

Unit-3

**EDUCATIONAL POLICIES
IN PAKISTAN**

Written by:
Dr. S. Abdul Ghaffar

Reviewed by:
Dr. Munazza Ambreen

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INTRODUCTION

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

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

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

OBJECTIVES

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

- a) Understand the concept, scope and elements of an education policy as an important instrument for bringing about change and development in the education system, of a country like Pakistan.
- b) Know the deficiencies and weaknesses as pointed out in education policies in Pakistan and the imperatives that led to the reorganization and reorientation of the education system in the country.
- c) Be aware of the nature of goals and objectives-of education set by various governments in their education policies from time to time in Pakistan.
- d) Be familiar with priorities set by various governments in their education policies in Pakistan.
- e) Understand the efforts made by the governments in their policies to bring about qualitative improvement along with quantitative expansion in education.
- f) Know the innovative approaches adopted by the governments in policies to make the system more responsive to the changing needs and demands of the modern society.

1. ALL PAKISTAN EDUCATION CONFERENCE 1947

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

1.1 Quaid's Messages

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

1.2 Fazal ur Rehman's Address

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

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

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

1.3 Main Issues Focused in the Deliberations of the Conference

The deliberations in the Conference were focused on several important issues relating to education such as:

- a) Integration of moral, social and vocational elements in the system of education.
- b) Compulsory primary education.
- c) Compulsory physical education.
- d) Compulsory military training in colleges
- e) Training of citizenship
- f) The problem of illiteracy
- g) The problem of medium of instruction
- h) Technical and vocational education
- i) Education for women

- j) Establishment of Advisory Board, of Education
- k) Establishment of Inter-Universal Board
- l) Promotion of Scientific Research and
- m) Establishment of Overseas Scholarship Scheme

1.4 Important Recommendations

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

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

2. COMMISSION ON NATIONAL EDUCATION, 1959

2.1 Introduction

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

The salient features of the report are briefly described as:

2.2 Primary Education

- a. In view of the Commission, compulsory education at elementary level was necessary for skilled manpower and intelligent citizenry. For this purpose at least eight years schooling was required. The Commission recommended achieving 5-years compulsory schooling within the period of 10 years and 8 years compulsory schooling within a total period of 15 years.
- b. The main objectives of primary education should be to make a child functionally literate, to develop all aspects of his personality, to equip him with basic knowledge and skills and to develop in him habits of industry, integrity and curiosity.
- c. The curriculum should be adapted to the mental-abilities of the children. It must be designed to develop basic skills. Teaching methods should be activity-oriented. Religious education should be made compulsory and due emphasis should be given to the teaching of national language.
- d. School buildings and furniture should be simple, inexpensive, and clean and adapted to local style and material.
- e. Training facilities should be provided to teachers to meet the requirements of compulsory primary education. Refresher courses should also be arranged for un-trained teachers.
- f. The Commission recommended that land, building, furniture, teaching materials and residential accommodation for teachers should be provided by the community and government may however; give financial assistance to the backward areas.

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

2.3 Secondary Education

a. The Objectives of Secondary Education

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

b. Duration of Secondary Level

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

c. Curriculum of Secondary Education

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

d. Teacher Training

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

e. Facilities and Equipment

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

f. Evaluation and Examinations

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

g. Organization

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

2.4 Higher Education

a. Higher Education as a Distinct Stage:

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

b. Admission:

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

- i. The Students performance in higher secondary education.
- ii. His achievement and accumulative class record during the previous stage of education.
- iii. His aptitude for higher education to be determined scientifically by standardized tests.

c. Duration of the Courses:

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

d. Subject of Study:

The Commission recommended that courses and curricula should be revised and improved periodically, so as to make them updated and to provide for growing needs of the country, particularly in the specific areas of science and technology. New

subjects like sociology, home economics, public and business administration, journalism etc should be introduced in universities.

e. Examinations:

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

f. Research in the Universities:

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

g. Other Recommendations:

Other recommendations in the field of higher education, forwarded by the Commission were related to the functions of teachers in a university, the selection and promotion of teachers, co-ordination of higher education, student’s welfare and discipline. A programme of guidance and counseling was also recommended by the Commission to be organized in the universities.

3. NATIONAL EDUCATION POLICY 1972–80

3.1 Introduction

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

3.2 Objectives of the Policy

The principal objectives of the policy were:

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

3.3 Free and Universal Education

The policy forwarded the following statements on free and universal education.

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

3.4 Elementary Education (Class VI-VIII)

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

3.5 Secondary and Intermediate Education

a. Enrolment

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

b. Shift Towards Science and Technology

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

c. Integrated Science Courses

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

3.6 Higher Education

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

a. Universities

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

b. University Grants Commission

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

c. University Ordinance

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

d. Professional Councils

For maintaining standard of education in various professional fields and to maintain

uniformity among them, professional councils would be established for agriculture law and engineering.

e. Centres of Excellence

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

f. Area Study Centres

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

g. Pakistan Study Centre

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

h. Shift-towards Science and Technology

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

i. National Professorship

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

j. National Research Fellowship

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

k. People's Open University

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

I. Book Bank/National Book Foundation

Book Banks would be established in colleges and universities for students. Moreover a National Book Foundation would be established to strengthen the national production of books and reading materials to compete with similar foreign material effectively.

4. NATIONAL EDUCATION POLICY 1978

4.1 Introduction

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

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

4.2 Aims of the Policy

The following aims were set for the policy

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

4.3 Primary Education

i. Development and Improvement

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

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

ii. Other programmes for the development of primary education in the policy were related to:

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

4.4 Secondary Education

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

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

colleges while classes XI and XII would be added to selected high schools.

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

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

4.5 Science Education

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

4.6 Technical and Vocational Education

The policy observed that technical and vocational education in the past was not job oriented and there had been no arrangement for identifying the needs of and providing training to 80 percent rural population, to make them productive. In order to improve technical and vocational education, it had been decided to introduce production oriented curriculum related to market requirements in all technical and vocational institutes. An Advisory Committee having representatives of trade and industry would be constituted to keep training responsive to the changing market requirements. Small production units would be established with technical and vocational institutes under a phased programme. Evening programme would be introduced in technical and vocational institutes for the

benefit of the community. Wherever needed separate vocational schools for dropped out students would also be established. Moreover, a College of Technical Education would be established to provide pre-service training to the teachers and to improve in-service training programmes. The College would also undertake activities such as establishing academic models for training staff development and preparation of books needed for various levels of training.

4.7 Teacher Education

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

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

4.8 Higher Education

i. College Education:

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

Other provisions laid down in the policy:

- a. Degree colleges would have only class XIII-XVI i.e. degree programmes of four years duration to be imported as higher education.
- b. Completion of improvised structures.
- c. Girls colleges, which had been upgraded to degree level in the past, would be provided with adequate buildings.
- d. Minimum strength of degree colleges would be fixed.

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

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

The followings are the main features of the steps taken by the policy in the said direction.

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

5. NATIONAL EDUCATION POLICY 1992

5.1 Introduction

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

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

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

5.2 The Thrust of Policy

The main objections of the policy were:

- a. To restructure the continuing education system on modern lines in accordance with the principles of Islam so as to create a healthy, forward looking and democratic society.
- b. To improve the quality of education and promote research activities in the universities, especially in the modern fields of science and technology.

5.3 Primary Education

i. Status of Primary Education

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

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

- a. About 26500 new primary school teachers would be trained.
- b. About 107000 new primary and mosque schools would be opened.
- c. One room each would be added in 20000 existing one room schools.
- d. About 24750 shelter less primary schools would be provided with two rooms each.
- e. The pay structure and service conditions of primary school teachers would be

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

5.4 Quality of Public Instruction

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

- a. Major changes would be introduced in curricula, textbooks, teaching methods and evaluation techniques. The training of teachers would emphasize the acquisition of practical skills. The role of the teacher would be redefined. Teaching learning process would be strengthened through various types of inputs and the delivery of educational services would be improved.
- b. Particularly on educational side, curricula would be revised to encourage creativity and progressive thinking through project oriented education. The linkage among curriculum development, text books writing teacher training and examination would be reinforced. Moreover, science, curricula could be revised and made competitive with the demand of new knowledge. A strategy for introducing a wide range of vocational subjects relevant to the job market and self employment would be formulated.
- c. Emphasizing the importance of teacher training for bringing about .improvement in teaching learning process. The policies maintained that the teacher training institutions would be equipped and strengthened and their faculty would be provided opportunities to update their, knowledge and skill. Teacher training curricula would also be updated. The need for increasing the duration of teacher training would be assessed: Moreover Mobile Training Units would be setup for on the job training of teachers.

5.5 Higher Education and Science

i. Policy statement

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

ii. Other strategies for development and improvement of higher education as laid down in the policy, are briefly stated:

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

5.6 Administration and Management of Education

i. Policy Statement

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

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

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

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

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

6. THE NATIONAL EDUCATION POLICY 1998-2010

6.1 Introduction

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

6.2 Objectives of the Policy

The following are the Specific Objectives of the Policy:

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

6.3 Elementary Education

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

i. Issues and Constraints in Elementary Education

Some major issues and challenges in elementary education which had been, pointed out in the policy were as:

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

ii. Programme Forwarded in Policy for Improvement and Development of Elementary Education.

- a. Quality of elementary education would be improved.

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

6.4 Secondary Education

i. The State of Secondary Education

Secondary education (IX-XII) is an important sub-sector of the entire educational system. It provides the middle level work force for the economy as well as acts as a feeder for higher level education. The policy makers had pointed out-some weaknesses in secondary education, such as:

- a. Secondary education had not attracted attention in terms of efforts and investment in the past.
- b. There had been unplanned expansion in secondary education and irrational distribution of schools.
- c. The provision of science and mathematics teachers had not been considered seriously.
- d. The introduction of technical and vocational education at secondary level remained a controversial issue.
- e. Physical facilities and text books were inadequate.

ii. Programmes laid down in policy for improvement of secondary education:

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

6.5 Higher Education

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

and development of higher education in future.

i. Guide Lines

- a. Preservation of Islamic values and cultural identity of the nation.
- b. Producing highly qualified manpower for meeting the needs of the country.
- c. Ensuring the access to quality higher education on merit,
- d. Contribution to the advancement of knowledge and prosperity of the nation.

ii. Objectives of Higher Education

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

- a. To inculcate Islamic Ideology and moral values and preservation of our religion and cultural heritage.
- b. To equip the individuals with the latest knowledge and technology.
- c. To provide sufficient base of scientific knowledge to every student and to enable him/her to contribute towards nation building efforts.
- d. To provide intellectual facilities and develop capabilities of individuals to, enable them to play effective role in society.
- e. To produce highly educated and technically skilled manpower as required for the country.
- f. To facilitate access to higher education, to advance learning and to generate knowledge.

iii. Policy Provisions/Programmes

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

- a. Access to higher education would be expanded to at least 5 percent of the age group.
- b. Merit would be the only criteria for entry into higher education.
- c. New disciplines emerging sciences would be introduced in the public sector universities.
- d. Through provision of adequate-students support service, better teachers and good management, the wastage rate would be reduced.
- e. Selected disciplines at major universities would be transformed into “Centers of Advanced Studies and Research”.
- f. Allocation of resources to professional education would be enhanced.
- g. Institutions of professional education would be encouraged to generate internal resources.
- h. Reputed degree colleges would be given autonomy and degree awarding status.
- i. The libraries and laboratories, of universities and colleges would, be strengthened to meet the international standard.
- j. Curricula at university level would be revised for all stages.
- k. M. Phil and Ph. D programmes would be launched on a large scale in the Centres of Excellence and other universities departments.
- l. Linkage programmes with foreign universities would be developed to promote international cooperation and academic mobility.

- m. A system of assessment of teacher's performance would be introduced for the improvement of teaching learning process.
- n. A Teachers Service Training Academy would be established for improving in-service training.
- o. The government would initiate a programme to utilize the services, of the Pakistanis serving in developed countries in various institutions.
- p. Extensive guidance and counseling services would be provided to students in higher institutions.

7. National Education Policy 2009

7.1 Introduction

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

Two main reasons prompted the Ministry of Education (MOE) to launch the review in 2005 well before the time horizon of the existing Policy (1998 - 2010)¹ : firstly, the Policy did not produce the desired educational results and performance remained deficient in several key aspects including access, quality and equity of educational opportunities and, secondly, Pakistan's new international commitments to Millennium Development Goals (MDGs) and Dakar Framework of Action for Education for All (EFA). Also the challenges triggered by globalization and nation's quest for becoming a knowledge society in the wake of compelling domestic pressures like devolution and demographic transformations have necessitated a renewed commitment to proliferate quality education for all.

7.2 Specific Objectives of the Policy

The policy stated a clear vision as:

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

The major objectives of the policy are as under:

- To revitalize the existing education system with a view to cater to social, political and spiritual needs of individuals and society.
- To play a fundamental role in the preservation of the ideals, which led to the creation of Pakistan and strengthen the concept of the basic ideology within the Islamic ethos enshrined in the 1973 Constitution of Islamic Republic of Pakistan.

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

7.3 Elementary Education

Primary education is a weak link in education in Pakistan. The Policy focuses attention on

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

Policy Actions:

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

7.4 Secondary and Higher Secondary Education

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

The present system has shortcomings in two main respects: it has a narrow base that leaves a large number of young people outside the system and the quality of skills it produces does not appropriately match the needs of the labour market. Some of the policy actions needed

to address these concerns have already been outlined in section 5.2 above, dealing with elementary education. The additional reform initiatives described below are specifically meant for secondary and higher secondary education.

Access and participation rates at this level of schooling in Pakistan are low in comparison to reference countries. Pakistan's national average ratio of secondary to primary school is 1:6 but, in certain parts of the country, it reaches the high figure of 1:13. There is a clear need for expanding the provision. At the same time, efforts have to be made to cut the high dropout rates and induce more out of school youths back to the school system, particularly girls, whose participation is still very low.

Policy Actions:

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

7.5 Higher Education

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

growth, sustainable development and social cohesion.

The Higher Education Commission (HEC) was created to serve as the apex body for all matters pertaining to policy, plans, programs, standards, funding and oversight of higher education in the country and transform the higher education sector to serve as an engine of growth for the socioeconomic development in the country. The HEC is responsible to formulate policies, guiding principles and priorities for higher education institutions for promotion of socio-economic development of the country, funding of higher education institutions, accreditation and quality assurance of academic programs and preparation of plans for the development of higher education and express its opinion on all matters relating thereto.

Policy Actions:

1. Steps shall be taken to raise enrolment in higher education sector from existing 4.7% to 10% by 2015 and 15% by 2020.
2. Investment in higher education shall be increased to 20% of the education budget along with an enhancement of the total education budget to 7% of GDP.
3. A two-fold strategy for R&D promotion at universities shall be pursued. In the first case, basic research in the universities and research institutions shall focus on building the capacity to conduct and absorb cutting edge research. The second strand shall be a focus on knowledge mobilization that is, transmission of research knowledge through various forms of university industry partnerships and incubator programmes and science parks to the business sector. This commercialization strategy aims at assisting the innovation process of the economy.
4. *Competitive research grants* for funding must be available to ensure that the best ideas in areas of importance are recognized, and allowed to develop.
5. Opportunities for *collaboration* with the world scholarly community should be provided for both postgraduate students and faculty.
6. Tenure Track system of appointment of faculty members will be institutionalized.
7. ICT must be effectively leveraged to deliver high quality teaching and research support in higher education, both on campus and using distance education, providing access to technical and scholarly information resources, and facilitating scholarly communication between researchers and teachers.
8. Additional television channels should be dedicated to the delivery of high-quality distance education programmes.
9. Faculty development doctoral and post-doctoral scholarships shall be awarded to meritorious students for pursuing their studies both in Pakistan and abroad.
10. For promoting quality in its teaching function, universities shall specialize in particular areas, rather than each university attempting to cover the whole range of programmes
11. A continuous professional development (CPD) programme shall be designed for College and university teachers. The CPD, among other things, shall include the practice of subject-wise refresher courses for college teachers; Provinces/Area education departments shall ensure training of college teachers in pedagogical skills and educational administration.

12. Universities shall develop quality assurance programmes, which include peer evaluation including foreign expertise.
13. Ranking system of the universities shall be made more broad-based, including parameters that directly reflect the quality of learning.
14. Need-based scholarship programs shall be developed and instituted to enhance equitable access to higher education.
15. Campuses of existing universities shall be established in second and third tier cities to facilitate the spread of higher education.
16. Recognizing the importance of social sciences in developing better social understanding, transmission of civic and cultural values and the potential to reduce conflict, universities shall pay greater attention to this area in their research function.
17. A broad-based education system must be developed to ensure that graduates have not only mastered their respective areas of specialization but are also able to effectively interact with people having a wide variety of backgrounds.
18. Universities shall introduce integrated four-year Bachelor degree programmes.
19. Existing standardization of libraries and library professionals shall be reviewed keeping in view latest developments in the field of medical, engineering, information technology and other fields of professional and higher education to support academic work and research.
20. The lecturers selected through the Public Service Commission's shall be required to get at least six months pre-service training diploma in teaching methodologies, communication skills, research and assessment techniques, so as to equip them with necessary teaching skills to undertake the job.
21. Universities shall develop standards for colleges affiliated with them and these must then be categorized accordingly. Colleges falling below a certain level must be warned and eventually disaffiliated.
22. Accreditation councils will be established to allow accreditation of undergraduate programs in the respective disciplines for which these councils are established.
23. Science-based education at the bachelor's level, including professional degree programmes, shall contain subjects in social sciences to allow the graduates to develop a more balanced world view.
24. Research linked to local industry, commerce, agriculture etc. shall be encouraged to support these areas through indigenous solutions and create linkages between academia and the market.
25. In order to ensure adherence to minimum standards of quality by all universities/ degree awarding institutions, the HEC shall develop a process for periodic reassessment of various programmes offered by institutions with regard to renewal of their degree awarding status. This provision shall be applicable to both public and private sector universities.
26. Universities shall be encouraged to develop split-degree programmes in collaboration with foreign universities of good repute.
27. *Universities of technology* should be established to produce *technologists* required by industry.
28. *National Centres* in areas of economic importance should be identified and strengthened to contribute and compete at an international level.

29. Institutions of higher learning should be encouraged and supported to generate *intellectual properly* that is duly protected.
30. It is necessary to focus on implementation excellence, which will require adoption of modern project management and reporting techniques as well as computerized financial management systems.

7.6 Specific Recommendation

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

- Literacy rate shall be increased up to 86% by 2015 through up-scaling of ongoing programmes of adult literacy and non formal basic education in the country.
- Government shall develop a national literacy curriculum and identify the instructional material, teacher training modules and professional development programmes to support the curriculum. The curriculum shall be objectives driven, so as to facilitate assimilation of trainees into mainstream economic activity, by imparting skills training as per local needs and market trends.
- 5. A system shall be developed to mainstream the students of non-formal programmes into the regular education system, and a system of equivalence shall be developed to permit such mainstreaming. New literates shall receive formal certification so as to facilitate their entry into government schools.
- 6. Provinces and district governments shall allocate a minimum of 4% of education budget for literacy and non-formal basic education (NFBE).
- National Education Foundation (NEF) programmes, currently in practice up to grade 5 shall be expanded up to grade 10, wherever required.
- Special literacy skills programmes shall target older child labourers, boys and girls (aged between 14 and 17 years). Special educational stipends shall be introduced to rehabilitate child labourers.
- Arrangements shall be made to use school buildings (where available) for adult literacy after school hours.
- 7. In-service teachers training in mathematics shall be provided, with due attention to developing conceptual understanding, procedural knowledge, problem solving and practical reasoning skills.
- 8. In-service teacher training in science shall be based on real life situations, use of science kits and provision of science kits to all primary and middle schools.
- 9. Teacher allocation plans, likewise, shall be based on school needs and qualifications of teachers. Over the next two years, Governments shall develop a rationalized and need based school allocation of teachers, which should be reviewed and modified annually.
- Provincial and Area Administrations shall develop effective accountability mechanisms, including EMIS data *on* teacher deployment, to control absenteeism and multiple jobholding,
- Institutionalised and standardised in-service teacher training regime shall be

established in those provinces where it has not already been done.

- In-service training shall cover a wide range of areas: pedagogy and pedagogical content knowledge; subject content knowledge; testing and assessment practices; multi-grade teaching, monitoring and evaluation; and programmes to cater to emerging needs like trainings in languages and ICT.
- Training needs shall be assessed on the basis of research and training programmes.
- Governments shall take steps to improve social status and morale of teachers. These include: up-scaling of teacher salaries as part of establishing a separate teaching cadre and teaching career; teachers' professional development, and a reward system based on performance measures.

8. SELF ASSESSMENT QUESTIONS

- Q. 1 What main issues were addressed in the discussions made in Education Conference held at Karachi in 1947?
- Q. 2 What “guide-lines” had been forwarded by the Commission on National Education 1959 for the reorganization of primary and secondary education in Pakistan?
- Q. 3 What innovations had been suggested in the Policy 1972-80 for the development of higher education in Pakistan?
- Q. 4 To what extent the National Education Policy 1978 was ideologically oriented.
- Q. 5 What strategies had been, forwarded by the National Education policy 1992, for the development of science education in Pakistan?
- Q. 6 Discuss the specific objectives set in the National Education Policy 1998–2000.

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