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**NATIONAL EDUCATION POLICY
AND
IMPLEMENTATION PROGRAMME**

Muhammad Aslam
8/10/80

GOVERNMENT OF PAKISTAN
MINISTRY OF EDUCATION
ISLAMABAD
1979

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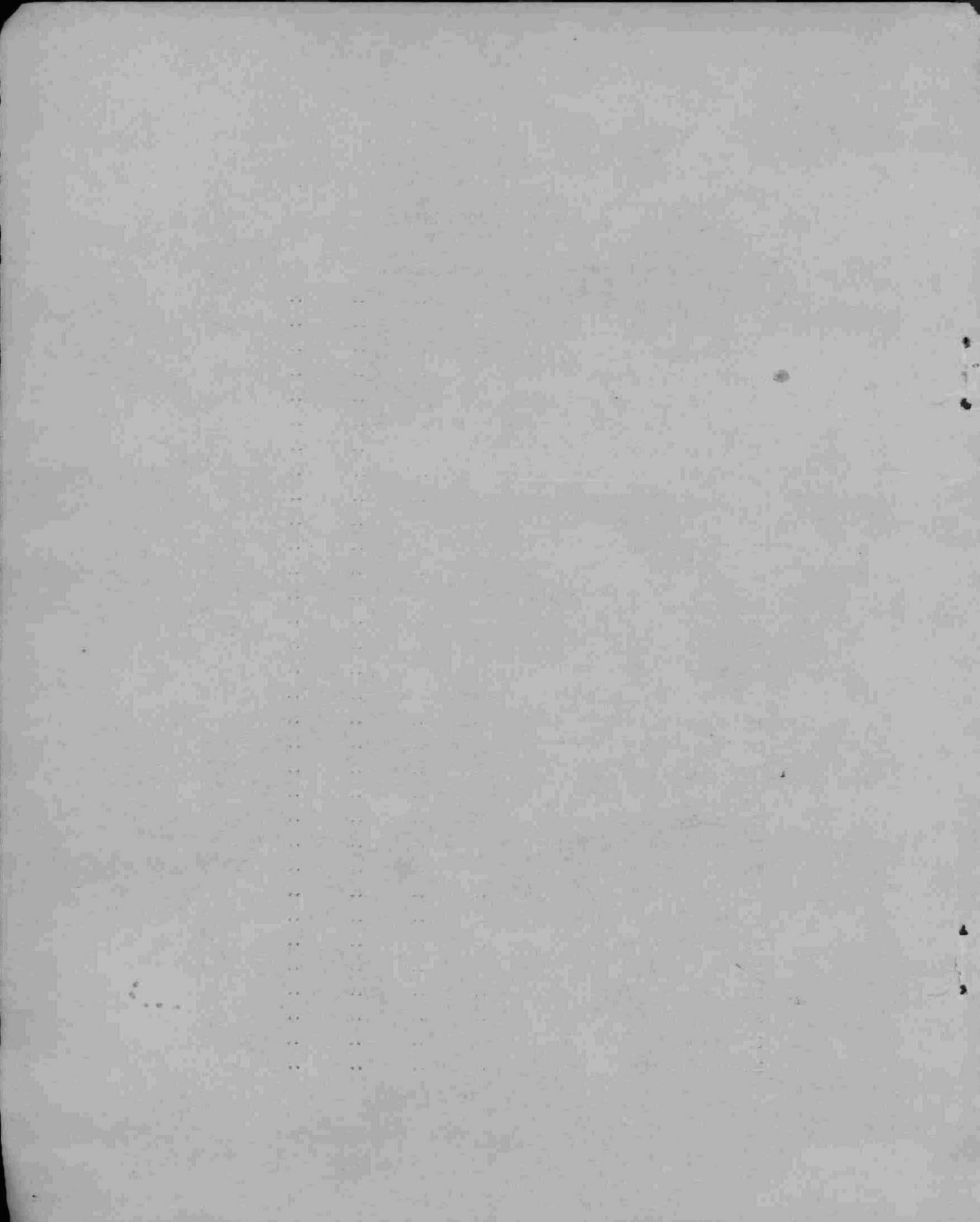
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THE DIVISION OF PHYSICAL SCIENCES

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

FOREWORD

Educational policies reflect aspirations of a nation and embody principles of actions derived from philosophic choices considered most suitable for achievement of goals. When objectives change, the educational policy must follow suit. Harmonization of education in Pakistan with the concepts of Islam and ideology of Pakistan necessitates adoption of a truly National Education Policy.

2. Recognizing the need of a great change, soon after his assumption of office as Chief Martial Law Administrator, the President General Mohammad Zia-ul-Haq convened a National Education Conference fully represented by eminent educationists, scholars, lawyers, teachers and students to recommend bold new ventures for reconstruction of education in the country. Salient features of the National Education Policy, announced by the Minister for Education in October, 1978, were based on the Conference recommendations, opinion and advice of Ministries/Divisions and Provincial Education Departments.

3. The basic purpose of amounting only the salient features was to encourage further public comments for incorporating valid suggestions under the details of envisaged action programmes. The Policy evoked tremendous interest and thinking among general public. Many seminars and discussion groups have since been organized to examine the policy provisions and to give suggestions for further improvement. Scores of people have also given considerable time and energy to reflect on the problems of education. The suggestions and recommendations, made collectively or individually, were keenly studied in the Ministry of Education and incorporated in the Work Plan for Implementation of the Policy depending upon the feasibility of the suggestions within the framework of available resources. These opinions were of great help in improving the content. We feel obliged to offer our heart-felt gratitude to all those who contributed to this task of national importance.

4. The Draft Work Plan of the Policy was presented to the Cabinet in December, 1978. After thorough consideration of the provisions of the Work Plan, the Cabinet appointed a Standing Committee to examine some further aspects. The Work Plan has been thoroughly studied by the Cabinet Committee in consultation with the Governors, Provincial Education Advisers and Secretaries, Vice Chancellors, representatives of the Pakistan Medical, Engineering, Bar and Agricultural Councils in addition to other eminent educationists. This document contains the approved implementation programme of the National Education Policy.

5. This Policy may well be the first in recognising the great potentials of our indigenous institutions and patronising them for bringing about greater educational development. Deviation from alien models and building up on what we already have, will certainly make a great impact. Success of the policy, however, depends on full mobilization of human and material resources.

6. Even in its present form, which includes outlines of various programmes envisaged in the Policy, it cannot be regarded as a final document. Policy only gives direction and remains subject to change as and when the situation so demands. The policy will, therefore, remain under constant study and examination to accommodate any review or modification that might become necessary.

7. On behalf of the Ministry of Education, I wish to thank my counterparts in other Ministries and Divisions, Provincial Governments, Universities and my colleagues and staff of the Ministry of Education for their cooperation and dedication in the preparation of this document.

DR. M. A. KAZI,
Secretary,
Ministry of Education.

Dated : 14th February, 1979.

NATIONAL AIMS OF EDUCATION AND THEIR REALIZATION

Aims of education are guide posts which provide purpose and direction to the educational system. Obviously they should be consistent with our faith, national ideology and aspirations. Since aims have to provide clearcut framework, selection of the same need to be made boldly and with clarity of thought in order to provide a sound and meaningful base to the educational effort in the country. Consequently, the Government have decided to adopt the following aims of education for the nation :—

- // (a) To foster in the hearts and minds of the people of Pakistan in general and the students in particular a deep and abiding loyalty to Islam and Pakistan and a living consciousness of their spiritual and ideological identity thereby strengthening unity of the outlook of the people of Pakistan on the basis of justice and fairplay.
- (b) To create awareness in every student that he, as member of Pakistani nation is also a part of the universal Muslim Ummah and that it is expected of him to make a contribution towards the welfare of fellow Muslims inhabiting the globe on the one hand and to help spread the message of Islam throughout the world on the other.
- (c) To produce citizens who are fully conversent with the Pakistan movement, its ideological foundations, history and culture so that they feel proud of their heritage and display firm faith in the future of the country as an Islamic state.
- (d) To develop and inculcate in accordance with the Quran and Sunnah, 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 provide minorities with adequate facilities for their cultural and religious development enabling them to effectively participate in overall national effort.
- (f) To impart quality education and to develop fully according to their capacity, each individuals potentialities, through training and re-training and to develop the creative and innovative faculties of the people with a view to building their capability to effectively manage social, natural and productive forces, consistent with the value system of Islam.
- (g) To provide a minimum acceptable level of functional literacy and fundamental education to all citizens of the country particularly the young, irrespective of their faith, caste and creed in order to enable them to participate productively in the total national effort.

- (h) To create interest and love for learning and discipline among the youth and to ensure that every student is imbued with the realization that education is a continuous and a life-long process.
- (i) To promote and strengthen scientific, vocational and technological education, training and research in the country and to use this knowledge for socio-economic growth and development thereby ensuring a self-reliant and secure future for the nation.

Implementation Strategy

The National Aims of Education incorporated in the Education Policy will be achieved through the following strategies :—

1. Highest priority will be assigned to the revision of curricula with a view to re-organizing the entire content around Islamic thought and giving education an ideological orientation so that Islamic Ideology permeates the thinking of younger generation and help them with necessary conviction and ability to refashion society according to Islamic tenets.
2. Presently the two systems of education namely the traditional "Madrassah and Darul Uloom" and "modern school, college and university" are engaged in the dissemination of knowledge in their own way without any meaningful dialogue between the two resulting in a lopsided development of human personality in Pakistan. However, there are desirable features in both and the possibility of their fusion into an integrated national system of education will be explored.
3. National language will be used as the medium of instruction to strengthen ideological foundation of the nation and to foster unity of thought, brotherhood and sense of patriotism.
4. As far as possible, facilities and programmes of educational institutions will be attuned to the demographic factors, structure of the economy and needs of the labour market.
5. The interdependence of knowledge and action would be made manifest to train people for productive work and inculcate willingness to continue to learn and develop their capacities to keep pace with the rapidly changing production methods and working conditions in the highly technical modern world.
6. A massive programme of equipping the farm and factory workers with specialized unit skills will be launched in order to raise productivity beginning with sectors which have promise to quick growth and development.

7. A total mobilization of community resources is required to be arranged including the use of mosques, civic buildings, factories ect., for spreading the benefits of fundamental education and special programmes instituted to achieve universal functional literacy.
8. Effective participation of local community in the development and maintenance of educational facilities will be enlisted to ensure that educational needs of the remotest part of the country are met in shortest possible time at a minimum cost.
9. With due regard to the need for basic research, science and technological training would be linked with production in order to place scientific endeavour in the overall context of national reconstruction.
10. In order to build self-reliance and indigenous capability in critical fields of national importance, programmes of training at the doctoral and post-doctoral level will be established and close collaboration between selected university departments, and the major research institutes in the country will be arranged.
11. Efforts will be made to achieve maximum results with a minimum outlay by assigning priority to consolidation and fuller utilization of existing institutions to bring about desired qualitative improvement and meet additional needs. New institutions shall, however, be opened in less developed regions to meet reasonable demand.
12. Curricula for female education will be related to the distinctive role assigned to women in an Islamic society, and to provide education upto the highest level to girls in separate institutions.

The problems of education in Pakistan are so enormous and the size of educational operation so huge that complete Government commitment and total national effort are imperative to achieve the aims of the National Education Policy. Not only the financial allocations have to be protected but the procedural bottle-necks in the flow of funds and their expenditure will have to be streamlined.

Similarly, a determined endeavour will be required to volitionally involve the nation in the task of educational development and to secure its firm acceptance and ownership from the nation. This is all the more important because great reliance is placed on the mobilization of community resources and support for the successful implementation of the programmes envisaged in this policy. Even more important is the thrust on revitalization of indigenous institutions and structures created by people themselves. This is viewed as critical in re-shaping our educational system in consonance with our ideology and aspirations. The Government alone cannot bring about this rejuvenation of our cultural heritage without active and conscious participation of our people.

Another hall-mark of the Policy is that it follows a strategy of experimentation particularly in its innovative programmes involving reactivation of our indigenous institutions. The lessons learnt during the experimentation phase will be carefully examined and used for application of such programmes on national scale.

Implementation generally fails for want of effective and efficient managerial machinery and capability. It will be ensured that proper management structure and skills are developed for the implementation of this Policy.

As a first step, a national seminar will be organized for eliciting suggestions and support of field staff and teachers who will actually implement this Policy. Their view-points will be appropriately reflected in developing detailed programmes.

PRIMARY EDUCATION

1. Policy Statement

Primary school enrolment will be so increased that all boys of class I age are enrolled by 1982-83. Universal enrolment of boys will be attained by 1986-87. In the case of girls, universalization will be achieved by 1992. Necessary provisions in the form of physical facilities, instructional materials and pre-service and in-service education of teachers etc. will be made to achieve the target.

A number of non-formal means will also be used to achieve universalization. Opening of nearly five thousand mosque schools is a step in this direction.

2. Rationale

A minimum level of education for all citizens is not only a basic human right but is also imperative for conscious participation of the masses in the development process of a sovereign nation. The challenges of rapidly changing political, economic, technological and socio-cultural environment can be effectively met only by an educated and enlightened citizenry. Attainment of universal primary education in the shortest possible time is viewed as a critical factor in this regard.

Enrolment in primary education has increased about 7 to 8 times since Independence. This is a significant accomplishment despite severe resource constraints imposed by country's low level of economic development. However, due to rapid population growth the absolute number of children of relevant age group not enrolled in primary school has increased. Progress towards the achievement of universal primary education, though emphasised in each successive policy and five year plan, has thus been slow.

Today, nearly half of nation's children do not go to primary schools. This low level of enrolment is causing serious concern. The problem becomes more acute when disparities in the provision of educational facilities are also taken into account. In Baluchistan, the enrolment ratio is estimated at only 32 per cent. The North West Frontier Province enrolls 52 per cent children as against 59 per cent in Sind and 56 per cent in Punjab. Enrolment of children of relevant age group in rural areas of Baluchistan was only 30 per cent, in NWFP 50 per cent, in Sind 42 per cent and in Punjab 48 per cent in 1976-77. Situation about girls' participation in primary education is presented under section on Education of the Female.

Low enrolment is further aggravated by high drop-out. About 50 per cent of those enrolled in class 1 drop-out by class 5. Low enrolment and high drop-out have been attributed to a number of both out-of-school and in-school factors. Of the out-of-school factors, general poverty, low motivation of rural people to send their children to schools, un-inviting rural conditions and socio-cultural inhibitions towards education of the females, malnutrition of children are said to be responsible for this situation. Among the

in-school factors, extremely poor condition of school buildings, lack of equipment and teaching aids, shortage and absenteeism among teachers, in-adequate supervision, poor communication facilities, and low morale of primary school teachers and their harsh treatment towards pupils, un-attractive school curriculum and environment significantly contribute to the present state of primary education in Pakistan.

The most outstanding single factor, however, appears to be gross under-financing of primary education. Pakistan devotes less than 2 per cent of its GNP on education. Most countries in the region spend 3 to 4 per cent of their GNP on education. Total Government spending on education amounts to only Rs. 43 *per capita*. The system has been grappling to meet the social demand for education within this low financial out lay.

Primary education is only receiving 13.2 per cent of the development resources. This level of allocation is utterly inadequate to reach general mass of population. The National Education Policy envisages the development expenditure to increase from the present 13.2 per cent to 32 per cent annually during the next five years. Given the required financial resources, the policy proposes a development strategy involving provision of additional facilities for rural areas, improvement of internal efficiency of primary education, utilization of indigenous educational arrangements and mobilization of community participation.

3. Programme

- Facilities will be provided to attain universal enrolment for boys of 5—9 age group by 1986-87.
- Wastage will be eliminated to achieve 60 per cent retention rate by 1982-83 and 100 percent thereafter.
- About 17,000 existing primary schools will be reconstructed/improved.
- Nearly 13,000 new primary schools will be opened mainly in rural areas.
- 5,000 mosque schools will be established for boys. This is aimed at utilizing the potential already existing in the communities. In the initial stages, this arrangement is regarded as a temporarily expedient alternative. If it proves successful, primary education may be developed around these indigenous structures.
- Equipment will be provided to improve existing 12,000 schools.
- Textbooks will be supplied to all students at the primary level. About 100 supplementary readers will be provided to each new primary school and two supplementary readers per student to existing schools.
- Each existing and new primary school will have at least one teaching kit.

- A comprehensive project will be launched to experiment with different mixes of in-puts to determine direction for large scale investment in primary education. The effect of improved physical facilities, supply of instructional materials, various modes of teacher recruitment and their on the job training, different modalities of supervision and management, and a career structure for primary school teachers will be carefully field-tested.
- A nation-wide school mapping exercise will be carried out to evolve a process of school location planning. The aim of the exercise is to gather information for creating rational basis to the distribution, size, spacing of schools, and kinds of educational facilities to be provided. This will hopefully generate local initiative and participation.
- Another nation-wide survey will be undertaken to determine the repair needs of existing primary schools and a programme of repairs will be launched.

The above programmes will be accommodated within the following provisions made in Fifth Five-Year Plan :—

	(Million Rs.)					
	1978-79	1979-80	1980-81	1981-82	1982-83	Total 1978—83
Development Expenditure.	242.6	520.9	655.1	745.4	885.7	3049.7
Recurring Expenditure.	1126.8	1232.6	1364.3	1534.1	1732.8	6990.6

4. Problems

The funds budgeted for primary education will have to be made non-transferable so that they are not used for any other purpose.

The Provincial Governments must make provisions of recurring expenditure commensurate with the development programme. The savings from the funds allocated for universities, as a result of proposed Federal funding of University education, should be used for primary education.

Even with the fullest Government commitment and allocation of required financial resources, the objective of universal primary education can not be achieved in the stipulated time without effective mobilization of community resources and participation. The implementation of National Education Policy, will, therefore, be implemented to the extent it can harness community cooperation. This would necessitate the creation of strong management capability at the local levels.

MOSQUE SCHOOLS

1. Policy Statement

The mosque has traditionally been a centre of learning in a Muslim society. It is an institution which the community owns, supports and in which it reposes faith and confidence. Generally, both boys and girls go there to study the Holy Quran and Islamiyat. Unfortunately for a couple of centuries these centres of learning suffered from suppression and mutation by the colonial rulers who intended to strangulate our indigenous educational system which drew its strength from the genius of the people.

It has been decided to revitalize this institution which has immense potential of educating the masses. The mosque will be used as a place of learning for the children, for out-of school youth and for adults.

2. Rationale

Mosque is a living institution. All the villages in the country have mosques which are usually of *pucca* construction and have enough accommodation to run a village primary school. They are usually well provided for and have normal facilities required for a village primary school, namely, covered room space, floor mats, an almirah and arrangements of drinking water. Besides, they are usually kept clean and tidy and provide religious and spiritual environment. Even the children of the village are conscious of the sanctity of the place. No *upkeeping* as in case of primary schools would be necessary in the form of peons, chowkidars, cleaners etc. Therefore, it provides an ideal setting for using it as a basic unit of education and learning.

The village mosques are usually empty between the *Fajr* and *Zuhr* prayers and as such this time could be conveniently utilized for running a primary school at day time. The time available between *Zuhr* and *Asr* prayers and after *Ishaa* prayers can be utilized for providing short literacy courses for out of school youth and adults.

The people in rural areas are showing today considerable interest in education. They keep on demanding opening of primary schools in the villages and at times, even offer land and other physical facilities to the Government for such schools. It is expected that they would welcome this move and as such community participation in the effort can also be hopefully mobilized. Some odd reservations may be expressed but they can easily be combated by dialogue, motivation and demonstration of efficient and effective functioning of the mosque schools.

3. Programme

About 5000 Mosque Schools will be opened during the Five Year Plan period at the rate of approximately 1,000 schools per year. Schools will be opened only in those villages where normal primary schools do not exist or where a

primary school is not available in the vicinity. Backward areas of the country will be allocated more schools. Tentative allocations are as follows:

Area	No. of schools	1978-79	1979-80	1980-81	1981-82	1982-83
1. Punjab	2000	100	400	500	500	500
2. Sind	1000	50	150	200	250	350
3. N.W.F.P.	900	50	150	200	250	250
4. Baluchistan	700	40	100	150	200	210
5. Northern Areas	200	20	40	40	50	50
6. Federally Administered Tribal Areas	100	10	20	20	25	25
7. Azad Kashmir	100	10	20	20	25	25
Total	5000	280	880	1130	1300	1410

Identification of villages where mosque schools are to be established, selection of mosques and establishment of schools will be done by the Provincial Governments. A few mosque schools will be established by the Federal Government as models to give a lead and direction to the programme.

4. Organization of schools :

- (i) The Mosque Schools will be organised on the basis of a unit of 20—30 students. Instructional Programme of the mosque school will be so staggered as to ensure that there is no conflict with prayer timings.
- (ii) The curriculum offerings of the mosque school will be same as for other schools. In addition to this, one period daily of the study of the Holy Quran-Nazira will also be introduced.
- (iii) The teaching programme will be of shorter duration (about 4 hours) in order to give children some free time to help their parents which is customary in the village society. However, there will be no long vacation in these schools and this way reduction of work-load and instructional time will be made good.
- (iv) The mosque school will be provided with a trained PTC teacher in addition to the Imam of the mosque, who will share most of the burden of teaching. The Imam will teach the Quran Nazira and Islamiat lessons. Thus, it will function as a two teacher primary school which is also the case with our normal primary school programme in the villages.
- (v) Special care will be taken to select those teachers who are ideologically committed and religion oriented, who have missionary zeal and who would not mind working extra hours or living in the mosque or so if the need be.

- (vi) The Imams will be provided with an adequate honorarium for their help in teaching and for the up-keep of mosque and provision of facilities. His status as a head of the mosque and his place in the village society will be duly ensured.
- (vii) Text-books (about 20 sets) and copies of the Holy Quran will be provided in each mosque school and kept there for students to use them daily for learning their lessons.
- (viii) Teachers appointed in mosque schools will be given a pre-service orientation course of 2-3 weeks' duration to prepare them for this innovative assignment.
- (ix) Supervision of institution and administration of mosque schools will be undertaken on a regular basis in order to ensure the success of the programme.
- (x) Students qualifying from the mosque schools will be eligible for admission to Secondary Schools in the formal school system. They will also be transferable to formal school system at any stage.

5. Resource Allocation

1. Development Expenditure

There will be practically no development expenditure on the mosque schools. Building would be available. Furniture is not required. Upkeep, maintenance and other necessary inputs will be the responsibility of the community.

2. Non-development expenditure

					Rs.
(i) Salary of one trained teacher					4,800
(ii) Honorarium to the Imam of the mosque					1,900
(iii) Contingent expenditure on items like books, folding black-board, chalks etc. per year					1,400
Expenditure per unit					8,000
(Rs. millions)					
1978-79	1979-80	1980-81	1981-82	1982-83	Total
2.24	9.48	18.52	28.92	40.20	99.36
Supervision and training					5.0
Total					104.36

- (i) The Five Year Plan provides Rs. 107 million for the establishment of 4,625 mosque schools.

- (ii) A number of international agencies like UNDP, UNICEF and UNESCO will be interested to support this innovative activity through supply of free books, teaching aids, kits and other contingent items.
- (iii) Funds could also be raised through community participation at a later stage.
- (iv) The recurring expenditure of the programme would be met from the normal allocations of recurring budgets of the Provinces for primary education. Saving on account of federal funding of universities would also become available to the Provinces for primary education.

6. Additional Programme

Mosques could also be utilized for starting complementary programme of adult education for the out of school adolescent youth and adults as per following schedule :

- (i) A two hour elementary course between *Zohr* and *Asr* prayers for out of school youth of age group 10—15 who normally work during the day time in the fields or other professions to help their parents or for earning their living.
- (ii) A two hour learning programme for adults after *Ishaa* prayers. A petromax lamp may be provided in the mosques where electricity has not reached.

Additional monetary incentives can be provided to the trained teacher and the Imam of the mosque to organize these programmes. Educated personnels in the villages can be motivated to extend a helping hand in teaching on voluntary basis. Student volunteers from colleges and universities during vacation and on social work assignments can also be inducted to supplement this effort.

Resources can be made available through community participation and also through interested international agencies which usually support such programmes in many countries. UNICEF have already expressed willingness to participate in a programme of rehabilitation of mosque buildings for primary education and supply of necessary basic equipment.

7. Problems and difficulties

In any new venture or an innovative programme, a certain amount of problems and difficulties are always encountered. For example, there might be some resistance from certain sections of the community that the sanctity of the mosque

will not be preserved during the process of formal education in the mosque. The trained teacher and the Imam may not get on well with each other. In certain situations sectarian considerations may prevail. People coming for separate prayers and meditations will be disturbed. Mosques would always be crowded. The authority of the Imam may be eroded etc. All these problems and apprehensions can be solved by launching a strong motivational drive and an appeal to the community and a sincere desire to run the programme effectively and efficiently on the part of government functionaries. Village committees can be formed to look after some of these difficulties. The advantages accruing to the community are far more than the small inconvenience they might have to face. To a large extent people will welcome it. Even our normal primary school system in rural areas is not the least satisfactory and yet people have put up with it, as something is better than nothing.

MOHALLA SCHOOLS

1. Policy Statement

Beside mosque there is another institution in our communities which, inspite of being relegated to neglect, continues to survive. Purdah observing respectable ladies who can read and write but do not go out, teach the Holy Quran, Islamiat, and selected skills of home management such as embroidery etc. to young girls in the Mohalla. The foreign rulers deliberately disregarded the contributions of this community effort in educating the children. Instead, an alien structure was imposed to demolish this symbol of social action in Muslim communities. Even after Independence, this unique arrangement has, unfortunately, not found the desired recognition in our general scheme of educational development.

The National Education Policy intends to recognize, institutionalize and strengthen the Mohalla schools. The potential of such schools will be gradually developed to provide educational facilities to female children, youth and adults in each community.

2. Rationale

A Mohalla school concerned at least with teaching of the Holy Quran to young girls is functioning in each community particularly in the rural areas. An elderly lady generally organizes such classes in her own home where normal facilities of covered space, drinking water etc. are already available. Maintenance and upkeep of the house is duly looked after by the owner. Since such schools are the result of community's own initiative, they carry general emotional support and acceptance. Parents feel more secure and satisfied in sending their girls and women folk to such schools.

There is an increasing social demand for opening primary schools and creating educational facilities for female population. This entails huge expenditure in the construction of school buildings and appointment of lady teachers. It is extremely difficult to attract qualified lady teachers from outside to take up teaching assignments in rural areas. As such, the government plans of universalization of education among rural female population are receiving serious setbacks. Utilization of the potential existing in the form of Mohalla schools may provide a fillip to the spread of education among females in general and among the primary school age girls in particular. This step will, it is hoped, encourage more educated ladies in rural areas to teach and, perhaps, partly solve the problem of drop-out among females.

3. Programme

It is intended to establish 5,000 Mohalla schools during the next five years. Such schools will be established only in those rural areas where normal primary schools for girls do not exist. Backward areas of the country will be given

preferential consideration in the allocation of Mohalla schools. Tentative allocations are as follows :—

Area	No. of schools	1978-79	1979-80	1980-81	1981-82	1982-83
1. Punjab	2000	100	400	500	500	500
2. Sind	1000	50	150	200	250	350
3. N.W.F.P.	900	50	150	200	250	250
4. Baluchistan	700	40	100	150	200	210
5. Northern Areas	200	20	40	40	50	50
6. Federally Administered Tribal Areas	100	10	20	20	25	25
7. Azad Kashmir	100	10	20	20	25	25
Total	5000	280	880	1130	1300	1410

Identification of the communities where Mohalla schools are to be established and the centres which are to be developed into Mohalla schools will be done by the Provincial Governments. The following criteria of selection of centres for conversion into Mohalla schools may be followed :—

- A minimum of 10 students are presently receiving instruction in the Holy Quran etc.
- The lady incharge has the necessary qualifications to impart literacy training.
- Enough space is available to accommodate between 20—30 students.

A few Mohallah schools will be established by the Federal Government as models to provide direction to the programme.

4. Organization of Mohalla Schools

- (i) The Mohalla school will be organized on the basis of a unit of 20—30 students. To start with, the Mohalla schools will be expected to take on the responsibility of imparting literacy skills to the students in addition to teaching the Holy Quran, Islamiat, and selected home management skills.
- (ii) The emphasis will be on the girls of school going age. However, elder girls can also be accommodated to under-go literacy training.
- (iii) Timings for holding classes will be arranged according to the mutual convenience of the learners and the teachers.
- (iv) A remuneration of Rs. 150 per month will be paid to the lady incharge of the Mohalla school.
- (v) Text-books and copies of the Holy Quran will be provided in each Mohalla school and kept there for students to use them daily for learning their lessons.

- (vi) Mohalla schools will be integrated into formal education system by providing vertical movement of girls wishing to continue their education.
- (vii) Although the additional programme will only include literacy training in the initial stages, efforts will be made to develop the potential of the Mohalla school to gradually assume the status of a primary school through further support. Likewise, the Mohalla school may also develop into centre of functional education and skill training for grown up ladies.
- (viii) The use of Mohalla school is viewed only as an experiment in the first instance. Although a programme of implementation has been tentatively proposed earlier, it may have to be modified on the basis of experience gained during implementation.
- (ix) The supervision of Mohalla schools will be entrusted to the existing structure. However, a core of properly motivated ladies will be created to form mobile teams to visit the Mohalla schools and to assist the lady incharge in the performance of her responsibilities on a regular basis. Thus female supervisory service will reach the homes where Mohalla schools are in operation.

5. Resource Mobilization

(a) Development Expenditure :

There will be practically no development expenditure on the Mohalla schools. Buildings would be available. Furniture is not required. Upkeep, maintenance and other necessary inputs will be taken care of by the owner of the house.

(b) Non-development Expenditure :

(i) Remuneration for the lady incharge 150×12	..	..	..	Rs.	1800
(ii) Contingent expenditure on items like books etc.	..	..	..	Rs.	1000
				Rs	<u>2800</u>
				Expenditure per unit	..

(million Rs.)

1978-79	1979-80	1980-81	1981-82	1982-83	Total
0.7	3.1	6.3	9.9	13.8	33.8
				Supervision & training	.. 5.0
				Total	.. <u>38.8</u>

- (i) The programme will be accommodated within the provision of the Five-Year Plan for Primary Education.

- (ii) A number of international agencies like UNDP, UNICEF and UNESCO will be interested to support this innovative activity through supply of free textbooks etc.
- (iii) Funds could also be raised through community participation at a later stage.

6. Additional Programmes

If the school has the potential of gradually developing into primary school, additional female teachers and other facilities will have to be provided. Similar support will be needed if the Mohalla school includes the programmes of functional education and skill training for adult ladies. Educated personnel in the villages can be motivated to extend a helping hand in teaching on voluntary basis. Student volunteers from colleges and universities during vacation and on social work assignments can also be induced to supplement this effort.

7. Problems

Co-education is not socially acceptable in rural communities. Education of female children, therefore, does not take roots in facilities created primarily for males. Separate arrangements and provisions are necessary for the spread of education. This will help in overcoming the pressure for opening separate female primary schools.

There may be more than one centre in the community where the teaching of the Holy Quran is in operation. Pressures may be brought to bear upon the selection of each of such centres for conversion into Mohalla schools. This may be sorted out with the cooperation of the community concerned.

VILLAGE WORKSHOP SCHOOLS

1. Policy Statement

At present there is no arrangement for the proper training of primary school drop-outs or those who cannot go to secondary schools. With the establishment of mosque schools the output at primary level will further increase. Therefore, in order to convert these boys into productive members of the society, Village Workshop Schools will be established under a phased programme, to impart useful skills. To begin with 1,000 schools will be established. One specially trained teacher will be appointed in each such school. Emphasis will be placed on indigenous agro-based trades and skills. The duration of the training will be one year. It is hoped that these schools will go a long way in improving the economic conditions of villages as it will help in providing them with additional income. The output of these schools will also be eligible for admission to vocational institutes for further training provided they fulfil the admission requirements.

2. Rationale

There is a huge percentage of the school going population which leaves school at early stages of education due to one reason or the other. One of the main causes for such an early drop-out is that the primary school programme is neither interesting and challenging to most of the students nor relevant to the needs and demands of the community. The net educational experience provided in a village primary school is perhaps far removed from the realities of life and skills needed by the community, and therefore resulting into this unwarranted situation.

In the past, we have been placing more emphasis on the education of a small percentage of pupils who continue their education further at the cost of neglecting the large number of those who leave school at early stage. This selective approach has rendered a large number of the out-of-school population psychologically handicapped and economically unproductive in the community. On the other hand, these students may be interested in learning simple and useful community-oriented skills, such as simple farming skills, carpentry, masonry and wood work etc. and may also possess such technical aptitudes. Therefore the need for establishing a school for the skills needed by the community cannot be overemphasized. It is with this end in view that the idea of the village workshop has been conceived primarily for the out-of-school population at early stages of education, which might other-wise be interested in and possess proper aptitudes for first level skills relevant to the community needs.

3. Programme

- (i) About 1,000 Village Workshops would be established in a phased manner during the Fifth Five-Year Plan period. Such workshops would be established in villages where space is available and the

community is interested. Such places would be either a primary/middle school, *hujra* or any other place provided by the community. Tentative allocations of schools are as under :—

Area	1973-79	1979-80	1980-81	1981-82	1982-83	No. of schools
Punjab	50	75	110	140	170	545
Sind	25	35	42	50	60	212
N.W.F.P.	12	22	25	30	33	122
Baluchistan	7	9	11	15	17	59
A.K.	3	4	6	7	8	28
Northern Area	1	2	3	4	7	17
FATA	2	3	3	4	5	17
Total	100	150	200	250	300	1000

- (ii) Place provided by the community would be made functional to accommodate the village workshop, which may include a few work-tables/work-places and hand tools etc.
- (iii) The training programme would be adjusted to the immediate needs of the local community and matched with the interests of the learners in order to derive maximum benefit out of this programme. This training would be based on modular concepts, consisting of well-defined community oriented skills. Use will also be made of low cost indigenous materials, waste articles, illustrated wall charts and models etc. On the basis of these modules, teachers' guides/manuals would also be developed.
- (iv) Mother trades like carpentry, masonry and agriculture would be the main focus of appropriate skill development linked with community needs.
- (v) In-service training programme of 2-weeks duration will be provided to the village workshop teachers at places most convenient to them. It may be a nearby teacher training institution or a proposed village workshop school where a trainer may be posted to facilitate the teaching-learning process and impart desired skills and competencies.
- (vi) A specially trained teacher capable of teaching a few skills needed by the community would be appointed. Help and assistance from local craftsmen would also be taken on payment or on voluntary basis.
- (vii) During 1981-82, the entire programme would be reviewed and in the light of the experience gained, the programme will be suitably modified and expanded.

4. Resource Allocation

(a) Development Expenditure :

Development expenditure on village workshops will be minimal because building would not be required. Upkeep, maintenance and other necessary inputs would be a normal part of the place where it would be situated. Maximum of Rs. 2,000 per school would be allocated for the purchase of necessary tools, equipment and work-benches etc. Thus total development amount needed year-wise is as under :—

(Rs. in million)					
1978-79	1979-80	1980-81	1981-82	1982-83	Total
0.20	0.30	0.40	0.50	0.60	2.00

(b) Non-Development expenditure :

(i) Salary of one trained teacher (400 × 12)	Rs. 4,800
(ii) Honorarium to local craftsmen (200 × 12)	Rs. 2,400
(iii) Contingent expenditure on items like register, chalks, boards, consumable supplies, postage etc.	Rs. 800
Annual expenditure per workshop	Rs. 8000.00

(Rs. in million)					
1978-79	1979-80	1980-81	1981-82	1982-83	Total
0.80	1.20	1.60	2.00	2.40	8.00
Supervision and Training					2.00
					10.00

(i) Adjustment in the expenditure will be made to provide funds as already proposed in the Fifth Five-Year Plan. Resources for continuing education, non-formal and special education would be mobilized.

(ii) A number of international agencies would be interested to support the activities in the initial stages. In case the project shows promise, additional allocations would be proposed.

5. Problems and Difficulties

Any innovative programme like the village workshop may encounter some problems such as identification of trades/skills relevant to the area and appointment of local persons who can run these schools. Learners may leave as and when they get a suitable job in and around the community. To meet this problem, village councils may be constituted to serve as advisory bodies in running the village workshop schools. Periodic evaluation would also be essential for making the programme effective, productive and meaningful.

EDUCATION OF THE FEMALE

1. Policy Statement

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 females form more than 50% of our population and their education has tremendous multiplying potential, high priority will be given to the rapid expansion of female education at all levels. For higher education of the females, the scope of post-graduate courses, including Home Economics, will be expanded. To begin with, post-graduate classes will be started in selected Women's Colleges. The University Grants Commission will set up a Committee to undertake a detailed study of alternative approaches to the establishment of Womens' Universities. To begin with two Women's Universities one at Lahore and the other at Karachi will be established.

2. Rationale

Tradition has demanded the provision of separate educational facilities in our society. The formal education system, however, is so capital-intensive that even facilities for education of males have remained restricted due to acute financial stringency. Female education has, therefore, suffered from an abysmally low level of coverage. This has resulted in a continuing illiteracy and ignorance among the female masses which in turn has hindered the development of clean, healthy and disease-free home environment and the *up-bringing* of properly educated and adequately nourished children. The society at large can only reap fruits of its efforts to the extent it has invested in the education of its females. This neglect is contrary to the injunctions of Islam which makes it obligatory for each man and woman of faith to seek knowledge. A State created in the name of Islam cannot remain oblivious of its duties towards the education of females.

Although the education system has *done whatever* was possible within the available resources to reach female population, only 33% of female children of relevant age group today attend primary schools. In 1976-77 only 29 percent of rural female children of primary age group were enrolled in Punjab, 16 percent in Sind, 14 percent in NWFP and 10 percent in Baluchistan. At the middle stage, barely 3 percent of rural girls of age-group 10—12 attended schools in Punjab, 7 percent in Sind, and 1 percent each in NWFP and Baluchistan. Female enrolment in high schools from rural areas was 0.5 percent of age-group 13-14 in Punjab, 2 percent each in Sind and NWFP and none in Baluchistan. At the highest level of education, female enrolment has been growing in arts and science colleges and only negligibly increased in professional colleges and university courses.

Drop-out rate, particularly at the primary level, is greater among females than males. Once a female student enrolls in middle school, she has the same probability of finishing high school as the male. Apart from other problems which

educational institutions for females share with the male institutions, the acutest problem in case of female education is non-availability of qualified female teachers particularly for appointment in rural areas. The factors, both out-of-school and in-school, as listed in the section on primary education generally apply to female education.

The National Education Policy takes into cognizance the neglect that female education has suffered in the past and proposes a development strategy specifically aimed at the expansion and improvement of education for the female with greater focus on rural areas. In view of the consideration that acquisition of literacy and certain basic home management skills may be preferred over full scale primary education for the time being by typically rural families, such arrangements will be strengthened which spring from community's own initiative and genius of the people.

3. Programme

- Special efforts will be made to expand and improve facilities for the education of the females.
- At the primary level, solid foundations will be laid to achieve universal education among females by 1992.
- About 30,000 female teachers will be recruited for primary schools during the next five years to achieve this target. Education as a subject will be introduced in sufficient number of intermediate colleges.
- Nearly 5,000 Mohallah schools will be established for imparting literacy and selected home management skills to girls. Depending upon the success of the programme, primary education facilities for girls may be developed around this structure.
- Enrolment of girls at the secondary stage will be increased from the present bench mark of 400,000 to 650,000.
- Major stress will be laid on the improvement of facilities for the teaching of science and introduction of Home Economics subjects.
- Liberal scholarships and loans will be provided exclusively for the female at all levels of education.
- 6,000 female teachers residences mostly in the rural areas will be constructed to attract the female teachers to teaching profession.
- Boundary walls will be constructed around 10,000 existing primary schools for female children.
- Science laboratories, hostel seats, and books will be provided in adequate numbers.

- Greater share will be apportioned to the education of females in **all** other programmes envisaged under primary education, secondary education, non-formal and adult education, vocational and technical education, teacher education, higher and professional education and other provisions of the Policy.
- For higher education of the females, the scope of post-graduate courses, including Home Economics, will be expanded. To begin with, post-graduate classes will be started in selected Women's Colleges. The University Grants Commission will set up a committee to undertake a detailed study of alternative approaches to the establishment of Womens' Universities. The report of the Committee will be circulated to the Provinces before implementation of its recommendations. Initially, two Women's Universities one at Lahore and the other at Karachi will be established.

The programmes for education of the females will be implemented within the allocations made for the Fifth Five Year Plan for different sub-sectors of education. However, additional funds will be required for establishment of Womens' Universities.

4. Problems

The basic issue in the education of the females is to decide whether a strategy of vertical expansion is to be followed or that of horizontal expansion. The vertical development will benefit only a small percentage of female population mostly coming from affluent families. Thus the fruits of investment in education for the female will go to the already privileged class. In any case, the enrolment at the higher education levels is likely to remain low for quite sometime unless the base in school education is sufficiently broadened.

A strategy of horizontal development on the other hand, would serve the neglected mass of rural females which needs it most. Provision of certain minimum level of educational facilities for each female citizen is the duty of an Islamic State. It is also essential for the proper up-bringing of future generations. Investment in basic education of female masses should, therefore, be a matter of highest priority.

PRIVATE EDUCATIONAL INSTITUTIONS

1. Policy Statement

Private enterprise will be allowed to open educational institutions provided the administration of these institutions ensures availability of suitable physical facilities like buildings, playgrounds, laboratories, libraries and adoption of prescribed standards of qualifications and scales of pay for teachers. Safeguards and assurance about non-nationalization of these institutions will be provided to managements which abide by the rules and regulations prescribed by the Government and maintain prescribed standards of education.

2. Rationale

As a consequence of the previous Education Policy, a total of 3,334 educational institutions were nationalized. These included 1,828 schools, 346 Madrasahs 155 colleges and 5 technical institutions. 25,000 teachers were inducted into government services. The nationalization did not result either in the expansion or qualitative improvement of education. However, the national exchequer had to bear an additional burden of more than Rs. 15 crore recurring expenditure per annum. Further investment by private sector in education was blocked. This negated the principle of community participation in the development of education. The nationalization, therefore, impeded expansion of education in the country.

Private sector plays an important role in the development of education in a country. It helps both in the qualitative improvement and the quantitative expansion. Private sector bears a good deal of burden of the expenditure on this important social cause even in the most advanced countries. In a country like Pakistan where the population growth rate is about 3% annually and only about 50% of the existing primary group children are in schools, the support of private sector is most needed to share this huge burden. Government alone cannot build and run all the schools required for this purpose.

Recognizing that the Government alone cannot achieve the Policy objectives, it is imperative to seek volitional involvement of the private sector in the expansion of education. The private sector need to be assured that the educational institutions established by them in future will not be nationalized. Unless such an assurance is forthcoming, the private enterprise is most likely to remain shy of making any further investment in education.

The nation also needs assurance that private institutions would maintain high academic standards and provide the required physical facilities.

3. Programme

1. Private enterprise will be encouraged to open educational institutions particularly in rural areas.

2. Permission to set-up educational institutions will be granted by the Ministry of Education or respective Provincial Education Departments.
3. Criteria for according permission to set-up new educational institutions and their recognition will be developed to ensure academic standards and provision of qualified staff and their terms and conditions of service and adequate physical facilities.
4. The existing legislation on nationalization of privately managed educational institutions will be suitably amended to allow opening of private educational institutions and to ensure that such institutions set-up with the permission of Government will not be nationalized in future.
5. Regular instructional supervision of these institutions will be undertaken by the Education Departments and relevant statutory bodies.
6. Income-tax relief will be allowed to individuals and organizations for donations to these schools.

4. Problems

There may be initial apprehension of private investors to open private educational institutions.

ADULT AND NON-FORMAL EDUCATION

1. Policy Statement

Pakistan is among the countries of the world having the lowest rates of literacy. This has hampered the overall progress of the country. Providing access to education is considered as a divine duty for every Muslim, and therefore, it cannot be ignored. Unfortunately, there is a little provision in the formal system of education for those who want to acquire knowledge and skills by entering the system at an advanced age. Moreover, formal system of education alone cannot meet this challenge due to the limited financial resources and other pressing demands of the country.

Unutilized local resources will be mobilized by engaging teachers from local communities for individualized and personalized adult literacy programme. Suitable arrangements will be made for the improvement of skills in vocations relevant to specific needs of the area. In order to supervise and coordinate activities relating to adult literacy programmes, a National Council on Adult Education with its nucleus at Allama Iqbal Open University will be established.

2. Rationale

Since the establishment of Pakistan, no serious attempt seems to have been made to launch a viable programme of adult education in the country, although almost all previous policies and plans have claimed to attach importance to this issue. As a result of this ambivalent situation, the literacy rate in Pakistan has not registered any great improvement during the last several years, while other countries with similar socio-economic conditions have moved forward to considerably decrease their illiteracy rates:

Following is the present (1977) rate of illiteracy percentage in the nine selected developing countries of Asia:—

1. Philippines	..	..	..	..	..	17.4
2. Thailand ..	..	..	..	..	..	21.4
3. Sri Lanka..	..	..	..	..	..	22.4
4. Indonesia ..	..	..	..	..	..	43.4
5. Malaysia ..	..	..	..	..	..	44.8
6. Turkey ..	..	..	..	..	..	48.7
7. Iran ..	..	..	..	..	..	63.1
8. India ..	..	..	..	..	..	66.6
9. Pakistan	..	..	..	..	..	84.6

The above table clearly shows that our performance in the field of adult education has been most dismal during the past three decades. Presently the rate of increase of population in Pakistan is around 3 per cent per annum which places Pakistan among the highest cohort of population increase in the world. It means that about 2.5 million children are added to our population every year. Since the present arrangements of schooling can hardly accommodate about 1.5 million children in class 1, therefore, about

1 million children are annually added to the already bulging population of 50 million illiterates in the country. To this group of people are also being added another about 3 million children who drop out of primary schools every year without attainment of proper level of literacy. Both the present and the future generations have been placed in a difficult situation of living with the high rate of illiteracy in the country. This situation demands serious attention of all the relevant agencies involved in this endeavour.

3. Programme

The operational programme for launching a nation-wide movement against illiteracy will involve the following steps during the next 5 years :—

- (i) Community resources will be harnessed to promote literacy throughout the country. Teaching of the Quran Nazira and literacy skills will be developed in mosque schools. In Mohalla schools, where elderly ladies teach the Quran, home economics-oriented skills will be developed among girls in addition to literacy programmes.
- (ii) Organization of 10,000 adult literacy centres. Out of these 10,000 centres, 5,000 centres will be sponsored by the Ministry of Education and the remaining 5,000 centres will be sponsored by the following agencies :—
 - (a) Community Viewing Centres of PTVC.
 - (b) Marakaz of IRDP.
 - (c) Study Centres of Allama Iqbal Open University.
 - (d) Social Welfare Centres.
 - (e) Infrastructure of the Population Planning Division.
- (iii) The Allama Iqbal Open University, through its multi-media delivery technology will organize radio and television programmes, preparing special booklets and reading materials for adult and mobile operational units in the rural areas.
- (iv) Possibilities of the student volunteer corps will be explored through which senior students of B.A./B.Sc., M.A./MSc. levels will be inducted to launch this programme throughout the country.
- (v) 10,000 workers to be engaged in these centres will be trained at the Allama Iqbal Open University. The training of 5,000 adult literacy workers will be sponsored by the Ministry of Education while the training of the remaining 5,000 adult literacy workers will be sponsored by the concerned agencies.
- (vi) 10,000 T.V. Sets will be furnished by UNESCO which will be distributed to these centres by the Ministry of Education.
- (vii) The programme envisaged in the 5 Year Plan (1978—83) will be launched with full swing, utilizing all kinds of infrastructure which is available at the grass roots level.

If the programme of starting evening classes in 10,000 centres and continuing the existing adult education programmes are executed systematically, it is estimated that the present literacy rate of about 24 per cent (for population of 5 years and above) will rise to well over 35 per cent by 1982—83. At this rate of increase in literacy, Pakistan is quite likely to attain 100 per cent literacy around the year 2010 A.D. if other important factors continue to remain constant.

4. Resource Allocation

The programme of adult education will be supported by many departments, Ministries and even commercial and industrial enterprises; hence every Department/Ministry will continue to include separate allocation especially meant for launching of adult education programme in their budgets.

The funds required for the training of primary school teachers and IRDP/Social Welfare Workers as adult education workers will be shared equally by the Ministry of Education and the other related agencies.

The entire training of the 10,000 workers will be taken up by the Allama Iqbal Open University. It is estimated that one worker can be trained @ Rs. 500/- each, therefore, the Ministry will contribute Rs. 2.5 million as its share of training while the remaining Rs. 2.5 million will be contributed by the agencies which nominate their workers for training at the Allama Iqbal Open University.

UNESCO has already agreed to provide 10,000 T.V. Sets for these Centres. These sets will be distributed to the Centres by the Ministry of Education through the Provincial Education Departments.

In addition to these commitments, the Fifth Plan has allocated a sum of Rs. 50.00 million for launching this programme on various useful items. The Ministry of Education will lend its fullest support to the programme envisaged in the 5 Year Plan.

5. Problems and Difficulties

The problem in the field of adult and non-formal education continues to be the coordination of a number of agencies (both government and non-government) involved in the programmes of adult education through the formal and non-formal arrangements. The Policy has, therefore, stressed the need for coordination. Recently a National Council on Adult Education has been constituted by the President and CMLA. This Council will be further strengthened by creating a viable Secretariat at the Allama Iqbal Open University. The Council will coordinate all efforts in this field and channelize funding in the field of adult education and also mobilize new resources for this purpose.

EDUCATION OF THE HANDICAPPED

1. Policy Statement

Education, treatment, institutional care and rehabilitation of the disabled and the handicapped is 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 and degeneration such as beggary. The handicapped citizen should be so rehabilitated as to enable them to enter the main-stream of national life.

2. Rationale

For a developing country like Pakistan, some pressing economic demands have affected the development of educational provisions not only for handicapped but also for the normal children. Handicapped children suffering from physical or mental defects who deserve special consideration continue to suffer from utter neglect. It is estimated that handicapped form nearly 4% of our total population but there are a great many more in the society for many of them are kept sheltered within their parents' homes and are not reported.

There is no denying the fact that whatever progress has been made in the field of special education is the outcome of the efforts rendered by the philanthropic organizations. As the private organizations were limited in resources and ability, hence coordination among similar organizations was difficult, a majority of these institutions were nationalized in pursuance of the provisions of the Martial Law Regulation 118. Unfortunately, no new institution has been established by the Government during the past 6 years and the existing institutions are inadequate in terms of teachers, equipment, books and other physical facilities. The Government will be failing in its responsibilities if it does not assume direct charge of education and rehabilitation of the handicapped.

3. Programmes

- (i) To start with, the Government will undertake the following activities on urgent basis :—
 - (a) Survey existing facilities for education of the handicapped in all the four Provinces.
 - (b) Identify institutions which have the potential of becoming national institutions.
 - (c) Develop National Demonstration Pilot Projects for Education of the Disabled and Handicapped.
 - (d) Develop projects for identifying needs for strengthening existing institutions for the disabled.

- (ii) The above activities will be kept under review for purposes of evaluating, modifying and renewing them in the light of experiences and feedback from the implementation of the Pilot Projects and the existing institutions. Funds for this purpose will be provided by the Federal Government.
- (iii) The educational programmes for the handicapped children will include provision of general education together with the vocational education of the right type so that the individual does not grow up as a burden on the resources of the nation but can be directed into productive activities.
- (iv) Presently, there is only one school in Pakistan to train teachers for the Deaf and Dumb Schools. The Government will provide at its own expenditure and accept responsibility for the training of teachers to send them to the institutions for the handicapped. One teacher training institute for the Deaf and Dumb will be opened in Sind and another for Blind in the Punjab.
- (v) Negotiations will be made with the foreign aid-giving agencies for procuring equipment, expert advisory services and training requirements for the staff of the institutions of Special Education.
- (vi) The experience of the countries with sound facilities in special education shows that the actual care of handicapped children is often suitably and effectively performed by the medical and educational services of private philanthropic organizations. The efforts of the benevolent organizations will, therefore, be supported, supplemented and coordinated by the government in opening more schools in the communities and strengthening the existing ones. Active involvement of Health, Social Welfare and Industry will be sought to prepare and launch integrated programmes for the handicapped.
- (vii) The curricula and syllabi of special education will be brought in conformity with the needs and requirements for the present day.

4. Resource Allocation

An amount of Rs. 23.0 million is allocated for the development of Special Education during the next five years. The anticipated expenditure does not exceed the Plan provision. Further, the governmental efforts will be supplemented through the cooperation of external agencies.

5. Problems and Difficulties

It is anticipated that local voluntary organizations and foreign aid-giving agencies will come forward to assist in the development of Special Education in Pakistan. This will, however, entail vigorous negotiations and motivation on the part of persons who are dedicated and enthusiastic.

EDUCATION OF THE CITIZENS

1. Policy Statement

The efforts that go into the development and welfare programmes of the Government are seldom appreciated by the masses. It is, therefore, imperative that a serious and concerted attempt be made to provide a regular flow of information to the masses for correcting the harmful effects of ignorance of individuals and the society. A system of citizen education will be evolved to ensure continuous learning by all sections of the citizenry. Emphasis will be laid on programmes which correctly depict the genesis of Pakistan and the glorious history of Islam.

2. Rationale

Pakistan, like all other societies has undergone numerous transformations and mutations from the time of its inception. Usually, the general public is found to be either emotionally charged or exhibits indifference in its reaction to events and the logic of their happenings. This is attributable, at least partly to the constraints of an abysmally low level of awareness from which the people of Pakistan generally suffer. The tradition of intellectual interaction and rational analysis is difficult to cultivate in an environment of ignorance. The masses, therefore, are unmindful of their own capacities and potentialities and the opportunities that surround them. Their sense of belonging is impaired and their abilities to nurture aspirations and hopes for the future are retarded. Their appreciations of the efforts going into their development and welfare is minimal. Launching of an operation concretely oriented to the development of personality of every citizen through the medium of continuing learning in relation to our particular cultural setting is, therefore, a matter of dire necessity. This system should make education a standard dimension of the life of every citizen capable of bringing about profound change in his outlook and life style. People must be properly educated and motivated for the realization of national goals.

Some of the aims of the proposed system for the education of the citizen may be :

- imparting the teachings of Islam with a view to making available to the people a code for leading a clean, purposeful and productive life both at the individual and national planes and presenting them as bases of strengthening national unity and integration.
- evolving a workable mechanism for the informal, continuous education of masses with special emphasis on the genesis of Pakistan and the pristine glory of Muslim history.
- exposing the people of Pakistan to the modern advancements in knowledge, science and technology and sharing with them the dimensions and changes affecting human civilization.

- keeping abreast general public of the problems and issues facing the nation and the efforts being made for the development and welfare of the masses.
- involving the public at large in the thought process for national uplift and forging among the masses the motivation and commitment for the task of national re-construction.

3. Programme

- (i) The aim of the programme is to reach the general mass of people. The main vehicle for the education of the citizen would, therefore, be mass communication media. Radio and Television, in view of their coverage and forceful impact, would be particularly geared, both in terms of time and nature of transmission, to citizen education.
- (ii) The daily newspapers will be asked to play a more effective role by systematically presenting material for educational purposes.
- (iii) The potential of mosques, educational institutions, and national centres in organizing public gatherings will be properly developed. The Imams and teachers will be adequately supported, to manage these occasions for the education of the people.
- (iv) Mobile units will be operated to carry the latest information to the door steps of the masses of people throughout the country.
- (v) The cinema houses will show side reels of educational importance.
- (vi) Small brochures will be published in large numbers on significant topics for use by the general public.
- (vii) The multi-media delivery system of the Allama Iqbal Open University will be adequately used for the education of the citizen.
- (viii) The Ministry of Information and Broadcasting and the Ministry of Education would collaborate in designing and launching the programme of education of the citizen.

4. Problems

A nation-wide educational programme of this magnitude can not successfully operate unless it is turned into a movement with full cooperation of public. The programme requires allocation of resources; financial, human and organizational. The Fifth Five-Year Plan makes no allocation for the education of citizens. The Ministry of Education and the Ministry of Information and Broadcasting will have to work out the details of resources required.

SECONDARY EDUCATION

1. Policy Statement

In the present educational structure, secondary education plays a very crucial role. It is both a terminal stage for majority of students and is also a significant determinant of quality of higher and professional education. The present four-tier system of education namely primary, secondary, college and university, will be replaced by a three-tier system of elementary, secondary and university, in a phased manner. Classes IX and X will be added to all the intermediate colleges while classes XI and XII will be added to selected high schools.

Physical facilities such as science laboratories, teaching and audio-visual aids and hostels will be provided to the secondary schools, particularly in Mufassil areas to bring them at par with the facilities available in the institutions of urban areas.

A wide range of curriculum offerings will be introduced at the secondary stage for greater diversification according to the aptitude of the students.

2. Rationale

Secondary Education plays a very crucial role in education. It is a terminal stage from where the students go to higher and professional education and is a major determinant of the quality of higher and professional education. It is therefore essential that secondary school curriculum provides a number of meaningful options to enable the students to select courses suited to their aptitude, interest and requirement.

Practically in all the countries of the world, the secondary education is of 12 years' duration and B.A./B.Sc. of 4 years' duration after secondary education. Even in our country, the Intermediate Classes (XI-XII) are not University classes. The courses of studies and examination of these classes are controlled by Boards of Intermediate and Secondary Education. Our Bachelor's degrees in professional subjects is also of 4 to 5 years' duration. But our ordinary B.A./B.Sc. courses are of 2 years' duration which is an anomalous situation. It is, therefore, necessary to re-structure the entire education system.

3. Programmes

- (i) The present four-tier system : primary, secondary, college and university will be replaced by a three-tier system of elementary (I—VIII), secondary (IX—XII) and university education in a phased manner. The interests of the college teachers will be protected.
 - In the first phase, classes IX and X will be added to Intermediate Colleges and XI and XII will be added to selected High Schools.

- The existing lecturers of the Intermediate Colleges will be shifted to Degree Colleges in a phased manner and new teachers will be recruited for 12 years' school system.
 - The Degree Colleges will be gradually converted into 4 years' B.A./B.Sc. degree colleges. The students who will be admitted to IX class in 1979 will complete their Secondary Education after 4 years and these students will complete their B.A./B.Sc. courses in 4 years after Secondary Education.
- (ii) Mathematics will be introduced as a compulsory subject for all the science students in classes IX—XII. The terms "medical" and "non-medical" groups will be abolished. This will give more options to the students for higher and professional education and will also improve the quality of their education. Mathematics will be a compulsory subject for arts students as well.
 - (iii) The present scheme of agro-technical subjects will be reviewed and necessary changes will be made in the light of past experience so as to make it more purposeful. Agro-tech. subjects will be introduced in all the schools in a phased manner.
 - (iv) A wide range of curriculum offerings will be introduced at the secondary stage for greater diversification according to the aptitude of the students.
 - (v) One thousand Middle Schools will be upgraded to high level and 200 new secondary schools will be opened. This will bring about an increase of enrolment from 18 lakhs at present to about 28 lakhs during the next five years.
 - (vi) New science laboratories and libraries will be added to the secondary schools where these do not exist for increasing the enrolment of the students in science subjects. Additional class rooms, drawing rooms, library rooms and hostels will be provided wherever necessary. Science equipment, library books and other teaching aids will be provided particularly to the secondary schools in rural areas.
 - (vii) 1,150 residences for teachers especially for female teachers will be constructed.
 - (viii) Second shift will be introduced in schools, where-ever feasible, in order to increase the enrolment.

4. Resource Allocations

The Fifth Plan 1978—83 provides an estimate of financial requirements of Rs. 8,073.5 million (Rs. 3,257.8 million developmental and Rs. 4,815.7 million non-developmental) for Secondary Education. In addition Rs. 483.5 million has been provided for the development of education at intermediate level.

All the programmes of the Secondary Education will be adjusted within the Plan allocation.

5. Problems

Reorganization of a deeply entrenched structure is always a difficult undertaking. Nevertheless, the two-year duration of our B.A./B.Sc. classes at the degree level is at variance with our own professional degree programmes as well as with the traditions in other countries. Our B.A./B.Sc. degree is therefore, not equated accordingly in foreign universities. This situation needs to be corrected.

SCIENCE EDUCATION

1. Policy Statement

Among the factors that influence growth and development, Science Education is by far the most important. Science Education provides a sound base for scientific research and technological development. In view of the vital role that science education plays in national development, it has been decided that a National Centre for Science Education will be established to improve science teaching through research and innovations and to promote and popularize science and technology among the masses through science fairs, museums, films etc.

National Education Equipment Centre will be further strengthened in order to improve the quality and supply of equipment to school laboratories. Science equipment will be supplied to the existing laboratories in the schools and new science laboratories will be added to schools where they do not exist.

2. Rationale

Our national survival both in terms of economy and defence potential, depends entirely on the kind of science education we provide to our children. If all our people are more broadly educated in science, we can then hope that science will make its maximum contribution in the development of leadership, inculcated with the habits of critical thinking, tolerance and open-mindedness among all people and to their effective and happy living.

In spite of several curricular reforms in science education, the quality of instruction in science education particularly at school and pre-university levels has not improved considerably. This is so because science is still being taught as a "dogma". Very little curiosity in scientific enquiry, initiative and involvement in understanding the scientific concepts and processes is emphasized. Many teachers lack desired knowledge, competencies, skills and scientific attitudes. As such, teacher demonstrations and enquiry-directed experiments seldom find their way into classrooms and laboratories.

Effective science education programme, on the other hand, is directly linked with the establishment of an infra-structure for research in science education, training of science teachers and science educators, mobilization of local resources for production of indigenous equipment, and strengthening of the science laboratories and libraries. Therefore, a National Centre for Science Education is needed. The centre should not only motivate and popularize science among the masses, but at the same time coordinate entire science education improvement efforts to ensure our continued growth of scientific knowledge, its application to national development and an adequate supply of future scientists for our national security and prosperity.

Science Education Centres have emerged all over the world as permanent institutions devoted entirely to the improvement and popularization of science education not only among students of science but also among the teachers of

science. There are more than 150 such centres in the world today. Well known science education centres include the Science Teaching Centre at the University of Maryland (USA), the Lawrence Hall of Science at Berkeley University (USA), Centre for Science Education at Chelsea College of Science and Technology (England) the Institute for promotion of teaching science (Thailand), Science Education Centre (Philippines), and Science and Mathematics Centre in Lebanon.

3. Programme

(i) In order to achieve a break through in this direction, a National Centre for Science Education will be established at the national level as an autonomous body with a Board of Governors. The centre will pursue the following objectives :—

- (a) To coordinate activities in the improvement of science education in the country for classes I—XII.
- (b) To encourage, stimulate and popularize science and technology among the children.
- (c) To act as a nerve-centre for research in science education and serve as a clearing-house for exchanging latest science curriculum materials, innovative ideas, practices and strategies between Pakistan, Asian Region and the world.

In order to achieve these objectives, the centre will organize the following programmes :—

- (a) Modify and expand up to class VIII the National Teaching Kits developed under the supervision of the Curriculum Wing.
- (b) Develop enquiry-directed demonstrations and experiments for teachers and students for classes IX—XII.
- (c) Design and test innovative teacher education programmes and models for training science teachers and develop teacher guides, handbooks instructional packages/modules and other related materials.
- (d) Develop a mobile-science laboratory to take science close to the rural population, and organize on the spot in-service training programmes for science teachers.
- (e) Organize science fairs at provincial and national levels and establish Mini-science Museums in the country.
- (f) Organize "Future Scientists of Pakistan" Awards for outstanding students who demonstrate creativity, imagination and critical thinking.
- (g) Organize national seminars, symposia, workshops, working sessions and conferences for coordination and promotion of science education in the country.

(ii) The National Education Equipment Centre, Lahore, will be further strengthened by increasing its present capacity and manpower for facilitating the production of science teaching kits and other inexpensive equipments.

(iii) The National Education Equipment Centre will be entrusted the task of designing and developing prototypes of low-cost mobile-science labs., inexpensive simple teacher demonstrations, experiments, and working models in Physics|Chemistry|Biology for classes IX—XII in collaboration with the National Centre for Science Education.

(iv) Teaching of science will be improved and science education facilities, such as strengthening of new science laboratories will be expanded at all levels.

(v) At least one room in every primary school will be converted into multipurpose science room for conducting science activities along with other related activities of the school.

(vi) At school level, about 345 new science laboratories will be constructed and 540 schools will be supplied science equipment. At college level (XI-XII), laboratory facilities will be improved in 60 colleges for boys and 12 colleges for girls and 57 degree colleges for men and 23 for women will also be provided with additional facilities of equipment during the Fifth Plan period.

4. Resource Allocation

The Fifth Five Year Plan provides about Rs. 140 million as development expenditure for improvement and expansion of the facilities for the teaching of science and promotion of science education in schools, colleges and universities. However, the development and non-development expenditure to be incurred on the establishment of the national centre for science education will be met from within the resources allocated for the improvement of science education in the Fifth Five Year Plan as well as from the Miscellaneous Programmes of Education.

5. Problems and difficulties

In Science Education, a major problem area is the constant maintenance of good instruction, particularly at the school and pre-university levels. The establishment of the National Centre for Science Education, along with its infra-structure for research in science education and supporting professional staff will considerably reduce this problem by systematizing and supervising science improvement efforts.

TECHNICAL AND VOCATIONAL EDUCATION

1. Policy Statement

In spite of several efforts in the past the technical and vocational education is still not job-oriented. Moreover, there are hardly any arrangements for identifying the needs and providing training to 80% rural population to make them more productive in order to strengthen this large sector of our economy. In order to improve technical and vocational education, it has been decided to introduce production-oriented curriculum related to the market requirements in all technical and vocational institutes. Advisory Committees having representatives of trade and industry will be constituted to keep the training responsive to the changing market requirements.

All the technical and vocational institutions will be encouraged to generate funds for supplementing their resources by producing saleable goods during training. Small production units will be established with technical and vocational institutes under a phased programme. Evening programmes will be introduced in technical and vocational institutes for the benefit of the community, wherever needed. Separate vocational schools for dropouts of the school system will also be established. Equipment needed for various levels of technical and vocational institutes will be standardized. A mechanism for standardizing, testing and certification of technical and vocational skills required through formal, non-formal or traditional system of training in consultation with trade, industry and other users of the output of these institutions will be introduced.

Practical on-the-job supervised training for Diploma and B. Tech. students will be made compulsory and suitable legislation for providing this training in industrial organizations and undertakings will be enacted. In order to provide close liaison with industry the teachers of polytechnics and technical colleges will be encouraged to provide consultancy and advisory services to the industry. Personnel from industry would also be invited to advise these institutions on production methods. A teacher training college for the training of teachers of technical and vocational institutes will be established at national level.

2. Rationale

With the establishment of over 150 technical and commercial institutions and more than 3,000 schools offering agro-technical education, new trends have been developed. Some of the educational institutions are very well equipped and great potential in the form of equipment etc., is available which is under-utilised. This situation is mainly because the curricula are neither production-oriented nor suited to the market requirements. Availability of right type of trained teachers is also a serious problem. Pre-service teacher training in the field of technical and vocational education is non-existent. The teachers do not find the teaching jobs attractive because their colleagues who work in industries and private undertakings get better emoluments and service conditions. Moreover, technically trained personnel find better jobs outside

Pakistan in teaching as well technical fields. There is no arrangement for on-the-job training.

Attitudes for technical education are developed in the early stages. Persons having excellent skills may not be excellent in reading and writing. Such persons face great difficulty sometimes in adjusting themselves in the society. There is no arrangement for standardizing, testing and certification of those who obtain skills informally although they contribute to the economic development of the country. With the change in the society and the effect of technology, the demand for technical education has increased manifold. It has, therefore, become essential to organise activities of technical education at various levels.

The existing levels of technical and vocational education in Pakistan are as under :—

- (i) *Vocational* : education and training, preparing men and women of pre and/or post-matric adults in over 70 vocations for employment as skilled craftsmen. They earn certificates from vocational or commercial institutes or institutions offering evening extension programmes.
- (ii) *Technical* : education and training, preparing mainly men for post-matric diplomas in industrial and commercial education in over 30 vocations for employment as highly skilled supervisors or chagemen. They earn diplomas from Technical Colleges or Polytechnics or Commercial Institutions.
- (iii) *Professional* : education, preparing men in about 10 branches of engineering to be employed as designers, senior supervisors and decision makers of projects. They earn University degrees from Colleges of Engineering or Technology.

3. Programme

The following programmes will be implemented during the Fifth Five Year Plan :—

- The present allocation of five periods per week for classes VI to VIII in the field of agricultural, industrial arts, and home economics will continue. While the main intent of this programme will be the teaching of skills, the curricula of Polytechnics, Vocational and Commercial institutes etc., will be made production-oriented.
- Curricula for classes VI to VIII would be continued to impart the teaching of skills at the rate of 5 periods per week in the field of agriculture, industrial arts and home economics whereas curricula for Polytechnics, Vocational and Commercial Institutes etc., would be made production-oriented.

- Advisory Committees having representatives of Trade and Industry would be established by making appropriate changes in the structure of the Boards of Technical Education and Directorates of Technical Education.
- Production units would be attached in a few selected institutions on an experimental basis. For this purpose an amount of about Rs. 0.1 million per institution would be sanctioned as a revolving loan and selected items would be produced and marketed. The funds thus realised would be utilised in expanding the programmes with a view to making the institutions self-financing as far as possible. Such programmes are already functioning in other countries. If this experiment shows promise, it will be gradually expanded.
- In order to utilize facilities more intensively, the existing evening extension programmes would be examined and improved. In the first phase the teaching would be done on modular concept. During the second phase, part of the teaching would be done through Allama Iqbal Open University.
- Separate schools for providing skills for the dropouts have been proposed. As a modest start, five such centres would be established and in the Fifth Plan period about 100 Skill-Schools would be established. The programmes identical to the evening extension programmes with minor changes would be adopted.
- Standardised and illustrated list of equipment giving full specifications would be prepared and institutions would be instructed to purchase equipment and supplies etc. only in accordance with the list. This would help in economic utilization of funds.
- A large number of persons are being trained in different skills through non-formal, traditional system in the country and are also going abroad. Their conditions can be improved and salaries enhanced provided some sort of certification of technical and vocational skills can be done. For this purpose, Boards of Technical Education would be encouraged to determine the various levels of trades such as skilled, semi-skilled workers, artisans, craftsmen, supervisors, etc. An Inter-Board Technical Education Committee would be established for testing and certification of skills acquired through non-formal educational set-ups.
- Legislation for providing practical training for engineering and technical graduates duly vetted by the Law Division will be enacted.
- Technical teachers would be permitted to apply their knowledge in industry and business whereas technicians from industry would be encouraged to work in the educational institutions. A planned

programme to motivate experts, teachers, supervisors and engineers would be prepared and suitable remuneration including their travel expenses etc., would be paid.

- A College for Technical Education would be established to provide pre-service training to the teachers and to improve in-service training programme. This College would also undertake activities such as establishing academic models for training, staff development, preparation or translation of books needed for various levels of training.

The 5th Five Year Plan provides the following benchmarks, physical targets and outputs of Engineering, Polytechnic, Vocational and Commercial Institutes (1978—83). The programmes of the National Education Policy are with the frame-work of the Plan.

	Enrolment Capacity		Intake Capacity		Output	
	Bench marks 1977-78	Targets 1982-83	Bench marks 1977-78	Targets 1982-83	Bench marks 1977-78	Targets 1982-83
Engineering	9,500	12,300	2,621	3,000	1,700	2,360
B. Tech. (Tech. Colleges) ..	617	1,220	371	665	50	390
Polytechnic Diploma ..	13,110	17,710	4,900	6,400	3,500	4,925
Vocational (Male) ..	2,700	7,500	1,400	4,025	928	2,700
Vocational (Female) ..	4,700	7,050	2,870	4,770	2,500	3,200
Commercial	4,830	7,470	2,625	4,640	2,300	4,000

4. Resource allocation

The Fifth Five Year Plan provides about Rs. 398.8 million as development expenditure on technical, vocational and commercial education. No additional funds would be needed for implementing the above provisions of the National Education Policy. Various international agencies such as UNESCO, Asian Development Bank, and Arab Banks will be interested in financing the projects of technical and vocational education. In fact, the Arab Banks have already shown keen interest in financing a few major projects of technical education through UNESCO.

5. Additional benefits

In due course of time the technical and vocational institutions may become self-financing. The service condition of the technical teachers would be improved. This would help in checking brain and skill drain from the country.

6. Problems and difficulties

The existing audit rules and other procedures may have to be improved to facilitate the operation of the production units so that both students and teachers carry on their work without difficulties. This would enable the students to learn more and develop confidence amongst them.

Previously the technical teachers had an edge over the general education teachers. The pay structure of technical teachers would also be looked into to make it more attractive so that they can be retained in the country. Initially we may not get enough teachers either for pre-service or in-service training. About 60% posts of technical teachers are lying vacant, but with the changed conditions, things may improve. Government may also have to take steps to regulate the flow of technically qualified personnel so that enough first rate people remain within the country.

MADRASAH EDUCATION

1. Policy Statement

Two parallel systems of education are prevalent in the country. Madrasahs, Maktabas and Darul-Ulooms aim at the dissemination of Islamic thought mainly through the study of the Quran, Hadith and Tafsir. These institutions have contributed immensely to the growth of education at all times. It is unfortunate that proper efforts were never made to make use of the potential available in these institutions. Since the spirit of Islam permeates throughout this Policy, it has been ensured that Maktabas, Madrasahs and Darul-Ulooms do not remain neglected any more.

Full government recognition will be given to these institutions. All the facilities and concessions, which are otherwise available to the students of other institutions, will be extended to the pupils of Madrasahs, Maktabas and Darul-Ulooms.

Recognition of the *Sanads* and facilities for affiliation with the Boards will be examined by a high powered National Committee comprising Ulema, eminent scholars and educationists. In order to enable the graduates of these institutions to pursue higher and professional education and make them eligible for horizontal mobility, integrated curricula will be devised in consultation with the Ulema with a view to streamlining the programmes. Scholarships and loans will be provided to the deserving and meritorious students so that they take pride in acquiring knowledge in these institutions.

2. Rationale

Prior to colonisation, Madrasah was the seat of learning and all education was imparted through these institutions. During the colonial rule, this traditional indigenous system of education was relegated into background and the British system of education was planted in replacement.

During the colonial rule, Muslims patronised these Madrasahs to emphasise religious education at a time when it was not included in the formal education system. In doing so the Madrasahs overloaded their curriculum in religious and allied subjects at the cost of modern subjects.

At present these institutions exist under the names of Maktabas, Madrasahs, Dar-ul-Ulooms and Jamias. Maktabas are preliminary level institutions teaching Hifz and the Nazra Quran. No statistics are available for such Maktabas. The terms Madrasah, Dar-ul-Uloom and Jamia are used more or less as synonymous for institutions which are engaged in teaching Dars-e-Nizami in its original or modified form. The curriculum includes the Quran, Tafsir, Hadith and Fiqh with some elements of logic and philosophy.

Although no comprehensive survey of the Madrasahs is available but according to a private publication there were 893 Madrasahs (excluding Maktabas) having an enrolment of 34,484 in 1971. Based on the previous trends, it is estimated that there are at present 1,200 Madrasahs in the country enrolling

about 58,000 students. Most of these Madrasahs award Sanads either on their own or through one of their organization called Vifaq-ul-Madaaris. Most of these Madrasahs have regular classes, examination system and generally a 9 year course is followed by *Ibtedaie* or primary programme. The academic year of the Madrasahs invariably begins in the month of Shawal and examinations are held in the month of Shaban. These Madrasahs have their own libraries and hostel facilities. About 50% of the students live in hostels and are provided free boarding and lodging. By reason of special nature of studies, all Madrasahs use Urdu as the medium of instruction throughout the country. Even Madrasahs in Bangla Desh used Urdu as the medium of instruction. Some Madrasahs also have formal education institutions alongwith religious education and include colleges, high schools and middle schools. Astonishingly, these institutions are doing all this on self-financing basis by raising donations and through other measures, without costing anything to the national exchequer.

In spite of all this service which these institutions are rendering to the nation, the Government has done very little for the improvement and upgradation of these Madrasahs. Government grants to these institutions are negligible. The students studying in the Madrasahs are not eligible for concessions and facilities available to the students of formal education system. Sanads awarded by Madrasahs are neither recognized nor equated with degrees/certificates of formal system of education thus debarring graduates of these institutions from Government employment and admission to formal education system.

Moreover, the historical role of Madrasahs is now expected to change because the present Government is laying great stress on Islamiyat in the formal education system. Religious education has become compulsory for students of formal system. Similarly the students of Madrasah education stream will be exposed to the advances that have been made in other subjects and academic disciplines.

3. Programmes

In order to bring these two parallel streams of education closer and to facilitate horizontal movement of students with the ultimate aim of integrating the two systems, the following programmes are proposed :

A high powered National Committee headed by the Federal Education Minister, comprising Ulema, eminent scholars, educationists and representatives of the Ministry of Religious Affairs, will be established to undertake the following functions :—

- (a) To constitute study groups for exploring the possibilities of creating a Madrasah Board for standardisation and uniformity of teaching and certification.
- (b) Making recommendations about the possibilities of introducing common curriculum in primary schools and Maktabs' *Ibtedaie*.
- (c) To undertake a comprehensive survey of all the Deeni Madrasahs by levels of teaching, classification and available facilities.

- (d) To make recommendations regarding the integration, improvement and modernization of curricula.
- (e) To assess the needs of these institutions and make recommendations to the government for grants-in-aid, scholarships and loans etc.
- (f) To evaluate the existing programmes and suggest ways and means to introduce the element of skill development.
- (g) To conduct a survey of the existing physical facilities and make recommendations for critical/marginal inputs to improve these self-financing institutions.

Pending the recommendations by the High Powered National Committee, the following interim measures will be adopted with immediate effect:—

- (a) In the first instance, all the Sanad awarding Madrasahs will be registered with the Provincial Education Departments in consultation with and cooperation of the Auqaf Departments.
- (b) The Nazims of the Madrasahs will issue identity cards (bearing registration number of Madrasahs to the pupils) which will entitle them for usual concessions admissible to other students.
- (c) A list of the registered Madrasahs will be supplied to PIA and Pakistan Railways so that the students of these institutions can avail themselves of the fare concessions.
- (d) Selected books of *Fiqh*, *Hadith* and *Tafsir* which are needed in the Madrasahs will be reprinted by the National Book Foundation to bring down their prices.
- (e) Multiple copies of textbooks will be made available to the Deeni Madrasahs.
- (f) Most of the Madrasahs are residential in nature. However, the facilities provided are inadequate. The Government will, therefore, provide grant-in-aid to improve the prevailing conditions under a phased programme.
- (g) Cash prizes will be awarded at National and Provincial levels to promote *Qirat* and *Na'at Khawani* among the students of these institutions.
- (h) Whereas the certificates like Maulvi, Adib and Munshi (Alim and Fazil) awarded by the Boards and Universities are given full recognition by our formal education system, Sanads awarded by Madrasahs are neither equated nor recognized. Committees will be set-up on an urgent basis in the University Grant Commission and the Inter Board Committee of Chairmen of Education Boards to equate the Sanads with the Certificates and Degrees of the formal system of education.
- (i) Possibilities will be explored to affiliate with Boards and Universities such Madrasahs that wish their students to appear for the

examination of the formal system in addition to their own examinations.

- (j) Those institutions which seek affiliation with the Boards and Universities will be provided grants-in-aid to improve the physical facilities conducive to the teaching of religious subjects and general school education.
- (k) The graduates of the Madrasahs will be considered eligible for the award of foreign scholarships in religious disciplines like Fiqh, Hadith and Tafsir etc.
- (l) About 15% of the scholarships presently awarded under 'Indigent Scholarship Scheme' will be exclusively earmarked for the students of these institutions.
- (m) The graduates of the Madrasahs who get scholarships for studies in foreign universities with inadequate terms will also be eligible for return air fare.
- (n) Fresh schemes for the award of scholarships and grant of interest free loans will be floated for these institutions.

4. Resource Allocation

The Madrasahs are self-financing institutions; therefore, there will be no recurring liability on the part of the Government. It is proposed only to provide certain critical inputs which can bring the desired change and result in the improvement of the system as a whole. The following development expenditure is envisaged.

(Figures in thousands)

S. No.	Programme	1978-1979	1979-1980	1980-1981	1981-1982	1982-1983	Total
1.	Reprinting of selected Textbook (1000 copies each of 100 titles) ..	250	500	500	750	750	2,750
2.	Supply of multiple copies of textbook and improvement of library facilities (500 Madrasah to be covered @Rs. 5000 to each Madrasah) ..	500	500	500	500	500	2,500
3.	Grant in aid for the improvement of Physical facilities in 200 selected Madrasahs in the first phase. (Rs. 20,000 each) ..	400	600	800	1000	1200	4,000
4.	Promotion of Qirat and Na'at Khawani (3 National Prizes of Rs. 5000, 2000 and 1000 each in Qirat and Na'at Khawani and 3 Provincial Prizes of Rs. 2000, 1000 and 500 each in Qirat and Na'at Khawani) ..	51	51	51	51	51	255
5.	New schemes envisaging award of 50 scholarships of Rs. 100 p.m. and interest free loans of Rs. 100 p.m. to 50 deserving students, every year ..	120	240	360	480	600	1,800
6.	Establishment of six model Madrasahs one each in Provincial/Federal capital including A.J.K. (cost at Rs. 650 per student seat for 250 students) ..	1,625	1,625	1,625	1,625	3,250	9,750
		2,946	3,516	3,836	4,406	6,351	21,055

The Five-Year Plan does not provide any funds for this purpose. However, the expenditure will be met from within the resources allocated to education for miscellaneous programmes and the allocation for the programmes of the Religious Affairs Division. Assistance for such purposes from Islamic Development Bank and/or Middle East States would also be sought.

5. Problems and Difficulties

Since it is a new experiment there may be some resistance in the field. However, it is hoped to be overcome through representation of religious leaders on the National Committees. At the same time the programme provides a number of incentives for students of these institutions which will win their favour. A Madrasah Board exists in Bangla Desh and is said to be functioning satisfactorily. Through the establishment of a similar Board in Pakistan, it is hoped that Madrasah Education could be progressively improved and strengthened.

ISLAMIYAT AND ARABIC

1. Policy Statement

True understanding of Islam can only be achieved if the principles of Islamic Ideology are given due importance in the teaching of Islamiyat and promotion of Arabic language. To achieve this objective, all the educational institutions should play an important role in the preservation and inculcation of Islamic values through the teaching of Islamiyat. Islamiyat will be made compulsory for all streams of education. The present curricula of Islamiyat will be revised in consultation with the Ulema so as to inculcate in the students greater sense of commitment towards Islam. Religious leaders will be invited to deliver lectures in the educational institutions to increase the motivation of their students towards Islam and Islamic ideology.

2. Rationale

Pakistan is an Islamic Republic. Not only the people of this country derive inspiration from Islam but it is a part and parcel of their every day life. The National Education Policy is mainly concerned with the promotion of Islamic values among the individuals and the society. Inculcation of deep and abiding faith in Islam, development of Muslim nationhood and integration and cohesion of the society can be achieved by propagating the message of Islam and proper emphasis on the teaching of Islamiyat and Arabic.

3. Programme

- (i) Islamiyat will be made compulsory for all streams of education upto grade X.
- (ii) The present curriculum of Islamiyat will be revised in consultation with the Ulema so as to inculcate among the students greater sense of commitment towards Islam.
- (iii) Textbooks reviewed by the National Textbooks Review Committee will be introduced in schools from the next academic session.
- (iv) Religious leaders will be invited to deliver lectures in the educational institutions to increase students' motivations towards Islam and Islamic ideology.
- (v) It will be ensured that curriculum offerings in general and courses in history, languages and social studies in particular, reflect the basic principles of Islam.
- (vi) A full-fledged Faculty of Shariah will be established at the Quaid-i-Azam University. The programme of this Faculty will be developed in consultation with the Council of Islamic Ideology.
- (vii) Concerned departments of Islamia University, Bahawalpur will be strengthened to educate adequate number of persons in Islamic Shariah, Muslim Jurisprudence and Law.

(viii) The Allama Iqbal Open University will strength its programmes for the teaching of Arabic at various levels.

(ix) 30 Arabic Language Centres will be set up in the country under the umbrella of Allama Iqbal Open University, tentatively in the following cities :—

Punjab.—Lahore, Rawalpindi, Sargodha, Multan, Bahawalpur, Faisalabad, Rahimyar Khan, Sialkot and Murree.

Sind.—Karachi, Hyderabad, Thatta, Sukkur, Dadu, Larkana, Mirpur Khas.

NWFP.—Peshawar, Abbottabad, Saidu Sharif, D.I. Khan and Bannu.

Baluchistan.—Quetta, Sibbi, Khuzdar, Dhadar, Turbat and Kalat.

A.K.—Muzaffarabad and Mirpur.

F.A.—Islamabad.

(x) The Arabic Language Centres will offer the following courses :—

Elementary course	..	..	..	..	6 months.
Secondary course	..	..	..	..	6 months.
Advanced course	..	..	..	..	6 months.
Functional course (for illiterates particularly those intending to serve the Middle East)	..	..	..	..	6 months.

(xi) The instructional programme of Arabic Language Centres will be organized in the evening for which buildings of educational institutions will be utilized.

(xii) Arab countries have promised to provide books and reading materials for these Centres. Books so obtained will be made available in these Centres.

(xiii) The Arab countries have promised to provide teachers and to arrange their training. These facilities will be utilized properly.

(xiv) Recurring cost of these Centres will be met from the fees.

4. Resource Allocation

Provisions of the Plan will be used for implementing the programme. It is anticipated that the setting-up of 30 Arabic Language Centres will cost Rs. 44.32 million. Representatives of the friendly Muslim countries have promised to meet the entire cost on the establishment of these centres.

5. Problems

The curricula in Islamiyat will have to be evolved through consensus of the Ulema and the Council of Islamic Ideology.

STANDARDIZATION OF SCHOOL UNIFORM

1. Policy Statement

In order to create discipline and a feeling of common identity and integration among students, it is essential that all students wear the same uniform irrespective of their economic and social background.

2. Rationale

The philosophy behind the idea of introducing a simple and inexpensive uniform in the schools all over the country is to teach the students to be humble and to respect simplicity. The Holy Prophet (peace be upon him) taught us to cultivate the spirit of humility, to eschew vanity and to condemn the inequities. Islam teaches us that in the eyes of God, the most superior is the one who follows the principles of Islam most faithfully. This shows that all other distinctions do not really matter. In view of this the Government has decided to introduce Standardized uniform made of same cloth for all the school going children of the country. The children at their young age will understand that the good character, good work and good education make a man superior to others and the expensive clothing does not create any real superiority. Poor children will not develop a feeling of deprivation, they will no more be over-awed by the glamorous outfits of their rich fellow students.

3. Programme

To achieve this important objective, it has been decided that:—

- (i) A uniform will be introduced in all the schools from 1978-79.
- (ii) *Shalwar* and *Kameez* will be used as uniform for boys. It would be made of *Militta* cloth. Option of colour will be allowed due to climatic variations in different parts of the country. Head dress and footwear will be made optional.
- (iii) Quality of cloth will be same throughout the country. Same uniform will be used in winter but the additional winter wear will be optional.
- (iv) Light blue shirt, white *Shalwar* and coloured *Dopatta* will be the uniform for girls. The colour of *Dopatta* will be optional.
- (v) Each institution will prescribe some kind of marks of distinction like *badges*, *scarfs*, *collars* or *shoulders* for the purpose of identification.
- (vi) Some uniform will also be introduced for teachers.

This uniform will reflect the sameness of our culture all over the country. Almost all people in Pakistan wear *Shalwar* and *Kameez*. This uniform, therefore, will save the parents from incurring extra expenditure on separate clothing of their children especially made for school. A few Sets of *Shalwar* and *Kameez*

of militia cloth will serve the purpose of clothing for home as well as the school. The climatic variations in different parts of the country have been recognized and as such the option of the colour of uniform has been allowed.

The girl students will also wear the uniform alongwith *Dopatta*. The colour of *Dopatta* will be same at-least in the same school. It could be of *malmal* cloth.

It may be mentioned that *Shalwar* and *Kameez* made of *Militia* cloth is already used as uniform in N.W.F.P., Baluchistan, Azad Kashmir, Federally Administered Tribal Areas and Northern Areas of Pakistan.

4. Organization

Arrangements will be made to ensure availability of uniform quality of militia cloth in all parts of the country. The Pakistan Garments Corporation will also be requested to produce uniforms of *Militia* cloth in various sizes.

It will be left to parents to decide whether they would buy a manufactured uniform or stitch it privately. The private sector, at present, has about 3,000 stitching machines working both for export and for the local market. It is expected that the private sector can spare 50% capacity for manufacturing uniform. On the average the output per machine comes to 15 pieces. It means that 3.38 million pairs per annum can be supplied by the private sector.

The Pakistan Garments Corporation can also manufacture school uniforms on reasonably reduced price. The Corporation is going ahead to establish three more factories. After that, it will be able to produce 3 million garments per annum. This Corporation can play a vital role in implementing this scheme.

The Pakistan Textile Mills Association would also be requested to help the Government in producing sufficient quantity of standardized militia cloth for the uniforms so that the parents do not face the difficulty in procuring such cloth.

This scheme is proposed to be implemented in phases with effect from academic year 1979-80. As soon as the target of introducing the uniform for children is achieved, some kind of uniform for teachers will also be introduced. It will mainly depend upon the production capacity of our mills and factories.

The class-wise enrolment of school education for the year 1976-77 (estimated) is as under :—

					Primary Stage	
					(in thousands)	
Class-I	..	..	..	..	1010.5	(Female 612.4)
Class-II	..	..	..	..	1209.5	(Female 361.6)
Class-III	..	..	..	..	988.0	(Female 297.6)
Class-IV	..	..	..	..	870.6	(Female 252.6)
Class-V	..	..	..	..	731.4	(Female 205.8)
Total					4810.0	(Female 1730.0)

Middle Stage

					(in thousands)	
Class-VI	..	..	..	..	551.6	(Female 135.2)
Class-VII	..	..	..	..	458.2	(Female 112.1)
Class-VIII	..	..	..	..	390.2	(Female 96.7)
Total					..	1400.0 (Female 344.0)

High Stage

					(in thousands)	
Class-IX	..	..	..	..	335.7	(Female 75.3)
Class-X	..	..	..	..	263.3	(Female 62.7)
Total					..	599.0 (Female 138.0)

5. Problems

This scheme may provoke certain reactions from the side of the people if the uniforms are not made available in sufficient quantity in all parts of the country. The Pakistan Garments Corporation has not been able to complete its under-construction factory at Karachi due to lack of funds and other formalities. As such the present capacity of the Corporation is limited to 400 pairs of Shalwar-Kameez per day on a single shift basis. On completion, the factory can have a capacity of producing one million pieces per annum. Similarly the machinery for Lahore and Peshawar Units is also awaiting installation for want of funds. It means that the Garments Corporation is capable of producing enough uniforms to meet the requirements of those parents who want to buy the manufactured uniforms for the children.

PHYSICAL EDUCATION, SPORTS AND CULTURE ACTIVITIES

1. Policy Statement

Besides the general school and college education, physical education, sports and cultural activities are recognized as important factors in the all round development of an individual's personality. These out-of-class activities are a strong means of development of *democratic leadership, discipline, national integration, patriotism and international understanding*. For this purpose a separate Institute of Sports and Culture will be established to promote physical education, games and folklore ensuring that the anti-Islamic values do not creep into the cultural and artistic life of Pakistan. Indigenous sports and games will be developed in educational institutions.

2. Rationale

In each of the provinces of our country we have some distinct patterns of sports and cultural activities which need to be preserved to ensure balanced growth of our people as a nation. As a developing nation we must develop our youth mentally as well as physically. We have our own games, sports, and cultural heritage which need to be properly developed. Our local games and sports such as wrestling, *kabaddi, gatka, and guli danda* etc. and our folk dances like *bhangra, pothohar* and *khattak* etc. have a unique importance for physical and cultural development. The government is, therefore, duty bound to give due attention to the indigenous sports and cultural life of our people and make suitable arrangements for their promotion and growth.

3. Programme

In order to promote and develop physical education, sports and cultural activities, the Ministry of Education intends to undertake the following steps during the next few years:—

- (i) An Institute of Sports and Culture will be set at national level. The purpose of setting up of this Institute is to preserve and promote our cultural heritage in physical training, sports, games, songs and dances without any interference of anti-Islamic values. Efforts will also be made to provide the facilities such as the teaching of Health, Physical Education and Recreation in this Institute. Arrangements for the training of coaches in all fields of sports, games and cultural aspects of our national life will be made in this Institute. It will produce graduates in Health and Safety Education, Physical Education and Recreational Sports. These graduates will be competent to teach these subjects in schools and colleges of the country.
- (ii) For the promotion of sports and games, playgrounds and gymnasia are among the basic requirements. These educational institutions will be required to bring under use the community common land for

the purpose of games and sports with the cooperation of their respective local communities. No expenditure will thus be involved in this connection.

- (iii) Instead of expensive western sports, indigenous games such as wrestling, *kabbadi*, *gatka*, etc. will be popularized in the educational institutions particularly at the school level.
- (iv) There are no institutionalized arrangements for the training of physical education instructors in the provinces of Baluchistan and NWFP. These provincial governments will be supported to establish at least one training college in their respective provinces for physical instructors.
- (v) Curriculum of physical teacher education programmes will also be revised at national level with the purpose to prepare up-to-date teachers in this subject.
- (vi) Departments of Health and Safety Education will be added to the Colleges of Physical Education.
- (vii) Physical education will be made an integral part of the school curricula. It will also be an integral part of all teacher training programmes both at pre-service and in-service stages.
- (viii) In-service training courses for physical education instructors in Health and Physical Education will be made compulsory during the next five years.
- (ix) Efforts will be made to utilize the general sports facilities for the promotion of physical education, sports and culture in the educational institutions.
- (x) All educational institutions will be directed to allocate adequate time for teaching physical education at least 3 periods of 40 minutes each per week in schools and 2 periods of the same duration per week in colleges. Sports and games competitions will regularly be held among institutions of the same category at suitable intervals, preferably annually and winners will be awarded prizes and awards.

4. Resource Mobilization

The programmes will be implemented through the utilization of allocations made in the Fifth Five-Year Plan. The estimated expenditure is given below :—

Year-wise Expenditure

(in million rupees)

1978-79	1979-80	1980-81	1981-82	1982-83	Total
5.0	6.0	6.0	8.0	8.0	33.0
Non-developmental expenditure on administration, supervision, training and salaries of personal					13.0
Total estimated cost					46.0

5. Problems

In view of our religious and social set up we need separate sports and cultural organisations and facilities for males and females interested in sports and cultural activities. This has increased financial implications. We also have to be careful in planning, organising and conducting our sports and cultural activities so that anti-Islamic elements may not creep into our sports and cultural organisations and activities. There is acute shortage of proper space for conducting our sports and cultural activities. This problems will have to be tackled by programming the events in a locality and by securing more suitable space for the purpose. Interest of the general public in sports and cultural activities will be awakened through public competitions on rotation from place to place and mass media. Therefore, it would be necessary to mobilise community participation in sports and cultural activities of schools.

CURRICULUM AND TEXTBOOKS

1. Policy Statement

The entire curricula and textbooks will be reviewed to ensure that adequate content on Islam and Islamic ideology is included and due coverage is given to instructional materials aimed at promotion of national cohesion and integration. Textbooks of all levels will also be revised to ensure that Islamic ideology is protected and high academic standards are maintained.

In order to avoid overloading and overlapping, integrated curricula and textbooks will be introduced. At the primary level more weightage will be given to practical work and creative activities so that children could gain desired attitudes and skills.

The Textbooks Boards will be reorganized to improve their efficiency. Effective liaison will be established between the National Book Foundation and the Textbook Boards.

2. Rationale

The hard core of this Policy aims at qualitative improvement of education. Curriculum development is the hub of the educational process. The nature and quality of education is largely determined by the curriculum content. In the context of our society, the most important criterion of relevance and adequacy is located in the ideological basis of Pakistan's creation. Future revision of curricula should be based on careful evaluation of what exists.

In order to ensure that Islamic ideology is protected, the concept of nationhood is properly reflected and high academic standards are maintained, the existing textbooks of all levels will be revised. The syllabi and textbooks also need to be improved to accommodate modern knowledge in sciences and mathematics. There should be wide diversification of school offerings, introducing different fields of study in order to produce skilled manpower for different vocations and technologies. The Textbook Boards need to be re-organised to improve their efficiency to ensure in-time availability of error-free textbooks of high quality. Effective liaison should be maintained between the National Book Foundation and the Textbook Boards.

3. Programme

- The entire curricula and textbooks will be reviewed to ensure inclusion of adequate content on Islam, ideology of Pakistan, and promotion of national cohesion and integration.
- University Grants Commission will undertake review of curricula and textbooks for higher education programmes to bring them in consonance with the ideology of Pakistan and principles of Islam. The new curricula will duly emphasise latest knowledge and developments in scientific disciplines in particular.

- Evaluative studies of the existing curricula will be undertaken to identify strengths and weaknesses of the existing curricula.
- Integrated curricula and textbooks will be introduced in class I and II from the year 1979-80.
- At the primary stage more weightage will be given to practical work and creative activities so that children could gain desired attitudes and skills.
- The component of Agro-technical education already introduced at middle and secondary stages will be evaluated and the programmes will be made production-oriented.
- The process of curriculum development will be improved by proper emphasis on research studies. Field testing will be given due importance.
- The revised curricula will be implemented in a phased manner.
- National|Provincial Curriculum Development agencies will work in close collaboration and involve adequate number of students and teachers.
- Supplementary reading materials for children and teachers guides|manuals for teachers will be prepared for enrichment of experiences of students and teachers.
- In order to make the teaching-learning process more effective, laboratory equipment and instructional aids|kits will be provided.
- A Standing Committee of the National Education Council on Curriculum and Textbooks will be constituted to review the existing curricula and textbooks for improvement and to identify textbooks which can be prescribed throughout the country.
- The Ministry of Education will undertake a review of all the textbooks prescribed by the English medium schools. These textbooks and auxiliary materials will require approval by the Ministry of Education.
- Possibilities of introduction of common textbooks in selected subjects at different levels will be examined.
- Textbooks Boards will be reorganized to improve quality of textbooks and to ensure their in-time availability. Professional staff will be recruited by the Boards for editing, printing, production, research and development. The existing staff will be provided in-service training for effective performance of their functions.
- Supply of quality paper at cheaper rates will be arranged for the Textbook Boards. The Boards will be allowed to import paper duty free. Import of other machinery required by the Boards will also be made duty free. Adequate facilities for printing, storage and distribution will be developed.

- The textbooks will be supplied to all the students at the primary level. As envisaged in the Fifth Five Year Plan, the teachers will be made responsible for distribution and maintenance of these books. The books will be retrieved for subsequent use.
- The Provincial Governments and the Textbook Boards will provide sufficient subsidy to keep the prices of textbooks within the reach of common man.

4. Resource allocation

There is a provision of a sum of Rs. 16.00 million for the development of curriculum in the Fifth Five Year Plan. The expenditure involved in carrying out this exercise will be met from this provision. International inputs under various technical assistance programmes would be mobilised to meet the additional financial implications for the implementation of this programme.

5. Problems

Curriculum development should remain a continuous rather than sporadic, or one-shot process. Complete consensus of all concerned is difficult to achieve. Parents generally object to frequent change in textbooks and their high prices. Improvement of quality of textbooks depends on development of expertise of personnel responsible for preparation and production of books. In-time availability and distribution will entail problems to be attended to.

MEDIUM OF INSTRUCTION

1. Policy Statement

The continued existence of English medium schools, as a legacy of the colonial era negates the principle of development of unison of thought by integrating different streams of education into a single unified and coherent system of education. It has, therefore, been decided that all Pakistani 'English medium schools' throughout the country will be required to adopt Urdu or an approved provincial language as the medium of instruction. The nomenclature 'English medium schools' will be abolished.

2. Rationale

Pakistan has a rich diversity of languages each embracing a family of several dialects with peculiar variations of vocabulary, phonetics, accent etc. Prominent languages are Punjabi, Sindhi, Pashto and Baluchi. Chitrali/Kohistani, Kashmiri, Seraeki, Gujrati etc., are also spoken by sizeable communities. However, Urdu served as the most popular vehicle of expression for generations of Muslim writers. Urdu became a great repository of Muslim culture and acquired the status of a lingua franca most extensively employed as a common link language by people speaking various languages and dialects from Torkhum to Karachi. For this reason, Urdu is our national language.

Multiplicity of languages having diverse literacy heritage is a source of cultural enrichment provided it is not allowed to become a divisive factor. A far-sighted approach to the problem, divested of parochial considerations must recognize the realities of the situation. The policy about medium of instruction should be evolved in such a manner that harmonious progress in education and culture is achieved and the country is not exposed to serious splits of opinion. A broad-minded approach must be adopted to evolve balanced policy whereby the status of Urdu as the national language is maintained and strengthened. Simultaneously, it is important that major provincial languages should flourish in their own areas.

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.
2. Subject to clause (1) the English Language may be used for official purpose until arrangements are made for its replacement by Urdu.
3. Without prejudice to the status of National language a Provincial Assembly may by law prescribe measures for the use and teaching of a Provincial language in addition to the National language.

A sound policy on medium of instruction should take into account the following considerations :—

1. Approved provincial languages and their place in the educational system.
2. National language and the programmes of its adoption as medium of instruction.
3. The importance of English language particularly at the higher level of education.

While no disagreement should exist on the eventual adoption of the National language as the medium of instruction at all levels, recognition of selected provincial languages seems important to avoid un-necessary confusion and to foster smooth progress. Communication can best take place in the mother tongue of the child at the primary level. It will be a good educational practice if primary education is imparted in the approved provincial language or the National language. However, switch over to the National language as medium of instruction is the ultimate aim.

Any policy about medium of instruction cannot afford to neglect examination of the role of English in Pakistan. In fact real issue is to switch over from English to Urdu or an approved provincial language as the medium of instruction.

The study of English as a second language is necessary to keep in touch with the modern knowledge. At present there is a great paucity of books written in Urdu in scientific and professional fields. Immediate adoption of Urdu as the medium of instruction at all levels would in fact become nearly impossible for students of medicine, engineering and similar other professions. In-adequate availability of books translated into Urdu would become great problem. It is, therefore, necessary to phase out the change over and accomplish it in about five 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 switch over from English to Urdu or an approved language as the medium of instruction should not be sudden because it would create a lot of difficulties for students who have been studying through English as the medium to switch over to Urdu at once. If students who completed primary education in English medium schools are required to switch over immediately, it will not be easy for them to re-adjust forth-with to Urdu or an approved provincial language.

3. Programme

- (i) Starting April, 1979 all students admitted to Class I in all English medium schools will undergo instruction through the medium of

Urdu or an approved provincial language, which will be progressively introduced in successive grades thereafter.

- (ii) Primary education will be imparted in the National or an approved provincial language depending upon the choice of the Provincial Governments.
- (iii) A Provincial Government may run educational institutions in approved provincial language. In such institutions Urdu will be a compulsory subject from class III onwards.
- (iv) English will be taught as a compulsory second language from class VI onwards in all the schools.
- (v) National language will be used as alternate medium of instruction at the college and university levels progressively. Complete switchover to Urdu as medium of instruction will be accomplished in a phased manner in a period of 5—7 years.
- (vi) The decision to introduce National language at the professional and university education level as medium of instruction will be based on preparations made in this regard in due course.
- (vii) Teachers in the existing English medium schools will be permitted to teach through the medium of Urdu or an approved provincial language.
- (viii) Existing textbooks in the English medium schools in subjects other than English will be replaced by those written in Urdu or an approved provincial language.
- (ix) No new English medium school will be established throughout the country.
- (x) The task of standardization of terminology will be undertaken on an urgent basis.
- (xi) Writing of Urdu books in scientific, professional and technical subjects will be encouraged. Selected books in various crucial subjects will be translated for adoption in Universities and Colleges.
- (xii) In schools where the National language is the medium of instruction, one of the regional languages will be taught from class III onwards.

4. Problems

The question of replacement of medium of instruction is infested with regional sensitivities. In addition, a long period of preparation in terms of orientation of teachers, writing of textbooks and other instructional materials etc., is required before making a successful switch over. The issue has, therefore, to be considered dispassionately keeping in view the implications.

TEACHER EDUCATION

1. Policy Statement

Teacher is the pivot of the entire educational system. Effective teaching demands that besides possessing adequate knowledge of the subject matter and techniques of teaching our teachers must also exhibit full commitment to the Ideology of Pakistan. Candidates admitted to the teacher education institutions will be required to possess strong commitment to the ideology of Pakistan. In order to ensure continuous professional growth, all teachers will be required to undergo at least one in-service training course during every five years.

The Allama Iqbal Open University has already launched a comprehensive programme for the training of teachers. This programme will be further strengthened to orientate the massive number of teachers of all levels. In order to promote pre-service teacher education, all the Primary Teacher Training Institutions and Normal Schools will be upgraded to Colleges of Elementary Teachers. The Academy of Higher Education of the University Grants Commission will provide pre-service and at least one in-service training opportunity to all the University and College teachers every five years. At present no arrangements exist for the training of educational administrators, supervisors and other key personnel in the techniques of management and supervision. An Academy of Educational Planning and Management will be established to provide opportunities of training to vast numbers of administrators and supervisors working at different levels of the educational system.

2. Rationale

It has repeatedly been stated in all the previous policies and plans that no system of education could be better than its teachers. But unfortunately the standard of teacher education at present seems to be on the lower ebb because of multifarious reasons. Urgent need has, therefore, been felt to upgrade the quality of teacher education by providing adequate facilities both for pre-service and in-service training programmes in the country. In order to improve the quality of teacher education, many countries have adopted modern innovative techniques like the use of television, radio, films, programmed instruction, correspondence packages and learning modules. Pakistan needs to explore possibilities of using these techniques at massive level.

During the last several years undue emphasis was given on the quantitative expansion of the pre-service teacher education programmes in the general subjects. As a result of this policy, thousands of trained teachers are available at PTC, CT and B. Ed. levels, who are still unemployed. This tendency will now be checked and the programme will be consolidated so as to put more emphasis on the qualitative improvement through upgradation and enrichment of the teacher education programmes. More emphasis will be given for the training of teachers in science, mathematics, industrial arts, agriculture, commerce and home economics etc.

3. Programme

The programme of consolidation and improvement of teacher education will involve the following essential steps:—

- (i) Constitution of an admission committee in all the teacher education institutions to interview the candidates for admission according to the principles enunciated in this Policy. The basic principle for admission will be that all the candidates admitted to these institutions possess strong commitment to the Ideology of Pakistan.
- (ii) In order to reorientate the massive number of existing teachers in the Ideology of Pakistan and their respective fields of specialization, in-service training courses will be conducted throughout the country.
- (iii) Strengthening of the provincial Education Extension Centres and In-service Training Centres in the provinces so as to enable them to provide at least one in-service training facility to every teacher during every 5 years. Training of teachers of classes X to XII will also be the responsibility of the provincial Education Extension Centres.
- (iv) Strengthening of the in-service training facilities of the Allama Iqbal Open University so as to enable the University to launch a comprehensive programme for the massive training of teachers of all levels through correspondence, radio, television and periodic workshops and seminars. Similar support will also be provided to the provincial Institutes of Education and Research.
- (v) All the primary teacher training institutions and normal schools will be up-graded to the Colleges of Elementary Teachers. The staff working in these institutions will be given the same facilities and privileges which are available to other lecturers in general colleges. The staff recruited for these institutions will be required to possess a master's degree in any one of the content areas as well as a master's degree in education.
- (vi) The curricula of the pre-service teacher education programmes at P.T.C., C.T., B.Ed. and M.Ed. levels will be evaluated and suitable modifications will be made in these curricula in the light of the findings of the evaluation reports.
- (vii) The Academy of Higher Education of the University Grants Commission will be strengthened to provide pre-service and at least one in-service training facility to all the faculties of the Universities and Colleges once every five years.
- (viii) An Academy of Educational Planning and Management will be established to provide suitable in-service training facility to vast number of administrators and supervisors working at different levels of the education system. This Academy will be established at the national level at Islamabad.

4. Resource Allocation

It is estimated that the above measures will involve the following expenditure during the next 5 years.

(In Million Rupees)

	1978-79	1979-80	1980-81	1981-82	1982-83	Total						
	R* D**	R D	R D	R D	R D	R D						
Total	12	16	14	20	18	27	20	32	24	38	88	133

*R=Stands for recurring expenditure.

**D=Stands for developmental expenditure.

Sources of Funding

(1) Sufficient funds have already been allocated in the Five Year Plan for the promotion of Teacher Education in the country. If properly utilized, these funds would be enough to meet the expenditure involved on the above items besides improvement of the on-going teacher education programmes in the country.

(2) Under the on-going projects on teacher education, UNDP|UNESCO are interested to assist in the improvement of both the pre-service and in-service education of teachers. UNDP|UNESCO are particularly interested in the provision of facilities for the training of key persons, teachers, educators and master trainers.

(3) UNICEF has already collaborated for in-service training of primary school teachers and production of teaching kits and teachers' guides for primary school teachers. It is quite likely that this assistance may be increased during the next few years.

5. Problems

At this stage, no major difficulties are anticipated in the launching of this programme. The question of coordination of in-service training programmes between the Allama Iqbal Open University and the provincial Education Extension Centres has, however, seized government's attention in the recent past. This issue could be resolved by setting up a national coordination committee on in-service teacher education. The programme of the Allama Iqbal Open University will be so designed that it does not come in clash with the formal on-going programmes of the provincial governments. The roles of the Academy of Higher Education and the Academy of Educational Planning and Management will be clearly delineated so as to avoid any confusion in their functioning.

The question of constitution of Admission Committees for the selection of candidates in various teacher education programmes will have to be thrashed out properly. The true definition of the Ideology of Pakistan will have to be determined by the Council of Islamic Ideology so that the Admissions Committee could receive some guidelines that may assist in the selection of suitable candidates on the criteria of their commitment to the Ideology of Pakistan. Until objective criteria are formulated for this purpose, there would be sufficient room for apprehension about the suitability of the candidates who are admitted in the pre-service training institutions on the basis of their avowed commitment to the Ideology of Pakistan.

EVALUATION AND EXAMINATIONS

1. Policy Statement

It has constantly been observed that one of the fundamental reasons for the deterioration of educational standards is the perpetual continuation of an obsolete system of external examinations which encourages learning by rote and subjects the students to various stresses and strains. Efforts will, therefore, be made to improve the public system of examinations at the end of classes X and XII. Public examination at the end of class X will be gradually substituted by internal system of evaluation. The progress of students will be determined on the basis of periodic-cum-annual examinations and continuous assessment of the students' achievement, general behaviour and attitudes.

The admission policies to higher education institutions and professional colleges will be substantially improved. Besides the marks of the public examinations, the marks obtained in internal evaluation alongwith the results of the aptitude and admission tests will also be given adequate weightage at the time of admission.

The improvement of examination system will entail a substantial change in the role of the Boards of Intermediate and Secondary Education from merely examining bodies to research-oriented professional organizations primarily concerned with the development and standardization of achievement, aptitude and admission tests.

2. Rationale

Complaints are being voiced by some sections of the general public that the introduction of internal assessment, objective testing techniques and the "semester system" are not only failing to solve the problems they were supposed to alleviate, but are creating some new problems as well. This crucial problem of examinations was studied in depth by several commissions, committees, and study groups from time to time both at the national and provincial levels. All these commissions and committees were of the opinion that the inordinate emphasis placed on final public examinations has given rise to many undesirable tendencies and unethical practices in the system of education and that this examination system does not provide an accurate assessment of the scholastic attainments of students.

A reform of the system of student appraisal has already been initiated. Cumulative records are being introduced in a phased manner at the primary and secondary stages. The semester system has been introduced in many colleges and universities and the emphasis has shifted from the annual, subjective essay-type to periodical, short-answer type examinations. Several institutions working on the semester system have reported some healthy effect on promoting regular study habits and providing effective evaluation of student performance.

Improvement of the examination system is directly linked with the improvement of education. Reforms in examination system, must, therefore, be considered in totality of the educational system, perceived to consist of academic, organizational, political and socio-cultural dimensions. This four dimensional analysis of the present situation forms the basis of the policy on evaluation and examination. Therefore, to launch effective examination reforms, a gigantic effort is needed to train a large number of teachers and examiners, reorganization of the Education Boards and mobilization of public opinion through multi-media motivational programmes for students, teachers, parents and public at large.

3. Programme

- (i) Efforts will be made to eliminate the mal-practices in the conduct of examinations.
- (ii) The existing system of terminal examinations for classes X and XII will be gradually improved. Ultimately terminal examination for classes X will be conducted on the basis of internal evaluation.
- (iii) The progress of students will be determined on the basis of periodic-cum-annual examinations and continuous systematic internal assessment of the students' achievement, general behaviour and aptitude. For this purpose, maintenance of cumulative record of each student will be made compulsory.
- (iv) Implementation of examination reforms pre-supposes in-service training of teachers in methods and techniques of testing and evaluation. Therefore, during the Fifth Plan period extensive programmes of in-service training courses for teachers of elementary and secondary levels will be organized.
- (v) Admission procedures to higher education institutions and professional colleges will be substantially improved to bring them at par with other advanced countries of the world. Since the public examinations in their present state only provide limited appraisal of the total behaviour of an individual student, an objective merit system will be introduced to ensure fairness and justice to all the students irrespective of their social status. Therefore, admission to higher educational institutions and professional colleges will be granted on the basis of the marks obtained in internal evaluation and public examinations alongwith the results of aptitude and admission tests conducted by the institutions concerned.
- (vi) As a result of gradual introduction of the system of internal evaluation, a consequent change in the role of the Boards from purely examining bodies to research-oriented professional bodies will take place. Development and standardization of achievement, aptitude and admission tests would then become their major functions.

- (vii) Close liaison will be established with the Institutes of Education, Colleges of Education, National Institute of Educational Research, National Institute of Psychology, University Grants Commission and public examining bodies to review policies and practices of internal and external examination for their improvement.
- (viii) A thorough review of the entire system which should also take into account the evaluations made of both external and internal systems will be undertaken during the Plan period. On the basis of the research findings, future line of action will be determined and pursued.

4. Resource Allocation

The Fifth Five-Year Plan provides Rs. 5.0 million as development expenditure and Rs. 2.0 million as non-development expenditure on Examination Reforms. Details of the expenditure are as under :—

(a) *Development expenditure :*

(Figures in thousands)

1978-79	1979-80	1980-81	1981-82	1982-83	Total
700	800	1,000	1,000	1,000	4,500 00

					=Rs. 4.5 million
Foreign training component	..	..	..	..	Rs. 0.5 million
					<u>Rs. 5.00 million</u>

(b) *Non-Development expenditure :*

Salaries of professional and supporting staff	..	Rs. 2.00 million
Total	..	Rs. 7.00 million

5. Problems and Difficulties

The additional workload on teachers who are responsible for assessment of students' performance, the inadequacy of training in evaluation methods and techniques and the lack of supporting facilities, such as staff, equipment and stationery available in the institutions, are some of the major problems. In order to solve these problems, grants-in-aid will be provided to the institutions, work-load of the teachers will be suitably adjusted and adequate in-service training in the evaluation methods and techniques will be imparted.

GUIDANCE, COUNSELLING AND PLACEMENT

1. Policy Statement

There is at present inadequate provision of educational and vocational guidance facilities in the education system to promote the teaching-learning process amongst normal, exceptional and gifted children in the pursuit of their studies and to lead towards gainful employment. The National Institute of Psychology will be commissioned to devise, validate and standardize tests, inventories, training manuals and vocational information booklets for use in schools and colleges in close collaboration with the Institutes of Education and Research of various provinces.

2. Rationale

Introduction of guidance services is based on the understanding that mere provision of educational facilities is not enough for getting children educated. Teaching learning process is a two way stream in which knowledge about the children, their potentials, aptitudes and aspirations is just as important as provision of trained teachers, suitable curriculum and text books. Every child has a right to be educated according to his ability and aptitude. In order to do *this* we need to have instruments to know the potential of our students.

Introduction of guidance and counselling is not going to eliminate all the ills of education but it will certainly help in removing some of them. Some of the expected outcomes will be :—

1. Guidance services will help the teachers to understand their students better with the help of cumulative records, psychological tests and other student personnel services and will enable them to teach their students better.
2. Small children have small problems which can be solved with much less money and effort if identified earlier. If they are left unattended, they not only hinder the children in their class room achievement but also become serious emotional problems later on.
3. Use of standardized achievement, aptitude and personality tests will help the students, teachers and parents to understand the students' potential better and plan their educational, vocational and personal goals in a more realistic manner.
4. Educational and vocational guidance at high school level will enable the children to have a sense of purpose. One of the major problems in schools and colleges these days is that students feel that *their education is aimless*. They feel disillusioned after graduation

and find that inspite of spending a lot of time at school or college or both they have not prepared themselves for any vocation. Introduction of vocational guidance will help the students to evolve realistic educational and vocational goals early and then make pre-sistent effort to achieve these goals. It will also help them to plan their future in the light of national economy and national needs.

3. Programme

- (i) A pre-requisite for standardized tests of scholastic and special aptitude is to be indigenous in nature and in accordance with the ideology of Pakistan and our cultural traditions. The staff of the National Institute of Psychology will be suitably increased with regional research units for field testing and standardization of the tests and other guidance materials at national level. These units will also act as mobile units for in-service training of teachers in guidance. The National Institute of Psychology will be responsible for developing standardized aptitude tests for professional colleges and universities to serve as entrance requirement for various professional and vocational programmes also.
- (ii) In the first phase the National Institute of Psychology will develop cumulative cards, personality and aptitude tests, problem check lists and vocational guidance hand-books on all Pakistan basis. The Institute will also be responsible for developing a training module of guidance programme for secondary schools in Pakistan and this will be used by its mobile units.
- (iii) In the second phase four Provincial Guidance Units of the Institute will be established. These units will act as mobile units for in-service training of secondary school teachers in guidance and counselling and test administration. It is visualized that in order to have proper guidance services the entire staff of the schools has to be oriented to the use and outcomes of guidance services which can be achieved only through taking the training facility to the schools rather than having them come for in-service training one by one as done traditionally.
- (iv) One high school in each district will be helped to have a proper guidance programme along with the placement bureau as part of its guidance services. These bureaus will provide vocational information to students and young adults on job trends, training and employment opportunities as well as give help to youth in finding employment with the help of local employment exchanges and employing agencies.

4. Budget

(million Rs.)

	1978-79	1979-80	1980-81	1981-82	1982-83	Total
1. Professional staff ..	0.45	0.60	0.75	0.90	1.05	3.75
2. Establishment and supporting staff ..	0.05	0.10	0.15	0.20	0.25	0.75
3. Field Testing and Training	0.50	0.50	0.50	0.50	0.50	2.50
						<u>7.00</u>

5. Resources

There is an allocation of Rs. 7 million in the Fifth Plan for Guidance, Counselling and Placement in the budget. The programme will be implemented within the Plan allocation.

EDUCATIONAL MANAGEMENT AND SUPERVISION

1. Policy Statement

Proper implementation of policies and plans hinges on the strength and efficiency of the implementing agencies. Our system of educational management and supervision is a legacy of the past and is not equipped to cope with the increasing and changing demands of education in the country.

The existing institutions, structures and modes of operation cannot accommodate effective implementation of policies. The Federal Ministry of Education and the Provincial Departments of Education, the Directorates of Education and other agencies under them will, therefore, be reorganized to eliminate wastage and to ensure operational efficiency in terms of policy objectives. As a matter of principle, all key posts in educational management will be manned by qualified and experienced educators. Educational administration will be further decentralized for effective supervision and management of education. The Code, which has seldom been revised since Independence, will be suitably improved to ensure more rational administration of educational institutions at the grass-roots level.

In order to decentralise the process of decision making, it is necessary to provide more powers and facilities for educational management at lower levels of education. To fulfil this objective, District School Education Authorities with sufficient powers and funds will be constituted in every district to oversee and administer school education upto secondary stage. The Policy recognises the need to motivate the primary school teacher to undertake his work more effectively. Opportunities for his vertical mobility will be provided. Moreover, while making new appointments of secondary school teachers, first preference will be given to the promotion of those primary school teachers who fulfil the necessary requirements.

2. Rationale

The system of education has considerably expanded since the establishment of Pakistan. The number of educational institutions has increased seven times from about 10,000 in 1947 to now more than 70,000 in 1978. Similarly the enrolment of students at all levels has also jumped from 1.2 million in 1947 to over 9 million in 1978. But inspite of continuous increase in the number of institutions and students, the expanding system has not witnessed any significant reforms in the management and supervision infrastructure. A few sporadic attempts made here and there have also failed to bear any fruit because of lack of internal consistency of the reforms and pressure of the vested interests operating against them at various levels of the system. The rules and regulations governing day to day administration of the schools continue to remain cumbersome and detrimental to efficient functioning of the system. The Education Code formulated during the colonial period has seldom been revised. It is estimated that at present we are spending about 2% of total educational budget

on management of education against about 5 to 7% being spent by many developing countries.

3. Programme

- (i) The Federal Ministry of Education and the Provincial Departments of Education will be reorganised in order to cope with the expanding requirements and incorporating the modern techniques of educational supervision and management.
- (ii) All the senior posts in the Ministry of Education and Provincial education Department will be manned by qualified and competent educationists having high qualifications and sufficient experience of teaching and educational administration.
- (iii) The existing pattern of relationship with other departments and agencies will be streamlined to allow the Federal Ministry of Education and the Provincial Education Departments to manage their affairs more effectively and efficiently.
- (iv) In certain districts, the number of schools to be supervised by an ADEO or a DEO is rather large or the schools are situated at great distances. This results in poor supervision. The problem will be examined in consultation with the Provincial Education Departments and the maximum number of schools to be supervised shall be fixed both in the cases of male and female schools.
- (v) A National Committee will be constituted to revise and bring the Education Code in conformity with the National Education Policy.
- (vi) The existing infrastructure for the planning and implementation in the Provincial Education Departments will be strengthened to ensure effective planning and implementation of the Policy.
- (vii) The decentralization of powers and establishment of District School Authority/Council will depend upon the future pattern of local self-governments. This will be studied in collaboration with the provinces. For the time being, Education Councils will be set up as advisory bodies on the pattern of the National Education Council.
- (viii) There are no arrangements for the training of educational supervisors and administrators. The National Academy of Planning and Management (envisaged in the Policy) will launch in-service training programmes for educational administrators.
- (ix) Primary school teachers, possessing prescribed qualifications for employment in high schools will be given preference over fresh graduates.
- (x) The minimum qualifications for a primary school teacher is Matric, PTC. Teachers already possessing higher qualifications or improving their qualifications will be given advance increments.

4. Resource Allocation

The above programmes will be accommodated within the allocation of the Fifth Five Year Plan through re-adjustments.

5. Problems

The structure of educational administration and management is linked with the general administrative set up of the Civil Service. However, the nature of educational service requires specialized capabilities and machinery for management. It may, therefore, be necessary to restructure and develop the system of educational administration and management into a specialized service.

COLLEGE EDUCATION

1. Policy Statement

Colleges occupy an extremely important position in our system, as such they should provide healthy conditions to prepare students for higher and professional education. In order that the colleges fulfil their critical role in the national development, adequate physical facilities, healthy academic atmosphere, hostel accommodation and well balanced academic and recreational activities should be provided to the students.

2. Rationale

In Pakistan, almost all the colleges classified as degree colleges offer instruction at intermediate level as well. In fact a large number of degree colleges have heavy intermediate intake compared to relatively low degree level enrolment. The number of colleges imparting instruction up to degree level and a sample of intake at intermediate and degree level is provided in the following tables :—

* Degree Colleges in Pakistan

							No. of degree colleges
Pakistan	..	..	..	..	..	..	237
Baluchistan	..	..	..	..	..	..	11
N.W.F.P.	..	..	..	..	..	..	32
Punjab	..	..	..	..	..	..	102
Sind	..	..	..	..	..	..	92

* Sample enrolment at intermediate and degree level in colleges

College							Classwise enrolment	
							Inter intake	Degree intake
G.C.W. Quetta	..	..	..	..	..	..	886	50
G.C. Swabi	..	..	..	..	..	..	352	48
G.C. Multan	..	..	..	..	..	..	664	106
G. Islamia College, Faisalabad	..	..	..	..	..	..	1,037	130
G.M. C. Mandi Bahauddin	..	..	..	..	..	..	923	60
G.C. Sukkur	..	..	..	..	..	..	650	59
G.C. Thatta	..	..	..	..	..	..	172	18

* Source : Report of the study group on Problems of Degree Colleges, University Grants Commission, Islamabad May, 1978.

All the three categories of the colleges, namely, Government Colleges, Nationalized Colleges and Provincialized Colleges have, without exception, inadequate physical facilities. Most of the colleges function in buildings originally designed for schools or are housed in rented buildings with acute shortage of class rooms, furniture, laboratories and equipment. Colleges in bigger towns are over-crowded and located in busy, congested and commercial areas and thus deny these institutions the calm and tranquil atmosphere required for a meaningful teaching learning interaction.

By and large hostel and library facilities are far from satisfactory; medical and transport facilities are almost non-existent. Social life in these colleges appears to have come to a halt. College magazines have become erratic. Some of the colleges just do not publish any magazine, while others do so in bad shape. Dramatics and other literary activities have been reduced to nullity.

Despite the fact that mushroom growth of colleges with most inadequate facilities resulted in the deterioration of academic standards and failure of education at university level, political pressures for opening more colleges continued and resulted in the thinning of funds for this important sub-sector of education.

3. Programmes

- (i) As a result of the proposed change in the educational structure from the present 4-tier system to the 3-tier system, classes I to VIII will form the first tier to be called elementary level, classes IX, X, XI and XII will constitute the secondary level. Degree colleges will include classes XIII, XIV, XV, and XVI, a 4-year degree course, as a part of higher education.
- (ii) Buildings for 36 intermediate colleges for boys and 21 colleges for girls which were opened during 1972—80 in improvised structures will be completed. 33 intermediate colleges for boys and 15 for girls which have been upgraded to degree level will be provided with adequate buildings. On-going work of construction of 9 degree colleges for men and 3 for women will be completed.
- (iii) The minimum strength of a degree college will be fixed.
- (iv) In towns where more than one degree college offers instruction in science disciplines, teaching of science subjects will be consolidated.
- (v) Efforts will be made to make hostel life more homely and comfortable. Basic furniture and facilities for indoor games and reading rooms will be provided in all the hostels.
- (vi) Book banks scheme will be recast so as to benefit maximum number of students.
- (vii) Socio-cultural life of colleges will be revived and strengthened. Colleges will be encouraged to publish magazines regularly.

- (viii) Colleges and inter-collegiate debates, sports-meets and other cultural activities will form a regular and dominant feature of co-curricular activities in colleges.
- (ix) An organized programme of counselling and guidance will be developed through which each teacher will be made responsible for a small group of students. Placement Centres will be established to facilitate the students in getting suitable employment after graduation.
- (x) Adequate educational and scientific equipment and laboratory facilities will be provided to a maximum number of colleges.
- (xi) Research studies will be launched to (i) assess the feasibility of starting a new college or upgrading an existing college in a particular area (ii) explore the possibilities to amalgamate and consolidate the physical facilities, libraries, equipment etc., of few colleges and provide maximum facilities to selected institutions, (iii) undertake a complete survey of the existing socio-cultural life of the colleges and methods to improve it.

4. Resource Allocation

It is estimated that an expenditure of Rs. 767.0 million will be required to provide the physical facilities, equipment, hostel, library etc., to the colleges during the next five years. As the number of colleges imparting education at intermediate level is considerably higher than the degree colleges, Rs. 484 million will be allocated for institutions offering instruction at the level of classes XI & XII and Rs. 283.0 million for degree level education. The expenditure conforms to the allocations made in the Five Year Plan (1978—83).

5. Problems and Difficulties

The main problem for implementing the envisaged programme of college education is that the funds are too thinly distributed. The situation is not likely to change rapidly. Some of the steps resulting in the change of education structure, conducting exercises for the consolidation of physical facilities, equipment etc., are, however, of significant importance and may give positive results.

UNIVERSITY EDUCATION

I. Policy Statement

Educational progress and economic uplift of a country is determined by the quality of teaching in its institutions of higher learning. There has been a rapid growth in university education in the past few years. There is, therefore, an imperative need for its consolidation and improvement. It is also desirable that in a poor country like Pakistan, universities take on their new responsibility of providing leadership in national development.

All the universities are facing financial crisis because the provinces do not have enough resources to meet their expenditure. It has, therefore, been decided that the Federal Government will meet the entire expenditure (recurring and developmental) of the universities. The funds will be routed through the University Grants Commission. The universities will not be federalized. Funds saved by the Provinces on account of federal funding of the universities will be diverted to primary education.

The University Grants Commission will be strengthened and expanded to enable it to coordinate and regulate the research and teaching programmes of all the Universities. Certain departments of universities possessing necessary research potential will be developed as Centres of Advanced Studies for doctoral and post-doctoral programmes for teachers from the entire country. Libraries and laboratories will be improved through provision of books, journals and equipment in order to improve the quality of research and teaching.

Steps will be taken to facilitate tripartite mobility of qualified staff among the Universities, Research Organizations and Government. The rules and regulations governing such mobility will be revised to protect the service conditions of such employees.

The benefits of higher knowledge and expertise from universities do not reach the community. The universities will therefore be required to undertake extension services in the fields of their specialization.

Exchange of good-will missions of students and teachers between the universities will be introduced to promote national integration. Scholarships will be provided for higher studies to outstanding university teachers and students. The admission to universities will be made selective and restricted as far as possible to those who have the necessary aptitude and ability to profit from higher education. Universities will be encouraged to generate additional funds by establishment of production units and contractual and consultancy services. Study leave will be allowed to university teachers for higher studies within the country as well as abroad.

2. Federal Funding

The number of Universities has increased from 4 in 1955 to 15 in 1977, out of which 7 Universities were established during the last 4 years. However,

the percentage of allocation to the University Education during the successive Five Year Plans has decreased as given below :—

Plan	Percentage Allocation
First (1955—60)	15.0
Second (1960—65)	12.6
Third (1965—70)	11.7
Fourth (1970—75)	9.4
Fifth (1978—83)	7.1

As a consequence, almost all the Universities in the country are running in deficit.

The allocations (recurring and development) made by the Federal and Provincial Governments to their Universities for the year 1977-78 and 1978-79 are given at Annexure I. The total recurring allocation to the Provincial Universities including income from their own resources is Rs. 18.80 crore for the year 1978-79 and the estimated expenditure during the year is Rs. 24.94 crore. For the two Federal Universities the total recurring allocation including income from their own resources is Rs. 2.82 crore for the same year and the expected expenditure is Rs. 3.32 crore.

The President|Chief Martial Law Administrator has been sanctioning Special Grants to the Universities to wipe out their deficits from time to time (Annexure-II). The total amount released so far is about Rs. 7.0 crore. The President|CMLA has also been pleased to announce on a number of occasions that the Government may consider federalizing the Universities.

University education was thoroughly discussed in the National Education Conference held in October, 1977. The Conference recommended :—

- (i) The Universities may be federally funded through University Grants Commission with the existing system of administration and supervision remaining in tact.
- (ii) Additional funds may be provided in the Federal Budget for funding the Universities starting financial year 1978-79.
- (iii) Funds saved by the Provinces on account of Federal funding of Universities may be diverted for primary and secondary education.
- (iv) The University Grants Commission may be strengthened for performing expanded functions.

The matter was also discussed in the meeting convened by the then Adviser on Education to the Federal Government on 30th January, 1978. The Secretaries of Education, Planning and Finance Divisions attended the meeting. They agreed in principle with the proposal of federal funding of the Universities subject to satisfactory financial control and its mechanism being worked out.

The Universities are federal subject in most countries of the world with the exception of very few countries like USA and India. In most of the countries, higher education is either controlled by a separate Ministry of Higher Education or by a University Grants Commission|Committee.

In view of the shortage of funds and lack of proper planning, practically little research or extension work is being carried out by any University in Pakistan. In most of the cases, the Universities are functioning as post-graduate Colleges and are concentrating mainly on examinations and teaching.

The need for federal funding of the Universities in Pakistan arises on account of the following factors :—

1. The number of Universities has increased to an extent that the Provinces do not have the capacity to provide adequate funds for their development and recurring expenditures.
2. Certain Provinces do not have the resources to sustain the programmes of even a single University.
3. Every University is trying to create facilities in almost all the disciplines, irrespective of market demand of the graduates in the Province or the Country. This is resulting in un-necessary duplication of efforts and wastage of resources.

3. Proposed System of Financial Allocation and Management

The Universities have continued to increase the developmental recurring expenditure due to unplanned expansion, increase in the enrolment of students and recruitment of employees. In certain cases, expansion has taken place in subjects of lower importance at the cost of disciplines of critical national significance. In view of meagre resources of the Provincial Governments, Universities have not been receiving funds according to their needs. Moreover, the Provinces do not have a proper mechanism to assess the requirements of the Universities and to evaluate their performance.

The Government has set up University Grants Commission to assess the financial needs and requirements of the Universities and to evaluate their performance and achievements. The Commission has already completed in-depth studies on the following problems :—

1. University Teachers' Problems.
2. Students' Problems in the Universities.
3. Examinations in Universities.
4. Improvement of Education and Research in Universities.
5. Problems of Non-teaching Employees of Universities.
6. Financial Needs of the Universities.
7. Problems of Degree Colleges.
8. Establishment of Women's Universities.
9. Equivalences of Degrees and Diplomas in Pakistan.

The Commission has also carried out extensive investigations into the problems and needs of the following Universities on the instructions of the Federal Government :—

1. University of Baluchistan.
2. University of Sind.
3. University of the Punjab.
4. Gomal University.

The Commission has already started examining, in consultation with the Provincial Finance Departments, the budgetary positions of all the Universities. Some of the important factors being studied to determine the basis for the allocation of grants to the Universities are as under :—

- (i) The academic programmes, that is, the subjects and disciplines treated, as laid down in the approved Five Year Plan.
- (ii) The stages and levels at which each subject or discipline are pursued, *i.e.* Bachelor's, Honours, M.A., M.Sc., M.Phil, Ph.D.
- (iii) The number of students admitted to each subject|discipline at each stage and level.
- (iv) The number of teachers together with their rank and status considered essential for each subject and discipline.
- (v) The research work and research schemes to be conducted by the post-graduate students and by the teachers.
- (vi) The equipment, books, journals and laboratory consumable required for teaching and research work.
- (vii) The number and category of technical and semi-technical staff considered absolutely indispensable for supporting the work of teaching and research in the Teaching Departments.
- (viii) The administrative structure and the strength of administrative staff which would be adequate for managing and coordinating the academic work of the University on the basis of the programme and the number of students and teachers as laid down in the Plan.
- (ix) Supervisory staff for the residential hostels for students and for their extra-curricular activities.
- (x) If the University is a new one or recently established, then a Capital Grant will be needed for the construction of buildings, for the purchase of furniture and equipment and for the supply of utilities and services. Even in the older universities, some extensions and renovations will be required, for which provision will have to be made.

Under the system of federal **funding**, the Universities will be required to prepare their annual recurring and developmental budgets well in advance and submit the same to the University Grants Commission for onward transmission to the Federal Government after necessary scrutiny and examination. The Federal Government will provide funds to the University Grants Commission for making releases to the Universities in accordance with their needs and requirements. The University Grants Commission will be responsible for audit of grants released to the Universities in order to ensure their proper utilization. The Commission will also monitor the academic and development programmes of the Universities.

All Universities have been established under their own Acts and are governed in accordance with their provisions through their statutory bodies, Senate, Syndicate, Academic Council, Selection Board, etc. This arrangement will continue. Under the proposed system, the only difference will be that instead of the Provincial Finance Department releasing the grants to the Universities through Provincial Education Department, the funds will be released by the Federal Government to the Universities through University Grants Commission.

4. Programmes for Improving the University Education

As pointed out, there has been a rapid growth in the University education in the past 4 years. This has resulted in the deterioration of academic standards in the Universities due to the following reasons :—

- (a) The financial allocation was thinly distributed among the 15 Universities.
- (b) Acute shortage of the highly qualified professional staff.

In order to improve the University education the following programmes will be launched :—

1. *Consolidation of Universities.*—No new university will be established within the next five years, except the Women's Universities. In view of the financial constraints and the need to conserve resources, high priority will be accorded to the consolidation of universities already established.
2. *Strengthening of Centres of Excellences.*—The existing Centres of Excellence will be further strengthened and at least five more Centres of Excellence in important disciplines (production oriented) will be established.
3. *Centres of Advanced Studies.*—Certain Departments of universities possessing necessary research potential will be developed as Centres of Advanced Studies for doctoral and post doctoral programmes.
4. *Post-Graduate Classes for Girls.*—Post-graduate classes will be introduced in selected Girls Colleges in all the Provinces.

5. *Curriculum and Standards.*—The curriculum at the B.A./B.Sc. and post-graduate levels and the research programmes of the universities will be reviewed by the University Grants Commission. Necessary changes will be made to improve the quality of education and to link it with the over all development and future needs of the country. It will be ensured that curricula and textbooks are in line with the principles of Islam and ideology of Pakistan.
6. *Libraries and Laboratories.*—Libraries of all the Universities will be strengthened by provision of latest books and research journals, Laboratories will be properly equipped.
7. *Admissions.*—Admission to the Universities will be restricted to those who have the necessary aptitude and ability to profit from higher education. A national testing system for admission to the higher education will be developed and launched.
8. *Teachers.*—The National Academy of Higher Education of the University Grants Commission will organize pre-service and in-service teacher training programmes for the College and University teachers. Study leave will be allowed to University teachers for higher studies within the country as well as abroad. Scholarships will be awarded to University teachers for higher studies and research within the country and abroad. A Code of Ethics will be evolved for teachers. A comprehensive system of accountability and evaluation of teachers will be introduced.
9. *Extension Services.*—The Universities will be required to undertake extension services in the field of their specialization.
10. *Tripartite Mobility.*—Tripartite mobility of the qualified staff among the Universities, Research Organizations and the Government will be encouraged. The rights and privileges of the staff under this arrangement will be protected.
11. *Consultative Services.*—The University teachers will be allowed to render consultative services to other organizations and agencies.
12. *Generation of Funds.*—Practical programmes based on the advice and under the supervision of teachers will be developed so as to enable the Universities to generate their own funds. Small Production Units will be attached with University departments wherever possible.
13. *Good-Will Missions.*—In order to promote national integration, Good-will mission of students and teachers among Universities will be encouraged.
14. *University Acts.*—The University Acts will be suitably amended in order to streamline the working of the Universities.

5. Expansion of University Grants Commission

The University Grants Commission will be strengthened and expanded to enable it to coordinate and regulate the research and teaching programmes of all the universities and the affiliated colleges, to oversee the planning and development of higher education, to assess financial needs of the universities for the provisions of funds etc.

At least two whole time Members will be added to the Commission along-with necessary staff. In addition, a full-fledged Audit and Finance section will be established in the Commission for efficient financial management.

6. Financial Requirements

The Fifth Plan 1978—83 has given the estimates of Financial Requirements for University Education as Rs. 2032.3 million (Rs. 725.0 million development and Rs. 1307.3 million non-development). In addition, Rs. 368.0 million have been provided in the Plan for the development of Engineering Education.

GOVERNMENT GRANTS TO THE UNIVERSITIES

(Rs. in Million.)

Sl. No.	Name of University	Developmental		Recurring	
		1977-78	1978-79	1977-78	1978-79
Provincial Universities					
1.	University of the Punjab, Lahore	10.398	6.800	29.934	27.739
2.	Engg. & Tech. Univ., Lahore	15.398	18.100	19.358	21.000
3.	University of Agriculture, F/abad.	5.529	7.500	18.778	22.939
4.	University of Multan, Multan	4.000	7.000	3.689	5.600
5.	Islamia University, Bahawalpur	3.000	3.000	3.049	4.200
6.	University of Sind, Jamshoro	3.200	4.000	15.434	16.26
7.	University of Karachi, Karachi	2.700	3.000	20.437	21.459
8.	N.E.D. Engg. & Tech., Karachi	—	5.200	3.500	3.700
9.	Mehran University of Engg. & Tech. Nawabshah/Jamshoro	9.000	9.000	4.448	4.670
10.	Sind Agriculture University, TandoJam	5.000	6.500	—	6.800
11.	University of Peshawar, Peshawar	8.613	2.458	23.260	24.124
12.	Gomal University D.I. Khan	6.066	5.480	4.832	6.023
13.	University of Baluchistan, Quetta	12.317	1.000	7.806	8.500
	Sub-Total	85.221	79.038	154.525	172.960
Federal Universities					
14.	Quaid-I-Azam University, Islamabad	20.000	9.000	13.835	13.700
15.	Allama Iqbal Open University Islamabad	7.200	15.000	8.719	9.000
	Sub-Total	27.200	24.000	22.554	22.700
	Total	112.421	103.038	177.079	195.660

SPECIAL GRANTS TO UNIVERSITIES

(Rs. in Million)

Sl. No.	University/Institution	Amount Sanctioned
1.	Allama Iqbal Open University	5.153
2.	University of th Punjab	2.750
3.	University of th Punjab	7.540
4.	University of Peshawar	5.000
5.	Univrity of Baluchistan	19.700
6.	Jamia Islamia Bahawalpur	0.500
7.	National Institute of Modern Languages	1.619
8.	Quaid-i-Azam University	10.000
9.	University of the Punjab	0.081
10.	Mehran Engineering University, Nawabshah	2.500
11.	Sind University, Jamshoro	2.500
12.	Agriculture University, Tandojam	2.500
13 ^a	Liaqat Medical College, Jamshoro	2.500
14.	University of Karachi	5.000
	Total ..	67.343

PROFESSIONAL EDUCATION

1. Policy Statement

Professional education is always costlier than the general education and it affects the economic development of a country directly because the quality and quantity of production is dependent on the quality of professional education. The education and training in the professional institutions must be closely linked with the world-of-work. However, except in medicine and chartered accountancy etc. no on-the-job training is provided to other professional graduates before the award of the degree. Another weakness of professional education system in the country is that benefits of professional education do not flow directly to the community at large. It has, therefore, been decided that in future all institutions providing professional education will arrange on-the-job training for their graduates. All professional institutes will keep a close liaison with industry or the field of their speciality and provide consultancy and advisory services in their fields. Close collaboration will be established between the professional institutions and the employers by constituting Advisory Committees in all institutions. Employers' representatives will also be included in the Curriculum Committees and the Academic Councils in order to achieve relevance of training to the job requirements. All professional institutions will also be required to provide extension services in their fields.

Physical facilities like libraries, laboratories and workshops etc. will be improved in all the professional institutions in order to improve the quality of professional education. Emphasis will be laid on improvement and consolidation but limited expansion will be allowed in accordance with the manpower requirements and as a result of the introduction of new disciplines like Electronics, Computer Engg., Ship Building, Aeronautical Engineering, Business and Industrial Management.

2. Rationale

Professional education has a direct effect on the economic development of a country because it affects both the quality and quantity of production. Besides providing a strong base for economic development through research, it also provides necessary leadership for a technological break-through in various fields.

Leaving aside the special professional institutes established and run by big organisations like Pakistan International Airlines Corporation, Pakistan Steel Mills Corporation, Pakistan Railways and Pakistan Air Force etc. the Universities and other institutes impart instruction in the following professions:—

1. Engineering.
2. Technology.
3. Education.
4. Management and Commerce.
5. Agriculture.

6. Law.
7. Accountancy.
8. Medicine.

Professional education is always much more costly than general education. Therefore greater effort has to be made to match the out-put with the market requirements. The education and training in the professional institutes must be closely linked with the world of work ; however, this is seldom true in our country. Except medicine, education and accountancy, no on-the-job training is provided to other professional graduates before the award of the actual degree.

The lack of relevance of professional training and education with market requirements is attributed to the fact that professional personnel working in the private and public enterprises are not involved in preparing the curricula and training programmes of the students. The teachers working in the professional institutes are not fully aware of the employer's problems and requirements. There is a general lack of co-ordination between the professional institutes and employers of their graduates.

Lack of physical facilities, out moded equipment and workshop machinery, inadequate incentives to teachers to attract experienced and capable professionals to teaching jobs are some other causes resulting in the poor quality of out-put and mismatch of educational supply and employment demands.

Another important weakness of the professional education system in the country is that no benefits of the professional education flow directly to the community at large. In order to provide on-the-job training and to provide benefits to the community, the following programme is proposed :—

3. Programme

(A) *Engineering Education :*

- (i) The existing facilities will be consolidated and improved with limited expansion particularly with a view to add new disciplines like Electronics, Ship Building and Aeronautical Engineering etc. The present enrolment, intake capacity and out-put of 9,500, 2,621 and 1,700 is expected to increase to 12,300, 3,000 and 2,360 by 1982-83.
- (ii) The existing qualitative deficiencies in the training facilities of engineers will be removed by providing adequate, laboratory equipment, workshop machinery and books to all institutions.
- (iii) Close collaboration will be established between engineering institutions and the employers by constituting Advisory Committees in all the institutions. These Advisory Committees and syndicates of the Engineering Universities will have representatives from industry and other employers of engineering graduates. To achieve relevance

of training to job requirements, employers representatives will also be included in the curriculum committees and academic councils of the colleges and universities.

- (iv) In order to provide on-the-job training, the students will be required to spend a minimum period of 8-months on national projects or in public/private manufacturing concerns. This training will be arranged during summer vacation for 2-months each year.
- (v) The institutions will be encouraged to develop and provide consultancy services and laboratory and research facilities to the industries so that they may be able to relate their research with the industrial problems and thus supplement their financial resources.

(B) Technical Education :

B. Tech and B. Tech (Hons) degrees have been introduced recently. Seven Polytechnics have been upgraded to Colleges of Technology for this purpose. Polytechnic diploma holders with one year's experience in industry are admitted to this course. Following measures will be undertaken to improve the out-put of these institutions :—

- (i) The present enrolment of 617 in the existing seven Technical Colleges leading to the degree of B. Tech. will be doubled by 1982-83. The intake capacity during this period will increase from 371 to 665. The expected out-put will rise from 50 to 390.
- (ii) In order to develop the technical training programmes of high quality these colleges will be provided the facilities of buildings equipment, machinery, books and teaching staff.
- (iii) To ensure that the technical training programme has relevance to the market requirements, one year on-the-job supervised training, which is already a requirement of the course, will be implemented through legislation.
- (iv) New technologies, as determined from surveys, will be introduced in these colleges.
- (v) To ensure relevance to the market requirements and to establish close liaison with the industries, representatives of the industries and other employers will be included on the Advisory Committees and the curriculum committees.
- (vi) Greater stress will be laid on the productive role of the technologists.

(C) Agricultural Education :

Agricultural education plays an important role in the economy of the country and we are some what short of our requirements of agricultural graduates. Accordingly, steps will be taken to consolidate and improve the existing facilities alongwith limited expansion.

The enrolment is expected to increase from present 6400 to 9400 by 1982-83. The out-put of agricultural graduates will increase by 550 per annum. In order to make agricultural education more relevant and productive the following measures will be taken :—

- (i) To provide real on-the-farm experience to the students of agriculture, they would spend 8-months in the villages during summer vacation *i.e.* 2-months every year. This will provide them necessary experience and the farmers will benefit from their modern knowledge.
- (ii) The teaching staff in agricultural colleges and universities would undertake extension services for the benefit of the farmers.
- (iii) The results of the research would be disseminated to the farmers through the student community while undertaking practical work in the villages.

(D) Legal Education :

Legal education in the country does not include any element of practical training. Most of the law students undertake their studies in the evening classes. 20% of the total post-graduate enrolment is in law which is well above 4000. A large number of law graduates are working in the offices where their degree is of no use to them. It is because no practical training is provided to the law graduates.

Further, as a Muslim country we are determined to introduce an economic and legal system in the country based on the Quran and Sunnah. In order to equip our future lawyers in accordance with the national needs and challenges, the following programmes are envisaged :—

- (i) All students studying law should be required to undergo at least 6-months internship with senior lawyers of repute or some legal firms before the degrees are conferred on them.
- (ii) During internship the students will be required to work on two projects ; one pertaining to prosecution and the other pertaining to defence.
- (iii) The syllabi and courses of law will be re-designed and re-structured to meet the national needs and aspirations.

(E) Management and Commerce :

There are quite a number of institutions in the country imparting instruction in business administration, public administration and commerce but none of these institutions really provides practical training in these fields. In order to achieve relevance between training and the world-of-work, all students in such institutions would

be required to do article-ship for at-least 6-months in their respective fields with one of the firms registered with these institutions, before the degrees are conferred on them.

4. Resource Allocation

The Fifth Five Year Plan provides a sum of Rs. 368.0 million for Engineering Education and Rs. 246.8 million for Polytechnic Education including Colleges of Technology. Financial provision for other fields of Professional Education are either covered under University Education or under their respective controlling Ministries. The National Education Policy does not envisage any additional developmental expenditure over and above the Plan.

5. Problems and Difficulties

No serious problems are anticipated except the placement of students in the industry for in-plant training. For this purpose, a legislation is already in the final stages. Moreover, with growing co-ordination and dialogue between these institutes and industry, both will realise that the benefits are mutual.

RESEARCH IN EDUCATION

1. Policy Statement

Research in education is still in its early stages of development in the country. In view of the great significance of educational research, a National Institute of Educational Research will be set up. This Institute will be responsible for conducting research on significant issues and problems. Provincial Institutes of Education and Research will be strengthened.

2. Rationale

Research is the key to the solution of many problems and is of basic significance in bringing about qualitative improvement in education. Judgemental decision-making can be effectively checked by intensifying institutional research in the field of education.

Many of the research outcomes in Pakistan appear to be at the level of descriptive surveys, the philosophic treatise, and polemic discourse. Administrative type of research is frequently conducted on topics such as the number and location of institutions by type and level, student enrolment, number of teachers by levels and qualifications, projections of student—population and future numerical requirements of teachers, analysis of results of public examinations, etc. Such studies are very important for administrative offices to enable them to issue directives and base their recommendations upon the analysis of carefully collected data. Yet they cover only a segment of the vast area of educational research. Organized research need to be strengthened on different aspects of education including financing, teacher education, guidance and counselling, social trends, deliberative and evaluative studies.

Educational research organizations in a number of developed as well as developing countries incur heavy expenditure on educational research and employ large number of personnel. As an example, the National Institute of Educational Research, Japan has more than a dozen units. The development of research capability is enhanced by liberal funding and adequate staffing in most of the developed countries.

The provincial Institutes of Education and Research are doing some useful work. However, in the absence of appropriate information system, findings of important research studies conducted in these Institutes are seldom available to the concerned agencies in the Federal Government and Provincial Education Departments. The Provincial Institutes of Education|Colleges of Education will need to be strengthened to enhance their research capability.

Research is a pre-requisite for sound planning in education. Formulation of educational policies and programmes must depend on reliable evidence collected through organized research. A National Institute of Educational Research will, therefore, be set up.

3. Programmes

- (i) The National Institute of Educational Research will be responsible for conducting and/or coordinating research on topics such as:—
- Educational Policies and Programmes.
 - Review of the impact of the new education policies and programmes.
 - Identification of major national issues, needs and problems.
 - Special studies designed to identify problems of national integration and of measures best calculated to protect the main-springs of ideological inspiration and development of national cohesion.
 - Comparative studies of educational systems of selected countries.
 - Integrated approach to education from the primary upto the post-graduate level.
 - Effectiveness of teaching learning process ; Instructional supervision. Curriculum and textbooks.
 - Test development and examinations.
 - Guidance and Counselling.
 - Special Education.
 - Identification of manpower requirements in vital national interest areas.
 - Diversification of academic programmes with reference to manpower needs of the country.
 - Educational facilities.
 - Educational standards.
 - Educational innovation, planning and development of innovative approaches to solve diverse problems in education.
- (ii) The University Grants Commission and other organizations like the Inter-Board Committee of Chairmen, the Boards of Intermediate and Secondary Education will be asked to set aside sufficient funds for conducting research studies on educational problems identified by the National Institute of Educational Research.
- (iii) Abstracts of important research studies already conducted by different Institutes/Organizations will be prepared and published.
- (iv) Research Wings of the Institutes of Education and Research/Colleges of Education will be strengthened.
- (v) Personnel in education interested in conducting research will be encouraged to undertake significant projects.
- (vi) Funds and other facilities will be provided to research workers throughout the country.

- (vii) Statistics and data—collection services will be improved and strengthened so that up-to-date figures are available on regular basis.
- (viii) Findings of significant studies will be published in the form of reports.
- (ix) Research Journals|Bulletins will be published on regular basis.
- (x) Courses on educational research offered by teacher-education institutions will be reviewed and modernized.
- (xi) Seminars and in-service courses on educational research will be organized.

4. Problems

- Inadequate availability of specialized technical staff qualified to prepare and execute research designs is anticipated.
- Research on education in remote rural areas remains largely neglected mainly because of transport problem and difficult living conditions for the research workers.
- Because of strong traditions of reliance on judgemental opinions, research findings receive meagre attention in decision-making.
- Research is basically a time-consuming process while political compulsions are urgent. Research in education is thus relegated to secondary importance.

In any case the need for research in education cannot be over emphasized. Research must be supported and strengthened to create necessary information base for national decision making in the process of educational development.

5. Resource allocation

The provisions made in the Fifth Five Year Plan will be used in the development of research programmes.

EDUCATIONAL INNOVATION

I. Policy Statement

With limited resources we cannot solve the innumerable educational problems of quantitative expansion and qualitative improvement through conventional methods which have already failed us during the past three decades. We will, of necessity, have to improvise structures, initiate new approaches, design new strategies, and intensify innovative efforts to accomplish the educational task. A number of innovative projects will, therefore, be launched to achieve educational objectives of crucial importance.

2. Rationale

Innovation in our context means creating structures, approaches and systems which our meagre financial resources can sustain in delivering educational services relevant to our needs and conditions. It may involve carving out entirely new designs which usually is an expensive undertaking or identification of hidden resources of men and material and drawing on the rich experiences and wisdom of the masses accumulated over several centuries for their proper utilization in educational growth. This would, it is hoped, reduce educational costs, help relate to community and individual needs and bring it in consonance with national ideology, goals and aspirations.

Despite the establishment of formal education system, certain traditional arrangements made by the communities themselves for the education of children and youth still persist. Besides, a number of innovative projects are going on in isolated settings. There is a dire need to support such ventures and disseminate information on them and promote exchange of experiences amongst such projects within the country. Innovation in our case is, therefore, essentially a matter of identifying the indigenous educational arrangements and developing them into a framework for the evolution of an education system true to our own genius and aspirations.

3. Programme

- (i) All unused and under-utilized resources available in our communities, having potentials for education will be identified, harnessed and developed.
- (ii) The arrangements which are simple, low-cost, represent joint community effort, and spring from the genius of the people will be particularly selected as models to re-define the characteristics of an indigenous education system.
- (iii) The actual realization of an indigenous education system will be initiated through the establishment of Mosque Schools, Mohalla Schools, Village Workshop Schools etc.
- (iv) Indigenous games, sports and other folklore will be carefully examined and incorporated into the curricular and extra curricular activities of the educational institutions.

- (v) The casual gatherings of community groups during noons and evenings will be used as useful occasions for informal education of the people.
- (vi) The customs and traditions of our communities in mobilizing total resources for occasions like marriages, burials etc. are excellent examples of cooperative social action. These potentialities will be channelized fruitfully for educational purposes.
- (vii) The Development Groups for Educational Innovation at the Federal and Provincial levels will be strengthened to establish linkages between various centres of innovations within the country and with other developing countries of the Asian region.

The innovative programmes will be implemented within the allocations made in the Fifth Five-Year Plan.

4. Problems

Innovations, by their very nature, have equal chances of success and failure. In any case, they provide a modality for field-testing a new idea and determining its feasibility. The innovative projects must, therefore, be regarded as tools for experimenting with different policy options. A great more support and resource allocation is needed for educational innovation.

TEACHER MOTIVATION

I. Policy Statement

Teacher is the pivot of the entire educational system. Effective teaching demands that besides possessing adequate knowledge of the subject matter and techniques of teaching our teachers must also exhibit full commitment to the Ideology of Pakistan. Candidates admitted to the teacher education institutions will be required to possess strong commitment to the Ideology of Pakistan. In order to ensure continuous professional growth, all teachers will be required to undergo at least one in-service training course during every five years.

The Allama Iqbal Open University has already launched a comprehensive programme for the training of teachers. This programme will be further strengthened to orientate the massive number of teachers of all levels. In order to promote pre-service teacher education, all the Primary Teacher Training Institutions and Normal Schools will be upgraded to Colleges of Elementary Teachers. The Academy of Higher Education of the University Grants Commission will provide pre-service and at least one in-service training opportunity to all the University and College Teachers every five years. At present no arrangements exist for the training of educational administrators, supervisors and other key personnel in the techniques of management and supervision. An Academy of Educational Planning and Management will, therefore, be established to provide opportunities of training to vast number of our administrators and supervisors working at different levels of the educational system.

2. Rationale

Almost all the previous policies and plans have acknowledged the crucial role which the teacher plays in the teaching-learning process. It has been admitted in all the policy documents that our teachers at present are not performing their role effectively. The burden of downfall of standards of education, therefore, squarely comes upon the teachers who have been engaged to run these institutions. It seems that the teachers are not taking sufficient pains to fulfil their role effectively due to the following factors :—

1. Some teachers are not sufficiently motivated and dedicated to the profession.
2. By and large the teachers are not satisfied with their social status.
3. The attitude of hard work, creativity and innovation of exceptional teachers is seldom reinforced.
4. There is no comprehensive system of accountability and evaluation of teachers. Effective measures are not being taken against those who do not fulfil their responsibilities.

It is, therefore, important that a comprehensive programme should be developed to ensure proper teacher motivation and effective participation in educational programmes.

3. Programme

1. Objective criteria will be developed for the selection of teachers of various levels. Aptitude tests will be administered to teachers at the time of recruitment by the Federal and Provincial Service Commissions as well as by the Departmental Selection Committees. These aptitude tests will be developed by a team of experts under the umbrella of the National Institute of Psychology, Islamabad.
2. All candidates applying for admission to teacher education institutions or seeking teaching jobs will be thoroughly interviewed. Only those candidates who demonstrate a strong commitment to the Ideology of Pakistan will be admitted/recruited in the teaching profession.
3. Every teacher will have to under-go one in-service course during 5 years of his service. All agencies engaged in in-service education of teachers will, therefore, be strengthened and sufficient funds will be made available to them to perform their role properly.
4. The rules and regulations governing the teachers' participation in the international seminars/workshops and conferences will be simplified.
5. A Code of Ethics will be developed and enforced for teachers of all levels. A draft Code of ethics has already been prepared by the U.G.C. for University Teachers. This Code will, however, be improved and implemented with effect from September, 1979. Similar Codes for school teachers will also be developed by the Federal Ministry of Education in collaboration with the Provincial Departments of Education and implemented throughout the country with effect from April, 1980.
6. A comprehensive system of accountability and evaluation of teachers and administrators will be introduced to ensure effective teaching and institutional discipline. Teachers who have shown excellent performance will be rewarded through accelerated increments and rapid promotion. Those who have slacked in the performance of their responsibilities will be debarred to receive their increments for 2 to 3 years. Their promotion may also be delayed where necessary.
7. Educational visits of teachers from one University and Province will be arranged to institutions in other Universities and Provinces. At least 100 such facilities will be sponsored by the Government every year.

8. A system of national awards for best teachers will be instituted. Every year 10 teachers of various levels and categories will be given these awards by the President of Pakistan at the national level. Similar awards will also be given to selected teachers by the respective provincial Governors. Award for each level will include a gold medal, a silver medal and a bronze medal along with some amount in cash. Due publicity will be given to the achievements of award winners.

4. Financial Requirements :

Estimated cost for the implementation of the above programme :

(Rs. in million)						
	1978-79	1979-80	1980-81	1981-82	1982-83	Total
Total ..	4.00	4.00	4.00	4.00	4.00	20.00

5. Problems

The development of criteria for admission in the teacher education institutions and selection of teachers for various levels of posts will create some difficulties because the existing pattern of admission and selection of teachers will be substantially disturbed. It would be in the interest of implementation of these reforms effectively that the teachers' associations are involved in the process of development of the criteria for admission and selection. Similarly the development of viable Code of Ethics has seized the attention of the educationists for the last several years but the draft is still not available at the national level. Therefore, it seems necessary that the representatives of teachers must be involved in the committees which are constituted to develop such drafts. Housing is another big problem with which most teachers are confronted in almost all big cities. Houses for teachers would be constructed in the form of flats so that the teachers do not have to travel long distances from their homes to institutions. The Housing agencies will be asked to reserve a special quota of plots for teachers of all levels as they have already done in the case of journalists, doctors and lawyers.

STUDENT WELFARE

1. Policy Statement

Youth of the country are an invaluable asset. Their energies can be fruitfully utilized for national development if the students are given good academic and social work programmes coupled with strong tutorial system and motivational activities. Comprehensive programmes will be launched for the welfare of students, both within and outside the educational institutions.

2. Rationale

In order to take stock of existing facilities for a sound programme of studies and to suggest remedial measures and examine any other matter which affects students life, there is a great need for the establishment of a National Student Centre. Ample educational sports, residence and transport facilities for its beneficiaries have been guaranteed in the National Education Policy. The programmes cover a wide spectrum of activities which will be undertaken during the Plan period. Substantial financial inputs from the government exchequer have been ensured.

3. Programmes

- (i) About 3000 additional hostel seats for boys and girls at school and post school level will be provided. Quality of meals provided in the hostels will be improved and their cost subsidized through the provision of utensils, cutlery and cooking services. Students will also be entitled to free medical aid and annual medical check up.
- (ii) Banks will be encouraged to provide interest-free loans to 1000 students every year so that paucity of funds does not prove to be a bottleneck in the studies of bright students. Schemes for indigenous and overseas scholarships will be expanded four-fold so as to cover maximum number of deserving and meritorious students under these schemes. An amount of Rs. 450.0 million has been provided during the next five years.
- (iii) Presidential awards for the boys and girls who top S.S.C. and H.S.C. examinations have already been instituted.
- (iv) 1000 copies of 50 foreign textbooks will be locally reprinted and made available to the students at cheap rates.
- (v) 1000 volumes of 100 foreign textbooks which are not required in large number will be imported and sold to the students at subsidized rates.
- (vi) 100 New Book Banks will be established in the country. Each book bank will be provided with 10 copies of 200 textbooks.

4. Additional Programmes

For promoting extra curricular activities among students, the following programmes have been envisaged :—

- (i) In order to promote the development of personality, drive and co-operation, ample sports facilities will be made available to the educational institutions.
- (ii) Efforts will be made for the development of greater understanding and cooperation between the various groups and communities of students. To bring about national integration and cohesion, frequent inter-provincial meetings and get-togethers of students will be arranged and opportunities provided to them to live with their counterparts in other universities.
- (iii) In order to avoid regionalism and to bring the student community closer and nearer to their heritage, sufficient funds will be provided for reviving various cultural societies in the educational institutions which have remained dormant and in-effective. Inter-university competitions in the field of poetry, music, painting, drama etc. will be organized. A combined group of the best artists will be constituted to give performance at national level at different places throughout the country.
- (iv) Seats will be reserved in selected educational|professional institutions in each province for students of other provinces. The expenditure on education of such students will be borne by the Federal Government.
- (v) For a continuous study on student problems, a National Student Centre will be established. The Centre will be research oriented and perform the following functions :—
 - (a) To study the existing facilities provided to the student community in various institutions of higher education in the country and to identify deficiencies and shortcomings for the consideration of the Government.
 - (b) To examine student attitudes and thinking with respect to their environment and to determine their hopes and expectations from the society and the government.
 - (c) To help students to commit themselves to social egalitarianism and public services and remind them of their responsibilities to the nation in a democratic set up.
 - (d) To study the attitudes of students coming from different areas and from different social strata towards education, social responsibility and national commitment.
 - (e) To provide opportunities for meaningful communication among students, teachers, people in administration and government departments and the intelligensia in the public.

- (f) To assist institutions by determining the general priorities of jobs available in the country for accepting students in those disciplines and other related instructional programmes.
- (g) To undertake study, research and analysis of current and future job seekers and publication of this data regularly for the students wishing to enter service.
- (h) To establish programmes and advisory procedures for student welfare, guidance and counselling, student loans, scholarships and career planning.
- (i) To examine sports, cultural, recreational and social work facilities in the institutions of higher education and recommended measures for improving the same for the benefit of students.
- (j) To serve as information bank with regard to the student activities, placement in the universities and institutions of higher learning.
- (k) To promote inter-university, inter-institution and inter-provincial understanding and cooperation among the students from different areas and different regions of the country.

5. Resource Allocation

For implementing the programmes concerning student welfare, an amount of Rs. 590.0 million will be required during the next five years. The provision of necessary funds is available in the Plan under various heads. The expenditure to be incurred mainly represents the amount to be spent on scholarships which will increase from Rs. 59.0 million in 1978-79 to 112.0 million in 1982-83. The cost of the remaining programmes except the one on the establishment of a National Student Centre involving an expenditure of Rs. 2.5 million stands included under various sub-sectors and is within the allocations made in the next Five Year Plan.

The expenditure on account of interest free loans by the banks and the provision of medical facilities has not been included in the expenditure analysis, as the same will not represent a direct cost to the Ministry of Education.

6. Problems and Difficulties

Efforts have been made to provide comprehensive programmes and adequate funds for the welfare of the students. Mere provision of funds, however, cannot solve the problems of the students. In order to make best use of the energies of the youth, it is imperative that continuous studies on the student's problems are undertaken at the governmental level. The establishment of a National Student Centre is a first step in this direction.

NATIONAL EDUCATION COUNCIL

1. Policy Statement

A National Education Council will be set up with the following objectives :—

- (i) To evaluate performance and achievements in the field of education in Pakistan.
- (ii) To serve as a "Brain Trust"/"Think Tank" on education for consultation on various educational problems and issues.
- (iii) To advise the Government on changes in educational programmes consistent with changing needs and aspirations.
- (iv) To carry out a nationwide survey on curriculum and in the light of the findings to make recommendations to the Government.

The Council, headed by an eminent educationist, shall be a non-government autonomous, self-governing body with consultative functions.

A similar council will also be established in each province with similar functions. The Chairmen of the Provincial Education Councils, who should also be eminent educationists, shall be the members of the National Education Council for effective coordination of the work of these councils".

2. Rationale

Education is a basic right of every citizen. Consequently, its dissemination, planning and programming must remain under constant scrutiny by its beneficiaries. In any democratic set up, public evaluation of governmental programmes is one of the most important elements. In civilized societies such evaluation is usually done by an independent, autonomous, non-governmental body composed of outstanding scholars, distinguished educationists and highly experienced educators. In line with these trends, there is an urgent need for such a body in the country for reviewing government policies and programmes in the field of education and training.

A National Education Council will, therefore, be established with the above objectives.

The need for the creation of a permanent body in the form of a National Education Council was also stressed in the National Education Conference held in October 1977. It was recommended that the Council should act as a watchdog to look after and steer education on correct lines.

3. Composition of the Council

In order to ensure workability of the Council it is necessary that the number of membership should not be too un-wieldy. The composition of the National Education Council shall be as follows :—

- | | | |
|------|---|--------------------------------|
| 1. | An eminent educationist. | <i>Chairman</i> |
| 2—5. | Chairman of Provincial Education Councils which will be set up for similar functions at the Provincial level. | <i>Member,</i> |
| 6. | Chairman, Islamic Ideology Council or his nominee. | <i>Member,
Ex-Officio.</i> |
| 7. | Secretary, Ministry of Education. | <i>Member,
Ex-Officio</i> |
| 8. | Chairman, University Grants Commission. | <i>Member,
Ex-Officio.</i> |
| 9. | Secretary of the Council. | <i>Member,
Secretary.</i> |

The National Education Council will constitute committees for conducting in-depth studies on different aspects of education and will make recommendations for improvement. To start with, the following committees will be set up :—

1. Curriculum and Textbooks.
2. Evaluation and Examinations.
3. Educational Research.
4. Technical and Vocational Education.
5. Ideological Education.
6. Teacher Education.

The Council will have the powers to appoint similar committees as and when required on any other topic considered necessary.

As provided in the Policy, the Chairmen of the National and Provincial Councils shall be eminent educationists. The members of the Councils will be non-salaried persons. Tenure of the office of the Chairmen and non-official members will be five years. A Secretariat of the Council with full time Secretary and necessary supporting staff will be established with budget provision adequate for efficient performance of the stipulated functions.

4. Resource allocation

Provision of administrative set-up is a pre-requisite to the smooth functioning of the Council. Estimates of capital and recurring expenditure are given below :—

		(Rs. in million)					
		1978-79	1979-80	1980-81	1981-82	1982-83	Total
(i)	Developmental Expenditure	0.15	2.0	—	—	—	2.15
(ii)	Non-Developmental Expenditure	1.7	2.0	2.3	2.7	3.0	11.70
						Total ..	13.85

FINANCING OF THE POLICY

The Ministry of Education prepared 19 summaries based on the recommendations of the National Education Conference held in October, 1977. These summaries were submitted to the then Council of Advisers to the Chief Martial Law Administrator. The Council decided that the Summaries be scrutinised by a Committee consisting of the Adviser on Education and the representative of the Finance and Planning Ministries. The Committee should also work out the financial implications involved and integrate the proposals with the next Five Year Plan.

The then Adviser on Education convened a meeting of the Secretaries of Finance, Planning and Education on 30th January, 1978. In the light of the decisions taken by the Committee, the financial implications of the proposals contained in the National Education Policy were re-worked and discussed with the Planning Division on 9th April, 1978 and 8th May, 1978. In these meetings the financial implications of the various proposals contained in the National Education Policy and the 5th Five Year Plan were mutually agreed upon. The total developmental allocation for education finally agreed to was Rs. 10,821.3 million. The non-developmental expenditure on Education for the Plan period works out to Rs. 18,617.0 million. The total estimated expenditure on education during the Plan will, therefore, be Rs. 28,898.3 million.

The main thrust of the National Education Policy is on giving desired ideological direction to education. It, therefore, aims at revitalizing indigeneous institutions and structures which inculcate and nurture individual and social action becoming of Muslim communities. Re-invigorating these institutions as seats of learning calls for ingenuity and innovation. It also assumes a great deal of motivation and mobilisation of community resources and participation. Therefore, the additional programmes of this nature, envisaged in the National Education Policy, are of crucial significance. These programmes depend largely on the mobilization of community resources which are difficult to quantify at this stage. Nevertheless, it is roughly estimated that additional provision of Rs. 255.57 million, will be needed, over and above the Fifth Plan allocations to undertake extensive experimentation of alternative approaches, designed with special reference to local environment and conditions. The programme-wise additional requirements are presented in Annexure III. Although, the financial requirements are shown separately for developmental and non-developmental expenditure, it will be necessary to treat the total expenditure on additional programmes as developmental in nature. The initial phase for the implementation of these programmes is experimental. Careful evaluation and feedback of the experimental phase will provide direction for their large-scale adoption at a later stage. In any case the financial requirements for additional programmes are merely a fraction of the Fifth Plan allocations.

In order to provide for Federal funding of universities, the Federal Government will also have to provide for recurring expenditure of Rs. 1307.3 million. The Provincial Governments will thus annually save on an average about Rs. 250 million which they will divert to primary education and to the additional programmes envisaged in the Policy.

International agencies such as UNDP, UNESCO, UNICEF have shown keen interest in providing grants for experimentation with innovative programmes included in the National Education Policy. The expenditure on education as percentage of GNP may exceed 3.1 in the year 1982-83 depending upon our success in mobilising community resources, and free, un-tied foreign assistance. It may be worthwhile mentioning that according to a World Bank Survey (Annex III) as compared to a typical Asian country spending about 3.04% of its G.N.P. on Education, a developing country 4.40% and an OECD country 3.47%, Pakistan was allocating just 1.69% of its G.N.P. on Education in 1976.

Sector-wise estimates of financial requirements for the Fifth Five Year Plan 1978—83, both in respect of developmental and recurring expenditure are annexed (Annex I). It may be pointed out that current year's ADP for Education is Rs. 878.2 million as compared to Rs. 767.6 million during 1977-78. The forecasts of developmental expenditure for 1979-80 to 1982-83 are as under:—

Year	1979-80	1980-81	1981-82	1982-83
Allocation (Million Rs.)	1676.8	2204.00	2549.5	2975.6

It would require a substantial effort of the Provinces to provide the desired allocation. The achievement of targets set out in the National Education Policy and the Fifth Plan would correspond directly to the allocations made in the ADPs.

ESTIMATES OF FINANCIAL REQUIREMENTS FOR 1978—83

(Million Rs.)

Sl. No.	Sub-Sector	Develop- mental Expendi- ture	Non- Develop- mental Expendi- ture	Total
1.	Primary	3049.7	6990.6	10040.3
2.	Secondary	3257.8	4815.7	8073.5
3.	Teacher	380.0	318.0	698.0
4.	Technical	766.8	933.3	1700.1
5.	College	767.0	2802.6	3569.6
6.	University	725.0	1307.3	2032.3
7.	Scholarships	450.0	62.9	512.9
8.	Non-formal education (Adult Education) ..	50.0	3.0	53.0
9.	Production and supply of books ..	40.0	—	40.0
10.	Curriculum Development	16.0	3.6	19.6
11.	Examination Reforms	5.0	2.3	7.0
12.	Guidance and Counselling	5.0	65.0	70.0
13.	Development of Library Services ..	36.0	6.0	42.0
14.	Development of Museums	10.0	5.0	15.0
15.	Special Education	23.0	10.0	33.0
16.	Miscellaneous	65.0	1244.0	1309.0
	Sub-Total for Education ..	9646.3	18569.0	28215.3
Other Programmes :				
1.	Culture, Archaeology and Sports ..	575.0	40.0	615.0
2.	Programmes of Planning Division ..	18.0	—	18.0
3.	Programmes of Establishment Division ..	18.0	2.0	20.0
4.	Programmes of States and Frontier Regions Division	9.0	2.0	11.0
5.	Programmes of Religious Affairs Division ..	15.0	4.0	19.0
	Sub-total : Other programmes ..	635.0	48.0	683.0
	Total ..	10281.3	18617.0	28898.3

Annexure IIFINANCIAL REQUIREMENTS FOR THE ADDITIONAL PROGRAMMES
OF THE NATIONAL EDUCATION POLICY

(Rs. in million)

Sl. No.	Programme	Develop- mental Expenditure	Non- Develop- mental Expenditure
1.	Mohallah Schoole	—	38.80
2.	Adult and Non-Formal Education]	—	2.50
3.	Education of the Citizens	35.00	45.00
4.	Science Education	1.00	1.50
5.	Madrassah Education	19.05	2.05
6.	Islamiyat and Arabic	10.00	34.32
7.	Teacher Motivation	—	20.00
8.	Student Welfare	1.00	1.50
9.	National Education Council	2.15	11.70
10.	Village Workshop Schools	2.00	8.00
	Total	70.20	185.37
1.	Total Developmental Expenditure		70.20
2.	Total Non-developmental expenditure		185.33
3.	Total expenditure on Federal funding of universities		1307.30
	GRAND TOTAL		1562.83
<i>Increase in expenditure over the Plan Provision</i>			
1.	Developmental		0.72%
2.	Non-Developmental		0.99%
3.	Non-developmental including Federal University funding.. .. .		8.03%

Annexure IIIEDUCATION EXPENDITURE AS A PERCENTAGE OF G.N.P.
FOR SELECTED COUNTRIES

Country	<i>Per Capita Income (in US \$)</i>	<i>G.N.P. Per cent Expendi- ture on Education</i>
Papua	410	5.04
Malaysia	570	4.99
Philippines	280	4.93
Sri Lanka	120	4.90
Korea	—	3.37
Burma	80	3.11
Thailand	270	2.97
Singapore	1830	2.42
Indonesia	130	2.17
Pakistan	120	1.69
Nepal	90	0.73
Typical Asian Country	—	3.04
Developing Countries	—	4.40
OECD Countries	—	3.47

Source : World Tables for Per Capital Income 1976—World Bank.

