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COMPARATIVE REVIEW
of
EDUCATION POLICIES OF INDIA AND PAKISTAN

by

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PREAMBLE

The Ministry of Human Resource Development, Government of India has recently formulated a new education policy called National Policy on Education - 1986. The previous policy was formulated in 1968 and it was felt that general formulations incorporated in 1968 Policy did not however get translated into a detailed strategy of implementation. The 1986 Policy aims to give new directions to the process of education to meet a variety of new challenges and social needs.

This paper has been prepared in the Academy to make a comparative review of the Indian Education Policy 1986 and the 1979 Education Policy being pursued currently in Pakistan. A general comparison of provisions in Indian Policy with those of the Pakistani Policy is given under various headings of the Indian Policy. Annexure gives in juxtaposition the relevant recommendation in the two policy documents.

MAJOR FINDINGS OF THE COMPARATIVE REVIEW OF EDUCATION POLICIES OF INDIA AND PAKISTAN

(SUMMARY)

The comparative review has indicated that both the countries have revised their education policies - Pakistan in 1978-79 after a period of six years and India in 1986 after about two decades. The Indian policy indicates a large emphasis on cultural orientation thereby furthering the goals of socialism, secularisum, democracy and egalitarianism. The Pakistani policy depicts a reorientation towards the teachings of Islam and ideology of Pakistan.

There are numerous aspects of education which both the policies have dealt with and have given more or less similar proposals. These include education for equality, universalization of primary/elementary education, more emphasis on opportunities for women, functional education for adults and non-formal education, improvement of physical facilities, expansion and improvement in quality of secondary education including technical and vocational education, consolidation of higher education, reforms in the system of examinations and evaluation, improved staff development, students welfare programmes, etc. However, there are a number of provisions/recommendations which are unique to each policy or discretely different. They are summarised on the following pages.

INDIA	PAKISTAN
I. Primary and Pre-primary Education	
- Opening of Day Care Centres as support service for universalization of primary education.	- No specific provisions. Katchi classes exist in most of Primary Schoo but they are not planned and do not a part of the system.
- Integration of child care and pre-primary education as feeder for primary education	- No provision
- Strengthening of school health programme	- No provision
- Provision exists under II but no target years have been specified	- Universalization of primary education for boys by 1986-87 and for girls by 1992
- No similar provision	- Opening of about 5000 mosque schools
- "	- Opening and strengthening of Mohallah schools
II. Elementary/Middle School Education	
- Universal enrolment and retention of children up to 14 years	- No target set for universalizatio of education up to 14 years (midd stage)
- Child-centered approach based on individual's pace of learning	- No provision in the policy docume but in special projects such as Primary Education Project (PEP)
- Policy of non-detention	- Included in previous policy document but not in the 1979 document. Not being practised
- School timings and vacations adjusted to children	- No provision in 1979 Policy Document except in the PEP
III. Secondary Education	
- Pace-setting schools for talented students to foster excellence, equity and social justice	- No specific provision. Nevertheless institutions like Cadet Colleges exist but are very limited in number.

INDIA	PAKISTAN
IV. Technical, Vocational and Professional Education	
- Social technical/vocational programmes for rural areas and special ethnic groups	- Limited provision for rural areas by way of village workshop schools. No specific provision for ethnic groups
- Vocational courses to cover 10% of higher secondary students by 1990 and 25% by 1995	- Provision of Agro-technical studies for 3000 schools and establishment of 150 technical and commercial institutions but no %age specified
- Tertiary level vocational courses for graduates of general education	- No provision
- Not mentioned in the document	- Advisory committees of teachers and industry persons for revision of curriculum in technical educatio
- "	- Opportunities for exchange of personnel between industry and technical institutions
- "	- Practical on-the-job supervised training for Diploma and B-Tech.
- Non-formal vocational programmes for neoliterates, youth having qualified primary education, school drop-outs, working persons, unemployed or partially employed and especially for higher education	- 5 separate schools for providing skills for drop-outs. During the 6th Plan period, 100 skill-schools would be established
V. Higher Education	
- Establishment of Open University	- Open University already is functional
- Establishment of rural university	- No provision
- Delinking of degree from jobs which need not require a degree	- "
- Development of colleges and autonomous institutions	- "
- No mention in the Policy document	- Introduction of post-graduate classes in selected Girls Colleges

INDIA	PAKISTAN
- No mention in the Policy document	- Tripartite mobility of qualified staff among universities, research organisations and government
- "	- University teachers allowed to render consultative services
- Councils of Higher Education for State-level planning and coordination, UGC and these councils to develop coordinative methods for standards of education	- UGC to coordinate and regulate research and teaching programmes
- Inter-regional mobility regardless of origin of students	- No provision
VI. Technical and Management Education	
- Minimal computer training for professional education and computer literacy from school stage	- No provision but computers are being provided at school and college levels
- Encouragement of "self-employment" as career option and training in enterpreneurship through modular or optional courses in degree or diploma programmes	- No specific provision. Training programmes are however directed towards self-employment
- Establishment of Community Polytechnics for training weaker groups in those areas and establishment of the Community Polytechnic System for appraisal, quality control and strengthening	- Traditional, non-formal system of skill training will be improved through certification of technical and vocational skills. An Inter-Board Technical Education Commission would be established for testing and certification
- Research on improvement of present technologies, developing new indigenous ones and enhancing production and productivity	- No specific provision
- Encouragement of institutions to generate resources themselves	- Attachment of production units in few selected institutions with a view to making them self-financing
VII. Management of Education	
- Establishment of Indian Education Service on the lines of All-India Service	- No Provision

INDIA	PAKISTAN
- Planning and management of education at micro level - establishment of District Boards of Education	- No provision
- Setting up of a national body covering higher education, agriculture, medical, technical, legal and other professional fields for greater coordination, consistency in policy, sharing of facilities and developing inter-disciplinary research	- National Educational Council established under 1979 Policy, for similar purposes
VIII. Miscellaneous	
- The accepted national structure of education is 10+2+3. Further break-up of first 10 years will be towards an 8 year elementary system (5 years primary and 3 years upper primary) followed by 2 years of high school. First degree will be offered after 15 years.	- The present 4 tier system of primary, secondary, college and university will be replaced by a 3-tier system of elementary (I-VIII), secondary (IX-XII) and university education in phased manner. However, after secondary level, BA/B.Sc will be of 4 years, i.e. first degree will be offered after 16 years of schooling.
- Enhanced benefits of modern communication technologies to reach out greater number of population.	- Limited provision for A.I.O.U programmes
- Introduction of semester system from secondary stage in phased manner	- Semester system introduced in limited Institutions (Universities and Polytechnics) according to previous policy, but not mentioned in 1979 Policy.
- Life-long education for youth, housewives, agricultural and industrial workers and professionals. Future thrust will be on open and distance learning	- Open university offers courses for those who can not continue their education through formal system
- Support and recognition of the role of old 'masters' to sustain and carry forward the cultural traditions to bring about fine synthesis between change-oriented technologies and the cultural traditions	- Full government recognition to traditional institutions like Madrasahs, Maktabs and Darul-Ulooms and launching programmes for horizontal mobility from these institutes to institutions of professional and higher education.

COMPARATIVE REVIEW OF EDUCATION POLICIES OF INDIA AND PAKISTAN

INTRODUCTORY

Under this heading, the Indian policy has mentioned the major goals of education and has very briefly described the process of development of the education policy which includes comprehensive appraisal of the existing educational scene and a country-wide debate. The formulation of the Pakistani policy is based on the recommendations of a National Conference on Education attended by educationists, scholars, lawyers, teachers and students, advice of the Ministries/Divisions and Provincial Education Departments and the public comments. The Pakistani policy has set, in a separate chapter, nine detailed aims of education. Whereas in Indian Policy such explicit aims have not been given at one place. An implementation strategy including twelve major steps was developed on the basis of comments/suggestions/ recommendations of seminars/discussion groups.

THE 1968 EDUCATION POLICY AND AFTER

In this part, Indian policy has highlighted the achievements since the 1968 policy and its shortcomings describing also the emergent needs for a new education policy. No such comprehensive analysis of previous educational policies has been included in the Pakistani policy document. Nevertheless, it may be mentioned that

all states, a common educational school structure of 10+2+3. Pakistani policy has suggested replacement of four-tier system (Primary, Secondary, College and University) with three-tier system i.e. Elementary (I-VIII); Secondary (IX-XII); and University education.

Here again, Indian policy suggests steps to foster among students an understanding of diverse cultural and social system of the people of India. For higher education, it suggests that steps be taken to facilitate inter-regional mobility. Further, it has pin-pointed organizations such as UGC, Council of Tech. Education, NIEPA, NCERT, ICAR, etc. to give shape to national educational system and establish functional linkages.

In pakistani policy document, no particular problem of inter-regional mobility at higher education level, has been recognized. For implementation of various provisions of the policy, concerned organizations have also been mentioned/suggested to be established under almost all relevant chapters.

A MEANINGFUL PARTNERSHIP

In 1976, by virtue of a constitutional ammendment, Education is placed on the Concurrent List thereby initiating a sharing of responsibilities between the Union Government and the state. In Pakistan, education is already on the concurrent list.

to school till the age of 14,

ii) Pre-matric scholarship scheme for children of families engaged in scavenging, flaying and tanning,

iii) Constant micro-planning and verification for ensuring success of such educational programmes,

iv) Recruitment of teachers from scheduled castes,

v) Provision of student's hostels,

vi) Location of schools, Balwadis and Adult Education Centres to facilitate full participation,

vii) Utilization of N.R.E.P and R.L.E.G.P resources and

viii) Constant innovation for new methods to increase participation rate.

THE EDUCATION OF SCHEDULED TRIBES

The following measures will be taken urgently to bring the Scheduled Tribes at par with others:-

i) Priority will be accorded to opening primary

In Pakistan, there is no discrimination whatsoever for scheduled castes, minorities, and tribal areas. They enjoy equal opportunities. However, special measure are usually takenby the Provincial and Federal Governments to make educational facilities available to them. Nevertheless a national policy on education in the past (1947) has taken care of this aspect of education specifically.

THE HANDICAPPED

Both the policies have emphasized the need to integrate the physically and mentally handicapped with the general community to enter the main-stream of national life. However, Pakistani policy has suggested more comprehensive programmes for achievement of this objective as compared to those of Indian policy (see Annexure).

ADULT EDUCATION

Both the policies have emphasized this sector of education, and have suggested some measures (see Annex.) which have certain similarities like use of media, development of instructional material and need oriented skill-based(vocational) education/ training.

Indian policy has also suggested worker's education through employers, trade unions and concerned agencies of the Government. Whereas, in Pakistan, steps have already been taken in this regard and employers are directed to make arrangements for education of their illiterate employees. Pakistani policy has also suggested concrete steps such as organization

ELEMENTARY EDUCATION

CHILD-CENTERED APPROACH

The Indian policy emphasizes universal enrolment and retention of children up to 14 years of age and improvement in quality. It has also recommended Child-Centered Approach of teaching at this level with the purpose of allowing first generation learners to set their own pace. The policy of non-detention will be retained and school timings as well as vacations adjusted to the convenience of children.

Universalization of primary education is also the aim in Pakistan policy. But there is no mention of child-centered approach or the adjustment of school timings to children's convenience. However, non-detention of children at primary stage is partly being followed as envisaged in the previous policies.

SCHOOL FACILITIES

Indian policy has recommended two-room school buildings with two teachers(one lady teacher) and an OPERATION BLACKBOARD for improvement of quality. The Pakistani policy has recommended construction & repair of school buildings, and provision of equipment, textual material and one teaching kit to each primary school . Further details can be seen in Annexure.

NON-FORMAL EDUCATION

The non-formal efforts for school drop-outs, children with school facilities and for girls who cannot attend whole-day school are envisaged in the Indian policy. Much of this work will

No such programme has been identified in Pakistani policy.

VOCATIONALISATION

Both the policies have emphasized the need for vocationalization of education so that majority of the outcome of education is employed in trade and industry or is self-employed. Indian policy has recommended vocational courses for the handicapped and women as well. Non-formal efforts and tertiary level courses are also envisaged after higher secondary courses.

The Pakistani policy has recommended following programmes for vocational and technical education:

1. 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.

2. 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.

3. 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.

4. In order to utilize facilities more intensively, the existing evening extension programmes would be examined and improved. Part of the teaching would be done through Allama Iqbal Open University.

5. Separate schools for providing skills for the dropouts have been proposed.

6. Standardised and illustrated list of equipment giving full specifications would be prepared.

7. 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.

and good-will missions to various universities. These innovations will help improve quality of education.

OPEN UNIVERSITY AND DISTANCE LEARNING

Indian policy recommended Open University system for higher education. Pakistani policy has not mentioned role of Open University in Higher Education. However the Open university is also offering courses for Higher Education.

DELINKING DEGREES FROM JOBS

This is an innovation envisaged by the Indian policy. It will not be for professional/occupation-specific courses like Engineering, Medicine and Law, etc. It will be only for those services where university degree is not necessary. It will help those people who do not have a university degree, but are equipped to do the job. Comensurate with this, a National Testing Service will be established. Pakistani policy has no such recommendation.

RURAL UNIVERSITY

This is an Indian innovation which will be consolidated and developed on the lines of Gandhi's ideas on education.

TECHNICAL AND MANAGEMENT EDUCATION

This is another aspect which is taken care of by the Indian policy only keeping in view the future trends in economy, social environment, porduction and management processes.

9. To encourage students to consider "self-employment" as a career option, training in entrepreneurship will be provided through modular or optional courses, in degree or diploma programmes.

10. Renewal should systematically phase out obsolescence and introduce new technologies or disciplines.

INSTITUTIONAL THRUSTS

The Indian policy envisages that the community polytechnic system will be appraised and strengthened to increase its quality and coverage.

INNOVATION, RESEARCH AND DEVELOPMENT

Here the Indian policy envisages undertaking of research by higher technical institutions for producing manpower of capable research and development functions. Systems will be established for watching and forcasting technologies and for collaboration between institutions and the user system.

PROMOTING EFFICIENCY AND EFFECTIVENESS AT ALL LEVELS

For cost-effectiveness and excellence, following steps have been suggested by the Indian policy:

i. High priority will be given to modernisation and removal of obsolescence.

ii. Institutions will be encouraged to generate resources using their capacities to provide services to the community and industry. They will be equipped with up-to-date learning resources, library and computer facilities:

iii. Adequate hostel accommodation will be provided, specially for girls. Facilities for sports, creative work and cultural activities will be expanded:

3. The All India Council for Technical Education will be vested with statutory authority for planning, formulation and the maintenance of norms and standards, accreditation, funding of priority areas, monitoring and evaluation, maintaining parity of certification and awards and ensuring the coordinated and integrated development of technical and management education. Mandatory periodic evaluation will be carried out by a duly constituted Accreditation Board.

4. In the interests of maintaining standards and for several other valid reasons, the commercialisation of technical and professional education will be curbed. An alternative system will be devised to involve private and voluntary effort in this sector of education in conformity with accepted norms and goals.

MAKING THE SYSTEM WORK

Here the Indian policy has recommeneded a strategy for effective implementation of its provisions (see Annexure). In Pakistani policy, implementation strategy including physical facilities to the teacher, the taught and the institutions has been suggested under each sub-sector of education.

REORIENTING THE CONTENT AND PROCESS OF EDUCATION

THE CULTURAL PERSPECTIVE

Due to the present drift between the formal system of education and the cultural traditions of the country, the Indian policy has recommended reorientation of the educational content and process. In this regard linkages with the institutions of higher learning in art, archaeology and oriental studies will be established.

2. The generation of relevant and culturally compatible educational programmes will form an important component of educational technology.

3. Radio and T.V. programmes which clearly militate against proper educational objectives will be prevented. Steps will be taken to discourage such trends in films and other media also. An active movement will be started to promote the production of children's films of high quality and usefulness.

The Pakistani policy has not considered the use of media separately. It has recommended its proper utilization for Adult and Non-formal education and education of the citizens.

WORK EXPERIENCE

Indian policy emphasizes it as an essential component at all stages of education. It recommends that such activities may be organized which are useful to the students as well as the community. Pre-vocational programmes are suggested at lower secondary stage as helpful courses for entry/choice of vocational courses art higher stage.

The Pakistani policy has not discussed it separately. However, the curricula and schemes of studies at various levels have been developed emphasizing the dignity of manual work. Anyhow, the experience of this manual work is not comparable to the work experience as envisaged by the Indian policy.

EDUCATION AND ENVIRONMENT

The Indian policy has recommended inclusion of environmental education in the entire educational process. The Pakistani policy has not dealt with it as such but this aspect is being included in the science curriculum for various levels of education.

Health and Safety Education to the Colleges of Physical Education. It further recommended that physical education will be made an integral part of school curricula.

THE ROLE OF YOUTH

The Indian policy requires participation of youth in one or the other of existing schemes for national and social development. This aspect has been taken care of in the previous policies in Pakistan.

THE EVALUATION PROCESS AND EXAMINATION REFORM

Both the policies have taken care of the process of examinations and evaluation. The Indian policy have suggested more or less general measures, whereas Pakistani policy has recommended specific and more elaborate programmes for implementation (see Annexure).

THE TEACHER

Both the policies have more or less similar recommendations for improvement of teachers and teaching service. However, Indian policy have also recommended that teacher's pay and service conditions will be comensurate with their social responsibilities, continuing education for teachers be organized and District Institutions of Education and Training for pre-service and in-service education of teachers of elementary, non-formal and adult education be established. The Pakistani policy has recommended educational visits of teachers to various universities and

non-investment or inadequate investment would be deletarious to national development. It recommended gradural increase to 6% of the national income as expenditure on education as early as possible. Whereas, Pakistani policy has proposed that the expenditure on education may be increased to 3.1% of GNP.

REVIEW

Indian policy has suggested review of the policy after every five years. Periodical appraisals was another feature of this policy. Whereas, Pakistani policy has suggested establishment of a National Education Council for this purpose.

THE FUTURE

For future, the Indian policy has recommended strenghening of the base of the pyramid and to make it sure that the top is occupied by the best. A nation-wide effort in human resource development need to be intensified.

The Pakistani policy has not touched upon this as a separate topic. Rather, the future development is implicit in the various programmes suggested under various headings.

The potential of such schools will be gradually developed to provide educational facilities to female children, youth and adults in each community.

VILLAGE WORKSHOP SCHOOLS

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 outpout of these will also be eligible for admission to vocational institutes for further training provided they fulfil the admission requirements.

PRIVATE EDUCATIONAL INSTITUTIONS

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. Safe-guards 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.

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the 1979 policy starts where the previous policies end and therefore, its recommendations/provisions and implementation programmes, indirectly take into account the shortcomings of the previous policies and implementation stategies.

THE ESSENCE AND ROLE OF EDUCATION

Here, the Indian policy has described the role of education as an acculturating agent, contributing to national cohesion and furthering the goals of socialism, secularism and democracy contained in the Indian constitution. It states "Education is a unique investment in the present and the future" as key to the National Policy on Education.

Pakistan is an Islamic country which came into existence because of its ideological aspirations. It, therefore, does not consider the goals of socialism and secularism to be achieved through education. However, it considers education as an investment in human resource development.

NATIONAL SYSTEM OF EDUCATION

The Indian policy says that "the constitution embodies the principles on which the National System of Education is conceived of". But those principles are mentioned no-where in the policy, hence this part cannot be reviewed in its totality. However, comparable provisions of Pakistani policy are mentioned in the Annexure. India has developed and implemented, in almost

all states, a common educational school structure of 10+2+3. Pakistani policy has suggested replacement of four-tier system (Primary, Secondary, College and University) with three-tier system i.e. Elementary (I-VIII); Secondary (IX-XII); and University education.

Here again, Indian policy suggests steps to foster among students an understanding of diverse cultural and social system of the people of India. For higher education, it suggests that steps be taken to facilitate inter-regional mobility. Further, it has pin-pointed organizations such as UGC, Council of Tech. Education, NIEPA, NCERT, ICAR, etc. to give shape to national educational system and establish functional linkages.

In pakistani policy document, no particular problem of inter-regional mobility at higher education level, has been recognized. For implementation of various provisions of the policy, concerned organizations have also been mentioned/suggested to be established under almost all relevant chapters.

A MEANINGFUL PARTNERSHIP

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EDUCATION FOR EQUALITY

EDUCATION FOR WOMEN'S EQUALITY

Indian policy envisages equality of educational opportunities for all those who were previously denied this facility due to social and traditional taboos. Special emphasis is being placed to use education as an agent of basic change in the status of and empowerment of women. Women participation in vocational, technical and professional education at different levels will be ensured.

Islam provides equal opportunities for the education of men and women. But since education for women was grossly reglected in Pakistan, the New Education Policy assigns high priority to the expansion of female education. The Pakistani policy goes to the extent of finding out alternative approaches to the establishment of women's universities in the country. The Pakistani policy has dealt with this aspect quite in detail as can be seen in the Annexure.

THE EDUCATION OF SCHEDULED CASTES

Following provisions have been made for scheduled castes:

i) Incentive to families to send their children

to school till the age of 14,

ii) Pre-matric scholarship scheme for children of families engaged in scavenging, flaying and tanning,

iii) Constant micro-planning and verification for ensuring success of such educational programmes,

iv) Recruitment of teachers from scheduled castes,

v) Provision of student's hostels,

vi) Location of schools, Balwadis and Adult Education Centres to facilitate full participation,

vii) Utilization of N.R.E.P and R.L.E.G.P resources and

viii) Constant innovation for new methods to increase participation rate.

THE EDUCATION OF SCHEDULED TRIBES

The following measures will be taken urgently to bring the Scheduled Tribes at par with others:-

i) Priority will be accorded to opening primary

schools in tribal areas. The construction of school buildings under the normal funds for education, as well as under the N.R.E.P., R.L.E.G.P. Tribal Welfare schemes, etc.

ii) Due to socio-cultural milieu of the STs there is need to develop the curricula and devise instructional materials in tribal languages at the initial stages, with arrangements for switching over to the regional language.

iii. Educated and promising Scheduled Tribe youths will be encouraged and trained to take up teaching in tribal areas.

iv. Residential schools, including Ashram Schools.

v. Incentive schemes will be formulated for the Scheduled Tribes, keeping in view their special needs and life styles. Special remedial courses and other programmes to remove psycho-social impediments will be provided.

vi. Anganwadis, Non-formal and Adult Education Centres will be opened on a priority basis.

vii. The curriculum will be designed to create an awareness of the rich cultural identity of the tribal people as also of their enormous creative talent.

OTHER EDUCATIONALLY BACKWARD SECTIONS AND AREAS

Suitable incentives will be provided to all educationally backward sections of society, particularly in the rural areas.

MINORITIES

Some minority groups are educationally deprived or backward. Constitutional guarantees will be given to them to establish and administer their own educational institutions, and protection to their languages and culture.

In Pakistan, there is no discrimination whatsoever for scheduled castes, minorities, and tribal areas. They enjoy equal opportunities. However, special measure are usually taken by the Provincial and Federal Governments to make educational facilities available to them. Nevertheless a national policy on education in the past (1947) has taken care of this aspect of education specifically.

THE HANDICAPPED

Both the policies have emphasized the need to integrate the physically and mentally handicapped with the general community to enter the main-stream of national life. However, Pakistani policy has suggested more comprehensive programmes for achievement of this objective as compared to those of Indian policy (see Annexure).

ADULT EDUCATION

Both the policies have emphasized this sector of education, and have suggested some measures (see Annex.) which have certain similarities like use of media, development of instructional material and need oriented skill-based(vocational) education/ training.

Indian policy has also suggested worker's education through employers, trade unions and concerned agencies of the Government. Whereas, in Pakistan, steps have already been taken in this regard and employers are directed to make arrangements for education of their illiterate employees.
Pakistani policy has also suggested concrete steps such as organization

of adult literacy centers under the sponsor-ship of Ministry of Education, Community Viewing Centres of PTVC, Marakaz of IRDP, Allama Iqbal Open University's Study Centres, Social Welfare Centres and infrastructure of the Population Planning Division; utilization of student volunteer corps; adult education worker's training at Open University and provision of 10,000 TV sets by UNESCO. In addition, Pakistani policy has suggested establishment of a National Council on Adult Education for supervision and coordination of activities relating to literacy programmes.

REORGANISATION OF EDUCATION AT DIFFERENT STAGES

EARLY CHILDHOOD CARE & EDUCATION

This is an innovative aspect taken care of by the Indian policy only. There is a National Policy on Children which emphasizes investment in the development of the young child. The policy has suggested Early Childhood Care and Education and it will be suitably integrated with the Integrated Child Development Services programme. It also envisages to provide day care centre as support to universalization of primary education enabling young working girls(baby sitters) to attend schools and to support working women belonging to poorer sections of society. A full integration of child care and pre-primary education to act as feeder for primary education is envisaged. In its continuation, School Health Programme will also be strengthened. There is no such recommendation for child care or supporting primary education in the Pakistani education policy.

ELEMENTARY EDUCATION

CHILD-CENTERED APPROACH

The Indian policy emphasizes universal enrolment and retention of children up to 14 years of age and improvement in quality. It has also recommended Child-Centered Approach of teaching at this level with the purpose of allowing first generation learners to set their own pace. The policy of non-detention will be retained and school timings as well as vacations adjusted to the convenience of children.

Universalization of primary education is also the aim in Pakistan policy. But there is no mention of child-centered approach or the adjustment of school timings to children's convenience. However, non-detention of children at primary stage is partly being followed as envisaged in the previous policies.

SCHOOL FACILITIES

Indian policy has recommended two-room school buildings with two teachers(one lady teacher) and an OPERATION BLACKBOARD for improvement of quality. The Pakistani policy has recommended construction & repair of school buildings, and provision of equipment, textual material and one teaching kit to each primary school . Further details can be seen in Annexure.

NON-FORMAL EDUCATION

The non-formal efforts for school drop-outs, children with school facilities and for girls who cannot attend whole-day school are envisaged in the Indian policy. Much of this work will

be carried out through voluntary agencies and panchayati raj institutions.

The Pakistani education policy has also envisaged detailed non-formal education programme under Mosque and Mohallah schools (see Annexure).

SECONDARY EDUCATION

For this stage of education, the recommendations of both the policies are almost in the same direction. The Indian policy envisages opening of new schools where they are non-existent and their consolidation in other areas. The Pakistani policy suggests upgradation of middle schools, opening of new secondary schools, construction of residences for female teachers, and addition of science labs and libraries in secondary schools. Another innovative step recommended by Pakistani policy is introduction of second shift so that enrolment at this level is increased.

PACE-SETTING SCHOOLS

Indian policy has recommended this innovation at secondary level to provide talented students educational opportunities according to their aptitude. These schools will also foster national integration, since children from different parts of the country will live together in such schools.

No such programme has been identified in Pakistani policy.

VOCATIONALISATION

Both the policies have emphasized the need for vocationalization of education so that majority of the outcome of education is employed in trade and industry or is self-employed. Indian policy has recommended vocational courses for the handicapped and women as well. Non-formal efforts and tertiary level courses are also envisaged after higher secondary courses.

The Pakistani policy has recommended following programmes for vocational and technical education:

1. 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.

2. 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.

3. 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.

4. In order to utilize facilities more intensively, the existing evening extension programmes would be examined and improved. Part of the teaching would be done through Allama Iqbal Open University.

5. Separate schools for providing skills for the dropouts have been proposed.

6. Standardised and illustrated list of equipment giving full specifications would be prepared.

7. 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.

8. Legislation for providing practical training for engineering and technical graduates duly vetted by the Law Division will be enacted.

9. 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.

10. A College for Technical Education would be established to provide pre-service training to the teachers and to improve in-service training programme.

Innovative features of Pakistani policy include Advisory Committees having representatives of trade and industry, attachment of production units to institutions, certification of skills acquired through non-formal education set-up, mobility of teachers and technician to industry and schools, setting up of a college for the training of teachers and above all legislation for practical training for engineering and technical graduates.

HIGHER EDUCATION

There are many comparable recommendations in both the policies. However, Indian policy goes for de-affiliation of colleges from the universities and opening of autonomous colleges for freer atmosphare. The Pakistani policy has recommended detailed programmes such as introduction of post-graduate classes in selected girls colleges, strengthening of labs and libraries, restriction of higher education to those who have antitude for it, tripartite movement of teachers, researchers and government servant to each others organization, permission to university teachers to offer consultative services, generation of funds

and good-will missions to various universities. These innovations will help improve quality of education.

OPEN UNIVERSITY AND DISTANCE LEARNING

Indian policy recommended Open University system for higher education. Pakistani policy has not mentioned role of Open University in Higher Education. However the Open university is also offering courses for Higher Education.

DELINKING DEGREES FROM JOBS

This is an innovation envisaged by the Indian policy. It will not be for professional/occupation-specific courses like Engineering, Medicine and Law, etc. It will be only for those services where university degree is not necessary. It will help those people who do not have a university degree, but are equipped to do the job. Comensurate with this, a National Testing Service will be established. Pakistani policy has no such recommendation.

RURAL UNIVERSITY

This is an Indian innovation which will be consolidated and developed on the lines of Gandhi's ideas on education.

TECHNICAL AND MANAGEMENT EDUCATION

This is another aspect which is taken care of by the Indian policy only keeping in view the future trends in economy, social environment, porduction and management processes.

The policy strives for integration of both technical and management education. It envisages following programme:

1. The infrastructure and services sectors as well as the unorganised rural sector also need a greater induction of improved technologies and a supply of technical and managerial manpower. This will be attended to by the Government.

2. In order to improve the situation regarding manpower information, the recently set up Technical Manpower Information System will be further developed and strengthened.

3. Continuing education, covering established as well as emerging technologies, will be promoted.

4. A minimal exposure to computers and a training in their use will from part of professional education. Programmes of computer literacy will be organised on wide scale from the school stage.

5. In view of the present rigid entry requirements programmes through a distance-learning process, including use of the mass media, will be offered. Technical and management education programmes, including education in polytechnics, will also be on a flexible modular pattern based on credits, with provision for multi-point entry. A strong guidance and counselling service will be provided.

6. In order to increase the relevance of management education, particularly in the non-corporate and under-managed sectors, the management education system will study and document the Indian experience and create a body of knowledge and specific educational programmes suited to these sectors.

7. Appropriate formal and non-formal programmes of technical education will be devised for the benefit of women, the economically and socially weaker sections, and the physically handicapped.

8. The emphasis on vocational education and its expansion will need a large number of teachers and professionals in vocational education, educational technology, curriculum. Programme will be started to meet this demands.

9. To encourage students to consider "self-employment" as a career option, training in entrepreneurship will be provided through modular or optional courses, in degree or diploma programmes.

10. Renewal should systematically phase out obsolescence and introduce new technologies or disciplines.

INSTITUTIONAL THRUSTS

The Indian policy envisages that the community polytechnic system will be appraised and strengthened to increase its quality and coverage.

INNOVATION, RESEARCH AND DEVELOPMENT

Here the Indian policy envisages undertaking of research by higher technical institutions for producing manpower of capable research and development functions. Systems will be established for watching and forcasting technologies and for collaboration between institutions and the user system.

PROMOTING EFFICIENCY AND EFFECTIVENESS AT ALL LEVELS

For cost-effectiveness and excellence, following steps have been suggested by the Indian policy:

i. High priority will be given to modernisation and removal of obsolescence.

ii. Institutions will be encouraged to generate resources using their capacities to provide services to the community and industry. They will be equipped with up-to-date learning resources, library and computer facilities:

iii. Adequate hostel accommodation will be provided, specially for girls. Facilities for sports, creative work and cultural activities will be expanded:

iv. More effective procedures will be adopted in the recruitment of staff. Career opportunities, service conditions, consultancy norms and other perquisites will be improved.

v. Teachers will have multiple roles to perform: teaching research, development of learning resource material, extension, and managing the institution. Initial and in-service training will be made mandatory for faculty members. Staff Development Programmes will be integrated at the State, and coordinated at Regional and National levels.

vi. The curricula of technical and management programmes will be targetted on current as well as the projected needs of industry or user systems. Active interatction between technical or management institutions and industry will be promoted in programme planning and implementation, exchange of personnel, training facilities and resources research and consultancy and other areas of mutual interest.

vii. Excellence in performance of institutions and individuals will be recognised and rewarded. The emergence of substandard and institutions will be checked.

viii. Select institutions will be awarded academic, administrative and financial autonomy of varying degrees, building in safeguards with respect to accountability.

ix) Networking systems will have to be established between technical education and industry, R&D organisations, programmes of rural and community development, and with other sectors of education with complementary characteristics.

MANAGEMENT FUNCTIONS AND CHANGE

The Indian policy envisages:

1. Ministry of Human Resource Development will coordinate the balanced development of engineering, vocational and management education as well as the education of technicians and craftsmen.

2. Professional societies will be encouraged and enabled to perform their due role in the advancement of technical and management education.

3. The All India Council for Technical Education will be vested with statutory authority for planning, formulation and the maintenance of norms and standards, accreditation, funding of priority areas, monitoring and evaluation, maintaining parity of certification and awards and ensuring the coordinated and integrated development of technical and management education. Mandatory periodic evaluation will be carried out by a duly constituted Accreditation Board.

4. In the interests of maintaining standards and for several other valid reasons, the commercialisation of technical and professional education will be curbed. An alternative system will be devised to involve private and voluntary effort in this sector of education in conformity with accepted norms and goals.

MAKING THE SYSTEM WORK

Here the Indian policy has recommeneded a strategy for effective implementation of its provisions (see Annexure). In Pakistani policy, implementation strategy including physical facilities to the teacher, the taught and the institutions has been suggested under each sub-sector of education.

REORIENTING THE CONTENT AND PROCESS OF EDUCATION

THE CULTURAL PERSPECTIVE

Due to the present drift between the formal system of education and the cultural traditions of the country, the Indian policy has recommended reorientation of the educational content and process. In this regard linkages with the institutions of higher learning in art, archaeology and oriental studies will be established.

VALUE EDUCATION

The growing cynicism in society and erosion of essential values has lead the Indian policy to include value education in the curriculum. In Pakistan, Islamic education covers this aspect of moral education. Therefore, Pakistani policy lays emphasis on appropriate teaching of Islamiat.

LANGUAGES

The Indian policy (1986) is following, for the development of languages the Education policy of 1968 which was quite in detail. Since, we could not get reference of 1968 policy, nothing can be compared. However, provisions of Pakistani policy can be seen in the Annexure.

BOOKS AND LIBRARIES

The Pakistani policy has not dealt with this subject separately. But it has been discussed quite in detail under various sub-sectors.

MEDIA AND EDUCATIONAL TECHNOLOGY

The Indian policy envisages to utilize the benefits of modern communication technologies both for rich and deprived sections of the society. It recommended following steps for this purpose:

1. Educational technology will be employed in the spread of useful information, the training and re-training of teachers, to improve quality, sharpen awareness of art and culture, inculcate abiding values, etc., both in the formal and non-formal sectors. In villages without electricity, batteries or solar packs will be used to run the programme.

2. The generation of relevant and culturally compatible educational programmes will form an important component of educational technology.

3. Radio and T.V. programmes which clearly militate against proper educational objectives will be prevented. Steps will be taken to discourage such trends in films and other media also. An active movement will be started to promote the production of children's films of high quality and usefulness.

The Pakistani policy has not considered the use of media separately. It has recommended its proper utilization for Adult and Non-formal education and education of the citizens.

WORK EXPERIENCE

Indian policy emphasizes it as an essential component at all stages of education. It recommends that such activities may be organized which are useful to the students as well as the community. Pre-vocational programmes are suggested at lower secondary stage as helpful courses for entry/choice of vocational courses art higher stage.

The Pakistani policy has not discussed it separately. However, the curricula and schemes of studies at various levels have been developed emphasizing the dignity of manual work. Anyhow, the experience of this manual work is not comparable to the work experience as envisaged by the Indian policy.

EDUCATION AND ENVIRONMENT

The Indian policy has recommended inclusion of environmental education in the entire educational process. The Pakistani policy has not dealt with it as such but this aspect is being included in the science curriculum for various levels of education.

MATHEMATICS TEACHING

The Indian policy emphasizes the role of Mathematics as a vehicle to train a child to think, reason, analyse and to articulate logically. Therefore, it recommended it as a concomitant to any subject involving analysis and in the use of computers.

The Pakistani policy has also recommended its compulsory introduction for secondary education, i.e. classesIX-XII with the objective of offering more options to the science students for higher education. It is compulsory for arts students as well.

SCIENCE EDUCATION

The Indian policy has given general statements for improvement of science education. Whereas, Pakistani policy has treated it quite in detail (see Annexure) and recommended establishment of a National Centre for Science Education at National level. It further recommended strengthening of National Education Equipment Centre to improve the quality and supply of equipment to schools.

SPORTS AND PHYSICAL EDUCATION

The Indian policy has again given general statements covering various aspect of this education. The Pakistani policy has discussed it in detail and suggested specific programmes for implementation including establishment of an Institute of Sports and Culture,revision of curriculum of physical teacher education, addition of Departments of

Health and Safety Education to the Colleges of Physical Education. It further recommended that physical education will be made an integral part of school curricula.

THE ROLE OF YOUTH

The Indian policy requires participation of youth in one or the other of existing schemes for national and social development. This aspect has been taken care of in the previous policies in Pakistan.

THE EVALUATION PROCESS AND EXAMINATION REFORM

Both the policies have taken care of the process of examinations and evaluation. The Indian policy have suggested more or less general measures, whereas Pakistani policy has recommended specific and more elaborate programmes for implementation (see Annexure).

THE TEACHER

Both the policies have more or less similar recommendations for improvement of teachers and teaching service. However, Indian policy have also recommended that teacher's pay and service conditions will be comensurate with their social responsibilities, continuing education for teachers be organized and District Institutions of Education and Training for pre-service and in-service education of teachers of elementary, non-formal and adult education be established. The Pakistani policy has recommended educational visits of teachers to various universities and

provinces. A system of national awards for the best teachers is another new addition.

THE MANAGEMENT OF EDUCATION

Both the policies have emphasized reorganization of system of planning and management at various levels, manning the system by experiencedprofessionals, decentralization of powers and training of planners/administrators/supervisors.

INDIAN EDUCATION SERVICE

This service is recommended on the lines of All-India Service. No such recommendation has been given by the Pakistani policy.

STATE LEVEL

Similar recommendations have been given by both the policies (see Annexure) .

DISTRICT AND LOCAL LEVEL

Almost same type of recommendations are given by the two policies. Indian policy has recommended a more elaborate system of management at this level. It has suggested establishment of District Boards of Education. Similar to the Indian porvision of school complexes, centre schools have been working very efficiently in Pakistan as far as management of schools is concerned.

RESOURCES AND REVIEW

Both the policies have recommended steps for appropriate funding of education. The Indian policy considered that

non-investment or inadequate investment would be deletarious to national development. It recommended gradural increase to 6% of the national income as expenditure on education as early as possible. Whereas, Pakistani policy has proposed that the expenditure on education may be increased to 3.1% of GNP.

REVIEW

Indian policy has suggested review of the policy after every five years. Periodical appraisals was another feature of this policy. Whereas, Pakistani policy has suggested establishment of a National Education Council for this purpose.

THE FUTURE

For future, the Indian policy has recommended strenghening of the base of the pyramid and to make it sure that the top is occupied by the best. A nation-wide effort in human resource development need to be intensified.

The Pakistani policy has not touched upon this as a separate topic. Rather, the future development is implicit in the various programmes suggested under various headings.

ADDITIONAL TOPICS DISCUSSED IN PAKISTANI POLICY

There are some topics which have been considered in detail in the Pakistani policy only. These include:

1. Mosque Schools
2. Mohallah Schools
3. Village Workshop Schools
4. Private Educational Institutions
5. Education of the Citizens
6. Madrasah Education
7. Islamiyat and Arabic
8. Stadardization of school Uniform
9. Curriculum and Text books
10. Guidance, ccunselling and placement
11. Professional Education
12. Research in Education
13. Student Welfare
14. Educational Innovations

A brief description of all these sub-sectors of education is as follows:

MOSQUE SCHOOLS

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. 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.

MOHALLAH SCHOOLS

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 National Education Policy intends to recognize, institutionalize and strengthen the Mohallah schools.

The potential of such schools will be gradually developed to provide educational facilities to female children, youth and adults in each community.

VILLAGE WORKSHOP SCHOOLS

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 outpout of these will also be eligible for admission to vocational institutes for further training provided they fulfil the admission requirements.

PRIVATE EDUCATIONAL INSTITUTIONS

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. Safe-guards 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.

EDUCATION OF THE CITIZENS

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.

MADRASAH EDUCATION

Two parallel systems of education are prevalent in the country. Madrasahs, Maktabs 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.

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, Maktabs 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.

ISLAMIYAT AND ARABIC

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 institutiions to increase the motivation of their students towards Islam and Islamic ideology.

STANDARDIZATION OF SCHOOL UNIFORM

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.

CURRICULUM AND TEXTBOOKS

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

GUIDANCE, COUNSELLING AND PLACEMENT

There is at present inadequate provision of education 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.

PROFESSIONAL EDUCATION

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.

RESEARCH IN EDUCATION

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.

STUDENT WELFARE

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.

EDUCATIONAL INNOVATION

With limited resources we cannot solve the innumberable 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.

COMPARATIVE STATEMENTS OF INDIAN AND PAKISTANI
NATIONAL EDUCATION POLICIES

INDIAN POLICY 1986	CORRESPONDING PAKISTANI PROVISIONS
INTRODUCTORY Major effort must be made to derive the maximum benefit from the assets already created and to ensure that the fruits of change reach all sections.	The National education policy has listed following aims of education: 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 a merber of Pakistani nation is also a part of the universal Muslim Umah 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 conversant with the Pakistan movement, its idealogical 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 retraining 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.

A comprehensive appraisal of the existing educational scene was made, followed by a country-wide debate. The views and suggestions received from different quarters were carefully studied.

A National Education Conference was organized and its recommendations incorporated in the salient features of the National Education Policy. Public opinions were elicited and seminars conducted to finalize Work Plan for implementation of the Policy.

NATIONAL SYSTEM OF EDUCATION

The National System of Education envisages a common educational structure. The 10+2+3 structure has now been accepted in all parts of the country. Further break-up of the first 10 years will be made to move towards an elementary system comprising 5 years of primary education and 3 years of upper primary, followed by 2 years of High School.

The National System of Education will be based on a national curricular framework which contains a common core along with other components that are flexible. The common core will include the history of India's freedom movement, the constitutional obligations and other content essential to nurture national identity. These elements will cut across subject areas and will be designed to promote values such as India's common cultural heritage, egalitarianism, democracy and secularism, equality of the sexes, protection of the environment, removal of social barriers, observance of the small family norm and inculcation of the scientific temper. All educational programmes will be carried on in strict conformity with secular values.

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 degree colleges will be gradually converted into 4 year's BA/B.Sc degree colleges.

The National curricula will include common subjects of Islamiyat and Pakistan Studies as compulsory subjects for all streams of education in order 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 and to produce citizens who are fully conversant with the Pakistan movement, its ideological foundation, 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.

India has always worked for peace and understanding between nations, treating the whole world as one family. True to this hoary tradition, Education has to strengthen this world view and motivate the younger generations for international cooperation and peaceful co-existence.

To promote equality, it will be necessary to provide for equal opportunity to all not only in access, but also in the conditions for success. Besides, awareness of the inherent equality of all will be created through the core curriculum.

In the areas of research and development, and education in science and technology, special measures will be taken to establish network arrangements between different institutions in the country to pool their resources and participate in projects of national importance.

The Nation as a whole will assume the responsibility of providing resource support for implementing programmes of educational transformation, reducing disparities, universalisation of elementary education, adult literacy, scientific and technological research, etc.

The National Education must create awareness in every student that he, as a 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.

It is envisaged 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.

Some Educational Institutions like University Grants Commission (UGC), Inter Board Committee of Chairmen (IBCC), and Board of Intermediate & Secondary Education (BISE) will be asked to set a side funds for research.

(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.

Life-long education is a cherished goal of the educational process. This presupposes universal literacy. Opportunities will be provided to the youth, housewives, agricultural and industrial workers and professionals to continuethe education of their choice, at the pace suited to them. The future thrust will be in the direction of open and distance learning.

Open university through its multi-media delivery technology will organise programmes, develop instructional material for adults and mobile operational units in the rural areas.

EDUCATION FOR EQUALITY

EDUCATION FOR WOMEN'S EQUALITY

Education will be used as an agent of basic change in the status of woman. The National Education System will play a positive, interventionist role in the empowerment of women. It will foster the development of new values through redesigned curricula, textbooks, the training and orientation of teachers, decision-makers and administrators, and the active involvement of educational institutions. Women's studies will be promoted as a part of various courses and educational institutions encouraged to take up active programmes to further women's development.

(1) Special efforts will be made to expand and improve facilities for the education of the females.

(2) At the primary level, solid foundations will be laid to achieve universal education among females by 1992.

The removal of women's illiteracy and obstacles inhibiting their access to, and retention in, elementary education will receive overriding priority. Major emphasis will be laid on women's participation in vocational, technical and professional education at different levels. The policy of non-discrimination will be pursued vigorously to eliminate sex stereo-typing in vocational and professional courses.

(3) About 30,000 female teachers will be recruite for primary schools during the next five year to achieve this target.

(4) Nearly 5,000 Mohallah schools will be established for imparting literacy and selected home management skills to girls.

(5) Enrolment of girls at the secondary stage will be increased from the present bench mark of 400,000 to 650,000.

(6) Major stress will be laid on the improvement of facilities for the teaching of science and introduction of Home Economics subjects.

(7) Liberal scholarships and loans will be provided exclusively for the female at all levels of education.

(8) 6,000 female teachers residences mosly in the rural areas will be constructed to attract the female teachers to teaching profession.

(9) Boundary walls will be constructed around 10,000 existing primary schools for female children.

(10) Science laboratories, hostel seats, and books will be provided in adequate numbers.

THE EDUCATION OF SCHEDULED CASTES

No Recommendations

OTHER EDUCATIONALLY BACKWARD SECTIONS AND AREAS

No Recommendations

MINORITIES

No Recommendations

THE HANDICAPPED

The objective should be to integrate the physically and mentally handicapped with the general community as equal partners, to prepare them for normal growth and to enable them to face life with courage and confidence. The following measures will be taken in this regard :

(i) Wherever it is feasible, the education of children with motor handicaps and other mild handicaps will be common with that of others.

(ii) Special schools with hostels will be provided, as far as possible at district headquarters, for the severely handicapped children.

(iii) Adequate arrangements will be made to give vocational training to the disabled.

(iv) Teachers training programmes will be reoriented, in particular for teachers of primary classes, to deal with the special difficulties of the handicapped children; and

(v) Voluntary effort for the education of the disabled will be encouraged in every possible manner.

(i) To start with the Government will undertake the following activities on urgent basis :-

(a) Survey existing facilities for Education on 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.

(iii) The educational programmes for the handicapped children will include provision of general education together with the vocational education.

(iv) 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.

(v) The efforts of the benevolent organizations will be supported, supplemented and coordinated by the government in opening more schools in the communities and strengthing the existing ones. Active involvement of Health, Social Welfare and Industry will be sought to prepare and launch integrated programmes for the handicapped.

ADULT EDUCATION

A vast programme of adult and continuing education will be implemented through various ways and channels, including :-

(a) establishment of centres in rural areas for continuing education;

(b) workers education through the employers, trade unions and concerned agnecies of government;

(c) post-secondary education institutions;

(d) wider promotion of books, libraries and reading rooms;

(e) use of radio, TV and films, as mass and group learning media;

(f) creation of learners' groups and organisation;

(g) programmes of distance learning;

(h) organizing assistance in self-learning; and

(i) organising need and interest based vocational training programmes.

(vi) The curricula and syllabi of special education will be brought in conformity with the needs and requirements for the present day.

(i) Community resources will be harnessed to promote literacy through out 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 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.

REORGANISATION OF EDUCATION AT DIFFERENT STAGES

EARLY CHILDHOOD CARE & EDUCATION

No Recommendations

ELEMENTARY EDUCATION

The new thrust in elementary education will emphasise two aspects: (i) universal enrolment and universal retention of children up to 14 years of abge, and (ii) a substantial improvement in the quality of education.

Primary school enrolment will be so increased that all boys of class I ago are enrolled by 1982-83 Universl enrolment of b oys will be attained by 1986-87. In the case of girls, universalization will be achieved by 1982. 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.

CHILD-CENTRED APPROACH

A child-centred and activity-based process of learning should be adopted at the primary stage. The policy of non-detention at the primary stage will be retained, making evaluation as disaggregated as feasible. School timings as well as vacations adjusted to the convenience of children.

No Recommendations

SCHOOL FACILITIES:

Provision will be made of essential facilities in primary schools, including at least two reasonably large rooms that are usable in all weathers, and the necessary toys, blackboards, maps, charts, and other learning material. At least two teachers, one of whom a woman, should work in every school, the number increasing as early as possible to one teacher per class. A phased drive, symbolically called OPERATION BACKBOARD will be undergtaken with immediate effect to improve Primary Schools all over the country.

(1) Facilities will be provided to attain universal enrolment for boys of 5-9 age group 1986-87.

(2) Wastage will be eliminated to achieve 60 per cent retention rate by 1982-83 and 100 per cent thereafter.

(3) About 17,000 existing primary schools will bereconstructed/improved.

Government, local bodies, voluntary agencies and individuals will be fully involved. Construction of school buildingsa will be the first charge on NREP and RLEGP funds.

(4) Nearly 13,000 new primary schools will be opened maintly in rural areas.

(5) 5,000 mosque schools will be established for boys. This is aimed at utilizing the potential already existing in the communites. 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.

(6) Equipment will be provided to improve existing 12,000 schools.

(7) 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.

(8) Each existing and new primary school will have at least one teching kit.

(9) 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.

(10) 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 kind of educational facilities to be provided. This will hopefully generate local initiative and participation.

(11) Another nation-wide survey will be undertaken to determine the repair needs of existing primary schools and a programme of repairs will be launched.

NON-FORMAL EDUCATION:

A large and systematic programme of non-formal education will be launched for school drop-outs, for children from habitations without schools, working children and girls who cannot attend whole-day schools.

Modern technological aids will be used to improve the learning environment of NFE centres. Talented and dedicated young men and women from the local community will be chosen to serve as instructions: Steps will be taken to facilitate their entry into the formal system in deserving cases.

(a) Mosque & Mohallah schools will be used as a place of learning for the children, for out of school youth & for adults.

(b) About 5,000 Mosque schools will be opened during the five year plan period in those villages where normal primary schools do not exist.

(c) The Mohallah schools will be organized on the basis of a unit of 20-30 students. The emphasis will be on girls of school going age.

(d) Textbooks and copies of the Holy Quran will be provided in each Mosque & Mohallah school . The Mosque school will be provided with a trained PTC teacher in addition to the Imam of the Mosque.

(e) Mohalla schools will be integrated into formal education system by providing vertical movement of girls wishing to continue their education.

Effective steps will be taken to provide a framework for the curriculum on the lines of the national core curriculum, but based on the needs of the learners and related to the local environment. NFE programmes will provide participatory learning environment and activities.

Much of the work of running NFE centres will be done through voluntary agencies and panchayati raj institutions. The provision of funds to these agencies will be adequate and timely. The Gover-nment will take overall responsibility for this vital sector.

A RESOLVE:

It shall be ensured that all children who attain the age of about 11 years by 1990 will have had five years of schooling, or its equivalent through the non-formal stream. Likewise, by 1995 all children will be provided free and compulsory education upto 14 years of age.

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. The Mohallah Schools will take the responsibility of impa-rting literacy skills in addition to teaching of Holy Quran, Islamiat and selected home management skills. 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.

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 servic will reach the homes where Mohalla schools are in operation. Community resources will be harnessed to promote literacy through-out the country.

NIL

SECONDARY EDUCATION

Secondary education begins to expose students to the differentiated roles of science, the humanities and social sciences. Conscious internalisation of a healthy work ethos and of the values of a humane and composite culture will be brought about through appropriately formulated curricula. Vocationalisation through specialised institutions or through the refashioning of secondary education can, at this stage, provide valusble manpower for economic growth. Access to secondary education will be widened to cover areas unserved by it at present. In other areas, the main emphasis will be on consolidation.

(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.

(ii) 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.

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

(iv) One thousand Middle Schools will be upgraded to high level and 200 new secondary schools will be opened.

(v) 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.

(vi) 1,150 residences for teachers especially for female teachers will be constructed.

PACE-SETTING SCHOOLS

No Recommendations.

VOCATIONALISATION

The introduction of systematic, well-planned and rigorously implemented programmes of vocational education are meant to enhance individual employability, to reduce the mis-match between the demand and supply of skilled manpower, and to provide an alternative for those pursuing higher education without particular interest or purpose.

Different provisions in more detail.

Vocational education will be a distinct stream, intended to prepare students for identified occuptions spanning several areas of activity. These courses will ordinarily be provided after the secondary stage, but keeping the scheme flexible, they may also be made available after Class VIII. In the interests of integrating vocational education better with their facilities the Industrial Training Institutes will also conform to the larger vocational pattern.

Health planning and health service management should optimally interlock with the education and training of appropriate categories of health manpower through health-related vocational courses. Health education at the primary and middle levels will ensure the commitment of the individual to family and community health, and lead to health-related vocational courses at the +2 stage of higher secondary education. Efforts will be made to devise similar vocational courses based on Agriculture, Marketing, Social Services, etc. An emphasis in vocational education will also be on development of attitudes, knowledge, and skills for entrepreneurship and self-employment.

The establishment of vocational courses or institutions will be the responsibility of the Government as well as employers in the public and private sectors; the Government will, however, take special steps to cater to the needs of women rural and tribal students and the deprived sections of society. Appropriate programmes will also be started for the handicapped.

Graduates of vocational courses will be given opportunities, under predetermined conditions, for professional growth, career improvement and lateral entry into courses of general, technical and professional education through appropriate bridge courses.

Non-formal, flexible and need-based vocational programmes will also be made available to neoliterates, youth who have completed primary education, school drop-outs, persons engaged in work and unemployed or partially employed persons. Special attention in this regard will be given to women.

Tertiary level courses will be organised for the young who graduate from the higher secondary courses of the academic stream and may also require vocational courses.

It is proposed that vocational courses cover 10 per cent of higher secondary students by 1990 and 24 per cent by 1985. Steps will be taken to see that a substantial majority of the products of vocational courses are employed or become self-employed. Review of the courses offered would be regularly undertaken. Government will also review its recruitment policy to encourage diversification at the secondary level.

Separate schools for providing skills for the drop-outs have been proposed. As a modest start, five such centres would be established and in the Fifth Plan period about 100 skills-schools would be established. The programmes identical to the evening extension programmes with minor changes would be adopted.

HIGHER EDUCATION

There are around 150 universities and about 5,000 colleges in India today. In view of the need to effect an all round improvement in these institutions, it is proposed that, in the near future, the main emphasis will be on the consolidation of, and expansion of facilities in, the existing institutions.

Urgent steps will be taken to protect the system from degradation.

In view of mixed experiences with the system of affiliation, autonomous colleges will be helped to in large numbers until the affiliating system is replaced by a freer and more creative association of universities with colleges. Similarly, the creation of autonomous departments within universities on a selective basis will be encouraged. Autonomy and freedom will be accompanied by accountability.

Courses and programmes will be redesigned to meet the demands of specialisation better. Special emphasis will be laid on linguistic competence. There will be increasing flexibility in the combination of courses.

Consolidation of Universities: No new university will be established within the next five years, exce 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.

Many programmes would be launched for improvemen of the university education.

Curriculum and Standards.- The curriculum at the B.A/BSc. and post-graduate levels and the research programmes of the universities will be reviewed by t University Grants Commission. Necessary changes will made to improve the quality of education and to link it with the overall development and future needs of the country. It will be ensured that curricula and textbooks are in line with the principles of Islam

State level planning and coordination of higher education will be done through Councils of Higher Education. The UGC and these Councils will develop coordinative methods to keep a watch on standards.

Provision will be made for minimum facilities and admission will be regulated according to capacity. A major effort will be directed towards the transformation of teaching methods. Audio-visual aids and electronic equipment will be introduced; development of science and technology curricula and material, research, and teacher orientation will receive attention. This will require preparation of teachers at the beginning of the service as well as continuing education the beginning of the service as well as continuing education thereafter. Teachers' performance will be systematically assessed. All posts will be filled on the basis of merit.

Research in the universities will be provided enhanced support and steps will be taken to ensure its high quality. Suitable mechanisms will be set up by the UGC for coordinating research in the universities, particularly in thrust areas of science and technology, with research undertaken by other agencies. An effort will be made to encourage the setting up of national research facilities within the university system, with proper forms of

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.

Atleast two whole time Members will be added to the Commission alongwith necessary staff. In addition, a ful-fledged Audit and Finance section will be established in the Commission for efficient financial management.

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.

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.

Research in Indology, the humanities and social sciences will receive adequate support. To fulfil the need for the synthesis of knowledge, inter-disciplinary research will be encouraged. Efforts will be made to delve into India's ancient fund of knowledge and to relate it to contemporary reality. This effort will imply the development of facilities for the intensive study of Sanskrit and other Classical languages.

In the interest of greater coordination and consistency in policy, sharing of facilities and developing inter-disciplinary research, a national body covering higher education in general, agricultural, medical, technical, legal and other professional fields will be set up.

OPEN UNIVERSITY AND DISTANCE LEARNING

The Open University system has been initiated in order to augment opportunities for higher education and as an instrument of democratising education.

No Recommendations

DELINKING DEGREES FROM JOBS

A beginning will be made in de-linking degrees from jobs in selected areas.

No Recommendations

RURAL UNIVERSITY

No Recommendations

TECHNICAL AND MANAGEMENT EDUCATION

No Recommendations

MAKING THE SYSTEM WORK

The country has placed boundless trust in the educational system. The people have a right to expect concrete results. The first task is to make it work. All teachers should teach and all students study.

The startegy in this behalf will consist of :-

(a) a better deal to teachers with greater accountability;

(b) provision of improved students' services and insistence on observance of acceptable norms of behaviour;

(c) provision of better facilities to institutions; and

(d) creation of a system of performance appraisals of institutions according to standards and norms set at the National or State levels.

REORIENTING THE CONTENT AND PROCESS OF EDUCATION

THE CULTURAL PERSPECTIVE

The existing schism between the formal system of education and the country's rich and varied cultural traditions needs to be bridged. The preoccupation with modern technologies cannot be allowed to sever our new generations from the roots in India's history and culture. De-culturisation, de-humanisation and alienation must be avoided at all costs. Education can and must bring about the fine synthesis between change-oriented technologies and the country's continuity of cultural tradition.

No recommendations as such but considered under all sub-sectorsof education.

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

VALUE EDUCATION

As above.

LANGUAGES

The Education Policy of 1968 had examined the question of the development of languages in great detail; its essential provisions can hardly be improved upon and are as relevant today as before. The implementation of this part of the 1968 Policy has, however, been uneven. The Policy will be implemented more energetically and purposefully.

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 education 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 switch-over to Urdu as medium of instruction will be accomplished in a phased manner in a period of 5-7 years.

BOOK AND LIBRARIES

The availability of books at low prices is indispensable for people's education. Effort will be made to secure easy accessibility to books for all segments of the population. Measures will be taken to improve the quality of books, promote

iv) 1000 copies of 50 foreign textbooks will be locally reprinted and made available to the students at cheap rates.

the reading habit and encourage creative writing. Authors' interests will be protected. Good translations of foreign books into Indian languages will be supported. Special attention will be paid to the production of quality books for children, including text books and work books.

MEDIA AND EDUCATIONAL TECHNOLOGY

WORK EXPEREINCE

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 beestablished in the country. Each book bank will be provided with 10 copies of 200 textbooks.

1. Supplementary reading materials for children and teachers guides/manuals for teachers will be prepared for enrichment of experiences of students and teachers.

2. 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.

3. 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.

4. 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.

No Recommendations

No Recommendations

EDUCATION AND ENVIRONMENT

No Recommendations

MATHEMATICS TEACHING

Mathematics should be visualised as the vehicle to train a child to think, reason, analyse and to articulate logically. Apart from being a specific subject, it should be treated as a concomitant to any subject involving analysis and reasoning.

ii) Mathematics will be introduced as a compulsor subject for all the science students in classes IX-XII. The terms "medical" and "non-medical" groups will be abolished. This will give more opt to the students for higher and professional educa tion and will also improve the quality of their education. Mathematics will be a compulsory subje for arts students as well.

With the recent introduction of computers in schools, educational computing and the emergences of learning through the understanding of cause-effect relationships and the interplay of variables, the teaching of mathematics will be suitably redesigned to bring it in line with modern technological devices.

SCIENCE EDUCATION

Science education will be strengthened so as to develop in the child well defind abilities and values such as the spirit of inquiry, creativity, objectivity, the courage to question, and an aesthetic sensibility.

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 crit cal thinking, tolerance and open-mindedness among people and to their effective and happy living.

Science education programmes will be designed to enable the learner to acquire problem solving and decision making skills and to discover the relationship of science with health, agriculture, industry and other aspect of daily life. Every effort will be made to extend science education to the vast numbers who have remained outside the pale of formal education.

Therefore, a National Centre for Science Educa tion is needed. The centre should not only motivat and popularize science among the masses, but at th same time coordinate entire science education improvement efforts to ensure our continued growth of scientific knowledge, its application to nation development and an adequate supply of future scien

i) The National Centre for Science Education 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 labortories 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.

SPORTS AND PHYSICAL EDUCATION

Sports and physical education are an integral part of the learning process, and will be included in the evaluation of performance. A nation-wide infrastructure for physical education, sports and games will be built into the educational edifice.

The infrastructure will consists of playfields, equipment, coaches and teachers of physical education as part of the School Improvement Programme. Available open spaces in urban areas will be reserved for playgrounds, if necessary by legislation. Efforts will be made to establish sports institutions and hostels where specialised attention will be given to sports activities and sports-related studies, along with normal education. Appropriate encouragement will be given to those talented in sports and games. Due stress will be laid on indigenous traditional games. As a system which promotes an integrated development of body and mind, Yoga will receive special attention. Efforts will be made to introduce Yoga in all schools; to this end, it will be introduced in teacher training courses.

i) An Institute of Sports and Culture will be set at nationsl leve. 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. 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.

ii) Physical education will be made an integralpart of the school curriculum and teacher training programmes.

iii) For the promotion of sports and games, playgrou and gymnasia are among the basic requirements. Thes 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.

iv) 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.

v) Departments of Health and Safety Education will be added to the Colleges of Physical Education.

THE ROLE OF YOUTH

Opportunities will be provided for the youth to involve themselves in national and social development through educational institutions and outside them. Students will be required to participate in one or the other of existing schemes, namely, the National Service Scheme, National Cadet Corps, etc. Outside the institutions, the youth will be encouraged to take up programmes of development, reform and extension. The Natinnal Service Volunteer Scheme will be strengthened.

THE EVALUATION PROCESS AND EXAMINATION REFORM

The examination system will be re-cast so as to ensure a method of assessment that is a valid and reliable measure of student development and a powerful instrument for improving teaching and learning. In functional terms, this would mean:

i. The el'mination of excessive element of chance and subjectivity;

ii) The de-emphasis of memorisation;

iii) Continuous and comprehensive evaluation that incorporates both scholastic and non-scholastic aspects of education, spread over the total span of instructional time;

iv) Effective use of the evaluation process by teachers, students and parents;

v) Improvement in the conduct of examinations;

vi) The introduction of concomitant changes in instructional materials and methodology;

Taken care of by the previous policies.

(i) Efforts will be made to eliminate the malpractices 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 presupposes 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.

vii) Introduction of the semester system from the secondary stage in a phased manner; and

viii) The use of grades in place of marks.

The above goals are relevant both for external examinations and evaluation within educational institutions. Evaluation at the institutional level will be streamlined and the predominance of external examinations reduced.

THE TEACHER

The methods of recruiting teachers will be reorganised to ensure merit, objectivity and conformity with spatial and functional requirements. The pay and service conditions of teachers have to be commensurate with their social and professional responsibilities and with the need to attract talent to the profession. Efforts will be made to reach the desirable objective of uniform emoluments, service conditions and grievance-removal mechanisms for teachers throughout the country. Guidelines will be formulated to ensure objectivity in the postings and transfers of teachers. A system of teacher evaluation-open, participative and data-based will be created and reasonable opportunities of promotion to higher grades provided. Norms of accountability will be laid down with incentives for good performance and disincentives for non-performance. Teachers will continue to play a crucial role in the formulation and implementation of educational programmes.

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.

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.

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.

2. The rules and regulations governing the teachers' participation in the internationalseminars/workshops and conferences will be simplified.

3. 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.

Teachers' associations must play a significant role in upholding professional integrity, enhancing the dignity of the teacher and in curbing professional misconduct. National level associations of teachers, could prepare a Code of Professional Ethics for Teachers and see to its observance.

1. A Code of Ethics will be developed and enforced for teachers of all levels.

TEACHER EDUCATION.

Teacher education is a continuous process, and its pre-service and in-service components are inseparable. As the first step, the system of teacher education will be overhauled.

1. 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.

The new programmes of teacher-education will emphasise continuing education and the need for teachers to meet the thrusts envisaged in this Policy.

District Institutes of Education and Training(DIET) will be established with the capability to organise pre-service and in-service courses for elementary school teachers and for the personnel working in non-formal and adult education.

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.

THE MANAGEMENT OF EDUCATION

An overhaul of the system of planning and the management of education will receive high priority. The guiding considerations will be:-

a) Evolving a long-term planning and management perspective of education and its integration with the country's developmental and manpower needs;

b) Decentralisation and the creation of a spirit of autonomy for educational institutions;

c) Giving pre-eminence to people's involvement, including association of non-governmental agencies and voluntary effort;

d) Inducting more women in the planning and management of education;

e) Establishing the principle of accountability in relation to given objectives and norms.

NATIONAL LEVEL

The Central Advisory Board of Education will play a pivotal role in reviewing educational development, determining the changes required to improve the system and monitoring implementation. It will function through appropriate Committees and other mechanisms created to ensure contact with, and coordination among, the various areas of Human Resource Development. The Departments of Education at the Centre and in the States will be strengthened through the involvement of professionals.

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.

A National Education Council will be set up to evaluate educational performance, advise government on required changes and serve as a brain trust. It will work through appropriate committees.

INDIAN EDUCATION SERVICE

A proper management structure in education will entail the establishment of the Indian Education Service as an All-India Service. It will bring a national perspective to this vital sector. The basic principles, functions and procedures of recruitment to this service will be decided in consultation with the State Governments.

STATE LEVEL

State Governments may establish State Advisory Boards of Education on the lines of CABE. Effective measures should be taken to integrate mechanisms in the various State departments concerned with Human Resource Development.

Special attention will be paid to the training of educational planners, administrators and heads of institutions. Institutional arrangements for this purpose should be set up in stages.

DISTRICT AND LOCAL LEVEL

District Boards of Education will be created to manage education up to the higher secondary level. State Governments will attend to this aspect with all possible expedition. Within a multi-level framework of educational development, Central, State, District and Local level agencies will participate in planning, coordination, monitoring and evaluation.

All the seniorposts in the Ministry of Education and Provincial Education Departments will be manned by qualified and competent educationists having high qualifications and sufficient experience of teaching and educational administration.

i. 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.Provincial Education Councils will be established on the lines of National Education Council.

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.

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.

A very important role must be assigned to the head of an educational institution. Heads will be specially selected and trained. School complexes will be promoted on a flexible pattern so as to serve as networks of institutions and synergic alliances to encourage professionalism among teachers, to ensure observance of norms of conduct and to enable the sharing of experiences and facilities. It is expected that a developed system of school complexes will take over much of the inspection functions in due course.

Centre school scheme is being practised ver successfully.

Local communities, through appropriate bodies, will be assigned a major role in programmes of school improvement.

Local bodies have been involved in construction work of schools. Their involvement for school improvement is also envisaged.

VOLUNTARY AGENCIES AND AIDED INSTITUTIONS

Non-government and voluntary effort including social activist groups will be encouraged, subject to proper management, and financial assistance provided. At the same time, steps will be taken to prevent the establishment of institutions set up to commercialise education.

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.

RESOURCES AND REVIEW

Resources, to the extent possible, will be raised by mobilising donations, asking the beneficiary communities to maintain school buildings and supplies of some consumables, raising fees at the higher levels of education and effecting some savings by the efficient use of facilities. Institutions involved with research and the development of technical and scientific manpower should also mobilize some funds by levying a cess or charge on the user agencies, including Government

Steps will be taken to harness community participation for financial support and where necessary provision of school buildings and their maintenance. The Government efforts will be supplemented through the cooperation of International agencies like UNDP, UNICEF and UNESCO. Fees will be charged from the students. Iqra surcharge is being levied on imports to create funds for additional funding of education and to

departments, and entrepreneurs. All these measures will be taken not only to reduce the burden on State resources but also for creating a greater sense of responsibility within the educational system. However, such measures will contribute only marginally to the total funding. The Government and the community in general will find funds for such programmes as: the universalisation of elementary education; liquidating illiteracy; equality of access to educational opportunities to all sections throughout the country; enhancing the social relevance, quality and functional effectiveness of educational programmes; generating knowledge and developing technologies in scientific fields crucial to self-sustaining economic development; and creating a critical consciousness of the values and imperatives of national survival.

The deleterious consequence of non-investment or inadequate investmentin education are indeed very serious. Similarly, the cost of neglecting vocational and technical education and of research is also unacceptable. Sub-optimal performance in these fields could cause irreparable damage to the Indian economy. The network of institutions set up from time to time since Independence to facilitate the application of science and technology would need to be substantially and expeditiously updated, since they are fast becoming obsolete.

In view of these imperatives, education will be treated as a crucial area of investment for national development and survival. The National Policy on Education, 1968, had laid down that the investmentton education be gradually increased to reach a level of expenditure of 6 percent of the national income as early as possible. Since the actual level of investment has remained far short of that target, it is important that greater determination be shown now to find the funds for the programmes laid down in this Policy. While the lessen the burden on Government. Financial allocations will have to be protected and procedural bottle-necks in the flow of funds and their expenditure streamlined. Network of institutions for promotion of science and technical education and for research will be substantially funded.

i. 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.

ii. 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.

actual requirements will be computed from time to time on the basis of monitoring and review, the outlay on education will be shapped up to the extent essential for policy implementation in the Seventh plan. It will be ensured that from the Eighth Five Year Plan onwards it will uniformly exceed to 6 percent of the National income.

REVIEW

The implementation of the various parameters of the New Policy must be reviewed every five years. Appraisals at short intervals will also be made to ascertain the progress of implementation and the trends emerging from time to time.

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.

A similar council will also be established in each province with similar functions.

THE FUTURE

The main task is to strengthen the base of the pyramid, which might come close to a billion people at the turn of the century. Equally, it is important to ensure that those at the top of the pyramid are among the best in the world. It should now be possible to further intensify the nation-wide effort in Human Resource Development, with Education playing its multifaceted role.