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COMPARATIVE ANALYSIS  
OF EDUCATION POLICIES

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## INTRODUCTION

Policies in any sphere of life are basically directions or alternative approaches for the achievements of set objectives or targets. In the field of education, various commissions were constituted, conferences organized and policies formulated to suggest measures/ recommend alternative approaches for the achievement of overall goal of improvement in education system. During the last two decades, a number of such attempts were made. Among these are Commission on National Education constituted in 1959, New Education Policy and National Education Policy formulated in 1970 and 1979, respectively.

It is thought feasible to ascertain what was recommended ten or twenty years ago in relation to the latest attempt of 1979. This would bring out what policy measures were recommended earlier and repeated in the latter attempts. This would also help in determining what new additional steps have been suggested in the latest Policy. The present study is undertaken with this objective in view and also to identify problem areas in the process of policy formulation. Awareness of these problems will, it is hoped, provide future directions for improvement of the process as a whole.



## COMPARATIVE ANALYSIS OF POLICY PROVISIONS

The Commission on National Education was constituted by the Government under a Resolution in 1958 to critically review the existing system of education in consonance with the socio-economic conditions of the country, and to recommend measures for its reorientation and reorganization across the levels. This Commission presented its report in 1959. The major theme underlying the recommendations of the Commission was that education is a vital national investment, a productive activity assential for the development and progress of a nation.

Inspite of many efforts, the system of education was not coming up to the aspirations of the nation and there was a feeling of general dissatisfaction prevalent in the country. Consequently, a study was launched by the Education Division with the objective of reviewing the existing educational policies, so that their shortcomings and failuxes are identified to suggest future remedial measures. A set of proposals was the result of this review to formulate a new education policy. These proposals were transformed into the New Education Policy which was adopted by the cabinet in 1970.

The chief Martial Law Administrator and the President of Pakistan, soon after his assumption of the office, convened a National Education Conference at Islamabad during 1977 with the express direction of search for a purely indigenious education policy. As a result of this Conference, a Work Plan for Implementation was developed which was approved and released as a National Education Policy and Implementation Programme in 1979.

All these documents contained a number of recommendations/ policy provisions for improvement of education across the levels. A comparative analysis is undertaken of these recommendations with the purpose of identifying repetitions, modifications and improvements. The following pages give a comparative picture of the recommendations in almost all major sectors of education.

Comparison of Provisions in the Education Policies  
1970 & 1979 and Commission on National Education, 1959

SECTOR: PRIMARY EDUCATION

Policy Provisions of				
1959	1970	1979		
<p><u>Quantitative:</u></p> <p>1. Compulsory schooling within a period of 10 years, and eight years compulsory schooling within a total period of 15 years.</p> <p>2. 50% maintenance funds should be created by special tax on District basis, and 50% from the revenue of Provincial Governments.</p> <p>3. -</p> <p>4. -</p> <p>5. -</p>			<p>Provincial Govts. to consider compulsory school attendance up to 10 years of age, universal enrolment up to class 5 by 1980. Provisions should also be made for enrolment in classes VI-VIII.</p> <p>Provision of facilities for 70% children of primary school age and for 24% for classes VI-VII during the 4th Plan period.</p>	<p>Universal enrolment for boys of 5-9 age by 1987.</p> <p>- 5000 mosque schools will be opened at the rate of 1,000 schools per year.</p> <p>- 17,000 existing schools will be reconstructed/improved.</p>



1959	1970	1979
6. -	-	<ul style="list-style-type: none"> <li>- Equipment will be provided to improve 12000 existing schools.</li> </ul>
7. -	-	<ul style="list-style-type: none"> <li>- Provision of Text Books at primary level. about 100 supplementary readers will be provided to each new primary school.</li> </ul>
8. -	-	<ul style="list-style-type: none"> <li>- At least one teaching kit will be provided to each existing and new primary school.</li> </ul>
9. -	-	<ul style="list-style-type: none"> <li>- Elimination of wastage to achieve 60% retention rate by 1985.</li> </ul>
10. -	-	<ul style="list-style-type: none"> <li>- 20 sets of Text Books and copies of Holy Quran will be provided in each mosque school.</li> </ul>
11. -	-	<ul style="list-style-type: none"> <li>- Pre-service orientation course of 2-3 weeks for the leaders of mosque schools.</li> </ul>
<p><u>Qualitative</u></p> <p>1. Development of curriculum adaptable to the mental abilities of children aged five to ten designed to develop basic skills in reading, writing, and arithmetic.</p>		

1959	1970	1979
<p>2. Activity or project approach in teaching-teachers' initiative in use of local materials as teaching aids.</p>	-	-
<p>3. Compulsory religious education.</p>	-	-
<p>4. Emphasis on teaching National Languages.</p>	-	-
<p>5. Inculcation of National spirit by singing of National anthem &amp; hoisting of National Flag at daily morning assembly in schools.</p>	-	-
<p>6. Conduct of surveys to implement compulsory primary education. Arrangement of a training programme for untrained teacher</p>	-	-
<p>7. Induction of women teachers for first three classes.</p>	<p>Women teachers encouraged by relaxing minimum required qualification for recruitment.</p>	-
<p>8. Reasonable pay for primary school teachers along with health, insurance, retirement benefits.</p>	-	-
<p>9. For opening new schools, Government will offer only financial assistance but other requirements such as land, building, furniture, teaching material and co-ordination, etc. shall be met by the community.</p>	<p>Construction of school building by public cost and community will provide school site and mobilize the resources to supplement the physical facilities provided of Govt. each school consists of three rooms for five classes, in two shifts.</p>	-



1959	1970	1979
10. A committee should be constituted to raise the funds for compulsory Primary education in each Province. A co-ordinating committee should be set up to intimate the President about the progress achieved.	-	-
11. The administration of primary education should not be entrusted to local bodies. It should be organized on District basis.	-	-
12.	- Selection of knowledge & skills in a way that those not proceeding to secondary education can be usefully employed in the economy of local community.	-
13.	- Establishment of separate Girls schools.	-
14.	-	-
15.	-	-
16.	-	-
		- To launch a comprehensive project for large scale investment in primary education and a survey to determine the repair needs of existing primary schools.

1959	1970	1979
17.	-	-
18.	-	-

- In mosque school one period of Holy Quran Nazim will be introduced.

- Mosque school teacher and Pesh Imam of the mosque will share teaching burden.

Analysis:

Quantitative

According to the Commission on National Education, compulsory education at the elementary stage is indispensable for skilled manpower and intelligent citizenship. For this, at least eight years schooling is required. According to the Commission, the target should be to achieve five years compulsory schooling within a period of ten years and eight years compulsory schooling within a total period of fifteen years. The 1970 Education Policy also emphasized that all children should have the opportunity of receiving elementary education up to the age of +13 years, comprising 5 years of universal primary school education in classes I to V (from the age of five to ten years) and three years of middle school education in classes VI to VIII (from the age of 10-13 years). This target should be achieved by the end of 1980 (the Fifth Plan period). The element of compulsory school attendance was left to the respective Provincial Governments. The 1979 Education Policy emphasizes universal enrolment for boys of 5-9 years by 1987. The 1979 Policy has recommended substantive improvements in physical facilities such as improvement of 17000 existing schools, supply of equipment to 12000 existing schools, provision of textbooks and 100 supplementary readers to each new primary school, provision of 20 sets of textbooks and copies of Holy Quran to each mosque school and pre-service orientation course of 2-3 weeks for Pesh Imams of mosque schools. Such facilities are not recommended either by 1959 Commission or by 1970 Policy.



instance, the 1959 Report suggested that the communities will provide land, building furniture, teaching material and accommodation, etc. for opening of new schools; whereas the Government had to provide financial assistance for the salaries of teaching personnel. On the contrary, the 1970 Education Policy suggests that the communities will provide free of cost land and the Government will provide three room building for five classes. The Report of the National Education Commission recommended that the administration of primary education should not be entrusted to local bodies but to be organized on district basis. The 1979 Education Policy, as a final resort towards the universalization of primary education and promotion of literacy, recommended the opening of mosque schools with Pesh Imam and an additional teacher. This strategy seems to be cost-effective. The 1959 Commission has suggested such qualitative improvements as development of curriculum according to the mental abilities of the children with emphasis on basic skills in Reading, Writing and Arithmetic; new approaches for teaching, compulsory religious education; and arrangements for training of untrained teachers. This Commission also recommended teaching of National Languages at this level.

1979

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Challah Schools during the next five years and these should be established only in those rural areas where primary schools are not available.

50 per month will be paid to the lady incharge.

Girls should be organized on the basis of a unit of 20-30 students and should be expected to take on the responsibility of imparting knowledge to other students besides teaching of the Holy Quran, Islamiat, and domestic skills.

Girls of school going age. Older girls can also be organized for literacy training.

Classes should be arranged according to the mutual convenience of the girls and their teachers.

Books of the Holy Quran should be provided in each

Qualitative:

The 1970 Education Policy also recommended that the alternative arrangements should be made for vocational training of those not proceeding for secondary education. This was neither recommended by the 1959 Report of the National Education Commission nor by the 1979 Education Policy.

At the Primary level, the National Education Commission recommended the induction of women teachers for first three classes at Primary level. This means that the Commission recommended co-education at the primary level. On the other hand, the 1970 Education Policy recommended setting up of separate schools for girls. It recommended relaxation of minimum required qualification for the recruitment of teachers. The subsequent policies have followed the pattern of 1970 Policy. Though separate or integrated schools have not been suggested by the 1979 Education Policy, yet there was a recommendation about the setting up of mosque schools. These mosque schools have integrated enrolment of boys and girls who are provided instructions upto class III. The mosque schools concept is contrary to the concept of inducting female teachers upto class III, as only male teachers are provided in such schools with Pesh Imam of the mosque.

The Report of the National Education Commission and the 1970 Education Policy recommended involvement of the local communities in provision of physical facilities for the primary schools. The former overemphasized the involvement of the communities whereas the latter made the communities as well as the Government as equal partners. For



SCHEDULE: MOSQUE SCHOOLS

1959	1970	1979
<u>Quantitative</u>		
1. No-Recommendation	No-Recommendation	<ul style="list-style-type: none"> <li>- About 5,000 Mosque Schools will be opened during the five Year Plan period at the rate of approximately 1,000 schools per year and will be opened only in those villages where former primary schools do not exist.</li> </ul>
2. -	-	<ul style="list-style-type: none"> <li>- These schools should be organised on the basis of a unit of 20-30 students.</li> </ul>
<u>Qualitative</u>		
1. -	-	<ul style="list-style-type: none"> <li>- These schools should have the same curriculum as for other schools and one period daily should be of the study of the Holy Quran-Nazira.</li> </ul>
2. -	-	<ul style="list-style-type: none"> <li>- The teaching programme should be of shorter duration, however there should be no long vacations in these schools.</li> </ul>
3. -	-	<ul style="list-style-type: none"> <li>- Only those teachers should be appointed in these schools, who are willing to work extra hours or living in the mosque.</li> </ul>
4. -	-	<ul style="list-style-type: none"> <li>- Text-books and copies of the Holy Quran should be provided in each school for daily learning of the students.</li> </ul>
5. -	-	<ul style="list-style-type: none"> <li>- The Mosque school will be provided with a trained PTC teacher in addition to the Imam of the Mosque who will teach the Quran Nazira and Islamiyat lessons.</li> </ul>
6. -	-	<ul style="list-style-type: none"> <li>- Honarium will be provided to the Imam. His status as a head of the Mosque and his place in the village society will be duly ensured.</li> </ul>
7. -	-	<ul style="list-style-type: none"> <li>- Appointed teachers should be given a pre-service orientation course of 2-3 weeks.</li> </ul>
8. -	-	<ul style="list-style-type: none"> <li>- Supervision and administration of Mosque Schools should be undertaken on a regular basis.</li> </ul>
9. -	-	<ul style="list-style-type: none"> <li>- Students from Mosque Schools will be eligible for admission to formal Secondary Schools and will also be able to get admission in formal schools at any stage.</li> </ul>

Analysis:

Mohallah Schools

This is a new concept and is recommended in the Education Policy of 1979 only. It recommends opening of Mohallah Schools in those rural areas where there is no primary school for girls. These schools, in addition to imparting literacy, will be responsible for teaching of Holy Quran, Islamiat and selected home-management skills. Textbooks and copies of Holy Quran will be provided to these schools and the lady teacher will be paid a remuneration of Rs. 150/- per month.

Mosque Schools

Like Mohallah Schools, use of Mosques as primary schools is recommended only in the Education Policy of 1979. These schools are recommended to be opened in villages where there is no primary school. The Mosque Schools will enroll both boys and girls. These schools will be provided with the textbooks and copies of Holy Quran and with a Trained PTC teacher in addition to the Imam of the Mosque. The qualified students of these schools will be eligible for admission to formal schools at any stage and to Secondary Schools.

SECTOR: SECONDARY EDUCATION

1959	1970	1979
<p><u>Quantitative</u></p> <p>1. Secondary education should consist of IX to XII, classes VI to VIII should be considered a part of secondary education until the compulsory education is extended to the first 8 years. For the present, secondary education should be as follows: Classes IV-VIII: Middle stage " IX-X: Secondary stage " XI-XII: Higher secondary stage</p> <p>2. The use of hand tools should be compulsory in classes VI to VIII.</p> <p>3. Within ten years, secondary schools should be transformed into multipurpose schools offering diversified courses.</p> <p>4. The system of Examination should be reorganized and award of certificates based on the performance of the students in the examination (75% of the total marks), and his school record, including the results in the various periodic tests and an appraisal of habits and general behavior (25%). Moreover, the results of tests should be displayed on the notice board and recorded in progress reports.</p>	<p><u>Quantitative</u></p> <p>No-recommendation</p>	<p><u>Quantitative</u></p> <p>- Present four-tier system of primary, secondary, college and university will be replaced by a three-tier system of elementary, secondary and university education. - In 1st phase, class IX and X will be added to intermediate colleges and XI and XII will be added to selected High schools.</p>



1959	1970	1979
<p>5. Religious education must be compulsory for classes IV to VIII.</p>	-	-
<p>6. Teachers of classes VI to X should work for 225 full working days excluding public holidays, vacations and examination.</p>	-	-
<p>7. Teachers should not be permitted more than five days casual leave in a year.</p>	-	-
<p>8. Academic year should be:                      academic session = 40 weeks                      summer vacations = 2 months                      winter vacations = 10 days                      spring vacations = 14 days                      periods of instruction = 1400 periods.</p>	-	-
9.	-	<p>- Mathematics be introduced as a compulsory subject for all the science students in classes IX-XII. So medical and non-medical groups be abolished offering more options for higher education. Mathematics will be compulsory for Arts students as well.</p>

1959	1970	1979
<p>10. -</p> <p>11. -</p> <p><u>Qualitative;</u></p> <p>1. Curriculum at secondary stage should consist of two principles:            a) It must provide a compulsory core of subjects which make the students to live useful and happy life in fast developing society.            b) Prepare a student for a definite vocation and career.</p> <p>2. Introduction of Practical Arts courses which include metal work, wood work, agricultural Gardens typewriting, home-economics and artistic and ornamental crafts.</p>	<p>- During 4th Plan period, facilities for IX-X classes will be created for 4,55,000 students to get enrolment target of 122 million. These facilities will be in the fields of science, Technical Education, Agriculture Service, Trades and Home-economics.</p>	<p>- Degree colleges will be converted into 4 years B.A/B.Sc degree colleges, so the students will complete their B.A/B.Sc courses in 4 years after secondary education.</p> <p>- One thousand Middle schools will be upgraded to high level and 200 new secondary schools will be opened. This will increase enrolment from 18 lakh to 28 lakhs.</p> <p>- A wide range of curriculum offerings will be introduced at the secondary stage for greater diversification according to the aptitude of the students.</p>

	1959	1970	1979
3. Arrangements for training of teachers be made and other sufficient facilities be provided.	-	-	-
4. Arrangement of external examination for non-regular students.	-	-	-
5. National language, Science and Mathematics should be taught as functional subjects rather than as literature.	-	-	-
6. Secondary & higher secondary education should be controlled by the Boards of Secondary Education. New boards should be set up in three more cities.	-	-	-
7. The Governor of the Province should be the controlling authority in each Province.	-	-	-
8. The Board should be an autonomous organization.	-	-	-
9. Talented but poor students should receive scholarships.	-	-	-
10. Evaluation of the performance of the teacher and the best performance should be awarded, and promotion/increment of teachers with unsatisfactory performance should be stopped.	-	-	-
11. Good teachers should be awarded special awards annually on appropriate occasions by the President and Governors of the Provinces.	-	-	-
12. The income of school should raise funds from (i) fees (60%), (ii) contribution of management (20%), (iii) grant from Government (20%).	-	-	-
13. Best school should be regarded as special schools and their grants fixed accordingly.	-	-	-



1959	1970	1979
<p>14. Financial support to residential schools, so that fees can be reduced.</p>	-	-
<p>15. Government should under-take legislation making it obligatory for development authorities to reserve necessary land for schools and to construct buildings with the cost debited to development charges.</p>	-	-
<p>16. The government should take measures to start rehabilitating its own schools.</p>	-	-
<p>17. Substandard schools need improvement through:            (i) Training colleges for untrained staff be established.            (ii) Short-term courses for the training of science teachers should be organized.</p>	-	-
<p>18. The qualifications &amp; pay scales of teachers of all subjects should be the same.</p>	-	-
<p>19. Some better quality schools should be developed in each district. Their management should be in the hands of Boards under the chairmanship of the <u>Commissioner/Deputy Commissioner</u> his nominee.</p>	-	-
<p>20.</p>	<p>- Vocational training scheme for students not going for secondary education.</p>	<p>- Present scheme of agro-technical subjects will be reviewed. Agro-tech. subject will be introduced in all the schools in a phased manner.</p>

	1959	1970	1979
21.			<ul style="list-style-type: none"> <li>- New science laboratories and libraries will be added to the secondary schools. Additional class rooms, drawing room, library rooms and hostels will be provided to secondary schools in rural areas.</li> </ul>
22.		<ul style="list-style-type: none"> <li>- Government and Government aided educational institutions should be open to all children on the basis of merit.</li> </ul>	
23.	<p><u>Analysis</u></p> <p><u>Objectives</u></p>		



of Mathematics as compulsory subject both for Science and Arts students at secondary level, so that more options are open for higher education in scientific fields. It also recommends making degree course of four years duration.

Qualitative:

The 1959 Commission has recommended a number of measures for qualitative improvement of education. These include revision of curriculum, vocationalization of courses, emphasis on functional aspect of the subjects being taught, improvement in examination system by establishing Boards of Secondary Education, training of teachers and evaluation of their performance which must be awarded by the President/Governors, improvement in fundings for schools in general and residential schools in particular, establishment of better quality schools in each district and equalization of qualification and pay scales of teachers of all subjects, etc. The 1970 Policy said nothing about quality improvement except that Government and Government-aided schools should be open to all children on merit basis and vocational training be offered to those who drop out and do not pursue secondary education.

The 1979 Policy recommends diversification of curriculum offerings at secondary stage, review of agro-technical scheme, introduction of agro-technical in all schools in a phased manner and addition of new laboratories and libraries in secondary schools in addition to other physical facilities.



## Recommendation

- Strengthening of Centres of Excellences and at least five more Centres of Excellence in important disciplines will be established.

- No new university will be established within the next five years, except the women's university.

1959	1970	1979
<p>2. University and college admission policy should be based on:</p> <p>i) Performance of the candidate in the higher secondary examination</p> <p>ii) His achievement and cumulative class record during the previous stage of education.</p> <p>iii) His aptitude for higher education examined by scientific tests.</p> <p>4. Each university will organize two courses at B.A level: pass and honour courses.</p> <p>5. An Institute of Modern Languages should be established.</p> <p>Each university should establish a Committee for Advanced Studies to consider programmes of teaching &amp; research and their promotion &amp; coordination. Ph.D programme cannot be launched without the consent of this Committee.</p> <p>6. A Committee of Vice-Chancellors will coordinate the programme of advanced studies and research and award junior and senior fellowships.</p>	<p>-</p> <p>-</p> <p>-</p> <p>-</p> <p>-</p> <p>A national research fellowship scheme and a scheme of national professorship should be introduced. These schemes will be financed by the Central Government.</p>	<p>-</p> <p>-</p> <p>-</p> <p>-</p> <p>-</p> <p>Admission will be restricted to aptitude and ability to profit from higher education and a national system for higher education will be developed and launched.</p>

1959	1970	1979
<p>7. Readers and professors should specify their delegations to carry on research work during the period of service in the university.</p>	-	-
<p>8. Programmes for applied research should not be undertaken at the expense of fundamental research.</p>	-	-
<p>9. Ministry of Education should set up a high powered autonomous Board consisting of scientists and representatives of universities, councils, research organization and institutions for coordination of the work of various universities &amp; councils, etc.</p>	-	-
<p>10. Teachers should be present in the university or the college throughout the working hours.</p>	-	-
<p>11. The following facilities should be provided to teachers by the universities and colleges.</p>	-	-
<p>i) Separate rooms for private study and student guidance.  ii) Laboratories and equipment for research.  iii) Libraries, well stocked with books and professional journals.  iv) A cafeteria which can provide wholesome food at a reasonable cost.</p>	-	-
<p>12. As academic year is only thirty six weeks, casual leave during term time should be abolished. However, emergency leave not exceeding five days in a year is allowed.</p>	-	-
<p>13. Adequate salary scales commensurate with their qualification to have reasonable standard of living and also proper medical care for themselves and their families.</p>	<p>- pay scales and service conditions of the teaching staff should be improved on the basis of qualifications and research.</p>	-
<p>14. Existing procedures for the recruitment, evaluation, and promotion of teachers need much improvement.</p>	-	-



	1959	1970	1979
15 . Basic minimum qualification of teachers should be laid down and existing staff should bring their qualification up to the basic standard.	-	-	-
16 . The selection Committee consisting of Vice-Chancellors should make selection of professors on the merit defined.	-	-	-
17 . Increments and promotions should be according to the superior achievement only and not automatically and on seniority basis.	-	-	-
18 . Evaluation Committee should be appointed to assess annually the work of the teachers and professors.	-	-	-
19 . The identification and recruitment of qualified Pakistani nationals studying or working abroad for: i) temporary assignment of qualified foreign teachers, and ii) selection and training of young graduate as national scholars.	-	-	-
20 . An organised programme for counselling and guidance should be developed through which each teacher would be responsible for a small group of students. The teachers should be sympathetic and should be able to recognise their problems. This should be under the direction of a senior member of the staff.	-	-	-
21 . Libraries should be spacious enough and remain open for a longtime to meet all the requirements of students and staff.	-	-	- Libraries of all the universities will be strengthened by provision of latest books and research journals. Laboratories will be properly equipped.

	1959	1970	1979
<p>22. Following facilities should be given to each college and university so that students are kept busy during <u>whole day</u> in healthy activities:</p> <ul style="list-style-type: none"> <li>i) Provision of playing fields</li> <li>ii) Organized programme dramas, and debates</li> <li>iii) Students-teachers centre</li> <li>iv) Library spaces for study</li> <li>v) Canteen for in-expensive meals.</li> </ul>	-	-	-
<p>23. Students should have easy access to the books in the library.</p>	-	-	-
<p>24. Laboratories in colleges and universities should be adequately equipped with due regard to their particular programmes of teaching and research.</p>	-	-	-
<p>25. The supplementary courses during the summer vacations should be encouraged in the college and university.</p>	-	-	-
<p>26. The two-fold function of the university teaching and research should be maintained by the co-ordination of teachers and students.</p>	-	-	-
<p>27. Potential university centres in the country should be developed such that they may be raised to the status of Universities with their own programmes of teaching and research.</p>	<p>- For post-graduate teaching and for research programmes, universities should develop Centres of Excellence in carefully selected disciplines.</p>	<p>- Certain departments of universities possessing necessary research potential will be developed as Centres of Advanced Studies for doctoral and post-doctoral programmes.</p>	



1959	1970	1979
<p>28. Universities should lay down definite rules to govern their affiliated colleges more efficiently.</p> <p>29. Position of the non-government colleges should be recognised and boards should be organized for their management.</p> <p>30. Government grant-in-aid should be given after considering the programme of work, the efficiency of the staff and the reputation of the colleges.</p> <p>31. The work of co-ordination in the field of higher education should be done by an other advisory committee, appointed by the Ministry of Education and the members of this committee should include all the Vice-Chancellors and a panel of experts.</p>	<p>- Universities should continue to affiliate colleges. But colleges with long traditions of quality should increasingly become self-governing institutions. Selected colleges should be allowed to open post-graduate departments if necessary on a co-operative basis.</p> <p>-</p> <p>-</p> <p>-</p>	<p>-</p> <p>-</p> <p>-</p>



1954	1970	1979
<p>32. Establishment of University Grants Commission for developing higher education in best ways and for co-ordinating the programmes of universities and colleges at the national level. It should consider the needs of various universities including colleges and give grants for those projects which fall within a national priorities and it should also divide responsibility for specialized fields among the various universities.</p>	<p>- Provinces should consider the establishment of University Grants Commission.</p>	<p>- University Grants Commission will be strengthened and expanded to co-ordinate and regulate the research and teaching programme of all universities and colleges to examine the planning and development of higher education, and the funds needed.</p>
<p>35. Revision of courses and curricula of scientific and technical studies.</p>	<p>- Re-Organization of courses of study and curriculum should be undertaken to bring it in line with national needs.</p>	<p>- The curriculum at the B.A./B.Sc. and post-graduate level and the research programmes of universities will be examined by University Grants Commission. Curriculum and Text book should be in line with principles of Technology of Pakistan.</p>
<p>34.</p>	<p>- Establishment of new universities should be undertaken with careful planning to meet the demand for additional places and a more equitable distribution of university facilities in various regions of the country.</p>	<p>- Post-graduate classes for girls will be introduced in selected girls colleges in all the Provinces.</p>

1959	1970	1979
26.	-	<ul style="list-style-type: none"> <li>- The National Academy of Higher Education of University Grants Commission will organize pre-service and in-service teacher training programme for the college and university teachers. Study leave will be allowed to university teachers for higher studies within the country as well as abroad and the scholarship will also be awarded.</li> <li>- System of accountability and evaluation of teacher will be launched.</li> </ul>
27.	-	<ul style="list-style-type: none"> <li>- The university teachers will be allowed to render consultative services to other organizations and agencies.</li> </ul>
28.	-	<ul style="list-style-type: none"> <li>- Practical programmes under the supervision of teachers will be developed to generate their own fund. Small production units will be attached with the university department.</li> </ul>
29.	-	<ul style="list-style-type: none"> <li>- To promote national integration, food will mission of students and teachers among universities will be encouraged.</li> </ul>
-	<ul style="list-style-type: none"> <li>- Establishment of new colleges to meet the growing needs of education.</li> </ul>	-

1959	1970	1979
41	- The teaching post should have the benefit of contributory provident fund along with benevolent fund and Group insurance facilities as Government servants enjoy. Provision of residential accommodation is also necessary.	-
42	- Provincial Government should have legislation for i) The restoration of senate. ii) Introduction of elective principle in various bodies of the universities. iii) Revert of the provisions for withdrawal of degrees. iv) Development of universities as centres of learning and nurseries of values and ideals in an atmosphere of academic freedom.	-



Analysis

Quantitative:

The 1959 Commission has given very few quantitative recommendations such as minimum duration for Master's and Doctor's degree which should be of two years. For private students appearing in degree examinations, conduct of separate external examination was recommended for a period of five years only. No such recommendations were given by the 1970 or 1979 Policies. The 1979 Policy recommends strengthening and opening of 5 more Centers of Excellence but opening of no new university within the next five years except Women University.

Qualitative:

The Commission has recommended a number of extensive measures for admission to colleges and universities, curricula, examinations, research at the universities, facilities for the teachers and students and promotion of university teachers, etc. The 1970 and 1979 policies have also dealt with some of these aspects but recommended just a few measures. Some of the important recommendations of 1959 Commission regarding higher education are that; it should be recognized as distinct stage and Intermediate classes be transferred to Boards of Secondary Education; admission to higher education should be on the basis of commulative record, previous performance and result of the aptitude test. There is no such recommendation in 1970 Policy, whereas 1979 Policy also recommends similar admission policy. For research at the universities, 1959 Commission recommended establishing of a Committee of Advanced Studies and a Committee of Vice-Chancellors to consider the programmes of teaching and research, and to coordinate the programme of advanced studies

and research and award of junior/senior fellowships, respectively. In addition, it also recommended setting up of a high powered Autonomous Board consisting of scientists and representatives of universities for coordination of research work. There is no comparable recommendation by 1970 and 1979 Policies but introduction of a National Research Fellowship scheme by 1970 Policy to be financed by the Government.

The 1959 Commission has recommended salary scales commensurate with the qualification of the teachers. Similar recommendation was given by the 1970 Policy. The 1959 Commission recommended increments and promotions on the basis of achievements and not automatic and on seniority basis. For this purpose, it has suggested an Evaluation Committee. This Commission has further suggested a Selection Committee of Vice-Chancellors for selection of professors on merit basis. No such recommendation was given by the 1970 and 1979 Policies.

The 1959 Commission recommended spacious and well equipped libraries and laboratories, supplementary courses during summer vacations and provision of playing fields, organizing of dramas and debates, inexpensive cafeterias and Student-Teacher-Centers in the colleges and universities. The 1970 and 1979 Policies have not touched upon these aspects except provision of well equipped libraries by the 1979 Policy.

For further development of universities, the 1959 Commission recommended that potential university centers should be so developed that these could be converted into universities with their own teaching and research programmes. The 1970 Policy recommended development of Centers of Excellence in selected disciplines. Comparable to it, 1979 Policy



recommended development of Centers of Advanced Studies for doctoral and post-doctoral programmes.

The 1959 Commission recommended that universities should lay down specific rules for governing their affiliated colleges. The 1970 Policy recommended that in addition to affiliation, such colleges of good quality should become self-governing institutions and selected colleges should be allowed to open post-graduate departments.

As far as coordination of higher education is concerned, the 1959 Commission suggested appointment of an adhoc Advisory Committee by the Ministry of Education consisting of all Vice-Chancellors and a panel of experts. It has further recommended establishment of University Grants Commission (UGC) for coordinating the work and funding of various projects of all universities and colleges. The 1970 Policy also recommended setting up of UGC and 1979 Policy has recommended strengthening of the UGC for the same purpose.

Regarding revision and improvement of curricula, the 1959 Commission and both the Policies have recommended revision to bring the curricula in line with the national needs. For inservice training and education of teachers, the 1979 Policy recommends that the National Academy of Higher Education of UGC should organize such courses and university teachers should be allowed study leave and scholarships for study both in the country and abroad. Other facilities for teaching faculty recommended by the 1979 Policy include permission to university teachers for consultative services to other organizations and agencies and launching of practical programmes under the supervision of teachers



to generate their own funds. For this purpose small production units will be attached with the university departments.

SECTOR: TECHNICAL AND VOCATIONAL EDUCATION

1959	1970	1979
<p><u>Quantitative</u></p> <p>1. Vocational schools should consist of 50% craft and 50% general instructions. Duration of the courses in vocational schools should be two or three years.</p> <p>2. Establishment of Technical Institution for the production for 7,000 technicians annually in various fields.</p> <p>3. -</p> <p>4. -</p>	<p>-</p> <p>-</p> <p>-</p> <p>-</p>	<p>-</p> <p>-</p> <p>-</p> <p>- Enrolment of 617 in existing seven Technical Colleges leading to the degree of B.tech will be doubled in 1982-83. Intake capacity will be increased from 371 to 665. Expected out-put will rise from 50 to 390.</p> <p>- Production units will be attached to certain institutions on experimental basis. For this purpose, Rs. 0.1 million per institution will be sanctioned.</p> <p>- Separate schools for providing skills for dropouts have been proposed. Five centres would be established as a start. During the Fifth Plan period, one hundred skill-schools would be established. The programmes identical to evening extension programme with minor changes would be adopted.</p>



1959	1970	1979
<p><u>Qualitative</u></p> <p>1. Curriculum of general education in school should be diversified by including practical courses- Agriculture, Commerce and Home-Economic. Curriculum of Technical and Vocational schools should include courses of Social Study and Humanities.</p> <p>2. A common course should be introduced in the middle stage, so that the first diversion of students from General to vocational and technical schools should take place. Second diversion should take place after class X, so that students may join Polytechnics and Technical Institutions.</p> <p>3. Establishment of network of vocational schools for those students who have manual skill and show an aptitude for craft work and for apprenticeship schemes in Industry.</p> <p>4. Existing Trade and Industrial schools should be develop on the pattern of vocational schools and properly staffed, equipped and supervised.</p> <p>5. Admission should be on the basis of merit.</p>	<p>- Education from the secondary level upward diversified with separate technical education, either by establishing separate institutions or by adding separate wings in existing institutions.</p>	<p>- Curricula for classes VI to VIII will continue to impart teaching of skill, five periods per week in the field of Agriculture, Industrial Arts and Home-Economics.</p> <p>There-as curricula for Poly-technics, vocational and commercial institutes will be made production-oriented.</p>



1959	1970	1979
<p>6. Emphasis should be on local resources and development of processes matching local conditions.</p> <p>7. Basic subjects of Technology such as Mathematics, Drawing and Management, e.g. costing, budget control, business economics, industrial relations, psychology, factory organizations and foremanship should be included.</p>	<p>-</p> <p>-</p> <p>-</p>	<p>-</p> <p>-</p> <p>-</p>
<p>8. Existing facilities in different Technologies should be strengthened and extended.</p>	<p>- To develop an effective technical and vocational programme the following organizational arrangement should be made:</p> <ul style="list-style-type: none"> <li>(a) curriculum development</li> <li>(b) Counselling &amp; guidance service</li> <li>(c) Practical Training</li> <li>(d) Coordination at national level, Technical Colleges/Institutes</li> </ul> <p>will be assisted to develop new areas of Technology.</p>	<p>- To develop the technical programmes of high quality the colleges will be provided facilities of building, equipment, machinery, books and teaching staff.</p>
<p>9. New diploma and certificate should be introduced particularly in,</p> <ul style="list-style-type: none"> <li>(i) Instrument making and repair</li> <li>(ii) Coach building (iii) Motor body building</li> <li>(iv) Electrical Installations (v) Gas Technology and supply (vi) Paper Technology (vii) Boat building and small craft Design and construction (viii) Navigation including coastal navigation (ix) Scientific glassware (x) Printing Trades Technology (xi) Building Trade Technology (xii) Agricultural science and Animal Husbandry (xiii) Architectural Draftsmanship.</li> </ul>	<p>-</p> <p>-</p> <p>-</p>	<p>-</p> <p>-</p> <p>-</p>

1959	1970	1979
10. -	-	- Legislation will be made to provide practical training for engineering and technical graduates.
11. -	- Industrial establishment in the Public sector and those taken over by the Government will be required to accommodate a large number of students of Technical Colleges for industrial training/experience.	-
12. Establishment of training centers on a co-operative basis.	-	-
13. -	- Government efforts in establishing Technical Institutions should be supplemented by similarly efforts made by industrial concerns individually or through consortia.	-
14. All Polytechnics and other Technical Institutions should offer evening and part-time courses as a regular programme.	-	- To utilize existing facilities more intensively, evening programmes will be organized and improved teaching would be done on modular concepts and part of the teaching would be done through Allama Iqbal Open University.



	1959	1970	1979
<p>15. A Central Manpower Committee should be established in order to collect data and give information to interested parties and</p> <p>16. Government contracts should be awarded only to those firms which employ proper proportions of engineers, technicians skilled workers, operatives and apprentices.</p> <p>17. Technical institutions which are affiliated with universities should be under the control of the Directorate of Technical Education in the Departments of Education.</p> <p>18. A section staffed with specialized staff should be created in the Ministry of Education for directing &amp; supervising the programmes</p> <p>19. The Council of Technical Education should have branches in each province to co-ordinate all efforts to improve academic and technical standards and examination, to act as a liaison between the Industry and Education Department.</p> <p>20. Appointment of Vocational Guidance Officers and preparation of hand books of careers, so that students can get information about various career opportunities.</p> <p>21. Appointment of Career Master. He should be able to advise the parents and school authorities on the attitudes of the students and the careers suitable for them.</p> <p>22. Organization of teacher training courses by the Polytechnics.</p>	-	-	<p>- A college for Technical Education would be established to provide pre-service training to the teachers and to improve in-service training.</p>



1959	1970	1979
23. Establishment of Boards of Technical Examination to issue Certificates to successful candidates.	-	-
24. Salary scales of Technical subject teachers should be reviewed.	-	-
25.	- To establish a link between supply of trained manpower and job opportunities, employment exchanges should be strengthened and a Council for coordinating employment service should be set up.	-To make relationship between market requirements and industries, representatives of the industries and other employers will be included in the Advisory Committees. Technical teachers will be encouraged to apply their knowledge in industry and business and technicians from industry will be encouraged to work in educational institution. For this purpose a planned programme should be organized.
26.	-	-Emphasis will be laid on the productive role of the Technologists-
27.	-	-To develop the technical programmes of high quality the colleges will be provided facilities of building, equipment, machinery, books and teaching staff.
28.	-	-It should be ensured that the technical training programmes has relevance to the market requirement.

1959	1970	1979
29.	-	- Advisory committees having representative of Trade and Industries will be established by making changes in the structure of the Board of Technical Education and Directorates of Technical Education.
30.	-	- Boards of Technical Education would be encouraged to determine level of trades such as skilled semi-skilled workers, artisans, craftsman, supervisor. An inter-board Technical Education Committee would be organized for testing and certification of skills acquired through non-formal educational set up.

Analysis:

Quantitative:

This type of education is dealt with in detail by the 1959 Commission as compared to both the policies. The Commission has recommended duration of courses from 2-3 years with 50% craft and 50% of general courses. It recommended establishment of more Technical Institutions for production of 7000 technicians. The 1970 Policy has not suggested any such targets. The 1979 Policy has also recommended enrolment targets to be achieved. It further recommended addition of production units to the institutions on experimental basis and opening of separate Technical School for providing skills to dropouts with courses identical to evening extension programmes.

Qualitative:

For qualitative improvement, the Commission has recommended diversification of general school curriculum to include courses of practical nature and revision of curriculum of Technical and Vocational schools to include courses on Humanities and Social Study. Contrary to this, 1970 Policy recommended diversification of education from secondary level onwards with separate Technical Education Institutions or by adding separate wings in existing Institutions. The 1979 Policy does not suggest any change in curricula of Classes VI-VIII but emphasizes making of courses of Polytechnics, Vocational and Commercial Institutions production-oriented. The 1959 Commission has suggested more detailed measures for improvement which include introduction of common course upto middle stage, diversification



at secondary level, so that after class 10 students may join Polytechnics/Technical schools; establishment of network of Vocational schools; development of Trade and Industrial schools on the pattern of Vocational Schools; emphasis on local resources and processes and introduction of a number of courses in Technology. Both the Commission and 1970 Policy have suggested improvement in existing facilities for technical and vocational programmes. The 1959 Commission has recommended evening and part-time courses as regular programme. Whereas 1970 Policy is silent. But 1979 Policy also recommends evening programmes for more intensive use of existing facilities and also suggests offering of courses by Allama Iqbal Open University.

For training in Industry, the 1970 Policy recommended that Industry should be required to accommodate large number of students. The Commission and 1979 Policy have not given any such recommendations. Other substantial recommendations of 1959 Commission regarding improvement of vocational and technical education include: appointment of a Central Manpower Committee for collection of relevant data and information; control of Directorate of Technical Education over Technical Institutions; creation of a section in the Ministry of Education for supervision of Technical Education; opening of branches of the Council of Technical Education in each Province; appointment of Vocational Guidance Officers and Career Masters in the Institutions; and establishment of Boards of Technical Examinations. No such recommendation were given by the 1970 and 1979 Policies.

For teacher training, the 1959 Commission recommended courses by the Polytechnics, whereas 1979 Policy recommends establishment of a college for Technical Education for this purpose.

In order to establish a link between Industry and Technical Institutions, the 1970 Policy recommended establishment of Council for coordinating employment services and strengthening of employment exchanges. The 1979 Policy recommends setting up of Advisory Committees with representatives of Industries and Technical Institutions. It further recommends exchange of technical teachers and technicians between schools and industries, so that both can work in one another's organization. It also emphasizes that Technical Training programmes should have relevance to the market requirements.

The 1979 Policy also recommends that Boards of Technical Education should determine the level of trades and that an Inter-Board Technical Education Committee should be set up for testing and certification of skills offered by non-formal educational systems.



ANNEX R: SCIENCE EDUCATION

1959	1970	1979
<u>Quantitative</u>		
1. No-Recommendation	No-Recommendation	<ul style="list-style-type: none"> <li>- At least one room in every primary school will be converted into multipurpose science room for conducting science activities along with other activities.</li> </ul>
2. -	-	<ul style="list-style-type: none"> <li>- at school level, about 545 new science laboratories should be constructed and science equipment will be supplied to 540 schools. Improvement of laboratories in 60 boys intermediate colleges, 12 Intermediate girls colleges and 27 degree colleges for new one 25 for women during the Fifth plan period will be carried out.</li> </ul>
<u>Qualitative</u>		
1. -	-	<ul style="list-style-type: none"> <li>- Establishment of the National Centre for Science Education as an autonomous organization.</li> </ul>
2. -	-	<ul style="list-style-type: none"> <li>- Improvement of National Education Equipment Centre by increasing its capacity and manpower for facilitating the production of Science Teaching kits and other in-expensive equipments.</li> </ul>
3. -	-	<ul style="list-style-type: none"> <li>- The National Education Equipment Centre in collaboration with the National Centre for Science Education should be entrusted the task of designing and developing prototypes of low-cost mobile-science labs, inexpensive teacher demonstrations, experiments and models, etc. for classes IX-XII.</li> </ul>
4. -	-	<ul style="list-style-type: none"> <li>- Improvement of teaching of science by strengthening of science laboratories at all levels.</li> </ul>



Analysis:

The 1979 Policy has recommended some measures for improvement of Science Education at various levels of school education. These included: conversion of one room in each primary school to a multipurpose science room; addition/strengthening of science laboratories in selected number of Schools, Intermediate and Degree Colleges; establishment of a National Center for Science Education; improvement of National Education Equipment Center for facilitating production of Science Teaching Kits and other inexpensive equipment; and development of low-cost mobile Science laboratories, teacher demonstrations, experiments and models by the National Education Equipment Center in collaboration with the National Center for Science Education.

A. Engineering Education

1959

1970

1979

Quantitative

1. In all Engineering Colleges minimum duration of the degree course should be 4 years.

Qualitative

1. A clear distinction should be between the function of an engineer and of technician and their educational programmes developed respectively.
2. Basic qualification for admission would be Intermediate Science; inclusion of aptitude test was also made.
3. Diploma courses of Engineering Colleges should be transferred to Polytechnics and Technical Institutes.
4. Besides Civil, Mechanical and Electrical Engineering, Chemical and Mining Engineering should be included. Courses of Metallurgy, Mineralogy, Ceramics, etc. should be introduced.
5. Curricula should include courses in Social Studies and the Humanities to the extent of 15% of total subject matter.
6. Practical training in the field and in Industries should be arranged for students during summer vacations and satisfactory performance for the award of degrees is necessary.

No-Recommendation

No-Recommendation

- To provide on the job training, students will be required to spend a minimum period of 8 months on national projects or in public/private manufacturing concerns. This training will be arranged during summer vacations.



1959	1970	1979
<p>7. The examination should be an assessment of student's ability and achievement and not of his memory and retention or capacity.</p>	-	-
<p>8. The examination system should be re-organised and the award of degrees should be based on the performance of the students: 75% marks for final examination and 25% marks for periodical tests and classwork.</p>	-	-
<p>9. Post-graduate courses should be introduced in Engineering colleges as in other disciplines.</p>	-	-
<p>10. Engineering colleges should undertake research in projects which may distinguish between fundamental and applied research in industrial processes and in construction and in the materials used in them.</p>	-	<p>The institutions will be encouraged to develop and provide consultancy services and laboratory and research facilities to the industries, so that they may relate their research with the industry or industrial problem, which may supplement their financial resources.</p>
<p>11. Engineering colleges should organize refresher courses.</p>	-	-
<p>12. To arouse public enthusiasm in Science, Engineering and Industry, museums of Science and Technology should be established.</p>	-	-
<p>13. Existing laboratories should be improved.</p>	-	<p>Qualitative deficiencies in the training facilities of engineers will be removed by providing adequate laboratory equipment, workshop machinery and books to all institutions.</p>



	1959	1970	1979
14. To attract the best qualified people as teachers in Engineering Colleges following steps should be taken. 1) Pay scales particularly the starting salary should be raised appreciably; 2) Those staff members whose performance is remarkable should be sent abroad for higher studies on study leave of about 5 to 7 years. 15. Departmental heads should be made responsible for laboratory upkeep.		-	-

B. Medical Education

	1959	1970	1979
<u>Quantitative</u>			
1. Admission to Medical Colleges should be after 12 years of study and based on result of F.Sc. Aptitude and oral test.	-	-	-
<u>Qualitative</u>			
1. The syllabus of pre-medical courses should be revised giving emphasis to Bio-chemistry.	-	-	-
2. The feasibility of including Pre-clinical Sciences in the B.Sc. course should be examined.	-	-	-
3. Efforts be made to improve the standards of existing institutions. Arrangement for post-graduate training of specialists of highest standard should also be made.	-	-	-
4. Arrangement be made for <u>In-service</u> training of medical technicians.	-	-	-
5. The status and pay scales of nurses should be improved. Courses of practical arts should be provided for nursing profession.	-	-	-

C. Legal Education

	1959	1970	1979
<u>Quantitative</u>	-	-	-
1.	-	-	-
2.	-	-	-
3.	-	-	-
4.	-	-	-
<u>Qualitative</u>			
1.	-	-	-
2.	-	-	-
3.	-	-	-
4.	-	-	-

2. Duration of L.L.B. course should be extended from two to three years; two years for part I and one year for part II.

- Six months internship with senior lawyer of repute or some legal firms, is necessary after the completion of study of law to get degree.

- During internship, students have to work on two projects;  
 a) Pertaining to prosecution.  
 b) " " Defence.  
 - The syllabi and courses of law will be re-designed and re-structured to meet the national needs and aspirations.

3. Minimum qualification for admission to Law College should be a bachelor's degree from any faculty.  
 4. Provision should be made for a Master's degree of two years course and a programme of three years leading to doctorate in at least one university in each wing of Pakistan.



D. Commercial Education

	1959	1970	1979
<u>Quantitative</u>			
1. Commercial Institutes will have a two year course and will offer basic training in office skills.	-	-	-
2. Bachelor degree course will be of 3 years. The Master degree course will be of 2 years. Advanced courses will be arranged for doctorate level that will be helpful in industrial and commercial life of the community.	-	-	-
<u>Qualitative</u>			
1. With the cooperation of professional organizations, Commercial Institutes will devise courses about insurance, banking, accountancy, secretarial work, advertising, salesmanship, personal management, transport, textiles and Government office practices.	-	-	-
2. Courses in public administration are very important for those who want to enter or are already in public service. Special evening classes should be organized in Public Administration in Karachi Institute.	-	-	-
3. Development of the courses in industrial management at the Institute of Public and Business Administration.	-	-	-
4. Evening classes in Commercial Institutes for the benefit of workers in industrial and commercial firms should be organized.	-	-	-
5. Boards of Commercial Examination should be established.	-	-	-
6. At least one Commercial Institution should be established in each Wing of Sindh.	-	-	-
7. The Central and Provincial Governments should arrange for an in-service training programme for the employees of the secretariat and attached departments.	-	-	-

Agricultural Education

	1959	1970	1979
<u>Quantitative</u>			
1. Duration of course should be five years.	-	-	-
2. Duration of B.Sc. & Ph.D should be at least two years each.	-	-	-
<u>Qualitative</u>			
1. Admission qualification should be Matriculation.	-	-	-
2. Course and curricula should be as follows: 1st-2nd year : Basic sciences 3rd-4th year : advance study of professional subject 5th year : Specialization	-	-	-
3. Agriculture should receive same emphasis at degree and post-graduate levels as at school level.	-	-	-
4. Agricultural Colleges should organize short raft-ship courses.	-	-	-
5. A Council of Agricultural Research should be set up.	-	-	-
6. An Agricultural University should be established in each wing of Pakistan.	-	-	-
7. Teaching and research staff should undertake both types of assignments as research and teaching go hand in hand.	-	-	-
8. Research should be a priority in field of Arid and Humid Zones.	-	-	-
9. Extension work should be undertaken by colleges and universities in collaboration with the Agriculture Department.	-	-	-

1959

1970

1979

5. Duties and obligations of part-time teachers in Law colleges with regard to work, tutorials, guidance, study and research should be same as in higher education. The Staff should serve for whole time for higher education and research.
6. Salaries of staff should be competitive.
7. Conditions of affiliation for Law colleges regarding staff, buildings, equipment and tutorial work should be the same as for other colleges.



Analysis:

A. Engineering Education

The 1959 Commission has given a number of recommendations for this type of education, whereas the 1970 Policy has not touched upon this type at all. The Commission's recommendations included that a clear distinction should be made between an Engineer and a Technician and their courses developed accordingly and the diploma courses of Engineering colleges should be transferred to Polytechnics and Technical Institutes. Basic qualification for admission to Engineering Colleges should be Intermediate Science and the duration of degree course be 4 years. The Commission also recommended inclusion of a number of new courses in the Engineering Colleges with 15% courses on Social Studies and Humanities. Practical training in the field and Industries was recommended as compulsory training during summer vacations. Similar type of training is also recommended for a period of at least 8 months by the 1979 Policy. The Commission has recommended reorganization of examination system and introduction of post-graduate courses. It also suggested undertaking of research, both fundamental and applied. Comparatively, the 1979 Policy recommends that the Engineering Colleges should provide research, laboratory and consultancy services to the Industries for their industrial problems. Both the Commission and 1979 Policy have recommended improvement in laboratory facilities of these colleges.

For the betterment of teaching faculty, the Commission has recommended organizing of refresher courses, improvement in pay scales and provision of study abroad for best teachers. Establishment of Museums of Science and Technology was also recommended by the Commission.

B. Medical Education

Only the 1959 Commission has given some recommendations for improvement of the medical education. These included; basic qualification for admission should be F.Sc., revision of pre-medical curriculum with emphasis on Bio-Chemistry, consideration for inclusion of Pre-clinical Sciences in B.Sc. course, arrangements for post-graduate training of specialists, in-service training of medical technicians and improvement in the pay scales of nurses.

C. Legal Education

The 1959 Commission has given few recommendations such as admission qualification should be a Bachelors' degree; duration of course should be extended from two to three years; provision should be made for Master's (2 years) and Doctorate (3 years) degree courses in at least one university in each Wing of the country. The 1970 Policy has recommended nothing at all, whereas the 1979 Policy has touched upon two aspects of this education, i.e. for securing degree, 6 months internship with senior lawyer or some legal firm is essential. During this internship, students should work on two projects: one on prosecution and the other on defence. The other aspect which this Policy has touched is re-designing of the courses of study.

D. Commercial Education

Only the 1959 Commission has given exhaustive recommendations on this type of education. The 1970 and 1979 Policies have said nothing

at all. The Commission's recommendations included: duration of course at Commercial Institutes should be two years, for Bachelor's degree 3 years and Master's degree 2 years; introduction of new courses in cooperation with professional organizations; introduction of special evening classes, establishment of Boards of Commercial Examinations and one Commercial Institute in each Wing of the country.

E. Agriculture Education

Here again, only 1959 Commission has given its recommendations. These included: duration of course should be five years, M.Sc. and Ph.D. should be of two years each, organization of refresher courses by Agriculture colleges, establishment of an Agriculture University in each Wing of the country, research should be in Arid and Humid Zones, establishment of a Council of Agricultural Research and extension work by the colleges and universities in collaboration with the Agriculture Departments.



ANNEXURE: TEACHER EDUCATION

1959	1970	1979
<p><u>Qualitative</u></p> <p>1. The minimum qualification of the teachers before the training should be as follows:                      (a) Teachers for classes I to V: Matriculation                      (b) Teachers for classes VI to VIII: Intermediate                      (c) Teachers for classes IX to X: Bachelor's Degree                      (d) Teachers for classes XI to XII: Master's Degree</p> <p>2. Duration of training courses for teachers of different stages should be:                      Teachers for classes I-IV : 1 year                      " " VI-VIII: 2 years                      " " IX-X : 2 years                      " " XI-XII (short courses in methodology)</p> <p>3. A teacher training programme should ensure:                      (i) a sound grasp of the subjects,                      (ii) Knowledge of child psychology and insight into the child's growth and behaviour,                      (iii) Methodology of teaching and the skill to use up-to-date techniques.</p> <p>4. Importance should be given to the training of teachers of Science and of Practical Arts and Crafts.</p>	<p>Teachers for primary middle and high schools should be at least Matriculate, Intermediates and Graduates, respectively and possess professional training.</p>	

1959	1970	1979
<p>For expansion of teacher education a crash programme of training on emergency basis with condensed courses of short duration should be arranged in certain institutions to meet the huge demand. Pedagogy should be included as an elective subject at Intermediate &amp; Degree levels.</p> <p>6. Refresher courses should be organized in the training schools and colleges at district and regional level. Refresher courses for teachers are necessary to bring them in touch with latest teaching techniques. A teacher must attend such courses atleast once in 5 years.</p> <p>7. Teachers of Training colleges as well as of the Primary Teachers Staff Training Colleges should be seconded periodically to serve as teachers in school.</p> <p>8. Appointment of lecturer in "The ethics of teaching profession" in every Training College should be made.</p> <p>9. An Educational Research Council should be set up to coordinate and stimulate research work on education.</p>	<p>Programme of in-service training of teachers should be launched to upgrade their qualifications and effectiveness as teachers.</p>	<p>Every teacher should attend in-service course during 5 years of his service and, therefore, all agencies concerned will be strengthened by providing them sufficient funds.</p> <p>A code of Ethics will be developed and enforced for teachers of all levels in collaboration with Federal Ministry of Education and Provincial Governments.</p>
<p>Institutional structure for educational research should be strengthened.</p>		



1959	1970	1979
10. Provision for provident fund and retirement benefits to the teachers be made.	-	-
11. Administrative staff, inspectors, headmasters, and subject specialists for multi-branch schools should receive in-service training through the Education Extension Centres.	-	-
12. For social status or recognition of teachers, the achievements of teachers should be projected in the press, radio and news.	-	-
13. President and Governors should confer special awards on teachers for their excellent achievements.	-	- Teachers should be rewarded for their excellent performance through accelerated increments and rapid promotions.
14. A College for training of teachers of Training Colleges should be established.	-	-
15. Post-graduate training at doctorate level in some universities should be organised.	-	-
16. -	- Basic academic and training requirements for women teachers may be relaxed to increase the number of female teachers.	-



	1959	1970	1979
17.	-	-	<ul style="list-style-type: none"> <li>- Strong commitment to the Ideology of Pakistan would be the basis for admission in teacher education institutions for the appointments of teachers.</li> </ul>
18.	-	-	<ul style="list-style-type: none"> <li>- The rules for participation of teachers in the international seminars/workshops and conferences will be simplified.</li> </ul>
19.	-	-	<ul style="list-style-type: none"> <li>- A programme for accountability and evaluation of teachers and administrators will be introduced to ensure effective teaching and institutional discipline.</li> </ul>
20.	-	-	<ul style="list-style-type: none"> <li>- Formative in-service training of teachers Allama Iqbal Open University will be strengthened to offer courses through correspondence, radio and T.V.</li> </ul>
21.	-	-	<ul style="list-style-type: none"> <li>- All primary teacher training institutions and normal schools will be upgraded to Colleges of Elementary Teachers.</li> </ul>
22.	-	-	<ul style="list-style-type: none"> <li>- An Academy of Educational Planning and Management will be established to provide suitable in-service training to Administrators and supervisors at different levels.</li> </ul>
23.	-	-	<ul style="list-style-type: none"> <li>- The Academy of Higher Education of the University Grants Commission will be strengthened to provide at least one in-service course to college/university teachers once in five years.</li> </ul>

Analysis:

For improvement in the teacher education the 1959 Commission and 1979 Policy has recommended a number of corrective measures. The 1970 Policy has given just a few general recommendations. The 1959 Commission has recommended objectives, minimum qualifications and duration for education of teachers of all levels. The 1970 Policy suggested same academic qualifications for the teachers of various levels with professional training but did not specify any duration for professional training. To meet the shortage of teachers, 1959 Commission recommended organizing of crash programmes and refresher courses for in-service training of all teachers at least once in 5 years. The 1970 Policy also recommended in-service training whereas 1979 Policy has also suggested strengthening of agencies including Allama Iqbal Open University for conducting in-service courses. This Policy also recommends in-service training for all teachers once at least in 5 years. For carrying out research on education, 1959 Commission suggested setting up of an Educational Research Council. <sup>The</sup> 1970 Policy recommended strengthening of institutional structure for this purpose. Whereas 1979 Policy deals with research in education separately and .. recommend establishment of a National Institute of Educational Research. As far as training of teachers of training colleges is concerned, 1959 Commission recommended setting up of a college for this purpose. It also recommended post-graduate training at doctorate level in some universities of the country.

The 1970 Policy had not given such recommendations. The 1979 Policy recommends substantial measures, such as upgrading of normal schools and primary teacher training institutions to Colleges of



Elementary Teachers, strengthening of Academy of Higher Education of the University Grants Commission and establishment of an Academy of Educational Planning and Management for the in-service training of administrators and supervisors.



SECTOR: WOMEN'S EDUCATION

1959	1970	1979
<p><u>Quantitative :</u></p>		
1. -	No-Recommendation	<ul style="list-style-type: none"> <li>- At the primary level, solid foundations will be laid to achieve universal education among females by 1992.</li> </ul>
2. -	-	<ul style="list-style-type: none"> <li>- about 30,000 female teachers will be recruited at primary level during next five years. For this target, education will be introduced as a subject at intermediate level.</li> </ul>
3. -	-	<ul style="list-style-type: none"> <li>- Nearly 5,000 kothalla schools will be established for imparting literacy and selected home management skills to girls.</li> </ul>
4. -	-	<ul style="list-style-type: none"> <li>- Enrollment of girls at the secondary stage will be increased from the present benchmark of 40,000 to 650,000.</li> </ul>
5. -	-	<ul style="list-style-type: none"> <li>- 6,000 female teachers' residences mostly in the rural areas will be constructed.</li> </ul>
6. -	-	<ul style="list-style-type: none"> <li>- Boundary walls will be constructed around 10,000 existing primary schools for female children.</li> </ul>
<p><u>Qualitative :</u></p>		<ul style="list-style-type: none"> <li>- Special efforts will be made to expand and improve the facilities for the education of the female.</li> </ul>
<p>1. In the future, girls should be provided equal facilities as compared to boys at primary level.</p>		

	1970	1979
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- Major stress will be given to improve the facilities for the teaching of science and introduction of home-economics subjects.

1959	1970	1979
<p>11. Every candidate who has master degree should be required to participate in an organized national programme which, in the case of women, would involve nursing or adult education or training in civil or military defence.</p> <p>12.</p> <p>13.</p> <p>14.</p> <p>15.</p>	<p>-</p> <p>-</p> <p>-</p> <p>-</p> <p>-</p>	<p>- Liberal scholarships and loans should be provided exclusively for the female at all levels of education.</p> <p>- Science laboratories, hostel seats and books will be provided in adequate numbers.</p> <p>- For higher education of the females the scope of post-graduate courses including home-economics will be expanded and it should be started in selected Women's Colleges. The University Grants Commission will set up a committee to give report on alternative approaches for the establishment of the Women University.</p> <p>- Greater share will be apportioned to the education of females in all the programmes envisaged under various sub-sectors of education.</p>



Analysis:

Quantitative:

The 1959 Commission gave no quantitative recommendation, whereas 1970 Policy is completely silent about women education. The 1979 Policy recommends that universal primary education for girls should be achieved by 1992. Recruitment of about 30,000 female teachers is recommended over a period of 5 years. For this purpose, the Policy recommends introduction of Education as a subject at Intermediate level. Other recommendations include; opening of 5,000 Mohallah schools, construction of 6,000 teachers' residences in rural areas, construction of boundary wall around 10,000 existing primary girls schools and increase in enrolment from 40,000 to 650,000 at secondary level.

Qualitative:

The 1959 Commission dealt with this aspect of women education quite in detail. It recommended equal facilities for girls as compared to boys at primary level. The 1979 Policy recommends improvement and expansion of education for the females. The 1959 Commission recommended that technical and vocational schools should provide training courses for women taking up careers. It recommended that at middle stage, courses should be offered according to the interests of girls; at secondary stage girls should be guided to select general or vocational training suited to their aptitude and diversified courses including commercial subjects be introduced at high schools. It also recommended establishment of Home-economics departments in Women Colleges and in various universities. The 1979 Policy also recommended more facilities for Home-economics subjects and other courses at post-graduate level in selected Women College

The 1979 Policy also recommends liberal scholarships and loans for female students at all levels and provision of Science laboratories, books and hostel seats for female students. The most important recommendation of 1979 Policy is that greater share will be allocated to female education in various sub-sectors of education. This Policy also recommends setting up of a Committee by the University Grants Commission to consider alternative approaches for the establishment of a Women University in the country.

ANNEX: NON-FORMAL AND ADULT EDUCATION

	1959	1970	1979
<u>Quantitative</u>			
1.	-	- Suitable measures should be adopted for providing functional education to adults and school leavers and should cover 5 million persons by 1975.	-
2.	-	-	- Organization of 10,000 adult literacy centres. Out of these 5,000 centres will be sponsored by the Ministry of Education and the remaining centres will be sponsored by some other agencies.
3.	-	-	- 10,000 workers of literacy centers will be trained by Allama Iqbal Open University. Training of 5,000 workers to be sponsored by Ministry of Education and 5,000 by concerned agencies.
4.	-	-	- 10,000 TV sets will be provided by Unesco for distribution to the Literacy Centers.
<u>Qualitative</u>			
1.	1. Recognition of illiteracy must be based upon economic motivation, carried out by those teachers who are trained in the teaching of illiterates and provided with suitable literature.		



	1959	1970	1979
<p>2. Mitigations of illiteracy in rural areas should continue through present programmes in which Village Aid should provide the organizational and technical arrangements and the Education section trains adult literacy teachers and supervises the production of teaching aids and reading materials. Imams and educated women in villages should be appointed as literacy teachers. An education wing for adult literacy be established in East Pakistan as one is already in West Pakistan.</p>	-	-	-
<p>3. A similar programme for urban areas should be instituted by Education Department in collaboration with Department of Social Welfare.</p>	-	-	-
<p>4. Establishment of pilot projects on        (a) using school children to make their parents literate,        (b) using undergraduate college students as part time literacy teachers        (c) using literate adults for "each one teach one" basis.        The arrangements should be reviewed at an interval of two or three years, so that those can be used on large scale.</p>	-	-	-
5.	-	-	-
6.	-	-	-
7.	-	-	-

- All employers should provide work oriented basic education to all of their employees whose education is inadequate, so that they can perform their duties efficiently.

- Establishment of a National Education Corp. to complement the programme of elementary education.  
 - To supplement the formal arrangements, attention should be given to the development of non-formal education.

- Establishment of students volunteer corps.

	1959	1970	1979
8.	-	-	- Community resources should be harnessed to promote literacy. Teaching of the Quran Nazira and literacy skills will be developed in Mosque schools.
9.	-	-	- In Mohallah schools, where ladies teach the Quran, Home-economics-oriented skills should be developed among girls.
10.	-	-	- The Allama Iqbal Open University through its multi-media delivery technology will organize radio and television programmes, prepare special book-lets and reading materials for adult and mobile operational units in the rural areas.



Analysis:

Quantitative:

The 1970 Policy recommended coverage of 5 million adults and school leavers by 1975 without specifying any suitable measures. Whereas, the 1979 Policy has recommended specific measures for this purpose such as organization of 10,000 Adult Literacy Centers, one half of these to be financed by Ministry of Education and the other half by the concerned agencies. Likewise, 10,000 workers of these Centers will be trained by the Allama Iqbal Open University and 10,000 TV sets will be provided by Unesco for these Centers.

Qualitative:

The 1959 Commission has recommended that literacy programmes must be based on economic motivation and suitable literature should be provided to the trained teachers. It recommended continuation of existing programmes by Village AID and Ministry of Education but also with Imams and educated ladies in villages as literacy teachers. This Commission recommended such programmes for Urban areas as well. It also suggested launching of pilot projects for using:

- i- School children for teaching their parents,
- ii- Undergraduate college students as part-time teachers
- iii- Literate adults for "each one teach one"

No such recommendations were made in 1970 Policy. However, it recommended establishment of a National Literacy Corp and has suggested that all employers should provide work-oriented basic education to their employees with inadequate education. The 1979 Policy also recommends establishment of Students Volunteer Corps of B.A/B.Sc. and



M.A/M.Sc. students. This Policy recommends harnessing of community resources and use of Mohallah schools for this purpose.

In addition, it recommends that Allama Iqbal Open University should organize literacy programmes using multi-media technology and mobile operational units in rural areas.

ANNEX: ACCOUNT OF IMPLEMENTATION

1959	1970	1979
<p><u>Quantitative</u></p> <p>1. -</p>	<p>No-Recommendation</p>	<p>- Now-a-days there is only one training school. Two more teacher training schools should be opened, one in Punjab and other in Sind.</p>
<p><u>Qualitative</u></p> <p>1. Provision for general as well as vocational education so that the individual may be able to earn his own living.</p> <p>2. The government should lend its support to philanthropic organizations and coordinate their efforts.</p> <p>3. The government must provide for the training of teachers to serve in the institutions for the handicapped. Initially there should atleast be one Centre for the training of teachers for the blind and another for the training of teachers for the deaf and dumb.</p> <p>4. -</p> <p>5. -</p>	<p>-</p> <p>-</p> <p>-</p> <p>-</p> <p>-</p>	<p>- Same as in 1959</p> <p>-</p> <p>-</p> <p>- Conduct surveys to check the existing facilities in all the four provinces.</p> <p>- Identify institutions which have potential to become national institution.</p>

	1959	1970	1979
6.	-	-	- Development of national demonstration pilot projects.
7.	-	-	- Develop projects for indentifying needs for strengthening existing institutions.
8.	-	-	- Negotiations should be made with the foreign aid-giving agencies for procuring equipment, expert advisory services and training requirements for the staff.
9.	-	-	- Government should support opening of more schools in the communities and strengthening the existing ones. Active involvement of health, Social Welfare and Industry will be sought to prepare and launch more programmes.
10.	-	-	- The curricula and syllabi should be prepared in view of the present day needs.



1959	1970	1979
<p>5. Some universities and Islamic Institutes should provide high scholarships to attract scholars from abroad, interested in the study of Islamic thought.</p>	<p>-</p>	<p>-</p>
<p>6. -</p>	<p>-</p>	<p>- Arab countries would provide books and reading material for the centres working under Allama Iqbal Open University.</p>
<p>7. -</p>	<p>-</p>	<p>- Arab countries will provide teachers and make arrangement for their training.</p>
<p>8. -</p>	<p>- Curriculum commi- - tee should be - set up to advise - on preparation - of suitable - syllabi.</p>	<p>- Advise the present curriculum of Islamiyat in consultation with Ulemas and offer courses containing basic principles of Islam.</p>
<p>9. -</p>	<p>-</p>	<p>- The religious leaders be invited to deliver lectures in the institutions to provoke Islam and Islamic Ideology in the students.</p>

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Qualitative:

The 1959 Commission recommends that as an integral part of the education system, the religious education should impart social and political unity and foster brother-hood, equality, piety and virtue. Similar recommendation was also given by 1970 Policy. The 1959 Commission emphasizes the role of universities for producing scholars who can present Islam as a body of thought capable of meeting challenges of modern times and scientific society. The 1979 Policy specifies one university i.e., Bahawalpur Islamia University for producing scholars in Shariah, Law, Muslim Jurisprudence. It further recommends to strengthen Allama Iqbal Open University for teaching of Arabic Language. This Policy also suggests establishing of a Faculty of Shariah at Quaid-i-Azam University. The 1970 Policy recommends that Institutes of

Islamic Studies be established in some selected universities with a programme of teaching, research and publications. The 1970 Policy recommends setting up of Curriculum Committee to advise on development of suitable curriculum, whereas 1979 Policy also recommends revision of Islamiyat Curriculum in consultation with Ulema.

The 1959 Commission also recommended for scholarships by Ministries and Islamic Institutes to attract foreign scholars in the country for the study of Islamic thought. The 1979 Policy recommends lectures by religious leaders in educational institutions for invoking Islamic ideology and thought in the students.



1959	1970	1979
<p><u>Qualitative</u></p> <p>1. At the initial stage, education must be broad based and the curriculum of <u>Ma'tabs</u>, <u>Madrasah</u> and <u>Jar-ul-Ulums</u> should be such which will give their students some training for vocational or professional courses they may later choose to follow. Present Islam as a dynamic and progressive movement.</p> <p>2. -</p> <p>3. -</p> <p>4. -</p>	<p>- Madrasahs should be developed and standardized without loosing their distinctive position.</p> <p>- Committees should be set up in the provinces to suggest:</p> <p>1. how the curricula and the courses of Madrasahs should be revised to equalize there courses with general education courses.</p> <p>2. Examine the question of strengthening the organisational set up and giving a statutory status to the Madrasah Education Board in East Pakistan.</p>	<p>- Conduct a survey to check available facilities and teaching levels of Deeni Madrasahs.</p>



1959	1970	1979
5. -	-	<ul style="list-style-type: none"> <li>- Conduct a survey of the existing physical facilities and make recommendations for critical inputs to improve these self-financing institutions.</li> </ul>
6. -	-	<ul style="list-style-type: none"> <li>- Students should be issued Identity Cards for concessions admissible to other students. A list of the registered Madrasahs should be supplied to PIA and Pakistan Railways for this purpose.</li> </ul>
7. -	-	<ul style="list-style-type: none"> <li>- National Book Foundation should reprint the books which are needed in the Madrasahs.</li> </ul>
8. -	-	<ul style="list-style-type: none"> <li>- Multiple copies of textbooks should be made available to the Deeni Madrasahs.</li> </ul>
9. -	-	<ul style="list-style-type: none"> <li>- Recommendation should be made about the possibilities of introducing common curriculum in Primary Schools and Maktabahs, Thedraie.</li> </ul>
10. -	-	<ul style="list-style-type: none"> <li>- Grant awarding Madrasahs should be registered with the Provincial Education Departments.</li> </ul>
11. -	-	<ul style="list-style-type: none"> <li>- Grant should be provided for improving residential accommodation.</li> </ul>
12. -	-	<ul style="list-style-type: none"> <li>- Those institutions which seek affiliation with Boards and Universities will be provided Grants-in-aid to improve their physical facilities.</li> </ul>
13. -	-	<ul style="list-style-type: none"> <li>- About 15% of the Indigent scholar-ships should be awarded to the students of these institutions.</li> </ul>
14. -	-	<ul style="list-style-type: none"> <li>- A National Committee headed by the Federal Education Minister will be established to undertake the following functions               <ol style="list-style-type: none"> <li>1) Preparation of schemes for the award of scholarships and for interest free loans.</li> <li>2) Constitute study groups for creating a Madrasah Board for standardisation and uniformity of teaching and certification.</li> </ol> </li> </ul>
15. -	-	<ul style="list-style-type: none"> <li>- Cash prizes should be awarded to promote Qirat and Neat Khawani among the students.</li> </ul>

1959	1970	1979
16. -	-	<ul style="list-style-type: none"><li>- To emulate the madrasa with the certificates and degrees of the formal system of education, a Committee should be set up in the University Grants Commission and the Inter-Board Committee of Chairmen of Education Boards.</li></ul>
17. -	-	<ul style="list-style-type: none"><li>- Possibilities will be explored to affiliate with Boards and Universities such Madrasahs that wish their students to appear for the examination of the formal system.</li></ul>
18. -	-	<ul style="list-style-type: none"><li>- Madrasah's Graduates should be considered eligible for the award of foreign scholarships in religious disciplines.</li></ul>



Analysis:

The 1959 Commission recommended improvements in curriculum of Maktabas, Madrasah and Dar-ul-Ulums with some vocational and professional touch. The 1970 Policy recommended standardization of these institutions. It also recommended setting up of a committee to consider equalization of their courses with those of general education and giving a statutory status to Madrasah Education Board in East Pakistan. The 1979 Policy has dealt with this traditional set up of education in detail contrary to the 1959 Commission and 1970 Policy. It recommends conducting of surveys for physical facilities available and for making more financial inputs. For their students' welfare, steps are recommended to offer them all concessions admissible to students of formal system, more liberal grants of scholarships both local and foreign and that National Book Foundation should reprint all books required by these institutions. Sanad awarding Madrasahs should be registered with Provincial Governments and also be facilitated to seek affiliation with the Boards and universities if they so desire, so that their students can appear in the examinations of formal system. This Policy further recommends that committees should be set up in University Grants Commission and Inter-Board Committee of Chairman to consider how to equate their sanads with degrees/certificates of formal system. It also recommended constitution of a National Committee headed by the Federal Education Minister for:

- i- Preparation of schemes for award of scholarships and interest-free loans
- ii- Constitute study groups for creating Madrasah Board for standardization and uniformity in teaching and certification.

SECTOR: THE MEDIUM OF INSTRUCTION

1959	1970	1979
<p><u>Qualitative</u></p> <ol style="list-style-type: none"> <li>1. Urdu should be made representative of regional languages, as far as possible, by introducing useful regional language vocabulary into it.</li> <li>2. Pashto Academy, Sindhi Adabi Board &amp; Punjabi Academy engaged in literary and cultural studies should be encouraged and given support.</li> <li>3. English be taught as a compulsory language from class VI onwards upto degree level.</li> <li>4. Where Urdu is not used as medium of instruction in primary classes, i.e. Sind and some regions of NWFP, it should be made compulsory from class III onwards. It should be made a medium of instruction from class VI onwards in such areas.</li> <li>5. Urdu should be taught as a compulsory language up to class XII in West Pakistan as Bengali in East Pakistan.</li> <li>6. In English medium schools, Urdu should be taught as a compulsory subject.</li> <li>7. Boards should be established for development of national languages-Urdu and Bengali.</li> </ol>	<p><u>Qualitative</u></p> <p>-</p> <p>-</p> <p>-</p> <p>-</p> <p>-</p> <p>-</p> <p>-</p>	<p><u>Qualitative</u></p> <p>-</p> <p>-</p> <p>- English should be taught as a compulsory second language from class VI onwards.</p> <p>- Government may run institutions in an approved provincial language and Urdu should be a compulsory subject from class VI onwards.</p> <p>-</p> <p>- Existing books in the English medium schools in subjects other than English will be replaced by those written in Urdu or an approved provincial language.</p>



1959	1970	1979
<p>8. In classes XI &amp; XII, option may be allowed to use either the national language or English as medium of instruction in Arts. In science subjects, the Boards of Secondary Education should consider the matter provided sufficient/necessary scientific and technical literature has been developed in national languages.</p>	<p>-</p> <p>- Production of literature and textbooks in national languages should be stepped up.</p>	<p>-</p> <p>- Writing of Urdu books in scientific, professional and technical subjects and for adoption in universities will be encouraged.</p> <p>- Standardization of terminology will be undertaken on urgent basis.</p>
<p>9. Books, periodicals, encyclopaedias and reference books should be developed in national languages.</p> <p>10. Another Board should be set up to standardize scientific terminology.</p> <p>11. Teachers be given training to teach through the medium of a national language effectively.</p>	<p>-</p> <p>-</p> <p>-</p>	<p>- National language as medium of instruction in universities and professional education level will be based on preparations made in this regard in due course.</p>
<p>12. At university level and in professional colleges, medium of instruction should be changed only after thorough preparations.</p> <p>13. A committee drawing members from the suggested two Boards for national languages should be constituted to bring Urdu and Bangali closer to each other.</p>	<p>-</p> <p>-</p>	<p>-</p>



1959	1970	1979
14. -	<p>- A commission, which was to be established in 1972, should be set up forthwith to examine the question of change over from English to national languages for official purposes and as medium of instruction.</p>	
15. -	-	<p>- Teachers of English medium schools will be permitted to teach through the medium of Urdu or an approved provincial language.</p>
16. -	-	<p>- Primary Education will be imparted in the National or an approved provincial language.</p>
17. -	-	
18. -	-	
19. -	-	<p>- All students admitted to class I in all English medium schools will undergo instruction through the medium of Urdu or an approved provincial language from April, 1979.</p>
20. -	-	<p>- Those schools in which National language is medium of instruction regional languages will be taught from class III onwards.</p>
21. -	-	<p>- National language will be used as alternative medium of instruction at the colleges and universities and switch over to Urdu as medium of instruction will be accomplished in a period of 5-7 years.</p>

Analysis:

The 1959 Commission formulated a number of recommendations for adoption of Urdu as medium of instruction in our educational institutions. These included: development of Urdu vocabulary by introducing words from regional languages; compulsory teaching of Urdu from Class III onwards in areas where it is not a medium of instructions, in these areas it should be used as medium from Class VI onwards; compulsory teaching of Urdu in English medium schools; and teaching of Urdu as compulsory language up to Class XII in West Pakistan. Its use as medium of instruction in colleges and universities was left to the Boards of Secondary Education, and Universities provided sufficient literature especially in scientific and technical/professional fields, was made available. This Commission also recommended establishment of Boards for development of national languages, i.e. Urdu and Bengali and another Board for standardization of scientific terminology. The 1970 Policy did not recommend such measures. It has just recommended production of literature and textbooks in national languages like one of the recommendations of the 1959 Commission. In addition, it recommended immediate setting up of a Commission, which was to be established in 1972, to examine the question of change over from English to national languages for official purposes and as medium of instruction.

The 1979 Policy also recommends a number of measures for adoption of Urdu as medium of instruction. Comparable to 1959 Commission's recommendations, it proposes that: Urdu should be a compulsory subject from Class VI onwards, books in English medium schools should be replaced by those written in Urdu or an approved provincial language, at

university level it should be adopted as medium of instruction after thorough preparations, writing of Urdu books in scientific, professional and technical subjects and standardization of terminology on an urgent basis. In addition, it recommends teaching in national or an approved Provincial language at primary level. A revolutionary step recommended by this Policy is that all students admitted in class I in all English medium schools will undergo instruction through the medium of Urdu or an approved provincial language.



SECTION: SUPPLYING AND TEXT BOOKS

1959	1970	1979
<p><u>Qualitative</u></p> <p>1. Text-books should be available throughout the year at reasonable prices and should be of good quality.</p> <p>2. Text-books should be prescribed in all subjects up to class XII.</p> <p>3. Preparation of books and copy rights should be in the hands of appropriate authorities.</p> <p>4. The printing and publishing should be controlled in respect of price, paper and format, etc. by the education authorities.</p> <p>5. The printing and publication should be assigned only to such publishers who have sufficient resources such as presses, staff and facilities for distribution.</p> <p>6. Establishment of Textbook Libraries which contains a wide range of foreign books, periodicals, literature related to school publications and reference material including the school curriculum.</p>	<p>No-recommendation</p>	<p>- Text-book Boards will be reorganized to improve quality and to ensure in-time availability of textbooks.</p> <p>-</p> <p>-</p> <p>- The Provincial Governments and the Textbook Boards will provide sufficient subsidy to keep the prices within the reach of common man.</p>

1959	1970	1979
14. -	<ul style="list-style-type: none"> <li>- Curriculum committees should be set up to redesign the curricula. Bureau of Curriculum Development should be established in each Province to coordinate and evaluate the work of curriculum committees.</li> </ul>	<ul style="list-style-type: none"> <li>- National/Provincial Curriculum Development Agencies will work in collaboration and involve adequate number of students and teachers.</li> </ul>
15. -	<ul style="list-style-type: none"> <li>- The Ministry of Education should at national level coordinate the curriculum development activities and the implementation of curricular reforms.</li> </ul>	<ul style="list-style-type: none"> <li>- A Standing Committee of the National Education Council on Curriculum &amp; Textbooks will be constituted to review the curriculum &amp; Textbooks and to identify books to be prescribed throughout the country.</li> </ul>
17. -	<ul style="list-style-type: none"> <li>- Physical education should be an integral part of the curriculum at every level of education.</li> </ul>	
18. -	<ul style="list-style-type: none"> <li>- Educational institutions with similar geographic conditions should desirably have uniform academic sessions.</li> </ul>	
19. -	<ul style="list-style-type: none"> <li>- More than one textbook on a subject be encouraged. Private publishers permitted to publish approved textbooks.</li> </ul>	
20. -		<ul style="list-style-type: none"> <li>- The entire curricula and books will be reviewed to ensure inclusion of adequate content on Islam, Ideology of Pakistan and promotion of national cohesion and integration.</li> </ul>



	1959	1970	1979
7. Set up a Text-Book Board with representatives from the Provinces and responsibility for drawing up syllabuses and prescribing courses.	-	-	-
8. The responsibilities of the Board should be: i) -Frame the syllabuses in the lights of recommendations of the report, and ii) -Laydown policy for the preparation, printing & publication of textbooks.	-	-	-
9. The Board should receive some income from the sale of books and use these funds for: i) the publication of reference and research material ii) guide books for teachers, and iii) supplementary material relating to text books.	-	-	-
10. The preparation, printing and distribution of textbooks need to be regularized keeping in view the present malpractices in this process.	-	-	-
11. The requirement of books and copy books which will be used by the students during his academic session should be notified in the beginning of the academic session.	-	-	-
12. The unauthorized interest of any educational institution in the publication and sale of textbooks should be a penal offence.	-	-	-
13. Publications of key notes/books should also be a penal offence	-	-	-



1959	1970	1979
21. -	-	<ul style="list-style-type: none"> <li>- University Grants Commission will undertake review of books and curricula for higher education to ensure that it contains adequate content on Islam and Ideology of Pakistan. The new curricula should consist of latest knowledge and developments in scientific disciplines.</li> </ul>
22. -	-	<ul style="list-style-type: none"> <li>- Survey should be conducted to identify strengths and weaknesses of the existing curricula.</li> </ul>
23. -	-	<ul style="list-style-type: none"> <li>- Integrated curricula and books will be introduced in the class I and II from the year 1979-80.</li> </ul>
24. -	-	<ul style="list-style-type: none"> <li>- Improvement and development of the curriculum should be on the basis of research studies and field testing.</li> </ul>
25. -	-	<ul style="list-style-type: none"> <li>- For making teaching and learning process more effective, laboratory equipment kits/instructional aids and supplementary reading material will be provided.</li> </ul>
26. -	-	<ul style="list-style-type: none"> <li>- At primary level more importance should be given to practical work and creative activities.</li> </ul>
27. -	-	<ul style="list-style-type: none"> <li>- Advancement of agro-technical education at middle and secondary levels to make programmes production-oriented.</li> </ul>
28. -	-	<ul style="list-style-type: none"> <li>- Supply of quality paper at cheaper rates will be arranged; Textbook Boards permitted to import paper and other machinery required by the Boards duty free.</li> </ul>
29. -	-	<ul style="list-style-type: none"> <li>- Textbooks should be supplied to all the students at primary level.</li> </ul>
30. -	-	<ul style="list-style-type: none"> <li>- Introduction of certain textbooks in selected subjects for different levels will be examined.</li> </ul>

Analysis:

The 1959 Commission has given a number of recommendations both for curriculum development and improvements in development and distribution of textbooks. About textbooks, the Commission has recommended availability of good quality books throughout the year and that preparation and copy rights be in the hands of education authorities who should also ensure control on price, paper and format of books. The 1970 Policy did not give any such recommendations. The 1979 Policy recommends reorganization of Textbook Boards for improvement of quality and in-time availability of textbooks. For price control, it recommends that Provincial Governments and Textbooks Boards should provide sufficient subsidy. The 1959 Commission recommended setting up of a Textbook Board with the responsibilities of not only preparation and printing of books but also of development of syllabuses for various levels of education. The publication of key/notes and books and involvement of any educational institutions in the publication and sales of textbooks was to be considered a penal offence. For curriculum development, the 1970 Policy recommended setting up of curriculum committees for revision of curricula, a Bureau of Curriculum to coordinate and evaluate the work of these committees and that Ministry of Education should be responsible for development and implementation activities at national level. The 1979 Policy recommends collaboration of National and Provincial Curriculum Development agencies and inclusion of adequate number of students and teachers in the process. This later step is an innovation recommended ever for the curriculum development process. This Policy also recommends constitution of a Standing Committee of the National Education Council on Curriculum and Textbooks to review

and identify books to be prescribed throughout the country.

The 1979 Policy further recommends review of books and curricula of higher education by the University Grants Commission, conduct of surveys to identify strengths and weaknesses in the existing curricula, improvement of curricula on the basis of research studies and field testing, evaluation of Agro-technical education and examination of the issue of introduction of common textbooks in selected subject for different levels.



In-service training of teachers in methods and techniques of evaluation should be organized during the Fifth Plan Period. Improvement in the terminal examinations for classes X and XII. Presently, terminal examination of class X will be replaced by internal tests.

of continuous internal assessment of the progress, aptitudes and behaviour of the students should be introduced. Maintenance of a record of each student should be made compulsory.

Presently, in the admission procedures of higher and professional institutions, on the basis of marks obtained in internal evaluation tests, examinations along with the results of aptitude and tests.

Presently, change in the role of boards from purely examining bodies to h-oriented professional bodies should take place as a gradual introduction of the system of internal evaluation.

Presently, a commission will be established with the Institutes of Education, Ministry of Education, National Institute of Educational Research, National Institute of Psychology, University Grants Commission and Public Bodies to review policies and practices of internal and external examinations for their improvement.

Presently, a review of entire system be carried out to suggest future changes.

Analysis:

The National Commission on Education (1959) has not touched upon this aspect of system of education, whereas the 1970 New Education Policy has recommended appointment of a Committee of experts to suggest some reforms.

The 1979 Education Policy has dealt with this aspect in detail and has suggested gradual improvement in terminal examinations for Classes X and XII with an ultimate aim of having a system of internal evaluation upto class X. With this shift a change in the role of Examining Boards as research-oriented institutions is also proposed by this Policy. It has also suggested a close liaison among Institutes of Education, Colleges of Education, National Institute of Educational Research, National Institute of Psychology, University Grants Commission and Public Examining Bodies to review policies and practices of internal and external evaluation systems. It has also suggested a thorough review of the Examination System for future improvements.

REGION

	1970	1979
No-Recommendation	-	No-Recommendation
the		
city		
1		
1		
100	-	-
10	-	-
going to		
tion	-	- Reorganisation of Federal Ministry of Education and the Provincial Departments of Education to cope with the expanding requirements and incorporating the modern techniques of educational supervision and management.



1959	1970	1979
<p>5. Establishment of institutes and bureaux to assist in long range planning and in operational and fundamental research projects.</p>	<p>-</p>	<p>- Improvement of the existing infrastructure for the planning and implementation in the Provincial Education Departments.</p>
<p>6. The Central Ministry should assume the role of positive leadership in the programme of national education. Ministry should be suitably expanded and staffed with outstanding educators of higher professional and administrative competence.</p>	<p>- Establishment of autonomous district school authorities, zonal college authorities and Educational Service Boards be considered for decentralization of educational administration.</p>	<p>- The decentralization of powers and establishment of District School Authority/Council should depend upon the future pattern of local self governments. Initially Education Councils should be set up as advisory bodies.</p>
<p>8.</p>	<p>- Institutions from secondary schools upwards should have their own governing / advisory bodies with representatives of Government, parents, teachers and founder if any. Their constitutions should be prescribed by the Provincial Government.</p>	
<p>9.</p>	<p>- Autonomous status should be given to some selected Government colleges on an experiment basis.</p>	

	1959	1970	1979
10.	-	-	-
11.	-	-	-
12.	-	-	-
13.	-	-	-
14.	-	-	-
15.	-	-	-

- Establishment of Staff Councils headed by the principals/ headmasters to manage affairs of the secondary schools and colleges.

- Heads should spend funds in consultation with the Staff Councils and should also have power to make adhoc appointments.

- Teachers students councils for dealing with problems concerning students welfare be established.

- To bring the private institutions within the national system, they should have Governing Bodies.

- National Council for Education should be set up at the Centre to review from time to time the progress in the implementation.

-The problem of poor supervision should be examined in consultation with the Provincial Education Departments and maximum number of school to be supervised should be fixed.



	1959	1970	1979
16.	-	-	- Constitution of a National Committee to revise and bring the Education code in conformity with the National Education Policy.
17.	-	-	- Reference should be given to the primary school teachers possessing prescribed qualifications for employment in high school over fresh graduates.
18.	-	-	- The existing pattern of relation with other departments and agencies should be streamlined.
19.	-	-	- For conducting in-service training programmes for educational administrators, National Academy of Planning and Management will be established.
20.	-	-	- The minimum qualifications for a primary school teacher is Matric, PTC Advance increments should be given to the teachers possessing higher qualifications.



Analysis:

For the improvement of educational administration and management, the 1959 Commission recommended organization of a Highest Education Service on the pattern of Civil Services and has also suggested criteria for appointment to this service. It also recommended training for direct recruits in general and professional fields and <sup>that</sup> courses in administration be offered to administrative personnel. Promotion was tied up with the performance in these courses. This Commission left the reorganization of educational administration till the new administrative pattern of the Government was determined. The 1970 Policy remained silent on these aspects, whereas 1979 Policy recommends reorganization of Federal and Provincial Ministries of Education in line with the new techniques of educational administration and management. However, the 1959 Commission recommended establishment of Institutes and Bureaus for assistance in long range planning. The 1979 Policy recommends improvement in the existing infrastructure for the planning in the Provincial Education Departments.

The 1970 Policy was in favour of decentralization of administration and recommended establishment of autonomous District School Authorities, Zonal College Authorities and Educational Service Boards. It went to the extent of recommending independent governing/ advisory bodies for secondary schools upwards, and autonomous status to some selected Government colleges on experimental basis. Further, it recommended establishment of Staff Councils and Teachers-Students

Councils at secondary schools and colleges. It also recommended setting up on National Council for Education at the Centre to review progress in implementation of various Policy provisions. The 1979 Policy recommended that for decentralization of powers, establishment of District School Authorities/Councils should be left to the future pattern of local self governments. In addition, this Policy recommends constitution of a National Committee to revise the Education code in conformity with the National Education Policy and that the existing pattern of relations with other departments and agencies should be streamlined. For improvement in the administration of education, this Policy recommends establishment of a National Academy of Planning and Management. This Academy is to conduct in service training programmes for the educational administrators.



ANNEXURE: FINANCING OF EDUCATION

1959	1970	1979
<p><u>Qualitative</u></p> <p>1. Specific areas of education such as technical and vocational education, scholarships and fellowships, residential schools, and higher education should be recognized and allocated a larger share of revenues. For the development of a system of national education at least 7% of the central revenue should be allocated to education.</p> <p>2. 50% additional taxes should be imposed so that people can share with Government for universalization of primary education. At the higher levels they should insist upon educational programmes of a high standard and be willing to pay for such programmes.</p> <p>3.</p> <p>4.</p>	<p>- The expenditure on education should be: Total= Rs. 802 crores Development expenditure= Rs. 340 crores Recurring expenditure Rs. 552 crores</p> <p>Out of the total Rs. 100 crores is earmarked for high salaries of teachers.</p>	<p>- For development of education a great deal of motivation and mobilisation of community resources and participation will be necessary.</p> <p>- The expenditure on education should be: Total Rs. 28,0985 Total Rs. 28,0985 million Development expenditure= Rs. 10,8213 million Non-development expenditure= Rs. 18,6170 million</p> <p>- Additional provision of Rs. 255.57 million will be needed over and above the Fifth Plan allocations to undertake extensive experimentation of alternative approaches, designed with special reference to local environment and conditions.</p>



	1959	1970	1979										
5.	-	-	<p>- For Federal funding of universities, the Federal Government will also have to provide for recurring expenditure of Rs. 1307.5 million.</p> <p>- The Provincial Government will have to direct the savings on an average about Rs. 250 million primary education up to the additional programmes envisaged in the policy.</p> <p>- Development expenditure for 1979-81 to 1982-83 should be as under:</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Allocation (Million)</th> </tr> </thead> <tbody> <tr> <td>1979-80</td> <td>1676.8</td> </tr> <tr> <td>1980-81</td> <td>2204.00</td> </tr> <tr> <td>1981-82</td> <td>2549.5</td> </tr> <tr> <td>1982-83</td> <td>2975.6</td> </tr> </tbody> </table>	Year	Allocation (Million)	1979-80	1676.8	1980-81	2204.00	1981-82	2549.5	1982-83	2975.6
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1980-81	2204.00												
1981-82	2549.5												
1982-83	2975.6												
6.	-	-											
7.	-	-											
8.	-	-	<p>- The new pay scales will be announced by the 30th April, 1970. The scales will be effective from 1st June, 1970. The salary of an elementary school teacher possessing the minimum requisite qualifications shall not be less than Rs. 120 per month.</p>										

	1958	1970	1979
	<u>Qualitative</u>	<u>Qualitative</u>	<u>Qualitative</u>
1. A Committee should be set up to review and coordinate the work of the Provincial committees.	-	-	-
2. The business and industrial community should contribute a significant share of the expense on technical and vocational education. Industry should organize in-service and apprentice training courses.	-	-	-
3. Education and training should be one of the standard categories in detailing the criteria in power, irrigation, transportation, communications, and large industrial undertakings. This line item cost should represent 5% to 7% of the total cost of such projects and should be transferred to the Ministry of Education.	-	-	-
4. The Government should assume more responsibility share of the funds received through foreign assistance to the education and training services to support the development programme.	-	-	-
5. To deal with the additional funds for education raised through taxation and fee, etc. a provision should be set up in the Ministry of Education. This section should be headed by a well experienced person.	-	-	-
6.	-	-	-
7.	-	-	-
* of major development projects particularly those			

	1959	1970	1979
8.	-	-	- It will be necessary to treat the total expenditure on additional expenditures as developmental in nature.
9.	-	- Improvement of pay to attract service conditions of the educational profession are necessary for raising quality in education. Higher pay-scales should be tied to qualification and research outputs.	



Analysis:

Quantitative

The 1959 Commission recommended 7% of the Central Revenue for education with 50% additional taxes for participation of community in the development of education particularly universalization of primary education. The 1970 Policy had no recommendation in this regard, whereas 1979 Policy recommends that expenditure on education should increase up to 3.1% of GNP. It also stresses the need for community participation but does not suggest any measure. In absolute terms, the 1970 Policy recommended Rs. 892 crores to be spent on education and 1979 Policy, Rs. 28, 8983 crores. In addition, 1979 Policy recommends Rs. 255.57 million for undertaking experimentation on alternative approaches suitable for local conditions. Another important step recommended by 1979 is Federal funding of universities and diverting the universities share in Provincial Education Budget to improvements in primary education.

Qualitative:

The Commission on Education 1959 has given a number of recommendations for better financing of education. It recommended setting up of a Committee in each Province for raising funds for universal primary education with a Central Committee to review and coordinate the work of Provincial Committees. It also suggested that industry should contribute significantly for technical and vocational education and should organize in service and apprentice training courses.

It further recommended that 5-7% of the total cost of various projects in power, irrigation, transportation, communication and industrial undertakings should be diverted to education and Government should assign a greater share of the funds received through foreign assistance to education and training.

### GENERAL ANALYSIS

A general analysis of the recommendations of the 1959 Commission, 1970 and 1979 Policies indicates that the 1959 Commission has dealt with the various sectors of education more exhaustively. The Commission has considered almost each and every aspect of the various sectors very minutely. However, it has not considered Examination System and not given any recommendations on Science Education.

The 1970 Policy has given some/very few recommendations on various sectors of education. In some sectors, such as Primary, Higher, Technical and Teacher Education, some of the recommendations are repetitions of the 1959 Commission's recommendations but with little modifications. In some sectors, such as Professional, Science, and Women Education and Education for the Handicapped, it has recommended no measures at all.

The 1979 Policy has formulated a number of recommendations on almost all sectors of education system in the country. It has also considered quite exhaustively various aspects of all the sectors. It has given a number of new recommendations in almost all sectors with very few repetitions but in a modified way. Majority of these repetitions are <sup>of</sup> 1959 Commission and in sectors like Secondary, Higher, Professional, Technical and Teacher Education and Education for the Handicapped and on curriculum, Medium of Instruction and Administration of Education. Repetition of 1970 Policy's recommendations in 1979 Policy is very minor, i.e. to the extent of one modified recommendation in sectors like Technical, Religious, Adult, and Teacher Education and in



Curriculum, Administration and Financing of Education. This Policy has also included new sectors of education such as Mosque and Mohallah Schools at Primary level of Education and Science Education across the levels.

In Pakistan, a number of commissions have been set up and policies formulated for making some breakthrough in various sectors of the education system but with little success. Therefore, the policies are generally criticized as being over-ambitions, not being comprehensive and objective enough to facilitate implementation. Experience has also shown that explicitness and comprehensiveness of the policies is not enough to ensure its effective implementation, it is the process of policy formulation which must be improved. This process will be discussed in the paragraphs to follow.

PROCESS OF POLICY FORMULATION

It is a general observation that the process of policy formulation is of frequent occurrence in our country. Over a period of three decades, we have eight reports of commissions, conferences, and policies including an action plan. It is well recognized fact that policy recommendations so far formulated were mostly determined through value judgements. Seldom an attempt was made to use analytical methods and statistical data available to improve the decision-making process. Predominantly, marginal changes are suggested for improvement rather than long-term planning for achievement of set targets. Alternative approaches and selection of best solutions has never been the methodology adopted. The process used to be by and large tradition bound and slow with sudden inspirational steps in the period of crisis. The approaches adopted are time restrictive which result in situations where important questions regarding policy impact remain unanswered and often are not raised in the first place. Following statements highlight various factors affecting the process of policy formulation.

- The Federal Ministry of Education often plays a pivotal role in the process of policy formulation. There is no separate agency/organization responsible for this process. A section specially created for this purpose in the Ministry or a group of senior officers are assigned the job of policy formulation or to convene a conference or coordinate the working of a commission appointed for this purpose. This adhoc arrangement results in an end-product in the form of a written document called a commission's or conference's report or a policy. Due to this adhoc arrangement, there is little or no communication between the policy makers and the policy implementors.



Monitoring of the policy implementation is therefore also negligible and of low effectiveness. This indicates that there is no planned effort for formulation of policies.

- The actual process of policy formulation is carried out by groups of people/adhoc committees constituted to work on various sectors of education. These committees have no technical support. The data is mostly not made available during the process of policy formulation. Whenever it is made available, it is of a level of low specificity and adequacy not much helping the policy makers.
- Need assessment surveys/studies are never conducted before the process of policy formulation starts. The studies carried out by other agencies such as Manpower Institute or Labour Ministries are seldom consulted by the concerned committees/people.
- The goals and objectives of education set forth are never evaluated for their objectivity, validity and rationale. Therefore, the policies recommended are also not commensurate with these goals and objectives.
- Explicitness of the statements of the policies is another factor hampering the process. In most of the cases, the target and details are not thought about and general statements are given which are difficult to be translated into actions.
- During the process, no or little attention is given to the problems in implementation such as availability of infrastructure and appropriate resources in terms of manpower and finances.
- Absence of futuristic thinking is also prevalent in the process of policy formulation. Little attention is given to the future needs and requirements so that the system <sup>could</sup> keep on functioning on a continuous basis. Neglect of future demands creates problems and necessitates revision of policies more often.



### CONCLUSIONS

The process of policy formulation in our country is an adhoc business and not a planned effort. That is why, a number of policies, commission's, and conference's reports are available each dealing with various sectors of education to a varying degree. Some deal quite exhaustively with each and every sector, while other just touch them marginally also repeating what the earlier policies have recommended though in a modified way. The present analysis has indicated that the 1959 Commission has considered majority of sectors of education quite in detail. Same is the case with 1979 Policy, whereas the 1970 Policy has given few recommendations in various sectors not considering some of the sectors at all.

The frequent formulation of policy recommendations can be ascribed to absence of a permanent infrastructure available either in the Ministry of Education or outside the Ministry at national level. Such an infrastructure is indispensable if effective system of policy formulation and implementation is to be ensured.