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EDUCATION IN PAKISTAN

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ALLAMA IQBAL OPEN UNIVERSITY
ISLAMABAD
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FORWARD

It is evident, globally, that provision of quality education is inevitable for a nation to survive and progress, the most important factor in determining quality of education is the teachers. Therefore the best education systems throughout the world always draw teachers from among the top graduates; train them rigorously and ensure their effective professional development throughout their careers. For teaching effectively the teacher, along many other things must be well acquainted with the context, culture and history of the group of learners he/she is teaching.

The course ‘Education in Pakistan’ is a window to the education arena of Pakistan. As education arena is very broad in nature and encompasses historical, philosophical, sociological, administrative, curricular and many other issues. In this regard the course will help the perspective teachers of Pakistan to understand the system of education and how it evolved up to the present after which not only the present scenario would become clear but it would also illuminate the future.

It is worth mentioning here that the course is not supposed to transfer the knowledge regarding our system of education, its roots and developments and the issues being faced or expected to be faced by this system. Do not forget that you are a change agent and every bit of information provided in the course requires to be critically analyzed and examined, only then you will be able to draw practical lessons from the past events and initiatives, point out the mistakes we are committing even today and contribute for more viable plans for a better system of education.

I render my heartiest congratulations to the course development team as well as course reviewer who completed this professional endeavor with full devotion and tried their level best to provide a recent and complete picture of education scenario in Pakistan.

Vice Chancellor
Allama Iqbal Open University
INTRODUCTION

Survival of a nation without quality education is difficult and progress is impossible. Teachers are the real change agent of a nation. Teachers can only play their role as a change agent of the nation if they are well aware of the nation’s ideology; educational aspirations; historical developments and future desires. The course ‘Education in Pakistan’ has been written for the prospective teachers to enable them to trace the historical perspectives of education in the country and to help them to analyze analogue of different educational policies and plans of Pakistan. Prospective teachers will also find this course helpful in understanding educational administration, curriculum development and examination systems with special reference to their national context. The course will offer vistas to current trends, issues and problems that our education system is facing.

I would like to pay my sincere tribute to the course team and writers of the course who did their best to provide valuable information to the future teachers not only about the plans, policies and practices that shaped the history of education in Pakistan but also about the lessons learnt. Writers and reviewers did a noteworthy effort to make this course interactive, simple and interesting and self assessment exercises would help the prospective teachers to monitor and regulate their learning. Second review was done with the aim to update the information provided and to ensure the alignment of the material to the present educational needs of teachers being prepared to teach in 21st century classrooms. We would welcome your suggestions to further improve the course.
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HISTORY OF EDUCATION
IN SUB-CONTINENT

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INTRODUCTION

In this unit you will learn about the perspective of education in Pakistan through history. Basically the history of education starts from the period of ‘Slateen’ and extends up to the British period. In the first part of the unit education in Slateen period is discussed, whereas, in second part the features of education system in muslim period as a whole are described. The third part deals with the historical journey of education system through British period.

OBJECTIVES

After studying this unit, you may relate it with the second and third units and so you will be able to:

1. Know the state of the art of education before the birth of Pakistan.
2. Analyse the philosophy of Education in the Slateen period.
3. Know the British Educational Policy in South Asia.
4. Identify the core issues of Education before Pakistan came into existence.
5. Compare and contrast the systems of education in Muslim and British rule periods in the sub-continent.
1. THE SLATEEN PERIOD OF EDUCATION

Many Muslim rulers and nobles of South Asia were not only well aware of the Islamic concept of education but were also committed to promote and spread this light to every corner of their region. Many of them were learned men by themselves. However, those who were not educated, such as 'Ala-ud-Din Khilji’ or the Mughal emperor Akbar the great, were extremely generous and broadminded and helped the spread of arts and sciences. Hence, they promoted education and knowledge among people. They built mosques and opened many schools and colleges of Islamic learning. Stipends and scholarships were awarded to the teachers and the students.

Qutbuddin Aibak was the first independent Muslim ruler of the Sub-Continent. The Muslim Empire established by him lasted for about seven centuries; But the Slateen stayed in the Sub-Continent not merely to subjugate and rule, they made it their home and did much for the welfare and cultural advancement of the native population. They were eager to establish a stable government as well as to bring peace and prosperity to the people. From Qutbuddin down to Bahadur Shah II, most of the Slateen and Emperors contributed a lot to the promotion of knowledge and arts. Even provincial governors and rulers of independent states did not fail in their duty to achieve this end. Besides, the public, the nobles and the manual letters all did their best in this regard. Due to these efforts, education was as general and unrestricted in the Sub-Continent as in other Muslim countries, while in Europe during the same period education was the monopoly of a privileged class, the churchmen and the clergy.

1.1 Attitude towards Education

The Government of the time believed in the independence of the educational Institutions as against the modern concept of the imposition of restriction, on or supervision of education by the Government. The main task of the Government was to give financial aid. The teachers were, however, quite free to manage their institutions, frame courses and curriculum, and decide the aims, nature and method of their teaching. The officials of the Government did not interfere in these matters at all. These institutions also taught some specially prescribed compulsory courses, but the system was not too rigid. Changes were introduced at different times and in some places certain subjects were even added.

It does not, however, mean that the Government was indifferent to the educational activities in the country. There was no separate department of education in those days; nor were their inspectors to supervise educational enterprises. It does not, however, indicate that the Government took no interest in the matters of education. Such a conclusion would be contrary to facts. The Sadrus-Sudur, a permanent official enjoying the rank of a minister under the Delhi Sultans and the Mughal Emperors, had the following duties and functions to perform:

a) To put up lists of candidates for scholarships and stipends before the Sultan.
b) To appoint Qazis and Muftis.
c) To censure persons erring in matters relating to education and public morals and to watch the betterment of education and public morality.
d) To provide aid to the poor and the disabled from the funds provided by the State.

It was incumbent on the Sadrus-Sudur to keep himself aware of the financial condition of the Ulama and to provide those, who were in need, with necessary aid either from private purse or from the State funds, off course with the approval of the Sultan. The Qazis and Muftis for various cities were chosen among these Ulama and staff of the educational institutions. Their salaries were regularly paid out of the royal treasury. In some cases, Jageers (properties) were endowed for defraying the expenditure of educational institutions. The teachers were paid salaries and the students scholarships. In some institutions boarding and lodging were provided free. But mostly the students’ resided at their homes while receiving their education in schools. On finishing their education, suitable, among them were appointed as teachers in schools.

The teachers and the students were both supported by the State and some schools had endowments attached to them. Thousands of schools in the Sub-Continent were established by the Sultans. They were spread in far flung areas in every nook and corner of the country. They were the main centres of education. The Madrassah Khair-ul-Manazil founded by Maham Anka in Delhi and the Madrassah founded by Mahmud Gawan in Bidar are just a few instances out of a large number of them. Some of these old educational institutions are being used as centres of education even today. A case in point is the Madrassah of Ghaziuddin in Delhi outside Ajmeri Gate. Before the Independence in 1947, it was known as Arabic College; now it is called 'Delhi College'.

Prominent Viewpoints about Education
Here we try to examine the different viewpoints about the Muslim educational system in South Asia. They include the objectives, curriculum, examinations and philosophy of Education.

1.2 Aims of Education
Aims are the cornerstone of every educational system. The curriculum, methods of teaching and other educational activities are determined keeping in view the aims of education. In the Sultan period of the Sub-continent, the objectives of education were:

a) Seeking the Pleasure of God
To please Allah is the most cherished aim of the Muslims during their worldly life. So, naturally, the basic aim of the Muslims’ education is the attainment of Allah's pleasure through building the human character and personality in a befitting manner along with fulfilling the demands of worship. The basis of this aim of Islamic education is the tradition of the Holy Prophet (S.A.W), 'whosoever seeks knowledge for the purpose other than the pleasure of Allah, Almighty shall command him to locate his destination in the Hell.'
b) **Predominance of Islam**

It has been the aim of life and education of the Muslims to secure supremacy for Islam along with their success in the next world. Islam has appeared in this world as a predominant power. Therefore, it is the cherished desire of Islam to prepare the Muslims for its predominance with the help of education. In other words, education is a key to success in this world as well as to hereafter.

c) **Character Building**

It is also an important aim of education. The Muslim Scholars gave due consideration to its attainment. The study of Hadith and the biography of the Holy Prophet (Peace be upon him) proved great value for the attainment of this objective.

d) **An Overall Development**

A balanced mental and physical development of learners is one of the aims of Islamic education. Educational activities therefore are designed to polish all the abilities in a balanced way.

1.3 **Curriculum**

The Holy Quran held a central place in the Muslim curriculum. The other subjects were included for its explanation. For instance, the Holy Quran has emphasized again and again to observe the Universe. This introduced the subject of science. In order to deal with the criticism of the Holy Quran, the philosophical sciences in general and the scholastic philosophy in particular appeared. The desire for recognition of the 'self gave birth to psychological sciences. Arabic language and literature supported their importance. With the passage of time, all these sciences and arts became permanent. The Muslims helped them to reach the highest point. Certain changes and modifications in the curriculum were made to adapt it to the changing circumstances. Here we discuss curriculum with reference to different stages:

a) **Elementary Education**

It consisted primarily of the art how to read and write and the recitation of the Holy Quran without understanding its meanings. In this stage co-education was in practice.

b) **Secondary Education**

In this stage the worldly education and training regarding everyday life affairs, official procedures and legal matters was imparted. The curriculum consisted of arithmetic, history, ethics, Islamic Jurisprudence and calligraphy. At this stage Persian was the medium of instructions in South Asia.

c) **Higher Education**

It consisted of philosophy, logic, scholastic philosophy (Ilm-ul-kalam), explanation of the Holy Quran and traditions of the Holy Prophet (Peace be upon him). The medium of instructions was Arabic at this stage.
1.4 Media for Promotion of Knowledge

It is; however, wrong to limit the progress of education in those days to these institutions. Every Sultan patronized the establishment of public schools in various parts of his sultanate. Every new Government tried to prove itself more beneficent and dedicated than others by establishing institutions for popular education. But education was not limited to these centres, alone. In order to fully understand the condition of educational progress in those times it is necessary to familiarize ourselves with different kinds of media that were in vogue for spreading education.

1.5 Periodic Curriculum

Now, as regards the curriculum at this stage, we can examine it with reference to the following three periods, namely:

a) First Period

It covers the period between the beginning of the Muslim education in the sub-continent to the reign of Akbar the Great. It continued for about two centuries. During this period, Arabic language and literature, including exegesis of the Holy Quran, traditions of the Holy Prophet (Peace be upon him), Islamic Jurisprudence, Logic, Scholastic Philosophy and Mysticism constituted the curriculum.

b) Second Period

During the above mentioned first period, the tendency towards philosophy and logic, which got importance during the reign of Sikandur Lodhi, was further strengthened by Fath-e-Ullah Shirazi, a minister of Akbar the Great. The reign of Akbar was a period with no particular religious trend under state patronization though Akbar created Deen-e-Ilahi, the dominant religion was Islam. The traditional branches of learning, such as the Holy Quran, traditions of the Holy Prophet (Peace be upon him) and the sciences relating to both of them, were criticized openly and deliberately. However, the rational branches of learning and the rational sciences (Philosophy and logic, etc.) were encouraged fully. The text books of different subjects were changed. However, a new subject i.e. the science of medicine was included in the curriculum. This period ended during the reigns of Aurangzeb.

c) Third Period

Mulla Nizam-ud-Din Sahalvi was a reputed scholar during the reign of Aurangzeb Alamgir. He made changes and modifications in the curriculum and made it a new curriculum. This was the curriculum which remained in force in about all the academies of the Sub-Continent recognized as Dars-e-Nizami. This curriculum resembled that of the second period. Consequently, the tendency towards the works of philosophy and logic (the extra-religious fields of knowledge) increased. Moreover, the textbooks of different subjects were changed. The principal aim was to facilitate the students to have an easy access to the books considered more difficult in all main subjects and sciences. Resultantly, the worlds of philosophy and logic were preferred to
those of the traditional branches of learning. Then, Shah Abd-ur-Rahim stepped forward and re-introduced the Holy Quran and Hadith in the curriculum and at last succeeded in reviving them both. After him, his great and illustrious son Hazrat Shah Waliullah, further promoted the movement. He extended a balanced criticism of the, curriculum in force and did much to popularize the study of the science of Hadith. Dars-e-Nizami is still in force in most of the academies in the Sub-continent. We shall study it in detail in the next pages.

1.6 Dars-i-Nizamiyyah
The salient features of the Dars were as:

a) Comparatively less importance was given to the teaching of the Holy Quran and Hadith than to teaching of philosophy and logic, etc.

b) Geography and History were ignored completely.

c) In Dars-i-Nizamy an there were many books on etymology and syntax while the books on literature were very few.

d) Intelligence and wisdom, prudence and thought etc. were preferred to information.

In other words we can conclude that in the curriculum for higher stages rational branches of learning prevailed over the religious branches of knowledge (reported sciences) and the curriculum grew a bit heavy as well as difficult.

The curriculum known as a Dars-i-Nizami today is as follows:

**Etymology**
Mizan: Munshaib; Panj Ganj; Zubdah; Dastur-ul-Mubtadi. Saif Mir: Ilim-us-Sigha; Fusul-i-Akbari: Shafiyyah.

**Syntax**
Nahv Mir; Miatu Ainil; Sharah-i-Miat Amil: Hidayat-un-Nahv Kafiyyah; Sharah-i-Jami.

**Logic**
Sughra; Kubra; Isaghoji; Qala Aqul; Tahzib; Sharalw-Tahzib; Qutbi; Mir Qutbi; Mulla Hasan; Hamdulla; Qazi Mubarik; Mir Zahid; Commentary on Mir Zahid by Chula Yahata; Mulla JAL; Sharah-i-Sullen and in some institutions An notations of Abdul AH on Mir Zahid and Sharah Sullen by Mullah Mobil.

Physics and Metaphysics; Maibazi; Sadra; shams-i-Bazigha.

**Fiqh**
(Islamic Law) Shara-ul-Waqaya, (First two books) Hidayah (last two books).

**Usul-i-Fiqh**
(Principles of the Muslim Law), Nurul Anwar; Taudih; Talwhih; Musalla-muth Thabut.

**Tafsir (Commentary)**
Jalalain; Baidawi (Upto Surah Baqr).
Hadith ( Tradition)
Sahih Bukhari; Muslim, Mo'ta; Tirmizi; Abu Daud; Nasai; Ibn-i-Majah.

Principles of Hadith
Sharh-i-Nukhbat-ul-Fikr

Scholasticism
Sharah-i-Aqaidun Nasafi; Khayali; Mir Zahid Umur Ammah

Rhetoric
Muktasar-ul-Ma'ani; Mutawwal (upto Maana qultu)

Literature
Nafliat-ul-Yaman; State Muallaqat; Hamasa; Diwan of Mutanabbi (selections); Muqamat Hariri (selection).

Mathematics
Khulasat-ul-Hisab

Geometry
Euclid (Book I) and in some institutions upto Book IV

Astronomy
Tasrih Sharh, Tasrih-ul-Aflak; Sharh Chaghmini

Law of Inheritance
(Faraiz)-Sharifiyyah

Dialectics
Rashidiyyah

Its Drawbacks
The above curriculum, generally known as the Dars-i-Nizamiyyah, has certain disadvantages and drawbacks. At some places, steps have been taken to modify it according to the needs of the recent times and environments:

a) Undue emphasis has been laid on the means rather than the ends due to which the students lose sight of the real aim of their studies. Etymology and syntax are an indispensable aid for learning a language but it does not justify the inclusion of 15 books on grammar, especially when the literature has been allotted only three or four books. The aim of teaching grammar is to gain mastery over literature and not to master the grammar itself. Similarly, logic has for its end the cultivation of power to ponder and think accurately. But inclusion of many books on the subject unduly emphasizes its importance, giving the impression that the learning of logic was an end in itself and the ultimate object of its teaching was nothing but to have a mastery of the subject. Moreover, "the books' included in the curriculum largely contain matter irrelevant to the subject.
b) No doubt the aim of a scholar should be to sort out the solution of a problem, but it does not mean that the acquisition of knowledge for its own sake should be totally ignored. It is important to develop the ability to think and ponder but to create a thirst for knowledge is as much a necessity, so that a student may use his capabilities for acquisition of more and more knowledge.

c) The number of books included in the curriculum is so large that it is difficult, if not impossible, to acquire complete mastery over them.

d) Less attention is given to Tafsir, Hadith and literature despite their preeminence in our lives.

e) Some important subjects have been totally ignored. History, Geography, Ilm-i-Ejaz-ul-Quran, Topology and Geology have been paid little attention.

With all its short-comings, however, the curriculum has produced many men of great talents.

The completion of the programme does not ensure the highest attainment in any special branch of science; yet it develops in the scholar the ability to attain a relative perfection in the branch of learning of his choice through self-effort. It dispenses with, dependence on others for help.

After the death of Aurangzeb, the services of the families of two distinguished votaries of Islamic learning viz. Shah Waliullah and Mulla Nizamuddin are really remarkable.

After Aurangzeb's death, the Mughal Empire was in the process of disintegration and decay. There were a number of saints and scholars like Mujaddid Alaf Saani and Sheikh Abdul Haque. During this period the great inquirer like Shah Waliullah, on the one hand, preached to the strayed Muslims once again to tread the right path of Islam and thus completed the mission of Sheikh Mujaddid, while on the other, they restored among them political unity and assembled the Muslims on the battlefield of Panipat as one nation.
1.7 **Activities and Self-learning Questions**

Write down the names of the Muslim Slateen who had a deep interest in educating the people.

__________________________ __________________________
__________________________ __________________________
__________________________ __________________________

Q. 1 Who was the first Muslim ruler of the Sub-continent who did much for cultural advancement?

Q. 2 Which officer in the Slateen period was responsible to keep himself informed about the condition of the Ulema?

Q. 3 Describe any two aims of the Muslim Education system in the Subcontinent.

Q. 4 On what, did the Muslim curricula lay main emphasis?

Q. 5 When did the first period of the Muslim Education end?

Q. 6 Which period of the Muslim Education started with Mulla Nizam-ud-Din?

Q. 7 Write down at least one drawback of the Dars-i-Nizamyyah

Q. 8 In Eighteenth century, who was the Muslim scholar who revived the path of Islamic Education?
2. THE PHILOSOPHY AND POLICY OF EDUCATION IN THE MUSLIM PERIOD

The process of conveying the curriculum to the students in the most effective manner needs an effective policy and philosophy provides the base for this policy in order to know about the real status of education in Muslim period, policy and philosophy of education is discussed in detail.

2.1 Primary Education

In the elementary academies the regular and formal education of a child used to begin at the age of four years, four months and four days and the teacher started it in the presence of the relatives and peers of the child. He taught the child ‘Bismillah’; the opening verse of the chapter entitled al-Alq and the opening chapter of the Holy Quran.

Quran
At first stage, the students were taught how to read. Having made the child acquainted with the letters of the alphabet along with their various forms and shapes, he was taught how to write the letters. Then came the words and then sentences (It was Akbar the Great who was the first to introduce the process of reading and writing simultaneously). In other words, at first the letters of the alphabet were taught. So, having understood and recognized the names and forms of the letters, the students were asked to read them with the help of calligraphy. Experience and practice helped the students read fluently without spelling out the words. The subject of the Holy Quran was introduced after mastery over three “R”s.

2.2 Secondary Education

The following methods were used in the Secondary and Higher Secondary teaching institutions, namely:

a) Oral method of teaching.

b) Education with the help of text books.

c) Education through debates and discussions.

d) Depth in study

a) Oral Method of Teaching

This old method of teaching was in force in almost all the elementary religious academies. The teachers used to deliver a lecture regarding a topic or subject and the students put down important points. During the lesson as well the student got removed their difficulties with the help of relevant questions. The teachers too put questions to evaluate the knowledge of the students.
b) **Education with the Help of Text Books**
According to this method the teacher himself readout to the students from a book or asked a student to read it out to the class. Then he explained the difficult points. The students too put questions to get removed the difficulties, etc.

c) **Education through Debates and Discussions, etc.**
The importance of depth in study cannot be ignored. So, according to this method the students used to come to the academies duly prepared for the lessons. As a result, the lessons used to be converted into debates, etc. Moreover, the contemporary scholars used to attend the lessons of the well-known teachers. In this way the standard of discussions was of high level. In the higher academies, this method was made the best use of and it remained in force quite successfully!

d) **Depth in Study**
This method is considered much successful for the serious students even today. The students of the higher academies used to read books by themselves and pondered over each and every word. They also compile answers to all probable objections and criticism. While studying, the original text and its translation came first and the real meanings and objectives always followed. In case a passage was difficult successive readings were tried to understand it thoroughly and comprehensively.

Only the most difficult and complicated problems were put before the teachers for solution. The teacher was regarded a reservoir of knowledge.

2.3 **Monitorial System**
Nearly all the religious academies had this system. Accordingly, the students of higher grades used to teach the elementary grade students. They were responsible for discipline as well. Any one of the students used to repeat around whatever the teacher readout. This student was recognized as the repeater.

2.4 **Examination System**
The Muslims educational system did not have the examination system like we have today. The teachers themselves promoted the students to next grades after a test of their learning and grasping capability. It was also customary to test the weekly progress in study. The teacher also used to test their students during the lecture/lesson. A close link between the teacher and the student too helped evaluate the knowledge of the student. At the accomplishment of the last grade the students were awarded diplomas. Now, as regards the formal tests, it was Muhammad Adil Shah of Bijapur who introduced the Annual Examinations. They always commenced from the month of Zil Hijja. Aurangzeb Alamgir also ordered for the monthly tests.

Although there was no regular system of formal examinations, even then an atmosphere of competition was there for the recruitment to the royal seats and senior posts of bureaucracy. For the post of poet laureate, many a poet rushed to the court from far-flung corners of the country. Likewise, for other posts too it was obligatory to prove one's
worth practically. So, we can conclude that a system of competitive examinations was there even in those days.

2.5 Setup of Religious Academies

One salient feature of the Muslim educational system was its internal freedom. The rulers, nobles and the rich setup academies and also looked to their financial obligations and needs. However, the scholars and teachers enjoyed, independence regarding the curriculum, methods of teaching timetable and other related matters, etc.

The following kinds of religious academies existed during the Muslim rule in the Subcontinent, namely:

a) Public Academies

In big cities, many academies and higher education institutions were run by the government itself. However, some nobles and landlords also shared the expenditure for their maintenance. The teachers appointed in such academies were usually the well-known scholars. The students were also awarded scholarships/stipends.

As regards the academies setup by the rulers, the Feroz Shah University setup by Feroz Shah Tughlaq held an outstanding position because of its magnificence and splendor. It was a residential institution. The teachers and the students both got reasonable aid. The Humayun Academy was also a well-known institution. The tomb of Humayun was also used as an academy. During the reign of Akbar the Great, the principal mosque at Fatehpur Sekri was also a great academy. It shows Akbar's interest in the spread of knowledge.

Shah Jehan setup an academy named Madnssa Dar-ul-Baqa in Delhi. The king himself appointed the teachers in it. During the reign of Akbar the Great, a great institution named Madrissa Khair-uk Manazil was setup. Aurangzeb Alamgir had setup a grand University at Farangi Mahal.

b) Mosque Academies

In the Muslim educational system, Mosque holds a very important position. In Medinah-al-Munawwarah, Suffah (Plate form in the Holy Prophet) Mosque in Medinah served as the first Islamic University in the world. After that many grand and renowned Universities and academies were setup in mosques or in the adjoining buildings. The arrangement for recitation of the Holy Quran without understanding its meaning in mosques was primarily introduced in mosques and
this tradition still prevails in mosques. In the Sub-continent the elementary schools were established in mosques only. In these schools the students were taught the Holy Quran, elementary knowledge of Arabic and Persian, Mathematics and Calligraphy. These schools were run on self-help basis. At the same time, the tradition of public support of the mosques also existed. These schools enjoyed an indirect patronage of the government.

c) **Convent and Shrine Academies**
The mystics and saintly guides played an important role in spreading the teachings of Islam. People used to gather around them to benefit from their knowledge. The devotees and generous people managed their lodging and boarding. The Centres setup in convents and shrines for the purpose of purification of mind gradually developed into regular teaching institutions and Universities and played an effective role in promoting education.

d) **The Almamaters Adjoining the Academies run by Scholars**
To the Muslims, education and teaching processes holds the position of religious obligation and worship. To perform this duty, scholars devoted themselves exclusively for teaching. They voluntarily started their teaching job in mosques and people rushed to them from far and wide to acquire knowledge. Some scholars used to start their religious lectures even at their residences and educated the people without any worldly or monitory gains. The well off scholars even managed the lodging and boarding of their students. However, in this noble deed other Muslims also co-operated with them generously and without any personal interest.

2.6 **Educational Societies**
The societies and associations, like the schools and libraries, proved of great help in educational progress. Such societies were generally formed by the members of the royalty who maintained at their court a galaxy of poets and scholars. These scholars held assemblages which were, at times, joined by the king himself. Following the custom of the royalty the nobles too, had formed similar associations. It was in the time of Balban that we for the first time come across associations, which were devoted entirely too educational purposes. They were established by Prince Muhammad Shaheed and Prince Bughra Khan, sons of Balban. The princes differed in their taste. So, the associations formed by them too had different aims. The association formed by Prince Muhammad was literary in character with Amir Khusro, the famous poet as its chairman. Its meetings were attended by scholars and 'Ulama' from all corners of the Kingdom and discussion were held on literary topics. Prince Bughra Khan was a lover of fine arts. The association under his patronage had the aim of development and practice of fine arts. The nobles followed the example set by the princes and established a number of such associations. These institutions were of high standard.
It was mainly due to the fact that during the reign of Balban, which is regarded as the best period of Afghan rule, a large number of celebrated and selected scholars of Asia had assembled at Delhi Court. The literary gatherings patronized by the princes provided the people with opportunities to benefit from the scholarly discourses.

Akbar also devoted much attention to literary, scholastic and religious activities. A debating hall was set apart for discussions with the “Ibadat Khana”, (place of worship) Akbar used to listen to the discussions of the divines of different sects and religions. The emperor was very fond of making experiments; there he once experimented on discovering the natural language; there he also attempted to bring all the people of the Sub-Continent into the fold of a new religion 'Deen-e-Ilahi', so as to unite them into one nation. These experiments could be wrong, but the scholastic activities of the association proved very useful to literature and science by producing, original works as well as translations of great value. Many of the scholars who participated in the discussions held in the "Ibadat Khana" combined their efforts in translating into Persian, Arabic and Hindi books such as, "Moajamul Buldan", and "Tarikh-i-Kashmir". This method of collaboration was not confined to translations alone. Even original books on history were produced through joint efforts. But the best outcome of the method of collaboration in the Pak-Indo Sub-continent was the compilation of "Fatawa-i-Alamgiri" in the region of Alamgir who appointed a committee headed by Mulla Nizam.

2.7 Buildings and Finances

In the Sub-continent, the Muslims started their teaching jobs in mosques. In the beginning there was no arrangement of buildings for academies. Gradually, the inclination towards adjoining buildings for academies developed. Shah Jehan setup a separate, grand academy in Delhi. Its building was adjoining to the Jamia Masjid, Delhi. Moreover, in Lahore, Agra, Gujrat and Ahmadabad, the academy buildings were constructed quite adjoining to the mosques.

It was also common to raise academy buildings adjoining to Muslims shrines. In Bihar, the Shrine of Shah Kabir (Sasram) and the academies adjoining to the Shrine Phulwari are worth noting. The buildings of the public academies were very grand and splendid wherein facilities for learning and teaching and the arrangements for lodging and boarding for both the teachers and the students existed.

In public institutions, teachers and students were awarded scholarships and monetary help by the government. Some academies had permanent endowments too, which met their financial needs. Aurangzeb Alamgir ordered for gradational scholarships for the students of special classes. King Jehangir enacted laws for the development and spread of education and provided a strong and concrete footing to the finances of the academies.
2.8 General Discipline
The educational system was independent with regard to its internal management. Therefore, no central concept was there for its discipline. Again, there were no prescribed conditions regarding the admission procedure, etc. nor was there any age-limit for the purpose. In the academies the medium of instruction was Arabic.

Usually the admissions were completed during the month of Shawal. There was no fixed daily timetable. However, in the Higher Education Academies, the teaching hours were from the Morning Prayers till the time beyond the Night Prayers and they were not continuous in character. In elementary academies the teaching hours were from morning to noon and then after the Midday Prayer. There was no proper reciprocal connection among the academies. Still there existed a considerable harmony among all the academies with regard to their methods of teaching, curriculum and timetables. There was no limit of studentship as well as teacher ship. The students were awarded diplomas and certificates etc. according to their abilities and capabilities. For the students the epithets of ‘Fazil’, ‘Aalim’ and ‘Qabil’ were in forces which were awarded at the accomplishment of the courses of logic & Philosophy, acquaintance with religious precepts and of literature respectively.

2.9 Activities and Self-Learning Questions
Enlist the names of some religious educational institutes of your district.

__________________________ __________________________
__________________________ __________________________
__________________________ __________________________

Q. 1 What was the Elementary Educational system in the Muslim Period?
Q. 2 Describe oral method of teaching in the Muslim Period.
Q. 3 Describe the examination system in the Muslim Period.
Q. 4 What was the role of Mosque Academies in the Muslim Period?
Q. 5 Discuss the role of educational societies in the Muslim Period.
3. THE BRITISH PERIOD

Gace Charles Grant was the founder of the British Education Policy in South Asia. He was an employee of the East India Company and was known for his devotion to duty. In the beginning he led a luxurious life, but afterwards he became a Christian Missionary, returned to England in 1790 A.D. and tried his best to persuade the British Parliament to support his suggestions on education. He briefed the Parliament about the Indian Educational System and the moral status of the Indians in a way as if the whole of South Asia had sunk deep in immorality, ignorance and vulgarity. To care the ills, he suggested that the British Government must take over the educational setup of the South Asians. He further suggested that in addition to the Western sciences, such as Science and Technology, the South Asians must be compelled to study Bible while the medium of instruction should be English. Again, the English Language and Literature must be included in the curriculum. Hence, since 1813 A.D. these suggestions and recommendations of Charles Grant had constituted the foundation of the British Education Policy in South Asia. That is why Charles Grant was considered the founder of the modern education in South Asia.

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3.1 First Period of Modern Education

In 1813 A.D. the British Parliament revised the Charter and added clause 43 to it through a resolution authorizing the East India Company to spend Rupees one lac (Rs. 1,00,000) annually on the promotion of English Language and literature in Inca. The company was also allowed to setup schools and to arrange, lectures for the purpose. In the clause the following two points with respect to education were very eminent, namely:

a) Revival and development of literature and encouragement of the educated people in south Asia.

b) Introduction of Scientific knowledge in British Colonies.
Now, as regards the first point, it dealt exclusively with oriental learning and ancient sciences, while the second aimed, learning of the modern western sciences. But the later educational policy of Britain was a practical show of the policy suggested by Charles Grant. Its main aim was to spread English Language and literature and promote western knowledge and culture. In this respect, the Charter Act of 1813 A.D. is considered the foundation stone of the new educational setup in India.

As regards the money earmarked in the Charter 1813 A.D., it was too little. Further, it was not spent properly for ten years, for during that period the Company remained at war with the local rulers. In 1823 A.D. the Mass Education Committee was setup, but it too remained inactive nearly for ten years.

During the first period ranging from 1813 to 1835 A.D., some Englishmen were sincere enough to spread knowledge in South Asia with regard to Company Charter but the Company never bothered to encourage them. Instead, the Company ordered the Governor of Madras to follow the policy of the Governor of Bengal who believed that education should be confined only to the upper class South Asians, so that their services might be used by the Company. In other words, the Company's sole aim was to prepare the people only to serve the East India Company.

Here is a summary of the important educational events that took place between 1813 to 1835 A.D.

The missionary institutions too remained active during this period.

- a) In 1815 A.D. the Bombay Education Society was setup by the Govt.
- b) In 1816 A.D. the Calcutta Widyalia Education Institute was setup.
- c) In 1819 A.D. it was raised to the level of a college. Here, the Indians were imparted higher education. The medium was English. It was the first Government College in South Asia.
- d) In 1833 A.D. the Charter Act was amended and the grant for education was enhanced to ten lac rupees (Rs. 10,00,000) annually.

### 3.2 Second Period

In the British India, the second period of modern education ranges from 1835 to 1854 A.D. When Lord Macaulay's memorandum was passed by the Parliament. Lord Macaulay set foot on the South Asians Soil on June 10, 1834 A.D. He was a legal member of the Governor General's Executive Council. He was also the chairman of the Mass Education Committee. In 1834 A.D. and issue, whether the medium of instruction should be English or oriental languages, was put before the Council. As a result of vetting in the Council, a tie was noticed and Lord Macaulay reserved his ruling for the time being. But when the issue was brought before the Governor General's Council, he insisted that unless and until the ancient system of knowledge and literature in South Asia was destroyed, the social and economic progress cannot be ensured. Hence the teaching of
European Sciences and English Language must be enforced in South Asia. Again, he advocated that English must be the medium of instruction for all other sciences. He threatened that if his suggestions were not approved, he would resign from the membership of the Governor General's Executive Council as a protest. The Governor General Lord Buntings, who also held the same views as Macaulay did, approved his suggestions and on March 7, 1835 A.D. he succeeded in getting the suggestions of Lord Macaulay passed by the Executive Council in the form of a separate resolution and enforced them in South Asia with the help of an official announcement. Hence the Macaulay memorandum served as the fountainhead of the British educational system in South Asia for all times during their rule and as a result the ancient educational setup in India was deprived of its very national basis forever.

With new education policy, the Mass Education Committee started to open schools in rapid succession. In 1835 A.D. the schools run by the Committee numbered 48. After, that at every district headquarters a school was opened. By 1840 A.D., 40 schools of this type were functioning. These schools became so popular that in spite of the offer of scholarships; only few students sought admission to the Arabic and Sanskrit Schools, while the English Schools were overcrowded despite the tuition fee to be charged by them.

In 1841 A.D., the Mass Education Committee was dissolved and the Council for Education replaces it in 1842 A.D. In 1844 A.D. Lord Harding made it clear that the graduates of the English Schools would be preferred for government services. In this way, the very aim of education became the attainment of a job. As the posts were limited, the unemployment problem was acute. On the other side, the indigenous industry and agriculture sector became bereft of the labour. The government schools were not sufficient in number to cope with needs of the population. Resultantly, the private sector stepped in and opened new schools. The missionary management took the lead in this sector. In Bengal alone the missionary schools numbered 22 by 1853 A.D. follow are the educational developments that took place in India from 1835 to 1853 A.D.

a) In 1836 A.D. the Hugli College, Calcutta and Medical College, Calcutta were established on new lines.

b) In 1844 A.D. engineering classes were started in Hindu College, Calcutta.

c) In 1847 A.D. the Engineering College, Rurki was setup.

3.3 Third Period
The third period of the new education in South Asia covers the period from 1854 to 1882 A.D. It started with the Woods Dispatch. In 1853 A.D. the East India Company's Charter was expected to be revised. Before, 1853 A.D., a special committee from the House of Commons examined in detail the Public Education Policy in South Asia. In 1854 A.D. this review was sent to the Board of Directors of the Company in the Board of Control In view of its role in the educational changes henceforth in South Asia, this letter is known as "The Magna Carta of Education in India".
In the Wood's Dispatch (letter) mentioned above, a clear-cut opposition to the teaching of Arabic and Sanskrit was there. The very spirit here too is the theory of Macaulay wherein he advocated the supremacy of Western Language and Literature in South Asia. Like Macaulay, this Dispatch (letter) too declares oriental languages and literature a mixture of mistakes and blunders. As regards the regional languages, the dispatch is somewhat diplomatic. These languages are advocated to be recommended as a medium of instruction like English. At the same time, they were considered to be rich enough for translation and reference purposes. This looks to be a pure Macaullian way. The important recommendations of the Dispatch (letter) are summarized as:

**Recommendations of Macaulay**

1. An Educational Directorate must be setup in even district and it must be headed by Director of Public instructions assisted by Inspectors.
2. At the Capitals (headquarters) of Calcutta, Bombay & Madras, Universities must be established.
3. Henceforth, the general public must be kept in mind in place of the higher class in the field of education.
4. Private schools must be awarded grants.
5. Teachers training schools must be setup in South Asia on the lines of those in England. The trainee teachers must be awarded stipends etc.
6. The person of legal, engineering and medical sectors must also be trained.
7. Female education must also be given due importance.

Consequently, the aim of education was restricted to the seeking of jobs only and nothing else. Therefore, it lost all its cultural and moral utility. Moreover, the enforcement of the Dispatch Recommendations almost eliminated all the native sciences. That is why this Dispatch is called the "Dispatch of Slavery in India". As a result; the private sector was also brought under the control of the Govt. with the help of grants etc. At the same time, these grants favoured the missionary educational institutions exclusively.

During this third period, the following important developments took place in the field of education from 1854 to 1882 A.D., namely:

1. In 1856 A.D., an Engineering College was opened in Calcutta.
2. In 1857 A.D., Universities were established at Calcutta, Bombay and Madras. Moreover, for the inspection of village schools, circle-wise Inspectors of schools were appointed.
3. In 1864 A.D., Govt. College, Lahore was opened.
4. In 1868 A.D. educational tax was imposed on the land revenue @ one percent.
5. In 1869 A.D., a University College was established in Lahore.
6. In 1882 A.D., the University of the Punjab was established at Lahore.
3.4 Fourth Period
The fourth period of new education in South Asia is spread from 1882 to 1904 A.D. In 1882 A.D., the Indian Education Commission was constituted under the chairmanship of Sir William Hunter; This Commission recommended that gradually the Government must withdraw its indirect control over education. The Commission was of the view that the private sector should be in the teaching of compulsory subjects after class 8. During this period, the resolution of 1943 A.D. of the Indian Govt. became public. In this resolution, for the first time the sway of tests over curriculum was bitterly opposed and it was stressed that the tests must never become mere admission tests. Rather they must be such as to help, search for ability and capability.

3.5 Fifth Period
The following developments took place during the fifth period of new education in South Asia, i.e. from 1904 to 1919 A.D., namely:
1. In 1905 A.D., the National Council of Education was constituted for a comprehensive planning of the national education.
2. Until now, education was attached to Home Department. In 1909 A.D., it was merged with the Department of Education, Health and Land(s) and the office of the Director General of Education was abolished.
3. In 1911 A.D., a grant of Rs. 10,00,000 (Rupees ten lac) was allocated for the development of education. That year on Dec. 11, in the coronation gathering, an encore grant of Rs. 50,00,000 (Rupees fifty lac) was also announced.
4. In 1915 A.D., the Banaras University was established through an act of the Parliament.
5. In 1916 A.D., a Female University at Patna was opened.
6. In 1917 A.D., the Rangoon University was established.

3.6 Sixth Period
In South Asia, the sixth period of new education ranged from 1919 to 1929 A.D. The Calcutta University Commission was constituted in 1917 A.D. It submitted its recommendations in, 1919 A.D. It recommended that the Intermediate Classes must be de-affiliated from the Universities. This was adopted by all the provinces except the Punjab where this recommendation could not be implemented.

Here are the important events during the sixth period of new education, namely:
1. In 1919 A.D., the Non-cooperation movement was started in India in order to protest against the British Reforms in India, and national schools and Universities were established in South Asia.
2. In 1920 A.D., the Lucknow University was setup.
3. A Central Advisory Board of Education was constituted in 1921 A.D., seeking expert opinion in the matters concerning education.
4. In 1922 A.D., the Nagpur University and the Delhi University were established.
5. In 1923 A.D., in every Municipality the basic (primary) education (of children
from 6 to 11 years) was declared compulsory and the Municipalities were allowed
to impose the education cess to meet the expenses.
6. In 1925 A.D., the Inter University Board was constituted.

3.7 Seventh Period
The seventh period of new education in South Asia started from 1929 A.D. and lasted
upto 1947 i.e. till the creation of Pakistan. In 1929 A.D., the Aid-Committee of the Indian
Statutory Commission, for the first time, surveyed the whole structure of education in
South Asia. This Committee recommended the reconstruction of the primary education
system on sound footing. The Committee opposed the holding of separate examinations
for professional and general subjects. But, in view of the circumstances prevailing in
South Asia then, the Indian Statutory Commission was boycotted. Therefore, in 1938
A.D., and then in 1939 A.D., the Zakir Hussain Committee was constituted to review the
possibility of a general free education programme upto class 8. This Committee
submitted its recommendations regarding the end of illiteracy in South Asia. In 1944
A.D., the Central Advisory-Board of Education included these recommendations into its
report. In addition to reformation of the primary or elementary education, the Board
presented a two-sided national scheme for education. One side of it dealt with the
students of age group 14 and it was to be implemented through the Academic High
Schools, while the other side of this scheme was to speak of those students who were
above-average in graduation. This side was to be implemented through the Technical
High Schools. The Board had recommended that in the junior section (class 8) of schools
the humanities group compulsory subjects must coin the curriculum while the senior
section (from class 9 to intermediate) there must be a variety of subjects in the
curriculum. The Advisory Board recommended mother tongue as the medium of
instruction, but practically English remained the medium of instruction in
Maths/Arithmetic and Science subjects until 1947 A.D.

In the seventh period the following development took place:
1. In accordance with the Govt. of India Act, 1935 A.D.), total provincial autonomy
   was enforced in South Asia and the powers of the Minister for Education were
   increased.
2. In 1936 A.D., the ex-Chief Inspector of the Board of Education, Mr. Herbert, and
   the ex-director of Intelligence, Board of Education Mr. S.H.Wood visited South
   Asia and put forward their recommendations for the reformation of education.
3. In 1945 A.D., the All India Council for Technical Education was constituted. This
   is the year when a separate Department of Education in Central Govt. was setup.

3.8 Peculiarities of this Educational System
The above explained comprehensive review and survey of education in the British India
shows that this setup basically aimed to destroy the Muslim Educational Heritage. Upto
1882 A.D., it remained dominated by the Christian missionary activities. Henceforth, the
Government itself did not like the direct involvement of the missionaries in it for its own
political ends. But in all education policies of the Government, the advancement of Western arts, sciences, civilization and culture remained the sole aim of the Government. In this way, the new education paved the way for preaching of Christianity, though indirectly. Although on certain occasions the regional languages were also mentioned in the Government policies and declarations, but all these policies and declarations remained mere lip services and nothing more. We see that till the independence the Muslim educational system remained cut off from its origin and base. Therefore, in 1947 A.D., i.e. at the birth of Pakistan, the educational system we inherited was totally different from our Islamic Concepts of Education.

3.9 Objectives of the English Educational System in South Asia
This system was totally colonial in nature. The British came to South Asia as traders and then settled here as conquerors. They had in mind to rule over South Asia from England. They always considered the South Asians as subjects and devised for them such educational system that would train them as good slaves. For instance, the British enforced in South Asia the education system which was totally different from that in England. To sum up, we can say that this system solely aimed at:

a) Producing Civil Servants
The British Govt. needed in India the persons who would facilitate her to govern and rule over. For all the key-posts, the officers were recruited from England. But the clerical (office) staff had to be recruited from among the South Asians. This clerical staff had to be loyal to the Government, or in Macaulay's words: South Asians/Indians by race, but the English by temper.

b) Preaching Christianity
At the very outset the main objective of all the educational activities of the British in South Asia was to preach Christianity. For the purpose the Hindus, especially those considered to be slavish by nature were the target. At the time when preaching of Christianity vocally looked a bit difficult, the-annual grants were bestowed upon, those teaching institutions only which showed efficiency in this particular field. Therefore, indirectly, the educational system was serving as a means for spreading Christianity.

c) Promotion of the Western Civilization and Culture
In fact, the first and second aims listed above could not be achieved unless and until the South Asians were deprived of their cultural heritage and were made to praise the colonial Culture from the core of their hearts. This was the only possible way to persuade the South Asians to regard the English as their benefactors, and not as oppressors.

d) Popularizing the Western Knowledge
From the 1913 A.D., Charter to 1947 A.D., Western Knowledge and literature, philosophy and sciences had acquired central status in all the British education
policies. If it were so purely from literary point of view, it would have not made much difference. But what a pity that the Sub-Continent never made any outstanding progress in these fields. If we go through History, we come to this conclusion that in spite of its domination for one and half centuries, the British education system could not produce any prominent and outstanding scientist, philosopher or writer in South Asia.

3.10 The British Curriculum in South Asia
In order to achieve the above stated four objectives, the parallel local educational system was rendered meaningless by opening the doors to Government services only for those who had earned degree from Government based or Government sponsored teaching institutions. Further, the curriculum taught in the Govt. and Govt. sponsored institution was prepared by the Govt. itself and the English language and literature and the Western arts and sciences were its main component. In all missionary institutions, Bible was taught as a compulsory subject. In every missionary school and college, cross was fixed at a conspicuous spot. The teachers were the priests. They attended the institutions in a specified uniform (dress). In short, the overall atmosphere of these institutions looked Christian. The secular education policy of the Govt. was only to abstract the teachings of Islam, Hinduism or Buddhism and not those of Christianity. As for Christianity, the overall environment of the teaching institutions remained no different from that of Churches.

English Language
According to the British education policy in South Asia, the English Language and Literature always held a prominent place in the curriculum. From class three to Graduation, English held the status of a compulsory subject. Most of the timetable was reserved for English. The teacher in English was the most dignified one. Other posts were also reserved for the English knowing people. During the whole academic, career English continued haunting the minds of the students.

History
The subject of History was included in the curriculum mere with the objective of making the Indians contended with their slavery. The subject-matter was not confined, to events and incidents only. Rather, it was made to go deep into such details as suited the English viewpoint. The History of Europe and England were taught in such a way as to render the South Asian students complex ridden and making them believe that the English were good and just rulers.

The Muslim History of South Asia was compiled and distorted in such a manner that it could reserve the ends of the colonial rulers.
The mistakes and faults of the Muslim rulers of South Asia were explored and dictated to the students in such a way that they would start hating them. In order to cultivate hatred among the Hindus for the Muslim rulers, the events were narrated with twists and distortions.

Economics
Economics is a subject of great importance but this subject was introduced in a manner that man was described as nothing more than a social animal. According to the western economic point of view, man, is essentially selfish and the focus of all his activities is money and money alone. He has nothing to do with the distinction between legitimate and illegitimate. In other words, the curriculum for economics was in direct clash with the teachings of Islam.

Political Science
The subject of Political Science as introduced here was also against the teachings of Islam. In the western concept of democracy, there was no room for the Ultimate Authority of Allah, the Almighty. The concept of the ultimate authority of people in a way touched the borders of atheism. In this way this part of the curriculum was helping the spread of atheism.

Science
This subject too as taught here, promoted atheism. It never helped the South Asian students invent anything. Instead, they were made skeptic regarding, the creation of the universe and about the Authority of God. Arabic, Persian and the Religious Sciences were excluded from the curriculum. In this way, the Indians in general and the Muslims in particular were cut off from their cultural roots.

3.11 Examination Theory
Before the British domination of South Asia, the educational system developed by the Muslims focused on character building and purification of soul rather than the development of arts and sciences. The teacher was a model for the students to be followed. He used to build their character alongside their academic growth and intellectual development. Therefore, he was the sole authority to evaluate a student. No doubt, the academic aspect of a student's life can be judged by anybody. But as regards the character of the student, of course nobody except the teacher can judge him. The British education policy changed the teacher into a Govt. servant. He was nobody at the time of the academic test of the student. It was someone else who declared him/her successful or otherwise. This gave birth to malpractices, cheating and unfair means in the examinations. In other words, curriculum became a mere, meaningless adjunct. Curriculum's objective should be something much more than the mere rote of information and concepts or theories. Its basic aim was the application of knowledge and theories in practical life and the building of conduct and character of the student. We know that whatever the importance of a subject in curriculum, but if the examiner ignores its application in practical situations, it loses its importance and validity.
3.12 The Death of Persian
The Promotion of English in all the domains of power led to its use at the highest level in the judiciary. However, at the lower level they were concerned with doing away with Persian which was the language of all the courts under Muslim rule. As usual, the Company asked a number of people, most of who had either served in South Asia or knew about it in detail, for their opinion.

And alongwith Persian the cultural power of the Muslims too melted away. That is why Pakistani writers regard this step as a British conspiracy to do away with the last symbol of Muslim rule. But accuse it was replaced not by English but by the vernacular languages, the vernaculars were officially recognized and strengthened. This means that the groups which spoke those vernaculars could begin to see themselves as nationalities. Whether or not that was part of a deliberate British policy of divide and rule. The British were not at all in love with Urdu or other vernacular languages, although they were replacing Persian by these vernaculars and ultimately by English.

3.13 Activities and Self-Learning Questions
Draw a table comparing Muslim and British Education systems in following respects:

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Q. 1 Write down the major drawbacks of Dars-i-Nizamiyyah.

Q. 2 Write a note on Macaulay's Report.

Q. 3 What was Wood's Dispatch?

Q. 4 Write a note on comparative examinations.

Q. 5 What we mean by "The Death of Persian"?
4. IMPORTANT POINTS

1. From Qutbud-din Aibik up to Bahadur Shah Zafar the Slateen contributed to the promotion of knowledge.

2. Sadrus Sadur, a permanent official enjoying the rank of minister had the duties related to Education and Justice.

3. Seeking the pleasure of God is the basic aim of Muslim Education.

4. The Holy Quran held a central place in the Muslim curriculum.

5. The Medium of Instruction was Arabic.

6. The first period of Muslim curriculum ended during the reign of Akbar.

7. In the second period i.e. the period of Akbar, the science of medicine was included in the curriculum.

8. The third period started during the rule of Aurang Zeb by Mulla Nizam-ud-Din Sahalvi. He made changes in the curriculum.

9. Dars-e-Nizamiyyah had less scope of the Holy Quran and Hadith as compared to philosophy and logic.

10. Undue emphasis on means was the drawback of Dars-i-Nizamiyyah.

11. In Elementary Education the Holy Quran was the basic subject after three "R"s.

12. At secondary level, Education was imported with the help of textbooks.

13. This system did not have the examination system as we have now.

14. The first period of the British Education lasted from 1813 to 1835 Main thrust was the teaching of the English Language.

15. The second period started with the advent of Macaulay's Report in 1835 and lasted upto 1854. Engineering and Medical Colleges were opened at Calcutta, and Rurki.

16. Third period lasted from 1854 to 1882. It originated with, Woods Despatch. Universities were opened at Calcutta, Madras, Bombay & Punjab Govt. College Lahore and Oriental College Lahore were opened.
17. In 1882, fourth period, started with the Indian Education Commission William Hunter was the Chairman. In 1943 resolution to encourage private sector was made public.

18. The fifth period lasted from 1904 to 1919. National Council of Education was setup. A female University was opened at Patna.

19. The sixth period started with the recommendations of Sadler Commission in 1919. The Intermediate classes were detached from Universities. Universities were opened at Lucknow, Nagpur and Delhi. Basic Education was declared Compulsory.

20. The seventh period started from 1929. Education was made provincial subject. Technical Education Council was constituted.

21. The main objective of the British Education was to produce civil servants and preach Christianity.

22. English Language held a prominent place which meant death to Persian or even Urdu.

23. The Modern Examination system was introduced by the English Govt.

24. The Britishers did not have any love for Urdu or other vernacular Languages.
5. BIBLIOGRAPHY


MUSLIM EDUCATIONAL MOVEMENTS IN INDO-PAK

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PREAMBLE

The time when Shah Waliullah started his educational movement, the Muslims were though only nominally in power, the Muslim education system was in practice. However, the tables that started turning in 1800 A.D., were completely turned after 1857 A.D. Now the British were the rulers of South Asia. They abolished the Muslim educational system and enforced their own. Teacher’s jobs were available only to those who had benefited from their own system of education and had studied English. The Hindus exploited this situation to their advantage. They equipped themselves with modern education and surpassed the Muslims in every field of life. This badly disturbed the foresighted Muslims deals. Some of them held the view that the Muslims must adapt themselves to the new changed circumstances. They should learn English to keep pace with other communities, but the majority stuck to the Islamic heritage and hence opposed the modern system of Education. They were of the firm view that all success here and in the hereafter depended solely on strict adherence to traditional. Islamic values of practices.

These Schools of thought were known as the Aligarh Movement and the Deoband Movement. But both these movement could not satisfy many Muslim leaders of bachelors. Hence the advent of two parallel educational systems namely the Nudwatul Ulama and the Jamia Millia Islamia.

All these four educational movements affected the political life in India. Even after the creation of Pakistan, these movements continue to exist. We can notice their deep impact if we go through the re-construction of the educational system. Now in conclusion let us have a cursory view of these movements.

OBJECTIVES

After reading this unit, you will be able to:
• know the history of these four educational movements the special reference to the motivating forces behind each movement and its salient features.
• understand the Muslim outlook towards education during the British rule.
• describe the impact and outcome of these educational movements with regard to their impetus.
• compare and contrast the Muslim educational system with the modern/British educational system.
• discuss these movements as the historical foundation of the modern educational system of Pakistan.
1. THE DEOBAND MOVEMENT

1.1 Background
When the rule changed in South Asia and the English educational system was introduced, the Hindus readily embraced it, because they were least affected by it. Formerly, they learn Arabic and Persian for worldly gains only. Now they could achieve the same purpose with English. On the contrary, the Muslims resisted it, as to them the new education system would lead the Muslims to secularism and westernization. Therefore, the need of the hour was to preserve traditional Islamic system of education the religious sciences for the coming generations to be reared and brought up according to Islamic teachings, so that they could resist westernization and secularism. For the purpose, the ancient mosque a ‘Chhattah’ in the town of Deoband in U.P. (India) was chosen as the centre, wherein Hazarat Mautana Muhammed Qasim Nanautwi resided along with his colleagues. Finally the Maulana setup an academy there on May 30. 1866 A.D. Maulana was a pupil of Maulvi Mamluk Ali, who was a graduate in Hazarat Shah Waliullah’s School of thought who had taken an active part in his Holy Warriors Movement. In this sense, the Deoband School of thought is very much the continuation and succession of Shah Waliullah’s school of thought. The first head of the Deoband Academy was Maulana Muhammad Yaqoob Nanautvi and the first student enrolled was Maulana Mahmood-ul-Hassan.

The academy was founded as and always remained a totally non-governmental institution. The founder of this academy considered it a means for trust in God and return to Him. As there were no regular financial resources; the Muslims at large were contacted, which helped to introduce the academy far and wide. It also helped in gaining more and more donors and patrons resulting-in promoting it to a great University where the students not only from the country but also from outside were enlisted for religious graduation and scholarship.

1.2 Motivating Force behind the Movement
The following motives, incidents and causes gave birth to the Deoband, Movement, namely:

a) Revival of Religious Spirit
Different religious movements were launched in India for the reformation of religious and collective life of the Muslims of the Sub-continent. These movements also aimed at extermination of innovations in religious thought and restoration of Islamic morality among the Muslims. Hence, the basic underlying idea was the revival of the religious spirit, renaissance of the Islamic thought and preservation and propagation of the religious sciences.

b) Preaching of Islam
The Christian missionaries were endeavouring hard to spread their religion under the patronage of the Government. Therefore, it was essential to train arid create and effective body of Ulama who could promote Islamic education and stop the onslaught of Christianity. So, it was the Deoband Movement which rose, to the occasion.
c) **Curriculum**

At the time, the Dars-e-Nizami was in practice in ISLAMIC academies in general. The Ulama, who were inspired by the Shah Sahib’s movement, preferred the Quranic Sciences and Hadith. Therefore, the six books of true Hadith “Sihah Sittah” were included in the curriculum, Arabic literature and History also won a place in the curriculum.

The Deoband curriculum consisted of accent and syntax, Arabic literature; institution of the Holy Quran; Hadith: Philosophy: Scholastic Philosophy: logic: Islamic Jurisprudence: Rhetoric and Rules of Metaphorical Language: Beliefs and Poetic Works, The Prevalent Arts: Phonetics and Calligraphy. For the purpose, different books were made to study. This curriculum of the Dar-ul-Uloom covering Elementary, Secondary, Higher Secondary and Degree classes, was to-be studies in nine years.

### 1.3 Salient Features of This Movement

This great educational movement surpassed others for the following features:

a) **Balance among different Islamic Educational Concepts in the South Asia**

The different eminent and well reputed Islamic educational institutions in the Sub-continent had their own separate and distinct entities on account of variations in their respective views regarding works of philosophy and logic; religious branches of knowledge and scholastic philosophy. A successful struggle was put forth to strike a balance in all these three aspects of knowledge and science. As a result, the Deoband represented the collective and overall educational tradition of the Muslims.

b) **Preservation of Religious Knowledge**

The basic objective of this movement was the preservation of the Islamic religious knowledge and sciences. The movement proved a timely and complete success. It became the centre of gravity for the Muslims of the World with regard to the spread and currency of the Islamic religious sciences. Resultantly, thousands of graduates from this Academy spread all over the world, disseminated the knowledge of religious sciences and thus exterminated secularism and rooted out undesirable religious innovations. (Bidat)

c) **Education in Practical Arts and Crafts**

The Deoband started imparting training in different arts and crafts. They taught the science of medicine in particular. They also taught arts of calligraphy, book-binding and weaving cloth. It had in focus the economic and financial problems of the students in particular and of the Muslims in general.

d) **Monetary and administrative aspects**

The Deoband enjoyed complete internal autonomy on account of its non-governmental policy. The contributory contacts with the general public (Muslims) made it known far and wide. Moreover, the simple life style of its students and teachers drew them close to the people. It facilitated mass-training of the people. The administrative affairs were run in line with the Islamic principled mutual
consultation. In other worlds, the Head of the Academy ran it in accordance with the
decisions taken by the Consultative Body.

e) **Patriotism**
The boundless spirit of independence was always a characteristic of this movement
because of the great sacrificial zeal to be found in its leaders. That is why, the
Deoband Ulama played a vital role in the struggle for the independence of the
Sub-continent.

f) **Character Building**
The Deoband Ulama also struggled hard in raising the level of morality and character
building of the students. That is why a God fearing environment always existed in
Deoband alongside learning and teaching of arts and sciences there.

g) **Other Teaching Institutions**
In South Asia many other academies were setup like Mazahir-ul-Uloom,
Saharanpur, Madrissa Faiz-e-Aam, Kanpur and Madrissa Ashrafia, Muradabad. All
these institutions followed the footsteps of Deoband. Even today, many academies
work on the lines defined by Deoband. In other words, a regular system for
establishment of academies evolved which helped in the revival/renaissance of the
Muslim educational system. Now a day's opening of Islamic Educational Institutes
and Universities at public, private and even at sectarian level has become, sort of
established tradition.

h) **Authorship services**
In addition to their teaching and preaching services, the Deoband Ulama did much in
the field of writing. They contributed so much in the fields of explanation of the Holy
Quran; the science of Hadith; Jurisprudence; mysticism; Arabic Languages and
Literature; History and the Life-History (seerat) of the Holy Prophet (Peace be upon
him) that undoubtedly they are the pioneers for the whole world in all these fields.

1.4 **A Critical Appreciation**
a) No doubt this movement succeeded in preserving the Islamic Sciences, but at the
same time little attention was paid to the demands of fast changing world. As a
result, the modern contemporary sciences were ignored altogether and this
curriculum of Islamic learning’s could not keep pace with the practical life
experiences.

b) All the educational traditions and characteristics of other eminent Muslim, schools
were merged into the Deoband system of education. As a result, the curriculum was
to be" studies both by the students and the teachers.

c) Although the official status of Persian had ended with the domination of the British,
but it still held a pivotal status in the Deoband curriculum. As a result the students
could not benefit from the contemporary modern sciences.
d) Undue importance was given to ancient philosophy and logic. As a result an environment of prolonged argumentation was created which later on developed into a regular dialectical style.

e) No attention was paid to the teaching of modern sciences. In the same way, the modern educational institutions did not encourage the study of religious sciences. As a result, a gap appeared between the two curricula, and by the passage of time, this gap widened. Today, this gap seems unbridgeable.

f) Undoubtedly, the Deoband movement considerably succeeded in safeguarding the Islamic heritage and the Muslim-national identity, but it failed to stop the forced march of the western culture towards the Muslims societies and their heritage. Parallel to this movement, the Aligarh Movement did very well, made substantial gains and obtained more and more popularity with the passage of time.

1.5 **Self Teaching Exercise No. 1**

1. Fill in the blanks:
   a) The Deoband Academy was totally an institution  
      (i) Personal  
      (ii) Government  
      (iii) Non-Government  
   b) The first head of the Deoband was  
      (i) Maulana Shah Waiullah  
      (ii) Maulana Muhammad Yaqub Nanautwi  
      (iii) Maulana Mahmood ul Hassan.  
   c) Curriculum revision was a ... behind the movement  
      (i) Motive  
      (ii) Need  
      (iii) Agreement  
   d) The Ulema of Deoband Played a vital role in  
      (i) Pakistan Movement  
      (ii) Struggle for Independence  
      (iii) Character Building

2. Answer the following questions:
   a) Were modern sciences included in the curriculum of Deoband?  
   b) Which six books of Hadith were included in the curriculum of Deoband?  
   c) Name any of the institutions following the footsteps of Deoband.  
   d) Was patriotism the main objective of the teaching at Deoband?  
   e) What was the role of Deoband movement in preservation of religious knowledge?
2. THE ALLIGARH MOVEMENT

2.1 Background
After the war of Independence of 1857 A.D., the British took over the whole of India. They left no stone unturned in suppressing and oppressing the Muslims. For the purpose, they threw out Persian from the offices; abolished the posts of Qazis from the Courts or law; confiscated the educational trusts and the movable and immovable properties of the academies etc. In this way they succeeded in paralysing the Muslims in economic, political and cultural fields.

In those days, Sir Syed Ahmed Khan was a civil servant. He could not see the miserable plights of the Muslims. After a prolonged and careful thought he concluded that unless the Muslims acquired the knowledge of the modern sciences, they could not get rid of their miserable plight and keep pace with the world.

Sir Syed Ahmed Khan and his illustrious colleagues believed that the Muslims must study and learn the western sciences in English. At the same time they also thought it necessary for the Muslims to maintain their Islamic identity. For this purpose, they thought it pertinent to establish a first-rate educational institution. Aligarh College was the outcome of his untiring efforts which he intended to run on the pattern of the Oxford and Cambridge Universities.

2.2 Motivating Forces behind the Aligarh Movement
The main motives behind the Aligarh Movement were as follows:

a) After failure of the war of independence of 1857 A.D. it had become crystal clear that the British could not be sent back with battles and wars. At the same time, it was necessary to clarify the position of the Muslims to the British rulers, who had serious misgivings about the mind-set of the Muslims of the Sub-Continent. Aligarh Movement took this responsibility.

b) Cut off from the modern sciences as they were the Muslims of the Sub-Continent remained backward and had to suffer hardships. Only those who had modern education, were considered eligible for civil service. The miserable financial plight of the Muslims forced them to realize that they needed to learn modern sciences. They were treated as illiterate though they were qualified from the religious institutions.

c) The Hindus had aimed to dominate; the South Asian politics and economy to become the future-masters of the Sub-continent. Therefore, it was necessary to equip the Muslims with modern sciences to enable them to compete with the so-called future-masters of South Asia. The Aligarh Movement was very much a correct step in the correct direction for achieving that purpose.

d) The Muslim advocates of the modern education too were dissatisfied with the educational system of the public (Government) schools, for it was repugnant to
their cultural values. Therefore, they thought it indispensable for the Muslims to manage their education themselves. The Aligarh Movement fulfilled this obligation to a great extent.

e) Sir Syed Ahmed Khan had criticized the dictatorial role of the Education Directorate in particular. He was right in thinking that an unusually strong hold of the authorities on public Institutions always marred their functioning and curtailed the internal freedom (autonomy) of the institutions. Hence, the need for a non-governmental educational system in the shape of the Aligarh Movement was fulfilled.

f) The Medium of Instruction in public and missionary schools, was English. Moreover, the locals were facing many difficulties in grasping the European sciences, arts and literature. Only the most intelligent/outstanding students and those belonging to highly educated families could benefit from the modern sciences. Hence there was a need for an educational system suitable to cater to the needs of the common Muslims in the form of the Aligarh Movement.

g) The curriculum of the public and missionary educational institutions contained the material quite against the teachings of Islam. Christianity was preached deliberately and openly. Therefore; there was every possibility for the Muslim youths to be easily led astray. That was why Sir Syed Ahmed Khan and his colleagues thought it essential for the Muslim youth to be educated taught in keeping with their faith and belief.

2.3 Aims and Objectives
If we go through the speeches made by and writings of Sir Syed Ahmed Khan, the following objectives of the Aligarah Movement come to light, namely:

a) To remove the hatred, the Muslims generally harboured for the British and to prepare them for learning English and the modern European sciences.

b) To enable the Muslims to be prepared to live with the bitter realities of life rather than continuing to boost about their glorious past.

c) To enable them to benefit from the modern facilities and comforts being available due to western science and technology.

d) To develop among the Muslims a scientific outlook with a view to exterminate superstitions to which they had been a victim since long.

e) To raise the level of consciousness among the Muslims and to enable them to safeguard and preserve their national identity.

f) To revive among the Muslims the spirit of authoritative interpretation (Ijte-had) to enable them to harmonize religious education with the modern issues of practical life.

g) To introduce and then popularise among the Muslims the western style of living by relinquishing the outmoded and useless customs and rituals being practice by them since ages.
In short, in Sir Syed’s own words the aim of his educational movement was that philosophy would be in our right hand while the natural sciences would be on the left and the Muslims, creed (Kalima) in form of testimony would rest on the heads as the crown.

2.4 Important Initiatives with Regard to the Aligarh Movement
In order to accomplish the objectives of the Aligarh Movement, Sir Syed Ahmed Khan and his sincere colleagues took the following important initiatives:

a) established a Scientific Society.
b) constituted a committee consisting of those who loved and desired progress and prosperity for the Muslims.
c) launched a movement for educating the Muslims of the Sub-continent.
d) established the Muhammadan Anglo-Oriental College at Aligarh.
e) constituted the Muhammadan Educational Conference.

Now, as regards the Scientific Society, they translated the oriental and western literature into Urdu and then published it. Their magazine ‘The Aligarh Institute Gazette’ played a very significant and effective role in this regard. The Committee of Progress and Prosperity lovers traced out the causes of the decline and degradation of the Muslim education system in South Asia. Again, to promote his educational philosophy, Sir Syed Ahmed Khan setup the M.A.O High School at Aligarh on May 27, 1875 A.D. After two years only it was upgraded as a college in 1878 A.D. it succeeded in getting affiliation to the Calcutta University, Calcutta.

The design of the grand building of the Aligarh College was drawn by Sir Syed Ahmed Khan himself. It consisted of a Mosque, many lecture rooms and halls. A hostel for the students was also there in the design. By 1920, twenty hostels had been constructed. The College Library had a large collection and western sciences. The books mustered upto 18,140. In addition there were original Urdu and Persian manuscripts. They numbered 731. In 1921 A.D., the M.A.O College Aligarh was elevated to the Muslim University. Aligarh. Hence, formerly the Aligarh College and then the Aligarh University remained the centre of gravity for the Aligarh Movement.

The Muhammadan Educational Conference was a very active organ of the Aligarh Movement which converted this Movement into an Active Practical Political Movement. This organization which was constituted in 1888 A.D., aimed at introducing and popularising among the Muslims the western sciences and simultaneously safeguarding and reforming their own religious sciences. Branches of this Conference had spread throughout the Sub-continent. It also arranged big meetings and gatherings in far off places in the Sub-continent. Its continued and tireless efforts helped in establishment of many Muslim educational institutions in South Asia, the greatest achievement of this Conference was that during its historic annual session at Dacca on 31st December, 1906 A.D., it founded All India Muslim League. It is this League that won for the Muslims a separate, independent, sovereign Muslim State of their own, on August 14, 1947 A.D. It was the political fruit of this movement.
2.5 Salient Features
The following were the salient features of the Aligarh Movement, namely:

a) Training of the Students
The Aligarh University (being a residential institution) not only provided modern education to its student but it also inculcated in them leadership qualities to enable them to lead successful social life, in future.

b) Social Activities
For an all-round growth of the students there was a Riding Club, swimming pool. Cricket club and Union club founded in the University. The Students Union and the Old Boys Association created in the students the qualities of leadership.

c) Facilities for the Students
The College Dispensary had a Surgeon and a Hakim. In addition to a book depot, many books were also published locally. The hostels were according to the taste and paying capacity of the students both rich and poor. Moreover, the arrangements of scholarships and medals for the intelligent students and stipends and interest free loans for the needy students were also there. A Sir Agha Khan Overseas Scholarship was also available for students to study abroad.

d) Administration
Till 1885 A.D., the Management/Administrative Council was responsible for the administration and management. Later on, it was taken over by the Trustees Committee, Its secretary ship remained with Sir Syed Ahmed Khan; his son Syed Mahmood; Nawab Mohsin-ul-Mulk and Nawab Waqar-ul-Mulk successively. The Principal of the College, two professors and the Headmaster had to be the British so that the students might learn the western style of living alongside their education. The appointment of the English teachers helped to narrow down the gap between the Indian Muslims and the British. It also facilitated financial grants from the Government and helped to secure jobs for the educated Muslims youth.

e) Religious Education
Some religious education was also imported along with the western education. However, it remained inconsequent. In short, we conclude that there was the subject of Deeniyat attached to the curriculum only as satellite. This subject is still common in the name of Islamiat or Islamic Studies.

f) Educating for the Elite and the Gentry
As regards the circulation and currency of knowledge, Sir Syed Ahmed Khan believed in it to be restricted to the elitist class of the Muslims. On the other hand during their rule in South Asia the Muslim monarchs made it free and for all whether rich or poor.
2.6 Impact of the Aligarh Movement

The Aligarh Movement left deep and far-reaching impact on the educational, social, economic and political life of the Muslims in South Asia. Here are some of basic consequences of the movement.

a) Compromise Between the English and the Muslims

The Aligarh Movement played an important role in arriving at an effective compromise between the English and the Muslim. In this way the Muslims were with the help of modern education, once again, enabled to keep pace with other communities in their socio economic life.

b) Prosperity for the Muslims

The modern sciences opened the door of employment for the Muslims. However, this opportunity had a dark side too. The concept of education for job made the Muslims lag behind in the field of agriculture, trade, etc. Consequently, the problem of the educated but unemployed was created.

c) Development of Urdu

Aligarh Education Movement benefited Urdu language the most. Urdu took the position of the national language of the Muslims. Sir Syed Ahmed Khan, Maulana Altaf Hussain Hali; Maulana Shibli Naumani and Deputy Nazir Ahmed struggled hard to get Urdu included into the living languages of the sub continent and made it the language of various basic Sciences and Social Sciences.

d) Political Training

Aligarh Movement contributed a lot in raising the level of socio political consciousness among the Muslims. The most valuable service of Aligarh was the promotion of the ‘Two-Nation Theory’. It is a matter of great joy and pride that an institution like Aligarh University that was patronised by the British themselves, played an effective role in the creation of Pakistan.

e) Establishment of Educational Institutions

The Aligarh Movement Paved the way for the Muslims to establish modern educational institutions in south Asia. The Muslims constituted numerous organizations in different parts of south Asia for the promotion of education. They included the Anjuman-e-Himayat-e-Islam, Bombay; the Anjuman-e-Himayat-e-Islam, Lahore and the Sind Muhammadan Association, Karachi among others. These organizations setup many schools which played significant role in the educational, social and political progress of the Muslims.

f) Westernization

The Aligarh Movement had a dark side too. It promoted an inclination of subordination to the Western culture and civilization on the part of the south Asians in general and the Muslims in particular. As a result the western culture was allowed to flourish while Islamic culture was left to itself, was rather abandoned. In other words, the western culture and civilization were encouraged, while Islamic culture was discouraged.
2.7 Self Teaching Exercise No.2

1. Write a short note on the motivating forces behind the Aligarh Movement.
2. Describe the aims and objectives of the Aligarh Movement.
3. Discuss the design of the campus of the Aligarh College.
4. Write a short note enumerating important features of the Aligarh Movement.
5. Encircle the best answers of the following questions.
   a) What was the major impact of the Aligarh Movement?
      (i) Political Training
      (ii) Teaching of English
      (iii) Social Activities
   b) Do you think that the main thrust of the Aligarh movement was on the....
      (i) Compromise with the prevailing situation
      (ii) popularization of Western style of being
      (iii) Promotion of scientific thinking in society
   c) Which of the following was comparatively less important initiative of the Aligarh Movement?
      (i) Establishment of MAO College
      (ii) setting up of Mohammedan Educational Conference
      (iii) Promotion of National Identity.
   d) Which of following were the major objectives of the Aligarh Movement?
      (i) to develop a scientific outlook
      (ii) to mature hatred for the Hindus
      (iv) to promote modern Education.
3. THE NADVA MOVEMENT

A group of Muslim thinkers was of the view that the Aligarh Movement was not doing well with regard to the spiritual aspirations of the Muslims. That was why Maulana Shibli Nomani had reservations about the Aligarh Movement. Like many other Muslim leaders, he believed that Aligarh movement was unable to face the new challenges to the Islamic world. Moreover, he thought that the Religious institutions (academies) too were unable to keep pace with the educational needs of the contemporary world. Therefore, he wanted to evolve such a parallel curriculum as that could equip the students with, the knowledge of religious sciences side by side with worldly sciences. The Nadva translated these aspirations into reality.

3.1 Establishment of the Nadva Dar-ul-Uloom (1898)

On the initiative of Maulana Shibli Nomani, the Ulama organisation, i.e. Nadwat-ul-Ulama, in their Lucknow Session of 1894 A.D. decided to establish Dar-ul-Uloom Nadwat-ul-Ulama. But due to some financial constraints, regular teaching work could start in 1898 A.D. only. Maulana Muhammad Ali Mangheri was appointed its first administrator/manager. At Nadwa, Maulana Shibli had the same position and status as Sir Syed Ahmed Khan had at Aligarh.

In 1998 A.D., this institution could start teaching work only in a few grades. However, only after one year, the landlords of Shah Jahanpur endowed some land for Nadwa. In 1900 A.D. the State of Hyderabad and then in 1905 A.D. the State of Bhopal sanctioned regular monthly aid for the Nadwa. The Government’s misgivings regarding the objectives behind Nadwa were removed by Colonel Abdul Majeed the then Foreign Minister of the State of Patiala, Mr. Mohsin-ul-Mulk and Justice Sharif-ud-Din. As a result, a grant of Rs. 500/- p.m. was sanctioned by the Government. The mother of the Nawafj of Bahawalpur donated Rs. 50,000/- for the building of the Nadwa. The resources pooled in this way facilitated the construction of the Dar-ul-Uloom.

3.2 Motives (Objectives)

The objectives of the Nadva Movement were to chart down a course in between the Deoband and the Aligarh Movements. They aimed at reforming and then harmonizing the old religious sciences curriculum with the modern trends and demands of knowledge. They also aimed at benefiting from the modern sciences. Therefore we can sum up the Nadwa objectives as under.

a) To reform the curriculum; develop the religious sciences; improve the character of the students and refine their manners.

b) To narrow down the "differences of point of view among the Ulama and thus create relative harmony among religious scholars.

c) To reform the Muslims at large; to strive for their progress and prosperity and to keep aloof from the political strife in the country (South Asia).

d) To establish a first-rate and grand Dar-ul-Uloom for providing education in various arts and sciences and for promoting virtuosity among the students.
e) To establish a department of Judicial Verdict for providing guidance regarding Islamic Jurisprudence and other relevant issues.

3.3 Curriculum
The Nadwa Movement aimed at reforming and streamlining the curriculum of the traditional Islamic academies. Therefore, it was decided that the curriculum of old sciences should be revised after incorporating modern trends. In addition modern sciences were also included in the curriculum. Accordingly the scholars and teachers of the Nadwa continued teaching the old curriculum even after the establishment of the Nadwat-ul-Ulama. Hence, the real reformation started when exegesis of the Holy Quran and the Science of Hadith took their place in the curriculum. As regards the modern sciences, English was made compulsory and only the teaching of modern Arabic was stressed out of the whole Arabic language and literature.

3.4 Salient Features
a) Reformation of Curriculum
In the Nadwa Curriculum exegesis of the Holy Quran and beliefs and Islamic Jurisprudence were emphasized. Modern philosophy and English language were also included in the curriculum.

b) Training of the Students
Nadwa was a residential institution. Therefore here practical training was also given to the students alongside their academic education. Again, industrial arts were also included in the Nadwa programme. However, no outstanding achievement was noticed in this field.

c) The Teacher Students Relationship
A very pleasant atmosphere prevailed at Nadwa regarding the student teacher relationship. Allama Shibli Nomani took great pains in training his pupils like Abdus Salam Nadvi and Syed Suleman Nadvi. He trained them in such a way that their scholastic level was excellent and writing abilities were superb. These persons rendered great services to the Muslim Ummah in the field of History, Biography and many other relevant fields.

d) Modern Arabic
At Nadwa, Modern Arabic was taught as a living language. The graduates of this institution were well versed in the arts of Arabic Writing and speech. This capability on their part was greatly honoured both with and without South Asia, especially in the Arabic speaking countries of the world.

e) Contact with the Islamic World
This Movement had only benefited by Aligarh and Egypt. Maulana Shibli had been a teacher at Aligarh for a long period. He also had chances to visit Egypt and thus had direct contacts with Egypt; Maulana Shibli Nomani arrived in Nadwa from Hyderabad. As a result of all this, the domination of philosophy and logic of the Dars-e-Nizami tradition was given up and the exegesis under the influence of the
educational and literacy tradition in Egypt was given special place in the curriculum. This aspect is important in itself due to Egypt’s contacts with Europe with reference to the modern education; it helped Nadwa to do very well in the field of modern arts and sciences. Teaching of modern Arabic ensured mastery in the arts of Arabic writing and speech, and owing to contact with different Arabic and Egyptian Scholars, this Movement remained closely linked with the entire Islamic World.

f) **Internal Freedom (Autonomy)**
The Nadwa institution kept intact its internal freedom (Autonomy) and independence of its educational and research surroundings and in spite of the public grant (government aid) it never bargained its autonomy.

g) **Huge Collection of Books**
Maulana Shibli’s efforts bore fruit and a huge collection of books was managed. It included his personal library, the collection of Nawab Siddiq Hassan Khan of Bhopal and those of Emad-ul-Mulk.

3.5 **Influences/Impacts**
a) The Nadwa institution, because of its contacts with the Islamic World, succeeded in raising such a distinguished team of authors which did outstanding work in the fields of History, Biography, Literature and Journalism. The most outstanding among them was one Syed Suleman Nadvi.
b) The Nadwat-ul-Ulama started a magazine titled ‘Al-Nadwa’, which acted as its spokesman. It influenced the ‘Ulama’ in general because of its religious writings.
c) The outstanding services rendered by Dar-ul-Musannafeen Azamgarh regarding Islamic education and literature need no introduction. This institution too had its origin in Nadwa. The experts (linguistics) there were or had been associated with the Nadwa.
d) The educational services of Jamia Abbasia were highly valuable in South Asia. This institution too was an off-shoot of the Nadwa.
e) The chief architect of the Nadwa Movement was Maulana Shibli. His matchless capabilities influenced all his contemporaries a great deal. His style and scholastic contributions had a deep impact on the 20th Century Muslim Thinkers.
### 3.6 Self-Teaching Exercise No.3

1. Match Column No. 1 to the items of Column No. 2.

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<td>Maulana Muhammad Ali</td>
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<tr>
<td>Mangheri</td>
<td></td>
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<td>State of Bhopal</td>
<td>Magazine</td>
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</table>

2. Fill in the blanks to find the appropriate meaning of the following sentences.
   a) His .......... has a deep impact on the 20th Century Muslims, Thinkers.
   b) Nadwa started a .......... titled Al-Nadwa.
   c) Nadwa was a .......... Institution.
   d) The mother of Nawab Bahawalpur donated Rs. 50,000= for the .......... of the Nadwa.
4. THE JAMIA MILLIA ISLAMIA

4.1 Background
The beginning of the 20th century was marked by the rift between the Muslims and the British rulers. The Caliphate Movement and Non-cooperation Movement were important political movements in those days. It was felt that the education of the Muslims must coincide with the national demands and aspirations of the Muslims at that time. Aligarh was the educational centre of the Muslims. But all its efforts had failed to achieve and fulfill their national aspirations. The public grant was stringed with official influence. Its graduates openly favoured the government policies.

Some sensitive Muslim leaders connected with the Aligarh Movement struggled hard to correct its approach. Among them Maulana Muhammad Ali Jauhar held an eminent position. When all his efforts failed to reform Aligarh, he thought of setting up parallel institutions under the name of Jamia Millia Islamia. So he left Aligarh College and established this Jamia Millia quite close to the Aligarh College. However, in 1925 A.D., it was shifted to Delhi.

4.2 Motives/Objectives
The establishment of the Jamia Millia Islamia had the following motives and objectives, namely:

a) To equip the Muslims with modern as well as religious sciences. The Maulana, in his booklet, wrote that they had always in mind to prepare such young men in their institution who are well-educated at par with the established standards in the world and they are true Muslims as well. They would be thorough Muslims and fully conversant with the religious sciences. And they would prove self-supporting preachers, too.

b) Complete Quranic knowledge was the fountain head of its education.

c) Industrial and artistic education programmes were made compulsory for making the Muslims independent of the public service and for conveying dignity of manual labour.

d) To create a cohesion between the religious and modern sciences.

4.3 Stages and Curriculum
The curriculum and stages of education at Jamia Millia were as below:

Grades of Education
They were:

a) The Elementary Religious School.
b) Stage-I, i.e. Primary Stage.
c) Stage-II, i.e. Higher Secondary Stage.
d) Stage-III, i.e. the Post Degree Stages.
e) Stage-IV, i.e. Honour’s Stages.
Now let us elaborate each stage.

a) **The Elementary or Preschool Religious Stage**
   In this stage the period of instructions was two years. It consisted of students of age group 5 to 7 according to the practice prevailing those days, the children, were taught at home how to read and write and then they were allowed to join some educational institution. However, those who failed to do so, were admitted to the Elementary Religious School and were taught both Urdu and Arabic including some chapters of the Holy Quran or their Urdu translation before they were allowed to join Stage-I, i.e. Primary stage. They were also dictated short sentences on the notebook or tablet/small wooden board. Further, they were taught the number system, oral computation of addition and minus sums. Stories of religious and moral value were also narrated or read out to the children.

b) **Stage-I, i.e. Primary Stage**
   This stage was to be completed in five years-at the age of 12. In this stage oral reading of the Holy Quran was taught. In addition, translation of certain portions had to be learnt. Some chapters of the Holy Quran and selected verses were memorized by the students. Again, the rules regarding ablutions, prayers and practical arithmetic/everyday life calculations were taught in addition to the concepts and rules about beliefs, devotions and biography (Seerat) Language, Calligraphy and Composition of passages were also learnt. No examinations or tests were held during the first two years.

c) **Stage-II, i.e. Higher Secondary Stage**
   In this stage after the completion of five years study at the age of 17, an Intermediate Certificate was awarded to the students. Here Deeniyat, Arabic language and arts were taught as compulsory subjects. However, in elective subjects any one of the Asian or European languages and any five of the following subjects had to be chosen, namely:
   a) History
   b) Geography
   c) Political Science
   d) Deeniyat
   e) Economics
   f) Science & Mathematics
   g) Logic & Psychology.

Three of the above elective subjects had to be studied during the first three years while the remaining two subjects had to be studied in the remaining two years of the academic period. The subject of Deeniyat consisted of:
   c) Jurisprudence (Islamic law).
   d) Obligations (Duties).
   e) Biography of the Holy Prophet (PBUH) (seerat) etc.

d) **Stage-III, i.e. the Post Degree Stage**
This stage lasted for three years with Deeniyat and Islamic History as Compulsory subjects. The elective subjects included:

a) Islamic Sciences
b) The History of Communities
c) Science of Philosophy
d) Science & Mathematics.

A book in any language had also to be written. On the successful completion of this course, a degree equivalent to M.A. M.Sc. was awarded which was equal to graduation in other countries’ Universities.

e) **Stage-IV, i.e. Honour’s Stage**
Any Degree Holder of the Jamia with the help of additional research work and study could enlist himself/herself as a candidate for Doctorate (Ph.D.) Degree

4.4 **Salient Features**
The following salient features of the educational setup of the Jammia Millia Islamia were noticed, namely:

a) **Simplicity & Sincerity**
The highly educated teachers of the Jamia rejected offers of high public posts with associated luxuries. They set great examples of selflessness and sacrifice by educating the pupils in their simple huts. They also served the Ummah a great deal by writing great books. The teachers and the students of the Jamia led a very simple life and never compromised their sense of honour and freedom/independence of conscience.

b) **Technical Training**
The Jamia Millia Islamic setup an industrial organisation to train its students in handicrafts so that after completing their studies, they might not fall a prey to unemployment.

c) **Written Works (Writings)**
The teachers of the Jamia did their research work and writings with total devotion. The subsidiary institutions of the Jamia like the Urdu Academy and the Dar-ul-Isha’t published many educational, literary and biographical works.

d) **Combination of Modern & Oriental Sciences**
A balance was maintained in the curriculum between the Modern & Oriental Sciences. The compulsory subjects of Deeniyat and Arabic facilitated the students of religious sciences. The instructions in the Holy Quran and Hadith, Islamic Jurisprudence, Biography and Islamic History were imparted up to the Research stage.
e) **Urdu as the Medium of Instruction**

Imparting education in Urdu was a revolutionary step. No doubt, the Jamia Usmannia held the first place in this connection, but the Jamia Millia made it compulsory to write a book in any local (native) language. It helped to increase the collection of Urdu textbooks. Moreover, the Hindu students of the Jamia translated Sanskrit books, which was a valuable literary service.

f) **Character Building and Training**

The Jamia was run on residential basis. It helped build character of the students alongside their training in the relevant fields of study; there was a whole time interaction between the teachers and the students.

### 4.5 Influences/Impacts

The Jamia Millia Islamia had to face much opposition of the Government. Therefore, it could not leave some everlasting impacts or influences. However, it is a highly valuable contribution on the part of the Jamia as it paved the way for Urdu to be the medium of instruction. It helped in the promotion and progress of the Urdu language. It also facilitated writing so many books, in Urdu. Technical Training was also included in the curriculum. As a result, the educated youths of the Jamia were under no obligation to run after public posts or jobs. They took pleasure in handicrafts and manual work. Religious Sciences were taught side by side with the modern ones. But what a pity that this Movement could not flourish adequately for want of resources and non-cooperation on the part of the Government despite the fact that its teachers were selfless as well as renowned scholars. Lastly, due to its opposition to the Two Nation Theory this movement could not become popular among the Muslims of the Sub-continent.

### 4.6 Self-Teaching Exercise No. 4

a) Answer the following questions.

1. Describe the motives/objectives of the Jamia Millia Islamia?
2. What were the various grades of Education in Jamia Millia Islamia?
3. Discuss the salient features of the Jamia Millia Islamia.
4. Describe the impact or influence of the Jamia Millia Islamia on Education of the Muslims in the Sub-continent.
5. Discuss the status of Urdu Language in the Jamia Millia Islamia

b) Fill in the blanks.

1. …………….. founded Jamia Millia Islamia.
2. Industrial Education was made ……………….. in the Jamia Millia Islamia.
3. The Translation of Holy Quran was taught at stage……………… in the Jamia Millia Islamia.
4. ……………….. was the medium of instruction in Jamia Millia Islamia.
5. Jamia Millia could not become popular among the Muslims due of its ……………….. to the two nation theory.
5. ANSWERS TO THE EXERCISES

Exercise No. 1

(1) (a) Non-government  
(b) Maulana Yaqub Nanautwi  
(c) Motive  
(d) Struggle for Independence

(2) (a) No  
(b) Shahe Satta  
(c) Marabar ul Uloom Saharanpur

Exercise No. 2

(1) to (4) For answer refer to the text.

(6) (a) Political Training  
(b) Western style of living  
(c) National Identity  
(d) to develop a scientific outlook.

Exercise No. 3

(1) First administrator……………… Maulana Muhammad Ali Manghuri.  
Nadwat ul Ulema ………………. 1898  
Arabic……………… English  
At……………… Nadwa …………… Magazine  
Syed Sulerhan Nadvi ……………… History  
Azam Garh……………… Dar-ul-Musannifeen  
State of Bahopal ……………… 1905

(2) (a) Style  
(b) Magazine  
(c) Residential  
(d) Building

Exercise No. 4

(a) (1) to (5) Included in the text
(b) (1) Maulana Muhammad Ali Jautiar  
(2) Compulsory  
(3) Stage 1  
(4) Urdu  
(5) Opposition.

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EDUCATIONAL POLICIES
IN PAKISTAN

Written by:
Dr. S. Abdul Ghaffar

Reviewed by:
Dr. Munazza Ambreen
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INTRODUCTION

An education policy is a policy initiative, a statement, a directive, or a document issued from time to time by the government for the development of education in the country. It is brief in content but broad in concept and deep in the spirit. The policy plays a pivotal role in the development of education system of a country. It occupies the critical phase during which fundamental choices are to be made by the state, keeping in view the emerging trends and developments in the country and around the world.

The policy is the result of a long detailed strenuous serious deliberations, and discussions and thoughts made on various forums. It provides a conceptual framework, sometimes, also a plan of action, for the type of education to be implemented in the country.

Pakistan at the time of independence was facing numerous problems, but the government was well aware of the importance of education. Therefore, the First Education Conference was held in Karachi in November 1947, which provided guidelines for reconstruction of the future system of education in Pakistan; similarly, a Commission on National Education was set up in 1959 to provide a comprehensive framework for the reorganization and reorientation of the education system in the country. National Education Policy 1972 was the first policy in the country. The Education Policy 1972-80 aimed at revolutionary changes to be brought about in the system. The National Education Policy 1979 was more ideologically oriented and the education policies of 1992 and 1998 were more comprehensive and innovative. But all these policies, conferences and commission reports were not fully implemented in letter and spirit; some have not even seen the light of the day. Various political, economic and attitudinal factors are involved in such a situation which need separate discussion.

OBJECTIVES

After studying this unit thoroughly, you would be able to:

a) Understand the concept, scope and elements of an education policy as an important instrument for bringing about change and development in the education system, of a country like Pakistan.

b) Know the deficiencies and weaknesses as pointed out in education policies in Pakistan and the imperatives that led to the reorganization and reorientation of the education system in the country.

c) Be aware of the nature of goals and objectives of education set by various governments in their education policies from title to time in Pakistan.

d) Be familiar with priorities set by various governments in their education policies in Pakistan.

e) Understand the efforts made by the governments in their policies to bring about qualitative improvement along with quantitative expansion in education.

f) Know the innovative approaches adopted by the governments in policies to make the system more responsive to the changing needs and demands of the modern society.
1. ALL PAKISTAN EDUCATION CONFERENCE 1947

When Pakistan came into being in August 1947, the major concern of the Government was the speedy rehabilitation of millions of refugees and restructuring of the administrative machinery, but it was equally aware of the importance of education as the most essential sector and the integral part of the development of the new born country. The First All Pakistan Education Conference was therefore, called at Karachi from November 27 to December 1, 1947.

1.1 Quaid’s Messages
The Father of the Nation in his historic message to the Conference provided guidelines for the restructuring of education system in future. He stressed the need of having a system of education inspired by the culture and ideological aspirations of the people and also having, regard to the modern conditions and the vast developments that had taken place around the world. He was of the view that academic education only was not enough; there was an immediate and urgent need of scientific and technical education. He also emphasized the need of building up the character of the future generation.

1.2 Fazal ur Rehman’s Address
In the augural address Mr. Fazl ur Rehman, Federal Minister for Interior, Information, Broadcasting and Education and Chairman of the Conference pointed out the weaknesses of the system of education inherited from the British rule such as it intended to serve a narrow utilitarian purpose it lacked realism and it was unable to adjust itself to the needs of rapidly changing society.

Moreover, in his view, the system was over, literary biased and had utterly un-inspiring character.

He recommended three dimensional type of education to be introduced in Pakistan such as spiritual education, social education and vocational education. In his view, the future of education should only be build up on these foundations, but an ideal integration should also be brought about in these elements, representing a whole system. In his proposed scheme, he attached the highest importance to ‘spiritual element because it had been neglected in the past.

1.3 Main Issues Focused in the Deliberations of the Conference
The deliberations in the Conference were focused on several important issues relating to education such as:

a) Integration of moral, social and vocational elements in the system of education.
b) Compulsory primary education.
c) Compulsory physical education.
d) Compulsory military training in colleges
e) Training of citizenship
f) The problem of illiteracy
g) The problem of medium of instruction
h) Technical and vocational education
i) Education for women
Establishment of Advisory Board, of Education
Establishment of Inter-Universal Board
Promotion of Scientific Research and
Establishment of Overseas Scholarship Scheme

1.4 Important Recommendations
Following are the recommendations forwarded by various subcommittees constituted to work on various levels and types of education in the conference.

a) Six-Year free and compulsory education should be provided and should be gradually raised to eight years in future.
b) Private sector should be encouraged to provide pre-primary education to children between ages of 3-4 years.
c) Education should be based on Islamic concept of universal brotherhood social democracy and social Justice.
d) Provinces should take necessary steps for the training of teachers.
e) The common language of the country should be Urdu.
f) As a transitional measure English should- be retained as a compulsory language at school level.
g) Physical activities should receive special emphasis in educational institutions.
h) Steps should be taken to bring Madrassas into line with the existing system of education,
i) Provincial governments and Stales should introduce special classes for adults, and school teachers should be trained for this purpose.
j) College students should take part in mass literacy campaign and should also be trained for this purpose.
k) Primary schools should be co-educational or otherwise according to the local needs.
l) Separate schools for girls should be provided at secondary stage and domestic sciences should be introduced as compulsory subjects to the curriculum.
m) Two medical colleges for women (one in each wing) should be established as soon as possible.
n) Educational, facilities for female students should be provided in schools.
o) Industrial homes for women he established to get training in various vocations.
p) Ways and means should be undertaken for introducing free and compulsory primary education in the tribal and backward areas of Pakistan.
q) Scholarship to poor and deserving children be provided.
r) Grants should be made available to students intending to pursue research in scientific and technological fields.
s) A scheme for exchange of students and teachers between domains of Pakistan and other countries should be formulated.
t) A Council of Technical Education for Pakistan should be set up.
u) Fundamental scientific and industrial research should be promoted.
v) An Inter-University Board of Pakistan should be formed.
w) The widest possible use of educational broadcast and educational films be made at all stages of education.
x) A scheme be prepared for the setting up of National Library and Museum in Pakistan.
y) A central Institute of Islamic Research be established for organizing and stimulating Islamic research according, to the modern needs of the society.
2. COMMISSION ON NATIONAL EDUCATION, 1959

2.1 Introduction
The Commission on National Education was appointed by a resolution adopted by the government on 30th December, 1958. The main reason was that the existing system of education was not adequate to meet the requirements of the nation. It was inaugurated by the President Mohammad Ayub Khan on January 5, 1959. Addressing on the occasion, the President stressed the need for a reorganization and re-orientation of the existing educational system, which would better reflect our spiritual, moral and cultural values and to meet the challenges of the growing needs of the nation in the field of science and technology. The Commission analysed all the previous reports and the prevailing situations of the country and the reforms movements in other societies and submitted a comprehensive report to the government after one year in 1960.

The salient features of the report are briefly described as:

2.2 Primary Education
a. In view of the Commission, compulsory education at elementary level was necessary for skilled manpower and intelligent citizenry. For this purpose at least eight years schooling was required. The Commission recommended achieving 5-years compulsory schooling within the period of 10 years and 8 years compulsory schooling within a total period of 15 years.

b. The main objectives of primary education should be to make a child functionally literate, to develop all aspects of his personality, to equip him with basic knowledge and skills and to develop in him habits of industry, integrity and curiosity.

c. The curriculum should be adapted to the mental-abilities of the children. It must be designed to develop basic skills. Teaching methods should be activity-oriented. Religious education should be made compulsory and due emphasis should be given to the teaching of national language.

d. School buildings and furniture should be simple, inexpensive, and clean and adapted to local style and material.

e. Training facilities should be provided to teachers to meet the requirements of compulsory primary education. Refresher courses should also be arranged for un-trained teachers.

f. The Commission recommended that land, building, furniture, teaching materials and residential accommodation for teachers should be provided by the community and government may however, give financial assistance to the backward areas.

The administrative recommendations by the Commission should be entrusted to local bodies. It should be organised on district level in West Pakistan and on sub-division level in East Pakistan.
2.3 Secondary Education

a. The Objectives of Secondary Education

The Commission recommended that secondary education should be recognized as a complete stage in itself and organized as a separate academic and administrative unit. It should bring about the full development of the child as an individual, as a citizen, as a worker, and as a patriot, to enable him to enjoy and understand the benefits of social and economic progress and scientific development.

b. Duration of Secondary Level

Secondary education should properly consisted of classes IX-XII but until compulsory education was extended to the first eight years classes VI-VIII should be considered a part of secondary education. For the present, it should be divided into three stages/classes VI-VIII (Middle) classes IX-X (Secondary) and classes XI-XII (Higher Secondary).

c. Curriculum of Secondary Education

The Commission recommended that the curriculum of secondary education should be based on two principles. First it must provide a compulsory core of subjects to give every pupil the knowledge needed to live a useful and successful life. Secondly, it should include additional subjects and training to prepare him for a definite vocation and career. The teaching of national language, science and mathematics should receive greater emphasis. English should be taught as a functional subject. Religious education should be made compulsory in class V-VIII and optional thereafter.

d. Teacher Training

The commission was of the view that teachers must be trained properly before entering teaching profession. Teachers should be paid, adequate salary. Teachers from class VI-X should work for 225 days during the year (excluding vacation). The services of Education Extension Centres already established to improve the quality of education, should be fully utilized by the Central and Provincial Governments.

e. Facilities and Equipment

The Commission maintained that efforts should be made by educational authorities and community to provide facilities like classrooms, science labs, workshops, libraries, garden plots, playgrounds and equipment.

f. Evaluation and Examinations

The commission recommended that the system of examination should be reorganized and the award of certificate be based on the performance of the student in (i) public examinations conducted by University Board of Secondary Education (75 percent marks) and (ii) his school, record including the results of periodical tests and appraisal of habits and general behaviour (25 percent marks). For private candidates, separate examinations, called External Examination, should be held.
g. **Organization**

The Commission maintained that regulation, control and development of education at-secondary and higher secondary levels (classes IX-XII) should be entrusted to the Boards of Secondary Education. The territorial jurisdiction of the Boards should follow the jurisdiction of various universities in the country. New Boards should be set up at Peshawar, Hyderabad and Rajshahi and the jurisdiction of the Boards at Karachi and Dacca, should be extended to include higher secondary (intermediate) stage.

2.4 **Higher Education**

a. **Higher Education as a Distinct Stage:**

As recommended in the Report of the Commission, higher education should be recognized as a distinct stage and the present intermediate classes should be transferred from the jurisdiction of the university to board of secondary education. The essence of higher education, as viewed, by the Commission, Was a community of scholarship. The essentials were not only to set examinations, nor the degree it conferred, but its capacity to encourage teachers and scholars to engage themselves in research and to pass on to the next generations the results of their studies.

b. **Admission:**

Admission to the degree colleges and universities should be after the completion of the present intermediate stage covering twelve years of schooling. The universities and colleges should determine their own requirements of admission on the basis of:

i. The Students performance in higher secondary education.

ii. His achievement and accumulative class record during the previous stage of education.

iii. His aptitude for higher education to be determined scientifically by standardized tests.

c. **Duration of the Courses:**

In order to improve the standard at university level, bachelor degree courses should be extended from two to three years. There should be two types of courses at degree level; the pass course and the honour course. The course leading to degree of MA, M.Sc. should require at least two years in one subject. The period recommended for Ph.D. is minimum two years and maximum five years.

d. **Subject of Study:**

The Commission recommended that courses and curricula should be revised and improved periodically, so as to make them updated and to provide for growing needs of the country, particularly in the specific areas of science and technology. New
subjects like sociology, home economics, public and business administration, journalism etc should be introduced in universities.

e. **Examinations:**
The Commission was of the view that the system, of examinations had been criticized for dominating higher education, thus it should be reorganized and the award of degree should be based on the performance of students in final examination conducted by university, (75 percent marks) and record in the periodical tests as well as class work (25 percent mark). Students should obtain pass marks in both assessments. Pass marks should be fixed at 40.0 percent in each paper and 50.0 in aggregate. For Second Division marks should be 60.0 percent and for First Division 70.0 percent of the total marks.

f. **Research in the Universities:**
Research was thought one of the essential features of the university education. Not only it was of national importance in the developing economy but it also had a further value as a means of keeping a teacher active, creative and updated and of enabling him to stimulate and inspire his students. The Commission, therefore, recommended building up strong departments in which both teaching and research would have prominence. The Commission further recommended that each university should setup a “Committee of Advanced Studies” to supervise and coordinate the research work in the universities. Fundamental research should be given priority.

g. **Other Recommendations:**
Other recommendations in the field of higher education, forwarded by the Commission were related to the functions of teachers in a university, the selection and promotion of teachers, co-ordination of higher education, student’s welfare and discipline. A programme of guidance and counseling was also recommended by the Commission to be organized in the universities.
3. NATIONAL EDUCATION POLICY 1972–80

3.1 Introduction
The President of Pakistan Zulfiqar Ali Bhutto, in his address to the nation on 15th March 1972, presented the salient features of Education Policy 1972-80. He observed that the education system imposed in the pan was much rigid inflexible and was availed only by the privileged few who constitute the elite group in the country. The expenditure on education was mostly incurred on “bricks and mortars” as compared to that on teachers and books. Therefore, the government expressed its commitment to set up a system of education that caters the needs of the masses and along with being modern will carry the spirit of religion and culture.

3.2 Objectives of the Policy
The principal objectives of the policy were:

a. Ensuring the preservation, promotion and practice of the ideology of Pakistan.
b. Building, up-national cohesion through conscious use of educational process.
c. Mobilizing the youth for leadership role through participation in various social service programmes.
d. Addressing illiteracy in the shortest possible time.
e. Equalizing access to education through provision of special facilities for women, under-privileged groups and special children.
f. Designing curricula relevant to the nations emerging social and economic needs.
g. Providing a comprehensive programme of studies for integrating general and technical education.
h. Providing academic freedom and due autonomy to educational institutions.
i. Ensuring active participation of teachers, students and representatives of parents and the community in educational affairs.

3.3 Free and Universal Education
The policy forwarded the following statements on free and universal education.

a. Education will be free and universal up to class X. This would be achieved in two phases.
   i. In the first phase from 1st October 1972, education up to class VIII would be made free for boys and girls in all types of schools.
   ii. In phase second, starting from 1st October 1979, free education would be provided to class IX and X in all schools.

3.4 Elementary Education (Class VI-VIII)

a. According to the policy, it was anticipated that primary education would become universal for boys by 1979 and for girls by 1984.
b. To accommodate the increased enrolment 38000 additional rooms for primary classes and 23000 rooms for middle classes would be constructed.
c. In providing school facilities, priority would be “given to rural and backward areas.
d. The universalization of elementary education would require 2.25 lakh additional teachers.
e. Text books and writing materials would be provided free to primary school children.
f. Curricula, syllabus and text-books would be revised to eliminate overloading and to emphasize the learning of concept, skill and encourage observation, experimentation, practical work and creativity.
3.5 Secondary and Intermediate Education  

a. Enrolment  
Secondary education, as stated earlier in the policy, would be made free which would provide access to secondary education to children from the less privileged families. By 1980, it was estimated that the enrolment from the present 10 percent would be doubled both in secondary and intermediate levels.

b. Shift Towards Science and Technology  
According to the policy, the expansion of science and technical education would result in the progressive integration of general and technical education in schools and colleges. At that time 60 to 70 percent of students, in secondary schools and colleges were enrolled in arts subject. Therefore, the policy maintained that by 1980, one third of enrolment would be in each of the three main streams arts, science and technical/occupational subjects. This meant an increase in enrolment in technical subjects from 5 percent at that time to 33 percent and for science subjects from 23 percent to 30 percent by 1980, would be ensured.

c. Integrated Science Courses  
A stated in the policy, integrated science courses including mathematics, biological and physical sciences would be introduced at high and intermediate stages to give students more comprehensive and diversified preparation to get entry into higher institutions of professionals and general education. To meet the immediate need, specially developed short in-service science and technical teacher training programmes, would be launched during summer vacation.

3.6 Higher Education  
Specific provisions on development, improvement and innovation of higher education made in the policy, are briefly stated:

a. Universities  
The policy envisaged that new universities at Multan, Saidu Sharif and Sakkar, would be established. Jamia Bahawalpur would be convened into full-fledged university, The Agriculture College of Tandu Jam, N.B.D Engineering College Karachi and the Agriculture University at Lyulpur (now Faisalabad will have addition of new faculties. A constituent Medical College would be added to the University of Baluchistan. A collaborative programme would be developed between PINSTECH (Pakistan Institute of Nuclear Science and Technology) and universities.

b. University Grants Commission  
In order to co-ordinate the programmes of universities and to develop their faculties without duplication and waste, a University Grants Commission would be established.

c. University Ordinance  
The ill-famed University Ordinance, which had caused much unrest among the students and teachers, would be replaced by enlightened and progressive legislation that would democratize the working of universities.

d. Professional Councils  
For maintaining standard of education in various professional fields and to maintain
uniformity among them, professional councils would be established for agriculture law and engineering.

e. **Centres of Excellence**  
   To minimize the dependence on foreign training for our experts and specialists Centres of Excellence would be established which would be financed by the Central government.

f. **Area Study Centres**  
   The policy maintained that Area Study Centres for research and advanced studies of contemporary societies would be established general universities.

g. **Pakistan Study Centre**  
   As there was inadequate understanding of the language and literature of one region-by the other region of Pakistan, therefore, it was thought necessary that each general university should establish a Department of Undergraduate Study of Languages, Literature and Culture of various, regions of Pakistan. Moreover, for research pm-poses and post graduate studies in the above areas, a National Institute of Pakistan studies would be established at Islamabad University.

h. **Shift-towards Science and Technology**  
   The policy envisaged that a progressive integration would be achieved of general, scientific and technical education at degree level, Science education stream would be added in degree colleges wherever it was not available and technical and occupational stream would be introduced at degree level and in the major occupational fields.

i. **National Professorship**  
   A programme of National Professorship would be instituted-so that highly qualified scholars and scientists might continue as teachers and research workers.

j. **National Research Fellowship**  
   As no programme in the country existed to assist and encourage scientists arid scholars of outstanding merit to continue their studies and research work therefore, a National Research Fellowship would be initiated in universities and other appropriate institutions.

k. **People’s Open University**  
   According to the Policy, a People’s Open University would be established to provide part-time education facilities through correspondence courses, tutorials, seminars, workshops, labs, TV and Radio Broadcasts and other main communication media.

l. **Book Bank/National Book Foundation**  
   Book Banks would be established in colleges and universities for students. Moreover a National Book Foundation would be established to strengthen the national production of books and reading materials to compete with similar foreign material effectively.
4. NATIONAL EDUCATION POLICY 1978

4.1 Introduction
An Education Conference in 1977 was held at Islamabad, which provided both spirit and substance to the National Education Policy 1978, by Martial Law regime. The factors which led to the formulation of policy are better reflected in the statement of Mr. Mohammad Ali H. Hoti, Minister of Education on the Policy while presenting its salient features in the cabinet meeting on 12th October, 1978. He said that the irregular efforts made by various governments in the past were mainly confined to lip service and left much to be desired. The nation was still without any clear direction resulting in confusion and unrest among people.

There was, therefore, need to clearly set the direction, define objectives and develop practical plans through the process of education. Both population and illiteracy were growing, at alarming rate. The participation rate at primary and secondary levels was low and there were disparities and the curricula were not relevant and the system of higher education was not geared to support development.

4.2 Aims of the Policy
The following aims were set for the policy
a. To foster in the hearts and minds of the people of Pakistan in general and the students in Pakistan, in particular, deep and abiding loyalty to Islam and Pakistan.
b. To create awareness in every student that he as a member of, Pakistani nation as well as a part of Muslim Ummah, is expected to contribute towards the welfare of fellow Muslims.
c. To produce citizens who are fully conversant With the Pakistan Movement and its ideology, foundation, its history and culture.
d. To develop and inculcate in accordance with Holy Quran and Sunna, the character, conduct and motivation expected of a true Muslim.
e. To provide and ensure equal educational opportunities to all citizens of Pakistan and to safeguard the rights of minorities.
f. To impart quality education and develop the creative and innovative facilities of the people.
g. To provide minimum acceptable level of functional literacy and fundamental education to all citizens of the country,
h. To create interest and love for learning and discipline among the youth.
i. To promote and strengthen scientific, vocational and technological education, training and research in the country.
4.3 Primary Education

i. Development and Improvement

The policy, envisaged that primary school enrolment would be increased that all boys of school age were enrolled by 1982-83. Universal enrollment for boys would be attained by 1986-87.

In case of girls, universalization would be achieved by 1992. Necessary provision in the form of physical facilities, instructional materials and pre-service and in-service education of teachers would be made to achieve the target. A number of non-formal means would also, be used to achieve universalization of primary education opening of nearly five thousand mosques schools was a step in that direction.

ii. Other programmes for the development of primary education in the policy were related to:
   a. 60 percent literary rate by 1982-83
   b. About 17000 new primary schools would be setup.
   c. Nearly 1300 new primary schools would be opened mainly in the rural areas.
   d. About 5000 mosque schools would be established for boys.
   e. Equipment would be provided to strengthen 12000 existing schools.
   f. Text books would be supplied to all students at primary level.
   g. About 100 supplementary Readers would be provided to each new primary school.
   h. All primary schools would be provided Teaching Kits,
   i. A nationwide School Mapping exercise would be earned out to evolve a process of school location planning.
   j. Fund budgeted for primary education would not be used for other purposes,
   k. Community resources and participation would be effectively mobilized.
   l. The policy initiated to recognize, institutionalize, and strengthen “Mohalla Schools” to provide educational facilities to female children, youth, and adults in the community.
   m. The policy for adults also provided to establish Village Workshop Schools under phased programmes to impart useful skills to drop out and other left out children.

4.4 Secondary Education

i. The nature and status of secondary education as viewed in the policy:

In view of the policy secondary education played a very important role in the system. It was both a terminal stage for majority of students and also a significant determinant of quality of higher and professional education. The policy maintained that the existing four tier system of education namely primary, secondary, college and university, would be replaced by a three tier system of elementary, secondary and university education in a phased manner. Classes IX and X would be added to all intermediate
colleges while classes XI and XII would be added to selected high schools.

Physical facilities such as science labs, teaching and individual aids, hostels would be provided to the secondary schools, particularly in rural areas. A wide range of curriculum offering would be introduced at the secondary stage for greater diversification according to the aptitude of the students.

ii. Other Programmes for Development and Improvement of Secondary Education:
- Mathematics would be introduced as a compulsory subject.
- The present scheme of agro-technical subjects would be received and necessary changes would be made in the light of the past experiences so as to make it more purposeful.
- One thousand middle schools would be upgraded to high level and 200 new schools would be opened.
- New science laboratories and libraries would be set up to the secondary schools where these did not exist.
- 1150 residence for teachers, especially for female teachers would be constructed.
- Second shift would be introduced in schools wherever feasible, in order to increase the enrollment.

4.5 Science Education
Science education has been separately and specially treated in the policy because of its vital role in the national development. Science education, as viewed by policy makers, provided a sound base for scientific research and technological development. The policy maintained that a National Centre for Science Education would be established to improve science teaching through research and innovation and, to promote and popularize science and technology among masses through’ science fairs, museums and films etc. The policy further provided that the National Educational Equipment Centre would be further strengthened in order to improve the quality and supply of equipment to school laboratories.

4.6 Technical and Vocational Education
The policy observed that technical and vocational education in the past was not job oriented and there had been no arrangement for identifying the needs of and providing training to 80 percent rural population, to make them productive. In order to improve technical and vocational education, it had been decided to introduce production oriented curriculum related to market requirements in all technical and vocational institutes. An Advisory Committee having representatives of trade and industry would be constituted to keep training responsive to the changing market requirements. Small production units would be established with technical and vocational institutes under a phased programme. Evening programme would be introduced in technical and vocational institutes for the
benefit of the community. Wherever needed separate vocational schools for dropped out students would also be established. Moreover, a College of Technical Education would be established to provide pre-service training to the teachers and to improve in-service training programmes. The College would also undertake activities such as establishing academic models for training staff development and preparation of books needed for various levels of training.

4.7 Teacher Education
Teacher is the pivot of the entire system of education. The policy maintained that candidates admitted to the teacher education institutions would be required to possess strong commitment to the ideology of Pakistan. It had further stated that in order to ensure continuous professional growth, all teachers would be required to undergo at least one in-service training course during every five years. All the primary teacher training institutions and normal schools would be upgraded to colleges of elementary teachers. The Academy of Higher Education of the University Grants Commission would provide pre-service and at least one in-service training opportunity to all university and college teachers every five years; The Academy of Educational Planning and Management would be established to provide opportunities of training to a large number of administrators and supervisors-working at different levels of educational system.

Other provisions laid down in the policy related to the constitution of Admission Committees for the selection of suitable candidates according to the principles laid down in the policy; strengthening of provincial Education Extension Centres and In-service Training Centres; strengthening of in-service training facilities of the Allama Iqbal Open University and revision of pre-service curricula at PTC, CT, B.Ed., M.Ed., levels.

4.8 Higher Education
i. College Education:
A College occupies an extremely important position in the system of education. Therefore, the policy maintained that adequate physical facilities, healthy academic atmosphere; hostel accommodation and well-balanced academic and recreational activities would be provided, to students, so that they could fulfill their critical role in the national development.

Other provisions laid down in the policy:

a. Degree colleges would have only class XIII-XVI i.e. degree programmes of four years duration to be imported as higher education.

b. Completion of improvised structures.

c. Girls colleges, which had been upgraded to degree level in the past, would be provided with adequate buildings.

d. Minimum strength of degree colleges would be fixed.
e. Teaching of science subjects would be consolidated.
f. Book Bank scheme would be re-casted.
g. Social and cultural life of colleges would be revived and strengthened.
h. An organized “Guidance and Counseling” service would be introduced,
   i. Adequate scientific equipment could be provided to colleges.
   ii. University Education:

Educational progress and academic uplift of a university is determined by the quality of
Teaching in its institutions of higher learning. There had been a rapid growth in university
education in the past. Therefore, there was an imperative need for its consolidation,
improvement and further development.

The followings are the main features of the steps taken by the policy in the said direction.
a. The admission procedure to higher education institutions and professional colleges
   would be re-determined and institutionally improved.
b. A Bureau of Placement would be established to facilitate employment of students
   after completion of their studies
c. The entire funding of the universities would be borne by the Federal Government.
   However, universities would not be federalized.
d. The University Grants Commission (UGC) would be strengthened to coordinate and
   regulate higher education and research in the country.
e. A National Institute of Educational Research would be established to supervise and
   co-ordinate research on crucial national issues and problems.
f. Agitational politics in universities and colleges would be discouraged in order to
   create an atmosphere conducive for better education on the campuses.
g. A National Students Centre would be established to study and conduct researches on
   student’s problems, issues and attitudes.
h. National Education Council would be set up as an autonomous independent body,
   composed of outstanding scholars for reviewing government policies and
   programmes in the field of education and to serve as a brain trust or think tank on
   education for consultation on various educational problems and issues.
5. NATIONAL EDUCATION POLICY 1992

5.1 Introduction

The edifice of the National Education Policy 1992, had been structured on the basis of “guide-lines” provided by the Prime Minister’s Directive on 10th February, 1991, on the basis of the input received from contract educationists, administrators and members of the Standing Committees of the National Assembly and the Senate. The Federal Minister of Education announced the policy on 20th December, 1992.

The depressing situation which warranted its formulation was the then prevailing system of education, which despite its several times expansion, had not been able to meet the challenges of the modern age.

Keeping in view the weaknesses in the system as well as the aspiration the nation to develop as a productive and progressive society, the entire system of education needed to be re-examined, the priorities to be re-fixed, and the strategies to be revised to make the system capable of meeting the demands of a progressive economy and the social, cultural and political development of society.

5.2 The Thrust of Policy

The main objections of the policy were:

a. To restructure the continuing education system on modern lines in accordance with the principles of Islam so as to create a healthy, forward looking and democratic society.

b. To improve the quality of education and promote research activities in the universities, especially in the modern fields of science and technology.

5.3 Primary Education

i. Status of Primary Education

Primary education had been recognized in the policy as fundamental right of every Pakistani child and it would be made compulsory and free so as to achieve universal enrollment of children by the end of the decade, the medium of instruction would be determined by the provinces. Special efforts would be made for improving the quality, of education. Development of primary education in private sector would be encouraged but its commercialization would be discouraged through strict control and supervision.

ii. Important provisions laid down in the policy for development of primary education were:

a. About 26500 new primary school teachers would be trained.

b. About 107000 new primary and mosque schools would be opened.

c. One room each would be added in 20000 existing one room schools.

d. About 24750 shelter less primary schools would be provided with two rooms each.

e. The pay structure and service conditions of primary school teachers would be
f. Primary curricula from class I-III would be developed in integrated form.
g. Quran Nazira would start from class I and would be completed in the terminal years.
h. The contributing factors of drop out would be studied and appropriate special input would be designed to reduce wastage.
i. In areas where female participation is low, special incentive oriented programme, would be introduced to encourage the enrolment and retention of female students in schools.
j. Primary Directorates would be created at Federal and Provincial levels.
k. Teachers would be given training on the new concepts, introduced in curricula.
l. The Teaching kit would be upgraded.

5.4 Quality of Public Instruction

Improvement of the quality of public instructions would receive high priority as maintained in the policy, such as:

a. Major changes would be introduced in curricula, textbooks, teaching methods and evaluation techniques. The training of teachers would emphasize the acquisition of practical skills. The role of the teacher would be redefined. Teaching learning process would be strengthened through various types of inputs and the delivery of educational services would be improved.

b. Particularly on educational side, curricula would be revised to encourage creativity and progressive thinking through project oriented education. The linkage among curriculum development, text books writing teacher training and examination would be reinforced. Moreover, science, curricula could be revised and made competitive with the demand of new knowledge. A strategy for introducing a wide range of vocational subjects relevant to the job market and self employment would be formulated.

c. Emphasizing the importance of teacher training for bringing about improvement in teaching learning process. The policies maintained that the teacher training institutions would be equipped and strengthened and their faculty would be provided opportunities to update their, knowledge and skill. Teacher training curricula would also be updated. The need for increasing the duration of teacher training would be assessed: Moreover Mobile Training Units would be setup for on the job training of teachers.

5.5 Higher Education and Science

i. Policy statement

As maintained in the policy a liberal, free, democratic and competitive university culture rooted in Islamic values would be promoted. Participation rate of higher education would be enhanced. The programme of higher education would be improved through increased input in graduate study programmes and research. Higher education, which was supply-oriented, would be made demand-oriented. Universities would be encouraged to generate funds by various means; Participation of teachers at international conferences would be facilitated.
ii. **Other strategies for development and improvement of higher education as laid down in the policy, are briefly stated:**

a. More funds would be provided to universities for research.
b. A separate high education services policy would be formulated,
c. Liberal grants would be provided for books, journals to universities.
d. Degree education would be diversified to increase employability of the graduates.
e. Progressive privatization of public sector would be encouraged.
f. A National Council of Academic Award would be established.
g. Industrial Parks to improve industry-university relationship would be set up.
h. Colleges of Distance Education would be established in the provinces.
i. High technology disciplines in selected polytechnics and Engineering Universities would be introduced.
j. Zero based budgeting for allocation of funds to universities, would be introduced.

5.6 **Administration and Management of Education**

i. **Policy Statement**

It has been pointed out in the policy that failures in the past had been less related to resources scarcity than to the administration and management inadequacies. The management of education required special type of professional expertise but the educational managers were not trained in that art.

The policy maintained that managerial and administrative skills of educational personnel would be improved through professional training in techniques and methods of educational administration. The process of decision making would be effectively coordinated and monitored.

The Academy of Educational Planning and Management, would be further strengthened to enable it expand it to training programmes to the provinces.

ii. **Other strategies laid-down in the policy for development and improvement:**

a. School Management Committee would be constituted at village and institutional level.
b. Not more than 15 primary schools would be allocated to each supervisor.
c. The number of Directorates of Technical Education would be increased.
d. Directorates of Colleges would be established at the divisional level in each province.
e. The existing code of education would be revised.
f. A code of ethics for teachers and administrators would be developed and followed strictly.
g. Financial rules would be revised and effective and simple procedures would be devised for expenditure under different heads of account.
h. The District Education Officer would be delegated appropriate financial, administrative and personnel management powers.
i. The provincial government would establish Academies of Educational Planning and Management.
6. **THE NATIONAL EDUCATION POLICY 1998-2010**

6.1 **Introduction**
The Prime Minister of Pakistan asked the Ministry of Education to formulate a “National Education Policy” that would smoothly lead the nation into the next century. The Ministry after a comprehensive process of consultation with scholar’s administrators, leaders of public opinion and representatives of NGO’s to design an initial draft presented the policy to the cabinet on 21st January, 1998. The cabinet appointed a subcommittee of Ministers of various departments. Finally, the Prime Minister, in a National Convention on Education, announced the salient features of the policy on 21st February 1998.

6.2 **Objectives of the Policy**
The following are the Specific Objectives of the Policy:

a. Attaining acceptable level of literacy by universalization of basic education.
b. Providing quality education.
c. Encouraging private investment in education.
d. Making education purposeful and job oriented.
e. Ensuring the quality of higher education.
f. Reforming the examination system.
g. Evolving an effective decentralized management.
h. Creating relationship between supply and demand of teachers.
i. Raising the quality of teacher education.
j. Achieving universal primary education by using formal and non-formal approaches.
k. Making curriculum development a continuous process.
l. Developing technical and vocational education the country.

6.3 **Elementary Education**
Elementary education is the fundamental right of the people. It is bedrock and a foundation of the entire educational pyramid as compared to other sectors. Therefore, the government had attached greater importance in the policy to the problems of eradicating illiteracy and promoting primary education all over Pakistan.

i. **Issues and Constraints in Elementary Education**
Some major issues and challenges in elementary education which had been, pointed out in the policy were as:

a. More than 5.5 million primary schools age (5.9 years) children were left out.
b. About 45 percent children were dropping out of schools at primary level.
c. Teachers absenteeism was a common practice in primary schools.
d. Learning materials were inadequate.
e. Above one fourth of primary school teachers were untrained.

ii. **Programme Forwarded in Policy for Improvement and Development of Elementary Education.**
a. Quality of elementary education would be improved.
b. Character building on Islamic lines would be assigned top priority.
c. Teacher’s competence would be improved through ensuring relevant training programmers.
d. All types of disparities and imbalances would be eliminated.
e. Out of school children would be given high priority.
f. Financial resources base of elementary education would be diversified.
g. Non-formal system would be adopted as a complement to formal system.
h. Management and supervision would be improved through decentralization and accountability.

6.4 Secondary Education
i. The State of Secondary Education
Secondary education (IX-XII) is an important sub-sector of the entire educational system. It provides the middle level work force for the economy as well as acts as a feeder for higher level education. The policy makers had pointed out some weaknesses in secondary education, such as:
   a. Secondary education had not attracted attention in terms of efforts and investment in the past.
   b. There had been unplanned expansion in secondary education and irrational distribution of schools.
   c. The provision of science and mathematics teachers had not been considered seriously.
   d. The introduction of technical and vocational education at secondary level remained a controversial issue.
   e. Physical facilities and textbooks were inadequate.

ii. Programmes laid down in policy for improvement of secondary education:
   a. Setting up one Model Secondary School initially at each district level,
   b. Introduction of a definite vocation or career at secondary level.
   c. Revision of curricula for secondary and higher secondary level would be initiated.
   d. Multiple textbooks would be introduced at secondary school level.
   e. A comprehensive in-service and pre-service teacher training programme would be launched in the area of assessment and evaluation for the improvement of public examinations.
   f. Project method of teaching would be initiated at secondary level.
   g. Education Service Commission would be established for recruitment of teachers.
   h. Salary structures of teachers would be based on qualification.
   i. Education Card would be provided to needy students.

6.5 Higher Education
Higher education today is recognized as a capital investment and is of paramount importance for economic and social development of the country. Only higher education can produce individuals with advanced knowledge and skills required for positions of responsibility in government, business, and other professions. In the light of these requirements, the policy had forwarded the following “guidelines” for the improvement and development of higher education in future.

i. Guide Lines
   a. Preservation of Islamic values and cultural identity of the nation.
   b. Producing highly qualified manpower for meeting the needs of the country.
   c. Ensuring the access to quality higher education on merit,
   d. Contribution to the advancement of knowledge and prosperity of the nation.
ii. **Objectives of Higher Education**

The following objectives were set in the policy for higher education.

a. To inculcate Islamic Ideology and moral values and preservation of our religion and cultural heritage.

b. To equip the individuals with the latest knowledge and technology.

c. To provide sufficient base of scientific knowledge to every student and to enable him/her to contribute towards nation building efforts.

d. To provide intellectual facilities and develop capabilities of individuals to, enable them to play effective role in society.

e. To produce highly educated and technically skilled manpower as required for the country.

f. To facilitate access to higher education, to advance learning and to generate knowledge.

iii. **Policy Provisions/Programmes**

The following policy provisions/programmes had been laid down in the policy for the improvement and development of higher education in the future:

a. Access to higher education would be expanded to at least 5 percent of the age group.

b. Merit would be the only criteria for entry into higher education.

c. New disciplines emerging sciences would be introduced in the public sector universities.

d. Through provision of adequate-students support service, better teachers and good management, the wastage rate would be reduced.

e. Selected disciplines at major universities would be transformed into “Centers of Advanced Studies and Research”.

f. Allocation of resources to professional education would be enhanced.

g. Institutions of professional education would be encouraged to generate internal resources.

h. Reputed degree colleges would be given autonomy and degree awarding status.

i. The libraries and laboratories, of universities and colleges would, be strengthened to meet the international standard.

j. Curricula at university level would be revised for all stages.

k. M. Phil and Ph. D programmes would be launched on a large scale in the Centres of Excellence and other universities departments.

l. Linkage programmes with foreign universities would be developed to promote international cooperation and academic mobility.

m. A system of assessment of teacher’s performance would be introduced for the improvement of teaching learning process.

n. A Teachers Service Training Academy would be established for improving in-service training.

o. The government would initiate a programme to utilize the services, of the Pakistanis serving in developed countries in various institutions.

p. Extensive guidance and counseling services would be provided to students in higher institutions.
7. National Education Policy 2009

7.1 Introduction
The National Education Policy (NEP) 2009 is the latest in a series of education policies dating back to the very inception of the country in 1947. The review process for the National Education Policy 1998-2010 was initiated in 2005 and the first public document, the White Paper, was finalized in March 2007. The White Paper, as designed, became the basis for development of the Policy document. Though four years have elapsed between beginning and finalization of the exercise, the lag is due to a number of factors including the process of consultations adopted and significant political changes that took place in the country.

Two main reasons prompted the Ministry of Education (MOE) to launch the review in 2005 well before the time horizon of the existing Policy (1998 - 2010): firstly, the Policy did not produce the desired educational results and performance remained deficient in several key aspects including access, quality and equity of educational opportunities and, secondly, Pakistan’s new international commitments to Millennium Development Goals (MDGs) and Dakar Framework of Action for Education for All (EFA). Also the challenges triggered by globalization and nation’s quest for becoming a knowledge society in the wake of compelling domestic pressures like devolution and demographic transformations have necessitated a renewed commitment to proliferate quality education for all.

7.2 Specific Objectives of the Policy
The policy stated a clear vision as:
“Our education system must provide quality education to our children and youth to enable them to realize their individual potential and contribute to development of society and nation, creating a sense of Pakistani nationhood, the concepts of tolerance, social justice, democracy, their regional and local culture and history based on the basic ideology enunciated in the Constitution of the Islamic Republic of Pakistan.”

The major objectives of the policy are as under:
- To revitalize the existing education system with a view to cater to social, political and spiritual needs of individuals and society.
- To play a fundamental role in the preservation of the ideals, which led to the creation of Pakistan and strengthen the concept of the basic ideology within the Islamic ethos enshrined in the 1973 Constitution of Islamic Republic of Pakistan.
- To create a sense of unity and nationhood and promote the desire to create a welfare State for the people of Pakistan
- To promote national cohesion by respecting all faiths and religions and recognize cultural and ethnic diversity.
- To promote social and cultural harmony through the conscious use of the educational process.
- To provide and ensure equal educational opportunities to all citizens of Pakistan and to provide minorities with adequate facilities for their cultural and religious development, enabling them to participate effectively in the overall national effort.
• To develop a self reliant individual, capable of analytical and original thinking, a responsible member of society and a global citizen.
• To aim at nurturing the total personality of the individual: dynamic, creative and capable of facing the truth as it emerges from the objective study of reality.
• To raise individuals committed to democratic and moral values, aware of fundamental human rights, open to new ideas, having a sense of personal responsibility and participation in the productive activities in society for the common good.
• To revive confidence in public sector education system by raising the quality of education provided in government owned institutions through setting standards for educational inputs, processes and outputs and institutionalizing the process of monitoring and evaluation from the lowest to the highest levels.
• To improve service delivery through political commitment and strengthening education governance and management.
• To develop a whole of sector view through development of a policy and planning process that captures the linkages across various sub sectors of the education system.
• To enable Pakistan to fulfill its commitments to achieve Dakar Framework of Action, Education For All goals and Millennium Development Goals relating to education.
• To widen access to education for all and to improve the quality of education, particularly in its dimension of being relevant to the needs of the economy.
• To equalize access to education through provision of basic facilities for girls and boys alike, under-privileged/marginalized groups and special children and adults.
• To eradicate illiteracy within the shortest possible time through universalizing of quality elementary education coupled with institutionalized adult literacy programmes.
• To enable an individual to earn his/her livelihood honestly through skills that contribute to the national economy and enables him/her to make informed choices in life.
• To lay emphasis on diversification from general to tertiary education so as to transform the education system from supply-oriented to demand-driven and preparing the students for the world of work.
• To encourage research in higher education institutions that will contribute to accelerated economic growth of the country.
• To organize a national process for educational development that will reduce disparities across provinces areas and support coordination and sharing of experiences.

7.3 Elementary Education
Primary education is a weak link in education in Pakistan. The Policy focuses attention on two large and critical problems facing the sector: (i) low participation and narrow base of the sector; and (ii) poor quality of provision. Despite some progress in recent years, access rates remain low as 66% for primary are the lowest compared to the selected reference countries. Even though 2005 rates have improved in 2006-07, Pakistan still faces the risk of defaulting on EFA 2015 targets. The narrow base is further attenuated through high dropout rates. The survival rate to Grade 5 is 72%. Of those who succeed in completing Grade V, there is a further loss to the system through those not making the transition to the secondary level. Pakistan cannot afford to live with the narrow base in the perspective of long term economic and social development of the nation.

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Policy Actions:
1. All children boys and girls shall be brought inside school by the year 2015.
2. Official age for primary education shall be 6 to 10 years. The official age group for next levels of education shall also change correspondingly.
3. Government shall make efforts to provide the necessary financial resources to achieve the EFA goals.
4. Wherever feasible, primary schools shall be upgraded to middle level.
5. International Development Partners shall be invited through a well developed plan for expanding school facilities.
6. High priority shall be paid to reducing the dropout rates. An important element of this effort should be to provide financial and food support to children who drop out because of poverty.
7. Food based incentives shall be introduced to increase enrolment and improve retention and completion rates, especially for girls.
8. Schools shall be made more attractive for retaining the children by providing an attractive learning environment, basic missing facilities and other measures.
9. Government shall establish at least two “Apna Ghar” residential schools in each province to provide free high quality education facilities to poor students.
10. Every child, on admission in Grade I, shall be allotted a unique ID that will continue to remain with the child throughout his or her academic career.

7.4 Secondary and Higher Secondary Education
The secondary and higher secondary school system prepares young people for life. It has two important roles in this respect providing skills to the labor market, as many students leave formal schooling at this time; and providing input to the tertiary system. The system does not provide an adequate base for both these functions. Quite apart from the quality of instruction at this level, a central question that Pakistan’s education policy makers confront is the level of skill development and preparation that can be achieved by twelve years of school education as a terminal qualification.

The present system has shortcomings in two main respects: it has a narrow base that leaves a large number of young people outside the system and the quality of skills it produces does not appropriately match the needs of the labour market. Some of the policy actions needed to address these concerns have already been outlined in section 5.2 above, dealing with elementary education. The additional reform initiatives described below are specifically meant for secondary and higher secondary education.

Access and participation rates at this level of schooling in Pakistan are low in comparison to reference countries. Pakistan’s national average ratio of secondary to primary school is 1:6 but, in certain parts of the country, it reaches the high figure of 1:13. There is a clear need for expanding the provision. At the same time, efforts have to be made to cut the high dropout rates and induce more out of school youths back to the school system, particularly girls, whose participation is still very low.
Policy Actions:
1. Provision shall be expanded, particularly in the rural areas and of schools dedicated for girls. Priority shall be given to those locations where the ratio of secondary schools is low.
2. Student support shall be increased to prevent students from dropping out of school for financial reasons.
3. Schools shall introduce more student-centered pedagogies.
4. Counseling facilities shall be made available to students from the elementary level onwards, in order to constructively utilize their energies, to deal with any displays of aggression amongst young students and to address any other psychological distress that a student may be in, by suggesting a suitable remedy.
5. Life Skills Based Education (LSBE) shall be promoted.
6. Counseling at higher secondary level must also address the career concerns of young students and encourage them to take up studies as per their aptitude other than the “accepted” fields of study, be it technical, vocational or any other area of study.
7. Schooling shall also be made more attractive by adding community service programmes.
8. Grades XI and XII shall not be part of the college level and shall be merged with the school level, forming part of existing secondary schools where needed and provision of necessary human and physical resources shall be ensured. This exercise shall be undertaken after a detailed study of the failures of similar previous efforts.
9. A system for ranking of primary and secondary educational institutions across the country shall be introduced with rankings based on result outcomes, extra-curricular activities and facilities provided to the students. This will encourage healthy competition amongst schools.
10. To create an order for excellence in the country, a “National Merit Programme” shall be introduced to award bright students.

7.5 Higher Education
Good quality, merit-oriented, equitable and efficient higher education is the most crucial instrument for translating the dream of a knowledge-based economy into reality. The tertiary sector contributes as well in the attainment of social goals of developing civic responsibility, social cohesion and a more tolerant society. An important function of higher education is research through which it contributes to the innovation process, economic growth, sustainable development and social cohesion.

The Higher Education Commission (HEC) was created to serve as the apex body for all matters pertaining to policy, plans, programs, standards, funding and oversight of higher education in the country and transform the higher education sector to serve as an engine of growth for the socioeconomic development in the country. The HEC is responsible to formulate policies, guiding principles and priorities for higher education institutions for promotion of socio-economic development of the country, funding of higher education institutions, accreditation and quality assurance of academic programs and preparation of plans for the development of higher education and express its opinion on all matters relating thereto.
Policy Actions:
1. Steps shall be taken to raise enrolment in higher education sector from existing 4.7% to 10% by 2015 and 15% by 2020.
2. Investment in higher education shall be increased to 20% of the education budget along with an enhancement of the total education budget to 7% of GDP.
3. A two-fold strategy for R&D promotion at universities shall be pursued. In the first case, basic research in the universities and research institutions shall focus on building the capacity to conduct and absorb cutting edge research. The second strand shall be a focus on knowledge mobilization that is, transmission of research knowledge through various forms of university industry partnerships and incubator programmes and science parks to the business sector. This commercialization strategy aims at assisting the innovation process of the economy.
4. Competitive research grants for funding must be available to ensure that the best ideas in areas of importance are recognized, and allowed to develop.
5. Opportunities for collaboration with the world scholarly community should be provided for both postgraduate students and faculty.
6. Tenure Track system of appointment of faculty members will be institutionalized.
7. ICT must be effectively leveraged to deliver high quality teaching and research support in higher education, both on campus and using distance education, providing access to technical and scholarly information resources, and facilitating scholarly communication between researchers and teachers.
8. Additional television channels should be dedicated to the delivery of high-quality distance education programmes.
9. Faculty development doctoral and post-doctoral scholarships shall be awarded to meritorious students for pursuing their studies both in Pakistan and abroad.
10. For promoting quality in its teaching function, universities shall specialize in particular areas, rather than each university attempting to cover the whole range of programmes.
11. A continuous professional development (CPD) programme shall be designed for College and university teachers. The CPD, among other things, shall include the practice of subject-wise refresher courses for college teachers; Provinces/Area education departments shall ensure training of college teachers in pedagogical skills and educational administration.
12. Universities shall develop quality assurance programmes, which include peer evaluation including foreign expertise.
13. Ranking system of the universities shall be made more broad-based, including parameters that directly reflect the quality of learning.
14. Need-based scholarship programs shall be developed and instituted to enhance equitable access to higher education.
15. Campuses of existing universities shall be established in second and third tier cities to facilitate the spread of higher education.
16. Recognizing the importance of social sciences in developing better social understanding, transmission of civic and cultural values and the potential to reduce conflict, universities shall pay greater attention to this area in their research function.
17. A broad-based education system must be developed to ensure that graduates have
not only mastered their respective areas of specialization but are also able to
effectively interact with people having a wide variety of backgrounds.

18. Universities shall introduce integrated four-year Bachelor degree programmes.

19. Existing standardization of libraries and library professionals shall be reviewed
keeping in view latest developments in the field of medical, engineering,
information technology and other fields of professional and higher education to
support academic work and research.

20. The lecturers selected through the Public Service Commission’s shall be required to
get at least six months pre-service training diploma in teaching methodologies,
communication skills, research and assessment techniques, so as to equip them with
necessary teaching skills to undertake the job.

21. Universities shall develop standards for colleges affiliated with them and these must
then be categorized accordingly. Colleges falling below a certain level must be
warned and eventually disaffiliated.

22. Accreditation councils will be established to allow accreditation of undergraduate
programs in the respective disciplines for which these councils are established.

23. Science-based education at the bachelor’s level, including professional degree
programmes, shall contain subjects in social sciences to allow the graduates to
develop a more balanced world view.

24. Research linked to local industry, commerce, agriculture etc. shall be encouraged to
support these areas through indigenous solutions and create linkages between
academia and the market.

25. In order to ensure adherence to minimum standards of quality by all universities/
degree awarding institutions, the HEC shall develop a process for periodic
reassessment of various programmes offered by institutions with regard to renewal
of their degree awarding status. This provision shall be applicable to both public and
private sector universities.

26. Universities shall be encouraged to develop split-degree programmes in
collaboration with foreign universities of good repute.

27. Universities of technology should be established to produce technologists required
by industry.

28. National Centres in areas of economic importance should be identified and
strengthened to contribute and compete at an international level.

29. Institutions of higher learning should be encouraged and supported to generate
intellectual properly that is duly protected.

30. It is necessary to focus on implementation excellence, which will require adoption of
modern project management and reporting techniques as well as computerized
financial management systems.

7.6 Specific Recommendation

Many specific recommendation regarding curriculum development, teacher training,
technical education, examination system and quality of education were given. Some of
them are as under:

- Literacy rate shall be increased up to 86% by 2015 through up-scaling of ongoing
programmes of adult literacy and non formal basic education in the country.
Government shall develop a national literacy curriculum and identify the instructional material, teacher training modules and professional development programmes to support the curriculum. The curriculum shall be objectives driven, so as to facilitate assimilation of trainees into mainstream economic activity, by imparting skills training as per local needs and market trends.

5. A system shall be developed to mainstream the students of non-formal programmes into the regular education system, and a system of equivalence shall be developed to permit such mainstreaming. New literates shall receive formal certification so as to facilitate their entry into government schools.

6. Provinces and district governments shall allocate a minimum of 4% of education budget for literacy and non-formal basic education (NFBE).

National Education Foundation (NEF) programmes, currently in practice up to grade 5 shall be expanded up to grade 10, wherever required.

Special literacy skills programmes shall target older child labourers, boys and girls (aged between 14 and 17 years). Special educational stipends shall be introduced to rehabilitate child labourers.

Arrangements shall be made to use school buildings (where available) for adult literacy after school hours.

7. In-service teachers training in mathematics shall be provided, with due attention to developing conceptual understanding, procedural knowledge, problem solving and practical reasoning skills.

8. In-service teacher training in science shall be based on real life situations, use of science kits and provision of science kits to all primary and middle schools.

9. Teacher allocation plans, likewise, shall be based on school needs and qualifications of teachers. Over the next two years, Governments shall develop a rationalized and need based school allocation of teachers, which should be reviewed and modified annually.

Provincial and Area Administrations shall develop effective accountability mechanisms, including EMIS data on teacher deployment, to control absenteeism and multiple jobholding.

Institutionalised and standardised in-service teacher training regime shall be established in those provinces where it has not already been done.

In-service training shall cover a wide range of areas: pedagogy and pedagogical content knowledge; subject content knowledge; testing and assessment practices; multi-grade teaching, monitoring and evaluation; and programmes to cater to emerging needs like trainings in languages and ICT.

Training needs shall be assessed on the basis of research and training programmes.

Governments shall take steps to improve social status and morale of teachers. These include: up-scaling of teacher salaries as part of establishing a separate teaching cadre and teaching career; teachers’ professional development, and a reward system based on performance measures.
8. SELF ASSESSMENT QUESTIONS

Q. 1 What main issues were addressed in the discussions made in Education Conference held at Karachi in 1947?

Q. 2 What “guide-lines” had been forwarded by the Commission on National Education 1959 for the reorganization of primary and secondary education in Pakistan?

Q. 3 What innovations had been suggested in the Policy 1972-80 for the development of higher education in Pakistan?

Q. 4 To what extent the National Education Policy 1978 was ideologically oriented.

Q. 5 What strategies had been, forwarded by the National Education policy 1992, for the development of science education in Pakistan?


9. REFERENCES


PROVISIONS FOR EDUCATION
IN FIVE YEAR PLANS

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INTRODUCTION

A programme for the improvement and expansion of education is a vital part of the national, development plan. Not only it is necessary to increase rapidly the number of trained persons in the country in order to carry out various development schemes, but also the provision of education opportunities is one of the primary goals of a society believing in quality of opportunity and the worth of the individual.

Immediately on gaining independence, the country was faced with many problems. In education the immediate task was to save the system from collapse, a task that had become difficult due to the loss of supervisory and teaching personnel. It was nevertheless performed successfully; schools, colleges and universities were maintained and most of the abandoned institutions were revived and reconstructed. Since then there has been a considerable increase in the number of educational institutions and enrolment.

OBJECTIVES

After studying this unit, you should be able to:

1. Describe the provisions for education in the five year plans implemented so far.
2. Point out deficiencies in the implementation of five-year plans.
3. Identify contemporary trends in education.
4. Describe advancements in the field of education since independence.
5. Compare the provisions for education among all the five-year plans.
1. THE FIRST FIVE-YEAR PLAN (1955–60)

1.1 Objectives
Efforts during the Plan period to develop, educational facilities will be concentrated on:

1. Improvement in the quality of primary, secondary, college and university education:
2. A large expansion of facilities for education and training in the technical, vocational, and professional fields to provide the trained manpower needed in all sectors.
3. Opening new schools, as fast as resources permit, especially in areas which are relatively backward.

1.2 Teacher Training and Educational Research
The key to the improvement and expansion of education is to increase the number of trained teachers. Thirty-five percent of the teachers working in existing primary schools, and fifty-two percent of the teachers employed in the existing secondary schools are untrained. There are 106 institutions for the training of primary school teachers, providing training facilities for 7,500 teachers a year. These institutions will be improved and 25 new institutions will be established to train 10,500 teachers a year.

Six training colleges and two departments of education attached to universities now give professional training to graduates. These institutions train 500 persons annually. Two new colleges will be opened, bringing the output of trained graduates teachers to 800 per year. Five Education Extension Centers will be opened to provide, refresher courses to teachers and supervisor officers already in service.

By the end of the plan period the number of untrained teachers in primary and secondary schools will be reduced to small proportions, and the quality of training will be improved.

Educational research is imperative to provide leadership capable of critically examining the inherited methodology and curriculum, and of replacing the outmoded elements by new and better systems. Institutes of Educational Research are to be established at two universities i.e. Lahore and Dacca during the plan period, and research will also be conducted also at teacher training colleges and other educational institutions. Each university will be encouraged to establish a department of education.

1.3 Primary and Secondary Education
A system of universal primary education is important, but considering the costs and the problem of supplying trained teachers, we do not think it reasonable to expect to achieve this goal in less than twenty years. During the present plan period, about 21,000 existing primary schools will be improved and approximately 4,500 new ones will be opened. The emphasis in West Pakistan will be on improving quality and adding new schools in previously neglected areas. In East Pakistan, which is relatively better off in so far as the number of schools is concerned, the emphasis will be on widespread improvement in the quality of primary education. At present over 43 per cent of the school age population is in school, but in large parts of the country most of the pupils in primary schools drop out
before completing their courses. We expect that with the improvement in quality, the schools will be enabled to retain most of their pupils till the end of primary education.

For improving secondary education the aim is to develop multi-purpose secondary schools with agricultural, technical, or commercial bases depending upon the demands of different societies, and giving secondary school pupils good general education, rather than limiting them to a narrow and premature specialization. In East Pakistan, it is proposed to strengthen 500 high schools. In West Pakistan, 15 schools will be upgraded to high level; 75 new government schools will be established, Grants-in-aid will be given to 100 private schools. Five hundred middle schools and 100 high schools will be improved.

The programme for primary and secondary education is very ambitious and the administrative and teaching capacity of the educational system will be enhanced to the maximum. Its results are expected to be substantial, it will also shift the emphasis from mere book learning to a more creative and purposeful education.

1.4 Colleges and Universities
Colleges will be improved during the Plan period primarily through better training of staff, provision of adequate hostel accommodation, addition of science laboratory equipments and improvement of libraries. The Plan provides for encouraging the education of promising students whose financial means prevent them from carrying on their education to me fullest limits of their promise and talent. It is proposed to meet from public funds the average annual cost of Rs. 1,200 per student excluding tuition fees, which will be waived for 600 talented boys and girls each year. Provision is made for the continued education for about 25 per cent Science students for some of them in professional colleges, such as medicine and engineering. If this programme meets with success, it should be expanded, first to include pupils at matriculation level. Provision has also been made with a similar purpose for awarding overseas scholarship to 25 outstanding boys and girls to continue their studies in foreign universities.

Four of the, country’s six universities i.e. Rajshahi, Peshawar, Hyderabad and Karachi are in the early stage of development; and the two older universities i.e. Lahore and Dacca badly need extension. A sizeable programme of construction for the universities is unavoidable. The first priority of the universities is to improve their staff, equipment, laboratories, and libraries. A number of new academic departments will also be opened. In order to improve the quality of teaching, 220 overseas scholarships for further education and training are proposed for college and university teachers.

We recommend the establishment of a Central University Grants Commission and Provincial University Grants Committees to give grants to universities on the basis of comprehensive long-range plans.

1.5 Technical Education and Training
Technical training is exceptionally important in a rapidly developing economy. Much of
this training is the responsibility of private business concerns: the best way to train skilled personnel, who do not require professional education, is under supervision on the job. The Ministry of labour will concentrate on developing high standards of labour performance, administering trade tests, and establishing standards of skills. The Ministry’s labour training centers will be improved and expanded with this primary purpose in view.

The education system particularly the secondary level after being strengthened by the addition of science and pre-vocational courses will increasingly produce pupils who are better prepared for on the job skill training. In addition, the education system will run a number of technical schools, to produce supervisors and engineering technicians in various fields. Polytechnics in Karachi and Dacca started classes in 1955 and two additional polytechnics, one at Rawalpindi and the other at Chittagong are to be established during the plan period. In addition, monotechnics, in such fields as textiles, leather, and ceramics will be established or strengthened. At the professional level, the existing colleges of engineering and technology will be improved and two new colleges will be established.

**Table**

Public Expenditure on Education and Training 1955-1960
(Figures can be read in millions by removing decimals)

<table>
<thead>
<tr>
<th>Spending Area</th>
<th>(Crore Rs.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary education</td>
<td>10.8</td>
</tr>
<tr>
<td>Secondary education</td>
<td>15.5</td>
</tr>
<tr>
<td>Teacher training</td>
<td>3.5</td>
</tr>
<tr>
<td>Colleges including talent scheme</td>
<td>8.2</td>
</tr>
<tr>
<td>Universities including overseas scholarship</td>
<td>9.3</td>
</tr>
<tr>
<td>Technical education</td>
<td>5.2</td>
</tr>
<tr>
<td>Council of Scientific and Industrial Research</td>
<td></td>
</tr>
<tr>
<td>Council of Social Science Research Central</td>
<td></td>
</tr>
<tr>
<td>Archives and Record Office and miscellaneous</td>
<td>5.6</td>
</tr>
<tr>
<td>Total</td>
<td>58.1</td>
</tr>
</tbody>
</table>

**1.6 Main Points**

1. The key to the improvement and expansion of education is to increase the number of trained teachers.
2. There are 106 institutions for the training of primary school teachers.
3. By the end of this plan, the increase in the number of children attending primary schools will be more than one million.
4. 25 outstanding boys and girls will be sent to foreign universities for higher studies.
## 2. THE SECOND FIVE-YEAR PLAN (1960–65)

### 2.1 Educational Development during the First Five Year Plan Period

Educational development in the First Plan period is summarized in the table:

<table>
<thead>
<tr>
<th></th>
<th>1954-55</th>
<th>1959-60</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Primary education</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Schools</td>
<td>41,500</td>
<td>44,200</td>
</tr>
<tr>
<td>Enrolment</td>
<td>4,266,000</td>
<td>4,706,000</td>
</tr>
<tr>
<td><strong>Secondary education</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Schools</td>
<td>5,475</td>
<td>6,000</td>
</tr>
<tr>
<td>Enrolment</td>
<td>869,000</td>
<td>1,099,000</td>
</tr>
<tr>
<td><strong>Teacher training</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Primary teacher training institutes</td>
<td>97</td>
<td>75</td>
</tr>
<tr>
<td>Teacher training colleges</td>
<td>21</td>
<td>23</td>
</tr>
<tr>
<td>Annual output (primary teachers)</td>
<td>7400</td>
<td>7400</td>
</tr>
<tr>
<td>Annual output (secondary teachers)</td>
<td>1300</td>
<td>1800</td>
</tr>
<tr>
<td><strong>Engineering education</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technical institutes</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>Annual output (diplomas)</td>
<td>191</td>
<td>500</td>
</tr>
<tr>
<td>Engineering Colleges</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Annual output (degree)</td>
<td>274</td>
<td>400</td>
</tr>
<tr>
<td><strong>Medical education</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Colleges</td>
<td>6</td>
<td>9</td>
</tr>
<tr>
<td>Annual output</td>
<td>350</td>
<td>450</td>
</tr>
<tr>
<td>Nurses training centers</td>
<td>14</td>
<td>18</td>
</tr>
<tr>
<td>Annual output</td>
<td>352</td>
<td>200</td>
</tr>
<tr>
<td><strong>Agricultural education</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agricultural colleges</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Annual output</td>
<td>120</td>
<td>120</td>
</tr>
<tr>
<td>Animal husbandry colleges</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Annual output</td>
<td>32</td>
<td>64</td>
</tr>
<tr>
<td>Forestry college</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Annual output</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td><strong>Legal education</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Colleges</td>
<td>8</td>
<td>14</td>
</tr>
<tr>
<td>Annual Output</td>
<td>710</td>
<td>800</td>
</tr>
<tr>
<td><strong>Non-professional Colleges</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Colleges</td>
<td>145</td>
<td>209</td>
</tr>
<tr>
<td>Enrolment</td>
<td>65866</td>
<td>110166</td>
</tr>
<tr>
<td><strong>Universities</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Universities</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Enrolment (non-professional)</td>
<td>3900</td>
<td>7400</td>
</tr>
</tbody>
</table>
2.2 Primary Education

The objective of the Second Plan is to raise the proportion of children of the 6-11 age group actually attending school from the present figure of 42.3 per cent to 6.0 per cent by 1965. In West Pakistan, the 18,000 existing primary schools are inadequate to serve the needs of a large population spread over a vast area, and the plan, therefore, provides for the opening of 15,200 new primary schools. In East Pakistan, where the present number of primary schools (26,300) is sufficient but their average quality is poor, 13,300 primary schools will be provided with better buildings and equipment, regular supplies, and more qualified teachers. These efforts are expected to increase primary school enrolment in West Pakistan by 1.2 million, raising the proportion of the age group attending school from 36 per cent to 56 per cent. In East Pakistan an increased enrolment of 1.3 million is anticipated, raising the percentage of the age group attending school from 48 to 63.

Two special problems will receive attention in the Second Plan period: first the provision of adequate facilities for the education of girls and second, a revision of the primary school curriculum to bring it into harmony with the needs and abilities of young children out of the 4.7 million children presently attending primary schools, only 1.1 million are girls. This will be done both by admitting girls to more of the existing primary schools, and by ensuring that where separate facilities are required a much larger proportion of funds is allocated to schools for girls. Efforts will be made to improve the content of the teaching materials at the primary stage in such a way that the same is related to the experiences and needs of the child in his own community.

2.3 Secondary Education

The Second Plan makes provision:

- For the amalgamation of the intermediate classes with the secondary education system;
- For the improvement of secondary schools by bringing their accommodation, equipment, libraries, and teaching up to a specified standard;
- For the diversification of the programme in these institutions through the introduction of courses in technical, commercial and agricultural subjects; for the introduction of guidance programmes so that students with special interests and aptitudes can be encouraged to take courses suitable to their talents;
- For the development of residential schools offering instruction of the highest standard; for additional facilities for the education of girls;
- For a programme of scholarships that will ensure the education of talented but needy students.

In East Pakistan the number of existing secondary schools (3100) is sufficient to absorb the young people seeking enrolment in them, but their qualitative standards must be raised. One thousand junior high schools will be developed by up-grading primary and middle schools. Of the 1600 senior high schools, 1200 will be provided with qualified teachers, adequate buildings, and better laboratories and equipment. Craft courses will be introduced in 100 junior high schools, agriculture in 50 senior high schools, and home economics in a number of girl’s high schools. As West Pakistan have a larger area and a smaller number of
girls high schools. As West Pakistan has a larger area and a smaller number of schools (2900), this region will be provided with additional facilities. During the Plan period, 160 high schools will be opened, 103 middle schools will be upgraded to high schools and 60 primary schools will be raised to middle schools. Two hundred of the 1900 existing middle schools will be provided with additional accommodation and equipment. Government high schools will be improved by; adding 800 qualified teachers, 650 classrooms and 70 art rooms. Seventy science laboratories will be fitted with modern equipment. Courses in industrial arts, commerce and agriculture will be introduced in 250 middle, schools and 45 high schools.

The programme for secondary education proposed in the Plan will increase the enrolment at this level by 430000 students, raising the percentage of the age group attending school from 12 in 1960 to 16 in 1965.

2.4 Teacher Education
The teacher requirements of the Second Plan are very large. It is estimated that 70000 primary teachers must be added to the 127000 already in service, and 8625 undergraduate and 6155 graduate secondary teachers will be added. The plan provides for improved facilities at four training colleges, three junior training colleges and 28 of the 35 primary training institutes in East Pakistan. The training colleges in East Pakistan have not been operating at capacity because teaching has not attracted a sufficient number of trainees. The Plan proposes that this excess capacity be filled and that in addition, one training college, two junior training colleges, and 20 primary training institutions are opened. In West Pakistan, improvements will be made in the training colleges at Lahore and Bahawalpur as also at 24 of the 28 primary training institutions and 12 primary training units attached to high schools. Two new training colleges and 15 primary training institutions will be set-up during the plan period. In each Province provision has been made for the training of instructors for teaching in the primary training institutes.

2.5 Higher Education
To develop a high standard of instruction and to encourage and facilitate research at universities, the Plan proposes the construction of libraries, laboratories, study rooms for teachers, and other essential buildings. The University of Dacca will start moving to a more appropriate site during the Plan period and provision has been made for this shift. The affiliating and examining functions of the universities will be curtailed both through the consolidation of colleges and through the establishment of new universities. The Government College, Chittagong will be developed into a university and another university will be set up in West Pakistan. These will be general universities and four technical universities will also be set up for higher agricultural and engineering studies. The Institute of Public and Business Administration in Karachi will be expanded so that it can better serve the needs of the entire country until similar institutes can be established in the Provinces. An Institute of Modern Languages (National University of Modern Languages) will be set up to undertake teaching and research in important modern languages.
2.6 University Research
Research is an essential function of the universities. At the higher educational level, research is as important as teaching. It vitalizes the instruction process and stimulates teaching staff to keep abreast of technical advances in their fields. The universities have a special duty in the development of fundamental research in scientific fields, which are basic to the country’s progress and welfare, and in the thorough training of qualified research workers.

Full-time research professorships will be established in the principal universities and technical institutions. Effectively planned university research programme should be subject to some degree of coordination with the programmes and activities of other agencies.

2.7 Main Points
1. 13,300 primary schools will be provided with better buildings, equipments, and more qualified teachers.
2. Amalgamation of intermediate and secondary classes for the improvement of secondary schools.
3. Addition of 70,000 new Primary school teachers to 127000 already in service.
4. Establishment of four technical universities.
5. An Institute of Modern Languages will be set up.

3. THE THIRD FIVE-YEAR PLAN (1965-1970)

3.1 Objectives
Major objectives of the third plan were:
i) To provide an educational system which would facilitate transition into an era of science and technology, promote political, social and economic development and bring the country’s spiritual and cultural heritage into harmony with the contemporary world.
ii) To provide the youth of the country with conditions conductive to the full development of their individual capacities and character.
iii) To raise the quality of education at all levels.

3.2 Primary Education
The objective of the Third Plan is to greatly increase enrolment at the primary level in order to achieve universal primary education within Perspective Plan period (1965-70). To this end it would be necessary to increase the total enrolment figure from about 45 per cent in 1965 to approximately 70 per cent of the primary school age group in 1970. This will involve an additional enrolment of 5.8 million by 1970, 3.0 million in East Pakistan and 2.8 million in West Pakistan.

As a first step it is proposed to offer opportunities for enrolment in class I to between 75 and 85 per cent of the school age children. However, in view of the high rate of dropout,
enrolment figures, either for the whole age group or for class I am not a very reliable guide to the overall education situation. More important than this increase in enrolment in class I will be an increase in retention of the children so that 50 per cent of the appropriate age group is in class V. The most vigorous measures will be taken to reduce the rate of dropout by improving the quality of education offered. The possibility of increased enrolment will mainly depend on a greatly increased registration of girls. This will require a widespread change of social attitudes.

3.3 Middle or Junior High Stage
Education at the Junior High Stage consisting of classes VI, VII and VIII, is eventually to be made compulsory for all children during the perspective plan period. The Third Plan programmes will include expansion of educational facilities to accommodate 960000 additional, children (400,000, in East Pakistan and 560,000 in West Pakistan). This will increase the enrolment in these classes to 2.0 million (0.8 million in East Pakistan and 1.2 million in West Pakistan) by 970.

The school curriculum has also to be expanded to include diversified subjects, craft work and prevocational courses, which the children have to be encouraged to explore. It is also necessary to improve the general quality of education at this stage.

3.4 Secondary Education
Education at the secondary level comprises two stages at present:
a) Secondary consisting of Class IX and X and
b) Higher secondary or intermediate comprising Classes XI and XII.

The teaching of science and mathematics should consequently receive very strong emphasis during the Third Plan. The matter demands immediate provision of up-to-date laboratories, libraries, science equipment, books, and other miscellaneous requirements.

The on-going scheme of “Pilot Secondary Schools” will be extended. New schools will be added and those already in the process of development will be strengthened and further improved. It is necessary that these relatively well equipped schools should have highly qualified staff.

The development of “Comprehensive Schools” with emphasis on diversified courses will be undertaken at an accelerated pace.

Support will be forthcoming for the existing residential schools to extend their facilities and to improve the quality of their instruction. A limited number of new residential schools will receive assistance as justified in the public interest.

A comprehensive guidance and counseling programme based on the use of standardized tests of intelligence, interest and aptitudes of children and young people will be set up at this level.
3.5 Higher Secondary/Intermediate Education

There are several deficiencies at this stage of studies. Institutions of higher learning complain about the low scholastic achievement of their students. Studies in science in particular, cause concern at this level. The number of students offering science subjects is small both in relation to those pursuing language and humanities courses and to the national manpower needs. The reasons for this are obvious. The institutions are currently short of adequate physical facilities and qualified teachers of science. The quality of the end product needs upgrading in knowledge and skills.

3.6 Teacher Education

The teacher and his/her education plays a very important role in quality of education. During the course of the third plan, the number of primary teachers must rise from approximately 184000 in 1965 to at least 350000 in 1970. The magnitude of the task can be judged from the fact that in 1970 the number of teachers required to be trained will be twice as many as in 1965. Teachers for Classes V-VIII and for secondary in general will number 35000; moreover, there must be considerable proportion of graduate teachers of science subjects, but there must not only be more teachers, there must also be better teachers.

Teachers training institutions, in general, need improved physical facilities, better type of teachers and improved curriculum. The existing institutions will be enlarged and new ones will be opened. New institutions will be carefully planned to accomplish high academic achievement. Standards of the existing ones will be upgraded.

A vigorous programme of in-service training will be initiated for the existing teachers. Arrangements will be made for them to attend specially designed courses, for a period of at least three months. Successful completion of the in-service training should be accompanied by suitable increments in salary.

In order to promote the continued professional education of secondary school teacher, Education Extension Centres should be strengthened. Courses being currently offered by them are considered too short in duration. It is considered that their courses should normally be of at least 3 months duration, and that their programme should have close co-ordination and articulation with the syllabi of other institutions concerned with teacher education. The extension Centres will have to be staffed appropriately for the purpose. In-service training for the secondary school teachers should be compulsory, and they should be required to undergo such training at least once in 5 years.

In East Pakistan, the existing 47 primary training institutes will be further improved and expanded and some new ones will be established, the existing five teacher training colleges will be improved and expanded and one new one will be established. In West Pakistan, 40 normal schools will be expanded; 15 new normal schools and 100 normal training units will be established; three new teacher training colleges will be opened; existing facilities for the training of teachers of vocational subjects will be intensified and expanded; and research units will be added at 3 training colleges and 15 normal schools. The Educational Extension Centres and the Institutes of Education and Research in both the Provinces will be further developed to meet the varied requirements of teacher education. Separate
colleges will be established in both the Provinces for training of the teachers of polytechnic and technical institutes. The plan also provides for the holding of summer seminars for the teachers of colleges and universities to familiarize them with the latest techniques of teaching of teaching and development in their fields of specialization.

3.7 Higher Education
During the third plan, greater emphasis will be laid on improving the quality of existing institutions and on expanding and strengthening the teaching of science and other technological subjects that are of direct relevance to Pakistan’s development efforts. At the same time maximum use of the existing physical facilities will be ensured by such measures as extended working days and more intensive utilization of space and equipment.

Major efforts in the third plan will be directed towards improving and expanding facilities for the teaching of scientific disciplines. Laboratories will be added to and modernized. Up-to-date science apparatus, equipments, books and periodical research literature will be provided. Teachers of science subjects will be provided every opportunity to improve themselves professionally. Adequate number of foreign training facilities and scholarships will be made available to them to study in selected overseas universities. Opportunities for vocational and evening course at the universities will be provided. Substantial scholarship will be given to students to take courses in science and other relevant subjects.

Improvement of degree colleges will be brought about by providing them with adequate academic and residential accommodation, scientific equipment, libraries and reading rooms. These programmes will cover 63 colleges in East Pakistan and 50 colleges in West Pakistan. In West Pakistan the programme provides for the expansion of the existing colleges, introduction of B.Sc. classes in 25 of them and for the establishment of 5 new government degree colleges with facilities for B. Sc pass and honour courses.

Education at the university level will be improved, strengthened and expanded by providing the existing universities with appropriate physical facilities, scientific equipment, libraries, reading rooms, and residential accommodation for students, and staff. Programmes of teaching and research at the universities will be substantially improved and strengthened and PhD Courses will be started in a number of disciplines; In East Pakistan, where only two universities exist at present, 2 new universities will be established. Provision has also been made for the UGC.

3.8 Main Points
1. A great emphasis was laid on the universalization of primary education during this plan period.
2. Expansion of educational facilities to accommodate 960000 additional children.
3. During this plan period the number of primary schools will be raised from 184000 to about 350000.
4. For higher education in both provinces many degree colleges will be opened and the improvements will be made in existing colleges.
5. In East Pakistan two new universities will be established.
4. THE FOURTH FIVE-YEAR PLAN (1970-75)

4.1 Objectives
The plan had following objectives:
(i) To create a literate population by mobilizing the nation and its resources.
(ii) To make the educational system more functional in terms of contributions to productivity and economic growth.
(iii) To remove the existing disparity in education among, the rural and urban population.
(iv) To recognize the paramount importance of quality in education and the crucial role of teachers in raising standards of instruction;
(v) To make optimum use of available resources including physical facilities at all levels and.
(vi) To strengthen and consolidate the programme of educational research and development planning.

4.2 Primary Education
The Fourth Five-Year Plan will give a high priority to primary education and a sum of Rs. 547 million will be allocated to it. Investigations carried out on the subject revealed that poor quality of education is responsible for over half the drop-outs at primary level in Pakistan. Hence, the emphasis at the primary level will be on raising teachers’ salaries and overall quality improvement. Special measures should be adopted to increase the enrolment and retention rate of girls. Education of girls will be given immediate and serious. This will be provided by setting up separate girls schools and giving extra incentives to female teachers.

Before launching a large-scale expansion of primary education a ground survey of the existing primary schools should be completed. The survey should be carried out on an emergency basis for a correct assessment of the existing facilities.

By the end of 1970 about 10.5 million children will be enrolled in schools (6.3 million in East Pakistan and 4.2 million in West Pakistan). The total number of primary schools in Pakistan is 70000 of which 29400 are in East Pakistan and 40600 in West Pakistan. The fourth plan provides for 22400 new primary schools in West Pakistan and about 5000 in East Pakistan. Most of the schools in West, Pakistan will be started as one-teacher schools. In absolute terms 2.8 million new places will be created in East Pakistan and only 2.3 million in West Pakistan, raising the percentage of primary age group enrolment from 55% to 67% in East Pakistan, and from 46% to 65% in West Pakistan. The actual achievement of physical targets with regard to primary education will be related to the number of primary school completers and not merely to the enrolment. About 10000 existing primary schools in East Pakistan will be provided with buildings, equipment, etc. In West Pakistan 15000 primary schools will be improved under the development programme by providing equipment and teaching aids. Implementation of the programme will require 155000 new teachers.
4.3 **Adult Education**

The organizational set-up for adult education will be oriented to meet the requirements, of new Government policy to delegate increasing responsibilities to the local self-governing institutions at different levels. Such authorities should be directly associated with the functioning of the adult education project. Provincial Governments will have adequate staff. The Armed Forces of Pakistan may possibly play an important role in the field of adult education. These activities need also to be coordinated as component of the new programme for adult education and to form a base to create a National Educational Corps. Voluntary organizations such as APWA, Rotary Club, Anjumans and Association have also been doing some good work in the field of adult education. The services of these and other voluntary organizations and agencies have to be coordinated and properly utilized. It is intended that functional literacy will be imparted to 5 million adults and school leavers by the end of the plan period.

4.4 **Secondary Education**

For a long time our secondary education remained purely of a literary and academic character. All efforts in the recent past have, therefore, been concentrated on giving secondary education a completely new orientation. It is evident that by and large, secondary education still remains of a literary and general nature. In secondary education the Fourth plan objective will be to achieve an enrolment ratio of 40:60 between the arts programme and the scientific, technical and vocational programmes.

The fourth plan emphasizes early revision of the curricula of training institutions and the provision of equipment and facilities essential for qualitative improvement. Adequate facilities will also be provided to meet the demand for additional teachers for the expanded system of education. The new pay scales introduced by the provincial governments will considerably improve the present situation as more talented graduates are now expected to join the teaching profession. Expert committees will be set up to revise the curricula of teachers’ training institutes.

In is estimated that at the primary level 85000 additional teachers will be needed in East Pakistan and about 70000 in the provinces of West Pakistan during the plan period. The problem of teachers’ training in East Pakistan is extremely acute, so primary school training institutes will be expanded and 52 teacher’s training centers will be established together will produce about 71000 trained teachers during the plan period; in-service training facilities for that untrained teachers will also be provided in these institutes. The position in West Pakistan is better as about 95 per cent of the working teachers in primary schools are already trained. While the requirements of the four provinces of West Pakistan are not yet available separately, it is estimated that about 57000 additional teachers will be trained during the plan period.

Two experimental programmes to improve teaching in the primary and secondary schools will also be launched.
4.5 Higher Education
The Fourth Plan provides for additional 110000 places (55000 in East Pakistan and 55000 in West Pakistan) at intermediate stage and 38000 at degree level (20000 in East Pakistan and 18000 in West Pakistan). The target may be largely attained by expansion and not by multiplying the number of college. About 60 per cent of the additional places will be for science and the remaining 40 per cent for arts, commerce, etc. in view of the increasing rate of unemployment among the arts graduates, limited expansion and qualitative improvement of college education during the Fourth Plan, will be strategically important.

The curricula of the colleges should be explored to see whether it is contributing to the problem of educated unemployed. Need for establishment of a new university in the newly created province of Baluchistan is pressing and it may be possible to start a new university either by utilizing some of the existing physical facilities the Government Degree College, Quetta, or by taking over the buildings constructed for the Institute of Mineral Technology at Quetta, lying un-utilized. Similarly, the present over-crowding in the University of Punjab can be minimized by developing a smaller university in one of the Government colleges at Multan or Sargodha.

4.6 Main Points
1. The fourth five-year plan will give a high priority to the primary education and a sum of Rs.547 million will be allocated for it out of Rs. 3665 for the education sector.
2. For the first time emphasis was given to adult education in this plan period.
3. Two experimental programmes to improve teaching in primary and secondary schools will be launched.
4. At primary level in East Pakistan 71000 trained teachers will be produced during the plan period.

5. THE FIFTH FIVE-YEAR PLAN (1978-83)

5.1 Primary Education
In the Fifth Plan the programmes will be drawn to provide universal coverage of enrolment for boys of class I age by 1982-83 so that universal enrolment for the entire 5-9 age-group is attained by 1986-87: The total enrolment would be 90% of the age group. Reaching this level of enrolment by the end of the Plan period would greatly depend on the improvement of retention rate from class I to V to at least 60 per cent. Attainment of the target of universal enrolment by 1986-87 would require 100 percent flow from class I to subsequent classes from the year 1982-83 onwards. This might require compulsion and enforcement of legislation in 1982-83. During 1978-83, enrolment of girls will be increased by 9.95 lakh or by 58 percent. This will raise the participation rate of girls from 33 to 45 percent. The target, though modest, involves an annual growth rate of 9.6 percent, which would be attainable only with extraordinary efforts.

It is estimated that by 1982-83, 46.511 existing schools will have improved accommodation against an expected total of 63833 schools (including 570 new private
schools). Future construction would aim at a minimum of 2 rooms (and 2 teachers) in each school with more class rooms to be added as enrolment increases. The experience with one-room schools indicates that the performance of these schools is invariably poorer than that of larger schools. In about 1529 of the new schools furniture (including benches and tables) will be provided in, order to study and evaluate the impact of these improvements on school performance.

5.2 Secondary Education
At present about 34 percent boys and 11 percent girls of the middle school age population reach up to middle stage (classes 5-8). Corresponding percentages of boys and girls reaching up to classes 9 and 10 are 22 and 6 respectively. These percentages are extremely low by any standard. Students, particularly boys, leaving school on completion of class viii face great hardship in finding gainful employment, because they seldom possess any skills enabling them to become productively engaged in some occupation. Curricular reform aimed at inclusion of job oriented training in secondary education programme is therefore of highest importance in the development of secondary education.

On the basis of the proposed targets the enrolment in absolute terms will increase by 9.39 lakh or by 52% over the enrolment in 1977-78. The increase will be about 48% in case of boys and 67% in case of girls.

5.3 Teacher Education
A National committee on elementary, teacher Education Curriculum, set up by the government in 1974-75, has completed work on the preparation of new curriculum for the in-service and pre-service training of elementary teachers. The new curriculum has been introduced from 1976-77 and the duration of training has been extended to 10, months by making teacher training a non-vacation programme. Special training programmes are also being conducted to train teacher-trainers for the elementary teacher training colleges. The National Committee for Secondary teachers Curriculum set up to devise a new curriculum for the training of secondary school teachers.

5.4 Programmes for the Development of Higher Education
Education at intermediate level is imparted in 131 male and female intermediate colleges and intermediate classes in 191 male and 70 female degree colleges. The current enrolment at the intermediate level is 190400. Of these 140900 are male and 49500 female. Thus 74% of the students at the intermediate level are male and 26% female. A total increase in enrolment of 63000 is envisaged during the plan period, which represents an annual rate of increase of 5.8% of the total. Increase in enrolment shall be 37600 for boys and 25400 for girls. The annual rate of growth in enrolment of boys shall be 4.8% and of girls 8.6%. A new scheme of studies known as education stream shall be introduced. Those completing intermediate education in this stream shall be absorbed as teachers in middle schools. The plan also proposes to restrict growth of enrolment in Arts to only 13460 out of the total increase of 63000. Thus the annual growth rate in arts subjects shall be restricted to 2.5% as against an overall increase of 5.8%. The increase in enrolment in science subjects is
estimated at 31000 i.e. an annual growth rate of 7.4%. The increase in enrolment in commerce, agriculture and home economics subjects is proposed at 1 1.3 and 3% respectively of the total increase in enrolment.

5.5 Degree Level
Education at degree level is imparted in 191 male and 70 female degree colleges and in honours courses of the general universities. The enrolment in degree colleges is 57400 of which 40000 are men and 17400 women. The enrolment in honours classes of the universities stands at 7157 of which 5224 are education at the degree level. The plan proposes to provide for an increase of 12655 in the enrolment at degree level. This is an increase of about 19.6% over the plan period that gives an annual rate of growth of 3.6%. The plan proposes to accord high priority to the enlargement and improvement of facilities for the teaching of science.

5.6 Programmes of Allama Iqbal Open University
The Allama Iqbal Open University would employ multi-media distance learning techniques to offer courses and training programmes aimed at creating a sense of community and disseminating rural technology in addition to identifying workable strategies for functional literacy in different regions of the country. The university has been established to offer educational facilities to large groups of people through distance teaching techniques of the mass media supplemented by correspondence courses. During 1978-83, major programmes of the university will include in-service training courses for about 20000 primary and middle school teachers.

5.7 Main Points
1. A new scheme of studies known as education stream, shall be introduced at higher level.
2. The Allama Iqbal Open University would employ multi-media distance learning techniques to offer courses and training programmes.

6. THE SIXTH FIVE-YEAR PLAN (1983-88)

6.1 Primary Education
Serious efforts will be made to introduce universal education by ensuring that all boys and girls of the relevant age group get in-rolled in class-1, latest by the terminal year of the plan. A minimum of five years of schooling will be made obligatory to begin with and the tenure will gradually be raised to 10 years.

Participation rate of children in primary schools is targeted to increase from 48 per cent in 1982-83 to 75 percent in 1987-88. This implies that over 5 million additional children will be provided with primary schooling, an increase of over 80 per cent over the base year enrolment of 6.8 million children.

It is estimated that at least 20 per cent of population in rural areas lives in settlements of less than 300 persons. It will be necessary to devise, special programmes such as mosque schools, or mobile schools, with lowered qualifications for teachers in order to reach this
population. The sixth plan programme has, therefore, been designed on the principle of flexibility to allow creation of educational facilities in accordance with the specific requirements of each locality. The major components of the programme are:

- Utilization of mosques to accommodate classes 1 to 3 of new schools and overcrowded existing schools;
- Provision of school buildings both for existing and shelter-less schools and for classes 4 and 5 after completing class 3 from mosque schools;
- Construction of sheds/buildings in urban areas to supplement the space available in the mosques for opening new schools;
- Introduction of the system of mixed enrolment in all new and existing schools in class 1 to 3;
- Provision of separate girls schools wherever mixed enrolment is not possible;
- Provision of two teachers in each mosque school including the Imam, and one teacher each for classes 4 to 5 in all schools against the present system of one or two teachers for all five classes;
- Creation of a separate implementation agency for primary education at federal, provincial and subsequent levels.

The requirements of universal primary education are extremely large and are beyond the capacity of the federal and provincial governments, which have many other claims on their resources. It is essential that in future local bodies and the communities share a much bigger proportion of the responsibility of the schooling facilities, their maintenance and supervision. In fact the need for the community involvement extends much beyond these tasks. Community pressure will be necessary to ensure that people realize that acquiring education and literacy is as much the family’s responsibility to the society as the provision of education facilities is the government’s responsibility to the people. Moreover, community interest would help improve the quality of education, the motivation of teachers, the state of school facilities and the relevance of the curriculum, school hours and vacations to the local needs.

6.2 Secondary Education

Secondary education is important because it is the terminal stage of education for a large number of boys and girls and because it is on completion of secondary education that students are channeled to courses in various fields. Secondary education, therefore, has to be broad based, flexible and of high quality.

Despite the diversity of educational requirements of students, there is a hard core of subjects including Islamiat, Pakistan Studies, Languages, Mathematics and Sciences. These subjects have to be essentially studied by all students in order to have corrected understanding of the Islamic principles and the Pakistan ideology on the one hand and a sound academic base on the other. In view of the rapid technological advances study of a strong course in science and mathematics is becoming increasingly essential for all students. Hence the teaching these subjects will receive special emphasis in the development of secondary education.

To provide a broad-based education at secondary level, the programme of teaching agro-technical groups of subjects, including training in arts agriculture and commerce, will
be strengthened. The ongoing training programmes in about 3,000 schools at the middle stage and 200 schools at the high stage will be consolidated and strengthened and training in these subjects will be introduced in 400 more schools in class VI to VIII and 100 high schools in class IX and X. In addition, trade/technical schools and vocational institutes will be set up mostly in the rural areas which will provide training, in technical trades to the drop outs from the education system on completion of class VIII or even earlier.

6.3 Teacher Education
The primary and secondary schooling targets would require an additional 200 teachers including approximately 40 thousand Imams. Another 45 thousand teachers will be needed for replacement. Teachers training facilities are adequate for the new teachers and to cater to in-service training, but curricula will be redesigned and crash courses introduced for less qualified teachers in the far flung rural areas.

There are 71 institutions for the training of primary and undergraduate secondary school teachers. Graduate teachers are trained in 14 colleges and four university departments. Institute of education and research of the universities of the Punjab, Sind and Peshawar and a few training colleges offer courses in Master of Education.

Availability of trained teachers both for primary and secondary schools is becoming a problem. It is already quite serious in Punjab in respect of male teachers. Training institutions for male teachers are functioning at about 20-30 per cent of the capacity. To meet the shortage of trained primary school teachers, untrained matriculates are being recruited as teachers. It is proposed that provinces facing such a situation introduce a modified system of teacher training under which teachers may be placed for training after recruitment. The training may be completed in 3 installments of 5, 3 and 2 months duration. After the completion of the first training unit of 5 months, teachers should be placed in teaching jobs and should be enabled to complete the remaining 2 units within 3 years of the first appointment. These teachers may be given the initial salary scale of trained teachers from the date of their first appointment but should be allowed to draw annual increments on completion of full training. Gradually, the entire training programme of primary and secondary teachers may be structured on this pattern. This will have the advantage of increasing the annual output 100 per cent, enabling teachers to gain from their experience of classroom teaching, and developing a strong training programme through the resultant feedback system.

6.4 Higher Education and Research
Universities will be one of the main beneficiaries of R&D (Research and Development) programme being launched on a large scale in the sixth plan. Scientific research and technological development allocations are being increased from Rs. 2 billion in the fifth plan to Rs.7 billion in the sixth plan.

Degree Level Education:
The sixth plan proposes to encourage growth of institutions imparting only degree level education. To encourage growth of such institutions, necessary administrative and
financial sources shall be delegated to a few reputed colleges in the list instance with a view to enabling them to recruit better qualified staff on higher salaries, to set higher admission criteria, charge adequate fee, and enjoy a much larger measure of freedom in the administration and management of staff and students. These colleges shall be empowered to award degrees. The plan also proposes to encourage opening colleges in present sector, which shall also be granted considerable freedom in matters of tuition fee and determining admission criteria while the government shall provide them financial grant assistance.

In addition, the plan proposes to implement the following programmes designed to improve the quality of instruction:

- Admission tests covering academic aptitude, communication skills and proficiency in academic subjects proposed to the studied shall be conducted;
- Science laboratories and libraries shall be provided better equipment and latest books and journals;
- Teachers shall be provided facilities and incentives to improve their qualifications through study at Pakistani and foreign universities;
- Arrangement for in-service training will be made;
- Services of expatriate Pakistani scholars shall be made available to degree colleges as visiting processors particularly in scientific disciplines.

**Post-Graduate Education and Research**

The following policies and measures are proposed to be adopted during the plan period to this end:

- Existing university campuses and facilities will be completed and improved at an accelerated pace (the past pattern of show, lingering construction will be changed);
- No new university will be opened in public sector;
- Under-graduate programmes at universities will be discontinued;
- A system of admission test and make-up courses for removing the deficiencies (assessed through the admission tests) will be introduced;
- Selected university departments will be developed into centers of advanced studies (with physical facilities and faculty resources comparable to advanced countries);
- A privately endowed university for science and technology will be established with complete freedom.
- Scholarships to talented students, particularly, in scientific fields, will be awarded. To make higher education a privilege for the talented, special award of scholarships will be introduced for talented students.
- The quality of science education suffers greatly due to non-availability of funds for the purchase of consumable materials in colleges and universities. It is proposed to meet the recurring expenditure of these items from the development funds on an experimental bases in accordance with the scale of expenditure to be determined by the Boards of education and the University Grants Commission.

6.5 **National Scholarship Foundation**

In addition, launching of a comprehensive programme of scholarships is proposed. This
scholarship programme will provide financial assistance to students of all levels of education, and for studies within the country and abroad. These scholarships will be financed through Zakat and Ushr funds and will be administered by a specially created foundation to be called the, National Scholarship Foundation. The Foundation will be managed by the Board of Governor’s consisting of people drawn from all walks of life including a large number of nongovernment members. It is estimated that about Rs. 1000 million may be spent for this purpose during the sixth plan period through the National Scholarship Foundation.

During the sixth plan, small size mono-techniques, commercial and vocational institutes and trade schools will be set up to provide training to technicians and skilled workers in trades related to local needs.

6.6 Sixth Plan Review
Although the Sixth Plan achievements were lower than the targets, considerable progress was made in the education sector.
During the Sixth Plan period, the following policy changes were made:

• For education, Iqra surcharge was levied on imports, which yielded additional resources of Rs. 13.1 billion: The recurring expenditure of the provinces on education over and above the 1982-83 level was treated as development expenditure and was reimbursed to them;

• Foreign funding earmarked for education projects was passed on to the provinces in addition to their normal share in the annual development programme (ADP);

• In order to reduce the imbalance between the rural and urban educational facilities, the Prime Minister’s Five Points Programme relating to rural education was launched in 1986. Some 6,922 primary schools were opened in the rural areas during the last two years of the sixth plan.

• Several innovative projects to improve the quality of education were launched on an experimental basis. These included: (i) summer M. Phil programme in science for teachers; and (ii) readers clubs, which provided 50 per cent subsidy on books, and other programmes.

The focus of the Sixth Plan was on the expansion of primary education and a reduction in illiteracy. To achieve these objectives, 40000 new mosque schools were to be setup during the plan period. These targets could not be attained. Only 17,193 new mosque schools could be opened while the literacy programme could not make much progress due to the absence of an appropriate strategy. Enrolment in classes’ 1-V could only increase by 2.6 million, raising the participation rate from 53 to 64 per cent. Enrolment in classes VI-X increased by 894,000 during the plan raising the secondary school participation rate from 22 to 26 per cent.

In the Sixth Plan no university or degree college was to be established. Emphasis was on the consolidation of a large number of institutions, which were opened during the fifth plan. Only three university departments were developed into Centers of Advanced Studies. The establishment of a privately endowed university of Science and Technology did not
materialize. Liberal scholarships were awarded to encourage M. Phil and Ph.D. programmes while the University Grants Commission (UGC) started training and exchange of university teachers within the country. Scientific equipment was provided to Centers of Excellence and Selected University Departments, both from local resources and foreign aid.

6.7 Main Points
1. The participation rate of children in-primary schools is targeted to increase from 48% to 75%.
2. Utilization of mosques to accommodate classes 1-3.
3. National Scholarship Foundation will provide financial assistance to students of all levels of education.

7. SEVENTH FIVE-YEAR PLAN (1988-93)

7.1 Objectives
The objectives of the Seventh Plan (1988-93) in the education and training sector are as follows:
- To broaden the resource base for education;
- Universalize access to primary education;
- Substantially improving technical and vocational training facilities; and
- Improving the quality of education at all levels, and in particular of university education.

7.2 Primary Education
The Seventh Plan strategy emphasizes provision of at least basic primary education to every boy and girl in the country. By 1992-93, almost every child of age 5 years and above will have access to a primary or mosque school. Special attention will be paid to increase the participation rate of girls. In the Seventh Plan, the separate entity of the preparatory class (kachi/nursery) will be recognized.

There will his legislation for compulsory primary education up to class V for all localities where a school is available within a radius of 1.5 km.

Opening schools, especially in the rural areas, however cannot achieve full participation of primary school children. A strong motivational campaign therefore is launched to convince parents to send their children to school.

Detailed school mapping will be undertaken to identify the locations where educational facilities do not exist. It will be ensured that new educational facilities are geographically well spread so that a school is accessible to every child. Mosque schools will be opened for small settlements. Recruitment will not be restricted to candidates with a primary teaching certificate (PTC). In addition to existing trained teachers, intermediates and graduates will be recruited as
primary teachers.

Part-time employment for girls’ primary school teachers on a contract basis will be allowed. It will be possible to appoint middle-pass candidates as assistant teachers if PTCs are not available. Similarly, retired personnel will be appointed in girl’s schools if qualified female teachers are not available. In due course, all primary schools will have only female teachers.

At present a child of 5 years and above is admitted to class I. In more than 85 per cent countries of the world, the age of entry in class I is 6 years and above. But these countries have strong programmes of nursery and pre-primary classes. The possibility of increasing the age of entry to class I by one year will be examined.

Textbooks for primary schools will be improved. Integrated textbooks will be used up to class III. In most of the rural primary schools small children undergo the inconvenience of sitting on the floor in all seasons. The seventh plan will provide simple and locally manufactured furniture in all new primary schools.

7.3 Secondary Education

The curriculum at secondary level will be changed so that students leaving the system after classes VIII or X possess some useful skills to enable them to earn a living. In classes VI, VII and VIII, students may be required to opt for one skill oriented subject such as agriculture, home economics, metal work, electricity, woodwork or furniture making, etc. This will enable a class VIII graduate to practice that skill or enroll in a vocational school for further training.

During the Seventh Plan the participation rate will increase from 304 percent to 41.6 per cent at the middle stage and from 17.2 per cent to 24.1 per cent at the high stage: The overall participation rate for classes VI to X will rise from 25.7 per cent to 35.5 per cent. It is expected that girls’ enrolment will increase more rapidly than that of boys.

Construction of additional classrooms and improvement of existing buildings of middle and high schools will be carried out to cater for additional enrolment coming from the primary schools. In urban areas, a second shift in secondary schools will be introduced where ever feasible.

Incentives will be provided to attract good science and mathematics teachers. The ongoing project of improvement of science education will be expanded to cover more schools, together with in-service training of teachers, construction of laboratories and supply of science equipment. The quality of teaching the English language will be improved by strengthening the teacher training programme and by revising courses in English language.

It is proposed that the Seventh Plan reorient the educational structure as follow:

Classes 0, I, II, III, Lower Elementary
Classes IV, V, VI, VII, VIII Upper Elementary
Classes IX, X, XI, XII, Secondary Classes XIII, XIV, XV. College
Classes XVI, XVII and above University

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In order to improve the quality of education, in secondary schools, teachers possessing a Bachelor of Education (B.Ed.) degree will also be appointed along with those holding a Certificate of Teaching (CT) to teach classes VI, VII and VIII.

A small hostel for students will be provided in Secondary schools. Efforts will be made to setup new secondary schools, so that these facilities are available to the maximum number of students in all districts and tehsils.

Under the Seventh Plan a programme will be launched to provide at least one model or Comprehensive School for boys and one for girls in each district so that quality education to talented children can be insured. Forty selected high schools will be upgraded to model of comprehensive school level in districts where no such schools exist.

The public sector will set up 36 poly and mono-techniques, 4 commercial colleges and 50 vocational training centers. Moreover, the private sector will be encouraged to set up technical and vocational institutions. The Small Business, finance Corporation will offer loans to private technical institutions for purchase of laboratory equipment, etc. for investment in Setting up technical/vocational institutions. Endowments to these institutions and income from them will be tax-free. As a result, of technical and vocational training programmes after passing the matriculation examination will increase from 24 to 33 per cent of those who continue education.

At present different agencies are responsible for vocational and commercial education and there is no coordination between them. During the Seventh plan a Council of technical Education will be constituted to ensure such coordination.

After class VIII, students will be able to join a vocational institution for a certificate course of 3 to 10 months duration. After class X a two-year diploma course will be offered in the polytechnics and technical colleges. After this a three-years, course in one of the Engineering or technical college’s, will lead to a B. Sc, (Engineering) degree. Admission to B. Sc (Engineering) will be open to only the best students from, among those who qualify this degree in general education. After B.Sc. (Engineering), a two-year course for Master’s Degree in Engineering will be offered in the Engineering Universities. In addition, the Engineering Universities will offer M. Phil, and Ph. D. courses with emphasis on research.

7.4  Teacher Education
The shortcomings, of the present teacher training programme have been identified as follows:
• The curriculum is not relevant to actual classroom situations and teachers are not trained to apply the principles to the actual teaching-learning process;
• Teachers have poor academic knowledge in the subject matter they teach;
• 100 per cent internal evaluation by institutions in the award of CT and, PTC both in theory and practice has lowered the standard in most cases;
• The training period is inadequate for a comprehensive training course;
• The arrangements for in-service training and continuing, education are inadequate; and
• Good students are not attracted to the teaching profession due to lack of good career
prospects.

- During the Seventh Plan period teacher efficiency will be improved by:
- Gradually raising the minimum qualifications of fresh entrants;
- Revitalizing the teacher training programmes through structural and curricular changes and improved management of teacher training institutions; and
- Providing better career prospects and continuous in-service education, weeding out inefficient persons afoot providing incentives for good performance in the form of increments/awards, etc.

The Seventh plan will endeavour to overcome the above shortcomings. The courses for CT will also include methods of teaching at primary level while the B. Ed Courses will include teaching at the middle level. If trained teachers are not available, untrained persons with higher qualifications will be appointed and allowed salaries according to their qualifications.

The pre-service training facilities will be increased substantially during the seventh plan period for teacher to meet the demand at the primary and secondary level. Existing training institutions will be consolidated and new ones established.

There are 13 in-service teachers' Education Extension Centers, which conduct in-service refresher courses for school teachers. The number covered through these refresher courses is insignificant. These centers will be consolidated. Additional buildings, library books, equipment for science laboratories, and modern audio-visual aids for training of teachers will be provided. Innovative methods of in-service training, such as modular approach, distance learning techniques, mutual exchange of teachers and supervisors, and use of audio and video cassettes will be encouraged. A system of incentives in the form of awards, recognition and preferences will be introduced.

7.5 Higher Education and Research

(1) College Education

In the existing degree collets, a large majority of students belong to intermediate classes, if these classes are de-linked and the honours classes are introduced, the degree colleges will have a three-year programme. There will be no need for establishing any new degree college. Use of computers in various courses will be encouraged. Evening classes in colleges will be allowed where feasible. Some of the well-established and reputed colleges will be allowed to award degrees.

(2) Universities

During the seventh plan, administration of the universities will be streamlined by transferring the responsibility of university education entirely to the provincial governments. Management capabilities will be given special consideration in selection of new administrators for universities. The university heads will also be provided necessary training and orientation. The following major reforms are envisaged:

- Financial position of the universities will be improved by eliminating their existing deficits, providing them 20-25 per cent of the Iqra fund collections, raising the fees
from the existing 1 per cent of recurring expenditure to 10 per cent, creating endowment funds for the universities and making donations to this fund tax free without limit.

- At least 8 selected departments having potential for up-gradation especially in terms of staff will be developed into centres of advance studies for offering M. Phil, and Ph. D. Programmes and research of international standard;
- Separate non-transferable funds will be provided out of the recurring budget for purchase of consumable material for scientific laboratories, and research.
- Every university will establish a guidance and placement centre for students.
- Measures will be taken to improve academic environment and administration in the universities;
- Programmes for the improvement of teachers will be launched which will include seminars, conferences, training courses, teacher exchange programmes, research grants, and fellowships for further education in and outside Pakistan.
- The curricula will be revised, and up-dated.
- Quality research will be considered an integral part of the duties of a university teacher.
- Quality of university education will also be improved through a number of other measures. An admission in a university or college will be selective and will be purely on the basis of merit.

7.6 Testing and Evaluation
The Seventh Plan provides for the establishment of educational testing and measurement services, which will develop standardized tests of intelligence, aptitude, scholastic ability, etc. These test scores will be used in conjunction with the traditional examination scores and cumulative record will be maintained. The admission to educational institutions will be selective and strictly on merit. At the same time, measures will be taken to improve the conduct of examination and evaluation of scripts. Severe penalties will be prescribed for cheating.

7.7 Financial Allocations
On a self-financing basis, communities and NGOs will be encouraged to setup primary, middle, high, college and technical institutions using Urdu or a regional language as medium of instruction. Government will provide by way of development grants, 50 per cent of the cost of building constructed or donated for opening a school. The capital grant will be placed in an education fund to be used on educational facilities, by the community or NGO.

The resource base for education will be increased. The proceeds of the Iqra surcharge will be directly credited to the Iqra fund. In addition, the Iqra surcharge will be gradually extended to other economic activities to meet the growing needs of education and training.

The Seventh Five-year plan allocates Rs 23.1 billion for developmental programmes of education and training.

During the Seventh Plan, Rs 93 billion will be required for meeting the recurring expenditure (Rs 75 billion for maintaining the existing educational programmes at the
1987-88 level and Rs 18 billion for the programmes of the Seventh Plan). This level of recurring expenditure will necessitate strong cost recovery measures.

7.8 Main Points
1. This plan emphasizes the provision of at-least basic primary education to every boy and girl in the country.
2. During this plan the participation rate will be increased from 30.4 percent to 41.6 percent at middle stage.
3. Administration of the universities will be streamlined by transferring the responsibility of university education entirely to the provincial governments.
4. The Seventh Five-Year Plan allocated Rs. 23.1 billion for developmental programmes of education and training.

8. THE EIGHTH FIVE-YEAR PLAN (1993-98)

8.1 Objectives
The Eighth Plan will focus on the following major aspects:-

i) Universalizing access to primary education for all boys and girls of 5-9 years of age.

ii) Enactment and enforcement of legislation for compulsory primary schooling for all children of the relevant age group, wherever the primary school facilities become available.

iii) Quantitative expansion and qualitative improvement of technical and vocational education to equip the youth with demand-oriented skills,

iv) Removing gender and rural-urban imbalances.

v) Reforming the management and financing of the universities, de-politicizing their campuses, and eliminating duality of their administrative control by the provincial Governments and financial control by the Federal Government.

vi) Qualitative improvements of physical infrastructures, curricula (by making the courses demand-oriented), textbooks, teacher training programmes and examination system at all levels of education.

vii) Broadening of the resource base for financing of education through increased allocations and encouraging private sector’s participation in provision of educational facilities at all levels.

8.2 Primary Education
Universalization of primary education will be given the highest priority during the Eighth Plan. By the end of the plan period, almost all boys and girls of 5-9 age groups will be enrolled in primary or mosque schools. To achieve this objective, necessary infrastructure and school places will be created at reachable distance. Policy measures will be implemented to enroll and retain the children in the primary schools.

During the Eighth Plan, the facilities in the primary schools will be improved by providing adequate shelter, furniture, potable water, latrines, teaching aids etc. Activity oriented instructional material will be developed through better pre-service and in-service training. To increase the girls participation, textbooks will be provided free of cost to all girls of grade I.
Highest priority will be given to opening of girl’s primary schools in all such villages where there is a boy’s school but no girl’s school.

A primary school will be established for a settlement of more than 300 populations (1981 census), whereas a mosque school will be opened for a smaller settlement having a minimum of 25 primary school age.

At present, provision of free land for opening of primary schools is the responsibility of the local community. Due to sharp increase in the cost of land, particularly in the urban areas, it has become difficult to obtain free land for schools from the local community. During the Eighth Plan, funds will also be provided for purchase of land/buildings in big cities in exceptional circumstances. Where, land could not be made available free of cost. Moreover, in planning of all future housing schemes (both in public and non-profit private sectors), provision of land for the educational institutions at primary level will be made obligatory.

8.3 Secondary Education
Facilities for secondary education will be expanded to absorb the increased output from primary schools. For this purpose, about 2.4 million additional seats in classes VI to X will be created by upgrading, primary and middle schools, establishment of new high schools and adding classrooms in the existing schools. Construction of additional classrooms and improvement of the existing buildings of the schools will also be carried out. In urban areas, second shift will be introduced in selected secondary schools wherever feasible. During the plan period, the participation rate at lbs secondary level will be raised from 50% in 1992-93 to 55% for boys and from about 26% to 30% for girls. Private sector is estimated to accommodate about 15% of the target enrolment at secondary level.

For qualitative improvement, the existing curricula will be reviewed and reformed, particularly that of science and mathematics. Facilities for teaching of science subjects will be improved by provision of additional laboratories and equipment and better-trained teachers.

Performance of classes XI and XII in the existing higher secondary school will be evaluated and remedial measures will be adopted wherever necessary priority will be given to adding classes 11 and 12 in secondary school instead of establishing new intermediate colleges.

By the end of the Eighth Plan period, each district will have a model school for boys and each division will have such an institution for girls in the public or private sector. Private sector will be encouraged to establish quality education institutions. Efforts will be made to upgrade the quality of all secondary schools through provision of better-qualified teachers and physical facilities.

8.4 Post Secondary Technical and Vocational Education
At present general education system in Pakistan is producing graduates without functional and marketable skills. The Eighth Plan will take necessary measures to reverse this trend
and to increase the Share of enrolment in technical and vocational streams from existing level of about 30% to 38%. To achieve this objective, efforts will be made to establish technical and vocational training institutions up to Tehsil level in public or private sector. The curricula of all technical and commercial training institutions will be kept under constant review and will be made responsive to the market needs. More opportunities will be provided for technical and vocational education for women. The technical and vocational training programmes will also be linked to the recently announced prime minister’s employment programme. For promotion and coordination of technical training programmes, Councils of Technical Education will be constituted at various levels.

8.5 Teacher Education

The Eighth Plan programmes will review and reform the curricula and training methodology of the teacher training institutions at all levels. The teacher training programmes will emphasize the acquisition of practical skills that can be applied in actual classroom situation instead of the present emphasis on theory. To achieve these objectives, 8 existing colleges of elementary school teachers will be upgraded as model institutions, which will offer and disseminate modernized teacher training curricula and techniques. In addition, 66 teachers training out posts will be established at the premises of rural girl’s high schools to facilitate the training of female teachers in rural areas.

At present there are 110 institutions for training of primary school teachers and 11 colleges for training of secondary school teachers. In addition, there are about 109 teacher-training units attached to secondary schools. A large number of primary and secondary school teachers complete teacher training as private candidates or through the programmes of Allama Iqbal Open University. The quality of these teacher-training programmes will be evaluated during the plan period and necessary policy changes will be made. To upgrade the quality of teachers, the entry qualification for all teacher-training programmes will be enhanced. Duration of the training will also be increased wherever feasible. Pay Scales of the teachers will be linked with their qualifications.

It is estimated that about 200000 additional primary school teachers, 50000, middle school teachers and 35000 high school teachers will be required during the Eighth Plan period. The requirements of middle and secondary school teachers can be met fully from the output of the existing system. Additional requirement of the teachers will be met by opening of 18 new elementary teachers training institutions and increasing the capacity of the existing institutions through expansion of their physical facilities.

The existing Education Extension Centres will be developed as centres of mobile teacher training. Innovative programmes of teacher training such are modular approach and audio/video cassettes containing training lessons will also be used. A system of incentives in the form of awards and recognition will be introduced by linking the career of teachers with their periodical in-service training and efficiency.

8.6 Testing and Evaluation

A comprehensive and scientific evaluation system makes, the teaching learning process
more rational and efficient. During the eighth plan period concerted efforts will be made to establish a national education testing service on sound footing, preferably through private sector or some NGO. The work of the test development, and research will be carried out by national education testing service in collaboration with agencies and individual experts available from within or outside Pakistan. Gradually, the admission to higher education institutions will be made on the basis of performance of the students in educational tests developed and standardized by the national education testing service.

8.7 College Education
In order to raise the standard of degree level education, the intermediate classes need to be gradually de-linked from the degree colleges and the existing two-year degree courses need to be converted into three-year honours degree courses. During the Eighth Plan, degree level education will be re-structured by offering 3-year honours courses in selected colleges in order to enhance employ-ability of the graduates.

The college curricula will be diversified and made demand-oriented. During the Eighth plan, selected intermediate colleges will be upgraded to degree level. For optimum utilization of available facilities, evening shift will be introduced in colleges wherever feasible. In order to improve the quality of classroom teachings in-service training courses will be arranged for the college teachers during summer vacation.

8.8 University Education
The universities have been unable to keep pace with recent advances of knowledge in science and technology as well as in social sciences In view of this, the university education needs a new look and complete overhauling. The Eighth plan will focus mainly on improving quality and increasing the external and internal efficiency of the university education. The Eighth Plan will also upgrade the quality of research through staff development and provision of better physical facilities, scientific equipment, library books, and up to-date journals.

At least two potential departments in each university will be upgraded as centres of advanced studies to make them capable of conducting quality research and offering M. Phil and Ph. D. programmes. The universities will be encouraged to establish linkages with the industry and commercial organizations through contract research on specific problems. The National Institute of Modern Languages will be used to overcome language barriers.

During the Eighth Plan period the university acts, will be revised to facilitate their effective financial and administrative management. The University Grants Commission will be given more powers to oversee the academic standards. Programmes offered by the universities, most of which are presently supply oriented, will be made demand-oriented.

Out of 20 existing universities, 12 universities were started after 1970. Due to thin funding the campuses of IX) universities are still to be completed. In view of the resource constraints, highest priority will be given to completion of essential facilities of the existing campuses. Private sector will be encouraged to establish Universities or graduate schools in the newly emerging fields.
Admission in the universities will be selective and purely based on merit. Every student will be required to take standardized test in the relevant discipline. All possible steps will be taken to eradicate cheating in the examinations.

8.9 Financial Allocation and Resource Generation

The proposed Eighth Plan development programmes in the public sector are estimated to cost Rs. 69,831 billion (including Rs. 39,319 billion for social action programme in education). Of these Rs 7.534 billion (Rs. 0.584 billion for SAP and Rs. 6.950 billion for non-SAP) are included in the federal PSDP. In addition, about Rs 159 billion will be required to meet the cost of recurring expenditure for the eighth plan period (Rs 139 billion for the existing programmes and Rs 20 billion for the new programmes). This level of expenditure will necessitate strong measures for the cost recovery and resource generation. Following measures will be taken for this purpose:-

i) Public sector allocation for education will be increased. Allocation for basic education will be accelerated through social action programme. Provincial governments are expected to enhance their expenditure on basic education under incentives to be provided by the federal government under social action programme.

ii) Federal and Provincial Education Foundations will advance grants/loans to the private-sector NGOs for establishment of new educational institutions, particularly in the rural areas. The education foundations will also receive grants from the social action programme for promotion of basic education and literacy through NGOs.

iii) Iqra surcharge will be properly organized under a separate, fund. Its proceeds will be credited to an educational fund to be used solely for educational development.

iv) Private sector will be encouraged to establish educational institutions at all levels through tax exemptions, loan facilities and grants. The NGOs which establish or upgrade the educational institutions in the national or approved regional languages as medium of instruction, will be provided matching grants up to 50% of the cost.

v) In all future residential and housing schemes, compulsory provision will be made for free land for primary schools, the cost of which will be recovered from the allottees as development charges.

vi) Local Bodies particularly Municipal Corporations and Cantonment Boards will be re-activated to provide basic education facilities in their areas. They will be encouraged to allocate more resources for establishing and running primary and secondary schools through generating additional resources exclusively for educational development in their areas.

vii) Fee structure and other user charges will be rationalized, particularly in higher education institutions.

viii) The universities or other higher educational institutions will be encouraged to create endowment funds.

ix) Industries and companies will paid up capital of Rs 100 million or more will be required to establish educational institutions up to secondary level.

x) Establishment and running of technical and vocational training institutions will be declared as small business activity and they will be made eligible for loans from Small Business Corporation.

8.10 Main Points

1. Universalization of primary education will be given the highest priority during the
2. Participation rate at secondary level will be raised from 50% to 55% for boys and from 26% to 30% for girls.
3. 200000 additional primary school teachers and 35000 high school teachers will be required during this plan period.
4. National educational testing services will be established.


9.1 An Overview of Education Development since Independence
Educational development in Pakistan has a dark history. It however, on the whole grew substantially both quantitatively and qualitatively. None the less, there is much to be desired. An overview of education facilities at the time of independence and those at present (1997-98) are as under:

<table>
<thead>
<tr>
<th>a) Number of Instruction</th>
<th>1947</th>
<th>1997-98 Estimates</th>
</tr>
</thead>
<tbody>
<tr>
<td>i) Primary Schools</td>
<td>8,413</td>
<td>1,58,920</td>
</tr>
<tr>
<td>ii) Middle schools</td>
<td>2,190</td>
<td>16,002</td>
</tr>
<tr>
<td>iii) High schools</td>
<td>108</td>
<td>700</td>
</tr>
<tr>
<td>iv) Vocational institutes</td>
<td>46</td>
<td>800</td>
</tr>
<tr>
<td>v) Colleges</td>
<td>40</td>
<td>165</td>
</tr>
<tr>
<td>vi) Professional colleges</td>
<td>5</td>
<td>30</td>
</tr>
<tr>
<td>vii) Universities</td>
<td>2</td>
<td>30</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>b) Enrollment (000)</th>
<th></th>
<th></th>
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<tbody>
<tr>
<td>i) Primary level (I-V)</td>
<td>700</td>
<td>16,500</td>
</tr>
<tr>
<td>ii) Middle level (VI-YIII)</td>
<td>221</td>
<td>4,505</td>
</tr>
<tr>
<td>iii) High stage (IX-X)</td>
<td>58</td>
<td>2,039</td>
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<td>iv) Vocational</td>
<td>3.9</td>
<td>550</td>
</tr>
<tr>
<td>v) College (XI-XIV)</td>
<td>13.5</td>
<td>850</td>
</tr>
<tr>
<td>vi) Professional colleges</td>
<td>4.4</td>
<td>155</td>
</tr>
<tr>
<td>vii) Universities</td>
<td>0.6</td>
<td>40</td>
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| c) Literacy Rates        | 13%  | 40%             |

9.2 Main Objectives of the Ninth Plan
The main objectives of the Ninth Five Year Plan in Education and Training sector are:
- Reducing poverty by improving the literacy rate from 42% at present to 60% by the end of the 9th Plan and 75% by the year 2010. To achieve this target UPE is the main dependable source. Programmes of non-formal and informal education through print and electronic media will, however, supplement the efforts towards this end.
- Education will ensure best possible way of life.
- Achieve UPE for boys by the end of the 9th Plan and for girls by the year 2010:
- To achieve universal elementary education (UEE) for boys by the year 2010 and enrolling 90% of girls of the same age group during the same period.
- Improve and expand secondary level education;
• Diversifying technical, vocational and commerce education anti ensuring their spread to meet the requirements of each area/region:
• Optimal use of inputs of educational institutions through good governance.
• Reduce subsidy at higher education institutions and support education expenses of capable but deserving students to continue their studies to the highest level.
• To prepare graduates to face life with confidence through knowledge lead, education.
• Tertiary level institutions will adjust their teaching programmes to produce highly educated /trained manpower.
• Create conducive teaching and research environment at campuses of higher education institution.

9.3 Growth Rate and Target of Ninth Plan
Literacy rate will be increased from 42% at present to 60% by the end of the 9th Plan and 75% by the year 2010. Expediting Universal Primary Education (UPE) is the only dependable and sustainable course to achieve higher target of literacy rate. However, for out of school youth below 19 years of age, separate programme of adult education will be launched. To develop feasible literacy programme, performance evaluation of earlier non-formal education programmes will provide guidance. Performance evaluation of 10,000 non-formal Basic Education Schools/Centers currently under implementation will, also provide, food for thought to develop action plan to improve literacy rate in the shortest possible period. Functional literacy and continuing education will be the hallmark of this programme.

9.4 Primary/Elementary Education
The end of the 9th Plan period will achieve UPE for boys while for girls it will be achieved by the year 2010. Buildings will be provided for all existing shelter less primary/elementary school besides provision of classrooms in the existing overcrowded primary/elementary schools. Reducing the dropout rate and improving the efficiency of the system through better supervision, administration and involvement of local communities will minimize the wastage at this level. To increase utilization of the existing school, especially those of girl’s schools in the rural areas, strong motivational campaign will be launched for parents to send their children to school. This will be reinforced by legislation for compulsory primary education. Gender and regional imbalances existing in available basic education facilities, will be taken care of. To meet this objective during the Ninth Plan period 3.601 million additional primary school children (including 2.395 million girls) will be enrolled. The participation rate for boys at primary level will increase from 95% to 100% while for girls it will increase-from 60% to 80%. At middle level it will increase from 62% for boys to 79% and/or girls’ form 35% to 48%. At the same time, efforts toward universal elementary education (UEE) will be geared up through SAP-II programme.

9.5 Secondary Education
Secondary education, on the one hand, is a terminal stage for many while it is entry point to higher education to others Diversification of courses for the students in different streams at this stage is a very sensitive task. It is a stage, which plays a crucial role in determining the future career of a raw immature youngster. Democratic access to various career options will be provided at the stage.
The expanded requirement for secondary education will be met by upgrading middle schools and establishing new secondary schools. Private sector will be encouraged to share the responsibility.

Deeni Madaris will be persuaded to follow the courses of general stream in job-oriented subjects. To improve the quality of secondary education, following measures will be adopted:

i) Integration of secondary education classes IX-XII under one roof.

ii) Master degree holders in education will be recruited as secondary school teachers.

iii) Intensive in-service training courses at least once in five years will be arranged for secondary school teachers.

iv) Existing science teaching facilities in high school will be revamped while teaching of science will be provided in high schools where it is not available.

9.6 Tertiary Level Education
The tertiary level education produces leaders for all walks of life. It is the age of competition and it will be more so in the 21st century. For tertiary level graduates/stale of the art education in marketable disciplines will be required. For this purposes the propose bare:

i) The intake qualifications of tertiary level teachers will be raised as: M.Phil degree for postgraduate colleges and Ph.D. for universities besides intensive training will be mandatory.

ii) Traditional and un-economical disciplines will be dispensed with while others will be introduced.

iii) Split Ph.D. training in local universities/institutes in collaboration with foreign universities will be started. Degree will be awarded by local universities/institutes. This will help to improve the quality of instruction and research in local universities/institutes raising their level at par with foreign universities of repute.

iv) A substantial allocation to universities will be made to start research programmes.

v) Efforts will be made to raise tertiary level enrolment from 0.4 million at present to 1.0 million by the end of the 9th Plan and to 2.5 million by the year 2010. This will raise the participation rate at tertiary level from 3% at present to about 8% by the year 2010.

vi) Ratio of those going in science and arts disciplines will be brought to 50:50 by the year 2010 against 29:71 at present.

vii) The failure rate of 34% at Bachelor level and 55% at Master level will further be reduced through effective teaching.

viii) National Council of Accreditation and Award will be established. All degree colleges will seek affiliation with this Council. It will conduct examinations of degree colleges and will award degrees.

ix) Undisciplined private education system will be governed through Regularity Authority to be created at provincial levels.

x) Three year degree programmes will be introduced.

9.7 Role of Private Sector
During Eighth Plan period private sector was encouraged to establish educational institutions at all levels. As a result at school level about 30% students are going to private sector. At tertiary level there are 8 universities/institutes including one Engineering University.
Ninth Five Year Plan proposes still greater involvement of private sector in the spread of education. Private sector institutions are of many types. Some are single while others have inter-city chains. Some are goal-oriented while majority of them are profit earning. Some institutions are sponsored by individuals and others are run by some Committee/Anjuman/NGO. A large number of private institutions do not have proper infrastructure and qualified teachers. It is necessary that such institutions including Deeni Madaris be governed under some regulations. Some of these may be given degree awarding status.

9.8 Community Involvement
Ninth Five Plan recommended that involvement of non-political organization/local bodies may be ensured to resolve the problems of construction, repair and maintenance of buildings, management of problems, teacher absenteeism, purchases out of non-salary recurring grants etc. Resources position for education sector will be improved through social mobilization, community participation and activating the role of NGOs, CBOs and local bodies. Higher literacy rate will be ensured through concerted efforts of public sector, NGOs and community participation. The role of communities and NGOs will particularly be focused for setting up new girl’s institutions, in rural areas and urban slums.

10. SELF ASSESSMENT QUESTIONS

Q. 1 What deficiencies made the implementation of Five Year Plans difficult? Explain.

Q. 2 Write about the significant advancement in the field of education since independence.

Q. 3 Compare and contrast all the five year education policies in their important provisions, for following levels of education.
   – Elementary
   – Secondary
   – Higher
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EDUCATIONAL ADMINISTRATION
IN PAKISTAN

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Reviewed by:
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Dr. Munazza Ambreen
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INTRODUCTION

“Education is power. Education is a ‘sine-qua-non’ in the development itself”. There are no two opinion about these words. In this revolutionary world, the system of education needs to be revolitionalized and revitalized so that it could successfully meet the changing demands of the society. The social pressure, the economic needs of the country, the growing demands of the globalization, necessitates re-structuring and re-orientation of the education system in Pakistan. But unfortunately, the education system in Pakistan is suffering from its perennial problems of inadequacy, irrelevance, at the dangling position of its pyramid, standing on weak and fragile foundation.

In this unit, the present education system in Pakistan has been thoroughly examined. All the underlying problems and issues have been pin-pointed. Suggestions have been placed to correct the situation. Moreover, all the initiatives of the Government of Pakistan towards the achievement of the goal of providing education opportunities to the people of Pakistan at all levels, bringing about qualitative improvement and innovating the system have also been discussed so that students could get a critical view and understanding of the prevailing situation of education in, Pakistan. The material provided in this unit is subject to change, revision and modification because educational development is a dynamic process and life of a nation is not static.

OBJECTIVES

The objectives of this unit are to enable the student;

a. to understand the structure, scope and functions of the Federal and Provincial Ministry of Education and other departments.
b. to learn about the structure and functions of the provincial Departments of Education and other related units of education in region.
c. to understand the functions and, interrelationship of various directorates, boards, bureaus and other organizations with the provincial Department of Education.
d. to know about the educational institutions in Pakistan, their multifarious functions/relationships, the problems and issues, they are facing.
1. EDUCATION AFTER 18th AMENDMENTS

1.1 After 18th amendments (Article N/A) education is the responsibility of the provincial government. At Federal level now Capital Administration and Development Division (CADD) is responsible to look after the educational institution under its jurisdiction. Similarly the higher education commission has also been developed at provisional level and in very near future they will start their functions.

1.2 Autonomous Bodies/Organizations
There were a number of various autonomous bodies/organizations which are now attached with (CADD).

- The Inter Board Committee of Chairmen
- The National Book Foundation
- The National Book Council,
- The National Education Equipment Center.
- Museum of Science and Technology.
- The Educational Advisory Board.
- The Inter-University Board.
- The Historical Record and Documents Council.
- The Museum of Natural History.
- The National Science Foundation.

These organizations/bodies hold meetings from time to time and discuss problems and issues confronting them. They conduct research on various problems. They bring about coordination in their activities.

1.3 Special Programmes/Projects of the Formal M/o Education (CADD)
The formal M/o Education has been writing in different areas. Following is the higher of special programmes/projects introduced and executed by the M/o education.

- Literacy and Mass Education Commission.
- Allama Iqbal Open University.
- Teaching kit.
- A Video Cassette Text Books.
- Literacy-cum-Industrial Centers.
• Teacher Training Project (TTP).
• Institute for Promotion of Science Education and Training (IPSET).
• Educational Career Guidance (ECG)
• Primary Education Project (PEP)
• Integrated Rural Education and Development Project (1READP)
• National Institute of Communication in Education.
• Institute of Science and Technology of Pakistan.
• National Academy of Higher Education
• National Academy of Educational Planning and Management.
• National Education Council.
• Summer Schools for talented science students.

The Ministry of Education has also formulated curriculum and some learning package for teachers in:
• Population education.
• Environmental education.
• Drug education.
2. PROVINCIAL DEPARTMENT OF EDUCATION AND OTHER RELATED UNITS

2.1 General Nature
The job of administration and management of educational institutions in the provinces is the responsibility of Provincial education Departments. Every Province has a Minister of Education who is assisted by the Provincial Education Secretary. The organization and functions of the Provincial Education Department mainly include:
- Planning.
- Administration.
- Direction.
- Coordination.
- Teacher Training.
- Budgeting.
- Overall supervision of educational programmes/activities.
- Building linkage between the Federal and Provincial Governments.

To maintain effective control and supervision over working of the educational institutions, there are Directors of Education appointed at Provincial and Divisional levels as well as District and Sub-divisional Education Officers at district and sub-divisional levels, respectively.

2.2 Important Organs of the Provincial Education Department
- The following are the important organs, functioning under the Provincial Education Department.
  - Directorate of Primary Education.
  - Directorate of Secondary/Higher Secondary Education.
  - Directorate of Colleges:
  - Directorate of Technical Education.
  - Bureau of Curriculum Development.
  - Board of Intermediate and Secondary Education.
  - Text Book Boards
  - Board of Technical Education
  - Directorate of Non-Formal Education.
  - Directorate of Education of FATA.

2.3 Provincial Education Secretariat
The provincial education secretariat is responsible for the planning, organization, administration, control, direction and coordination of all educational programmes and activities carried out through various bodies and institutions in the province. The Provincial Ministry of Education is headed by a Minister of Education who is assisted by a Provincial Secretary of Education who enjoys the same powers, which are vested in Federal Secretary of Education. He is the executive head of the Provincial Education
Secretariat. He is assisted by the following officers in the secretariat.

- Additional Secretary/Secretaries
- Deputy Secretary (Administration),
- Deputy Secretary (Education I)
- Deputy Secretary (Education II). OR
- Chief Planning Officers (in case of KPK)

The following officers are working under Deputy Secretaries/Chief Planning Offices:

Section Officer (General)
- Section Officer (Policy)
- Section Officer (Schools)
- Section Officer (Colleges)
- Section Officer (Universities)
- Section Officer (Scholarships)
- Section Officer (Budget and Account)

The following officers are working under Deputy Secretary Planning or Chief Planning Officers.

- Planning Officer (Schools)
- Planning Officer (Colleges)
- Planning Officer (Statistics)
- In every secretariat Educational Management information System (EMIS) has been established which collects data compile store data and retrieve it as and when it is required.
- A Management Unit for System and Training (MUST) has also been established in KPK, which provides training to officers and college teachers and principals in the strategic areas of teaching, planning and administration.

All the above officers as revealed from their status and designation are busy collectively in development of education and implementation of education policies at provincial level and providing direction to the sub-ordinate directorates, boards and bodies that are functioning under their respective jurisdiction and authority. Implementation of policies, bring about integration in all educational activities of the province come under the prime responsibilities of the Provincial Secretariat.

2.4 **Directorates of Education**

The provinces have been divided into various divisions at provincial level. There are Directorates of Primary, Secondary Colleges and Technical Education and at divisional level, there is Divisional Directorate of schools in large provinces of Pakistan. In case of KPK there are separate Directorates of Primary, Secondary, a Colleges and Technical Education. Divisional Directorates of schools, had been established earlier, in each division, but these have been abolished now.
2.5 The Directorate of Secondary/Higher Secondary Education

The Directorate of Secondary/Higher Secondary Education is headed by Director of Education. In case of large Provinces, it is headed by Director of Public Instruction.

The Director of Secondary/Higher Secondary Education is assisted by the following officers.

- Deputy Director (Administration)
- Deputy Director (Planning)
- Additional Directress (Female)
- Deputy Director (Training)

The above officers are further assisted by officers such as:

- Assistant Director (General).
- Assistant Director (Science).
- Assistant Director (Instructional Material).
- Assistant Director (Statistics).
- Assistant Director (Extension).
- Assistant Director (Equipment).
- Assistant Director (Budget & Accounts)
- Assistant Director (Planning).
- Personal Assistant to Director.

All the above officers are assisted by a large number of Superintendents, senior assistants and junior assistants and other supporting staff in their respective sections.

The Directorate is responsible for organization, management and supervision of schools in the context of implementing the policy and the directions of higher authorities.

2.6 The Directorate of Primary Education

The structure and functions of the Directorate of Primary Education has been discussed with setup prevailing in the country.

i. Justification for the Establishment of Directorate of Primary Education. The burden on the whole education structure had increased manifold in the provinces which had obviously resulted in comparative neglects for primary education sub-sector in favour of other sub-sectors of education, therefore in order to eradicate such weakness of the Education Department. Other reasons were to isolate recourses and development requirements of primary education from other sub-sectors. Moreover the curriculum development, teacher’s training and construction of schools at primary level required different logistical planning and coordination as compared to other sub-sectors.

ii. Expected outcome of the Directorate of Primary Education. It was expected that a separate. Directorate would not only focus more attention on Primary Education problems but would foster its development. This would also increase efficiency and administration of Primary Education.
2.7 Structure of Directorate of Primary Education

- Director of Primary Education.
- Two Additional Directors.
- Four Deputy Directors.
- Nine Assistant Directors.
- Seven Superintends.
- 14 Assistants.
- 4 Computer Operators.

A large number of other supporting staff was proposed for main directorate of Primary Education in the Province.

2.8 Directorate of Colleges

There, is a separate Directorate of Colleges in the province. It is headed by a Director of Colleges working under the control of the respective Department of Education of the region. The structure of the Directorate is as under.

- Director of colleges.
- Deputy Director/Directors of colleges.
- Assistant Director / Directors (General).
- Assistant Director (Planning).
- Assistant Director (Statistics).
- Superintends and Assistants and other supporting staff.

The Director of colleges in close collaboration with other officers plan, administer, manage, organize, control, direct, and coordinate the academic and co-curricular activities of the colleges under his/her jurisdiction.

In case of KPK there is separate Directorate of FATA which has similar structure and functions.

2.9 Directorate of Technical Education

There is a separate Directorate of Technical Education in each province functions under the headship of Director of Technical Education. He/She is assisted by similar number and cadres of staff already discussed in cases of other Directorates. The Director of Technical Education of the region performs responsibilities like planning, organization, managing, directing, controlling and coordinating all the related activities of technical education in the Province.

2.10 Board of Technical Education

In each region, there is a separate Board of Technical Education which carries major responsibilities like examination/evaluation, revision of curriculum, conducting research, collecting relevant data and holding workshops, seminars for their teachers and administrators.

2.11 Departmental Examination Unit

In each province there is a separate Unit of Department of Examinations, which supervise
and conduct departmental examinations at PTC, CT and Drawing Master level. This unit is headed by Controller. He is assisted by a Deputy Controller and Assistant Controller of Examinations.

2.12 Bureau of Curriculum Development
In every region, there is a separate Bureau of Curriculum Development, headed by Director of Bureau of Curriculum who is assisted by Deputy Director, Assistant Directors and other subordinate, officials. The prime responsibilities of a Bureau are to bring about improvement in the existing curriculum at primary level and in the teacher training programmes in the elementary colleges. The Bureau is also responsible for coordinating the training activities at lower level in the province. The Bureau also conducts research and academic programmes when new subject are introduced in schools and in teacher training institutions of the province.

2.13 Education Extension Centers
Almost in every province, an Education Extension Centers have been established to provide in service training to Working administrators, planners and teachers of schools and colleges in the province. When courses are revised or when new courses are introduced, Education Extension Centers arrange orientation programmes for teachers. The Centers also hold seminars, conferences, and workshops on new trends issues, and problems, relating to the development and improvement of education. A center is headed by a Director, who is assisted by Subject Specialists and other supporting staff.

2.14 Text Book Boards
Text Book Boards are functioning in every province which are responsible for writing, printing, revision, and improvement of text books in primary schools and some at secondary level. These Boards infect, are in need of enlarging their facilities so that their efficiency could be improved and the production, distribution and revision of textbooks could be increased and its services could be expanded in future.

A Text Book Board is headed by a Chairman who is assisted by a few members, subject specialists’ superintendent, assistants, libertarian and other supporting staff.

2.15 Board of Intermediate and Secondary Education (BISE)
At provincial level and at divisional level, Boards of Intermediate and Secondary Education (BISK) have been established which supervise the academic state of secondary/higher secondary, intermediate colleges. At secondary schools, higher secondary schools/intermediate colleges are affiliated with the Boards in their respective jurisdiction. The main responsibility of the board is to conduct examinations at secondary and higher secondary/intermediate levels and award certificate to the successful candidates. They are also conducting research, arranging short courses Tor teachers and preparing item Banks in different subjects for use of teachers.
2.16 Executive District Officers (EDO)
District set up of Education and Literacy Department after devolution plan and 18th amendments has emerged at district level.

The Education and Literacy Department at district level is headed by Executive District Officer Education and Literacy (E.D.O. Ed. & Literacy) in G-19. The EDQ (E+L) is assisted by six District Officers (D.Os) in G-18 such as C.D.O. Pry. Ed, D.O. Dev. P.E.& L) D.O. Literacy, D.O. Secondary Education (M), D.O. Secondary Education (F) and D.O. (Adman & Development) secondary education.
These D.Os, are assisted by one Deputy District Officer (G-17) and 19 Assistant District Officer in G-16. Their respective positions are as under,

a. The D.O. (Pry. Ed.) is assisted by A.D.O. (EST & TS-M) A.D.O (EST & TS-F)
c. The D.O. (Literacy) is assisted by A.D.O (Lit Camp),
d. The D.O. Secondary Education (M) is assisted by A.D.O. (Insp. &T.S), A.D.O. (ESTT) and A.D.O. sports/ Private schools,
e. The. D.O. Secondary Education (F) is assisted by A.D.O. (Insp. & T.S.), A.D.O. (ESTT) and A.D.O. (Sports/P, school),

The structure also indicates the provision of a Deputy District Officer (G-17) for primary education who is assisted, by A.D.O. (Insp), A.D.O. (Teacher Training) and Supdt. in G-16. All these officers have been brought under the control of District Officer (D.O) primary education.

From the above structure distribution of the Officers is as under:

i. Officer G-19(F) = 4.0 percent.
ii. Officer G-18 (B) = 22.0 percent.
iii. Officer G-17 (I) = 4.0 percent.
iv. Officer G-16 (F9) = 70.0 percent.

The situation shows that 22 percent officer of 18 grade 4 percent of 17 grade and 70 officers of 16 grades have been inducted in the system and have been brought under the control of one officer in grade 19. The situation, however, looks anomalous and in balanced.
The new structure of education for schools at district level is shown in the chart below:
Role of EDOs under Devolution Plan

EDO education is a new position at the district level that is responsible for the entire education sector at district level. He is assisted by District Education Officer Elementary (Male, Female), Secondary, Special Education, District Supports Officer, Assistant Director (Planning and Budget) and Deputy DEO. However, there is variation in district management structure among provinces. The main functions of EDOs (Education) include the implementation of government policies, supervision, coordination of the entire sub sectors of education at district level, formulation of district Annual Development Plan and its implementation, collection and compilation of education data. Now the EDO is authorized to allocate resources for any developmental or non-developmental activity in education sector. However, in the changed scenario the role of the Head of the Secondary and Higher Secondary School has remained unchanged. He has to discharge his duties in the same spirit under EDO. The new system has not devolved any more powers to Heads of schools as the process of the devolution of powers at the institution and village level still needs to be decided by the government. The systems hold the DCO responsible to coordinate and supervise activities of EDO. In this way EDO are now accountable to DCO at the district level but their service matters like their appointment and transfer are still being dealt by the provincial government. Under the devolution plan the district educational management and its entire supporting staff i.e. teaching and non-teaching staff is the liability of the provincial government. This was the reason that in the coming year after devolution they were paid salaries by the provincial governments. (Local Government Plan, 2000)

The major changes in the education sector for evolving a mechanism for transferring responsibilities for recruitment, salaries and management of teachers and administrators from province to district level have been introduced. Under the new system, the existing functional offices in the education sector at the district level have been regrouped and placed under the authoritative control of EDO. Similarly creation of some new offices was proposed to deal with the changing need of the community. The main focus is to make the education system and its managerial set up so strong that it can provide efficient and quick services to the community through close coordination with the community and its representatives.

In the Devolution Plan all the educational managerial issues and accountability have been discussed for providing guidelines to the implementing officials and bodies. However, the role of EDO has specially been focused being the head of education system at district level. Under the devolution plan, the educational management working at Tehsil level has been empowered to decide financial and managerial matters; particularly, salary matters, budgets of the schools, appointment of the staff etc. EDOs not only supervise and coordinate all these activities at district level but also supervise the execution of the above activities by his supporting staff at Tehsil level (World Bank, Report 2004).

According to MSU (2001), some important functions of EDOs (Executive District Officer) as reported in the report are:
1. Implementation of government policies, directives and orders
2. Supervision and coordination of functioning of all wings of education in the district

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3. Distribution of budgetary grants
4. Internal audit and supervision of settlement of external audit paras
5. Supervision of curricular and co-curricular activities, expansion, extension of services, increase enrollment and decrease drop-outs
6. Supervision of proper working of school councils and mobilization of the community
7. Sanctioning all kind of leaves, pension and retirement notifications of officer BS-18 and BS-19
8. Provision of information to the monitoring committees of the District, Tehsil, Union Councils and Citizen Community Boards.
9. Taking appropriate corrective action based on the information received from Monitoring Committees and Citizen Community Boards.

The district educational authorities have a crucial role. The devolution plan has considerably categorized all the roles of the Executive District Officer, District Education Officer and other responsible officials. The purpose behind this is to empower EDOs as well as DEOs in all the educational matters at the district level. But political involvement has a negative impact on the working of these officials. There is a need to minimize the political interference and to improve the working of the district educational officials.

3. EDUCATIONAL INSTITUTIONS IN PAKISTAN

The educational institutions from lower to higher levels are run by the provincial government, local bodies and private management. The discussion in this section will be confined to the institutions run by provincial government. In government schools, tuition fee is not charged at primary and secondary levels. However, fee is charged from higher secondary level to university level, which is not very high but affordable. However, provision of scholarship, free-ship and financial support has been made for deserving students at these levels.

3.1 Pre-Primary Schools
Long before the Education Conference 1947 has recommended that private sector be encouraged to establish pre-primary institutions. All the Education Policies (with the exception of policy 1972-80) envisaged that private sector be encouraged to share, equally the burden of providing educational facilities to the people, not speaking of pre-primary education level, but at all levels of education. With the result of this policy, large numbers of private schools, particularly at preschool stage have been opened in every street of the country. These schools as indicated earlier are privately managed, charging heavy fee and funds hiring teachers at lower grades and introducing western-oriented curriculum, and books and claim English as the medium of instruction. These schools in the beginning had been in urban areas and only well to do people could avail such education for their children but now, in rural areas the tradition of opening private schools is getting strength day by day because of social pressure and the craze for ‘English’ and ‘quality’ education. Though the government has framed strict rules and regulations for the registration and recognition for such schools and it has also established "Education Foundation" to provide these institutions
financial and material assistance but still there is a problem of an effective control, supervision and coordination of these institutions by the government. The limitation of the government to provide pre-school education to children is purely financial. It is however, desirable that the government should at least establish a few "Model-Pre-Schools" in urban as well as in rural areas free of charges for the talented poor children.

3.2 Primary Schools

i. Nature and structure of primary schools

Formal schooling in Pakistan begins at the age of 5 plus in the first grade of primary schools. The curriculum for primary classes is practically same throughout the country. Instruction is given in local/regional language and in some areas Urdu is the medium of instruction. Classes are held six hours a day (including a break of an hour, it midday) and Schools are working for five and half days in a week. Where schools operate in double shift basis, class hours are slightly shorter. The primary courses extend over five years.

Beginning generally at the age of five, promotion from grade to grade depends upon the result of annual examination oral and written conducted by supervisors (ESDEO, EASDEO, LC).

ii. Curriculum of Primary Schools

The following type of curriculum is offered in primary schools.

a. Languages
   • First language
   • Second language
b. Mathematics
c. Science
d. Pak/ social studies
e. Health at Physical Education
f. Islamiyat
g. Arts
h. Manual work
   (Practically traits are not taught and manual work is not done).

Now efforts are being made to introduce integrated curriculum at primary level. Such curriculum, (in case of KPK) has been prepared and two integrated books for grades I and II have been produced and introduced at primary, level. There are Mosques Schools in the country which provide formal education from grades I to grade III mostly located in the rural areas.

These schools (in case of KPK) are gradually merged into regular, primary schools. There are (in case of KPK) a dozen Mohallah Schools which provide education to women and girls who had net availed the Opportunity of enrolment in formal primary schools. These schools have not been further expanded since their inception.

a) Problem of urban primary schools
   • Urban primary schools are overcrowded.
- Children are accommodated in old and dilapidated buildings.
- Inadequate furniture.
- Inadequate basic amenities.
- Teacher student ratio is high
- They are in congested and crowded areas.
- Inadequate instructional material.
- Weak, and ineffective supervision.
- Instances of dropout are common,
- Lack/absence of play grounds and sports equipments.

b) Problems of rural primary schools
The problems of rural primary schools are more serious as compared to urban primary schools. Some of the common problems are:
- In most cases, schools are single teachers,
- Poor and inadequate building.
- In most cases, buildings are of one room
- Buildings are in dilapidated condition,
- There are shelter less schools
- Inadequate furniture (tats, chairs, tables).
- Inadequate instructional material.
- Inadequate but in most cases missing basic amenities
- Absence of boundary walls.
- Absence of sports equipment and play grounds.
- The instances of dropout are high.
- Poor scholarship of children
- Presence of untrained teachers
- Ineffective supervision.
- Adjustment problems faced by, teachers who do not belong to that village.
- Teacher’s absenteeism.
- Poor/absence of transportation facilities.
- Poor/absence of intra-structure of the villages
- Absence of residential facilities for teachers.

iii. Obstacles in the Achievement of Free and Universal Primary Education
Free and compulsory/universal primary education could not be achieved because of various political, social, and economic reasons. Some of these are:
- Low priority accorded to primary sub-sector in the distribution of financial resources.
- Unrealistic plans and their targets.
- Poor implementation of innovative programmes.
- Unattractive environment of schools.
- Un-stimulation teaching-learning situation in the class rooms.
- High dropouts and repetition.
• Other geographical situation and socio-cultural factors.
• Weak political will,

The Universalization of primary education is a formidable task for the government and if these conditions persist, there would be a long way to achieve the goals of universal primary education.

3.3 Secondary Schools
i. General Nature
The secondary education consists of three stages, middle (grades VI-VII) high/secondary (grades VI-X) and higher secondary schools (grades VI-VII). Higher Secondary classes XI-XII are gradually linked with selected secondary schools and are converted into Higher Secondary Schools both for male and female. These Higher Secondary Schools are run by Principals and Higher -Secondary classes (XI-XII) are taught by "Specialists" a new cadre created for this purpose. Anomaly still exists in the system. Intermediate classes (XI-XII) are still part and parcel of degree colleges. However, new Intermediate Colleges are not established.

The medium of instruction is the language of the province concerned (in case of Sind). However, in most cases Urdu is the medium of instruction. Subjects like Urdu, English Pakistan Studies and Islamiyat are taught as compulsory subjects. Other subjects are grouped as Science and Humanities and are opted by students according to their interest.

Attempts are being made to diversify secondary education curriculum through inclusion of such options as agriculture, industrial arts, commerce and domestic sciences for those who want to study them. But the trend from scientific subjects and arts has not been favorably shifted to technical and vocational subjects. Besides Secondary and Higher Secondary Schools there are "Special Schools" such as Public Schools and "Cadet Colleges" in the country, these institutions are unique in many respects. They provide residential facilities, attractive physical, social, and academic environment in which students are groomed to play leadership role in the country in future. Only elite class can afford such quality of education for their children. The presence of such institutions is criticized and it is not clear to what extent these institutions provide free education to 25 percent poor and talented children as envisaged in previous policies.

ii. Criticism Leveled Against Secondary/Higher Secondary Schools
One serious criticism leveled against Secondary/Higher Secondary schools is that they have been unable to produce good qualities of character, balance personality and disciplined habits. This is why the tradition of establishment of "Public Schools" and "Cadet Colleges" as indicated earlier, which lay emphasis on the development of qualities of leadership, still perpetuates. These "Special Institutions" cannot meet the needs of the people and they are very costly and only affluent people can afford them for their children. Therefore, efforts should be made to raise the quality of the ordinary secondary and higher secondary schools through improvement of their physical and material facilities and instructional environment. Such sincere attempt
has once been made through the introduction of "Comprehensive Schools" to provide good and multipurpose education under one roof but the scheme was later on discontinued for unknown reasons. Now, the latest education policy again picks up the strings and recommends the establishment of "Model Secondary Schools" at district levels. Another criticism which is leveled against secondary / higher secondary schools is that they provide general education. They have not been developed as "terminal stage" or they have not been treated as-institutions of a "complete stage in itself. As they provide general education and are almost preparatory institutions for higher education, therefore, they put pressure on colleges and universities ultimately lead to educated unemployment.

iii. The General State of Secondary/Higher Secondary Institutions
The general state of Secondary/Higher Secondary Schools in their quality of education is not better than what has been said about primary schools. Most of the institutions are deficient in respect of staff, equipment, material, and buildings. The majority of teachers are not satisfied with their job and lack competence and enthusiasm. In large number of cases, the buildings are in advanced stage of dilapidation due to lack of repair and proper maintenance. There is acute shortage of classrooms in the face of swelling enrolment. Equipments are scant and are of poor quality. The secondary schools in Pakistan are often criticized for their purely academic character and their failure to make adequate provision for individual’s difference on account of age ability and aptitude. Moreover, the class room work is very academic, bookish consisting largely of parroting the least obviously with little though on the part of teacher that the work should have some relationship with the life needs of the people.

3.4 Higher Education (Colleges)
i. Structure and Direction
Higher education consists of two stages. Intermediate (grades XI-XII) and Degree (grades) (XIII-XIV) and for B.A/B.Sc. Honour Degree (grades XIII-XIV). English had been the medium of instruction at graduate level. In most of colleges particularly, at intermediate level Urdu, has been adopted as medium of instruction. After three year of (excluding intermediate stage) successful study, students get the degree of Baccalaureate (Bachelor) of. Arts/Science Honour course take three years as indicated earlier.

ii. The State of Higher Education (Colleges)
There is a general complaint that the academic standard in colleges have rapidly deteriorated. The major reason for this deterioration of quality of higher education is the inadequately qualified teachers with overcrowded classes of ill-prepared students. Other causes responsible for the decline of quality in education are the inadequacy of buildings, libraries and scientific equipment. The teaching of science is particularly poor. Hostel facilities are also either missing or inadequate, which deny students opportunities for developing spirit and discipline for living in a kind of environment conducive to academic work. Private colleges are flourishing in the country because of the encouraging policy of the government to open educational institutions in the private
sector. These private colleges both for male and female enroll significant number of students because of social and demographic factor. Most of these colleges cannot provide adequate physical material and instructional facilities. They also hire the services of academically and professionally untrained teachers. Though they are charging heavy fees. There has been tremendous increase in the enrolment of students at the college stage because of the expansion in secondary and higher secondary education and because of rapid growth in population, such situations have necessitated a rapid expansion at higher level.

In spite of substantial increase in allocations of funds for education by the government, the educational programme at college level remains always under financial constraints. Other pressing priorities of the government such as universalization of basic education also affect budgetary provision for college education. However it is most desirable for the provincial government to consolidate college education for bringing about quality improvement. More-over no new admission be made at intermediate level in the existing colleges so that the degree level be fully concentrated and consolidated for quality improvement in future.

3.5 Higher Education (Universities)

i. The State of University Education in Pakistan
In a developing country like Pakistan, universities are the institutions of higher learning, have a key role to play, Higher level expertise of the country is located in these institutions. Therefore, they are expected to develop, design, and implement development programs in the country. At the time of independent, there was one established university. In 2011 the number raise to 118 universities. Universities in private sector are gradually increasing. The thrust of these universities is on Instructional Technology (IT) and Business Education. Moreover agricultural colleges and medical colleges are up-graded to the status of universities.

ii. Problems and Issues in University Education
Some perennial problems in the past faced by universities were mainly related to:
- Financial constraints/deficits.
- Absence of coordination in academic programmes.
- Consolidation/improvement of university institutions.
- Modernization of curriculum in university.
- Diverting the trend from general education towards more technical and scientific and Job-oriented education.
- Consolidation of Research Institutions in university.
- Staff development of the university.
- Buildings, linkage, collaboration of Pakistani universities with foreign universities.
- Bringing about national integration through higher education.
- Bringing about qualitative improvement in higher education institutions,
- Improving the state of corporate life and welfare of students in universities.
iii. Strategies Forwarded for the Solution of the Problem

The following strategies have been adopted for the solution of the above problems. For achieving the above objectives government had been making continuous efforts to bring about desirable changes and improvements in these important institutions through initiating various policies and plans.

a) The first step in this direction was that universities had been financing by the Federal Government. Since 1980.

b) The University Grand Commission which had been established in 1974 expanded the scope of the activities. Presently it disburses recurring and development grants and provides funds for many approved projects.

c) The Commission also floats a number of senior and junior Fellowships and has established chairs in various Languages.

d) It organizes pre-service and in-service training programmes, seminars, conferences which are participated by eminent scholars.

e) The Commission lays down standard of education and periodically reviews the syllabi and courses of Studies in various subjects taught in university institutions.

f) Providing grants for equipment and libraries in the universities.

g) An Information Service regarding high education for use of government departments, universities and research institutions.

h) In order to improve and coordinate activities in universities, Centers of Basic Science (COBs) has been established at the University Grant Commission:

i) A similar organization for Social Sciences and Humanity has been established.

j) A computer training center has also been setup at University Grants Commission under the aegis of UGC.

k) In addition to the various activities undertaken by UGC, other innovative programmes have also been launched by the government to improve, develop and strengthen the instructional programmes of higher education and to build the professional capabilities of the administrators, planners and teaching personnel of the universities in Pakistan. Some of such institutions are worth mentioning.

- Institute of Science and Technology.
- Centers of Excellence
- National Academy of Higher Education
- National Academy of Educational Planning and Management.
- National Education Council
- Area Study Centers
- Pakistan Study Centers

3.6 Teacher Education/Training Institutions

Since independence, there had been substantial expansion in teacher education institutions. In 1998, there were 90 elementary colleges and 30 Training. Units in selected high schools which were offering Teacher Training Programme for PTC, CT teachers and Drawing Masters. There were 18 Colleges of Education, 5 "Institute of Education and Research" and 2 Departments of Education which offered different teacher training programmes.
The "laissez-faire policy" of the government, has led to the opening of such Training Colleges in every region, where large number of students take admission on self financing basis. Classes on self financing basis have also been started in I.E.Rs. One can get impression that teacher training programme too has been commercialized at the cost of quality. It is a crucial issue which needs separate detail discussion.

Allama Iqbal Open University (AIOU) Islamabad, is also contributing substantially to the training of teachers at various levels. It offers PTC. CT. B.Ed., M.Ed. M.A. Education, M. Phil and Ph.D. programmes through non-formal approach in various areas of distance learning, educational planning, and management and teacher education, thousands of students are enrolled in various programmes except in M. Phil and Ph. D. which are highly selective.

3.7 Issues in Teacher Education/Institutions:
There are issues in teacher education/institutions which are briefly stated. These Issues influence the policy of the government for the development; and improvement of teacher education in the country,

a. In view of the (trained) graduate teachers from various training institutions, the government will have to work out the actual requirement on short and long term basis and will have to restrict admissions in training institutions accordingly,

b. the training institutions prepare professionals of general nature while they are required to concentrate on specialized nature of training, particularly in educational administration, curriculum development, evaluation and research at M.A, M.Ed. M.Phil and Ph.D levels.

c. Effective measures need to be taken to strengthen in-service training institutions in Pakistan.

d. Special arrangements should be made for the training of teacher-educator’s and for this purpose, the services of the proposed National Institute of Teacher Education (NITE) is fully utilized.

e. The Academy of Higher Education in the UGC should be strengthened to provide in-service training programme to the newly appointed teachers of colleges and universities.

f. The Provincial Institute for Teacher Education (PITE) as established earlier, in each region, should be activated and revitalized to impart intensive training in management and supervision to administrates and supervisors and other key personnel of supervisory cadre,

g. In order to universalize primary education in the country, it is necessary to provide suitable number of teachers to the disadvantaged institutions i.e. female primary schools in the rural areas through provision of an attractive package of incentives i.e. stipend/scholarship special pay/allowance, residential facilities and opening of day care centres for the children of female teachers.

h. Technical and vocational institutions are in a sorry state. They face shortage of material, inadequate and poorly trained teachers, poorly equipped workshops, and inadequate administrative structure. All these factors lead to both infernal inefficiency and ineffectiveness of the programme. Therefore, the plight of these institutions should be improved on priority basis.
4. SELF ASSESSMENT QUESTIONS

Please thoroughly study the content of the unit and answer the following questions.

Q. 1 What are the major responsibilities of the Federal Ministry of Education in Pakistan?
Q. 2 What special programme have been launched by the Federal Government for the development and improvement of education in Pakistan?
Q. 3 What are the reasons that primary education has not been universalized go far in Pakistan?
Q. 4 Discuss the structure and functions of the Directorate of Secondary Education?
Q. 5 What are the problems and issues in the institutions of higher learning in Pakistan?

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CURRICULUM DEVELOPMENT IN PAKISTAN: PROBLEMS AND PROSPECTS

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INTRODUCTION

Since education is an orderly and deliberate effort, some plan is needed to guide this effort. The term curriculum generally refers to this plan. The way in which curriculum is defined reflects value judgments regarding the nature of education. This definition also influences how curriculum will be planned and utilized.

The authors of many books and other publications on curriculum have appeared since early 1918. Bobbitt’s “The Curriculum”, has usually presented a particular conception of the curriculum. Lewis and Miel (1972) identified definitions of curriculum in the following categories: course of study, intended learning outcomes, intended opportunities for engagement, learning opportunities provided learner’s actual engagements, and learner’s actual experiences. They defined curriculum as “a set of intentions about opportunities for engagement of persons-to-be-educated with other persons and with things (all bearers of information, processes, techniques, and values) in certain arrangements of time and space. Tanner and Tanner (1980) traced the history of curriculum definitions showing that curriculum has been variously defined as:

a) The cumulative tradition of organized knowledge;
b) Modes of thought;
c) Race experience;
d) Guided experience;
e) A planned learning environment;
f) Cognitive/affective content and process;
g) An instructional plan;
h) Instructional ends or outcomes; and
i) A technological system of production;

What is Curriculum Development? Teachers need to establish very clearly what they are trying to achieve with their pupils, then to decide how they hope to do this and finally to consider to what extent they have been successful in their attempts. In other words, the planning of learning opportunities intended to bring about certain changes have taken place is what is meant by curriculum development.

OBJECTIVES

After completing this unit, you should be able to:
1. Discuss the different trends at national level, in curriculum development.
2. Differentiate between the bases of curriculum at elementary and secondary level.
3. Analyze the planning and implementation of curriculum in Pakistan.
4. Understand the mechanism of curriculum development in Pakistan.
5. Enlist the disparities in curriculum development.
6. Criticize the pros and cons of multiple textbook systems.
7. Enlist the forces influencing curriculum planning.
1. PLANNING THE CURRICULUM

For all rational actions, we must carefully determine the ends/goals first and then decide about the means to achieve them. The more intelligent and sensible the planning, the more rational an action is likely to be. Actions which deviate from this procedure are correspondingly less rational. Curriculum development is a rational and responsible process; it must be planned carefully and cautiously.

1.1 Fundamental Questions in Curriculum Planning

The rationale for analyzing, developing, organizing and planning curriculum begins with seeking answers to the following fundamental questions:-
(a) What educational purposes should the school seek to attain through the curriculum?
(b) What educational experiences can be provided which are likely to attain these purposes?
(c) How can these educational experiences be effectively organized?
(d) How can we determine whether these purposes are being attained or not?

According to Tanner and Tanner (1980), these four functions in curriculum planning identifying the objectives, establishing the means, organizing these means and evaluating the outcomes are interdependent in nature. D.K. Wheeler (1967) has identified the same steps, as illustrated in the following figure.

1.2 The Components of a Curriculum Plan

The components of a curriculum plan or design are generally as below:
(a) Diagnosis
(h) Formulation of specific objectives
(c) Contents and its organization
(d) Teacher and teaching methods
(c) The learner
(f) Evaluation

Let us now look at each of these components in more detail.
(a) **Diagnose**
It is necessary to make a general analysis of problems, conditions and difficulties present in the group for which curriculum is being planned. These data must be
scrutinized for an indication of a general picture of the prevailing circumstances and resources available. This picture may well indicate the need for a new approach to the curriculum, changed attitudes, or a new orientation to teaching learning situations. Though this preliminary analysis of needs, characteristics and resources is the initial step, it is not to be thought that the necessity for analysis comes to an end when the next stage is entered. Diagnosis is a type of evaluation and must be maintained throughout the planning process.

(b) Formulation of specific objectives
In this step, the goals already sketched out must be translated into specific objectives. Irrespective of the particular nature of the contents of each subject, attention must be paid to all the categories of behavioural outcomes. It will also help in the selection of activities and contents. In formulating specific objectives, it is necessary to select the particular behaviour desired to state the form in which it is to be exhibited. If the objective is in the cognitive field, then the sub-class of the taxonomy or some similar model will be useful in dictating precisely what is required, and up to what level. As far as possible, the objectives must be expressed as behavioural outcomes so that it is clear what skills are to be developed and what sensitivities, feelings or attitudes are the focuses of attention. Tylar (1949) has mentioned some sources of objectives, which are illustrated below.

- The learner
- Contemporary life
- Subject specialists
- Philosophy
- Psychology

However, there is a difficulty in selecting the objectives through this model, viz, which of the objectives should be given priority as compared to the other? Are all the objectives equally important? The curriculum planner should make decisions according to the situation.

(c) Content and its Organization
The content of education is an inclusive term concerning what is considered necessary to be organized to achieve the desired goals. First, there is the subject matter or the instructional material which has to be remembered, recalled, comprehended, analyzed, applied and evaluated. Second, there should be suitable activities or learning experiences. Moreover there are the integrating procedures which determine the rate of progression from one step to another.

It is necessary to arrange content according to some plan. Some are in favour of psychological approach to content organization, which goes after the mental maturity level of the learner. The other approach known as logical approach takes
care of the sequential order of concepts in the subject/discipline. However, there is no unique pattern of organization of content. The most suitable organization is the one which most effectively promotes the achievement of intended outcomes.

(d) Teachers and Teaching Methods
Teachers are the operative agents in education. They are the people responsible for translating the curriculum into action. For effective implementation, it is necessary to inform teachers.
(a) Explanatory statements about the aims of each subject.
(b) The general and specific objectives of each course.
(c) Background information on any changes made in subjects.
(d) Details of sources, guide books and teacher materials.
(e) Details of new methods of teacher aids to be adopted while teaching various subjects.

(e) The learner
It is for the society to answer questions like “Who is to be educated?” and “Should equality of opportunity be provided in primary and secondary education for all children”? In some societies, the curriculum is totally different for the children of the elites and those of the lower order. In Pakistan there are three types of educational institutions, each with their peculiar kind of curriculum meeting different needs; general public and private schools; religious schools or Deeni Madaris; and European type English medium schools. In each of these categories of schools, the learners come from different systems of the education and have different attitude towards life. Though efforts are going on to bridge this gap, the objective is still far from being fully realized.

(f) Evaluation
Evaluation is a process of obtaining useful information for judging and decision-making. Socket approaches curriculum evaluation through a conceptual analysis of the term “evaluation”. In his analysis, he identifies three central features of evaluation given as under:-
1. Evaluation is appraisal in which we make judgments.
2. Such judgments are made in the light of criteria.
3. Such criteria embody human purposes and evaluations made, therefore in form decisions.

Curriculum evaluation is essential for at least two reasons: One is that feedback to pupils at frequent intervals improves their performance. Another is that it is highly desirable for teachers to know how successful they are in achieving their teaching objectives, to be able to make any necessary improvements/revisions

Activity
Hold a discussion, with the teacher of a nearby high school and prepare a list of characteristics for an effective lesson.

Self-Assessment Questions
1. What do you mean by curriculum planning?
2. Enlist the components of curriculum planning.
3. Describe the importance of diagnosis in curriculum planning?
2. FORCES INFLUENCING CURRICULUM PLANNING

It seems necessary to discover the nature of forces, which influence curriculum planning. There are number of such forces that affect the curriculum.

2.1 Historical Precedent and Tradition
Curriculum improvement is usually a change in accepted practice or it may be called developments worked out within the existing structure. The existing programmes in use may be useful until plans are made to change existing conditions.

2.2 Cultural Patterns and Social Aims
There is no doubt that the cultural patterns and value system of the society are influential in shaping the curriculum. There is not much difference in the nature of learning and the psychological and mental development of boys and girls from one nation to another but the social settings, in which education takes place vary remarkably.

2.3 Educational Philosophy, Research and Experimentation
Philosophical decisions affect curriculum decisions because they represent a choice of values. The purposes, goals and methods of education are based upon a philosophy of education and they play a major role in planning learning experiences and other important curriculum decisions.

In these days a research point of view is given consideration in the formulation of philosophical concepts and in making decisions for planning instructional programmes of children. The extensive research done in the field of child development and learning process has provided educators a base for curriculum improvement. Similarly, further research will continue influencing curriculum planning. In the same way experimentation and trying out of promising practices, are essential aspects of curriculum development. Certainly progress comes through tryout of new ideas and new practices.

2.4 Textbooks as Curriculum Determinants
In some elementary schools the textbooks for the academic areas of instruction to a large extent, determine the scope and sequence of the curriculum and the nature of learning experiences. It is mostly true in case of Pakistan where a single textbook approach is adopted and the teachers do not use the course of study planned for their guidance.

2.5 Administrative Structure and Organization
The nature of school organization and the type of administrative structure, in which the programme is carried out, markedly influence the curriculum as a whole. The centralized administrative structure in Pakistan has its strong effects on curriculum construction and implementation. Certain other agencies and special-interest pressure groups also influence curriculum planning.

Activity
Interview teachers of local institutions and discuss the forces influencing curriculum planning.

Self-Assessment Question
What are the forces affecting curriculum planning?
3. CHARACTERISTICS OF A GOOD CURRICULUM

3.1 Development of Social Understanding
The exercises, which develop in children the understanding of the society, social problems
and social relationships, are of great importance for their inclusion in the curriculum. Every
child is a member of a society and he should be trained in such a way that he becomes an
asset to the society to contribute to its full development.

3.2 Promotion of Maximum Personal Development
Every curriculum plan must resolve the issue of individual differences versus group
standards. The experiences covering a wide range of interests and overall individual
development are pre-requisites for a good curriculum.

3.3 Promotion of Continuity of Experience
Continuity of experience and proper sequence of learning is one of the most important aims
of curriculum planning. Past, present and future experiences show a consistent relationship
and are based upon one another.

3.4 Provision for Educational Goals
In a good curriculum all the needed experiences from different levels are given proper
attention. Goal serving experiences are provided for the varying abilities and needs of all
learners not mere Three R’s.

3.5 Maintenance of Balance Among all Goals
Provision’s are to be made for maximum individual development and for group interaction.
The curriculum plans may incorporate provisions for all educational goals and suggest
requirements, time allotments, and other ways of giving balanced attention to each goal.
The classroom learning experiences depict the nature of curriculum.

3.6 Utilization of Effective Learning Experiences and Needed Resources
Provisions should be made for adequate equipment and material for making effective
learning experiences. The teachers should explore and use a wide range of resources for
fulfilling the desired goals and ends of learning experiences.

From all this discussion it can be concluded that teacher plays a major role in making a
good curriculum because he fills the loop-holes .left in the course of study and other guides
as they exist on paper.

Activity
Hold a discussion of a-group comprising a supervisor, three working
teachers, and a curriculum planner, to enlist characteristics of a good
curriculum.

Self-Assessment Questions
It is necessary to maintain balance among all goals in curriculum
development. Suggest possible ways for it.
4. CURRICULUM DEVELOPMENT IN PAKISTAN

Curriculum development is ideally an ongoing, dynamic and long term process, involving needs assessment, planning and design, teacher training, materials preparation and piloting, subsequent revision and modification, full implementation, monitoring, feedback and evaluation. The curricula development is based on the following broad areas of concern:-

i) To incorporate changes at national and global level, to prepare our children for further job market within existing economic climate and to provide human resources necessary to ensure sustainable national development.

ii) To incorporating issues of global significance including environment change, degradation, population control, gender issues, and international understanding and cooperation.

iii) To foster respect for and prevention of cultural tradition and indigenous values and ways of life.

iv) To foster of moral values through Islamic principles and ethics among pupils.

v) To promote democratic values and respect for and appreciation of cultural diversity that characterizes Pakistani society and the broader global society.

vi) To introduce competency based curricula by defining mini Process involved in learning competencies at both primary and secondary levels.

Before introducing any reform, the intentions of the Federal Government are conveyed to the Provincial Governments and their opinion, in respect of both academic and administrative aspects, is sought. In case curriculum reform is agreed to be undertaken the Minister of Education, Curriculum Wing, as a first step, review the prevalent scheme of studies to bring it at par with National Education Policy. It is followed by determining objects, level-wise and subject-wise based on both cognitive level of development of the child and requirement of the subject for its programme development. On receipt of their opinion a National Curriculum Development Committee (NCDC) comprising highly qualified, experienced, and competent professionals, drawn from the four provinces, review intentions of the Federal Government and take the following steps:-

(i) Design, in collaboration, with Provincial Curriculum Bureaus initial draft of curriculum in the fight of need assessment/survey and send the drafts to National Board of Curriculum and Textbooks (NBCT) for finalization.

(ii) NBCT finalized a unified draft curriculum in the light of the drafts received from the NCDC.

(iii) The unified draft is circulated throughout the country for comments. Comments are invited from educational institutions, and users/stake-holders parents, communities etc.

(iv) The National Curriculum Development Select Committee a subset of NCDC reviews and updates the unified draft in the light of the feedback, and recommends approving the draft as National Curriculum.
So, following are the steps involved in Curriculum Development in Pakistan.

a. Curriculum Wing requests the Provincial Centres to prepare draft curriculum for each subject taught in various classes upto Class XII.

b. Provincial Centres call in Committee of Experts, Teachers, and Subject Specialists on each subject.

c. Provincial Curriculum Committees prepare curriculum plan.

d. The draft plan is sent to the Curriculum Wing.

e. Curriculum Wing circulates the drafts to the selected teachers, subject specialists in schools, colleges, and other agencies concerned and invites their comments.

f. The comments are reviewed in the Curriculum Wing.

g. The National Committee of Curriculum scrutinizes the drafts in the light of the comments.

h. The Committee submits its recommendations to the Ministry of Education, i.e. Secretary Education accords necessary approval.

j. The curriculum schemes duly approved are passed, on the Provincial Textbook Boards for preparation of textbooks.

4.1 Composition of Curriculum Committees

The committees are constituted by obtaining nominations of suitable persons from the Boards of Intermediate and Secondary Education, the Provincial Education Departments, the Textbook Boards and other research organizations such as the Institutes of Education and Research at Lahore, Hyderabad, Peshawar, Dera Ismail Khan; Departments of Education, Baluchistan , University Quetta, Bahauddin Zakariya University Multan and Islamia University Bahawalpur; and the Faculty of Education, Allama Iqbal Open University Islamabad. These arrangements ensure the involvement of experts in the process of Curriculum Development. The Composition of the Committees at Provincial and Federal level is given below:

**Provincial**

a. Representatives of the Provincial Curriculum Centres.

b. Supervisors.

c. Teachers.

d. Educational Administrators.

e. Subject Specialists from the Schools, Colleges, Universities and other search Organizations

f. Representatives of the Textbook Boards.

g. Representatives of the Boards of Intermediate and Secondary Education

h. Teacher Trainers.
In addition to the above-mentioned members, the following are given representation:

a. Representative of the Curriculum wing Ministry of Education.

b. Foreign Experts/Consultants/Advisers from UNESCO.

c. Community leaders and Parents.

4.2 Relationship with Provincial Curriculum Centres and Other Agencies

The Curriculum Wing works in close collaboration with the Textbooks, the Curriculum Centres, the Education Departments, the Boards of Intermediate and Secondary Education and other research organizations such as Institutes of Education and Research, in the Provinces. In fact, the Curriculum Centres in the Provinces are associated Centres of the Curriculum Wing.

The Curriculum Wing and the Provincial Centres identify all the projects of curriculum development jointly. At the initial stages, the Provincial Centres do the spadework under the guidance of the Curriculum Wing, in some cases the projects are divided between Provincial Centres and Curriculum Wing through mutual agreement. Assistance of the Boards of Intermediate and Secondary Education or the Institutes of Education and Research is also obtained in specific areas of their interest.

Self-Assessment Questions

1. Enlist the proposed steps for National Curriculum Development Committee (NCDC).

2. List the institutions from which the nomination are made for the Compositions of Curriculum Committees

3. What are the bases of curriculum development in Pakistan?
5. IMPLEMENTATION OF CURRICULUM IN PAKISTAN

After the development of Curriculum, following are the steps taken for its implementation:

5.1 Textbook Development

Textbook Boards are responsible for development of Textbooks for introduction in educational institutions. They develop these books through open bidding by calling the draft manuscript of the book based on approved curricula. The finally selected manuscript is passed on to the Curriculum Wing for its approval.

The Curriculum Wing reviews it and in case it is found to be worth presentation before the National Review Committee (NRC), comprising again highly qualified competent professionals in Textbook Development with specified Terms of Reference. The recommendations of NRC in case of some reservation are conveyed to the Textbook Boards. After complying with those reservations the manuscript is submitted to NRC for consideration. In case, it is accepted then the Curriculum Wing issues the certificate for its printing and implementation in the specified areas.

In addition to development of Textbooks, the Provincial Textbook Boards is conducting the following functions:

a) Research and surveys of textbooks by the staff of Textbook Board.

b) Training of Authors, writers, designers, etc., of the textbooks.

The Curriculum Wing in addition to approving the manuscripts of the textbooks is performing the following programmes:


ii) Improvement in quality of printing and award of prizes.

iii) Development of supplementary readers.

iv) Promotion of concept for use of multiple textbooks.

5.2 Teacher Training

Promotion of Teacher Training in the country through:

i) Up-dating curricula and training methodology for both pre-service and in-service training.

ii) Conceiving, developing, soiling and implementation of development schemes and material for the promotion of Teacher Training.

iii) Production of materials for in-service training of teachers such as guides, learning modules, lesson plans etc.

iv) Crash Training Programmes for secondary school teachers in basic sciences and mathematics.

v) Training of Master Trainers of tower secondary school teachers in General Science, Mathematics and English.

vi) Mobile Workshops for Elementary School Teachers in Production of low cost teachers aids.

vi) Training of Primary, Middle and Secondary level teachers in Population Education at selected district level.
5.3 Evaluation
   i) Development of objective type test from items pools in selected subjects at secondary level.
   ii) To help BISEs in training of examiners for conduct of valid and reliable examinations.
   iii) To collaborate with Inter-Board Committee (I.B.C) in maintaining uniformity and up-holding standards.

5.4 Research
In collaboration with various research agencies the National Bureau undertakes research studies on specific problems, which include:-
   i) Study of the curriculum concepts in selected subjects in relation to the mental level of children.
   ii) Development of graded vocabulary for primary school children.
   iii) Study of primary school curriculum with special focus on:-
       a) Integrated curriculum.
       b) Moral education,
       c) Work oriented education,
       d) Work load of the pupils.
       e) Students/teacher competencies.
       f) Assessment of learning achievements of children.
   iv) Study of alternative methods of imparting literacy programmes at primary level.

5.5 Mechanism for Curriculum Development in Pakistan
The mechanism of curriculum development, which is generally followed in Pakistan, with slight variations, may be described to consist of the following stages;
1. Determining the aims and goals of education: The first step in the process of curriculum development pertains to determining the aims and goals of education. Guidance to the curriculum developers is provided in this respect by the prevalent education policy, Cabinet decision or some other policy statement by the President, Prime minister or the Federal Minister for Education.

2. Formulation of various committees by the Curriculum Wing; In pursuance of the policy statement Or policy guidelines, the Curriculum Wing of the Ministry of Education appoints two types of Committees at the national level viz. (1) National Committee on Secondary Education and Primary Education each, and (2) Subject committees at primary and secondary levels separately. These committees which include teachers, subject specialists, and administrators further delineate aims of education for subsequent input.

The Curriculum Wing alongwith the above mentioned committees also Communicates the aims and goals of education and other policy guidelines to the Curriculum Research and Development Centres at the provincial level for appropriate action in respect of curriculum development.
3. Proposals by the CRDC’s and Curriculum Bureaus: The Curriculum Research and Development Centres and the Bureaus of Curriculum functioning at the provincial levels take appropriate initiative and finalize their proposals, keeping in view the overall aims of education, local situation and their research experience etc and send the same to the National Committee on Secondary/Primary Education, as the case may be for further processing.

4. Processing in the National Committees: Having received the curricular proposals from the provincial CRDC’s and B.C’s the relevant committee i.e. either the secondary or primary level committee ascertains their suitability in the light of overall aims of education and then with its recommendations and observations, sends the curricular proposals to the relevant subject committee. The relevant subject committee considers the whole package and sends it back to the primary/secondary level committee at the national level.

The primary/secondary level committee functioning at the national level reconsiders the original proposals and the subsequent recommendations and accords final approval of the curriculum.

5.6 Curriculum at Elementary & Secondary Level in Pakistan

As elsewhere, Pakistan is currently imparting education through 3-Tier system: elementary, secondary-cum-higher secondary and tertiary. A brief description of curriculum at the first two levels is as follows:

**Elementary:**
Stage one, generally known as elementary, offers eight years education in eluding 5 year programme, popularly known as primary followed by 3 years education, known as Middle. A larger proportion of primary education is imparted through separate primary schools. Independent institutional arrangements, supervisory personnel, and administrative checks are organized for primary education. Limited number of schools offers teaching facilities for the complete elementary stage.

In the curricular programme, 7-8 courses are offered at the elementary stage: languages (2-3), Mathematics, General Science, Islamiyat, Social Studies, and practical.

The curriculum at middle stage offers 9 subjects, including practical work (such as tree plantation, manual work etc). The language component is considerably heavier which in the case of Sind province consists of 3 languages: Urdu (national language), provincial language (where required by law), and English. Fifty four percent of time (13.33+8.88+13.33) is allocated to language component. At primary stage science is assigned 12.5% and mathematics 15.0% and at middle stage time allocation for science is reduced to 6.66% and mathematics 8.77% (half of the weight age). The position of Health and Physical Education at middle is more stable and substantial, particularly where middle stage forms integral part of institutional frame-work and health and physical instructors are available.
Secondary:
The current scheme of studies for classes IX-X comprises four components, out of which first and fourth components are common. Under Component I, four courses: Urdu, provincial language (where required by law); English, Pakistan Studies, and Islamiyat are common courses. The languages, under component I, carry one/two papers of 100 to 150 marks, 4-6 periods each course/Pakistan Studies and Islamiyat carry equal weightage. Islamiyat in component I is meant for all Muslim students. Non-Muslims may, at their free option, study Islamiyat or ethics (a course in universal morality) or any subject from Y. List (offering over 25 optional courses study as an alternative, if Islamiyat is not taken in component II.)

Component II presents two major streams; ‘Science’ and ‘general’ streams. The former offers a package of four basic science courses (Mathematics, Physics, Chemistry and Biology), one paper in each course. The weightage of these courses is equal. This is a departure from the previous schemes. Previously, Mathematics and Biology formed separate units of study.

Integrating Global/Regional Issue in Textbooks
The Curriculum Wing maintains close linkage with various professional and funding agencies to work jointly to collaborate in integrating Global/Regional issues in the relevant textbooks, through following actions:-

i) Development of curricular concepts for infusion in relevant subjects such as social studies, home economics, general science, language, biology etc.

ii) In service training of teachers,


iv) Development of textual material for adaptation/ adoption and inclusion in the relevant textbooks.


vi) Midterm evaluation of the programme.

The Curriculum Wing has addressed the following issues of global significance:

- Population Education.
- Drug Education.
- Environmental Education
- Values Education, etc.

Self-Assessment Questions
Collect the booklets of Curriculum Outlines of various, subjects issued by Curriculum Wing Ministry of Education; Islamabad Select a booklet from these, on the subject of your own interest, and check whether the content outlines have relevance with the objectives?
6. PROBLEMS AND PROSPECTS OF CURRICULUM IN PAKISTAN

Today major activity in curriculum improvement is the screening of cultural heritage. Since the heritage is growing ever greater, the task is becoming ever more important. The school can not transmit the entire heritage to the student; what shall be its basis for selection? The beliefs (the philosophy) one holds about the nature of the school and the learner, and the goals (objectives) envisioned for that particular school will be basic to a rational selection of elements from the cultural heritage.

Implementation of instructional programmes is not a single activity. It is a network of varying activities involved in translating curriculum designs into classroom practice. The implementation phase of curriculum development is defined by questions such as: what must teachers do to carry out this particular programme or effectively utilize these materials? How can they be prepared? What supportive personnel are needed? What kinds of instructional materials and facilities are most helpful? What forms of school and class organizations are required?

Curriculum change is most effectively implemented when the community understands and supports it, when facilities are available when appropriate materials are at hand but it is the classroom teacher who is the key to curriculum implementation, for in simple terms the curriculum is what the teacher makes of it.

Effective implementation of new curriculum design is dependent on at least two factors related to the neighborhood and school system community. First financial support and the second, though equal in importance is the community’s theoretical support for changes. Educators can bring about changes effectively if a climate of understanding and encouragement prevails in the community. Especially important are the attitudes held by parents. Therefore, some time and effort must be extended to keep the community aware of the changing conditions and needs perceived by educators. School community communication should go beyond mere information; it should include the maintenance of a continuous dialogue that enables the community to understand rationale for change, to understand the educational problems and procedures involved, and to provide direct assistance for curriculum implementation in the form of resource person, school volunteers and aids etc.

As curriculum revision in Pakistan is attempted on adhoc basis and is never based on adequate research, experimentation and formative evaluation, the discussion about the failure or success of curriculum implementation will be based on theoretical framework already discussed. As far as desirable outcomes are concerned we have not been successful to achieve, and thus the implementation of curriculum design in Pakistan seems to be a failure. We are unable to achieve the educational goals for the following reasons:

6.1 Teachers Reluctant to Accept Change
It is a universal phenomena that teachers are considered to be conservative. They have many reasons for being unwilling to change their approach, not least because they have an
investment in knowledge and skills which tend to be devalued by the passage of time, they face the natural human temptation to resist any change which may render their knowledge and skills useless. Secondary teachers, because they are subject centered tend to be more conservative. They always oppose the new curriculum as they are supposed, to pay more attention to new concepts and ideas.

6.2 Lack of In-service Training
When new curriculum designs are brought into practice the teachers are not properly introduced to new learning activities and teaching strategies. If teachers are to be mobilized in support of curriculum change, both initial and in-service teacher education must convince them for their crucial role in promoting innovation. This provision should take a variety of forms, offering both on the job training and more general courses outside schools. As a means of consolidating on-the-job training, teachers’ centres should be established; these centres provide a place where teachers could find solutions to practical problems they have encountered in the classroom.

6.3 Political Interference
Education is too important to be left entirely to the politicians Instability of the political government affects the education adversely. Every person coming into power brings with him his vested interests and few educational plans for the nation. In such an atmosphere an educationist is likely to suffer from frustration. He is unable to cope with the ever-changing demands from the political leaders. Political interference creates many administrative problems.

6.4 Economic Problems
Whenever there is a change in curriculum it needs financial support. New teaching materials are required. Teachers are needed to be provided with in-service training and equipped with new teaching materials. Textbooks are to be revised to fulfill, the changing needs of the society. Supportive personnel are required to assist the teachers for effective implementation of new curriculum designs. In-spite of all these requirements inadequate funds are allocated for the implementation of new curricula. Pakistan is spending about 2 percent of her G.N.P on education. Under the circumstances the lack, of adequate funds causes the failure of implementation of curriculum.

6.5 Inadequate Evaluation
If evaluation is to be of any education, worth, it cannot be regarded, as a postmortem that takes place after the student has died. Evaluation must become an integral part of the total learning process and not an appendage to it. True evaluation takes place on a day to day; or more accurately a minute-to-minute basis. The general practice in Pakistan is that curriculum is reshaped but the evaluation system helps the teacher to concentrate on teaching the students the examination tricks rather than on bringing a desirable change in students’ behaviour.

6.6 Lack of Commitment to National Philosophy
When Pakistan came into being it was emphasized that our educational system will be reshaped according to the teachings of Islam. Islamic way of life will be the focus of our
political, social and economic thinking. But soon after the death of Quaid-i-Azam, this motto was set aside. We have no clear-cut educational philosophy. A workable educational policy is always based on a philosophy. Every nation has a philosophical way of life. Due to lack of national philosophy we are unable to derive consistent educational objectives.

6.7 Disapproval of the Society
The school curriculum, according to Zais (1976) is essentially a selection from the culture of society. Certain aspects of our ways of life, certain kinds of knowledge, certain values and attitudes are regarded as so important that their transmission to the next generation is very necessary. Pakistan inherited its curriculum patterns from the colonial rulers. The same pattern is being used with minor changes. As it is inconsistent with the societal needs it is often disapproved by the society. The society is found complaining against the informatory and factual knowledge being imparted to the student who are supposed to cope with the ever changing society. The school belongs to public; members of the society should have much to say about the curriculum.

6.8 Lack of Sequence
There is a little coordination among the committees working for curriculum development at various stages. When a student completes his studies at a particular stage and enters the next stage, he finds himself helpless. The concepts being taught at this stage are quite strange. He does not have background for this particular situation. It is needed that learning experiences selected and organized for every stage should follow the previous one and should be sequential in form.

6.9 Urbanized Curriculum
Uniformity has always been misinterpreted in Pakistan. About seventy of the total population is settled in rural areas. But the same courses are being offered in rural and urban schools, when urban children come with a certain background of language, particularly of Urdu. Same is the case with other subjects such as social studies, general science, etc. The need is to design a separate curriculum for rural areas. They actually need of receiving knowledge and skills related to their own contexts.

6.10 Lack of Teaching Materials
Many of the educational programmes fail due to lack of teaching materials. The semester system was introduced in the institutions of higher education. It faced many problems due to lack of textbooks and other teaching materials too, take a little interest but the major factor for its failure stage of instructional materials.

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<td>Interview at least two senior educationists and identify some future needs necessitating curricular changes in Pakistan.</td>
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<th>Self-Assessment Questions</th>
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<td>What are the pressure groups, which a curriculum planner should keep in view while doing his job? Discuss in detail.</td>
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7. SELF-ASSESSMENT QUESTIONS

Q. 1 Curriculum development is a continuous process. Discuss.

Q. 2 Report of commission on National Education proposed, “Curriculum should be adapted to the mental abilities of children aged 5-10 and relate to normal situations they are faced with in everyday life”. How it can be implemented?

Q. 3 Elaborate the two principles as a base for Curriculum Development, at secondary stage as mentioned in Commissions report (1959).

Q. 4 National Education Policy (1992) has floated an idea of more than one textbook, on a subject. Do you feel it can contribute towards the improvement of standard of education? Support your answer with reasons.

Q. 5 “To weld the nation into one strong common thinking, common hopes, and common aspiration among the youngsters” is a desire of curriculum planning. Discuss.

Q. 6 National Education Policy (1979) has devoted a chapter under Curriculum and Textbooks. Analyze the policy statement.

Q. 7 Education Policy (1992), integrates primary curriculum into two books. One integrating language, Islamiyat and science, and dealing with basic mathematics. Give your critical point of view on it.

Q. 8 Curriculum of the schools cannot be better than the quality of persons prepared by teacher education institutions. Comment.

Q. 9 Highlight the major problems and challenges the country is facing with reference to curriculum development. Also suggest remedies for it.

Q. 10 Discuss the “riding factors” which have strong influence over any curriculum change.

Q. 11 View of integration stems from “education as a whole”. Please elaborate.

Q. 12 Every philosophy has some assumptions on which curriculum are designed. Enlist one assumption of Education Policy 1972-80 and brief how this contributes in designing the curriculum?

Q. 13 Multiple text system may enhance quality of education. Support the statement.
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Unit–7

EXAMINATION SYSTEM
IN PAKISTAN

Written by:
S. M. Shahid

Reviewed by:
Dr. Munazza Ambreen
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INTRODUCTION

The examination is employed to bring about qualitative improvement in education. The important task of the teacher in the classroom centers on evaluation. This involves the assessment of pupil attainment and the analysis of strengths and weaknesses of the individuals. There are numerous ways of evaluation which range from number or letter grades to Teacher-Pupil; Parent conferences. Evaluation keeps vigorous demands on the Teacher. The professional competence of the Teacher for measuring accurately and to appraise objectively growth in knowledge, understanding, skills, attitudes and behaviors of an individual tantamount to good instructions. Effective evaluation procedures involve both the teacher as well as the student.

Examinations dominate the educational scene in the country. Learning programme without examination is unthinkable for most of the people as well as for the institutions. All human efforts of achieving better results by showing significant performance in every field provides an account of degree of performance. This is the way to achieve the goals of education. The process of education in any form and its assessment through subjective methods or objective tests is a form of examination. So, examination cannot be subtracted from the process of education. Both will move side by side. The defects of present education system range from the administrative aspect of present education system to methods of assessment and the teaching procedures and objectives. There is common feeling that the examination procedure be reformed considerably so as to achieve the desired results. Keeping this in view this unit highlights the significance, merits and demerits of examination system in Pakistan.

OBJECTIVES

After reading the unit, it is hoped that you will be able to:-

1. Explain the concept and significance of examination.
2. Discuss the merits and demerits of internal and external-examination
3. Describe various steps in process of examination,
4. Evaluate internal and external Examination system in Pakistan.
5. Discuss the examination system of Allama Iqbal Open University.
6. Describe major problems of examination system in Pakistan.
1. THE EVALUATION PROCESS AND EXAMINATION

Evaluation process and examination play a vital role in teaching learning process. So as part of sound education strategy, examination should be conducted to bring about qualitative improvement in education.

The objective will be to revise the examination system for getting a method of assessment that is a valid, and reliable measure of student development and a powerful instrument for improving teaching and learning. In functional terms, this would imply;
1. Eliminating excessive element of chance and subjectivity,
2. The de-emphasis on memorization.
3. Continuous and comprehensive evaluation which is able to incorporate both scholastic and non-scholastic aspects of education, spread over the total span of instructional time.
4. The use of evaluation process effectively by teacher, students and parents.
5. Improvement in the conduct of examination.
6. Introducing desired changes in instructional materials and methodology.
7. Using grades in place of marks.

The above goals are important both for external examinations and evaluation within education institutions, Evaluation at the institution level will be streamlined and the predominance of external examinations should be reduced. Some of the Pakistani universities have adopted the following measures
1. Continuous Internal Assessment,
2. Semester System, and

1.1 Semester System
The word semester implies to half year semester system of examination is biannual i.e. the examination is held half yearly. It means that in semester system of examination one year course has been divided into two semesters and two years course in four semesters. According to definition of semester system in Good’s Dictionary of Education, semester means “half of an academic year, usually 16 to 18 weeks.” It means that, in the semester system the students would study half of the course in the first semester and appear for the examination. Then they would study the next half of the course in the second semester, and again appear in the examination. Similarly trimester system implies division of academic year in three parts.

Semester system has got popularity especially in institutions of higher learning. This system is working successfully in most of the universities; for example Allama Iqbal Open University Islamabad, Gomal University, D.I. Khan, Islamic International University etc.

Semester system has been an innovative tool of examination reformation. It is another widely used and well tried innovation in line with the adoption of internal assessment. This system is having the following characteristics and purpose.
1. It is able to reduce emphasis on only yearly annual examination.
2. In this plan, the examinations are conducted twice or thrice in a year.
3. The courses of study are redesigned in accordance with the semester system.
4. The student works according to new calendar and thinks that the whole year forms a period of examination for him.

The semester system adds new dimensions to the process of education. The scope and functions of education will become wider. The education process will be rich in content. It will have certainly more advantages in the field of education.

1.1.1 Comparison between Semester System and Annual System
1. **Syllabus:** In semester system the syllabus has to be divided into two parts. The first part of the syllabus has to be studied in the first semester and the second part of the syllabus in the second semester.
2. **Preparation:** In the semester system, preparation for the examination does not require much labour and the students gain more confidence. In the annual system preparation for the examination needs more labour and most of the students are afraid of examination.
3. **Teacher-taught ratio:** The semester system offers healthy teacher-taught ratio and naturally there are more chances of qualitative improvement.
4. **Motivation:** The semester system provides greater motivation for the students than the annual system. Completion of one semester has been found to give them encouragement and incentive for more learning for the next semester examination.
5. **Learning conditions:** Semester system gives more favorable learning condition while annual system does not.
6. **Nature of questions:** In the semester system, the emphasis is on the question banks, objective type and short answer type questions. In the annual system generally there are no question banks and the emphasis is one essay type question.
7. **Methods of teaching:** In the semester system, emphasis is laid on seminars, group discussions, extension lectures and conferences, while in the annual system emphasis is laid on lecturing and given notes.
8. **Diversification of courses:** The semester system can have more diversification of courses. Many papers can be introduced according to the interest’s and aptitudes of the students. In the annual system there occur lesser diversification of courses and lesser number of theory papers gets introduced.
9. **Nature of work:** In the semester system the students have to work regularly and continuously whereas in the annual system the students do not have to work regularly and continuously, they can pass the exam through one-night study only.
10. **Announcement of result:** In the semester system, results are usually announced shortly, whereas in the annual system, results are delayed.
11. **Drop out and wastage:** The semester system has been able to minimize dropouts and wastage. There has been greater number of drop-outs and wastage in the annual system.
12. **Emphasis on creativity versus memory:** In the semester system, the main emphasis is laid on the development of creativity whereas in the annual system, emphasis is placed on memory.
13. **Goal:** In the semester system, emphasis is mainly laid on the development of potentialities in the best possible manner. In the annual system, success in the examination is the only aim to be achieved, both students and teacher work for it.

1.1.2 **Advantages of semester System**

1. Qualitative improvement: From the healthy teacher taught ratio, opportunities for seminars, group discussions, extension lectures and conferences, it follows that the semester system has been introduced for achieving qualitative improvement and for better outcomes.

2. Less mental tension: In the semester system the work load of the students gets reduced. Hence there occurs less mental tension to the students as compared to the annual system.

3. Confidence. In the semester system preparation for the examination needs less labour. Hence the students are able to gain confidence.

4. Diversification of courses. The semester system tends to encourage diversification of courses. Interest-oriented, functional and utilitarian courses can be provided. There occurs more scope for students to have specialization.

5. Intensive courses. There is possibility of more intensive courses in the semester system.

6. Healthy teacher Taught ratio. Due to diversification of courses in the semester system there are comparatively lesser number of students in each course, hence the semester system gives healthy teacher taught ratio.

7. Job opportunities: As the semester system is able to provide diversified courses it provides more job opportunities to the un-employed persons who want to become teachers.

8. Regular Work: In the semester system students have to work regularly and continuously.

9. Development of creativity: Semester system is able to provide opportunities for the development of creativity and various other potentialities.

10. Motivation: Semester system is able to provide greater motivation for the students for more and more learning. Motivation makes quick and effective learning.

11. Minimum drop-outs: Semester system is able to minimize drop-outs and wastage.

1.1.3 **Disadvantages of Semester System**

1. Favouritism, as internal assessment forms an integral part of semester system, there are more chances of favoritism and subjectivity.

2. Unhealthy competition: Semester system may be able to create unhealthy competition among different institutions. Each institution may give more marks in internal assessment.

3. Guess work: Many students may use guesswork to answer the objective type questions.

4. Lack of understanding. Many teachers and students are net having proper understanding of this system.
In spite of the above limitations, the semester system has been implemented at higher level. Internal assessment should be objective, comprehensive, quantified and based on achievement tests and other tools of evaluation to get full benefits of this system.

1.2 Continuous Internal Assessment
Internal assessment means assessing the pupil by the teachers teaching in the school and to make the evaluation a continuous process. It is to be, understood that the aim of internal assessment is not to increase the frequency of examinations or to supplement the final examination by mid-term examination.

The main aim of internal assessment has been to integrate teaching and evaluation and to test those skills and abilities, which cannot be tested through written examination at the end of the course. For this purpose internal assessment has to be properly diversified so that through it we can test the (i) writing ability of the student (ii) his capacity to do field work or project work or laboratory practical, (iii) his participation in seminars or tutorials. The performance of students should font) a feedback for improving the contents of courses, methods of teaching and the learning process in general.

The practice of continuous internal assessment should become a regular feature of educational programme. It should start at the grass root level. Every institution should develop ways and means for keeping a regular record of the performance of each child studying in the school, may be through a locally devised tool, or by keeping a record of class tests. At higher education level, the Universities have already worked out plans and prepared a specific criterion for conducting and maintaining a record of internal assessment.

Internal assessment may base on the following.
(i) Monthly tests and house examination (written) (ii) Oral Tests, (iii) Class-work and class discussion, (iv) Home work and assessments, (v) Practical work in laboratory, (vi) Articles prepared in the craft work, (vii) Self study in library, (viii) Participation in debates, declamation contests, poetical recitations and dramas etc.(ix) Participation in games, magazines and such other activities.

1.2.1 Merits of Internal Assessment
All the merits of short Term Evaluation form the, merits of Internal Assessment In brief; the merits of internal assessment are as follows.
1. More valid: Internal assessment has been more valid than external examinations because it covers all the topics of the syllabus, assessed every month or fortnightly.
2. More reliable. Internal assessment has been more reliable than external examinations because it has been based on the whole duration of the session. Chance element gets eliminated.

3. Positive result. The main aim of internal assessment is to find positive result and not a negative one. It aims to find out what a child knows, what he can do and what intelligence he has got rather than at finding out what he does not know, what he cannot do and what intelligence he has not got. Internal assessment is regarded as a
real assessment of abilities of students required for success in life.

4. Instructional value: The teacher would work regularly, systematically and with uniform speeds. He can improve his methods of instructions and carries out experimentation. He remains active for the whole year.

5. No undue strain. Undue strain upon the students is reduced to a great extent.

6. Data for reports and records. Internal assessment has been able to give reliable data for the progress reports and cumulative record cards of the students.

7. Basis of scholarships. Internal assessment may form a basis awarding scholarships and giving fee concessions.

8. Continuous evaluation. Internal assessment is able to make continuous evaluation in all the areas of behavioral development. It makes evaluation an integral part of education.

9. Motivational value: Internal assessment makes the pupils to work regularly and thoroughly. They develop habits of hardworking, self-study and concentration.

10. Diagnostic value: Internal assessment helps to know the pupils difficulties in learning. It reveals the potentialities of an individual and offer opportunities to find out needs, interests, abilities and aptitudes of an individual and shows him the way for the development.

In order to remove the defects of external examination, internal assessment is very essential. Internal assessment is for the welfare of the child and it should be used objectively and judiciously. The teachers should use, it with utmost care and without showing undue favor to any child.

1.2.2 Problems Concerning Internal Assessment and their Remedies

1. **Problem of competence of teachers:** This problem can be addressed by including the concept of internal assessment, its merits, problems and techniques in the teachers training courses. For in-service teachers there, should be special refresher course or training camps. Further, there should be periodic conferences of teacher and heads of the schools at least twice a year (in the beginning of each term) so that the objectives of internal assessment can be classified.

2. **Problem of work-load on teachers:** System of internal assessment able to increase the work-load of teacher. A teacher has to do extra labour in holding periodical tests and keeping the records. At present the teachers are already burdened with teaching and non-teaching work. Hence he is hesitant to accept the responsibility of internal assessment. In order to solve this problem, all the clerical work assigned to the teacher should be given to all clerical staff.

3. **Problem of lack of facilities:** This is another problem of internal assessment. The curriculum has to be revised in the light of objectives of education. The curriculum should give adequate freedom to the teacher to plan his work in relation to his own environment. Teacher pupil ratio must be brought down to a reasonable size of 1 to 30 at the maximum. Provision has to be made for organizing class-libraries according to the standard of the class. Minimum facilities should be given to the teachers to do internal assessment effectively.
4. **Problem of co-ordination of standards:** To coordinate the internal examinations, advisory bodies of experts in different areas of knowledge have to be appointed. These may give suggestions to different institutions from time to time and also in the form of articles or books for the guidance of the teachers. Extensive facilities for the training of teachers have to be carried out. Assessors to check the teachers’ estimates may be appointed and their identity may be maintained confidential. Teachers’ estimates may be known from the results of external examination.

5. **Problem of relating internal assessment to the external assessment:** It is not an easy task to relate the internal assessment to the external examination marks. In order to solve this problem internal assessment should be given in relation to various pupils’ development such as scholastic achievements, interests, aptitudes and personality traits. There should be some minimum standard of pass marks prescribed for both internal and external examination. Achievement of the pupils both in the external examination and internal assessment should be shown on the certificates. It offers better scope to the employer in making the choice.

6. **Problem of scientific basis:** There exists a problem of working out a scientific basis of internal assessment. Most of the teachers do not know about the items to be taken into account in internal assessment. It is suggested that the following items should be covered so as to make a comprehensive programme of internal assessment.
   (i) Periodical tests i.e., monthly tests and house examinations (oral and written).
   (ii) Class-work and class discussion
   (iii) Home-work and home assignment
   (iv) Practical work in laboratory and field;
   (v) Self-study in library, poetical recitations and
   (vi) Participation in games, magazines and other such activities

For the purpose of assessment, due weightage should be given to various qualities like handwriting and spelling, expression and originality, comprehension of subject-matter, attendance and regularity.

1.3 **Question Bank**
The concept of Question Bank is mainly aimed to eliminate some of the defects of setting examination papers in the present system of University examination. The main drawback is that a senior teacher or a Board of paper setters is asked to set the examination paper but all the members of the board are not those who are teaching the subject. Further, the time assigned to them for setting a question paper is not adequate. The questions may sometimes be ambiguous and poorly designed. Also, they do not reflect the objectives and complete contents of the syllabus.

The concept of Question Bank is not new because the Educational Testing Service has been having a bank of objective test items for quite long time. Some hundred questions are usually prepared and pooled for each paper, and selected questions from this pool are allowed to be answered by candidates. It is even suggested that answers may also be supplied along with questions to colleges well in advance.
On the analogy of “Question Bank” pattern in Education Testing Service, this new reform in examinations has been put into practice by some universities and Boards of School Education. The services of the experts and subject teachers should be sought in preparing the question bank in each subject the subject teachers providing a full converge to the subject as specified in the syllabi frames the questions. The questions are pooled together. The questions are to be framed on the following broad pattern.

(i) Long Answer Type Questions
(ii) Short Answer Type Questions; and
(iii) Objective Type Question-True/False Tests and Choice Test, Multiple Choice Tests, Completion Type Tests

The examinee has to answer all type of questions-long answer type, short answer type and objective type. The aim of covering all types of questions is that the examinee touches long answer type questions and expresses “his originality of thought, while answering short answer type questions, he is expected to be precise, objective, brief and to the point in his attempt, and in answering objective type questions he is able to show his ability to find out the exact, accurate and only correct answer. In this way, the ‘Question Bank’ will reflect multi dimensional ability of the child in the examination. Moreover, the students are to prepare the whole courses of study prescribed in the syllabi.

The idea behind this new scheme of work is that the teachers should teach the whole course and the students are able to answer any number of questions out of it.

1.3.1 Procedure of setting a Question Bank

1. **Appointment of a Board:** The examining body is to appoint board of high level experts for preparing a question bank. This board examines the syllabus and decides the number of questions required to be answered in the examination within the set time.

2. **Division of syllabus:** If five questions are to be answered in the question paper, the syllabus is divided into five units.

3. **Teachers and workshops:** Now all the teachers teaching the subject are requested to submit questions. Alternatively, workshops may be organized for developing questions in different subjects.

4. **Scrutinisation of questions:** The board appointed to prepare the question bank should discuss and scrutinize all the questions received from the teachers. After those questions should be suitably modified where necessary, they are incorporated to question bank.

5. **Grouping the question:** The question bank when prepared finally is grouped into the different units into which the syllabus is divided. Great care has to be taken that-all the questions in one group corresponding to a unit of the syllabus are of the same standard.

6. **Revision of questions:** The questions banks should be revised every year even if the syllabus remains the same. The revision may include dropping a few questions, modifying a few questions on the basis of comments received from teachers or adding new question. Therefore, the question bank will remain to be alive.
component in the academic framework.

7. **Question Bank at University level:** Instead of having a Central Bank of questions for the whole country it is advisable that each university develops its own question bank suited to the contents of the syllabus it has framed for a given subject.

8. **Various types of questions:** The questions selected for a given unit of a syllabus should include various types.

9. **No ambiguous questions:** Such questions are selected, which have least ambiguity in answers.

10. **Setting of papers:** Initially, a few selected autonomous colleges in addition to universities should be asked to set papers for end of course examinations from the question bank. Other colleges may be asked to use the question papers set by the university from the bank. In the light of the experience so gained, the question of extending the privilege to other colleges may be taken into account.

1.3.2 **Advantages of Question Bank**

1. **Reliable and scientific:** Question banks have been found to be reliable and scientific tool for the evaluation of abilities of students.

2. **Precision and objectivity:** Question banks are responsible for a certain amount of precision, objectivity and finality to the courses in particular and the examinations in general.

3. **Completion of full portion:** Question bank makes the concerned teachers to complete the full syllabus in the stipulated time frame.

4. **Comparison of performance:** By using a question bank the teacher can compare the performance of his own students with those of the wider population thereby improving the teaching-learning process.

5. **Total achievement:** Question banks may measure the total achievement of the students as each question in the bank is based on a particular objective of learning.

6. **Multi-dimensional ability:** Question banks are able to help the teacher in assessing the multi-dimensional ability of the student.

7. **Variety:** Question banks put a premium on variety in terms of nature and content of questions.

8. **Promptness and standardization:** Question banks are expected to facilitate promptness and standardization of question papers by the concerned subject-teachers or by external paper setters.

9. **Efficiency:** Dependence on question banks keeps efficiency and secrecy in the conduct of examination.

10. **Readily available:** The question banks are having a large number of questions prepared in advance from which the instant question paper can be produced by a random selection of the questions.

11. **Questions from syllabus:** Question bank may eliminate the frequent complaint that questions set in the traditional examinations are not from the prescribed syllabus.

12. **Comprehensive choice:** The paper-setter is having a choice of comprehensive nature as he can select questions from among the hundreds or even from thousands.

13. **Careful presentation:** The answers of question bank given by students may provide advance information to examination board to decide retention, improvement or
14. National standards: Question banks have been found to help maintaining national standards in education.

1.3.3 Difficulties in operation of a Question Bank

The various difficulties in the operation of a question bank are given as follows.

1. Difficulty in certain subjects: Certain subjects such as language, mathematics, static’s and engineering (especially those subjects with numerical questions are to be set) may not be much suitable for the development of a question bank. The numerical values indicated in the questions are so changed that the general format of the questions remains the same. According to some experts in testing subjects like mathematics, engineering etc. developing of question banks is much easier because in these subjects the formulation of objective and sampling of contents is much easier, Teachers of these subjects may consider other possibilities to make the question bank suit their particular objectives.

2. Publication of guides and notes: It is expected that the question bank may lead to the publication of guides and notes, which may create problems of unfair means because the material can be smuggled into the examination hall and can result in copying. This problem can be controlled if the question bank is kept under constant review. This can be prevented by preparing four or five sets in which the same questions are arranged at random. Also the possibility of mass-copying can be overcome by the limited time available to a student for answering questions that are problem oriented.

3. Knowledge of question: If the questions are known to the student, there will be no element of surprise. One way of overcoming the problem is to include some questions from outside the bank in the question paper. It is to be emphasized that the question bank should have problem oriented questions, which are not stereotyped, as also a mix of essay-type, short answer and multiple choice type question, which would help to test different kinds of skills and abilities.

4. Mitigating the evils: We should not review the recommendations made above in isolation. The introduction of a system of internal assessment would decrease the burden on the examines and hopefully mitigate some of the evils like mass-copying and use of unfair means that have become as essential part of the present examination system. If questions are problem oriented as envisaged in the development of question banks, students will not, be able to resort to unfair means.
2. TYPES OF EXAMINATION IN PAKISTAN

Examination is an integral part of teaching learning process. It contributes to the objectives of education. The educational system and its success directly depends upon the efficiency and effectiveness of its examination systems. The examinations are to test/assess the ability/performance of a student and to find out whether he has attained a certain standard of academic learning and knowledge. It helps to scrutinize and measure the students’ achievement against a required academic standard and identify his-skill in answering a question under the conditions imposed by an examiner. The functions of effective examinations are as under:

1. It serves as basis for promotion from a lower class/grade to the next higher one.
2. It acts as an incentive, motivating the learners for better study and greater effort.
3. It provides basis for future prediction about students, their further education, jobs aptitudes etc.
4. It acts as an instrument for remedial treatment of different categories of students.
5. It appraises the student’s achievement.
6. It helps the teachers to assess the effectiveness of teaching and learning methods for future improvement.
7. It helps in the evaluation and improvement of curriculum.
8. It may help improve the daily instructional programmes of the school.
9. It provides basis for comparison and competition among the members of a particular group, class, school or level.

Following are the major characteristics of an effective examination system.

i. Validity
ii. Reliability
iii. Practicability.

Validity refers to the attainment of the purpose for which the test is prepared. Reliability means the extent to which the test measures consistently. A reliable test should give the same or nearly same score when given at different times.

For the reliability of the text/examinations, the following three factors are important.

i. The length of the test
ii. Objectivity of scoring
iii. Clarity of instructions.

Practicability: The usefulness of a test depends upon how well the test lends itself to case of administration, scoring, interpretation and applications.

The examinations are of various types e.g. objective-subjective, written-practical. Written oral power-speed, individual-group, internal-external. The last two are commonly used in Pakistan: therefore it would be better to discuss them distinctively.
2.1 The Internal Examination
The internal examination indicates to the teacher as to how much has been retained by the student from what has been taught to him in the period preceding the examination. In this type of examination the teacher and the paper-setter is the one and same person. The basic requirement for an internal, evaluation is. Proper teacher-student ratio, secretarial help, typing and cyclostyling facilities, a separate office, at least a cubical room for each teacher etc. otherwise the quality of teaching and evaluation would be very poor.

2.2 The External Examination
In this type of examination the teacher cannot be a paper-setter, of the subject which is taught by him. The external examinations are not always the best form of incentive for studies. The success of a student in such an examination may only be due to his general retentive ability and his good memory. It does not give an overall picture of a student indicating his imitative, knowledge in dairy life to the best of his quick thinking and ability to apply to his advantage. External examination also limits the scope of a good, teacher. The teacher tend to teach only that part of the course which is considered to be useful from the examination point of view. The students also do not want to study, which is not needed to pass the examinations. Both these examinations can be conducted in the following ways/systems.

The annual system is a system in which examination is conducted after one year or two years etc. This system is an external type of examination because it is not conducted by the class-teacher; secondly the teacher who has taught them that very/particular subject/course does not prepare the paper given to the class. It is applied almost up to MA, M.Sc level in Pakistan. This system has failed to produce the required product.

As the traditional system failed to deliver the goods and to produce the required product. The semester system has been tested in Pakistan. It is a purely internal type of examination. This system has may prerequisites to be effective e.g. adequate library and laboratory facilities, an appropriate student-teacher ratio, sufficient secretariat help etc. In fact this system motivates the teaching learning process. The students are more regular; Give more time to their studies and assignments and more frequent use of library than the student of traditional system/external examination. Most of the teachers support the semester system; they say that the instruction arrangements and evaluation mechanism in this system were closely associated with the education objectives.

Our present system is unreliable; outmoded; time consuming, cumbersome, highly susceptible to malpractices and not conducive to regular work on the part of the students. The semester/system forces the students to work hard regularly. Waste of time, energy and resources can be saved It provides valid and reliable measure of a student academic achievement. The teacher knows their student better than anyone else, and therefore they are the best judge of the learning needs and achievements of the latter.
3. THE STRUCTURE OF EXAMINATION IN PAKISTAN

Mainly there are two types of formal bodies, which are responsible to conduct examination and award certificate/degrees at secondary and higher levels. These are
(i) Boards
(ii) Universities

Almost all the Divisions have a Board of Intermediate and Secondary education. Besides this a Federal Board of Intermediate and Secondary education has also been established in Islamabad.

Similarly all the provinces have adequate number of universities, in addition to this number of universities, which have been established at federal level. All the universities are autonomous and conduct examinations in their own way.

The structure of boards and universities especially concerned with the examinations section will be discussed briefly. The organizational structure of the boards is given on the next page.

The Chairman of the board holds office for a term of three years and may be eligible for reappointment for a second term. In the absence of a chairman the Secretary performs duties in his place. It is the duty of the chairman that the provisions, and regulations of the Act by which Board started functioning are faithfully observed.

When the number of the candidates appearing in a particular examination is known, the controller of examination prepare a list of places/institutions along with the proposed names of center superintendents, where the examinations are to be held. After the approval of the chairman, the controller of the examination proceeds to issue appointment letters to center superintendent for the conduct of examination. The controller of examination arranges one or more persons to assist the center superintendent for proper conduct of examinations.

Under the controller of examination, there is an Assistant Controller conduct. Whose job is:

i. Identification of centers.
ii. Appointment of supervisory staff.
iii. Dispatch of examination papers (Question paper + Answer sheets)
iv. Payment of remuneration to superintendent and paper setter etc.

Parallel to the assistant controller (conduct), a deputy controller of exam is also working with him. The job of this section is:

i. Appointment of paper setters.
ii. Printing of question papers.
iii. Evaluation of question papers.
Parallel to the Deputy Controller of Exam. (Secrecy), there is a Deputy Controller of Exam (strong room). The job of the section.

i. Dispatch of roll-number slips
ii. Dispatch of result
iii. Tabulation of result

It may be noted, that the above description—may be slightly different from board to board, but more or less the structure of all boards is same.

3.1 Process of Examination

The controller of examination demands the nominations of examiners, from other boards, organizations department, universities etc, and these nominations are presented to the Board of Study. Which consists of four members? They decide and make panels of examiners.

Similarly the selection committee for paper setting decides about the paper-setters. Then Assistant Controller (conduct) asks to paper setter (principal candidate) to set paper. Which should be equally balanced and having three different sets. These papers are sending to the Deputy Controller of examination (strong room). The strong room in charge pick-up one, and compares it with its syllabus, its nomenclature, spellings etc. It is typed and printed in board.

The superintendent/deputy superintendent collects the question paper and answers books from the local bank and opens the bundles in the center before the other invigilators Local papers are submitted by hand and the distant papers are sent by the superintendents through post-office in properly scaled packs. In the strong room there is a secrecy officer, the bundles are opened up under his supervision. The papers systematically reshuffled and arranged to dispatch to the head examiners, with certain specific instructions. In the strong room the front paper is removed and fictitious number is attached to the papers. After evaluation and re-checking of papers by examiners and head examiners, these are submitted to the strong room. Then internal tabulation is carried out of me marks. After properly scrutinizing, the result is announced by the controller of exam.

The difference between the federal board and other boards could be summed up as follow.

i. Federal board of Intermediate and Secondary Education conduct part-wise intermediate examination (i.e. in two parts).
ii. Fully computerized system of processing and compilation of result,
iii. Style, shape and composition of answer book is changed every year,
iv. For practical examination, two examiners are appointed,
   a. Internal examiner
   b. External examiner.
   Whereas other boards appoint only one examiner who is also necessarily external one.
v. The structure of the Federal Board is also slightly different than other boards because the other boards have too much load of work,
iv. In the Federal Board totally external tabulation is required, i.e. it is tried to make it highly secret.
The structure of examination at university level may be discussed below. It is obvious that universities are little bit more autonomous as compared to their working and conducting of examination. Therefore more or less all the provincial universities have the same structure. The general format is given below.

**Controller of Examination**

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<th>Deputy Controller Examination</th>
<th>Deputy Controller Secrecy</th>
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**The job of Assistant Controller conduct can be stated as below:**

i. Identification of examination centres.
ii. Appointment of Supervisory staff.
iii. Student Record Cell.
iv. Certificate cell.
v. Dispatch of answer book and question papers.
vi. Payment of remuneration of superintendent, paper-setters etc.
vii. Miscellaneous correspondence with students (if needed)

**The job of Assistant controller secrecy is as below:**

i. Appointment of paper-setters, examiners
ii. Printing of requisition papers.
iii. Evaluation of question papers.

**The job description of Deputy Controller of exam is given as:**

i. Dispatch of roll number slips.
ii. Dispatch of result of students.
iii. Tabulation of result.

The examination process in all the universities is same. There are a number of paper setters, examiners, sub-examiners and Head Examiners. All of them are responsible to do the work according to the instructions issued by the university. Then the conduct of examinations becomes the responsibility of the university itself.

### 3.2 Examination Structure of AIOU

At Federal level in Quaid-i-Azam University and Islamic university purely internal type of examination is conducted. But in case of Allama Iqbal Open University up to BA/B.Sc. level internal plus external type of examination is conducted. In this examination the paper is set by the class teacher and sent to evaluate and if necessary change a part of it. A brief detail of Examination of Allama Iqbal Open University is stated below:

**Examination Department**

This particular department has the responsibility of conducting examinations and issuing the certificates after completion to successful students.
It has the following four sections
i. Examination Section,
ii. Conduct Section,
iii. Secrecy Section,
iv. Certificate Section.

1. **Examination Section:**
   It is mainly concerned about the allocation of centers of examination, the issuance of students; admission cards, the issuance of the date sheet (both to the fresh as well as reappearing students), the scrutiny and checking of the examination results before the issuance of certificates/degree/diplomas. It also handles the complaints of the students about their results and re-checking of papers.
   The introduction of computer has facilitated more accurate and more accessible systems of record keeping. It has provided more effective service to students and regional offices.

2. **The Conduct Section:**
   This section performs the tasks of appointing the center superintendents, inspectors and the invigilating staff, and dispatching of the examinations material and question papers in time. This section also sends the course lists of students, payment to center superintendents, inspectors, paper setters, examiners and sub-examiners, and handles cases of any unfair means in the Examination.

3. **The Secrecy Section:**
   This section has been given the responsibility of the most sensitive and secret matters like the appointment of paper setters, examiners, sub-examiners, receipt and dispatch of answer scripts from and to the examiners/sub-examiners besides printing/mammography of question papers and all confidential papers.

4. **The Certificate Sections:**
   The issuance of certificates, diploma/degrees, is a highly sensitive function on which rests the total reputation of the Examination Department and institutional credibility of the university. The certificate section is responsible for the issuance of the certificates to the successful students.

5. **The Method of Examination and Assessment:**
   For credit courses a student has to be assessed through the continuous assessment method and through a final examination. The assignment component carries the weightage of 40% and the final examination 60%. On the whole a student has to obtain an aggregate of 40 to pass a course. For a full credit course a student has to complete four assignments, which are evaluated by his course tutor who communicates the assessment to the controller through the respective regional offices. These assignments are combined with students; final examination (3-hours) scores (40:60 weightages to determine the final overall grade. For functional (or non credit) courses, the student simply receives a course completion certificate.
3.3 Critical Analysis

The overall examination system in Pakistan is not very much encouraging. Especially in this modern world it must have been developed more rapidly because examination determines the over-all evaluation of the teaching learning process and ultimately the objectives of education. In most of the universities semester system is in practice.

On the other hand the Boards of intermediate and secondary education are conducting annual examination. There are some boards which are working well but all other boards are handicapped by inadequate evaluations, pressure groups and malpractices.

It is obvious that different questions of paper have different objectives and as a whole the paper should cover all the objectives which the teacher wants to assess. In our situation neither the objective of an individual question seems to be clear nor the objective of a paper as a whole. Mostly question are given without reference to the specific objectives in view and in which the distribution of questions is not according to the weightage which the teacher has given to the different objectives during the course of his teaching, usually the questions are given to test the pupils “knowledge” of the subject matter and there is no place given to the questions requiring them to apply or use their knowledge in suitable situations. So the teacher does not come to know that to what extent the student has acquired skill in applying the knowledge of the subject.

It may be noted here that the accuracy of the assessment as well as how well the test discriminates between high and low achievers can be considered only in relation to the purpose the test is to serve.

If an examination is unreliable, it is not valid for any purpose. It is obvious that to achieve an overall assessment of any objective, sufficient number of items/questions should be included. So that assessment may be reliable. In this situation objective type tests have an advantage over essay type examination because for the same length of testing time, larger number of test items can be included.

If same paper is given to different examiners, they give two different results, and then the examination cannot be called reliable. In our examination system the essay type questions are given, which are not so pointed and specific as to expect definite answers from the students, different examiners may have different expectations of certain questions, and therefore different standards of marking.

In order to achieve reliability in an examination, it is highly desirable, that questions should not be vague but pointed enough to get specific and definite answers.

A clear-cut scheme of marking or scoring should also be evolved before the marking is actually done. This will help and may ensure the reliability of the examination system.
Sometimes the instructions to the students either relating to the paper as a whole or relating to the individual questions are not clear or are ambiguous, students are likely interpret such instructions loosely with the result that their answers not in line with the paper setters requirement.

As “practicability” refers to ease of administration, scoring, interpretation and application. As far as the administration of an examination is concerned, the examination is conducted in the given time but sometimes, it creates problems for the persons who conduct the exam. Sometimes the questions are lengthy which takes a lot of time to read and follow the questions. Similarly some examiners like lengthy answers, whereas the expectations of a long answer to a question cannot by itself a criterion for judging the suitability of the questions. A form of question, which requires a shorter answer, may be as good as the longer one. Therefore the paper should be economical in terms of time and material. The use of Diagrams, graphs and pictures may be very useful in this regard.

Regarding ease of scoring depends on how clear “and unambiguous direction for scoring has been given in our education system besides this, unequal weightage of items may be rendering difficulty in scoring without adding to the validity and reliability of tests.

For a proper use and interpretation of test result, it is necessary that they are capable of being summarized in a convenient form. This particular object might be achieved if the grouping of the questions or topics is properly done, then the teacher would easily interpret the scores and assess the attainment of the pupils with reference to the purpose in mind.

In our examination system attitude, aptitude and intelligence is not assessed in any way directly or indirectly.

There is no doubt that there are a large number of draw-backs in the external system of examination. There are a few draw backs with semester system also. These drawbacks in semester system are not in the system itself. In this situation it may be proposed that external plus internal system of examinations would be useful to achieve the educational objectives.

3.4 Drawbacks of the Present System

The following are the major draw-backs in the present examination systems.

i. In this system much choice is given to the students, therefore they used to study only selective portion of the subject.

ii. As there is only one examination, which, is going to decide about the achievement of the student, therefore a large scale “mal-practices are likely to occur,

iii. In this examinations the morality, attitude and aptitude, intelligence etc, are not assessed.

iv. If a student gets a very high score, then it cannot be said with reliability, that he possess that much capability,
v. With the passage of time, it does not seem to be practicable, as people are worried to take examinations,

vi. As this type of examination is not reliable, so its validity is also doubtful,

vii. The questions of the paper are not thought full so that the applications of the concepts would be supplied by the students,

viii. The teachers are not clear about the purpose of examination as a whole as well as the purpose of individual question comprising the test.

ix. The questions of the paper are not balanced: In this regard the length and the standard of the different questions’ are considerable,

x. The question papers are usually essay type, so only limited questions are given because of limited time of paper. In addition to this 100 percent choice is given to the candidates. Therefore the over-all assessment of particular objectives is not achieved.

xi. Due to essay type question paper, which are not as pointed and specific as to expect definite answers from the students. The different examiners have different expectations, so for the same test a student gets different score at another time or by another examiner.

xii. Sometimes the instructions related to one question and the paper as a whole are not clear. Therefore the students interpret the question loosely (not with confidence)

xiii. The question papers are not economical in terms of time, labour and material, which are to be used. Sometimes the questions take a lot of time to read.

xiv. Most probably the instructions to make easy scoring and objectivity of scoring does not seem to be appropriate,

xv. The element of practicability is not found in the questions due to un-appropriate grouping of questions and topics.
4. SELF-ASSESSMENT QUESTIONS

Q. 1 What is the importance of examination in education system.

Q. 2 What are the defects in the present examination system. Give suggestions for improvement.

Q. 3 Why do we require examination reform? What should be done to replace the present system of examination?

Q. 4 Discuss internal assessment as a necessary mode of examination reformation. Point out its merits and demerits.

Q. 5 What is the Questions bank pattern of examination? How has it helped the examination system?

Q. 6 What is a semester system? What are its merits and demerits?

Q. 7 Examination is a necessary evil; justify this statement.

Q. 8 Write critical notes on the following:
   (a) Semester System.
   (b) Allama Iqbal Open University’s system of examination.

5. BIBLIOGRAPHY


NEW TRENDS IN
PAKISTANI EDUCATION

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INTRODUCTION

As you know the term education is very broad in its nature. Educationists do not depend upon one definition of education because its concept has been and is being changed with the passage of time.

Education is a powerful catalyzing agent which provides mental, physical, ideological and moral training to individuals, so as to enable them to have full consciousness of their purpose in life and equip them to achieve that purpose. It is an instrument for the spiritual development as well as the material fulfillment of human needs.

Education is also seen as the major agent of socio-economic change. It is the foundation stone upon which the edifice of the entire social cultural and economic development of a nation is erected. With the rapid growth of science and technology, means of communication and transport and expansion of educational facilities the social systems are undergoing immense changes resulting in recurrent changes in old aspects of life. Political, economic and educational institutions are, under direct pressure of constant rehabilitation of their roles in society. Because of these changes new trends are fast emerging in Pakistani educational system. This unit will deal with these new trends one by one under various headings. Extracts from National Educational Policy 2009 pertaining to these topics will also be included in the end.

OBJECTIVES

After reading this unit you should be able to:-
1. Enumerate new trends in Pakistani education.
2. Describe and explain HRD and its impact on economic development of the country.
3. Describe the impact of technological development on education.
4. Analyse the importance of continuing education.
5. Know the emerging trends in curriculum development.
6. Indicate the manner in which the scientific and technological advancements have revolutionized the essence of society in general and education in particular.
7. Analyse the emerging trends in the role of education as development activity.
8. Identify the significant changes in society which are influencing the curriculum planning process in modern world.
9. Discuss the need for gearing the educational activities towards international understanding.
10. Describe the need and importance of linkage between education and world of work.
1. CURRICULUM REFORMS

In unit 6 you have already read about curriculum development in Pakistan. Now we will discuss curriculum as investment for future needs and requirement of the individual as well as the society and nation.

As curriculum occupies the most pivotal position in the educational process. It is through the curriculum that the entire learning process is concretized for children, the parents and the society therefore, the curricula should be designed in a way that it should enable the fullest possible realization of the potentialities of every being; it should assist every person in ‘learning to be’ which involves learning to live, learning to learn, learning to think freely and critically, learning to love the world and make it more human, learning to develop through creative work.

1.1 Curriculum According to the New Trend?

The curriculum of a school according to the new trends is expected to simultaneously play a triangular role.

a. Of perpetuating the centuries old content of more established nature,

b. Adjusting to the contemporary modern day needs of the individual and the society and
c. Preparing the individuals to play a dynamic role in the future world ‘of their own’ which has yet to assume a definite form.

Our attitude towards curriculum has been generally conservative accepting a body of knowledge that has to be transmitted to the new generations. The phenomenon of gearing curricula to needs and demands of our times is of recent origin. Considering curriculum as an investment is fast emerging as a new trend in our educational system.

1.2 Why are Curriculum Reforms Required?

Curriculum reforms are taking place in the light of changes in private and family life of the individuals as well as social, political, economic and cultured life of both the individual and the society. Besides the present day content, a curricular reform undertaking has to consider all the factors that may emerge as a reality after a decade or two, when the children of today participate in the actual life activities of their time. So the curricular reform undertaking has to keep working a balance between the triangular forces which bind it to:-

a. Perpetuation of established content inherited from the past.

b. Relevance to the present day needs of both the individual and the society and
c. Projection and incorporation of future requirements of the individual and the society to enable the individuals to respond and to be well-adjusted to ‘their times’.

Investment in right kind of curriculum and education will not only prepare the young people to function effectively on the rapidly moving and changing frontiers of the future but will also attract and retain students in school.

There is no doubt that the future of our state greatly depends upon the type of education we give to our children and the way in which we bring them up as citizens of Pakistan.
Education does not merely mean academic education. There is an immediate and urgent need for giving scientific and technical education to our people in order to build up our future economic life and to see that our people take to science, commerce, trade and particularly well planned industries. We should not forget that we have to compete with the world which is moving very fast in this direction.

This education curriculum is now considered as an investment which will produce fruitful results for the coming generation and will not only enable them to survive effectively in the fast changing world of science and technology but will also change the pupil into development minded citizens.

Topic like drugs, environment, population and international understanding etc. are included in the text books prescribed for schools curriculum and text books of Islamiyat and Arabic are revised. The main aim before the nation now is to introduce a curriculum which is consistent with Quran and Sunnah and which may also help the individual to develop his personality to the maximum possible extent for making progress in the field of science and technology. The purpose is to produce through such curriculum creative, productive, sincere and patriotic citizens who may work for the development of the nation within the frame work of the principle of Islam. Curriculum should be taken as a tool to be at par with other countries and to keep our identity as a nation so it should prepare the students to ‘think globally and act locally.’

2. HUMAN RESOURCE DEVELOPMENT AND EDUCATION

It is believed that education provides people with the skills that allow them to be more productive in their work, thereby creating for them the opportunity to earn higher wages in the labour market.

Investment in human capital through schooling increases the productivity of labour. Education is the key to building human capital and human capital is the vital ingredient in building a nation but this education must be relevant to the needs of modern societies and to the demands of global markets and it must be available to all members of society. No illiterate society has ever become an industrial tiger.

2.1 What is HRD?

HRD is defined as the process of increasing the knowledge, the skills and capacities of all people in the society. It deals with creating conditions that enables people to get the best out of themselves and their lives. Development is a never ending process. As people develop themselves in new directions new problems and issues arise, requiring them to develop new competencies to meet the changing requirements, aspirations and problems. There are however some universal goals which all human resources development, efforts should aim to achieve.
2.2 Goals of HRD

a. At the individual level:
   These goals may include developing capabilities for ensuring, a happy and healthy living. The dimensions of such happiness may vary from individual to individual. These may include a good education or skill base that may be the key to income generation and fulfillment of many other social needs a good income base itself, self respect, security, status and recognition in the society, good family and a sense of belongingness to a group society or organization.

b. At the Organizational Level:
   The goal of HRD is normally to have competent and motivated people (employees) to ensure higher levels of productivity, profitability and growth of the organization. Organizations normally direct their HRD efforts towards the development of competencies, culture and commitment among employees individually or in groups. Organizations use many mechanisms to achieve HRD goals, as without competent and committed employees, organizations can achieve very little even if they have excellent technological and other resource bases.

c. At the national level:
   Human Resource Development aims at ensuring that people in country live longer, live happily, free of disease and hunger, have sufficient skill base to earn their own livelihood and well-being. The promotion of the well-being of individuals, families and societies provides a human resource agenda for all the countries.

2.3 Objectives of HRD:
The most important and common objective of HRD at all levels is competence (capacity) building for a healthy and happy living. They are the best possible means to achieve a variety of goals. They are also a powerful means for income generation and up gradation of quality of life in the family, organization or country.

The linkage between investments in human development programmes and economic development have become sharper.

2.4 Target Groups and Sectors of HRD
Following sectors and target groups can be included under the HRD programmes,
a. Sectors:-
   1. Health, nutrition, sanitation and water supply.
   2. Adult literacy and primary education.
   3. Technical, vocational and higher education
   4. Science and technology
   5. Environment
   6. Agricultural, industry infrastructure

b. Target groups:-
   1. Women & girls
   2. Poor & unemployed, particularly the youth
Education equips people with instrument to acquire information that in turn can help improve health, nutritional status and living standards. Education plays a crucial role in accelerating technological change and development, developing countries, need to produce their own professionals, engineers, researchers, technicians, managers and skilled workers. Without them they cannot advance and it is here that education has a crucial role to play. Technological development also opens up avenues for employment and further skill development.

2.5 HRD and Education
The education system according to the new trends should take into consideration the following points.
1. The long term and short term development strategies planned by the country and its implication for skill requirements at different levels.
2. The existing level and quality of skills available in each area sector etc.
3. Projected level and type of skills available with existing system of training institutional structure.
4. Estimate gaps.
5. The capacity of existing schools to fill the gaps and the mechanisms needed to get them to contribute to bridging this gap and
6. Strategies, mechanisms, resources programmes etc. required to prepare the skill bases needed for future.
7. There should be a liaison with, educational institution place of work and market needs.

Thus national wide stock of the skilled manpower is essential in formulating any educational policy. Planners and policy makers need to address themselves to employment issues through HRD planning and utilization. It is useful to keep predicting HRD requirements and plan the utilization of training manpower.
3. TECHNOLOGICAL DEVELOPMENT AND EDUCATION

3.1 Technological Development
We are living in an era of technology. Technological development is having its impact on the society as well as its educational system and culture. It is believed that the mechanization process has immensely affected our attitudes, beliefs and philosophies. While the positive effects are as obvious as they have opened new vistas of excitement, discovery, entertainment, communications and education. The dangerous implication of these developments is equally alarming. The so called developed countries now possess an arsenal of warfare devices which can destroy the entire mankind in a matter of hours. Prospects for scientific development are exalting, impressive and at the same time terrifying. The challenge lies with our generation to maximize the advantages of scientific and technological advancement and to minimize its possible harmful effects.

3.2 Science and Technology
Having studied the predominant role which technological development is playing in social economic and cultural development of a country let us now concentrate on education.

The enrichment of science and technology education through primary, secondary, technical and higher education is essential to produce the manpower which is required to take the specialized positions in both the public and the private sectors. The supply of manpower through educational institutions must correspond in quantity and quality to the jobs being offered by the national economy. This requires a very systematic manpower planning because production of one additional Ph.D in a specialized subject like micro-Biology may cost the nation around half a million rupees, while the production of one MBBS doctor or an engineer may cost around 400,000 rupees. If each one of them is not absorbed in the national economy, one may imagine the loss which a developing country like ours will have to bear because of unplanned supply of graduates in various fields of specialization.

3.3 Extract of National Educational Policy 1998-2010
The National Education Policy (1998 -2010) has been framed in the perspective of historical developments, modern trends in education training and emerging requirements of society in terms of national integrity and socio-economic development.

The theoretical and practical components of the policy have been conceived in the light of modern trends and essential requirements of a Muslim society. Nazira Quran and its translation have been prescribed as a compulsory component all through the elementary level. Diversification of secondary education is proposed to be achieved by introducing a separate stream of Matric (Technical) which will form an integral part of the system. The standards of higher education will be brought at par with the international level by introducing an optional stream of B.A/B.Sc Honors. The continuous supply of scientifically trained manpower will be ensured by gradually balancing the ratio between Arts and Science streams and making it finally 50:50. Practical linkage shall be established between University and industry.
Technological and scientific knowledge is expanding at an unprecedented rate. The 21st century is referred to as the century of information technology. The policy takes care of this need by introducing computer education at secondary level: Proper laboratories and trained teachers will be provided for this purpose. The curricula at all levels of education will be reviewed for creating a relationship between education and environment. The library services will be strengthened to provide increased opportunities of self learning.

3.4 Objectives of the Policy (1998-2010)

(i) To lay emphasis on diversification so as to transform the system from supply oriented to demand oriented. To attract the educated youth to the world of work at various educational levels so that they become productive and useful citizens and contribute positively as members of society;

(ii) To develop technical and vocational education in the country for producing trained manpower commensurate with the needs of industry.

(iii) To popularize information technology among children of all ages and prepares them for the next century. To emphasize different functions of computers as a learning tool in the classroom. To employ information technology in planning and monitoring of educational programmes.

(iv) To promote institution industry linkages to enhance relevance of training to the requirement of the job market.

(v) Emerging technologies e.g. telecommunication, computer, electronics, automation, petroleum, garments, food preservation, printing and graphic textile, mining, sugar technology etc. greatly in demand in the job market shall be introduced in Selected polytechnics.

(vi) School curricula shall be revised to include recent development in information technology, such as software development, the information super highway designing, web pages etc.

(vii) Educational institutions shall be provided internet facilities.

(viii) The use of latest information technology, library automation, computers databases and CD ROM technology etc. in libraries shall be encouraged.

3.5 Role of ICT in Education

Information Communication Technologies are the power that has changed many aspects of the lives. The impact of the ICT on each sector of the life across the past two-three decades has been enormous. The education is a socially oriented activity. It plays vital role in building the society. The quality education traditionally is associated with strong teachers having high degrees. Using ICTs in education it moved to more student-centered learning.

As world is moving rapidly towards digital information, the role of ICTs in education becoming more and more important and this importance will continue to grow and develop in future.

ICT is an acronym that stands for “Information Communication Technologies”. Information and communication technologies are an umbrella term that includes all technologies for the manipulation and communication of information.
Role of ICT in Higher Education:
1. To increase variety of educational services and medium.
2. To promote equal opportunities to obtain education and information.
3. To develop a system of collecting and disseminating educational information.
4. To promote technology literacy.
5. To support “Distance Learning”.
6. To support sharing experience and information with others.

Benefits of ICT in education include but are not limited to:

a. **Students Centered Learning:**
With the help of technologies it is possible to promote transformation of education from teacher centered instruction students centered instruction e.g. 1) Increased use of web as a source. 2) Internet users can select the experts from whom they will learn. 3) Process will become problem – based learning. 4) The proliferation of capability, competency and outcomes oriented curricula. ICTs in education act as a change agent. It supports independent learning. Students become immersed in the learning process by using ICT.

b. **Supporting Knowledge Construction**
The emergence of ICTs as a learning technology unknowingly insists to think on alternative theories for learning. The conventional teaching process has focused on teachers planning and leading students to achieve desired outcome. This way of teaching follows the planned transmission of knowledge though some interaction with the content as a means to consolidate the knowledge acquisition. It depends on the process of personal understanding. In this domain learning is viewed as the construction of meaning rather than memorization of facts. Use of ICTs provide many opportunities through their provision and support for resource based, student centered learning. It acts to support various aspects of knowledge construction and as more and more stud. Employ ICTs in their learning process, the more pronounced impact of this will become.

c. **The Impact of ICT on place ‘When’ and ‘Where’ to learn:**
In the past, there was no or little choice for students in terms of method and manner in which programs have been delivered. Students typically were forced to accept what has been delivered. ICT applications provide many options and choices in the same case.

i. **Any place learning:**
The use of ICT has extended the scope of offering programmes at a distance. The off-campus delivery was an option for students who were unable to attend the campuses. Today, many students are able to make this choice through technology facilitated learning settings. e.g.

1. In many instances traditional classroom learning has given way to learning in work-based settings with students able to access courses and
programmes from their workplace. The advantages of education and training at the point of need relate not only to convenience but include cost savings associated with travel and time away from work, and also situation and application of the learning activities within relevant and meaningful contexts.

2. The communications capabilities of modern technologies provide opportunities for many learners to enroll in courses offered by external institutions rather than those situated locally. These opportunities provide such advantages as extended course offerings and eclectic class cohorts comprised of students of differing backgrounds, cultures and perspectives.

3. The freedoms of choice provided by programmes that can be accessed at any place are also supporting the delivery of programmes with units and courses from a variety of institutions. There are now countless ways for students completing undergraduate degrees for example, to study units for a single degree, through a number of different institutions, an activity that provides considerable diversity and choice for students in the programmes they complete.

ii. **Any time learning:**

   In case of geographical flexibility, technology, facilitated educational programmes also remove the temporal constraints. It is the good opportunity for study. To undertake education anywhere, anytime and anyplace.

   1. Through online technologies learning has become an activity that is no longer set within programmed schedules and slots. Learners are free to participate in learning activities when time permits and these freedoms have greatly increased the opportunities for many students to participate in formal programmes.

   2. the wide variety of technologies that support learning are able to provide asynchronous supports for learning so that the need for real-time participation can be avoided while the advantages of communication and collaboration with other learners is retained.

   3. As well as learning at anytime, teachers are also finding the capabilities of teaching at any time to be opportunistic and able to be used to advantage. Mobile technologies and seamless communications technologies support 24x7 teaching and learning. Choosing how much time will be used within the 24x7 envelope and what periods of time are challenges that will face the educators of the future.

d. **Provision of Competent and Skillful Teacher Education:**

   ICTs have a very large potential for teacher education in larger quantity and better quality. A combination of classical teacher education curriculum, pedagogy and ICTs to provide interactivity are supposed to be cost-effective for teacher education.
4. CONTINUING EDUCATION

4.1 Definition of Continuing Education
According to Dave (1976) lifelong education or continuing education is a process of accomplishing personal, social and professional development throughout the life span of individuals in order to enhance the quality of life, of both individual and their collectives. It is a comprehensive and unifying idea that includes formal and informal learning for acquiring and enhancing enlightens so as to attain the fullest possible development in different stages and domains of life. To Dave it is connected with both individual and social progress.

Venables (1976) defines continuing education as, all learning opportunities, which can be taken up after full time compulsory schooling. They can be full time or part time and will include both vocational and non vocational study. Continuing education is therefore a term which refers specifically to post-initial education.

According to Apps (1979) the definition of continuing education is the further development of human abilities after entrance into employment or voluntary activities. It includes in-service upgrading and updating education. It may be occupational education or training for professional. Continuing, education includes that study made necessary by advances in knowledge. It excludes most general education and training for job entry. Continuing education is concerned primarily with broad personal and professional development. It includes leadership training and the improvement of the ability to manage personal, financial, material and human resources. Most of the subject matter is at professional technical and leadership training levels or the equipment.

Continuing education may therefore be seen to be a continuation of the educational provision beyond initial education especially in the vocational sphere.

4.2 What is Continuing Education?
The term life long education, recurrent education and continuing education are used interchangeably and are defined in a number of ways e.g. in America this term is linked with alternative educational activities. In Europe the concept has been associated with the linking of learning and work.

Thus continuing education is regarded as a new trend in contemporary educational theory and practices. These trends include expansion of educational services outside die conventional schools, greater interest in education as an instrument for improving the quality of life, concern for development of forms of education are linked .with the needs of everyday life. Participating in decisions about education by workers, parents and members of public is greater openness in goal setting, planning arid administration and many similar trends.
Continuing education can be seen as a reaction against certain features of existing educational practice. It thus includes a rejection of authoritarianism unwillingness to accept that school is the dominant institution in all learning and dissatisfaction with the view that all necessary qualifications can be acquired during the period of formal education.

4.3 Difference between Continuing Education and Adult Education
Cropley (1977) has tried to distinguish between these two concepts by saying, adult education is not organized as something that is not closely integrated with and coordinated to earlier education. Rather it is recreational and for the purpose of making up for earlier short comings. On the other hand the key notion in life long or continuing education is that all individuals ought to have organized and systematic opportunities for instructional study and learning at any time throughout their lives, whether their goals are to remedy their earlier educational defects; to acquire new skills; to upgrade themselves vocationally, to increase their understanding, of the world in which they live; to develop their own personalities or some other purposes.

4.4 Continuing Education in Pakistan
Some elements of continuing education already exist in Pakistan as regard the provision of second chance of education to those who could not continue their education at an earlier age, the government of Pakistan has established an Open University Allama Iqbal Open University (AIOU) in 1974. The main objectives of this university are:
(i) To provide educational facilities to people who cannot leave their homes and jobs.
(ii) To provide facilities to the mass of the people for their educational up lift,
(iii) To provide facilities for the training of teachers
(iv) To provide for instruction in such branches of learning technology or vocation for disadvantaged group.

In Pakistan the majority of students discontinue their education after matriculation (i.e. after ten years of schooling). The A10U has developed a stream of general courses so that such adults may get another chance of education without leaving their jobs or place of work e.g. there is the provision, for passing not only the F.A and B.A examination, but also M.A. M.Phil and Ph.D programmes
5. EDUCATION FOR INTERNATIONAL UNDERSTANDING

5.1 Meaning and Definition of International Understanding:
International understanding means in a sense world citizenship. This sense emphasizes that all human beings are fellows and members of the world family. As inch this feeling is concerned with international good will and contributes to the good of the whole humanity. In other words, international understanding indicates love, sympathy and cooperation among all the people of all the nations of the world.

Definition of international understanding:
Internationalism is a feeling that the individual is not only a member of his state but a citizen of the world Oliver Goldsmith.

5.2 Need for International Understanding
History of the last few centuries reveals the fact that all nations of the world have molded and organized there, educational system according to their own plans and ambitions. From the very beginning, these nations taught their children, “my country is at the top of all other countries”. This type of education inculcates in children a sense of narrow nationalism which exploded into two world wars and the danger of the third one is looming large on the world. In those two great Wars not only human rights and civil rights of citizens were crashed but the whole humanity had to suffer unbearable miseries and cruelties.

Hence almost all the leaders of the world, now, firmly realize the need and importance of better understanding and friendship in all the nations of the world. In other words, the dire need is to inculcate in the people qualities of fellow feeling, co-operation, tolerance, adjustment and love for one another’s weal and woe instead of developing aggressive nationalism so that good will and friendship are developed bringing about peace, freedom happiness to the whole mankind,

5.3 Education for International Understanding
All philosophers, educationists, politicians, scientists and social reformers of the world agree that while on the one hand (UN) United Nation and other similar world organization’s are striving to develop international good will in children it is essential on the other hand that citizens of each nation should realize and appreciate, the difficulties of the citizens, of other nations and appreciate their good achievements. Education is the only important and effective agency to develop such type of international understanding. Therefore the aim of education according to new trends should be the promotion of international understanding.

5.4 Principles of Developing International Understanding
a. Cultivate in the youth the power of independent thinking:
Children must learn to go deep into matter and decide for themselves what is wrong and what is right. This independent evaluation of merits and demerits of their own
nation and those of other S will endow them with a balanced attitude and promote an urge in them for international good will and cooperation.

b. **Training our young men to use their knowledge:**
The second principle is to promote in the youth an ability to use their knowledge properly and profitably so that they are able to make the best use of their knowledge for solving the problems which confront them from time to time in their lives. They should also know that the basic principle of human welfare is the same for all people in all circumstance and in all times. Some nations try to discriminate among their own citizens and those of other nations. This is not fair. This narrowness of attitudes and behaviour can only be removed by inculcating moral and spiritual qualities through the system of education one adopts for the welfare of all humanity.

c. **Correct meaning of patriotisms:**
In the plan of world education patriotism should not be taken in a narrow and selfish way of behaviour. Narrow views promote selfishness, envy, jealously and a constant fear of others. Aggressive attitudes are formed from these feelings and the individuals try to subdue others. Thus patriotism should be so developed that it leads to internationalism and world outlook.

d. **The principle of interdependence:**
Every country is dependent upon others for its various needs and requirements through trade and commerce, Hence this aspect of interdependence of all countries of the world should be emphasized by the educational organization of all nations and their governments.

e. **Elimination of fear from individual and social life:**
Education should inculcate in children of all nations sense of fellow feelings, brotherhood, sympathy, love and cooperation, Ct should remove all apprehensions and fear from the minds of all children and citizens.

f. **Individual and social consciousness:**
To achieve this education should be organised as to promote sociability, spirit of social service and a sense of social responsibility in addition to individual consciousness for the development of self.

g. **Principle of corporate life:**
The child should be told from the very early age that the whole world is one family. All the people of all the countries are the citizens of this world. Its weal and woe is the joint responsibility of one and all. This sense of social national and international responsibility is an essential factor in the development of international goodwill and brotherhood.

5.5 **Aims of Education for International Understanding:**
The aim of education for international understanding is to promote international goodwill through education to establish a lasting world peace and to educate the minds of young people psychologically and intellectually so that they form strong attitudes against conflict and war and promote international amity and brotherhood.
6. EDUCATION OF WORLD OF WORK

The educational planning and development should be based on society’s needs, rather than in response to individual need or demand because it would give rise to a mismatch between the economy’s needs and the educational systems output. The demand and supply, of manpower should not be imbalanced. Equilibrium should exist between demand for educated manpower and supply. This equilibrium can be restored by forecasting the needs, demands and supply.

6.1 The Difference between Needs and Demands
(a) Needs: are determined by the manpower assessment arid represent the country’s manpower or educational requirements to meet specific social, political and economic goals.
(b) Demands: Demands reflect individual desire to prepare for a particular profession or trade. The coordination between the economic growth plan, of the country and fixation of skilled manpower requirements needed for the different sectors of the economy is required to tackle the problem of unemployment. The balance between the needs and supply is very important for the economic development of the country.

6.2 The Relevance of Education to Economic Needs
There is currently a great deal of interest in the problem of the relevance of the curriculum to economic needs. Diversification of the curriculum ensuring inter linkages between education and productive work through the incorporation of practical subjects and work experience as well as its vocationalization are among the well know reforms commonly recommended to meet this particular challenge. In spite of the continuing interest of planners, policy makers and administrators in linking education and work, this particular innovation has not yet been very effective. Where a reasonable level of success has been achieved in linking education with work. The experiments have involved vocational programmes based on real or expected job opportunities likely to be available to school leavers. Many programmes of work oriented education in the past have come to grief because there were no bridges between the vocational and general institutions (of stream) to permit the movement of pupil from one to the other.

The need to bridge the gap between the world of education and the world of work is the need of the country and steps are being taken to make education not only relevant to the needs of the society but also to link it with the world of work. This will solve the problem of educated unemployed.

6.3 Extracts of National Education Policy 1998-2010
Some objectives of this policy related with the above mentioned topic are stated below:-
(a) To lay emphasis on diversification so as to transform the system from supply oriented to demand oriented. To attract the educated youth to the world of work at various educational levels so that they may become productive and useful citizens
and contribute positively as members of society.

(b) To prepare the students for the pursuit of professional and specialized education. To develop technical and vocational education the country for producing trained manpower commensurate with the needs of industry.

(c) To improve the quality of technical education so as to enhance the chances of employment of technical and vocational education (TVE) graduates by moving from a static supply based system to a demand driven system.

(d) To popularize information technology among children of all ages and prepares them for the next century. To emphasize different functions of computers as a learning tool in the class room. To employ information technology in planning and monitoring of educational programmes.

(e) Objective of secondary education will be to prepare the students for the world of work as well as pursuit of professional and specialized education.

To strengthen institution industry linkage, the following measures shall be adopted in technical/vocational education,

(a) Participation and involvement of experts from commerce and industry in the process of curriculum development shall be ensured.

(b) Instructors shall be encouraged to have internship in industry in the areas of their specialization as part of training by allowing them liberal leave on full pay or deputation for which necessary amendments in service rules shall be made.

(c) Experts from local/relevant industry and commercial organizations shall be invited as visiting lecturers in polytechnics and colleges of technology.

(d) The polytechnics and colleges of technology shall be encouraged to undertake research and development projects and consultancy work for the industry.

(e) Steps will be taken to provide practical training to the students in the industry.

(f) Management information system will be strengthened for maintaining data base of existing TVE facilities and job market. They shall also conduct labour market surveys and tracer studies, develop career development programmes for technical teachers and disseminate information on technical, manpower status, to guide future expansion and development of TVE (Technical Vocational Education).

(g) To expose students to the world of work and develop skills in employable trades a stream of Matric (Tech) parallel to Science and Humanities group shall be introduced in 10% (3% female and 7% in male) secondary schools (Class IX-X) in five years. One or two vocational subjects shall be introduced in each of these schools or per the need of the area,

(h) Interaction between universities and industry shall be arranged so that the students can apply their knowledge to real life problems.
7. SELF-ASSESSMENT QUESTIONS

Q. 1 Identify and discuss the new trends in Pakistani education.
Q. 2 Define HRD. How it is related to education and why it is important for socio-economic development of the country, discuss in detail.
Q. 3 Discuss the influences of technological development on education.
Q. 4 Define continuing education. And why is it important for future development of the country.
Q. 5 Define the term international understanding. Education is the only mean to develop this why? Discuss in detail.
Q. 6 What should be the principle of developing international understanding?
Q. 7 Write short notes on the following:-
   a. Curriculum as investment.
   b. Education of world of work.
   c. Technological development and education,
   d. Continuing education.

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PROBLEMS AND ISSUES IN PAKISTANI EDUCATION

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</tr>
</tbody>
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INTRODUCTION

The Education system in Pakistan suffers from multiple deficiencies, and shortcomings of different nature. Most of our schools, particularly in rural areas, do not have proper learning and physical facilities. Teacher absenteeism coupled with harsh treatment by school teachers encourages drop-out which affects seriously the whole education system in the country. In this unit; we have outlined the following as the major problems and issues of Pakistani education:

- Foreign Language
- Education and Politics
- Universalization of Primary Education
- Literacy
- Population Education
- Environment Education
- Drug Education
- Female Education
- Islamization
- Special Education

OBJECTIVES

Having studied this unit intensively you are expected to be able to:-

1. Enlist the implications of foreign language on our educational system.
2. Describe the impact of politics on education.
3. Prescribe the significance of universalisation of primary education for Pakistan.
4. Discuss literacy situation in Pakistan and its impact on socio economic development of the country.
5. Discuss the rationale for population education.
6. Appreciate the need for environmental education.
7. Develop the actual insertions of drug related concepts in the school textbooks.
8. Identify the causes and demands for integration of drug education in the existing school curricula.
9. Highlight importance of female education in the overall development process of Pakistan.
10. Describe the needs of special education with specific reference to the prevailing situation in Pakistan.
1. FOREIGN LANGUAGE

The problems of teaching English are rooted in the over-all policy of determining the place and scope of English in our system of education.

The teacher at the school is burdened with the idea that the teaching of English is a long term plan and that there is no need to be in hurry about it. So the foundations are never properly laid. English suffers further neglect at the Intermediate level where the student is already too busy doing his major subjects and has neither time nor aptitude for English. The teaching of English at the degree level becomes really embarrassing. Students are too old to be taught English primers. Tables of tenses and the practice of writing are all that the majority need. English is in fact, never taken seriously. This is the real problem which becomes only too obvious at the degree level.

1.1 Aims of Foreign Language Learning

When English as a Foreign Language is taught to children at the primary and early secondary levels of education, it is generally taught with a general educational aim in mind that is, it is regarded as a ‘good thing’ for them to learn a foreign language as a part of a broad education. There is usually no immediate and specific requirement for such children to make use of the language in any communicative situation. The purpose of learning the language is essentially a ‘deferred’ purpose, deferred till the tertiary level of education, normally at university, where, it is agreed, knowledge of English would be helpful in their academic studies. Immediate aims of learning English are defined by the requirements of examinations. Consequently what is taught to primary and secondary level children is not a communicative knowledge of English language.

What the thousands of children succeed in learning in this way is what is necessary in order to pass examinations. Adults on the other hand are generally highly conscious of the use to which they intend to put it. That use is frequently associated with an occupational, vocational, academic or professional requirement; without knowledge of the foreign language.

1.2 Problems in English

It may sound very strange, but the fact is that our problem with English is that we are having too much of it. We are caught in a deluge of English. Consequently, all our energies, efforts and talent are going waste. The output is a mere fraction of the input.

90% wastage is itself a major reason of deterioration in standards, since it makes the whole activity appear so meaningless. In fact the general educational climate has otherwise improved over the past years. The number of educational institutes has increased. There is a better teacher-student ratio. The libraries have been modernized. In the extra-curricular field the role of mass communication media, such as Radio, TV and the press, has been unprecedented enlarged. Nevertheless our problems with the teaching of English are only becoming more acute with each passing day.
There is also the question of great academic loss. By retaining English as a compulsory subject we are only catering for the mediocrity. No one can pursue higher education unless he passes in the subject of English in B.A. Thus, someone very good in Mathematics, Urdu, Persian or Islamiyat, for example, will never enter the university if he fails in English. On the other hand, someone having only a little knowledge of one of these subjects and a little good luck in English will be eligible for admission in MA. The best students thus find the doors of higher education’ closed on them while the mediocre have all the opportunities. English in this way becomes a hindrance in the pursuit of higher education. Also, since the best students join professional institutions after Intermediate, the teacher, particularly the English teacher, has no option but to teach the mediocre, the majority of whom have neither aptitude nor any use of English. The main question therefore is do we need English at the degree level?

1.3 Why Do We Need English?
The layman is made to believe that we cannot exist without it. The educationists tell us that we need it only as a stop-gap arrangement. Regarding the Medium of Instruction, National Educational Policy of 1979 states:-
The constitution of Pakistan provides a specific framework for the introduction of Urdu as the National Language. According to this framework:-
1. The National Language of Pakistan is Urdu and arrangements should be made for its being used for official and other purposes within 15 years from the commencing day.

One wonders if the ‘commencing day’ has dawned or are we still waiting for it. Almost a decade of the stipulated interim period since the promulgation of the constitution has already gone but there has been practically no progress in the policy of switching over to the National Language.

The Education Policy Further Elaborates:-
The study of English as a second language is necessary to keep in touch with the modern knowledge. At present there is a serious shortage of books written in Urdu in scientific and professional fields. Immediate adoption of Urdu as the medium of instructions at all levels would in fact become nearly impossible for students of medicine, engineering and similar other professions. Inadequate availability of books translated in Urdu would become a great problem. It is, therefore, necessary to phase out the change-over and accomplish it in about 5 years at the Intermediate and degree college level. The decision to introduce the National Language as medium of instruction at the professional and university education level should be based on the experience gained in the meantime particularly in relation to availability of textbooks written in the National Language.

The Education Policy then gives the Programme:-
a. English will be taught as a compulsory second language from class VI onward in all the schools and
b. Teachers in the existing English medium schools will be permitted to teach through the medium of Urdu or an approved provincial language.
The fundamental fact of our education is that a good knowledge of English is absolutely necessary for us. We must therefore have good English but not more than sufficient for us. Actually English has become in our society a term synonymous with education. Good English means good education, while a man with poor English is considered uneducated.

Also, this question of compulsory English from Class VI onward must be viewed in the context of about 80% illiteracy in the country. It will be ridiculous to have 80% of the population absolutely illiterate and insist on the remaining 20% attaining not only literacy but also proficiency in a foreign language. The often repeated argument is that English is an international language. But how many of us need and have international interests? English is inevitable for us as the medium of instruction for higher education. But, then, how many of us pursue higher education or undertake research? Then it is argued that we maintain contact with foreigners in academic, scientific and professional fields. Again, a very small number of people will be concerned here. We are only catering for 10%, but we are neglecting the other 90% with compulsory English for which they find no use.

Very few of our educationists and teachers of English seem to have any idea of how a foreign language can be utilized in a system of education. They appear to have only one concept in their minds, that of Functional English, that is highly misleading.

1.4 Status of English in Education System
We have yet to determine the status of English in our system of education. Our need is to have good and sufficient English rather than a meager and meaningless mass exercise. A system of education has four major components: duration of the course, syllabus, teaching method and evaluation. All previous experiments in the teaching of English failed because they attempted merely coverage of the syllabus. The old model was retained as such. The duration remained the same and the same lecture method of teaching English was continued. There was no change in the system of evaluation. Naturally and quite expectedly it was a complete disaster.

The education policy about English will have to be thoroughly revised. Educational results are neither immediately gained nor instantly wiped out. It takes decades, even generations, for educational efforts of a nation to bear fruit. Therefore it becomes absolutely essential that all emotionalisms are kept a side in the planning of education in the country. The entire situation must be dispassionately and scientifically studied, aims and objects and needs clearly defined, data carefully collected and then, after a thorough analysis, and with far-reaching consequences in mind, a policy should be framed about which the planners must be sure that it will stand all social, political and economic pressures, changes of governments, manifestos of political parties, etc. at least for 15 years.

English is a matter of utility for us. As we need cars, railways and aero planes, so do we need English? We must determine its place in our education in terms of our needs.

If proper coaching in English is not done m the initial one or two years, the student will never be able to learn the language. By the time he comes to the degree classes he has been
thoroughly bored and rendered immune to linguistic correction. Instruction becomes nauseatingly stale. No teacher can go on teaching grammar indefinitely and still retain his student’s interest in it. Grammar and composition classes cannot become popular in the colleges. Either it becomes just a nominal exercise, barely confined to roll call, or the teacher indulges in gossip and loose talk to humour and impress the students. If English must be taught for a number of years, the syllabus must be so arranged as to keep up the interest of both the teacher and the students.

In short, the syllabus must be interesting, progressively improving in quality as well as quantity, enough to give the students pleasure and keep them sufficiently busy during the period of study. The students must also be encouraged to develop the habit of independent thinking. These purposes can be served through a course of literature with emphasis on the learning of language. Students must be given the best writing of the most reputed writers. This is the best way of improving proficiency in the language.

1.5 Conclusion
To conclude, English is our need and must be taught and taught in all earnest, with the maximum possible proficiency. We must also use it as a window to the world. But it must not be inflicted on those who are not prepared to take it up, or who find no use for it. It must be an elective subject at the degree level. In this way we can also have a better teacher-students ratio in our colleges, which will very much help in improving the standard of instruction.

Activity:
Identify the major problems students face in learning English at secondary level through an interview of the students (5–10) of this level.

2. EDUCATION AND POLITICS

There is a common agreement that there is a paramount need to reform the system. But there is considerably less agreement over what this would involve. Moreover, the political obstacles to meaningful change are considerable. Even though the system is structurally centralized, it is politically fragmented. Rather than managing the problem effectively, the government itself is one of the players. When confronted with student strikes, the government has tended to put pressure on educational institutions to reach an accommodation. This means that the university vice chancellor or college principal who yields to student demands has his efforts at reform compromised. If he fails to accommodate the students, his job and career may be jeopardized. The present political setup is not likely to push reform as to do so would threaten the position of those in power. The political opposition also is interested in reform only to the extent that it furthers their ambitions. While there is much talk about reforming education, the actions taken so far have been not satisfying.

2.1 Student Groups
Student political organizations may be grouped into three broad categories. The groups on
the right are predominantly religious in orientation. The largest and most important of these is the Islamic Jamiat-I-Tulaba who has close affiliation in an ideological sense with tike Jamaat-I-Islami political party. It is the best organized of all student groups and receives considerable support from the Jamaat and, indirectly, from the government. Its membership however, is relatively small. Although small in numbers, its influence is considerable. It is the dominant political force at the University of Punjab, for example. While it advocates the broader Islamic blueprint of the Jamaat, in practice its efforts are mainly confined to opposing ‘un-Islamic’ activities like music and women’s athletics.

The second category consists of leftist student groups. This ideological definition is only accurate in a very general sense. While Marxism may enjoy some popularity among these students, they are conversant with it to only a limited extent. The largest of these groups is the Peoples’ Student Federation. It is poorly organized and not as effective as the Jamiat-I-Tulaba. There is frequent violent confrontation between the PSF and the Jamiat. Politically fee PSF is a melange of leftist and urban middle class philosophies and it has linkages with the Pakistan People’s Party.

The third group consists of regional organizations whose interests are limited to local issues. Membership in these groups is small but they are usually closely knit. For example, the Pakhtunkhwa Students Organization is a ‘cultural’ group representing the narrow interests of Pakhtun students. It does not have a political agenda as such.

Responsibility for political disruption lies with a very small minority of students. Most students at all levels of the system are politically indifferent and not actively involved. The socio-economic background of student activists is also not representative. Most are middle class students from urban areas while the JIT, with its traditional Islamic orientation, attracts students from rural areas. Upper class students are rarely active preferring instead to receive their degrees and obtain a good job. Many also look forward to leaving the country.

For most student groups there is at least a nominal connection with political parties and to an ideological point of view. But in practice this connection is very weak. Students often ignore the advice and guidance from party leaders by showing considerable independence of mind and action. The philosophical direction of student activities is vague and rarely rises above the level of slogans and clichés. Indeed, much student activity is addressed to personal objectives of student leaders.

Despite their energy and enthusiasm, Pakistani students, like their counterparts worldwide, are basically negative in orientation. They do not concentrate their efforts to bring something about but instead are opposed to an idea, event or programme. Even when they rise up for poor people, they seem to be less concerned about poverty than hostile toward the rich. It is indeed unfortunate that this energy cannot be channeled in more constructive directions.
2.2 Student Organizations

a. Rightists Political Party
   Affiliation Islami Jamiat-i-Tulaba,
   Jamaat-i-Islami
   Muslim Students Federation,
   Pagara Muslim League
   Anjuman-i-Tulaba Islam,
   Jamiat-i-Ulema Pakistan
   Imamia Students Organization
   Jamiat-i-Tulaba Jafria
   Pakhtun Students Federation
   Ahl-i-Hadith

b. Leftists
   Peoples Students Federation, Pakistan Peoples Party
   Istiqlai Students Federation, Tehrik-i-Istiqlal
   Quaid-i-Azam Students Federation
   National Students Organization
   National Students Federation

Regional
   Jiye Sindh Students Federation
   Jiye Sindh Students Organization
   Peoples Jiye Sindh
   Democratic Students Federation, National Awami Party
   Baluchistan Students Organization, National Democratic Party
   Sindh Students Tehrik
   Sindh Shagird Tehrik
   Sindh Graduates Association
   Servants of Sindh Society
   Pakhtunkhwa Students Organization
   Sindh Democratic Students Federation
   Punjabi Students Federation
   Hazara Students Council
   Karachiites Students Council
   Saraiki Students Council

Activity:
Discuss the pros and cons of student’s involvement in politics.
3. UNIVERSALIZATION OF PRIMARY EDUCATION

3.1 Introduction
Pakistan was established as an ideological state and the Muslims have been exhorted to seek knowledge from the cradle to the grave, therefore education was assigned top priority by the father of the nation. Hence, just after a few months of the inception of Pakistan, an All Pakistan Education Conference was convened in which Quaid-i-Azam stressed the importance of ‘right type of education for the people’ and declared that ‘the future of our state will and must greatly depend upon the type, of education we give to our children and the way in, which we bring them up as future citizens of Pakistan’. He also underscored the urgent need for giving scientific and technical education to the people. The first All Pakistan Education Conference (1947) recommended that free and compulsory education should be introduced for a period of five years which should gradually be raised’ to eight years.

The education policies introduced from time to time recognized that development of nations depends to a great extent on the rate of literacy and the level of education of its people. The rate of economic development is generally higher in countries which have higher proportion of literate population. With this in view the plans and policies prepared from time to time devoted due attention and allocated funds for the spread of education but the targets remained elusive. They were either too idealistic or the struggle for their achievement too inadequate to accomplish these. Consequently, we have not been able to make much headway in this respect and are lagging far behind from other Asian countries.

Educational policies assigned priority to universalization of primary education. The targets fixed by the policies make interesting reading as we went on shifting these to longer periods. The Commission on National Education (1959) fixed 1970 as the target date. The New Education Policy (1969) extended it by another ten years so the date was 1980. The Education Policy (1972-80) did not extend the date; instead it wanted more expeditious implementation and so 1979 for boys and 1984 for girls were fixed as the target dates for universalization. The National Education Policy (1979) again extended the date’s up to 1987 in the case of boys and 1992 in the case of girls. But despite persistent emphasis on universalization of education and devising measures for its accomplishment there were only 57% boys of the age group 5-9 and 34% girls of the same age group in 1982-83 in primary schools i.e. 48% of the total number.

The schemes Initiated from time to time could not take the nation beyond literacy rate of 46% in 2009 while the neighboring country India had touched 36%.

In the past attempts were made to raise the participation rate to 58% by 1960, 70% by 1970, 75% by 1988. It all remained a dream. The current literacy rate is about 59% (Economic Survey of Pak 1999-2000). According to the National Education Policy 1998-2010 the literacy rate was to be raised to 70% by 2010.
3.2 Education Policies
The First All Pakistan Education Conference (1947) directed that attainment of universalization of primary education should be the goal and this has been reiterated in various policies. Commission on National Education (1959) recommended that education should be made compulsory upto class V by 1969 and upto middle level by 1974.

The New Education Policy (1969) did not make any specific mention of universalization of education as its main emphasis remained on adult literacy.

The Education Policy (1972-80) anticipated that primary education would become universal for boys by 1979 and for girls by 1984 and in a further period of three years it would become universal upto class VIII. No new strategy for achieving the objectives was presented. The main emphasis was on:
  a. Producing more teachers,
  b. Launching motivational campaigns to persuade the parents to send their children to schools.

National Education Policy (1979) suggested the attainment of universal enrolment of boys by 1986 and of girls by 1992. National Education Policy 1998-2010 hoped to raise the current literacy rate of about 39% to 55% during the first five years of the policy and 70% by the year 2010.

Thus the education policies, despite emphasizing the primary sector and fixing targets for attaining universalization of primary education, failed to achieve the goals. The main reasons being:
  a. Enough schools were not opened.
  b. Neither any compulsion was introduced nor was any inducement included to attract children.
  c. The schools (some even shelter less) because of lack of physical facilities, poor quality of teaching, lack of relevance of curricula, contained no charm for the children.

Keeping all these factors into consideration a definite strategy has to be evolved. Priorities in Pakistan have to be re-defined. Concerted efforts in one direction rather than many, can prove more fruitful.

So educational facilities for millions of children, with the possibility of augmenting these each year, have to be provided. The children through compulsion or inducement have to be brought to the schools, also ensuring that they remain there for at least five years is also important.

3.3 Suggestions
  a. Motivational campaigns, if at all carried out in the past, failed to cut much ice. Introduction of element of compulsion, as envisaged in Punjab Primary Education...
Act (1919) and Sindh Primary Education Act (1947) will, perhaps, be the best solution. It may be added that in 85% countries of the world, education has been made compulsory. Similar step is required to be taken in Pakistan but the provisions of Compulsory Education and Children Labour Laws, however, should not be immediately enforced in all areas of Pakistan.

b. Mosque school institution has proved to be useful. The programme should be stepped up. Construction of one additional room may be made the responsibility of the local community.

c. Inducement in some form would also be necessary. Children of poor families can find some attraction in schools if free lunch is provided. This may be a cost-conscious project but is likely to pay rich dividends.

d. Steps outlined elsewhere will be required to be taken to minimize the dropout rate.

e. Spirit of competition may be generated among the Union Councils regarding enhancement of participation rate. District administration may award prizes/certificates of commendation to the Union Councils acquiring the maximum participation rate,

f. Legislation for compulsory education may be enacted with the provision that facilities i.e. a school within pleasurable walking distance having minimum physical facilities and at least two teachers is provided for the target population,

g. No school should be opened unless a building and the minimum physical facilities have been provided.

h. Uniform should not be made compulsory for primary school students,

i. Diversion of Iqra funds towards construction of school building is required,

j. Brick and mortar schools have to be actually established and not merely indicated on paper. Money, of course, will be required for the purpose but the minimum condition of providing at least some shelter to the students, has to be fulfilled,

k. Community helps for providing some physical facilities such as additional rooms, boundary walls (for girl schools) etc. may be elicited.

l. Private sector^ should play its role more effectively but concentrate not on cities only. Villages should also benefit.
4. LITERACY

4.1 Definition of Literacy

There have been variations in the definition of literacy which changed from one census to another. Very first definition of literacy used for 1951 Census emphasized reading ability which was further improved/modified in the subsequent census of 1961 requiring ‘reading’ with understanding of the meaning of text. Element of ‘writing’ was added further to the criterion of literacy in 1972. The 1972 and 1981 census definitions of literacy emphasized both ‘reading’ and ‘writing’ abilities which consequently suppressed literacy rates. Various definitions of literacy adopted during census taking are given below:

<table>
<thead>
<tr>
<th>Census Year</th>
<th>Definition</th>
<th>Literacy Rate %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1951 Census</td>
<td>‘One who can read a clear print in any language’.</td>
<td>16.4</td>
</tr>
<tr>
<td>1961 Census</td>
<td>‘One who is able to read with understanding a simple letter in any language’.</td>
<td>16.3</td>
</tr>
<tr>
<td>1972 Census</td>
<td>‘One who is able to read and write in some language with understanding’.</td>
<td>21.7</td>
</tr>
<tr>
<td>1981 Census</td>
<td>‘One who can read newspaper and write a simple letter’.</td>
<td>26.2</td>
</tr>
</tbody>
</table>

Source: LAMEC Annual Report 1984-85, Islamabad-Pakistan

The Literacy and Mass Education Commission (LAMEC) was established in 1981 and converted into National Education and Training Commission (NETCOM) in 1990. In its second meeting held on 18th Feb: 1984 defined a literate person as that who can (i) Read and write a simple statement in the national or any of the regional language: (ii) Count and write numbers and do simple calculation’. Thus an additional element of numeracy was introduced in 1984 which has not so far influenced literacy rates reported in the aforementioned census documents.

It will be observed that Inter-Census definitional variations have rendered the task of comparison quite complex and difficult. If the 1951 census definition is accepted and applied on the 1981 census, there is likelihood that the literacy rate may be more than 50%. Similarly, if the 1981 census definition is applied on the 1951 census, the literacy rate for 1951 may be depressed further to less than ten percent. Literacy rates vary from region to region as well as on the basis of sex. For instance literacy rates in rural areas are lower as compared to urban areas. Similarly female literacy rates are low as compared to those of males.

4.2 Dilemma of Literacy in Pakistan

Regional variations deserve special consideration in developing future strategies for the promotion of literacy in the country. As long as backward regions are not brought at par with the developed and male and female disparities are not reversed. It is inconceivable to
have balanced socio-economic development and political stability. Following table shows the pace of increase of literacy in the country:-

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Population</th>
<th>Population 10+</th>
<th>No of Illiterate</th>
<th>Literacy Rate %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1951</td>
<td>33.74</td>
<td>22.71</td>
<td>20.25</td>
<td>17.9</td>
</tr>
<tr>
<td>1961</td>
<td>42.88</td>
<td>26.51</td>
<td>22.08</td>
<td>16.7</td>
</tr>
<tr>
<td>1972</td>
<td>65.30</td>
<td>42.37</td>
<td>33.59</td>
<td>21.7</td>
</tr>
<tr>
<td>1981</td>
<td>84.25</td>
<td>56.33</td>
<td>42.69</td>
<td>26.2</td>
</tr>
<tr>
<td>1993</td>
<td>120.84</td>
<td>89.25</td>
<td>57.60</td>
<td>35.46</td>
</tr>
<tr>
<td>2007</td>
<td>159.1</td>
<td>57.35</td>
<td>45.90</td>
<td>55%</td>
</tr>
</tbody>
</table>


(b) Govt. of Pakistan 1993 *Economic Survey 1992-93* Finance Division, Islamabad.


(d) [http://finance.gov.pk/survey/chapter/10-education08.pdf](http://finance.gov.pk/survey/chapter/10-education08.pdf)

### 4.3 Policies on Literacy

Literacy and adult education have been recognized as essential elements of human resource development. Ever since independence, they constituted an integral part of education policies formulated by the Government from time to time but they were not able to increase the literacy rate of masses.

The situation remained the same. Lets study the National Education Policy 1998-2010 in the context of literacy.

**National Education Policy 1998-2010**

In March 1998, the Government of Pakistan announced its education policy for the period 1998-2010. Following steps were announced in the content of literacy:-

**Implementation Strategies**

1. National Literacy Movement will be launched on an emergency basis in every village, tehsil and district. The objectives of All Parties Accord will be achieved by making the society free from illiteracy by the year 2010.
2. Mosques, wherever feasible, will be utilized as one of the means to provide non-formal basic education to increase literacy.
3. PMLC will prepare a plan of action in consultation with provinces for a coordinated effort in the National Literacy Movement.
4. The Prime Minister’s Literacy Commission will be strengthened as a statutory body to enable it to discharge its functions effectively within the minimum possible time. Adequate funds will be ensured to implement policy targets.

5. All the appointments in the Non-Formal Basic Education Community Schools/ Centers will be made locally, in consultation with the community, without any political interference.

6. All the industrial units registered under the Factory Act would consider it mandatory to make the employees and their dependents literate. Similarly all the federal as well as provincial agencies like WAPDA, Pakistan Steel, Directorates of Industries, OPF Chambers of Commerce, PTV, BBC etc. shall be entrusted the same responsibility.

7. Another useful resource, available in the country in the form of Boy Scouts and Girl Guides, can be effectively used in the expansion of literacy programmes.

8. The existing Non-Formal Basic Education (NFBE) Community Schools/Centers will be increased to 82,000 (including the existing 7,000) by the year 2002 to meet policy targets of primary education both through formal and non-formal methods to enroll 5.5 million out-of-school children.

9. The proposed targets for both the formal and non-formal basic education schools will need to be revised in the light of the Census results made available by the end of the year.

10. In far-flung areas Community Schools will be gradually upgraded to the Middle level over the policy period.

11. The implementation would require further resource inputs and infrastructure at union council, district, province and national level.

12. PMLC will involve and encourage all the organizations, particularly Allama Iqbal Open University (AIOU) in the development of teacher training packages, learning materials, teaching aids, etc. The AIOU will also be involved in developing post-literacy skill training programmes through distance learning. The teachers of NFBE Community Schools will be encouraged to take up courses of the AIOU to enhance their skills.

13. Literacy Corps comprising of College/University students/teachers shall be established for literacy programmes during vacations.

14. Development grants to local governments shall be linked with literacy programmes.

15. If an illiterate prisoner becomes literate, the duration of his/her imprisonment shall be condoned accordingly.

16. Driving and ammunition licenses shall be given only to literate persons.

17. Radio and television will play a crucial role and be extensively used for social mobilization and promoting the cause of basic education, particularly amongst rural females. Media will also be used to impart life skills to the neo-literates.

4.4 Conclusion
In Pakistan, the overall strategy, during the period from 1947 to 1997 has remained one of expansion of the existing system and efforts have been directed solely to the establishment
of more of the existing type of formal institutions. Thus more and more replication of the existing model has been the major approach to the solution of the problem of education sector. After spending precious resources we have come to the conclusion that our approach of mere expansion has been very simplistic.

The result of the formal institutional structure is that millions of children have been deprived of elementary education not because institutional facilities did not exist but primary education clashed with their jobs since it was organized only as a full-time programme during the day. Alternatives comprising part time education, evening classes, multiple point entry, non-formal education programmes for early school leavers, etc. are other efficient substitutes to ineffective schooling patterns. In stagnated rural areas, institutionalized education has proved to be of little effect. It may be said to have been unable to promote greater vitality in production processes through agricultural training. In other words, education in this instance would not be responding to the rural environment in the sense of promoting effective channels for integrated development.

Other factors, similarly contributing to the low level of educational efficiency and productivity in rural areas are the poverty of families, child labour, infant malnutrition, health, social and cultural situation, and the high mortality and morbidity levels. Moreover, the sanitary conditions, illiteracy of the students, parents and relatives, the differing values of the family, the area, and the educational establishments also add to the complexity of the situation without benefiting the masses. In spite of this situation, the school education has not taken appropriate forms of adaptation. Hence, children either do not attend the school or leave early. In many instances, the school does not promote community activities or use the existing infrastructure, and fails to associate its programmes with the community or with its various basic representative groups such as the parent associations. Therefore, it fails to fulfill the outstanding role as expected from it by the rural communities.

The limitations of language employed in the educational process, the inadequacy of school calendars, deficit programming of school activities, low availability of the teaching staff and absence of mechanism to facilitate a better use of their capabilities aggravate the foregoing problems.

The non-formal education is now receiving a growing awareness and acceptance as a dominant approach to education in the future. The idea is certainly not a new one. The increased emphasis on non formal learning stems from the awareness that institutionalized, time and space-bound education does not correspond to the requirements of today’s societies. The concept of non-formal education is based on an integral educational philosophy rather than the piecemeal and diffused practices.
5. POPULATION EDUCATION

This is an age of awareness, awakening and looking for the best and appropriate future possibilities. If an individual or a group of individuals is fully aware of the problems and realizes the existing and prospective implications; the possibilities of coping with the situation increase manifold. The awareness and wakening about population issues do not just happen automatically or informally. Sincere serious steps and planned efforts have to be made to sensitize the people regarding the grave population situation.

5.1 What is Population Education

Population education is a response of educational community to the population situation at a given point of time and place. The need and justification for population education laid down in UNESCO Source Book on Population Education is as this:

‘The consequences of population development for the socio-economic and natural environment and vice-versa are of such significance that the new generations of young people need to be aware of them’.

Clearly, thus, if education is an agent of change to be used for improving the quality of life, population and environmental studies should be the major elements of educational process.

Population education is basically an educational process whereby individuals learn the causes and consequences of population phenomenon for themselves, communities and environment. Through population education it is possible to provide basic information and create awareness of possible and effective means by which the society as a whole and individuals in particular can-respond to population implications and eventually make rational and informed decisions in order to enhance the quality of life.

Population Education Programmes provide opportunities for learners to acquire the knowledge, abilities, attitudes, and values necessary for the understanding and evaluation of population situations, the dynamic forces that have shaped them, and the effects they will have on the present and future quality of life. Additionally, learners should be able to make informed and responsible decisions, based on their own assessments, and to participate in collective decisions which will help to promote social and economic development. Population education requires the most objective possible teaching-learning situation in which the teacher offers the learner a set of facts and values that will allow him or her to evaluate the whole range of options with respect to a given problem.

Population education emerged from a growing awareness of the importance of population phenomena in the world such as slow and rapid population growth rates, migration, and urbanization. Essentially it is an educational response to demographic problems. For example, a rapidly growing population may outstrip certain resources or make it difficult to meet basic needs such as jobs, education, and health care resulting in a threat to the quality of life of people. A declining population or an aging population may be seen in some cases as a threat to a country’s economy or vitality. Migration from rural to urban areas may deplete rural areas of human resources while placing a strain on urban social services.
It is said, that population education is not an attempt to develop a new discipline but that facts, theories and concepts are borrowed from a broad spectrum of academic disciplines and professional fields in-order to assist individuals and societies to understand fully population interactions and the effects of population factors on the quality of these individual and their collective lives. It involves looking into a wide range of population issues and is, therefore, much broader than family planning or demography.

5.2 Problems and Issues in Population Education

There is no sufficient material developed on population education. The problem stems from, the fact that population phenomena affect so many aspects of life at so many different levels political relations, resources, the environment, health, social services education; employment, human rights that national, regions, and individuals have different viewpoints about population questions. These range along a continuum from those who see population growth as a crisis as the primary cause of all other social problems, to those who seek to encourage population growth to help solve social problems.

5.3 Objectives of Population Education

General objectives, however, include: the decreasing of population growth, imparting family Life education, population distribution, quality of life. In view of different socio-culture backgrounds and population policies of countries, population education programmes emphasize different objectives.

Specific objectives are different for different grade levels and target groups. Specific objectives may differ but general objectives of population education programmes maybe as follows:

1. To develop awareness and understanding about population related problems in the local, provincial/state, national and world context.
2. To highlight and explain the demographic concepts and theories relating to population education.
3. To disseminate the phenomena of population change and identify its determinants.
4. To understand the concept of quality of life in different socio-cultural settings.
5. To comprehend the inter-relationship between population change and different aspects of quality of life at micro and macro levels.
6. To understand the relationship between resources and population and the concept of consumption and depletion of resources.
7. To understand the reproductive system of human race and family welfare.
8. To appreciate, develop and review the population policies and plans.

To develop rational attitudes values and skills for taking responsible decisions and actions regarding population related issues and improvement of the quality of life.
6. ENVIRONMENTAL EDUCATION

During the past ten years we have seen a remarkable growth of interest in our environment and in the need for people, especially young people, to learn about it. In Pakistan and many other countries inclination of environmental education, in formal education, has been less easy, and this is unfortunate since ‘serious’ education tends to be measured by its usefulness as the means of entry, through qualifying examinations, to higher education and employment. Here traditional subjects with long-established philosophies still hold dominance. Even when their content is irrelevant or ill-adapted to the lives of the people who study these favoured subjects remain attractive for students, parents, teachers and employers, while other subjects in the formal curriculum tend to be associated with inferior ability and poorer prospects. Environmental education however, exciting, can be seen as less serious, more recreational. When pressures mount, such as examination or financial constraints, they are more easily dropped. To achieve for environmental education, the status which we desire, and this citadel of educational orthodoxy must be breached.

6.1 Where has Education Gone Wrong?

Education has always been part of the process by which people became fitted to live successfully in their world. At one time, in our remote past, it must have been a matter of acquiring physical skills and developing the stamina to use them, if discovering how together from one’s surroundings the variety of resources needed to maintain healthy life, and of learning the obligations and constraints on behaviour necessary to live as a member of a social group, whether family or tribe. At that stage all education was environmental.

The recent history of the human species has, however, been marked by technological and social changes which have vastly extended its capacity to exploit natural resources, to reorganize them in ways to suit itself and to enjoy thereby the fruits of wealth and leisure, or at least hope to enjoy them. Naturally, education grew to reflect this by preparing people to employ the scientific and technical resources of their expanding world, to apprehend the more complex philosophical and social systems that succeeded tribal wisdom and to enjoy the cultural and recreational activities made possible by leisure time. The environment which sustained these changes became relegated to the stage on which humankind performs and a seemingly limitless source of materials and power to be commanded at will.

Now, as we see more clearly the limits of the earth’s capacity to meet our demands, it has become clear that our education must change again in its recognition of the environment. On the one hand, we must recover our ancient capacity to see, ourselves as part of our world, the two being interdependent; at the same time we must redirect our technological and social development towards harmony and sustainability rather than exploitation and indulgence. This is what makes environmental education different and it amounts to a revision of our whole educational philosophy.

6.2 The Non-Environment System

The cornerstone of environmental education is the identification of individual with environment, as inseparable and interdependent parts of a single entity. To be a part of our
environment is to be alive, to be separated from it can only mean end of life. It starts with the elements of air and earth and water, with which we are immediately in contact all the time, and extends outwards through people and places to spheres unfelt and unseen but still not unconnected. It is always in a state of change, dynamic, with a history that helps to explain its present state and point towards its future. We depend on it always and in all sorts of ways, some short term and some long term, so the changes affect us and we affect them. Some at least are under our control. The health of our environment is part of our own health: to be healthy we must care for both, so we try to direct change in the way that is best for the whole system.

It follows that, to be environmental, education will always identify, explore and take into account as far as possible the variety of components of the system.

Environmental education is concerned with the quality of the human environment for healthy development as well as for healthy life.

Environmental education should therefore aim to improve the quality of the realized perceptual environment, develop understanding of the influences which restrict or modify it, by raising the quality of information improve the capacity of acting responsibly within it, and, by heightening aesthetic awareness, improve sensitivity to its less tangible qualities and develop creative responsiveness.

Therefore designated studies of ecology, environmental planning, environmental health and soon have their important places in education.

There is a pervasive idea that environmental education is mainly concerned with problems. Problems are there, of course, in plenty and most of them very complex. Because they are well publicized to persuade those in authority, to support environmental education (which should be a means of creating a better informed citizen).

The problems are a poor way of presenting normality. The positive approach is through health not disease and beauty not blemishes. If young people have first learned to appreciate and care for their world and the provisions that it makes for their happiness, then they will come to view its ailments with a proper concern for their treatment. The skills of problem-solving are important, but most valuable if the student is first motivated and able to see what is wrong.

The organization of environmental education can now be divided between the treatments appropriate to particular topics arid the approaches to designing a comprehensive scheme of education.

Environmental education is a better means of developing the desired sense of personal responsibility for environmental quality.
7. DRUG EDUCATION

7.1 Introduction
Emerging and current issues are being addressed in the School curriculum. Drugs are one of the important emerging issues. The purpose of drug education is to use it as a prevention strategy for school children. For purposes of ensuring that the work load of the children is not increased and to place the drug related information and concepts in proper context, the infusion approach has been used. While this approach is perhaps best suited to the Pakistani situation, there is need to train teachers first to inform them of the drug related infusions and secondly to give them the skills and competencies to handle the infusion approach in the classroom situation. If teachers are not aware of the infusions they may not notice them at all, like the snake hiding in the rocks. If they do not know how to handle infusion, they may try to show the snake to the pupils but many pupils may not be able to see, moreover the pupils will not know how the snake glides and how it charges—in this case the poisonous snake is ‘drugs’.

The curriculum of drug education approaches the subject from the view point of health and healthy living as a development objective. Drug education focuses on imparting factual knowledge on drugs, their effects, physical, psychological, social and economic on the individual, family and society. It also uses religion to warn students against drug abuse.

7.2 The Need Content and Purpose of Drug Education
There is a consistently growing awareness on the part of policy maker’s planners and decisions makers that there is an educational dimension to solving problems of present living. Consequently in addition to transmitting concepts, knowledge and skills of traditional subjects such as Physics, Chemistry, Geography, History etc., and the school is being confronted with new demands and fresh challenges. Health services are now pressing for health education. The fast growing population which is increasing the pressure on national resources and various services is posing problems that may reach a stage of irreversibility. All these and many more problems stand in need of educational interventions.

Along the same line it is felt that the growing problem of drug addiction cannot be solved with law enforcement alone. It necessitates demand reduction strategies which would involve preventive education. Consequently the need for drug education was felt and in 1986 a meeting of key educators, mainly those responsible for School Curricula and textbooks was convened to discuss the matter and decide ways and means of introducing drug education in the school curriculum. Besides the already overloaded curriculum which includes most traditional, subjects (Languages, Pakistan Studies, Religion, Mathematics, Science etc.) there were competing demands of population education, environmental education and health education for inclusion in the core curriculum. Drug education, in view of the serious problems with drug abuse, is another addition, to the growing pressure of new demands on an already over loaded curriculum.
The awareness of the need for an educational intervention is further sharpened by a wide variety of experience in which educational interventions (formal, non-formal and informal) have contributed to reduction in the demand for drugs.

7.3 Purpose and Objectives

The major purpose of drug education is to sensitize the learner to the need and importance of health & healthy living and in this context demonstrate the harmful effects of drug abuse-physical, moral, psychological, social and economic for the individual, the family and society at large. The obvious underlying assumption is that equipped with this knowledge the chances of an individual, falling into drug addiction are reduced. There is need to develop in people skills social skills, decision making skills, for resisting peer pressure, assertiveness etc. to make sure that they are able to cope with high risk situations as well. So drug education basically covers a knowledge and information about drugs and drug abuse (its causes, consequences and the drug abuse situation in the country) and development of skills and competencies to cope with high risk situations and lead a healthy life.

7.4 Infusion Approach and What Is It?

So after considerable deliberation and debate it was decided that since the workload on the child was considerable and that it was not feasible to further increase in it, the infusion approach to drug education would be used as a starting point. This would ensure that the workload on the student and teacher would not increase significantly; Also science related concepts were already included in subjects like Islam. Social Science, General Science etc. It would be easy and perhaps more effective in terms of learning. Moreover this would not increase the volume of the school textbooks.

An added advantage of this approach is that when a drug related concept is infused in a related learning experience, the concept is reinforced because it appears in its proper context. For example the school curriculum in the context of prayer includes verses from the Holy Quran forbidding believers from praying when they are under intoxication. A drug related message can be infused at this point which may indicate that all mind-altering drugs are forbidden because they deprive a person of the consciousness of his faith, duties and obligations to his Creator. Similarly in the context of physiology where functions of the different parts of the body are being explained the effect of drug abuse can be mentioned, indicating how their normal and efficient functioning is disturbed and sometimes totally disrupted resulting in serious illness or even death. While teaching this unit in the classroom situation the teacher can explain in detail the various effects of drugs on the human mind and body, encourage a group discussion on the subject and conclude by synthesizing the various points of view articulated in the discussion. It will be seen that in
this approach a drug related concept appears in its proper context which facilitates internalization of the concept and understanding its various implications.

So you have seen that the infusion approach has some positive advantages which include (a) reduction of additional workload of students (b) the facilitation in conceptualization because the concept is placed in its proper context and (c) understanding the relationship of this concept with other concepts.

There are some disadvantages too. These include, first, the content related to drug is sometimes too thinly spread so that its impact gets easily diffused. Second, the infusion can be so imperceptible that it may escape the notice of the teachers as well as the learner. This is why, in certain countries when a problem is of importance, its inclusion in the school curriculum is given the form of a separate sub-unit or even a separate subject to give it prominence and visibility.

7.5 Importance of Teacher Training and Methods
It is in this context that a brief mention of the problem of teacher training and the question of methods need special mention. Teacher Training is of special significance in this context and has a two-fold importance. First, if the teachers are fully aware of the concepts they will not miss them while teaching the subject and will remember to identify them for special treatment. Second, the teachers have to be fully equipped with effective methods of treating drug related concepts in the classroom and there are a few which deserve special mention the inquiry approach. Role Playing, Simulation, Discussion/Debate in the context of Drug Education.

7.6 Overview of Objectives & Purpose of Drug Education
In the Pakistani context, a panel of experts has considered in detail the broad objectives of drug education and has decided to infuse drug-related information and concepts from class VI to class X which is considered a critical age group from the point of view of preventive education. The intention is to inform and caution school children at a stage when they are about to enter the high risk age group. The broad strategy is the drug education would be broadly imparted in the context of good health, good habits and healthy living. The major areas identified for coverage in the curriculum include the following:

a. Good health and healthy living.
b. Knowledge of Drugs and their Harmful effects.
c. The overall situation of Drug Abuse in the country.
d. The socio-economic effects of drugs on the individual and the society.


8. FEMALE EDUCATION

8.1 Introduction
Despite the fact that Islam provides equal opportunities for the education of men and women, female education in Pakistan has been grossly neglected. Considering that female form nearly 50% of our population and their education has tremendous multiplying potential, high priority should be given to rapid expansion of female education at all levels. In Pakistan only 5-10% of the women are reported to be working though education is much more widespread among women today, than it was a few years ago but the number of the educated still constitutes a very negligible percentage. Women talk about political rights, freedom and equality, they have discarded outmoded customs and have taken up careers and useful community work, but just how many of them? We cannot generalize about these modern women because she is in no way a prototype of women in Pakistan. She belongs to a small group of women in a few big cities. The vast multitude of women in our country is not like her. They still live in an environment of illiteracy and humble subjugation; still fettered by the dark forces of tradition and quaint old world ideas about everything. However, it will take a long time and great effort to bring them out into the open world and made to realize their distinct part in it.

It is the economic dependence of women which is at the root of most of their problems. It holds them back, keeping them under a subjugation of the male, destroying their freedom and their self-confidence. Our women must learn to be economically independent and most of the things will follow.

Economic independence does not necessarily mean every women taking up a vocation outside her home. It merely means the capability, the knowledge with which one can at any time go out and find something profitable to do and earn a respectable livelihood. Every educated woman does not find it easy to be housewife and mother and have a career as well. Household chores are back-breaking, without any help of modern gadgets and electric appliances the facilities/enjoyed by the fortunate women in other modern countries. But a time will come, when our women will learn to blend together a career and a good home.

This is not the only hindrance for there are widows and unmarried girls who do not have the responsibilities of a housewife and who prefer to earn their own living or support the family. There are very few careers open to her, she could either teach or be a doctor. It is not as bad as that today. To become a typist, stenographer, telephone operator and the like are held in less esteem. However, we are apt to find one or two women here and there in
quite a few professions. It is still not a smooth road-going out and working in an office still requires courage; for she may have to face male Vanity in every walk of life.

8.2 Situation of Female Education in Pakistan

Female education in Pakistan faces a fundamental dilemma. Traditional social values do not allow for the full integration and participation of women in social and economic activities. This situation makes it very difficult and perhaps impossible in many cases for education to overcome the barriers of isolation. Proposals to create separate women’s facilities add enormously to costs. But there is an even more fundamental problem. This is the philosophical issue of determining the nature and purpose of women’s education. Is women’s education to be basically limited to domestic skills like sewing and cooking? The vocational dimension of women’s education is a key part of most proposals and plans. But what is the point of such an undertaking? Why should the school system undertake to teach females the art of cooking? Is it the intention of the government to change the national diet? One might conceive of such a thing, with a fair measure of imagination, should there be the need for a different cropping system. But that is not the case. Formal schooling is not required to teach people what they already learn quite well from their parents. While vocational programmes are an important element in the total educational endeavor, limiting women to home economics and related subjects falls short of meeting the needs of society.

To date, the political and social leadership of the country has not effectively confronted this problem. While improvements are taking place, the pace is too slow. Given its rapid population growth and precarious: international position, both economically and politically, Pakistan must do a better job in managing its affairs.

**Activity:**
Describe the need for female education in Pakistan.
9. ISLAMIZATION OF EDUCATION

Since its inception in 1947, Pakistan has defined itself in the language of Islam: In all the three constitutions, Pakistan is described as an Islamic state. Indeed the country owes its existence to the desire of Muslims in India to have a homeland of their own. With varying degrees of enthusiasm, attempts have been made to structure the social system of the country in accordance with Islamic teachings. At no time has opposition to 'secularism' been more vigorously pursued than under the regime of Zia-ul-Haq. General Zia, who came to power as a result of a coup in 1977, was strongly committed to Islam. He embraced the idea that Pakistan can survive and prosper only if every effort is made to fashion all institutions on the teachings of Islam.

Pakistan’s value system consists of two not necessarily compatible parts: Islam and the heritage of 200 years of British rule. The British introduced western methods of governance, a new legal philosophy and capitalist economics, among other things. The political and economic elite have since independence generally, been representative of this orientation. However, most members of society are considerably more traditional in outlook. For them life is governed by a fairly restrictive code of behavior and Islam plays a determining role in defining the elements of this code. Attempts to modernize the society have consistently failed to accommodate the traditional social sector either by ignoring it or running against its basic instincts. This is one reason for the continuing political turmoil in the country.

Concerted efforts to bring social institutions and practice into conformity with Islam actually began during the Bhutto regime. Although not a particularly religious man himself, Bhutto recognized the political necessity of stressing Islam in public affairs. Formal religious instruction, Islamiyat, was made a compulsory subject up to class X for all Muslims which, of course, meant most students. The few Non-Muslims in the schools were required to study Pakistan culture and history. It was stressed that Islamiyat should be integrated into the entire curriculum instead of being treated as simply another subject. Moreover, steps will be taken to ensure that the curricula and textbooks for all stages do not contain anything repugnant to, or inconsistent with, the cultural and ethical values of Islam’. Educational radio and television were required to devote substantial time to broadcasting recitations of the Quran.

Most of these policies were retained by the Zia government and in June 1981 a major campaign was initiated to Islamize education even further. The Islamiyat requirement was extended to class XIV and also at the graduate level. Up to that time, only at Karachi University was there a requirement for Islamiyat. At the college level, Islamiyat had been receiving little emphasis. Non-Muslims were to take a course in ethics. But there were no textbooks and no syllabus for this course. There was also an inadequate supply of qualified teachers.

These policies have affected education in a number of ways. The first is the area of curriculum. Requiring courses in religion from the primary level through college and
university means a substantial commitment of academic effort. Moreover, all subject matter fields are to be revised with the object of bringing them into conformity with Islam. The same applies to textbooks. The second major impact is female education concerning both curriculum and the strengthening of Islamic cultural practices. The third is a proposal to add Arabic, the language of the Quran, to the required curriculum. The fourth is the Islamization of knowledge. The fifth is a broad category encompassing all aspects of social behavior and involves an effort to determine if each aspect is or is not Islamic.

9.1 Islamization of Curriculum
No attempt will be made here to examine the content of Islamic instruction, nor is the appropriateness of such instruction, in whatever form, at issue, that is a social decision. Only the broader implications of this policy upon education will be considered.

Islamiyat is widely criticized for being redundant; a college graduate could, take 14 or even more years of formal instruction in Islam. At the level of general instruction this necessarily entails a great deal of repetition. Since it is not the intention of this policy to train large numbers of theologians or professional religious scholars, the content of instruction will necessarily remain general. Moreover, much of the material is already familiar to students through their religious instruction outside the school. Quality of instruction is limited by the lack of teaching materials, especially books, and by the shortage of qualified teachers. At the primary level especially, teachers are not well trained in academic subjects let alone religion. To have a specialized corps of religion teachers would add to already severe personnel problem. Opposition within the educational establishment has made the implementation of Islamiyat uneven. In Sindh, for example, the federal government mandated the teaching of Islamiyat, but left the teaching up to the provincial government. The Sindh government announced that it did not have the money to hire teachers.

While the goal of creating a society based on Islamic values is often stated, there is very little agreement as to what this means. It is very unclear what the ‘Islamic’ content of the curriculum should be or how it should be determined. Some educators describe Islamization of the curriculum as propaganda. Others see it as a device ‘to keep the clergy happy’. Even advocates of religious instruction acknowledge that much work remains in defining the Islamic content of the curriculum and in realizing its implementation.

9.2 Islamization of Knowledge
Islamization of knowledge means purging all fields of intellectual endeavor of ‘anti-Islamic concepts’. These concepts are a ‘vestige of colonial role’ and have been propagated through ‘Western education’. According to A.K. Brohi, Rector of Islamic University in Islamabad, many ‘thinkers’ are flawed or un-Islamic in their approaches. ‘Their basic standpoints, also their findings, go completely counter to that view of life, mind and history which is recommended by the universal Religion of mankind’. The task of eliminating these concepts falls to Muslim scholars, intellectuals and educators.
Speaking at a seminar on the Islamization of knowledge, President Zia asked scholars and intellectuals to address themselves to three tasks: ‘identification of the real Islamic values and their propagation, identification of all un-Islamic concepts and their total elimination and building a real Islamic society’.

Books, curricula, teachings methods, indeed the entire corps of the educational enterprise are to be brought into conformity with the teachings of Islam. To this end various boards and agencies have been assigned the task of Islamizing the system. One problem is determining the qualifications of those who decide what is and is not Islamic. Another problem is deciding what to do in the event of disagreement over basic principles and criteria.

9.3 Islamic Behaviour

Other activities associated with schools but which are not strictly academic have come under criticism as contrary to the teachings of Islam. Cultural activities, especially music and dance, are viewed by some as un-Islamic. At one point General Zia moved to prohibit public dancing in the capital city. As a consequence, these activities declined for a period of time in frequency and, as art forms, in quality. While there has been a relaxation of such puritanical restrictions by public authority, there are still many who hold the view that music and dancing, in public at least, should not be permitted.

Women’s athletics is one of the issues that generate the most heated controversy. The fact that women play games at all is objectionable to some and there is even wider opposition to their playing sports in public view.

While female students engage in such sports as badminton and field hockey, they must do so under conditions of isolation and strict dress, and behavior codes. There is certainly no notion of this being a spectator sport. In 1981, the Pakistani women’s field hockey team was not allowed to enter an international competition because the government did not consider it proper. (Such an attitude is not limited to Pakistan. The Government of Bangladesh has prohibited its women from entering any international sports competition).

Advocates of Islamization, especially the Jamaat-i-Islami and its students affiliate the Islami Jamiat-i-Tulaba, seem more concerned over Islamic behaviour than other educational issues or broader questions of social justice. This preoccupation with essentially peripheral issues is seen by some as ‘trivia which goes by the name of Islamization’. The latest of these moves is the proposed 9th amendment to the constitution which would establish the Sharia as the guiding legal criteria. Critics maintain that this arrangement would likely result in further efforts to eradicate un-Islamic behavior, and would lead to Islamization of education.

Activity:
Discuss the role of teacher in Islamization of education in Pakistan.
10. SPECIAL EDUCATION

10.1 Introduction
Education, treatment, institutional care and rehabilitation of the disabled and the handicapped are one of our moral and religious obligations. Very little attention has been paid to the education of this unfortunate segment of our population which is estimated to be nearly 4% of the total population of our country. Besides the fact that this is a negation of the principles of Islam, it tends to force the disabled and the handicapped to various forms of degradation. Four major disabilities commonly found are:-

a. The Physically Handicapped
b. The Deaf and Dumb
c. The Mentally Retarded
d. The Blind

10.2 Purpose of Educating Special Children
The main purpose of educating special children is to make them as independent as possible so that if they cannot become active and productive members of society, at least they should become self-sufficient in caring for themselves.

Special educational provision is, however, required for some children with severe or complex disabilities who need special facilities that it would be impracticable to provide in ordinary schools. Their need may be for a period of their school life. Some of them may need to attend a special school and sheltered workshop throughout their life.

We are aware of the importance and need for integration of handicapped persons in the society. Recently developing countries have shown that all other things being equal handicapped children develop better socially and educationally when they are together with a cross-section of normal children of the same age, than they are surrounded by handicapped children only.

Children with mild learning difficulties can acquire satisfactorily education through ordinary ‘integrated’ schools. The integration in their case may require (I) support of teachers with some expertise in special education and provision of teaching or non-teaching aides including aides to movement i.e. ramps, space for wheelchairs etc. special equipment i.e. hearing aids etc. and special materials such as books with large print or (ii) periods of withdrawal to a special class or special school.

It would be desirable for most of the children requiring studies in special schools to achieve
functional or social integration with normal children through part-time or full-time joint participation in educational programmes and extracurricular activities. In other cases ‘twin school’ principle of locational integration is considered desirable.

10.3 Planned Coverage
Considering that at present only very small number of disabled children has access to special education and it is not possible to cover every child all at once due to shortage of resources, specially needed manpower like teachers, physiotherapists, audiologists, etc.

Special education requires special educational institutions, trained personnel and specifically designed curriculum. Merely watering down any normal curriculum is not enough. The very first thing that needs to be done in way of educating disabled children is to make institutions with an environment for the special child to learn and grow, and the most vital part of a special classroom is an alert, innovative teacher. The other most important part is the apparatus and the equipment which is used by the teacher to prepare the environment.

10.4 Early Intervention
The first task towards educational provision refers to the identification of disabled and assessment of needs. There are three target groups of children from which identification is to, be carried out. These are new born-babies then there are infants in the pre-school years. Lastly there are children already in school. The first two groups will have to be identified through the cooperative effort of parents and Population Welfare Centres. At school level, the teachers and the school doctor (whenever available) would carry out the identification of children with severe and obvious disabilities; problem is with moderate ones and those relating to mental retardation. The thrust in the current plan is on immunization and preventive effort, but the National Institute for Handicapped and the Special Education Centre at district divisional and national levels which are being equipped with early intervention facilities will have to take the lead in coordinating the task of early intervention and in developing a referral system in collaboration with the existing hospital system and NGOs.

10.5 Organization of Special Schools
The coverage of special children will involve revitalization and expansion of 144 existing special schools/institutions and establishment of new school and Directorate General of Special Education have already taken programmes for financial, manpower and equipment support to the existing institutions with a view to achieving a special schooling of twice the present number of students. Wherever possible the existing schools will be encouraged to
start second shifts.

Directorate General of Special Education is also establishing National Centres for each disability at Islamabad with facilities for 2,300 children. It is also establishing Special Education Centre at each Divisional Headquarters and in the Cities with population of 0.1 million or more. These Centres will have facilities for 14,000 disabled children which will be doubled through a second shift system once these Centres have their own purpose built premises.

Provincial Governments have established Directorates of Special Education in the Punjab and in Sindh and there is increasing emphasis on special education on the part of Directorates of Social Welfare. Then ADPs are also reflecting higher allocations for special education. Directorate General of Special Education has provided assistance of Rs. 10 million to Provinces for establishing special schools and Centres in selected district headquarters and for expanding the existing facilities. Provincial Governments will be encouraged to establish model, centres in every district headquarter, thus providing additional facilities for 22,000 disabled children. If they run two shifts, they could accommodate 44,000 children.

Local authorities in developed countries are required to meet the needs of disabled children in the form of special educational provision. They are also required to provide a sufficiency of special schools for children with Special disabilities. Local authorities in Pakistan had the responsibility of primary education till the schools were nationalized. With the revival of elected local Government and greater concern for the disabled, local authorities should be encouraged to establish special schools, in collaboration with appropriate voluntary organisation and philanthropists.

**Activity:**
Visit a special school of special training centre and write down a brief of your observation.
11. SELF ASSESSMENT QUESTIONS

Q. 1 Critically review and explain the problems of foreign language in our educational system.

Q. 2 What are the implication of students politics on education?

Q. 3 Identify the problems in universalisation of primary education in Pakistan.

Q. 4 Critically review the literacy situation of Pakistan.

Q. 5 Define population education, and highlight its significance?

Q. 6 What are the important objectives of population education?

Q. 7 State reasons why population education should be integrated with curriculum?

Q. 8 What is the purpose of environmental education?

Q. 9 What are the broad objective of the drug education programmes in Pakistan. Define infusion approach for drug education.

Q. 10 Identify the need for female education, for Pakistani Society.

Q. 11 What are the main reasons for providing special education to the handicapped children in Pakistan?

Q. 12 Discuss the problems and issues in Pakistani education.
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