

THE NEW EDUCATION POLICY
OF
THE GOVERNMENT OF PAKISTAN



MINISTRY OF EDUCATION AND SCIENTIFIC RESEARCH
GOVERNMENT OF PAKISTAN
ISLAMABAD

March 1970

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LEGEND

One Rupee	=	U.S. \$ 0.21
One Lakh	=	1,00,000
One Crore	=	10 million

FOREWORD

In his broadcast to the nation on March 26, 1969, and, subsequently in his first Press Conference, the President announced that his Government would lay greater emphasis on the social sectors than had been done in the past, attach a high priority to the problems of education, and make every possible effort to meet the needs of students, among others. Accordingly, an intensive review of the entire educational system was undertaken by a number of study groups, both at the Centre and in the Provinces.

As a result of this review a set of proposals for a new education policy was formulated and, as desired by the President, published in order to afford the nation an opportunity to debate them. There was a large public response, and the Ministry of Education received over 15,000 pages of comments from different sections of the population. In the light of these comments, the original proposals were reviewed thoroughly in a series of meetings with the representatives of various professional groups and agencies of the government and modified to reflect the broad consensus. On January 1, the Cabinet considered the revised proposals, and appointed a Committee to examine them in all details.

The revised proposals were reviewed by the Committee of the Cabinet in the light of the implications of the announcement by the President in his address to the nation on November 28, 1969, of the dissolution of the One Unit in West Pakistan, and, of a firm time-schedule for the transfer of power to the elected representatives of the people. The report of the Cabinet Committee was considered by the Cabinet at its meetings on March 13, and 26, 1970, and, the new educational policy embodied in the following pages of this brochure was finally adopted by the Cabinet on March 26, 1970.

(ii)

The New Education Policy is the outcome of collective and painstaking deliberations of a large number of people drawn from various walks of life. It is earnestly hoped that the same spirit of participation and cooperative endeavour will characterise the implementation of the policy, and the resources allocated for education in the new policy will be matched by efforts to ensure their fruitful utilization. The task ahead is formidable; but it can be accomplished through the concerted action of the Government, the people, the teachers and the students, who are all concerned in this crucially important field of national development.

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Scientific Research.*

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1. BASIC PRINCIPLES AND CONCEPTS

1.1. Educational development is a dynamic and continuous process which, by its very nature implies an evolutionary exercise and periodic appraisals of policies and programmes on the part of the state, the community and all others concerned with it. There are certain well recognized areas of educational needs of such a pressing nature that measures to meet them cannot be delayed without serious detriment to the use of national development.

1.2. For example, creation of additional and improved facilities of education at various levels for which there is a nation-wide demand cannot be held back without irreparable loss to the younger generation. Time is also of the very essence in meeting the need for the orientation of education to the national objectives, equalizing the opportunities of education, arresting the declining standards, and correcting the growing imbalance between the various types of education. Lack of immediate action resulting in further drift would mean mounting frustration and wastage of precious human and material resources and make the task of the future governments, if anything, more difficult.

1.3. The interests of the nation, however, seem to warrant a policy with a flexible approach to the varying and developing needs of the country. The new educational policy has, therefore, been finally designed as a statement of national goals in education, and some broad-based guidelines. The goals indicate the general directions that educational development in the country should follow, and the guidelines provide a framework within which the provincial governments and other government and non-governmental agencies are to prepare detailed plans and programmes. In preparing such plans and programmes, in designing legislative measures, and, also in fixing priorities, the provincial governments will naturally be guided by the needs and conditions of a province and the available resources. Except where the projects for implementation are of a national character, the role of the national Ministry of Education shall mainly be that of a coordinator to ensure that adequate and effective programmes are developed for the achievement of the educational goals and targets at the desired pace in all the regions of the country, and, that the progress in this direction is kept under continuous study and evaluation.

1.4. The vitality of the educational process depends on the extent to which it can be inspired on the one hand, by the nation's ideological and cultural heritage and on the other, by the universal structures of human knowledge and concepts of human progress. The basic concepts inspiring the goals and the guidelines of educational development as outlined in the present document embrace the following five major areas of reform:

- (a) the role of education in the preservation and inculcation of Islamic values as an instrument of national unity and progress;
- (b) re-orientation of educational programmes in the light of the economic needs of the society particularly by shifting the emphasis to scientific, technical and vocational education;
- (c) role of education as an instrument of social change and development and as a factor in the creation of a democratic social order by ensuring an equal access to opportunities of education;

- (d) the paramount importance of quality in education and the crucial role of teachers in the improvement of educational quality; and
- (e) decentralization of educational administration to ensure academic freedom and administrative and financial autonomy required for healthy and efficient growth of educational institutions particularly in the higher stage.

1.5. The ideological framework is provided by the basic values stressed in Islam including those of social justice, equality and a democratic way of life, which are universal in character and also integral to the concept of Pakistan. The study of Islam should reflect its inherent creativity and dynamism. It should serve as a motive force in promoting the fullest possible development of human potentialities and in fostering the spirit of research and enquiry enjoined by Islam. The educational system should also emphasize attitudes of social responsibility and commitment as the cornerstone of the Islamic way of life. It should also inform and educate our people in our distinct national heritage. This aim should, therefore, inspire the educational system.

1.6. Education and training are critical inputs in the economic effort of the nation. Without harnessing the vast human resources available to Pakistan, the task of sustaining and accelerating economic development would remain unfulfilled. In this regard, the basic objectives are, on the one hand, to broaden rapidly the base of education with a view to attaining the ideal of a universally literate and productive society and on the other, ensure a continuous supply of highly trained persons capable of providing imaginative and creative leadership in different spheres of national activity. The dependence on the quality of human resources is particularly high in our case as economic development has to counteract the constraints imposed by a relatively weaker base of material resources. The national plans for development need to be geared to the maximum utilization of the human capital particularly by concentrating on the creation and multiplication of job opportunities, potential for self-employment and a general development towards a better-trained citizenry. As a step in this direction the educational programme will have to be so articulated with elements of practical arts and an emphasis on the dignity of labour that a large number can be channelled to technical and vocational education at each level. It is particularly important that the vast numbers terminating their formal education at the elementary level are equipped with necessary skills and attitudes so that they can be gainfully employed in the economy of the community and contribute towards its development.

1.7. The emphasis on the universal and egalitarian aspects of education is also necessary in the interest of social and cultural harmony, and a peaceful and orderly evolution of a democratic society. It is important to safeguard against the division of society into several segments by ensuring equal access to educational opportunity. Education has to be understood as a continuous and life-long activity available to all sections of the population and the only valid basis of differentiation should be merit and achievement.

1.8. The supreme importance of quality in education can hardly be overstressed. Quality is most certainly the central factor in any concept of education where education is regarded as a process of qualitative change aiming at the development of the innate abilities of an individual. The quality in education is, however, inseparably bound up with various factors among which the quality of teachers is the most crucial one. In order to ensure the maximum return to investment in education, it is of the highest importance that the pay

and status of the teachers are improved sufficiently so as to enable the teaching profession to compete with other professions in attracting a fair share of the high-level educated manpower. It is in the interest of the nation to end the present anomalous situation where the education sector is called upon to produce creative, innovative and inventive high-level manpower when the educational institutions lack the manpower they need for fulfilling this vital role. An adequate supply of qualified teachers should, therefore, receive the highest priority in the future programme of educational development.

1.9. The extent to which students are able to take advantage of the available opportunities of education, depends on a number of factors, such as, facilities of residential accommodation, an adequate supply of low-cost textbooks, transportation for day scholars, financial assistance for those who are economically handicapped. Future plans of educational development should pay due attention to all these factors and ensure an adequate investment in student amenities.

1.10. In view of the Committee already appointed by the Government, to go into the question of the re-organisation of the services at various levels, administrative proposals in this document are confined to certain basic principles and measures of decentralization so that the educational institutions may have the necessary academic freedom and administrative autonomy. It is proposed to bring about these changes through appropriate legislative action suited to the needs and conditions of each region.

2. ELEMENTARY EDUCATION

2.1. Pakistan is firmly committed to the objective of universal elementary education. This was accepted as a basic principle of State Policy in the Constitutions of 1956 and 1962, and the Karachi Plan of 1960 proposed a minimum of 7 years of compulsory, universal and free primary education as a target for 1980. The attainment of the goal, however, seems to have receded further and further with the lapse of time and Pakistan to-day has one of the highest rates of illiteracy in the world.

Broad-based Education

2.2. To stimulate economic development, it is urgent that education should become as broad-based as possible for the identification and development of the total national pool of ability. An informed citizenry is also a *sine qua non* for the creation of a just order of society. It is for this reason that Islam has made it incumbent upon every Muslim, man and woman, to acquire knowledge.

Eight-year Elementary Education

2.3. The various objectives of a basic level of education cannot be fully realised by the existing programme of five-year primary education. Apart from the necessary curricular and organisational reforms, the basic level should be extended up to Class VIII by including the middle stage. This extension is quite in keeping with the practices prevailing in other countries with a universal programme of elementary education. It will, of course, be necessary to adopt a phased programme for introducing universal elementary education up to Class VIII. The present target should be universal enrolment up to Class V by the end of the Fifth Plan (1980) and to make provision for education for those students who will be in the stream for enrolment in Classes VI—VIII by that year.

2.4. The system of primary education at the moment suffers from large-scale wastage and grave deficiencies. What is needed is not simply an expansion of educational facilities but a more purposeful selection of the knowledge and skills imparted, attitudes implanted, and the learning methods employed, so that those not proceeding to secondary education can be usefully employed in the economy of the local community.

Compulsory Attendance

2.5. A large number of children enrolled in primary classes do not attend school regularly and many drop out before finishing school. They do not achieve more than a modicum of literacy and are destined to lapse into illiteracy. As a means for minimising this wastage of resources and talent and as an expression of determined effort for universal elementary education, an element of compulsion should be introduced in the elementary programme. The Provincial Governments should seriously consider adopting measures for compulsory school attendance up to 10 years of age. The measures should be so designed that consistently with the physical facilities available they may be gradually implemented beginning with those enrolled in Class I. Simultaneously measures should be adopted to make the educational programme and atmosphere in schools attractive to young children.

2.6. A very low enrolment of girls has contributed to a low enrolment ratio of the total elementary age-group children. Parents are often reluctant to send their daughters to co-educational schools with male teachers. To overcome the resistance of parents, separate girls' schools should be established, wherever possible, and recruitment of more women teachers encouraged, if necessary, by relaxing the minimum required qualifications for recruitment.

2.7. During the Fourth Plan period (1970—75) additional facilities to cover about 70 per cent children of primary school age should be created. For Classes VI—VIII level, additional facilities for 24 per cent of the relevant age-group should be created. The aim should be universal education up to Class V by 1980.

Physical Facilities

2.8. With a view to maximum economy in capital outlay it is proposed that the school-buildings to be provided at public cost should each have three rooms to be used for five classes in two shifts. The community should donate the school-site and should mobilise resources to supplement the physical facilities provided by government. A portion of the capital cost may be shifted to a School Works Programme (as part of the Rural Works Programme).

2.9. Summary of measures to be adopted:

- (i) A high priority should be accorded to universal elementary education up to Class VIII. The aim should be universal enrolment up to Class V by 1980.
- (ii) Education should be free up to Class V and the Provincial Governments should urgently consider adoption of measures for compulsory attendance up to Class V for those enrolled in school according to a phased plan beginning with those enrolled in Class I.
- (iii) Enrolment of girls should be encouraged by establishing girls' schools wherever possible and by recruiting a larger number of female teachers.
- (iv) The system of elementary education should be so redesigned as to ensure a purposeful selection of the knowledge and skills imparted.

attitudes implanted, and the learning methods employed, so that those not proceeding to secondary education can be usefully employed in the economy of the local community.

3. ADULT EDUCATION

3.1. There are about 100 million illiterates in Pakistan of whom 90% are concentrated in the rural areas. With the enrolment in primary school lagging behind, the population explosion has led to an increase in the aggregate number of adult illiterates. Illiterate people tend to resist change and cling to traditional ways of life. Illiteracy is, therefore, a grave obstacle to social and economic development.

Functional Education

3.2. The extension of literacy is a pre-condition for success in any sphere of development. New ideas and new practices cannot be effectively communicated to minds which are not trained to receive and make use of them. The various efforts to organise community development programmes, agricultural extension, family planning, cooperative movement, and self-government are dependent for their success on a considerable dissemination of functional education enabling adults to improve their productivity in their respective occupations and their usefulness as citizens.

Complementary to Elementary Education

3.3. The widespread neglect of adult education perpetuates and intensifies the distinction between the classes and the masses. Adult education should, therefore, be considered an integral part of any educational and social reconstruction because the country cannot afford to wait for today's children to grow up. Illiterate parents are usually less inclined to enter children in schools and to keep them there, a fact that helps explain the many drop-outs and repeaters in primary schools. The detrimental effects of an illiterate home and village-setting begin in the pre-school years and tend to persist. The children of illiterate parents are likely to fall behind in scholastic attainments. The wastage and inefficiency in the extension of elementary education can be reduced if it is supported by a complementary programme of adult literacy.

3.4. Summary of measures to be adopted:

- (i) The Provinces should adopt suitable measures for providing functional education to adults and school-leavers. The aim should be to cover 5 million persons by 1975.
- (ii) All employers (including the government) should provide work-oriented basic education to all of their employees who lack such education in order to enable them to perform their duties efficiently.
- (iii) Suitable institutional arrangements including the establishment of a National Education Corps on a feasible basis should be made for implementing the programme as a complement to the programme of elementary education.
- (iv) Special attention be given to the development of non-formal programmes of adult education to supplement the formal arrangements.

4. SECONDARY EDUCATION

4.1. The secondary level of education generally serves a dual purpose as a terminal stage for a large number of students and as a preparatory stage for higher education for others. The content of studies of the existing secondary programme is dominated by a curriculum of a general nature which serves mainly as a preparation for higher education. The increasing need for middle-level skilled workers in the developing economy of the country and the enrolment of a growing proportion of the age-group in secondary schools warrant that secondary education should have a pronounced scientific, technical and vocational bias and be terminal for a considerable number of students. In view of the terminal and preparatory nature of the secondary stage, the courses and curricula should cater to these dual requirements.

Shift to Scientific, Technical, and Vocational Education

4.2. The emphasis in secondary education should be shifted to science, technical and vocational education so as to achieve a ratio of 40:60 between the general stream on the one hand and the science, technical and vocational streams on the other. It should be noted that sciences form an integral part of courses in technical and vocational education and also serve as a basis for higher technological education. The general education stream also should follow a curriculum with an adequate content in science and mathematics.

Science and Mathematics

4.3. Teaching of science and mathematics which should form an essential part of all forms of secondary education should be improved through necessary changes in curricula, adequate laboratories and improving teachers' competence.

For a general improvement of the teaching of science and technical subjects the mass-communication media, particularly, the television and radio should be effectively utilised.

Equitable Development

4.4. The pattern of the secondary system should be such as to maintain a minimum standard of facilities and teaching staff in all schools. It is suggested that the emphasis should be on equitable development of all secondary schools according to a well-designed plan. All government and government aided educational institutions should be open to all children on the basis of merit.

National Training Schemes

4.5. For those students who will not go into secondary education or will drop out from schools, non-formal avenues of training should be provided. An adequate training scheme should be introduced, which will include various forms of part-time and full-time vocational training for acquiring various types of employable skills.

Fourth Plan Targets

4.6. It is proposed that during the Fourth Plan period additional facilities of secondary education (Classes IX-X) would be created for 4,35,000 students bringing the enrolment to 1.22 million. These additional facilities will mainly be in the fields of science, technical education, agriculture, service trades and home economics.

4.7. *Summary of measures to be adopted:*

- (i) The expansion and improvement of facilities for general education and for scientific, technical and vocational education at the secondary level should be such as to achieve an enrolment ratio of 40:60 between the general arts programme on the one hand and the scientific, technical and vocational programmes on the other.
- (ii) Government and Government-aided educational institutions should be open to all children on the basis of merit.
- (iii) An adequate scheme of vocational training should be introduced for those students who do not go into secondary education, or drop out from schools, so that they are equipped with knowledge and skills necessary for productive employment within the local community.

5. HIGHER EDUCATION

5.1. Modern societies are heavily dependent for their moral and material well-being on the nature and quality of higher education available to them. The institutions of higher learning have a crucial role to play in providing them with a leadership characterised by intellectual discipline, high academic accomplishment, bold and imaginative attitude towards social and economic problems. Similarly the research undertaken by them is vital for the progress and development of human communities.

Present Situation

5.2. The present situation in our colleges and universities is a cause for grave concern. The academic standards are showing a steady deterioration under the pressure of expansion. The physical facilities have failed to keep pace with the demands of our time and also, otherwise, show a manifest lack of planning and coordination. The institutions of higher learning still fail to attract the right type of teachers and sustain and nourish those who do come to them. The situation therefore clearly warrants effective measures for improving physical facilities in the institutions of higher education, reforming the structure of their administration, courses of studies and examinations, and creating conditions of service which would attract an adequate supply of properly qualified teachers.

Imbalance between Arts and Sciences

5.3. There is, at present, a serious imbalance, particularly in colleges, between enrolment in arts and those in sciences and professional courses. If the present trends are not arrested and reversed, the numerical gap between arts and science graduates in absolute terms would assume serious proportions in future and pose large-scale problems for the socio-economic life of the country. It is proposed to secure a 50:50 ratio between arts and science in the general colleges and universities.

Centres of Excellence

5.4. The aspect of university life pertaining to the advancement of knowledge is singularly weak in Pakistan and seriously affects the quality of education available in our colleges and universities. It is, therefore, necessary that universities promote and develop post-graduate programmes and facilities for Doctoral and post-Doctoral research. The basic strategy in our planning should be to establish and develop Centres of Excellence at various

universities by selecting fields of study which could be developed to the highest level. Considering the limited human and material resources, it is imperative to distribute these responsibilities to different universities in a planned and co-ordinated manner. It is also proposed to undertake an immediate review and re-organization of courses of studies and curricula in various disciplines, particularly in those which have a direct bearing on our national development effort.

Pool of Scientists and Research Fund

5.5. It is proposed to institute a scheme of National Research Fellowships for creating a pool of young and promising scientists as well as researchers in other important fields. In order to meet the cost of these fellowships and also to finance research by individual scholars as well as teams of scholars, it is proposed to establish a Research Fund. It is also proposed to institute a scheme of National Professorships for utilizing the talents of outstanding scholars. These schemes would be financed by the Central Government.

Modern Languages

5.6. The teaching of languages at our universities needs to be modernized. The Language Departments of Universities should receive special attention and encouragement to make use of new techniques and facilities for the teaching of languages. It is proposed to establish two National Institutes of Modern Languages, one under the aegis of Islamabad University and the other under Dacca University. Apart from ensuring a supply of highly trained linguistic scholars, these Institutes would also be developed as centres for learning interpretership, an art increasingly needed by us in our relations with the rest of the world.

Establishment of New Universities

5.7. There is need to establish new universities with suitable planning and preparation in a gradual and phased programme to :

- (a) meet the demand for additional places as a consequence of the expansion of secondary education ;
- (b) relieve the pressure in cases where universities have large areas of jurisdiction and help them develop towards the ideal of unitary institutions ; and
- (c) ensure a more equitable distribution of university facilities in various regions of the country.

5.8. The problems of proper planning and co-ordination in university development without compromising university autonomy have in several countries been effectively met by establishing statutory bodies like University Grants Commissions between the Government and the universities. The Provinces should consider the establishment of such Commissions. A Model is given in the Annexure.

5.9. Steps should also be taken to set up a Central University in East Pakistan on the lines of the Islamabad University. The establishment of such a University has acquired a sense of urgency as the Dacca University cannot cope with the demand for admission particularly to the science courses.

Development of Colleges

5.10. The college enrolment still represents the bulk of students receiving higher education in Pakistan. A properly planned programme of opening new colleges would be necessary as (i) the expansion of the existing colleges beyond

a certain limit is neither physically possible nor educationally desirable, (ii) facilities of college education need to be equitably distributed particularly in the interest of the relatively backward regions, (iii) the full effects of diversion to technical and vocational institutions would not be felt for some years to come and a larger number of students would in the meantime seek admission to colleges.

5.11. The present system of affiliation of colleges by universities should continue; but the pressure of affiliation should be sought to be reduced partly by establishing new universities and partly by allowing outstanding colleges with long traditions of quality behind them to attain an increasing measure of self-government as potential University Centres. In exceptional cases, the parent university may delegate several of its functions to the colleges themselves including even the prescription of syllabii and the conduct of examinations on its behalf. The special status of such institutions should, however, be a very high privilege, earned through sheer excellence in staff, financial stability and sound physical facilities.

5.12. Steps should be undertaken to promote inter-college co-operation and to establish Post-graduate Departments in them in selected cities by pooling the resources of various colleges.

5.13. The teacher is the pivot of any educational system. In higher education his role is particularly crucial as he is expected not only to impart education of quality but also undertake and stimulate fresh research. The pay-scales and service conditions of the teaching staff at colleges and universities need a general revision. There should be, for men of merit, better pay-scales, chances of more rapid promotion, better provision of accommodation, library facilities and equipment for research. The basic principle in appointments and promotions should be qualifications, research experience and evidence of continuous academic work. The appointments to higher tiers should depend increasingly on qualifications and research output rather than on mere length of service. At the highest level, the maximum salary should not be less than what is generally attainable in Government service in Pakistan.

Sabbatical Leave

5.14. Teachers should have opportunities to renew their knowledge periodically. It is proposed to introduce a system of sabbatical leave.

5.15. Residential accommodation is one of the most serious problems faced by our teachers. In the Universities, the target should be to provide campus facilities for residence as far as possible or to give suitable subvention in lieu thereof.

5.16. The university posts are not pensionable. The benefits under Contributory Provident Fund should be enhanced in the case of the staff of the universities and non-government colleges so that they are at par with pension benefits available to Government servants.

5.17. The efficiency and disciplinary rules for university teachers should be reviewed and clauses, if any, empowering arbitrary action should be eliminated.

5.18. Many of the problems at our universities are traceable to patterns of administration and governance. The objective of reforms in this direction should be to facilitate academic work by providing an atmosphere of freedom, responsibility and participation. The Provincial Governments should enact the necessary legislation for:

- (a) the restoration of University Senates ;
- (b) introduction of the elective principle in various bodies of the universities with fair representation to all sections of the academic community ;
- (c) repeal of the provisions for withdrawal of degrees ; and
- (d) development of universities as centres of learning and nurseries of values and ideals in an atmosphere of academic freedom.

5.19. *Summary of measures to be adopted:*

- (i) (a) Post-graduate teaching and research should be greatly strengthened and Ph.D. and other research programmes instituted. For this purpose, universities should develop centres of excellence in carefully selected disciplines and in a co-ordinated manner so as to avoid unnecessary duplication of facilities.
- (b) It is proposed to institute a national research fellowships scheme and to create a fund to finance research by individual scholars or teams of scholars. It is also proposed to introduce a scheme of national professorships. These schemes will be financed by the Central Government.
- (ii) An immediate reorganisation of courses of study and curricula should be undertaken to bring them in line with national needs.
- (iii) Modern techniques of language teaching should be adopted in Language Departments. The Central Government should establish two national institutes of modern languages, one under the aegis of Islamabad University and the other under Dacca University.
- (iv) The establishment of new universities should be undertaken with careful planning to meet the demand for additional places and a more equitable distribution of university facilities in various regions of the country.
- (v) A central university should be set up in East Pakistan like the Islamabad University.
- (vi) New colleges should be established to meet the growing needs of higher education with the emphasis on science education and to extend facilities of college education to all regions.
- (vii) Universities should continue to affiliate colleges. But colleges with long traditions of quality should increasingly become self-governing institutions and in exceptional cases may be empowered by the parent university to prescribe courses of study and conduct their own examinations on behalf of the parent university. Selected colleges in a city should be allowed to open post-graduate departments, if necessary, on a co-operative basis.
- (viii) As an important measure towards raising the quality in education, pay-scales, and service conditions of the teaching staff should be

improved. As an incentive to academic and professional development, higher pay-scales should be tied to qualifications and research output.

- (ix) A system of sabbatical leave should be introduced. Teaching posts should have the benefit of Contributory Provident Fund alongwith Benevolent Fund and Group Insurance facilities as in the case of Government servants. Steps should be taken to provide or subsidize residential accommodation.
- (x) The efficiency and disciplinary rules for university teachers should be reviewed and clauses, if any, empowering arbitrary action eliminated.
- (xi) The provinces should consider the establishment of university grants commissions. (A Model is given in the Annexure, which may be followed with suitable adjustments.)
- (xii) Necessary legislation should be enacted by the Provincial Governments for (a) the restoration of the Senate, (b) introduction of the elective principle in the various bodies of the universities with fair representation to all sections of the academic community, (c) repeal of the provisions for withdrawal of degrees, and, (d) development of universities as centres of learning and nurseries of values and ideals in an atmosphere of academic freedom.

6. SCIENCE, TECHNICAL AND VOCATIONAL EDUCATION

Technical and Vocational Education

6.1. Pakistan's goals of national development clearly warrant a much higher priority to be assigned to science and technical education than has been done in the past. As against four per cent of the total enrolment in the vocational and technical subjects at present, a policy of substantial shift towards scientific, technical and vocational education is envisaged. At the secondary stage at least 60 per cent of the total students (as also earlier indicated) should be enrolled in science, agriculture, technical and service trades and home economics. Education from the secondary level upwards should be diversified with a separate stream for technical education.

Science Education

6.2. It is imperative that science education should commence from the earliest stage of education to develop a scientific attitude by stimulating, sustaining and rewarding the spirit of enquiry and the power to analyse and solve problems. With this end in view, it is necessary to modernise the curricula for science teaching on a continuous basis. Institutional arrangements for implementing the objectives of science education will also have to be created, suited to each level of education.

6.3. The new approach to the development of technical and vocational education in Pakistan will necessitate :

- (a) Creation of a full-time Counselling and Guidance Service at various levels ;

- (b) Establishment of a coordination unit at the Ministry of Education;
- (c) Setting up of appropriate organisation for curriculum development;
- (d) Setting up of appropriate organisation to work out plans for training in industry.

Short-term Courses

6.4. It may be worthwhile to mention that technical institutions should, in addition to their normal programmes, also arrange for short-term, sandwich and extension courses in various trades for various kinds of semi-skilled/skilled workers and technicians as well as refresher courses for the teachers in vocational subjects in the schools offering vocational courses.

Emergency Teacher Training Programmes

6.5. It is necessary to establish emergency teacher training programmes in selected centres in the vicinity of industries conducted by teachers recruited within and outside Pakistan to meet the present and anticipated demand.

Employment for Trained Manpower

6.6. Employment Exchanges should be reorganised and strengthened to serve as an effective link between the supply of trained manpower and the available and prospective job opportunities. The Employment Exchanges should have a Council desirably headed by the Minister for Labour or Industries to guide and coordinate the utilisation of trained manpower.

Centres of Excellence in Science Education

6.7. Considering the constraints imposed by the limited resources and the expensiveness of science education, it will be desirable to develop centres of excellence in selected places which should be open to all on the basis of ability and aptitude. To begin with, the aim should be to establish one good Science Secondary School in each Sub-division and one good Science College in each District. It is essential that these schools and colleges should be developed as experimental institutions and be given considerable freedom from the normal control so that they are in a position to evolve good science teaching programmes.

6.8. In order to improve and expand facilities for science teaching, greater attention should be paid to the recruitment of properly trained science teachers, and development of adequate laboratories.

Production of Science Equipment

6.9. Some science apparatus has been designed and standardised at the two Bureaus of Educational Equipment Development. This programme should further be strengthened and arrangement for manufacturing science equipment within the country should be made in cooperation with the Industrial Development Corporations, Small Industries Corporations and industrial concerns in the private sector.

Centres for Advanced Study and Research

6.10. At the university level, science teaching programme requires continuous evaluation to achieve high standards comparable to those at the universities in the developed countries. The doctoral programmes in the universities in the disciplines of science and technology have continued to remain weak and, therefore, it is necessary that a determined effort be made in the Fourth Five-Year Plan to strengthen these programmes. Considering the limited resources, it is necessary to develop special centres for advanced studies in important areas of science for developing doctoral and post-doctoral programmes in order to meet the requirements of high level scientific manpower. While developing research programmes in these advanced centres, it may be kept in view that the programmes of research should, as far as possible, be goal-oriented with direct relevance to Pakistan's own problems. In order to cope with the rapidly growing demand for science education, it will be necessary to expand the existing facilities with particular emphasis on the critical areas of national needs.

Technical Education through Industrial Consortia

6.11. Government effort in setting up technical institutions should be supplemented by instituting training programmes and by establishing training institutions in various fields of technology through the efforts of individual or consortia of industrial concerns.

6.12. Summary of measures to be adopted:

- (i) Education from the secondary level upwards should be diversified with a separate stream for technical education at the various levels including the higher level of education, either by establishing separate institutions or by adding separate wings to existing institutions. (The nomenclature for the technical courses leading to the S.S.C., H.S.C. and Bachelor's examinations may be determined by the Provinces).
- (ii) For developing an effective technical and vocational programme, appropriate organisational arrangements should be made for (a) curriculum development, (b) counselling and guidance service, (c) practical training programmes in cooperation with industries, and (d) coordination at the national level.
- (iii) As a link between supply of trained manpower and job-opportunities, employment exchanges should be strengthened and a council for coordinating employment service should be set up.
- (iv) At least one science high school in each sub-division and one science college in each district should be developed as centres of excellence, either by developing existing institutions or by establishing new ones.
- (v) The programme of designing scientific apparatuses should be expanded to include the manufacturing of science apparatuses in association with the industrial development corporations and small industries corporations.
- (vi) Government effort in establishing technical institutes should be supplemented by similar efforts on the part of industrial concerns individually or through consortia.

7. MADRASSAH EDUCATION

Present Position

7.1. At present there are over 4,000 Madrassahs in East Pakistan, of which about 3,000 offer only primary-level courses. About a thousand offer secondary level education and only a few of them teach Kamil or college level courses. The total enrolment in these institutions is about 6,00,000. In West Pakistan it is estimated that there are about 700 Maktab type institutions and a few higher level Madrassahs.

Proposal for Reorganisation

7.2. A study of the public comments and suggestions indicates that, by and large, the eminent Ulema and principals and teachers of Madrassahs both in East and West Pakistan favour a programme of reorganisation and development of the madrassah education into one of the streams of the national education system with a statutory board of administration in each province for laying down curricula, conducting examinations, and preparing textbooks.

7.3. The Provincial Governments endorsed the principle of reorganisation of the Madrassah system but suggested a cautious approach in this direction. The Government of West Pakistan suggested a detailed study of different aspects of the question. The Government of East Pakistan recommended that a Committee be formed with representatives of the general system of education and Ulema as members, with a view to decide the curricula and syllabuses, as well as to determine the equivalence between the different levels of the two streams. It is further suggested that for the present the Madrassah Education Board which exists in East Pakistan should be put on a statutory footing, and like the Boards of Secondary Education, it should continue to affiliate Madrassahs and conduct terminal examinations. Certain other functions concerning development, administration etc. which are proposed to be performed by the District School Authorities in respect of elementary and high schools may also be performed by the Provincial Madrassah Education Board in respect of Madrassahs.

7.4. After discussion with the representatives of the two Provincial Governments, a consensus was reached that Madrassah education should be improved and developed in a manner that the courses of studies of the Madrassahs are also reorganised and standardised without, however, impairing their distinctive character as institutions of Islamic learning.

Reorganisation Committees

7.5. It was observed that most of the Madrassahs are privately managed institutions and, as such, it would be necessary that modifications and changes in the pattern of education in these institutions should be brought about through a policy of inducement and encouragement rather than through executive directives. It was also suggested that administrative, professional and financial support should be provided by the Government to those institutions which would gradually conform to the national policy on the subject. Accordingly, a Committee may be set up in each province to examine the administrative, organisational and curricular matters pertaining to Madrassahs and darul-ulooms.

7.6. Summary of measures to be adopted:

- (j) The Madrassahs should be developed and standardized without impairing their distinctive character as institutions of Islamic learning.

(ii) Committees should be set up in the provinces to :

- (a) Suggest how the curricula and the courses of studies in Madrassahs should be revised with a view to (i) establishing an equivalence between the courses offered in Madrassahs and in institutions of general education, and (ii) enabling their products to be assimilated in the economic life of the nation; and
- (b) examine the question of strengthening the organisational set up and giving a statutory status to the Madrassah Education Board in East Pakistan and the development of institutional arrangements for the same purpose for the provinces of West Pakistan.

8. RELIGIOUS EDUCATION

8.1. While the reorganisation and improvement of Madrassahs is undertaken, religious instruction should also be accorded an important place in the general system of education. Religious instruction is already a compulsory subject up to Class X in both the wings.

8.2. It is, however, essential that the curriculum for religious education for Muslims should be re-designed to reflect the teachings of Islam as a dynamic force of unity and progress and as inspiration for building a democratic, tolerant and just society as envisaged in the concept of Pakistan. With this object in view a properly representative curriculum committee should be set up to advise on the preparation of suitable syllabii for religious education. Suitable arrangements should be made for the children of various non-Muslim communities to receive instruction in their respective religions.

8.3. At the higher level, the Islamic Studies Departments of the universities should be strengthened to be able to produce men who are not only well-versed in religion but also fully responsive to the challenges of the contemporary world. It has also been proposed that in selected universities, full-fledged institutes of Islamic Studies with programmes of teaching, research and publication should be developed.

8.4. *Summary of measures to be adopted:*

- (i) Religious instruction should be accorded an important place in the general system of education. The curricula should be re-designed to reflect the teachings of Islam as a dynamic force of unity and progress and as inspiration for building a democratic, tolerant and just society as envisaged in the concept of Pakistan. With this object in view a properly representative curriculum committee should be set up to advise on the preparation of suitable syllabii for religious education. Suitable arrangements should be made for the children of various non-Muslim communities to receive instruction in their respective religion.
- (ii) At the higher level, the Islamic Studies Departments of the universities should be strengthened in order to produce men who are not only well-versed in religion but also fully responsive to the challenges of the contemporary world. In selected universities, full-fledged institutes of Islamic Studies with programmes of teaching, research and publication should be developed.

9. CURRICULUM DEVELOPMENT, TEXTBOOKS, AND EXAMINATIONS

Elementary Curriculum

9.1. The curriculum should be inspired by Pakistan's national objectives. The curriculum of elementary schools should be re-designed around basic linguistic and numerical skills and manual and productive work to suit the practical needs of every day life. The aversion to manual work should be countered by relating the curriculum to the physical and social environment of children, which will make elementary education more responsive to the needs of society. With a view to developing the child's analytical and problem-solving skills, the teaching of science should be introduced in the elementary stage in the form of the study of nature and the environment.

Secondary Curriculum

9.2. In the same way, the curriculum at the secondary stage should be re-designed with particular emphasis on science and technical subjects and manual arts. A large number of students should be diverted to technical, agricultural and industrial streams designed to prepare them for absorption into the economic life of the country.

Physical Education

9.3. Physical development of the child is as important an educational objective as his intellectual development. Physical education in the form of physical training, games and sports should form an integral part of education at all levels and should be incorporated in the curriculum at different stages.

Curriculum

9.4. It will be necessary to set up curriculum committees at appropriate levels to design curricula suited to the needs of each stage of education. Curriculum development, however, should be viewed as an integrated and continuous process. Each province, therefore, should have a permanent Bureau of curriculum development for continuous evaluation and modification of the curriculum and for coordinating the activities of the various agencies concerned with curriculum development, e.g., Teacher Training Institutions, Textbook Boards and the Secondary Education Boards.

9.5. The Ministry of Education should continue to coordinate and formulate national policies in curriculum development and preparation of textbooks and other reading materials.

Textbooks

9.6. In order to provide impetus to the production of better textbooks and to allow some diversity in reading materials available to students, more than one textbook on a subject should be permitted and private publishers allowed to publish textbooks subject to prior approval by the Textbook Boards. The Textbook Boards should also arrange to publish adequate supplementary reading materials and teachers' guides.

Examination System

9.7. The changes in curriculum should be accompanied by necessary reforms in the examination system. The existing system of examination fails to serve as a measure of achievement or an incentive to learning. It is recommended that a committee of experts should be appointed to look into various facets of the examination system at different stages of education and to suggest suitable reforms.

Libraries and Museums

9.8. Libraries and museums play an important role as an instrument of education. The following measures will be adopted to improve library and museum facilities:

- (a) A programme should be undertaken to establish and develop libraries and museums in the country within the educational institutions and outside.
- (b) Every elementary and secondary school should be required to develop a library containing a minimum collection of selected titles considered appropriate for the respective level of education.
- (c) All local bodies should be encouraged to build libraries and museums to serve the local community.

9.9. Summary of measures to be adopted:

- (i) Curriculum committees should be set up to redesign curricula for different stages of education. For their continuous evaluation and coordination, a bureau of curriculum development should be established in each province.
- (ii) Physical education should be an integral part of the curriculum at all stages of education.
- (iii) The Ministry of Education should, at the national level, coordinate the curriculum development activities and the implementation of curricular reforms.
- (iv) Educational institutions in regions with similar geographical and climatic conditions should desirably have uniform academic sessions.
- (v) More than one textbook on a subject should be encouraged and private publishers be permitted to publish textbooks approved by the textbook boards.
- (vi) A committee of experts should be appointed to look into various facets of the examination system and to suggest suitable reforms.
- (vii) A programme should be undertaken to establish and develop libraries and museums in the country within the educational institutions and outside.
- (viii) Every elementary and secondary school should be required to develop a library with a minimum collection of selected titles considered appropriate for the respective level of education.
- (ix) All local bodies should be encouraged to build libraries and museums to serve the local community.

10. STUDENT AMENITIES

10.1. It is a matter of paramount importance that students have the best possible environment for the pursuit of their studies. Their welfare should, therefore, figure prominently in educational planning. The following measures are envisaged for improving the amenities available to them during the Fourth Plan period.

10.2. Summary of measures to be adopted:

- (i) Provision for scholarships (internal and interwing) and fee concessions should be substantially increased during the 4th Plan period.

- (ii) An educational financing programme should be encouraged to be developed under the auspices of Pakistani banks for advancing loans to deserving students.
- (iii) Schemes for future development in education should assign high priority to residential accommodation for students, particularly in the case of higher education.
- (iv) Educational institutions should attempt to provide wholesome food at their cafeterias at reasonable prices.
- (v) A phased programme of providing facilities for free periodical medical check-up for all students by their educational institutions should be undertaken.
- (vi) A committee of experts drawn from relevant agencies should be appointed to look into the problem of conveyance for students in cities and suggest suitable remedies.
- (vii) The provincial governments should take appropriate measures to establish an effective guidance and counselling service. In like manner guidance should also be available for career planning through a machinery to be developed to serve as a link between students and available as well as prospective job opportunities.
- (viii) Suitable arrangements should be made to ensure adequate supply of textbooks at all levels.
- (ix) Programmes of physical education, sports and games should be sufficiently strengthened and more playing fields and gymnasias provided.
- (x) Government will encourage and assist the establishment of Educational Foundations in the private sector to supplement the facilities provided by the Government for promoting the cause of education and in particular for providing amenities to deserving students.

II. LANGUAGE POLICY

11.1. The language policy has profound implications for the educational, social, cultural and political life of a nation. It has to serve, on the one hand, as an effective instrument of educational development and on the other, satisfy the larger aspirations and emotional needs of the nation.

11.2. The basic criteria in selecting the right medium of instruction are ability to:

- (a) help students acquire knowledge as effortlessly as possible;
- (b) communicate with clarity and objectivity; and above all,
- (c) stimulate critical and creative thinking.

11.3. In recent years, the national languages and in some cases the regional languages have progressively replaced English almost entirely up to the secondary level of education. The continued use of English as distinct from the study of English as a language cannot of course be justified as it tends to defeat the basic objectives mentioned above. Even at the higher stages, it encourages cramming without developing the creative and critical powers of mind in the vast majority of students.

11.4. The question of changing the medium at the higher stage of education is, however, closely bound up with that of the replacement of English language for official purposes. Both of these inter-linked issues need, therefore, to be examined together, and, their full implications worked out so that the change over is easy and smooth.

11.5. *Summary of measures to be adopted:*

- (i) The Pakistan Provisional Constitution Order envisages the establishment in 1972 of "a Commission to examine and report on the question of the replacement of the English language for official purposes". This Commission should be set up forthwith to examine the question of the change over from English to the national languages for official purposes and also that of complete switch-over to the national languages as media of education.
- (ii) In the meantime preparatory measures including the production of literature and textbooks should be stepped up.

12. TEACHER EDUCATION

12.1. The preparation of teachers in Pakistan leaves much to be desired. There is need for higher basic education and professional training. The programme envisaged for the Fourth Five-Year Plan under the New Education Policy makes provision for the preparation of about 128,000 new teachers and in-service training of 150,000 teachers. With a view to ensuring their adequate preparation, it has been proposed that the teachers for Classes I—V should possess at least a Secondary Certificate, teachers for Classes VI—VIII, an intermediate Certificate and teachers for Classes IX—X a Bachelor's Degree, followed by professional training.

Pedagogy in General Colleges

12.2. The need for training a large number of teachers would call for a comprehensive teacher training programme, including the expansion of the normal programme of teacher education and a crash programme of condensed training on an emergency basis. During the Fourth Five-Year Plan it will be necessary to launch emergency training programme of the duration of 2 to 6 months in teachers training colleges, general colleges and technical institutions. Introduction of pedagogy as a subject at the Intermediate and Degree levels and Technical institutions should also be considered as a means of meeting the demand for additional teachers. These training programmes are intended to supplement the facilities of training under the normal programmes of teacher education.

Women Teachers

12.3. The preparation of women teachers will call for special measures to ensure their adequate supply particularly for rural areas. It may become necessary to provide condensed courses in both general and professional education for women teachers recruited in relaxation of normal qualifications.

12.4. In view of the fact that a large number of teachers already working in schools is unqualified or under-qualified, it is imperative to launch at the earliest a comprehensive programme of in-service training of teachers. Part-time training arrangements, and particularly correspondence courses, can be specially valuable for in-service training of teachers. Modern techniques, such as programmed learning can be used in combination with Radio and Television to

increase the effectiveness of in-service part-time training arrangements for teachers. Such an arrangement will particularly be useful to the teachers working in remote rural areas.

Educational Research

12.5. The two most important needs in educational research are the development of an institutional structure and the coordination of research carried out by various agencies in the country. These institutional organisations can be built around each of the Institutes of Education and Research and other institutions of higher learning.

12.6. *Summary of measures to be adopted :*

- (i) Teachers for primary, middle and high stages of schools should be at least Matriculates, Intermediates, and Graduates respectively and possess professional training.
- (ii) In addition to the expansion of the normal programme of teacher education, a crash programme of training teachers on an emergency basis with condensed courses of shorter duration should be arranged in selected educational institutions to meet the demand for a large number of teachers. Pedagogy should be included as an elective subject in the curriculum at the intermediate and degree levels of education.
- (iii) Basic academic and training requirements for women teachers may be relaxed so as to enable a larger number of women to qualify as teachers.
- (iv) A comprehensive programme of in-service training of teachers should be launched to up-grade their qualifications and effectiveness as teachers.
- (v) Institutional structure for educational research should be strengthened.

13. ADMINISTRATIVE REORGANISATION

13.1. The present administrative set up of education in Pakistan inhibits initiative and creative self-expression which can flourish only in an atmosphere of relative freedom and responsible participation. A committee recently appointed by the government is examining the entire question of the reorganisation of the administrative structure of the Services. It is, however, considered essential that measures should immediately be initiated to decentralise the administration of educational institutions in order to allow community participation and ensure academic freedom and administrative and financial autonomy needed by educational institutions for their proper development.

District School Authority and Zonal College Authority

13.2. In order to achieve these objectives, the provinces should consider the desirability of setting up District School Authorities and Zonal College Authorities which may be autonomous in character exercising full powers in the administration of these institutions. The District School Authorities may be assisted by Tehsil/Thana Advisory Committees which will help enlist the participation of local communities and the public servants working at that level in the planning, development and maintenance of schools and the welfare of students and teachers.

Governing Bodies

13.3. It has been proposed that all institutions, from secondary schools upward, should have Governing Bodies/Advisory Bodies, with appropriate representation of the Government, parents, teachers, and founders/donors, if any. It will be for the Provincial Governments to decide whether government educational institutions within their respective territories should have a Governing Body or an Advisory Body. The constitution and functions of these bodies shall be prescribed by the Provincial Governments in consultation with Universities and the Boards of Education as the case may be. It is desirable that Governing Bodies of colleges wherever possible should be fully autonomous. In the case of the Government Colleges a beginning in this direction may be made on an experimental basis with a few selected colleges.

Staff Council

13.4. All Secondary schools and colleges should have Staff Councils of their own under the chairmanship of Principals/Headmasters to manage day-to-day affairs of these institutions. Heads of institutions should be delegated the power to incur expenditure according to the budget provision in consultation with the College/School Staff Council. They should also have power to make *ad hoc* appointments against all vacancies in their institutions for a period not exceeding six months.

Teacher-Student Council

13.5. Colleges should each have a Teacher-Student Council with the Head of the institution as the Chairman and composed of an equal number of teachers and students to advise on matters concerning student welfare.

Education Service Board

13.6. For the purpose of recruitment of teachers in the service of the College Authority and of Headmasters/Headmistresses in the service of District School Authority, a separate Education Service Board should be constituted for each province. The appointments, promotions etc. against these posts shall be made by the Authorities concerned on the recommendations of these Boards. Teachers of schools and colleges will have the right of appeal to the Service Board against a decision of their employer adversely affecting their service interest.

Private Institutions

13.7. In order to bring all private institutions within the national system, they should be subject to rules and regulations to be prescribed by the Provincial Governments regarding admission of students, appointments and conditions of service of teachers, fees and fee concessions, curriculum, syllabus, medium of instruction and examinations, etc. They should also have Governing Bodies with representatives of founders/donors, teachers, parents, Government etc. according to the constitution to be prescribed by the Provincial Governments. Appointment of foreign teachers on the staff of private institutions shall be subject to the prior approval of the Government. The rules should ensure security of service to teachers of non-Government institutions.

National Council for Education

13.8. At the Centre, it is proposed to set up a standing advisory body to be known as the National Council for Education consisting of educationists representing various levels and types of education and eminent citizens drawn from various walks of life. The Council will advise on the guidelines for the

national educational policy, and assist in evaluating educational progress, initiating and supporting research in education, and harnessing and mobilizing latest educational techniques and resources for the improvement of education.

13.9. *Summary of measures to be adopted:*

- (i) In order to decentralise educational administration, the provinces should consider the desirability of setting up autonomous district school authorities, autonomous zonal college authorities and also Education Service Boards.
- (ii) All institutions from secondary schools upward should have their own governing/advisory bodies with representatives of government, parents, teachers and founders/donors, if any. Their composition and functions shall be defined in the constitution to be prescribed by the Provincial Governments.
- (iii) The governing bodies of a few selected Government Colleges may be given, on an experimental basis, autonomous status with full powers for their governance.
- (iv) All secondary schools and colleges should have staff councils of their own under the chairmanship of principals/headmasters to manage day-to-day affairs of the institutions.
- (v) Heads of institutions should have the power to spend funds provided in their budgets in consultation with the staff council. They should also have powers to make *ad hoc* appointments.
- (vi) All colleges should have teacher-student councils constituted with an equal number of teachers and students for dealing with matters concerning student welfare.
- (vii) In order to bring all private institutions within the national system, they should have Governing Bodies according to the constitution prescribed by the provincial government with representatives of Government, parents, teachers, founders and donors. The appointment of foreigners on their staff should have the prior approval of the government. They should be subject to rules and regulations to be prescribed by government pertaining to admission of students, appointments, conditions of service of the staff, rate of fees and fee concessions, curricula and medium of instruction, examination, etc. The rules should ensure security of service to teachers of private institutions.
- (viii) A standing advisory body to be known as the National Council for Education should be set up at the Centre to review from time to time the progress in the implementation of educational programmes and suggest the lines of future development.
- (ix) Whether a government educational institution should have a Governing Body or an Advisory Body shall be decided by the Provincial Government concerned.

14. PHYSICAL TARGETS AND FINANCIAL IMPLICATIONS

14.1. The New Education Policy aims at substantial quantitative expansion at the elementary education level and the diversion of students in increasing numbers from the study of humanities to that of science, technical and professional subjects at secondary and higher levels of education.

Physical Targets

14.2. The programme envisaged under the New Education Policy for the Fourth Plan period aims at creating physical facilities as follows:

TABLE 1
Additional Enrolment Targets for the Fourth Plan period

Stage	E. Pak.	W. Pak.	Total
Primary	2,800,000	2,300,000	5,100,000
Middle /J.II.	500,000	500,000	1,000,000
High	220,000	215,000	435,000
Inter (Arts & Science)	55,000	55,000	110,000
Polytechnics and Inter Tech.	11,000	9,000	20,000
Degree (Arts & Science)	20,000	18,000	38,000
Degree (Engineering and Agri)	4,000	4,000	8,000
Post-Graduate	4,000	3,000	7,000
Technicians (Industrial and Agricultural)	20,000	20,000	40,000
Adult Education (5 years coverage)	2,500,000	2,500,000	5,000,000
Teacher Education (5 year output)	71,000	57,000	128,000

14.3. It is envisaged that a Central University will be established in East Pakistan.

14.4. Provision has been made for pre-service training of 128,000 teachers through normal and emergency courses and in-service education of another 150,000 teachers during the Plan period.

Cost Estimate

14.5. The programme under the New Education Policy for implementation during the Fourth Plan period is estimated to cost Rs. 892 crores including the current recurring outlay as shown below:

TABLE 2

		(Rs. Crores)		
		Recurring	Capital	Total
East Pakistan		232	195	427
West Pakistan		305	115	420
Centre		15	30	45
Total ..		552	340	892*

*Excluding an allocation of Rs. 69 crores for Education in Agriculture Sector (including Agricultural Universities), Health Sector (including Medical Colleges) and Industry Sector (including Pakistan Council of Scientific and Industrial Research.)

14.6. A comparison of the estimated public outlay of the Third Plan and allocation for the Fourth Plan period is given below:

TABLE 3

	Third Plan	Fourth Plan
Development expenditure	Rs. 143 crores	Rs. 340 crores
Recurring expenditure	Rs. 248 crores	Rs. 552 crores
Total	Rs. 391 crores	Rs. 892 crores

14.7. The resources earmarked for recurring expenditure in the Public Sector during the Fourth Plan period are indicated in the table below:

TABLE 4

	1969-70 base year	1969-70 base extended for 5 years	Total recurring expenditure for 4th Plan period	Additional recurring expenditure
East Pakistan	21.2	106	232	126
West Pakistan	37.0	185	305	120
Centre	2.2	11	15	4
Total	60.4	302	552	250

14.8. The additional allocation of Rs. 250 crores for recurring expenditure shown in Column No. 4 in paragraph 14.7 above (Table 4) includes Rs. 100 crores exclusively earmarked for meeting the extra cost involved in implementing the higher pay-scales of teachers. Since the existing salary base in East Pakistan in respect of the teaching profession is lower, Rs. 68 crores of this additional allocation has been earmarked for East Pakistan and Rs. 32 crores for West Pakistan. The various components of the additional recurring expenditure of Rs. 250 crores are projected below:—

TABLE 5

	East Pakistan	West Pakistan	Centre	Total
(i) Normal increments of existing staff	9	35	0.50	44.50
(ii) Expansion of staff at existing salary scales	49	53	3.00	105.00
(iii) Improvement in pay scales	68	32	0.50	100.50
Total	126	120	4.00	250.00

The larger expenditure on normal increment and expansion in West Pakistan is due to the existing higher salary base in that Province.

14.9. *Summary of measures to be adopted:*

- (i) The implementation of the programme envisaged under the New Education Policy will involve an allocation of Rs. 892 crores during the Fourth Plan period: Rs. 340 crores capital and Rs. 552 crores recurring. The allocation of Rs. 552 crores includes an additional amount of Rs. 100 crores exclusively earmarked for meeting the cost of higher salaries of teachers, the share of East Pakistan and West Pakistan being Rs. 68 crores and 32 crores respectively.
- (ii) As an important measure for raising quality in education pay scales and service conditions of the educational profession should be substantially improved. As an incentive to academic and professional development, higher pay-scales should normally be tied to qualifications and research output.
- (iii) The Provincial Governments will announce the new pay-scales by the 30th April, 1970. The scales will be effective from 1st June, 1970, and will ensure that the salary of an elementary school teacher possessing the minimum requisite qualification shall not be less than Rs. 120 per month.

COMPOSITION AND FUNCTIONS OF UNIVERSITY GRANTS COMMISSIONS

1. The major functions of University Grants Commissions shall be as follows:—

- (a) assessment of needs in the field of university education and formulation of plans for the development of university education;
- (b) determination of the financial needs of the universities;
- (c) allocation and disbursement of grants to universities for maintenance and development out of the funds maintained by them;
- (d) visitation with a view to evaluating the programmes under implementation for development of university teaching departments, institutes and other constituent institutions;
- (e) examination of university development plans both of physical and academic nature;
- (f) collection of statistical and other kinds of information on university matters;
- (g) formulation of advice for Government on the establishment of new universities or on proposals concerning the expansion of the existing ones; and
- (h) formulation of advice for Government on proposals to grant the right to confer special degree-awarding status on colleges which may be considered suitable for such an autonomous status.

2. The University Grants Commission may be constituted as follows:—

- (i) Three full-time members including the Chairman appointed by the Governor in his discretion with the proviso that the Chairman and the two members shall not be officers of the Central or Provincial Governments and that one of these members shall be from the fields of scientific and technological education. They would normally be drawn from amongst eminent educationists or such other people who have acquired extensive experience of university administration or have achieved academic distinctions;
- (ii) Two Vice-Chancellors of the universities appointed by rotation, the system of rotation to be worked out by the Vice-Chancellors themselves, where the number of universities is more than one;
- (iii) Two Deans or Professors of universities by rotation with the proviso that they shall be from universities other than those whose Vice-Chancellors sit on the Grants Commission. The Vice-Chancellors concerned shall evolve a system of rotation for them;
- (iv) One representative of the Government not below the rank of a Secretary to the provincial Government.

Tenure

3. The tenure of the Chairman and the full-time salaried members shall be 4 years. The two Vice-Chancellors and the two Deans/Professors serving on the commissions by rotation shall have a tenure of 2 years. The representative of the Provincial Government shall serve at the discretion of the nominating authority.

4. The Commissions shall have a Secretariat of their own with a full-time Secretary and other staff which may, *inter alia*, include professional experts on arts and sciences as well as costing and financing. The University Commissions shall work through Special Committees constituted from amongst university-men as well as lay sections of the community with special interest in university affairs and experience and qualifications to deal with them.

