

Postgraduate Education: The Innovative Development and Program Execution

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In Pakistan, education is regulated by the federal education department and the provincial governments, with the federal government principally assisting in curriculum development, licensing, and research and innovation financing. Pakistan's literacy rate is currently 62.3 percent, suggesting that 60 million individuals are illiterate. Teacher education reform is critical for enhancing education in Pakistan and impacts the country's comprehensive education. It is crucial in developing countries because it imparts essential life skills to future generations¹. People in the health care and education spectrums have more authority after the eighteenth amendment was repealed in 2010. When talking about what it means to be a professional, we usually refer to high income, prestige, and influence, high educational requirements, relative autonomy, licensure, member commitment to the profession, codes of ethics, professional community cohesion, and monopoly over a task, skill, or practice².

According to the World Health Organization, around 59.2 million health care providers are working worldwide, with a shortage of nearly 3.4 million doctors, midwives, nursing staff, and staff members. Pakistan has 170,172 doctors, 13,422 dentists, 83,121 nurses, 39,000 midwives, 14,680 lady healthcare assistants (LHVs), and 33,522 chemists, according to the Economic Survey of Pakistan 2013-2014^{3,4}. Two Physicians for every 1,000 people, one dentist for every 1,000 people, four nursing for every one doctor, and one chemist for every six physicians, according to international standards^{3,4}.

The health sciences postgraduate training program has existed in Pakistan for many years, with the introduction of master's, fellowships, diploma, and doctorate programs in various specialities recognized to train both doctors and related professions in Pakistan, due to a large number of instructors, research, and tutoring abilities as well as the infrastructure for education and research, as well as financial capability.

The higher education commission (HEC) is a statutory agency; principal responsibilities include funding, monitoring, regulating, and accrediting the country's higher education institutions and a key role in developing a knowledge-based economy in Pakistan by awarding scholarships for study abroad^{4,5}. College of physicians and surgeons Pakistan's premier

postgraduate medical College was established in 1962 by parliament. The College's charter called for the establishment of postgraduate medical education, training, and research to promote the specialized medical practice. For decades, Liaquat University's academic staff have had higher qualifications domestically and abroad. The university has also offered postgraduate training programs with quality control and accreditation, as well as a variety of semi-health-related training programs (paramedical staff). In other Pakistani universities (both public and private), a base of competent academic staff with content understanding is also employed for various programs. Most of these professors possessed doctorate and fellowship degrees, continued teaching and research activities, well-established curriculum vitae and ongoing experience in their fields to vouch for qualitative and quantitative care.

Seminars on research methodology, bioethics, biostatistics and statistical analysis are held regularly, with students being dispatched to other institutions for extra training throughout their research work. The HEC and drug industries contribute educational and academic funds to e-Library, which produces a range of other digital online resources. In addition, each student enrolled in the programs was given a monthly stipend to ensure long-term stability. Furthermore, government institutions sponsored fee reductions for employees enrolled in postgraduate programs⁶. These postgraduate training programs increase advanced biomedical and scientific training, avoiding the social and economic problems associated with training overseas and significantly lowering expenditures⁷.

Within the state, a considerable rise in university mentoring abilities could aid in developing research skills among academic staff and other health professionals by selecting and involving university employees as supervisory, co-mentors and co-supervisors of students enrolled. It's a significant step forward to developing a solid culture and using excellent investigative approaches to address the regional health challenges. The construction of postgraduate study and extension units in Pakistani universities has given them the ability to train a varied spectrum of professionals in various priority areas, as well as identify institutions and other sources for capacity building.

Bioinformatics capability and e-learning strategies

developed to support postgraduate studies have allowed for the extension of courses and academic connections across the country, as well as the reduction of disparities within different institutions across the country. Consequently, academic institutions in Pakistan have created academic ability to ensure and maintain teaching and research efforts, as well as infrastructure and staff retention in multi and trans-disciplinary modes. This will very certainly lead to long enhancements in care quality. Despite the achievement, barriers remain that could quash further progress in the process of learning, including i) language barriers, ii) the insufficient growth of research labs, lecture halls, and academic teaching aids, iii) increased costs of some courses, iv) health problems and inability to make payments without scholarships, which led to the abdication of studies, and v) the competing primary professional responsibilities of most students (due to difference in racism and cultural tradition)⁸. In Critical Care training, Levitt MA 1999⁹ found no significant influence of mentoring financial assistance, research grants and prosperity on publication yield. Mentorship evaluations were related to research output, as per Vinci RJ et al.¹⁰

In Pakistan, these post-graduation programs are developing fellowship and doctoral programs through educational grants, laboratories and equipment resources in institutions and stakeholders and training programs established in resource-limited settings. Increased faculty and student & career development, promoting scientific growth and permitting university and faculty scientific, pedagogical, and academic management growth are possible targets.

Faculty members benefit from the experience, knowledge and networking that have resulted in ensuring long-term sustainability. Every one of the member organizations and faculty and staff helped contribute exceptional knowledge and skills to these ability schemes and innovations, and every department chair advantage from the expertise, experience, collaboration, and editorials that ultimately ensure long-term stability. This technique for developing postgraduate studies can be applied to various training programs in our country's institutions.



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