

Unit-4

PROVISIONS FOR EDUCATION IN FIVE YEAR PLANS

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INTRODUCTION

A programme for the improvement and expansion of education is a vital part of the national, development plan. Not only it is necessary to increase rapidly the number of trained persons in the country in order to carry out various development schemes, but also the provision of education opportunities is one of the primary goals of a society believing in quality of opportunity and the worth of the individual.

Immediately on gaining independence, the country was faced with many problems. In education the immediate task was to save the system from collapse, a task that had become difficult due to the loss of supervisory and teaching personnel. It was nevertheless performed successfully; schools, colleges and universities were maintained and most of the abandoned institutions were revived and reconstructed. Since then there has been a considerable increase in the number of educational institutions and enrolment.

OBJECTIVES

After studying this unit, you should be able to:

1. Describe the provisions for education in the five year plans implemented so far.
2. Point out deficiencies in the implementation of five-year plans.
3. Identify contemporary trends in education.
4. Describe advancements in the field of education since independence.
5. Compare the provisions for education among all the five-year plans.

1. THE FIRST FIVE-YEAR PLAN (1955–60)

1. Objectives

Efforts during the Plan period to develop, educational facilities will be concentrated on:

1. Improvement in the quality of primary, secondary, college and university education:
2. A large expansion of facilities for education and training in the technical, vocational, and professional fields to provide the trained manpower needed in all sectors.
3. Opening new schools, as fast as resources permit, especially in areas which are relatively backward.

1.2 Teacher Training and Educational Research

The key to the improvement and expansion of education is to increase the number of trained teachers. Thirty-five percent of the teachers working in -the existing primary schools, and fifty-two per cent of the teachers employed in the existing secondary schools are untrained. There are 106 institutions for the training of primary school teachers, providing training facilities for 7,500 teachers a year. These institutions will be improved and 25 new institutions will be established to train 10,500 teachers in a year.

Six training colleges and two departments of education attached to universities now give professional training to graduates. These institutions train 500 per sons annually. Two new colleges will be opened, bringing the output of trained graduates teachers to 800 per year. Five Education Extension Centers will be opened to provide, refresher courses to teachers and supervisor officers already in service.

By the end of the plan period the number of untrained teachers in primary and secondary schools will be reduced to small proportions, and the quality of training will be improved.

Educational research is imperative to provide leadership capable of critically examining the inherited methodology and curriculum, and of replacing the out molded elements by new and better systems. Institutes of Educational Research are to be established at two universities i.e. Lahore and Dacca during the plan period, and research will also be conducted also at teacher training colleges and other educational institutions. Each university will be encouraged to establish a department of education.

1.3 Primary and Secondary Education

A system of universal primary education is important, but considering the costs and the problem of supplying trained teachers, we do not think it reasonable to expect to achieve this goal in less than twenty years. During the present plan period, about 21,000 existing primary schools will be improved and approximately 4,500 new ones will be opened. The emphasis in West Pakistan will be on improving quality and adding new schools in previously neglected areas. In East Pakistan, which is relatively better off in so far as the number of schools is concerned, the emphasis will be on widespread improvement in the quality of primary education. At present over 43 per cent of the school age population is in school, but in large parts of the country most of the pupils in primary schools drop out

before completing their courses. We expect that with the improvement in quality, the schools will be enabled to retain most of their pupils till the end of primary education.

For improving secondary education the aim is to develop multi-purpose secondary schools with agricultural, technical, or commercial bases depending upon the demands of different societies, and giving secondary school pupils good general education, rather than limiting them to a narrow and premature specialization. In East Pakistan, it is proposed to strengthen 500 high schools. In West Pakistan, 15 schools will be upgraded to high level; 75 new government schools will be established, Grants-in-aid will be given to 100 private schools. Five hundred middle schools and 100 high schools will be improved.

The programme for primary and secondary education is very ambitious and the administrative and teaching capacity of the educational system will be enhanced to the maximum. Its results are expected to be substantial, it will also shift the emphasis from mere book learning to a more creative and purposeful education.

1.4 Colleges and Universities

Colleges will be improved during the Plan period primarily through better training of staff, provision of adequate hostel accommodation, addition of science laboratory equipments and improvement of libraries. The Plan provides for encouraging the education of promising students whose financial means prevent them from carrying on their education to the fullest limits of their promise and talent. It is proposed to meet from public funds the average annual cost of Rs. 1,200 per student excluding tuition fees, which will be waived for 600 talented boys and girls each year. Provision is made for the continued education for about 25 per cent Science students for some of them in professional colleges, such as medicine and engineering. If this programme meets with success, it should be expanded, first to include pupils at matriculation level. Provision has also been made with a similar purpose for awarding overseas scholarship to 25 outstanding boys and girls to continue their studies in foreign universities.

Four of the country's six universities i.e. Rajshahi, Peshawar, Hyderabad and Karachi are in the early stage of development; and the two older universities i.e. Lahore and Dacca badly need extension. A sizeable programme of construction for the universities is unavoidable. The first priority of the universities is to improve their staff, equipment, laboratories, and libraries. A number of new academic departments will also be opened. In order to improve the quality of teaching, 220 overseas scholarships for further education and training are proposed for college and university teachers.

We recommend the establishment of a Central University Grants Commission and Provincial University Grants Committees to give grants to universities on the basis of comprehensive long-range plans.

1.5 Technical Education and Training

Technical training is exceptionally important in a rapidly developing economy. Much of

this training is the responsibility of private business concerns: the best way to train skilled personnel, who do not require professional education, is under supervision on the job. The Ministry of labour will concentrate on developing high standards of labour performance, administering trade tests, and establishing standards of skills. The Ministry's labour training centers will be improved and expanded with this primary purpose in view.

The education system particularly the secondary level after being strengthened by the addition of science and pre-vocational courses will increasingly produce pupils who are better prepared for on the job skill training. In addition, the education system will run a number of technical schools, to produce supervisors and engineering technicians in various fields. Polytechnics in Karachi and Dacca started classes in 1955 and two additional polytechnics, one at Rawalpindi and the other at Chittagong are to be established during the plan period. In addition, monotehcnics, in such fields as textiles, leather, and ceramics will be established or strengthened. At the professional level, the existing colleges of engineering and technology will be improved and two new colleges will be established.

Table

Public Expenditure on Education and Training 1955-1960
(Figures can be read in millions by removing decimals)

	(Crore Rs.)
Primary education	10.8
Secondary education	15.5
Teacher training	3.5
Colleges including talent scheme	8.2
Universities including overseas scholarship	9.3
Technical education	5.2
Council of Scientific and Industrial Research	
Council of Social Science Research Central	
Archives and Record Office and miscellaneous	5.6
Total	58.1

1.6 Main Points

1. The key to the improvement and expansion of education is to increase the number of trained teachers.
2. There are 106 institutions for the training of primary school teachers.
3. By the end of this plan, the increase in the number of children attending primary schools will be more than one million.
4. 25 outstanding boys and girls will be sent to foreign universities for higher studies.

2. THE SECOND FIVE-YEAR PLAN (1960–65)

2.1 Educational Development during the First Five Year Plan Period

Educational development in the First Plan period is summarized in the table:

	1954-55	1959-60
Primary education		
Schools	41,500	44,200
Enrolment	4,266,000	4,706,000
Secondary education		
Schools	5,475	6,000
Enrolment	869,000	1,099,000
Teacher training		
Primary teacher training institutes	97	75
Teacher training colleges	21	23
Annual output (primary teachers)	7400	7400
Annual output (secondary teachers)	1300	1800
Engineering education		
Technical institutes	7	8
Annual output (diplomas)	191	500
Engineering Colleges	4	4
Annual output (degree)	274	400
Medical education		
Colleges	6	9
Annual output	350	450
Nurses training centers	14	18
Annual output	352	200
Agricultural education		
Agricultural colleges	4	4
Annual output	120	120
Animal husbandry colleges	2	2
Annual output	32	64
Forestry college	1	1
Annual output	2	3
Legal education		
Colleges	8	14
Annual Output	710	800
Non-professional Colleges		
Colleges	145	209
Enrolment	65866	110166
Universities		
Universities	6	6
Enrolment (non-professional)	3900	7400

2.2 Primary Education

The objective of the Second Plan is to raise the proportion of children of the 6-11 age group actually attending school from the present figure of 42.3 per cent to 60 per cent by 1965. In West Pakistan, the 18,000 existing primary schools are inadequate to serve the needs of a large population spread over a vast area, and the plan, therefore, provides for the opening of 15,200 new primary schools. In East Pakistan, where the present number of primary schools (26,300) is sufficient but their average quality is poor, 13,300 primary schools will be provided with better buildings and equipment, regular supplies, and more qualified teachers. These efforts are expected to increase primary school enrolment in West Pakistan by 1.2 million, raising the proportion of the age group attending school from 36 per cent to 56 per cent. In East Pakistan an increased enrolment of 1.3 million is anticipated, raising the percentage of the age group attending school from 48 to 63.

Two special problems will receive attention in the Second Plan period: first the provision of adequate facilities for the education of girls and second, a revision of the primary school curriculum to bring it into harmony with the needs and abilities of young children out of the 4.7 million children presently attending primary schools, only 1.1 million are girls. This will be done both by admitting girls to more of the existing primary schools, and by ensuring that where separate facilities are required a much larger proportion of funds is allocated to schools for girls. Efforts will be made to improve the content of the teaching materials at the primary stage in such a way that the same is related to the experiences and needs of the child in his own community.

2.3 Secondary Education

The Second Plan makes provision:

- For the amalgamation of the intermediate classes with the secondary education system;
- For the improvement of secondary schools by bringing their accommodation, equipment, libraries, and teaching up to a specified standard;
- For the diversification of the programme in these institutions through the introduction of courses in technical, commercial and agricultural subjects; for the introduction of guidance programmes so that students with special interests and aptitudes can be encouraged to take courses suitable to their talents;
- For the development of residential schools offering instruction of the highest standard; for additional facilities for the education of girls;
- For a programme of scholarships that will ensure the education of talented but needy students.

In East Pakistan the number of existing secondary schools (3100) is sufficient to absorb the young people seeking enrolment in them, but their qualitative standards must be raised. One thousand junior high schools will be developed by up-grading primary and middle schools. Of the 1600 senior high schools, 1200 will be provided with qualified teachers, adequate buildings, and better laboratories and equipment. Craft courses will be introduced in 100 junior high schools, agriculture in 50 senior high schools, and home economics in a number of girls' high schools. As West Pakistan have a larger area and a smaller number of

girls high schools. As West Pakistan has a larger area and a smaller number of schools (2900), this region will be provided with additional facilities. During the Plan period, 160 high schools will be opened, 103 middle schools will be upgraded to high schools and 60.0 primary schools will be raised to middle schools. Two hundred of the 1900 existing middle schools will be provided with additional accommodation and equipment. Government high schools will be improved by; adding 800 qualified teachers, 650 classrooms and 70 art rooms. Seventy science laboratories will be fitted with modern equipment. Courses in industrial arts, commerce and, agriculture will be introduced in 250 middle, schools and 45 high schools.

The programme for secondary education proposed in the Plan will increase the enrolment at this level by 430000 students, raising the percentage of the age group attending school from 12 in 1960 to 16 in 1965.

2.4 Teacher Education

The teacher requirements of the Second Plan are very large. It is estimated that 70000 primary teachers must be added to the 127000 already in service, and 8625 undergraduate and 6155 graduate secondary teachers will be added. The plan provides for improved facilities at four training colleges, three junior training colleges and 28 of the 35 primary training institutes in East Pakistan. The training colleges in East Pakistan have not been operating at capacity because teaching has not attracted a sufficient-number of trainees. The Plan proposes that this excess capacity be filled and that in addition, one training college, two junior training colleges, and 20 primary training institutions are opened. In West Pakistan, improvements will be made in the training colleges at Lahore and Bahawalpur as also at 24 of the 28 primary training institutions and 12 primary training units attached to high schools. Two new training colleges and 15 primary training institutions will be set-up during the plan period. In each Province provision has been made for the training of instructors for teaching in the primary training institutes.

2.5 Higher Education

To develop a high standard of instruction and to encourage and facilitate research at universities, the Plan proposes the construction of libraries, laboratories, study rooms for teachers, and other essential buildings. The University of Dacca will start moving to a more appropriate site during the Plan period and provision has been made for this shift. The affiliating and examining functions of the universities will be curtailed both through the consolidation of colleges and through the establishment of new universities. The Government College, Chittagong will be developed into a university and another university will be set up in West Pakistan. These will be general universities and four technical universities will also be set up for higher agricultural and engineering studies. The Institute of Public and Business Administration in Karachi will be expanded so that it can better serve the needs of the entire country until similar institutes can be established in the Provinces. An Institute of Modern Languages (National University of Modern Languages) will be setup to undertake teaching and research in important modern languages.

2.6 University Research

Research is an essential function of the universities. At the higher educational level, research is as important as teaching. It vitalizes the instruction process and stimulates teaching staff to keep abreast of technical advances in their fields. The universities have a special duty in the development of fundamental research in scientific fields, which are basic to the country's progress and welfare, and in the thorough training of qualified research workers.

Full-time research professorships will be established in the principal universities and technical institutions. Effectively planned university research programme should be subject to some degree of coordination with the programmes and activities of other agencies.

2.7 Main Points

1. 13,300 primary schools will be provided with better buildings, equipments, and more qualified teachers.
2. Amalgamation of intermediate and secondary classes for the improvement of secondary schools.
3. Addition of 70,000 new Primary school teachers to 127000 already in service.
4. Establishment of four technical universities.
5. An Institute of Modern Languages will be set up.

3. THE THIRD FIVE-YEAR PLAN (1965-1970)

3.1 Objectives

Major objectives of the third plan were:

- i) To provide an educational system which would facilitate transition into an era of science and technology, promote political, social and economic development and bring the country's spiritual and cultural heritage into harmony with the contemporary world.
- ii) To provide the youth of the country with conditions conducive to the full development of their individual capacities and character.
- iii) To raise the quality of education at all levels.

3.2 Primary Education

The objective of the Third Plan is to greatly increase enrolment at the primary level in order to achieve universal primary education within Perspective Plan period (1965-70). To this end it would be necessary to increase the total enrolment figure from about 45 per cent in 1965 to approximately 70 per cent of the primary school age group in 1970. This will involve an additional enrolment of 5.8 million by 1970, 3.0 million in East Pakistan and 2.8 million in West Pakistan.

As a first step it is proposed to offer opportunities for enrolment in class I to between 75 and 85 per cent of the school age children. However, in view of the high rate of dropout,

enrolment figures, either for the whole age group or for class I am not a very reliable guide to the overall education situation. More important than this increase in enrolment in class I will be an increase in retention of the children so that 50 per cent of the appropriate age group is in class V. The most vigorous measures will be taken to reduce the rate of dropout by improving the quality of education offered. The possibility of increased, enrolment will mainly depend on a greatly increased registration of girls. This will require a widespread change of social attitudes.

3.3 Middle or Junior High Stage

Education at the Junior High Stage consisting of classes VI, VII and VIII, is eventually to be made compulsory for all children during the perspective plan period. The Third Plan programmes will include expansion of educational facilities to accommodate 960000 additional, children (400,000, in East Pakistan and 560,000 in West Pakistan). This will increase the enrolment in these classes to 2.0 million (0.8 million in East Pakistan and 1.2 million in West Pakistan) by 1970.

The school curriculum has also to be expanded to include diversified subjects, craft work and prevocational courses, which the children have to be encouraged to explore. It is also necessary to improve the general quality of education at this stage.

3.4 Secondary Education

Education at the secondary level comprises two stages at present:

- a) Secondary consisting of Class IX and X and
- b) Higher secondary or intermediate comprising Classes XI and XII.

The teaching of science and mathematics should consequently receive very strong emphasis during the Third Plan. The matter demands immediate provision of up-to-date laboratories, libraries, science equipment, books, and other miscellaneous requirements.

The on-going scheme of "Pilot Secondary Schools" will be extended. New schools will be added and those already in the process of development will be strengthened and further improved. It is necessary that these relatively well equipped schools should have highly qualified staff.

The development of "Comprehensive Schools" with emphasis on diversified courses will be undertaken at an accelerated pace.

Support will be forthcoming for the existing residential schools to extend their facilities and to improve the quality of their instruction. A limited number of new residential schools will receive assistance as justified in the public interest.

A comprehensive guidance and counseling programme based on the use of standardized tests of intelligence, interest and aptitudes of children and young people will be set up at this level.

3.5 Higher Secondary/Intermediate Education

There are several deficiencies at this stage of studies. Institutions of higher learning complain about the low scholastic achievement of their students. Studies in science in particular, cause concern at this level. The number of students offering science subjects is small both in relation to those pursuing language and humanities courses and to the national manpower needs. The reasons for this are obvious. The institutions are currently short of adequate physical facilities and qualified teachers of science. The quality of the end product needs upgrading in knowledge and skills.

3.6 Teacher Education

The teacher and his/her education plays a very important role in quality of education. During the course of the third plan, the number of primary teachers must rise from approximately 184000 in 1965 to at least 350000 in 1970. The magnitude of the task can be judged from the fact that in 1970 the number of teachers required to be trained will be twice as many as in 1965. Teachers for Classes V-VIII and for secondary in general will number 35000 moreover, there must be considerable proportion of graduate teachers of science subjects, but there must not only be more teachers, there must also be better teachers.

Teachers training institutions, in general, need improved physical facilities, better type of teachers and improved curriculum. The existing institutions will be enlarged and new ones will be opened. New institutions will be carefully planned to accomplish high academic achievement. Standards of the existing ones will be upgraded.

A vigorous programme of in-service training will be initiated for the existing teachers. Arrangements will be made for them to attend specially designed courses, for a period of at least three months. Successful completion of the in-service training should be accompanied by suitable increments in salary.

In order to promote the continued professional education of secondary school teacher. Education Extension Centres should be strengthened. Courses being currently offered by them are considered too short in duration. It is considered that their courses should normally be of at least 3 months duration, and that their programme should have close co-ordination and articulation with the syllabi of other institutions concerned with teacher education. The extension Centres will have to be staffed appropriately for the purpose. In-service training for the secondary school teachers should be compulsory, and they should be required to undergo such training at least once in 5 years.

In East Pakistan, the existing 47 primary training institutes will be further improved and expanded and some new ones will be established, the existing five teacher training colleges will be improved and expanded and one new one will be established. In West Pakistan, 40 normal schools will be expanded; 15 new normal schools and 100 normal training units will be established; three new teacher training colleges will be opened; existing facilities for the training of teachers of vocational subjects will be intensified and expanded; and research units will be added at 3 training colleges and 15 normal schools. The Educational Extension Centres and the Institutes of Education and Research in both the Provinces will be further developed to meet the varied requirements of teacher education. Separate

colleges will be established in both the Provinces for training of the teachers of polytechnic and technical institutes. The plan also provides for the holding of summer seminars for the teachers of colleges and universities to familiarize them with the latest techniques of teaching of teaching and development in their fields of specialization.

3.7 Higher Education

During the third plan, greater emphasis will be laid on improving the quality of existing institutions and on expanding and strengthening the teaching of science and other technological subjects that are of direct relevance to Pakistan's development efforts. At the same time maximum use of the existing physical facilities will be ensured by such measures as extended working days and more intensive utilization of space and equipment.

Major efforts in the third plan will be directed towards improving and expanding facilities for the teaching of scientific disciplines. Laboratories will be added to and modernized. Up-to-date science apparatus, equipments, books and periodical research literature will be provided. Teachers of science subjects will be provided every opportunity to improve themselves professionally. Adequate number of foreign training facilities and scholarships will be made available to them to study in selected overseas universities. Opportunities for vocational and evening course at the universities will be provided. Substantial scholarship will be given to students to take courses in science and other relevant subjects.

Improvement of degree colleges will be brought about by providing them with adequate academic and residential accommodation, scientific equipment, libraries and reading rooms. These programmes will cover 63 colleges in East Pakistan and 50 colleges in West Pakistan. In West Pakistan the programme provides for the expansion of the existing colleges, introduction of B.Sc. classes in 25 of them and for the establishment of 5 new government degree colleges with facilities for B. Sc pass and honour courses.

Education at the university level will be improved, strengthened and expanded by providing the existing universities with appropriate physical facilities, scientific equipment, libraries, reading rooms, and residential accommodation for students, and staff. Programmes of teaching and research at the universities will be substantially improved and strengthened and PhD Courses will be started in a number of disciplines; In East Pakistan, where only two universities exist at present, 2 new universities will be established. Provision has also been made for the UGC.

3.8 Main Points

1. A great emphasis was laid on the universalization of primary education during this plan period.
2. Expansion of educational facilities to accommodate 960000 additional children.
3. During this plan period the number of primary schools will be raised from 184000 to about 350000.
4. For higher education in both provinces many degree colleges will be opened and the improvements will be made in existing colleges.
5. In East Pakistan two new universities will be established.

4. THE FOURTH FIVE-YEAR PLAN (1970-75)

4.1 Objectives

The plan had following objectives:

- (i) To create a literate population by mobilizing the nation and its resources.
- (ii) To make the educational system more functional in terms of contributions to productivity and economic growth.
- (iii) To remove the existing disparity in education among, the rural and urban population.
- (iv) To recognize the paramount, importance of quality in education and the crucial role of teachers in raising standards of instruction;
- (v) To make optimum use of available resources including physical facilities at all levels and.
- (vi) To strengthen and consolidate the programme of educational research and development planning.

4.2 Primary Education

The Fourth Five-Year Plan will give a high priority to primary education and a sum of Rs. 547 million will be allocated to it. Investigations earned out on the subject revealed that poor quality of education is responsible for over half the drop-outs at primary level in Pakistan. Hence, the emphasis at the primary level will be on raising teachers' salaries and overall quality improvement. Special measures should be adopted to increase the enrolment and retention rate of girls. Education of girls will be given immediate and serious. This will be provided by setting up separate girls schools and giving extra incentives to female teachers.

Before launching a large-scale expansion of primary education a ground survey of the existing primary schools should be completed. The survey should be carried out on an emergency basis for a correct assessment of the existing facilities.

By the end of 1970 about 10.5 million children will be enrolled in schools (6.3 million in East Pakistan and 4.2 million in West Pakistan). The total number of primary schools in Pakistan is 70000 of which 29400 are in East Pakistan and 40600 in West Pakistan. The fourth plan provides for 22400 new primary schools in West Pakistan and about 5000 in East Pakistan. Most of the schools in West, Pakistan will be started as one-teacher schools. In absolute terms 2.8 million new places will be created in East Pakistan and only 2.3 million in West Pakistan, raising the percentage of primary age group enrolment from 55% to 67% in East Pakistan, and from 46% to 65% in West Pakistan. The actual achievement of physical targets with regard to primary education will be related to the number of primary school completers and not merely to the enrolment. About 10000 existing primary schools in East Pakistan will be provided with buildings, equipment, etc. In West Pakistan 15000 primary schools will be improved under the development programme by providing equipment and teaching aids. Implementation of the programme will require 155000 new teachers.

4.3 Adult Education

The organizational set-up for adult education will be oriented to meet the requirements, of new Government policy to delegate increasing responsibilities to the local self-governing institutions at different levels. Such authorities should be directly associated with the functioning of the adult education project. Provincial Governments will have adequate staff. The Armed Forces of Pakistan may possibly play an important role in the field of adult education. These activities need also to be coordinated as component of the new programme for adult education and to form a base to create a National Educational Corps, Voluntary organizations such as APWA, Rotary Club, Anjumans and Association have also been doing some good work in the field of adult education. The services of these and other voluntary organizations and agencies have to be coordinated and properly utilized. It is intended that functional literacy will be imparted to 5 million adults and school leavers by the end of the plan period.

4.4 Secondary Education

For a long time our secondary education remained purely of a literary and academic character. All efforts in the recent past have, therefore, been concentrated on giving secondary education a completely new orientation. It is evident that by and large, secondary education still remains of a literary and general nature. In secondary education the Fourth plan objective will be to achieve an enrolment ratio of 40:60 between the arts programme and the scientific, technical and vocational programmes.

The fourth plan emphasizes early revision of the curricula of training institutions and the provision of equipment and facilities essential for qualitative improvement. Adequate facilities will also be provided to meet the demand for additional teachers for the expanded system of education. The new pay scales introduced by the provincial governments will considerably improve the present situation as more talented graduates are now expected to join the teaching profession. Expert committees will be set up to revise the curricula of teachers' training institutes.

It is estimated that at the primary level 85000 additional teachers will be needed in East Pakistan and about 70000 in the provinces of West Pakistan during the plan period. The problem of teachers' training in East Pakistan is extremely acute, so primary school training institutes will be expanded and 52 teacher's training centers will be established together will produce about 71000 trained teachers during the plan period; in-service training facilities for that untrained teachers will also be provided in these institutes. The position in West Pakistan is better as about 95 per cent of the working teachers in primary schools are already trained. While the requirements of the four provinces of West Pakistan are not yet available separately, it is estimated that about 57000 additional teachers will be trained during the plan period.

Two experimental programmes to improve teaching in the primary and secondary schools will also be launched.

4.5 Higher Education

The Fourth Plan provides for additional 110000 places (55000 in East Pakistan and 55000 in West Pakistan) at intermediate stage and 38000 at degree level (20000 in East Pakistan and 18000 in West Pakistan). The target may be largely attained by expansion and not by multiplying the number of colleges. About 60 per cent of the additional places will be for science and the remaining 40 per cent for arts, commerce, etc. in view of the increasing rate of unemployment among the arts graduates, limited expansion and qualitative improvement of college education during the Fourth Plan, will be strategically important.

The curricula of the colleges should be explored to see whether it is contributing to the problem of educated unemployed. Need for establishment of a new university in the newly created province of Baluchistan is pressing and it may be possible to start a new university either by utilizing some of the existing physical facilities the Government Degree College, Quetta, or by taking over the buildings constructed for the Institute of Mineral Technology at Quetta, lying un-utilized. Similarly, the present over-crowding in the University of Punjab can be minimized by developing a smaller university in one of the Government colleges at Multan or Sargodha.

4.6 Main Points

1. The fourth five-year plan will give a high priority to the primary education and a sum of Rs.547 million will be allocated for it out of Rs. 3665 for the education sector.
2. For the first time emphasis was given to adult education in this plan period.
3. Two experimental programmes to improve teaching in primary and secondary schools will be launched.
4. At primary level in East Pakistan 71000 trained teachers will be produced during the plan period.

5. THE FIFTH FIVE-YEAR PLAN (1978-83)

5.1 Primary Education

In the Fifth Plan the programmes will be drawn to provide universal coverage of enrolment for boys of class I age by 1982-83 so that universal enrolment for the entire 5-9 age-group is attained by 1986-87: The total enrolment would be 90% of the age group. Reaching this level of enrolment by the end of the Plan period would greatly depend on the improvement of retention rate from class I to V to at least 60 per cent. Attainment of the target of universal enrolment by 1986-87 would require 100 percent flow from class I to subsequent classes from the year 1982-83 onwards. This might require compulsion and enforcement of legislation in 1982-83. During 1978-83, enrolment of girls will be increased by 9.95 lakh or by 58 percent. This will raise the participation rate of girls from 33 to 45 percent. The target, though modest, involves an annual growth rate of 9.6 percent, which would be attainable only with extraordinary efforts.

It is estimated that by 1982-83, 46,511 existing schools will have improved accommodation against an expected total of 63,833 schools (including 570 new private schools). Future construction would aim at a minimum of 2 rooms (and 2 teachers) in each school with more class rooms to be added as enrolment increases. The experience with one-room schools indicates that the performance of these schools is invariably poorer than that of larger schools. In about 1529 of the new schools furniture (including benches and tables) will be provided in, order to study and evaluate the impact of these improvements on school performance.

5.2 Secondary Education

At present about 34 percent boys and 11 percent girls of the middle school age population reach up to middle stage (classes 5-8), Corresponding percentages of boys and girls reaching up to classes 9 and 10 are 22 and 6 respectively. These percentages are extreme!) low by any standard. Students, particularly boys, leaving school on completion of class viii face great hardship in finding gainful employment, because they seldom possess any skills enabling them to become productively engaged in some occupation. Curricular reform aimed at inclusion of job oriented training in secondary education programme is therefore of highest importance in the development of secondary education.

On the basis of the proposed targets the enrolment in absolute terms will increase by 9.39 lakh or by 52% over the enrolment in 1977-78. The increase will be about 48% in case of boys and 67% in case of girls.

5.3 Teacher Education

A National committee on elementary, teacher Education Curriculum, set up by the government in 1974-75, has completed work on the preparation of new curriculum for the in-service and pre-service training of elementary teachers. The new curriculum has been introduced from 1976-77 and the duration of training has been extended to 10, months by making teacher training a non-vacation programme. Special training programmes are also

being conducted to train teacher-trainers for the elementary teacher training colleges. The National Committee for Secondary teachers Curriculum set up to devise a new curriculum for the training, of secondary school teachers.

5.4 Programmes for the Development of Higher Education

Education at intermediate level is imparted in 131 male and female intermediate colleges and intermediate classes in 191 male and 70 female degree colleges. The current enrolment at the intermediate level is 190400. Of these 140900 are male and 49500 female. Thus 74% of the students at the intermediate level are male and 26% female. A total increase in enrolment of 63000 is envisaged during the plan period, which represents an annual rate of increase of 5.8% of the total. Increase in enrolment shall be 37600 for boys and 25400 for girls. The annual rate of growth in enrolment of boys shall be 4.8% and of girls 8.6%. A new scheme of studies known as education stream shall be introduced. Those completing intermediate education in this stream shall be absorbed as teachers in middle schools. The plan also proposes to restrict growth of enrolment in Arts to only 13460 out of the total increase of 63000. Thus the annual growth rate in arts subjects shall be restricted to 2.5% as against an overall increase of 5.8%. The increase in enrolment in science subjects is estimated at 31000 i.e. an annual growth rate of 7.4%. The increase in enrolment in commerce, agriculture and home economics subjects is proposed at 1 1.3 and 3% respectively of the total increase in enrolment.

5.5 Degree Level

Education at degree level is imparted in 191 male and 70 female degree colleges and in honours courses of the general universities. The enrolment in degree colleges is 57400 of which 40000 are men and 17400 women. The enrolment in honours classes of the universities stands at 7157 of which 5224 are education at the degree level. The plan proposes to provide for an increase of 12655 in the enrolment at degree level. This is an increase of about 19.6% over the plan period that gives an annual rate of growth of 3.6%. The plan proposes to accord high priority to the enlargement and improvement of facilities for the teaching of science.

5.6 Programmes of Allama Iqbal Open University

The Allama Iqbal Open University would employ multi-media distance learning techniques to offer courses and training programmes aimed at creating a sense of community and disseminating rural technology in addition to identifying workable strategies for functional literacy in different regions of the country. The university has been established to offer educational facilities to large groups of people through distance teaching techniques of the mass media supplemented by correspondence courses. During 1978-83, major programmes of the university will include in-service training courses for about 20000 primary and middle school teachers.

5.7 Main Points

1. A new scheme of studies known as education stream, shall be Introduced at higher level.
2. The Allama Iqbal Open University would employ multi-media distance learning techniques to offer courses and training programmes.

6. THE SIXTH FIVE-YEAR PLAN (1983-88)

6.1 Primary Education

Serious efforts will be made to introduce universal education by ensuring that all boys and girls of the relevant age group get in-rolled in class-1, latest by the terminal year of the plan. A minimum of five years of schooling will be made obligatory to begin with and the tenure will gradually be raised to 10 years.

Participation rate of children in primary schools is targeted to increase from 48 per cent in 1982-83 to 75 percent in 1987-88. This implies that over 5 million additional children will be provided with primary schooling, an increase of over 80 per cent over the base year enrolment of 6.8 million children.

It is estimated that at least 20 per cent of population in rural areas lives in settlements of less than 300 persons. It will be necessary to devise, special programmes such as mosque schools, or mobile schools, with lowered qualifications for teachers in order to reach this population. The sixth plan programme has, therefore, been designed on the principle of flexibility to allow creation of educational facilities in accordance with the specific requirements of each locality. The major components of the programme are:

- Utilization of mosques to accommodate classes 1 to 3 of new schools and overcrowded existing schools;
- Provision of school buildings both for existing and shelter-less schools and for classes 4 and 5 after completing class 3 from mosque schools;
- Construction of sheds/buildings in urban areas to supplement the space available in the mosques for opening new schools;
- Introduction of the system of mixed enrolment in all new and existing schools in class 1 to 3;
- Provision of separate girls schools wherever mixed enrolment is not possible;
- Provision of two teachers in each mosque school including the Imam, and one teacher each for classes 4 to 5 in all schools against the present system of one or two teachers for all five classes;
- Creation of a separate implementation agency for primary education at federal, provincial and subsequent levels.

The requirements of universal primary education are extremely large and are beyond the capacity of the federal and provincial governments, which have many other claims on their resources. It is essential that in future local bodies and the communities share a much bigger proportion of the responsibility of the schooling facilities, their maintenance and supervision. In fact the need for the community involvement extends much beyond these tasks. Community pressure will be necessary to ensure that people realize that acquiring education and literacy is as much the family's responsibility to the society as the provision of education facilities is the government's responsibility to the people. Moreover, community interest would help improve the quality of education, the motivation of teachers, the state of school facilities and the relevance of the curriculum, school hours and vacations to the local needs.

6.2 Secondary Education

Secondary education is important because it is the terminal stage of education for a large number of boys and girls and because it is on completion of secondary education that students are channeled to courses in various fields. Secondary education, therefore, has to be broad based, flexible and of high quality.

Despite the diversity of educational requirements of students, there is a hard core of subjects including Islamiyat, Pakistan Studies, Languages, Mathematics and Sciences. These subjects have to be essentially studied by all students in order to have corrected understanding of the Islamic principles and the Pakistan ideology on the one hand and a sound academic base on the other. In view of the rapid technological advances study of a strong course in science and mathematics is becoming increasingly essential for all students. Hence the teaching these subjects will receive special emphasis in the development of secondary education.

To provide a broad-based education at secondary level, the programme of teaching agro-technical groups of subjects, including training in arts agriculture and commerce, will be strengthened. The ongoing training programmes in about 3,000 schools at the middle stage and 200 schools at the high stage will be consolidated and strengthened and training in these subjects will be introduced in 400 more schools in class VI to VIII and 100 high schools in class IX and X. In addition, trade/technical schools and vocational institutes will be set up mostly in the rural areas which will provide training, in technical trades to the drop outs from the education system on completion of class VIII or even earlier.

6.3 Teacher Education

The primary and secondary schooling targets would require an additional 200 teachers including approximately 40 thousand Imams. Another 45 thousand teachers will be needed for replacement. Teachers training facilities are adequate for the new teachers and to cater to in-service training, but curricula will be redesigned and crash courses introduced for less qualified teachers in the far flung rural areas.

There are 71 institutions for the training of primary and undergraduate secondary school teachers. Graduate teachers are trained in 14 colleges and four university departments. Institute of education and research of the universities of the Punjab, Sind and Peshawar and a few training colleges offer courses in Master of Education.

Availability of trained teachers both for primary and secondary schools is becoming a problem. It is already quite serious in Punjab in respect of male teachers. Training institutions for male teachers are functioning at about 20-30 per cent of the capacity. To meet the shortage of trained primary school teachers, untrained matriculates are being recruited as teachers. It is proposed that provinces facing such a situation introduce a modified system of teacher training under which teachers may be placed for training after recruitment. The training may be completed in 3 installments of 5, 3 and 2 months duration. After the completion of the first training unit of 5 months, teachers should be placed in teaching jobs and should be enabled to complete the remaining 2 units within 3

years of the first appointment. These teachers may be given the initial salary scale of trained teachers from the date of their first appointment but should be allowed to draw annual increments on completion of full training. Gradually, the entire training programme of primary and secondary teachers may be structured on this pattern. This will have the advantage of increasing the annual output 100 per cent, enabling teachers to gain from their experience of classroom teaching, and developing a strong training programme through the resultant feedback system.

6.4 Higher Education and Research

Universities will be one of the main beneficiaries of R&D (Research and Development) programme being launched on a large scale in the sixth plan. Scientific research and technological development allocations are being increased from Rs. 2 billion in the fifth plan to Rs.7 billion in the sixth plan.

Degree Level Education:

The sixth plan proposes to encourage growth of institutions imparting only degree level education. To encourage growth of such institutions, necessary administrative and financial sources shall be delegated to a few reputed colleges in the list instance with a view to enabling them to recruit better qualified staff on higher salaries, to set higher admission criteria, charge adequate fee, and enjoy a much larger measure of freedom in the administration and management of staff and students. These colleges shall be empowered to award degrees. The plan also proposes to encourage opening colleges in present sector, which shall also be granted considerable freedom in matters of tuition fee and determining admission criteria while the government shall provide them financial grant assistance.

In addition, the plan proposes to implement the following programmes designed to improve the quality of instruction:

- Admission tests covering academic aptitude, communication skills a proficiency in academic subjects proposed to the studied shall be conducted;
- Science laboratories and libraries shall be provided better equipment and latest books and journals;
- Teachers shall be provided facilities and incentives to improve their qualifications through study at Pakistani and foreign universities;
- Arrangement for in-service training will be made;
- Services of expatriate Pakistani scholars shall be made available to degree colleges as visiting processors particularly in scientific disciplines.

Post-Graduate Education and Research

The following policies and measures are proposed to be adopted during the plan period to this end:

- Existing university campuses and facilities Will be completed and improved at an accelerated pace (the past pattern of show, lingering construction will be changed);
- No new university will be opened in public sector;
- Under-graduate programmes at universities will be discontinued:

- A system of admission test and make-up courses for removing the deficiencies (assessed through the admission tests) will be introduced;
- Selected university departments will be developed into centers of advanced studies (with physical facilities and faculty resources comparable to advanced countries);
- A privately endowed university for science and technology will be established with complete freedom.
- Scholarships to talented students, particularly, in scientific fields, will be awarded. To make higher education a privilege for the talented, special award of scholarships will be introduced for talented students.
- The quality of science education suffers greatly due to non-availability of funds for the purchase of consumable materials in colleges and universities, It is proposed to meet the recurring expenditure of these items from the development funds on an experimental bases in accordance with the scale of expenditure to be determined by the Boards of education and the University Grants Commission.

6.5 National Scholarship Foundation

In addition, launching of a comprehensive programme of scholarships is proposed. This scholarship programme will provide financial assistance to students of all levels of education, and for studies within the country and abroad. These scholarships will be financed through Zakat and Ushr funds and will be administered by a specially created foundation to be called the, National Scholarship Foundation. The Foundation will be managed by the Board of Governor's consisting of people drawn from all walks of life including a large number of nongovernment members. It is estimated that about Rs. 1000 million may be spent for this purpose during the sixth plan period through the National Scholarship Foundation.

During the sixth plan, small size mono-techniques, commercial and vocational institutes and trade schools will be set up to provide training to technicians and skilled workers in trades related to local needs.

6.6 Sixth Plan Review

Although the Sixth Plan achievements were lower than the targets, considerable progress was made in the education sector.

During the Sixth Plan period, the following policy changes were made:

- For education, Iqra surcharge was levied on imports, which yielded additional resources of Rs. 13.1 billion: The recurring expenditure of the provinces on education over and above the 1982-83 level was treated as development expenditure and was reimbursed to them;
- Foreign funding earmarked for education projects was passed on to the provinces in addition to their normal share in the annual development programme (ADP);
- In order to reduce the imbalance between the rural and urban educational facilities, the Prime Minister's Five Points Programme relating to rural education was launched in 1986. Some 6,922 primary schools were opened in the rural areas during the last two years of the sixth plan.

- Several innovative projects to improve the quality of education were launched on an experimental basis. These included: (i) summer M. Phil programme in science for teachers; and (ii) readers clubs, which provided 50 per cent subsidy on books, and other programmes.

The focus of the Sixth Plan was on the expansion of primary education and a reduction in illiteracy. To achieve these objectives, 40000 new mosque schools were to be setup during the plan period. These targets could not be attained. Only 17,193 new mosque schools could be opened while the literacy programme could not make much progress due to the absence of an appropriate strategy. Enrolment in classes' 1-V could only increase by 2.6 million, raising the participation rate from 53 to 64 per cent. Enrolment in classes VI-X increased by 894.000 during the plan raising the secondary school participation rate from 22 to 26 per cent.

In the Sixth Plan no university or degree college was to be established. Emphasis was on the consolidation of a large number of institutions, which were opened during the fifth plan. Only three university departments were developed into Centers of Advanced Studies. The establishment of a privately endowed university of Science and Technology did not materialize. Liberal scholarships were awarded to encourage M. Phil and Ph.D. programmes while the University Grants Commission (UGC) started training and exchange of university teachers within the country. Scientific equipment was provided to Centers of Excellence and Selected University Departments, both from local resources and foreign aid.

6.7 Main Points

1. The participation rate of children in-primary schools is targeted to increase from 48% to 75%.
2. Utilization of mosques to- accommodate classes 1-3.
3. National Scholarship Foundation will provide financial assistance to students of all levels of education.

7. SEVENTH FIVE-YEAR PLAN (1988-93)

7.1 Objectives

The objectives of the Seventh Plan (1988-93) in the education and training sector are as follows:

- To broaden the resource base for education;
- Universalize access to primary education;
- Substantially improving technical and vocational training facilities; and
- Improving the quality of education at all levels .and in particular of university education.

7.2 Primary Education

The Seventh Plan strategy emphasizes provision of at least basic primary education to every boy and girl in the country. By 1992-93, almost every child of age 5 years and above will have access to a primary or mosque school. Special attention will be paid to increase the participation rate of girls. In the Seventh Plan, the separate entity of the preparatory class (kachi/nursery) will be recognized.

There will his legislation for compulsory primary education up to class V for all localities where a school is available within a radius of 1.5 km.

Opening schools, especially in the rural areas, however cannot achieve full participation of primary school children. A strong motivational campaign therefore is launched to convince parents to send to their children to school.

Detailed school mapping will be undertaken to identify the locations where educational facilities do not exist. It will be ensured that new educational facilities are geographically well spread so that a school is accessible to every child. Mosque schools will be opened for small settlements.

Recruitment will not be restricted to candidates with a primary teaching certificate (PTC). In addition to existing trained teachers, intermediates and graduates will be recruited as primary teachers.

Part-time employment for girls' primary school teachers on a contract basis will be allowed. It will be possible to appoint middle-pass candidates as assistant teachers if PTCs ate not available. Similarly, retired personnel will be appointed in girl's schools if qualified female teachers are not available. In due course, all primary schools will have only female teachers.

At present a child of 5 years and above is admitted to class I. In more than 85 per cent countries of the world, the age of entry in class I is 6 years and above. But these countries have strong programmes of nursery and pre-primary classes. The possibility of increasing the age of entry to class J by one year will be examined.

Textbooks for primary schools will be improved. Integrated textbooks will be used up to class III. In most of the rural primary schools small children undergo the inconvenience of sitting on the floor in all seasons. The seventh plan will provide simple arid locally manufactured furniture in all new primary schools.

7.3 Secondary Education

The curriculum at secondary level will be changed so that students leaving the system after classes VIII or X possess some useful skills to enable them to earn a living. In classes VI, VII and VIII, students may be required to opt for one skill oriented subject such as agriculture, home economics, metal work, electricity, woodwork or furniture making, etc. This will enable a class VIII graduate to practice that skill or enroll in a vocational school for further training.

During the Seventh Plan the participation rate will increase from 30.4 per cent to 41.6 per cent at the middle stage and from 17.2 per cent to 24.1 per cent at the high stage: The overall participation rate for classes VI to X will rise from 25.7 per cent to 35.5 per cent. It is expected that girls' enrolment will increase more rapidly than that of boys.

Construction of additional classrooms and improvement of existing buildings of middle and high schools will be carried out to cater for additional enrolment coming from the primary schools. In urban areas, a second shift in secondary schools will be introduced where ever feasible.

Incentives will be provided -to attract good science and mathematics teachers. The ongoing project of improvement of science education will be expanded to cover more schools, together with in-service training of teachers, construction of laboratories and supply of science equipment. The quality of teaching the English language will be improved by strengthening the teacher training programme and by revising courses in English language. It is proposed that the Seventh Plan reorient the educational structure as follow:

Classes 0, I, II, III, Lower Elementary

Classes IV, V, VI, VII, VIII Upper Elementary

Classes IX, X, XI, XII, Secondary Classes XIII, XIV, XV. College

Classes XVI, XVII and above University

In order to improve the quality of education, in secondary schools, teachers possessing a Bachelor of Education (B.Ed.) degree will also be appointed along with those holding a Certificate of Teaching (CT) to teach classes VI, VII and VIII.

A small hostel for students will be provided in Secondary schools. Efforts will be made to setup new secondary schools, so that these facilities are available to the maximum number of students in all districts and tehsils.

Under the Seventh Plan a programme will be launched to provide at least one model or Comprehensive School for boys and one for girls in each district so that quality education to talented children can be insured. Forty selected high schools will be upgraded to model of comprehensive school level in districts where no such schools exist.

The public sector will set up 36 poly and mono-techniques, 4 commercial colleges and 50 vocational training centers. Moreover, the private sector will be encouraged to set up technical and vocational institutions. The Small Business, finance Corporation will offer loans to private technical institutions for purchase of laboratory equipment, etc. for investment in Setting up technical/vocational institutions. Endowments to these institutions and income from them will be tax-free. As a result, of technical and vocational training programmes after passing the matriculation examination will increase from 24 to 33 per cent of those who continue education.

At present different agencies are responsible for vocational and commercial education and there is no coordination between them. During the Seventh plan a Council of technical Education will be constituted to ensure such coordination.

After class VIII, students will be able to join a vocational institution for a certificate course of 3 to 10 months duration. After class X a two-year diploma course will be offered in the polytechnics and technical colleges. After this a three-years, course in one of the Engineering or technical college's, will lead to a B. Sc, (Engineering) degree. Admission to B. Sc (Engineering) will be open to only the best students from, among those who qualify this degree in general education. After B.Sc. (Engineering), a two-year course for Master's Degree in Engineering will be offered in the Engineering Universities. In addition, the Engineering Universities will offer M. Phil, and Ph. D. courses with emphasis on research.

7.4 Teacher Education

The shortcomings, of the present teacher training programme have been identified as follows:

- The curriculum is not relevant to actual classroom situations and teachers are not trained to apply the principles to the actual teaching-learning process;
- Teachers have poor academic knowledge in the subject matter they teach;
- 100 per cent internal evaluation by institutions in the award of CT and, PTC both in theory and practice has lowered the standard in most cases;
- The training period is inadequate for a comprehensive training course;
- The arrangements for in-service training and continuing, education are inadequate; and
- Good students are not attracted to the teaching profession due to lack of good career prospects.
- During the Seventh Plan period teacher efficiency will be improved by:
- Gradually raising the minimum qualifications of fresh entrants;
- Revitalizing the teacher training programmes through structural and curricular changes and improved management of teacher training institutions; and
- Providing better career prospects and continuous in-service education, weeding out in-efficient persons and providing incentives for good performance in the form of increments/awards, etc.

The Seventh plan will endeavour to overcome the above shortcomings. The courses for CT will also include methods of teaching at primary level while the B. Ed Courses will include

teaching at the middle level. If trained teachers are not available, untrained persons with higher qualifications will be appointed and allowed salaries according to their qualifications.

The pre-service training facilities will be increased substantially during the seventh plan period for teacher to meet the demand at the primary and secondary level. Existing training institutions will be consolidated and new ones established.

There are 13 in-service teachers' Education Extension Centers, which conduct in-service refresher courses for school teachers. The number covered through these refresher courses is insignificant. These centers will be consolidated. Additional buildings, library books, equipment for science laboratories, and modern audio-visual aids for training of teachers will be provided. Innovative methods of in-service training, such as modular approach, distance learning techniques, mutual exchange of teachers and supervisors, and use of audio and video cassettes will be encouraged. A system of incentives in the form of awards, recognition and preferences will be introduced.

7.5 Higher Education and Research

(1) College Education

In the existing degree colleges, a large majority of students belong to intermediate classes, if these classes are de-linked and the honours classes are introduced, the degree colleges will have a three-year programme. There will be no need for establishing any new degree college. Use of computers in various courses will be encouraged. , Evening classes in colleges will be allowed where feasible. Some of the well-established and reputed colleges will be allowed to award degrees.

(2) Universities

During the seventh plan, administration of the universities will be streamlined by transferring the responsibility of university education entirely to the provincial governments. Management capabilities will be given special consideration in selection of new administrators for universities. The university heads will also be provided necessary training and orientation. The following major reforms are envisaged:

- Financial position of the universities will be improved by eliminating their existing deficits, providing them 20-25 per cent of the Iqra fund collections, raising the fees from the existing 1 per cent of recurring expenditure to 10 per cent, creating endowment funds for the universities and making donations to this fund tax free without limit.
- At least 8 selected departments having potential for up-gradation especially in terms of staff will be developed into centres of advance studies for offering M. Phil, and Ph. D. Programmes and research of international standard;
- Separate non-transferable funds will be provided out of the recurring budget for purchase of consumable material for scientific laboratories, and research.
- Every university will establish a guidance and placement centre for students.
- Measures will be taken to improve academic environment and administration in the universities;

- Programmes for the improvement of teachers will be launched which will include seminars, conferences, training courses, teacher exchange programmes, research grants, and fellowships for further education in and outside Pakistan.
- The curricula will be revised, and up-dated.
- Quality research will be considered an integral part of the duties of a university teacher.
- Quality of university education will also be improved through a number of other measures. An admission in a university or college will be selective and will be purely on the basis of merit.

7.6 Testing and Evaluation

The Seventh Plan provides for the establishment of educational testing and measurement services, which will develop standardized tests of intelligence, aptitude, scholastic ability, etc. These test scores will be used in conjunction with the traditional examination scores and cumulative record will be maintained. The admission to educational institutions will be selective and strictly on merit. At the same time, measures will be taken to improve the conduct of examination and evaluation of scripts. Severe penalties will be prescribed for cheating.

7.7 Financial Allocations

On a self-financing basis, communities and NGOs will be encouraged to setup primary, middle, high, college and technical institutions using Urdu or a regional language as medium of instruction. Government will provide by way of development grants, 50 per cent of the cost of building constructed or donated for opening a school. The capital grant will be placed in an education fund to be used on educational facilities, by the community or NGO.

The resource base for education will be increased. The proceeds of the *Iqra* surcharge will be directly credited to the *Iqra* fund. In addition, the *Iqra* surcharge will be gradually extended to other economic activities to meet the growing needs of education and training.

The Seventh Five-year plan allocates Rs 23.1 billion for developmental programmes of education and training.

During the Seventh Plan, Rs 93 billion will be required for meeting the recurring expenditure (Rs 75 billion for maintaining the existing educational programmes at the 1987-88 level and Rs 18 billion for the programmes of the Seventh Plan). This level of recurring expenditure will necessitate strong cost recovery measures.

7.8 Main Points

1. This plan emphasizes the provision of at-least basic primary education to every boy and girl in the country.
2. During this plan the participation rate will be increased from 30.4 percent to 41.6 percent at middle stage.
3. Administration of the universities will be streamlined by transferring the responsibility of university education entirely to the provincial governments.
4. The Seventh Five-Year Plan allocated Rs. 23.1 billion for developmental programmes of education and training.

8. THE EIGHTH FIVE-YEAR PLAN (1993-98)

8.1 Objectives

The Eighth Plan will focus on the following major aspects:-

- i) Universalizing access to primary education for all boys and girls of 5-9 years of age.
- ii) Enactment and enforcement of legislation for compulsory primary schooling for all children of the relevant age group, wherever the primary school facilities become available.
- iii) Quantitative expansion and qualitative improvement of technical and vocational education to equip the youth with demand-oriented skills,
- iv) Removing gender and rural-urban imbalances.
- v) Reforming the management and financing of the universities, de-politicizing their campuses, and eliminating duality of their administrative control by the provincial Governments and financial control by the Federal Government.
- vi) Qualitative improvements of physical infrastructures, curricula (by making the courses demand-oriented), textbooks, teacher training programmes and examination system at all levels of education.
- vii) Broadening of the resource base for financing of education through increased allocations and encouraging private sector's participation in provision of educational facilities at all levels.

8.2 Primary Education

Universalization of primary education will be given/the highest priority during the Eighth Plan. By the end of the plan period, almost all boys and girls of 5-9 age groups will be enrolled in primary or mosque schools. To achieve this objective, necessary infrastructure and school places will be created at reachable distance. Policy measures will be implemented to enroll and retain the children in the primary schools.

During the Eighth Plan, the facilities in the primary schools will be improved by providing adequate shelter, furniture, potable water, latrines, teaching aids etc. Activity oriented instructional material will be developed through better pre-service and in-service training. To increase the girls participation, textbooks will be provided free of cost to all girls of grade I.

Highest priority will be given to opening of girl's primary schools in all such villages where there is a boy's school but no girl's school.

A primary school will be established for a settlement of more than 300 populations (1981 census), whereas a mosque school will be opened for a smaller settlement having a minimum of 25 primary school age.

At present, provision of free land for opening of primary schools is the responsibility of the local community. Due to sharp increase in the cost of land, particularly in the urban areas,

it has become difficult to obtain free land for schools from the local community. During the Eighth Plan, funds will also be provided for purchase of land/buildings in big cities in exceptional circumstances. Where, land could not be made available free of cost, Moreover, in planning of all future housing schemes (both in public and non-profit private sectors), provision of land for tile educational institutions at primary level will be made obligatory.

8.3 Secondary Education

Facilities for secondary education will be expanded to absorb the increased output from primary schools. For this purpose, about 2.4 million additional seats in classes VI to X will be created by upgrading, primary and middle schools, establishment of new high schools and adding classrooms in the existing schools. Construction of additional classrooms and improvement of the existing buildings of the schools will also be carried out. In urban areas, second shift will be introduced in selected secondary schools wherever feasible. During the plan period, the participation rate at lbs secondary level will be raised from 50% in 1992-93 to 55% for boys and from about 26% to 30% for girls. Private sector is estimated to accommodate about 15% of the target enrolment at secondary level.

For qualitative improvement, the existing curricula will be reviewed and reformed, particularly that of science and mathematics. Facilities for teaching of science subjects will be improved by provision of additional laboratories and equipment and better-trained teachers.

Performance of classes XI and XII in the existing higher secondary school will be evaluated and remedial measures will be adopted wherever necessary priority will be given to adding classes 11 and 12 in secondary school instead of establishing new intermediate colleges.

By the end of the Eighth Plan period, each district will have a model school for boys and each division will have such an institution for girls in the public or private sector. Private sector will be encouraged to establish quality education institutions. Efforts will be made to upgrade the quality of all secondary schools through provision of better-qualified teachers and physical facilities.

8.4 Post Secondary Technical and Vocational Education

At present general education system in Pakistan is producing graduates without functional and marketable skills. The Eighth Plan will take necessary measures to reverse this trend and to increase the Share of enrolment in technical and vocational .streams from existing level of about 30% to 38%. To achieve this objective, efforts will be made to establish technical and vocational training institutions up to Tehsil level in public or private sector. The curricula of all technical and commercial training institutions will be kept under constant review and will be made responsive to the market needs. More opportunities will be provided for technical and vocational education for women. The technical and vocational training programmes will also be linked to the recently announced prime minister's employment programme. For promotion and coordination of technical training programmes, Councils of Technical Education will be constituted at various levels.

8.5 Teacher Education

The Eighth Plan programmes will review and reform the curricula and training methodology of the teacher training institutions at all levels. The teacher training programmes will emphasize the acquisition of practical skills that can be applied in actual classroom situation instead of the present emphasis on theory. To achieve these objectives, 8 existing colleges of elementary school teachers will be upgraded as model institutions, which will offer and disseminate modernized teacher training curricula and techniques. In addition, 66 teachers training out posts will be established at the premises of rural girl's high schools to facilitate the training of female teachers in rural areas

At present there are 110 institutions for training of primary school teachers and 11 colleges for training of secondary school teachers. In addition, there are about 109 teacher-training units attached to secondary schools. A large number of primary and secondary school teachers complete teacher training as private candidates or through the programmes of Allama Iqbal Open University. The quality of these teacher-training programmes will be evaluated during the plan period and necessary policy changes will be made. To upgrade the quality of teachers, the entry qualification for all teacher-training programmes will be enhanced. Duration of the training will also be increased wherever feasible. Pay Scales of the teachers will be linked with their qualifications.

It is estimated that about 200000 additional primary school teachers, 50000, middle school teachers and 35000 high school teachers will be required during the Eighth Plan period. The requirements of middle and secondary school teachers can be met fully from the output of the existing system. Additional requirement of the teachers will be met by opening of 18 new elementary teachers training institutions and increasing the capacity of the existing institutions through expansion of their physical facilities.

The existing Education Extension Centres will be developed as centres of mobile teacher training. Innovative programmes of teacher training such as modular approach and audio/video cassettes containing training lessons will also be used. A system of incentives in the form of awards and recognition will be introduced by linking the career of teachers with their periodical in-service training and efficiency.

8.6 Testing and Evaluation

A comprehensive and scientific evaluation system makes, the teaching learning process more rational and efficient. During the eighth plan period concerted efforts will be made to establish a national education testing service on sound footing, preferably through private sector or some NGO. The work of the test development; and research will be carried out by national education testing service in collaboration with agencies and individual experts available from within or outside Pakistan. Gradually, the admission to higher education institutions will be made on the basis of performance of the students in educational tests developed and standardized by the national education testing service.

8.7 College Education

In order to raise the standard of degree level education, the intermediate classes need to be

gradually de-linked from the degree colleges and the existing two-year degree courses need to be converted into three-year honours degree courses. During the Eighth Plan, degree level education will be re-structured by offering 3-year honours courses in selected colleges in order to enhance employ-ability of the graduates.

The college curricula will be diversified and made demand-oriented. During the Eighth plan, selected intermediate colleges will be upgraded to degree level. For optimum utilization of available facilities, evening shift will be introduced in colleges wherever feasible. In order to improve the quality of classroom teachings in-service training courses will be arranged for the college teachers during summer vacation.

8.8 University Education

The universities have been unable to keep pace with recent advances of knowledge in science and technology as well as in social sciences. In view of this, the university education needs a new look and complete overhauling. The Eighth plan will focus mainly on improving quality and increasing the external and internal efficiency of the university education. The Eighth Plan will also upgrade the quality of research through staff development and provision of better physical facilities, scientific equipment, library books, and up to-date journals.

At least two potential departments in each university will be upgraded as centres of advanced studies to make them capable of conducting quality research and offering M. Phil and Ph. D. programmes. The universities will be encouraged to establish linkages with the industry and commercial organizations through contract research on specific problems. The National Institute of Modern Languages will be used to overcome language barriers.

During the Eighth Plan period the university acts, will be revised to facilitate their effective financial and administrative management. The University Grants Commission will be given more powers to oversee the academic standards. Programmes offered by the universities, most of which are presently supply oriented, will be made demand oriented.

Out of 20 existing universities, 12 universities were started after 1970. Due to thin funding the campuses of IX) universities are still to be completed. In view of the resource constraints, highest priority will be given to completion of essential facilities of the existing campuses. Private sector will be encouraged to establish Universities or graduate schools in the newly emerging fields.

Admission in the universities will be selective and purely based on merit. Every student will be required to take standardized test in the relevant discipline. All possible steps will be taken to eradicate cheating in the examinations.

8.9 Financial Allocation and Resource Generation

The proposed Eighth Plan development programmes in the public sector are estimated to cost Rs. 69.831 billion (including Rs. 39.319 billion for social action programme in education). Of these Rs 7.534 billion (Rs. 0.584 billion for SAP and Rs. 6.950 billion for

non-SAP) are included in the federal PSDP. In addition, about Rs 159 billion will be required to meet the cost of recurring expenditure for the eighth plan period (Rs 139 billion for the existing programmes and Rs 20 billion for the new programmes). This level of expenditure will necessitate strong measures for the cost recovery and resource generation. Following measures will be taken for this purpose:-

- i) Public sector allocation for education will be increased. Allocation for basic education will be accelerated through social action programme. Provincial governments are expected to enhance their expenditure on basic education under incentives to be provided by the federal government under social action programme.
- ii) Federal and Provincial Education Foundations will advance grants/loans to the private- sector NGOs for establishment of new educational institutions, particularly in the rural areas. The education foundations will also receive grants from the social action programme for promotion of basic education and literacy through NGOs.
- iii) Iqra surcharge will be properly organized under a separate, fund. Its proceeds will be credited to an educational fund to be used solely for educational development.
- iv) Private sector will be encouraged to establish educational institutions at all levels through tax exemptions, loan facilities and grants. The NGOs which establish or upgrade the educational institutions in the national or approved regional languages as medium of instruction, will be provided matching grants up to 50% of the cost.
- v) In all future residential and housing schemes, compulsory provision will be made for free land for primary schools, the cost of which will be recovered from the allottees as development charges.
- vi) Local Bodies particularly Municipal Corporations and Cantonment Boards will be re-activated to provide basic education facilities in their areas. They will be encouraged to allocate more resources for establishing and running primary and secondary schools through generating additional resources exclusively for educational development in their areas.
- vii) Fee structure and other user charges will be rationalized, particularly in higher education institutions.
- viii) The universities or other higher educational institutions will be encouraged to create endowment funds.
- ix) Industries and companies which have paid up capital of Rs 100 million or more will be required to establish educational institutions upto secondary level.
- x) Establishment and running of technical and vocational training institutions will be declared as small business activity and they will be made eligible for loans from Small Business Corporation.

8.10 Main Points

1. Universalization of primary education will be given the highest priority during the Eighth Plan.
2. Participation rate at secondary level will be raised from 50% to 55% for boys and from 26% to 30% for girls.
3. 200000 additional primary school teachers and 35000 high school teachers will be required during this plan period.
4. National educational testing services will be established.

9. THE NINETH FIVE YEAR PLAN (1998-2003)

9.1 An Overview of Education Development since Independence

Educational development in Pakistan has a dark history. It however, on the whole grew substantially both quantitatively and qualitatively. None the less, there is much to be desired. An overview of education facilities at the time of independence and those at present (1997-98) are as under:

a) Number of Instruction	1947	1997-98 Estimates
i) Primary Schools	8,413	1,58,920
ii) Middle schools	2,190	16,002
iii) High schools	108	700
iv) Vocational institutes	46	800
v) Colleges	40	165
vi) Professional colleges	5	30
vii) Universities	2	30
b) Enrollment (000)		
i) Primary level (I-V)	700	16,500
ii) Middle level (VI-YIII)	221	4,505
iii) High stage (IX-X)	58	2,039
iv) Vocational	3.9	550
v) College (XI - XIV)	13.5	850
vi) Professional colleges	4.4	155
vii) Universities	0.6	40
c) Literacy Rates	13%	40%

9.2 Main Objectives of the Ninth Plan:

The main objectives of the Ninth Five Year Plan in Education and Training sector are:

- Reducing poverty by improving the literacy rate from 42% at present to 60% by the end of the 9th Plan and 75% by the year 2010. To achieve this target UPE is the main dependable source. Programmes of non-formal and informal education through print and electronic media will, however, supplement the efforts towards this end.
- Education will ensure best possible way of life.
- Achieve UPE for boys by the end of the 9th Plan and for girls by the year 2010:
- To achieve universal elementary education (UEE) for boys by the year 2010 and enrolling 90% of girls of the same age group during the same period.
- Improve and expand secondary level education;
- Diversifying technical, vocational and commerce education anti ensuring their spread to meet the requirements of each area/region:
- Optimal use of inputs of educational institutions through good governance.
- Reduce subsidy at higher education institutions and support education expenses of

- capable but deserving students to continue their studies to the highest level.
- To prepare graduates to face life with confidence through knowledge lead, education.
- Tertiary level institutions will adjust their teaching programmes to produce highly educated /trained manpower.
- Create conducive teaching and research environment at campuses of higher education institution.

9.3 Growth Rate and Target of Ninth Plan

Literacy rate will be increased from 42% at present to 60% by the end of the 9th Plan and 75% by the year 2010. Expediting Universal Primary Education (UPE) is the only dependable and sustainable course to achieve higher target of literacy rate. However, for out of school youth below 19 years of age, separate programme of adult education will be launched. To develop feasible literacy programme, performance evaluation of earlier non-formal education programmes will provide guidance. Performance evaluation of 10,000 non-formal Basic Education Schools/Centers currently under implementation will, also provide, food for thought to develop action plan to improve literacy rate in the shortest possible period. Functional literacy and continuing education will be the hallmark of this programme.

9.4 Primary/Elementary Education

The end of the 9th Plan period will achieve UPE for boys while for girls it will be achieved by the year 2010. Buildings will be provided for all existing shelter less primary/ elementary school besides provision of classrooms in the existing overcrowded primary/ elementary schools. Reducing the dropout rate and improving the efficiency of the system through better supervision, administration and involvement of local communities will minimize the wastage at this level. To increase utilization of the existing school, especially those of girl's schools in the rural areas, strong motivational campaign will be launched for parents to send their children to school. This will be reinforced by legislation for compulsory primary education. Gender and regional imbalances existing in available basic education facilities, will be taken care of. To meet this objective during the Ninth Plan period 3.601 million additional primary school children (including 2.395 million girls) will be enrolled. The participation rate for boys at primary level will increase from 95% to 100% while for girls it will increase-from 60% to 80%. At middle level it will increase from 62% for boys to 79% and/or girls' form 35% to 48%. At the same time, efforts toward universal elementary education (UEE) will be geared up through SAP-II programme.

9.5 Secondary Education

Secondary education, on the one hand, is a terminal stage for many while it is entry point to higher education to others Diversification of courses for the students in different streams at this stage is a very sensitive task. It is a stage, which plays a crucial role in determining the future career of a raw immature youngster. Democratic access to various career options will be provided at the stage.

The expanded requirement for secondary education will be met by upgrading middle schools and establishing new secondary schools. Private sector will be encouraged to share the responsibility.

Deeni Madaris will be persuaded to follow the courses of general stream in job-oriented subjects. To improve the quality of secondary education, following measures will be adopted:

- i) Integration of secondary education classes IX-XII under one roof.
- ii) Master degree holders in education will, be recruited as secondary 'school teachers.
- iii) Intensive in-service training courses at least once in five years will be arranged for secondary school teachers.
- iv) Existing science teaching facilities in high school will be revamped while teaching of science will be provided in high schools where it is not available.

9.6 Tertiary Level Education

The tertiary level education produces leader for all walks of life. It is the age of competition and it will be more so in the 21st century. For tertiary level graduates/stale of the art education in marketable disciplines will be required. For this purposes the propose bare:

- i) The intake qualifications of tertiary level teachers will be raised as: M.Phil degree for postgraduate colleges and Ph.D. for universities besides intensive training will be mandatory.
- ii) Traditional and un-economical disciplines will be dispensed with while others will be introduced.
- iii) Split Ph.D. training in local universities/institutes in collaboration with foreign universities will be started. Degree will be awarded by local universities/institutes. This will help to improve the quality of instruction and research in local universities/institutes raising their level at par with foreign universities of repute.
- iv) A substantial allocation to universities will be made to start research programmes.
- v) Efforts will be made to raise tertiary level enrolment from 0.4 million at present to 1.0 million by the end of the 9th Plan and to 2.5 million by the year 2010. This will raise the participation rate at tertiary level from 3% at present to about 8% by the year 2010.
- vi) Ratio of those going in science and arts disciplines will be brought to 50:50 by the year 2010 against 29:71 at present.
- vii) The failure rate of 34% at Bachelor level and 55% at Master level will further be reduced through effective teaching.
- viii) National Council of Accreditation and Award will be established. All degree colleges will seek affiliation with this Council. It will conduct examinations of degree colleges and will award degrees.
- ix) Undisciplined private education system will be governed through Regularity Authority to be created at provincial levels.
- x) Three year degree programmes will be introduced.

9.7 Role of Private Sector

During Eighth Plan period private sector was encouraged to establish educational institutions at all levels. As a result at school level about 30% students are going to private sector. At tertiary level there are 8 universities/institutes including one Engineering University.

Ninth Five Year Plan proposes still greater involvement of private sector in the spread of education. Private sector institutions are of many types. Some are single while others have inter-city chains. Some are goal-oriented while majority of them are profit earning. Some institutions are sponsored by individuals and others are run by some Committee/Anjuman/NGO. A large number of private institutions do not have proper infrastructure and qualified teachers. It is necessary that such institutions including Deeni Madaris be governed under some regulations. Some of these may be given degree awarding status.

9.8 Community Involvement

Ninth Five Plan recommended that involvement of non-political organization/local bodies may be ensured to resolve the problems of construction, repair and maintenance of buildings, management of problems, teacher absenteeism, purchases out of non-salary recurring grants etc. Resources position for education sector will be improved through social mobilization, community participation and activating the role of NGOs, CBOs and local bodies. Higher literacy rate will be ensured through concerted efforts of public sector, NGOs and community participation. The role of communities and NGOs will particularly be focused for setting up new girl's institutions, in rural areas and urban slums.

10. SELF ASSESSMENT QUESTIONS

- Q. 1 What deficiencies made the implementation of Five Year Plans difficult? Explain.
- Q. 2 Write about the significant advancement in the field of education since independence.
- Q. 3 Compare and contrast all the five year education policies in their important provisions, for following levels of education.
 - Elementary
 - Secondary
 - Higher

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