustainable intellectual growth of any university. More importantly, ORIC helps to connect teaching and research with industry and public sector organization to gain academic and professional outcomes. As far as the community engagement is concerned, there are several departments in university of Balochistan that includes Sociology, Social Work, Media and Journalism, Gender Development Studies, and Institute of Education and Research. These departments provide opportunities to their students to conduct research and internships. The students of social work department complete their thesis/internship period in organizations/departments such as Medical and Psychiatric Social Welfare, Rural Community Development, Urban Community Development, Family and Child Welfare, Women Welfare, Population Welfare, Drug Abuse Prevention, Treatment and Rehabilitation, Labor Welfare and Industrial Development, Educational Institutions, Special Education, and Social Welfare planning & policy development.

### **Balochistan University of Engineering & Technology (BUET), Khuzdar**

Evidences show that BUET has signed various MoUs with national and international institutions. There was not any community engagement program particularly found in the university. However, Civil Engineering department has great potential to serve communities. The department is involved in establishing basic facilities such as building roads and bridges, railways, dams, canals, ports, factories, as well as essential services of water supply, sewerage and power stations.

The Civil Engineering department has been engaged with public and private sector. During the earthquake 2013 the concern department has worked with one of leading NGOs of Pakistan namely HANDS<sup>8</sup> Pakistan in district Awaran and Kech. The experts/faculty members of the civil engineering department provided the technical support to the concern NGO regarding the construction of the disaster resilience houses in affected district. They also played their part in the supervision and monitoring of the project. The concern department covered the technical aspect of the intervention. That project was funded by the DFID/UKAID and implemented by HANDS Pakistan.

### **Balochistan University of Information Technology & Management Sciences (BUIITEMS), Quetta**

BUIITEMS is also an ISO 9001-2008 certified institution. The university has signed various MOUs with national and international institutions. Furthermore, the following community engagement programs are being implemented in BUIITEMS.

### **Office of Research, Innovation and Commercialization (ORIC)**

As mentioned earlier, HEC directs universities to establish Office of Research, Innovation and Commercialization, ORIC at BUIITEMS plays an important role in linking the academic and research programs with the public-sector organization. The mission of ORIC as stated in its mission statement is to promote and enhance quality Research activities and publications, university gains many academic and professional benefits due to ORIC.

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<sup>8</sup> HANDS: Health and Nutrition Development Society

Moreover, the role ORIC is critically important in assisting BoS<sup>9</sup> in evaluating research projects of faculty, and extend its coordination with academic departments for reviewing research activities. More importantly, ORIC helps to organize and coordinate both national and international seminars, conferences, and workshops to provide exposure to its faculty and students. ORIC also advise university authorities in research problems and projects of both national and international agencies. ORIC plays its vital role in connecting with both national and international agencies about funding of research Projects proposed by the university faculty. ORIC also executes BUIITEMS funded research projects such as seed money/fund for faculty research, and BUIITEMS Journal and Research incentives. Last, but not the least, ORIC strongly helps BUIITEMS researchers, engineers, scientists for the commercialization of their research products.

**Detail of Community Related Projects:**

- Project completed            38
- Project ongoing                05
- Projects submitted            06

***BUIITEMS Business Incubation and Entrepreneurship Center (BBIEC)***

The BBIEC supports in establishing business by providing services such as furnished office space, conference/meeting room, phone, fax and copier, high speed internet, one-on-one business coaching, market access services, networking, and access to industry and investment. A consultancy firm has also been established in BUIITEMS that provides its services to the public and private sector organizations.

***BUIITEMS Pak-USAID Merit and Need Based Scholarships:***

In order to provide access to higher education, BUIITEMS offers Pak-USAID Merit and Needs based Scholarships for under-privileged candidates who are unable to meet their educational expenses. The scholarships are offered in wide range of disciplines such as agriculture, veterinary sciences and bio technology, social sciences, peace & conflict studies, anthropology, archaeology, economics, linguistics, law, communication and media studies, international relations, and psychology. It is important to mention that half of

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<sup>9</sup> BoS: Board of Studies



the seats reserved for female candidates. Since the women participation in the higher education is extremely low, this scholarship scheme motivates women, especially remote and vulnerable areas of Pakistan. These women candidates are financially needy but have met admission criteria

***BUIITEMS Executive Education Center (BEEC):***

The BEEC has established a center of executive education in Balochistan, and can be classified as the first of its kind. The mission of this center is to partner with the different organizations to develop human resource by offering practical corporate educational solutions to promote tangible results aligned with the organizations' strategy.

BUIITEMS and Pakistan Institute of Management (PIM) signed a MoU to improve management skills of managers and officers that would contribute positively to ensure better management practices in public and private organizations. The trainings are also offered at the center that includes effective communication skills, finance and accounting for non-financial executive, effective project proposal, enhancing leadership skills, project management, and administrative skills. BEEC offers a range of options to meet the specific needs of organizations and executives. Customized programs for organization are designed to strengthen executive skills in specific ways.

**Lasbela University of Agriculture, Water and Marine Sciences (LUAWMS)**

The ORIC department has not been established yet. However, various training programs have been conducted on capacity building of junior and senior management, communication skills, Quantitative data analysis and use of SPSS and research techniques. The University has initiated work with IUCN<sup>10</sup>. Various activities for communities with respect the environment have been planned. The university has given a separate room to establish the project office in the premises of LUAWMS.

**Sardar Bahadur Khan Women's University**

***Baby Day Care Center(Angel's Home):***

SBKWU established a Baby Day Care Center in the university to

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<sup>10</sup>International Union of Conservation

support women with children. The service helps outsider mothers and university faculty to leave their babies and toddlers after paying a nominal fee. A well-trained staff is available to take care of babies during the time they spend in university. The center has now moved to exclusive building that is newly renovated and have multiple rooms, hallways, kitchens, and other necessities.

***Angel's Pre School:***

In order to cater the educational needs of young students, pre-school, Angel's Pre School has started in Angel's Home. Faculty and students can avail the facility after paying a nominal fee.

***Community Engagement Contribution by Sociology and Social Work Department- Students' placement Program***

The department of Sociology and the department of Social work in university place students in different organizations through its students' engagement program for community service. A six week program has been in placed at the end of each semester where students are placed in different agencies for filed experience. In order to facilitate students, a pick & drop facility is provided by the University transport department. The field experience results in improvement of students' communication, coordination, mobility, presentation, and report writing skills. Several agencies and organizations are involved in this program such as special education center, B M C<sup>11</sup> psychiatry, Cenar cancer hospital, Lady Diffren hospital, Balochistan Rural Support Program, International Union Conversation for the nature and Natural Resources, SUSG, United Nation Development Program, and day care center (SBKWU). These agencies and organization provide practical hands on experience to students to improve educational and professional skills.

***Activities of students of social work department during their filed work:***

Students of social work department perform different activities during their field work. It includes conducting seminars related to awareness about different diseases such as Tuberculosis, Cancer,

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11 Bolan Medical College

Depression, and Women health. Moreover, they organize health and hygiene campaigns. During the campaign, students distribute medicines among deserving patients in multiple hospitals like Lady Diffren Hospital, Fatima Jinnah Chest Hospital & Cancer Hospital. Students are also encouraged to involve in fund raising for special children. For that they organize variety show to encourage special children in Special Education center. Lastly, students attend trainings and workshops about different social techniques in Organization like Participatory Rural Appraisal (PRA), poverty causes, community organization and development, social mobilization and communication and enhancement in presentation.

### **University of Turbat (UoT), Turbat**

UoT is a newly established University. There no any department of ORIC and community engagement program initiated yet.

### **University of Loralai (UoL), Loralai**

UoL is a newly established University. There no any department of ORIC and community engagement program has been started so far.

### **Conclusion**

Government of Pakistan has announced Balochistan Package: Aghaz-e-Huqooq-e-Balochistan. In accordance with the package a separate office has been established in Higher Education Commission of Pakistan just to facilitate the process pertaining to the higher education to the youth of Balochistan. Findings show that HEC has bound all universities to establish a separate department with the name of ORIC (Office of Research, Innovation and Commercialization). This department is dedicated to play a bridging role among academia, industry, govt. Departments, NGOs and communities. ORIC department is established in University of Balochistan and BUITEMS. Further the results illustrate that the concern department is playing active part in BUITEMS. Number of projects has been funded to conduct the research on community issues. Universities of Balochistan are involved in community services but they need to strengthen their community engagement program more and take this as their third mission (1.

Teaching, 2. Research and 3. Community Engagement). There is lot of potential has be found to enhance the relations and networking with the public and private sectors. However, great role is felt of ORIC department in bridging the gap among department/institution/communities. Furthermore, other departments concerning to developing the human capital in Balochistan should come forward.

Moreover, the paper advocates that all faculties/departments should be linked with other stakeholders to serve communities. The universities have huge infrastructure, rich theoretical knowledge, experience and information on various fields. The CSOs and other departments/industries have force of workers/practitioners and worth of experience. If both sectors perform together they can make the difference in the province. Faculty members and students should insight beyond the boundaries of the institutions.

Those teachers/researchers/students/fellows who are involved in community engagement activities along with teaching and learning they must be appreciated. Secondly, Universities are suggested that they take community contribution as their key priority area rather than focusing number of courses, students and faculty members. Government and donor organizations should also be taken onboard for this great cause. Indeed, togetherness has power that can be utilized in the best interest of nation building.

### **Implications**

- Universities and other sites of higher education get benefits from effective engagement with local and regional communities. Students' learning is improved through programs and courses that are closely related to community issues, problems and solutions.
- Experiential leaning in form of internships and projects is enhanced and students get the benefit by ensuring engagement in contemporary issues and needs.
- Community engagement provides basis for improved research productivity because the collaborative partnerships open new opportunities for research, and new funding sources are introduced.
- By effective engagement of university with communities university's reputation can be significantly improved.

- In order to maximize benefits of community engagement, it must be seen as a core activity of a university rather than a separate undertaking.
- Community outreach program is seen as meaningful collaborations with agencies in the field of education, business, and public and social service. It is aspect that makes our discoveries useful beyond the academic community. Moreover, that aspect ensures learning beyond the university wall. Above all, it directly benefits the public at large.
- Lastly, community engagement program is not seen as a new approach. It is something that what we are already doing in our universities. More precisely, it is the use of our teaching, research, and service to report societal issues through a cooperation with the world around us.

## **Recommendations**

- Community engagement must be seen as a key component in promotion of university's staff and must be reflected in annual assessments.
- Universities should encourage the community engagement programs
  - Strengthening of ORIC department
  - Required Strong networking of public private and institution
  - Researches on communities should be encouraged
  - Follow the models of leading universities
- Universities should promote the research and development culture with true spirit
- This paper should be taken as a reference document

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